

Juvenile Diversion Programs of Lewiston Maine

Final Evaluation Report



Developed for the
John T. Gorman Foundation



Prepared for the John T. Gorman Foundation by

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F O U N D A T I O N



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Executive Summary

From January 2016 through June 2017, the John T. Gorman Foundation funded three organizations: Tree Street Youth, Inc., The Root Cellar, and Maine Immigrant Refugee Services (MIRS) to provide diversion services to youth in the juvenile justice system in Lewiston, Maine. As part of the project, the Gorman Foundation contracted with Hornby Zeller Associates, Inc. (HZA) to conduct an evaluation of the programs to better understand the implementation process and the outcomes of the youth served during the course of the eighteen-month grant period. This report details the findings from the evaluation and describes the characteristics of youth served, program implementation and activities conducted by the three programs, and the youth's outcomes.

Descriptive Findings

Sequoia, Project Rooted and MIRS were funded by the Gorman Foundation to work collaboratively to provide juvenile diversion services to youth and their families in Lewiston. Sequoia offers supervision to youth at high risk of re-offending and being detained, while Project Rooted is a structured program meeting twice a week and offering youth opportunities to fulfil their community service requirements. Both programs incorporate positive activities that build social, emotional and school and work readiness skills. MIRS was engaged to provide cultural brokering and interpretation services, assisting both Sequoia and Project Rooted with engaging parents from immigrant and refugee populations in Lewiston.

Project Rooted and Sequoia ultimately served two different populations both in terms of demographic characteristics and juvenile justice involvement. The majority of youth in Project Rooted entered the program as a result of Juvenile Community Corrections Officer (JCCO) or court referrals, while over two-thirds of youth involved in Sequoia were self-referrals. Despite the fact that the majority of Sequoia's participants were self-referrals, over half (57%) had past or current Maine Department of Corrections (MDOC) involvement.

Total Youth Served

Project Rooted:

37

Sequoia:

29

35%

reduction in
juvenile arrests

While it was occasionally challenging to engage youth in the programs, Project Rooted and Sequoia worked to address the issues by providing opportunities for youth and their families to visit the program, understand the expectations and meet other participants. The initial round of the developmental assets profile (DAP), which is used to assess youth positive development and conducted at intake to the programs, showed the lowest scores on the assets of constructive use of time, social competencies, and in the context area of personal (e.g., how youth see themselves). All of these are areas where Project Rooted and Sequoia have the potential to have an impact on the youth in the programs.

Process Findings

During the course of the grant period, The Root Cellar, Tree Street Youth and MIRS' juvenile justice programming evolved to meet youth needs; however, the main components of Project Rooted and Sequoia remained the same. Project Rooted was a structured, 12-week program which provided life skills classes, employment, education and career enrichment activities and opportunities for youth to complete required community service hours. Sequoia operated as a reporting center. Open daily with longer hours, staff connected youth to existing Tree Street Youth support programs, served as advocates on issues related to school enrollment and provided novel experiences aimed at creating opportunities for youth to experience new things and build trust with one another and staff. Although MIRS' original goal to provide cultural brokering was not realized, Sequoia and MIRS built on their existing relationship to support immigrant and refugee youth who had prior histories with both organizations.

Outcome Findings

Most youth who participated in Project Rooted and Sequoia successfully completed the program or met their JCCO or court requirements. Sequoia, with a less definitive end to participation, had many youth continue to participate beyond the requirements set by JCCOs.

Participants completed a total of 434 community service hours, either as a part of their informal adjustments or conditions of release, or as a general component of their participation in the program. Youth in Sequoia had increased enrollment and attendance in school. Juvenile arrest data indicate the programs may be having a community level impact, as the average number of juvenile arrests decreased by 35 percent during the grant period compared to the five months prior.

Recommendations

Based on the findings of the evaluation, the following recommendations for Project Rooted, Sequoia and future funders of juvenile diversion programs have been developed.

1. Project Rooted should explore options to provide transportation to youth as a way to increase engagement. Interviewees stated many parents of referred youth did not want their children walking through downtown Lewiston, where The Root Cellar is located. Additionally, transportation can be challenging for parents themselves to accommodate due to the time of the program (early afternoon).
2. Sequoia can continue to build on their model by holding quarterly management meetings to discuss and plan changes to the program as it evolves. These efforts will not only aid in strengthening the existing model, but can be used to document the components of the program to be replicated elsewhere.

To build upon the existing successes experienced by Project Rooted and Sequoia, the following recommendations are being made to the John T. Gorman Foundation and the Maine Department of Corrections.

1. Continue working with the programs to document program implementation processes and changes, drivers of success and youth outcomes to establish evidence of efficacy and impact. This will enable the replication of similar programs in the future.
2. In the event that programs are expanded to other communities, replicate the models within established organizations that enjoy strong ties to the community.

Introduction

From January 2016 through June 2017, the John T. Gorman Foundation funded three organizations: Tree Street Youth, Inc., The Root Cellar, and Maine Immigrant Refugee Services (MIRS) to provide diversion services to youth in the juvenile justice system in Lewiston, Maine. As part of the project, the Gorman Foundation contracted with Hornby Zeller Associates, Inc. (HZA) to conduct an evaluation of the programs to better understand the implementation process and the outcomes of the youth served during the course of the eighteen-month grant period. This report details the findings from the evaluation and describes the characteristics of youth, program implementation and activities conducted by the three programs and the youth's outcomes.

Background

Research studies have shown that many youth in the juvenile justice system are there for relatively minor offenses, have significant mental health issues and end up in out-of-home placement or on probation by default (Skowrya & Powell, 2006). Diversion programs serve as an alternative to processing youth through the juvenile justice system. Diverting youth who have committed minor offenses allows them to avoid being labeled at a young age, which has been shown to decrease future delinquency (Shelden 1999; Wilson & Hoge 2013). Though individual types of programs range from mental health treatment to job skills training, the overall goals are generally similar in scope: try to address delinquent behavior informally in the community to prevent future offenses (Stewart, Livingston, & Dennison, 2008).

Tree Street Youth and The Root Cellar operate juvenile diversion programs with similar goals, using different approaches. Tree Street Youth's Sequoia is a reporting center developed to serve up to 12 youth at moderate-to high-risk of being detained or committing a new crime. Sequoia provides support and supervision from 2:00 p.m. to 8:00 p.m., five days a week.

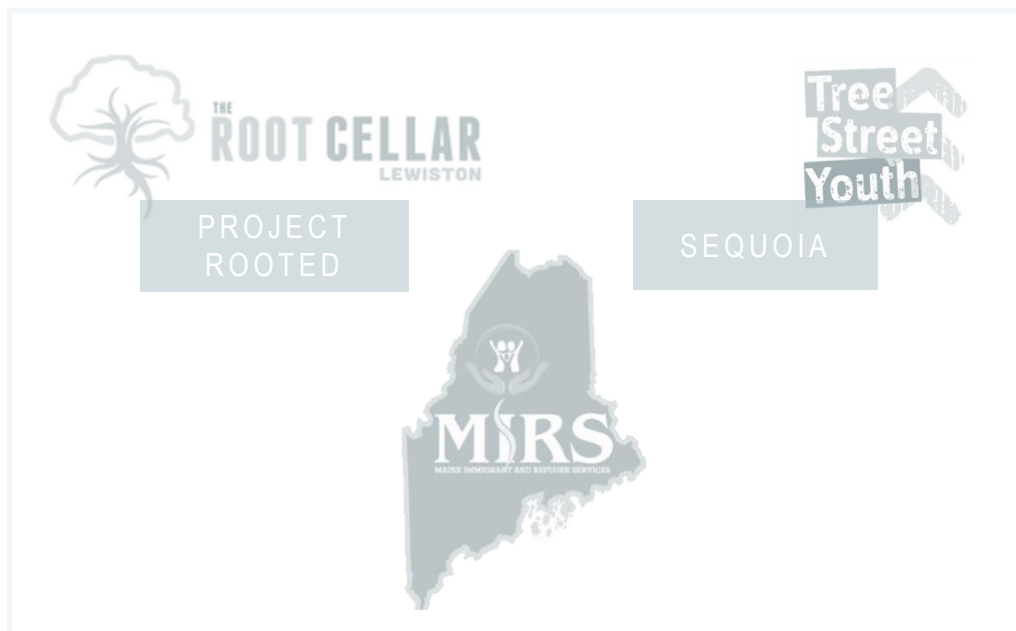
Report Purpose

To describe the youth served, program implementation, and youth outcomes.

Sequoia was designed to help youth involved in the juvenile justice system at points of informal adjustment, and before or after adjudication, including following release from incarceration in the Long Creek Youth Development Center. During the evaluation period, the program operated with funding from the Gorman Foundation and the Maine Department of Corrections (MDOC).

The Root Cellar concurrently operated the Project Rooted Juvenile Diversion Program, which was developed to work with some of the same youth as Sequoia and those at lower risk of recidivating or being detained. The Project Rooted model is based on the Bridging the Gap program run by the Salvation Army in Massachusetts. Referred by Juvenile Community Corrections Officers (JCCOs) and the Restorative Juvenile Justice Conferencing sessions, youth work with Project Rooted staff two days a week from 2:00 p.m. and 4:00 p.m. to complete community service hours and to attend weekly meetings and life skills discussion groups.

The third organization, MIRS, was funded to provide support to Project Rooted and Tree Street Youth through interpretation and cultural brokering services, with a focus on the parents of the youth from immigrant, refugee and asylum-seeking families. Serving as an intermediary between parents and program staff, MIRS staff were involved to help both the parents and the agency staff understand each other and to help the youth gain familial support for participating in the programs. Early in the project, all three programs, Sequoia, Project Rooted, and MIRS met to develop a mutually understood definition of cultural brokering. The resulting definition focused on the fact that cultural brokering is much more than language translation and could include bridging between youth and parents, such as “generational brokering.” MIRS would provide and support connections between the home and family and support services or risk-reduction activities youth are involved in.



