

The Kern County Edward Byrne Memorial Justice Assistance Grant (JAG) Program

Final Evaluation Report

Submitted by
 Transforming Local Communities, Inc.

Background of the Project

Spanning parts of the Mojave Desert, the southern Sierra Nevada mountains, and the southern portion of the San Joaquin Valley, Kern County is the third largest county California and the twentieth largest in the United States. At 8,161 square miles, is larger in size than six U.S. states. Despite its size, Kern is a primarily rural county, heavily dependent on agriculture and petroleum extraction. It has eleven incorporated cities, the largest of which, Bakersfield, at roughly 376,380 (2016) accounts for over 40 percent of the county’s population. It is followed in size by Delano, at approximately 52,707 (2016). The county is also home to Edwards Air Force Base, the China Lake Naval Air Weapons Station, and the Mojave Air and Space Port.

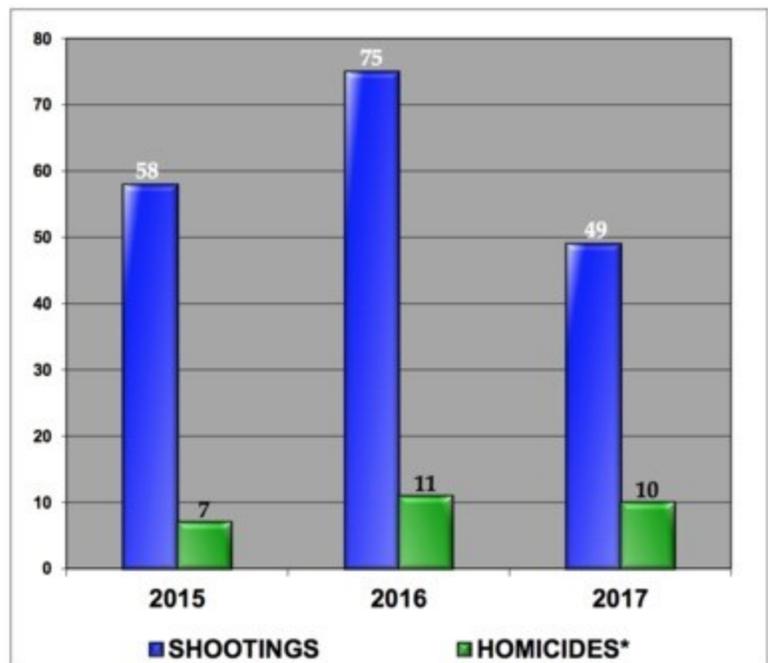
Both Bakersfield and Delano are located in the Southern San Joaquin Valley, on one of the state’s two primary arterial north-south routes, Highway 99. The junction of Highway 99 and Interstate 5 is located just south of Bakersfield. Highway 58, the state’s only east-west corridor south of Sacramento and north of greater Los Angeles, intersects Highway 99 in the city of Bakersfield. According to local DEA officers, its geographical position on this crossroads makes Bakersfield a major hub for the distribution of methamphetamine nationwide.

Over 9,000 known gang members are estimated to reside in Kern County, and the Kern County Sheriff’s Office reports that Kern County is home to over 200 known gangs. In fall of 2016, the Bakersfield Police Department (BPD) reported gang-related shootings as up by 29% over 2015. In its Special Enforcement Unit’s monthly report, shootings in November 2017 had dropped by 35% from the previous year, but homicides remained relatively static, with ten murders in the month of November 2017 compared to eleven in November of the previous year. In December 2017, California Attorney



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 SPECIAL ENFORCEMENT UNIT
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YEAR TO DATE GANG VIOLENCE INDEX 2015-2017



*Please note that the homicide stats include all gang related homicides, including but not limited to shootings and stabbings.

General Xavier Becerra announced the arrest of 49 individuals, and the seizure of 26 firearms, 1,928 grams of meth, and 32 grams of crack cocaine as part of a multi-agency state and federal takedown of gang members in Bakersfield, targeting the West Side Crips. These data highlight the high need in Kern County for services to prevent and reduce violence in schools and in the community.

Kern County Probation applied for and received Justice Assistance Grant (JAG) funding between 2015 and 2017, to provide prevention activities targeting three primary geographic areas known for heavy gang involvement and related violence: East Bakersfield, the South Kern communities of Lamont and Arvin, and the north Kern community of Delano. With a heavy focus on school-based services to address the needs of young people at risk of gang involvement, the project worked with schools to identify students and provide pro-social activities and evidence-based intervention programs aimed at building resilience and social competencies. Project goals and objectives included:

GOAL 1: To reduce school violence.

Objective 1.1. By December 2017, 80% of school sites will demonstrate increased levels of implementation of the PBIS three tier system of support.

Objective 1.2 By December 2017, target schools will report at least a 10% reduction in one of the following: suspensions, expulsions, and/or disciplinary referrals related to school violence.

Objective 1.3 By December 2017, schools will show at least a 10% improvement on the California School Climate (Staff) Survey, specifically in one of the following areas: gang activity, weapons possession, and substance abuse.

Objective 1.4 60% of staff who attend Cultural Proficiency and/or Restorative Practices training will show improvement in knowledge, confidence and intention.

GOAL 2: To prevent juvenile delinquency.

Objective 2.1 By December 2017, Tier 3 students receiving a minimum of three months of case management (EPICS) will show positive change in one or more areas of criminogenic need, as measured by the PACT.

Objective 2.2 By December 2017, Tier 3 students whose parents complete 80% of Parent Project classes or Parents on a Mission classes will show improvement on measures related to family involvement, as measured by the PACT.

Objective 2.3 By December 2017, recidivism rates for alternative education students currently on probation will decrease.

Kern JAG represented a coalition of eight partner agencies, including Kern County Probation, the Kern County Superintendent of Schools Office (KCSOS), the Bakersfield City School District (BCSD), the Kern High School District (KHSD), the Arvin School District, the Lamont School District, the Kern County Sheriff's Office (KCSO), and the Community Action Partnership of Kern (CAPK). These agencies maintained representation on the project's Core Management Team (CMT), which met monthly throughout the course of the project to oversee project activities. The project evaluator, Transforming Local Communities, Inc. (TLC) also participated on the CMT.

Activities that supported the reduction of school violence included the implementation and/or expansion of the evidence-based Positive Behavioral Interventions and Supports (PBIS) at the seven school sites targeted by the project. This included the development and dissemination of clear, school-wide behavioral expectations; the development of school policy in which behavioral violations are dealt with consistently and within the classroom rather than the office; a behavioral incentive program; and the establishment of a referral process to identify “Tier 2” (students at higher risk for academic failure by virtue of their identification with high risk groups) and “Tier 3” (students already engaged in high risk behaviors that jeopardize their ability to remain in school) students.

Activities that supported the prevention of juvenile delinquency included the development of a Coordination of Services Team (COST) composed of a project school counselor/coordinator, two project probation officers, two Sheriff’s Activities League officers, CAPK staff, and the project evaluators. As originally conceived, the COST would accept referrals of Tier 3 students from the school sites. These would be screened by a project counselor, and students deemed appropriate would be assigned to one of the two project probation officers for follow-up. The probation officers were to administer the evidence-based PACT assessment to determine the criminogenic needs of each student, determine the student’s eligibility for services, and develop a case plan to provide one or more evidence-based services with the goal of reducing criminogenic needs over time, and thereby reducing the likelihood of future involvement in the juvenile or adult criminal justice systems. Services were to be provided primarily at school sites using evidence-based interventions, and through the Sheriff’s Activities League in the Arvin/Lamont area and East Bakersfield. For reasons discussed at length below, the means by which students were identified for and received services changed substantially; nevertheless, over the course of the project, nearly 400 students received direct individual services, and an even larger number participated in group activities.

This report details the services of each JAG partner, and outcomes related to the project’s goals and objectives. It includes additional analysis of student-level outcomes for a subset of students served, and provides a list of recommendations for future efforts targeting the goals for the reduction of school violence and juvenile delinquency.

Project Partners and Roles

Kern County Probation. As the lead agency for JAG, Probation convened meetings of the CMT and of the COST. The COST was composed of project staff involved directly in the provision of services, and met twice a month to plan services, troubleshoot issues that arose in the delivery of services, and staff cases. Probation assigned two officers to the project, whose primary responsibilities originally included administering the PACT and providing case management services for a maximum of 25 students each. Officers used Effective Practices for Community Supervision (EPICS) to structure the case management process. They also facilitated and co-facilitated groups with other project staff and with school site staff trained in Aggression Replacement Training, Girls Circle/Boys Council, and Thinking for a Change. Although officers’ responsibilities originally included facilitating Parent Project, this program was primarily offered by school site personnel. The project probation officers were expected to conduct the PACT every three months to gauge changes in in criminogenic needs over time for case-managed youth; however, for a number of reasons discussed below, the PACT

proved untenable for this population, and was rarely administered on a follow-up basis. As time progressed, while officers continued to offer one-on-one support to students, more of their time was allocated to facilitating groups, which allowed them to reach a larger number of students on a more consistent basis, and provided students the opportunity to learn pro-social skill sets through evidence-based programs.

Kern County Superintendent of Schools Office. KCSOS oversees the court and community schools for the county; one of these schools, the North Kern Community School, was designated a JAG site. The KCSOS project school counselor provided supervision and guidance for on-site program activities, including facilitating COST meetings, meeting with school administrators to help orchestrate the integration of PBIS and JAG services, providing support to project probation officers, and working with other JAG partners to coordinate services. The school counselor also co-facilitated Girls Circle groups at the project's single high school and one of the middle schools. KCSOS underwrote a portion of the salaries of two AmeriCorps members at each of the two South Kern sites, and provided a career development associate at North Kern Community School.

Kern County Sheriff's Office. KCSO's primary involvement in JAG was through two branches of the Sheriff's Activities League (SAL), one in East Bakersfield and one in South Kern. Students in JAG school sites identified as meeting Tier 2 criteria were regularly referred to SAL. The Bakersfield and South Kern SAL officers participated in Thinking for a Change (T4C) training, Aggression Replacement Training (ART), and Girls Circle/Boys Council training. The South Kern deputy met with school administrators in the Lamont and Arvin sites, and had planned to offer ART at these sites beginning in January 2016; however, due to changes in administrative staffing at one site and the preference of site administrators at the other, this did not occur. Instead, the officer worked primarily at Mountain View Middle School in the Lamont School District, providing after-school and Saturday opportunities for students to participate in community service projects. The officer assigned to the East Bakersfield substation co-facilitated groups with one of the project probation officers, but primarily served students after school, providing boxing and martial arts activities, as well as coordinating field trips and short-term workshops in art, cooking, and other subjects, conducted by volunteers from the community.

Kern High School District. East Bakersfield High School ("East High"), the only traditional high school among the seven schools targeted by the project, is part of the Kern High School District. The district agreed to allow the provision of services on-site at East High, and to make school record data available to the project evaluator with parent consent. At the beginning of the project, the probation officer assigned to East High sat in on the school's COST, a coalition of school administrators, counselors, intervention specialists, and service providers that met weekly to accept referrals and staff cases. At the recommendation of the East High COST, the officer was asked to offer T4C to a class of freshmen held back due to their failure to accrue the appropriate number of credits during the school year. It quickly became evident that these students did not, for the most part, meet Tier 2 criteria for services. Over time, as discussed in detail below, the officer worked with school counselors and administrators to redefine his role, and offered both group and individual services to students referred directly from the Dean's office or on-site counselors. He also worked with teachers in the Summer Bridge program to help incoming freshmen better integrate into the high school

environment, and he developed a cadre of seniors who had themselves received services to co-facilitate activities and provide support to incoming freshmen.

Bakersfield City School District. Three of the five middle school sites served by the project, Cato, Compton, and Stiern, are part of the BCSD. District administration was proactive in working with the evaluation team to develop and finalize consent forms for the collection of school record data and for the provision of onsite services. Because the district was already involved in implementing PBIS and conducting the School-wide Evaluation Tool (SET) as part of that implementation, the district agreed to make SET data available to the evaluation team. Between the second and third project year, the district moved from the SET to the Tiered Fidelity Inventory (TFI) to assess its PBIS implementation. These data were made available to the evaluation team, as was school record data for students receiving project services whose parents gave consent. Administration at each of the BCSD sites proved to be eager partners, involving project staff in a variety of activities and making space available for one-on-one meetings and group activities.

Arvin Union School District. The Arvin Union School District, located about 20 miles southeast of Bakersfield, has one middle school, Haven Drive. The district is part of South Kern's Building Healthy Communities, an initiative of The California Endowment, and a source of funding and technical assistance to the communities of South Kern. It is also a recipient of Project 180, a local initiative of the County of Kern that targets youth at high risk of gang involvement with mentoring and other services. At the commencement of the project, Haven Drive had a mental health therapist from Clinica Sierra Vista who provided on-site services, a Project 180 intervention specialist, a school resource officer from the Arvin Police Department, and two AmeriCorps members, a portion of whose stipends were paid for through KCSOS's JAG funding in an effort to expand services at the site. These individuals were meeting weekly to discuss the needs of Tier 2 and Tier 3 students. Due to the long-term illness of the site administrator and subsequent changes in staffing, the Haven Drive COST disbanded during the second project year, and the SAL officer assigned to South Kern struggled to find an entry point to provide services for students. In the end, JAG services were limited to the mentoring support of the AmeriCorps members. No student-level data were collected from this site.

