



# Family Support

# Chapter 20

## Overview of Family Support Programs

For the July 2003 - June 2004 contract year, the SFJPD's Community Programs Division is funding four Family Support programs. There is an element of assessment in these programs, where individuals' and families' unique situations and needs are addressed as well as an element of community-based intervention where resources in the community, such as schools, are engaged.

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

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

Exhibit 20-1 provides an overview of the Family Support programs funded by the Community Programs Division in the current contract year. More details on specific programs can be found in the program-by-program chapters that follow.

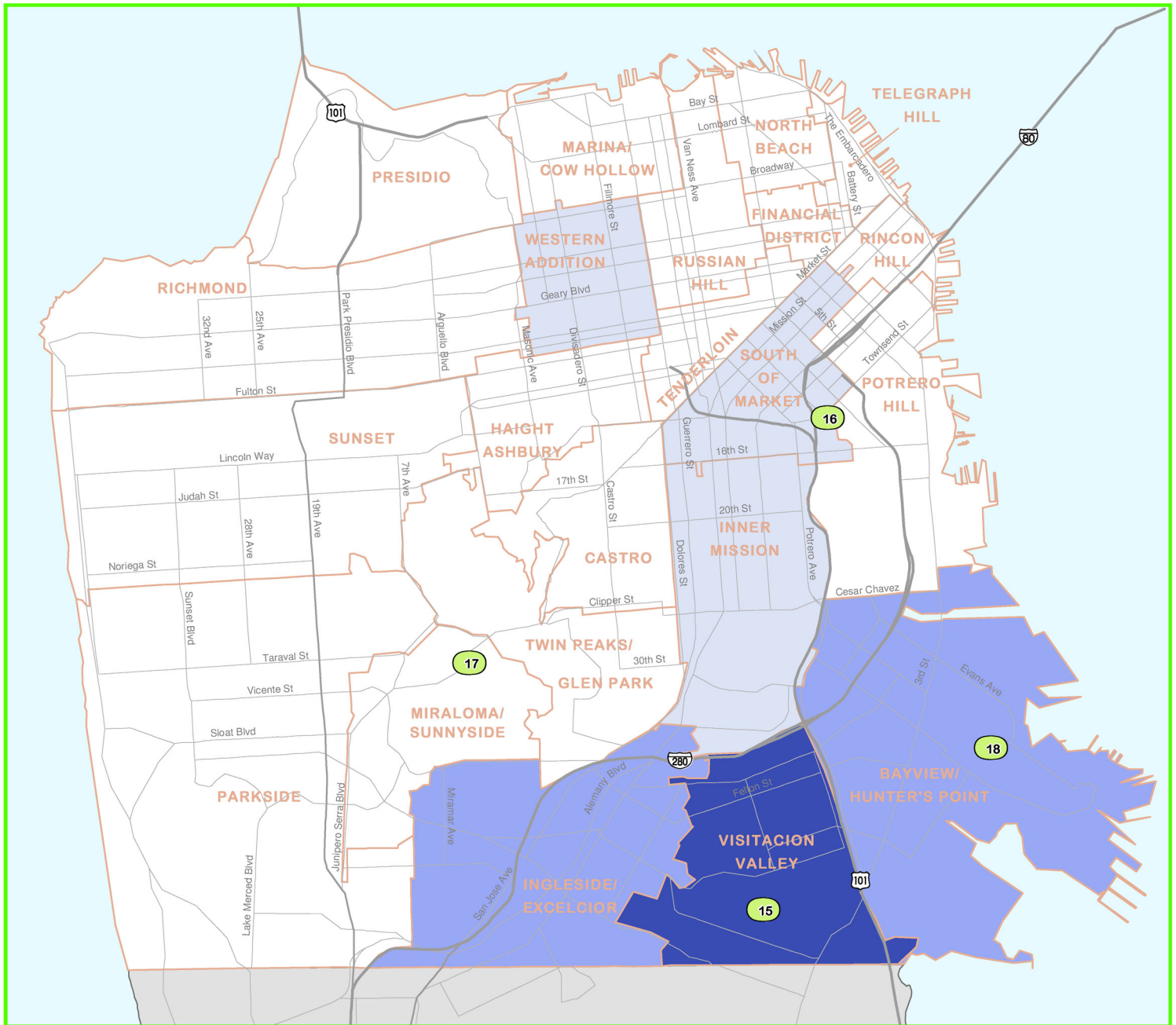
**Exhibit 20-1**  
**Overview of Family Support Programs**

