

# ***THE CONTRA COSTA COUNTY YOUTH JUSTICE INITIATIVE:***

***The successes and challenges of at-risk  
and in-risk youth***

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# **Executive Summary**

Contra Costa is a county of approximately 1.1 million people, with around 261,600 youth under the age of 18.<sup>1</sup> In 2015, the County had an average daily population of 214 youth in custody between two facilities — the Juvenile Hall and Orin Allen Ranch.<sup>2</sup> Many youth in the County demonstrate complex needs, both in the school and juvenile justice systems. Taking into account both national and local trends demonstrating the interconnectedness of punitive school environments with juvenile incarceration, in 2015 the County launched a Youth Justice Initiative with the support of the Edward Byrne Memorial Justice Assistance Grant (JAG). Through the Youth Justice Initiative, two programs were piloted: a School Success Team pilot, focused on student wellness and positive school culture at Park Middle School; and a Reentry Success Team pilot, assisting youth with the transition from incarceration back into their communities.

The County partnered with Impact Justice’s Research & Action Center to evaluate the Youth Justice Initiative. The key findings are listed below and discussed in the body of the report.

## **School Success Team – Park Middle School**

- Park saw a decrease in suspension and truancy after the implementation of YJI initiative.
- Students stated that the Wellness Room helped them manage emotions and de-escalate conflict.
- Teachers were skeptical of the Wellness Room in the first year of the project, but their skepticism declined the following year.
- Park students expressed positive views regarding their future, themselves, and conflict management skills.

## **Reentry Success Team**

- YJI participants had higher rates of probation violations than youth in the comparison group; however, re-arrest, re-conviction, and returns to custody were consistent between the participant and comparison groups.
- Youth were highly satisfied with both pre- and post-release services.
- Support from a point person who assisted with needs and problems was fundamental to youths’ transition.
- Resources related to employment, education, and healthy families were key to youths’ successful reentry.

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<sup>1</sup> Retrieved from: <https://www.census.gov/quickfacts/fact/table/contracostacountycalifornia,ca/PST045217>

<sup>2</sup> Retrieved from: <http://app.bscc.ca.gov/joq/jds/query.asp?action=q>

- While there were a few demographic differences (older youth were more successful, but girls in YJI were less likely to successfully complete probation), more research is needed to fully explore these issues.

Through a collaborative, multi-stakeholder initiative, grounded within the Steering Committee, the County succeeded in piloting strong school-based and reentry programs. The School Success pilot effectively shifted school culture, thereby reducing suspension and truancy rates. The Reentry Success pilot ensured that underserved youth in the County had access to comprehensive reentry services aligned with best practice. This evaluation of the Youth Justice Initiative builds upon research in the field to contextualize both the successes and challenges of the Initiative. Findings and recommendations for the School Success Team, the Reentry Success Team, the Steering Committee, and other leaders and decision-makers in the County are presented and discussed.

## **I. Introduction**

In 2015, with the support of the Edward Byrne Memorial Justice Assistance Grant (JAG), Contra Costa County instituted a Youth Justice Initiative (YJI), devoted to advancing optimal outcomes for youth at highest risk for involvement in, or already involved in, the juvenile justice system. Utilizing JAG funds, Contra Costa County assembled a 14-member body to serve as the JAG Steering Committee, a county-wide committee of stakeholders collaborating to develop policy; identify and disseminate best practices; coordinate, integrate, and leverage local resources; and enhance capacity to reduce rates of youth-related violence, recidivism, and racial and ethnic disparities across the County. The Steering Committee developed the Youth Justice Initiative and piloted two programs: A School Success Team to focus on schools and a Reentry Success Team to support youth upon reentry from juvenile detention.

The distinctions and circumstances that separate *high-risk* youth in school settings from *in-risk* youth in the juvenile justice system are porous and dynamic. Given the complex challenges faced by school districts across the nation, it is all too common for students to be suspended for violations of school policies. Further, both national and local data reveal that such suspension policies have strikingly disproportionate effects on students of color.<sup>3</sup> Coupled with the increased prevalence of on-campus and in-classroom police officers, young people can easily find themselves transitioning out of the school system and into the juvenile justice system.<sup>4</sup> Juvenile detention “puts students at greater risk on their return to school for academic problems that... in turn puts them at risk for another arrest. The lack of coordinated transition plans for students leaving juvenile confinement makes them vulnerable to loss of academic credit, placement problems, and enrollment barriers upon reentry to school that can also contribute to recidivism.”<sup>5,6</sup>

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<sup>3</sup> Mt. Diablo Unified School District, Equity and Disproportionality Plan, PowerPoint Presentation dated 1/15/14.

<sup>4</sup> Education Under Arrest: The Case Against Police in Schools, Justice Policy Institute, November 2011, found at <http://www.justicepolicy.org/research/3177>

<sup>5</sup> Morgan, Emily, et al. "The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System." The Council of State Governments Justice Center, 2014, [knowledgecenter.csg.org/kc/system/files/The\\_School\\_Discipline\\_Consensus\\_Report.pdf](http://knowledgecenter.csg.org/kc/system/files/The_School_Discipline_Consensus_Report.pdf).

<sup>6</sup> Previously documented in Contra Costa County’s YJI proposal to the Board of State and Community Corrections. November 24, 2014

The Youth Justice Initiative was designed to address this continuum through integrated prevention, intervention, and recidivism reduction activities at several key points along the spectrum from school to detention and reentry. To begin, YJI convened two multi-disciplinary, public/private pilot programs:

- The School Success Team (SST) advanced school-wide prevention and intervention efforts for some of the County's highest-risk students, beginning with a pilot middle-school in the Antioch School District (AUSD).
- The Reentry Success Team (RST) provided comprehensive post-disposition advocacy, reentry, and aftercare services to improve outcomes for juvenile probationers throughout the County.

The SST and the RST regularly convened and worked closely with the YJI Director, staff, and partners to identify and respond to emergent issues, formulate policies and practices, and integrate efforts for youth who may move between school and the justice system. In an effort to assess the outcomes of the initiative, including successes, challenges, and opportunities to strengthen programming, the County partnered with Impact Justice's Research & Action Center (RAC). The RAC completed a process and outcome evaluation of the County's Youth Justice Initiative, the findings of which are presented in this report.

## **About the Youth Justice Initiative**

YJI is a multi-year strategy that seeks to improve outcomes for youth at risk for, or already involved in, the juvenile justice system by bringing together a multidisciplinary team of criminal justice agencies, community partners, and advocates to address juvenile justice in Contra Costa County. The prime components of the initiative include two pilot programs: the School Success Team (SST) and the Reentry Success Team (RST), both of which are overseen by the YJI Steering Committee.<sup>7</sup> The SST and RST pilots provide integrated prevention and intervention activities at key points along the spectrum from school to detention and reentry. YJI applies innovative practices to both pilots with an aim to shift culture and staff interaction with youth.

### **School Success Team (SST) Pilot**

The SST program operates in Park Middle School, which is part of Antioch Unified School District (AUSD). At the time of application, AUSD had a suspension rate double that of Contra Costa County and statewide, and four times higher for African American youth than white youth.<sup>8</sup> Additionally, AUSD had high rates of truancy, bullying, and violence.

The primary function of the SST is to shift school culture and ultimately change the way staff communicate with students through training in trauma-informed approaches and mindfulness. This pilot was launched to improve students' ability to self-regulate, reduce the suspension rate, improve the ability of teachers to recognize and address trauma, increase student engagement, and transform school culture. The grant-funded

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<sup>7</sup> The YJI Steering Committee is a multidisciplinary team comprised of traditional and non-traditional partners who work to improve the county's capacity to address youth related violence, reduce youth recidivism rates, and address racial and ethnic disparities within education and the juvenile justice systems.

<sup>8</sup> CA Department of Education, Data Reporting Office, Suspension and Expulsion Report, Antioch Unified School District, 2012-2013 (<https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?year=2012-13&aggllevel=District&cds=0761648>)

trainings provided as part of the pilot centered on helping teachers and staff identify and respond more appropriately to youths' trauma-driven behaviors. In addition to the trainings, the SST pilot implemented a Wellness Room – a promising practice that had been previously piloted in the San Francisco Unified School District. The Wellness Room offers students a safe space to receive counseling or reduce stress through practicing mindfulness techniques. It also included on-site full-time mental health clinician who is available to work with students and their families in need of higher-level support.

## ***Reentry Success Team (RST) Pilot***

The RST provides transition and reentry services to youth sentenced to the Youth Offender Treatment Program and Girls in Motion (both operated within the Juvenile Hall) or the Orin Allen Youth Rehabilitation Facility and who meet the eligibility requirements. To participate in the program, youth must rate as moderate or high risk on the Ohio Youth Assessment System (OYAS), a risk assessment tool used by the Probation Department. In addition to a moderate- or high-risk assessment score, youth are eligible if they received representation from a public defender and agree to participate in the program. The program is staffed by a multidisciplinary team of attorneys, probation officers, advocates, and staff from two community-based partner organizations.

The RST pilot was intended to increase reentry readiness, reduce probation violations, reduce the incidence of post-release arrests or convictions, and increase youth employment and enrollment in school upon reentry. Youth who meet program requirements are connected to a multi-disciplinary team that provides in-custody and post-dispositional advocacy and support. Team members, which include a grant-funded Youth Advocate and Youth Success Counselor, meet regularly with RST youth, beginning three months prior to their release from custody; help youth to identify specific goals they hope to achieve upon release; work with youth and their families to identify needs and develop individualized reentry plans; help clients transition back into their community and schools; and connect them to appropriate services, such as mental health and substance abuse treatment.

Members of the RST developed a series of tools to help facilitate a conversation with youth about their goals, ways in which they can reach those goals, and challenges they may face upon returning to their community. The tools were comprised within a Bridge Packet, which contains handouts for the Youth Advocate and youth to fill out together, documenting youths' goals and needs. All of the in-custody visits and goal-setting culminated in a Bridge Meeting, where the youth and their parent and/or guardian, Youth Advocate, Youth Success Counselor, public defender and probation officer met to restate the young person's goals and which agencies, program partners, family and friends could help support those goals upon release. During the Bridge Meeting, youth also had an opportunity to discuss their strengths and challenges and review probation terms with their probation officer.

The Youth Success Counselors for this program were from two community-based organizations: the RYSE Center and the Contra Costa County branch of Bay Area Community Resources (BACR). In addition to supporting youth while they were in custody, the Youth Success Counselors played central roles in supporting youths' reentry into their communities. As staff members from two community-based organizations, the counselors were able to link youth to the numerous services provided by their respective organizations, in addition as serving as a trusted mentor and point person for youth. RYSE served youth in West Contra Costa County, through programs rooted in education and justice (case management support, college access, study groups), community health (dance, fitness, individual counseling), youth organizing, and media and arts (video

production, music, visual arts).<sup>9</sup> BACR served youth in East County and provided similar services, focused on mental health and substance use, family and community strength, education and employment.<sup>10</sup>

## **II. Methodology**

The Research & Action Center (RAC) partnered with Contra Costa County to evaluate the implementation and outcomes of the Youth Justice Initiative. The RAC used a mixed-methods approach, in which quantitative and qualitative data were collected from program participants, staff, and other key stakeholders. Given the differences between the SST and RST initiatives, separate methodologies and data collection tools were developed for the student and reentry populations. An in-depth description of the methodology is presented in Appendix 2.

The RAC used three data sources to assess the SST pilot: student surveys, administrative data, and focus group and interview data. Youth surveys included questions about student engagement and experiences with peers, family and mentors. The administrative data from Antioch Unified School District (AUSD) provided information related to school disciplinary action, grades, and attendance; focus groups and interviews further explored program successes and challenges.

### **Surveys**

The RAC administered pre- and post-surveys to Park students in November 2015 and May 2016, respectively. 850 pre-surveys and 721 post-surveys were collected. The surveys measured student attitudes about school, school participation and engagement, and ability to effectively regulate emotions, academic performance, and attitudes towards both adults and peers. The post-survey also measured student attitudes regarding the implementation of the Wellness Room and other YJI programming.

### **School Data**

In order to assess changes in suspension and truancy rates, we relied on two data sources. The school district provided data on school disciplinary action, attendance, and demographic information for Park Middle School students from the 2016-2017 school year. For the 2014-2015 school year, we used data Park provided to the California Department of Education (CDE).

### **Focus Groups**

Four focus groups were conducted at Park in May 2016. The groups consisted of one sixth grade and two seventh grade classes and one group of teachers. There were 24 total participants, including 8 teachers. The interviews were recorded, transcribed, coded, and analyzed for themes.

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<sup>9</sup> Retrieved from: <https://rysecenter.org/our-programs>

<sup>10</sup> Retrieved from: <https://www.bacr.org/what-we-do>

## **Reentry Success Team**

The RAC used four data sources to assess the YJI Reentry Success Team pilot. We distributed a retrospective survey to assess program satisfaction, access to resources, and areas of programmatic successes and pitfalls; completed interviews with youth and one parent to gain a deeper understanding of participants' experiences both in RYSE/BACR and YJI as a whole; and completed a recidivism analysis using Probation data.

### **Surveys**

Youth served by BACR and RYSE completed twenty-two retrospective surveys<sup>11</sup>, 10 and 12 from each organization, respectively. The surveys were distributed between September and December of 2018 by staff from the two community-based organizations. Twenty-two out of 74 participants completed a survey.

### **Interviews**

The RAC conducted ten interviews<sup>12</sup> with participants of BACR and RYSE programming. Four youth served by RYSE, five youth served by BACR, and a parent of a youth served by BACR were all interviewed. Two RAC researchers conducted interviews over the phone, then transcribed and coded for themes. The interviews took place between August and October of 2018 and were scheduled by staff at BACR and RYSE. As with the previously discussed surveys, the elapsed time between the beginning of the Youth Justice Initiative and the interviews prevented follow-ups with a representative sample of youth. Rather, interviews were scheduled with those youth who had maintained contact with the two community-based organizations providing reentry services. This qualitative data serves as a crucial backdrop to the quantitative data collected and analyzed by Impact Justice researchers.

### **Stakeholder Interviews**

In addition, informal conversations with stakeholders in Contra Costa County, including the Superintendent of Schools and a public defender, serve to inform and contextualize the findings. Key insights from interviews are discussed in depth below.

### **Probation Data**

The probation dataset considered for this analysis included 215 individuals — 74 YJI participants as well as a comparison group of 141 individuals who did not participate in YJI programming but were incarcerated and on probation during the same time span. In the sample considered, the earliest release date was August 19, 2015 and the latest was January 3rd, 2019. Although this time-span extends beyond the scope of the grant period, youth were served through YJI programs during this time, which allows us to consider a larger population.

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<sup>11</sup> See Appendix 4 for survey instrument

<sup>12</sup> See Appendix 5 for interview protocol



The comparison group was selected using propensity score matching<sup>13</sup>, a process which aims to select a comparison group which is similar to the participant group based on a number of characteristics identified by the research team. These include race, age, gender, criminal history, and risk level. This process limits variation in observed outcomes to the impacts of the Youth Justice Initiative.

