



**Arizona Juvenile Justice Commission**  
**May 2, 2024, 9:30 AM**  
**Governor’s Office of Youth, Faith and Family**  
**Hybrid Meeting**  
**1700 West Washington Street, Suite 230, Phoenix, Arizona 85007**

A general meeting of the **Arizona Juvenile Justice Commission (AJJC)**  
 convened on **May 2, 2024**, notice duly given.

Members Present (13)	Members Absent (10)
Cindi Nannetti, Chair	Jane Kallal
Tracy Darmody, Vice Chair	Erica Maxwell
Doug Sargent (Proxy, Peter Luszczak)	Earl Newton
Helen Gandara	Guadalupe Durazo
Joseph Kelroy	Joseph Grossman
Nicole Schuren	Suzanne Nicholls
Vada Jo Phelps	David Lujan
Jose Gonzales	Alice Bustillo
James Molina	Donald Walker
Maria Dodge	Veronica Guzman
Shawn Cox	
Shaun Rieve	
Dorothy Wodraska	
Staff and Presenters (10)	
Patty Delp, YAP, Inc.	Emily Uline-Olmstead, GOYFF
Jenine Wright, ADJC	Shayne Johnson, GOYFF
Dianna Bonneau, Child & Family Resources, Inc.	Chantel Hutchinson, GOYFF
Karely Bustamante, Child & Family Resources, Inc.	
Brian Heath, Canyon State Academy	
Erin Kelsey, Canyon State Academy	
Jason Lane, Canyon State Academy	

**Call to Order**

- **Cindi Nannetti, Chair**, called the Arizona Juvenile Justice Commission (AJJC) to order at **9:31 AM** with **13** members and **ten** staff/guests present and **ten** members absent. She reviewed the meeting procedures and thanked the attendees for their flexibility.

**Welcome / Introductions / Roll Call**

- **Cindi Nannetti, Chair**, asked members to acknowledge their attendance during the roll call.

**Approval of Minutes**

- **Cindi Nannetti, Chair**, stated reaching quorum and requested a review of the February 1, 2024, meeting minutes.
  - **Dorothy Wodraska** moved to accept the meeting minutes.

- o **James Molina** seconded the motion.
- The motion passed with no dissenting votes at **9:36 AM**.

### Office Updates

- **Shayne Johnson**, the Juvenile Justice Specialist at the Governor's Office of Youth, Faith and Family (GOYFF), gave updates related to the Title II Juvenile Justice and Delinquency Prevention Formula Grant (Title II) request for grant applications (RFGA) and the State Service Plan.
  - o The Title II RFGA announcement flyer was in the commissioner's folders, and members were requested to share it with their networks in anticipation of the RFGA release.
  - o The GOYFF is working on an updated State Service Plan to submit to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) this summer. She stated that if commissioners have suggestions on updates from the previous version, they contact her.

### Title II Program Highlight | Youth Advocate Programs

- **Cindi Nannetti, Chair**, introduced **Patty Delp** from [Youth Advocate Programs \(YAP\), Inc.](#), to speak on their programming funded through Title II.
- **Ms. Delp** began her presentation by sharing that YAP is a high-impact social justice nonprofit that provides community-based alternatives for youth incarceration and congregate care in 35 states and five countries; Yavapai County is the first YAP program in Arizona. YAP's mission is to empower families and youth by providing them with the resources they need to be healthy, thriving families.
- **Ms. Delp** stated that since every individual has unique strengths and needs within their community, programming is conducted entirely within the homes and communities of the individuals they serve. The program strongly emphasizes encouraging families to use their voices and actively involve them in the process. Staff members understand that many families feel unheard and work to bridge the gap by providing resources and meeting them where they are.
- YAP collaborates closely with the Yavapai County Probation Department to recognize youth at risk of being sent to a more secure facility. YAP then requests the court to allow them to spend as much time as possible at home and with YAP instead of being sent away. Service statistics for Yavapai County include 48% People of Color, 45% male, and 90% aged 14-17. **Ms. Delp** mentioned that they currently tend to get more female referrals but are always looking for male advocates to work with YAP and increase the number of males served. She also shared that of the youth they serve, 93% are not convicted/adjudicated of a new offense. In contrast, in the program, 91% live safely in their community after discharge, and 95% regularly attend school or have graduated/received their General Educational Development (GED) after discharge.
- The program's school component centers on addressing attendance issues and developing positive prosocial skills, particularly reducing violence. YAP's theory of change provides a framework to help participants cultivate lives enriched by a sense of partnership, responsibility, positive role models, and support from their families and communities. YAP doesn't rely on a one-size-fits-all approach. Instead, they take the time to understand each youth and their family's unique circumstances and devise a tailored plan to meet their needs.
- **Ms. Delp** mentioned that they follow a zip code recruiting strategy to hire advocates from the same neighborhoods where the youth reside. This approach helps the advocates better understand the area and connect with the youth on a shared experience basis. The program involves youths serving at different locations based on their interests. Even after the probation period, many youth continue to serve at the same place where they were initially connected because they find meaning in their service.
- **Ms. Delp** continued discussing the roles of the advocates, such as attending all events for the youth, including classes and Individualized Education Program (IEP) meetings, and ensuring the youth know their rights in different scenarios. Some advocates spend up to 15 hours a week with the youth, so they keep