Program	Number of Youth Served July 2003 - February 2004	Description
Community Works, ROOTS Program	44	ROOTS is designed to reduce levels of trauma and stigmatization for children of incarcerated parents and to address specific issues that children of incarcerated parents face. ROOTS accomplishes these goals through a program of in-school case management for children, support services for custodial parents or guardians, an expressive arts after-school program, and other group activities.
Edgewood Children's Center, Kinship Support Network	22	The Kinship Support Network (KSN) serves families in which a grandparent, aunt, uncle, or other caregiver is raising their relatives' children. The program provides comprehensive family support and advocacy services specifically to caregivers of adjudicated youth and their siblings.
Urban Services YMCA, Bayview Beacon Center Truancy Program	16	The Bayview Beacon Center Truancy Intervention Program provides educational and family support for youth in the juvenile justice system and those at highest risk to enter that system.
Parenting Skills Program	141 <sup>1</sup>	The Parenting Skills Program (PSP) is a primary prevention effort for the parents of children and adolescents citywide who are involved in the juvenile justice system or are at risk for involvement in delinquent activities.

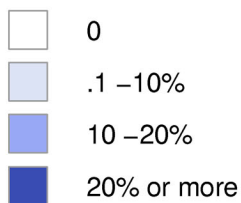
<sup>1</sup> This number reflects youth who participated in this program from February 2003 through December 2003 and does not reflect the total number of youth served since July 2003.



# Neighborhood Concentrations of Participants Served by Family Support Programs



Percentage of Family Support Program Participants By Home Neighborhood



# Community Program Service Locations

## Family Support Programs

- 15 Community Works:  
ROOTS – Community Works
- 16 Edgewood Children's Center:  
Kinship Support Network
- 17 Parenting Skills Program
- 18 Urban Services YMCA: Bayview  
Beacon Center Truancy Program

Data shown on this map were submitted by:  
Community Works' ROOTS Program, Edgewood Children's  
Center's Kinship Support Network, and Parenting Skills Program

# Chapter 21

## Community Works

### ROOTS Program

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#### Program Overview

ROOTS is designed to reduce levels of trauma and stigmatization for children of incarcerated parents and to address specific issues that children of incarcerated parents face. ROOTS accomplishes these goals through a program of in-school case management for children, support services for custodial parents or guardians, an expressive arts after-school program and other group activities. The Juvenile Probation Department supports the ROOTS social worker position; the social worker provides case management, and drop-in, weekly and group counseling to 37 youth at Visitacion Valley Middle School.

Exhibit 21-1 Program At-A-Glance		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Mental health counseling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extra curricular or after-school activities</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Visitacion Valley</li> </ul>	
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Youth with incarcerated parents</li> <li>▪ Middle school students at Visitacion Valley Middle School</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ From a friend</li> <li>▪ Brother, sister, or cousin</li> <li>▪ Teacher or School Counselor</li> </ul>	
<b>Average length of time youth spend in program:</b>	<ul style="list-style-type: none"> <li>▪ More than 2 years</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 35</li> </ul>	

#### Highlights

Located at Visitacion Valley Middle School, the Community Works ROOTS Support for Children of Incarcerated Parents provides a variety of support for youth with a variety of risk factors. Because the program is at a school site, the physical presence of the programs' social worker and youth advocate is likely to encourage youth to attend and feel supported at school. At this point, however, program staff have only submitted data from surveys that youth completed at time of program entry; for this reason, it is not possible to assess whether the program has been effective in the areas where it strives to make a difference.

#### 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 \$63,000, which is 25% of this program's total budget. The Juvenile Probation Department supports the ROOTS social worker position.

- Other sources of funding come from the National Institute of Corrections, TANF, and the Department of Children, Youth and their Families.

