

# San Mateo Probation

Boys and Girls Club of the Peninsula Annual Evaluation

Fiscal Year 2017-2018



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## Program Description

The mission of Boys and Girls Clubs of the Peninsula (BGCP) is to provide low-income youth of San Mateo County with the opportunities they need to achieve school success. Through the implementation of Project LEARN, an evidence-based curriculum, BGCP provides the following youth-centered strategies:

- **After-school Enrichment & Academic Support:** BGCP provides daily after-school enrichment and academic support. Students work on their homework assignments while being able to access one-on-one or small group instruction and tutoring before engaging in high-yield learning activities in the gym, tech room, art room, leadership room, video and music recording studio, academic room, library, commercial grade kitchen, or games room.
- **Mentoring:** Most, if not all, participating students in grades 6 through 12 have mentors who meet with them weekly to ask the tough questions: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? How are your applications to high school or postsecondary education going? Mentors and case managers work with BGCP students to create a plan to work through these critical questions together.
- **Leadership Development:** Pre-teens participate in Torch Club and teens participate in Keystone Club, which provide leadership opportunities for these members. Members participate in community service, serve as peer leaders, and develop programming to benefit their peers. These local Clubs are sanctioned by Boys and Girls Club Association (BGCA), and members have the opportunity to participate in annual conferences with members from clubs throughout the United States and Canada.
- **Behavioral Skills & Life Skills Development:** Students in BGCP's leadership clubs (Keystone and Torch) facilitate programming on sexuality, and drug, tobacco, and alcohol avoidance to increase youth's knowledge of risky behaviors and resistance skills by focusing on self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement. During case management sessions, students practice goal setting and decision making skills focused upon violence prevention, and drug, alcohol, and sexual activity education and prevention.

## Programmatic Challenges in Fiscal Year 2017-18

BGCP's main programmatic challenge in fiscal year (FY) 2017-18 was attracting and retaining "great" staff. With the economy thriving and the cost of living steeply rising, hiring has become more difficult for Bay Area non-profits and education organizations. BGCP reported losing staff to local tech companies, noting several staff have moved out of the area, in part due to the high cost of living. BGCP acknowledged staff retention as essential for program and community impact. To mitigate staff turnover in FY 2018-19, BGCP increased their base hourly rate, instituted a retention bonus and tuition reimbursement, and set a minimum salary for all full-time employees.

## Evaluation Methods

Programs of BGCP are funded by San Mateo County Juvenile Probation's (Probation) Juvenile Probation and Camps Funding (JPCF). BGCP monitor their programs and reports client, service, and outcome data to Probation and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect this data are described below:

**Clients and Services:** Grantee programs collected demographic data (e.g., race/ethnicity, gender, etc.) and service data (e.g., type of services, hours of services, etc.) for individual clients. Program staff entered these data into their own data systems prior to transferring the data to ASR for analysis.

**Risk Factors:** Grantee programs use two assessments to provide a standard measure of risk, life functioning, and areas of need for all clients: the prescreen version of the Juvenile Assessment and Intervention System (JAIS), and the Child Adolescent Needs and Strengths (CANS) assessment.

- **JAIS:** The Juvenile Assessment and Intervention System (JAIS) is a risk, strengths, and needs assessment tool designed to assist in effectively and efficiently supervising youth, both in institutional settings and in the community. The tool has been validated across ethnic and gender groups. The JAIS consists of a brief prescreen assessment known as the JAIS Boys Risk or JAIS Girls Risk, administered in addition to the full assessment and reassessment components. Probation has elected to administer the JAIS to provide an initial indicator of recidivism risk. The JAIS Girls Risk consists of eight items and the JAIS Boys Risk consists of ten items, which yield an overall risk level of low, moderate, or high.
- **CANS:** The CANS is a multi-purpose tool developed for children's services to support decision-making in determining level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes. The CANS consists of multiple items scored on a 4-point scale from 0 to 3, with a score of 2 or 3 indicating an actionable need. The assessment is grouped into the following stand-alone modules: Risk Behaviors, Strengths, Behavioral/Emotional Needs, and Trauma. Each grantee completes a different set of CANS modules according to the makeup of their client population.

**Evidence-Based Practices:** JPCF-funded programs are encouraged to follow evidence-based practices. In 2012, ASR conducted an evaluation and concluded that funded programs were using a variety of carefully-crafted practices to respond to the needs of their clients, but that those practices spanned the range of what is considered evidence-based.

