



Planned Re-Entry Program

Program Evaluation Study

July 1, 2018 to June 30, 2019

August 20, 2019



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Brown Girl Healing consultants celebrate your current strengths and then innovate and implement solutions grounded in data and community insights in order to heal historical trauma for which we are all the heirs.

Executive Summary

On July 1, 2016, the Planned Re-Entry Program (PREP) launched in a collaborative service model between the Fresno County Probation Department (Probation) and Focus Forward, a Fresno-based community benefit organization (CBO). The collaborative design relied on Probation co-facilitating the delivery of services inside the Juvenile Justice Campus (JJC) Commitment facility with Focus Forward's PREP staff team ensuring the effective delivery of services, including case management and four positive youth development services (i.e. academic, life skills, medical/behavioral health, and workforce). Ultimately, Focus Forward's PREP staff team is charged with delivery of client-centered services to the re-entry youth population and their households through pre- and post-assessments; case management; trainings and workshops; mentoring; resource provisions; and community resource referrals.

Year-3 Program Outcomes & Impact

Based on the design of PREP, also reflected in its program evaluation plan (refer to Appendix B), success of the program participants translates as growth in skills and knowledge in the four service areas of academics, life skills, medical/behavioral health, and workforce as well as decreasing recidivism. In Year-3, 82.2% of youth were part of three non-recidivating groups: completed; active, good standing; or left program early. Further, for youth who fully completed PREP, ***100% of the youth increased their knowledge and skills in academics, life skills, and medical/behavioral health, and 94% increased in the area of workforce knowledge and skills.*** Also for Year-3, ***PREP had a recidivism rate of 17.8% which is lower than the 33% for Fresno County's general juvenile justice recidivism rate.***¹

Program Structure

PREP is made possible through the collaboration of the Fresno County Probation Department and Focus Forward. The program successes rely upon this collaborative relationship where each party supplies expertise. For example, Probation provides the following material resources:

- Program funding
- Leadership Pod operations
- Staffing of the Leadership Pod
- PREP-specific Probation Officer (works with youth clients and household clients)
- Custody data management and storage

A single *Leadership Pod* inside of the JJC was designated as the PREP-specific pod where enrolled male youth resided and where the Focus Forward staff team delivered services during the in-custody period; Probation and Focus Forward worked together to ensure the enrollment of youth and access to services during the in-custody period. During the community reintegration phase, the Focus Forward staff team led the delivery of ongoing, comprehensive services to the youth clients for six, nine, and 12-months. Coupled with Probation's investments, Focus Forward provided the following material resources and program operations:

- Five PREP staff members
- Case management materials and resources
- Prioritized access for youth to adjacent Focus Forward programs such as Mentoring, Education and Employment, and Bright Futures
- Data collection, management, and storage
- Expertise for working with a re-entry populations, including four areas of services as well as resources and referrals
- Case management at the JJC Commitment facility as well as in the community with out-of-custody youth clients and household clients at the Focus Forward community offices, clients' homes, and neighborhood sites
- Facilitation of third-party evaluation

¹ The recidivism rate for Fresno County youth population is 33% and is based on all youth involved in the juvenile justice system for both NCs and VOPs. This rate was determined by the Fresno County Probation Department in 2016.

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Who is Focus Forward?

Since 2005, Focus Forward leads efforts for creating positive change and promoting successful outcomes for youth in the Fresno County juvenile justice and foster care systems.

PREP Placement

In July 2018, *Planned Re-Entry Program Placement* launched to serve youth with the highest risks of reoffending *and needed out-of-home placements*. The youth and their placements receive tailored services while in-custody and the services continue up to a year after release. The services are based on evidence- and research-based approaches to positive youth development and family support. This program relies on a close relationship with Fresno County Probation Department and Child Welfare for delivery of services during incarceration and strategic support of youth during the reintegration phase.

Planned Re-Entry Program

In July 2016, *Planned Re-Entry Program* launched to serve youth with the highest risks of reoffending. The youth and their families receive tailored services while in-custody and the services continue up to a year after release. The services are based on evidence- and research-based approaches to positive youth development and family support. This program relies on a close relationship with Fresno County Probation Department for delivery of services during incarceration and strategic support of youth and families during the reintegration phase.

Bright Futures

In 2009, Bright Futures launched to deliver tailored services for incarcerated youth with children in Fresno County (i.e. pregnant and/or parenting). It focuses on cultivating positive relationships between youth, their children, and their adult parents. Bright Futures offers classes and coaching for young parents in partnership with the mentoring services. This creates support systems while youth are in custody and continues upon release. Ultimately, these wrap around services help to ensure that families are on a pathway to success.

Education

In 2020, *CalWellness Pipeline to Opportunity* launched to provide post-secondary educational support services to both in-custody and out-of-custody youth. Based on prior studies that resilient youth and young adults in Fresno County Systems will be more likely to enroll and complete higher education or vocational training at Fresno City College with more support strategic support, resulting in an increase in successful completion of self-determined goals. The program bridge services when youth have exited the juvenile justice campus and provides enrollment, educational advising, barrier removal, and mentoring services to ensure retention and overall collegiate success.

Mentoring & Case Management

Since Focus Forward started in 2005, mentors have filled key support roles with the youth in the Fresno County juvenile justice and foster systems. Mentors provide every youth that is interested in mentorship with a trustworthy, dedicated, and trained mentor. Mentors work alongside all Focus Forward programs to offer a wraparound model of services to youth. As a result, mentees are offered all other services that Focus Forward offers, including but not limited to planned re-entry, parenting classes, education and employment.

Program Evaluation Methods

The program evaluation methods used in this study reflect the program evaluation plan developed in summer 2016 (refer to Appendix B). The program data that were analyzed and inform the findings in this report come from the Focus Forward database entered by PREP staff. In fact, the most robust outcomes data came from case note entries by case managers and Family Support Specialists. The third-party program evaluator, Brown Girl Healing, a Madison-based community-impact research firm, provided technical support in program design in 2016 to 2018, including data management practices and coaching for data-driven program implementation.

PROGRAM EVALUATION PLANS & DATA ENTRY

During the early fall 2016, the intended program outcomes and conjoining indicators of success were outlined in a comprehensive program evaluation plan (refer to Appendix B). The evaluation plan was used to guide data entry practices by the PREP staff team and informed data analysis by the Brown Girl Healing researchers. Program evaluation plans are living documents, requiring refinements as adjustments are made to the program design. For example, the findings described in this report can inform such refinements. Hence, adjustments to evaluation plans should be reflected in future program evaluation studies.

DATA MANAGEMENT

The Focus Forward database was launched in the spring 2017 and existing programming data was migrated into it; the database features were tailored to the program design. Across the fall and winter 2017, the PREP staff team trained and refined their skills for engaging effectively with the new database.

Established logins and permission settings ensure that data entry and access reflect the supervisory structure of the organization and adhere to HIPAA. Relatedly, program leads were trained on designing and using database reporting tools to review emerging program data and real time trends. Hence, the approach to data management used by PREP staff served to ensure data quality and relevant use of the data for program planning. Finally, at two points in this study, the database was sampled from to identify any possible quality assurance challenges. These database reviews guided further refinements to staff data entry practices. This foundational practice increased the quality of data used for the analysis of demographic, risk and trauma, outcomes, and operational inputs data.

DATA ANALYSIS

Each type of the four data – *demographic, risk and trauma, outcomes, and operational inputs data* – used in this study serves a particular purpose. For example, demographic data assists in understanding trends on who is reached by PREP. Also, outcomes data allows for pinpointing the ways that program participants advance in knowledge, skills, and community connections. Finally, operational inputs data bring insights into the organizational investments needed to deliver quality programming.

Together, these four types of data also allow for cross-comparing, considering demographics and program implementation factors among those who are successful or recidivated. The outcomes gained by the successful program participants confirms the value and impact of PREP. Hence, careful work was undertaken to anonymize, analyze, and assess successful versus not successful program participants. In future years, as more program participants enroll in the program, PREP will benefit from running statistical calculations on program outcomes data across multiple years in order to further legitimize findings. ***At the end of the outcomes section of this report, a comparison of youth success and recidivism results is made between Year-2 and -3.*** This is an early comparison and can become more robust with additional years of data.

Program Outcomes

The outcomes data illustrate the effectiveness of the program, pointing to gains in knowledge, skills, and resources among the youth and household participants. This section of the report also discusses what is known about the possible factors involved in youth success and recidivism.

WHAT IS PREP LIKE FOR THE YOUTH & HOUSEHOLDS?

PREP is designed to serve youth, and their households, who are incarcerated and at the highest risk of reoffending. In this program, “households” are all members of the household where the youth will return upon reintegration into the community. Youth enroll in PREP while incarcerated at the Fresno County Juvenile Justice Campus Commitment facility, with the original intention of enrollment taking place for a minimum of six-weeks prior to release. For up to one-year, Focus Forward works with the youth in four positive youth development (PYD) areas, including academics, life skills, medical/behavioral health, and workforce. During their in-custody time and reintegration, youth work with a PREP social worker, mentors, and other specialists to co-facilitate and carry-out their individualized case management plans.

PREP is also designed to serve household program participants. As soon as youth are enrolled, Family Support Specialists (FSS) reach out to households to conduct a case management screening and co-facilitate the development of case management plans. As long as youth are enrolled in PREP, households are served in the areas of academics, life skills, medical/behavioral health, and workforce as indicated in the case management screening results. Once in the community, youth and households receive resources as needed to support the success in these four areas.