Evaluation Methodology

HZA employed a mixed-methods evaluation approach, collecting both qualitative and quantitative data from multiple sources for the evaluation. A detailed plan was developed to understand how these new programs are operating, what can be done to improve them, and what kind of impact they are having on youth and their families.

As part of that plan, HZA designed descriptive, process, and outcome evaluation questions. Descriptive questions focused on program delivery; process questions were about the services offered by each program, collaboration among the three organizations, and resources and infrastructure. The outcomes track included program completion, education and employment outcomes, and community safety. The specific evaluation questions addressed in this report can be found on the next page. Together, information gathered for the evaluation is used to describe the youth served, program implementation and youth outcomes.

Following the evaluation questions is a description of the data sources and collection methods used.

Data Sources

- Project database
- Interviews and focus groups
- Youth Development Assets Profiles (DAPs)
- Lewiston Police Department Arrest Data

Lewiston Juvenile Justice Diversion Program Evaluation Questions

Descriptive

1. How many youth has each agency served; are the numbers consistent with contract expectation?
2. What was the intensity (number of hours per week) and duration (length of time engaged) of service?
3. What are the demographic characteristics of those served?
4. How many youth were referred to other agencies for services and treatment such as case management, substance abuse and/or mental health?

Process

5. What kinds of programs and services were offered, such as the types of community services and field trips?
6. How well do the programs work with one another and complement each other?
7. Did the programs have the needed resources and use them effectively?
8. What were the strengths and barriers of the programs?
9. What additional infrastructure or programming is needed to promote youth development and avert youth from the juvenile system?

Outcomes

10. **Program Completion:** What proportion of served youth with a diversion plan completed their plan?
11. **Educational Achievement:** How did the program impact the youth's educational achievement?
12. **Employment:** What proportion of youth completed an internship or took a part-time job or volunteer position that lasted for at least three months?
13. **Positive Youth Development:** How did the program impact positive youth development including personal outlook, self-esteem, family communication and attitude toward school?
14. **Recidivism:** What proportion committed a new offense while in the program?
 - a. Of the youth who completed the program in the first year (of an 18-month evaluation) how many had no new arrests in the following six months?
15. **Consumer Perceptions:** How do youth perceive the programs and the benefits to themselves? How do family members perceive the programs and benefits to their children?

While it was originally anticipated that a recidivism analysis would be completed using participant level data from MDOC, the data was ultimately not available to HZA. In its place, community-wide juvenile arrest data for the city of Lewiston, Maine was used to assess the community-level impact that Project Rooted and Sequoia may be having on juvenile arrests.

Project Database

HZA developed a web-based database to collect program-level data on youth participation in both Project Rooted and Sequoia. Screen shots of the database, which was designed as a tool programs could continue to use after the evaluation, can be found in Appendix A.

Information from the database was used to answer descriptive, process and outcome evaluation questions, such as the number of youth served, program completion and services received. Programs began entering data in the system in September 2016. Program staff entered client information (including dates of participation, demographic and referral information) for clients who participated prior to September; however, tracking of attendance and the types of activities in which youth were involved did not start until September 2016.

Interviews and Focus Groups

Both project stakeholders and program participants were interviewed to collect information for the evaluation including process information about the types of services offered and to assess outcomes like youth and parent perceptions toward the program. Eight stakeholders, including staff who worked at MDOC, the courts, the Gorman Foundation and Sequoia and Project Rooted, were interviewed. Evaluators also talked to one parent of a youth in the program and received feedback from nine youth through a combination of interviews and focus groups.

Developmental Assets Profile

Information on positive youth development was derived from Developmental Assets Profiles (DAP). This simple self-reporting survey allows collection of information on youth's internal and external assets, such as personal outlook, self-esteem, family communication and attitudes toward school.¹ A copy of the DAP can be found in Appendix B.

The original intent was that youth would complete the survey at the beginning and end of their involvement in each program or at six-month intervals. In total 23

¹ To date, more than 600,000 young people between the ages of eight and 18 have taken the Developmental Assets Profile, making it one of the most-used instruments in the world for measuring the internal strengths and external supports that influence a youth's success in school and in life. Multiple studies have demonstrated that the DAP measures those strengths and supports in valid and reliable ways. It was developed by the Search Institute.

DAPs were completed by youth at the start of their program enrollment. Fifteen follow-up profiles were collected from Sequoia participants. The results were used to describe the assets of participants at enrollment and discuss common needs identified among the participants. Follow-up DAPs for Sequoia participants were used to describe assets of participants after participation in Sequoia for four months or longer.

Lewiston Police Department Juvenile Arrest Data

A juvenile arrest report was provided by the Lewiston Police Department showing the total number of juvenile arrests per month between August 1, 2015 and June 30, 2017, reflecting periods before and after the implementation of the juvenile diversion programs. These data were used to determine the impact Sequoia and Project Rooted had on community safety.

The following figure shows how the various data collection tools were used to address each evaluation question.

Figure 1. Data Sources Used by Evaluation Question

	Data Collection Tools and Strategies				
	Project Database	Staff and Community Interviews	Interviews and Focus Groups w/ Consumers	Developmental Assets Profile (DAP)	Lewiston and Auburn Police
Descriptive Questions					
How many youth has each agency served; are the numbers consistent with contract expectations?	■				
What was the intensity (number of hours per week) and duration (length of time engaged) of service?	■				
What are the demographic characteristics of those served?	■			■	
How many youth were referred to other agencies for services or treatment?	■	■			
Process Questions					
What kinds of programs and services were offered, such as the types of community services and field trips?	■	■			
How well do the programs work with one another and complement each other?		■	■		
Did the programs have the needed resources and use them wisely?		■			

Data Collection Tools and Strategies					
	Project Database	Staff and Community Interviews	Interviews and Focus Groups w/ Consumers	Developmental Assets Profile (DAP)	Lewiston and Auburn Police
What were the strengths and barriers of the programs?		■	■		
What additional infrastructure or programming is needed to promote youth development and avert youth from the juvenile system?		■	■		
Outcome Questions					
Program Completion: What proportion of served youth with a diversion plan completed their plan?	■	■			
Educational Achievement: How did the program impact the youth's educational achievement?	■				
Employment: What proportion of youth completed an internship or took a part-time job that lasted for at least three months?	■				
Positive Youth Development: How did the program impact positive youth development including personal outlook, self-esteem, family communication and attitude toward school?		■	■		
Recidivism: What proportion committed a new offense while in the program? <i>Of the youth who completed the program in the first year (of an 18-month evaluation) how many had no new arrests in the following six months?</i>					■
Consumer Perceptions: How do family members perceive the programs and benefits to their children? How do youth perceive the programs and the benefits to themselves?			■		

HZA developed a thorough evaluation plan that gathered data from sources allowing both qualitative and quantitative analyses to determine how Tree Street Youth, The Root Cellar and MIRS implemented their programs, describe who was served and identify the outcomes achieved by youth in the program. To answer each evaluation question, multiple data sources were used to present the best evidence and present a full picture of the successes and challenges experienced during the grant period.

Descriptive Findings

The following section provides an overview of the number of youth served by Project Rooted and Sequoia, the eligibility and referral sources, and the length of time youth spent in the programs between January 1, 2016 and June 30, 2017. The section then describes the demographic and family characteristics of youth as well as an overview of the other services youth were receiving at the time of their intake into the program such as mental health treatment or case management. Finally, the Developmental Assets Profiles (DAP) of youth are examined, which describe their self-reported internal and external assets at intake and follow-up.

Participation

During the grant period, Project Rooted served 37 youth and Sequoia served 29. Neither program had enough participants at any one time to need a waitlist, meaning all youth referred were able to start the program within a few days of their referral.

Originally Sequoia proposed serving 12 youth at any one time, while Project Rooted proposed serving a total of 125 youth over the 18-month grant period. At the end of the first year, Sequoia began to meet its goal, serving 11 youth in November 2016 and 13 or more for the remainder of the grant period. Ultimately, Project Rooted's goal of serving 125 youth may have been unrealistic, given that the potential eligible population was smaller than that. In Androscoggin County, an average of 115 youth were adjudicated per year between 2009 and 2011, the most recent data available (Maine Statistical Analysis Center, 2014).

Stakeholders mentioned challenges engaging youth in both programs. At Project Rooted, this was due in part to the youth's lack of transportation to get to the program. There were also challenges in getting agreement from parents and youth to participate in the program so that the referral could be made by JCCOs.

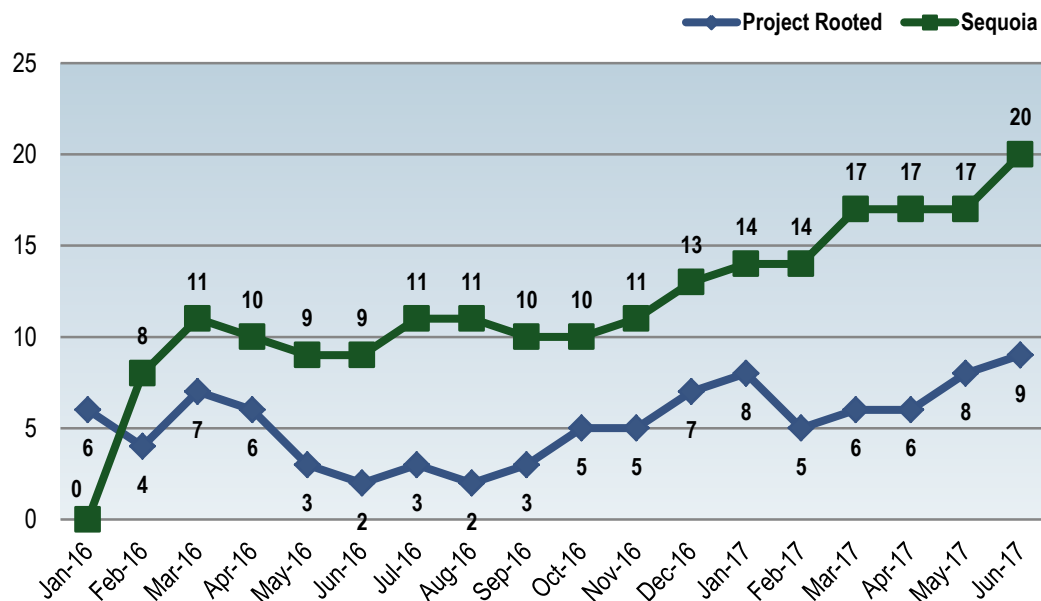
In this section

- Participation
- Program Duration
- Eligibility and Referral Sources
- Youth and Family Characteristics
- Service Involvement
- Developmental Assets Profile (DAP)

JCCOs and program staff worked with youth and parents to explain the programs and expectations, and sometimes parents visited the organizations. In some cases Sequoia staff worked with JCCOs to engage youth by easing them into the program, requiring they show up one or two days a week initially, and increasing their required attendance once the youth had “bought into” the program, some even calling it fun in interviews.