Although the use of evidence-based practices was not emphasized in San Mateo County's 2016-2020 Local Action Plan, there is an underlying assumption that funded programs are providing services to youth that are aligned with evidence-based models.

In FY 2017-18, ASR requested each funded program provide a catalogue of their practices. ASR then ran the catalogued practices through a number of clearinghouses<sup>1</sup> to determine whether the practices were:

- Evidence-based theory or premise
- Evidence-based model, shown by multiple experimental or quasi-experimental studies to be effective
- Evidence-based practices, or modalities shown to promote positive outcomes
- Evidence-based tools, or instruments that have been validated (concurrent and predictive).

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<sup>1</sup> For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2017-18.

## Evaluation Findings

### Fiscal Year 2017-18 Highlights

- BGCP served 115 middle and high school youth across all programs.
- All clients scored Low or Moderate risk on the JAIS Risk Assessment, with 83% scoring Low and 17% scoring Moderate. No clients presented with a High JAIS Risk score.
- CANS results suggest that youth have high needs in Life Functioning and Youth Strengths modules at baseline, and that these needs increased from baseline to discharge.
- Ninety percent (90%) of youth report feeling physically and emotionally safe in BGCP programs.

### Profile of Clients Served

BGCP served 115 youth during FY 2017-18, a significant decrease in the total number of youth served compared to FY 2016-17. This decrease was due to more targeted categorization of youth based on their needs and appropriate funding stream and not a reflection of decreased participation in BGCP's programs.

More than half (58%) of clients were male, and the average age was 14.6 years. Most youth identified as Latino/Hispanic (83%), followed by African American/Black (4%). Participants spent an average time of 8.9 months in the program and were served for an average of 31.9 hours.

*Table 1. Client Services and Risk Indicators*

CLIENT SERVICES	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Number of clients served	647	472	667	151	1088	115
Average number of hours served	39.3	38.5	45.3	73.0	28.8	31.9
Average time in the program (months)	5.3	5.4	4.9	N/A	N/A	8.9

## Risk Indicators

In FY 2017-18, BGCP served clients on the lower end of the risk spectrum. The majority of the 66 participants assessed by the JAIS Risk scored Low (83%), with 17% scoring Moderate. Similar to what was reported in FY 2016-17, no clients presented a High JAIS Risk score.

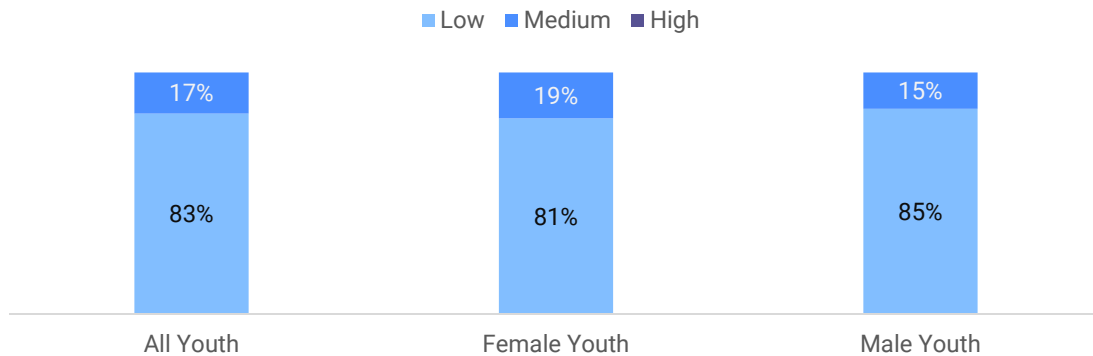
Table 2. JAIS Risk Levels

JAIS RISK LEVEL	FY 16-17	FY 17-18
Low	99%	83%
Moderate	1%	17%
High	0%	0%

n=66

When disaggregated by sex, slightly more male youth than female youth had Moderate criminogenic risk levels, meaning that female youth had slightly higher criminogenic risk levels than their male youth counterparts.