#### **Number of Youth Served in Contract Period:<sup>2</sup>**

- The program has already exceeded its annual goal of serving 30-40 youth. As of March 2004, the project had served a total of 44 youth.
- We have basic demographic data and information on youth's entry and exit for 38 of these youth. As of the end of February 2004, all of these youth were still continuing in the program.

#### **Staffing:**

- The program is staffed by 4 full-time and 2 part-time staff members. The part-time staff members are independent contractors.

#### **Evaluation:**

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

#### **Organizational Strengths:**

- "A major success has been the integration of the program with the school, which has enabled the program staff to provide more effective support to the 40 plus children of incarcerated parents at school."<sup>3</sup>
- "The physical presence [of the Community Works social worker and youth advocate] during the school day and integration into school processes has greatly assisted with the goal of keeping the children in school and helping them to succeed. The social worker and youth advocate are integrated into school processes, so they get referrals and feedback from the counseling office, teachers, school resource officer, parents and youth themselves."<sup>3</sup>

#### **Organizational Challenges:**

- "Building good relationships with caregivers and parents is important and rewarding, but fostering family involvement in the program is very labor intensive, and could easily take all of the staff's time."<sup>3</sup>
- "ROOTS experienced an unexpected obstacle when our Social Worker needed to undergo emergency surgery one month after she began work at ROOTS...Although she was eventually able to initiate phone contact with ROOTS parents/caregivers, the three-month period affected outreach efforts in the parenting program."<sup>4</sup>

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<sup>2</sup> 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.

<sup>3</sup> Information provided by Community Programs Division staff.

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

**Exhibit 21–2  
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
<b>Race/Ethnicity</b> (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 21–3  
Data Sources  
Community Works – ROOTS**

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

- This program has participated in PrIDE evaluation data collection on an ongoing basis. As of March 15, 2004, the program had submitted Baselines for 27 of the 44 youth it has served (61.4%, n=44). 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 is middle school-aged youth, which is reflected in the fact that almost all participants are under the age of 13 (89.5%, n=38). The youth range in age between 10 and 15 years old, with the average age of youth being 12 years old.
- The program serves roughly equal numbers of male and female students (55.3% and 44.7%, n=38).
- The majority of participants are African American (86.5%, n=37).
- All participants live in Visitacion Valley.

**Exhibit 21-4  
Youth Characteristics  
Community Works – ROOTS**

Characteristic at Program Entry		% of Participants
<b>Age</b> ♦ (n=38)	Under 13	89.5%
	13-15 years old	10.5%
<b>Gender</b> ♦ (n=38)	Male	55.3%
	Female	44.7%
<b>Race/Ethnicity</b> ♦ (n=37)	African American	86.5%
	Filipino	5.4%
	Samoan	5.4%
	Latino/a	2.7%
<b>Home Neighborhood</b> ♦ (n=37)	Visitacion Valley	100%

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

- All participants are in homes where English is the primary language.
- Almost half of the participants report living with one parent at the time of program entry (47.6%, n=21).
- Friends are the biggest source of referrals to this program, providing almost half of all referrals made to ROOTS (45.8%, n=24). The strong presence of this program at Visitacion Valley Middle School is reflected in school being the second most common form of referral to this program.



**Exhibit 21–5  
Demographic Information  
Community Works – ROOTS**

Characteristic at Program Entry		% of Respondents
<b>Language Spoken at Home</b> (n=23)	English	100%
<b>Living Situation</b> (n=21)	One Parent	47.6%
	Two Parents	23.8%
	Other	23.8%
	Family but not parents	4.8%
<b>Referral to Program*</b> (n=24)	Friend	45.8%
	School	25.0%
	Family	12.5%
	Referred by another organization	4.2%

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

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

- Despite the fact that close to two-thirds of participants report hearing gunshots “many times” in their neighborhood, almost three-quarters of participants say they feel safe in their neighborhood (65.2%, n=23; 72.7%, n=23).
- One-quarter of the participants report having ever tried drugs or alcohol (25.0%, n=24).
- All participants report knowing someone who was arrested and knowing someone who has died, a reflection of this program targeting youth who have incarcerated family members. Over half of the participants have a sibling and/or parent who has been arrested.