WHO DID PREP SERVE IN YEAR-3?

The following tables and chart communicate who was enrolled in PREP during Year-3. In this section of the report, two types of data are presented, including enrollment and demographics. Before discussing the outcomes data in the next subsection, it is important to highlight enrollment and demographic trends among the program participants in order to understand the population and aspects of program design. However, later in this report, case management data are described to discuss what counts for youth success.

Chart 1 provides an overview of Year-3 program enrollment and completion. ***There were 73 youth served during the study period July 1, 2018 to June 30, 2019.*** The 73 youth are comprised of youth newly enrolled in the program during the study period as well as those who were enrolled in the prior programming year and continued to be served during the study period. The only stipulation for inclusion in this study was that the youth were enrolled for 30+ days to ensure that the youth were fully onboarded into the program activities.

Chart 1. PREP Success Overall Year-3

PREP Youth Served	PREP Households Served	PREP Youth Who Did Not Recidivate
73	56	82.2%

In Table 1, it is useful to consider the subgroups of program participants. For example, of youth who could have completed the program, ***82.2% did not recidivate.*** Also, among youth who did *not* recidivate there are four subgroups, including youth who:

- 1.) Successfully completed the program (39.7%)
- 2.) Left the program early due to personal preference or by the decision of Probation staff who deemed the youth a mismatch for the program in terms of emerging behavior while incarcerated, referred to by the program as “terminated” (9.5%)
- 3.) Did not remain in contact with PREP staff members during the reintegration period for 60+ days (0%)
- 4.) Remained actively enrolled in the program but did not yet complete the program by the end of the study period (32.8%)

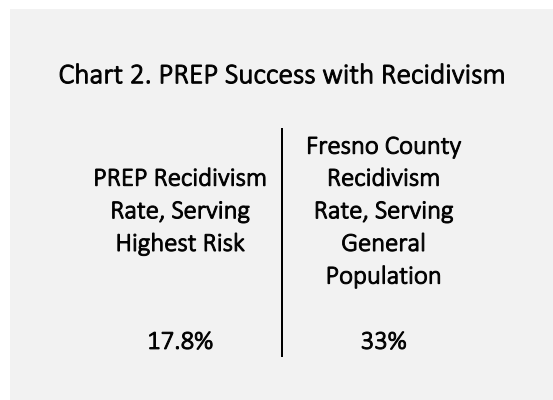
Table 1. Youth Program Enrollment

Program Enrollment	Count	%
Total Youth Served	73	100%
Successful Program Completion	29	39.7%
Left Program Early (not recidivism)	7	9.5%
Lost Contact	0	0%
Actively Enrolled, Not Yet Program Completion	24	32.8%
Recidivated	13	17.8%

Complimenting this, in Table 2, recidivism rates are presented. When PREP youth have Violations of Probation (VOP) or New Charges (NC), during either phase of incarceration or community reintegration, **notice that 17.8% of youth recidivated during or after PREP enrollment.** Below, further discussion on recidivism nuances and factors is presented. Further, the only available recidivism rate for comparison to the program’s 17.8% recidivism rate is the **Fresno County rate of 33% which reflects all youth detained at the Juvenile Justice Campus** which was calculated in 2016.²

Table 2. Youth Recidivism

Program Enrollment	Count	%
Total Youth Served	73	100%
Total Recidivation	13	17.8%
Recidivism, Violation of Probation	11/13	84.6%
Recidivism, New Charge	2/13	15.3%



Overall, PREP showed successes with supporting youth through to program completion. Chart 2 displays the rate of such successes in terms of recidivism as compared to Fresno County’s recidivism rate for serving the general population of youth detained at the JJC.

Likewise, PREP has much to celebrate in terms of the subgroups of household program participants. While total count is 56, households were comprised of one to 10+ individuals with primary focus on guardians and siblings of the youth program participants. While households do not recidivate in this program context, there was the possibility of households leaving the program early when their children did so or household contacts could have become inactive (i.e. no contact). In Table 3, data on household enrollment trends are displayed. It is clear that the

² The recidivism rate for Fresno County youth population is 33% and is based on all youth involved in the juvenile justice system for both NCs and VOPs. This rate was determined by the Fresno County Probation Department in 2016.

majority of household program participants successfully completed the program or remained in active, good standing.

Table 3. Household Program Enrollment

Program Enrollment	Count	%
Total Households Served	56	100%
Successful Program Completion	23	41%
Left Program Early Due to Youth Removed from Program (not recidivism)	7	13%
Lost Contact	4	7%
Actively Enrolled, Not Yet Program Completion	22	39%

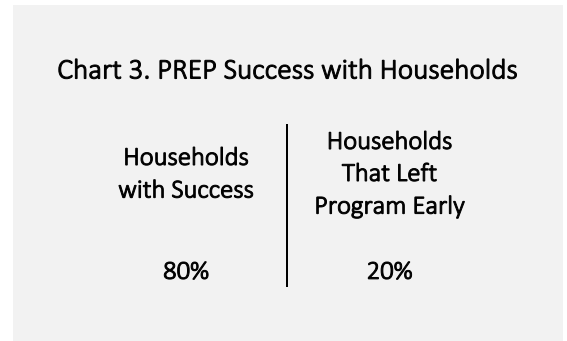


Chart 3 displays the rate of such successes among household program participants, comparing successes among households that remained active in the program or completed the program during Year-3 versus those households who left PREP early or lost contact with PREP staff members for 60+ days.

WHAT ARE THE DEMOGRAPHICS & RISKS OF FACED BY YOUTH?

This section depicts the most common demographic and risk indicators that the enrolled youth and households experienced. This data supports an understanding of the population who was enrolled in PREP and the types of challenges that they faced. In a future section on the gains made by program participants, the demographics, risks, and outcomes data will be delineated by youth who successfully completed the program versus youth who recidivated; in order to dig deeper into factors that may contribute to youth and program success, a more nuanced review of demographics and risks is needed. This section, however, is geared to understand barriers faced by youth through a review of demographic, risk, and trauma trends.

Youth Demographics & Risks

The most common youth program participant descriptors are reflected in the following:

- Latino/Hispanic American
- 17-years old
- Male
- PACT score of 3 to 4, 73.9% of youth
- Trauma score of 3+ emergency risk factors, 94.5% of youth
- 62% are teen parents or have siblings 0-5 years
- 93702, 93703, 93706, and 93722 residences were most common
- Average time incarcerated in the JJC Commitment Facility before starting PREP, 120 days
- Average time incarcerated in the JJC Detention Facility before starting PREP, 60 days

This summary of youth program participants includes youth who successfully completed the program as well as those from the subgroups of recidivated, left early, and in good standing at the end of the study period. The bulleted items above provide an account of the youth population who were enrolled in PREP at the time of data collection. **Notice that 62% of the youth are teen parents and this particular fact is sometimes unknown to the youth or**

unreported by youth until later in the enrollment period; nonetheless, this demographic indicator brings light to the unique dynamics faced by the youth participants and the PREP programming team.

Further, the risk factors faced by youth in this program were captured with data on the PACT scores, trauma scores, days of incarceration, and residence locations which speaks to neighborhood safety. **The PACT scores** refer to the *Positive Achievement Change Tool*³ which was launched in that State of Washington by their Juvenile Court. Since its launch, the PACT tool is utilized by many states, including California. The tool measures the level of risk for recidivism and is most often administered at the point of intake at an incarceration facility though there is a version of PACT intended for community settings. Historically, the JJC relied on Probation staff to administer PACT, seeking to collect general as well as intimate information from youth shortly after their arrest. For this evaluation, the PACT scores can be interpreted as indicating the level of risk for recidivating across the following level: low (1), moderate (2), moderate-high (3), and high (4).

Additionally, **the trauma score** is the result of assessing youth and households with an initial assessment which is administrate at the beginning of the program enrollment process by PREP staff members. The assessment tool includes 12 prompts that collect information about past traumatic and chronic-stress factors. When the youth showed to have 3+ trauma indicators, they were tagged as needing immediate support by PREP staff and a 72-hour requirement by Focus Forward staff was framed to address trauma and/or chronic stress needs. The assessment tool, with prompts to detect trauma and/chronic stress, was designed by Focus Forward and the third-party evaluator, Brown Girl Healing, based on several existing tools and based on the design of PREP.⁴ For example, assessment questions were borrowed from peer-reviewed sources and slightly altered to ensure that the wording of questions had no ambiguity and could be easily adopted for the PREP population. Also, since PREP is designed to provide four areas of services including academic, life skills, medical/behavioral health, and workforce, assessment questions were organized into these four categories of questions.

Finally, days of incarceration are contraindicated for PYD outcomes. As research illustrates, the more days institutionalized creates challenges for reintegration. However, the purpose of PREP is to provide highly specialized services to youth who are the most likely to be deemed appropriate for lengthy institutionalization. As well, the zip codes where youth reside and teen parenthood statuses increase the barriers that the youth may face during reintegration in terms of physical safety, job and food scarcity, and raising children. Hence, all three of these factors – institutionalization, zip codes, and teen parenthood – can act as negative factors that curb youth success in many types of programs.