## **Probation Data Limitations and Context**

Data from the Contra Costa County Probation Department inform key aspects of this evaluation. Initially, the evaluation plan aimed to compare youth who had gone through the RST pilot program with youth who did not have access to these services but were similar on a set of other key indicators. When assessing differences and similarities between these two groups, it is important to consider the following context<sup>14</sup>:

- 1.** Youth referred to the RST were likely different from those in the comparison group in ways that we were not able to control for in this analysis. All of the youth in the RST were represented by the Public Defender's Office, while those in the comparison group either declined a public defender and were represented by private counsel, were represented by the Alternative Defender's Office due to a conflict of interest, or opted out of program participation. These possibilities may indicate substantive differences between the participant and comparison groups. Data on possible differences between the participant and comparison groups were unavailable.
- 2.** About one-third of the youth in the RST pilot, along with virtually all youth in the comparison group, also participated in school-based reentry programming, making it more challenging to assess the specific impacts of the RST pilot itself. Although these nuances add a level of complication to our analysis, it is overall a net-positive that virtually all youth who are incarcerated in the county receive reentry success services.
- 3.** Identification of statistically significant differences between the groups is more difficult with small sample sizes, even when increasing the probability value to the 0.10 level. A similar study with a larger sample size may very well find different results. A larger sample would also allow for interviews and focus groups with a broader cross-section of the population to take place. Although this is a limitation in the context of this analysis, small samples are to be expected, and hoped for, in the context of the juvenile justice system.

With the above context in mind, probation data were analyzed for observed differences between YJI participants and the comparison group across a host of outcomes. The observed outcomes included post-release arrests (felonies and misdemeanors), convictions, probation violations, successful completion of probation, and time elapsed between release and return to custody. Given the small sample size, the lack of clear delineation between a participant and comparison group, and the likely socioeconomic or regional differences between the two groups, probation data are most useful in gaining an understanding of both the

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<sup>13</sup> Dehejia, R. H., & Wahba, S. (2002). Propensity Score-Matching Methods for Nonexperimental Causal Studies. *Review of Economics and Statistics*, 84(1), 151–161. doi:10.1162/003465302317331982

<sup>14</sup> More information on these differences is discussed in Appendix 2.

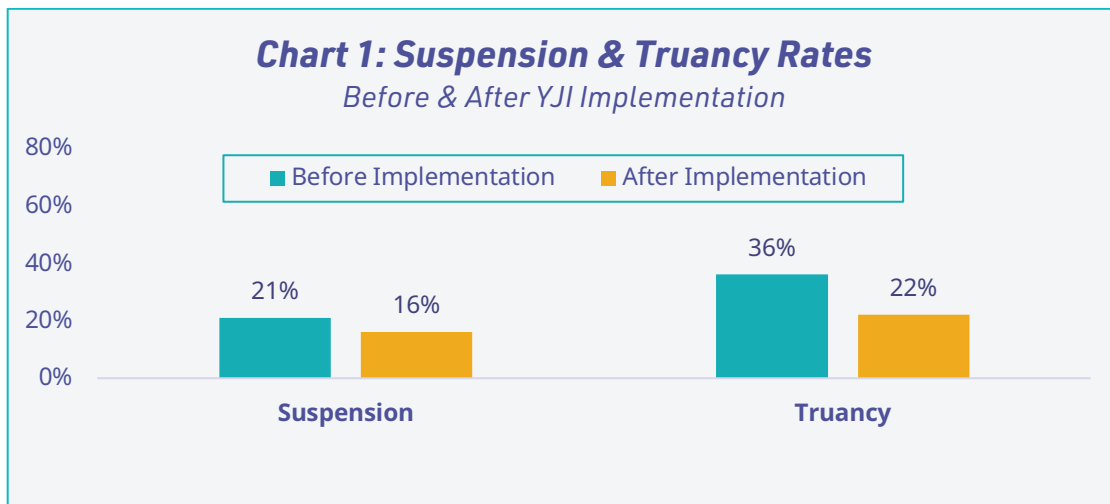
juvenile justice system in the County and the outcomes for YJI youth. Comparisons between groups, however, should be considered in the context of the complexities mentioned above.

### III. Summary of Findings & Discussion

#### School Success Team - Park Middle School

***Finding 1: Suspensions and truancy rates decreased at Park Middle School following the implementation of YJI initiative/Wellness Room.***

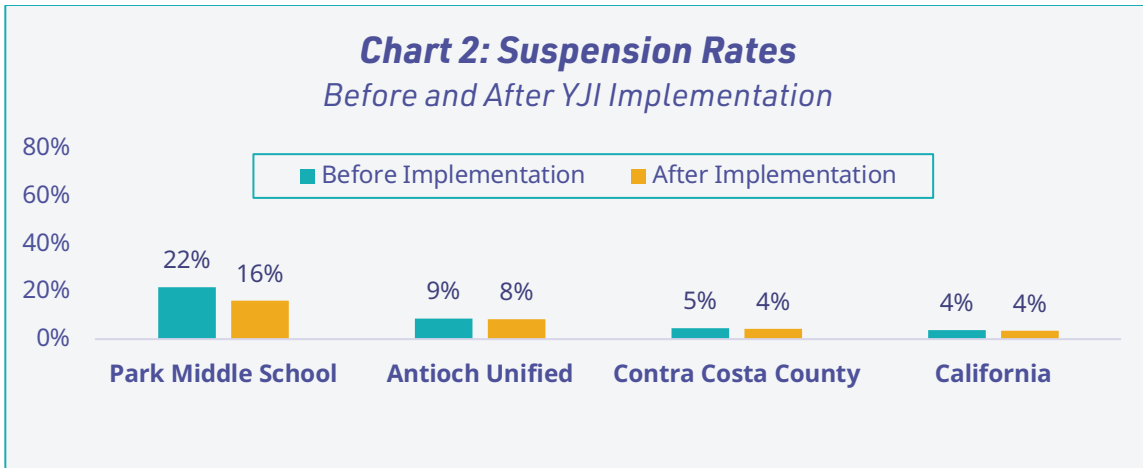
In the 2016-2017 school year, one year after YJI implementation, there was a considerable reduction in suspension and truancy rates<sup>15</sup> from previous years. The suspension rate decreased from 21 percent the year before implementation, the 2014-2015 school year, to 16 percent after program implementation. Similarly, within the same timeframe, the truancy rate went from 36 percent to 22 percent (see Chart 1).



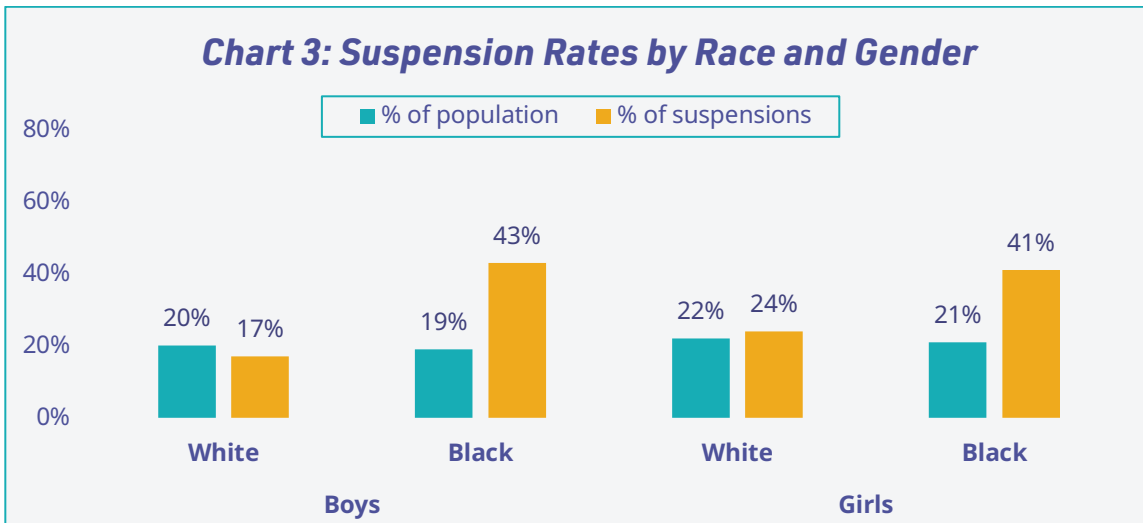
Despite these reductions, Park’s suspension rate was still twice the rate of AUSD’s suspension rate and four times that of the county and state, which are eight percent and four percent, respectively. This speaks to the importance and the need of the SST (see Chart 2).

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<sup>15</sup> The suspension rate is calculated by dividing the unduplicated number of students suspended, including on-campus and off-campus suspensions, by the number of enrolled students. The truancy rate is calculated by dividing the total days of unexcused absences by the total possible days in a school year.



Racial and ethnic disparities also declined for Park students after YJI implementation (see Chart 3). The suspension rate for black youth was 44 percent before implementation and 32 percent after implementation. However, black youth still received 43 percent of all suspensions after implementation, despite composing only 20 percent of the student population. As is common both nationally and within the state, boys were suspended at a higher rate than girls, making up almost 80 percent of all suspensions. Racial disparity was also evident in the suspension rate for girls: While the school's overall suspension rate was 11 percent for girls, the suspension rate for black girls was 20%. Furthermore, black girls represented 40 percent of all girls suspended, although they are less than 20 percent of the population.



Although beyond the scope of the evaluation plan, it is important to note that the SST pilot continues to yield positive results. According to the CDE, the suspension rate continued to decrease in 2017-2018. While district, county, and state levels remained consistent in the 2017-2018 school year, the suspension rate of Park has continued to decrease, now down to 14 percent. Two years after program implementation, Park Middle School continued to decrease the suspension rate to align with district, county, and state-levels. There was also a substantial decrease in racial and ethnic disparities in the suspension rate; while black youth were still overrepresented, their suspension rate decreased to 28 percent. The biggest decrease, however, was among white youth, for whom suspensions had decreased to 7 percent. These racial and ethnic disparities are

acknowledged by school staff, and the school's administration has taken active steps towards continuing to reduce it, as evidenced by the decreased suspension rates two years after implementation.

**Finding 2: The Wellness Room offers an alternative to traditional disciplinary action and teaches youth to manage emotions.**

*"If I'm about to go to a fight, I can go to the Wellness Room. If you want to say something back to the teacher, instead of saying something to her and getting suspended, you can go to the Wellness Room and calm down." - Student*

*"If I'm mad, I will just go there and chill, and go back and act like nothing happened." - Student*

The Wellness Room was implemented to provide a viable alternative to the traditional, punitive responses to challenging classroom behavior. It provided students an opportunity to step away from a difficult situation by offering a space to calm down or regroup. This was highlighted as one of the main reasons for student self-referrals. As one student stated, "I get really upset and mad and I just don't want to stomp out of the class, so I ask to go to the Wellness Room." Prior to the implementation of the Wellness Room, students might not have had an option free from disciplinary consequences.

*"It is a platform to deal with [emotions] in a non-consequential way." - School Administration*

For students, the main benefits of the room were that staff taught them the *skills necessary to manage emotions* during stressful situations and that the room gave students an opportunity to *step away from a difficult or stressful situation*. As one student stated, when stressful situations arise, where someone might "want to sock [another person] in the throat . . . you don't want to do something [bad], so you can say, 'Can I go to the Wellness Room, please?'"

Even more than providing students a space to de-escalate conflict and learn how to manage emotions, the Wellness Room offers teachers and staff an alternative to disciplinary action.

*"It helps me. It helps my kids, and it helps me, and then it helps every other kid in the room because this kid can get the help they need and then everyone else can focus." - Teacher*

**Finding 3: Initially, some teachers in the focus group expressed skepticism of the Wellness Room, primarily resulting from a lack of communication.**

*"I don't know if there is an abuse because there is no feedback." - Teacher*

*"Two-thirds [of referrals] are from kids just wanting to get out, one-third of kids legitimately need to be there . . . For those two-thirds that get out of class, it is bothersome, a waste of instructional time." - Teacher*

*"If you go 7 or 8 times, you might have a skill now and you don't have to go to the Wellness Room." - Teacher*

Some teachers who participated in focus groups had concerns about the use and utility of the Wellness Room. These teachers feared that students were *taking advantage of the room* and that students were *over reliant on the room to deal with conflict*. They felt that students were abusing the room because they would rather “play in the Wellness Room” than go back to class. One teacher voiced frustration about a student coming back to the classroom, “laughing hysterically because he got out of class.” The teachers also expressed concern that the room was not teaching “the skills to be successful in life” but rather students were “just relying on an adult to walk them through it.”

It appears that much of the respondents’ concerns centered around the lack of communication or feedback between Wellness Room staff and the teaching staff. The teachers discussed the lack of a tracking system to identify the resources the students received in the Wellness Room. While there were paper referrals for students to record what they did in the Wellness Room, many simply wrote “chill-out” or “peer conflict” without any specifics about the resources received.

Nevertheless, a clear theme that emerged from the focus groups was that the Wellness Room was beneficial for students and teachers and focus group respondents noted “tremendous changes” for students.

*“It is worth it for those who need it.” - Teacher*

After the RAC reported on initial focus group findings, the administration at Park acknowledged that there were complications with the process regarding the Wellness Room. The school used the information to reshape Wellness Room operations. A new student sign-in process was mandated to ensure that the reason for entering the Wellness Room, and the resources received, were tracked. Additionally, the administration reported that including teachers into the conversation was key to the long-term success of the Wellness Room. According to school administration, the admin staff meets regularly with teachers, staff, and students to discuss the Wellness Room and make changes as necessary.

***Finding 4: Overall, Park Middle School students expressed positive thoughts regarding their futures, themselves, and their conflict management skills. (See Appendix 3 for additional detail)***

The survey data showed that the overwhelming majority (over 80 percent) of students at Park had positive thoughts regarding their future and themselves, with most students expecting to graduate, setting goals and plans for the future, and planning on receiving more education after high school. Most students - 92 percent - reported feeling proud of themselves. The students also felt that they could handle conflicts in a peaceful manner.

Students’ perceptions of school staff varied. Although most students - 69 percent - felt that staff respected them and cared about them, only 30 percent reported that they would ask school staff for help and only 12 percent reported sharing their thoughts with school staff. Furthermore, 73 percent of students felt that school staff did not understand the difficulties students faced in their daily lives (for a more detailed breakdown of survey results, see Appendix 3).

The students were also asked to reflect on changes within themselves and the school staff (See Appendix 3). While 73 percent of students noticed a change in themselves, only 27 percent reported noticing a change in school staff. The changes students noted in themselves were mostly positive, including improvement in grades

and caring more about school than during previous years. Students also reported changes in behavior, such as thinking through actions, being “more mindful,” a decrease in suspensions, and fewer fights. The students who reported changes in school staff mostly noted negative changes, such as an increase in strictness. A few did note an increase in teachers caring about students. “*They seem to notice any slight differences in behavior in the students*” and “*I’ve noticed that they try harder to help students emotionally*” were recurring sentiments made by students.

**Finding 5: The School Success Team Pilot Program integrated evidence-based practices into the program.**

At its core, the SST embedded evidence-based practices, such as employing trauma-informed approaches and establishing a multi-disciplinary, needs-based program to reduce suspensions and truancy. In the first year of the grant, Park teachers participated in a two-day intensive training on trauma-informed practices. They also implemented monthly follow-up discussions that focused on trauma in their local context. Currently, they engage in twice-a-year reflections to look at the value of trauma-informed practices and how it is helping their school. One Steering Committee member stated that prior to SST implementation, “the school was just stressed out teachers teaching stressed out kids,” resulting in the high suspension and truancy rates.

*“If we are to change the outcomes for high-risk children in the county, we must not only provide individual support to help foster young people’s recovery and resiliency, we must also transform the institutional attitudes and practices of the systems surrounding them.” - Steering Committee Member*

The program also created an interactive system that focused on addressing the needs of the youth. Prior to implementation, school discipline was focused on “*what’s wrong with young people*” instead of “*what do these young people need?*” As articulated by key stakeholders and school administration, prior to program implementation, the school focused on punitive measures to decrease the high rates of suspensions and chronically absent students. However, following program implementation and incorporating trauma-informed curriculum into the school culture, there was a shift that focused on addressing the needs of the students. This led to a dramatic decrease in suspensions and truancy.

