



Education, Life Skills & Employment

Chapter 10

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 skills and job readiness skills, program aim to build their assets and thereby reduce the likelihood of future delinquent behavior.

For the July 2003 – June 2004 contract year, the Community Program Division is supporting 12 Education, Life Skills and Employment programs. Most of these programs focus more 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, USF’s Street Law, 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, from the legal education provided by Street Law to the GED preparation given at GED Plus, these programs provide a large range of educational services with each one filling a need of youth at risk or currently involved with the juvenile justice system.

When asked what type of services or assistance they need at program entry, the largest percentage of youth said they want help in getting a job. 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 Club, Potrero Hill Neighborhood House’s Peer Counseling 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, to instill a sense of awareness of and knowledge about these issues. Both the UJIMA-Co-Ed Mentorship Program and the Family Restoration House X-Cell Club strive to instill 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.

- | Programs Included in this Section |
|--|
| ▪ Spirit Life Chaplaincy Program, Ark of Refuge |
| ▪ Asian American Recovery Services, Straight Forward Club |
| ▪ Ella Hill Hutch Community Center, UJIMA Co-Ed Mentorship Program |
| ▪ Family Restoration House, The X-Cell Club |
| ▪ Performing Arts Workshop, Impact Community High School |
| ▪ Potrero Hill Neighborhood House, Peer Counseling Program |
| ▪ Special Services for Groups, Ida B. Wells High School OTTP |
| ▪ University of San Francisco, Street Law |
| ▪ Youth Guidance Center Improvement Committee, Focus I, Focus II, GED Plus |

Exhibit 10–1 provides an overview of the Education, Life Skills and Employment 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.

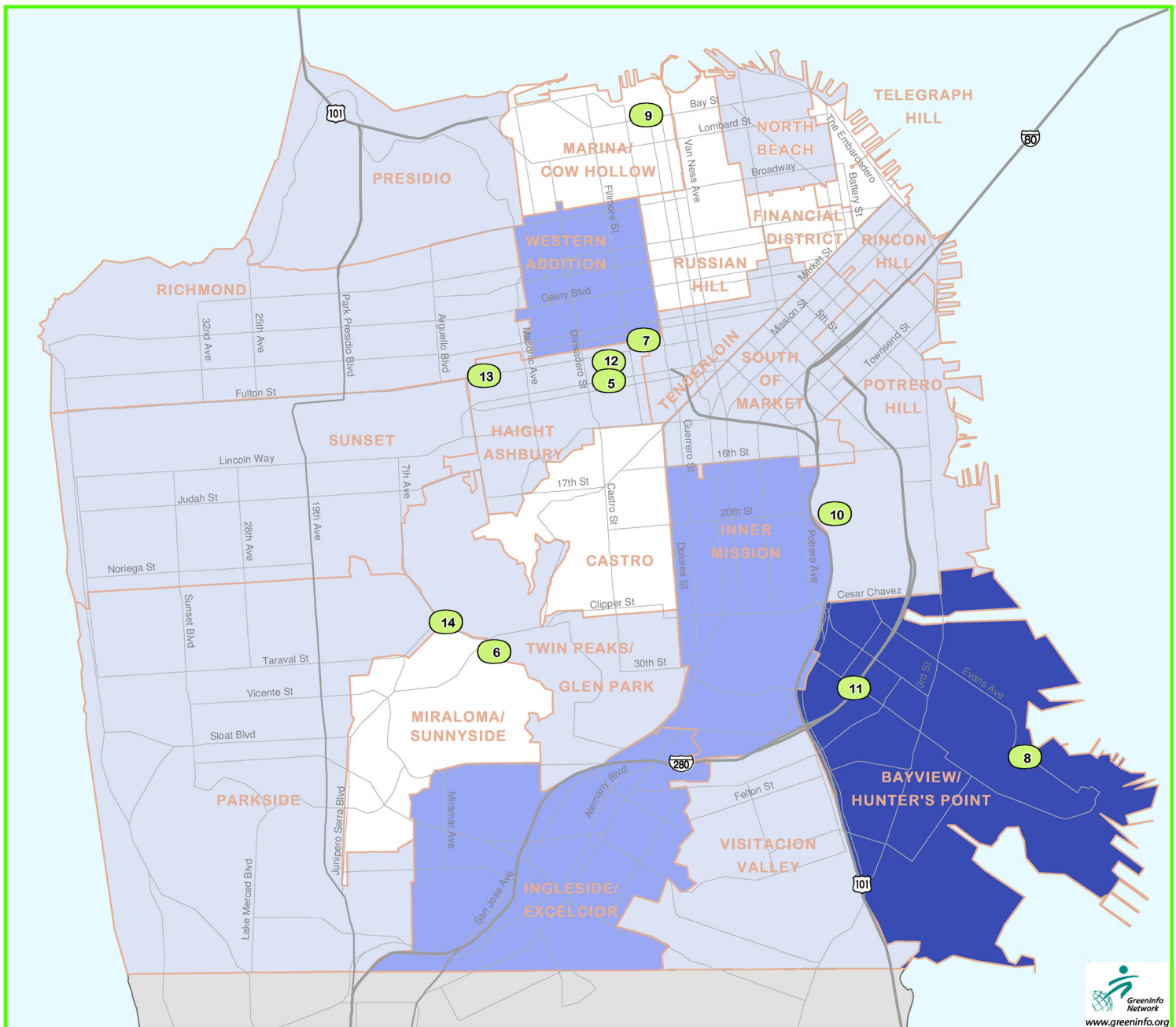
Exhibit 10–1
Overview of Education, Life Skills and Employment Programs

Program	Number of Youth Served July 2003 - February 2004	Description
Ark of Refuge, Spirit Life Chaplaincy Program	112	The SpiritLife Program provides chaplaincy services and ecumenical counseling to youth within the Juvenile Hall detention facility, and offers a service and referral network of faith-based organizations for youth released to 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.
Ella Hill Hutch Community Center, UJIMA Co-Ed Mentorship Program	28	The UJIMA Co-Ed Mentorship Program serves youth who are delinquent and/or at risk of becoming juvenile offenders. This delinquency-prevention program matches youth with volunteer mentors from the community who act as appropriate role models, give one-on-one guidance, and expose the participants to cultural activities.
Family Restoration House, The X-Cell Club	43	The X-Cell Club 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	34	The mission of Impact Community High School is to provide wrap-around family services in an arts-integrated academic program for juvenile offenders.
Potrero Hill Neighborhood House, Peer Counseling Program	13	The Omega Peer Counseling Program provides peer-led group counseling to youth detained in Juvenile Hall or Log Cabin Ranch with the goal of assisting them in making positive changes in their lives.
Special Services for Groups, Ida B. Wells High School OTTP	62	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.
University of San Francisco, Street Law	27 ¹	The UCF Street Law Program delivers practical legal education and skills to youth in need.
Youth Guidance Center Improvement Committee, Focus I, Focus II, GED Plus	43 ²	Services include: Focus I: a basic computer literacy and job preparedness program; Focus II: an advanced computer training program; General Education Development: a classroom-based high school equivalency preparatory class; and Juvy Java: a youth-run food business at JPD.

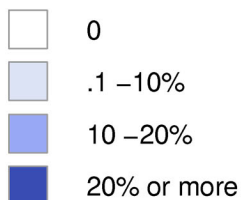
¹ This number reflects youth who participated in this program from February 2003 through December 2003 and does not reflect the total number of youth served since July 2003.

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

Nearighborhood Concentrations of Participants Served by Education, Life Skills & Employment Programs



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



Community Program Service Locations

Education, Life Skills & Employment Programs

- | | |
|--|--|
| <p>5 Asian American Recovery Services: Straight Forward Club</p> <p>6 Ark of Refuge: Spirit Life Chaplaincy Program</p> <p>7 Ella Hill Hutch Community Center: UJIMA Co-Ed Mentorship Program</p> <p>8 Family Restoration House: Life Skills</p> | <p>9 Performing Arts Workshop: Impact High School</p> <p>10 Potrero Hill Neighborhood House: Peer Counseling Program</p> <p>11 SLUG/Department of Public Works: Saturday Community Service</p> <p>12 Special Services for Groups: Ida B. Wells High School OTTP</p> <p>13 University of San Francisco: Street Law</p> <p>14 Youth Guidance Center Improvement Committee: Focus I, Focus II, GED Plus</p> |
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Data shown on this map were submitted by: Ark of Refuge's Spirit Life Chaplaincy Program, Asian American Recovery Services' Straightforward Club, Family Restoration House's X-Cell Club, Performing Arts Workshop's Impact Community High School, Special Services for Groups' Ida B. Wells High School Occupational Therapy Training Program, University of San Francisco's Street Law, and Youth Guidance Center Improvement Committee's Focus I, Focus II, and GED Plus programs



Chapter 11

Ark of Refuge

Spirit Life Chaplaincy Program

Program Overview

The SpiritLife Program provides chaplaincy services and ecumenical counseling to youth within the Juvenile Hall detention facility, and offers a service and referral network of faith-based organizations for youth released to the community.

Exhibit 11-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ▪ Religious services ▪ Pastoral care ▪ Religious programs ▪ Religious volunteer opportunities ▪ Aftercare referral network of faith organizations ▪ Tutoring ▪ Mentoring ▪ Case management 	<ul style="list-style-type: none"> ▪ Anger management ▪ Housing services ▪ Substance use counseling ▪ Mental health counseling ▪ Practical assistance ▪ After-school activities ▪ Death notification ▪ Visitation ▪ Bereavement counseling
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Bayview-Hunters Point ▪ Downtown/Tenderloin ▪ Excelsior ▪ Haight ▪ Ingleside ▪ Mission ▪ North Beach 	<ul style="list-style-type: none"> ▪ Parkside-Lakeshore ▪ Potrero Hill ▪ South Beach/Rincon Hill ▪ South of Market ▪ Visitacion Valley ▪ Western Addition
Target population served:	<ul style="list-style-type: none"> ▪ Youth ages 12 to 18 ▪ Youth who are detained in the Juvenile Hall detention facility ▪ Juvenile offenders who have returned to their homes and communities ▪ Youth who are on probation 	
How youth are referred:	<ul style="list-style-type: none"> ▪ Juvenile Probation Department staff, detainees and volunteers ▪ Faith and community-based partners ▪ Parent, guardian, or other adult family member ▪ Brother, sister, or cousin ▪ Self 	
Average length of time youth participate in program:	<ul style="list-style-type: none"> ▪ More than one month and less than six months 	
Average # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ 15 	

Program Contract Compliance

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

Contract Amount versus Program Budget:

- Contract amount: \$83,400
- Program budget: Not available

Number of youth served in contract period:³

- Between July 2003 and February 2004, the program has served a total of 115 youth.

Staffing:

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

Evaluation:

- This program 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.

