



SAN MATEO COUNTY **PROBATION DEPARTMENT**

BOYS AND GIRLS CLUBS OF
THE PENINSULA ANNUAL EVALUATION

2022-2023



ABOUT THE RESEARCHER

Applied Survey Research (ASR) is a nonprofit social research firm dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom strategies. The firm was founded on the principle that community improvement, initiative sustainability, and program success are closely tied to assessment needs, evaluation of community goals, and development of appropriate responses.

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Program Description

The mission of Boys and Girls Clubs of the Peninsula (BGCP) is to empower the youths in San Mateo County with equitable access to social, academic, and career opportunities to thrive.

Through the implementation of several evidence-based curricula, 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. Students also can engage in high-yield and project-based 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:** Students in grades 9 and 10 who participate in BGCP's High School Success Advising (HSSA) program meet weekly with mentors 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? Mentors and advisors work with BGCP students to create a plan to work through these critical questions together.
- **Leadership Development:** Through participation in Torch Club and Keystone Club, pre-teens and teens engage in leadership opportunities. Members participate in community service, serve as peer leaders, and develop programming to benefit their peers. These local clubs are sanctioned by the Boys and Girls Club Association (BGCA). Members can participate in annual conferences with members from clubs throughout the United States and Canada.
- **Behavioral Skills & Life Skills Development:** BGCP after-school programs provide positive alternatives to risky behavior. By providing academic support, fostering positive relationships through peer group activities and adult mentors, and exposing students to fun and engaging enrichment activities, BGCP programs provide members with a sense of belonging, support, and safety. Social and emotional learning (SEL) is a key component of all BGCP programs and a critical element of academic success.
- **Individual Mentoring and Small Group Sessions:** BGCP staff help students build SEL mindsets and skills in self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement. During the one-on-one ninth grade HSSA program, advisors support students in making decisions, addressing peer and social pressures, setting goals, and developing plans to achieve their goals.

Programmatic Challenges

The biggest challenge for the High School Success Advising (HSSA) program continues to be mid-year staffing changes. BGCP had three advisors vacate their positions during the 2022-2023 school year, resulting in fewer students being served than planned. BGCP hired one Advisor at a school site at the beginning of the 4th quarter and created the role of Manager of Success Advising Program to provide more support for the Advisors. BGCP's Manager of Success Advising Program is an experienced former HSSA advisor. Throughout the summer BGCP hired new advisors to ensure trained staff at each of the school sites before fall. BGCP is pleased to have been able to collect promising data to make improvements to next year's program. HSSA Advisors were able to distribute the retrospective Holistic Student Assessment, student surveys, and family surveys while also helping students create missing assignments completion plans, create a study plan for the end of the semester, and prepare for finals.

Evaluation Methods

Programs provided by BGCP are funded by San Mateo County Probation Department's (Probation) Juvenile Probation and Camp Funding (JPCF). BGCP reports client, service, and outcome data to Probation and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect this data from funded programs include:

- **Participants and Services:** Funded programs collected demographic data (e.g., race/ethnicity, gender, etc.) and service data (e.g., type of services, hours of services, etc.) for individual participants. Program staff entered these data elements into their own data systems prior to transferring the data to ASR for analysis.
- **Risk Factors:** Funded programs used the Juvenile Assessment and Intervention System (JAIS) to provide a standard measure of risk for youths. This individualized assessment is a widely used criminogenic risk, strengths, and needs assessment tool that assists in the effective and efficient supervision of youths, both in institutional settings and in the community. It has been validated across ethnic and gender groups. The JAIS consists of a brief initial assessment followed by full assessment and reassessment components (JAIS Full Assessment and JAIS Reassessment). The JAIS assessment has two unique form options based on the youth's gender. Probation has elected to administer the JAIS to all youths receiving services in community programs for at-risk and juvenile justice involved youth. The JAIS Girls Risk consists of eight items, and the JAIS Boys Risk consists of ten items. Each assessment yields an overall risk level of "low", "moderate", or "high".
- **Outcomes:** BGCP collected three program-specific outcome measures:
 - Youth report feeling physically and emotionally safe and developed positive relationships in the programs;
 - Youth report they are engaged and building skills as a result of the programs; and
 - Program retention.
- **Evidence-Based Practices:** JPCF-funded programs are encouraged to follow evidence-based practices. To augment Probation's knowledge of which programs are being implemented by funded partners, each funded program has provided a catalog of its practices since the FY 2017-18 evaluation period. After receiving this information, ASR runs the cataloged practices reported through several clearinghouses to determine whether each practice is an¹:
 - Evidence-based theory or premise;
 - Evidence-based model, shown by multiple experimental or quasi-experimental studies to be effective;
 - Evidence-based practice or modality shown to promote positive outcomes; and
 - Evidence-based tool or instrument that has been validated (concurrent and predictive).

