anger management

Chapter 3
Overview of Anger Management Programs

Many of the SFJPD/CPD-funded programs help youth develop stronger anger management skills. Only one program specifically focuses on building youths' strengths in this area: the Samoan Community Development Center Community Learning Center's Anger Management Program. In this report, this

<table>
<tr><td>Programs Included in this Section:

■   Samoan Community Development Center CLC, Anger Management</td></tr>
</table>

program alone is categorized as an "anger management" program both because it is the only program that has this as its main focus and because it has submitted such extensive data collected from youth that if data for this program were compiled with that of other programs, it would significantly influence reported outcomes for youth.

The Anger Management program, offered by the Samoan Community Development Center, works with youth who are on probation as well as youth who are at risk of becoming involved in the juvenile justice system. This program teaches youth basic life skills and offers them specific help with managing their anger. Anger management skills are particularly crucial for youth who have other risk factors, such as physical or emotional abuse or poverty. When youth are able to better manage their anger it often positively impacts other areas of their lives, especially their relationships with other people.

Exhibit 3–1
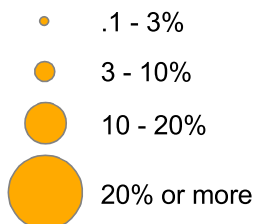**Overview of Anger Management Program**

Program	Number of Youth Served[1]	Description
Samoan Community Development Center CLC, Anger Management	164	Samoan Community Development Center's Anger Management Workshops and Community Learning Center services are designed to provide academic support, case management and anger management skills to at-risk youth. The target population is primarily Samoan and Pacific Islander youth, but youth of all races and ethnicities participate. Classes are eight weeks long and are offered at local public schools and at the Youth Guidance Center.

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[1]For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.
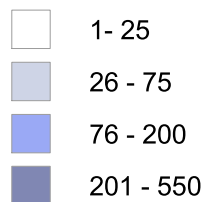
Neighborhood Concentrations of Participants Served by
Anger Management Programs
and Juvenile Law Violation Referrals