their numbers lower—although the average time is eight to 12 hours per week. They also have a 24/7 support line to respond immediately to youth and family needs. To help prepare youth for success after discharge, advocates help youth build resumes and support them at interviews. YAP's endowment fund also provides youth scholarships after getting their high school diploma or GED.

- When a new referral comes in, YAP aims to respond within 48 hours (rapid engagement) to begin a holistic assessment. Then, they build a family team and begin holding family team meetings. They have a flex fund, so they can sometimes offer financial support if a family is in need. YAP Wrap uses the youth and families' voices, giving them access and ownership to create their service plans.
- YAP is a trauma-informed care (TIC) organization that hires people from all walks of life, so it spends a lot of time training well-equipped advocates. It is a proven and cost-effective program that encourages youth to participate in counseling and healthy activities, serving as an alternative to incarceration and out-of-home placement (see Slides 19-21).
- **Dorothy Wodraska** asked what the average stay is for youth.
  - **Ms. Delp** responded that the program lasts four to six months, although some stay up to one year.
  - **Dorothy Wodraska** followed up by asking how YAP measures program effectiveness.
  - **Ms. Delp** responded through databanks and follow-up calls with families for two years.
- **Tracy Darmody** asked what services YAP provides or suggests for the minor at discharge to continue achieving success in adulthood.
  - **Ms. Delp** responded that YAP includes resources in its wraparound services, which youth and families receive from the beginning. YAP constantly identifies partnerships and connections for the families and offers them along the way so they have several options at discharge.
- **Nicole Schuren** asked what training YAP advocates receive and if they offer ongoing professional development. Also, how are challenges managed?
  - **Ms. Delp** responded that each advocate receives 18 hours of agency-specific training and a course focused on violence and de-escalation strategies. Additionally, advocates receive one hour of individual coaching time per week. YAP staff identify conferences that advocates may benefit from and supplemental training as needed for specialized cases. When challenges arise, YAP will have calls, meetings, and brainstorming sessions to address the issue and work with community partners and families to keep the youth in the community.
- **Joseph Kelroy** thanked **Ms. Delp** for the presentation, stating he genuinely appreciates the work she and the advocates are providing youth and families and encourages them to keep up the great work.
- **Peter Luszczyk** asked if the youth served were all from probation or if they also served any diversion youth.
  - **Ms. Delp** responded that their current contract is just for youth probation.
- **Maria Dodge** asked how many hours per week or month advocates work with the youth.
  - **Ms. Delp** responded advocates are with the youth on average eight to 12 hours per week.
  - **Maria Dodge** followed up by asking if the advocates and youth assignments are on a one-to-one ratio.
  - **Ms. Delp** stated that all advocates are committed individuals who work part-time, and the number of assignments varies based on their schedules and availability. Usually, it is one or two youths per advocate, which is the maximum, as advocates agree that the worst thing to do is to get the youth bonded with someone and then for the advocate to leave before the youth graduates.
- **Dorothy Wodraska** asked if referrals are all voluntary.

- **Ms. Delp** responded that they put effort into maintaining good relationships with the probation department. The department assesses their caseloads and each case individually to determine if YAP suits the youth's needs. They will then refer the youth to YAP as needed.
- **Ms. Delp** also mentioned that they typically handle around five to six cases at any given time with their Title II funding.
- **James Molina** asked if the Arizona Department of Child Safety (DCS) can refer youth to YAP or just Yavapai County Probation.
  - **Ms. Delp** responded that, based on their contract, only Yavapai County Probation can refer to the program, but they would love to expand their program with different funding streams to serve more youth. She mentioned they sometimes get calls from parents who want their child(ren) to have an advocate and connect them to another agency.
- **Cindi Nannetti, Chair**, asked how many advocates YAP has.
  - **Ms. Delp** responded they currently have five advocates.
- To view **Ms. Delp's** presentation, [click here](#).