As noted in Figure 2, the number of active participants per month increased for both programs over the course of the grant period. Project Rooted served between six and nine participants each month, in part because the program had a definitive start and end based on the number of hours the youth were mandated to complete as specified in the court referral. Sequoia had no definitive end and many youth in the program, whether their participation started through MDOC or voluntarily, remained engaged for longer periods.

Figure 2. Number of Active Participants per Month by Program, January 2016–June 2017



Program Duration

Table 1 shows the average length of time participants spent in the program during the grant period. Project Rooted participants spent an average of 71 days, or 10 weeks, in the program, reflecting that there were youth who completed the full 12 weeks and youth who were required to participate for shorter periods by the JCCOs and/or the court. The majority of youth who participated in Sequoia were still engaged at the end of the grant period; only nine youth were officially discharged and the average time youth had participated as of June 30, 2017 was 30 weeks. Those youth who were required to participate in Sequoia through the

JCCOs were required to spend an average of 3.2 months and all but one youth continued to attend voluntarily after their required time was completed.

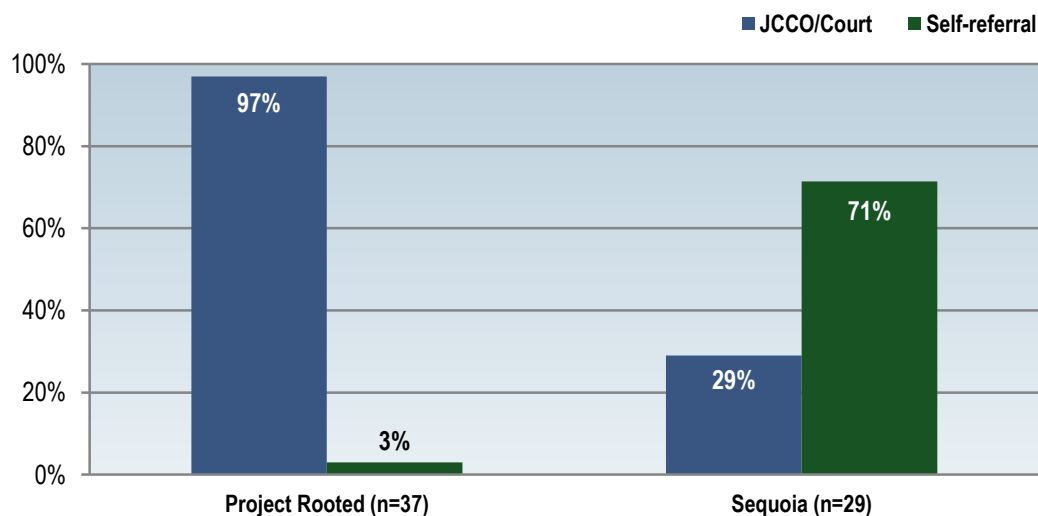
Table 1. Average Length of Time in Program to Date	Days	Weeks
Project Rooted (n=37)	71	10
Sequoia (n=29)	208	30

Eligibility and Referral Sources

Almost all of the participants in Project Rooted were referred to the program by the court or JCCOs, with three percent voluntarily participating to help their chances in court or to meet high school graduation community service requirements (Figure 3). Early on in the program, Sequoia began accepting self-referrals from youth who were not involved with MDOC and wanted to participate. Program staff viewed it as a means of prevention for at-risk youth who did not have MDOC involvement. These self-referrals made up the majority of Sequoia participants (71%) and about three in ten were referred by JCCOs. A small number of youth (n=2) started as self-referrals and later became JCCO referrals, typically when transferring from another state's juvenile justice system.

As intended, JCCOs used Sequoia as a means to prevent youth from being sent to Long Creek Youth Development Center and as aftercare for youth who were exiting Long Creek. Interestingly, while the majority of youth were self-referrals to Sequoia, over half of all of the youth participating in Sequoia (57%) had either past or current involvement with the juvenile justice system and MDOC, with 40 percent of self-referred youth having had previous MDOC involvement.

Figure 3. Referral Source



Youth and Family Characteristics

Table 2 describes the demographic characteristics of youth in Project Rooted and Sequoia. While Sequoia was designed to serve only males, 31 percent of Project Rooted participants were female. The average age of participants in both programs was 15 years old with Sequoia youth being slightly older at around 15 and a half.

In contrast to age, the two programs did vary in terms of the race and ethnicity reported by youth. The majority of youth who participated in Sequoia identified as black or African American (79%) and 17 percent were white, while almost two-thirds of the youth who participated in Project Rooted were white (65%), and 27 percent were black or African American. Thirty-eight percent of youth who participated in Sequoia were Somali and ten percent were Hispanic. Eight percent of Project Rooted youth were Hispanic and none identified as Somali.

Table 2. Youth Characteristics		Project Rooted	Sequoia
Gender			
Male		69%	100%
Female		31%	0%
Average Age			
At Program Admission		15.5	15.0
Race			
White		65%	17%
Black		27%	79%
Ethnicity			
Hispanic		8%	10%
Somali		0%	38%

Given the programs' interest in serving immigrant, refugee and asylum-seeking families through cultural brokering, information on immigration and the language spoken at home was also captured. Project Rooted worked with very few youth in immigrant, refugee, or asylum-seeking families (5%) and most reported speaking English in the home (60%) with the remainder being unknown or not reported.

By comparison, just over half (54%) of youth who participated in Sequoia were immigrants, refugees, or asylum-seeking themselves, or belonged to immigrant, refugee, or asylum-seeking families. Sixty-two percent of Sequoia's participants spoke Somali at home and a quarter of youth spoke English at home. Sequoia served a much higher proportion of youth who spoke a language other than English at home compared to Androscoggin County overall. According to the 2015 Maine Integrated Youth Health Survey, seven percent of high school students in

Androscoggin spoke a language other than English most often at home (Maine Department of Health and Human Services & Maine Department of Education, 2015). The population of youth served by Sequoia is atypical of Androscoggin County as a whole.

Table 3. Family Characteristics		Project Rooted	Sequoia
Immigrant, Refugee, Asylum-Seeking Families			
Yes		5%	54%
Language Spoken at Home			
English		60%	25%
Spanish		0%	3%
Somali		0%	62%
Unknown		40%	10%

Service Involvement

Self-reported service involvement information was collected from youth at the time of intake into the program to examine the extent youth were accessing other types of services. About a quarter of Sequoia participants were not receiving any kind of services at intake, while the same proportion (24%) were enrolled in case management services, and one in five (21%) of youth were receiving mental health services. Substance abuse services were much less prevalent; only three percent reported receiving substance abuse treatment services when they joined Sequoia.

In contrast, Project Rooted youth had much lower rates of service participation at the time of intake. Fourteen percent of Project Rooted participants were receiving mental health counseling and the remaining youth were not receiving social services or treatment of any kind at the time of their admission. Given Sequoia's focus on youth with higher needs, the differences in the number of youth participating in services or treatment between the two programs was not surprising.

Developmental Assets Profile

The Developmental Assets Profile (DAP) was used to assess program participants' external and internal assets (e.g., positive experiences and qualities essential to healthy psychological and social development in childhood and adolescence). (Search Institute, 2016). Assets to positive youth development are divided into eight asset categories and five context areas (Table 4).

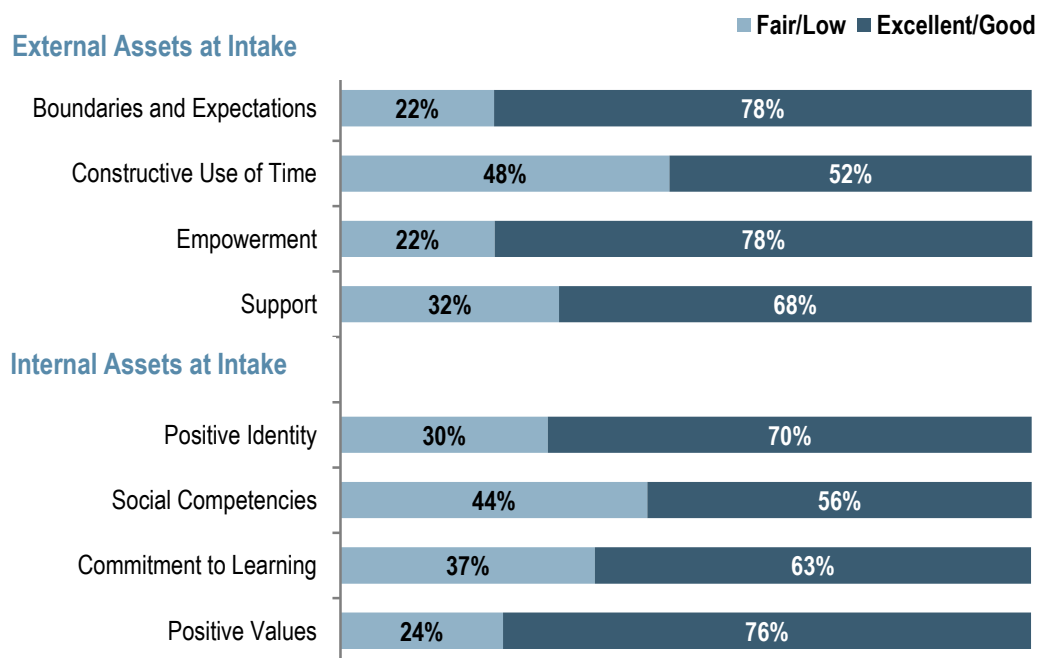
Table 4. DAP Categories and Context Areas		
Internal Assets	External Assets	Context Areas
<ul style="list-style-type: none"> • Commitment to Learning • Positive Values • Social Competencies • Positive Identity 	<ul style="list-style-type: none"> • Support • Empowerment • Boundaries and Expectations • Constructive Use of Time 	<ul style="list-style-type: none"> • Family • Social • Personal • School • Community

The DAP yields quantitative scores that are grouped into four categories: excellent, good, fair and low (see Appendix B to review the full measure). Table 5 displays an overview of the scoring ranges used in the DAP.