Figure 1. Criminogenic Risk Level by Sex

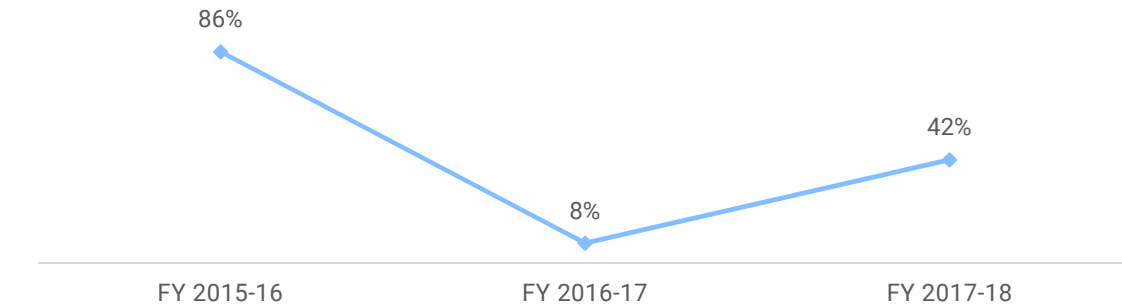


All Youth n=66; Female Youth n=26; Male Youth n=40

## Functioning and Service Needs

In total, data were gathered on five CANS modules at baseline from 98% of BGCP youth who received services during FY 2017-18. On the assessment, 42% had three or more actionable needs, a substantial increase from FY 2016-17, but still a notable decrease from FY 2015-16.

Figure 2. Clients with Three or More Actionable Needs

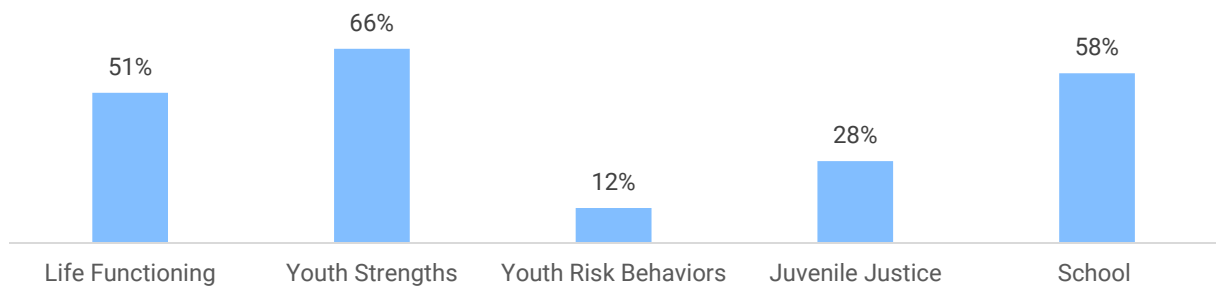


n=113

The figure below presents the percentage of all clients who completed a baseline assessment with at least one actionable need. The three modules with high percentages of participants with actionable needs were Youth Strengths (66%), School (58%), and Life Functioning (51%):

- **Youth Strengths:** youth primarily lacked important internal (e.g., spiritual and religious, resourcefulness, optimism) and social (e.g., educational setting, community connection, youth involvement with care) resources and supports.
- **School:** clients had high needs in the areas of school achievement and relationships with teachers.
- **Life Functioning:** clients had the highest needs in the areas of school, judgement and decision making, and social functioning.

Figure 3. Percent of Clients with at least One Actionable Need by CANS Module at Baseline



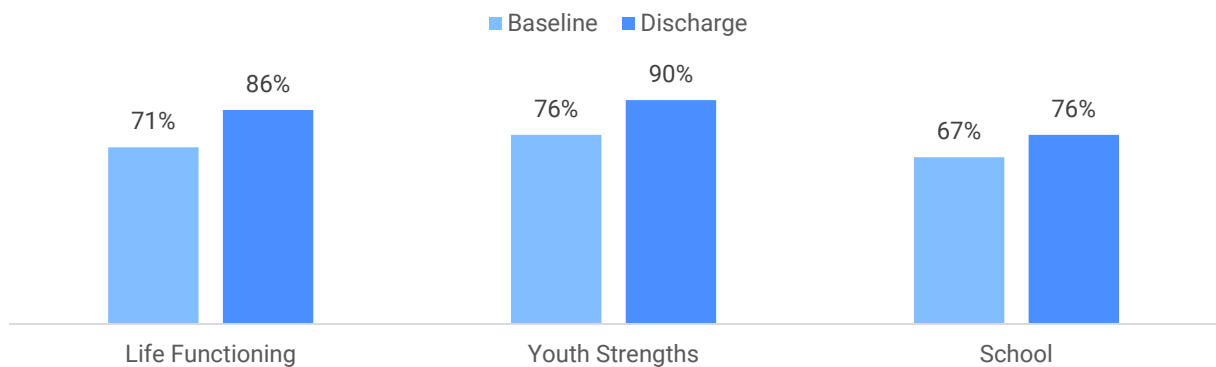
Life Functioning n=113; Youth Strengths n=113; Youth Risk Behaviors n=113; Juvenile Justice n=18; School n=112.



