Program Clusters

Anger Management

Chapter 4
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"

Programs Included in this Section:
▪ Samoan Community Development Center CLC, Anger Management

program both because it is the only program that has this as its main focus and because it has submitted such extensive data collected from youth that if data for this program were compiled with that of other programs, it would significantly influence reported outcomes for youth.
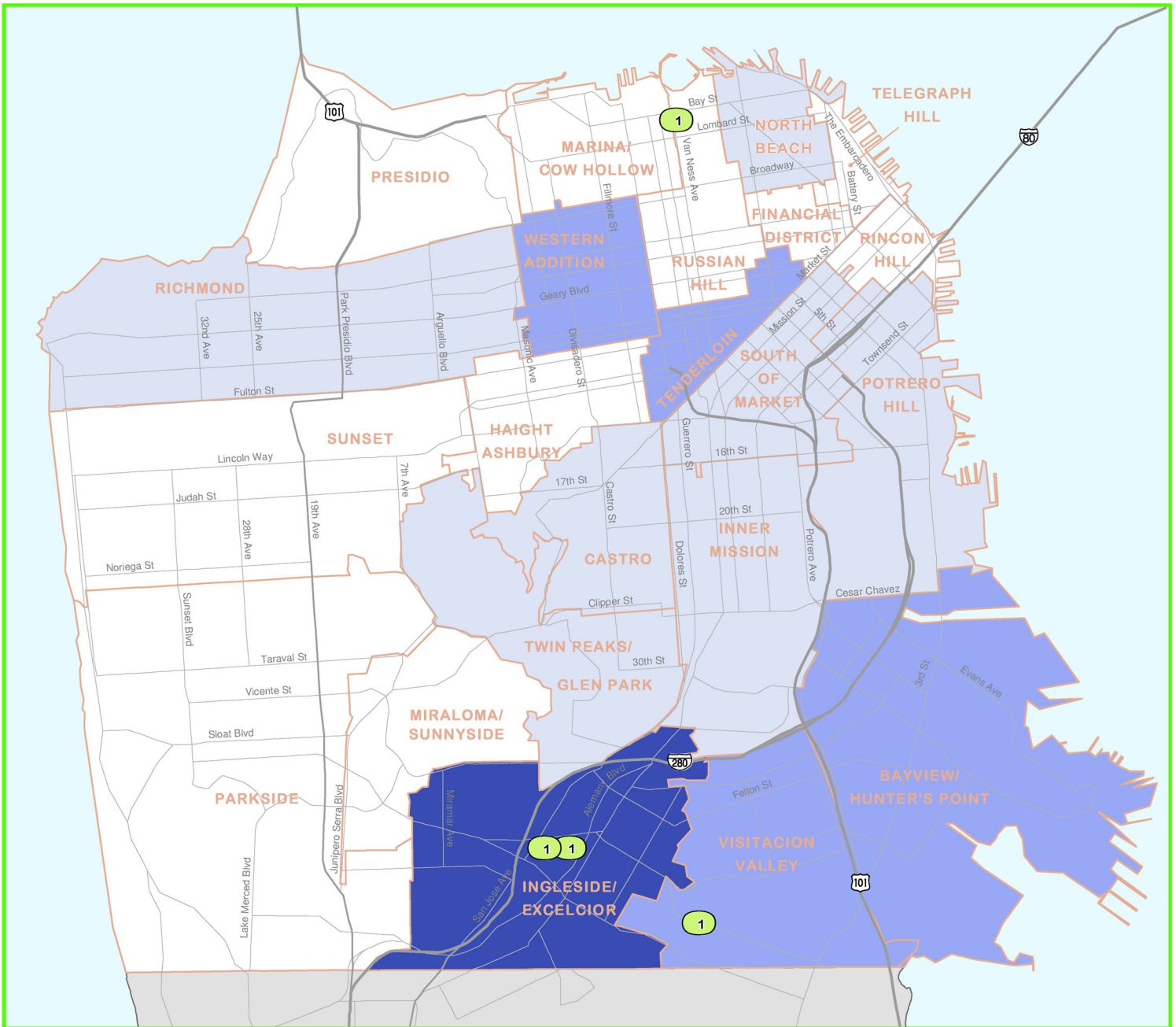
The Anger Management program, offered by the Samoan Community Development Center, works with youth who are on probation as well as youth who are at risk of becoming involved in the juvenile justice system. This program teaches youth basic life skills and offers them specific help with managing their anger. Anger management skills are particularly crucial for youth who have other risk factors such as physical or emotional abuse or poverty. When youth are able to better manage their anger it often positively impacts other areas of their lives, especially their relationships with other people.
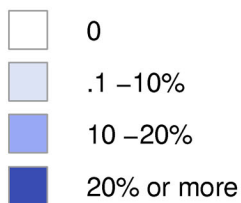
Exhibit 4–1
Overview of Anger Management Program

Program	Number of Youth Served July 2003 - February 2004	Description
Samoan Community Development Center CLC, Anger Management	78	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 Youth Guidance Center.

