

**BOARD OF STATE AND
COMMUNITY CORRECTIONS**

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TITLE II – FEDERAL FORMULA GRANT

Fiscal Year 2013/2014

YEAR-2 REAPPLICATION PACKET

Released: December 7, 2012

Applications due by 5:00 p.m., January 7, 2013

In addition to the grant application, this Request for Application (RFA) packet includes important information about funding provisions, grant eligibility, and application submission requirements.

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BACKGROUND INFORMATION

The Juvenile Justice and Delinquency Prevention (JJDP) Act of 2002 reauthorized the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to administer the Formula Grants Program, which supports state and local delinquency prevention/intervention efforts and juvenile justice system improvements. Congress appropriates funds and OJJDP awards them to states on the basis of their proportionate population under age 18. Projects administered under this funding stream support State and local efforts in planning, operating, and evaluating projects that seek to prevent at-risk youth from entering the juvenile justice system or intervene with first-time and non-serious offenders, and to provide direct services that maximize their chances of leading productive, successful lives.

As the designated State agency that administers the federal juvenile justice grants programs, the Board of State and Community Corrections (BSCC) pursuant to the JJDP Act, is required to establish a State Advisory Group. In California, this group is known as the State Advisory Committee on Juvenile Justice and Delinquency Prevention (SACJJDP) and has responsibilities that include: 1) participating in the development and review of the State's three-year juvenile justice plan; 2) reviewing grant applications; 3) providing recommendations regarding the State's compliance with the core protections of the JJDP Act; and 4) reviewing the progress of projects funded under the State plan.

For States to receive a Formula Grant award, they must comply with four core requirements of the JJDP Act:

- Deinstitutionalization of status offenders (DSO);
- Separation of juveniles from adults in institutions (separation);
- Removal of juveniles from adult jails and lockups (jail removal); and
- Reduction of Disproportionate Minority Contact (DMC)

Regarding DMC, states must demonstrate a good faith effort to address DMC, which refers to the overrepresentation of youth of color who come into contact with the juvenile justice system (at all points, from arrest through confinement) relative to their numbers in the general population. For more information on the legislative history of DMC, tools for examining DMC, and research studies/resources related to DMC, prospective grantees are encouraged to visit OJJDP's DMC web site at: <http://ojjdp.ncjrs.org/dmc/>.

In carrying out its responsibilities, California's SACJJDP serves as an Executive Steering Committee (ESC) of the BSCC. The SACJJDP, as an ESC, is a model for making better decisions pertaining to activities, projects and programs that will be implemented through the use of SACJJDP subject matter experts. Specific responsibilities often include the development of the technical requirements, rating criteria and evaluation method for the proposal process. The BSCC makes final funding decisions based on the recommendations of the SACJJDP. Due to the complexity of assigned tasks, the SACJJDP has established smaller ESC workgroups to ensure the appropriate expertise and allocation of resources are committed. The Title II Systems Reform Grant ESC was established solely for the purpose of developing this funding opportunity and tasked with making the most informed decisions possible.

PROJECT DESCRIPTION

Through the development of the SACJJDP's Strategic Plan and the most recent Title II Formula Grant Comprehensive Three-Year State Plan, the Committee has allocated Title II Formula Grant funds to three Title II Program priority areas for the purposes of this solicitation (**see Appendix A**):

- Effective alternatives to detention/incarceration
- Holistic approaches to offender counsel (providing youthful offenders consistent wrap-around services focused on reducing youthful offending by providing meaningful and necessary services during the court jurisdictional process for the youth and family)
- Restorative justice methods for holding juveniles accountable and repairing the harm caused by juvenile offending

A total of \$4.6 million dollars in federal funds is available for the 2012/2013 Title II Grant period with a maximum grant award of \$350,000 per proposed project within large counties, \$300,000 per proposed project within medium counties and \$250,000 within small counties. Grantees may apply for up to their Year-1 funding amount.

This opportunity requires system reform and supports the engagement of agencies/organizations in long-term infrastructure development for the purpose of enhancing services to at-risk and system involved youth. It is designed to equip these organizations with the tools and resources needed to provide leadership in developing and/or strengthening direct service activities.

- **Year 1 – Infrastructure and Intervention Implementation**

The purpose of the first phase is to 'hit the ground running' - it supports the implementation of a direct service project to include monitoring project effectiveness and ongoing enhancement of infrastructure needs.

Grant Period: January 1, 2012 through December 31, 2012

Grant Award: Each agency/organization selected to participate in this grant through the competitive RFP process was awarded funds based on their original funding request in the RFQ. Note: Final award amounts were ultimately at the discretion of the SACJJDP.

- **Year 2 – Monitor and Sustain**

The purpose of this phase is to continue supporting the administration of the direct service project, as well as the monitoring, evaluation and sustainability components.

Grant Period: January 1, 2013 through December 31, 2013

Grant Award: A minimum of the grantee's Year 1 funding amount will be awarded upon successful completion of the previous grant period and submittal of an application (non-competitive) for second-year funding, provided funds are made available and the grantee continues to show progress.

Year 3 – Evaluate and Sustain

The purpose of this phase is to continue supporting the administration of the direct service project, as well as the monitoring, evaluation and sustainability.

Grant Period: January 1, 2014 through December 31, 2014

Grant Award: A minimum of the grantee's year 1 funding amount will be awarded upon successful completion of the previous grant period and submittal of an application (non-competitive) for third-year funding, provided funds are made available and the grantee continues to show progress.

The activities outlined in this RFA for each funding year of the Title II Formula Block Grant Program may be modified, as warranted, in the grantee's contract with the BSCC.

Federal funds must be used to supplement existing funds for project activities and must not replace those funds that have been appropriated for the same purpose. Supplanting will be the subject of application review, as well as pre-award review, post-award monitoring, and audit. If there is a potential presence of supplanting, the applicant or grantee will be required to supply documentation demonstrating that the reduction in non-Federal resources occurred for reasons other than the receipt or expected receipt of Federal funds.

GRANT REQUIREMENTS

Eligibility:

Eligible applicants for these funds are local California public and private agencies and federally recognized tribal governments that were successful in Year 1 of the Request for Proposal Process.

All grantee agencies/organizations must be in compliance with the laws of the State of California and the U.S. Department of Justice; and shall at all times comply with all applicable federal and state laws, rules and regulations and all applicable local ordinances, specifically including, but not limited to, environmental, procurement and safety laws, rules, regulations and ordinances.

Systems Improvement/Reform

The SACJJD places system reform and improvement of juvenile detention policy and practice at the top of its agenda in an effort to reduce reliance on detention of juveniles “garnering substantial long-term savings and allowing for more effective use of public dollars; and improving court services, producing better outcomes for court-involved children, youth, and families, while also enhancing public safety”¹. To that end, this funding opportunity requires applicants to develop their project under the framework of systems improvement/reform (**see Appendix B**) and will be assessed via the applicants’ responses throughout the RFA process.

