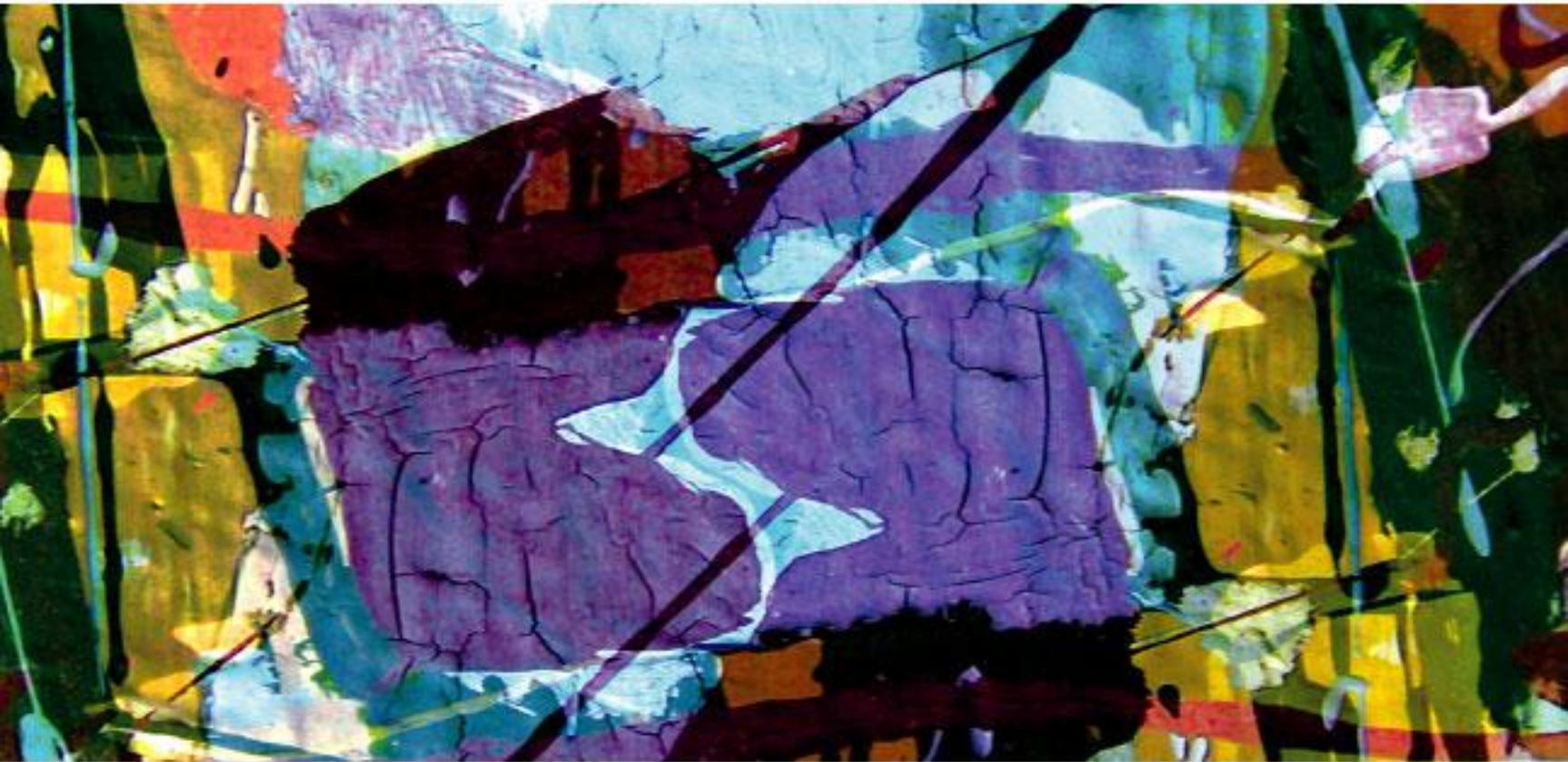


**freshdirections**

**volume II**



**communityprograms**

supported by the San Francisco  
Juvenile Probation Department

**june 2005**

prepared by  
LaFrance Associates, LLC  
for the Community Programs Division  
of the San Francisco Juvenile Probation Department



**LAFRANCE ASSOCIATES**

# Fresh Directions volume II

## Community Programs Supported by the San Francisco Juvenile Probation Department

---

**June 2005**

**Prepared by:**  
**LaFrance Associates, LLC**  
Nancy Latham, Ph.D  
Steven LaFrance, MPH  
Laura Jaeger  
Michael Lee

*LFA contributes to the health and well-being of communities  
by providing applied research, evaluation and technical assistance services  
that advance the work of organizations in the nonprofit, philanthropic, and public sectors.*

# Executive Summary: Fresh Directions volume II

## Community Programs Supported by the San Francisco Juvenile Probation Department

*Fresh Directions volume II* is the second comprehensive report on community-based services funded by the San Francisco Juvenile Probation Department's (SFJPD) Community Programs Division. This report is cumulative over two years; it covers the contract years 2003-2004, and 2004-2005. The Community Programs Division (CPD) allocates and manages approximately \$5 million annually from different funding streams: General Fund, Temporary Assistance for Needy Families (TANF), Juvenile Justice Crime Prevention Act, and Children Services Prop J dollars.<sup>1</sup> CPD funding decisions are approved by the Juvenile Probation Commission and made in concert with the Juvenile Justice Coordinating Council (JJCC) in San Francisco, which includes representatives from the Juvenile Probation Department, the Mayor's Office of Criminal Justice, all other youth-serving City Departments, local law enforcement agencies, and community-based providers. With the goal of preventing or reducing youths' involvement with the juvenile justice system, the SFJPD/CPD supports a variety of youth development promotion and delinquency prevention strategies, from education and life skills programs, to services specifically geared toward girls, to services for families. For each type of service, the Division partners with one or more community-based organizations, so that young people receive services provided from a *community* orientation, rather than a probation orientation, right in their home neighborhoods.

### What Will I Find in *Fresh Directions*?

- **Background, history, and context of the Community Programs Division** of the San Francisco Juvenile Probation Department
- A **literature review** that summarizes the demonstrated connection between youth development-oriented delinquency prevention strategies with reduced juvenile justice system involvement
- Descriptions of **eight types of SFJPD/CPD-funded programs**, such as Girls Services, Intensive Home Based Supervision, and Education, Life Skills, and Employment Programs
- A descriptive profile and evidence of effectiveness for **community-based organizations supported by the SFJPD Community Programs Division**
- Maps of San Francisco that pinpoint service locations in relation to geographic patterns of juvenile crime
- General **conclusions** and a set of **recommendations** for future evaluation

*Fresh Directions volume II* was prepared by LaFrance Associates, LLC (LFA), a San Francisco-based evaluation consulting firm the Community Programs Division has contracted with to manage the PrIDE (Program Information for Development and Evaluation) system since July 2002. About two-thirds of the programs that are funded by the Community Programs Division take part in this ongoing evaluation project. While this report highlights data from PrIDE, it also includes service delivery and utilization information across all funded programs.

The Executive Summary answers these questions:

1. What organizations and programs does the Community Programs Division support?
2. What youth are being served by SFJPD/CPD-funded programs?
3. What services do SFJPD/CPD-funded programs offer to young people?
4. What changes do young people who participate in these programs experience?
5. How satisfied are youth participants with the services these programs provide?

The following provides an overview of responses to each of these questions. The full report contains details about individual programs, grouped by type of service. The full report also opens with a review of the literature about the known effectiveness of prevention programs and delinquency reduction, as well as an extensive set of recommendations for future areas of focus in assessing the effectiveness of the community programs model.

<sup>1</sup> This pertains to the two contract years 2003-2004 and 2004-2005.

## 1. What organizations and programs does the Community Programs Division support?

During the 2003-2004 and 2004-2005 fiscal years, the Community Programs Division (CPD) of the San Francisco Juvenile Probation Department funded over 40 different programs for youth who are involved or at risk of involvement in the juvenile justice system. For the purposes of this report, they have been grouped into eight different clusters: anger management; case management; education, life skills, and employment; family support; girls services; intensive home based supervision; alternatives to secure detention; and shelter services.

The SFJPD/CPD has selected a diverse set of providers that offer age- and culturally-appropriate services and that provide a range of offerings to youth living in different areas of the city who have varied needs. A full list of providers is provided in the box to the right.

## 2. What youth are being served by SFJPD/CPD-funded programs?

Between July 2003 and February 2005, over 1,700 youth participated in SFJPD/CPD-funded programs. Some youth participated in more than one SFJPD/CPD-funded program in this contract year (10%, n=1,759).

Youth served by SFJPD/CPD-funded programs mirror the diversity of San Francisco. Programs serve slightly more boys than girls, and they serve youth from as young as six years old to over 18 years old. On average, participants are 16 years old. They are from neighborhoods across San Francisco, with the largest concentration of youth coming from Bayview-Hunters Point, the Western Addition, the Mission, and Visitacion Valley. The population of participating youth is quite ethnically diverse, although most of the youth served are either African-American (49%) or Latino/a (23%).

Programs are reaching youth with a range of risk factors that make them prone to becoming involved with or remaining involved in the juvenile justice system: about two-thirds acknowledge hanging out with gang members; youth live in families with parents, siblings, and other relatives who have been arrested; and, among the sample for whom these data were available, about one-fifth had sustained petitions prior to program entry.

### SFJPD/CPD- Funded Programs 2003-05

- Ark of Refuge, Spirit Life Chaplaincy Program
- Asian American Recovery Services, Straight Forward Club
- Bayview Hunters Point Foundation, IHBS
- Bernal Heights Neighborhood Center, OMCSN
- Brothers Against Guns, IHBS
- CARECEN, Second Chance Tattoo Removal
- CYWD, Girls' Detention Advocacy Project and Sister Circle
- CJCJ, Detention Diversion Advocacy Project
- Community Works, ROOTS and Young Women's Internship Program
- Community Youth Center, IHBS
- Edgewood Children's Center, Kinship Support Network
- Ella Hill Hutch Community Center, UJIMA Co-Ed Mentorship Program (2003-2004 only)
- Family Restoration House, X-Cell at Work
- Huckleberry Youth Programs, Status Offender Program
- Hunters Point Family, Girls 2000 Family Services Program
- Girls Justice Initiative, Detention-Based Case Management, Inside Mentoring and After-Care Case Management
- Instituto Familiar de la Raza, Intensive Case Management and IHBS
- Mission Neighborhood Center, Home Detention Program and Young Queens on the Rise
- Morrisania West, Inc., IHBS
- Office of Samoan Affairs, IHBS (2003-2004 only)
- Parenting Skills Program (2003-2004 only)
- Performing Arts Workshop, Impact Community High School
- Potrero Hill Neighborhood House, Omega Peer Counseling Program and IHBS (Peer Counseling Program 2003-2004 only)
- SAGE Project, Inc., Survivor Services for Girls
- Samoan Community Development Center, CLC – Anger Management and IHBS
- SLUG/DPW, Saturday Community Service (2003-2004 only)
- Solutions Program (2003-2004 only)
- Special Services for Groups, OTTP
- The San Francisco Boys and Girls Home, Pre-Placement Shelter
- University of San Francisco, Street Law (2003-2004 only)
- Urban Services YMCA, Bayview Beacon Center Truancy Program
- Vietnamese Youth Development Center, IHBS
- California Community Dispute Services, Youth Accountability Boards (2003-2004 only)
- Youth Guidance Center Improvement, Focus I, Focus II, GED Plus
- YWCA, Girls Mentorship and FITS

**Exhibit 1  
Target Populations Served by SFJPD/CPD-Funded Programs<sup>2</sup>**

SFJPD/CPD- Funded Program		Primary Target Population: Demographic Characteristics				Primary Target Population: Risk Factors				
Organization	Program	Age-specified	Gender-specified	Neighborhood-specified	Race/ Ethnicity-specified	On probation	Used/ abused drugs	Truant	Gang affiliated	Other
Ark of Refuge	Spirit Life Center Chaplaincy Services	12-18	No	No	No	✓				Juvenile Hall detainees
Asian American Recovery Services	Straight Forward Club	10-18	No	No	No	✓	✓		✓	Youth at risk of system involvement
Bayview Hunters Point Foundation	IHBS	No	No	Bayview-Hunters Point	No	✓	✓	✓	✓	Youth at risk of system involvement
Bernal Heights Neighborhood Center	OMCSN	12-17	No	Outer Mission	Latino/a African American	✓			✓	Youth at risk of system involvement
Brothers Against Guns	IHBS	12-18	Boys	Bayview-Hunters Point	African American Pacific Islander	✓	✓	✓	✓	Youth at risk of system involvement
CARECEN	Second Chance Tattoo Removal	12-24	No	Mission (Citywide)	Latino/a All	✓	✓	✓	✓	Youth at risk of system involvement
CYWD	Girls Detention Advocacy Project and Sister Circle	16-24	Girls	No	Youth of color	✓	✓	✓	✓	Youth at risk of system involvement
Community Works	ROOTS	12-14	No	No	No					Children w/incarcerated parents experiencing behavior problems
	Young Women's Internship Program	13-17	Girls	No	No	✓				
Community Youth Center	IHBS	15-16	Male	No	Chinese Filipino Vietnamese	✓	✓	✓	✓	Youth at risk of system involvement
Edgewood Children's Center	Kinship Support Network	11-19	No	No	No	✓				All youth live with kin caregivers and are at risk of system involvement
Family Restoration House	X-Cell at Work	14-21	No	Bayview-Hunters Point	African American			✓		Youth at risk of system involvement
Girls Justice Initiative	Detention-Based Case Management	12-18	Girls	No	No	✓	✓		✓	Detained youth
	Inside Mentoring	12-18	Girls	No	No	✓	✓			Detained youth
	After-Care Case Management	13-18	Girls	No	Youth of color	✓	✓			Youth at risk of system involvement
Hunters Point Family	Girls 2000 Family Services Project	10-18	Girls	Bayview-Hunters Point	African American	✓	✓	✓	✓	Youth in public housing, at risk of system involvement

<sup>2</sup> The following programs are not included in this exhibit because all relevant data were not available: Ella Hill Hutch Community Center, UJIMA Co-Ed Mentorship Program; Office of Samoan Affairs, IHBS; CJCJ, Detention Diversion Advocacy Project; Potrero Hill Neighborhood House, Peer Counseling Program, and SLUG/DPW, Saturday Community Service.

SFJPD/CPD- Funded Program		Primary Target Population: Demographic Characteristics				Primary Target Population: Risk Factors				
Organization	Program	Age-specified	Gender-specified	Neighborhood-specified	Race/Ethnicity-specified	On probation	Used/abused drugs	Truant	Gang affiliated	Other
Huckleberry Youth Programs	Status Offender	11-17	No	No	No		✓	✓		Youth who have run away, status offenders, and youth at risk of system involvement
Instituto Familiar de la Raza	IHBS	13-18	No	Mission (Citywide)	Latino/a	✓	✓	✓	✓	Youth at risk of system involvement
	Intensive Case Management	13-18	No	Mission	Latino	✓	✓	✓	✓	Youth at risk of system involvement
Mission Neighborhood Center	Home Detention Program	No	No	Bayview Mission	Latino African-American	✓	✓	✓	✓	Court-ordered, youth at risk of system involvement
	Young Queens on the Rise	14-18	Girls	Mission Bayview	Latina African-American	✓	✓	✓	✓	Youth at risk of system involvement
Morrisania West, Inc.	IHBS	No	No	No	No	✓	✓	✓	✓	Youth at risk of system involvement, and youth who are 554s
Performing Arts Workshop	Impact High School	14-18	No	No	No	✓	✓	✓	✓	
Potrero Hill Neighborhood House	IHBS	No	No	No	No	✓	✓	✓	✓	Youth at risk of system involvement
SAGE Project, Inc.	Survivor Services for Girls	11-18	Girls	No	No	✓	✓	✓	✓	Girls involved in sexual exploitation, youth at risk of system involvement
Samoan Community Development Center	CLC – Anger Management	12-17	No	No	No	✓				Youth at risk of system involvement
	IHBS	13-18				✓	✓	✓	✓	Youth at risk of system involvement
Solutions Program	Solutions Program	12-18	Girls	No	African American Latina	✓				Detained youth
Special Services for Groups	Ida B. Wells H. S. Occupational Therapy	14-21	No	No	No	✓	✓	✓		Classified "at risk" special education youth, youth at risk of system involvement
The San Francisco Boys and Girls Home	Pre-Placement Shelter	13-18	No	No	No	✓	✓	✓	✓	Youth at risk of system involvement
Urban Services YMCA	Bayview Beacon Center Truancy Program	No	No	Bayview-Hunters Point	No			✓		High-risk families Youth offenders or pre-adjudicated youth
Vietnamese Youth Development Center	IHBS	12-18	No	No	Southeast Asian	✓	✓	✓	✓	Youth at risk of system involvement
Youth Guidance Center Improvement	Focus I Focus II GED Plus	16-18	No	No	African-American Latino	✓	✓	✓	✓	High school drop outs Group home/foster home
YWCA	Girls Mentorship Program and FITS	11-18	Girls	No	No	✓				Youth at risk of system involvement

### 3. What services do SFJPD/CPD-Funded programs offer to young people?

As described above, the SFJPD/CPD funds community-based providers to offer a variety of offerings to young people who are at risk of involvement or already involved in the juvenile justice system. These providers were asked to indicate which types of services they provide to the youth they serve. Exhibit 2 provides an overview of the number of programs who are providing each type of service.

**Exhibit 2**  
**Types of Services Provided by SFJPD/CPD-Funded Programs**

<b>Types of Services Provided</b>	<b>Number of Programs*</b> (n=30)
Case Management	27
Tutoring/Help with Homework	25
Extra-Curricular/After-School Activities	20
Mentoring	17
Job Readiness/Employment Training	16
Mental Health Counseling	16
Health Education Services	16
Substance Use Counseling	13
Practical Assistance (Transportation, Meals, etc.)	12
Anger Management Services	11
GED Services	8
Intensive Home Based Supervision	8
Housing Services/Assistance	7
Other Services	20

\*Programs could select more than one response. This information was provided on CBO Questionnaires, which were submitted by 30 programs.

Programs provide a range of “Other Services,” including: arts education, leadership training, bereavement counseling, independent-living skills, and parent groups, etc.

### 4. What changes do young people who participate in these programs experience?

Programs have significant positive effects on the youth they serve. Youth with sustained petitions show lower rates of juvenile justice system involvement after they have participated in community-based programs.

Further, we have distilled findings for five core outcome areas: education, work and job readiness, building positive relationships, skill-development, risk behavior reduction, and service satisfaction. Depending on youth responses to a number of different survey questions, we rated programs’ effectiveness.

**Exhibit 3**  
**Outcomes Across SFJPD/CPD-Funded Programs That Participate in PrIDE<sup>3</sup>**

Organization and Program Name		Key Outcome Areas						
ORGANIZATION	PROGRAM	EDUCATION <sup>4</sup>	WORK AND JOB READINESS	BUILDING POSITIVE RELATIONSHIPS <sup>5</sup>	SKILL-DEVELOPMENT <sup>6</sup>	RISK BEHAVIOR REDUCTION <sup>7</sup>	INVOLVEMENT IN JUVENILE JUSTICE SYSTEM <sup>8</sup>	SERVICE SATISFACTION
Various Providers <sup>9</sup>	IHBS	+	+/-	+	+	+	-	□
Bernal Heights Neighborhood Center	OMCSN	+	NS	+	+	+	NA	+
Brothers Against Guns	IHBS	+	+	+	+	+	+	□
CARECEN	Second Chance Tattoo Removal	+/-	+/-	+	+	+	NA	□
Center for Young Women's Development	Girls' Detention Advocacy Project/Sister Circle	+	+	+	+	+	+	□
Community Works	Young Women's Internship Project	+/-	+	+	+/-	NS	+/-	+
Community Works	ROOTS	+	+	+	+	NS	NS	+
Community Youth Center	IHBS	+	+/-	+/-	+	+	+/-	□
Edgewood Center for Children and Families	Kinship Support Network	+	NS	+	+	NS	+	+
Family Restoration House	X-Cell at Work	+	+/-	+	+	-	NA	+/ <input type="checkbox"/>
Hunters Point Family	Girls 2000 Family Services Project	+/-	NS	+	NS	-	NA	+/ <input type="checkbox"/>
Mission Neighborhood Center	Home Detention Program	+	NS	+	+	+	+/-	□
Mission Neighborhood Center	Young Queens on the Rise	+	NS	+	+	+	+	+/ <input type="checkbox"/>
Performing Arts Workshop	Impact Community High School	+	NS	+	+	+	+/-	□

<sup>3</sup> This information is only available for programs that participate in PrIDE and submitted both Baseline and Follow-up data by March 15, 2004. Some SFJPD/CPD-funded programs are not included in the PrIDE system because: 1) they participate in other evaluations (including the DCYF evaluation); their interventions are short-term and therefore are not appropriate to evaluate using the standard PrIDE data collection forms; 3) they did not submit Baseline and/or Follow-up PrIDE surveys for the youth they serve.

<sup>4</sup> Based on data provided about school attendance, behavior, and/or future orientation toward school.

<sup>5</sup> Based on data regarding perceived skills gained and relationships with peers, adults, and/or program staff.

<sup>6</sup> Based on responses to a set of questions regarding self-care and social development skills and/or anger management skills.

<sup>7</sup> Based on questions regarding substance use and gang affiliation.

<sup>8</sup> Based on JJJIS sustained petition data.

<sup>9</sup> Data were aggregated five of the eight IHBS programs, and Instituto Familiar de la Raza's Case Management Program. This summary indicators includes data from the following organizations: Instituto Familiar de la Raza, Morrisania West, Inc., Potrero Hill Neighborhood House, Samoan Community Development Center and Vietnamese Youth Development Center.



Organization and Program Name		Key Outcome Areas						
ORGANIZATION	PROGRAM	EDUCATION <sup>4</sup>	WORK AND JOB READINESS	BUILDING POSITIVE RELATIONSHIPS <sup>5</sup>	SKILL-DEVELOPMENT <sup>6</sup>	RISK BEHAVIOR REDUCTION <sup>7</sup>	INVOLVEMENT IN JUVENILE JUSTICE SYSTEM <sup>8</sup>	SERVICE SATISFACTION
Samoan Community Development Center	CLC – Anger Management	+	NS	+	+	NS	+/-	☐
Special Services for Groups	Ida B. Wells H. S. OTTP	+	+/-	+	+/-	NS	+	Majority had “no opinion”
The San Francisco Boys and Girls Home	Pre-Placement Shelter	+	+/-	+	+/-	+	+	☐
Youth Guidance Center Improvement	Focus I Focus II GED Plus	+	+/-	+	+	+	+	☐
YWCA	Girls Mentorship Program	+/-	NS	+	+/-	+	+/-	Majority had “no opinion”
<b>Exhibit Codes</b>		+ = maintain or improve positive behavior +/- = no clear positive or negative change in behavior - = negative change in behavior NS = Not specified as an outcome area for this program; NA = Not available.						+ = Over 75% were “satisfied” or “very satisfied” with all areas. ☐ = 50% - 74% were “satisfied” or “very satisfied” with all areas.

Data Source: PrIDE

## **5. How satisfied are youth participants with the services these programs provide?**

Youth expressed fairly high levels of satisfaction with all aspects of the SFJPD/CPD-funded programs they participate in. A majority of youth indicated a high level of satisfaction with every program area about which they were asked, from the type of services provided to the respect shown for their cultural and ethnic background; and 89% of respondents said they would recommend the program to a friend. Further, youth are building strong relationships with staff members in the SFJPD/CPD-funded programs; two thirds said that if they were in trouble and needed to talk, they would talk to a staff member at the program.

### **Conclusion**

The portfolio of SFJPD/CPD-funded programs is eclectic, addressing diverse needs, in neighborhoods across the city, and generally in the areas where they are most needed as indicated by neighborhood-based geographic patterns of juvenile crime. This means that the Division has a broad reach on many dimensions through the work of its community partners. In general, SFJPD/CPD-funded programs demonstrate that they do what they set out to do and they are doing it well.

Unfortunately, it is likely that the fiscal challenges facing the Department and community-based providers will continue. Given this context, we urge decision-makers within the Juvenile Probation Commission, the Juvenile Justice Coordinating Council, and the Community Programs Division to carefully consider all data available – on types of services provided, profiles of youth served, contract compliance, and program effectiveness – because they each tell a different though equally important part of the overall story. Information-based decision making, rather than political and turf-based interests, is particularly important in times of scarcity in order to achieve the ultimate goal of preventing youth from becoming or remaining involved in the juvenile justice system.



**LAFRANCE ASSOCIATES**

# Fresh Directions volume II

## Community Programs Supported by the San Francisco Juvenile Probation Department

---

**June 2005**

**Prepared by:**  
**LaFrance Associates, LLC**  
Nancy Latham, Ph.D  
Steven LaFrance, MPH  
Laura Jaeger  
Michael Lee

*LFA contributes to the health and well-being of communities  
by providing applied research, evaluation and technical assistance services  
that advance the work of organizations in the nonprofit, philanthropic, and public sectors.*

# Table of Contents

---

1. An Introduction to Community Programs and Understanding Their Effectiveness .....	1
Introduction and Report Overview	
How This Report Is Organized	
The SFJPD Community Programs Division	
The Community Programs Youth Evaluation System: Overview and Logic Model	
Community Programs are an Effective Approach to Reducing Juvenile Delinquency: Evidence from the Literature	
Information Sources for This Report	
Strengths & Limitations	
2. Findings Across All Programs .....	9
3. Overview of <b>Anger Management</b> Programs .....	31
4. Samoan Community Development Center CLC, Anger Management.....	33
5. Overview of <b>Case Management</b> Programs .....	51
6. Bernal Heights Neighborhood Center, Outer Mission Community Support Network.....	53
7. CARECEN, Second Chance Tattoo Removal.....	73
8. Overview of <b>Education, Life Skills and Employment</b> Programs .....	95
9. Ark of Refuge, Spirit Life Center Chaplaincy Services .....	97
10. Asian American Recovery Services, Straightforward Club .....	103
11. Family Restoration House, X-Cell at Work.....	107
12. Performing Arts Workshop, Impact Community High School.....	127
13. Special Services for Groups, Ida B. Wells High School, Occupational Therapy Training Program..	149
14. Youth Guidance Center Improvement Committee, Focus I, Focus II, GED Plus.....	171
15. Overview of <b>Family Support</b> Programs.....	191
16. Community Works, ROOTS Program.....	193
17. Edgewood Center for Children and Families, Kinship Support Network.....	213
18. Urban Services YMCA, Bayview Beacon Center Truancy Program .....	233
19. Overview of <b>Girls Services</b> Programs.....	239
20. Community Works, Young Women’s Internship Program.....	241
21. Center for Young Women’s Development, Girls’ Detention Diversion Advocacy Project and Sister Circle .....	261
22. Girls 2000, Family Services Project.....	283
23. Girls Justice Initiative, United Way, Detention-Based Case Management, Inside Mentoring, and After-Care Case Management .....	303
24. Mission Neighborhood Center, Young Queens on the Rise .....	311
25. SAGE Project, Inc., Survivor Services for Girls.....	331
26. YWCA, Girls Mentorship Program and Family Integrated Services.....	341

# Acknowledgements

---

This report would not have been possible without the help of many. In particular, we appreciate the cooperation, guidance, and assistance we received from the following:

- **The San Francisco Juvenile Probation Commission:**

Jim Queen, President  
James Rodriguez, Vice President  
Reverend Harry Chuck

Damone Hale  
Jacqueline Lingad Ricci  
Lidia Stiglich

- **The San Francisco Juvenile Probation Department, including:**

- **Chief Probation Officer:**

William P. Sifferman

- **Information Technology Unit Staff:**

Jose Perla  
Jack Owens  
Sam Ho

- **Community Programs Division Staff:**

Liz Jackson-Simpson  
Sheila Arcelona  
Lonnie Holmes  
Julie Posadas-Guzman  
LaRita Hall  
John Knox

- **Juvenile Detention Alternatives WorkGroup Members:**

Garry Bierenger, Juvenile Detention Alternatives Coordinator  
Dr. Ernest Brown, Clinical Director of YTEC  
Reverend Toni Dunbar, Youth Guidance Center Chaplain

- **Superior Court Judges** for providing their insights on community-based programs:

Hon. Abigail Abinante  
Hon. Nancy Davis  
Hon. Patrick Mahoney

- **The Community-Based Organizations** included in this report:

AARS/Straight Forward Club  
Ark of Refuge  
Bayview Hunters Point Foundation  
Bernal Heights Neighborhood Center  
Brothers Against Guns  
California Community Dispute Services  
CARECEN  
Center for Young Women's Development  
Center on Juvenile and Criminal Justice  
Community Youth Center  
Community Works  
Edgewood Children's Center  
Ella Hill Hutch Community Center  
Family Restoration House  
Girls 2000  
Huckleberry Youth Programs  
Instituto Familiar de la Raza, Inc.  
Mission Neighborhood Center

Morrisania West, Inc.  
Office of Samoan Affairs  
Parenting Skills Program  
Performing Arts Workshop  
Potrero Hill Neighborhood House  
SAGE Project, Inc.  
Samoan Community Development Center  
SLUG/Department of Public Works  
Solutions Program  
Special Services for Groups  
The San Francisco Boys and Girls Home  
United Way/Girls Justice Initiative  
University of San Francisco  
Urban Services YMCA  
Vietnamese Youth Development Center  
Youth Guidance Center Improvement  
Committee  
YWCA

- **Monroe Personnel Services, LLC** for providing assistance on the PrIDE project and in the production of this report.

- **Raebeez (Rachel Beser Designs)** for the design of the report

27. Overview of <b>Intensive Home Based Supervision</b> Programs.....	363
28. Bayview Hunter’s Point Foundation, Intensive Home Based Supervision Program .....	367
29. Brothers Against Guns, Intensive Home Based Supervision Program .....	387
30. Community Youth Center, Intensive Home Based Supervision Program.....	407
31. Instituto Familiar de la Raza, Intensive Home Based Supervision Program and Intensive Case Management.....	427
32. Morrisania West, Inc., Intensive Home Based Supervision Program.....	433
33. Potrero Hill Neighborhood House, Intensive Home Based Supervision Program .....	439
34. Samoan Community Development Center, Intensive Home Based Supervision Program.....	445
35. Vietnamese Youth Development Center, Intensive Home Based Supervision Program.....	451
36. Intensive Home Based Supervision Program Outcomes .....	457
37. Overview of <b>Alternatives to Secure Detention</b> Programs .....	475
38. Center on Juvenile and Criminal Justice, Detention Diversion Advocacy Project .....	477
39. Mission Neighborhood Center, Home Detention Program.....	481
40. Overview of <b>Shelter</b> Programs.....	503
41. Huckleberry Youth Programs, Status Offender .....	505
42. San Francisco Boys and Girls Home, Pre-Placement Shelter .....	511
43. Conclusions and Recommendations .....	533
Key Findings Regarding the Effectiveness of CPD-Funded Community-Based Organizations	
Recommendations Regarding the PrIDE Evaluation System	
Recommendations for Future Areas of Evaluation Focus within SFJPD and Beyond	
Conclusion, Next Steps, and Acknowledgements	
Appendix	
Fresh Directions Data Sources	
Data Sources for All CPD-Funded Programs	
Changes in Survey Data and Data Analysis	
Calculation of Recidivism Results	
Bibliography	
Participant Tracking Spreadsheet	
Participant Tracking Spreadsheet Instructions	
CBO Questionnaire	
Senior Analyst Site Visit Form	
Key Informant Protocol for Focus Group with Juvenile Court Justices	
PrIDE Instruments: Youth Evaluation Survey, Baseline Survey, Follow-up Survey, and Exit Form	

# Chapter 1

## An Introduction to Community Programs and Understanding Their Effectiveness

---

### Introduction and Report Overview

*Fresh Directions, volume II* is the second annual evaluation report on community-based services funded by the San Francisco Juvenile Probation Department's (SFJPD) Community Programs Division (CPD). These programs aim to prevent or reduce youths' involvement with the juvenile justice system by promoting positive youth development.

This report includes cumulative evaluation data over an approximate two-year time period for organizations funded during the 2003-04 and 2004-05 fiscal years. In this report we build on the 2003-04 evaluation report, *Fresh Directions*.

The purpose of this report is to systematically answer the following questions for programs funded by the Community Programs Division:

1. What organizations and programs does the Community Programs Division support?
2. Whom are these programs serving?
3. What services are these programs offering to young people?
4. What changes do young people who participate in these programs experience?
5. How satisfied are youth participants with the services these programs provide?

The answers to these questions will help us understand the overall effect of funding from the Community Programs Division, and inform the Division's and other agencies' future planning. It is also our hope that the information promotes reflection and ongoing improvement within the community-based organizations that we discuss in this report.

This report was prepared by LaFrance Associates, LLC (LFA), a San Francisco-based evaluation consulting firm the Community Programs Division has contracted with to manage the PrIDE (Program Information for Development and Evaluation) system since July 2002. About two-thirds of the programs that are funded by the Community Programs Division take part in this ongoing evaluation project. While this report highlights data from PrIDE, it also includes service delivery and utilization information across all funded programs.

### What Will I Find in this Report?

*Fresh Directions, volume II* contains the following information:

- **Background, history, and context of the Community Programs Division** of the San Francisco Juvenile Probation Department
- A **literature review** that summarizes the demonstrated connection between youth development-oriented delinquency prevention strategies with reduced juvenile justice system involvement
- Descriptions of **eight types of CPD-funded programs**, such as Girls Services, Intensive Home Based Supervision, and Education, Life Skills, and Employment Programs
- A descriptive profile and evidence of effectiveness for **community-based organizations supported by the SFJPD Community Programs Division**
- Maps of San Francisco that pinpoint youth service referrals in relation to geographic patterns of juvenile crime
- General **conclusions** and a set of **recommendations** for future evaluation

## How This Report Is Organized

We open this report by providing a brief history of the Community Programs Division, in turn setting up a context for understanding this model. This fundamental context-setting is continued with a description of the Division's logic model and a review of the literature that provides evidence of the connection between youth development-oriented delinquency prevention programs and reduced involvement in the juvenile justice system. Next we provide a basic overview of the evaluation research methods employed for this study of Community Programs, for which more detail is provided in the Appendix.

Having laid this groundwork, we begin to provide findings from the evaluation. In the first section of findings, we look at the **overall set** of programs funded by the Division, to provide information about the complete scope of services supported by the Division and the effectiveness of the Division's funding strategy in serving young people who are at risk of involvement or already involved in the juvenile justice system.

For a more in-depth look at each program, we then examine on a **program-by-program** basis who is being served and, when such data are available, how youth change after program involvement. Programs are grouped into eight types according to service strategy or target population. These categories are:

- Anger Management Programs;
- Case Management programs;
- Education, Life Skills, and Employment Programs;
- Family Support Programs;
- Girls Services Programs;
- Intensive Home-Based Supervision Programs;
- Alternatives to Secure Detention Programs; and
- Shelter Programs.

We anticipate that there are many different audiences for whom information about the Community Programs Division and individual programs may be relevant. These audiences include:

- Staff of the San Francisco Juvenile Probation Department in general and staff of the Community Programs Division, specifically;
- Members of the San Francisco Juvenile Probation Commission;
- Staff of contractors/grantees that are funded by the Division;
- Policymakers; and
- Members of the public.

The challenge in writing for such diverse audiences is that people have varying levels of familiarity and comfort with reading this type of report which inevitably relies on evaluation terms and methods. Moreover, each audience type will have its own set of questions and interests in looking at this

### Sneak Preview: Overall Evaluation Findings

In general, this evaluation reveals that most community-based organizations funded by SFJPD's Community Programs Division **show positive impacts on youth development outcomes**. While at times these impacts are modest, the results are positive. Moreover, according to our analysis of juvenile crime data, **community programs generally work to reduce juvenile justice system involvement**. Read on for more details!

### Simplifying the Evaluation System

In the last year, LFA made several significant modifications to the PrIDE evaluation system to simplify it even further than we had in the 2003-04 year. Specifically, we:

- Reduced the number of youth surveys to a single, post-program involvement assessment;
- Worked with a database developer, CitySpan, to integrate the PrIDE system into the web-based Contract Management System (CMS).

The purposes in simplifying and automating the system are 1) to reduce the amount of burden on community-based providers to participate in the evaluation, and 2) to facilitate and reduce the cost of ongoing maintenance of the system for SFJPD/CPD.



information. Therefore, we have tried, to the extent possible, to use everyday terms and language that require no specific knowledge of statistics or research to understand this report.

Each program chapter contains as much information as was available for that program, based on the various data sources, which are described in detail in the Appendix. The table below provides an overview of the contents of each program chapter. Virtually all programs have “Description” and “Contractual Compliance” components; however, we generally have only “Effectiveness” data (which is presented in the **Program Outcomes** section of each chapter) for those programs participating in the PRIDE system.

**Exhibit 1–1  
Overview of Program Chapter Contents**

Section	Information Provided
Program Description	<ul style="list-style-type: none"> <li>▪ What is the general approach this program takes to serving young people with its funding from the Community Programs Division?</li> <li>▪ How many youth are being served?</li> <li>▪ What are the different characteristics of youth participants?</li> <li>▪ What specific activities and services are offered?</li> </ul>
Contractual Compliance	<ul style="list-style-type: none"> <li>▪ Are programs offering young people the services that they were funded for?</li> <li>▪ Are they serving the number and type of youth for whom they were funded?</li> <li>▪ Are they complying with the requirements and specifications of their contract with the JPD?</li> </ul>
Program Outcomes	<ul style="list-style-type: none"> <li>▪ What changes do youth who participate in these programs experience?</li> <li>▪ Do youth who participate in these programs experience positive change in terms of the outcomes that are appropriate for this type of program?</li> </ul>

Questions about program effectiveness are the most important and challenging to answer. As will be seen in the logic model presented below, the Community Programs Division funds a variety of programs for youth, all of which ultimately share the common goal of preventing them from becoming involved or getting further involved with the juvenile justice system. At the same time, these programs also have more immediate goals related to developing participants as young people: building their life skills, strengthening their self-esteem, and providing them with opportunities to participate in positive, structured activities. Other programs are primarily designed as short-term interventions for youth-in-crisis situations. While measuring whether programs reduce involvement with the juvenile justice system is an important indicator of success, it is not the only one. This is why our report includes information on a variety of other outcomes that are linked to youth development and delinquency prevention.

## **The SFJPD Community Programs Division**

### **Brief Background**

In 1991, the Community Programs Division was established as a component of the San Francisco Juvenile Probation Department. The Community Programs concept marked a significant innovation: allocating juvenile probation funds for community-based organizations to provide programs and services that would help prevent involvement and further entrenchment in the juvenile justice system among troubled youth. When in 1993 the City first began allocating funds through the Division, then-Director Cheyenne Bell developed the first programs: mentoring and intensive supervision.

Today, the Community Programs Division allocates and manages approximately \$5 million annually from a variety of funding streams: General Fund, Temporary Assistance for Needy Families (TANF), Juvenile Justice Crime Prevention Act, and Children Services Prop J dollars.<sup>1</sup> The youth development / delinquency prevention strategies funded by the Division span a broad spectrum, ranging from education

---

<sup>1</sup> This information pertains to each of the most recent fiscal years: July 2003-June 2004 and July 2004 to June 2005.

and life skills programs, to services specifically geared toward girls, to family support, to name a few. For each type of service, the Division partners with a community-based organization, so that young people receive services provided from a *community* orientation, rather than a detention orientation, right in their home neighborhoods.

### **An Alternative Model**

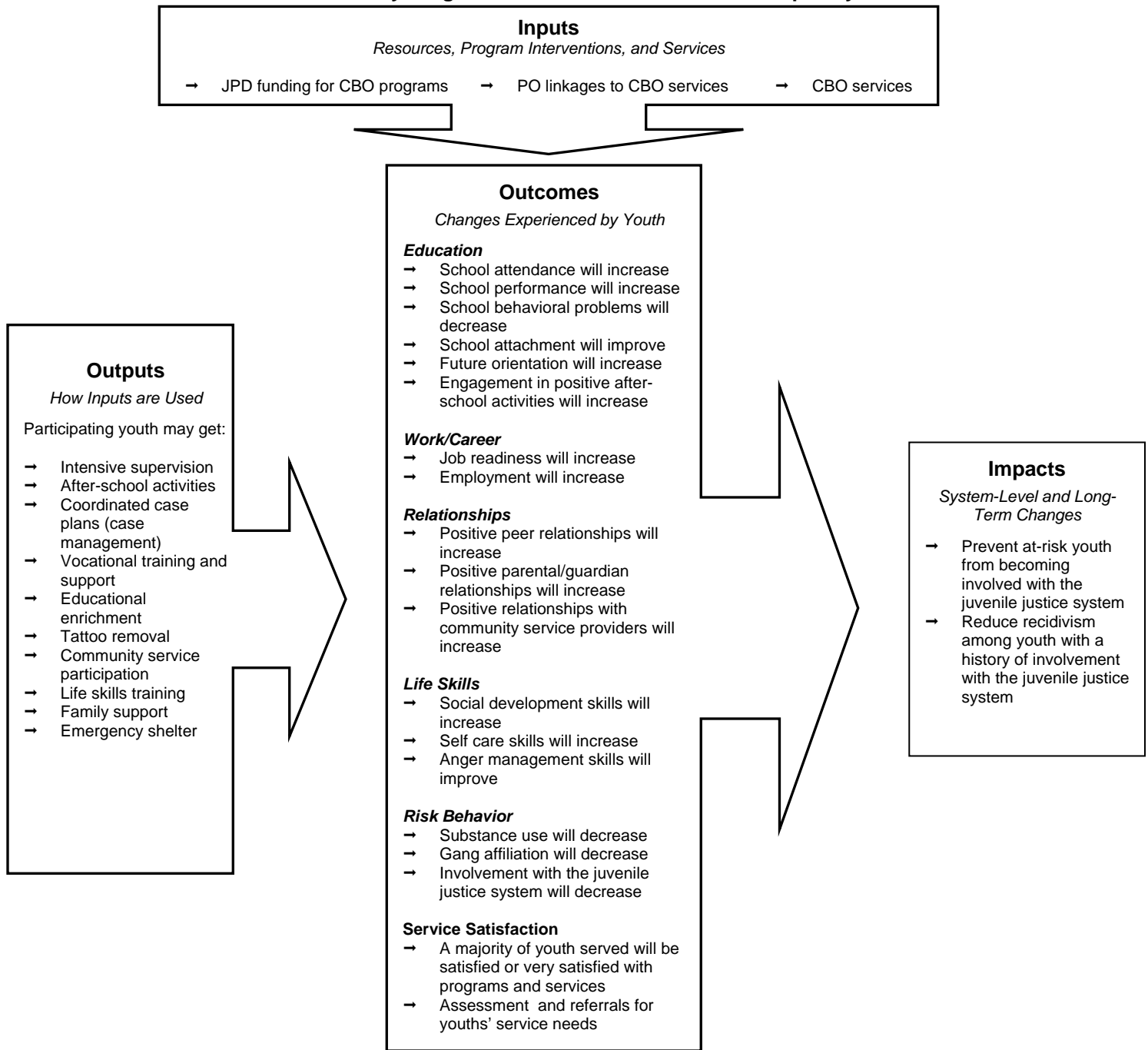
While the concept of juvenile probation departments partnering with community-based organizations is not unique to San Francisco, the degree and quality of community partnership are relatively distinctive to our City and County. While, according to our knowledge, other California counties and jurisdictions have divisions such as "Community Probation" or "Community Services" that coordinate programs, in actuality, these programs tend to be more probation-driven than community-focused. What's the difference? San Francisco's Community Programs Division partners with community-based organizations already providing youth development and other needed services, so that the programs youth participate in are designed *by* the community and provided *within* the community. Therefore, while these programs work with so-called "system" or "probation" youth, they are not directly a part of that system. As a result, young people receive support to re-integrate into their communities as healthy, positive, and contributing members, rather than continue on paths that mark them as troublemakers for life.

### **The Community Programs Youth Evaluation System: Overview and Logic Model**

As a first step in redesigning the Community Programs Division's evaluation system (PrIDE), LFA worked with SFJPD/CPD staff to develop a logic model. Logic models are graphic representations that link program inputs (resources, staffing, etc), activities (programs and services), outcomes (expected changes), and anticipated long-term impact.

The PrIDE logic model was developed for the system of programs that are funded by the Community Programs Division as a whole, rather than on a program-by-program basis. This means that none of the programs provide all of the services that are noted under activities; furthermore, some programs may have more of an effect on some outcome areas than others. The outcomes listed in the logic model represent those identified by CPD staff as key outcomes for community programs: the areas in which these programs are working to create positive change for San Francisco youth.

**Exhibit 1–2**  
**The Community Programs-Youth Evaluation System Logic Model:**  
**How Community Programs are Linked to Reduced Delinquency**



## Community Programs are an Effective Approach to Reducing Juvenile Delinquency: Evidence from the Literature

Youth participating in CPD-funded programs receive a variety of services, including participation in anger management, case management, community service, counseling, cultural activities, educational enrichment, family support, life skills training, and vocational training. The goal of such programs is to reduce aggression, behavioral problems, gang affiliation, risky behavior, and substance abuse, as well as to promote pro-social behaviors such as increased school attachment, academic achievement, job readiness and employment, and positive peer and adult relationships.

Positive behavioral changes such as these are expected to lead to the longer-term impact of preventing involvement in the juvenile justice system for at-risk youth, and reducing future involvement for those who have already had involvement with the system. Community programs accomplish this through two types of processes: **reducing risk factors** and **increasing protective factors**. Risk factors are those characteristics of the individual, peer group, family, school, and community that put youth at heightened risk for delinquency. Protective factors are characteristics or processes that lower the likelihood of delinquency in the face of those risk factors.

This report addresses the question of whether youth participating in community programs show the types of positive behavioral change outlined in the logic model above, and, where appropriate and possible, reduced involvement with the juvenile justice system. There is ample empirical evidence from the literature to support the link between reduced risk factors and increased protective factors on the one hand, and reduced involvement with the justice system on the other. While *any* program accomplishing these goals can lead to reduced delinquency, it is also the case that where a study evaluates a program, this program is typically community-based.

In addition, some studies look at youth with an arrest history (as opposed to at-risk youth with no previous involvement in the justice system), and highlight the fact that community-based prevention programs often do better than probation programs alone in reducing recidivism.<sup>2</sup> The summary table below reviews recent evidence from the psychology, criminology, and public health literatures, identifying risk factors and **demonstrating that prevention programs aimed at reducing risk factors and increasing protective factors lead to reduced delinquency**.

### The High Cost of Justice System Involvement: Community Programs' Immense Costs Savings to Society

According to a recent study published in the *Journal of Counseling and Development*, "It is estimated that **failing to prevent one youth** from leaving high school for a 'life of crime' and drug abuse **costs society \$1.7 to \$2.3 million dollars.**"

In this report, we present findings that the prevalence of **sustained petitions** declines among youth participating in CPD-funded programs.

In the long run, the community program model of youth development-based prevention and intervention could save San Francisco taxpayers untold millions of dollars.

Source: Calhoun et al 2001.

<sup>2</sup> LaFrance et al, 2001; Lattimore et al, 1998; Scott et al, 2002.

**Exhibit 1–3**  
**Prevention of Delinquency:**  
**Literature Demonstrating that Reducing Risk Factors and**  
**Increasing Protective Factors Lead to Reduced Likelihood of Delinquent Behavior**

Risk Factor Area	Prevention Processes that Lead to <i>DECREASED DELINQUENT BEHAVIOR</i>		Sources
	Reducing Risk Factors	Increasing Protective Factors	
Poor Social Competence, Lack of “Life Skills”	Enhancing problem-solving skills		Bogenschneider 1996; Hawkins 1999; Calhoun et al 2001
	Enhancing self-esteem, self-efficacy, and personal responsibility		Bogenschneider 1996; Kuperminc & Allen 2001
	Developing social and interpersonal skills		Bogenschneider 1996; Hawkins 1999; Calhoun et al 2001
Rebellious Behavior; Disciplinary Problems in School	Opportunities for pro-social involvement		Hawkins 1999; LaFrance et al 2001
		Healthy beliefs and clear expectations in family, school, and community that criminal behavior is not acceptable	Hawkins 1999; Ellickson & McGuigan
		Enhancing self-esteem, self-efficacy, personal responsibility, and interpersonal skills	Bogenschneider 1996
Poor Academic Skills	Increased academic achievement		Simcha-Fagan et al; Patterson et al 1991; Thornberry et al 1985; Ellickson & McGuigan 2000; Garmezy 1993; Lattimore et al 1998
		Challenging activities leading to self-perception of success	Schmidt 2003
Lack of School Attachment	Support systems through individual teachers or at school		Hawkins and Lam 1987; Garmezy 1993
	Programs aimed at increasing attendance		Hellman & Beaton 1986
		Bonding with school teachers	Hawkins 1999
Poor Family Functioning	Family interventions		Borduin et al 1995; Dishion & Andrews 1995; Hawkins et al 1999
		Bonding with other adults	Hawkins 1999
Involvement with Delinquent Peers		Good friend not engaging in delinquent activities	Bogenschneider 1996; Henggeler 1989
		Bonding with school teachers	Hawkins 1999
		Opportunities for pro-social involvement	Hawkins 1999
Substance Use	Programs aimed at lowering substance use		Kuperminc & Allen 2001; Ellickson & McGuigan 2000
Low Socioeconomic Status	Career counseling		Greenwood 1994; Munson & Strauss 1993
		Belonging to a supportive community	Bogenschneider 1996; Garmezy 1993

## Information Sources for This Report

LFA developed new data collection methods and utilized existing data in order to gather a robust amount of information across all programs that are funded by the Community Programs Division. The table below provides a brief overview of all data sources for this report.

**Exhibit 1–4  
Data Sources for this Report**

<b>Method</b>	<b>Information Provider</b>	<b>When Collected</b>
Participant Tracking Spreadsheets	Contractors/Grantees	Ongoing
CBO Questionnaire	Contractors/Grantees	March-April 2005
Senior Analyst Site Visit Questionnaire	Community Programs Division Staff	April-May 2005
Juvenile Court Justice Focus Group	Juvenile Court Justices	March 2005
PrIDE System/Youth Survey Data	Youth Program Participants	Ongoing
Juvenile Justice Information System (JJIS)	SFJPD IT Department	Ongoing

The Appendix includes a more detailed description of each of these data sources and the data available for this report.

## Strengths & Limitations

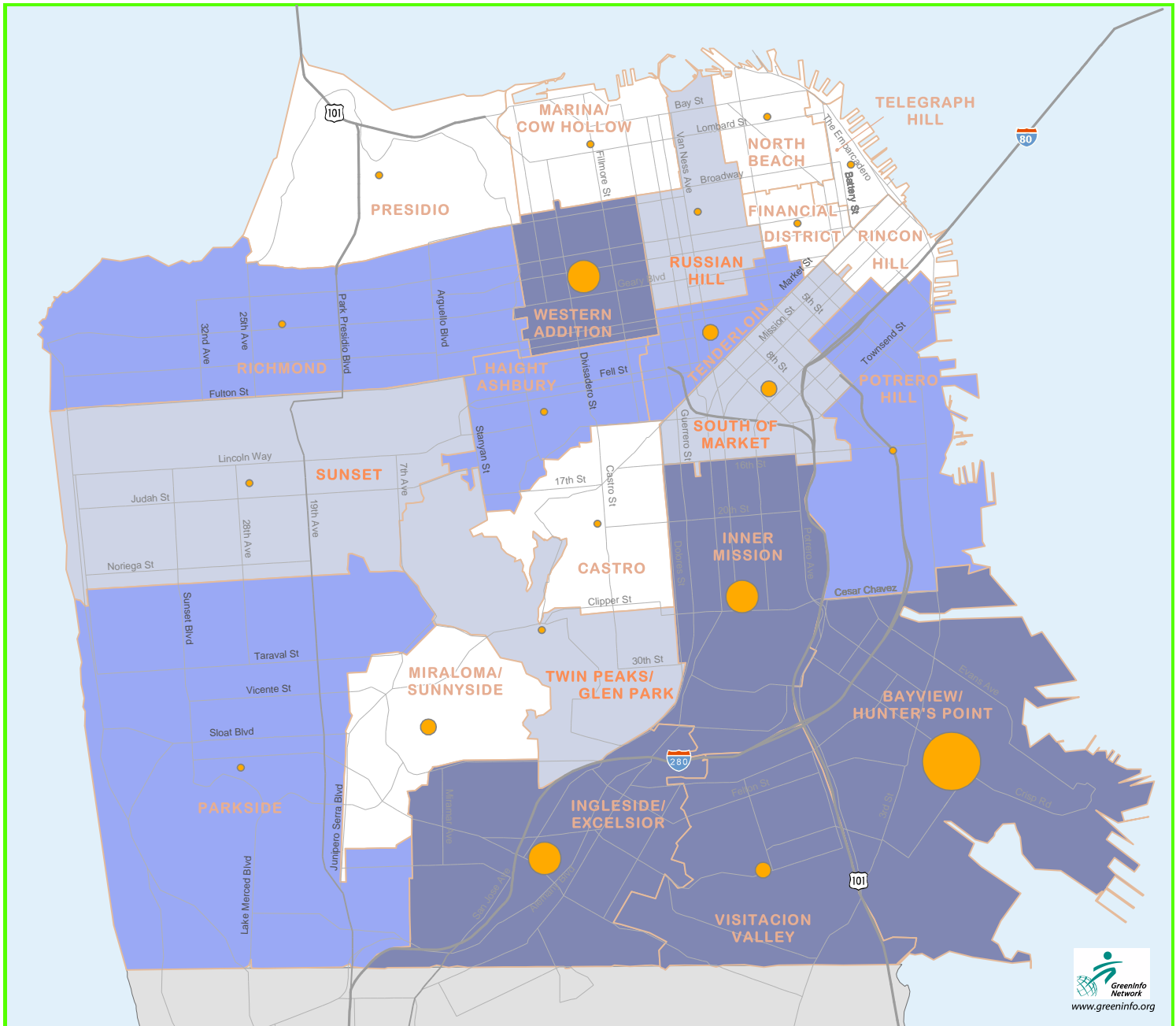
### Strengths

LFA utilized a variety of data sources in this report. By gathering different types of information and information from different sources and people (juvenile court justices, youth participants, CBO staff, community programs division staff, and JJIS), we are able to provide a rich description of the programs that are funded by the Community Programs Division as well as to contextualize and validate findings from one data source against another. We looked for opportunities to collect data that would complement rather than duplicate information available from other sources, and to determine the best way to collect information from each.

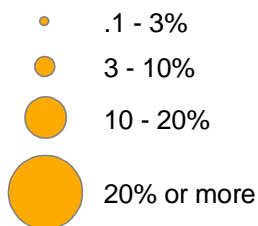
### Limitations

In this report, PrIDE data represents the main source for information on program effectiveness. PrIDE is an ongoing evaluation system that collects individual-level data. There are some limitations to these data, however, the most significant of which is that the PrIDE dataset does not include all youth served and there are only matched datasets (data from time of program entry and data collected after a specified period of time in the program) for a subset of youth (for youth served in the July 1, 2003 to December 31, 2004 time period). The PrIDE dataset does not include all youth for a number of reasons, but primarily because: participation is voluntary (a parent/guardian can decline his/her child's participation in the evaluation); some programs did not ask all youth to complete the evaluation survey(s); some funded programs are not required to participate in PrIDE because they participate in other evaluations; and other programs' interventions take place in such a way that the method of collecting PrIDE data is unworkable. To address this issue, we drew upon multiple data sources described above, and in the Appendix.

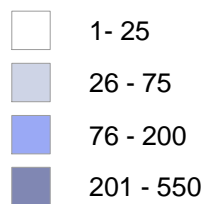
# Neighborhood Concentrations of Participants Served and Juvenile Law Violation Referrals



Percentage of Community Programs Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Program Participant data provided by programs funded by the Community Programs participating in the PrIDE evaluation.

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



## Chapter 2

# Findings across All Programs

---

### Overview

The Community Programs Division (CPD) of the San Francisco Juvenile Probation Department funded over 40 different programs for youth who are involved in, or at risk of involvement in, the juvenile justice system. The CPD has selected a diverse set of providers that offer age- and culturally- appropriate services and that provide a range of offerings to youth with different needs.

The Community Programs Division's funding decisions are made in concert with the Juvenile Justice Coordinating Council (JJCC) in San Francisco, which includes representatives from the Juvenile Probation Department, the Mayor's Office of Criminal Justice, all other youth-serving City Departments, local law enforcement agencies, and community-based providers. The purpose of the JJCC is to reduce duplication in services and fill gaps in the service system so that funds support a diverse network of programs that offer the most appropriate intervention for youth depending on their needs and level of involvement with the juvenile justice system. The Community Programs Division recognizes that one size *does not* fit all youth who are at risk of or are already involved in the justice system. For this reason, they have funded a rather eclectic group of programs; nonetheless, all share care and concern for positive development of young people.

The Community Programs Division has funding from four discrete sources: TANF (Temporary Assistance for Needy Families), DCYF (San Francisco Department of Children, Youth and Their Families), San Francisco General Fund, and JJCPA (Juvenile Justice and Crime Prevention Act). Together, CPD has provided about \$5 million in funding to community-based programs during each of the contract years July 2003-June 2004 and July 2004-June 2005.

The purpose of this chapter is to provide a broad overview of the types of programs that are funded, the populations that they reach, the services they offer, and their effectiveness. One of the challenges in compiling this information across such a diverse set of programs is that they are all truly unique. While it is useful to group them into generic clusters for the purpose of aggregating information and providing a portrait of the group as a whole, we know that this strategy is akin to pounding proverbial square pegs into round holes. For this reason, we urge you to read the individual program chapters as well as this overview so that you can understand each program better, based on how its staff have chosen to describe it and based on the unique circumstances in which it operates.

#### ***In this chapter you will find:***

- A description of the programs funded by the Community Programs Division and the youth they serve.
- Findings from the PrIDE evaluation on youth outcomes related to education, work and job readiness, building positive relationships, and reduction in risk factors.
- Findings from JJIS on youths' involvement with the juvenile justice system.
- Youth satisfaction data and comments from youth on what they learned while enrolled in CPD-funded programs.
- Information on program completion.



## Highlights

- Over 1,700 youth have participated in CPD-funded programs during the evaluation period (July 2003-February 2005).<sup>1</sup> Some youth were served by more than one CPD-funded program during these two contract years (10%, n=1,759).
- Youth served by CPD-funded programs mirror the diversity of San Francisco. Programs serve slightly more boys than girls, and they serve youth as young as six years old and over 18 years old. On average, participants are 16 years old. They are from neighborhoods across San Francisco, with the largest concentration of youth coming from Bayview Hunters Point, the Western Addition, the Mission, and Visitacion Valley.
- Programs are reaching youth with a range of risk factors at program entry that make them prone to becoming involved with or remaining involved in the juvenile justice system: 60% acknowledge hanging out with gang members (n=478); youth live in families with parents, siblings, and other relatives who have been arrested; and 18% had sustained petitions (n=1,599).
- Those youth who participate in programs that focus on youths' educational attainment and attitudes toward school have positive outcomes on a variety of education indicators: they have high rates of staying in school or a GED program; about half of those who were not enrolled became enrolled during the time they spent in the program; they show modest improvement in the areas of school attendance and attachment; they get in trouble at school less often; and they join after-school activities (aside from the program itself).
- Vocational and employment-related programs did not appear to have a strong effect on youth in terms of helping them to get an idea of the type of job they might like to have, or in helping them to cultivate a belief that they can get a job. Only about one-third reported that the programs had helped them in this way. However, of those who were employed after having entered the program, 82% of them reported that the program had helped them to find or keep a job.
- Programs helped youth to build positive relationships. Most of the youth reported having friends and adults that they trusted and felt close to, and of those acknowledging that they had hung out with gangs prior to program entry, over half no longer hung out with them after having participated in the program. Many youth credited the program with helping them to get along better with friends and relatives, and about two-thirds said that they would talk to a staff member if they were "in trouble and needed to talk."
- Youth showed modest but positive improvement in the areas of social development and anger management skills.
- Youth show improvement in substance use: on average, they smoke, drink, or use drugs less often than they did prior to program entry.
- A comparison of recidivism rates post-program entry with recidivism rates overall shows that program participation is associated with decreased involvement in the juvenile justice system.
- Of the youth for whom we have exit data, 61% successfully completed their programs.
- Youth show high levels of satisfaction: 89% said they would recommend their program to a friend.

---

<sup>1</sup> Participant tracking spreadsheet data collected from participating programs contain names for 1599 youth. This undercounts the number of youth who actually participate for two reasons: (1) some programs did not submit any participant tracking forms; (2) for most programs, participant tracking forms are not available for the period encompassing March-June 2004.

## Data Sources

With the goal of providing information across all CPD funded programs, we drew upon a variety of data sources, including:

- **CBO Questionnaires:** Information provided by staff of funded programs
- **Participant Tracking Spreadsheets:** Administrative data provided by staff of funded programs about all youth served. For the 2004 *Fresh Directions* report, we used participant tracking spreadsheets that covered the period from July 2003-February 2004. Most CBOs did not submit participant tracking spreadsheets during the remainder of the contract year (from March to July 2004). We began actively collecting these forms for the 2004-2005 contract year, and the spreadsheets available for that contract year again cover the July to February period. Therefore, we refer to the “evaluation period” to indicate July 2003-February 2005, and we alert the reader when data are missing for the March-July 2004 period.
- **Site Visit Forms:** Site visit documentation provided by Senior Analysts within the Community Programs Division
- **Youth Surveys:** Data collected from youth on PRIDE surveys
- **Exit Forms:** Exit forms that CBO staff fill out for each of the youth who exit their programs.
- **The Juvenile Justice Information System Database (JJIS):** Information about youths’ contacts with the juvenile justice system.

### Exhibit 2-1 How to Read the Data

We have used tables to present data throughout this report.

*Here’s an example:*

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58.3%
	Latino/a	16.7%
	Asian American and Pacific Islander	8.3%
	Samoan	8.3%
	White	8.3%

↓

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 (58.3% and 16.7%, n=12).”**

The 58.3% refers to the percentage of youth who are African American; the 16.7% 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.

## Description of Funded Programs<sup>2</sup>

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

As shown in Exhibit 2-2 below, participants range in age from 6 to 25, with an average age of 16 years. Male participation in these programs is slightly higher than female participation. Participants live in many different neighborhoods throughout San Francisco, with the largest concentrations of participants appearing in Bayview Hunters Point, Western Addition, Mission, and Visitacion Valley. The population of participating youth is quite ethnically diverse, although most of the youth served are either African-American (49%) or Latino/a (23%). This roughly reflects the population of youth involved in the Juvenile Justice System.

---

<sup>2</sup> The following data are taken from participant tracking spreadsheets, CBO questionnaires, and PrIDE surveys; only organizations that submitted these data are included in our analysis.

**Exhibit 2-2  
Youth Characteristics  
Across CPD Funded Programs That Participate in PRIDE**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=1509)	Under 13 years old	10%
	13-15 years old	40%
	16-18 years old	44%
	19 years and over	5%
<b>Gender♦</b> (n=1,635)	Male	54%
	Female	46%
<b>Race/Ethnicity♦</b> (n=1,607)	African American	49%
	Latino/a	23%
	Chinese	5%
	White	4%
	Filipino	3%
	Samoan	3%
	Other Asian American	2%
	Vietnamese	1%
	Laotian	1%
	Cambodian	1%
	Other	8%
<b>Neighborhood♦*</b> (n=1,104)	Bayview Hunters Point	23%
	Western Addition	12%
	Mission	12%
	Visitacion Valley	10%
	Excelsior	6%
	Downtown/Tenderloin	5%
	South of Market	5%
	Hayes Valley	4%
	Diamond Heights	4%
	Sunset	2%
	Outer Mission	2%
	Outer Mission Ingleside	2%
	Potrero Hill	2%
	Richmond	1%
	Haight	1%
	Bernal	1%
	Ingleside	1%
	Crocker	1%
Parkside	1%	
Other	4%	

\*This is a duplicated count; youth who were enrolled in more than one program were counted more than once.  
Data Source: ♦ = Participant tracking spreadsheets; ♦\*CBO Questionnaire

Most of the youth are in homes where English is the primary language; however, some funded programs also serve youth whose primary home language is Samoan, Cantonese, Spanish, Vietnamese and Russian.

The largest percentage of youth lives in single-parent households, while about one-third of the youth report living with both parents. Other common living situations include living in group homes, with family (other than parents), and with guardians.

Youth were asked to indicate all of the ways that they heard about the program in which they enrolled. Confirming the strong link between the Juvenile Probation Department and these community programs, the largest percentage of youth were referred by the Department, the Juvenile Court, or their Probation Officer.

**Exhibit 2-3  
Demographic Information  
Across CPD Funded Programs That Participate in PrIDE**

<b>Characteristics at Program Entry</b>		<b>% of Respondents</b>
<b>Language Spoken at Home</b> (n=552)	English	75%
	Samoan	7%
	Cantonese	5%
	Spanish	4%
	Russian	3%
	Vietnamese	2%
	Other	3%
<b>Living Situation</b> (n=565)	One parent	43%
	Two parents	34%
	Group home	9%
	Family but not parents	8%
	Guardian	5%
	Other	3%
<b>Referral to Program*</b> (n=502)	JPD/YGC/PO	46%
	School	23%
	Friend	19%
	Referred by another organization	7%
	Family	3%
	Police	1%
	It's in my neighborhood	3%

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

Data Source: PrIDE

## What are participants' major risk factors?

Information about risk factors in youths' environments and the high-risk behavior that youth engage in is important to program planning. It provides a portrait of youths' needs at time of program entry, which helps funded programs to reflect on youths' environments and behaviors so that they can plan interventions accordingly. The Community Programs Division can also use this information to assess whether they should fund new programs (for example, those that specifically deal with youths' substance use issues or gang involvement) to address youths' needs.

The youth who participate in these programs live in extremely stressful environments and face difficult life circumstances. To begin with, participants engage in high-risk behavior: almost two-thirds have tried drugs or alcohol, and almost one-third admit to having been arrested. These youth also choose peer groups that reinforce these behaviors: at program entry, two-thirds acknowledge that they hang out with gang members; and almost half report that their friends have been arrested.

Youth live in families where their siblings or parents have been arrested (19%, 17%, n=629). These are all indicators that these youth are at risk of involvement or further involvement with the juvenile justice system. The neighborhoods in which these youth live are also difficult. Almost three-quarters of the youth live in neighborhoods where they have heard gunshots in the last year, with two-thirds of those reporting that they hear gunshots "many times." One in seven of the youth report knowing having a neighbor who has been arrested, and one in five say that they know a neighbor who has died. Despite these indicators of a stressful neighborhood environment, a little over two-thirds feel safe. This should not be cause for celebration, however: if one-third of youth feel *unsafe*, that is too many. In addition, the reason that a majority do feel safe probably indicates the "normalization" of violence in the lives of these youth.

Based on a records check of the Juvenile Justice Information System, within the sample for whom these data were available, about one-fifth of participants (288 youth) had pre-program sustained petitions.<sup>3</sup>

### Overview of Risk Factors

- Three-quarters of youth live in neighborhoods where they have **heard gunshots**; two-thirds of these youth say they hear them frequently.
- Sixty percent of youth say they **hang out with gang members**.
- Youth live in households with **siblings, parents, or other relatives who have been arrested**.
- About two-thirds of youth say they **have tried drugs or alcohol**.
- About one-fifth had **sustained petitions** prior to entering a program.

<sup>3</sup> More information about how to interpret JJIS data and the challenges in linking program data to JJIS data is discussed in the Data Sources section of the Appendix.

**Exhibit 2-4  
Risk Factors  
Across CPD Funded Programs That Participate in PrIDE**

Risk Factors at Program Entry		% of Respondents
<b>Frequency Youth Hears Gunshots at Home★</b> (n=478)	Never	29%
	Once or Twice	25%
	Many Times	47%
<b>Feels Unsafe in Neighborhood★</b> (n=461)	Yes (unsafe)	30%
<b>Acknowledges S/Hhe Hangs Out With Gang Members★</b> (n=478)		60%
<b>Has Ever Tried Drugs or Alcohol★</b> (n=496)		64%
<b>Knows Someone Who Was Arrested★</b> (n=629)	Knows at least one person who was arrested (n=510)	88%
	Participant's friend was arrested*	48%
	Participant was arrested*	30%
	Participant's sibling was arrested*	19%
	Participant's neighbor was arrested*	14%
	Participant's parent was arrested*	17%
<b>Knows Someone Who Died★</b> (n=374)	Knows at least one person who has died (n=488)	86%
	Participant's friend died*	63%
	Participant's sibling died*	9%
	Participant's parent died*	10%
	Participant's neighbor died*	21%
<b>Pre-Program Sustained Petitions‡</b> (n=1599)	Has a sustained petition	18%

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

Data Source: ★=PrIDE; ‡ = JJIS

## Program Outcomes

The Community Programs Division funds a diverse set of programs that develop youths' assets and address youths' risk factors. Each program has its own approach, and focuses on a different mix of outcomes. To tailor the assessment of each program, we analyze results only for the outcomes that program staff select from a list of developed for the Community Programs Division overall. This list is presented in Exhibit 2-5 below.