Household Demographics & Risks

Next, let's consider household program participants. The average or most common household program participant descriptors are reflected in the following:

- Latino/Hispanic American
- Female, primary participant in PREP
- Trauma score of 3+ emergency risk factors, 27% of households
- 93702, 93703, 93706, or 93722 residences were most common
- Transportation type: 76% of households own a car

³ Visit http://www.courts.ca.gov/documents/AOCBrief_RiskAndNeedsAssesment_rev011012.pdf for more information about PACT.

⁴ One example of an existing tool used to develop the initial assessment. For more examples, refer to the Works Cited section in the Appendix. Lang, A.J. and M.B. Stein. 2005. "An Abbreviated PTSD Checklist for Use as a Screening Instrument in Primary Care." Behaviour Research and Therapy 43(5): 585-94. <http://bit.ly/2hd6oXm>

The average household program participant includes families who successfully completed the program as well as those from the subgroups of left early, lost contact, and in good standing at the end of the study period. However, there are important distinctions among the families such as 24% having no access to a vehicle, indicating a barrier to accessing community resources. Further, the risk factors faced by households in this program included trauma scores, residence locations, and transportation barriers, as discussed above regarding the enrolled youth. In terms of the trauma scores, 11 of the 56 households enrolled during the course of this study had completed trauma data to assess. This may be due to the challenges of successfully reaching household participants in a timely fashion.

Also, the zip codes where households reside and their access, or lack of access, to safe transportation can increase the barriers that they face during their children's successful reintegration into the community. Hence, these two factors are included here as part of depicting the household population and the challenges that they faced during PREP enrollment.

Overall, the following infographics create a visual representation of youth and household demographic, risk, and trauma data.

YOUTH DATA

PLANNED RE-ENTRY PROGRAM

MOST COMMON YOUTH DESCRIPTORS

DEMOGRAPHIC INDICATORS



Latino American

Male

17-years old

62% teen parents or have siblings 0-5 yrs

RISK SCORE

Positive Achievement Change Tool (PACT) is used by the state to determine four levels of risk: low (1), moderate (2), moderate-high (3), and high (4).

73.9%

youth had risk scores at 3 and 4

TRAUMA SCORE

Chronic stress and post-traumatic stress were measured with a Focus Forward tool, partially borrowed from sources such as "An Abbreviated PTSD Checklist for Use as a Screening Instrument in Primary Care."

94.5%

youth had scores of 3+ emergency trauma indicators

INCARCERATION FACTORS

Lengthy incarceration is contraindicated for Positive Youth Development outcomes (Barnert et al., 2017; DiClemente & Wingood, 2017).

60 days

Average time incarcerated before starting PREPin the JJC Detention Facility (i.e. short-term custody prior to being moved to the Commitment Facility)

120 days

Average time incarcerated before starting PREP in the JJC Commitment Facility (i.e. long-term custody)

GEOGRAPHY



Most youth lived in the 93702, 93703, 93706, and 93722 zip codes

30-40% of the population in these zip codes have no high school diplomas.

HOUSEHOLD DATA

PLANNED RE-ENTRY PROGRAM

MOST COMMON HOUSEHOLD DESCRIPTORS

DEMOGRAPHIC INDICATORS



Latino American

Female

76% own a family car

TRAUMA SCORE

Chronic stress and post-traumatic stress were measured with a Focus Forward tool, partially borrowed from sources such as "An Abbreviated PTSD Checklist for Use as a Screening Instrument in Primary Care."

27% of household contacts had scores of 3+ trauma indicators

GEOGRAPHY



Most households lived in the 93702, 93703, 93706, and 93722 zip codes

30-62% of the population in these zip codes have household incomes under 35K/year

PROGRAM COMPLETION



80%

Completion rate of households enrolled in PREP, even those facing significant systemic challenges

WHAT ARE THE PROGRAM OUTCOMES & IMPACT?

Who Was Successful?

In this section, the program outcomes and broader impact, are outlined. PREP is designed to provide program participants with positive youth development (PYD) services in the four areas of academics, life skills, medical/behavioral health, and workforce. Hence, ***data from program services and JJC facility management help*** to paint a fuller understanding of factors involved in youth success. Overall, this section discusses youth success from four angles, including the following:

- Overall positive youth development gains in Year-3
- Comparisons among youth who completed the program versus recidivated
- Comparisons among youth who recidivated with VOPs versus New Charges
- Summary of youth success in Years-2 and -3

Youth Outcomes in Year-3

Year-3 of any program is still early in the lifecycle of a program to definitively determine the return on investment (ROI). In fact, ***most program evaluation studies this early in the lifecycle of a program rely heavily on qualitative data because most programs do not have comprehensive quantitative data.*** This means that many program evaluation studies cannot offer robust findings and actionable recommendations because of the state of program data. ***However, for PREP in Year-3, the program design is refined and the quantitative data management is comprehensive,*** an unusual observation among youth and juvenile justice programs and organizations.

Youth are only designated as “completed program” if they successfully exited the program upon completing all components and did not recidivate in- or out-of-custody. ***For Year-3, 29 (39.7%) youth completed the program compared to 13 (17.8%) youth who recidivated.*** Supporting youth from start to finish in PREP included supporting youth in addressing underlining needs, completing probation and court required components of their cases, and reintegrating the youth back into what is often a risk ridden context. Hence, a 39.7% rate of program completion is noteworthy.

Below, Table 1 is revisited from earlier in this report to emphasize the range of successes for PREP youth. Beyond recidivism, 100% of the group of youth who completed PREP increased their knowledge and skills through participation in the three of the areas of services (i.e. academics, life skills, and medical/behavioral health) and 94% in the fourth service area (i.e. workforce). ***The increases in knowledge, skills, and community connections are provided in the infographics below, titled “Program Impact” and “Youth Comparisons.”***

Revisiting Table 1. Youth Program Enrollment

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Recidivated	13	17.8%

For two additional groups of youth who were enrolled during the study period, their data cannot be thoroughly assessed for insights in terms of gains made to skills, knowledge, and community connections.

First, *those youth who remained actively enrolled and in good standing* by the end of the evaluation study period did not have complete data sets yet which were used to analyze potential factors behind their status. That is, those youth who fully completed PREP supplied *start-to-finish* data, allowing for an exploration of potential success factors.

Second, *those youth who left the program early but did not recidivate* cannot provide data on gains in skills, knowledge, and community connections nor factors involved in their early departures. This group of youth left the program at different times and under diverse circumstances (e.g. some youth elected to discontinue with the program and some youth were determined by probation staff to be a mismatch for PREP and were removed by Probation staff).

However, the two remaining groups of youth – youth who fully completed PREP and those who recidivated – allow a deeper investigation of dynamics that might play a role in their outcomes.

Analyzing demographic, risk and trauma, and program logistics data with program successes allows for an understanding of which factors might have contributed to youth success.

In the following two infographics, *titled “Program Impact” and “Youth Comparisons,”* the youth outcomes are presented as well as a comparison between the youth who successfully completed PREP and those who recidivated. The first infographic focuses in youth outcomes for those who completed PREP. The second infographic engages

Chart 4. Major Takeaways on Youth Success

Which program features influenced youths’ program completion in Year-3?

The two groups of youth who were successful versus those who recidivated had many things in common, except the following two program experiences. For recommendations on leveraging these strengths, please refer to the Recommendations section.

1. Before release from the JJC, being enrolled in PREP for an **average of 35 days more** appears to distinguish successful youth from those who recidivated.
2. Before release from the JJC, youth with **more hours of case management** were more successful; they had almost double the case management support as those who recidivated. This is due in part to the fact that when a youth recidivates, the youth is not allowed access to case management.

Which demographic, risk, and trauma indicators influenced program completion in Year-3?

The two groups of youth who were successful versus those who recidivated had many things in common, except the following three program experiences. For recommendations on leveraging these insights, please refer to the Recommendations section.

1. Risk indicators identified with the nationally used PACT survey were **lower among successful youth** than among the recidivated group, suggesting that this program would benefit from designing for serving youth with higher risk scores.
2. Trauma indicators were more often **fewer among successful youth** than among the recidivated group, suggesting that this program would benefit from designing for serving youth with higher trauma exposure.
3. Teen parenthood was **less frequent among successful youth** than among the recidivated group, suggesting that this program would benefit from designing for teen parents.

questions around *what might be driving success and failure* by comparing youth who completed PREP versus youth who recidivated during or shortly after PREP.

These infographics support insights around what success looked like for PREP youth in Year-3. Overall, Chart 4 presents the major takeaways on PREP youth success which are also illustrated in the infographics.

In addition to considering insights around what success looked like for PREP youth in Year-3, it is vital for program leadership to understand nuances among the youth who recidivated. With this

additional information, PREP can better mitigate factors involved in recidivism. Chart 5 outlines nuances that should be recognized and used in decision-making.

