education, lifeskills, employment

Chapter 8
Overview of Education, Life Skills and Employment Programs

The largest number of SFJPD/CPD-funded programs fall within this broad category of "education, life skills, and employment" programs. By helping youth develop stronger academic and job readiness skills, these programs aim to build their assets and thereby reduce the likelihood of future delinquent behavior.

The Community Program Division is currently supporting 8 Education, Life Skills and Employment programs. Most of these programs focus on one service area; however, the following programs concentrate primarily on educational services: Performing Arts Workshop's Impact High School, Special Services for Groups' Ida B. Wells High School Occupational Therapy Program, and YGCIC's GED Plus, Focus I and Focus II programs. Going beyond the tutoring and homework assistance that several SFJPD/CPD programs provide, these programs offer comprehensive educational services and teach specific skills to the youth they serve. While these programs share a common academic focus, among this set of programs there is great variation in the services provided. From the arts-integrated education provided at Impact High School to the computer literacy skills taught in Focus I and Focus II courses, to the GED preparation given at GED Plus, these programs provide a wide range of educational services, with each one filling a need of youth at risk or currently involved with the juvenile justice system.

Programs Included in this Section
▪ Ark of Refuge, Spirit Life Center Chaplaincy Services
▪ Asian American Recovery Services, Straight Forward Club
▪ Family Restoration House, X-Cell at Work
▪ Performing Arts Workshop, Impact Community High School
▪ Special Services for Groups, Ida B. Wells High School OTTP
▪ Youth Guidance Center Improvement Committee, Focus I, Focus II, GED Plus

SFJPD/CPD funds several programs that focus on helping youth find jobs, prepare for employment, and explore careers. These programs include: Family Restoration House's X-Cell at Work program and YGCIC's GED Plus, Focus I and Focus II programs. From career counseling to job referrals, these programs use a variety of techniques to help link youth with jobs in their community.

The last component of these programs is life skills, a set of skills that incorporates several areas of knowledge and can differ in definition or focus from program to program. While all programs in this category strive to empower youth with skills that will increase their success in life and decrease their involvement in high-risk behaviors, some programs focus on ensuring competency in specific skills. The Ark of Refuge's Spirit Life program provides life guidance through religious services for youth detained at the Youth Guidance Center. The Straight Forward Club offers drug awareness classes and violence prevention workshops, among other services in order to instill a sense of awareness of and knowledge about these issues. The Family Restoration House X-Cell at Work program strives to develop a sense of self-awareness in the youth they serve as well as a sense of connection to the greater community, a set of skills that will improve their functioning in relationships and in society.

Exhibit 8-1 provides an overview of the Education, Life Skills and Employment programs currently funded by the Community Programs Division. More details on specific programs can be found in the program-by-program chapters that follow.

Exhibit 8–1

Overview of Education, Life Skills and Employment Programs

| Program	Number of Youth Served[1]	Description
Ark of Refuge, Spirit Life Center Chaplaincy Services	157	The Spirit Life Center provides chaplaincy services and spiritual counseling to youth within the Juvenile Hall detention facility and Log Cabin Ranch School, and offers a service and referral network of faith-based organizations for youth released back into the community.
Asian American Recovery Services, Straight Forward Club	75	The Straight Forward Club (SFC) is a neighborhood-based, prevention and intervention program for at-risk and high-risk youth. The program provides a wide range of activities, including: recreational sports, particularly boxing and fitness training; music production and recording; violence prevention workshops; drug awareness classes; as well as case management, counseling and mentoring services.
Family Restoration House, X-Cell at Work	47	The X-Cell at Work program is a life skills/mentoring program for youth and young adults ages 13 to 21. The program is designed to give participants the skills to be active and productive members of their community and to increase their self-esteem and sense of identity.
Performing Arts Workshop, Impact Community High School	55	The mission of Impact Community High School is to provide wrap-around family services in an arts-integrated academic program for juvenile offenders.
Special Services for Groups, Ida B. Wells High School OTTP	110	Occupational Therapy Training Program (OTTP) is an employment readiness program designed to provide classroom training and up to one year of follow-up services to assist youth in achieving their educational and employment goals.
Youth Guidance Center Improvement Committee, Focus I, Focus II, GED Plus	109[2]	Services include: **Focus I:** a basic computer literacy and job preparedness program; **Focus II:** an advanced computer training program; **General Education Development:** a classroom-based high school equivalency preparatory class; and **Juvy Java:** a youth-run food business at JPD.

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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.
[2] Total number of youth served by Focus I, Focus II, and GED Plus.

Neighborhood Concentrations of Participants Served by
Education, Life Skills and Employment Programs
and Juvenile Law Violation Referrals

GreenInfo Network
www.greeninfo.org
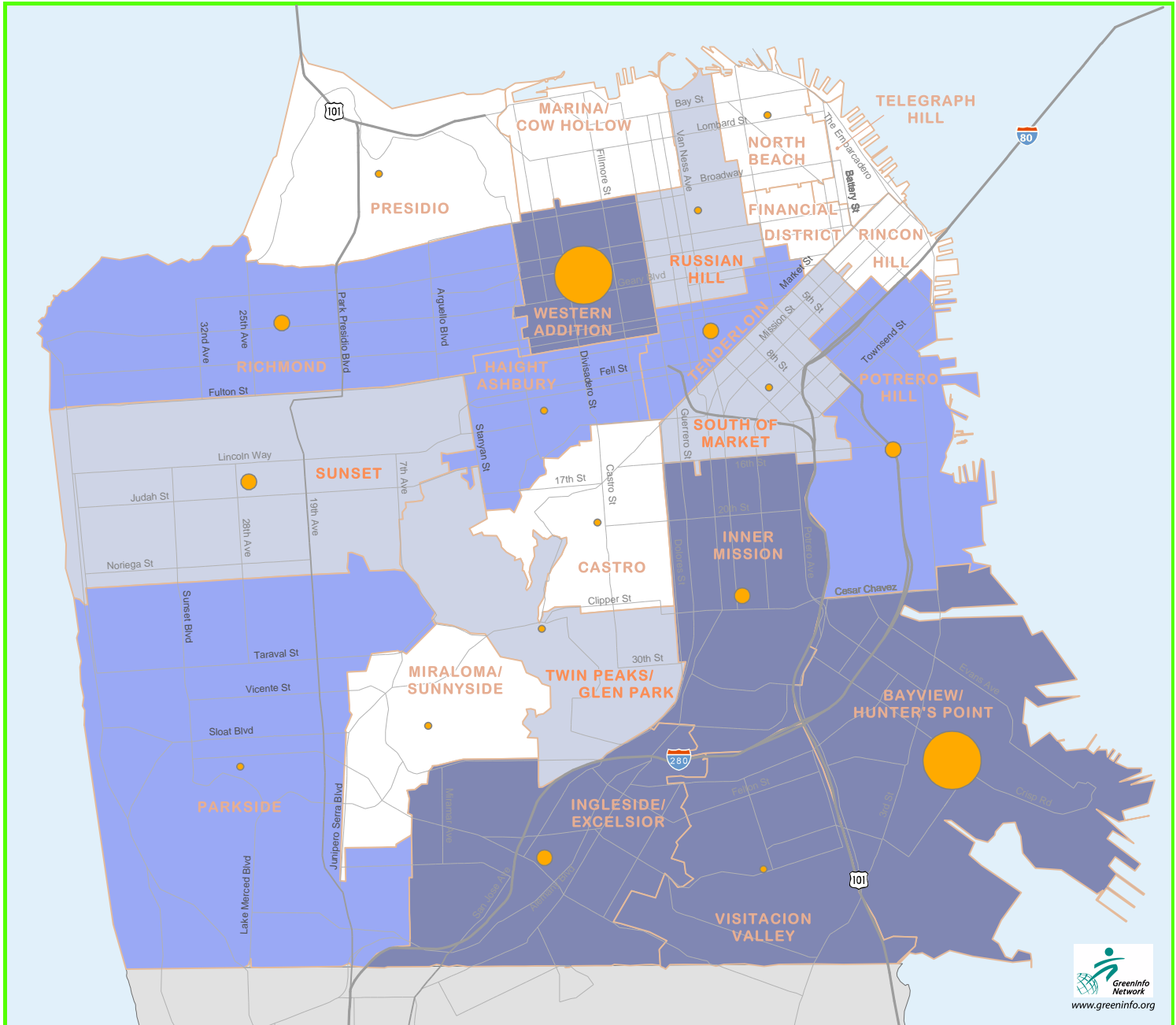
Percentage of Education, Life Skills & Employment Program Participants By Home Neighborhood

- .1 - 3%
- 3 - 10%
- 10 - 20%
- 20% or more
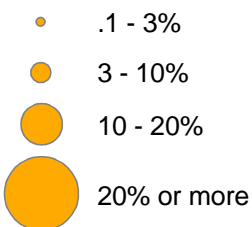
Number of Juvenile Law Violation Referrals Participants By Home Neighborhood

- 1- 25
- 26 - 75
- 76 - 200
- 201 - 550
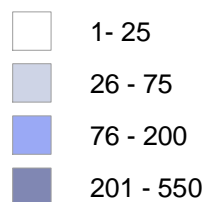
Data shown on this map were submitted by:
Youth Guidance Center Improvement Committee, FOCUS I, FOCUS II, and GED Plus;
Performing Arts Workshop, Impact Community High School; Special Service for Groups
(Ida B. Wells High School), Occupational Therapy Training Program; Family Restoration
House, The X-Cell at Work

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

Chapter 9
Ark of Refuge
Spirit Life Center Chaplaincy Services

Program Overview

The Spirit Life Center provides chaplaincy services and spiritual counseling to youth within the Juvenile Hall detention facility and Log Cabin Ranch School, and offers a service and referral network of faith-based organizations for youth released to the community.

Exhibit 9–1 Program At-A-Glance		
Services provided to youth:	- Religious services - Spiritual care - Religious programs - Religious volunteer opportunities - Aftercare referral network - Tutoring - Mentoring - Juvenile probation compliance case management - Anger management - Visitation	- Housing referral services - Substance use counseling referral - Mental health counseling referral Practical assistance - After-school activities - Crisis intervention - Death notification - Bereavement counseling - Funeral services - Community ministry
Primary neighborhoods served:	- Bayview Hunters Point - Downtown/Tenderloin - Excelsior - Haight - Ingleside - Mission - North Beach	- Parkside-Lakeshore - Potrero Hill - South Beach/Rincon Hill - South of Market - Visitacion Valley - Western Addition
Target population served:	- Youth ages 12 to 18 - Youth who are detained in the Juvenile Hall detention facility and their families - Youth committed to Log Cabin Ranch and their families - Juvenile offenders who have returned to their homes and communities, and their families - Youth and young adults, ages 18 to 24, who are still in the juvenile justice system - Youth who are on probation, and their families	
How youth are referred:	- Juvenile Probation Department staff, detainees and volunteers - Faith and community-based partners - Parent, guardian, or other family member - Self	
Average length of time youth spend in program:	More than one month and less than six months	
Average # of youth who participate at any given time:	15	

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:

- For the 2003-2004 contract year, JPD's contract with this program provided $83,400.
- Program budget: Not available

- For the 2004-2005 contract year, JPD's contract with this program provided $65,000.
- Program budget: Not available

Number of youth served:[3]

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.[4] During this period, the program individually served 157 youth, and made all other services available to the entire daily populations of Juvenile Hall and Log Cabin Ranch School.

Staffing:

- This program is run by two part-time staff and 34 volunteers.

- Spirit Life staff hold Quarterly Fellowship Meetings to "orient, debrief, and check in with volunteers."[5]

Factors Affecting Involvement in PrIDE Evaluation:

- This program is not part of the PrIDE evaluation.

- Community Programs Division staff noted that this program "sees only about half of its participants more than once due to the revolving nature of the [youth in] juvenile hall…[therefore, the] program only collects information from the small group sessions." This information is not part of the PrIDE evaluation.

- Volunteer and staff performance are assessed by Juvenile Hall staff and detainees; the fact that so many youth participate in activities is one indication of this program's relevance and success.

Program Strengths and Successes:

- The program has had a significant effect on youth served. This is illustrated by specific examples provided by program staff. "Two youth were networked into formal, coordinated aftercare. One who was habitually tardy has improved his performance. His school reports he has made a '360 degree turn-around,' that he is responding well to his classes and engaging in class discussions. The other youth was habitually truant and not enrolled in school. She is now enrolled and attending regularly. She has also enrolled into an after-school program where she has developed new friendships and is no longer associating with friends from her past…and has found unexpected support from new, non-drug/crime-involved associates. She has also completed an after-school summer job preparedness program through a faith-based aftercare referral. Both youth (and their [respective] parents) verbally express greater optimism for the future. The families have begun to plan and execute 'fun time' activities. Each has become very active in church community and related activities."[6]

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[3] Data source: Participant Tracking Spreadsheets.
[4] For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.
[5] Information provided by Community Programs Division staff.
[6] Information provided by program staff.

- "Aftercare participants have received excellent court progress reports."[4]

- Program staff work with parents as well as youth. "Two parents have been accompanied and coached in relationships with service providers. One has formed a strongly cooperative relationship with SFUSD; both families have received good progress reports from other service providers."[3]

- "A mother and daughter report improvement in handling conflict when it arises due to SpiritLife direct relationship-building, crisis and spiritual counseling interventions. The mother reports fewer inappropriate outbursts from her daughter, and the daughter reports using newly-acquired assertiveness, listening and calming skills techniques in her communication style."[4]

- The program is building relationships with other faith-based organizations to which it can refer youth who leave detention. "Two additional youth have been referred for employment with a faith-based aftercare partner, an MOU is under development."[2] The program has expanded its services beyond contractual obligations, as Community Programs Division staff noted, "the Spirit Life program has also included: ministry at Log Cabin Ranch with an identified volunteer Chaplain, the Spirit Life Choir…, meditation services that teach mindfulness and help youth focus…and individualized care."

