

REINVESTING IN YOUTH PROMISING PROGRAM EVALUATION PROJECT
MULTI-SITE EVALUATION FINAL REPORT

BY:

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EXECUTIVE SUMMARY

In December, 2003, Reinvesting in Youth (RIY), a King County regional partnership housed in the City of Seattle Human Service Department, contracted with Davis Y. Ja and Associates, Inc., (DYJA) to conduct the Promising Program Evaluation to evaluate the efficiency of King County and community-based agencies' intervention and prevention models for juvenile offenders and youth at risk of delinquency.

DYJA utilized an empowerment evaluation approach for the six sites that was selected for the evaluation. A multi site research design was developed and following extensive evaluation training with all sites in July, 2004 which developed each programs practice based theory of change.

Two fundamental evaluation questions related to the RIY drove the evaluation:

- Which community-based models produce the best youth outcomes with the most efficient use of funds?
- How can local governments in King County support the development of evaluation systems applicable to a diverse range of youth programs?

Towards this end, DYJA used a multi-method research procedure that conducted a process, outcome and cost analysis for each of the selected programs. The process evaluation had five components, a) description and observations of the program b) youth profiles and descriptions; c) service utilization; d) program participant satisfaction including the Program Intervention Grid (PIG); and e) interviews with youth and staff. Information from each of these components was analyzed and summarized under our Qualitative Data Analysis.

The outcome evaluation was comprised of three components, findings from a) the primary measure, b) findings from the alternative measures and c) the cost analysis. The outcome measures were selected by the programs themselves which targeting the developed grouped theory of change. The primary selected measure was the Washington State Juvenile Court Assessment (WSJCA) full assessment. An additional quantitative component using eight additional measures, provided programs with outcome results on quantitative constructs the WSJCA did not cover. Finally, a simple cost analysis study also provided information on the cost effectiveness of the selected programs.

Six sites participated in the evaluation, the SCRAP ROYAL, the YMCA Street Soldiers, Safe Futures, RAYS, LDAH and the WIA programs. Data collection began in March, 2005 and was completed in February, 2007. A total of 361 youth were enrolled into the promising practices evaluation. Problems in program data entry procedures necessitated re-entering of a substantial portion of the evaluation resulting in delays in analysis. Analysis began in July, 2007 and was completed in December, 2007. Individual site reports were completed in December, 2007 and distributed to the participating agencies.

Qualitative Findings

Programs interventions varied substantially from each other despite serving somewhat similar at risk youth. Interventions for several of the interventions were less intensive and more curriculum driven while other programs utilized more comprehensive case management methods. The following points were summarized from the qualitative analysis:

- Two programs that utilized a more comprehensive intervention (ROYAL and Safe Futures), were regarded highly by a majority of their enrolled youth. However, the ROYAL program was more structured and had stronger internal communications while the Safe Futures Program had less structure and greater communications issues
- All three curriculum-based programs RAYS, LDAH and YMCA Street Soldiers experienced a common concern, which was the need to ensure that the materials and curricula provided strategies for “real life” application.
- Results from the curriculum based programs indicated that there needed to be revisions of their respective curricula in order to meet the broad range of needs of the youth they serve. At LDAH and Street Soldiers, funding was a significant concern in maintaining their respective programs. The RAYS program experienced concerns with follow-up and youth knowing the expectations of the program. Various staff from all three of these programs expressed a need for additional program activities, resources, and/or staff, e.g., for integration of case management to enhance the current program, to help meet the needs of the youth, and to meet goals for cultural competence.

- In our comparison site, the WIA (YouthSource/New Start) also experienced funding and some staffing problems. However, youth reported to have good relationships with most of the staff and felt that the program had made a positive impact on their lives.
- Although all of the programs received positive feedback, the ROYAL program was consistently positive throughout most of the qualitative data collection methods. ROYAL also has the added advantage of a comparatively higher level of intensity within their program structure as well as a high frequency of contacts. The positive qualitative data also seems to be associated with the cohesiveness of the program team, supportive program management, a shared understanding of the program, and high quality of ongoing communication amongst staff. It should also be noted that ROYAL had the highest level of funding by far of any of the evaluated programs.

