PROBATION OFFICERS ON CAMPUS, RECONNECT DAY REPORTING CENTER, & NEIGHBORHOOD SERVICE CENTERS

Annual Juvenile Probation Evaluation Report, 2018-2019

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ACKNOWLEDGEMENTS

INTRODUCTION

This report summarizes findings from an evaluation of programs operated in FY 2018-2019 by the San Joaquin County Probation Department and the Community Partnership for Families of San Joaquin. Probation Officers on Campus program, the Reconnect Day Reporting Center, and the Neighborhood Service Centers are funded through the State of California's Juvenile Justice Crime Prevention Act (JJCPA).

Probation Officers on Campus

Program Background

Objectives of Probation Officers on Campus Program

The Probation Officers on Campus program focuses on high risk youth. All program participants have received court ordered probation for a particular offense.

Probation Officers on Campus is designed to meet two objectives. First, placement of a probation officer on the high school campus facilitates high levels of contact with the probation clients and allows for closer supervision. The working hypothesis and goal here is that this increase in officer/client contact should result in a reduction in the incidence of further criminal behavior on the probationer's part. A second goal of the program is to reduce crime at the school sites themselves.

Probation officer's general presence on campus should, theoretically, result in an overall positive influence on the school environment by reducing criminal as well as antisocial school behavior. Informal contacts between officers and students can be used to advise juveniles at-risk of negative behaviors, thus reducing future delinquency.

Program Process and Clientele

In 2018-2019, JJCPA funding supported probation officers who provided services to a total of 27 high schools in San Joaquin County. The total number of schools served is in alignment with historical totals and connects with the inclusion of the San Joaquin County Office of Education alternative education sites (i.e., one. schools). The program served a total of 270 clients (including youth who were still in the program at the end of the fiscal year – 151 carryovers). Of these, not including-carryovers, 91 (76.5%) completed POOC. The remaining 28 cases (23.5%) failed to complete the program. The specific reasons for not completing the program included: a bench warrant was issued, youth was sentenced to camp, etc.

The list of schools served by the program in 2018/2019 follows:

- Bear Creek High
- Chavez High
- Edison High
- Franklin High
- Jane Frederick
- Kimball High
- Liberty High
- Lincoln High
- Lodi High
- McNair High
- New Vision
- One.Discover
- One.Ethics
- One.Choice
- One.Lodi
- One.Odyssey
- One.Success
- One.Tracy
- Plaza Robles
- Stagg High
- Stein High
- Stockton Alternative
- Tokay High
- Tracy High
- Village Oaks
- West High
- Weston Ranch High

In addition to their regular program effort, probation officers also work with youth outside of their immediate caseload. These are referred to as walk-ins. These individuals approach the officers at the school site for a variety of reasons. For example, students often want probation information, crisis intervention services, and program referrals. From July 2018 to June 2019 POOC averaged 9 walk-ins per month and a total of 118 walk-ins for the fiscal year (see Table 1). This number does not include the bi-weekly Peacekeeper meetings that POOC attends with law enforcement to enhance communication specific to various schools in San Joaquin County.

Figure 1 indicates that 16.1% of the walk-ins were self-referrals. In addition, 19.6% of the referrals were from probation officers.

Figure 2 shows that 32.5% of walk-ins were for probation information and 49.6% were for crisis intervention. Furthermore, 1.7% of youth walked in for program referrals, and 16.2% walked in for truancy.

Population characteristics of the 119 individuals (not including carry-overs) that took part in Probation Officers on Campus (during the 2018-2019 year) are as follows:

- 113 (95.0%) clients were male and 6 (5.0%) were female.

- 44.4% of the participants were Latinx, 32.4% of the population was African American, 7.4% were White, 2.8% were Asian, 0.9% were Middle Eastern, and 12.0% were Other.

- The median age for this population was 16.

Table 1. Program Walk-ins, 2018-2019

Month	Count	%
2018 - *July*	2	1.7%
2018 - *August*	9	7.6%
2018 - *September*	11	9.3%
2018 - *October*	5	4.2%
2018 - *November*	7	5.9%
2018 - *December*	1	0.8%
2019 - *January*	15	12.7%
2019 - *February*	20	16.9%
2019 - *March*	14	11.9%
2019 - *April*	9	7.6%
2019 - *May*	6	5.1%
2019 - *June*	0	0.0%
Additional walk-ins/Unknown date	19	16.1%
Total	**118**	**100.0%**

Figure 1. Walk-in Referral Source, 2018-2019
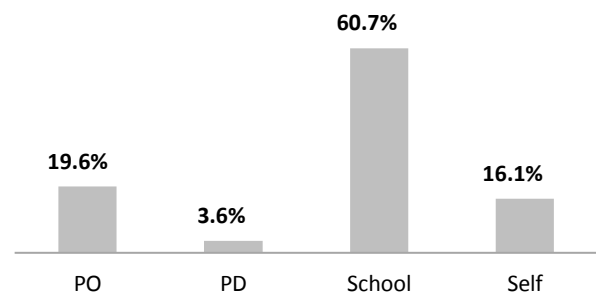
Figure 2. Type of Interventions for Walk-ins, 2018-2019
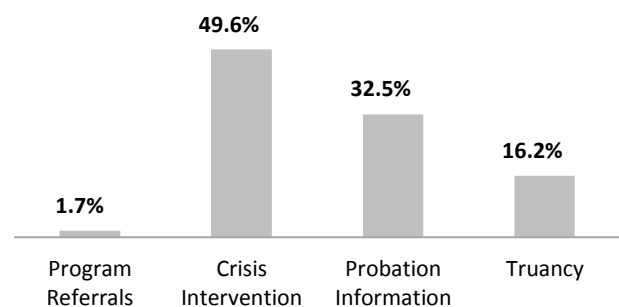
In Table 2 we show client ethnicity as compared to overall county percentages of ethnicity for juveniles aged 0-17 (State of California, Department of Finance – Kidsdata.org, 2018).

Program Outcomes

Data findings indicate positive results for a range of program measures.

Key Finding One: Participation in Probation Officers on Campus Decreases Involvement in Criminal Activity

The focus of Probation Officers on Campus is on stopping the pattern of criminal behavior that leads to arrest and incarceration as well as subsequent probation status. Thus, the primary goal of the program centers on whether there is a positive effect on the delinquent behavior of program clients. Evaluation findings indicate success with respect to this goal; this is evidenced by the results shown in Figure 3 and in the additional findings that follow. These results show that both arrests and incarcerations go down after youth take part in the program.

Figure 3 clearly shows the effects of the program on criminal activity for all participants. Arrests and incarcerations are down during the program period.

In Figures 3a and 3b we repeat the results for Figure 3 but divide the total program population into two groups – those who completed the program and those who did not.

The net decrease in the percentage of arrests for those that completed the program was 30.7% while there was an increase of 3.6% for those that did not complete the program.

The net decrease in the percentage of incarcerations for those that completed the program was 28.5% while there was an increase of 10.7% for those that did not complete the program.

Table 2. Ethnicity/Race of Probation Officers on Campus Participants vs. County Percentages, 2018-2019

Ethnicity	All Participants	San Joaquin County
African-American	32.4%	7.3%
American Indian	---	0.3%
Asian	2.8%	12.6%
Latinx	44.4%	53.7%
Middle Eastern	0.9%	---
Pacific Islander	---	0.4%
White	7.4%	20.4%
Multi-Ethnic	---	5.4%
Other	12.0%	---

Figure 3. Percentage of Clients Arrested/Incarcerated in the 6 Months Prior to Program Entry and During Probation Officers on Campus (n=119)
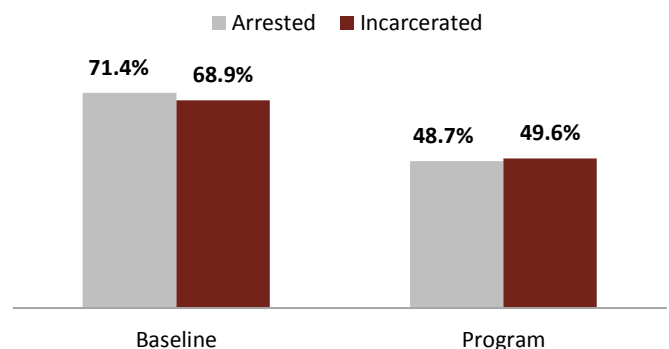
Figure 3a. The Percentage of Clients Arrested 6 Months Prior to Program Entry and During Probation Officers on Campus by Completion Status, 2018-2019
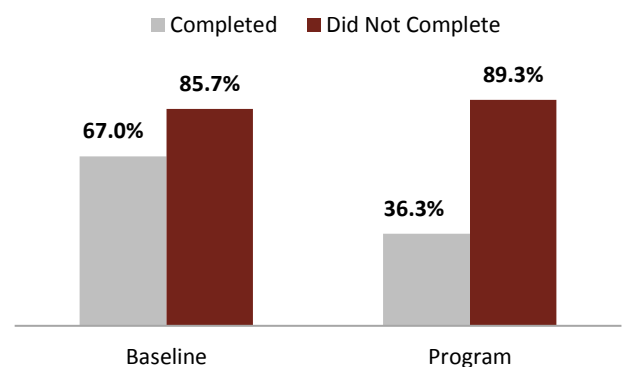
There are two points to note about the results seen in Figures 3a and 3b.

- The overall percentages of arrests and incarcerations for the group that did not complete the program are consistently higher as compared to the group that completed the program.

- There are drops in arrest and incarceration percentages for those who complete the program. Percentages of arrests and incarcerations increased for non-completes.

The overall effects shown in Figures 3, 3a, and 3b testify to the program's effectiveness in reducing criminal activity for all clients. The fact that clients who complete the program show a greater decrease with respect to arrests than those who do not complete the program only further supports the effectiveness of the program in meeting one of its main goals.

Not only does Probation Officers on Campus reduce the frequency of criminal/delinquent activity it also has positive effects on the severity of the crimes that are committed. This can be seen in Figures 4, 4a, and 4b.

Figure 4 indicates that violent felonies decreased slightly while there was a considerable decrease in felonies and even more so with misdemeanors. However, it is important to note that many of the results are even more pronounced for those individuals who completed the program. These results and this comparison are displayed in Figure 4a and Figure 4b.

Data in Figures 4a and 4b show that clients who complete the program are less likely to have committed a violent felony, a felony, or a misdemeanor. Moreover, of the 91 completed cases, 65.9% committed no offense during the program, compared to 10.7% for non-completes.

