



**girls
services**

girls services

Chapter 19

Overview of Girls Services Programs

San Francisco is one of a number of communities across the country where the issue of girls in the juvenile justice system has begun to get the attention it deserves. As noted in the 1998 report “*What About Girls?*” by Kimberly J. Budnick and Ellen Shields-Fletcher, “female involvement in the juvenile justice system continues on a steady course upward – even as juvenile male involvement in delinquency declines.”¹

The San Francisco Juvenile Probation Department Community Programs Division addresses the need for gender-specific programming through Girls Services, some of which provide services to girls who are heavily involved with the juvenile justice system and others are for girls who are at-risk of involvement.

In July 2002, a new partnership between the United Way of the Bay Area and the San Francisco Juvenile Probation Department was launched to promote better coordination between and among the Juvenile Probation Department and community service providers. This partnership, the Girls Justice Initiative, was designed to provide services that are appropriate to girls, who often have needs and backgrounds different from those of boys in the system. For example, a reported 80% to 90% of female juvenile offenders are victims of rape or sexual assault in early childhood, or physical, mental, and emotional abuse;² the Community Programs Division funds programs for girls in the juvenile justice system that are designed both to hold girls accountable for their actions but also to help them heal.

The Community Programs Division is currently supporting nine Girls Services programs. Exhibit 19-1 provides an overview of the Girls Services programs funded by the Community Programs Division. More details on specific programs can be found in the program-by-program chapters that follow.

Programs Included in this Section

- Community Works, Young Women’s Internship Program
- Center for Young Women’s Development, Girls’ Detention Diversion Advocacy Project and Sister Circle
- Girls 2000, Family Services Project
- Girls Justice Initiative, United Way, Detention-Based Case Management, Inside Mentoring, and After-Care Case Management
- Mission Neighborhood Center, Young Queens on the Rise
- SAGE Project, Inc., Survivor Services for Girls
- YWCA, Girls Mentorship Program and Family Integrated Treatment Services

¹ Source: Budnik, K. A. & Shields-Fletcher, E. (1998). *What About Girls? OJJDP Fact Sheet*. 84:1-4.

² Source: United Way of the Bay Area Web Site <http://www.theunitedway.org/uw_impact/safecomm.htm>.

Exhibit 19-1
Overview of Girls Services Programs

| Program | Number of Youth Served ³ | Description |
|--|-------------------------------------|---|
| Community Works, Young Women's Internship Program | 27 | The Young Women's Internship Program is a gender-specific, violence prevention and diversion program for young women on probation. The internship consists of arts and leadership training where interns participate in group-building experiential work, facilitation training, and expressive arts classes and prepare to visit community after-school programs to conduct their own expressive arts workshops. |
| Center for Young Women's Development, Girls Detention Diversion Advocacy Project and Sister Circle | 313 ⁴ | The Center for Young Women's Development operates two programs that are funded by the Community Programs Division of the JPD. The Girls' Detention Advocacy Project (GDAP) works intensively with incarcerated young women in group and one-on-one settings. Sister Circle is one component of GDAP; these support groups of women exiting the system meet bi-monthly. Sister Circle is primarily focused on preventing girls from re-offending. |
| Family Services Project, Girls 2000 | 27 | The Family Services Program provides ongoing intensive case management services to African American girls and their families living in Bayview, particularly in public housing. |
| Girls Justice Initiative/United Way, Detention-Based Case Management, Inside Mentoring, and After-Care Case Management | 554 ⁵ | The Girls Justice Initiative Detention-Based Case Management program provides comprehensive assessment, case management, and referral services for girls detained in the San Francisco Youth Guidance Center. The Inside Mentoring program provides mentoring for youth who are detained at the Youth Guidance Center. The Training component of this program offers trainings to JPD Community Programs Division contractors on skill development and techniques for working with youth in the Juvenile Justice system. The After-Care Case Management program continues the services provided through the Detention-Based Case Management program to youth who are no longer detained in order to stabilize them as they make the transition out of juvenile hall. |
| Mission Neighborhood Center, Young Queens on the Rise | 69 | Young Queens on the Rise is a gender-specific youth development program for girls in the greater Mission area. The program provides young girls with awareness and prevention workshops targeting STDs, pregnancy, HIV, drugs and violence. Young Queens on the Rise is a project of the Mission Neighborhood Center. |
| SAGE Project, Survivor Services for Girls | 100 | This program provides counseling and case management services to young women who have experienced abuse, victimization, and trauma, and who are currently incarcerated, on probation or at risk of becoming involved with the juvenile justice system. |
| YWCA, Come Into the Sun (CITS) Girls Mentorship Program and Family Integrated Services (FITS) | 104 ⁶ | Come into the Sun (CITS) provides at-risk girls, and girls in the juvenile justice system, a positive alternative through one-on-one mentorship with professional women, and additional services such as tutoring, counseling, community involvement, and a photo-journal project. FITS provides intensive case management and therapy for seriously emotionally disturbed girls in the juvenile justice system; mothers of these girls are also provided one-on-one therapy and support groups. |

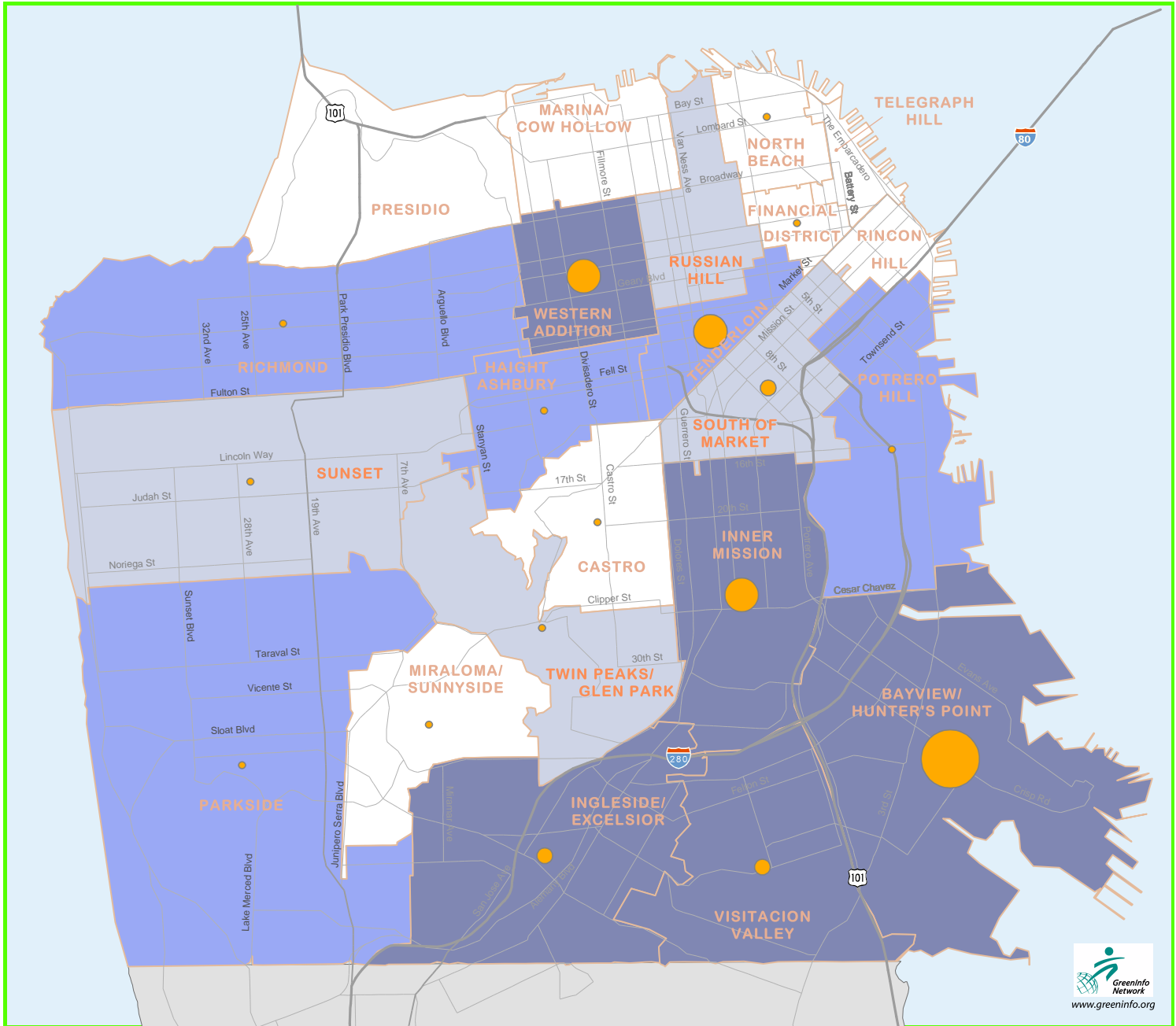
³For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.

⁴ 221 girls participated in the Girls' Detention Advocacy Project and 102 girls participated in Sister Circle.

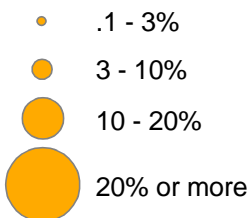
⁵ 331 girls participated in the Detention-Base Case Management program; 166 participated in Inside Mentoring; and 57 girls participated in the After-Care Case Management program.

⁶ 71 youth participated in the CITS Program; and 33 participated in FITS.

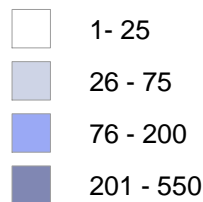
Neighborhood Concentrations of Participants Served by Girls Services Programs and Juvenile Law Violation Referrals



Percentage of Girls Services Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Data shown on this map were submitted by: UWBA/Girls Justice Initiative, After Care Case Management, Detention Based Case Management & Inside Mentoring and Training; Come into the Sun YWCA Girls Mentorship & FITS Girls Program; Girls 2000/Hunters Point, Family Services Program; Center for Young Women's Development, Girls Detention Advocacy Project/Sister Circles; SAGE Survivor Services for Girls; Mission Neighborhood Centers, Inc., Young Queens on the Rise; Community Works, Young Women's Internship Project

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



Chapter 20

Community Works

Young Women's Internship Project

Program Overview

The Young Women's Internship Project is a gender-specific violence prevention and diversion program for young women on probation. The internship consists of arts and leadership training where interns participate in group-building experiential work, facilitation training, and expressive arts classes. Interns also prepare to visit community after-school programs to conduct their own expressive arts workshops. In addition, they participate in a series of job fairs where representatives from youth-employing community-based agencies visit the program to share their experiences and describe various employment opportunities.

| Exhibit 20-1 Program At-A-Glance | | |
|--|---|---|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Arts and leadership training ▪ Job training/readiness services | <ul style="list-style-type: none"> ▪ Extra-curricular or after-school activity |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Richmond | <ul style="list-style-type: none"> ▪ Bayview Hunters Point |
| Target population served: | <ul style="list-style-type: none"> ▪ Female youth, age 13 to 17, who are on probation | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ Probation officer ▪ Outreach worker ▪ Case manager ▪ Social worker | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ Between 1 month and 6 months | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ 6 to 10 | |

Highlights on Program Outcome Findings⁷

Key Positive Findings

- In primary outcome areas, the program appears to have helped youth get more involved in after-school activities and also with finding and keeping a job. After program involvement, youth show improvement with their self-care and social development skills, and some but not all anger management skills. Youth also report that the program helps them relate to their friends and family better.
- In secondary outcomes, youth show improvement in their behavior at school and in enjoyment of school. Youth also report significant decreases in their substance use since starting the program.

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

- Youth do not show improvement in believing they will graduate from high school. Also, youth did not show improvement in certain anger management skills.

⁷ We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 20-7.

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 and the organization's Therapeutic Arts Program (not in PrIDE) provided \$60,000. The total program budget for 2003-04 was \$35,000.
- Information on JPD's contract with this program for the 2004-2005 contract year was \$30,000. The program's total budget for 2004-05 was \$40,000.

Number of youth served:⁸

- Data on the number and demographics of youth served are available for all but three months of the evaluation period: July 2003-February 2004, and July 2004-February 2005. During this period, the program served 27 youth.

Staffing:

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

Factors Affecting Involvement in PrIDE Evaluation:

- None

Program Strengths and Successes:⁹

- "In the past year, Community Works switched the focus of the Young Women's Internship Program to a group mentoring model. In this model, the program serves smaller groups of young women more intensively, and maintains a relationship with them over longer periods of time. We have recently added a third YWIP group, led by artist-mentor Melissa Klein. In these groups, the young women have gained in communication and leadership skills, as well as producing and exhibiting individual and group art projects including jewelry, murals, and fashion design"

Program Challenges:¹⁰

- **Providing safe, consistent spaces for youth to go after school is a proven strategy for decreasing youth violence. Creating a "home base" that youth feel invested in further deepens their sense of community responsibility. Our Young Women's Internship program is conducted in shared and temporary spaces in community centers. These inconsistent spaces have prohibited our program from reaching its full potential in terms of youth served, scope of activity and audience reached at public events. Securing a permanent space would provide much needed stability as well as increase our expansion opportunities. We are actively searching for an affordable or donated community site."**
- **Another challenge the program has faced has been recruitment of youth.**

⁸ Data source: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

⁹ Information provided by program staff

¹⁰ Information provided by program staff

**Exhibit 20–2
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 (58.3%) 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 20–3
Data Sources
Community Works—YWIP**

| 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 3 paired baseline and follow-up surveys, 12 Youth Evaluation Surveys, and 12 Exit Forms. All of these data were utilized in this report.
- The program served a total of 27 youth during the following periods: July 2003-February 2004, and July 2004- February 2005. Between July 2003 and February 2005, the program submitted 15 youth surveys. Because programs did not submit data regarding how many youth were served between March and June 2004, we cannot report an exact response rate. Using the reported number of youth served, we report an approximate survey response rate of 56%. This program submitted 12 Exit Forms. During this same period, the program reported that 18 youth had exited the program, yielding an approximate response rate of 67% for Exit Forms.¹¹

Program Description

What are the characteristics of the youth served?

- Youth participants range in age from 16 to 21;
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in the Richmond, Bayview Hunters Point, Western Addition, Visitacion Valley, and Crocker Amazon (26%, 23%, 13%, 10%, 10%, n=31).

¹¹ 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 20-4
Youth Characteristics
Community Works—YWIP**

| Characteristic at Program Entry | | % of Participants |
|--------------------------------------|---------------------------------------|-------------------|
| Age♦ (n=27) | Under 13 years old | 8% |
| | 13-15 years old | 48% |
| | 16-17 years old | 16% |
| | Over 18 years old | 28% |
| Gender♦ (n=27) | Female | 100% |
| Race/Ethnicity♦ (n=17) | African American | 47% |
| | Multi-racial | 24% |
| | White | 18% |
| | Asian | 12% |
| Home Neighborhood♦ (n=31)* | Richmond | 26% |
| | Bayview Hunters Point | 23% |
| | Western Addition | 13% |
| | Visitacion Valley | 10% |
| | Crocker Amazon | 10% |
| | Downtown/Tenderloin | 7% |
| | All other San Francisco neighborhoods | 11% |

* 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-February 2004, and July 2004-February 2005);

♦ = CBO Questionnaire

- Most of the youth participants are in homes where English is the primary language, however, the program also serves youth whose primary home language is Spanish and Cantonese. Only one in five participants live with two parents. Nearly one half live in a group home (47%, n=15).

**Exhibit 20–5
Demographic Information
Community Works—YWIP**

| Characteristic at Program Entry | | % of Respondents |
|--|----------------------------------|------------------|
| Language Spoken at Home (n=14) | English | 86% |
| | Spanish | 7% |
| | Cantonese | 7% |
| Living Situation (n=15) | Group Home | 47% |
| | One Parent | 20% |
| | Two Parents | 20% |
| | Family but not parents | 13% |
| Referral to Program* (n=12) | Referred by another organization | 58% |
| | School JPD/PO/YGC | 42% |

*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, about four-fifths of participants (79%) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 80% said that they did. As a further indication that youth are in high-risk peer groups, 93% said that they knew someone who died. About three quarters of respondents (73%) say they have tried alcohol or other drugs.

**Exhibit 20–6
Risk Factors
Community Works—YWIP**

| Risk Factors at Program Entry | | % of Respondents |
|--|---|------------------|
| Frequency with which Youth Hears Gunshots at Home (n=15) | Never | 40% |
| | Once or Twice | 0% |
| | Many Times | 60% |
| Feels Unsafe in Neighborhood (n=15) | | 20% |
| Acknowledges He/She Hangs Out With Gang Members (n=14) | | 79% |
| Has Tried Drugs or Alcohol (n=15) | | 73% |
| Knows Someone Who Was Arrested (n=14) | Knows at least one person who was arrested (n=15) | 80% |
| | Participant's friend was arrested* | 67% |
| | Participant's neighbor was arrested* | 43% |
| | Participant's parent was arrested* | 36% |
| | Participant's sibling was arrested* | 36% |
| | Participant was arrested* | 36% |
| | Participant's other relative was arrested* | 7% |
| Knows Someone Who Died (n=12) | Knows at least one person who died (n=14) | 93% |
| | Participant's friend died* | 75% |
| | Participant's neighbor died* | 50% |
| | Participant's parent died* | 0% |
| | Participant's sibling died* | 17% |

*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 20–7
Program Outcome Measures
Community Works—YWIP

| 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 improve | 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/No | Youth missed fewer days during a given month. |
| | ↓ This is the percentage of respondents who had a negative change | ↓ This is the percentage of respondents who reported a zero change | ↓ This is the percentage of respondents who had a positive change | ↓ This is the average score of all respondents | ↓ This box indicates whether the average score indicates improvement overall among respondents | ↓ This is a narrative summary of the data |

Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
 - Orientation toward the future will increase
 - Engagement in positive after-school activities will increase

Orientation toward Future Educational Attainment

- On average, the program appears to have had little effect on whether or not youth feel they will graduate from college. One in ten say they feel more sure they will graduate while the same percentage say they are less sure they will graduate. The bulk of youth (82%) say their confidence that they will graduate has not changed since attending the program.