#### Community Program Highlight | Child & Family Resources, Inc.

- **Cindi Nannetti, Chair**, introduced **Dianna Bonneau** and **Karely Bustamante** from [Child & Family Resources, Inc.](#) to discuss their Prevention Programs for Youth (PPY).
- **Ms. Bonneau** provided their contact information before introducing the organization's eight PPY to prevent substance use/misuse and overdose while also educating the community about mental health issues.
- **Ms. Bustamante** stated the organization receives state and federal funding to support its programming and continued to discuss a few.
  - With the [Trauma-Informed Substance Abuse Prevention Program \(TISAPP\) grant](#) aiming to address the issue of opioid and prescription drug misuse, they offer training to the community on how to prevent substance misuse, administer Naloxone, and steps caregivers can take to protect youth from prescription drug misuse. They provide three training programs with slightly different descriptions (see Slide 5). Additionally, through TISAPP, they offer a wellness hour with a movement and meditation class.
  - The Empowering Families program aims to combat substance use among youth by addressing its root causes. Utilizing the Positive Parenting Program (Triple P) curriculum, the Empowering Families program provides families with the necessary tools to understand and support emotional and psychological challenges by offering one-hour seminars for families with children between 0 and 12 years and a separate group for ages 12 and above. The program also provides a caregiver discussion group that helps families feel supported and not alone. Furthermore, workshops are available for youth and adults/caregivers based on community feedback on specific topics.
  - The Mental Health Matters program educates adults on how to recognize and respond to the signs and symptoms of mental health issues and substance use disorders in young people. Utilizing the Youth Mental Health First Aid curriculum, this program introduces an evidence-based 5-step action plan to assist young people in crisis and non-crisis situations effectively. By participating in this program, parents can learn how to be a connection between youth and the resources they may need to overcome their struggles.
  - The Guy Talk program educates male youth aged 13-19 on healthy masculinity, sexual and reproductive health, and healthy relationships.
- **Ms. Bonneau** stated that 90% of teenagers are active online, making sharing mental health tips and resources through social media platforms easier. She also mentioned the positive impact of Child & Family

Resources, Inc., in the community, particularly with PPY, which works with at-risk youth and their families, foster care participants, school social workers/counselor referrals, and individuals in prison and group homes. Due to PPY's success, the organization has partnered with the Arizona Second Chance Center Program at the Manzanita Unit, working to reduce recidivism by training prison participants in person or virtually in Triple P to facilitate programming within the prison.

- **Cindi Nannetti, Chair**, inquired about funding for Child & Family Resources, Inc.
  - **Ms. Bonneau** responded they receive state and federal funds and some local foundation grants.
  - **Cindi Nannetti, Chair**, asked if the Guy Talk program is national.
  - **Ms. Bustamante** responded no before explaining that the ten-hour program created by their evaluators, LeCroy and Milligan, is only for Arizona high schoolers.
  - **Cindi Nannetti, Chair**, commented on being curious about the curriculum. She added that, in her role, she saw some youth that she didn't want to charge but wanted to have them complete some program, which seems like a good option for those youth.
- **Maria Dodge** asked how they recruit youth to participate.
  - **Ms. Bonneau** responded that it is a combination of being referred through parole officers in Tucson and having partnerships with high schools.
- **James Molina** asked if Child and Family Resources would go out and provide training and workshops to places like group homes.
  - **Ms. Bustamante** responded that they could train people at different locations. She also mentioned that they will focus on where the youth are during the summer of 2024.
- **Maria Dodge** asked what counties the Child and Family Resources serves.
  - **Ms. Bonneau** responded that many programs are in Pima County but can be offered statewide through their pieces of training and curriculum.
- **Peter Luszcak** asked about their work with the prison and if there was an age cap.
  - **Ms. Bustamante** responded that this positive parenting program focuses on individual prison units, and this most recent unit consists of adult inmates about to be released.
- To view the **Child and Family Resources** presentation, [click here](#).

#### Arizona Department of Juvenile Corrections (ADJC) Education Programs

- **Cindi Nannetti, Chair**, introduced **Jenine Wright** from the [Arizona Department of Juvenile Corrections \(ADJC\)](#) to discuss their education programs.
- **Ms. Wright** began her presentation by discussing the vision and mission of ADJC and Adobe Mountain School, which focuses on preparing young individuals to reintegrate into society. To be admitted to ADJC and Adobe Mountain School, a youth must have a felony offense in their history, generally between the ages of 14 and 19. It is worth noting that 50% of the youth at ADJC have received six to 15 referrals before placement, with 42.2% having charges against crimes involving persons, such as assault, and 10% having charges related to loss of life, such as murder or manslaughter.
- **Ms. Wright** shared statistics regarding their educational population (see Slide 4) and explained that most students undergo math and reading tests in the 4th and 5th grades, often resulting in significant learning loss. She continued to discuss the school's structure, which includes a superintendent, principal, assistant principal, and four special education teachers, in addition to other teachers. The school year is year-round and consists of five eight-week semesters. Currently, they are in their fifth block of the year. The school offers Career Technical Education (CTE) programming in different areas and college coursework through a partnership with Rio Salado Community College. The latest addition to the school's programming is a music studio for fine arts programming.