Disproportionate Minority Contact (DMC):

DMC refers to the disparity and disproportionality of youth of color coming into contact with the justice system. In our vigilance to develop, identify and implement high-quality projects that prevent disparate treatment of youth receiving services and - under the larger context - ensuring projects are not consistent with structural or systematic bias, this application process and subsequent programming requires the applicants view their proposed project through the race/ethnicity lens. In doing so, the applicant will be required to submit an assurance indicating the proposed project will not exacerbate, and if possible reduce, disparity(s) and disproportionality of at-risk or system-involved youth of color and agree to participate in training regarding this issue (**see Appendix C**).

Resolution of the Governing Board:

A Resolution of the Governing Board (**see Appendix D**), in support of the grant application should be submitted to the BSCC as part of the grant application by the due date (January 7th). Applicants are encouraged to secure a multi-year Resolution covering the 3-year grant period. If a resolution is not submitted as part of the grant application, it must be received prior to payment.

¹ State Level Detention Reform – Juvenile Detention Alternatives Initiative, Annie E. Casey Foundation

Fiscal Match:

In an effort to ensure system improvement/reform and long-term sustainability, projects must provide a jurisdictional match of 10 percent (10%) of the grant funds requested in the first year of funding. **The match requirement will then incrementally increase over subsequent grant funding years (i.e., 15% match in Year 2; 20% match in Year 3);** this obligation shall be met by in-kind (soft) matching funds. The jurisdictional match may not include federally funded resources allocated for the same purpose but may include state/locally funded resources dedicated to the project.

Progress Reports/Project Evaluation:

As part of the grant administration and project evaluation process, grantees must submit quarterly progress reports to the BSCC. The reports are due within 45 days following the end of each three-month period (quarterly) during the grant.

Reporting Period/Quarter	Due Dates
January through March 2013 / Qtr 1	May 15, 2013
April through June 2013 / Qtr 2	August 15, 2013
July through September 2013 / Qtr 3	November 15, 2013
October through December 2013 / Qtr 4	February 17, 2014

In addition, BSCC is committed to measuring results of this grant by recommending the use of an evaluation mechanism to determine project impact that would potentially guide future decisions on issues concerning at-risk and system involved youth. To that end, the Title II Grant Program award and/or local match may be utilized to fund an evaluation effort; narrative supporting this should be reflected in Section VI (Proposed Budget) of the application.

Data Collection:

The Federal Government and the BSCC are dedicated to assessing the impact of local projects on the youth directly served by grant funding. To that end, specific outcome measures are required of grantees during the term of their funding. The grantee will need to be prepared to collect and provide specific outcome measures (**see Appendix E**), on a quarterly basis via BSCC Progress Reports. To successfully accomplish data collection efforts, grant funding and/or local match may be dedicated to data system enhancement/improvement which should be reflected in the narrative portion of Section VI (Proposed Budget) of the application.

Invoices:

Disbursement of grant funds occurs on a reimbursement (arrears) basis for actual costs incurred during a reporting period. The grantee must submit invoices on-line to the BSCC within 45 days following the end of the reporting period (reporting period to be determined by the grantee in contract as either monthly or quarterly). Grant funds must be used to supplement existing funds and may not replace (supplant) funds that have been appropriated for the same purpose. The grantee must maintain detailed supporting documentation for all costs claimed on invoices as BSCC staff will conduct on-site monitoring visits that will include a review of documentation maintained as substantiation for project expenditures.

For additional information, refer to the BSCC's Grant Administration and Audit Guide - BSCC, Federal Juvenile Justice Grants at: www.bscc.ca.gov/programs-and-services/cpp/resources under Publications.

Audit:

The grantee must submit an audit of expenditures (either grant-specific or as part of a federal single audit) within 120 days of the end of each 12-month grant period. Reasonable and necessary extensions to the due date may be granted if requested. In addition, the BSCC reserves the right to require a financial audit any time between the execution of the grant agreement and 60 days after the end of the grant period.

APPLICATION INSTRUCTIONS

Download the RFA document to your computer. Complete the application per instructions provided and print one (1) full copy for original signature (Section I, subsection F) per instructions below. The original application packet, Participation Agreements, Governing Board Resolution and Racial/Ethnic Impact Statement (Appendix C) should be submitted to the BSCC as specified above.

SECTION I: APPLICANT INFORMATION (Items A-F)

- A. **Implementing Agency/Organization:** Provide the implementing agency/organization name and its Executive Officer, Director, Chief or Judge. Provide the Federal Employer ID number and the project title. Provide the required information for the designated Project Director whom has project oversight responsibilities.
- B. **Summary of Proposal:** Provide a brief description (3-4 sentences) of the agency/organization's proposal for using grant funds requested in Year 1 of the Project.
- C. **Funds Requested:** Provide the amount of grant funds requested for Year 1 per original RFQ application. Funds may not exceed county-sized caps (see Appendix A).
- D. **Day-to-Day Contact Person:** Provide the required information for the individual with whom BSCC staff would work on a daily basis during the 12-month grant period.
- E. **Designated Financial Officer:** Provide the required information for the individual who would approve invoices before the agency/organization submits them to the BSCC and be responsible for the overall fiscal management of the grant. Reimbursement checks are mailed to the Designated Financial Officer.
- F. **Applicant's Agreement:** The person authorized by the Governing Board to sign for the agency/organization must read the assurances in this section, then sign and date the application in **blue ink**.

SECTIONS II – VI

The instructions for each of these sections are outlined in the application. Sections II (Project Abstract), III (Description of Needs), IV (Collaboration), V (Proposed Budget) and VI (Proposed Timeline) require narratives. Please be concise as Sections II, III and IV have set response page limits which will be part of the technical compliance review. **DO NOT** delete the BSCC RFP narrative when responding to questions.

If you experience "technical difficulties" with the application form or have any questions about the information requested, please contact:

Shalinee Hunter, Field Representative @916-322-8081
shalinee.hunter@bscc.ca.gov

or

Ricardo Goodridge, Field Representative @916-341-5160
ricardo.goodridge@bscc.ca.gov

