



CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

San Mateo County Probation Department:

JUVENILE PROBATION AND CAMPS FUNDING (JPCF) &

JUVENILE JUSTICE CRIME PREVENTION ACT (JJCPA)

Annual Evaluation Report 2013-2014

San Mateo County Probation Department:
JUVENILE PROBATION AND CAMPS FUNDING (JPCF) &
JUVENILE JUSTICE CRIME PREVENTION ACT (JJCPA)

Annual Evaluation Report

2013-2014



Applied Survey Research

San Jose Office:
1871 The Alameda, Suite 180
Phone: 408-247-8319 Fax: 408-260-7749

Contacts:

Lisa Colvig-Amir, MA, Director of Evaluation
Jennifer van Stelle, PhD, Project Manager
Christina Branom, PhD, Senior Research Analyst
Vanessa Haug, MS, Senior Research Analyst

TABLE OF CONTENTS

TABLE OF FIGURES	II
YEAR THREE EVALUATION HIGHLIGHTS	1
BACKGROUND	2
EVALUATION DESIGN & METHODOLOGY.....	4
EVALUATION FINDINGS.....	6
Profile of Clients Served.....	6
Profile of Developmental Assets Among Clients.....	9
Profile of Clients' Alcohol and Drug Use.....	15
Level of Communication Between Clients and Parents.....	19
Summary of Focus Group Discussions.....	19
Education Outcomes.....	21
Justice Outcomes	27
Recidivism Study.....	33
PROGRESS ON RECOMMENDED LOCAL ACTION PLAN STRATEGIES	42
APPENDIX I.....	46
APPENDIX II.....	47
APPENDIX III.....	48
APPENDIX IV	49
APPENDIX V	50
APPENDIX VI	53
APPENDIX VII	54
APPENDIX VIII	57

TABLE OF FIGURES

Figure 1. Key Evaluation Highlights, FY2011-12 through FY2013-14.....	1
Figure 2. Program Descriptions of JPCF and JJCPA Grantees.....	3
Figure 3. Spectrum of Desired Outcomes.....	4
Figure 4. Number and Percentage of Clients Served by Grantee, FY2013-14.....	6
Figure 5. Clients' Demographic Profile, FY2013-14	6
Figure 6. Rates of Youth Served in San Mateo County, FY2013-14.....	8
Figure 7. Length of Participation & Units of Service, FY 11-12 through FY 13-14	9
Figure 8. Interpretive Guidelines for DAP's Internal and External Asset Categories	10
Figure 9. Percentage of Participants Who are "Thriving" to "Challenged" in Internal Assets	11
Figure 10. Percentage of Participants Who are "Thriving" to "Challenged" in External Assets.....	12
Figure 11. Percentage of "Challenged" and "Vulnerable" Participants Who Improved by at Least One Asset Level on Their Overall DAP Score.....	13
Figure 12. Percentage of "Challenged" and "Vulnerable" Participants Who Improved by At Least One Asset Level, by Asset Category.....	14
Figure 13. Pre/Post Changes on Selected DAP Items	15
Figure 14. Alcohol and Drug Profile of Program Participants	16
Figure 15. Pre/Post Average Scores on the AADIS.....	18
Figure 16. Pre/Post AADIS Scores of Participants Meeting or Exceeding the AADIS Cutoff Score	19
Figure 17. Perceptions of Boys and Girls Club Youth Regarding Non-Law Abiding Peers.....	20
Figure 18. Overview of Sample Identified in School District/COE Records.....	21
Figure 19. GPA of JJCPA Participants during Baseline and Intervention Years Based on Dosage	22
Figure 20. Number of Suspensions of JJCPA Participants during Baseline and Intervention Years Based on Dosage	23
Figure 21. Percent of JJCPA Participants with One or More Suspensions during Baseline and Intervention Years Based on Dosage	24
Figure 22. Number of Unexcused Absences of JJCPA Participants during Baseline and Intervention Years Based on Dosage	24
Figure 23. GPA of JPCF Participants during Baseline and Intervention Years Based on Dosage.....	25
Figure 24. Number of Suspensions of JPCF Participants during Baseline and Intervention Years Based on Dosage	26
Figure 25. Percent of JPCF Participants with One or More Suspensions during Baseline and Intervention Years Based on Dosage	26
Figure 26. Number of Unexcused Absences of JPCF Participants during Baseline and Intervention Years Based on Dosage	27

Figure 27. JJCPA Justice Outcomes Within 180 Days After Program Entry – Assessment Center (FY 2011-12, 2012-13 & 2013-14).....	29
Figure 28. JJCPA Justice Outcomes Within 180 Days After Program Entry – Acknowledge Alliance (FY 2011-12, 2012-13 & 2013-14).....	30
Figure 29. JJCPA Justice Outcomes Within 180 Days After Program Entry – Fresh Lifelines for Youth (FY 2011-12, 2012-13 & 2013-14).....	30
Figure 30. JJCPA Justice Outcomes Within 180 Days After Program Entry – Family Preservation Program (FY 2011-12, 2012-13 & 2013-14).....	31
Figure 31. Percentage of Clients Who Met Insights' Goals at Exit	31
Figure 32. JJCPA Justice Outcomes Within 180 Days After Program Entry – StarVista (FY2011-12, 2012-13 & 2013-14).....	32
Figure 33. Comparison of JJCPA Justice Outcomes, San Mateo County vs. Statewide Average, FY 2013-14	33
Figure 34. Demographics of All Youths by Group.....	35
Figure 35. New Law Violations Within 12 Months of Program Entry	36
Figure 36. Factors Associated with Increased Odds of Having a New Sustained Law Violation within 12 months.....	37
Figure 37. How do PACT Risk Levels Compare with these Risk Groupings for Court-Ordered Youth?.....	38
Figure 38. What Percentage of Court-Ordered Youth in Each Risk Profile Have a New Sustained Law Violation within 12 Months of Program Entry?.....	39
Figure 39. Average Severity of All Sustained Violations a Youth Committed Prior to versus After Program Entry	39
Figure 40. Change in Severity from Pre- to Post-: Average Severity of All Sustained Violations for All Youth and By Group	40
Figure 41. Potential Trajectories of Participants with No Priors at Program Entry	41
Figure 42. Ethnicity of San Mateo Youth (Ages 10-19), San Mateo Probation Active Caseload and JPCF/JJCPA Youth Participants.....	44
Figure 43. Strategies by Funding Source and Program	45

YEAR THREE EVALUATION HIGHLIGHTS

In 2011, eleven programs serving San Mateo County youth and their families were awarded three-year grants from the San Mateo County Probation Department's allocation of Juvenile Probation and Camps Funding (JPCF) and Juvenile Justice Crime Prevention Act (JJCPA) funds. The desired outcomes of the funding include:

- Improved family functioning
- Increased developmental assets
- Greater engagement in and connection to school
- Improved educational outcomes
- Reduced substance use
- Decreased gang involvement
- Decreased justice involvement

Provided in the table below are key evaluation highlights that are discussed in more depth in the following sections of this report.

Figure 1. **Key Evaluation Highlights, FY2011-12 through FY2013-14**

Data Highlights	Evaluation Years		
	2011-2012	2012-2013	2013-2014
Number of clients served	2,436	2,672	2,510
Average number of hours of service*	16.8	19.1	16.9
Average length of time in the program (months)	4.1	5.8	4.6
Percentage of participants who:			
<ul style="list-style-type: none"> ■ Improved by at least one asset level on their Total DAP Score <i>(only includes those who scored in the two lowest asset levels at entry)</i> 	NA	41% (n=266)	42% (n=269)
<ul style="list-style-type: none"> ■ Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i> 	NA	63% (n=123)	87% (n=70)
<ul style="list-style-type: none"> ■ Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score)</i> 	NA	68% (n=41)	58% (n=78)
<ul style="list-style-type: none"> ■ Were arrested for a new law violation 	17% (n=792)	16% (n=779)	18% (n=744)

Note: (*) The Family Preservation Program was excluded from this analysis as it does not collect units of service.

BACKGROUND

In April 2010, the Juvenile Justice Coordinating Council (JJCC) established a subcommittee which was authorized to oversee the planning and creation of the update of the 2001 Local Action Plan. The subcommittee included representatives who work with at-risk and Probation youth from Probation, Human Services Agency, Behavioral Health and Recovery Services, Health Policy and Planning, a local Police Department, representatives from High Schools, CBOs, and community members familiar with youth development and active in justice work, including membership on the Juvenile Justice and Delinquency Prevention Commission.

Through an extensive data collection process that included five key informant interviews, ten focus groups, and an online survey, a core set of desired outcomes and strategies were identified to address needs of youth and their families in San Mateo County. The outcomes included:

- Improved family functioning
- Increased developmental assets
- Greater engagement in and connection to school
- Improved educational outcomes
- Reduced substance use
- Decreased gang involvement
- Decreased justice involvement

The core strategies included:

- Emphasize early intervention
- Address the needs of both youth and their families
- Where possible, use practices that are recognized evidence-based models
- Understand and address system barriers that limit accessibility and lead to increased recidivism
- Address the needs of underserved groups, or groups over-represented in the Juvenile Justice System
- Set clear outcomes for funded programs/strategies and plan for their assessment

JPCF and JJCPA jointly fund a complementary set of interventions along a continuum from early intervention to more intensive intervention. Programs serving justice-involved youth are typically funded by JJCPA, given that the legislation's intent is to reduce further justice involvement. Early intervention services are funded by JPCF.

In 2011, eleven programs serving San Mateo County youth and their families were awarded three-year grants from the San Mateo County Probation Department's allocation of Juvenile Probation and Camps Funding (JPCF) and Juvenile Justice Crime Prevention Act (JJCPA) funds. These two funding streams have different origins, funding emphases, and reporting requirements, but both are based on actual receipts from California Vehicle License fees (please see Appendix I for a complete description of JPCF and JJCPA). The JJCC oversees funds from both JPCF and JJCPA, and Applied Survey Research (ASR) was awarded the contract as the evaluator.

Of the eleven grantees awarded three-year grants, five are funded through JJCPA and six through JPCF. This array of programs provided services to youth on a continuum of need, from early intervention to more intensive intervention (see Figure 2 below).

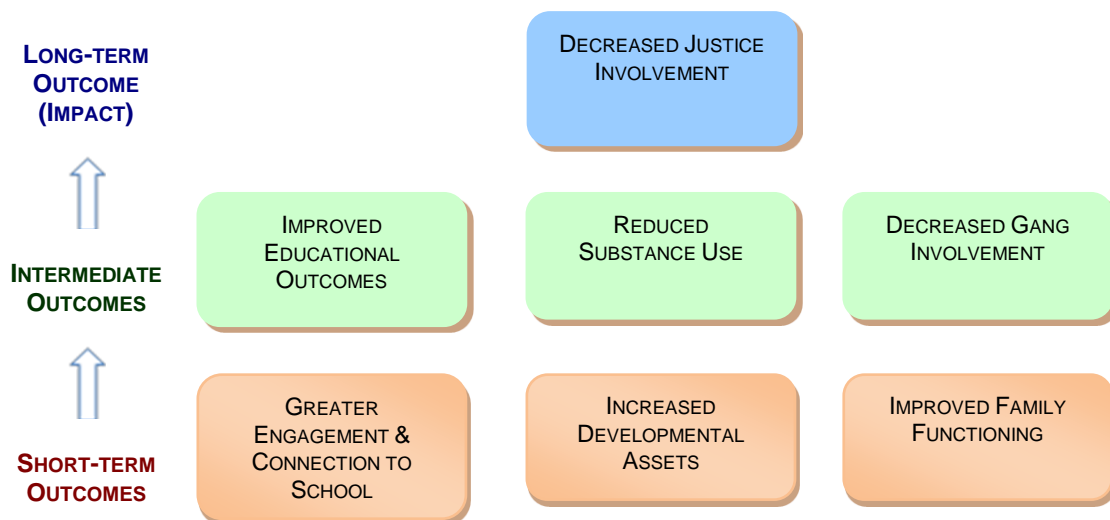
Figure 2. **Program Descriptions of JPCF and JJCPA Grantees**

JJCPA GRANTEES	Fresh Lifelines for Youth	Provides mentoring and case management for probation youth
	Acknowledge Alliance	Provides counseling for youth attending community & court schools
	StarVista - Insights	Provides substance use treatment for probation youth, and family counseling
	Assessment Center	Provides multidisciplinary team risk/needs assessments to youth who come in contact with the juvenile justice system
	Family Preservation Program	Provides case management and supervision of youth with significant mental health and family issues
JPCF GRANTEES	Boys and Girls Club of the Peninsula	Provides mentoring services and enrichment activities to at-risk youth
	El Centro de Libertad	Provides group and individual counseling and alcohol and drug treatment to middle and high school students. The program also offers a drop-in parent series
	Peninsula Conflict Resolution Center	Provides programming around leadership, conflict resolution, and communication skills to at-risk high school students, and also provides parent training workshops
	Pyramid Alternatives – Strengthen our Youth	Provides group and individual counseling to at-risk middle and high school students, and also provides parenting workshops
	YMCA – School Safety Advocates	Provides counseling and case management to middle school students and their families
	Parent Programs	Provides parenting education to parents of probation-involved youth

EVALUATION DESIGN & METHODOLOGY

Through the planning process for the 2011-2015 Local Action Plan, stakeholders identified the most important changes they would like to see for youth and families. These outcomes are documented in the literature as having the potential to put a youth on the path to better success in adulthood.¹ Progress on these outcomes would be evidence of successful investments of Probation funds. These changes include both shorter- and longer-term outcomes that are interrelated and build upon each other to ultimately impact the desired long-term goal of decreased justice involvement.

Figure 3. **Spectrum of Desired Outcomes**



The first year of evaluation was formative in nature, consisting of an evaluation kick-off meeting to discuss the overall goals and driving evaluation questions, and meetings with each grantee to review program-specific outcomes and finalize the evaluation plan. ASR also conducted pilot tests with validated tools to measure the above outcomes (see Appendix III for a complete description of each tool).

The second year of evaluation (2012-13) consisted of the **rollout of specific evaluation tools** based on grantees' scope of services and goals (see Appendix II). ASR also **finalized the scope of its proposed recidivism study**, with the input of the evaluation subcommittee (consisting of JJCC members and JPCF/JJCPA grantees), **analyzed the data, and presented the preliminary findings to the JJCC**. Lastly, ASR **conducted four focus group discussions**, two with youth, one with parents, and one with service providers.

The third year of evaluation (2013-14) repeated the design of the second year. This year's JPCF/JJCPA evaluation report documents:

¹ U.S. Department of Health and Human Services, 2008. *What Challenges are Boys Facing and What Opportunities Exist to Address Those Challenges?* Fact Sheet: Juvenile Delinquency. <http://aspe.hhs.gov/hsp/08/boys/FactSheets/jd/report.pdf>

- Service- and client-level data: the number of clients served, the number of units of service, and basic client demographics
- Client survey data: pre- and post-survey data captured on the Developmental Assets Profile and on the Adolescent Alcohol and Drug Involvement Scale
- Data on JJCPA's six mandated outcomes
- Educational outcome data on JJCPA and JPCF youth attending South San Francisco Unified School District, Sequoia Unified School District, Jefferson Elementary School District, and Community/Court Schools (San Mateo County Office of Education)
- Recidivism data on court- and non-court-ordered probation youth and non-justice-involved youth
- Client success stories illustrating the extent to which services impacted youth

EVALUATION FINDINGS

Profile of Clients Served

In 2013-2014, all grantees combined served a total of 2,510 clients. As seen in the figure below, YMCA's School Safety Advocates, Boys & Girls Club of the Peninsula, and Assessment Center served 59% of the overall population of clients (22%, 19%, and 18%, respectively).

Figure 4. **Number and Percentage of Clients Served by Grantee, FY2013-14**

		Number of clients served	Percentage of all participants
JJCPA GRANTEES	Fresh Lifelines for Youth	31	1%
	Acknowledge Alliance	158	6%
	StarVista- Insights	194	8%
	Assessment Center	454	18%
	Family Preservation Program	123	5%
JPCF GRANTEES	Boys and Girls Club of the Peninsula	472	19%
	El Centro de Libertad	46	2%
	Peninsula Conflict Resolution Center	170	7%
	Pyramid Alternatives – Strengthen our Youth	209	8%
	YMCA – School Safety Advocates	560	22%
	Parent Programs	93	4%
Total		2,510	100%

As indicated in the figure below, most youth served by JJCPA and JPCF grantees in 2013-2014 were Latino. Grantees with the largest share of Latino participants (two-thirds or more) include Fresh Lifelines for Youth, Acknowledge Alliance, Boys & Girls Club, and El Centro de Libertad. All grantees served mostly male clients, with the exception of Peninsula Conflict Resolution Center, Pyramid Alternatives, YMCA, and Parent Programs. The average age of JJCPA participants was 16.3, and the average age of JPCF participants was 14.6.

Figure 5. **Clients' Demographic Profile, FY2013-14**

		ETHNICITY (%)					GENDER (%) M/F	AGE
		Latino	White	Filipino / P.I.	Asian	African American		
JJCPA GRANTEES	Fresh Lifelines for Youth	73	7	7	0	13	68/32	16.9
	Acknowledge Alliance	74	7	8	1	6	77/23	16.1
	StarVista	56	12	3	3	6	79/21	16.7
	Assessment Center	52	21	10	5	8	64/36	15.6

		ETHNICITY (%)					GENDER (%) M/F	AGE
		Latino	White	Filipino / P.I.	Asian	African American		
	Family Preservation Program	45	16	6	8	14	67/33	16.3
JPCF GRANTEEES	Boys and Girls Club of the Peninsula	67	2	7	1	19	56/44	13.9
	El Centro de Libertad	72	20	4	4	0	76/24	16.5
	Peninsula Conflict Resolution Center	43	0	50	0	<1	46/54	15.7
	Pyramid Alternatives – SOY	47	12	18	5	7	46/54	14.4
	YMCA – School Safety Advocates	46	22	13	6	7	43/57	12.7
	Parent Programs	54	25	12	2	3	35/65	----

Note: Not reported here are students identified as multi-racial/other. Parent Programs' ethnic composition refers to parent participants and not their children. Age of parents is not included.

Risk Factors

Youth participating in the various programs also exhibit risk factors known to significantly influence youth development and delinquency², as noted during ASR's site visits with program staff. These include, but are not limited to, poor school attendance and school engagement, violence in the home and/or community, challenging family dynamics (e.g., involvement of Child Protective Services, lack of parental involvement, financial hardships), mental health issues, and alcohol and drug dependency.

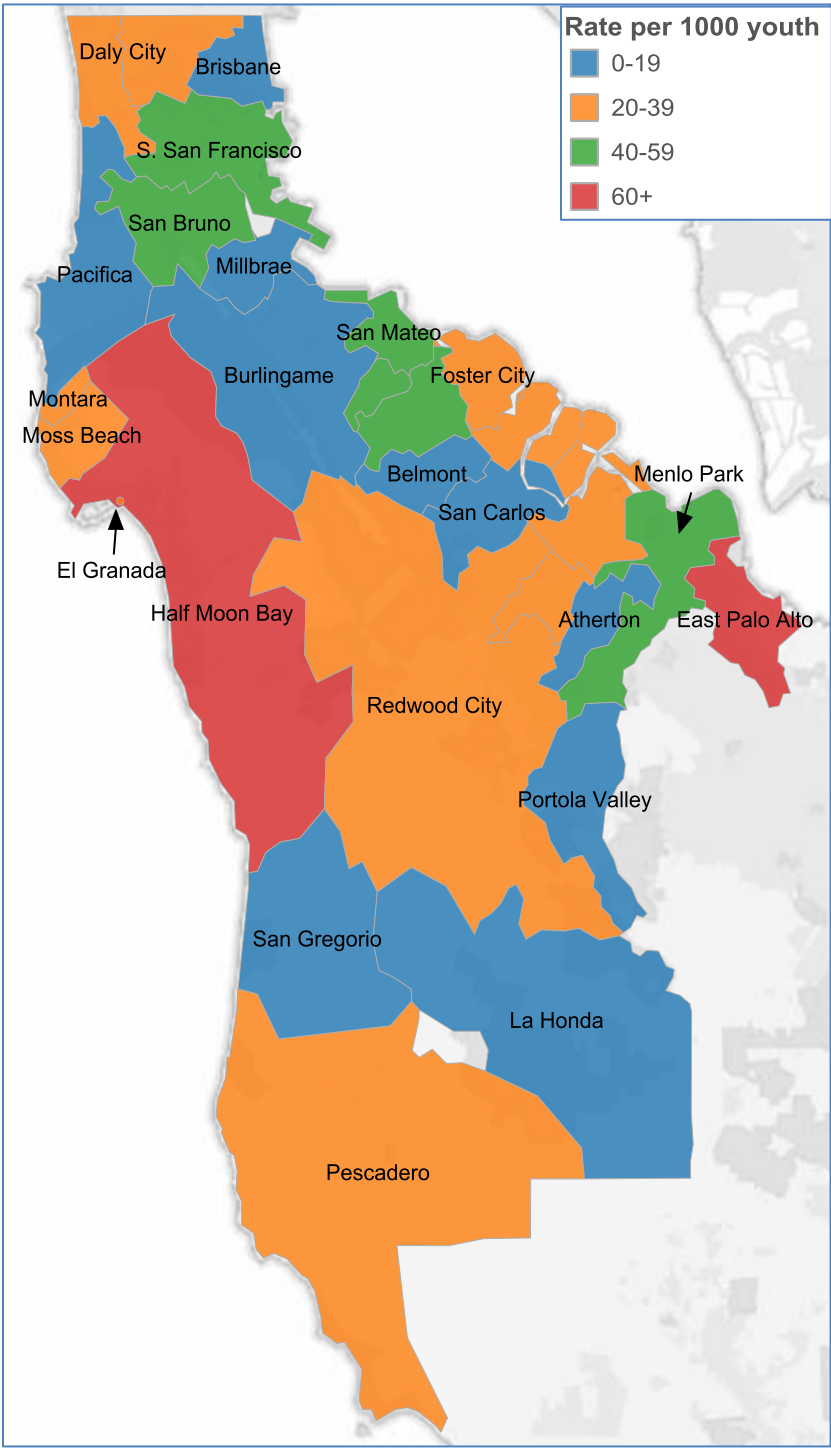
Geographical Location

Provided on the next page are the rates of youth served by JPCF and JJCPA grantees within key cities (based on each city's population of youth, aged 10-19 years). The highest rates of youth served by JJCPA and JPCF grantees (60+ youth per 1,000; or at least 6% of the cities' youth population) are found in **East Palo Alto and Half Moon Bay**. The second highest rates of youth served (40-59 youth per 1,000; or 4% - 5.9% of the cities' youth population) are in the cities of **Menlo Park, San Mateo, San Bruno, and South San Francisco**.

Please see Appendix IV for a city-by-city breakdown.

² Please refer to the Local Action Plan 2011-2015 for a list of risk factors identified in the literature.

Figure 6. Rates of Youth Served in San Mateo County, FY2013-14



Length of Participation

The number of months between program entry and exit was calculated for clients who had exited their program. For some youth this may mean that the program ended because the school term came to a close. For other youth it may mean that they completed the program, dropped out, or declined services.

The average hours of service provided per participant ranged greatly among programs (from 8.3 hours to 97.8 hours), reflecting the programs' levels of intervention. For example, Fresh Lifelines for Youth is a yearlong program, hence the 98-hour average, whereas the Assessment Center's services typically last three months or less.

Figure 7. **Length of Participation & Units of Service, FY 11-12 through FY 13-14**

		Average time in program per youth (months)			Average units of service per youth (hours)			Total units of service for all youth (hours)		
		11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
JJCPA GRANTEEES	Fresh Lifelines for Youth	10.8	10.8	10.8	88.9	72.3	97.8	2,667	2,169	3,033
	Acknowledge Alliance	3.6	4.3	3.7	10.3	10.6	12.0	1,423	1,498	1,892
	StarVista	4.4	3.5	4.5	21.3	19.9	16.8	2,366	3,635	3,212
	Assessment Center*	1.7	2.1	2.3	6.7	8.4	8.3	716	635	617
	Family Preservation Program	7.2	6.8	7.1	NA	NA	NA	NA	NA	NA
JPCF GRANTEEES	Boys and Girls Club of the Peninsula	5.0	5.3	5.4	33.7	39.3	38.5	21,945	25,443	18,120
	El Centro de Libertad	4.1	5.1	6.9	23.0	13.1	10.0	898	1,013	441
	Peninsula Conflict Resolution Center	6.9	6.1	9.3	3.43	36.4	24.8	494	3,824	3,972
	Pyramid Alternatives – SOY	4.0	4.2	4.1	11.23	9.7	10.98	2,516	2,756	2,121
	YMCA – School Safety Advocates	5.4	6.2	4.1	11.5	13.5	9.89	3,293	5,756	5,481
	Parent Programs	1.8	2.1	2.5	18.6	16.2	15.8	2,366	1,783	1,376

Note: The average participation time in a program was calculated for all clients who entered and exited their respective program during FY 2013-2014. *For the Assessment Center, average time in the program is for all youth served; Units of Service (average and total) are for youth on contracts only.

