SAN MATEO COUNTY PROBATION DEPARTMENT

Fresh Lifelines for Youth
Annual Evaluation

2019-2020

About the Researcher

Applied Survey Research (ASR) is a nonprofit social research firm dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom strategies. The firm was founded on the principle that community improvement, initiative sustainability, and program success are closely tied to assessment needs, evaluation of community goals, and development of appropriate responses.

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Program Description

The mission of Fresh Lifelines for Youth, Inc. (FLY) is to prevent juvenile crime and detentions through law-related education, mentoring, and leadership training.

Youths involved in the juvenile justice system or those at risk of system involvement often lack the developmental assets they need to thrive.[1] FLY's programs address this gap by helping youths acquire multiple internal and external positive supports and strengths that are important for adolescent development.

FLY's programs promote safety in the community and prevent juvenile detention by working with at-risk and juvenile justice-involved youths to identify and develop their strengths through the Law and Leadership Programs. These programs provide opportunities for youths to develop strengths through critical thinking, peer leadership, community service, and service learning.

The key features of the Law and Leadership Programs are:

- *Law Program*: Youths receive 12 sessions of FLY's law-related education curriculum, consisting of weekly two-hour sessions that focus on key experiential components (e.g., role plays, juvenile justice system stakeholder visit, field trip, recognition ceremony). The curriculum is interactive and incorporates social-emotional learning (SEL) practices to provide: a) knowledge of youths' rights and responsibilities under the law, b) a safe space for trying new behaviors and identities, c) a community that supports positive actions and choices, d) training on empathy and social awareness, and f) self-efficacy to recognize one's own potential.

- *Leadership Program*: During this 10-month program, youths receive one-on-one coaching, case management, and peer mentoring support to activate positive change. Youths who have completed the Law Program or who are referred by the Probation Department are invited to apply to join the Leadership Program. Applicants attend an interview and orientation following a process that mirrors a job interview to help youths build vocational skills. After acceptance into the program, youths attend a three-day retreat in the Santa Cruz Mountains, where they learn how to set personal, educational, and professional goals, as well as engage in leadership and community activism. FLY Case Managers regularly meet one-on-one with youths to help them engage with and achieve their goals. Together, youths design, plan, and engage in a service learning project to address an issue in their communities. Aside from providing community service to their neighborhoods, youths develop an understanding of how their choices and actions can create positive outcomes for themselves and others.

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[1] *Chew, W. et al. (2010). Developmental assets: profile of youth in a juvenile justice facility. https://doi.org/10.1111/j.1746-1561.2009.00467.x*

Programmatic Challenges in Fiscal Year 2019-20

FLY's San Mateo County Law and Leadership Programs overcame unprecedented challenges this past year. In October and November, two members of the Leadership team moved on from FLY, and a third transitioned to another role within the organization in December. Luckily, the remaining lead Case Manager moved into the role of Program Manager and hired an extremely strong team, who maintained high-quality services for youths throughout the year.

More significantly, starting in mid-March, COVID-19 demanded a thorough reworking of programs, which have traditionally relied on the regular in-person interactions of staff with youths to maintain high-quality relationships. These changes looked different in each program, but the shifts in both programs demonstrated the incredible resilience, commitment, and creativity of FLY staff in serving youths in San Mateo County.

COVID-19 Impact and Response

Law Program: After a strong and successful Fall program, for which principals at multiple schools lauded FLY's presence as "transformative" to school culture, the Law Program had just restarted in February for the Spring semester. When it became clear that FLY could no longer provide Law classes in-person at schools, the Law team took a two-fold approach to connecting with and supporting youths. First, FLY worked quickly to redesign its curriculum for virtual settings. Within three weeks, they had established online Google Classrooms, prepared digital content that could be shared in video calls with youths, and coordinated with school leaders to connect with students and engage them in class. FLY provided an important connection between youths and caring adults who created space for them to discuss their experiences and process the communal trauma of COVID-19. Law staff continued to focus on helping youths reflect on how to keep themselves and their communities safe and to build their strengths in the Law Program so they could imagine positive futures. Second, knowing that FLY youths can face challenging needs in their personal lives, FLY shifted toward helping youths identify and access helpful resources. This included identifying safety net sources of food, hygiene supplies, rental assistance, and technology support, as well as securing access to funds and materials specifically for FLY youths. As part of the GiveTogetherNow campaign, FLY connected youths in the Law Program with cash assistance for their families to help them manage the financial impact of the COVID-19 pandemic. Further, by maintaining connections with youths through resource navigation, FLY also helped them address other safety issues that arose with the Shelter-In-Place (SIP) Order – specifically, increased issues around substance use and domestic violence. FLY did lose touch with large numbers of youths that had been attending classes in person. However, those they reached virtually knew that FLY was there to help in many ways.

Leadership Program: Similar to the Law Program, the Leadership Program made rapid, important changes to services in response to COVID-19. Case Managers continued meeting with youths regularly, but virtually. Initially, much more time was devoted to engaging with parents and other family members to problem-solve, navigate resources, and work toward stability. As with the Law Program, FLY provided significant resources to youths in the

Leadership Program, including cash assistance, food, computers, and phones. Further, Case Managers sent care packages to youths, helping to support healthy choices and guide youths in developing positive coping practices for the stress and uncertainty of this time. As Leadership youths and their families became more stable, Case Managers continued work with youths to develop Social Emotional Learning (SEL) skills, connect with peers, and explore social issues through a service-learning project on sex trafficking in San Mateo County. While schooling was disrupted and uneven for FLY youths, their connections with their Case Managers and peers in the Leadership Program remained reliable. And while FLY saw a short-term dip in dosage with some youths in March, case management levels returned to nearly the same levels as the months leading up to the shutdown. The Leadership Program held multiple online events, including watching and discussing documentaries, playing online trivia together, sharing meals, and taking synchronous walks together over Facetime. By mid-May, Case Managers across FLY developed a new "playbook" of virtual case management practices. By leveraging its existing skills in strengths-based and trauma-informed care and practices of Motivational Interviewing, FLY developed new ways to engage youths with families in the transformative experiences of the Leadership Program. In June, FLY held a virtual party to celebrate three Leadership youths who graduated from high school in the Spring!