Neighborhood Concentrations of Participants Served by Anger Management Programs

PRESIDIO

101

Bay St

MARINA/
COW HOLLOW

Lombard St

1

Van Ness Ave

Fillmore St

NORTH
BEACH

Broadway

TELEGRAPH
HILL

The Embarcadero

Battery St

80

WESTERN
ADDITION

Geary Blvd

FINANCIAL
DISTRICT

RINCON
HILL

RICHMOND

32nd Ave

25th Ave

Park Presidio Blvd

Arguello Blvd

Masonic Ave

Divisadero St

RUSSIAN
HILL

Market St

Mission St

5th St

Townsend St

Fulton St

SUNSET

Lincoln Way

7th Ave

HAIGHT
ASHBURY

17th St

Castro St

TENDERLOIN

SOUTH
OF
MARKET

Guerrero St

16th St

POTRERO
HILL

Judah St

28th Ave

19th Ave

Noriega St

Sunset Blvd

CASTRO

Clipper St

20th St

INNER
MISSION

Dolores St

Potrero Ave

Cesar Chavez

3rd St

Evans Ave

Taraval St

Vicente St

Sloat Blvd

TWIN PEAKS/
GLEN PARK

30th St

MIRALOMA/
SUNNYSIDE

PARKSIDE

Junipero Serra Blvd

Lake Merced Blvd

Miramar Ave

Alemany Blvd

280

1 1

San Jose Ave

INGLESIDE/
EXCELCIOR

Felton St

VISITACION
VALLEY

1

BAYVIEW/
HUNTER'S POINT

101

Percentage of Anger Management Program Participants By Home Neighborhood

- [ ] 0
- [ ] .1 –10%
- [ ] 10 –20%
- [ ] 20% or more

Community Program Service Locations

Anger Management Programs

1 Samoan Community Development Center:
CLC –Anger Management

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

GreenInfo
Network

www.greeninfo.org

Chapter 5
Samoan Community Development Center CLC
Anger Management

Program Overview

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 Youth Guidance Center. At YGC, separate classes are offered for boys and girls.

<table>
<tr><td colspan="3" align="center">Exhibit 5–1
Program At-A-Glance</td></tr>
<tr><td>Services provided to youth:</td><td>▪ Tutoring/help with homework
▪ Case management</td><td>▪ Anger management services</td></tr>
<tr><td>Primary neighborhoods served:</td><td>▪ Bayview-Hunters Point</td><td>▪ Western Addition</td></tr>
<tr><td>Target population served:</td><td colspan="2">▪ Youth who are on probation
▪ Youth who are at-risk of becoming involved in the juvenile justice system</td></tr>
<tr><td>How youth are referred:</td><td colspan="2">▪ Probation Officer
▪ Case Manager
▪ Teacher or School Counselor</td></tr>
<tr><td>Average length of time youth spend in program:</td><td colspan="2">▪ 8 weeks</td></tr>
<tr><td>Average # of youth who participate at any given time:</td><td colspan="2">▪ 12 per class</td></tr>
</table>

Highlights

Strong positive outcomes were found in a number of outcome areas, particularly with regard to behavior at school, developing stronger anger management skills, and building more positive relationships with peers and adults. In general, most participants are satisfied with all aspects of the program and recognize that they have benefited from what they have learned.

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:

▪ Not available

Number of youth served in contract period:[1]

- The program has already exceeded its annual goal of serving 75 youth. As of March 2004, the project had served a total of 78 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 has participated in PrIDE evaluation data collection on an ongoing basis.

Organizational Strengths:

- "Youth are staying with the program; completing all their sessions and really changing their attitudes."[2]

- "Building the program into schools has been a big success. The staff see that last years' youth are doing well."[2]

- "Staff report that it is like observing the participant become a whole new person – sharing, talking, realizing they have control over how they react to situations. The turning point is when it hits them that everything they do has consequences, and that they can choose their response."[2]

Organizational Challenges:

- "The program does not have the capacity to respond to all of the requests from schools for anger management classes."[2]

- Because the Executive Director is also the Program Instructor, this limits the program both in terms of the number of sites that can be served and the depth of case management services that can be offered. It has also limited this staff person's ability to develop the organization and fundraise.