- The program has met its goal of providing diverse faith-based services for youth in juvenile hall. "This program offers six different interfaith services on Sundays, one service on Saturdays, and eleven counseling and life skills groups throughout the week, throughout the detention facility. A minimum of five Protestant and two Catholic religious services are offered each week. Four of five residential units have at least one religious enrichment program each week, and diverse religious literature is distributed at least quarterly in each unit."[4]

- The program is responsive to youth participants. "Documented requests for routine spiritual counsel or pastoral care are honored within 72 hours. Emergency requests are honored within 6 hours."[4]

- The program has developed a strong volunteer base to provide services. "The Chaplain recruits, trains and coordinates the team of volunteers who provide the aforementioned religious programs."[3]

Program Challenges:

- "The Chapel [of Juvenile Hall, currently under construction] was one of the first structures to be demolished, leaving no large 'common' space for said services. To meet this challenge, various services are coordinated within the individual units which takes away the sense of community and feeling of normalcy – an essential quality and outcome for spiritual enrichment."[3]

- "[There is a] lack of administrative staffing to stabilize the program's current operations; to build capacity by researching and writing proposals to insure the program's viability and expand youth programs."[4]

- Program staff expressed "the need for more volunteers during the week to assist with community meetings [in order] to heighten the presence of the Spirit Life/Faith-based initiatives."

<div style="border: 1px solid black">

Exhibit 9–2
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	17%
	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%) 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 16% 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.

</div>

Data Sources

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

Exhibit 9–3
Data Sources
Spirit Life Chaplaincy Program

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

✧ For 2003-2004 contract year only

- As stated earlier, this program does not participate in the PrIDE evaluation.

Program Description

What are the characteristics of the youth served?

- This program's target population is youth between the ages of 12 and 18; the actual age range of youth served is 14 to 19 years old. The average age of youth is 17 years old. A small number of youth are over 18 but still in the juvenile system (e.g., CYA remands).

- The majority of youth in this program are male (83%, n=156).

- The highest percentages of youth in this program identify as African American or Latino/a (45% and 41%, n=153), though this program serves youth who are White, Samoan, and other ethnicities.

- The Spirit Life Center serves young people from a range of San Francisco neighborhoods, though the greatest percentage of youth live in the Bayview Hunters Point neighborhood (30.0%).

Exhibit 9–4
Youth Characteristics
Spirit Life Chaplaincy Program

Characteristic at Program Entry		% of Participants
Age◆ (n=97)	Under 13 years old	54%
	13-15 years old	11%
	16-17 years old	26%
	Over 18 years old	9%
Gender◆ (n=156)	Male	83%
	Female	17%
Race/Ethnicity◆ (n=153)	African American	45%
	Latino/a	41%
	Samoan	4%
	White	4%
	Other Asian	4%
Home Neighborhood◇ (n=115)	Bayview Hunters Point	30.0%
	Mission	12.0%
	Visitacion Valley	12.0%
	Western Addition	12.0%
	Downtown/Tenderloin	9.0%
	Excelsior	6.5%
	Ingleside Terrace	6.5%
	All other San Francisco neighborhoods	12.0%

Data Sources:
◆ = Participant tracking spreadsheets (July 2003-June 2004, and July 2004-March 2005);
◇CBO Questionnaire for 2003-2004 contract year

What are participants' major risk factors?

This program serves youth who are currently detained in the Juvenile Hall detention facility, and juvenile offenders who have returned to their homes and communities. These youth are at high risk for recidivating in the absence of appropriate guidance and support.

Chapter 10
Asian American Recovery Services
Straight Forward Club

Program Overview

The Straight Forward Club (SFC) is a neighborhood-based prevention and intervention program for at-risk and high-risk youth. The program provides a wide range of activities, including: recreational sports, particularly boxing and fitness training; music production and recording; violence prevention workshops; drug awareness classes; as well as case management, counseling and mentoring services. SFC collaborates with other service providers to ensure a well-rounded provision of culturally appropriate services to its participants. SFC services are provided at Ida B. Wells High School, Hayes Valley Recreation Center, and the South of Market Recreation Center.

<table>
<tr><td colspan="3" align="center">Exhibit 10–1
Program At-A-Glance</td></tr>
<tr>
<td>Services provided to youth:</td>
<td>Case management
Mentoring
Tutoring
Anger management
Violence prevention workshops</td>
<td>Health education
Substance use counseling
After-school activities
Recreational sports
Music production & recording</td>
</tr>
<tr>
<td>Primary neighborhoods served:</td>
<td>Bayview Hunters Point
Richmond</td>
<td>Western Addition</td>
</tr>
<tr>
<td>Target population served:</td>
<td colspan="2">Youth ages 10 to 18
Youth from the SF Unified School District
Youth who are on probation
Youth who are at-risk of becoming involved with, or who are in the juvenile justice system
Youth who have used/abused drugs or alcohol
Youth who are involved with gangs</td>
</tr>
<tr>
<td>How youth are referred:</td>
<td colspan="2">Self
Friend
Brother, sister or cousin
Parent, guardian or other adult family member
Probation Officer
Outreach Worker
SF Unified School District
Case Manager
Social Worker
Teacher or School Counselor</td>
</tr>
<tr>
<td>Average length of time youth spend in program:</td>
<td colspan="2">More than one month and less than six months</td>
</tr>
<tr>
<td>Average # of youth who participate at any given time:</td>
<td colspan="2">10</td>
</tr>
</table>

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:

- For the 2003-2004 contract year, JPD's contract with this program provided $25,000. Information on the 2003-04 program budget is not available.

- For the 2004-2005 contract year, JPD's contract with this program provided $25,000. Information on the 2004-05 program budget is not available.

Number of youth served:[7]

- Data on number of youth served is only available for 2003-2004. Between July 2003 and February 2004, the program served 75 youth.

Staffing:

- The program is staffed by one part-time staff member and two volunteers.

Factors Affecting Involvement in PrIDE Evaluation:

- This program is not part of the PrIDE evaluation and is therefore not required to submit PrIDE data.

Program Strengths and Successes:[8]

- This organization has held two successful Boxing Tournaments that youth were involved in planning.

Program Challenges:

- "The biggest challenge is not having the adequate funds to meet all the needs and interests of the program."[9]

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[7] Data source: Participant Tracking Spreadsheets.

[8] Information on program strengths and successes and challenges not available for 2004-05. Information provided is from last year's PrIDE report.

[9] Information provided by program staff.

**Exhibit 10–2
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	17%
	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%) 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

Data Sources

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

**Exhibit 10–3
Data Sources
Straight Forward Club**

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

✦ for 2003-2004 only

Program Description

What are the characteristics of the youth served?[10]

- Youth participants range in age from 10 to 18.

- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition, Richmond, and Bayview Hunters Point (24%, 17%, 15%, n=72).

Exhibit 10–4
Youth Characteristics
Straight Forward Club

Characteristic at Program Entry		% of Participants
Age◆ (n=70)	Under 13 years old	4%
	13-15 years old	11%
	16-17 years old	66%
	Over 18 years old	19%
Gender◆ (n=70)	Male	74%
	Female	26%
Race/Ethnicity◆ (n=65)	African American	51%
	Asian American and Pacific Islander	31%
	Latino	14%
	White	5%
Home Neighborhood✧ (n=72)	Western Addition	24%
	Richmond	17%
	Bayview Hunters Point	15%
	Mission	10%
	Visitacion Valley	8%
	All other San Francisco neighborhoods	26%

Data Sources:
◆ = Participant tracking spreadsheets (July 2003-February 2004)
✧CBO Questionnaire (July 2003-February 2004)

What are participants' major risk factors?

- Data on risk factors of youth served are not available for this program. However, this program's target population includes youth who are at-risk of becoming involved with—or are/have been involved with—the juvenile justice system and also includes youth who have used/abused drugs or alcohol and youth who are involved in gangs.

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[10] Data on characteristics of youth served for 2004-05 are not available. The information provided is from last year's report.

Chapter 11
Family Restoration House
X-Cell at Work

Program Overview

X-Cell at Work is a life skills/mentoring program for youth and young adults ages 13 to 21. The program is designed to give participants the skills to be active and productive members of their community and to increase their self-esteem and sense of identity. The program provides services for youth in education and career exploration, cultural and fine arts exposure, cultural and social awareness, connection to their community, and life skills training. As the population of youth served by X-Cell at Work has shifted to older, out-of-school youth, the program staff have enhanced the components of their curriculum that deal with job readiness, career awareness, college preparatory and transitional service support.[11]

Exhibit 11–1 Program At-A-Glance		
Services provided to youth:	▪ Job training/readiness services ▪ Mentoring ▪ Practical assistance such as help with transportation or meals	▪ Extra-curricular or after-school activities ▪ Tutoring/help with homework ▪ Referrals for housing services and mental health counseling
Primary neighborhoods served:	▪ Bayview Hunters Point	
Target population served:	▪ African American youth in the Bayview Hunters Point neighborhood ▪ Youth between the ages of 14 and 21 ▪ Youth who are truant ▪ Youth who are at risk of becoming involved in the juvenile justice system	
How youth are referred:	▪ Self ▪ From a friend ▪ Brother, sister, or cousin ▪ Parent, guardian, or other adult family member ▪ Outreach worker ▪ Case manager ▪ Agency referral	
Average length of time youth spend in program:	▪ More than 2 years	
Average # of youth who participate at any given time:	▪ 15	

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[11] Information provided by Community Programs Division staff.

Highlights on Program Outcome Findings[12]

Key Positive Findings
- There were positive findings for almost all of the primary outcomes identified by the program, especially with respect to education outcomes. Since attending the program, youth missed fewer days at school, got better grades, and felt more certain that they would graduate from school or get their GED. Almost all of the youth said the program made them more comfortable in their abilities in school.

- Since entering the program youth also spent more time in after-school activities, and over four-fifths reported that they had received help from the program in finding or keeping a job.

- Program participants showed improvement in all social development and self-care skills.

- High percentages of participants reported positive peer, parental, and staff relationships, with over four-fifths saying that if they were in trouble they would talk with a staff member at the program. All of the participants said they felt safe at the program, would recommend the program to their friends, and are interested in staying in touch and helping out with the program.

Areas Where the Program has not been Shown to Have Positive Effects
- The findings show that participants are facing difficulties in school enrollment, with 14% of students who were enrolled in school before starting the program dropping out over the course of being in the program. None of the participants who were originally *not* enrolled in school became enrolled since joining the program. Enrollment results may, however, result from the fact that Family Restoration House serves several older youth who may have completed school or GED programs, but remained involved with the program.

- While about half of the participants said they were employed, less than one-third reported that they had ideas about the type of job they wanted or the belief that they could get a job.

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:

- For the 2003-2004 contract year, JPD's contract with this program provided $67,200 in TANF funds, which was 57% of the program's total budget.

- For the 2004-2005 contract year, JPD's contract with this program provided $70,000 in TANF funds, which was 70% of this program's total budget.

- Community Programs Division staff indicated that the agency's "spending is timely and the agency seems to be maximizing the funds available."

Number of youth served:[13]

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.[14] During this period, the program served 47 youth.

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[12] We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 11-7.
[13] Data source: Participant Tracking Spreadsheets.
[14] For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

Staffing:

- The program is staffed by six part-time staff members.

- Family Restoration House "is a fairly new organization and has consulted with an executive coach to assist with capacity building within their agency for team building, management and fund development."[15]

Factors Affecting Involvement in PrIDE Evaluation:

- Program staff noted that youth "still tend to resist the survey process [because they] feel that the questions are invasive, that there is an 'ulterior' motive to gathering data, and/or the process forces them to think more deeply about situations and issues in their lives which they would prefer not to focus."

- Lack of consistent attendance by some youth in the program has also affected the completion of PrIDE surveys.[16]

Program Strengths and Successes:

- Staff saw "specific progress in youth in the areas of educational and career exploration." This progress includes four youth who have student internships, two youth who are currently in a GED program, two youth who are at a university/four-year college, two youth who are in trade school, one youth in community college and ten youth who have full-time employement.[6]

- The program provides a safe haven for youth when they need it, particularly when there is violence or a death in the community. "The youth come straight from the funerals, feeling tense and talking about retaliation. The center stays open late, provides food and a safe place to talk, to dissipate the anger, so that the retaliatory talk changes to reveal the grief and anger. The staff feel that this shows that the youth feel safe at the center, and feel safe with the staff to express their feelings."[5]

- Family Restoration House has established community partnerships that provide additional resources and opportunities for youth in the X-Cell at Work program. "Partnering [with] Larkin Street Youth Centers….has enabled Family Restoration House to provide internships for some youth as well as develop transitional housing options."[4]

Program Challenges:

- Program staff have conducted outreach "to get parents involved, like luncheons and potlucks, however parent involvement still poses…a challenge."[5]

- Transportation and accessibility of the program continue to be challenges for youth participants as there is only one bus line that services the area and it is not considered a safe mode of transporation for participants, staff and family.[5]

- The program and its participants are very affected by the violence in the surrounding community. "The staff named the biggest challenge as all the violence in the community served by the program – public housing developments on Middlepoint, Westpoint Road. The last two youth who were murdered were all well known to the participants."[5]

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[15] Information provided by Community Programs Division staff.
[16] Information provided by the program.

Data Sources

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

Exhibit 11–3
Data Sources
X-Cell at Work

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 10 Baselines and their paired Follow-ups, 7 Youth Evaluation Surveys, and 7 Exit Forms. Data from the Baseline and Follow-up Surveys, along with the Youth Evaluation Surveys were utilized in this report.