Quantitative Findings

- In reviewing our analysis, there are two different levels of youth involved in our evaluation study. The first is youth offenders involved with the juvenile justice program. By far the greatest numbers of these youth offenders are represented by the ROYAL program. Based on both program impact and costs, ROYAL comes out ahead in terms of reducing risk and increasing protective factors. This is a program model that clearly demonstrates a difference and offers a model using life coaching that should be supported strongly as a promising practice.
- For the other programs, it's clear that their levels of risk vary substantially. The YMCA and Safe Futures programs are fairly close in their youth risk levels but also deal with very diverse populations. In our final ranking based on cost and risk and protective gains, it's clear that both do well with the population they serve which is primarily moderate to low in risk. The WIA program which is employment based also follows closely behind them.
- LDAH, with it's focus on learning disabled does not place well within this evaluation but ends up doing better when it comes to reducing risk based on the additional measures. Both the findings from the WSJCA and the additional measures (criminal risk) seems to substantiate this. On the other hand, their efforts in changing protective factors seems to be lagging substantially behind. The RAYS program also presents an interesting picture in that

it does do better in increasing protective factors but does little to decrease risk. A potential problem with both programs is that they serve a relatively low risk population with little risk to change.

- In terms of potential for additional expansion and funding, certainly the YMCA Street Soldiers and the Safe Futures program deserves a strong look. The potential for the Street Soldiers as a rigorous intervention that both reduces risk and increases protective factors for problem youth is extensive. Based on the Omega Boys Club concept, this may be the first evaluation of this program conducted. The Safe Futures program should also be highly regarded; though less cost effective than the YMCA, it holds substantial promise in reducing risk and increasing protective factors for their very diverse immigrant population.

Overall Summary

In our final estimation, there is no doubt that this attempt to collect empirical evidence for practice based interventions was successful. We believe that three of the community based models should be considered promising practices and given support for expansion and additional evaluation (to include possible clinical trials). We do feel that these three community programs (ROYAL, YMCA and Safe Futures) have now established some practice based evidence following this evaluation study. One other program (WIA) show some promise and potential and with refinements and suggestions made through this evaluation have the potential of becoming a promising practice. Another two of the programs (RAYS, LDAH) do not fare as well, yet both programs have strong elements and components that seem to make a difference with the youth they serve. Our hopes that these findings will bring to bear ideas, suggestions and recommendations that they will use to plan, develop and change their interventions so that they too can begin to show a more promising practice.

In our final conclusions, we think it is important that more time and resources are provided to these community practices. Although there is much to suggest that current evidence based models show strong effects, for many community based programs, there are substantial levels of creativity being developed in their intervention practices. Although not all community based programs should be considered effective, resource limitations and economic difficulties have often left them with less than ideal program operating and resource levels which contributes to their ineffectiveness. Yet before all existing community practices be jettisoned for existing evidence based practices, resources

need to be provided to help them refine and then investigate their efficacy for evidence of their practice effects. The RIY promising practices evaluation study is one model of how this has been done. We don't necessarily encourage all community based agencies to undergo this process as the difficulties have been and will always be myriad. However, those that wish to begin to establish evidence of their practice effects will need resource support to establish their effectiveness.

We suggest a two stage process for this model; community agencies wishing to test and establish evidence of their practice models undergo a one or two year training on refining their intervention models, development of their theory of change and a period of time (at least a year) to refine these theoretical models of change. This first stage is relatively low-cost and supports the community based organization in refinement and operationalizing their practice based models. Stage two requires enrollment into a multi site evaluation study for at least a two to three year evaluation study process. Obviously, this stage is more expensive but may in fact produce practice based evidence that will make a difference with the population they serve and the communities in which we all live.

Research Limitations

- This four year research and evaluation study was an extremely ambitious project. Originally, there was a possibility of up to nine different sites (six intervention sites) in which data would be collected with the multi site design. One intervention site dropped out of the study due to concerns over the use of the WSJCA instrument. Another comparison site was dropped in May, 2006 due to poor enrollment.
- The loss of the evidenced based standard with which the other programs would be contrasted was substantial, in that this resulted in an inability to contrast these promising practices with a known evidenced based intervention. Despite an extensive dialogue with RIY, King County and with TriWest, it seemed clear that the Functional Family Therapy (FFT) dataset would not suffice base on fidelity concerns of the intervention model.
- Part of our strategy was to conduct both qualitative (process) and quantitative (outcome) evaluation protocols. One significant factor however, was that several of the intervention sites did not have the necessary staff to complete all the assessments. The evaluation team ended up doing far more of the assessments than we had originally planned. Furthermore,

for some of the agencies, the evaluation team provided all the data entry as well of the IS dataset given the limited staff resources.

- Later, when the data was reviewed and checked during our final year for quality control, we discovered substantial errors in the data entry process from some agencies. Since the error rates exceeded our quality control standards, this necessitated complete re-entering of all the datasets collected from those agencies in order to insure that the data was entered correctly. This subsequently delayed our analysis and report development and generation for months until we felt we had accurate information in our dataset.

