San Mateo Probation

Boys and Girls Club of the Peninsula Annual Evaluation

FISCAL YEAR 2018-2019

ASR

*Helping People
Build Better Communities*

About the Researcher

Applied Survey Research (ASR) is a 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 provide the low-income youth of our community 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 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*: Most, if not all, students participating in intensive service programs 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 advisors 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*: Our after-school programs seek to prevent students from adopting risky behaviors by providing positive alternatives. By providing academic support, fostering positive relationships through peer group activities and adult mentors, and exposing students to fun, 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. Through individual mentoring and small group sessions, BGCP staff aims to increase students' SEL mindsets and skills in areas such as 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 9th grade High School Success Advising program, advisors support students in making decisions, addressing peer and social pressures, setting goals and developing plans to achieve their goals. 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.

Programmatic Challenges in Fiscal Year 2018-2019

According to BGCP management, BGCP's main programmatic challenge in fiscal year (FY) 2018-19 was attracting and retaining high-quality staff. Below, staff have provided the following summary of challenges faced in FY 2018-2019.

"Currently we are unable to fill all of our part time instructional positions, preventing us from serving all of our target students. And while staff retention among full time staff has been strong, the potential of losing them is a threat. Many staff have expressed how much they love working at BGCP but that they are not sure they can continue financially. They are making significant lifestyle sacrifices to remain.

Staff consistency is particularly important in our high school intensive service programs which are based on students developing strong connections with advisors and mentors. Last January, we were able to hire two new Academic Advisors to fill vacant positions in our 9th grade High School Success Advising program but it was challenging for the new advisors to be trained and form strong, trusting relationships with students mid-year. We are committed to addressing our staffing challenges through higher pay, improved recruiting, onboarding, and training, mental health support for staff, career growth opportunities, tuition reimbursement, and a minimum salary for all full-time employees and more work hours for part-time staff.

A second challenge has been the growing need to provide on-site mental health services to support youth with high risk factors or barriers to success, and equip staff to better understand, recognize and respond to students' challenges. In 2018-2019 a full-time on-site bilingual psychotherapist served over 100 high school students in our Redwood City teen clubhouse. Next year all students at each of our program sites will have access to on-site mental health services."

Evaluation Methods

Programs of BGCP are funded by San Mateo County Juvenile Probation's (Probation) Juvenile Probation and Camps Funding (JPCF). BGCP monitor theirs 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 and FY 2018-19, ASR requested each funded program provide a catalogue of their practices. ASR then ran any new catalogued practices reported in FY 2018-19 through a number of clearinghouses[1] 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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[1] For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2018-19.

Evaluation Findings

Fiscal Year 2018-19 Highlights

- BGCP served 93 middle and high school youth across all programs. Although the number of youth served decreased by 19% from FY 2017-18, each youth stayed 8% longer in the program while receiving 38% more hours of services.

- All clients scored Low on the JAIS. No clients presented with a Moderate or High JAIS Risk score.

- CANS results suggest that 51% of youth clients had actionable needs in the Youth Strengths module at the pre CANS assessment. This rate slightly declined by the post CANS assessment, while the percentage of youth with actionable needs in the Life Functioning and School modules increased by the post CANS assessment.

- All youth reported feeling physically and emotionally safe in BGCP programs.

Profile of Clients Served

BGCP served 93 youth during FY 2018-19, a 19% decrease in the total number of youth served compared to FY 2017-18. Among those who had available demographic data, about half (50%) of clients were male, and the average age was 14.3 years. Most youth identified as Latino/Hispanic (86%), followed by African American/Black (7%). Participants spent an average time of 9.6 months in the program and were served for an average of 44.0 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	FY 18-19
Number of Clients Served	647	472	667	151	1088	115	93
Average Number of Hours Served	39.3	38.5	45.3	73.0	28.8	31.9	44.0
Average Time in the Program (Months)	5.3	5.4	4.9	N/A	N/A	8.9	9.6

Risk Indicators

In FY 2018-19, BGCP served clients on the lower end of the risk spectrum. All 83 participants assessed by the JAIS Risk scored Low (100%). Over the last three years, no clients received a High JAIS Risk score.