**Exhibit 2-5  
Program Outcome Measures  
Across CPD Funded Programs That Participate in PrIDE**

Outcome Area	Indicators
<b>Education</b>	<ul style="list-style-type: none"> <li>▪ School attendance will increase</li> <li>▪ School behavioral problems will decrease</li> <li>▪ Orientation toward the future will increase</li> <li>▪ Engagement in positive after-school activities will increase</li> </ul>
<b>Work and Job Readiness</b>	<ul style="list-style-type: none"> <li>▪ Job readiness will increase</li> <li>▪ Employment will increase</li> </ul>
<b>Building Positive Relationships</b>	<ul style="list-style-type: none"> <li>▪ Positive peer relationships will increase</li> <li>▪ Positive parental/guardian relationships will increase</li> <li>▪ Positive relationships with service providers will increase</li> </ul>
<b>Skill-Building</b>	<ul style="list-style-type: none"> <li>▪ Anger management skills will improve</li> <li>▪ Self-care and social development skills will improve</li> </ul>
<b>Risk Factors</b>	<ul style="list-style-type: none"> <li>▪ Substance use will decrease</li> <li>▪ Gang affiliation will decrease</li> <li>▪ Involvement with the juvenile justice system will decrease</li> </ul>
<b>Service Satisfaction</b>	<ul style="list-style-type: none"> <li>▪ Youth served will be satisfied or very satisfied with the types of programs and services offered, program staff, respect shown for cultural/ethnic background, and program overall.</li> <li>▪ Program assess, addresses, and provides referrals for youths' needed services.</li> </ul>

In the section that follows, we present findings on effectiveness for those for programs that participate in the PrIDE evaluation. In presenting results for a given outcome, we include *only* those programs where staff have identified a particular outcome as *primary*. For example, only programs that identified “employment will increase” as a primary outcome were included in our analysis of whether programs promoted youth employment. Results report on **improvement**: the degree to which students have shown positive change in each outcome area since having participated in the program.<sup>4</sup>

<sup>4</sup> See the section in the Appendix: **Changes in Survey Data and Survey Analysis** for information on how this way of reporting results represents a change from the 2004 **Fresh Directions** report.



## How to Read the Tables Reporting on Program Outcomes

- The PRIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

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

## Education

Because education is so critical for young people, and because dropping out of school prior to earning a high school diploma or GED is associated with further involvement with criminal activities, many CPD-funded programs are working with young people on finishing school or earning their GED. It appears that these programs are making positive contributions in this area: both helping to enroll students, and keeping students enrolled. Ninety-five percent of respondents were enrolled in school before program entry (n=488). Of these, 94% (n=414) stayed enrolled during their time in the programs. Of those who were *not* enrolled when they began their programs, 55% (n=20) had become enrolled sometime after program entry.

The survey also asked youth about the certainty they felt about graduating from high school or getting a GED. Respondents showed modest improvement in this area, with about two-fifths of them saying that they felt *more* certain that they would graduate from high school than they had when they entered the program.

**Exhibit 2–7**  
**Orientation toward Future Educational Attainment**  
**Across CPD Funded Programs That Participate in PrIDE**

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=316)	9%	53%	39%	+.7	Yes	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PrIDE

Large majorities of youth report that the program has helped them stay in school or get their GEDs (78%, n=430), and that it has helped them to feel better about their scholastic abilities (79%, n=173).

**Exhibit 2–8**  
**Youth Perceptions of How the Program Promotes School Attachment**  
**Across CPD Funded Programs That Participate in PrIDE**

Indicators of School Attachment	Percent of Respondents
The program helped participants to stay in school or get their GED. (n=430)	78%
The program made participants feel more comfortable about their abilities in school or a GED program. (n=173)	79%

Data Source: PrIDE

The survey also asked specifically about attendance, for those students enrolled in school. The survey also asked items that indicate school *attachment*: improvement in grades and increased enjoyment of school. School attachment is important to school attendance: with greater attachment, students are more likely to remain in school. The exhibit below shows these results. Participants showed improvement in school attendance, with fewer days (on average) missed during a month of school. Youth showed modest improvement in both grades and enjoyment of school: 40% (n=377) reported that their grades had improved, and 32% (n=479) reported that they were enjoying school more after program participation.

**Exhibit 2–9**  
**School Attendance/Attachment**  
**Across CPD Funded Programs That Participate in PrIDE**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=377)	11%	49%	39%	<b>+.6</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=377)	20%	41%	40%	<b>+.4</b>	<b>Yes</b>	Youth got <b>better grades</b>
<b>Enjoyment of school</b> (n=479)	17%	52%	32%	<b>+.3</b>	<b>Yes</b>	Youth <b>enjoyed school</b> more

Data Source: PrIDE

Many of the youth that participate in CPD-funded programs have histories of truancy or have had behavior issues in school, which can lead to suspension and/or expulsion. Several programs focus specifically on reducing youths' problem behavior at school, and their efforts appear to be working. The survey asked youth whether there had been improvement in how often they got into trouble at school.<sup>5</sup> Youth reported great improvement in this area, with three-quarters saying they get into less trouble after having participated in the program.

**Exhibit 2–10**  
**Change in Behavior Problems in School**  
**Across CPD Funded Programs That Participate in PrIDE**

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=189)	6%	19%	75%	<b>+1.6</b>	<b>Yes</b>	Youth get into <b>less trouble</b> at school

Data Source: PrIDE

After school hours are typically a “dangerous” time for youth in that this is often an unsupervised time between when school ends and when their parents come home from work – a time during which they may be tempted to engage in risky behaviors or delinquent activity. If youth are engaged in structured, supervised activities during these hours, this alone can go a long way toward helping youth decrease risky behaviors. Program participation in and of itself often means, of course, that youth are increasingly engaged in positive after-school activities. However, program participation also seems to be associated with youth getting involved in other activities, in *addition* to the program itself. A little over a third of participants report that they spend more time in extra-curricular activities than they did prior to entering the program.

<sup>5</sup> These data are available only for year two.

**Exhibit 2–11  
After-School Activities  
Across CPD Funded Programs That Participate in PrIDE**

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=341)	17%	48%	35%	+3	Yes/No	Youth spent more time in extra-curricular activities.

Data Source: PrIDE

In addition, when asking youth about particular things they do after school, youth report engaging in a wide-range of positive after-school activities, with 80% (n=239) saying that they have joined at least one activity (in addition to the program itself).

**Exhibit 2–12  
After-School Activities  
Across CPD Funded Programs That Participate in PrIDE**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity:</b> (n=239)	80%
<b>Going to a neighborhood or community center</b> (n=263)	28%
<b>Participating in a youth group or club</b> (n=275)	31%
<b>Volunteering</b> (n=270)	22%
<b>Working for pay</b> (n=281)	19%
<b>Playing team sports</b> (n=277)	17%
<b>Playing a musical instrument</b> (n=274)	14%
<b>Participating in a religious group or club</b> (n=271)	16%
<b>Practicing martial arts</b> (n=270)	13%
<b>Other activity</b> (n=192)	17%

Data Source: PrIDE

## Work and Job Readiness

The CPD funds several programs that help youth find employment, as well as a number of others that help youth develop skills and consider career options. These skill-building activities do not necessarily translate into immediate job opportunities for youth, but they may promote their long-term potential to be productive members in their communities.

Among programs whose staff chose job readiness as a primary outcome, a third of respondents (33%, n=229) say that the program had helped them to cultivate a belief that they could get a job, and a little more than a third (36%, n=225) say that the program had helped them to formulate ideas about what kind of job they would like to get. It seems that this is one area in which program might improve, since these percentages are relatively low.

However, it does appear that programs are able to give youth practical help in employment: of those employed after having entered the program, 82% (n=56) said that participating in the program had helped them to find or keep a job.

## Building Positive Relationships

The PrIDE survey assesses youths' relationships with three groups: peers, family members, and service providers.

An important component of the health of peer relationships is the extent to which youth are associating with gang members. It appears that youth are making more positive choices about their peers after program participation. Almost two-thirds (64%, n=398)<sup>6</sup> of youth acknowledge hanging out with gang members when they enter programs. Of those who hang out with gang members at program entry, however, only 41% of them (n=207) hang out with them after program participation. This is a dramatic difference.

Youth also report positive relationships with their peers. 90% (n=428) say that they have a friend "who really cares about me;" 85% (n=430) say they have someone to go to when they have problems; and 89% (n=425) say that they have a friend who helps them when they are having a hard time. It appears, however, that these close peer relationships do not necessarily develop with other youth in their programs; only about one-fifth of youth said that they had found other youth within their program to talk to if "[they] were in trouble and needed to talk" (21%, n=443).

Youth also indicated that they have positive relationships with adults. Almost nine out of ten (87%, n=316) report that there is an adult in their life who listens to them; 93% report that there is an adult who believes that they will be a success; and 90% (n=331) report that there is an adult who expects them to follow the rules. One of the goals of community-based programs is to provide the youth with a positive, trusting relationship with an adult, and about two-thirds of youth report that "if [they] were in trouble and needed to talk, [they] would talk to a staff member" at their program (66%, n=370). Although this proportion is lower than the proportion of youth who report positive adult relationships, these results still indicate that this group of youth sees staff as a resource to help them through difficult times.

Finally, two-thirds of respondents attributed building strengthening relationships directly to program participation, saying that their program "helped [them] get along better with my friends and/or relatives" (67%, n=254).

### Exhibit 2-13

#### Youth Responses to the Question: "How did the program help you get along better with friends and/or relatives?"

*"Making me a better person."*

- Community Works, ROOTS participant

*"Give respect if you want to receive it."*

- Mission Neighborhood Center, Young Queens on the Rise participant

*"I know how to do more things fairly and no more violence."*

- SCDC, Anger Management participant

*"To be patient."*

- Family Restoration House, X-Cell at Work participant

*"I've learned to be more calm in an intense situation."*

- Edgewood Center, Kinship Support Network participant

*"Relationship skills, healthy relationships."*

- Girls Justice Initiative, After-Care Case Management participant

<sup>6</sup> This percentage differs from the percentage reported in the beginning of the chapter in the risk factor section. This is due to the fact here we report on the subset of youth who participate in programs which identified "improved peer relationships" as a primary program outcome. In the risk factor section, we report on the full sample.

## Skill-Building

CPD-funded programs support youths' skill development in a variety of areas, from anger management to leadership skills. While only one program focuses specifically on teaching youth better anger management skills, a number of others include anger management training as part of an array of services offered to youth.

Results in Exhibit 2-14 below show that youth report modest improvement for a broad set of anger management skills. For each indicator, between about 4 and 5 out of 10 say that they have gotten better at resisting impulses such as acting out when upset, yelling at others, or breaking objects on purpose when they are angry. It may be discouraging that similar percentages report no change, and that significant minorities report that their skills have actually deteriorated. However, ingrained habits of handling anger are difficult to change, and the fact that nearly half say they have improved is an encouraging sign.

**Exhibit 2–14**  
**Anger Management**  
**Across CPD Funded Programs That Participate in PrIDE**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=200)	18%	45%	38%	<b>+.3</b>	<b>Yes</b>	Youth get <b>mad less easily</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=197)	12%	45%	43%	<b>+.6</b>	<b>Yes</b>	Youth <b>less often does whatever s/he feels like doing when angry</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=196)	15%	46%	39%	<b>+.5</b>	<b>Yes</b>	Youth are <b>less prone to believing it's okay to fight to get what you want</b>
<b>Yelling at people when angry</b> (n=192)	12%	47%	41%	<b>+.6</b>	<b>Yes</b>	Youth <b>yell less when angry</b>
<b>Breaking things on purpose</b> (n=177)	9%	50%	42%	<b>+.7</b>	<b>Yes</b>	Youth <b>break things on purpose less often</b>
<b>Hitting people on purpose</b> (n=180)	11%	42%	47%	<b>+.8</b>	<b>Yes</b>	Youth <b>hit people on purpose less often</b>

Data Source: PrIDE

Beyond working on specific skills like anger management, most CPD-funded programs are also trying to promote resiliency and self-reliance among their participants. Findings reported in Exhibit 2-15 below show that youth report modest improvement on a range of social development indicators. For example, a little over one third say that they are better able to take criticism without feeling defensive, and almost half

say they are better able to respect the feelings of others. Again, it may be discouraging that similar percentages report that they have stayed the same in these areas, while some report actual declines in these skills. But just as with anger management, ingrained habits such as these are difficult to change, and the improvement reported by a sizeable minority of youth is a positive sign.

**Exhibit 2–15**  
**Social Development and Self-Care Skills**  
**Across CPD Funded Programs That Participate in PrIDE**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=348)	12%	48%	40%	<b>+.5</b>	<b>Yes</b>	Youth are <b>more able to name places to get help</b> when feeling unsafe
<b>Ability to ask for help when s/he needs it</b> (n=361)	10%	48%	43%	<b>+.6</b>	<b>Yes</b>	Youth are <b>more able to ask for help</b> when they need it
<b>Ability to take criticism without feeling defensive</b> (n=343)	15%	50%	35%	<b>+.4</b>	<b>Yes</b>	Youth are <b>able to take criticism</b> less defensively
<b>Ability to take pride in cultural background</b> (n=357)	9%	54%	38%	<b>+.6</b>	<b>Yes</b>	Youth are <b>more able to take pride</b> in their cultural background
<b>Ability to respect feelings of others</b> (n=354)	11%	49%	40%	<b>+.6</b>	<b>Yes</b>	Youth are <b>more able to respect the feelings</b> of others
<b>Ability to think about how his/her choices affect his/her future</b> (n=350)	14%	47%	39%	<b>+.5</b>	<b>Yes</b>	Youth are <b>more able to think about how choices</b> affect the future

Data Source: PrIDE

## Substance Use

The number of youth who admitted to substance use prior to program entry *and* who attended programs whose staff chose “decreased substance use” as a primary outcome is quite small. However, this group does show improvement in substance use: on average, they smoke, drink, or use drugs less often than they did prior to program entry.

**Exhibit 2–16**  
**Substance Use**  
**Across CPD Funded Programs That Participate in PrIDE**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=61)	20%	38%	43%	<b>+.8</b>	<b>Yes</b>	Youth <b>smoke fewer</b> cigarettes
<b>Drinking Alcohol</b> (n=68)	38%	25%	37%	<b>+.4</b>	<b>Yes</b>	Youth <b>drink less</b> alcohol
<b>Smoking Marijuana</b> (n=70)	30%	21%	49%	<b>+1.0</b>	<b>Yes</b>	Youth <b>smoke less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=12)	0%	33%	67%	<b>+2.0</b>	<b>Yes</b>	Youth <b>use fewer</b> street drugs

Data Source: PrIDE

## Involvement with the Juvenile Justice System

The Community Programs Division funds programs that intervene on behalf of youth who are at risk of involvement with the juvenile justice system or that prevent and reduce recidivism among youth with prior juvenile records. This evaluation drew upon data that is available through JJIS to assess an individual’s change in their level of involvement with the juvenile justice system.

The table below shows recidivism rates for all youth clients for whom a record was found in the JJIS database recording sustained petitions.<sup>7</sup> 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 a 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.

<sup>7</sup> In using JJIS, the goal is to find JJIS data for every client of a CBO funded by CPD who has been involved in the Juvenile Justice system. We “match” JJIS data to a complete list of clients that is derived from the participant tracking spreadsheets, using name and date of birth. Ideally, this matching process would allow us to correctly identify those clients who have records in the JJIS. However, dates of birth are not always entered correctly into the participant tracking spreadsheets, and names are not always spelled the same way in the JJIS and participant tracking spreadsheets. Therefore, in this matching process we do not in fact pick up every youth who has records in the JJIS. (For more information on this process and some suggestions for how to improve the process in the future, see **Data Sources** section in the Appendix.)



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, only 15% 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 refer to the section **How Recidivism Results were Calculated** in the Appendix.)

These results show a substantial association between program participation and reduced recidivism rates after program entry. Since one of the most important goals of the community programs is to reduce youth involvement with the juvenile justice system, this is an extremely positive finding.<sup>8</sup>

**Exhibit 2-17**  
**Recidivism**  
**Across CPD Funded Programs That Participate in PrIDE**

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%	320	15%	223
12	39%	233	24%	166
18	48%	176	31%	110
24	51%	109	44%	36

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

<sup>8</sup> It would also be useful to understand how many youth *without* sustained petitions before program entry had no sustained petitions after program entry. We did not do this analysis because of the issue of differences in name spellings and recorded birthdates between the participant tracking spreadsheets and the data in the JJIS database. If our analysis showed that a youth had *no* sustained petitions, it is possible that the youth actually *had* had a sustained petition, but did not show up in the match due to the fact that the name was spelled a different way, or the birthdate did not match. Until these data issues are dealt with satisfactorily, it does not make sense to undertake this analysis to assess how well the programs prevent contact with the juvenile justice system.

## What new things did youth say they learn or do in CPD-funded programs?

Because they were exposed to such a varied array of programs and services, it is no surprise that their responses were very diverse. The following are some examples of youth responses to this question.

- *“I’ve learned that the world does not revolve around me. I’ve also learned how to have compassion toward other girls my age.”* - SF Boys and Girls Home, Pre-Placement Shelter participant
- *“I’ve learned about staying in school and not skip school and about education.”* - Samoan Community Development Center, Anger Management participant
- *“I’ve learned a lot of things in this program. Getting a job, keeping a job, how to handle my anger and a lot of things.”*- Special Services for Groups/Ilda B. Wells, OTTP participant
- *“Not fight, go to school.”* – Edgewood Center, Kinship Support Network participant
- *“Help with community activities. Become a leader.”* - Potrero Hill, Intensive Home-Based Supervision participant
- *“Going to performances, [for example] African drummers, Taiwanese drummers.”* – YWCA, Come Into The Sun participant
- *“Went to the gay parade, to a café, to watch a movie.”* – Mission Neighborhood Center, Young Queens on the Rise participant
- *“I learned in this program to stop...my behavior and make me think.”* – CARECEN, Second Chance Tattoo Removal participant
- *“I learned how to deal with my anger before I get mad.”* – Girls 2000, Family Services Project participant
- *“I learned that it’s not worth getting mad over stupid stuff because that don’t make no sense.”* – Samoan Community Development Center, Anger Management participant
- *“Responsibility, anger management, respect, importance of education, art, how to talk more.”* – Morrisania West, Intensive Home-Based Supervision participant

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

Participants’ overall levels of satisfaction with the programs they are in as well as their satisfaction with different aspects of the programs – from the types of services they offer to the respect shown for their ethnic and cultural background – are important indicators of program quality.

If youth are “satisfied” or “very satisfied” with programs, they are likely to want to continue to participate in them and they may choose to participate in program activities rather than engage in other less safe, structured, or productive activities. Therefore, it is a very positive finding that across all CPD funded programs more youth say they are “satisfied” or “very satisfied” with them than say they are “dissatisfied” or “very dissatisfied.” In fact, between five and six out of ten indicated a high level of satisfaction with every program area. This is a particularly very positive result given that, for many of the youth such as those in IHBS programs, participation is mandated.

**Exhibit 2-18**  
**Participant Satisfaction**  
**Across CPD Funded Programs That Participate in PrIDE**

<b>Percent of participants who were...</b>	<b>Very Dissatisfied or Dissatisfied</b>	<b>Very Satisfied or Satisfied</b>	<b>No Opinion</b>
Satisfied with the <i>types of services</i> (n=554)	7%	<b>68%</b>	32%
Satisfied with the <i>staff</i> (n=555)	7%	<b>61%</b>	33%
Satisfied with <i>respect shown for participant's ethnic and cultural background</i> (n=556)	6%	<b>58%</b>	36%
Satisfied with the <i>program overall?</i> (n=556)	6%	<b>58%</b>	36%

Data Source: PrIDE

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

Community programs strive to foster a sense of safety, belonging, and connection among youth participants. The fact that nearly all respondents said that they “feel safe attending” the program in which they are enrolled is very positive. If community programs do nothing other than offering youth a place where they feel safe and comfortable, they can make a vital contribution to youths’ lives, particularly youth from neighborhoods where they are exposed frequently to violence and gang activity. These programs are doing more than that by connecting youth with caring adults. Nearly two-thirds of the youth say that “if [they] were in trouble and needed to talk, [they] would talk to a staff member in the program.”

The fact that such high percentages of youth also say they “would recommend the program to [their] friends” and that they “want to stay in touch and help out with the program in the future” are also indicators that youth rate these programs highly and that they have a strong sense of belonging in the program.

A relatively small percentage of youth seem to be connected to other youth in their program. This may be a reflection of the fact that many programs are designed to foster one-on-one contact between youth and case managers and, therefore, little time is left for youth to develop strong relationships with each other. Another possibility is that this percentage is artificially low because of the way that youth were asked this question. Youth selected from a list of people who they would turn to for assistance – from staff members to another youth to no one in the program;” they may have chosen staff *rather* than other youth – even though they could have selected *both* responses. Regardless, particularly for the programs that are designed to introduce youth to positive peer groups, this may be an area for further attention in the future. It is possible that these programs could do more to help their youth participants’ to build friendships and find positive peer support.

**Exhibit 2-19**  
**Program Attachment**  
**Across CPD Funded Programs That Participate in PrIDE**

<b>At time of follow-up survey, % of respondents who said “Yes” to:</b>	<b>% of Respondents</b>
I feel safe attending this program (n=462)	95%
I would recommend this program to my friends (n=469)	89%
I am interested in staying in touch and helping out with the program (n=97)	83%
If I were in trouble and needed to talk, I would talk to a <b>staff</b> member at this program (n=374)	66%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=159)	21%

Data Source: PrIDE

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

It is important to listen to how youth think they have changed as a result of participating in these programs. Recognizing that some program benefits may not show up immediately as changes in youths' behavior – for example, some youth may continue to have contacts with the juvenile justice system – does not mean that the program has not helped them build skills or gain insights into themselves that will help them in the long run.

The results on this score are mixed. For most of these areas, relatively low percentages say that programs helped them. However, it may also be the case that many of the youth answering that they had not gotten help in this area did not *need* help in this area. For example, not all youth are involved in gangs, nor have all youth used alcohol or drugs prior to program entry.

**Exhibit 2-20**  
**Program Benefits**  
**Across CPD Funded Programs That Participate in PrIDE**

<b>After program involvement, percent of respondents who said the program had helped them in the following areas:</b>	<b>Percent of Respondents</b>
Finding or keeping a job	42%
Homework / school / GED studies	38%
Managing anger	29%
Emotional problems	23%
Drug or alcohol use	20%
Getting away from gangs	20%
Safer sex education	20%

Data Source: PrIDE

## Are youth successfully completing these programs?

Among youth who participated in programs during the evaluation period, we have records for about half of them exiting their programs (51%; n=1599). Among youth who have exited the program, and for whom we have exit data, the largest percentage have successfully completed the program: this accounts for nearly two-thirds of the youth who have exited during the evaluation period (61%, n=504). About one-fifth of youth had partially completed the program, been referred to other agencies, or moved out of the area. Another fifth had exited for negative reasons, including dropping out or new arrest.


**Exhibit 2-21**  
**Exit Reason**  
**Across CPD Funded Programs That Participate in PrIDE**

Reason for program exit (n=504)	% of Participants	Finding
Completed the program	61%	<b>Positive Outcome</b> 61%
Referred to other agencies	3%	<b>Neutral Outcome</b> 19%
Partial completion of program	12%	
Youth moved out of the area	4%	
Failure to appear at program/youth dropped out	9%	<b>Negative Outcome</b> 21%
Poor performance or behavior	3%	
New arrest/law violation	3%	
Committed to juvenile hall	3%	
Probation violation	3%	

Data Source: ♦ = Participant tracking spreadsheets

### Summary

A large number of youth from a variety of different backgrounds and neighborhoods with different strengths and needs are being served by CPD-funded programs. Based on data aggregated across CPD-funded programs we know several key things about the youth who are being served, how they feel about the services and programs they have participated in, and how youth who were surveyed after program involvement compare to those surveyed at time of program entry. First, the programs are reaching youth who have a variety of risk factors, and therefore are clearly at risk of involvement or continued involvement with the juvenile justice system. Second, a majority of youth is “very satisfied” or “satisfied” with all aspects of the programs they participate in from the staff to the services provided. Further, youth noted a number of ways that they felt they had changed or grown as a result of participating in the program. Finally, with regard to program outcomes – information about whether youth change as a result of program participation – in most areas we found that program participation is associated with improvement in the areas of education, work and job readiness, building positive relationships, cultivating social development and anger management skills, and reducing risk factors.



**anger management**

anger  
management

## Chapter 3

# Overview of Anger Management Programs

---

Many of the SFJPD/CPD-funded programs help youth develop stronger anger management skills. Only one program specifically focuses on building youths' strengths in this area: the Samoan Community Development Center Community Learning Center's Anger Management Program. In this report, this program alone is categorized as an "anger management" program both because it is the only program that has this as its main focus and because it has submitted such extensive data collected from youth that if data for this program were compiled with that of other programs, it would significantly influence reported outcomes for youth.

**Programs Included in this Section:**

- Samoan Community Development Center CLC, Anger Management

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

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

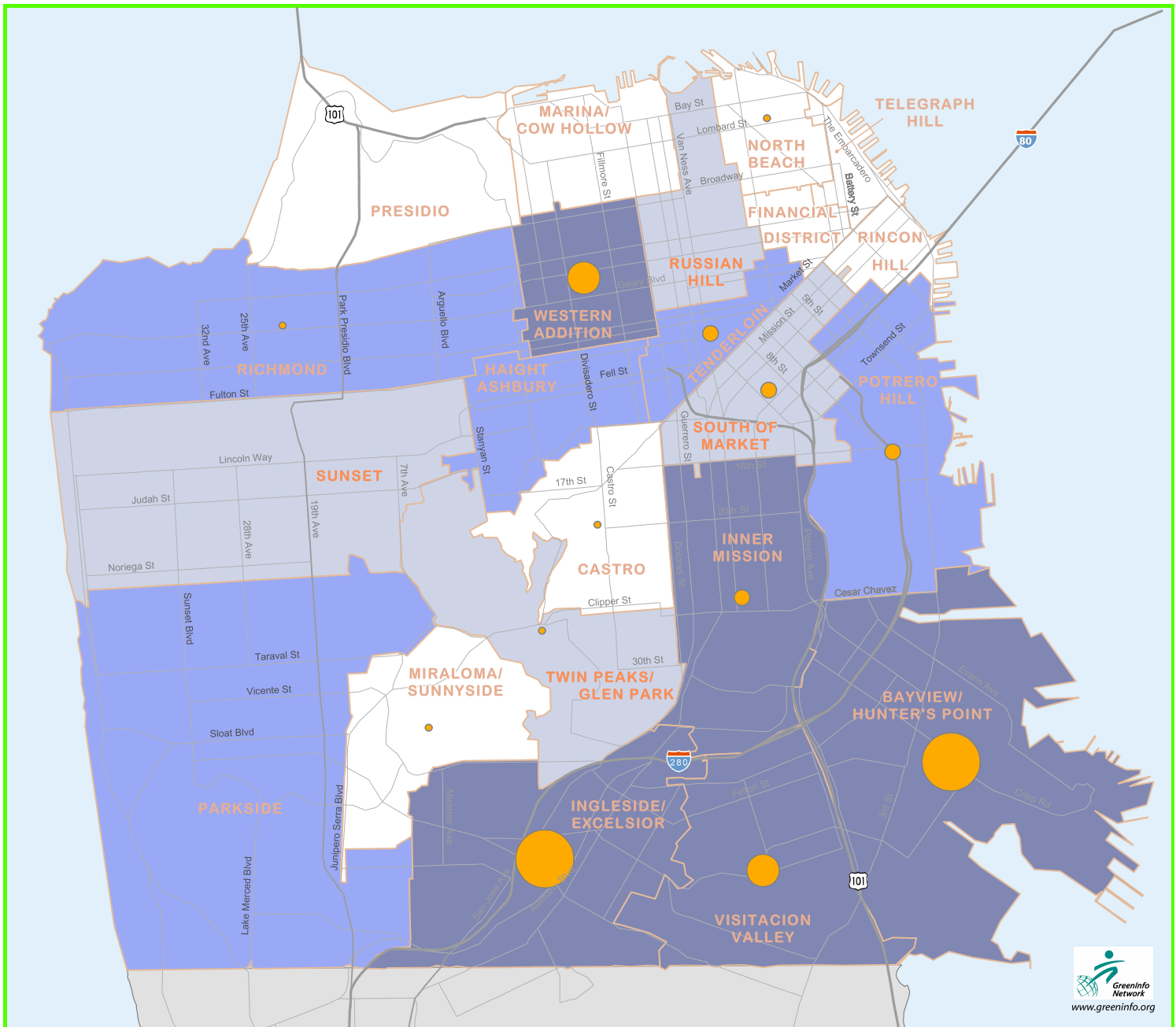
Program	Number of Youth Served <sup>1</sup>	Description
Samoan Community Development Center CLC, Anger Management	164	Samoan Community Development Center's Anger Management Workshops and Community Learning Center services are designed to provide academic support, case management and anger management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

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

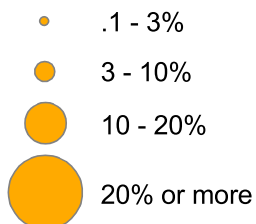




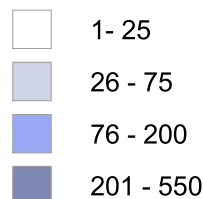
# Neighborhood Concentrations of Participants Served by Anger Management Programs and Juvenile Law Violation Referrals



Percentage of Anger Management Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



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

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



# Chapter 4

## Samoan Community Development Center CLC

### Anger Management

---

#### Program Overview

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

<b>Exhibit 4–1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Tutoring/help with homework</li> <li>▪ Case management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Management services</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Western Addition</li> <li>▪ Excelsior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mission</li> <li>▪ Visitacion Valley</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 12 and 17</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Probation Officer</li> <li>▪ Case Manager</li> <li>▪ Teacher or School Counselor</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ 8 weeks</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 50</li> </ul>	

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

##### Key Positive Findings

- The program appears to have a positive effect on youth’s educational success. After involvement in the program, youth report greater confidence in their abilities and that they will graduate from high school, fewer behavior problems in school, and greater attendance.
- The program helps youth relate better to friends and relatives. Youth report improved anger management skills as a result of attending the program.

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

- The data does not show an association between involvement in the program and lower rates of recidivism.

---

<sup>2</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 4-7.

## Program Contract Compliance

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

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

- Information on JPD's contract with this program for the 2003-2004 contract year is unavailable. The program's total budget for 2003-04 is also unavailable.
- JPD's contract amount with this program for the 2004-2005 contract year is \$70,000 which is 100% of the organization's total budget.

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

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

### Staffing:

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

### Evaluation:

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

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

- "Youth are staying with the program, completing all their sessions and really changing their attitudes."<sup>5</sup>
- "Building the program into schools has been a big success. The staff see that last years' youth are doing well."<sup>3</sup>
- "After taking this class, about 80% of our youth do well in school and do not re-offend. Many of the youth say that they think before they react to different situations they come across. Many of the youth that participate at the different schools do not get into fights after taking this class."

### Program Challenges:

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

---

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

<sup>4</sup> Unless otherwise indicated, information on program strengths, successes, and challenges are provided by program staff.

<sup>5</sup> Information provided by Community Programs Division Staff

**Exhibit 4–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

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

↓  
The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓  
Participants were grouped into five categories according to their race/ethnicity.

↓  
The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 4–3  
Data Sources  
SCDC Anger Management**

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

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 94 Baselines and their paired Follow-ups, 68 Youth Evaluation Surveys, and 62 Exit Forms. All of these data were utilized in this report.
- The program served a total of 164 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 164 youth surveys. Because programs did not submit data regarding how many youth were served between March and June 2004, we cannot report an exact response rate. Using the reported number of youth served, we report an approximate survey response rate of 100%. The approximate exit form response rate was 38%.<sup>6</sup>

## **Program Description**

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

- Youth participants range in age from 12 to 17;
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview Hunters Point, Western Addition, Excelsior, and the Visitacion Valley.

---

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

**Exhibit 4-4  
Youth Characteristics  
SCDC Anger Management**

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

Data Sources:

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

↕CBO Questionnaire

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

**Exhibit 4–5  
Demographic Information  
SCDC Anger Management**

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

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

### What are participants' major risk factors?

- Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.
- Participants are part of high-risk peer groups. At program entry, almost two-thirds of participants (64%) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 93% said that they did (n=130). Most commonly, they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, 90% said that they knew someone who died (n=125); the largest percentage of youth said that a friend had died. About half of respondents (55%, n=136) say they have tried alcohol or other drugs.

**Exhibit 4–6  
Risk Factors  
SCDC Anger Management**

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

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



## Program Outcomes

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

**Exhibit 4–7**  
**Program Outcome Measures**  
**SCDC Anger Management**

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

## How to Read the Tables Reporting on Program Outcomes

- The PRIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

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

## Education: Primary Outcomes

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

### School Attendance/Attachment

- Of youth in this program, 99% were enrolled in school or a GED program prior to program participation (n=132). Of these, 96% stayed enrolled, and 4% dropped out (n=111). One youth was *not* enrolled in school or a GED program prior to program participation, and this participant did not enroll in school while in the program.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Youth showed slight improvements on average in their attendance, grades, and enjoyment of school.

**Exhibit 4–8  
School Attendance/Attachment  
SCDC Anger Management**

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

Data Source: PRIDE

- Further indications of the program’s ability to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- About three-fourths of respondents said that the program helped them stay in school or get their GED and “made them feel more comfortable about their abilities in school” (76%, n=119; 77%, n=115).

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

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

Data Source: PRIDE

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; for this reason year 1 and year 2 results are presented separately below.
- Year 1 data show that before participating in this program, 32% of youth had been in trouble at school, either getting sent to the counselor’s office, suspended, or expelled. After program participation, this proportion was 48%. We cannot conclude that program participation is

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

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

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

Data Source: PRIDE

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

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

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

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

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

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

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

Data Source: PRIDE

**Engagement in Positive After-School Activities**

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

**Exhibit 4–13**  
**After-School Activities**  
**SCDC Anger Management**

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

Data Source: PRIDE

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

**Exhibit 4–14**  
**After-School Activities**  
**SCDC Anger Management**

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

Data Source: PRIDE

**Building Positive Relationships: Primary Outcomes**

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

**Positive Peer Relationships**

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

**Exhibit 4–15**  
**Positive Peer Relationships**  
**SCDC Anger Management**

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

Data Source: PRIDE

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

<sup>7</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>8</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

### **Positive Relationships with Parents/Guardians**

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

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

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

Data Source: PrIDE

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

### **Positive Relationships with Program Staff**

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

### **Skill-Building: Primary Outcomes**

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

### **Anger Management**

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

**Exhibit 4–17**  
**Anger Management**  
**SCDC Anger Management**

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

Data Source: PRIDE

### **Risk Behavior: Primary Outcomes**

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

### **Involvement in Juvenile Justice System**

- The table below shows recidivism rates for youth involved with this program. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in the program is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.
- The data does not show an association between participation in one of these programs and lower rates of recidivism. This table shows that at six months after a first sustained petition, 14% had had at least one more sustained petition. This rate is similar to the recidivism rate of youth six months after program entry which was 20%. At 12 months, the post-program entry rate was slightly higher than the true recidivism rate. There was not enough data to compare the rates at the 18-month or 24-month mark. (For more detailed information on how these



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

**Exhibit 4-18  
Recidivism Rates  
SCDC Anger Management**

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

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

## Service Satisfaction

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

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

**Exhibit 4-19  
Participant Satisfaction  
SCDC Anger Management**

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

Data Source: PRIDE

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

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

**Exhibit 4-20  
Program Attachment  
SCDC Anger Management**

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

Data Source: PRIDE

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

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

**Exhibit 4–21  
Program Benefits  
SCDC Anger Management**

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

Data Source: PRIDE

**Are youth successfully completing the program?**

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

**Exhibit 4-22  
Exit Reason  
SCDC Anger Management**

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

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

Data Source: PRIDE



case management

case management

# Chapter 5

## Overview of Case Management Programs

Case Management programs are structured to provide an array of one-on-one services that meet the specific needs of the youth they serve. A component of several SFJPD/CPD funded programs, case management encompasses appropriate services that are tailored to a specific population or individual. Therefore, there is no single structure or formula for services that compose case management. These services are often part of community-based interventions aimed at preventing or reducing the delinquent behavior of youth already involved in the juvenile justice system. Some services are provided to youth who must be supervised as part of their probation.

- Programs Included in this Section**
- Bernal Heights Neighborhood Center, Outer Mission Community Support Network
  - CARECEN, Second Chance Tattoo Removal

Exhibit 5-1 provides an overview of the Case Management programs currently funded by the Community Programs Division. More details on specific programs can be found in the program-by-program chapters that follow.

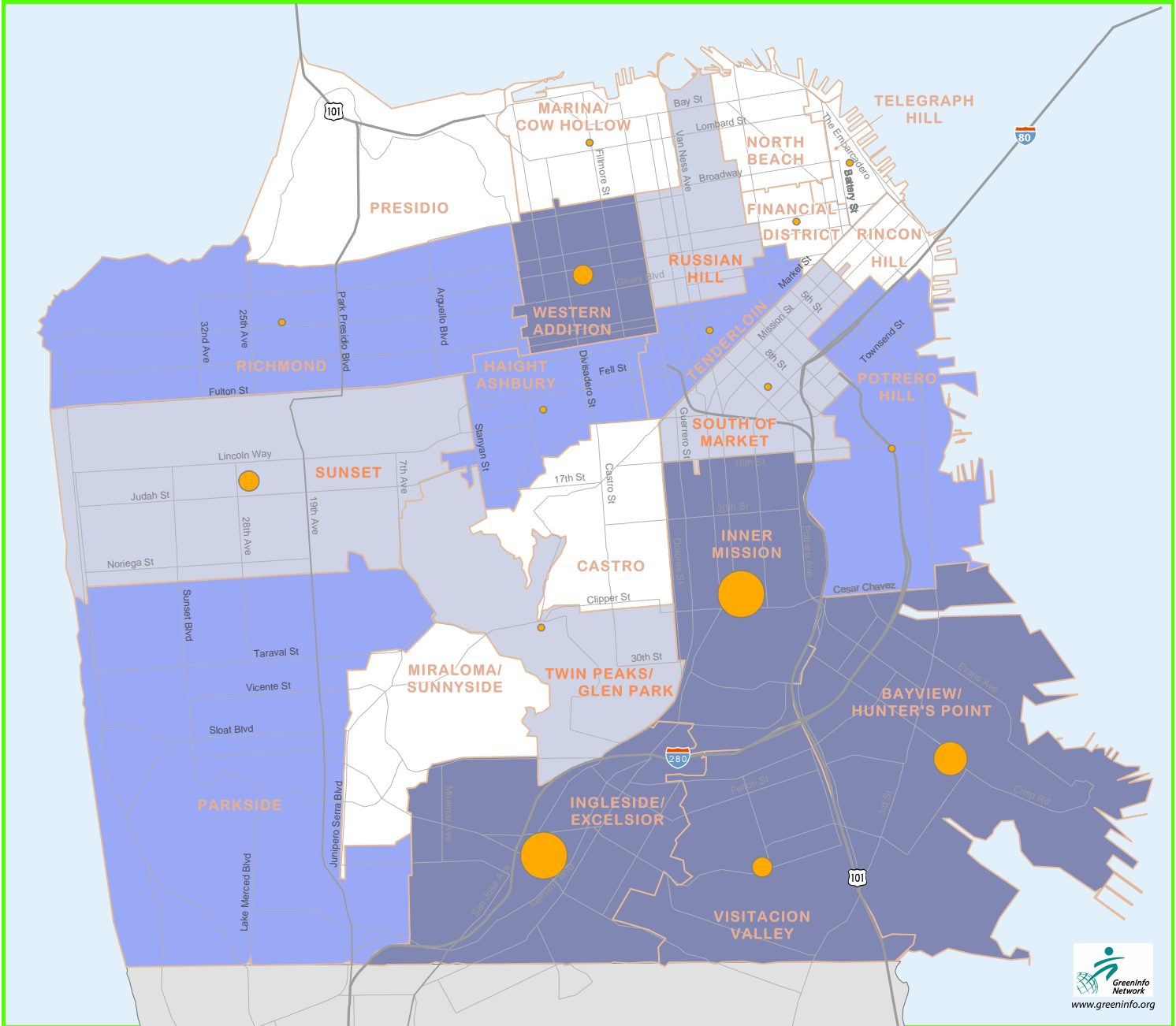
**Exhibit 5-1  
Overview of Case Management Programs**

Program	Number of Youth Served <sup>1</sup>	Description
Bernal Heights Neighborhood Center, Outer Mission Community Support Network	61	The Outer Mission Community Support Network is a multi-service prevention and intervention program for youth at risk of gang, crime and violent activities. Case management, support and socialization groups, and alternative recreation are some of the services provided for youth aged 8-18 years.
CARECEN, Second Chance Tattoo Removal	78	Second Chance Tattoo Removal offers a six-month comprehensive case management component, plus tattoo removal laser treatment to youth between the ages of 12 and 24 who are involved in gangs and have gang affiliated tattoos, are at risk for gang involvement, and/or are at risk for entering or are already involved in the juvenile justice system.

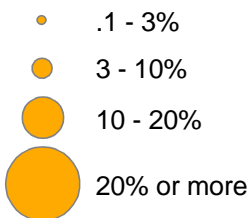
<sup>1</sup> For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.



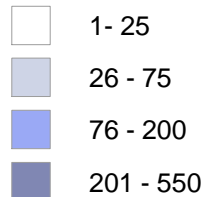
# Neighborhood Concentrations of Participants Served by Case Management Programs and Juvenile Law Violation Referrals



Percentage of Case Management Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Data shown on this map were submitted by:  
 Mission Neighborhood Centers, Inc., Home Detention; Bernal Heights  
 Neighborhood Center, Outer Mission Community Support Network; CARECEN,  
 Second Chance Tattoo Removal Program

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

# Chapter 6

## Bernal Heights Neighborhood Center

### Outer Mission Community Support Network

---

#### Program Overview

The Outer Mission Community Support Network is a multi-service prevention and intervention program for youth at risk of gang, crime and violent activities. Case management, support and socialization groups, and alternative recreation are some of the services provided for youth aged 8 -18 years old. The program is based on a partnership model, and it provides youth with referrals to a variety of services from other community-based organizations including the Greater Mission Consortium and its partners, Excelsior Youth Center, Balboa Teen Health Clinic, Denman Middle School, Healthy Start, Paul Revere Elementary School, Community Assessment and Referral Center, and the Youth Guidance Center.

<b>Exhibit 6-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Extra-curricular or after-school activities</li> <li>▪ Environmental education</li> <li>▪ Girl-specific programming</li> <li>▪ Health education services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Legal services</li> <li>▪ Leadership development</li> <li>▪ Mentoring</li> <li>▪ Tutoring/help with homework</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Excelsior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outer Mission</li> <li>▪ Visitacion Valley</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> <li>▪ Youth who are between the ages of 12 and 17</li> <li>▪ Youth who are on probation</li> <li>▪ Latino and African American youth</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation Officer</li> <li>▪ Case Manager</li> <li>▪ Teacher or School Counselor</li> <li>▪ Self</li> <li>▪ Outreach worker</li> <li>▪ Parent, guardian or other adult family member</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 20</li> </ul>	



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

### Key Positive Findings

- There were positive findings for all of the primary outcomes identified by the program including an increase in school attendance, a decrease in school behavioral problems, reports of positive peer and staff relationships, improvements in youths' social development and self-care skills, and a decrease in youths' gang affiliation.

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

- While youth showed improvement in their school attendance and enjoyment of school, they have received slightly lower grades since attending the program.
- Less than half of the participants had ideas about the job they want and/or the belief that they can get a job, pointing to an increased need for job readiness services.

## 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 \$57,000 in TANF funding, which was 100% of the program's budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$60,000 in TANF funding, which was 100% of this program's total budget.

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

- 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.<sup>4</sup> During this period, the program served 61 youth.

### Staffing:

- The program is staffed by two part-time staff members. This provides a staff/youth ratio of about one to 12.
- All staff positions are filled as planned and staff development trainings were held during this evaluation period.<sup>5</sup>
- The Program Director changed mid-way through the contract year.<sup>6</sup>

### Factors Affecting Involvement in PrIDE Evaluation:

- Program staff noted the following factors as affecting their ability to have all youth in the program complete PrIDE surveys: the length of the survey/amount of information covered; the quick turnover rate of the clients who either leave the program or move out of the area; and parents/guardians not returning consent forms in timely a manner.

<sup>2</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 6-7.

<sup>3</sup> Data source: Participant Tracking Spreadsheets.

<sup>4</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>5</sup> Information provided by Community Programs Division staff.

<sup>6</sup> Information provided by the program.

**Program Strengths and Successes:**

- Case managers have set up numerous collaborations with other service providers.<sup>4</sup>
- Since the program began it has been able to “establish good relationships with each of the clients and helped the clients on the caseload achieve minor successes.”<sup>5</sup>
- Program staff highlighted the story of one young man who was referred to the program and initially had very low participation. The staff member said, “Through PRIDE I learned so much about him and was able to provide him services to fill his immediate needs. This young man became an amazing presenter with our violence prevention presentations to our middle school youth. He has since turned 18 and is going to college and working part-time.”
- According to Community Programs Division staff, support and socialization groups for the youth “have been very successful for the collaboration.”

**Program Challenges:**

- There has been some turnover in the Case Management Coordinator position.<sup>5</sup>
- The program has experienced difficulty “getting referrals from the middle school the program was working out of. Meetings have been requested to correct this problem, but with no success.” The program staff are currently looking “for ways to improve this process so there is an increase in the number of the client caseload.”<sup>5</sup>

**Exhibit 6–2  
How to Read the Tables**

We have used tables to present data throughout this report.

*Here's an example:*

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoaan	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 6–3  
Data Sources  
Outer Mission Community Support Network**

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

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 9 Baselines and their paired Follow-ups, 5 Youth Evaluation Surveys, and 2 Exit Forms. All of these data were utilized in this report.

- The program served a total of 61 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 14 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 23%. This program submitted 2 Exit Forms. During this same period, the program reported that 32 youth had exited the program, yielding an approximate response rate of 6% for Exit Forms<sup>7</sup>.

## **Program Description**

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

- This program's target population is youth ages 12 to 17, and it reaches a range even larger than this, serving youth ages eight to 21 years old. The average age of youth in this program is 13 years old.
- There are nearly twice as many females (61%, n=54) as males (39%, n=54) in this program.
- The largest percentages of participants live in Bayview Hunters Point, Excelsior, Visitacion Valley, and the Mission (26%, 26%, 21%, and 15%, n=61).

---

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

**Exhibit 6–4  
Youth Characteristics  
Outer Mission Community Support Network**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=49)	Under 13 years old	43%
	13-15 years old	41%
	16-17 years old	10%
	Over 18 years old	6%
<b>Gender♦</b> (n=54)	Male	39%
	Female	61%
<b>Race/Ethnicity♦</b> (n=47)	Latino/a	51%
	African American	32%
	Samoan	6%
	Pacific Islander	2%
	Hawaiian	2%
	Other	6%
<b>Home Neighborhood♦</b> (n=61)	Bayview Hunters Point	26%
	Excelsior	26%
	Visitacion Valley	21%
	Mission	15%
	Outer Mission	10%
	All other San Francisco neighborhoods	2%
	All areas outside San Francisco	3%

Data Sources:

♦ = Participant tracking spreadsheets (July 2003-February2004, and July 2004-February 2005);

♦ CBO Questionnaire

- Among participants for whom this information is available, all live in homes where English is the primary language.
- Over two-thirds of the participants report living in single-parent households (69%, n=13).
- The highest percentage of referrals come from participants' schools and friends (39% and 31%, n=13).

**Exhibit 6–5**  
**Demographic Information**  
**Outer Mission Community Support Network**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=11)	English	100%
<b>Living Situation</b> (n=13)	One Parent	69%
	Two Parents	15%
	Family but not parents	15%
<b>Referral to Program*</b> (n=13)	School	39%
	Friend	31%
	Referred by another organization	15%
	Police	8%
	It's in my neighborhood	8%

\*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 three-fourths of participants acknowledge that they hang out with gang members (88%, n=8). When asked if they knew anyone who had been arrested, all say that they did. Most commonly, they note that a sibling or parent had been arrested.  
 As a further indication that youth are in high-risk peer groups, all but one of the eleven respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Fourth-fifths of respondents (80%) say they have tried alcohol or other drugs.

**Exhibit 6–6  
Risk Factors  
Outer Mission Community Support Network**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=11)	Never	9%
	Once or Twice	18%
	Many Times	73%
<b>Feels Unsafe in Neighborhood</b> (n=10)		20%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=8)		88%
<b>Has Tried Drugs or Alcohol</b> (n=11)		80%
<b>Knows Someone Who Was Arrested</b> (n=12)	Knows at least one person who was arrested (n=9)	100%
	Participant's sibling was arrested*	58%
	Participant's parent was arrested*	42%
	Participant was arrested*	25%
	Participant's friend was arrested*	7%
	Participant's neighbor was arrested*	0%
	Participant's other relative was arrested*	0%
<b>Knows Someone Who Died</b> (n=7)	Knows at least one person who died (n=11)	91%
	Participant's friend died*	86%
	Participant's neighbor died*	11%
	Participant's parent died*	0%
	Participant's sibling died*	0%

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

## Program Outcomes

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

**Exhibit 6–7**  
**Program Outcome Measures**  
**Outer Mission Community Support Network**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
Education	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Engagement in positive after-school activities will increase		X
Work and Job Readiness	▪ Employment will increase		X
Building Positive Relationships	▪ Positive peer relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
Skill-Building	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
Risk Factors	▪ Involvement with the juvenile justice system will decrease <sup>8</sup>	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease	X	

<sup>8</sup> 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

#### School Attendance/Attachment

- All of the youth in this program were enrolled in school or a GED program prior to program participation, and all stayed enrolled during the program.
- We further investigate changes in school attendance and attachment. Program participants showed improvement on school attendance and enjoyment of school; however, they did not show improvement in their grades.

**Exhibit 6–8  
School Attendance/Attachment  
Outer Mission Community Support Network**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=11)	0%	64%	36%	<b>+.8</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=6)	17%	50%	33%	<b>-.2</b>	<b>No</b>	Youth got <b>lower</b> grades.
<b>Enjoyment of school</b> (n=10)	0%	40%	60%	<b>+.9</b>	<b>Yes</b>	Youths' enjoyment of school <b>increased</b> .

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Over two-thirds of respondents said that the program helped them stay in school or get their GED (67%, n=9).
- Over two-thirds of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (71%, n=7).

**Exhibit 6–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Outer Mission Community Support Network**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=9)	67%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=7)	71%

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, all of the youth had been in trouble at school, either getting sent to the counselor’s office, suspended, or expelled. After program participation, this proportion dropped to 40%. This decrease in participants’ behavior problems in school could be a result of the socialization and recreation activities offered at OMCSN which provide healthy outlets for youths’ energy and emotions. In addition, OMCSN provides mentoring and homework help to support youths’ academic achievement and lessen the likelihood of their acting out in the classroom.

**Exhibit 6–10**  
**Change in Behavior Problems in School**  
**after Program Participation**  
**Outer Mission Community Support Network**

<b>Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months...</b>	<b>Percent of Respondents</b>
<b>Prior to Program Enrollment</b> (n=5)	100%
<b>After Program Participation</b> (n=5)	40%

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 three-quarters of participants showed improvement in their behavior in school (75%, n=4). No participants showed a negative change in this area.

**Exhibit 6–11**  
**Change in Behavior Problems in School**  
**Outer Mission Community Support Network**

<b>School Behavior</b>	<b>Degree to which School Behavior Has Changed since Attending the Program</b>				<b>Improvement Shown on Average?</b>	<b>Since Attending the Program...</b>
	<b>Worsened</b>	<b>Stayed Same</b>	<b>Improved</b>	<b>On Average</b>		
	<b>(-3 to -1)</b>	<b>(0)</b>	<b>(+1 to +3)</b>			
<b>Frequency of Getting in Trouble at School</b> (n=4)	0%	25%	75%	<b>+1.3</b>	<b>Yes</b>	Youth had <b>fewer behavior problems</b> in 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, half of the participants reported no change in the amount of time they spend in extra-curricular activities; half of the participants reported that they spend more time in after-school activities.

**Exhibit 6–12  
After-School Activities  
Outer Mission Community Support Network**

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Spending time in extra-curricular activities (n=10)	0%	50%	50%	+9	Yes	Youth spent <b>more time</b> in extra-curricular activities.

Data Source: PRIDE

- Close to three-quarters of respondents had joined at least one after-school activity since beginning the program (73%, n=11).

**Exhibit 6–13  
After-School Activities  
Outer Mission Community Support Network**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity:</b> (n=11)	73%
<b>Participating in a youth group or club</b> (n=11)	46%
<b>Going to a neighborhood or community center</b> (n=11)	36%
<b>Volunteering</b> (n=11)	36%
<b>Playing team sports</b> (n=12)	25%
<b>Working for pay</b> (n=11)	18%
<b>Playing a musical instrument</b> (n=11)	9%
<b>Participating in a religious group or club</b> (n=12)	8%

Data Source: PRIDE

- Three-quarters of respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (75%, n=8).

**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 6–14 Positive Peer Relationships Outer Mission Community Support Network**

<b>Youth Has a Friend or Relative about His/Her Own Age who...</b>	<b>Percent of Respondents Reporting that They have These Positive Peer Relationships</b>
<b>Really cares about me.</b> (n=10)	90%
<b>I can go to when I have problems.</b> (n=10)	80%
<b>Helps me when I'm having a hard time.</b> (n=10)	80%

Data Source: PrIDE

- Over three-quarters of participants said that the program helped them get along better with their friends and/or relatives (82%, n=11).

### **Positive Relationships with Program Staff**

- Participants have developed relationships with staff members in the program. Close to three-quarters (70%, n=10) said that if they were in trouble and needed help they would talk with a staff member about it.

### **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 take criticism without feeling defensive, ability to respect others' feelings, and ability to think about how their choices will impact their future, with close to two-thirds of participants showing positive change in these areas (63%, n=8).

**Exhibit 6–15**  
**Social Development and Self-Care Skills**  
**Outer Mission Community Support Network**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=9)	0%	56%	44%	<b>+.7</b>	<b>Yes</b>	Youth <b>knew more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=9)	0%	67%	33%	<b>+.4</b>	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=8)	0%	38%	63%	<b>+.8</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=8)	0%	50%	50%	<b>+.8</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=8)	0%	38%	63%	<b>+.8</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=8)	0%	38%	63%	<b>+.8</b>	<b>Yes</b>	Youth <b>thought more</b> 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 the greatest improvement on refraining from breaking things on purpose when they are angry or upset.

**Exhibit 6–16**  
**Anger Management**  
**Outer Mission Community Support Network**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=11)	0%	46%	55%	<b>+.6</b>	<b>Yes</b>	Youth <b>get mad less often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=11)	0%	46%	55%	<b>+.6</b>	<b>Yes</b>	Youth <b>act out less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=11)	0%	46%	55%	<b>+.8</b>	<b>Yes</b>	Youth believe it is okay to physically fight to get something <b>less often.</b>
<b>Yelling at people when angry</b> (n=11)	9%	55%	36%	<b>+.4</b>	<b>Yes</b>	Youth yell at people when they are angry <b>less often.</b>
<b>Breaking things on purpose</b> (n=11)	9%	27%	64%	<b>+.9</b>	<b>Yes</b>	Youth break things on purpose <b>less often.</b>
<b>Hitting people on purpose</b> (n=11)	9%	36%	55%	<b>+.8</b>	<b>Yes</b>	Youth hit people on purpose <b>less often.</b>

Data Source: PRIDE

**Risk Behavior: Primary Outcome<sup>9</sup>**

- Staff identified the following as a primary outcome for risk behavior:
  - Gang affiliation 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, 40% said that they no longer hung out with them (n=5).<sup>10</sup> And of those who still hang out with people belonging to a gang, all of the youth said that they hung out less often (100%, n=5).<sup>11</sup>

<sup>9</sup> This program also selected “involvement with the juvenile justice system will decrease” as a primary outcome, but as noted in the footnote in Exhibit 6-7, recidivism analyses were not conducted for this program due to an insufficient number of cases.

<sup>10</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>11</sup> 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. About three-quarters of respondents had never smoked cigarettes (67%, n=3); One-third had never drunk alcohol (33%, n=3); One-third had never smoked marijuana (33%, n=3); and none had ever tried street drugs (0%, n=3).
- 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 drinking alcohol and smoking marijuana, with three-quarters of participants reporting that they use these substances less frequently (75%, n=4).

**Exhibit 6–17**  
**Substance Use**  
**Outer Mission Community Support Network**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=4)	25%	25%	50%	<b>+0.8</b>	<b>Yes</b>	Youth smoked cigarettes <b>less often.</b>
<b>Drinking Alcohol</b> (n=4)	25%	0%	75%	<b>+1.8</b>	<b>Yes</b>	Youth drank alcohol <b>less often.</b>
<b>Smoking Marijuana</b> (n=4)	25%	0%	75%	<b>+1.8</b>	<b>Yes</b>	Youth smoked marijuana <b>less often.</b>

Data Source: PRIDE

## Work and Job Readiness: Secondary Outcome

- Staff identified the following as a secondary work and job readiness outcome for the program:
  - 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 (44% and 33%, n=9). Fewer participants have obtained items such as a social security card (25%, n=4), resume (22%, n=9), or ID or driver's license (10%, n=10).

### **Exhibit 6–18 Job Readiness Outer Mission Community Support Network**

<b>Job Readiness Indicator</b>	<b>Percent of Respondents Reporting that the Program Helped them in These Areas</b>
<b>Ideas about the Kind of Job I Want</b> (n=9)	44%
<b>Belief that I Can Get a Job</b> (n=9)	33%
<b>Social Security Card</b> (n=4)	25%
<b>Resume</b> (n=9)	22%
<b>California (or other state) ID Card or Driver's License</b> (n=10)	10%

Data Source: PRIDE

## **Employment**

- 27% of respondents held a job at the time they filled out the survey (n=11).
- Of the two participants answering this question, both reported that they had received help from this program in finding or keeping a job.

## **Service Satisfaction**

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

- Only four youth answered questions about program satisfaction, but all expressed a high level of satisfaction with the program (see below), saying 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, from staff to the program overall.

**Exhibit 6–19**  
**Participant Satisfaction**  
**Outer Mission Community Support Network**

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

Data Source: PRIDE

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

- Participants do feel connected to the program. All of the participants **felt safe** attending the program and almost all said they would **recommend it to their friends** (100%, n=10; 91%, n=11).

**Exhibit 6–20**  
**Program Attachment**  
**Outer Mission Community Support Network**

After program Involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=10)	100%
I would recommend this program to my friends (n=11)	91%
I am interested in staying in touch and helping out with the program (n=8)	75%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=10)	70%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=12)	8%

Data Source: PRIDE

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

- The most significant benefits of the program relate to helping participants overcome substance use and helping them acquire anger management and life skills. All participants reported receiving help from the program in handling their drug or alcohol abuse (100%, n=3). All participants also said the program “taught [them] new ways to deal with [their] anger” (100%, n=14).

**Exhibit 6–21  
Program Benefits  
Outer Mission Community Support Network**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Drug or alcohol use (n=3)	100%
Managing anger (n=14)	100%
Homework/school/GED studies (n=12)	75%
Finding a job (n=12)	33%
Safer sex education (n=12)	25%
Getting away from gangs (n=12)	17%
Keeping a job (n=12)	8%
Emotional problems (n=12)	8%

Data Source: PrIDE

## Are youth successfully completing the program?

- Of the two participants for whom there is Exit Form data, neither successfully completed the program. Both youth moved out of the area (100%, n=2).

**Exhibit 6–22  
Exit Reason  
Outer Mission Community Support Network**

Reason for program exit* (n=2)	% of Respondents
Youth moved out of area	100%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	50%
Probation violation	50%

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

Data Source: PrIDE

# Chapter 7

## CARECEN

### Second Chance Tattoo Removal

---

#### Program Overview

Second Chance Tattoo Removal offers a six-month comprehensive case management component and six-month follow-up period, plus tattoo removal laser treatment to youth between the ages of 12 and 24 who are involved in gangs and have gang-affiliated tattoos, are at risk for gang involvement, and/or at risk for entering or are already involved in the juvenile justice system.

<b>Exhibit 7-1 Program At-A-Glance</b>	
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Tutoring/help with homework</li> <li>▪ Case management</li> <li>▪ Anger management</li> <li>▪ Information and referrals</li> <li>▪ Immigration services</li> <li>▪ Housing services</li> <li>▪ Dental care</li> <li>▪ GED Services</li> <li>▪ Mentoring</li> <li>▪ Extra-curricular activities</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Excelsior</li> <li>▪ The Mission</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 12 and 24</li> <li>▪ Youth who live in the Mission</li> <li>▪ Latino youth</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Probation Officer</li> <li>▪ Case Manager</li> <li>▪ Outreach Worker</li> <li>▪ Social Worker</li> <li>▪ Teacher or School Counselor</li> <li>▪ Parent, guardian, or other adult family member</li> </ul>
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ 1 -2 years</li> </ul>
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 45-50</li> </ul>

## Highlights on Program Outcome Findings<sup>12</sup>

### Key Positive Findings

- In the area of education, the program appears to have positive effects on whether youth complete school or a GED program. All respondents said the program helped them stay in school/get their GED and made them feel more comfortable about their abilities in school.
- All respondents report that the program helped them get along better with their friends and/or relatives and four-fifths said that if they were in trouble and needed help they would talk with a staff member about it.
- Program participants showed improvement in all social development and self-care skills. The program also appears to have a significant effect on participants' anger management skills, with youth reporting improvements in all anger management areas.
- All of the participants felt safe attending the program, said they would recommend it to their friends, and said they were interested in staying in touch and helping out with the program.

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

- Only one-fifth of respondents said they became involved in extra-curricular activities because of their participation in this program.
- While three-quarters of participants who were employed reported that they had received help from this program in finding or keeping a job, only one-quarter of all participants said they had ideas about the kind of job they want; none said they had the belief that they could get a job.

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$96,000, which was 57% of this program's total budget. Other sources of funding came from the San Francisco Department of Public Health and the Mayor's Office of Criminal Justice.
- For the 2004-2005 contract year, JPD's contract with this program provided \$100,000 through TANF and \$30,000 through DPH to support the physician, which was 87% of this program's total budget.<sup>13</sup>

### Number of youth served:<sup>14</sup>

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.<sup>15</sup> During this period, the program served 78 youth.

<sup>12</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 7-7.

<sup>13</sup> Information provided by Community Programs Division staff.

<sup>14</sup> Data source: Participant Tracking Spreadsheets.

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

**Staffing:**

- The program is staffed by two full-time and two part-time staff members.
- The program has one full-time Program Coordinator, one full-time Case Manager, and two part-time Case Managers.

**Factors Affecting Involvement in PrIDE Evaluation:**

- None

**Program Strengths and Successes:**

- Through the advocacy component of the program, staff are able to provide youth with the experience of being “part of community solving-actions while at the same time completing their requirement of community service hours.”<sup>16</sup>
- The Second Chance Tattoo Removal program continues to work with SFJPD and the Language Access and Cultural Competency Workgroup, in which youth participate as well.<sup>5</sup>
- The program was just awarded \$6,000 from the Youth Leadership Institute for the creation of a mural depicting issues of gangs, deportations, and the current situations in countries like El Salvador, Honduras, and Guatemala.<sup>5</sup>
- CPD staff point to the crucial needs met by this program, stating, “CARECEN’s Tattoo Removal program is designed to provide life skills and community service opportunities for young people who are ready to make the necessary life changes and move away from gang involvement. For many young people these markings not only hinder them from obtaining employment, but pose threats to their lives.”
- CPD staff note that CARECEN “provide[s] a safe and culturally appropriate space for a variety of case management and treatment services.”

**Program Challenges:**

- Program staff note that “as far as providing services in the [areas of] job and school placement we continue to experience dissatisfaction...due to the fact that...many Honduran nationals are undocumented and have a great deal of hardship in balancing their own gang-life purging and a reintegration into society.”<sup>5</sup>
- Staff would like to have more youth be able to participate in the program, but “because of the location of their services, many youth are hindered from coming due to turf issues.”<sup>3</sup>
- CPD notes that “the waiting list has over 147 clients awaiting treatment services. The treatment removal process is very time consuming and often times the clients are in the removal phase for over three months due to the complexities of the process and the availability of the physician.”

---

<sup>16</sup> Information provided by the program.

**Exhibit 7–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry	% of Respondents	
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoaan	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 7–3  
Data Sources  
Second Chance Tattoo Removal**

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 2 Baselines and their paired Follow-ups, 4 Youth Evaluation Surveys, and 7 Exit Forms. All of these data were utilized in this report.

- While the data available in these surveys are reported here, it is important to note the limitations of the very small sample size. Because there are so few youth surveys, and because youth don't answer every question, most outcomes have data for 1-3 youth. This is such a small number relative to the number of youth served that it is impossible to extrapolate from these data to all participants.
- Between July 2003 and February 2005, the program served a total of 78 youth and submitted 6 youth surveys. This yields a response rate of 8%. We cannot provide a response rate for Exit Forms because the program does not provide any information on whether youth have exited.

## **Program Description**

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

- This program's target population is youth between the ages of 12 and 24. The average age of participants in this program is 23, and about two-thirds of participants are over 18 years old (63%, n=43).
- The majority of participants are Latino/a (82%, n=67).
- Participants live in many different neighborhoods throughout San Francisco. The largest percentage of participants live in the Mission (80%, n=80). The next most common areas in which participants live are Excelsior and Bayview Hunter's Point (16% and 11%, n=80).



**Exhibit 7-4  
Youth Characteristics  
Second Chance Tattoo Removal**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=43)	Under 13 years old	2%
	Over 18 years old	63%
<b>Gender♦</b> (n=67)	Male	42%
	Female	58%
<b>Race/Ethnicity♦</b> (n=67)	Latino/a	82%
	African American	5%
	White	5%
	American Indian	3%
	Asian American and Pacific Islander	3%
	Other	3%
<b>Home Neighborhood♦</b> (n=80)	Mission	80%
	Excelsior	16%
	Bayview Hunters Point	11%
	Sunset	6%
	South of Market	4%
	Outer Mission	3%
	All other San Francisco neighborhoods	3%

Data Sources:

♦ = Participant tracking spreadsheets;

♦CBO Questionnaire (This number is higher than the total number of youth served because it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005)

- One-third of respondents are in homes where English, Spanish, or Russian was the primary language (33%, n=6).
- One-third of respondents either live with family but not parents or alone (33%, n=6).
- The majority of respondents are referred to this program by another organization (67%, n=6).

**Exhibit 7-5  
Demographic Information  
Second Chance Tattoo Removal**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=6)	English	33%
	Russian	33%
	Spanish	33%
<b>Living Situation</b> (n=6)	Family but not parents	33%
	Alone	33%
	Guardian	17%
	Other	17%
<b>Referral to Program*</b> (n=6)	Referred by another organization	67%
	Friend	17%
	Family	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?**

- Respondents are part of high-risk peer groups. Half of them acknowledge that they hang out with gang members (50%, n=4). When asked if they knew anyone who had been arrested, two of the three respondents say that they did.
- As a further indication that youth are in high-risk peer groups, all of the respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Over fourth-fifths of respondents (83%, n=6) say they have tried alcohol or other drugs.