**Exhibit 21–6  
Risk Factors  
Community Works – ROOTS**

Risk Factors at Program Entry		% of Respondents
<b>Frequency Youth Hears Gunshots at Home</b> (n=23)	Many Times	65.2%
	Once or Twice	30.4%
	Never	4.3%
<b>Feels Unsafe in Neighborhood</b> (n=22)	No	27.3%
	Yes	72.7%
<b>Acknowledges He/She Hangs Out With Gang Members</b> (n=23)	No	78.3%
	Yes	21.7%
<b>Has Ever Tried Drugs or Alcohol</b> (n=24)	No	75.0%
	Yes	25.0%

Risk Factors at Program Entry		% of Respondents
<b>Knows Someone Who Was Arrested</b> (n=24)	No	0.0%
	Yes	100.0%
	Participant's sibling was arrested*	37.5%
	Participant's parent was arrested*	20.8%
	Participant's friend was arrested*	20.8%
	Participant was arrested*	8.3%
	Participant's neighbor was arrested*	8.3%
	Other relative was arrested*	8.3%
<b>Knows Someone Who Died</b> (n=24)	No	0.0%
	Yes	100.0%
	Participant's friend died*	29.2%
	Participant's parent died*	12.5%
	Participant's sibling died*	8.3%
	Participant's neighbor died*	8.3%

\*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 21-7 Program Outcome Measures Community Works – ROOTS

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

## Summary of Results

At the time of this report, Community Works has only submitted data for youth collected at time of program entry. We have presented data for youth at baseline and commented on program aspects that address youth needs. At this time, it is not possible to comment on program effectiveness in providing needed services to youth.

## Education

- Comments submitted by program staff suggest that youths' attendance at school does increase as a result of program participation and that principals have noted a "decrease in truancy and expulsions." These claims can not be substantiated by PRIDE data at this time.
- At the time of program entry, all youth participants are in school (100%, n=24). At time of program entry, half of the participants are "very sure" they will graduate from high school; most of the remaining youth are only "somewhat sure" they will do so. About one-fifth of the youth are in special education classes or have an individual education plan (IEP), signaling that they experienced some learning difficulties in school (21.7%, n=23).

**Exhibit 21-8  
Orientation Towards Future Schooling  
Community Works – ROOTS**

	<b>In the 3 Months Prior to Program Entry % of Respondents (n=22)</b>	<b>Since Entering the Program % of Respondents</b>	<b>Finding</b>
Very sure I will graduate from high school	50.0%	Not available	At program entry, most of the youth are planning to graduate from school, but only half are very sure they will be able to do so
Somewhat sure I will graduate from high school	45.5%		
I'm not planning on graduating from high school, I'm planning on getting my GED	4.5%		

Data Source: PRIDE

- Over three-quarters of the youth have gotten into some trouble at school in the three months prior to program involvement, with only 17.4% saying they had not done so.

**Exhibit 21-9  
School Behavior  
Community Works – ROOTS**

	<b>In the 3 Months Prior to Program Entry % of Respondents (n=23)</b>	<b>Since Entering the Program % of Respondents</b>	<b>Finding</b>
I have not gotten in trouble at school	17.4%	Not available	In the three months before program entry, most of the youth have gotten in trouble at school.
I was sent to Principal's/Counselor's office	52.2%		
I was suspended from school	30.4%		

Data Source: PRIDE

- Based on their responses to a set of questions about their feelings about school and their participation in school-related activities, participants were categorized into levels of “school attachment.” All respondents have a “moderate” or “high” level of school attachment at program entry.

**Exhibit 21–10  
School Attachment  
Community Works – ROOTS**

	<b>At Time of Program Entry % of Respondents (n=24)</b>	<b>After Program Involvement % of Respondents</b>	<b>Finding</b>
Minimal school attachment	0.0%	Not available	At program entry, all students have at least a “moderate” level of school attachment
Moderate school attachment	62.5%		
High level of school attachment	37.5%		

Data Source: PRIDE

- Most of the participants are engaged in at least one structured after-school activity at program entry (95.8%, n=24). Participation in the ROOTS program guarantees that all participants are engaged in these types of activities, since the program meets in the after-school hours.