GreenInfo Network
www.greeninfo.org
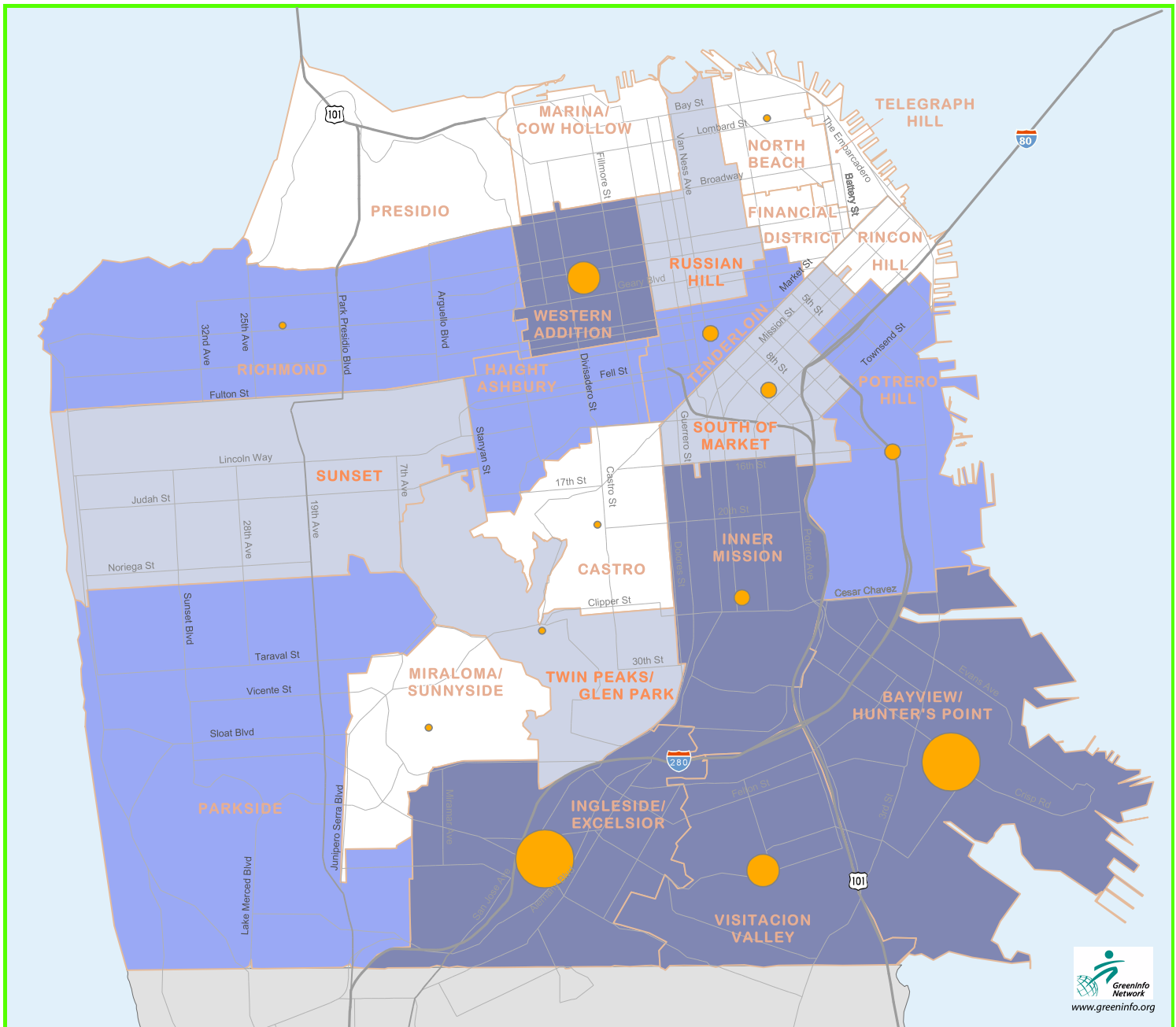
Percentage of Anger Management Program Participants By Home Neighborhood

- .1 - 3%
- 3 - 10%
- 10 - 20%
- 20% or more

Number of Juvenile Law Violation Referrals Participants By Home Neighborhood

- 1 - 25
- 26 - 75
- 76 - 200
- 201 - 550

Data shown on this map were submitted by:
Samoan Community Development Center's Community
Learning Center/Anger Management program

Juvenile law violation referral data provided by the San Francisco
Juvenile Probation Department: Annual Statistical Reports, 2002 & 2003.

Chapter 4
Samoan Community Development Center CLC
Anger Management

Program Overview

Center services are designed to provide academic support, case management and anger management skills to at-risk youth. The target population is primarily Samoan and Pacific Islander youth, but youth of all races and ethnicities participate. Classes are eight weeks long and are offered at local public schools and at Youth Guidance Center. At YGC, separate classes are offered for boys and girls.

<table>
<tr><td colspan="3" align="center">Exhibit 4–1
Program At-A-Glance</td></tr>
<tr><td>Services provided to youth:</td><td>▪ Tutoring/help with homework
▪ Case management</td><td>▪ Management services</td></tr>
<tr><td>Primary neighborhoods served:</td><td>▪ Bayview Hunters Point
▪ Western Addition
▪ Excelsior</td><td>▪ Mission
▪ Visitacion Valley</td></tr>
<tr><td>Target population served:</td><td colspan="2">▪ Youth between the ages of 12 and 17
▪ Youth who are on probation
▪ Youth who are at risk of becoming involved with the juvenile justice system</td></tr>
<tr><td>How youth are referred:</td><td colspan="2">▪ Self
▪ Parent, guardian, or other adult family member
▪ Probation Officer
▪ Case Manager
▪ Teacher or School Counselor</td></tr>
<tr><td>Average length of time youth spend in program:</td><td colspan="2">▪ 8 weeks</td></tr>
<tr><td>Average # of youth who participate at any given time:</td><td colspan="2">▪ 50</td></tr>
</table>

Highlights on Program Outcome Findings[2]

Key Positive Findings
▪ The program appears to have a positive effect on youth's educational success. After involvement in the program, youth report greater confidence in their abilities and that they will graduate from high school, fewer behavior problems in school, and greater attendance.