Organizational Strengths:

- 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."⁴
- "Aftercare participants have received excellent court progress reports."⁴
- Program staff work with parents as well as youth. "Two parents have been accompanied and coached in relationships with service providers. One has formed a strongly cooperative relationship with SFUSD; both families have received good progress reports from other service providers."⁴
- "A mother and daughter report improvement in handling conflict when it arises due to SpiritLife direct relationship-building, crisis and spiritual counseling interventions. The mother reports fewer inappropriate outbursts from her daughter, and the daughter reports using newly-acquired assertiveness, listening and calming skills techniques in her communication style."⁴
- The program is building relationships with other faith-based organizations to which it can refer youth who leave detention. "Two additional youth have been referred for employment with a faith-based aftercare partner, an MOU is under development."⁴
- 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

³ Data source: Participant Tracking Spreadsheets. Youth with entry dates and no exit dates recorded are considered "continuing" in the program.

⁴ Information provided by program staff.

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.”⁵

- The program is responsive to youth participants. As noted by program staff, “documented requests for routine spiritual counsel or pastoral care are honored within 72 hours. Emergency requests are honored within 6 hours.”
- 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.”⁵

Organizational Challenges

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

Program Description

What are the characteristics of the youth served?

- This program’s target population is youth between the ages of 12 and 18, which is reflected in the age actual age range of youth served. The highest percentage of youth is between the ages of 16 and 17 years old.
- The majority of youth in this program are male (81.6%, n=59).
- The highest percentages of youth in this program identify as Latino or African American (50.4% and 38.9% respectively), though this program serves youth who are White, Samoan, Filipino, Other Asian and other races and ethnicities.
- SpiritLife 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%, n=115).

Exhibit 11–2
Characteristics of Youth Served
Ark of Refuge

Characteristic at Program Entry		% of Participants
Age♦ (n=59)	13-15 years old	20.3%
	16-17 years old	42.4%
	18 years old and over	37.3%

⁵ Information provided by Community Programs Division staff.

Characteristic at Program Entry		% of Participants
Gender ♦ (n=115)	Male	81.6%
	Female	18.4%
Race/Ethnicity ♦ (n=113)	Latino/a	50.4%
	African American	38.9%
	White	3.5%
	Samoan	2.7%
	Other Asian	2.7%
	Filipino	1.8%
Home Neighborhood ♣ (n=115)	Bayview-Hunters Point	30.0%
	Mission	12.0%
	Visitacion Valley	12.0%
	Western Addition	12.0%
	Downtown/Tenderloin	9.0%
	Excelsior	6/5%
	Ingleside Terrace	6.5%
	All other San Francisco neighborhoods	12.0%

Data Source: ♦ = Participant tracking spreadsheets; ♣CBO Questionnaire

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 12

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.

Exhibit 12-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ▪ Case management ▪ Mentoring ▪ Tutoring ▪ Anger management ▪ Violence prevention workshops 	<ul style="list-style-type: none"> ▪ Health education ▪ Substance use counseling ▪ After-school activities ▪ Recreational sports ▪ Music production & recording
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Bayview-Hunters Point ▪ Richmond 	<ul style="list-style-type: none"> ▪ Western Addition
Target population served:	<ul style="list-style-type: none"> ▪ Youth ages 10 to 18 ▪ Youth from the SF Unified School District ▪ Youth who are on probation ▪ Youth who are at-risk of becoming involved with, or who are in the juvenile justice system ▪ Youth who have used/abused drugs or alcohol ▪ Youth who are involved with gangs 	
How youth are referred:	<ul style="list-style-type: none"> ▪ Self ▪ Friend ▪ Brother, sister or cousin ▪ Parent, guardian or other adult family member ▪ Probation Officer ▪ Outreach Worker ▪ SF Unified School District ▪ Case Manager ▪ Social Worker ▪ Teacher or School Counselor 	
Average length of time youth participate in program:	<ul style="list-style-type: none"> ▪ More than one month and less than six months 	
Average # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ 10 	

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 versus Program Budget:

- Contract amount: \$25,000
- Program budget: not available

Number of youth served in contract period:

- This program has exceeded its goal of serving 40 youth per year. Between July 2003 and February 2004, the program served 75 youth.

Staffing:

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

Evaluation:

- This program is not part of the PrIDE evaluation.
- This program participated in a focus group hosted by The Beat Within as part of an evaluation project to develop a report on programs for youth audiences.

Organizational Strengths:

- The program has exceeded the number of youth they were contractually obligated to serve.
- The organization has held two successful Boxing Tournaments that youth were involved in planning.

Organizational Challenges

- "The biggest challenge is not having the adequate funds to meet all the needs and interest of the program."⁶

Program Description

What are the characteristics of the youth served?

- This program targets youth ages 10 to 18. Over two-thirds of its participants are between 16 and 17 years old (65.7%, n=70).
- There are about three times as many males in this program as females (74.3% and 25.7%, respectively, n=70).
- About half of the participants are African American, and about a quarter are Asian-American.
- Participants live in many different areas of San Francisco, though the highest percentages live in Western Addition, Richmond and Bayview-Hunters Point (23.6%, 16.7%, and 15.3%, n=72).

⁶ Information provided by program staff.

**Exhibit 12–2
Youth Characteristics
Straight Forward Club**

Characteristic at Program Entry		% of Participants
Age♦ (n=70)	Under 13 years old	4.3%
	16-17 years old	11.4%
	16-17 years old	65.7%
	Over 18 years old	18.6%
Gender♦ (n=70)	Male	74.3%
	Female	25.7%
Race/Ethnicity♦ (n=65)	African American	50.8%
	Other Asian	27.7%
	Latino	13.8%
	White	4.6%
	Pacific Islander	1.5%
	Samoan	1.5%
Home Neighborhood♦ (n=72)	Western Addition	23.6%
	Richmond	16.7%
	Bayview-Hunters Point	15.3%
	Mission	9.7%
	Visitacion Valley	8.3%
	All other San Francisco neighborhoods	26.4%

Data Source: ♦ = Participant tracking spreadsheets; ♦ CBO Questionnaire

What are participants' major risk factors?

- 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.
- This program's target population also includes youth who are on probation, who have used/abused drugs or alcohol, and youth who are involved in gangs.

Chapter 13

Ella Hill Hutch Community Center

UJIMA Co-Ed Mentorship Program

Program Overview

The UJIMA Co-Ed Mentorship Program serves youth who are delinquent and/or at risk of becoming juvenile offenders. This delinquency-prevention program matches youth with volunteer mentors from the community who act as appropriate role models, give one-on-one guidance and expose the participants to cultural activities and relevant values. The program detours the youth from recidivating by helping them achieve greater self-awareness and maturity, nurture individual strengths, renew a sense of self-worth, and contribute to socially responsible behavior.

Exhibit 13-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ▪ Individual and group counseling ▪ Social and cultural enrichment 	<ul style="list-style-type: none"> ▪ Community involvement ▪ Community service experiences
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Not available 	
Target population served:	<ul style="list-style-type: none"> ▪ Youth who are delinquent and/or at risk of becoming juvenile offenders 	
How youth are referred:	<ul style="list-style-type: none"> ▪ Juvenile Probation Department ▪ SFUSD schools ▪ Community-based organizations 	
Average length of time youth participate in program:	<ul style="list-style-type: none"> ▪ Not available 	
Average # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ Not available 	

Program Contract Compliance

This grantee is not in compliance with all contractual obligations because to date no data have been submitted for the PRIDE evaluation, as required by the contract.

Contract Amount versus Program Budget:

- Contract amount: \$62,400
- Program budget: Not available

Number of youth served in contract period:

- The program has provided services to 28 youth since July 2003. The scope of work indicates that 32 unduplicated youth were to be served during the contract period.

Staffing:

- Not available.

Evaluation:

- This program is part of the PrIDE evaluation; however, no PrIDE data have been submitted by the program.

Organizational Strengths:

- Youth are successfully completing the program. “Three youth have successfully completed their probation and graduated from high school.”⁷
- The program is helping some youth participants prepare for college. “One of the participant youth is currently attending City College of San Francisco. There is another youth who is doing well in school and is in the process of going on the Historically Black College Tour.”⁷

Organizational Challenges

- The Department’s budget cuts have forced staff reductions. “The four percent budget reduction has forced the agency to layoff staff.”⁷
- The program has also not received timely payments from the Department, and this has presented further challenges.

Program Description**What are the characteristics of the youth served?**

- Not available

What are participants’ major risk factors?

- This program serves youth who are delinquent and at risk of becoming juvenile offenders.

⁷ Information provided by Community Programs Division staff.

Chapter 14

Family Restoration House

The X-Cell Club

Program Overview

The X-Cell Club 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.

Exhibit 14-1 Program At-A-Glance	
Services provided to youth:	<ul style="list-style-type: none"> ▪ Job training/readiness services ▪ Mentoring ▪ Extra-curricular or after-school activities
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Bayview-Hunters Point
Target population served:	<ul style="list-style-type: none"> ▪ African American youth in the Bayview-Hunters Point neighborhood ▪ Youth who are truant ▪ Youth who are at risk of becoming involved in the juvenile justice system
How youth are referred:	<ul style="list-style-type: none"> ▪ Self ▪ From a friend ▪ Brother, sister, or cousin ▪ Parent, guardian, or other adult family member ▪ Outreach Worker ▪ Case Manager
Average length of time youth spend in program:	<ul style="list-style-type: none"> ▪ 1 to 2 years
Average # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ 20

Highlights

Through the X-Cell Club, the Family Restoration House provides youth with a place where they feel safe, gain new friends, and learn new skills. Program participants in fact had many strengths coming into the program, and the program has helped them maintain their school attendance and confidence about their future. For the 50.0% of youth who had a job at program entry, all continued to work after program involvement. In addition, program participants expressed a very high level of satisfaction with all aspects of 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 \$67,200 in TANF funds, which is 57% of the program's total budget.

Number of Youth Served in Contract Period:⁸

- Between July 2003 and February 2004, the program served a total of 43 youth. We have basic demographic data and information on youth's entry and exit for 29 of these youth.
- Of these 29, all youth are continuing in the program as of the end of February 2004 (100.0%, n=29).

Staffing:

- The program is staffed by 1 full-time and 5 part-time staff members.

Evaluation:

- This program has participated in PrIDE evaluation data collection on an ongoing basis. The program also provides services at Log Cabin Ranch, though these youth were not involved in the PrIDE evaluation.

Organizational Strengths:

- Staff have observed changes in youth who participate in the program; "When [FRH staff] see a young person's countenance, attitude, way of talking and thinking change over the course of participation, from tough and closed to open and oriented toward the future, the staff feel they have succeeded."⁹
- The program is there for youth when they need it, particularly when there is violence or 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."⁹

Organizational Challenges:

- 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."⁹
- Transportation is a challenge for program participants. To make sure they return safely, the program needs to drive all participants home. "Every participant has to be driven home, even if they live nearby, because the area is so dangerous." According to the program staff, they "are still continuing to work on securing transportation to pick up and drop off kids and to take them on field trips/events."⁹

⁸ 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.

⁹ Information provided by Community Programs Division staff.

**Exhibit 14–2
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%
	Samoaan	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 14–3
Data Sources
Family Restoration House**

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. As of March 15, 2004, the program had submitted 12 Baselines and 12 Follow-ups; therefore, we have some PrIDE data for about one-third of the youth served (34.9%, n=43). No Exit Forms were submitted for this program, largely

because, according to program staff, “the number of ‘exits’ from our program is virtually ‘zero.’” No parent/guardian declined his/her child’s participation in the evaluation.