Table 5. Developmental Assets Profile Interpretive Ranges	
Range	Description
Excellent	Abundant assets, most assets are experienced strongly and/or frequently.
Good	Moderate assets. Most assets are experienced often, but there is room for improvement.
Fair	Borderline assets. Some assets are experienced, but many are weak and/or infrequent. There is considerable room for strengthening assets in many areas
Low	Depleted levels of assets. Few if any assets are strong or frequent. Most assets are experienced infrequently. Opportunities for strengthening assets in most areas.

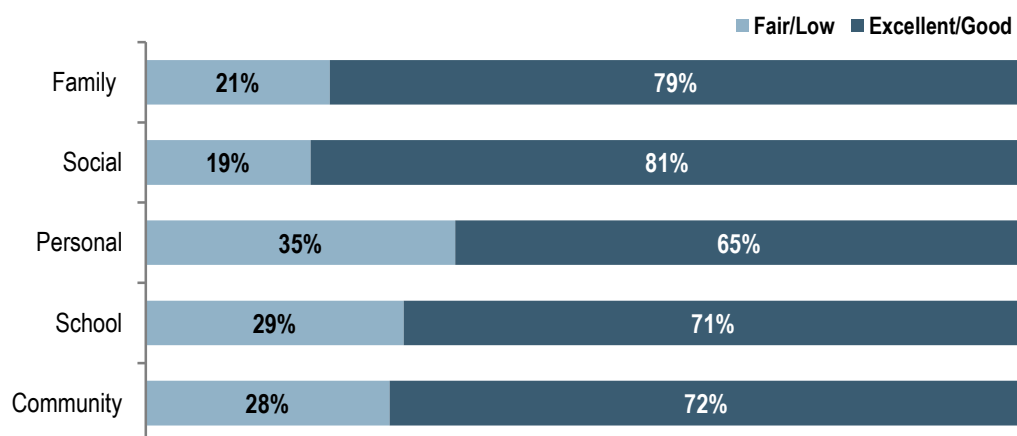
As shown in Figure 4 most participants in Project Rooted and Sequoia who completed the DAP questionnaire scored “excellent” or “good” in the external assets of boundaries and expectations (78%) and empowerment (78%). The fewest youth scored “excellent” or “good” in constructive use of time (52%). The strongest internal assets for youth were positive values (76%), and a positive identity (70%), while social competencies was the lowest with 56 percent of youth scoring “excellent” or “good” on that measure.

Figure 4. External and Internal Assets at Intake



The five context areas on the DAP are: family, social, personal, school, and community. Figure 5 shows the Developmental Assets grouped into five context areas. The social domain was strongest among participants. Family was another strong contextual asset with 79 percent reporting it as “good” or “excellent.” The personal domain showed the lowest overall scores, with 65 percent falling in the low to fair range.

Figure 5. Context Areas at Intake



Summary of Descriptive Findings

Project Rooted and Sequoia ultimately served two different populations both in terms of demographic characteristics and juvenile justice involvement. The majority of youth in Project Rooted entered the program as a result of court or JCCO referrals while over two-thirds of youth involved in Sequoia were self-referrals. Despite the fact that the majority of Sequoia's participants were self-referrals, over half (57%) had past or current MDOC involvement.

While it was occasionally challenging to engage youth in the programs, Project Rooted and Sequoia worked to address the issues by providing opportunities for youth and their families to visit the program, understand the expectations and meet other participants. The initial round of DAPs, conducted at intake to the programs, showed the lowest scores on the assets of constructive use of time, social competencies, and in the context area of personal. All of these are areas where Project Rooted and Sequoia have the potential to have an impact on the youth in the programs

Process Evaluation Findings

As previously noted, while Project Rooted, Sequoia and MIRS had similar goals, the programs took different approaches to working with youth. In this section, each program's structure and activities is described along with the contextual factors that led to their success and the changes that were made as the programs evolved over the 18-month grant period.

Structure and Activities

Project Rooted

Each week Project Rooted staff followed a set structure: on Tuesdays they met with youth at The Root Cellar and led life skills classes and discussions. Topics of life skills classes included anger management, violence, cooking, completion of job applications, how to do well in a job interview, and how to interact with their potential bosses or supervisors. On Thursdays the group went out in the community and completed community service and enrichment activities, such as trips to visit local employers and community colleges. Through these activities Project Rooted ensured youth completed their community service hours mandated by the court, and had opportunities to explore different career and educational paths. For community service, youth worked together to pick up trash at local parks and a nearby bird sanctuary, and helped out at The Root Cellar. Staff also discussed connecting youth with employment opportunities by letting them know about job openings both in the community and at The Root Cellar, and by helping youth complete job applications.

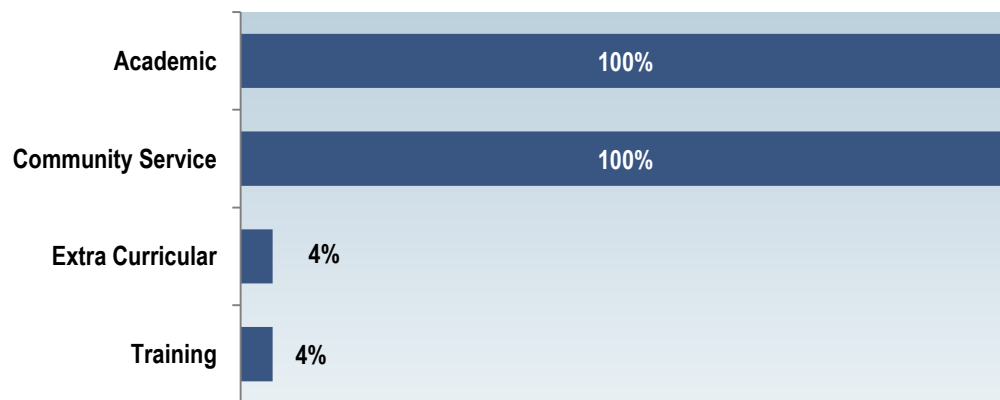
Program staff tracked five categories of activities within the project database on an ongoing basis: Academic, Community Service, Extra-Curricular, Training and Other. Figure 6 displays the proportion of program participants who took part in each type of activity, at Project Rooted. All of youth participated in Academic (e.g., life skills instruction and discussions) and Community Service activities.

Program Highlight

Project Rooted participants visited a local shoe manufacturer after a youth expressed an interest in shoe design. They toured the facility and learned about different job opportunities at the company. The youth initially expressing an interest later went on to get an internship at the firm.

Activities like playing basketball together, which was one of the favorite activities of youth who participated in focus groups, fell under Extra-curricular while Training, early in the grant period, was used to log cooking lessons and tours of local employers or community colleges; later, program staff tracked those activities under Academic. Both of these categories were much less common at Project Rooted with four percent of youth participating in those types of activities due to the set curriculum of the program. For example, early in the program, Project Rooted brought a representative from a local bank to assist youth in opening bank accounts and learning about financial literacy. However, the session was not well received by youth in the program and may not have been the best approach to teaching youth about financial literacy due to the fact that youth were bored and confused by the terminology that was used during the presentation.

Figure 6. Youth Participation in Rooted Activities (n=24)



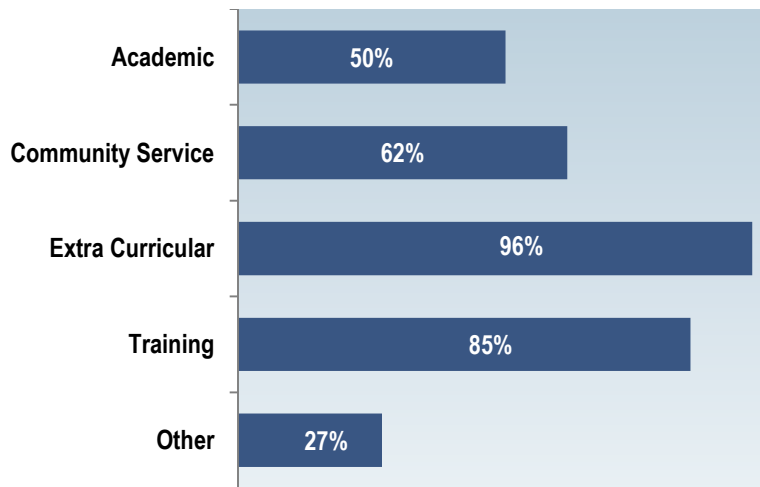
Sequoia

As previously described, Sequoia was open Monday through Friday for six hours each day and provided consistent after school supervision to youth. Youth who participated had access to employment and educational help through other Tree Street Youth programs. Tree Street Youth's B.R.A.N.C.H.E.S (Becoming Responsible Adults 'N Cultivating Higher Education Success) program helped youth connect and get hired at local employers and provided homework help. In addition, Sequoia staff worked with local schools to ensure participants were attending class, advocating on youth's behalf at school meetings and helping some youth enroll in alternative schools.

Novel experiences were a central component of the program. Novel experiences introduced youth to new activities and experiences, which, in addition to being fun, created opportunities for youth to show vulnerability and build trust between one another and adult group leaders.

The majority of youth in Sequoia participated in a combination of Academic, Community Service, Extra Curricular and Training activities (Figure 7). Unlike Project Rooted, Sequoia had a much more fluid schedule because it met daily, and as a result the types of activities varied each day.