Figure 3b. The Percentage of Clients Incarcerated 6 Months Prior to Program Entry and During Probation Officers on Campus by Completion Status, 2018-2019
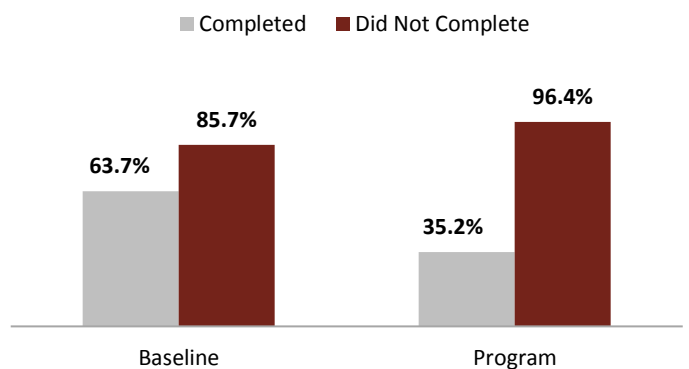
Figure 4. Most Severe Crime Committed 6 Months Prior to Program Entry and During Probation Officers on Campus for All Program Participants (n=119)
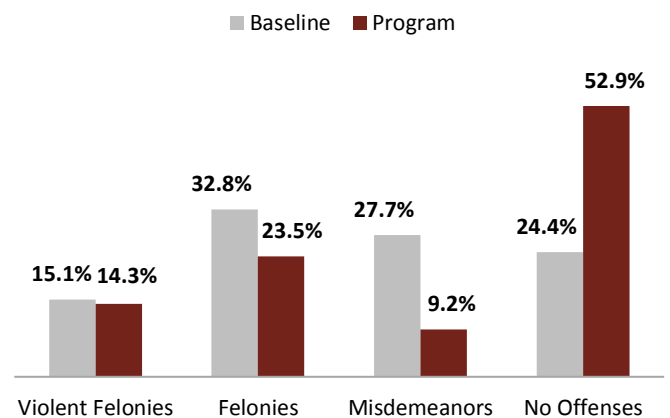
Figure 4a. Most Severe Crime Committed 6 Months Prior to Program Entry and During Probation Officers on Campus for those Who Completed the Program (n=91)
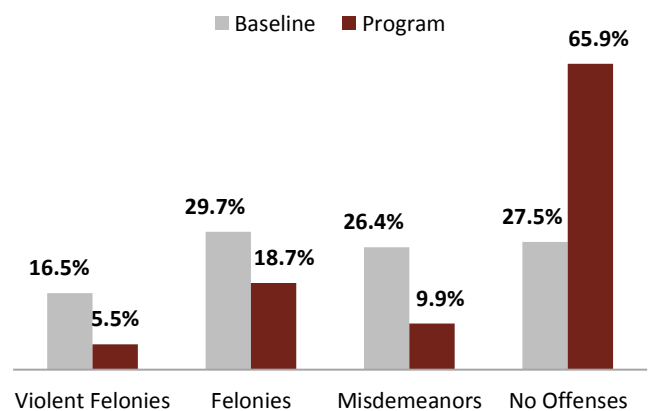
Key Finding Two: Probation Officers on Campus Positively Impacts Probation Success

An important issue in any probation program involves the extent to which youth complete probation in a timely fashion and without further incident. In Figure 5, we present data on probation violations and filed violations specific to who completed the program. In addition, results in Figure 5a center on the same data points for participants who did not complete the program. As was the case previously, events in the six months prior to the program are compared to events that occurred during the program period.

The data in Figures 5 and 5a support the conclusion that the program has positive effects in helping participants to complete probation.

- For clients completing the program, probation violations remained similar while there were large increases in violations for those who did not complete the program.

- 68.1% of program participants who completed the program also completed probation.

- Combined, the above data paints a powerful picture of program success.

Key Finding Three: School Behavior Data Findings

One of the beneficial effects attributed to this program is that clients will be more attentive and less disruptive in school. Poor behavior in school is often a precursor to more severe forms of delinquent behavior and the vast majority of program clients show a history of behavioral concerns.

In the following figures, we present data on two important dimensions of behavior in school – how often probationers were absent from class without excuse and how often they were suspended.

Figure 4b. Most Severe Crime Committed 6 Months Prior to Program Entry and During Probation Officers on Campus for Those Who Did Not Complete the Program (n=28)
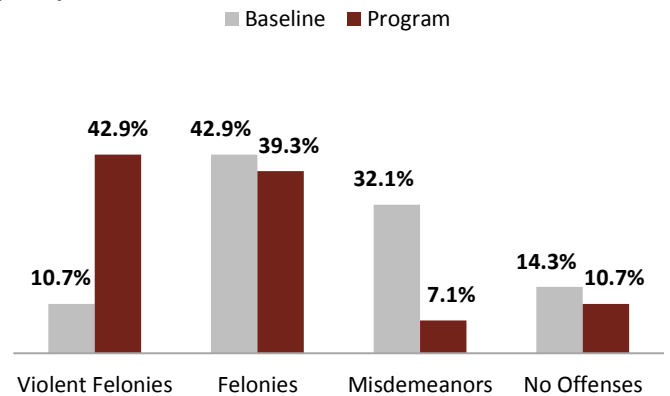
Figure 5. Percentage of Participants Who Completed the Program and Who Violated Probation or Had Violations Filed with the Court
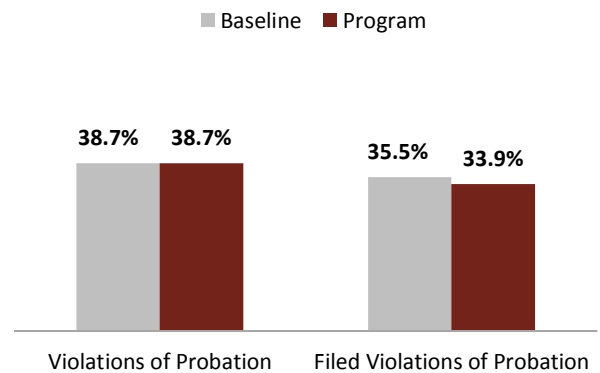
Figure 5a. Percentage of Participants Who Did Not Complete the Program and Who Violated Probation or Had Violations Filed with the Court
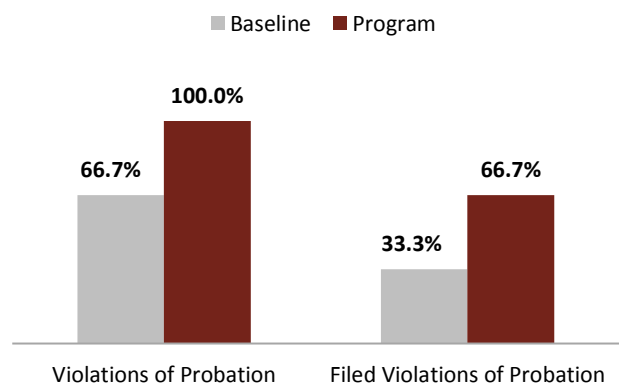
Figure 6 provides data on pre/post analysis on the average number of unexcused absences and Figure 6a offers the same data with some of the most extreme cases or outliers removed (outliers are data points that are found to be exceedingly high as compared to other numbers in a set of data). The most important figure to study is Figure 6b; this offers pre/post analysis on the median number of unexcused pre/post absences. The median is a critically important tool as averages can be skewed as a result of the above-mentioned outliers. These data indicate that median absences were higher for participants that did not complete the program. It is recommended that the POOC team review the topic of absences in order to see if there are ways to increase school attendance.

Data in Figure 7 shows that pre/post suspensions slightly increased. Figure 7a indicates that more participants who did not complete the program were suspended than those who completed the program. Suspensions were lower for those that completed the program.

It is critical to note that a review of the median number of suspensions for all program participants for the baseline and the program period was only one (1).

Data in Table 3 provides outcomes on key program variables across three years. Findings indicate that arrests, incarcerations, and violent felonies decreased for all three years from pre to post for those that completed the POOC program. Unexcused absences increased each year, however, suspensions decreased for two out of the three years.

Key Finding Four: School Crime Data Findings

In addition to the effects on probationers, the program is designed to have positive effects on the school environment. As was noted earlier, the presence of a probation officer on the school

Figure 6. <u>Average</u> Number of Unexcused Absences During Pre-Program and Program Periods by Completion Status
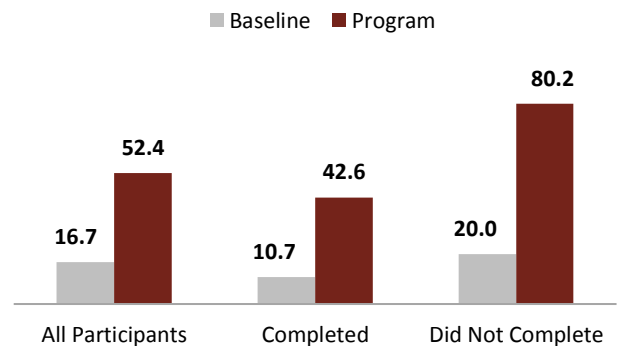
Figure 6a. <u>Average</u> Number of Unexcused Absences During Pre-Program and Program Periods by Completion Status – Outliers Removed
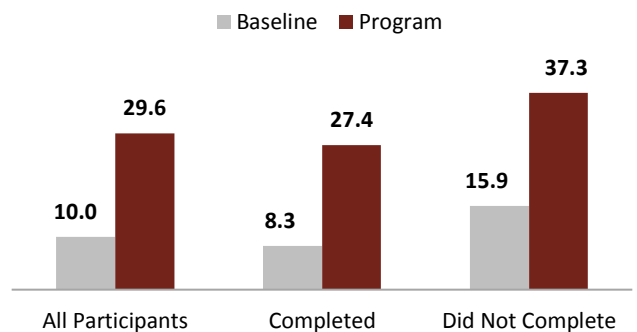
Figure 6b. <u>Median</u> Number of Unexcused Absences During Pre-Program and Program Periods by Completion Status – Outliers Removed
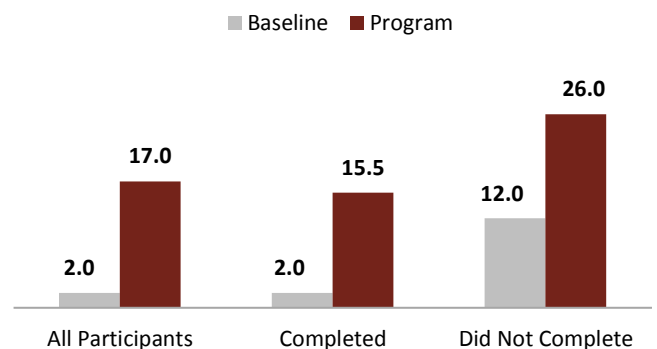
campus should, theoretically, have a positive effect on behavior amongst the students attending program schools. Historically, some probation officers have been teamed with a school resource officer on campus which results in a powerful stabilizing influence on the overall school environment for students. The indicators chosen to measure this impact include: the number of crimes at school sites, the number of violent crimes at school sites, arrests for firearms/weapons, the number of felonies, and the number of violent felonies.

In Figures 8 and 8a, we show the numbers for these three dimensions for 21 school sites covered by the program in 2018-2019. It should be noted that no officer's time was dedicated to a single campus due to staffing and the fact that some of these schools were small; therefore, each school contained only a portion of the officer's caseload. It should be added that numbers appearing in Figures 8 and 8a are for arrests; thus, these findings do not include instances of minor infractions that were not reported to the police.

The data in Figures 8 and 8a show the number of crimes and felonies committed on school sites. More specifically, the findings in Figure 8 indicate that the number of crimes at program schools in the 2018-19 school year increased from the year prior. The number of violent crimes also increased slightly from 27 to 29. In addition, the number of firearms/weapons arrests increased from 5 in the prior year to 10 during the program period. It is important to add that the number of felonies decreased from 27 to 20; the number of violent felonies increased by one from 10 to 11.