Table 2.   JAIS Risk Levels

JAIS RISK LEVEL	FY 16-17	FY 17-18	FY 18-19
Low	99%	83%	100%
Moderate	1%	17%	0%
High	0%	0%	0%

n=83 in 2018-19.

Functioning and Service Needs

In total, data were gathered on five CANS modules at pre CANS assessments from 89% of BGCP youth who received services during FY 2018-19. On the assessment, only 5% had three or more actionable needs, a substantial decrease from FY 2017-18.

Figure 1.   Clients with Three or More Actionable Needs
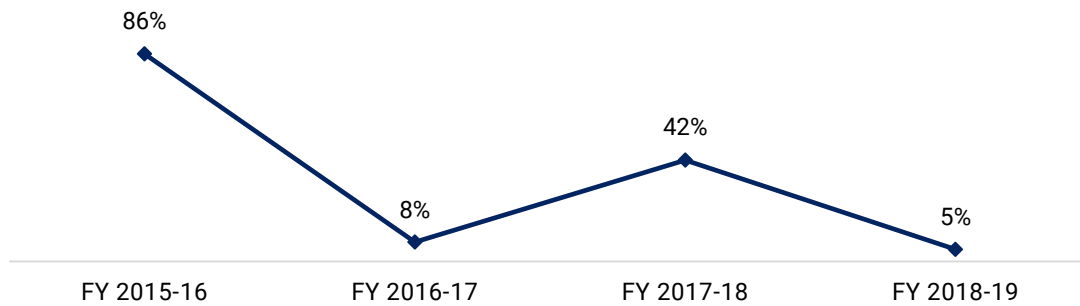
n=83 in 2018-19.

The figure below presents the percentage of all clients who completed a pre CANS assessment with at least one actionable need. The module with highest percentage of participants with actionable needs was Youth Strengths (51%). These results indicate that about a half of the clients 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. Substantially fewer youth showed needs for the other domains.

Figure 2.   Percent of Clients With At Least One Actionable Need by CANS Module at Pre CANS Assessment
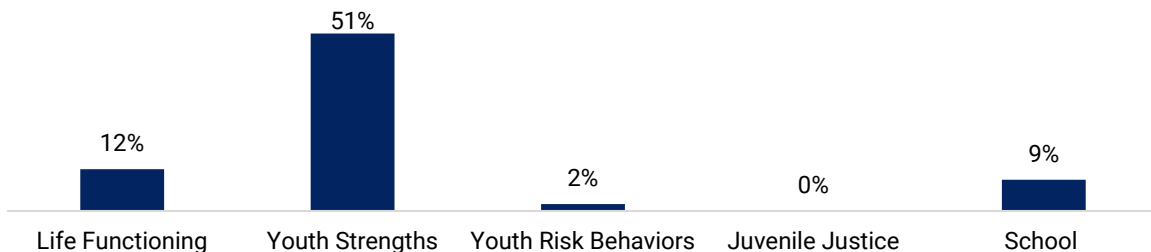

Life Functioning n=83; Youth Strengths n=83; Youth Risk Behaviors n=83; Juvenile Justice n=19; School n=82.

Below, Figure 3 shows the percent of clients with actionable needs at pre CANS assessment and at post CANS assessments. Only data from clients with matching pre and post CANS assessments were included in the analysis.

The results show increases in the number of youth with at least one actionable need across two modules: a 12 percentage point increase in Life Functioning needs and a 32 percentage point increase in School needs. This suggests that youth need support and resources that 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. On the other hand, there was a decrease in needs in Youth Strengths indicating more youth were able to boost internal and social assets.