*“[Before implementation] we kept saying “Oh, if I only had better kids” instead of focusing on what we could do differently . . . When the needs of students are met, you should see a rise in attendance.” - Steering Committee Member*

**Finding 6: Park is working to embed and sustain progress and changes in culture that began through YJI**

The school administration values the changes to culture and structure at Park Middle School and is taking strides to sustain the progress it has made after the grant and funding ends.

*“We were getting about \$300,000 of funding, and now that’s going away. The question becomes what is feasible. What is sustainable.”*

In assessing the sustainability of the program features that were implemented through the YJI grant, Park Middle School relied on the data collected and feedback from teachers, students, and family members. Additionally, Park recognized that there were many resources that could continue at little to no cost, including

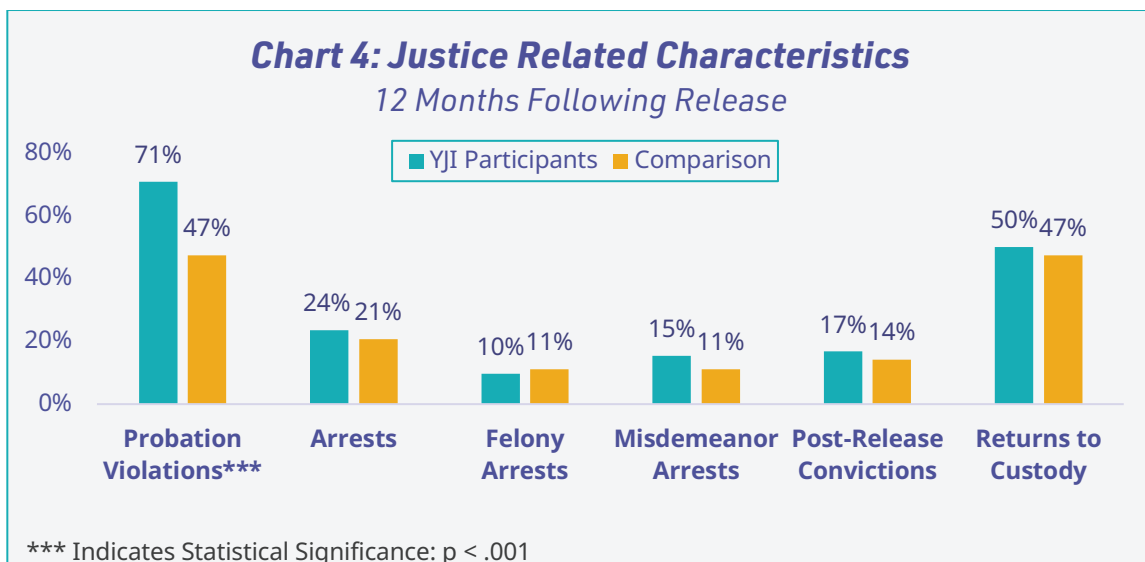
the Wellness Room, that can be maintained by counseling staff, and mindful meditation practices, that would cost little and be focused on sixth grade students. Throughout the three-year process, school staff were trained on trauma-informed curriculum, and new teachers and staff are trained during their on-boarding. As highlighted by the administration,

*“The trauma training has no cost. [We] will always have a trauma-informed school, because that doesn't cost anything. A lot of schools say, ‘If I had this, it would be better,’ but that's not the philosophy that is going to make change. It's about the culture. It's about the value system.”*

## Reentry Success Team

***Finding 1: YJI participants had higher rates of probation violations than youth in the comparison group; however, there were no difference in the rates of re-arrest, re-conviction, and returns to custody.***

To assess YJI's impacts on young people's post-detention success, the RAC evaluated the following quantitative measures, for participants and a comparison group, twelve months following release from custody: probation violations, arrests, felony arrests, misdemeanor arrests, post-release convictions, and returns to custody. As shown in Chart 4, no significant differences were found between the groups for most measures. The two groups had similar rates of arrest, convictions, and returns to custody. The participant group did, however, have a greater incidence of probation violations. Participants were not only more likely to have experienced any probation violations (PV) during the follow-up period, but those who received PVs were also more likely to have a greater number of violations. Seventy percent of participants had at least one probation violation, compared to 47 percent of the comparison group. The average count of violations was 1.25 for participants and 0.79 for those in the comparison group.



Although the post-release conviction rate is relatively low (15 percent, on average, among this population), approximately one-half of youth, both participant and comparison, returned to custody within twelve months of

release. Given the low rates of arrests and convictions, it appears that most of these youth are returned to custody for probation violations. This finding was corroborated by several county stakeholders who reported that many youth receive violations of probation for technical and statutory offenses, which include failing drug tests, breaking curfew, forgetting to charge an ankle monitor, etc.

**Finding 2: The RST pilot is aligned with evidence-based best practices.**

Many elements of the initiative were implemented to align with best practices.<sup>16,17</sup> Although not an exhaustive list of either best practices or the methods deployed through YJI, the following components stood out most clearly as integral to the successes of the pilot program:

- Consistent involvement and leadership from community-based staff: The support of staff from RYSE and BACR allowed for continuity in the support youth received and ensured a reentry process grounded in community and accountability — both key for positive youth development.
- Reentry services beginning months before the release date: By being given opportunities to engage with key individuals (e.g., parents, public defenders, Youth Success Counselors, school counselors, etc.) before release, youth were able to prepare for their reentry. In addition to identifying goals, resources, and plans for reentry, pre-release meetings allowed for greater connection between the incarcerated youth and their outside community.
- Services focused on youth and family needs and engagement: Youth were provided with support for enrollment in school or preparing for/applying to employment. In addition to these well-defined, and somewhat prescriptive measures of success, youth and families were also supported with fostering healthy relationships, maintaining personal accountability, and caring for personal wellbeing.

**Finding 3: Youth were highly satisfied with both pre- and post-release services.**

In addition to alignment with evidence-based best practices, program youth also reported high levels of satisfaction with the services they received, specifically through RYSE and BACR. During interviews with the RAC, youth expressed appreciation for the pre-release reentry planning. They found the wraparound approach, beginning with a Bridge Meeting, extremely helpful in terms of mapping out goals and understanding expectations and pathways to success upon reentry.

*“YJI was a lot more helpful and focused more on stuff we could do better to prevent things from happening. There were a lot of classes that the counselors taught based on what we could do after we had made a mistake to make the situation better and make our stay [in juvenile hall] better.”*

*“[The program] supported me while I was in and when I got out. Creating goals for myself so I can stay on track and remember the plan.”*

Youth respondents cited the numerous services provided by the community-based organizations, or the services they were referred to, as integral to their successes upon reentry. In response to whether they

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<sup>16</sup> Harell, S., Love, H., Pelletier, E., Warnberg, C., & Derrick-Mills, T. (2018, October). Bridging Research and Practice in Juvenile Probation: Rethinking Strategies to Promote Long-Term Change. The Urban Institute.

<sup>17</sup> Development Services Group, Inc. 2017. “Juvenile Reentry.” Literature review. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention. <https://www.ojjdp.gov/mpg/litreviews/Aftercare.pdf>



received help or information on returning to school, obtaining employment, receiving counseling or therapy, creating a transition plan, and receiving help from a community advocate, more than 90 percent of youth responded affirmatively to each statement.

*“One of the most helpful things the Youth Justice Initiative has done for me was helping me with resources, more resources that I knew before meeting them.”*

*“My reentry counselor helped me a lot. She helped me find a job, get my food handlers card and clothes to start. She even helped me with emergency food.”*

*“Knowing how much support you guys have for me that’s really the best part — just knowing I got that support from YJI.”*

Further highlighting the importance of the RST pilot to participants, several respondents wished that the program had started working with them even earlier in their reentry process. Several youth also wanted to see the program provide support to more youth, and particularly before arrest or involvement with law enforcement.

***Finding 4: Support from a point person, who assisted with needs and problems, aided youths’ successful transition.***

Youth reported that the support of a point person to assist with needs and issues post-release was invaluable. Youth respondents developed strong relationships with BACR and RYSE staff and received support that helped them overcome a variety of obstacles. Staff assisted youth with a plethora of services and made themselves highly accessible. This dedication and assistance were recognized and exemplified by the YJI youth quotes below.

*“They made me feel comfortable to open up and they didn’t play with me when I got in trouble. They always provided transportation and rides when I needed.”*

*“YJI supported me while I was in and when I got out. Help me create goals for myself so I could stay on track and remember the plan.”*

*“[BACR staff] has been a great help and just an incredible person and good friend. She just knew me from the beginning, she been there from the beginning. And she’s been tons of help. She helped me get my first job, she helped me stay on track, she stood with me through graduation.”*

*“[RYSE staff] was the one that guided me through the process. She was the one that came to my court things, to all my meetings with my probation officer, and then she helped me for my interviews for a job and I actually did get the job. She helped me with applications for school, she was there for support. The number one thing is helping me navigate the child justice system and then helping me plan my life and the future.”*

**Finding 5: Resources related to employment, education, and healthy families were instrumental to youths' reentry.**

Accessing education, employment, and other resources were identified by the County as key issues in the juvenile reentry process prior to the implementation of the Youth Justice Initiative. Youths' experiences upon reentry were greatly shaped by the ability to enroll in school, access employment or employment-related services (e.g., support with resume drafting, interview preparation, etc.), and other key services.

*"One of the most helpful things the Youth Justice Initiative has done for me was helping me with resources, more resources that I knew before meeting them."*

*"They always provided transportation and rides when I needed."*

*"My reentry counselor helped me a lot. She helped me find a job, get my food handlers card and clothes to start. She even helped me with emergency food."*

Parent engagement and support were also a part of the services provided by BACR and RYSE. One parent expressed the importance of this type of support:

*"[BACR Staff] helped me get appointments and fill out applications. She kept in contact with me to check in to see how I was doing and if I needed help on anything. She tried to get me a job at the afterschool program but I was in school and I couldn't work around those hours. [BACR Staff] did an awesome job."*

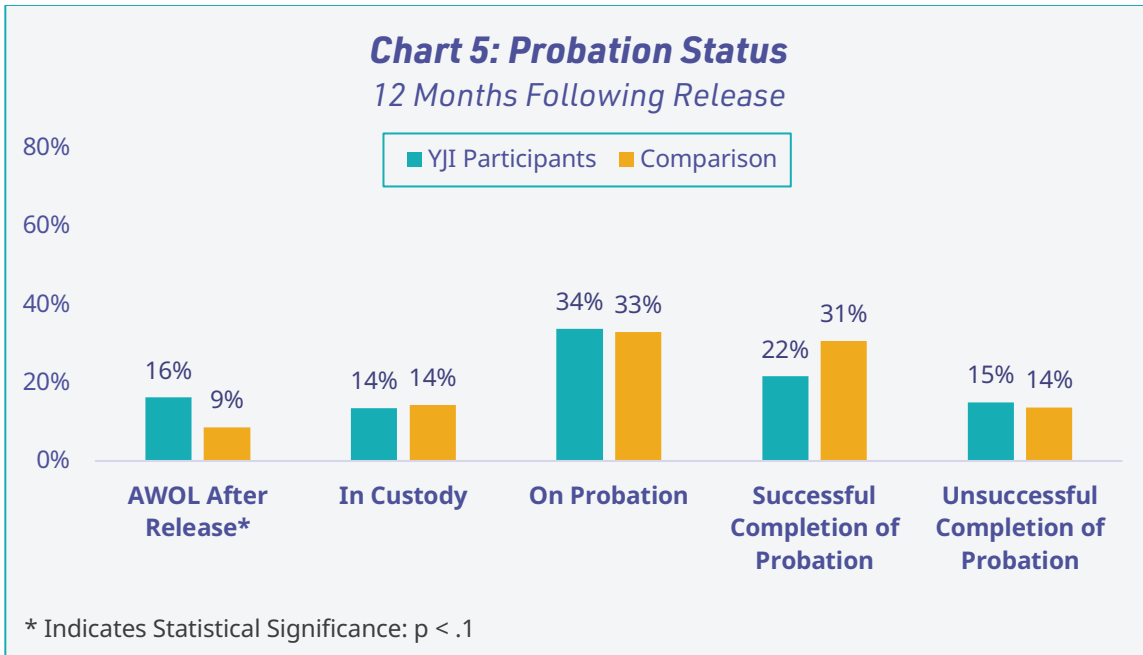
*"When [BACR Staff] stepped in and I met her and she started to meet with us, I started getting more of an understanding of what was going on and why it was going on. I got to understand it on the paperwork I was signing it's like she sat there, and if it was things on questions that I didn't understand she would help me with them one by one until we was done."*

The understanding that a youth's success was not limited to recidivism or incidence of justice system involvement is apparent throughout the services BACR and RYSE provided. These organizations take a holistic approach to wellbeing and focus on issues beyond employment, education, and completing the terms of probation.

**Finding 6: More RST participant youth were AWOL post release.**

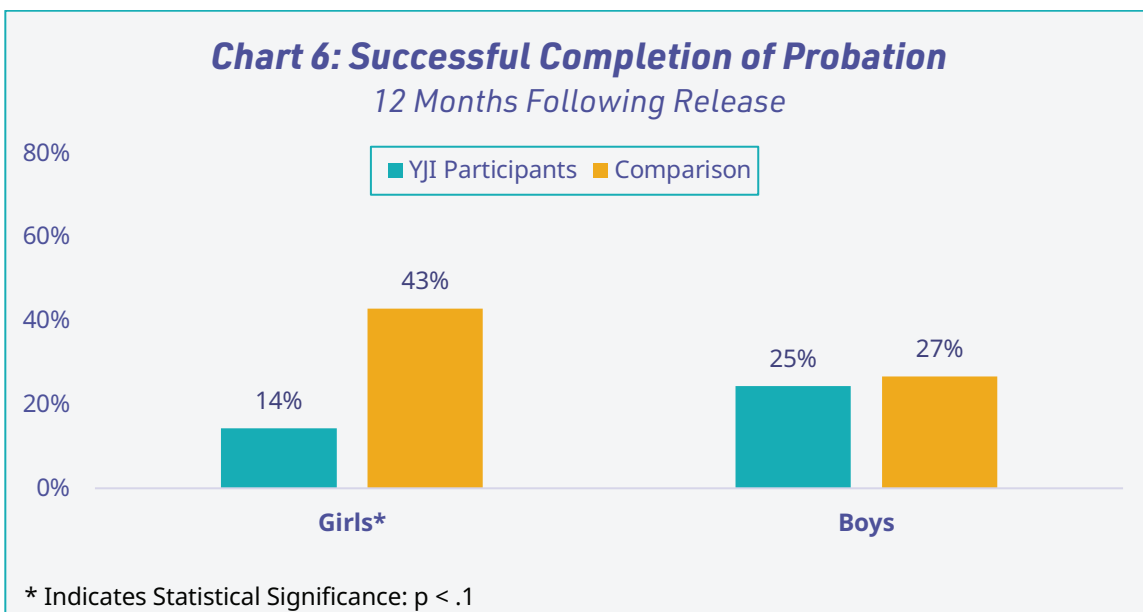
At the end of the 12-month post-release follow-up period, almost 50 percent of youth in both the participant and comparison groups were either still on probation or in custody (See Chart 5). The only significant difference in detention and release characteristics between the YJI participant and comparison groups was found in the incidence of AWOL (failure to report to a probation officer) post release. Here, 16 percent of participant youth had been reported AWOL at some point post release compared to 9 percent of comparison youth.