Figure 7. Percent of Clients Suspended During Pre-Program and Program Periods
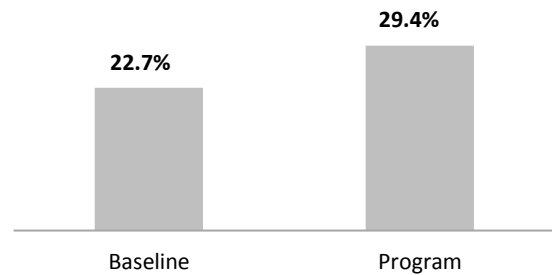
Figure 7a. Percentage of Clients Suspended During Pre-Program and Program Periods by Completion Status
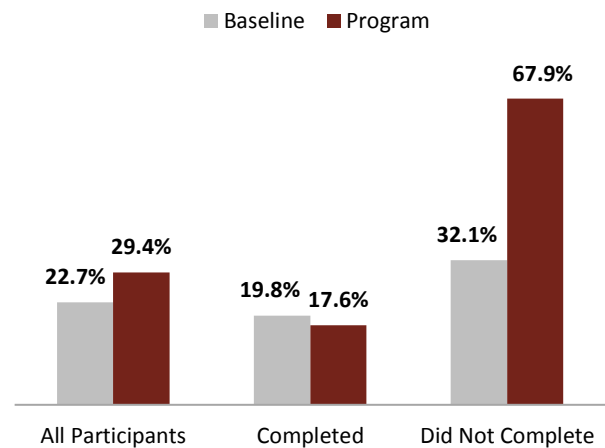
Table 3. Pre/Post Change for POOC Program Completes Across Three Years

Pre/Post Change	2016/2017	2017/2018	2018/2019
Arrests	19.4% ↓	13.9% ↓	30.7% ↓
Incarcerations	13.0% ↓	16.7% ↓	28.5% ↓
Violent felonies	2.0% ↓	5.5% ↓	11.0% ↓
Unexcused absences	3.0% ↑	12.0% ↑	15.0% ↑
Suspensions	4.4% ↑	1.4% ↓	2.2% ↓

Summary

In summary, Probation Officers on Campus continues to be a highly effective program that shows a full range of positive and powerful effects for its clients and for its partnering schools.

Probation Officers on Campus, which serves an older, at-risk age group decreases both rates of arrest and incarceration.

Figure 8. Number of Crimes at Program High Schools the Year Prior and During the Program Year
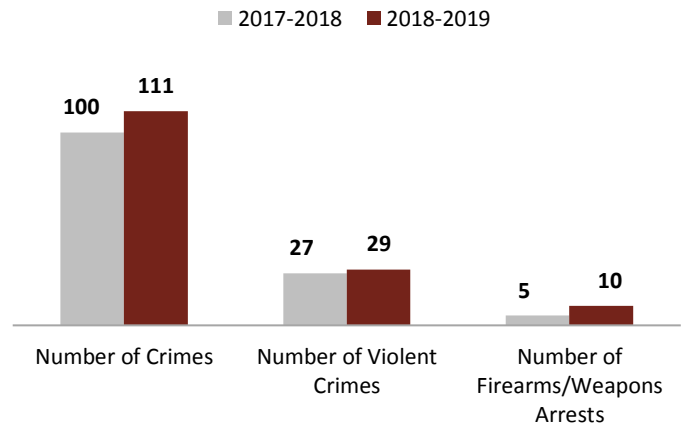
Figure 8a. Number of Felony Crimes at Program High Schools the Year Prior and During the Program Year
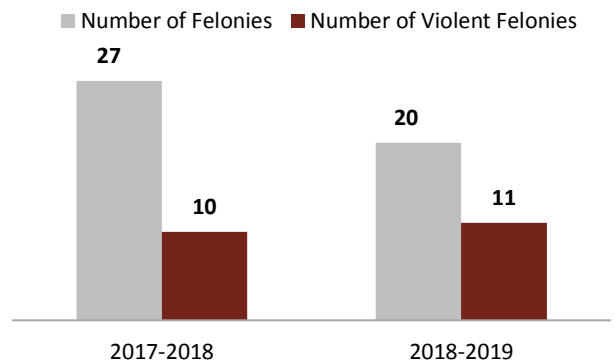
Reconnect Day Reporting Center

2018-2019 Data

Program Information

The two major program objectives of the Reconnect Day Reporting Program (Reconnect) have been to provide a comprehensive alternative to detention program by establishing a day reporting center and to reduce recidivism by providing targeted evidenced based programming (EBP) to a high-risk population. This program has provided additional neighborhood-based probation officers that coordinate re-entry and prevention services.

Reconnect serves at-risk youth, working in collaboration with the San Joaquin County Office of Education (SJCOE), the Community Partnerships for Families of San Joaquin (CPFSJ), City of Stockton Peacekeepers, Victor Community Support Services (VCSS), and other community-based organizations and stakeholders. Through these partnerships Reconnect provides services to youth returning from out-of-home placement or foster care, camp commitments, and juvenile hall commitments.

The needs that have been identified specific to youth residing in the targeted areas include alcohol/drug abuse, lack of school attendance and academic success, dysfunctional family relationships, lack of effective decision-making skills, and a lack of anger management skills.

Within these overall parameters, the lineup of specific programs and activities may change periodically. The most recent program redesign occurred in 2017. For specifics please see Program Redesign section.

Program Clientele and Outcomes

Completion Status

During 2018-2019, a total of 26 youth were enrolled. By the end of the fiscal year, 12 were still participating (46.2%) and the remaining 14 had been terminated or transferred out (53.8%). No program completions occurred within the fiscal year. This is in contrast to prior years which each had multiple completed cases.

Demographics

The majority of the youth were Latinx (46.2%), followed by African Americans (42.3%), with the remainder consisting of Asians (7.7%) and other Races/Ethnicities (3.8%). All were male, and the median age was 16.

Slightly more than one quarter (26.9%) were residing in the 95206 zip code area at the time of intake; roughly one-fifth (19.2%) were residing in the 95205 area and another 3.8% in the 95202 area. Thus, the total residing in South Stockton was one-half (49.9%). Another 38.4% resided in North Stockton (from the 95204, 95207, 95209, and 95210 areas combined); and of the remainder (11.5% - three participants), two resided in Galt, and one in the Lathrop/Manteca area.

Most Recent Crime

For each participant a query, pertaining to the baseline period only, was conducted to identify the classification of the most recent crime (misdemeanor, felony, or violent felony). The same query process was then applied to the program period.

The percent of participants who committed no crime improved from 61.5% baseline to 80.8% while in the program. The proportion for which the most recent crime was a felony decreased from 7.7% baseline to 3.8% program. Misdemeanors decreased more sharply, from 23.1% to 7.7%.

Figure 1. Completion Status at Fiscal Year's End (n=26)
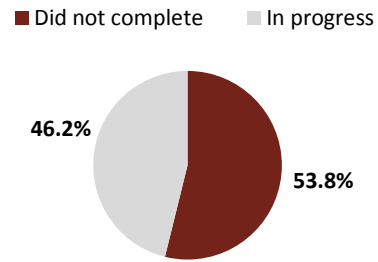
Table 1. Race/Ethnicity (n=26)

	#	%
African American	11	42.3
Asian	2	7.7
Latinx	12	46.2
Other	1	3.8

Table 2. Zip Code/Region

	#	%
95206 - South Stockton	7	26.9
95205 - South Stockton	5	19.2
95210 - North Stockton	4	15.4
95207 - North Stockton	3	11.5
95632 - Galt	2	7.7
95204 - South Stockton	2	7.7
95330 - Lathrop/Manteca	1	3.8
95209 - North Stockton	1	3.8
95202 - South Stockton	1	3.8

Figure 2. Most Recent Crime (n=26)
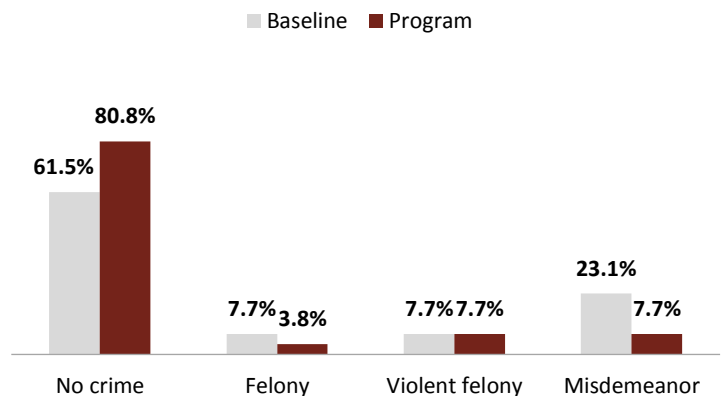
Most Severe Crime

The juvenile justice history of each participant was queried to identify the most severe crime committed in his/her lifetime. This crime did not necessarily occur during the observation period (in some cases it occurred months or years prior to entering Reconnect). Robbery/theft and assault were the most severe lifetime offenses for 38.5% and 15.4% of participants, respectively. The combined categories of threat, weapon charges, grand theft, and battery accounted for 30.8% of participants (7.7% for each of these four categories).

Table 3. Most Severe Crime (n=26)

	#	%
Robbery/theft	10	38.5
Assault	5	15.4
Criminal threat	2	7.7
Weapon charge	2	7.7
Grand theft	2	7.7
Battery	2	7.7
Auto theft	1	3.8
Obstructing an Officer	1	3.8
Assault w/ weapon	1	3.8

Referral Type

Youth can be referred by court order or by a probation officer. In 2018-19, a total of 18 (69.2%) were referred by court order (13 for violating probation and 5 for new offenses). The remaining 8 youth (30.8%) were referred by a probation officer.

Arrest Rates within the Fiscal Year

In prior years we analyzed how arrests trended across the baseline and program periods, and we compared the trends for two subsets: those who completed Reconnect and those who did not. Since no completions occurred within fiscal year 2018-19, such analyses were not possible for this report. However, to provide a rough indication of how arrests trends may have varied, we interpolated the fiscal year arrest rate for in-progress youths (based on data not limited to the fiscal year). We also did this for the "did not complete" subset. Looking at these estimates, the arrest rate increases modestly for those in progress (from 0.24 to 0.38 arrests per youth) and it roughly doubles (from 0.85 to 1.62) for those not completing the program. Overall, the interpolated arrests rate is much lower for those who had managed to stay in the program at least until the end of fiscal year 2018-19. Also note that outlying cases with numerous arrests may contribute to high arrests rates.

Figure 3. Referral Type (n=26)

Court order, VOP — P.O. referral — Court order, new offense

19.2%
50.0%
30.8%

Figure 4. Arrests Rate with Fiscal Year Cut-Off Date (n=26)

Baseline — Program

In Progress (n=12): 0.24, 0.38
Did not Complete (n=14): 0.85, 1.62
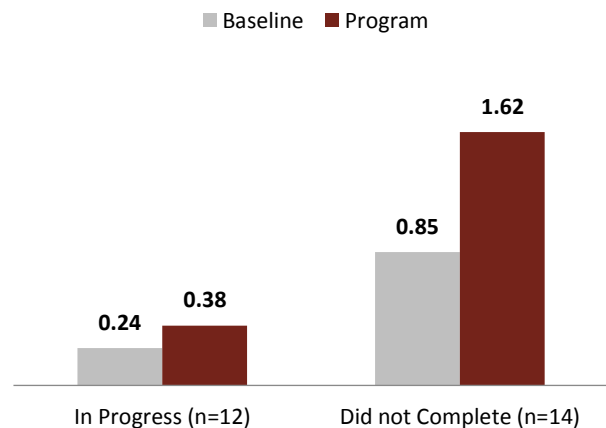
Incarcerations within the Fiscal Year

As with arrests we have adapted our analysis of incarceration trends due to the absence of program completions, focusing instead on the in-progress and "did not complete" subsets. This approach provides a rough indication of how incarceration trends may have varied within the fiscal year from the baseline to the program period.