▪ The program helps youth relate better to friends and relatives. Youth report improved anger management skills as a result of attending the program.

Areas Where the Program has not been Shown to Have Positive Effects
▪ The data does not show an association between involvement in the program and lower rates of recidivism.

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[2] We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 4-7.

Program Contract Compliance

This grantee is in compliance with all contractual obligations. This is based on data reported by Community Programs Division Staff.

Contract Amount as a Percentage of Total Program Budget:

- Information on JPD's contract with this program for the 2003-2004 contract year is unavailable. The program's total budget for 2003-04 is also unavailable.

- JPD's contract amount with this program for the 2004-2005 contract year is $70,000 which is 100% of the organization's total budget.

Number of youth served:[3]

- Data on the number and demographics of youth served are available for all but three months of the evaluation period: July 2003-February 2004, and July 2004-February 2005. During this period, the program served 164 youth.

Staffing:

- The program is staffed by 1 full-time and 1 part-time staff member.

Evaluation:

- This program has participated in PrIDE evaluation data collection on an ongoing basis.

Program Strengths and Successes:[4]

- "Youth are staying with the program, completing all their sessions and really changing their attitudes."[5]

- "Building the program into schools has been a big success. The staff see that last years' youth are doing well."[3]

- "After taking this class, about 80% of our youth do well in school and do not re-offend. Many of the youth say that they think before they react to different situations they come across. Many of the youth that participate at the different schools do not get into fights after taking this class."

Program Challenges:

- "SCDC has been fortunate not to experience any barriers to provide the services that SCDC has to offer."

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[3] Data sources: Participant Tracking Spreadsheets. For more information on the periods during which data was collected, see **Data Sources** section in Chapter 2.

[4] Unless otherwise indicated, information on program strengths, successes, and challenges are provided by program staff.

[5] Information provided by Community Programs Division Staff

Exhibit 4–2
How to Read the Tables

We have used tables to present data throughout this report.

Here's an example:

Characteristic at Program Entry		% of Respondents
Race/Ethnicity (n=12)	African American	58%
	Latino/a	16%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

⇩	⇩	⇩
The (n=12) means that 12 participants answered questions about their race/ethnicity.	Participants were grouped into five categories according to their race/ethnicity.	The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

In the text, we might describe youths' race/ethnicity in this way:

"Most of the youth served are African American and Latino (58% and 17%, n=12)."

The 58% refers to the percentage of youth who are African-American; the 17% refers to the percentage of respondents who are Latino/a. The (n=12) refers to the number of respondents who provided information about their race/ethnicity.

Data Sources

All data required for this report were submitted as shown below.

Exhibit 4–3
Data Sources
SCDC Anger Management

Data Source	Available for This Report
Senior Analyst Site Visit Form	☑
CBO Questionnaire	☑
Participant Tracking Spreadsheets	☑
PrIDE Data	☑

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 94 Baselines and their paired Follow-ups, 68 Youth Evaluation Surveys, and 62 Exit Forms. All of these data were utilized in this report.

- The program served a total of 164 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 164 youth surveys. Because programs did not submit data regarding how many youth were served between March and June 2004, we cannot report an exact response rate. Using the reported number of youth served, we report an approximate survey response rate of 100%. The approximate exit form response rate was 38%.[6]

Program Description

What are the characteristics of the youth served?

- Youth participants range in age from 12 to 17;

- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview Hunters Point, Western Addition, Excelsior, and the Visitacion Valley.