- **Ms. Wright** shared about the entry process for students, explaining they are assessed at intake to provide the youth with a baseline. They offer a post-test for youth who want to retake it, as sometimes they aren't sure how seriously they want to take the process initially. Students are usually behind in credits when they get to Adobe Mountain, so the school looks at the right track for them. High school credits earned while at ADJC count towards state requirements, and if students choose to receive their GED, they work with tutors to help them prepare for the five test sections. Rio Salado Community College has 13 students currently enrolled; one youth received 21 credits through Rio Salado and was given special recognition during the Adobe Mountain graduation.
- Adobe Mountain provides training in various career and technical fields, including building/trades, cosmetology, and culinary arts. The building/trades program offers entry-level positions in construction, while the cosmetology program teaches haircutting, styling, barbering, waxing, manicure/pedicure, chemical balance for coloring, and braiding. Students also have the opportunity to visit other barbershops in the community and earn credits towards a certificate. In the culinary arts program, students can earn a ServSafe Foods Handlers national certificate and work in a mobile kitchen preparing meals with sous and head chefs. The career transition path provides help with developing skills, creating resumes, building interview skills, and more for the students.
- **Ms. Wright** discussed that Adobe Mountain now has a full-scale music studio, an idea she got from a tour of another facility in Illinois and worked hard to create something for the youth here in Arizona. The studio includes a recording area so students can write lyrics in class and record them. They also have a music producer from Los Angeles (LA) working with the instructor, with whom they plan to continue their partnership to expand the program.
- **Ms. Wright** discussed the significance of Community Corrections in preparing youth for re-entry. The re-entry partners associated with Community Corrections are responsible for aiding the youth in re-enrolling in schools and preparing for GED testing, college, vocational programs, and employment opportunities. If needed, they can also assist in obtaining a new IEP with new agencies using Adobe Mountain's information. They also help obtain state ID cards before leaving, which is beneficial in finding jobs and registering for school.
- **Dorothy Wodraska** mentioned there used to be an issue with receiving transcripts promptly from schools and how that can impact the youth getting into programming quickly, and asked if that is still a problem.
  - **Ms. Wright** responded that while some districts have seen improvement, others have not. She also noted that it can slow down the process of enrolling youth.
- **Shawn Cox** inquired about the factors contributing to youths initially refusing to participate in the curriculum but later becoming interested enough to retake it.
  - **Ms. Wright** expressed a significant amount of fear among the youth. They lack the experience to build confidence in education and have not yet established a relationship with the support staff. They need to gain trust in the curriculum before they are willing to invest in it. Additionally, many of the youth struggle with reading, which adds to their fear and anxiety.
- **Cindi Nannetti, Chair**, commented that she appreciates Adobe Mountain School offering vocational classes before inquiring about the potential expansion of available opportunities.
  - **Ms. Wright** responded they would love to expand the opportunities they provide and are currently working to do so with their fine arts programs. Additionally, they would like to offer more life skills classes for youth, but to do so, they need to hire staff with specific specialty areas, as they are currently facing a staffing shortage similar to the state. They plan to focus on this area and build it out, with culinary arts being one of the scopes within that focus area.

- To view **Ms. Wright's** presentation, [click here](#).