**Exhibit 7–6  
Risk Factors  
Second Chance Tattoo Removal**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=4)	Never	50%
	Once or Twice	50%
	Never	0%
<b>Feels Unsafe in Neighborhood</b> (n=5)		20%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=4)		50%
<b>Has Tried Drugs or Alcohol</b> (n=6)		83%
<b>Knows Someone Who Was Arrested</b> (n=3)	Knows at least one person who was arrested (n=3)	67%
	Participant's friend was arrested*	33%
	Participant was arrested*	33%
	Participant's parent was arrested*	33%
	Participant's sibling was arrested*	33%
	Participant's neighbor was arrested*	33%
	Participant's other relative was arrested*	33%
<b>Knows Someone Who Died</b> (n=3)	Knows at least one person who died (n=3)	100%
	Participant's friend died*	67%
	Participant's parent died*	33%
	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. In this case, staff identified all outcomes as primary.

**Exhibit 7–7**  
**Program Outcome Measures**  
**Second Chance Tattoo Removal**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease <sup>17</sup>	X	
	▪ Substance use will decrease	X	
	▪ Gang affiliation will decrease	X	

<sup>17</sup> 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 <b>negative change</b>	This is the percentage of respondents who reported a <b>zero change</b>	This is the percentage of respondents who had a <b>positive change</b>	This is the <b>average score of all respondents</b>	This box indicates whether the average score indicates <b>improvement overall among respondents</b>	This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- Of youth in this program, 60% were enrolled in school or a GED program prior to program participation. Of these, 67% stayed enrolled, and 33% dropped out. Forty percent were *not* enrolled in school or a GED program prior to program participation; we cannot report if these youth became enrolled after program entry since these youth did not answer the survey items on the Follow-up Survey that ask about their enrollment in school/GED program.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Respondents showed improvement on school attendance and grades, but not in their enjoyment of school.

**Exhibit 7–8  
School Attendance/Attachment  
Second Chance Tattoo Removal**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=3)	0%	67%	33%	<b>+3</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=1)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth got <b>better grades</b> .
<b>Enjoyment of school</b> (n=3)	33%	67%	0%	<b>-.7</b>	<b>No</b>	Youths' enjoyment of school <b>decreased</b> .

Data Source: PRIDE

- The youth who responded to this question said that the program helped them stay in school or get their GED (100%, n=3).
- The respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (100%, n=4).

**Exhibit 7–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Second Chance Tattoo Removal**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=3)	100%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=4)	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, none of youth had been in trouble at school, either getting sent to the counselor’s office, suspended, or expelled before beginning the program. None of the respondents answered this question after their participation in the program.

- In year 2, youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that for the one youth who responded to the question that there was no change in how often s/he got in trouble at school since starting the program. Keep in mind that it is hard to extrapolate for certain that this indicates no change, since only one youth responded to the question.

**Exhibit 7–10  
Change in Behavior Problems in School  
Second Chance Tattoo Removal**

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=1)	0%	100%	0%	<b>0.0</b>	<b>No</b>	Youth had the <b>same amount</b> of behavior problems in school.

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- Since beginning the program, the one youth who responded to this question felt the same amount of certainty that s/he would graduate from High School or get their GED (100%, n=1).

**Exhibit 7–11  
Orientation toward Future Educational Attainment  
Second Chance Tattoo Removal**

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=1)	0%	100%	0%	<b>0.0</b>	<b>No</b>	Youth had the <b>same amount of certainty</b> that they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- Only one youth responded to this question on how the amount of time they spend in extra-curricular activities has changed since attending the program. This youth reported no change in this area.

**Exhibit 7–12  
After-School Activities  
Second Chance Tattoo Removal**

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=1)	0%	100%	0%	<b>0.0</b>	<b>No</b>	Youth spent the <b>same amount of time</b> in extra-curricular activities.

Data Source: PRIDE

- Both of the two respondents had joined at least one after-school activity since beginning the program (100%, n=2).

**Exhibit 7–13  
After-School Activities  
Second Chance Tattoo Removal**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity:</b> (n=2)	100%
<b>Going to a neighborhood or community center</b> (n=3)	33%
<b>Working for pay</b> (n=3)	33%

Data Source: PRIDE

- One-fifth of respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (20%, n=5).

### **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**

- Two-fifths of respondents reported that the program helped them get an ID card of driver's license and one-third said it helped them develop a resume. Only one-quarter of participants reported that the program helped them get ideas about the kind of job they want, and none said the program helped them to believe that they could get a job.



**Exhibit 7–14  
Job Readiness  
Second Chance Tattoo Removal**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>California (or other state) ID Card or Driver's License</b> (n=5)	40%
<b>Resume</b> (n=3)	33%
<b>Ideas about the Kind of Job I Want</b> (n=4)	25%
<b>Social Security Card</b> (n=2)	0%
<b>Belief that I Can Get a Job</b> (n=3)	0%

Data Source: PRIDE

**Employment**

- Four-fifths of respondents held a job at the time they filled out the survey (80%, n=5).
- Three-quarters of those employed reported that they had received help from this program in finding or keeping a job (75%, n=4).

**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.

**Exhibit 7–15  
Positive Peer Relationships  
Second Chance Tattoo Removal**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=4)	75%
<b>I can go to when I have problems.</b> (n=4)	75%
<b>Helps me when I'm having a hard time.</b> (n=4)	75%

Data Source: PRIDE

- Three-quarters say they have a friend who really cares about them, who they can go to when they have problems, and who helps them when they are having a hard time (n=4)

### **Positive Relationships with Parents/Guardians**

- All of the respondents said they have a parent or other adult who believes they will be a success and who listens to them when they have something to say (n=3).

#### **Exhibit 7–16 Positive Relationships with Parents/Guardians Second Chance Tattoo Removal**

<b>Youth Said S/He had a Parent or Other Adult at Home who...</b>	<b>Percent of Respondents Reporting that They have These Positive Adult Relationships</b>
<b>Believes that I will be a success.</b> (n=3)	100%
<b>Listens to me when I have something to say.</b> (n=3)	100%
<b>Is interested in my schoolwork.</b> (n=3)	100%
<b>Talks with me about my problems.</b> (n=3)	67%
<b>Expects me to follow the rules.</b> (n=3)	33%

Data Source: PrIDE

- All respondents (n=4) report that the program helped them get along better with their friends and/or relatives.

### **Positive Relationships with Program Staff**

- Respondents have developed relationships with staff members in the program. Four-fifths (80%, n=5) said that if they were in trouble and needed help they would talk with a staff member about it.

### **Skill-Building: Primary Outcomes**

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

### **Social Development and Self-Care Skills**

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

**Exhibit 7-17**  
**Social Development and Self-Care Skills**  
**Second Chance Tattoo Removal**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=4)	0%	50%	50%	<b>+.8</b>	<b>Yes</b>	Youth knew <b>more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=4)	25%	0%	75%	<b>+1.0</b>	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=4)	25%	25%	50%	<b>+.8</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=4)	0%	25%	75%	<b>+1.8</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=4)	0%	50%	50%	<b>+1.5</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=4)	25%	25%	50%	<b>+.8</b>	<b>Yes</b>	Youth <b>thought more</b> 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, respondents appear to have gained anger management skills as a result of program participation.
- According to their responses to these survey items, participants showed the greatest improvement in believing it is okay to physically fight to get what you want and in acting out or yelling at people when they are angry or upset.

**Exhibit 7–18  
Anger Management  
Second Chance Tattoo Removal**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=4)	25%	25%	50%	<b>+1.3</b>	<b>Yes</b>	Youth <b>get mad less often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=4)	0%	0%	100%	<b>+2.0</b>	<b>Yes</b>	Youth <b>act out less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=4)	0%	0%	100%	<b>+2.3</b>	<b>Yes</b>	Youth believe it is okay to physically fight to get something <b>less often.</b>
<b>Yelling at people when angry</b> (n=4)	0%	0%	100%	<b>+2.0</b>	<b>Yes</b>	Youth yell at people when they are angry <b>less often.</b>
<b>Breaking things on purpose</b> (n=4)	25%	0%	75%	<b>+1.5</b>	<b>Yes</b>	Youth break things on purpose <b>less often.</b>
<b>Hitting people on purpose</b> (n=4)	0%	25%	75%	<b>+1.8</b>	<b>Yes</b>	Youth hit people on purpose <b>less often.</b>

Data Source: PRIDE

### Risk Behavior: Primary Outcomes<sup>18</sup>

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

### Substance Use

- Some of the respondents had never tried cigarettes, alcohol, or drugs. Half of respondents had never smoked cigarettes and this same percentage had never tried street drugs (50%, n=2). All three respondents had drunk alcohol and smoked marijuana (100%, n=3).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use.

<sup>18</sup> This program also selected “involvement with the juvenile justice system will decrease” as a primary outcome, but as noted in the footnote in Exhibit 7-7, recidivism analyses were not conducted for this program due to an insufficient number of cases.

- According to their responses to these survey items, participants showed improvement on using street drugs, drinking alcohol, and smoking marijuana. They reported no change in how often they smoke cigarettes.

**Exhibit 7–19  
Substance Use  
Second Chance Tattoo Removal**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=2)	50%	0%	50%	<b>0.0</b>	<b>No</b>	Youth smoked cigarettes the <b>same amount</b> .
<b>Drinking Alcohol</b> (n=3)	0%	33%	67%	<b>+2.0</b>	<b>Yes</b>	Youth drank alcohol <b>less often</b> .
<b>Smoking Marijuana</b> (n=3)	33%	0%	67%	<b>+1.7</b>	<b>Yes</b>	Youth smoked marijuana <b>less often</b> .
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=1)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth used street drugs <b>less often</b> .

Data Source: PRIDE

**Gang Affiliation**

- Of the six respondents, one youth acknowledges that s/he hung out with gang members before joining the program. This particular youth did not answer the question about hanging out with gang members after participating in the program .

**Service Satisfaction**

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

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

**Exhibit 7-20  
Participant Satisfaction  
Second Chance Tattoo Removal**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=6)	0%	50%	50%
The staff (n=6)	0%	50%	50%
Respect shown for participant's ethnic and cultural background (n=6)	0%	50%	50%
The program overall (n=6)	0%	50%	50%

Data Source: PRIDE

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

- Respondents do feel connected to the program. All of the respondents **felt safe** attending the program, said they would **recommend it to their friends**, and said they were interested in **staying in touch and helping out** with the program.

**Exhibit 7-21  
Program Attachment  
Second Chance Tattoo Removal**

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
I feel safe attending this program (n=5)	100%
I would recommend this program to my friends (n=6)	100%
I am interested in staying in touch and helping out with the program (n=5)	100%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=5)	80%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=6)	0%

Data Source: PRIDE

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

- Half of the respondents saying they received help from the program in the areas of finding and keeping a job, and dealing with drug or alcohol use. One-third of respondents said they received help from the program in getting away from gangs (50%; 33%, n=6). No participants

said they received help from the program in doing their homework, dealing with emotional problems, or managing their anger (n=6).

**Exhibit 7-22  
Program Benefits  
Second Chance Tattoo Removal**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Finding a job (n=6)	50%
Keeping a job (n=6)	50%
Drug or alcohol use (n=2)	50%
Getting away from gangs (n=6)	33%
Safer sex education (n=6)	17%
Homework/school/GED studies (n=6)	0%
Emotional problems (n=6)	0%
Managing anger (n=4)	0%

Data Source: PRIDE

**Are youth successfully completing the program?**

- Close to one-third of youth for whom there are exit forms successfully completed the program (29%, n=7) and this same percentage partially completed the program. The most common reasons youth did not complete the program were failure to appear at the program and dropping out of the program, with 43% of youth “exiting” the program this way. Close to one-third of youth move out of the area before completing the program.

**Exhibit 7-23**  
**Exit Reason**  
**Second Chance Tattoo Removal**

Reason for program exit* (n=7)	% of Respondents
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	43%
Completed the program	29%
Partial completion of program	29%
Youth moved out of the area	29%
New arrest/law violation	14%
Committed to juvenile hall	14%
Other	29%

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







education, lifeskills, employment

education, lifeskills  
employment

## Chapter 8

# Overview of Education, Life Skills and Employment Programs

---

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

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

### Programs Included in this Section

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

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

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

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

## Exhibit 8–1

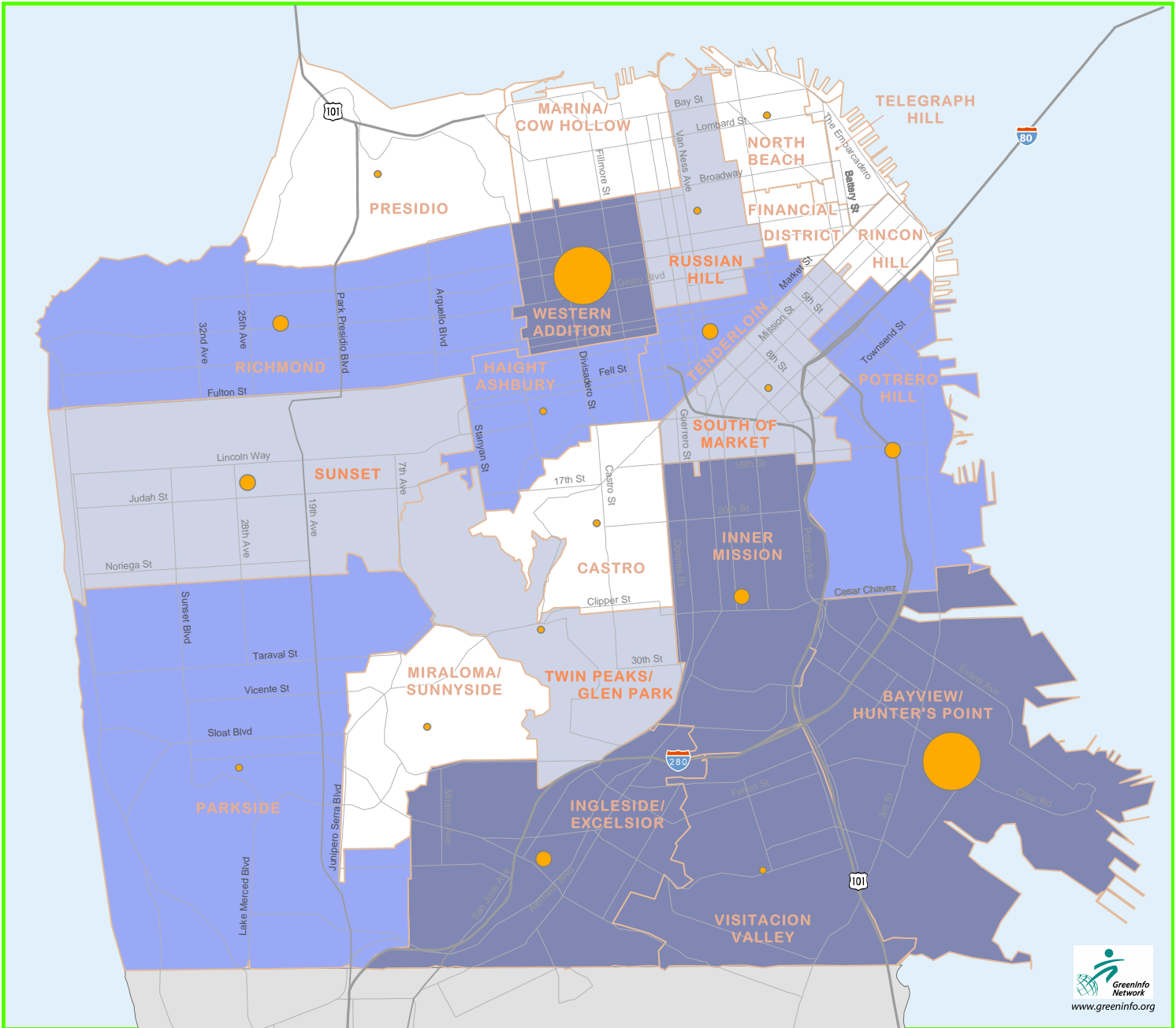
### Overview of Education, Life Skills and Employment Programs

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

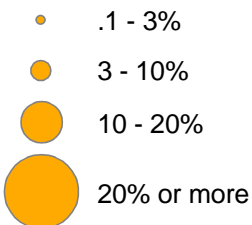
<sup>1</sup>For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.

<sup>2</sup> Total number of youth served by Focus I, Focus II, and GED Plus.

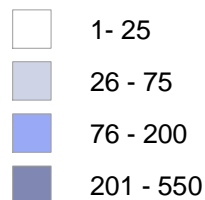
# Neighborhood Concentrations of Participants Served by Education, Life Skills and Employment Programs and Juvenile Law Violation Referrals



Percentage of Education, Life Skills & Employment Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



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

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

# Chapter 9

## Ark of Refuge

### Spirit Life Center Chaplaincy Services

---

#### Program Overview

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

<b>Exhibit 9-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Religious services</li> <li>▪ Spiritual care</li> <li>▪ Religious programs</li> <li>▪ Religious volunteer opportunities</li> <li>▪ Aftercare referral network</li> <li>▪ Tutoring</li> <li>▪ Mentoring</li> <li>▪ Juvenile probation compliance case management</li> <li>▪ Anger management</li> <li>▪ Visitation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Housing referral services</li> <li>▪ Substance use counseling referral</li> <li>▪ Mental health counseling referral</li> <li>▪ Practical assistance</li> <li>▪ After-school activities</li> <li>▪ Crisis intervention</li> <li>▪ Death notification</li> <li>▪ Bereavement counseling</li> <li>▪ Funeral services</li> <li>▪ Community ministry</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Downtown/Tenderloin</li> <li>▪ Excelsior</li> <li>▪ Haight</li> <li>▪ Ingleside</li> <li>▪ Mission</li> <li>▪ North Beach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parkside-Lakeshore</li> <li>▪ Potrero Hill</li> <li>▪ South Beach/Rincon Hill</li> <li>▪ South of Market</li> <li>▪ Visitacion Valley</li> <li>▪ Western Addition</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth ages 12 to 18</li> <li>▪ Youth who are detained in the Juvenile Hall detention facility and their families</li> <li>▪ Youth committed to Log Cabin Ranch and their families</li> <li>▪ Juvenile offenders who have returned to their homes and communities, and their families</li> <li>▪ Youth and young adults, ages 18 to 24, who are still in the juvenile justice system</li> <li>▪ Youth who are on probation, and their families</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Juvenile Probation Department staff, detainees and volunteers</li> <li>▪ Faith and community-based partners</li> <li>▪ Parent, guardian, or other family member</li> <li>▪ Self</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ More than one month and less than six months</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 15</li> </ul>	

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$83,400.
- Program budget: Not available
- For the 2004-2005 contract year, JPD's contract with this program provided \$65,000.
- Program budget: Not available

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

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

### Staffing:

- This program is run by two part-time staff and 34 volunteers.
- Spirit Life staff hold Quarterly Fellowship Meetings to "orient, debrief, and check in with volunteers."<sup>5</sup>

### Factors Affecting Involvement in PrIDE Evaluation:

- This program is not part of the PrIDE evaluation.
- Community Programs Division staff noted that this program "sees only about half of its participants more than once due to the revolving nature of the [youth in] juvenile hall...[therefore, the] program only collects information from the small group sessions." This information is not part of the PrIDE evaluation.
- Volunteer and staff performance are assessed by Juvenile Hall staff and detainees; the fact that so many youth participate in activities is one indication of this program's relevance and success.

### Program Strengths and Successes:

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

<sup>3</sup> Data source: Participant Tracking Spreadsheets.

<sup>4</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>5</sup> Information provided by Community Programs Division staff.

<sup>6</sup> Information provided by program staff.

- “Aftercare participants have received excellent court progress reports.”<sup>4</sup>
- Program staff work with parents as well as youth. “Two parents have been accompanied and coached in relationships with service providers. One has formed a strongly cooperative relationship with SFUSD; both families have received good progress reports from other service providers.”<sup>3</sup>
- “A mother and daughter report improvement in handling conflict when it arises due to SpiritLife direct relationship-building, crisis and spiritual counseling interventions. The mother reports fewer inappropriate outbursts from her daughter, and the daughter reports using newly-acquired assertiveness, listening and calming skills techniques in her communication style.”<sup>4</sup>
- The program is building relationships with other faith-based organizations to which it can refer youth who leave detention. “Two additional youth have been referred for employment with a faith-based aftercare partner, an MOU is under development.”<sup>2</sup> The program has expanded its services beyond contractual obligations, as Community Programs Division staff noted, “the Spirit Life program has also included: ministry at Log Cabin Ranch with an identified volunteer Chaplain, the Spirit Life Choir..., meditation services that teach mindfulness and help youth focus...and individualized care.”
- The program has met its goal of providing diverse faith-based services for youth in juvenile hall. “This program offers six different interfaith services on Sundays, one service on Saturdays, and eleven counseling and life skills groups throughout the week, throughout the detention facility. A minimum of five Protestant and two Catholic religious services are offered each week. Four of five residential units have at least one religious enrichment program each week, and diverse religious literature is distributed at least quarterly in each unit.”<sup>4</sup>
- The program is responsive to youth participants. “Documented requests for routine spiritual counsel or pastoral care are honored within 72 hours. Emergency requests are honored within 6 hours.”<sup>4</sup>
- The program has developed a strong volunteer base to provide services. “The Chaplain recruits, trains and coordinates the team of volunteers who provide the aforementioned religious programs.”<sup>3</sup>

### **Program Challenges:**

- “The Chapel [of Juvenile Hall, currently under construction] was one of the first structures to be demolished, leaving no large ‘common’ space for said services. To meet this challenge, various services are coordinated within the individual units which takes away the sense of community and feeling of normalcy – an essential quality and outcome for spiritual enrichment.”<sup>3</sup>
- “[There is a] lack of administrative staffing to stabilize the program’s current operations; to build capacity by researching and writing proposals to insure the program’s viability and expand youth programs.”<sup>4</sup>
- Program staff expressed “the need for more volunteers during the week to assist with community meetings [in order] to heighten the presence of the Spirit Life/Faith-based initiatives.”



**Exhibit 9–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

The 58% refers to the percentage of youth who are African-American; the 16% refers to the percentage of respondents who are Latino/a. The (n=12) refers to the number of respondents who provided information about their race/ethnicity.

## Data Sources

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

**Exhibit 9–3  
Data Sources  
Spirit Life Chaplaincy Program**

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

↵ For 2003-2004 contract year only

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

## Program Description

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

- This program's target population is youth between the ages of 12 and 18; the actual age range of youth served is 14 to 19 years old. The average age of youth is 17 years old. A small number of youth are over 18 but still in the juvenile system (e.g., CYA remands).
- The majority of youth in this program are male (83%, n=156).
- The highest percentages of youth in this program identify as African American or Latino/a (45% and 41%, n=153), though this program serves youth who are White, Samoan, and other ethnicities.
- The Spirit Life Center serves young people from a range of San Francisco neighborhoods, though the greatest percentage of youth live in the Bayview Hunters Point neighborhood (30.0%).

**Exhibit 9–4  
Youth Characteristics  
Spirit Life Chaplaincy Program**

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

Data Sources:

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

✧CBO Questionnaire for 2003-2004 contract year

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

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

# Chapter 10

## Asian American Recovery Services

### Straight Forward Club

---

#### Program Overview

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

<b>Exhibit 10-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Mentoring</li> <li>▪ Tutoring</li> <li>▪ Anger management</li> <li>▪ Violence prevention workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health education</li> <li>▪ Substance use counseling</li> <li>▪ After-school activities</li> <li>▪ Recreational sports</li> <li>▪ Music production &amp; recording</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Richmond</li> </ul>	<ul style="list-style-type: none"> <li>▪ Western Addition</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth ages 10 to 18</li> <li>▪ Youth from the SF Unified School District</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at-risk of becoming involved with, or who are in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved with gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ Friend</li> <li>▪ Brother, sister or cousin</li> <li>▪ Parent, guardian or other adult family member</li> <li>▪ Probation Officer</li> <li>▪ Outreach Worker</li> <li>▪ SF Unified School District</li> <li>▪ Case Manager</li> <li>▪ Social Worker</li> <li>▪ Teacher or School Counselor</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ More than one month and less than six months</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 10</li> </ul>	

#### Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$25,000. Information on the 2003-04 program budget is not available.
- For the 2004-2005 contract year, JPD's contract with this program provided \$25,000. Information on the 2004-05 program budget is not available.

**Number of youth served:<sup>7</sup>**

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

**Staffing:**

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

**Factors Affecting Involvement in PrIDE Evaluation:**

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

**Program Strengths and Successes:<sup>8</sup>**

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

**Program Challenges:**

- "The biggest challenge is not having the adequate funds to meet all the needs and interests of the program."<sup>9</sup>

---

<sup>7</sup> Data source: Participant Tracking Spreadsheets.

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

<sup>9</sup> Information provided by program staff.

**Exhibit 10–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

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

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

✦ for 2003-2004 only

## Program Description

### What are the characteristics of the youth served?<sup>10</sup>

- Youth participants range in age from 10 to 18.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition, Richmond, and Bayview Hunters Point (24%, 17%, 15%, n=72).

**Exhibit 10–4  
Youth Characteristics  
Straight Forward Club**

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

Data Sources:

♦ = Participant tracking spreadsheets (July 2003-February 2004)

♦ = CBO Questionnaire (July 2003-February 2004)

### What are participants' major risk factors?

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

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

# Chapter 11

## Family Restoration House

### X-Cell at Work

---

#### Program Overview

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

<b>Exhibit 11-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Mentoring</li> <li>▪ Practical assistance such as help with transportation or meals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extra-curricular or after-school activities</li> <li>▪ Tutoring/help with homework</li> <li>▪ Referrals for housing services and mental health counseling</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>	
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ African American youth in the Bayview Hunters Point neighborhood</li> <li>▪ Youth between the ages of 14 and 21</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Outreach worker</li> <li>▪ Case manager</li> <li>▪ Agency referral</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ More than 2 years</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 15</li> </ul>	

<sup>11</sup> Information provided by Community Programs Division staff.



## Highlights on Program Outcome Findings<sup>12</sup>

### Key Positive Findings

- There were positive findings for almost all of the primary outcomes identified by the program, especially with respect to education outcomes. Since attending the program, youth missed fewer days at school, got better grades, and felt more certain that they would graduate from school or get their GED. Almost all of the youth said the program made them more comfortable in their abilities in school.
- Since entering the program youth also spent more time in after-school activities, and over four-fifths reported that they had received help from the program in finding or keeping a job.
- Program participants showed improvement in all social development and self-care skills.
- High percentages of participants reported positive peer, parental, and staff relationships, with over four-fifths saying that if they were in trouble they would talk with a staff member at the program. All of the participants said they felt safe at the program, would recommend the program to their friends, and are interested in staying in touch and helping out with the program.

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

- The findings show that participants are facing difficulties in school enrollment, with 14% of students who were enrolled in school before starting the program dropping out over the course of being in the program. None of the participants who were originally *not* enrolled in school became enrolled since joining the program. Enrollment results may, however, result from the fact that Family Restoration House serves several older youth who may have completed school or GED programs, but remained involved with the program.
- While about half of the participants said they were employed, less than one-third reported that they had ideas about the type of job they wanted or the belief that they could get a job.

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$67,200 in TANF funds, which was 57% of the program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$70,000 in TANF funds, which was 70% of this program's total budget.
- Community Programs Division staff indicated that the agency's "spending is timely and the agency seems to be maximizing the funds available."

### Number of youth served:<sup>13</sup>

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

<sup>12</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 11-7.

<sup>13</sup> Data source: Participant Tracking Spreadsheets.

<sup>14</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

### **Staffing:**

- The program is staffed by six part-time staff members.
- Family Restoration House “is a fairly new organization and has consulted with an executive coach to assist with capacity building within their agency for team building, management and fund development.”<sup>15</sup>

### **Factors Affecting Involvement in PrIDE Evaluation:**

- Program staff noted that youth “still tend to resist the survey process [because they] feel that the questions are invasive, that there is an ‘ulterior’ motive to gathering data, and/or the process forces them to think more deeply about situations and issues in their lives which they would prefer not to focus.”
- Lack of consistent attendance by some youth in the program has also affected the completion of PrIDE surveys.<sup>16</sup>

### **Program Strengths and Successes:**

- Staff saw “specific progress in youth in the areas of educational and career exploration.” This progress includes four youth who have student internships, two youth who are currently in a GED program, two youth who are at a university/four-year college, two youth who are in trade school, one youth in community college and ten youth who have full-time employment.<sup>6</sup>
- The program provides a safe haven for youth when they need it, particularly when there is violence or a death in the community. “The youth come straight from the funerals, feeling tense and talking about retaliation. The center stays open late, provides food and a safe place to talk, to dissipate the anger, so that the retaliatory talk changes to reveal the grief and anger. The staff feel that this shows that the youth feel safe at the center, and feel safe with the staff to express their feelings.”<sup>5</sup>
- Family Restoration House has established community partnerships that provide additional resources and opportunities for youth in the X-Cell at Work program. “Partnering [with] Larkin Street Youth Centers....has enabled Family Restoration House to provide internships for some youth as well as develop transitional housing options.”<sup>4</sup>

### **Program Challenges:**

- Program staff have conducted outreach “to get parents involved, like luncheons and potlucks, however parent involvement still poses...a challenge.”<sup>5</sup>
- Transportation and accessibility of the program continue to be challenges for youth participants as there is only one bus line that services the area and it is not considered a safe mode of transportation for participants, staff and family.<sup>5</sup>
- The program and its participants are very affected by the violence in the surrounding community. “The staff named the biggest challenge as all the violence in the community served by the program – public housing developments on Middlepoint, Westpoint Road. The last two youth who were murdered were all well known to the participants.”<sup>5</sup>

---

<sup>15</sup> Information provided by Community Programs Division staff.

<sup>16</sup> Information provided by the program.

**Exhibit 11–2  
How to Read the Tables**

We have used tables to present data throughout this report.

*Here's an example:*

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 11–3  
Data Sources  
X-Cell at Work**

Data Source	Available for This Report
Senior Analyst Site Visit Form	<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, 7 Youth Evaluation Surveys, and 7 Exit Forms. Data from the Baseline and Follow-up Surveys, along with the Youth Evaluation Surveys were utilized in this report.

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

## Program Description

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

- This program's target population is youth ages 14 to 21; the actual age range of youth they serve is 14 to 26 years old. The average age of youth in this program is 17.
- There are twice as many males as females in this program (69%, 31%; n=35).
- All of the youth in the program are African American (100%, n=35).
- Participants live in several neighborhoods in San Francisco, though nearly two-thirds of the youth live in Bayview Hunters Point (62%, n=47).

**Exhibit 11-4  
Youth Characteristics  
X-Cell at Work**

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

Data Sources:

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

♠ CBO Questionnaire

- Almost all of the youth participants are in homes where English is the primary language. The program also serves youth whose primary home language is Spanish (94% and 6%, n=17).
- Over half of the participants live in single-parent homes (59%, n=17), and 60% of participants report hearing about the program through a friend (n=15)

**Exhibit 11–5  
Demographic Information  
X-Cell at Work**

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

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

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

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

**Exhibit 11-6  
Risk Factors  
X-Cell at Work**

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

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

## Program Outcomes

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

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

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease		X
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease <sup>17</sup>	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X

<sup>17</sup> 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)			
<b>Number of school days missed during a month</b> (n=23)	9%	55%	36%	<b>+ .4</b>	<b>Yes</b>	Youth missed <b>fewer days</b> during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- Of youth in this program, 47% were enrolled in school or a GED program prior to program participation. Of these, 86% stayed enrolled, and 14% dropped out. Fifty-three percent were *not* enrolled in school or a GED program prior to program participation; none of them enrolled after program entry.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in their school attendance and grades. However, they showed no change in their enjoyment of school.



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

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=12)	8%	58%	33%	<b>+.4</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=8)	0%	88%	13%	<b>+.3</b>	<b>Yes</b>	Youth got <b>better grades.</b>
<b>Enjoyment of school</b> (n=13)	23%	69%	8%	<b>0.0</b>	<b>No</b>	Youths' enjoyment of school <b>stayed the same.</b>

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Close to half of the respondents said that the program helped them stay in school or get their GED (46%, n=11).
- Almost all of the respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (90%, n=10).

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

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

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

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

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

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Feelings youth has about whether s/he will graduate from High School or get a GED (n=10)	0%	80%	20%	+4	Yes	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

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

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

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Spending time in extra-curricular activities (n=12)	8%	50%	42%	+8	Yes	Youth spent <b>more time</b> in extra-curricular activities.

Data Source: PRIDE

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

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

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

Data Source: PRIDE

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

**Education: Secondary Outcome**

- Staff identified the following as a secondary education outcome for the program:
  - School behavioral problems will decrease

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; for this reason year 1 and year 2 results are presented separately below.
- In year 1, none of the youth had been in trouble at school, either getting sent to the counselor's office, suspended, or expelled before beginning the program. None of the nine respondents answered this question after their participation in the program.
- In year 2, youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that half of the participants had fewer behavior problems in school after attending the program (50%, n=2). Since data for this question are available for only two youth, this means that one individual reported an improvement in his/her behavior at school and one reported that his/her behavior stayed the same.

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

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=2)	0%	50%	50%	<b>+1.5</b>	<b>Yes</b>	Youth had <b>fewer behavior problems</b> 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

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

#### **Exhibit 11–14 Job Readiness X-Cell at Work**

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

Data Source: PRIDE

### Employment

- Over half of the respondents held a job at the time they filled out the survey (53%, n=17).
- Over four-fifths of those employed reported that they had received help from this program in finding or keeping a job (86%, n=7).

## Building Positive Relationships: Primary Outcomes

- Staff identified the following as primary outcomes for building positive relationships:
  - 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 11–15  
Positive Peer Relationships  
X-Cell at Work**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=17)	88%
<b>Helps me when I'm having a hard time.</b> (n=17)	88%
<b>I can go to when I have problems.</b> (n=17)	82%

Data Source: PRIDE

**Positive Relationships with Parents/Guardians**

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

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

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=16)	94%
<b>Believes that I will be a success.</b> (n=16)	94%
<b>Listens to me when I have something to say.</b> (n=16)	94%
<b>Talks with me about my problems.</b> (n=16)	88%
<b>Is interested in my schoolwork.</b> (n=14)	86%

Data Source: PRIDE

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

**Positive Relationships with Program Staff**

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

**Skill-Building: Primary Outcome**

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

**Social Development and Self-Care Skills**

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

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

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=17)	18%	47%	35%	<b>+.4</b>	<b>Yes</b>	Youth knew a <b>more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=17)	6%	65%	29%	<b>+.4</b>	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=16)	13%	75%	13%	<b>+.3</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=15)	0%	93%	7%	<b>+.2</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=17)	12%	65%	24%	<b>+.4</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=16)	13%	69%	19%	<b>+.2</b>	<b>Yes</b>	Youth <b>thought more</b> about the impact of their choices on their future.

Data Source: PRIDE

### Skill-Building: Secondary Outcomes

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

#### Anger Management

- The program does appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.
- According to their responses to these survey items, participants showed the greatest improvement on refraining from doing whatever they feel like doing when they are angry or upset, hitting people on purpose, and getting mad easily.

**Exhibit 11–18  
Anger Management  
X-Cell at Work**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=16)	19%	56%	25%	<b>+3</b>	<b>Yes</b>	Youth <b>get mad less often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=16)	13%	56%	31%	<b>+3</b>	<b>Yes</b>	Youth <b>act out less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=16)	13%	69%	19%	<b>+2</b>	<b>Yes</b>	Youth believe it is okay to physically fight <b>less often</b> to get something.
<b>Yelling at people when angry</b> (n=16)	13%	69%	19%	<b>+3</b>	<b>Yes</b>	Youth yell at people <b>less often</b> when they are angry.
<b>Breaking things on purpose</b> (n=14)	14%	64%	21%	<b>+3</b>	<b>Yes</b>	Youth break things on purpose <b>less often.</b>
<b>Hitting people on purpose</b> (n=15)	13%	60%	27%	<b>+2</b>	<b>Yes</b>	Youth hit people on purpose <b>less often.</b>

Data Source: PRIDE

**Risk Behavior: Secondary Outcomes<sup>18</sup>**

- 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. Eighty-six percent of respondents had never smoked cigarettes (n=7); 83% had never drunk alcohol (n=6); and none had ever smoked marijuana or tried street drugs (n=6).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use.
- According to their responses to these survey items, participants showed no change in how often they smoke cigarettes or marijuana and showed a slight increase in how often they drank alcohol.

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

**Exhibit 11–19  
Substance Use  
X-Cell at Work**

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

Data Source: PRIDE

**Gang Affiliation**

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

**Service Satisfaction**

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

- Participants expressed a high level of satisfaction with the program (see Exhibit 11-20). The majority of participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants' ethnic and cultural background, from staff to the program overall.



**Exhibit 11-20  
Participant Satisfaction  
X-Cell at Work**

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

Data Source: PRIDE

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

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

**Exhibit 11-21  
Program Attachment  
X-Cell at Work**

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

Data Source: PRIDE

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

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

**Exhibit 11–22  
Program Benefits  
X-Cell at Work**

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

Data Source: PRIDE

**Are youth successfully completing the program?**

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



# Chapter 12

## Performing Arts Workshop

### Impact Community High School

---

#### Program Overview

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

<b>Exhibit 12-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training</li> <li>▪ GED services</li> <li>▪ Mentoring</li> <li>▪ Case management</li> <li>▪ Anger management</li> <li>▪ Health education</li> <li>▪ Substance use counseling</li> <li>▪ Mental health counseling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical assistance such as help with transportation or meals</li> <li>▪ Extra curricular or after school activities</li> <li>▪ Arts integrated academic programming</li> <li>▪ Special education services</li> <li>▪ Tutoring/help with homework</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Western Addition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fillmore</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 14 and 18</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> <li>▪ Case manager</li> <li>▪ Social worker</li> <li>▪ Referrals through the Family Integrated Treatment Services Unit</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Three months to 2 years, depending on probation status</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 18</li> </ul>	

## Highlights on Program Outcome Findings<sup>19</sup>

### Key Positive Findings

- There were positive findings for all of the primary outcomes identified by the program. Participants showed improvement in their grades, school attendance, and behavior problems at school. Since attending the program, participants said they were more certain they would graduate from high school and almost all said that the program helped them stay in school or get their GED.
- High percentages of participants reported positive peer relationships and participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' pride in their cultural background and in their ability to ask for help when they need it. Participants also showed much improvement in anger management.
- Participants feel connected to the program, and especially the staff. All respondents said if they were in trouble and needed to talk, they would talk to a staff member at this program.

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

- Although 100% of participants were enrolled in school or a GED program before entering this program, 37% dropped out while attending the program.<sup>20</sup>
- While participants showed improvement in all of the other anger management skill areas, they reported that they get mad more often since being in the program.

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$96,000, which was 100% of the program's budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$100,000 in TANF funding, which was 100% of this program's total budget.

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

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

### Staffing:

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

<sup>19</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 12-7.

<sup>20</sup> This discrepancy is probably due to the fact that 13 youth responded to the question about change, but only seven answered questions about specific activities they joined.

<sup>21</sup> Data source: Participant Tracking Spreadsheets.

<sup>22</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

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

#### **Factors Affecting Involvement in PrIDE Evaluation:**

- As a court-mandated program, Impact Community High School experiences high student turnover rates and “oftentimes unexpected departure of students from the program” which makes it difficult for all students in the program to complete a PrIDE survey.<sup>5</sup>
- Program staff also note that those youth who are in the program for only a month or so due to their probation status “may not have had enough time to fully appreciate the program and experience change that they can document on the PrIDE survey.”

#### **Program Strengths and Successes:**

- “[Youth participants] have learned how to manage their own behavior, how to come to school to learn, how to express their feelings through art, and how to communicate better with each other and with their families.”<sup>24</sup>
- The Community Programs Division staff note that the program is pleased with “the cohort of staff who form the team.” The diverse team of staff consists of individuals from the SFUSD, Family Service Agency and the Workshop who are willing and prepared to work with this population of youth.
- “Through ongoing collaborations with numerous local organizations and the visiting guest speakers and residency artists, students [are] introduced to role models in the arts, social services, government, athletics and academics.”<sup>5</sup>
- Impact High provides an “engaging visual arts curriculum.” Among the projects students participated in during the 2004-2005 school year were the designing and construction of a sign for the school, designing their own line of clothing, producing a video presentation with student biographies, and writing and recording their own music in addition to social studies and arts-integrated science curriculum.<sup>5</sup>
- The Workshop also works with the families of the youth they serve. In addition to hosting family events, such as Family Night, they conduct family therapy sessions once a week which draw an estimated 50% of families.<sup>6</sup>

#### **Program Challenges:**

- There has not been much planning or collaboration among Impact High and the two other schools which are located at the same site and are serving the same cohort of youth. It would benefit all three programs to enhance the sharing of both resources and expertise.<sup>6</sup>
- Impact High lacks resources in technology. With no internet access and only two computers, the program is not able to offer many interesting classes using technology to engage and motivate students.<sup>6</sup>
- “The San Francisco Unified School District did not initially fulfill their teacher obligation to Impact High...[by not filling the positions of] two full-time teachers for the school. Performing Arts Workshop staff had to help substitute teach all classes for approximately three weeks. This caused much confusion in regards to the school schedule and curriculum.”<sup>5</sup>

<sup>23</sup> Information provided by the program.

<sup>24</sup> Information provided by Community Programs Division staff.

**Exhibit 12–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

**Data Sources**

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

**Exhibit 12–3  
Data Sources  
Impact Community High School**

Data Source	Available for This Report
Senior Analyst Site Visit Form	<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 no Baselines and their paired Follow-ups, 13 Youth Evaluation Surveys, and 10 Exit Forms.<sup>25</sup> These data were utilized in this report.
- Between July 2003 and February 2005, the program served a total of 55 youth and submitted 13 youth surveys. This yields a response rate of 24%. This program submitted 10 Exit Forms. During this same period, the program reported that 26 youth had exited the program, yielding an approximate response rate of 38% for Exit Forms.<sup>26</sup>

## Program Description

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

- This program targets high school students (14 to 18 years old); the actual range of ages for participants is from 12 to 19. The average age of participants is 15 years old.
- Over three-quarters of the youth in this program are African American (81%, n=52). The program also serves youth who are Latino, Filipino, Chinese, Other Asian ethnicities and White.
- There are slightly more males than females in this program (56% and 44%, n=54).
- The largest percentages of participants live in Bayview Hunters Point and Western Addition (27% and 25%, n=64).

---

<sup>25</sup> While this program did submit Baseline and Follow-up Surveys, none of them were “paired” – that is, there were no youth who had filled out both a Baseline and a Follow-up Survey. For this reason, these surveys could not be used for this analysis.

<sup>26</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program. Our rate likely overestimates the exit form response rate.



**Exhibit 12–4  
Youth Characteristics  
Impact Community High School**

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

Data Sources:

♦ = Participant tracking spreadsheets;

◇ CBO Questionnaire (This number is higher than the total number of youth served because it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005)

- Most of the youth are in homes where English is the primary language (77%, n=13). The program also serves youth whose primary home language is Spanish, Cantonese, and other languages.
- About two-fifths of the youth report living in a single-parent home, and another two-fifths report living with both parents (n=13).
- The most common sources of referrals to this program are the JPD, Probation Officers, and youths' schools.

**Exhibit 12–5  
Demographic Information  
Impact Community High School**

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

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

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

- Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.
- Participants are part of high-risk peer groups. All of the respondents acknowledge that they hang out with gang members (100%, n=10). When asked if they knew anyone who had been arrested, 92% said that they did. Most commonly, they say themselves, or a friend were arrested.
- As a further indication that youth are in high-risk peer groups, 91% of the respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Almost all of the respondents (90%) say they have tried alcohol or other drugs.

**Exhibit 12–6  
Risk Factors  
Impact Community High School**

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

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

## Program Outcomes

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

**Exhibit 12–7**  
**Program Outcome Measures**  
**Impact Community High School**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase		X
<b>Work and Job Readiness</b>	▪ Job readiness will increase		X
	▪ Employment will increase		X
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase		X
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	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%	<b>+ .4</b>	<b>Yes</b>	Youth missed fewer days during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- All of the youth in this program were enrolled in school or a GED program prior to program participation. Of these, 63% stayed enrolled and 37% dropped out.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in their grades and school attendance, with 91% of youth reporting that their grades improved and 73% reporting that their attendance improved since attending the program (n=11). Youths' enjoyment of school, however, did not show improvement.

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

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=11)	9%	18%	73%	<b>+1.4</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=11)	0%	9%	91%	<b>+2.4</b>	<b>Yes</b>	Youth got <b>better grades</b> .
<b>Enjoyment of school</b> (n=12)	50%	17%	33%	<b>-.1</b>	<b>No</b>	Youths' enjoyment of school <b>decreased</b> .

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Almost all of the respondents said that the program helped them stay in school or get their GED (91%, n=11).
- Nearly three-quarters of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (73%, n=11).

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

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

Data Source: PRIDE

### Behavior Problems in School

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

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

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=10)	0%	20%	80%	<b>+2.3</b>	<b>Yes</b>	Youth had <b>fewer behavior problems</b> in school.

Data Source: PRIDE

### Orientation toward Future Educational Attainment

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

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

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=12)	17%	17%	67%	<b>+1.3</b>	<b>Yes</b>	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

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

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

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

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Spending time in extra-curricular activities (n=13)	38%	39%	23%	-3	No	Youth spent <b>less time</b> in extra-curricular activities.

Data Source: PRIDE

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

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

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

Data Source: PRIDE

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



## Building Positive Relationships: Primary Outcome

- Staff identified the following as a primary outcome for building positive relationships:
  - Positive peer relationships will increase

### Positive Peer Relationships

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

**Exhibit 12–14**  
**Positive Peer Relationships**  
**Impact Community High School**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=10)	70%
<b>I can go to when I have problems.</b> (n=10)	70%
<b>Helps me when I'm having a hard time.</b> (n=10)	70%

Data Source: PRIDE

## 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 service providers will increase

### Positive Relationships with Parents/Guardians

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

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

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=10)	80%
<b>Believes that I will be a success.</b> (n=10)	90%
<b>Talks with me about my problems.</b> (n=10)	90%
<b>Listens to me when I have something to say.</b> (n=10)	70%
<b>Is interested in my schoolwork.</b> (n=9)	67%

Data Source: PRIDE

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

### **Positive Relationships with Program Staff**

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

### **Skill-Building: Primary Outcomes**

- Staff identified the following as primary outcomes for skill-building:
  - 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' pride in their cultural background and in their ability to ask for help when they need it. These findings indicate that the high school has been successful in providing a supportive environment for youth.

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

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=10)	10%	60%	30%	<b>+3</b>	<b>Yes</b>	Youth knew <b>more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=10)	10%	50%	40%	<b>+8</b>	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=10)	0%	70%	30%	<b>+7</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=10)	0%	50%	50%	<b>+1.2</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=11)	9%	55%	36%	<b>+8</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=10)	10%	60%	30%	<b>+5</b>	<b>Yes</b>	Youth <b>thought more</b> about the impact of their choices on their future.

Data Source: PRIDE

**Anger Management**

- The program does appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.
- According to their responses to these survey items, participants showed the greatest improvement on refraining from breaking things on purpose and hitting people on purpose when they are angry or upset. The one area where participants did not show improvement was in their tendency to get mad easily.

**Exhibit 12–17**  
**Anger Management**  
**Impact Community High School**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Getting mad easily (n=10)	30%	40%	30%	-2	No	Youth get mad more often.
Doing whatever s/he feels like doing when angry or upset (n=10)	20%	50%	30%	+2	Yes	Youth act out less often when angry or upset.
Believing it is okay to physically fight to get what you want (n=10)	10%	60%	30%	+3	Yes	Youth believe it is okay to physically fight to get something less often.
Yelling at people when angry (n=10)	30%	30%	40%	+4	Yes	Youth yell at people less often when they are angry.
Breaking things on purpose (n=10)	10%	40%	50%	+1.0	Yes	Youth break things on purpose less often.
Hitting people on purpose (n=10)	10%	40%	50%	+1.0	Yes	Youth hit people on purpose less often.

Data Source: PRIDE

### Risk Behavior: Primary Outcome

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

### Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with Impact Community High School. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in this program is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.
- This table shows that at six months after a first sustained petition, 44% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period following program entry, 29% had recidivated. While there are lower rates in the 6-month mark for youth involved in this program, as more time passes, program participation no longer appears to have a positive effect on recidivism rates. (For more detailed information on how these rates were

calculated, please see section on **How Recidivism Results were Calculated** in the Appendix.) It is important to note that some youth participate in more than one program, and any decline in recidivism rate is associated with many factors, among them the other programs youth may have entered. However, this table does show that – for the youth for whom we have juvenile justice data and who have had one or more sustained petitions – entry into this program is associated with a lowered rate of having a subsequent sustained petition for the time periods specified.

**Exhibit 12–18  
Recidivism Rates  
Impact Community High School**

Number of Months Elapsed (Since First Sustained Petition or Program Entry)	Percentage of Youth with at Least One Sustained Petition Since....			
	First Sustained Petition		Program Entry*	
	Rate	N	Rate	N
6	44%	27	29%	28
12	48%	21	55%	20
18	50%	16	55%	11
24	33%	9	50%	10

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

### Risk Behavior: Secondary Outcomes

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

### Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. One-third of respondents had never smoked cigarettes (33%, n=9); 30% had never drunk alcohol (n=10); 13% had never smoked marijuana (n=8); and 63% had never tried street drugs (n=8).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use.
- According to their responses to these survey items, participants showed improvements in smoking cigarettes, drinking alcohol, and smoking marijuana, with participants reporting that they use these substances less often since attending the program. Participants did not show improvement in their use of street drugs.

**Exhibit 12–19  
Substance Use  
Impact Community High School**

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

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, 33% said that they no longer hung out with them (n=6).<sup>28</sup> And of those who still hang out with people belonging to a gang, 50% said that they hung out less often (n=4).<sup>29</sup>

**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 and/or to put together a resume. Fewer participants have obtained items such as an ID or driver’s license or social security card.

<sup>28</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>29</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

**Exhibit 12–20  
Job Readiness  
Impact Community High School**

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

Data Source: PRIDE

**Employment**

- While job training is part of Impact High’s curriculum, only 8% of respondents actually held a job at the time they filled out the survey (n=12).
- The one youth who is employed reported that s/he had received help from this program in finding or keeping a job.

**Service Satisfaction**

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

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

**Exhibit 12-21  
Participant Satisfaction  
Impact Community High School**

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

Data Source: PRIDE

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

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

**Exhibit 12-22**  
**Program Attachment**  
**Impact Community High School**

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

Data Source: PrIDE

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

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



**Exhibit 12–23**  
**Program Benefits<sup>30</sup>**  
**Impact Community High School**

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

Data Source: PRIDE

**Are youth successfully completing the program?**

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

**Exhibit 12-24**  
**Exit Reason**  
**Impact Community High School**

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

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

Data Source: PRIDE

<sup>30</sup> We do not report on participants receiving help from the program on managing anger because there were no cases reported.

# Chapter 13

## Special Services for Groups, Ida B. Wells High School

### Occupational Therapy Training Program (OTTP)

---

#### Program Overview

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

<b>Exhibit 13-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Case management</li> <li>▪ Health education</li> <li>▪ Practical assistance such as transportation</li> <li>▪ Independent living skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals for tutoring/homework help, GED services, anger management services, substance use counseling, mental health counseling, extra-curricular or after-school activities, mentoring and legal aide resources.</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>	<ul style="list-style-type: none"> <li>▪ Western Addition</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 14 and 21</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation or at risk of becoming involved in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who classified as "at-risk" special education youth</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Probation Officer</li> <li>▪ Case Manager</li> <li>▪ Social Worker</li> <li>▪ Teacher or School Counselor</li> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Other community based organizations</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 2 years</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 50</li> </ul>	

## Highlights on Program Outcome Findings<sup>31</sup>

### Key Positive Findings

- In the area of education, the program appears to have positive effects on youth's grades, enjoyment of school, behavior in school, and confidence that they will graduate from high school.
- Nine out of ten of those employed reported that they had received help from this program in finding or keeping a job; and had joined at least one after-school activity since beginning the program.
- Youth in this program reported positive peer and staff relationships. Since attending the program, youth reported that they got along better with family and friends, and that they had developed more social development and self-care skills.

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

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

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$136,000; \$96,000 of which was funded through TANF and \$40,000 of which was funded through TANF Ranch. This was 100% of the program's budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$100,000, which was 100% of this program's total budget.

### Number of youth served:<sup>32</sup>

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

### Staffing:

- The program is staffed by one full-time and one part-time staff member.
- Program staff "must keep their credentials updated through continuing education coursework in occupational therapy."<sup>34</sup>

### Factors Affecting Involvement in PrIDE Evaluation:

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

<sup>31</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 13-7.

<sup>32</sup> Data source: Participant Tracking Spreadsheets.

<sup>33</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>34</sup> Information provided by Community Programs Division staff.

**Program Strengths and Successes:**

- “During the most recent ‘graduation’ ceremony, marking the end of one program cycle, many students stated that they never knew they could be independent, or why they should go to college, and that the OTTP program increased their motivation to do both.”<sup>35</sup>
- Program staff received feedback from the Ida B. Wells High School principal that “several students have ‘come out of their shell’ after completing the OTTP program.”<sup>5</sup>
- Teachers at Ida B. Wells recognize the value of teaching young people basic life skills, social skills, job skills, career and higher education options. According to CPD staff, one teacher said that this is simply not available in these young people’s lives other than through OTTP.<sup>4</sup>
- CPD staff note that OTTP “has exceeded its goal for the year with all of those [youth] who have graduated complet[ing] portfolios with career assessment, work products, and certificates of completion.”

**Program Challenges:**

- “Chronic truancy among the youth being served continues to be a challenge to providing services, as several students enrolled in the classes have had to be dropped due to low school and/or class attendance.”<sup>5</sup>
- CPD staff note that “truancy hinders the program staff from being able to keep track of some program participants.”

---

<sup>35</sup> Information provided by the program.

**Exhibit 13–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 13–3  
Data Sources  
Occupational Therapy Training Program**

Data Source	Available for This Report
Senior Analyst Site Visit Form	<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 33 Baselines and their paired Follow-ups, 10 Youth Evaluation Surveys, and 40 Exit Forms. All of these data were utilized in this report.

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

## **Program Description**

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

- This program's target population is youth ages 14 to 21; over half of the participants are between 16 and 17 years old (55%, n=107). Youth range in age from 15 to 20 years old; the average age of youth in this program is 16.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition and Bayview Hunters Point (32% and 19%, n=110).

---

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

**Exhibit 13–4**  
**Youth Characteristics**  
**Occupational Therapy Training Program**

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

Data Sources:

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

- Most of the youth participants are in homes where English is the primary language (86%, n=37). The program also serves youth whose primary home language is Russian, Vietnamese, and Samoan.
- Over half of the participants live in single-parent homes (54%, n=43).

**Exhibit 13–5**  
**Demographic Information**  
**Occupational Therapy Training Program**

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

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

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

- Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.
- Participants are part of high-risk peer groups. Over half of participants acknowledge that they hang out with gang members (54%, n=35). When asked if they knew anyone who had been arrested, almost all say that they did (92%, n=36). Most commonly, they note that a friend had been arrested.
- As a further indication that youth are in high-risk peer groups, 92% of respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. Close to two-thirds of respondents (63%) say they have tried alcohol or other drugs.



**Exhibit 13–6  
Risk Factors  
Occupational Therapy Training Program**

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

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

## Program Outcomes

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

**Exhibit 13–7**  
**Program Outcome Measures**  
**Occupational Therapy Training Program**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease		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)			
<b>Number of school days missed during a month</b> (n=23)	9%	55%	36%	<b>+ .4</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- Almost all of youth in this program (97%, n=38) were enrolled in school or a GED program prior to program participation. Of these, 89% stayed enrolled, and 11% dropped out. Three percent were *not* enrolled in school or a GED program prior to program participation, but all of them enrolled after program entry.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in their grades and enjoyment of school. However, they showed no change in their school attendance.

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

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=27)	26%	59%	15%	<b>0.0</b>	<b>No</b>	Youth missed the <b>same amount</b> of days during a given month.
<b>Grades</b> (n=27)	30%	37%	33%	<b>+3</b>	<b>Yes</b>	Youth got <b>better</b> grades.
<b>Enjoyment of school</b> (n=40)	20%	50%	30%	<b>+3</b>	<b>Yes</b>	Youths' enjoyment of school <b>increased</b> .

Data Source: PRIDE

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

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

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

Data Source: PRIDE

**Behavior Problems in School**

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

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

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

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

Data Source: PRIDE

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

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

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Frequency of Getting in Trouble at School (n=9)	11%	33%	56%	<b>+1.5</b>	<b>Yes</b>	Youth had fewer behavior problems in school.

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

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

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

Attitudes about the Future of Youths’ Schooling	Degree to which Attitude about the Future of the Youths’ Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Feelings youth has about whether s/he will graduate from High School or get a GED (n=33)	3%	64%	33%	<b>+1.5</b>	<b>Yes</b>	Youth were more certain they would graduate from High School.

Data Source: PRIDE

### Engagement in Positive After-School Activities

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

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

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Spending time in extra-curricular activities (n=36)	33%	39%	28%	-.1	<b>No</b>	Youth spent <b>less time</b> in extra-curricular activities.

Data Source: PRIDE

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

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

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

Data Source: PRIDE

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

## Work and Job Readiness: Primary Outcomes

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

### Job Readiness

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

**Exhibit 13–15**  
**Job Readiness**  
**Occupational Therapy Training Program**

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

Data Source: PRIDE

### Employment

- Close to one-third of respondents held a job at the time they filled out the survey (29%, n=41).
- Nine of out ten of those employed reported that they had received help from this program in finding or keeping a job (90%, n=10).

## Building Positive Relationships: Primary Outcomes

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

### Positive Peer Relationships

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

**Exhibit 13–16**  
**Positive Peer Relationships**  
**Occupational Therapy Training Program**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=39)	95%
<b>Helps me when I'm having a hard time.</b> (n=39)	92%
<b>I can go to when I have problems.</b> (n=41)	88%

Data Source: PRIDE

**Positive Relationships with Program Staff**

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

**Building Positive Relationships: Secondary Outcome**

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

**Positive Relationships with Parents/Guardians**

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

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

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

Data Source: PRIDE

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

**Skill-Building: Primary Outcome**

- Staff identified the following as a primary outcome for skill-building:
  - 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' pride in their cultural background, their ability to ask for help when they need it, and their ability to think about how their choices will affect their future.

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

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=38)	21%	55%	24%	+.1	<b>Yes</b>	Youth knew <b>more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=40)	13%	50%	38%	+.4	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=36)	19%	56%	25%	+.3	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=40)	8%	63%	30%	+.4	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=38)	11%	68%	21%	+.3	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=37)	14%	60%	27%	+.4	<b>Yes</b>	Youth <b>thought more</b> 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 improvement on their tendencies to break things or hit people on purpose when they are angry or upset. However, they did not show improvement on their tendencies to get mad easily, to yell at people, or to do whatever they feel like doing when they are upset.

**Exhibit 13–19**  
**Anger Management**  
**Occupational Therapy Training Program**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=33)	15%	67%	18%	-1	<b>No</b>	Youth <b>get mad more often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=37)	22%	60%	19%	-1	<b>No</b>	Youth <b>act out more often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=36)	22%	61%	17%	<b>0.0</b>	<b>No</b>	Youth showed <b>no change</b> in their belief that it is okay to physically fight to get something.
<b>Yelling at people when angry</b> (n=35)	34%	43%	23%	-1	<b>No</b>	Youth yell at people when they are angry <b>more often.</b>
<b>Breaking things on purpose</b> (n=34)	27%	44%	29%	<b>+1</b>	<b>Yes</b>	Youth break things on purpose <b>less often.</b>
<b>Hitting people on purpose</b> (n=37)	16%	54%	30%	<b>+4</b>	<b>Yes</b>	Youth hit people on purpose <b>less often.</b>

Data Source: PRIDE

### Risk Behavior: Secondary Outcomes

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

## Substance Use

- Some of the youth had never tried cigarettes, alcohol, or drugs. Half of all respondents had never smoked cigarettes (50%, n=10); 60% had never drunk alcohol (n=10); 50% had never smoked marijuana (n=10); and 80% had never tried street drugs (n=10).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. According to their responses to these survey items, participants showed improvement on smoking marijuana, with over one-fifth reporting that they use this substance less frequently (22%, n=18). However, participants do not show improvement on drinking alcohol; they reported no change in how often they smoke cigarette or use street drugs.

**Exhibit 13–20**  
**Substance Use**  
**Occupational Therapy Training Program**

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

Data Source: PRIDE

## Gang Affiliation

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

## Involvement in Juvenile Justice System

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

<sup>37</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

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

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

**Exhibit 13–21**  
**Recidivism Rates**  
**Occupational Therapy Training Program**

Number of Months Elapsed (Since First Sustained Petition or Program Entry)	Percentage of Youth with at Least One Sustained Petition Since....			
	First Sustained Petition		Program Entry*	
	Rate	N	Rate	N
6	25%	20	6%	16
12	39%	18	15%	13
18	36%	14	17%	12
24	36%	11	14%	7

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

## Service Satisfaction

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

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

**Exhibit 13-22  
Participant Satisfaction  
Occupational Therapy Training Program**

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

Data Source: PRIDE

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

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

**Exhibit 13-23  
Program Attachment  
Occupational Therapy Training Program**

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

Data Source: PRIDE

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

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

**Exhibit 13–24**  
**Program Benefits**  
**Occupational Therapy Training Program**

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

Data Source: PrIDE

**Are youth successfully completing the program?**

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

**Exhibit 13-25**  
**Exit Reason**  
**Occupational Therapy Training Program**

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

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

Data Source: PrIDE



# Chapter 14

## Youth Guidance Center Improvement Committee

### Focus I and II, GED Plus

---

#### Program Overview

The Community Programs Division of the SFJPD supports and operates the Focus Vocational & Educational programs as part of its mission “to be a primary and effective resource for positive change in the lives of youth and their families.” The services supported by Community Programs and operated by Focus Vocational & Educational Programs include:

- **Focus I:** a basic computer literacy and job preparedness program;
- **Focus II:** an advanced computer training program;
- **General Education Development Academy (GED Plus):** a classroom-based high school equivalency preparatory class; and
- **Juvy Java:** a youth-run food service business within JPD.

<b>Exhibit 14–1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training/readiness</li> <li>▪ Tutoring/help with homework</li> <li>▪ GED services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health education services</li> <li>▪ Practical assistance such as transportation</li> <li>▪ College preparatory studies</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Excelsior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outer Mission/Ingleside</li> <li>▪ Richmond</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ For Focus I and II, youth between the ages of 16 and 18; For GED Plus, youth between the ages of 17 and 19.</li> <li>▪ African American and Hispanic Males</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> <li>▪ High school dropouts</li> <li>▪ Youth who live in group homes or foster care</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Probation Officer</li> <li>▪ Outreach Worker</li> <li>▪ Case Manager</li> <li>▪ Social Worker</li> <li>▪ Teacher or School Counselor</li> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Juvenile court</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ For Focus I and II, 2-15 youth; For GED Plus, 10-18 youth.</li> </ul>	



## Highlights on Program Outcome Findings<sup>38</sup>

### Key Positive Findings

- There were positive findings across all education outcomes for these programs. Program participants showed improvements in school attendance, grades, enjoyment of school, and behavior problems in school. The majority of participants said these programs helped them stay in school/GED program and made them feel more comfortable about their abilities in school/GED program.
- Job readiness is also a key component of these programs. Findings show that over one-third of participants say the program helped them to believe that they can get a job, to get ideas about what kind of job they want, and to create a resume. Close to three-quarters of those employed reported that they had received help from these programs in finding or keeping a job.
- Participants reported positive staff relationships, with close to two-thirds saying they would talk to a staff member if they were in trouble, and over half saying they were satisfied or very satisfied with the program staff.
- Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to respect others' feelings and to ask for help when they need it.

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

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

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with these programs provided \$204,480, which was 100% of these programs' budget.
- For the 2004-2005 contract year, JPD's contract with these programs provided \$204,480, which was 100% of these programs' total budget.

### Number of youth served:<sup>39</sup>

- Data on number and demographics of youth served in these three programs are available for all but three months of the evaluation period: July 2003-February 2004, and July 2004-February 2005.<sup>40</sup>
- During this period, these programs served a total of 109 unduplicated youth. Some youth participate in more than one of these programs.

<sup>38</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 14-8.

<sup>39</sup> Data source: Participant Tracking Spreadsheets.

<sup>40</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

**Exhibit 14–2**  
**Number of Youth Served During the Evaluation Period<sup>41</sup>**  
**Focus I, Focus II and GED Plus**

<b>Program</b>	<b>Focus I</b>	<b>Focus II</b>	<b>GED Plus</b>
<b># of Participants</b>	32 youth	27 youth	76 youth

**Staffing:**

- These programs are staffed by seven full-time staff members and one part-time staff member.
- The Case Managers have participated in all JPD-sponsored trainings.<sup>42</sup>

**Factors Affecting Involvement in PRIDE Evaluation:**

- None.

**Program Strengths and Successes:**

- These programs have found success in working with students who “are trying to change their lives [by helping them see] the need to acquire skills that will enable them to get jobs that will pay a decent salary.”<sup>43</sup>
- The GED Plus program has been successful in achieving its goal of getting students into college or into a job. As Community Programs Division staff note, “Seven Focus participants have successfully completed the program and went on to attend City College of San Francisco. Additionally, four other students have completed their GEDs. Two of the[se] four students will be attending major universities and two others will be attending City College of San Francisco.”
- These programs do extensive outreach to locate appropriate youth, including: within the San Francisco Juvenile Probation Department; San Francisco Unified School District High Schools; Pupil Services Office; Group Homes and Foster Care sites, and through community agencies.

**Program Challenges:**

- “This year [2004-2005] our program got a late start due to getting the contract signed, changes in our board of directors, and the hiring of new staff at a very late date. The students started very late and we have had to play catch up.”<sup>6</sup>
- Math continues to be an area where students in the GED Plus program need extra assistance. Staff are looking for either state or private math tutors to participate in these programs.<sup>6</sup>
- These programs have limited space in which to operate and have to share its classroom with another program. “This arrangement...affects the reception area of the vocational program, particularly when there are discipline issues in the classroom.”<sup>6</sup>

<sup>41</sup> Source: Participant Tracking Spreadsheets. (July 2003-February 2004, and July 2004-February 2005)

<sup>42</sup> Information provided by the Community Programs Division staff.

<sup>43</sup> Information provided by these programs.

**Exhibit 14–3  
How to Read the Tables**

We have used tables to present data throughout this report.

*Here's an example:*

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 14–4  
Data Sources  
Focus I, Focus II and GED Plus**

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"/>

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

- These programs served a total of 109 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, these programs submitted 73 youth surveys. Because programs did not submit data regarding how many youth were served between March and June 2004, we cannot report an exact response rate. Using the reported number of youth served, we report an approximate response rate of 67%. This program submitted 35 Exit Forms. During this same period, the program reported that 74 youth had exited the program, yielding an approximate response rate of 47% for Exit Forms.<sup>44</sup> While 35 Exit Forms were submitted for these programs, data on exit reasons are available for only 12 youth.

## **Program Description**

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

- The focus of these programs on high school-level education and post-graduation job preparedness is reflected in the ages of the youth they serve. Almost two-thirds of participants are between 16 or 17 years old, and close to one-third are over 18 years old (59% and 31%, n=105).
- These programs serve both male and female students.
- While participants live in many different neighborhoods throughout San Francisco, the largest percentages of participants live in Bayview Hunters Point (15%, n=130).

---

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

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

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

Data Sources:

♦ = Participant tracking spreadsheets;

✧CBO Questionnaire(This number is higher than the total number of youth served because it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005)

- Almost half of the youth participants are in homes where English is the primary language (45%, n=67), however, these programs also serve youth whose primary home language is Cantonese, Samoan, Spanish and other languages.
- Close to half of the participants live with two parents, while over one-third live in single-parent homes.
- Friends and school are the most common sources of referrals to these programs.

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

<b>Characteristic at Program Entry</b>		<b>% of Respondents</b>
<b>Language Spoken at Home</b> (n=67)	English	45%
	Cantonese	25%
	Samoan	15%
	Spanish	7%
	Russian	3%
	Vietnamese	1%
	Mandarin	1%
	Cambodian	1%
<b>Living Situation</b> (n=68)	Two Parents	46%
	One Parent	37%
	Group Home	12%
	Family but not parents	3%
	Guardian	3%
<b>Referral to Program*</b> (n=59)	Friend	44%
	School	29%
	JPD/PO/YGC	22%
	Referred by another organization	9%
	Family	2%

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

### What are participants' major risk factors?

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

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

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

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

## Program Outcomes

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

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

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase		X
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	X	
	▪ Substance use will decrease		X



## How to Read the Tables Reporting on Program Outcomes

- The PRIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in these programs, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=23)	9%	55%	36%	<b>+ .4</b>	<b>Yes</b>	Youth missed <b>fewer days</b> during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- All of the youth were enrolled in school or a GED program prior to program participation. Of these, 91% stayed enrolled, while 9% dropped out.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Program participants showed improvement in all three areas, with their grades, school attendance and enjoyment of school all improving since attending these programs.