Although not statistically significant, the trend in completion of probation among these two groups is also noteworthy. As shown in Chart 5, 31 percent of the comparison group completed probation, compared to 22 percent of the participant group. Due to limited data, the reasons for these differences were not able to be explored.



***Finding 7: Girls in the RST were less likely to complete probation than girls in the comparison group. No statistically significant difference was observed between boys in the two groups.***

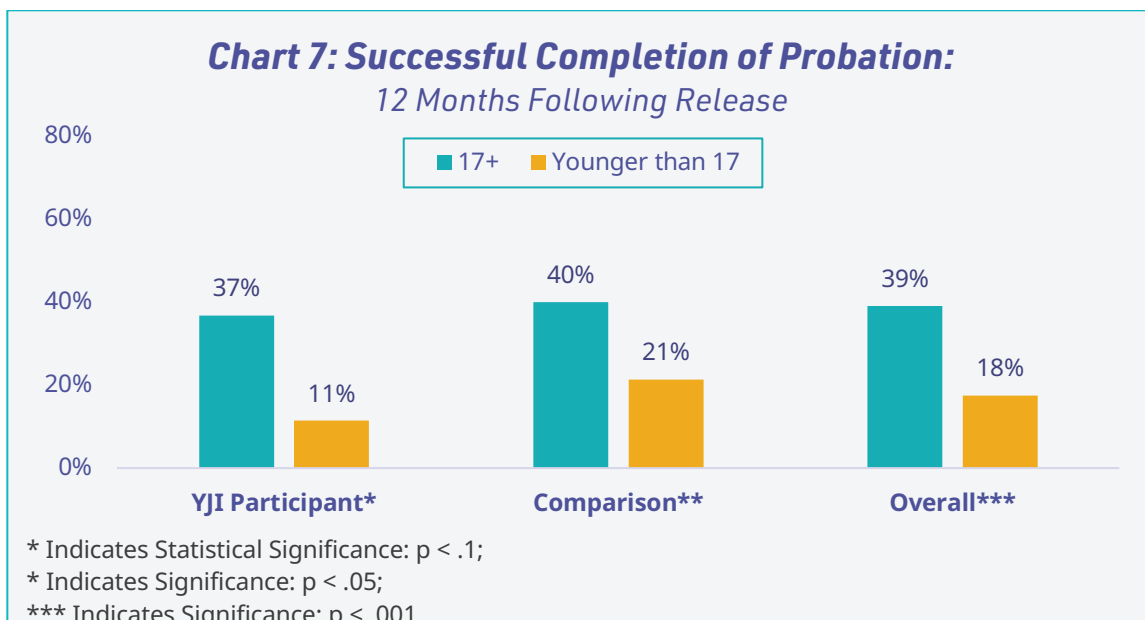
As shown in Chart 6, a higher percentage of girls in the comparison group (43%) completed probation at follow up compared to 14 percent of girls in the participant group. Currently available data do not allow further analysis to determine the reasons behind this observed difference.



***Finding 8: Older youth were more likely to successfully complete probation than younger youth.***

Age was positively correlated to successful completion of probation, with a higher proportion of youth 17 and older completing probation: 37% of participants and 40% of comparison group (see Chart 7). Although we would not expect to see youth aging out of delinquent behaviors, as we would among individuals in their early- to mid- twenties,<sup>18</sup> these differences based on age are deserving of further consideration. It is possible that the Youth Justice Initiative was better tailored for older participants, and younger youth would be better served by a different, more age-appropriate approach.

There were no significant differences between groups based on race/ethnicity, prior history of juvenile justice involvement or days in custody.



## **IV. Recommendations**

### **School Success Pilot**

***Recommendation 1: Park Middle School should continue training staff on trauma-informed curriculum and incorporating mindfulness into student development to further decrease suspension and truancy rates.***

The school saw substantial changes in school culture, including decreases in suspension and truancy rates and students with overwhelming positive outlooks on their future and themselves, directly after implementing

<sup>18</sup> "From Juvenile Delinquency to Young Adult Offending." National Institute of Justice, Mar. 2014, [www.nij.gov/topics/crime/pages/delinquency-to-adult-offending.aspx](http://www.nij.gov/topics/crime/pages/delinquency-to-adult-offending.aspx).

trauma-informed curriculum and mindfulness for the student population. There are still improvements to be made, including decreasing suspension and truancy rates to align with, or beyond, county and state levels. This will likely be contingent upon these key changes in school culture. Therefore, Park should continue to rely on these methods and ensure they sustainable.

The push for trauma-informed curriculum and mindfulness among students is also inspired by culture change within the school. Fundamentally, the school staff has moved from asking *what is wrong* with students to asking *what students need*. In meeting student needs and changing the school culture, attendance and school engagement have increased, while suspensions have decreased. Therefore, Park should continue focusing on the needs of students to reduce these rates further.

Additionally, suspension rates are decreasing across California due to a changing response to behavior that is “willfully defiant and disruptive”.<sup>19</sup> This is described as behavior that leads to a disruption in the classroom. Suspending students for this behavior is something that many advocates and lawmakers are heavily lobbying against, including introducing legislation to ban middle schools from suspending students for “defiant and disruptive” behavior. In alignment with these advocates and policymakers, Park should be cognizant of what students are suspended for.

**Recommendation 2: Park Middle School should continue using data to guide decision-making and expand the measures to analyze and decrease racial and ethnic disparities in suspensions.**

The school has relied on data to make significant changes in the program’s implementation. In particular, the feedback from students and teachers given to the administration shaped the changes in policy regarding students’ use of the room. Additionally, the school has been working towards reducing and eliminating the racial and ethnic disparities in suspensions and has already reduced the suspension rate for black youth considerably. However, black youth are still the majority of youth suspensions, despite being twenty percent of the population. In order to continue eliminating this disparity, Park Middle School should collect data regarding the decision-making for school disciplinary action and analyze at which points disparity is occurring. The data collected would inform policies and decision-making in the school.

Similarly, we recommend Park collect data regarding racial and ethnic disparities for truant students, as the data used in the evaluation did not include race and ethnicity as data points. Also, the school should explore collecting data on sexual orientation, gender identity, and gender expression (SOGIE), as students that identify as LGBTQ are more often suspended and expelled than their straight peers.<sup>20</sup>

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<sup>19</sup> Washburn, David and Willis, Daniel J. (2018). “School suspensions continue downward trend in California, new data show.” <https://edsources.org/2018/school-suspensions-continue-downward-trend-in-california-new-data-show/605946>

<sup>20</sup> Himmelstein, Kathryn E.W., and Hannah Brückner. 2011. “Criminal Justice and School Sanctions Against Nonheterosexual Youth: A National Longitudinal Study.” *Pediatrics* 127(1):49–57)

## Reentry Success Pilot

### **Recommendation 1: The Contra Costa County Probation Department should consider evaluating its response to violations of probation and other infractions.**

The Probation Department, in conjunction with juvenile courts, should make every effort to utilize (or refer youth to programs which utilize) evidence-based approaches to address problematic behavior. Research suggests that punitive approaches to youth probation, such as out-of-home placement, miss a valuable opportunity to encourage accountability and to promote youth development.<sup>21</sup> The efficacy of diversion programs, especially for young people, is backed by research. It is not clear, based on available data, what processes/strategies the department is currently using to determine when to issue Violations of Probation and how to respond to such violations. If not currently in use, we suggest that the department consider implementing a sanctions/incentive grid to steer decision making and to prioritize graduated sanctions and alternatives to detention. Building a well-developed system of rewards and incentives that acknowledges good decision making may more effectively promote compliance on probation and improve outcomes for youth than traditional, sanction-based models.

### **Recommendation 2: Take measures to ensure that the RST and similar programs serve the right youth.**

We recommend that the County continues to collect and review data to ensure that the right youth are targeted. The RST pilot drew on youth who scored both moderate and high on the OYAS Risk Assessment. Evidence-based practices recognize the importance of accurately assessing each individual's level of risk in order to align services and supervision at the appropriate level. Intensive Aftercare Programs (IAP) for youth, such as the YJI RST pilot, are intended for high-risk youth. Further, there is consistent evidence showing that providing intensive interventions to youth at relatively low-risk produces increases in recidivism.

One of the central goals of the Youth Justice Initiative is to identify and help high-risk juvenile offenders make a gradual transition from secure confinement into the community and thereby lower high rates of failure and relapse. The target population for IAP should be the group of institutionalized juveniles who pose the highest risk of becoming repeat offenders in the community. Placing lower risk juveniles in intensive aftercare is inefficient and impractical. Indeed, growing evidence suggests that intensive supervision of lower risk offenders leads to increased technical violations and subsequent reincarceration.<sup>22</sup>

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<sup>21</sup> Goldstein, N. E., NeMoyer, A., Gale-Bentz, E., Levick, M., and Feierman, J. 2016. "You're on the Right Track! Using Graduated Response Systems to Address Immaturity of Judgment and Enhance Youths' Capacities to Successfully Complete Probation." *Temple Law Review* 88:803–36.

<sup>22</sup> Howell, J. C., & Lipsey, M. W. (2012). Research-Based Guidelines for Juvenile Justice Programs. *Justice Research and Policy*, 14(1), 17–34. doi:10.3818/jrp.14.1.2012.17

**Recommendation 3: Continue and expand community-based programming with an emphasis on individual relationships between CBO staff and youth and the provision of necessary and tailored resources.**

A plethora of research speaks to the importance of providing services to youth in the community or close to home. Community-based interventions and treatment strategies have demonstrated lower recidivism rates at lower costs than the juvenile justice system. RST youth emphasized the value of their relationships with CBO staff as well as the plethora of resources they were able to access through the CBOs. These organizations served as key support systems for youth while they were both incarcerated and home. The resources provided to youth were unique to youths' needs and varied from bus tickets to a laptop or a warm meal. For those youth who can greatly benefit from programming (i.e. high-risk youth), these programs are essential and incredibly constructive. We recommend that programs continue to utilize the expertise and services of local community-based organizations and that the Steering Committee examine the broader opportunities of investing in community-based services as alternatives to more punitive systems.

**Recommendation 4: Assess programmatic practices for cultural competencies and adapt services to meet the needs of all participants.**

Ensure that all touchpoints of the juvenile justice system in Contra Costa County, including the reentry process, are tailored to meet the needs of all youth who are involved with the system. This is especially true for populations who are historically and presently marginalized, and most likely to experience the adverse impacts of justice systems. Specifically, as discussed in the findings, concerning trends are apparent when looking at outcomes for girls and younger youth in the RST pilot.

In addition to ensuring that only the highest-risk youth are enrolled in intensive programming, it is imperative that programming be tailored to youth based on race, gender, sexuality, age, language, and other key demographic factors. On one hand, systems must continue to reduce the number and proportion of youth of color who are arrested, charged, and sentenced in juvenile court. For those who enter the system, the use of effective, culturally affirming, community-based programs can improve social and educational outcomes while reducing the chance that youth of color will return to the juvenile justice system.<sup>23</sup>

**Recommendation 5: The Contra Costa County Probation Department should continue working to improve internal electronic data systems.**

We encourage the Probation Department to continue investing in data systems and processes to more effectively document and utilize data. In addition, the Department can begin to document demographic factors such as socioeconomic status, gender identity, and sexual orientation.

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<sup>23</sup> Fazal, S. M. (2014). *Safely home: Reducing youth incarceration and achieving positive outcomes for high and complex need youth through effective community-based programs*. Washington, DC: Youth Advocate Programs Policy and Advocacy Center.

**Recommendation 6: We encourage the County to expand the focus on systemic and cultural change to further bolster the success of the Youth Justice Initiative.**

Steering Committee members expressed concern regarding the County's focus on punitive solutions, particularly regarding youth involved in the system. As one committee member stated, "Agencies involved were resistant to new and progressive approaches and giving up control over the model." We want to highlight here a recommendation previously made by a committee member: to involve more community-based organizations from the beginning stages and follow their leadership in bringing new and progressive ideas to the table.

It should be noted that the School Success Team has been particularly successful with shifting its focus from decreasing expulsions and increasing attendance, to meeting the needs of kids. As one committee member highlighted, "When the needs of students are met, you should see a raise in attendance." This shift in focus is an example of the type of culture change which county agencies should continue to pursue and uphold.

## **Steering Committee and County Recommendations**

**Recommendation 1: Key stakeholders across the Youth Justice Initiative should strive to continuously and consistently collect data to ensure that programming and decision-making processes are data driven.**

At implementation, the Steering Committee was acutely aware of the racial and ethnic disparities that exist within the county, evidenced in suspension and incarceration rates. In Contra Costa County, there are high rates of truancy and suspensions, juvenile felonies, violent crime, and recidivism, all of which disproportionately impact youth of color. We encourage the county to continue collecting data and exploring ways to address racial and ethnic disparities. We also encourage the county to explore collecting SOGIE (sexual orientation, gender identity and expression) data points, as national level data show that LGBTQ/GNCT youth are suspended, expelled, arrested, and incarcerated at higher rates than straight youth.<sup>24</sup>

**Recommendation 2: Consider increasing the diversity of the Steering Committee, and other similar governing bodies, to include systems-impacted youth and their families.**

The steering committee was composed of a diverse group of shareholders, including county officials and staff from community-based organizations. However, the committee lacked the voices of those most impacted by the justice system and served by the Youth Justice Initiative. Systems-impacted youth and their families have a nuanced and unique insight into the juvenile justice system and the barriers and challenges associated with it. As the decisions of the steering committee have a direct bearing on the lives of system-involved youth and their families, they should also have a seat at the table.

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<sup>24</sup>Himmelstein, Kathryn E.W., and Hannah Brückner. 2011. "Criminal Justice and School Sanctions Against Nonheterosexual Youth: A National Longitudinal Study." *Pediatrics* 127(1):49–57)



## **V. Conclusion and Implications**

The Youth Justice Initiative was implemented in Contra Costa County with the overarching goal of providing integrated prevention and intervention activities at key points along the spectrum from school to detention and reentry.

Through a collaborative, multi-stakeholder initiative, grounded within the JAG Steering Committee, the County succeeded in piloting school-based and reentry programs for youth. The School Success pilot effectively shifted school culture, thereby reducing suspension and truancy rates; the Reentry Success pilot ensured that underserved youth in the County had access to comprehensive reentry services aligned with best practice. This evaluation of the Youth Justice Initiative builds upon research in the field to contextualize both the successes and challenges of the initiative. Pulling on a body of documented evidence-based practices, this report offers the County recommendations for further refining, developing, and sustaining the Youth Justice Initiative and other programs serving youth in the county.

A mixed-methods evaluation of both the Reentry Success and School Success pilots allowed for the development of the findings and recommendations provided herein. Strong evidence points to the necessity of the Wellness Room at Park Middle School, as well as the foundational, positive change enacted through a focused trauma-informed approach. The school saw large decreases in suspension and truancy rates, as well as an improvement in school culture and students' views on themselves and their future. The school has also taken powerful steps towards addressing and eliminating racial and ethnic disparities within disciplinary action. Additionally, the administration and staff at Park Middle School have shifted their focus from punitive action and student misbehavior to addressing the needs of students. Throughout the YJI implementation and evaluation, the school has maintained an openness to iterate and develop their programs based on data gathered throughout the initiative. This growth-mindset approach further bolstered the school's success.

