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Evaluation of RADIUS: A Program for Justice-Involved Girls in the Twin Cities

Funded by the Office of Juvenile Justice and Delinquency Prevention – grant 2011-JR-FX-0008

DECEMBER 2015

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Executive summary

Introduction

In 2011, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) awarded Wilder Research of the Amherst H. Wilder Foundation funding to conduct a rigorous evaluation of Radius, a Volunteers of America-Minnesota program. Radius is one of the nation's first gender-responsive programs for girls in the juvenile justice system. The goal of the evaluation was to advance the juvenile justice field's ability to effectively work with girls involved in the criminal justice system.

Program overview

Operating continuously since 2000, Radius serves approximately 90 girls in Hennepin County, Minnesota each year. The program has three regions, North Minneapolis, South Minneapolis, and Hennepin County suburbs. Justice-involved girls ages 12 through 18 can be referred to Radius by probation officers or courts. The program combines multiple best practice approaches for working with girls including focusing on strengths, including families, offering a safe space to share experiences, hiring trained and effective staff, and conducting girls-only groups to encourage sharing. The Radius model involves four main components: weekly girls groups, individual counseling and case management, restorative justice talking circles, and resource referrals.

Methods

From October 2011 through December 2014, Wilder Research collected multiple types of data including:

- Key informant interviews with Radius clients and their family members
- Annual key informant interviews with Radius staff and county probation
- Radius client pre- and post-program surveys
- Comparison analysis using data from the Hennepin County Human Services and Public Health Department (HSPHD) and the Hennepin County Department of Community Corrections and Rehabilitation (DOCCR)

The results from these data collection activities were synthesized to produce the key findings and recommendations included in this report.

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Key findings

Stakeholder perception of strengths

When asked about the key strengths of the program, the following themes emerged in interviews with clients, family members, Radius staff, and county probation officers:

- The client-counselor relationship is a defining feature of Radius and makes it unique from other programs. Clients were able to build trusting, open relationships with Radius staff. They noted that they felt respected by staff and that staff were easily accessible when they needed support.
- Family engagement is also an important aspect to Radius that facilitated a more comprehensive approach to serving clients. Family members of clients felt that Radius staff were positive, nonjudgmental, and inclusive.
- Clients benefitted from each of the different Radius program components. The weekly group activities involved fun activities and the opportunity for clients to share experiences with other girls. Clients liked the individual sessions because they were flexible and they could focus on whatever they wanted. Finally, family members in particular appreciated the talking circles because they improved communication among families.

Stakeholder suggestions for improvement

Clients, family members, Radius staff, and county probation officers were also asked about areas of potential program improvement. Responses commonly addressed the following:

- Radius staff and county probation officers felt that there are inconsistencies in program implementation between regions. Radius staff also noted that the degree to which probation and Radius staff collaborate differs from region to region. Radius and probation staff expressed concern that these inconsistencies could affect Radius' ability to meet clients' needs.
- Radius staff and county probation officers felt that the courts do not completely understand what Radius is or which clients would benefit from it the most. They noted that courts would make appropriate placements if they knew more about the program and who would be a good fit.
- Stakeholders had several suggestions for program improvement. They include: changes to the group activities, changes to the program schedule, aftercare for girls who need it,

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transportation (to and from the weekly groups), and expanded eligibility for girls who are not in the juvenile justice system but could still benefit from the program.

Radius outcomes: Relationships and communication

Radius clients and their family members identified several ways in which the program positively affected their relationships and communication skills.

- Clients felt that the program had helped them build relationships with other girls in their group. Many had difficulties getting along with other girls before they went through Radius and were surprised at the friendships they developed throughout the program.
- Many clients noted that they had learned how to identify and break off unhealthy relationships. They learned the importance of avoiding people who were negative influences on their lives.
- Both clients and family members felt that participation in Radius had improved family relationships. Clients noted that Radius taught them healthy conflict resolution skills and helped them develop more respect for their family members.
- Clients mentioned that being in Radius had helped them improve their ability to communicate. They noted feeling more comfortable opening up and sharing their emotions. In addition, they felt that the program had taught them how to have healthy conflict, deal with anger, and be less reactive.

Radius outcomes: Self-improvement

Radius clients and their family members also identified the ways the program positively affected their self-control and self-esteem.

- Radius clients reported that their emotional self-control had improved as a result of participating in Radius. Family members also reported that clients were more often able to step back before reacting in a situation.
- Family members felt that clients were often more positive in their approaches and outlooks on life and noticed improvements in overall level of maturity, motivation, and responsibility after going through the program.
- Clients reported statistically higher levels of self-esteem after going through the program. There was also a statistically significant increase in the number of girls who reported having positive goals and plans for the future at the end of the program.

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Radius outcomes: School

Radius clients were asked to comment on how participating in Radius affected their grades, school engagement and attendance, and education-related goals.

- Many clients felt that their grades had improved at least a little bit since participating in Radius.
- After participating in Radius, many clients had short and long-term goals related to their education including going to school more, doing well in school, and graduating.

Radius outcomes: Criminal justice

Criminal justice outcomes such as recidivism, re-offense, and out-of-home placement were examined using county data.

- Radius clients who had more total encounters with the program (including group and individual sessions, and talking circles) were significantly less likely to have a recidivism event, a re-offense, or an out-of-home placement in the year after starting the program in comparison to clients with fewer encounters.
- Clients who successfully completed the Radius program were significantly less likely to have an out-of-home placement.
- Compared to other girls participating in community-based programs in the Hennepin County criminal justice system, Radius clients were not significantly more or less likely to have a recidivism event, a re-offense, or an out-of-home placement in the year following their program start date.

Social Return on Investment (SROI)

Wilder Research conducted a Social Return on Investment (SROI) of the Radius program to compare the estimated economic value of selected program outcomes with their associated investments.

- The savings in out-of-home placements generated by the 110 clients from Radius during the evaluation period are $950,648. The total cost of resources invested during this period is $396,614, which is a return of $2.40 for every taxpayer dollar invested in Radius.
- For a Radius client, the odds of being placed out of home are 0.60 times as large as the odds of a member of the comparison group. Therefore, participating in the Radius program can reduce the likelihood of out-of-home placement by 31 percent.

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Recommendations

Overall, the Radius program demonstrated positive outcomes for clients, particularly with regard to social-emotional skills and positive relationships. Based on stakeholder feedback, Wilder Research has developed recommendations for program continuation, expansion, or replication.

- Develop aftercare plans for clients who need continued support.
- Ensure adequate program dosage for clients as dosage is related to better long-term outcomes.
- Follow a clear, consistent referral process to ensure that referral numbers do not drop over time and that girls who need the program the most are referred to it.
- Maximize program consistency so that clients in each region are receiving the same type and dosage of services.
- Strengthen collaboration and communication between systems so that clients' needs are met.
- Increase opportunities for family engagement as there are strong benefits to more family involvement.

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Introduction

Girls' pathways to delinquency are often different from those of boys. The destructive behavior of girls is often fueled by tremendous anger, despair, and a history of victimization—and committing offenses is usually just one small piece of their story. A recent literature review indicates that at-risk girls are much more likely than delinquent boys to have histories of sexual abuse and other traumatic experiences, report thoughts of suicide, experience persistent sadness or mental illness, use drugs and alcohol, and run away from home.[1] In addition to the strong contribution of physical and sexual abuse, risk factors associated with female delinquency include homelessness, family stress, negative peers and associates, school difficulties, and community instability.[2] Risk factors tend to interact with one another and exert a cumulative effect over time. The more risk factors a girl experiences, the more likely she will be to engage in delinquent behaviors such as truancy, running away, theft, or vandalism.

Research has also identified factors that can protect girls against delinquency, including the presence of a nurturing and stable family, academic success, and positive self-image.[3] Communities that exhibit a low tolerance for crime, serve as extended support networks, provide positive role models, and demonstrate a commitment to youth can help to buffer negative factors present in girls' lives.[4] Strengthening these protective factors and mitigating risk factors can help reduce the risk of delinquency.

For nearly two decades, a significant body of theory and research has identified a particularly promising "gender-responsive approach" to working with women and girls in the justice system. Key elements of gender-responsive programming include participant-driven services, a trauma-informed approach, relationship-based services, family involvement, and life skills.[5]

---

1 Amicus. (2010). *Amicus girls study: Paying attention to girls in the juvenile justice system.* Retrieved from http://www.amicususa.org/wp-content/uploads/2012/11/AmicusGirlsStudy503small.pdf

2 Roman, J. (2005). *Assessing the economic consequences of juvenile versus adult justice*. Washington, DC: The Urban Institute

3 Amicus, 2010.

4 Wasserman, G. A., Keenan, K., Tremblay, R. E., Coie, J. D., Herrenkohl, T. L., Loeber, R., & Petechuk, D. (2003). *Risk and protective factors of child delinquency*. Child Delinquency Bulletin Series. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

5 Bloom, B.E., & Covington, S.S. (1998, November). *Gender-specific programming for female offenders: What is it and why is it important?* Paper presented at the Annual Meeting of the American Society of Criminology, Washington, DC. Retrieved from http://www.stephaniecovington.com/assets/files/13.pdf

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Radius program overview

Radius, a Volunteers of America-Minnesota program, is one of the nation's first gender-responsive programs for girls in the juvenile justice system. Operating continuously since 2000, Radius serves approximately 90 Hennepin County, Minnesota clients per year. The program has three regions, each with its own dedicated counselor: North Minneapolis, South Minneapolis, and Hennepin County suburbs. Adjudicated youth age 12 through 18 can be referred to Radius by probation officers or the courts.

The program's premise is that change occurs when an individual feels nurtured, cared for, and trusts the individual mentor or program to which they are assigned. From this foundation, Radius layers gender-responsive research with principles of restorative justice, which focuses on repairing harm and restoring harmony after an offense. Radius combines many best practice elements to provide a girls program, including using a comprehensive approach, focusing on strengths, including families, offering a safe space to share experiences, hiring trained and effective staff, and conducting girls-only groups to encourage sharing.[6]

In 2010, a Radius model solidified around several goals. These goals are detailed in the program's fact sheet and state: "Girls come to terms with trauma and mental health issues, develop healthier relationships, link to positive assets, and are empowered with self-regulation skills and positive relationships. Girls stay in the community and make progress on their goal of a positive, stable and healthy lifestyle."[7]

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[6] As highlighted in: Roa, J., Irvine, A., & Cervantez, K. (2007). *Girls circle national research project.* Retrieved from https://onecirclefoundation.org/docs/Final_Report_2007.pdf

[7] Amicus. *Radius: A program for girls.* [Fact sheet]. Retrieved from http://www.amicususa.org/programs/radius/

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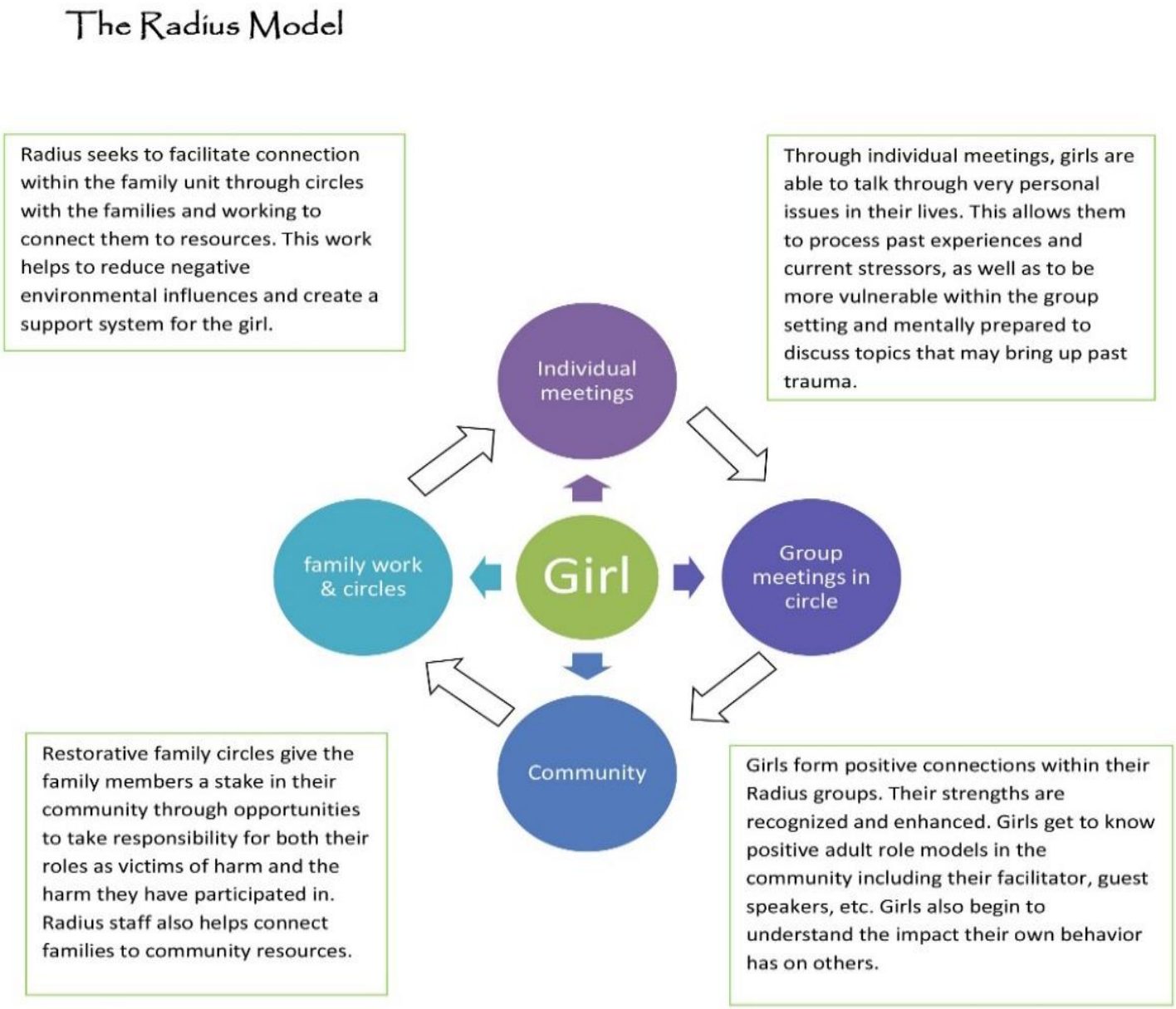
The program's model is envisioned here:



With this model in mind, Radius provides four main interrelated activities designed specifically for girls (see Appendix B for more detail):

- Weekly clients group
- Individual counseling and case management
- Restorative justice talking circle
- Resource referrals

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Program evaluation

With funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP 2011-JR-FX-0008), Wilder Research of the Amherst H. Wilder Foundation (Wilder) conducted a rigorous evaluation to determine the project's effectiveness. The goal of this evaluation is to advance the juvenile justice field's ability to effectively work with girls involved in the criminal justice system. The evaluation occurred between October 2011 and December 2014 and had three primary objectives:

- Perform a process evaluation and statistical analysis to identify the most effective program elements
- Conduct a quasi-experimental evaluation of the Radius program that documents effectiveness relative to a comparison group
- Disseminate lessons learned to the field and the Office of Juvenile Justice Programs (OJJDP)

Three hypotheses were tested:

Hypothesis 1	Clients in the Radius program will report improved short-term outcomes while enrolled in the program. The outcome measures that will be used to test this hypothesis include clients' self-reported changes in relationships, levels of self-esteem, and emotional control.
Hypothesis 2	When confounding variables are controlled for, participants in the Radius program will achieve better intermediate and long-term outcomes than clients in a matched comparison group. The outcome measures that will be used to test this hypothesis include rates of probation violation, out-of-home placement, and recidivism.
Hypothesis 3	When the total costs and benefits of the Radius program are estimated through formal ROI analyses, the program will demonstrate a net financial benefit (or positive return on investment) for government funders.