- Between July 2003 and February 2005, the program served a total of 47 youth and submitted 17 youth surveys. This yields a response rate of 23%. We cannot provide a response rate for Exit Forms because the program does not provide any information on whether youth have exited.

Program Description

What are the characteristics of the youth served?

- This program's target population is youth ages 14 to 21; the actual age range of youth they serve is 14 to 26 years old. The average age of youth in this program is 17.

- There are twice as many males as females in this program (69%, 31%; n=35).

- All of the youth in the program are African American (100%, n=35).

- Participants live in several neighborhoods in San Francisco, though nearly two-thirds of the youth live in Bayview Hunters Point (62%, n=47).

Exhibit 11–4
Youth Characteristics
X-Cell at Work

Characteristic at Program Entry		% of Participants
Age◆ (n=34)	13-15 years old	35%
	16-17 years old	35%
	Over 18 years old	29%
Gender◆ (n=35)	Male	69%
	Female	31%
Race/Ethnicity◆ (n=35)	African American	100%
Home Neighborhood✧ (n=47)	Bayview Hunters Point	62%
	Western Addition	13%
	Potrero Hill	11%
	Hayes Valley	6%
	Downtown/Tenderloin	2%
	Portola	2%
	All other San Francisco neighborhoods	2%

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

- Almost all of the youth participants are in homes where English is the primary language. The program also serves youth whose primary home language is Spanish (94% and 6%, n=17).

- Over half of the participants live in single-parent homes (59%, n=17), and 60% of participants report hearing about the program through a friend (n=15)

Exhibit 11–5
Demographic Information
X-Cell at Work

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=17)	English	94%
	Spanish	6%
Living Situation (n=17)	One Parent	59%
	Two Parents	18%
	Family but not parents	12%
	Live alone	12%
Referral to Program* (n=15)	Friend	60%
	Family	20%
	School	7%
	Referred by another organization	7%

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

What are participants' major risk factors?

▪ Participants are part of high-risk peer groups. At program entry, over two-fifths of participants acknowledge that they hang out with gang members (44%, n=16). When asked if they knew anyone who had been arrested, 94% say that they did. Most commonly, they note that a friend had been arrested. As a further indication that youth are in high-risk peer groups, 69% respondents say they knew someone who had died (n=16); the largest percentage of youth say that a friend had died. Two-fifths of respondents (40%) say they have tried alcohol or other drugs (n=15).

Exhibit 11–6
Risk Factors
X-Cell at Work

Risk Factors at Program Entry		% of Respondents
Frequency with which Youth Hears Gunshots at Home (n=15)	Never	27%
	Once or Twice	27%
	Many Times	47%
Feels Unsafe in Neighborhood (n=16)		44%
Acknowledges S/he Hangs Out With Gang Members (n=16)		44%
Has Tried Drugs or Alcohol (n=15)		40%
Knows Someone Who Was Arrested (n=16)	Knows at least one person who was arrested (n=17)	94%
	Participant's friend was arrested*	94%
	Participant's sibling was arrested*	13%
	Participant was arrested*	6%
	Participant's other relative was arrested*	6%
	Participant's parent was arrested*	0%
	Participant's neighbor was arrested*	0%
Knows Someone Who Died (n=11)	Knows at least one person who died (n=16)	69%
	Participant's friend died*	82%
	Participant's neighbor died*	27%
	Participant's parent died*	9%
	Participant's sibling died*	0%

*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.

Exhibit 11–7
Program Outcome Measures
X-Cell at Work

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	
Work and Job Readiness	▪ Job readiness will increase	X	
	▪ Employment 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	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
Risk Factors	▪ Involvement with the juvenile justice system will decrease[17]	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X

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[17] Recidivism analyses were not conducted for this program due to an insufficient number of cases.

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			On Average	Improvement Shown on Average?	Since Attending the Program…
	Worsened	Stayed Same	Improved			
	(-3 to -1)	(0)	(+1 to +3)			
Number of school days missed during a month (n=23)	9%	55%	36%	**+ .4**	**Yes**	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**	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 Orientation toward the future will increase
    o Engagement in positive after-school activities will increase

School Attendance/Attachment

- Of youth in this program, 47% were enrolled in school or a GED program prior to program participation. Of these, 86% stayed enrolled, and 14% dropped out. Fifty-three percent were *not* enrolled in school or a GED program prior to program participation; none of them enrolled after program entry.

- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in their school attendance and grades. However, they showed no change in their enjoyment of school.

Exhibit 11–8
School Attendance/Attachment
X-Cell at Work

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=12)	8%	58%	33%	**+.4**	**Yes**	Youth **missed fewer days** during a given month.
Grades (n=8)	0%	88%	13%	**+.3**	**Yes**	Youth got **better grades**.
Enjoyment of school (n=13)	23%	69%	8%	**0.0**	**No**	Youths' enjoyment of school **stayed the same**.

Data Source: PrIDE

- Further indications of the ability of the program 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.

- Close to half of the respondents said that the program helped them stay in school or get their GED (46%, n=11).

- Almost all of the respondents said that the program "made me feel more comfortable about my abilities in school/GED program" (90%, n=10).

Exhibit 11–9
Youth Perceptions of How the Program
Promotes School Attachment
X-Cell at Work

Indicators of School Attachment	Percent of Respondents
The program helped participants to stay in school or get their GED. (n=11)	46%
The program made participants feel more comfortable about their abilities in school or a GED program. (n=10)	90%

Data Source: PrIDE

Orientation toward Future Educational Attainment

- Since beginning the program, one-fifth of the respondents felt more certain that they would graduate from High School or get their GED (20%, n=10).

Exhibit 11–10
Orientation toward Future Educational Attainment
X-Cell at Work

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=10)	0%	80%	20%	**+.4**	**Yes**	Youth were **more certain** they would graduate from High School.

Data Source: PrIDE

Engagement in Positive After-School Activities

- Since attending the program, 42% of the participants reported that they spend more time in after-school activities (n=12).

Exhibit 11–11
After-School Activities
X-Cell at Work

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=12)	8%	50%	42%	**+.8**	**Yes**	Youth spent **more time** in extra-curricular activities.

Data Source: PrIDE

- Over four-fifths of respondents had joined at least one after-school activity since beginning the program (88%, n=8).

Exhibit 11–12
After-School Activities
X-Cell at Work

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
Joined at least one activity: (n=8)	88%
Going to a neighborhood or community center (n=12)	92%
Other activity (n=7)	43%
Participating in a youth group or club (n=13)	23%
Volunteering (n=12)	17%
Working for pay (n=12)	17%
Playing a musical instrument (n=12)	17%
Playing team sports (n=13)	15%

Data Source: PrIDE

▪ Close to one-third of respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (29%, n=14).

Education: Secondary Outcome

▪ Staff identified the following as a secondary education outcome for the program:

      o School behavioral problems will decrease

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.

▪ In year 1, none of the youth had been in trouble at school, either getting sent to the counselor's office, suspended, or expelled before beginning the program. None of the nine respondents answered this question after their participation in the program.

▪ In year 2, youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that half of the participants had fewer behavior problems in school after attending the program (50%, n=2). Since data for this question are available for only two youth, this means that one individual reported an improvement in his/her behavior at school and one reported that his/her behavior stayed the same.

Exhibit 11–13
Change in Behavior Problems in School
X-Cell at Work

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=2)	0%	50%	50%	**+1.5**	**Yes**	Youth had **fewer behavior problems** in school.

Data Source: PrIDE

Work and Job Readiness: Primary Outcomes

- Staff identified the following as primary work and job readiness outcomes for the program:

    o Job readiness will increase
    o Employment will increase

Job Readiness

- Close to one-third of participants reported that the program helped them get ideas about jobs they would like to have, and to believe that they can get a job (31%, n=16; 27%, n=15). Fewer participants have obtained items such as a resume, ID or driver's license, or social security card.

Exhibit 11–14
Job Readiness
X-Cell at Work

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
Ideas about the Kind of Job I Want (n=16)	31%
Belief that I Can Get a Job (n=15)	27%
Resume (n=16)	25%
California (or other state) ID Card or Driver's License (n=7)	7%
Social Security Card (n=7)	0%

Data Source: PrIDE

Employment

- Over half of the respondents held a job at the time they filled out the survey (53%, n=17).

- Over four-fifths of those employed reported that they had received help from this program in finding or keeping a job (86%, n=7).

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

- Participants reported on the current positive peer relationships in their lives while in the program.

- High percentages of participants reported positive peer relationships.

Exhibit 11–15
Positive Peer Relationships
X-Cell at Work

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=17)	88%
Helps me when I'm having a hard time. (n=17)	88%
I can go to when I have problems. (n=17)	82%

Data Source: PrIDE

Positive Relationships with Parents/Guardians

- Participants reported on the current positive parental/guardian relationships in their lives while in the program.

- High percentages of participants reported positive parental/guardian relationships.

Exhibit 11–16
Positive Relationships with Parents/Guardians
X-Cell at Work

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=16)	94%
Believes that I will be a success. (n=16)	94%
Listens to me when I have something to say. (n=16)	94%
Talks with me about my problems. (n=16)	88%
Is interested in my schoolwork. (n=14)	86%

Data Source: PrIDE

- About two-fifths of respondents report that the program helped them get along better with their friends and/or relatives (42%, n=12).

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in the program. Over four-fifths said that if they were in trouble and needed help they would talk with a staff member about it (82%, n=11).

Skill-Building: Primary Outcome

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

  o Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)

Social Development and Self-Care Skills

- Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to name places to get help if they feel unsafe, asking for help when they need it, and respecting the feelings of others (35%, 29%, and 24%, n=17).

Exhibit 11–17
Social Development and Self-Care Skills
X-Cell at Work

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care 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)			
Ability to name places to get help if s/he feels unsafe (n=17)	18%	47%	35%	**+.4**	**Yes**	Youth knew a **more** about places to go to get help.
Ability to ask for help when s/he needs it (n=17)	6%	65%	29%	**+.4**	**Yes**	Youth were **better** at asking for help.
Ability to take criticism without feeling defensive (n=16)	13%	75%	13%	**+.3**	**Yes**	Youth were **better** at taking criticism.
Ability to take pride in cultural background (n=15)	0%	93%	7%	**+.2**	**Yes**	Youth showed an **increase** in their cultural pride.
Ability to respect feelings of others (n=17)	12%	65%	24%	**+.4**	**Yes**	Youth were **better able** to respect others' feelings.
Ability to think about how his/her choices affect his/her future (n=16)	13%	69%	19%	**+.2**	**Yes**	Youth **thought more** about the impact of their choices on their future.

Data Source: PrIDE

Skill-Building: Secondary Outcomes

▪ Staff identified the following as a secondary 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. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.

▪ According to their responses to these survey items, participants showed the greatest improvement on refraining from doing whatever they feel like doing when they are angry or upset, hitting people on purpose, and getting mad easily.

Exhibit 11–18
Anger Management
X-Cell at Work

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=16)	19%	56%	25%	**+.3**	**Yes**	Youth **get mad less often**.
Doing whatever s/he feels like doing when angry or upset (n=16)	13%	56%	31%	**+.3**	**Yes**	Youth **act out less often** when angry or upset.
Believing it is okay to physically fight to get what you want (n=16)	13%	69%	19%	**+.2**	**Yes**	Youth believe it is okay to physically fight **less often** to get something.
Yelling at people when angry (n=16)	13%	69%	19%	**+.3**	**Yes**	Youth yell at people l**ess often** when they are angry.
Breaking things on purpose (n=14)	14%	64%	21%	**+.3**	**Yes**	Youth break things on purpose **less often**.
Hitting people on purpose (n=15)	13%	60%	27%	**+.2**	**Yes**	Youth hit people on purpose **less often**.

Data Source: PrIDE

Risk Behavior: Secondary Outcomes[18]

- Staff identified the following as secondary outcomes for risk behavior:

    o Substance use will decrease
    o Gang affiliation will decrease

Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. Eighty-six percent of respondents had never smoked cigarettes (n=7); 83% had never drunk alcohol (n=6); and none had ever smoked marijuana or tried street drugs (n=6).

- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use.

- According to their responses to these survey items, participants showed no change in how often they smoke cigarettes or marijuana and showed a slight increase in how often they drank alcohol.

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[18] This program selected "involvement with the juvenile justice system will decrease" as a primary outcome, but as noted in the footnote in Exhibit 11-7, recidivism analyses were not conducted for this program due to an insufficient number of cases.

Exhibit 11–19
Substance Use
X-Cell at Work

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Smoking Cigarettes (n=5)	20%	60%	20%	**0.0**	**No**	Youth **did not change** how often they smoked cigarettes.
Drinking Alcohol (n=5)	60%	20%	20%	**-.2**	**No**	Youth drank alcohol **more often**.
Smoking Marijuana (n=5)	60%	20%	20%	**0.0**	**No**	Youth **did not change** how often they smoked marijuana.

Data Source: PrIDE

Gang Affiliation

- Of the seven respondents, one youth acknowledged that s/he hung out with gang members before joining the program. This particular youth did not answer the question about hanging out with gang members after participating in the program so we cannot report any results on change.

Service Satisfaction

How satisfied are youth with the services they received?

- Participants expressed a high level of satisfaction with the program (see Exhibit 11-20). The 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 11-20
Participant Satisfaction
X-Cell at Work

Percent of participants who were satisfied with…	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The staff (n=17)	0%	**82%**	18%
The types of services offered (n=17)	6%	**71%**	24%
The program overall (n=17)	0%	**65%**	35%
Respect shown for participant's ethnic and cultural background (n=17)	0%	**59%**	41%

Data Source: PrIDE

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

▪ Participants do feel connected to the program. All of the respondents **felt safe** attending the program, would **recommend it to their friends**, and were interested in **staying touch and helping out** with the program (100%, n=16; 100%, n=16; and 100%, n=11)**.**

Exhibit 11-21
Program Attachment
X-Cell at Work

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
I feel safe attending this program (n=16)	100%
I would recommend this program to my friends (n=16)	100%
I am interested in staying in touch and helping out with the program (n=11)	100%
If I were in trouble and needed to talk, I would talk to a **staff member** at this program (n=11)	82%
If I were in trouble and needed to talk, I would talk to another **youth** at this program (n=17)	41%

Data Source: PrIDE

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

▪ The most significant benefits of the program involve helping participants find a job, with homework, school and GED studies, and with managing their anger.