Evaluation Methods

Programs provided by FLY are funded by San Mateo County Juvenile Probation's (Probation) Juvenile Probation and Camp Funding (JPCF) and Juvenile Justice Crime Prevention Act (JJCPA). FLY monitors programs and reports client, service, and outcome data to Probation and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect this data are:

Participants and Services: Grantee programs collected demographic data (e.g., race/ethnicity, gender, etc.) and service data (e.g., type of services, hours of services, etc.) for individual participants. Program staff entered these data into their own data systems prior to transferring the data to ASR for analysis.

Risk Factors: Grantee programs used two assessments, the Juvenile Assessment and Intervention System (JAIS) and the Child Adolescent Needs and Strengths (CANS) assessment, to provide a standard measure of risk, life functioning, and areas of strength and need for youths:

- **JAIS:** This is a widely used criminogenic risk, strengths, and needs assessment tool that assists in the effective and efficient supervision of youths, both in institutional settings and in the community. The JAIS has been validated across ethnic and gender groups. It consists of a brief prescreen assessment (JAIS Risk), in addition to full assessment and reassessment components (JAIS Assessment and JAIS Reassessment). Each assessment has two form options based on the youth's gender. Probation has elected to administer the JAIS to all youths in institutions as well as in community programs. The JAIS Girls Risk consists of eight items, and the JAIS Boys Risk consists of ten items; each assessment yields an overall risk level of low, moderate, or high.

- **CANS:** This is a multi-purpose tool developed for children's services to support decision-making in determining level of care and service planning, to facilitate quality improvement initiatives, and to allow outcome monitoring. The CANS consists of items scored on a 4-point scale of 0-3, with a score of two or three indicating an actionable need. The assessment groups items into several core modules, including Youth Strengths, Risk Behaviors, Behavioral/Emotional Needs, Life Functioning, Caregiver Strengths and Needs, and Acculturation. Secondary modules that can be triggered by answers to specific core module items include School, Trauma, Substance Use, and Juvenile Justice.

Outcomes: Like all Juvenile Justice Crime Prevention Act (JJCPA) funded programs, FLY collects data for several justice-related outcomes for program participants. Probation has elected to report these outcomes at 180 days post entry. The reference or comparison group reflects the past year's cohort of program participants to interpret FY 2019-20 outcomes. In FY 2019-20, FLY collected the following outcome measures:

- Arrests
- Detentions
- Probation violations
- Probation completions
- Court-ordered restitution completion
- Court-ordered community service completion

FLY also collected six program-specific outcome measures in its Law and Leadership Programs to track progress toward the goal of improving the youth's outcomes:

- Youth have access to positive adult role models
- Youth are more likely to make healthier choices
- Youth have more confidence to deal with negative peer pressure
- Youth have hope for their future
- Youth make positive changes
- Youth are less likely to break the law

Evidence-Based Practices: JJCPA-funded and JPCF-funded programs are encouraged to follow evidence-based practices. To augment Probation's knowledge of which programs are being implemented by funded partners, each funded program has provided a catalogue of its practices since the FY 2017-18 evaluation period. After receiving this information, ASR runs any new catalogued practices reported through several clearinghouses to determine whether the practices were[2]:

- Evidence-based theory or premise
- Evidence-based model, shown by multiple experimental or quasi-experimental studies to be effective
- Evidence-based practices, or modalities shown to promote positive outcomes
- Evidence-based tools, or instruments that have been validated (concurrent and predictive)

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[2] *For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2019-20.*

Evaluation Findings

FY 2019-20 Highlights

- The number of youths served decreased by 49% in FY 2019-20. However, youths spent a longer time in the program (3.5 months) and had more service hours (12.8 hours) compared with FY 2018-19.
- Youth risk levels differed by funding stream. According to the JAIS Risk Assessment, JJCPA-funded youths tended to be at higher risk (67% Moderate and 33% Low) than JPCF-funded youths (6% Moderate and 88% Low).
- FLY assessed 57% of the youths served using the CANS. Many strengths were identified for youths, including stable and consistent permanent relationships, family support, and social connectedness. Of the youths with baseline assessments, 59% of JJCPA-funded youths and 24% of JPCF-funded youths had three or more actionable needs when they entered the program across Risk Behavior, Juvenile Justice, Substance Use, and Behavioral and Emotional needs modules. The number of youths with actionable Substance Use needs declined on follow-up assessments compared with baseline for youth in both funding streams; in addition, JJCPA youths decreased Risk Behaviors and JPCF youth decreased Behavioral and Emotional Needs.
- In FY 2019-20, percent of youths arrested for a new violation, youths with detentions, youths with probation violations, and completion of probation at 180 days increased from FY 2018-19.

Profile of Youths Served

- During FY 2019-20, FLY served a total of 230 unique youths: 61 youths funded by JJCPA and 170 youths funded by JPCF. Twenty-two youths were funded by both JJCPA and JPCF. Overall, five youths (2%) participated in both the Law and Leadership Programs (Tables 1- 4).
- **JJCPA:** Youths in the Leadership Program received the highest average hours of service per youth, at 38.6, and the highest average service duration of 9.8 months. Those in the Law Program received an average of 11.1 hours of service and averaged 2.8 months in the program.
- **JPCF:** Youths in the Leadership Program funded by JPCF received an average of 37 hours of service and averaged 9.6 months in the program. Those in the Law Program funded by JPCF received an average of 8.9 hours of service and averaged 2.6 months in the program.
- The average age of youths was 17.3 years for JJCPA and 17.1 years for JPCF. Within JJCPA, Law Program youths were younger (17.1 years) than youths in the Leadership Program (17.8 years). Similarly, those in the Law Program funded by JPCF were younger (17.0 years) than those in the Leadership Program (17.5 years).
- Both JJCPA and JPCF served a high percentage of Hispanic/Latino youths (74% and 64%, respectively). Within JJCPA, the Law Program served a higher percentage of Hispanic/Latino youths (77%), whereas the Leadership Program served 62% of youths identifying as Hispanic/Latino, and 15% as White/Caucasian. Within JPCF, both the Law and the Leadership Program served 65% and 62% of youths who identified as Hispanic/Latino, respectively.
- Majority of youths served by JJCPA and JPCF were male (82% and 63%, respectively). The Law Program in general served more males (88% JJCPA and 64% JPCF were male) than the Leadership Program (58% JJCPA and 46% JPCF were male).

Table 1.   FLY Youth Services, All Probation Youths

YOUTH SERVICES	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
All Probation Youths					
Youths Served	94	90	434	449	**230**
Average Hours Served	44.5	22.8	15.2	8.9	**12.8**
Average Time in Program (Months)	6.4	N/A	3.4	2.9	**3.5**

Note: Number of youths served represents the unduplicated count of youths. Five youths participated in both Law and Leadership Programs.