Figure 7. Youth Participation in Sequoia Activities (n=26)



Almost all of the youth who participated in Sequoia (96%) participated in extracurricular activities which included outdoor recreation, fishing, swimming, martial arts, weight-lifting, a trip to a therapeutic horse program, and foraging for mushrooms to name just a few. The highlight, to date, was during August 2016 when Sequoia participants climbed Mount Katahdin.

Fifty percent of Sequoia participants participated in academic activities such as help with homework, Sequoia staff attendance at school meetings, and Sequoia staff support of school attendance (including ensuring youth were awake and ready to attend school, driving youth to school and problem-solving barriers that affected school attendance). Training activities, in which 85 percent of Sequoia participants were involved, included resume building, job application support, identifying and exploring post-secondary job training programs, and daily living skills such as shopping, paying bills, and culinary skills. Twenty seven percent of youth participated in other activities, where Sequoia staff assisted and coordinated with other supports including, but not limited to, case managers, therapists, parents and JCCOs.

Novel Experiences

Hiking, swimming, ice fishing and trips to the movies, a local bounce house and restaurants were not only fun, but introduced youth to new activities and helped them build trust and a sense of accomplishment.

In the summer of 2016, 12 youth hiked to the top of Mount Katahdin (5,269 ft.) The trip had a lasting impact on participants. In focus groups and interviews youth talked about learning they liked hiking as a result.

MIRS

As noted in the introduction, the goal of MIRS participation was to engage in cultural brokering to foster connections between families and youth through support services or risk-reduction activities. During an early planning session with Project Rooted, Sequoia, MIRS and evaluation staff a list of potential activities or events in which both parents and youth could participate together was developed. It was also suggested that MIRS staff would accompany Sequoia on visits to youth's homes.

Ultimately, cultural brokering played a limited role in the project. Early on MIRS staff spent time at Tree Street Youth getting to know Sequoia youth and joined some visits to youth's homes. However, there was only one staff person performing this function and that person left the organization and the position was left unfilled. Instead Sequoia and MIRS drew on their existing relationship with one another. Although cultural brokering did not occur, there was frequent collaboration between the two organizations, particularly when a Sequoia youth or his family was already participating in MIRS' case management or other in-home services. Staff would discuss issues that arose and help the youth and family solve problems. Sequoia also referred participants to MIRS for Home and Community Therapy (HCT), an in-home therapy intervention, when a participant's family needed such services.

Stakeholders described parents as juggling numerous other responsibilities which made working with the programs difficult. Cultural differences among immigrant and refugee families, and other life stressors for families with lower socioeconomic statuses were also described as barriers and challenges to engaging parents in both programs.

Implementation Changes

Both Project Rooted and Sequoia evolved over time, making changes to how they provided services to youth. Project Rooted began accepting youth who were referred to the program for less than 12 weeks who did not need as many community service hours. Sequoia began accepting self-referrals and in the summer of 2017 created a second group so that they could separate high-risk and older youth from lower-risk and younger youth. The concern was that youth at higher-risk of re-offending could have a negative influence on other participants. In addition,

Sequoia Peer Leaders

are youth who have been successful in the Sequoia program and are now modeling behavior for other youth in the program. The youth who have taken on the role of a Sequoia Peer Leader are youth who were making bad choices, had trouble trusting adults and have demonstrated sustainable and consistent change in their ability to trust and a willingness to engage. **Having youth who are involved in Sequoia model the behavior for youth new to the program helps with buy-in and helps the newer youth trust the adult Sequoia leaders.**

during the summer months Sequoia created a peer mentor or leader when youth who had participated and achieved their goals expressed an interest in leadership and were ready for additional responsibilities.

Contextual Issues

As reported in interviews, one of the factors that was instrumental in the success of both programs was that both Project Rooted and Sequoia were situated within larger community organizations (The Root Cellar and Tree Street Youth). As part of larger organizations, the programs were able to draw on existing internal resources (such as youth job opportunities or Sequoia's B.R.A.N.C.H.E.S program) to better serve participants. In addition, program staff and other stakeholders said that the relationships that Tree Street Youth and The Root Cellar had with other organizations and the community overall were important. Program staff saw the maintenance of relationships with JCCOs and courts as an ongoing process, but Tree Street Youth and The Root Cellar's involvement in an earlier juvenile justice collaboration played a large part in the establishment of the programs and the regular referral of youth to them. Youth also said that they knew the organizations and staff prior to getting involved and indicated that they were trusted resources.

Additionally, stakeholders reported that a large number of community-based organizations worked with youth involved in Sequoia to provide services beyond the scope of the grant. For example, Sequoia frequently worked with case management and Multi-Systemic Therapy (MST) at Tri-County Mental Health Services or Home and Community-Based Treatment (HCT) at MIRS. Stakeholders said that accessing necessary services was a challenge for youth both in terms of finding appropriate services and overcoming the challenges of getting youth to buy into services.

Resources and Infrastructure

Three community needs identified in interviews as impacting youth's success were youth employment opportunities, education resources and transportation. Regarding employment, while both programs provided assistance with developing resumes and completing employment applications, youth needed job opportunities that were appropriate for them. Youth discussed their difficulty finding an employer who would hire them. Transportation was an issue specifically for Project Rooted because Sequoia had been able to purchase a van to take youth on trips and give rides home. Due to Project Rooted's location (like Sequoia) in downtown Lewiston, stakeholders involved with the referral process stated some parents expressed concerns allowing their children to walk to and from The Root Cellar. If they could not arrange a ride for their child, then he or she could not attend. Despite these challenges identified by stakeholders, when and if youth needed something, they felt that the program staff were strong supports and would help them find what they needed.

During the course of Sequoia’s advocacy on behalf of youth to promote school enrollment and attendance, staff found the limited choice of schools to be challenging. Many of the youth who could benefit from alternative schools were deemed “not bad enough,” that is, lacking serious behavioral issues. Public schools did not provide enough support or options for many youth; however there were few other options in the area.

Summary of Process Findings

During the course of the grant period, The Root Cellar, Tree Street Youth and MIRS’ juvenile justice programming evolved to meet youth needs; however, the main components of Project Rooted and Sequoia remained the same. Project Rooted was a structured, 12-week program which provided life skills classes, employment, education and career enrichment activities and opportunities for youth to complete required community service hours. Sequoia operated as a reporting center. Open daily with longer hours, staff connected youth to existing Tree Street Youth support programs, served as advocates on issues related to school enrollment and provided novel experiences aimed at creating opportunities for youth to experience new things and build trust with one another and staff. Although MIRS’ original goal to provide cultural brokering was not realized, Sequoia and MIRS built on their existing relationships to support immigrant and refugee youth generally who had prior histories with both organizations.

Outcomes Findings

The following section describes youth and community outcomes for Project Rooted and Sequoia. The youth outcomes measured by the evaluation included program and community service completion, education, positive youth development and employment. On the community-level, community safety was examined through the use of juvenile arrest data provided by the Lewiston Police Department.

Program Completion

As of June 30, 2017, of the 33 youth discharged from Project Rooted during the grant period, 77 percent successfully completed the program. Fifty-four percent of youth who completed Project Rooted attended the full 48-hour program and 46 percent completed their court requirements in less than 48 hours. Among the 33 percent who did not complete the program, the majority of youth were discharged because they stopped attending. In situations where youth were discharged for not attending either program, JCCOs and the courts addressed non-compliance on a case-by-case basis to address the youth's specific situation and needs.

The majority of participants in Sequoia were still actively participating as of June 30, 2017. Of the nine youth who had been discharged, four successfully completed their MDOC-mandated hours, three moved out of state, and two were discharged for an unknown reason. It was challenging to capture Sequoia changes in status from MDOC involvement to voluntary and vice versa. Some youth who were discharged from their MDOC requirements continued to participate voluntarily.

Community Service Completion

Community service was a component of both Project Rooted and Sequoia. Almost all participants worked on group service projects at some point in either program, regardless of whether it was required by DOC or the courts.

In this section

- Program Completion
- Community Service Completion
- Education
- Positive Youth Development
- Community Safety

434

Community Service
Hours were
completed by
Project Rooted and
Sequoia youth.

Based on activities recorded in the project database, youth in Project Rooted and Sequoia completed a total of 434 community service hours, with Project Rooted youth completing 230 and Sequoia completing 204.

Among youth in both programs who had to complete community service as part of their informal adjustment or a condition of release, requirements ranged from 10 to 48 hours. Many more youth in Project Rooted (84%) were required to complete community service compared to Sequoia (14%). As mentioned previously, the target population of Project Rooted was youth who would otherwise be required to complete 30 community service

hours, and therefore community service was a large focus of the program. In contrast, Sequoia's target population was youth who had already been involved in the juvenile justice system, and, as a result, were generally past the point where community service was required by JCCOs and/or the court.

Of the 15 Project Rooted youth with completed discharge information, 87 percent completed their required number of community service hours, completing an average of 30 hours of community service completed. Only one of the four Sequoia youth with required hours had been discharged as of June 30, 2017, and that one youth completed a total of 48 community service hours, meeting his requirement.

Education

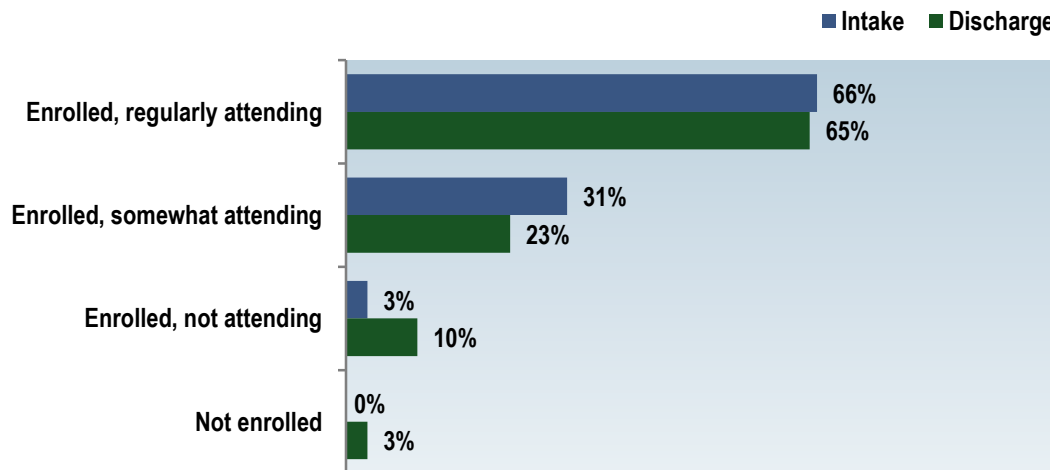
Enrollment and attendance in school were captured in the project database at the time of intake and discharge from Project Rooted or Sequoia and was self-reported to program staff by the youth. Due to the low number of discharges for Sequoia participants, program staff also provided school enrollment and attendance information for youth still active in the program as of June 30, 2017, the end of the grant period.