For in-progress participants the incarceration rate increases, although very modestly (from 0.65 incarcerations per youth for the baseline to 0.78 during the program). In contrast, for "did not complete" participants the incarceration rate—already much higher than for the in-progress subset—increases substantially (from 1.89 to 2.72).

Probation/School Data beyond 2018-19

Another analysis—which informs our understanding of the relationship between program completion and arrests/incarcerations—is to look at the trends without cutting off the observation period at the end of the fiscal year. The disadvantage of this is that it does not strictly reflect the impact of services provided during fiscal year 2018-19 (it also reflects some services provided during the next fiscal year). Nonetheless, it reveals differences in how outcomes ultimately materialized for those who stayed with the program and completed—versus those who were transferred out or were terminated due to behavior, probation violations, etc.

The eventual arrest and incarceration trends, determined after all participants exited the program (many exited long after the fiscal year expired)—show a pattern similar to what occurred strictly within the fiscal year: (a) Arrests and incarcerations were lower among those who completed Reconnect; (b) The rates increased from baseline to program, with the exception of incarceration among those completing Reconnect (which did not change).

Figure 5. Incarceration with Fiscal Year Cut-Off Date (n=26)
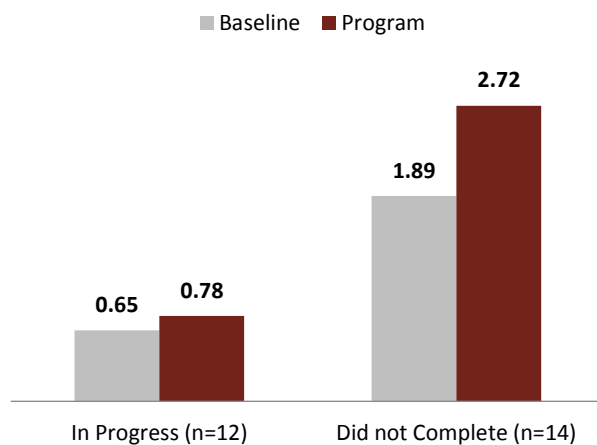
Figure 6. Arrest Rate, No Cut-Off (n=26)
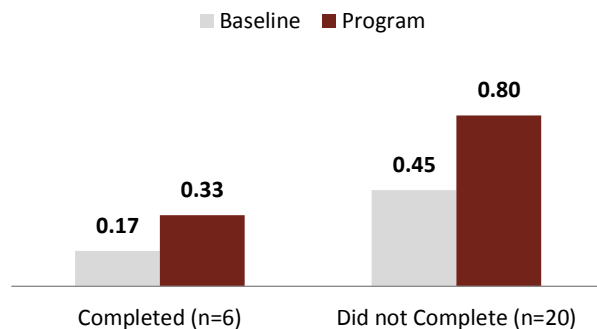
Figure 7. Incarcerations, No Cut-Off (n=26)
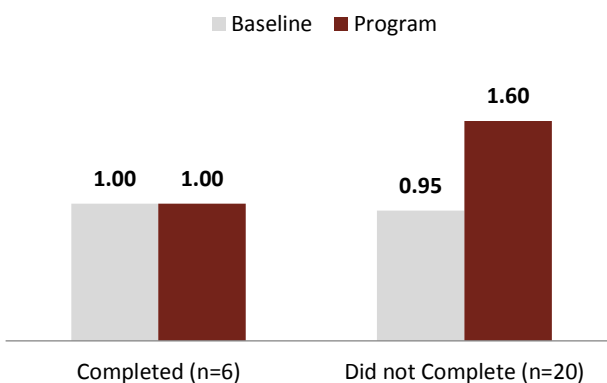
The probation violation rate increased from baseline to participation for both the "Completed" and "Did not Complete" subsets. The increase was roughly four-fold for those who did not complete Reconnect—from 0.55 violations per youth during baseline, to 2.30 during the program. For those who completed, the violation rate more than doubled (from 0.50 at baseline, to 1.33 during the program).

Eight participants were not enrolled in school during the baseline period, leaving 18 for whom we have unexcused absence data across both periods. Within this group, there were 5 who completed the program, with unexcused absences increasing dramatically from baseline to participation (from 15.6 absences per capita baseline to 63.0 during the program).

Note that outlying cases (possibly a few students for account for a disproportionate amount of absences) can heavily impact the unexcused absence rate. Among the remaining 13 youth who did not complete the program there was an increase in unexcused absences, but it was relatively modest.

School suspensions decreased regardless of completion status, although the increase was more modest for the "did not complete" subset. For those who completed, the baseline suspension rate was 0.8, which dropped to 0.0 during the program period.

Lastly, there was a dramatic increase in the hours of Evidence-Based Programs (EBP) completed per student, from the baseline to the program period. The magnitude of the increase was much higher— nearly three-fold—among those who completed Reconnect compared to those who did not complete. For the six students who eventually completed Reconnect during the months following the fiscal year's end, the average was just over 100 hours of EBP participation per student.

Figure 8. Probation Violations, No Cut-Off (n=26)
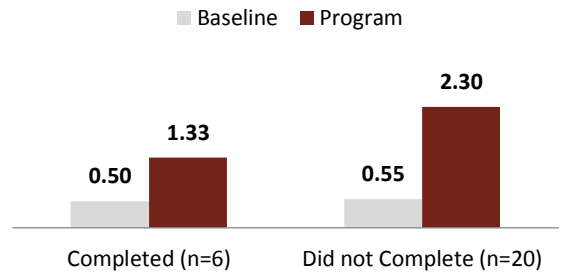
Figure 9. Unexcused Absences, No Cut-Off (n=18)
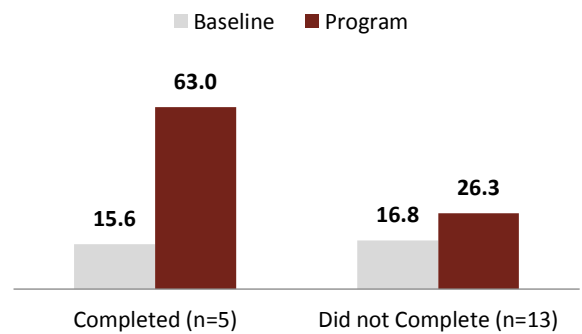
Figure 10. School Suspensions, No Cut-Off Date (n=18)
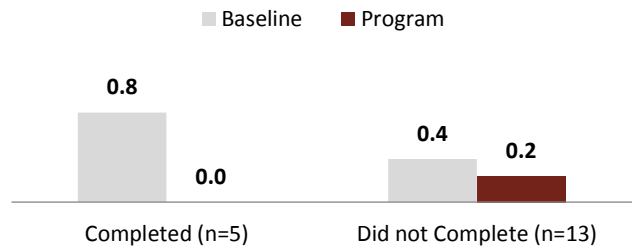
Figure 11. EBP hours, No Cut-Off Date (n=18)
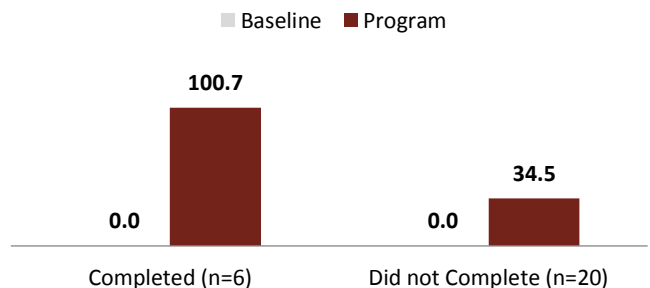
Program Redesign

The Reconnect Reporting Center Program (Reconnect) underwent a program re-design that was implemented on April 3, 2017. Parents and guardians of youth at Reconnect were sent a detailed letter outlining program changes on March 14, 2017; it was noted that all of the services would be provided free of charge. Parents of youth in the Reconnect Program were asked to attend an Intake/Welcoming meeting at Reconnect on March 30, 2017 to provide them with more information on the change in programming as well as to sign consent forms for their child.

Clients who participate in the Reconnect are required to complete programming in accordance with their risk level and as set forth by department policy and procedures. Clients who participate in the program have numerous opportunities to complete their required dosage hours of programming and through several evidence-based programs as well as services that are offered in the center.

The program re-design took Aggression Replacement Therapy (ART) and replaced it with different evidence-based programming through a partnership with Victor Community Support Services (VCSS). This happened in part because of the switch to an Independent Study curriculum that started on March 7, 2017, where school is in session from 10:30 a.m. to 12:30 p.m. Tuesday through Thursday each week at the Reconnect site (this schedule changes during the summer). Youths' terms of probation may be terminated once they successfully complete the Aftercare Planning portion of the programming and this is an added incentive for youth to complete the program.

Phase 1

The new programming provides youth with reliable tools and assistance for addressing real life issues. Phase 1 includes 6 sessions of Orientation where youth are introduced to the programming. This offering is designed to increase motivation to change and helps teach basic social skills to prepare youth for more effective group participation. The participants must complete all six sessions of Phase 1 before moving to Phase 2.

Phase 2

There are four sections that connect with Phase 2. The first is Foundations and is modeled after the Cognitive Self Change component of the program Thinking for a Change (T4C). In Foundations clients are taught to recognize risky thinking, reduce risky thinking, and use new thinking by using cognitive restructuring, social skills development, and through the development of problem-solving skills. If a client misses any Foundation classes, they need to make them up before moving onto Phase 3.

Social Skills 1 through 3 are part of both Phase 2 and Phase 3. Social Skills 1 teaches skills consistent with T4C and includes teaching skills necessary to be successful in pro-social environments.

A problem-solving component is incorporated in most correctional programming. Problem Solving teaches a three-step process to youth and the focus is on problems related to their individual risk areas.

Cognition is consistent with Effective Practices in Community Supervision (EPICS). More specifically, the behavior chain is the primary tool used in cognitive restructuring to create continuity throughout the service system. Clients get extended practice applying the steps of cognitive restructuring. This section may be repeated once all three lessons are completed.

Phase 3

Phase 3 consists of five (5) sections. Cognitive Behavioral Interventions/Substance Abuse Program (CBI-SA) is based on the principle that thinking controls overt actions. Clients learn skills and new ways of thinking that can lead to changes in their behavior and actions, and ultimately affect their criminal conduct. A combination of approaches is used in order to increase youths' awareness of self and others. Social skills to assist the client with intrapersonal and interpersonal problems are taught as well. The overall combination of lessons assists youth in restructuring their thought process and includes teaching cognitive skills to assist in basic decision-making and problem solving. This section of Phase 3 is only for youth who have a history of substance abuse or test positive for any substances during their programming at Reconnect.

Anger Control Training (ACT) is similar to the previous programming of Aggression Replacement Therapy (ART). ACT focuses on teaching participants self-control in dealing with their anger. Role-playing is used to practice techniques for reducing and managing feelings of anger in difficult situations. The goal is to empower youth through positive anger control methods, which enables youth to have a variety of options in dealing with a problem rather than resorting to aggression.