Program Description

What are the characteristics of the youth served?

- This program’s target population is youth ages 14 to 21; the average age of youth in this program is 17.
- There are twice as many males as females in this program (65.5%, 34.5%; n=29).
- Almost all of the youth in the program are African American (96.6%, n=29).
- Participants live in several neighborhoods in San Francisco, but about two-thirds of the youth live in Bayview-Hunters Point (62.0%, n=29).

**Exhibit 14–4
Youth Characteristics
Family Restoration House**

Characteristic at Program Entry		% of Participants
Age♦ (n=29)	13-15 years old	31.0%
	16-17 years old	37.9%
	18 years old and over	31.0%
Gender♦ (n=29)	Male	65.5%
	Female	34.5%
Race/Ethnicity♦ (n=29)	African American	96.6%
	Filipino	3.4%
Home Neighborhood♠ (n=29)	Bayview-Hunters Point	62.0%
	Western Addition	13.8%
	Potrero Hill	10.3%
	Hayes Valley	6.9%
	Portola	3.4%
	All areas outside San Francisco	3.4%

Data Source: ♦ = Participant tracking spreadsheets; ♠CBO Questionnaire

- All of the youth are in homes where English is the primary language.
- Nearly three-quarters half of the youth report living in single-parent households at time of program entry (72.7%, n=11).
- Friends are the most common source of referrals for this program, a reflection of the connection this program has made with the community they serve.

**Exhibit 14–5
Demographic Information
Family Restoration House**

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=12)	English	100.0%
Living Situation (n=11)	One Parent	72.7%
	Two Parents	9.1%
	Alone	9.1%
	Friends	9.1%
Referral to Program (n=12)	Friend	66.7%
	School	16.7%
	Referred by another organization	8.3%

Data Source: PRIDE

What are participants' major risk factors?

- Two-thirds of participants (66.7%, n=9) say they have ever tried alcohol or other drugs.
- Compared to other programs funded by the Community Programs Division, a smaller percentage of youth in this program say that they hang out with gang members (16.7%, n=12), however, it does appear that participants have friends who engage in other risky behaviors. Almost all participants said they knew someone who had been arrested (91.7%, n=12); most commonly they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, nearly all said they knew someone who died, with the largest percentage of youth saying that a friend had died.

**Exhibit 14–6
Risk Factors
Family Restoration House**

Risk Factors at Program Entry		% of Respondents
Frequency Youth Hears Gunshots at Home (n=12)	Many Times	75.0%
	Never	16.7%
	Once or Twice	8.3%
Feels Unsafe in Neighborhood (n=12)	No	50.0%
	Yes	50.0%
Acknowledges He/She Hangs Out With Gang Members (n=12)	No	83.3%
	Yes	16.7%
Has Ever Tried Drugs or Alcohol (n=9)	Yes	66.7%
	No	33.3%

Risk Factors at Program Entry		% of Respondents
Knows Someone Who Was Arrested (n=12)	No	8.3 %
	Yes	91.7%
	Participant's friend was arrested*	81.8%
	Participant was arrested*	18.2%
	Participant's sibling was arrested*	9.1%
Knows Someone Who Died (n=10)	No	20.0%
	Yes	80.0%
	Participant's friend died*	87.5%
	Participant's parent died*	12.5%
	Participant's neighbor died*	12.5%

*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 14-7 Program Outcome Measures Family Restoration House

Outcome Area	Indicators
Education	<ul style="list-style-type: none"> ▪ School attendance will increase ▪ School behavioral problems will decrease ▪ Orientation toward the future will increase ▪ Engagement in positive after-school activities will increase
Work and Job Readiness	<ul style="list-style-type: none"> ▪ Job readiness will increase ▪ Employment will increase
Building Positive Relationships	<ul style="list-style-type: none"> ▪ Positive peer relationships will increase ▪ Positive parental/guardian relationships will increase ▪ Positive relationships with service providers will increase
Skill-Building	<ul style="list-style-type: none"> ▪ Anger management skills will improve
Service Satisfaction	<ul style="list-style-type: none"> ▪ 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

- The program is designed to increase youths' attendance, behavior, and performance at school. While a slightly smaller percentage of respondents was attending school or a GED program after program involvement than was attending at program entry (72.7%, n=11; 60.0%, n=10), the youth who are not attending school after program entry are 18 years old or older.

- Only one of the participants reported that he/she had gotten in trouble at school in the three months prior to program entry, and none said that they had since getting involved in the program. Staff shared one story about a youth who had been in three schools prior to entering the program, and is now thriving in his/her current school and playing on several sports teams.
- At program entry, all but one respondent felt “very sure” he/she would graduate from high school or earn a GED; after program involvement, all of the respondents felt “very sure” about their future success completing school or getting their GED. Less than half of respondents attributed this to the program (42.9% said the program helped [them] stay in school or get their GED) suggesting that they entered the program with the resolve to do this and the program played no role or a minimal role in keeping them on this track.
- According to program staff, program participants receive college and/or trade school planning assistance and most have developed individual service plans that help them work toward their goals.
- At program entry, nearly all youth were participating in structured after-school activities, and this pattern continued after program involvement.

Work and Job Readiness

- Participants receive job readiness training and complete individual service plans that identify their vocational areas of interest. While this focus on job readiness does not appear to have had an immediate effect on the percentage of youth who have jobs (at both program entry and after program involvement half of the youth were employed), all but one of the youth say they have the “belief that they can get a job” and an “idea of the kind of job they want” after program involvement.

Building Positive Relationships

- According to program staff, participants from different neighborhoods in San Francisco have become friends and begun to “hang out” outside of the X-Cell program. Half of the youth surveyed said that if they were in trouble and needed help they would talk with a youth in the program about it (50.0%, n=10).
- Participants have developed relationships with staff members in the program. Over three-quarters said that if they were in trouble and needed help they would talk with a staff member about it (80.0%, n=10).
- The program has engaged some parents in the program; according to program staff, “several parents of our participants have volunteered their time after seeing the positive effect the X-Cell Club has had on their children.”

Skill-Building

- The program has included several anger management sessions that are “facilitated, prompted, or self-generated by the participants themselves,” according to program staff. The program does seem to have had a positive effect on participants’ anger management skills, although not a dramatic one.

**Exhibit 14–8
Anger Management
Family Restoration House**

	At Time of Program Entry % of Respondents (n=10)	After Program Involvement % of Respondents (n=10)	Finding
Minimal anger management skills	16.7%	10.0%	+ Youth have stronger anger management skills after program involvement
Moderate anger management skills	33.3%	40.0%	
Strong anger management skills	50.0%	50.0%	

Data Source: PRIDE

Service Satisfaction

How satisfied are youth with the services they received?

- This program received high satisfaction ratings from its participants. Almost all participants said they were satisfied or very satisfied with several aspects of the program including the staff, the respect shown for their ethnic and cultural background, and the program overall (90.0%, n=10).

**Exhibit 14–9
Participant Satisfaction
Family Restoration House**

Percent of participants who were...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
Satisfied with the <i>types of services</i> (n=10)	10.0%	80.0%	10.0%
Satisfied with the <i>staff</i> (n=10)	0%	90.0%	10.0%
Satisfied with <i>respect shown for participant's ethnic and cultural background</i> (n=10)	0%	90.0%	10.0%
Satisfied with the <i>program overall</i> (n=10)	0%	90.0%	10.0%

Data Source: PRIDE

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

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

Exhibit 14–10 Program Attachment Family Restoration House

After program involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=9)	100.0%
I would recommend this program to my friends (n=9)	100.0%
I am interested in staying in touch and helping out with the program (n=8)	100.0%
If I were in trouble and needed to talk, I would talk to a staff member at this program (n=10)	80.0%
If I were in trouble and needed to talk, I would talk to another youth at this program (n=10)	50.0%

Data Source: PRIDE

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

- One of the X-Cell Club’s six core components is education and career exploration, an area in which the program seems to have made a significant impact on the youth it serves. Almost all youth said the program “made [them] feel more comfortable about [their] abilities in school/GED program” (87.5%, n=8). Relating education to job readiness, nearly this percentage said the program “helped [them] find or keep a job” (80.0%, n=10).

**Exhibit 14–11
Program Benefits
Family Restoration House**

After program involvement, % of respondents who said “Coming to this program...”	% of Respondents
...made me feel more comfortable about my abilities in school/a GED program (n=8)	87.5%
...helped me find or keep a job (n=10)	80.0%
...helped me think ahead to the consequences of my actions* (n=10)	50.0%
...helped me stay in school or get my GED (n=7)	42.9%
...helped me get along better with my friends/or relatives (n=8)	37.5%
...taught me new ways to deal with my anger* (n=10)	30.0%
...helped me get involved in extra-curricular activities (n=9)	11.1%

*% of respondents includes those who said they “strongly agree” and “agree” to this statement.
Data Source: PrIDE

Are youth successfully completing the program?

- There is no information available on exit reasons for this program because there is no Exit Form data for this program.

Chapter 15

Impact Community High School

Performing Arts Workshop

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 promote participants' educational and life skills. Youth participate in field trips and interact with visiting and guest artists, as well as to engage in various family activities and events.

Exhibit 15-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ✦ Job training ✦ GED services ✦ Mentoring ✦ Case management ✦ Anger management ✦ Health education ✦ Substance use counseling ✦ Mental health counseling 	<ul style="list-style-type: none"> ✦ Practical assistance such as help with transportation or meals ✦ Extra curricular or after school activities ✦ Arts integrated academic programming ✦ Special education services ✦ Tutoring/help with homework
Primary neighborhoods served:	✦ Bayview-Hunters Point	✦ Fillmore
Target population served:	<ul style="list-style-type: none"> ✦ Youth between the ages of 15 and 18 ✦ Youth who are truant ✦ Youth who are on probation ✦ Youth who are involved in gangs 	
How youth are referred:	<ul style="list-style-type: none"> ✦ Probation Officer ✦ Case Manager ✦ Referrals through the Family Integrated Treatment Services Unit 	
Average length of time youth spend in program:	✦ Three months to 2 years, depending on probation status	
Average # of youth who participate at any given time:	✦ 19	

Highlights

The participants in Impact Community High School's Performing Arts Workshop arrive at the school having faced challenges in other educational environments. Based on youth surveys the program has submitted to date, it is not possible to confirm if the program has been effective in promoting changes in youths' orientation toward school, involvement in positive relationships, skills, and other areas; however, program staff cited a number of indicators related to students' attendance, behavior, cessation of substance use, and other positive behaviors that provide compelling evidence that the program's design is likely to promote these type of outcomes.

Program Contract Compliance

This grantee is providing services as planned, despite some delay in filling staff positions, and despite a mid-year budget cut. 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 \$96,000, which is 100% of the program's budget.

Number of Youth Served in Contract Period:¹⁰

- As of February 2004, the program had served a total of 34 youth; the program has exceeded its goals of serving 20-25 youth this year.
- As of the end of February 2004, all of these youth were still continuing in the program.