Exhibit 11–22
Program Benefits
X-Cell at Work

After program involvement, % of respondents who said they "got help from the program with…"	% of Respondents
Finding a job (n=16)	63%
Homework/school/GED studies (n=16)	31%
Managing anger (n=10)	30%
Safer sex education (n=16)	19%
Getting away from gangs (n=16)	19%
Drug or alcohol use (n=6)	17%
Keeping a job (n=16)	6%
Emotional problems (n=16)	0%

Data Source: PrIDE

Are youth successfully completing the program?

- Although Exit Form data are available for seven participants, exit reasons were not provided by staff members for any of these youth. Therefore, the reasons these youth exited the program cannot be reported.

Chapter 12
Performing Arts Workshop
Impact Community High School

Program Overview

The mission of Impact Community High School is to provide wrap-around family services in an arts integrated academic program for juvenile offenders. The program aims to reduce the risk of youth re-offending as well as promotes participants' educational and life skills. Youth participate in field trips and interact with staff artists and guest artists, as well as engage in various family activities and events. The integration of art and art therapy into the academic curriculum at Impact Community High School creates a comprehensive educational intervention for youth who are facing mental health issues and are sent to the program as an alternative to out of home placement.

Exhibit 12–1 Program At-A-Glance		
Services provided to youth:	▪ Job training ▪ GED services ▪ Mentoring ▪ Case management ▪ Anger management ▪ Health education ▪ Substance use counseling ▪ Mental health counseling	▪ Practical assistance such as help with transportation or meals ▪ Extra curricular or after school activities ▪ Arts integrated academic programming ▪ Special education services ▪ Tutoring/help with homework
Primary neighborhoods served:	▪ Bayview Hunters Point ▪ Western Addition	▪ Fillmore
Target population served:	▪ Youth between the ages of 14 and 18 ▪ Youth who are truant ▪ Youth who are on probation ▪ Youth who have used/abused drugs or alcohol ▪ Youth who are involved in gangs	
How youth are referred:	▪ Probation officer ▪ Case manager ▪ Social worker ▪ Referrals through the Family Integrated Treatment Services Unit	
Average length of time youth spend in program:	▪ Three months to 2 years, depending on probation status	
Average # of youth who participate at any given time:	▪ 18	

Highlights on Program Outcome Findings[19]

Key Positive Findings

- There were positive findings for all of the primary outcomes identified by the program. Participants showed improvement in their grades, school attendance, and behavior problems at school. Since attending the program, participants said they were more certain they would graduate from high school and almost all said that the program helped them stay in school or get their GED.

- High percentages of participants reported positive peer relationships and participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' pride in their cultural background and in their ability to ask for help when they need it. Participants also showed much improvement in anger management.

- Participants feel connected to the program, and especially the staff. All respondents said if they were in trouble and needed to talk, they would talk to a staff member at this program.

Areas Where the Program has not been Shown to Have Positive Effects

- Although 100% of participants where enrolled in school or a GED program before entering this program, 37% dropped out while attending the program.[20]

- While participants showed improvement in all of the other anger management skill areas, they reported that they get mad more often since being in the program.

Program Contract Compliance

This grantee is in compliance with all contractual obligations. This is based on data reported by Community Programs Division Staff who said, "The Workshop has exceeded its contractual obligations, in fact, the core teaching component of the program for the first 2-3 months of the school year merely consisted of the Workshop staff. Given the nature of the population of youth, the district was unable to secure classroom or managerial staff to support this campus."

Contract Amount as a Percentage of Total Program Budget:

- For the 2003-2004 contract year, JPD's contract with this program provided $96,000, which was 100% of the program's budget.

- For the 2004-2005 contract year, JPD's contract with this program provided $100,000 in TANF funding, which was 100% of this program's total budget.

Number of youth served:[21]

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.[22] During this period, the program served 55 youth.

Staffing:

- The program is staffed by six full-time and five part-time staff members.

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[19] We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 12-7.
[20] This discrepancy is probably due to the fact that 13 youth responded to the question about change, but only seven answered questions about specific activities they joined.
[21] Data source: Participant Tracking Spreadsheets.
[22] For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

- The grant from the Community Programs Division covers the salaries of one full-time Arts Instructor, one part-time professional, one part-time Project Manager and guest artists, in addition to supporting program services and supplies.[23]

Factors Affecting Involvement in PrIDE Evaluation:

- As a court-mandated program, Impact Community High School experiences high student turnover rates and "oftentimes unexpected departure of students from the program" which makes it difficult for all students in the program to complete a PrIDE survey.[5]

- Program staff also note that those youth who are in the program for only a month or so due to their probation status "may not have had enough time to fully appreciate the program and experience change that they can document on the PrIDE survey."

Program Strengths and Successes:

- "[Youth participants] have learned how to manage their own behavior, how to come to school to learn, how to express their feelings through art, and how to communicate better with each other and with their families." [24]

- The Community Programs Division staff note that the program is pleased with "the cohort of staff who form the team." The diverse team of staff consists of individuals from the SFUSD, Family Service Agency and the Workshop who are willing and prepared to work with this population of youth.

- "Through ongoing collaborations with numerous local organizations and the visiting guest speakers and residency artists, students [are] introduced to role models in the arts, social services, government, athletics and academics." [5]

- Impact High provides an "engaging visual arts curriculum." Among the projects students participated in during the 2004-2005 school year were the designing and construction of a sign for the school, designing their own line of clothing, producing a video presentation with student biographies, and writing and recording their own music in addition to social studies and arts-integrated science curriculum. [5]

- The Workshop also works with the families of the youth they serve. In addition to hosting family events, such as Family Night, they conduct family therapy sessions once a week which draw an estimated 50% of families. [6]

Program Challenges:

- There has not been much planning or collaboration among Impact High and the two other schools which are located at the same site and are serving the same cohort of youth. It would benefit all three programs to enhance the sharing of both resources and expertise. [6]

- Impact High lacks resources in technology. With no internet access and only two computers, the program is not able to offer many interesting classes using technology to engage and motivate students. [6]

- "The San Francisco Unified School District did not initially fulfill their teacher obligation to Impact High…[by not filling the positions of] two full-time teachers for the school. Performing Arts Workshop staff had to help substitute teach all classes for approximately three weeks. This caused much confusion in regards to the school schedule and curriculum." [5]

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[23] Information provided by the program.
[24] Information provided by Community Programs Division staff.

Exhibit 12–2
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	17%
	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%) 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

Data Sources

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

Exhibit 12–3
Data Sources
Impact Community High School

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 no Baselines and their paired Follow-ups, 13 Youth Evaluation Surveys, and 10 Exit Forms.[25] These data were utilized in this report.

- Between July 2003 and February 2005, the program served a total of 55 youth and submitted 13 youth surveys. This yields a response rate of 24%. This program submitted 10 Exit Forms. During this same period, the program reported that 26 youth had exited the program, yielding an approximate response rate of 38% for Exit Forms.[26]

Program Description

What are the characteristics of the youth served?

- This program targets high school students (14 to 18 years old); the actual range of ages for participants is from 12 to 19. The average age of participants is 15 years old.

- Over three-quarters of the youth in this program are African American (81%, n=52). The program also serves youth who are Latino, Filipino, Chinese, Other Asian ethnicities and White.

- There are slightly more males than females in this program (56% and 44%, n=54).

- The largest percentages of participants live in Bayview Hunters Point and Western Addition (27% and 25%, n=64).

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[25] While this program did submit Baseline and Follow-up Surveys, none of them were "paired" – that is, there were no youth who had filled out both a Baseline and a Follow-up Survey. For this reason, these surveys could not be used for this analysis.
[26] The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program. Our rate likely overestimates the exit form response rate.

Exhibit 12–4
Youth Characteristics
Impact Community High School

Characteristic at Program Entry		% of Participants
Age◆ (n=54)	Under 13 years old	4%
	13-15 years old	48%
	16-17 years old	43%
	Over 18 years old	6%
Gender◆ (n=54)	Male	56 %
	Female	44%
Race/Ethnicity◆ (n=52)	African American	81%
	Latino/a	10%
	Filipino	4%
	Chinese	2%
	White	2%
	Other Asian	2%
Home Neighborhood✧ (n=64)	Bayview Hunters Point	27%
	Western Addition	25%
	Fillmore	17%
	Mission	13%
	Outer Mission	8%
	All other San Francisco neighborhoods	6%
	All areas outside San Francisco	3%

Data Sources:
◆ = Participant tracking spreadsheets;
✧CBO Questionnaire (This number is higher than the total number of youth served because
it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005)

- Most of the youth are in homes where English is the primary language (77%, n=13). The program also serves youth whose primary home language is Spanish, Cantonese, and other languages.

- About two-fifths of the youth report living in a single-parent home, and another two-fifths report living with both parents (n=13).

- The most common sources of referrals to this program are the JPD, Probation Officers, and youths' schools.

Exhibit 12–5
Demographic Information
Impact Community High School

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=13)	English	77%
	Spanish	8%
	Cantonese	8%
	Other/Unknown	8%
Living Situation (n=13)	Two Parents	39%
	One Parent	39%
	Guardian	15%
	Family but not parents	8%
Referral to Program* (n=11)	JPD/PO/YGC	55%
	School	46%
	Police	9%

*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. All of the respondents acknowledge that they hang out with gang members (100%, n=10). When asked if they knew anyone who had been arrested, 92% said that they did. Most commonly, they say themselves, or a friend were arrested.

▪ As a further indication that youth are in high-risk peer groups, 91% of the respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Almost all of the respondents (90%) say they have tried alcohol or other drugs.

Exhibit 12–6
Risk Factors
Impact Community High School

Risk Factors at Program Entry		% of Respondents
Frequency with which Youth Hears Gunshots at Home (n=10)	Never	30%
	Once or Twice	10%
	Many Times	60%
Feels Unsafe in Neighborhood (n=8)		25%
Acknowledges S/he Hangs Out With Gang Members (n=10)		100%
Has Tried Drugs or Alcohol (n=10)		90%
Knows Someone Who Was Arrested (n=13)	Knows at least one person who was arrested (n=13)	92%
	Participant was arrested*	69%
	Participant's friend was arrested*	54%
	Participant's neighbor was arrested*	39%
	Participant's parent was arrested*	15%
	Participant's sibling was arrested*	15%
	Participant's other relative was arrested*	8%
Knows Someone Who Died (n=10)	Knows at least one person who died (n=11)	91%
	Participant's friend died*	90%
	Participant's neighbor died*	0%
	Participant's parent died*	0%
	Participant's sibling died*	0%

*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.

Exhibit 12–7
Program Outcome Measures
Impact Community High School

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
Work and Job Readiness	▪ Job readiness will increase		X
	▪ Employment 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	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
Risk Factors	▪ Involvement with the juvenile justice system will decrease	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation 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**	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**	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

School Attendance/Attachment

- All of the youth in this program were enrolled in school or a GED program prior to program participation. Of these, 63% stayed enrolled and 37% dropped out.

- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in their grades and school attendance, with 91% of youth reporting that their grades improved and 73% reporting that their attendance improved since attending the program (n=11). Youths' enjoyment of school, however, did not show improvement.

Exhibit 12–8
School Attendance/Attachment
Impact Community High School

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=11)	9%	18%	73%	**+1.4**	**Yes**	Youth **missed fewer days** during a given month.
Grades (n=11)	0%	9%	91%	**+2.4**	**Yes**	Youth got **better** grades.
Enjoyment of school (n=12)	50%	17%	33%	**-.1**	**No**	Youths' enjoyment of school **decreased**.

Data Source: PrIDE

- Further indications of the ability of the program 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.

- Almost all of the respondents said that the program helped them stay in school or get their GED (91%, n=11).

- Nearly three-quarters of respondents said that the program "made me feel more comfortable about my abilities in school/GED program" (73%, n=11).

Exhibit 12–9
Youth Perceptions of How the Program
Promotes School Attachment
Impact Community High School

Indicators of School Attachment	Percent of Respondents
The program helped participants to stay in school or get their GED. (n=11)	91%
The program made participants feel more comfortable about their abilities in school or a GED program. (n=11)	73%

Data Source: PrIDE

Behavior Problems in School

- In year 2[27], youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that four-fifths of participants showed improvement in their behavior in school (80%, n=10). No participants showed a negative change in this area. This finding has positive implications for the intensive intervention youth experience at Impact Community High School, where they are exposed to an arts-enriched curriculum that encourages success for all learning styles and fosters creativity.

Exhibit 12–10
Change in Behavior Problems in School
Impact Community High School

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=10)	0%	20%	80%	**+2.3**	**Yes**	Youth had **fewer behavior problems** in school.

Data Source: PrIDE

Orientation toward Future Educational Attainment

- Since beginning the program 67% of youth reported that they were more certain they would graduate from High School or get their GED (n=12), a positive finding for this academically-focused program.

Exhibit 12–11
Orientation toward Future Educational Attainment
Impact Community High School

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=12)	17%	17%	67%	**+1.3**	**Yes**	Youth were **more certain** they would graduate from High School.