Lamont Elementary School District. Located about 10 miles south of Bakersfield, the Lamont Elementary School District also has one middle school, Mountain View, and this district is also served by the South Kern Building Healthy Communities Initiative. Like Haven Drive in Arvin, Mountain View Middle School had two AmeriCorps members, a portion of whose funding came from the KCSOS JAG contract. The SAL officer serving South Kern provided a number of students with service opportunities after school Wednesday through Friday, and on Saturdays. The officer also provided occasional onsite support when the administration had a serious disciplinary issue with a student. Although the school administration was willing to share student record data with parent consent, the SAL officer, who was away part of one project year on maternity leave, did not keep regular records. As it was impossible to track the students receiving services and the number of services received, it is not possible to report student-level outcomes for students at this site.

Community Action Partnership of Kern. CAPK hired one full-time and one half-time staff person to co-facilitate Aggression Replacement Training at JAG sites. Originally, CAPK staff were expected to provide Parents on a Mission and assist in providing Parent Project at target sites. A series of staff

turnovers, coupled with the difficulty of recruiting parents for these programs, limited what staff was able to provide in the way of services to parents. Staff did, however, provide evidence-based programming to 103 unduplicated students.

Transforming Local Communities, Inc. TLC is a research and consulting firm that has specialized in the evaluation of publicly funded programs in education and health since 1997. TLC took the lead in developing consent forms, data collection forms, and databases to track services and outcomes for program participants. The evaluation team conducted interviews with project staff and site-level administrators periodically, and conducted the PBIS SET at North Kern Community School, Haven Drive Middle School, and Mountain View Middle School. TLC staff also conducted fidelity assessments of ART sessions conducted by CAPK staff and project probation officers.

Allocation of Project Staff Across Sites

In the beginning, Kern JAG had an ambitious roster of program services, and specific protocols for how students would be identified for services. It became clear in the early days of program implementation that it would not be possible to provide a full slate of services to each of the seven school sites identified for JAG. The two primary reasons for this have to do with numbers of students enrolled at these sites and Kern County's geography.

Enrollment at Target School Sites by Ethnicity (2016-2017, California Department of Education)

	Bakersfield City SD			Kern High SD	Arvin USD	Lamont ESD	KCSOS*
	Cato	Compton	Stiern	East High	Haven Drive	Mountain View	North Kern
African American	32	36	57	100	4	2	N/A
American Indian	11	3	4	24	1	0	N/A
Asian	18	1	4	8	0	1	N/A
Filipino	10	1	2	11	0	0	N/A
Hispanic/Latino	729	566	932	1,829	553	581	N/A
Pacific Islander	1	0	2	5	0	1	N/A
White	153	43	74	161	9	7	N/A
Two or More Races	16	5	7	1	1	1	N/A
Not Reported	0	0	0	6	0	0	N/A
TOTAL	970	655	1,082	2,145	568	593	N/A

*Data for North Kern Community School is not available through the CDE's Dataquest database. Because North Kern is a community school, enrollment fluctuates continuously; however, the site serves a primarily Latino population.

As shown in the table on the previous page, East High serves a student population of over 2,100, while Cato serves just under 1,000 and Stiern serves just under 1,100 students. Together, the East Bakersfield sites serve over 4,850 students. Nearly 1,200 additional students were enrolled in the South Kern sites, and enrollment in North Kern Community School ranged from 60 to over 200 during each school year JAG services were available.

Four school sites, East High and the three BCSD middle schools (Cato, Compton, and Stiern), are geographically positioned in the same East Bakersfield area. The communities of Arvin and Lamont, referred to in JAG as “South Kern,” are located about eight miles apart, and just over twenty miles south of East High. North Kern Community School, the seventh site, is located in Delano, thirty-four miles north East High.

It became quickly apparent that if the time of the two probation officers was split between all seven sites, none of the sites would be adequately served, due to the amount of time officers would have to spend traveling between sites. Additionally, enrollment numbers quickly proved that each site could easily absorb a full-time probation officer.

The CMT made the decision to limit the probation officers to the four East Bakersfield sites, with one officer serving East High and Cato, and one serving Compton and Stiern. Because the middle school had fewer disciplinary concerns than the high school, the officer assigned to Cato spent two days a week at the middle school site, and three days at East High. All four sites are served by SAL through the East Bakersfield Sheriff’s Substation, located about a city block from East High. JAG funding contributed toward materials and supplies to keep the substation open five days a week for student activities. CAPK facilitators provided ART workshops, which are highly time-intensive (one class period three days a week) primarily at Compton and Stiern.

In South Kern, the project depended on one JAG-funded SAL officer and the KCSOS partially JAG-funded AmeriCorps members to provide services to students at Haven Drive and Mountain View Middle Schools.

Through KCSOS, North Kern Community School received JAG funding for a full-time career development associate who attended training in both ART and Girls Circle/Boys Council, and who began offering these groups to students, along with one-on-one mentoring and support. North Kern also received Tier 3 support services from Henrietta Weill Child Guidance Clinic, the mental health provider for North Kern.

In interviews with the evaluation team, project staff nearly unanimously agreed that inadequate staffing was the biggest challenge facing the project. Project staff worked closely with school administrators, particularly in Delano and East Bakersfield, to coordinate JAG with onsite services, and to recruit school staff to co-facilitate groups. While this strategy was somewhat successful, services were stretched thin at every site, and it was anticipated that this could have an impact on project outcomes.

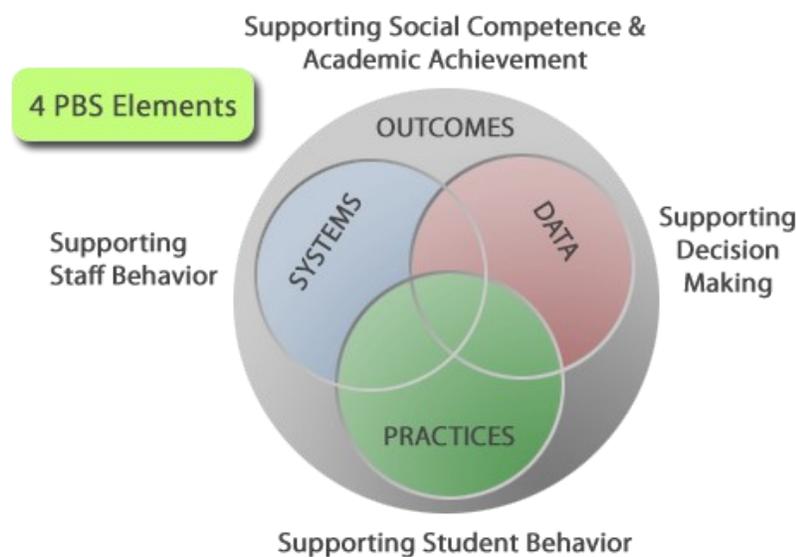
Programs and Services

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a systems-based approach to school-wide climate change, and uses evidence-based activities and practices that support the reduction of school violence through the development and dissemination of clear, school-wide behavioral expectations that attempt to avoid punitive measures for students. PBIS is a multi-tiered approach

What is a systems approach in schoolwide PBIS?

The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

Practices: interventions and strategies that are evidence based. (How will you reach the goals?)

Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

*From: PBIS OSEP Technical Assistance Center
<https://www.pbis.org/school>*

addressing the universal needs of all students (Tier 1 activities), and providing systems of support for students needing minimal to moderate interventions, such as social support (Tier 2) and students needing higher levels of intervention, such as mental health counseling (Tier 3). The figure on Page 8 of this report shows how the PBIS system relies on the regular review of disciplinary data to determine appropriate responses to campus-wide issues (“universal” strategies), as well as the implementation of services targeted at students exhibiting specific behaviors. Each tier is implemented successively over the course of one school year, beginning with the establishment of universal strategies in the first year, and moving progressively each year thereafter to expand Tier 2 and Tier 3 services.

Schools even within the same district were at different points in the implementation process for PBIS. By the end of the third project year, all schools had fully implemented Tier 1, and most had fully implemented Tier 2. Tier 3 services were being made available on an ongoing basis, but most schools were in the process of implementing Tier 3 protocols as the project was ending.

Probation Services

Probation officers were trained to administer the PACT as the assessment instrument to determine students’ needs and design case management plans. They were trained in EPICS for use in one-on-one encounters with students. Both officers received training in ART, Thinking for a Change, and Girls Circle/Boys Council, so that they could offer groups, as needed, at their sites. The roles of both officers changed over time, as they accommodated to the needs of their respective sites and determined the level of support available through other staff onsite.

Both officers found administering the PACT to be challenging. Not only does the instrument require a significant amount of time to complete, requiring multiple one-on-one sessions and contact with family members and other adults in the student’s life, but it is geared to youth with criminal infractions. Most students who completed the PACT did not actually register with criminogenic needs, which meant that there was no room for improvement on a subsequent assessment. Both officers indicated that, while PACT provides a wealth of detailed information, it was too specific to the needs of youth already involved in the criminal justice system to be viable in a traditional school setting with youth who did not have offenses. For the most part, officers abandoned the PACT in the second project year. This created a dilemma for the evaluation team, because the PACT was the only source of data for examining student-level outcomes for case managed students. The TLC team attempted to address this by requesting school record data related to attendance and discipline for students receiving intensive one-on-one services through the officers. As discussed in more detail below, only a very small pool of students had the requisite parent consent to share school record data, and had both baseline and outcome data available through the school to use in the analysis of outcomes. This limits the conclusions that can be drawn about the success of the program based on quantitative data.

The officer at East High and Cato, who focused more on group than individual services, used EPICS relatively rarely, finding less formal interactions more productive with a population of students who again, were not on probation and, for the most part, were not exhibiting criminogenic needs. The officer at Stiern and Compton focused more on one-on-one interactions, and used EPICS more

consistently. While finding the cognitive restructuring component of EPICS useful, she found other aspects of EPICS somewhat challenging, particularly with younger students.

Because CAPK staff offered ART at Stiern and Compton throughout the three years of the project, the probation officer was freed to focus on Thinking for a Change in the first and second project year, and Girls Circle/Boys Council in the last year of the project. The high school was not open to having students pulled from class three times a week to participate in ART; consequently, the officer assigned to East High primarily used Girls Circle/Boys Council in conducting groups, and believed it to be the most appropriate of the interventions in which he had been trained for this population. While willing to offer ART at Cato, he found that school staff were already doing so. He focused instead on providing Girls Circle/Boys Council groups.

Probation Services Offered at East High and Cato Middle School. The role of the probation officer assigned to East High changed significantly over the course of the project. When he first arrived on campus, the officer was asked to provide one-on-one services with students on the verge of expulsion, and to offer Thinking for a Change to sophomores behind in their academic credits. In the former situation, students were being expelled within days or a few weeks of being referred to the probation officer; for the sophomores, the primary presenting problem was academic rather than behavioral. Behaviors for these students never reached the level that required the kind of intensive intervention that T4C offered, and students did not respond well to the program. According to the officer:

T4C felt redundant, you know. I think that we could have maybe condensed it into twelve or fourteen different sessions instead of twenty-six or twenty-eight... You're basically reading from a script.... Thinking for a Change was never designed for this population; and it didn't seem to us to be a good match, but you've got to try it and see. It was all about getting them to start thinking and believing differently. But if they don't think anything is wrong, how am I going to tell a kid that's going to a traditional school and is not on probation, never been arrested, "You've got to start thinking a different way"? Well, maybe not. Maybe they just need to be motivated a little bit.

Over time, as the officer continued to attend COST meetings and began to establish relationships with counselors and administrators, he was able to reframe his role as a service provider on campus. He continued to meet one-on-one with students, but was now focused on working with students whose behavior had not progressed to the point that expulsion was imminent.

During the summer of 2016, the officer participated for the first time in Summer Bridge, a six-week program designed to help incoming ninth graders adjust to high school social and academic life. He offered Girls Circle/Boys Council to classrooms of students, using mentors who were seniors he trained to facilitate discussion in breakout groups.

By the beginning of the third project year, the officer began to collaborate with a counselor to look for patterns in the type and frequency of behavioral referrals coming to the Dean's office. They found that a handful of teachers were accounting for a significant percentage of referrals coming in related to classroom behaviors. This suggested that it might be the teachers, rather than the

students, who needed skills building opportunities:

We started to identify the kids in those classes that were the frequent flyers to the Dean's office. And then we just decided within this last year to go into those classes with the teachers that struggle with certain students and provide Boys Council and Girls Circle to *all* the students. So instead of just identifying the Tier 3 students, we're working [with]...all the kids in the class and... I'm requiring the teachers to work with us.... So teachers get to see us modeling that positive interaction with the kids...

The officer described working with three different ninth grade classrooms, taking the boys into Boys Council one day a week, and the girls into Girls Circle another day a week:

Mondays, I would go to COST meeting in the morning and I would have a couple of hours where I could go meet with kids one-on-one. Then I would go in and take the boys from three different classrooms and three different teachers...fifth period, sixth period, and seventh period....Then, on Wednesdays,...it was only girls groups, five periods a day. I found it's easy to do girls groups, and so I didn't have that much trouble doing them every period of every day except first period, when I would prep. But I would see almost a hundred kids just on Wednesdays. ...And then the boys that I didn't see on Monday because I only had fifth, sixth and seventh period boys, I would take those second and third period boys on Friday. Each group met once a week [for] one hour.