Project Rooted

All students in Project Rooted were enrolled in school at the time they started the program (Figure 8). Two-thirds of youth (66%) were attending school regularly, 31 percent were somewhat attending school and three percent were not attending school at all. Note the difference between enrollment and attendance; the first did not always dictate the second.

At discharge, the number of youth regularly attending remained about the same but the number of youth enrolled in school and somewhat attending decreased while those enrolled but not attending and those not enrolled in school both increased (to 10% and 3% respectively). In essence, participation in Project Rooted had minimal impact on school enrollment and attendance.

Figure 8. Project Rooted School Enrollment at Intake and Discharge (n=33)

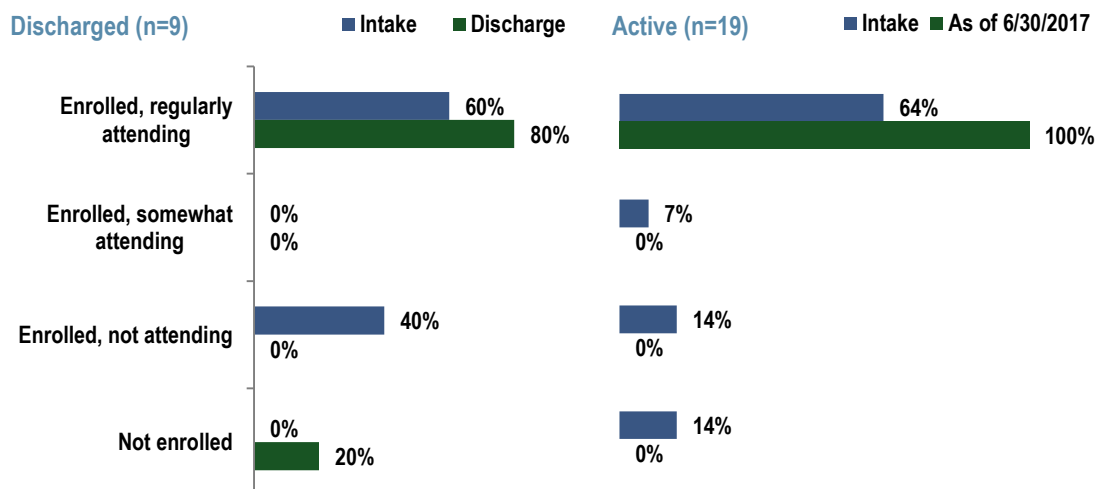


Sequoia

While perhaps not an original intention of the program, the role of the Sequoia program staff as an advocate at schools for youth became an important aspect of the program. Staff also provided assistance to youth to apply to alternative schools when needed, and B.R.A.N.C.H.E.S at Tree Street Youth provided youth an opportunity to gain homework help and educational support.

As seen in Figure 9, regular attendance among Sequoia participants increased among all youth, regardless of whether they were discharged from the program or still attending. The youth who were discharged from Sequoia and were no longer enrolled in school (20%) had graduated from high school and (as of the end of the grant period) are employed by Tree Street Youth and working with the B.R.A.N.C.H.E.S program to complete college applications.

Figure 9. Sequoia School Enrollment at Intake among Discharged and Active Participants



Positive Youth Development

Intake and follow-up DAPs were examined for youth participating in Sequoia within three months of their intake to the program and for youth who had participated in Sequoia for four months or longer. Thirteen youth completed intake DAPs and 15 youth completed follow-up DAPs. Only six youth completed both an intake and follow-up DAP, meaning the following intake and follow-up analysis consist largely of two different sets of youth.

Intake

Figure 10 shows internal and external assets for youth who completed DAPs within three months of their intake into Sequoia. Most Sequoia participants who completed the DAP questionnaire at intake scored excellent or good in the external assets of empowerment (73%) and boundaries and expectations (70%). The fewest youth scored excellent or good in support (58%). The strongest internal assets for youth were positive values (75%) and positive identity (73%), while commitment to learning was the lowest, with 50 percent of youth scoring excellent or good.

Figure 10. External and Internal Assets of Sequoia Participants at Intake

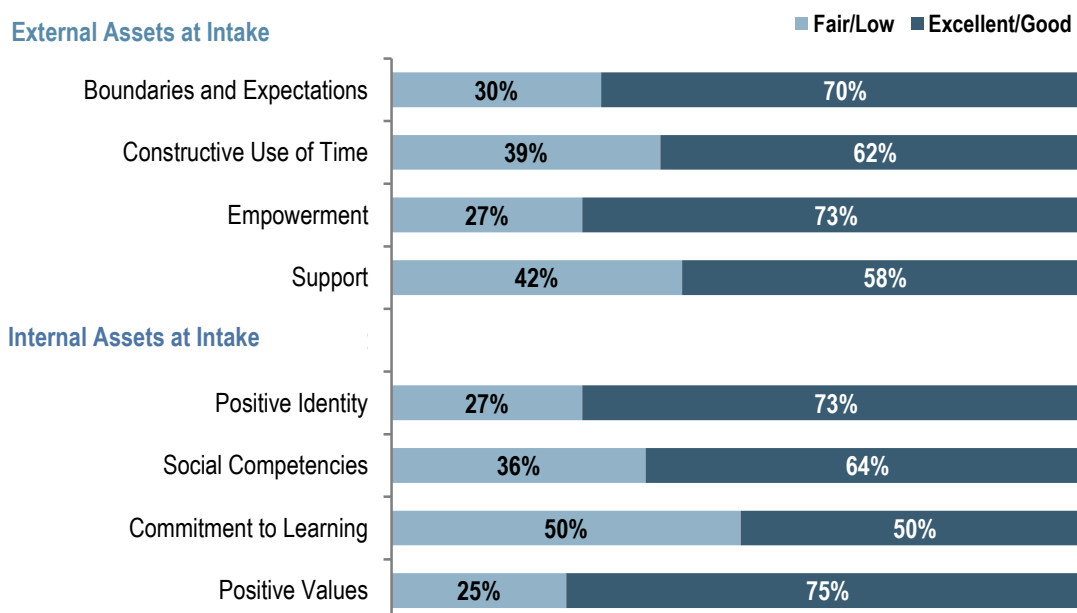
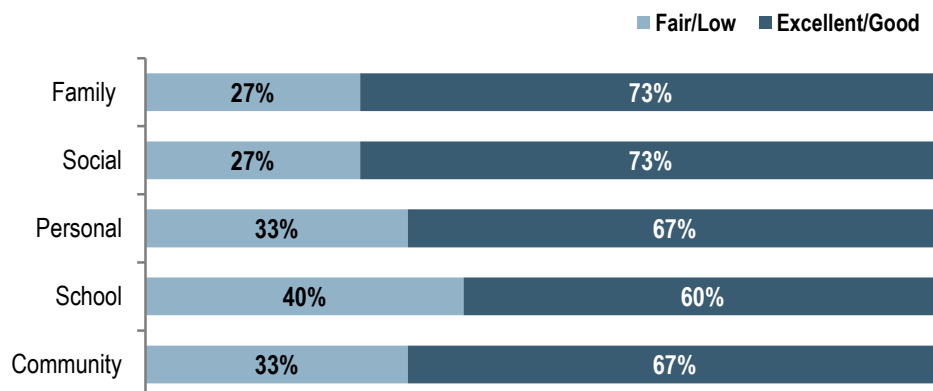


Figure 11 shows the developmental assets grouped into five context areas. The family and social domains were strongest among participants, with over 70 percent of youth scoring “excellent” or “good.” The school domain showed the lowest overall scores, with 60 percent falling in the low to fair range.

Figure 11. Context Areas at Intake

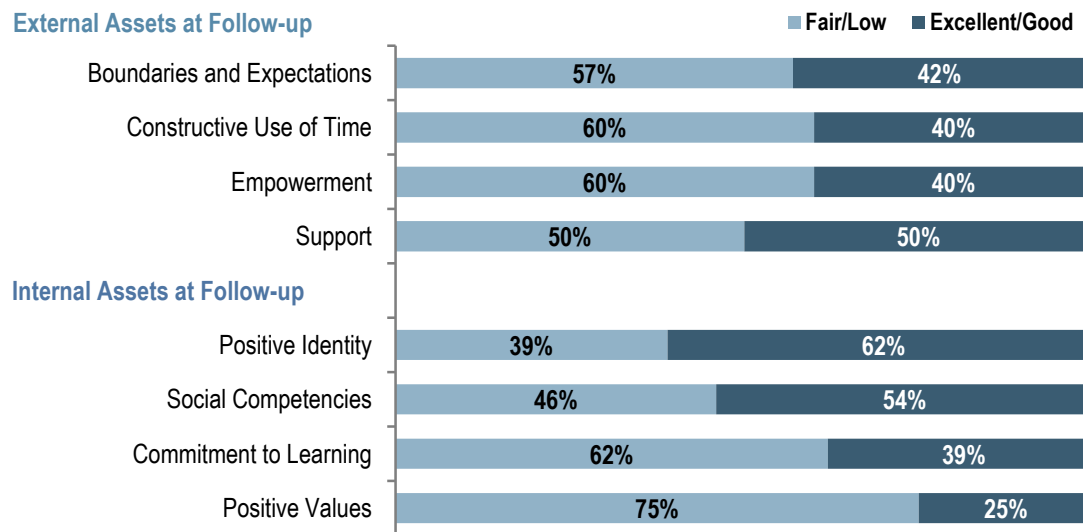


Follow-up

Fifteen follow-up DAPS were completed by youth participating in Sequoia for at least four months. Lower proportions of youth scored “excellent” or “good” in all external and internal assets. As shown in Figure 12, half of the participants in Sequoia scored “excellent” or “good” in the external asset of support. The fewest youth scored “excellent” or “good” in constructive use of time (40%) and empowerment (40%). The strongest internal assets for youth were positive