Exhibit 20–8
Orientation toward Future Educational Attainment
Community Works—YWIP

| 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 she will graduate from High School or get a GED (n=11) | 9% | 82% | 9% | +2 | Yes | Youth were slightly more certain they would graduate from High School. |

Data Source: PRIDE

Engagement in Positive After-School Activities

Data on this program's effect on youth's engagement in positive after-school activities are not reported because one of the service sites for the ROOTS program is the Euclid House, a residential facility where youth's time is highly structured and their ability to join other activities is therefore limited.

Education: Secondary 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

- All the youth were enrolled in school or a GED program prior to program participation. Of these, 85% stayed enrolled, and 15% dropped out.
- 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 helped youth enjoy school more. Program participants showed slight increase in their grades and attendance as well.

**Exhibit 20–9
School Attendance/Attachment
Community Works—YWIP**

| 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% | 73% | 18% | +.2 | Yes | Youth missed slightly fewer days during a given month. |
| Grades (n=13) | 15% | 62% | 23% | +.2 | Yes | Youth get slightly higher grades |
| Enjoyment of school (n=14) | 14% | 50% | 36% | +.6 | Yes | Youth enjoy school more |

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.
- Half of respondents said that the program helped them stay in school or get their GED and made them more comfortable about their abilities in school. (50%, n=14).

**Exhibit 20–10
Youth Perceptions of How the Program
Promotes School Attachment
Community Works—YWIP**

| Indicators of School Attachment | Percent of Respondents |
|--|------------------------|
| The program helped participants to stay in school or get their GED. (n=14) | 50% |
| The program made participants feel more comfortable about their abilities in school or a GED program. (n=14) | 50% |

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, before participating in this program, the two youth who responded to the question reported having been in trouble at school, either getting sent to the counselor's office, suspended, or expelled. After program participation, the one youth who responded said that s/he had been sent to the counselor's office. We cannot conclude that program participation is associated with behavior problems at school; two youth answered the survey question at the baseline period, only one answered it for the follow-up period.

Exhibit 20–11
Change in Behavior Problems in School
after Program Participation
Community Works—YWIP

| Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months... | Percent of Respondents |
|--|------------------------|
| Prior to Program Enrollment (n=2) | 0% |
| After Program Participation (n=1) | 100% |

Data Source: PRIDE

- In year 2, the program appears to have helped youth stay out of trouble at school. Almost two-thirds of youth said they had gotten into trouble less since starting the program (63%, n=8). No youth said they had gotten into trouble more.

Exhibit 20–12
Change in Behavior Problems in School
Community Works—YWIP

| 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=8) | 0% | 38% | 63% | +1.4 | Yes | Youth get into trouble less |

Data Source: PRIDE

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

- The program appears to have helped some youth become prepared for a job. About two-fifths said the program helped them believe they can get a job (43%, n=14) and about a third received help with ideas about the kind of job they want and developing a resume (29%, 36%, n=14).

**Exhibit 20–13
Job Readiness
Community Works—YWIP**

| Job Readiness Indicator | Percent of Respondents Reporting that the Program Helped them in These Areas |
|---|--|
| Social Security Card (n=12) | 17% |
| California (or other state) ID Card or Driver’s License (n=14) | 7% |
| Resume (n=14) | 36% |
| Belief that I Can Get a Job (n=14) | 43% |
| Ideas about the Kind of Job I Want (n=14) | 29% |

Data Source: PRIDE

Employment

- The program helped some youth find and keep a job. One-third of respondents held a job at the time they filled out the survey (33%, n=15). All of those employed reported that they had received help from this program in finding or keeping a job.

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

- All program participants have a positive peer relationship; all of them say they have a friend or relative their age who cares about them and who they can talk to when they have a problem.
- The program appears to have helped youth in their relationships. Two-thirds of respondents (67%, n=12) report that the program helped them get along better with their friends and/or relatives.

**Exhibit 20–14
Positive Peer Relationships
Community Works—YWIP**

| 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=15) | 100% |
| I can go to when I have problems. (n=15) | 100% |
| Helps me when I’m having a hard time. (n=14) | 93% |

Data Source: PRIDE

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in the program. Over four-fifths (83%, n=6) say that if they were in trouble and needed help they would talk with a staff member about it.

Building Positive Relationships: Secondary Outcomes

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

Positive Relationships with Parents/Guardians

- Youth seem to have a positive relationship with at least one parent. All of the youth say they have a parent or adult who expects them to follow the rules and believes they will be a success. Most also say that they have a parent who listens to them, is interested in their schoolwork and talks with them about their problems.

Exhibit 20–15
Positive Relationships with Parents/Guardians
Community Works—YWIP

| 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=15) | 100% |
| Believes that I will be a success. (n=15) | 100% |
| Talks with me about my problems. (n=14) | 79% |
| Listens to me when I have something to say. (n=15) | 87% |
| Is interested in my schoolwork. (n=15) | 87% |

Data Source: PRIDE

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 positive impact on the social development and self-care skills of participants. Youth report average improvements in all areas of self-care that the survey measured. About half of the participants said they improved their ability to think about the consequences of their choices and also to ask for help when they need it (53%, n=15, 50%, n=14). About four in ten said they respected others' feelings more and took more pride in their cultural background (43%, n=14; 40%, n=15).

Exhibit 20–16
Social Development and Self-Care Skills
Community Works—YWIP

| 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=14) | 7% | 64% | 29% | +.6 | Yes | Youth know more places to get help |
| Ability to ask for help when s/he needs it (n=14) | 7% | 43% | 50% | +.7 | Yes | Youth are more able to ask for help |
| Ability to take criticism without feeling defensive (n=15) | 0% | 80% | 20% | +.5 | Yes | Youth take criticism more constructively |
| Ability to take pride in cultural background (n=15) | 0% | 60% | 40% | +1.1 | Yes | Youth take more pride in their cultural background |
| Ability to respect feelings of others (n=14) | 14% | 43% | 43% | +.4 | Yes | Youth respect others' feelings a little more |
| Ability to think about how his/her choices affect his/her future (n=15) | 7% | 40% | 53% | +1.0 | Yes | Youth are more able to think about the consequences of their choices |

Data Source: PRIDE

Anger Management

- Results for the program's effect on youth's anger management skills are mixed. In some areas of anger management, such as getting mad easily, believing it is okay to physically fight, and yelling, youth did not report improvements. In other areas, such as hitting people and breaking things, the youth did report improvement since starting the program.

**Exhibit 20–17
Anger Management
Community Works—YWIP**

| 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=14) | 21% | 57% | 21% | -1 | No | Youth get mad slightly more easily |
| Doing whatever s/he feels like doing when angry or upset (n=15) | 13% | 53% | 33% | +3 | Yes | Youth do whatever they feel like doing a little less |
| Believing it is okay to physically fight to get what you want (n=14) | 43% | 43% | 14% | -.4 | No | Youth believe it is okay to physically fight a little less |
| Yelling at people when angry (n=14) | 21% | 57% | 21% | 0.0 | No | Youth yell at people the same |
| Breaking things on purpose (n=12) | 8% | 33% | 58% | +9 | Yes | Youth break things on purpose less |
| Hitting people on purpose (n=13) | 23% | 23% | 54% | +1.0 | Yes | Youth hit people on purpose less |

Data Source: PRIDE

Risk Behavior: Primary Outcomes

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

Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with this program. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in 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, 20% 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, no youth had recidivated. At 12 months and 18 months, the true recidivism rate and the recidivism rate post-program entry are both 0%. The 24-month recidivism rate post-program entry could not be calculated for lack of data. (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 change in recidivism rate is associated with many factors, among them the other programs youth may have entered. Note also that for this program, data are available for very few youth. 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 20–18
Community Works—YWIP**

| 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 | 20% | 5 | 0% | 3 |
| 12 | 0% | 4 | 0% | 3 |
| 18 | 0% | 3 | 0% | 1 |
| 24 | 0% | 3 | n/a | n/a |

*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. Over half of the respondents had never smoked cigarettes (58%, n=12); 58% had never drunk alcohol (n=12); 42% had never smoked marijuana (n=12); and 67% had never tried street drugs (n=12).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance abuse. The program appears to have a strong positive effect on youth's substance use. About half of youth said they drink less alcohol, smoke fewer cigarettes, and smoke less marijuana since starting the program (50%, n=6; 43%, n=7, 56%, n=9). Three-quarters of youth said they use fewer street drugs (n=4).

**Exhibit 20–19
Substance Use
Community Works—YWIP**

| 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=7) | 0% | 57% | 43% | +1.3 | Yes | Youth smoke fewer cigarettes |
| Drinking Alcohol (n=6) | 50% | 0% | 50% | +0.7 | Yes | Youth drink less alcohol |
| Smoking Marijuana (n=9) | 11% | 33% | 56% | +1.6 | Yes | Youth smoke much less marijuana |
| Using street drugs (e.g. speed or ecstasy) (n=4) | 0% | 25% | 75% | +2.0 | Yes | Youth use far fewer 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, 40% said that they no longer hung out with them.¹² And of those who still hang out with people belonging to a gang, two-thirds said that they hung out less often (67%, n=6).¹³

Service Satisfaction

How satisfied are youth with the services they received?

- Most participants expressed satisfaction with the program (see Exhibit 20-20). Four-fifths of the participants said they were satisfied or very satisfied with all aspects of the program, from types of services offered to respect shown for participants ethnic and cultural background, and with the staff. Nearly three in four said they were satisfied or very satisfied with the program overall (71%, n=14).

¹² This statement applies to the cumulative sample (year 1 and year 2).

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

**Exhibit 20-20
Participant Satisfaction
Community Works—YWIP**

| Percent of participants who were satisfied with... | Very Dissatisfied or Dissatisfied | Very Satisfied or Satisfied | No Opinion |
|---|--|------------------------------------|-------------------|
| The types of services offered (n=15) | 0% | 80% | 20% |
| The staff (n=15) | 0% | 80% | 20% |
| Respect shown for participant's ethnic and cultural background (n=15) | 0% | 80% | 20% |
| The program overall (n=14) | 7% | 71% | 21% |

Data Source: PRIDE

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

- Participants do feel connected to the program. More than nine in ten of the participants **felt safe** attending the program and said they would **recommend it to their friends** (93%, 93%, n=15).

**Exhibit 20-21
Program Attachment
Community Works—YWIP**

| After program Involvement, % of respondents who said “Yes” to: | % of Respondents |
|--|-------------------------|
| I feel safe attending this program (n=15) | 93% |
| I would recommend this program to my friends (n=15) | 93% |
| If I were in trouble and needed to talk, I would talk to a staff member at this program (n=6) | 83% |
| I am interested in staying in touch and helping out with the program (n=11) | 73% |
| If I were in trouble and needed to talk, I would talk to another youth at this program (n=12) | 25% |

Data Source: PRIDE

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

- When asked directly how the program helped them, youth most frequently said the program helped them find a job and with emotional issues (50%, 50%, n=12). About four in ten also said the program helped them with their school work and with keeping a job (42%, n=12). Despite the data on youth's improvements in their drug use and gang involvement, none of the youth said they got help from the program in these areas.

**Exhibit 20–22
Program Benefits
Community Works—YWIP**

| After program involvement, % of respondents who said they “got help from the program with…” | % of Respondents |
|---|------------------|
| Finding a job (n=12) | 50% |
| Emotional problems (n=12) | 50% |
| Homework/school/GED studies (n=12) | 42% |
| Keeping a job (n=12) | 42% |
| Managing anger (n=3) | 33% |
| Safer sex education (n=12) | 8% |
| Drug or alcohol use (n=9) | 0% |
| Getting away from gangs (n=12) | 0% |

Data Source: PRIDE

Are youth successfully completing the program?

Although Exit Forms were completed for 12 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 21

Center for Young Women’s Development

Girls’ Detention Advocacy Project and Sister Circles

Program Overview

The Center for Young Women’s Development operates two programs that are funded by the Community Programs Division of the JPD. The Girls’ Detention Advocacy Project (GDAP) works intensively with incarcerated young women in group and one-on-one settings. The program emphasizes both healing for girls who are survivors of violence, and personal accountability. The program has a number of components: self-advocacy training, leadership development, court accompaniment, mentorship, support groups, peer mentorship, legal education, self-care, and life skills training. Sister Circles, one component of GDAP, is comprised of support groups of women exiting the system which meet bi-monthly. Sister Circles is primarily focused on preventing girls from re-offending.

| Exhibit 21–1 Program At-A-Glance | | |
|--|--|---|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Job training/readiness services ▪ Tutoring/help with homework ▪ GED services ▪ Mentoring ▪ Health education services | <ul style="list-style-type: none"> ▪ Housing services/assistance ▪ Substance use counseling ▪ Mental health counseling ▪ Practical assistance such as help with transportation or meals ▪ Extra-curricular or after-school activities. |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Mission ▪ Bayview Hunters Point | <ul style="list-style-type: none"> ▪ Western Addition |
| Target population served: | <ul style="list-style-type: none"> ▪ Girls who are 16-24 years old ▪ Female youth of color ▪ Youth who are truant ▪ Youth who are on probation and youth who are at-risk of becoming involved with the juvenile justice system ▪ Youth who have used/abused drugs or alcohol ▪ Youth who are involved in gangs | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ 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 ▪ Other CWYD staff | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ More than 1 month and less than 6 months | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ 10 | |

Highlights on Program Outcome Findings¹⁴

Key Positive Findings

- There were positive findings for all of the primary outcomes identified by the program. In terms of educational services, all participants said that since attending the program they felt more certain they would graduate from high school or get their GED, had joined at least one after-school activity, and were part of a youth group or club. All respondents reported that the program helped them get ideas about jobs they would like to have, and to believe that they can get a job
- Youth in this program also showed improvements in all of the social development and self-care skills and decreased their use of cigarettes and alcohol since starting the program.
- Participants feel connected to the program and the staff with all of the survey respondents saying they would talk to staff if they were in trouble, would recommend the program to their friends, felt safe at the program, 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

- While all participants had ideas about what kinds of jobs they would want, and the belief that they could get a job, only one-third of participants were employed at the time they completed the survey.

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 \$48,000. The funding was reduced mid-year by the Department, but no major changes were made to the grant plan.
- For the 2004-2005 contract year, JPD's contract with this program provided \$50,000, which was 17% of this program's total budget.

Number of youth served:¹⁵

- Data on number and demographics of youth served are available for all but three months of the evaluation period: July 2003-February 2004 and July 2004-February 2005.¹⁶ During this period, the program served 313 youth. The Girls' Detention Advocacy Project served a total of 211 youth, while Sister Circle served a total of 102 youth.

Staffing:

- The program is staffed by two full-time staff members.
- These two full-time staffing roles are that of a Program Director and Program Coordinator.

Factors Affecting Involvement in PrIDE Evaluation:

- Staff expressed difficulty in making time for the PrIDE surveys to be completed during regular program time. Often staff have to make one-on-one appointments with the girls in order to fill out the forms, and even during this time discussion about the individual youth's case takes precedence over completing the form.¹⁷

¹⁴ We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 21-7.

¹⁵ Data source: Participant Tracking Spreadsheets.

¹⁶ For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

¹⁷ Information provided by the program.

Program Strengths and Successes:

- “One of the biggest successes for our organization has been the huge responses to the rap sessions inside juvenile hall and the energy that is created by the young women in such a short amount of time towards creating change in their lives when they are released.”⁴
- The curriculum is tailored to the young women who participate. “Staff have adapted the ‘Lift Us Up, Don’t Lock Us Down’ curriculum for the Sister Circles and the young women help select topics for the group.”¹⁸
- CPD staff note that “CYWD uses a very successful strategy of outreach and advocacy in YGC for girls to come to programming upon release.”

Program Challenges:

- Staff expressed the frustration of having to refer young women to other community organizations when the Center for Young Women’s Development cannot meet their needs as quickly due to the large number of youth they serve. As one staff member noted, “[CYWD] wants to be the safe space to offer them all the services they need.”
- Sustaining relationships with young women after they are released from Juvenile Hall has been challenging. “The staff have to do lots of tracking to stay in touch, because the girls are often not in stable living situations.”⁵

¹⁸ Information provided by the Community Programs Division staff.

**Exhibit 21–2
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 their race/ethnicity.

Data Sources

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

**Exhibit 21–3
Data Sources
Girls Detention Advocacy Project/Sister Circles**

| 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"/> |

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 5 Baselines and their paired Follow-ups, 4 Youth Evaluation Surveys, and 4 Exit Forms. All of these data were utilized in this report.

- The program served a total of 313 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 9 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 3%. 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?

- Youth participants range in age from 12 to 25; on average, participants are 17 years old.
- The program serves only girls.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition, Bayview Hunters Point, and the Mission (39%, 23%, and 20%, n=128).