Staffing:

- The program is staffed by 1 full-time and 4 part-time staff members.
- "The JPD's TANF funds particularly support full-time arts instructors; a part-time visual arts assistant; visiting and guest artists; educational supplies; field trips; family wrap-around services; staff training; and various family activities and events."¹¹

Evaluation:

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

Organizational Strengths:

- "The partnership between Performing Arts Workshop and Impact Community High School has been very successful. The addition of PAW staff makes it possible for the school to have three classes and still provide one-on-one support to students when needed."¹¹
- "[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."¹¹
- "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."¹²

Organizational Challenges:

- "The initial full-time arts instructor we hired had to resign [for personal reasons]. Since she was only with the program for two months, this resignation caused a delay in the initial program development and curriculum design."¹²
- "The program faced either total or partial cut at mid-year, which put stress on the students and staff not knowing if the program would continue. Fortunately the cut was partial so the program could still maintain operations. For many students, this is the first school where they have really succeeded, and so it is very stressful for them to have to worry about it closing."¹¹

¹⁰ Data source: Participant Tracking Spreadsheets. Youth with entry dates and no exit dates recorded are considered "continuing" in the program.

¹¹ Information provided by Community Programs Division staff.

¹² Information provided by the program.

**Exhibit 15–2
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%
	Samoaan	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 15–3
Data Sources
Impact High School – Performing Arts Workshop**

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. As of March 15, 2004, the program had submitted 8 Baselines and 10 Exit Forms. There is only one youth participant for whom both Baseline and Exit data were submitted. The program has submitted at least one PrIDE data

collection form for exactly half of the youth served (50.0%, n=34). No parent/guardian declined their child's participation in the evaluation.

Program Description

What are the characteristics of the youth served?

- This program's target population of high school students is reflected in the age range of 14 to 18 years old for youth in this program. The average age of participants is 15 years old.
- Over three-quarters of the youth in this program are African American (78.1%, n=32), though the program also serves youth who are Latino, Filipino and White.
- There are slightly more males than females in this program (58.8% and 41.2%, n=34).
- The largest percentages of participants live in Bayview-Hunters Point and the Fillmore (35.3% and 32.4%, n=34).

Exhibit 15-4
Youth Characteristics
Impact High School – Performing Arts Workshop

Characteristic at Program Entry		% of Participants
Age ♦ (n=34)	13-15 years old	67.6%
	16-17 years old	32.4%
Gender ♦ (n=34)	Male	58.8%
	Female	41.2%
Race/Ethnicity ♦ (n=32)	African American	78.1%
	Latino/a	15.6%
	Filipino	3.1%
	White	3.1%
Home Neighborhood ♦ (n=34)	Bayview Hunter's Point	35.3%
	Fillmore	32.4%
	Mission	14.7%
	Outer Mission Ingleside	14.7%
	Bernal Heights	2.9%

Data Source: ♦ = Participant tracking spreadsheets; ♦ CBO Questionnaire

- Most of the youth are in homes where English is the primary language (87.5%, n=8), however, the program also serves youth whose primary home language is Spanish.
- About two-thirds of the youth report living with their birth family (62.5%, n=8), while over one-third report living with family but not parents, or a guardian (37.5%, n=8), placing them at the greatest risk for out-of-home placement in a juvenile justice facility.
- JPD and Probation Officers are a strong source of referrals for this program, with three-quarters of the participants being referred this way (75.0%, n=8).

Exhibit 15-5
Demographic Information
Impact Community High School – Performing Arts Workshop

Characteristic at Program Entry*		% of Respondents
Language Spoken at Home (n=8)	English	87.5%
	Spanish	12.5%
Living Situation (n=8)	One Parent	50.0%
	Family but not parents	25.0%
	Two Parents	12.5%
	Guardian	12.5%
Referral to Program (n=8)	JPD/PO/YGC	75.0%
	Friend	12.5%
	School	12.5%

Data Source: PRIDE

What are participants' major risk factors?

- Participants' participation in risky behaviors varies. While most participants (87.5%, n=8) say they have ever tried alcohol or other drugs, only one-quarter admit to hanging out with gang members (25.0%, n=8).
- It does appear that participants have friends who engage in risky behaviors. Of those participants who said they knew someone who had been arrested (12.5%, n=8), all of them had a friend who had been arrested. Even more striking, all participants in this program knew someone who had died; the most common person being their friend.

Exhibit 15–6
Risk Factors
Impact Community High School – Performing Arts Workshop

Risk Factors at Program Entry		% of Respondents
Frequency Youth Hears Gunshots at Home (n=8)	Once or Twice	62.5%
	Never	37.5%
Feels Unsafe in Neighborhood (n=8)	No	25.0%
	Yes	75.0%
Acknowledges He/She Hangs Out With Gang Members (n=8)	Yes	25.0%
	No	75.0%
Has Ever Tried Drugs or Alcohol (n=8)	Yes	87.5%
	No	12.5%
Knows Someone Who Was Arrested (n=8)	No	87.5%
	Yes	12.5%
	Participant's friend was arrested*	100.0%
	Participant's neighbor was arrested*	71.4%
	Participant was arrested*	71.4%
	Participant's sibling was arrested*	57.1%
	Participant's parent was arrested*	28.6%
	Other relative was arrested*	14.3%
Knows Someone Who Died (n=8)	Yes	100.0%
	Participant's friend died*	62.5%
	Participant's sibling died*	37.5%
	Participant's parent died*	12.5%

*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 15-7
Program Outcome Measures
Impact Community High School – Performing Arts Workshop

Outcome Area	Indicators
Education	<ul style="list-style-type: none"> ▪ School attendance will increase ▪ School behavioral problems will decrease ▪ Orientation toward the future will increase
Building Positive Relationships	<ul style="list-style-type: none"> ▪ Positive peer relationships will increase
Skill-Building	<ul style="list-style-type: none"> ▪ Social development and self care skills will increase
Risk Factors	<ul style="list-style-type: none"> ▪ Substance use will decrease ▪ Involvement with the juvenile justice system will decrease.¹³
Service Satisfaction	<ul style="list-style-type: none"> ▪ 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. ▪ Program assesses, addresses, and provides referrals for youths' needed services

Education

- The focus of Impact Community High School is to provide family wrap-around services in a high-quality academic program for juvenile offenders; therefore, all of the participants are in school at time of program entry.
- According to program staff, “the average daily attendance of students at Impact High School is currently around 85%, as compared with [program participants’] 20% average daily attendance in prior academic years in other school settings.”¹⁴
- One-fifth of program participants have been accepted into post-secondary institutions.¹⁴
- 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.” None of the youth have a high level of school attachment at time of program entry, which is not surprising considering that these youth have had difficulties in other school environments prior to coming to Impact High School.

¹³ 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.

¹⁴ Based on information submitted on the program’s CBO Questionnaire.

Exhibit 15–8
School Attachment
Impact Community High School – Performing Arts Workshop

	At Time of Program Entry % of Respondents (n=8)	After Program Involvement % of Respondents	Finding
Minimal school attachment	12.5%	Not available	At program entry, none of the students have a high level of school attachment
Moderate school attachment	87.5%		
High level of school attachment	0.0%		

Data Source: PRIDE

- At program entry, there is some variation among respondents in terms of their certainty about their future success in school. Less than half are “somewhat unsure” or “very doubtful” that they will graduate from high school.

Exhibit 15–9
Orientation Towards Future Schooling
Impact Community High School – Performing Arts Workshop

	In the 3 Months Prior to Program Entry % of Respondents (n=8)	Since Entering the Program % of Respondents	Finding
Very sure I will graduate from high school	25.0%	Not available	At program entry, most of the youth are planning to graduate from school, but only one quarter are very sure they will be able to do so
Somewhat sure I will graduate from high school	37.5%		
Somewhat unsure	25.0%		
Very doubtful	12.5%		

Data Source: PRIDE

- Staff completed information about the educational outcomes for youth who had left Impact Community High School. Of these 6 youth, staff were sure that five were currently in school (83.3%, n=6).

Building Positive Relationships

- The program is designed to foster stronger relationships among youth. At this time, we are not able to comment on program successes in this area. However, according to program staff, based on the number of student bench referrals and school suspensions, “interpersonal student conflicts have [declined] as a result of the school’s behavior management program.”

Skill-Building

- One goal of the program is to enhance participants’ self-care and social development skills. The school includes a “Healthy Lifestyles” curriculum that strives to improve student hygiene and self-respect. Clients are also able to get clothing, health care referrals, and access to other basic services through funding for “family wrap-around dollars.”

- At program entry, participants scored low on the self-care and social development scales. It will be important to monitor over time whether participants experience any growth in this area as a result of their attendance at Impact High School.

Exhibit 15–10
Self-Care and Social Development
Impact High School – Performing Arts Workshop

	At Time of Program Entry % of Respondents (n=8)	After Program Involvement % of Respondents	Finding
Minimal self-care and social development skills	12.5%	Not available	At program entry, none of the students have a high level of self-care and social development skills
Moderate self-care and social development skills	87.5%		
High level of self-care and social development skills	0.0%		

Data Source: PRIDE

Risk Factors

- According to program staff, the Family Service Agency has found there to be “a 70% reduction in substance abuse behaviors” among youth participants.
- Program staff also estimate that 80-90% of Impact students successfully complete the terms of their probation.

Service Satisfaction

How satisfied are youth with the services they received?

- There is no information on participants’ satisfaction with this program, program attachment or program benefits because there is no Follow-up data for this program.

Are youth successfully completing the program?

- According to Exit Forms completed by program staff, half of participants completed the program successfully; the next most common reasons for program exits include “partial completion of program” or that they had a “probation violation” (50.0%, 20.0%, and 20.0%, n=10).

Exhibit 15–11
Exit Reason
Impact High School – Performing Arts Workshop

Reason for program exit (n=10)	% of Respondents*
Completed the program	50.0%
Partial completion of program	20.0%
Probation violation	20.0%
Other	10.0%

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

- Based on comments staff included on completed Exit Forms, some youth participants have done very well upon program exit and others are still struggling with involvement in the juvenile justice system. For example, of one youth, a staff person writes, he/she is “incarcerated in adult facility” of another it is noted that he/she is “doing well at regular high school and playing [a team sport].” Another former program participant is “registered for City College in the fall.”

Chapter 16

Potrero Hill Neighborhood House

Omega Peer Counseling Program

Program Overview

The Omega Peer Counseling Program provides peer-led group counseling to youth detained in Juvenile Hall or Log Cabin Ranch with the goal of assisting them in making positive changes in their lives. Many of the peers involved in this program as Omega members were once detained themselves and they are committed to sharing their experiences with youth to inspire them to change. Counseling groups meet multiple times a week and discuss a wide range of topics including substance abuse, safe sex, medical issues, crime, peer pressure, family issues, education and employment. In addition to peer leadership, other strong components of this program include chaplaincy services, ecumenical counseling, and referrals to aftercare facilities for youth returning to the community.