Data Source: PrIDE

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[27] Youth surveys asked about behavior problems in two different ways in year 1 and year 2; because data on this program are available only for the Youth Evaluation Survey and not for the matched Baseline and Follow-up Surveys, we only have year 2 results.

Education: Secondary Outcome

▪ Staff identified the following as a secondary education outcome for the program:

    o Engagement in positive after-school activities will increase

Engagement in Positive After-School Activities

▪ Since attending the program, about two-fifths of the participants reported no change in the amount of time they spend in extra-curricular activities (39%, n=13); a similar percentage of participants reported spending less time in extra-curricular activities (38%, n=13); and 23% said they spend more time in after-school activities.

Exhibit 12–12
After-School Activities
Impact Community High School

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=13)	38%	39%	23%	**-.3**	**No**	Youth spent **less time** in extra-curricular activities.

Data Source: PrIDE

▪ All of the respondents had joined at least one after-school activity since beginning the program (100%, n=7). Exhibit 12-12 above shows a negative outcome while all of the respondents report joining after-school activities. The difference is probably due to the fact that 13 youth responded to the question about change, but only seven answered questions about specific activities they joined.

Exhibit 12–13
After-School Activities
Impact Community High School

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
Joined at least one activity: (n=7)	100%
Going to a neighborhood or community center (n=7)	71%
Playing team sports (n=7)	43%
Participating in a youth group or club (n=7)	29%
Working for pay (n=7)	29%
Volunteering (n=7)	14%
Playing a musical instrument (n=7)	14%

Data Source: PrIDE

▪ Half of the respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (50%, n=10).

Building Positive Relationships: Primary Outcome

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

  o Positive peer relationships will increase

Positive Peer Relationships

- Participants reported on the current positive peer relationships in their lives while in the program.

- High percentages of participants reported positive peer relationships.

Exhibit 12–14
Positive Peer Relationships
Impact Community High School

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=10)	70%
I can go to when I have problems. (n=10)	70%
Helps me when I'm having a hard time. (n=10)	70%

Data Source: PrIDE

Building Positive Relationships: Secondary Outcomes

- Staff identified the following as secondary outcomes for building positive relationships:

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

Positive Relationships with Parents/Guardians

- Participants reported on the current positive parental/guardian relationships in their lives while in the program.

- High percentages of participants reported positive parental/guardian relationships.

Exhibit 12–15
Positive Relationships with Parents/Guardians
Impact Community High School

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=10)	80%
Believes that I will be a success. (n=10)	90%
Talks with me about my problems. (n=10)	90%
Listens to me when I have something to say. (n=10)	70%
Is interested in my schoolwork. (n=9)	67%

Data Source: PrIDE

- About two-fifths of respondents (42%, n=12) report that the program helped them get along better with their friends and/or relatives.

<u>**Positive Relationships with Program Staff**</u>

▪ Participants have developed relationships with staff members in the program. All of the youth said that if they were in trouble and needed help they would talk with a staff member about it (100%, n=3).

Skill-Building: Primary Outcomes

▪ Staff identified the following as primary outcomes for skill-building:

- o Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)
- o Anger management skills will improve

<u>**Social Development and Self-Care Skills**</u>

▪ Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' pride in their cultural background and in their ability to ask for help when they need it. These findings indicate that the high school has been successful in providing a supportive environment for youth.

Exhibit 12–16
Social Development and Self-Care Skills
Impact Community High School

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care 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)			
Ability to name places to get help if s/he feels unsafe (n=10)	10%	60%	30%	**+.3**	**Yes**	Youth knew **more** about places to go to get help.
Ability to ask for help when s/he needs it (n=10)	10%	50%	40%	**+.8**	**Yes**	Youth were **better** at asking for help.
Ability to take criticism without feeling defensive (n=10)	0%	70%	30%	**+.7**	**Yes**	Youth were **better** at taking criticism.
Ability to take pride in cultural background (n=10)	0%	50%	50%	**+1.2**	**Yes**	Youth showed an **increase** in their cultural pride.
Ability to respect feelings of others (n=11)	9%	55%	36%	**+.8**	**Yes**	Youth were **better able** to respect others' feelings.
Ability to think about how his/her choices affect his/her future (n=10)	10%	60%	30%	**+.5**	**Yes**	Youth **thought more** about the impact of their choices on their future.

Data Source: PrIDE

Anger Management

- The program does appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.

- According to their responses to these survey items, participants showed the greatest improvement on refraining from breaking things on purpose and hitting people on purpose when they are angry or upset. The one area where participants did not show improvement was in their tendency to get mad easily.

Exhibit 12–17
Anger Management
Impact Community High School

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=10)	30%	40%	30%	**-.2**	**No**	Youth **get mad more often**.
Doing whatever s/he feels like doing when angry or upset (n=10)	20%	50%	30%	**+.2**	**Yes**	Youth **act out less often** when angry or upset.
Believing it is okay to physically fight to get what you want (n=10)	10%	60%	30%	**+.3**	**Yes**	Youth believe it is okay to physically fight to get something **less often**.
Yelling at people when angry (n=10)	30%	30%	40%	**+.4**	**Yes**	Youth yell at people **less often** when they are angry.
Breaking things on purpose (n=10)	10%	40%	50%	**+1.0**	**Yes**	Youth break things on purpose **less often**.
Hitting people on purpose (n=10)	10%	40%	50%	**+1.0**	**Yes**	Youth hit people on purpose **less often**.

Data Source: PrIDE

Risk Behavior: Primary Outcome

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

  o Involvement in juvenile justice system will decrease

Involvement in Juvenile Justice System

▪ The table below shows recidivism rates for youth involved with Impact Community High School. 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 this 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.

▪ This table shows that at six months after a first sustained petition, 44% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period following program entry, 29% had recidivated. While there are lower rates in the 6-month mark for youth involved in this program, as more time passes, program participation no longer appears to have a positive effect on recidivism rates. (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 some youth participate in more than one program, and any decline in recidivism rate is associated with many factors, among them the other programs youth may have entered. However, this table does show that – for the youth for whom we have juvenile justice data and who have had one or more sustained petitions – entry into this program is associated with a lowered rate of having a subsequent sustained petition for the time periods specified.

Exhibit 12–18
Recidivism Rates
Impact Community High School

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	44%	27	29%	28
12	48%	21	55%	20
18	50%	16	55%	11
24	33%	9	50%	10

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

Risk Behavior: Secondary Outcomes

- Staff identified the following as secondary outcomes for risk behavior:

  o Substance use will decrease
  o Gang affiliation will decrease

Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. One-third of respondents had never smoked cigarettes (33%, n=9); 30% had never drunk alcohol (n=10); 13% had never smoked marijuana (n=8); and 63% had never tried street drugs (n=8).

- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use.

- According to their responses to these survey items, participants showed improvements in smoking cigarettes, drinking alcohol, and smoking marijuana, with participants reporting that they use these substances less often since attending the program. Participants did not show improvement in their use of street drugs.

Exhibit 12–19
Substance Use
Impact Community High School

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Smoking Cigarettes (n=6)	0%	67%	33%	**+.7**	**Yes**	Youth smoked cigarettes **less often.**
Drinking Alcohol (n=7)	14%	57%	29%	**+.6**	**Yes**	Youth drank alcohol **less often**.
Smoking Marijuana (n=7)	14%	43%	43%	**+.7**	**Yes**	Youth smoked marijuana **less often.**
Using street drugs (e.g. speed or ecstasy) (n=3)	33%	67%	0%	**-.3**	**No**	Youth used street drugs **more often.**

Data Source: PrIDE

Gang Affiliation

- 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, 33% said that they no longer hung out with them (n=6).[28] And of those who still hang out with people belonging to a gang, 50% said that they hung out less often (n=4).[29]

Work and Job Readiness: Secondary Outcomes

- Staff identified the following as secondary work and job readiness outcomes for the program:

     o Job readiness will increase
     o Employment will increase

Job Readiness

- Several participants reported that the program helped them get ideas about jobs they would like to have, and to believe that they can get a job and/or to put together a resume. Fewer participants have obtained items such as an ID or driver's license or social security card.

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

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

Exhibit 12–20
Job Readiness
Impact Community High School

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
Belief that I Can Get a Job (n=12)	58%
Resume (n=11)	55%
Ideas about the Kind of Job I Want (n=11)	55%
California (or other state) ID Card or Driver's License (n=10)	10%
Social Security Card (n=11)	9%

Data Source: PrIDE

Employment

- While job training is part of Impact High's curriculum, only 8% of respondents actually held a job at the time they filled out the survey (n=12).

- The one youth who is employed reported that s/he had received help from this program in finding or keeping a job.

Service Satisfaction

How satisfied are youth with the services they received?

- Participants expressed a high level of satisfaction with the program (see Exhibit 12-21). Almost three-quarters of participants said they were satisfied or very satisfied with the types of services offered at Impact High (70%, n=10). And over half of participants said they were satisfied or very satisfied with all aspects, from the respect shown for their ethnic and cultural background to staff to the program overall.

Exhibit 12-21
Participant Satisfaction
Impact Community High School

Percent of participants who were satisfied with…	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=10)	10%	**70%**	20%
The staff (n=12)	33%	**58%**	8%
Respect shown for participant's ethnic and cultural background (n=12)	25%	**58%**	17%
The program overall (n=12)	17%	**58%**	25%

Data Source: PrIDE

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

▪ Participants do feel connected to the program, and particularly to the program staff. All of the participants said they would talk to a **staff member** at the program if they were in trouble (100%, n=3). Close to three-quarters of participants said they **felt safe** attending the program and over two-fifths said they would **recommend it to their friends** (71%, n=7; 43%, n=7)**.**

Exhibit 12-22
Program Attachment
Impact Community High School

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
If I were in trouble and needed to talk, I would talk to a **staff member** at this program (n=3)	100%
I feel safe attending this program (n=7)	71%
I would recommend this program to my friends (n=7)	43%
I am interested in staying in touch and helping out with the program (n=8)	38%
If I were in trouble and needed to talk, I would talk to another **youth** at this program (n=12)	8%

Data Source: PrIDE

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

▪ The most significant benefits of the program involve helping participants find a job and providing assistance with homework, school, and GED studies, which is appropriate given that this is a primarily academic program.

Exhibit 12–23
Program Benefits[30]
Impact Community High School

After program involvement, % of respondents who said they "got help from the program with…"	% of Respondents
Finding a job (n=12)	58%
Homework/school/GED studies (n=12)	33%
Keeping a job (n=12)	25%
Drug or alcohol use (n=12)	25%
Safer sex education (n=12)	25%
Getting away from gangs (n=12)	17%
Emotional problems (n=12)	17%

Data Source: PrIDE

Are youth successfully completing the program?

▪ Half of the youth for whom there are exit forms successfully completed the program and about one-fifth partially completed the program. Since this program serves court-mandated youth it is common for some youth to exit the program prematurely due to court hearings and proceedings. One-fifth of these youth fail to complete the program because they violate their probation.

Exhibit 12-24
Exit Reason
Impact Community High School

Reason for program exit* (n=10)	% of Respondents
Completed the program	50%
Partial completion of program	20%
Probation violation	20%
Other	10%

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

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[30] We do not report on participants receiving help from the program on managing anger because there were no cases reported.

Chapter 13
Special Services for Groups, Ida B. Wells High School Occupational Therapy Training Program (OTTP)

Program Overview

Occupational Therapy Training Program (OTTP) is an employment readiness program designed to provide classroom training and up to one year of follow-up services to assist youth in achieving their educational and employment goals. OTTP is based on a successful model program in Los Angeles County. Program staff provide employment and education skills assessments, job and life-skills training, individualized development plans, as well as job development, placement, and case management. OTTP's JPD-funded services are offered at Ida B. Wells Continuation High School and at Log Cabin Ranch.

<table>
<tr><td colspan="3" align="center">Exhibit 13–1
Program At-A-Glance</td></tr>
<tr>
<td>Services provided to youth:</td>
<td>

Job training/readiness services
Case management
Health education
Practical assistance such as transportation
Independent living skills

</td>
<td>

Referrals for tutoring/homework help, GED services, anger management services, substance use counseling, mental health counseling, extra-curricular or after-school activities, mentoring and legal aide resources.

</td>
</tr>
<tr>
<td>Primary neighborhoods served:</td>
<td>Bayview Hunters Point</td>
<td>Western Addition</td>
</tr>
<tr>
<td>Target population served:</td>
<td colspan="2">

Youth between the ages of 14 and 21
Youth who are truant
Youth who are on probation or at risk of becoming involved in the juvenile justice system
Youth who have used/abused drugs or alcohol
Youth who classified as "at-risk" special education youth

</td>
</tr>
<tr>
<td>How youth are referred:</td>
<td colspan="2">

Self
From a friend
Brother, sister, or cousin
Probation Officer
Case Manager
Social Worker
Teacher or School Counselor
Parent, guardian, or other adult family member
Other community based organizations

</td>
</tr>
<tr>
<td>Average length of time youth spend in program:</td>
<td colspan="2">Between 6 months and 2 years</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[31]

Key Positive Findings

- In the area of education, the program appears to have positive effects on youth's grades, enjoyment of school, behavior in school, and confidence that they will graduate from high school.

- Nine out of ten of those employed reported that they had received help from this program in finding or keeping a job; and had joined at least one after-school activity since beginning the program.

- Youth in this program reported positive peer and staff relationships. Since attending the program, youth reported that they got along better with family and friends, and that they had developed more social development and self-care skills.

Areas Where the Program has not been Shown to Have Positive Effects

- Even though three-quarters of youth said they had joined at least one after-school activity since beginning the program, they also reported that they spent less time in extra-curricular activities since attending the program.

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:

- For the 2003-2004 contract year, JPD's contract with this program provided $136,000; $96,000 of which was funded through TANF and $40,000 of which was funded through TANF Ranch. This was 100% of the program's budget.