### **Canyon State Academy**

- **Cindi Nannetti, Chair**, introduced **Brian Heath, Jason Lane, and Erin Kelsey** from [Canyon State Academy \(CSA\)](#) to share more about their educational offerings and campus.
- **Mr. Heath** began the presentation by sharing a brief overview of CSA. The facility spans over 180 acres in Queen Creek and is a licensed group home and shelter that caters to around 70 children. The DCS refers the majority of the youth served, while the rest are crossover youth.
- **Mr. Heath** mentioned that CSA's main objective is to provide stability and support to at-risk youths and not necessarily to track recidivism rates. To achieve this, they offer a structured and rigorous year-round education program to help youth who are often two years behind in their studies due to previous disruptions. In addition, CSA encourages youth to participate in extracurricular activities such as football, basketball, and other sports and offers a range of options through their junior high program.
- CSA acknowledges the importance of vocational training and offers various industry-recognized certifications to youths. These certifications include lifeguard, pool operator, state-certified barber, culinary (ServSafe Food Handler Certificate), and Occupational Safety and Health Administration (OSHA) 10 and 30 in General Industries or Construction. They firmly believe that providing something tangible to the youths is essential. The counseling is tailored to each individual as their needs vary.
- **Mr. Heath** played a video of the CSA campus created by their youth.
- **Mr. Heath** discussed the various partnerships maintained by CSA, including their collaboration with the University of Cincinnati, which has been appointed national training director. He also mentioned a newly released movie, "Hard Miles," based on a true story about Ridgeview Academy in Colorado, a sister organization of CSA.
- **Mr. Lane** discussed the different cohorts at CSA that are assigned based on the level of need determined by the assessment, with those having a higher level of need placed in a cohort with less traffic. The age range is also considered, with a younger (eight to 12-year-olds) and an older (13 to 17-year-olds) group kept separate. The Qualified Residential Treatment Program (QRTP) is a traditional student who doesn't have significant mental health needs. Shelter youth refers to children in transition whose next destination is unknown to the Administrative Office of the Courts (AOC)/DCS. CSA also serves AOC probationary youth and ensures that there aren't any significant risks to the other youth on campus.
- **Ms. Kelsey** shared more about therapy options available for youth at the school, such as credit recovery programs and various courses to prepare students for re-entry into the community. The school has a farm where students can participate in equine therapy with goats, horses, donkeys, and turtles. Furthermore, they offer Rite Path Services, an integrated community model that provides counseling services to the students at CSA and families in the community (see Slide 7).
- **Mr. Heath** closed by sharing that the goal of CSA is to positively impact the lives of youth by keeping them out of jail, helping them develop strong relationships within the community, and succeeding in their lives. To achieve this, CSA created a community with a restaurant, barber shop, church, and thrift store. It allows the youth to learn practical and transferable skills while interacting with the community, integrating into it genuinely and authentically; this is CSA's form of aftercare. Additionally, CSA started a charter school called Southwest Leadership for those who leave the program but don't have a specific school to re-enroll in.
- **Maria Dodge** asked what the average stay for youth is.
  - **Mr. Heath** responded that the usual duration of intervention is less than six months. However, the issue with such a short period is that when youth return to living with their families, they might not

have had sufficient time to demonstrate a change in their behavior. Generally, they require at least six months to achieve lasting change.

- **Maria Dodge** stated that studies suggest ending congregate care is best and asked why CSA continues to pursue it.
- **Mr. Heath** responded that there has been a significant reduction in the number of young people in congregate care and agrees that keeping children in their community is the best option. However, they also acknowledge that congregate care is still needed in some instances, as it can help stabilize and support youth to get them on a good path.
- **Dorothy Wodraska** commented that it's easy to overlook the importance of a transitional space for youth to thrive during changes. She expressed excitement about CSA's integration of youth into the community and the positive outcomes achieved as a result.
- **James Molina** expressed his appreciation for CSA's work and stated that he is a big fan of the school. He mentioned that the youth who attend the school transform entirely.
- **Cindi Nannetti, Chair**, expressed her admiration for the video and mentioned how valuable cinematography has become today, as every professional uses videos to promote their work.
- To view **Canyon State Academy's** presentation, [click here](#).

#### R/ED Workgroup Update

- **Cindi Nannetti, Chair**, introduced **Shayne Johnson** to provide an update on behalf of **Helen Gandara**, the Racial and Ethnic Disparities (R/ED) Workgroup Chair, who had to leave the meeting early due to a scheduling conflict.
- **Shayne Johnson** summarized the March R/ED Workgroup meeting.
  - The workgroup welcomed new members who received an overview of the OJJDP definitions and prerequisites about R/ED.
  - The next meeting in May will discuss the state data for the R/ED plan and work on the narrative.

#### Upcoming Meeting

- **Cindi Nannetti, Chair**, reminded members that the next meeting will be on **September 5, 2024**, at **9:30 AM** in the Executive Tower and in a hybrid format. Commissioners are welcome to attend in person or virtually.

#### Adjournment

- **Cindi Nannetti, Chair**, thanked everyone for being part of the meeting and asked for a motion to adjourn.
  - **Dorothy Wodraska** moved to adjourn.
  - **James Molina** seconded the motion.
- The motion passed with no dissenting votes. The meeting adjourned at **11:27 AM**.

Dated May 3, 2024,  
Arizona Juvenile Justice Commission  
Respectfully Submitted By:  
Shayne Johnson  
GOYFF