Profile of Developmental Assets Among Clients

In 2011, the Juvenile Justice Coordinating Council (JJCC) created its 2011-2015 Local Action Plan to include seven specific outcomes that it would like to see achieved through the investment of JPCF and JJCPA funds. One of the outcomes selected was **increased developmental assets**, which the literature shows as providing the resiliency and resources necessary for youth to deal with difficult circumstances in a healthy manner and avoid anti-social peers, violence, conflict, and unhealthy risk-taking behaviors. To that end, ASR selected the Developmental Assets Profile (DAP) as a pre/post measure of youth development.

The Search Institute created the DAP tool to capture specific youth experiences and qualities that have been identified as being essential to healthy psychological and social development in childhood and adolescence. These assets have the power to influence youth's developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring, and responsible adults.

The DAP survey includes 58 statements that are rated on a 0 to 3 scale. All 58 items are further categorized into the following eight asset categories.

External Assets

1. **Support**—support from parents, family, and other adults; parent-adolescent communication; advice and help from parents; helpful neighbors; and caring school environment
2. **Empowerment**—feeling safe at home, at school, and in the neighborhood; feeling valued; and having useful jobs and roles
3. **Boundaries and Expectations**—having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors
4. **Constructive Use of Time**—participation in religious or spiritual activity; involvement in a sport, club, or group; creative activities; and quality time at home

Internal Assets

5. **Commitment to Learning**—enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things
6. **Positive Values**—standing up for one's beliefs; taking responsibility; avoiding alcohol, tobacco, and drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others
7. **Social Competencies**—building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully
8. **Positive Identity**—optimism; locus of control; and self-esteem

The scales used for the eight asset categories range from 0 to 30, and can be interpreted using the following guidelines.

Figure 8. Interpretive Guidelines for DAP's Internal and External Asset Categories

Label	Range of Scores	Interpretive Guidelines
Thriving	26-30	Abundant assets: most assets are experienced strongly and/or frequently
Adequate	21-25	Moderate assets: most assets are experienced often, but there is room for improvement
Vulnerable	15-20	Borderline assets: some assets are experienced, but many are weak and/or infrequent. There is considerable room for strengthening assets in many areas
Challenged	0-14	Depleted levels of assets: few, if any, assets are strong or frequent. Most assets are experienced infrequently. There are tremendous opportunities for strengthening assets in most areas

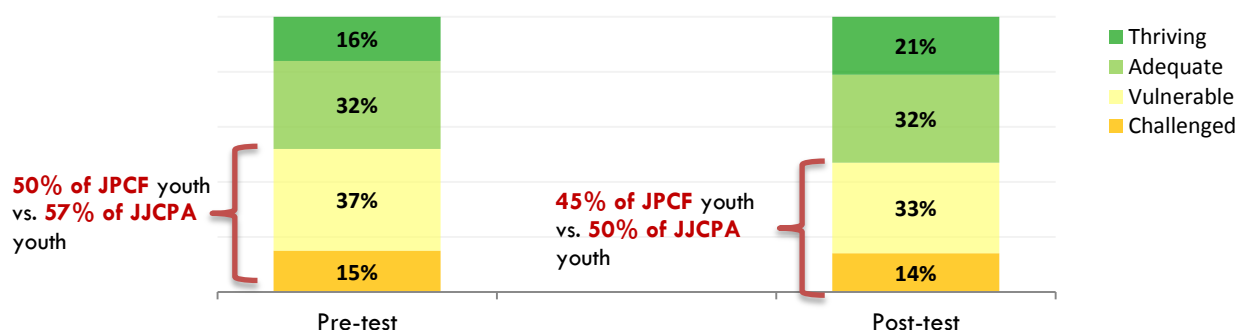
A total of 901 pre- and 633 post-DAP surveys were administered to program participants during fiscal year 2013-2014. Of these, 552 pre- and post-surveys were matched, representing 61% of all intake surveys. There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; 3) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th), which is likely to be the case for StarVista, FPP, El Centro de Libertad, and the Assessment Center; and 4) there is the possibility of an error in the administration of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs to match a pre- and post-survey.

Please note that one of the 11 grantees (Parent Programs) is not included in the analysis as it does not directly serve youth, and therefore it does not administer the DAP. Instead, Parent Programs administers a pre/post survey to parents that focuses on the specific skills addressed by this program, the results of which are presented in Parent Programs' report.

What is the asset profile of program participants?

The average internal and external asset scores are categorized into four distinct ranges, from “thriving” to “challenged.” The chart below shows the percentages of youth in each level, on their pre-test scores and their post-test scores, within the two larger domains of internal and external assets. Upon entering their programs, **a little over half (52%; n=552) of the youth reported “challenged” to “vulnerable” levels of Internal Assets.** There were somewhat more JJCPA youth reporting these levels of Internal Assets than JPCF youth (57% vs. 50%).

Figure 9. **Percentage of Participants Who are “Thriving” to “Challenged” in Internal Assets**

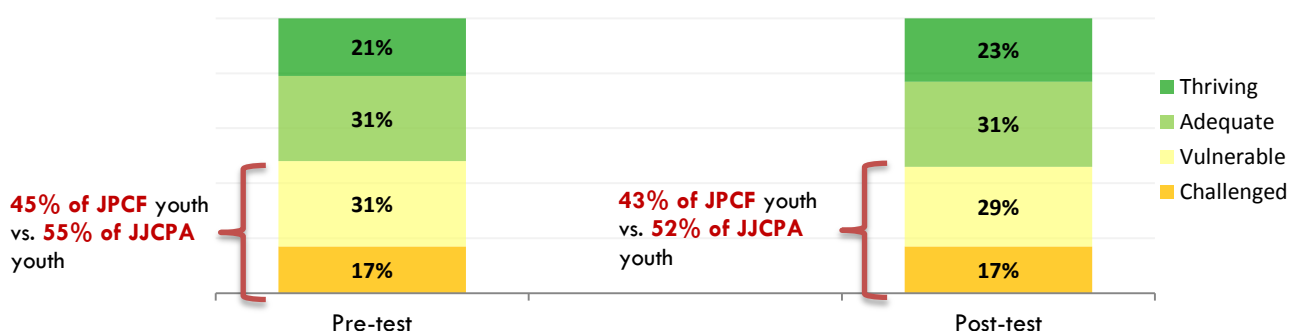


Source: Developmental Assets Profile survey.

Note: Based on 552 participants; 385 JPCF youth and 167 JJCPA youth.

With regard to youth's self-reported levels of External Assets upon entry, slightly **less than half (48%) had “challenged” to “vulnerable” levels.** More JJCPA youth (55%) reported these levels of assets, as compared to JPCF (45%). Over half of the “challenged” or “vulnerable” youth were from JJCPA programs (55%), and 45% were from JPCF program.

Figure 10. **Percentage of Participants Who are “Thriving” to “Challenged” in External Assets**



Source: Developmental Assets Profile survey.

Note: Based on 552 participants; 385 JPCF youth and 167 JJCPA youth.

What percentage of most “at-risk” participants improved by at least one asset level?

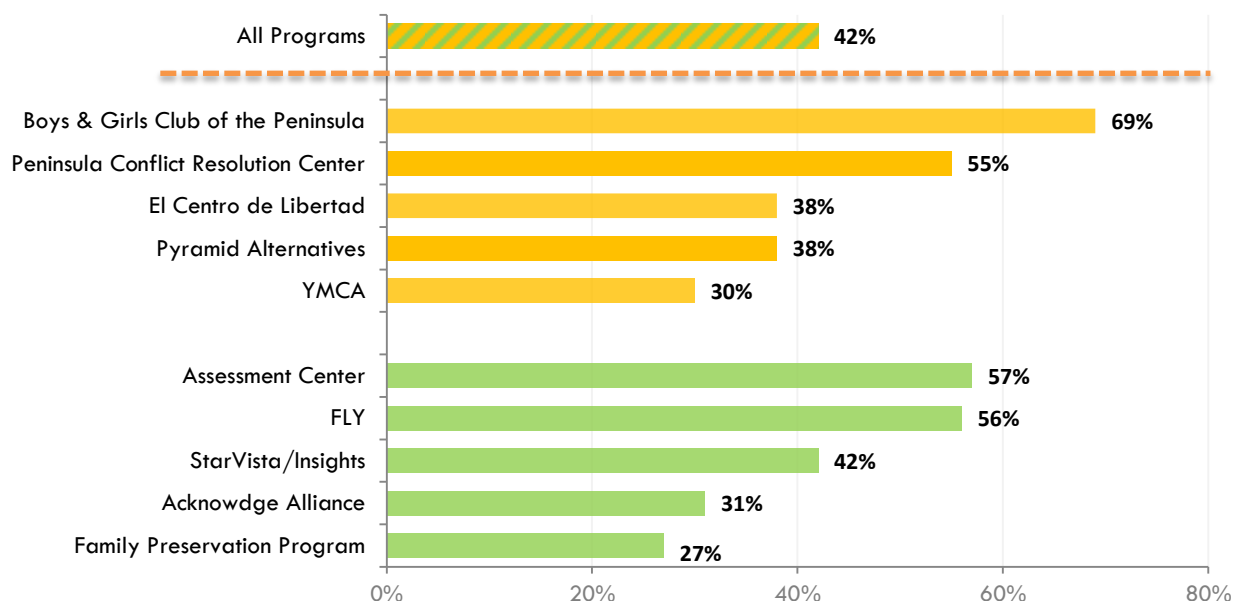
In order to further examine the outcomes of those youth who entered the program with the lowest assets and had room for growth, ASR created a second data set including only participants who were identified as “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 270 most “at-risk” participants served by the 10 JJCPA and JPCF grantees who administer the DAP.

This analysis reviewed the percentage of youth who improved by at least one level, such as from “challenged” into “vulnerable” or from “vulnerable” to “adequate.” As seen in the figure on the next page, **42% of the most “at-risk” youth in the two lowest asset levels improved by at least one asset level during their program.** These youth tended to be Hispanic/Latino (59%) and were significantly more likely to be male (61%; $p < .05$). Twenty-six percent were served by JJCPA grantees (40 of 153), while the remaining 48% were served by JPCF grantees (73 of 153).

38% of “challenged” youth – those with the lowest levels of assets, moved up by at least one asset level; **44%** of “vulnerable” youth moved up by at least one asset level.

When looking at program-specific data, the share of youth who moved up by at least one level varied from 69% (Boys & Girls Club) to 27% (FPP).

Figure 11. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by at Least One Asset Level on Their Overall DAP Score**

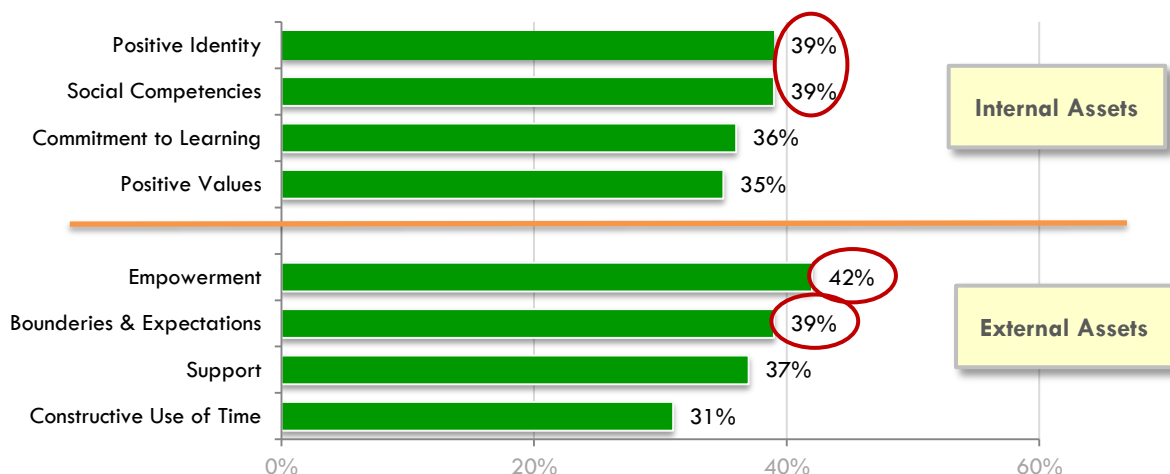


Note: The sample for All Programs is 269 most “at-risk”; Assessment Center is 22; FLY is 18; StarVista is 12; Acknowledge Alliance is 32; FPP is 5; Boys & Girls is 26; PCRC is 11; El Centro de Libertad is 8; Pyramid Alternatives is 65; YMCA is 70.

Presented next is the percentage of the most “at-risk” youth who improved by at least one asset level on specific DAP asset categories. About four in ten of the most “at-risk” youth moved up by at least one level on their sense of **Empowerment** (i.e., feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles), **Positive Identity** (i.e., optimism; locus of control; and self-esteem), **Social Competencies** (i.e., building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully), and **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors).

On the other hand, 69% of the most “at-risk” youth were less likely to make gains in the asset category of **Constructive Use of Time**. Please note that additional questions were implemented at the start of FY2014-15 to better gauge the extent to which youth are involved in other structured or unstructured activities at school and outside of school. These results will be available next year.

Figure 12. Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level, by Asset Category



Source: Developmental Assets Profile surveys.

Note: The sample size varied from 269 to 262 most “at-risk” participants. Participants from Parent Programs were not included in this analysis.

On which DAP items did most “at-risk” participants experience significant improvements?

Presented in the next figure are survey items for which the most “at-risk” youth made notable gains (i.e., statistically significant at $p < .001$) over the course of their program participation. Please note that this is not a comprehensive list of statistically significant gains; please see Appendix V for the complete item-by-item list. All of these items were measured on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.”

Across the programs, the most “at risk” youth felt significantly **more valued and appreciated** and **more in control of their future**.

The item-by-item changes observed in the next figure indicate that the most “at-risk” youth served by grantees generally felt **more empowered and socially competent**. They also **experienced improved locus of control, integrity, responsibility, and a growing sense of purpose in life**.

Figure 13. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: The sample size varied between 270 and 252 youth. Participants from Parent Programs were not included in this analysis. All of these items were measured on a 0 to 3 scale, with 0 being "not at all/rarely," 1 being "somewhat/sometimes," 2 being "very/often," and 3 being "extremely/almost always."

Profile of Clients' Alcohol and Drug Use

In addition to developmental assets, the Juvenile Justice Coordinating Council (JJCC) also seeks to impact **use of alcohol and drugs**. As such, ASR selected the Adolescent Alcohol and Drug Involvement Scale (AADIS) as a pre/post measure of program participants' use of substances.

The AADIS is a 14-item screening tool for alcohol/drug problems, and has been found to be a sensitive measure of the prevalence of alcohol and drug problems among students. It has been used as a standard

measure in the Wisconsin juvenile correctional system since 2001. Scores indicate whether or not a participant is using substances, and scores above 37 (possible scores range from 0 to 98) indicate a greater likelihood of meeting the criteria for a DSM-IV substance use disorder, and are a trigger for more in-depth assessment.

A total of 366 pre- and 293 post-AADIS surveys were administered during fiscal year 2013-2014. Of these, 218 pre/post AADIS surveys were matched and included in the following analyses.

There are a number of potential reasons why some pre-and post-surveys could not be matched: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; 3) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th), which is the case for StarVista; and 4) there is the possibility of an error in the administration of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs in order to match a pre- and post-survey.

Please note that of the 11 grantees, five of them are required to use the AADIS: StarVista, Pyramid Alternatives, YMCA, FLY, and El Centro de Libertad.

What is the AOD profile of program participants?

Seven in ten youth (72% of all youth with a pre-test; n=366) reported using substances at the time they started services. The most commonly reported age they started using drugs and/or drinking was 12 to 13 years old. "Curiosity" was the most commonly reported reason for starting to use substances, and they generally continue to use because they like the feeling. Additionally, four in ten (40%; n=366) program participants were at or above the AADIS cutoff score when they first joined the program, meaning that they reached the threshold for substance use disorder based on DSM-IV criteria.

Figure 14. **Alcohol and Drug Profile of Program Participants**

	Response	Percentage (n)
<i>Most commonly reported...</i>		
Reason for starting to use AOD in general	Curiosity	57% (262)
Reason for using in general	Liking the feeling	45% (262)
Number of drinks usually consumed	5-9	30% (202)
Time of day	At night	58% (262)
Way of getting AOD	From friends	53% (262)
Age when youth started using/drinking	12-13	36% (247)
Perception of their control of their use	"I can control it and set limits on myself"	51% (262)

	Response	Percentage (n)
Percent of youth who reached the AADIS cutoff score (threshold for substance use disorder)	----	40% (366)

Note: Based on 366 program participants who had completed a pre-AADIS. Clients could choose multiple responses on some of these items.

Of the clients who reported not drinking or using drugs at program-start, did they continue to abstain throughout their participation?

Of the 70 participants who had reported not using at the time of their entry into the program – and for whom pre/post data were available – **61 of them (87%) continued to abstain by the end of their participation**. It is important to keep in mind that youth tend to be more honest and forthcoming over the course of their engagement in a program, and may therefore not fully disclose substance use early on.

With regard to program-specific data, five of the 11 programs administer the AADIS and their findings are listed below:

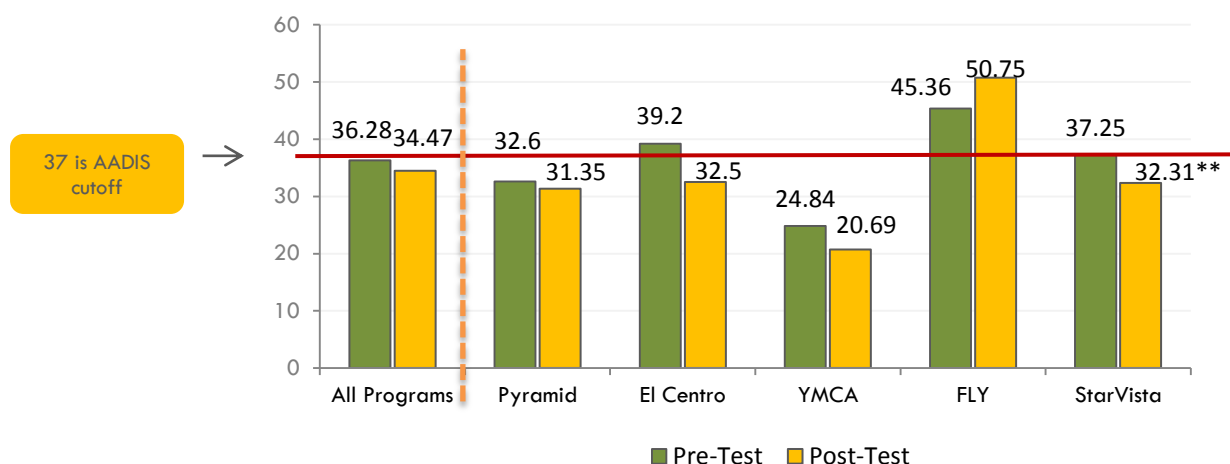
- Pyramid Alternatives– 89% of youth continued to abstain (or 55 of 62 youth with pre/post data).
- YMCA – 75% of youth continued to abstain (or 6 of 8 youth with pre/post data).
- El Centro de Libertad – all participants reported using substances upon starting the program (or 10 youth with pre/post data).
- StarVista – all participants reported using substances upon starting the program (or 48 youth with pre/post data).
- FLY – all participants reported using substances upon starting the program (or 28 youth with pre/post data).

Of the clients who reported drinking or using drugs at program-start, did their habits change by the end of their participation?

Matched pre/post data were available for 148 of the youth who acknowledged substance use on their pre-test. As seen in the figure on the next page, **participants' overall AADIS score decreased by 1.81 points** (not statistically significant) by the time they ended their services, indicating reduced alcohol and drug use over the course of their engagement.

Also presented in the figure are program-specific data. All youth served reported less use over time (the reduction was statistically significant for StarVista), with the exception of youth participating in the FLY program. It is, however, important to keep in mind that unlike StarVista and El Centro de Libertad, FLY does not provide drug and alcohol treatment services. In fact, most of the youth it serves receive therapeutic treatment and counseling from probation-based programs. That said, the role of FLY is to support youth in their efforts to curb their addictions through role-playing, teaching coping skills to address their triggers, and helping them shift their perception of their use.

Figure 15. Pre/Post Average Scores on the AADIS



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: The sample of youth with matched surveys across all programs is 148: Pyramid Alternatives is 49; El Centro de Libertad is 10; YMCA is 13; FLY is 28; StarVista is 48. (**) statistically significant at $p < .01$.

Of the participants who scored at or above the AADIS' cut-off score³ at program-start, did they reduce their reported substance use by the end of their program?

As noted earlier, 40% (or 147 of 366 youth) of program participants were at or above the cutoff score of 37 upon starting their services, meaning they were at risk for having a diagnosable substance abuse disorder. Of these participants, 78 had pre/post data available.

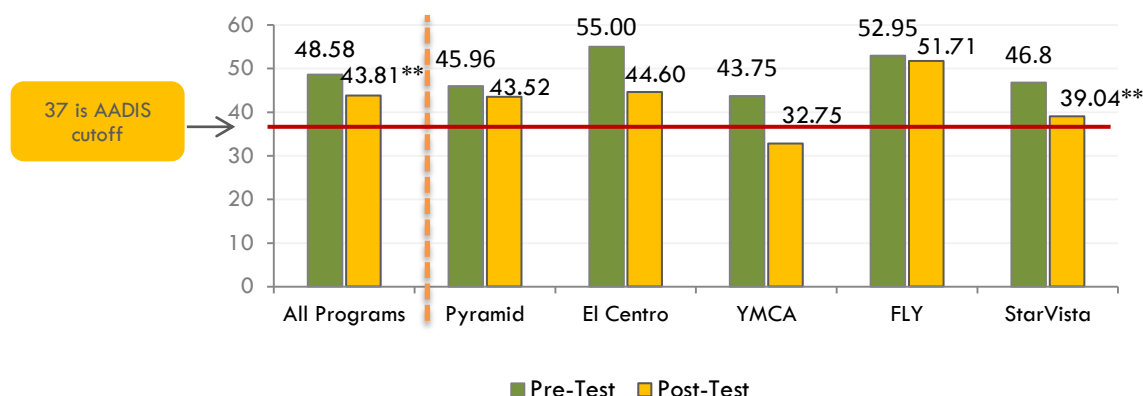
58% of all youth above the cutoff experienced a reduction in their AADIS score (n=78)

As seen in the figure on the next page, there was a statistically significant decline in reported substance use over time, by 4.77 points. That is, **clients who had the highest levels of alcohol and drug challenges upon starting the program showed a reduction in use over time.** Also noteworthy is that the post-scores for 24% of youth (19 of 78) fell below the cutoff score by the end of their services.

Additionally, **StarVista's youth showed significant reductions in their scores** – by 7.40 points – and YMCA youth exited their program with scores well below the clinical cutoff. (As a reminder, StarVista is a drug and alcohol treatment program.)

³ Each response within the survey is assigned a value ranging from 0 to 7, representing the degree of severity (i.e., need for further clinical assessment). For example, when asked "when did you last use drugs or alcohol," an answer of "not for over a year" is assigned a value of 2, whereas "today" is assigned a value of 7. The total score is then formed by adding each item's value, and can range from 0 to 98. The scoring interpretation is as follows: 0 = No alcohol or other drug use; 1-36 = Alcohol and/or other drug use present, does not reach threshold for substance use disorder based on DSM-IV criteria (screeners may find clinical cause to over-ride negative finding); 37 or higher = Alcohol and/or other drug use present that may reach DSM-IV criteria; full assessment is indicated.

Figure 16. Pre/Post AADIS Scores of Participants Meeting or Exceeding the AADIS Cutoff Score



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: The sample for all programs is 78; Pyramid Alternatives is 23; El Centro de Libertad is 5; YMCA is 4; FLY is 21; StarVista is 25. (**) statistically significant at $p < .05$.

Level of Communication Between Clients and Parents

A third priority outcome selected by the Juvenile Justice Coordinating Council (JJCC) is improved family functioning. This outcome - along with decreased substance use and increased developmental assets - is documented in the literature as having the potential to put a youth on the path to better success in adulthood.⁴ To that end, ASR selected the Family Communication Scale to gauge changes in families' communication over time. The survey is composed of 10 items measured on a 5-point scale, from "strongly disagree" to "strongly agree." The sum of the 10 items is the total score, and can range from 10 points ("very low") to 50 points ("very high").

Outcome data for this survey are however not available this year due to the significantly small number of surveys administered (i.e., less than five). Grantees (i.e., Pyramid Alternatives, El Centro de Libertad, and Peninsula Conflict Resolution Center) experienced difficulties in recruiting parents for their series or workshops. Grantees continue to work on their outreach and recruitment strategies to the extent possible.

Summary of Focus Group Discussions

ASR conducted two focus group discussions with Boys & Girls (BGCP) youth to better understand how their engagement in BGCP activities supports them in their endeavor to avoid risky and unlawful behaviors. One discussion was held with 10 high school-aged youth (6 girls and 4 boys), and another with 10 elementary school-aged youth (6 girls and 4 boys).

Youth were first asked to name the program activities they engaged in while at the Boys & Girls clubhouse, and to select those that were most helpful to them in staying out of trouble. The high school participants said that "dinner time" and "afternoon electives" such as cooking, sports, digital media, and dance were the most crucial to them; elementary school participants voted for "Early Care," or STEM (science, technology, engineering, and math) activities.