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[6] The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

Exhibit 4–4
Youth Characteristics
SCDC Anger Management

Characteristic at Program Entry		% of Participants
Age◆ (n=58)	Under 13 years old	29%
	13-15 years old	52%
	16-17 years old	16%
	Over 18 years old	3%
Gender◆ (n=164)	Male	63%
	Female	36%
Race/Ethnicity◆ (n=164)	African American	34%
	Latino/a	24%
	Samoan	21%
	Other Asian	18%
	White	3%
Home Neighborhood✧ (n=131)	Bayview Hunters Point	20%
	Excelsior	15%
	Western Addition	15%
	Visitacion Valley	9%
	All other San Francisco neighborhoods	31%
	All areas outside San Francisco	10%

Data Sources:
◆ = Participant tracking spreadsheets (July 2003-February 2004, and July 2004-February 2005;
✧CBO Questionnaire

- Most of the youth participants live in homes where English is the primary language, however, the program also serves youth whose primary home language is Samoan, Cantonese, Spanish, and other languages. Almost half of the youth live with two parents (45%, n=144) while more than a third live with one parent (38%, n=144).

Exhibit 4–5
Demographic Information
SCDC Anger Management

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=138)	English	78%
	Samoan	9%
	Cantonese	5%
	Spanish	4%
	Vietnamese	1%
	Mandarin	1%
	Other/Unknown	1%
Living Situation (n=144)	Two Parents	45%
	One Parent	38%
	Family but not parents	8%
	Guardian	5%
	Group Home	3%
	Other	1%
Referral to Program* (n=137)	JPD/PO/YGC	57%
	School	29%
	Friend	7%
	Referred by another organization	3%
	Family	2%
	Police	2%

*Percentages may add to more than 100% because participants could provide more than one response.
Data Source: PrIDE

What are participants' major risk factors?

▪ Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.

▪ Participants are part of high-risk peer groups. At program entry, almost two-thirds of participants (64%) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 93% said that they did (n=130). Most commonly, they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, 90% said that they knew someone who died (n=125); the largest percentage of youth said that a friend had died. About half of respondents (55%, n=136) say they have tried alcohol or other drugs.

Exhibit 4–6
Risk Factors
SCDC Anger Management

Risk Factors at Program Entry		% of Respondents
Frequency with which Youth Hears Gunshots at Home (n=121)	Never	19%
	Once or Twice	27%
	Many Times	54%
Feels Unsafe in Neighborhood (n=116)		39%
Acknowledges S/he Hangs Out With Gang Members (n=122)		64%
Has Tried Drugs or Alcohol (n=136)		55%
Knows Someone Who Was Arrested (n=146)	Knows at least one person who was arrested (n=130)	93%
	Participant's friend was arrested*	51%
	Participant was arrested*	30%
	Participant's sibling was arrested*	24%
	Participant's parent was arrested*	23%
	Participant's neighbor was arrested*	18%
	Participant's other relative was arrested*	14%
Knows Someone Who Died (n=106)	Knows at least one person who died (n=125)	90%
	Participant's friend died*	55%
	Participant's neighbor died*	21%
	Participant's parent died*	16%
	Participant's sibling died*	8%

*Percentages may add to more than 100% because participants could provide more than one response.
Data Source: PrIDE

Program Outcomes

Each program has a distinct set of outcome objectives for the participating youth. Staff identified both "primary outcomes" and "secondary outcomes." Staff identify an outcome as *primary* if it is central to the objectives of the program. Staff identify additional outcomes as *secondary* if it is likely that their programs have indirect effects in these areas. The table below specifies the primary and secondary outcomes associated with the program evaluated in this chapter. All areas that the program designated as outcomes were designated as primary.

Exhibit 4–7
Program Outcome Measures
SCDC Anger Management

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
Education	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
Building Positive Relationships	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
Skill-Building	▪ Anger management skills will improve	X	
Risk Factors	▪ Involvement with the juvenile justice system will decrease	X	

How to Read the Tables Reporting on Program Outcomes

- The PrIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.

- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Number of school days missed during a month (n=23)	9%	55%	36%	**+.4**	**Yes/No**	Youth **missed fewer days** during a given month.
	⇩	⇩	⇩	⇩	⇩	⇩
	This is the percentage of respondents who had a **negative change**	This is the percentage of respondents who reported a **zero change**	This is the percentage of respondents who had a **positive change**	This is the **average score of all respondents**	This box indicates whether the average score indicates **improvement overall among respondents**	This is a **narrative summary** of the data

Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:

    o School attendance/attachment will increase
    o School behavioral problems will decrease
    o Orientation toward the future will increase
    o Engagement in positive after-school activities will increase

School Attendance/Attachment

- Of youth in this program, 99% were enrolled in school or a GED program prior to program participation (n=132). Of these, 96% stayed enrolled, and 4% dropped out (n=111). One youth was *not* enrolled in school or a GED program prior to program participation, and this participant did not enroll in school while in the program.

- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Youth showed slight improvements on average in their attendance, grades, and enjoyment of school.

Exhibit 4–8
School Attendance/Attachment
SCDC Anger Management

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Number of school days missed during a month (n=95)	10%	53%	38%	**+.5**	**Yes**	Youth **missed fewer days** during a given month.
Grades (n=106)	22%	44%	34%	**+.4**	**Yes**	Youth earned **slightly higher** grades
Enjoyment of school (n=128)	16%	48%	36%	**+.4**	**Yes**	Youth enjoyed school a **little more**

Data Source: PrIDE

▪ Further indications of the program's ability to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.

▪ About three-fourths of respondents said that the program helped them stay in school or get their GED and "made them feel more comfortable about their abilities in school" (76%, n=119; 77%, n=115).

Exhibit 4–9
Youth Perceptions of How the Program
Promotes School Attachment
SCDC Anger Management

Indicators of School Attachment	Percent of Respondents
The program helped participants to stay in school or get their GED. (n=119)	76%
The program made participants feel more comfortable about their abilities in school or a GED program. (n=115)	77%

Data Source: PrIDE

Behavior Problems in School

▪ Youth surveys asked about behavior problems in two different ways in year 1 and year 2; for this reason year 1 and year 2 results are presented separately below.

▪ Year 1 data show that before participating in this program, 32% of youth had been in trouble at school, either getting sent to the counselor's office, suspended, or expelled. After program participation, this proportion was 48%. We cannot conclude that program participation is

associated with behavior problems at school; 71 youth answered the survey question at the baseline period, but only 17 answered it for the follow-up period.

Exhibit 4–10
Change in Behavior Problems in School
after Program Participation
SCDC Anger Management

Sent to Counselor's Office, Suspended, or Expelled during the Past Three Months…	Percent of Respondents
Prior to Program Enrollment (n=71)	32%
After Program Participation (n=17)	48%

Data Source: PrIDE

- Year 2 data shows that youth in the program got into trouble at school much less frequently since attending the program. About three-fourths of participants said their school behavior improved (76%, n=46).

Exhibit 4–11
Change in Behavior Problems in School
SCDC Anger Management

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Frequency of Getting in Trouble at School (n=46)	7%	17%	76%	**+1.5**	**Yes**	Youth get into trouble **much less** frequently

Data Source: PrIDE

Orientation toward Future Educational Attainment

- Program participants report that they feel more confident they will graduate from high school since starting the program.

Exhibit 4–12
Orientation toward Future Educational Attainment
SCDC Anger Management

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Feelings youth has about whether s/he will graduate from High School or get a GED (n=105)	8%	58%	34%	**+.7**	**Yes**	Youth were **more certain** they would graduate from High School.

Data Source: PrIDE

Engagement in Positive After-School Activities

- The program appears to have a slightly positive effect on youth's engagement in activities outside of school. More than a third of respondents said they participated in more extra-curricular activities since starting the program.

Exhibit 4–13
After-School Activities
SCDC Anger Management

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Spending time in extra-curricular activities (n=115)	16%	46%	38%	**+.4**	**Yes**	Youth spent **a little more time** in extra-curricular activities.