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

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

Data Source: PRIDE

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

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

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

Data Source: PRIDE

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; for this reason year 1 and year 2 results are presented separately below.
- In year 1, 3% of youth had been in trouble at school, either getting sent to the counselor’s office, suspended, or expelled before beginning these programs. None of the respondents answered this question after their participation in these programs.

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

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

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

Data Source: PRIDE

**Education: Secondary Outcome**

- Staff identified the following as a secondary education outcome for these programs:
  - Orientation toward the future will increase

**Orientation toward Future Educational Attainment**

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

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

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending these programs				Improvement Shown on Average?	Since Attending these programs...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=51)	12%	51%	37%	<b>+.8</b>	<b>Yes</b>	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

## Work and Job Readiness: Primary Outcomes

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

### Job Readiness

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

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

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

Data Source: PRIDE

### Employment

- About one-fifth of respondents held a job at the time they filled out the survey (22%, n=64).
- Close to three-quarters of those employed reported that they had received help from these programs in finding or keeping a job (73%, n=11).

## Building Positive Relationships: Primary Outcome

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

### Positive Relationships with Program Staff

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

## Building Positive Relationships: Secondary Outcome

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

- Positive peer relationships will increase

### Positive Peer Relationships

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

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

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=68)	93%
<b>Helps me when I'm having a hard time.</b> (n=64)	92%
<b>I can go to when I have problems.</b> (n=65)	85%

Data Source: PRIDE

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

## Skill-Building: Primary Outcome

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

### Social Development and Self-Care Skills

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

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

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

- These programs do appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.
- According to their responses to these survey items, participants showed the greatest improvement in controlling their tendency to get mad easily and their impulse to yell at people when they are angry.

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

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

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 Focus I, Focus II, and/or GED Plus. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in this program is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.
- This table shows that at six months after a first sustained petition, 7% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period following program entry, 5% had recidivated. Likewise, there are lower rates at the 12-month, 18-month, and 24-month marks. (For more detailed information on how these rates were calculated, please see section on **How Recidivism Results were Calculated** in the Appendix.) It is important to

note that some youth participate in more than one program, and any decline in recidivism rate is associated with many factors, among them the other programs youth may have entered. However, this table does show that – for the youth for whom we have juvenile justice data and who have had one or more sustained petitions – entry into this program is associated with a lowered rate of having a subsequent sustained petition for the time periods specified.

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

Number of Months Elapsed (Since First Sustained Petition or Program Entry)	Percentage of Youth with at Least One Sustained Petition Since....			
	First Sustained Petition		Program Entry*	
	Rate	N	Rate	N
6	7%	27	5%	20
12	18%	22	6%	16
18	32%	19	11%	9
24	44%	9	0%	1

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

**Risk Behavior: Secondary Outcome**

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

**Substance Use**

- Some of the youth had never tried cigarettes, alcohol, or drugs. Almost half of respondents had never smoked cigarettes (45%, n=20). 52% had never drunk alcohol (n=25); 52% had never smoked marijuana (n=23); and 80% had never tried street drugs (n=25).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. According to their responses to these survey items, participants showed improvement on using street drugs and smoking marijuana and cigarettes. However, participants did not show improvement on drinking alcohol.



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

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

Data Source: PRIDE

## Service Satisfaction

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

- Participants expressed a high level of satisfaction with these programs (see Exhibit 14-19). Over half of participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to these programs overall.

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

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

Data Source: PRIDE

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

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

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

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

Data Source: PRIDE

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

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

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

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

Data Source: PrIDE

**Are youth successfully completing these programs?**

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

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

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

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

Data Source: PrIDE



family support

family  
support

# Chapter 15

## Overview of Family Support Programs

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

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

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

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

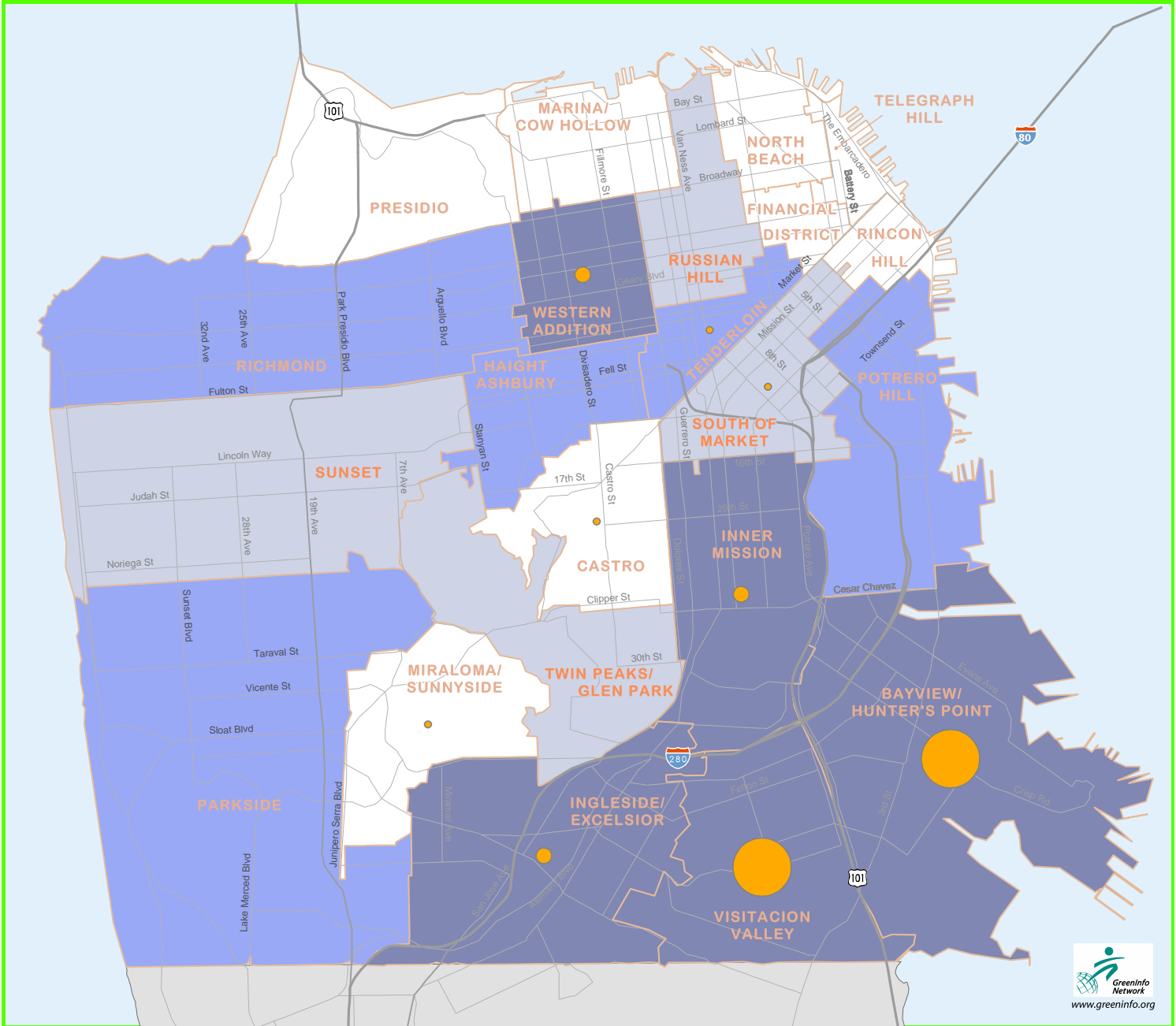
**Exhibit 15-1**  
**Overview of Family Support Programs**

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

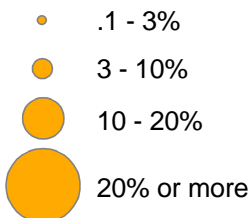
<sup>1</sup>For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.



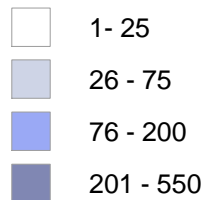
# Neighborhood Concentrations of Participants Served by Family Support Programs and Juvenile Law Violation Referrals



Percentage of Family Support Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



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

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

# Chapter 16

## Community Works

### ROOTS

---

#### Program Overview

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

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



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

### Key Positive Findings

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

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

- None

## Program Contract Compliance

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

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$63,000, which was 25% of the program's budget.
- Information on JPD's contract with this program for the 2004-2005 contract year is unavailable. The program's total budget for 2004-05 was 201,000.

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

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

### Staffing:

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

### Factors Affecting Involvement in PRIDE Evaluation:

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

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

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

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

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

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

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

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

---

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

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

**Exhibit 16–2  
How to Read the Tables**

We have used tables to present data throughout this report.

*Here’s an example:*

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 16–3  
Data Sources  
Community Works—ROOTS**

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

✧ for contract year 2003-2004 only

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

## Program Description

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

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

---

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

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

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

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

\* This number is higher than the total number of youth served because it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005.

Data Sources:

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

♦ CBO Questionnaire

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

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

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

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

### What are participants' major risk factors?

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

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

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

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

## Program Outcomes

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

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

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

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

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



## How to Read the Tables Reporting on Program Outcomes

- The PRIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

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

## Education: Primary Outcomes

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

### School Attendance/Attachment

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

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

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=23)	0%	57%	44%	<b>+.7</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=23)	0%	39%	61%	<b>+.9</b>	<b>Yes</b>	Youth have <b>higher grades.</b>
<b>Enjoyment of school</b> (n=26)	0%	58%	42%	<b>+.9</b>	<b>Yes</b>	Youth <b>enjoy school more.</b>

Data Source: PRIDE

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

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

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

Data Source: PRIDE

**Behavior Problems in School**

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

<sup>10</sup> Youth surveys asked about behavior problems in two different ways in year 1 and year 2; Because data on this program are available only for the Youth Evaluation Survey and not for the matched Baseline and Follow-up Surveys, we only have year 2 results.

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

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=24)	0%	25%	75%	<b>+1.7</b>	<b>Yes</b>	Youth get into <b>much less trouble</b> at school.

Data Source: PRIDE

**Education: Secondary Outcomes**

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

**Engagement in Positive After-School Activities**

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

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

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Spending time in extra-curricular activities</b> (n=25)	4%	68%	28%	<b>+.5</b>	<b>Yes</b>	Youth spent a <b>little more time</b> in extra-curricular activities.

Data Source: PRIDE

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

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

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

Data Source: PRIDE

**Building Positive Relationships: Primary Outcomes**

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

**Positive Peer Relationships**

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

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

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=25)	88%
<b>I can go to when I have problems.</b> (n=25)	76%
<b>Helps me when I'm having a hard time.</b> (n=26)	85%

Data Source: PRIDE

**Positive Relationships with Parents/Guardians**

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

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

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

Data Source: PRIDE

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

**Positive Relationships with Program Staff**

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

**Skill-Building: Primary Outcomes**

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

**Social Development and Self-Care Skills**

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

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

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=26)	4%	15%	81%	<b>+1.5</b>	<b>Yes</b>	Youth <b>know many more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=26)	4%	42%	54%	<b>+1.0</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help
<b>Ability to take criticism without feeling defensive</b> (n=26)	4%	54%	42%	<b>+0.9</b>	<b>Yes</b>	Youth are <b>more able</b> to take criticism constructively
<b>Ability to take pride in cultural background</b> (n=26)	0%	46%	54%	<b>+1.1</b>	<b>Yes</b>	Youth <b>take more pride</b> in their cultural background
<b>Ability to respect feelings of others</b> (n=26)	0%	15%	85%	<b>+1.5</b>	<b>Yes</b>	Youth respect others' feelings <b>much more</b>
<b>Ability to think about how his/her choices affect his/her future</b> (n=26)	0%	19%	81%	<b>+1.5</b>	<b>Yes</b>	Youth <b>think much more</b> about the consequences of their choices

Data Source: PRIDE

**Anger Management**

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

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

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=26)	4%	31%	65%	<b>+1.2</b>	<b>Yes</b>	Youth get <b>mad less</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=26)	0%	27%	73%	<b>+1.3</b>	<b>Yes</b>	Youth do whatever they want when angry <b>less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=26)	12%	15%	73%	<b>+1.3</b>	<b>Yes</b>	Youth believe it is <b>less okay</b> to physically fight
<b>Yelling at people when angry</b> (n=26)	0%	23%	77%	<b>+1.2</b>	<b>Yes</b>	Youth <b>yell less</b> when angry
<b>Breaking things on purpose</b> (n=26)	4%	19%	77%	<b>+1.4</b>	<b>Yes</b>	Youth break things on purpose <b>less often</b>
<b>Hitting people on purpose</b> (n=26)	4%	12%	85%	<b>+1.5</b>	<b>Yes</b>	Youth hit people <b>much less</b>

Data Source: PRIDE

### Risk Behavior: Secondary Outcomes

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

### Substance Use

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

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

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

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=9)	0%	67%	33%	<b>+0.9</b>	<b>Yes</b>	Youth <b>smoked fewer</b> cigarettes
<b>Drinking Alcohol</b> (n=11)	0%	55%	46%	<b>+1.1</b>	<b>Yes</b>	Youth <b>drank less</b> alcohol
<b>Smoking Marijuana</b> (n=15)	0%	33%	67%	<b>+1.8</b>	<b>Yes</b>	Youth <b>smoked much less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=6)	0%	67%	33%	<b>+0.7</b>	<b>Yes</b>	Youth <b>used fewer</b> street drugs

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, 60% said that they no longer hung out with them (n=20).<sup>12</sup> And of those who still hang out with people belonging to a gang, 25% said that they hung out with them less often (n=8).<sup>13</sup>

**Service Satisfaction**

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

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

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

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



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

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

Data Source: PRIDE

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

- Participants do feel connected to the program, and particularly to the program staff. All of the participants **felt safe** attending the program and said they would **recommend it to their friends**.

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

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

Data Source: PRIDE

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

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

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

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

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

**Are youth successfully completing the program?**

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

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

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

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



# Chapter 17

## Edgewood Center for Children and Families

### Kinship Support Network

---

#### Program Overview

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

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

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

##### Key Positive Findings

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

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

- None

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

## Program Contract Compliance

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

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

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

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

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

### Staffing:

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

### Factors Affecting Involvement in PrIDE Evaluation:

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

### Program Strengths and Successes:

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

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

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

---

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

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

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

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

**Exhibit 17-2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

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

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

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

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

## Program Description

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

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

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

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

Data Sources:

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

♠CBO Questionnaire

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

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

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

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

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

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

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



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

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

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

## Program Outcomes

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

**Exhibit 17–7**  
**Program Outcome Measures**  
**Edgewood Kinship Support Network**

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

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

## How to Read the Tables Reporting on Program Outcomes

- The PrIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

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

## Education: Primary Outcomes

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

### School Attendance/Attachment

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

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

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=6)	0%	50%	50%	<b>+1.2</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=7)	0%	43%	57%	<b>+1.3</b>	<b>Yes</b>	Youth received <b>higher grades</b>
<b>Enjoyment of school</b> (n=7)	0%	43%	57%	<b>+0.9</b>	<b>Yes</b>	Youth enjoyed school <b>more</b>

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- All respondents said that the program helped them stay in school or get their GED (n=6) and that the program “made me feel more comfortable about my abilities in school/GED program” (n=5).

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

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

Data Source: PRIDE

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; Since this program only began submitting PRIDE data this year, we report only year 2 behavior results.
- In year 2, youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that youth’s behavior in school improved.

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

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=7)	29%	29%	43%	<b>+2.1</b>	<b>Yes</b>	Youth get into trouble <b>much less</b>

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

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

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

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=7)	0%	0%	100%	<b>+1.7</b>	<b>Yes</b>	Youth were <b>much more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

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

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

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Spending time in extra-curricular activities (n=8)	13%	38%	50%	+5	Yes	Youth spent a little more time in extra-curricular activities.

Data Source: PRIDE

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

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

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

Data Source: PRIDE

**Building Positive Relationships: Primary Outcomes**

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

**Positive Peer Relationships**

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

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

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

Data Source: PRIDE

**Positive Relationships with Parents/Guardians**

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

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

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

Data Source: PRIDE

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

**Positive Relationships with Program Staff**

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

**Skill-Building: Primary Outcomes**

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

**Social Development and Self-Care Skills**

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

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

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=7)	0%	29%	71%	<b>+1.6</b>	<b>Yes</b>	Youth <b>know many more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=6)	0%	17%	83%	<b>+1.3</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help when they need it
<b>Ability to take criticism without feeling defensive</b> (n=7)	0%	29%	71%	<b>+1.1</b>	<b>Yes</b>	Youth are <b>more able</b> to take criticism constructively
<b>Ability to take pride in cultural background</b> (n=7)	0%	14%	86%	<b>+1.7</b>	<b>Yes</b>	Youth take <b>much more</b> pride in their cultural background
<b>Ability to respect feelings of others</b> (n=8)	0%	38%	63%	<b>+.9</b>	<b>Yes</b>	Youth respect the feelings of others <b>more</b>
<b>Ability to think about how his/her choices affect his/her future</b> (n=8)	0%	50%	50%	<b>+1.1</b>	<b>Yes</b>	Youth <b>think more</b> about the consequences of their choices

Data Source: PRIDE

### **Skill-Building: Secondary Outcomes**

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

#### **Anger Management**

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



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

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=7)	0%	0%	100%	<b>+1.6</b>	<b>Yes</b>	Youth get mad <b>much less</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=6)	0%	0%	100%	<b>+1.8</b>	<b>Yes</b>	Youth do whatever they feel like <b>much less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=7)	29%	0%	71%	<b>+1.1</b>	<b>Yes</b>	Youth believe it is <b>less okay</b> to physically fight
<b>Yelling at people when angry</b> (n=6)	0%	17%	83%	<b>+1.3</b>	<b>Yes</b>	Youth yell at people <b>less</b>
<b>Breaking things on purpose</b> (n=5)	0%	20%	80%	<b>+2.0</b>	<b>Yes</b>	Youth break things on purpose <b>much less</b>
<b>Hitting people on purpose</b> (n=3)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth hit people on purpose <b>much less</b>

Data Source: PRIDE

### Risk Behavior: Primary Outcomes

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

### Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with Bayview Hunters Point Foundation. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in this program is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.
- The data shows that– for the youth for whom we have juvenile justice data and who have had one or more sustained petitions – entry into this program is associated with a lowered rate of having a subsequent sustained petition for the time periods specified. This table shows that at six months after a first sustained petition, 46% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period following program entry, only 11% had recidivated. Likewise, there are lower rates at the 12-month, 18-month, and 24-month marks. (For more detailed information on how these rates were calculated, please see section on **How**

**Recidivism Results were Calculated** in the Appendix.) It is important to note that some youth participate in more than one program, and any decline in recidivism rate is associated with many factors, among them the other programs youth may have entered. Note also the relatively small number of youth for whom we have data.

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

Number of Months Elapsed (Since First Sustained Petition or Program Entry)	Percentage of Youth with at Least One Sustained Petition Since....			
	First Sustained Petition		Program Entry*	
	Rate	N	Rate	N
6	46%	13	11%	9
12	54%	13	14%	7
18	60%	10	25%	4
24	71%	7	33%	3

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

**Risk Behavior: Secondary Outcomes**

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

**Substance Use**

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

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

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=1)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth smoke cigarettes <b>much less</b> frequently
<b>Drinking Alcohol</b> (n=0)	n/a	n/a	n/a	<b>n/a</b>	<b>n/a</b>	<b>No Data Available</b>
<b>Smoking Marijuana</b> (n=3)	0%	0%	100%	<b>+2.3</b>	<b>Yes</b>	Youth smoke marijuana <b>much less</b> frequently
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=1)	0%	0%	100%	<b>+2.0</b>	<b>Yes</b>	Youth use street drugs <b>much less</b> frequently

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, everyone said that they no longer hung out with them (n=7).<sup>20</sup>

**Work and Job Readiness: Secondary Outcomes**

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

**Job Readiness**

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

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

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

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

Data Source: PRIDE

**Employment**

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

**Service Satisfaction**

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

- Participants expressed a high level of satisfaction with the program (see Exhibit 17-21). All respondents said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall.

**Exhibit 17-21  
Participant Satisfaction  
Edgewood Kinship Support Network**

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

Data Source: PRIDE

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

- Participants do feel connected to the program. All of the respondents **felt safe** (n=3) attending the program and said they would **recommend it to their friends** (n=8).

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

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

Data Source: PRIDE

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

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

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

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

Data Source: PRIDE

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

- Although exit forms were completed for eight participants, exit reasons were not provided by staff members for any of these youth. Therefore, the reasons these youth exited the program cannot be reported.



# Chapter 18

## Urban Services YMCA

### Bayview Beacon Center Truancy Program

---

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

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

### Highlights on Program Outcome Findings

- Data not available.

### Program Contract Compliance

This grantee is in compliance with all contractual obligations aside from submittal of PRIDE data. This is based on data reported by Community Programs Division Staff.

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

- For the 2003-2004 contract year, JPD's contract with this program provided \$48,000. Data on the total program budget for 2003-04 were unavailable.
- For the 2004-2005 contract year, JPD's contract with this program provided \$50,000. Data on the total program budget for 2004-05 were unavailable.



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

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

**Staffing:**

- Data on staffing are not available.

**Factors Affecting Involvement in PrIDE Evaluation:**

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

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

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

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

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

---

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

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

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

**Exhibit 18–2  
How to Read the Tables**

We have used tables to present data throughout this report.

*Here’s an example:*

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

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

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

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

## Program Description

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

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

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

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

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

Data Sources:

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

◆CBO Questionnaire

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

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

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

---

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





**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.”<sup>1</sup>

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;<sup>2</sup> 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

---

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

<sup>2</sup> Source: United Way of the Bay Area Web Site <[http://www.theunitedway.org/uw\\_impact/safecomm.htm](http://www.theunitedway.org/uw_impact/safecomm.htm)>.

**Exhibit 19-1  
Overview of Girls Services Programs**

Program	Number of Youth Served <sup>3</sup>	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 <sup>4</sup>	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 <sup>5</sup>	The Girls Justice Initiative <b>Detention-Based Case Management</b> program provides comprehensive assessment, case management, and referral services for girls detained in the San Francisco Youth Guidance Center. The <b>Inside Mentoring program</b> 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 <b>After-Care Case Management</b> 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 <sup>6</sup>	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.

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

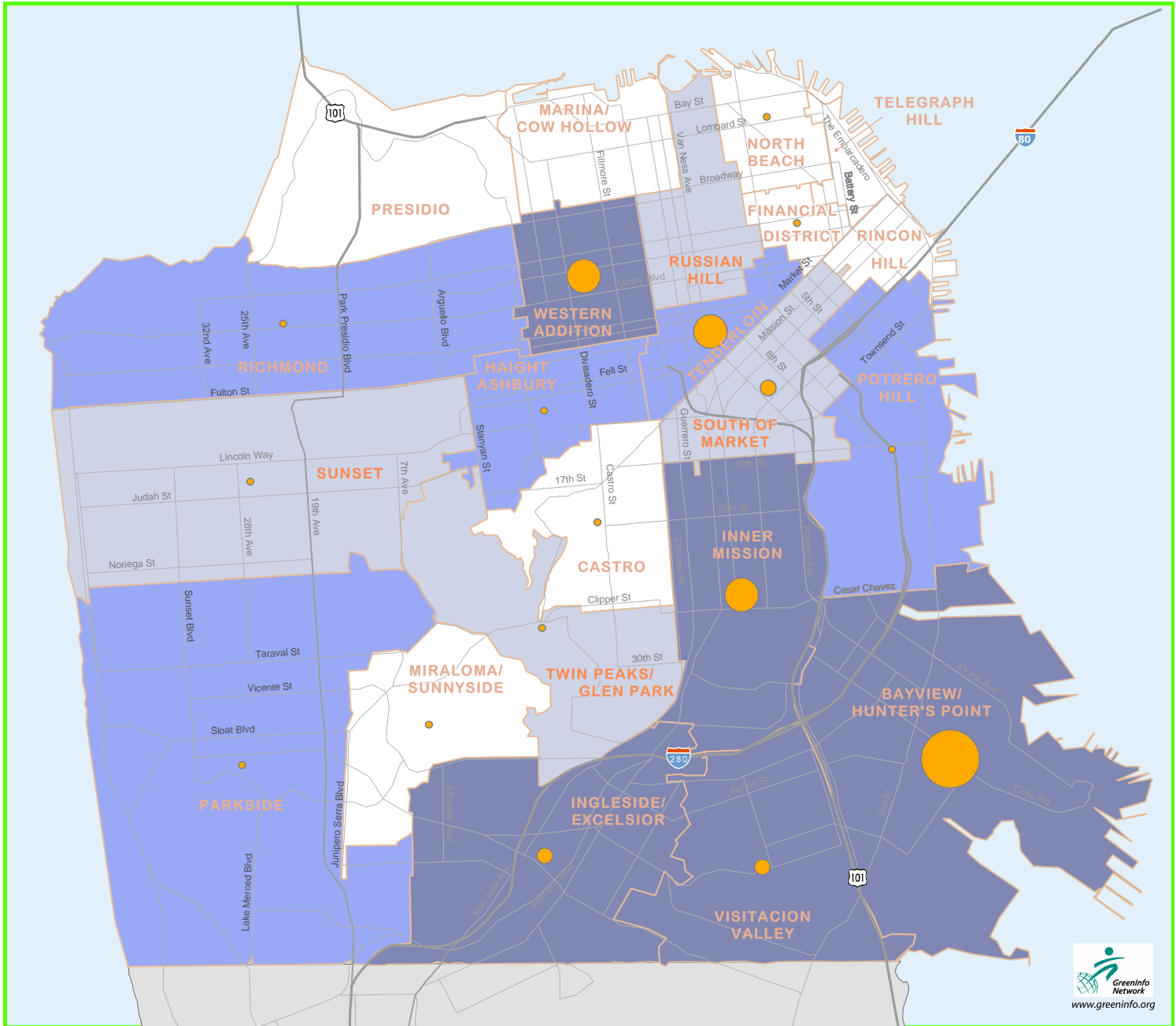
<sup>4</sup> 221 girls participated in the Girls' Detention Advocacy Project and 102 girls participated in Sister Circle.

<sup>5</sup> 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.

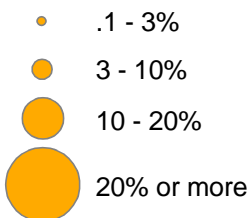
<sup>6</sup> 71 youth participated in the CITS Program; and 33 participated in FITS.



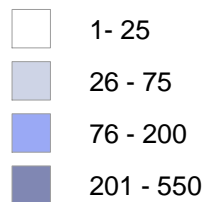
# Neighborhood Concentrations of Participants Served by Girls Services Programs and Juvenile Law Violation Referrals



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

#### Highlights on Program Outcome Findings<sup>7</sup>

##### 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.

---

<sup>7</sup> 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:<sup>8</sup>

- 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:<sup>9</sup>

- "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:<sup>10</sup>

- **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.**

---

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

<sup>9</sup> Information provided by program staff

<sup>10</sup> 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
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 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.<sup>11</sup>

## **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).

---

<sup>11</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

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

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=27)	Under 13 years old	8%
	13-15 years old	48%
	16-17 years old	16%
	Over 18 years old	28%
<b>Gender♦</b> (n=27)	Female	100%
<b>Race/Ethnicity♦</b> (n=17)	African American	47%
	Multi-racial	24%
	White	18%
	Asian	12%
<b>Home Neighborhood♦</b> (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
<b>Language Spoken at Home</b> (n=14)	English	86%
	Spanish	7%
	Cantonese	7%
<b>Living Situation</b> (n=15)	Group Home	47%
	One Parent	20%
	Two Parents	20%
	Family but not parents	13%
<b>Referral to Program*</b> (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
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=15)	Never	40%
	Once or Twice	0%
	Many Times	60%
<b>Feels Unsafe in Neighborhood</b> (n=15)		20%
<b>Acknowledges He/She Hangs Out With Gang Members</b> (n=14)		79%
<b>Has Tried Drugs or Alcohol</b> (n=15)		73%
<b>Knows Someone Who Was Arrested</b> (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%
<b>Knows Someone Who Died</b> (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
<b>Education</b>	▪ School attendance will increase		X
	▪ School behavioral problems will decrease		X
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and self-care skills will improve	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ 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%	<b>+4</b>	<b>Yes/No</b>	Youth missed fewer days during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among respondents</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
  - 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 <b>slightly more certain</b> 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)			
<b>Number of school days missed during a month</b> (n=11)	9%	73%	18%	<b>+.2</b>	<b>Yes</b>	Youth <b>missed slightly fewer days</b> during a given month.
<b>Grades</b> (n=13)	15%	62%	23%	<b>+.2</b>	<b>Yes</b>	Youth get <b>slightly higher grades</b>
<b>Enjoyment of school</b> (n=14)	14%	50%	36%	<b>+.6</b>	<b>Yes</b>	Youth enjoy school <b>more</b>

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- 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
<b>The program helped participants to stay in school or get their GED.</b> (n=14)	50%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (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
<b>Social Security Card</b> (n=12)	17%
<b>California (or other state) ID Card or Driver’s License</b> (n=14)	7%
<b>Resume</b> (n=14)	36%
<b>Belief that I Can Get a Job</b> (n=14)	43%
<b>Ideas about the Kind of Job I Want</b> (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
<b>Really cares about me.</b> (n=15)	100%
<b>I can go to when I have problems.</b> (n=15)	100%
<b>Helps me when I’m having a hard time.</b> (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
<b>Expects me to follow the rules.</b> (n=15)	100%
<b>Believes that I will be a success.</b> (n=15)	100%
<b>Talks with me about my problems.</b> (n=14)	79%
<b>Listens to me when I have something to say.</b> (n=15)	87%
<b>Is interested in my schoolwork.</b> (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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=14)	7%	64%	29%	<b>+.6</b>	<b>Yes</b>	Youth <b>know more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=14)	7%	43%	50%	<b>+.7</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help
<b>Ability to take criticism without feeling defensive</b> (n=15)	0%	80%	20%	<b>+.5</b>	<b>Yes</b>	Youth take criticism <b>more constructively</b>
<b>Ability to take pride in cultural background</b> (n=15)	0%	60%	40%	<b>+1.1</b>	<b>Yes</b>	Youth take <b>more pride</b> in their cultural background
<b>Ability to respect feelings of others</b> (n=14)	14%	43%	43%	<b>+.4</b>	<b>Yes</b>	Youth respect others' feelings <b>a little more</b>
<b>Ability to think about how his/her choices affect his/her future</b> (n=15)	7%	40%	53%	<b>+1.0</b>	<b>Yes</b>	Youth are <b>more able</b> 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)			
<b>Getting mad easily</b> (n=14)	21%	57%	21%	-1	<b>No</b>	Youth get mad <b>slightly more</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=15)	13%	53%	33%	<b>+3</b>	<b>Yes</b>	Youth do whatever they feel like doing a <b>little less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=14)	43%	43%	14%	<b>-.4</b>	<b>No</b>	Youth believe it is okay to physically <b>fight a little less</b>
<b>Yelling at people when angry</b> (n=14)	21%	57%	21%	<b>0.0</b>	<b>No</b>	Youth yell at people <b>the same</b>
<b>Breaking things on purpose</b> (n=12)	8%	33%	58%	<b>+9</b>	<b>Yes</b>	Youth break things on purpose <b>less</b>
<b>Hitting people on purpose</b> (n=13)	23%	23%	54%	<b>+1.0</b>	<b>Yes</b>	Youth hit people on purpose <b>less</b>

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)			
<b>Smoking Cigarettes</b> (n=7)	0%	57%	43%	<b>+1.3</b>	<b>Yes</b>	Youth <b>smoke fewer</b> cigarettes
<b>Drinking Alcohol</b> (n=6)	50%	0%	50%	<b>+ .7</b>	<b>Yes</b>	Youth <b>drink less</b> alcohol
<b>Smoking Marijuana</b> (n=9)	11%	33%	56%	<b>+1.6</b>	<b>Yes</b>	Youth <b>smoke much less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=4)	0%	25%	75%	<b>+2.0</b>	<b>Yes</b>	Youth <b>use far fewer</b> street drugs

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, 40% said that they no longer hung out with them.<sup>12</sup> 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).<sup>13</sup>

**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).

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

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

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

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

<b>After program Involvement, % of respondents who said “Yes” to:</b>	<b>% of Respondents</b>
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 <b>staff member</b> 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 <b>youth</b> 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.

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

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

### 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:<sup>15</sup>

- 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.<sup>16</sup> 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.<sup>17</sup>

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

<sup>15</sup> Data source: Participant Tracking Spreadsheets.

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

<sup>17</sup> 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.”<sup>4</sup>
- 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.”<sup>18</sup>
- 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.”<sup>5</sup>

---

<sup>18</sup> 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
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓  
The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓  
Participants were grouped into five categories according to their race/ethnicity.

↓  
The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 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
<b>Age♦</b> (n=215)	Under 13 years old	1%
	13-15 years old	29%
	16-17 years old	47%
	Over 18 years old	23%
<b>Gender♦</b> (n=230)	Female	100%
<b>Race/Ethnicity♦</b> (n=229)	African American	57%
	Latino/a	20%
	White	5%
	Filipino	3%
	Samoan	3%
	Other Asian	6%
	Other	7%
<b>Home Neighborhood♦</b> (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
<b>Language Spoken at Home</b> (n=8)	English	100%
<b>Living Situation</b> (n=9)	One Parent	33%
	Two Parents	22%
	Guardian	22%
	Group Home	11%
	Other	11%
<b>Referral to Program*</b> (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
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=4)	Never	50%
	Once or Twice	25%
	Many Times	25%
<b>Feels Unsafe in Neighborhood</b> (n=4)		0%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=3)		67%
<b>Has Tried Drugs or Alcohol</b> (n=5)		80%
<b>Knows Someone Who Was Arrested</b> (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%
<b>Knows Someone Who Died</b> (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
<b>Education</b>	▪ School attendance will increase		X
	▪ School behavioral problems will decrease		X
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	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%	<b>+ .4</b>	<b>Yes</b>	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 <b>more certain</b> 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 <b>more time</b> 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
<b>Joined at least one activity:</b> (n=5)	100%
<b>Participating in a youth group or club</b> (n=4)	100%
<b>Going to a neighborhood or community center</b> (n=3)	67%
<b>Volunteering</b> (n=5)	40%
<b>Participating in a religious group or club</b> (n=5)	40%
<b>Working for pay</b> (n=5)	20%
<b>Playing team sports</b> (n=5)	20%
<b>Playing a musical instrument</b> (n=5)	20%
<b>Practicing martial arts</b> (n=9)	0%
<b>Other activity</b> (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)			
<b>Number of school days missed during a month</b> (n=2)	0%	100%	0%	<b>0.0</b>	<b>No</b>	Youth reported <b>no change</b> in their school attendance.
<b>Grades</b> (n=2)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth had <b>better grades</b> .
<b>Enjoyment of school</b> (n=4)	50%	0%	50%	<b>+1.0</b>	<b>Yes</b>	Youths' enjoyment of school <b>increased</b> .

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- All 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
<b>The program helped participants to stay in school or get their GED.</b> (n=4)	100%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=5)	100%

Data Source: PRIDE

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; 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)			
<b>Frequency of Getting in Trouble at School</b> (n=2)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth had <b>fewer behavior problems</b> 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
<b>Belief that I Can Get a Job</b> (n=3)	100%
<b>Ideas about the Kind of Job I Want</b> (n=3)	100%
<b>Social Security Card</b> (n=3)	33%
<b>Resume</b> (n=3)	33%
<b>California (or other state) ID Card or Driver's License</b> (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
<b>Believes that I will be a success.</b> (n=6)	83%
<b>Talks with me about my problems.</b> (n=6)	83%
<b>Listens to me when I have something to say.</b> (n=6)	83%
<b>Expects me to follow the rules.</b> (n=6)	67%
<b>Is interested in my schoolwork.</b> (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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=6)	0%	17%	83%	<b>1.8</b>	<b>Yes</b>	Youth <b>knew more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=5)	20%	20%	60%	<b>1.2</b>	<b>Yes</b>	Youth were <b>better at asking for help</b> .
<b>Ability to take criticism without feeling defensive</b> (n=5)	0%	20%	80%	<b>1.6</b>	<b>Yes</b>	Youth were <b>better able</b> to take criticism.
<b>Ability to take pride in cultural background</b> (n=6)	17%	17%	67%	<b>1.5</b>	<b>Yes</b>	Youth <b>increased</b> their cultural pride.
<b>Ability to respect feelings of others</b> (n=5)	20%	0%	80%	<b>1.4</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=6)	17%	17%	67%	<b>1.5</b>	<b>Yes</b>	Youth <b>thought more</b> 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)			
<b>Getting mad easily</b> (n=6)	33%	33%	33%	<b>+3</b>	<b>Yes</b>	Youth <b>get mad less often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=5)	20%	0%	80%	<b>+1.4</b>	<b>Yes</b>	Youth <b>act out less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=6)	50%	17%	33%	<b>+3</b>	<b>Yes</b>	Youth believe it is okay to physically fight to get something <b>less often.</b>
<b>Yelling at people when angry</b> (n=6)	50%	0%	50%	<b>+3</b>	<b>Yes</b>	Youth yell at people when they are angry <b>less often.</b>
<b>Breaking things on purpose</b> (n=5)	20%	20%	60%	<b>+1.4</b>	<b>Yes</b>	Youth break things on purpose <b>less often.</b>
<b>Hitting people on purpose</b> (n=4)	25%	25%	50%	<b>+1.3</b>	<b>Yes</b>	Youth hit people on purpose <b>less often.</b>

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)			
<b>Smoking Cigarettes</b> (n=4)	0%	25%	75%	1.8	<b>Yes</b>	Youth smoked cigarettes <b>less often</b> .
<b>Drinking Alcohol</b> (n=2)	0%	50%	50%	1.0	<b>Yes</b>	Youth drank alcohol <b>less often</b> .
<b>Smoking Marijuana</b> (n=1)	0%	100%	0%	0.0	<b>No</b>	Youth showed <b>no change</b> 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 <b>staff member</b> 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 <b>youth</b> 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.

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

## Highlights on Program Outcome Findings<sup>19</sup>

### 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:<sup>20</sup>

- 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.<sup>21</sup>

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

<sup>20</sup> Data source: Participant Tracking Spreadsheets.

<sup>21</sup> 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.”<sup>22</sup>
- “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.”<sup>3</sup>
- “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.”<sup>3</sup>

### **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.”<sup>3</sup>

---

<sup>22</sup> 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:**

<b>Characteristic at Program Entry</b>		<b>% of Respondents</b>
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

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

<b>Data Source</b>	<b>Available for This Report</b>
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
<b>Age</b> ♦ (n=27)	Under 13 years old	67%
	13-15 years old	26%
	16-17 years old	4%
	Over 18 years old	4%
<b>Gender</b> ♦ (n=27)	Female	100%
<b>Race/Ethnicity</b> ♦ (n=27)	African American	100%
<b>Home Neighborhood</b> ♠ (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
<b>Language Spoken at Home</b> (n=18)	English	100%
<b>Living Situation</b> (n=18)	One Parent	67%
	Two Parents	11%
	Guardian	11%
	Family but not parents	6%
	Other	6%
<b>Referral to Program*</b> (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
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=17)	Never	6%
	Once or Twice	29%
	Many Times	65%
<b>Feels Unsafe in Neighborhood</b> (n=14)		29%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=16)		25%
<b>Has Tried Drugs or Alcohol</b> (n=17)		41%
<b>Knows Someone Who Was Arrested</b> (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%
<b>Knows Someone Who Died</b> (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
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase		X
	▪ Employment will increase		X
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase		X
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease <sup>23</sup>	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X

<sup>23</sup> 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%	<b>+ .4</b>	<b>Yes</b>	Youth missed fewer days during a given month.
	↓	↓	↓	↓	↓	↓
	This is the percentage of respondents who had a <b>negative change</b>	This is the percentage of respondents who reported a <b>zero change</b>	This is the percentage of respondents who had a <b>positive change</b>	This is the <b>average score of all respondents</b>	This box indicates whether the average score indicates <b>improvement overall among respondents</b>	This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- 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)			
<b>Number of school days missed during a month</b> (n=14)	29%	43%	29%	<b>+1</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=13)	39%	31%	31%	<b>0.0</b>	<b>No</b>	Youths' grades <b>did not change</b> .
<b>Enjoyment of school</b> (n=17)	29%	53%	18%	<b>-.2</b>	<b>No</b>	Youths' enjoyment of school <b>decreased</b> .

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- 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
<b>The program helped participants to stay in school or get their GED.</b> (n=17)	88%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (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.<sup>24</sup>
- 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 <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

<sup>24</sup> 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 <b>more time</b> 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
<b>Joined at least one activity:</b> (n=6)	100%
<b>Other activity</b> (n=7)	29%
<b>Going to a neighborhood or community center</b> (n=11)	27%
<b>Volunteering</b> (n=10)	20%
<b>Playing team sports</b> (n=11)	18%
<b>Practicing martial arts</b> (n=11)	18%
<b>Playing a musical instrument</b> (n=10)	10%
<b>Participating in a youth group or club</b> (n=12)	8%
<b>Working for pay</b> (n=13)	8%
<b>Participating in a religious group or club</b> (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
<b>Really cares about me.</b> (n=18)	94%
<b>I can go to when I have problems.</b> (n=18)	89%
<b>Helps me when I'm having a hard time.</b> (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
<b>Expects me to follow the rules.</b> (n=18)	100%
<b>Believes that I will be a success.</b> (n=18)	94%
<b>Is interested in my schoolwork.</b> (n=17)	94%
<b>Listens to me when I have something to say.</b> (n=17)	88%
<b>Talks with me about my problems.</b> (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 Outcomes<sup>25</sup>

- 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)			
<b>Smoking Cigarettes</b> (n=2)	0%	100%	0%	<b>0.0</b>	<b>No</b>	Youth <b>did not change</b> how often they smoked cigarettes.
<b>Drinking Alcohol</b> (n=3)	100%	0%	0%	<b>-1.0</b>	<b>No</b>	Youth drank alcohol <b>more often</b> .
<b>Smoking Marijuana</b> (n=4)	75%	0%	25%	<b>-.3</b>	<b>No</b>	Youth smoked marijuana <b>more often</b> .

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.

<sup>25</sup> 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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=16)	44%	44%	13%	<b>-.2</b>	<b>No</b>	Youth knew <b>less</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=15)	33%	33%	33%	<b>0.0</b>	<b>No</b>	Youth did <b>not change</b> in their ability to ask for help.
<b>Ability to take criticism without feeling defensive</b> (n=14)	14%	43%	43%	<b>+4</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=17)	29%	47%	24%	<b>0.0</b>	<b>No</b>	Youth showed <b>no change</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=17)	35%	47%	18%	<b>-.1</b>	<b>No</b>	Youth were <b>worse at</b> respecting others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=16)	13%	56%	31%	<b>0.0</b>	<b>No</b>	Youth <b>did not change</b> 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)			
<b>Getting mad easily</b> (n=16)	44%	25%	31%	<b>-3</b>	<b>No</b>	Youth get mad <b>more often</b> .
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=17)	24%	41%	35%	<b>+1</b>	<b>Yes</b>	Youth act out <b>less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=14)	57%	21%	21%	<b>-4</b>	<b>No</b>	Youth believe it is okay to physically fight to get something <b>more often</b> .
<b>Yelling at people when angry</b> (n=16)	38%	44%	19%	<b>-5</b>	<b>No</b>	Youth yell at people when they are angry <b>more often</b> .
<b>Breaking things on purpose</b> (n=16)	43%	50%	7%	<b>-6</b>	<b>No</b>	Youth break things <b>more often</b> on purpose.
<b>Hitting people on purpose</b> (n=17)	53%	29%	18%	<b>-1</b>	<b>No</b>	Youth hit people on purpose <b>more often</b> .

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%	<b>78%</b>	22%
The program overall (n=18)	0%	<b>72%</b>	28%
The types of services offered (n=18)	6%	<b>61%</b>	33%
Respect shown for participant's ethnic and cultural background (n=18)	0%	<b>61%</b>	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 <b>staff member</b> at this program (n=18)	83%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> 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 Benefits<sup>26</sup>**  
**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.

---

<sup>26</sup> 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.<sup>27</sup> 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.

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

**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.

---

<sup>27</sup> Information provided by the program.



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

**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.

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

## 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:<sup>28</sup>

- 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.<sup>29</sup> 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."<sup>3</sup>

<sup>28</sup> Data source: Participant Tracking Spreadsheets.

<sup>29</sup> 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.”<sup>30</sup>
- 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.”<sup>31</sup>

#### 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.<sup>32</sup>
- 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.”<sup>36</sup>

#### 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.”<sup>35</sup>

#### **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.”

---

<sup>30</sup> Information provided by the program.

<sup>31</sup> Information provided from [Girls Justice Initiative Final Report Year Two](#); Rebecca Aced-Molina, 2004.

<sup>32</sup> 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.”<sup>4</sup>

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.”<sup>4</sup>

**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**

<b>Data Source</b>	<b>Available for This Report</b>
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
<b>Age♦</b> (n=112)	Under 13 years old	3%
	13-15 years old	37%
	16-17 years old	49%
	Over 18 years old	12%
<b>Gender♦</b> (n=113)	Female	76%
	Male	24%
<b>Race/Ethnicity♦</b> (n=113)	African American	53%
	Latino/a	22%
	White	5%
	Chinese	4%
	Samoan	4%
	Cambodian	3%
	Vietnamese	2%
	Other	4%
<b>Home Neighborhood♦</b> (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.<sup>33</sup> Young Queens on the Rise is a project of the Mission Neighborhood Center.

<b>Exhibit 24–1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Tutoring/help with homework</li> <li>▪ Mentoring</li> <li>▪ Case management</li> <li>▪ Health education services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals for job training/readiness services, GED services, and extra-curricular activities</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Excelsior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mission</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Latina and African American females between 14 and 18 years old</li> <li>▪ Youth who live in the Mission/Bayview Hunters Point</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Probation Officer</li> <li>▪ Outreach Worker</li> <li>▪ Case Manager</li> <li>▪ Social Worker</li> <li>▪ Teacher or School Counselor</li> <li>▪ Parent, guardian, or other adult family member</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 30</li> </ul>	

<sup>33</sup> Information provided by program grant plan.



## Highlights on Program Outcome Findings<sup>34</sup>

### 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.<sup>35</sup>

## 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:<sup>36</sup>

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.<sup>37</sup> 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.

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

<sup>35</sup> 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.

<sup>36</sup> Data source: Participant Tracking Spreadsheets.

<sup>37</sup> 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.<sup>38</sup>
- 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.”

---

<sup>38</sup> 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
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 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.<sup>39</sup>

## 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
<b>Age♦</b> (n=45)	Under 13 years old	9%
	13-15 years old	38%
	16-17 years old	33%
	Over 18 years old	20%
<b>Gender♦</b> (n=69)	Female	100%
<b>Race/Ethnicity♦</b> (n=69)	Latino/a	42%
	African American	32%
	Asian American and Pacific Islander	10%
	Other	16%
<b>Home Neighborhood♦</b> (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;

<sup>39</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program. 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
<b>Language Spoken at Home</b> (n=28)	English	79%
	Spanish	11%
	Russian	7%
	Tagalog	4%
<b>Living Situation</b> (n=28)	One Parent	54%
	Two Parents	36%
	Family but not parents	4%
	Guardian	4%
	Group Home	4%
<b>Referral to Program*</b> (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
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=21)	Never	33%
	Once or Twice	24%
	Many Times	43%
<b>Feels Unsafe in Neighborhood</b> (n=19)		42%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=23)		83%
<b>Has Tried Drugs or Alcohol</b> (n=26)		65%
<b>Knows Someone Who Was Arrested</b> (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%
<b>Knows Someone Who Died</b> (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
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase		X
	▪ Employment will increase		X
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	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 <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among respondents</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- 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)			
<b>Number of school days missed during a month</b> (n=22)	14%	18%	68%	<b>+1.2</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=23)	22%	26%	52%	<b>+ .7</b>	<b>Yes</b>	Youth got <b>better grades</b> .
<b>Enjoyment of school</b> (n=25)	12%	52%	36%	<b>+ .3</b>	<b>Yes</b>	Youths' enjoyment of school <b>increased</b> .

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- 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
<b>The program helped participants to stay in school or get their GED.</b> (n=22)	77%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (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%	<b>+.9</b>	<b>Yes</b>	Youth were <b>more certain</b> 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%	<b>-.2</b>	<b>No</b>	Youth spent <b>less time</b> 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
<b>Joined at least one activity:</b> (n=15)	93%
<b>Participating in a youth group or club</b> (n=15)	67%
<b>Going to a neighborhood or community center</b> (n=16)	56%
<b>Working for pay</b> (n=17)	47%
<b>Volunteering</b> (n=16)	31%
<b>Playing team sports</b> (n=17)	29%
<b>Playing a musical instrument</b> (n=17)	18%
<b>Other activity</b> (n=14)	14%
<b>Participating in a religious group or club</b> (n=16)	13%
<b>Practicing martial arts</b> (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
<b>Ideas about the Kind of Job I Want</b> (n=22)	50%
<b>Belief that I Can Get a Job</b> (n=22)	41%
<b>Resume</b> (n=21)	29%
<b>California (or other state) ID Card or Driver’s License</b> (n=20)	15%
<b>Social Security Card</b> (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
<b>Really cares about me.</b> (n=24)	92%
<b>I can go to when I have problems.</b> (n=25)	92%
<b>Helps me when I'm having a hard time.</b> (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
<b>Expects me to follow the rules.</b> (n=26)	100%
<b>Believes that I will be a success.</b> (n=23)	100%
<b>Is interested in my schoolwork.</b> (n=24)	96%
<b>Listens to me when I have something to say.</b> (n=24)	79%
<b>Talks with me about my problems.</b> (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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=22)	18%	36%	46%	<b>+.5</b>	<b>Yes</b>	Youth knew <b>more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=23)	9%	39%	52%	<b>+.9</b>	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=24)	29%	29%	42%	<b>+.2</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=24)	21%	42%	38%	<b>+.5</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=23)	22%	26%	52%	<b>+.9</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=23)	22%	17%	61%	<b>+1.0</b>	<b>Yes</b>	Youth <b>thought more</b> 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)			
<b>Getting mad easily</b> (n=24)	25%	38%	38%	<b>+3</b>	<b>Yes</b>	Youth get mad <b>less often</b> .
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=23)	13%	35%	52%	<b>+7</b>	<b>Yes</b>	Youth act out <b>less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=23)	30%	30%	39%	<b>0.0</b>	<b>No</b>	Youth showed <b>no change</b> in their belief that it is okay to physically fight to get something.
<b>Yelling at people when angry</b> (n=24)	8%	42%	50%	<b>+8</b>	<b>Yes</b>	Youth yell at people when they are angry <b>less often</b> .
<b>Breaking things on purpose</b> (n=20)	5%	40%	55%	<b>+1.0</b>	<b>Yes</b>	Youth break things on purpose <b>less often</b> .
<b>Hitting people on purpose</b> (n=22)	0%	32%	68%	<b>+1.6</b>	<b>Yes</b>	Youth hit people on purpose <b>less often</b> .

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).<sup>40</sup> And of those who still hang out with people belonging to a gang, 83% said that they hung out less often (n=6).<sup>41</sup>

### 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.

<sup>40</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>41</sup> 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)			
<b>Smoking Cigarettes</b> (n=12)	8%	42%	50%	<b>+.9</b>	<b>Yes</b>	Youth <b>smoked cigarettes less often.</b>
<b>Drinking Alcohol</b> (n=13)	15%	15%	69%	<b>+1.6</b>	<b>Yes</b>	Youth <b>drank alcohol less often.</b>
<b>Smoking Marijuana</b> (n=13)	15%	15%	69%	<b>+1.6</b>	<b>Yes</b>	Youth <b>smoked marijuana less often.</b>
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=3)	0%	67%	33%	<b>+.3</b>	<b>Yes</b>	Youth used <b>street drugs less often.</b>

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 <b>staff member</b> at this program (n=11)	73%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> 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.

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

## Highlights on Program Outcome Findings<sup>42</sup>

### 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:<sup>43</sup>

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.<sup>44</sup> 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.”

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

<sup>43</sup> Data source: Participant Tracking Spreadsheets.

<sup>44</sup> 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.”<sup>45</sup>
- “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.”<sup>46</sup>
- 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.<sup>5</sup>

### **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.”<sup>44</sup>
- 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.”<sup>45</sup>
- “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.”<sup>45</sup>

---

<sup>45</sup> Information provided by Community Programs Division staff.

<sup>46</sup> 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:**

<b>Characteristic at Program Entry</b>		<b>% of Respondents</b>
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

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

<b>Data Source</b>	<b>Available for This Report</b>
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
<b>Age</b> ♦ (n=99)	Under 13 years old	1%
	13-15 years old	36%
	16-17 years old	50%
	Over 18 years old	13%
<b>Gender</b> ♦ (n=100)	Female	100%
<b>Race/Ethnicity</b> ♦ (n=100)	African American	49%
	Latino/a	18%
	White	17%
	Asian American and Pacific Islander	9%
	Other	7%
<b>Home Neighborhood</b> ♦ (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:<sup>47</sup>

- 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.

<sup>47</sup> 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
<b>Education</b>	▪ School attendance will increase		X
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase		X
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease <sup>48</sup>	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X
<b>Other Outcome(s) Identified by Program Staff<sup>49</sup></b>	▪ 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.

<sup>48</sup> Data on involvement with the juvenile justice system is presented for all CPD-funded programs in **Chapter 2: Findings across All Programs**. A program-by-program analysis of JJIS data was not feasible for this report.

<sup>49</sup> 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**

<b>Reason for program exit*</b> (n=76)	<b>% of Respondents</b>
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.

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

## Highlights on Program Outcome Findings<sup>50</sup>

### 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:<sup>51</sup>

- Data on number and demographics of youth served are available for the entire evaluation period: July 2003-June 2004, and July 2004-February 2005.<sup>52</sup> 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.

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

<sup>51</sup> Data source: Participant Tracking Spreadsheets.

<sup>52</sup> 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.<sup>53</sup>

**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.<sup>54</sup>
- 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.<sup>4</sup>

**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.”<sup>5</sup>
- 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.<sup>5</sup>
- 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.<sup>4</sup>

**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.”<sup>4</sup>

---

<sup>53</sup> Information provided by Community Programs Division staff.

<sup>54</sup> 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
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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

**Exhibit 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
<b>Age♦</b> (n=70)	Under 13 years old	11%
	13-15 years old	57%
	16-17 years old	26%
	Over 18 years old	6%
<b>Gender♦</b> (n=71)	Female	100%
<b>Race/Ethnicity♦</b> (n=71)	African American	52%
	Latino/a	14%
	White	4%
	Chinese	3%
	Filipino	3%
	Samoan	1%
	Vietnamese	1%
	Other	21%
<b>Home Neighborhood♦</b> (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
<b>Language Spoken at Home</b> (n=12)	English	92%
	Samoan	8%
<b>Living Situation</b> (n=12)	One Parent	67%
	Two Parents	8%
	Family but not parents	8%
	Group Home	8%
	Other	8%
<b>Referral to Program*</b> (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
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=12)	Never	33%
	Once or Twice	25%
	Many Times	42%
<b>Feels Unsafe in Neighborhood</b> (n=12)		17%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=10)		30%
<b>Has Tried Drugs or Alcohol</b> (n=12)		67%
<b>Knows Someone Who Was Arrested</b> (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%
<b>Knows Someone Who Died</b> (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
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase		X
<b>Work and Job Readiness</b>	▪ Job readiness will increase		X
	▪ Employment will increase		X
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	X	
	▪ Substance use will decrease		X
	▪ Gang affiliation will decrease		X
<b>Other Outcome(s) Identified by Program Staff<sup>55</sup></b>	▪ Girls will develop a positive self-image	X	

<sup>55</sup> Additional outcomes identified by program staff were not evaluated, since data were gathered only on standardized outcomes.

## How to Read the Tables Reporting on Program Outcomes

- The PrIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
Number of school days missed during a month (n=23)	9%	55%	36%	<b>+ .4</b>	<b>Yes</b>	Youth missed fewer days during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among respondents</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program: [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)			
<b>Number of school days missed during a month</b> (n=9)	11%	78%	11%	<b>0.0</b>	<b>Yes</b>	Youth showed <b>no change</b> in their school attendance.
<b>Grades</b> (n=10)	30%	40%	30%	<b>-.1</b>	<b>No</b>	Youth got <b>slightly lower</b> grades.
<b>Enjoyment of school</b> (n=11)	18%	64%	18%	<b>+.2</b>	<b>Yes</b>	Youths' enjoyment of school <b>increased a little</b> .

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- 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
<b>The program helped participants to stay in school or get their GED.</b> (n=11)	55%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (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 <b>more certain</b> 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 <b>less time</b> 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
<b>Joined at least one activity:</b> (n=4)	75%
<b>Other activity</b> (n=4)	50%
<b>Participating in a youth group or club</b> (n=9)	11%
<b>Volunteering</b> (n=9)	11%
<b>Playing team sports</b> (n=9)	11%
<b>Practicing martial arts</b> (n=9)	11%
<b>Going to a neighborhood or community center</b> (n=12)	0%
<b>Working for pay</b> (n=9)	0%
<b>Playing a musical instrument</b> (n=9)	0%
<b>Participating in a religious group or club</b> (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
<b>Really cares about me.</b> (n=12)	100%
<b>Helps me when I'm having a hard time.</b> (n=12)	100%
<b>I can go to when I have problems.</b> (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
<b>Believes that I will be a success.</b> (n=12)	100%
<b>Is interested in my schoolwork.</b> (n=12)	100%
<b>Expects me to follow the rules.</b> (n=12)	92%
<b>Listens to me when I have something to say.</b> (n=12)	75%
<b>Talks with me about my problems.</b> (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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=11)	0%	46%	55%	<b>+.8</b>	<b>Yes</b>	Youth knew a <b>little more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=11)	9%	64%	27%	<b>+.3</b>	<b>Yes</b>	Youth were <b>slightly better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=11)	9%	36%	55%	<b>+.5</b>	<b>Yes</b>	Youth were <b>slightly better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=9)	11%	44%	44%	<b>+.4</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=11)	9%	55%	36%	<b>+.5</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=10)	10%	40%	50%	<b>+.5</b>	<b>Yes</b>	Youth <b>thought more</b> 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)			
<b>Getting mad easily</b> (n=11)	36%	36%	27%	<b>-.2</b>	<b>No</b>	Youth <b>get mad more often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=11)	27%	46%	27%	<b>+.3</b>	<b>Yes</b>	Youth <b>act out less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=11)	36%	36%	27%	<b>-.3</b>	<b>No</b>	Youth believe it is okay to physically fight to get something <b>more often.</b>
<b>Yelling at people when angry</b> (n=11)	18%	46%	36%	<b>+.5</b>	<b>Yes</b>	Youth yell at people <b>less often</b> when they are angry.
<b>Breaking things on purpose</b> (n=9)	0%	78%	22%	<b>+.2</b>	<b>Yes</b>	Youth <b>break things less often</b> on purpose.
<b>Hitting people on purpose</b> (n=10)	20%	60%	20%	<b>0.0</b>	<b>No</b>	Youth show <b>no change</b> 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)			
<b>Smoking Cigarettes</b> (n=5)	0%	40%	60%	<b>+1.8</b>	<b>Yes</b>	Youth smoked cigarettes <b>less often.</b>
<b>Drinking Alcohol</b> (n=5)	60%	20%	20%	<b>-.6</b>	<b>No</b>	Youth drank alcohol <b>more often.</b>
<b>Smoking Marijuana</b> (n=5)	20%	40%	40%	<b>+.6</b>	<b>Yes</b>	Youth smoked marijuana <b>less often.</b>

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.<sup>56</sup> 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).

<sup>56</sup> 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 <b>staff member</b> at this program (n=9)	56%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> 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 Benefits<sup>57</sup>**  
**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

<sup>57</sup> 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



**IHBS**

**IHBS**

## Chapter 27

# Overview of Intensive Home Based Supervision Programs

---

Intensive Home Based Supervision (IHBS) programs provide youth on probation with structured supervision that stands as an alternative to secure detention at the Youth Guidance Center in addition to supporting positive transitions into the community. Between 2003 and 2005, the Community Programs Division has contracted with eight organizations to provide Intensive Home Based Supervision programs. IHBS work with high-risk youth who have already offended and often serves as a “last stop” intervention before youth are transferred to an out-of-home placement. The primary goals of the IHBS programs are to reduce recidivism and to keep secure detention within YGC to a minimum.

All of the eight Intensive Home Based Supervision programs supported by the Community Programs Division operate on a case management model, though some provide additional services to meet the needs of the youth they serve. In some organizations, such as Instituto Familiar de la Raza, IHBS programs primarily rely on case managers to provide a variety of intervention services to adjudicated youth and their families. The IHBS programs located in community centers, specifically those located at the Community Youth Center, Vietnamese Youth Development Center and Samoan Community Development Center, offer a variety of practical service to support youth in their day-to-day functioning. These services include job training and GED services, tutoring and help with homework, extracurricular activities and community service. Other organizations, including Morrisania West, Inc., Brothers Against Guns, Bayview Hunters Point Foundation, and Potrero Hill Neighborhood House, provide a wider array of services to youth, such as life skills and employment readiness training, through other agency programs.

Exhibit 27-1 provides an overview of the Intensive Home Based Supervision programs funded by the Community Programs Division in the current contract year. More details on specific programs can be found in the program-by-program chapters that follow.

### Programs Included in this Section

- Bayview Hunters Point Foundation, Intensive Home Based Supervision Program
- Brothers Against Guns, Intensive Home Based Supervision Program
- Community Youth Center, Intensive Home Based Supervision Program
- Instituto Familiar de la Raza, Intensive Home Based Supervision Program and Intensive Case Management Program
- Morrisania West, Inc., Intensive Home Based Supervision Program
- Potrero Hill Neighborhood House, Intensive Home Based Supervision Program
- Samoan Community Development Center, Intensive Home Based Supervision Program
- Vietnamese Youth Development Center, Intensive Home Based Supervision Program

**Exhibit 27-1  
Overview of Intensive Home Based Supervision Programs**

<b>Program</b>	<b>Number of Youth Served<sup>1</sup></b>	<b>Description</b>
Bayview Hunters Point Foundation, Intensive Home Based Supervision Program	36	The Intensive Home Based Supervision (IHBS) program at Bayview Hunters Point Foundation is designed to provide San Francisco youth on probation (primarily youth residing in the Bayview Hunters Point neighborhood) with structured and monitored supervision that stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.
Brothers Against Guns, Intensive Home Based Supervision Program	61	Brothers Against Guns (BAG) is designed to prevent violence and incarceration among youth who are at risk of or currently involved in the juvenile justice system. BAG addresses the concerns of youth violence and meets the needs of the community by providing a safe environment for youth through support services and constructive activities.
Community Youth Center, Intensive Home Based Supervision Program	31	The Intensive Home Based Supervision (IHBS) program at Community Youth Center is designed to provide San Francisco youth on probation with structured and monitored supervision that stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.
Instituto Familiar de la Raza, Intensive Home Based Supervision Program and Intensive Home Based Supervision Program	31 <sup>2</sup>	The Intensive Home Based Supervision (IHBS) program and Intensive Case Management program at Instituto Familiar de la Raza are designed to provide youth on probation (primarily Latino youth on probation living in the Mission) with structured and monitored culturally competent supervision that stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.
Morrisania West, Inc., Intensive Home Based Supervision Program	38	The Intensive Home Based Supervision (IHBS) program at Morrisania West provides San Francisco youth on probation with structured and monitored supervision that stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.
Potrero Hill Neighborhood House, Intensive Home Based Supervision Program	31	The Intensive Home Based Supervision (IHBS) program at Potrero Hill Neighborhood House is designed to provide San Francisco youth on probation with structured and monitored supervision that stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.

<sup>1</sup>For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. The Samoan Community Development Center is unique in that 2004-2005 is the first year it has been in existence. See individual chapters for more information.

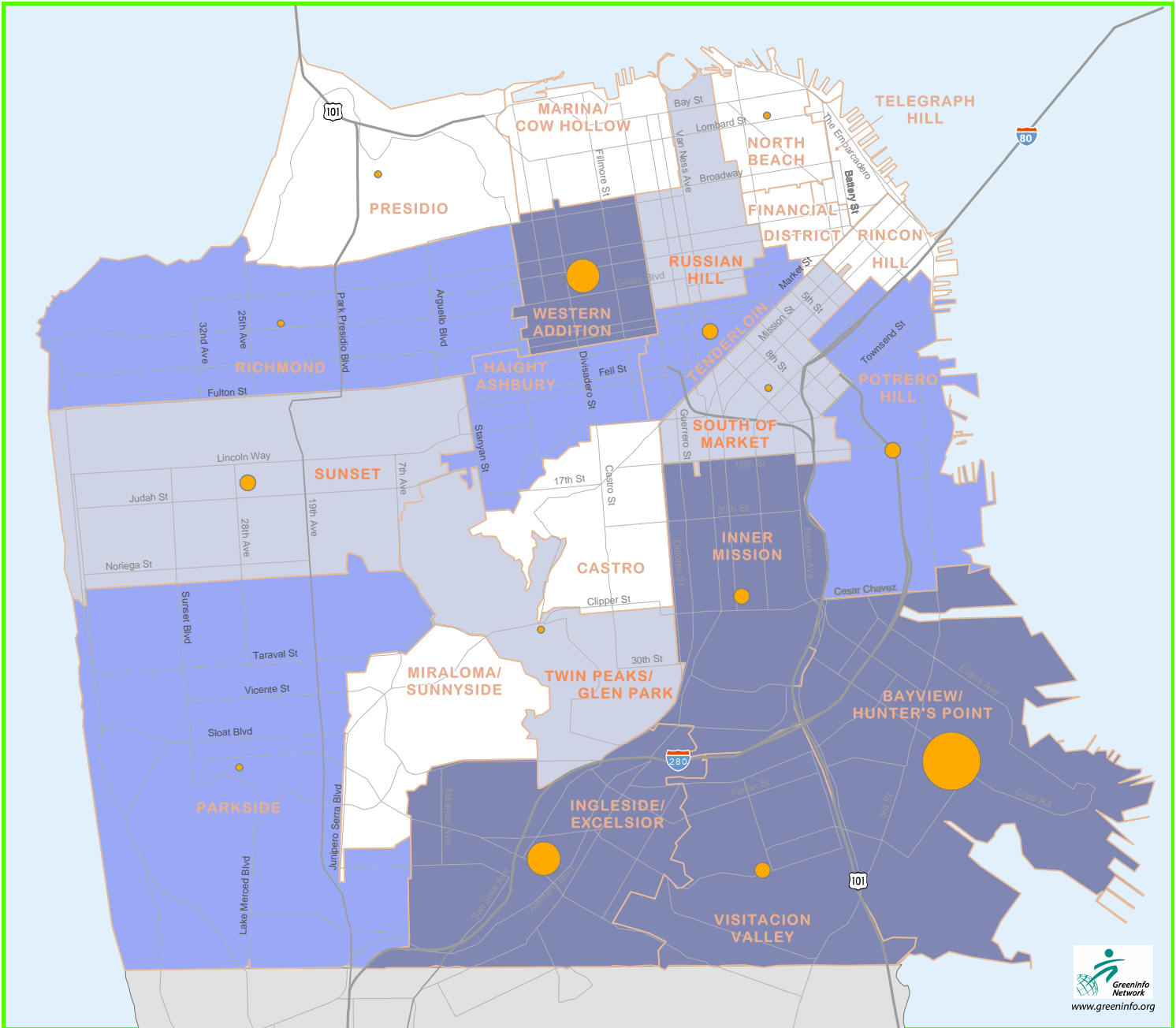
<sup>2</sup> Instituto Familiar de la Raza's IHBS program served 20 youth and the Intensive Case Management program served 11 youth.

Program	Number of Youth Served <sup>1</sup>	Description
Samoan Community Development Center, Intensive Home Based Supervision Program	3	The Intensive Home Based Supervision (IHBS) program at Samoan Community Development Center provide youth on probation (primarily Samoan youth) with structured and monitored supervision that stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.
Vietnamese Youth Development Center, Intensive Home Based Supervision Program	15	The Intensive Home Based Supervision (IHBS) program at Vietnamese Youth Development Center is designed to provide culturally appropriate services to Southeast Asian youth who are on probation in San Francisco. This structured and monitored supervision stands as an alternative to secure detention at the Youth Guidance Center (YGC) in addition to supporting positive transitions into the community.