Next, youth were prompted to think of a person their age who had been in trouble with the law. Once they had thought of someone, they were asked a series of questions about ways in which that person was the same or different from them. As seen in the figure on the next page, non-law abiding peers were not doing as well academically as the Boys & Girls' participants, were more likely to live in different neighborhoods, and were more likely to use substances. There were few differences in responses between the two focus groups.

Figure 17. **Perceptions of Boys and Girls Club Youth Regarding Non-Law Abiding Peers**

	ELEMENTARY SCHOOL YOUTH <i>The person they thought of...</i>	HIGH SCHOOL YOUTH <i>The person they thought of...</i>
Attendance & Grades	<ul style="list-style-type: none"> - Attended school less often (7) - Had poor grades (8) 	<ul style="list-style-type: none"> - Attended school less often (6) - Had poor grades (8)
Gangs		<ul style="list-style-type: none"> - Was involved with gangs to a larger extent (6)
Substance Use	<ul style="list-style-type: none"> - Was using more drugs and/or alcohol (3) 	<ul style="list-style-type: none"> - Was using more drugs and/or alcohol (6)
Neighborhood	<ul style="list-style-type: none"> - Lives in a different neighborhood (8) 	<ul style="list-style-type: none"> - Lives in a different neighborhood (7) - Lives with only one parent or a guardian (5)

Youth were next asked to brainstorm numerous ways in which people their age get in trouble with the law, and to illustrate how they would try to dissuade someone from engaging in risky or unlawful behaviors. This question was particularly helpful in providing information about how their involvement with the Boys & Girls club influenced their mindset and decision-making process.

For example, high school-aged participants said that in an effort to persuade a friend not to join a gang, they would tell their friends to **“think before you act”** and to consider the consequences of their actions (e.g., if they steal from others, they’ll get arrested; or if they join, they might get hurt or they’d be “putting their life in danger”). They would advise their friends to stay away from dangerous situations and would talk to them about the benefits of getting a job instead. Other youth suggested telling friends to **“be a leader,”** to **“be their own person,”** and to set a good example for their cousins, nieces, and nephews. One participant said she would try to find out why the person wants to join a gang, while another said she’d have them watch something that would make them reconsider joining the gang (either something happy as a distraction or something that would show them the negative repercussions of joining a gang).

How youth get in trouble

- Making/using drugs
- Drinking
- Fighting
- “Gang banging”/gang affiliation
- Possessing/using weapons
- Having sex
- Stealing
- Vandalism
- Possessing contraband

Elementary school-aged participants talked about how to help friends avoid underage drinking. Although they were more inclined to share how they would avoid these activities themselves, they were able to offer some ideas. These ideas included asking their friend not to drink (e.g., “don’t go to the bar”), throwing away any alcohol a friend had obtained, convincing others not to buy alcohol for minors, and telling the police.

Both elementary and high school-aged participants then discussed fighting as another way youth get in trouble with the law and how they could persuade a friend who wanted to fight to consider alternatives.

Several youth said they would tell their friends to **“try to work it out”** or use words instead of violence to resolve their differences. Likewise, one participant suggested having a rap contest instead of a physical fight. Youth also said they would advise friends to avoid the person they wanted to fight or to tell that person to **“back off.”** They said they’d try to convince their friends that **“fighting is a last resort.”** One participant suggested the friend should talk to a counselor about the problem, while another said she would try to comfort the friend involved in the conflict.

Finally, both elementary and high school-aged youth talked about how to convince a friend to not break into school or someone’s home to steal valuables or vandalize the premises. Several youth suggested warning the potential victim of the crime, telling the friend they’ll call the police, or simply calling the police without informing the friend. One participant said they would tell their friends **“don’t do that”** because they might get hurt (e.g., because the victim might have a gun) or because they are **“too small,”** while another youth said she would tell the friend **it’s a “stupid” thing to do.** Another youth said she would invite her friend out to dinner to keep them from committing the crime. A few participants said they would ask the friend to think about how the action would affect their future and their families (specifically, how their mom would feel about it or what their mom would say or think).

Education Outcomes

In an effort to assess the impact that JJCPA and JPCF programs may have on youth’s academic progress and behavioral referrals, Applied Survey Research requested student-level data from a subset of school districts that had a relatively high concentration of Probation program participants. Two years’ worth of data were requested: (1) data from the 2011-12 school year, which was used as a baseline, pre-intervention year, and (2) data from the 2012-13 school year, which, because participants were taking part in their programs during this time, would be the school year in which any program impacts would be observed (i.e., the intervention year).

District data were received for two school years (2011-12 and 2012-13) from three school districts (South San Francisco Unified, Jefferson Elementary, and Sequoia Union) as well as from the Court and Community Schools operated by the County Office of Education (COE). Each set of district/COE records was pruned to include only those students who had a school record for both of the school years being investigated.

Using Probation program records from the period spanning July 1, 2012 to June 30, 2013, program participants who either entered or exited a program within this range were identified in the school district databases using the following variables: Participant initials, date of birth, ethnicity, and gender.

The figure below shows the number of JJCPA and JPCF program participants who were identified in each of the district/COE files.

Figure 18. **Overview of Sample Identified in School District/COE Records**

School Districts	JJCPA participants	JPCF participants	Total
South San Francisco Unified School District	35	195	230
Sequoia Union High School District	98	52	150
Jefferson Elementary School District	2	80	82
County Office of Education – Court & Community Schools	107	10	117
Total	242	337	579

Analyses looked at the extent to which 1) program participation and 2) the duration of program participation (both the number of days from entry to exit, and the number of hours of service), or dosage, were associated with changes in the following types of school outcomes:

- Academic outcomes, such as Grade Point Average (GPA) and California Standards Test Scores (CSTs)
- Behavioral outcomes, such as suspensions, detentions, and/or expulsions
- Absences, including excused and unexcused absences and/or tardies

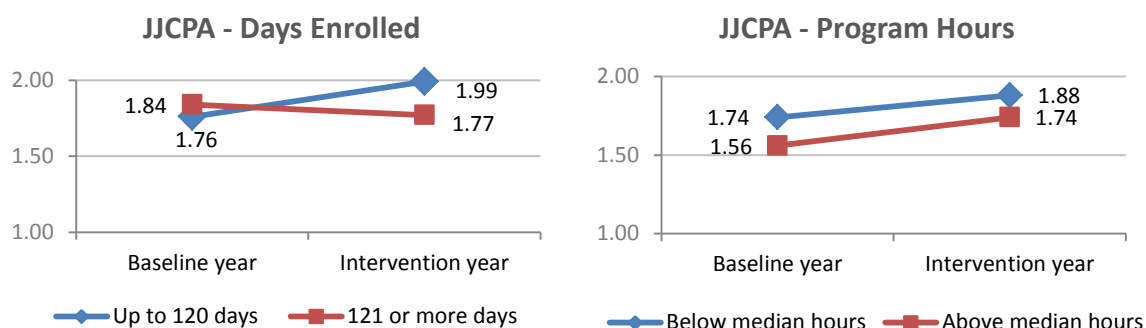
The findings presented in this section of the report are those associated with the dosage analyses. These findings revealed interesting differences between youth who participated for shorter versus longer periods of time, and who received more or fewer hours of service. Although the differences are, for the most part, not statistically significant, they are suggestive and as such, it may be worth conducting further analyses that include data on individual youth's risk levels in order to help separate the effects of risk from those of dosage and program effectiveness. The analyses associated with the impact of program participation on educational outcomes may be found in Appendix VIII of this report.

ASR would like to remind the readers about key differences between youth served by JJCPA and JPCF-funded programs. The vast majority of JJCPA youth are system-involved, in that they are on some form of probation, whether formal or informal, while the majority of JPCF youth are not system-involved. JJCPA youth also tend to be older; their average age is 16, as compared to 14 for JPCF youth. These differences should be kept in mind while interpreting this section's findings.

How do JJCPA participants fare?

JJCPA youth who were enrolled in their program for 120 days or less had a marginally significant increase in GPA from the baseline year to the intervention year ($p < .06$), while those enrolled in their program for more than 120 days did not have a significant change in their GPA. JJCPA youth who received more than the median hours of service made slightly greater gains to their GPA (.18 points) between the baseline and intervention years, as compared to JJCPA youth who received less than the median hours of service (.11 points), although these shifts were not statistically significant.

Figure 19. **GPA of JJCPA Participants during Baseline and Intervention Years Based on Dosage**

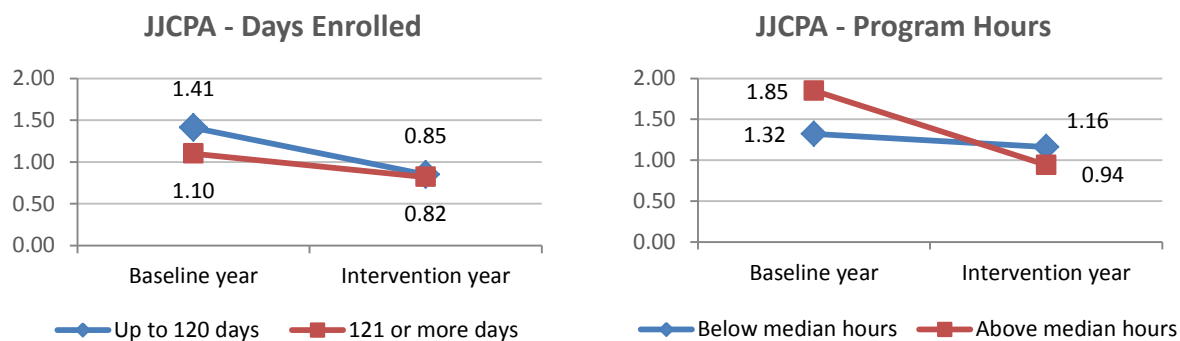


Note: N = 78 for those with up to 120 days in a program, 50 for those with 121 or more days in a program; N = 37 for those with below median program hours, 34 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention year. There was no significant interaction between GPA and group.

As seen in the next figure, JJCPA youth who were enrolled in their program for up to 120 days experienced a sharper decrease in their number of suspensions between the baseline and intervention years, as compared to youth who were enrolled in programs for a longer duration, although neither difference is statistically significant.

JJCPA youth who received more than the median hours of service had substantially fewer suspensions during their intervention year (a drop of 0.91, nearly one entire suspension less than their baseline year) compared to those who received fewer hours of service (whose suspensions dropped by only 0.16 from their baseline year), although again, these changes did not rise to statistical significance. See Appendix IX for charts that do not include Assessment Center youth; note that the same patterns hold.

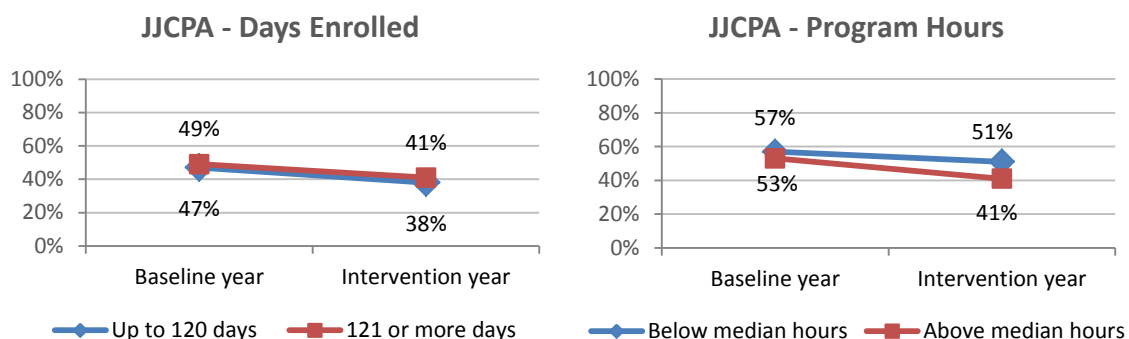
Figure 20. **Number of Suspensions of JJCPA Participants during Baseline and Intervention Years Based on Dosage**



Note: N = 79 for those with up to 120 days in a program, 51 for those with 121 or more days in a program; N = 37 for those with below median program hours, 34 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. There was no significant interaction between suspensions and group.

With regard to the percentage of youth with one or more suspensions, JJCPA youth experienced similar decreases between the baseline and intervention years regardless of their days of program involvement. When we look at differences by the number of hours of service received, the percentage of JJCPA youth with one or more suspensions dropped twice as much from the baseline to the intervention year among those who received more than the median number of hours than among those who received less than the median number of hours (a drop of 12 percentage points compared to six percentage points, respectively). However, note that these shifts were not statistically significant.

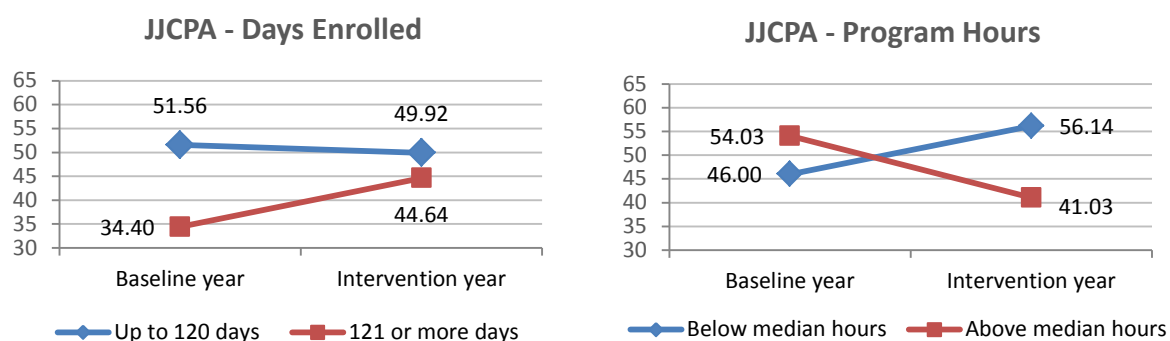
Figure 21. **Percent of JJCPA Participants with One or More Suspensions during Baseline and Intervention Years Based on Dosage**



Note: N = 79 for those with up to 120 days in a program, 51 for those with 121 or more days in a program; N = 37 for those with below median program hours, 34 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. There was no significant interaction between suspensions and group.

JJCPA youth who participated in a program for less than four months had improved attendance (i.e., fewer unexcused absences) during their intervention year as compared to their baseline year, although this shift was not statistically significant. Those who received more than the median hours of services had a substantial drop in their unexcused absences in the intervention year, compared those who received less than the median hours of services. Although the changes from the baseline to the intervention year were not statistically significant, they are suggestive. See Appendix IX for charts that do not include Assessment Center youth; note that the same patterns hold.

Figure 22. **Number of Unexcused Absences of JJCPA Participants during Baseline and Intervention Years Based on Dosage**



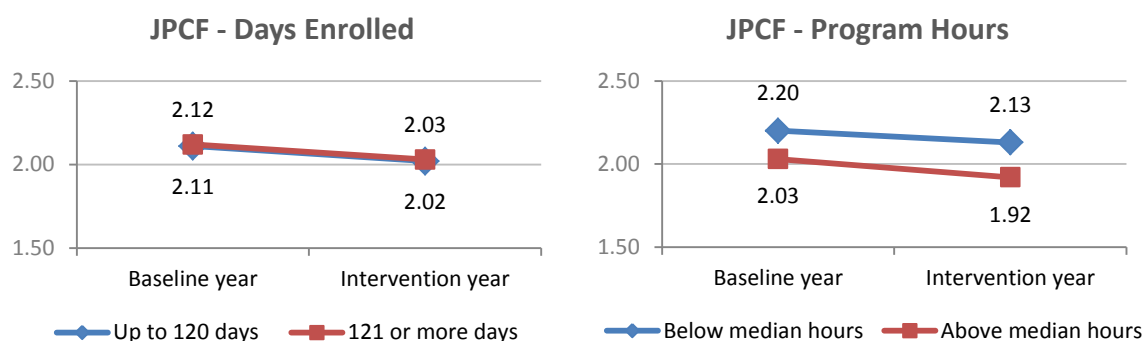
Note: N = 25 for those with up to 120 days in a program, 31 for those with 121 or more days in a program; N = 37 for those with below median program hours, 33 for those with above median program hours. Results of a repeated measures ANOVA revealed that the days-enrolled groups were significantly different from each other at the baseline year ($p < .05$), but the program-hours groups were not significantly different from each other at either the baseline or intervention years. There was no significant interaction between absences and group.

In summary, the pattern observed in the above figures seems to confirm that JJCPA youth, having higher risk levels in general, tend to experience better educational outcomes when involved in programs for a shorter duration but with greater hours of service during that time. Further research that includes uniform risk information on youth would help to separate the effects of risk from dosage and program effectiveness; as they stand, these results should not be used to guide program change.

How do JPCF participants fare?

The number of days in a particular program had no effect on JPCF youth. Their GPA decreased (not to a statistically significant degree) whether or not they had received services for more than four months. However, JPCF youth who received more than the median hours of service had a statistically significant decline in their GPA (by 0.11 points) between the baseline and intervention years. The decline (by 0.07 points) for JPCF youth who received less than the median hours of service was not statistically significant.

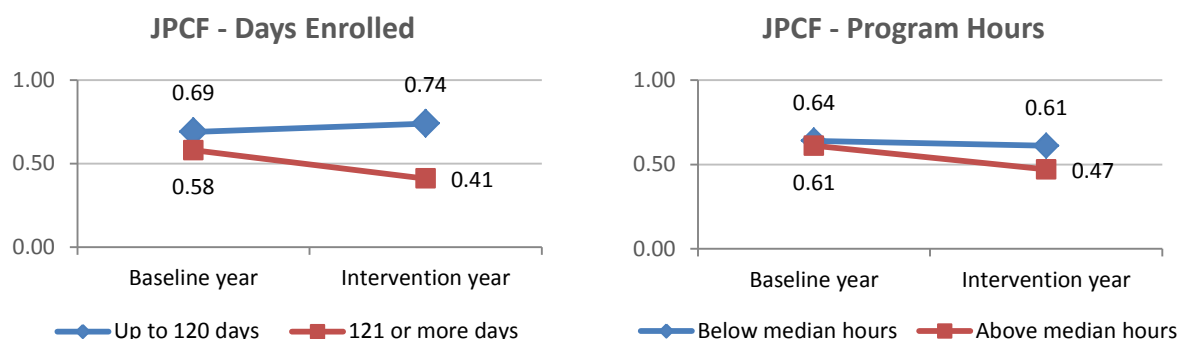
Figure 23. GPA of JPCF Participants during Baseline and Intervention Years Based on Dosage



Note: N = 131 for those with up to 120 days in a program, 197 for those with 121 or more days in a program; N = 164 for those with below median program hours, 165 for those with above median program hours. Results of a repeated measures ANOVA revealed that the program-hours groups were marginally different from each other at the intervention year ($p < .10$), while the days-enrolled groups were not significantly different from each other at either the baseline or intervention year. There was no significant interaction between GPA and group.

In general, we note that JPCF youth had fewer suspensions in both baseline and intervention years, as compared to JJCPA youth. JPCF youth who were engaged in their programs for a longer period of time (i.e., 121 days or more) had a slight drop in their number of suspensions from the baseline to the intervention year, while those engaged for a shorter time had a slight rise in their number of suspensions between baseline and intervention years. Those who received more than the median hours of service had a slightly sharper drop in their number of suspensions (0.14 from baseline to intervention year) compared to JPCF youth who received fewer than the median hours of service (0.03 from baseline to intervention year). Note that none of these changes rose to statistical significance.

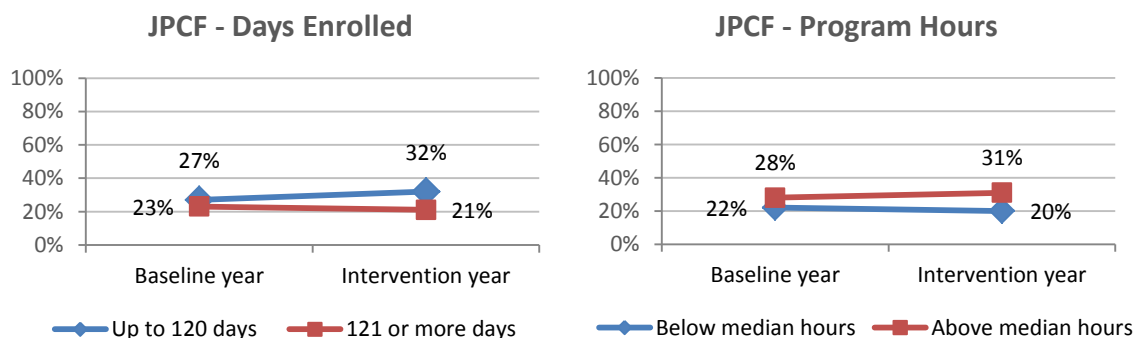
Figure 24. **Number of Suspensions of JPCF Participants during Baseline and Intervention Years Based on Dosage**



N = 131 for those with up to 120 days in a program, 197 for those with 121 or more days in a program; N = 164 for those with below median program hours, 165 for those with above median program hours. Results of a repeated measures ANOVA revealed that the days-enrolled groups were significantly different from each other at the intervention year ($p < .05$), while the program-hours groups were not significantly different from each other at either the baseline or intervention year. There was no significant interaction between suspensions and group.

With regard to program duration, a similar pattern is observed with the percentage of youth with one or more suspensions. JPCF youth with more days in the program tended to respond slightly better (though not in a statistically significant way) than those with fewer days in the program. With regard to intensity of service, there was a small drop between the baseline and intervention years in the percentage of youth with one or more suspensions for those with fewer than the median hours of service, while there was a slight rise in the percentage for those with more than the median hours. None of these changes were statistically significant.

Figure 25. **Percent of JPCF Participants with One or More Suspensions during Baseline and Intervention Years Based on Dosage**

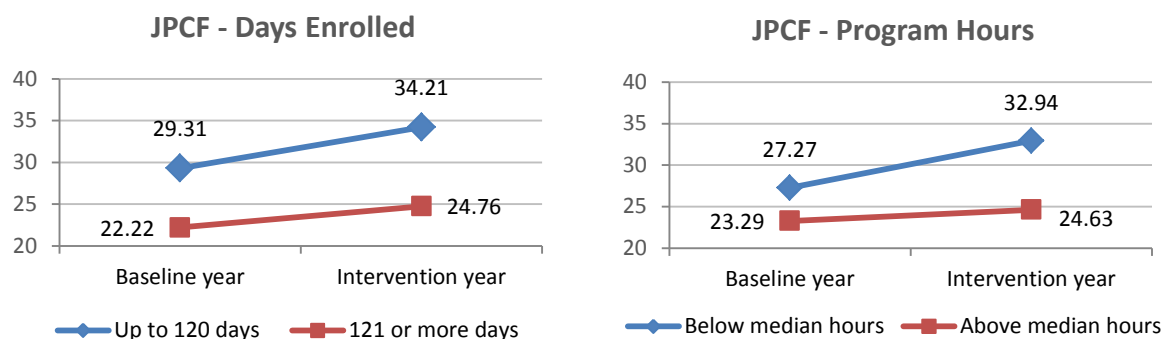


Note: N = 131 for those with up to 120 days in a program, 197 for those with 121 or more days in a program; N = 164 for those with below median program hours, 165 for those with above median program hours. Results of a repeated measures ANOVA revealed that both the days-enrolled groups and the program-hours groups were significantly different from each other at the intervention year ($p < .05$). There was no significant interaction between suspensions and group.

Attendance outcomes (i.e., unexcused absences) for JPCF youth were relatively flat for those enrolled in their program for longer than four months (less than 3 days' increase between baseline and intervention years), while they were slightly worse for those enrolled in their program for four months or less (nearly 5 days' increase). These differences were not statistically significant. Similarly, those who received more hours of

services tended to have about the same number of absences in both years (not statistically significant), while those who received fewer hours of services had substantially more absences in the intervention year than in the baseline year (close to 6 days more unexcused absences – a statistically significant increase).

Figure 26. **Number of Unexcused Absences of JPCF Participants during Baseline and Intervention Years Based on Dosage**



Note: N = 97 for those with up to 120 days in a program, 151 for those with 121 or more days in a program; N = 113 for those with below median program hours, 136 for those with above median program hours. Results of a repeated measures ANOVA revealed that both the days-enrolled groups and the program-hours groups were marginally different from each other at the intervention year ($p < .10$). There was no significant interaction between absences and group.

In summary, the pattern observed in the above figures seems to suggest that lower-risk youth (JPCF youth) who were engaged in their programs for a longer duration (more than four months) appear more likely to have improved educational outcomes, particularly around suspensions. Results were less clear in the program-hours analyses for JPCF youth. Further research that includes uniform risk information on youth would help separate the effects of risk from dosage and program effectiveness; as they stand, these results should not be used to guide program change.

Justice Outcomes

JJCPA-funded programs are required to report data on the following six mandated outcomes for program participants:

- Arrest rate for a new law violation,
- Incarceration rate,
- Probation violation rate,
- Court-ordered probation completion rate,
- Court-ordered restitution completion rate, and
- Court-ordered community service completion rate.

San Mateo County has elected to report these outcomes at 180 days post-entry, with the reference group being the past year's program participants. ASR provided support for the continued utilization of an existing county database into which program and Probation staff enter participant background information and the required outcome data as recorded in JCMS. ASR also guided the effort to make some necessary modifications and enhancements to the system.