A. IMPLEMENTING AGENCY/ORGANIZATION			
LEGAL NAME OF IMPLEMENTING AGENCY/ORGANIZATION			FEDERAL EMPLOYER ID NUMBER
San Francisco Office of the Public Defender (SFPD)			04-3248335
NAME OF EXECUTIVE DIRECTOR/OFFICER/CHIEF/JUDGE			PROJECT TITLE
Jeff Adachi, San Francisco Public Defender			Legal Educational Advocacy Program
NAME AND TITLE OF PROJECT DIRECTOR			TELEPHONE NUMBER
Patricia Lee, Juvenile Unit Managing Attorney			415-753-7610
STREET ADDRESS			FAX NUMBER
375 Woodside Ave. Rm. 118			415-566-3030
CITY	STATE	ZIP CODE	E-MAIL ADDRESS
San Francisco	CA	94127	patricia.lee@sfgov.org
B. SUMMARY OF PROPOSAL (3 TO 4 SENTENCES)			C. FUNDS REQUESTED
<p>LEAP through an education attorney and youth advocate represents the education needs of Public Defender clients on the delinquency caseload and at the Principal Center Collaborative School (PCC), a court-ordered probation school to address truancy, absenteeism, and failing school placements. The LEAP team meets with our clients to create the linkages and supports necessary to move youth successfully out of the juvenile justice system. By providing legal advocacy for client's educational needs and building a team of professionals and partnerships with juvenile justice stakeholders dedicated to ensuring client's educational success, LEAP's goals are to reduce juvenile offending, reduce racial disparities and bring about needed systems reform.</p>			\$229,803
D. DAY-TO-DAY CONTACT PERSON			
NAME AND TITLE			TELEPHONE NUMBER
Patricia Lee, Juvenile Unit Manager			415-753-7610
STREET ADDRESS			FAX NUMBER
375 Woodside Ave. Rm. 118			415-566-3030
CITY	STATE	ZIP CODE	E-MAIL ADDRESS
San Francisco	CA	94127	patricia.lee@sfgov.org
E. DESIGNATED FINANCIAL OFFICER			
NAME AND TITLE			TELEPHONE NUMBER
Matt Gonzalez , Chief Attorney			415-566-3030
STREET ADDRESS			FAX NUMBER
555 7th Street			415-553-1607
CITY	STATE	ZIP CODE	E-MAIL ADDRESS
San Francisco	CA	94103	matt.gonzalez@sfgov.org

MAILING ADDRESS FOR WARRANT REIMBURSEMENT

San Francisco Office of the Public Defender, 555 7th Street, San Francisco, CA 94103

F. APPLICANT'S AGREEMENT

By signing this application, the applicant assures that it will abide by the laws, policies and procedures governing this funding.

NAME AND TITLE OF AUTHORIZED OFFICER (PERSON WITH LEGAL AUTHORITY TO SIGN)

Jeff Adachi, Public Defender

APPLICANT'S ORIGINAL SIGNATURE (blue ink)

DATE

December 21, 2012

SECTION II: PROJECT ABSTARCT

Selected title ii program priority area (please identify *only one*):

Holistic Approach to Offender Counsel

Geographic area of services to be provided:

City and County of San Francisco

Number of youth to be served:

100

Estimated cost per youth:

\$2,298

Target population:

Public Defender juvenile clients charged with delinquent offenses who are experiencing chronic truancy, absenteeism, and failures in their school placements.

Proposed referral process:

This will be a two step referral process. The LEAP team consisting of the Education Attorney and Education Youth Advocate will represent all clients who have been court ordered into the Principal Center Collaborative (PCC) School. The education team will also represent Public Defender clients who are not in the PCC through a formal written referral from the Juvenile Unit Public Defenders and their social work staff.

Provide a brief summary of the proposed project (approximately 8-12 sentences):

LEAP through an education attorney and youth advocate represents the education needs of Public Defender clients on the delinquency caseload and at the Principal Center Collaborative School (PCC), a court-ordered probation school to address truancy, absenteeism, and failing school placements. The LEAP team meets with our clients to create the linkages and supports necessary to move youth successfully out of the juvenile justice system. By providing legal advocacy for client's educational needs and building a team of professionals and partnerships with juvenile justice stakeholders dedicated to ensuring client's educational success, LEAP's goals are to reduce juvenile offending, reduce racial disparities and bring about needed systems reform.

SECTION III: GOALS AND OBJECTIVES

TWO PAGE LIMIT (INCLUDING REAPPLICATION NARRATIVE)

In the section below, please describe all goals and objectives of the proposed program. At a **minimum four goals and corresponding objectives** must be identified. In alignment with the original Request for Proposal (RFP), two of the four goals and corresponding objectives must address the impact of grant funds on Disproportionate Minority Contact and Systems Improvement/Reform.

Goals: Goals are broad statements that describe the project's intentions and desired outcomes. They suggest the desired end to which the project is directed. The goals of your program should be clearly stated, realistic, and must be attainable and measurable. In stating your goals, be careful to describe the desired end and not the means to the end.

Objectives: Objectives describe the project activities that support the goal(s). They describe intermediate results or accomplishments to be achieved by the program in pursuing its goal(s). The event or project activity must answer the questions: Who or what will change? Where will change occur or the event take place? When (period of time) will the event occur? How will the change happen? Objectives may change due to program progression. The more specific your objectives are, the easier it will be to determine if your program has achieved them. Use numbers wherever possible.

Goal:

Disproportionate Minority Contact (DMC) Goal: Disproportionate minority confinement and contact will be reduced in the juvenile justice system by providing educational advocacy support and services to Public Defender clients who are primarily youth of color with 44% African American, 30% Latino, and 10 % Asian and Pacific Islander youth.

Objective:

Who or what will change? When we initially started LEAP, 85% of youth served were youth of color. In the second and third quarters, 93% of youth served were youth of color. The referrals handled by LEAP addressed representation of youth who are on probation or are on probation and placed in the court probation school PCC, advocacy in expulsion and disciplinary hearings, IEP advocacy for educational services and supports, and appropriate school placements and progress reports to the Court on the educational status of referred clients. In 2012 the LEAP team handled over 69 IEP's and expulsion hearings. The team was successful in 99% of expulsion hearings in keeping the youth in a school program, thus reducing the risk of remand to detention or to a more restrictive setting. LEAP also provided on going case management and supervision to clients by conducting 215 school visits to meet with clients and school administrators. Over 300 court appearances were made by LEAP. Because of LEAP's involvement positive educational changes occurred for our clients. IEP's conducted resulted in increased services or change of school placements so that youth would remain in school with decreased trancies, tardiness, and absences. Moreover, educational success is ensured by vigilance by the team in the advocacy of appropriate education support and placement and supervision and case management by the Youth Advocate. Consistent contact with youth, families, school and justice partners resulted in 1,617 phone contacts. Recidivism data reflected improved outcomes for youth of color who have been served by LEAP. In our second quarter, of the 67 minority youth served, only 3 sustained a new petition. In the 3rd quarter of 81 youth served, 75 were youth of color and even with an increased client base served, still only 3 youth suffered new sustained petitions. The program is working to keep youth in school and progressing in their academic programs, and in compliance with their probation conditions. By keeping youth engaged in school, they are less likely to face remands to detention and are more likely to successfully move out of the justice system.

Goal:

To improve collaboration between juvenile justice system partners and the school system in an effort to better serve the educational needs of youth involved with the juvenile justice system.

Objective:

To expand our capacity to address systemic shortfalls in school-based services to system involved youth. LEAP staff represent student clients at school disciplinary hearing and Individualized Education Plan meetings; provide community education and training to parents/guardians, private bar attorneys who represent non-public defender clients and other systems partners and agencies; and participate in a variety of committees and activities focused around eliminating system gaps. By providing leadership in LEAP stakeholder meetings and education training, the engagement and active participation of systems partners provides a collaborative process that ensures that all youth in the justice system are receiving appropriate educational services and success.