While the quantitative results do not provide strong definitive evidence that the intervention was able to achieve all its Reentry Success goals, they do not warrant dismissal. It is clear that, at least for a subset of youth in the county, YJI Reentry programs are vital and constructive. This evaluation points towards a set of overlapping needs which the County should consider when carrying this initiative, and other work within the juvenile justice system, forward. The County should serve youth with the *lightest touch possible*, identifying the highest-risk youth for more intensive programming. In addition, the County should evaluate the use of punitive measures, such as violations of probation leading to confinement, and consistently collect high-quality data to inform process.

YJI applied innovative practices with an aim to shift culture and integrate best practices within the school and juvenile justice systems. The program worked to create more supportive environments, with the intended result of improved school engagement, increased intrinsic resiliency, prevention of juvenile justice involvement, and reductions in recidivism. Contra Costa County's implementation of the Youth Justice Initiative is generally aligned with what practitioners, researchers, and legislators have recognized as effective and positive initiatives in the juvenile justice system. This work builds upon, and contributes to, the wider movement towards decreased reliance on incarceration, and an increased focus on positive youth development, community-based solutions, and the resilience and well-being of families and communities.

# Appendices

## Appendix 1: BSCC Juvenile Justice Crime Prevention Act and Youthful Offender Block Grant Program Descriptions<sup>25</sup>

### **Youth Offender Treatment Program**

The Youthful Offender Treatment Program (YOTP) is a residential commitment program, housed in the Juvenile Hall, in which staffing and mental health services are funded by YOBG. The program's mission is to serve young males ages 16 to 21 by providing them with cognitive behavioral programming and the life skills necessary to transition back into the community. The YOTP program is a local alternative to a commitment to the Department of Juvenile Justice for youth who have committed serious and possibly violent offenses, but can be treated at the local level.

The YOTP is a best practice model involving a four-phase system. Youth committed to the YOTP can expect to stay in the program for a minimum of nine months or longer depending on their level of progress through each phase. While in the program youth receive Aggression Replacement Training (ART), Thinking for a Change (T4C), The Council, Impact of Crimes on Victims, Phoenix Gang Program, Job Tech/Life Skills, Substance Abuse Counseling that includes Cognitive Behavior Intervention Substance Abuse (CBI-SA) treatment, and Work Experience. All treatment is provided by trained Probation staff, County Mental Health staff and community providers. In addition to the cognitive behavioral programming, youth also attend school and many achieve their High School diploma.

In 2016, YOTP treatment dosage was enhanced with the introduction of the CBI-SA and Advanced Practice treatment programs. The YOTP youth also received enhanced services through a Multi-Disciplinary team consisting of Mental Health, Education, Medical and Probation staff. The team worked collaboratively on difficult cases and created individualized behavioral intervention plans for severely aggressive and violent youth. Enhancements and increased collaboration with our county partners allowed the YOTP to improve targeted individualized services.

During the residential treatment phase and after re-entry into the community, youth in the YOTP consistently receive collaborative supervision and services from Deputy Probation Officers (DPOs) specifically assigned to the program. The DPOs work to ensure that the youth receive the necessary assistance for a smooth transition out of the program and back into their community.

YOBG funds partially provide for three YOTP Deputy Probation Officers (DPOs) who begin providing services to YOTP youth in the institutional setting and continue to supervise and provide for aftercare in the community. After completion of three phases, youth are released to the community on electronic monitoring (phase four). Prior to and after release, DPOs coordinate re-entry and ongoing transition with the youth, the youth's family and/or community support system. The DPO creates a case plan that utilizes community resources to target

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<sup>25</sup> Excerpted from the BSCC February 2019 JJCPA-YOBG Report to the California Legislature:  
<http://www.bscc.ca.gov/downloads/2018%20JJCPA-YOBG%20Leg%20Report%20FINAL%203.9.18.pdf>

the youth's criminogenic needs to ensure that the appropriate community services are in place and that the youth has a smooth transition home, as well as the best possible chance at success. To foster a productive transitional environment, referrals are made to existing mental health and county programs for continuity of care. Youth are also connected to services that assist with basic needs such as housing, food, ongoing education, and employment services. Probation supervision is provided to assist youth with compliance to court ordered terms and conditions in order to increase their chance of success, provide for the safety of victims and mitigate risk to the community. "

### ***Girls in Motion at the Juvenile Hall***

"The Girls in Motion program (GIM) is a residential program housed in the Juvenile Hall in which staffing is partially supported with YOBS funds. GIM provides a safe and structured environment in which adolescent females can achieve positive change and personal growth. As they move through a phase system, that normally requires a five to six-month commitment, the youth benefit from individualized treatment plans, individual counseling, and evidence-based group programming focused on strengthening pro-social values/attitudes and restructuring antisocial behaviors. Probation staff have received gender specific training and lead many of the girl's groups. Counseling is also provided by mental health therapists as well as community-based organizations that offer specialized services for youth on the topics of trauma, relationship development, anger management/conflict resolution and substance abuse. Treatment is also provided for youth who have been identified as a victim of commercial sexual exploitation and abuse. Specific programming includes, but is not limited to, Aggression Replacement Training (ART), Thinking for a Change (T4C), Girl's Circle, Job Tech/Life Skills, AA/NA, Alateen, Cognitive Behavior Intervention Substance Abuse (CBI-SA), and Dialectical Behavioral Therapy (DBT).

In 2016, the GIM treatment dosage was enhanced with the introduction of the CBI-SA and Advanced Practice treatment programs. The GIM youth also received enhanced services through a Multi-Disciplinary team consisting of Mental Health, Education, Medical and Probation staff. The team worked collaboratively on difficult cases and created individualized behavioral intervention plans for severely aggressive and violent youth. Enhancements and increased collaboration with our county partners allowed the GIM program to improve targeted individualized services.

During the residential treatment phase and after re-entry into the community, youth in the GIM program consistently receive collaborative supervision and services from a Deputy Probation Officer (DPO) specifically assigned to the program. The DPO works to ensure that the youth receive the necessary assistance for a smooth transition out of the program and back into their community."

### ***Orin Allen Youth Rehabilitation Facility***

"JJCPA funds are utilized to pay for three Deputy Probation Officers to provide aftercare and re-entry services to male youth who have successfully completed a commitment, which could range from six months to a year, at the Orin Allen Youth Rehabilitation Facility (OAYRF).

The OAYRF is an open setting ranch/camp facility that houses youth whose risk and needs indicate that placement in such a setting would aid in their rehabilitation. The OAYRF provides services for youth who have committed less serious offenses than the youth committed to the Juvenile Hall residential program, YOTP.

OAYRF DPOs allow for continuity of care as young men reintegrate into the community. The DPOs begin supervision during the custodial phase of the program and continue to provide service during transition and after release. Similar to other Contra County treatment program re-entry models, case plans are developed with the youth and their family or support system that identify resources that continue to target the criminogenic needs identified earlier in the youth's program. DPOs also insure that basic needs such as housing, food, ongoing education, and employment services are met. Youth that complete the OAYRF program are connected to county providers such as mental health services to increase their opportunities for success.

Prior to the change in data collected for the JJCPA in 2016, a small amount of the Contra Costa County JJCPA allocation was utilized for professional data evaluation and reporting services for the OAYRF Aftercare -Safe Futures Program."

### ***Mt. McKinley Schools***

The Mt. McKinley School operates from two locations: One is in the John A. Davis Juvenile Hall in Martinez, and the other is in the Orin Allen Youth Rehabilitation Facility in Byron. When the grant first started, the Byron Location was called Delta Vista, but the sites are now called Mt. McKinley Martinez and Mt. McKinley Bryon.

At the Martinez campus, grant funded equipment is utilized in two rooms. The computer lab is used for educational programming and the Elm room is used as a transition center where incoming students create transition plans and reentry plans. High school graduates also have access to the Elm room and can take community college classes and access job readiness programs.

Grant funded computers are available in computer labs in both Martinez and Byron. Students in these facilities use them to learn computer coding, computer-assisted design, Microsoft Office Suites, and Adobe Suite. 3D printers are used to create products which students design using SolidWorks (computer-assisted design software). Teachers have access to laptops and an AV setup (TV, Smartboard, cart and laptop) to assist in instruction.

## **Appendix 2: Expanded Methodology**

### **Steering Committee Landscape Analysis**

In preparation for the Youth Justice Initiative pilot program, Contra Costa County's JAG Steering Committee conducted a landscape analysis of the wide array of youth-related initiatives in the county. The problems revealed by local research were clear: High rates of youth violence, school-related problem behaviors, youth recidivism, behavioral health challenges, truancy and suspension, and disproportionate effects on young people of color. The Committee's landscape analysis also revealed that numerous and well-intended programs have been developed in the hope to mitigate these problems without substantial effect. Gradually, the Committee's inquiry converged on a single question: "Given all that everybody's doing, why aren't we as successful as we want to be?" The Youth Justice Initiative, through the initial pilot programs, was launched in response to address these questions and to provide a centralized, multi-disciplinary, inter-agency hub of learning, integration, innovation, and evaluation. The goals laid out for the initiative were to increase efficacy of efforts to reduce justice involvement, violence, and gang involvement; increase prosocial behaviors; reduce justice-involved racial and ethnic disparities; and improve outcomes for high-risk and in-risk young people in the County.

### **School Success Team**

The evaluation of the YJI School Success Team (SST) pilot program used data from three sources. Student data were collected via surveys and through the AUSD database system. In tandem, the surveys and database system allowed IJ researchers to gain insight into school disciplinary action, grades, attendance, and demographic information. Focus groups were also conducted with students and teachers at Park Middle School.

#### **Surveys**

Pre and post-surveys were administered to Park students in November 2015 and May 2016, respectively. There were 850 pre-surveys and 721 post-surveys collected. The surveys measured student attitudes about school, school participation and engagement, ability to effectively regulate emotions, academic performance, and attitudes towards adults and peers. The post-survey also measured student attitudes regarding the implementation of the Wellness Room and other YJI programming.

The surveys were designed originally to be matched at the individual level. However, due to changes in programming timeline, it was impossible to get matched data. Therefore, the changes observed are not at the individual level, but at the school level.

#### **School Data**

The school district provided data on school disciplinary action, grades, attendance, and demographic information for Park Middle School and a comparison group within the same district. However, in conversation with Park, we decided not to use the comparison group and instead compared outcomes for Park students before and after YJI implementation. This decision was made for two reasons. The first reason is that the school used for the comparison group had implemented similar trauma-informed curriculum as Park. Of even greater significance, is that by using data from Park students pre- and post-implementation allows us to make a

stronger argument regarding outcomes for the specific youth who had access to services at Park Middle School.

The RAC relied on data Park Middle School provided to the California Department of Education (CDE). The CDE has data regarding student outcomes and demographics, as well as other data points relied upon herein. Due to ruling out the comparison school as the actual comparison school, we were only left with grades for the 2016-2017 school year, thus making it impossible to compare across school years. Instead, we deferred again to the CDE website and reported on the available measures for the relevant school years.

In California, schools are required to report suspension and truancy rates to the California Department of Education (CDE). In 2016-2017, Park Middle School reported a suspension rate of 25 percent, much higher than the 16 percent reported in the evaluation. This is due to Park administration mislabeling one-hour on-campus suspensions. When students were sent to the disciplinary office, regardless of referral reason or source, the incident was labelled as a one-hour on-campus suspension by administration and reported to CDE. Therefore, there were approximately 650 mislabeled one-hour on-campus suspensions in the 2016-2017 school year.

Four focus groups were conducted at Park in May 2016. The groups consisted of one sixth grade and two seventh grade classes and one group of teachers. There were 24 total participants. The interviews were recorded, transcribed, coded, and analyzed for themes.

## ***Reentry Success Team***

Four distinct data sources were used for the evaluation of the YJI Reentry Success Team pilot program. A retrospective survey was implemented among youth served by RYSE and BACR to assess program satisfaction, access to resources, and areas of programmatic successes and pitfalls. Interviews were conducted with youth and one parent to provide a deeper understanding of participants' experiences both in RYSE/BACR and the Youth Justice Initiative as a whole. Data from the Probation Department were also analyzed for recidivism and success rates based on available measures.

## ***Surveys***

Twenty-two retrospective surveys<sup>26</sup> were completed by youth served by BACR and RYSE, 10 and 12 from each organization, respectively. The surveys were distributed between September and December of 2018 by staff from the two community-based organizations. Staff surveyed youth who visited RYSE or BACR, conducted home visits, and called youth to complete surveys over the phone. Due to the time elapsed from youths' engagement with programming, it was not possible to survey all program participants (22 out of 74 participants completed a survey); nevertheless, the survey responses provide key insights to contextualize the other data analyzed for this report. The surveys were designed to measure the services youth were connected to both before and after release from custody, their satisfaction with the services and resources received, and ways in which the Youth Justice Initiative could better serve incarcerated and reentering youth.

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<sup>26</sup> See Appendix 4 for survey instrument

## **Interviews**

Ten interviews<sup>27</sup> were conducted with participants of BACR and RYSE programming. Four youth served by RYSE, five youth served by BACR, and a parent of a youth served by BACR were all interviewed. Interviews were conducted over the phone by two Impact Justice researchers, then transcribed and coded for themes. The interviews took place between August and October of 2018 and were scheduled by staff at BACR and RYSE. As with the previously discussed surveys, the elapsed time between the beginning of the Youth Justice Initiative and the interviews prevented follow-ups with a representative sample of youth. Rather, interviews were scheduled with those youth who had maintained contact with the two community-based organizations providing reentry services. This qualitative data serves as a crucial backdrop to the quantitative data collected and analyzed by Impact Justice researchers.

In addition, informal conversations with stakeholders in Contra Costa County, including the Superintendent of Schools and a public defender, serve to inform and contextualize the findings. Key insights from interviews are discussed in depth below.

## **Probation Data**

The probation dataset considered for this analysis included 215 individuals — 74 YJI participants as well as a comparison group of 141 individuals who did not participate in YJI programming but were incarcerated and on probation during the same time span. In the sample considered, the earliest release date was August 19, 2015 and the latest was January 3rd, 2019. Although this time-span extends beyond the scope of the grant period, youth were served through YJI programs during this time, which allows us to consider a larger population.

The comparison group was selected using propensity score matching<sup>28</sup>, a process which aims to select a comparison group which is similar to the participant group based on a number of characteristics identified by the research team. These include race, age, gender, criminal history, and risk level. This process limits variation in observed outcomes to the impacts of the Youth Justice Initiative.

Initially, the evaluation plan aimed to compare youth who had gone through the RST pilot program with youth who did not have access to these services but were similar on a set of other key indicators. However, conversations with Contra Costa County's Superintendent of School and a public defender serving youth in the county yielded important context for understanding differences and similarities between the two groups:

- 1.** Youth referred to the Youth Justice Initiative RST pilot are likely different from the comparison group in critical ways not captured within available data, and therefore impossible to control for in this analysis. These differences arise from the fact that only youth represented by the county's Public Defender are eligible for programming. Therefore, the comparison group is more likely to be composed of youth from higher-income families, who have access to private counsel, more resources, and additional support systems. The comparison group also consists of youth who chose to opt out of participation, even if represented by a public defender. The public defender IJ researchers spoke to reported that

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<sup>27</sup> See Appendix 5 for Interview Protocol

<sup>28</sup> Dehejia, R. H., & Wahba, S. (2002). Propensity Score-Matching Methods for Nonexperimental Causal Studies. *Review of Economics and Statistics*, 84(1), 151–161. doi:10.1162/003465302317331982

youth from Central County were more likely to opt out of participation, given their distance from RYSE (West County) and BACR (East County). Given that, on average, households in Central County have higher incomes and therefore more access to support services than households in West County and East County, the aforementioned differences between the participant and comparison groups are exacerbated. The third group of youth who may be captured in the comparison group are those who could not be represented by the Public Defender's Office due to a conflict but were represented by the Alternative Public Defender's Office (a part of the Public Defender's Office). This last subset of youth would likely serve as a valid comparison group; unfortunately, data to disaggregate these youth within the sample were unavailable.