**Exhibit 21–4
Youth Characteristics
Girls Detention Advocacy Project/Sister Circles**

| Characteristic at Program Entry | | % of Participants |
|--------------------------------------|-----------------------|-------------------|
| Age♦ (n=215) | Under 13 years old | 1% |
| | 13-15 years old | 29% |
| | 16-17 years old | 47% |
| | Over 18 years old | 23% |
| Gender♦ (n=230) | Female | 100% |
| Race/Ethnicity♦ (n=229) | African American | 57% |
| | Latino/a | 20% |
| | White | 5% |
| | Filipino | 3% |
| | Samoan | 3% |
| | Other Asian | 6% |
| | Other | 7% |
| Home Neighborhood♦ (n=128) | Western Addition | 39% |
| | Bayview Hunters Point | 23% |
| | Mission | 20% |
| | Potrero Hill | 10% |
| | Outer Mission | 8% |

Data Sources:

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

♦ CBO Questionnaire (July 2004 – February 2005)

- All participants are in homes where English is the primary language (100%, n=8).
- All Sister Circle participants were referred to the program by the SFJPD, their probation officer or the Youth Guidance Center (100%, n=6).

Exhibit 21–5
Demographic Information
Girls Detention Advocacy Project/Sister Circles

| Characteristic at Program Entry | | % of Respondents |
|---|----------------------------------|------------------|
| Language Spoken at Home (n=8) | English | 100% |
| Living Situation (n=9) | One Parent | 33% |
| | Two Parents | 22% |
| | Guardian | 22% |
| | Group Home | 11% |
| | Other | 11% |
| Referral to Program* (n=6) | JPD/PO/YGC | 100% |
| | Referred by another organization | 17% |

*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 two-thirds of participants acknowledge that they hang out with gang members (67%, n=3). When asked if they knew anyone who had been arrested, all say that they did. Most commonly, they note that a friend or parent had been arrested. As a further indication that youth are in high-risk peer groups, almost all respondents say they knew someone who had died (80%, n=5); the largest percentage of youth say that a friend had died. Fourth-fifths of respondents say they have tried alcohol or other drugs (80%, n=5).
- Despite the high percentage of participants who engage in risky activities, half of the youth in this program report never having never heard gun shots in their neighborhood and all report feeling safe in their neighborhood (50% and 100%, n=4).

**Exhibit 21–6
Risk Factors
Girls Detention Advocacy Project/Sister Circles**

| Risk Factors at Program Entry | | % of Respondents |
|---|--|------------------|
| Frequency with which Youth Hears Gunshots at Home (n=4) | Never | 50% |
| | Once or Twice | 25% |
| | Many Times | 25% |
| Feels Unsafe in Neighborhood (n=4) | | 0% |
| Acknowledges S/he Hangs Out With Gang Members (n=3) | | 67% |
| Has Tried Drugs or Alcohol (n=5) | | 80% |
| Knows Someone Who Was Arrested (n=4) | Knows at least one person who was arrested (n=4) | 100% |
| | Participant's friend was arrested* | 100% |
| | Participant's parent was arrested* | 75% |
| | Participant was arrested* | 50% |
| | Participant's sibling was arrested* | 50% |
| | Participant's neighbor was arrested* | 50% |
| | Participant's other relative was arrested* | 25% |
| Knows Someone Who Died (n=4) | Knows at least one person who died (n=5) | 80% |
| | Participant's friend died* | 75% |
| | Participant's parent died* | 25% |
| | Participant's neighbor 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 21–7
Program Outcome Measures
Girls Detention Advocacy Project/Sister Circles

| 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 respondents** This is a **narrative summary** of the data

Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
 - Orientation toward the future will increase
 - Engagement in positive after-school activities will increase

Orientation toward Future Educational Attainment

- Since beginning the program, all of the respondents felt more certain that they would graduate from High School or get their GED (100%, n=4).

**Exhibit 21–8
Orientation toward Future Educational Attainment
Girls Detention Advocacy Project/Sister Circles**

| 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=4) | 0% | 0% | 100% | +3.0 | Yes | Youth were more certain they would graduate from High School. |

Data Source: PRIDE

Engagement in Positive After-School Activities

- Since attending the program, two-thirds of the respondents reported that they spend more time in after-school activities (67%, n=3).

**Exhibit 21–9
After-School Activities
Girls Detention Advocacy Project/Sister Circles**

| 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=3) | 0% | 33% | 67% | +2.0 | Yes | Youth spent more 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=5).
- All of the respondents say they participate in a youth group or club (100%, n=4).

Exhibit 21–10
After-School Activities
Girls Detention Advocacy Project/Sister Circles

| Activity | Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program |
|--|--|
| Joined at least one activity: (n=5) | 100% |
| Participating in a youth group or club (n=4) | 100% |
| Going to a neighborhood or community center (n=3) | 67% |
| Volunteering (n=5) | 40% |
| Participating in a religious group or club (n=5) | 40% |
| Working for pay (n=5) | 20% |
| Playing team sports (n=5) | 20% |
| Playing a musical instrument (n=5) | 20% |
| Practicing martial arts (n=9) | 0% |
| Other activity (n=9) | 0% |

Data Source: PRIDE

- Close to two-thirds of respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (60%, n=5).

Education: Secondary Outcomes

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

School Attendance/Attachment

- Of youth in this program, 60% were enrolled in school or a GED program prior to program participation. Of these, 100% stayed enrolled. Forty-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 grades and enjoyment of school. However, they did not show improvement on their school attendance.

Exhibit 21–11
School Attendance/Attachment
Girls Detention Advocacy Project/Sister Circles

| 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=2) | 0% | 100% | 0% | 0.0 | No | Youth reported no change in their school attendance. |
| Grades (n=2) | 0% | 0% | 100% | +3.0 | Yes | Youth had better grades . |
| Enjoyment of school (n=4) | 50% | 0% | 50% | +1.0 | 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.
- All of the respondents said that the program helped them stay in school or get their GED (100%, n=4).
- All of the respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (100%, n=5).

Exhibit 21–12
Youth Perceptions of How the Program
Promotes School Attachment
Girls Detention Advocacy Project/Sister Circles

| Indicators of School Attachment | Percent of Respondents |
|---|------------------------|
| The program helped participants to stay in school or get their GED. (n=4) | 100% |
| The program made participants feel more comfortable about their abilities in school or a GED program. (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; for this reason year 1 and year 2 results are presented separately below.
- In year 1, the nine respondents either did not answer the question or selected the answer choice “Don’t know/Don’t want to answer” so data regarding their behavior problems at school are not available.

- 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 both of the participants who answer this question showed improvement in their behavior in school (100%, n=2).

Exhibit 21–13
Change in Behavior Problems in School
Girls Detention Advocacy Project/Sister Circles

| 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% | 0% | 100% | +3.0 | 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:
 - Job readiness will increase
 - Employment will increase

Job Readiness

- All three respondents reported that the program helped them get ideas about jobs they would like to have, and to believe that they can get a job (100%, n=3). Only one-third of these participants have obtained items such as a social security card and a resume (33%, n=3).

Exhibit 21–14
Job Readiness
Girls Detention Advocacy Project/Sister Circles

| Job Readiness Indicator | Percent of Respondents Reporting that the Program Helped them in These Areas |
|---|--|
| Belief that I Can Get a Job (n=3) | 100% |
| Ideas about the Kind of Job I Want (n=3) | 100% |
| Social Security Card (n=3) | 33% |
| Resume (n=3) | 33% |
| California (or other state) ID Card or Driver's License (n=3) | 0% |

Data Source: PRIDE

Employment

- One-third of respondents held a job at the time they filled out the survey (33%, n=6).
- The one respondent who reported s/he was employed said that s/he had received help from this program in finding or keeping a job.

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 21–15
Positive Peer Relationships
Girls Detention Advocacy Project/Sister Circles

| 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=6) | 83% |
| I can go to when I have problems. (n=6) | 83% |
| Helps me when I'm having a hard time. (n=6) | 83% |

Data Source: PRIDE

- Close to three-quarters of participants said that the program helped them get along better with their friends and/or relatives (71%, n=7).

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in the program. All of the respondents said that if they were in trouble and needed help they would talk with a staff member about it (100%, n=7).

Building Positive Relationships: Secondary Outcome

- Staff identified the following as a secondary outcome for building positive relationships:
 - 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 21–16
Positive Relationships with Parents/Guardians
Girls Detention Advocacy Project/Sister Circles

| 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=6) | 83% |
| Talks with me about my problems. (n=6) | 83% |
| Listens to me when I have something to say. (n=6) | 83% |
| Expects me to follow the rules. (n=6) | 67% |
| Is interested in my schoolwork. (n=6) | 67% |

Data Source: PRIDE

Skill-Building: Primary Outcome

- 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

- Program participants showed improvement in all social development and self-care skills. The greatest improvement was in participants' ability to name places to get help if they feel unsafe (83%, n=6), a reflection of the programs' focus on self-care and life skills training to enable participants to be successful upon exiting the juvenile system.
- Likely a result of the peer mentoring component of these programs, four-fifths of participants reported improvement in their ability to take criticism without feeling defensive and their ability to respect the feelings of others (80%, n=5).

Exhibit 21–17
Social Development and Self-Care Skills
Girls Detention Advocacy Project/Sister Circles

| 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=6) | 0% | 17% | 83% | 1.8 | Yes | Youth knew more about places to go to get help. |
| Ability to ask for help when s/he needs it (n=5) | 20% | 20% | 60% | 1.2 | Yes | Youth were better at asking for help . |
| Ability to take criticism without feeling defensive (n=5) | 0% | 20% | 80% | 1.6 | Yes | Youth were better able to take criticism. |
| Ability to take pride in cultural background (n=6) | 17% | 17% | 67% | 1.5 | Yes | Youth increased their cultural pride. |
| Ability to respect feelings of others (n=5) | 20% | 0% | 80% | 1.4 | Yes | Youth were better able to respect others' feelings. |
| Ability to think about how his/her choices affect his/her future (n=6) | 17% | 17% | 67% | 1.5 | 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:
 - 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.
- Respondents showed improvement in all anger management skills; participants showed the greatest improvement on refraining from doing whatever they feel like and from breaking things on purpose when they are angry or upset (80% and 60%, n=5).

Exhibit 21–18
Anger Management
Girls Detention Advocacy Project/Sister Circles

| 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=6) | 33% | 33% | 33% | +3 | Yes | Youth get mad less often. |
| Doing whatever s/he feels like doing when angry or upset (n=5) | 20% | 0% | 80% | +1.4 | Yes | Youth act out less often when angry or upset. |
| Believing it is okay to physically fight to get what you want (n=6) | 50% | 17% | 33% | +3 | Yes | Youth believe it is okay to physically fight to get something less often. |
| Yelling at people when angry (n=6) | 50% | 0% | 50% | +3 | Yes | Youth yell at people when they are angry less often. |
| Breaking things on purpose (n=5) | 20% | 20% | 60% | +1.4 | Yes | Youth break things on purpose less often. |
| Hitting people on purpose (n=4) | 25% | 25% | 50% | +1.3 | Yes | Youth hit people on purpose less often. |

Data Source: PRIDE

Risk Behavior: Primary Outcomes

- Staff identified the following as primary outcomes for risk behavior:
 - Substance use will decrease
 - Gang affiliation will decrease
 - Involvement in juvenile justice system will decrease

Substance Use

- Some of the youth had never tried alcohol or street drugs. Half of the respondents had never drunk alcohol (50%, n=4); and none had ever tried street drugs (0%, n=3).
- All respondents reported having smoked cigarettes and marijuana. 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 the greatest improvement on smoking cigarettes, with three-quarters of participants reporting that they use this substance less frequently (75%, n=4). Participants showed no change in how often they smoke marijuana.

**Exhibit 21–19
Substance Use
Girls Detention Advocacy Project/Sister Circles**

| 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=4) | 0% | 25% | 75% | 1.8 | Yes | Youth smoked cigarettes less often . |
| Drinking Alcohol (n=2) | 0% | 50% | 50% | 1.0 | Yes | Youth drank alcohol less often . |
| Smoking Marijuana (n=1) | 0% | 100% | 0% | 0.0 | No | Youth showed no change in smoking marijuana. |

Data Source: PRIDE

Gang Affiliation

- None of the participants acknowledge “hanging out” with gang members at the beginning of the program.

Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with Girls Detention Advocacy Project/Sister Circles. 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, 5% 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, no youth 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 that for this program, data are available for very few youth. 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 21–20
Recidivism Rates
Girls Detention Advocacy Project/Sister Circles

| 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 | 20% | 5 | 0% | 3 |
| 12 | 40% | 5 | 0% | 3 |
| 18 | 67% | 3 | NA | 0 |
| 24 | NA | 0 | NA | 0 |

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

Service Satisfaction

How satisfied are youth with the services they received?

- Of those participants who reported their satisfaction with the program, all of them said they were satisfied or very satisfied with all aspects of the program (n=9).
- Over half of the participants said they were either satisfied or very satisfied with the types of services offered and with the program overall (55%, n=9).

Exhibit 21–21
Participant Satisfaction
Girls Detention Advocacy Project/Sister Circles

| Percent of participants who were satisfied with... | Very Dissatisfied or Dissatisfied | Very Satisfied or Satisfied | No Opinion |
|--|-----------------------------------|-----------------------------|------------|
| The program overall (n=9) | 0% | 55% | 44% |
| The types of services offered (n=9) | 0% | 55% | 44% |
| The staff (n=9) | 0% | 44% | 55% |
| Respect shown for participant's ethnic and cultural background (n=9) | 0% | 44% | 55% |

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 participants **felt safe** attending the program, said they would **recommend it to their friends**, would **talk to a staff member** if they were in trouble, and were **interested in staying in touch** and helping out with the program.

Exhibit 21–22
Program Attachment
Girls Detention Advocacy Project/Sister Circles

| After program Involvement, % of respondents who said “Yes” to: | % of Respondents |
|---|------------------|
| I feel safe attending this program (n=9) | 100% |
| I would recommend this program to my friends (n=9) | 100% |
| If I were in trouble and needed to talk, I would talk to a staff member at this program (n=7) | 100% |
| I am interested in staying in touch and helping out with the program (n=9) | 100% |
| If I were in trouble and needed to talk, I would talk to another youth at this program (n=7) | 22% |

Data Source: PRIDE

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

- According to the youth, the most significant benefit of the program is finding a job, with two-thirds of the respondents saying the program “helped [them] find a job” (67%, n=9). Participants reported several other benefits of the program, with 44% saying they received help in the following areas: completing homework, school and GED studies, keeping a job, getting away from gangs, and dealing with emotional problems.

**Exhibit 21–23
Program Benefits
Girls Detention Advocacy Project/Sister Circles**

| After program involvement, % of respondents who said they “got help from the program with...” | % of Respondents |
|---|------------------|
| Finding a job (n=9) | 67% |
| Homework/school/GED studies (n=9) | 44% |
| Keeping a job (n=9) | 44% |
| Getting away from gangs (n=9) | 44% |
| Emotional problems (n=9) | 44% |
| Safer sex education (n=9) | 33% |
| Drug or alcohol use (n=4) | 25% |
| Managing anger (n=5) | 20% |

Data Source: PRIDE

Are youth successfully completing the program?

- Although Exit Forms were completed for four 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 22

Hunters Point Family

Girls 2000 Family Services Program

Program Overview

The Girls 2000 Family Services Program provides ongoing intensive case management services to African American girls and their families living in public housing in Bayview Hunters Point. Case management services for participating girls focus on academic tracking, educational advocacy and support. Other services provided while in the program include tutoring sessions, assistance with mental health and physical health needs, vocational skills-building, counseling for alcohol and/or substance use and other life skills issues. Staff also provide support services to parents/guardians including parent outings and meetings, face-to-face meetings with each parent, general counseling and support, transportation to family support appointments, and referrals to other service providers and resources.

| Exhibit 22-1 Program At-A-Glance | | |
|--|--|--|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Case management ▪ Job training/readiness services ▪ Tutoring/help with homework ▪ Health education services ▪ Mentoring | <ul style="list-style-type: none"> ▪ Substance use counseling ▪ Mental health counseling ▪ Practical assistance such as help with transportation and meals ▪ Extra-curricular or after school activities |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Bayview Hunters Point | |
| Target population served: | <ul style="list-style-type: none"> ▪ African American girls between the ages of 10 and 18 who live in Bayview Hunters Point public housing ▪ 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 | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ Self ▪ Friend ▪ Brother, sister, or cousin ▪ Probation Officer ▪ Outreach Worker ▪ Social Worker ▪ Teacher or School Counselor ▪ Parent, guardian, or other adult family member | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ More than 2 years | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ 25 | |

Highlights on Program Outcome Findings¹⁹

Key Positive Findings

- There were positive findings across all education outcomes for this program. A high percentage of participants stayed enrolled in school while in the program, and all participants who were not in school before starting the program enrolled during the program. Moreover, program participants showed improvements in school attendance. Since starting the program, youth were more certain that they would graduate from high school or a GED program, with more than four-fifths of participants saying the program helped them stay in school or get their GED and made them more comfortable in their abilities in school or a GED program.
- Close to two-thirds of participants said they became involved in extra-curricular activities because of their participation in the program.
- Participants reported positive peer and staff relationships, with over four-fifths saying the program helped them get along better with their friends and/or relatives.
- 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

- Despite all of the positive outcomes in education, youths' grades stayed the same and their enjoyment of school dropped slightly since starting 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 \$100,000 through TANF funds, which was 100% of the program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$100,000, which was 25% of this program's total budget.

