



family support

family  
support

# Chapter 15

## Overview of Family Support Programs

The SFJPD's Community Programs Division funds three Family Support programs. There is an element of assessment in these programs, where individuals' and families' unique situations and needs are addressed as well as an element of community-based intervention where resources in the community, such as schools, are engaged.

All three programs recognize the primacy of the family unit as one of the most influential factors in a youth's life. By dealing with individual youth within the context of their family situations, these programs can address root causes of delinquent behavior. Programs that offer services to youth in the context of their family situation, or provide service to family members in addition to the youth, can promote a more comprehensive and therefore effective change.

Exhibit 15-1 provides an overview of the Family Support programs funded by the Community Programs Division in the current contract year. More details on specific programs can be found in the program-by-program chapters that follow.

- | Programs Included in this Section   |
|---|
| <ul style="list-style-type: none"> <li>▪ Community Works, ROOTS Program</li> <li>▪ Edgewood Children's Center, Kinship Support Network</li> <li>▪ Urban Services YMCA, Bayview Beacon Center Truancy Program</li> </ul> |

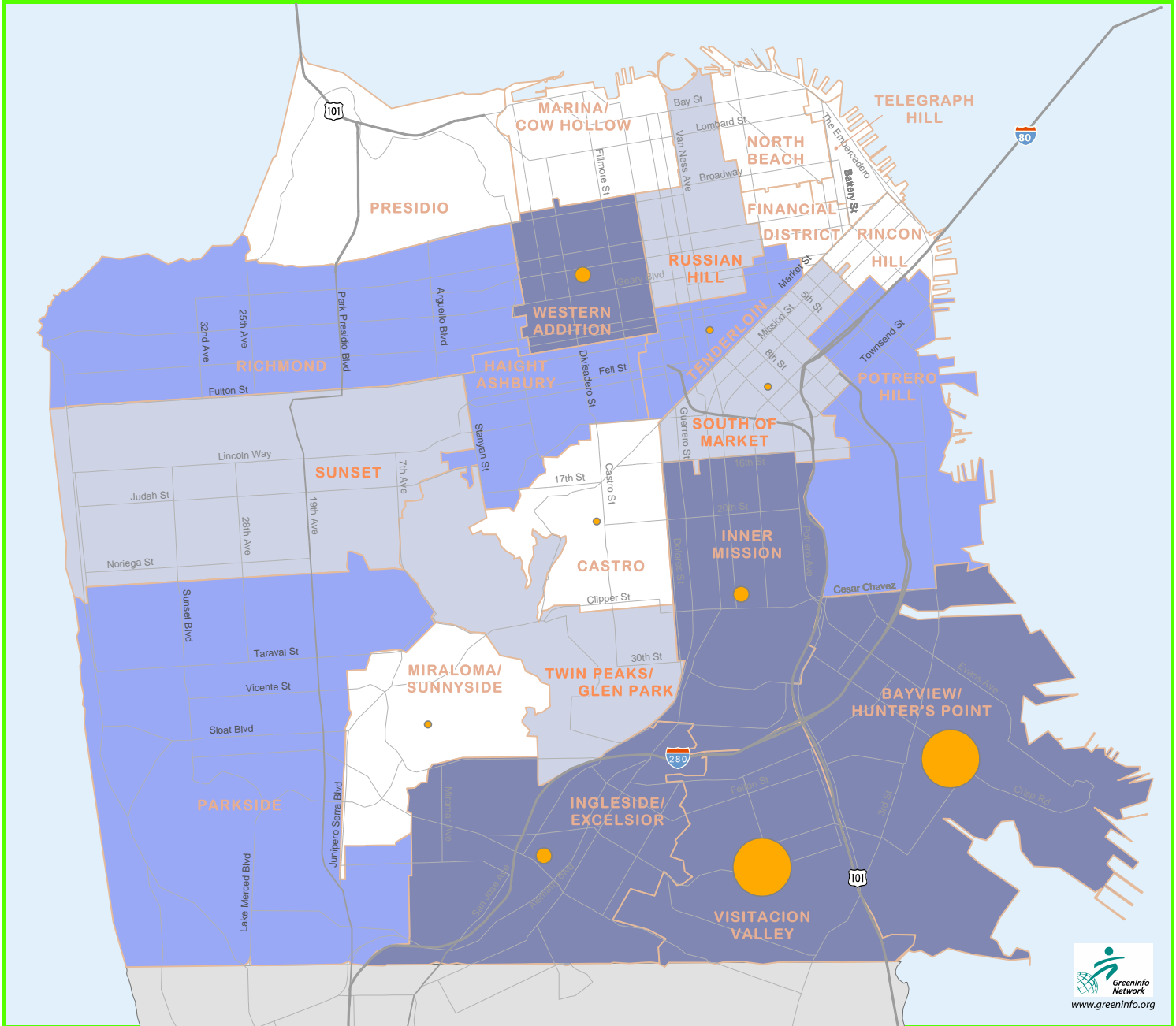
**Exhibit 15-1**  
**Overview of Family Support Programs**

Program	Number of Youth Served <sup>1</sup>	Description
Community Works, ROOTS Program	67	ROOTS is designed to reduce levels of trauma and stigmatization for children of incarcerated parents and to address specific issues that children of incarcerated parents face. ROOTS accomplishes these goals through a program of in-school case management for children, support services for custodial parents or guardians, an expressive arts after-school program, and other group activities.
Edgewood Children's Center, Kinship Support Network	42	The Kinship Support Network (KSN) serves families in which a grandparent, aunt, uncle, or other caregiver is raising their relatives' children. The program provides comprehensive family support and advocacy services specifically to caregivers of adjudicated youth and their siblings.
Urban Services YMCA, Bayview Beacon Center Truancy Program	29	The Bayview Beacon Center Truancy Intervention Program provides educational and family support for youth in the juvenile justice system and those at highest risk to enter that system.

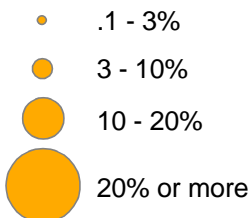
<sup>1</sup>For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.