Table 2.   FLY Youth Services, by Program and Funding Source

JJCPA-Funded*	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Leadership Program					
Youths Served	42	21	40	11	**13**
Average Hours Served	85.9	31.0	31.0	29.7	**38.6**
Average Time in Program (Months)	6.6	N/A	7.5	9.7	**9.8**
Law Program					
Youths Served	Data not collected in prior fiscal years	80	394	45	**49**
Average Hours Served		12.4	12.7	9.5	**11.1**
Average Time in Program (Months)		N/A	2.8	2.6	**2.8**
JPCF-Funded	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Leadership Program					
Youths Served	Not funded through JPCF in these years			17	**13**
Average Hours Served				31.7	**37.0**
Average Time in Program (Months)				10.6	**9.6**
Law Program					
Youths Served	Not funded through JPCF in these years			384	**160**
Average Hours Served				7.7	**8.9**
Average Time in Program (Months)				2.5	**2.6**

*Note: One youth was served in both the Law and Leadership Programs under the JJCPA funding stream. Three youths were served in both the Law and Leadership Programs under the JPCF funding stream. One youth was served under JPCF Law and JJCPA Leadership Programs. *Twelve youths within the Law Program and nine youths within the Leadership Program were served by both JJCPA and JPCF funding streams during the FY. For the purposes of reporting, their service data is reported in the JJCPA funding stream.*

Table 3. FLY Race/Ethnicity Profile, by Funding Source

JJCPA PROGRAMS	Hispanic/ Latino	White/ Caucasian	Black/ African American	Asian/ Pacific Islander	Multi-Racial/ Ethnic	Other
Law	77%	5%	5%	11%	2%	0%
Leadership	62%	15%	8%	8%	8%	0%
JJCPA Total	**74%**	**7%**	**5%**	**11%**	**4%**	**0%**
JPCF PROGRAMS	Hispanic/ Latino	White/ Caucasian	Black/ African American	Asian/ Pacific Islander	Multi-Racial/ Ethnic	Other
Law	65%	7%	5%	9%	6%	8%
Leadership	62%	8%	8%	0%	23%	0%
JPCF Total	**64%**	**7%**	**5%**	**9%**	**7%**	**7%**

JJCPA: Total n=57, Law n=44, Leadership n=13. JPCF: Total n=151, Law n=138, Leadership n=13. Note: Percentages may not total 100 due to rounding.

Table 4. FLY Gender and Age Profile, by Funding Source

JJCPA PROGRAMS	MALE	FEMALE	Transgender/ Other	AVERAGE AGE OF YOUTH
Law	88%	13%	0%	17.1
Leadership	58%	42%	0%	17.8
JJCPA Total	**82%**	**18%**	**0%**	**17.3**
JPCF PROGRAMS	MALE	FEMALE	Transgender/ Other	AVERAGE AGE OF YOUTH
Law	64%	36%	1%	17.0
Leadership	46%	54%	0%	17.5
JPCF Total	**63%**	**37%**	**1%**	**17.1**

JJCPA: Total n=60-62, Law n=48-49, Leadership n=12-13. JPCF: Total n=163-165, Law n=166-168, Leadership n=13. Note: Percentages may not total 100 due to rounding.

Risk Indicators

In FY 2019-20, FLY served youths across the JAIS risk spectrum of Low to High (Tables 5 & 6). Similar to FY 2018-19, no JJCPA-funded youth scored as High risk, and about two-thirds scored as Moderate risk. For JPCF, a vast majority (88%) scored as Low risk. Sample sizes for both funding streams are small, and thus proportions should be interpreted cautiously when compared with risk levels of previous years.

Table 5. JAIS Risk Levels (JJCPA)

JAIS RISK LEVEL	FY 15-16	FY 16-17	FY 17-18	FY 18-19 (JJCPA)	FY 19-20 (JJCPA)
Low	55%	53%	45%	25%	**33%**
Moderate	34%	40%	42%	75%	**67%**
High	11%	6%	13%	0%	**0%**

FY 2019-20 n=9.

Table 6.   JAIS Risk Levels (JPCF)

JAIS RISK LEVEL	FY 18-19 (JPCF)	FY 19-20 (JPCF)
Low	76%	**88%**
Moderate	24%	**6%**
High	0%	**6%**

FY 2019-20 n= 17.

When disaggregated by gender and funding stream, comparisons by gender should be made cautiously due to significant sample size limitations. A higher proportion of female and male youths scored Moderate on the criminogenic risk scale for JJCPA (Figure 1). In contrast, youths funded by JPCF overall showed more variability, with the majority of youths scoring as Low risk, and one youth who scored High.

Figure 1.   Criminogenic Risk Level by Gender and Funding Stream
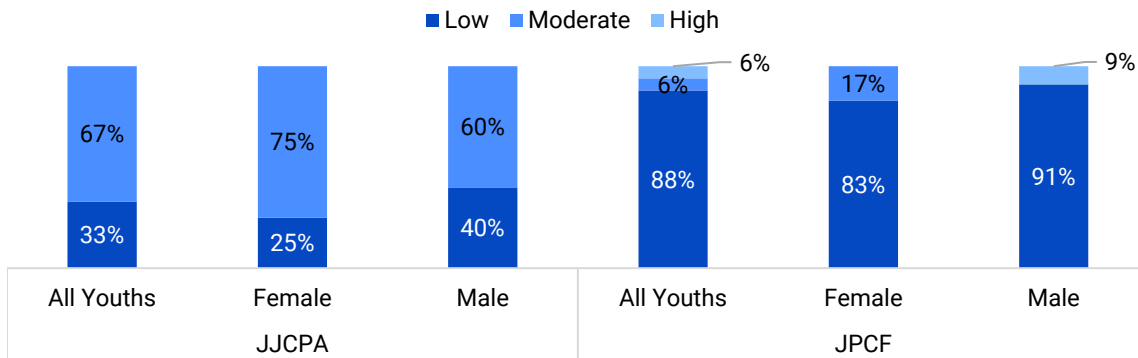
JJCPA: All Youths n=9, Female n=4, Male n=5. JPCF: All Youths n=17, Female n=6, Male n=11.