The other two sections of Social Skills are incorporated in Phase 3. Social Skills 2 teaches skills consistent with ACT and Social Skills 3 includes additional skills that are a bit more challenging.

For youth that have experienced trauma, Secure One's Self (SOS) was adapted from Seeking Safety. This section includes skill practice, behavioral rehearsal and feedback in regard to trauma and coping skills.

Aftercare Planning

The final step of the newly redesigned Reconnect is Aftercare Planning which is broken up into two parts called Advanced Practice and Success Planning. Advance Practice starts after Phase 3 is complete. Advance Practice is designed to increase youths' skills in applying problem solving and social skills. Success Planning pulls together all of the skills that youth have learned to reduce risky behavior related to their individual risky situations. Youth will complete coping plans for their own risky situations which include identifying their support networks.

Reconnect Programming Map and Passport

As part of this re-design, a Reconnect Programming Map was created. This serves as a structured guide for programming and offers details on the number of sessions, whether make-up classes are allowed, and how often the classes meet. In addition, as part of this process, the program team designed a Reconnect Programming Passport; this was modeled after the Passport system used the Adult Day Reporting Center. This Passport consists of a one-page innovative tracking tool and houses data on when each youth started and completed each phase (including evidenced based programming).

Reconnect Case Manager Interview Narrative

An evaluator with the San Joaquin Community Data Co-Op had the opportunity to interview a case manager at the Reconnect Day Reporting Center. This interview was connected to this case manager's efforts in working with youth at Reconnect, successes and challenges of the work, and recommendations for change as well as hopes for the future. While this case manager carries a caseload at one of the community-based organizations (also working with youth) he/she continues to work with youth at Reconnect in a meaningful way as well. He/she has been working with youth at Reconnect for multiple years.

On Tuesdays and Thursdays from 1 p.m. – 2 p.m. this case manager meets with students at Reconnect for one hour between their school schedule and their scheduled evidence-based programming. This time is used to talk with the youth about the highs and the lows of their day, to address any challenges they are having, and to simply "get things off their mind." This case manager then takes the youth through an exercise or an activity of some sort before delving into goal setting and a structured activity focused on applying concepts to real life situations and discussing how students' goals can be reached despite challenges. These groups typically consist of six to ten participants.

On Tuesdays, this case manager stated the group "gets down to the nitty gritty" by brainstorming and learning new concepts, social-emotional tools, and coping mechanisms. On Thursdays these concepts are then connected to school, the youths' social life, goals students have set for themselves, or as a foundation for setting new goals. As part of this process, "youth identify three primary goals for the month (i.e., finish Social Skills, complete all work, don't get any VOPs, etc.). Then under each goal they have to identify up to five steps that will help them achieve that goal (i.e., get to school every day, wake up 30 minutes earlier, check in with the teacher, etc.). Lastly, next to each step they have to put what resource is necessary for them to complete the respective step (i.e., bus pass, alarm clock, themselves, etc.)." Whoever completes the most goals within a given month may receive an incentive such as lunch with the case manager.

He/she has been working with youth recently on social and emotional concepts. Due to the fact that all of the current participants are male, students completed a worksheet entitled. '5 qualities of being a man.' The students were able talk through issues they have with their fathers and complete a lifeline. Since this case manager has been at Reconnect, he/she has only worked with two females.

Outside of the group at Reconnect on Tuesdays and Thursdays, this case manager explained having a good relationship with probation officers and staff at the schools is vital to the program's success, noting that "the group is cool and I love it, but without the connection to these other things it would be for no reason, so that is really important." For example, the Reconnect Probation Unit Supervisor often calls this case manager prior to remanding a participant; "being able to go talk to the kid, really being able to be there to intervene in that school to prison pipeline" is why the collaborative relationships are crucial.

The intake/orientation phase seems to be the most challenging for participants. This phase lasts six weeks. There is a common misunderstanding among youth that the Reconnect Program is a trap, according to this case manager. While "[we] want the kids there, they come with that feeling. They hear things before they come" to the program. Youth need to be reassured; "we have to tell them I'm here for you, and I'm not here to get you in trouble." The Reconnect program uses the Teen Empowerment, an evidence-based model out of Boston, Massachusetts. From what this case manager has heard from participants, they enjoy their Social Skills class and ACT, but they "hate all the other ones," especially Cognitive Based Instruction (CBI).

In addition to being a case manager, he/she is also a court navigator. "In the court navigator position, I assist in bridging the gap in communication and understanding between the youth/family, Probation, and the Courts. I've found the majority of the time that youth don't understand what is being communicated to them in court and what is expected of them from Probation/the Courts…that's where I come in. As well as communicating to the Courts and Probation, the condition of the family and providing insight on what I've observed, they shared, and also what resources or recommendations I have for the courts when it comes to sentencing." Furthermore, this case manager added, "all of Reconnect students are on formal, active probation, meaning they have recurring court dates and typically they are still violating on a pretty consistent basis. That was a huge factor as to why this position was created, because I was spending a good amount of time court navigating for these youth. In light of that, we wanted to formalize the process and ensure the time was billable." He/she also attends IEP meetings with students and their families as an advocate.

The most common barrier which keeps youth from completing the program is the location due to transportation issues. Many youth are located in the south side of Stockton. When they are ordered to the Reconnect Program, they must attend. If they are late three times, this can prompt a violation of probation. This makes it even more important to build rapport with the participants, so the case manager is fully aware of the obstacles in the way of the clients' participation/attendance. One example of this is a youth that was not going to school. When the youth was asked why, he/she told the case manager that he/she has to walk through a neighborhood that is not safe for him/her in order to get to Reconnect.

For attending Reconnect and participating in classes such as Social Skills, participants are rewarded with $5 gift cards to Subway and Dominos, as well as extra food and drinks during class. However, in an effort to keep youth in the program and on the right track, this case manager believes transportation should be offered and suggests the county look into using county cars for this purpose. Additionally, youth should be allowed a "little bit of wiggle room" as these students need resources for mental health among other things.

It was estimated that approximately 80% of the students at Reconnect also utilize one or more of Community Partnership for Families of San Joaquin's Family Resource Centers and the services most utilized at the centers or elsewhere are for emergency food, court navigation, and tax services.

When asked what is the single most important factor, program, or experience which leads to positive results for this population, this case manager stated that "the biggest thing with these kids is that genuine care and love for them. When I came into this field, I was scared. I didn't know how I was going to relate. But all I had to do was let them know I care and I'm here for them." He/she added, "there's so much more I learn from them than they learn from me" and "once you interact with them, listening to them and showing them you genuinely care, then they open up their ears and want to listen to what you have to say."

Reconnect Longitudinal Analysis

From 2014-15 through 2018-19 a total of 157 youth participated in Reconnect. Of these, 48 completed the program and 109 did not complete. The latter group were terminated due to a crime or probation-related issue (e.g., violating probation), a school-related issue (e.g., behavior), or due to being transferred into another program or jurisdiction. The average participation length was 74.3 days when considering those who completed Reconnect and those who did not.

Demographics

The majority of the youth were African American (44.6%) or Latinx (43.9%), with much smaller numbers of White and Asian youths (7.6% and 1.9% respectively). Pacific Islanders, Native Americans and other ethnicities each constituted 0.6%. Roughly six in ten youth (59.2%) were residing in South Stockton (mostly in the 95206, 95205, 95203, 95202 ZIP code areas) at the time of intake. Another 31.8% were residing in ZIP code areas in North Stockton (95210, 95207, 95209 or 95212). The remainder resided in the Lodi/Galt area (5.1%), the Lathrop/Manteca area (1.9%), or in the Tracy area (1.9%)

Most Recent Crime

For each participant the baseline period (extending backward 180 days from intake) was queried to find the most recent crime. This crime was classified as a misdemeanor, felony, or violent felony. The same query and classification process was then applied to the program period. The percent of participants who committed no crime improved from 72.7% baseline to 86.7% during the program. The proportion with a misdemeanor decreased from 15.3% baseline to just 3.3% in the program. Those with felonies as their most recent crime also decreased substantially, from 12.7% to 8.0%. Those with most recent crimes in the violent felony category also decreased, although very slightly.

Figure 1. Reconnect Completion (n=157)
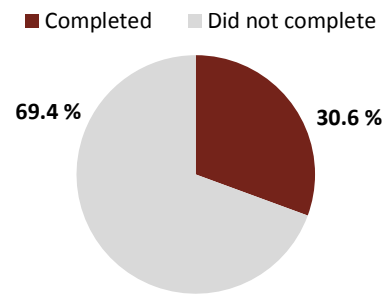
Table 1. Race/Ethnicity (n=157)

	#	%
African American	70	44.6
Asian	3	1.9
Latinx	69	43.9
Native American	1	0.6
Pacific Islander	1	0.6
White	12	7.6
Other	1	0.6

Table 2. Residence (n=157)

	#	%
South Stockton	93	59.2
North Stockton	50	31.8
Lodi/Galt	8	5.1
Lathrop/Manteca	3	1.9
Tracy	3	1.9

Figure 2. Most Recent Crime (n=150)
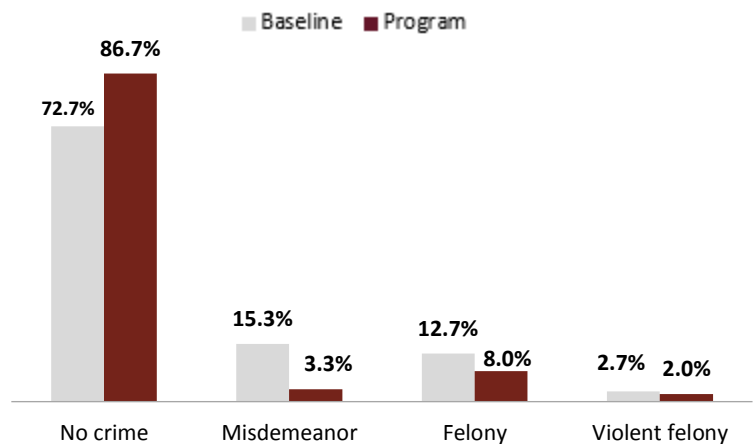
Most Severe Crime

The juvenile justice history of each participant was queried to identify the most severe crime committed in his/her lifetime. This crime did not necessarily occur during the observation period (in some cases it occurred months or years prior to entering Reconnect). Robbery, weapons charges and assault (including with a weapon) comprised the most severe offenses for about four-fifths of all youths (82.9% for these combined categories). Auto theft and vandalism comprised another 10.4%, with the remainder (6.7%) of youth having been convicted of drug possession, making criminal threats, grand theft, battery, or obstructing an officer as their most severe lifetime offense.

Table 3. Most Severe Crime (n=134)

	#	%
Robbery	64	47.8
Weapon charge	24	17.9
Assault (including w/ Weapon)	19	17.2
Auto theft	9	6.7
Vandalism	5	3.7
Drug Possession	2	1.5
Criminal Threats	2	1.5
Grand theft	2	1.5
Battery	2	1.5
Obstructing an officer	1	0.7

Referral Type

Youth can be referred by court order or by a probation officer. A total of 126 youth (80.3%) were referred by court order, sixty-four youth (40.8%) for violating probation, and sixty-two (39.5%) were referred for new offenses not related to Reconnect. The remainder (19.7%) was referred by a probation officer.