The figures below present the justice outcomes for each program for youth whose evaluation period of six months post-program entry occurred in 2013-2014.⁴ When reviewing the JJCPA outcome data there are several important factors to note:

- **The number of cases upon which percentages are based varies with the outcome.** Arrests for new law violations and incarceration are for all youth whose six-month evaluation period occurred in 2013-2014. Probation violations and completion of probation are based on youth who are wards of the court. Completion of restitution and community service are based on those youth who have been ordered to fulfill those conditions by the court. For some programs and outcomes the number of cases in the sample is quite small and so may lead to unstable results in year to year comparisons.
- **Results for probation violations and arrests for new law violations are based on filed charges,** not all of which will necessarily have a final disposition of sustained.⁵ Also, a Probation Officer may give a youth a probation violation for not following conditions of their probation including: not going to school, breaking curfew, testing positive for alcohol or drugs, associating with a gang member, etc. This behavior may result in a consequence that includes a juvenile hall stay but will not necessarily include a police arrest.
- **Incarceration rates are for Juvenile Hall stays for any reason, including arrests for new law violations, probation violations, or Probation Officer-initiated holds (blue-booking).** Probation Officers may place a 24-48 hour hold on a youth as a consequence for truancy or school suspension. In addition, court orders for the Family Preservation Program (FPP) allow Probation Officers to use short-term juvenile hall admits as an approach to stabilize participants and for youth to become acquainted with immediate consequences.
- **Youth who have not completed probation, community service, or restitution at six months after entry have not necessarily failed in their attempts to satisfy these conditions.** Youth may still be working towards meeting these obligations at the evaluation milestone and could complete them at a later date. The amount of restitution ordered varies but can reach into the thousands of dollars. It commonly takes a year or more to complete formal probation.

Assessment Center

The JJCPA data for the Assessment Center represents three groups of youth: youth who are brought into custody by law enforcement, those who are placed on diversion, and those who are referred to other lower-level intervention services. The first group is assessed, goes to court, and their cases are transferred to the Investigations Unit. The second group is also assessed and participates in a program of support and supervision services over a period of three to six months. The third group are those referred by police agencies out-of-custody and are given lower-level intervention programs to complete (e.g., Petty Theft Program, Victim Mediation Program, or Victim Impact Awareness Program). Due to the relatively brief amount of time many participants spend in the Assessment Center, they are unlikely to be receiving Assessment Center services at the time of the evaluation (180 days after program entry). Approximately one-third (23%) of youth served by the Assessment Center were on formal probation at some time in the 180 days after entry.

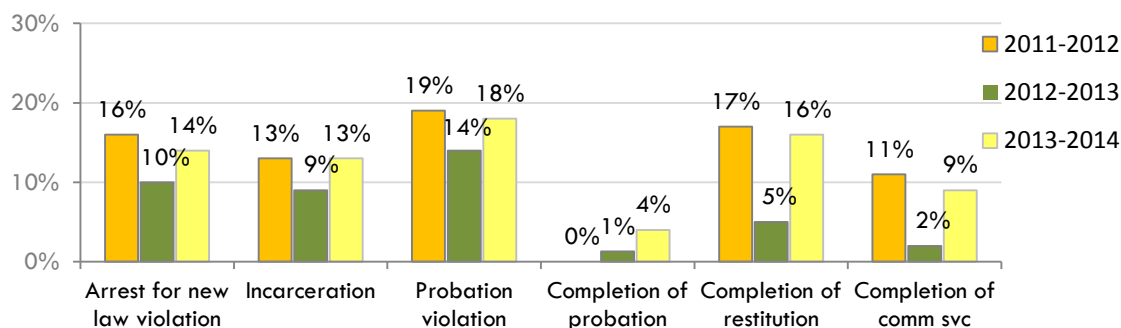
Compared to last year, there were increases in Arrests (by four percentage points), Incarceration (by four percentage points), and Probation Violations (by four percentage points). The percent who completed formal Probation increased from 1% to 4% this year (three percentage points). Additionally, both completion of

⁴ Additional information and analysis are provided in each program's individual grantee report.

⁵ Next year's recidivism analysis, a separate component of the evaluation plan, will provide data on sustained charges.

Restitution and Community Service increased this year, while the number of youth assigned these conditions decreased. The local outcome, average daily population in Juvenile Hall, continued its decline over the last few years from 122.8 in 2011-2012, to 87.1 in 2013-2014.

Figure 27. JJCPA Justice Outcomes Within 180 Days After Program Entry – Assessment Center (FY 2011-12, 2012-13 & 2013-14)



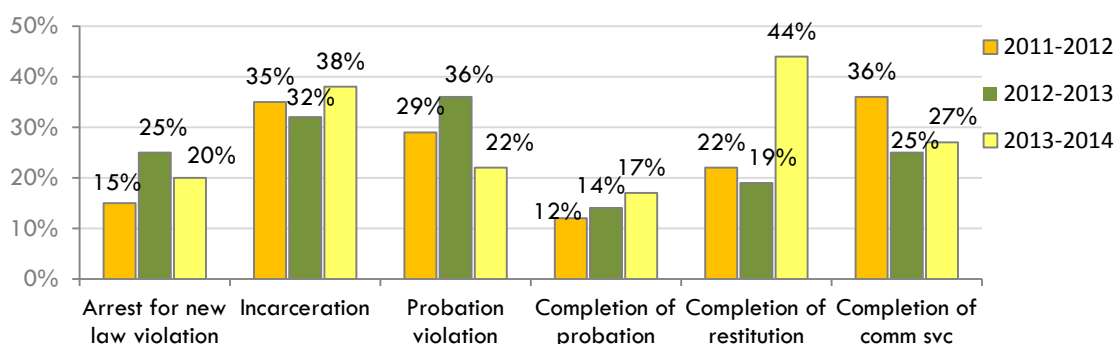
Note: Arrests for new law violations and Incarceration are based on 487 youth (11-12), 462 youth (12-13), and 398 youth (13-14); Probation Violation based on 178 youth (11-12), 150 youth (12-13), and 93 youth (13-14); Completion of Probation rates are based on 178 (11-12), 150 youth (12-13), and 93 youth (13-14); Completion of Restitution is based on 47 youth (11-12), 104 youth (12-13), and 25 (13-14); Completion of Community Service is based on 9 youth (11-12), 45 youth (12-13), and 32 youth (13-14).

Acknowledge Alliance (formerly Cleo Eulau) – Court and Community School Counseling

In addition to the mandated outcomes presented below, Acknowledge Alliance collects data on two local outcomes. A survey assessing positive attitudes toward future goals, which is administered at program entry and again six months later, showed an average improvement of 3.8 points (31.11 to 34.92). This program also collects school attendance during the intervention as an indicator of connection and engagement in school. The percentage of school days attended was 87.7% (n=141). Fifty-six percent of youth served by Acknowledge Alliance were on formal probation at program entry or sometime in the 180 days after.

Program outcomes compared to the previous year indicate an approximate five percentage-point decrease in Arrests; a six percentage-point increase in Incarceration; and a decrease in Probation Violations by 14 percentage points. Completion of Probation and Community Service increased slightly this year, and Completion of Restitution increased significantly (reflecting a 25 percentage-point increase).

Figure 28. JJCPA Justice Outcomes Within 180 Days After Program Entry – Acknowledge Alliance (FY 2011-12, 2012-13 & 2013-14)

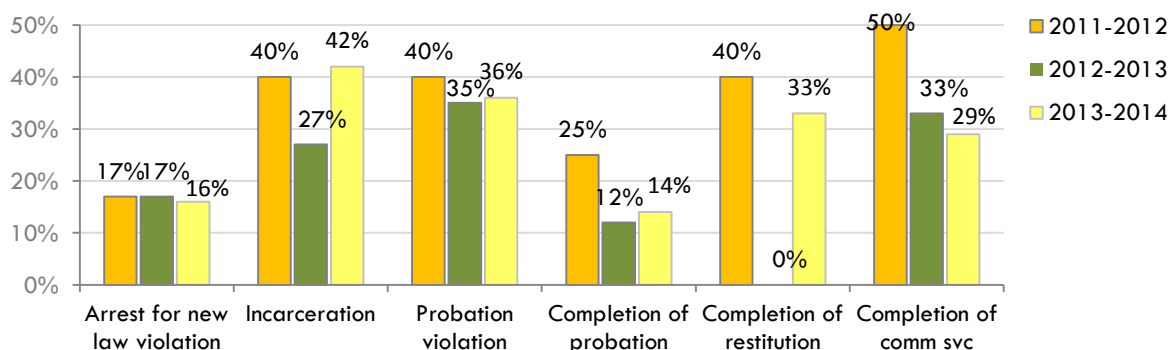


Note: Arrests for new law violations and Incarceration are based on 144 youth (11-12), 142 youth (12-13) and 105 youth (13-14); Probation Violation and Completion of Probation rates are based on 86 youth (11-12), 80 youth (12-13) and 58 youth (13-14); Completion of Restitution is based on 55 youth (11-12), 26 youth (12-13) and 18 youth (13-14); Completion of Community Service is based on 28 youth (11-12), 20 youth (12-13) and 11 youth (13-14).

Fresh Lifelines for Youth (FLY)

Overall, the program outcomes compared to the previous year indicate a slight decrease in the rate of Arrests (by one percentage point), a slight increase in Probation Violations (also by one percentage point) and a significant increase in Incarceration (by 15 percentage points). More youth completed Probation (an increase of two percentage points), while Completion of Community Service continues to decline (by four percentage points this year). One-third of youth completed Restitution this year.⁶ Nearly two-thirds (65%) of the 31 FLY participants were on formal probation at program entry or sometime in the next six months. Additionally, of the 31 youth, six had previously been on non-court-ordered probation; of those six, four are part of the 20 who were on formal probation at entry.

Figure 29. JJCPA Justice Outcomes Within 180 Days After Program Entry – Fresh Lifelines for Youth (FY 2011-12, 2012-13 & 2013-14)



Note: Arrests for new law violations and Incarceration are based on 30 youth (11-12 and 12-13) and 31 youth (13-14); Probation Violation is based on 20 youth (11-12), 17 youth (12-13) and 22 youth (13-14); Completion of Probation rates are based on 20 youth (11-12), 17 youth (12-13) and 22 youth (13-14); Completion of Restitution is based on 10 youth (11-12), 6 youth (12-13) and 12 youth (13-14); Completion of Community Service is based on 4 youth (11-12), 3 youth (12-13) and 7 youth (13-14).

⁶ Note that because of staff transitions, data on completion of restitution was not collected by FLY for JJCPA youth in FY12-13.

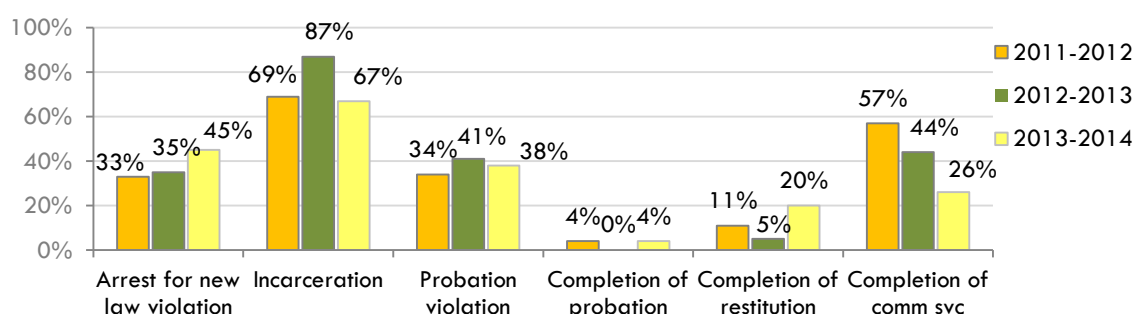
Family Preservation Program (FPP) – In-home Intensive Intervention

The central goal of FPP is to maintain youth in their homes. For the local outcome of out-of-home placement, no youth was given a placement order in the six months after entry. This underscores the program's effectiveness in meeting its goal of keeping families intact and in maintaining educational continuity for the youth. All FPP youth are on formal probation at program entry.

This year, there was a slight increase in Arrests (by 10 percentage points), while Incarceration and Probation Violation decreased (by 10 percentage points and three percentage points, respectively). This year only two youth completed formal probation. Because of the severity of youth and family issues (family dysfunction, criminal history for the parents, lack of accountability for the minor, history of child maltreatment, drug or alcohol use, school behavioral issues or educational difficulties, and mental health concerns), youth rarely complete the program and probation in 180 days.

More youth completed restitution this year (an increase of 15 percentage points), while fewer youth completed court-ordered Community Service (a decrease of 18 percentage points).

Figure 30. JJCPA Justice Outcomes Within 180 Days After Program Entry – Family Preservation Program (FY 2011-12, 2012-13 & 2013-14)



Note: Arrests for new law violations and Incarceration are based on 49 youth (11-12), 54 youth (12-13) and 51 youth (13-14); Probation Violation and Completion of Probation rates are based on 49 youth (11-12), 54 youth (12-13) and 50 youth (13-14); Completion of Restitution is based on 28 youth (11-12), 19 youth (12-13) and 10 youth (13-14); Completion of Community Service is based on 14 youth (11-12), 16 youth (12-13) and 19 (13-14).

StarVista Insights Drug Treatment

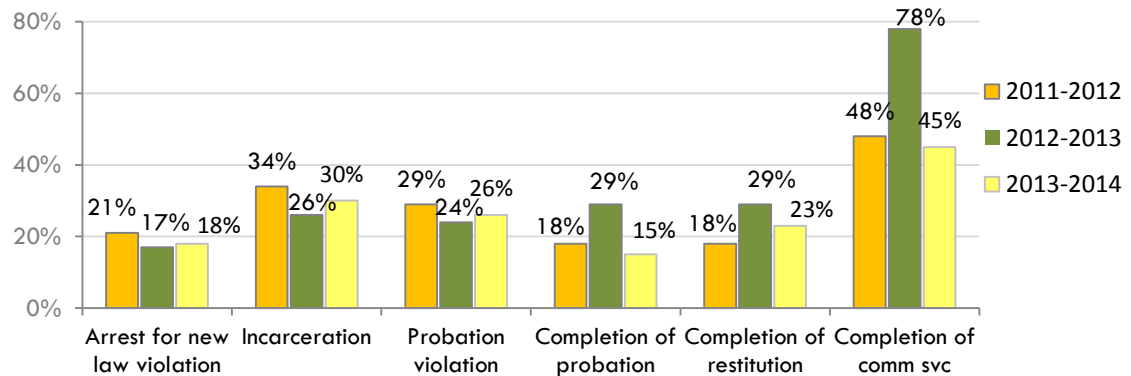
In addition to the mandated outcomes, StarVista's Insights program has implemented its own entry and exit survey to evaluate progress on the following indicators.

Figure 31. Percentage of Clients Who Met Insights' Goals at Exit

Goals	2011-2012	2012-2013	2013-2014
60% of youth will show progress towards an identified goal	97%	98%	98%
60% of youth will improve their decision-making skills by at least one level	74%	40%	71%
60% of youth will agree that they get along well with their family	92%	74%	90%

The mandated program outcomes compared to the previous year indicate a slight increase in Arrests (by one percentage point), Incarceration (by four percentage points), and Probation Violations (by two percentage points). Compared to the previous year, fewer youth completed formal Probation (by 14 percentage points), court-ordered Restitution (by six percentage points), and court-ordered Community Service (by 33 percentage points). The great majority of participants, 82%, were on formal probation at program entry or in the 180 days after.

Figure 32. JJCPA Justice Outcomes Within 180 Days After Program Entry – StarVista (FY2011-12, 2012-13 & 2013-14)



Note: Arrests for new law violations and Incarceration are based on 82 youth (11-12), 91 youth (12-13) and 159 youth (13-14); Probation Violation is based on 55 youth (11-12), 79 youth (12-13) and 130 youth (13-14); Completion of Probation rates are based on 55 youth (11-12), 79 youth (12-13) and 130 youth (13-14); Completion of Restitution is based on 38 youth (11-12), 24 (12-13) and 30 youth (13-14); Completion of Community Service is based on 21 youth (11-12), 9 youth (12-13) and 53 youth (13-14).

Overall Results

The figure below presents results for the five San Mateo County JJCPA programs combined, as compared to findings presented in the 2013 report of all state JJCPA funded programs.⁷ Much like San Mateo County, these programs serve a variety of youth, in terms of needs and risk levels, with a variety of service types. Programs included in these state-level outcome statistics may use a number of evaluation periods for reporting outcomes, including but not exclusive to that used by San Mateo County. However, the California Department of Corrections and Rehabilitation, Corrections Standards Authority (CDCR-CSA) does combine these in its report to the State Legislature.

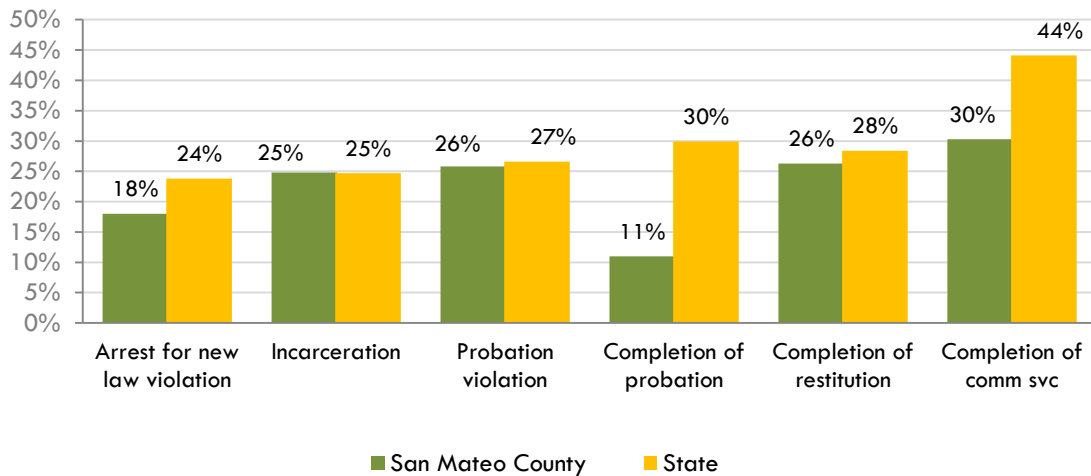
As seen in the figure, in comparison to the entire group of state-funded programs, San Mateo County JJCPA programs combined have:

- Lower arrest rate for new law violations
- Same incarceration rate
- Slightly lower probation violation rate
- Lower probation completion
- Slightly lower restitution completion
- Lower community service completion

⁷ California Department of Corrections and Rehabilitation, Corrections Standards Authority. Juvenile Justice Crime Prevention Act: Annual Report, March 2013.

Lower rates of completion of probation, restitution, and community service are likely due to the fact that San Mateo Probation measures these outcomes at 180 days after program entry, and most youth will not have completed their terms of probation within six months.

Figure 33. **Comparison of JJCPA Justice Outcomes, San Mateo County vs. Statewide Average, FY 2013-14**



Recidivism Study

Goals of the Study

In coordination with the JJCC and its Evaluation Subcommittee, ASR updated its 2013 recidivism study of participants in JPCF and JJCPA funded programs. We are including in this report a summary of the study methodology and updated findings. For a more complete description of updated findings, refer to the full SMP Recidivism Study PowerPoint presentation presented at the August 2014 JJCC meeting.

The primary goals of this study were to:

1. Estimate the rate of re-entry into the juvenile justice system using more granular indicators of recidivism.
 - a) What are the characteristics of youth who recidivated compared to those who didn't?
 - b) What are the predictors of recidivism in the juvenile justice system?
2. Estimate the rate of initial entry into the juvenile justice system.
 - a) What are the characteristics of youth who went on to have first contact / entry into the juvenile justice system?
 - b) What are the predictors of first contact / entry into the juvenile justice system?

The goals of the study update were to:

3. Expand the sample size of the study population and update the original findings in an effort to answer the key research questions.
4. Provide answers to additional research questions brought up by the JJCC and Chief Keene:

- a) What is the demographic composition of youth in the study?
- b) What percent of youth have contact with the juvenile justice system after their JJCPA- or JPCF-funded program start date?
- c) What are the characteristics of youth with a sustained law violation but no priors?
- d) Which risk factors tend to cleave together and form distinct groupings?
- e) Of the youth who have a new, sustained law violation, what percentage of these violations are more severe, less severe or equal to the initial offense (harm reduction)?

The JJCC can use the study findings in the following ways:

1. Use these data to agree on common definitions of recidivism for the county: which indicator(s) is most helpful to evaluate our collective effectiveness (e.g., charges vs. sustained violations)?
2. Use these data to establish benchmarks for county juvenile services and track trends against which we can start to track and intervene against numbers we find unacceptably high; and
3. Set up a framework to more fairly evaluate the justice-related outcomes of the variety of funded programs. The programs provide a range of content and modalities, and serve a range of youth and risk levels. It is not an accurate assessment of effectiveness to compare whole programs to each other. More likely, programs will have greater success with certain types of youth than others.

Who was included in the study?

Selection of participants was based on a combination of program of entry and date of entry:

- For Assessment Center, Family Preservation Program, and Acknowledge Alliance (formerly The Cleo Eulau Center) date of entry was between July 1, 2010 and December 31, 2011 (both FY 10-11 and FY 11-12). Another year of data (entry between January 1, 2012 and December 31, 2012) was added in the 2014 update.
- For all other programs, date of entry was between July 1, 2011 and Dec 31, 2011. Another year of data (entry between January 1, 2012 and December 31, 2012) was added in the 2014 update.
- A three-month⁸ buffer period after the end of each youth's 12 month recidivism window to allow time for any charges to be sustained, if they were to be so.

Because an individual youth could enroll in more than one program, they were assigned to the program of first entry in the study period. If a youth was 17 years or older they were excluded from the study because they would age out of the youth justice system, and this study did not obtain data on adult charges. Youth were excluded if they were missing key data or did not fit into one of the three final study groups as described below.

- A. Youth on Court-ordered Probation (e.g., ward probation, non-ward 725, DEJ); n=369 youth
- B. Youth on Non-court-ordered Probation (e.g., VIA, petty theft, informal probation 654); n=481 youth
- C. Youth who have never had contact with Probation; n=1,532 youth

⁸ The 2013 study used a six-month buffer period; however, since the results were almost identical with a three-month buffer period, and the reduced buffer period allowed for a larger sample, a three-month buffer period was used in the 2014 update.

What was the demographic composition of youth in the study?

The majority of youth in the study who were on probation (both court-ordered and non-court-ordered) are male; the group of youth with no priors is almost evenly split between male and female. Just over half of the youth in each group are Latino. The next-largest race/ethnic group among youth on probation is White (around 20%), while among youth with no priors it is Asian/Pacific Islanders (15%).

The largest fraction of youth in each group claims the city of San Mateo as their residence. Among court-ordered youth, the next largest fraction comes from South San Francisco, while for non-court-ordered youth and youth with no priors it is Daly City.

In terms of age at program entry, youth in the court-ordered group are the oldest (nearly 16 years old on average), followed by youth in the non-court-ordered group (about 15 years old on average), and then youth with no priors (13½ years old on average). The average age at first offense for those with priors is around 14 years old, with court-ordered youth being somewhat younger at first offense, on average, than non-court-ordered youth.

The table below provides available demographics for the youth who were included in the recidivism analyses, by group— those on court-ordered probation, those on non-court-ordered probation, and those with no prior involvement.

Figure 34. **Demographics of All Youths by Group**

Participant Characteristics	Court-Ordered	Non-Court-Ordered	No Priors
<i>Base sample size</i>	369	481	1,532
Gender			
Male	74.8%	62.4%	52.0%
Female	25.2%	37.6%	48.0%
Race/ethnicity			
Hispanic/Latino	54.2%	52.6%	55.6%
White/Caucasian	19.3%	20.6%	11.5%
Asian or Pacific Islander	13.1%	17.1%	15.0%
Black/African American	8.7%	8.9%	10.6%
Multi-race/ethnicity or other	4.6%	0.9%	7.2%
City of residence			
San Mateo	14.2%	21.5%	15.8%
San Mateo	13.1%	8.4%	14.4%
South San Francisco	12.3%	8.4%	11.1%
Redwood City	10.1%	9.2%	15.0%
East Palo Alto	8.4%	9.7%	15.2%
Daly City	6.7%	5.2%	7.9%
San Bruno	5.3%	3.7%	7.2%
Menlo Park	4.7%	8.8%	1.7%
Redwood Shores	3.4%	4.1%	---
Pacifica	3.1%	1.9%	---
Foster City	3.1%	1.9%	5.1%
Half Moon Bay	2.2%	---	---

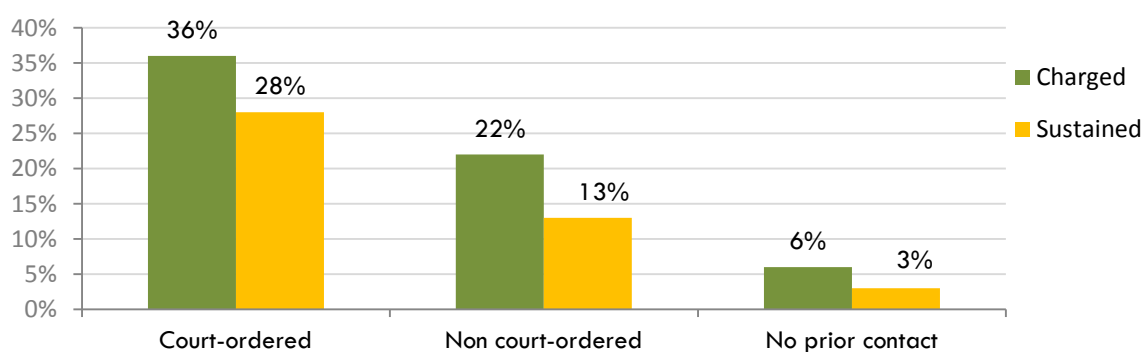
Participant Characteristics	Court-Ordered	Non-Court-Ordered	No Priors
Belmont	1.4%	1.3%	1.0%
San Carlos	1.1%	3.2%	---
Burlingame	1.1%	0.9%	---
Millbrae	1.1%	---	0.9%
Moss Beach	3.4%	3.4%	3.4%
Other	5.3%	8.4%	1.3%
Out of county			
Average age at program entry	15.71	15.04	13.55
Average age at first offense	13.79	14.08 ⁺	N/A
Poverty status (total income x number in household) ⁺		N/A	N/A
Below poverty line	44.0%		
Up to 2 times the poverty line	23.8%		
Up to 3 times the poverty line	10.6%		
Up to 4 times the poverty line or higher	21.6%		

Source: Program data and Probation data. Notes: Poverty status is based on responses to PACT assessments taken between 90 days pre- and 30 days post-program entry. ⁺ denotes that more than 20% of cases were missing a response and thus caution should be used in interpreting this item.