With LEAP stakeholder meetings, representation and advocacy in the schools, courts, and the community, there is an overall feeling from all stakeholders from the youth, schools, and judges and probation officers that LEAP is able to effectively communicate the educational issues and concerns of all involved. Youth interviewed feel knowledgeable and informed as to what has happened and what needs to happen to bring their relationship with the justice system to a positive end. Parents and caregivers felt that they were being heard and that their needs were addressed by LEAP advocacy. They felt supported in decisions to be made regarding their child's educational choices and goals. Good communication on all levels is key to the program success and to this end, LEAP will continue to hold stakeholder meetings to receive comments, constructive criticism, and also remind our collaborators of their specific commitments made to improve the educational outcomes of systems involved youth. The additional representation from the Mayor's Office also provides credibility, program, and political support for the goals of LEAP. The Court has also asked for education training in 2013, so that the judges can make more informed educational decisions on behalf of all youth in their courts.

Goal:

To improve academic achievement among students in the juvenile justice system by remedying unaddressed educational needs and completion of probation.

Objective:

Advocate for youth in need of special education services, particularly around emotional, behavioral and learning needs, and represent youth in school disciplinary proceedings, with the aim of keeping students in appropriate school placements with the legally-mandated support they need to be successful. Academic success can be measured by promotion to the next grade level, improved behavior, and termination from probation.

Goal:

To reduce truancy, tardiness, and absenteeism among LEAP clients.

Objective:

Provide legal and case management services to students who are not attending school regularly in order to identify and eliminate barriers to attendance, with the aim of making school a place where students feel safe and successful. Measures are included in our quarterly reporting for increase or decrease in school attendance. For these reports, we also track total number of expulsion hearings, IEP meetings, and court appearances.

SECTION IV: DESCRIPTION OF NEEDS

TWO PAGE LIMIT (INCLUDING REAPPLICATION NARRATIVE)

Below, please provide an update of each subsection identified in the year one application. At a minimum each subsection update must address; (1) what worked well in year one, (2) areas for improvement based on lessons learned, and (3) what obstacles were encountered and how were they addressed.

Subsection A: Need for Project

LEAP was established to address the substantial need for enhanced educational support and school success for youth involved in the juvenile system. (1) What worked particularly well was that LEAP changes the court experience for youth participants. Youth reported in a youth focus group that they appreciated the help they get in court; they feel that the judge also respects the youth and their situation more because of their involvement with LEAP. There is an overall feeling that the LEAP staff knows how to communicate to all stakeholders, from the youth participants, to the schools, to the judges in court. All youth interviewed reported feeling more knowledgeable and informed as to what has happened and what needs to happen to bring their relationship with the juvenile system to a positive end. Parents and caregivers stated they felt their needs were being addressed; supported in decisions to be made regarding their child's educational choices and goals; and staff was readily available and showed compassion and concern. (2) A continuing challenge has been the high number of LEAP referrals to the team. The target goal was to serve 100 youth, but by year's end, we will have served over 122 youth. These referrals have over-taxed the resources of the team in accomplishing the multitude of tasks and duties required of the attorney and youth advocate, such as making court appearances on behalf of several clients in one day, attending expulsion and IEP hearings, and attending policy and stakeholder meetings to address education and academic policies and procedures. One year into the program, it has become more evident that systemic challenges and inefficiencies create major obstacles to accessing appropriate educational placements and services for youth. (3) One of the major obstacles encountered was the high need for educational support and advocacy for a majority of our client base. In our attempt to reduce the high number of referrals and alleviate the workload, the education attorney began more focused education training for our attorneys and existing social work staff to handle some of the LEAP education referrals. As part of this process, the education attorney also serves in a consulting capacity to our staff on these diverted cases. More challenging, is having control over systems-based obstacles and limitations in which the LEAP program must operate. To this end, LEAP has conducted 46 trainings for 12 collaborative agencies to educate our systems partners of how the educational systems function in order to make the pathways easier to navigate. Prior to LEAP's implementation, stakeholders stated that the courts made decisions, but often did not know which door to open for youth or how to open them once there. Now, there is a better sense of confidence in making alternative plans for youth involved in the Juvenile Justice system because of this increased understanding of the link to educational outcomes.

Subsection B: Project Description

LEAP expanded and improved its' holistic representation in its Juvenile Unit by adding an Education Attorney and Education Youth Advocate (EYA) to its team of defense attorneys, social workers, and youth advocates. The Education Attorney with the assistance of the EYA represents the educational needs of Public Defender juvenile clients on the delinquency caseload and at the Principal Center Collaboratives School (PCC), San Francisco's court-ordered probation school to address address disparities in educational attainment, reduce offending, and improve long-term educational and life outcomes for clients. The program will improve school attendance, grades, conduct, and facilitate successful attainment of educational goals. The LEAP team will meet with clients and their families, school staff, governmental and community agencies to create the linkages and supports necessary for success in school and permanent disentanglement from the juvenile system. An essential component of the program is the engagement of parents and guardians so that they are empowered to advocate for their child's educational needs even after termination of juvenile systems involvement and to ensure reductions in future offending. Education workshops and training of parents, private bar attorneys, judges, probation officers, and agencies are necessary to develop best practices and innovation to strengthen parental knowledge and involvement and to build a team of professionals dedicated to planning for clients' educational success. LEAP will serve 100 clients per year. All referred clients will receive an educational needs assessment to identify specific gaps in student's academic performance and to identify appropriate needs and services. The Education Attorney will attend all PCC stakeholder meetings to address on going changes and programatic challenges. (1) LEAP Program's greatest strength is its core staff. A consistent theme throughout the collaborator and youth focus groups was that the LEAP staff is terrific. They are responsible, reliable, trustworthy, confidence building, and somewhat unique in their

ability to meet the youth where they are and their families while at the same time maintaining professional relationships with the schools and the courts. The credibility of the program is well established. Now referrals are even made by our judges and juvenile probation officers. There are also many calls by private bar attorneys to consult on the educational needs of their clients with the LEAP attorney. LEAP has now been requested to conduct education training for school deans, administrators, and principals with the San Francisco Unified School District.

(2) A major area for improvement is the inability of LEAP to bring parents and caregivers together to conduct parent trainings. Parents and guardians are working, or have childcare needs, are mono-lingual, or are very absent in their child's life. (3) We are addressing the obstacle of parent engagement by meeting with community based organizations throughout San Francisco who work with parents and caregivers to arrange community education workshops in the communities in which our clients and families reside. We are also including the use of stipends such as gift cards to encourage parental/caregiver participation in our community workshops.