FLY evaluated certain risk indicators upon entry for JJCPA youths, including if the youth had a drug or alcohol problem, a school attendance problem, and whether they had been suspended or expelled from school in the past year. In FY 2019-20, nearly one out of three (29%) youths had an alcohol or drug problem at entry. Additionally, about one-fifth of youths entered with an attendance problem (18%), and 44% had been suspended or expelled in the past year (Table 7).

Table 7.   Youth Risk Indicators at Program Entry (JJCPA only)

RISK INDICATORS AT PROGRAM ENTRY	FY 18-19	FY 19-20
Alcohol or Drug Problem	14%	**29%**
Attendance Problem	2%	**18%**
Suspension/Expulsion in Past Year	12%	**44%**

FY 2019-20 n=34.

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Youth Strengths and Service Needs

In FY 2019-20, FLY gathered CANS assessment data from 130 (44 JJCPA and 86 JPCF) of 230 (57%) youths served using one youth strengths module, two core needs modules (Behavioral/Emotional Needs and Risk Behavior), and two secondary modules (Substance Use and Juvenile Justice). A total of 99 youths (32 JJCPA and 67 JPCF) had baseline assessments, and 47 youths (20 JJCPA and 27 JPCF) had both baseline and follow-up assessments within the fiscal year. Table 8 contains a breakdown of the number of youths by program within funding streams who had a baseline assessment and those with a baseline plus a follow-up assessment.

Table 8.   Number of Youths with CANS assessments by FLY Program and Funding Stream

FUNDING AND PROGRAM	BASELINE	BASELINE AND FOLLOW-UP
JJCPA Total	32	20
Law Program	20	9
Leadership Program	12	11
JPCF Total	67	27
Law Program	55	16
Leadership Program	12	11

Baseline Assessment

The average number of centerpiece or therapeutically useful strengths identified at baseline per youth was 7.4 (7.2 JJCPA and 7.5 JPCF) out of 12, with 99% (97% JJCPA and 100% JPCF) of youths with at least one strength. FLY rated youths as possessing just over the average number of youth strengths compared with all programs funded by San Mateo Probation, which averaged 6.1 strengths per youth and 93% of youths possessing at least one strength.

For both funding streams at baseline, relationship permanence was the most common centerpiece strength identified (47% for JJCPA and 59% for JPCF), and for JJCPA, Family (44%) and Educational setting (40%) were also centerpiece strengths for many youths. Just over three-quarters of JJCPA participants were identified as having skills or readiness to facilitate social connectedness (78%), be actively involved (79%), and be optimistic (75%) (Figure 2). Strength-building needs for JJCPA-funded youths were the same as for other San Mateo Probation-funded programs including community connection (69%) and spiritual or religious support if appropriate (81%). Help to develop talents and interests (50%) was also a frequently identified need.
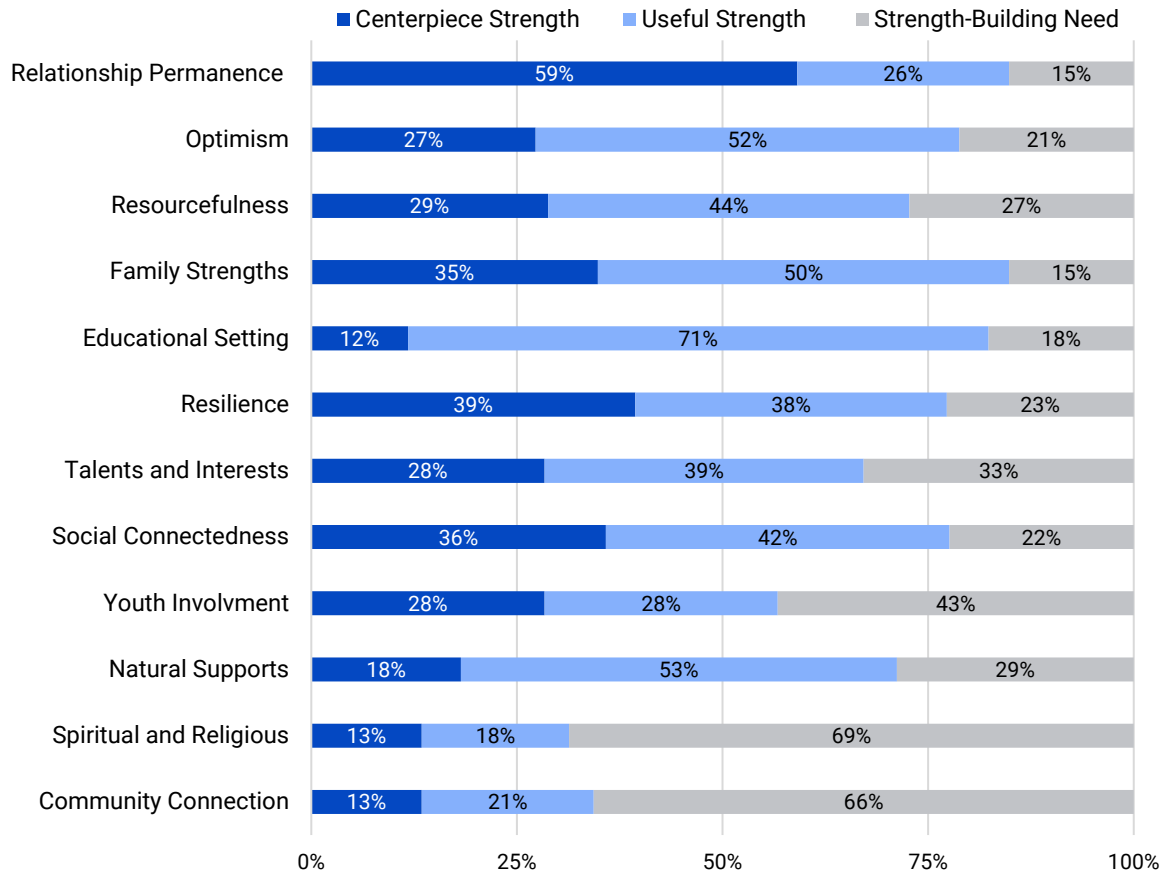
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Figure 2.   Percentage of Youths with Each Strength at Baseline (JJCPA)
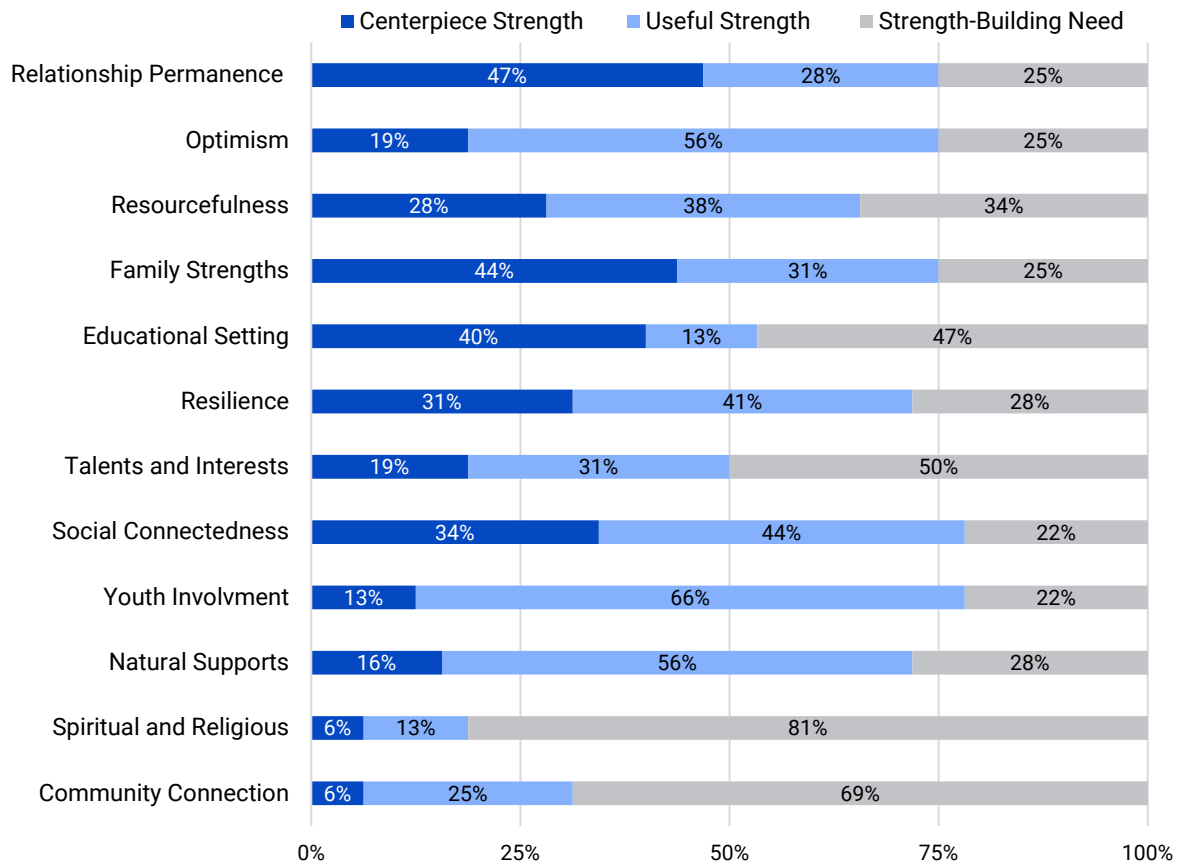
n=37 for all items except Educational Setting (n=15). The order of items matches the San Mateo Probation Comprehensive Report.