Exhibit 16-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ▪ Counseling ▪ Health education 	<ul style="list-style-type: none"> ▪ Referrals ▪ Chaplaincy services
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Not available 	
Target population served:	<ul style="list-style-type: none"> ▪ Youth detained at the Juvenile Probation Department or Log Cabin Ranch 	
How youth are referred:	<ul style="list-style-type: none"> ▪ Not available 	
Typical length of time youth participate in program:	<ul style="list-style-type: none"> ▪ 2-hour workshops are conducted 4 days per week 	
Typical # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ Not available 	

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 versus Program Budget:

- Contract amount: \$50,400
- Program budget: Not available
- This grantee is providing services as planned despite the mid-year grant reduction.¹⁵

Number of youth served in contract period:

- The program has provided services to 13 youth since July 2003.

¹⁵ Information provided by Community Programs Division staff.

Staffing:

- The number of staff in this program is not available.

Evaluation:

- This program is not part of the PrIDE evaluation. As stated by Community Programs Division staff, “given the transient nature of the detention population and the charge of this grantor, it would be difficult to administer PrIDE.”

Organizational Strengths:

- “The Omega Peer Counseling program hooks the youth through their workshops and supports a network of service linkages back into the community through their parent organization, Omega Boys and Girls Club, and supports the youth [to] obtain jobs and college opportunities.”¹⁶
- Another strength of this program is the continued services and support it offers to former participants in which “members of [the] peer counseling program follow youth once they have gone on to out-of-home placement, Log Cabin Ranch and California Youth Authority.”¹⁶

Organizational Challenges

- This program’s endurance has given it some insight on the work of community providers, as reported by Community Programs Division staff: “Given the over 14-year history of this organization [with] the Juvenile Probation Department, this provider has seen agencies come and go, but believes collaboration and cooperation would strengthen the network of people [that] support[s] delinquent and disenfranchised youth.”¹⁶

¹⁶ Information provided by Community Programs Division staff.

Chapter 17

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.

Exhibit 17-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ▪ Job training/readiness services ▪ Tutoring/help with homework ▪ GED services ▪ Mentoring ▪ Case management ▪ Anger management ▪ Health education 	<ul style="list-style-type: none"> ▪ Substance use counseling ▪ Mental health counseling ▪ Practical assistance such as transportation ▪ Extra-curricular activities ▪ Independent living skills ▪ Job placements
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Bayview-Hunters Point 	<ul style="list-style-type: none"> ▪ Western Addition
Target population served:	<ul style="list-style-type: none"> ▪ Youth between the ages of 15 and 22 ▪ Youth who are truant ▪ Youth who are on probation or at risk of becoming involved in the juvenile justice system ▪ Youth who have used/abused drugs or alcohol ▪ Youth who classified as "at-risk" special education youth 	
How youth are referred:	<ul style="list-style-type: none"> ▪ Self ▪ From a friend ▪ Brother, sister, or cousin ▪ Probation Officer ▪ Outreach Worker ▪ Case Manager ▪ Social Worker ▪ Teacher or School Counselor ▪ Parent, guardian, or other adult family member 	
Average length of time youth spend in program:	<ul style="list-style-type: none"> ▪ Between 6 months and 2 years 	
Average # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ 70 	

Highlights

Based at a high school, this employment readiness program is well-liked by participants. The program appears to be having positive influences in the areas of education, job-readiness, relationship-building, and skill-building. Students are learning new things in this program, and while the program has not had

an immediate effect on the number of youth with jobs at this time, it appears likely to have a long term effect on youths' readiness to get a job when they leave school. Program participants are highly satisfied with nearly every aspect of the program and most are successfully completing it (94.7%, n=19).

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 \$136,000; \$96,000 of which is funded through TANF and \$40,000 of which is funded through TANF Ranch. This is 100% of the program's budget.

Number of Youth Served in Contract Period:¹⁷

- Between July 2003 and February 2004, the program served a total of 62 youth at their Ida B. Wells High School location; this number surpasses the program's goal of serving 50 youth at this location. The program is also offered at Log Cabin Ranch, where 32 youth have been served.

Staffing:

- The program is staffed by 4 full-time staff members. The program generally involves 2 full-time interns as well.

Evaluation:

- This program has participated in PrIDE evaluation data collection on an ongoing basis and has submitted instruments in a timely and consistent manner.
- Only participants from the Ida B. Wells High School location participated in PrIDE.

Organizational Strengths:

- 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 this young people's lives other than through OTTP.¹⁸
- There is a strong collaborative relationship between the school and the program; in particular, there is improved communication between program staff, the school administration, and the special education teachers.¹⁸
- "The principal, counselor and school resource officer at Ida B. Wells High School praised the program's effectiveness, and requested that the program expand to serve more students."¹⁸

¹⁷ Data Source: Participant Tracking Spreadsheets. Youth with entry dates and no exit dates recorded are considered "continuing" in the program.

¹⁸ Information provided by Community Programs Division staff.

Organizational Challenges:

- Because this program is based at a school, changes in school policies affect their operations. "SFUSD has initiated a new suspension protocol/regulations and school schedule for continuation high schools, which at times presents as a challenge for OTTP staff to conduct their classes in a regular, consistent format. Some teens receive suspension without prior warning of the new rules, thus missing several classes of OTTP, placing a burden on OTTP staff to provide special assignments and/or make-up time for students."¹⁹

Exhibit 17-2 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.

¹⁹ Information provided by the program.

Data Sources

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

**Exhibit 17-3
Data Sources
Special Services for Groups - OTTP**

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"/>

- Only the Ida B. Wells High School location participated in PrIDE level evaluation, so the data presented in this chapter will reflect participants from this location. The data in this report includes 35 Baselines, 24 Follow-ups and 19 Exits.²⁰ This means that we have Baseline data for 35 of the 62 youth served in this contract year (56.4%); many of the youth served in this contract year actually entered prior to the current PrIDE data collection roll-out. This program is in full compliance with its PrIDE data submission requirements.
- No parent/guardian declined his/her child's participation in the evaluation.

Program Description

What are the characteristics of the youth served?

- This program's target population is high school aged youth; the majority of participants are between 16 and 17 years old (80.6%, n=62). Youth range in age from 15 to 19 years old; the average age of youth in this program is 17.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentages of participants live in Western Addition and Bayview-Hunters Point (58.1% and 21.0%, n=60).

²⁰ Data submitted by this program for its Fall 2003 class was submitted to PrIDE but was not included in this report. It will be included in future analyses.

**Exhibit 17-4
Youth Characteristics
Special Services for Groups - OTTP**

Characteristic at Program Entry		% of Participants
Age♦ (n=62)	13-15 years old	1.6%
	16-17 years old	80.6%
	18 years old and over	17.7%
Gender♦ (n=62)	Male	58.7%
	Female	40.3%
Race/Ethnicity♦ (n=62)	African American	58.1%
	Latino/a	21.0%
	White	4.8%
	Cambodian	3.2%
	Chinese	3.2%
	Other Asian	3.2%
	Other	3.2%
	Pacific Islander	1.6%
	Vietnamese	1.6%
Home Neighborhood♦ (n=60)	Western Addition	36.7%
	Bayview Hunter's Point	25.0%
	Mission	8.3%
	Downtown/Tenderloin	5.0%
	Japantown	5.0%
	Excelsior	3.3%
	Richmond	3.3%
	Sunset	3.3%
	Visitacion Valley	3.3%
	Other San Francisco neighborhoods	5.1%
	Outside of San Francisco	1.7%

Data Source: ♦ = Participant tracking spreadsheets; ♦ CBO Questionnaire

- Most of the youth are in homes where English is the primary language, however, the program also serves youth whose primary home language is Spanish and other languages.
- Almost one-third of youth in this program do not live with their family of origin, placing them at the highest risk of being in out of home placements (29.0%, n=31).
- The program's main location at Ida B. Wells High School is reflected in that most youth are referred to this program by their school (81.3%, n=32).

**Exhibit 17-5
Demographic Information
Special Services for Groups – OTTP**

Characteristic at Program Entry*		% of Respondents
Language Spoken at Home (n=31)	English	83.9%
	Spanish	9.7%
	Other	6.5%
Living Situation (n=31)	One Parent	41.9%
	Two Parents	29.0%
	Guardian	16.1%
	Family but not Parents	6.5%
	Group Home	3.2%
	Other	3.2%
Referral to Program* (n=32)	School	81.3%
	Friend	40.6%
	Family	3.1%
	JPD/PO/YGC	3.1%

*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 have friends who engage in risky behaviors. Almost all participants said they knew someone who had been arrested (93.1%, n=28); most commonly they noted that friends had been arrested. As a further indication that youth are in high-risk peer groups, nearly all said they knew someone who died; the largest percentage of youth said that a friend had died (67.9%, n=30).

**Exhibit 17-6
Risk Factors
Special Services for Groups – OTTP**

Risk Factors at Program Entry		% of Respondents
Frequency Youth Hears Gunshots at Home (n=30)	Never	43.3%
	Many Times	36.7%
	Once or Twice	20.0%
Feels Unsafe in Neighborhood (n=30)	No	80.0%
	Yes	20.0%
Acknowledges He/She Hangs Out With Gang Members (n=28)	No	64.3%
	Yes	35.7%
Has Ever Tried Drugs or Alcohol (n=29)	Yes	69.0%
	No	31.0%

Risk Factors at Program Entry		% of Respondents
Knows Someone Who Was Arrested (n=29)	No	6.9%
	Yes	93.1%
	Participant's friend was arrested*	85.2%
	Participant was arrested*	48.1%
	Participant's sibling was arrested*	33.3%
	Participant's parent was arrested*	33.3%
	Participant's neighbor was arrested*	22.2%
	Other relative was arrested*	3.7%
Knows Someone Who Died (n=30)	No	6.3%
	Yes	87.5%
	Participant's friend died*	67.9%
	Participant's neighbor died*	25.0%
	Participant's sibling died*	17.9%
	Participant's parent died*	14.3%

*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 17-7 Program Outcome Measures Special Services for Groups – OTTP

Outcome Area	Indicators
Education	<ul style="list-style-type: none"> ▪ School attendance will increase ▪ School behavioral problems will decrease ▪ Orientation toward the future will increase ▪ Engagement in positive after-school activities will increase
Work and Job Readiness	<ul style="list-style-type: none"> ▪ Job readiness will increase ▪ Employment will increase
Building Positive Relationships	<ul style="list-style-type: none"> ▪ Positive peer relationships will increase ▪ Positive relationships with service providers will increase
Skill-Building	<ul style="list-style-type: none"> ▪ Social development and self care skills will increase ▪ Anger management skills will improve
Risk Factors	<ul style="list-style-type: none"> ▪ Substance use will decrease ▪ Involvement with the juvenile justice system will decrease.²¹

²¹ 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.

Outcome Area	Indicators
Service Satisfaction	<ul style="list-style-type: none"> ▪ 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. ▪ Program assesses, addresses, and provides referrals for youths' needed services.