Figure 3.   Percent of Clients with Pre and Post CANS Assessments Who Reported At Least One Moderate or Significant Need on CANS Modules
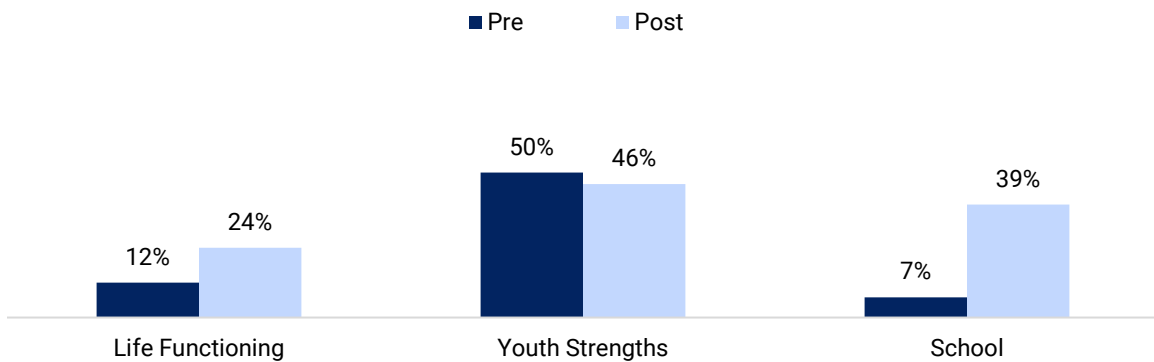
n=76

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 2018-19 targets, including that youth felt physically and emotionally safe at BGCP (100%) and that youth developed supportive and positive relationships at BGCP (88%). The program aimed to retain 65% of students and retained 87% in FY 2018-19, a marked improvement over 50% in FY 2017-18.

Table 3. Performance Measures

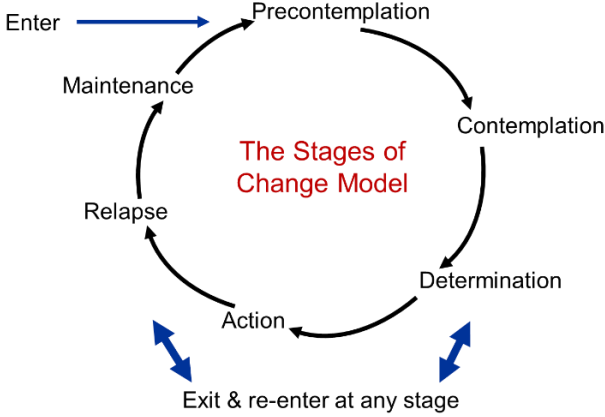| PERFORMANCE MEASURE	FY 2017-18	FY 2018-19 TARGET	FY 2018-19 ACHIEVEMENT
Youth report feeling physically and emotionally safe in our programs	90%	80%	**100%**
Youth report developing supportive and positive relationships in our programs.	88%	80%	**88%**
Youth report they are engaged and building skills as a result of the program.	83%	80%	**62%**
Program retention of students attending 2 or more days per week	50%	65%	**87%**
Average number of years in BGCP programs	3.6	2.8	**2.7**

Evidence-Based Practices

In FY 2018-19, JPCF programs were asked to provide the curricula or practices employed in their programs. ASR then evaluated the catalogued practice to determine whether the practice was evidence-based or a "promising practice" according to a thorough search of evidence-based practice clearinghouses. Table 4 below details the curricula that BGCP utilized in their programs.

Table 4.   Evidence-Based Practices

PRACTICE	PRACTICE IMPLEMENTATION	RATING
Youth Development Framework for Practice	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. 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: ▪ Safety ▪ Supportive relationships ▪ Meaningful youth involvement ▪ Skill building ▪ Community involvement. 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.	Evidence-based framework based on empirical evidence[2]

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[2] 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

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PRACTICE	PRACTICE IMPLEMENTATION	RATING
Transtheoretical Stages of Change model and Motivational Interviewing	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).[3] 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: - Expressing empathy: Listening to clients rather than telling, looking to compliment and build the client up rather than criticize and tear the client down. - 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.	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 [4,5]

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[3] *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*

[4] *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*

[5] *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
Trauma-Informed Care	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[6]
Internal and External Developmental Assets	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[7]
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 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 [8]

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[6] *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*
[7] *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*
[8] *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.*