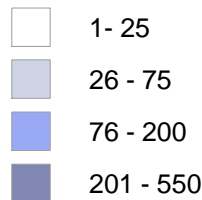
# Neighborhood Concentrations of Participants Served by Family Support Programs and Juvenile Law Violation Referrals



Percentage of Family Support Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Data shown on this map were submitted by:  
 Edgewood Center for Children and Families, Kinship Support Network;  
 Community Works, ROOTS Program; Urban Services YMCA,  
 Bayview Beacon Center Truancy Program

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

# Chapter 16

## Community Works

### ROOTS

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#### Program Overview

ROOTS is designed to reduce levels of trauma and stigmatization for children of incarcerated parents and to address specific issues that children of incarcerated parents face. ROOTS accomplishes these goals through a program of in-school case management for children, support services for custodial parents or guardians, an expressive arts after-school program and other group activities. The Juvenile Probation Department supports the ROOTS social worker position; the social worker provides case management, and drop-in, weekly and group counseling to youth at three San Francisco Middle Schools.

<b>Exhibit 16-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Tutoring/help with homework</li> <li>▪ Mental health counseling</li> <li>▪ Extra-curricular or after-school activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Anger management services</li> <li>▪ Field trips</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Visitacion Valley</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth with incarcerated parents</li> <li>▪ Middle school students</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ Friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Case manager</li> <li>▪ Social worker</li> <li>▪ Teacher or school counselor</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ More than 2 years</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 20</li> </ul>	

## Highlights on Program Outcome Findings<sup>2</sup>

### Key Positive Findings

- This program appears to have a consistent and strong impact in all of its primary outcome areas. In the area of education, the program has helped youth increase their grades and attendance, improve their behavior, and develop confidence in their abilities. In the area of the participants' social development, the program has helped youth develop more positive relationships with peers and family, increased their ability to care for themselves, and improved their anger management skills. After involvement in the program, youth consume less alcohol and fewer drugs.
- All of the participants say they are satisfied with the program and would recommend it to a friend.

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

- None

## 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 \$63,000, which was 25% of the program's budget.
- Information on JPD's contract with this program for the 2004-2005 contract year is unavailable. The program's total budget for 2004-05 was 201,000.

### Number of youth served:<sup>3</sup>

- Data on the number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005. During this period, the program served 67 youth.

### Staffing:

- The program is staffed by 6 full-time and 2 part-time staff members.

### Factors Affecting Involvement in PRIDE Evaluation:

- This program was limited in its ability to provide exit forms for the 2004-2005 contract year participants because data to be included for the report was due before the program ended. The exit forms available for this year are only for students who either moved out of the area mid-year, were expelled from school, or were required to leave the program before it ended.
- The program was not aware that it was required to provide follow-up surveys for youth served in 2003-2004 because data for last year's report was also due before the program ended last year. Therefore, they did not complete follow-up surveys for youth.

<sup>2</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 16-7.

<sup>3</sup> Data source: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

- In addition, program staff mentioned that “After administering this survey, we believe that there are questions on this survey that are not relevant for our program. In addition, there are questions that are too difficult and confusing for our middle school students.”

#### **Program Strengths and Successes:**<sup>4</sup>

- “This has been an incredibly successful year for the ROOTS program. We kicked off a comprehensive Goals and Achievement project for our ROOTS students and are about to begin an exciting collaboration with the National Park Service to explore the role of the environment in community. In addition to our daily case management, in-class support and after-school expressive arts programs, we have expanded to a new site – Balboa High School where we have initiated an in-school elective and theater company for youth impacted by incarceration. We are now a strong presence at three San Francisco schools – McKinley Elementary, Visitacion Valley Middle School and Balboa. Students in the ROOTS Theater program at Balboa brought their theater piece to Washington, DC for the Child Welfare League of America’s annual conference on children of prisoners in March 2005, and will tour to the CWLA’s regional conference in June 2005. The production’s Bay Area premier will be at Brava! Theater in San Francisco on April 26<sup>th</sup>, 2005.”

#### **Program Challenges:**<sup>5</sup>

- “The main challenge Community Works has faced in relation to the ROOTS program is in securing funding. As the program gains visibility, other schools are requesting our services. As we position ourselves to replicate and expand we are faced with a funding crunch, and as a result not able to keep up with this demand. Last year, our three-year National Institute of Corrections Demonstration Project grant ended. We replaced \$70,000 this year and next year we need to replace \$50,000 of rollover funds. To address this challenge, Community Works has initiated a broader individual donor and foundation fundraising effort and has begun development of a short and long term strategic plan.”
- Additional challenges are increased student fear and anxiety after a November hold-up in school and recruiting new 6<sup>th</sup> graders to the program

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<sup>4</sup> Information provided by program staff.

<sup>5</sup> Information provided by program staff.

**Exhibit 16–2  
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
<b>Race/Ethnicity</b> (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 16–3  
Data Sources  
Community Works—ROOTS**

Data Source	Available for This Report
Senior Analyst Site Visit Form ✧	<input checked="" type="checkbox"/>
CBO Questionnaire	<input checked="" type="checkbox"/>
Participant Tracking Spreadsheets	<input checked="" type="checkbox"/>
PrIDE Data	<input checked="" type="checkbox"/>

✧ for contract year 2003-2004 only



- This program has participated in PRIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 26 Youth Evaluation Surveys, and 5 Exit Forms (Last year, the program submitted baselines surveys but no follow-ups).<sup>6</sup> All of these data were utilized in this report.
- Between July 2003 and February 2005, the program served a total of 67 youth and submitted 26 youth surveys. This yields a response rate of 39%. This program submitted 5 Exit Forms. During this same period, the program reported that 31 youth had exited the program, yielding an approximate response rate of 16% for Exit Forms.<sup>7</sup>

## Program Description

### What are the characteristics of the youth served?

- Youth participants range in age from 8 to 16.
- Most participants in the program live in Visitacion Valley while most of the remaining youth coming from the Bayview Hunters Point neighborhood.
- Most participants in the program are African-American.

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<sup>6</sup> There several factors affecting this program's ability to submit follow-up surveys and exit forms. Please consult this information under **Program Contract Compliance**.

<sup>7</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 16–4  
Youth Characteristics  
Community Works—ROOTS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=67)	Under 13 years old	60%
	13-15 years old	39%
	16-17 years old	2%
	Over 18 years old	0%
<b>Gender♦</b> (n=67)	Male	51%
	Female	49%
<b>Race/Ethnicity♦</b> (n=67)	African American	77%
	Latino/a	9%
	Samoan	8%
	Filipino	3%
<b>Home Neighborhood♦</b> (n=76)*	Visitacion Valley	78%
	Bayview Hunters Point	13%
	Crocker-Amazon	4%
	All other San Francisco neighborhoods	5%

\* 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.