Data Source: PrIDE

- When asked about specific activities they have joined, more than three-quarters of youth said they had joined at least one activity since starting the program (78%, n=80). About a quarter of youth said they had joined another activity specifically because of the program (28%, n=114).

Exhibit 4–14
After-School Activities
SCDC Anger Management

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
Joined at least one activity (n=80)	78%
Volunteering (n=86)	29%
Participating in a religious group or club (n=86)	29%
Participating in a youth group or club (n=94)	27%
Other activity (n=63)	22%
Going to a neighborhood or community center (n=87)	21%
Playing team sports (n=90)	21%
Practicing martial arts (n=87)	21%
Playing a musical instrument (n=89)	20%
Working for pay (n=93)	15%

Data Source: PrIDE

Building Positive Relationships: Primary Outcomes

▪ Staff identified the following as primary outcomes for building positive relationships:

  o Positive peer relationships will increase
  o Positive parental/guardian relationships will increase
  o Positive relationships with service providers will increase

Positive Peer Relationships

▪ Most youth have a positive peer relationship. Almost nine-tenths of youth say they have a friend who "really cares about them" and "helps them when they're having a hard time" (88%, n=132; 87%, n=128).

Exhibit 4–15
Positive Peer Relationships
SCDC Anger Management

Youth Has a Friend or Relative about His/Her Own Age who…	Percent of Respondents Reporting that They have These Positive Peer Relationships
Really cares about me. (n=132)	88%
I can go to when I have problems. (n=132)	82%
Helps me when I'm having a hard time. (n=128)	87%

Data Source: PrIDE

▪ Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged "hanging out" with those belonging to a gang *before* joining the program, 68% said that they no longer hung out with them.[7] And of those who still hang out with people belonging to a gang, 10% said that they hung out less often (n=10).[8]

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[7] This statement applies to the cumulative sample (year 1 and year 2).

[8] This statement applies to only the year 2 sample; no comparable question was asked in year 1.

Positive Relationships with Parents/Guardians

- Most youth have a positive relationship with a parent or guardian. More than four-fifths of youth say they have a parent who "believes that they will be a success," and "listens when I have something to say" (84%, n=127; 84%, n=126).

Exhibit 4–16
Positive Relationships with Parents/Guardians
SCDC Anger Management

Youth Said S/He had a Parent or Other Adult at Home who…	Percent of Respondents Reporting that They have These Positive Adult Relationships
Expects me to follow the rules. (n=133)	91%
Believes that I will be a success. (n=127)	84%
Talks with me about my problems. (n=129)	79%
Listens to me when I have something to say. (n=126)	84%
Is interested in my schoolwork. (n=131)	81%

Data Source: PrIDE

- More than two-thirds of respondents (71%, n=101) report that the program helped them get along better with their friends and/or relatives.

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in the program. About half (52%, n=103) said that if they were in trouble and needed help they would talk with a staff member about it.

Skill-Building: Primary Outcomes

- Staff identified the following as a primary outcome for skill-building:

  o Anger management skills will improve

Anger Management

- The program does appear to have an effect on participants' anger management skills. Participants showed improvement on all anger management skill areas our survey measured. Youth showed the strongest improvement in the areas of "hitting people on purpose," "breaking things on purpose," and "believing it is okay to physically fight."