Subsection C: Organizational Capacity/Need

LEAP began in year one with the hiring of the education attorney and social worker/youth advocate who had the experience and expertise to meet the goals of the program to directly serve over 100 clients and their caregivers, provide a vision that would support positive educational success for youth in the delinquency system, and create a network of juvenile justice partners to create, promote, and sustain educational reform for all youth in the juvenile system. The SFOPD provided the necessary office space, IT, and managerial training and support for the team. Initially, the Youth Advocate was housed in an office separate from the SFOPD juvenile unit. We found this arrangement created inefficiencies when quick communication was necessary to work with youth who might be in a crisis situation or were at risk of remand to detention. To remedy the need for having the team under one roof, we created office space in the SFOPD juvenile unit for the LEAP Youth Advocate. This has been a positive development where the team is not only in constant communication with each other, but also with the attorneys and other social work staff. By placing the LEAP Youth Advocate in an office with other social workers, the ability to exchange information, suggestions, and ideas has created an incubator for developing and encouraging best practices and professional support by all team members of the juvenile unit.

Prior to the implementation of LEAP, our attorneys were providing education advocacy at disciplinary hearings and IEP's. Without the appropriate level of training in Federal education law and knowledge of the San Francisco Unified School District, we found that we were often at a disadvantage when dealing with school district administrators and their legal counsel. By augmenting our capacity with LEAP, we are now filling a severe need for focused professional expertise in education advocacy on behalf of many of our clients. With our referrals now over capacity, we have also expanded our education advocacy by having our education attorney provide monthly training and education consult to our other social work staff to handle the high number of LEAP referrals.

Subsection D: Data Collection and Evaluation Needs

In addressing this subsection text must also address the organization's data collection capabilities, experiences from year one and any anticipated changes in year two.

This past year, we enhanced our ACCESS database to include the required data reporting for the LEAP grant. We added total number of LEAP referrals made, race, gender, total number of school hearings broken down by category such as expulsion, IEP's, and school visits, court appearances attended, phone contacts, clients visits in detention, group homes, home, and PCC. The maintenance of the database requires at least 1 hour per week. We have found that the database is always a work in progress and major work can involve hours. We have also been capturing data that is not required for grant reporting but is invaluable to sustain and justify the LEAP positions beyond the grant period. In 2011, the LEAP team made over 344 school site visits and handled over 1,617 phone contacts, clearly providing evidence that the team is not only working hard, but filling a serious need in educational supports for our clients. Of particular challenge is reporting the race/ethnicity data of youth and their length of stay and reoffense rates and categories. This is based on lack of reporting by the referring delinquency attorneys who do not input information into the LEAP database. It is our hope that with increased and consistent monthly reporting by the referring Deputy Public Defenders of the status of their clients working with LEAP, we can more easily quantify the race and ethnicity data information. LEAP is working with our IT personnel to refine the database to capture race/ethnicity measures which will also reflect possible trends and impacts on disproportionate minority contact.

LEAP has also used the ACCESS database to report data to our stakeholders at our quarterly meetings. In July, we were able to report that we had 72 referrals since the program began in March 2012 and were very likely to exceed our target of 100 cases by the end of the calendar year. We also reported the total number of currently open cases, IEP meetings, other school meetings or expulsion hearing and total number clients were visited at home, school, and at PCC. Our stakeholders were impressed with the level of intensive services and commitment to our clients and were more willing to support our program.

SECTION V: COLLABORATION

ONE PAGE LIMIT (INCLUDING REAPPLICATION NARRATIVE)

In the section below, please provide an update of collaborative activities and efforts from year one. At a minimum this subsection update must address; (1) with what agencies did collaboration occur (list all), (2) what was the intent and outcome of collaboration with all listed agencies and (3) will new collaborations be formed as a result of year one experiences, and if yes, with whom.

1) Project Collaborators for year one included the following:

- a. Public Defender's Office (Lead agency)
- b. Center on Juvenile and Criminal Justice (CJCJ)
- c. San Francisco Superior Court
- d. Principal Center Collaborative (PCC) School
- e. San Francisco Juvenile Probation Department
- f. San Francisco District Attorney's Office
- g. City Youth Now

2) Intent and outcome of all listed agencies:

- a. Public Defender's Office initiated the implementation of the project by hiring and training the Education Attorney and Education Youth Advocate in the beginning of the calendar year. The managing attorney and senior social worker of the juvenile unit provided daily support and conducted weekly one on one meetings with the LEAP team for case consultation, development of training, progress reports, and development of the ACCESS database to capture require data points and outcomes of LEAP referrals. Assessment and referral forms were developed for the LEAP client bases, office space and equipment was established and the program was up and running almost immediately. SFOPD also convened 3 stakeholder meetings in April, July and October to report on LEAP, strengthen partnerships with our collaborators, and to conduct a focus group of our partners to independently evaluate LEAP.
- b) Center on Juvenile and Criminal Justice (CJCJ) participated in the screening and hiring of the Youth Advocate. Orientation, training, and supervision are jointly provided by the managing attorney and Senior Social Worker of SFOPD Juvenile Unit and CJCJ Juvenile Justice Director. CJCJ has also participated in joint stakeholder meetings and continue as an actor partner in LEAP.
- c) The San Francisco Superior Court has participated in every stakeholder meeting including the stakeholder steering committee meeting for the PCC. The Courts continue to provide input on individual cases, have made referrals to LEAP, and plan to schedule a training in 2013 for the Judges.
- d) The PCC School has been a very active partner in LEAP. PCC experienced a major change in 2012 by changing to a new school site, hiring a new Principal, establishing a new Wellness Center to address the behavioral needs of students, and changed the curriculum. The LEAP attorney and managing attorney participated in many PCC planning and steering committee meetings to meet the new challenges of the school. We worked closely with our partners to ensure a smooth transition for our student clients.
- e) SF Juvenile Probation Department agreed to more open communication on individual cases, facilitated 2 LEAP trainings by the Education Attorney of its' probation officers, and are now even making referrals to the LEAP team for advocacy and education services.
- f) The District Attorney's Office working partnership with LEAP has been particularly effective around PCC School issues where there is a dedicated Deputy District Attorney who can continue to work collaboratively with the LEAP attorney on identifying issues and trends for youth at PCC and other youth at the front end and also serves as a liaison among other District Attorneys on education issues. LEAP has also provided education representation and supervision for youth who are in the District Attorney's Truancy Program.
- g) City Youth Now has been of incredible assistance to our LEAP clients by bridging barriers for school resources and has provided financial assistance and internships for our LEAP youth especially during the summer.

3) The San Francisco Mayor's Office representatives for Education and the Department of Children, Youth, and Families have attended our stakeholder meetings and have been active participants. They have suggested that we expand our servies to include private bar clients and also provide education advocacy for the Truancy Court which may result in additional funding to support this expansion of services to a very "at risk" population of youth.

SECTION VI: PROPOSED BUDGET

A. BUDGET LINE ITEM TOTALS: Complete the following table - **using whole numbers** - for the grant funds being requested in Year 2 (funding request shall not exceed year one funding amount awarded). While recognizing that entities may use different line items in the budget process, these are the ones used by the BSCC on its invoices. Please verify total grant funds requested as columns and rows do not auto-calculate.