For JPCF, in addition to having stable relationships, 85% of youths were identified as having a sense of family connectedness (family strengths), 83% of those assessed had strong educational support systems, and a majority presented with optimistic outlooks (79%), social connectedness (78%), and resilience (77%) that could support progress on attaining service goals (Figure 3). Strength-building needs for JPCF youths were the same as for other San Mateo Probation-funded programs. They included greater connection to the youth's community (66%), spiritual or religious support if appropriate for the youth (69%), and unlike JJCPA-funded youth, an additional need was identified to support the youth's own involvement in developing service goals and working toward them (43%).

Figure 3. **Percentage of Youths with Each Strength at Baseline (JPCF)**

n=66-67 for all items except Educational Setting (n=17). The order of items matches the San Mateo Probation Comprehensive Report.

Nearly three out of five (59%) of the 32 JJCPA-funded-youths and a quarter (24%) of the 67 JPCF-funded youths assessed at baseline had three or more actionable needs, both higher than the percentages in FY 2018-19 (Figure 4).

Figure 4. **Percentage of Youths with Three or More Actionable Needs at Baseline by Funding Stream**
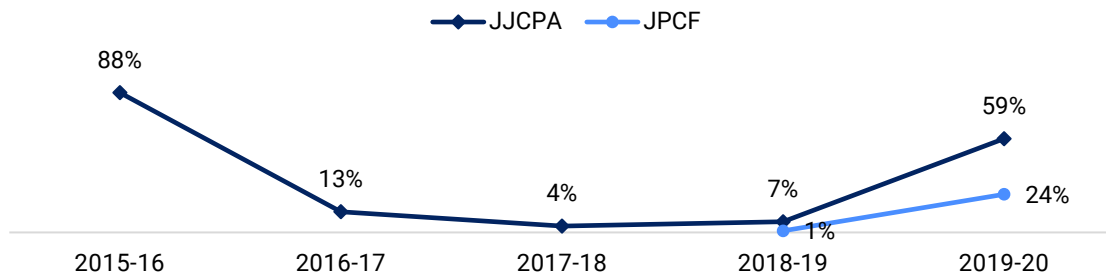
FY19-20 JJCPA n=32, JPCF n=67.

Figure 5 presents the percentage of youths administered a baseline CANS assessment having at least one actionable need in that module by funding stream. A high percentage of youths, regardless of funding stream, had actionable needs in most of the CANS indicators, including suspected substance use issue, engaging in risk behaviors including delinquency, and recent juvenile justice involvement. More youths served by FLY had these needs than youths served by other San Mateo Probation grantees, most notably in the need to address issues that accompany substance use disorder and/or recent delinquent behavior or a justice involvement incident.