- The program can not be sustained by stipends paid by schools; it needs to do additional fundraising in order to support the program.

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[1] Data sources: Senior Analyst Site Visit Form and Participant Tracking Spreadsheets. Youth with entry dates and no exit dates recorded are considered "continuing" in the program.
[2] Information provided by Community Programs Division staff.

Exhibit 5–2
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
Race/Ethnicity (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.

Data Sources

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

Exhibit 5–3
Data Sources
SCDC

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 15, 2004, the program had submitted 171 Baselines, 76 Follow-ups, and 62 Exit Forms. All of these data were utilized in this report.

- During this contract year, the program submitted Baseline Surveys for a total of 60 of the 78 youth that were served, yielding a response rate of 76.9%. The parents/guardians of three participants' declined their children's participation in the evaluation.

Program Description

What are the characteristics of the youth served?

- Youth participants range in age from 12 to 18; on average, participants are 15 years old.

- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Bayview-Hunters Point, Excelsior, Western Addition, and Visitacion Valley (17.1%, 17.1%, 10.5%, and 9.2%, n=76).

Exhibit 5–4
Youth Characteristics
SCDC

Characteristic at Program Entry		% of Participants
Age♦ (n=50)	Under 13 years old	10.0%
	13-15 years old	82.0%
	16-17 years old	4.0%
	Over 18 years old	4.0%
Gender♦ (n=70)	Male	72.9%
	Female	27.1%
Race/Ethnicity♦ (n=70)	African American	34.3%
	Latino/a	28.6%
	Asian American and Pacific Islander	21.4%
	White	5.7%
Home Neighborhood✧ (n=76)	Bayview-Hunters Point	17.1%
	Excelsior	17.1%
	Western Addition	10.5%
	Visitacion Valley	9.2%
	All other San Francisco neighborhoods	36.8%
	All areas outside San Francisco	9.2%

Data Source: ♦ = Participant tracking spreadsheets; ✧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, Cantonese, Vietnamese, Samoan, and other languages.

Exhibit 5–5
Demographic Information
SCDC

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=156)	English	80.1%
	Spanish	7.1%
	Cantonese	4.5%
	Other/Unknown	3.8%
	Vietnamese	1.9%
	Samoan	1.3%
	Russian	< 1.0%
	Mandarin	< 1.0%
Living Situation (n=159)	Two Parents	47.8%
	One Parent	34.6%
	Family but not parents	6.3%
	Guardian	5.0%
	Other	4.4%
	Group Home	1.9%
Referral to Program* (n=160)	JPD/PO/YGC	55.0%
	School	31.3%
	Friend	4.4%
	Referred by another organization	3.8%
	Family	2.5%
	Police	1.3%
	It's in my neighborhood	0.0%

*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 one-third of participants (35.8%, n=123) acknowledge that they hang out with gang members. When asked if they knew anyone who had been arrested, nearly all said that they did. Most commonly, they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, over three-quarters said that they knew someone who died; the largest percentage of youth said that a friend had died.

- About two-thirds of respondents say they have ever tried alcohol or other drugs (65.0%, n=140).

Exhibit 5–6
Risk Factors
SCDC

Risk Factors at Program Entry		% of Respondents
Frequency Youth Hears Gunshots at Home (n=137)	Never	29.2%
	Once or Twice	27.7%
	Many Times	43.1%
Feels Unsafe in Neighborhood (n=135)	No	27.4%
	Yes	72.6%
Acknowledges He/She Hangs Out With Gang Members (n=123)	No	64.2%
	Yes	35.8%
Has Ever Tried Drugs or Alcohol (n=140)	Yes	65.0%
	No	35.0%
Knows Someone Who Was Arrested (n=145)	No	5.5%
	Yes	94.5%
	Participant's friend was arrested*	73.7%
	Participant was arrested*	40.1%
	Participant's parent was arrested*	26.3%
	Participant's sibling was arrested*	24.8%
	Participant's neighbor was arrested*	24.8%
	Participant's other relative*	6.9%
Knows Someone Who Died (n=160)	No	13.1%
	Yes	75.0%
	Participant's friend died*	51.7%
	Participant's neighbor died*	26.7%
	Participant's parent died*	13.3%
	Participant's sibling died*	7.5%

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

Program Outcomes

Program staff selected the following outcome measures for their program.