- For the 2004-2005 contract year, JPD's contract with this program provided $100,000, which was 100% of this program's total budget.

Number of youth served:[32]

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.[33] During this period, the program served 110 youth.

Staffing:

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

- Program staff "must keep their credentials updated through continuing education coursework in occupational therapy."[34]

Factors Affecting Involvement in PrIDE Evaluation:

- Staff noted participants' absence from class as affecting their participation.

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[31] We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 13-7.
[32] Data source: Participant Tracking Spreadsheets.
[33] For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.
[34] Information provided by Community Programs Division staff.

Program Strengths and Successes:

- "During the most recent 'graduation' ceremony, marking the end of one program cycle, many students stated that they never knew they could be independent, or why they should go to college, and that the OTTP program increased their motivation to do both."[35]

- Program staff received feedback from the Ida B. Wells High School principal that "several students have 'come out of their shell' after completing the OTTP program."[5]

- Teachers at Ida B. Wells recognize the value of teaching young people basic life skills, social skills, job skills, career and higher education options. According to CPD staff, one teacher said that this is simply not available in these young people's lives other than through OTTP.[4]

- CPD staff note that OTTP "has exceeded its goal for the year with all of those [youth] who have graduated complet[ing] portfolios with career assessment, work products, and certificates of completion."

Program Challenges:

- "Chronic truancy among the youth being served continues to be a challenge to providing services, as several students enrolled in the classes have had to be dropped due to low school and/or class attendance."[5]

- CPD staff note that "truancy hinders the program staff from being able to keep track of some program participants."

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[35] Information provided by the program.

Exhibit 13–2
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	17%
	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%) 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

Data Sources

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

Exhibit 13–3
Data Sources
Occupational Therapy Training Program

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 33 Baselines and their paired Follow-ups, 10 Youth Evaluation Surveys, and 40 Exit Forms. All of these data were utilized in this report.

- Between July 2003 and February 2005, the program served a total of 110 youth and submitted 43 youth surveys. This yields a response rate of 39%. This program submitted 40 Exit Forms. During this same period, the program reported that 34 youth had exited the program, yielding an approximate response rate of 85% for Exit Forms.[36]

Program Description

What are the characteristics of the youth served?

- This program's target population is youth ages 14 to 21; over half of the participants are between 16 and 17 years old (55%, n=107). Youth range in age from 15 to 20 years old; the average age of youth in this program is 16.

- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition and Bayview Hunters Point (32% and 19%, n=110).

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

Exhibit 13–4
Youth Characteristics
Occupational Therapy Training Program

Characteristic at Program Entry		% of Participants
Age◆ (n=107)	13-15 years old	13%
	16-17 years old	55%
	Over 18 years old	32%
Gender◆ (n=108)	Male	60%
	Female	40%
Race/Ethnicity◆ (n=108)	African American	53%
	Latino/a	16%
	Filipino	4%
	White	4%
	Cambodian	3%
	Chinese	2%
	Vietnamese	2%
	Other Asian	7%
	Other	11%
Home Neighborhood✧ (n=110)	Western Addition	32%
	Bayview Hunters Point	19%
	Mission	5%
	Downtown/Tenderloin	3%
	Japantown	3%
	All other San Francisco neighborhoods	10%
	All areas outside San Francisco	5%

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

- Most of the youth participants are in homes where English is the primary language (86%, n=37). The program also serves youth whose primary home language is Russian, Vietnamese, and Samoan.

- Over half of the participants live in single-parent homes (54%, n=43).

Exhibit 13–5
Demographic Information
Occupational Therapy Training Program

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=37)	English	86%
	Russian	8%
	Vietnamese	3%
	Samoan	3%
Living Situation (n=43)	One Parent	54%
	Two Parents	28%
	Guardian	7%
	Group Home	7%
	Family but not parents	2%
	Other	2%
Referral to Program* (n=37)	School	89%
	Friend	30%
	Family	3%

*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. Over half of participants acknowledge that they hang out with gang members (54%, n=35). When asked if they knew anyone who had been arrested, almost all say that they did (92%, n=36). Most commonly, they note that a friend had been arrested.

▪ As a further indication that youth are in high-risk peer groups, 92% of respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Close to two-thirds of respondents (63%) say they have tried alcohol or other drugs.

Exhibit 13–6
Risk Factors
Occupational Therapy Training Program

Risk Factors at Program Entry		% of Respondents
Frequency with which Youth Hears Gunshots at Home (n=34)	Never	32%
	Once or Twice	18%
	Many Times	50%
Feels Unsafe in Neighborhood (n=32)		28%
Acknowledges S/he Hangs Out With Gang Members (n=35)		54%
Has Tried Drugs or Alcohol (n=35)		63%
Knows Someone Who Was Arrested (n=33)	Knows at least one person who was arrested (n=36)	92%
	Participant's friend was arrested*	79%
	Participant's other relative was arrested*	46%
	Participant was arrested*	42%
	Participant's neighbor was arrested*	39%
	Participant's sibling was arrested*	36%
	Participant's parent was arrested*	30%
Knows Someone Who Died (n=31)	Knows at least one person who died (n=36)	92%
	Participant's friend died*	81%
	Participant's neighbor died*	32%
	Participant's sibling died*	23%
	Participant's parent died*	13%

*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.

Exhibit 13–7
Program Outcome Measures
Occupational Therapy Training Program

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	
Work and Job Readiness	▪ Job readiness will increase	X	
	▪ Employment 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	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
Risk Factors	▪ Involvement with the juvenile justice system will decrease		X
	▪ Substance use will decrease		X
	▪ Gang affiliation 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**	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**	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

- Almost all of youth in this program (97%, n=38) were enrolled in school or a GED program prior to program participation. Of these, 89% stayed enrolled, and 11% dropped out. Three percent were *not* enrolled in school or a GED program prior to program participation, but all of them enrolled after program entry.

- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in their grades and enjoyment of school. However, they showed no change in their school attendance.

Exhibit 13–8
School Attendance/Attachment
Occupational Therapy Training Program

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=27)	26%	59%	15%	**0.0**	**No**	Youth missed the **same amount** of days during a given month.
Grades (n=27)	30%	37%	33%	**+.3**	**Yes**	Youth got **better** grades.
Enjoyment of school (n=40)	20%	50%	30%	**+.3**	**Yes**	Youths' enjoyment of school **increased**.

Data Source: PrIDE

- Further indications of the ability of the program 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.

- Over four-fifths of respondents said that the program helped them stay in school or get their GED (82%, n=34). A similar percentage of respondents said that the program "made me feel more comfortable about my abilities in school/GED program" (84%, n=37). These findings are in line with the positive feedback program staff say they have received from school personnel at Ida B. Wells High School and from the students themselves.

Exhibit 13–9
Youth Perceptions of How the Program
Promotes School Attachment
Occupational Therapy Training Program

Indicators of School Attachment	Percent of Respondents
The program helped participants to stay in school or get their GED. (n=34)	82%
The program made participants feel more comfortable about their abilities in school or a GED program. (n=37)	84%

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.

We cannot extrapolate from these results to the whole group, however; 25 youth answered the question about getting in trouble before program entry, while only four youth answered the follow-up question.

Exhibit 13–10
Change in Behavior Problems in School
after Program Participation
Occupational Therapy Training Program

Sent to Counselor's Office, Suspended, or Expelled during the Past Three Months…	Percent of Respondents
Prior to Program Enrollment (n=25)	80%
After Program Participation (n=4)	75%

Data Source: PrIDE

- In year 2, youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that more than half of the participants showed improvement in their behavior in school (56%, n=9).

Exhibit 13–11
Change in Behavior Problems in School
Occupational Therapy Training Program

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=9)	11%	33%	56%	**+1.5**	**Yes**	Youth had **fewer behavior problems** in school.

Data Source: PrIDE

Orientation toward Future Educational Attainment

- Since beginning the program 33% of youth reported that they were more certain they would graduate from High School or get their GED (n=33).

Exhibit 13–12
Orientation toward Future Educational Attainment
Occupational Therapy Training Program

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=33)	3%	64%	33%	**+.5**	**Yes**	Youth were **more certain** they would graduate from High School.

Data Source: PrIDE

Engagement in Positive After-School Activities

- Since attending the program, one-third of the participants reported that they spend less time in after-school activities; 39% reported no change in the amount of time they spend; and 28% reported that they spent more time in these activities. These results indicate that overall, the youth spent less time in after-school activities.

Exhibit 13–13
After-School Activities
Occupational Therapy Training Program

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=36)	33%	39%	28%	-.1	No	Youth spent **less time** in extra-curricular activities.

Data Source: PrIDE

- About three-quarters of respondents had joined at least one after-school activity since beginning the program (74%, n=23). Exhibit 13-14 shows a negative outcome while 74% of respondents report joining after-school activities. The difference is probably due to the fact that 36 youth responded to the question about change, but only 23 answered questions about specific activities they joined.

Exhibit 13–14
After-School Activities
Occupational Therapy Training Program

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
Joined at least one activity: (n=23)	74%
Working for pay (n=29)	21%
Volunteering (n=29)	14%
Other activity (n=14)	14%
Playing team sports (n=29)	10%
Going to a neighborhood or community center (n=27)	7%
Participating in a youth group or club (n=29)	7%
Playing a musical instrument (n=28)	7%
Practicing martial arts (n=27)	4%
Participating in a religious group or club (n=29)	3%

Data Source: PrIDE

- Close to one-fifth of respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (17%, n=36).

Work and Job Readiness: Primary Outcomes

- Staff identified the following as primary work and job readiness outcomes for the program:

    - Job readiness will increase
    - Employment will increase

Job Readiness

- About two-fifths of participants reported that the program helped them get a resume (44%, n=32); around one-third reported that the program helped them get a social security card, to believe that they can get a job, and to get ideas about the kind of job they want (30%, n=10; 29%, n=35; 28%, n=32).

Exhibit 13–15
Job Readiness
Occupational Therapy Training Program

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
Resume (n=32)	44%
Social Security Card (n=10)	30%
Belief that I Can Get a Job (n=35)	29%
Ideas about the Kind of Job I Want (n=32)	28%
California (or other state) ID Card or Driver's License (n=34)	24%

Data Source: PrIDE

Employment

- Close to one-third of respondents held a job at the time they filled out the survey (29%, n=41).

- Nine of out ten of those employed reported that they had received help from this program in finding or keeping a job (90%, n=10).

Building Positive Relationships: Primary Outcomes

- Staff identified the following as primary outcomes for building positive relationships:
    - Positive peer relationships will increase
    - Positive relationships with service providers will increase

Positive Peer Relationships

- Participants reported on the current positive peer relationships in their lives while in the program.

- High percentages of participants reported positive peer relationships.

Exhibit 13–16
Positive Peer Relationships
Occupational Therapy Training Program

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=39)	95%
Helps me when I'm having a hard time. (n=39)	92%
I can go to when I have problems. (n=41)	88%

Data Source: PrIDE

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in the program. About two-thirds (62%, n=37) said that if they were in trouble and needed help they would talk with a staff member about it.

Building Positive Relationships: Secondary Outcome

- Staff identified the following as a secondary outcome for building positive relationships:
  - o Positive parental/guardian relationships will increase

Positive Relationships with Parents/Guardians

- Participants reported on the current positive parental/guardian relationships in their lives while in the program.

- High percentages of participants reported positive parental/guardian relationships.

Exhibit 13–17
Positive Relationships with Parents/Guardians
Occupational Therapy Training Program

Youth Said S/He had a Parent or Other Adult at Home who…	Percent of Respondents Reporting that They have These Positive Adult Relationships
Believes that I will be a success. (n=39)	90%
Is interested in my schoolwork. (n=40)	90%
Listens to me when I have something to say. (n=37)	87%
Expects me to follow the rules. (n=42)	83%
Talks with me about my problems. (n=38)	71%

Data Source: PrIDE

- Over half of respondents (53%, n=32) report that the program helped them get along better with their friends and/or relatives.

Skill-Building: Primary Outcome

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

  - o Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)

<u>**Social Development and Self-Care Skills**</u>

▪ Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' pride in their cultural background, their ability to ask for help when they need it, and their ability to think about how their choices will affect their future.

Exhibit 13–18
Social Development and Self-Care Skills
Occupational Therapy Training Program

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care 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)			
Ability to name places to get help if s/he feels unsafe (n=38)	21%	55%	24%	**+.1**	**Yes**	Youth knew **more** about places to go to get help.
Ability to ask for help when s/he needs it (n=40)	13%	50%	38%	**+.4**	**Yes**	Youth were **better** at asking for help.
Ability to take criticism without feeling defensive (n=36)	19%	56%	25%	**+.3**	**Yes**	Youth were **better** at taking criticism.
Ability to take pride in cultural background (n=40)	8%	63%	30%	**+.4**	**Yes**	Youth showed an **increase** in their cultural pride.
Ability to respect feelings of others (n=38)	11%	68%	21%	**+.3**	**Yes**	Youth were **better able** to respect others' feelings.
Ability to think about how his/her choices affect his/her future (n=37)	14%	60%	27%	**+.4**	**Yes**	Youth **thought more** about the impact of their choices on their future.

Data Source: PrIDE

Skill-Building: Secondary Outcome

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

  o Anger management skills will improve

<u>**Anger Management**</u>

▪ The program does appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.

- According to their responses to these survey items, participants showed improvement on their tendencies to break things or hit people on purpose when they are angry or upset. However, they did not show improvement on their tendencies to get mad easily, to yell at people, or to do whatever they feel like doing when they are upset.