Data Sources:

♦ = Participant tracking spreadsheets (July 2003-June 2004, and July 2004-February 2005);

◆ = CBO Questionnaire

- All of the youth participants are in homes where English is the primary language. Nearly two-thirds of youth live in single parent households (62%, n=26). Almost three-quarters of participants were referred to the program through friends (73%, n=15).

**Exhibit 16–5**  
**Demographic Information**  
**Community Works—ROOTS**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=26)	English	100%
<b>Living Situation</b> (n=26)	Two Parents	31%
	One Parent	62%
	Family but not parents	4%
	Street	4%
<b>Referral to Program*</b> (n=15)	Friend	73%
	School	40%

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

**What are participants' major risk factors?**

- Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.
- Participants are part of high-risk peer groups. At program entry, all youth acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 91% said that they did. The same percentage said that they knew someone who died; about three-quarters of respondents (76%) say they have tried alcohol or other drugs.

**Exhibit 16–6  
Risk Factors  
Community Works—ROOTS**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=26)	Never	12%
	Once or Twice	19%
	Many Times	69%
<b>Feels Unsafe in Neighborhood</b> (n=21)		38%
<b>Acknowledges He/She Hangs Out With Gang Members</b> (n=24)		100%
<b>Has Tried Drugs or Alcohol</b> (n=25)		76%
<b>Knows Someone Who Was Arrested</b> (n=26)	Knows at least one person who was arrested (n=23)	91%
	Participant's parent was arrested*	35%
	Participant's sibling was arrested*	31%
	Participant's friend was arrested*	19%
	Participant was arrested*	12%
	Participant's neighbor was arrested*	4%
<b>Knows Someone Who Died</b> (n=18)	Knows at least one person who died (n=22)	91%
	Participant's friend died*	33%
	Participant's neighbor died*	28%
	Participant's sibling died*	17%
	Participant's parent died*	6%

\*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 16–7**  
**Program Outcome Measures**  
**Community Works—ROOTS**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
Education	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Engagement in positive after-school activities will increase		X
Building Positive Relationships	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
Skill-Building	▪ Social Development and self-care skills will improve	X	
	▪ Anger management skills will improve	X	
Risk Factors	▪ Involvement with the juvenile justice system will decrease <sup>8</sup>		X
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X
Other Outcome Identified by Program Staff <sup>9</sup>	▪ Increased skill-building in the arts	X	

<sup>8</sup> Recidivism analysis were not conducted for this program due to an insufficient number of cases.

<sup>9</sup> Additional outcomes identified by program staff were not evaluated, since data were gathered only on standardized outcomes.

## 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=XX)	9%	55%	36%	<b>+4</b>	<b>Yes/No</b>	Youth <b>missed fewer days</b> during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
  - School attendance/attachment will increase
  - School behavioral problems will decrease

### School Attendance/Attachment

- Of youth in this program, 96% (n=24) were enrolled in school or a GED program prior to program participation. Of these, 95% stayed enrolled, and 5% dropped out. Of the four percent who were *not* enrolled in school or a GED program prior to program participation, all enrolled after during their time with the program.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. About three in seven participants missed fewer days of school and enjoyed school more after starting the program (44%, n=23; 42%, n=26). Almost two-thirds say that their grades improved (61%, n=23).

**Exhibit 16–8  
School Attendance/Attachment  
Community Works—ROOTS**

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)			
<b>Number of school days missed during a month</b> (n=23)	0%	57%	44%	<b>+.7</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=23)	0%	39%	61%	<b>+.9</b>	<b>Yes</b>	Youth have <b>higher grades.</b>
<b>Enjoyment of school</b> (n=26)	0%	58%	42%	<b>+.9</b>	<b>Yes</b>	Youth <b>enjoy school more.</b>

Data Source: PRIDE

- Further indications of the program’s ability to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Nearly four-fifths of respondents said that the program helped them stay in school or get their GED (79%, n=19). Nearly 9 out of 10 respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (87%, n=23).

**Exhibit 16–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Community Works—ROOTS**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=19)	79%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=23)	87%

Data Source: PRIDE

**Behavior Problems in School**

- In year 2<sup>10</sup>, youth were asked about the change in how often they got into trouble at school since participating in the program. Results show that three quarters of the youth have improved their behavior in school since attending the program (75%, n=24).

<sup>10</sup> 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.

**Exhibit 16–10  
Change in Behavior Problems in School  
Community Works—ROOTS**

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)			
<b>Frequency of Getting in Trouble at School</b> (n=24)	0%	25%	75%	<b>+1.7</b>	<b>Yes</b>	Youth get into <b>much less trouble</b> at school.

Data Source: PRIDE

**Education: Secondary Outcomes**

- Staff identified the following as secondary education outcomes for the program:
  - Engagement in positive after-school activities will increase

**Engagement in Positive After-School Activities**

- The program appears to have a positive impact on youth's participation in activities outside of school. Almost a third of participants say they spend more time in extra-curricular activities since attending the program while about two-thirds say that their involvement has not changed (28%, 68%, n=25).

**Exhibit 16–11  
After-School Activities  
Community Works—ROOTS**

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)			
<b>Spending time in extra-curricular activities</b> (n=25)	4%	68%	28%	<b>+.5</b>	<b>Yes</b>	Youth spent a <b>little more time</b> in extra-curricular activities.

Data Source: PRIDE

When asked about specific activities they've joined since beginning the program, the results are even more positive than above. All participants say they've joined at least one activity since starting the program. Popular activities include going to a community center, joining a youth group, playing sports, volunteering and playing a musical instrument. Three in five respondents say they become involved in extra-curricular activities specifically because of their participation in the program (aside from the program itself) (60%, n=25).



**Exhibit 16–12**  
**After-School Activities**  
**Community Works—ROOTS**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
Joined at least one activity (n=14)	100%
Going to a neighborhood or community center (n=13)	69%
Participating in a youth group or club (n=13)	62%
Playing team sports (n=13)	54%
Volunteering (n=14)	50%
Playing a musical instrument (n=14)	50%
Practicing martial arts (n=14)	36%
Working for pay (n=13)	23%
Other activity (n=14)	21%
Participating in a religious group or club (n=14)	14%

Data Source: PRIDE

**Building Positive Relationships: Primary Outcomes**

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

**Positive Peer Relationships**

- Most participants in the program have at least one positive peer relationship. About nine in ten have a friend that cares about them and helps them when they are experiencing difficulty (88%, n=25; 85%, n=26)

**Exhibit 16–13**  
**Positive Peer Relationships**  
**Community Works—ROOTS**

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=25)	88%
I can go to when I have problems. (n=25)	76%
Helps me when I'm having a hard time. (n=26)	85%

Data Source: PRIDE

**Positive Relationships with Parents/Guardians**

- Program participants tend to have a positive relationship with at least one parent or adult at home. About nine in ten participants say they have a parent who expects them to follow rules and also believes they will be a success (92%, n=26; 88%, n=25).