## Building Positive Relationships

- According to program staff, ROOTS helps youth build a sense of pride and group identity, suggesting that these qualities are likely to translate into increased positive peer relationships.
- A further component of the ROOTS case management approach is meeting with parents, which may contribute to increased positive relationships between youth and their parents/guardians.

## Skill-Building

- According to program staff, ROOTS participants have “reported [an] increase in anger management skills,” although this conclusion can not be verified by PRIDE data at this time.

**Exhibit 21–11  
Anger Management  
Community Works – ROOTS**

	<b>At Time of Program Entry % of Respondents (n=27)</b>	<b>After Program Involvement % of Respondents</b>	<b>Finding</b>
Minimal anger management skills	11.1%	Not available	At program entry, most youth could benefit from increased anger management skills
Moderate anger management skills	59.3%		
Strong anger management skills	29.6%		

Data Source: PRIDE

- As with school attachment, all respondents have at least a “moderate” level of self-care and social development skills at time of program entry.

**Exhibit 21–12  
Self-Care and Social Development  
Community Works – ROOTS**

	<b>At Time of Program Entry % of Respondents (n=24)</b>	<b>After Program Involvement % of Respondents</b>	<b>Finding</b>
Minimal self-care and social development skills	0.0%	Not available	At program entry, all students have at least a “moderate” level of self-care and social development skills
Moderate self-care and social development skills	62.5%		
Strong self-care and social development skills	37.5%		

### Service Satisfaction

- According to program staff, “through written and verbal feedback as well as through DCYF’s formal evaluation, youth have expressed satisfaction with the program.”
- No Follow-up Forms were submitted in time for this report; therefore, it is not possible to comment on participants’ satisfaction with the program, attachment to the program, and the benefits that youth perceive from the program.

### Are youth successfully completing the program?

- No Exit Forms were submitted in time for this report; therefore, it is not possible to comment on whether youth successfully complete the program.



# Chapter 22

## Edgewood Center for Children and Families

### Kinship Support Network

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#### Program Overview

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

<b>Exhibit 22-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Mentoring</li> <li>▪ Advocacy</li> <li>▪ Crisis intervention</li> <li>▪ Outreach</li> <li>▪ Support groups</li> <li>▪ Independent Living Skills</li> <li>▪ Recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educational workshops</li> <li>▪ Youth services</li> <li>▪ Health &amp; mental health support</li> <li>▪ Housing services</li> <li>▪ Practical assistance</li> <li>▪ Respite care</li> <li>▪ Linkages &amp; referrals</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview-Hunters Point</li> <li>▪ Bernal Heights</li> <li>▪ Daly City</li> <li>▪ Ingleside Terrace</li> </ul>	<ul style="list-style-type: none"> <li>▪ OMI</li> <li>▪ South of Market</li> <li>▪ Treasure Island</li> <li>▪ Western Addition</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Families in which a relative or caregiver is raising their relatives' children</li> <li>▪ Youth ages 12 to 17</li> <li>▪ Youth living in Bayview-Hunters Point</li> <li>▪ African-American youth</li> <li>▪ Youth who are truant</li> <li>▪ Youth who are on probation</li> <li>▪ Youth who are at risk of becoming involved with the juvenile justice system</li> <li>▪ Youth who have used/abused drugs or alcohol</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Self</li> <li>▪ Friend</li> <li>▪ Brother, sister or cousin</li> <li>▪ Parent, guardian or other adult family member</li> <li>▪ Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outreach Worker</li> <li>▪ Case Manager</li> <li>▪ Social Worker</li> <li>▪ Teacher or School Counselor</li> </ul>
<b>Average length of time youth participate in program:</b>	<ul style="list-style-type: none"> <li>▪ Between six months and one year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ 12</li> </ul>	

## Program Contract Compliance

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

### Contract Amount versus Program Budget:

- Contract amount: \$96,000
- Program budget: Not available

### Number of youth served in contract period:<sup>5</sup>

- Since July 2003 the program has served 22 youth.
- We have basic demographic data and information on youths' entry and exit for 21 of these youth. As of the end of February 2004, all of these youth were still continuing in the program.