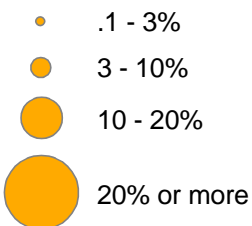




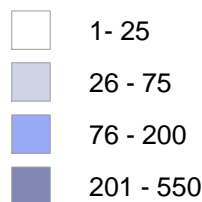
# Neighborhood Concentrations of Participants Served by Intensive Home-Based Supervision Programs and Juvenile Law Violation Referrals



Percentage of Intensive Home-Based Supervision Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Data shown on this map were submitted by:  
 Bayview/Hunters Point Foundation, Brothers Against Guns, Community Youth Center,  
 Instituto Familiar de la Raza, Inc., Morrisania West Inc., Potrero Hill Neighborhood House,  
 Samoan Community Development Center, Vietnamese Youth Development Center

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

# Chapter 28

## Bayview Hunters Point Foundation

### Intensive Home Based Supervision Program

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) program at Bayview Hunters Point Foundation is designed to provide San Francisco youth on probation (primarily youth residing in the Bayview Hunters Point neighborhood) with structured and monitored supervision that is an alternative to secure detention at the Youth Guidance Center (YGC) and to support positive transitions into the community. Case managers in IHBS programs are required to make three weekly face-to-face meetings, do daily curfew checks, and complete monthly reports on activities and interventions provided. This program includes individual and family support, educational support, job skills training, and parenting education to promote healthier choices. The primary goals of the IHBS program are to prevent further involvement with the juvenile justice system and to keep secure detention within YGC to a minimum.

<b>Exhibit 28-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Tutoring/help with homework</li> <li>▪ Case Management</li> <li>▪ Intensive home-based supervision</li> <li>▪ Mental health counseling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ Substance use counseling</li> <li>▪ Extra-curricular or after-school activity</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visitacion Valley</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth who live in Bayview Hunters Point</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs at school</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Probation officer</li> <li>▪ Outreach worker</li> <li>▪ Case manager</li> <li>▪ Social worker</li> <li>▪ Teacher or school counselor</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 15</li> </ul>	

#### Highlights on Program Outcome Findings<sup>3</sup>

##### Key Positive Findings

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

<sup>3</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 28-7.

extra-curricular activities. After program involvement, youth reported on average that they got along better with family and friends, developed more self-care and anger management skills, and decreased their use of drugs and alcohol, in addition to their affiliation with gang members.

- Program participation is associated with lower rates of recidivism.

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

- While the programs appears to have helped some youth think about a job, very few youth say the program helped them find or keep a job.
- The degree to which youth attend school and enjoy school did not change after youth participated in the program.

## **Program Contract Compliance**

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

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

- JPD's contract with this program provides \$127,500, which is 100% of the program's budget.

#### **Number of youth served:<sup>4</sup>**

- 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 36 youth.<sup>5</sup>

#### **Staffing:**

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

#### **Factors Affecting Involvement in PrIDE Evaluation:**

- The only factors which have affected the program's ability to complete PrIDE surveys are the willingness of the youth to complete the surveys and the staff members ability to find the additional time in their schedules to complete the surveys.<sup>6</sup>

#### **Program Strengths and Successes:**

- "Since July of 2004, we have assisted 23 youth in their efforts to complete their court orders of probation. Out of this total, fourteen clients have completed their probation and are no longer Wards of the State. Most of our clients who completed high school have entered college and are progressing well. One individual received a scholarship and is attending college in Louisiana."<sup>7</sup>

#### **Program Challenges:**

- Program staff noted a number of barriers, including: lack of motivation by youth and parents, and funding and staff reductions.

<sup>4</sup> Data source: Participant Tracking Spreadsheets.

<sup>5</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>6</sup> Information provided by program staff.

<sup>7</sup> Information provided by program staff.

**Exhibit 28–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

**Data Sources**

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

**Exhibit 28–3  
Data Sources  
Bayview Hunters Point Foundation—IHBS**

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, 32 Youth Evaluation Surveys, and 36 Exit Forms. All of these data were utilized in this report.
- The program served a total of 38 youth during the following periods: July 2003-February 2004, and July 2004- February 2005. Between July 2003 and February 2005, the program submitted 38 youth surveys. Because programs did not submit data regarding how many youth were served between March and June 2004, we cannot report an exact response rate. Using the reported number of youth served, we report an approximate survey response rate of 100%. The approximate exit form response rate was 100%.<sup>8</sup>

## **Program Description**

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

- Youth participants range in age from 12 to 20.
- More than half of the participants live in Bayview Hunters Point (54%, n=36). Participants also come from Visitacion Valley, Western Addition and the Mission (14%, 11%, 8%, n=37).

---

<sup>8</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 28–4  
Youth Characteristics  
Bayview Hunters Point Foundation—IHBS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=36)	Under 13 years old	11%
	13-15 years old	50%
	16-17 years old	33%
	Over 18 years old	6%
<b>Gender♦</b> (n=36)	Male	89%
	Female	11%
<b>Race/Ethnicity♦</b> (n=36)	African American	94%
	Filipino	3%
	Latino	3%
<b>Home Neighborhood♦</b> (n=37)*	Bayview Hunters Point	54%
	Visitacion Valley	14%
	Western Addition	11%
	Mission	8%
	Outer Mission Ingleside	8%
	All areas outside San Francisco	5%

\* This number is higher than the total number of youth served because it duplicates youth who were served during both contract periods, July 2003-June 2004 and July 2004-Feb 2005.

Data Sources:

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

- Nine out of ten youth participants live in homes where English is the primary language (n=20). The program also serves a few youth whose primary home language is Spanish and Russian.

**Exhibit 28–5**  
**Demographic Information**  
**Bayview Hunters Point Foundation—IHBS**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=20)	English	90%
	Spanish	5%
	Cantonese	0%
	Other/Unknown	0%
	Vietnamese	0%
	Samoan	0%
	Russian	5%
	Mandarin	0%
<b>Living Situation</b> (n=19)	Two Parents	47%
	One Parent	32%
	Family but not parents	11%
	Guardian	11%
<b>Referral to Program*</b> (n=16)	JPD/PO/YGC	75%
	It's in my neighborhood	13%
	Referred by another organization	6%
	Friend	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.
- Participants are part of high-risk peer groups. At program entry, over two-thirds of participants (72%) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 100% said that they did. Almost a quarter of the youth reported that they had been arrested, and 18% of them said friends had been arrested. As a further indication that youth are in high-risk peer groups, over 94% said that they knew someone who died; the largest percentage of youth said that a friend had died. About three out of four respondents (74%) say they have tried alcohol or other drugs.

**Exhibit 28–6  
Risk Factors  
Bayview Hunters Point Foundation—IHBS**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=18)	Never	11%
	Once or Twice	39%
	Many Times	50%
<b>Feels Unsafe in Neighborhood</b> (n=16)		13%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=18)		72%
<b>Has Tried Drugs or Alcohol</b> (n=19)		74%
<b>Knows Someone Who Was Arrested</b> (n=40)	Knows at least one person who was arrested (n=19)	100%
	Participant was arrested*	23%
	Participant's friend was arrested*	18%
	Participant's parent was arrested*	10%
	Participant's other relative was arrested*	8%
	Participant's neighbor was arrested*	5%
	Participant's sibling was arrested*	3%
<b>Knows Someone Who Died</b> (n=14)	Knows at least one person who died (n=18)	94%
	Participant's friend died*	57%
	Participant's parent died*	14%
	Participant's neighbor 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. Bayview Hunters Point Foundation considers all outcomes to be primary.

**Exhibit 28–7**  
**Program Outcome Measures**  
**Bayview Hunters Point Foundation—IHBS**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and self-care skills will improve	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ 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=28)	9%	55%	36%	+4	Yes/No	Youth missed fewer days during a given month.
	↓ This is the percentage of respondents who had a <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- Of youth in this program, 95% were enrolled in school or a GED program prior to program participation (n=20). All of them stayed enrolled. Five percent were *not* enrolled in school or a GED program prior to program participation and this respondent did not enroll during his time in the program (n=1).
- 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 a very slight improvement on grades and enjoyment of school.
- They did not show improvement on number of school days missed during a month.

**Exhibit 28–8**  
**School Attendance/Attachment**  
**Bayview Hunters Point Foundation—IHBS**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=18)	17%	61%	22%	-1	<b>Yes</b>	Youth <b>missed more days</b> during a given month.
<b>Grades</b> (n=19)	16%	53%	32%	<b>+2</b>	<b>Yes</b>	Youth's <b>grades improved</b> very slightly.
<b>Enjoyment of school</b> (n=18)	17%	61%	22%	<b>+1</b>	<b>Yes</b>	Youth enjoy school a <b>little more</b> .

Data Source: PRIDE

- The program appears to have increased youth's attachment to school. Seven out of 10 respondents said that the program helped them stay in school or get their GED (72%, n=18). Three out of four respondents said that the program "made me feel more comfortable about my abilities in school/GED program" (75%, n=16).

**Exhibit 28–9**  
**Youth Perceptions of How the Program Promotes School Attachment**  
**Bayview Hunters Point Foundation—IHBS**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=18)	72%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=16)	75%

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, 20% of youth had been in trouble at school: they were sent to the counselor's office, suspended, or expelled. After program participation, this proportion was 67%. We cannot conclude that program participation is associated with behavior problems at school; five youth answered the survey question at the baseline period, and only three answered it for the follow-up period.

**Exhibit 28–10**  
**Change in Behavior Problems in School**  
**after Program Participation**  
**Bayview Hunters Point Foundation—IHBS**

<b>Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months...</b>	<b>Percent of Respondents</b>
<b>Prior to Program Enrollment</b> (n=5)	20%
<b>After Program Participation</b> (n=3)	67%

Data Source: PRIDE

- In year 2, youth were asked about the change, since participating in the program, in how often they got into trouble at school. Results show that more than half of the youth (56%) reported getting into less trouble at school since starting the program while only 1 out of 7 (14%) reported getting into more trouble.

**Exhibit 28–11**  
**Change in Behavior Problems in School**  
**Bayview Hunters Point Foundation—IHBS**

<b>School Behavior</b>	<b>Degree to which School Behavior Has Changed since Attending the Program</b>				<b>Improvement Shown on Average?</b>	<b>Since Attending the Program...</b>
	<b>Worsened</b>	<b>Stayed Same</b>	<b>Improved</b>	<b>On Average</b>		
	<b>(-3 to -1)</b>	<b>(0)</b>	<b>(+1 to +3)</b>			
<b>Frequency of Getting in Trouble at School</b> (n=14)	14%	29%	56%	<b>+ .8</b>	<b>Yes</b>	<b>Youth get into trouble less often.</b>

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- About one-third of the youth in the program became more certain they would graduate from high school. For the other two-thirds, their feelings about the possibility that they would graduate from high school did not change.

**Exhibit 28–12**  
**Orientation toward Future Educational Attainment**  
**Bayview Hunters Point Foundation—IHBS**

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=19)	0%	68%	32%	<b>+.5</b>	<b>Yes</b>	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- Youth were slightly more likely to be engaged in after-school activities since starting the program.

**Exhibit 28–13**  
**After-School Activities**  
**Bayview Hunters Point Foundation—IHBS**

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Spending time in extra-curricular activities</b> (n=17)	6%	71%	24%	<b>+.1</b>	<b>Yes</b>	Youth spent a <b>little more time</b> in extra-curricular activities.

Data Source: PRIDE

- Youth have started participating in a variety of after-school activities since starting the program. Popular activities include going to a neighborhood or community center (56%, n=9), joining a youth group (46%, n=11) and playing a team sport (40%, n=10). One in three youth said they have started a job since starting the program (33%, n=9).

**Exhibit 28–14**  
**After-School Activities**  
**Bayview Hunters Point Foundation—IHBS**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity:</b> (n=8)	88%
<b>Going to a neighborhood or community center</b> (n=9)	56%
<b>Participating in a youth group or club</b> (n=11)	46%
<b>Playing team sports</b> (n=10)	40%
<b>Working for pay</b> (n=9)	33%
<b>Participating in a religious group or club</b> (n=10)	20%
<b>Volunteering</b> (n=11)	18%
<b>Playing a musical instrument</b> (n=10)	10%
<b>Practicing martial arts</b> (n=10)	10%
<b>Other activity</b> (n=7)	0%

Data Source: PRIDE

- About nine out of ten respondents had joined at least one after-school activity since beginning the program (88%, n=8).
- About one in three respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (35%, n=20).

**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 helped half of participating youth think about the kind of job they want and increase their confidence in their ability to get a job.

**Exhibit 28–15**  
**Job Readiness**  
**Bayview Hunters Point Foundation—IHBS**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Social Security Card</b> (n=14)	29%
<b>California (or other state) ID Card or Driver’s License</b> (n=18)	22%
<b>Resume</b> (n=18)	11%
<b>Belief that I Can Get a Job</b> (n=20)	50%
<b>Ideas about the Kind of Job I Want</b> (n=20)	50%

Data Source: PRIDE

**Employment**

- 21% of respondents held a job at the time they filled out the survey (n=19).

- 100% of those employed reported that they had received help from this program in finding or keeping a job (n=3).

## Building Positive Relationships: Primary Outcomes

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

### Positive Peer Relationships

- All respondents reported that they have positive peer relationships.

**Exhibit 28–16**  
**Positive Peer Relationships**  
**Bayview Hunters Point Foundation—IHBS**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=19)	100%
<b>I can go to when I have problems.</b> (n=19)	100%
<b>Helps me when I'm having a hard time.</b> (n=19)	100%

Data Source: PRIDE

### Positive Relationships with Parents/Guardians

- Almost all respondents have a parent or adult at home with whom they have a positive relationship.

**Exhibit 28–17**  
**Positive Relationships with Parents/Guardians**  
**Bayview Hunters Point Foundation—IHBS**

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=18)	100%
<b>Believes that I will be a success.</b> (n=18)	89%
<b>Talks with me about my problems.</b> (n=19)	95%
<b>Listens to me when I have something to say.</b> (n=19)	84%
<b>Is interested in my schoolwork.</b> (n=18)	94%

Data Source: PRIDE

- More than eight in ten respondents (83%, n=12) reported 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. More than nine in ten (92%, n=12) respondents said that if they were in trouble and needed help they would talk with a staff member about it.

## Skill-Building: Primary Outcomes

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

### Social Development and Self-Care Skills

- The program has had a positive effect on participants' life and social skills. For every aspect of social development and self care that the survey measured, more than four and ten respondents said they had improved their ability to handle life's pressures.

**Exhibit 28–18**  
**Social Development and Self-Care Skills**  
**Bayview Hunters Point Foundation—IHBS**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=19)	5%	53%	42%	<b>+.6</b>	<b>Yes</b>	Youth <b>know more</b> places to get help when feeling unsafe.
<b>Ability to ask for help when s/he needs it</b> (n=19)	5%	53%	42%	<b>+.5</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help when needed.
<b>Ability to take criticism without feeling defensive</b> (n=18)	11%	44%	44%	<b>+.4</b>	<b>Yes</b>	Youth are <b>more able</b> to take criticism.
<b>Ability to take pride in cultural background</b> (n=18)	11%	44%	44%	<b>+.7</b>	<b>Yes</b>	Youth <b>take more pride</b> in their cultural background.
<b>Ability to respect feelings of others</b> (n=18)	11%	37%	53%	<b>+.8</b>	<b>Yes</b>	Youth are <b>more able</b> to respect feelings of others.
<b>Ability to think about how his/her choices affect his/her future</b> (n=18)	11%	39%	50%	<b>+.4</b>	<b>Yes</b>	Youth <b>think more</b> about how their choices affect 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 anger management skills as a result of program participation.



- Though youth on average reported improvement in all areas of anger management, participants showed particularly strong improvement in two respects: they did not get mad as easily and they less often “did whatever they felt like doing” when angry or upset.

**Exhibit 28–19**  
**Anger Management**  
**Bayview Hunters Point Foundation—IHBS**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=20)	5%	45%	50%	<b>+.5</b>	<b>Yes</b>	Youth <b>do not get mad</b> as easily.
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=18)	17%	39%	44%	<b>+.6</b>	<b>Yes</b>	Youth <b>less frequently</b> do whatever they feel like doing when angry.
<b>Believing it is okay to physically fight to get what you want</b> (n=18)	11%	61%	28%	<b>+.3</b>	<b>Yes</b>	Youth believe it is <b>less okay</b> to physically fight to get what they want.
<b>Yelling at people when angry</b> (n=15)	13%	53%	33%	<b>+.3</b>	<b>Yes</b>	Youth <b>yell at people less</b> when angry.
<b>Breaking things on purpose</b> (n=9)	0%	89%	11%	<b>+1</b>	<b>Yes</b>	Youth break things on purpose less.
<b>Hitting people on purpose</b> (n=10)	20%	50%	30%	<b>+3</b>	<b>Yes</b>	Youth <b>hit people less</b> .

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 cigarettes, alcohol, or drugs. Seven out of ten respondents had never smoked cigarettes (71%, n=14); one in two had never drunk alcohol (n=14); three in ten had never smoked marijuana (n=13); and five out of six had never tried street drugs (85%, n=13).
- For youth who *had* tried cigarettes, alcohol, or drugs, they reported using them much less frequently since starting the program. This was particularly true in the case of smoking marijuana, smoking cigarettes, and using street drugs.

**Exhibit 28–20  
Substance Use  
Bayview Hunters Point Foundation—IHBS**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=6)	17%	17%	67%	<b>+1.0</b>	<b>Yes</b>	Youth <b>smoke fewer cigarettes.</b>
<b>Drinking Alcohol</b> (n=9)	33%	33%	33%	<b>+2</b>	<b>Yes</b>	Youth drink <b>slightly less alcohol.</b>
<b>Smoking Marijuana</b> (n=10)	0%	30%	70%	<b>+1.7</b>	<b>Yes</b>	Youth smoke <b>much less marijuana.</b>
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=2)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth use street drugs <b>less frequently.</b>

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 82% said that they no longer hung out with them.<sup>9</sup> Of the two youth who said they still hung out with people belonging to gangs after program participation, one reported hanging out with them less often.<sup>10</sup>

**Involvement in Juvenile Justice System**

- The table below shows recidivism rates for youth involved with Bayview Hunters Point Foundation. Recidivism is based on sustained petitions, and we include two types of rates. The first is the *true* recidivism rate: the percentage of youth who have had at least one additional sustained petition after the first one. To see if participation in this program is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.
- This table shows that at six months after a first sustained petition, 43% 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, 27% 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 refer to Appendix 28.) 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

<sup>9</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>10</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

is associated with a lowered rate of having a subsequent sustained petition for the time periods specified.

**Exhibit 28–21**  
**Recidivism Rates**  
**Bayview Hunters Point Foundation—IHBS**

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	43%	14	27%	11
12	60%	10	33%	6
18	75%	8	40%	5
24	75%	4	50%	2

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

## Service Satisfaction

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

- Participants expressed a fairly high level of satisfaction with the program (see Exhibit 28-28). More than six out of ten participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall. Only one youth expressed overall dissatisfaction with the program.

**Exhibit 28-22**  
**Participant Satisfaction**  
**Bayview Hunters Point Foundation—IHBS**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=20)	5%	65%	30%
The staff (n=20)	5%	75%	20%
Respect shown for participant's ethnic and cultural background (n=20)	0%	75%	25%
The program overall (n=20)	5%	75%	20%

Data Source: PRIDE

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

- Participants do feel connected to the program, and particularly to the program staff. Eight out of nine of the participants **felt safe** attending the program and the same percentage said they would **recommend it to their friends** (89%, n=18; 88%, n=17).

**Exhibit 28-23  
Program Attachment  
Bayview Hunters Point Foundation—IHBS**

After program involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=18)	89%
I would recommend this program to my friends (n=17)	88%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=12)	92%
I am interested in staying in touch and helping out with the program (n=17)	88%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=19)	32%

Data Source: PRIDE

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

- The program seems to have helped youth in a variety of areas, including drug and alcohol use, homework and school, sex education and emotional problems. The program does not seem to have helped youth very much with employment or jobs.

**Exhibit 28–24  
Program Benefits  
Bayview Hunters Point Foundation—IHBS**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Drug or alcohol use (n=13)	46%
Homework/school/GED studies (n=19)	42%
Safer sex education (n=19)	32%
Emotional problems (n=19)	32%
Getting away from gangs (n=19)	21%
Managing anger (n=6)	17%
Finding a job (n=19)	11%
Keeping a job (n=19)	0%

Data Source: PRIDE

## Are youth successfully completing the program?

- A little less than half of youth served for whom we have exit forms successfully completed the program and about half did not. Of the youth that did not complete the program a plurality exited due to a new arrest or probation violation.

**Exhibit 28-25**  
**Exit Reason**  
**Bayview Hunters Point Foundation—IHBS**

Reason for program exit* (n=36)	% of Respondents
Completed the program	45%
Referred to other agency	20%
New arrest/law violation	13%
Probation violation	11%
Partial completion of program	8%
Youth moved out of area	5%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	5%
Poor performance or behavior in the program	3%
Committed to juvenile hall	3%
Other	29%

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

Data Source: PRIDE

# Chapter 29

## Brothers Against Guns

### Intensive Home Based Supervision Program

---

#### Program Overview

Brothers Against Guns (BAG) is designed to prevent youth violence and incarceration among youth who are currently involved in the juvenile justice system or at risk of involvement. BAG addresses concerns the youth have about violence and meets the needs of the community by providing a safe environment for youth through support services and constructive activities. In general, youth involved in BAG face gang/turf issues, experience low academic achievement, and experiment with risky behaviors.

<b>Exhibit 29-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Jobs training/readiness services</li> <li>▪ Tutoring/help with homework</li> <li>▪ Mentoring</li> <li>▪ Case management</li> <li>▪ Intensive home-based supervision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anger management services</li> <li>▪ Health education services</li> <li>▪ Substance use counseling</li> <li>▪ Mental health counseling</li> <li>▪ Practical assistance such as help with transportation or meals</li> <li>▪ Extra-curricular or after-school activity</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>	
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 12 and 18</li> <li>▪ Male youth</li> <li>▪ Youth who live in Bayview Hunters Point</li> <li>▪ African American youth</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Probation officer</li> <li>▪ Outreach worker</li> <li>▪ Case manager</li> <li>▪ Teacher or school counselor</li> <li>▪ Judge</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 35</li> </ul>	

#### Highlights on Program Outcome Findings<sup>11</sup>

##### Key Positive Findings

- The program appears to have a sizable positive impact on youth's school attendance, performance, behavior and attachment. Compared with before they started the program, youth felt more confident

<sup>11</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 29-7.

they would graduate from high school. The program also seems to have prompted youth to participate in more organized extra-curricular activities.

- The program helped youth find and keep a job and helped them get along better with their friends and relatives. After program involvement, youth reported having greater self-care and anger management skills and decreased their use of drugs and alcohol and their affiliation with gang members.

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

- Youth's enjoyment of school did not improve after participating in the program.

## **Program Contract Compliance**

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

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

- JPD's contract with this program provides \$140,000, which is 100% of this program's total budget.

### **Number of youth served:<sup>12</sup>**

- 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 61 youth.<sup>13</sup>

### **Staffing:**

- The program is staffed by 3 full-time and 4 part-time staff members.

### **Factors Affecting Involvement in PrIDE Evaluation:**

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

### **Program Strengths and Successes:**

- "Brothers Against Guns (BAG) facilitates monthly meetings at juvenile hall with all IHBS youth; during these meetings we have been able to mediate several disputes between various youth. The positive impact of the mediation has traveled beyond the BAG program into other settings where the youth meet."<sup>14</sup>

### **Program Challenges:**

- "One major barrier to our program is the referral process. Currently there is not a standardized process for referral. IHBS should be a formal part of probation and stated in the court records and there should be specific court required consequences for non-compliance. Currently we have developed relationships with various Probation Officers and Court officers to facilitate the referral process and youth compliance with IHBS."<sup>15</sup>

<sup>12</sup> Data source: Participant Tracking Spreadsheets.

<sup>13</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>14</sup> Information provided by program staff.

<sup>15</sup> Information provided by program staff.

**Exhibit 29–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

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

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 29–3  
Data Sources  
Brothers Against Guns—IHBS**

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 8 Baselines and their paired Follow-ups, 7 Youth Evaluation Surveys, and 7 Exit Forms. All of these data were utilized in this report.



- The program served a total of 61 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 25%. The approximate exit form response rate was 12%.<sup>16</sup>

## Program Description

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

- Youth participants range in age from 12 to 18.
- Participants in the program come from two neighborhoods. The vast majority come from Bayview Hunters Point and some also come from Western Addition (86%, 12%, n=86).

**Exhibit 29–4  
Youth Characteristics  
Brothers Against Guns—IHBS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=61)	Under 13 years old	5%
	13-15 years old	57%
	16-17 years old	36%
	Over 18 years old	2%
<b>Gender♦</b> (n=61)	Male	98%
	Female	2%
<b>Race/Ethnicity♦</b> (n=61)	African American	97%
	Asian American and Pacific Islander	2%
	Other	1%
<b>Home Neighborhood♦</b> (n=86)*	Bayview Hunters Point	86%
	Western Addition	12%
	All other San Francisco neighborhoods	2%

\*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

- All of the youth in the program come from English speaking households.

<sup>16</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 29–5  
Demographic Information  
Brothers Against Guns—IHBS**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=14)	English	100%
<b>Living Situation</b> (n=14)	One Parent	50%
	Two Parents	29%
	Guardian	14%
	Other	7%
<b>Referral to Program</b> (n=12)	JPD/PO/YGC	33%
	It's in my neighborhood	25%
	School	17%
	Friend	17%
	Referred by another organization	8%

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, over two-thirds of participants (69%) acknowledge that they hang out with gang members. All participants knew someone who had been arrested. Over three-quarters had a friend who had been arrested. As a further indication that youth are in high-risk peer groups, all participants knew someone who had died; 75% of youth said that a friend had died. Almost two-thirds of respondents (62%) say they had tried alcohol or other drugs.

**Exhibit 29–6  
Risk Factors  
Brothers Against Guns—IHBS**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=12)	Never	0%
	Once or Twice	42%
	Many Times	58%
<b>Feels Unsafe in Neighborhood</b> (n=11)		73
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=13)		69%
<b>Has Tried Drugs or Alcohol</b> (n=13)		62%
<b>Knows Someone Who Was Arrested</b> (n=14)	Knows at least one person who was arrested (n=13)	100%
	Participant's friend was arrested*	79%
	Participant was arrested*	29%
	Participant's parent was arrested*	21%
	Participant's sibling was arrested*	21%
	Participant's neighbor was arrested*	7%
	Participant's other relative was arrested*	7%
<b>Knows Someone Who Died</b> (n=12)	Knows at least one person who died (n=13)	100%
	Participant's friend died*	75%
	Participant's neighbor died*	17%
	Participant's sibling died*	17%
	Participant's parent 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. Brothers Against Guns considers all objectives to be primary.

**Exhibit 29–7**  
**Program Outcome Measures**  
**Brothers Against Guns—IHBS**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and Self-care skills will improve	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ 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 <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among respondents</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- All the youth in the program were enrolled in school or a GED program prior to program participation. Of these, 91% stayed enrolled, and 9% dropped out.
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. Almost two-thirds of program participants showed improvement on the number of school days missed during a month and their grades (63%, n=8; 60%, n=10). Youth did not show improvement on how much they enjoyed school.

**Exhibit 29–8  
School Attendance/Attachment  
Brothers Against Guns—IHBS**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n= 8)	13%	25%	63%	<b>+1.1</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=10)	10%	30%	60%	<b>+1.1</b>	<b>Yes</b>	Youth <b>improved their grades.</b>
<b>Enjoyment of school</b> (n=11)	18%	64%	18%	<b>-0.1</b>	<b>No</b>	Youth enjoyed school about <b>the same.</b>

Data Source: PRIDE

- Further indications of the program’s ability to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Over three-quarters of respondents said that the program helped them stay in school or get their GED (80%, n=15).
- Over three-quarters of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (80%, n=15).

**Exhibit 29–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Brothers Against Guns—IHBS**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=15)	80%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=15)	80%

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, 17% of youth had been in trouble at school, either getting sent to the counselor’s office, suspended, or expelled (n=6). After program participation, no youth reported being in trouble (n=1). It should be noted, however, that six youth answered the

question about youth getting in trouble prior to program entry, while only one answered this question for the follow-up period.

**Exhibit 29–10**  
**Change in Behavior Problems in School**  
**after Program Participation**  
**Brothers Against Guns—IHBS**

Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months...	Percent of Respondents
Prior to Program Enrollment (n= 6)	17%
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. Two-thirds say they got into less trouble after starting the program (67%, n=6).

**Exhibit 29–11**  
**Change in Behavior Problems in School**  
**Brothers Against Guns—IHBS**

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=6)	17%	17%	67%	+1.5	Yes	Youth get into trouble at school <b>less</b> .

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- Youth reported being much more confident that they would graduate from high school after attending the program than before they started the program.

**Exhibit 29–12  
Orientation toward Future Educational Attainment  
Brothers Against Guns—IHBS**

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%	56%	44%	+1.2	Yes	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- Youth were more likely to be engaged in after-school activities since starting the program.

**Exhibit 29–13  
After-School Activities  
Brothers Against Guns—IHBS**

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=9)	0%	67%	33%	+0.44	Yes	Youth spent <b>more time</b> in extra-curricular activities.

Data Source: PRIDE

- Youth have started participating in a variety of after-school activities since starting the program. The most common activities that youth joined were going to a neighborhood or community center (60%, n=10) or participating in a youth group or club (30%, n=10).



**Exhibit 29–14**  
**After-School Activities**  
**Brothers Against Guns—IHBS**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity</b> (n=8)	100%
<b>Going to a neighborhood or community center</b> (n=10)	60%
<b>Other activity</b> (n=8)	38%
<b>Participating in a youth group or club</b> (n=10)	30%
<b>Working for pay</b> (n=10)	30%
<b>Participating in a religious group or club</b> (n=9)	22%
<b>Playing team sports</b> (n=10)	20%
<b>Playing a musical instrument</b> (n=10)	20%
<b>Practicing martial arts</b> (n=10)	20%
<b>Volunteering</b> (n=10)	10%

Data Source: PRIDE

- Every respondent had joined at least one after-school activity since beginning the program (100%, n=8).
- Three in eight respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (38%, n=8).

**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**

- Almost two-thirds of the youth report that the program gave them ideas about the kind of job they want (64%, n=11). The program helped nearly half of the youth to cultivate a belief that they can get a job, and a third of the youth to develop a resume.

**Exhibit 29–15**  
**Job Readiness**  
**Brothers Against Guns—IHBS**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Social Security Card</b> (n= 6)	17%
<b>California (or other state) ID Card or Driver’s License</b> (n=11)	27%
<b>Resume</b> (n= 9)	33%
<b>Belief that I Can Get a Job</b> (n=11)	46%
<b>Ideas about the Kind of Job I Want</b> (n=11)	64%

Data Source: PRIDE

**Employment**

- Nearly two-fifths of respondents held a job at the time they filled out the survey (36%, n=11).

- Two-thirds 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 parental/guardian relationships will increase
  - Positive relationships with service providers will increase

### Positive Peer Relationships

- Eight out of ten youth reported having positive peer relationships (83%, n=12).

**Exhibit 29–16  
Positive Peer Relationships  
Brothers Against Guns—IHBS**

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)	83%
I can go to when I have problems. (n=12)	83%
Helps me when I'm having a hard time. (n=12)	83%

Data Source: PRIDE

### Positive Relationships with Parents/Guardians

- Nearly all of the youth report having a positive relationship with a parent or guardian at home.

**Exhibit 29–17  
Positive Relationships with Parents/Guardians  
Brothers Against Guns—IHBS**

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=12)	92%
Believes that I will be a success. (n=12)	100%
Talks with me about my problems. (n=12)	100%
Listens to me when I have something to say. (n=12)	100%
Is interested in my schoolwork. (n=12)	92%

Data Source: PRIDE

- Over half of respondents (60%, n=10) 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. Almost all (90%, n=10) said that if they were in trouble and needed help they would talk with a staff member about it.

## Skill-Building: Primary Outcomes

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

### Social Development and Self-Care Skills

- The program has had a positive effect on participants' life and social skills. For every aspect of social development and self care that the survey measured, youth felt that they had improved on average since attending the program. Youth reported biggest improvements in their knowledge of where to get help when in trouble and also their ability to ask for help when they need it.

**Exhibit 29–18**  
**Social Development and Self-Care Skills**  
**Brothers Against Guns—IHBS**

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)	9%	36%	55%	<b>+0.8</b>	<b>Yes</b>	Youth <b>know more</b> places to get help.
Ability to ask for help when s/he needs it (n=12)	17%	33%	50%	<b>+0.7</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help
Ability to take criticism without feeling defensive (n=11)	27%	36%	36%	<b>+0.2</b>	<b>Yes</b>	Youth are <b>slightly more able</b> to take criticism constructively.
Ability to take pride in cultural background (n=11)	18%	46%	36%	<b>+0.5</b>	<b>Yes</b>	Youth <b>feel more pride</b> in their cultural background.
Ability to respect feelings of others (n=11)	18%	55%	27%	<b>+0.5</b>	<b>Yes</b>	Youth <b>respects</b> other's feelings more.
Ability to think about how his/her choices affect his/her future (n=10)	20%	50%	30%	<b>+0.3</b>	<b>Yes</b>	Youth are <b>slightly more able</b> to think about the consequences of their choices.

Data Source: PRIDE

## Anger Management

- The program does appear to have an effect on participants' anger management skills. Based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, participants appear to have gained anger management skills as a result of program participation.
- According to their responses to these survey items, participants showed improvement on every anger management skill that the survey measured, including not breaking things on purpose and not yelling at people when angry.

**Exhibit 29–19**  
**Anger Management**  
**Brothers Against Guns—IHBS**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=11)	0%	64%	36%	<b>+0.6</b>	<b>Yes</b>	Youth <b>do not get mad</b> as easily.
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=11)	9%	64%	27%	<b>+0.7</b>	<b>Yes</b>	Youth do whatever they want <b>less</b> when angry.
<b>Believing it is okay to physically fight to get what you want</b> (n=11)	0%	73%	27%	<b>+0.6</b>	<b>Yes</b>	Youth feel it is <b>less okay</b> to physically fight to get what they want.
<b>Yelling at people when angry</b> (n=11)	0%	73%	27%	<b>+0.8</b>	<b>Yes</b>	Youth <b>yell at people less</b> when angry.
<b>Breaking things on purpose</b> (n=11)	0%	64%	36%	<b>+0.9</b>	<b>Yes</b>	Youth <b>break things</b> on purpose less.
<b>Hitting people on purpose</b> (n=10)	0%	80%	20%	<b>+0.6</b>	<b>Yes</b>	Youth <b>do not hit</b> people on purpose as much.

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 cigarettes, alcohol, or drugs. Two-thirds of respondents had never smoked cigarettes (67%, n=6); Half had never drunk alcohol nor smoked marijuana (n=6); and none had tried street drugs.
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use in the table below. Program involvement seems to be associated with less frequent use of cigarettes, alcohol and marijuana.

**Exhibit 29–20  
Substance Use  
Brothers Against Guns—IHBS**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=3)	0%	40%	60%	<b>+1.6</b>	<b>Yes</b>	Youth <b>smoke fewer</b> cigarettes.
<b>Drinking Alcohol</b> (n=3)	33%	17%	50%	<b>+1.0</b>	<b>Yes</b>	Youth <b>drink less</b> alcohol.
<b>Smoking Marijuana</b> (n= 3)	33%	17%	50%	<b>+1.2</b>	<b>Yes</b>	Youth <b>smoke less</b> marijuana.
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=0)	n/a	n/a	n/a	n/a	n/a	n/a

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, 63% said that they no longer hung out with them (n=8).<sup>17</sup> And of the two respondents who still hang out with people belonging to a gang, both said that they hung out less often.<sup>18</sup>

## Involvement in Juvenile Justice System

- The table below shows recidivism rates for youth involved with Brothers Against Guns. 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, 42% had had at least one more sustained petition. Compare this to the rate for post-program entry recidivism: in the six month period

<sup>17</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>18</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

following program entry, 27% had recidivated. Likewise, there are lower rates at the 12-month, 18-month marks. The 24-month recidivism rate post program entry could not be calculated because there were no youth for whom we had data 24 months after they entered 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 29–21  
Recidivism Rates  
Brothers Against Guns—IHBS**

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	42%	19	27%	11
12	63%	8	50%	6
18	75%	4	60%	5
24	100%	3	n/a	n/a

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

## Service Satisfaction

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

- Participants expressed a fairly high level of satisfaction with the program (see Exhibit 29-22). Six out of ten of the participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall.

**Exhibit 29-22  
Participant Satisfaction  
Brothers Against Guns—IHBS**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=10)	0	80%	20%
The staff (n=10)	10%	60%	30%
Respect shown for participant's ethnic and cultural background (n=10)	10%	60%	30%
The program overall (n=10)	10%	60%	30%

Data Source: PRIDE

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

- Participants do feel connected to the program, and particularly to the program staff. Seven out of eight of the respondents **felt safe** attending the program and every respondent said they would **recommend it to their friends** (88%, n=8; 100%, n=8).

**Exhibit 29-23  
Program Attachment  
Brothers Against Guns—IHBS**

After program Involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=8)	88%
I would recommend this program to my friends (n=8)	100%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=10)	90%
I am interested in staying in touch and helping out with the program (n= 8)	100%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=10)	10%

Data Source: PRIDE

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

- When asked what help they feel they have received from the program, participants most frequently said they received help finding and keeping a job (60% and 50%, n=10). Several participants also said they received help with their school work (30%, n=10).

**Exhibit 29–24  
Program Benefits  
Brothers Against Guns—IHBS**

After program involvement, % of respondents who said they “got help from the program with…”	% of Respondents
Finding a job (n=10)	60%
Keeping a job (n=10)	50%
Homework/school/GED studies (n=10)	30%
Drug or alcohol use (n=4)	25%
Getting away from gangs (n=10)	20%
Safer sex education (n=10)	10%
Emotional problems (n=10)	10%
Managing anger (n=6)	0%

Data Source: PRIDE

**Are youth successfully completing the program?**

- Though we received seven exit forms, none of the exit forms included data on the reason for program exit. Therefore, we cannot report results on how many youth completed the program or other exit reasons.





# Chapter 30

## Community Youth Center

### Intensive Home Based Supervision

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) program at Community Youth Center is designed to provide San Francisco youth on probation with structured and monitored supervision that is an alternative to secure detention at the Youth Guidance Center (YGC) and to support positive transitions into the community. The program components include individual and family support, educational support, job skills training, and parenting education to promote healthier choices and provide resources and information to address the core issues of culture, knowledge and self-esteem to help stem the cycle of negative behavior. The primary goals of the IHBS program are to prevent further involvement with the juvenile justice system and to keep secure detention within YGC to a minimum.

<b>Exhibit 30-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Tutoring/help with homework</li> <li>▪ GED services</li> <li>▪ Mentoring</li> <li>▪ Case management</li> <li>▪ Intensive home-based supervision</li> <li>▪ Anger management services</li> <li>▪ Community Service</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health education services</li> <li>▪ Housing services/assistance</li> <li>▪ Substance use counseling</li> <li>▪ Mental health counseling</li> <li>▪ Practical assistance such as help with transportation or meals</li> <li>▪ Extra-curricular or after-school activity</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Sunset</li> <li>▪ Richmond</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visitacion Valley</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Male youth between the ages of 15 and 16</li> <li>▪ Chinese youth</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> <li>▪ Social worker</li> <li>▪ Office of the Public Defender</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 10-12</li> </ul>	

#### Highlights on Program Outcome Findings<sup>19</sup>

##### Key Positive Findings

- The program appears to have a positive impact in several educational areas, including youth's enjoyment of school, their attendance, confidence, and their attachment to school. After involvement in the program, youth report having improved anger management skills, slightly improved self-care skills. Youth also report having decreased their use of drugs alcohol and involvement in gangs.
- Almost all youth would recommend the program to a friend.

<sup>19</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 30-7.

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

- Youth did not show an improvement in their grades. While the program had at least a slightly positive impact in all other areas, the other areas where youth made the smallest improvements were in finding a job and also in their self-care skills.

## **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 \$122,400, which was 100% of this program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$140,000, which was 100% of this program's total budget.

### **Number of youth served:<sup>20</sup>**

- 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 31 youth.

### **Staffing:**

- The program is staffed by 2 full-time and 1 part-time staff member.

### **Factors Affecting Involvement in PRIDE Evaluation:**

- None, other than one monolingual client who was unable to complete the survey due to the language barrier.

### **Program Strengths and Successes:**

- At least 4 clients completed their terms of probation during the previous contract year (2004-05). Every client obtained or continued their high school GED/diploma and some of them made steps towards college.

### **Program Challenges:<sup>21</sup>**

- "CYC has received a limited number of referrals from the Juvenile Probation Department over this past contract year. However, case managers have maintained close relationship with several deputy probation officers, who continue to refer clients to our program."
- Other barriers include poor relationships between youth and their parents, low self-esteem and motivation by youth and their lack of knowledge around setting goals.

<sup>20</sup> Data sources: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>21</sup> Information on program successes and challenge provided by staff of the organization.

**Exhibit 30–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

<b>Characteristic at Program Entry</b>		<b>% of Respondents</b>
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 30–3  
Data Sources  
Community Youth Center—IHBS**

<b>Data Source</b>	<b>Available for This Report</b>
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 12 Baselines and their paired Follow-ups, 5 Youth Evaluation Surveys, and 34 Exit Forms. All of these data were utilized in this report.

- The program served a total of 31 youth during the following periods: July 2003-February 2004, and July 2004- February 2005. Between July 2003 and February 2005, the program submitted 17 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 55%. The approximate exit form response rate was 100%.<sup>22</sup>

## **Program Description**

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

- Youth participants range in age from 12 to 18.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in the Sunset and Downtown/Tenderloin (32%, 12%, n=25).

---

<sup>22</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 30–4  
Youth Characteristics  
Community Youth Center—IHBS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=31)	Under 13 years old	13%
	13-15 years old	45%
	16-17 years old	36%
	Over 18 years old	7%
<b>Gender♦</b> (n=31)	Male	97%
	Female	3%
<b>Race/Ethnicity♦</b> (n=31)	Chinese	81%
	Filipino	7%
	Vietnamese	7%
	Other Asian	5%
<b>Home Neighborhood♦</b> (n=25)	Sunset	32%
	Downtown/Tenderloin	12%
	Excelsior	8%
	North Beach	8%
	Presidio-Pacific Heights	8%
	Western Addition	8%
	Portola	8%
	All other San Francisco neighborhoods	16%

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 **not** the primary language. More than half of the youth speak Samoan at home while nearly one fifth of students speak Cantonese at home (56%, 19%, n=16).

**Exhibit 30–5  
Demographic Information  
Community Youth Center—IHBS**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=16)	Samoan	56%
	Cantonese	19%
	English	13%
	Tagalog	6%
	Other	6%
<b>Living Situation</b> (n=16)	Two Parents	50%
	One Parent	38%
	Family but not parents	6%
	Other	6%
<b>Referral to Program*</b> (n=13)	JPD/PO/YGC	77%
	Referred by another organization	23%

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, one half of participants (50%, n=12) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 86% said that they did (n=14). Most commonly, they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, a majority (57%, n=14) said that they knew someone who died; the largest percentage of youth said that a friend had died. Three quarters of respondents say they have tried alcohol or other drugs (75%, n=16).

**Exhibit 30–6  
Risk Factors  
Community Youth Center—IHBS**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=14)	Never	50%
	Once or Twice	43%
	Many Times	7%
<b>Feels Unsafe in Neighborhood</b> (n=13)		23%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=12)		50%
<b>Has Tried Drugs or Alcohol</b> (n=16)		75%
<b>Knows Someone Who Was Arrested</b> (n=14)	Knows at least one person who was arrested (n=14)	86%
	Participant's friend was arrested*	53%
	Participant was arrested*	36%
	Participant's neighbor was arrested*	14%
	Participant's sibling was arrested*	14%
	Participant's parent was arrested*	0%
	Participant's other relative was arrested*	0%
<b>Knows Someone Who Died</b> (n=14)	Knows at least one person who died (n=14)	57%
	Participant's friend died*	57%
	Participant's neighbor died*	46%
	Participant's parent died*	0%
	Participant's sibling died*	0%

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



## Program Outcomes

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

**Exhibit 30–7**  
**Program Outcome Measures**  
**Community Youth Center—IHBS**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	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)			
<b>Number of school days missed during a month</b> (n=23)	9%	55%	36%	<b>+ .4</b>	<b>Yes/No</b>	Youth <b>missed fewer days</b> during a given month.
	↓	↓	↓	↓	↓	↓
	This is the percentage of respondents who had a <b>negative change</b>	This is the percentage of respondents who reported a <b>zero change</b>	This is the percentage of respondents who had a <b>positive change</b>	This is the <b>average score of all respondents</b>	This box indicates whether the average score indicates <b>improvement overall among</b>	This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

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

### School Attendance/Attachment

- All of the respondents were enrolled in school or a GED program prior to program participation (n=16). Everyone stayed enrolled (n=13).
- Program participants also showed slight improvement on the participants' attendance and enjoyment of school. Youth did not report an improvement in their grades.

**Exhibit 30–8  
School Attendance/Attachment  
Community Youth Center—IHBS**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=10)	10%	70%	20%	<b>+5</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=14)	43%	29%	29%	<b>-.1</b>	<b>No</b>	Youth's grades <b>decreased very slightly</b> .
<b>Enjoyment of school</b> (n=14)	14%	50%	36%	<b>+4</b>	<b>Yes</b>	Youth <b>enjoyed school a little more</b> .

Data Source: PRIDE

- Further indications of the program's ability to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Three-quarters of respondents said that the program helped them stay in school or get their GED (75%, n=12).
- Almost two-thirds of respondents said that the program "made me feel more comfortable about my abilities in school/GED program" (64%, n=14).

**Exhibit 30–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Community Youth Center—IHBS**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=12)	75%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=14)	64%

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. Youth's behavior improved after program entry in the second contract year.
- In Year 1, before participating in this program, none of youth reported having been in trouble at school, either getting sent to the counselor's office, suspended, or expelled. After program participation, this proportion was 50%. We cannot conclude that program participation is associated

with behavior problems at school; 10 youth answered the survey question at the baseline period, but only two answered it for the follow-up period.

**Exhibit 30–10**  
**Change in Behavior Problems in School**  
**after Program Participation**  
**Community Youth Center—IHBS**

Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months...	Percent of Respondents
Prior to Program Enrollment (n=10)	0%
After Program Participation (n=2)	50%

Data Source: PRIDE

- In year 2, youth were asked about the change, since joining the program, in how often they got into trouble at school. Results show that the youth got into much less trouble after they started attending the program.

**Exhibit 30–11**  
**Change in Behavior Problems in School**  
**Community Youth Center—IHBS**

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=4)	0%	0%	100%	+2.5	Yes	Youth got into <b>much less</b> trouble.

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- On average, youth reported that since participating in the program, they are more confident they will graduate from high school.

**Exhibit 30–12**  
**Orientation toward Future Educational Attainment**  
**Community Youth Center—IHBS**

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=12)	17%	25%	58%	<b>+ .5</b>	<b>Yes</b>	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- The program appears to have had a small positive impact on youth's involvement in activities outside of school.

**Exhibit 30–13**  
**After-School Activities**  
**Community Youth Center—IHBS**

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Spending time in extra-curricular activities</b> (n=12)	8%	50%	42%	<b>+ .4</b>	<b>Yes</b>	Youth spent a <b>little more time</b> in extra-curricular activities.

Data Source: PRIDE

- Close to three-fourths of respondents had joined at least one after-school activity since beginning the program (73%, n=11). The most popular activities seemed to be martial arts and joining a neighborhood center or youth group.

**Exhibit 30–14**  
**After-School Activities**  
**Community Youth Center—IHBS**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity</b> (n=11)	73%
<b>Practicing martial arts</b> (n=12)	25%
<b>Going to a neighborhood or community center</b> (n=11)	18%
<b>Participating in a youth group or club</b> (n=11)	18%
<b>Volunteering</b> (n=11)	18%
<b>Playing a musical instrument</b> (n=11)	9%
<b>Working for pay</b> (n=12)	0%
<b>Playing team sports</b> (n=11)	0%
<b>Participating in a religious group or club</b> (n=11)	0%
<b>Other activity</b> (n=5)	0%

Data Source: PRIDE

- None of the respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (n=13).

**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 one-fifth of youth develop a resume (20%, n=10) and give them ideas about the kind of job they want (18%, n=11).

**Exhibit 30–15**  
**Job Readiness**  
**Community Youth Center—IHBS**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Social Security Card</b> (n=3)	0%
<b>California (or other state) ID Card or Driver's License</b> (n=12)	17%
<b>Resume</b> (n=10)	20%
<b>Belief that I Can Get a Job</b> (n=11)	9%
<b>Ideas about the Kind of Job I Want</b> (n=11)	18%

Data Source: PRIDE

**Employment**

- Six percent of respondents held a job at the time they filled out the survey (n=16).
- The one youth respondent who was employed reported 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 parental/guardian relationships will increase
  - Positive relationships with service providers will increase

### Positive Peer Relationships

- Almost all youth have a positive relationship with a peer.

**Exhibit 30–16**  
**Positive Peer Relationships**  
**Community Youth Center—IHBS**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=14)	100%
<b>I can go to when I have problems.</b> (n=14)	79%
<b>Helps me when I'm having a hard time.</b> (n=14)	93%

Data Source: PRIDE

### Positive Relationships with Parents/Guardians

- Most youth have appear to have positive relationships with a parent. All youth feel they have a parent who believes they will succeed while three-fifths (62%, n=13) said their parent talks with them about their problems.

**Exhibit 30–17**  
**Positive Relationships with Parents/Guardians**  
**Community Youth Center—IHBS**

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=14)	93%
<b>Believes that I will be a success.</b> (n=14)	100%
<b>Talks with me about my problems.</b> (n=13)	62%
<b>Listens to me when I have something to say.</b> (n=12)	92%
<b>Is interested in my schoolwork.</b> (n=14)	86%

Data Source: PRIDE

- A little over one-fifth of respondents (22%, n=9) 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. Half (50%, n=12) said that if they were in trouble and needed help they would talk with a staff member about it.

## Skill-Building: Primary Outcomes

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

### Social Development and Self-Care Skills

- The program appears to have had a slight positive impact on youth's self-care and social development skills. In every aspect we measured, youth reported improvement on average. The biggest average improvement was seen in the youth's knowledge of places to get help.

**Exhibit 30–18**  
**Social Development and Self-Care Skills**  
**Community Youth Center—IHBS**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=13)	15%	31%	54%	<b>+.5</b>	<b>Yes</b>	Youth <b>know more</b> places to get help.
<b>Ability to ask for help when s/he needs it</b> (n=14)	14%	57%	29%	<b>+1</b>	<b>Yes</b>	Youth are <b>slightly more able</b> to ask for help.
<b>Ability to take criticism without feeling defensive</b> (n=13)	15%	54%	31%	<b>+2</b>	<b>Yes</b>	You can take criticism <b>a little better</b> .
<b>Ability to take pride in cultural background</b> (n=16)	6%	69%	25%	<b>+3</b>	<b>Yes</b>	Youth <b>take a little more pride</b> in their cultural background.
<b>Ability to respect feelings of others</b> (n=14)	7%	79%	14%	<b>+1</b>	<b>Yes</b>	Youth respect the feelings of others <b>a little more</b> .
<b>Ability to think about how his/her choices affect his/her future</b> (n=13)	23%	62%	15%	<b>+2</b>	<b>Yes</b>	Youth <b>think a little more</b> about the consequences of their choices.

Data Source: PRIDE

### Anger Management

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



- Participants showed improvement in every area of anger management we measured with particularly strong improvement shown in youth's hitting people on purpose less, getting mad less easily and resorting to yelling less often.

**Exhibit 30–19**  
**Anger Management**  
**Community Youth Center—IHBS**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=15)	7%	53%	40%	<b>+.5</b>	<b>Yes</b>	Youth <b>get mad less</b> easily.
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=14)	14%	64%	21%	<b>+.1</b>	<b>Yes</b>	Youth do whatever they feel like doing when upset a <b>little less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=14)	14%	43%	43%	<b>+.4</b>	<b>Yes</b>	Youth believe that it is okay to physically fight to get what you want a <b>little less</b> .
<b>Yelling at people when angry</b> (n=13)	0%	69%	31%	<b>+.5</b>	<b>Yes</b>	Youth <b>yell less</b> when angry.
<b>Breaking things on purpose</b> (n=14)	14%	71%	14%	<b>+.2</b>	<b>Yes</b>	Youth break things on purpose a <b>little less</b> .
<b>Hitting people on purpose</b> (n=13)	0%	62%	39%	<b>+.6</b>	<b>Yes</b>	Youth <b>hit people less</b> on purpose.

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 cigarettes, alcohol, or drugs. A quarter of respondents had never smoked cigarettes (25%, n=4); a quarter had never drunk alcohol (n=4); half had never smoked marijuana (50%, n=4); and three-quarters had never tried street drugs (75%, n=4).

- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use in the table below. The program appears to have had a positive impact on youth’s use of all drugs and alcohol with a particularly strong impact on cigarette smoking and use of street drugs.

**Exhibit 30–20  
Substance Use  
Community Youth Center—IHBS**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=10)	30%	0%	70%	<b>+1.8</b>	<b>Yes</b>	Youth <b>smoke far fewer</b> cigarettes.
<b>Drinking Alcohol</b> (n=10)	40%	20%	40%	<b>+.5</b>	<b>Yes</b>	Youth <b>drink less</b> alcohol.
<b>Smoking Marijuana</b> (n=9)	33%	22%	44%	<b>+.7</b>	<b>Yes</b>	Youth <b>smoke less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=1)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth <b>use far fewer</b> street drugs.

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, 50% said that they no longer hung out with them.<sup>23</sup>

**Involvement in Juvenile Justice System**

- The table below shows recidivism rates for youth involved with CYC’s IHBS 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.
- There seems to be little difference between the true recidivism rate and the recidivism rate post program entry. This table shows that at six months after a first sustained petition, 13% had had at least one more sustained petition which is the same as the rate for post-program entry recidivism. At 12-months, the recidivism rate post-program entry is slightly higher than the true recidivism rate, though the rates converge again at 18 months. 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 refer to 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.

<sup>23</sup> This statement applies to the cumulative sample (year 1 and year 2).

**Exhibit 30–21  
Recidivism Rates  
Community Youth Center—IHBS**

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	13%	15	13%	16
12	0%	11	10%	10
18	14%	7	14%	7
24	0%	2	n/a	n/a

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

## Service Satisfaction

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

- Participants expressed a high level of satisfaction with the program (see Exhibit 30-22). Two-thirds to three-fourths of participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall.

**Exhibit 30-22  
Participant Satisfaction  
Community Youth Center—IHBS**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=16)	6%	<b>63%</b>	31%
The staff (n=16)	0%	<b>69%</b>	31%
Respect shown for participant's ethnic and cultural background (n=16)	0%	<b>75%</b>	25%
The program overall (n=16)	6%	<b>63%</b>	31%

Data Source: PRIDE

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

- Participants do feel connected to the program, and particularly to the program staff. Nine out of ten of the participants **felt safe** attending the program and the same proportion said they would **recommend it to their friends** (91%, n=11; 89%, n=9).

**Exhibit 30-23  
Program Attachment  
Community Youth Center—IHBS**

After program Involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=11)	91%
I would recommend this program to my friends (n=9)	89%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=12)	50%
I am interested in staying in touch and helping out with the program (n=8)	63%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=15)	13%

Data Source: PRIDE

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

- Youth are generally less positive about the program when asked how they think they’ve changed as a result of the program. Only eight percent of youth said they got help with managing their anger though 40% said they got mad less easily as a result of the program. The areas in which the most youth said they received help from program were finding a job (38%), homework/school (19%), and getting away from gangs (19%).

**Exhibit 30–24  
Program Benefits  
Community Youth Center—IHBS**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Finding a job (n=16)	38%
Homework/school/GED studies (n=16)	19%
Getting away from gangs (n=16)	19%
Managing anger (n=12)	8%
Keeping a job (n=16)	6%
Drug or alcohol use (n=4)	0%
Safer sex education (n=16)	0%
Emotional problems (n=16)	0%

Data Source: PRIDE

**Are youth successfully completing the program?**

- Almost two-thirds of youth served for whom we have exit forms successfully completed the program and about one-third did not, primarily due to probation violations or being referred to another agency (see table below).

**Exhibit 30-25  
Exit Reason  
Community Youth Center—IHBS**

Reason for program exit* (n=8)	% of Respondents
Completed the program	63%
Probation violation	25%
Referred to another agency	13%
Other	13%

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

Data Source: PRIDE

# Chapter 31

## Instituto Familiar de la Raza

### Intensive Home Based Supervision and Intensive Case Management

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) program and Intensive Case Management program at Instituto Familiar de la Raza are designed to provide youth on probation (primarily Latino youth on probation living in the Mission) with structured and monitored culturally competent supervision that is an alternative to secure detention at the Youth Guidance Center (YGC) and to support positive transitions into the community. Case managers in IHBS programs are required to make three weekly face-to-face meetings, do daily curfew checks, and complete monthly reports on activities and interventions provided. This program includes individual and family support, educational support, job skills training, and parenting education to promote healthier choices. Both programs engage youth and their families in positive activities that help address the emotional and social problems which interfere with their capacity to sustain healthy behaviors. The case management program assists pre- and post-adjudicated youth in avoiding another offense and successfully completing the terms of the Juvenile Probation Court. The aim of both programs is to reduce the risk of youth violence and crime, and improve behavior at home, school and in the community at large and to keep secure detention within YGC to a minimum.

<b>Exhibit 31–1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intensive home-based supervision</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Mission</li> <li>▪ Excelsior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 13 and 18</li> <li>▪ Latino Youth, particularly those living in the Mission District</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who have used/abused drugs</li> <li>▪ Youth who are involved in gangs</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> <li>▪ Social worker</li> <li>▪ Public Defender's Office</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 7</li> </ul>	

#### Highlights on Program Outcome Findings

- See Chapter 36 for program outcome findings

## 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 the IHBS program provided \$62,400, which was 100% of this program's total budget. JPD's contract with the Intensive Case Management program provided \$48,000. The program budget for 2003-04 is unavailable.
- For the 2004-2005 contract year, JPD's contract with the IHBS and Case Management program provided \$140,000. The IHBS program budget for 2004-05 is \$80,000. For Case Management, the program budget is \$50,000.<sup>24</sup>

### Number of youth served:<sup>25</sup>

- 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 IHBS program served 20 youth and the Case Management program served 11 youth.

### Staffing:

- Staffing levels for the IHBS program was not available
- The Case Management program is staffed by 2 part-time staff members.

### Factors Affecting Involvement in PRIDE Evaluation:

- None

### IHBS Program Strengths and Successes:

- "Youth are completing the program and are engaged in other wraparound services being offered by the agency."<sup>26</sup>

### IHBS Program Challenges:

- According to staff, one challenge has been the lack of referrals from the Juvenile Probation Department.

### Intensive Case Management Program Strengths and Successes:

- Clients are satisfied with the program and want to remain involved after their participation is no longer required. "Many clients want to stay connected to the agency even after intensive case management is no longer necessary. These young people went from viewing the agency's services as an obligation to wanting the services because they saw that they really helped."<sup>27</sup>

---

<sup>24</sup>

<sup>25</sup> Data source: Participant Tracking Spreadsheets. For information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>26</sup> Information provided by Community Programs Division staff.

<sup>27</sup> Information provided by Community Programs Division staff.

- The program has been effective with individual youth. For example, staff shared the story of “one young man who had been in the system for several years...[who] now has successfully completed probation and a substance abuse treatment program. The case manager worked closely with his Probation Officer, school and family. He is now out of trouble, working, going to school, participating in a young men’s group, and getting along with his family.”<sup>2</sup>
- “Many gang-involved youth are establishing new, positive peer relationships while participating in our program. The agency collaborates with community-based gang intervention programs and to date has had positive outcomes.”<sup>3</sup>
- The organization’s cultural competency is a strength; “We have had good engagement with youth and families by using cultural competency approaches.”<sup>28</sup>
- “The case manager supports the young people in acquiring self-reliance skills such as job referral and assistance, basic banking and budgeting, ability to schedule daily activities, punctuality, resume building and interview skills, and overall socialization skills.”<sup>3</sup>

**Intensive Case Management Program Challenges:**

- “IFR and the CPD have been concerned by the low level of referrals they have received this year. This case management program was developed specifically for the latest Probation Unit – Family Integrated Treatment Unit (FITS). Although the two youth are doing well under their services, there is a lot of concern about the lack of referrals when there are 6-7 probation officers in this intensive unit with an average of 20 cases per officer. To this end, [the program] has been strategic in developing their own referrals by going through other organizations to make recommendations for youth exiting their programs to step up or step down to IFR service provisions.”<sup>29</sup>

---

<sup>28</sup> Information provided by program staff.

<sup>29</sup> Information provided by the Community Programs Division Staff



**Exhibit 31–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 31–3  
Data Sources  
Instituto Familiar de la Raza—IHBS and Intensive Case Management**

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"/>

- Both the IHBS and Intensive Case Management programs have participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the IHBS program had submitted one Baseline and its paired Follow-ups, 2 Youth Evaluation Surveys, yielding a survey response rate of 15% (n=20), and 6 Exit Forms, yielding an exit form response rate of 55% (n=11). The Intensive Case

Management program submitted 2 Youth Evaluation Surveys, yielding a survey response rate of 18% (n=11) and no Exit Forms. All of these data were utilized in this report.

## Program Descriptions

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

#### Intensive Home Based Supervision

- Youth participants range in age from 12 to 19.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in the Mission, Bayview Hunters Point, and South of Market. (46%, 23%, 15%, n=13).

**Exhibit 31–4**  
**Youth Characteristics**  
**Insitito Familiar de la Raza—IHBS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=20)	Under 13 years old	5%
	13-15 years old	45%
	16-17 years old	40%
	Over 18 years old	10%
<b>Gender♦</b> (n=20)	Male	100%
	Female	0%
<b>Race/Ethnicity♦</b> (n=20)	Latino/a	85%
	African American	5%
	Other	10%
<b>Home Neighborhood♦</b> (n=13)	Mission	46%
	Bayview Hunters Point	23%
	South of Market	15%
	Excelsior	8%
	Ingleside Terrace	8%

Data Sources:

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

♦CBO Questionnaire

#### Intensive Case Management

- Youth participants range in age from 13 to 19.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Excelsior and Bayview Hunters Point (46%, 18%, n=11).

**Exhibit 31–5  
Youth Characteristics\*  
Instituto Familiar de la Raza—Intensive Case Management**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=11)	13-15 years old	46%
	16-17 years old	46%
	Over 18 years old	9%
<b>Gender♦</b> (n=11)	Male	64%
	Female	36%
<b>Race/Ethnicity♦</b> (n=11)	Latino/a	64%
	Filipino	9%
	Other	27%
<b>Home Neighborhood♦</b> (n=11)	Excelsior	46%
	Bayview Hunters Point	18%
	Glen Park	9%
	Ingleside Terrace	9%
	Mission	9%
	South of Market	9%

\*Percentages may not add up to 100% due to rounding

Data Sources:

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

♦ CBO Questionnaire

## Program Outcomes

Data regarding program outcomes, youths' level of satisfaction with the program, and program completion status are aggregated across the following IHBS programs:

- Instituto Familiar de la Raza—IHBS and Intensive Case Management programs
- Morrisania West
- Potrero Hill Neighborhood House
- Samoan Community Development Center
- Vietnamese Youth Development Center

We decided to group data for these programs because

1. There is not enough data for these programs to be analyzed individually.
2. Since IHBS programs have a similar program design, it is reasonable to combine the data across programs in order to increase the sample size.

**Please see Chapter 36: IHBS Program Outcomes for detail.**

# Chapter 32

## Morrisania West

### Intensive Home Based Supervision

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) program at Morrisania West provides San Francisco youth on probation with structured and monitored supervision that is an alternative to secure detention at the Youth Guidance Center (YGC) and supports positive transitions into the community. Case managers in IHBS programs are required to make three weekly face-to-face meetings, do daily curfew checks, and complete monthly reports on activities and interventions provided. The primary goals of the IHBS program are to prevent further involvement with the juvenile justice system and to keep secure detention within YGC to a minimum. Morrisania West takes a holistic approach that emphasizes establishing trust with the youth through face-to-face interaction, family involvement and family support services. Morrisania West also provides referrals for youth when appropriate to its own Substance Abuse Program, Youth Employment Program, and Western Addition Beacon Center After School Academic Enrichment Program.

<b>Exhibit 32-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Intensive home based supervision</li> <li>▪ Case management</li> <li>▪ Anger management services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tutoring/homework help</li> <li>▪ GED services</li> <li>▪ Substance use counseling</li> <li>▪ Mental health counseling</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Outer Mission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Western Addition</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth who are on probation</li> <li>▪ Youth who are 554s</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 13-14</li> </ul>	

#### Highlights on Program Outcome Findings

- See Chapter 36 for program outcome findings

#### 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 \$62,400, which was 100% of this program's total budget.

- For the 2004-2005 contract year, JPD's contract with this program provided \$80,000, which was 100% of this program's total budget.

**Number of youth served:**<sup>30</sup>

- 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 38 youth.

**Staffing:**

- The program is staffed by 1 full-time and 3 part-time staff members.

**Factors Affecting Involvement in PrIDE Evaluation:**

- "Changing documentation, procedures and limited contact, communication and meetings with PrIDE."<sup>31</sup>

**Program Strengths and Successes:**

- "We have had several successes with youth referred to the IHBS program. Most notable are those where drug use was reduced and where school and academic interest increased. We were able to encourage one youth to leave a life of prostitution."

**Program Challenges:**<sup>32</sup>

- "Lack of communication has been a challenge. We have substantially reduced this problem by establishing improved relationships with Probation, Schools and Families and by communication of 'Best Practices,' with other IHBS Community Programs."

---

<sup>30</sup> Data source: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>31</sup> Information provided by program staff.

<sup>32</sup> Information on program successes and challenge provided by staff of the organization.

**Exhibit 32–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 32–3  
Data Sources  
Morrisania West--IHBS**

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 2 Baselines and their paired Follow-ups, 2 Youth Evaluation Surveys, and 6 Exit Forms. All of these data were utilized in this report.

- The program served a total of 31 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 4 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 13%. The approximate exit form response rate was 26%.<sup>33</sup>

## **Program Description**

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

- Youth participants range in age from 12 to 19.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview Hunters Point, Western Addition, and the Outer Mission (23%, 21%, 16%, n=43).

---

<sup>33</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 32-4  
Youth Characteristics\*  
Morrissania West--IHBS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=38)	Under 13 years old	6%
	13-15 years old	61%
	16-17 years old	31%
	Over 18 years old	3%
<b>Gender♦</b> (n=35)	Male	77%
	Female	23%
<b>Race/Ethnicity♦</b> (n=35)	African American	46%
	Latino/a	23%
	Filipino	20%
	Other	14%
<b>Home Neighborhood♦</b> (n=43)**	Bayview Hunters Point	23%
	Western Addition	21%
	Outer Mission	16%
	Parkside-Lakeshore	5%
	Ingleside Terrace	5%
	South of Market	5%
	Chinatown	5%
	All other San Francisco neighborhoods	20%

\* Percentages may add up to more than 100% due to rounding

\*\*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



## Program Outcomes

Data regarding program outcomes, youths' level of satisfaction with the program, and program completion status are aggregated across the following IHBS programs:

- Instituto Familiar de la Raza—IHBS and Intensive Case Management programs
- Morrisania West
- Potrero Hill Neighborhood House
- Samoan Community Development Center
- Vietnamese Youth Development Center

We decided to group data for these programs because

3. There is not enough data for these programs to be analyzed individually.
4. Since IHBS programs have a similar program design, it is reasonable to combine the data across programs in order to increase the sample size.