Over the past four years, data were collected to test these hypotheses using a multi-method, multi-informant evaluation. The evaluation explored four different aspects of the Radius program's effectiveness: implementation and processes, program outcomes, return on investment, and transferability to other programs or settings, as listed in the Appendix section E.

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Anticipated outcomes

Wilder Research collaborated with the Radius staff to develop a program logic model to demonstrate the theory of change for the program (see Figure 1). This logic model identifies the ways in which the program activities are likely to affect the program's expected goals and outcomes, including:

- **Short-term:** Clients develop positive relationships with peers and program staff and clients in crisis receive immediate resources and referrals.
- **Intermediate:** Clients demonstrate increased self-esteem and healthier relationships with family, peers, and community.
- **Long-term:** Clients experience decreased out-of-home placement (OHP), reduced re-involvement with the justice system, and improved community functioning in the areas of employment and school.

The number of sessions clients needed to complete changed over the course of the evaluation period. Currently, in order to successfully complete the program, clients must attend at least 10 groups (in the past it ranged from 10 to 12), 10 individual counseling sessions, and at least one restorative justice circle. Failure to complete these requirements results in termination from the program and possible additional sanctions from probation.

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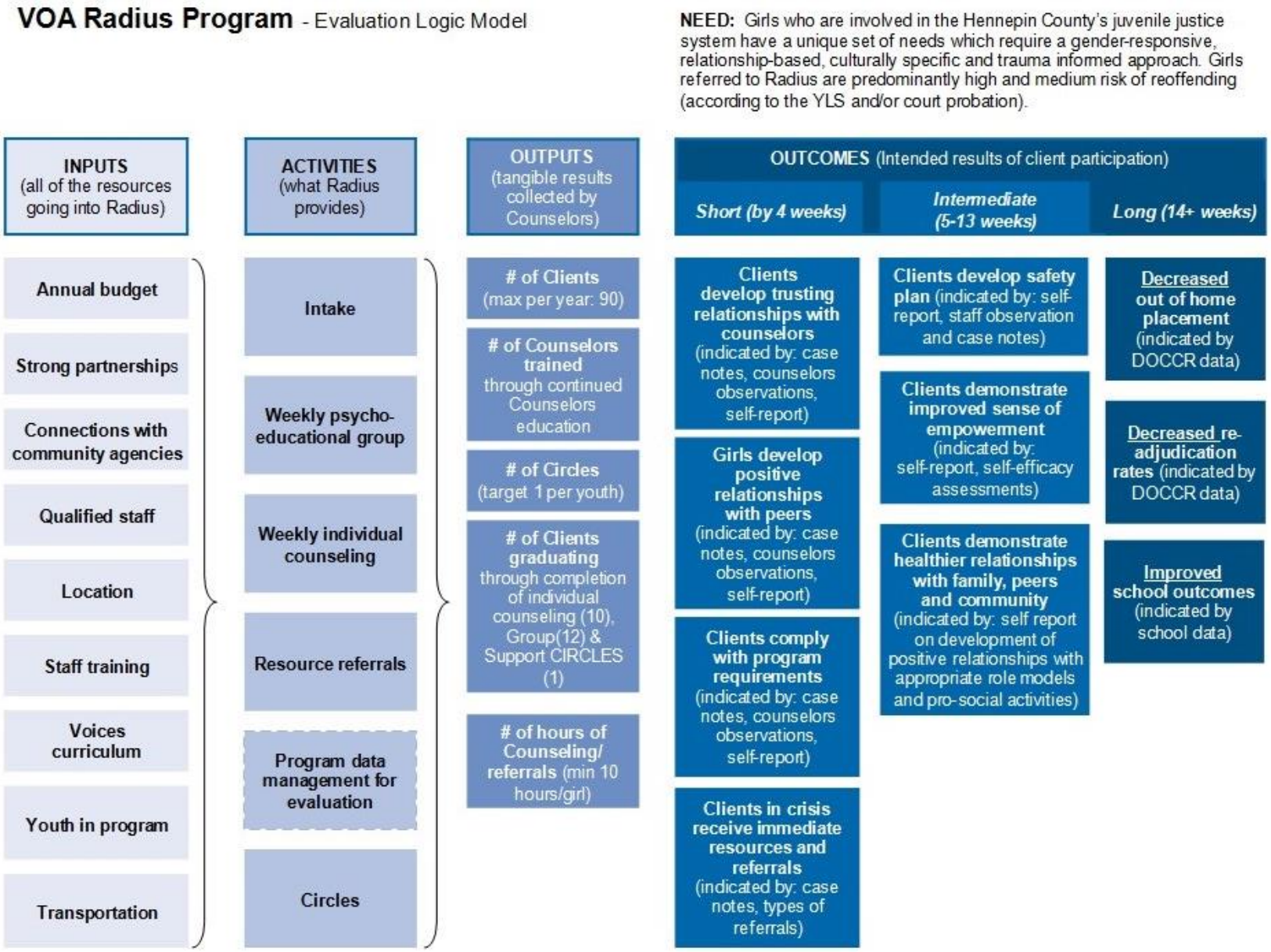
1. Radius program logic model



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Methods

Key informants

In-depth information was collected from a number of key informants, including Radius clients and their families, program staff, and Hennepin County probation officers. Semi-structured interviews, ranging from 30-90 minutes each, were conducted with each key informant group multiple times over the four year grant period. More specifically, data collection activities included:

- **Radius participant interviews:** Wilder developed a semi-structured interview protocol that included questions about relationships, self-improvement, school outcomes, program strengths and areas to improve, and program satisfaction. Wilder staff conducted in-person interviews with Radius clients at the end of each cohort, from 2012 through 2015. A total of 89 people were interviewed during this time period. The response rate was very high for this key informant group (approximately 90% of graduates). Those who did not participate either opted out or were not available at the time the interviews took place.

- **Radius participants' family interviews:** Wilder conducted semi-structured in-person interviews with family members at the end of each cohort, from 2012 through 2015. These interviews included questions about the family member's perception and satisfaction with the program and the participant's achievements in Radius. A total of 39 family members were interviewed during this time period. The response rate for this key informant group was approximately 50%. Some families did not participate in the graduation activities, so they were unavailable for the interviews, and some opted out.

- **Radius program staff interviews:** Wilder also used semi-structured interviews to gather information from Radius program staff about job descriptions, program processes, program strengths and areas to improve, and partnerships with other agencies. Wilder staff conducted in-person interviews with Radius staff members annually from 2012 through 2015. A total of 27 interviews were completed during this time period (staff who were employed for more than one year were interviewed multiple times). There was a 100% response rate for this key informant group.

- **County probation officer interviews:** Wilder also developed a semi-structured protocol for county probation officer interviews that asked for their perceptions about the referral process to the Radius program, the working relationships with the program staff, and program strengths and areas to improve. Wilder staff conducted in-person

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interviews with the probation officers annually from 2012 through 2015. Probation officers who worked on the gender-specific caseload for more than one year were interviewed multiple times. A total of 23 interviews were completed during this time period. Not all probation officers in Hennepin County were asked to interview, but all of the gender-responsive probation officers participated in this data collection activity—a 100% response rate.

Pre- and post-program surveys

Radius clients were asked to participate in a pre- and post-program survey with the permission of their parent or guardian. The survey was written by Wilder Research, drawing from existing tools, and was reviewed and approved by the Amherst H. Wilder Foundation's Institutional Review Board (IRB) before being administered. It measured respondents' self-esteem, self-efficacy, social supports, and future orientation. The post-survey also asks about self-reported improvements in areas of academic achievement, self-esteem, self-control, and relationships.

The pre-program survey was completed confidentially by the participant within the first two weeks of the program start date, while the post-program survey was completed after the in-person interview with Wilder at the end of the program. A total of 127 clients completed pre-program surveys, and almost half (N=60) also completed post-program surveys.

Comparison analysis

Hennepin County Department of Community Corrections and Rehabilitation (DOCCR) provided data about Radius and comparison group demographics, events in which youth were placed on probation or supervision, criminal history, recidivism, re-offenses, out-of-home placements, program referrals and enrollment, and risk-assessment screening scores (YLSI). This data primarily came from the Hennepin County juvenile justice system. In addition, Hennepin County's Human Services and Public Health Department (HSPHD) provided data about participant mental health diagnoses and maltreatment histories. County staff also provided a great deal of technical assistance in the data analysis and interpretation to ensure it is as accurate and consistent with other reporting as possible.

Wilder used a comparison group to identify the degree to which changes in clients can be attributed to the Radius program, as opposed to other types of programs. For the comparison analysis, Wilder combined data from Hennepin County Department of Community Corrections and Rehabilitation (DOCCR) and the Radius Program.

For the analysis, the sample was first defined as clients with a supervision start date between October 1, 2011 and December 31, 2014. This original sample frame included

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164 Radius clients and 452 comparison group members. During that time, 167 clients were referred to the program (Figure 2).

2. Radius referrals by year

Calendar year	Referred to Radius	Enrolled in Radius	Successfully completed Radius
2012	57	61	36
2013	62	54	34
2014	48	49	40
Total	167	164	110

Note: *Some clients were referred at the end of one year and enrolled at the start of another year.*

Then to ensure that the samples were as similar as possible, Wilder removed individuals from the Radius and comparison group using the following exclusion criteria:

- Duplicate cases
- Cases without a documented criminal history offense associated with their supervision start date
- Cases in which the supervision start date was associated with a petty misdemeanor
- Comparison group members without a community-based program enrollment
- Clients without evidence of starting the program (e.g., no valid program start date and/or a status of refused, wait list, never started, or denied)
- Cases in which the program start date was before the supervision start date
- Cases in which the first program start date was more than nine months (270 days) after the supervision start date

After these exclusions were applied, the final sample included 110 Radius clients and 59 comparison group members.

In addition to the overall sample, there were also some exclusions for specific outcome variables. For recidivism, which is defined in this study as an adjudication or conviction within one year of the program start date, there needed to be one year of lag time after the program start date for the recidivism event to occur, and an additional year to account for the adjudication process (this approach is consistent with the manner in which Hennepin County approaches their recidivism analyses). This limited the timeframe that the clients

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could be included to those with a program start date between October 1, 2011 and May 5, 2013. Sixty-six Radius clients and 36 comparison group members met this criteria. Re-offense and out-of-home placement only required the one year lag to allow for the event to occur, and not the delay for the adjudication, so the full sample was eligible for these two outcomes.

To control for selection biases and ensure that our comparison group was as similar as possible to the "treatment group" of Radius clients, we proposed using a statistical matching approach known as Propensity Score Matching (PSM). This methodology is based on regression techniques very similar to those used to control for potentially confounding factors in analyses of program outcomes. However, in this case, regression analysis is used to statistically construct a comparison group with many of the same properties as a randomly assigned control group.

One of the requirements of the PSM approach is the availability of a pool of control group members that is sufficiently large to ensure close matches on key characteristics of those in the treatment group. After omitting control group members without a community-based enrollment (among other exclusion criteria mentioned above) from the available pool, 59 clients remained in the comparison group. This relatively small number of clients prohibited the use of PSM methodology. However, the exclusion criteria described above allowed for the two groups to be as comparable as possible without the PSM match, so statistical analysis compared the two groups in their entirety.

Limitations

This report includes data derived from several different, complex data systems. Therefore, some key limitations should be considered when interpreting the results.

Key informant interviews with Radius clients were collected during their graduation, therefore, qualitative data is not available for clients who did not successfully complete the program. Similarly, interviews were conducted with family members participating in the graduation event. Results may reflect perspectives of family members who were more engaged or more available during the program hours, rather than all family members.

Because the key informant interviews were semi-structured and time limited, interviewees did not always comment on the same topics or themes. It is important to note that the percentages described from the interviews are not exact and should be interpreted as estimates. In some cases, it is possible that a higher proportion of clients and/or family members may have commented on a specific theme if they had been specifically asked about them.

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For the comparison analysis, the number of eligible comparison cases was small, not only making it impossible to use the planned PSM approach, but also limiting the power for statistical analysis. The main cause of this small sample size was the criteria that comparison group members enroll in a community-based program within nine months of their supervision start date. This criteria increased the comparability of the groups, but also eliminated the majority of cases. One reason this criteria removed so many cases is that the available data included participation in programs only within the Hennepin County system, but not private therapy or other outside programs. In addition, many potential clients were excluded because of significant lags between their supervision start date and their program start date.

Finally, this report is limited by the data available. Many other key outcomes and potential mediators could be relevant to the study clients, but were unable to be measured consistently for this study. Some key examples include academic records, family engagement of all clients, health care access and costs, substance use, mental health symptoms, and teen pregnancy or parenting.

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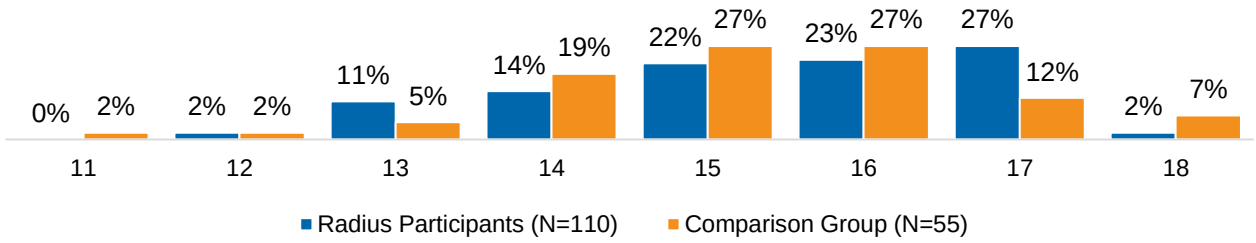
Participant characteristics

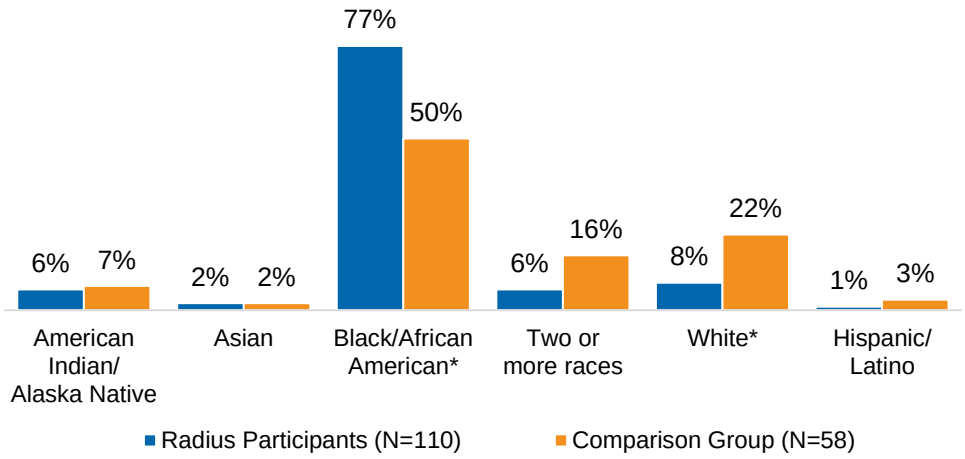
To be eligible for inclusion in the outcome analysis, clients needed to be enrolled in a community-based program through a referral from the Hennepin County Department of Corrections within nine months of their supervision start date. In total, 110 Radius clients and 59 comparison group members met this criteria.