- 2.** The Contra Costa County School District also provided pre-release and reentry services to youth incarcerated in the county. Although an effort was made not to duplicate services, 25 YJI participants (34% of our sample) also received reentry services through the school district. In total, the school district served 143 youth during the grant period. The school district assisted youth in obtaining subsidized work, connected youth to CBOs (YouthWorks, RichmondWorks), assisted with school enrollment and college applications, provided employment services, and assisted youth with other aspects of reentry and connections to resources. Given this layered provision of services, the participant and comparison groups considered in this analysis are not clearly delineated, and, therefore, any comparisons between the two group may not indicate actual differences (or lack thereof) between the YJI RST pilot and the School-based reentry program.

Further research is necessary to better understand these findings and the outcomes of Contra Costa County's Youth Justice Initiative.



## Appendix 3: School Success Youth Pre- and Post-Surveys

### INFORMED CONSENT FORM

The current study is designed to learn about the impact of the Youth Justice Initiative in Contra Costa County. We would like to learn more about the impact that trauma informed, school and community-based programs have on youth. We are asking you to participate in this study because you are participating in one of the programs.

Your input is important in helping us to understand if the pilot programs have had an impact on youth.

Here are some things we want you to know about completing the survey:

- Whether you choose to complete the survey or not is completely up to you.
- You may stop answering questions at any time, for any reason, and you may choose not to respond to any items you do not want to respond to.
- Completing the survey will take about 10 minutes.
- Any information that you provide will be kept strictly private. Your name will not be used in any reports about this survey.
- There will be no direct benefit to you for completing the survey. The risk may be the discomfort some people feel when expressing their attitudes and knowledge.
- The results from the survey will help Impact Justice determine if youth attitudes and knowledge change as a result of their program participation. A summary of survey findings will be included in an evaluation report that will be shared with the Contra Costa County's Employment and Human Services Department.

Any questions you have about the study at any time can be answered by Valerie Okelola at (510) 899-5639 or [vokelola@impactjustice.org](mailto:vokelola@impactjustice.org).

**By checking that you agree below, you certify that you have read the above, that you understand its content, and that you freely agree to participate in this project.**

I agree

I do not agree

Youth Survey Cover Sheet: PRE-survey

date you were born	month	day	year
your initials	first initial	middle initial ( <i>if you have one</i> )	last initial
teachers name	first name		last name
today's date	month	day	year
city you live in			
name of school?			
what grade are you in?			

General Information

A1.	Age	
A2.	Race/ethnic identity (circle all that apply)	Native American African American Other:_____
A3.	Parent/caregiver (circle all that apply)	Mother Father Foster Parent Group Home Other_____
A4.	Sexual orientation	Straight Lesbian Bisexual Gay Other:_____
A5.	Sex assigned at birth (Circle all that apply)	Male Female
A6.	Gender	Male Female Transgender
A7.	What languages do you speak?	
A8.	Grades	Mostly a's Mostly b's Mostly c's Mostly d's Mostly f's Other_____
A9.	Sometimes our behavior gets us in trouble. During your last school year:	were you ever removed from class? Yes__ No__ If yes, please circle the # of times. 0 1 2 3 4 5 6 7 8+
		did you ever receive on campus suspension? Yes__ No__ If yes, please circle # of times 0 1 2 3 4 5 6 7 8+
		were you ever suspended from school? Yes__ No__ If yes, please circle # of times. 0 1 2 3 4 5 6 7 8+
		were you ever expelled from school? Yes__ No__ If yes, please circle # of times. 0 1 2 3 4 5 6 7 8+
		how many days of school did you miss? 0 1 2 3 4 5 6 7 8+
A10.	Think about the reasons you may have missed school last school year and please check off all the reasons that apply to you. If there are more than 3, please circle any the 3 that are the biggest problems. ___did not wake up in time ___did not have a ride to school ___did not have clean clothes ___had to help a family member ___school doesn't feel safe to me Other reason(s): _____	___I hung out with friends ___had to help a sick family member ___not prepared for a test/didn't do homework ___I felt depressed or too sad to go ___school is a waste of time
A11.	Have you ever been removed from your home because someone was hurting you?	yes no
A12.	Have you ever lived in a foster home or group home because someone was hurting you?	yes no
A13.	Have you ever lived in a foster home or group home because you got in trouble?	yes no
A14.	If you have you ever been in juvenile hall, what was the longest time you were there? (please check one) ___does not apply to me ___1-3 months ___9 months or more	___1 week or less ___3-9 months
A15.	If you have been probation, how long have you been on it? OR If you were on probation before, how long were you on it? (please check one) ___does not apply to me ___2 years or more	___1-2 years

Please tell us if you strongly agree, agree, disagree, or strongly disagree with following statements.

		Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Doesn't apply to me (88)
B1.	I feel safe at school.	1	2	3	4	88
B2.	When someone makes me mad, I act on it.	1	2	3	4	88
B3.	I can work out disagreements with others in a peaceful way.	1	2	3	4	88
B4.	I have an adult outside my family that treats me with respect.	1	2	3	4	88
B5.	I have the support I need to get off probation successfully.	1	2	3	4	88
B6.	I don't really like school.	1	2	3	4	88
B7.	I am proud of myself	1	2	3	4	88
B8.	I have a friend that I talk to about my problems.	1	2	3	4	88
B9.	I treat people with respect even if they are not my friends.	1	2	3	4	88
B10.	I have adults outside of my family that I look up to.	1	2	3	4	88
B11.	I tell my family what is going on in my life.	1	2	3	4	88
B12.	I have goals and plans for the future.	1	2	3	4	88
B13.	I expect to graduate from high school.	1	2	3	4	88
B14.	I plan to get more education beyond high school.	1	2	3	4	88
B15.	I care about what happens in my community.	1	2	3	4	88
B16.	There is an adult outside my family that looks out for me.	1	2	3	4	88
B17.	I know what I am good at.	1	2	3	4	88
B18.	I have hope for my future.	1	2	3	4	88

## INFORMED CONSENT FORM

The current study is designed to learn about the impact of the Youth Justice Initiative in Contra Costa County. Specifically, we would like to learn more about the impact that trauma informed, school and community-based programs have on youth. We are asking you to participate in this study because you are participating in one of the programs.

Your input is important in helping us to understand whether the pilot programs have had an impact on youth.

Here are some things we want you to know about completing the survey:

- Whether you choose to complete the survey or not is completely up to you.
- You may stop answering questions at any time, for any reason, and you may choose not to respond to any items you do not want to respond to.
- Completing the survey will take about 10 minutes.
- Any information that you provide will be kept strictly private. Your name will not be used in any reports about this survey.
- There will be no direct benefit to you for completing the survey. The risk may be the discomfort some people feel when expressing their attitudes and knowledge.
- The results from the survey will help Impact Justice determine if youth attitudes and knowledge change as a result of their program participation. A summary of survey findings will be included in an evaluation report that will be shared with the Contra Costa County's Employment and Human Services Department.

Any questions you have about the study at any time can be answered by Valerie Okelola at (510) 899-5639 or [vokelola@impactjustice.org](mailto:vokelola@impactjustice.org).

**By checking that you agree below, you certify that you have read the above, that you understand its content, and that you freely agree to participate in this project.**

I agree

I do not agree

Youth Survey Cover Sheet: POST-survey

date you were born	month	day	year
your initials	first initial	middle initial ( <i>if you have one</i> )	last initial(s)
teacher name	first name		last name
today's date	month	day	year
city you live in			
name of school? (if you know it)			
what grade are you in?			

General Information

A1.	age	
A2.	race/ethnic identity (circle all that apply)	Native African White Asian Latino/-a American American Other: _____
A3.	parent/caregiver (circle all that apply)	mother father foster parent group home other _____
A4.	sexual orientation (i.e. straight, lesbian, bisexual, gay)	
A5.	sex assigned at birth (i.e. male, female)	
A6.	gender (i.e. female, male, transgender)	
A7.	what languages do you speak?	
A8.	grades	mostly A's mostly B's mostly C's mostly D's mostly F's other _____
A9.	Sometimes our behavior gets us in trouble. During your last school year:	were you ever removed from class? Yes__ No__ If yes, please circle the # of times. 0 1 2 3 4 5 6 7 8+
		did you ever receive on campus suspension? Yes__ No__ If yes, please circle # of times 0 1 2 3 4 5 6 7 8+
		were you ever suspended from school? Yes__ No__ If yes, please circle # of times. 0 1 2 3 4 5 6 7 8+
		were you ever expelled from school? Yes__ No__ If yes, please circle # of times. 0 1 2 3 4 5 6 7 8+
		how many days of school did you miss? 0 1 2 3 4 5 6 7 8+
A10.	Think about the reasons you may have missed school last school year and please check off all the reasons that apply to you. If there are more than 3, please circle any the 3 that are the biggest problems. <input type="checkbox"/> did not wake up in time <input type="checkbox"/> I hung out with friends <input type="checkbox"/> did not have a ride to school <input type="checkbox"/> had to help a sick family member <input type="checkbox"/> did not have clean clothes <input type="checkbox"/> not prepared for a test/didn't do homework <input type="checkbox"/> had to help a family member <input type="checkbox"/> I felt depressed or too sad to go <input type="checkbox"/> school doesn't feel safe to me <input type="checkbox"/> school is a waste of time Other reason(s): _____	
A11.	Have you ever been removed from your home because someone was hurting you?	yes no
A12.	Have you ever lived in a foster home or group home because someone was hurting you?	yes no
A13.	Have you ever lived in a foster home or group home because you got in trouble?	yes no
A14.	If you have you ever been in juvenile hall, what was the longest time you were there? (please check one) <input type="checkbox"/> does not apply to me <input type="checkbox"/> 1 week or less <input type="checkbox"/> 1-3 months <input type="checkbox"/> 3-9 months <input type="checkbox"/> 9 months or more	
A15.	If you have been probation, how long have you been on it? OR If you were on probation before, how long were you on it? (please check one) <input type="checkbox"/> does not apply to me <input type="checkbox"/> 1-2 years <input type="checkbox"/> 2 years or more	

Please tell us if you strongly agree, agree, disagree, or strongly disagree with following statements.

		Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Doesn't apply to me (99)
B1.	I feel safe at school.	1	2	3	4	99
B2.	When someone makes me mad, I act on it.	1	2	3	4	99
B3.	I can work out disagreements with others in a peaceful way.	1	2	3	4	99
B4.	I have an adult outside my family that treats me with respect.	1	2	3	4	99
B5.	I have the support I need to get off probation successfully.	1	2	3	4	99
B6.	I don't really like school.	1	2	3	4	99
B7.	I am proud of myself	1	2	3	4	99
B8.	I have a friend that I talk to about my problems.	1	2	3	4	99
B9.	I treat people with respect even if they are not my friends.	1	2	3	4	99
B10.	I have adults outside of my family that I look up to.	1	2	3	4	99
B11.	I tell my family what is going on in my life.	1	2	3	4	99
B12.	I have goals and plans for the future.	1	2	3	4	99
B13.	I expect to graduate from high school.	1	2	3	4	99
B14.	I plan to get more education beyond high school.	1	2	3	4	99
B15.	I care about what happens in my community.	1	2	3	4	99
B16.	There is an adult outside my family that looks out for me.	1	2	3	4	99
B17.	I know what I am good at.	1	2	3	4	99
B18.	I have hope for my future.	1	2	3	4	99



Youth Satisfaction Post-Survey

Please tell us if the following statements are never true, sometimes true, usually true, or always true.

		Never true (1)	Sometimes true (2)	Usually true (3)	Always true (4)	Doesn't apply to me (88)
C1.	I share what I'm thinking with school staff.	1	2	3	4	88
C2.	I ask school staff for help.	1	2	3	4	88
C3.	School staff respect me.	1	2	3	4	88
C4.	I feel that school staff care about me.	1	2	3	4	88
C5.	I trust school staff members.	1	2	3	4	88
C6.	When I have a problem, I know that school staff can help me.	1	2	3	4	88
C7.	School staff understand the difficulties I face in my daily life.	1	2	3	4	88
C8.	School staff help improve my life.	1	2	3	4	88

C9.	Have you changed in any way this year?					
C10.	Have you noticed any changes in the way school staff OR probation officers behave this year?					
C11.	If you could give your [insert site specific wording here] advice on how to help students better, what would you suggest ?					
C12.	If you could compliment your [insert pilot specific wording here] about something they did a great job with this year, what would you tell them they did well?					
C13.	Is there anything we did not ask you about that you would like to tell us?					

## Appendix 4: Reentry Success Retrospective Youth Survey

### Youth Justice Initiative

#### RST Participant Survey

<b>Date You Were Born</b>	<b>Month</b>	<b>Day</b>	<b>Year</b>
<b>Your <u>Initials</u></b>	<b>First Initial</b>	<b>Middle Initial (if you have one)</b>	<b>Last Initial</b>
<b>Today's Date</b>	<b>Month</b>	<b>Day</b>	<b>Year</b>
<b>City You Live In</b>			

**Thank you for taking this survey!**

**Your participation in this survey will help us understand your experience and improve programming.**

#### General Information

1. What is your age?									
2. What is your race/ethnic identity? (circle all that apply)	African American	Asian	Black	Latino/a	Native American	White	Something else (please specify below):		
3. What is your sexual orientation?	Bisexual	Gay	Lesbian	Straight	Queer	Something else (please specify below):			
4. What is your gender?	Boy/Man	Girl/Woman	Transgender	Agender	Something else (please specify below):				
5. What languages do you speak?	English	Spanish	Other language (please specify below)						
6. Highest grade level completed? (circle one)	5 <sup>th</sup> grade or below	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	High School or GED graduate	Post graduate degree (e.g., trade school certificate/A.A. or BA/BS)
7. Are you currently employment status	Yes				No				
8. If yes, about how many hours do you work per week?									

## Experience in Custody

9. Where were you (most recently) confined)? Circle all that apply:

- a) Juvenile Hall
- b) Byron Ranch
- c. Other (please specify) \_\_\_\_\_

10. How long were you in confinement (most recently)?

- a) Less than 3 months
- b) 3 – 6 months
- c) 6 months – 1 year
- d) 1 – 2 years
- e) 2 or more years

11. Please think back to your most recent confinement and please tell us if the following statements are true.

	YES!	yes	no	NO!
<b>BEFORE MY RELEASE . . . .</b>				
a. I received help or information on how to return to school (e.g. someone talked to me about this)				
b. I received help or information on how to get a job, internship, or apprenticeship				
c. I received help or information on how to get medical help when released				
d. I received information on how to get counseling or therapy				
d. I had a transition plan (i.e., BRIDGE meeting)				
e. I received help from the Youth Advocate.				

## Experience Out of Custody

12. How long have you been out of custody? (please circle one)

- a) Less than 3 months
- b) 3 – 6 months
- c) 6 months – 1 year
- d) 1 – 2 years
- e) 2 or more years

13. Please think back to the first few weeks after your most recent release and tell us if these statements are true.

	YES!	yes	no	NO!
<b>AFTER MY RELEASE . . . .</b>				
a. I was successfully enrolled into school upon release				
b. If yes, I was enrolled in school within 5 school day				
c. I was offered resources and support on finding a job (e.g., help making a resume and practicing job interviews)				
d. I was connected to job or an apprenticeship when released				
e. I had a job or was enrolled in an apprenticeship within 14 days of release?				