Girls Circle/Boys Council is not designed to be used with as many students as are typically found in a high school class. By using high school seniors as mentors, the officer was able to make an accommodation that allowed him to reach a much larger number of students without labeling or identifying particular students as "high need" or "Tier 2," and that encouraged bonding and mutual support at the classroom level. Teachers responded well to the intervention:

Every teacher that I asked to do it, did it. And then one of them said "You know what? We'll do this as a trial and I'll give you one or two weeks and then we'll see how this goes." And she's experienced, she's been a teacher for a while....We were probably the third week in... and she asked, "Hey can I speak to you before class outside for a second?" And you know when you're a probation officer and a teacher says that, it's bad. I'm ready to defend a kid or myself. And she said, "I just want you to know that the last two weeks have been the best two weeks that my kids have behaved in class this whole year." So, she only had good things to say and she was the one I was the most worried about.

Using seniors as mentors not only expanded the officer's ability to offer groups, it also provided a skills-building opportunity for the seniors themselves:

The seniors take a big-time leadership role, and then we have ninth graders that come up to the seniors as a mentor... if they're having problems on campus and things like that. I think it even helps the twelfth graders, because they know it's important. So, they show up and they put forth the effort.

Although he did not attempt to institute a mentoring program as part of it, the officer also offered Girls Circle/Boys Council in classrooms at Cato Middle School:

I had a really good co-facilitator full-time, and we stuck to the plan with that one. We went to two sixth grade classes with a bunch of squirrely boys; ...we also went to two eighth grade PE classes that we had worked with previously and that were still having some problems. I always took the boys and she always took the girls. And we kind of created our own ten-week curriculum of groups that worked well for us.

Although trained to do so, the officer was unable to offer Parent Project; the school wanted the program offered at night, and this conflicted with the work schedule of the officer. School site personnel at both sites, however, had been trained in the program, and did offer it periodically.

Probation Services Offered at Compton and Stiern. Like Cato, Compton and Stiern had adopted PBIS and had established Tier 2 teams; the officer serving these sites consequently found herself well integrated into the PBIS framework.

We're pretty much part of the culture there, with the PBIS system we're definitely incorporated as part of that process with those Tier 2, Tier 3 kids. For example, at Stiern I'm more individual or one-on-one; I'll have one group there [per semester]. Compton wants more groups, so I do more groups there: Girls Circle/Boy's Council, and a few individuals on Fridays. With the [individuals], it's doing EPICS, along with just individual check in/check outs...It switches now and then into a little bit of anger management skills, because that seems to be my population.

Like the officer serving Cato and East High, the officer at Compton and Stiern found that she had to build an identity on campus that differed significantly from the one school staff initially wanted her to play:

The biggest barrier was initially getting the administration focusing that we're here on a positive prevention level, even though we carry a badge...So, yes, we do have the power to arrest... but to inform them that [prevention] is our job duty here; this is our role.

Over time, and with the help of the KCSOS school counselor, the officer was able to redefine her position as an interventionist, rather than law enforcement. She described the referral process at Compton:

Compton is a smaller school, so it's just seventh and eighth graders. With that, [the PBIS team] meets bi-weekly. The teacher, or whoever entered the behavior that needs to be addressed, will send the referral to the Behavior Intervention Specialist, or BIS. The BIS will bring it to the Tier 2 meeting with the vice principal.

Compton wanted the officer to offer groups rather than individual services. CAPK staff offered ART on a regular basis, so the probation officer teamed with the East Bakersfield SAL officer to provide Thinking for a Change in the first two years of the project. In fall of 2017, the officer switched to

Girls Circle/Boys Council. Like the officer at Cato and East, she provided some accommodation: this time, the accommodation had to do with adding community service to the curriculum:

We volunteer over at the Homeless Center to teach volunteering, community service, how hopeful and beneficial and how good it feels to actually help someone else even when you're not in the best situation.

In the first two project years, the probation officer, along with the East Bakersfield SAL officer, facilitated T4C once a semester at Compton, and found it more useful at this site than at Stiern. She attributed this to the fact that Compton students are more likely to be exposed to gang involvement and violence:

The criminal history was a lot higher. I don't think there is a boy or a student in our group that didn't have domestic violence in their home that was present, so there were multiple CPS reports, mostly out of Compton.

The officer was able to rely on the PBIS process and Tier 2 team at both Compton and Stiern. Students referred to the team were assessed, offered an intervention, and then monitored. Over time, services were intensified or reduced, depending on the need of the student. The officer was able to collaborate with school staff to minimize the number of students assigned to her who were inappropriate for group, an issue that was extremely problematic in the first year of the project. By the third year, students deemed inappropriate for group were diverted to one-on-one services, then reassessed for group after certain benchmarks were met. The only major concern the officer expressed about the implementation of PBIS at Compton was that staff was not showing buy-in around the use of incentives.

At Stiern, the PBIS process was even more structured:

With our Tier 2 meetings we had a behavior contract; part of their behavior contract included that "you're going to work with us, regardless. And if you fail to work with [the probation officer] or things don't change, then we're letting you know this is our progressive plan...we're going to reassess every three to six months..." That way I can get more children into the system, or to work with me.

While the officer did co-facilitate Parent Project, she reported that only three parents finished the program in the English-language group at Stiern; a few more did so in the Spanish-language group. An ongoing problem at all sites was that the parents most likely to attend Parent Project were not the parents whose children were receiving services from the probation officers. The SAL officer was scheduled to begin Parent Project in January 2018, after JAG funding ended, suggesting that this service is sustainable.

Asked about barriers to the program, the officer responded:

A lot of the barriers were really just structural issues around trying to manage time, not take kids out of class too much, making sure that people understand your role clearly, making

sure that you get the support that you need to be able to run the groups in the way that you needed to run them; those were the kinds of issues that you had to address as time went on.

Success Stories. In interviews with members of the evaluation team, officers discussed their favorite success stories. The officer serving at the high school talked about the one student who had been through his T4C class in the first year that actually had been in trouble with the law and had been to a community school, before returning to East High.

On the 14th of November his dad died. They don't know exactly right now exactly what happened but he was a long-time substance abuser, and the kid hadn't been in school for almost two weeks. I left my number on a card at his door and said, "Hey, buddy, we're worried about you." That kid called me, sent me a picture of the all the funeral stuff.... He said, "I'll show up tomorrow. Can you call me out and we'll talk about it?" And I said, "Okay." ...I told him, "I know your dad was battling some things, but there were good times and your grandma remembers a lot of good times with your dad; so instead of you just drawing on maybe all the bad things your dad put you guys through, maybe what you can do is ask your mom and your grandma to tell you some stories about the good times that you had with him." He's the same kid we took to Fresno State and at the end of the tour, he said, "Do you think I could go to college?" I said, "Everybody can go to college, buddy." And he said, "I never thought I could," and I said, "You can, you know. Take care of business, right now. No matter where you come from or what you think, you have your whole future ahead of you." And I'm confident that he's going to be fine. He's going to do what he needs to do and he'll take care of his business and he'll be alright.

The officer serving Compton and Stiern had her success stories, as well. She shared:

I didn't think one of my students was going to last more than a couple of weeks before being expelled at Compton. [He comes from a] very high gang populated area in addition to [having] domestic violence at home, anger issues he's fought his whole life. He got into it with anything and everything; he would just lash out and fight. Once he got into Thinking for a Change he opened up to our program, opened up to individuals, it was beneficial for him because he took in everything. A lot of what he was, what worked for him were the incentives, the snacks; that was the buy-in. He came because he wanted those extras to take home. So, he started coming with the buy-in, "I get extra snacks when I come here." And that was a slow buy-in and once he knew the program he enjoyed it and he was my top role player, and just wanting to learn...always wanting the positive praise. "Hey I could have done this and this, but I didn't, Miss." ...He ended up graduating from Compton....And so I worked extra hard and I got him to look up the coach at Mira Monte High School's football team. He's on the football team over there....And he joined the [East Bakersfield] SAL program and did boxing over at the center, so that was beneficial to him.

The officer pointed out that it is the personal connection with students that reaped the greatest personal reward:

I have a kid [who] was a little, small thing and he was jumping on tables, had to pull him out

from under the tables, ADHD, impulsive, just everything, great profanity. Right now, he wants to go out for hurdles...He is now an A and B student.... And just seeing him coming around and wanting to just come and talk to us—when they see you on campus and they light up, that’s a positive for me.

Unduplicated Number of Students Served by the Probation Officers. The evaluation team worked with probation officers in the first year of the program to set up data tracking forms. These forms captured both individual and group contacts. Group services were captured by group type (e.g., Girls Circle, Thinking for a Change); in addition, officers tracked their use of EPICS, home visits, parent contacts, participation in Tier 2 meetings, individual services, and collateral services (e.g., meeting with a teacher about a student). Unduplicated counts for these services are shown in the table below.

A total of 278 students participated in Boys Council, and 183 in Girls Circle. Forty-eight (48) students participated in Thinking for a Change. On an individual basis, officers met with 394 unduplicated students, averaging 3.0 contacts per student. Officers used EPICS with 109 students, averaging 4.4 sessions. They conducted 139 home visits, and initiated an additional 99 parent contacts. They participated in 85 Tier 2/3 meetings, and had 172 collateral contacts, averaging 2.9 per student.

Numbers of Unduplicated Students Served by Project Probation Officers
By Service, by Year

Service	2015-2016		2016-2017		Fall 2017		Overall	
	Number Served	Average Sessions						
Boys Council	0	0	104	7.1	184	7.3	278	7.5
Collateral	18	5.0	96	2.6	79	2.6	172	2.9
EPICS	40	3.7	56	4.8	33	2.0	109	4.4
Girls Circle	25	2.1	78	6.7	107	6.4	183	6.9
Home Visit	39	1.4	50	1.4	64	1.2	139	1.4
Individual	99	2.5	242	2.7	131	2.0	394	3.0
Parent Contact	27	1.2	36	1.1	45	1.2	99	1.3
Thinking for a Change	29	10.0	21	11.7	0	0.0	48	11.2
Tier 2/3 Meetings	4	1.3	49	1.1	43	2.9	85	3.2

The table below shows individual contacts by officer, and shows the changing pattern of individual versus group services over the two and a half school years. Officer 1 served East High and Cato. In the first year of the program, individual services predominated, with the officer seeing a total of 81 students for an average of 3.8 sessions per student. In the second year, the number of unduplicated student contacts rose to 154, while the average number of contacts per student dropped to 2.5. In

fall of 2017, the officer saw just 17 students individually, but by this point was averaging ten groups per week.

Individual Contacts by Officer, by Year						
	2015-2016		2016-2017		Fall 2017	
	Number of Unduplicated Students	Average Number of Individual Contacts Per Student	Number of Unduplicated Students	Average Number of Individual Contacts Per Student	Number of Unduplicated Students	Average Number of Individual Contacts Per Student
Officer 1	81	3.8	154	2.5	17	1.4
Officer 2	26	3.0	90	2.7	77	3.2

Officer 2 served Compton and Stiern. The relatively low number of students seen in the first year reflects more group activity, but also the struggle to define her role at one school site where the administration was using her to cover classrooms for absent teachers and to address discipline issues. Her role was clarified and reframed in 2016-2017; the number of unduplicated student contacts rose to 90, with an average of 2.7 contacts per student. In fall 2017, there were 77 students served by the officer, with an average 3.2 contacts per student; higher than previous year.

Sheriff's Activities League

East Bakersfield SAL. The East Bakersfield SAL is funded through a variety of sources, including grants and local funding raising efforts. JAG funds were used to pay for two full-time sheriff's deputies to be assigned to SAL.

As of December 2017, the Kern County Sheriff's Office was "down" 210 officers; that is, short this number of officers due to attrition, staff turnover, and years of county-wide budget shortfalls. SAL supporters are aware that the program is continually in danger of being cut, not because the KCSO isn't supportive of the program, but because staffing is so short, and the primary mandate of the agency is the protection of the public. The one full-time officer assigned to East Bakersfield SAL relies on a number of community volunteers who make it possible to run programs four days a week for the approximately 120 active youth participants. According to the SAL officer:

We have anywhere from twenty to thirty [new] kids that will sign up a month, but whether they come regularly is another story. On a daily basis we have thirty or forty kids that come here and box and [participate] in any of the other programs that we have going.

SAL participants range in age from seven to seventeen, although most are teenagers. While most participants live within walking distance of the facility, some come from several miles away to participate in boxing and martial arts. These are often young people who previously lived in the area and developed ties to both the staff and their fellow participants. The East Bakersfield SAL offers boxing four days a week, mixed martial arts two days a week, and a variety of one-time or short-term workshops or activities run by volunteers who donate their time to provide art classes,

computer workshops, cooking classes, and other activities in which the participants express an interest. The programs are all co-ed and, according to staff, girls are as likely to participate in boxing and martial arts as the boys, and comprise approximately half of active youth. According to the SAL officer:

I don't want to say that it removes boundaries; there's still that what you may call stigma, [the perception] that girls can't do certain things. But when they come here and they spend a week here, or even a couple days, you learn real quick that the girls can do just as much as the boys can, and some perform better than the boys. Honestly, a lot of the girls are really kind of surprised at what they can do when given the opportunity.