**Exhibit 16–14**  
**Positive Relationships with Parents/Guardians**  
**Community Works—ROOTS**

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=26)	92%
<b>Believes that I will be a success.</b> (n=25)	88%
<b>Talks with me about my problems.</b> (n=26)	73%
<b>Listens to me when I have something to say.</b> (n=24)	79%
<b>Is interested in my schoolwork.</b> (n=25)	80%

Data Source: PRIDE

- Three out of four respondents (74%, n=19) report that the program helped them get along better with their friends and/or relatives.

**Positive Relationships with Program Staff**

- Participants have developed relationships with staff members in the program. All respondents (100%, n=12) said that if they were in trouble and needed help they would talk with a staff member about it.

**Skill-Building: Primary Outcomes**

- Staff identified the following as primary outcomes for skill-building:
  - Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)
  - Anger management skills will improve

**Social Development and Self-Care Skills**

- The program appears to have a strong positive impact on youth’s social development and self-care skills. In every aspect of self-care but one, a majority of youth said that they had improved in that area. About eight out of ten youth said they were more able to think about the consequences of their choices, respect others’ feelings, and name places they could get help (85%, 81%, 81%, n=26). More than half said they felt more pride in their culture and are more able to ask for help. (54%, 54%, n=26)

**Exhibit 16–15**  
**Social Development and Self-Care Skills**  
**Community Works—ROOTS**

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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=26)	4%	15%	81%	<b>+1.5</b>	<b>Yes</b>	Youth <b>know many more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=26)	4%	42%	54%	<b>+1.0</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help
<b>Ability to take criticism without feeling defensive</b> (n=26)	4%	54%	42%	<b>+0.9</b>	<b>Yes</b>	Youth are <b>more able</b> to take criticism constructively
<b>Ability to take pride in cultural background</b> (n=26)	0%	46%	54%	<b>+1.1</b>	<b>Yes</b>	Youth <b>take more pride</b> in their cultural background
<b>Ability to respect feelings of others</b> (n=26)	0%	15%	85%	<b>+1.5</b>	<b>Yes</b>	Youth respect others' feelings <b>much more</b>
<b>Ability to think about how his/her choices affect his/her future</b> (n=26)	0%	19%	81%	<b>+1.5</b>	<b>Yes</b>	Youth <b>think much more</b> about the consequences of their choices

Data Source: PRIDE

**Anger Management**

- The program appears to have a strong positive effect on participants' anger management skills. In every single area of anger measurement the survey measured, about three quarters of participants showed improvement.

**Exhibit 16–16  
Anger Management  
Community Works—ROOTS**

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)			
<b>Getting mad easily</b> (n=26)	4%	31%	65%	<b>+1.2</b>	<b>Yes</b>	Youth get <b>mad less</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=26)	0%	27%	73%	<b>+1.3</b>	<b>Yes</b>	Youth do whatever they want when angry <b>less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=26)	12%	15%	73%	<b>+1.3</b>	<b>Yes</b>	Youth believe it is <b>less okay</b> to physically fight
<b>Yelling at people when angry</b> (n=26)	0%	23%	77%	<b>+1.2</b>	<b>Yes</b>	Youth <b>yell less</b> when angry
<b>Breaking things on purpose</b> (n=26)	4%	19%	77%	<b>+1.4</b>	<b>Yes</b>	Youth break things on purpose <b>less often</b>
<b>Hitting people on purpose</b> (n=26)	4%	12%	85%	<b>+1.5</b>	<b>Yes</b>	Youth hit people <b>much less</b>

Data Source: PRIDE

### Risk Behavior: Secondary Outcomes

- Staff identified the following as secondary outcomes for risk behavior:
  - Substance use will decrease
  - Gang affiliation will decrease
  - Involvement in juvenile justice system will decrease<sup>11</sup>

### Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. 64% of respondents had never smoked cigarettes (n=25); 58% had never drunk alcohol (n=26); 40% had never smoked marijuana (n=25); and 77% had never tried street drugs (n=26).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. Since attending the program youth have decreased their substance use on average with particularly strong improvement in decreasing the use of alcohol and marijuana.

<sup>11</sup> This program also selected “involvement with the juvenile justice system will decrease” as a primary outcome, but as noted in the footnote in Exhibit 16-7, recidivism analysis were not conducted for this program due to an insufficient number of cases.

**Exhibit 16–18  
Substance Use  
Community Works—ROOTS**

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)			
<b>Smoking Cigarettes</b> (n=9)	0%	67%	33%	<b>+0.9</b>	<b>Yes</b>	Youth <b>smoked fewer</b> cigarettes
<b>Drinking Alcohol</b> (n=11)	0%	55%	46%	<b>+1.1</b>	<b>Yes</b>	Youth <b>drank less</b> alcohol
<b>Smoking Marijuana</b> (n=15)	0%	33%	67%	<b>+1.8</b>	<b>Yes</b>	Youth <b>smoked much less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=6)	0%	67%	33%	<b>+0.7</b>	<b>Yes</b>	Youth <b>used fewer</b> street drugs

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, 60% said that they no longer hung out with them (n=20).<sup>12</sup> And of those who still hang out with people belonging to a gang, 25% said that they hung out with them less often (n=8).<sup>13</sup>

**Service Satisfaction**

**How satisfied are youth with the services they received?**

- Participants expressed a high level of satisfaction with the program (see Exhibit 16-19). All participants said they were satisfied or very satisfied with the program overall. In specific areas, from types of services, to the staff, the program received similarly high ratings.

<sup>12</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>13</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

**Exhibit 16-19  
Participant Satisfaction  
Community Works—ROOTS**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=26)	0%	96%	4%
The staff (n=26)	0%	100%	0%
Respect shown for participant's ethnic and cultural background (n=26)	0%	85%	15%
The program overall (n=26)	0%	100%	0%

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 **felt safe** attending the program and said they would **recommend it to their friends**.