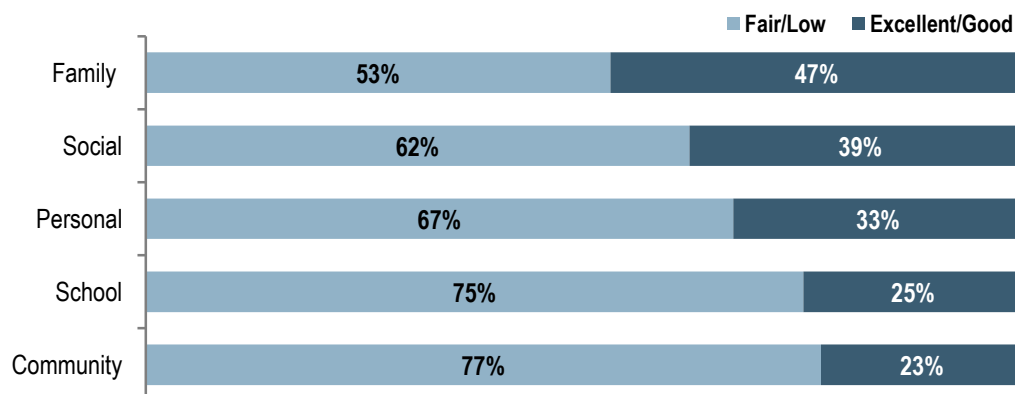
identity (62%), and social competencies (54%), while positive values was the lowest with 25 percent of youth scoring “excellent” or “good.”

Figure 12. External and Internal Assets of Sequoia Participants at Follow-up



The majority of youth rated themselves as “fair” or “low” in all context areas at follow-up, again, unlike on the intake DAP, in which the majority scored “excellent” or “good.” (Figure 13). The family domain was the strongest among participants with slightly below half scoring “excellent” or “good” (47%). The community domain showed the lowest overall scores, with 77 percent falling in the low to fair range. School was another low context area, with three-quarters of youth scoring “fair” or “low.”

Figure 13. Context Areas at Follow-up



Only six youth participated in both the initial intake and follow-up, so the two groups of respondents are largely made up of different youth. While no concrete conclusions can be drawn regarding changes in youth's development as a result of participation in Sequoia, the low follow-up scores indicated that youth's needs persist during program involvement. In addition, the low follow-up scores may reflect increased trust in Sequoia staff and therefore a greater level of honesty, or an increase in self-reflection as a result of participation in Sequoia. Interestingly, both the internal asset of commitment to learning and the context area of school were low at follow-up, reinforcing the need identified by Sequoia staff to provide support to youth in their engagement at school.

Employment

Exploration of future employment and career opportunities was a major focus at Project Rooted. Of the 62 percent of youth participating in Project Rooted who were age 16 or older at intake and therefore eligible to work, 13 percent were employed at discharge as a result of direct efforts working with Project Rooted staff. Employers included a shoe manufacturer, The Root Cellar, and a local restaurant. Staff reported that at least half of Project Rooted participants were employed during or after their time in the program. Employment was especially encouraged during the summer months as a way to keep youth engaged in positive activities.

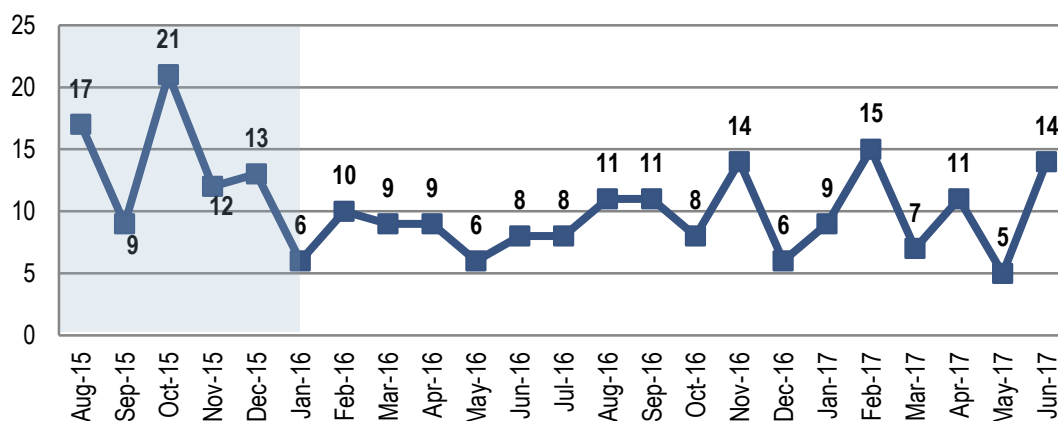
Sequoia worked with those youth interested in getting a job to help them find employment. Ten of the 29 youth enrolled in Sequoia (33%) wanted to find employment during their involvement in the program. Of those youth seeking work, 70 percent gained employment either at Tree Street Youth or other community employers and 30 percent had applications in progress as of June 30, 2017. The parent agencies of the programs themselves became an important source of employment.

In focus groups and interviews youth in both programs talked about exploring their career interests and goals while in the programs. Some youth talked about applying to and getting into college and laying the groundwork to start a business. At Sequoia youth viewed the program and Tree Street Youth as resources on which they could rely for encouragement and planning to support their goals now and in the future.

Community Safety

To examine the effect Project Rooted and Sequoia had on community safety, the numbers of juvenile arrests per month between August 2015 and June 2017 by Lewiston Police were examined (Figure 14), separating the periods of before and after program inception. Overall, the number of arrests decreased during the grant period.

Figure 14. Number of Juvenile Arrests per Month in Lewiston, ME (Aug 2015–Jun 2017)



During the months leading up to the grant, the average number of juvenile arrests per month was 14. That rate decreased to nine arrests per month during the grant period, a 35% reduction in arrests or 61 fewer per year. Youth and stakeholders said that part of the reason the programs worked was that youth could not get in trouble because they were physically at The Root Cellar and Tree Street Youth and under supervision.

However, the arrest data indicates that there may be community-level effects from these programs in addition to the positive individual youth effects reported by youth and stakeholders. That is, the police data are not limited to those in the program; yet there was an important decrease in arrests overall, suggesting the programs are targeting the right people and are serving sufficient numbers to demonstrate community impact. The officers and JCCOs themselves acknowledge the improvements.

The average number of juvenile arrests per month decreased by **35%**

Summary of Outcomes

Most youth who participated in Project Rooted and Sequoia successfully completed the program, meeting their JCCO or court requirements. Sequoia, with a less definitive end to participation, had many youth continue to participate beyond the requirements set by JCCOs. Participants completed a total of 434 community service hours, either as a part of their informal adjustments or conditions of release, or as a general component of their participation in the program. Youth in Sequoia had increased enrollment and attendance in school.

Finally, juvenile arrest data seems to indicate the programs may be having a community-level impact, as the average number of juvenile arrests decreased by 35 percent during the grant period compared to the five months prior.

Conclusions

The evaluation examined who was served by Project Rooted and Sequoia, how the programs operated and changed during the grant period, and what outcomes were achieved. Ultimately evaluators found that there were positive outcomes among youth who participated and for the community overall, and identified both strengths and barriers of both programs.

Program Strengths

During the course of the evaluation, a number of strengths were identified.

- **Kept youth out of trouble and participating in positive activities.** Both Project Rooted and Sequoia successfully provided youth with safe places to spend their time, while meeting their MDOC requirements. Youth stated the programs kept them busy and out of trouble by getting them off the street and engaging them in fun activities.
- **Accepted youth immediately into the programs.** Programs had the capacity to ensure youth who were referred by JCCOs and/or the courts could immediately begin participation.
- **Provided structure and accountability.** The programs provided youth with structured environments and engaged participants in positive activities and relationships with adult and peer mentors.
- **Introduced youth to new perspectives.** Both programs provided youth with opportunities for self-reflection and for gaining new perspectives from peers in the program and program staff. Stakeholders said the programs created a positive peer network for youth and provided them with the necessary resources to improve their lives. Youth stated that different personalities of the fellow youth in the programs helped them learn patience and self-control.
- **Taught youth new life skills.** In addition to community service and extracurricular activities, Project Rooted and Sequoia provided opportunities for youth to learn new life skills such as budgeting, cooking, and applying for jobs.
- **Provided support.** When youth were asked what they needed to be successful they said they needed to ask for help, stay motivated and check in. They knew kids who had returned to the programs for help when they needed it. It was clear that they saw the programs as places to which they could return for support.

Program Barriers

Both Project Rooted and Sequoia experienced barriers and challenges during the course of the grant period. Programs continued to evolve to address these issues.

- **Lack of interest and/or engagement.** Some youth referred to the program were not interested in participating. Both programs provided opportunities for parents and referred youth to visit the programs and meet with staff before they started attending. For youth referred to participate in Sequoia, JCCOs and Sequoia staff worked to engage some resistant youth by allowing them attend for fewer days during a week and meet everyone at first
- **Transportation.** While Sequoia had a van that was used to bring youth home, Project Rooted did not, which made it challenging to address this concern.
- **Parent engagement and cultural brokering.** Both Project Rooted and Sequoia originally hoped to have the family play a role in their programs; however, that also proved to be challenging. There were barriers to implementing cultural brokering that staff were unable to overcome, including staff turnover at MIRS. Nonetheless, staff at MIRS worked closely with Sequoia to address youth issues collaboratively and to provide support to youth who were already receiving services at MIRS.