Applicants must provide a **15 percent (15%) match** of the grant funds requested (In-Kind Match) in the budget table for Year 2. Note: In-Kind match requirements will incrementally increase each subsequent funding year.

Proposed Budget Line Items	Grant Funds	In-Kind Match	Total
1. Salaries and Benefits	\$138,637	20,796	159,433
2. Services and Supplies	3,500	525	4,025
3. Professional Services			
4. CBO Contracts	72,166	10,825	82,991
5. Indirect Costs (may not exceed 10% of grant award)			
6. Fixed Assets/Equipment			
7. Program Evaluation	10,000	1,500	11,500
8. Other	5,500	825	6,325
TOTAL	229,803	34,471	264,274

B. BUDGET LINE ITEM DETAILS: Provide narrative detail, including costs per item/service in each category, to sufficiently explain how the grant and local in-kind match funds will be used based on the requested funds in the above table.

1. SALARIES AND BENEFITS (e.g., number of staff, classification/title, salary and benefits)

Grant will support one Education Attorney, classification 8177, Trial attorney with salary of \$102,694, and benefits at \$35,943. The in-kind match of \$20,796 is met through the supervision provided by the Managing Attorney of the juvenile unit of the Education Attorney and the Youth Advocate which occurs on a daily basis and dedicated one one supervision meeting lasting 1/2 to 1 hour on a bi-weekly basis. The Senior Social Worker will commit one hour per week per hour for clinical supervision of the Youth Advocate. The Managing Attorney and the Director of Administration will also dedicate several hours per grant period in work necessary for data collection and analysis for quarterly reporting on the grant.

2. SERVICES AND SUPPLIES (e.g., office supplies and training costs)

Office supplies and services will include costs for files, toner, paper, pens, note pads, and other miscellaneous supplies at \$1,500 for the Education Attorney and the Youth Advocate. The In-kind match will be met through SFPD's payment of electricity and phone usage for landlines and desktop computer usage at \$225. An additional \$2,000 will be dedicated to providing training for stakeholders, agencies, workshops for youth and parents/caregivers and for private bar attorneys. The \$300 in kind match will be provided SFPD's community "MAGIC" programs convener's time in planning and solicitation of community invitees to education events and training.

3. PROFESSIONAL SERVICES: (e.g., consultative services)

Not applicable

4. COMMUNITY-BASED ORGANIZATIONS (e.g., detail of services- provide CBO name if available)

The Center for Juvenile and criminal Justice (CJCJ) will continue to sub-contract with SFPD to provide the LEAP Youth Advocate with salary at \$51,497 and benefits at \$20,669. CJCJ Education Youth Advocate will provide community support and case management and monitoring to youth at their school sites, in Court, in their homes and neighborhoods. CJCJ uses a positive, and supportive case management approach to ensure that the youth adhere to their probation conditions, attend school on a regular basis, and avail themselves of meaningful resources. The Youth Advocate works in partnership with the Education Attorney. The Youth Advocate works with each client to monitor and support compliance with their individualized plans of school stabilization and academic progress. The Youth Advocate provides oversight of individualized case management to assess achievement of plan objectives, determine service and support outcomes, identify youth/family need changes in service plans and meets with school administrators and agency representatives to advocate for accountability of service needs and to provide on going communication with agencies and administrators. Matching funds are met through staff supervision provided by CJCJ Director of Juvenile Justice Services, administrative oversight and reporting services, and additional supervisorial support and training provided by CJCJ LCSW in case management, case conference, and intensive supervision services.

5. INDIRECT COSTS: Indicate percentage and methodology for calculation. This total may not exceed 10% of the grant funds.

Not applicable

6. FIXED ASSETS (e.g., computers and other office equipment necessary to perform project activities)

Not applicable

7. PROJECT EVALUATION (e.g., evaluator, materials, subscription to web survey)

\$10,000 projected cost for outside evaluator, Katie Kramer, "The Bridging Group", a City licensed vendor to provide the second annual evaluation of LEAP. The Bridging Group conducted the first year evaluation which included meetings with stakeholders, focus group meetings and surveys with youth and parent/caregivers. The In-kind match will be met by the time spent by the Juvenile Unit Managing Attorney in preparing materials, attending consultation meetings required, and analysis of data and survey results for the second independent evaluation and progress report.

8. OTHER (e.g., travel expenses)

Travel expenses of \$4,000 are estimated to cover staff at \$.50 per mile over the year for LEAP related travel and transportation. Travel expenses are also expected to cover training related travel. Match of \$600 is met through staff use of their own vehicles, gas expenses, parking tolls and fees and costs of Manager and Social Worker travel to community meetings and stakeholder meetings for project oversight and planning.

Design and printing costs of publications is \$1,500, the match of \$225 will be provided by the SFPD IT and research units who will provide research support of relevant education law and procedures, and IT technical preparation and formatting of the publications.

SECTION VII: PROPOSED TIMELINE

ONE PAGE LIMIT (INCLUDING REAPPLICATION NARRATIVE)

Provide a timeline for activities that will occur in the "Monitor and Sustain" phase (Year 2) of the Title II Grant Program (The purpose of this phase is to continue supporting the administration of the direct service project, as well as the monitoring, evaluation and sustainability components.) including the anticipated on-set of direct services.

Activity	Timeframe
Begin year 2 of LEAP to include documentation of all work activities in database	January
Review independent first year evaluation with evaluators	January
Review data needs with IT personnel to add and streamline data reporting needs	January
File Accept and Expend request with County Board of Supervisors upon receipt of grant allocation funds	January
File and process personal service contract for CJCJ Youth Advocate position	January
File and process personal service contract for independent evaluator "The Bridging Group" for year 2 evaluation	January
Begin year 2 "one on one" supervision with LEAP team on bi-weekly basis	January
Present and seek consent from San Francisco Civil Service Commission on LEAP Youth Advocate contract with CJCJ	February
Secure Juvenile Justice Coordinating Council approval of LEAP grant	March-April
Quarterly reporting to BSCC by managing attorney and financial reporting by administrative director	May, August, Nov.
Convene parent/caregiver workshop	May
Attend Principal Collaborative Center Steering Committee meetings	January - December
Attend weekly PCC client hearings in Court and at school site	January - December

Planning and information gathering meeting with independent evaluator to include youth and parent/caregiver, stakeholder focus groups	March, July, October
On going education training and case consultation by Education Attorney of Public Defender social work staff once a month	January - December
Education training for justice stakeholders (43 held in 2012)	February - December
Participate in Annual Community Backpack Giveaway in the SF Bayview Hunters Point District	August
Independent Evaluator Report due	December

APPENDIX A

TITLE II PROGRAM PRIORITY AREAS

I. Alternatives to Detention -

Research has shown that juvenile detention has critical, long-lasting consequences for court-involved youth. Youth who are detained are more likely than their counterparts to be formally charged, adjudicated and committed to an institution. Detention disrupts already tenuous connections in school, services and families. Over the long-haul, the detention experience negatively impacts educational and employment levels. In California, many youth are detained pre- and post-adjudication for offenses posing no threat to themselves or the public and where there is no indication of flight risk. Community based alternatives are an underutilized option for addressing the vast majority of youthful offender behavior that lies outside the parameters of public safety and/or flight risk.