Radius clients were similar to the comparison group in most respects. Both groups tended to be age 15 and older (74% vs.73%) and more likely to have a history of non-person crimes (74% vs. 62%) than person crimes (39% vs. 46%). About one-quarter of participants in both groups had a mental health diagnosis recorded in Hennepin County's data system, and about 30 percent had at least one substantiated maltreatment episode. Two statistically significant differences between the groups are that the Radius participants were more likely than the comparison group to be black or African American (77% vs. 50%; Figure 4) and more likely to have two or more non-person crimes (31% vs. 13%; Figure 8).

3. Participant characteristics: Age



4. Participant characteristics: Race



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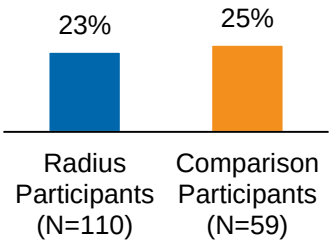
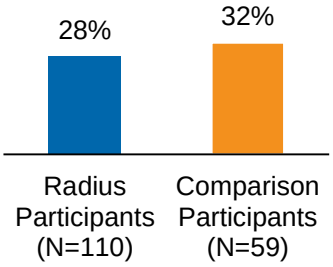
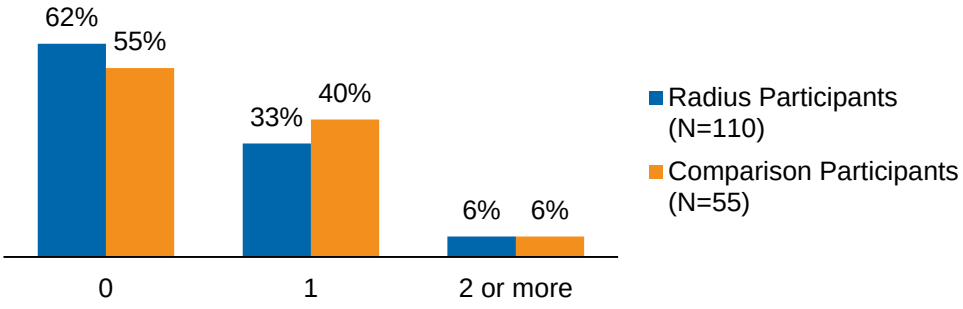
5. Participant characteristics: Had a mental health diagnosis



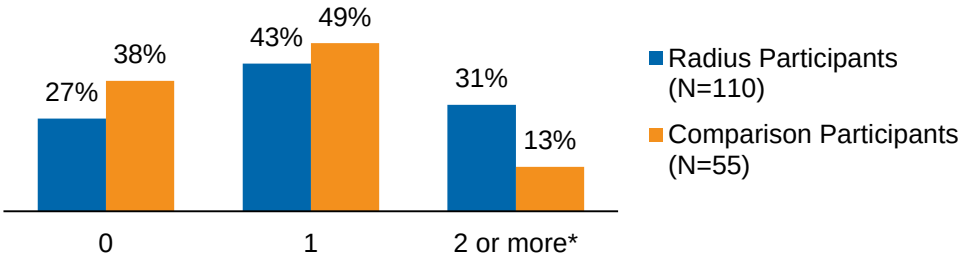
6. Participant characteristics: Had at least one child maltreatment episode



7. Participant characteristics: Criminal history – person crimes



8. Participant characteristics: Criminal history – non-person crimes



Note: *Results may not add up to 100 percent due to rounding. Some comparison participants had missing demographic information. Significance tests were conducted using chi-square tests. Differences are significant at *p <.05, **p < .01, and ***p < .001.*

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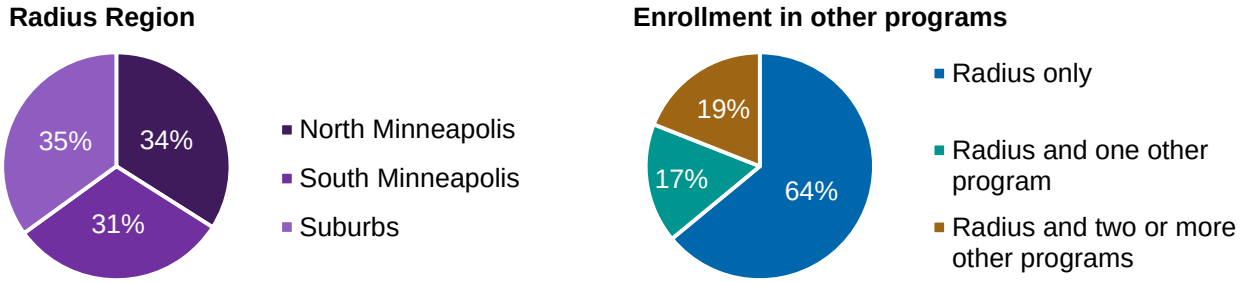
Radius participants evenly represented the three regions in which the program is implemented. In addition, most Radius participants (64%) were only involved in Radius in the year following their supervision start date, while about one-third (36%) were involved in at least one other program during that time (Figure 9).

9. Radius group enrollment by region and participation in other programs



Characteristics of successful Radius participants

About three-quarters (74%) of Radius participants met the program's criteria for successful completion. This included participating in 10 to 12 group sessions, one talking circle, and at least 10 individual sessions with staff. To determine whether certain types of participants are more likely to succeed in Radius, Wilder compared characteristics of participants who successfully completed and who did not.

Both groups were very similar, though the group that successfully completed was less likely to have a history of non-person crimes (70% compared to 82%) and a high YLSI risk score (7% compared to 21%) compared to those who did not successfully complete (Figure 10). None of these differences were statistically significant.

10. Participant characteristics: Successful Radius participants and other Radius participants

Demographic characteristics	Successful Radius Participants (N=81)	Other Radius Participants (N=29)
Age		
11 through 15	47%	52%
16 through 18	53%	48%
Race and ethnicity*		
American Indian/Alaska Native, Black/African American, Two or more races, or Other Race**	88%	97%
Asian or White**	12%	3%

**Young people of color are disproportionally represented in the criminal justice system. Research points to many causes, including inequitable distribution of resources, and bias within policies and practices.*

*** While Asian youth report similar recidivism rates to White youth and were therefore collapsed into one category for analysis purposes. When races were expanded, these results were still statistically significant.*

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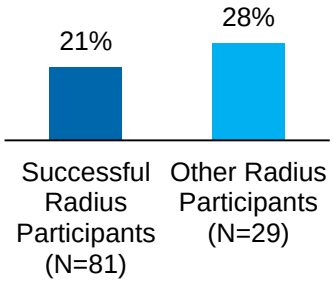
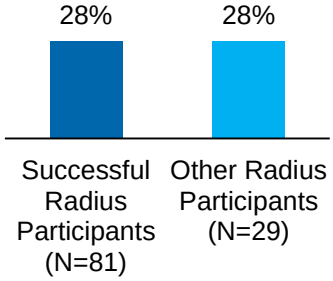
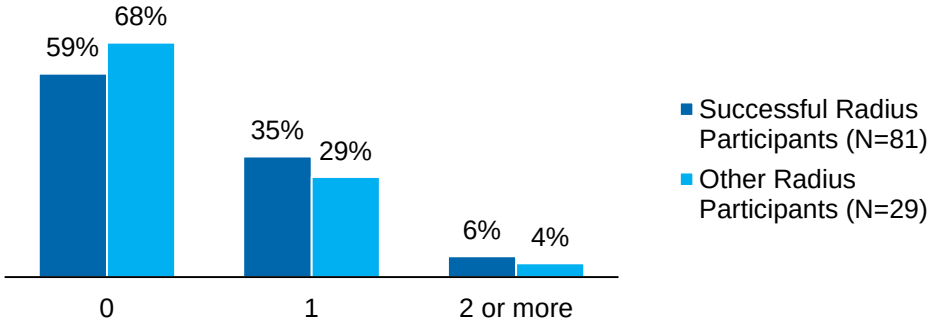
11. Participant characteristics: Had a mental health diagnosis



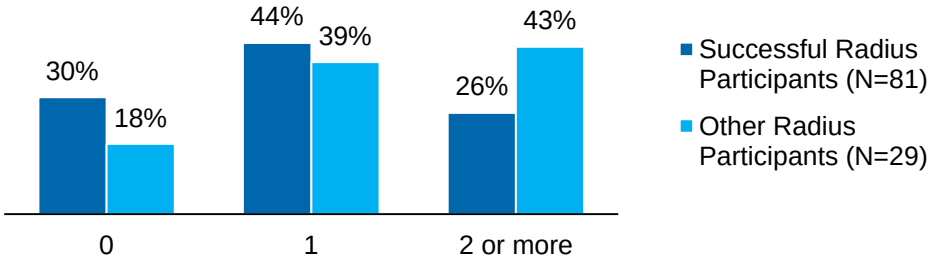
12. Participant characteristics: Had at least one child maltreatment episode



13. Participant characteristics: Criminal history – person crimes



14. Participant characteristics: Criminal history – non-person crimes



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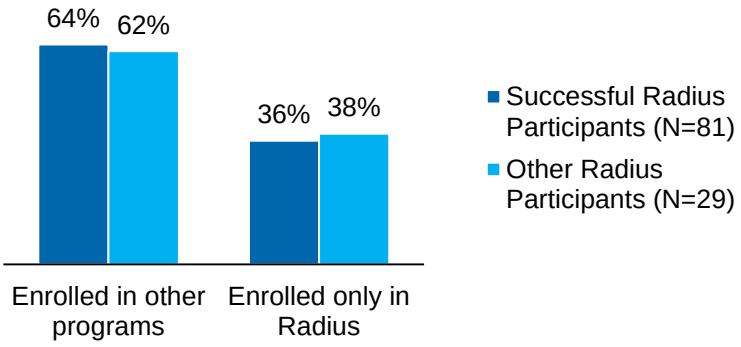
15. Participant characteristics: Other program enrollment



16. YLSI Score

	Successful Radius Participants (N=81)	Other Radius Participants (N=29)
Low risk score	24%	14%
Moderate risk score	69%	66%
High risk score	7%	21%

Note: *Results may not add up to 100 percent due to rounding. Significance tests were conducted using chi-square tests. There were no statistically significant differences between groups.*

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Stakeholder satisfaction

Participant satisfaction with the program overall

When asked what they liked about Radius or how they would describe the program to others, about one-third (36%) of clients mentioned it was "fun." They enjoyed the games they would play and said that the counselors and other clients made the group an enjoyable experience. A few said that they would come to Radius even if they were not on probation.

> *I would tell [someone] to try [Radius] and just go. I think if they came the first day, they would probably like it, because that was how it was for me. It was really good and fun. – Participant*
>
> *This is a good group! Do not be annoyed that you have to go because at the end of the day you will love this group. – Participant*

Although not specifically asked about it, nearly one-third of the participants (29%) mentioned learning new things in Radius. Some of the most commonly mentioned topics included: struggles and the lives of other young women; how to positively deal with situations or confrontations outside of the group; how to communicate; learning about other races, cultures, and ethnicities; and yoga. Many said they also learned from the other clients in the group and what they shared.

> *I learned different life skills. We learned stuff about sex. We watched movies about girls and all the stuff that they had to go through, self-empowerment and stuff like that. – Participant*
>
> *I learned that people are not always going to see stuff how I see it. I learned that things are not always going to go the way that I want them to go. I learned you can't always talk, you have to listen. I learned a lot of stuff from this group. – Participant*

Another term that several of the interviewed clients used to describe the Radius program was "helpful" (22%). They said that the counselors and the group itself had been very supportive. Several said that they had been skeptical about the group beforehand but that it was worth going and was effective. Again, they said that it helped them with understanding others' perspectives and with how to cope with life.

> *It's really good and there are other girls that need it. It's worth it. It helps too, it's not just some group. It's really good and helps a lot. – Participant*

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Experience with Radius staff

One core element of the Radius program is the authentic, trusting relationships staff aim to build with participants. Each group of respondents interviewed specifically discussed the importance of these relationships, including Radius clients, their family members, staff, and probation officers.

Participant relationships with counselors

A commonly cited strength among Radius staff was the focus on building relationships between staff and clients, saying that it is an essential and defining feature of Radius. Staff felt that approaching their work from this perspective, rather than a more punitive one, makes Radius unique. Taking the time to get to know each client was something the staff valued greatly. Staff emphasized the importance of the trust that develops between clients and Radius staff. Some noted that this helps the clients learn how to develop trusting relationships and facilitates counselors being able to better meet client needs.

Probation officers also repeatedly referred to relationship-building with clients as the core of Radius' work. Relationships formed between staff and clients create a safe environment where clients feel supported and comfortable opening up about their lives. They noted that because of the role probation plays in the lives of the clients, a different type of relationship is necessary, making the relationship between Radius staff and clients unique and important. In addition, they commented on how the Radius program allows clients to develop healthy relationships with their peers, which is often a new experience for many clients.

Emotional support from counselors

Radius clients spoke highly of the trusting relationships they had built with staff. The emotional support that they received was a key part of their experience in the Radius program. They said that the staff made them feel comfortable, welcome, and understood. They also appreciated their sense of humor.

> *[Radius counselor] is so wonderful. Meeting with her is like meeting with an old friend for coffee. I mean we talk about everything. It is not like it's got to stay professional or anything. We can crack silly jokes. She has helped me get so much stuff done in my life. Through [her] I got my permit. I've gotten health insurance. She even pushed me to apply for the job that I just got accepted for. – Participant*

When asked about their experiences with Radius staff and what they liked about the program, family members commonly complimented the Radius staff. When describing them, family members said that the staff made the clients feel comfortable and were very

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positive, nonjudgmental, respectful, and open-minded. Family members were impressed by how well the counselors understood and worked with the clients. They described how staff strived to get to know each client individually and tailored their work with them.

> *She really has grown and she really has enjoyed coming. And I think it has increased her self-esteem a lot. And the [Radius] facilitators have been wonderful. They came to my home. I was so grateful, I just thank them for everything that they have done for my daughter. And we all sat down and had lunch and it was neat. I can't say enough about the good positive things I've seen with my daughter. – Family member*

Radius clients spoke of the emotional supports that they had in their lives. Many of the clients (69%) said Radius had become a place where they could talk about any of the things they were dealing with in their lives. They said that they received a lot of support and were able to give support to others. Several said they typically had difficulty opening up to others, but felt comfortable opening up to the counselors and the other clients. They said that they felt genuinely heard and understood and that the counselors had helped them work through many difficult life situations.