	YES!	yes	no	NO!
f. I got the medical help I needed upon my release				
g. I got the counseling and therapy that I needed upon my release				
h. I had a place to live upon my release				
i. It was helpful to have a meeting to discuss my transition and goals before leaving custody.				
j. The support that I received while in custody helped me prepare to be successful and stay out of trouble				
k. The Youth Success Counselor was a good method of support				
l. The Youth Advocate was a good method of support				

### Youth Satisfaction Survey

14. What was the most helpful service you received through the Youth Justice Initiative?

15. What is one thing that program staff should do better?

16. What is one thing that program staff did well?

17. What the best part of the program?

**Thank you for participating in the survey! We greatly appreciate the time you took to provide your answers.**

## Appendix 5: Reentry Success Interview Protocol

My name is \_\_\_\_\_ and I work at Impact Justice, a nonprofit research center in Oakland. We are working with Contra Costa County and (RISE/BACR) to assess and improve reentry services for youth. Someone should have told you that we would be calling this week? Did that happen?

Yes – okay that is good. Do you remember what he/she said? (go to next paragraph)

No - go to next paragraph

Well, we are calling people, like you, who at one time were confined to Martinez Juvenile Hall or Byron Ranch and received help through the Youth Justice Initiative (YJI) before release. We want to know what parts of the programs and services helped. We also want to know if there is anything the Probation Department can do to help other youth before and after they leave custody. So, we want to talk to you about the parts of the programs and services that helped you and what can be done better.

I want to let you know that everything you tell me is confidential. That means no one, including the Probation Department, will know who you are because we will not include your name with any of the information you tell us. Whatever you tell us will be shared in a summary format along with the other young people that we talk to. So, if you are willing to talk to me, the interview will probably take about 45 minutes.

1. Do you remember receiving services as part of the YJI program?
  - a. If yes, move to question 2
  - b. If no, describe program (ADD info on YJI services)
2. Do you think being part of YJI helped you do better?
  - a. If yes, how?
  - b. If no, what could have helped you?
3. Have you been in other court mandated programs or services?
  - a. If yes, what programs?
4. Was the Youth Justice Initiative program/service any different than other programs?
  - a. If yes, how so?
5. You should have had a meeting to develop goals and a transition plan with a bunch of people [like a Youth Advocate, Youth Success Counselor (Tanika/Briana), Probation Officer, attorney (Nicole/Joni), and others like family members or someone from your school] before your release.
  - a. Do you remember doing this?
  - b. Was this helpful? If yes how? If not, how could this have been more helpful?
  - c. Did you follow this plan?

6. Tell me about the services you received from the Youth Success Counselors (Briana or Tanika)
  - a. What did they do for you?
  - b. What did you find the most helpful?
  - c. Is this different than other services you received?
  - d. What could they have done better?
7. Tell me about the help you received from the Youth Advocate?
  - a. What did they do for you?
  - b. What did you find the most helpful?
  - c. Is this different than other services you received?
  - d. What could they have done better?
8. What was the most helpful service you received through the Youth Justice Initiative?
9. What was the best part of the program?
10. What was the worst part of the program?
11. What is one thing that program staff should do better?
12. What is one thing that program staff did well?
13. Did you feel prepared to go back home and succeed after your release?

## Appendix 6: School Success Data Tables

Park Middle School Survey Responses		
	Agree	Disagree
<b>Park students expressed positive thoughts about themselves and their future:</b>		
I have goals and plans for the future.	95%	5%
I expect to graduate from high school.	85%	14%
I am proud of myself.	90%	10%
<b>Park students expressed having positive support in their lives:</b>		
I have a friend that I talk to about my problems.	82%	18%
I have adults outside of my family that I look up to.	96%	4%
I tell my family what is going on in my life.	98%	2%
There is an adult outside my family that looks out for me.	96%	4%
<b>Park students had mixed views on school staff:</b>		
I share what I'm thinking with school staff.	12%	88%
I ask school staff for help.	30%	70%
School staff respect me.	69%	31%
I feel that school staff care about me.	54%	46%
School staff understand the difficulties I face in my daily life.	27%	73%
School staff help improve my life.	31%	69%

## Appendix 7: Reentry Success Data Tables

**Table 1. Socio-demographic and Pre-Custody Characteristics of Youth**

<b>Socio-Demographic and Pre-Custody Characteristics</b>		<b>Overall</b> N (%)	<b>Participants</b> N (%)	<b>Controls</b> N (%)	<b>p-value</b>
Sex					.812
	Males	159 (74.0)	54 (73.0)	105 (74.5)	
	Females	56 (26.0)	20 (27.0)	36 (25.5)	
Race/ethnicity					.925
	Black	102 (47.4)	37 (50.0)	65 (46.1)	
	Latino/a	75 (34.9)	24 (32.4)	51 (36.2)	
	White	31 (14.4)	11 (14.9)	20 (14.2)	
	Unknown/Other	7 (3.3)	2 (2.7)	5 (3.5)	
Age at entry (yrs.mos) <sup>1</sup>					.011
	Mean (std. dev)	16.81 (1.21)	16.52 (1.12)	16.96 (1.24)	
	Median	16.83	16.75	17.00	
	Mode	16.75	16.75	16.42	
Hx. of CJ involvement, ever					.901
	Yes	158 (73.5)	54 (73.0)	104 (73.8)	
	No	57 (26.5)	20 (27.0)	37 (26.2)	
Hx. of CJ involvement, last 12 mos.					.328
	Yes	143 (66.5)	46 (62.6)	97 (68.8)	
	No	72 (33.5)	28 (37.8)	44 (31.2)	
Felony offense					.711
	Yes	143 (66.5)	48 (64.9)	95 (67.4)	
	No	72 (33.5)	26 (35.1)	46 (32.6)	
Misdemeanor offense					.052
	Yes	117 (54.4)	47 (63.5)	70 (49.6)	
	No	98 (45.6)	27 (36.5)	71 (50.4)	
Probation violation					.092
	Yes	110 (51.2)	32 (43.2)	78 (55.3)	
	No	105 (48.8)	42 (56.8)	63 (44.7)	
<b>Total</b>		<b>215</b>	<b>74</b>	<b>141</b>	

1: t-test for the equality of means



**Table 2. Programmatic and Release Characteristics**

<b>Programmatic Characteristics</b>	<b>Overall</b> N (%)	<b>Participants</b> N (%)	<b>Controls</b> N (%)	<b>p-value</b>
Juvenile Probation Program				.901
Girls in Motion (GiM)	57 (26.5)	21 (28.4)	36 (25.5)	
YOTP	53 (24.7)	18 (24.3)	35 (24.8)	
OAYRF	105 (48.8)	35 (47.3)	70 (49.6)	
Days in Custody (continuous) <sup>1</sup>				.565
Mean (std. dev.)	264.24 (137.60)	271.72 (136.28)	260.32 (138.61)	
Median	213.00	231.50	206.00	
Mode	179	199	179	
Days in Custody (categorical)				.792
≤ 90 days (up to 3 mos.)	2 (0.9)	0 (0.0)	2 (1.4)	
91 – 180 (3-6 mos.)	72 (33.5)	23 (31.1)	49 (34.8)	
181 – 270 (6-9 mos.)	65 (30.2)	24 (32.4)	41 (29.1)	
271-365 (9-12 mos.)	28 (13.0)	9 (12.2)	19 (13.5)	
> 365 (1 yr or more)	48 (22.3)	18 (24.3)	30 (21.3)	
<b><u>Release Characteristics</u></b>				
AWOLed after release?				.076
Yes	36 (16.7)	17 (23.0)	19 (13.5)	
No	179 (83.3)	57 (77.0)	122 (86.5)	
Insufficient data for 12 mos. of follow-up?				.745
Yes	41 (19.1)	15 (20.3)	26 (18.4)	
No	174 (80.9)	59 (79.7)	115 (81.6)	
Probation status, 12 mos. following release				.397
AWOL	24 (11.2)	12 (16.2)	12 (8.6)	
In custody	30 (14.0)	10 (13.5)	20 (14.3)	
Still on probation	71 (33.2)	25 (33.8)	46 (32.9)	
Successful completion	59 (27.6)	16 (21.6)	43 (30.7)	
Unsuccessful completion	30 (14.0)	11 (14.9)	19 (13.6)	
Successful probation status, 12 mos. following release?				.157
Yes	59 (27.6)	16 (21.6)	43 (30.7)	
No	155 (72.4)	58 (78.4)	97 (69.3)	
Total	215	74	141	

**Table 3. Justice Related Characteristics, Last 12 Mos. Following Release**

<b>Justice Related Characteristics</b>	<b>Overall</b> N (%)	<b>Participants</b> N (%)	<b>Controls</b> N (%)	<b>p-value</b>
Any probation violations?				.001
Yes	115 (55.6)	51 (70.8)	64 (47.4)	
No	92 (44.4)	21 (29.2)	71 (52.6)	
Count of probation violations <sup>1</sup>				.004
Mean (std. dev.)	.95 (1.00)	1.25 (1.16)	.79 (1.04)	
Median	1.00	1.00	.000	
Mode	0.00	1.00	0.00	
Range	0-5	0-5	0-4	
Any returns to custody?				.722
Yes	100 (48.3)	36 (50.0)	64 (47.4)	
No	107 (51.7)	36 (50.0)	71 (52.6)	
# days between release and return to custody <sup>1</sup> (n=215)				.281
Mean (std. dev)	56.27 (83.91)	65.44 (94.68)	51.38 (77.54)	
Median	0.00	3.50	0.00	
Range	0-357	0-357	0-356	
# days between release and return to custody <sup>1</sup> (n=100)				.216
Mean (std. dev)	116.48 (87.00)	130.89 (96.71)	108.38 (80.70)	
Median	93.00	109.50	82.50	
Range	6-357	7-357	6-356	
Any arrests?				.633
Yes	45 (21.7)	17 (23.6)	28 (20.7)	
No	162 (78.3)	55 (76.4)	107 (79.3)	
Any felony arrests?				.757
Yes	22 (10.6)	7 (9.7)	15 (11.1)	
No	185 (89.4)	65 (90.3)	120 (88.9)	
Any misdemeanor arrests?				.389
Yes	26 (12.6)	11 (15.3)	15 (11.1)	
No	181 (87.4)	61 (84.7)	120 (88.9)	
Any post release convictions?				.619

Yes	31 (15.0)	12 (16.7)	19 (14.1)
No	176 (85.0)	60 (83.3)	116 (85.9)
Total	215	74	141

1: t-test for the equality of means

**Table 4. Any Probation Violations, 12 Mos. Following Release**

<b>Socio-Demographic Characteristics</b>	<b>Overall</b>			<b>Participants</b>			<b>Controls</b>		
	<b>Any Probation Violations?</b>	<b>Any Probation Violations?</b>	<b>p</b>	<b>Any Probation Violations?</b>	<b>Any Probation Violations?</b>	<b>p</b>	<b>Any Probation Violations?</b>	<b>Any Probation Violations?</b>	<b>p</b>
	<b>Yes N (%)</b>	<b>No N (%)</b>		<b>Yes N (%)</b>	<b>No N (%)</b>		<b>Yes N (%)</b>	<b>No N (%)</b>	
Sex			.203			.521			.345
Males	81 (52.9)	72 (47.1)		35 (68.6)	16 (31.4)		46 (45.1)	56 (54.9)	
Females	34 (63.0)	20 (37.0)		16 (76.2)	5 (23.8)		18 (54.5)	15 (45.5)	
Race/ethnicity			.895			.461			.304
Black	52 (54.7)	43 (45.3)		27 (77.1)	8 (22.9)		25 (41.7)	35 (58.3)	
Latino/a	42 (56.8)	32 (43.2)		15 (62.5)	9 (37.5)		27 (54.0)	23 (46.0)	
White	18 (58.1)	13 (41.9)		7 (63.6)	4 (36.4)		11 (55.0)	9 (45.0)	
Unknown/Other	3 (42.9)	4 (57.1)		2 (100.0)	0 (0.00)		1 (20.0)	4 (80.0)	
Age at Entry <sup>1</sup> (continuous)			.164			.825			.263
Mean (std. dev)	16.71 (1.19)	16.94 (1.22)		16.53 (1.18)	16.47 (1.05)		16.85 (1.20)	17.08 (1.23)	
Median	16.75	17.08		16.75	16.75		16.75	17.17	
Mode	16.75	17.17		16.75	14.42		16.67	17.17	
Days in Custody <sup>1</sup> (continuous)			.161			.485			.192
Mean (std. dev)	250.14 (125.00)	276.62 (145.70)		258.53 (121.029)	282.81 (136.993)		243.45 (128.554)	274.79 (149.062)	
Median	204.00	234.50		208.00	252.00		201.00	213.00	
Mode	136	179		199	114		136	179	
Days in Custody			.557			.887			.539
0 – 180 (≤ 6 mos.)	43 (58.9)	30 (41.1)		17 (73.9)	6 (26.1)		26 (52.0)	24 (48.0)	
181 – 270 (6-9 mos.)	34 (55.7)	27 (44.3)		16 (69.6)	7 (30.4)		18 (47.4)	20 (52.6)	
271-365 (9-12 mos.)	17 (60.7)	11 (39.3)		7 (77.8)	2 (22.2)		10 (52.6)	9 (47.4)	
> 365 (1 yr or more)	21 (46.7)	24 (53.3)		11 (64.7)	6 (35.3)		10 (35.7)	18 (64.3)	
<b><u>Pre-Custody Related Characteristics</u></b>									
Hx. of CJ involvement, ever			.327			.067			.979
Yes	87 (57.6)	64 (42.4)		40 (76.9)	12 (23.1)		47 (47.5)	52 (52.5)	
No	28 (50.0)	28 (50.0)		11 (55.0)	9 (45.0)		17 (47.2)	19 (52.8)	

Hx. of CJ involvement, last 12 mos.			.793			.132			.685
Yes	77 (56.2)	60 (43.8)		34 (77.3)	10 (22.7)		43 (46.2)	50 (53.8)	
No	38 (54.3)	32 (45.7)		17 (60.7)	11 (39.3)		26 (57.8)	19 (42.2)	
Prior hx. of felony offense			.053			.393			.088
Yes	69 (50.7)	67 (49.3)		31 (67.4)	15 (32.6)		38 (42.2)	52 (57.8)	
No	46 (64.8)	25 (35.2)		20 (76.9)	6 (23.1)		26 (57.8)	19 (42.2)	
Prior hx. of misdemeanor offense			.247			.393			.139
Yes	68 (59.1)	47 (40.9)		31 (67.4)	15 (32.6)		37 (53.6)	32 (46.4)	
No	47 (51.1)	45 (48.9)		20 (76.9)	6 (23.1)		27 (40.9)	39 (59.1)	
Prior hx. of probation violation			.456			.285			.506
Yes	61 (58.1)	44 (41.9)		24 (77.4)	7 (22.6)		37 (50.0)	37 (50.0)	
No	54 (52.9)	48 (47.1)		27 (65.9)	14 (34.1)		27 (44.3)	34 (55.7)	
Total	115 (55.6)	92 (44.4)		51	21		64	71	