Figure 5.   Percent of Youths with at Least One Moderate or Significant Need Per CANS Module at Baseline by Funding Stream
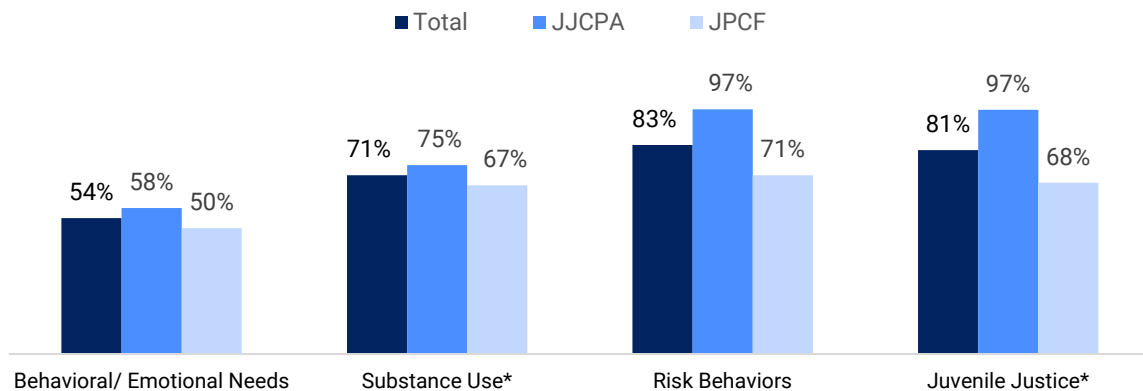
*JJCPA: Behavioral/Emotional Needs n=12, Substance Use n=12, Risk Behaviors n=31, Juvenile Justice n=31. JPCF: Behavioral/Emotional Needs n=11, Substance Use n= 11, Risk Behaviors n=37, Juvenile Justice n=67. *Results include needs identified on core items or secondary modules.*

Change over Time

The 47 youths with both a baseline and follow-up assessment were analyzed. Only data from youths with at least one baseline and one follow-up assessment were included in the analysis to reflect more accurately the change in the number of youths with actionable needs over time. The number of matching assessments varied by module.

The number of youths served under JJCPA funding with at least one centerpiece strength increased from 60% to 90% (n=20), and youths served under JPCF funding with at least one centerpiece strength significantly increased from 74% to 96% (n=27).[3] This suggests that the program may have helped cultivate or identify actionable strengths among participants that did not have a centerpiece strength identified at baseline.

Figure 6 shows the percentage of youths with at least one actionable need at baseline and follow-up for JJCPA. The results show a large and statistically significant 64 percentage point decline in actionable needs related to substance use. Youths with actionable needs around risky behaviors including delinquency declined by 29 percentage points. Juvenile Justice involvement needs declined by six percentage points, and Behavioral/Emotional

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[3]*The JJCPA and JPCF increases were statistically significant, paired T-test, p < .05.*

Needs declined by half (28 percentage points). These results suggest movement in a positive direction however more baseline and follow-up assessments are needed to better understand how many youths are better off at follow-up.

Figure 6.   Decrease in Percentage of Youths with CANS Actionable Needs Over Time (JJCPA)
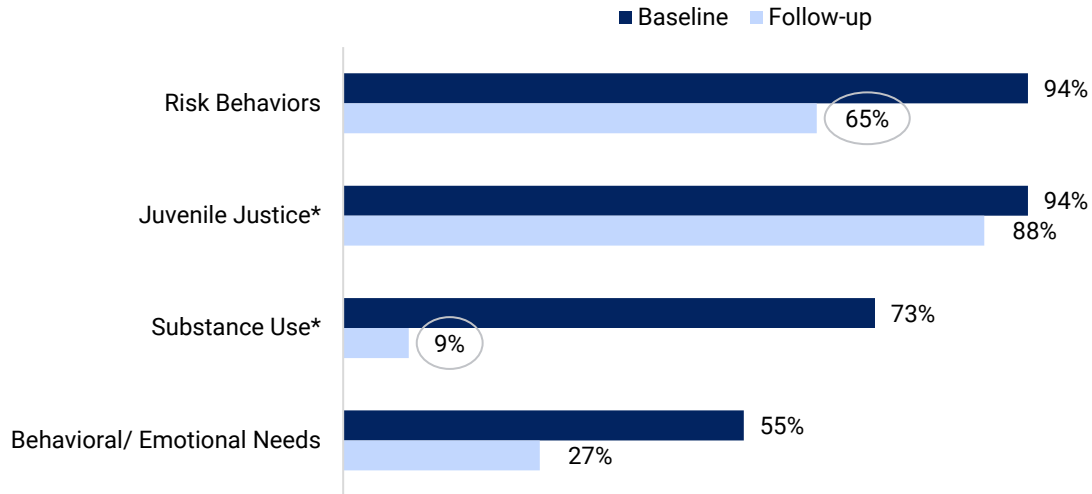
*Risk Behaviors n=17, Juvenile Justice n=18, Substance Use=11, Behavioral/Emotional Needs n=11. Note: Circles indicate statistically significant decreases from baseline to follow-up assessment using paired T-tests, p < .05. *Results include needs identified on core items or secondary modules.*

Figure 7 shows the percentage of youths with at least one actionable need at baseline and follow-up for JPCF. The results show that few youths had actionable needs around their use of substances or for behavioral and emotional needs at follow-up. Again, the number of youths assessed is small and therefore should be interpreted with caution.

Figure 7.   Decrease in Percentage of Youths with CANS Actionable Needs Over Time (JPCF)
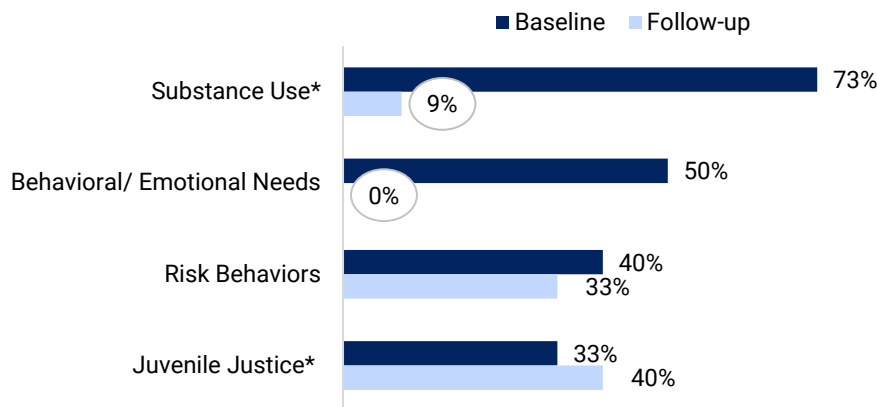
*Substance Use n=9, Behavioral/Emotional Needs n=10, Risk Behaviors n=15, Juvenile Justice n=15. Note: Circles indicate statistically significant decreases from baseline to follow-up assessment using paired T-tests, p < .05. *Results include needs identified on core items or secondary modules.*

As with JJCPA youths, the small number of youths assessed in some areas on these items provides evidence that some youths have decreased needs. However, more baseline and follow-up assessments are needed to better understand the proportion of youth who are better off at follow-up.