### Staffing:

- The program is run by two full-time staff members.

### Evaluation:

- This program is not part of the PrIDE evaluation.
- The agency conducts its own annual outcomes evaluation.

### Organizational Strengths:

- "An example of the program's success happened...when a grandmother and her grandchildren were threatened with eviction over the holidays. The KSN community worker intervened with the building manager, guaranteed the back rent, and set up an automatic payment for the rent to prevent future occurrences."<sup>6</sup>
- "In another example, the community worker collaborated closely with the probation officer of a young man returning from out-of-home placement to assess the stability of the home to which he would be returning. As the home is not stable and the young man's life may be in danger from past associations, the community worker and the probation officer are currently exploring other options for this young man."<sup>6</sup>
- "KSN's in-house health team...has been very effective and helpful in providing care and referrals."<sup>6</sup>

### Organizational Challenges

- "The KSN is full to capacity, and so staff are stretched thin. The program has begun receiving many referrals from the Public Defender's office, which is a positive development except for the limitations on capacity."<sup>6</sup>
- "From the beginning of our contract period it has been a challenge having one staff to do intensive case management and the Program Manager assigned to do case management."<sup>7</sup>

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<sup>5</sup> Data source: Participant Tracking Spreadsheets. Youth with entry dates and no exit dates recorded are considered "continuing" in the program.

<sup>6</sup> Information provided by Community Programs Division staff.

<sup>7</sup> Information provided by program staff.



- Among other challenges noted by program staff are: “Not having enough funds to support the need of services such as assisting with rent, PG&E, fast passes, household needs, and cell-phone reimbursement for staff.”
- According to Community Programs Division staff, “It has been challenging for the TANF program staff to have to follow Targeted Case Management recordkeeping guidelines for this program, even though TANF is not eligible for TCM reimbursement. The paperwork can at times be overwhelming, especially in addition to the court and probation reports.”

## Program Description

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

- Youth participants range in age from 12 to 17; the majority of participants between 13 and 15 years old.
- Participants live in many different neighborhoods throughout San Francisco. The largest percentage of participants live in Bayview-Hunters Point (41.0%, n=22).

**Exhibit 22–2  
Youth Characteristics  
Kinship Support Network**

Characteristic at Program Entry		% of Participants
<b>Age</b> ♦ (n=21)	Under 13 years old	9.5%
	13-15 years old	61.9%
	16-17 years old	28.6%
<b>Gender</b> ♦ (n=21)	Male	95.2%
	Female	4.8%
<b>Race/Ethnicity</b> ♦ (n=21)	African American	90.5%
	Other	9.5%
<b>Home Neighborhood</b> ♠ (n=22)	Bayview-Hunters Point	41.0%
	Ingleside Terrace	13.6%
	OMI	13.6%
	Western Addition	13.6%
	All other San Francisco neighborhoods	9.1%
	All areas outside San Francisco	9.1%

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.
- The program works to stabilize the placements of adjudicated/at-risk youth, reducing the risk of their being placed in non-kin out-of-home placements or in the juvenile justice system.

- The program also serves youth who have used/abused drugs or alcohol, those who are truant, and youth on probation.

# Chapter 23

## Urban Services YMCA

### Bayview Beacon Center Truancy Program

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#### Program Overview

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

Exhibit 23-1 Program At-A-Glance		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ Case management</li> <li>▪ Educational support</li> <li>▪ Family enrichment and recreation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outreach plans</li> <li>▪ Referrals</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview-Hunters Point</li> </ul>	
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ High-risk families with youth who are at-risk of entering or are involved in the juvenile justice system</li> <li>▪ Youth offenders or Pre-Adjudicated Youth</li> <li>▪ Residents of Bayview-Hunters Point</li> </ul>	
<b>How youth are referred:</b>	<ul style="list-style-type: none"> <li>▪ Counseling offices at schools both in and out of Bayview-Hunters Point</li> <li>▪ Referral network of other family and youth serving organizations within Bayview-Hunters Point</li> </ul>	
<b>Average length of time youth participate in program:</b>	<ul style="list-style-type: none"> <li>▪ Between 6 months and 1 year</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ Not available</li> </ul>	

#### Program Contract Compliance

This grantee is in compliance with all contractual obligations except for timely financial reporting, based on data reported by Community Programs Division Staff.