What percent of youth have contact with the juvenile justice system after their program start date?

Within 12 months of program entry, 36% of court-ordered youth and 22% of non-court-ordered youth have a new charged law violation, while 6% of youth with no priors have their first charged law violation. In the same time period, 28% of court-ordered youth and 13% of non-court-ordered youth have a new sustained law violation, and 3% of youth with no priors have their first sustained law violation.

Figure 35. **New Law Violations Within 12 Months of Program Entry**



Source: Program data and Probation data. N = 2,382 all youth, 369 court-ordered, 481 non-court-ordered, 1,532 no priors.

Which youth are most likely to reoffend?

What are the characteristics of youth who recidivated compared to those who didn't?

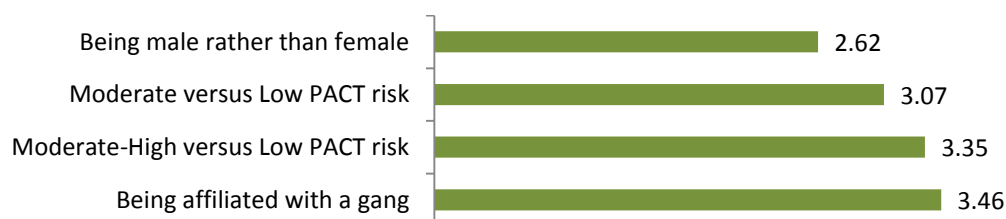
ASR conducted an analysis to understand the **characteristics of those who recidivated compared to those who did not**. Court-ordered youth who recidivate within 12 months after program entry are more often male than female, Latino, Black, or multi-racial/other rather than White or Asian/Pacific Islander, younger when they had their first offense, and from families in poverty than court-ordered youth who do not recidivate within 12 months after program entry. Non-court-ordered youth who recidivate within 12 months after program entry are more often male than female, and more often Black or multi-racial/other rather than White or Asian/Pacific Islander, than non-court-ordered youth who do not recidivate within 12 months after program entry.

What are the predictors of recidivism in the juvenile justice system?

Taking court-ordered youth's background and overall risk level together, the study explored which factors emerge as significant predictors of recidivism. This analysis focused on youth on court-ordered probation because they had a high enough rate of recidivism and were also administered the Positive Achievement Change Tool (PACT) close to the time of program entry. The PACT measures a youth's risk of re-offending, and identifies specific areas of strength and need in domains such as education, family, substance use, etc.

For court-ordered youth, the statistically significant predictors of recidivism ($p < .05$) within 12 months after program entry, all other things being equal, are being affiliated with a gang, having a moderate or moderate-high PACT risk level, and being male rather than female. Specifically, **being affiliated with a gang** makes you 3.5 times more likely to have a new sustained law violation in 12 months; **having a Moderate or Moderate-High PACT risk level** more than triples the odds of having a new sustained law violation in 12 months compared to having a Low PACT risk level; and **being a boy rather than a girl** makes you 2.6 times more likely to have a new sustained law violation in 12 months. Risk factor data were not available for non-court-ordered youth, so an analysis of predictors specific to that group's recidivism was not conducted.

Figure 36. **Factors Associated with Increased Odds of Having a New Sustained Law Violation within 12 months**



Source: Program data and Probation data.

Note: Sample sizes = 73- 79 for youth with a new sustained law violation within 12 months; 194-212 for youth without a new sustained law violation within 12 months. Cases include youth who completed PACT assessment between 90 days before to 30 days after program entry. This chart shows odds ratios for significant predictors only ($p < .05$). For the full model, Chi-square = 49.24, $p < .001$; Nagelkerke R-Square = 0.258.

Which PACT factors tend to cleave together and form distinct groupings?

Risk factor data were only available for court-ordered youth, and thus we conducted this “cluster analysis” only for that group. Risk factors formed three distinct groupings:

- **Coping & Skill Strengths:** This group is characterized by having strong intrapersonal resources. Youth in this cluster grouping have less trouble in school than their peers, typically form prosocial community ties, and stay away from gangs.
- **Major Skill Deficits:** These youth generally have less exposure to violence and neglect than youth in the Comprehensive High Risk group, but they have serious skill deficits – particularly in setting goals and identifying problem behaviors – that put them at risk.
- **Comprehensive High Risk:** This group generally has a broad range of high-risk life circumstances, personal characteristics, and behaviors, with no apparent assets or resources.

The table below shows youth in these risk groupings by PACT risk level. We note that the majority of youth who have a Low PACT risk level are in the Coping & Skill Strengths grouping, and the majority who have a High or Moderate-High PACT risk level are in the Comprehensive High-Risk grouping. However, more youth with a Moderate PACT risk level are in the Comprehensive High-Risk grouping than expected. This presumes that the PACT is a valid tool and that it is being completed with fidelity (i.e., correctly). If this presumption is incorrect, it may be that there is no functional difference between youth who are classified as Moderate and those who are classified as Moderate-High.

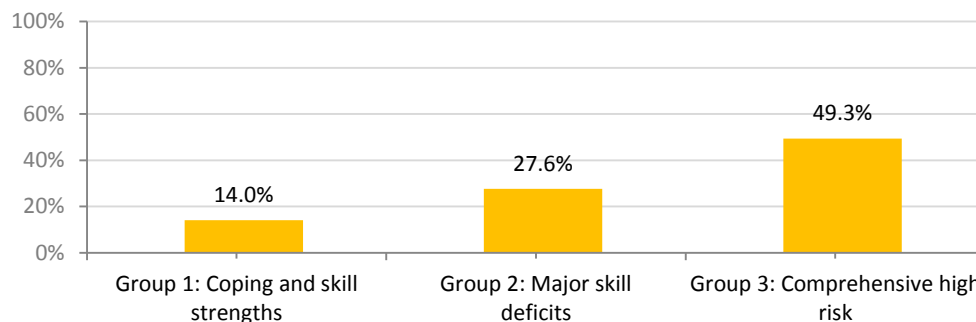
Figure 37. **How do PACT Risk Levels Compare with these Risk Groupings for Court-Ordered Youth?**

PACT Overall Risk Level	Group 1: Coping & Skill Strengths	Group 2: Major Skill Deficits	Group 3: Comprehensive High Risk
Low	56%	32%	12%
Moderate	20%	31%	49%
Moderate-High	19%	31%	50%
High	26%	13%	61%

Source: Program data and Probation data. N = 256.

As perhaps might be expected, the court-ordered youth who are grouped together as Comprehensive High Risk are also those who recidivate in the greatest numbers (see figure below). Fewer youth who fit the Major Skills Deficits risk profile recidivate than those who are grouped as Comprehensive High Risk, but nearly twice the proportion of Major Skills Deficits youth recidivate as do youth in the Coping & Skill Strengths group.

Figure 38. **What Percentage of Court-Ordered Youth in Each Risk Profile Have a New Sustained Law Violation within 12 Months of Program Entry?**



Source: Program data and Probation data. N = 107 in Group 1, 76 in Group 2, 73 in Group 3.

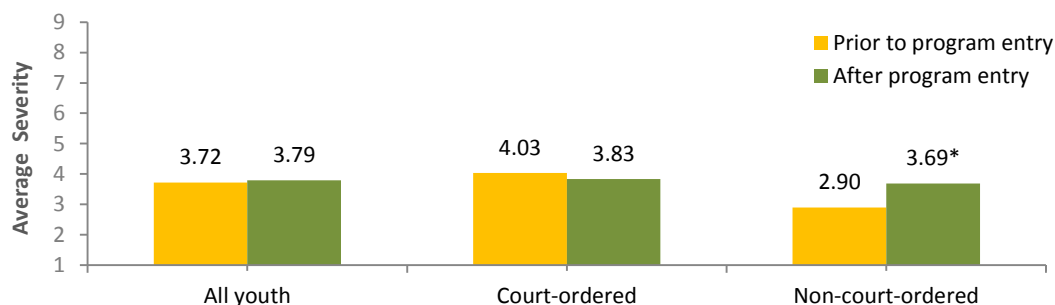
Note: The three groups were statistically different overall at $p < .001$, according to chi-square tests.

Of the youth who have a new, sustained law violation, what percentage of these violations are more severe, less severe or equal to the initial offense (harm reduction)?

In 2007, San Mateo County Juvenile Probation Department personnel coded all possible misdemeanor and felony offenses for severity on a scale from 0 (least severe) to 9 (most severe). Using this 2007 classification scheme, we compared the average severity of initial and later law violations, and then classified the changes in average severity.

The figure on the next page compares the average severity of initial to later violations for all youth and by each group. Of the youth who have both an initial, sustained law violation and a new, sustained law violation within 12 months after program entry, about one-third of youth appear in each severity-change class – about a third had less-severe violations (on average) when they recidivated compared to their initial violations, while a third had equally-severe violations, and a final third had more-severe violations when they recidivated compared to their initial violations.

Figure 39. **Average Severity of All Sustained Violations a Youth Committed Prior to versus After Program Entry**



Source: Program data and Probation data.

Note: The sample included only those cases with a sustained felony or misdemeanor at each time point. N = 105 overall, 71 for court-ordered, and 30 for non-court-ordered. * indicates the non-court-ordered group's pre- and post- means were significantly different according to paired t-tests at $p < .05$.

The table below contains the classification of changes in severity (more-severe, less-severe, or equally-severe) from before the program to after for all youth in this analysis and for each group separately. Slightly more than half of the non-court-ordered youth in the severity analysis had an increase in the average severity of their sustained law violations from pre- to post-, meaning that it doesn't appear there was any harm reduction taking place for this group.

More court-ordered youth had a decrease in average severity than had an increase, suggesting some harm reduction occurred for this group. When data are reviewed by program, Probation services appear to be contributing to harm reduction among court-ordered Assessment Center youth who had sustained law violations both before and after program entry.

Figure 40. Change in Severity from Pre- to Post-: Average Severity of All Sustained Violations for All Youth and By Group

Group	Less-Severe	Equally-Severe	More-Severe	Total
All youth	31.7% (32)	32.7% (33)	35.6% (36)	100.0% (101)
Court-ordered	36.6% (26)	36.6% (26)	26.8% (19)	100.0% (71)
Non-court-ordered*	20.0% (6)	23.3% (7)	56.7% (17)	100.0% (30)

Source: Program data and Probation data. N = 101 all youth, 71 court-ordered (30 served by Assessment Center), 30 non-court-ordered (all served by Assessment Center). * indicates that distribution is significantly different from expected according to chi-square tests at $p < .05$.

Note: The sample includes only those cases with a sustained felony or misdemeanor at each time point. For these calculations, a pre- and post- value were considered equal if the post- mean was less than 1.00 above or below the pre- mean.

Which youth with no priors are most likely to offend?

What are the characteristics of youth with no priors who went on to have a sustained law violation, compared to those that didn't?

Youth with no priors who go on to have a sustained law violation within 12 months after program entry are more often male than female, Black rather than Asian/Pacific Islander, and older when they entered the JJCPA- or JPCF-funded program, than youth with no priors who do not have a sustained law violation within 12 months after program entry.

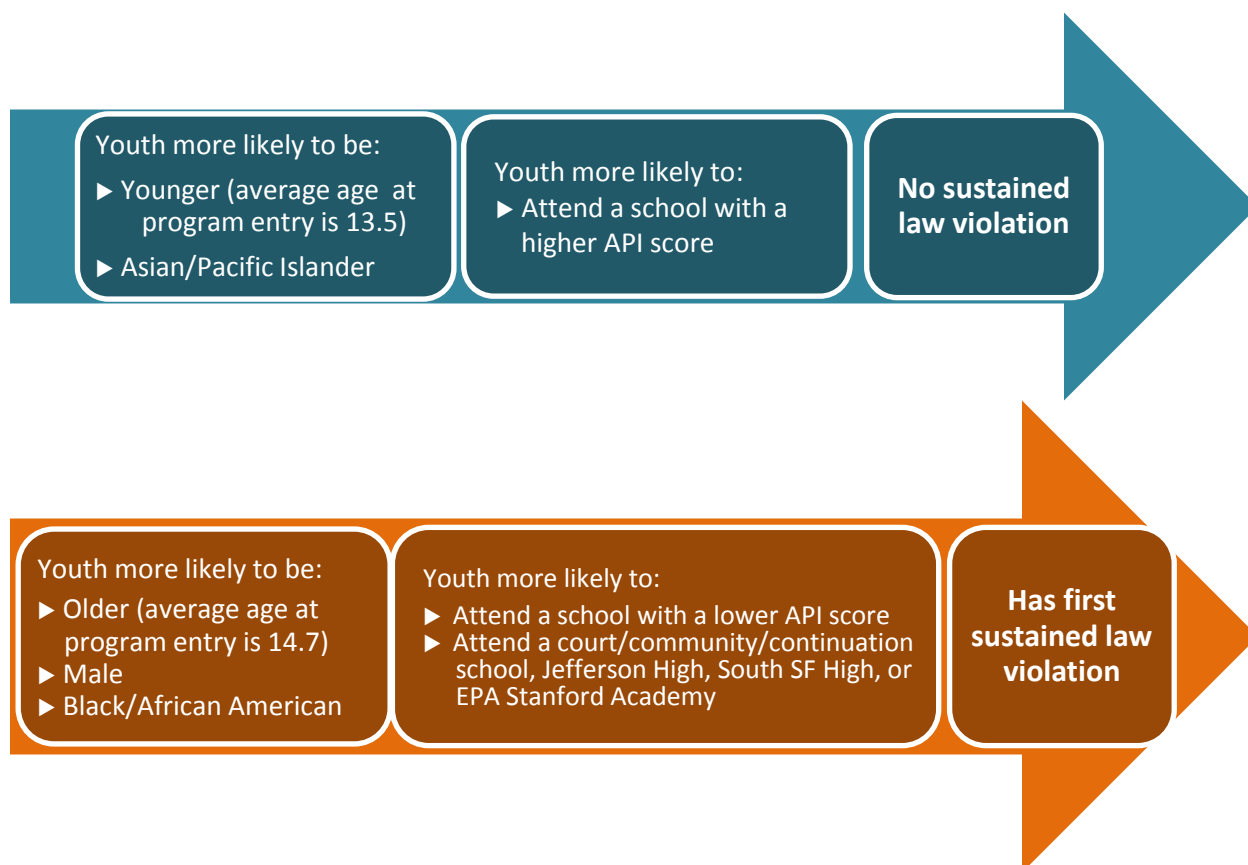
What are the predictors of first contact / entry into the juvenile justice system?

There are too many unknowns (e.g., school attendance, grades, family circumstances, gang affiliation, etc.) about youth with no priors who have a new sustained law violation to do a statistical analysis of what factors predict entry to the system. As such, ASR took the various findings available for youth with no priors to illustrate possible trajectories for youth in this group, based on whether they do or do not have their first sustained law violation within 12 months of program entry.

In addition to the characteristics noted in the answer to the previous question, youth with no priors who go on to have a sustained law violation within 12 months after program entry more often attend schools with a lower API score, attend court/community/continuation schools, or one of three specific schools (Jefferson

High School in Daly City, South San Francisco High School, or East Palo Alto Stanford Academy), than youth with no priors who do not have a sustained law violation within 12 months after program entry.

Figure 41. **Potential Trajectories of Participants with No Priors at Program Entry**



Next Steps

ASR will continue to analyze this data to examine the impact of program dosage and service type on recidivism.

PROGRESS ON RECOMMENDED LOCAL ACTION PLAN STRATEGIES

The Local Action Plan (LAP) process identified core strategies to address the needs of youth and their families and to promote the desired outcomes of improved family functioning, improved education outcomes, increased developmental assets, reduced substance use and gang involvement, and reduced justice involvement. The following section recaps the progress made on each of these strategies in the 2013-14 year.

1. Emphasis on early intervention.

The consensus among LAP informant sources was that in order to achieve optimal outcomes, services must begin when youth first begin to display behavioral problems or have other risk factors that may be predictive of future justice contact. Thus, funds would be best spent by targeting youth who are showing signs of behavioral difficulties (e.g., behavioral referrals at school), through the continuum of those who are experiencing their first contact with the Juvenile Justice system or who are on Probation for the first time.

Currently, funded programs serve youth on the entire continuum of early intervention. School-based counseling programs (e.g., Pyramid Alternatives, YMCA) provide support for self-referred or school staff-referred youth who are at risk for delinquency due to unhealthy coping mechanisms, substance use, gang involvement, difficult family dynamics, and/or family substance use. Boys and Girls Club of the Peninsula provides enrichment for youth at risk of dropping out of school. El Centro de Libertad and StarVista provide counseling and treatment for youth who are using drugs and/or alcohol and getting into trouble due to their use. PCRC helps youth referred by school staff due to behavioral issues to build communication, conflict resolution, and decision-making skills. The Assessment Center provides services to youth at their first involvement in the justice system. FPP works with families at the most-involved end of the spectrum, those who are at risk of out-of-home placement.

2. Address the needs of both youth and their families.

Of the 11 grantees providing services for youth, five also offer parenting workshops and/or family counseling in addition to their youth-centered interventions. Parent Programs provides a structured parent education program primarily for parents of justice-involved youth. StarVista conducts family psycho-educational groups. Pyramid Alternatives, El Centro de Libertad, and PCRC each conduct a parent education series.

3. Where possible, use practices that are recognized evidence-based models.

As part of the 2010 Local Action Plan process, the Juvenile Justice Coordinating Council strongly urged that programs and strategies funded under JJCPA and JPCF follow evidence-based practices. This request was incorporated into the requests for proposals, whereby applicants described their proposed model or practice.

In spring 2012, ASR conducted site visits to gather qualitative data about each of the 11 funded programs. Information we gathered included: presenting issues and underlying needs of the youth and families served, the design and implementation of the programs, which evidence-based practices, models, or tools were used, examples of client outcomes, and challenges and lessons learned in the first year of the grant.

The site visits were highly illustrative in terms of helping ASR better understand the programming realities underneath the conceptual umbrella of the Local Action Plan. When asked what kind of evidence-based models or practices were in place, we learned that by and large, few programs are following evidence-based models, in the sense of ensuring fidelity to a scripted curriculum with a manual, such as Strengthening Families or Project LEARN. We also found instances where standardized curricula were tailored in order to be responsive and appropriate for grantees' population and setting. We found instead that grantees are using evidence-based practices or modalities that have been shown to produce reliable, consistent results, such as Cognitive Behavioral Therapy, Trauma-informed Therapy, Psychodynamic Therapy, Relapse Prevention Therapy, or Motivational Interviewing. Finally, a small share of grantees is using evidence-based measurements or standardized, validated surveys, screens, or assessments.

In sum, we found that funded programs were using a variety of solid, carefully-crafted practices to respond to the needs of their clients, but we also found that those practices spanned the range of what are considered evidence-based. Given the JJCC's interest in evidence-based programming, we recommend convening a meeting with funded partners to discuss what being 'evidence-based' means, and agree on definitions, for which there are many lists, ranking systems, and registries of EBPs such as SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP).⁹ ASR can then help grantees catalogue their efforts as 1) **evidence-based theory** or premise, or that the theory of change held is accurate; 2) **evidence-based model**, shown by multiple experimental or quasi-experimental studies to be effective; 3) **evidence-based practices**, or modalities shown to promote positive outcomes; and 4) **evidence-based tools**, or instruments that have been validated (concurrent and predictive).

4. Understand and address system barriers that limit accessibility and lead to increased recidivism.

Families' inability to **access resources** was listed in the Local Action Plan as a high-need area to address. All programs are offered free of charge to youth and their families. Of the eleven JPCF and JJCPA grantees, the following five offer their services directly on school campuses:

- Pyramid Alternatives – delivers its services in two high schools and two middle schools.
- PCRC – delivers its services in four high schools.
- El Centro de Libertad – delivers its services in two coast-side schools.
- Acknowledge Alliance – delivers its services in five court and community schools.
- YMCA – delivers its services in seven middle schools.

In addition, the Boys & Girls Club provides transportation to its clubhouses.

5. Address the needs of underserved groups or groups over-represented in the Juvenile Justice system.

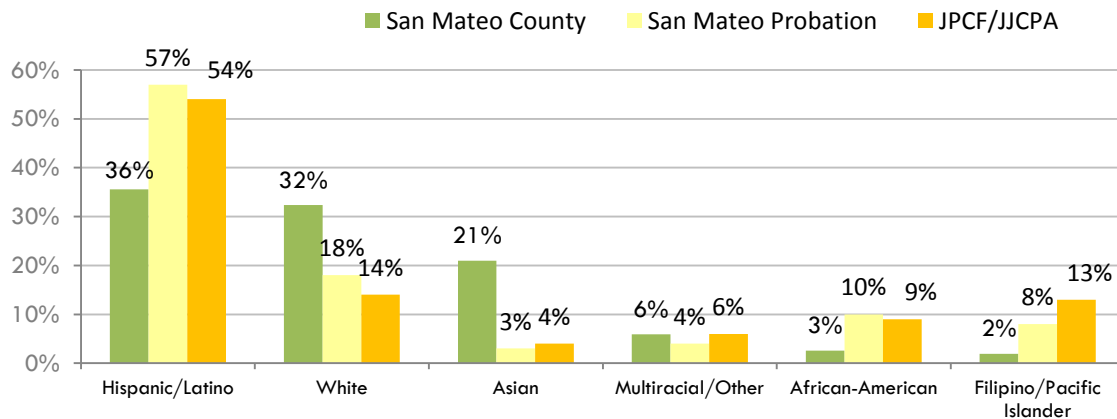
Age Groups – Because behavioral issues that may be predictive of future justice involvement often begin in middle school or earlier, a special focus was placed on serving youth in sixth through tenth grades. JPCF programs have a strong presence in middle schools and the average age of participants overall was 14.6

⁹ A list for the many registries and systems for scoring or ranking evidence, published by Children's Services Council, may be found at: <http://cache.trustedpartner.com/docs/library/000238/PUBResearchReview.pdf>.

years. El Centro de Libertad, YMCA, and Pyramid Alternatives provide services in nine middle schools. Boys and Girls Club of the Peninsula focuses on youth in sixth through tenth grade with its JPCF funds. In contrast, participants of JJCPA programs who are more likely to be justice involved have an average age of 16.3 years.

Ethnicity - Youth belonging to ethnic groups that are disproportionately overrepresented in the justice system (i.e., Latino, African-American, Filipino/Pacific Islander) should receive additional priority in accessing services. The ethnic distribution of JJCPA/JPCF participants closely approximated that of the San Mateo Probation active caseload. The largest proportion of youth served by programs was Latinos (54%).

Figure 42. **Ethnicity of San Mateo Youth (Ages 10-19), San Mateo Probation Active Caseload and JPCF/JJCPA Youth Participants**



Sources: San Mateo County 2013 ages 10-19: California Department of Finance. Demographic Research Unit. Report P-2. State and County Population Projections by Race/Ethnicity and Age (5-year groups) 2010 through 2060 <http://www.dof.ca.gov/research/demographic/reports/projections/P-2/> pulled from internet 10/5/14
San Mateo Probation: Active caseload 2013-2014 JPCF/JJCPA Youth: 2013-2014. Note: will include duplicate youth who are enrolled in multiple programs.

The programs with the largest proportion of African-American youth were Boys and Girls Club of the Peninsula (16%), FPP (13%) and FLY (13%). Peninsula Conflict Resolution Center had the largest proportion of Pacific Islander youth (including Filipino) at 31%. The evaluation does not have data specifically on Polynesian participants for all programs.

Geographic areas – High-need regions include those that are geographically cut off from many services as well as cities or parts of cities that have low levels of neighborhood safety (e.g., high juvenile and/or adult arrest rates, large gang population). With regard to the areas that are generally underserved, JPCF funds two programs that provide services directly at coast-side schools: Pyramid Alternatives and El Centro de Libertad. Approximately 151 youth served in FY13-14 lived in coast-side cities, representing 6% of all youth served (for whom the city of residence was available, i.e., 2,402).