Below, Figure 4 shows the percent of clients with actionable needs at baseline and at discharge. Only data from clients with matching baseline and discharge assessments were included in the analysis to reflect with greater accuracy the change in the number of youth with actionable needs over time.

The results show increases in the number of youth with at least one actionable need across three modules: 15% showed an increase in needs on Life Functioning, 14% showed an increase in needs on Youth Strengths, and 9% showed an increase in needs on the School module. This suggests that youth are in need of supports and resources that boost internal and social assets, help them function more effectively in various life domains (e.g., school, family, living), and promote school behavior, achievement, attendance, and relationships with teachers. It is important to note, however, that an increase in needs does not necessarily indicate that youth are experiencing negative outcomes; youth may feel more comfortable communicating openly with staff about their needs, or additional needs may arise during youth tenure in the program.

*Figure 4. Percent of Clients with Baseline and Discharge Assessments who reported at least One Moderate or Significant Need on CANS Modules.*



*n=21*

It is important to note that while data were provided for 98% of BGCP youth at baseline, matching baseline and discharge assessment data were only available for 19% of BGCP clients in F 2017-18. In order to understand how to more effectively address the needs of all youth served by BGCP, attention should be paid to ensuring that baseline and discharge CANS assessments are provided for every youth. Furthermore, matching baseline and discharge data was only available for three of the five modules completed at baseline which underscores the need for ensuring that all CANS modules completed at baseline should be completed at discharge.

## Program Specific Outcomes

As seen in Table 3 below, BGCP and Probation developed five additional measures specific to BGCP activities to further understand outcomes of youth in the program. BGCP exceeded four out of five FY 2017-18 targets, including that youth felt physically and emotionally safe at BGCP (90%) and that youth developed supportive and positive relationships at BGCP (88%). The program aimed to retain 65% of students, but retained only 50% in FY 2017-18, signaling an opportunity for improvement.

Table 3. Performance Measures

PERFORMANCE MEASURE	FY 2017-18 TARGET	FY 2017-18 ACHIEVEMENT
Youth report feeling physically and emotionally safe in our programs	80%	<b>90%</b>
Youth report developing supportive and positive relationships in our programs.	80%	<b>88%</b>
Youth report they are engaged and building skills as a result of the program.	80%	<b>83%</b>
Program retention of students attending 2 or more days per week	65%	<b>50%</b>
Average number of years in BGCP programs	2.8	<b>3.6</b>

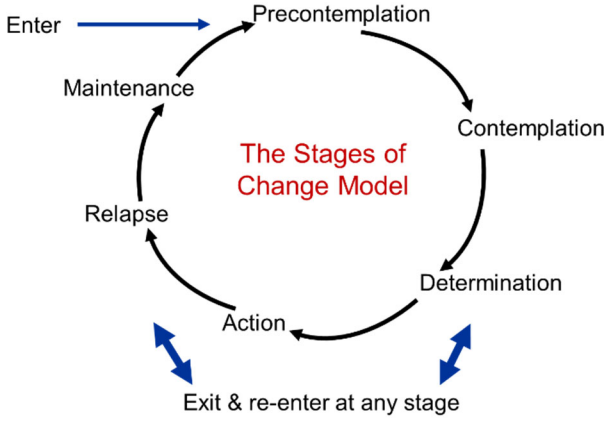
## Evidence-Based Practices

In FY 2017-18, JPCF programs were asked to provide the curricula or practices employed in their programs. ASR then evaluated these to determine whether the practice was evidence-based or a promising practices through a thorough search of evidence-based practice clearinghouses. Table 4 below details the curricula that BBGCP utilized in their programs.