> *We pretty much talked about everything. There is nothing we didn't talk about. We talked about family issues. We talked about school issues. Out of home issues, like if you are not living with your mom and stuff like that. – Participant*
>
> *Yes, it's all girls, no boys, so it's more comfortable to talk to everybody. Everybody is understanding here and nobody is judgmental or anything like that. They are just open to just about everything. – Participant*
>
> *It speaks on how you feel. It is not about how they feel. They want to know about you, instead of just getting through the class all fast. They at least sit there and try to get to know you for those 15 weeks. – Participant*

Radius clients spoke highly of staff and how they listened, cared, spent time with them, and provided good advice for various situations clients' were experiencing. When asked who they looked up to as role models in their lives, some mentioned Radius counselors.

> *[Radius counselor] is a role model for me, because she is real strong. She is a good person to talk to. And she's somebody I can really trust. She is somebody I can look up to. – Participant*

Nearly two-thirds of family members (63%) commented on how Radius staff were supportive of the Radius client and listened to them. They said they appreciated that the counselors would listen to the client.

> *How many times did she come home and the whole attitude has changed? Just a completely different kid because she had been pent-up. Either something had happened at school or she felt like we weren't understanding something. And she came here and she spewed it out and it was there. It was left here. And that's wonderful – Family member*

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Trust built with counselors and other clients

Over one-third of clients interviewed (36%) also said they were able to trust both the counselors and the other clients in the Radius program. Many said that they felt understood in Radius and able to be themselves with the counselors and other clients. They felt respected by staff, trusted them enough to share their experiences, and trusted their advice.

> *It's a very safe place to be where you can open up and talk to other girls and get to know other people's stories. It's fun. It's really cool.*
> *– Participant*
>
> *If I needed someone to talk to or something like that, [staff] was always there. She always showed me right from wrong. She never really let me down. – Participant*

Family members agreed (24%) that the Radius client had built a lot of trust with the program staff. A few said that the client had seen several therapists and social workers in the past and were not willing to open up to them. They were surprised at how easily they started to open up to the Radius staff. They emphasized how important it was that the client felt welcomed and not judged in the group. Through this relationship and the relationships with the other clients in Radius, they said that their family member learned how to trust others.

> *[Radius staff person] is the first person she has ever talked to. I don't want the program to end because we've never gotten her to cooperate with anything. This is the first program she has ever done. So I think for her, I really think she's getting a lot out of the group.*
> *– Family member*

Accessibility and flexibility of Radius staff

More than one-third of clients interviewed (36%) commented on the availability and accessibility of Radius staff. Many found it helpful that the counselors were available outside of their regular group time and would come to their home or to their schools.

> *[Radius counselor] said that if I have any problems that I should just text her or talk to her about it in group. I started to talk to her. Every time I got mad I would text her and let her know how I feel, just like I did yesterday. She would just give me advice or calm me down.*
> *– Participant*
>
> *[The counselor] was always there. She always showed me right from wrong. She never really let me down. – Participant*

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Family engagement

Another important aspect of Radius is the inclusion of family members in the talking circle and participant supports/resource referrals components of the program, to allow for a more comprehensive approach to serving clients. Family members and staff both discussed the importance of this program component.

When asked about their own interactions with Radius staff, half of the family members (50%) commented on how staff were positive and included them in the program. They also described staff as respectful, nonjudgmental, and pleasant. Family members noted that they really felt listened to and felt that staff were there to support them.

> *For the first time, we are dealing with somebody from the county or social service place where they listen to you. – Family member*
>
> *They were always really, really pleasant, really nice. I picked her up a few times from here so we just kind of hung out a little bit in the lobby and came in at the end, but they were really nice. Real positive. – Family member*

About one-third of family members interviewed (34%) spoke of feeling like staff were partnering with them during the program. They said that counselors would meet with them and talk to them about issues that were going on, and even offered to be available after the program to talk as needed.

> *We were working together on the same team. We weren't against each other and I wasn't trying to say, "Oh no, my kid doesn't need this program." I feel it's been really good. – Family member*

Some families (21%) shared that, through Radius, their own attitude or perspective on relating to the Radius client had changed. A few had been skeptical about participating in the program at first, but felt encouraged by staff, or by watching the Radius client's participation, that it would have a positive impact on the client's life.

> *When they are working with families, they try to keep our family orientated. There's been a couple of times that I'm like, "Forget it, she's not going to learn her lesson, this is what she wants to do," and [the Radius counselor] encouraged me to just stay focused and not give up. – Family member*
>
> *In a lot of ways, it helped me to be more patient with my daughter and to listen more to her, to take her into consideration. – Family member*

Nearly all Radius staff said their clients are dealing with a lot of family issues, in addition to being on probation. They noted that family dynamics can either hinder a client as she progresses through the Radius program, or be a source of support. Because so much of the Radius curriculum focuses on building and maintaining healthy relationships, staff

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felt that engaging and empowering family members is crucial to their work. Some staff noted that family work is often very challenging and, because it is not currently a major component of the program, it can be easy to avoid even if it is important.

Perceptions of program structure

The Radius program includes four specific components in which clients are expected to engage: a weekly group, individual counseling and case management, restorative justice talking circles, and resource referrals (see Appendix B for more information about these components). The program is structured in cohorts in which all participants in a single cohort start the weekly group sessions at the same time, and any referrals made during a cohort are deferred to the next cohort. During the interviews with clients, family members, staff, and probation officers, many of these components were mentioned as unique strengths of the program.

Weekly group sessions

Many Radius clients also spoke highly of their weekly group time. They enjoyed that it was a safe place where they could share with others what was going on in their personal lives and hear other clients' stories.

> *With group and circle, you can get out the negative stuff that has happened during the week. You can talk about it and let it go and start the week over or start your weekend nice or whatever. I like group and circle. – Participant*

Radius clients mentioned liking specific games, educational activities and topics, personal development activities, physical activities, and field trips. Yoga was one of the most commonly mentioned activities that Radius clients enjoyed. Others mentioned playing the balloon game, creating stories, and making candles. Educational topics mentioned included sexual education, goal setting, and substance use. Personal development activities included creating collages, drawing pictures of their life story and future goals, and creating posters that express how they are feeling. Field trips they mentioned enjoying included the Mill City Museum and the theater. Radius clients also said they enjoyed talking about highs and lows and about their week.

> *My favorite thing is when we sit in a circle and do the "highs and lows." When we do that, I can really get things off my chest. I can tell them what was good and what was bad. – Participant*

Many family members said that the Radius clients would tell them how much they enjoyed the group time. Family members appreciated that the Radius clients had met

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other girls whose lives were heading in a positive direction, that they were able to have open discussions, and that it was a place where the client could have a voice.

> *She met a lot of the people in the group. A lot of people that could, you know, lead her in the right direction. – Family member*
>
> *It was something that she was dedicated to and it was her thing and it was positive because she'd come home and tell me about things that they talked about in group. I liked that. She liked that it grounded her. I actually have seen a change in her. She didn't get into too much trouble like she was. She likes everyone at group. There was never a problem with the girls in group. – Family member*

Individual sessions

Many Radius clients said that they liked the individual time with their counselors because it was private and they were able to talk to the counselors one-on-one. They liked the flexibility of the one-on-ones and being able to focus on different areas, such as finding health insurance or finding jobs. They also liked the informality of the individual time and how counselors were able to come to their homes.

> *I liked being able to talk with [the Radius counselor]. I felt like she understood me a lot more than anybody ever understood me. I was able to discuss a lot of stuff with her I wouldn't be able to discuss with anybody else. I felt like she took a lot of stress off of me that could have still been there. – Participant*

When asked about the program strengths, many family members spoke of the individual sessions and the relationships that the Radius clients had built with the counselors. As mentioned earlier, they emphasized the way that the individual time gave the clients a safe place where they could express themselves and receive emotional support. Family members complimented the way that the staff connected to the Radius clients, came to their homes, and really listened to them. They appreciated that staff would take the Radius clients on outings and help them to find jobs and connect to other resources. One family described the program as a "safe haven" for the client.

> *The best thing I liked about the program is that they actually take time out with the girls…. And they come and get them and take them out for them to just be able to talk or whatever. I like that. They came and got my daughter for yoga, to help her do job resumes and stuff. That's all. I liked that.*
> *– Family member*

Talking circle

Several family members expressed how much they liked the talking circle, and how helpful it was for their family. They liked having the talking piece and a space where

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family members could share without interrupting. Some families plan to continue to have a talking circle in their home.

> *I never experienced anything like the Radius circle, the family circle and that was amazing. It really opened, not just me and [Radius client], but also the other kids that are around the family, my other daughter. We were able to say things and express things that we might not have been able to before, it felt like we couldn't. We learned a little bit about everybody and…and, it's a great change. – Family member*

Participant supports

The Radius program provides tailored support to clients based on their individual needs. When asked about supports received from Radius staff, clients and their families most frequently mentioned help with employment, outreach to family, basic needs resources, transportation, education, and mental health support.

- **Employment:** Family members described Radius staff helping the client with résumés, letters of reference, and getting an internship. Clients discussed getting help finding jobs and accessing resources to support employment, such as obtaining identification cards, social security cards, and work uniforms.
- **Basic needs resources:** Clients also received assistance getting into shelters or finding apartments, accessing food stamps or food shelves, finding places to complete community service hours, identifying chemical dependency programs, accessing resources for emancipation, enrolling in health insurance, and participating in health and wellness activities.
- **Transportation:** Clients discussed getting transportation help from Radius, including bus tokens or help finding transportation to and from Radius or other resources, such as college tours and court. Some clients also received help obtaining a driver's license.
- **Education:** Some clients also received help with college applications or college scholarships, and connected to a mentor to support their future goals.
- **Mental health support:** Family members shared that Radius helped to connect clients and/or their families to counseling or therapy services.

Overall structure

Radius staff identified the program structure as being key to the program's effectiveness, specifically the group and individual components. Some staff also saw talking circle time as an important part of the Radius program. Staff noted that group time allows clients to work on building healthy relationships with each other and practice conflict resolution.

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On the other hand, individual counseling gives clients the opportunity to work on their own unique issues and challenges. Staff recognized that some clients respond better to the group component, while others prefer individual sessions. They noted that most clients get something out of each component, so offering both is crucial to meeting the needs of all program participants.

Probation officers said that they feel the main program components of Radius are strong. Some noted that the individual sessions provide an extra layer of support that participants need, while one felt that the group component is a unique strength of Radius. Others felt that the overall program design, with the combination of individual, group, and talking circles, is a strength of Radius and something not offered through other programs. Finally, one respondent noted that the curriculum itself is well-rounded enough to offer some activity of interest for every client. Probation officers praised Radius' strengths-based approach in working with clients, noting that by drawing on the strengths of the clients, rather than the negative parts of their lives, it builds their confidence and self-esteem.

Program flexibility

Radius staff identified their ability to be flexible and responsive to the needs of each client as an important part of the Radius program. They said that they are able to take time to get to know their individual clients and address the unique needs, rather than impose a "cookie-cutter" solution on them. Radius staff mentioned that this flexibility and responsiveness is also true of the group component, which may look slightly different from cohort to cohort, depending on what the group needs most.

Most probation officers also noted that Radius is a flexible program that adapts the curriculum depending on the needs of the clients in each group. They noted that Radius staff assess what each group needs, and how to address those needs to allow all participants to benefit from the program in some way.

Consistency in curriculum implementation

While Radius and probation staff appreciated the curriculum's flexibility and adaptability, both groups said that this also means that there are often regional program differences that needed to be addressed.

Radius staff described differences in the way the program operates from region to region. They saw a certain amount of flexibility as necessary, allowing the program to meet the needs of each cohort. However, staff were concerned that these differences may affect participant outcomes. In 2012, staff noted that a more structured curriculum would help them understand and work toward larger program goals. In 2013, staff seemed to feel that

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this issue had improved, and suggested that the staffing structure they had just adopted (one counselor per region and one group facilitator for all three regions) would improve consistency.

Probation staff also expressed a desire to see more program consistency from region to region. Although they appreciated the flexibility that Radius can and should bring to each case, they also stressed that the courts decide to place a client in Radius based on the services that they believe that client will receive. Early in the evaluation, probation staff requested assurance that services will be delivered as promised regardless of region and that similar standards will be applied to each client. However, this was not mentioned again by probation officers when asked in later years.

Importance of gender-specific programming for justice-involved clients

All interviewed probation officers believed that gender-specific programs for corrections-involved youth are valuable to the county. They mentioned that in their experience, clients tended to respond to relationship-based programs more positively than boys. Until 2014, Radius had been the only program in Hennepin County that met many of the gender-specific needs of the clients. Probation officers feel that the work of the Radius program and its staff is critical.

Overall, probation staff felt that Radius can be a good fit for nearly every client they work with. The only clients who they do not recommend for the program are those who have major mental health needs to address, a sentiment echoed by Radius staff.

Collaboration between systems

In order to effectively refer participants to the Radius program, and ensure their success while in the program, it is essential that Radius staff, probation, and County staff collaborate. When these systems work closely together, it can result in a consistent, comprehensive, seamless support for the clients. Radius and probation staff were asked about the collaboration between these three systems annually throughout the course of this evaluation.

Staff relationships with probation officers

Radius staff and probation officers shared their thoughts on their relationship and offered suggestions for areas of improvement. Views on the relationships varied among staff, officers, and across years, but main themes that arose included: inconsistencies between regions and in how probation rules are applied, and a need for improved collaboration and communication.

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Consistency between regions

Gender-responsive probation officers are located in different regions in Hennepin County (south, north and suburbs). One main theme from the interviews was how the relationship between Radius and probation differed from region to region. Radius staff were unsure of what this relationship is supposed to look like and the degree to which they should be collaborating with probation. They noted that not all regions are equally collaborative and that some Radius counselors are given more information about participants than counselors in other regions, both before they begin working with clients and throughout the duration of the program. Staff expressed concern that these inconsistencies could affect Radius' ability to meet participants 'needs, and potentially, long-term outcomes.

While Radius relationships with probation staff vary, Radius staff felt that probation rules are occasionally unclear and inconsistently applied. These differences were noted both between officers and also between regions. Early in the evaluation, staff noted that it is unclear how and when probation decides to make exceptions about attendance and other conditions of client placement into Radius. In multiple years, staff felt that some probation officers were collaborative and approached their work with a restorative justice focus that is in line with the Radius approach. Other staff felt that probation tended to operate from a more punitive viewpoint, and that the relationship with probation is less open and communicative.

Collaboration and communication

Interviewed staff noted feeling that some probation officers preferred little or no communication with Radius staff. Some sensed that probation staff may not be comfortable letting Radius staff make decisions about how their program is run. However, Radius staff also noted how communication with many probation officers improved in the latter part of the evaluation. They noted that their relationships with probation officers flourish when the relationships are based in mutual respect and take a team-oriented approach to working with clients.