¹ For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2022-23.

Evaluation Findings

Fiscal Year 2022-23 Highlights

- BGCP served 70 middle and high school youths across all programs. The number of youths served decreased by 10% from FY 2021-22.
- Almost all youths (98%) scored “low” on the JAIS Risk assessment of criminogenic risk.
- BGCP reported high program retention this year (88%).

Profile of Youths Served

In FY 2022-23, BGCP served 70 youths, with race/ethnicity and gender data available for 100% and 93% of youths, respectively. Among those who had available demographic data, 41 youths were male (62%), with an average age of 15.1 years. Most youths identified as Latino/Hispanic (91%), followed by 4% who identified as multi-racial/multi-ethnic, 3% who identified as Black/African American, and 2% who identified as Asian/Pacific Islander. Youths spent an average of 8.5 months participating with the BGCP programs and received an average of 11.1 hours of services (Exhibit 1).

Exhibit 1. Youth Services

YOUTH SERVICES	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
Number of Youths Served	93	86	72	78	70
Average Number of Hours Served	44.0	27.5	20.9	10.8	11.1
Average Time in the Program (Months)	9.6	7.5	9.1	9.1	8.5

RISK INDICATORS

Exhibit 2 shows that BGCP primarily served youths on the lower end of the risk spectrum in FY 2022-23. Similar to that of FY21-22, only one youth (2%) who identified as male scored in the range indicating “moderate” risk. In the past five years, no youth has received a “high” JAIS risk score.

Exhibit 2. JAIS Risk Levels

JAIS RISK LEVEL	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
Low	100%	100%	100%	99%	98%
Moderate	0%	0%	0%	1%	2%
High	0%	0%	0%	0%	0%

Note: FY 2022-23 n=59.

PROGRAM-SPECIFIC OUTCOMES

BGCP exceeded one of three FY 2022-23 program-specific outcome targets. The percentage of youths who reported feeling physically and emotionally safe and developed positive relationships in the programs was 75%, less than the target of 80%. However, when separating physical and emotional safety from developing positive relationships, 87% of youths reported feeling physically and emotionally safe in the programs. Yet, 63% of

youths reported developing a positive relationship in the programs. The percentage of youth who reported that they were engaged and built skills as a result of the program (76%) improved from the previous year (66%), however was still shy of the annual target (80%). For the second year in a row, BGCP exceeded their goal (65%) in the area of program retention by retaining 88% of the youths.

Exhibit 3. Program-Specific Outcomes

PERFORMANCE MEASURES	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23 TARGET	FY 22-23 RESULTS
Youth report feeling physically and emotionally safe and developed positive relationships in the programs	100%	96%	92%	84%	80%	75%
Youth report they are engaged and building skills as a result of the programs	62%	98%	82%	66%	80%	76%
Program retention	87%	54%	42%	95%	65%	88%

EVIDENCE-BASED PRACTICES

In FY 2022-23, JPCF-funded programs were asked to provide the models, curricula, or practices employed in their programs. ASR then evaluated the information to determine whether they were evidence-based or promising practices by running the items through evidence-based practice clearinghouses including the SAMHSA Evidence-Based Practices Resource Center and the Office of Juvenile Justice and Delinquency Prevention Model Programs Guide. Exhibit 4 on the next page details the practices that BGCP reported and the evidence base found for each.

Exhibit 4. Evidence-Based Practices

PRACTICE	IMPLEMENTATION	RATING
<p>Check & Connect</p>	<p>The High School Success Advising Program is modeled closely after the Check & Connect Program Manual. Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.</p>	<p>Research-based practice based on empirical evidence.²</p>
<p>Consortium on Chicago School Research</p>	<p>This is a critical framework for school success throughout the service continuum, and it cites the benchmark of third grade literacy as a leading indicator of future academic successes in all core subjects. 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 fourth through eighth grades.</p>	<p>Not an evidence-based or promising practice or framework.</p>

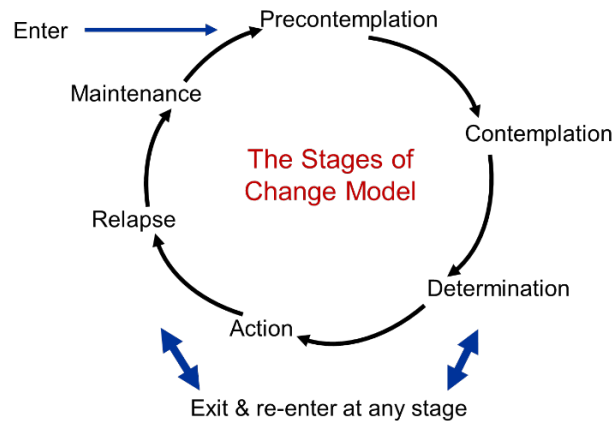
² Social Programs that Work. (n.d.). Check and Connect - Dropout Prevention Programs that Work Social Programs That Work. <https://evidencebasedprograms.org/programs/check-and-connect/>

Growth Mindset

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 promotes positive risk-taking and reduces fear of failure, as it is not tied to one's inherent skill or ability.