As the sole paid staff at the facility, the sheriff's deputy is responsible for program administration and paperwork, fundraising, management of volunteer staff, and direct services to the youth. As of December 2017, volunteers provided support for the martial arts and boxing classes, and an off-duty deputy and a retired community resident provided assistance with the baseball program. These volunteers are consistent; others come and go, offering the short-term programs.

While the programs run four days a week from 3:00 to 5:00 p.m., the center itself is open five days a week, 10:00 am. to 6:00 p.m., and kids are allowed to come and work out in the gym, play dodgeball, or use computers to complete homework, as long as they are not missing school to do so. During the summer, if adequate staffing is available, the center offers a leadership academy that runs through the day. Youth also do a good deal of community service throughout the year, and those that participate become eligible for field trips to colleges, the beach, camping, and other venues that help youth get a vision for what is available outside their own neighborhood and community.

When asked whether the center operates as basically after-school day care, or whether the youth themselves choose to participate in the program, the deputy replied:

It's really the kids themselves choosing to be here; the reason I say that is that it's an open door policy. We don't keep them here, you know what I mean? Parents know that kids at any point in time can walk out and go home, or go wherever else they want to go. So, with that, they're just choosing to be here; they like being here. It's a safe place for them to come. If they want to hang out five minutes with their friends, they can; if they want to come hang out until the building closes, they can. So it's completely up to them.

The deputy also spoke of the informal mentoring role played by staff:

We have kids that come just for that [connection with adults]. And they don't always say that, but you can tell just by the way they act. We are very attentive when we're talking to them or teaching something; they'll ask a lot of questions and such. A lot of them, especially in this area, don't have a father at home, and unfortunately we're in a high gang, high crime area. The lifestyle a lot of these kids come from is a gang lifestyle...It may be there's not always a father figure in the house, and sometimes there's not even parents in the house--the grandparents are taking care of the kids, because both their parents are either in jail or

on drugs and not around. They come and ask advice about school, about friends, you know and “Hey what do you think I should do?” It’s really nice to have that opportunity to talk to kids... I guess the icing on the cake is when you get invited to birthday parties and *quinceañeras* and all that fun stuff, too, so I make it a point to go whenever I’m invited.

The dedication of both this deputy and the deputy serving South Kern was apparent. When asked about the future of the East Bakersfield SAL program post-JAG funding, the deputy replied:

It’s definitely a full time job here, and then we have things going on the weekends, too. And a lot of it is volunteer work, but that’s why I’m here. I’m not here for the money. If the funding went away, the program would still run. I’d make it a point to be here when I could to offer the kids something. It’s just one of those things that you don’t want to see go away, and you’ll do whatever you can to keep it going.

One regret the deputy discussed was the lack of staffing to be able to provide Girls Circle/Boys Council groups at the substation.

The training was phenomenal...It’s a program that if it’s done pretty consistently and regularly, would definitely have a huge impact on the kids....I like it because the Council accepts their opinions and thoughts and everything else, drawing on the wisdom of kids themselves to problem-solve. If I did have a couple more volunteers here that were trained in the program, that would be something we could definitely offer and I would love to see, because some kids do come in just to hang out and socialize. So why not put them in a group and just have the positive interactions, socialization?

While students come the East Bakersfield SAL from many different school sites, the center serves primarily youth from East High, and from Stiern and Compton. The most important reason to find ways the keep the program running, according to the deputy, had to do with the absence of other activities available in the area.

If we were to shut the doors today there would be like I say a hundred and twenty something kids that would be looking for something else to do.

South Kern SAL. The deputy assigned to SAL in South Kern volunteered for SAL before JAG funding made it possible for her to be assigned to SAL full-time. Like the East Bakersfield SAL deputy, she participated in Girls Circle/Boys Council training, and in T4C. She explained:

I started getting involved with Mountain View and Haven Drive schools just trying to provide support for whatever they had going on with their PBIS function; and then also bringing in SAL as an incentive program for their students that were starting to show some improvements in behavior... *Community Pride through Community Service* is our tag line and then it’s involving the kids in recreational and community service. We don’t meet every day after school, as some of the other SAL programs do. And then the thing that’s unique, I guess, is that the SAL deputy assigned in South Kern also supports the school; so, when they have issues at school with kids that are out of control or kids that are being defiant and

those kinds of things, then we go.

The deputy found that when she was called into the school to deal with a situation, school staff often expected her to play “bad cop” and intimidate the student into better behavior. Instead, she used the approach of using this as an opportunity to really talk to and connect with students, with the intention of inviting them to participate in SAL as motivation to change behavior:

Let’s say I had a kid at a school that was acting out, had an angry outburst or something that [school personnel] felt like law enforcement needed to be involved with. I just had one last week, as a matter of fact, and the kid had cussed and threatened staff. So then I go out and talk to the kid and try to find out what happened. There’s obviously consequences that the school has in place; and then talking to the child from a law enforcement perspective, explaining you know, “These are the consequences that you could face with law enforcement.” But basically offering them [the possibility] that they can deal with me on a positive level in the SAL Program, and they can be in a group with me at school...The kids change their demeanor big time when law enforcement shows up, but also just trying to bond with them; it’s much different from just a scolding from law enforcement, because it’s really trying to hear what happened, why are they so angry, and what we can do to help them with that.

The deputy reported that about forty-five students were actively engaged in activities, and she had a waiting list of others that wanted to participate. When space opened in the program. Because activities are offered off-campus and SAL has no facility in South Kern, the deputy was constrained in how many students she could serve by how many she could transport in the van provided by KCSO. KCSO offered comp time to another deputy in the area to assist, as needed. While the majority of students served are from Lamont, some Arvin students did participate in the program.

A serious challenge in South Kern, aside from the absence of a facility, was staffing. When the deputy was away on maternity leave, the program was on hiatus; the same was true when she was required to participate in training, or took vacation time. This was frustrating, but unavoidable; she expressed concern for the impact on students in this very high-need area:

Not being narcissistic, but it means the world to a lot of those kids [to have SAL available]. I mean, we take care of needs from shoes to college applications, and I just had a girl call me yesterday and say, she’s in her second year, and that there’s no way she’d be in college had it not been for my support. And that’s not me, that’s the Sheriff’s Office allowing me to do that [work]. You can’t imagine the range of needs that we cover for these kids...SAL means something different to each of the kids and what they need can be something different. For some of them they just need a cop to be friendly to them you know and a place to hang out and be physically active. Some of them you’re their confidant and their support system to some of them, and their liaison to college. Just all sort of different things to each kid, so being able to reach more kids if that was the goal it would absolutely I would say need to have space.

As was the case for the deputy in East Bakersfield, the South Kern SAL deputy spent a good deal of

time fundraising during the hours she wasn't working directly with students:

For SAL we have to fundraise to have the money for everything, so I find that I spend quite a bit of my time just trying to get the funds for our program. I think it's good that the community has to support the program, because it also speaks to the adults in the community, you know, about putting what they believe in through their dollars back to the kids. Food is the biggest cost I would say, absolutely. All the kids come hungry and we spend a whole day on Saturdays, so there's two meals in there. From SAL coordinators in the past, twenty-five thousand a year is what they had fundraised, and especially now because I am on the JAG grant and I am full time, I find that I spend more money...Just this year, we had different leadership academies where we traveled to Fresno State and down to Anaheim and did four leadership academies—but those are at least \$3,500 each. So that's my goal in my head, to raise twenty-five thousand a year to support the program. I've gotten a few [activities] funded through Junior League, Dignity Health, and then Walmart. But that is something I just started doing as a JAG coordinator.

The high poverty level in the community makes it difficult to ask parents for financial assistance:

And the schools ask the kids to fundraise a lot and with families where their income is eighteen thousand or less a year, asking them to do that is taxing on the families...The thing about SAL too is that the kids come hungry all the time. The kids are running up and down Main Street in their only pair of shoes, and just seeing the poverty level of the kids, the fact that they get to come to SAL and they get a meal and a drink with their meal—you know, those little bonuses really make them want to work and it makes them value what they're doing. I've never had an issue with SAL, never once, with a kid not being respectful, grateful, and motivated.

She went on to add that many of these students have had their own run-ins with the law in the past, or have watched parents and other family members have negative experiences with law enforcement. The creation of a more positive attitude toward law enforcement, in her opinion, is one of the greatest benefits of the program:

Just building that relationship with the kids, so once they become a part it's like they're invited into a family where their accountable, where I know a lot about their lives. I think just that foundation of mutual respect and accountability for the kids. I really hold them accountable. I'm so grateful for my background with the case management because I'm able to know so much about the kid's lives, and I really take that into what's going on for them. It just builds a relationship really quickly. And being in law enforcement is unique and I feel really blessed because you also get that relationship with the families, so you have their support. Obviously, sometimes it's a barrier, but I would say in general even the families that have current status and stuff, they appreciate that support.

Unduplicated Number of Students Served by SAL Officers. Data for East Bakersfield shows a total of 291 students receiving services over the course of two and a half years, while 101 students received services in South Kern during the same period.

Number of Unduplicated Students Served by SAL in East Bakersfield and South Kern, by Year				
	2015-2016	2016-2017	Fall 2017	TOTALS
East Bakersfield	60	136	95	291
South Kern	24	54	21	101

Community Action Partnership of Kern

Community Action Partnership of Kern (CAPK) hired 1.5 full-time equivalent staff to provide Aggression Replacement Training at Bakersfield City School sites, and to offer Parent Project at these sites.

One of the two CAPK staff hired to provide JAG services left at the end of the first year; the remaining staff person co-facilitated groups with school staff at Stiern and Compton. A half-time replacement was hired, but the full-time staff person left at the end of the second year. The half-time replacement received coaching in ART, worked solo for a period, and then received support from another CAPK employee trained in ART.

The new half-time CAPK staff person received sterling reviews from the school staff and from project probation officers. A member of the evaluation team conducted an interview with her in December 2017, and discovered that she had a background working in the State prison system. A recurring injury required her to take a medical retirement, and she made the decision to move into a completely different area, working in prevention with young people.

The CAPK staff admitted that the transition was a difficult one; her partner was working with a group of students, many of whom were inappropriate for group, when she came on board. She herself had yet to go through ART training, and the difficulties she and her partner faced in engaging the group members taught her a good deal about effective strategies for working with this population.

When I first got the training...I'd already seen the population that we were dealing with, the Tier 2 and Tier 3 students; so, I'm thinking to myself, "There's no way these kids are going to sit down and listen to this because there's no excitement in it." ...Just because of my personality and who I am, I had to add some of my experiences and I guess just my personality... and the draw for the kids was making it exciting. When we do the role playing, keeping it exciting and being able to relate to them, because that's really what the students want. But ART in itself is not enough to keep the kids sitting in their seats and paying attention, not at the junior high level. After I started a group that I began from the beginning to the end; the kids were completely engaged, they were eager to come to group, did not

want to miss group and were upset if they missed group. And every group came back and shared their experiences on campus of how they were using ART in real life situations out on the playground. Applying what they learned in ART, because they knew the material; by the time we got to week, maybe six or seven, they were on it, they were on it with knowing the material, so I knew that I had fulfilled my job in giving them what they needed.

The staff person admitted that she benefitted enormously from the coaching provided through KCSOS, and she has come to believe in the efficacy of ART:

ART is going to help a lot of these kids with [developing] different skills. ...A lot of them are looking for relationships that they lack at home, and so I try to give them that, too. You know I try to give them a piece of me, and they love it when you can relate to them. I grew up in the same environment, broken family, and I survived it; you know I'm a survivor and so I tell them all the time, "You can do it, you can do it."

The staff person found the COST particularly beneficial; she formed relationships with members of the team, and when school was over for the summer, she volunteered her time at East High for the Summer Bridge program with the probation officer assigned to the high school.

She mentioned two success stories that have convinced her she made the right decision in moving into prevention. The first had to do with a student that school staff found intractable:

There was one girl at Compton that was probably one of the roughest students that we've had to deal with, that had probably the roughest background, and she was just very hard to get through to. She didn't want any part of the group...It was all attitude and all disrespect all day. I had to observe her for a couple of groups to see which way I was going to tackle her because I'd seen a lot of me in her at Compton. I'm a Compton alumnus myself.... I started complementing her, just little things...Apparently a lot of her issues were with her hair; it's a big issue with kids anyway, and especially for African American girls...I'm not redirecting her, I'm not saying anything to her, I'm just killing her with kindness: "Your hair is beautiful today, I like that shirt you have on." And the barrier went down. She has no need to attack me. And after a while I started redirecting her, and calling her on her behavior, but the respect was already there....She ended up being a two-time participant in ART... The second time around I was able to be more engaged and involved with her and she told me one day "Miss, I wish you were my mom." ...She has turned things around at school, since her second round of ART she has been in trouble just one time and that's like a miracle, right?

The second story concerned a girl in one of her ART groups who ended up in juvenile court after getting into a physical fight with her mother in the school parking lot. The girl had made considerable progress in ART and was engaged.