Education

- All students are attending school at the time of program entry and at follow-up, because the program is provided in a school-setting. According to program staff, "OTTP's attendance is higher than the average general education class at Ida B Wells."
- Nearly half of the youth said that they had been held back a grade in school at some point prior to entering the program (44.8%, n=29). Respondents report getting higher grades after program involvement than at program entry. The percentage of respondents who reported getting "mostly As and Bs" doubled (from 16.7% to 33.3%, n=30 and n=18).
- After program involvement, respondents were more likely to be confident that they would be able to graduate from high school than respondents who answered the survey at time of program entry.

Exhibit 17-8 Orientation Towards Future Schooling Special Services for Groups – OTTP

	In the 3 Months Prior to Program Entry % of Respondents (n=29)	Since Entering the Program % of Respondents (n=24)	Finding
Very sure I will graduate from high school / get GED	79.3%	95.8%	+ More youth are "very sure" they will graduate from high school after program involvement
Somewhat sure I will graduate from high school / get GED	20.7%	4.2%	
Somewhat unsure I will graduate from high school / get GED	0.0%	0.0%	
Very doubtful I will graduate from high school / get GED	0.0%	0.0%	

Data Source: PRIDE

- The program does not appear to have had a significant positive effect on participants' behavior at school. A higher percentage of respondents (17.3%, n=23) said that they had been in trouble at school since entering the program than said they had been in the three months prior to program entry (3.3%, n=30).
- The program contributes to youths' school attachment because it is a program that youth enjoy and attendance at OTTP classes is higher than attendance in other classes at the school. About three-quarters of respondents said the "the program helped [them] stay in school or get their GED and that the program "made [them] feel more comfortable about [their] abilities in school/GED program (70.0% and 75.0%, n=20).

Work and Job Readiness

- OTTP is primarily an employment readiness program. It includes classroom training and up to one year of case management to help youth pursue their employment and educational goals. This program also offers a “Job Club.” The percentage of respondents who have jobs at program entry and after program involvement did not change significantly (28.9%, n=32; 26.1%, n=23); however, the program provides up to one year of case management, so it is likely that the percentage of youth who have jobs will grow over time.
- While nearly all youth said that they “had the belief that they could get a job” at both program entry and after program involvement; the percentage of youth who had specific ideas about the type of jobs they wanted did increase slightly (86.7%, n=30; 95.5%, n=22).

Building Positive Relationships

- OTTP offers a “Positive Peer Culture Club” to build positive relationships among youth. Slightly less than half of the respondents said that they learned things in the program that “helped [them] get along better with [their] friends or relatives” (41.7%, n=24)
- Participants have developed relationships with staff members in the program. Over half said that if they were in trouble and needed help they would talk with a staff member about it (58.3%, n=24).

Skill-Building

- One goal of the program is to enhance participants’ self-care and social development skills. Based on a set of questions about youths’ self-care and social development skills, youth scored fairly high at time of program entry, and scored slightly higher after program involvement.

**Exhibit 17–9
Self-Care and Social Development
Special Services for Groups – OTTP**

	At Time of Program Entry % of Respondents (n=23)	After Program Involvement % of Respondents (n=15)	Finding
Minimal self-care and social development skills	0.0%	0.0%	+ Youth have stronger self-care and social development skills after program involvement
Moderate self-care and social development skills	43.5%	33.3%	
High level of self-care and social development skills	56.6%	66.7%	

Data Source: PRIDE

- Teaching youth anger management skills, conflict resolution, and coping skills in a work-simulated professional environment is a core focus of OTTP. While program staff witness changes among youth in this area, based on their responses to a set of questions about their tendency to get angry and deal with their anger in different ways, it is not apparent whether participants’ anger management skills have changed significantly as a result of the program.
- When asked if they had learned or done things in the program that they hadn’t done anywhere else, two-thirds of youth said they had (66.7%, n=15). They provided a number of examples, some of which are provided verbatim on the next page.

New things youth learned or did in this program:

- *“A lot of the group activities and practice interviews”*
- *“Finding more resources to help find a job”*
- *“Get compliments from classmates about how I do in class and also get information about what I need in the future.”*
- *“I never made a resume or did a mock interview [before].”*
- *“Learn how to manage money and live a secure life”*
- *“...When we wrote checks, I hadn’t really learned about that before.”*
- *“Looking for jobs... setting goals... searching for the classes or the programs that I meant to go to.”*
- *“The right way to go about getting a job.”*

Risk Factors

- The program provides health education and mentoring referrals for youth to help them with any substance use issues.

Service Satisfaction

How satisfied are youth with the services they received?

- Almost all of the participants said they were satisfied or very satisfied with several aspects of the program including the types of services offered, the staff, the respect shown for their ethnic and cultural background, and the program overall.

**Exhibit 17–10
Participant Satisfaction
Special Services for Groups – OTTP**

Percent of participants who were...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
Satisfied with the <i>types of services</i> (n=21)	4.8%	80.9%	14.3%
Satisfied with the <i>staff</i> (n=21)	0.0%	90.5%	9.5%
Satisfied with <i>respect shown for participant’s ethnic and cultural background</i> (n=22)	0.0%	95.5%	4.5%
Satisfied with the <i>program overall?</i> (n=20)	0.0%	95.0%	5.0%

Data Source: PRIDE

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

- All of the participants **felt safe** attending the program and nearly all of them said they would **recommend this program** to their friends (100%, n=18; 95.7%, n=23).

Exhibit 17–11 Program Attachment Special Services for Groups – OTTP

After program involvement, % of respondents who said “Yes” to:	% of Respondents
I feel safe attending this program (n=18)	100.0%
I would recommend this program to my friends (n=23)	95.7%
I am interested in staying in touch and helping out with the program (n=17)	88.2%
If I were in trouble and needed to talk, I would talk to a staff member at this program (n=24)	58.3
If I were in trouble and needed to talk, I would talk to another youth at this program (n=24)	12.5%

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, reported by over three-quarters of participants, is an increased awareness of how their actions affect their future. OTTP’s focus on education, namely in tutoring and help with homework, is also reflected in participants’ responses, where three-quarters report that the program “made [them] feel more comfortable about [their] abilities in school/GED program” and nearly this percentage say it “helped [them] stay in school or get [their] GED” (75.0%, n=20; 70.0%, n=20).

Exhibit 17–12 Program Benefits Special Services for Groups – OTTP

After program involvement, % of respondents who said “Coming to this program...”	% of Respondents
...helped me think ahead to the consequences of my actions* (n=19)	84.2%
...made me feel more comfortable about my abilities in school/a GED program (n=20)	75.0%
...helped me stay in school or get my GED (n=20)	70.0%
...helped me find or keep a job (n=22)	68.2%
...taught me or allowed me to do things I haven’t done anywhere else (n=15)	66.7%

After program involvement, % of respondents who said "Coming to this program..."	% of Respondents
...taught me new ways to deal with my anger* (n=19)	52.6%
...helped me get along better with my friends and/or relatives (n=17)	47.1%
...helped me get involved in extra-curricular activities (n=21)	19.0%

*% of respondents includes those who said they "strongly agree" and "agree" to this statement.
Data Source: PrIDE

Are youth successfully completing the program?

- According to Exit Forms completed by program staff, almost all youth completed the program successfully (94.7%, n=19). A very small percentage report youth dropping out of the program (5.3%, n=19).

Exhibit 17-13 Exit Reason Special Services for Groups – OTTP

Reason for program exit* (n=19)	% of Respondents
Completed the program	94.7%
Dropped out of program	5.3%

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

Chapter 18

University of San Francisco

Street Law

Program Overview

Please Note: The data for this chapter are drawn from the February 2004 evaluation report by Resource Development Associates, Inc. as well as written comments submitted by the program director. The report's findings pertain to participants who received services between February 1, 2003 and December 31, 2003.

The UCF Street Law Program delivers practical legal education and skills to youth in need. Administered by the USF Law School, each year the program recruits and trains 120 law students from 5 law schools and places them in one of over 40 participating Bay Area High Schools, as well as with the San Francisco and Alameda Juvenile Courts.

Exhibit 18-1 Program At-A-Glance		
Services provided to youth:	<ul style="list-style-type: none"> ▪ Legal education 	<ul style="list-style-type: none"> ▪ Conflict resolution/mediation
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Bayview-Hunters Point ▪ Chinatown ▪ Downtown/Tenderloin ▪ Ingleside ▪ Parkside/Lakeshore ▪ Portola 	<ul style="list-style-type: none"> ▪ Potrero Hill ▪ Richmond ▪ South Beach/Rincon Hill ▪ South of Market ▪ Sunset ▪ Western Addition
Target population served:	<ul style="list-style-type: none"> ▪ Youth ages 11 to 17 ▪ Youth who are detained in juvenile hall, out-of-custody offenders, and/or at-risk of becoming involved with the juvenile justice system 	
How youth are referred:	<ul style="list-style-type: none"> ▪ Juvenile Probation Department 	
Average length of time youth participate in program:	<ul style="list-style-type: none"> ▪ 6-12 weeks. 	
Average # of youth who participate at any given time:	<ul style="list-style-type: none"> ▪ 29 youth served per month – approximately 9 youth served through Juvenile Referral program and 20 youth served at the YGC. 	

Program Contract Compliance

This grantee is in compliance with all contractual obligations.

Contract Amount versus Program Budget:

- Contract amount: \$10,000
- Program budget: \$10,000

Number of youth served in contract period:

- According to program staff, approximately 100 youth are served by the program each year. An estimated 117 youth will be served through the Probation Referral program and Youth Guidance Center program in this contract year.
- Data from a total of 27 participants served by the Street Law Program between February 1, 2003 and December 31, 2003 was collected for the RDA Evaluation Report. However, RDA also reports that “several cohorts of youth participants passed through the program without being included in the evaluation.”

Staffing:

- The program is run by three part-time staff.

Evaluation:

- This program is not part of the PRIDE evaluation.
- This program was evaluated by Resource Development Associates, as part of a larger evaluation of 162 DCYF-funded programs, operated by 121 different non-profit and public agencies.
- The Program Director noted several issues they faced in working with the CMS, a new computer system developed by RDA and used in their evaluation for the Department of Children, Youth, and Their Families, that affected the program’s ability to fully participate in the RDA evaluation. Among these issues were the development and refinement of the system while the staff were still trying to learn how to use it and the difficulty of “respect[ing] the students’ rights of anonymity while also having to input into the CMS the students’ names, birthdays, and ethnic backgrounds.”
- According to the Program Director, other issues which affected the accuracy and timeliness of data for this program in the RDA evaluation was “the high turnover rate of youth at the Youth Guidance Center, which made it difficult to keep the CMS report accurate” and the administering of Entrance and Exit assessment tests to different groups of youth, rather than the same sample.