**Please see Chapter 36: IHBS Program Outcomes for detail.**

# Chapter 33

## Potrero Hill Neighborhood House

### Intensive Home Based Supervision

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) program at Potrero Hill Neighborhood House is designed to provide San Francisco youth on probation with structured and monitored supervision that is an alternative to secure detention at the Youth Guidance Center (YGC) and supports positive transitions into the community. Case managers in IHBS programs are required to make three weekly face-to-face meetings, do daily curfew checks, and complete monthly reports on activities and interventions provided. This program includes individual and family support, educational support, job skills training, and parenting education to promote healthier choices. The primary goals of the IHBS program are to prevent further involvement with the juvenile justice system and to keep secure detention within YGC to a minimum.

<b>Exhibit 33-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Intensive home based supervision</li> <li>▪ Anger management services</li> <li>▪ Health education services</li> <li>▪ Substance use counseling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Tutoring/help with homework</li> <li>▪ Case management</li> <li>▪ Mental health counseling</li> <li>▪ Extra-curricular or after-school activity</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Potrero Hill</li> <li>▪ Western Addition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth who are on probation</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> <li>▪ Case manager</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 20</li> </ul>	

#### Highlights on Program Outcome Findings

- See Chapter 36 for program outcome findings

#### 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 \$62,400, which was 100% of this program's total budget.

- For the 2004-2005 contract year, JPD's contract with this program provided \$80,000, which was 100% of this program's total budget.

**Number of youth served:**<sup>34</sup>

- 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 31 youth.

**Staffing:**

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

**Factors Affecting Involvement in PrIDE Evaluation:**

- None

**Program Strengths and Successes:**

- Clients are meeting nightly curfew requirements and also making a connection with case managers.

**Program Challenges:**<sup>35</sup>

- Program has struggled with the unified school district in enrolling juveniles into school.

---

<sup>34</sup> Data source: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>35</sup> Information on program successes and challenge provided by staff of the organization.

**Exhibit 33–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Data Sources

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

**Exhibit 33–3  
Data Sources  
Potrero Hill Neighborhood House—IHBS**

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 one Baseline and paired Follow-up, 6 Youth Evaluation Surveys, and 6 Exit Forms. All of these data were utilized in this report.

- The program served a total of 38 youth during the following periods: July 2003-February 2004, and July 2004- February 2005. Between July 2003 and February 2005, the program submitted 7 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 18%. The approximate number of youth who exited the program was 12, which yields an approximate exit form response rate of 50%.<sup>36</sup>

## **Program Description**

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

- Youth participants range in age from 12 to 19.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Potrero Hill, Bayview Hunters Point, and Western Addition (31%, 28%, 16%, n=32).

---

<sup>36</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 33–4  
Youth Characteristics  
Potrero Hill Neighborhood House—IHBS**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=31)	Under 13 years old	14%
	13-15 years old	48%
	16-17 years old	35%
	Over 18 years old	3%
<b>Gender♦</b> (n=31)	Male	84%
	Female	16%
<b>Race/Ethnicity♦</b> (n=30)	African American	87%
	Asian American and Pacific Islander	10%
	Other	3%
<b>Home Neighborhood♦</b> (n=32)*	Potrero Hill	31%
	Bayview Hunters Point	28%
	Western Addition	16%
	Hayes Valley	9%
	Excelsior	6%
	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

## Program Outcomes

Data regarding program outcomes, youths' level of satisfaction with the program, and program completion status are aggregated across the following IHBS programs:

- Instituto Familiar de la Raza—IHBS and Intensive Case Management programs
- Morrisania West
- Potrero Hill Neighborhood House
- Samoan Community Development Center
- Vietnamese Youth Development Center

We decided to group data for these programs because

5. There is not enough data for these programs to be analyzed individually.
6. Since IHBS programs have a similar program design, it is reasonable to combine the data across programs in order to increase the sample size.

**Please see Chapter 36: IHBS Program Outcomes for detail.**



# Chapter 34

## Samoan Community Development Center

### Intensive Home-Based Supervision Program

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) Program at Samoan Community Development Center is designed to provide youth on probation with structured and monitored supervision that is an alternative to secure detention at the Youth Guidance Center (YGC) and to support positive transitions into the community. Case managers are required to make weekly face to face meetings and do curfew checks. This program includes individual and family support, educational support, job skills training, and parenting education to promote healthier choices. The primary goals of the IHBS program are to prevent further involvement with the juvenile justice system and to keep secure detention within YGC to a minimum.

<b>Exhibit 34-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Home and school visits</li> <li>▪ Job training/readiness services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curfew calls</li> <li>▪ Tutoring/help with homework</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Ingleside Terrace</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bayview Hunter's Point</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 13 and 18</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation Officer</li> <li>▪ Teacher or School Counselor</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 3</li> </ul>	

#### Highlights on Program Outcome Findings

- See Chapter 36 for Program Outcome Findings

#### 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:

- JPD's contract with this program for the 2004-05 contract year provides 80,000, which is 100% of the total program budget. This is the first year that the program received funding from JPD.



**Number of youth served:<sup>37</sup>**

- Data on the number and demographics of youth served are available for July 2004-February 2005. During this period, the program served 3 youth.

**Staffing:**

- The program is staffed by 1 full-time and 1 part-time staff member.
- The Executive Director and Program Instructor roles are currently filled by the same person.

**Evaluation:**

- This program did not participate in the PrIDE evaluation last year. All data is for the 2004-2005 contract year only.

**Program Strengths and Successes:<sup>38</sup>**

- "Our IHBS Program has not had any success stories to share due to the fact that we are outreaching to the Probation Officers and that this program is in its first year. We do have clients, but it is too soon to evaluate the success of the program and the youth that participates."

**Program Challenges:**

- "Because this is the first year for the IHBS program, SCDC challenge is getting referrals from the Probation Officers. Staff continues to outreach to probation officers and has little success. But we continue to be persistent with the Probation Department as well as the probation officers."

---

<sup>37</sup> Data source: Participant Tracking Spreadsheets. For information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>38</sup> Information on Program successes and challenges are provided by program staff.

**Exhibit 34–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

**“Most of the youth served are African American and Latino (58.3% and 16.7%, n=12).”**

The 58.3% refers to the percentage of youth who are African-American; the 16.7% 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 34–3  
Data Sources  
Samoan Community Development Center--IHBS**

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 2 Youth Evaluation Surveys, and 10 Exit Forms. All of these data were utilized in this report.

- The program served a total of 3 youth between July 2004- February 2005. During this period, the program submitted 2 youth surveys, yielding a survey response rate of 67%. The exit form response rate was 100%.

## Program Description

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

- Youth participants range in age from 13 to 15.
- Participants come from two primary neighborhoods, Ingleside Terrace and Bayview Hunters Point. Since this was the first year for the program, as this program serves more youth, the diversity of neighborhoods will likely increase.

**Exhibit 34–4**  
**Youth Characteristics**  
**Samoan Community Development Center--IHBS**

Characteristic at Program Entry		% of Participants
<b>Age</b> ♦ (n=2)	Under 13 years old	0%
	13-15 years old	100%
	16-17 years old	0%
	Over 18 years old	0%
<b>Gender</b> ♦ (n=3)	Male	67%
	Female	33%
<b>Race/Ethnicity</b> ♦ (n=3)	Samoan	100%
<b>Home Neighborhood</b> ⚡ (n=3)	Ingleside Terrace	67%
	Bayview Hunters Point	33%

Data Sources:

♦ = Participant tracking spreadsheet (July 2004-February 2005)

⚡CBO Questionnaire

## Program Outcomes

Data regarding program outcomes, youths' level of satisfaction with the program, and program completion status are aggregated across the following IHBS programs:

- Instituto Familiar de la Raza—IHBS and Intensive Case Management programs
- Morrisania West
- Potrero Hill Neighborhood House
- Samoan Community Development Center
- Vietnamese Youth Development Center

We decided to group data for these programs because

7. There is not enough data for these programs to be analyzed individually.
8. Since IHBS programs have a similar program design, it is reasonable to combine the data across programs in order to increase the sample size.

**Please see Chapter 36: IHBS Program Outcomes for detail.**



# Chapter 35

## Vietnamese Youth Development Center

### Intensive Home Based Supervision

---

#### Program Overview

The Intensive Home Based Supervision (IHBS) program at Vietnamese Youth Development Center is designed to provide Southeast Asian youth who are on probation in San Francisco culturally appropriate services. This structured and monitored supervision is an alternative to secure detention at the Youth Guidance Center (YGC) and supports positive transitions into the community. Case managers in IHBS programs are required to make three weekly face-to-face meetings, do daily curfew checks, and complete monthly reports on activities and interventions provided. This program includes individual and family support, educational support, job skills training, and parenting education to promote healthier choices. The primary goals of the IHBS program are to prevent further involvement with the juvenile justice system and to keep secure detention within YGC to a minimum.

<b>Exhibit 35-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Intensive home-based supervision</li> <li>▪ Job training/readiness services</li> <li>▪ Tutoring/help with homework</li> <li>▪ Mentoring</li> <li>▪ Recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Health education services</li> <li>▪ Mental health counseling</li> <li>▪ Extracurricular or after-school activity</li> <li>▪ Substance abuse prevention services</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Richmond</li> <li>▪ Sunset</li> </ul>	<ul style="list-style-type: none"> <li>▪ Downtown/Tenderloin</li> <li>▪ Visitacion Valley</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 12 and 18</li> <li>▪ Southeast Asian youth (Cambodian, Laotian, Vietnamese, and Chinese)</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 5</li> </ul>	

#### 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 \$62,400, which was 61% of this program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$102,400, which was 100% of this program's total budget.

### **Number of youth served:<sup>39</sup>**

- 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 15 youth.
- It is important to note that during the August 2004 to February 2005 period VYDC's primary IHBS program was not under contract with JPD as a result no referrals were sent to them. Referrals were sent only to their secondary IHBS program.

### **Staffing:**

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

### **Factors Affecting Involvement in PRIDE Evaluation:**

- "We have one youth that just went on out-of-home placement and was sent to Turlock at the Excel Center. Also one other youth has been a consistent no-show and will not be able to fill out the form. Other than that, the surveys are fine. My experience is that the youth seem to do it as fast as they can, even if we let them know that their answers may affect our agency in the future."<sup>40</sup>

### **Program Strengths and Successes:<sup>41</sup>**

- "The main objective for us is that there are no repeat offenders. All of the youth that we have served have not been detained for breaking probation provisions or collecting any new offenses. There are many highlights that we consider, such as establishing relationships with the parents. Often times, the juvenile justice system can be very confusing especially if the parents are second language English learners. Our agency can provide the support like no other, and the parents know that they can call us for help. For our youth, it is rare that we get to see them graduate. We have one youth who has been on probation for 1 ½ years and will be graduating from Galileo High School. Often times we see many of our young people go from public school, to continuation school and then to a GED program. We are very proud of this client and he was very fortunate to also have family support."

### **Program Challenges:**

- "Referrals are our main issue. The last few years we've seen a drop in the number of cases for VYDC. This could be for many reasons. Most of the families that have lived in this neighborhood have gotten Section 8 and moved to other parts of the city. So often times, if a "TL" youth was detained and his home address is in the Fillmore or Western Addition, then he may be first referred to an agency in that area. Also, probation officers may not be aware of the services offered here at VYDC. Also there is incredible competition with other community based organizations. I had an incident where at court, our agency and a Beacon center seemed to be fighting for the same youth. The youth lived in the Sunset and did attend that Beacon center, but our agency was able to provide culturally competent

---

<sup>39</sup> Data source: Participant Tracking Spreadsheets. For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>40</sup> Information provided by program staff.

<sup>41</sup> Information on program successes and challenge provided by staff of the organization.

services for the parents. We ended up giving services for the youth and it turned out to be for the best. I believe that Probation Officers have to know about the CBOs. The responsibility should not only be on the CBO's for getting new clients. Community Programs organized a meet and greet for the probation officers to see what CBOs are out there, but few officers showed up.”

**Exhibit 35–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

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

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

## Data Sources

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



**Exhibit 35–3  
Data Sources  
Vietnamese Youth Development Center—IHBS**

<b>Data Source</b>	<b>Available for This Report</b>
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 7 Baseline and paired Follow-up, 4 Youth Evaluation Surveys, and 5 Exit Forms. All of these data were utilized in this report.
- The program served a total of 15 youth during the following periods: July 2003-February 2004, and July 2004- February 2005. Between July 2003 and February 2005, the program submitted 7 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 73%. The approximate number of youth who exited the program was 12, which yields an approximate exit form response rate of 42%.<sup>42</sup>

## **Program Description**

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

- Youth participants range in age from 13 to 19.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Richmond, Downtown/Tenderloin, and Potrero Hill (18%, 18%, 18%, n=17).

---

<sup>42</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 35–4  
Youth Characteristics  
Vietnamese Youth Development Center—IHBS**

Characteristic at Program Entry		% of Participants
<b>Age</b> ♦ (n=13)	Under 13 years old	0%
	13-15 years old	39%
	16-17 years old	46%
	Over 18 years old	15%
<b>Gender</b> ♦ (n=15)	Male	93%
	Female	7%
<b>Race/Ethnicity</b> ♦ (n=15)	Vietnamese	47%
	Chinese	13%
	Cambodian	13%
	Latino/a	13%
	Other	14%
<b>Home Neighborhood</b> ♠ (n=17)*	Richmond	18%
	Downtown/Tenderloin	18%
	Potrero Hill	18%
	All other San Francisco neighborhoods	46%

\* 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

## Program Outcomes

Data regarding program outcomes, youths' level of satisfaction with the program, and program completion status are aggregated across the following IHBS programs:

- Instituto Familiar de la Raza—IHBS and Intensive Case Management programs
- Morrisania West
- Potrero Hill Neighborhood House
- Samoan Community Development Center
- Vietnamese Youth Development Center

We decided to group data for these programs because

9. There is not enough data for these programs to be analyzed individually.
10. Since IHBS programs have a similar program design, it is reasonable to combine the data across programs in order to increase the sample size.

**Please see Chapter 36: IHBS Program Outcomes for detail.**



## Chapter 36

# Intensive Home Based Supervision Program Outcomes

---

This outcome summary includes aggregated data across six programs—five of the eight IHBS programs and Instituto Familiar de la Raza's Intensive Case Management Program. Because these programs have a similar program design and because each submitted relatively little PrIDE data, this was the only way to assess changes experienced by youth as a result of the programs. Programs submitted different amounts of data; therefore, the outcome summary is more heavily representative of the experience of youth in some IHBS programs than in others.

### Highlights on Program Outcome Findings

#### Key Positive Findings

- This group of programs appears to have a positive effect on the educational success of youth. On average, youth participating in one of these programs reported improvements in their attendance, grades, their confidence that they will graduate, their behavior, and their engagement in after-school activities.
- After starting one of these programs, youth show improvement in their relationships with others, in their self-care skills, and in anger management skills. The programs appear to help participants find and keep a job. Youth also show a decrease in risky behaviors such as drug use and gang involvement after participating in one of the programs.
- Youth express satisfaction with these programs: all respondents said they would recommend the program to a friend.

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

- On average, the data do not show an association between involvement in these programs and decreased rates of recidivism.

### Data Sources

- The table below summarizes the data we received from the different programs included in this chapter.

**Exhibit 36-1  
Data included in IHBS Outcomes Reporting**

	<b>Number of Paired Baseline and Follow-up surveys</b>	<b>Number of Youth Evaluation Surveys</b>	<b>Total Number of Youth Surveys</b>	<b>Total Number of Exit Forms</b>
Instituto Familiar de la Raza	1	2	3	6
Instituto Familiar de la Raza—Case Management	0	2	2	0
Morrisania West, Inc.	2	2	4	6
Potrero Hill Neighborhood House	1	6	7	6
Samoan Community Development Center	0	2	2	10
Vietnamese Youth Development Center	7	4	11	5
<b>Total</b>	<b>11</b>	<b>18</b>	<b>29</b>	<b>33</b>

- The following table summarizes the response rates for each individual program and for the group of programs as a whole. For each of the programs, the number of youth served is for the period from July 2003-February 2004 and July 2004-February 2005. Because we do not have data on the number of youth served between February 2004 and July 2004, the survey response rate is approximate.

**Exhibit 36-2  
Survey and Exit Form Response Rates  
IHBS Outcomes**

	<b>Number of Youth Served</b>	<b>Approximate Survey Response Rate</b> <i># youth surveys / # youth served</i>	<b>Approximate Number of Youth Exited*</b>	<b>Approximate Exit Form Response Rate</b> <i># exit forms / # youth exited</i>
Instituto Familiar de la Raza	20	15%	11	55%
Instituto Familiar de la Raza—Case Management	11	18%	6	0%
Morrisania West, Inc.	31	13%	23	26%
Potrero Hill Neighborhood House	38	18%	12	50%
Samoan Community Development Center	3	67%	n/a	n/a
Vietnamese Youth Development Center	15	73%	12	42%
<b>Total</b>	<b>118</b>	<b>25%</b>	<b>64</b>	<b>52%</b>

\* Data for this column came from the composite Participant Tracking Spreadsheets from 2003-2004 and 2004-2005. Because youth from 2003-04 have since exited in 2004-2005, the numbers in this column likely undercount the actual number of youth who have exited the program.

### Exhibit 36–3 How to Read the Tables

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry	% of Respondents	
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

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

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

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

## Program Description

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

- Most of the youth participants in these IHBS programs are in homes where English is the primary language. The program also serves youth whose primary home language is Spanish, Vietnamese, Samoan, Cambodian, and other languages.
- A plurality of youth in these programs come from two-parent households (46%, n=26). More than a third come from one-parent households (35%, n=26).

**Exhibit 36–4  
Demographic Information  
IHBS Outcomes**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=27)	English	63%
	Vietnamese	11%
	Spanish	11%
	Samoan	4%
	Cambodian	4%
	Other/Unknown	7%
<b>Living Situation</b> (n=26)	Two Parents	46%
	One Parent	35%
	Family but not parents	15%
	Guardian	4%
<b>Referral to Program*</b> (n=21)	JPD/PO/YGC	76%
	It's in my neighborhood	14%
	Friend	5%
	Referred by another organization	5%

\*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, over two-thirds of participants (71%, n=24) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 84% said that they did (n=25). Most commonly, they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, two-thirds said that they knew someone who died; the largest percentage of youth said that a friend had died. About two-thirds of respondents (68%, n=25) say they have tried alcohol or other drugs.

**Exhibit 36–5  
Risk Factors  
IHBS Outcomes**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=23)	Never	48%
	Once or Twice	22%
	Many Times	31%
<b>Feels Unsafe in Neighborhood</b> (n=23)		13%
<b>Acknowledges He/She Hangs Out With Gang Members</b> (n=24)		71%
<b>Has Tried Drugs or Alcohol</b> (n=25)		68%
<b>Knows Someone Who Was Arrested</b> (n=28)	Knows at least one person who was arrested (n=25)	84%
	Participant's friend was arrested*	52%
	Participant was arrested*	46%
	Participant's sibling was arrested*	18%
	Participant's parent was arrested*	11%
	Participant's neighbor was arrested*	4%
	Participant's other relative was arrested*	4%
<b>Knows Someone Who Died</b> (n=14)	Knows at least one person who died (n=24)	67%
	Participant's friend died*	79%
	Participant's parent died*	7%
	Participant's neighbor died*	5%
	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 for these programs identified 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. For all of the programs included in this chapter, staff identified every outcome as primary.

**Exhibit 36–6**  
**Program Outcome Measures**  
**IHBS Outcomes**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease <sup>43</sup>	X	
	▪ Substance use will decrease	X	
	▪ Gang affiliation will decrease	X	

<sup>43</sup> Data on involvement with the juvenile justice system is presented for all CPD-funded programs in **Chapter 2: Findings across All Programs**. A program-by-program analysis of JJIS data was not possible for this report.

## How to Read the Tables Reporting on Program Outcomes

- The PrIDE survey asks participants a range of questions regarding each program outcome. Youth report on whether there has been a change since participating in the program, and whether the change has been negative or positive.
- **Positive change scores** range from **+1 to +3**, and **negative change scores** range from **-1 to -3**. If a participant reports **no change**, the score for that item is **zero**.

The following table summarizes the data for a program outcome:

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

## Education: Primary Outcomes

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

### School Attendance/Attachment

- All youth in this program were enrolled in school or a GED program prior to program participation (n=25). Of these, 95% stayed enrolled, and 5% dropped out (n=20).
- For those youth who were in school at program entry and stayed enrolled, we further investigate changes in school attendance and attachment. The programs appear to help participants increase their school attendance and grades and also enjoy school slightly more.

**Exhibit 36–7  
School Attendance/Attachment  
IHBS Outcomes**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=23)	9%	39%	52%	<b>+.6</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=23)	9%	39%	52%	<b>+.7</b>	<b>Yes</b>	Youth received <b>higher grades</b> in school
<b>Enjoyment of school</b> (n=24)	13%	58%	29%	<b>+.3</b>	<b>Yes</b>	Youth enjoy school <b>a little more</b>

Data Source: PRIDE

- Further indications of the ability of these programs to promote school attachment among the youth is the fact that several of them said that one of these programs helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Almost nine in ten respondents said that the programs helped them stay in school or get their GED (87%, n=23). A similar percentage of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (86%, n=21).

**Exhibit 36–8  
Youth Perceptions of How the Program  
Promotes School Attachment  
IHBS Outcomes**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=23)	87%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=21)	86%

Data Source: PRIDE

**Behavior Problems in School**

- Youth surveys asked about behavior problems in two different ways in year 1 and year 2; for this reason year 1 and year 2 results are presented separately below.
- Year 1 data show that before participating in a program, 20% 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 100%. From these data, however, we cannot conclude that program participation is associated with behavior problems at school; nine youth answered the survey question for the baseline period, and only two answered it for the follow-up period.

**Exhibit 36–9**  
**Change in Behavior Problems in School**  
**after Program Participation**  
**IHBS Outcomes**

Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months...	Percent of Respondents
Prior to Program Enrollment (n=9)	20%
After Program Participation (n=2)	100%

Data Source: PRIDE

- Year 2 data show that this group of programs has a positive effect on youth’s behavior in school. Almost two-thirds of respondents reported getting into less trouble at school after starting one of the programs (64%, n=14).

**Exhibit 36–10**  
**Change in Behavior Problems in School**  
**IHBS Outcomes**

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=14)	14%	21%	64%	<b>+1.1</b>	<b>Yes</b>	Youth get into trouble at school <b>less</b>

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- As a result of participating in one of these programs, youth reported feeling more confident that they would graduate from high school.

**Exhibit 36–11**  
**Orientation toward Future Educational Attainment**  
**IHBS Outcomes**

Attitudes about the Future of Youths' Schooling	Degree to which Attitude about the Future of the Youths' Schooling have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Feelings youth has about whether s/he will graduate from High School or get a GED</b> (n=23)	9%	48%	44%	<b>+.7</b>	<b>Yes</b>	Youth were <b>more certain</b> they would graduate from High School.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- On average, this group of programs seems to have a slightly positive impact on youth's engagement in activities after school.

**Exhibit 36–12**  
**After-School Activities**  
**IHBS Outcomes**

Engagement in After-School Activities	Degree to which Engagement in After-School Activities have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Spending time in extra-curricular activities</b> (n=26)	8%	65%	27%	<b>+.2</b>	<b>Yes</b>	Youth spent <b>a little more time</b> in extra-curricular activities.

Data Source: PRIDE

- Almost nine in ten youth joined at least one after-school activity since beginning one of the programs (86%, n=14). Two-fifths of respondents said that they became involved in extra-curricular activities specifically because of their participation in one of the programs (aside from the program itself) (41%, n=22). Most often, youth reported working at a job and participating in a youth group.

**Exhibit 36–13  
After-School Activities  
IHBS Outcomes**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity</b> (n=14)	86%
<b>Working for pay</b> (n=16)	44%
<b>Participating in a youth group or club</b> (n=15)	40%
<b>Going to a neighborhood or community center</b> (n=15)	27%
<b>Playing team sports</b> (n=15)	27%
<b>Volunteering</b> (n=16)	25%
<b>Participating in a religious group or club</b> (n=16)	13%
<b>Practicing martial arts</b> (n=16)	13%
<b>Playing a musical instrument</b> (n=15)	7%
<b>Other activity</b> (n=11)	0%

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**

- About half of the youth got ideas about future jobs from participating in the program (52%, n=21). The programs also helped 40% of the participants believe they can get a job (n=20).

**Exhibit 36–14  
Job Readiness  
IHBS Outcomes**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Social Security Card</b> (n=16)	19%
<b>California (or other state) ID Card or Driver's License</b> (n=23)	4%
<b>Resume</b> (n=25)	20%
<b>Belief that I Can Get a Job</b> (n=20)	40%
<b>Ideas about the Kind of Job I Want</b> (n=21)	52%

Data Source: PRIDE

**Employment**

- The programs appear to help youth find and keep jobs. More than a third of respondents held a job at the time they filled out the survey (36%, n=25) and of these youth, almost nine-tenths reported that they had received help from this program in finding or keeping a job (88%, n=8).

## 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

- Almost all youth in these programs have at least one positive peer relationship. All respondents said that they have a friend who helps them when they have a hard time.

**Exhibit 36–15**  
**Positive Peer Relationships**  
**IHBS Outcomes**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=25)	96%
<b>I can go to when I have problems.</b> (n=24)	96%
<b>Helps me when I'm having a hard time.</b> (n=23)	100%

Data Source: PRIDE

### Positive Relationships with Parents/Guardians

- All respondents said they have a parent at home who expects them to follow the rules and is interested in their schoolwork (n=26). Most participants also say they have a parent who “believes they will be a success” and “listens to them when they have something to say” (96%, 96%, n=25).

**Exhibit 36–16**  
**Positive Relationships with Parents/Guardians**  
**IHBS Outcomes**

Youth Said S/He had a Parent or Other Adult at Home who...	Percent of Respondents Reporting that They have These Positive Adult Relationships
<b>Expects me to follow the rules.</b> (n=26)	100%
<b>Believes that I will be a success.</b> (n=25)	96%
<b>Talks with me about my problems.</b> (n=25)	84%
<b>Listens to me when I have something to say.</b> (n=25)	96%
<b>Is interested in my schoolwork.</b> (n=26)	100%

Data Source: PRIDE

- Two-thirds of respondents (67%, n=18) 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; 87% said that if they were in trouble and needed help they would talk with a staff member about it (n=15).

## 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

- These programs appear to help youth develop self-care skills. On average, youth say they are more able to ask for help when they need it, they respect others' feelings more, and they more frequently think about the consequences of their choices.

**Exhibit 36–17**  
**Social Development and Self-Care Skills**  
**IHBS Outcomes**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=26)	12%	39%	50%	<b>+.6</b>	<b>Yes</b>	Youth <b>know more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=26)	4%	46%	50%	<b>+.7</b>	<b>Yes</b>	Youth are <b>more able</b> to ask for help
<b>Ability to take criticism without feeling defensive</b> (n=25)	4%	72%	24%	<b>+.2</b>	<b>Yes</b>	Youth are <b>slightly more able</b> to take criticism constructively
<b>Ability to take pride in cultural background</b> (n=25)	12%	52%	36%	<b>+.6</b>	<b>Yes</b>	Youth <b>take more pride</b> in their cultural background
<b>Ability to respect feelings of others</b> (n=27)	7%	52%	41%	<b>+.7</b>	<b>Yes</b>	Youth respect others <b>more</b>
<b>Ability to think about how his/her choices affect his/her future</b> (n=25)	12%	56%	32%	<b>+.5</b>	<b>Yes</b>	Youth are <b>more able</b> to think about the consequences of their choices

Data Source: PRIDE

### Anger Management

- This group of programs does appear to have an effect on participants' anger management skills. According to their responses to these survey items, participants showed improvement on all of the skills our survey measured. Youth reported greatest improvement in the areas of "breaking things on purpose," "hitting people on purpose," and "doing whatever I feel like doing when angry."



**Exhibit 36–18  
Anger Management  
IHBS Outcomes**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=26)	19%	48%	33%	<b>+2</b>	<b>Yes</b>	Youth get made <b>a little less</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=26)	0%	50%	50%	<b>+9</b>	<b>Yes</b>	Youth do whatever they feel like doing when angry <b>less</b>
<b>Believing it is okay to physically fight to get what you want</b> (n=26)	12%	50%	39%	<b>+4</b>	<b>Yes</b>	Youth believe it is <b>slightly less</b> okay to physically fight
<b>Yelling at people when angry</b> (n=26)	12%	50%	39%	<b>+5</b>	<b>Yes</b>	Youth <b>yell less</b> when angry
<b>Breaking things on purpose</b> (n=22)	0%	50%	50%	<b>+1.1</b>	<b>Yes</b>	Youth break things on purpose <b>less</b>
<b>Hitting people on purpose</b> (n=23)	4%	35%	61%	<b>+9</b>	<b>Yes</b>	Youth hit people on purpose <b>less</b>

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 cigarettes, alcohol, or drugs. About nine out of ten respondents had never smoked cigarettes (87%, n=13); 72% had never drunk alcohol (n=14); 57% had never smoked marijuana (n=14); and 80% had never tried street drugs (n=14).
- For those who *had* tried cigarettes, alcohol, or drugs, this group of programs appears to help youth decrease their use of these substances. More than half of the respondents said they smoked marijuana less since starting the program (56%, n=9). A third said the same for smoking cigarettes and using street drugs (33%, n=6; 33%, n=3). The effect the programs have on youths' alcohol use is smaller than for the other substances the survey asked about.

**Exhibit 36–19  
Substance Use  
IHBS Outcomes**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=6)	0%	67%	33%	<b>+1.0</b>	<b>Yes</b>	Youth <b>smoke fewer</b> cigarettes
<b>Drinking Alcohol</b> (n=8)	38%	38%	25%	<b>+.25</b>	<b>Yes</b>	Youth <b>drink a little less</b> alcohol
<b>Smoking Marijuana</b> (n=9)	11%	33%	56%	<b>+1.22</b>	<b>Yes</b>	Youth <b>smoke less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=3)	0%	67%	33%	<b>+1.00</b>	<b>Yes</b>	Youth <b>use fewer</b> street drugs

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of being in one of the programs. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, 73% said that they no longer hung out with them (n=15).<sup>44</sup> All of those who still hang out with people belonging to a gang said that they hang out with them less often (n=2).<sup>45</sup>

**Involvement in Juvenile Justice System**

- The table below shows recidivism rates for youth involved with this group of 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 one of these programs is associated with decreased involvement with the juvenile justice system, we also include a *post-program entry* recidivism rate. This rate applies to the group of youth who have had at least one sustained petition before program entry, and it is the percentage of them who have had at least one additional sustained petition after program entry.
- The data does not show an association between participation in one of these programs and lower rates of recidivism. This table shows that at six months after a first sustained petition, 14% had had at least one more sustained petition. Compare that with the rate of recidivism after entering one of these programs: 18% of youth had recidivated. At 12 months and 18 months, the recidivism rate post-program entry is similar but slightly higher than the true recidivism rate. At 24 months, the post-program entry recidivism rate is significantly higher than the true recidivism rate (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 IHBS programs work with high-risk youth and are often a “last stop” intervention before youth are sent to an out-of-home placement. The lack of positive findings for recidivism does not mean the IHBS programs have failed; it is possible

<sup>44</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>45</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

that this particular population of youth would have had even more sustained petitions without the benefit of participation in these IHBS programs.

**Exhibit 36–20  
Recidivism Rates  
IHBS Outcomes**

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%	36	18%	28
12	31%	29	35%	26
18	38%	21	35%	17
24	33%	12	57%	7

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

## Service Satisfaction

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

- More than half of the participants in this group of programs 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, from staff to the program overall.

**Exhibit 36-21  
Participant Satisfaction  
IHBS Outcomes**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=27)	7%	56%	37%
The staff (n=27)	11%	63%	26%
Respect shown for participant's ethnic and cultural background (n=26)	8%	62%	31%
The program overall (n=26)	12%	62%	27%

Data Source: PRIDE

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

- Participants in these programs do feel connected to the program. All respondents said they are interested in staying in touch and helping out with the program and said they would **recommend it to their friends** (100%, n=12; 100%, n=12).

**Exhibit 36-22  
Program Attachment  
IHBS Outcomes**

After program Involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=23)	96%
I would recommend this program to my friends (n=21)	100%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=15)	87%
I am interested in staying in touch and helping out with the program (n=12)	100%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=27)	4%

Data Source: PRIDE

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

- When asked how the program helped them, the largest number say that the program helped them with finding a job (46%, n=24). The next most frequent responses were “homework/school/GED studies” and “emotional problems” (33%, 25%, n=24).

**Exhibit 36–23  
Program Benefits  
IHBS Outcomes**

<b>After program involvement, % of respondents who said they “got help from the program with…”</b>	<b>% of Respondents</b>
Finding a job (n=24)	46%
Homework/school/GED studies (n=24)	33%
Emotional problems (n=24)	25%
Drug or alcohol use (n=13)	23%
Safer sex education (n=24)	21%
Managing anger (n=11)	18%
Keeping a job (n=24)	17%
Getting away from gangs (n=24)	17%

Data Source: PRIDE

**Are youth successfully completing the program?**

- About four-tenths of youth served for whom we have exit forms successfully completed the program and about six-tenths did not. The most common reasons cited for not completing the program were because of poor performance or behavior and because of a new arrest.

**Exhibit 36-24  
Exit Reason  
IHBS Outcomes**

<b>Reason for program exit*</b> (n=12)	<b>% of Respondents</b>
Completed the program	42%
Other	25%
Poor performance or behavior in the program	17%
New arrest/law violation	17%
Probation violation	11%
Referred to other agency	11%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	8%
Partial completion of program	8%
Committed to juvenile hall	8%

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

Data Source: PRIDE



# alternatives to secure detention

alternatives to  
secure detention

# Chapter 37

## Overview of Alternatives to Secure Detention Programs

The following programs are alternatives to secure detention services. These programs attempt to instill a “continuum of supervision” that provides a range of short-term service options to insure that youth attend all court hearings arrest-free.<sup>1</sup> The Alternatives to Secure Detention programs funded through the Community Programs Division serve pre-adjudicated youth.

- Programs Included in this Section**
- Center on Juvenile and Criminal Justice, Detention Diversion Advocacy Project
  - Mission Neighborhood Center, Home Detention Program

For the current contract year, the Community Programs Division is supporting two Alternatives to Secure Detention programs. Exhibit 15-1 provides an overview of the Alternatives to Secure Detention programs currently funded by the Community Programs Division in the current contract year. More details on this specific program can be found in the program-by-program chapters that follow.

**Exhibit 37-1  
Overview of Juvenile Detention Alternatives Programs**

Program	Number of Youth Served <sup>2</sup>	Description
Center on Juvenile and Criminal Justice, Detention Diversion Advocacy Project	62	The Center on Juvenile and Criminal Justice’s Detention Diversion Advocacy Project (DDAP) is an intensive case management program that targets repeat youth offenders. DDAP case managers develop individualized case plans with each youth and use face-to-face meetings to develop a positive and supportive environment. DDAP refers youth to a variety of community based services depending on the needs of the individual youth.
Mission Neighborhood Center, Home Detention Program	128	The Home Detention Program is an alternative to detention for youth awaiting disposition of their court cases. The program serves non-violent juveniles who do not require a 24-hour secure detention and who might otherwise be in custody pending the resolution of their cases. This is a short-term program that provides supportive services to youth, monitoring their behaviors in school, home and social settings, for the length of time that youth are awaiting disposition (generally 15 to 30 days). The JPD and probation officers are the main source of referrals for this program.

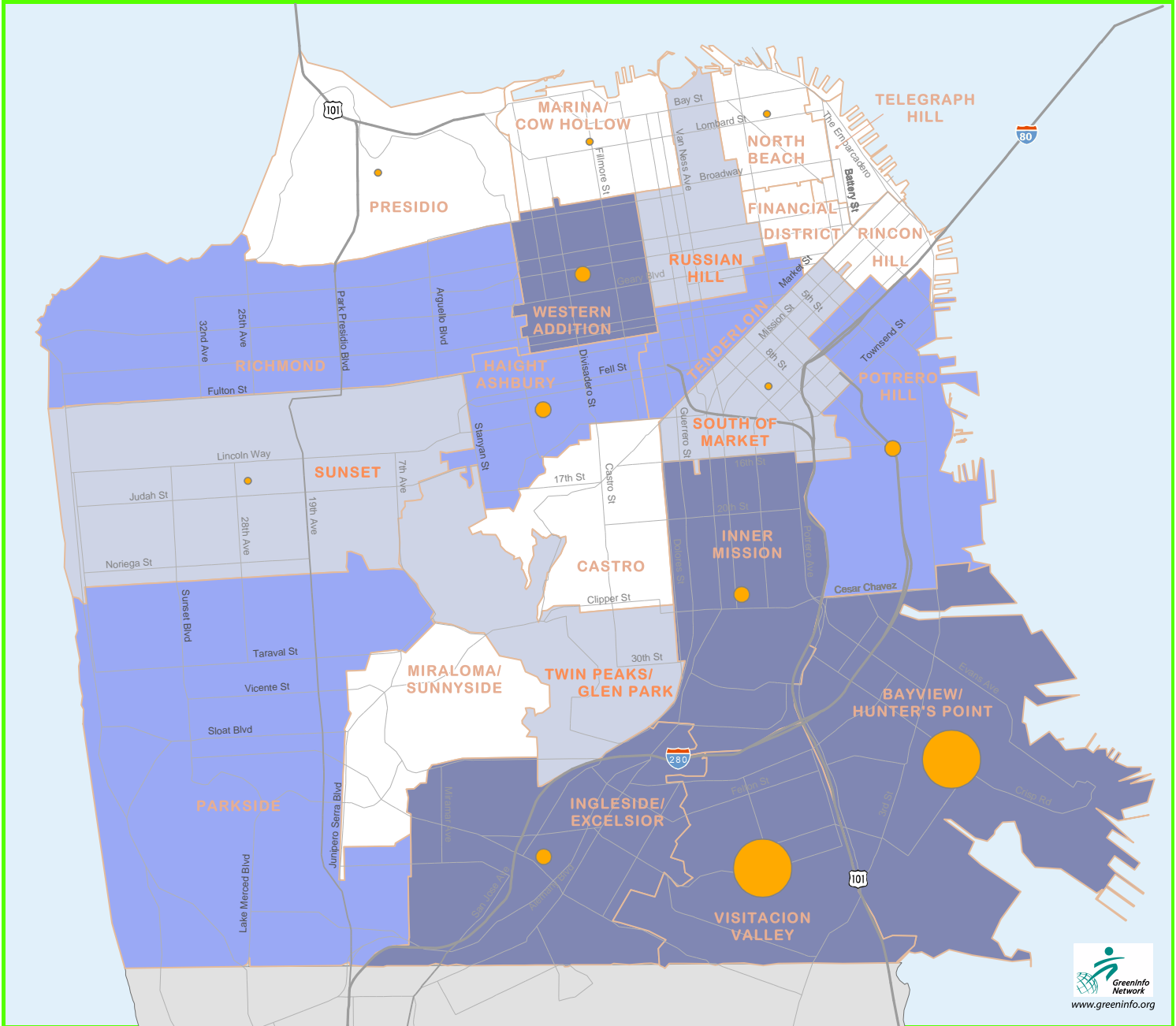
<sup>1</sup> Ruse, Bill. Juvenile Jailhouse Rocked: Reforming Detention in Chicago, Portland, and Sacramento. <<http://www.aecf.org/initiatives/jdai/>> May 4, 2004.

<sup>2</sup>For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.

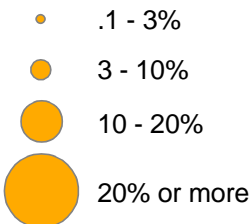




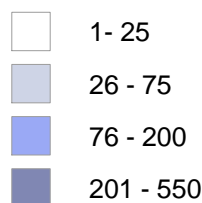
# Neighborhood Concentrations of Participants Served by Juvenile Detention Alternatives Programs and Juvenile Law Violation Referrals



Percentage of Juvenile Detention Alternatives Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Data shown on this map were submitted by Instituto Familiar de la Raza, Inc., Case Management Center on Juvenile and Criminal Justice, Detention Diversion Advocacy Project

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

# Chapter 38

## Center on Juvenile and Criminal Justice

### Detention Diversion Advocacy Project

---

#### Program Overview

The Center on Juvenile and Criminal Justice's Detention Diversion Advocacy Project (DDAP) is an intensive case management program that targets repeat youth offenders. DDAP case managers develop individualized case plans with each youth and use face-to-face meetings (three times weekly in the second and third months, three times a day in the first week after referral) to develop a positive and supportive environment. DDAP refers youth to a variety of community based services depending on the needs of the individual youth.

Exhibit 38-1 Program At-A-Glance		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals for other needed services not provided by HYP</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Data not available</li> </ul>	
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Data not available</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Courts</li> <li>▪ Defense Attorney</li> <li>▪ Other agencies</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Data not available</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ Data not available</li> </ul>	

#### Program Contract Compliance

This grantee is in compliance with all contractual obligations aside from submittal of PRIDE surveys. This is based on data reported by Community Programs Division Staff.

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

- Data on JPD's 2003-2004 contract and program budget are not available.
- For the 2004-2005 contract year, JPD's contract with this program provided \$99,000. Data on the program budget are not available.

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

- Data on the number youth served are available for July 2004-February 2005. During this period, the program served 62 youth.

---

<sup>3</sup> Data on number of youth served normally comes from the Participant Tracking Spreadsheet, which was not available for this program. Senior Analyst Site Visit Form was used instead to provide an estimate on number of youth served.

**Staffing:**

- Information not available.

**Factors Affecting Involvement in PrIDE Evaluation:**

- This is the first year that the program participated in the PrIDE evaluation. This program was supposed to submit both youth surveys and exit forms for youth served. The program submitted exit forms but did not submit youth surveys for any youth this year. As a result, we could not report on achievement of program outcomes.

**Program Strengths and Successes:**

- Information not available.

**Program Challenges:**

- Information not available.

**Exhibit 38–2  
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 38–3  
Data Sources  
Huckleberry Status Offender**

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

- This program has participated in PrIDE evaluation data collection since July 2004. As of March 31, 2005, the program had submitted no Baselines, Follow-ups, or Youth Evaluation Surveys. The program submitted 26 Exit Forms, yielding an approximate exit form response rate of 42%.<sup>4</sup> All of these data are utilized in this report.

## Program Outcomes<sup>5</sup>

### Are youth successfully completing the program?

- More than two-thirds of youth completed the program (68%, n=25); the remainder did not, due to reasons such as a new arrest, a probation violation, or youth moving out of the areas.

---

<sup>4</sup> The exit form rate is approximate because data on the number of youth served from the Senior Analyst Site Visit Form are approximate and do not reflect how many youth exited the program.

<sup>5</sup> Information on program outcomes, aside from exit reasons, is not available for this program.

**Exhibit 38-4  
Exit Reason  
Huckleberry Status Offender**

Reason for program exit* (n=25)	% of Respondents
Completed the program	68%
New arrest	16%
Probation violation	16%
Youth moved out of area	12%
Referred to other agencies	11%
Partial completion of program	8%
Poor performance/behavior in the program	4%
Other	12%

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

# Chapter 39

## Mission Neighborhood Center

### Home Detention Program

---

#### Program Overview

The Home Detention Program is an alternative to detention for youth awaiting disposition of their court cases. The program serves non-violent juveniles who do not require a 24-hour secure detention and who might otherwise be in custody pending the resolution of their cases. This is a short-term program that provides supportive services to youth, monitoring their behaviors in school, home and social settings, for the length of time that youth are awaiting disposition (generally 30 to 45 days). During the 2004-2005 fiscal year, the Home Detention Program was able to expand and open a second site to serve Bayview youth.<sup>6</sup>

<b>Exhibit 39-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Homework assistance</li> <li>▪ GED services</li> <li>▪ Extra-curricular activities</li> <li>▪ Evening recreation</li> <li>▪ Girls groups</li> <li>▪ Health education services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Job training/readiness services</li> <li>▪ Referrals for substance use counseling, mental health counseling, and practical assistance such as help with transportation or meals</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Excelsior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mission</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Court-ordered youth</li> <li>▪ Latino/a and African American youth</li> <li>▪ Youth who live in the Mission/Bayview</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at-risk of becoming further involved in the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Court-ordered</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ 30 days</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 20 is the maximum at each of the two sites, average 30 total between the two sites</li> </ul>	

<sup>6</sup> Information provided by the program.

## Highlights on Program Outcome Findings<sup>7</sup>

### Key Positive Findings

- There were several positive findings in education outcomes for this program, with all participants being enrolled in school or a GED program and staying enrolled throughout their participation in the program. Participants reported better grades, better school attendance, and an increase in their enjoyment of school since attending the program. Youth also reported fewer behavior problems in school and said they spent more time in extra-curricular activities since starting the program. Three-quarters of participants said the program made them feel more comfortable about their abilities in school or a GED program.
- Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to respect others' feelings and to take pride in their cultural background.
- Since attending the program, participants' substance use decreased with youth reporting that they drank less alcohol, smoked less marijuana, and used fewer street drugs.

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

- Despite the overall decrease in participants' substance use since starting the program, youth increased how often they smoked cigarettes since entering the program. Looking at outcomes related to participants' substance use was of interest to the program staff, however it is not a goal or requirement of the Home Detention 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 \$134,266, which was 100% of this program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$260,000, which was 100% of this program's total budget.

### Number of youth served:<sup>8</sup>

- 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.<sup>9</sup> During this period, the program served 128 youth.

### Staffing:

- The program is staffed by three full-time and two part-time staff members.
- The staff to youth ratio varies from one to one to one to ten.<sup>10</sup>

<sup>7</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 39-7.

<sup>8</sup> Data source: Participant Tracking Spreadsheets.

<sup>9</sup> For more information regarding the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>10</sup> Information provided by Community Programs Division staff.

- The Home Detention Case Workers has participated in all JPD-funded training.<sup>5</sup>

#### **Factors Affecting Involvement in PrIDE Evaluation:**

- The Home Detention Program is a short term, pre-adjudication program serving court-mandated youth. Once a youth is called for his/her disposition it is difficult for him/her to complete a PrIDE survey.<sup>11</sup>

#### **Program Strengths and Successes:**

- A “major success was the expansion of [the] Home Detention program. Mission Neighborhood Center was awarded additional funds to open a second site to serve youth from the Bayview District.”<sup>6</sup>
- “Probation officers establish a close relationship with the staff and [together they] are able to provide many other services to the young person based on their needs.”<sup>5</sup>
- Focusing on education and job training, the staff conducts “an education assessment with each student [which can include] appropriate school enrollments, updating the Individual Education Plan, and requesting Student Study Team meetings...For many students this intervention helps to get [them] back on track.”<sup>6</sup>
- Home Detention has added an employment component through their collaboration with the City Youth Now Internship program, which offers paid internships at local community organizations. As program staff note, “This program has been a good incentive to the youth [and]...for many students this intervention helps to get the student back on track.”

#### **Program Challenges:**

- “One barrier has been the lack of awareness of the contractual obligations that come along with the Home Detention program. The Home Detention program mandates that case workers report infractions and submit weekly reports that include school attendance...This creates a tension among the staff [as] most of MNC programs are advocacy and this program is sometimes viewed as suppression.”<sup>6</sup>
- Home Detention does not always receive the proper documents for youth who are sent to the program.<sup>6</sup>

---

<sup>11</sup> Information provided by the program.



**Exhibit 39–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58%) are African American.

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

**“Most of the youth served are African American and Latino (58% and 17%, n=12).”**

The 58% refers to the percentage of youth who are African-American; the 17% refers to the percentage of respondents who are Latino/a. The (n=12) refers to the number of respondents who provided information about their race/ethnicity.

## Data Sources

All data required for this report were submitted as shown below.

**Exhibit 39–3  
Data Sources  
Home Detention 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 7 Baselines and their paired Follow-ups, 29 Youth Evaluation Surveys, and 12 Exit Forms. All of these data were utilized in this report.

- The program served a total of 128 youth during the following periods: July 2003-April 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 36 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. Using the reported number of youth served, we report an approximate response rate of 28%. This program submitted 12 Exit Forms. During this same period, the program reported that 107 youth had exited the program, yielding an approximate response rate of 11% for Exit Forms.<sup>12</sup>

## **Program Description**

### **What are the characteristics of the youth served?**

- Half of the youth in this program are between the ages of 13 to 15 years old; a little over a third of youth are between 16 and 17 years old.
- The majority of participants are male (81%, n=127).
- This program targets African American and Latino youth, and these ethnicities account for the majority of those served: 42% of the youth are African American and 23% are Latino (n=128). The program also serves youth from several other racial/ethnic backgrounds.
- This program also targets youth who live in the Mission and Bayview Hunter's Point; the most common areas in which participants live are Excelsior, the Mission, and Bayview Hunter's Point (29%, 21% and 20%, n=97).

---

<sup>12</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program. Our rate likely overestimates the exit form response rate.

**Exhibit 39–4  
Youth Characteristics  
Home Detention Program**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=126)	Under 13 years old	7%
	13-15 years old	50%
	16-17 years old	34%
	Over 18 years old	9%
<b>Gender♦</b> (n=127)	Male	81%
	Female	19%
<b>Race/Ethnicity♦</b> (n=128)	African American	42%
	Latino/a	23%
	Chinese	8%
	White	5%
	Filipino	2%
	Samoan	2%
	Vietnamese	2 %
	Other Asian and Pacific Islander	6%
	Other	9%
<b>Home Neighborhood♦</b> (n=97)	Excelsior	29%
	Mission	21%
	Bayview Hunters Point	20%
	Western Addition	13%
	Sunset	11%
	All other San Francisco neighborhoods	13%
	All areas outside San Francisco	3%

Data Sources:

♦ = Participant tracking spreadsheets (July 2003-April 2004, and July 2004-February 2005);

♦ CBO Questionnaire

- Most of the youth participants are in homes where English is the primary language (67%, n=24). The program also serves youth whose primary home language is Spanish, Cantonese, Vietnamese, and Russian.
- The JPD and Probation Officers are the most common source of referrals for this program (88%, n=24), which supports the program in serving its target population who include youth who are truant, who are on probation, or who are court ordered.

**Exhibit 39–5  
Demographic Information  
Home Detention Program**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=24)	English	67%
	Spanish	8%
	Cantonese	8%
	Vietnamese	8%
	Russian	8%
<b>Living Situation</b> (n=25)	Two Parents	48%
	One Parent	44%
	Family but not parents	4%
	Other	4%
<b>Referral to Program*</b> (n=24)	JPD/PO/YGC	88%
	Friend	4%
	It's in my neighborhood	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?**

- 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. Close to three-quarters of participants acknowledge that they hang out with gang members (70%, n=23). When asked if they knew anyone who had been arrested, 83% say that they did (n=23). Most commonly, they note that a friend or parent had been arrested. As a further indication that youth are in high-risk peer groups, over three-quarters of respondents say they knew someone who had died; the largest percentage of youth say that a friend had died. One-third of respondents (33%, n=24) say they have tried alcohol or other drugs.

**Exhibit 39–6  
Risk Factors  
Home Detention Program**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=21)	Never	48%
	Once or Twice	24%
	Many Times	29%
<b>Feels Unsafe in Neighborhood</b> (n=20)		30%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=23)		70%
<b>Has Tried Drugs or Alcohol</b> (n=24)		33%
<b>Knows Someone Who Was Arrested</b> (n=34)	Knows at least one person who was arrested (n=23)	83%
	Participant's friend was arrested*	47%
	Participant was arrested*	29%
	Participant's neighbor was arrested*	12%
	Participant's parent was arrested*	9%
	Participant's sibling was arrested*	9%
	Participant's other relative was arrested*	6%
<b>Knows Someone Who Died</b> (n=16)	Knows at least one person who died (n=22)	77%
	Participant's friend died*	63%
	Participant's sibling died*	19%
	Participant's neighbor died*	6%
	Participant's parent died*	6%

\*Percentages may add to more than 100% because participants could provide more than one response.  
Data Source: PrIDE

## Program Outcomes

Each program has a distinct set of outcome objectives for the participating youth. Staff identified both “primary outcomes” and “secondary outcomes.” Staff identify an outcome as *primary* if it is central to the objectives of the program. Staff identify additional outcomes as *secondary* if it is likely that their programs have indirect effects in these areas. The table below specifies the primary and secondary outcomes associated with the program evaluated in this chapter.

**Exhibit 39–7**  
**Program Outcome Measures**  
**Home Detention Program**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase		X
	▪ Employment will increase		X
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase		X
	▪ Positive parental/guardian relationships will increase		X
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social development and self-care skills will increase	X	
	▪ Anger management skills will improve		X
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	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 <b>negative change</b>	↓ This is the percentage of respondents who reported a <b>zero change</b>	↓ This is the percentage of respondents who had a <b>positive change</b>	↓ This is the <b>average score of all respondents</b>	↓ This box indicates whether the average score indicates <b>improvement overall among respondents</b>	↓ This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
  - School attendance/attachment will increase
  - School behavioral problems will decrease
  - Engagement in positive after-school activities will increase

### School Attendance/Attachment

- All of the youth in this program were enrolled in school or a GED program prior to program participation, and all stayed enrolled during the program.
- We further investigate changes in school attendance and attachment. Program participants showed improvement in all three of the following areas: enjoyment of school, grades, and school attendance.
- Program staff note that youth placed on Home Detention sometimes have not been in school for several years. Therefore, school attendance improvement is a positive outcome.

**Exhibit 39–8  
School Attendance/Attachment  
Home Detention 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)			
<b>Number of school days missed during a month</b> (n=21)	19%	38%	43%	<b>+.8</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=15)	0%	47%	53%	<b>+.9</b>	<b>Yes</b>	Youth got <b>better grades.</b>
<b>Enjoyment of school</b> (n=22)	5%	50%	46%	<b>+1.0</b>	<b>Yes</b>	Youths' enjoyment of school <b>increased.</b>

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- Two-thirds of respondents said that the program helped them stay in school or get their GED (67%, n=18).
- Three-quarters of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (75%, n=16).

**Exhibit 39–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
Home Detention Program**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=18)	67%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=16)	75%

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 (n=6). These youth skipped the survey items on the Follow-up Survey that ask about getting in trouble, so we cannot report change in this area for year 1.
- 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 respondents' behavior at school improved, with 78% reporting that they get into trouble less at school since attending the program (n=14).

**Exhibit 39–10  
Change in Behavior Problems in School  
Home Detention Program**

School Behavior	Degree to which School Behavior Has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Frequency of Getting in Trouble at School</b> (n=14)	0%	21%	78%	<b>+1.9</b>	<b>Yes</b>	Youth had <b>fewer behavior problems</b> in school.

Data Source: PRIDE

**Engagement in Positive After-School Activities**

- Since attending the program, over one-third of participants reported that they spend more time in after-school activities (35%, n=23).

**Exhibit 39–11  
After-School Activities  
Home Detention 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)			
<b>Spending time in extra-curricular activities</b> (n=23)	4%	61%	35%	<b>+.5</b>	<b>Yes</b>	Youth spent <b>more time</b> in extra-curricular activities.

Data Source: PRIDE

- Over half of the respondents had joined at least one after-school activity since beginning the program (57%, n=14).

**Exhibit 39–12  
After-School Activities  
Home Detention Program**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity:</b> (n=14)	57%
<b>Going to a neighborhood or community center</b> (n=14)	36%
<b>Participating in a youth group or club</b> (n=12)	33%
<b>Participating in a religious group or club</b> (n=14)	21%
<b>Volunteering</b> (n=13)	15%
<b>Playing team sports</b> (n=14)	14%
<b>Other activity</b> (n=13)	8%
<b>Playing a musical instrument</b> (n=14)	7%
<b>Practicing martial arts</b> (n=14)	7%

Data Source: PrIDE

- Almost half of the respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (46%, n=11).

### **Building Positive Relationships: Primary Outcome**

- Staff identified the following as a primary outcome for building positive relationships:
  - Positive relationships with service providers will increase

#### **Positive Relationships with Program Staff**

- Participants have developed positive relationships with staff members in the program. 45% (45%, n=11) said 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 peer relationships will increase
  - Positive parental/guardian relationships will increase

#### **Positive Peer Relationships**

- Participants reported on the current positive peer relationships in their lives while in the program.

**Exhibit 39–13**  
**Positive Peer Relationships**  
**Home Detention Program**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=21)	100%
<b>I can go to when I have problems.</b> (n=22)	100%
<b>Helps me when I'm having a hard time.</b> (n=21)	100%

Data Source: PRIDE

- All of the participants reported positive peer relationships, with 100% saying they have a friend who really cares about them, who they can go to when they have problems, and who helps them when they are having a hard time.

**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 100% saying there is an adult at home who expects them to follow the rules (n=22).

**Exhibit 39–14**  
**Positive Relationships with Parents/Guardians**  
**Home Detention 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
<b>Expects me to follow the rules.</b> (n=22)	100%
<b>Believes that I will be a success.</b> (n=20)	90%
<b>Is interested in my schoolwork.</b> (n=22)	86%
<b>Listens to me when I have something to say.</b> (n=20)	85%
<b>Talks with me about my problems.</b> (n=22)	82%

Data Source: PRIDE

- Over one-third of respondents (35%, n=17) report that the program helped them get along better with their friends and/or relatives.

**Skill-Building: Primary Outcome**

- Staff identified the following as a primary outcome for skill-building:
  - Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)

**Social Development and Self-Care Skills**

- Program participants showed improvement in all social development and self-care skills. The greatest improvements were in participants' ability to respect others' feelings and to take pride in their cultural background.

**Exhibit 39–15**  
**Social Development and Self-Care Skills**  
**Home Detention 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)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=20)	10%	65%	25%	<b>+1</b>	<b>Yes</b>	Youth knew a <b>more</b> about places to go to get help.
<b>Ability to ask for help when s/he needs it</b> (n=21)	0%	67%	33%	<b>+7</b>	<b>Yes</b>	Youth were <b>better</b> at asking for help.
<b>Ability to take criticism without feeling defensive</b> (n=20)	15%	55%	30%	<b>+4</b>	<b>Yes</b>	Youth were <b>better</b> at taking criticism.
<b>Ability to take pride in cultural background</b> (n=20)	0%	55%	45%	<b>+1.0</b>	<b>Yes</b>	Youth showed an <b>increase</b> in their cultural pride.
<b>Ability to respect feelings of others</b> (n=18)	0%	50%	50%	<b>+1.1</b>	<b>Yes</b>	Youth were <b>better able</b> to respect others' feelings.
<b>Ability to think about how his/her choices affect his/her future</b> (n=20)	5%	56%	40%	<b>+9</b>	<b>Yes</b>	Youth <b>thought more</b> 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.
- Participants showed improvement in all of the anger management skills areas. According to their responses to the survey items, they showed the greatest improvement on refraining from purposefully hitting people and breaking things.

**Exhibit 39–16  
Anger Management  
Home Detention 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)			
<b>Getting mad easily</b> (n=19)	11%	37%	53%	<b>+.8</b>	<b>Yes</b>	Youth <b>get mad less often.</b>
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=17)	12%	47%	59%	<b>+.7</b>	<b>Yes</b>	Youth <b>act out less often</b> when angry or upset.
<b>Believing it is okay to physically fight to get what you want</b> (n=20)	10%	55%	35%	<b>+.8</b>	<b>Yes</b>	Youth believe it is okay to physically fight to get something <b>less often.</b>
<b>Yelling at people when angry</b> (n=18)	11%	50%	39%	<b>+.6</b>	<b>Yes</b>	Youth yell at people <b>less often</b> when they are angry.
<b>Breaking things on purpose</b> (n=18)	17%	28%	56%	<b>+1.0</b>	<b>Yes</b>	Youth break things on purpose <b>less often.</b>
<b>Hitting people on purpose</b> (n=19)	16%	26%	58%	<b>+1.3</b>	<b>Yes</b>	Youth hit people on purpose <b>less often.</b>

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 cigarettes, alcohol, or drugs. Over three-quarters of respondents had never smoked cigarettes (77%, n=17); 71% had never drunk alcohol (n=17); 69% had never smoked marijuana (n=16); and 82% had never tried street drugs (n=17).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. Participants showed the greatest improvement in smoking marijuana, with two-thirds of respondents saying they smoke marijuana less since attending the program (67%, n=6). Participants also reported drinking alcohol and using street drugs less since starting the program.

**Exhibit 39–17  
Substance Use  
Home Detention 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)			
<b>Smoking Cigarettes</b> (n=5)	20%	80%	0%	<b>-.2</b>	<b>No</b>	Youth smoked cigarettes <b>more often.</b>
<b>Drinking Alcohol</b> (n=6)	17%	33%	50%	<b>+1.3</b>	<b>Yes</b>	Youth drank alcohol <b>less often.</b>
<b>Smoking Marijuana</b> (n=6)	17%	17%	67%	<b>+1.8</b>	<b>Yes</b>	Youth smoked marijuana <b>less often.</b>
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=3)	0%	67%	33%	<b>+1.0</b>	<b>Yes</b>	Youth used street drugs <b>less often.</b>

Data Source: PRIDE

**Gang Affiliation**

- Of the eleven respondents, one youth acknowledge that s/he hung out with gang members before joining the program. This particular youth reported that s/he hung out with gang members less often since joining the program.

**Involvement in Juvenile Justice System**

- The table below shows recidivism rates for youth involved with Home Detention. 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, 14% had recidivated. There are slightly higher rates at the 12-month mark, as more time passes since youth have entered the program. However, the rate drops again at the 18-month mark. (For more detailed information on how these rates were calculated, please refer 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 39–18  
Recidivism Rates  
Home Detention Program**

Number of Months Elapsed (Since First Sustained Petition or Program Entry)	Percentage of Youth with at Least One Sustained Petition Since....			
	First Sustained Petition		Program Entry*	
	Rate	N	Rate	N
6	22%	41	14%	7
12	30%	20	40%	5
18	50%	8	0%	2
24	75%	4	NA	0

\*This includes only those youth who had at least one sustained petition *before* program entry.

**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 reported that the program helped them get ideas about what kind of job they want, and to believe that they can get a job (15%, n=20 for both).

**Exhibit 39–19  
Job Readiness  
Home Detention Program**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Belief that I Can Get a Job</b> (n=20)	15%
<b>Ideas about the Kind of Job I Want</b> (n=20)	15%
<b>California (or other state) ID Card or Driver's License</b> (n=18)	11%
<b>Social Security Card</b> (n=20)	0%
<b>Resume</b> (n=18)	0%

Data Source: PRIDE

**Employment**

- Less than one-fifth of respondents held a job at the time they filled out the survey (14%, n=22).
- Half of those employed reported that they had received help from this program in finding or keeping a job (50%, n=2).

## Service Satisfaction

### How satisfied are youth with the services they received?

- Participants expressed a high level of satisfaction with the program (see Exhibit 39-20). Over two-thirds of participants said they were satisfied or very satisfied with all aspects, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall.

**Exhibit 39-20**  
**Participant Satisfaction**  
**Home Detention Program**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=25)	12%	<b>68%</b>	20%
The staff (n=25)	8%	<b>72%</b>	20%
Respect shown for participant's ethnic and cultural background (n=25)	0%	<b>64%</b>	36%
The program overall (n=25)	0%	<b>72%</b>	28%

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 of the participants **felt safe** attending the program (94%, n=16). Over two-thirds of participants said they would **recommend it to their friends** and that they are interested in **staying in touch and helping out** with the program (69%, n=16; 69%, n=13).



**Exhibit 39-21  
Program Attachment  
Home Detention Program**

<b>After program Involvement, % of respondents who said “Yes” to:</b>	<b>% of Respondents</b>
I feel safe attending this program (n=16)	94%
I would recommend this program to my friends (n=16)	69%
I am interested in staying in touch and helping out with the program (n=13)	69%
If I were in trouble and needed to talk, I would talk to a <b>staff member</b> at this program (n=11)	46%
If I were in trouble and needed to talk, I would talk to another <b>youth</b> at this program (n=25)	16%

Data Source: PRIDE

**How do YOUTH think THEY’VE changed as a result of participating in the program?**

- The most significant benefits of the program involve helping participants with their homework, GED studies, and in school (25%, n=20). Participants also reported receiving help from the program with finding a job, decreasing their drug or alcohol use, and getting away from gangs. They did not report receiving help from the program in keeping a job, learning about safer sex, dealing with emotional problems, or managing their anger.

**Exhibit 39–22  
Program Benefits  
Home Detention Program**

<b>After program involvement, % of respondents who said they “got help from the program with...”</b>	<b>% of Respondents</b>
Homework/school/GED studies (n=20)	25%
Finding a job (n=20)	10%
Drug or alcohol use (n=13)	8%
Getting away from gangs (n=20)	5%
Keeping a job (n=20)	0%
Safer sex education (n=20)	0%
Emotional problems (n=20)	0%
Managing anger (n=7)	0%

Data Source: PRIDE

## Are youth successfully completing the program?

- Over half of youth for whom there are exit forms successfully completed the program (58%, n=12). One-third of these youth failed to successfully complete the program because they violated their probation (n=12).

**Exhibit 39-23  
Exit Reason  
Home Detention Program**

<b>Reason for program exit*</b> (n=12)	<b>% of Respondents</b>
Completed the program	58%
Probation violation	33%
Poor performance or behavior in the program	8%
New arrest/law violation	8%
Committed to juvenile hall	8%
Other	8%

\*Percentages may add to more than 100% because staff could provide more than one response.  
Data Source: PRIDE





shelter

shelter

# Chapter 40

## Overview of Shelter Programs

Shelter programs provide status-offenders and youth who cannot safely return to their homes with an alternative to detention at the Youth Guidance Center. By providing services 24 hours a day, seven days a week, these programs fulfill a critical need for temporary out-of-home placement for youth. The Community Programs Division funds two shelter programs: Huckleberry Youth Programs' Status Offender program and the San Francisco Boys and Girls Home's Pre-Placement Shelter. Both programs focus on family reunification and assist youth in making successful transitions back into the community.

- |   |
|---|
| <p><b>Programs Included in this Section</b></p> <ul style="list-style-type: none"> <li>▪ Huckleberry Youth Programs, Status Offender Program</li> <li>▪ San Francisco Boys and Girls Home, Pre-Placement Shelter</li> </ul> |
|---|

Exhibit 40-1 provides an overview of the Shelter programs funded by the Community Programs Division in the current contract year. More details on specific programs can be found in the program-by-program chapters that follow.