One day, towards the end of the group, she mentioned "I'm getting ready to go to court." ... The Thanksgiving break was in between, so I told her "I'm going to make a special trip to the school to print out your certificate before we have our pizza party, because you've completed the course. So, I'm going to print out your certificate early so you can show this to

the judge.” She had been an excellent group participant, excellent. She said, “Miss, I’m changing, I want to change, I don’t want that anymore, I didn’t like that, I feel horrible about it every day...I want to make changes, I’m happy they put me in this group and I want to be in it again if I can.” I said, “Okay, I’m going to print this certificate out so you can take this to the judge, so whatever consequence he has for you maybe it will be more lenient. I don’t know, ...but this is proof that you’re working on you, right?” And I said “ I’m going to write a little personal letter also to give him to show him...about how good of a group participant that you’ve been. You’ve shown growth and change, and the desire to be better and do better... And so she did that.... So when I asked her, “Do you want to share with the group or share with me privately about what happened?” And she said, “I want to tell everybody. I want to tell everybody that I showed my certificate to the judge, and I showed my letter to the judge and he said, ‘You know what I was going to give you a year of probation and I’m only going to give you six months..., and instead of doing two hundred hours of community service hours, he gave me one hundred hours of community service.” ...So that was another one.

The one issue of concern for the CAPK staff was that of incentives. Despite the fact that the schools received direct funding from JAG in each project year, they were unable to get even basic supplies for her groups from the school, and ended up spending their own money to provide needed materials.

Unduplicated Number of Students Served by CAPK. Although CAPK was originally designated to conduct ART groups and to provide Parent Project and Parents on a Mission training, staff time was relegated strictly to ART, plus a very small number of individual contacts. CAPK staff trained 103 students in Skillstreaming, Anger Management, and Moral Reasoning, the three components of ART.

The table below breaks down the number of students served for each component of ART by project year, and reports the average number of sessions per student. ART is designed to be taught three days a week, with one day a week devoted to one of the three components of ART, over a ten-week period. The number of sessions students attended varied by project year.

Services Provided by CAPK			
	Number Served	Average Number of Sessions	Average Number of Hours
ART Sessions	103	15.6	14.7
Individual	16	1.9	0.7

In 2015-2016, between 45 and 50 students participated in each of the three components of ART, with the average number of sessions varying from a low of 4.8 for Moral Reasoning to a high of 7.3 for Skillstreaming. In 2016-2017, a total of 38 students participated in Anger Management and 33 in Moral Reasoning and Skillstreaming. In fall 2017, 23 students participated in each component of ART, but participated varied from an average of 3.7 sessions in Moral Reasoning to 5.8 for Anger Management.

CAPK Student Participation in ART, by Year									
ART Component	2015-2016		2016-2017		Fall 2017		Overall		
	Number Served	Average Sessions	Average Number of Hours						
Anger Management	48	5.7	38	4.2	23	5.8	101	5.6	5.4
Moral Reasoning	45	4.8	33	3.2	23	3.7	94	4.3	4.0
Skillstreaming	50	7.3	33	4.9	23	5.2	99	6.4	6.0

Fidelity to Evidence-based Programs: ART

“Fidelity” is the term applied to assessing a program or service that replicates an “evidence-based” program—that is, a program that research has shown to be effective with certain populations under specific conditions. Replication of core components of the evidence-based program or practice is key to ensuring that similar results will be achieved. TLC generally recommends that fidelity assessments address three components: program structure (for example, the number of classes taught over a specific timeframe), the content of the classes, and the delivery of course content.

The evaluation team periodically conducted assessments to determine the degree of fidelity staff was achieving with ART. Results of these assessments are reported in the Outcomes section of this report; however, based on the difficulty staff appeared to have in managing behavior in group, the evaluation team recommended the use of a local coach to help CAPK staff build its confidence and skills. In the middle of the 2016-2017 school year, the coach provided training for the half-time CAPK staff person.

Kern County Superintendent of Schools Office

KCSOS had two roles in JAG. First, the JAG-funded school counselor coordinated the COST, worked with site administrators, and provided support to probation officers, SAL officers, and CAPK staff. Second, North Kern Community School in Delano, which is operated by KCSOS, was identified as a JAG site and received the services of a career development associate over the course of the project.

School Counselor Coordinator. The KCSOS school counselor assigned to JAG discussed the initial challenges with grant implementation. JAG brings together partners—Probation, schools, Sheriff, service providers—that have a history of collaboration, but in very different arenas than would be the case for JAG. Probation, for example, regularly partners with KCSOS to provide probation oversight to youth enrolled at court and community schools, but had not previously worked with the project sites in a purely preventive capacity. At the beginning of the project, schools wanted to use probation officers to address disciplinary and truancy issues, rather than to provide prevention and early intervention services to students not yet in the criminal justice system and not necessarily headed toward expulsion for behavioral issues.

The COST, which the JAG-funded KCSOS school counselor coordinated, met regularly to discuss and problem-solve issues related to the integration of JAG services on school campuses, as well as other issues related to direct service provision:

I think the key was we met regularly and we talked it out; and we talked about the challenges on the campuses with everything from admin on the campuses to staff, all the way down to individual issues that students were having. We talked through all of those with solutions in mind, and as a team we would follow up on all of those situations; we continually worked at the process. I also met regularly with the admin on each school campus so that we were all speaking the same language, and that helped us to be successful on the campus....This structure...worked to the extent that some of the schools were looking for funding to try to keep the probation officers. [The loss of] the probation officers and CAPK actually is leaving big holes at the schools, which is the bad point.

The counselor attributed the success of the program to “the sheer number of contacts that we all had with students and the impact that we know we had, that we heard [about] from students individually, or that we heard [about] from the school sites. It was profound.”

While the school counselor’s role was originally to be the point person to receive and screen referrals from the schools and to determine the caseload of the probation officers, it quickly became clear that this would not be a viable use of her time, and that it made more sense to attach the officers directly to the school sites, rather than adding a cumbersome layer of administrative bureaucracy to the referral process. Instead, the counselor worked with the officers onsite to problem-solve situations with school administrators, coordinated the COST, and began providing Girls Circle at East High, when the need for an additional intervention group arose. She explained:

Well in my mind...there was no way I could be on school campus and not have direct contact with kids. So I knew that I wanted to do girls’ groups; I’ve always done girl’s groups, that’s my love. Thankfully there is a counselor at East High School that co-facilitated with me and we really gelled well. She is amazing—and, in order to be successful doing groups, you have to have a contact on the campus; otherwise it just doesn’t work... So we started group the end of the first year, I believe, and the girls that we have in group currently—because I’m still going up there—most of them are the same girls that we started with. It’s interesting with our group and, I know, with the other groups as well, at the other sites—kids don’t want to exit; they don’t want to leave. And so we talked a lot about that as a team, you know—What do you do with those kids? So the probation officer’s masterful act of having kids who have gone through his groups be mentors for other groups—amazing.

When asked which of the evidence-based programs offered at the sites had been the most effective, the counselor’s response was, “Girls Circle/Boys Council, hands down.” She added, “Thinking for a Change did not work.” She explained:

The kids that we’re working with there, they’re very needy kids. But they’re not on [the path into the criminal justice system]. So Thinking for a Change did not work. The curriculum was tough to get out; kids didn’t connect with it well. ART is very good, [but] you’ve got to have a

really good facilitator for ART.

In discussing the implementation of PBIS at the sites, the counselor discussed her initial frustration in trying to integrate the requirements of the JAG grant, as originally written, with the reality of PBIS implementation.

So the grant was written based on the schools implementing PBIS. ...I think part of my role was to go in and support PBIS implementation. And I think there was a kind of misunderstanding...The folks that were helping to write the grant had no clue what PBIS is. ... It takes anywhere from a year to three years to fully implement PBIS with fidelity; there are so many processes and tools and assessments that are used; and then the whole campus is brought on board. Most of the sites were not implementing PBIS with fidelity, not in any kind of school-wide way.

She went on to explain that PBIS is an organic process that occurs within a school site, and that it is neither appropriate nor really possible for an outside team to guide or even influence the implementation process. She added:

I think, after dealing with that in the first year, we just kind of put it behind us; there really wasn't even, it wasn't often a part of our conversation at our COST meetings. We just really began to focus on students and student needs.

Clearly articulating the roles of the probation officers was a challenge, as well:

There was an issue initially with the probation officers, who were absolutely willing to support the schools with home calls. But apparently if they go to a home and there is a felon there, they have to make an arrest. The whole relationship with students and these PO's is based on trust; well PO's go into the house and they're arresting your uncle or your dad or someone in the house because they're going out to get a consent for you to be part of this program—we lost some kids in the beginning with that. And so we really talked about that and really changed the goal and purpose and focus of home calls; so that they wouldn't necessarily be in that situation; if they thought they [would end up in a situation where an arrest was imminent], then they shouldn't be one that [made that arrest].

Equally challenging was working with the school administration to identify students that would be appropriate for group, as there was a tendency on the part of school staff to refer students whose behaviors made them appropriate for one-on-one services, but not for group:

[Group can be] a placeholder or to give a teacher a break. So working with the schools on that was a bit of a challenge, but what I really did is worked to empower CAPK and the probation officers to control that process, their intake on who would come in [to group]. We developed an intake tool; I think I called it a "Group Pre-readiness Assessment" just so everyone is kind of looking at the composition of this group before the kids [were assigned] to it.

This became particularly important after rival gang members were assigned to the same group at one site. Officers often worked one-on-one with students in order to prepare them for group, and many students were referred to group after either officers or CAPK staff had established relationships with them.

The greatest success of the JAG program, according to the school counselor, was the students' reaction to services.

There were kids that would ditch every other class, but they would come for the period that we were having groups...Those bonds made it so kids wanted to come to school, made it so kids felt empowered in their lives...So having a trusting relationship with an adult, I think, was the most powerful thing. And with the East High officer's groups—for many of the girls that were in his group, [this] was the first time they had a positive experience with an adult male.

Career Development Associate

While North Kern Community School in Delano was designated a JAG site, it did not receive the services of a probation officer, the Sheriff's Activities League, or CAPK ART facilitators. Instead, KCSOS funded from its JAG contract a career development associate who was expected to work with this student population to explore career and college options, develop resumes, and learn interviewing and other job-related skills. In fact, the career development associate became much more, as the principal of the school explained:

She has been a tremendous asset....Being at a community school and serving at risk youths, we're talking about all the issues that these kids have at home, that they're trying to deal with, and then we expect them to come to school and learn....We deal with a lot of behavior issues, a lot of kids' needs are not being met; we are having to help kids who are losing housing right now, and families that are being evicted. You know she counsels kids daily, she provides snacks and breakfast for kids who are coming to school hungry. She has gone out to buy for our homeless families with our homeless grant. She has made tremendous connections with the families with the students and with the staff here. She's been responsible for doing work permitting for our students and providing those soft skills for our students so they can be employed. She's been running ART Groups, running Girls Circle/Boys Council groups...She put together a clothes closet and she's been managing that for the last couple of years....It started off as a career closet for students only and it kind of morphed into a resource closet for our students and our families. She's been managing the PBIS Student Store that we have for our students.

In an interview with the evaluation team, the principal mentioned her regret over not having the services of a probation officer. She pointed out that an officer's presence on campus helps deter a lot of the behavioral issues staff deals with on a daily basis. She also saw value in having probation officers on campus in a supportive role, rather than in the traditional role of law enforcement. Nevertheless, she had nothing but praise for the work done by the career development associate. Her biggest concern was how to continue any of the services the associate had put into place, with

the loss of JAG funding. While valuing her work, KCSOS did not have the resources to continue the position in 2018. The principal ended her interview with a reflection on what it takes for an individual to work successfully with youth in a community school setting like North Kern.

You have to be a special individual to work with at risk youth, because these kids they don't have coping skills; they don't know how to deal with adversity or any bad turmoil that comes in their lives. Their defense mechanism is to cut you out or to be as mean and as tough as they possibly can be, because that's the only mechanism that they have....It's hard work; not everybody can do it....But when you get somebody good who is here for the best interest of the students and has the best interest of the students at heart, it makes a world of difference in their lives, it really does.

The career development associate was also interviewed. She explained how her role changed radically in the first year of hire:

So, [when] I first came on, being called a career associate, I really thought it was going really about job focus and resume building with the students. It started out that way, until all these training opportunities came about...and it really turned into more of a counseling position. I'm on several committees, [including the] Wellness Committee and PBIS Leadership....I started a clothing closet here for kids...that's taken on a life of its own.

She worked to learn more about the Delano community and resources available locally to which she could refer families. The Delano Alliance is a group of agencies serving the community that meets to network and that partners to work on local volunteer projects. Being aware of the absence of youth-oriented opportunities for either employment or recreation in the area, the associate sent students to volunteer with the Alliance, which benefited both the students and the local community.

She expressed her concern and her heartbreak over the situations of many of the students with whom she worked:

So it's hard for me in this community...There's so much gang activity, it's just so frightening. And I feel like it's not being addressed, it's being sugar-coated, because these kids have nothing else, there's nothing else. They're finally putting in a movie theatre. The poverty level here is crazy....One kid told me he's been working since he was ten and another one since he was thirteen, and the money goes back into the families....We have kids that come one day a week because they're working full time to support their families. I had one student...whose dad got deported when he was thirteen... He had to become the "man of the family" and he was just exhausted and defeated, and broken. It was horrible. So when they come to school and we want them to learn, and be happy, and all these things are going on in their lives--it's no wonder they're here.

The associate took students on field trips, and was surprised to find that some of her students had never been to Bakersfield, just thirty miles from Delano, much less to Los Angeles, San Francisco, or the coast:

My main goal for them is to set a goal...and to know there's much more out there. [They] live in this little town...I've taken them to the beach; I've done art museums; taken them into LA; taken them on tours of campuses; you know, really trying to let them see that there is a whole other world out there. So that's what I've really been trained to work on, goal-setting, so they can get out of where they're at.