**Exhibit 16-20  
Program Attachment  
Community Works—ROOTS**

After program Involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=25)	100%
I would recommend this program to my friends (n=25)	100%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=12)	100%
I am interested in staying in touch and helping out with the program (n=22)	96%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=23)	26%

Data Source: PRIDE

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

- When asked in what areas the program helped the, the largest response was in the area of homework/school (77%, n=26). More than a third of youth also say they got help with safer sex education, dealing with emotional problems, finding a job, and drug or alcohol use (369%, 39%, 35%, 35%, n=26).

**Exhibit 16–21  
Program Benefits  
Community Works—ROOTS**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Homework/school/GED studies (n=26)	77%
Safer sex education (n=26)	39%
Emotional problems (n=26)	39%
Finding a job (n=26)	35%
Drug or alcohol use (n=26)	35%
Getting away from gangs (n=26)	27%
Keeping a job (n=26)	15%
Managing anger*	N/A

\*None of the youth who responded the survey completed this question on the survey.  
Data Source: PrIDE

**Are youth successfully completing the program?**

- This program was unable to provide exit forms for most youth in the program because the program ends after data for this report was collected. Therefore, exit forms are available for only two youth from 2003-2005; both successfully completed the program.

**Exhibit 16-22  
Exit Reason  
Community Works—ROOTS**

Reason for program exit* (n=2)	% of Respondents
Completed the program	100%

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





# Chapter 17

## Edgewood Center for Children and Families

### Kinship Support Network

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#### Program Overview

The Kinship Support Network (KSN) serves families in which a grandparent, aunt, uncle, or other caregiver is raising their relatives' children. The program provides comprehensive family support and advocacy services specifically to caregivers of adjudicated youth and their siblings. The guiding philosophy of the program is that youth should receive support to remain safely within their family kinship network whenever possible. Taking a family-systems approach, the Kinship Support Network works with all available family members to achieve the goal of a safe, stable, and healthy family home.

Exhibit 17-1 Program At-A-Glance		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Tutoring/help with homework</li> <li>▪ Health education services</li> <li>▪ Extra-curricular or after-school activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Mental health counseling</li> <li>▪ Respite and recreation</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Ingleside Terrace</li> </ul>	<ul style="list-style-type: none"> <li>▪ Western Addition</li> <li>▪ OMI</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 11 and 19</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 12</li> </ul>	

#### Highlights on Program Outcome Findings<sup>14</sup>

##### Key Positive Findings

- The program appears to have a strong positive effect in several of the outcome areas. Youth report higher attendance, grades, and enjoyment of school, fewer behavior problems, and greater confidence that they will graduate.
- Youth report strong improvement in their self-care and anger management skills. Program participants also report having improved relationships and decreased use of drugs and involvement in gangs.
- Data suggest that involvement in this program is associated with lower rates of recidivism.

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

- None

<sup>14</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 7.

## Program Contract Compliance

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

### Contract Amount as a Percentage of Total Program Budget:

- For the 2003-2004 contract year, JPD's contract with this program provided \$96,000. The program's total budget for the contract year is not available.
- Data on the contract amount for the 2004-2005 contract year was not available. The program's total budget for 2004-2005 is \$100,000.

### Number of youth served:<sup>15</sup>

- Data on the number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005. During this period, the program served 42 youth.

### Staffing:

- The program is staffed by 2 full-time staff members.

### Factors Affecting Involvement in PrIDE Evaluation:

- This is the first year of the program's involvement in the PrIDE evaluation. The program was not part of the PrIDE evaluation during the 2003-04 contract year.
- The program staff noted, "Because we have clients that are limited in reading, the surveys are taking longer to complete. . . In addition, youth who move out of the county (or out of home placement) are very difficult to reach for completing the surveys."

### Program Strengths and Successes:

- The program has been able to maintain two staff despite budget cutbacks. The program has been implementing Family Conferencing this past year and is presently doing a trial run with relative kin case in providing this family centered service. The program's goal is to offer Family Conferencing to all adjudicated cases whenever possible.
- "An example of the program's success happened . . . when a grandmother and her grandchildren were threatened with eviction over the holidays. The community worker intervened with the building manager, guaranteed the back rent, and set up an automatic payment for the rent to prevent future occurrences."<sup>16</sup>

### Program Challenges:<sup>17</sup>

- The program has had some challenges this year in fulfilling contract obligations. One challenge continues to be the limitations on capacity due to having only two staff members and the fact that staff have been on medical leave for extended periods of time over the past year.

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<sup>15</sup> Data source: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>16</sup> Information provided by Community Programs Division staff.

<sup>17</sup> Unless otherwise noted, Information on program strengths and successes and challenges provided by program staff.

- Another challenge has been processing the referrals from JPD in a timely fashion. Causes for these delay include families' lack of accessibility, families not wanting one more organization in their lives, and finding a time to do intakes for new youth.

**Exhibit 17-2  
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
<b>Race/Ethnicity</b> (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 (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 17-3  
Data Sources  
Edgewood Kinship Support Network**

Data Source	Available for This Report
Senior Analyst Site Visit Form ✧	<input checked="" type="checkbox"/>
CBO Questionnaire	<input checked="" type="checkbox"/>
Participant Tracking Spreadsheets	<input checked="" type="checkbox"/>
PRIDE Data ✧✧	<input checked="" type="checkbox"/>

✧ For 2003-2004 only  
✧✧ For 2004-2005 only

- This program has participated in PRIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 8 Youth Evaluation Surveys, and 8 Exit Forms. All of these data were utilized in this report.
- Because this is the first contract year that the program collected PRIDE data, in order to calculate the program's survey response rate, we divide the total number of surveys received by the number of youth the program served this year, from July 2004-February 2005. During this period, the program served 20 youth. Between the same period, the program submitted 8 youth surveys, resulting in a 40% survey response rate. The approximate exit form response rate was also 40%.<sup>18</sup>

## Program Description

### What are the characteristics of the youth served?

- Youth participants range in age from 14 to 20.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview Hunters Point and Western Addition (40%, 23%, n=35).

**Exhibit 17-4**  
**Youth Characteristics**  
**Edgewood Kinship Support Network**

Characteristic at Program Entry		% of Participants
<b>Age</b> ♦ (n=42)	Under 13 years old	10%
	13-15 years old	46%
	16-17 years old	32%
	Over 18 years old	12%
<b>Gender</b> ♦ (n=42)	Male	93%
	Female	7%
<b>Race/Ethnicity</b> ♦ (n=42)	African American	88%
	Other	12%
<b>Home Neighborhood</b> ♠ (n=35)	Bayview Hunters Point	40%
	Western Addition	23%
	OMI	9%
	Ingleside Terrace	9%
	All other San Francisco neighborhoods	13%
	All areas outside San Francisco	6%

Data Sources:

♦ = Participant tracking spreadsheets (July 2003-June 2004, and July 2004-February 2005);

♠CBO Questionnaire

- All of the youth participants are in homes where English is the primary language. Almost nine-tenths of participants live with family members other than their parents (88%, n=8).