The primary takeaway from assessing recidivism data is that ***not all recidivism events are created equal***. Importantly, ***youth with a VOP*** rather than a New Charge experienced the following and these findings can be ***leveraged for program design refinements and Probation Department decision-making around facility management***:

1. In the community about 30% longer before recidivating
2. Spent less time in the Detention Facility
3. Spent more time in PREP before being transitioning back to the community
4. Received more case management services
5. Received more mentoring services
6. Had higher PACT and trauma scores
7. Were less often teen parents

More on Youth Growth in Year-3 (i.e. academics, life skills, medical/behavioral health, and workforce)

In the four service areas – life skills, medical/behavioral health, and workforce – youth grew or did not in measurable ways. The pre- and post-assessment data allow for the measuring this growth. In the following four tables, this growth is depicted and followed by discussion. The pre- and post-assessment data used in the tables below are based on the group of youth who successfully completed the program *and* who have both a pre- and post-assessments completed and entered into the program database (N=10). In the earlier program outcomes findings above, all 29 of the successful youth are represented, yet only a subset is represented here for discussing growth

Chart 5. Comparison Among Youth Who Recidivated

VOPs N=11 youth	New Charges N=2 youth
<p>Facility & Program Experiences:</p> <ol style="list-style-type: none"> 1. In community prior to recidivating: 91.5 days on average 2. Detention Facility: 30.7 days on average 3. Commitment Facility before starting PREP: 99.45 days on average 4. Time in PREP Before Release from JJC: 81.45 days on average 5. Case Management: 27.9 hours on average 6. Mentoring: 13.4 hours on average <p>Demographic & Risk Indicators:</p> <ol style="list-style-type: none"> 1. Age: 17-years old on average 2. PACT Score: 3.8 on average 3. Trauma Score: 7.5 /12 trauma indicators on average 4. Teen Parent: 2/11 	<p>Facility & Program Experiences:</p> <ol style="list-style-type: none"> 1. In community prior to recidivating: 66.5 days on average 2. Detention Facility: 63.1 days on average 3. Commitment Facility before starting PREP: 86.5 days on average 4. Time in PREP Before Release from JJC: 77 days on average 5. Case Management: 26.4 hours on average 6. Mentoring: 11.1 hours on average <p>Demographic & Risk Indicators:</p> <ol style="list-style-type: none"> 1. Age: 17-years old on average 2. PACT Score: 2.5 on average 3. Trauma Score: 7 /12 trauma indicators on average 4. Teen Parent: 1/2

in academics, life skills, medical/behavioral health, and workforce. Because the outcomes discussed above were so positive for youth in Year-3, if there were more completed post-assessments, we suspect that the findings below pertaining to growth would remain relevant.

In Table 4, we see that youth grew across all three academic indicators which are relevant for successful reintegration into the community post-custody. While that growth occurred with all three indicators, the data for only one indicator – “I’m smart enough finish my educational goals” – showed that by the end of PREP enrollment 100% of the youth grew specifically in this way.

Table 4. Academic education growth for youth who completed PREP

Growth Indicators	Did growth occur?	At the Point of Completing PREP	At the Start of PREP
Completed Educational Goals	NA	100% of youth completed on educational goals (an increase by 14% from Year-2)	This indicator is not a growth indicator and instead shows the rate that youth engaged in this service area. See Table 9 for more on this.
“I’m smart enough finish my educational goals.”	Yes	<i>At program completion, 100% of youth confirmed...</i>	...but only 90% agreed at the start of PREP.
“In the past month, I have had bad relationships with school adults.”	Yes	<i>At program completion, 70% of youth did not agree...</i>	...but 40% at the start of PREP did not agree.
“I can’t figure what takes finish my educational goals.”	Yes	<i>At program completion, 80% of youth did not agree...</i>	...but 50% at the start of PREP did not agree.
SUSTAINABILITY & SELF-SUFFICIENCY “I know about community resources to support my Educational goals” and “If I need to in the future, I will use community resources to accomplish my Educational goals.”	Yes	At program completion, 100% of youth confirm knowledge of these community resources. At program completion, 100% of youth confirmed willingness to use these community resources.	N/A

In Table 5, we see that youth grew across all three life skills indicators which are relevant for successful reintegration into the community post-custody. While that growth occurred with all three indicators, the data for only one indicator – “I have friends who make me feel good myself” – showed that by the end of PREP enrollment 90% of the youth grew specifically in this way. And yet, for a second life skills indicators – “I have friends who encourage me to drink and/or use drugs” – youth grew the most from the start to the end of PREP enrollment, indicating that they did not have friends who encourage them to drink and/or use drugs.

Table 5. Life skills growth for youth who completed PREP

Growth Indicators	Did growth occur?	At the Point of Completing PREP	At the Start of PREP
Completed Life Skills Goals	N/A	100% of youth completed on educational goals (an increase by 14% from Year-2)	This indicator is not a growth indicator and instead shows the rate that youth engaged in this service area. See Table 9 for more on this.
“I have friends who make me feel good myself.”	Yes	<i>At program completion, 90% of youth confirmed...</i>	...but only 80% agreed at the start of PREP.

Growth Indicators	Did growth occur?	At the Point of Completing PREP	At the Start of PREP
"I have friends who encourage me to drink and/or use drugs."	Yes	At program completion, 60% of youth did not agree...	...but 30% at the start of PREP did not agree.
"I have little control over things that happen to me."	Yes	At program completion, 60% of youth did not agree...	...but 50% at the start of PREP did not agree.
SUSTAINABILITY & SELF-SUFFICIENCY "I know about community resources to support my Life Skills goals" and "If I need to in the future, I will use community resources to accomplish my Life Skills goals."	Yes	At program completion, 100% of youth confirm knowledge of these community resources. At program completion, 100% of youth confirmed willingness to use these community resources.	N/A

In Table 6, we see that youth grew across five out of six medial/behavioral health indicators, all of which are relevant for successful reintegration into the community post-custody. While that growth occurred with five indicators, the data for only three indicators showed that by the end of PREP enrollment 80% of the youth grew specifically in this way, including the following:

- "OFTEN, I have trouble falling and/or staying asleep."
- "I avoid activities and/or places because they remind me of past, difficult experiences."
- "When I think of past difficult experiences, I have a physical response (e.g. sweating, increased heartbeat, etc.)."

And yet, for one of the medial/behavioral health indicators – "OFTEN, I feel irritable and/or have angry outburst" – youth did not grow, indicating that they did not a change in their frequency of irritability and/or outbursts.

Table 6. Medical/behavioral health growth for youth who completed PREP

Growth Indicators	Did growth occur?	At the Point of Completing PREP	At the Start of PREP
Completed Medical & Behavioral Health Goals	N/A	100% of youth completed on educational goals (an increase by 43% from Year-2)	This indicator is not a growth indicator and instead shows the rate that youth engaged in this service area. See Table 9 for more on this.
"OFTEN, I feel irritable and/or have angry outburst."	No	At program completion, 60% of youth did not agreeyet 60% at the start of PREP did not agree.
"OFTEN, I am super alert, watchful, on guard, and/or jumpy."	Yes	At program completion, 60% of youth did not agree...	...but 40% at the start of PREP did not agree.
"OFTEN, I have trouble falling and/or staying asleep."	Yes	At program completion, 80% of youth did not agree...	...but 70% at the start of PREP did not agree.
"OFTEN, I am numb and/or unable to have loving feels."	Yes	At program completion, 70% of youth did not agree...	...but 50% at the start of PREP did not agree.
"I avoid activities and/or places because they remind me of past, difficult experiences."	Yes	At program completion, 80% of youth did not agree...	...but 50% at the start of PREP did not agree.
"When I think of past difficult experiences, I have a physical	Yes	At program completion, 80% of youth did not agree6	...but 50% at the start of PREP did not agree.

Growth Indicators	Did growth occur?	At the Point of Completing PREP	At the Start of PREP
response (e.g. sweating, increased heartbeat, etc.).”			
SUSTAINABILITY & SELF-SUFFICIENCY “I know about community resources to support my Medical & Behavioral goals” and “If I need to in the future, I will use community resources to accomplish my Medical & Behavioral goals.”	Yes	At program completion, 100% of youth confirm knowledge of these community resources. At program completion, 100% of youth confirmed willingness to use these community resources.	N/A

In Table 7, we see that youth did not grow with the workforce indicator which is important for successful reintegration into the community post-custody. However, such findings like no growth should be discussed among program leadership. For instance, with the workforce indicator, was there no growth in Year-3 because more youth accessed jobs in Year-3 hence the percentage of youth who were fired from jobs increased proportionally to increases in successful job access? This is further discussed in Table 11 pertaining to year-to-year comparisons.

Table 7. Workforce growth for youth who completed PREP

Growth Indicators	Did growth occur?	At the Point of Completing PREP	At the Start of PREP in Custody
Completed Workforce Goals	N/A	94% of youth completed on educational goals (an increase by 24% from Year-2)	This indicator is not a growth indicator and instead shows the rate that youth engaged in this service area. See Table 9 for more on this.
“Recently, I have been fired from a formal or informal job.”	No	At program completion, 90% of youth did not agreeyet 100% at the start of PREP did not agree.
SUSTAINABILITY & SELF-SUFFICIENCY “I know about community resources to support my Workforce goals” and “If I need to in the future, I will use community resources to accomplish my Life Workforce.”	No	At program completion, 94% of youth confirm knowledge of these community resources. At program completion, 94% of youth confirmed willingness to use these community resources.	N/A

Year-to-Year Comparisons of Program Success

Tables 4 to 11 provide insights on program strengths in terms of PREP design and implementation. These tables allow for understanding program strengths because there are year-to-year comparisons of program outcomes. For example, in Table 8, we can see that across Years-2 and -3, there is more recidivism to navigate while there is also more program completion. This suggests that the program design and implementation is more robust in a matter of one-year, turning out more successful youth in Year-3 than in Year-2. However, recidivism increases from Year-2 to -3 should be discussed by program leadership in order to understand whether or not the increase depends on youth cohort specific factors and/or nuances of program implementation year-to-year.