Exhibit 4–17
Anger Management
SCDC Anger Management

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Getting mad easily (n=120)	16%	50%	34%	**+.4**	**Yes**	Youth get mad **a little less** easily
Doing whatever s/he feels like doing when angry or upset (n=118)	14%	42%	45%	**+.6**	**Yes**	Youth do whatever they feel like doing **a little less**
Believing it is okay to physically fight to get what you want (n=120)	13%	44%	43%	**+.7**	**Yes**	Youth believe it is **less okay** to physically fight
Yelling at people when angry (n=123)	14%	46%	40%	**+.4**	**Yes**	Youth **yell a little less** at people
Breaking things on purpose (n=119)	19%	38%	44%	**+.7**	**Yes**	Youth break things on purpose **less**
Hitting people on purpose (n=119)	13%	41%	46%	**+.8**	**Yes**	Youth hit people on purpose **less**

Data Source: PrIDE

Risk Behavior: Primary Outcomes

▪ Staff identified the following as a primary outcome for risk behavior:

    ○ Involvement in juvenile justice system will decrease

Involvement in Juvenile Justice System

▪ The table below shows recidivism rates for youth involved with this program. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in the program is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.

▪ The data does not show an association between participation in one of these programs and lower rates of recidivism. This table shows that at six months after a first sustained petition, 14% had had at least one more sustained petition. This rate is similar to the recidivism rate of youth six months after program entry which was 20%. At 12 months, the post-program entry rate was slightly higher than the true recidivism rate. There was not enough data to compare the rates at the 18-month or 24-month mark. (For more detailed information on how these

rates were calculated, please see section on **How Recidivism Results were Calculated** in the Appendix.) It is important to note that any change in recidivism rate is associated with many factors.

Exhibit 4–18
Recidivism Rates
SCDC Anger Management

Number of Months Elapsed (Since First Sustained Petition *or* Program Entry)	Percentage of Youth with at Least One Sustained Petition Since….			
	First Sustained Petition		Program Entry*	
	Rate	N	Rate	N
6	19%	16	20%	16
12	27%	11	33%	12
18	25%	8	n/a	0
24	20%	12	n/a	0

*This includes only those youth who had at least one sustained petition *before* program entry.

Service Satisfaction

How satisfied are youth with the services they received?

▪ A majority of participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall.

Exhibit 4-19
Participant Satisfaction
SCDC Anger Management

Percent of participants who were satisfied with…	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=144)	8%	**60%**	32%
The staff (n=142)	6%	**59%**	35%
Respect shown for participant's ethnic and cultural background (n=144)	7%	**56%**	38%
The program overall (n=143)	8%	**59%**	34%

Data Source: PrIDE

To what extent did youth feel connected to the program, staff and other students?

▪ Participants do feel connected to the program; 93% of the participants (n=124) **felt safe** attending the program and 85% said they would **recommend it to their friends** (n=111)**.**

Exhibit 4-20
Program Attachment
SCDC Anger Management

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
I feel safe attending this program (n=124)	93%
I would recommend this program to my friends (n=111)	85%
If I were in trouble and needed to talk, I would talk to a **staff member** at this program (n=103)	52%
I am interested in staying in touch and helping out with the program (n=100)	71%
If I were in trouble and needed to talk, I would talk to another **youth** at this program (n=140)	19%

Data Source: PrIDE

How do YOUTH think THEY'VE changed as a result of participating in the program?

▪ When asked directly what help they received from the program, youth most frequently said help with managing anger.

Exhibit 4–21
Program Benefits
SCDC Anger Management

After program involvement, % of respondents who said they "got help from the program with…"	% of Respondents
Managing anger (n=92)	37%
Homework/school/GED studies (n=140)	20%
Emotional problems (n=140)	17%
Finding a job (n=140)	15%
Drug or alcohol use (n=48)	13%
Getting away from gangs (n=140)	11%
Keeping a job (n=140)	7%
Safer sex education (n=140)	6%

Data Source: PrIDE

Are youth successfully completing the program?

▪ Almost two-thirds of youth served for whom we have exit forms successfully completed the program (63%, n=62). About a third did not, primarily due to dropping out (see table below).

Exhibit 4-22
Exit Reason
SCDC Anger Management

Reason for program exit* (n=62)	% of Respondents
Completed the program	63%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/AWOL	28%
Partial completion of program	13%
Poor performance or behavior in the program	2%
Probation violation	2%
New arrest/law violation	2%

*Percentages may add to more than 100% because staff could provide more than one response.
Data Source: PrIDE