##### Contract Amount versus Program Budget:

- Contract amount: \$48,000
- Program budget: Not available

##### Number of youth served in contract period:<sup>8</sup>

- The program has provided services to 16 *youth* since July 2003. The original goal stated in their TANF workplan was to serve 50 *youth* and *parents/caregivers* per year.

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<sup>8</sup> 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.

- We have basic demographic data and information on youths' entry and exit for 14 of these youth. As of the end of February 2004, all of these youth were still continuing in the program.

#### **Staffing:**

- This program is staffed by one Family Advocate/Case Manager.

#### **Evaluation:**

- This program did not participate in the PRIDE evaluation during its first year, but will participate in the future.

#### **Organizational Strengths:**

- The organization has developed a strong relationship with Thurgood Marshall High School staff, which facilitates communication between program and school staff. "The truancy case manager has succeeded in building a strong relationship with Thurgood Marshall High School, and is included in weekly meetings of the school attendance team. This relationship facilitates access to the students' attendance reports, transcripts and progress reports."<sup>9</sup>
- The program has helped youth work toward their college aspirations. "One successful strategy is exposing the students to college fairs, college recruiters, the higher education application process and scholarship opportunities, so they can begin to see the value of being prepared for the future."<sup>9</sup>
- Several of the participants have been accepted into colleges. "A highlight of the year was when one of the first students in the truancy intervention program, who started attending school regularly, was accepted at two colleges for the Fall semester."<sup>9</sup>

#### **Organizational Challenges**

- Helping to prevent youth's truancy is a challenging job, made more difficult by systemic barriers to getting truants re-enrolled in classes. "Even when youth want to return to school, many will not be able to re-enroll. Teachers can refuse to accept students back who have missed too many classes, 11<sup>th</sup> and 12<sup>th</sup> graders may be so low on credits that they need continuation school, schools may try to have students transferred out, and families may have given up on getting their children to attend school. Especially for special education classes, available slots may be very limited and hard to get into."<sup>9</sup>
- Engaging parents in dealing with their child's truancy problems is difficult but crucial. "The current SFUSD truancy intervention process is not set up to be successful because it takes so long before there are any consequences. Parents and students need to be notified earlier by the school when there is an attendance issue, and parents need to learn how to advocate for their children instead of relying on the case manager to represent the family."<sup>9</sup>

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<sup>9</sup> Information provided by Community Programs Division staff.

## Program Description

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

**Exhibit 23–2**  
**Characteristics of Youth Served**  
**Bayview Beacon Center Truancy Intervention Program**

Characteristic at Program Entry		% of Participants
<b>Age</b> ♦ (n=14)	13-15 years old	35.7%
	16-17 years old	64.3%
<b>Race/Ethnicity</b> ♦ (n=14)	African American	78.8%
	Latino/a	14.3%
	Chinese	7.1%
<b>Home Neighborhood</b> ♠ (n=14)	Bayview-Hunters Point	100.0%

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

### What are participants' major risk factors?

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

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



# Chapter 24

## Parenting Skills Program

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### Program Overview

**Please Note:** The data for this chapter are drawn entirely from the February 2004 evaluation report prepared by Resource Development Associates, Inc. for the Department of Children, Youth, and Their Families. The findings pertain to participants who received services between February 1, 2003 and December 31, 2003.

The Parenting Skills Program (PSP) is a primary prevention effort for the parents of children and adolescents citywide who are involved in the juvenile justice system or are at risk for involvement in delinquent activities. The program aims to strengthen families by providing classes in alternative parenting skills. Participant parents learn: new and effective communication skills; ways to apply proper consequences to motivate a change in delinquent behavior; how to recognize signs of abuse or drug use in their children; how to empower their own self-esteem and of their children; and how to manage anger and stress. They are also encouraged to develop a cooperative and supportive family environment.