The cities with the largest concentrations of JJCPA and JPCF youth in FY13-14 were San Mateo (429 youth), East Palo Alto (361 youth), South San Francisco (352), Redwood City (319), and Daly City (246). All of these cities, with the exception of East Palo Alto, also had a relatively high juvenile arrest rate in 2013 (i.e., the rates ranged from 31 per 1,000 for San Mateo to 22 per 1,000 for Redwood City, according to Law Enforcement Jurisdictions in San Mateo County).

6. Set clear outcomes for funded programs/strategies and plan for their assessment.

Program-specific outcomes were mapped out during ASR's one-on-one meetings with JJCPA and JPCF grantees, and appropriate survey tools were set in place following the pilot phase and were officially launched at the start of fiscal year 2012-2013.

7. JPCF and JJCPA should jointly fund a complementary set of interventions along a continuum of youth and service needs.

The combined JPCF- and JJCPA-funded programs serve youth on a continuum of the intervention spectrum. The majority of programs work with youth on the development of behavioral skills/decision-making while providing counseling and asset development as well as information and referral for services. Several programs also work on an AOD continuum of education, early intervention, and treatment or referral for treatment (Pyramid Alternatives, El Centro de Libertad, StarVista, Family Preservation Program, Assessment Center). Conflict resolution skills and communication are strategies provided by El Centro de Libertad and Peninsula Conflict Resolution Center. Boys and Girls Club of the Peninsula provides enrichment and academic goal-setting support.

Many, if not all, grantees operate their programs through braided funding, as San Mateo County Probation funds do not cover the full cost of those programs. Grantees also administer programs outside of these funding streams to which they can refer their youth, thus further expanding the service options for youth.

Figure 43. Strategies by Funding Source and Program

		Strategies
JJCPA GRANTEES	Fresh Lifelines for Youth	Mentors, Leadership, Service Learning, Behavioral Skills/Decision-Making
	Acknowledge Alliance (formerly Cleo Eulau Counseling Center)	Psychotherapy
	StarVista	Alcohol and Drug Treatment, Behavioral and Decision-Making Skills
	Assessment Center	Information and Referral for Services for Alcohol and Drug Treatment, Behavioral Skills Development/Decision-making
	Family Preservation Program	Referrals to Family Therapy, Information and Referral for Services for Alcohol and Drug Treatment, Behavioral Skills Development/Decision-Making
JPCF GRANTEES	Boys and Girls Club of the Peninsula	Afterschool Enrichment, Academic Support, Mentors
	El Centro de Libertad	Leadership Development, Behavioral Skills and Decision-Making Skills, Conflict Resolution, Interpersonal Skill Development, and Alcohol/Drug Treatment
	Peninsula Conflict Resolution Center	Leadership, Conflict Resolution, Communication Skills, Decision-Making Skills
	Pyramid Alternatives	Counseling and Asset Development, Information and Referral for Services (case management), Drug and Alcohol Education
	YMCA – School Safety Advocates	Counseling including Behavioral Skills and Decision-Making Skills, Conflict Resolution, Information and Referral for Services
	Parent Programs	Parent Skills Training

APPENDIX I

Juvenile Justice Crime Prevention Act (JJCPA) – In September 2000, the California Legislature passed AB1913, the Schiff-Cardenas Crime Prevention Act, which authorized funding for county Juvenile Justice programs. A 2001 Senate Bill extended the funding and changed the program’s name to the Juvenile Justice Crime Prevention Act (JJCPA). This effort was designed to provide a stable funding source to counties for juvenile programs that have been proven effective in reducing crime among at-risk and young offenders. Counties are required by statute to collect data at program entry and report data in the following six categories at 180 days post-entry: Arrest rate, Incarceration rate, Probation violation rate, Probation completion rate, Court-ordered restitution completion rate, and Court-ordered community service completion rate.

The Probation Juvenile Case Management System (JCMS) is the primary source of this data. Programs are also required to include a reference group for outcomes. In addition to the mandated outcomes, many counties track and report on local outcomes specific to their individual programs. For example, some local outcomes relate to academic progress, including school attendance, grade point average, and school behaviors.

After having awarded programs their contracts for the 2011-12 fiscal year, San Mateo learned that they were receiving less JJCPA funding than anticipated and was required to reduce contract amounts by one-third. All programs were therefore required to adjust their scope of services for that year. During fiscal year 2012-13, however, 100% of the funds were reinstated, allowing programs to return to their original scope of services.

Juvenile Probation and Camps Funding (JPCF) –Juvenile Probation and Camps Funding Program (JPCF) was developed in response to legislation signed by Governor Schwarzenegger in July 2005 (AB 139, Chapter 74), which appropriated state funds to support a broad spectrum of county Probation services targeting at-risk youth, juvenile offenders, and their families. JPCF is administered by the State Controller’s Office with the funding amount being dependent upon actual receipts from California Vehicle License fees. After having awarded programs their contracts for the 2011-12 fiscal year, San Mateo learned that they were receiving less JPCF funding than anticipated and was required to reduce contract amounts by one-third. All programs were therefore required to adjust their scope of services for that year. During fiscal year 2012-13, however, 100% of the funds were reinstated, allowing programs to return to their original scope of services.

APPENDIX II

Assignment of evaluation tools

		Developmental Assets Profile	Adolescent Alcohol & Drug Involvement Scale	Family Communication Scale ⁺
JJCPA GRANTEES	Fresh Lifelines for Youth	Pre/Post	--	--
	Acknowledge Alliance	Pre/Post	--	--
	StarVista	Pre/Post	Pre/Post	--
	Assessment Center	Pre/Post	--	--
	Family Preservation Program	Pre/Post	--	--
JPCF GRANTEES	Boys and Girls Club of the Peninsula	Pre/Post	--	--
	El Centro de Libertad	Pre/Post	Pre/Post	Post
	Peninsula Conflict Resolution Center	Pre/Post	--	Pre/Post
	Pyramid Alternatives	Pre/Post	Pre/Post	Post
	YMCA – School Safety Advocates	Pre/Post	Pre/Post*	--
	Parent Programs	Pre/Post Parenting Survey		

*The YMCA administers the AADIS only when clinically warranted.

+ Peninsula Conflict Resolution Center and Pyramid did not have enough surveys in FY13-14 to warrant a pre/post analysis. El Centro de Libertad experienced staff turnover in FY13-14, resulting in reduced resources to administer the survey.

APPENDIX III

DESCRIPTION OF THE EVALUATION TOOLS

DEVELOPMENTAL ASSET PROFILE (DAP)

The Search Institute (<http://www.search-institute.org/>) created the Developmental Asset Profile tool to capture specific youth experiences and qualities that have been identified as being essential to healthy psychological and social development in childhood and adolescence. These assets have the power to influence youth's developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring, and responsible adults.

The DAP includes a total of 58 items covering 40 types of developmental assets, which are further categorized into eight main asset areas and five context areas. It is not expected that the youth served by every program will show progress on each scale.

The 8 main asset categories include:

- Support
- Empowerment
- Boundaries & expectations
- Constructive use of time
- Commitment to learning
- Positive values
- Social competencies
- Positive identity

The 5 context areas include:

- Personal
- Social
- Family
- School
- Community

Reading level: 6th grade.

ADOLESCENT ALCOHOL AND DRUG INVOLVEMENT SCALE (AADIS)

AADIS is a 14-item screening for alcohol/drug problems. It has been used as a standard measure in the Wisconsin juvenile correctional system since 2001. Scores indicate whether or not a participant is using alcohol and/or drugs, and if so, whether or not s/he is likely to meet criteria for a DSM-IV substance use disorder. It is typically used to indicate when further screening (i.e., an in-depth interview or more specific substance use measure) is indicated, and thus it is meant to work as a measure of how prevalent alcohol and drug problems are among students.

The AADIS was developed by D. Paul Moberg, Center for Health Policy and Program Evaluation, University of Wisconsin Medical School. Adapted with permission from Mayer and Filstead's "Adolescent Alcohol Involvement Scale" *Journal of Studies on Alcohol* 40: 291-300, 1979) and Moberg and Hahn's "Adolescent Drug Involvement Scale" (*Journal of Chemical Dependency*, 2: 75-88, 1991).

FAMILY COMMUNICATION SURVEY

The Family Communication Survey was developed based on Dr. David Olson's *Family Communication Scale* (Olson, D. H., Gorall, D. M., & Tiesel, J. W. (2004). *Faces IV* package. Minneapolis, MN: Life Innovations). This survey measures communication in families and participants' satisfaction with the impact of the program on communication.

APPENDIX IV

Clients' city of residence: 2011-2012 through 2013-2014

City	2011-2012	2012-2013	2013-2014
Atherton	0	3	2
Belmont	18	20	10
Brisbane	24	4	4
Burlingame	33	28	18
Colma	3	3	1
Daly City	282	312	246
East Palo Alto	385	341	361
El Granada	13	20	11
Emerald Hills	1	1	0
Foster City	14	21	93
Fremont	4	0	0
Garrison	1	0	0
Half Moon Bay	91	108	88
Hayward	12	10	0
Hillsborough	4	3	1
La Honda	0	2	1
Loma Mar	0	1	0
Menlo Park	177	182	160
Millbrae	18	20	14
Montara	10	9	8
Moss Beach	23	18	11
Pacifica	26	33	29
Pescadero	4	4	3
Portola Valley	2	5	3
Redwood City	398	273	319
Redwood Shores	2	0	0
San Bruno	181	181	175
San Carlos	9	17	12
San Mateo	283	355	429
South San Francisco	195	350	352
Stanford	0	1	0
Woodside	4	2	2

APPENDIX V

DAP Asset Categories

(Items in bold are statistically significant at $p < .001$)

	Pre Mean Score	Post Mean Score	Sample
Support	15.55	18.03	269
Empowerment	16.94	18.93	269
Boundaries & Expectations	17.17	18.92	262
Constructive Use of Time	12.45	14.27	262
Commitment to Learning	16.48	17.77	269
Positive Values	16.25	18.09	269
Social Competencies	16.73	18.49	269
Positive Identity	14.23	16.83	269

DAP Survey Items

(Items in bold are statistically significant at $p < .05$)

"I..."

	Pre Mean Score	Post Mean Score	Sample
Q1. Stand up for what I believe in.	1.89	2.09	270
Q2. Feel in control of my life and future.	1.42	1.72	267
Q3. Feel good about myself.	1.53	1.78	265
Q4. Avoid things that are dangerous or unhealthy.	1.48	1.67	267
Q5. Enjoy reading or being read to.	1.27	1.38	263
Q6. Build friendships with other people.	1.75	1.90	264
Q7. Care about school.	1.67	1.78	266
Q8. Do my homework.	1.64	1.65	266
Q9. Stay away from tobacco, alcohol, and other drugs.	1.68	1.84	260
Q10. Enjoy learning.	1.53	1.77	264
Q11. Express my feeling in proper ways.	1.32	1.62	268
Q12. Feel good about my future.	1.48	1.77	266
Q13. Seek advice from my parents.	1.01	1.40	265
Q14. Deal with frustration in positive ways.	1.10	1.40	262
Q15. Overcome challenges in positive ways.	1.34	1.62	266

	Pre Mean Score	Post Mean Score	Sample
Q16. Think it is important to help other people.	2.14	2.23	266
Q17. Feel safe and secure at home.	2.18	2.28	265
Q18. Plan ahead and make good choices.	1.55	1.72	267
Q19. Resist bad influences.	1.61	1.78	263
Q20. Resolve conflicts without anyone getting hurt.	1.54	1.74	267
Q21. Feel valued and appreciated by others.	1.38	1.66	265
Q22. Take responsibility for what I do.	1.92	2.14	263
Q23. Tell the truth even when it is not easy.	1.60	1.90	262
Q24. Accept people who are different from me.	2.32	2.43	266
Q25. Feel safe at school.	1.91	2.05	267
Q26. Actively engaged in learning new things.	1.73	1.88	262
Q27. Developing a sense of purpose in my life.	1.65	1.84	260
Q28. Encouraged to try things that might be good for me.	1.77	2.00	263
Q29. Included in family tasks and decisions.	1.41	1.61	257
Q30. Helping to make my community a better place.	1.06	1.30	254
Q31. Involved in a religious group or activity.	0.80	1.02	259
Q32. Developing good health habits.	1.43	1.69	259
Q33. Encouraged to help others.	1.83	1.95	258
Q34. Involved in a sport, club, or other group.	1.46	1.53	255
Q35. Trying to help solve social problems.	1.24	1.46	258
Q36. Given useful roles and responsibilities.	1.53	1.78	258
Q37. Developing respect for other people.	1.94	2.14	252
Q38. Eager to do well in school and other activities.	1.87	2.00	259
Q39. Sensitive to the needs and feelings of others.	1.68	1.86	257
Q40. Involved in creative things such as music, theater, or art.	1.40	1.54	257
Q41. Serving others in my community.	1.00	1.19	254
Q42. Spending quality time at home with my parents(s).	1.22	1.54	258
Q43. Friends who set good examples for me.	1.58	1.86	260
Q44. A school that gives students clear rules.	1.93	1.90	260
Q45. Adults who are good role models for me.	1.92	2.18	260
Q46. A safe neighborhood.	1.71	2.01	261
Q47. Parent(s) who try to help me succeed.	2.05	2.25	255
Q48. Good neighbors who care about me.	1.02	2.23	256
Q49. A school that cares about kids and encourages them.	1.75	1.84	258
Q50. Teachers who urge me to develop and achieve.	1.90	2.06	259
Q51. Support from adults other than my parents.	1.82	2.05	260
Q52. A family that provides me with clear rules.	1.80	2.02	249

	Pre Mean Score	Post Mean Score	Sample
Q53. Parent(s) who urge me to do well in school.	2.23	2.33	257
Q54. A family that gives me love and support.	2.00	2.21	258
Q55. Neighbors who help watch out for me.	0.91	1.09	256
Q56. Parent(s) who are good at talking with me about things.	1.35	1.67	252
Q57. A school that enforces rules fairly.	1.49	1.64	255
Q58. A family that knows where I am and what I am doing.	1.67	1.96	258

APPENDIX VI

Crosswalk of DAP Items & Categories

DAP Items		Asset Scale	Context Scale
13.	I seek advice from my parents.	Support	Family
47.	I have parent(s) who try to help me succeed.	Support	Family
48.	I have good neighbors who care about me.	Support	Community
49.	I have a school that cares about kids and encourages them.	Support	School
51.	I have support from adults other than my parents.	Support	Social
54.	I have a family that gives me love and support.	Support	Family
56.	I have parent(s) who are good at talking with me about things.	Support	Family
17.	I feel safe and secure at home.	Empowerment	Family
21.	I feel valued and appreciated by others.	Empowerment	Social
25.	I feel safe at school.	Empowerment	School
29.	I am included in family tasks and decisions.	Empowerment	Family
36.	I am given useful roles and responsibilities.	Empowerment	Community
46.	I have a safe neighborhood.	Empowerment	Community
43.	I have friends who set good examples for me.	Boundaries & Exp.	School
44.	I have a school that gives students clear rules.	Boundaries & Exp.	School
45.	I have adults who are good role models for me.	Boundaries & Exp.	Social
50.	I have teachers who urge me to develop and achieve.	Boundaries & Exp.	School
52.	I have a family that provides me with clear rules.	Boundaries & Exp.	Family
53.	I have parent(s) who urge me to do well in school.	Boundaries & Exp.	Family
55.	I have neighbors who help watch out for me.	Boundaries & Exp.	Community
57.	I have a school that enforces rules fairly.	Boundaries & Exp.	School
58.	I have a family that knows where I am and what I am doing.	Boundaries & Exp.	Family
31.	I am involved in a religious group or activity.	Const. Use of Time	Community
34.	I am involved in a sport, club, or other group.	Const. Use of Time	Community
40.	I am involved in creative things such as music, theater, or art.	Const. Use of Time	Community
42.	I am spending quality time at home with my parent(s).	Const. Use of Time	Family
5.	I enjoy reading or being read to.	Commit. to Learning	Personal
7.	I care about school.	Commit. to Learning	School
8.	I do my homework.	Commit. to Learning	School
10.	I enjoy learning.	Commit. to Learning	School
26.	I am actively engaged in learning new things.	Commit. to Learning	School
28.	I am encouraged to try things that might be good for me.	Commit. to Learning	School
38.	I am eager to do well in school and other activities.	Commit. to Learning	School
1.	I stand up for what I believe in.	Positive Values	Personal
9.	I stay away from tobacco, alcohol, and other drugs.	Positive Values	Personal
16.	I think it is important to help other people.	Positive Values	Social
22.	I take responsibility for what I do.	Positive Values	Personal
23.	I tell the truth even when it is not easy.	Positive Values	Personal
30.	I am helping to make my community a better place.	Positive Values	Community
32.	I am developing good health habits.	Positive Values	Personal
33.	I am encouraged to help others.	Positive Values	Social
35.	I am trying to help solve social problems.	Positive Values	Community
37.	I am developing respect for other people.	Positive Values	Community
41.	I am serving others in my community.	Positive Values	Community
4.	I avoid things that are dangerous or unhealthy.	Social Competencies	Personal
6.	I build friendships with other people.	Social Competencies	Social
11.	I express my feelings in proper ways.	Social Competencies	Social
18.	I plan ahead and make good choices.	Social Competencies	Personal
19.	I resist bad influences.	Social Competencies	Social
20.	I resolve conflicts without anyone getting hurt.	Social Competencies	Social
24.	I accept people who are different from me.	Social Competencies	Community
39.	I am sensitive to the needs and feelings of others.	Social Competencies	Social
2.	I feel in control of my life and future.	Personal Identity	Personal
3.	I feel good about myself.	Personal Identity	Personal
12.	I feel good about my future.	Personal Identity	Personal
14.	I deal with frustration in positive ways.	Personal Identity	Personal
15.	I overcome challenges in positive ways.	Personal Identity	Social
27.	I am developing a sense of purpose in my life.	Personal Identity	Personal

APPENDIX VII

ADOLESCENT ALCOHOL INVOLVEMENT SCALE (AADIS)

PRE-SURVEY

These questions refer to your use of alcohol and other drugs (e.g., marijuana, cocaine, nicotine, ecstasy, spice, prescription drugs, over the counter drugs, etc.). Check the answer which describes your use of alcohol and/or other drug(s). Even if none of the answers seems exactly right, please pick the ones that come closest to being true. If a question doesn't apply to you, check the answer "This does not apply to me – I do not use drugs or alcohol."

1. How often do you use alcohol or other drugs (e.g., marijuana, cocaine, nicotine, ecstasy, spice, prescription drugs, over the counter drugs, etc.)?	<input type="checkbox"/> Never <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Once or twice a month <input type="checkbox"/> Every weekend <input type="checkbox"/> Several times a week <input type="checkbox"/> Every day <input type="checkbox"/> Several times a day
2. When did you last use alcohol or drugs?	<input type="checkbox"/> Never used <input type="checkbox"/> Not for over 1 year <input type="checkbox"/> Between 6 months and 1 year ago <input type="checkbox"/> Several weeks ago <input type="checkbox"/> Last week <input type="checkbox"/> Yesterday <input type="checkbox"/> Today
3. I usually start to drink or use drugs because (Check all that apply)	<input type="checkbox"/> I like the feeling <input type="checkbox"/> To be like my friends <input type="checkbox"/> I'm bored; or just to have fun ("kickin it") <input type="checkbox"/> I feel stressed, nervous, tense, full of worries or problems <input type="checkbox"/> I feel sad, lonely, sorry for myself <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol
4. What do you drink when you drink alcohol?	<input type="checkbox"/> Wine <input type="checkbox"/> Beer <input type="checkbox"/> Mixed drinks <input type="checkbox"/> Hard liquor (vodka, whiskey, etc.) <input type="checkbox"/> A substitute for alcohol <input type="checkbox"/> This does not apply to me – I do not drink alcohol
5. How do you get your alcohol or drugs? (Check all that apply)	<input type="checkbox"/> Supervised by parents or relatives <input type="checkbox"/> From brothers or sisters <input type="checkbox"/> From home without parents knowledge <input type="checkbox"/> Get from friends <input type="checkbox"/> Buy on my own (on the street or with false ID) <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol
6. When did you first use drugs or take your first drink?	<input type="checkbox"/> Never <input type="checkbox"/> After age 15 <input type="checkbox"/> At ages 14 or 15 <input type="checkbox"/> At ages 12 or 13 <input type="checkbox"/> At ages 10 or 11 <input type="checkbox"/> Before age 10
7. What time of the day do you use alcohol or drugs? (Check all that apply)	<input type="checkbox"/> At night <input type="checkbox"/> Afternoons/after school <input type="checkbox"/> Before or during school or work <input type="checkbox"/> In the morning or when I first awaken <input type="checkbox"/> I often get up during my sleep to use alcohol or drugs <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol

2014-2015

Please turn the page over

<p>8. Why did you take your first drink or first use drugs? (Check all that apply)</p>	<p><input type="checkbox"/> Curiosity <input type="checkbox"/> Parents or relatives offered <input type="checkbox"/> Friends encouraged me; to have fun <input type="checkbox"/> To get away from my problems <input type="checkbox"/> To get high or drunk <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol</p>
<p>9. When you drink alcohol, how much do you usually drink?</p>	<p><input type="checkbox"/> 1 drink <input type="checkbox"/> 2 drinks <input type="checkbox"/> 3-4 drinks <input type="checkbox"/> 5-9 drinks <input type="checkbox"/> 10 or more drinks <input type="checkbox"/> This does not apply to me – I do not drink alcohol</p>
<p>10. Whom do you drink or use drugs with? (Check all that apply)</p>	<p><input type="checkbox"/> Parents or adult relatives <input type="checkbox"/> With brothers or sisters <input type="checkbox"/> With friends or relatives own age <input type="checkbox"/> With older friends <input type="checkbox"/> Alone <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol</p>
<p>11. What effects have you had from drinking or drugs? (Check all that apply)</p>	<p><input type="checkbox"/> Loose, easy feeling <input type="checkbox"/> Got moderately high <input type="checkbox"/> Got drunk or wasted <input type="checkbox"/> Became ill <input type="checkbox"/> Passed out or overdosed <input type="checkbox"/> Used a lot and next day didn't remember what happened <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol</p>
<p>12. What effects has using alcohol or drugs had on your life? (Check all that apply)</p>	<p><input type="checkbox"/> None <input type="checkbox"/> Has interfered with talking to someone <input type="checkbox"/> Has prevented me from having a good time <input type="checkbox"/> Has interfered with my school work <input type="checkbox"/> Have lost friends because of use <input type="checkbox"/> Has gotten me into trouble at home <input type="checkbox"/> Was in a fight or destroyed property <input type="checkbox"/> Has resulted in an accident, and injury, arrest or being punished at school for using alcohol or drugs <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol</p>
<p>13. How do you feel about your use of alcohol or drugs? (Check all that apply)</p>	<p><input type="checkbox"/> No problem at all <input type="checkbox"/> I can control it and set limits on myself <input type="checkbox"/> I can control myself, but my friends easily influence me <input type="checkbox"/> I often feel bad about my use <input type="checkbox"/> I need help to control myself <input type="checkbox"/> I have had professional help to control my drinking or drug use <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol</p>
<p>14. How do others see you in relation to your alcohol or drug use? (Check all that apply)</p>	<p><input type="checkbox"/> Can't say, or normal for my age <input type="checkbox"/> When I use I tend to neglect my family or friends <input type="checkbox"/> My family or friends advise me to control or cut down on my use <input type="checkbox"/> My family or friends tell me to get help for my alcohol or drug use <input type="checkbox"/> My family or friends have already gone for help about my use <input type="checkbox"/> This does not apply to me – I do not use drugs or alcohol</p>

Source: Developed by D. Paul Moberg, Center for Health Policy and Program Evaluation, University of Wisconsin Medical School. Adapted with permission from Mayer and Filstead's "Adolescent Alcohol Involvement Scale" Journal of Studies on Alcohol 40: 291-300, 1979) and Moberg and Hahn's "Adolescent Drug Involvement Scale" (Journal of Chemical Dependency, 2: 75-88, 1991).

ADOLESCENT ALCOHOL & DRUG INVOLVEMENT SCALE (AADIS)

POST-SURVEY (ADDENDUM)

- ☐ Less drugs
15. Since participating in this program, would you say that
you are now using... ☐ More drugs
- ☐ The same amount of drugs
- ☐ This does not apply to me – I do not use drugs
-

- ☐ Less alcohol
16. Since participating in this program, would you say that
you are now using... ☐ More alcohol
- ☐ The same amount of alcohol
- ☐ This does not apply to me – I do not use alcohol
-

APPENDIX VIII

The educational outcome analyses compare JJCPA and JPCF participants to a similar sample of peers, looking separately at each of the three types of outcomes described below, to the extent available. Analyses looked at the extent to which program participation was associated with changes in the following types of school outcomes:

- Academic outcomes, such as Grade Point Average (GPA) and California Standards Test Scores (CSTs)
- Behavioral outcomes, such as suspensions, detentions, and/or expulsions
- Absences, including excused and unexcused absences and/or tardies

In order to more clearly interpret changes over time among program participants, a comparison group of students similar to the program participants (but who had not been involved in these programs) was identified from the set of school records. The comparison group was matched to the program participants on gender, grade level, and race/ethnicity. Due to differences in policies and data collection practices across the school districts, records and analyses were kept separate for students in each of the four regions. No merging of files across districts was conducted.