Probation officers gave mixed responses related to the extent to which probation officers and Radius staff should communicate. Some officers felt that probation staff should be hands-off and allow Radius staff to do the work they have agreed to do without interference. Others felt that a more communicative approach between the two entities would be better and lead to increased engagement from the clients.

Toward the end of the evaluation, probation officers noted that they would prefer more regular updates about how clients are doing in the program. They noted that weekly attendance updates are particularly important, as well as thorough notes upon program

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discharge. Probation officers would also like more communication about staffing changes happening within Radius. Some respondents felt that communication between the two entities had improved slightly over past years, but that there is still room for improvement.

Both probation officers and Radius counselors discussed the importance of collaboration and how it contributes to the success of the clients. Although they felt that increased communication would be beneficial, officers and counselors mentioned that oversight meetings scheduled for this purpose have not always been helpful and often result in the same issues being brought up at each meeting with no resolution.

Concerns about lack of court knowledge

Some probation officers noted that the courts do not completely understand what Radius is and which clients might be more successful in other programs. One respondent noted that some judges default to the Radius program when referring a potential client for probation, while lacking adequate contextual information in order to make an educated referral. Another probation officer said that the courts need more knowledge of what the Radius program is and how to make appropriate placements. Radius staff also expressed concerns about the courts not referring enough clients to Radius because they were unaware of the program, knowing all of the judges in the county may not have the same information about program options.

Program suggestions

Radius staff and probation officers emphasized that Radius is a strong and unique program, yet offered suggestions on how to improve the structure and the focus of the program. Probation officers discussed their desire for more clarity and consistency with respect to the overall program approach, specifically the curriculum and cultural-responsiveness; more efficient processes for sharing and organizing required paperwork; and better documentation of their work. Radius staff also expressed confusion over the role each program component plays, how to address mental health and trauma in their work, and how the program should support clients after they complete the program. While they noted that consistency across regions had improved, staff said there are still differences that may affect participant success. In multiple years, probation staff suggested making the program longer and expressed concern over the wide age range of participants.

Radius clients and family members also offered the following suggestions for improving program activities.

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Group activities

Clients suggested a number of changes to the group activities. Recommendations included providing more unstructured time to talk, introducing activities more thoroughly, and spending more time on each activity. Also, while many clients highly enjoyed yoga, a few said that they were not comfortable doing yoga or did not like it.

Clients expressed interest in more discussions related to how teens experience society today, relationships, diversity, anger management, finding jobs, and homework help. They also suggested having a speaker come in who has had a difficult life to talk about their experiences. Family members also suggested topics they would like to see covered, including parenting classes for those who are pregnant, help finding homes, understanding prostitution, and culture and racism.

Some clients said that they would like to have a wider variety of food during group times.

Program schedule

When asked what they liked least or would change about the program, many Radius clients mentioned the length of the program and/or scheduling. Several Radius clients said they would like to have the program continue for a longer period of time or to meet more frequently, such as twice per week.

> *I kind of would have liked it if they would have been a little bit longer. With the girls that we had in the group, we got so into talking about things that sometimes we would get off task. Well not really off task, because we were talking about stuff that we were supposed to be doing, but then it gets further into the time for other activities that we are supposed to do, so we wouldn't get to finish everything. I think we could have had even more really cool experiences if we just had a little more time.*
> *– Participant*

Some clients said that the timing of the Radius group was difficult because of the day of the week and competing work schedules. A few also said that they did not like that they could only miss two days.

Program aftercare

Many family members were concerned about their loved ones completing the program and would like there to be ways for the Radius clients to stay connected. They suggested finding ways for the counselors to stay in contact with the clients, such as bringing the clients together for reunions, having the clients come back as volunteers, or having some other type of follow-up after the program ends. One family member suggested that the program staff follow-up with each client to see how they are doing two months after the

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end of the program. Another suggestion was to have a summertime get together for all of the different Radius groups and their families. One said that they hope that the Radius client will keep in contact with the friends she made there.

Family members also said that they would like to expand programming and extend the program or meet more frequently for group time, individual time, or talking circles. Seeing the improvements in the lives of the Radius clients, many said that they wished that the program would continue. Some specific suggestions were for them to meet twice weekly or extend the program to six months or a year. A couple of family members said that the Radius client would need some type of counseling, such as anger management, a program similar to Radius, or a support group after the program ends.

> *They like it and they are coming no matter what is going on in their life. You actually see your child dedicated to something regardless of what they are going through. They may have an attitude, shutdown, meltdown, mad, but we can make it to Radius. You want your kid to stay there. That's her safe haven. That's what Radius became to her, a safe haven. And that was alright with me; I enjoyed that. – Family member*

In earlier years, Radius and probation staff agreed that there was a need to assess aftercare for the clients, including connecting clients with appropriate services post-graduation and clarifying the role of the Radius staff after a client has completed the program.

Over time, staff wondered about their role in the lives of participants after the program ends. Some respondents felt that there was a role for staff after graduation that may involve occasional one-on-one sessions, whereas other staff felt that this should be unnecessary if clients were connected to the right resources during the program. The idea of offering a graduate group came up, but staff did not think that would be useful or well-attended by clients who are no longer mandated by the courts to be involved. Radius did test out a graduate group in 2012, but they ran into some road blocks including lack of transportation and funding.

Probation staff had similar discussions and repeatedly mentioned the need for post-graduation services. They noted that Radius is in a unique position to help clients transition to other services because of the relationships they establish. Clients might feel more comfortable accessing services that have been recommended or introduced by someone they trust. Probation staff also mentioned that this is an important step because many graduates still reach out to Radius. Interviewees expressed concern that this can occupy staff time that might serve current clients. Introducing transitional services would ensure that clients are getting their needs met while freeing up more Radius staff time.

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Transportation

Several family members interviewed said that transportation to Radius was somewhat of an issue. Due to the time of day, family members were not always able to drive the Radius client to the program. For families without cars and with longer commutes, the Radius client might not be able to make it to group sessions on time after school. They suggested having transportation available, especially for the way home. It is often dark at that time and transportation would ensure that the clients were safe.

Staff also discussed how transportation, or lack of it, continues to be an obstacle for program participants, particularly in the suburban region where the service area covers many communities. They mentioned how challenging it can be for clients to get to group when public transportation does not always cover the relevant areas. This, in turn, makes it difficult for clients to meet the terms of their probation and successfully complete the Radius program.

Opportunities for family engagement

Some family members said that they would like more communication with the Radius staff. More specifically, they would like more updates on the Radius client's progress and more opportunities for families to get involved. A few said they would like to have more events like graduation where the families are able to come together and interact.

Expanding eligibility

Several family members suggested that the Radius program expand their reach and make the program available to clients of all ages, including younger girls, older teens, and young adults. Many said they would like the program to be an option for more clients. Several said that it would be beneficial to make the Radius program available to all girls, including those not court-mandated to attend. Another suggestion was to create a similar program for boys.

Radius staff discussed the need to do more work within schools. Many participants described difficulties in school. Having stronger, more collaborative relationships with schools would allow Radius staff to more easily work with administrators and staff to resolve issues. Staff gave suggestions such as having a Radius counselor available onsite in the schools for when clients need them. They also discussed strengthening current partnerships, such as with Intermediate School District 287, a leading education partner to Hennepin County school districts, providing customized education services.

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Radius outcomes

Outcomes were collected multiple ways, including through key informant interviews, pre- and post-program assessments given to Radius clients, program-level administrative data, and county-level administrative data. This section highlights key findings.

Relationships and communication

When asked in the post-program assessment about relationships with others, most clients (87%) reported their relationships with others had improved since beginning the program. Likewise, most (84%) felt their ability to talk about their feelings has improved.

Developing new friendships

During key informant interviews, clients were asked to describe the relationships that they had formed with the other clients in Radius. Half of the clients interviewed (52%) spoke of how they had developed healthy friendships within their Radius cohort. Most of these clients said that they had formed new friendships. Many previously knew at least one other client in their cohort and said that these relationships had been strengthened through their experience in Radius. One client said that their favorite part of the program was getting to meet new girls.

When talking about the friendships that they had developed at Radius, clients used words like "closeness" and "family." Interviewees described building trust with the other clients during their group time through sharing experiences. Several said that they were surprised that they had gotten so close with the other clients so quickly and that the other clients were nice and they felt comfortable with one another. Many became very close with other clients in the cohort and planned to keep in touch outside of the program.

> *All of the girls got really close, really quick. It's something that I kind of look forward to every Wednesday. – Participant*
>
> *At Radius, it is like a second family here, because you have friends over here, people that you know and people that you have never met before. Over time, everybody gets close to each other. You never know, you might find your best friend at Radius. Basically, other than being on probation and doing Radius, if I had the choice to do Radius again, I would do it! – Participant*
>
> *As a group, we are all pretty close, for all of us having walked in not knowing each other. – Participant*

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> *Oh yeah! Basically all of [the clients] are funny and goofy. You've just got to be open-minded. To be open and to not judge people, because every person that came into this program was way different looking. In the end, we all got along. We are so close now, because we had our chances to let our emotions out through this group.*
> *– Participant*

Approximately one in five (19%) of the Radius clients interviewed said that their relationships with other girls had improved. Several said that they had previously had a hard time relating to girls in a positive way. Through Radius, they learned about how to communicate with other young women in a more positive way. As a result, they said that their relationships with girls in general, and with close friends, had improved. They were surprised at how easy it was to get along with the other clients in the Radius group. Some clients who had not gotten along before Radius were able to improve their relationships and build respect for one another. They gave examples of arguing less with other girls, being able to empathize more with the struggles that other women go through, and developing new friendships. One client proudly reported that another young woman had told her that she looked up to her.

> *I don't really [get along with] girls, but we are always together like a family now. I see how they feel and how they interact with each other, so it has helped me with my friends too. Now I know how other girls feel in certain situations and how things might be sensitive to certain people, so that helped me. – Participant*
>
> *Now, I can honestly communicate with other girls without like always saying something negative. I have never been able to do that, because I don't really like meeting new girls. Since I've been doing Radius, I can talk to girls without getting like an attitude or anything. – Participant*
>
> *I know a lot of girls are going through some stuff that is really similar to some of my friends. It's been a lot easier to connect with them on those things and understand where they are coming from, because I got the perspective from the girls here on how to better handle it or what it feels like. It has really helped me understand people and their struggles. – Participant*
>
> *I think it was last month that a new girl came to my school. I started talking to her right away. Then she got familiar with me and I was her first friend there. – Participant*

Ending unhealthy relationships

Another common theme, mentioned by half of clients interviewed (51%), was learning how to identify and break off unhealthy relationships. Radius clients said that they learned who their real friends were and the importance of avoiding people who were negative influences on their lives.

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> *It really showed me who is real and who is not, who is there and who is not. I really cut off a lot of people. I used to always say that I am going to die alone, because you really can't trust nobody.*
> *– Participant*

Clients talked about cutting off relationships with both friends and boyfriends. They spoke of realizing that these unhealthy relationships were causing them to get into trouble and keeping them from moving forward in areas like getting an education and a job. This realization seemed to give them the courage to end these relationships. Many had cut out quite a few relationships that they saw as unhealthy or negative. Several said that they ended their relationships with boyfriends or boys in general because they were distracting them from achieving their goals.

> *I actually found myself cutting off a lot of my friends that I had outside of Radius because Radius was showing me that some of the friends I had weren't always the most positive influences on me. That's what kind of kept getting me in trouble but ever since I've cut some of those peers off, I been staying out of trouble. – Participant*

In addition to breaking off from unhealthy relationships, clients spoke of finding more positive relationships.

> *It actually helped me. It's helped me pick better friends to be around. I used to hang out with a lot of negative friends but now I'm starting to hang out with positive friends, like the ones that are like into school, having their grades up and always on time for school and they're just like really cool. – Participant*

Family relationships

When asked during key informant interviews if they were able to talk to their parents more after participating in Radius, approximately half of clients (49%) said that their relationships with their parents and families had improved. Many said that through Radius, they learned how to communicate more with their parents, particularly with their mothers, and were able to talk with them about more of the things that were going on in their lives, such as school, relationships, their day, and other decisions they were making.

> *My first time being pregnant, [parent/caregiver] never knew about it. I didn't tell her. We never had the communication. About 2 months ago, I had a pregnancy scare. She was the first one I went to. If we didn't have that circle, I don't think I would have done that.*
> *– Participant*
>
> *I talk to her about my boyfriend. I talk to my mom about my school stuff. I talk to my mom about outside stuff or personal stuff. I pretty much talk to my mom about a lot of things.*
> *– Participant*

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> *When I started Radius, I and my mom weren't talking. Three weeks after I started Radius, I was talking to the director and I was just telling her that was going on. She gave me some advice and I kind of started talking back with my mom and me and my mom kind of got close. – Participant*

Several clients said that the counselors had helped to mediate any struggles that the clients were having with their families, especially with their mothers, and bring mutual understanding. They spoke of gaining respect for their parents and wanting to earn their trust. Some said that they learned how to deal with conflict more healthily and to communicate calmly, which had improved their relationships with their families.

> *I think [the Radius] circle really played a big part in fixing me and my mom's relationship. – Participant*
>
> *My mom and I] got into this big argument and I told her I didn't want her at my graduation and I never wanted to see her again. We did our circle and we kind of got everything put on the table. We basically said that we don't like the relationship, we need to understand each other better, and we need to have better communication. It helped with the relationship between me and my mom. – Participant*
>
> *My mom and I have been struggling together with this relationship for a long time. Being able to get emotional and to have [Radius counselors] there to mediate and help lead us in a healthy direction really gave me more perspective on how my mom thinks that I didn't think about before, so that was good. – Participant*

Aside from improving communication with their mothers, several clients said that it helped improve their relationships with other family members, including fathers, grandparents, and siblings. One client said that she now sees herself as a role model for her younger siblings.

> *Now I see myself as setting an example for my sister. I consider everybody. – Participant*
>
> *I live with my grandma, that's my guardian. Yeah, they helped me open up to her. I have really bad trust issues with my family and other people. The whole program just made me open up to more people in my family, telling them the truth. – Participant*

Nearly half of families interviewed (45%) mentioned that their relationship with the client had improved. Family members saw improvement in the Radius client's communication. They said that the Radius client trusted and opened up with them more, and attributed this to the Radius counselors' encouragement. They also talked about clients spending more time with their families. One family said that they are going to continue having circle time on a weekly basis in order to stay connected as a family.

> *She cleans her room more often. She plays with the animals. She spends time with her nieces and nephews more often and takes them out to the park now. She sits outside with them. Just a whole 360 with her. – Family member*

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> *We communicate way more often. I mean, I think she comes to me and asks me questions about what I think more often as opposed to calling her friends and saying this is what's going on. We spend more time together which is really strange because all that mattered before were her friends. – Family member*

Communications skills

During key informant interviews, clients commonly said that being in Radius had helped them to improve their ability to communicate. Clients said they were now more comfortable with opening up (38%), their communication skills had improved (34%), or they communicated more often (34%). In addition, those who completed the post-program assessment, four in five (82%) reported their ability to control their temper had improved since they began the program.