<sup>18</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 17-5**  
**Demographic Information**  
**Edgewood Kinship Support Network**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=8)	English	100.0%
<b>Living Situation</b> (n=8)	Family but not parents	88%
	One Parent	13%
<b>Referral to Program*</b> (n=7)	JPD/PO/YGC	71%
	Family	29%

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

**What are participants' major risk factors?**

- Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.
- Participants are part of high-risk peer groups. At program entry, all respondents acknowledge that they hang out with gang members (n=8). When asked if they knew anyone who had been arrested, all respondents said that they did (n=8). Also, all youth said that they knew someone who died; the largest percentage of youth said that a friend had died (50%, n=8).

**Exhibit 17-6  
Risk Factors  
Edgewood Kinship Support Network**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=8)	Never	0%
	Once or Twice	50%
	Many Times	50%
<b>Feels Unsafe in Neighborhood</b> (n=8)		38%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=8)		100%
<b>Has Tried Drugs or Alcohol</b> (n=7)		43%
<b>Knows Someone Who Was Arrested</b> (n=8)	Knows at least one person who was arrested (n=8)	100%
	Participant's sibling was arrested*	75%
	Participant was arrested*	63%
	Participant's friend was arrested*	63%
	Participant's parent was arrested*	13%
	Participant's neighbor was arrested*	0%
	Participant's other relative was arrested*	0%
<b>Knows Someone Who Died</b> (n=8)	Knows at least one person who died (n=8)	100%
	Participant's friend died*	50%
	Participant's neighbor died*	25%
	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 17–7**  
**Program Outcome Measures**  
**Edgewood Kinship Support Network**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ 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	
<b>Work and Job Readiness</b>	▪ Job readiness will increase		X
	▪ Employment will increase		X
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease <sup>19</sup>	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X

<sup>19</sup> Data on involvement with the juvenile justice system is presented for all CPD-funded programs in **Chapter 2: Findings across All Programs**. A program-by-program analysis of JJIS data was not possible for this report.

## 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=XX)	9%	55%	36%	<b>+4</b>	<b>Yes/No</b>	Youth missed fewer days during a given month.
	↓	↓	↓	↓	↓	↓
	This is the percentage of respondents who had a <b>negative change</b>	This is the percentage of respondents who reported a <b>zero change</b>	This is the percentage of respondents who had a <b>positive change</b>	This is the <b>average score of all respondents</b>	This box indicates whether the average score indicates <b>improvement overall among</b>	This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
  - School attendance/attachment will increase
  - School behavioral problems will decrease
  - Orientation toward the future will increase
  - Engagement in positive after-school activities will increase

### School Attendance/Attachment

- All youth in this program were enrolled in school or a GED program prior to program participation (n=8). Of these, 86% stayed enrolled, and 14% dropped out (n=7).
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. The program appears to have a positive effect on youths' attendance, grades, and enjoyment of school.



**Exhibit 17–8  
School Attendance/Attachment  
Edgewood Kinship Support Network**

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)			
<b>Number of school days missed during a month</b> (n=6)	0%	50%	50%	<b>+1.2</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=7)	0%	43%	57%	<b>+1.3</b>	<b>Yes</b>	Youth received <b>higher grades</b>
<b>Enjoyment of school</b> (n=7)	0%	43%	57%	<b>+0.9</b>	<b>Yes</b>	Youth enjoyed school <b>more</b>

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.
- All respondents said that the program helped them stay in school or get their GED (n=6) and that the program “made me feel more comfortable about my abilities in school/GED program” (n=5).

**Exhibit 17–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Edgewood Kinship Support Network**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=6)	100%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=5)	100%

Data Source: PRIDE

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; Since this program only began submitting PRIDE data this year, we report only year 2 behavior results.
- 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 youth’s behavior in school improved.

**Exhibit 17–10**  
**Change in Behavior Problems in School**  
**Edgewood Kinship Support Network**

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)			
<b>Frequency of Getting in Trouble at School</b> (n=7)	29%	29%	43%	<b>+2.1</b>	<b>Yes</b>	Youth get into trouble <b>much less</b>

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- On average, youth report feeling much more confident that they would graduate from high school since they started the program.

**Exhibit 17–11**  
**Orientation toward Future Educational Attainment**  
**Edgewood Kinship Support Network**

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)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=7)	0%	0%	100%	<b>+1.7</b>	<b>Yes</b>	Youth were <b>much more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- The program appears to help youth become more engaged in after-school activities.

**Exhibit 17–12**  
**After-School Activities**  
**Edgewood Kinship Support Network**

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=8)	13%	38%	50%	+5	Yes	Youth spent a little more time in extra-curricular activities.

Data Source: PRIDE

- When asked about specific activities they have joined, all youth said they had joined at least one after-school activity since starting the program. About eight-tenths of respondents said that they become involved in extra-curricular activities specifically because of the program (83%, n=6). Popular activities included participating in a youth group (83%, n=7) and going to a neighborhood center (80%, n=6).

**Exhibit 17–13**  
**After-School Activities**  
**Edgewood Kinship Support Network**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
Joined at least one activity (n=7)	100%
Participating in a youth group or club (n=6)	83%
Going to a neighborhood or community center (n=5)	80%
Volunteering (n=6)	50%
Working for pay (n=5)	40%
Playing team sports (n=6)	33%
Playing a musical instrument (n=7)	14%
Participating in a religious group or club (n=6)	0%
Practicing martial arts (n=6)	0%
Other activity (n=4)	0%

Data Source: PRIDE

**Building Positive Relationships: Primary Outcomes**

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

**Positive Peer Relationships**

- All respondents in the program report having at least one positive peer relationship.

**Exhibit 17–14**  
**Positive Peer Relationships**  
**Edgewood Kinship Support Network**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=8)	100%
<b>I can go to when I have problems.</b> (n=8)	100%
<b>Helps me when I'm having a hard time.</b> (n=8)	100%

Data Source: PRIDE

**Positive Relationships with Parents/Guardians**

- Youth in the program have positive relationships with parents and guardians. All respondents report that they have a parent or guardian at home who listens to them and believes they will be a success.