Organizational Strengths:

- The program exposes youth to a variety of resources in the community. “Whenever possible we take participating youth on field trips to universities, courts, law libraries, legislative offices and jails, as well as hosting guest speakers from various sectors of the community in our classrooms.”²²
- The program has expanded its reach and has begun to work with youth at the Woodside Learning Center. “[Previously] the Program worked only with juvenile offenders who were out of custody, now we also conduct six classes each year at the Woodside Learning Center for youth who are juvenile hall detainees. At the Woodside Learning Center, the classes are 34 hours in length and course material about civil, criminal, and constitutional law are presented as well as the importance of a good education.”²²

Organizational Challenges

- Language accessibility for non-English speaking youth was a challenge. “Four participants were not fluent English speakers and there were no staff who spoke their language.”²²

²² Information provided from RDA’s evaluation of this program as noted in: Department of Children, Youth, and Their Families: Evaluation Report: Juvenile Probation Department Street Law Program, 2004.

- The program has not fully participated in the evaluation by the Resource Development Associates, Inc. “Program staff seemed reticent to conduct the evaluation. There was a long period of delay and according to staff, several cohorts of youth participants passed through the program without being included in the evaluation. As it stands, there is little evidence here to judge whether the program accomplished its objectives.”²²

Program Description

What are the characteristics of the youth served?

- The program primarily serves male youth; about one-third of the youth served are 18 years old and over.
- Youth are from a variety of different racial/ethnic backgrounds. As described above, several of the youth are from homes where English is not the primary language.
- The Program Director estimates that “63% of the youth served by [his] program are African American, 15% Asian American, 15% Latino, and 7% Caucasian.” The data in Exhibit 18-2 – provided by RDA’s evaluation system – presents a different picture of the youth served; this is likely because data were only available for a subset of youth served by Street Law.

**Exhibit 18–2
Demographic Information
Street Law Program**

Characteristic at Program Entry		% of Participants
Age (n=27)	14-15 years old	37.0%
	16-17 years old	33.3%
	18 and over	29.6%
Gender (n=27)	Male	88.9%
	Female	11.1%
Race/Ethnicity (n=27)	Asian American	37.0%
	Latino/a	29.6%
	African American	25.9%
	White	7.4%
Home Neighborhood (n=27)	Parkside/Lakeshore	14.8%
	South Beach/Rincon Hill	14.8%
	Bayview/Hunter’s Point	7.4%
	Downtown/Tenderloin	7.4%
	Chinatown	7.4%
	Ingleside	7.4%
	Portola	7.4%
	Potrero Hill	7.4%
	Richmond	7.4%
	All other San Francisco neighborhoods	18.6%

Data source: RDA Evaluation for DCYF

**Exhibit 18-2
Demographic Information
Street Law Program**

Language Spoken at Home (n=27)	English	81.5%
	Vietnamese	11.1%
	Cantonese	7.4%

Data source: RDA Evaluation for DCYF

What are participants' major risk factors?

- The Street Law program serves youth who are at risk of becoming involved with the juvenile justice system, detained in juvenile hall, or youth who are out-of-custody offenders.

Program Outcomes

- Not available.

Chapter 19

Youth Guidance Center Improvement Committee

Focus I and II, GED Plus

Program Overview

The Community Programs Division of JPD 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:** a classroom-based high school equivalency preparatory class; and
- **Juvy Java:** a youth-run food service business within JPD.

Exhibit 19–1 Program At-A-Glance	
Services provided to youth:	<ul style="list-style-type: none"> ▪ Job training/readiness ▪ Tutoring/help with homework ▪ GED services ▪ Health education services ▪ Practical assistance such as transportation
Primary neighborhoods served:	<ul style="list-style-type: none"> ▪ Bayview-Hunters Point ▪ Downtown/Tenderloin ▪ Mission ▪ Richmond ▪ Lake Merced/Anza vista
Target population served:	<ul style="list-style-type: none"> ▪ Youth between the ages of 16 and 18 ▪ African American and Hispanic Males ▪ Youth who are truant ▪ Youth who are on probation ▪ Youth who are at risk of becoming involved in the juvenile justice system ▪ Youth who have used/abused drugs or alcohol ▪ Youth who are involved in gangs ▪ High school dropouts ▪ Youth who live in group homes or foster care
How youth are referred:	<ul style="list-style-type: none"> ▪ Self ▪ From a friend ▪ Brother, sister, or cousin ▪ Probation Officer ▪ Outreach Worker ▪ Case Manager ▪ Social Worker ▪ Teacher or School Counselor ▪ Parent, guardian, or other adult family member

Exhibit 19-1 Program At-A-Glance	
Average length of time youth spend in program:	▪ Between six months and 1 year
Average # of youth who participate at any given time:	▪ 8-18

Highlights

YGCIC operates several distinct programs for youth – two computer classes, GED preparation classes, and employment through Juvy Java. This report provides information about youth served through the computer classes (Focus I and Focus II) and GED classes. Youth in these programs are making strides in regards to school attendance and orientation toward future schooling, preparing for future employment, and learning new skills. Most youth articulate goals for the future that include further education and they can identify what they learned in the YGCIC programs. Most participants said that they are “very satisfied” or “satisfied” with all aspects of the program; 96.8% of respondents said they would recommend the program to their friends (n=31). Further the program has a high completion rate, with 83.3% successfully completing the program (n=12).

Program Contract Compliance

This grantee has complied with contractual obligations, with the exception of submitting reports late. This is based on data reported by Community Programs Division Staff.

Contract Amount as a Percentage of Total Program Budget:

- JPD’s contract with these programs provides \$204,480, which is 100% of the programs’ budget.

Number of Youth Served in Contract Period:

- As of February 2004, the three programs had served a total of 43 youth; these programs were at capacity as described in their scope of work.²³
- The total number of youth served in each program as of February 2004 is shown in Exhibit 19-2.

**Exhibit 19-2
Number of Youth Served Since July 2003²⁴
Focus I, Focus II and GED Plus**

Program	Focus I	Focus II	GED Plus
# of Participants	12 youth	11 youth	30 youth

²³ Information provided by program scope of work; based on participant tracking spreadsheets submitted by the program, which includes some youth who began participating in the program prior to July 2003 but completed the program in this contract year, there were a total of 53 youth served.

²⁴ Source: Participant Tracking Spreadsheets. Youth with entry dates and no exit dates recorded are considered “continuing” in the program.

Staffing:

- The program is staffed by 4 full-time and 2 part-time staff members.
- The grantee is providing services as planned, except that the mid-year budget cut meant that one part-time staff position was eliminated and the administrative assistant was laid off.²⁵

Evaluation:

- This program has participated in PrIDE evaluation data collection.

Organizational Strengths:

- The program does 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.²⁵
- The program is successful in helping youth complete their GEDs. "The GED program continues to have the highest success rate of any GED program in the City."²⁵
- Youth continue their education after leaving the program. "Four of eleven students from the current year are now attending City College and doing well. Many GED students are also choosing to go back to night school to get their high school diplomas after seeing that they could complete their GED."²⁵
- Program staff work with probation officers for referrals and job placements for youth who complete the basic and advanced computer literacy classes.²⁵

Organizational Challenges:

- Due to budget cuts the program lost a counselor for the GED program; this added more work to those who remained. Staff are concerned that "because of this over work, we will fall short in trying to get 20 students to pass the GED by May 30, 2004."²⁶
- The program has limited space in which to operate and has 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."³
- The program has not received as many referrals through JPD as it has in past years.⁴

²⁵ Information provided by Community Programs Division staff.

²⁶ Information provided by program staff.

**Exhibit 19–3
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 19–4
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 three programs have participated in PrIDE evaluation data collection. While the programs submitted separate participant tracking spreadsheets, both the CBO Questionnaire and Senior Analyst Site Visit Form were completed jointly for all three programs. Further, PrIDE data for these

programs were aggregated to provide a composite picture of the youth served and their outcomes. The programs have different but complementary goals, due to the small sample size this was the best way to create a robust picture of youth at program entry and after program involvement. As of March 15, 2004, the three programs had submitted the following PrIDE data:

**Exhibit 19-5
PrIDE Data Submitted
Focus I, Focus II and GED Plus**

Form Type	Focus I	Focus II	GED Plus
Baseline	40	15	16
Follow-up	28	3	5
Exit Form	10	0	0

- During this contract year, the program submitted PrIDE forms for 43 youth; representing 100% of the youth served in this contract year. This is one of the only programs that submitted PrIDE data (or withdrawal forms for those whose parent/guardian did not consent to their participation) for every youth served, however, the program did not submit complete sets of data for each youth (some youth only completed the Baseline Survey, others only completed a Follow-up Survey), so there is still room for this organization to improve its data collection in the future.

Program Description

What are the characteristics of the youth served?

- The focus of these programs on high school-level education is reflected in the ages of the youth they serve. Most participants are either 16 or 17 years old (78.8%, n=52).
- 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 and the Richmond District (both 15.9%, n=44).

**Exhibit 19-6
Youth Characteristics
Focus I, Focus II and GED Plus**

Characteristic at Program Entry		% of Participants
Age ♦ (n=52)	13-15 years old	7.7%
	16-17 years old	78.8%
	18 years old and over	13.5%
Gender ♦ (n=53)	Male	56.6%
	Female	43.4%

Data Source: ♦ = Participant tracking spreadsheets; ♠ CBO Questionnaire

Characteristic at Program Entry		% of Participants
Race/Ethnicity ♦ (n=52)	African American	28.8%
	Latino/a	25.0%
	Chinese	21.2%
	Filipino	13.5%
	Cambodian	1.9%
	Japanese	1.9%
	Other Asian	1.9%
	Pacific Islander	1.9%
	Samoan	1.9%
	White	1.9%
	Home Neighborhood ♣ (n=44)	Bayview-Hunters Point
Richmond		15.9%
Downtown/Tenderloin		9.0%
Mission		9.0%
Excelsior		6.8%
Potrero Hill		6.8%
Presidio-Pacific Heights		6.8%
Visitacion Valley		6.8%
Outer Mission Ingleside		4.5%
North Beach		2.3%
Park Side- Lakeshore		2.3%
South of Market		2.3%
Sunset		2.3%
All areas outside San Francisco		9.0%

Data Source: ♦ = Participant tracking spreadsheets; ♣ CBO Questionnaire

- Most of the youth are in homes where English is the primary language, however, the program also serves youth whose primary home language is Cantonese, Spanish, Russian, and other languages.
- Close to half of the participants report living with two parents at the time of program entry (43.3%, n=67).
- The outreach efforts of the YGCIC in targeting San Francisco Unified School District High Schools and working to spread the word within the San Francisco JPD is reflected in the fact that the JPD/YGC/Parole Officers and Schools are the most common sources of referrals for these programs (32.4% and 30.9%, n=68).

**Exhibit 19-7
Demographic Information
Focus I, Focus II and GED Plus**

Characteristic at Program Entry		% of Respondents
Language Spoken at Home (n=66)	English	57.6%
	Cantonese	25.8%
	Spanish	6.1%
	Russian	1.5%
	Other/Unknown	9.1%
Living Situation (n=67)	Two Parents	43.3%
	One Parent	29.9%
	Group Home	13.4%
	Family but not parents	7.5%
	Guardian	6.0%
Referral to Program* (n=68)	JPD/PO/YGC	32.4%
	School	30.9%
	Friend	27.9%
	Referred by another organization	13.2%
	Family	2.9%

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

What are participants' major risk factors?