After being a part of Radius, interviewed clients were more comfortable opening up and sharing their emotions, including peers and family members. Some said that they are now more outgoing than they were in the past.

> *[Participating in Radius] has gotten me to open up more. I could tell them anything here and they won't judge me. Sometimes things will hold people back from something they only know. Sometimes you got to talk, even though I don't like to. – Participant*
>
> *[Through Radius] I learned that it is good to express your high and low feelings and how you feel about things. I learned that it is better to talk about stuff than to hold it in. Radius has helped me get back to how I was in the beginning. It slowed me down a lot and got me on the right track again. – Participant*
>
> *I learned more and more to speak my opinion and to express it even if it's different than other peoples. Also, in my one-on-one sessions, I worked on preparing to be an adult and being independent. – Participant*

Clients also mentioned specific ways that their communication skills had improved. Many said that they had learned skills for effective communication, such as listening to others better. They also said that the program had taught them how to have healthy conflict, deal with anger, and be less reactive. Several said that before the program they would typically react quickly and "go off" at people, but now had learned to assertively and calmly share what they are feeling with family, friends, and others. When they spoke of how they and their families' communication had improved, many of the clients referenced the talking circle, and the communication skills they and their family learned during the circle.

> *I learned how to listen to people, instead of just not listening to them and going off. – Participant*

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> *I've learned a lot about relationship skills and healthy arguments and not healthy arguments, how to deal with situations and dealing with anger and stuff like that. – Participant*
>
> *It's helped me with my anger. It has been improving. I'm doing good. When I get mad, I talk to people better, I can understand things better. – Participant*
>
> *How to better interact with people around you. How to be a positive person in people's lives, try to impact people, you know, just how to better communicate. – Participant*
>
> *I really liked how she brought a talking piece to my house too. She gave us each the time to talk and a turn to listen. She gave us really good gateways to each conversation. She gave us the time to be able to sit there and explain to each other how we were feeling, what the topic of conversation was, how it was impacting us as a family, and also as individuals. – Participant*

More accepting of others

Nearly one-third (29%) of clients interviewed said that they had learned to be less judgmental of other people and their lives as a result of participating in Radius. Through their conversations in the program, exercises, and meeting others from different backgrounds, they spoke of becoming more open minded and valuing the importance of accepting people of different races, religions, and life experiences. Several mentioned that they had learned about other cultures through the program and were more open to understanding other cultures as a result of their experience in Radius.

> *Now I don't like to judge a book by its cover and actually get to know people. – Participant*
>
> *We talked about how different cultures are. We talked about how we are all basically just the same. When we first came in here we didn't like certain races or things about certain races. She helped us realize that we all have a lot of similarities. – Participant*
>
> *Just to be accepting of different cultures. The best thing about culture is that we're all different. – Participant*

Self-improvement

Emotional self-control

During key informant interviews, over one-third of clients (36%) reported that their emotional self-control had improved as a result of participating in Radius. In Radius, they had learned techniques for controlling strong emotions, such as anger. They said that they learned how to listen, be respectful, stay calm, and let things go.

> *They teach me a lot about things that I go through at home. I learned to stay calm during situations I am not used to. I have learned different techniques on how to keep myself together, whether it be at home or in school. – Participant*

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Half of families interviewed also said that the client had improved their emotional self-control since being a part of Radius. They reported that the client was more often able to step back before reacting, was calmer, and was more respectful of others. As a result, they noticed that she was able to make better decisions.

> *I think it has definitely given her tools as far as what things she should and shouldn't allow to get her angry, to get her to that point where she's exploding and then I've seen a huge difference in how she reacts. She kind of takes a step back now. – Family member*
>
> *She has changed her behavior. She has learned more to not react sometimes with her anger, you know things like that. She's kind of being able to reason out things quite a bit better I think. – Family member*

Many clients said that they stopped fighting and other aggressive behaviors because they learned how to control their anger and focus on being mature in Radius. Family members also noticed that the client had fewer angry outbursts and would fight less often.

> *Yeah, it taught me how to walk away.. I was getting into it with a couple of girls. I had a conversation with [Radius counselor]. She said, "These girls are just younger than you and they are picking fights." I didn't think of it like that. I just thought, "Man, if this girl says one more thing to me…" I just kept on letting them get me upset. She taught me how to not allow that. It keeps me out of trouble as well. I'm on probation and I can't get into altercations like that. Looking at it, I was always like, "I'm on probation and I can't do that!" It's more like, "I'm older than you and I need to act more mature than you and this is why I can't do that!" - Participant*
>
> *I learned that you are bigger than your anger…It takes more power to stay calm than get mad. I've been having plenty of opportunities to punch somebody in the face this week. Radius has really helped me. I'm not as pissed as I used to get. I get pissed and I would be fitting to mess everybody up. Now I ain't going to do that. I'm just going to sit there and let them talk. – Participant*
>
> *I just don't fight. I just tell, I just tell kids they shouldn't fight. It's not cute. And they say, "Why, you used to be a fighter." That's the word; I used to be a fighter. I'm no longer a fighter. You have to grow out of things like that. And then ok, whoopdewhoo. – Participant*
>
> *She's on the right path right now. She not fighting, she's not doing nothing. She's starting to look past what people say to her and she's starting to lower her anger a little.*
> *– Family member*

Attitudes

Almost half of the interviewed families (45%) noted that the Radius client had become more positive in their approach and outlook on life. They spoke of how Radius had helped her to focus on the positives in life and stay away from the negative.

> *She giggles, smiles more. She is more expressive, more accepting. She used to get frustrated about things, but now she's more accepting [and has] made friends.*
> *– Family member*

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> *I like that it's helping my daughter to think more positively about her life and its outcomes.*
> *– Family member*

Maturity

Approximately 18 percent of clients interviewed said that their maturity and responsibility had increased because of Radius. They said that they learned how to set goals and leadership skills at Radius. Many also gained a desire to be more mature in many areas of their lives, such as time management, follow-through, classroom behavior, educational attainment, school attendance, relationships, and work. Several said that just the requirement of coming to group on a weekly basis gave them a sense of accomplishment and encouraged them to be more responsible in other areas of life.

More than half of the interviewed families (55%) mentioned that they had noticed an improvement in the Radius client's level of maturity, motivation, and responsibility since going through Radius. They commented on how the client was now on time more often, taking responsibility for her actions, and setting goals. One family member told of how the client used to skip class with other kids but is now sure to be on time to class because the teacher is counting on her to be there.

> *I learned in every way to be responsible. Like coming to group on days we have it. Finding transportation and stuff like that. The things that I am supposed to do as a teenager.*
> *– Participant*
>
> *She's more mature. She handles situations much better than what she would have before Radius. She's more open to help whoever needs help. I don't know, she's just matured a lot.*
> *– Family member.*

Involvement in healthy alternative activities

During key informant interviews, several Radius clients (18%) also said that the program helped them to replace unhealthy behaviors with healthy behaviors. They described investing in more positive activities, such as going to Radius, finding jobs, or participating in sports to replace more damaging behaviors like stealing, substance use, and partying.

Some family members (21%) also said that Radius helped the client to find alternative activities that would help them to stay out of negative situations. Several said that Radius itself helped the client to stay out of trouble and also gave examples of activities that the client was now participating in or considering participating in as a result of Radius, such as sports and horseback riding.

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> *They pretty much prepared me for everything, which is going to help me to go through and finish high school. – Participant*
>
> *They taught me how to talk to people. They taught me how to engage in a healthier way like finding better stuff to do than doing all the negative stuff. – Participant*
>
> *I tried to keep myself busy doing positive things, so I don't have as much time to walk around and be bored with my friends doing nothing…so we would go throw rocks at cars or something. – Participant*
>
> *Before she was getting into trouble a lot. On Tuesdays, she would be here doing something more positive than doing what she would be doing otherwise. – Family member*

Self-esteem

Approximately one-third of the interviewed family members (34%) said that they had noted an improvement in the Radius client's self-esteem and self-respect. They talked about how Radius program was helping clients to increase their self-esteem and confidence.

> *Her self-esteem has picked up a lot. I felt like at one time it was real low but since she has been going she has been speaking up a lot more about herself and not afraid to say anything. Usually, she would just sit back and be quiet. – Family member*
>
> *She seems more confident and just being able to know what's going on with her. I feel like they've really helped her identify things maybe things she didn't realize were happening. – Family member*

Of those clients who completed the post-assessment, four in five (81%) reported feelings about themselves had improved at least a little bit since they started the program. Self-esteem from pre- to post-program assessment improved significantly ($p = .000$), as well as the number of clients who reported having positive goals and plans for the future ($p = .047$).

School-related outcomes

Of those clients who completed a post-assessment, nearly three quarters (74%) felt their grades improved at least a little bit. Additionally, 19 percent of Radius clients who were interviewed said that they were more engaged and connected at school as a result of their involvement in Radius.

Several clients spoke of Radius giving them a new perspective on school and helping them to prioritize going to school and doing well. Several said they are more motivated and working harder in school, and that their grades have gotten better since starting Radius.

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> *I'm open more. Usually I don't ask the teacher for help, but now I do. I had a hard time opening up and getting involved. I go every day. They push me towards success. At first I was like, school is like so boring. Now it fascinates me, I want to go and get done, so I can graduate from here and from school. Those are my two goals. – Participant*
>
> *It made me stay on track, it made me push harder in school to actually get it done. Go to school, get it done, don't worry about nothing else, like what other people have to say. I'm not there for them, I'm there for my education. – Participant*
>
> *I don't know. My grades have improved too, just because of Radius. I want to get done with Radius, probation, and everything else. [The Radius counselor] is a huge help to me. – Participant*
>
> *It showed me that school is very important. – Participant*

An estimated 13 percent of Radius clients interviewed said that their school attendance had improved. They had started to attend school more, rather than skipping classes, and were on time for classes. One said that she had received help with scheduling and her school now calls her in the morning to help her to get to class.

Additionally, when asked about their short-term goals, over one-third of Radius clients (38%) mentioned goals related to their education. When asked about their long-term goals, approximately one-quarter (26%) spoke of their education. Short-term educational goals included going to school more, doing well in school, and graduating. One client said that seeing the other clients in Radius trying to do well in school also motivated her to prioritize school. Long-term education-related goals that clients mentioned included graduating from high school, finishing their GED, and going to college. Specific areas of study mentioned included nursing, nutrition, medical school, and others.

> *My goals are to stay out of trouble and do well in school. Graduate high school and just be on my road to success. – Participant*
>
> *My goal is to be in school. Well, I'm always in school. Try to be smart. Meaning like, stay in school, because no matter what nobody's going to help you unless you help yourself. That was the most thing that got into me.*
> *– Participant*
>
> *Radius would help me do better in school and do more in school, because I know that I would have to do it. I would have to get there on time and be there and do it, because with Radius if you miss, then you have to restart and do it all over again. All that time you spent going, missing a couple days, you would have to start all over again. It helped me with that. It made me want to stay in school and know that I have to do it. I pushed myself to do it. - Participant*

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Criminal justice outcomes

Three criminal justice outcomes are explored in this analysis: recidivism, re-offense, and out-of-home placement. We used the following definitions of each of these outcomes:

- **Recidivism:** A misdemeanor-level or higher adjudication within one year of the program start date. Because this outcome requires an adjudication, data can only be accessed two years after the program start date, to allow one year for the recidivism event and one year for processing the adjudication.
- **Re-offense:** A misdemeanor-level or higher charge within one year of the program start date. For this report, re-offense indicates that the county attorney has brought forth charges, but there has been no court action (e.g., adjudication, dismissal, etc.). For this outcome, data can be accessed one year following the program start date.
- **Out-of-home placement:** A corrections-related out-of-home placement (as opposed to a social services placement) with a result of "Abscond," "Failed," or "Success," that began within one year of the program start date.

Chi square analysis was used to compare the outcomes by group and results were considered statistically significant if the p-value was below .05 (two-tailed). This is a standard threshold in social sciences research for determining the degree to which the results are likely due to actual group differences, rather than chance. At the current threshold of .05, we can assume that there is at least a 95 percent chance that the differences are not due to chance.

Outcomes for the Radius and comparison groups

To test the effects of the Radius program on these outcomes, Radius clients were compared to other clients in the Hennepin County criminal justice system who were enrolled in at least one community-based program within nine months of their supervision start date. This comparison tests the degree to which Radius affects outcomes differently than other programs, as opposed to a lack of programming.

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In this comparison analysis, Radius clients were not significantly more or less likely to have a recidivism event, a re-offense, or an out-of-home placement in the year following their program start date (Figure 17).

17. Criminal justice outcomes by Radius and comparison groupings

	Comparison group	Radius group
Recidivism within one year of program start date (Comparison N=36; Radius N=66)	36%	46%
Re-offense within one year of program start date (Comparison N=59; Radius N=110)	31%	41%
Out of home placement within one year of program start date (Comparison N=59; Radius N=110)	27%	18%

Note: *Significance tests were conducted using chi-square tests. None of the results in the chart above were statistically significant.*

Outcomes by participant characteristics

These outcomes were also examined by different participant characteristics in order to detect potential factors beyond the program that may affect the criminal justice outcomes, such as race, age, or mental health diagnosis. For this analysis, Radius and comparison groups were combined.

Clients with a mental health diagnosis in the Hennepin County system were significantly more likely to recidivate than those without a diagnosis (65% compared to 37%; p=.021); though there were no significant differences in re-offenses or out-of-home placements.

Younger clients, age 11 through 15, were more likely than older clients to re-offend (45% compared to 30%; p=.045) or be placed out of their home (13% compared to 29%; p=.010). There was no significant association between clients' age and their likelihood of recidivating.

Young women who participated in only one program in the year after their supervision start date were less likely than those who participated in multiple programs to have a recidivism event (33% compared to 58%; p=.015), a re-offense (27% compared to 55%; p<.000), or an out-of-home placement (11% compared to 38%; p<.000). This may have been because clients at greater risk for these criminal justice outcomes are also those most likely to be referred to multiple programs.

There were no statistically significant differences in recidivism, re-offense, and out-of-home placement based on a history of maltreatment, race or ethnicity, or criminal history of person or non-person crimes.