Goal:

Reduce the number of youth unnecessarily held in detention.

Alternatives to detention are special programming approaches designed to prevent youth from being placed in detention for any length of time due to an initial contact with local law enforcement. The concept of detention alternatives is based on the premise that time spent in detention may do more harm than good for these youth. Moreover, these alternatives give such youth the benefit of remaining in their communities with greater access to needed resources (i.e., necessary treatment, educational, vocational, and medical services) without endangering the community and at much less expense than detention (OJJDP, 2001:37). In addition, the many problems associated with reentry are avoided because the youth is never entirely estranged from the community for a lengthy period of time. Finally, this approach keeps less serious or nonviolent offenders at home or in their home communities, thus increasing the availability of secure beds for the most serious and violent offenders (OJJDP, 2001:37).

II. Holistic Approach to Counsel -

The national report, "A Call for Justice: an Assessment of Access to Counsel and Quality of Representation in Delinquency Proceedings" revealed major failings in juvenile defense across the nation." In California, the streamlined approach to counsel of "one size fits all" is ineffective and costly in terms of resources and improved outcomes for youth.

Goal:

Promote quality legal defense representation of youth in the juvenile delinquency system in California through well funded children's legal defense systems that emulate best or promising holistic legal practice models.

Holistic approach to offender counsel is the promotion of quality legal defense representation of youth in the juvenile delinquency system in California through well funded children's legal defense systems that emulate best or promising holistic legal practice models. "Delinquency cases are complex and their consequences have significant implications for children and their

families. Therefore, every child client must have access to qualified, well-resourced defense counsel. These resources should include the time and skill to adequately communicate with a client so that lawyer and client can build a trust-based attorney-client relationship and so that the lawyer is prepared to competently represent the client's interests."²

This approach is founded on the following ten (10) principles - The Public Defense Delivery System:

1. Upholds juveniles' Constitutional Rights throughout the delinquency process and recognizes the need for competent and diligent representation.
2. Recognizes that legal representation of children is a specialized area of the law.
3. Supports quality juvenile delinquency representation through personnel and resource parity.
4. Uses expert and ancillary services to provide quality juvenile defense services.
5. Supervises attorneys and staff, and monitors work and caseloads.
6. Supervises and systematically reviews juvenile staff according to national, state and/or local performance guidelines or standards.
7. Provides and requires comprehensive, ongoing training and education for all attorneys and support staff involved in the representation of children.
8. Has an obligation to present independent treatment and disposition alternatives to the court.
9. Advocates for the educational needs of clients.
10. Promotes fairness and equity for children.

III. Restorative Justice Principles -

Research indicates that the community, victim and offender are best served subsequent to a crime occurring if each is a partner in the development of the justice response. The juvenile justice system in California weighs heavily on the punitive and less on the reparative elements in its response toward youth and crime.

Goal:

Restore victims' wounds; restore offenders to law-abiding lives; and repair harm done to interpersonal relationships and the community.

Quality Restorative Justice Practice

Restorative justice emphasizes the importance of elevating the role of crime victims and communities in the process of holding offenders accountable for their behavior, while offering offenders the opportunity to make amends directly to the people and community they violated. Financial restitution, community service, victim-offender mediation, and the more recent development of family group conferencing are widely understood to illustrate restorative justice practice. The manner in which these interventions are implemented, however, is likely to influence the degree to which the interventions are experienced as restorative by victims, communities, and juvenile offenders.

² National Juvenile Defender Center – Ten Core Principles

APPENDIX B

SYSTEM IMPROVEMENT/REFORM

The SACJJDP places system reform and improvement of juvenile detention policy and practice at the top of its agenda in an effort to reduce reliance on the detention of juveniles “garnering substantial long-term savings and allowing for more effective use of public dollars; and improving court services, producing better outcomes for court-involved children, youth, and families, while also enhancing public safety”³. This includes programs, research, and other initiatives to examine issues or improve practices, policies, or procedures on a system wide basis (e.g., examining problems affecting decisions from arrest to disposition and detention to corrections).

System change strategies seek to alter the basic procedures, policies, and rules that define how youth-serving systems work. Because such strategies aim to transform the system itself, they have the potential for producing pervasive, fundamental, and lasting change in a system’s ability to respond effectively.

One of the leading national organizations on juvenile justice, the Anne E. Casey Foundation/Juvenile Detention Alternatives Initiative (JDAI), has provided a tested model, in which system improvement/reform have been categorized into eight (8) essential principles:

1. Collaboration

Key juvenile justice stakeholders coordinate detention reform activities and conduct joint planning and policymaking under a formal governance structure. They work together to identify detention bottlenecks and problems; to develop common understandings and solutions; to generate support for proposed reforms and routinely monitor reform progress.

2. Data Driven Decisions

JDAI depends upon objective data analysis to guide detention reform planning and policy development. Data on detention population, utilization and operations is collected to provide a portrait of who is being detained and why, as well as suggesting what points in the process may need attention. As a results-based initiative, JDAI establishes and tracks performance measures. All data is disaggregated by race/ethnicity and gender to monitor disparities in the system.

3. Objective Admissions Criteria and Instruments

Detention admissions policies and practices must distinguish between the youth who are likely to flee or commit new crimes and those who are not. JDAI sites develop Risk Assessment Instruments to screen for individual risk using reliable, standardized techniques. Absent an objective approach, high-risk offenders may be released and low-risk offenders detained.

³ State Level Detention Reform – Juvenile Detention Alternatives Initiative, Annie E. Casey Foundation

4. Non-Secure Alternatives to Detention

New or enhanced non secure alternatives to detention programs increase the options available for arrested youth yet ensure that juveniles are held accountable for their behavior and the community is protected. Pre-trial detention alternative programs target only the youth who would otherwise be detained.

5. Case Processing Reforms

Modifications of juvenile court procedures accelerate the movement of delinquency cases, streamline case processing and reduce unnecessary delay. Case processing reforms are introduced to expedite the flow of cases through the system. These changes reduce length of stay in custody, expand the availability of non secure project slots and ensure that interventions with youth are timely and appropriate.

6. Special Detention Cases

Special strategies are necessary for handling difficult populations of youth who are detained unnecessarily. The data analysis directs the site to the cases or cluster of cases in need of special attention. They may include children detained on warrants, children detained for probation violations, or children detained pending dispositional placement. Addressing these cases can have immediate and significant impact on reducing detention populations.