Justice Outcomes

Table 9 presents justice-related outcomes for 30 youths whose six-month post-entry evaluation milestone occurred in FY 2019-20. As shown, youths arrested for a new violation, youths with detentions, youths with probation violations, and completion of probation at 180 days increased from the previous fiscal year.

Table 9.   Justice Outcomes (JJCPA Only)

JUSTICE OUTCOMES	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Youths Arrested for a New Law Violation	2%	N/A	17%	16%	**27%**
Youths with Detentions	7%	35%	30%	31%	**53%**
Youths with Probation Violations	N/A	N/A	20%	22%	**65%**
Completion of Probation at 180 Days	14%	42%	7%	9%	**12%**
Completion of Restitution	*	*	*	0%	*
Completion of Community Service	*	*	*	20%	*

FY 2019-20 Youths Arrested for a New Law Violation n=30, Youths with Detentions n=30, Youths with Probation Violations n=17, Completion of Probation at 180 Days n=17, Completion of Restitution n =3, Completion of Community Service n=1. * Indicates that no youths were in that category in the fiscal year, or data were suppressed due to a sample size below five.

Program-Specific Outcomes

FLY's Law Program achieved measurable impact (Tables 10 & 11). At the end of the program, FLY staff administered a Likert-scale survey to evaluate success. Youths in FLY's Law and Leadership programs reported the following outcomes, which program staff believe are the result of cultivating important developmental assets.

Table 10.   Program Specific Outcomes − JJCPA

LAW PROGRAM PERFORMANCE MEASURES	FY 19-20 TARGET	FY 19-20 RESULTS
Youth report that the program gave them access to positive adult role models.	80%	**94%**
Youth report the program has given them more confidence to deal with negative peer pressure.	80%	**100%**
Youth report they are less likely to break the law after being in FLY.	80%	**94%**
Youth report that after the program, they are more likely to make healthier choices.	N/A	**95%**
Youth report they want to make positive changes after being in FLY.	N/A	**95%**
Youth report they now have hope for their future.	N/A	**100%**
LEADERSHIP PROGRAM PERFORMANCE MEASURES	FY 19-20 TARGET	FY 19-20 RESULTS
Youth report that the program gave them access to positive adult role models.	80%	**100%**
Youth report the program has given them more confidence to deal with negative peer pressure.	80%	**82%**
Youth report they are less likely to break the law after being in FLY.	80%	**100%**
Youth report that after the program, they are more likely to make healthier choices.	N/A	**91%**
Youth report they want to make positive changes after being in FLY.	N/A	**100%**
Youth report they now have hope for their future.	N/A	**100%**

Table 11.   Program Specific Outcomes − JPCF

LAW PROGRAM PERFORMANCE MEASURES	FY 19-20 TARGET	FY 19-20 RESULTS
Youth report that the program gave them access to positive adult role models.	80%	**100%**
Youth report the program has given them more confidence to deal with negative peer pressure.	80%	**100%**
Youth report they are less likely to break the law after being in FLY.	80%	**89%**
Youth report that after the program, they are more likely to make healthier choices.	N/A	**93%**
Youth report they want to make positive changes after being in FLY.	N/A	**94%**
Youth report they now have hope for their future.	N/A	**96%**

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LEADERSHIP PROGRAM PERFORMANCE MEASURES	FY 19-20 TARGET	FY 19-20 RESULTS
Youth report that the program gave them access to positive adult role models.	80%	**100%**
Youth report the program has given them more confidence to deal with negative peer pressure.	80%	**89%**
Youth report they are less likely to break the law after being in FLY.	80%	**100%**
Youth report that after the program, they are more likely to make healthier choices.	N/A	**89%**
Youth report they want to make positive changes after being in FLY.	N/A	**100%**
Youth report they now have hope for their future.	N/A	**89%**

Evidence-Based Practices

In FY 2019-20, FLY programs were asked to provide the practices and curricula they employed in their programs. ASR then evaluated the catalogued programs to determine whether they were evidence-based or promising practices by running them through several evidence-based practice clearinghouses. Table 12 details the practices and curricula that FLY used in its programs.

Table 12.   Evidence-Based Practices

PRACTICE	IMPLEMENTATION	RATING
Law Related Curriculum	Cognitive Behavioral Therapy-based legal education curriculum includes weekly two-hour sessions and key experiential components such as role plays, debates, and mock city council hearings to capture youth's interest, educate them about the law, and build life skills. The curriculum covers relevant topics such as police encounters, accomplice liability, three strikes, theft, vandalism, drugs, gangs, and police arrests. The curriculum also teaches critical life skills such as anger management, problem solving, conflict resolution, and resisting negative peer pressure. Lessons are delivered once a week to groups of approximately 15-25 youths in the Law Program at community school-based sites, as well as at locked facilitates.	Although it incorporates the evidence-based practice of Cognitive Behavioral Therapy, it is not a nationally recognized evidence-based or promising practice.
Social-Emotional Learning (SEL)	In its Leadership Program, FLY uses the experiential Social-Emotional Learning activities of Creative, Resourceful, and Whole, created by Be The Change Consulting. These tools are designed to "transform trauma into opportunities for healing… and cultivate young people's ability to reach healthy, productive	Although not recognized as an evidence-based or promising practice on its own, many recognized evidence-based SEL programs and evidence-based

PRACTICE	IMPLEMENTATION	RATING
	adulthood and establish permanency."[4] FLY engages youths in a process of SEL skill development, moving from self-awareness through social-awareness, critical thinking, and ultimately to self-advocacy. By completing tools in alignment with youths' goals, FLY participants develop a sense of their own leadership identity.	instruction programs feature SEL.
Trauma Informed Care	Trauma-informed care is a strengths-based service delivery approach "that is grounded in an understanding of and responsiveness to the impact of trauma; that emphasizes physical, psychological, and emotional safety for both providers and survivors; that creates opportunities for survivors to rebuild a sense of control and empowerment."[5] FLY utilizes trauma-informed care in all its interactions with youths, based on the six core principles of Trauma Informed Care: safety, trustworthiness, peer support, collaboration, elevating youth's voice, and engagement with cultural, historical, gender, racial, and ethnic issues.	Evidence-based practice according to SAMHSA.[6]
Motivational Interviewing	In alignment with the National Institutes of Corrections evidence-based practices, FLY trains all staff on Motivational Interviewing. [7] Staff are trained on the spirit of MI, using client-centered skills, recognizing change talk, eliciting and reinforcing change talk, rolling with resistance, developing a change plan, consolidating client commitment, and integrating MI with other intervention methods. This approach is then incorporated into our Law and Leadership Programs through staff engagement with youths, whether in group settings like the Law classes or individually in Leadership case management. Staff performance evaluations include observation and feedback on MI skills application, and regular trainings are provided to all staff throughout the year.	Evidence-based practice according to the Center for Evidence-Based Practices.[8]