1: t-test for the equality of means

**Table 5. Any Returns to Custody, 12 Mos. Following Release**

<b>Socio-Demographic Characteristics</b>	<b>Overall Return to Custody?</b>			<b>Participants Return to Custody?</b>			<b>Controls Return to Custody?</b>		
	<b>Yes N (%)</b>	<b>No N (%)</b>	<b>p</b>	<b>Yes N (%)</b>	<b>No N (%)</b>	<b>p</b>	<b>Yes N (%)</b>	<b>No N (%)</b>	<b>p</b>
Sex			.120			.195			.345
Males	69 (45.1)	84 (54.9)		23 (45.1)	28 (51.9)		46 (13.3)	56 (54.9)	
Females	31 (57.4)	23 (42.6)		13 (61.9)	8 (38.1)		18 (54.5)	15 (45.5)	
Race/ethnicity			.382			.916			.109
Black	43 (45.3)	52 (54.7)		19 (54.3)	16 (45.7)		24 (40.0)	36 (60.0)	
Latino/a	41 (55.4)	33 (44.6)		11 (45.8)	13 (54.2)		30 (60.0)	20 (40.0)	
White	14 (45.2)	17 (54.8)		5 (45.5)	6 (54.5)		9 (45.0)	11 (55.0)	
Unknown/Other	2 (2.0)	5 (71.4)		1 (50.0)	1 (50.0)		1 (20.0)	4 (80.0)	
Age at Entry <sup>1</sup> (continuous)			.057			.114			.239
Mean (std. dev)	16.7 (1.18)	17.0 (1.21)		16.30 (1.08)	16.72 (1.13)		16.84 (1.19)	17.09 (1.24)	
Median	16.5	17.2		16.46	17.08		16.67	17.07	
Mode	16.8	16.8		16.75	17.08		16.67	18.0	
Days in Custody <sup>1</sup> (continuous)			.235			.219			.539
Mean (std. dev)	250.4 (117.9)	272.7 (148.7)		247.33 (100.167)	283.89 (145.532)		252.09 (127.551)	267.00 (151.050)	
Median	210	211		211.50	255.00		209.00	203.00	
Mode	153	179		199	138		136	179	
Days in Custody			.844			.154			.584
≤6 mos.	34 (46.6)	39 (53.4)		9 (39.1)	14 (60.9)		25 (50.0)	25 (50.0)	
181 – 270 (6-9 mos.)	31 (50.8)	30 (49.2)		16 (69.6)	7 (30.4)		15 (39.5)	23 (60.5)	
271-365 (9-12 mos.)	15 (53.6)	13 (46.4)		4 (44.4)	5 (55.6)		11 (57.9)	8 (42.1)	
> 365 (1 yr or more)	20 (44.4)	25 (55.6)		7 (41.2)	10 (58.8)		13 (46.4)	15 (53.6)	
<b>Pre-Custody Related Characteristics</b>									
Hx. of CJ involvement, ever			.114			.599			.113
Yes	78 (51.7)	73 (48.3)		27 (51.9)	25 (48.1)		51 (51.5)	48 (48.5)	
No	22 (39.3)	34 (60.7)		9 (45.0)	11 (55.0)		13 (36.1)	23 (63.9)	
Hx. of CJ involvement, last 12 mos.			.157			.629			.145

Yes	71 (51.8)	66 (48.2)		23 (52.3)	21 (47.7)		48 (51.6)	45 (48.4)	
No	29 (41.4)	41 (58.6)		13 (46.4)	15 (53.6)		16 (38.1)	26 (61.9)	
Prior hx. of felony offense			.024			.326			.038
Yes	58 (42.6)	78 (57.4)		21 (45.7)	25 (54.3)		37 (41.1)	53 (58.9)	
No	42 (59.2)	29 (40.8)		15 (57.7)	11 (42.3)		27 (60.0)	18 (40.0)	
Prior hx. of misdemeanor offense			.494			.326			.139
Yes	58 (50.4)	57 (49.6)		21 (45.7)	25 (54.3)		37 (53.6)	32 (46.4)	
No	42 (45.7)	50 (54.3)		15 (57.7)	11 (42.3)		27 (40.9)	39 (59.1)	
Prior hx. of probation violation			.081			.475			.088
Yes	57 (54.3)	48 (45.7)		17 (54.8)	14 (45.2)		40 (54.1)	34 (45.9)	
No	43 (42.2)	59 (57.8)		19 (46.3)	22 (53.7)		24 (39.3)	37 (60.7)	
Total	100 (48.3)	107 (51.7)		36	36		64	71	

1: t-test for the equality of means

**Table 6. Any New Arrests, 12 Mos. Following Release**

Socio-Demographic Characteristics	Overall Any New Arrests?			Participants Any New Arrests?			Controls Any New Arrests?		
	Yes N (%)	No N (%)	p	Yes N (%)	No N (%)	p	Yes N (%)	No N (%)	p
Sex			.505			.980			.362
Males	35 (22.9)	118 (77.1)		12 (23.5)	39 (76.5)		23 (22.5)	79 (77.5)	
Females	10 (18.5)	44 (81.5)		5 (23.8)	16 (76.2)		5 (15.2)	28 (84.8)	
Race/ethnicity			.217			.388			.318
Black	16 (16.8)	79 (83.2)		6 (17.1)	29 (82.9)		10 (16.7)	50 (83.3)	
Latino/a	22 (29.7)	52 (70.3)		8 (33.3)	16 (66.7)		14 (28.0)	36 (72.0)	
White	6 (19.4)	25 (80.6)		2 (18.2)	9 (81.8)		4 (20.0)	16 (80.0)	
Unknown/Other	1 (14.3)	6 (85.7)		1 (50.0)	1 (50.0)		0 (0.0)	5 (100.0)	
Age at Entry <sup>1</sup> (continuous)			.000			.000			.000
Mean (std. dev)	16.04 (0.94)	17.03 (1.19)		15.67 (1.00)	16.77 (1.05)		16.27 (0.84)	17.16 (1.24)	
Median	16.0	17.17		15.42	17.08		16.29	17.25	
Mode	16.0	16.75		16.8	17.08		16.0	18.0	
Days in Custody <sup>1</sup> (continuous)			.007			.000			.274
Mean (std. dev)	219.84 (106.60)	273.59 (139.79)		196.41 (67.432)	287.00 (131.740)		234.07 (123.557)	266.70 (143.860)	
Median	198.00	227.50		199.00	259.00		192.50	212.00	
Mode	121	179		121	138		149	179	
Days in Custody			.254			.059			.899
0 – 180 (up to 6 mos.)	19 (26.0)	54 (74.0)		7 (30.4)	16 (69.6)		12 (24.0)	38 (76.0)	
181 – 270 (6-9 mos.)	15 (24.6)	46 (75.4)		8 (34.8)	15 (65.2)		7 (18.4)	31 (81.6)	
271-365 (9-12 mos.)	6 (21.4)	22 (78.6)		2 (22.2)	7 (77.8)		4 (21.1)	15 (78.9)	
> 365 (1 yr or more)	5 (11.1)	40 (88.9)		0 (0.0)	17 (100.0)		5 (17.9)	23 (82.1)	
<b>Pre-Custody Related Characteristics</b>									
Hx. of CJ involvement, ever			.489			.042			.481
Yes	31 (20.5)	120 (79.5)		9 (17.3)	43 (82.7)		22 (22.2)	77 (77.8)	
No	14 (25.0)	42 (75.0)		8 (40.0)	12 (60.0)		6 (16.7)	30 (83.3)	
Hx. of CJ involvement, last 12 mos.			.780			.429			.744
Yes	29 (21.2)	108 (78.8)		9 (20.5)	35 (79.5)		20 (21.5)	73 (78.5)	



No	16 (22.9)	54 (77.1)		8 (28.6)	20 (71.4)		8 (19.0)	34 (81.0)	
Prior hx. of felony offense			.020			.282			.036
Yes	23 (16.9)	113 (83.1)		9 (19.6)	37 (80.4)		14 (15.6)	76 (84.4)	
No	22 (31.0)	49 (69.0)		8 (30.8)	18 (69.2)		14 (31.1)	31 (68.9)	
Prior hx. of misdemeanor offense			.498			.619			.254
Yes	27 (23.5)	88 (76.5)		10 (21.7)	36 (78.3)		17 (24.6)	52 (75.4)	
No	18 (19.6)	74 (80.4)		7 (26.9)	19 (73.1)		11 (16.7)	55 (83.3)	
Prior hx. of probation violation?			.692			.460			.258
Yes	24 (22.9)	81 (77.1)		6 (19.4)	25 (80.6)		18 (24.3)	56 (75.7)	
No	21 (20.6)	81 (79.4)		11 (26.8)	30 (73.2)		10 (16.4)	51 (83.6)	
Total	45 (21.7)	162 (78.3)		17	55		28	107	

**Table 7. AWOL, 12 Mos. Following Release**

Socio-Demographic Characteristics	Overall AWOL, 12 mos. following release?			Participants AWOL, 12 mos. following release?			Controls AWOL, 12 mos. following release?		
	Yes N (%)	No N (%)	p	Yes N (%)	No N (%)	p	Yes N (%)	No N (%)	p
Sex			.890			.326			.486
Males	18 (11.4)	140 (88.6)		10 (18.9)	43 (81.1)		8 (7.6)	97 (92.4)	
Females	6 (10.7)	50 (89.3)		2 (9.5)	19 (90.5)		4 (11.4)	31 (88.6)	
Race/ethnicity			.853			.410			.841
Black	10 (9.8)	92 (90.2)		4 (10.8)	33 (89.2)		6 (9.2)	59 (90.8)	
Latino/a	10 (13.3)	65 (86.7)		5 (20.8)	19 (79.2)		5 (9.8)	46 (90.2)	
White	3 (9.7)	28 (90.3)		2 (18.2)	9 (81.8)		1 (5.0)	19 (95.0)	
Unknown/Other	1 (16.7)	5 (83.3)		1 (50.0)	1 (50.0)		0 (0.0)	4 (100.0)	
Age at Entry <sup>1</sup> (continuous)			.276			.004			.961
Mean (std. dev)	17.06 (1.27)	16.77 (1.21)		17.18 (0.70)	16.39 (1.14)		16.945 (1.69)	16.96 (1.20)	
Median	17.13	16.75		17.29	16.58		16.75	17.00	
Mode	16.67	16.75		15.67	16.75		16.67	16.42	
Days in Custody <sup>1</sup> (continuous)			.743			.693			.157
Mean (std. dev)	256.04 (113.35)	265.85 (140.71)		286.08 (136.733)	268.94 (137.132)		226.00 (78.732)	264.36 (142.922)	
Median	237.00	209.50		292.00	222.50		218.50	205.00	
Mode	112.0	179.0		112	199		118	179	
Days in Custody			.222			.382			.093
≤ 6 mos.	7 (9.6)	66 (90.4)		4 (17.4)	19 (82.6)		3 (6.0)	47 (94.0)	
181 – 270 (6-9 mos.)	8 (12.3)	57 (87.7)		2 (8.3)	22 (91.7)		6 (14.6)	35 (85.4)	
271-365 (9-12 mos.)	6 (21.4)	22 (78.6)		3 (33.3)	6 (66.7)		3 (15.8)	16 (84.2)	
> 365 (1 yr or more)	3 (6.3)	45 (93.8)		3 (16.7)	15 (83.3)		0 (0.0)	30 (100.0)	
Hx. of CJ involvement, ever			.241			.111			.907
Yes	20 (12.7)	137 (87.3)		11 (20.4)	43 (79.6)		9 (8.7)	94 (91.3)	
No	4 (7.0)	553 (93.0)		1 (5.0)	19 (95.0)		3 (8.1)	34 (91.9)	
Hx. of CJ involvement, last 12 mos.			.377			.765			.424
Yes	14 (9.9)	128 (90.1)		7 (15.2)	39 (84.8)		7 (7.3)	89 (92.7)	

No	10 (13.9)	62 (86.1)	5 (17.9)	23 (82.1)	5 (11.4)	39 (88.6)
Total	24	190	12	62	12	128

1: t-test for the equality of means

**Table 8. Successful Completion of Probation, 12 Mos. Following Release**

<b>Socio-Demographic Characteristics</b>	<b>Overall Successful Completion of Probation?</b>			<b>Participants Successful Completion of Probation?</b>			<b>Controls Successful Completion of Probation?</b>		
	<b>Yes N (%)</b>	<b>No N (%)</b>	<b>p</b>	<b>Yes N (%)</b>	<b>No N (%)</b>	<b>p</b>	<b>Yes N (%)</b>	<b>No N (%)</b>	<b>p</b>
Sex			.235			.335			.070
Males	41 (25.9)	117 (74.1)		13 (24.5)	40 (75.5)		28 (26.7)	77 (73.3)	
Females	18 (32.1)	38 (67.9)		3 (14.3)	18 (85.7)		15 (42.9)	20 (57.1)	
Race/ethnicity			.430			.852			.150
Black	30 (29.4)	72 (70.6)		8 (21.6)	29 (78.4)		22 (33.8)	43 (66.2)	
Latino/a	20 (26.7)	55 (73.3)		6 (25.0)	18 (75.0)		14 (27.5)	37 (72.5)	
White	6 (19.4)	25 (80.6)		2 (18.2)	9 (81.8)		4 (20.0)	16 (80.0)	
Unknown/Other	3 (50.0)	3 (50.0)		0 (0.0)	2 (100.0)		3 (75.0)	1 (25.0)	
Age at Entry <sup>1</sup> (continuous)			.001			.057			.011
Mean (std. dev)	17.2 (.98)	16.6 (1.26)		16.93 (0.88)	16.40 (1.16)		17.32 (1.00)	16.79 (1.31)	
Median	17.3	16.7		17.13	16.50		17.33	16.75	
Mode	16.4	16.8		17.08	16.75		16.42	16.67	
Days in Custody <sup>1</sup> (continuous)			.510			.120			.774
Mean (std. dev)	275.3 (146.7)	260.8 (134.4)		327.13 (160.995)	256.43 (125.953)		255.98 (138.035)	263.33 (139.816)	
Median	202.0	220.0		281.50	221.00		184.00	220.00	
Mode	179	199		147	199		179	136	
Days in Custody			.277			.562			.288
≤ 6 mos.	23 (31.5)	50 (68.5)		4 (17.4)	19 (82.6)		19 (38.0)	31 (62.0)	
181 – 270 (6-9 mos.)	12 (18.5)	53 (81.5)		4 (16.7)	20 (83.3)		8 (19.5)	33 (80.5)	
271-365 (9-12 mos.)	8 (28.6)	20 (71.4)		2 (22.2)	7 (77.8)		6 (31.6)	13 (68.4)	
> 365 (1 yr or more)	16 (33.3)	32 (66.7)		6 (33.3)	12 (66.7)		10 (33.3)	20 (66.7)	
<b>Pre-Custody Related Characteristics</b>									
Hx. of CJ involvement, ever			.657			.287			.880
Yes	17 (29.8)	40 (70.2)		10 (18.5)	44 (81.5)		32 (31.1)	71 (68.9)	
No	42 (26.8)	115 (73.2)		6 (30.0)	14 (70.0)		11 (29.7)	26 (70.3)	
Hx. of CJ involvement, last 12 mos.			.783			.582			.550
Yes	19 (26.4)	53 (73.6)		9 (19.6)	37 (80.4)		31 (32.3)	65 (67.7)	

No	40 (28.2)	102 (71.8)	7 (25.0)	21 (75.0)	12 (27.3)	32 (72.7)
Total	59 (27.6)	155 (72.4)	16	58	43	97