Recalling that PREP is still early in its program lifecycle, PREP staff and their Probation Department colleagues should be pleased to see early successes in Year-3 and across Years-2 and -3. Where most programs at this stage in their lifecycle lack comprehensive quantitative data to produce meaningful findings with actionable insights, the

following tables allows us to decipher the early ROI for PREP and the value that the program brings to the lives of youth and their households; the ROI and value contributes to public safety in Fresno County more broadly.

Table 8. Program Completion Success across Years-2 and -3

Program Enrollment	Count in Year-2		Count in Year-3	%
Total Youth Served	81	100%	73	100%
Successful Program Completion	24	30%	29	39.7%
Recidivated*	9	11.1%	13	17.8%

*Recidivism in Year-2 and -3 was defined as a VOP or New Charge at any time during program enrollment and after release up to 12-months after release.

Table 8 shows three important factors for youth success. These factors should be considered in future program evaluation studies. In fact, after the first five-years of PREP, **assessment of youth success across Years-3, -4, and -5 will prove most insightful for program operations and JJC logistical management.** Years-3 to -5 are most relevant to evaluate in the future because these are the years where PREP will likely maintain the most robust quantitative data practices. Notice the following three factors from Year-2 to -3 in Table 8:

- 1.) Youth enrollment varies year-to-year.
- 2.) Successful completion of the program increased from Year-2 to -3.
- 3.) Recidivism increased from Year-2 to -3, but stays well below the Fresno County general recidivism rate of 33%.

In Table 9, it is clear that youth in Year-3 were fully engaging in all four of the service areas, including academics, life skills, medical/behavioral health, and workforce. Hence, the role of this table is to display whether or not program progression occurred across Years-2 and -3 in terms of youth engagement in the services via case management activities. The contents in Table 9 provide insights about program improvements – to program design and/or implementation – across years.

Table 9. Program Service-Engagement Success across Years-2 and -3

Comparison of Engagement	Academic Services	Life Skills Services	Medical/ Behavioral Health Services	Workforce Services
Progression Year-to-Year?	Yes	Yes	Yes	Yes
Year-3 2018-2019	100%	100%	100%	94%
Year-2 2017-2018	86%	86%	57%	76%

Table 10 below illustrates program progress across Years-2 and -3 in terms of the sustainability of overall growth among youth. In the four service areas – academics, life skills, medical/behavioral health, and workforce – the growth among youth must “stick.” Hence, it is important to understand whether “sticking” is likely within a single year and across years. The contents in Table 10 allow for an understanding of how well PREP is progressing with sustainability across Years-2 and -3. Even though youth cohort needs vary year-to-year which makes serving the

youth challenging, the progress made with sustainability which is occurring across years alludes to strengths in program design and implementation.

Table 10. Program Sustainability & Self-Sufficiency Success across Years-2 and -3

Comparison of Sustainability & Self-Sufficiency Indicators	Academic Services	Life Skills Services	Medical/ Behavioral Health Services	Workforce Services
Growth Year-to-Year?	Yes	Yes	Yes	Yes
Year-3 2018-2019	Increased knowledge: 100% Commitment to use: 100%	Increased knowledge: 100% Commitment to use: 100%	Increased knowledge: 100% Commitment to use: 100%	Increased knowledge: 94% Commitment to use: 94%
Year-2 2017-2018	Increased knowledge: 95% Commitment to use: 95%	Increased knowledge: 100% Commitment to use: 95%	Increased knowledge: 90% Commitment to use: 90%	Increased knowledge: 95% Commitment to use: 95%

In Table 11, youth growth is displayed in two important ways across Years-2 and -3. First, the layout allows for an understanding of whether youth growth across the four services – academics, life skills, medical/behavioral health, and workforce – happened in both of the last two years. Such growth depends on the youth needs among the year-specific cohort and nuances to year-specific program operations. For example, the youth cohort in Year-2 may start PREP with more needs in the area of life skills than the cohort in Year-3. Hence, the table column “Positive Results across Yr-2 and Yr-3” allows readers to *only* get a sense of the year-to-year differences among the cohorts and program operations.

Second, Table 11 layout allows for an understanding of whether the program is progressing across the four services. The column “Program Progression Yr-2 to Yr-3” gives readers a sense of which of the services and which of the indicators within the services may need attention for better tailoring to youth cohort needs. For example, of concern is the Workforce indicator where there was *no growth for youth within* Year-3 and *no progress across* Year-2 to Year-3. However, such findings like as no growth should be discussed among program leadership. For instance, with the Workforce indicator, was there no growth in Year-3 because more youth accessed jobs in Year-3 hence the percentage of youth who were fired from jobs increased proportionally to increases in successful job access?

Table 11. Program Service Area Growth across Years-2 and -3

Indicator Service Area	Indicators	Positive Results across Yr-2 and Yr-3	Program Progression Yr-2 to Yr-3	Yr-3 Growth Increase	Yr-2 Growth Increase
Academic Services	“I’m smart enough finish my educational goals.”	Yes	No, but positive results in Yr-3	10%	14%
	“In the past month, I have had bad relationships with school adults.”	No	Yes	30%	-9% (i.e. no growth within yr)
	“I can’t figure what takes finish my educational goals.”	Yes	Yes	30%	9.5%
Life Skill Services	“I have friends who make me feel good myself.”	Yes	No, but positive results in Yr-3	10%	48%
	“I have friends who encourage me to drink and/or use drugs.”	Yes	Yes	30%	14%
	“I have little control over things that happen to me.”	Yes	No, but positive results in Yr-3	10%	28%
Medical/Behavioral Health Services	“OFTEN, I feel irritable and/or have angry outburst.” (i.e. Trauma & Chronic Stress Indicator 1)	Yes	No, but no change among youth in Yr-3	0%	19%
	“OFTEN, I am super alert, watchful, on guard, and/or jumpy.” (i.e. Trauma & Chronic Stress Indicator 2)	Yes	Yes	20%	-9% (i.e. no growth within yr)
	“OFTEN, I have trouble falling and/or staying asleep.” (i.e. Trauma & Chronic Stress Indicator 3)	Yes	Yes	10%	4%
	“OFTEN, I am numb and/or unable to have loving feels.” (i.e. Trauma & Chronic Stress Indicator 4)	Yes	Yes	20%	-10% (i.e. no growth within yr)
	“I avoid activities and/or places because they remind me of past, difficult experiences.” (i.e. Trauma & Chronic Stress Indicator 5)	Yes	Yes	30%	9%
Workforce Services	“Recently, I have been fired from a formal or informal job.”	No	No	-10% (i.e. no growth within yr)	75%

PROGRAM IMPACT

PLANNED RE-ENTRY PROGRAM

AREAS OF IMPACT

YOUTH OUTCOMES IN YEAR-3

PROGRAM COMPLETION

82.2%

Youth did not recidivate
39.7% of youth completed the program and another 32.8% remained actively enrolled in the program
9.5% left program early.

17.8%

Youth recidivated with a new charge or violation of probation

KNOWLEDGE AND SKILLS GAINED



100% gained academic knowledge and skills



100% gained medical/behavioral knowledge and skills



100% gained life skills knowledge and skills



94% gained workforce knowledge and skills

INCREASED COMMITMENT TO USE COMMUNITY RESOURCES

94%-100%

Based on exit assessments with youth who completed PREP, the majority reported a commitment to use community resources that they learned and were exposed to during case management.