Table 4. Evidence-Based Practices

PRACTICE	PRACTICE IMPLEMENTATION	RATING
<p><b>Youth Development Framework for Practice</b></p>	<p>The Youth Development Framework for Practice is well-known and addresses best practices for program design in the youth development field. This research-based framework was developed in partnership with Dr. Michelle Gambone of Youth Development Strategies, Inc. and Dr. Jim Connell of the Institute for Research and Reform, and was adapted from their Community Action Framework for Youth Development to reflect youth development in a youth-serving organizational context. Local youth workers, agency leaders and funders provided crucial input during the adaptation process.</p> <p>The Framework is a road map for youth workers, organizations and policy-makers that identifies desired long-term outcomes for young people and explains the youth development practices that need to be in place to achieve these outcomes. Specifically, the Framework focuses on five supports and opportunities that young people need to experience in a youth development program in order to move towards these positive long-term outcomes:</p> <ul style="list-style-type: none"> <li>▪ Safety</li> <li>▪ Supportive relationships</li> <li>▪ Meaningful youth involvement</li> <li>▪ Skill building</li> <li>▪ Community involvement.</li> </ul> <p>Program effectiveness can then be measured by participants' experience of these five factors. Creating manuals and practices that address these elements will greatly aid implementation of the Theory of Change program model.</p>	<p>Evidence-based framework based on empirical evidence<sup>2</sup></p>

<sup>2</sup> Benson, P. L. et al. (2011). *The contribution of the developmental assets framework to positive youth development theory and practice*. Search Institute, Minneapolis, Minnesota, USA. <https://doi.org/10.1016/B978-0-12-386492-5.00008-7>

PRACTICE	PRACTICE IMPLEMENTATION	RATING
<p><b>Transtheoretical Stages of Change model and Motivational Interviewing</b></p>	<p>The most notable change management framework, applicable to behavioral change for both clients and practitioners, is Dr. James Prochaska and Dr. Carlo DiClemente’s Transtheoretical Stages of Change model (see below).<sup>3</sup></p>  <p>When changing serious problem behavior, there are often several relapses that prompt clients to restart the cycle of change. The Evidence-Based Practice that actualizes progression between stages is known as Motivational Interviewing (MI). A practitioner’s effective use of MI can strengthen a youth’s own motivation for and commitment to change. MI techniques include the following:</p> <ul style="list-style-type: none"> <li>▪ Expressing empathy: Listening to clients rather than telling, looking to compliment and build the client up rather than criticize and tear the client down.</li> <li>▪ Developing discrepancy: Helping clients perceive a discrepancy between where they are and where they want to be by raising the client’s awareness of the adverse personal consequences of continuing with the current behavior.</li> </ul>	<p>The Transtheoretical Stages of Change is an evidence-based model based on empirical evidence, and motivational interviewing is an evidence-based practice according to the Center for Evidence-Based Practices <sup>4,5</sup></p>

<sup>3</sup> LaMorte, W. W. (2018). *The Transtheoretical Model (Stages of Change)*. Boston University School of Public Health. Retrieved from <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories6.html>

<sup>4</sup> LaMorte, W. W. (2018). *The Transtheoretical Model (Stages of Change)*. Boston University School of Public Health. Retrieved from <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories6.html>

<sup>5</sup> Center for Evidence-Based Practices (2018). *Motivational Interviewing*. Case Western Reserve University. Retrieved from <https://www.centerforebp.case.edu/practices/mi>

PRACTICE	PRACTICE IMPLEMENTATION	RATING
	<ul style="list-style-type: none"> <li>Supporting self-efficacy: Giving the client hope or optimism that they can change their behavior, recognizing that only the client can decide to change and carry out that choice.</li> </ul>	
<b>Trauma-Informed Care</b>	Much of the leading research around youth with high risk factors, or barriers to success, points to the need to offer trauma-informed care, which refers to an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Practitioners who understand presenting behaviors of traumatized students are better equipped to respond in ways that alleviate pressures of the root causes, instead of simply, and often ineffectively, addressing the surfacing symptoms.	Evidence-based practice according to SAMHSA <sup>6</sup>
<b>Internal and External Developmental Assets</b>	Research proves the importance of increasing internal and external developmental assets, articulated by Dr. Richard Benson of the Search Institute. Research correlates high numbers of asset development to lower engagement in risky or delinquent behavior. The Search Institute believes that communities should help youth build at least thirty-one of the forty development assets, whereas the average teenager in the United States can only has seventeen to twenty developmental assets.	Evidence-based framework based on empirical evidence <sup>7</sup>
<b>Growth Mindset</b>	Growth Mindset is a strengths-based practice that suggests that achievement is a function of strategy and effort applied to reach the goal rather than intrinsic intelligence or deficiencies. In other words, it is the strategy or approach and effort that has the greatest impact on any given outcome. The embodiment of this mindset reduces fear of failure as it is not tied to one's inherent skill or ability, and promotes positive risk-taking.	Evidence-based practice based on empirical evidence <sup>8</sup>
<b>Consortium on Chicago School Research</b>	This is a critical framework for school success throughout the service continuum, and cites the benchmark of third grade literacy as a leading indicator of future academic successes in all core subjects.	Not an evidence-based or promising practice or framework