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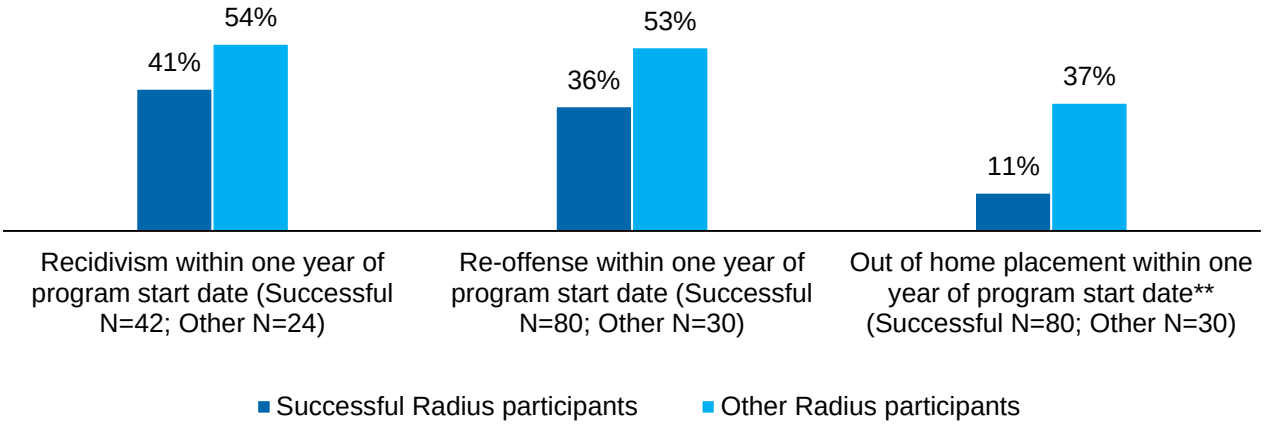
Outcomes by Radius dosage

Criminal justice outcomes were explored by different aspects of Radius dosage to test the association between participation in Radius and these outcomes. It should be noted that these associations may be due to common factors, such as family involvement or access to transportation, as opposed to a causal relationship between these variables.

In looking at total encounters with the Radius program (including group sessions, individual sessions, and talking circles), those who had more encounters were also significantly less likely to have a recidivism event (p=.02), a re-offense (p=.013), or an out-of-home placement (p=.003) in the year after starting the program. Those without any of these criminal justice outcomes had an average of 20 total encounters with the program.

Clients who successfully completed the Radius program were less likely to recidivate, re-offend, or have an out-of-home placement, though only the association with out-of-home placement was statistically significant (p=.002) (Figure 18).

18. Criminal justice outcomes by Radius participation



Note: *Significance tests were conducted using chi-square tests. Differences are significant at *p <.05, **p < .01, and ***p < .001.*

The analysis also examined the impact of specific components of the Radius program on criminal justice outcomes. These specific components included group sessions, individual sessions, and circle (see Appendix B for more information about these program components).

Clients who attended more individual sessions, were significantly less likely to have an out-of-home placement (p=.048) and were nearly significantly less likely to have a recidivism event (p=.053). There were no statistically significant differences in re-offense rates based on individual session participation.

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Radius clients who attended 10 or more group sessions were significantly less likely to have an out-of-home placement (10%) compared to those who attended fewer than 10 sessions (26%; p=.036). Group participation rates were not significantly associated with rates of recidivism or re-offense.

Finally, clients who engaged in at least one circle session were significantly less likely to have a re-offense (33%) or an out-of-home placement (9%) compared to those who did not participate in circle (53%; p=.036 and 27%; p=.014, respectively). There was not a significant relationship between circle participation and recidivism.

Social return on investment outcomes

Radius' Social Return on Investment (SROI) compares the estimated economic value of selected outcomes of the program with their associated investments. First, the average cost per program participant based on actual financial data during 2014 was estimated, disaggregating these costs according to funding sources (government and private funders). Next, the economic benefits associated with Radius were calculated.

The program has many potential economic benefits, including reduced out-of-home placements, reduced recidivism, and other benefits derived from improved behavior. However, in this report we computed economic benefits only for those outcomes for which the outcome evaluation produced statistically significant results. This is the case for reduced out-of-home placements. Other possible benefits that are not included due to the lack of sufficient evidence include: savings to the justice system from reduced recidivism, savings to victims of avoided future crimes, savings from possible reduced substance abuse, potential future benefits from increased education (e.g., finishing high school), and savings in health care costs associated with other improved outcomes.

These benefits are accrued mainly by local governments (Hennepin County) when fewer children are placed in publicly funded institutions or enrolled in out-of-home settings, or if they are in out-of-home placement for shorter periods. Finally, benefits to the investment in the program were compared by computing a cost-benefit ratio (benefits divided by costs). The resulting number shows the returns to society and taxpayers for every dollar invested in the program.

The SROI was estimated from the perspective of taxpayers and the whole society. Assumptions about costs, prices, and value of outcomes were made using conservative criteria, so that the resulting net benefit was always in the lower range of possible values. Detailed methods, calculations, and parameters are summarized in the Appendix.

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The benefits to society generated by the 110 clients from Radius reach $950,648. These benefits come from savings from reduced out-of-home placements. The total cost of resources invested during this period is $396,614, for a return of $2.40 for every dollar invested in Radius during the period studied. Society's investment includes private donations to the program.

All of the program's benefits were accrued by Hennepin County's taxpayers; the county's return is $2.80 for every dollar invested in the program (Figure 19).

19. SROI of Radius program (2014)

	Society	Hennepin County Taxpayers
Benefits	$950,648	$950,648
Costs	$396,614	$339,655
Net benefits	$554,034	$610,993
SROI (dollars)	$2.40	$2.80

Reducing the likelihood that a participant is placed in out-of-home placement is a crucial outcome of the program. Society and taxpayers in particular benefit from every avoided out-of-home placement. Savings are also accrued when the youth stays fewer days in out-of-home placement.

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Out of 110 Radius clients used for outcome computations, 18 percent were placed in out-of-home placement within one year of program start date. On the other hand, 27 percent of clients in the comparison group were placed in out-of-home placement (Figure 20). This implies that for a Radius participant, the odds of being placed out of home are 0.60 times as large as the odds of a member of the comparison group. Using these odds, it is estimated that participating in the Radius program can reduce the likelihood of out-of-home placement by 31 percent.[8]

20. Radius out-of-home placement within one year of program start date

Radius (N=110)	Comparison group (N=59)
18%	27%

The savings from avoided out-of-home placement per type of placement result from multiplying the avoided placements times the average length of stay in out-of-home placement, and the per diem costs. The total savings from avoided out-of-home placement for the 2014 Radius clients adds up to $734,316. The larger savings come from avoided placements in Residential Treatment Centers (RTC) and short term sites. About 15 Radius clients (8.6 + 6.8 from rows 1 and 2 below) avoid these two settings, which also show the largest average length of stays and per diem costs (Figure 21).

21. Benefits from reduced out-of-home placements

Out-of-home placement (OHP) type	Avoided OHP (persons)	Average length of stay in OHP in Hennepin County	Per diem ($)	OHP savings ($)
RTC	(8.6)	210	278	(499,442)
Short term	(6.8)	120	203	(167,002)
Group home	(2.6)	124	165	(52,392)
Chemical dependency	(0.9)	55	179	(8,442)
Shelter	(1.7)	21	196	(7,038)
Total savings				(734,316)

[8] This effect size is computed using a Cox standardized mean effect for dichotomous outcomes (WSIPP, 2015): $ES_{Cox} = \frac{ln\left[\frac{P_{r(1-P_c)}}{P_{c(1-P_r)}}\right]}{1.65}$; where, P_r and P_c are the proportion of Radius and the comparison group members placed in OHP. The respective formula for computing the variance of the effect size is:$ESVAR_{Cox} = 0.367\left[\frac{1}{O_{1r}} + \frac{1}{O_{2r}} + \frac{1}{O_{1c}} + \frac{1}{O_{2c}}\right]$; where O_{1r}, O_{2r}, O_{1c}, and O_{2c}, are the number of participants from Radius and the comparison group placed in OHP. The variance is used later in the analysis to compute the standard deviation and generate high and low impact scenarios.

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In addition, Radius participants tend to remain in out-of-home placement about 50 fewer days than clients in the comparison group. The average per diem cost of out-of-home placement in Hennepin County is $216. The resulting savings from avoided number of days in out-of-home placement for those who are placed is $216,332 (Figure 22). Adding the savings from these two sources results in benefits of $950,648.

22. Benefits from fewer days in out-of-home placement

Average per diem - Hennepin County out-of-home placement	$216
Average length of stay (LOS) others (days)	175
Average LOS Radius (days)	125
Difference (days)	(50)
Value of avoided OHP days per participant	$10,817
Total savings from 20 placements	$216,332

Investment

For the purpose of the SROI analysis, the total program revenues were used as the proxy for the all the resources invested in the program. This assumption allowed us to identify the sources of this investment (private and public contributions). It also implies that all the revenues are used in the program and that there was no significant variance between revenues and operating costs. The annual operating revenue of the program in 2014 was $396,614. The average annual cost was $7,108 per participant. Taxpayers were the main investors in the program, contributing with 86 percent of the funds, while private agents provided about 15 percent of the investment during 2014 (Figure 23).

23. Revenues Radius program (2014$)

Income	2014	%
Foundations	14,000	3%
Individual contributions	42,959	11%
Government contracts and grants	339,655	86%
Total Income	396,614	

SROI scenarios

The SROI estimations presented here are based on statistical parameters; therefore, it is reasonable to assume that results may vary if we measure the program's effectiveness again (for the same sample of clients). To take into account this possibility, high and low scenarios are generated for the estimated economic benefits. Scenarios are based on a 95

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percent confidence level computed using the standard deviation of the proportion of out-of-home placements within one year of program start. The main parameter in the calculation was the number of clients who were expected to avoid out-of-home placement. In the medium scenario used in the main analysis, this number was -17 clients. In the "high benefits" scenario, the estimated number of avoided out-of-home placement was -42, while in the "low benefits" scenario this number was 7. Note the change in signs indicating that the program is actually increasing the likelihood of being placed out of home. However, it is not probable that the program would actually increase the likelihood of out-of-home placements; therefore, it is assumed that a more realistic low scenario would imply that the program has no effect on the likelihood of out-of-home placement. Consequently, the benefits to society and taxpayers in the low scenario are assumed to be zero.

The high benefits scenario shows the possibility that the returns to society can reach $2.69 for every dollar invested in the program. In this scenario, taxpayers accrue a return of $3.15. Net benefits are $671,835 for the 2014 Radius clients. The low benefits scenario shows zero returns for society and taxpayers. The potential losses for society may be as high as $396,614 (the value of the investment in the project; Figure 24 and Figure 25).

24. Scenarios: Radius SROI to society (2014$)

	Low	Average	High
Benefits	0	950,648	1,068,449
Costs	396,614	396,614	396,614
Net benefits	-396,614	554,034	671,835
SROI (dollars)	-	2.40	2.69

25. Scenarios: Radius SROI to Hennepin County (2014$)

	Low	Average	High
Benefits	0	950,648	1,068,449
Costs	339,655	339,655	339,655
Net benefits	-339,655	610,993	728,794
SROI (dollars)	-	2.80	3.15

There is evidence that programs with similar goals and outcomes as Radius (except for the gender-specific approach) are able to generate economic benefits. For example: Functional Family Therapy, Aggression Replacement Training, and Aggression Replacement Training for youth in state institutions or in probation among other programs have shown returns between $2.11 and $11.19 for every dollar invested.[9]

[9] See http://www.wsipp.wa.gov/BenefitCost?topicId=1 for detailed ROI results.

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Conclusions and recommendations

The Radius program demonstrated positive outcomes for clients, particularly with regard to social-emotional skills and positive relationships. Overall, each stakeholder group engaged in the evaluation provided rich information about the strengths and opportunities for improvement of the Radius Program. Based on these results, Wilder Research has developed the following key recommendations for program continuation, expansion, or replication.

- ***Develop aftercare plans.*** Both clients and family members voiced a desire for continued support once the Radius program ends. Some respondents specifically stated that they had concerns about clients' ability to stay out of trouble once the structure and support of the program is gone. This aftercare could be built into the program structure, or it could be a program or array of programs consistently available to clients needing continued support.

- ***Ensure adequate program dosage.*** There is strong evidence demonstrating that greater program engagement is associated with stronger outcomes, particularly criminal justice outcomes. This suggests that the program is serving in a protective capacity for these clients. Different elements of the program, such as group, individual, and circle, appear to have different associations with different criminal justice outcomes, so the constellation of services are important in order to see the full benefit of the program. In addition, many clients and family members agreed that they would like to have had more sessions or more contact with the program. Therefore, it is important that the program ensure adequate dosage for clients, including making the program long enough or frequent enough to allow for maximum engagement. It is also important to increase program accessibility, such as providing transportation or co-locating Radius with school or other support services, as well as potentially broadening the recruitment beyond young women court-mandated to participate.

- ***Follow a clear, consistent referral process.*** Over time, both Radius staff and probation officers shared concerns that the process for making and accepting referrals to Radius can be unclear or inconsistent. Some respondents felt that referrals were often decided by judges or probation officers based on their level of awareness of the program and its benefits. A lack of awareness, particularly among judges, may be associated with decreasing referral numbers over time. In addition, there can be a considerable lag between a supervision start date and program start date for both Radius and comparison clients. After applying the criteria that clients have a program start date within nine months of their supervision start date, the Radius sample decreased by 16 clients. Consider ways to clarify and expedite the referral and

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enrollment process to allow for earlier engagement and prevent re-offense events between the supervision start date and the program start date.

- ***Maximize program consistency.*** The Radius program experienced numerous changes, including changes in program staff, an agency merger, reorganization of probation, and fluctuations in the program structure and requirements. During these changes, it was important for Radius to maintain as much program consistency as possible. Having dedicated, experienced staff and a core curriculum that integrates best practices are important aspects of consistency, even during other system changes.

- ***Strengthen collaboration and communication between systems.*** Radius staff and probation officers both agreed that their strong communication and collaboration is essential to serving clients. The quality of communication varied over time, but respondents continued to identify communication and collaboration as opportunities for improvement between agencies. Probation officers continually requested more communication, including weekly updates and attendance updates from program staff. Radius staff requested more clarity about how probation rules are applied. Both groups identified that their periodic oversight meetings were not very productive, but there is the potential for these meetings to be an opportunity for increased sharing and relationship building.

- ***Increase opportunities for family engagement.*** Interviewed family members expressed positive experiences with Radius, and those who participated in talking circles identified strong benefits to their participation. Family members consistently requested additional opportunities for engaging with Radius, such as the circles or programs like the graduation. Radius staff also observed an increased need for family-level support over time. In addition, the clients who participated in at least one circle were significantly less likely to have a re-offense or out-of-home placement event. These results demonstrate the importance of offering opportunities for families to engage with the program, and safe, supportive opportunities for clients and families to engage with each other.

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A: Evaluation questions from proposal

1. What outcomes do girls involved in Radius experience during the course of service (e.g., family relationships, levels of self-esteem and emotional control)?

2. How do these outcomes relate to longer-term outcomes (e.g., rates of probation violation, out-of-home placement, and recidivism)? Does Radius effectively reduce delinquent behaviors (including one year after program completion)?

3. How do different agencies work together to serve girls, and does Radius improve integration of services and interagency relationships?

4. How do family/youth characteristics (demographic background, key criminogenic factors) relate to the services that are provided and to the outcomes of these services?

5. What is the nature of the services provided (e.g., service types and dosage) and how do these factors relate to the outcomes of these services?

6. Are girls and families satisfied with the services? What did they find most helpful? How would they recommend enhancing the quality of the services?

7. What is the financial value of the program outcomes, relative to costs? Are the services cost-effective?

8. Which populations of justice-involved girls does the Radius program appear to be most effective with?

9. What are the "core elements" or "key services" of the Radius model that are most critical to the program's success?

10. What "dosage" [i.e., frequency and intensity] of these services is necessary to achieve significant impacts on participating girls' outcomes?