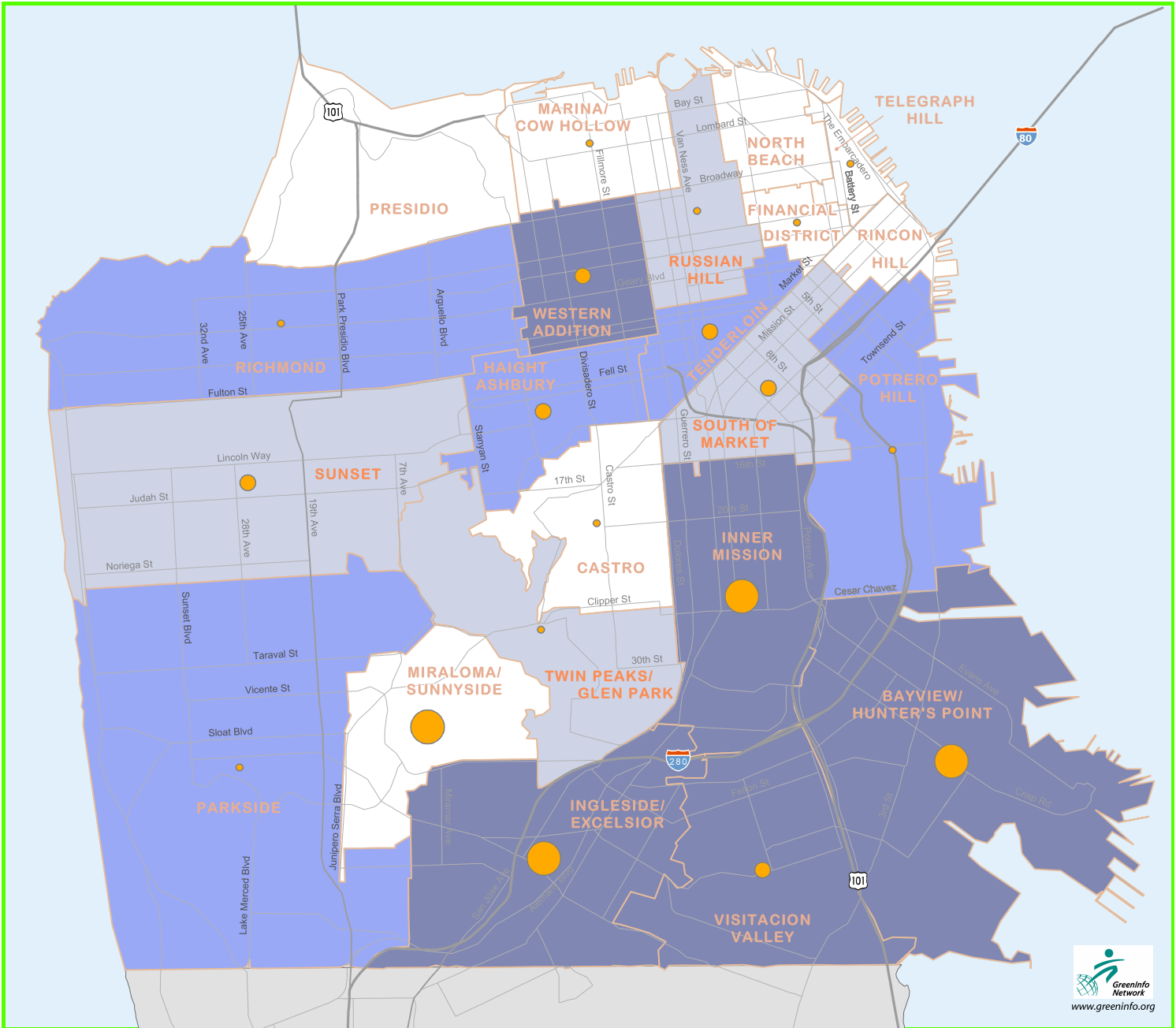
**Exhibit 40-1  
Overview of Shelter Programs**

Program	Number of Youth Served <sup>1</sup>	Description
Huckleberry Youth Programs, Status Offender Program	283	The Huckleberry House Status Offender Program is designed as a three to five day crisis intervention program that offers emergency shelter to at-risk youth, runaways, status offenders and youth without safe housing. Huckleberry House is a component of Huckleberry Youth Programs (HYP), which offers a sheltered care facility, intake services, medical assessment, counseling, peer education, access to health care and case management services for high-risk youth. The primary goal of the Status Offender Program is to facilitate the timely resolution of family conflicts so that youth can reunite with their families and return home safely. A secondary goal is to engage family members in mediation and/or therapy to help improve their problem-solving skills.
San Francisco Boys and Girls Home, Pre-Placement Shelter	64	The San Francisco Boys and Girls Home (SFBGH) Pre-Placement program is utilized by the San Francisco Juvenile Probation Department (JPD) to house adjudicated youth who are waiting for long-term out-of-home placement or working towards family reunification. SFBGH is a licensed eight-bed, 90-day residential care program designed to prepare residents for successful transition into the community and assist with family reunification. For youth who have had multiple placements or youth who have been hard to place for various reasons, SFBGH is an alternative to incarceration at Youth Guidance Center. The highly structured residential program employs a variety of service interventions to address the needs of the program participants.

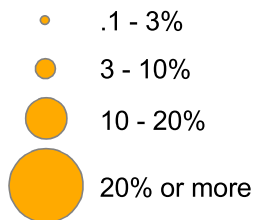
<sup>1</sup>For some programs data on youth served is available for the period of July 2003 – February 2005; for other programs it is available for the period of July 2003-February 2004 and July 2004-February 2005. See individual chapters for this information.



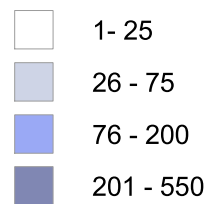
# Neighborhood Concentrations of Participants Served by Shelter Programs and Juvenile Law Violation Referrals



Percentage of Shelter Program Participants By Home Neighborhood



Number of Juvenile Law Violation Referrals Participants By Home Neighborhood



Data shown on this map were submitted by:  
 San Francisco Boys and Girls Home's Pre-Placement Shelter;  
 Huckleberry Youth Programs, Status Offender Program

Juvenile law violation referral data provided by the San Francisco  
 Juvenile Probation Department: Annual Statistical Reports, 2002 & 2003.

# Chapter 41

## Huckleberry Youth Programs

### Status Offender Program

---

#### Program Overview

Huckleberry House (Status Offender Program) provides 24/7 crisis intervention, assessment, counseling, case management, shelter, and referral services for San Francisco youth ages 11-17 who are running away, truant, breaking curfew, or at risk of becoming involved in the juveniles justice system. Many of these youth are also experiencing some level of physical or emotional abuse in their homes. The program staff work with the youth and their families to stabilize the immediate crisis, return the young person home when appropriate, and provide referrals and linkages into Huckleberry Youth Program's (HYP) aftercare services to continue the stabilization of the family. Aftercare services include: medical services, health education, individual case management for the youth, individual therapy for the youth, and family therapy.

<b>Exhibit 41-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Housing services/assistance</li> <li>▪ Tutoring/help with homework</li> <li>▪ Substance use counseling</li> <li>▪ Mental health counseling</li> <li>▪ Educational and recreational outings while sheltered</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Anger management services</li> <li>▪ Health education services</li> <li>▪ Practical assistance such as help with transportation or meals</li> <li>▪ Referrals for other needed services not provided by HYP</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ OMI</li> <li>▪ Haight</li> <li>▪ South of Market</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mission</li> <li>▪ Western Addition</li> <li>▪ Visitacion Valley</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth who have run away</li> <li>▪ Youth between the ages of 11 and 17</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Parent, guardian, or other adult family member</li> <li>▪ Probation officer</li> <li>▪ Outreach worker</li> <li>▪ Case manager</li> <li>▪ Social worker</li> <li>▪ Teacher or school counselor</li> <li>▪ Police, CARC</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ 6.2 days</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 3.5 sheltered clients plus 2.5 non-sheltered clients</li> </ul>	



## 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 \$584,000, which was 63% of this program's total budget.
- For the 2004-2005 contract year, JPD's contract with this program provided \$444,975, which was 56% of this program's total budget.

### Number of youth served:<sup>2</sup>

- Data on the number and demographics of youth served from the Participant Tracking Spreadsheet are available for all but three months of the evaluation period: July 2003-February 2004, and July 2004-February 2005. According to the Participant Tracking Spreadsheet, the program served 283 youth. Including housed and un-housed youth, the program served 571 youth from 2003-2005.<sup>3</sup>

### Staffing:

- The program is staffed by 8 full-time and 5-10 part-time relief staff members.

### Factors Affecting Involvement in PriDE Evaluation:

- Because this program's outcome differed from those outcomes measured by the PriDE Youth Evaluation Survey, and because youth remain in the program for less than a month, the program did not require youth to complete the Youth Evaluation Survey for PriDE. Rather, staff were only required to fill out an exit form for each youth when they left the program. Thus, data for this program is limited to demographic information and information provided by staff upon the youth's exit.
- Many parents have expressed concern that their child's information would be available to the legal system and have withdrawn consent in order to maintain their child's confidentiality.

### Program Strengths and Successes:

- "Huckleberry House has been able to successfully reunite many youth back with their families."<sup>4</sup>
- Program staff provided the following success story from the past year as an example of the many successes the program has had in providing emergency housing and services for at-risk youth.

"Luis<sup>5</sup> had moved to the United States with his two brothers to help earn money for his family in Mexico. However, when he was 17 years old, he was arrested for gang related activity and placed in a group home. Three months later, Luis was sent to the Youth Guidance Center because of a behavioral incident at his group home. From there, he was sent to Huckleberry House to await trial. After much displacement, it was at Huckleberry House that Luis finally found someone that he could count on for continuous support. On the day of his trial, a Huckleberry Residential Counselor went to court with Luis to advocate for him. The judge, on seeing that Luis had proper support, dropped the

---

<sup>2</sup> Data source: Participant Tracking Spreadsheets. For information about the periods during which data were collected, see **Data Sources** section in Chapter 2.

<sup>3</sup> Data on total number of housed and un-housed youth served from 2003-2005 are provided by the program.

<sup>4</sup> Information provided by Community Programs Division staff

<sup>5</sup> Name has been changed to protect client confidentiality

charges. Luis’s Residential Counselor referred him to the Mission Neighborhood Family Center for legal assistance with getting immigration documentation. Luis was also referred to another program that could help him with his long-term housing and educational needs, as Luis had previously expressed an interest in educational assistance. Further, the Residential Counselor was able to reconnect Luis with school before he left the shelter. Luis is currently doing very well at his new placement and he goes to school regularly. He still calls every other week just to check in with his Residential Counselor.”

**Program Challenges:<sup>6</sup>**

- According to program staff, “We have seen an increase in youth who have recently immigrated from South or Central America. These youth are mostly monolingual Spanish speaking, and many have no legal guardian in this country. Serving this population is challenging because many of them are involved in different legal and child welfare systems. As a result, it is difficult to communicate and connect them with the available services. Many of these youth also immigrate to reunite with parents or family that they have not seen in many years. In order to meet these challenges, Huckleberry House has increased its bilingual capacity. We also aim to increase our level of cultural competency to provide comfortable and culturally appropriate language and services to the youth. We are also in the process of having many of our forms translated into Spanish so that they are more accessible to the youth and their families.”

**Exhibit 41–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here’s an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

In the text, we might describe youths’ race/ethnicity in this way:

**“Most of the youth served are African American and Latino (58% and 17%, n=12).”**

The 58% refers to the percentage of youth who are African-American; the 17% refers to the percentage of respondents who are Latino/a. The (n=12) refers to the number of respondents who provided information about their race/ethnicity.

<sup>6</sup> Unless otherwise noted, information on program successes and challenge provided by staff of the organization.

## Data Sources

All data required for this report were submitted as shown below.

**Exhibit 41–3  
Data Sources  
Huckleberry Status Offender**

<b>Data Source</b>	<b>Available for This Report</b>
Senior Analyst Site Visit Form	☑
CBO Questionnaire	☑
Participant Tracking Spreadsheets	☑
PrIDE Data (exit forms only)	☑

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 124 Exit Forms. All of these data were utilized in this report.
- 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 exit form response rate of 44%.<sup>7</sup>

## Program Description

### What are the characteristics of the youth served?

- Youth participants range in age from 11 to 17.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview Hunters Point, Western Addition, Mission, Haight, and OMI (16%, 7%, 6%, and 6%, n=385).

---

<sup>7</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

**Exhibit 41-4  
Youth Characteristics  
Huckleberry Status Offender**

<b>Characteristic at Program Entry</b>		<b>% of Participants</b>
<b>Age♦</b> (n=283)	Under 13 years old	12%
	13-15 years old	50%
	16-17 years old	36%
	Over 18 years old	1%
<b>Gender♦</b> (n=149)	Male	47%
	Female	53%
<b>Race/Ethnicity♦</b> (n=149)	African American	34%
	Latino/a	21%
	White	11%
	Asian American and Pacific Islander	6%
	Other	28%
<b>Home Neighborhood♦</b> (n=385)*	Bayview Hunters Point	16%
	Western Addition	7%
	Mission	6%
	Haight	6%
	OMI	6%
	Visitacion Valley	5%
	All other San Francisco neighborhoods	39%
	All areas outside San Francisco	15%

\* 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

## Program Outcomes

The outcomes that the PrIDE survey measures do not align with the outcomes of this program. Because of this, the program did not require youth complete PrIDE surveys. The program listed the following other outcomes as its primary outcome.

**Exhibit 41-5  
Program Outcome Measures  
Huckleberry Status Offender**

Outcome Area	Anticipated Outcomes for Participants
<b>Living Situation upon program exit</b>	<ul style="list-style-type: none"> <li>▪ Percent of youth who return home or to safe and supportive environments</li> </ul>

### Are youth successfully completing the program?

- Nearly three quarters of youth served for whom we have exit forms successfully completed the program; the remainder did not, although 10% partially completed the program.

**Exhibit 41-6  
Exit Reason  
Huckleberry Status Offender**

Reason for program exit* (n=62)	% of Respondents
Completed the program	72%
Partial completion of program	10%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	2%
Probation violation	2%
Committed to juvenile hall	2%
Referred to other agency	1%
Other	13%

\*Percentages may add to more than 100% because staff could provide more than one response.

Data Source: PrIDE

# Chapter 42

## San Francisco Boys and Girls Home

### Pre-Placement Shelter

---

#### Program Overview

The San Francisco Boys and Girls Home (SFBGH) Pre-Placement program is utilized by the San Francisco Juvenile Probation Department (JPD) to house adjudicated youth who are waiting for long-term out-of-home placement or working toward family reunification. SFBGH is a licensed eight-bed, 90-day residential care program designed to prepare residents for successful transition into the community and to assist with family reunification. For youth who have had multiple placements or youth who have been hard to place for various reasons, SFBGH is an alternative to incarceration at the Youth Guidance Center. The highly structured residential program employs a variety of service interventions to address the needs of the program participants.

<b>Exhibit 42-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Job training/readiness services</li> <li>▪ Tutoring/help with homework</li> <li>▪ GED services</li> <li>▪ Mentoring</li> <li>▪ Case management</li> <li>▪ Extra-curricular or after-school activity</li> <li>▪ Housing services/assistance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anger management services</li> <li>▪ Health education services</li> <li>▪ Substance use counseling</li> <li>▪ Mental health counseling</li> <li>▪ Practical assistance such as help with transportation or meals</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview Hunters Point</li> <li>▪ Visitacion Valley</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mission</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth between the ages of 13 and 18</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> <li>▪ Youth who are involved in gangs</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Probation officer</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ Between one month and one year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 8-10</li> </ul>	

#### Highlights on Program Outcome Findings<sup>8</sup>

##### Key Positive Findings

- The program appears to have a positive impact on several aspects of participants' educations. After involvement in the program, youth report higher rates of attendance, better behavior, greater attachment to school, and more involvement in extra-curricular activities. The program also seems to help youth relate better with their peers and family members.

<sup>8</sup> We include only primary outcomes here. For more information on primary vs. secondary outcomes see Exhibit 42-7.

- Since attending the program, youth report slightly positive changes in their job readiness, their anger management skills, and their substance use.
- Entry into the program is associated with lower recidivism rates for youth.

### **Areas Where the Program has not been Shown to Have Positive Effects**

- The program does not appear to have an effect on youths' grades or enjoyment of school. The program also does not seem to help youth improve their self-care skills.

## **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 \$194,000, which was 100% of this program's total budget.
- JPD's contract amount with this program for the 2004-2005 contract year is \$250,000. The program's budget for 2004-2005 is \$1,365,632

### **Number of youth served:<sup>9</sup>**

- 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 64 youth.

### **Staffing:**

- The program is staffed by 23 full-time and 2 part-time staff members.

### **Factors Affecting Involvement in PRIDE Evaluation:**

- A small number of youth are referred to the Shelter as very short term placements, which inhibits the scope of service the Shelter program is able to provide. This affects the program's ability to complete the PRIDE surveys, and therefore misrepresents the Shelter's ability to provide the services. In addition, the change from a baseline and follow-up survey to just one Youth Evaluation Survey (YES) has decreased the amount of data that the program is able to provide the evaluation. Whereas in the past, the program would provide at least a baseline survey for all youth and a follow-up for as many youth as possible, now, because the YES must be taken near the end of a youth's involvement in the program, some youth who participate in the program only have data from the exit form

### **Program Strengths and Successes:<sup>10</sup>**

- "The major success of the program has been the program's ability to partner with other community based organizations, and the Juvenile Probation Department, in providing the necessary services for the clients so that they may return to their respective communities in a strengthened manner. The program has had 100% attendance in various educational settings throughout San Francisco, as well

<sup>9</sup> Data source: Participant Tracking Spreadsheets. For more information on periods in which data were collected, see **Data Sources** section in Chapter 2.

<sup>10</sup> Unless otherwise noted, information on program successes and challenges is provided by program staff.

as Bay High School, where the program is in partnership with the San Francisco Unified School District. This regular attendance in school has greatly affected the youths' ability to continue to pursue their educational goals once they have left the Shelter program.

The Shelter's ability to partner with other community based organizations such as the Omega Boys Club, Henry Ohloff Services, the Focus Program at Youth Guidance Center, Y-Tech, Project Impact, the GED program at YGC, Come Into the Sun Mentorship program, Morrisania West, Brothers Against Guns, Instituto de la Raza, Community Youth Center, among others, provides the youth in our program with services in their respective communities. As a detention alternative, the Shelter program provides the supervision and structure necessary so the youth may participate in these programs with the guidance to help make the experience meaningful and successful.

The primary asset of the Shelter has been, and continues to be, its use as a detention alternative for San Francisco youth. The Shelter provides pre-placement services, assessment services, and reunification services for males and females. The Shelter's ability to provide an array of services in partnership with so many community based organizations, educational settings, and Youth Guidance Center, has made it an attractive and viable program serving the youth of San Francisco."

- One individual success story involves a female who was referred to the Shelter as a pre-placement with the goal of entering long term placement. She was accepted into the long term placement program. Upon placement, she had dreams of attending a four year college. The San Francisco Boys' and Girls' Home prepared her for this challenge by collaborating with Project Impact, Independent Living Skills program, and began providing tutorial and pre-SAT instruction. In addition this youth began receiving specialized services, including evaluation for student loans and scholarships. The youth was involved in a tour of the Black Historic Colleges in order to gain experience and to broaden her resources. The Boys' and Girls' Home helped the youth apply to the many colleges of her choosing. Ultimately this female resident of our program met her goal by being accepted at San Jose State University and is presently in her second semester there. The youth continues to draw from her experiences at the San Francisco Boys' and Girls' Home by frequently staying in contact with the program.
- "SFBGH has its particular strength in education. All participants attend school."<sup>11</sup>

**Program Challenges:**

- Information not available.

---

<sup>11</sup> Information provided by Community Programs Division staff.



**Exhibit 42–2  
How to Read the Tables**

We have used tables to present data throughout this report.

**Here's an example:**

Characteristic at Program Entry		% of Respondents
<b>Race/Ethnicity</b> (n=12)	African American	58%
	Latino/a	17%
	Asian American and Pacific Islander	8%
	Samoan	8%
	White	8%

↓

The (n=12) means that 12 participants answered questions about their race/ethnicity.

↓

Participants were grouped into five categories according to their race/ethnicity.

↓

The percentage tells you the proportion of respondents in each race/ethnicity. As you can see, most of the respondents (58.3%) are African American.

In the text, we might describe youths' race/ethnicity in this way:

**“Most of the youth served are African American and Latino (58% and 17%, n=12).”**

The 58% refers to the percentage of youth who are African-American; the 17% refers to the percentage of respondents who are Latino/a. The (n=12) refers to the number of respondents who provided information about

## Data Sources

All data required for this report were submitted as shown below.

**Exhibit 42–3  
Data Sources  
SFBGH—Pre-Placement Shelter**

Data Source	Available for This Report
Senior Analyst Site Visit Form ✧	<input checked="" type="checkbox"/>
CBO Questionnaire	<input checked="" type="checkbox"/>
Participant Tracking Spreadsheets	<input checked="" type="checkbox"/>
PrIDE Data	<input checked="" type="checkbox"/>

✧ for 2003-2004 only

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 31, 2005, the program had submitted 37 Baselines and their paired Follow-ups, 11 Youth Evaluation Surveys, and 68 Exit Forms. All of these data were utilized in this report.

- The program served a total of 64 youth during the following periods: July 2003-February 2004, and July 2004-February 2005. Between July 2003 and February 2005, the program submitted 48 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 74%. This program submitted 68 Exit Forms, yielding an approximate response rate of 100% for Exit Forms.<sup>12</sup>

---

<sup>12</sup> The exit form response rate is approximate because we do not have exact data on the number of youth who have exited the program of the total number of youth served. This rate likely overestimates the exit form response rate.

## Program Description

### What are the characteristics of the youth served?

- Youth participants range in age from 14 to 19.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview Hunters Point, the Mission, and Visitacion Valley (31%, 18%, 10%, n=68).

**Exhibit 42–4  
Youth Characteristics  
SFBGH—Pre-Placement Shelter**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=60)	Under 13 years old	3%
	13-15 years old	55%
	16-17 years old	35%
	Over 18 years old	7%
<b>Gender♦</b> (n=64)	Male	55%
	Female	45%
<b>Race/Ethnicity♦</b> (n=64)	African American	53%
	Latino/a	22%
	Chinese	13%
	Multiracial—African American and White	5%
	Other	7%
<b>Home Neighborhood♦</b> (n=68)*	Bayview Hunters Point	31%
	Mission	18%
	Visitacion Valley	10%
	OMI	7%
	Potrero Hill	7%
	Downtown/Tenderloin	6%
	Excelsior	4%
	All other San Francisco neighborhoods	17%

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 Russian, Vietnamese, Samoan and other languages.
- A majority of youth live in group homes (57%, n=42) and nearly a third live with only one parent (30%, n=42). Less than one in ten live with both of their parents (7%, n=42).

**Exhibit 42–5  
Demographic Information  
SFBGH—Pre-Placement Shelter**

<b>Characteristic at Program Entry</b>		<b>% of Respondents</b>
<b>Language Spoken at Home</b> (n=42)	English	74%
	Russian	10%
	Vietnamese	5%
	Samoan	5%
	Other/Unknown	7%
<b>Living Situation</b> (n=44)	Group Home	57%
	One Parent	30%
	Two Parents	7%
	Family but not parents	5%
	Guardian	2%
<b>Referral to Program*</b> (n=38)	JPD/PO/YGC	95%
	School	5%
	Friend	5%
	Referred by another organization	3%
	Police	3%

\*Percentages may add to more than 100% because participants could provide more than one response.  
Data Source: PRIDE

### **What are participants' major risk factors?**

- Despite the fact that youth, in general, are likely to under-report the level of their participation in risky activities (such as using alcohol and drugs and hanging out with gang members), a significant proportion of respondents acknowledge these behaviors.
- Program participants are part of high-risk peer groups. At program entry, about one half of participants (48%, n=40) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, 95% said that they did. As a further indication that youth are in high-risk peer groups, over 86% said that they knew someone who died with over half reporting that they have had a friend who died (56%, n=34). About three-fourths of respondents (74%) say they have tried alcohol or other drugs.

**Exhibit 42–6  
Risk Factors  
SFBGH—Pre-Placement Shelter**

Risk Factors at Program Entry		% of Respondents
<b>Frequency with which Youth Hears Gunshots at Home</b> (n=38)	Never	34%
	Once or Twice	16%
	Many Times	50%
<b>Feels Unsafe in Neighborhood</b> (n=42)		21%
<b>Acknowledges S/he Hangs Out With Gang Members</b> (n=40)		48%
<b>Has Tried Drugs or Alcohol</b> (n=42)		74%
<b>Knows Someone Who Was Arrested</b> (n=46)	Knows at least one person who was arrested (n=43)	95%
	Participant's friend was arrested*	60%
	Participant was arrested*	65%
	Participant's parent was arrested*	13%
	Participant's sibling was arrested*	20%
	Participant's neighbor was arrested*	13%
	Participant's other relative was arrested*	13%
<b>Knows Someone Who Died</b> (n=34)	Knows at least one person who died (n=42)	86%
	Participant's friend died*	56%
	Participant's neighbor died*	10%
	Participant's parent died*	12%
	Participant's sibling died*	15%

\*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. For this program, staff identified every outcome as primary.

**Exhibit 42–7**  
**Program Outcome Measures**  
**SFBGH—Pre-Placement Shelter**

Outcome Area	Anticipated Outcomes for Participants	Primary Outcome	Secondary Outcome
<b>Education</b>	▪ School attendance will increase	X	
	▪ School behavioral problems will decrease	X	
	▪ Orientation toward the future will increase	X	
	▪ Engagement in positive after-school activities will increase	X	
<b>Work and Job Readiness</b>	▪ Job readiness will increase	X	
	▪ Employment will increase	X	
<b>Building Positive Relationships</b>	▪ Positive peer relationships will increase	X	
	▪ Positive parental/guardian relationships will increase	X	
	▪ Positive relationships with service providers will increase	X	
<b>Skill-Building</b>	▪ Social Development and self-care skills will increase	X	
	▪ Anger management skills will improve	X	
<b>Risk Factors</b>	▪ Involvement with the juvenile justice system will decrease	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=XX)	9%	55%	36%	<b>+4</b>	<b>Yes/No</b>	Youth missed fewer days during a given month.
	↓	↓	↓	↓	↓	↓
	This is the percentage of respondents who had a <b>negative change</b>	This is the percentage of respondents who reported a <b>zero change</b>	This is the percentage of respondents who had a <b>positive change</b>	This is the <b>average score of all respondents</b>	This box indicates whether the average score indicates <b>improvement overall among</b>	This is a <b>narrative summary</b> of the data

## Education: Primary Outcomes

- Staff identified the following as primary education outcomes for the program:
  - School attendance/attachment will increase
  - School behavioral problems will decrease
  - Orientation toward the future will increase
  - Engagement in positive after-school activities will increase

### School Attendance/Attachment

- Of youth in this program, 81% were enrolled in school or a GED program prior to program participation (n=41). Of these, 91% stayed enrolled, and 9% dropped out (n=33). 19% were *not* enrolled in school or a GED program prior to program participation; of these, 86% enrolled after or during their time with the program (n=7).
- 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 on their school attendance. Almost half of the youth went to school more after starting the program. Youth showed no improvement on average in their grades and enjoyment of school, reporting a slight deterioration in these two categories.

**Exhibit 42–8  
School Attendance/Attachment  
SFBGH—Pre-Placement Shelter**

Indicators of Attendance and School Attachment	Degree to which School Performance and Attitudes have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Number of school days missed during a month</b> (n=29)	3%	48%	48%	<b>+1.1</b>	<b>Yes</b>	Youth <b>missed fewer days</b> during a given month.
<b>Grades</b> (n=28)	46%	36%	18%	<b>-.5</b>	<b>No</b>	Youth's grades decreased
<b>Enjoyment of school</b> (n=39)	26%	54%	21%	<b>-.2</b>	<b>No</b>	Youth enjoyed school a little less

Data Source: PRIDE

- Further indications of the ability of the program to promote school attachment among the youth is the fact that several of them said that the program helped them stay in school or get their GED, and also that the program made them feel more comfortable about their abilities in school or their GED program.
- About three-quarters of respondents said that the program helped them stay in school or get their GED (78%, n=36). Two-thirds of respondents said that the program “made me feel more comfortable about my abilities in school/GED program” (66%, n=38).

**Exhibit 42–9  
Youth Perceptions of How the Program  
Promotes School Attachment  
SFBGH—Pre-Placement Shelter**

Indicators of School Attachment	Percent of Respondents
<b>The program helped participants to stay in school or get their GED.</b> (n=36)	78%
<b>The program made participants feel more comfortable about their abilities in school or a GED program.</b> (n=38)	66%

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, 7% 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 56%. We cannot conclude that program participation is associated with behavior problems at school; 29 youth answered the survey question at the baseline period, but only 9 answered it for the follow-up period.



**Exhibit 42–10**  
**Change in Behavior Problems in School**  
**after Program Participation**  
**SFBGH—Pre-Placement Shelter**

Sent to Counselor’s Office, Suspended, or Expelled during the Past Three Months...	Percent of Respondents
Prior to Program Enrollment (n=29)	7%
After Program Participation (n=9)	56%

Data Source: PRIDE

- Year 2 data show that the program appears to have helped youth get into trouble much less frequently. More than four in five participants said they got into trouble less since attending the program (83%, n=6).

**Exhibit 42–11**  
**Change in Behavior Problems in School**  
**SFBGH—Pre-Placement Shelter**

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=6)	17%	0%	83%	<b>+1.7</b>	<b>Yes</b>	Youth got into trouble <b>much less</b> frequently

Data Source: PRIDE

**Orientation toward Future Educational Attainment**

- The program appears to have a slight positive impact on youth’s confidence that they will graduate from high school. More than half of youth say that the program has not changed their beliefs about whether they will graduate (54%, n=37).

**Exhibit 42–12**  
**Orientation toward Future Educational Attainment**  
**SFBGH—Pre-Placement Shelter**

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=37)	16%	54%	30%	<b>+3</b>	<b>Yes</b>	Youth were <b>slightly more certain</b> they would graduate from High School.

**Engagement in Positive After-School Activities**

- On average, youth report no change in their involvement in extra-curricular activities since starting the program.

**Exhibit 42–13  
After-School Activities  
SFBGH—Pre-Placement Shelter**

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=34)	24%	47%	29%	-.1	<b>No</b>	Youth spent a little less time in extra-curricular activities.

Data Source: PRIDE

- However, when asked about activities they have joined since starting the program, two-thirds say they have joined at least one activity (67%, n=27). More than half of respondents said that they became involved in extra-curricular activities specifically because of their participation in this program (aside from the program itself) (55%, n=38).

**Exhibit 42–14  
After-School Activities  
SFBGH—Pre-Placement Shelter**

Activity	Percent of Youth who Have Joined the Following After-School Activities since Beginning the Program
<b>Joined at least one activity:</b> (n=27)	67%
<b>Going to a neighborhood or community center</b> (n=29)	35%
<b>Participating in a youth group or club</b> (n=30)	23%
<b>Other activity</b> (n=23)	17%
<b>Participating in a religious group or club</b> (n=31)	13%
<b>Playing a musical instrument</b> (n=31)	10%
<b>Working for pay</b> (n=33)	9%
<b>Volunteering</b> (n=31)	7%
<b>Practicing martial arts</b> (n=30)	7%
<b>Playing team sports</b> (n=33)	3%

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

- Several youth said the program helped them get a social security card (43%, n=7). About a quarter of youth said the program helped them develop a resume and come up with ideas about the kind of job they want (23%, n=30; 24%, n=37).

**Exhibit 42–15**  
**Job Readiness**  
**SFBGH—Pre-Placement Shelter**

Job Readiness Indicator	Percent of Respondents Reporting that the Program Helped them in These Areas
<b>Social Security Card</b> (n=7)	43%
<b>California (or other state) ID Card or Driver’s License</b> (n=36)	17%
<b>Resume</b> (n=30)	23%
<b>Belief that I Can Get a Job</b> (n=40)	18%
<b>Ideas about the Kind of Job I Want</b> (n=37)	24%

Data Source: PrIDE

## Employment

- Seven percent of respondents held a job at the time they filled out the survey (n=41). One third of those employed reported that they had received help from this program in finding or keeping a job (33%, n=3).

## **Building Positive Relationships: Primary Outcomes**

- Staff identified the following as primary outcomes for building positive relationships:
  - Positive peer relationships will increase
  - Positive parental/guardian relationships will increase
  - Positive relationships with service providers will increase

## Positive Peer Relationships

- Most youth appear to have a positive relationship with at least one peer. More than four-fifths of youth report that they have a peer who “really cares about them,” who “they can go to when they have problems,” and “helps when they’re having a hard time” (85%, 81%, 83%, n=41).

**Exhibit 42–16**  
**Positive Peer Relationships**  
**SFBGH—Pre-Placement Shelter**

Youth Has a Friend or Relative about His/Her Own Age who...	Percent of Respondents Reporting that They have These Positive Peer Relationships
<b>Really cares about me.</b> (n=41)	85%
<b>I can go to when I have problems.</b> (n=41)	81%
<b>Helps me when I’m having a hard time.</b> (n=41)	83%

Data Source: PrIDE

## Positive Relationships with Parents/Guardians

- Almost all program participants report having a positive relationship with at least one parent or guardian.

**Exhibit 42–17**  
**Positive Relationships with Parents/Guardians**  
**SFBGH—Pre-Placement Shelter**

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=40)	95%
Believes that I will be a success. (n=39)	90%
Talks with me about my problems. (n=39)	85%
Listens to me when I have something to say. (n=39)	92%
Is interested in my schoolwork. (n=39)	87%

Data Source: PRIDE

- The program appears to have a positive impact on youth’s relationships. Almost two-thirds of respondents (64%, n=36) 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. Two-thirds of youth (67%, n=39) said that if they were in trouble and needed help they would talk with a staff member about it.

**Skill-Building: Primary Outcomes**

- Staff identified the following as primary outcomes for skill-building:
  - Social development and self-care skills will increase (e.g. ability to take care of own needs; respect for self)
  - Anger management skills will improve

**Social Development and Self-Care Skills**

- The program appears to have little to no effect on youths’ social development and self-care skills.

**Exhibit 42–18**  
**Social Development and Self-Care Skills**  
**SFBGH—Pre-Placement Shelter**

Social Development and Self-Care Skills	Degree to which Social Development and Self-Care Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Ability to name places to get help if s/he feels unsafe</b> (n=37)	19%	57%	24%	<b>+1</b>	<b>Yes</b>	Youth <b>know slightly more</b> places to get help
<b>Ability to ask for help when s/he needs it</b> (n=38)	24%	45%	32%	<b>+1</b>	<b>Yes</b>	Youth are <b>slightly more able</b> to ask for help
<b>Ability to take criticism without feeling defensive</b> (n=34)	29%	35%	35%	<b>+1</b>	<b>Yes</b>	Youth are <b>slightly more able</b> to take criticism constructively
<b>Ability to take pride in cultural background</b> (n=39)	18%	46%	36%	<b>+2</b>	<b>Yes</b>	Youth take <b>slightly more</b> pride in their cultural background
<b>Ability to respect feelings of others</b> (n=37)	24%	57%	19%	<b>0</b>	<b>No</b>	Youth <b>did not change</b> in their ability to respect others
<b>Ability to think about how his/her choices affect his/her future</b> (n=37)	27%	54%	19%	<b>-1</b>	<b>No</b>	Youth are <b>slightly less able</b> to think about the consequences of their actions

Data Source: PRIDE

**Anger Management**

- The program appears to have a slightly positive effect in most areas of anger management measured by our survey. On average, participants report having slightly decreased their tendencies to break things on purpose, to hit people on purpose, and to believe it is okay to fight when angry.

**Exhibit 42–19  
Anger Management  
SFBGH—Pre-Placement Shelter**

Anger Management Skills	Degree to which Anger Management Skills have Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	Worsened	Stayed Same	Improved	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Getting mad easily</b> (n=36)	36%	42%	22%	-1	<b>No</b>	Youth get mad <b>slightly more</b> easily
<b>Doing whatever s/he feels like doing when angry or upset</b> (n=36)	28%	42%	31%	+1	<b>Yes</b>	Youth do whatever they feel like <b>a little less</b> often
<b>Believing it is okay to physically fight to get what you want</b> (n=36)	17%	53%	31%	+4	<b>Yes</b>	Youth believe it is okay to physically fight <b>a little less</b>
<b>Yelling at people when angry</b> (n=36)	22%	39%	39%	+3	<b>Yes</b>	Youth yell at people <b>a little less</b> often
<b>Breaking things on purpose</b> (n=36)	17%	56%	28%	+4	<b>Yes</b>	Youth break things on purpose <b>a little less</b> often
<b>Hitting people on purpose</b> (n=36)	19%	47%	33%	+5	<b>Yes</b>	Youth hit people <b>less often</b>

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 cigarettes, alcohol, or drugs. About four-fifths of respondents had never smoked cigarettes (83%, n=6); half had never drunk alcohol and half had also never smoked marijuana (50%, n=6); 67% had never tried street drugs (n=6).
- For those who *had* tried cigarettes, alcohol, or drugs, we report changes in substance use. The program appears to have decreased use of street drugs among youth in addition to slightly decreasing marijuana smoking. The program has little effect on youth's use of cigarettes or alcohol.

**Exhibit 42–20  
Substance Use  
SFBGH—Pre-Placement Shelter**

Substance Use	Degree to which Substance Use has Changed since Attending the Program				Improvement Shown on Average?	Since Attending the Program...
	More Frequent	Stayed Same	Less Frequent	On Average		
	(-3 to -1)	(0)	(+1 to +3)			
<b>Smoking Cigarettes</b> (n=19)	32%	42%	26%	<b>+2</b>	<b>Yes</b>	Youth smoke <b>slightly fewer</b> cigarettes
<b>Drinking Alcohol</b> (n=22)	50%	18%	32%	<b>-.1</b>	<b>No</b>	Youth drink <b>slightly more</b> alcohol
<b>Smoking Marijuana</b> (n=22)	46%	14%	41%	<b>+5</b>	<b>Yes</b>	Youth <b>smoke less</b> marijuana
<b>Using street drugs (e.g. speed or ecstasy)</b> (n=2)	0%	0%	100%	<b>+3.0</b>	<b>Yes</b>	Youth use <b>far fewer</b> street drugs

Data Source: PRIDE

**Gang Affiliation**

- Participants appear to be making different choices about their peer group as a result of the program. Of those participants who acknowledged “hanging out” with those belonging to a gang *before* joining the program, 33% said that they no longer hung out with them (n=15).<sup>13</sup> And of those who still hang out with people belonging to a gang, 67% said that they hung out less often (n=3).<sup>14</sup>

**Involvement in Juvenile Justice System**

- The table below shows recidivism rates for youth involved with the 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, 39% 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, 17% had recidivated. Likewise, there are lower rates at the 12-month and 18-month. At the 24-month mark, the true recidivism rate is lower than the recidivism rate post-entry. The low number of youth for whom we have data at the 24-month mark makes comparison at this stage difficult to interpret. Given the larger amounts of data available at the 6, 12, and 18 month marks, the data suggests that entry in the program is associated with lowered recidivism rates. (For more detailed information on how these rates were calculated, please see section on **How Recidivism Results were Calculated** in the Appendix.) It is important to note that some youth participate in more than one program, and any decline or increase in recidivism rate is associated with many factors, among them the other programs youth may have entered.

<sup>13</sup> This statement applies to the cumulative sample (year 1 and year 2).

<sup>14</sup> This statement applies to only the year 2 sample; no comparable question was asked in year 1.

**Exhibit 42–21  
SFBGH—Pre-Placement Shelter**

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	39%	26	17%	24
12	55%	20	24%	21
18	53%	15	36%	14
24	67%	6	100%	3

\*This includes only those youth who had at least one sustained petition *before* program entry.

## Service Satisfaction

### How satisfied are youth with the services they received?

- Participants expressed reasonable satisfaction with the program (see Exhibit 42-22). About half of the participants said they were satisfied or very satisfied with the program, from types of services offered to respect shown for participants ethnic and cultural background, from staff to the program overall. A similar but slightly lower percentage expressed no opinion about the program.

**Exhibit 42-22  
Participant Satisfaction  
SFBGH—Pre-Placement Shelter**

Percent of participants who were satisfied with...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
The types of services offered (n=42)	17%	43%	41%
The staff (n=42)	12%	50%	38%
Respect shown for participant's ethnic and cultural background (n=42)	14%	45%	41%
The program overall (n=42)	19%	43%	38%

Data Source: PRIDE

### To what extent did youth feel connected to the program, staff and other students?

- Most participants do feel connected to the program. Almost all of the participants **felt safe** attending the program and about three in four youth said they want to stay in touch and help out with the program (94%, n=35; 73%, n=37).



**Exhibit 42-23  
Program Attachment  
SFBGH—Pre-Placement Shelter**

After program involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=35)	94%
I am interested in staying in touch and helping out with the program (n=37)	73%
If I were in trouble and needed to talk, I would talk to a staff member at this program (n=39)	67%
I would recommend this program to my friends (n=37)	57%
If I were in trouble and needed to talk, I would talk to another youth at this program (n=41)	32%

Data Source: PRIDE

**How do YOUTH think THEY’VE changed as a result of participating in the program?**

- When asked what the program helped them with, participants most often said homework and school (65%, n=43). Other frequent responses were help with drug and alcohol use, managing anger, and finding a job.

**Exhibit 42–24  
Program Benefits  
SFBGH—Pre-Placement Shelter**

After program involvement, % of respondents who said they “got help from the program with...”	% of Respondents
Homework/school/GED studies (n=43)	65%
Drug or alcohol use (n=7)	43%
Managing anger (n=36)	39%
Finding a job (n=43)	33%
Safer sex education (n=43)	33%
Emotional problems (n=43)	33%
Keeping a job (n=43)	19%
Getting away from gangs (n=43)	16%

Data Source: PRIDE

**Are youth successfully completing the program?**

- Three-fifths of youth served for whom we have exit forms successfully completed the program and about two-fifths did not, primarily due to moving out of the area or being committed to juvenile hall (see table below).

**Exhibit 42-25**  
**Exit Reason**  
**SFBGH—Pre-Placement Shelter**

Reason for program exit* (n=63)	% of Respondents
Completed the program	60%
Youth moved out of area	22%
Committed to juvenile hall	11%
Poor performance or behavior in the program	10%
Partial completion of program	6%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/ AWOL	2%
Probation violation	2%
Other	5%

\*Percentages may add to more than 100% because staff could provide more than one response.  
Data Source: PrIDE





**conclusion.**



**conclusion**

## Chapter 43

# Conclusions and Recommendations

---

*Fresh Directions volume II* integrates a vast array of perspectives—those of youth, community-based providers, Community Programs Division staff, and juvenile court justices—to tell as robust a story as possible about programs in the community that exist to help keep San Francisco youth out of the juvenile justice system. These programs partner with the SFJPD/CPD to promote the healthy development of San Francisco’s youth. We see evidence of how this model effectively achieves many of the outcomes it aims to accomplish.

This section provides a set of top-line conclusions and recommendations, based on the data provided in this report, our focus group with juvenile court justices, as well as our three years of experience in working with the SFJPD to evaluate programs funded through their Community Programs Division. Many of the recommendations also reflect a systems-level perspective that provides a context within which we believe it is important to view the efforts of the Community Programs Division and its funded partners in the community.

### Key Findings Regarding the Effectiveness of CPD-Funded Community-Based Organizations

The portfolio of CPD-funded programs is eclectic, addressing diverse needs, in neighborhoods across the city, and generally in the areas where they are most needed as indicated by neighborhood-based geographic patterns of juvenile crime. This means that the Division has a broad reach on many dimensions through the work of its community partners.

The data presented in this report reveal that CPD-funded programs are having a wide range of significant positive effects on the youth they serve. Perhaps most significantly, program participation is – on the whole – associated with reduced involvement with the juvenile justice system. While all of the outcomes the programs have achieved are important, the ultimate goal is indeed to keep youth out of the juvenile justice system.

We do not believe that the positive changes youth experience are coincidental. Of course, in order to prove definitively that there was a direct cause-and-effect relationship between services provided and changes experienced, our evaluation design would need to include a control group against which to compare results. Since currently the use of a control group is not feasible, we ask about ways youth have *changed* and discuss findings in the context of the types of services they participated in; we also ask youth to comment on how they think they have grown as a result of their participation in a program.

When all of the information is considered together, we conclude that these community-based programs are contributing to the positive development of the youth they serve, and for many, are reducing involvement in the juvenile justice system. With two years of consistent and reliable data in hand, we are more confident than ever that community-based alternatives work for youth who are involved in or at risk of involvement with the juvenile justice system.

As we look to the future, as described in our recommendations below, we are excited about the opportunities on the horizon to continue to examine the effectiveness of community-based programs for youth. In particular, there are exciting opportunities on the horizon to collaborate with San Francisco’s Department of Children, Youth, and Their Families on evaluation efforts, as well as to continue to look at the question of reducing rates of recidivism and detention in the juvenile justice system.

## Recommendations Regarding the PrIDE Evaluation System

Now that the PrIDE evaluation system is web-based and moving toward greater automation, LFA is transitioning its maintenance to SFJPD/CPD staff. We will train SFJPD/CPD staff in this transition process and provide documentation on how to use the system. During this transition process, we have two key recommendations:

- **Maintain the momentum developed in CBO's completion of evaluation surveys.** Since taking over the PrIDE system in 2002, LFA has made major strides in addressing numerous barriers which community-based organizations experienced in completing the evaluation surveys. Not only have we simplified the data collection process, but also we have expended considerable time and effort to build positive relationships with CBO staff, in large part by demonstrating the value and importance of evaluation data for the program's own benefit. It would be a significant loss if SFJPD/CPD staff did not capitalize on this momentum and continue to encourage CBOS to submit evaluation data regularly, not only because it's a contractually required activity, but also because it provides useful information to programs for reflection, planning, and fundraising.
- **Set up a quality assurance process which would increase accurate recording of names and birthdates within the online Contract Management System, thus ensuring that youth within CMS could be accurately matched to their records within the JJIS.** The primary indicator of the success of community-based programs is decreased or avoided involvement in the Juvenile Justice System. A key task of an evaluation system, then, should be to assess the justice system involvement of program participants. However, it is currently quite difficult to do this assessment with a high degree of accuracy, because many of the youth recorded within the PrIDE system have names that are spelled differently and birthdates entered differently from those recorded within JJIS (name and birthdate are used to match these records to one another). A quality assurance process will allow a more accurate assessment of program participants' involvement in the Juvenile Justice System.

## Recommendations for Future Areas of Evaluation Focus within SFJPD and Beyond

- **Comparison study asking the question: Among those youth involved in the Juvenile Justice System, how do outcomes compare for youth who are involved in programs and youth who are not?** Thus far, the evaluation has looked only at youth who participate in community-based programs. To gain a far deeper understanding of the effectiveness of programs for system-involved youth, we must look *beyond* only those who participated in programs: we must compare them to youth who *do not participate*. This will allow us to see the difference that participation actually makes to system-involved youth. To do this requires several changes in the evaluation design:
  - ✓ Studying all of the youth who are tracked in the JJIS. This would allow us to look at the population of system-involved youth, and then divide this population into those who participate in community-based programs and those who do not.
  - ✓ Gaining a more complete picture of youths' community program involvement. To be able to accurately divide the population of system-involved youth into program participators and non-participators, we would need to know – with a high degree of certainty – whether youth were involved in *any* community-based programs. CPD-funded programs constitute a fraction of the overall set of programs and services available to youth in the community. In partnership with the Department of Children, Youth, and Their Families, it could be possible to obtain a (nearly) complete picture of youths' community program involvement.
- **Facilitate a process designed to develop recommendations for case planning for youth and to foster closer links between the probation system and community programs for youth.** In a focus group of juvenile court justices facilitated in March 2005, the justices told LFA they do not feel that the services offered in the community are being used optimally or as effectively as they could be

in order to keep young people out of detention and from ongoing involvement with the juvenile justice system. LFA recommends designing a facilitated planning process to develop a change strategy with the goal of more effective case planning for youth and closer links between the probation system and community programs for youth. This planning process would include:

- ✓ Convening a launch meeting with key stakeholders to design the planning process. Stakeholders include the Chief Probation Officer; one more Juvenile court justices; a representative of Probation Services; Garry Bieringer from JDAI; Liz Jackson-Simpson from the Community Programs Division; and a Representative from the Girls Justice Initiative.
  - ✓ Facilitating a discussion of how to foster linkages between the probation system and community programs.
  - ✓ Facilitating a process that allows an exploration of a range of models for creating effective case planning protocols and processes.
  - ✓ Working with the planning group to make formal recommendations for implementation.
- **Pursue the possibility of creating an “interactive program selection tool” housed within the new web-based PrIDE data system (CMS) that Judges and Probation Officers can use to recommend community-based programs shown to be effective for youth with a particular set of risk factors.** In the focus group with juvenile court justices, judges reported they do not have consistent access to information that lets them know what community programs are available as well as the types of services these programs offer and to which types of youth. Furthermore, there is currently no systematic and reliable information that would allow a judge to recommend a particular program shown to have positive outcomes for a youth with a particular set of risk factors. To fill this need, LFA recommends exploring the possibility of building an “interactive program selection tool” housed within CMS which will allow personnel to find the most effective programs available for a youth with a given set of risk factors. To pursue this possibility and create the tool (if feasible), the following activities should be conducted:
- ✓ Assess the technical feasibility of developing and housing this type of online tool in the JPD’s CMS data system.
  - ✓ In the planning process discussed above, explore how the proposed tool could be most useful to Justices and Probation Officers. The goal is to create a tool that allows personnel to input risk factors, selected population attributes, and other parameters, and then ask the tool to return information for the programs that are most effective for bringing about improvement for a given range of outcomes. This model can be refined with use over time.
  - ✓ If the tool is feasible within CMS, work with CitySpan to build in this capability. If an interactive tool is not feasible, pursue creating a “desk reference” version.

## Conclusion, Next Steps, and Acknowledgements

San Francisco offers a broad range of services for at-risk and juvenile justice system-involved youth. These community-based programs aim to promote positive youth development among the young people they serve. They do so with the belief that their interventions will increase protective factors and reduce risk factors, to ultimately divert youth from paths of destructive behavior and instead set them on courses which will lead to constructive and rewarding lives.


Our evaluation of these programs generally indicates that they successfully promote positive youth development. This evaluation shows that community programs can reduce recidivism rates among youth. Therefore, our overarching conclusion is less about these programs than the public departments and systems with which they partner and from which they receive funding. These departments must look at

how they work together with each other, community-based programs, probation officers and the juvenile court to find optimal solutions to the problems youth face in developing along a positive path.

According to juvenile court justices themselves, the Juvenile Probation Department can do a better job of linking the court process and referrals to community-based organizations. The juvenile court justices explained to us that from their experience a system of graduated sanctions—as being considered and developed by the Juvenile Detention Alternatives Initiative and as has been used in the Girls Justice Initiative—would make most effective use of community-based programming available for young people.

We close this report with our respect for all of the young people who are spending their time in community-based programs to create better futures. We honor the providers in the community who give from their hearts and souls so that these young people can have positive role models, people to turn to, and activities to engage in that enrich their lives. With a unified focus on the best interests of San Francisco's youth, together it is possible to create opportunities for youth to achieve their maximum potential.



The background of the entire page is a close-up photograph of a wood grain, showing various shades of brown and tan with prominent vertical and diagonal lines.

# appendices

## Appendices

---

- Fresh Directions Data Sources
- Data Sources for All CPD-Funded Programs
- Changes in Survey Data and Data Analysis
- Calculation of Recidivism Results
- Bibliography
- Participant Tracking Spreadsheet
- Participant Tracking Spreadsheet Instructions
- CBO Questionnaire
- Senior Analyst Site Visit Form
- Key Informant Protocol for Focus Group with Juvenile Court Justices
- PrIDE Instruments: Youth Evaluation Survey, Baseline Survey, Follow-up Survey, and Exit Form

## **Fresh Directions Data Sources**

---

This report includes information from varied data sources. Below we describe the data sources used in preparing this report. Where appropriate, we also describe challenges encountered in using these data sources and identify potential solutions.

### **Participant Tracking Spreadsheets**

Participant Tracking Spreadsheets provide information about the number and characteristics of youth participants. On a monthly basis, along with their invoice, staff of programs that are funded by the Community Programs Division are required to submit an electronic or paper copy of an Excel spreadsheet that contains individual-level data for all youth who participated in their program during the prior month.

Data from participant tracking spreadsheets is only presented to members of the public in the aggregate – for programs or sets of SFJPD/CPD-funded programs – to protect individual youths' confidentiality. The data are used only for the purpose of reporting on service utilization and program evaluation. Electronic files of participant tracking spreadsheets are maintained by the PRIDE team in folders that are accessible only via password protected computers.

One of the original goals for the participant tracking spreadsheets was to provide a complete picture of the youth served by SFJPD/CPD-funded programs. As a census of youth served, it is meant to provide us with basic information across all programs: number of youth served, exit dates, exit reasons, and demographic characteristics.

By providing us with the name and dates of birth of participants, participant tracking spreadsheets allow us to link to JJIS and assess participants' pre- and post-program involvement in the juvenile justice system.

### **Data Available for This Report**

Participant Tracking Spreadsheets were available for a total of 30 organizations during the 2003-2004 contract year, and for 26 organizations during the 2004-2005 contract year.

**Exhibit A**  
**Challenges and Potential Solutions:**  
**Participant Tracking Spreadsheets**

Challenges	Potential Solution
LFA did not receive participant tracking spreadsheets on a timely basis for most programs. In some cases, programs did not submit them to staff of the Community Programs Division in a timely fashion.	Move forward with the implementation of an on-line system for data submission, either utilizing a portion of the system developed by DCYF or developing a compatible system for SFJPD.
Organizations did not complete the spreadsheet in a standard way. This meant that program staff spent a lot of time figuring out how to complete the spreadsheets and the evaluators spent a lot of time figuring out how to de-code information submitted.	
LFA concluded collecting data for the 2004 <i><b>Fresh Directions</b></i> report in February 2004. Although CPD-funded CBOs are required to submit Participant Tracking Spreadsheets each month, most CBOs did not submit them for the remainder of the 2003-2004 contract year. For this reason, all but a few of the CBOs were missing Participant Tracking Spreadsheet data for March-June 2004.	It is important for the Community Programs Division to work with CBOs to ensure that they track participants year-round. Moving forward with an on-line system should greatly facilitate participant tracking for CBOs, while also making it easier for CPD to monitor data submission.
Program staff provided partial names and incomplete dates of birth for participants. Also, names were often spelled differently in the participant tracking spreadsheets from the way they were spelled in other data sources. This limited LFA's ability to match data from different sources.	With moving to an automated, online evaluation system (the evaluation component of CMS), it may be possible to standardize the spelling of names. This functionality will be explored with SFJPD/CPD and with CitySpan (the CMS vendor).

**Community-Based Organization (CBO) Questionnaire**

In lieu of an annual report, Community Programs Division grantees and contractors submitted a CBO Questionnaire. The questionnaire was designed to simplify the type of information that programs were required to provide as well as to collect a common set of data across all programs. LFA worked with staff of the Community Programs Division to develop this questionnaire.

**Data Available for This Report**

A total of 31 organizations submitted CBO Questionnaires during the 2003-2004 contract year, and 24 organizations submitted them during the 2004-2005 contract year.

## **Senior Analyst Site Visit Questionnaire**

Community Programs Division Senior Analysts completed a brief questionnaire for each program whose contract they monitor based on information they gathered during their annual site visit to grantees and contractors. Senior analysts commented on grantees' compliance with contractual agreements as well as program strengths and barriers to program implementation. Their perspective is included in this report in order to contextualize program-by-program findings.

### **Data Available for This Report**

Senior Analyst Site Visit Questionnaires were available for 33 organizations/programs during the 2003-2004 contract year, and for 29 organizations/programs during the 2004-2005 contract year.

## **Juvenile Justice Information System (JJIS) Data**

The JJIS system is maintained by the Information Technology (IT) unit of the SFJPD. Youth who are cited or referred to the Juvenile Probation Department are assigned a probation file number (PFN). JJIS includes in-depth records of detentions, petitions, sustained petitions, and dispositions.

### **Data Available for this Report**

This report used sustained petition data from the JJIS system. Matching youth involved in programs run by CBOs participating in PrIDE to the sustained petition file resulted in a datafile containing records for 417 youth.

**Exhibit E**  
**Challenges and Potential Solutions:**  
**JJIS**

Challenges	Potential Solution
<p>In using JJIS, the goal is to find JJIS data for every client who has been involved in the Juvenile Justice system. To do this, we use the participant tracking spreadsheets as the starting point for creating a list of clients. We use name and date of birth to link clients to find PFNs, and PFNs are then used as a key to extract data from JJIS. If we do not successfully locate a PFN, data for that client are not extracted from the JJIS. Due to the fact that names are often misspelled and birthdates entered incorrectly, we do not successfully locate a PFN for a client who actually has one.</p> <p>To reduce the number of “missed” PFNs, this year we conducted an extremely time-consuming process of checking the JJIS manually for those youth who did not show a PFN after the automated check. This process will be more difficult to carry out after many of the evaluation activities are transferred to staff at SFJPD/CPD. Therefore it would be more efficient to create a system within the automated system (CMS) whereby names may be entered correctly.</p>	<p>With moving to an automated, online evaluation system (the evaluation component of CMS), it may be possible to standardize the spelling of names and entering of birthdates. This functionality will be explored with SFJPD/CPD and with CitySpan (the CMS vendor).</p>
<p>For this analysis, the evaluators used information about start dates to conduct a records check of pre- and post-program contacts with the juvenile justice system. Due to the way that dates are recorded in JJIS information, youth may be referred to a community-based program based on a contact with the juvenile justice system; based on this records check, their program start date will appear to precede their contact with the system.</p>	<p>JJIS has the functionality to track client program participation. Explore ways that JJIS may begin to use this functionality. This will allow evaluators to use JJIS information to make an accurate temporal link between JJIS data and program entry dates.</p>

**PRIDE Data**

PRIDE (Program Information for Development and Evaluation) is an ongoing evaluation system in which about two-thirds of 42 programs that are funded by the Community Programs Division participate.

Survey questions on the PRIDE forms are adapted from a variety of sources, including: the San Francisco Department of Children, Youth, and Their Families’ Youth Survey; the California Healthy Kids Survey, the Ansell-Casey Life Skills Assessment, and the Individual Protective Factors Index (IPFI): A Measure of Adolescent Resiliency, developed by EMT Associates, Inc. These sources are footnoted on the instruments.

The PRIDE system involves two types of data collection: surveys that the youth themselves fill out, and a survey that the staff fill out for each youth at the time of that youth’s exit from the program.<sup>1</sup> PRIDE data collection forms are available in English and Spanish.

<sup>1</sup> The length of the follow-up period differs by program, and is based on the standard length of time that youth are involved in the program.

The PrIDE youth surveys collect information about youths' personal characteristics (gender, race/ethnicity, primary language, neighborhood); family situation; educational experiences; extra-curricular activities; interests; employment experience and job readiness; relationship with parents, peers, and others; skills; risk factors; and program participation.

Informed parental consent is required for all youth, including youth who are not wards of the court. Parents are provided the opportunity to withdraw their youth from PrIDE data collection; if this happens, information collected on the PrIDE data collection forms are not used for the analysis.

The only people who can see individual youth's PrIDE surveys are program staff and staff of the PrIDE project.<sup>2</sup> Information from the PrIDE data collection system is available to the Juvenile Probation Department staff, Juvenile Probation Commissioners, and other members of the public only in the aggregate. With the exceptions mentioned above, PrIDE data are kept confidential so that no individual youth's answers can be attributed to him/her in reports.

### **How Surveys Changed during the 2004-2005 Contract Year**

Between July 1 2003 and December 31 2004, participating youth were asked to fill out a baseline survey when entering a program, and then a follow-up survey after a specified period of time (for some programs this is at program exit; for other programs staff choose a timeframe during which they expect that the program will create positive change for program participants). Beginning on January 1 2005, a new survey and process were instituted: the Youth Evaluation Survey, administered at only one time (the former follow-up period). This one-time, post-intervention survey asks youth to answer survey questions about how they have experienced change over the course of program participation. The new survey type was introduced for two main reasons:

- When CBOs are responsible for having each youth participant fill out two surveys, this places a large administrative burden on staff, and takes time away from program activities for both staff and youth.
- Many youth who filled out baseline surveys during the 2004-2005 contract year did not fill out follow-up surveys. This means that, if we want to measure change for an individual youth (change from baseline to follow-up), we have a great deal of missing data.

### **Comparability of the Youth Evaluation Survey Data with Data Collected Using Baseline and Follow-Up Surveys**

Comparability is an important issue because evaluators want to be able to aggregate the two types of PrIDE data: data gathered using the baseline and follow-up surveys with data gathered using the single post-intervention survey. We can, however, make the two types of data comparable. To see how, first consider how data are gathered with baseline and follow-up surveys.

With the PrIDE baseline and a follow-up survey, youth answered the same question about various outcomes on both surveys. For example, using a four-point scale, youth rated their agreement with the statement "I get mad easily:"

<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
---	--------------------------------------	-----------------------------------	--

With a single post-intervention survey measuring change, youth are asked one time (at or near the end of the program) how much they have changed regarding various outcomes. For example, "Compared with

---

<sup>2</sup> PrIDE staff will be developing automated client-level summary reports that will be available to adults who work with an individual youth including program staff and (if applicable) the youth's probation officer.

how things were before I joined this program, I get mad more easily / less easily than I used to,” and they are given a choice to place their response on a seven-point scale:

<input type="checkbox"/> Much less	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the same	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much more
---------------------------------------	----------------------------------	---	--	---	----------------------------------	---------------------------------------

Data gathered with baselines and follow-ups can be made comparable to the data gathered with a one-time, post-intervention survey by *subtracting* baseline data from follow-up data. With the anger management example it would work this way: The answers on the four-point scale are represented by the numbers 1-4 (1=strongly disagree; 4 = strongly agree). If baseline answers are subtracted from follow-up, this will show the *number change* between answers at baseline and answers at follow-up. For example, if someone said “disagree (2)” at baseline and “agree (3)” at follow-up, evaluators would subtract 2 from 3 to get a 1-point change.

When subtracting a four-point scale from a four-point scale, the range of answers on the resulting scale is from -3 to +3: a seven-point scale. (-3 represents going from “strongly agree” at baseline to “strongly disagree” at follow-up; +3 represents going from “strongly disagree” at baseline to “strongly agree” at follow-up.) This seven-point scale is comparable to the seven-point scale (from “much less” to “much more”) used to ask about change.

It should be noted that when youth are asked to think *directly* about change (as they are in the post-intervention Youth Evaluation Survey), the results tend to be more positive than they are when the youth fill out baseline and follow-up surveys. This positive “bias,” however, is not extreme.

Implications of the use of a new survey for data analysis will be discussed in the following section of the Appendix: **Changes in Survey Data and Data Analysis.**

### Data Available for This Report

This report uses the data from 311 matched baseline/follow-up pairs, 389 Youth Evaluation Surveys, and 727 exit forms.

### Exhibit F Challenges and Potential Solutions: PRIDE

Challenges	Potential Solution
Currently LFA uses a field team of Project Associates to make contact with CBOs and encourage them to turn in paper surveys filled out by their clients. This is an extremely time-consuming endeavor for evaluators and program staff alike. Furthermore, paper surveys need to be entered by hand into the online database. This means further time and expense by evaluators or by someone subcontracted for the data entry.	Explore ways to give clients access to the survey online within CMS. This eliminates both the need to periodically contact CBO staff to check on surveys, and also to manually enter survey data.



# Data Sources for All CPD-Funded Programs

## Exhibit G Data Sources for All CPD-Funded Programs

Organization - Program	Participant Tracking Spreadsheets	CBO Questionnaire	Senior Analyst Site Visit Form	PrIDE Data
Ark of Refuge - Spirit Life Center Chaplaincy Services	✓	✓ <sup>a</sup>	✓	
Asian American Recovery Services - Straight Forward Club	✓ <sup>a</sup>	✓ <sup>a</sup>	✓	
Bayview Hunter's Point Foundation - IHBS	✓	✓	✓	✓
Bernal Heights Neighborhood Center - OMCSN	✓	✓	✓	✓
Brothers Against Guns - IHBS	✓	✓	✓	✓
CARECEN - Second Chance Tattoo Removal	✓	✓	✓	✓
Center for Young Women's Development - Girls Detention Advocacy Project and Sister Circle	✓	✓	✓	✓
Center on Juvenile and Criminal Justice - Detention Diversion Advocacy Project			✓ <sup>b</sup>	✓ <sup>b</sup>
Community Works - ROOTS	✓	✓	✓ <sup>a</sup>	✓
Community Works - Young Women's Internship Program	✓	✓	✓	✓
Community Youth Center - IHBS	✓	✓	✓	✓
Edgewood Center for Children and Families - Kinship Support Network	✓	✓	✓ <sup>a</sup>	✓ <sup>b</sup>
Family Restoration House – X—Cell at Work	✓	✓	✓	✓
Girls 2000 - Family Services Project	✓	✓	✓	✓
Girls Justice Initiative, United Way - Detention-Based Case Management	✓			
Girls Justice Initiative, United Way - Inside Mentoring	✓	✓	✓	✓
Girls Justice Initiative, United Way – After-Care Case Management	✓			
Huckleberry Youth Programs - Status Offender	✓	✓	✓	✓
Performing Arts Workshop – Impact Community High School	✓	✓	✓	✓
Instituto Familiar de la Raza - Intensive Case Management	✓	✓	✓	✓
Instituto Familiar de la Raza - IHBS	✓	✓	✓	✓
Mission Neighborhood Center - Home Detention Program	✓	✓	✓	✓
Mission Neighborhood Center - Young Queens on the Rise	✓	✓	✓	✓
Morrisania West, Inc. - IHBS	✓	✓	✓	✓
Potrero Hill Neighborhood House - IHBS	✓	✓	✓	✓
SAGE Project, Inc. - Survivor Services for Girls	✓	✓	✓	✓
Samoan Community Development Center CLC - Anger Management	✓	✓	✓	✓
Samoan Community Development Center CLC - IHBS	✓ <sup>b</sup>	✓ <sup>b</sup>	✓ <sup>b</sup>	✓ <sup>b</sup>
The San Francisco Boys and Girls Home - Pre-Placement Shelter	✓	✓	✓ <sup>a</sup>	✓
Special Services for Groups - Ida B. Wells High School Occupational Therapy Program	✓	✓	✓	✓
Urban Services YMCA - Bayview Beacon Center Truancy Program	✓		✓	
Vietnamese Youth Development Center - IHBS	✓	✓	✓	✓
Youth Guidance Center Improvement Committee - GED Plus	✓			✓
Youth Guidance Center Improvement Committee - Focus I	✓	✓	✓	✓
Youth Guidance Center Improvement Committee - Focus II	✓			✓
YWCA - Girls Mentorship Program	✓	✓	✓	✓
YWCA - FITS Girls Program	✓			

<sup>a</sup> Data available for Year 1 and not Year 2.

<sup>b</sup> Data available for Year 2 and not Year 1.

## Changes in Survey Data and Data Analysis

---

Along with the shift to a new type of survey and survey process has come a change in the way we analyzed the data for *Fresh Directions volume II* (when compared to the 2004 *Fresh Directions* report). For the 2004 report, all baselines were analyzed, and compared with the results from all follow-ups. LFA made this choice because to exclude unmatched surveys would have meant losing a great deal of the survey data collected.

This year, knowing that we would be accumulating additional surveys during the 2004-2005 contract year, we made the choice to include *only* matched baselines and follow-ups. Matched pairs of surveys were then converted to the new “change” format (as explained above in the section on making the old and new surveys comparable), and added to the data collected using the new Youth Evaluation Survey. Using this approach, we have information on how individuals *changed* over the course of program participation (for each youth for whom we have survey data).

Taking this approach also means that we reported the data in a new way. In the 2004 report, we reported averages for all the baselines, and compared them to averages for all the follow-ups. This year, we don't isolate the results for baseline or follow-up; instead, we report directly on *changes* over time, and assess whether youth have shown improvement (on average) for specified outcomes.

## How Recidivism Results were Calculated

---

Recidivism, for the purposes of this report, is defined as any *additional* record of a sustained petition for a given youth, after a *first* sustained petition. In this report we calculated two types of recidivism rates: a “true” recidivism rate, and a post-program entry recidivism rate:

- **True recidivism rate:** The percentage of youth who have had at least one additional sustained petition after the first one.
- **Post-program entry recidivism rate:** This rate is calculated to ascertain whether participation in a given program, or with community-based programs overall, is associated with decreased involvement with the juvenile justice system. 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.

We cannot simply look at *whether or not* a youth recidivates, or has an additional sustained petition after program entry. This is because a youth may not yet have had *time* to recidivate – in other words, a particular youth might have another sustained petition ten months after program entry, but if only eight months have so far elapsed since program entry, this sustained petition does not show up (since it hasn’t happened yet). For this reason, we look at recidivism for particular time periods: 6, 12, 18, and 24 months since the first sustained petition (for the true recidivism rate), and 6, 12, 18, and 24 months since program entry (for the post-program entry recidivism rate).<sup>3</sup> (To simplify the discussion, hereafter we refer to both the first sustained petition and program entry as “the event.”)

When we look at recidivism for a particular time period, we include *only* those youth for whom at least that amount of time has elapsed since the event. To calculate “time elapsed,” we use the number of months from the event to the date that data was extracted (April 14 2005). So, to look at the 6-month example, only those youth for whom the event was November 14 2005 or earlier are included in the group used to calculate 6-month recidivism rates. To calculate the 12-month recidivism rate, we include only those youth for whom the event was April 14 2004 or earlier. In excluding youth from the sample this way, we avoid *undercounting* recidivism.

For post-program recidivism, we do not simply look at whether the date of a sustained petition happened after the program entry date. This is because an offense can *prompt* a referral to a program, but the actual date of the sustained petition does not happen for several weeks, or even several months. If we looked only at whether a sustained petition occurred after program entry, we would *overcount* recidivism, since the offense would have actually occurred *before* program entry. To cut down on such overcounting, we considered an offense to have happened after program entry only if it happened at least 60 days after the program entry date.

We acknowledge that this way of assessing whether program participation decreases recidivism is not perfect. To answer this question properly, we would need a *control group*: a set of youth who are *not* participating in community-based programs. In the absence of such a control group, however, comparing “true” recidivism with post-program entry recidivism is the next best option.

We also do not take age into account. In other words, when we are looking at recidivism for different time periods, we may be including youth who have aged out of the system during that time period. Some of these youth may have actually had another offense, but had it in the adult justice system – thus there is no record of it in JJIS. This may be the case for some youth, but the most important point we’re making in including these two rates for comparison is the *difference* between the rates. The aging out of youth is approximately equal for both rate types, and thus will not affect the comparison of the two rates.