She recommended that the school adopt an intake process with five simple questions that would give staff insight regarding the issues the youth are facing and the resources to which they might be linked. She explained why she felt the intake process would be of value:

We had a student that had come to us, and he was this big, tough...kid that nobody could really talk to, because he just didn't care about anything...And so we had a meeting and in that meeting I found out that he had been raised in foster care and then his dad had worked towards getting him back and had gotten him back. And his dad went to work and was killed in an accident at work. He came to us three months later, and none of us knew that he had been through that, and it had been nine months that he'd been here when I had this meeting and he told me all that. We're looking at a year since his dad's death, and nobody knew...And you can [find that out] with five questions: Have you had loss? What is your family situation? Who do you live with? Are you a citizen?

One of the hardest things for the associate to deal with is the sheer poverty faced by many of these students and their families:

And we're having a special thing here on Friday where the Transportation Department for the prison has adopted kids and I had to sit with this kid and do his wish list and he said "I just don't even know what to ask for. I've never got a Christmas present before." And he asked for a heater because he's cold...

During the month of May, the associate and a teacher came each day early to school to make breakfast for the students before school, paying for the food out of their own pockets:

There were forty kids per day that showed up on time and weren't being tardy to have breakfast.

The associate ended her interview with the story of a student that, in her mind, epitomized the struggle North Kern Community students have in trying to come to school, focus on educational goals, and manage their own behavior:

I had a girl here, and her dad would beat her mom and her dad had been deported and she's an angry, angry girl and it had been about a year since that happened and she was telling me that when they finally made him leave my brother had called the cops because he was beating her up in the street and I could see her teeth through the cheek.

And she was just so angry about that, and I said "I feel like you're not so angry with your dad...., are you? You're angry with your mom." And she just broke down and she said, "Why

did she stay so long, why did she put us through that?” And it’s impossible when you’re fourteen, fifteen or sixteen years of age to think about a situation of a single parent who may or may not speak the language well. She was trying to find a way to survive, she was trying to put food on the table, and the terror of being alone in that, to where you’re even willing to accept somebody who is going to abuse you, rather than just be alone. And that’s really hard for kids to take in.

The career development associate provided unduplicated services to a total of 202 students over the course of her tenure at the school. She provided a component of ART to three students, conducted Boys Council with 16 students, and conducted Girls Circle with 17 students. She provided one-on-one services to a total of 189 students, averaging 3.5 hours per individual student.

North Kern Career Development Associate Services (n=202)			
	Number of Students Served	Average Number of Sessions	Average Number of Hours
ART	3	3.3	3.3
Boys Council	16	4.6	5.4
Girls Circle	17	5.4	6.3
Individual (Job Developer)	189	1.4	3.5

SUMMARY OF OUTCOMES

Area of Need #1: To Reduce School Violence

- Objective 1.1** By December 2017, 80% of school sites will demonstrate increased levels of implementation of the PBIS three tier system of support.
- Objective 1.2** By December 2017, target schools will report at least a 10% reduction in one of the following: suspensions, expulsions, and/or disciplinary referrals related to school violence.
- Objective 1.3** By December 2017, schools will show at least a 10% improvement on the California School Climate (Staff) Survey, specifically in one of the following areas: gang activity, weapons possession, and substance abuse.
- Objective 1.4** 60% of staff who attend Cultural Proficiency and/or Restorative Practices training will show improvement in knowledge, confidence and intention.

Activities Related to Objectives 1.1-1.4

- (a) The Core Management Team, comprised of the Probation project director, the KCSOS school counselor coordinator, the evaluation team, and supervisors from Probation, the Sheriff's Activities League, and CAPK, will meet monthly to review rates of program implementation, review data, and determine when and how to make mid-course adjustments in program management, content, and/or delivery.
- (b) School staff will implement PBIS with fidelity at East Bakersfield High, North Kern Alternative Education site, and at Cato, Stiern, Compton, Haven Drive, and Mountain View Middle Schools.
- (c) As part of PBIS implementation, all sites will establish (1) clearly defined behavioral expectations and educate students accordingly; (2) a policy regarding which behavioral violations will be handled at the classroom level as opposed to the office; (3) a behavioral incentive program; and (4) an identification and referral process for "Tier 2" and "Tier 3" students.
- (d) KCSOS staff will provide technical assistance in the design and implementation of PBIS, including training, as necessary and appropriate.
- (e) Staff at all school sites will receive training annually in some aspect of the PBIS model.
- (f) Schools will develop comprehensive school violence reduction plans using student survey data on school violence, bullying, perceptions of school safety and school disciplinary data.
- (g) Training in cultural proficiency and restorative practices will be made available to all staff at all target schools.
- (h) Project directors will attend training on Reducing Racial and Ethnic Disparity (RED).

OUTCOMES

Outcome Measure 1.1 By December 2017, 80% of school sites will demonstrate increased levels of implementation of the PBIS three tier system of support.

Reducing school violence is one of the main objectives for the JAG project, hence the implementation of PBIS systems at the various school sites is crucial to meeting this objective. Because there are seven different sites in five districts, and each district and site was in a different stage of PBIS implementation at the beginning of the JAG program, sites are examined individually in this report.

Bakersfield City School District. BCSD conducted its own PBIS assessment at Cato, Compton, and Stiern Middle Schools, and shared the results with the evaluation team. It is not possible to determine the degree of progress for these sites over the course of the grant, however, because the School-wide Evaluation Tool (SET) was the assessment instrument used during the first year of the grant, and the district moved to a different tool (the Tiered Fidelity Inventory, or TFI) in the last year of the grant. While the SET provides a mean score for the implementation level, the TFI provides separate scores for each of the three PBIS tiers; consequently, it is not possible to make a comparison between the two assessment periods. The table below shows the scores from the TFI for Bakersfield City sites in the final project year.

PBIS Tiered Fidelity Inventory Percentages at BCSD Sites			
	Cato	Compton	Stiern
Tier 1	83%	93%	97%
Tier 2	77%	69%	61%
Tier 3	26%	15%	23%

Tier 1 strategies appear to be almost fully implemented at Compton and Stiern, and well-established at Cato. JAG services primarily fall into the area of Tier 2 strategies. Cato had the highest score for Tier 2, at 77%, followed by Compton (69%) and Stiern (61%). Tier 3 supports are relatively new to the PBIS process at BCSD sites, and the scores reflect this, with the highest level of implementation at Cato, with a score of 26%, and the lowest at Compton, at 15%.

North and South Kern Sites. In the first project year, TLC staff conducted the School-wide Evaluation Tool (SET) at Haven Drive Middle School in Arvin, Mountain View Middle School in Lamont, and North Kern Community School, in Delano. Results from all three sites showed substantial progress in implementation between the initial assessment and the assessment conducted in the final year of the project, fall 2017. The SET score for Haven Drive improved by 84%; for Mountain View by 28%; and for North Kern by 100%.

PBIS School-wide Evaluation Tool (SET) Scores at North Kern and South Kern Sites			
	Haven Drive (Arvin)	Mountain View (Lamont)	North Kern (Delano)
Baseline	43%	67%	49%
Follow-up	79%	86%	98%

East Bakersfield High School. East High was comparatively behind in its implementation of PBIS at the beginning of the project. Permission was not received for the evaluation team to conduct an onsite assessment. Interviews with administrative personnel suggest that much of the staff at the high school was not on board with the implementation of PBIS initially. This may be a product of the fact that East High has a strong and coherent intervention team composed of counseling staff, intervention staff, school safety officers, and behavioral health specialists that meets weekly to discuss students referred for support, and to link them to services. By the third year of the project, the school was implementing Tier 1 systems.

Outcome Measure 1.2. By December 2017, target schools will report at least a 10% reduction in one of the following: suspensions, expulsions, and/or disciplinary referrals related to school violence.

Of the four sites from which school-wide disciplinary data were collected, all sites saw improvement in at least one of the three areas.

Three types of school discipline data were collected from the four Bakersfield sites: violence-related suspensions, alcohol and other drug (AOD)-related suspensions, and vandalism-related suspensions. Data were collected for three years; 2014-2015, 2015-2016, and 2016-2017. The percentage change reported below represents the change between the 2014-2015 and 2016-2017 school years. Referrals were not classified as “violent,” and because they are not tracked at the high school level and are inconsistently recorded across the three middle school sites; consequently, they are not included here. The two South Kern sites are not included in this analysis because JAG funding provided one sheriff deputy to be shared across both middle school sites, and it was not anticipated that the level of service this individual was able to provide could impact outcomes school-wide. North Kern Community School is not included because, as an alternative education site, the student population has a high rate of disciplinary concerns. Expulsions were not provided by any site.

Cato saw a decrease in all three types of suspensions, showing an 85.3% decrease in violent suspensions and a 55.6% decrease in AOD suspensions, while the number of vandalism-related suspensions declined from one to zero. Compton experienced a decrease in vandalism, but increases in violent suspensions and AOD suspensions. Stiern reduced AOD suspensions by 63.6%, as did East, by 33.3%.

Changes School-wide Disciplinary Outcomes at BCSD Sites			
	Violent Suspensions	Alcohol & Other Drug Suspensions	Vandalism Suspensions
Cato	-85.3%	-55.6%	1 to 0
Compton	162.5%	333.3%	-100% (declined from 3 to 0)
Stiern	137.5%	-63.6%	1 to 3
East High	42.3%	-33.3%	0 each year

Outcome Measure 1.3 By December 2017, schools will show at least a 10% improvement on the California School Climate (Staff) Survey, specifically in one of the following areas: gang activity, weapons possession, and substance abuse.

Haven Drive Middle School in Arvin is the only grant-funded school to have administered the California School Climate Survey. Between 2014-2015 and 2016-2017, Haven Drive staff reported no improvement in any of the three target areas. The percentage of staff who reported that gang activity is a moderate or severe problem at their school increased by 47.4%; the percentage that reported that weapons possession at school was a moderate or severe problem increased by 175%; and the percentage that reported that alcohol and drug use was a moderate or severe problem increased 371.4%.

Neither the Bakersfield City School District nor the Kern High School District have administered the staff portion of the California Healthy Kids Survey since 2009-2010. The Lamont School District completed the survey just once during JAG funding, in 2015-2016; consequently, no comparisons could be made. North Kern Community School administered the survey in fall 2015; however, the data are reported in the aggregate with all other COE sites, and consequently are not available for North Kern.

Outcome Measure 1.4 60% of staff who attend Cultural Proficiency and/or Restorative Practices training will show improvement in knowledge, confidence, and intention.

The grant-funded school counselor from the Kern County Superintendent of Schools Office attended Cultural Proficiency and/or Restorative Practices training, but was not able to obtain data regarding the participation of staff at JAG school sites in the training. No pretest/posttest survey of knowledge, confidence, and intention was administered at the training.

PROCESS MEASURES

Process Measure 1.1 The Core Management Team (CMT) will meet monthly.

The Core Management Team met monthly throughout the duration of the grant. The team was led by William Dickinson, Division Director of Juvenile Programs at the Kern County Probation Department, and included the probation supervisor overseeing the project probation officers, a representative from the Kern County Sheriff's Office; an administrator from the Community Action Partnership of Kern (CAPK); an administrator and the JAG school counselor, both from the Kern County Superintendent of Schools Office; the principal of the North Kern Community School; and the project evaluators. This team reviewed data, addressed challenges that required administrative-level programmatic solutions, and implemented changes to the program, as appropriate.

Process Measure 1.2 All school sites will hold monthly PBIS team meetings.

With the exception of East High School, all schools reported holding regular PBIS meetings; most schools have established both Tier 1 and Tier 2 teams. Tier 1 teams are responsible for examining

data, establishing objectives, implementing school-wide activities, and addressing school-wide behavioral concerns. Tier 2 teams review student referrals, determine whether students require moderate or intensive levels of intervention, and link students to appropriate services. East High holds a weekly “COST” meeting, composed of school counselors, intervention staff, support staff, and school safety officers. This team operates as a Tier 2 PBIS team, reviewing student referrals and linking students to both on-campus and off-campus services.

Process Measure 1.3 All sites will show evidence of having established school-wide behavior support goals with clearly defined behavior expectations.

Both the SET and the TFI examine the posting of behavioral expectations throughout the campus, and review outcomes for both staff and students in terms of their ability to identify and report behavior support goals. By fall 2017, Haven Drive, Mountain View, and North Kern Community School all scored 100% in the “expectations defined” portion of the SET. In BCSD, Cato, Compton, and Stiern all scored a “2” out of “2” in the areas of teaching expectations.

BCSD TFI Scores for Data-based Decision Making			
	Tier 1	Tier 2	Tier 3
Cato	2	2	0
Compton	2	1	0
Stiern	2	1	0

Process Measure 1.4 By June, 2017, 90% of teachers interviewed at each site will show evidence that behavioral expectations are being taught.

Both the SET and the TFI also examine whether teachers are teaching expectations, both by requesting this information from teachers in random interviews, and by interviewing students randomly to determine how many are able to report them accurately. By fall 2017, at Mountain View and North Kern Community School, 100% of staff interviewed reported that they are teaching school rules to students, and 80% of staff at Haven Drive site reported the same. In BCSD, Cato, Compton, and Stiern all received a “2” score out of a possible “2” both for posting and for teaching expectations.