- The youth in these programs report engaging in risky behaviors, such as hanging out with gang members or having ever tried drugs or alcohol. Over half of respondents (58.7%, n=63) say they have ever tried alcohol or other drugs and nearly three-quarters report they know someone who has been arrested and someone who has died (77.8% and 72.1%, n=63). Most commonly friends were arrested or had died, an indication that youth in this program are involved with high-risk peer groups.

**Exhibit 19-8
Risk Factors
Focus I, Focus II and GED Plus**

Risk Factors at Program Entry		% of Respondents
Frequency Youth Hears Gunshots at Home (n=61)	Once or Twice	41.0%
	Never	34.4%
	Many Times	24.6%
Feels Unsafe in Neighborhood (n=60)	No	56.7%
	Yes	43.3%

Risk Factors at Program Entry		% of Respondents
Acknowledges He/She Hangs Out With Gang Members (n=59)	No	78.0%
	Yes	22.0%
Has Ever Tried Drugs or Alcohol (n=63)	Yes	58.7%
	No	41.3%
Knows Someone Who Was Arrested (n=63)	No	22.2%
	Yes	77.8%
	Participant's friend was arrested*	81.6%
	Participant was arrested*	55.1%
	Participant's sibling was arrested*	36.7%
	Participant's parent was arrested*	30.6%
	Participant's neighbor was arrested*	30.6%
	Participant's other relative was arrested*	8.2%
Knows Someone Who Died (n=63)	No	20.6%
	Yes	72.1%
	Participant's friend died*	65.3%
	Participant's neighbor died*	26.5%
	Participant's sibling died*	6.1%
	Participant's parent died*	4.1%

*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 19–9
Program Outcome Measures
Focus I, Focus II and GED Plus**

Outcome Area	Indicators
Education	<ul style="list-style-type: none"> ▪ School attendance will increase ▪ School behavioral problems will decrease ▪ Orientation toward the future will increase
Work and Job Readiness	<ul style="list-style-type: none"> ▪ Job readiness will increase ▪ Employment will increase
Building Positive Relationships	<ul style="list-style-type: none"> ▪ Positive peer relationships will increase ▪ Positive relationships with service providers will increase
Skill-Building	<ul style="list-style-type: none"> ▪ Social development and self care skills will increase ▪ Anger management skills will improve
Risk Factors	<ul style="list-style-type: none"> ▪ Substance use will decrease ▪ Involvement with the juvenile justice system will decrease.²⁷
Service Satisfaction	<ul style="list-style-type: none"> ▪ 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. ▪ Program assesses, addresses, and provides referrals for youths' needed services.

Education

- At program entry and after program involvement, all but two students were in school or in a GED program. At the classes offered by YGCIC, all students sign in and out daily, and attendance in the program is, according to program staff, nearly perfect.
- After program involvement, a larger percentage of respondents were “very sure” they would graduate from high school or a GED program than the percentage that was this confident at program entry.

**Exhibit 19–10
Orientation Towards Future Schooling
Focus I, Focus II and GED Plus**

	In the 3 Months Prior to Program Entry % of Respondents* (n=62)	Since Entering the Program % of Respondents (n=33)	Finding
Very sure I will graduate from high school/get GED	53.2%	63.6%	+ More youth are “very sure” they will graduate from high school and/or get their GED after program involvement
Somewhat sure I will graduate from high school/ get GED	17.7%	21.2%	
Somewhat unsure I will graduate from high school/ get GED	27.4%	15.2%	
Very doubtful I will graduate from high school/ get GED	1.6%	0.0%	

Data Source: PRIDE

²⁷ 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.

- The program helps youth with future-planning by having counselors with students to discuss college, employment and/or training programs that might be relevant for them.
- All of the respondents in the GED plus program said “the program helped [them] stay in school or get their GED and over half said it “made [them] feel more comfortable about [their]abilities in school/GED program (100% and 60.0%, n=25).

Work and Job Readiness

- Focus I and Focus II are particularly focused on preparing youth for future employment. Students attend the computer training program to increase their marketable skills and develop professional resumes. The program also provides youth with the opportunity to do mock interviews and guidance on how to dress for work.
- Several youth acquired jobs while in a YGCIC program. A slightly higher percentage of youth have jobs than at program entry (27.8%, n=36; 16.4%, n=67). Across the three programs, nearly all respondents said that they got help from the program in getting a job (92.3%, n=39). While this assistance does not appear to have translated immediately into jobs for these youth, it appears that youth feel more prepared to get a job in the future.
- When asked what they see themselves doing in five years, most youth said they wanted to continue their schooling. Many youth commented on their desire to be in college and to continue their education.

Exhibit 19–11
Responses to the Question “What do you see yourself doing in five years?”
Focus I, Focus II and GED Plus

- *“College and working.”*
- *“Getting my own hair shop. Since starting Focus I it helps me a lot and makes me have more trust in myself and I am very sure that I will have my own hair shop.”*
- *“Go to school. Play. Study.”*
- *“Going to college”*
- *“Going to law school”*
- *“Happy, graduating college, and happy”*
- *“I am going to be a famous fashion designer.”*
- *“Being a model and writer.”*
- *“Being a successful therapist.”*
- *“I am going to college.”*
- *“I see my English gets better and better.”*
- *“I see myself still in college.”*
- *“I will be going to college to extend my education.”*
- *“I will go to school and get the work.”*
- *“In college and rapping.”*
- *“Probably in college.”*
- *“Studying.”*

Building Positive Relationships

- These programs focus on teaching youth new skills and preparing them for their futures; some students still see the staff of the program as someone to talk to if they were in trouble or needed help, but less than half said that they would do so (41.9%, n=36). Program staff encourage youth to “make new friends and have positive relationships while in the program or school,” and about one-third said that they would turn to another student if they were in trouble or needed help (30.6%, n=36).

Skill-Building

- Students participate in the “Life Skills Component for Community Resources,” to develop stronger social development and self-care skills. Comparing responses from youth at program entry with those of youth after program involvement, there is no clear pattern in terms of change in this area. While no youth are in the “low skills” category after program involvement, fewer youth are in the “high skills” category at follow-up than at program entry.

Exhibit 19–12
Self-Care and Social Development
Focus I, Focus II and GED Plus

	At Time of Program Entry % of Respondents* (n=55)	After Program Involvement % of Respondents	Finding
Minimal self-care and social development skills	3.6%	0.0%	+/- There is no clear pattern of change with regard to self-care and social development skills
Moderate self-care and social development skills	47.3%	69.0%	
Strong self-care and social development skills	49.1%	31.0%	

- While participating in the program, students attend one special class that is focused on anger management. Based on responses to a set of questions about anger management skills, however, the programs do not appear to have a significant affect on students’ abilities in this area.

Risk Factors

- As noted earlier, more than half of the participants said that they had tried alcohol or drugs; the way this program addresses youths’ needs in this area is, within its Life Skills component, to provide classes on drugs and alcohol use.

Service Satisfaction

How satisfied are youth with the services they received?

- The majority of the participants said they were satisfied or very satisfied with several aspects of these programs, most notably with the program staff and the program overall (91.0%, n=33; 94.0%, n=32).

Exhibit 19–13
Participant Satisfaction
Focus I, Focus II and GED Plus

Percent of participants who were...	Very Dissatisfied or Dissatisfied	Very Satisfied or Satisfied	No Opinion
Satisfied with the <i>types of services</i> (n=32)	6.3%	87.5%	6.3%
Satisfied with the <i>staff</i> (n=33)	9.1%	91.0%	0.0%
Satisfied with <i>respect shown for participant's ethnic and cultural background</i> (n=33)	9.1%	87.9%	3.0%
Satisfied with the <i>program overall?</i> (n=33)	6.1%	94.0%	0.0%

Data Source: PRIDE

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

- Participants do feel connected to these programs. Nearly all of the participants said “[they] would recommend [these] program[s] to [their] friends” (96.8%, n=31). A high percentage also said they felt safe attending the programs (93.1%, n=29).

Exhibit 19–14
Program Attachment
Focus I, Focus II and GED Plus

After program involvement, % of respondents who said “Yes” to:	% of Respondents
I would recommend this program to my friends (n=31)	96.8%
I feel safe attending this program (n=29)	93.1%
I am interested in staying in touch and helping out with the program (n=28)	89.3%
If I were in trouble and needed to talk, I would talk to a staff member at this program (n=36)	41.7%
If I were in trouble and needed to talk, I would talk to another youth at this program (n=36)	30.6%

Data Source: PRIDE

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

- YGCIC's strength in education is reflected in participants' responses, where three-quarters report that they "feel more comfortable about [their] abilities in school/GED program" and a similar percentage say the program "helped [them] stay in school or get [their] GED" (75.9%, n=29; 75.0%, n=28)
- Another apparent benefit of this program is that it causes participants to think more about the consequences of their actions, with almost three-quarters reporting that YGCIC helped them in this area (71.0%, n=31).

Exhibit 19–15 Program Benefits Focus I, Focus II and GED Plus

After program involvement, % of respondents who said "Coming to this program..."	% of Respondents
...made me feel more comfortable about my abilities in school / a GED program (n=29)	75.9%
...helped me stay in school or get my GED (n=28)	75.0%
...helped me think ahead to the consequences of my actions * (n=31)	71.0%
...helped me find or keep a job (n=27)	70.4%
...taught me or allowed me to do things I haven't done anywhere else (n=28)	57.1%
...taught me new ways to deal with my anger * (n=29)	51.7%
...helped me get along better with my friends and/or relatives (n=32)	37.5%
...helped me get involved in extra-curricular activities (n=27)	11.1%

*% of respondents includes those who said they "strongly agree" and "agree" to this statement.

Data Source: PrIDE

- Participants were able to describe a number of new skills or activities that they were exposed to while in these programs.

Exhibit 19–16
New Things Youth Learned or Did In This Program
Focus I, Focus II and GED Plus

- *“Basic computer skills.”*
- *“Computer, getting job, good communication, resume and being responsible and having trust in myself and now I am capable of doing any thing I want to do.”*
- *“How to us[e] computer better. English is better.”*
- *“I have learned new computer skills and the skills to find a job.”*
- *“I learned how to type better, use the computer better, and use Excel.”*
- *“I never had experience w/PowerPoint and the internet”.*
- *“In this program I learn[ed to] type, PowerPoint, Word.”*
- *“Learned how much school means.”*
- *“Microsoft Excel, PowerPoint, Resume.”*
- *“My resume.”*
- *“Photoshop, Illustrator, webpage design.”*
- *“Typing.”*

- According to program staff, half of the youth were referred to other community agencies for specific programs or services (50.0%, n=12).

Are youth successfully completing the program?

- According to Exit Forms completed by program staff, most youth completed the program successfully (83.3%, n=12). This high completion rate supports the YGCIC’s programs’ strong success rates.

Exhibit 19–17
Exit Reason
Focus I, Focus II and GED Plus

Reason for program exit* (n=12)	% of Respondents
Completed the program	83.3%
Partial completion of program	16.7%
Failure to appear at program / Youth dropped out of program/ Absent from program without permission/AWOL	8.3%
Poor performance or behavior in the program	8.3%

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