---

<sup>3</sup> It may be worth emphasizing that later time periods include everything that happened in an earlier time period. In other words, the 12-month recidivism rate looks at what proportion of youth recidivated in the 12 months since the first sustained petition or since program entry – *not* what proportion recidivated during the 6-12 month period.

## Bibliography

---

Bogensneider, K. (1996). An Ecological Risk / Protective Theory for Building Prevention Programs, Policies, and Community Capacity to Support Youth. *Family Relations*, 45(2):127-138.

Borduin, C.M., Mann, B.J., Cone, L.T., Henggeler, S.W., Fucci, B.R., Blaske, D.M., & Williams, R.A. (1995). Multisystemic Treatment of Serious Juvenile Offenders: Long-Term Prevention of Criminality and Violence. *Journal of Consulting and Clinical Psychology*, 63(4):569-578.

Budnik, K. A. & Sheilds-Fletcher, E. (1998). What About Girls? *OJJDP Fact Sheet*. 84:1-4.

Calhoun, G.B., Glaser, B.A., & Bartolomucci, C.L. (2001). The Juvenile Counseling and Assessment Model and Program: A Conceptualization and Intervention for Juvenile Delinquency. *Journal of Counseling and Development*, 79(2):131-141.

Dishion, T.J., & Andrews, D.W. (1995). Preventing Escalation in Problem Behaviors with High-Risk Young Adolescents: Immediate and 1-Year Outcomes. *Journal of Consulting and Clinical Psychology*, 63(4):538-548.

Ellickson, P.L., & McGuigan, K.A. (2000). Early Predictors of Adolescent Violence. *American Journal of Public Health*, 90(4):566-572.

Garnezy, N. (1993). Children in Poverty: Resilience despite Risk. *Psychiatry*, 56:127-136.

Greenwood, P.W. (1994). What Works with Juvenile Offenders: A Synthesis of the Literature and Experience. *Federal Probation*, 58:63-67.

Hawkins, J.D. (1999). Preventing Crime and Violence through Communities that Care. *European Journal on Criminal Policy and Research*, 7:443-458.

Hawkins, J.D., Catalano, R.F., Kosterman, R., Abbott, R., & Hill, K.G. (1999). Preventing Adolescent Health Risk Behaviors by Strengthening Protection During Childhood. *Archives of Pediatrics and Adolescent Medicine*, 153(3):226-234.

Hawkins, J.D., & Lam, T. (1987). Teacher Practices, Social Development, and Delinquency. In J.D. Burchard & S.N. Burchard (Eds.), *Prevention of Delinquent Behavior* pp. 241-274). Newbury Park, CA: Sage.

Hellman, D.A., & Beaton, S. (1986). The Pattern of Violence in Urban Schools: The Influence of School and Community. *Journal of Research in Crime and Delinquency*, 23:102-127.

Henggeler, S.W. (1989). *Delinquency in Adolescence*. Newbury Park, CA: Sage.

Kuperminc, G.P., & Allen, J.P. (2001). Social Orientation: Problem Behavior and Motivations toward Interpersonal Problem Solving among High Risk Adolescents. *Journal of Youth and Adolescence*, 30(5): 597-622.

LaFrance, S., Twersky, F., Latham, N., Foley, E., & Bott, C. (2001). A Safe Place for Healthy Youth Development: A Comprehensive Evaluation of the Bayview Safe Haven, a Component of San Francisco's Local Action Plan for Juvenile Justice Reform. San Francisco, CA: BTW Consultants, Inc. & LaFrance Associates.

Lattimore, C.B., Mihalic, S.F., Grotzinger, J.K., & Taggart, R. (1998). The Quantum Opportunities Program. In D.S. Elliot (Ed.) *Blueprints for Violence Prevention: Book Four*. Boulder, CO: Center for the Study and Prevention of Violence.

Munson, W.W., & Strauss, C.F. (1993). Career Salience of Institutionalized Adolescent Offenders. *The Career Development Quarterly*, 41:246-256.

Patterson, G.R., Capaldi, D., & Bank, L. (1991). An Early Starter Model for Predicting Delinquency. In D.J. Pepler and K.H. Rubin (Eds.), *The Development and Treatment of Childhood Aggression* (pp. 139-168). Hillsdale, NJ: Erlbaum.

Ruse, Bill. Juvenile Jailhouse Rocked: Reforming Detention in Chicago, Portland, and Sacramento. *ADVOCASEY*. Fall/Winter 1999. 4 May 2004  
<<http://www.aecf.org/publications/advocasey/winter99/juv/juv.pdf>>.

Scott, K.K., Tepas, J.J., Frykber, E., Taylor, P.M., & Plotkin, A.J. (2002). Turning Point: Rethinking Violence – Evaluation of Program Efficacy in Reducing Adolescent Violent Crime Recidivism. *The Journal of Trauma, Injury, Infection, and Critical Care* 53(21):21-27.

Schmidt, J.A. (2003). Correlates of Reduced Misconduct among Adolescents Facing Adversity. *Journal of Youth and Adolescence*, 32(6): 439-452.

Simcha-Fagan, O., & Schwartz, J.E. (1986). Neighborhood and Delinquency: An Assessment of Contextual Effects. *Criminology*, 24:667-703.

The Annie E. Casey Foundation. Juvenile Detention Alternatives Initiative. 4 May 2004  
<<http://www.aecf.org/initiatives/jdai/>>.

Thornberry, T.P., Moore, M., & Christenson, R.L. (1985). The Effect of Dropping out of High School on Subsequent Criminal Behavior. *Criminology*, 23:3-18.



# Participant Tracking Spreadsheet Instructions

Please update the following spreadsheet with information about each of the youth your program served during the report period.

During the report period (the month for which you are submitting an invoice):

- For each youth who enters your program, complete column 1=7 (using the format specified below)
- For each youth who exits your program, complete column 8=9 (using the format specified below)
- For each youth who entered your program and continues to participate in your program, do not make any changes to his/her record.

Column	Information	Please use the following format for completing the spreadsheet
1	Youth's first name	Enter entire first name
2	Youth's last name	Enter entire last name
3	Youth's birthdate	mm/dd/yyyy
4	Date the youth entered your program	mm/dd/yyyy
5	Gender	M = Male F = Female TF = Transgendered Female TM = Transgendered Male U = Unknown
6	Please specify the youths' race/ethnicity using the codes provided to the right. (PrIDE utilizes the same race/ethnicity format as other public records and JJIS)	A = Other Asian B = African American C = Chinese D = Cambodian F = Filipino G = Guamanian H = Latino -Hispanic I = American Indian J = Japanese K =Korean L = Laotian O = Other P = Pacific Islander S = Samoan U = Hawaiian V = Vietnamese W = White X = Dont know Z = Asian Indian
7	Date the youth exited/stopped attending your program	mm/dd/yyyy
8	Reason the youth exited your program (specify all that apply)	1 = Completed the program 2 = Partial Completion of program 3 = Committed to juvenile hall 4 = Failure to appear at program 5 = New arrest-law violation 6 = Poor performance or behavior in program 7 = Youth dropped out of program 8 = Probation violation 9 = Youth moved out of area 10 = Referred to other agency-agencies 11 = Other reason 99 = Don't know

**2004-05 Questionnaire for Completion by Programs  
Funded by the Juvenile Probation Department Community Programs Division**

---

1. Name of person completing this form: \_\_\_\_\_ Email address: \_\_\_\_\_
2. Name of program: \_\_\_\_\_
3. Name of organization: \_\_\_\_\_
4. What is the agency's total budget for this program: \$\_\_\_\_\_
5. Provide a description of the program/service that is supported by the SFJPD Community Programs Division. (Please feel free to attach additional pages or substitute program materials.)  
\_\_\_\_\_
6. What is the average length of time that youth participate in this program?  
 Less than one week                       More than 1 month and less than 6 months                       1-2 years  
 Between one week and one month                       Between six months and 1 year                       More than 2 years  
 Other: \_\_\_\_\_
7. What is the average amount of time participants spend in this program per week? \_\_\_\_\_ hours per week     Not applicable
8. What is the average number of youth who participate in this program at any one time? \_\_\_\_\_
9. What is this program's primary target population? *Please check all that apply.*  
 Youth in a particular age group (please specify): \_\_\_\_\_  
 Youth of a particular gender (please specify): \_\_\_\_\_  
 Youth who live in a particular neighborhood (please specify): \_\_\_\_\_  
 Youth of a particular race/ethnicity (please specify): \_\_\_\_\_  
 Youth who are truant  
 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  
 Youth who are involved in gangs  
 Other (please specify): \_\_\_\_\_
10. How are youth referred to this program? *Please check all that apply.*  
 Self – Youth had been to the program before or found out about it on their own  
 From a friend  
 Brother, sister, or cousin  
 Parent, guardian, or other adult family member  
 Probation Officer  
 Outreach Worker  
 Case Manager  
 Social Worker  
 Teacher or School Counselor  
 Other: *Who or how?* \_\_\_\_\_



**11. What services/activities can participants access while in the program? Check all that apply.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Job training/readiness services  | <input type="checkbox"/> Anger management services   | <input type="checkbox"/> Practical assistance such as help with transportation or meals |
| <input type="checkbox"/> Tutoring/help with homework      | <input type="checkbox"/> Health education services   | <input type="checkbox"/> Extra-curricular or after-school activity                      |
| <input type="checkbox"/> GED services                     | <input type="checkbox"/> Housing services/assistance | <input type="checkbox"/> Other service/activity: _____                                  |
| <input type="checkbox"/> Mentoring                        | <input type="checkbox"/> Substance use counseling    |   |
| <input type="checkbox"/> Case management                  | <input type="checkbox"/> Mental health counseling    |   |
| <input type="checkbox"/> Intensive home-based supervision |  |   |

**12. How many staff are involved in the program? Full-time? \_\_\_\_\_ Part-time? \_\_\_\_\_**

**Please answer the following questions for services provided since July 2004.**

**13. Indicate the total number of youth served from each of the following neighborhoods.**

- |                            |                       |                              |                                      |
|----------------------------|-----------------------|------------------------------|--------------------------------------|
| ___ Bayview Hunter's Point | ___ Glen Park         | ___ OMI                      | ___ South of Market                  |
| ___ Bernal Heights         | ___ Haight            | ___ Outer Mission            | ___ St. Francis Wood                 |
| ___ China Basin            | ___ Hayes Valley      | ___ Parkside-Lakeshore       | ___ Sunset                           |
| ___ Civic Center           | ___ Ingleside Terrace | ___ Portola                  | ___ Telegraph Landing/Golden Gateway |
| ___ Crocker-Amazon         | ___ Japantown         | ___ Potrero Hill             | ___ Upper Market                     |
| ___ Diamond Heights        | ___ Marina            | ___ Presidio-Pacific Heights | ___ Visitacion Valley                |
| ___ Downtown/Tenderloin    | ___ Mission           | ___ Richmond                 | ___ West of Twin Peaks               |
| ___ East of Twin Peaks     | ___ Noe Valley        | ___ Russian Hill/Nob Hill    | ___ West Portal                      |
| ___ Excelsior              | ___ North Beach       | ___ South Beach/Rincon Hill  | ___ Western Addition                 |
|                            |                       |                              | ___ Other: _____                     |

The questions below are intended to give you a chance to describe your program's successes and challenges in greater depth. Your responses will be included in the PrIDE annual report to give readers context for the quantitative data that you have collected throughout the year.

**14. Please describe this program's major successes. Include any highlights or stories from this past contract year.**

\_\_\_\_\_

**15. What barriers has your program/organization experienced in providing services or fulfilling your contract with CPD during this contract year? How has the program/organization been able to overcome these barriers?**

\_\_\_\_\_

**16. What factors, if any, have affected your program's ability to fill out PrIDE surveys for all youth?**

\_\_\_\_\_

## Site Visit Documentation

**Date:**

**Program Name:**

**Agency Name:**

**Agency Representatives Present:**

**CPD Staff Present:**

- 
1. Please list all of the locations where this agency provides services and the approximate number of youth served since July 2004 at each location.

Location (Street Address)	Approx. # of Youth Served Since July 2004

**Comments:**

2. When did this program begin receiving funding from the JPD Community Programs Division?
3. Amount of JPD's contract with this program: \$
4. Please comment on this grantees' compliance with contractual obligations.
5. To what extent is this grantee providing services as planned? If the grantee has made modifications in terms of program design and implementation, why were these adjustments made? Were these changes communicated to JPD when appropriate?
6. By what method is this program's services being evaluated at this time? If the program is not obligated to participate in PRIDE, why not?

**Collect the following forms (electronically, if possible) from the provider:**

- Participant tracking spreadsheet(s) for periods July 2004 – February 2005
- 2004-05 Questionnaire for Completion by Programs Funded by the Juvenile Probation Department Community Programs Division

**Site Visit Checklist**

Site

- Tour of program site: clean, safe, accessible, and conducive to youth participation.

Scope of Work

1. Is program being implemented as planned?
  - Target population
  - Outreach activities
  - Family involvement
  - Staff/youth ratios during program hours?
  - Successes and challenges encountered, and any actions taken as a result?

Comments:

Evaluation

2. Are program activities being evaluated?
  - Is agency participating in community programs evaluation process?
  - How many pre- and post assessments have been completed?
  - Participated in the Beat Within youth focus group?

Comments:

Records Management:

3. Are program activities consistently recorded, systematically filed and available for review?
  - Contact logs or other service records maintained to indicate the time, place and nature of contact or sessions.
  - Individual case files are maintained for each youth/family served.
  - Case files are kept in a locked file cabinet. Files standardized and complete.
  - Participant Tracking Sheet reconciliation: Month \_\_\_\_\_
  - Reconcile number of youth reported with case files

Files include:

- Intake/Assessment
- Consent
- Case plan
- Progress Reports
- Referrals
- Family Contacts

Comments:

**Administration:**

4. Are documents supporting invoices are systematically filed and available for review?  
 Financial Reconciliation: Month \_\_\_\_\_  
 Actual expenditures conformed to budget.

Comment on any significant over- or under-expenditures.

When was most recent financial audit? \_\_\_\_\_

Comments:

**Policy and procedures**

5. Is the policy and procedures manual current?  
How often is the manual reviewed and updated? \_\_\_\_\_  
 Manual includes written program policies covering confidentiality, eligibility, intake, crisis response.  
 Current agency organizational chart and current Board of Directors list is available

Comments:

**Staffing**

6. Has the project been adequately staffed?  
 All staff positions filled as planned.  
 Agency maintains formal job descriptions stating required qualifications for paid and volunteer staff.  
 Staff development trainings held during the reporting period.

What type of trainings have been provided?

What future training is planned and/or needed?

How often are employee's performances evaluated?

Employment files include:

- oath of confidentiality,  
 fingerprinting,  
 resume,  
 references,  
 evaluations, etc.

Comments:

**San Francisco Juvenile Probation Department  
Community Programs Division**

---

**Judge Focus Group Protocol**

**Introduction:** Thank you for taking the time to speak with us today. Your perspective on youths' needs as well as the organizations and systems in San Francisco that exist to serve them are critical to rounding out our understanding of the effectiveness of community programs funded through the JPD/CPD. We will use the information you provide today in a report we are preparing that will include a variety of data sources that are a part of the PrIDE evaluation system, such as a youth survey, community-based organization questionnaire, probation officer survey, and CPD senior analyst form.

All of the information you provide today will be kept confidential. This means that when we report on this information, we will not identify individual responses to individual names.

Do you have any questions for us before we begin?

---

1. What is your level of familiarity with community-based programs for these youth? How do you get information about community-based services for youth?
2. What are your expectations of programs in the community that exist to serve at-risk youth and youth already involved in the juvenile justice system?
3. How do you see community programs ideally serving at-risk youth? How do you see community programs ideally serving youth that are already involved in the juvenile justice system?
4. Are there particular programs that you tend to refer youth to? How do you make decisions about what organizations to refer different kinds of youth to?
5. Are there particular programs that you tend *not* to use? Why?
6. Are there interventions that, based on your experiences with youth, are needed but not available?
7. Are there any recent trends you are noticing in terms of the types of needs and issues youth are dealing with? How can community-based programs effectively address these emerging needs and issues?
8. What types of youth are hardest to serve? What would programs need to look like in order to effectively serve these youth?
9. What types of information would it be helpful for you to have from an evaluation system? What is the most effective way of presenting that information to you?
10. Is there anything else you would like to share with us about youths' needs and the organizations and services that exist to serve them?

**Thank you for your time!**

## PrIDE Youth Evaluation Survey

**Please complete:**

Name of Organization: _____												Today's Date	____ / ____ / ____ Mo. Day Year		
Name of Program: _____															
First Name												When were you born?	____ / ____ / ____ Mo. Day Year		
Last Name												When was your first day in this program?	____ / ____ / ____ Mo. Day Year		

***Please read the following before you begin this survey.***

Thank you for taking the time to complete this 45-minute survey. We are asking all youth who participate in this program to complete this survey.

Your responses are very important to us because we are trying to find out if this program has helped you. Some of the questions will ask about your background, schooling, activities that you participate in, the people in your life, and your experiences with this program. Some questions may seem personal.

You can choose not to answer a question if you don't want to. But it is very important that you answer truthfully so that we can understand how this program can best serve youth like you.

### **Information about the Privacy of your Responses**

This program receives funds from the San Francisco Juvenile Probation Department and is part of the PrIDE project (Program Information for Development and Evaluation). This form will be sent to the PrIDE project at the Juvenile Probation Department.

The only people who will be able to see your answers to these questions are the staff of this program who collect and the staff of the PrIDE project. None of your answers will risk your status in this or future programs and no information gathered through this survey can be used against you in a court of law. Probation officers will not see this information. If you have any questions about the survey or how your answers will be kept confidential, please ask the person who gave you this survey for assistance.

---

I have read the above statement and understand what it means.

I received a consent form to take home to my parent/guardian.

---

Sign Here

---

Today's Date

## Demographics/Characteristics

1. **What is your gender?** Please check one only.

- Male  Female  Transgender → I identify as  Male  Female

2. **What is your ethnicity or race?** Please check one only. If more than one race or ethnicity applies to you, please check "Other" and specify your ethnicity or race.

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> White             | <input type="checkbox"/> Korean           | <input type="checkbox"/> Mexican/Mexican American | <input type="checkbox"/> Other Asian: _____              |
| <input type="checkbox"/> African American  | <input type="checkbox"/> Japanese         | <input type="checkbox"/> Central American         | <input type="checkbox"/> Other Hispanic/Latino<br>_____  |
| <input type="checkbox"/> Latino (Hispanic) | <input type="checkbox"/> Asian Indian     | <input type="checkbox"/> South American           | Biracial/Multiracial/Other: _____                        |
| <input type="checkbox"/> Chinese           | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> Carribean                | _____  |
| <input type="checkbox"/> Vietnamese        | <input type="checkbox"/> Samoan           | <input type="checkbox"/> Arab                     | <input type="checkbox"/> Other _____                     |
| <input type="checkbox"/> Cambodian         | <input type="checkbox"/> Hawaiian         | <input type="checkbox"/> Iranian                  | <input type="checkbox"/> Middle Eastern-Other<br>_____   |
| <input type="checkbox"/> Laotian           | <input type="checkbox"/> Guamanian        | <input type="checkbox"/> Native Alaskan           | <input type="checkbox"/> Don't know/Don't want to answer |
| <input type="checkbox"/> Tongan            | <input type="checkbox"/> Filipino         | <input type="checkbox"/> American Indian          |  |

3. **What language do you speak at home most of the time?** Please check one only.

- |  |                                     |  |
|--|-------------------------------------|--|
| <input type="checkbox"/> English         | <input type="checkbox"/> Samoan     | <input type="checkbox"/> Japanese                        |
| <input type="checkbox"/> Spanish         | <input type="checkbox"/> Tagalog    | <input type="checkbox"/> Arabic                          |
| <input type="checkbox"/> Cantonese       | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> American Sign-Language          |
| <input type="checkbox"/> Mandarin        | <input type="checkbox"/> Loatian    | <input type="checkbox"/> Russian                         |
| <input type="checkbox"/> Khmer/Cambodian | <input type="checkbox"/> Toishanese | <input type="checkbox"/> Other: _____                    |
| <input type="checkbox"/> Korean          |                                     | <input type="checkbox"/> Don't know/Don't want to answer |

4. **What is your zip code?**

--	--	--	--	--

4.a. If you don't know your zip code, please tell us what neighborhood you live in: \_\_\_\_\_

5. **Who do you live with?** Please check the one that best applies.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Two parents             | <input type="checkbox"/> Alone                  | <input type="checkbox"/> Group Home/Foster Home          |
| <input type="checkbox"/> One parent              | <input type="checkbox"/> On the street          | <input type="checkbox"/> Friends                         |
| <input type="checkbox"/> Family, but not parents | <input type="checkbox"/> Drug treatment program | <input type="checkbox"/> Other: _____                    |
| <input type="checkbox"/> Guardian                | <input type="checkbox"/> Jail/juvenile hall     | <input type="checkbox"/> Don't know/Don't want to answer |

6. **How did you find out about this program?** Check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Friend                  | <input type="checkbox"/> Juvenile Probation Department/Probation Officer/YGC |
| <input type="checkbox"/> School                  | <input type="checkbox"/> Police  |
| <input type="checkbox"/> It's in my neighborhood | <input type="checkbox"/> Referred from another organization: _____           |
| <input type="checkbox"/> Family                  | <input type="checkbox"/> Don't know/Don't want to answer                     |

## Educational Experiences/Orientation toward School and Learning<sup>i</sup>

7. Do you go to school or are you in a GED program right now? Please check one only.  Don't know/Don't want to answer  
 Yes, → If Yes, What school or GED Program? \_\_\_\_\_  
 → If in school, What grade are you in right now? \_\_\_\_\_

No → If No, How old were you when you stop going to school? \_\_\_\_\_  
 If No, What is the last grade that you completed? \_\_\_\_\_

8. Are you in special education classes or have you had an Individualized Education Plan (IEP)? Please check one only.  
 Yes  No  Don't know/Don't want to answer  Not Applicable – not in school

9. On average, about how many days of school/GED program do you miss in a month now? Please check one only.  
 None  1 or 2 days  3 or 4 days  5 to 10 days  More than 10 days  
 Not applicable – I'm not in a GED program/school  Don't know/Don't want to answer

10. Compared to how things were before you joined the program, how many school days do you miss in a month now?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A Little Less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A Little More	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
---------------------------------------	----------------------------------	---	--	---	----------------------------------	---------------------------------------	--

11. When you started the program, were you in school or in a GED program?  
 Yes  No  Don't Know/Don't want to answer

12. Compared to the time before you joined this program, how sure are you NOW that you will graduate from high school or get your GED?  Don't know/Don't want to answer

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
---------------------------------------	----------------------------------	---	--	---	----------------------------------	---------------------------------------	--

13. Did coming to this program help you stay in school or get your GED?  
 Yes  No  Don't know/Don't want to answer

14. Did coming to this program make you feel more comfortable about your abilities in school/a GED program?  
 Yes  No  Don't know/Don't want to answer

15. Compared to how things were before you joined the program, do you NOW get into trouble at school as much as you used to?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
---------------------------------------	----------------------------------	---	--	---	----------------------------------	---------------------------------------	--

16. In general, during the past few months, what kinds of grades did you get in school? Please check one only.  
 Not Applicable – I was not in school in the last year  Don't know/Don't want to answer  
 Mostly A's and B's  Mostly B's and C's  Mostly C's and D's  Mostly D's and F's

17. Compared to before you joined the program, how have your grades CHANGED since you joined this program?  
 Don't know/Don't want to answer

<input type="checkbox"/> Much WORSE	<input type="checkbox"/> Worse	<input type="checkbox"/> A little Worse	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little better	<input type="checkbox"/> Better	<input type="checkbox"/> Much BETTER	<input type="checkbox"/> No Opinion /NA
--	-----------------------------------	--	--	---	------------------------------------	---	--





22. Did you receive help from this program in finding or keeping a job?

- Yes  No  Don't know/Don't want to answer

23. Did this program help you get any of the following?

- a. California (or other state) ID card or Driver's License  Yes  No  Don't know/Don't want to answer
- b. Resume: A summary of your job qualifications  Yes  No  Don't know/Don't want to answer
- c. Social Security card  Yes  No  Don't know/Don't want to answer
- d. Belief that you can get a job  Yes  No  Don't know/Don't want to answer
- e. Ideas about the type of job you want?  Yes  No  Don't know/Don't want to answer

### Relationships with Parents, Peers and Others<sup>iii</sup>

24. How much do you agree with each of these statements? Please check only one answer per row.

	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/NA
<i>I have a friend or relative about my own age...</i>					
a...who really cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b...who I can go to when I have problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c...who helps me when I'm having a hard time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. How much do you agree with each of these statements? Please check only one answer per row.

	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/NA
<i>In my home, there is a parent or some other adult...</i>					
a...who expects me to follow the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b...who is interested in my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c...who believes that I will be a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d...who is too busy to pay much attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e...who talks with me about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f...who always wants me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g...who listens to me when I have something to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Did you receive help or learn anything in this program that helped you get along better with your friends or relatives?

- Yes  No  Don't know/Don't want to answer

↳ If Yes, what type of help did you get? \_\_\_\_\_

### Skills<sup>iv</sup>

27. Please think back to the time before you joined this program in order to answer the following questions:

a. Compared with the time BEFORE you joined the program, how many places can you NOW name to get help if you feel unsafe?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

b. Compared with the time BEFORE you joined the program, how healthy do you feel NOW?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

c. Compared with the time BEFORE you joined the program, how often do you NOW ask for help when you need it?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

d. Compared with the time BEFORE you joined the program, how able are you NOW to accept compliments or praise without feeling as embarrassed?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

e. Compared with the time BEFORE you joined the program, how able are you NOW to take criticism without being very angry, sad or defensive?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

f. Compared with the time BEFORE you joined the program, how much are you NOW able to take pride in your cultural background?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

g. Compared with the time BEFORE you joined the program, how much do you NOW respect other people's feelings?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

h. Compared with the time BEFORE you joined the program, how much do you NOW respect other people's point of view, their lifestyle, and their attitudes?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

i. Compared with the time BEFORE you joined the program, how much are you NOW able to organize and lead group activities (like school or sports activities)?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

j. Compared with the time BEFORE you joined the program, how much are you NOW able to think about how your choices affect your future a year or more from now?

<input type="checkbox"/> Much <b>WORSE</b>	<input type="checkbox"/> Worse	<input type="checkbox"/> A little worse	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little better	<input type="checkbox"/> Better	<input type="checkbox"/> Much <b>BETTER</b>	<input type="checkbox"/> No Opinion /NA
---	-----------------------------------	--	---	---	------------------------------------	--	--

28. Please think back to before you joined this program and tell us how much you agree with the following statements.<sup>v</sup>

a. Compared with the time BEFORE you joined the program, how often do you NOW think it's OK to sometimes physically fight to get what you want?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

b. Compared with the time BEFORE you joined the program, how often do you NOW get mad easily?

<input type="checkbox"/> Much <b>LESS</b>	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> <b>About the SAME</b>	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much <b>MORE</b>	<input type="checkbox"/> No Opinion /NA
--	----------------------------------	---	---	---	----------------------------------	--	--

c. Compared with the time BEFORE you joined the program, how often do you NOW do whatever you feel like doing when you are angry or upset?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

d. Compared with the time BEFORE you joined the program, how often do you NOW yell at people when you are mad?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

e. Compared with the time BEFORE you joined the program, how often do you NOW break things on purpose?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

f. Compared with the time BEFORE you joined the program, how often do you NOW hit people on purpose?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

g. Compared with the time BEFORE you joined the program, how many ways do you NOW know to deal with your anger?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

h. Compared with the time BEFORE you joined the program, how often do you NOW think ahead to the consequences of your actions?

<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

29. Have you learned or done things in this program that you haven't done anywhere else?

- Yes     No     Don't know/Don't want to answer

If yes, please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

30. Compared to the time BEFORE you joined the program, how often do you NOW use tobacco products such as cigarettes?

<input type="checkbox"/> Never Used	<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
-------------------------------------	------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

31. Compared to the time BEFORE you joined the program, how often do you NOW drink alcoholic beverages such as beer or malt liquor?

<input type="checkbox"/> Never Used	<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
-------------------------------------	------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

**32. Compared to the time BEFORE you joined the program, how often do you NOW use marijuana/weed?**

<input type="checkbox"/> Never Used	<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
-------------------------------------	------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

**33. Compared to the time BEFORE you joined the program, how often do you NOW use other street drugs such as speed (crank, crystal, tina) or Ecstasy (X, MDMA, Adam, E)?**

<input type="checkbox"/> Never Used	<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
-------------------------------------	------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

**34. Do you hang out with people who belong to a street gang?**

- Yes     No     Don't know/Don't want to answer

**35. Compared to the time BEFORE you joined the program, how often do you NOW hang out with people who belong to a street gang?**

<input type="checkbox"/> Never Did	<input type="checkbox"/> Much LESS	<input type="checkbox"/> Less	<input type="checkbox"/> A little less	<input type="checkbox"/> About the SAME	<input type="checkbox"/> A little more	<input type="checkbox"/> More	<input type="checkbox"/> Much MORE	<input type="checkbox"/> No Opinion /NA
------------------------------------	------------------------------------	-------------------------------	--	---	--	-------------------------------	------------------------------------	---

**36. Do you know anyone who has ever been arrested?**

- Yes     No: Go to Question 37     Don't know/Don't want to answer: Go to Question 37

**If Yes**, who? Check all that apply.

- Parent     Brother/Sister     Other Relative     Other:\_\_\_\_  
 Friend     Me     Neighbor

**37. Do you know anyone who has died?**

- Yes     No: Go to Question 38     Don't know/Don't want to answer: Go to Question 38

**If Yes**, who? Check all that apply and go to Question 37.a.

- Parent     Brother/Sister     Friend     Neighbor     Other:\_\_\_\_\_

**37.a. Of the people who you know who have died, were any of them killed by someone else?**

- Yes     No     Don't know/Don't want to answer

**38. In the past year, approximately how many times have you heard gunshots in your neighborhood?**

- Never     Once or Twice     Many times     Don't know/Don't want to answer

**39. In general, do you feel safe in your neighborhood?**

- Yes     No     Don't know/Don't want to answer

**Program Participation**

**40. How long have you been participating in this program?**

- Less than one week     More than 1 month and less than 6 months     1-2 years  
 Between one week and one month     Between six months and 1 year     More than 2 years  
 Don't know/Don't want to answer

**41. Approximately, how much time do you spend in this program each week? \_\_\_\_\_ hours per week**

- Don't know/Don't want to answer     Not applicable

- 42. Did you get help from this program in any of the following areas? (Check all that apply.)**
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Homework/school/ GED studies | <input type="checkbox"/> Safer sex education | <input type="checkbox"/> Getting away from gangs         |
| <input type="checkbox"/> Finding a job                | <input type="checkbox"/> Emotional problems  | <input type="checkbox"/> Changing your living situation  |
| <input type="checkbox"/> Keeping a job                | <input type="checkbox"/> Health problems     | <input type="checkbox"/> Other: _____                    |
| <input type="checkbox"/> Transportation               | <input type="checkbox"/> Problems at home    | <input type="checkbox"/> Don't know/Don't want to answer |
| <input type="checkbox"/> Drug or alcohol use          | <input type="checkbox"/> Managing anger      |  |

- 43. If you were in trouble or needed to talk, who would you talk to at this program: (check all that apply)**
- |  |   |
|--|---|
| <input type="checkbox"/> Another youth                   | <input type="checkbox"/> One staff person in particular |
| <input type="checkbox"/> Any staff at this program       | <input type="checkbox"/> No one at this program         |
| <input type="checkbox"/> Don't know/Don't want to answer |   |

- 44. How satisfied are you with the types of services offered by this program?**
- |  |                                       |                                    |   |
|--|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Very dissatisfied               | <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Satisfied | <input type="checkbox"/> Very Satisfied |
| <input type="checkbox"/> Don't know/Don't want to answer |                                       |                                    |   |

- 45. How satisfied are you with the staff at this program?**
- |  |                                       |                                    |   |
|--|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Very dissatisfied               | <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Satisfied | <input type="checkbox"/> Very Satisfied |
| <input type="checkbox"/> Don't know/Don't want to answer |                                       |                                    |   |

- 46. How satisfied are you with the respect shown for your ethnic and cultural background at this program?**
- |  |                                       |                                    |   |
|--|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Very dissatisfied               | <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Satisfied | <input type="checkbox"/> Very Satisfied |
| <input type="checkbox"/> Don't know/Don't want to answer |                                       |                                    |   |

- 47. How satisfied are you with this program overall?**
- |  |                                       |                                    |   |
|--|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Very dissatisfied               | <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Satisfied | <input type="checkbox"/> Very Satisfied |
| <input type="checkbox"/> Don't know/Don't want to answer |                                       |                                    |   |

- 48. In general, do you feel safe coming to this program?**
- |                              |                             |  |   |
|------------------------------|-----------------------------|--|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer | <input type="checkbox"/> Not applicable |
|------------------------------|-----------------------------|--|---|

- 49. In general, would you recommend this program to your friends?**
- |                              |                             |  |   |
|------------------------------|-----------------------------|--|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer | <input type="checkbox"/> Not applicable |
|------------------------------|-----------------------------|--|---|

- 50. Now that you're leaving this program, are you interested in staying in touch and helping out?**
- |                              |                             |  |   |
|------------------------------|-----------------------------|--|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer | <input type="checkbox"/> Not applicable |
|------------------------------|-----------------------------|--|---|

**51. Is there anything you would like to add about your experience in this program?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your time!**

**Please return this survey to the person who gave it to you.**

V. \_\_\_\_\_

i Select questions adapted from the San Francisco Department of Children, Youth, and Their Families' Youth Survey.  
 ii Source: San Francisco Department of Children, Youth, and Their Families' Youth Survey for Middle/High School Students.  
 iii Source: California Healthy Kids Survey, © 1999 California Department of Education.  
 iv Source: Ansell-Casey Life Skills Assessment, © 2000 Casey Family Programs and Dorothy I. Ansell.  
 v Source: Individual Protective Factors Index (IPFI): A Measure of Adolescent Resiliency, © 1997 EMT Associates, Inc.

## PrIDE Baseline Survey Youth Self-Administered

**Please complete:**

Name of Organization: _____												Today's Date	____ / ____ / ____ Mo. Day Year		
Name of Program: _____													____ / ____ / ____ Mo. Day Year		
First Name												When were you born?	____ / ____ / ____ Mo. Day Year		
Last Name												When was your first day in this program?	____ / ____ / ____ Mo. Day Year		

***Please read the following before you begin this survey.***

This survey asks you to complete questions about your background, schooling, activities you participate in, the people in your life, and what you want to get out of this program. The purpose of this survey is to get a better sense of who you are and to understand how this program can best support you. Also, this program receives funds from the San Francisco Juvenile Probation Department and is part of the PrIDE project (Program Information for Development and Evaluation). This means that all of the youth who enter this program complete this type of survey. In the future you will be asked to participate in a follow-up survey that is similar to this one.

This form will be sent to the PrIDE project at the Juvenile Probation Department. All of the information that is collected for the PrIDE project helps the Department and our program understand more about the difference this program makes and how this program can provide better services to youth in our program.

This survey will take about 20 minutes to complete. Some of the questions may be personal; you can always choose not to answer a question. We would prefer that you choose not to answer a question than have you answer a question dishonestly.

### Confidentiality Disclaimer

The only people who will be able to see your answers to these questions are the staff of this program and the staff of the PrIDE project. If you have a Probation Officer, he/she can request a summary of the survey. Otherwise, all of the information that you share will be kept confidential and your answers will never be associated with your name. None of your answers will jeopardize your status in this program and no information gathered through this survey can be used against you in a court of law. If you have any questions about the survey or how your answers will be kept confidential, please ask the person who gave you this survey for assistance.

I have read the above statement and understand what it means.

\_\_\_\_\_  
Signature of Client

\_\_\_\_\_  
Today's Date

I received a consent form to take home to my parent/guardian.

## Demographics/Characteristics

- What is your gender?** Please check one only.  
 Male  Female  Transgender → Identifies as  Male  Female
- What is your ethnicity or race?** Please check one only. If more than one race or ethnicity applies to you, please check "Other" and specify your ethnicity or race.
 

<input type="checkbox"/> White	<input type="checkbox"/> Cambodian	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Other Asian: _____
<input type="checkbox"/> African American	<input type="checkbox"/> Laotian	<input type="checkbox"/> Samoan	<input type="checkbox"/> American Indian
<input type="checkbox"/> Latino (Hispanic)	<input type="checkbox"/> Korean	<input type="checkbox"/> Hawaiian	<input type="checkbox"/> Biracial/Multiracial/Other: _____
<input type="checkbox"/> Chinese	<input type="checkbox"/> Japanese	<input type="checkbox"/> Guamanian	_____
<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Filipino	<input type="checkbox"/> Don't know/Don't want to answer
- What language do you primarily speak at home?** Please check one only.
 

<input type="checkbox"/> English	<input type="checkbox"/> Spanish	<input type="checkbox"/> Cantonese
<input type="checkbox"/> Russian	<input type="checkbox"/> Tagalog	<input type="checkbox"/> Mandarin
<input type="checkbox"/> Samoan	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Don't know/Don't want to answer		
- What neighborhood do you live in?** Please check one only.
 

<input type="checkbox"/> Bayview Hunter's Point	<input type="checkbox"/> Ingleside Terrace	<input type="checkbox"/> Richmond
<input type="checkbox"/> Bernal Heights	<input type="checkbox"/> Japantown	<input type="checkbox"/> Russian Hill/Nob Hill
<input type="checkbox"/> China Basin	<input type="checkbox"/> Marina	<input type="checkbox"/> South Beach/Rincon Hill
<input type="checkbox"/> Civic Center	<input type="checkbox"/> Mission	<input type="checkbox"/> South of Market
<input type="checkbox"/> Crocker-Amazon	<input type="checkbox"/> Noe Valley	<input type="checkbox"/> St. Francis Wood
<input type="checkbox"/> Diamond Heights	<input type="checkbox"/> North Beach	<input type="checkbox"/> Sunset
<input type="checkbox"/> Downtown/Tenderloin	<input type="checkbox"/> OMI	<input type="checkbox"/> Telegraph Landing/Golden Gateway
<input type="checkbox"/> East of Twin Peaks	<input type="checkbox"/> Outer Mission	<input type="checkbox"/> Upper Market
<input type="checkbox"/> Excelsior	<input type="checkbox"/> Parkside-Lakeshore	<input type="checkbox"/> Visitacion Valley
<input type="checkbox"/> Glen Park	<input type="checkbox"/> Portola	<input type="checkbox"/> West of Twin Peaks
<input type="checkbox"/> Haight	<input type="checkbox"/> Potrero Hill	<input type="checkbox"/> West Portal
<input type="checkbox"/> Hayes Valley	<input type="checkbox"/> Presidio-Pacific Heights	<input type="checkbox"/> Western Addition
		<input type="checkbox"/> Other: _____
<input type="checkbox"/> Don't Know/Don't Want to Answer		
- What is your street address?**

	<input type="checkbox"/> Don't know/Don't want to answer
Street Name and Number	City
	Zip Code
- Who do you live with?** Please check the one that best applies.
 

<input type="checkbox"/> Two parents	<input type="checkbox"/> Alone	<input type="checkbox"/> Group Home/Foster Home
<input type="checkbox"/> One parent	<input type="checkbox"/> On the street	<input type="checkbox"/> Friends
<input type="checkbox"/> Family, but not parents	<input type="checkbox"/> Drug treatment program	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Guardian	<input type="checkbox"/> Jail/juvenile hall	<input type="checkbox"/> Don't know/Don't want to answer
- How did you find out about this program?** Check all that apply.
 

<input type="checkbox"/> Friend	<input type="checkbox"/> Juvenile Probation Department/Probation Officer/YGC
<input type="checkbox"/> School	<input type="checkbox"/> Police
<input type="checkbox"/> It's in my neighborhood	<input type="checkbox"/> Referred from another organization: _____
<input type="checkbox"/> Family	<input type="checkbox"/> Don't know/Don't want to answer



## Educational Experiences/Orientation Towards School and Learning<sup>i</sup>

8. **Do you go to school or are you in a GED program right now?** Please check one only.  Don't know/Don't want to answer
- Yes, school → *If Yes, What school?* \_\_\_\_\_  
→ *If Yes, What grade are you in right now?* \_\_\_\_\_
- Yes, GED → *If Yes, What is the name of your GED program?* \_\_\_\_\_
- No → *If No, How long ago did you stop going to school?* \_\_\_\_\_  
→ *If No, What is the last grade that you completed?* \_\_\_\_\_  
→ *If No, Would you like help getting back in school or getting your GED?*  
↳  Yes, to get back in school  Yes, to get my GED  No  Don't Know
9. **On average, about how many days of school/GED program do you miss in a month?** Please check one only.
- None  1 or 2 days  3 or 4 days  5 to 10 days  More than 10 days  
 Not applicable – I'm not in a GED program/school  Don't know/Don't want to answer
10. **In the past 3 months, have you gotten in trouble at school for your behavior and had any of the followings things happen?** Please check one only.
- No, I have not gotten in trouble at school in the past 3 months  
 Sent to Counselor's office → How many times? \_\_\_\_\_ For what? \_\_\_\_\_  
 Suspended from school → How many times? \_\_\_\_\_ For what? \_\_\_\_\_  
 Expelled from school → For what? \_\_\_\_\_ From what school? \_\_\_\_\_  
 Don't know/Don't want to answer
11. **How sure are you that you will graduate from high school?**  Don't know/Don't want to answer
- Very Sure  Somewhat Unsure  
 Somewhat Sure  Very Doubtful  
 Not Applicable – I'm planning on getting my GED.  
↳ ***If GED***, How sure are you that you will get your GED?  
 Very Sure  Somewhat Sure  Somewhat Unsure  Very Doubtful
12. **Have you ever been held back a grade in school?** Please check one only.
- Yes  No  Don't know/Don't want to answer
13. **Are you in special education classes or have you had an Individualized Education Plan (IEP)?** Please check one only.
- Yes  No  Don't know/Don't want to answer  Not Applicable – not in school
14. **In general, during the past school year, what kinds of grades did you get in school?** Please check one only.
- Not Applicable – I was not in school in the last year  Don't know/Don't want to answer  
 Mostly A's and B's  Mostly B's and C's  Mostly C's and D's  Mostly D's and F's
15. **What do you see yourself doing 5 years from now?**  Don't know/Don't want to answer
- \_\_\_\_\_
- \_\_\_\_\_
16. **For your job/career in the future, how much education/training will you need?** Please check one only.
- I don't need to finish high school  I need to graduate from a community or junior college  
 I need to finish high school or have a GED  I need to graduate from a 4 year college or university  
 I need to go to vocational, trade or business school after high school  I need a Master's Degree  
 I need a PhD or professional degree (JD/Law, MD, etc.)  
 Don't know/Don't want to answer

17. **How much do you agree with each of these statements?** Please check only one answer per row.

	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/ NA
a. I enjoy going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I don't spend any extra time at my school if I don't have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I participate in activities that support my school such as attending sports events, after-school programs, student government, or pep rallies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Extra-Curricular Activities

18. **Do you do any of these activities (not including your activities in this program)?<sup>ii</sup>**

- a. Go to a neighborhood or community center (like the boys and girls club)  Yes  No  Don't know/Don't want to answer
- b. Participate in a youth group or club  Yes  No  Don't know/Don't want to answer
- c. Volunteer  Yes  No  Don't know/Don't want to answer
- d. Work for pay  Yes  No  Don't know/Don't want to answer
- e. Play sports on a team  Yes  No  Don't know/Don't want to answer
- f. Play a musical instrument  Yes  No  Don't know/Don't want to answer
- g. Participate in a religious group or club  Yes  No  Don't know/Don't want to answer
- h. Practice martial arts  Yes  No  Don't know/Don't want to answer
- i. Do other activities (specify): \_\_\_\_\_  Yes  No  Don't know/Don't want to answer

19. **What are your interests?**

Don't know/Don't want to answer

---

20. **Are you interested in getting involved in any extra-curricular activities?**

- Yes  No  Don't know/Don't want to answer

↳ If Yes, What are they? \_\_\_\_\_

21. **What are your greatest strengths and talents?**  Don't know/Don't want to answer

---

## Work and Job Readiness

22. **Have you ever had a job?**

- Yes  No  Don't know/Don't want to answer

23. **Do you have a job now?**

- Yes  No  Don't know/Don't want to answer

↳ If Yes, Where do you work now? \_\_\_\_\_

How many hours per week do you work? \_\_\_\_\_

How much money do you earn per hour? \$ \_\_\_\_\_

24. **Are you interested in getting a job (or finding a NEW job)?**

- Yes  No  Don't know/Don't want to answer

↳ If Yes, do you want any help from this program in getting a job?  Yes  No  Don't know/Don't want to answer

25. **A. Do you have...**

- a. ...California (or other state) ID card  Yes  No  Don't know/Don't want to answer
- b. ...Resume  Yes  No  Don't know/Don't want to answer
- c. ...Social Security card  Yes  No  Don't know/Don't want to answer
- d. ...Belief that you can get a job  Yes  No  Don't know/Don't want to answer
- e. ...Ideas about the type of job you want?  Yes  No  Don't know/Don't want to answer

## Relationships with Parents, Peers and Others<sup>iii</sup>

26. How much do you agree with each of these statements? Please check only one answer per row.

<i>I have a friend or relative about my own age...</i>	<b>I Strongly Disagree</b>	<b>I Disagree</b>	<b>I Agree</b>	<b>I Strongly Agree</b>	<b>No Opinion/ NA</b>
a...who really cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b...who talks with me about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c...who helps me when I'm having a hard time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How much do you agree with each of these statements? Please check only one answer per row.

<i>In my home, there is a parent or some other adult...</i>	<b>I Strongly Disagree</b>	<b>I Disagree</b>	<b>I Agree</b>	<b>I Strongly Agree</b>	<b>No Opinion/ NA</b>
a...who expects me to follow the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b...who is interested in my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c...who believes that I will be a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d...who is too busy to pay much attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e...who talks with me about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f...who always wants me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g...who listens to me when I have something to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Skills<sup>iv</sup>

28. Please indicate your level of agreement with the following statements: Please check only one answer per row.

<b>Self-Care and Social Development</b>	<b>I Strongly Disagree</b>	<b>I Disagree</b>	<b>I Agree</b>	<b>I Strongly Agree</b>	<b>No Opinion/ NA</b>
a. I can name two or more places to get help if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am generally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I ask for help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I accept compliments or praise without feeling embarrassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can take criticism without being very angry, sad or defensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have pride in my cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I respect other people's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I respect other people's ways of looking at things, their lifestyle, and their attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am able to organize and lead group activities (like school or sports activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I think about how my choices affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think about how my choices now affect my future a year or more from now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Please indicate how much you agree with the following statements.<sup>v</sup> Please check only one answer per row.

	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/NA
a. Sometimes you have to physically fight to get what you want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get mad easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. When I am angry or upset I do whatever I feel like doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When I am mad, I yell at people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sometimes I break things on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If I feel like it, I hit people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Other Risk Factors

30. Have you ever tried alcohol or drugs (including tobacco)?  Yes  No → Skip to Q32  
 Don't know/Don't want to answer → Skip to Q32

31. Please answer the following questions about your substance use: Please check only one answer per row.

Have You Ever Tried... <i>If Yes →</i>	How Frequently Have You Used This Substance in the Last Three Months?				Would You Like to Quit?
	Just Tried Once	About 1 or 2 Times a Month	About Once a Week	Almost Everyday	
Tobacco? <input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Alcohol? <input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Marijuana/Weed? <input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other drugs: _____ _____ <input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

32. Do you hang out with people who are gang members?  
 Yes  No  Don't know/Don't want to answer

33. Do you know anyone who has ever been arrested?  
 Yes  No  Don't know/Don't want to answer  
 → **If Yes**, who? Check all that apply.  
 Parent  Brother/Sister  Other Relative  Other: \_\_\_\_\_  
 Friend  Me  Neighbor

34. Do you know anyone who has died?  
 Yes  No  Don't know/Don't want to answer  
 → **If Yes**, who? Check all that apply.  
 Parent  Brother/Sister  Friend  Neighbor  Other: \_\_\_\_\_

35. In general, do you feel safe in your neighborhood?  
 Yes  No  Don't know/Don't want to answer

36. In the past year, approximately how many times have you heard gunshots in your neighborhood?  
 Never  Once or Twice  Many times  Don't know/Don't want to answer

## Program Participation

37. **Approximately, how much time do you spend in this program?** \_\_\_\_ hours per week  
 Don't know/Don't want to answer    Not applicable
38. **In general, do you feel safe coming to this program?**  
 Yes    No    Don't know/Don't want to answer    Not applicable
39. **Would you like help in any of the following areas?** Check all that apply.
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Homework/school/ GED studies | <input type="checkbox"/> Drug or alcohol use | <input type="checkbox"/> Problems at home                |
| <input type="checkbox"/> Finding a job                | <input type="checkbox"/> Safer sex education | <input type="checkbox"/> Managing anger                  |
| <input type="checkbox"/> Keeping a job                | <input type="checkbox"/> Emotional problems  | <input type="checkbox"/> Getting away from gangs         |
| <input type="checkbox"/> Transportation               | <input type="checkbox"/> Health problems     | <input type="checkbox"/> Changing your living situation  |
| <input type="checkbox"/> Other: _____                 | <input type="checkbox"/> Other: _____        | <input type="checkbox"/> Other: _____                    |
|   |  | <input type="checkbox"/> Don't know/Don't want to answer |

**Thank you for your time!**

**Please return this survey to the person who gave it to you.**

---

i Select questions adapted from the San Francisco Department of Children, Youth, and Their Families' Youth Survey.  
ii Source: San Francisco Department of Children, Youth, and Their Families' Youth Survey for Middle/High School Students.  
iii Source: California Healthy Kids Survey, © 1999 California Department of Education.  
iv Source: Ansell-Casey Life Skills Assessment, © 2000 Casey Family Programs and Dorothy I. Ansell.  
v Source: Individual Protective Factors Index (IPFI): A Measure of Adolescent Resiliency, © 1997 EMT Associates, Inc.

## PrIDE Follow-up Survey Youth Self-Administered

**Please complete:**

Name of Organization: _____											Today's Date	____ / ____ / ____ Mo. Day Year		
Name of Program: _____												_____ / _____ / _____ Mo. Day Year		
First Name											When were you born?	_____ / _____ / _____ Mo. Day Year		
Last Name											When was your first day in this program?	_____ / _____ / _____ Mo. Day Year		

***Please read the following before you begin this survey.***

This survey asks you to complete questions about your background, schooling, activities you participate in, the people in your life, and your experiences in this program. This program receives funds from the San Francisco Juvenile Probation Department and is part of the PrIDE project (Program Information for Development and Evaluation). This means that all of the youth who participate in this program complete this type of survey. You may remember that I asked you very similar questions when you first started this program.

This form will be sent to the PrIDE project at the Juvenile Probation Department. All of the information that is collected for the PrIDE project helps the Department and our program understand more about the difference this program makes and how this program can provide better services to youth in our program.

This survey will take about 20 minutes to complete. Some of the questions may be personal; you can always choose not to answer a question. We would prefer that you choose not to answer a question than have you answer a question dishonestly.

### Confidentiality Disclaimer

The only people who will be able to see your answers to these questions are the staff of this program and the staff of the PrIDE project. If you have a Probation Officer, he/she can request a summary of the survey. Otherwise, all of the information that you share will be kept confidential and your answers will never be associated with your name. None of your answers will jeopardize your status in this program and no information gathered through this survey can be used against you in a court of law. If you have any questions about the survey or how your answers will be kept confidential, please ask the person who gave you this survey for assistance.

I have read the above statement and understand what it means.

\_\_\_\_\_  
Signature of Client

\_\_\_\_\_  
Today's Date

## Demographics/Characteristics

1. **What neighborhood do you live in?** Please check one only.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Bayview Hunter's Point | <input type="checkbox"/> Ingleside Terrace        | <input type="checkbox"/> Richmond                         |
| <input type="checkbox"/> Bernal Heights         | <input type="checkbox"/> Japantown                | <input type="checkbox"/> Russian Hill/Nob Hill            |
| <input type="checkbox"/> China Basin            | <input type="checkbox"/> Marina                   | <input type="checkbox"/> South Beach/Rincon Hill          |
| <input type="checkbox"/> Civic Center           | <input type="checkbox"/> Mission                  | <input type="checkbox"/> South of Market                  |
| <input type="checkbox"/> Crocker-Amazon         | <input type="checkbox"/> Noe Valley               | <input type="checkbox"/> St. Francis Wood                 |
| <input type="checkbox"/> Diamond Heights        | <input type="checkbox"/> North Beach              | <input type="checkbox"/> Sunset                           |
| <input type="checkbox"/> Downtown/Tenderloin    | <input type="checkbox"/> OMI                      | <input type="checkbox"/> Telegraph Landing/Golden Gateway |
| <input type="checkbox"/> East of Twin Peaks     | <input type="checkbox"/> Outer Mission            | <input type="checkbox"/> Upper Market                     |
| <input type="checkbox"/> Excelsior              | <input type="checkbox"/> Parkside-Lakeshore       | <input type="checkbox"/> Visitacion Valley                |
| <input type="checkbox"/> Glen Park              | <input type="checkbox"/> Portola                  | <input type="checkbox"/> West of Twin Peaks               |
| <input type="checkbox"/> Haight                 | <input type="checkbox"/> Potrero Hill             | <input type="checkbox"/> West Portal                      |
| <input type="checkbox"/> Hayes Valley           | <input type="checkbox"/> Presidio-Pacific Heights | <input type="checkbox"/> Western Addition                 |
|   |   | <input type="checkbox"/> Other: _____                     |
|   |   | <input type="checkbox"/> Don't Know/Don't Want to Answer  |

2. **What is your street address?**

\_\_\_\_\_  Don't know/Don't want to answer  
 Street Name and Number City Zip Code

3. **Who do you live with?** Please check the one that best applies.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Two parents             | <input type="checkbox"/> Alone                  | <input type="checkbox"/> Group Home/Foster Home          |
| <input type="checkbox"/> One parent              | <input type="checkbox"/> On the street          | <input type="checkbox"/> Friends                         |
| <input type="checkbox"/> Family, but not parents | <input type="checkbox"/> Drug treatment program | <input type="checkbox"/> Other: _____                    |
| <input type="checkbox"/> Guardian                | <input type="checkbox"/> Jail/juvenile hall     | <input type="checkbox"/> Don't know/Don't want to answer |

## Educational Experiences/Orientation Towards School and Learning

4. **Do you go to school or are you in a GED program right now?** Please check one only.  Don't know/Don't want to answer

- Yes, school → If Yes, **What school?** \_\_\_\_\_  
 → If Yes, **What grade are you in right now?** \_\_\_\_\_
- Yes, GED → If Yes, **What is the name of your GED program?** \_\_\_\_\_
- No → If No, **How long ago did you stop going to school?** \_\_\_\_\_  
 → If No, **What is the last grade that you completed?** \_\_\_\_\_

5. **On average, about how many days of school/GED program do you miss in a month?** Please check one only.

- None     1 or 2 days     3 or 4 days     5 to 10 days     More than 10 days  
 Not applicable – I'm not in a GED program/school     Don't know/Don't want to answer

6. **Since starting this program have you gotten in trouble at school for your behavior and had any of the followings things happen?** Please check one only.

- No, I have not gotten in trouble at school since I started this program
- Sent to Counselor's office → How many times? \_\_\_\_\_ For what? \_\_\_\_\_
- Suspended from school → How many times? \_\_\_\_\_ For what? \_\_\_\_\_
- Expelled from school → For what? \_\_\_\_\_ From what school? \_\_\_\_\_
- Don't know/Don't want to answer

7. **How sure are you that you will graduate from high school?**  Don't know/Don't want to answer  
 Very Sure  Somewhat Unsure  
 Somewhat Sure  Very Doubtful  
 Not Applicable – I'm planning on getting my GED.  
↳ **If GED**, How sure are you that you will get your GED?  
 Very Sure  Somewhat Sure  Somewhat Unsure  Very Doubtful
8. **Since starting this program what kinds of grades have you gotten in school?** Please check one only.  
 Not Applicable – I was not in school in the last year  Don't know/Don't want to answer  
 Mostly A's and B's  Mostly B's and C's  Mostly C's and D's  Mostly D's and F's
9. **What do you see yourself doing 5 years from now?**  Don't know/Don't want to answer
- 
- 

10. **For your job/career in the future, how much education/training will you need?**  
 I don't need to finish high school  I need to graduate from a community or junior college  
 I need to finish high school or have a GED  I need to graduate from a 4 year college or university  
 I need to go to vocational, trade or business school after high school  I need a Master's Degree  
 I need a PhD or professional degree (JD/Law, MD, etc.)  
 Don't know/Don't want to answer

11. **How much do you agree with each of these statements?** Please check only one answer per row.

	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/ NA
a. I enjoy going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I don't spend any extra time at my school if I don't have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I participate in activities that support my school such as attending sports events, after-school programs, student government, or pep rallies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. **Did coming to this program help you stay in school or get your GED?**  
 Yes  No  Don't know/Don't want to answer
13. **Did coming to this program make you feel more comfortable about your abilities in school/a GED program?**  
 Yes  No  Don't know/Don't want to answer

## Extra-Curricular Activities

14. **Do you do any of these activities (not including your activities in this program)?<sup>ii</sup>**
- a. Go to a neighborhood or community center (like the boys and girls club)  Yes  No  Don't know/Don't want to answer
- b. Participate in a youth group or club  Yes  No  Don't know/Don't want to answer
- c. Volunteer  Yes  No  Don't know/Don't want to answer
- d. Work for pay  Yes  No  Don't know/Don't want to answer
- e. Play sports on a team  Yes  No  Don't know/Don't want to answer
- f. Play a musical instrument  Yes  No  Don't know/Don't want to answer
- g. Participate in a religious group or club  Yes  No  Don't know/Don't want to answer
- h. Practice martial arts  Yes  No  Don't know/Don't want to answer
- i. Do other activities (specify): \_\_\_\_\_  Yes  No  Don't know/Don't want to answer
15. **Did you become involved in any extra-curricular activities because of your participation in this program?**  
 Yes  No  Don't know/Don't want to answer  
↳ If Yes, What type of activities? \_\_\_\_\_



## Work and Job Readiness

16. **Do you have a job now?**

Yes     No     Don't know/Don't want to answer

↳ If Yes, Where do you work now? \_\_\_\_\_

How many hours per week do you work? \_\_\_\_\_

How much money do you earn per hour? \$ \_\_\_\_\_

17. **Are you interested in getting a job (or finding a NEW job)?**

Yes     No     Don't know/Don't want to answer

18. **Do you have...**

- |   |                              |                             |  |
|---|------------------------------|-----------------------------|--|
| a. ...California (or other state) ID card   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer |
| b. ...Resume                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer |
| c. ...Social Security card                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer |
| d. ...Belief that you can get a job         | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer |
| e. ...Ideas about the type of job you want? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know/Don't want to answer |

19. **Did you receive help from this program in finding or keeping a job?**

Yes     No     Don't know/Don't want to answer

## Relationships with Parents, Peers and Others<sup>iii</sup>

20. **How much do you agree with each of these statements?** Please check only one answer per row.

<i>I have a friend or relative about my own age...</i>	<b>I Strongly Disagree</b>	<b>I Disagree</b>	<b>I Agree</b>	<b>I Strongly Agree</b>	<b>No Opinion/ NA</b>
a...who really cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b...who talks with me about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c...who helps me when I'm having a hard time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. **How much do you agree with each of these statements?** Please check only one answer per row.

<i>In my home, there is a parent or some other adult...</i>	<b>I Strongly Disagree</b>	<b>I Disagree</b>	<b>I Agree</b>	<b>I Strongly Agree</b>	<b>No Opinion/ NA</b>
a...who expects me to follow the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b...who is interested in my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c...who believes that I will be a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d...who is too busy to pay much attention to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e...who talks with me about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f...who always wants me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g...who listens to me when I have something to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. **Did you receive help or learn anything in this program that helped you get along better with your friends or relatives?**

Yes     No     Don't know/Don't want to answer

↳ If Yes, what type of help did you get? \_\_\_\_\_

## Skills<sup>iv</sup>

23. **Please indicate your level of agreement with the following statements:** Please check only one answer per row.

Self-Care and Social Development	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/ NA
a. I can name two or more places to get help if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am generally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I ask for help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I accept compliments or praise without feeling embarrassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can take criticism without being very angry, sad or defensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have pride in my cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I respect other people's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I respect other people's ways of looking at things, their lifestyle, and their attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am able to organize and lead group activities (like school or sports activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I think about how my choices affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think about how my choices now affect my future a year or more from now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. **Please indicate how much you agree with the following statements.<sup>v</sup>** Please check only one answer per row.

	I Strongly Disagree	I Disagree	I Agree	I Strongly Agree	No Opinion/ NA
a. Sometimes you have to physically fight to get what you want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get mad easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. When I am angry or upset I do whatever I feel like doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When I am mad, I yell at people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sometimes I break things on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If I feel like it, I hit people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. This program taught me new ways to deal with my anger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. This program helped me think ahead to the consequences of my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. **Have you learned or done things at this program that you haven't done anywhere else?**

Yes     No     Don't know/Don't want to answer

If yes, please explain:

---



---



---

## Other Risk Factors

26. **Have you ever tried alcohol or drugs (including tobacco)?**  Yes  No → Skip to Q28  
 Don't know/Don't want to answer → Skip to Q28
27. **Please answer the following questions about your substance use:** Please check only one answer per row.

Have You Ever Tried...	If Yes →	How Frequently Have You Used This Substance in the Last Three Months?				Would You Like to Quit?
		Just Tried Once	About 1 or 2 Times a Month	About Once a Week	Almost Everyday	
Tobacco?	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Alcohol?	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Marijuana/Weed?	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other drugs: _____ _____	<input type="checkbox"/> Yes → <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

28. **Do you hang out with people who are gang members?**  
 Yes  No  Don't know/Don't want to answer

## Program Participation

29. **How long have you been participating in this program?**  
 Less than one week  More than 1 month and less than 6 months  1-2 years  
 Between one week and one month  Between six months and 1 year  More than 2 years  
 Don't know/Don't want to answer
30. **Approximately, how much time do you spend in this program?** \_\_\_\_\_ hours per week  
 Don't know/Don't want to answer  Not applicable
31. **Did you get help from this program in any of the following areas?** (Check all that apply.)  
 Homework/school/ GED studies  Drug or alcohol use  Problems at home  
 Finding a job  Safer sex education  Managing anger  
 Keeping a job  Emotional problems  Getting away from gangs  
 Transportation  Health problems  Changing your living situation  
 Other: \_\_\_\_\_  Other: \_\_\_\_\_  Other: \_\_\_\_\_  
 Don't know/Don't want to answer
32. **If you were in trouble or needed to talk, who would you talk to at this program:** (check all that apply)  
 Another youth  One staff person in particular  
 Any staff at this program  No one at this program  
 Don't know/Don't want to answer
33. **How satisfied are you with the types of services offered at this program?**  
 Very dissatisfied  Dissatisfied  Satisfied  Very Satisfied  
 No opinion  Don't know/Don't want to answer
34. **How satisfied are you with the staff at this program?**  
 Very dissatisfied  Dissatisfied  Satisfied  Very Satisfied  
 No opinion  Don't know/Don't want to answer
35. **How satisfied are you with the respect shown for your ethnic and cultural background at this program?**  
 Very dissatisfied  Dissatisfied  Satisfied  Very Satisfied  
 No opinion  Don't know/Don't want to answer
36. **How satisfied are you with this program overall?**  
 Very dissatisfied  Dissatisfied  Satisfied  Very Satisfied  
 No opinion  Don't know/Don't want to answer

37. **In general, do you feel safe coming to this program?**

- Yes     No     Don't know/Don't want to answer     Not applicable

38. **In general, would you recommend this program to your friends?**

- Yes  
 No  
 Don't know

39. **After you complete this program, are you interested in staying in touch and helping out?**

- Yes  
 No  
 Don't know

40. **Is there anything you would like to add about your experience in this program?**

---

---

---

---

**Thank you for your time!**

**Please return this survey to the person who gave it to you.**

---

i Select questions adapted from the San Francisco Department of Children, Youth, and Their Families' Youth Survey.  
ii Source: San Francisco Department of Children, Youth, and Their Families' Youth Survey for Middle/High School Students.  
iii Source: California Healthy Kids Survey, © 1999 California Department of Education.  
iv Source: Ansell-Casey Life Skills Assessment, © 2000 Casey Family Programs and Dorothy I. Ansell.  
v Source: Individual Protective Factors Index (IPFI): A Measure of Adolescent Resiliency, © 1997 EMT Associates, Inc.

## PrIDE Exit Form

**Please complete this exit form for all youth with whom you conducted a Baseline Survey AND who are no longer in your program.**

Name of Organization: _____										Today's Date		___/___/___ Mo. Day Year	
Name of Program: _____										Your Initials		____	
Clients' First Name										Clients' Date of Birth		___/___/___ Mo. Day Year	
Clients' Last Name										Clients' Program Start Date		___/___/___ Mo. Day Year	

1. **Approximately, what date did the youth last participate in your program?** \_\_\_\_\_
2. **Approximately, how much time did the youth spend in this program?** \_\_\_\_ hours per week
3. **Why did the youth stop participating in your program? Check all that apply.**

<input type="checkbox"/> Completed the program	<input type="checkbox"/> Youth dropped out of program
<input type="checkbox"/> Partial completion of program	<input type="checkbox"/> Probation violation
<input type="checkbox"/> Committed to juvenile hall	<input type="checkbox"/> Absent from program without permission/AWOL
<input type="checkbox"/> Failure to appear at program	<input type="checkbox"/> Youth moved out of area
<input type="checkbox"/> New arrest/law violation	<input type="checkbox"/> Other reason: _____
<input type="checkbox"/> Poor performance or behavior in the program	<input type="checkbox"/> Don't know
4. **What services/activities did the youth participate in or access while in the program? Check all that apply.**

<input type="checkbox"/> Job training/readiness services	<input type="checkbox"/> Anger management services	<input type="checkbox"/> Practical assistance such as help with transportation or meals
<input type="checkbox"/> Tutoring/help with homework	<input type="checkbox"/> Health education services	<input type="checkbox"/> Extra-curricular or after-school activity
<input type="checkbox"/> GED services	<input type="checkbox"/> Housing services/assistance	<input type="checkbox"/> Other service/activity: _____
<input type="checkbox"/> Mentoring	<input type="checkbox"/> Substance use counseling	
<input type="checkbox"/> Case management	<input type="checkbox"/> Mental health counseling	<input type="checkbox"/> Don't know
<input type="checkbox"/> Intensive home-based supervision		
5. **Does the youth continue to participate in other programs at your organization?**  
 Yes     No     Don't Know     Not applicable, our organization only operates this program  
 ↳ **If Yes**, please briefly describe: \_\_\_\_\_
6. **Did you or another staff member ever refer the youth to another agency?**  
 Yes     No     Don't Know  
 ↳ **If Yes**, which agencies: \_\_\_\_\_  
 ↳ **If Yes**, for what types of services: **Check all that apply.**

<input type="checkbox"/> Job training/readiness services	<input type="checkbox"/> Anger management services	<input type="checkbox"/> Practical assistance such as help with transportation or meals
<input type="checkbox"/> Tutoring/help with homework	<input type="checkbox"/> Health education services	<input type="checkbox"/> Extra-curricular or after-school activity
<input type="checkbox"/> GED services	<input type="checkbox"/> Housing services/assistance	<input type="checkbox"/> Other service/activity: _____
<input type="checkbox"/> Mentoring	<input type="checkbox"/> Substance use counseling	
<input type="checkbox"/> Case management	<input type="checkbox"/> Mental health counseling	<input type="checkbox"/> Don't know
<input type="checkbox"/> Intensive home-based supervision		
7. **Please answer the following questions to the best of your ability:**  
 Is the youth currently in school?     Yes     No     Don't Know  
 Is the youth currently working?     Yes     No     Don't Know  
 Is the youth currently in a stable living situation?     Yes     No     Don't Know
8. **Do you have any other information or comments about this youths' current situation or how the program helped this youth? Feel free to write on the back of this page.**

**Thank you for your time! When complete, please send this instrument to:**

PrIDE Staff  
375 Woodside Ave, San Francisco, CA 94127