Figure 3. Referral Type (n=157)

Legend:
- Court (VOP)
- Court (New Offense)
- Probation Officer

40.8%, 39.5%, 19.7%

Termination from Reconnect

Of the 109 youth who did not complete the Reconnect program, the majority (72.5%) were terminated due to actions by the court and/or Probation Department. These actions include court-ordered termination for various reasons including arrests for new offenses, as well as termination by probation due to VOP. Another 13.6% of these 109 youths were terminated for school-related reasons such as excessive unexcused absences or behavioral issues. For the remainder (100.0%) termination occurred due to transferring to another jurisdiction or program.

Figure 4. Reason for Termination (n=109)

Legend:
- Crime/probation-related
- School-related
- Transer

72.5%, 13.6%, 10.0%

Arrest Rate

Data on arrests, for both the baseline and program periods, were obtained for a total of 150 Reconnect participants. Of these, 46 completed the program and 104 were terminated. The change in the arrest rate—from the baseline to the program period—was co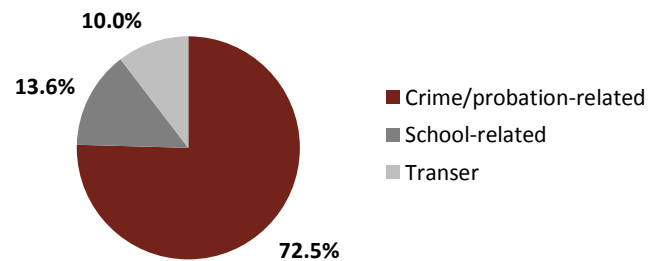mpared for each subgroup: (a) completed cases; (b) those terminated; and (c) the combined group. The notable pattern here is that those who completed Reconnect experienced a comparatively large reduction, from 0.28 arrests per youth during the baseline to just 0.11 while attending the program. In contrast, those who were terminated had a moderate increase (from 0.33 baseline to 0.38 program); and for the combined group the arrest stayed roughly the same.

Figure 5. Arrest by Completion Status

Incarceration Rate

As with arrests, the baseline-to-program trend was analyzed for incarcerations. This was done for the same three groups (completed, terminated, and combined). Note that for incarcerations the numbers of valid cases (for all three groups) are much lower than for arrests. This is because the most complete incarceration data consists of two measurements, combined: (a) incarcerations initiated via Probation, and (b) incarcerations initiated via other law enforcement entities—and it was only beginning in 2017 (midway through the observation period for this multi-year report) that this combined data began being collected. That said, the notable pattern is almost identical to the one for arrests—that is, the incarceration rate decreased most dramatically among those who completed Reconnect (1.33 during baseline vs. 0.87 program) while rising moderately among those who were terminated—and changing comparatively less for the combined group.
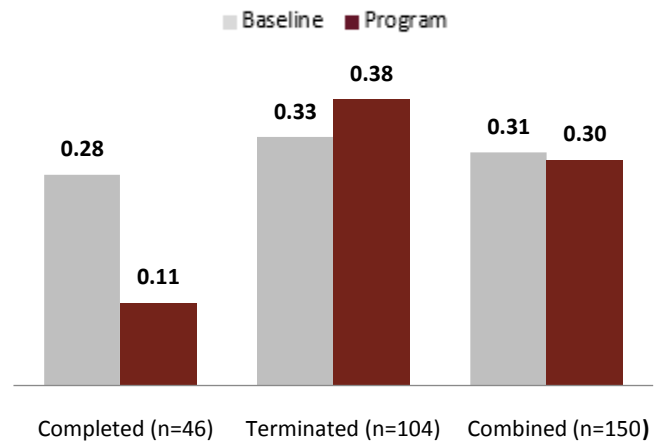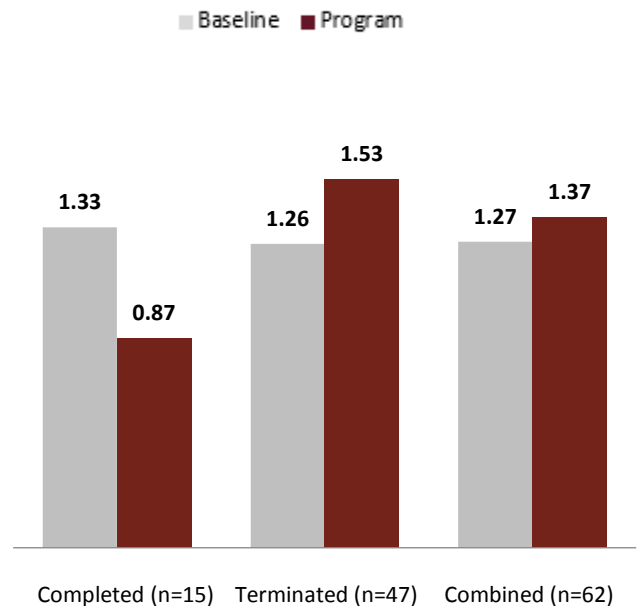
Figure 6. Incarceration by Completion Status

Probation Violation Rate

The salient pattern for the Violation of Probation (VOP) rate differs from that of arrests and incarcerations—in that even among those who completed the Reconnect program, the rate increased from baseline to the program period. However, for those who completed Reconnect, the increase in violations was very slight (from 0.70 violations per youth during baseline, to 0.78 during the program). In comparison, among those who were terminated (e.g., by court order or due to behavioral problems in the classroom) the violation rate more than doubled (0.63 baseline vs. 1.54 program). Due to the larger size of the terminated subset, combining these groups yielded a pattern similar to that of the terminated group (violations increased from 0.65 per participant during baseline, to 1.31 during the program).

Unexcused Absences & Suspensions

Since a substantial number of participants were not enrolled in school during various intervals within the observation period, out of the 157 Reconnect participants there were 138 for whom attendance data were available (of which 45 completed Reconnect and 93 were terminated). Among those who completed the program, unexcused absences per capita increased from 9.51 during baseline to 14.20 while attending Reconnect. However, in some cases completing Reconnect equates to extending the observation period (the program portion, not the baseline) relative to what that period may have been in the case of early termination. Hence, in such cases, the lengthening of the observation period may account for the rise in absences.

School suspensions exhibited a more uniform pattern across subgroups: from baseline to program, in rough terms suspensions per participant were cut in half or decreased by an even greater margin. For example, for the combined group suspensions per youth dropped from 0.71 during baseline to 0.32 during program.
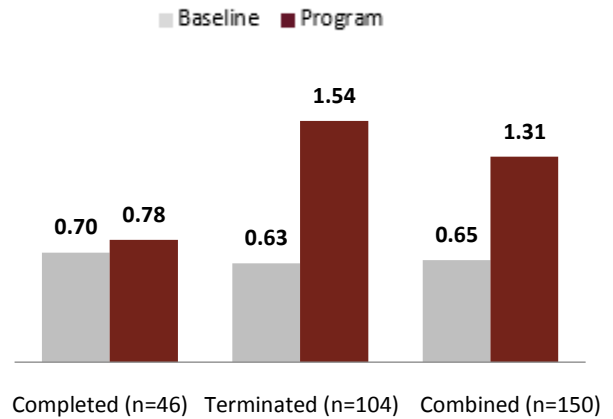
Figure 7. VOP Rate by Completion Status
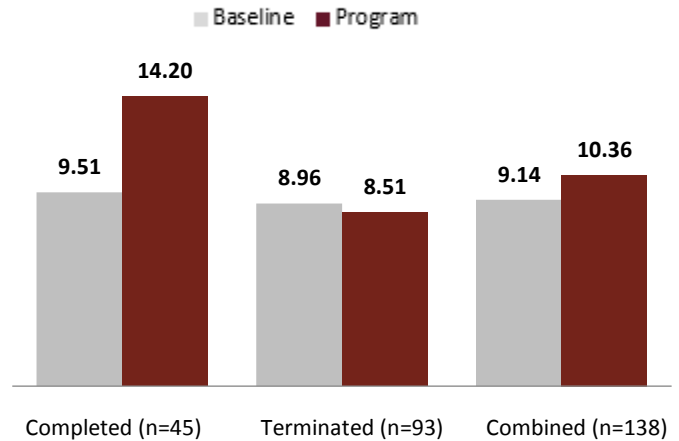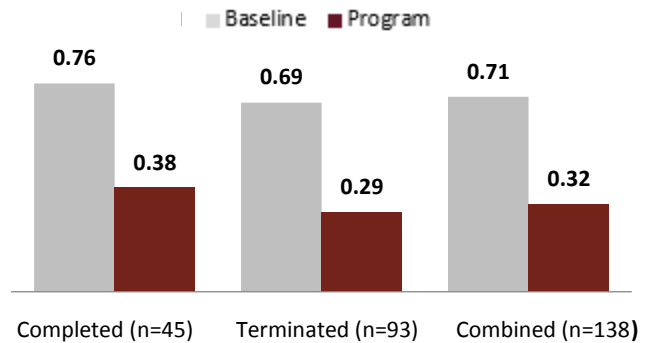

Figure 8. Absences by Completion Status

Figure 9. Suspensions by Completion Status

Evidence-Based Programming (EBP)

Examples of evidence-based programs which were attended by Reconnect participants include Aggression Replacement Therapy and others. Among other objectives of Reconnect, the program aims to increase the engagement of youth in these types of programs.

Data on EBP hours attended became available primarily in the 2017-2018 year and onward, hence out of 157 total Reconnect participants, these data were available during baseline and participation for 55 youth. During baseline EBP hours attended were negligible. During participation, students varied in terms of their EBP attendance, as seen in the histogram. However, overall, it is observed that almost half (26 out of 55) attended more than 50 hours of EBP.

An analysis of the association between the extent of participation in Reconnect (measured in days attended) and the extent of EBP attendance (measured in hours) was performed.

Based on the subset of 55 students for whom these data were available, a scatter plot was generated. An apparent positive association between length of time in Reconnect, and total EBP hours attended, can be observed. The Pearson's product-moment correlation analysis yielded a coefficient of determination of 0.581, suggesting that a strong association between Reconnect exposure and EBP attendance exists.

Summary

Multi-year data from the Reconnect program reveal several positive trends in probation-related and education-related outcomes, when comparing the baseline and program periods. These include:

1) Reductions in arrests, incarcerations, and school suspensions for those who complete Reconnect, with some positive, albeit more modest, results for Reconnect participants in general.

2) A reduction—from the baseline to the program period—in the proportion of youth who are found to have committed a felony as their most recent crime within the respective observation period.

3) A dramatic increase in the amount of evidence-based program (EBP) hours attended, and a high frequency of youth attending 51 or more hours of EBP while participating in Reconnect.

Figure 10. Histogram - EBP Hours (n=55)

Figure 11. EBP Hours by Days in Reconnect (n=55)

Neighborhood Service Centers

Community Partnership for Families' Mission

The mission of the Community Partnership for Families of San Joaquin (CPFSJ) is to provide tools, resources, and connections to help families improve their quality of life. CPFSJ assists parents in building financial futures for themselves and their children, reducing their dependence on government services. In return, families give back volunteer services to the community.

Vision

The vision of the Community Partnership for Families of San Joaquin is that all families in San Joaquin County have the opportunity and resources to build their capacity to overcome generational poverty.