<sup>6</sup> SAMHSA. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*, p10. Pub ID#: SMA14-4884. <https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>

<sup>7</sup> Benson, P. L. et al. (2011). *The contribution of the developmental assets framework to positive youth development theory and practice*. Search Institute, Minneapolis, Minnesota, USA. <https://doi.org/10.1016/B978-0-12-386492-5.00008-7>

<sup>8</sup> Mueller, C. M., & Dweck, C. S. (1998). *Praise for intelligence can undermine children's motivation and performance*. *Journal of Personality and Social Psychology*, 75(1), 33-52. <http://dx.doi.org/10.1037/0022-3514.75.1.33>. <http://psycnet.apa.org/record/1998-04530-003>.

PRACTICE	PRACTICE IMPLEMENTATION	RATING
	<p>The University of Chicago research focuses on how the five main non-cognitive factors affect classroom performance. The factors include academic mindsets that lead to a combination of academic perseverance, social skills, and learning strategies, which all impact academic behavior and ultimately, academic performance. This framework provides an academic support roadmap for practitioners, and a useful guide for defining and assessing key performance indicators for programs focusing on the outcome of academic achievement.</p> <p>Third grade reading proficiency is widely regarded as a predictor for academic success in education, especially for low income children. BGCP relies on this research to focus intensive interventions for students in K-3rd grade programming with remediation support and/or maintenance of gains in programming for grades fourth through eighth.</p>	

## Client Story

Each year, staff at funded programs provide a client story to help illustrate the effect of JPCF-funded services on their clients. The following is the client story provided by BGCP for FY 2017-18.

<b>Name of client</b>	Jake (pseudonym)
<b>Age and gender</b>	18, male
<b>Reason for referral</b>	Client heard a presentation about BGCP and met other students who attended the program.
<b>Client's behavior, affect, and appearance when they first started in the program</b>	On the outside, Jake was always smiling and enthusiastic. But Jake was facing many personal struggles that were negatively impacting his life. He faced homelessness and poverty, slept in a car, and his family situation and parental absence created a lot of tension and hardship for him. He was temporarily incarcerated in juvenile hall. He was failing many classes. Jake wanted so much from life, but didn't seem to have the resources or an outlet or community of support to help him get there. He didn't have a place where he was unconditionally welcomed and accepted.
<b>Activity engagement and consistency</b>	Jake became a consistent, active member at BGCP. He joined our leadership program. He got academic help from our tutors, received daily hot healthy meals from our kitchen, received help with college applications, received ongoing case management, and received ongoing mentorship from our caring staff.
<b>Client's behavior, affect, and appearance toward the end of the program</b>	Jake helped to start a new program to help youth gain the skills and knowledge they needed to pursue their dreams, regardless of their immigration status. Jake now serves as a mentor for other students, and a leader amongst his peers.
<b>What the client learned as a result of the program</b>	He learned to never let your circumstances define you, instead let them motivate you. He learned that his parents' shortcomings have contributed a lot to who he is today. He learned how far he can go with resilience and hard work, and to love the process of determining his own future.
<b>What the client is doing differently in their life now as a result of the program</b>	He worked hard to overcome adversity. He worked hard to overcome the challenges of homelessness and poverty. He is proud of how he was able to overcome his challenges. He raised his GPA to a 3.6. He was accepted to multiple universities, and is soon to attend a 4-year college – the first in his family to pursue a bachelor's degree. His goal is to major in political science and serve his community as a politician. He now also works at BGCP and runs the leadership program.

**The value of the program in the client's words**

"When I was in juvenile hall I found myself in small cell with a little light. And I felt that that light represented my future: a little light with just a little hope. Although I was released from juvenile hall, mentally I remained in prison. My GPA plummeted from 3.0 to 1.8, I was failing multiple classes. I was still in that dark cell and had to find a way to make that light brighter. For me the Boys and Girls Club became that light. When I stepped through those doors I saw something different. On my first day I was welcomed with hugs and felt overwhelmingly welcomed and accepted, a feeling I had wanted my whole life. At BGCP I found Keystone, a leadership program that focuses on leading and giving back and spreading positivity to my peers and my community. I am now the light for other kids that feel like I felt, reminding them to not give up and instead find their purpose. With help from mentors and tutors at the Club I've been able to raise my GPA from 1.8 to 3.6. This fall I'll be the first in my family to pursue a bachelor's degree."