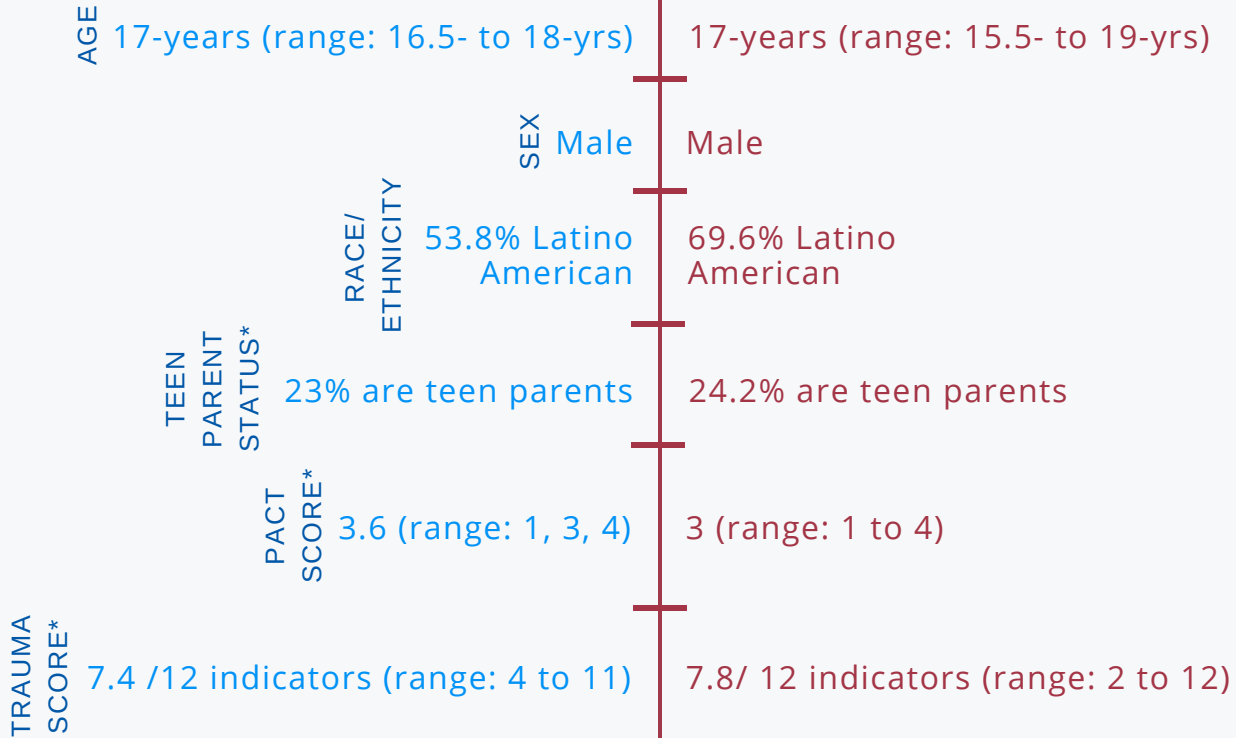
YOUTH COMPARISONS

PLANNED RE-ENTRY PROGRAM

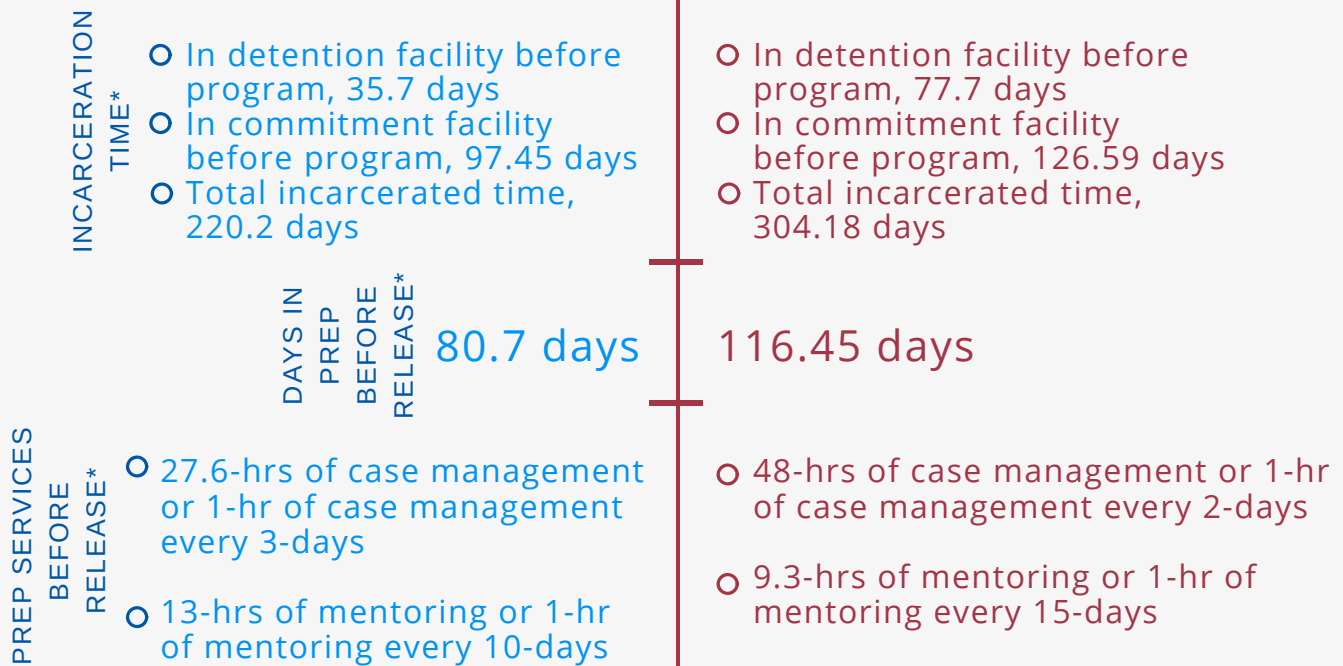
17.8%, RECIDIVATED IN YEAR-3

39.7%, COMPLETED PROGRAM

DEMOGRAPHICS



PROGRAMMING



*Average for group

Organizational Investments

WHICH PROGRAM PRACTICES DID FOCUS FORWARD USE TO DRIVE THESE IMPACTS?

The PREP staff team regularly entered program case management data into their database, a database tailored to reflect program nuances in case management. For example, staff enter quantifiable case management information such as time duration for serving youth and households, types of services, assessment and trauma scores, and so forth. From such case management data, organizational investments can be deciphered in terms of the staff inputs that ensure program implementation.

The data analysis of staff inputs provides insights on which practices were required for successful program outcomes. In this section, the organizational investments are outlined, painting a picture of the behind the scenes work for program implementation in terms of contact with program participants and resources provided to program participants to support their enrollment in PREP. The following types of staff inputs are featured here:

- Details surrounding contact with youth and households from exchanges with participants. Staff input data like this can answer questions such as *How successful are PREP staff in connecting with program participants?*
- Types of resources provided to program participants. Staff input data like this can answer questions such as *How often did PREP staff provide transportation support to program participants?*

Contact with Youth and Households

Contact data (i.e. the first bullet above) for each group of program participants – youth and households – showed trends that speak to the *amount of time invested by staff* in reaching out, rate of reaching-out, rate of successful contact, modality of contact, range of persons involved in the contact, and can be delineated by whether the youth was incarcerated or reintegrating into the community during the contact.

For PREP youth, the data suggests that there were thousands of contact events between PREP staff and youth. For example, as was referenced earlier in this report, ***youth who successfully completed this program had an average of 48-hours of contact with staff and as a group received a total of 1,584.5-hours while enrolled in PREP.*** Contact events from PREP staff to youth were almost always successful; that is, 98.6% of contact attempts by PREP staff successfully reached the intended youth. For example, when youth were in-custody, there was ease in communicating with youth. Further, when youth were in the community, post-custody, those who were not immediately reached by youth, youth most often returned calls, Facebook messenger messages, etc. within about a week. Overall, part of the reason for this high rate of success might have been that most of these contact attempts occurred while the youth were incarcerated; the design of PREP relies on embedding PREP staff within the JJC to serve youth prior to release back to the community. ***For instance, 89.9% of contact attempts occurred during the in-custody phase.***

Relatedly, the modes of contact during the in-custody phase reflected factors that are integral to incarceration settings; contact happened through in-person meetings in a one-on-one style as well as group meetings that included multiple PREP youth. However, during the out-of-custody phase, PREP staff used several contact modalities, including creative options such as Facebook messenger and text messaging. Overall, the use of contact modalities included the following:

- 1.) Phone Calls
- 2.) In-person One-on-Ones
- 3.) Group Activities in the JJC
- 4.) Group Activities in the Community
- 5.) Text messages
- 6.) Facebook
- 7.) Missing Data

For households, the data suggested that there were 774 contacts between PREP staff and household program participants, totaling 444.5-hours of investment by staff. Contact attempts from PREP staff to the households were mostly successful; that is, 86% of contact attempts successfully reached the intended household member. A possible reason for this high rate of contact success may have been the result of rapport between the Family Support Specialists (FSS) and households. The design of PREP includes two positions called FSS who work closely with households and build rapport for effective program delivery.

For example, the FSS reach out to households as soon as their children are enrolled into PREP. Meetings between FSS and households take place in any location that works best for the households, including in their homes, the Focus Forward community center, the JJC, and even at community sites including schools. This approach to connecting with the families shows the households that PREP staff meet them where they are in terms of the challenges and needs faced by households for supporting their children's reintegration into the community. As found in studies on diverse community programs, making PREP services increasingly accessible through transportation support and meeting households in diverse settings ensures greater program retention and completion (Fraze et al., 2016; Friedman et al., 2001; Lichtenwalter et al., 2006).

Three contact modalities were the most common among households, including phone calls, groups activities hosted at the JJC, and group activities hosted in the community. For example, among the contact instances with household program participants, 19.3% included households coming to the JJC for group activities with their children. Youth were always a part of group activities with their family at the JJC while during group activities in the community youth were present about half of the time. Further, during one-on-ones with the household in their residences and in the Focus Forward community offices, youth were present more than half of the time. Overall, the use of contact modalities with households included the following:

- 1.) Phone Calls
- 2.) In-person One-on-Ones
- 3.) Group Activities in the JJC
- 4.) Group Activities in the Community
- 5.) Text mess
- 6.) Facebook

Resources Provided to Youth and Households

Resources were provided to program participants to support program enrollment and speaks to *targeted financial investments* that were used to get program participants needed resources. For example, transportation resources assisted program participants in their ongoing program activities. The funds for these items were budgeted into the PREP annual planned spending. Program staff members were trained on how to facilitate the distribution of resources, yet they typically found that program participants needed to be prompted to utilize the resources and the rate of use remained reasonable within the scope of PREP budgeting.