Number of youth served:²⁰

- Data on number and demographics of youth served are available for all but two months of the evaluation period: July 2003-April 2004, and July 2004-February 2005. During this period, the program served 27 youth.

Staffing:

- The program is staffed by three full-time and one part-time staff members.
- Staff have participated in trainings in the areas of team building, conflict resolution, and case management.²¹

¹⁹ We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 22-7.

²⁰ Data source: Participant Tracking Spreadsheets.

²¹ Information provided by Community Programs Division staff.

Factors Affecting Involvement in PrIDE Evaluation:

- Many of the young women in this program have participated in Girls 2000 for several years and staff expressed interest in tailoring the PrIDE forms to better capture the impact of this program on these youth.

Program Strengths and Successes:

- The program saw positive outcomes in youth with “none of the participants hav[ing] new juvenile cases opened [and] all of the participants [being] enrolled in school, having a high level of school attendance, and pass[ing] to the next grade level.”²²
- “Program services and activities include comprehensive case management services for each girl and her family, computer instruction and support, academic tutoring, therapeutic counseling, career mentoring, field trips, art classes, cooking classes, health and nutrition education, recreation, life skills workshops, and employment.”³
- “The depth and intensity of the family support component has increased over time as the program has become integrated into the community and into the lives of the girls in the program.”³

Program Challenges:

- A challenge has been the high level of peer pressure participants are experiencing which the staff notes, “is causing them to be more distracted.”
- According to Community Programs Division staff, “The girls are in shock at all the violence and death [they are exposed to on a daily basis] and do not have access to much mental health support...The case managers try to help the girls process their feelings, often time emotional issues that keep them from being successful in school, but the case managers also need to help the girls with concrete daily issues such as homework, doctor’s appointments, school issues, and more. The girls would benefit from more one-on-one attention, both for mental health and for tutoring.”
- “Girls 2000 staff were challenged with keeping clients on track in school and academically motivated once there was a decrease in staff. [Despite this, the program] still has not lost any girls. All clients have stayed committed to the program.”³

²² Information provided by the program.

**Exhibit 22–2
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 their race/ethnicity.

Data Sources

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

**Exhibit 22–3
Data Sources
Girls 2000 Family Service Program**

| 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"/> |

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 18 Baselines and their paired Follow-ups, no Youth Evaluation Surveys, and no Exit Forms. There are no Exit Form data available for this program largely because most participants remain involved with the program over a long period of time.

- The program served a total of 27 youth during the following periods: July 2003-April 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 18 youth surveys. Because programs did not submit data regarding how many youth were served between May and June 2004, we cannot report an exact response rate. All of the program participants have stayed involved in the program. Therefore, there are no Exit data available for this program.

Program Description

What are the characteristics of the youth served?

- Over two-thirds of the participants are under 13 years old, based on the program entry date (67%, n=27). This reflects the fact that most youth enter the program at a very young age and stay in the program for several years. During the evaluation period most of the youth served were between the ages of 13 and 15 years old, according to program staff.
- In keeping with the program's target population, all participants are African American females from the Bayview Hunters Point neighborhood (100%, n=27).

Exhibit 22-4
Youth Characteristics
Girls 2000 Family Service Program

| Characteristic at Program Entry | | % of Participants |
|--------------------------------------|-----------------------|-------------------|
| Age ♦ (n=27) | Under 13 years old | 67% |
| | 13-15 years old | 26% |
| | 16-17 years old | 4% |
| | Over 18 years old | 4% |
| Gender ♦ (n=27) | Female | 100% |
| Race/Ethnicity ♦ (n=27) | African American | 100% |
| Home Neighborhood ♠ (n=27) | Bayview Hunters Point | 100% |

Data Sources:

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

♠ CBO Questionnaire

- Over two-thirds of youth are in single-parent households (67%, n=18).
- Almost all of the participants entered the program through word of mouth referrals, from friends or family members or because the program is located in their neighborhood.

**Exhibit 22–5
Demographic Information
Girls 2000 Family Service Program**

| Characteristic at Program Entry | | % of Respondents |
|--|-------------------------|------------------|
| Language Spoken at Home (n=18) | English | 100% |
| Living Situation (n=18) | One Parent | 67% |
| | Two Parents | 11% |
| | Guardian | 11% |
| | Family but not parents | 6% |
| | Other | 6% |
| Referral to Program* (n=18) | Friend | 56% |
| | Family | 22% |
| | It's in my neighborhood | 17% |
| | JPD/PO/YGC | 6% |

*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.
- As a strong indication of the violence and aggression the youth are exposed to in their everyday environments, almost all participants say they knew someone who had been arrested and a similar percentage say they knew someone who had died (88% and 94%, n=16). Over three-quarters of the youth had a friend who was arrested (79%, n=14). As a clear indication of the cycle of incarceration to which these youth are exposed, over one-third of the youth had a parent, neighbor, or other relative who had been arrested and 29% had a sibling who was arrested. A smaller percentage of youth say they themselves have been arrested (14%, n=14).
- As a further indication that youth are in high-risk peer groups, almost three-quarters of youth say that a friend had died. About two-fifths of respondents (41%, n=17) say they have tried alcohol or other drugs.

**Exhibit 22–6
Risk Factors
Girls 2000 Family Service Program**

| Risk Factors at Program Entry | | % of Respondents |
|--|---|------------------|
| Frequency with which Youth Hears Gunshots at Home (n=17) | Never | 6% |
| | Once or Twice | 29% |
| | Many Times | 65% |
| Feels Unsafe in Neighborhood (n=14) | | 29% |
| Acknowledges S/he Hangs Out With Gang Members (n=16) | | 25% |
| Has Tried Drugs or Alcohol (n=17) | | 41% |
| Knows Someone Who Was Arrested (n=14) | Knows at least one person who was arrested (n=16) | 88% |
| | Participant's friend was arrested* | 79% |
| | Participant's other relative was arrested* | 43% |
| | Participant's parent was arrested* | 36% |
| | Participant's neighbor was arrested* | 36% |
| | Participant's sibling was arrested* | 29% |
| | Participant was arrested* | 14% |
| Knows Someone Who Died (n=15) | Knows at least one person who died (n=16) | 94% |
| | Participant's friend died* | 73% |
| | Participant's neighbor died* | 13% |
| | Participant's parent died* | 7% |
| | Participant's sibling died* | 7% |

*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 22–7
Program Outcome Measures
Girls 2000 Family Service 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 ²³ | X | |
| | ▪ Substance use will decrease | | X |
| | ▪ Gang affiliation will decrease | | X |

²³ 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 | | | | 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 respondents | This is a narrative summary 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

- Of youth in this program, 94% were enrolled in school or a GED program prior to program participation. Of these, 94% stayed enrolled, and 6% dropped out. Six 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 school attendance. However, they did not show improvement in their grades or enjoyment of school. It should be noted that the changes are very minor, with youths' grades staying the same and their enjoyment of school dropping very slightly. Given the high amount of stress many of the youth in this program are experiencing, it is not surprising that school attachment may suffer.

**Exhibit 22–8
School Attendance/Attachment
Girls 2000 Family Service 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=14) | 29% | 43% | 29% | +1 | Yes | Youth missed fewer days during a given month. |
| Grades (n=13) | 39% | 31% | 31% | 0.0 | No | Youths' grades did not change . |
| Enjoyment of school (n=17) | 29% | 53% | 18% | -.2 | 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.
- More than four-fifths of respondents said that the program helped them stay in school or get their GED (88%, n=17).
- A similar percentage of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (82%, n=17).

**Exhibit 22–9
Youth Perceptions of How the Program
Promotes School Attachment
Girls 2000 Family Service Program**

| Indicators of School Attachment | Percent of Respondents |
|--|------------------------|
| The program helped participants to stay in school or get their GED. (n=17) | 88% |
| The program made participants feel more comfortable about their abilities in school or a GED program. (n=17) | 82% |

Data Source: PRIDE

Behavior Problems in School

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2.²⁴
- Before participating in this program, 6% of youth had been in trouble at school, either getting sent to the counselor's office, suspended, or expelled. After program participation, this proportion was 25%. As noted earlier, the youth in this program are often times undergoing tremendous stress due to the violence in their surroundings. Stress often means fewer opportunities to achieve academically and a greater likelihood of acting out at school.

Exhibit 22–10
Change in Behavior Problems in School
after Program Participation
Girls 2000 Family Service Program

| Sent to Counselor's Office, Suspended, or Expelled during the Past Three Months... | Percent of Respondents |
|--|------------------------|
| Prior to Program Enrollment (n=16) | 6% |
| After Program Participation (n=8) | 25% |

Data Source: PRIDE

Orientation toward Future Educational Attainment

- Since beginning the program 40% of youth reported that they were more certain they would graduate from High School or get their GED (n=15).

Exhibit 22–11
Orientation toward Future Educational Attainment
Girls 2000 Family Service 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=15) | 13% | 47% | 40% | +1 | Yes | Youth were more certain they would graduate from High School. |

Data Source: PRIDE

²⁴ Because data on this program is only available through the Baseline and Follow-up Surveys and not on the Youth Evaluation Survey, we only have year 1 results which include Baseline and Follow-up data submitted in the beginning of the 2004-2005 fiscal year.

Engagement in Positive After-School Activities

- Since attending the program, almost half of the participants reported that they spend more time in after-school activities (47%, n=15).

**Exhibit 22–12
After-School Activities
Girls 2000 Family Service 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=15) | 27% | 27% | 47% | +5 | Yes | Youth spent more 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=6).

**Exhibit 22–13
After-School Activities
Girls 2000 Family Service Program**

| Activity | Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program |
|---|--|
| Joined at least one activity: (n=6) | 100% |
| Other activity (n=7) | 29% |
| Going to a neighborhood or community center (n=11) | 27% |
| Volunteering (n=10) | 20% |
| Playing team sports (n=11) | 18% |
| Practicing martial arts (n=11) | 18% |
| Playing a musical instrument (n=10) | 10% |
| Participating in a youth group or club (n=12) | 8% |
| Working for pay (n=13) | 8% |
| Participating in a religious group or club (n=12) | 8% |

Data Source: PRIDE

- Close to two-thirds of respondents said that they became involved in extra-curricular activities, aside from the program itself, specifically because of their participation in this program (60%, n=15).

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 22–14
Positive Peer Relationships
Girls 2000 Family Service 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=18) | 94% |
| I can go to when I have problems. (n=18) | 89% |
| Helps me when I'm having a hard time. (n=18) | 89% |

Data Source: PRIDE

- Over four-fifths of participants said that the program helped them get along better with their friends and/or relatives (87%, n=15).

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 (83%, n=18).

Building Positive Relationships: Secondary Outcome

- Staff identified the following as a secondary outcome for building positive relationships:
 - 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 22–15
Positive Relationships with Parents/Guardians
Girls 2000 Family Service 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 |
|--|--|
| Expects me to follow the rules. (n=18) | 100% |
| Believes that I will be a success. (n=18) | 94% |
| Is interested in my schoolwork. (n=17) | 94% |
| Listens to me when I have something to say. (n=17) | 88% |
| Talks with me about my problems. (n=18) | 72% |

Data Source: PRIDE

- 87% of respondents (87%, n=15) report that the program helped them get along better with their friends and/or relatives.

Risk Behavior: Secondary Outcomes²⁵

- Staff identified the following as secondary outcomes for risk behavior:
 - Substance use will decrease
 - Gang affiliation will decrease

Substance Use

- Only a few youth reported their substance use on the PrIDE surveys. For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use.
- These participants show no improvements in their substance use, with three-quarters of respondents saying they smoke more marijuana (75%, n=4), and all respondents saying they drink more alcohol since attending the program (100%, n=3). Several of the youth in this program began the program when they were 9 and 10 years old. Therefore, these changes might easily be a result of participants getting older and having more exposure to drugs and alcohol. There is a small number of respondents for these questions so we cannot extrapolate these findings to all participants in the program.

**Exhibit 22–16
Substance Use
Girls 2000 Family Service 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=2) | 0% | 100% | 0% | 0.0 | No | Youth did not change how often they smoked cigarettes. |
| Drinking Alcohol (n=3) | 100% | 0% | 0% | -1.0 | No | Youth drank alcohol more often . |
| Smoking Marijuana (n=4) | 75% | 0% | 25% | -.3 | No | Youth smoked marijuana more often . |

Data Source: PrIDE

Gang Affiliation

- Youth did not respond to questions regarding gang affiliation on the PrIDE surveys so there are no data available on this outcome.

²⁵ This program selected "involvement with the juvenile justice system will decrease" as a primary outcome, but as noted in the footnote in Exhibit 22-7, recidivism analyses were not conducted for this program due to an insufficient number of cases.

Work and Job Readiness: Secondary Outcomes

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

Job Readiness

- A small percentage of participants report that they have obtained items such as an ID card or driver's license (14%, n=14) or have a resume (11%, n=9); an even smaller percentage said that the program helped them get ideas about what kind of job they want, or to believe that they can get a job.

Exhibit 22–17
Job Readiness
Girls 2000 Family Service Program

| Job Readiness Indicator | Percent of Respondents Reporting that the Program Helped them in These Areas |
|--|--|
| California (or other state) ID Card or Driver's License (n=14) | 14% |
| Resume (n=9) | 11% |
| Belief that I Can Get a Job (n=13) | 8% |
| Ideas about the Kind of Job I Want (n=12) | 8% |
| Social Security Card (n=0) | 0% |

Data Source: PRIDE

Employment

- Close to three-quarters of respondents held a job at the time they filled out the survey (72%, n=18).
- All of those employed reported that they had received help from this program in finding or keeping a job (100%, n=13).

Skill-Building: Secondary Outcomes

- Staff identified the following as secondary 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

- Program participants did not show much improvement in their social development and self-care skills. The greatest improvement was in youths' ability to take criticism without feeling defensive, with 43% of participants saying this had improved since they have attended the program (n=14). In three of these skill areas youth showed no change since starting the program, and in two areas youths' abilities slightly decreased.

Exhibit 22–18
Social Development and Self-Care Skills
Girls 2000 Family Service 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=16) | 44% | 44% | 13% | -.2 | No | Youth knew less about places to go to get help. |
| Ability to ask for help when s/he needs it (n=15) | 33% | 33% | 33% | 0.0 | No | Youth did not change in their ability to ask for help. |
| Ability to take criticism without feeling defensive (n=14) | 14% | 43% | 43% | +4 | Yes | Youth were better at taking criticism. |
| Ability to take pride in cultural background (n=17) | 29% | 47% | 24% | 0.0 | No | Youth showed no change in their cultural pride. |
| Ability to respect feelings of others (n=17) | 35% | 47% | 18% | -.1 | No | Youth were worse at respecting others' feelings. |
| Ability to think about how his/her choices affect his/her future (n=16) | 13% | 56% | 31% | 0.0 | No | Youth did not change how often they thought about the impact of their choices on their future. |

Data Source: PRIDE

Anger Management

- 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 minimal anger management skills as a result of program participation.
- Participants showed improvement on controlling their tendencies to do whatever they feel like doing when they are angry or upset, with over one-third of youth saying they improved in this area since attending the program (35%, n=17). However, participants did not show improvement in any of the other anger management skills, pointing to a continued need for programming that addresses these skills.

Exhibit 22–19
Anger Management
Girls 2000 Family Service 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=16) | 44% | 25% | 31% | -3 | No | Youth get mad more often . |
| Doing whatever s/he feels like doing when angry or upset (n=17) | 24% | 41% | 35% | +1 | Yes | Youth act out less often when angry or upset. |
| Believing it is okay to physically fight to get what you want (n=14) | 57% | 21% | 21% | -4 | No | Youth believe it is okay to physically fight to get something more often . |
| Yelling at people when angry (n=16) | 38% | 44% | 19% | -5 | No | Youth yell at people when they are angry more often . |
| Breaking things on purpose (n=16) | 43% | 50% | 7% | -6 | No | Youth break things more often on purpose. |
| Hitting people on purpose (n=17) | 53% | 29% | 18% | -1 | No | Youth hit people on purpose more often . |

Data Source: PRIDE

Service Satisfaction

How satisfied are youth with the services they received?

- Participants expressed a high level of satisfaction with the program (see Exhibit 22-20). About three-quarters of participants said they were satisfied or very satisfied with the staff and with the program overall (78% and 72%, n=18). About two-thirds of participants said they were satisfied or very satisfied with the types of services offered and the respect shown for participants ethnic and cultural background.

**Exhibit 22-20
Participant Satisfaction
Girls 2000 Family Service Program**

| Percent of participants who were satisfied with... | Very Dissatisfied or Dissatisfied | Very Satisfied or Satisfied | No Opinion |
|--|--|------------------------------------|-------------------|
| The staff (n=18) | 0% | 78% | 22% |
| The program overall (n=18) | 0% | 72% | 28% |
| The types of services offered (n=18) | 6% | 61% | 33% |
| Respect shown for participant's ethnic and cultural background (n=18) | 0% | 61% | 39% |

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 participants said they **felt safe** attending the program, that they would **recommend it to their friends**, and that they are interested in **staying in touch and helping out** with the program.

**Exhibit 22-21
Program Attachment
Girls 2000 Family Service Program**

| After program Involvement, % of respondents who said "Yes" to: | % of Respondents |
|--|-------------------------|
| I feel safe attending this program (n=15) | 100% |
| I would recommend this program to my friends (n=18) | 100% |
| I am interested in staying in touch and helping out with the program (n=17) | 100% |
| If I were in trouble and needed to talk, I would talk to a staff member at this program (n=18) | 83% |
| If I were in trouble and needed to talk, I would talk to another youth at this program (n=18) | 11% |

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, reported by almost all participants, is help with finding a job and with homework, school, and GED studies (89%, n=18 and 83%, n=18). These positive benefits are likely the results of Girls 2000's focus on education, as well as its environmental gardening and community placement jobs programs.