It is strongly advised to keep in mind the following key differences between youth served by a JJCPA and JPCF-funded programs. The vast majority of JJCPA youth are system-involved, in that they are on some form of probation whether formal or informal. They also tend to be older; their average age is 16 as compared to 14 for JPCF youth.

Lastly, while the results focus on change over time, it is important to note that JPCF and JJCPA youth show strong indications that they are struggling, as evidenced by a number of results where baseline measures showed them to be functioning much more poorly than their demographically-matched peers. This is a finding in itself as it confirms that these programs are targeting the right population of youth; that is, youth who are more at-risk than similarly-situated peers.

EDUCATIONAL OUTCOMES ANALYSIS BY SCHOOL DISTRICT

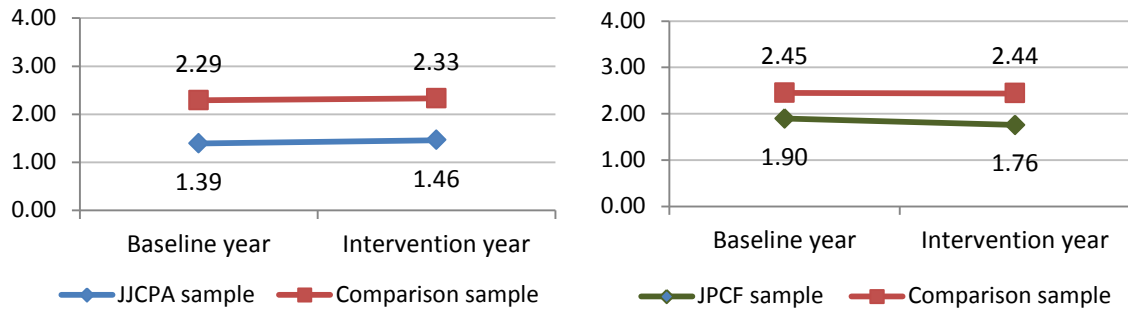
What are the educational and behavioral outcomes of JPCF and JJCPA youth attending schools in the South San Francisco School District?

The majority of JJCPA youth represented in the South San Francisco School District received services from the Assessment Center (66%) and StarVista/Insights (29%), and were mostly in 9th and 10th grades. Represented in the JPCF sample are youth primarily served by the YMCA (73%), Pyramid (14%), and PCRC (12%). These youth were principally in 6th and 7th grades. Youth from both JJCPA and JPCF tended to be Hispanic/Latino males of low socioeconomic status (Free/Reduced Lunch) who were not English Language Learners.

GRADE POINT AVERAGE (GPA)

JJCPA youth registered a slight increase in their GPAs – by .07 points – over the course of their intervention year (not statistically significant), while the GPAs of JPCF youth significantly decreased by .14 points during the same year ($p < .001$).

Figure 1. GPA during Baseline and Intervention Years

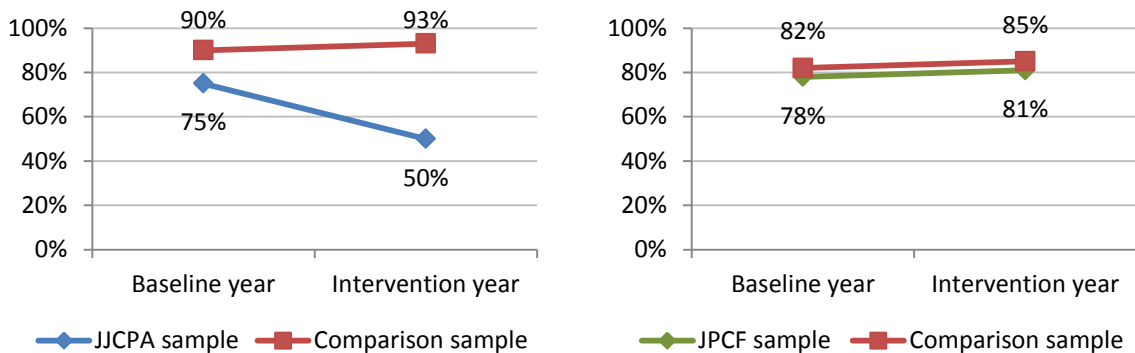


Note: Based on 35 youth from each group for the JJCPA cohort, and 195 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were significantly different from each other both at baseline and intervention year ($p < .001$).

CALIFORNIA STANDARDS TEST SCORES (CSTs)

JJCPA youth's English-Language Arts scores significantly declined during the intervention year; that is, 25% fewer youth scored at Basic or above ($p < .001$). This decrease is not reflected in the sample of similarly-situated peers. On the other hand, more JPCF youth (3% increase) scored at Basic or above during their program participation (not statistically significant).

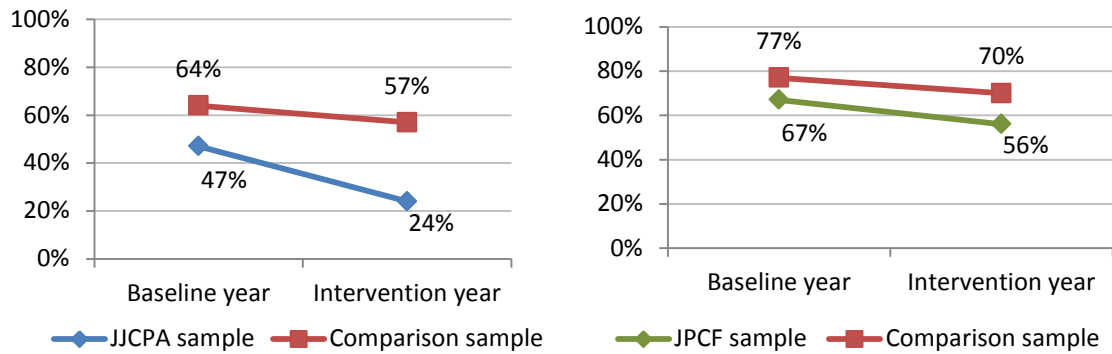
Figure 2. Percent Performing at Basic or Above on English-Language Arts CSTs during Baseline and Intervention Years



Note: Based on 20 and 29 for JJCPA and comparison group, and 179 and 166 for JPCF and comparison group. JJCPA students and comparison students were significantly different from each other at the intervention year ($p < .001$), and JPCF and comparison students were not significantly different from each other at either the baseline or the intervention years.

Prior to the intervention year, less than half of JJCPA youth scored at Basic or above in Math, as compared to nearly two-thirds of their similarly-situated peers. By the time youth were engaged with their programs, the rate of JJCPA youth scoring at Basic or above continued to decrease at a marginally significant level ($p < .10$). The rate of JPCF youth scoring at Basic or above also decreased significantly from baseline to intervention ($p < .01$).

Figure 3. **Percent Performing at Basic or Above on Mathematics CSTs during Baseline and Intervention Years**

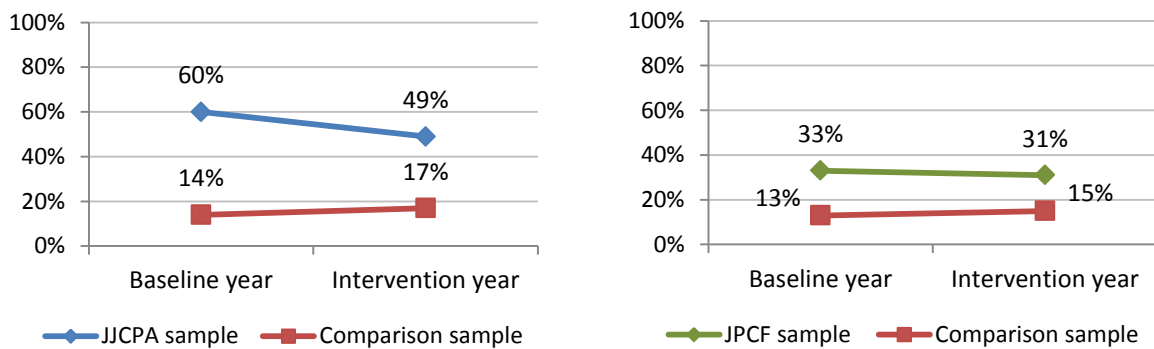


n 28 and 17 for JJCPA and comparison group, and 180 and 170 for JPCF and comparison group. Results of a repeated measures ANOVA revealed that JJCPA and comparison students were significantly different from each other at the intervention year ($p < .05$), and that JPCF and comparison students were significantly different from each other at both the baseline and the intervention years ($p < .05$).

BEHAVIORAL OUTCOMES

A higher percentage of JJCPA youth had one or more suspensions during the baseline year, as compared to JPCF youth (60% vs. 33%, respectively). The rate of JJCPA youth with one or more suspensions decreased by 11 percentage points during the intervention year, and 2 percentage points for JPCF youth. This is a good trend, albeit not a statistically significant one for either group. In contrast, the comparison samples for both JJCPA and JPCF youth had increased rates, which were also not statistically significant.

Figure 4. **Percent with One or More Suspensions during Baseline and Intervention Years**

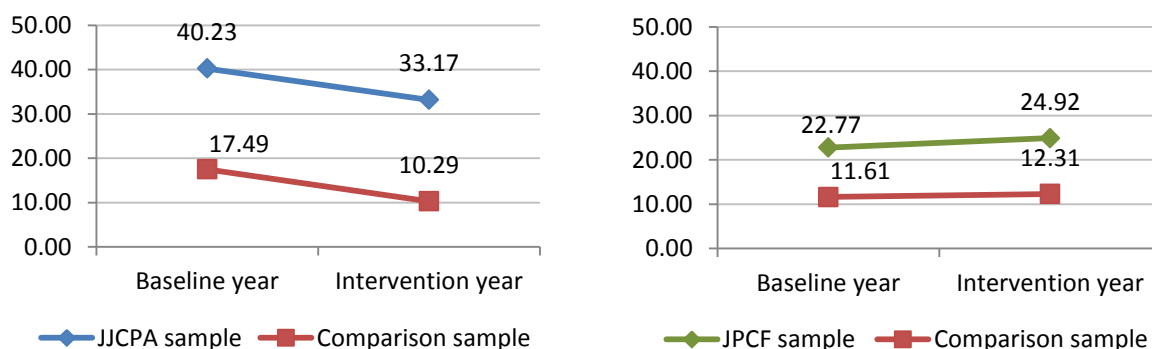


Note: Based on 35 youth from each group for the JJCPA cohort, and 195 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were significantly different from each other both at baseline and intervention year ($p < .05$ for JJCPA, $p < .001$ for JPCF).

ATTENDANCE

The number of unexcused absences was generally higher for JJCPA and JPCF youth, as compared to their similarly-situated peers. While JJCPA youth experienced a decrease in their number of unexcused absences during the intervention year, the number increased slightly for JPCF youth. Neither of these changes were statistically significant.

Figure 5. Number of Unexcused Absences during Baseline and Intervention Years

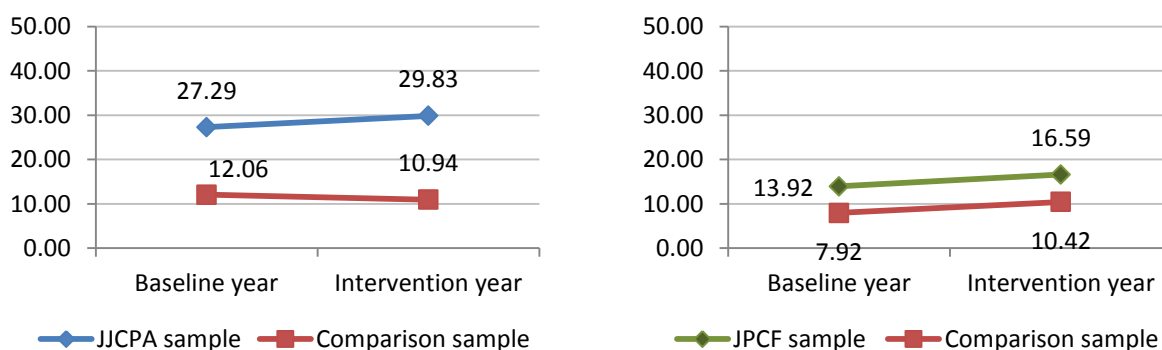


N

Note: Based on 35 youth from each group for the JJCPA cohort, and 195 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were significantly different from each other both at baseline and intervention year ($p < .01$).

As indicated in the figure below, program participation did not influence the number of tardies received during the intervention year for both JJCPA and JPCF youth. JPCF youth had significantly more tardies during their intervention year ($p < .05$; same is true for the JPCF youth comparison group). The increase experienced by JJCPA youth was not statistically significant.

Figure 6. Number of Tardies during Baseline and Intervention Years



Note: Based on 35 youth from each group for the JJCPA cohort, and 195 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were significantly different from each other both at baseline and intervention year ($p < .001$).

SUMMARY

In summary, there were no statistically significant improvements in any of school outcomes analyzed for South San Francisco Unified School District. However, the behavioral outcome, number of suspensions, appeared to show a positive pattern for both JJCPA and JPCF youth.

	Improved during intervention year	Did not improve during intervention year
Grade Point Average (GPA)	JJCPA	JPCF*
English CSTs	JPCF	JJCPA*
Math CSTs		JJCPA & JPCF*
Number of suspensions	JJCPA & JPCF	
Number of unexcused absences	JJCPA	JPCF*
Number of tardies		JJCPA & JPCF

*Statistically significant.

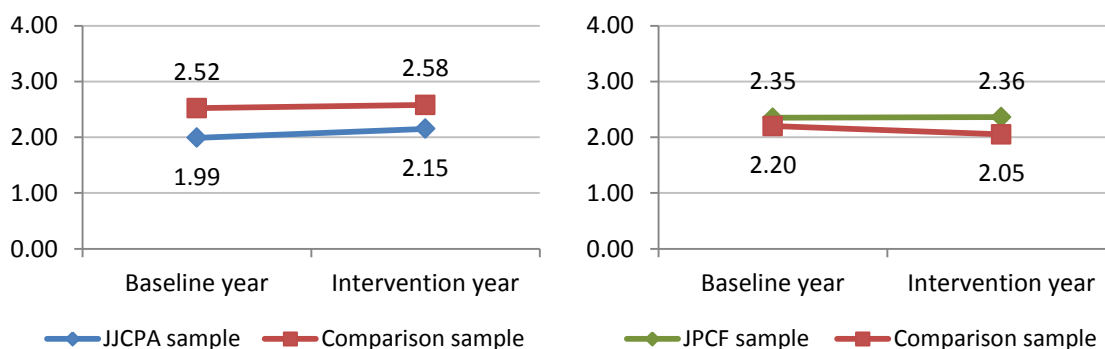
What are the educational and behavioral outcomes of JPCF and JJCPA youth attending schools in the Sequoia Union High School District?

The majority of JJCPA youth represented in Sequoia Union High School District were receiving services from the Assessment Center (55%), Acknowledge Alliance (29%), and StarVista/Insights (12%), and were in 9th through 11th grades. All youth represented in the JPCF sample were served by the Boys and Girls Club of the Peninsula. Both JJCPA and JPCF youth tended to be Hispanic/Latino males of low socioeconomic status (Free/Reduced Lunch) who were English Language Learners.

GRADE POINT AVERAGE (GPA)

JJCPA youth's GPA scores increased by 0.16 points ($p < .10$) during their intervention year, a marginally significant rise, while similarly-situated peers gained .06 points (not statistically significant). With regard to JPCF participants, their GPA remained relatively unchanged from baseline year to intervention year, while their peers experienced a decrease of .15 points (not statistically significant).

Figure 7. GPA during Baseline and Intervention Years



Note: Based on 97 youth from each group for the JJCPA cohort, and 52 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JPCF and comparison students were marginally different from each other at intervention year ($p < .06$), and that JJCPA and comparison students were significantly different from each other at both baseline and intervention years ($p < .001$).

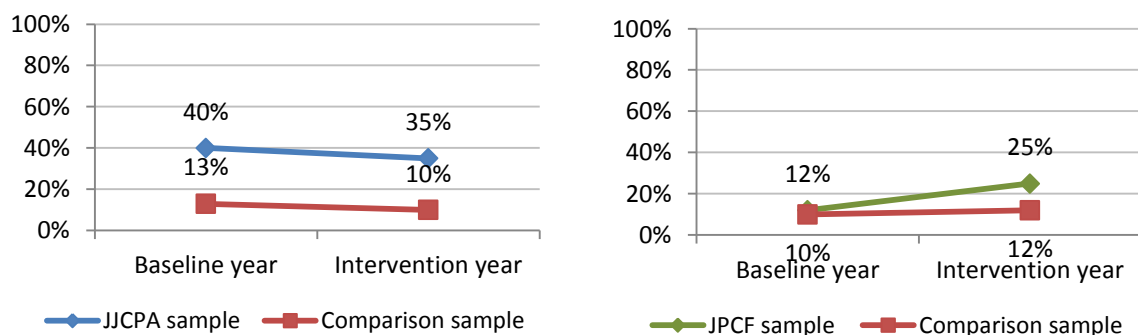
CALIFORNIA STANDARDS TEST SCORES (CSTs)

The data set from Sequoia Unified School District contained a large amount of missing values for students' CST scores. As such, this analysis was not conducted for this district's students.

BEHAVIORAL OUTCOMES

Fewer JJCPA youth received one or more suspensions during their intervention year (not a significant decrease), unlike JPCF youth, who experienced a statistically significant increase ($p < .05$).

Figure 8. Percent with One or More Suspensions during Baseline and Intervention Years

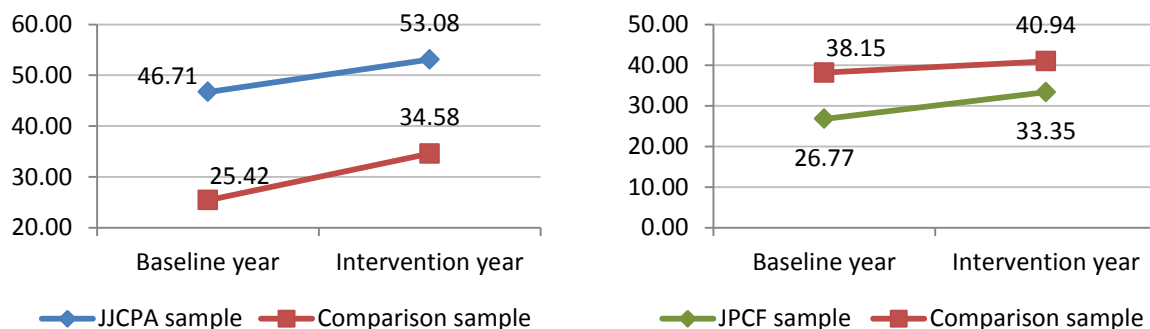


Note: Based on 98 youth from each group for the JJCPA cohort, and 52 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were significantly different from each other at baseline and intervention year ($p < .001$), and that JPCF and comparison student were marginally different from each other at both the baseline and intervention year ($p < .08$).

ATTENDANCE

The number of unexcused absences for JJCPA youth and their comparison group increased from baseline to intervention year, with JJCPA youth registering 6.4 more absences (not statistically significant). A similar trend is observed with JPCF youth and their comparison group, in that both groups experienced an increase. Unlike similarly-situated peers, JPCF youth had 2.8 more unexcused absences, as compared to 6.6 absences for non-JPCF youth (not statistically significant).

Figure 9. Number of Unexcused Absences during Baseline and Intervention Years



Note: Based on 98 youth from each group for the JJCPA cohort, and 52 for the JPCF cohort. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were significantly different from each other both at baseline and intervention year ($p < .05$). JPCF and comparison students were not significantly different from each other at either baseline or intervention year.

TARDIES

This analysis could not be completed for Sequoia Union High School District, as the number of tardies was not provided in the data set.

SUMMARY

In summary, there were no statistically significant improvements in any of school outcomes analyzed for Sequoia Union High School District. However, in comparison to JPCF youth, JJCPA youth experienced more improvements in general. Specifically, they appeared to have improved academic and behavioral outcomes. However, the attendance of both groups appeared to have worsened during the intervention year.

	Improved during intervention year	Did not improve during intervention year
Grade Point Average (GPA)	JJCPA	
Number of suspensions	JJCPA	JPCF*
Number of unexcused absences		JJCPA & JPCF

*Statistically significant.

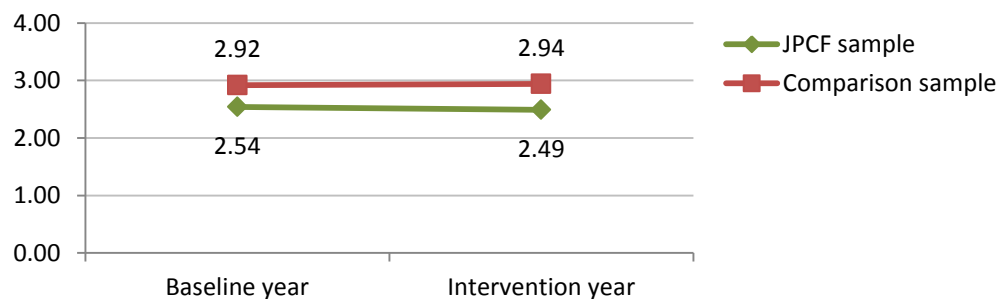
What are the educational and behavioral outcomes of JPCF youth attending schools in the Jefferson Elementary School District?

All the youth represented in the Jefferson Elementary school district were JPCF youth who were served primarily by Pyramid Alternatives. The majority of youth were Hispanic/Latino females of low socioeconomic status (Free/Reduced Lunch) who were not English Language Learners. Seventy-eight percent were in 7th grade, and 23% were in 6th grade.

GRADE POINT AVERAGE (GPA)

The GPAs of JPCF youth decreased slightly (not statistically significant) during their intervention year.

Figure 10. GPA during Baseline and Intervention Years

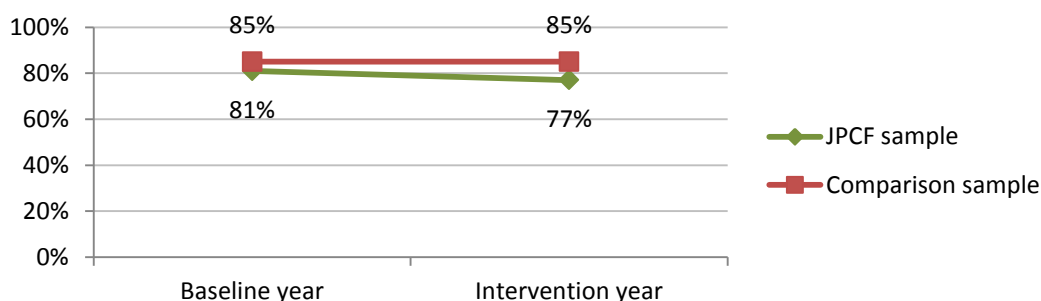


Note: Based on 80 youth from each group. Results of repeated measures of ANOVA revealed that JJCPA and comparison students were not significantly different from each other both at either baseline or intervention year.

CALIFORNIA STANDARDS TEST SCORES (CSTs)

A fairly large share of JPCF youth performed at Basic or above in English-Language Arts (ELA) at baseline year. While there was a four percentage point decrease during the intervention year, that drop was not statistically significant.

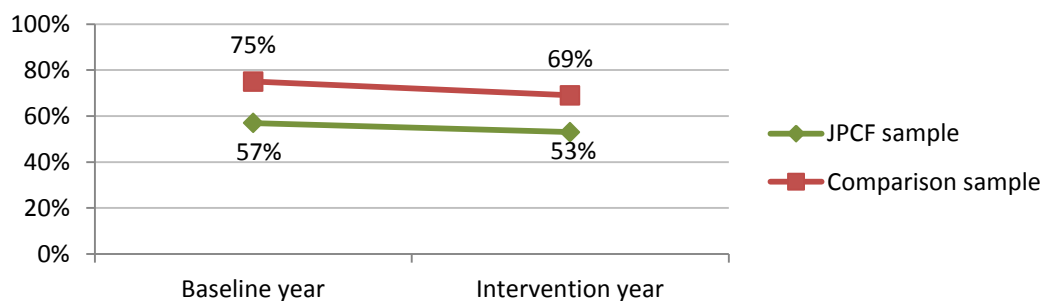
Figure 11. **Percent Performing at Basic or Above on English-Language Arts CSTs during Baseline and Intervention Years**



Note: Based on 75 youth from each group.

In comparison to ELA, just a little over half of JPCF youth scored at Basic or above in Math at both baseline and intervention year. The decline observed during the intervention was not statistically significant.

Figure 12. **Percent Performing at Basic or Above on Mathematics CSTs during Baseline and Intervention Years: JPCF Participants versus Comparison Group (JESD)**

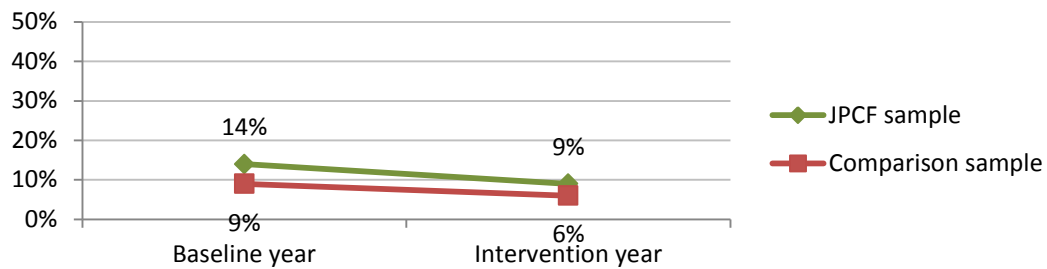


Note: Based on 75 youth from each group.