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PRACTICE	PRACTICE IMPLEMENTATION	RATING
Consortium on Chicago School Research	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. 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. 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.	Not an evidence-based or promising practice or framework
Multi-Tiered System of Support (MTSS)	BGCP uses a strength-based Social and Emotional Learning (SEL) assessment that can work on multiple levels, from the personal level to small groups, classrooms, and whole systems from The PEAR Institute: Partnerships in Education and Resilience at McLean Hospital, a Harvard Medical School affiliate. The assessment rapidly turns around actionable data reporting to programs at three tiers of the Multi-Tiered System of Support (MTSS). By having individualized data available that can work for both multi-systemic approaches and personalized learning, educators can improve the lives of the children they serve both by improving the whole school climate and the experience of individual students by better understanding and supporting their social-emotional needs. Our intervention utilizes the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for understanding and promoting social and emotional learning (SEL) that includes five clusters of competency in intrapersonal and interpersonal domains.	MTSS is a framework in which evidence-based practices can be implemented.[9]
Pre-Referral Intervention	The 9th grade intensive High School Success Advising program incorporates elements of the Pre-Referral Intervention Manual (PRIM) as a resource for early intervention strategies to address common learning and behavioral problems.	Pre-referral intervention is not an evidence-based framework

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[9] https://intensiveintervention.org/tools-charts/levels-intervention-evidence

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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 on their clients. The following is the client story provided by BGCP for FY 2018-19.

Name of Client	Katie (pseudonym)
Age and Gender	15, female
Reason for Referral	Last year, Katie was participating in Compass, a summer program that helps 8th grade students transition into high school. Natalia, a BGCP 9th grade High School Success Advisor, first met Katie when Natalia asked Katie if she needed help with a math problem. Katie was a bit shy at first but Natalia was able to build trust with her during the summer program.
Client's Behavior, Affect, and Appearance When They First Started in the Program	When Katie first started BGCP's 9th grade High School Success Advising program, she was very shy and anxious in class. She did not know how to ask for help when needed. She wanted someone to approach her. She had low confidence with math as well, but was able to overcome these feelings by the end of first semester.
Activity Engagement and Consistency	Katie met with Natalia, her Academic Advisor (AA), during tutoring hours, participated in all field trips and eventually began attending BGCP clubhouse events with her peers. She would always attend one-on-one check-ins with her AA. Her parent was very involved and always attended parent/family events at the clubhouse as well. Usually parent meetings consisted of school information (upcoming events, finals, importance of finals and transcripts, summer school, summer opportunities).
Client's Behavior, Affect, and Appearance Toward the End of the Program	During the year long program, Katie's confidence increased in the classroom. When the AA conducted classroom sit ins, Natalia would see a different student raising her hand and asking for help when she did not understand. Katie was also able to replace her math support class with an Art class. This not only meant that Katie was comfortable with Algebra class, but also that by replacing her support class, Katie was able to gain A-G credits that make her college eligible.
What the Client Learned as a Result of the Program	Katie learned how to advocate for herself, both in the classroom and outside. She also learned how to navigate the school and all the resources on campus. Through one-on-one work with her advisor, Katie also developed small "life skills", such as, how to write an email, how to utilize a planner, and how to prioritize.

What the Client is Doing Differently in Their Life Now as a Result of the Program	Katie is now advocating for herself. Katie was encouraged to attend BGCP's Future Grads program Summer Academy, which introduces students to BGCP's 10th-12th grade program which supports students to and through college. Unfortunately, Katie was going to be out of town for the one-week Summer Academy. However, on her own, she signed up for the Fall 2019 Future Grads program, introduced herself and met with the Future Grads team before leaving for the week. When Katie returned from her vacation, the AA spoke with her about the Future Grads summer internship opportunities. Katie was excited and interested in applying for a Google internship and met with one of the Future Grad team members. She signed up for the internship the next day and is currently interning at Google and loving it.
The Value of the Program in the Client's Words	"I valued meetings just to check in. It was good once in a while to meet with Natalie to know she was there for me and to support me," SHS Student.