<b>Exhibit 24-1 Program At-A-Glance</b>		
<b>Services provided to youth:</b>	<ul style="list-style-type: none"> <li>▪ General counseling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family support</li> </ul>
<b>Primary neighborhoods served:</b>	<ul style="list-style-type: none"> <li>▪ Bayview-Hunters Point</li> <li>▪ Chinatown</li> <li>▪ Eureka Valley</li> <li>▪ Haight</li> <li>▪ Ingleside</li> <li>▪ Mission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parkside</li> <li>▪ Portola</li> <li>▪ Potrero Hill</li> <li>▪ Richmond</li> <li>▪ South of Market</li> <li>▪ Western Addition</li> </ul>
<b>Target population served:</b>	<ul style="list-style-type: none"> <li>▪ Parents of youth ages 5 to 17</li> <li>▪ Parents of youth who are involved in the juvenile justice system or at-risk of committing delinquent activities</li> </ul>	
<b>How parents are referred:</b>	<ul style="list-style-type: none"> <li>▪ Juvenile Probation Department</li> <li>▪ Adult Probation and Domestic Violence Court</li> <li>▪ Department of Human Services</li> <li>▪ Family Court Diversion Programs</li> <li>▪ Community based substance abuse programs</li> <li>▪ Health clinics</li> <li>▪ Beacons</li> <li>▪ Bay Area schools</li> </ul>	
<b>Average length of time youth participate in program:</b>	<ul style="list-style-type: none"> <li>▪ Not available</li> </ul>	
<b>Average # of youth who participate at any given time:</b>	<ul style="list-style-type: none"> <li>▪ Not available</li> </ul>	

## Program Contract Compliance

This grantee is in compliance with all contractual obligations.

### Contract Amount versus Program Budget:

- Contract amount: The Community Programs Division allocated \$92,000 in DCYF funding for this project for the July 1, 2003 to June 30, 2004 contract year.
- Program budget: Not available.

### Number of youth served in contract period:

- A total of 141 unduplicated participants were served by the Parenting Skills Program between February 1, 2003 and December 31, 2003. Parenting Skills Program did not establish participant targets for FY03/04.

### Staffing:

- The program is run by three staff members.

### 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 programs funded by the San Francisco Department of Children, Youth, and Their Families.

### Organizational Strengths:

- "The program offers four parenting classes per week to English-, Spanish-, and Cantonese-speaking parents."<sup>10</sup>

### Organizational Challenges

- None reported.

## Program Description

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

- Most of those served by the program are 18 years old and over, because this program works with families on alternative parenting skills.
- The program serves families of many different racial/ethnic backgrounds; while a majority of those served speak English at home, almost half of those served speak languages other than English (46.0%, n=141). Most commonly they speak Spanish and Cantonese.

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<sup>10</sup> Information provided from RDA's evaluation of this program as noted in: [Department of Children, Youth, and Their Families: Evaluation Report for Parenting Skills Program, 2004.](#)



**Exhibit 24–2  
Characteristics of Participants Served**

Characteristic at Program Entry		% of Participants
<b>Age♦</b> (n=139)	14-17 years old	2.9%
	18 and over	97.1%
<b>Gender♦</b> (n=128)	Male	45.3%
	Female	54.7%
<b>Race/Ethnicity♦</b> (n=141)	Asian American and Pacific Islander	27.7%
	African American	25.5%
	Latino/a	24.1%
	Caucasian	12.8%
	Other/unknown	9.9%
<b>Home Neighborhood♦</b> (n=114)	Mission	16.7%
	Bayview-Hunters Point	14.9%
	Ingleside	12.3%
	Portola	7.9%
	Richmond	7.0%
	All other San Francisco neighborhoods	41.2%
<b>Language Spoken at Home</b> (n=141)	English	56.0%
	Spanish	15.6%
	Cantonese	14.2%
	Tagalog	2.8%
	Vietnamese	1.4%
	Declined to state	9.9%

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

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

- Parenting Skills Program's participants are parents and caregivers of youth who are involved in the juvenile justice system or at risk of committing delinquent activities.

**Program Outcomes**

- The primary finding from the evaluation conducted by the Resource Development Associates, Inc. for the San Francisco Department of Children, Youth, and Their Families is that "Parenting Skills participants experienced strengthened family functioning."