Exhibit 5–7
Program Outcome Measures
SCDC

Outcome Area	Indicators
Education	▪ School attendance will increase ▪ School behavioral problems will decrease ▪ Orientation toward the future will increase ▪ Engagement in positive after-school activities will increase
Building Positive Relationships	▪ Positive peer relationships will increase ▪ Positive parental/guardian relationships will increase ▪ Positive relationships with service providers will increase
Skill-Building	▪ Anger management skills will improve
Risk Factors	▪ Involvement with the juvenile justice system will decrease.[3]
Service Satisfaction	▪ 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.

Education

▪ Nearly all of the participants were in school/GED program at both program entry and follow-up (95.9%, n=146; 93.8%, n=64).

▪ The program appears to have had a significant positive effect on participants' behavior at school. A smaller percentage of students got in trouble at school since entering the program as compared to the three months prior to program entry.

Exhibit 5–8
School Behavior
SCDC

	In the 3 Months Prior to Program Entry % of Respondents* (n=130)	Since Entering the Program % of Respondents (n=62)	Finding
I have not gotten in trouble at school	40.8%	75.8%	+ A smaller percentage of youth have gotten in trouble at school after program involvement
I was sent to Principal's/Counselors' office	28.5%	16.1%	
I was suspended from school	25.4%	6.5%	
I was expelled from school	5.4%	1.6%	

Data Source: PrIDE

▪ Based on their responses to a set of questions about their feelings about school and their participation in school-related activities, participants were categorized into levels of "school attachment". Students that have a stronger sense of school attachment may be more likely to feel

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[3] Data on involvement with the juvenile justice system is presented for all SFJPD/CPD-funded programs in **Chapter 3: Findings Across All Programs**. A program-by-program analysis of JJIS data was not possible for this report.

Recommendations for Future Areas of Evaluation Focus within SFJPD and Beyond

This evaluation focuses on the type and effectiveness of community-based services provided to youth through SFJPD's Community Programs Division's support. It is primarily focused on the number and type of youth served, describing their characteristics, and measuring changes they experience as a result of participation in SFJPD/CPD-funded programs.

What this evaluation has not focused on, and what LFA recommends as a future area of investigation, is a process evaluation of the functioning of the Community Programs Division as a unit of the San Francisco Juvenile Probation Department. To date, we have not focused on assessing how well this Division is functioning, the challenges it faces, and what it could be doing to improve the effectiveness of its funding and support of community-based organizations. While it is one thing to hold the community-based service providers accountable for doing the work that they have promised to do on behalf of youth, the Division, and its connections to other units in the Department and the Juvenile Probation Commission, could likely improve its functioning as well.

On a systems level, we urge the City and County of San Francisco to explore strategies for unifying evaluation efforts that require community-based organizations to collect and share information about the clients they serve. Moreover, when possible, alignment with state and federal evaluation should be taken in to consideration. While we understand that realistically such integration is likely to be far off, it is never too late to begin planning for such a unified system. It is our strong opinion, based on this and many other similar evaluation experiences that the time savings and efficiency gains community-based providers and other involved stakeholders would experience far outweigh the resources that would be required to achieve a unified evaluation system for providers serving similar populations with a multitude of funding sources.

In the same vein, the SFJPD should explore linkages with data from SFUSD to integrate information about involvement with school and the school system with that of the juvenile justice system.

Findings and Recommendations with Implications for Planning Purposes

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, despite hardships imposed by the challenges of fiscal year 2003-04, which included delays in contracts and mid-year budget cuts for most providers. Youth participants are generally satisfied with the programs they are participating in. And probation officers use many SFJPD/CPD-funded programs as a resource.

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.

better and stay in school; therefore, it is a positive finding that a larger percentage of youth were in the "high school attachment" category after program involvement than were at program entry.

Exhibit 5–9
School Attachment
SCDC

	At Time of Program Entry % of Respondents (n=122)	After Program Involvement % of Respondents (n=72)	Finding
Minimal school attachment	26.2%	18.1%	**+** Youth have a higher level of school attachment after program involvement
Moderate school attachment	59.0%	61.1%	
High level of school attachment	14.8%	20.8%	

Data Source: PrIDE

- Over two thirds of respondents said that the program helped them stay in school or get their GED and "made me feel more comfortable about my abilities in school/GED program" (68.2%, n=66, 63.5%, n=63).

- The program did not appear to have a significant effect on participants' sense of how likely they would be to finish high school and/or complete their GED program (61.3%, n=137; 59.7%, n=62).