**Exhibit 17–15**  
**Positive Relationships with Parents/Guardians**  
**Edgewood Kinship Support Network**

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=8)	100%
<b>Believes that I will be a success.</b> (n=8)	100%
<b>Talks with me about my problems.</b> (n=8)	88%
<b>Listens to me when I have something to say.</b> (n=7)	100%
<b>Is interested in my schoolwork.</b> (n=8)	100%

Data Source: PRIDE

- All of the respondents (n=7) report that the program helped them get along better with their friends and/or relatives.

**Positive Relationships with Program Staff**

- None of the respondents answered the questions on the survey about their relationships with program staff.

**Skill-Building: Primary Outcomes**

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

- The program appears to have a strong positive effect on youths' self-care skills. On every skill area our survey measured, youth reported improvement. Youth reported particularly large improvements in their ability to take pride in their background and knowing places to get help when they need it.

**Exhibit 17–16**  
**Social Development and Self-Care Skills**  
**Edgewood Kinship Support Network**

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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=7)	0%	29%	71%	<b>+1.6</b>	<b>Yes</b>	Youth <b>know many more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=6)	0%	17%	83%	<b>+1.3</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help when they need it
<b>Ability to take criticism without feeling defensive</b> (n=7)	0%	29%	71%	<b>+1.1</b>	<b>Yes</b>	Youth are <b>more able</b> to take criticism constructively
<b>Ability to take pride in cultural background</b> (n=7)	0%	14%	86%	<b>+1.7</b>	<b>Yes</b>	Youth take <b>much more</b> pride in their cultural background
<b>Ability to respect feelings of others</b> (n=8)	0%	38%	63%	<b>+.9</b>	<b>Yes</b>	Youth respect the feelings of others <b>more</b>
<b>Ability to think about how his/her choices affect his/her future</b> (n=8)	0%	50%	50%	<b>+1.1</b>	<b>Yes</b>	Youth <b>think more</b> about the consequences of their choices

Data Source: PRIDE

### Skill-Building: Secondary Outcomes

- Staff identified the following as a secondary outcome for skill-building:
  - Anger management skills will improve

#### Anger Management

- The program does appear to have a strong positive effect on participants' anger management skills. Program participants showed improvement in all areas of anger management our survey measured.

**Exhibit 17–17**  
**Anger Management**  
**Edgewood Kinship Support Network**

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)			
<b>Getting mad easily</b> (n=7)	0%	0%	100%	<b>+1.6</b>	<b>Yes</b>	Youth get mad <b>much less</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=6)	0%	0%	100%	<b>+1.8</b>	<b>Yes</b>	Youth do whatever they feel like <b>much less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=7)	29%	0%	71%	<b>+1.1</b>	<b>Yes</b>	Youth believe it is <b>less okay</b> to physically fight
<b>Yelling at people when angry</b> (n=6)	0%	17%	83%	<b>+1.3</b>	<b>Yes</b>	Youth yell at people <b>less</b>
<b>Breaking things on purpose</b> (n=5)	0%	20%	80%	<b>+2.0</b>	<b>Yes</b>	Youth break things on purpose <b>much less</b>
<b>Hitting people on purpose</b> (n=3)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth hit people on purpose <b>much less</b>

Data Source: PRIDE

### Risk Behavior: Primary Outcomes

- Staff identified the following as a primary outcome for risk behavior:
  - Involvement in juvenile justice system will decrease

### Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with Bayview Hunters Point Foundation. 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.
- The data shows 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. This table shows that at six months after a first sustained petition, 46% 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, only 11% 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. Note also the relatively small number of youth for whom we have data.

**Exhibit 17–18  
Recidivism Rates  
Edgewood Kinship Support Network**

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	46%	13	11%	9
12	54%	13	14%	7
18	60%	10	25%	4
24	71%	7	33%	3

\*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:
  - Substance use will decrease
  - Gang affiliation will decrease

**Substance Use**

- Some of the youth had never tried cigarettes, alcohol, or drugs. Almost nine out of ten respondents had never smoked cigarettes (88%, n=8); none had ever drunk alcohol (n=7); 63% had never smoked marijuana (n=8); and 88% had never tried street drugs (n=8).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. For the limited number of youth for whom we have data, the program appears to have decreased their substance use. All respondents said they used these substances less frequently.

**Exhibit 17–19  
Substance Use  
Edgewood Kinship Support Network**

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)			
<b>Smoking Cigarettes</b> (n=1)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth smoke cigarettes <b>much less</b> frequently
<b>Drinking Alcohol</b> (n=0)	n/a	n/a	n/a	<b>n/a</b>	<b>n/a</b>	<b>No Data Available</b>
<b>Smoking Marijuana</b> (n=3)	0%	0%	100%	<b>+2.3</b>	<b>Yes</b>	Youth smoke marijuana <b>much less</b> frequently
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=1)	0%	0%	100%	<b>+2.0</b>	<b>Yes</b>	Youth use street drugs <b>much less</b> frequently

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, everyone said that they no longer hung out with them (n=7).<sup>20</sup>

**Work and Job Readiness: Secondary Outcomes**

- Staff identified the following as primary work and job readiness outcomes for the program:
  - Job readiness will increase
  - Employment will increase

**Job Readiness**

- The program appears to help prepare some youth for a job by helping them obtain a social security card or by increasing their belief that they can get a job.

<sup>20</sup> This statement applies to the cumulative sample (year 1 and year 2).



**Exhibit 17–20  
Job Readiness  
Edgewood Kinship Support Network**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Social Security Card</b> (n=6)	50%
<b>California (or other state) ID Card or Driver’s License</b> (n=8)	38%
<b>Resume</b> (n=6)	0%
<b>Belief that I Can Get a Job</b> (n=7)	29%
<b>Ideas about the Kind of Job I Want</b> (n=7)	29%

Data Source: PRIDE

**Employment**

- A quarter of respondents held a job at the time they filled out the survey (n=8). All of those employed reported that they had received help from this program in finding or keeping a job (n=2).

**Service Satisfaction**

**How satisfied are youth with the services they received?**

- Participants expressed a high level of satisfaction with the program (see Exhibit 17-21). All respondents 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 17-21  
Participant Satisfaction  
Edgewood Kinship Support Network**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=8)	0%	<b>100%</b>	0%
The staff (n=8)	0%	<b>100%</b>	0%
Respect shown for participant’s ethnic and cultural background (n=8)	0%	<b>100%</b>	0%
The program overall (n=8)	0%	<b>100%</b>	0%

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** (n=3) attending the program and said they would **recommend it to their friends** (n=8).