Exhibit 13–19
Anger Management
Occupational Therapy Training Program

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=33)	15%	67%	18%	**-.1**	**No**	Youth **get mad more often**.
Doing whatever s/he feels like doing when angry or upset (n=37)	22%	60%	19%	**-.1**	**No**	Youth **act out more often** when angry or upset.
Believing it is okay to physically fight to get what you want (n=36)	22%	61%	17%	**0.0**	**No**	Youth showed **no change** in their belief that it is okay to physically fight to get something.
Yelling at people when angry (n=35)	34%	43%	23%	**-.1**	**No**	Youth yell at people when they are angry **more often**.
Breaking things on purpose (n=34)	27%	44%	29%	**+.1**	**Yes**	Youth break things on purpose **less often**.
Hitting people on purpose (n=37)	16%	54%	30%	**+.4**	**Yes**	Youth hit people on purpose **less often**.

Data Source: PrIDE

Risk Behavior: Secondary Outcomes

- Staff identified the following as secondary outcomes for risk behavior:

  o Substance use will decrease
  o Gang affiliation will decrease
  o Involvement in juvenile justice system will decrease

Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. Half of all respondents had never smoked cigarettes (50%, n=10); 60% had never drunk alcohol (n=10); 50% had never smoked marijuana (n=10); and 80% had never tried street drugs (n=10).

- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. According to their responses to these survey items, participants showed improvement on smoking marijuana, with over one-fifth reporting that they use this substance less frequently (22%, n=18). However, participants do not show improvement on drinking alcohol; they reported no change in how often they smoke cigarette or use street drugs.

Exhibit 13–20
Substance Use
Occupational Therapy Training Program

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program…
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Smoking Cigarettes (n=18)	39%	39%	22%	**0.0**	**No**	Youth **did not change** how often they smoked cigarettes.
Drinking Alcohol (n=16)	56%	38%	6%	**-.5**	**No**	Youth drank alcohol **more often**.
Smoking Marijuana (n=18)	39%	39%	22%	**+.1**	**Yes**	Youth smoked marijuana **less often.**
Using street drugs (e.g. speed or ecstasy) (n=2)	0%	100%	0%	**0.0**	**No**	Youth **did not change** how often they use street drugs**.**

Data Source: PrIDE

Gang Affiliation

- Despite the positive findings in supportive peer relationships, some participants appear to be making bad choices about their peer group. Of those four participants who acknowledged "hanging out" with those belonging to a gang *before* joining the program, 75% said that they hang out with them just as much as before starting the program (n=4) and 25% said they hang out with them more.[37]

Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with the Occupational Therapy Training 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 this 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

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

entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.

- This table shows that at six months after a first sustained petition, 25% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period following program entry, 6% had recidivated. Likewise, there are lower rates at the 12-month, 18-month, and 24-month marks. (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 some youth participate in more than one program, and any decline in recidivism rate is associated with many factors, among them the other programs youth may have entered. However, this table does show that – for the youth for whom we have juvenile justice data and who have had one or more sustained petitions – entry into this program is associated with a lowered rate of having a subsequent sustained petition for the time periods specified.

Exhibit 13–21
Recidivism Rates
Occupational Therapy Training Program

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	25%	20	6%	16
12	39%	18	15%	13
18	36%	14	17%	12
24	36%	11	14%	7

*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?

- Participants expressed a high level of satisfaction with the program (see Exhibit 13-22). Half of the participants said they were satisfied or very satisfied with the types of services offered and the respect shown for their ethnic and cultural background, while over one-third said they were satisfied or very satisfied with the staff and the program overall.

Exhibit 13-22
Participant Satisfaction
Occupational Therapy Training Program

Percent of participants who were satisfied with…	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=42)	5%	**50%**	45%
The staff (n=42)	2%	**38%**	60%
Respect shown for participant's ethnic and cultural background (n=42)	2%	**50%**	48%
The program overall (n=42)	2%	**38%**	60%

Data Source: PrIDE

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

- Participants do feel connected to the program. Almost all of the participants **felt safe** attending the program, said they would **recommend it to their friends**, and said they were interested in **staying in touch and helping out**. (97%, n=33; 95%, n=41; 94%, n=33)**.**

Exhibit 13-23
Program Attachment
Occupational Therapy Training Program

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
I feel safe attending this program (n=33)	97%
I would recommend this program to my friends (n=41)	95%
I am interested in staying in touch and helping out with the program (n=33)	94%
If I were in trouble and needed to talk, I would talk to a **staff member** at this program (n=37)	62%
If I were in trouble and needed to talk, I would talk to another **youth** at this program (n=42)	26%

Data Source: PrIDE

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

- The most significant benefit of the program relates to helping participants find a job: two-thirds of participants say they received help from the program in this area (66%, n=41). Over four-fifths of youth say they received help in keeping a job, and in handling emotional problems; over one-third said they received help with managing their anger (46%, n=41; 42%, n=41; 38%, n=32).

Exhibit 13–24
Program Benefits
Occupational Therapy Training Program

After program involvement, % of respondents who said they "got help from the program with…"	% of Respondents
Finding a job (n=41)	66%
Keeping a job (n=41)	46%
Emotional problems (n=41)	42%
Managing anger (n=32)	38%
Homework/school/GED studies (n=41)	22%
Drug or alcohol use (n=9)	22%
Safer sex education (n=41)	20%
Getting away from gangs (n=41)	5%

Data Source: PrIDE

Are youth successfully completing the program?

▪ About two-thirds of youth for whom there are exit forms successfully completed the program and about one-quarter partially completed the program (64%; 23%; n=39). Among the reasons why youth failed to complete the program were: failure to appear at the program; dropping out of the program; moving out of the area, or poor performance in the program.

Exhibit 13-25
Exit Reason
Occupational Therapy Training Program

Reason for program exit* (n=39)	% of Respondents
Completed the program	64%
Partial completion of program	23%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	13%
Youth moved out of the area	13%
Poor performance or behavior in the program	3%
Other	10%

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

Chapter 14
Youth Guidance Center Improvement Committee
Focus I and II, GED Plus

Program Overview

The Community Programs Division of the SFJPD supports and operates the Focus Vocational & Educational programs as part of its mission "to be a primary and effective resource for positive change in the lives of youth and their families." The services supported by Community Programs and operated by Focus Vocational & Educational Programs include:
- **Focus I:** a basic computer literacy and job preparedness program;
- **Focus II:** an advanced computer training program;
- **General Education Development Academy (GED Plus):** a classroom-based high school equivalency preparatory class; and
- **Juvy Java:** a youth-run food service business within JPD.

<table>
<tr><td colspan="3" align="center">Exhibit 14–1
Program At-A-Glance</td></tr>
<tr>
<td>Services provided to youth:</td>
<td>

Job training/readiness
Tutoring/help with homework
GED services

</td>
<td>

Health education services
Practical assistance such as transportation
College preparatory studies

</td>
</tr>
<tr>
<td>Primary neighborhoods served:</td>
<td>

Bayview Hunters Point
Excelsior

</td>
<td>

Outer Mission/Ingleside
Richmond

</td>
</tr>
<tr>
<td>Target population served:</td>
<td colspan="2">

For Focus I and II, youth between the ages of 16 and 18; For GED Plus, youth between the ages of 17 and 19.
African American and Hispanic Males
Youth who are truant
Youth who are on probation
Youth who are at risk of becoming involved in the juvenile justice system
Youth who have used/abused drugs or alcohol
Youth who are involved in gangs
High school dropouts
Youth who live in group homes or foster care

</td>
</tr>
<tr>
<td>How youth are referred:</td>
<td colspan="2">

Self
From a friend
Brother, sister, or cousin
Probation Officer
Outreach Worker
Case Manager
Social Worker
Teacher or School Counselor
Parent, guardian, or other adult family member
Juvenile court

</td>
</tr>
<tr>
<td>Average length of time youth spend in program:</td>
<td colspan="2">

Between six months and 1 year

</td>
</tr>
<tr>
<td>Average # of youth who participate at any given time:</td>
<td colspan="2">

For Focus I and II, 2-15 youth; For GED Plus, 10-18 youth.

</td>
</tr>
</table>

Highlights on Program Outcome Findings[38]

Key Positive Findings

- There were positive findings across all education outcomes for these programs. Program participants showed improvements in school attendance, grades, enjoyment of school, and behavior problems in school. The majority of participants said these programs helped them stay in school/GED program and made them feel more comfortable about their abilities in school/GED program.

- Job readiness is also a key component of these programs. Findings show that over one-third of participants say the program helped them to believe that they can get a job, to get ideas about what kind of job they want, and to create a resume. Close to three-quarters of those employed reported that they had received help from these programs in finding or keeping a job.

- Participants reported positive staff relationships, with close to two-thirds saying they would talk to a staff member if they were in trouble, and over half saying they were satisfied or very satisfied with the program staff.

- Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to respect others' feelings and to ask for help when they need it.

Areas Where these programs has not been Shown to Have Positive Effects

- Less than one-quarter of participants say the program helped them obtain items such as a social security card, ID, or driver's license.

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:

- For the 2003-2004 contract year, JPD's contract with these programs provided $204,480, which was 100% of these programs' budget.

- For the 2004-2005 contract year, JPD's contract with these programs provided $204,480, which was 100% of these programs' total budget.

Number of youth served:[39]

- Data on number and demographics of youth served in these three programs are available for all but three months of the evaluation period: July 2003-February 2004, and July 2004-February 2005.[40]

- During this period, these programs served a total of 109 unduplicated youth. Some youth participate in more than one of these programs.

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[38] We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 14-8.
[39] Data source: Participant Tracking Spreadsheets.
[40] For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

Exhibit 14–2
Number of Youth Served During the Evaluation Period[41]
Focus I, Focus II and GED Plus

Program	Focus I	Focus II	GED Plus
# of Participants	32 youth	27 youth	76 youth

Staffing:

- These programs are staffed by seven full-time staff members and one part-time staff member.

- The Case Managers have participated in all JPD-sponsored trainings.[42]

Factors Affecting Involvement in PrIDE Evaluation:

- None.

Program Strengths and Successes:

- These programs have found success in working with students who "are trying to change their lives [by helping them see] the need to acquire skills that will enable them to get jobs that will pay a decent salary."[43]

- The GED Plus program has been successful in achieving its goal of getting students into college or into a job. As Community Programs Division staff note, "Seven Focus participants have successfully completed the program and went on to attend City College of San Francisco. Additionally, four other students have completed their GEDs. Two of the[se] four students will be attending major universities and two others will be attending City College of San Francisco."

- These programs do extensive outreach to locate appropriate youth, including: within the San Francisco Juvenile Probation Department; San Francisco Unified School District High Schools; Pupil Services Office; Group Homes and Foster Care sites, and through community agencies.

Program Challenges:

- "This year [2004-2005] our program got a late start due to getting the contract signed, changes in our board of directors, and the hiring of new staff at a very late date. The students started very late and we have had to play catch up."[6]

- Math continues to be an area where students in the GED Plus program need extra assistance. Staff are looking for either state or private math tutors to participate in these programs.[6]

- These programs have limited space in which to operate and have to share its classroom with another program. "This arrangement…affects the reception area of the vocational program, particularly when there are discipline issues in the classroom."[6]

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[41] Source: Participant Tracking Spreadsheets. (July 2003-February 2004, and July 2004-February 2005)
[42] Information provided by the Community Programs Division staff.
[43] Information provided by these programs.

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	17%
	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%) 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 14–4
Data Sources
Focus I, Focus II and GED Plus

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

- These programs have participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, these programs had submitted 38 Baselines and their paired Follow-ups, 35 Youth Evaluation Surveys, and 35 Exit Forms. All of these data were utilized in this report.

- These programs served a total of 109 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, these programs submitted 73 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 response rate of 67%. This program submitted 35 Exit Forms. During this same period, the program reported that 74 youth had exited the program, yielding an approximate response rate of 47% for Exit Forms.[44] While 35 Exit Forms were submitted for these programs, data on exit reasons are available for only 12 youth.

Program Description

What are the characteristics of the youth served?

- The focus of these programs on high school-level education and post-graduation job preparedness is reflected in the ages of the youth they serve. Almost two-thirds of participants are between 16 or 17 years old, and close to one-third are over 18 years old (59% and 31%, n=105).

- These programs serve both male and female students.

- While participants live in many different neighborhoods throughout San Francisco, the largest percentages of participants live in Bayview Hunters Point (15%, n=130).

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

Exhibit 14–5
Youth Characteristics
Focus I, Focus II and GED Plus

Characteristic at Program Entry		% of Participants
Age◆ (n=105)	13-15 years old	10%
	16-17 years old	59%
	Over 18 years old	31%
Gender◆ (n=109)	Male	55%
	Female	45%
Race/Ethnicity◆ (n=109)	African American	37%
	Latino/a	21%
	Other Asian American and Pacific Islander	16%
	Chinese	11%
	Filipino	6%
	White	5%
	Other	5%
Home Neighborhood✧ (n=130)	Bayview Hunters Point	15%
	Excelsior	9%
	Outer Mission/Ingleside	9%
	Richmond	8%
	Crocker-Amazon	7%
	Ingleside Terrace	7%
	Mission	7%
	Presidio-Pacific Heights	6%
	Potrero Hill	5%
	Bernal Heights	4%
	Visitacion Valley	4%
	Downtown/Tenderloin	3%
	Haight	2%
	Hayes Valley	2%
	Parkside-Lakeshore	2%
	All other San Francisco neighborhoods	7%
	All areas outside San Francisco	3%

Data Sources:
◆ = Participant tracking spreadsheets;
✧CBO Questionnaire(This number is higher than the total number of youth served because it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005)

- Almost half of the youth participants are in homes where English is the primary language (45%, n=67), however, these programs also serve youth whose primary home language is Cantonese, Samoan, Spanish and other languages.

- Close to half of the participants live with two parents, while over one-third live in single-parent homes.

- Friends and school are the most common sources of referrals to these programs.