Exhibit 22–22
Program Benefits²⁶
Girls 2000 Family Service Program

| After program involvement, % of respondents who said they “got help from the program with...” | % of Respondents |
|---|------------------|
| Finding a job (n=18) | 89% |
| Homework/school/GED studies (n=18) | 83% |
| Keeping a job (n=18) | 72% |
| Safer sex education (n=18) | 61% |
| Managing anger (n=18) | 56% |
| Emotional problems (n=18) | 50% |
| Getting away from gangs (n=18) | 39% |

Data Source: PRIDE

Are youth successfully completing the program?

- All of the program participants have stayed involved in the program. Therefore, there are no Exit data available for this program.

²⁶ We do not report on participants receiving help from the program for drug or alcohol use because there were no cases reported.

Chapter 23

Girls Justice Initiative, United Way

Detention-Based Case Management, Inside Mentoring and After-Care Case Management

Program Overview

Detention-Based Case Management: The Girls Justice Initiative's Detention-Based Case Management program provides comprehensive assessment, case management, and referral services for girls detained in the San Francisco Youth Guidance Center. GJI's assessments are gender-specific and strength-based, derived from a model developed by OJJDP for Cook County Illinois.²⁷ Victim witness assessments and applications for services are available for girls in the program. The case management is comprehensive, involving the youth, PO and family to help the youth successfully transition out of the juvenile justice system. Case managers also provide referrals and follow-up for the youth they serve and their families, including monthly reports and check-ins to monitor the girls' progress.

| Exhibit 23-1 Program At-A-Glance | |
|--|--|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Case Management ▪ Mentoring ▪ After-care services: clothing, vouchers, etc. |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ City-wide |
| Target population served: | <ul style="list-style-type: none"> ▪ Girls ages 11-18 who are detained at the Youth Guidance Center ▪ Youth who are on probation ▪ Youth who are involved in gangs ▪ Youth who have used/abused drugs or alcohol |
| How youth are referred: | <ul style="list-style-type: none"> ▪ Automatic referral for all detained youth |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ More than 1 month and less than 6 months |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ 25 per month |

Inside Mentoring: The Girls Justice Initiative's Inside Mentoring program provides mentoring for youth who are detained at the Youth Guidance Center. The training component of this program offers trainings to JPD Community Programs Division contractors on skill development and techniques for working with youth in the Juvenile Justice system.

²⁷ Information provided by the program.

| Exhibit 23-2 Program At-A-Glance | | |
|--|---|---|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Mentoring to incarcerated youth | <ul style="list-style-type: none"> ▪ Training for JPD CP contractors |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Citywide | |
| Target population served: | Mentoring: <ul style="list-style-type: none"> ▪ Youth ages 11-18 ▪ Youth who are detained at YGC Training: <ul style="list-style-type: none"> ▪ JPD-contracted agencies and other community-based providers working with youth in the juvenile justice system | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ Mentoring: Detained youth referred by: <ul style="list-style-type: none"> ▪ School staff ▪ Detention staff ▪ Probation officers ▪ Girls Services Unit ▪ ▪ Training: <ul style="list-style-type: none"> ▪ Contacts from JPD CP Contractors | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ Mentoring: More than 1 month and less than 6 months ▪ Training: 8 trainings per year | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ Mentoring: 6 per month/72 youth per year. | |

After-Care Case Management: Beginning in January 2005, this 3-month-long program continues the services provided through the Detention-Based Case Management program to youth who are no longer detained in order to stabilize them as they make the transition out of juvenile hall. In addition to offering comprehensive case management to girls who were formerly detained, this program provides workshops in self-esteem, health, and employment with a focus on gender-specific issues. Mental health and substance use counseling are also offered to youth in this program.

| Exhibit 23-3 Program At-A-Glance | | |
|--|---|--|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Case management ▪ Health education services | <ul style="list-style-type: none"> ▪ Substance use counseling ▪ Mental health counseling |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Citywide | |
| Target population served: | <ul style="list-style-type: none"> ▪ Girls ages 13-18 who live in Bayview Hunters Point, the Mission, or Visitacion Valley ▪ African American, Hispanic, and Asian and Pacific Islander youth ▪ Youth who are on probation ▪ Youth who are at-risk of becoming involved with the juvenile justice system ▪ Youth who have used/abused drugs or alcohol | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ Self ▪ Probation Officer | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ More than one month and less than six months | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ 12 | |

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 funded the Detention-Based Case Management program and Inside Mentoring program. JPD's contract with these programs provided \$124,000, which was 30% of the programs' total budget.
- For the 2004-2005 contract year, JPD funded these two programs in addition to the After-Care Case Management program. JPD's contract with these 3 programs provided \$162,150, which was 46% of the programs' total budget.

Number of youth served:²⁸

- Data on number and demographics of youth served are available for all but three months of the evaluation period: July 2003-February 2004, and July 2004-February 2005.²⁹ During this period, the program served 554 youth. The Detention-Base Case Management program served 331 youth; Inside Mentoring served 166 youth; and After-Care Case Management served 57 youth.

Staffing:

- The Detention-Based Case Management program and Inside Mentoring program are staffed by four full-time staff members, including the Girls Justice Initiative Director, Program Coordinator and two case managers. The After-Care Case Management program is staffed by one full-time staff member and one intern.

Factors Affecting Involvement in PrIDE Evaluation:

- During the 2003-2004 contract year, GJI programs were involved in their own evaluation process through the United Way of the Bay Area.
- PrIDE data have not been collected for the Detention-Based Case Management program or Inside Mentoring program. Due to the programs' design participating in the PrIDE evaluation process is more difficult because of the short amount of time that participants are in the actual program.
- The After-Care Case Management program began participating in the PrIDE evaluation process in January 2005.

Program Strengths and Successes:

Detention-Based Case Management:

- The Girls Justice Initiative is working toward system changes that will enable better coordination of services for girls who are detained. "The Girls Justice Initiative (GJI) describes its major successes of the last year as the result of increased structure for the detention base management services and improvement in coordination between service providers. The detention-based case management team is assessing every girl who is in Juvenile Hall within 72 hours, and they have regularly scheduled case review with [community programs that serve these girls]." Because of this contact GJI staff "feel that they are seeing better outcomes for the girls... [and] Juvenile Hall staff are better able to understand what is going on with a girl and why she may be acting the way she is."³

²⁸ Data source: Participant Tracking Spreadsheets.

²⁹ For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

- The program has established credibility with the Juvenile Court judges. “The judges are now taking the GJI assessments and recommendations seriously as a source of information about what is going on with the girls, what is going to make a difference, and giving more validity to the strategy that helping the girls address victimization they have suffered will help them not come back to Juvenile Hall.”³⁰
- There were several positive findings from a two-year evaluation of GJI, reported in the “*Girls Justice Initiative Final Report Year Two*” which was written by Rebecca Aced-Molina. Comparing data on a sample of youth from years one and two of the evaluation of the GJI initiative, it was found that “recidivism and arrest rates for girls...decreased 25%.”
- Although working with probation officers to effectively serve girls involved in the juvenile justice system continues to be a challenge, progress has been made in this area. “Second-year findings [from the GJI evaluation] display significant improvements in probation officers’ awareness of the program, attitude towards community-based organizations, and partnership with the Girls Justice Initiative.”³¹

Inside Mentoring:

- Based on the first year evaluation report of GJI programs, “the first year of trainings was well attended and extremely well received.” This evaluation refers to the trainings as “strengthening strategies” for the systems reforms which are also occurring through GJI’s work.³²
- The training program is promoting stronger partnerships among service providers that work with girls who are involved with the juvenile justice system. The combination of trainings, mentoring and case management services provided by GJI has caused “relationships [to be] forged between the GJI leaders and the partners and across the partners that have laid the groundwork for an authentic community of practitioners focused on collectively improving outcomes for girls in juvenile hall.”³⁶

After-Care Case Management:

- According to program staff, a major success of this program “was collaborating with existing community-based organizations to provide various workshops, trainings, services, and resources for the young women in this program.”
- A main goal of the Girls Justice Initiative is to “address the lack of gender-responsive intervention strategies” used by programs serving young women involved with the juvenile justice system. To achieve this goal, all GJI programs have adopted the “Gender Competency Model [which] provide[s] girls with 1) a safe space to learn and grow, 2) healthy relationships with caring and appropriate adults, 3) activities that build and increase competencies, and 4) empowerment of young women to make great changes in their lives.”³⁵

Program Challenges:

Detention-Based Case Management:

- One challenge noted in the Senior Analyst Site Visit form is the lack of consistency in “working relationships with probation officers. Some will work with Girls Justice staff and others will not. In some cases, this is due to differences in approach; GJI seeks to address the bigger picture of a girl’s life to stop her from recidivating, as opposed to a more limited scope of concern primarily addressing the law violation.”

³⁰ Information provided by the program.

³¹ Information provided from Girls Justice Initiative Final Report Year Two: Rebecca Aced-Molina, 2004.

³² Information provided from Girls Justice Initiative Final Report: Rebecca Aced-Molina, 2003.

- Another challenge for this program is the nature of “step-down referrals” because “most community case management programs are prevention-based, and do not have the training or the staffing structure to commit the intense individual time needed by the highest-risk girls.”⁴

Inside Mentoring:

- The GJI is working toward a difficult goal of fostering stronger collaboration among service providers. While they have made progress in this area, they have encountered some significant barriers. A recurrent challenge for this program, and GJI on the whole, was collaboration. As noted in the “*Girls Justice Initiative Final Report*,” written by Rebecca Aced-Molina, the GJI evaluator, “the most common stated obstacles to collaboration were that 1) collaborations are funder-driven and 2) one person or organization takes all the credit for many different people and organizations’ efforts.”

After-Care Case Management:

- A major barrier this program faced was a lack of probation officers or referral services available to the program. Staff worked to overcome this barrier by “passing out flyers, talking to the probation officers about the program, and really convincing them that this was a good program to stabilize these girls once [they are] released from detention.”⁴

**Exhibit 23-4
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 their race/ethnicity.

Data Sources

- As stated earlier, the Detention-Based Case Management program and Inside Mentoring program are not participating in the PrIDE evaluation at this time. Therefore, no PrIDE data have been submitted for these two programs.
- PrIDE data have been submitted for the After-Care Case Management program. However, since the program just began in January 2005, these data consist of only 4 Youth Evaluation Surveys and no Exit Forms. We will not report on youth risk behaviors and outcomes for this program at this time, though the information will be used in future years as data for this program accumulates.

**Exhibit 23–5
Data Sources
Girls Justice Initiative**

| 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 After-Care Case Management program only.

Program Description

What are the characteristics of the youth served?

- Youth participants range in age from 11 to 20; on average, participants are 16 years old.
- Three-quarters of participants are female.
- Data on home neighborhoods is available for participants in the After-Care Case Management program only. For this program, the largest percentages of participants live in Bayview Hunters Point and the Mission (50% and 20, n=10).

**Exhibit 23–6
Youth Characteristics
Girls Justice Initiative**

| Characteristic at Program Entry | | % of Participants |
|-------------------------------------|---------------------------------|-------------------|
| Age♦ (n=112) | Under 13 years old | 3% |
| | 13-15 years old | 37% |
| | 16-17 years old | 49% |
| | Over 18 years old | 12% |
| Gender♦ (n=113) | Female | 76% |
| | Male | 24% |
| Race/Ethnicity♦ (n=113) | African American | 53% |
| | Latino/a | 22% |
| | White | 5% |
| | Chinese | 4% |
| | Samoan | 4% |
| | Cambodian | 3% |
| | Vietnamese | 2% |
| | Other | 4% |
| Home Neighborhood♦ (n=10) | Bayview Hunters Point | 50% |
| | Mission | 20% |
| | Excelsior | 10% |
| | Western Addition | 10% |
| | All areas outside San Francisco | 10% |

Data Sources:

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

♦ = CBO Questionnaire: Only for After-Care Case Management program.

What are participants' major risk factors?

These programs serve youth who are currently involved, or have been involved, in the juvenile justice system, as well as their families. In addition to having been detained, participants in this program may also fit any of the following conditions:

- On probation;
- Involved with gangs;
- Used/abused drugs or alcohol;
- Part of high-risk peer groups;
- Unstable families;
- Live in poverty.

Using data provided by the Juvenile Justice Information System (JJIS), we are able to analyze recidivism rates for youth involved in these programs.

- The table below shows recidivism rates for youth involved with Girls Justice Initiative programs. 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, 38% 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, 10% 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 that for this program, data are available for very few youth. 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 23–7
Recidivism Rates
Girls Justice Initiative**

| 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 | 38% | 40 | 10% | 21 |
| 12 | 73% | 26 | 60% | 5 |
| 18 | 86% | 22 | NA | 0 |
| 24 | 93% | 15 | NA | 0 |

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

Program Outcomes

Data on program outcomes will be available for the After-Care Case Management program in future evaluations.

Chapter 24

Mission Neighborhood Center

Young Queens on the Rise

Program Overview

Young Queens on the Rise is a gender-specific youth development program for girls in the greater Mission area. The program provides young girls with awareness and prevention workshops on STDs, pregnancy, HIV, drugs and violence to help educate and empower them to make positive choices. The program uses youth development principles to encourage young women to take responsibility for their own lives and to engage with their community.³³ Young Queens on the Rise is a project of the Mission Neighborhood Center.

| Exhibit 24–1 Program At-A-Glance | | |
|--|---|--|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Tutoring/help with homework ▪ Mentoring ▪ Case management ▪ Health education services | <ul style="list-style-type: none"> ▪ Referrals for job training/readiness services, GED services, and extra-curricular activities |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Bayview Hunters Point ▪ Excelsior | <ul style="list-style-type: none"> ▪ Mission |
| Target population served: | <ul style="list-style-type: none"> ▪ Latina and African American females between 14 and 18 years old ▪ Youth who live in the Mission/Bayview Hunters Point ▪ 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 | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ 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 | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ Between 6 months and 1 year | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ 30 | |

³³ Information provided by program grant plan.

Highlights on Program Outcome Findings³⁴

Key Positive Findings

- There were positive findings across all education outcomes for this program. All participants not in school before joining Young Queens on the Rise became enrolled during the program, while a high percentage of participants stayed enrolled in school while involved with the program. Since entering the program youth reported better grades, increased school attendance, and an increase in their enjoyment of school. Youth also reported fewer behavior problems in school and over three-quarters of participants said the program helped them stay in school or get their GED and made them feel more comfortable in their abilities in school.
- Participants reported positive peer, parental, and staff relationships. All youth say they have a parent or other adult who believes they will be a success and expects them to follow the rules, and three-quarters say they would talk to a staff member if they were in trouble.
- Program participants showed improvement in social development and self-care skills, and a decrease in their participation in risky behaviors. Almost half of the participants who said they hung out with gang members before starting the program said they no longer hung out with these individuals since starting the program. And of those who still hang out with people belonging to a gang, 83% said that they hung out with them less often.

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

- Since starting the program, youth reported spending less time in extra-curricular activities, even though 93% said they had joined at least one after-school activity since entering the Young Queens program.³⁵

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 \$50,000 through TANF, which was 100% of the program's budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$50,000, which was 75% of this program's total budget.

Number of youth served:³⁶

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.³⁷ During this period, the program served 69 youth.

Staffing:

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

³⁴ We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 24-7.

³⁵ This discrepancy is probably due to the fact that 23 youth responded to the question about change, but only 15 answered questions about specific activities they joined.

³⁶ Data source: Participant Tracking Spreadsheets.

³⁷ For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

Factors Affecting Involvement in PrIDE Evaluation:

- None.

Program Strengths and Successes:

- Young Queens on the Rise has witnessed an increase in the number of girls who have successfully completed their conditions. As staff note, “this means the girls in the program have not re-offended and are meeting all the court order requirements such as school attendance, grades, and following up with court referrals.”
- During the 2004-2005 contract year the program has focused more on education, “working with PACT, a non-profit organization that helps young people in applying for college admissions and financial aid.” Staff share that “the girls are beginning to view themselves [as having] the potential of enrolling into a four year college.”

Program Challenges:

- Funding continues to be a challenge as the program would like to be able to hire a full-time case manager who could work more closely with each of the girls.³⁸
- Staff express a desire to offer more prevention and early intervention services. “Currently, [Young Queens] serve young women who are already in crisis and have been introduced into the juvenile justice system. [The program] would love to serve more young women before they ever see the walls of juvenile hall. [The program] has submitted a Youth Initiated Project Proposal and have been awarded small grants to do some of this work.”

³⁸ Information provided by the program.

**Exhibit 24–2
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 their race/ethnicity.

Data Sources

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

**Exhibit 24–3
Data Sources
Young Queens on the Rise**

| 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"/> |

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 6 Baselines and their paired Follow-ups, 23 Youth Evaluation Surveys, and 24 Exit Forms. All of these data were utilized in this report.

- Between July 2003 and February 2005, the program served a total of 69 youth and submitted 29 youth surveys. This yields a response rate of 42%. This program submitted 24 Exit Forms. During this same period, the program reported that 29 youth had exited the program, yielding an approximate response rate of 83% for Exit Forms.³⁹

Program Description

What are the characteristics of the youth served?