BEHAVIORAL OUTCOMES

The rate of suspensions for JPCF youth decreased by 5 percentage points from baseline to intervention year, although the decrease did not rise to the level of statistical significance. There were not significant differences between JPCF and non-JPCF youth (i.e., comparison group).

Figure 13. **Percent with One or More Suspensions during Baseline and Intervention Years**

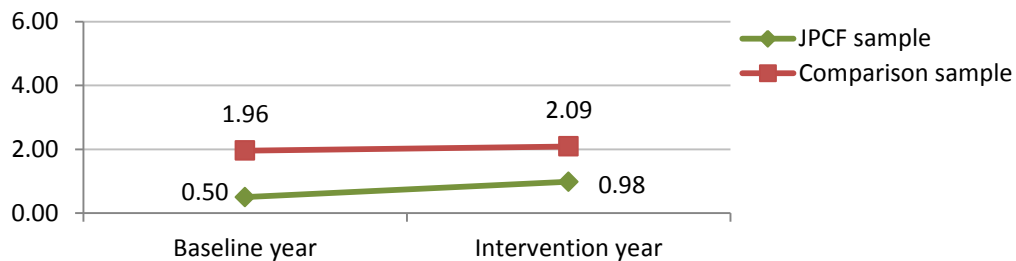


Note: Based on 80 youth from each group.

ATTENDANCE

The number of unexcused absences increased from baseline to intervention year for both JPCF and non-JPCF youth (i.e., comparison group), but the upward shift was more pronounced for JPCF youth (.48 points vs. .13 for non-JPCF youth). The increase was, however, not statistically significant.

Figure 14. **Number of Unexcused Absences during Baseline and Intervention Years**



Note: Based on 80 youth from each group.

TARDIES

This analysis could not be completed for Sequoia Union High School District, as the number of tardies was not provided in the data set.

SUMMARY

In summary, there were no statistically significant improvements in any of school outcomes analyzed for JPCF youth in Jefferson Elementary School District. The only outcome that appeared to have improved during the intervention year was the number of suspensions.

	Improved during intervention year	Did not improve during intervention year
Grade Point Average (GPA)		√
CSTs		√
Number of suspensions	√	
Number of unexcused absences		√

What are the educational and behavioral outcomes of JJCPA youth attending Court and Community Schools in San Mateo County?

The youth in this analysis were served by StarVista/Insights (32%), Acknowledge Alliance (30%), Assessment Center (14%), Parenting Program (13%), and FLY (11%). The majority of youth were Hispanic/Latino males in 10th grade who were not English Language Learners. In addition to these demographics, it is important to keep in mind that, unlike the youth from the other districts, these youth were removed from mainstream schools as a result of an expulsion and/or incarceration. All these youth were served by JJCPA-funded programs; none were JPCF youth.

GRADE POINT AVERAGE (GPA)

The GPAs were not calculated and exported due to the format in which the data are stored in the student information system used by the County Office of Education.

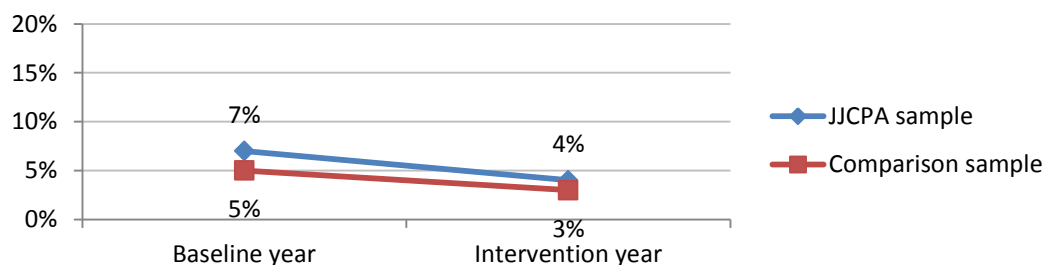
CALIFORNIA STANDARDS TEST SCORES (CSTs)

This analysis was not conducted due to the sample size of JJCPA youth with CST scores available in the dataset. It is therefore assumed that these students' proficiency levels were measured by using alternative STAR tests, such as California Alternate Performance Assessment (CAPA) and California Modified Assessment (CMA), which scores were not provided in the dataset.

BEHAVIORAL OUTCOMES

JJCPA youth had fewer suspensions during their intervention year, although this decrease was not statistically significant. Similarly-situated peers also experienced a drop.

Figure 15. Percent with One or More Suspensions during Baseline and Intervention Years

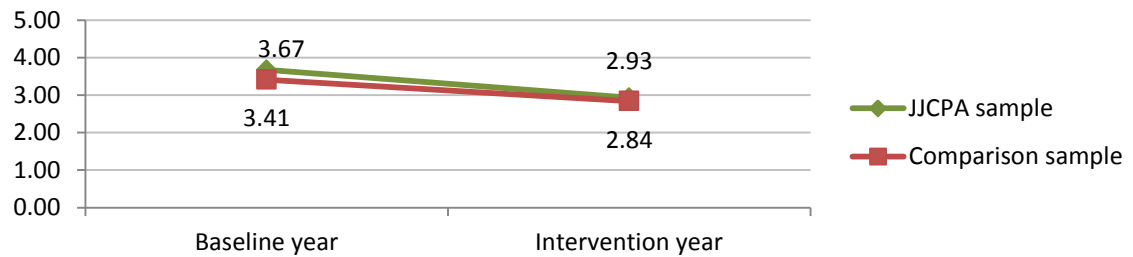


Note: Based on 107 youth from each group.

ATTENDANCE

Both JJCPA and their similarly-situated peers registered fewer unexcused absences from baseline to intervention year (more pronounced for non-JJCPA youth). The downward shift was however not statistically significant.

Figure 16. **Number of Unexcused Absences during Baseline and Intervention Years: JJCPA Participants versus Comparison Group (COE-CCS)**

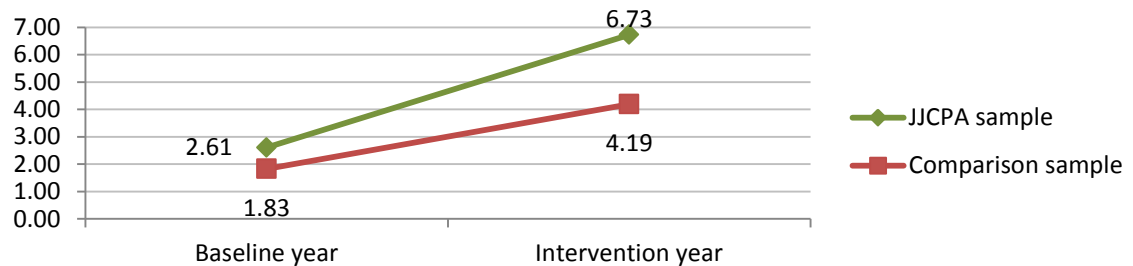


Note: Based on 107 youth from each group.

TARDIES

While the number of unexcused absences decreased over the course of the intervention, the number of tardies increased significantly ($p < .05$) for both groups. JJCPA youth registered an increase by about 4 points, as compared to approximately 2 points for similarly-situated non-JJCPA peers. As a reminder, the majority of JJCPA youth attending Court and Community Schools are on probation, and are therefore expected to meet the terms of their probation, which could possibly impact their attendance at times.

Figure 17. **Number of Tardies during Baseline and Intervention Years: JJCPA Participants versus Comparison Group (COE-CCS)**



Note: Based on 107 youth from each group.

SUMMARY

In summary, there were no statistically significant improvements in any of school outcomes analyzed for JJCPA youth in Court and Community Schools. However, they did appear to have experienced improvements in behavioral outcomes and, to some extent, in their school attendance.

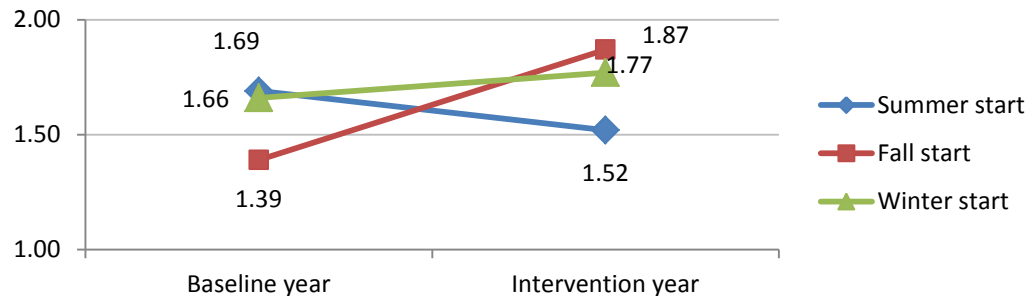
	Improved during intervention year	Did not improve during intervention year
Number of suspensions	√	
Number of unexcused absences	√	
Tardies		√

APPENDIX IX

These analyses **exclude** JJCPA youth served by the Assessment Center.

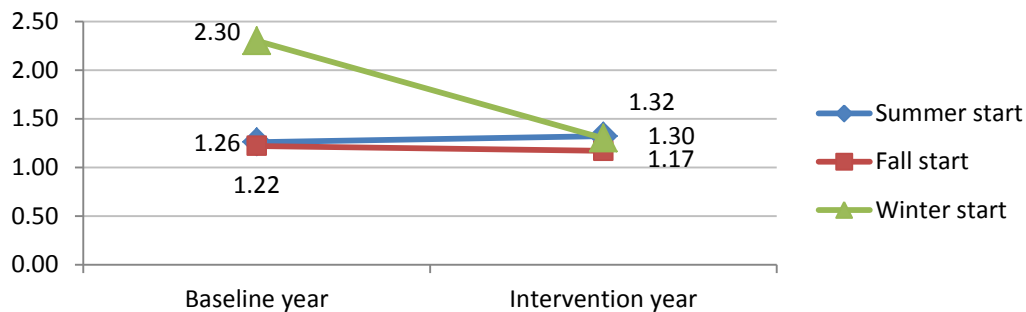
Findings based on JJCPA youth's start date

Figure 1. **GPA during Baseline and Intervention Years Based on Program Start Date**



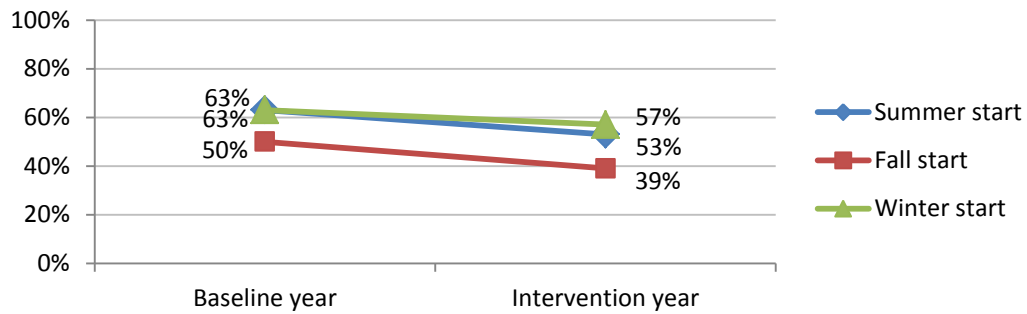
Note: N = 19 for summer start (up to Sept 30, 2012), 18 for fall start (Oct 1 – Dec 31, 2012), and 30 for winter start (Jan 1 – Mar 31, 2013). One participant who started after Apr 1 was not included in analyses. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. The fall start group had a marginally significant increase in GPA from baseline to intervention ($p < .105$). There was no significant interaction between GPA and group.

Figure 2. **Number of Suspensions during Baseline and Intervention Years Based on Program Start Date**



Note: N = 19 for summer start (up to Sept 30, 2012), 18 for fall start (Oct 1 – Dec 31, 2012), and 30 for winter start (Jan 1 – Mar 31, 2013). One participant who started after Apr 1 was not included in analyses. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. None of the groups had a significant change in suspensions from baseline to intervention. There was no significant interaction between suspensions and group.

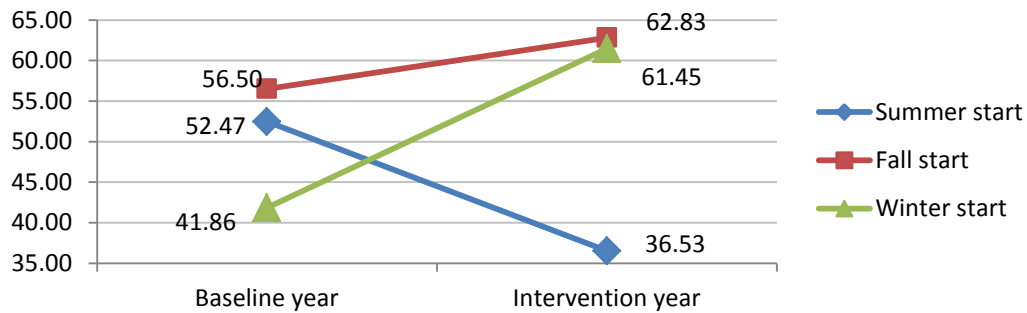
Figure 3. Percent with One or More Suspensions during Baseline and Intervention Years Based on Program Start Date



Note: N

= 19 for summer start (up to Sept 30, 2012), 18 for fall start (Oct 1 – Dec 31, 2012), and 30 for winter start (Jan 1 – Mar 31, 2013). One participant who started after Apr 1 was not included in analyses. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. None of the groups had a significant change in suspensions from baseline to intervention. There was no significant interaction between suspensions and group.

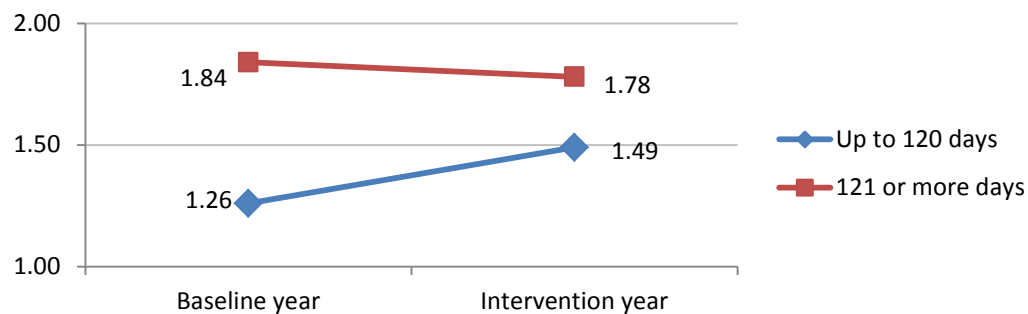
Figure 4. Number of Unexcused Absences during Baseline and Intervention Years Based on Program Start Date



Note: N = 19 for summer start (up to Sept 30, 2012), 18 for fall start (Oct 1 – Dec 31, 2012), and 29 for winter start (Jan 1 – Mar 31, 2013). One participant who started after Apr 1 was not included in analyses. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. None of the groups had a significant change in absences from baseline to intervention. There was no significant interaction between absences and group.

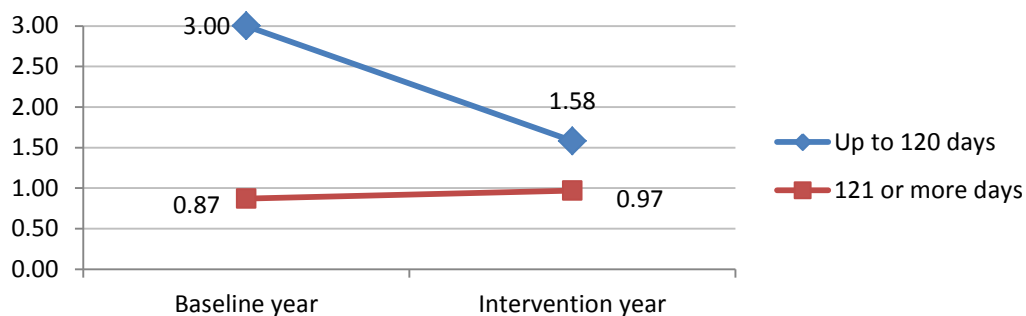
Findings based on the number of days JJCPA youth were engaged their programs

Figure 5. GPA during Baseline and Intervention Years Based on Time Enrolled



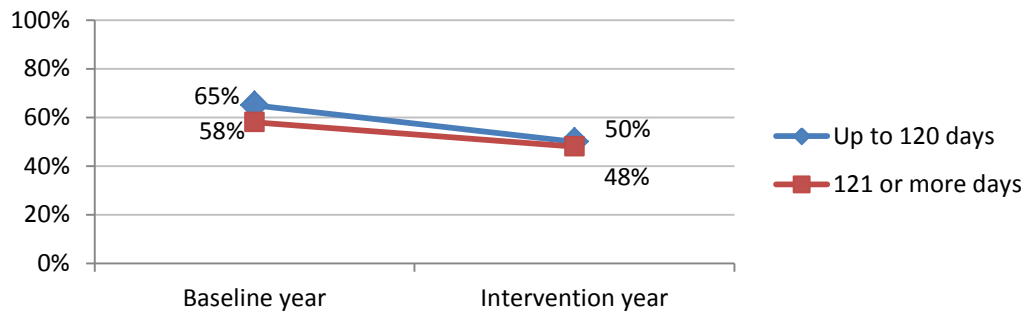
Note: N = 26 for those with up to 120 days in a program, 31 for those with 121 or more days in a program. Results of a repeated measures ANOVA revealed that the groups were significantly different from each other at the baseline year ($p < .05$). Neither group had a statistically significant change in GPA from baseline to intervention. There was no significant interaction between GPA and group.

Figure 6. Number of Suspensions during Baseline and Intervention Years Based on Time Enrolled



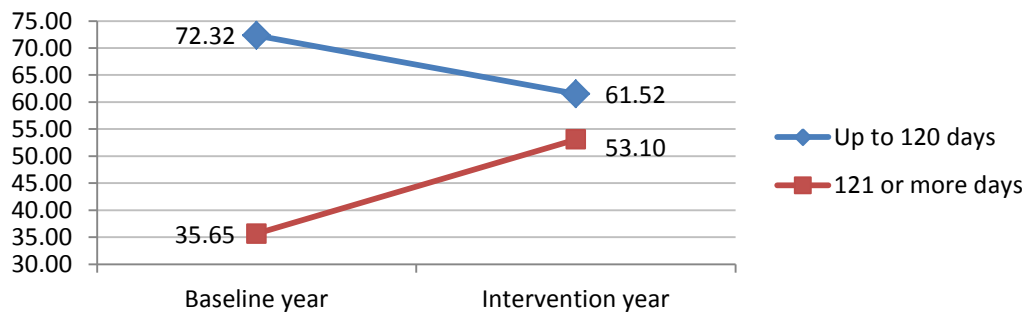
Note: N = 26 for those with up to 120 days in a program, 31 for those with 121 or more days in a program. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. Neither group had a statistically significant change in suspensions from baseline to intervention. There was no significant interaction between suspensions and group.

Figure 7. Percent with One or More Suspensions during Baseline and Intervention Years Based on Time Enrolled



Note: N = 26 for those with up to 120 days in a program, 31 for those with 121 or more days in a program. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. Neither group had a statistically significant change in percent with suspensions from baseline to intervention. There was no significant interaction between percent with suspensions and group.

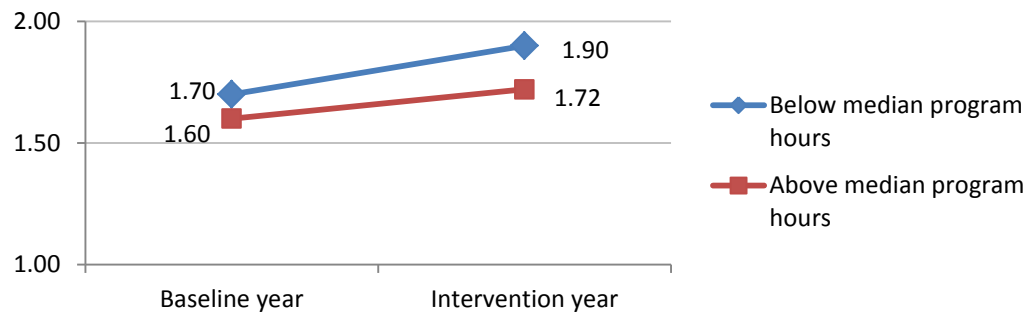
Figure 8. Number of Unexcused Absences during Baseline and Intervention Years Based on Time Enrolled



Note: N = 25 for those with up to 120 days in a program, 31 for those with 121 or more days in a program. Results of a repeated measures ANOVA revealed that the groups were significantly different from each other at the baseline year ($p < .05$). Neither group had a statistically significant change in absences from baseline to intervention. There was no significant interaction between absences and group.

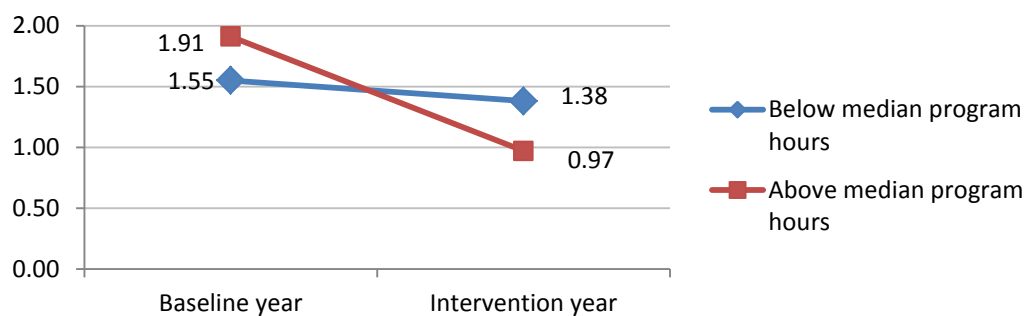
Findings based on the number of hours JJCPA youth were involved in their programs

Figure 9. **GPA during Baseline and Intervention Years: Comparing JJCPA Participants Based on Program Hours**



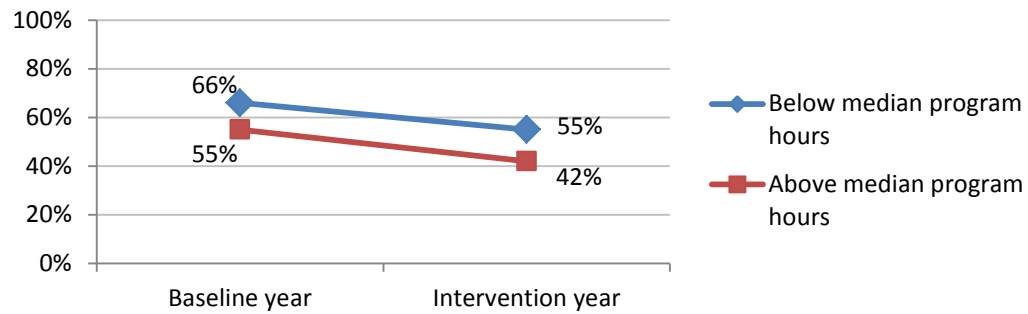
Note: N = 29 for those with below median program hours, 33 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. Neither group had a statistically significant change in GPA from baseline to intervention. There was no significant interaction between GPA and group.

Figure 10. **Number of Suspensions during Baseline and Intervention Years Based on Program Hours**



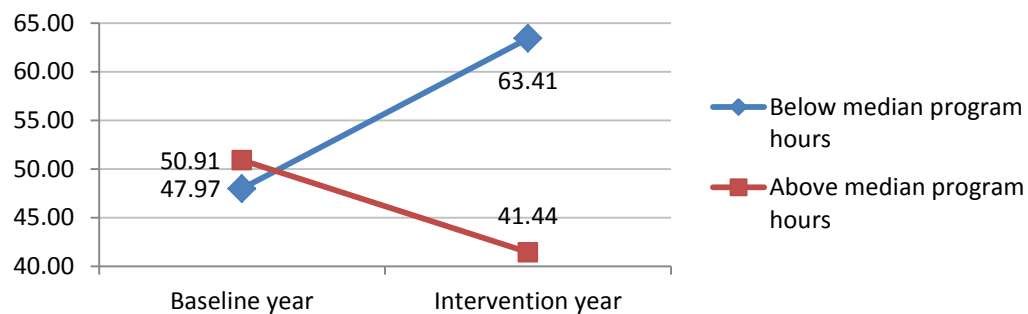
Note: N = 29 for those with below median program hours, 33 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. Neither group had a statistically significant change in suspensions from baseline to intervention. There was no significant interaction between suspensions and group.

Figure 11. **Percent with One or More Suspensions during Baseline and Intervention Years Based on Program Hours**



Note: N = 29 for those with below median program hours, 33 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were not significantly different from each other at either the baseline or intervention years. Neither group had a statistically significant change in suspensions from baseline to intervention. There was no significant interaction between suspensions and group.

Figure 12. **Number of Unexcused Absences during Baseline and Intervention Years Based on Program Hours**



Note: N = 29 for those with below median program hours, 32 for those with above median program hours. Results of a repeated measures ANOVA revealed that the groups were marginally different from each other at either the intervention year ($p < .10$). Neither group had a statistically significant change in absences from baseline to intervention. There was no significant interaction between absences and group.