**Exhibit 17-22  
Program Attachment  
Edgewood Kinship Support Network**

After program Involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=3)	100%
I would recommend this program to my friends (n=8)	100%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=0)	n/a
I am interested in staying in touch and helping out with the program (n=3)	100%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=6)	0%

Data Source: PRIDE

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

- When asked how they think the program helped them, youth report a wide variety of areas where the program has helped them including homework help, finding a job, dealing with emotional problems, and drug use.

**Exhibit 17–23  
Program Benefits  
Edgewood Kinship Support Network**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Homework/school/GED studies (n=8)	38%
Finding a job (n=8)	38%
Keeping a job (n=X8)	38%
Emotional problems (n=8)	38%
Drug or alcohol use (n=8)	25%
Safer sex education (n=8)	0%
Getting away from gangs (n=8)	0%
Managing anger (n=XX) No Data	n/a

Data Source: PRIDE

## **Are youth successfully completing the program?**

- Although exit forms were completed for eight 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 18

## Urban Services YMCA

### Bayview Beacon Center Truancy Program

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The Bayview Beacon Center Truancy Intervention Program provides educational and family support for youth in the juvenile justice system and those at highest risk to enter that system. Using a youth development and family empowerment framework, this program offers its participants both direct services and service referrals to address issues—such as domestic violence, substance abuse, physical abuse/neglect, family violence, and economic deprivation—that put youth at risk of truancy.

<b>Exhibit 18–1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Educational support</li> <li>▪ Family enrichment and recreation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outreach plans</li> <li>▪ Referrals</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>	
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ High-risk families with youth who are at risk of entering or are involved in the juvenile justice system</li> <li>▪ Youth offenders or Pre-Adjudicated Youth</li> <li>▪ Residents of Bayview Hunters Point</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Counseling offices at schools both in and out of Bayview Hunters Point</li> <li>▪ Referral network of other family and youth serving organizations within Bayview Hunters Point</li> </ul>	
<b>Average length of time youth participate in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ Not available</li> </ul>	

### Highlights on Program Outcome Findings

- Data not available.

### Program Contract Compliance

This grantee is in compliance with all contractual obligations aside from submittal of PRIDE data. 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 \$48,000. Data on the total program budget for 2003-04 were unavailable.
- For the 2004-2005 contract year, JPD's contract with this program provided \$50,000. Data on the total program budget for 2004-05 were unavailable.

**Number of youth served:<sup>21</sup>**

- Data on the number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005. During this period, the program served 29 youth.

**Staffing:**

- Data on staffing are not available.

**Factors Affecting Involvement in PrIDE Evaluation:**

- This program did not participate in the PrIDE evaluation last year. This year, the program was supposed to participate in the evaluation but only submitted exit forms.

**Program Strengths and Successes:<sup>22</sup>**

- The organization has developed a strong relationship with Thurgood Marshall High School staff, which facilitates communication between program and school staff. "The truancy case manager has succeeded in building a strong relationship with Thurgood Marshall High School, and is included in weekly meetings of the school attendance team. This relationship facilitates access to the students' attendance reports, transcripts and progress reports."
- The program has helped youth work toward their college aspirations. "One successful strategy is exposing the students to college fairs, college recruiters, the higher education application process and scholarship opportunities, so they can begin to see the value of being prepared for the future."
- Several of the participants have been accepted into colleges. "A highlight of the year was when one of the first students in the truancy intervention program, who started attending school regularly, was accepted at two colleges for the Fall semester."

**Program Challenges:<sup>23</sup>**

- "Over this past program year, the agency has begun to see a catchment of older, out of school youth. To compensate for this shift in population, the staff have had to enhance the job readiness, career awareness, college preparatory and transitional service support components of their curriculum."
- "A continued challenge for program participants is accessibility and transportation. The only bus line that serves this area of the community is the #19. Although this line stops directly in front of the agency, neither the participants, staff, nor family find it safe and often transport the youth to and from."
- An additional challenge is getting parents involved, particularly with parents of the older participants.

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<sup>21</sup> Data source: Participant Tracking Spreadsheets. For information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>22</sup> Information on program strengths and successes were from last year's PrIDE report. Information was provided by CPD staff.

<sup>23</sup> Information provided by Community Programs Division staff.

**Exhibit 18–2  
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
<b>Race/Ethnicity</b> (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 (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 18–3  
Data Sources  
Bayview Beacon Center Truancy Program**

Data Source	Available for This Report
Senior Analyst Site Visit Form	<input checked="" type="checkbox"/>
CBO Questionnaire	<input type="checkbox"/>
Participant Tracking Spreadsheets	<input checked="" type="checkbox"/>
PrIDE Data	<input type="checkbox"/>

- This program has participated in PrIDE evaluation data collection beginning July 2004. As of March 31, 2005, the program had submitted no Baselines, Follow-ups, or Youth Evaluation Surveys, and no Exit Forms.

## Program Description

### What are the characteristics of the youth served?

- Youth participants range in age from 13 to 18; on average.
- All participants in this program live in Bayview Hunters Point.

**Exhibit 18–4**  
**Youth Characteristics**  
**Bayview Beacon Center Truancy Program**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=29)	Under 13 years old	10%
	13-15 years old	52%
	16-17 years old	38%
	Over 18 years old	0%
<b>Gender♦</b> (n=29)	Male	45%
	Female	55%
<b>Race/Ethnicity♦</b> (n=29)	African American	76%
	Latino/a	10%
	Chinese	3%
	White	3%
	Other	7%
<b>Home Neighborhood♦</b> (n=14)*	Bayview Hunters Point	100%

\* Data on home neighborhood only applies to youth served 2003-2004. Data for 2004-2004 was not available. served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005.

Data Sources:

♦ = Participant tracking spreadsheets (July 2003-June 2004, and July 2004-February 2005);

◆CBO Questionnaire



## **What are participants' major risk factors?<sup>24</sup>**

This program serves youth who are at risk of becoming involved in juvenile delinquent behavior, especially truancy. The program places special emphasis on reaching youth whose families fit any of the following conditions:

- Headed by a single parent or families going through divorce
- Low-income
- Incarcerated parents/caregivers or siblings in the justice system
- Involved in the Cal WORKS system
- History of family violence, including physical or sexual abuse
- Family history of drug/alcohol abuse
- Family member gang affiliations

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<sup>24</sup> Data on risk factors were not provided by this program.