- The program targets females between the ages of 14 and 18 years old, though participants range in age from 12 to 24. The average age of participants is 16 years old.
- All of the program's participants are girls.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in the Mission, Bayview Hunters Point, and Excelsior (30%, 27%, and 26%, n=86).

**Exhibit 24-4
Youth Characteristics
Young Queens on the Rise**

| Characteristic at Program Entry | | % of Participants |
|-------------------------------------|---------------------------------------|-------------------|
| Age♦ (n=45) | Under 13 years old | 9% |
| | 13-15 years old | 38% |
| | 16-17 years old | 33% |
| | Over 18 years old | 20% |
| Gender♦ (n=69) | Female | 100% |
| Race/Ethnicity♦ (n=69) | Latino/a | 42% |
| | African American | 32% |
| | Asian American and Pacific Islander | 10% |
| | Other | 16% |
| Home Neighborhood♦ (n=86) | Mission | 30% |
| | Bayview Hunters Point | 27% |
| | Excelsior | 26% |
| | Western Addition | 5% |
| | Outer Mission | 4% |
| | Diamond Heights | 2% |
| | All other San Francisco neighborhoods | 4% |
| | All areas outside San Francisco | 4% |

Data Sources:

♦ = Participant tracking spreadsheets;

³⁹ 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.

✦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 participants are in homes where English is the primary language (79%, n=28). The program also serves youth whose primary home language is Spanish, Russian, and Tagalog.
- About half of the participants live in single-parent homes (54%, n=28).
- The most common source of referrals to this program is the JPD, with about two-fifths of participants coming to the program through the JPD (43%, n=28).

**Exhibit 24–5
Demographic Information
Young Queens on the Rise**

| Characteristic at Program Entry | | % of Respondents |
|--|----------------------------------|------------------|
| Language Spoken at Home (n=28) | English | 79% |
| | Spanish | 11% |
| | Russian | 7% |
| | Tagalog | 4% |
| Living Situation (n=28) | One Parent | 54% |
| | Two Parents | 36% |
| | Family but not parents | 4% |
| | Guardian | 4% |
| | Group Home | 4% |
| Referral to Program* (n=28) | JPD/PO/YGC | 43% |
| | School | 18% |
| | Friend | 18% |
| | Family | 18% |
| | Referred by another organization | 4% |

*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. Over four-fifths of participants acknowledge that they hang out with gang members (83%, n=23). When asked if they knew anyone who had been arrested, 84% say that they did (n=29). Most commonly, they note that a friend had been arrested.
- As a further indication that youth are in high-risk peer groups, 94% of respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Two-thirds of respondents say they have tried alcohol or other drugs (65%, n=26).

**Exhibit 24–6
Risk Factors
Young Queens on the Rise**

| Risk Factors at Program Entry | | % of Respondents |
|--|---|------------------|
| Frequency with which Youth Hears Gunshots at Home (n=21) | Never | 33% |
| | Once or Twice | 24% |
| | Many Times | 43% |
| Feels Unsafe in Neighborhood (n=19) | | 42% |
| Acknowledges S/he Hangs Out With Gang Members (n=23) | | 83% |
| Has Tried Drugs or Alcohol (n=26) | | 65% |
| Knows Someone Who Was Arrested (n=27) | Knows at least one person who was arrested (n=29) | 84% |
| | Participant's friend was arrested* | 59% |
| | Participant was arrested* | 44% |
| | Participant's parent was arrested* | 15% |
| | Participant's sibling was arrested* | 15% |
| | Participant's neighbor was arrested* | 15% |
| | Participant's other relative was arrested* | 7% |
| Knows Someone Who Died (n=19) | Knows at least one person who died (n=26) | 92% |
| | Participant's friend died* | 74% |
| | Participant's neighbor died* | 32% |
| | Participant's parent died* | 11% |
| | Participant's sibling died* | 5% |

*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 24–7
Program Outcome Measures
Young Queens on the Rise

| 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 respondents | ↓ This is a narrative summary 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

- Of youth in this program, 92% were enrolled in school or a GED program prior to program participation. Of these, 95% stayed enrolled, and 5% dropped out. Eight 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 improvements in all three school attendance/attachment areas; the greatest improvement is in youths' school attendance, with 68% of participants saying their school attendance has improved since attending the program.

**Exhibit 24–8
School Attendance/Attachment
Young Queens on the Rise**

| 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=22) | 14% | 18% | 68% | +1.2 | Yes | Youth missed fewer days during a given month. |
| Grades (n=23) | 22% | 26% | 52% | + .7 | Yes | Youth got better grades . |
| Enjoyment of school (n=25) | 12% | 52% | 36% | + .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 three-quarters of respondents said that the program helped them stay in school or get their GED (77%, n=22).
- Over four-fifths of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (83%, n=23).

**Exhibit 24–9
Youth Perceptions of How the Program
Promotes School Attachment
Young Queens on the Rise**

| Indicators of School Attachment | Percent of Respondents |
|--|------------------------|
| The program helped participants to stay in school or get their GED. (n=22) | 77% |
| The program made participants feel more comfortable about their abilities in school or a GED program. (n=23) | 83% |

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.
- Before participating in this program, 33% of youth had been in trouble at school, either getting sent to the counselor’s office, suspended, or expelled. After program participation, none of the youth have gotten in trouble in school. It should be noted that the number of respondents for these questions was

low. Only one youth responded to the question *after* program participation and s/he reported not being in trouble at school.

Exhibit 24–10
Change in Behavior Problems in School
after Program Participation
Young Queens on the Rise

| Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months... | Percent of Respondents |
|--|------------------------|
| Prior to Program Enrollment (n=3) | 33% |
| After Program Participation (n=1) | 100% |

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 over four-fifths of participants showed improvement in their behavior in school (83%, n=18). No participants showed a negative change in this area.

Exhibit 24–11
Change in Behavior Problems in School
Young Queens on the Rise

| 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=18) | 0% | 17% | 83% | +2.1 | Yes | Youth had fewer behavior problems in school. |

Data Source: PRIDE

Orientation toward Future Educational Attainment

- Since entering the program, 52% of youth reported that they were more certain they would graduate from High School or get their GED (n=21). This is a compelling finding, given the program’s focus on education during the 2004-2005 contract year.

Exhibit 24–12
Orientation toward Future Educational Attainment
Young Queens on the Rise

| 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=21) | 14% | 33% | 52% | + .9 | Yes | Youth were more certain they would graduate from High School. |

Data Source: PRIDE

Engagement in Positive After-School Activities

- Since attending the program, close to one-third of participants reported that they spend more time in after-school activities (30%, n=23).

Exhibit 24–13
After-School Activities
Young Queens on the Rise

| 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=23) | 26% | 43% | 30% | -.2 | No | Youth spent less time in extra-curricular activities. |

Data Source: PRIDE

- Almost all of the respondents had joined at least one after-school activity since beginning the program (93%, n=15). Exhibit 24-14 shows a negative outcome while 93% of respondents report joining after-school activities. The difference is probably due to the fact that 23 youth responded to the question about change, while only 15 answered questions about specific activities they joined.

Exhibit 24–14
After-School Activities
Young Queens on the Rise

| Activity | Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program |
|---|--|
| Joined at least one activity: (n=15) | 93% |
| Participating in a youth group or club (n=15) | 67% |
| Going to a neighborhood or community center (n=16) | 56% |
| Working for pay (n=17) | 47% |
| Volunteering (n=16) | 31% |
| Playing team sports (n=17) | 29% |
| Playing a musical instrument (n=17) | 18% |
| Other activity (n=14) | 14% |
| Participating in a religious group or club (n=16) | 13% |
| Practicing martial arts (n=17) | 6% |

Data Source: PRIDE

- Close to two-thirds 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) (61%, n=23).

Work and Job Readiness: Secondary Outcomes

- Staff identified the following as secondary work and job readiness outcomes for the program:
 - Job readiness will increase
 - 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 (50% and 41%, n=22). Fewer participants have obtained items such as an ID, a driver's license, or a social security card.

Exhibit 24–15
Job Readiness
Young Queens on the Rise

| Job Readiness Indicator | Percent of Respondents Reporting that the Program Helped them in These Areas |
|---|--|
| Ideas about the Kind of Job I Want (n=22) | 50% |
| Belief that I Can Get a Job (n=22) | 41% |
| Resume (n=21) | 29% |
| California (or other state) ID Card or Driver's License (n=20) | 15% |
| Social Security Card (n=19) | 11% |

Data Source: PRIDE

Employment

- About two-fifths of respondents held a job at the time they filled out the survey (41%, n=27).
- Over four-fifths of those employed reported that they had received help from this program in finding or keeping a job (82%, n=11).

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

- Participants reported on the current positive peer relationships in their lives while in the program.
- High percentages of participants reported positive peer relationships.

Exhibit 24–16
Positive Peer Relationships
Young Queens on the Rise

| 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=24) | 92% |
| I can go to when I have problems. (n=25) | 92% |
| Helps me when I'm having a hard time. (n=25) | 92% |

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 with all respondents saying they have a parent or other adult who believes they will be a success and expects them to follow the rules.

Exhibit 24–17
Positive Relationships with Parents/Guardians
Young Queens on the Rise

| 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=26) | 100% |
| Believes that I will be a success. (n=23) | 100% |
| Is interested in my schoolwork. (n=24) | 96% |
| Listens to me when I have something to say. (n=24) | 79% |
| Talks with me about my problems. (n=25) | 72% |

Data Source: PRIDE

- Over half of the respondents report that the program helped them get along better with their friends and/or relatives (57%, n=21).

Positive Relationships with Program Staff

- Participants have developed relationships with staff members in the program. Close to three-quarters of participants said that if they were in trouble and needed help they would talk with a staff member about it (73%, n=11).

Skill-Building: Primary Outcome

- 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

- Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to think about how their choices will impact their future, to ask for help when they need it, and to respect the feelings of others.

**Exhibit 24–18
Social Development and Self-Care Skills
Young Queens on the Rise**

| 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=22) | 18% | 36% | 46% | +.5 | Yes | Youth knew more about places to go to get help. |
| Ability to ask for help when s/he needs it (n=23) | 9% | 39% | 52% | +.9 | Yes | Youth were better at asking for help. |
| Ability to take criticism without feeling defensive (n=24) | 29% | 29% | 42% | +.2 | Yes | Youth were better at taking criticism. |
| Ability to take pride in cultural background (n=24) | 21% | 42% | 38% | +.5 | Yes | Youth showed an increase in their cultural pride. |
| Ability to respect feelings of others (n=23) | 22% | 26% | 52% | +.9 | Yes | Youth were better able to respect others' feelings. |
| Ability to think about how his/her choices affect his/her future (n=23) | 22% | 17% | 61% | +1.0 | 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:
 - 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 improvements in all areas except for one, where they showed no change. Participants showed the greatest improvements in refraining from breaking things and hitting people on purpose when they are angry or upset.

**Exhibit 24–19
Anger Management
Young Queens on the Rise**

| 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=24) | 25% | 38% | 38% | +3 | Yes | Youth get mad less often . |
| Doing whatever s/he feels like doing when angry or upset (n=23) | 13% | 35% | 52% | +7 | Yes | Youth act out less often when angry or upset. |
| Believing it is okay to physically fight to get what you want (n=23) | 30% | 30% | 39% | 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=24) | 8% | 42% | 50% | +8 | Yes | Youth yell at people when they are angry less often . |
| Breaking things on purpose (n=20) | 5% | 40% | 55% | +1.0 | Yes | Youth break things on purpose less often . |
| Hitting people on purpose (n=22) | 0% | 32% | 68% | +1.6 | Yes | Youth hit people on purpose less often . |

Data Source: PRIDE

Risk Behavior: Primary Outcomes

- Staff identified the following as primary outcomes for risk behavior:
 - Gang affiliation will decrease
 - Involvement in juvenile justice system will decrease

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, 47% said that they no longer hung out with them (n=15).⁴⁰ And of those who still hang out with people belonging to a gang, 83% said that they hung out less often (n=6).⁴¹

Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with Young Queens. 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, 22% 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, 18% 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 that for this program, data are available for very few youth. 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 24–20
Recidivism Rates
Young Queens on the Rise

| 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 | 22% | 9 | 18% | 11 |
| 12 | 40% | 5 | 17% | 6 |
| 18 | 50% | 4 | 0% | 2 |
| 24 | 50% | 2 | NA | 0 |

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

⁴⁰ This statement applies to the cumulative sample (year 1 and year 2).

⁴¹ This statement applies to only the year 2 sample; no comparable question was asked in year 1.

Risk Behavior: Secondary Outcome

- Staff identified the following as a secondary outcome for risk behavior:
 - Substance use will decrease

Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. Over half of the respondents had never smoked cigarettes (53%, n=19); 42% had never drunk alcohol (n=19); 47% had never smoked marijuana (n=19); and 83% had never tried street drugs (n=18).
- 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 their use of all substances, with the greatest improvements seen in their drinking alcohol and smoking marijuana. Over two-thirds of participants reported that they use these substances less frequently since attending the program (69%, n=13).

**Exhibit 24–21
Substance Use
Young Queens on the Rise**

| 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=12) | 8% | 42% | 50% | +.9 | Yes | Youth smoked cigarettes less often. |
| Drinking Alcohol (n=13) | 15% | 15% | 69% | +1.6 | Yes | Youth drank alcohol less often. |
| Smoking Marijuana (n=13) | 15% | 15% | 69% | +1.6 | Yes | Youth smoked marijuana less often. |
| Using street drugs (e.g. speed or ecstasy) (n=3) | 0% | 67% | 33% | +.3 | 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 the program (see Exhibit 24-22). Three-quarters of participants said they were satisfied or very satisfied with the types of services offered, while 71% said they were satisfied or very satisfied with the staff. Close to two-thirds of participants also expressed satisfaction with the program overall and the respect shown for their ethnic and cultural backgrounds.

**Exhibit 24-22
Participant Satisfaction
Young Queens on the Rise**

| Percent of participants who were satisfied with... | Very Dissatisfied or Dissatisfied | Very Satisfied or Satisfied | No Opinion |
|---|-----------------------------------|-----------------------------|------------|
| The types of services offered (n=28) | 7% | 75% | 18% |
| The staff (n=28) | 11% | 71% | 18% |
| Respect shown for participant's ethnic and cultural background (n=28) | 18% | 61% | 21% |
| The program overall (n=28) | 14% | 64% | 21% |

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 said they would **recommend this program to their friends**, that they are interested in **staying in touch and helping out**, and that they **felt safe** at the program (96%, n=26; 95%, n=20; 92%, n=25).

**Exhibit 24-23
Program Attachment
Young Queens on the Rise**

| After program Involvement, % of respondents who said "Yes" to: | % of Respondents |
|---|------------------|
| I would recommend this program to my friends (n=26) | 96% |
| I am interested in staying in touch and helping out with the program (n=20) | 95% |
| I feel safe attending this program (n=25) | 92% |
| If I were in trouble and needed to talk, I would talk to a staff member at this program (n=11) | 73% |
| If I were in trouble and needed to talk, I would talk to another youth at this program (n=28) | 32% |

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 is providing participants with safer sex education with two-thirds of participants saying they received help from the program in this area. Over half of the participants also said they received help with homework, school, and GED studies, with finding and keep a job, and with getting away from gangs.

**Exhibit 24–24
Program Benefits
Young Queens on the Rise**

| After program involvement, % of respondents who said they “got help from the program with...” | % of Respondents |
|---|------------------|
| Safer sex education (n=27) | 67% |
| Homework/school/GED studies (n=27) | 59% |
| Finding a job (n=27) | 56% |
| Keeping a job (n=27) | 52% |
| Getting away from gangs (n=27) | 52% |
| Emotional problems (n=27) | 41% |
| Drug or alcohol use (n=21) | 33% |
| Managing anger (n=6) | 17% |

Data Source: PRIDE

Are youth successfully completing the program?

- Although Exit Forms were completed for 24 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 25

SAGE Project, Inc.

Survivor Services for Girls

Program Overview

Survivor Services for Girls (in custody) serves young women who have experienced abuse, victimization, and trauma and who are currently incarcerated, on probation, or at risk of becoming involved with the juvenile justice system with counseling and case management services. The program provides a range of services to participating girls, including crisis counseling, case management, legal advocacy (accompaniment to court dates and meetings with a probation officer or lawyer), weekly support groups, gender-specific curriculum, and domestic violence services.

| Exhibit 25-1 Program At-A-Glance | | |
|--|--|---|
| Services provided to youth: | <ul style="list-style-type: none">▪ Case management▪ Mental health counseling | <ul style="list-style-type: none">▪ Extra-curricular or after-school activities |
| Primary neighborhoods served: | <ul style="list-style-type: none">▪ Bayview Hunters Point | <ul style="list-style-type: none">▪ Outer Mission |
| Target population served: | <ul style="list-style-type: none">▪ Girls who have been sexually exploited/been involved in prostitution▪ Girls who are truant▪ Girls who are at risk of becoming involved in the juvenile justice system▪ Girls who are on probation▪ Girls who are involved in gangs▪ Girls who have used/abused drugs or alcohol | |
| How youth are referred: | <ul style="list-style-type: none">▪ Self▪ Probation Officer▪ Outreach Worker▪ Case Manager▪ Social Worker▪ Youth Guidance Center▪ Public Defender▪ District Attorney's Office | |
| Average length of time youth spend in program: | <ul style="list-style-type: none">▪ Between 1 week and three months | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none">▪ 8 | |

Highlights on Program Outcome Findings⁴²

Key Positive Findings

- Because services are provided in-custody (on a crisis counseling basis), evaluating program effectiveness in all of the above areas has proved challenging. Based on Exit Form data completed by program staff, the largest percentage of girls left the program because they were transferred to out-of-county group home placements; a small percentage of the girls remains involved with other programs offered by SAGE once they leave custody. Staff observe that “intervention around sexual exploitation is succeeding both one-on-one and in group sessions...the structure and ground rules of the in-custody group improve communication between the girls.”