Efforts in San Joaquin County and the Surrounding Area

CPFSJ operates six (6) FRCs across San Joaquin County (from north to south): Lodi, Diamond Cove II, Villa Monterey, Chateau de Lyon, Dorothy L. Jones, and Tracy.

A *Family Resource Center* is a location that provides primary prevention services for families, such as: parent education, information and referral to local health and social services, and collaborative work with community development initiatives. Some centers also provide home visiting, early childhood services, parent/child play groups and opportunities for personal and family development.

At CPFSJ, FRCs focus on community outreach, screening families for health and social needs, and facilitating resource access through service co-location and case management.

Program Overview

In San Joaquin County, along with the Probation Officers on Campus and Reconnect Programs, JJCPA provides funding for the Neighborhood Service Centers (NSC) program. This program is operated by the Community Partnership for Families of San Joaquin. The Neighborhood Service Centers, which can take the form of Family Resource Centers and/or Community School programs, promote protective factors by co-locating needed services, supports and opportunities for families in under-served, high-risk neighborhoods. The effort focuses on reducing the number of children that ultimately come to the attention of the juvenile justice system and other social service systems.

Each FRC is designed to serve a geographic area of 15,000 to 20,000 residents. The centers feature a wide range of services and activities such as integrated service teams, food pantries, after-school tutoring, recreation programs, and income tax assistance.

The key objectives, as indicated by the original evaluation criteria specified under JJCPA, center on the following:

- Reduce juvenile arrests
- Reduce juvenile probation violations
- Increase follow-through on restitution payment
- Increase school attendance
- Decrease school suspensions and expulsions
- Decrease CPS interventions (10-day investigations)
- Decrease CPS child removal
- Increase health insurance enrollment

JJCPA Participation Criteria

The primary target population centers on families with children aged 12-18 at risk for crime, delinquency, CPS intervention, and/or poor educational outcomes (e.g., dropping out of school).

With respect to CPFSJ's program, a family is included as a case, within the NSC evaluation dataset, if one or more family members participated in any of the following CPFSJ programs and services: Youth Success Team (including empowerment groups, youth case management, and youth-centered family case management); Parent Café; Community Schools; the Summer Program; Homework Club; Parent & Me; and Service Integration with family-centered case management.

By definition, families satisfying the criteria above have provided consent to receive services. In most but not all cases they have also provided authorization for release/exchange of information pertaining to the family and children, to third party agencies including probation, school districts, and the Human Services Agency/Child Protective Services (CPS). This means that outcomes, such as arrest rates, frequency of unexcused absences, etc., were based on a sample of service recipients rather than the entire clientele.

CPF's Theory of Change

The Community Partnership for Families of San Joaquin's work at their Neighborhood Service Centers is grounded in a theory of change.

Activities center on building protective factors, connecting families to one another, and building their leadership capacity. In order to help build the foundation for strengthening families and healthier communities, CPFSJ focuses on the following five protective factors:

1. Parental Resilience – the ability to manage and bounce back from challenges that affect families.

2. Social Connections – friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Support networks for parents also offer opportunities for people to "give back."

3. Concrete Support in Times of Need – meeting basic needs like food, shelter, and health care is essential for families to thrive. Also, issues like domestic violence, mental health or substance abuse require adequate services and support in order to provide stability, treatment, and help to get through the crisis.

4. Knowledge of Parenting and Child Development – accurate child development knowledge helps parents see their children in a positive light and promotes their healthy development. Parents who had adverse childhood experiences may need help to change the parenting patterns they learned as children.

5. Social and Emotional Competence of Children – relationships with family, other adults, and peers are positively impacted by children's ability to interact positively with others, self-regulate their behavior, and communicate their feelings. Early identification of any potential challenges helps both children and parents.

Sampling and Demographics

In 2018-2019 Community Partnership for Families (CPFSJ) served a total of 2,955 youth from low-income communities, ages 7 through 18. CPFSJ provides specific NSC programs to a portion of the total 7 to 18-year-olds served. Validating a youth's Neighborhood Service Center (NSC) status requires highly detailed data such as the date of court appointments attended, the number of support group sessions attended, the duration of the case management period and approximate number of case contacts, the total number of arrests occurring during the youth's NSC participation period—to name just some of the variables. Obtaining these items for every youth is not currently fully feasible, therefore, we are reporting on a sample of 136 youth for whom the data were obtainable.

Figure 1 above breaks the 136 clients sampled into two categories: those who completed the NSC prior to the year's end (73 youth or 53.7%) and those who were still in progress when the year expired (63 youths or 46.3%). Note that no youth in the sample had indications of early termination (e.g., due to non-compliance) in the available data. Therefore, there is no "did not complete" category represented here. The average duration of NSC participation was 186 days.

Table 1 breaks down the race/ethnicity of those sampled. Those who were Latinx constituted the majority of sampled participants at 50.7%. Asians and African Americans were the next most-frequent ethnicities (20.6% and 18.4% of those sampled, respectively). Whites, those of another ethnicity, and multiracial participants accounted for the remainder (10.3% combined).

South Stockton zip codes (95206, 95205, 95201, 95202) formed the contiguous zip code cluster with the largest plurality (38.6% combined). North Stockton (95210, 95209, and 95210) came next at 19.9% combined, and Lodi (95240 and 95242) came in third at 18.9% combined. Tracy (95376) also constituted 12.6% of the participants.

Figure 1. Program Completion Status (n=136)
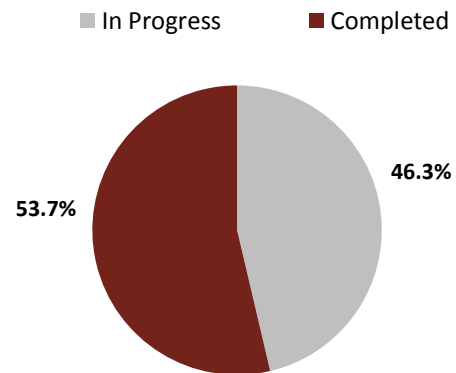
Table 1. Race/Ethnicity (n=136)

	#	%
African American	25	18.4
Asian	28	20.6
Latinx	69	50.7
White	7	5.1
Other	5	3.7
Multiracial	2	1.5

Table 2. Zip Code (n=127)

	#	%
95206	38	31.5
95240	22	17.3
95376	16	12.6
95207	13	10.2
95210	10	7.9
95205	6	4.7
95258	5	3.9
95330	3	2.4
95201	2	1.6
95242	2	1.6
95304	2	1.6
95209	2	1.6
95632	1	0.8
95231	1	0.8
95237	1	0.8
95202	1	0.8

Program Outcomes

Child Welfare (CPS) Outcomes

The child welfare history of each participant was queried to identify baseline period and program period CPS interventions, including the following: CPS reports that are evaluated as requiring no further action ("Evaluate Outs"); 10-day Investigations; Immediate Response Investigations; and Child Removals. The total CPS actions for each of the two comparison periods were then tallied. The data show that overall, among the 105 participants for whom CPS data were obtained, there was a decrease in for all youth as well as for those were in progress and for those who completed the program. As one example, for those who completed the program, the number of youth found to have any CPS involvement in the baseline was 15 (25.9%); this dropped to 11 (19.0%) in the participation period.

Arrests

Data on arrests, for both the baseline and program periods, were obtained for a total of 103 youth participants. Of these, 58 completed the program and 45 were still in progress at the fiscal year's end. Arrests were defined as entries in the Referrals table in Juvenile Justice Information Systems (JJIS) database.

Arrests were found to decrease for all youth who took part in the program. With respect to overall data, there were 9 arrests (8.7%) in the baseline period; this dropped to 7 (6.8%) during the program.
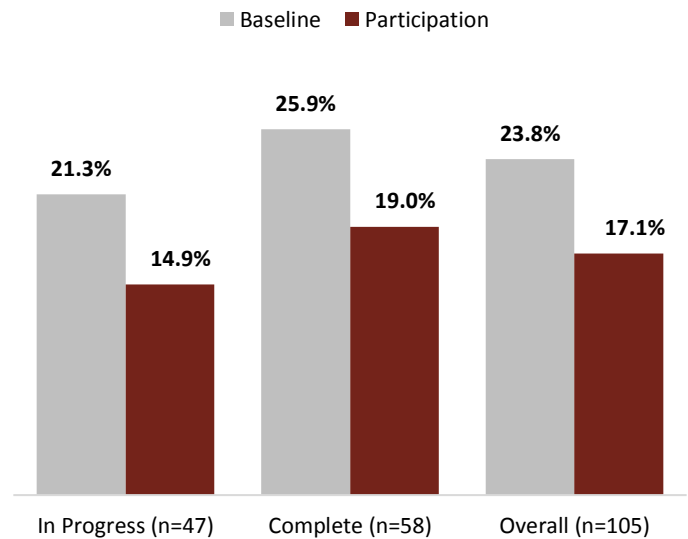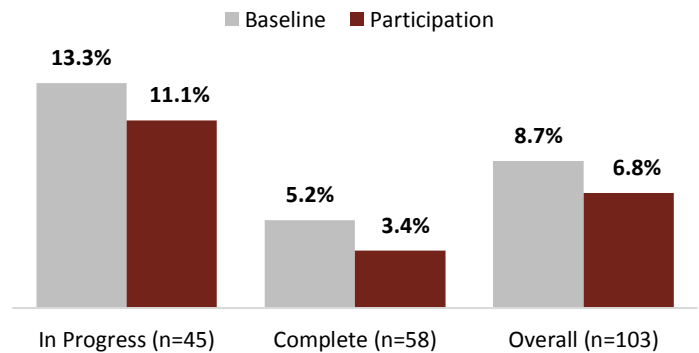
Figure 2. CPS Actions by Completion Status

Figure 3. Arrest Rate by Completion Status

Incarcerations

As with arrests, the baseline-to-program trend was analyzed for incarcerations. This was done for the in progress, completed, and overall groups. Incarcerations were defined as bookings when querying JJIS.

Data findings indicated that out of the 103 youth queried in JJIS, 5 (4.9%) had an incarceration during the baseline period; this dropped to 3 (2.9%) during the program. Incarcerations for those who were in progress also decreased and for completes, incarcerations remained the same (2 in the baseline and 2 in the program period).

As a technical note, a small percentage of program participants were in custody during some or all of the baseline and/or program periods. In the future the methodology can be modified to bracket out these participants from the incarceration analysis if the incarceration period overlaps solidly over the outcome observation period, but this detail was not addressed in this report iteration.

Violations of Probation

Violations of Probation (VOPs) were queried for the baseline and participation periods as VOP charges with "Admitted True" or equivalent indications in the juvenile records system. The pattern for the Violations of Probation (VOP) differed from that of arrests and incarcerations. The VOP rate increased from baseline to the program for those who were still in the progress as well as for all overall cases. However, the total number of youth who had a least one VOP was very low (the highest occurrence being 5 youth with a VOP out of 103 during the program period.

School Suspensions

Among the 136 NSC participants sampled overall, data on school outcomes were obtained for a fifty-six (56) participants. Stockton Unified School District (SUSD) and Lodi Unified School District (LUSD) provided the data for NSC youth attending schools in these respective districts.