7. Reducing Racial Disparities

Reducing racial disparities requires specific strategies aimed at eliminating bias and ensuring a level playing field for youth of color. Ongoing objective data analysis is critical. Racial disparities are the most stubborn aspect of detention reform. Real lasting change in this arena requires determined leadership and targeted policies and programming.

8. Conditions of Confinement

Reducing overcrowding in detention can immediately improve conditions. To monitor conditions of confinement in detention centers and to identify problems that need correction, JDAI sites establish "self-inspection" teams of local volunteers. These self-inspection teams are trained in a rigorous methodology and ambitious standards that carefully examine all aspects of facility policies, practices and projects. The teams then prepare comprehensive reports on their findings and monitor implementation of corrective action plans.

APPENDIX C RACIAL IMPACT STATEMENT

The State Advisory Committee on Juvenile Justice and Delinquency Prevention (SACJJDP) has been tasked with the oversight responsibilities detailed in the Juvenile Justice Delinquency Prevention (JJDP) Act and Omnibus Crime Control and Safe Streets Act – both of which require from States, compliance with four core protections:

Deinstitutionalization of status offenders (DSO): A status offender is a juvenile who has committed an act that would not be a crime if an adult committed it – e.g., chronic truancy, curfew violations, etc. Status offenders may not be held, with statutory exceptions, in juvenile detention facilities nor can they be held in adult facilities for any length of time.

Separation of juveniles from adults in institutions (Separation): Alleged and adjudicated delinquents cannot be detained or confined in a secure institution (such as a jail, lockup, or secure correctional facility) in which they have sight or sound contact with adult offenders.

Removal of juveniles from adult jails and lockups (Jail Removal): As a general rule, juveniles cannot be securely detained or confined in adult jails and lockups.

Reduction of disproportionate minority contact (DMC): States must address efforts designed to reduce the disproportionate number of juvenile members of minority groups who come into contact with the juvenile justice system.

As such, it is critical that stakeholders at the local and state level be cognizant of the possible impact proposed projects, policies and direct service may have on communities of color; therefore, this assurance conveys a “good-faith-effort” that race/ethnicity has been considered.

Please choose the statement(s) that pertains to this policy, service, strategy or recommendation. Complete all the information requested for the chosen statement.

The proposed policy, service, strategy or recommendation could have a disparate, disproportionate or unique **positive** impact on persons of color:

- Describe the positive impact expected:

At least 90% of LEAP youth served are youth of color. By providing educational advocacy for youth to keep them in their schools, homes, and communities, these youth are less likely to be detained, reoffend, and removed from their parents and caregivers.

- Indicate which group(s) is impacted (e.g., African American, Asian, Hispanic, Pacific Islander, Native American, White):

Groups impacted are African American, Asian, Hispanic, Pacific Islander, and White youth.

The proposed policy, service, strategy or recommendation could have a disparate, disproportionate or unique **negative** impact on persons of color.

- Describe the negative impact expected:
- Present the rationale for the existence of the proposed project or policy:
- Provide evidence of consultation of representatives of the group(s) impacted:
 - Indicate which group(s) is impacted (e.g. African American, Asian, Hispanic, Pacific Islander, Native American, White):

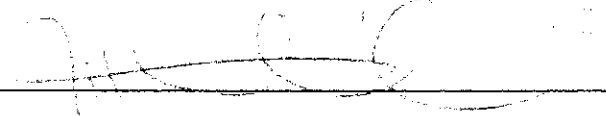
The proposed policy, service, strategy or recommendation is **not expected to have** a disparate, disproportionate or unique impact on persons of color.

Present the rationale for determining no impact:

I hereby certify that, to the best of my knowledge, the information on this form is complete and accurate.

Printed Name: Terrell Blachley

Title: San Francisco Public Defender

Signature: 

**APPENDIX D
SAMPLE BOARD RESOLUTION**

By the start of the grant (January 1, 2012), the grantee must submit a resolution from their Governing Board that includes, at a minimum, the assurances outlined in the following sample.

WHEREAS the *(insert name of applicant)* desires to participate in the Federal Title II Formula Block Grant Program supported by federal Formula Grant funds and administered by the Board of State and Community Corrections (hereafter referred to as BSCC).

NOW, THEREFORE, BE IT RESOLVED that the *(insert title of designated official)* is authorized on behalf of this Governing Board to submit the grant proposal for this funding and sign the Grant Agreement with the BSCC, including any amendments thereof.

BE IT FURTHER RESOLVED that federal grant funds received hereunder shall not be used to supplant expenditures controlled by this body.

BE IT FURTHER RESOLVED that the implementing agency/organization and partnering entities agree to abide by the statutes and regulations governing the federal Formula Grants Program as well as the terms and conditions of the Grant Agreement as set forth by the BSCC.

Passed, approved, and adopted by the Governing Board of *(insert name of applicant)* in a meeting thereof held on *(insert date)* by the following:

Ayes: _____

Notes: _____

Absent: _____

Signature: _____

Date: _____

Typed Name and Title: _____

ATTEST: Signature: _____

Date: _____

Typed Name and Title: _____

APPENDIX E FEDERAL PERFORMANCE MEASURES

The Federal Government and the BSCC are dedicated to assessing the impact of local projects on the youth directly served by the Title II Formula Block Grant funding. Request for Proposal (RFP) applicants will need to have the capacity, and be prepared, to collect and provide specific outcome measures by race/ethnicity and gender on a quarterly basis via BSCC Progress Reports, if awarded grant dollars.

Data measures will be collected on a short term (measured quarterly- prior to the time youth leave or complete the project) and long term (measured within 6-12 months after a youth leaves or completes the project). The following list contains data measures that will be collected on the three Title II Program priority areas:

Project Youth Demographics:

- Gender (male; female)
- Ethnicity (American Indian/Alaskan Native; Asian; Black/African American; Hispanic/Latino; Native Hawaiian & other Pacific Islander; White/Caucasian)
- Offender Status (at-risk population- no prior offense; first-time offenders; repeat offenders; sex offenders; status offenders; violent offenders)
- Age (Under 11; 12-13; 14-15; 16-17; 18 and over)
- Geographic Location (rural; suburban; tribal; urban)
- Other factors (mental health; pregnant; substance abuse; truant/dropout)
- Project cost per youth

Project Assessment:

- Number of project youth served
- Number and percent of project youth who offend or reoffend
- Number and percent of project youth completing project requirements
- Number and percent of project youth exhibiting a desired change in targeted behaviors: substance abuse; school attendance; gangs; employment status
- Number and percent of project youth charged with formal probation violations
- Number and percent of project youth committed to a detention facility
- Average length of time between intake and referral for project youth
- Number and percent of project youth who are re-victimized
- Number and percent of project families/youth/victims/staff satisfied with the project

Additionally, depending on the Title II Program priority area of each project (Alternatives to Detention, Holistic Approach to Offender Counsel, Restorative Justice Principles), there will be additional data measures collected that are mandated by the Office of Juvenile Justice and Delinquency Prevention.