11. What organizational resources and expertise need to be in place for successful implementation of these elements?

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B: Program components

The philosophy of Radius is to treat their clients with dignity and offer them a safe environment to voice their experiences, come to terms with their past, claim the power to make their own choices and draw on their inherent strengths. It is believed that the clients will become open to advice on practical matters such as learning new problem-solving skills, doing well in school, finding a job and/or positive activities, managing relationships, staying out of legal trouble, seeking chemical or mental health treatment and achieving other goals, by providing these four main activities during their time in the program:

Weekly girls group

Research indicates that girl-only groups can provide the safe environment needed for clients to voice experiences and give and receive wisdom from other clients.[10] Additionally, Radius staff have observed some of the clients involved in their program come in with the idea that they "can't stand other girls." They don't have functional models for the kind of positive female relationships that most women rely on as a major source of strength in their lives. Radius breaks through this initial unease by using restorative justice circle techniques that promote honest and respectful speaking and a safe community. A talking piece passes hand-to-hand and clients are encouraged to speak authentically and from the heart. While simple, these processes (derived from tribal practices around the world) can create new respect and connection between girls, sometimes for the first time.

Weekly topics derived from gender-responsive curricula (*Voices* by Stephanie Covington and the Center for Gender and Justice[11]; *Girls Circle* by the One Circle Foundation[12]) include the discussion of self-expression, healthy relationships and boundaries, resolving conflicts, addressing anger, gang violence, exploring the community, careers, sexual health, art, and justice. Guest speakers are occasionally invited to provide a connection to community and educate clients about the services available to them, which can include yoga, pottery, sexual education, and career coaches. Throughout group, clients develop self-awareness and learn new skills. A graduation celebrates the community of girls and their journey.

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10 Bloom, B.E., & Covington, S.S. (1998, November). *Gender-specific programming for female offenders: What is it and why is it important?* Paper presented at the Annual Meeting of the American Society of Criminology, Washington, DC. Retrieved from http://www.stephaniecovington.com/assets/files/13.pdf

11 Covington, S. S. *Voices: Facilitators guide and participant's journal.* Retrieved from http://www.stephaniecovington.com/voices-a-program-of-self-discovery-and-empowerment-for-girls1.php

12 One Circle Foundation. *Girls Circle curricula.* Retrieved from https://onecirclefoundation.org/material-gc.aspx

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Individual counseling and case management

In addition, Radius counselors attempt to meet individually with each client in their region at least ten times. These sessions personalize and strengthen clients' relationship with staff. Radius' approach to clients uses four principles: clearing the path versus solving the problem, accepting messiness, maintaining hope, and acknowledging every person has a story. Clients tell their stories and, as trust builds, staff guide clients to their own goals and solutions. Staff then assist clients in implementing strategies for improvement, whether that is changing schools or living arrangements, breaking off a relationship, taking a class, joining an afterschool activity, finding a job, seeking chemical or mental health support, looking at post-secondary options, or accessing support programs for themselves or their families that clients identify as important. Radius staff aim to show clients they care about them and will help guide them to their inherent wisdom about what is healthy for them.

Restorative justice talking circle

As clients become familiar with the restorative justice circle processes used in Girls Group, they often provide feedback that they wish they could talk to the family members and other significant people in the same safe, authentic, and respectful space. Each client may choose to have a restorative justice circle during her time with Radius. Clients work closely with Radius staff to invite clients and develop the framework for discussion. The talking circle becomes her space for important conversations where all clients can listen at a new level, speak new truths, express complex emotions, and problem-solve. The wisdom of the whole family (and/or extended family, mentors, and friends) produces the insights and solutions needed. Each client's talking circle is unique to her and can be a milestone in her Radius journey. Some clients request additional talking circles to support additional goals.

Resource referrals

Clients involved with the justice system often face other barriers such as poverty, unstable housing, or a lack of food at home. Clients may meet with their counselors to receive personalized referrals to outside services, as needed. Commonly, counselors refer clients to providers for clothing, food, housing, and mental health.

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C: Program evaluation capacity

Through 2010, the evaluation activity for the Radius program was somewhat limited and focused primarily on providing data necessary for reports to funders. Radius was primarily measuring activities and output statistics such as clients served, number of resource referrals, and numbers of talking circles.

As both Radius and its funders grew more sophisticated in evaluation efforts, short-term outcomes began to be measured in addition to the activities and outputs. Radius was improving at evaluating their program internally for funders but for the most part, had not made a strong connection between evaluation efforts and the program model.

According to program staff, another key shortcoming of Radius evaluation prior to 2011 was its data gathering and retention system. The required funder-requested data would be gathered from each individual counselor by either the program manager or a part-time evaluation coordinator, who also functioned as Amicus' information technology support staff. For the first several years of the program there was no formal ongoing record keeping system. The program gathered data required by funders as best as they could, with forms and methods developed by program staff. Eventually, data collection efforts were improved through the development of a program spreadsheet, but there were significant challenges in data retention, especially when staff transitioned to different positions and ensuring client data were properly secure.

In October 2011, Wilder received funding from OJJDP to support research on "what works" with delinquent girls and began working on a rigorous evaluation with the Radius program to address some of these challenges. Capacity was built internally through training opportunities, as Wilder helped establish evaluation tools that the program expects to sustain and build upon moving forward, including the development of:

- An evaluation-focused logic model
- Informed consent and assent forms for clients and caregivers to obtain permission to partake in evaluation activities
- Pre- and post-program assessments

While all of the evaluation supports provided by Wilder are not sustainable without additional funding, Radius continues to plan for periodic interviews of clients and other stakeholders.

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D: Social Return on Investment data

Parameters and assumptions

A1. Out-of-home placement within one year of program start date

	Comparison group	Radius	Diff.	%Diff
Out-of-home placement (OHP) %	0.27	0.18	0.09	-0.33
N	59	110		
OHP odds	0.37	0.22		
Odds ratio of OHP	0.60			
Cox Effect size	-0.31			
Standard Deviation	0.23			
Margin of error	0.46			
Confidence intervals	(-0.45 to	0.17)		
Number of Radius clients who did not need OHP	-17.11			
Number of Radius clients who did not need OHP-High estimate	-24.90			
Number of Radius clients who did not need OHP-Low estimate	9.32			

A2. Average number of days in out-of-home placement

	Median	Mean	SD	N	Min	Max
Radius	124.5	158.65	73.46	20	4	269
Comparison group	174.5	185.94	100.88	16	3	414
Difference in OHP days	-50	-27.29				

A3. Radius participation

	CY12	CY14
Number of clients	60	55
Successfully discharged	39	44
Discharged	21	11

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A4. Investment

Income	CY12	%	CY14	%
Foundations	12,000	0.03	14,000	0.035
Individual contributions	137,377	0.32	42,959	0.108
Government contracts and grants	277,127	0.65	339,655	0.86
Total Income	**426,504**	**1.00**	**396,614**	**1.00**

A5. Cost per participant

Costs per participant ($426,504 / 60)	**7,108**

A6. Revenues by type of source

	%
Percentage of private contributions (rest of society)	0.14
Percentage of taxpayer's funds	0.86

A7. Average out-of-home placement in Hennepin County

	Days
Chemical dependency	55
Foster home	185
Group home	124
Mental health	16
RTC	210
Sex offender treatment	215
Shelter	21
Short term	120
Transition	124
Average placement days	**118.9**

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A8. Per diem cost of out-of-home placement by type of setting

	2014$
Chemical dependency	179
Evaluation	244
Foster home	56
Group home	165
Mental health	277
RTC	278
Sex Offender treatment	228
Shelter	196
Short term	203
Transition	176
Average per diem	**200**
Average per diem of OHP type used by Radius	**216**

A9. Out-of-home placement incidence Radius clients and comparison group

	Radius	%	Comparison	%
Chemical dependency	1	0.05	0	0
Group home	3	0.15	5	0.31
Mental Health	0	0	1	0.06
RTC	10	0.50	9	0.56
Shelter	2	0.10	3	0.19
Short term	8	0.40	3	0.19
N	**20**		**16**	

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Computation of out-of-home placement benefits

A10. Savings from reduced number of out-of-home placements

	Radius incidence	Avoided OHP	Per diem	Average LOS - Hennepin County	OHP savings
	(1)	(2)	(3)	(4)	(5)
Chemical dependency	0.05	(0.86)	179	55	(8,442)
Group home	0.15	(2.57)	165	124	(52,392)
RTC	0.50	(8.56)	278	210	(499,442)
Shelter	0.10	(1.71)	196	21	(7,038)
Short term	0.40	(6.84)	203	120	(167,002)

A11. Savings from reduced length of stay in out-of-home placements

Average per diem Hennepin County OHP	**$216**
Average length of stay (LOS) comparison group (days)	175
Average LOS Radius (days)	124.5
Difference (days)	(50)
Value of avoided OHP days	$10,817
Total savings*	**$216,331**

** Number of Radius clients placed in OHP x $10,817.*

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E: Radius Evaluation Plan for OJJDP

This document outlines the various evaluation activities necessary to gather and analyze data for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) evaluation of the VOA Amicus's Radius program. It also provides targeted dates for implementing the major evaluation activities and tasks outlined in the evaluation design. The timeline is based on the contract award date of October 1, 2011 and the end date of September 30, 2014, although a no-cost extension will likely be requested in the summer of 2014 to have an end date of September 30, 2015 in order to capture recidivism rates. Results from the evaluation will be nationally disseminated to ensure that we reach our overall goal of advancing the juvenile justice field's ability to effectively work with girls charged with delinquent acts.

OVERVIEW OF RESEARCH & EVALUATION

The data will be used to evaluate the program, as well as compare outcomes (including rearrests, reconvictions, and out-of-home placements) of program participants to a historical comparison group. In addition to exploring the program's impact on girls, in-depth information about the participants served, the services provided, and partnerships with other agencies and systems should be documented and analyzed in a process evaluation to identify the most effective program elements and inform efforts to replicate the model in other settings. In addition to the outcome and process evaluation, an estimate of the return-on-investment (ROI) for the Radius program will be conducted to assess the economic value of the program, informing public policy discussions about the value of this or similar programs to the community.

DATA COLLECTION ACTIVITIES

The following data collection tools should be used to collect data for the Radius evaluation. Data will generally be collected by Amicus staff, including the Program Director, Community and Family Connections Coordinators, Radius Counselors, and interns.

Amicus staff data

1) Interviews. Interviews will be conducted approximately 3 times during the grant period (Winter 2012, 2013, 2014). Wilder Research will conduct the interviews to collect information about the program, including process and implementation feedback.

Amicus youth data

2) Interviews. Interviews will be conducted approximately 3 times during the grant period (Summer 2012, 2013, 2014). Wilder Research will conduct the interviews to collect information about the program, including process and implementation feedback.

Amicus family data

3) Interviews and/or surveys. Interviews will be conducted approximately 3 times during the grant period (Summer 2012, 2013, 2014). Wilder Research will conduct the interviews to collect information about the program, including process and implementation feedback.

Amicus partner data

4) Interviews and/or surveys. Interviews and/or surveys will be conducted approximately 3 times during the grant period (Winter 2012, 2013, 2014) with probation. Wilder Research will conduct the interviews to collect information about the partnerships with probation, including process and implementation feedback.

Participant data

5) MPOWR database. This system will be used to track a number of data elements, including:

a) Demographic information
b) Services provided information
c) Intake information
d) Discharge information

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SCHEDULE FOR COLLECTING DATA FORMS

	Who collects	When to collect	Administration tip	Saving tips	Reminders
Youth assent	Radius staff	At intake (due by: Jan, Apr, Sept)	Have client fill out when they are filling out other paperwork.	**Save in MPowr file as one file.** • Include all forms • Save by naming as: "Last Name_mm-dd-yy"	Send signed original to Wilder (who will send to Steve for MPOWR), give a copy to youth.
Parental consent					Send signed original to Wilder (who will send to Steve for MPOWR), give a copy to parent.
Pre-survey		By first one-on-one counseling session (due by Feb, May, Oct)	Provide a private place for youth to complete and have her put the filled out survey in the folder and seal it.	**Do not save in MPowr.** • Enter client ID before giving to client. • Once completed, have client put into sealed envelope • Give envelope to Wilder (or to Steve to give to Wilder by due date. • It should not be viewed by staff.	Important to give to youth before they have had much/any Radius programming. If one-on-one counseling doesn't start right away, staff is asked to notify Wilder to discuss.
Post-survey		At last one-on-one counseling session (due by: Apr, Aug, Dec)			Important to give to youth close to graduation as possible (within a week from it). If this is not possible, please let Wilder know. Also, this should be given to all clients, even ones that do not graduate.

Assessment data

6) A spreadsheet will be developed and managed by Wilder Research to collect and analyze pre/post client assessment data.

County-level administrative data

7) Recidivism information
   a) Names, DOB and unique ID will be sent to the county Fall of 2012 and 2013 and Summer of 2014.
8) Human services information
   a) Names, DOB and unique ID will be sent by HCDOCCR to HSPHD.
9) Return on investment information
   a) Data will be collected regarding the economic impact of Radius.

DATA COLLECTION TIMELINE AND RESPONSIBILITY CHART

	Where to report?	Who is responsible for collecting data?	When to collect?
Intake Data	Intake form, MPOWR	Radius staff	Ongoing
Services Provided	Intake form, MPOWR	Radius staff	Ongoing
Participant Interviews	Final OJJJDP report (and annual intermittent reports)	Wilder Research	Ongoing
Family Interviews/Surveys	Final OJJJDP report (and annual intermittent reports)	Wilder Research	Ongoing
Return On Investment Analysis	Final OJJPD report	Wilder Research	Summer 2014
Staff Interviews	Final OJJJDP report (and annual intermittent reports)	Wilder Research	Winter 2012, 2013, 2014
Probation Interviews/Surveys	Final OJJJDP report (and annual intermittent reports)	Wilder Research	Winter 2012, 2013, 2014
Recidivism Data	Final OJJJDP report (and intermittent reports when available)	Wilder Research, Hennepin County	Preliminary: Fall 2012, 2013 Final: Summer 2014
Human Services Data	Final OJJJDP report (and annual intermittent reports)	Wilder Research, Hennepin County	Preliminary: Fall 2012, 2013 Final: Summer 2014

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DATA PRIVACY

Please remember, basic confidentiality procedures should be followed. Be sure to keep this spreadsheet on a secured file storing system. Any forms used for this evaluation with identifying information should be stored safely. It is important to also maintain confidentiality while entering, analyzing and reporting the data. You should not discuss any individual's responses, or even participation, with anyone outside of this project.

When you collect information using existing school records, you should comply with FERPA (Family Educational Rights and Privacy Act), a federal law which was designed to protect the privacy of student education records. If you are collecting information related to physical or mental health, you may be required to comply with HIPAA, a federal law enacted in 1996 designed to protect the privacy and security of health information.

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F. Study tools

The data in this report are drawn from several data collection tools designed by Wilder as part of its ongoing evaluation of the Radius project. These tools include baseline client tracking forms, client service plans, follow-up client tracking forms, and an online relational database used for uploading and reporting client-level data. Copies of all the data collection tools used by sites are available from Wilder upon request.

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