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[4] https://www.bethechangeconsulting.com/solutions/initiatives/coaching-case-management

[5] Source: Hopper, E. K., Bassuk, E. L., & Olivet, J. (2010). Shelter from the storm: Trauma-informed care in homeless service settings. The Open Health Services and Policy Journal, 3, 80-100

[6] SAMHSA. (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, p10. Pub ID#: SMA14-4884. https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf

7 https://nicic.gov/evidence-based-practices-ebp

[8] Center for Evidence-Based Practices (2018). Motivational Interviewing. Case Western Reserve University. Retrieved from https://www.centerforebp.case.edu/practices/mi

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Client Story

Each year, staff at funded programs provide client stories to help illustrate the effect of services on their clients. The following are two client stories provided by FLY for FY 2019-20: the first for a youth funded through JPCF, and the second funded through JJCPA.

Table 13.   Client Success Story - JPCF

Name of Client	Carolina
Age and Gender	16, female
Reason for Referral	Carolina learned about the Leadership Program through her participating in the Law Program classes at East Palo Alto Academy. She was encouraged by FLY staff in the Law Program to apply.
Client's Behavior, Affect, and Appearance When They First Started in the Program	Carolina was very interested in working with a Case Manager when she joined the Leadership Program. She suffered from a lot of anxiety and experienced a lot of tension at home. She described the situation as her having constant arguments with her caregiver.
Activity Engagement and Consistency	Due to scheduling conflicts, Carolina was only able to participate in a portion of the 3-day retreat. She was nervous to meet other youths in the program who had already spent time together. However, she committed to participating in events going forward and quickly became an important part of the Leadership Program community. Carolina attended community service events, pro-social activities, and FLY's annual showcase. She also was a leader in engaging in the new service-learning component of the Leadership Program, participating in a conference and discussion of sex trafficking in the county. Carolina also met with her Case Manager regularly to talk through challenges, work on social-emotional learning skill building, and track progress on goals she had set for herself early in the year. These connections became especially important when COVID-19 hit, helping Carolina manage these changes while staying on track.
Client's Behavior, Affect, and Appearance Toward the End of the Program	Over the course of the 10 months with Carolina, FLY has seen her develop many more skills in managing her anxiety and deescalating conflict. She practices meditation skills and seeks positive outlets for her feelings, like taking walks while talking with her Case Manager on the phone. As a result of the work that Carolina has done, the conflicts with her caregiver have significantly decreased, even as they must spend more time at home together. Carolina appears more confident, less anxious, and less quick to move to an aggressive approach compared to the start of program.

What the Client Learned as a Result of the Program	Carolina has learned skills in managing her anxiety in positive ways, de-escalating conflict, and improving communication with her family members. She has built self-awareness, social-awareness, and critical thinking skills.
What the Client is Doing Differently in Their Life Now as a Result of the Program	Carolina is taking more accountability for her actions (and reactions) and has learned how to constructively speak up when she needs help. She is able to articulate her needs more clearly and with less frustration and conflict with her family members.
The Value of the Program in the Client's Words	Carolina says, "I really appreciate having a Case Manager who constantly checks in with me and helps me remember my goals."

Table 14.   Client Success Story - JJCPA

Name of Client	Martin
Age and Gender	18, male
Reason for Referral	Martin first heard about the Leadership Program through his Law class at El Camino High School. He met the Leadership Program staff when they came to the class to talk about the program and was encouraged to apply.
Client's Behavior, Affect, and Appearance When They First Started in the Program	Martin felt very connected to the FLY staff leading the Law Program classes and enjoyed engaging in discussions around teens' rights and responsibilities under the law. He particularly appreciated FLY's strengths-based approach and felt valued in class in ways he hadn't experienced at school very often. As a result, he was eager to stay connected to FLY by joining the Leadership Program.
Activity Engagement and Consistency	Martin participated in many of the events for the Leadership Program, including the 3-day retreat, community service activities, and FLY's annual Showcase. He met with his Case Manager regularly and was invited to help conduct interviews with potential new FLY staff members. While COVID-19 disrupted some of Martin's engagement, he did remain in touch with his Case Manager, who helped him remember his goals and problem-solve new challenges that came up with his family as everyone had to shelter in place.
Client's Behavior, Affect, and Appearance Toward the End of the Program	Over the year, the Leadership team had a few transitions, with one Case Manager taking parental leave, a temporary Case Manager filling the role, and then the original Case Manager returning to then move to another FLY role in a different county. Luckily, FLY was able to hire the temporary Case Manager permanently! As a result, youths on that caseload experienced a great deal of transition, moving back and forth between two Case Managers. For many youths, this made it difficult for them to feel connected to their Case Managers and resulted in some challenges with maintaining contact when COVID-19 hit. Martin, however, was enthusiastic about both Case Managers and actively worked to engage with the new Case Manager as she came on board. Martin was a very positive force among his

	peers, developing a strong self-awareness over the course of the program and openly sharing what he was learning with others.
What the Client Learned as a Result of the Program	Martin worked consistently with his Case Manager to ensure he was on track to graduate, completing school projects to meet requirements. He also worked with his Case Manager to complete his application for community college. Martin learned a lot of self-reflection during his time in the program. He was able to talk about the choices he made that ended up with him on Probation and to express how he had learned to empathize with the people affected and consider how he might have handled the situation differently. He also learned to set and track his goals, and to recognize his considerable academic strengths enough to consider pursuing college, which he had not done before.
What the Client is Doing Differently in Their Life Now as a Result of the Program	Martin is now much more interested in achieving academic progress, specifically attending college, and wants to work toward becoming more independent. He is also helping his younger siblings think through their decisions with more self-reflection and social awareness, as he learned to do.
The Value of the Program in the Client's Words	Martin says, "I didn't really like school, but my Case Manager really wanted to help me graduate. She talked to me about college, and now I really want to apply!"