Exhibit 14–6
Demographic Information
Focus I, Focus II and GED Plus

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=67)	English	45%
	Cantonese	25%
	Samoan	15%
	Spanish	7%
	Russian	3%
	Vietnamese	1%
	Mandarin	1%
	Cambodian	1%
Living Situation (n=68)	Two Parents	46%
	One Parent	37%
	Group Home	12%
	Family but not parents	3%
	Guardian	3%
Referral to Program* (n=59)	Friend	44%
	School	29%
	JPD/PO/YGC	22%
	Referred by another organization	9%
	Family	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?

- Over half of respondents say they have tried alcohol or drugs (57%, n=53) and 20% say they hang out with gang members (n=54). When asked if they knew anyone who had been arrested, close to two-thirds say that they did. Most commonly, they note that a friend had been arrested. As a further indication that youth are in high-risk peer groups, over three-quarters of respondents say they knew someone who had died; the largest percentage of youth say that a friend had died.

Exhibit 14–7
Risk Factors
Focus I, Focus II and GED Plus

Risk Factors at Program Entry		% of Respondents
Frequency with which Youth Hears Gunshots at Home (n=57)	Never	49%
	Once or Twice	25%
	Many Times	26%
Feels Unsafe in Neighborhood (n=54)		37%
Acknowledges S/he Hangs Out With Gang Members (n=54)		20%
Has Tried Drugs or Alcohol (n=53)		57%
Knows Someone Who Was Arrested (n=59)	Knows at least one person who was arrested (n=62)	61%
	Participant's friend was arrested*	44%
	Participant was arrested*	22%
	Participant's sibling was arrested*	19%
	Participant's parent was arrested*	12%
	Participant's neighbor was arrested*	14%
	Participant's other relative was arrested*	14%
Knows Someone Who Died (n=33)	Knows at least one person who died (n=50)	78%
	Participant's friend died*	64%
	Participant's neighbor died*	21%
	Participant's parent died*	3%
	Participant's sibling died*	3%

*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 these programs. 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 these programs evaluated in this chapter.

Exhibit 14–8
Program Outcome Measures
Focus I, Focus II and GED Plus

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
Work and Job Readiness	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
Building Positive Relationships	▪ Positive peer relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
Skill-Building	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
Risk Factors	▪ Involvement with the juvenile justice system will decrease	X	
	▪ Substance use 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 these programs, 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 these programs				Improvement Shown on Average?	Since Attending these programs…
	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**	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**	This is a **narrative summary** of the data

Education: Primary Outcomes

- Staff identified the following as primary education outcomes for these programs:

  - School attendance/attachment will increase
  - School behavioral problems will decrease

School Attendance/Attachment

- All of the youth were enrolled in school or a GED program prior to program participation. Of these, 91% stayed enrolled, while 9% dropped out.

- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in all three areas, with their grades, school attendance and enjoyment of school all improving since attending these programs.

Exhibit 14–9
School Attendance/Attachment
Focus I, Focus II and GED Plus

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Number of school days missed during a month (n=39)	13%	49%	39%	**+.6**	**Yes**	Youth **missed fewer days** during a given month.
Grades (n=36)	11%	50%	39%	**+.6**	**Yes**	Youth got **better** grades.
Enjoyment of school (n=62)	16%	53%	31%	**+.3**	**Yes**	Youths' enjoyment of school **increased**.

Data Source: PrIDE

- Further indications of the ability of the program 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 four-fifths of respondents said that these programs helped them stay in school or get their GED (79%, n=53). Almost the same percentage of respondents said that these programs "made me feel more comfortable about my abilities in school/GED program" (78%, n=54). These findings are encouraging given the focus of these programs is education and GED studies.

Exhibit 14–10
Youth Perceptions of How these programs
Promotes School Attachment
Focus I, Focus II and GED Plus

Indicators of School Attachment	Percent of Respondents
These programs helped participants to stay in school or get their GED. (n=53)	79%
These programs made participants feel more comfortable about their abilities in school or a GED program. (n=54)	78%

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.

- In year 1, 3% of youth had been in trouble at school, either getting sent to the counselor's office, suspended, or expelled before beginning these programs. None of the respondents answered this question after their participation in these programs.

- In year 2, youth were asked about the change, since participating in these programs, in how often they got into trouble at school. Results show that youth had fewer behavior problems in school.

Exhibit 14–11
Change in Behavior Problems in School
Focus I, Focus II and GED Plus

School Behavior	Degree to which School Behavior Has Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Frequency of Getting in Trouble at School (n=14)	7%	7%	86%	**+1.8**	**Yes**	Youth had **fewer behavior problems** in school.

Data Source: PrIDE

Education: Secondary Outcome

- Staff identified the following as a secondary education outcome for these programs:

    o   Orientation toward the future will increase

Orientation toward Future Educational Attainment

- Since beginning these programs, almost two-fifths of respondents report they are more certain they will graduate from high school or get a GED.

Exhibit 14–12
Orientation toward Future Educational Attainment
Focus I, Focus II and GED Plus

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs…
	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=51)	12%	51%	37%	**+.8**	**Yes**	Youth were **more certain** they would graduate from High School.

Data Source: PrIDE

Work and Job Readiness: Primary Outcomes

- Staff identified the following as primary work and job readiness outcomes for these programs:

    o Job readiness will increase
    o Employment will increase

Job Readiness

- Job readiness is also a key component of these programs. Findings show that over one-third of participants reported that the program helped them to believe that they can get a job, to get ideas about what kind of job they want, and to create a resume.

Exhibit 14–13
Job Readiness
Focus I, Focus II and GED Plus

Job Readiness Indicator	Percent of Respondents Reporting that these programs Helped them in These Areas
Belief that I Can Get a Job (n=58)	38%
Resume (n=54)	37%
Ideas about the Kind of Job I Want (n=57)	37%
Social Security Card (n=30)	23%
California (or other state) ID Card or Driver's License (n=58)	17%

Data Source: PrIDE

Employment

- About one-fifth of respondents held a job at the time they filled out the survey (22%, n=64).

- Close to three-quarters of those employed reported that they had received help from these programs in finding or keeping a job (73%, n=11).

Building Positive Relationships: Primary Outcome

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

    o Positive relationships with service providers will increase

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in these programs. Close to two-thirds (61%, n=43) said that if they were in trouble and needed help they would talk with a staff member about it.

Building Positive Relationships: Secondary Outcome

Staff identified the following as a secondary outcome for building positive relationships

   o   Positive peer relationships will increase

Positive Peer Relationships

▪   Participants reported on the current positive peer relationships in their lives while in these programs.

Exhibit 14–14
Positive Peer Relationships
Focus I, Focus II and GED Plus

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=68)	93%
Helps me when I'm having a hard time. (n=64)	92%
I can go to when I have problems. (n=65)	85%

Data Source: PrIDE

▪   Over one-third of participants said that these programs helped them get along better with their friends and/or relatives (39%, n=51).

Skill-Building: Primary Outcome

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

   o   Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)

Social Development and Self-Care Skills

▪   Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to respect the feelings of others and to ask for help when they need it.

Exhibit 14–15
Social Development and Self-Care Skills
Focus I, Focus II and GED Plus

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Ability to name places to get help if s/he feels unsafe (n=59)	15%	58%	27%	**+.1**	**Yes**	Youth knew **more** about places to go to get help.
Ability to ask for help when s/he needs it (n=66)	9%	49%	42%	**+.6**	**Yes**	Youth were **better** at asking for help.
Ability to take criticism without feeling defensive (n=61)	16%	51%	33%	**+.3**	**Yes**	Youth were **better** at taking criticism.
Ability to take pride in cultural background (n=65)	11%	62%	28%	**+.4**	**Yes**	Youth showed an **increase** in their cultural pride.
Ability to respect feelings of others (n=64)	8%	55%	38%	**+.7**	**Yes**	Youth were **better able** to respect others' feelings.
Ability to think about how his/her choices affect his/her future (n=64)	17%	52%	31%	**+.2**	**Yes**	Youth **thought more** about the impact of their choices on their future.

Data Source: PrIDE

Skill-Building: Secondary Outcome

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

    o Anger management skills will improve

Anger Management

▪ These programs do appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.

▪ According to their responses to these survey items, participants showed the greatest improvement in controlling their tendency to get mad easily and their impulse to yell at people when they are angry.

Exhibit 14–16
Anger Management
Focus I, Focus II and GED Plus

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs…
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Getting mad easily (n=58)	17%	45%	38%	**+.3**	**Yes**	Youth **get mad less often**.
Doing whatever s/he feels like doing when angry or upset (n=63)	22%	48%	30%	**+.2**	**Yes**	Youth **act out less often** when angry or upset.
Believing it is okay to physically fight to get what you want (n=60)	17%	57%	27%	**+.4**	**Yes**	Youth believe it is okay to physically fight to get something **less often**.
Yelling at people when angry (n=64)	16%	48%	36%	**+.4**	**Yes**	Youth yell at people **less often** when they are angry.
Breaking things on purpose (n=57)	21%	53%	26%	**+.2**	**Yes**	Youth break things on purpose **less often**.
Hitting people on purpose (n=60)	27%	48%	25%	**+.1**	**Yes**	Youth hit people on purpose **less often**.

Data Source: PrIDE

Risk Behavior: Primary Outcome

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

  o Involvement in juvenile justice system will decrease

Involvement in Juvenile Justice System

▪ The table below shows recidivism rates for youth involved with Focus I, Focus II, and/or GED Plus. 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 this 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.

▪ This table shows that at six months after a first sustained petition, 7% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period following program entry, 5% had recidivated. Likewise, there are lower rates at the 12-month, 18-month, and 24-month marks. (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 some youth participate in more than one program, and any decline in recidivism rate is associated with many factors, among them the other programs youth may have entered. However, this table does show that – for the youth for whom we have juvenile justice data and who have had one or more sustained petitions – entry into this program is associated with a lowered rate of having a subsequent sustained petition for the time periods specified.

Exhibit 14–17
Recidivism Rates
Focus I, Focus II and GED Plus

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	7%	27	5%	20
12	18%	22	6%	16
18	32%	19	11%	9
24	44%	9	0%	1

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

Risk Behavior: Secondary Outcome

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

  o Substance use will decrease

Substance Use

▪ Some of the youth had never tried cigarettes, alcohol, or drugs. Almost half of respondents had never smoked cigarettes (45%, n=20). 52% had never drunk alcohol (n=25); 52% had never smoked marijuana (n=23); and 80% had never tried street drugs (n=25).

▪ For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. According to their responses to these survey items, participants showed improvement on using street drugs and smoking marijuana and cigarettes. However, participants did not show improvement on drinking alcohol.

Exhibit 14–18
Substance Use
Focus I, Focus II and GED Plus

Substance Use	Degree to which Substance Use has Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs…
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Smoking Cigarettes (n=25)	28%	28%	44%	**+.5**	**Yes**	Youth smoked cigarettes the **less often**.
Drinking Alcohol (n=24)	46%	33%	21%	**-.3**	**No**	Youth drank alcohol **more often**.
Smoking Marijuana (n=24)	33%	21%	46%	**+.7**	**Yes**	Youth smoked marijuana **less often**.
Using street drugs (e.g. speed or ecstasy) (n=5)	20%	40%	40%	**+1.0**	**Yes**	Youth used street drugs **less often**.

Data Source: PrIDE

Service Satisfaction

How satisfied are youth with the services they received?

▪ Participants expressed a high level of satisfaction with these programs (see Exhibit 14-19). Over half 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 these programs overall.

Exhibit 14-19
Participant Satisfaction
Focus I, Focus II and GED Plus

Percent of participants who were satisfied with…	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=69)	12%	**51%**	38%
The staff (n=70)	10%	**53%**	37%
Respect shown for participant's ethnic and cultural background (n=70)	9%	**53%**	39%
These programs overall (n=68)	4%	**54%**	41%

Data Source: PrIDE

To what extent did youth feel connected to these programs, staff and other students?

- Participants do feel connected to these programs. Almost all of the participants said they would **recommend these programs** to their friends, **felt safe** attending these programs, and are interested in **staying in touch and helping out**.

Exhibit 14-20
Program Attachment
Focus I, Focus II and GED Plus

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
I would recommend these programs to my friends (n=58)	98%
I feel safe attending these programs (n=55)	96%
I am interested in staying in touch and helping out with these programs (n=48)	90%
If I were in trouble and needed to talk, I would talk to a **staff member** at these programs (n=43)	61%
If I were in trouble and needed to talk, I would talk to another **youth** at these programs (n=62)	19%

Data Source: PrIDE

How do YOUTH think THEY'VE changed as a result of participating in these programs?

- The most significant benefits of these programs relate to helping participants to find a job and keep a job, and assisting them with homework, school, and GED studies. Participants also reported receiving help from these programs in managing their anger, getting away from gangs, safer sex education, and dealing with emotional problems. No participants reported receiving help from these programs for their drug or alcohol use.

Exhibit 14–21
Program Benefits
Focus I, Focus II and GED Plus

After program involvement, % of respondents who said they "got help from these programs with…"	% of Respondents
Finding a job (n=67)	55%
Homework/school/GED studies (n=67)	36%
Keeping a job (n=67)	22%
Managing anger (n=38)	13%
Getting away from gangs (n=67)	12%
Safer sex education (n=67)	10%
Emotional problems (n=67)	6%
Drug or alcohol use (n=29)	0%

Data Source: PrIDE

Are youth successfully completing these programs?

▪ Over four-fifths of youth for whom there are exit forms successfully completed these programs (83%, n=12) and 17% partially completed these programs.

Exhibit 14-22
Exit Reason
Focus I, Focus II and GED Plus

Reason for program exit* (n=12)	% of Respondents
Completed these programs	83%
Partial completion of program	17%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	8%
Poor performance or behavior in these programs	8%

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