- The program did not appear to have a significant effect on youths' participation in after-school activities (not including this program), although a slightly higher percentage of youth participated in at least one organized after-school activity at follow-up as compared to at program entry (79.5%, n=73; 76.4%, n=148).

Building Positive Relationships

- Participants appear to be making different choices about their peer group as a result of the program. A smaller percentage of participants said they "hang out with gang members" after program involvement than at program entry (20.4%, n=54; 35.8%, n=123). This difference is even more striking among those participants for whom both program entry and follow-up data are available. Half of those who said that they hung out with gang members at program entry said they did not at follow-up.

- Participants have developed relationships with staff members in the program. Over half (55.3%, n=76) said that if they were in trouble and needed help they would talk with a staff member about it.

- Over half of respondents (58.3%, n=48) report that the program helped them get along better with their friends and/or relatives.

Skill-Building

- 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.

Exhibit 5–10
Anger Management
SCDC

	At Time of Program Entry % of Respondents (n=134)	After Program Involvement % of Respondents (n=55)	Finding
Minimal anger management skills	18.7%	9.1%	**+** Youth have stronger anger management skills after program involvement
Moderate anger management skills	56.7%	52.7%	
Strong anger management skills	24.6%	38.2%	

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 5-11). About three-quarters 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 5–11
Participant Satisfaction
SCDC

Percent of participants who were…	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
Satisfied with the *types of services* (n=56)	7.2%	**73.2%**	19.6%
Satisfied with the *staff* (n=57)	7.1%	**78.9%**	14.0%
Satisfied with *respect shown for participant's ethnic and cultural background* (n=56)	8.9%	**76.8%**	14.3%
Satisfied with the *program overall*? (n=57	10.5%	**79.0%**	10.5%

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. Nearly all of the participants **felt safe** attending the program and nearly three-quarters said they would **recommend it to their friends** (89.4%, n=66; 72.7%, n=55)**.**

Exhibit 5–12
Program Attachment
SCDC

After program Involvement, % of respondents who said "Yes" to:	% of Respondents
I feel safe attending this program (n=66)	89.4%
I would recommend this program to my friends (n=55)	72.7%
If I were in trouble and needed to talk, I would talk to a **staff member** at this program (n=76)	55.3%
I am interested in staying in touch and helping out with the program (n=53)	49.1%
If I were in trouble and needed to talk, I would talk to another **youth** at this program (n=76)	21.1%

Data Source: PrIDE

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

▪ Participants report that the biggest benefit of their involvement in the program has been in improving their experience at school. Over two-thirds of respondents report that it has "helped them stay in school or get their GED" and nearly that percentage says they "feel more comfortable about my abilities in school/GED program. Although it's not a stated outcome of the program, about one-fifth of participants said the program helped them find or keep a job (19.6%, n=56). This might be a result of participants' stronger anger management skills.

Exhibit 5–13
Program Benefits
SCDC

After program involvement, % of respondents who said "Coming to this program…"	% of Respondents
…taught me new ways to deal with my anger (n=65) *	72.3%
…helped me think ahead to the consequences of my actions (n=65) *	69.2%
…helped me stay in school or get my GED (n=66)	68.2%
…made me feel more comfortable about my abilities in school/a GED program (n=63)	63.5%
…helped me get along better with my friends and/or relatives (n=48)	58.3%
…taught me or allowed me to do things I haven't done anywhere else (n=54)	29.6%
…helped me get involved in extra-curricular activities (n=55)	14.5%

After program involvement, % of respondents who said "Coming to this program…"	% of Respondents
…helped me find or keep a job (n=56)	19.6%

Are youth successfully completing the program?

▪ About two-thirds of youth served successfully completed the program and about one-third did not, primarily due to poor attendance or performance (62.9% and 37.1%, n=62). The program design considers program completion to be participation with no more than two absences. If the participant has more than two absences, (s)he can return in the next cycle to complete the course. According to exit forms completed by the program staff, none of the youth left the program because they moved out of the area, were referred to other agencies, or were committed to juvenile hall.

Exhibit 5–14
Exit Reason
SCDC

Reason for program exit* (n=62)	% of Respondents
Completed the program	62.9%
Failure to appear at program/ Youth dropped out of program/ Absent from program without permission/AWOL	14.5%
Partial completion of program	12.9%
Poor performance or behavior in the program	1.6%
Probation violation	1.6%
New arrest/law violation	1.6%
Other	4.9%

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