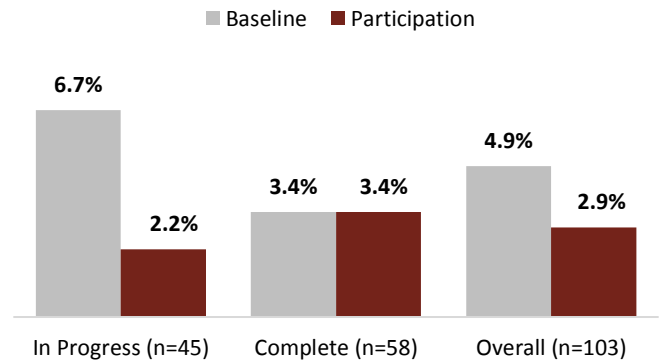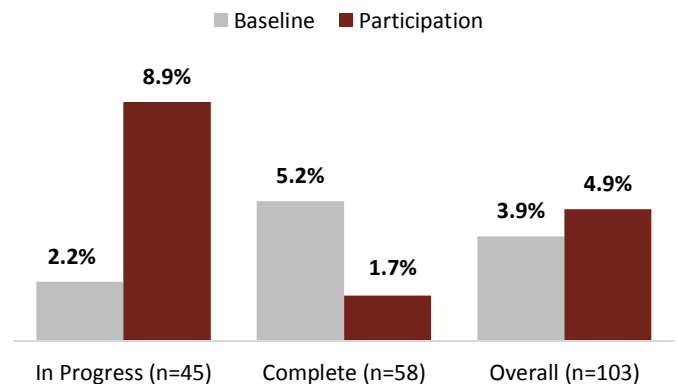**Figure 4. Incarcerated Rate by Completion Status**

Figure 5. VOP Rate by Completion Status

As in recent prior years, the school outcomes subsample has tended to be comparatively small due to the number of school districts providing data. Overall, there was a slight increase in suspensions from baseline to the participation period, however, the number of youth who had a suspension was very low (only 4 in the baseline out of 56 and 5 in the participation period).

Unexcused Absences

As with data on school suspensions, unexcused absence data was obtained for 56 participants including some youth from SUSD and some from LUSD. In the LUSD sample partial-day absences (single-period absences and several-period absences) were excluded, as this partitioning of data had not been included in prior years. In future iterations, unexcused absence sub-categorization and weighting will be addressed. As in prior years the unexcused absence rate is defined as the percent of students with at least one unexcused absence. Overall, there was a substantive decrease in the unexcused absences from baseline to program: from 41.1% down to 33.9%. Forty out of the fifty-six cases in the school subsample were among those completing the program—and this group's absence rate decreased more sharply (from 47.5% baseline to 32.5% during the NSC program).

Three Year Pre/Post Data

Data in table 3 provides outcomes on key program variables across three years. Findings indicate that CPS interventions decreased for the two years that data was available. Also, arrests decreased for two out of the three years and incarcerations decreased each year. Unexcused absences decreased for two of the three years while suspensions increased for two of the years. Supportive services increased for the years where data was able to be included.

Figure 6. Suspensions by Completion Status
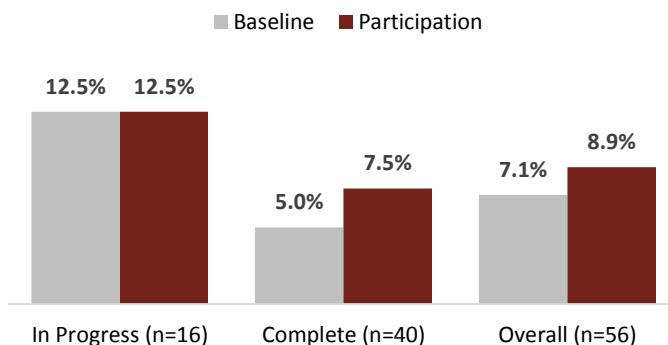
Figure 7. Unexcused Absence Rate by Completion Status
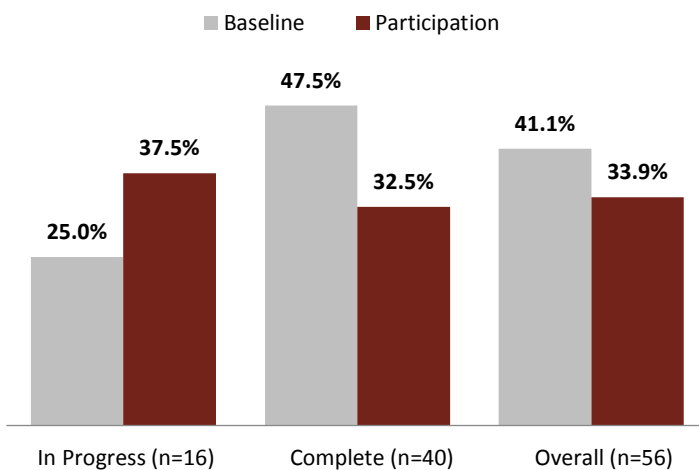
Table 3. Pre/Post Change for CPFSJ Program Clients Across Three Years

Pre/Post Change	2016/2017	2017/2018	2018/2019
CPS Interventions	N/A	19.5% ↓	6.7% ↓
Arrests	7.7% ↓	1.3% ↑	1.9% ↓
Incarcerations	1.2% ↓	4.6% ↓	2.0% ↓
Unexcused absences	3.3% ↑	2.4% ↓	7.2% ↓
Suspensions	5.1% ↓	4.7% ↑	1.8% ↑
Supportive services	2.58 ↑	2.05 ↑	N/A

Primary NSC Services Utilized

Out of the 136 NSC participants sampled, primary service engagement data were obtained for a subset of 47 youth. By primary services, we mean repeat-contact services provided by CPFSJ program staff. These services can be provided at a Family Resource Center, at a collaborating partner site such as a school, Reconnect or at juvenile hall, or via home visit. These services directly address overt risk factors for juvenile justice involvement and for correlated adverse outcomes such as: child welfare system involvement or school suspension.

As seen in Table 3 (or Figure 8 as a histogram), the primary service youth engaged in the most was the Empowerment Group, which took place primarily at the Lord's Gym venue but also included attendance at a range of off-site events at public venues. Fifteen (15) youth—out of the 47 youth in the primary service utilization subsample—regularly attended, averaging 91 sessions per participant (Figure 12). "Empowerment" here entails a wide range of activities such as peer support, mentoring, role play activities, self-reflection through art, and civic engagement projects, to name a few fairly frequent components. Youth also contribute to both activity/project selection and management, on the one hand, and contract/feedback (a peer-mediated system of enforcing the rules of the group and encouraging positive behavior).

The Structured Activity—in collaboration with the Probation Reconnect program—was regularly attended by five (5) youth in the sample. The average level of engagement among them was 17.4 sessions per participant (Figure 10). Topics of focus include conflict resolution, de-escalation, decision-making, etc., to promote personal growth and reduce juvenile system involvement risk.

Court appointment advocacy, in which a CPFSJ youth case manager helps youth and their families navigate the juvenile justice system was utilized by nine (9) youths in the service utilization sub-sample, with an average of 2.4 court appointments co-attended by the youth and his/her advocate.

Table 3. NSC Services (n=47)

	#	%	Avg. Hrs.
Structured Activity	5	10.6	17.4
Empowerment Group	15	31.9	91.2
Court System Navigation	9	19.1	2.4
Juvenile Hall Advocacy	7	14.9	2.4
Case Management	14	29.8	4.6

Figure 8. NSC Services – Histogram (n=47)
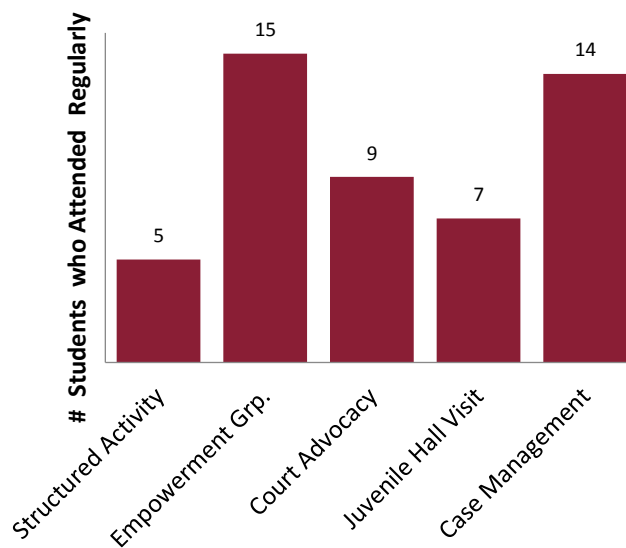
This is designed to increase the restorative justice aspect of the system, focusing on rehabilitation and community-based support.

Similarly, seven (7) NSC participants were served through juvenile hall visits, for similar advocacy-oriented purposes—but specifically for those already incarcerated with the prospect of re-entry (also an average of 2.4 visits per participant).

Finally, case management was utilized by fourteen (14) of the youth in the primary service utilization subsample, with the low-end estimate of the number of case contacts per youth being 4.6 (Fig. 10). This entails assistance centering on components like school re-enrollment, higher education or vocational program matriculation, employment, and affordable housing/shelter, among others.

Summary

As part of the JJCPA-funded efforts in San Joaquin County, the Community Partnership for Families of San Joaquin (CPFSJ) served youth and their families through their Neighborhood Service Centers and collaborative sites.

Through this project, CPFSJ focuses on reducing the number of children that ultimately come to the attention of the juvenile justice system and other systems.

CPFSJ's Family Resource Centers are located in under-served, high-risk neighborhoods throughout San Joaquin County. These locations utilize inter-agency collaboration including partnerships with Reconnect, Lord's Gym, Friday Night Live, Roosevelt Elementary School, Taylor Skills School, and others.

Through these locations CPFSJ provides primary services for at-risk youth and their families. Five specific primary services were examined in detail in this report: structured activities via Reconnect, Empowerment Groups, Court Navigation, Juvenile Hall Visits, and Case Management.

The primary services analysis revealed a generally high level of engagement, in terms of the average number of activity sessions attended or other forms of contact that occurred. The Empowerment Groups, primarily through the Lord's Gym collaboration, stands out as a prime example, with an average of 91.2 sessions attended among those in the primary service utilization sub-sample.

Moreover, analysis of the overall sample revealed decreases in:

1) Child Welfare (CPS) Actions

2) Arrest Rates

3) Incarceration Rates

4) School Suspension Rates

5) Unexcused Absence Rates

These are consistent with the intended purposes of decreases in the risk of involvement in the aforementioned systems and addressing other social determinants such as educational success, access to employment and affordable housing.

CONCLUSION

The data presented in this evaluation report provide unequivocal evidence that these three JJCPA funded programs are highly effective. During the 2018/2019 year of operation, this report clearly demonstrates that each of these programs has positively affected the lives of young people in San Joaquin County.

In successfully implementing these programs, the San Joaquin County Probation Department and the Community Partnership for Families of San Joaquin JJCPA programs have met and/or exceeded their central programmatic objectives, as originally envisioned in the San Joaquin County Comprehensive Multiagency Juvenile Justice Plan.

The success of these programs in achieving their objectives leads to the conclusion that their value cannot be overstated. The costs of juvenile crime in both dollars and the impact on young lives are substantial. Probation programs like the ones evaluated in this report are especially relevant in counties like San Joaquin, where the risk factors for young people attributable to poverty and disadvantage are high. As such, this JJCPA-funded program has offered San Joaquin County a powerful crime prevention and intervention tool.