Major Findings and Recommendations

Overall, the evaluation found positive outcomes among both the youth at Project Rooted and Sequoia and for the community of Lewiston. Public safety in the city of Lewiston increased, with a 35 percent reduction in the average number of juvenile arrests between the five-month period prior to the grant period and the 18 months after they started.

Another success of the programs was that the majority of youth referred to participate did so and program completion rates were high, particularly at Project Rooted. Project Rooted had a 77 percent successful completion rate, with the majority of those not completing the program being youth who did not engage. Similarly, of the 15 youth with completed discharge information and required community service hours, 87 percent completed their community service hours, finishing 30 hours of service on average. A fundamental component of Project Rooted was to provide opportunities for youth to meet the community service hours requirement frequently required of first-time non-violent youth offenders. The program largely succeeded in this goal.

Sequoia had a large number of youth participate voluntarily, and youth who were referred through JCCOs or the courts continued voluntarily after meeting their requirements. Sequoia specifically, and Tree Street Youth more generally, became a positive place where youth wanted to be. Additionally, stakeholders and youth noted that educational engagement was an area with which youth had

struggled prior to their participation in Sequoia. With Sequoia staff advocating for youth in school meetings, assisting youth and their families in enrolling in alternative schools where appropriate and engaging youth in the B.R.A.N.C.H.E.S program at Tree Street Youth, Sequoia had an impressive impact on educational enrollment and attendance.

The project goal of increasing family engagement through cultural brokering, specifically for immigrant and refugee youth involved in Sequoia, did not work as originally intended due to the high level of needs of both youth and families. Both Project Rooted and Sequoia expressed a desire to do cultural brokering work; however questions remain on how best to do that. Neither MIRS nor Sequoia has given up.

One of the differences between Project Rooted and Sequoia was that Project Rooted had a clearly defined model based upon a similar program in Boston, Massachusetts. Sequoia, on the other hand, is a new program that developed out of an identified need for a reporting center in Lewiston, Maine. Therefore the model has evolved over the 18-month grant period. The program continued to address issues as they arose and changed to meet the needs of youth they were serving. The final format for Sequoia's reporting center model has not yet been identified, as expected with a pilot project.

Changes that have been made include offering two groups so that younger and lower-risk youth meet separately from older/higher-risk participants, and developing the education advocacy component of the program in response to youths' needs in that area. One area Sequoia may find it helpful to examine as the program continues would be determining the optimal length of time in the program, including if ongoing participation is best for youth and sustainable.

Finally, the existing positive reputations and strong community connections of both The Root Cellar and Tree Street Youth, aided both programs. Both organizations were able to offer youth employment opportunities and Sequoia utilized its B.R.A.N.C.H.E.S program for education and career help. They also were both able quickly to establish referral processes with JCCOs and the courts by building on existing relationships with those stakeholders.

Based on the findings of the evaluation, the following recommendations for Project Rooted, Sequoia and future funders of juvenile diversion programs have been developed.

1. Project Rooted should explore options to provide transportation to youth as a way to increase engagement. Stakeholders involved with the referral process stated some parents of referred youth did not want their children walking through downtown Lewiston, where The Root Cellar is located. Additionally, transportation can be challenging for parents themselves to accommodate due to the time of the program (early afternoon).
2. Sequoia can continue to build on their model by holding quarterly management meetings to discuss and plan changes to the program as it evolves. These efforts will not only aid in strengthening the existing model, but can be used to document the components of the program to be replicated elsewhere.

To build upon the existing successes experienced by Project Rooted and Sequoia, the following recommendations are being made to the John T. Gorman Foundation and the Maine Department of Corrections.

1. Continue working with the programs to document program implementation processes and changes, drivers of success and youth outcomes to establish evidence of efficacy and impact. This will enable the replication of similar programs in the future.
2. In the event that programs are expanded to other communities, replicate the models within established organizations that enjoy strong ties to the community.

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Appendix A. Project Database

Database Log In Screen

Lewiston Juvenile
Diversion Project



[HZA Staff Login](#)

Log In

User Name:

Password:

☐ Remember me next time.

Log In

[Forgot Password?](#)

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Contact us by phone at: 1-800-436-4105

Intake Log (Part 1)

Home PageClientAttendanceReportsUser Management

Hello, JenniLogoutChange PasswordMy Profile

Intake/Discharge Log

IntakeDischarge

Enrollment

1. First NameLast Name

2. Lead AgencyTree Street : SequoiaThe Root CellarNo Answer

3. Birth Date (mm/dd/yyyy)

4. GenderPlease Select

5. Race (check all that apply)Black/African AmericanNative AmericanWhiteAsianNative Hawaiian/Pacific IslanderHispanicUnknown

Ethnicity

Immigrant/refugee/asylum-seeking Immigrant youth/youth of immigrant/refugee/asylum-seeking family

6. Home Language

7. MDOC ClientYesNo

8. Participant ID (MDOC ID)StatusActiveInactive

9. Referred to Program byME DOC JCCO School Voluntary(prevention) Other No Answer

10. Referral PointConditions of Release Informal Adjustment Other No Answer

11. Program Involvement

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Intake Log (Part 2)

12.	Service involvement at time of intake <i>(check all that apply)</i>	<input type="checkbox"/> None	<input type="checkbox"/> Substance Abuse Treatment	<input type="checkbox"/> Other
		<input type="checkbox"/> Mental Health	<input type="checkbox"/> Case Management	
Attending School at time of intake?		-Please Select- ▼		
13.	Number of community service hours required by diversion plan	<input type="text"/>		
14.	Personal/Group Goals at start date	<div><div></div></div>		
General Intake Notes				
<div><div></div></div>				
<div>NEXT PAGE >></div>				
<div>SAVE</div>				
<div>CANCEL</div>				

Discharge Log

Intake	Discharge
--------	-----------

15. Youth referred to other agencies?
(check all that apply)

☐ None ☐ Substance Abuse Treatment ☐ Other
☐ Mental Health ☐ Case Management

Attending School at time of discharge?

16. Number of community service hours completed

17. Personal/Group goals Achieved

18. Highest Grade Completed

☐ 8th Grade ☐ 9th Grade ☐ 10th Grade ☐ 11th Grade
☐ 12th Grade ☐ Other ☐ No Answer

19. Did student graduate from high school?

☐ Yes ☐ No ☐ Finished GED
☐ N/A : Still in school ☐ Other ☐ No Answer

20. Graduation Date (mm/dd/yyyy)

21. Voluntary Participating after discharge ☐

General Discharge Notes

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SAVE

Attendance Log

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Hello, Jennifer
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Attendance

1. Attendance Date (mm/dd/yyyy)

2.

Participant	Attended?	Academic Hours	Community Service Hours	Extracurricular Hours	Training/ Skills Hours	Other	Other Hours	MIRS?
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
21. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
22. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix B. Developmental Assets Profile Tool

DEVELOPMENTAL ASSETS PROFILE Self-Report for Ages 11-18

NAME / ID: _____ TODAY'S DATE: Mo: _____ Day: _____ Yr: _____
 SEX: ☐ Male ☐ Female AGE: _____ GRADE: _____ BIRTH DATE: Mo: _____ Day: _____ Yr: _____
 RACE/ETHNICITY (Check all that apply): ☐ American Indian or Alaska Native ☐ Asian
☐ Black or African American ☐ Hispanic or Latino/Latina ☐ Native Hawaiian or Other Pacific Islander
☐ White ☐ Other (please specify): _____

INSTRUCTIONS: Below is a list of positive things that you might have in *yourself, your family, friends, neighborhood, school, and community*. For each item that describes you now or within the past 3 months, check if the item is true:

Not At All or Rarely Somewhat or Sometimes Very or Often Extremely or Almost Always

If you do not want to answer an item, leave it blank. But please try to answer all items as best you can.

Not At All
or
Rarely

Somewhat
or
Sometimes

Very
or
Often

Extremely
or
Almost Always

I...

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Stand up for what I believe in. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Feel in control of my life and future. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Feel good about myself. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Avoid things that are dangerous or unhealthy. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Enjoy reading or being read to. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Build friendships with other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Care about school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Do my homework. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Stay away from tobacco, alcohol, and other drugs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Enjoy learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Express my feelings in proper ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Feel good about my future. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Seek advice from my parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Deal with frustration in positive ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Overcome challenges in positive ways. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Think it is important to help other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Feel safe and secure at home. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Plan ahead and make good choices. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Resist bad influences. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Resolve conflicts without anyone getting hurt. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Feel valued and appreciated by others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Take responsibility for what I do. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Tell the truth even when it is not easy. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Accept people who are different from me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Feel safe at school. |

PLEASE TURN OVER AND COMPLETE THE BACK.

Note: The term "Parent(s)" means 1 or more adults who are responsible for raising you.

Not At All
or
Rarely

Somewhat
or
Sometimes

Very
or
Often

Extremely
or
Almost Always

I AM ...

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. Actively engaged in learning new things. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. Developing a sense of purpose in my life. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. Encouraged to try things that might be good for me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. Included in family tasks and decisions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. Helping to make my community a better place. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. Involved in a religious group or activity. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. Developing good health habits. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. Encouraged to help others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. Involved in a sport, club, or other group. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. Trying to help solve social problems. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36. Given useful roles and responsibilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 37. Developing respect for other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 38. Eager to do well in school and other activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 39. Sensitive to the needs and feelings of others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 40. Involved in creative things such as music, theater, or art. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 41. Serving others in my community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 42. Spending quality time at home with my parent(s). |

I HAVE ...

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 43. Friends who set good examples for me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 44. A school that gives students clear rules. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 45. Adults who are good role models for me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 46. A safe neighborhood. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 47. Parent(s) who try to help me succeed. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 48. Good neighbors who care about me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 49. A school that cares about kids and encourages them. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50. Teachers who urge me to develop and achieve. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 51. Support from adults other than my parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 52. A family that provides me with clear rules. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 53. Parent(s) who urge me to do well in school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 54. A family that gives me love and support. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 55. Neighbors who help watch out for me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 56. Parent(s) who are good at talking with me about things. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 57. A school that enforces rules fairly. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 58. A family that knows where I am and what I am doing. |

THANK YOU FOR COMPLETING THIS FORM.

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