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 \$60,000, which was 100% of the program's budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$60,000, which was 100% of this program's total budget.

Number of youth served:⁴³

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.⁴⁴ During this period, the program served 100 youth.

Staffing:

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

Factors Affecting Involvement in PrIDE Evaluation:

- As primarily a crisis intervention program, it is difficult for staff to have the girls complete the PrIDE survey because they see them on a short-term basis while they are in the hall. Staff Exit Forms are completed for all girls who go through the program, but a much smaller number of Youth Evaluation Surveys (formerly the Baseline and Follow-up Surveys) are completed by the girls in the program. Those youth who complete the survey are also involved in more long-term case management through the Life Skills program.
- Staff note, “Our contact with the girls is, for the most part, just while they are in custody; so filling out the more comprehensive survey is difficult.”

⁴² We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 25-5.

⁴³ Data source: Participant Tracking Spreadsheets.

⁴⁴ For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

Program Strengths and Successes:

- “Intervention around sexual exploitation is succeeding both one-on-one and in group sessions. The staff observe that the structure and ground rules of the in-custody group improve communication between the girls. They see a shift...as the group sessions defuse tensions, give an outlet for frustration, and increase respect between girls as they learn about and from each other. The girls seem to feel less isolated and alone when they hear how peer educators and other girls are dealing with issues.”⁴⁵
- “Some of the most compelling cases have involved continued contact with the girls out of custody. [Program staff] have continued the relationships [they] have formed with several of the girls in custody and maintained contact with them in their group home placement, encouraging them to work on creating positive change in their lives.”⁴⁶
- Several components of the program provide young women with victimization assessments, which include the following: one-on-one counseling/crisis counseling, prostitution assessments; wrap-around case management services for girls in-custody; mental health treatment services; a weekly support group for girls incarcerated at YGC; support to the out-of-custody Life Skills for Girls program participants; and domestic violence services.⁵

Program Challenges:

- Providing services through the peer counseling model has created some staffing issues, because peer educators “come on board with little work experience and need lots of training and supervision, and may make missteps even with a lot of support.”⁴⁴
- According to Community Programs Division staff space is a challenge. “[Program staff] are not allowed to see girls in their office in W-3, and are being moved...into a smaller space.”
- The program staff notes an improvement could be made in the referral process for girls who have been charged with prostitution. The program does not “get calls regularly from probation or counselors in custody.”⁴⁵
- “Victim Witness claims proved difficult to file due to barriers with the Victim Witness bureaucracy and difficulty in obtaining past police records and CPS reports.”⁴⁵

⁴⁵ Information provided by Community Programs Division staff.

⁴⁶ Information provided by the program.

**Exhibit 25–2
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 their race/ethnicity.

Data Sources

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

**Exhibit 25–3
Data Sources
Survivor Services for Girls**

| 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"/> |

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 76 Exit Forms, but no Baselines with paired Follow-ups, and only one Youth Evaluation Survey. Due to the structure of this program, with services being provided in-custody (on a crisis counseling basis), it is difficult for youth to complete PrIDE forms. Therefore,

we report only Exit Form data in this chapter. It should be noted that program staff are working with approximately four youth who are being case managed through the Life Skills program. These youth will complete Youth Evaluation Surveys in the upcoming months.

Program Description

What are the characteristics of the youth served?

- Respondents range in age from 12 to 20. The average age of participants is 16 years old.
- This program serves girls who are involved in sexual exploitation/prostitution and girls with victimization issues.
- About half of the participants are African American (49%, n=100), though the program also serves youth who are Latina, White, Cambodian and Vietnamese.
- The largest percentages of participants live in Bayview Hunters Point and Outer Mission (8% and 7%, n=85).

**Exhibit 25–4
Youth Characteristics
Survivor Services for Girls**

| Characteristic at Program Entry | | % of Participants |
|--------------------------------------|---------------------------------------|-------------------|
| Age ♦ (n=99) | Under 13 years old | 1% |
| | 13-15 years old | 36% |
| | 16-17 years old | 50% |
| | Over 18 years old | 13% |
| Gender ♦ (n=100) | Female | 100% |
| Race/Ethnicity ♦ (n=100) | African American | 49% |
| | Latino/a | 18% |
| | White | 17% |
| | Asian American and Pacific Islander | 9% |
| | Other | 7% |
| Home Neighborhood ♦ (n=85) | Bayview Hunters Point | 8% |
| | Outer Mission | 7% |
| | Downtown/Tenderloin | 5% |
| | Excelsior | 5% |
| | Diamond Heights | 4% |
| | Mission | 4% |
| | Potrero Hill | 4% |
| | Hayes Valley | 2% |
| | Western Addition | 2% |
| | All other San Francisco neighborhoods | 6% |
| | All areas outside San Francisco | 54% |

Data Sources:

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

♦ CBO Questionnaire

- We do not have additional **demographic information** or information about participants' **risk factors** because we do not have youth survey data.

Program Services

Staff provided a very detailed description of the specific services this program provides, including:⁴⁷

- Victimization assessments and one-on-one counseling about past traumas and current emotional issues.
- Prostitution assessments and one-on-one counseling about sexual exploitation issues.

⁴⁷ Information is taken directly from written comments made by staff on the CBO questionnaire.

- Assistance in filing a victim/witness claim based on documented victimization to receive state funds for mental health treatment and therapy services.
- Crisis counseling for girls involved in prostitution and girls with domestic violence or trauma issues who are only briefly incarcerated in juvenile hall.
- Wrap-around case management services for girls in custody, including: legal advocacy; accompaniment to court dates and meetings with their probation officer or lawyer; and assistance and referrals to develop a treatment plan to address their educational, vocational, mental health, and physical health needs. For girls who are out of custody and on probation, long-term case management services include: legal advocacy; accompaniment to court dates and meetings with a probation officer or lawyer; assistance with school enrollment, finding a job or other vocational services; assistance with medical issues, referrals to clinics, accompaniment to doctor's appointments; and one-on-one counseling and mentoring.
- The program also provides mental health treatment services, including group, individual, and family counseling referrals to pre-screened therapists who specialize in working with abuse and trauma.
- Weekly support group for girls incarcerated at YGC with gender-specific curriculum, such as classes on healthy relationships, domestic violence, sexual abuse and sexual exploitation, and making healthy life choices.
- Support to the out-of-custody Lifeskills for Girls program through Survivors Services staff participation in the weekly four-hour Lifeskills class and facilitation of group sessions on topics such as domestic violence, trauma and Post-Traumatic Stress Disorder (PTSD), healthy relationships, self-esteem, and recovering from violence.
- Available domestic violence services, including: assistance with restraining orders, photographs of injuries, and police reports; counseling; and referrals to domestic violence shelters for those being battered. For girls who are arrested as domestic violence perpetrators for being violent towards their family members, services include one-on-one anger management counseling, referrals to family therapy, mediation with family members, assistance with legal matters, and close contact with the domestic violence probation officer at YGC in order to develop a wrap-around treatment plan.

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.

We have listed these services in detail because in this type of program, which provides crisis-related, relatively short-term services, the cause and effect between the types of services provided and long-term change can be difficult to observe. Crisis intervention services focus on immediate needs of clients; any long-term changes that do occur for program participants are not likely to be revealed until later, after they have left the program. For this reason, in evaluating SAGE Survivor Services for Girls, it is essential to monitor if services were made available, delivered, and utilized by girls. It is difficult, and can be inappropriate, to assess long-term change for a short-term program.

**Exhibit 25–5
Program Outcome Measures
Survivor Services for Girls**

| 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 | |
| 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 ⁴⁸ | X | |
| | ▪ Substance use will decrease | | X |
| | ▪ Gang affiliation will decrease | | X |
| Other Outcome(s) Identified by Program Staff⁴⁹ | ▪ Involvement in prostitution will decrease | X | |
| | ▪ Girls will learn techniques to manage PTSD/trauma symptoms | X | |
| | ▪ At-risk girls will be educated to prevent involvement in prostitution | X | |

The primary source of information about outcomes for this program are from the Juvenile Justice Information System (JJIS) which provides data on sustained petitions.

Using data provided by the Juvenile Justice Information System (JJIS), we are able to analyze recidivism rates for youth involved in these programs. Exit Forms completed by staff provide a very brief summary of girls’ status at time of program exit.

⁴⁸ 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 feasible for this report.

⁴⁹ Additional outcomes identified by program staff were not evaluated, since data were gathered only on standardized outcomes.

Are youth recidivating?

- The table below shows recidivism rates for youth involved with Survivor Services for Girls. 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, 14% had had at least one more sustained petition, while in the six month period following program entry, 21% had recidivated. As a short-term, crisis intervention program, Survivor Services for Girls is working with a very high-risk population of youth. These youth, on average, only have one or two contacts with program staff before being released from juvenile hall and are therefore more likely to recidivate within the first 6 months following their involvement in the program. It is at the 12-month period after program entry that the recidivism rates start to drop, as youth have more contact with staff as they re-enter the hall. As the table shows, at 12 months after a first sustained petition, 37% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the 12 month period following program entry, 19% had recidivated. Likewise, there are lower rates at the 18-month mark. The rate rises again for youth at the 24-month mark following program entry, with 50% of youth recidivating compared to 42% recidivating after a first sustained petition. It should be noted that data for the program entry recidivism rate at this time period are available for only two youth, so it is hard to compare rates for the 12-month mark. (For more detailed information on how these rates were calculated, please see section on **How Recidivism Results were Calculated** in the Appendix.)
- It is important to note that 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 25-6
Recidivism Rates
Survivor Services for Girls**

| 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 | 14% | 35 | 21% | 29 |
| 12 | 37% | 27 | 19% | 16 |
| 18 | 48% | 25 | 27% | 11 |
| 24 | 42% | 12 | 50% | 2 |

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

Are youth successfully completing the program?

- Close to two-thirds of youth served successfully completed the program; 20% of the youth partially completed the program.

**Exhibit 25-7
Exit Reason
Survivor Services for Girls**

| Reason for program exit* (n=76) | % of Respondents |
|---|-------------------------|
| Completed the program | 61% |
| Partial completion of program | 20% |
| Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL | 8% |
| Other | 24% |

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

Chapter 26

YWCA of San Francisco and Marin

Come Into the Sun Girls Mentorship Program and Family Integrated Treatment Services

Program Overview

Come into the Sun (CITS) Girls Mentorship Program provides at-risk girls, as well as girls caught up in the juvenile justice system, a positive alternative through gender-specific, one-on-one mentorship with professional women, as well as services such as tutoring, counseling, leadership development, community involvement, and a photo-journal project. Goals of the program include improvement in school performance, development of a future orientation, and no involvement or reduced involvement in the juvenile justice system. FITS (Family Integrated Treatment Services) provides intensive case management and therapy for seriously emotionally disturbed girls in the juvenile justice system; mothers of these girls are also provided eight week cycles of parent support groups. These are programs of the YWCA of San Francisco and Marin.

| Exhibit 26–1 Program At-A-Glance | | |
|--|---|--|
| Services provided to youth: | <ul style="list-style-type: none"> ▪ Tutoring/help with homework ▪ Mentoring ▪ Case management ▪ Mental health counseling ▪ Leadership development ▪ Cultural events and outings | <ul style="list-style-type: none"> ▪ Parent support group and weekly skill-building and leadership development workshops for clients ▪ Extra-curricular or after-school activities |
| Primary neighborhoods served: | <ul style="list-style-type: none"> ▪ Bayview Hunters Point ▪ Western Addition | <ul style="list-style-type: none"> ▪ Mission |
| Target population served: | <ul style="list-style-type: none"> ▪ Youth between the ages of 11 and 18 ▪ Female youth ▪ Youth who are on probation ▪ Youth who are at risk of becoming involved in the juvenile justice system | |
| How youth are referred: | <ul style="list-style-type: none"> ▪ Self ▪ Friend ▪ Brother, sister, or cousin ▪ Probation Officer ▪ Outreach Worker ▪ Case Manager ▪ Social Worker ▪ Teacher or School Counselor ▪ Parent, guardian, or other adult family member ▪ Therapists/other community-based organizations (CBOs) | |
| Average length of time youth spend in program: | <ul style="list-style-type: none"> ▪ More than 2 years | |
| Average # of youth who participate at any given time: | <ul style="list-style-type: none"> ▪ Mentoring: 20 ▪ FITS: 15 | |

Highlights on Program Outcome Findings⁵⁰

Key Positive Findings

- There were positive findings for all of the primary outcomes identified by the program. All participants were enrolled in school or a GED program before beginning the program and they all stayed enrolled during the program. Almost three-quarters of respondents said that the program made them feel more comfortable in their abilities in school or a GED program and over half said that the program helped them stay in school or get their GED. In line with these findings, youth were also more certain that they would graduate from high school after attending the program.
- Participants reported positive peer, parental, and staff relationships. Close to two-thirds of respondents said the program helped them get along better with their friends and/or relatives and over half of the participants said that if they were in trouble and needed help they would talk with a staff member.
- Program participants showed improvement in all social development and self-care skills. Participants also showed improvement in certain anger management skills such as controlling their tendencies to yell at people, do whatever they feel like, or break things on purpose when they are angry.

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

- Since attending the program, youth got slightly lower grades and behaved slightly worse in school.
- While youth showed improvements in several of the anger management skills, they got mad and felt that it was okay to physically fight to get something more often since starting 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 provided \$62,400 Baseline, and \$94,080 TANF to both the Come Into the Sun program and the CITS/Family Integrated Services component of the program; these two funding sources provided about 46% of the program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided a total of \$168,000 (\$98,000 for the FITS program and \$70,000 for Girls Mentorship program), which was 70% of this program's total budget.

Number of youth served:⁵¹

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.⁵² During this period, the two programs served a total of 104 youth, 71 in the Girls Mentorship Program and 33 in the Family Integrated Treatment Services program.

⁵⁰ We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 26-7.

⁵¹ Data source: Participant Tracking Spreadsheets.

⁵² For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

Staffing:

- The program is staffed by three full-time and one part-time staff member(s).
- Of the three full-time staff members, two work in the Girls Mentorship Program and one works in the Family Integrated Treatment Services. The part-time staff member works with the FITS program.
- YWCA staff have participated in trainings that include YWCA leadership school, time management, and conflict resolution.⁵³

Factors Affecting Involvement in PrIDE Evaluation:

- Youth and families being served by the FITS program have a history of system involvement and “often feel powerless...exercising power and saying no to PrIDE participation is common for several girls through [the] FITS contract.” Case managers’ first priority is providing support to help the youth stabilize as they adjust to returning home from placement or custody. It takes six to nine months for staff to build trust with the youth and their families in order for them to be willing to complete the PrIDE survey.⁵⁴
- For the Girls Mentorship Program, youth are more likely to complete the PrIDE survey after three to six months in the program since youth and their families must complete a lot of paperwork during their intake into the program.⁴

Program Strengths and Successes:

- Starting in September 2004, YWCA Come Into the Sun Girls Mentorship Program began offering weekly leadership workshops. “Through a collaborative effort with Violence Is Preventable for Girls (VIP), the girls received a stipend for a 12 week participation which culminated in a presentation about violence effects, statistics, prevention and resources.”⁵
- In addition to the weekly leadership workshops, the Girls Mentorship Program has also incorporated monthly outings to different cultural venues such as the Thai Ballet and Cirque Eloize.⁵
- While the program has experienced some challenges in recruiting appropriate mentors for some program participants, the program has compensated for this by directly providing support services to girls while they await a mentor match.⁴

Program Challenges:

- “A major challenge has been outreach and recruitment of volunteer women mentors...The number of young women awaiting mentors continues to grow and the program began to not take referrals due to the situation.”⁴

⁵³ Information provided by Community Programs Division staff.

⁵⁴ Information provided by the program.

**Exhibit 26–2
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 their race/ethnicity.

Data Sources

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

**Exhibit 26–3
Data Sources
Girls Mentorship Program and Family Integrated Treatment Services**

| 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"/> |

- 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, 2 Youth Evaluation Surveys, and 12 Exit Forms. All of these data were utilized in this report.

- Between July 2003 and February 2005, the program served a total of 104 youth and submitted 12 youth surveys. This yields a response rate of 12%. This program submitted 12 Exit Forms. During this same period, the program reported that 33 youth had exited the program, yielding an approximate response rate of 36% for Exit Forms.

Program Description

What are the characteristics of the youth served?

- This program's target population is youth ages 11 to 18; the actual age range of youth they serve is ten to 21 years old. The average age of girls participating in the two programs is 15.
- The program serves only girls.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition, Bayview Hunters Point, and the Mission. (19%, 18%, and 11%, n=104).