For youth, resources provided by staff were primarily for hygiene products (100%) and transportation support (76.5%), including all three of the transportation options of bus passes, purchased Uber rides, and gas cards. Hygiene packs are provided to all youth as they leave the JJC. Also, the high rate of transportation support could likely be linked to the geographic distribution of their household locations across Fresno County; for instance, youth enrolled in PREP were from 27 zip codes. In addition to resources for hygiene and transportation, youth received resources for several additional items, including school supplies, school clothing, workforce fees/documents, and food. Importantly, school clothing entailed vouchers for Neighborhood Thrift and sometimes gift cards to Walmart. The resources included the following:

- 1.) Transportation
- 2.) K-12 School Supplies
- 3.) K-12 School Clothing
- 4.) Clothing, General
- 5.) Infant/toddler Clothing
- 6.) Workforce Fees/docs
- 7.) Food
- 8.) Hygiene Products

For households, resources provided by staff were primarily for transportation support (66.2%), including bus passes, purchased Uber rides, and gas cards. On any one of the instances when households received such support, the average number of resources provided by PREP staff was 1.2 with a range of one to three. The high rate of transportation support could likely be linked to the geographic distribution of households across Fresno County (i.e. refer to the earlier discussion on household demographic and risk factors) as well as the rate of households without family vehicles, and even those with vehicles who still in need if transportation support (i.e. socio-economic barriers). The full list of resources provided to households includes the following:

- 1.) Transportation
- 2.) K-12 School Supplies
- 3.) K-12 School Clothing
- 4.) Clothing, General
- 5.) Infant/toddler Clothing
- 6.) Workforce Fees/docs
- 7.) Food
- 8.) Hygiene Products

Partnerships for Program Delivery

Another form of organizational investment is the foundational relationships that the PREP staff team cultivates with organizational partners. For example, in order to serve the youth while in-custody, the PREP staff members rely on the long-term partnership between Focus Forward and the Probation Department. That is, the established trust and adherence to facility policies and priorities are vital. The PREP staff members move through the facility as needed to meet with PREP youth and deliver services to them within a context that requires a high level of care and thought in terms of facility policies, schedules, and personnel.

Further, in many youth reintegration programs, the out-of-custody phase – when youth return to the community – includes significant challenges that impacts staff approaches to serving the youth. For example, keeping consistent contact with PREP youth required staff to stay abreast of changes to physical and mental health. PREP staff supported youth with referrals to community partners that provided complimentary services for juvenile justice-involved youth.

Recommendations

WHAT NEXT STEPS CAN ADVANCE PREP PLACEMENT'S IMPACT?

The following five recommendations are based on the findings discussed earlier in this report. These recommendations will advance the important work of the PREP team and Probation Department colleagues. We encourage the PREP team to develop an action plan for engaging each recommendation in a timely fashion.

Rec 1: Identify additional data needs with PREP and Probation Colleagues.

Identify which demographic, outcome, and staff input data were not included in this program evaluation study, but that your team deems important to understanding the successes and challenges for program participants. Ask your team:

Are there more data points that we need to collect and analyze in order to improve PREP? If so, is this data that Focus Forward should collect or the Probation Department? What steps need to happen to collect the data? How can your team collect them in a quantitative manner?

It would benefit PREP to have such a strategic conversation and planning session with the staff team and Probation colleagues as part of reading and digesting this report. Based on such a conversation and answering the questions above, your team could refine data collection practices and implement new data collection practices, if needed, towards furthering program successes.

Rec 2: Analyze multiple years of data, relying on the robust practices of PREP staff.

Now that PREP completed three years of programming, going forward, Focus Forward leadership may want to evaluate the impact of PREP based on multiple years of data. For example, at the end of the *Program Impact* section of this report, a discussion of outcomes for Years-2 and -3 allowed an understanding of trends across years and sheds light on ROI.

If Focus Forward was to contract for a program evaluation study in Year-4, it could be fruitful to evaluate program outcomes and impact based on data that combines Years-2, -3, and -4. That is, a larger sum of data can provide an opportunity for running statistical tests on the significance of programming outcomes. ***With statistical testing, future program evaluation results could indicate whether the program outcomes are occurring by chance or with 99% certainty that the intervention that PREP provides is driving the program outcomes.***

This combining of Years-2, -3, and -4 would not be prudent for earlier years such as Year-1, since the program infrastructure was still evolving during that year. As discussed earlier in this report, the natural lifecycle of programs and organizations often inhibits meaningful program evaluation in the earliest years of a new program or initiative. However, ***Focus Forward and the Probation Department should celebrate the robust data collection that the***

Questions That Remain, But That Can Be Answered

1. Are PREP successes occurring by chance?
2. How do PREP youth perform compared to youth who are not enrolled in PREP?
3. Who is PREP for?

PREP staff currently maintain. Ultimately, robust data collection allows for effective data analysis and decision-making and can be advanced in future evaluations.

Rec 3: To ensure that program outcomes are outperforming other programs, Probation colleagues must secure a comparable recidivism rate.

Analysis of recidivism rates – for both VOPs and New Crimes – are most meaningful with a comparable recidivism rate. Probation colleagues have the capacity to accomplish this with their existing data by taking the following steps:

From among those in-custody in the JJC Commitment Facility, select youth who do not participate in PREP but have similar demographic, risk, and institutionalization indicators as PREP participants.

Next, organize this comparison group by those youth who recidivated during custody versus those who recidivated in the community.

From this organization of subgroups of non-PREP youth, calculations can be made about the recidivism rate for Commitment Facility youth a.) during custody, b.) post release, c.) for different durations of time while in the community, and d.) types of recidivism (e.g. VOP versus NC).

Brown Girl Healing researchers requested these rates from such a comparison group of non-PREP youth in Years-2 and -3, but that data was never provided. The recidivism rate of 33% for general youth recidivism in Fresno County is the only reference that can be made in this program evaluation study. The 33% rate reflects youth from all demographic and risk indicators, suggesting that a comparison group that is similar to PREP youth would likely have a higher than 33% recidivism rate since PREP serves youth with the highest risk (i.e. 73.9% of youth have PACT scores of 3 and 4). Receiving a comparable recidivism rate would prove useful in more precisely assessing the effectiveness of PREP versus other factors and activities at the JJC. In the future, we recommend that Focus Forward and the Probation Department agree to a data sharing practice to allow for a comparable recidivism rate to be provided as part of future program evaluations.

Rec 4: Adjust the program design and Probation practices to increasingly target youth for success who resemble the recidivated youth profile.

Three actions could be taken to curb recidivism, including the following:

Enroll youth in PREP sooner. Successful youth received more time in PREP before their release. It is widely known that reintegration into the community is a delicate period where youth often return to unsafe neighborhoods and economic and workforce contexts that are challenging for adults to navigate. That is why all potential youth could benefit from starting in PREP earlier during their incarceration at the JJC. There is an enrollment period differentiation of nearly 30 days between youth who are successful versus recidivate. ***While JJC operational factors determine PREP enrollment practices, Probation colleagues should deeply consider how to enroll youth sooner into PREP.***

Allow youth who recidivate during the in-custody period and who show behavioral challenges to continue with PREP enrollment. Youth who are removed from the program early due to behavioral challenges do not have a voice in the program evaluation of PREP because their data sets are incomplete and cannot be assessed to understand trends in their needs and the possibility of their future success. Also, youth who

recidivate during custody (e.g. AWOL during a furlough) do not provide enough data to understand whether the PREP program design can positively impact them. That is, when youth recidivate during custody and are removed from PREP (as was the case in Year-2), the youth cannot complete their case plans with targeted services in the four areas of academics, life skills, medical/behavioral health, and workforce. **Hence, there is no way to understand the effectiveness of these services with these recidivated youth because the youth have not completed the services.**

Saturating youth with trauma and mental health services while incarcerated is the most opportune time to do so. The current PREP design and Probation practices show positive outcomes for youth who do carry high counts of trauma indicators and high PACT scores. Nonetheless, recidivated youth also have these risks. Saturation with trauma and mental health services is the only step that has not yet been implemented across the first three years of the program; rather, most medical/behavioral health services are for healthcare access and referrals to clinical support. Saturation could be a significant step to curb recidivism and benefit youth long-term in addition to curbing future criminal justice involvement.

Rec 5: Decide who PREP is for.

A noticeable portion of youth who were served by PREP have low PACT scores and are younger than expected for the original program design. It will prove useful for Focus Forward and Probation leadership to consider whether PREP is for all youth versus the highest risk and oldest youth. The decision-making that stems from such a discussion may resolve the following two things:

First, should a singular profile for youth drive this program's enrollment, design, and JJC facility operations? A singular profile means that the program would be able to hone its practices for one type of youth profile and likely increase its successes. For example, only youth with a PACT score of 4 and within the age range of 17- to 18-years could be enrolled.

Second, should PREP be provided to general living pods, to a larger audience of youth? PREP is already serving a spectrum of youth in terms of demographic, risk, trauma, and institutionalization indicators. Should this reality be maximized by designing PREP services for several profiles of youth? For instance, should there be PREP services provided to youth profile X with a low saturation of case management and mentoring, youth profile Y with a moderate saturation of case management and mentoring, and youth profile Z with a heavy saturation of case management and mentoring? Such an approach can be informed by existing PREP data where different profiles of youth could be distilled by a review of demographic, risk, trauma, institutionalization, case management, and mentoring data.