Research-based practice based on empirical evidence.³

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 (illustrated).



Transtheoretical Model (Stages of Change Model) and Motivational Interviewing

When changing serious problem behaviors, several relapses can often 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:

- Expressing empathy: Listening, complimenting, and building up the client rather than telling, criticizing, and tearing down the client.
- 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.
- 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.

An evidence-based model based on empirical evidence, and motivational interviewing is an evidence-based practice according to the Center for Evidence-Based Practices.^{4,5}

³ 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>

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

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

Trauma-Informed Care	<p>Much of the leading research around youths with high risk factors, or barriers to success, points to the need to offer trauma-informed care. This 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.</p>	<p>The Trauma-Informed approach is evidence-based practice according to SAMHSA.⁶</p>
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CLIENT STORY

Each year, staff at funded programs provide a client story to help illustrate the effect of JPCF-funded services. The following is the client story that BGCP provided for FY 2022-23.

Exhibit 5. Client Story

Name of client	Aimee (pseudonym)
Age and gender	Female, age 16
Reason for referral	<p>BGCP advisors identify students for their caseloads by collecting referrals from school partners and other BGCP staff. Students meet one or more of the following criteria:</p> <ul style="list-style-type: none"> • At least two D’s or at least one F in a core academic class in 8th grade • School Attendance between 75%-90% • Three or more discipline referrals • Teacher/BGCP staff referral indicating student is experiencing affective or cognitive challenges
Client’s behavior, affect, and appearance when they first started in the program	<p>Aimee was a reserved student in the classroom when she first joined the HSSA program at the beginning of her 9th grade year. Talking to teachers was daunting, getting assigned more homework than what she was accustomed to was overwhelming, and being at a large school with many more students of diverse backgrounds was a shock. Additionally, during her initial check-ins with her HSSA, Aimee acknowledged that one needs a high school education and higher education to live a fruitful life; however, she consistently questioned her ability to get into a four-year university after high school because of her grades in middle school and the cost of a college education. Aimee experienced a challenging start to high school, including difficulty completing homework and understanding concepts in her coursework.</p>

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

<p>Activity engagement and consistency</p>	<p>During these last two academic years, Aimee’s persistence shined as she has made the best of her time in high school with the aim of getting into a four-year university. Aimee made it to every weekly check-in with her HSSA or made sure to check in via phone if she was not able to make it to school that day. During her check-ins, Aimee and her HSSA collaborated on weekly goals that included asking teachers for support, finishing assignments with her HSSA, and finding opportunities to connect with different students in her class. As a result, Aimee’s grades reached and exceeded the expectations she had for herself.</p>
<p>Client’s behavior, affect, and appearance toward the end of the program</p>	<p>From beginning to end of her second year in the HSSA program, Aimee recognized her HSSA’s consistent check-in model and would come into the meeting ready to tell her HSSA about her win, her challenge area, and some of the solutions she already came up with. During her second year, Aimee also joined Future grads (BGCP’s college access program) where she learned about the different post-secondary options and requirements and began using portions of her HSSA check-ins to check her transcript to see what classes she would need to re-take or to compare her current grades and classes against A-G college entrance requirements to ensure she is eligible to apply for a four-year university during her senior year.</p>
<p>What the client learned as a result of the program</p>	<p>During the program, Aimee learned how to solve problems around academic challenges and craft specific and measurable goals that are achievable, relevant, and time bound! Aimee also found the benefits of seeking support from her teachers and has learned how to advocate for herself on several occasions to receive all the points she deserved.</p>
<p>What the client is doing differently in their life now as a result of the program</p>	<p>As a result of the program, Aimee has consistently created her own bite sized goals that have helped reduce procrastination. Aimee has also been able to push her confidence in what she can accomplish and (rather than dream it) knows that she will apply to four-year universities in the fall of her senior year.</p>
<p>The value of the program in the client’s words</p>	<p>According to Aimee, High School Success Advising helped her to, “keep up on my work even when the points aren’t that much, it still counts for something!”</p>