Exhibit 26–4
Youth Characteristics
Girls Mentorship Program and Family Integrated Treatment Services

| Characteristic at Program Entry | | % of Participants |
|---------------------------------------|---------------------------------------|-------------------|
| Age♦ (n=70) | Under 13 years old | 11% |
| | 13-15 years old | 57% |
| | 16-17 years old | 26% |
| | Over 18 years old | 6% |
| Gender♦ (n=71) | Female | 100% |
| Race/Ethnicity♦ (n=71) | African American | 52% |
| | Latino/a | 14% |
| | White | 4% |
| | Chinese | 3% |
| | Filipino | 3% |
| | Samoan | 1% |
| | Vietnamese | 1% |
| | Other | 21% |
| Home Neighborhood♦ (n=104)* | Western Addition | 19% |
| | Bayview Hunter's Point | 18% |
| | Mission | 11% |
| | Outer Mission Ingleside | 8% |
| | Bernal Heights | 4% |
| | Richmond | 4% |
| | Sunset | 4% |
| | Visitacion Valley | 4% |
| | Downtown/Tenderloin | 3% |
| | Haight | 3% |
| | All other San Francisco neighborhoods | 13% |
| | All areas outside San Francisco | 9% |

Data Sources:

- ♦ = Participant tracking spreadsheets (July 2003-June 2004, and July 2004-February 2005);
- ♦ = CBO Questionnaire: includes data for both Girls Mentorship and FITS programs.

- Most of the youth participants are in homes where English is the primary language (92%, n=12).
- Two-thirds of participants live in single-parent homes (67%, n=12).
- The highest percentage of participants are referred to the program by JPD, probation officers or the Youth Guidance Center (42%, n=12).

Exhibit 26–5
Demographic Information
Girls Mentorship Program and Family Integrated Treatment Services

| Characteristic at Program Entry | | % of Respondents |
|--|----------------------------------|------------------|
| Language Spoken at Home (n=12) | English | 92% |
| | Samoan | 8% |
| Living Situation (n=12) | One Parent | 67% |
| | Two Parents | 8% |
| | Family but not parents | 8% |
| | Group Home | 8% |
| | Other | 8% |
| Referral to Program* (n=12) | JPD/PO/YGC | 42% |
| | Referred by another organization | 33% |
| | Family | 25% |

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

What are participants' major risk factors?

- Two-thirds of participants (67%, n=12) say they have tried alcohol or other drugs.
- About one-third of participants say that they hang out with gang members (30%, n=10). Almost all participants say they knew someone who had been arrested (90%, n=10); most commonly they note that friends had been arrested. As a further indication that youth are in high-risk peer groups, nearly all say they knew someone who died (83%, n=12); with the largest percentage of youth saying that a friend had died (67%, n=9).

**Exhibit 26–6
Risk Factors
Girls Mentorship Program and Family Integrated Treatment Services**

| Risk Factors at Program Entry | | % of Respondents |
|--|---|------------------|
| Frequency with which Youth Hears Gunshots at Home (n=12) | Never | 33% |
| | Once or Twice | 25% |
| | Many Times | 42% |
| Feels Unsafe in Neighborhood (n=12) | | 17% |
| Acknowledges S/he Hangs Out With Gang Members (n=10) | | 30% |
| Has Tried Drugs or Alcohol (n=12) | | 67% |
| Knows Someone Who Was Arrested (n=10) | Knows at least one person who was arrested (n=10) | 90% |
| | Participant's friend was arrested* | 67% |
| | Participant was arrested* | 50% |
| | Participant's parent was arrested* | 30% |
| | Participant's other relative was arrested* | 30% |
| | Participant's sibling was arrested* | 10% |
| | Participant's neighbor was arrested* | 20% |
| Knows Someone Who Died (n=9) | Knows at least one person who died (n=12) | 83% |
| | Participant's friend died* | 67% |
| | Participant's neighbor died* | 22% |
| | Participant's parent died* | 22% |
| | 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 26–7
Program Outcome Measures
Girls Mentorship Program and Family Integrated Treatment Services

| 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 |
| Other Outcome(s) Identified by Program Staff⁵⁵ | ▪ Girls will develop a positive self-image | X | |

⁵⁵ 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=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 respondents | ↓ This is a narrative summary of the data |

Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program: [choose subset]
 - School attendance/attachment will increase
 - School behavioral problems will decrease
 - 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. All of them stayed enrolled during the program.
- We further investigate changes in school attendance and attachment. Program participants' enjoyment of school improved since they began the program; however, participants did not show improvement in their grades or in their school attendance.

Exhibit 26–8
School Attendance/Attachment
Girls Mentorship Program and Family Integrated Treatment Services

| 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=9) | 11% | 78% | 11% | 0.0 | Yes | Youth showed no change in their school attendance. |
| Grades (n=10) | 30% | 40% | 30% | -.1 | No | Youth got slightly lower grades. |
| Enjoyment of school (n=11) | 18% | 64% | 18% | +.2 | Yes | Youths' enjoyment of school increased a little . |

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 half of the respondents said that the program helped them stay in school or get their GED (55%, n=11).
- Almost three-quarters of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (73%, n=11).

Exhibit 26–9
Youth Perceptions of How the Program
Promotes School Attachment
Girls Mentorship Program and Family Integrated Treatment Services

| Indicators of School Attachment | Percent of Respondents |
|--|------------------------|
| The program helped participants to stay in school or get their GED. (n=11) | 55% |
| 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

- 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.

- Before participating in this program, none of the youth had been in trouble at school. After program participation, one participant answered the question, and that person had not been sent to the counselor's office, suspended, or expelled.

Exhibit 26–10
Change in Behavior Problems in School
after Program Participation
Girls Mentorship Program and Family Integrated Treatment Services

| Sent to Counselor's Office, Suspended, or Expelled during the Past Three Months... | Percent of Respondents |
|--|------------------------|
| Prior to Program Enrollment (n=7) | 0% |
| After Program Participation (n=1) | 0% |

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 for the two participants who completed a the PRIDE Youth Evaluation Survey, one reported that her behavior had stayed the same and one reported that her behavior had changed for the worse. It should be noted that this reflects data on only these two participants. It should also be noted that youth in these programs are often undergoing tremendous stress, especially those youth in the FITS program who are transitioning out of juvenile hall. With stress comes fewer opportunities to achieve academically and a greater likelihood of acting out at school.

Exhibit 26–11
Change in Behavior Problems in School
Girls Mentorship Program and Family Integrated Treatment Services

| 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) | 50% | 50% | 0% | -1.5 | No | Youth behaved slightly worse 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=9).

Exhibit 26–12
Orientation toward Future Educational Attainment
Girls Mentorship Program and Family Integrated Treatment Services

| 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=9) | 0% | 67% | 33% | +.6 | Yes | Youth were more certain they would graduate from High School. |

Data Source: PRIDE

Education: Secondary Outcome

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

Engagement in Positive After-School Activities

- Since attending the program, about half of the participants reported no change in the amount of time they spend in extra-curricular activities (46%, n=11); a little more than one-third of participants reported spending less time in extra-curricular activities (36%, n=11) and only 18% said they spend more time in after-school activities.

Exhibit 26–13
After-School Activities
Girls Mentorship Program and Family Integrated Treatment Services

| 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=11) | 36% | 46% | 18% | -.2 | No | Youth spent less time in extra-curricular activities. |

Data Source: PRIDE

- Three-quarters of respondents had joined at least one after-school activity since beginning the program (75%, n=4). Exhibit 26-14 shows a negative outcome while 75% of respondents report joining after-school activities. The difference is probably due to the fact that 11 youth responded to the question about change, but only four answered questions about specific activities they joined.

Exhibit 26–14
After-School Activities
Girls Mentorship Program and Family Integrated Treatment Services

| Activity | Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program |
|---|--|
| Joined at least one activity: (n=4) | 75% |
| Other activity (n=4) | 50% |
| Participating in a youth group or club (n=9) | 11% |
| Volunteering (n=9) | 11% |
| Playing team sports (n=9) | 11% |
| Practicing martial arts (n=9) | 11% |
| Going to a neighborhood or community center (n=12) | 0% |
| Working for pay (n=9) | 0% |
| Playing a musical instrument (n=9) | 0% |
| Participating in a religious group or club (n=9) | 0% |

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) (27%, n=11).

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

- Participants reported on the current positive peer relationships in their lives while in the program.
- High percentages of participants reported positive peer relationships.

Exhibit 26–15
Positive Peer Relationships
Girls Mentorship Program and Family Integrated Treatment Services

| 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=12) | 100% |
| Helps me when I'm having a hard time. (n=12) | 100% |
| I can go to when I have problems. (n=12) | 92% |

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 26–16
Positive Relationships with Parents/Guardians
Girls Mentorship Program and Family Integrated Treatment Services

| 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=12) | 100% |
| Is interested in my schoolwork. (n=12) | 100% |
| Expects me to follow the rules. (n=12) | 92% |
| Listens to me when I have something to say. (n=12) | 75% |
| Talks with me about my problems. (n=12) | 67% |

Data Source: PRIDE

- Close to two-thirds of respondents (63%, n=8) 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. Over half of the participants said that if they were in trouble and needed help they would talk with a staff member about it (56%, n=9).

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

- 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 felt unsafe and the ability to take criticism without feeling defensive (both 55%, n=11).

Exhibit 26–17
Social Development and Self-Care Skills
Girls Mentorship Program and Family Integrated Treatment Services

| 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=11) | 0% | 46% | 55% | +.8 | Yes | Youth knew a little more about places to go to get help. |
| Ability to ask for help when s/he needs it (n=11) | 9% | 64% | 27% | +.3 | Yes | Youth were slightly better at asking for help. |
| Ability to take criticism without feeling defensive (n=11) | 9% | 36% | 55% | +.5 | Yes | Youth were slightly better at taking criticism. |
| Ability to take pride in cultural background (n=9) | 11% | 44% | 44% | +.4 | Yes | Youth showed an increase in their cultural pride. |
| Ability to respect feelings of others (n=11) | 9% | 55% | 36% | +.5 | Yes | Youth were better able to respect others' feelings. |
| Ability to think about how his/her choices affect his/her future (n=10) | 10% | 40% | 50% | +.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 certain anger management skills as a result of program participation. There are still some anger management skills the participants need to acquire.
- According to their responses to these survey items, participants showed improvement on controlling their tendencies to yell at people, to do whatever they feel like, and to break things on purpose when they are angry.
- They did not show improvement on changing the belief that it is okay to physically fight to get what you want nor on their tendencies to get mad easily or to hit people on purpose.

Exhibit 26–18
Anger Management
Girls Mentorship Program and Family Integrated Treatment Services

| 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=11) | 36% | 36% | 27% | -.2 | No | Youth get mad more often. |
| Doing whatever s/he feels like doing when angry or upset (n=11) | 27% | 46% | 27% | +.3 | Yes | Youth act out less often when angry or upset. |
| Believing it is okay to physically fight to get what you want (n=11) | 36% | 36% | 27% | -.3 | No | Youth believe it is okay to physically fight to get something more often. |
| Yelling at people when angry (n=11) | 18% | 46% | 36% | +.5 | Yes | Youth yell at people less often when they are angry. |
| Breaking things on purpose (n=9) | 0% | 78% | 22% | +.2 | Yes | Youth break things less often on purpose. |
| Hitting people on purpose (n=10) | 20% | 60% | 20% | 0.0 | No | Youth show no change in their likelihood to hit people on purpose. |

Data Source: PRIDE

Risk Behavior: Primary Outcome

- 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 Girls Mentorship program and FITS 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 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, 24% 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, 18% had recidivated. Likewise, there are lower rates at the 12-month mark. At the 18-month and 24-month marks however, program participation no longer appears to have a positive effect on recidivism rates, with slightly higher percentages of youth recidivating since entering the program. (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 26–19
Recidivism Rates
Girls Mentorship Program and Family Integrated Treatment Services

| 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 | 24% | 21 | 18% | 22 |
| 12 | 37% | 19 | 33% | 15 |
| 18 | 50% | 14 | 56% | 9 |
| 24 | 67% | 6 | 100% | 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. None of the respondents had ever smoked cigarettes (0%, n=2); 50% had never drunk alcohol (n=2); 50% had never smoked marijuana (n=2); and none had ever tried street drugs (0%, n=2).
- 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 the greatest improvement on smoking cigarettes, with 60% saying they smoke cigarettes less frequently (n=5); and 40% of participants saying they smoke marijuana less frequently since beginning the program (n=5). However, participants show a slight increase in their frequency of alcohol use, with 60% reporting they use alcohol more frequently since attending the program (n=5).

**Exhibit 26–20
Substance Use
Girls Mentorship Program and Family Integrated Treatment Services**

| 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) | 0% | 40% | 60% | +1.8 | Yes | Youth smoked cigarettes less often. |
| Drinking Alcohol (n=5) | 60% | 20% | 20% | -.6 | No | Youth drank alcohol more often. |
| Smoking Marijuana (n=5) | 20% | 40% | 40% | +.6 | Yes | Youth smoked marijuana less often. |

Data Source: PRIDE

Gang Affiliation

- The one participant who acknowledged “hanging out” with those belonging to a gang *before* joining the program said that she no longer hung out with them.⁵⁶ While this change relates only to one individual, it appears that this participant is making different choices about her peer group since attending the program.

Work and Job Readiness: Secondary Outcomes

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

Job Readiness

- About one-third of participants reported that the program helped them get ideas about jobs they would like to have (30%, n=10), while 18% say the program helped them to believe that they can get a job (18%, n=11).

⁵⁶ This statement applies to the cumulative sample (year 1 and year 2).

Exhibit 26–21
Job Readiness
Girls Mentorship Program and Family Integrated Treatment Services

| Job Readiness Indicator | Percent of Respondents Reporting that the Program Helped them in These Areas |
|--|--|
| Ideas about the Kind of Job I Want (n=10) | 30% |
| Belief that I Can Get a Job (n=11) | 18% |
| Resume (n=11) | 9% |
| Social Security Card (n=2) | 0% |
| California (or other state) ID Card or Driver's License (n=10) | 0% |

Data Source: PRIDE

Employment

- Close to one-third of respondents held a job at the time they filled out the survey (27%, n=11).
- Two of the three participants who are employed reported that they had received help from this program in finding or keeping a job (67%, n=3).

Service Satisfaction

How satisfied are youth with the services they received?

- One-third of the participants said they were either satisfied or very satisfied with the types of services offered (33%, n=9), while 22% of participants said they were satisfied or very satisfied with the staff (n=9).

Exhibit 26-22
Participant Satisfaction
Girls Mentorship Program and Family Integrated Treatment Services

| Percent of participants who were satisfied with... | Very Dissatisfied or Dissatisfied | Very Satisfied or Satisfied | No Opinion |
|--|-----------------------------------|-----------------------------|------------|
| The types of services offered (n=9) | 0% | 33% | 67% |
| The staff (n=9) | 0% | 22% | 78% |
| Respect shown for participant's ethnic and cultural background (n=9) | 0% | 11% | 89% |
| The program overall (n=9) | 0% | 11% | 89% |

Data Source: PRIDE

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

- Participants do feel connected to the program as shown in their desire to stay in touch and help out with the program. All of the participants **felt safe** attending the program and over four-fifths said they are **interested in staying in touch and help out** with the program and would **recommend it to their friends** (100%, n=9; 89%, n=9; 88%, n=8).

Exhibit 26-23
Program Attachment
Girls Mentorship Program and Family Integrated Treatment Services

| After program involvement, % of respondents who said “Yes” to: | % of Respondents |
|---|------------------|
| I feel safe attending this program (n=9) | 100% |
| I am interested in staying in touch and helping out with the program (n=9) | 89% |
| I would recommend this program to my friends (n=8) | 88% |
| If I were in trouble and needed to talk, I would talk to a staff member at this program (n=9) | 56% |
| If I were in trouble and needed to talk, I would talk to another youth at this program (n=9) | 22% |

Data Source: PRIDE

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

- According to the youth, the most significant benefit of the program is getting help with homework, school, and GED studies (56%, n=9). Participants reported several other benefits of the program, with 44% saying they received help with emotional problems (n=9); and 22% saying they received help finding a job and managing their anger (n=9 for both).

Exhibit 26–24
Program Benefits⁵⁷
Girls Mentorship Program and Family Integrated Treatment Services

| After program involvement, % of respondents who said they “got help from the program with...” | % of Respondents |
|---|------------------|
| Homework/school/GED studies (n=9) | 56% |
| Emotional problems (n=9) | 44% |
| Finding a job (n=9) | 22% |
| Managing anger (n=9) | 22% |
| Safer sex education (n=9) | 11% |
| Getting away from gangs (n=9) | 11% |
| Keeping a job (n=9) | 0% |

Data Source: PRIDE

⁵⁷ We do not report on participants receiving help from the program for drug or alcohol use because there were no cases reported.

Are youth successfully completing the program?

- Close to one-fifth of youth served successfully completed the program (17%, n=12). The most common reasons participants did not complete the program (aside from “other reasons”) were probation violation or referral to another agency (25%, n=12 for both).
- For both the Girls Mentorship Program and FITS program, girls often stay in contact with program staff for long periods of time (an average of more than 2 years), and the staff provide mentoring, case management and a variety of support services on an as-needed basis. In other words, they tend to enter the program and stay there; this accounts for the low completion rates of participants.

Exhibit 26-25
Exit Reason
Girls Mentorship Program and Family Integrated Treatment Services

| Reason for program exit* | % of Respondents |
|--|------------------|
| Other (n=12) | 56% |
| Probation violation (n=12) | 25% |
| Referred to other agencies (n=12) | 25% |
| Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL (n=24) | 21% |
| Completed the program (n=12) | 17% |
| Partial completion of program (n=12) | 8% |
| New arrest/law violation (n=12) | 8% |

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