Process Measure 1.5 By June 2017, 50% of students interviewed at each site will indicate having received a reward for their behavior in the past two months.

By fall 2017, in random interviews conducted with students at each site, 100% of students at Haven Drive and North Kern Community School reported receiving a reward at least once in the past two months. At Mountain View, 33% of students indicated having received a reward. Students at Haven Drive can use their incentives to make student store purchases, while at North Kern Community School, students may make purchases, but the administration reports that many students use their incentives to “remove (disciplinary) steps” from their records, to avoid suspension or expulsion. At

Mountain View, where administration has expressed concern that incentives are too much like “buying good behavior,” students can use incentives, which are given out sparingly, to spend time in a student lounge with games and other activities. In BCSD, according to the TFI reports for each site, 50% of students at Cato reported having received a school acknowledgment (incentive). One hundred percent of students at Compton acknowledged receiving a “Golden Colt”; however, the reviewer indicated that students don’t have a consistent day or way to use these incentives in the student store. The school was encouraged to address this so that students didn’t lose interest in the incentives program. Half of students (50%) interviewed at Stiern reported having received an acknowledgment.

Process Measure 1.6 By June 2017, 90% of staff interviewed at each site will agree with administration on what problems are office-managed.

A concern of PBIS is that teachers receive adequate training in classroom management, and that those infractions that should be dealt with in the classroom, as opposed to in the office, are clearly defined. By fall 2017, 90% of staff at North Kern Community School agreed with administration about which behavioral issues warrant sending a student to the office. At Haven Drive and Mountain View, 80% of staff agreed with administrators. The TFI administered at the BCSD sites looks instead at the professional development needs of staff in “intervention delivery.” Cato received a score of “1” out of “2,” with a recommendation that the PBIS team develop a written process to teach staff intervention deliver and how to request support, as needed. Compton received a score of 1. Stiern received a “2,” with an additional recommendation to ensure that all teachers are retrained in how to ask for assistance, as responses to this question were inconsistent.

Process Measure 1.7 By June 2016, all sites will have a documented crisis plan for responding to extremely dangerous situations readily available at six of seven locations specified by PBIS.

By fall 2017, Haven Drive, Mountain View, and North Kern Community School all had documented crisis plans for responding to extremely dangerous situations readily available in at least six of the locations specified by PBIS. The TFI does not address the school crisis plan; consequently, these data are not available for the BCSD sites.

Process Measure 1.8 By June 2017, all sites will show evidence of data-driven decision making in designing, implementing and revising school-wide effective behavior supports.

In fall 2017, administrators at both North Kern Community School and Mountain View reported that their PBIS team provides data to staff three or more times a year. At Haven Drive, the administration was just starting to institute a process for sharing data with staff. On the TFI, data-based decision-making is examined within each tier. At Tier 1, teams are expected to review discipline data and utilize it to make decisions that reduce problem behaviors campus-wide. The Tier 2 team is responsible for documenting and reviewing disciplinary data for individual students, and to use this to determine whether to modify or intensify student supports. At Tier 3, the team develops student support plans, and each student’s individual support team meets monthly to monitor data, and uses

outcome data for decision making. The table below shows the scores for the three BCSD sites for each tier.

Cato received a score of “2” for data-based decision making at Tier 1, as well as for its use of student performance data at Tier 2; however, it received a “0” at Tier 3, because the site had not yet implemented student support plans. Compton received a “2” at Tier 1, but a “1” at Tier 2, due to the fact that student data were not being tracked to make determinations about modifying student supports. Like Cato, Compton had not yet established student support plans at Tier 3. Stiern received a score of “2” at Tier 1 and a score of “1” at Tier 2; in the latter case, the lower score was due to the team’s lack of a “specific monitoring tool to inform stakeholders or drive data-based decisions to fade, continue, or intensify Tier 2 services.” At Tier 3, Stiern received a score of “0” due to the fact that the school had not yet established student support plans for students needing more intensive levels of intervention.

Process Measure 1.9 All schools will offer Cultural Proficiency and/or Restorative Practices training to all staff annually.

As mentioned above, the grant-funded school counselor from the Kern County Superintendent of Schools Office attended Cultural Proficiency and Restorative Practices training, but was not able to obtain data regarding the participation of staff at JAG school sites in these trainings.

Process Measure 1.10 By December 2016, the project coordinator and the school counselor coordinator will attend training in Reducing Ethnic Disparities (RED) and incorporate strategies into the comprehensive school violence reduction plan.

In the summer of 2016, the project director and school counselor coordinator both attended the RED training, and in fall 2017 both JAG-assigned probation officers attended the training.

Area of Need #2: Prevention of Juvenile Delinquency

Objective 2.1 By December 2017, Tier 3 students receiving a minimum of three months of case management (EPICS) will show positive change in one or more areas of criminogenic need, as measured by the PACT.

Objective 2.2 By December 2017, Tier 3 students whose parents complete 80% of Parent Project classes or Parents on a Mission classes will show improvement on measures related to family involvement, as measured by the PACT.

Objective 2.3 By December 2017, recidivism rates for alternative education students currently on probation will decrease.

Activities Related to Objectives 2.1-2.3

(a) A COST (Coordination of Services Team) will be established to serve East Bakersfield and South Kern that consists of the KCSOS school counselor coordinator, two project probation officers, the

Sheriff's Activities League officers, the school counselor interns assigned to the project, and other service providers as appropriate (e.g., CAPK, school counseling interns assigned to the school site).

- (b) A COST will be established to serve Delano that consists of the KCSOS school counselor coordinator, the school counselor intern assigned to Delano, the career services associate, the alternative education school counselor, and other service providers as appropriate (e.g., Henrietta Weill Child Guidance Clinic).
- (c) Probation officers will be trained in the evidence-based PACT assessment.
- (d) Potential Tier 3 students will be identified by the school Student Assistance or Student Intervention Team and referred to the KCSOS school counselor coordinator for screening.
- (e) Students screened as eligible for PACT assessment will be referred to the project probation officers.
- (f) Project probation officers will administer the PACT assessment and develop a case plan targeting criminogenic needs of Tier 3 youth.
- (g) Probation officers will maintain a caseload of 20-25 Tier 3 students who will be case managed using the evidence-based Effective Practices in Community Supervision (EPICS).
- (h) Tier 3 students will be linked to evidence-based programs and services (e.g., EPICS, Aggression Replacement Training; Girls Circle/Boys Council; Thinking for a Change) based on their PACT-generated case management plan.
- (i) Probation officers will implement EPICS with 85% or higher fidelity to the model.
- (j) Tier 3 youth receiving services will be assessed every three months to determine whether services appear to be providing a positive impact, and the case plan will be revised, as appropriate.
- (k) Youth in alternative education placement will be screened by the Delano COST and a case management plan will be developed to address key behavioral, substance abuse, and career needs.
- (l) Delano Tier 3 students will be referred to counseling, substance abuse treatment, and/or evidence-based programs and services, as appropriate.
- (m) Parents of Tier 3 students will be referred to Parent Project and/or Parents on a Mission for parenting education and support.
- (n) CP-K and other local providers will offer Parent Project and Parents on a Mission with fidelity.

Outcome Measure 2.1 By December 2017, 50% of Tier 3 students receiving a minimum of three months of case management (EPICS) will show improvement in one or more areas of criminogenic need, as measured by the PACT.

The Positive Achievement Change Tool, or the PACT, is an assessment that identifies the criminogenic needs of juvenile offenders and is used to determine juveniles' eligibility for evidence-based treatment programs. Because Kern County Probation staff are trained in the use of this evidence-based instrument, the decision was made to use the PACT to monitor changes in student functioning around areas of criminogenic need; however, because grant-assigned probation officers were working with youth who were not offenders, this tool proved to be inappropriate. Most students did not assess as having criminogenic need, and the services probation officers offered were more likely to effect social, emotional, and/or behavioral changes not captured in the PACT.

At the beginning of the project, the officers administered the PACT to students whom they anticipated would be part of their regular caseload—that is, students who ranked as “Tier 3” in the PBIS system. In that year, 2015-2016, 58 students completed a baseline PACT; 25 of whom completed a follow-up assessment. In 2016-2017, 22 students completed a baseline assessment. The decision was made to discontinue the use of the PACT during this school year, so none of those 22 students completed a follow-up. The decision to discontinue the use of the PACT was made after reviewing the initial baseline and follow-up results, which showed students exhibited very few of the risk factors included in the PACT. This did not mean that students served didn't have psychosocial needs, but rather that this instrument, intended for youth already in the juvenile justice system, was not designed to measure this particular and more subtle subset of needs.

Effective Practices in Community Supervision (EPICS) is a promising practice that, according to crimesolutions.gov, “aims to teach community supervision officers how to translate principles of effective intervention into practice, and how to use core correctional practices in face-to-face interactions with offenders.” The model relies on “anticriminal modeling, effective reinforcement, effective disapproval, effective use of authority, structured learning, problem solving, cognitive restructuring, and relationship skills.”

Despite the decision to discontinue use of the PACT, officers still used the EPICS model in working with students. Throughout the course of the project, 109 unduplicated students participated in EPICS sessions, averaging 4.4 sessions per student. Of the 109 students, 49 were served for at least three months, and of those who had three months or more of EPICS, six completed both a baseline and follow-up PACT. While students received EPICS over the course of three or more months, they may have received EPICS sessions just once a month, or every other month. In 2015-2016, 40 students participated in at least one EPICS session; in 2016-2017, 56 received EPICS; and in fall 2017, 33 received EPICS sessions. For reasons described above, PACT baseline and outcome data are not available for these students.

Outcome Measure 2.2 By December 2017, Tier 3 students whose parents complete at least 80% of Parent Project classes or Parents on a Mission classes will show improvement on measures related to family protective factors, as measured by the PACT.

Over the course of project, 34 JAG students had parents who participated in Parent Project; four parents completed 80% or more of their sessions. None of these students completed a PACT.

Outcome Measure 2.3 By December 2017, at least 65% of alternative education students on formal probation who are receiving case management services through the Delano COST will avoid recidivism.

At North Kern Community School, 119 students were considered caseload students, although none received the direct services of a grant-funded probation officer. Of these students, 20 were on probation; half of whom recidivated.

PROCESS MEASURES

Process Measure 2.1 By December 2015, the COST will meet weekly to review cases, problem solve challenges, plan for trainings, and determine additional project needs.

COST meetings began in June 2015 and continued throughout the life of the project. In regular attendance were the grant-assigned probation officers, providers from Community Action Partnership of Kern (CAPK), the school counselor, the SAL deputy, and members of the evaluation team. During each meeting, team members shared their successes and spent time problem-solving challenges, with both students and school sites, as they arose. While the team met weekly in the beginning, once services were established, meetings moved to biweekly to minimize the time of project staff off-site.

Process Measure 2.2 By December 2015, inter-rater reliability between probation officers using the PACT will be at 90% or above.

As previously described, the two grant-funded probation officers were working at different school sites. Inter-rater reliability could only be established by having the two officers work with the same students in conducting the assessment, a process which took place over several days. This was not considered feasible and, by the second year, the PACT had been discontinued for reasons described above.

Process Measure 2.3 Each project probation officer will average a caseload of 20-25 students.

Grant-funded probation officers did not have established, consistent caseloads. In order to best serve the students in need of their support, they kept their caseload flexible so that they could respond to students most in need; by the middle of the second project year, one of the officers shifted focus from individual services to primarily group-based services. The table below provides the number of individual contacts by year for each probation officer.

Process Measure 2.4 At least 50% of Tier 3 students on the probation officers' caseloads will receive 200 or more contact hours (including EPICS, mentoring, participation in SAL after school, participation in evidence-based programs and/or services, etc.) over the course of the project year.

Over the course of grant, the two probation officers provided direct services to 767 students. These students received anywhere from one to 78 contacts, averaging 10 contacts per students. These students also received an average of 8.5 hours of services, ranging from less than an hour to nearly 57 hours of total services. Twenty-four of these students also participated in SAL, but SAL did not track participation time so those hours cannot be added to overall service time. Some students participated in other onsite services at school, or were referred to and received services from community-based mental health providers. Ultimately, there was no feasible way to track the actual number of service hours received by students. This said, it became clear that expecting students to participate in 200 hours of services over the course of one school year was not realistic; most students are on a schedule of approximately 180 days of school per year; this would require them to receive over an hour of service per day enrolled.

Process Measure 2.5 SAL officers will provide Girls Circle/Boys Council groups at both South Kern school sites for students assessed as needing prosocial associations and intervention into criminal thinking.

In 2016-2017 the South Kern SAL officer offered Girls Circle and Boys Council. Services, however, were not well documented. Sign-in sheets were collected for five Boys Council sessions and one Girls Circle session. It is likely that SAL services for South Kern are underreported.

Process Measure 2.6 East Bakersfield and South Kern Tier 2 students assessed by the COST as needing prosocial involvement will be referred to the SAL after-school program.

Offering a range of activities from skill-building groups to athletic opportunities to field trips, South Kern SAL served 69 unduplicated students; 23 in 2015-2016, 54 in 2016-2017, and 24 in fall 2017. The Bakersfield SAL program served 208 unduplicated students during the grant period; 60 in 2015-2016, 136 in 2016-2017, and 95 in fall 2017.