Appendix

APPENDIX A | CONTACT INFORMATION

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APPENDIX B | PROGRAM EVALUATION PLAN

Focus Forward with Probation, PREP Comprehensive Assessment Plan				
Outcome	Indicator	Measurements	Data Collection Strategy	Responsible Parties
1.) Youth complete case plans.	Participants complete application and develop case plans with case managers.	a.) Number and percentage of participants who are referred to Focus Forward and are eligible for PREP; b.) Number and percentage of participants who develop case plans with a case manager.	1.) Probation, JAS; 2.) Enrollment form; 3.) PREP Youth Assessment e-Form; 4.) PREP Case Plan.	1.) Probation, Automation team; 2.) Initial interviewing staff member; 3.) Weekly data entry for case file by Social Worker, Program Coordinator, Family Support Specialists.
	Participants engage in Focus Forward and referral services/programs.	a.) Number and percentage of participants who participate in Focus Forward and referral programs ¹ during custody and re-entry; b.) Number and percentage of participants who graduate/complete services/programs (as appropriate) (e.g. food handler certificate, mentoring, etc.).	1.) Probation, Leadership Pod Log of service providers working in Leadership Pod; 2.) PREP Case File e-Form; 3.) PREP Re-Entry Status Assessment; 4.) Satisfaction Survey.	1.) Initial interview staff member; 2.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 3.) Status Survey interview staff member at 60-days and 12-months; 4.) Satisfaction Survey interview at 12-months or end of services.
	Participants regularly communicate with case managers and Probation Officer.	a.) Number and percentage of participants who have weekly contact with case managers and Probation Officer during custody (i.e. phone or in-person); b.) Number and percentage of participants who have weekly contact with their case managers and Probation Officer during re-entry (i.e. phone or in-person).	1.) Probation, Chronos; 2.) PREP Case File e-Form; 3.) PREP Re-Entry Status Assessment; 4.) Satisfaction Survey.	1.) Probation, Automation team; 2.) Weekly data entry for case file by Social Worker, Program Coordinator, Family Support Specialists; 3.) Status Survey interview staff member at 60-days and 12-months; 4.) Satisfaction Survey interview at 12-months or end of services.
	Participants reduce risky behaviors in the four areas of Academics, Life Skills, Medical/Behavioral Health, and/or Workforce.	a.) Number and percentage of participants who show risks in any of the four areas; b.) Number and percentage of participants who received emergency referrals/ services based on enrollment and assessment interview pertaining to risks (e.g. Post Traumatic Stress, abuse, etc.); c.) Number and percentage of participants who reduced risks in one or more of the four areas.	1.) PREP Youth Assessment e-Form; 2.) PREP Case File e-Form; 3.) PREP Re-Entry Status Assessment.	1.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 2.) Status Survey interview staff member at 60-days and 12-months.

¹ Referrals made and outcomes given by Focus Forward staff will be formally recorded. Referrals made and outcomes given by Probation Officer are not always formally recorded and will not be included as a data point when analyzing evaluation data.

1.) Youth complete case plans. (continued)	Participants increase resiliency around the barriers identified in the four areas of Academics, Life Skills, Medical/Behavioral Health, and/or Workforce.	a.) Number and percentage of participants whose lives show barriers in any of the four areas; b.) Number and percent of participants who received emergency referrals/ services based on enrollment and assessment interview pertaining to barriers (e.g. homelessness); c.) Number and percentage of participants who reduced risks in one or more of the four areas.	1.) PREP Youth Assessment e-Form; 2.) PREP Case File e-Form; 3.) PREP Re-Entry Status Assessment.	1.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 2.) Status Survey interview staff member at 60-days and 12-months.
	Participants contribute to public safety.	a.) Number and percentage of participants who are not adjudicated/convicted of new crimes within 12 months of their release from custody; b.) Number and percentage of participants who participate in volunteer and/or unpaid internships/trainings; c.) Number and percentage of participants who participate in civic engagement activities.	1.) Probation, JAS ; 2.) PREP Youth Assessment e-Form; 3.) PREP Case File e-Form; 4.) PREP Re-Entry Status Assessment; 5.) Satisfaction Survey.	1.) Probation, Automation team ; 2.) Weekly data entry for case files by Social Worker, Program Coordinator, Family Support Specialists; 3.) Status Survey interview staff member at 60-days and 12-months; 4.) Satisfaction Survey interview at 12-months or end of services.
	Participants complete case plans and goals specific to the four areas of Academics, Life Skills, Medical/Behavioral Health, and/or Workforce.	a.) Number and percentage of participants who complete case plans; b.) Number and percentage of participants who complete Academic goals (as appropriate); c.) Number and percent of participants who complete Workforce goals (as appropriate); d.) Number and percent of participants who complete Medical/Behavioral Health goals (as appropriate); e.) Number and percent of participants who complete Life Skills goals (as appropriate).	1.) PREP Youth Assessment e-Form; 2.) PREP Case File e-Form; 3.) PREP Re-Entry Status Assessment.	1.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 2.) Status Survey interview staff member at 60-days and 12-months.

2.) Families complete case plans (e.g. guardians, siblings, etc. based on youth's household setting).	Family participants complete case plans with case managers.	a.) Number and percentage of participants who develop case plans with a case manager.	1.) Enrollment form; 2.) PREP Family Assessment e-Form; 3.) PREP Case Plan.	1.) Initial interview staff member; 2.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists.
	Family participants engage in Focus Forward and referral services/programs.	a.) Number and percentage of participants who participate in Focus Forward and referral programs ² during custody and re-entry; b.) Number and percentage of participants who graduate/complete services/programs (as appropriate) (e.g. food handler certificate, mentoring, etc.).	1.) PREP Case File e-Form; 2.) PREP Re-Entry Status Assessment; 3.) Satisfaction Survey.	1.) Initial interview staff member; 2.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 3.) Status Survey interview staff member at 60-days and 12-months; ; 4.) Satisfaction Survey interview at 12-months or end of services.
	Family participants regularly communicate with case managers and Probation Officer.	a.) Number and percentage of participants who have weekly contact with case managers and Probation Officers during custody (i.e. phone or in-person); b.) Number and percentage of participants who have weekly contact with their case managers and Probation Officers during re-entry (i.e. phone or in-person).	1.) Probation, Chronos; 2.) PREP Case File e-Form; 3.) PREP Re-Entry Status Assessment; 4.) Satisfaction Survey.	1.) Probation, Automation team; 2.) Weekly data entry for case file by Social Worker, Program Coordinator, Family Support Specialists; 3.) Status Survey interview staff member at 60-days and 12-months; 4.) Satisfaction Survey interview at 12-months or end of services.
	Participants reduce risky behaviors in the four areas of Academics, Life Skills, Medical/Behavioral Health, and/or Workforce.	a.) Number and percentage of participants who show risks in any of the four areas; b.) Number and percentage of participants who received emergency referrals/ services based on enrollment and assessment interview pertaining to risks (e.g. Post Traumatic Stress, abuse, etc.); c.) Number and percentage of participants who reduced risks in one or more of the four areas.	1.) PREP Family Assessment e-Form; 2.) PREP Case File e-Form; 3.) PREP Family Status Assessment.	1.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 2.) Status Survey interview staff member at 60-days and 12-months.

² Referrals made and outcomes given by Focus Forward staff will be formally recorded. Referrals made and outcomes given by Probation Officer are not always formally recorded and will not be included as a data point when analyzing evaluation data.

2.) Families complete case plans (e.g. guardians, siblings, etc.). (continued)	Participants increase resiliency around the barriers identified in the four areas of Academics, Life Skills, Medical/Behavioral Health, and/or Workforce.	a.) Number and percentage of participants whose lives show barriers in any of the four areas; b.) Number and percent of participants who received emergency referrals/ services based on enrollment and assessment interview pertaining to barriers (e.g. homelessness); c.) Number and percentage of participants who reduced risks in one or more of the four areas.	1.) PREP Family Assessment e-Form; 2.) PREP Case File e-Form; 3.) PREP Family Status Assessment.	1.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 2.) Status Survey interview staff member at 60-days and 12-months.
	Participants complete case plans and goals specific to the four areas of Academics, Life Skills, Medical/Behavioral Health, and/or Workforce.	a.) Number and percentage of participants who complete case plans; b.) Number and percentage of participants who complete Academic goals (as appropriate); c.) Number and percent of participants who complete Workforce goals (as appropriate); d.) Number and percent of participants who complete Medical/Behavioral Health goals (as appropriate); e.) Number and percent of participants who complete Life Skills goals (as appropriate). *Multiple members of one family are considered a single unit for the purposes of aggregate data.	1.) PREP Family Assessment e-Form; 2.) PREP Case File e-Form; 3.) PREP Family Status Assessment.	1.) Weekly data entry by Social Worker, Program Coordinator, Family Support Specialists; 2.) Status Survey interview staff member at 60-days and 12-months.
Last Edited: 08/31/2016				

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2. Critical Elements of Juvenile Reentry in Research and Practice (David Altschuler and Shay Bilchik, 2014)
3. Emotional First Aid (Guy Winch, 2014)
4. Scared Sick: The Role of Childhood Trauma in Adult Disease (Robin Karr-Morse and Meredith S. Wiley, 2012)
5. Solutions for Youth: An Evaluation of the Latin American Youth Center's Promotor Pathway Program (Brett Theodos, Michael R. Pergamit, Alexandra Derian, Sara Edelstein, and Allison Stolte, 2016)
6. Substance Abuse and Mental Health Services Administration <http://www.integration.samhsa.gov/>

APPENDIX C | SERVICE DELIVERY & DATA COLLECITON TOOLS

Please request these materials directly from Focus Forward.

APPENDIX D | REFERENCES THAT DRIVE PROGRAM DESIGN AND THE STUDY

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