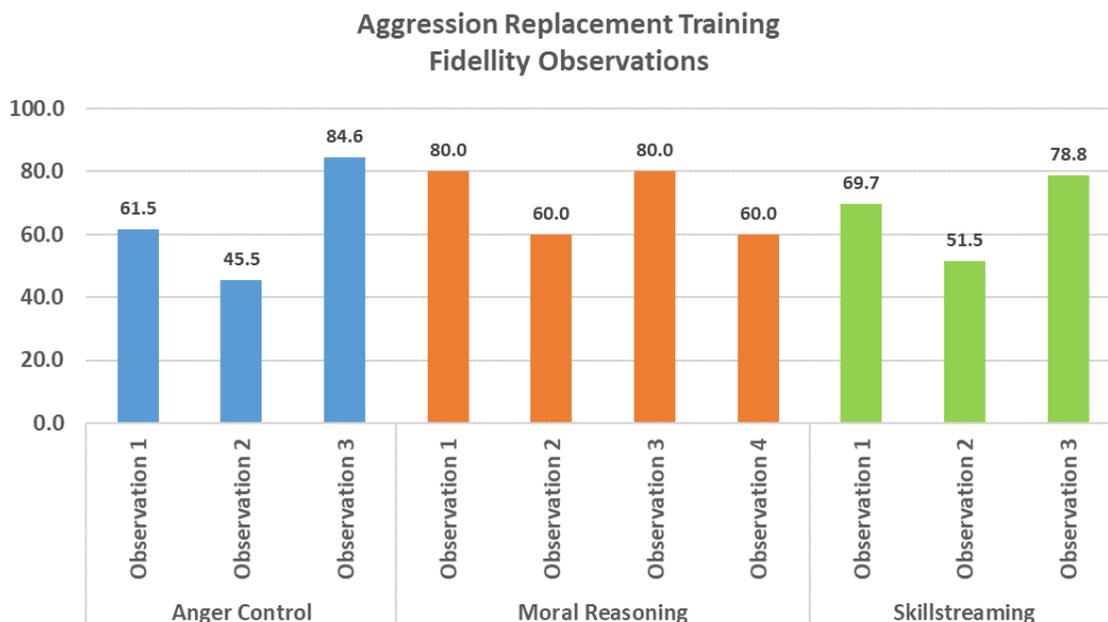
Process Measure 2.7 Probation officers will reassess the criminogenic needs of Tier 3 students on their caseloads every three months using the PACT.

As previously discussed, the PACT was determined an inappropriate tool for assessing the population of students targeted in this grant. In the beginning of the grant, however, the PACT assessment was completed with some students; 80 baseline PACT assessments were completed and 25 of them also completed a follow-up PACT.

Process Measure 2.8 Aggression Replacement Training (ART) will be implemented with 85% or higher fidelity.

Throughout the grant, ART was delivered by both probation officers and CAPK staff at the three middle schools and one high school in Bakersfield. Fidelity checks were conducted 13 times, although just 10 were completed. Three of the fidelity checks were not completed due to unanticipated circumstances (e.g., fire drill).

ART has three components: Anger Management, Moral Reasoning and Skillstreaming. Observations were conducted for all three components: Anger Management three times, Moral Reasoning four times, and Skillstreaming three times. Fidelity actually fell between the first and second observations in each component: by 26% between the first and second observations of Anger Control, by 25% for Moral Reasoning, and by 26% in Skillstreaming. Staff turnover caused fidelity to suffer, and it became clear that some students were being referred to group that needed far more intensive interventions. In the second project year, the evaluation team recommended the use of a local ART coach to assist staff in improving both fidelity and behavior management; this coach came on board at the beginning of the third project year. In addition, staff worked proactively with the school sites



beginning late in the second project year to ensure that students not appropriate for group were directed to one-on-one services. Between the second and third observations, fidelity in Anger Control increased by 86%, for Moral Reasoning by 25%, and for Skillstreaming by 53%. However, between the third and fourth observation of Moral Reasoning, the most difficult component to teach, fidelity dropped by 25%; however, new staff had come on board at CAPK, and the assessment was done prior to the staff receiving coaching in the program.

Process Measure 2.9 Thinking for a Change will be implemented with 85% or higher fidelity.

Thinking for a Change (T4C) was offered at the high school and two of the middle school during the first year of grant services. Fidelity observations were not conducted for T4C for two reasons; the first being that because the T4C program is meant to be delivered in a variety of settings, it is fairly flexible and requires only a few parameters to fall within compliance. In fact, one of the those parameters is the other reason fidelity observations were not conducted. Program developers specify that it is important to target the correct audience: medium to high risk offenders. Because the students targeted for grant services do not fit the target T4C recipients, the program was offered sparingly the first and second years, and not at all during the final term.

Process Measure 2.10 50% of Delano students in alternative education placement and assessed as requiring Tier 3 case management services based on behavior, substance abuse, and career needs will receive a minimum of 100 contact hours (including counseling, treatment, involvement in project-sponsored prosocial activities, and evidence-based programs or services such as Aggression Replacement Training and Girls Circle/Boys Council).

The job developer was the primary grant-funded staff member at North Kern Community School in Delano. Providing a variety of services ranging from individual sessions to group counseling. Throughout the grant, 202 students received services from the Job Developer, averaging 4.5 hours, ranging from less than an hour to 28 hours of service. Some students also received mental health services from the local provider; however, service hours were not provided by the organization, citing HIPPA laws.

Process Measure 2.11 At least 30 parents of Tier 2 students will participate annually in Parent Project or Parents on a Mission.

Over the course of project, the parents of 34 students served by the project participated in Parent Project; however, only four parents completed 80% or more of their sessions.

Student-Level Outcome Data

Because the PACT assessment was eventually deemed to be not appropriate for youth targeted by JAG probation officers, the evaluation team determined that school record data related to attendance and discipline would be the most appropriate and readily available substitute. While an assessment that measured social-emotional change would have been preferable, by the time officers had abandoned the PACT, it was too late to establish baseline for many of the students who were receiving intensive services. Because the school districts were unable to release school record

School Record Outcomes (n=67)				
	Improved	No Change (at least 1 at baseline)	Zero at Baseline and Follow-up	Worse
	%	%	%	%
Unexcused Absences	29.9	3.0	9.0	58.2
Excused Absences	26.9	7.5	14.9	50.7
Number of Suspensions	19.4	7.5	56.7	16.4
Number of Days Suspended	19.4	58.2	n/a	22.4
Number of Violent Suspensions	6.0	3.0	79.1	11.9
Number of Days Suspended for Violent Offenses	6.0	82.1	n/a	11.9

data to the evaluation team without parent consent, the probation officers made every attempt to obtain consent forms for students on their caseloads. In the end, they were able to obtain parent consent for 79 students. Attempts to build a database for students receiving intensive services was further compromised by the need to have both baseline data (the semester before services) and follow-up data (either spring 2017 or the last semester they were enrolled in the district) available. In the end, the total number of students included in the analysis of school record data is 67. Because this represents a relatively small percentage of unduplicated students served by probation officers over the three years of the project, the evaluation team urges caution in the interpretation of results.

Just under one-third of students (29.9%) showed improvement in unexcused absence. Just over one-quarter of students (26.9%) improved their number of excused absences. One in five students (19.4%) reduced their number of suspensions; the same percentage of students improved the number of days they were suspended. While most student did not have a suspension for violent reasons at either baseline or follow-up (53 of 67), of the remaining 14 students, four had fewer violent suspensions at follow-up.

CONCLUSIONS AND RECOMMENDATIONS

The Kern County JAG project created a partnership between Kern County Probation, the Kern County Sheriff's Office, the Kern County Superintendent of Schools Office, the Bakersfield City School District, the Arvin Union School District, the Lamont School District, the Kern High School District, and the Community Action Partnership of Kern. Services were provided to seven schools in five districts, as well as to youth in three communities through the Sheriff's Activities League. Over the course of the three-year project, JAG probation officers provided intensive services to 394 students and evidence-based groups to 509 students. The JAG-funded career development associate located at North Kern Community School provided individual services to 189 students, and evidence-based groups to thirty-six students. Facilitators from the Community Action Partnership of Kern provided Aggression Replacement Training to 103 students at three school sites, and individual services to sixteen students. Deputies provided after school programs, field trips, and community service opportunities to several hundred youth in East Bakersfield and South Kern as part of the Sheriff's Activities League.

The PACT was identified as the instrument JAG probation officers would use at baseline and every three months thereafter to chart reductions in the criminogenic needs of students receiving intensive case management services. However, officers quickly determined that the PACT was not an appropriate assessment tool for prevention services. The majority of students did not rate as having measurable criminogenic needs, and consequently it was not possible to chart students' progress over time. In the absence of a psycho-social or socio-behavioral measure for changes in youth functioning, the evaluation team elected to collect school record data for youth receiving intensive services. Because districts require parent consent for the release of school record data, and because school record data at both baseline and follow-up had to be available within the same district, the team was able to collect data for just 67 of the 394 students who received direct services. Roughly one-third of students showed improvement in unexcused absences, one-quarter showed improvement in excused absences, and one in five students showed improvement in suspensions. In addition to the limited school record data available, the evaluation team conducted interviews with school administrators at all seven school sites, with JAG probation officers, SAL officers, CAPK facilitators, the JAG-funded career development associate, and the JAG-funded school counselor coordinator. These interviews, and the anecdotes provided, suggest that significant progress was made in addressing the needs of large numbers of students, and that JAG services contributed in important ways to the expansion of Tier 2 and Tier 3 services at school sites.

The evaluation team offers the following recommendations, should JAG or other funding opportunities become available in the future.

- **Limit the geographic area of service**

The decision to serve multiple regions of the county proved counter-productive. Probation officers were the mainstay of the project, providing intensive one-on-one direct services to students, as well as evidence-based groups. Only two probation officers were attached to the project to serve seven

school sites with a total enrollment of over 6,000 students in three distinct geographic regions of the county. The decision was made to limit the work of the officers to three middle schools and one high school in close proximity to one another in East Bakersfield, and this necessarily limited the services made available to North Kern and South Kern.

- **Involve all stakeholders in the development of the logic model and/or scope of work**

While this recommendation would apply to nearly any project, a program that is essentially school-based should involve administrators from all proposed sites—and not only district administration—in the development of the project’s logic model and/or scope of work, even before the funding proposal is submitted. In conducting the initial interviews, the evaluation team found that school administrators varied substantially in what they knew about the project, and in their willingness to support the project’s goals and objectives. For example, schools varied substantially in the degree to which they had implemented PBIS, and in their fidelity to the PBIS model, yet PBIS was a keystone of the goal to reduce school violence. Schools in South Kern did not create onsite space for the provision of program services. The evaluation team was never able to conduct an assessment of PBIS implementation at the high school. These problems could be ameliorated by involving administrators in the decision-making process related to program goals and objectives. When administrators have knowledge of and ownership in the process, they are generally more willing to provide onsite, in-kind support.

- **Collect parent consent as part of consent for services**

While the evaluation team provided a parent consent form for the collection of school record data early in the first project year, forms were not collected by project staff once a determination was made to not use the PACT. Probation officers spent several days toward the end of the project locating parents and requesting consent. Officers discussed the difficulty of obtaining consent from a uniformed officer for many families with a negative history with law enforcement. Given that evaluators are generally exempt from rules limiting access to school record data when the data are being used to evaluate school-based services, it may be possible to work with schools to send out passive consent notifications to all parents at a school site regarding the availability of services. This would allow the school to provide data for any student whose parent did not request exemption from the data request. Some schools require parent consent for students to participate in evidence-based groups; where this is the case, parent consent can be collected for the release of school record data can be collected as part of consent for participation in group.

- **Select an assessment that measures psycho-social function for students not involved in the criminal justice system**

Because probation officers are trained in the administration of the PACT, and the Probation Department has used this instrument with great success in its juvenile division, the decision was made to use the PACT as a baseline and follow-up assessment for students receiving direct one-on-one services from the JAG probation officers. As a measure of criminogenic need, the PACT was designed for youth already in the criminal justice system, and is highly useful in determining the types of interventions that will be most effective, given the criminal, social, and family profile of the

youth. What the department did not anticipate was that the instrument would prove to be of limited use when administered to youth with no criminal history. Simply put, the majority of students did not prove to have criminogenic needs, as measured by the PACT; consequently, there was no room for improvement on a post assessment. In addition, the PACT took multiple meetings to administer, taking time that officers reported would be better spent in the direct provision of services, given the profile of this population. In future prevention efforts targeting students at risk for but not yet engaged with the criminal justice system, the evaluation team recommends the use of a psycho-social assessment such as a behavior checklist or the Behavioral and Emotional Rating Scale, Second Edition (BERS-2), a research-based assessment which allows triangulation of data about student functioning from multiple sources (parent, teacher, student). The student instrument can be used as a stand-alone pre/post assessment, and the instrument takes less than twenty minutes to administer.

In short, despite the limited availability of outcome data, there was general consensus among service providers, school stakeholders, and youth themselves that JAG provided a valuable and effective intervention for many students, and provided critical support to schools that are understaffed, have large enrollments, and serve areas where gang violence is a well-established fact of life. Every stakeholder indicated an interest in being involved in future JAG projects; the only caveat was that every stakeholder also wanted a larger share of services. This was particularly true of the career development services offered by the associate in North Kern, and the evidence-based groups offered by the two JAG probation officers.