- Finally, one further caveat lies in the use of the WSJCA instrument that was primarily designed for juvenile offenders involved with the justice system. The use of the social history domain as a proxy for risk and the use of the total dynamic risk and total dynamic protective factors scores as are our proxies for outcome changes is our best estimate of change for these youth. How closely these outcome scores align themselves to reality is still subject to some question.

I. INTRODUCTION

Reinvesting in Youth (RIY), a King County regional partnership housed in the City of Seattle Human Service Department, seeks to move Washington State's juvenile justice system from a model based on punishment and incarceration to a coordinated, community-based system of cost-effective prevention and early intervention. The Promising Program Evaluation is one of several RIY sponsored programs to evaluate the efficiency of King County and community-based agencies' intervention and prevention models for juvenile offenders and youth at risk of delinquency.

Toward this purpose, Davis Y. Ja and Associates, Inc. (DYJA) was contracted by the City of Seattle to evaluate six (five remained at the conclusion of the evaluation) community-based programs using a multi-site design. This research design maximizes the opportunity for RIY to determine the efficacy of the selected RIY community based agencies intervention and prevention models for juvenile offenders and pre-offense at risk youth. The design utilizes an empowerment (Fetterman, Kaftarian & Wandersman, 1996¹) framework that fosters a partnership approach in evaluation of programs and the provision of technical assistance between RIY, the five community-based organizations, and DYJA. This framework also helps to build the partners' understanding of the design, implementation and impact of unique and differing intervention and prevention strategies.

In utilizing this model, this evaluation of RIY funded agencies and programs addresses two fundamental questions related to the RIY core guiding principles:

- Which community-based models produce the best youth outcomes with the most efficient use of funds?
- How can local governments in King County support the development of evaluation systems applicable to a diverse range of youth programs?

The goal of this evaluation design was not only to address the efficiency and outcomes promoted by RIY, but also to provide support in enhancing the capabilities of programs in documenting their services through assisting them in developing management information systems (MIS) and in conducting self-assessments and evaluations. These evaluations will lead to greater refinements in their program intervention strategies and better outcomes for youth offenders and at risk youth and their families.

¹ Fetterman, Kaftarian, & Wandersman (1996). Empowerment Evaluation: Knowledge and Tools for Self-Assessment & Accountability. Sage Publications, Thousand Oaks, CA.

Essentially, our evaluation strategy is based on a collaborative empowerment model that enhances and supports the internal capacity of agencies to understand and implement effective and feasible evaluation designs. A key element of this model is that the evaluation education and support provided to agency staff be consistent with organizational capacity, program strength, and the array of outcomes appropriate for their unique intervention strategies and logic models.

In July of 2004, the RIY selected agencies sent program staff and administrators to four evaluation training workshops. The workshops facilitated the development of an evaluation infrastructure that helped to a) self-define each program's goals and objectives, b) reformulate the programs relationship between activities (interventions) and self-determined outcomes, and c) formulate and design their program theory of change through the development of a pictorial logical path diagram of their intervention models. In September of 2004, the agencies also collaborated to discuss the formulation of the outcome measures for the evaluation of the RIY agencies.

Furthermore, the staff and administrators of the five agencies learned fundamental evaluation strategies and methods relevant for their organizations. They also understood the collaborative nature of our approach as they interacted with us in the various evaluation discussions, exercises and lectures. Through our empowerment evaluation approach, community agencies were provided with skills and tools necessary to begin the process of planning and conducting self-evaluations with culturally relevant measures. Programs can be strengthened through the refinement of linkages between interventions and outcomes and incorporating their understanding of the lives and culture of the youth they serve. This enhances program structures as they begin to build on internal systems of accountability and measures of effectiveness and impact.

II. PROGRAM EVALUATION DESIGN

DYJA, with input from RIY stakeholders, chose to use a research design that provided important outcome information that will inform not only programs, but also funders, program administrators, and policy makers. As we reviewed options for the development of an appropriate research design, the following factors became clear:

1. The agencies have similar outcomes, which would allow us to use common measures across agencies, particularly for intermediate outcomes.

2. Traditional experimental or comparative research designs were either not possible or would not provide sufficient evidence of the effectiveness of RIY funded agencies.

1. Traditional Design Limitations

Our initial thoughts were to develop a traditional “quasi-experimental” research design that would contrast possibly up to four of the RIY programs and compare each of these programs with another similar programs. However, in extensive discussions among the evaluation team, other researchers and the RIY partners, it was felt that this more traditional approach would not provide much information other than a simple comparison between two programs.

In traditional comparative research designs, the programs under comparison should be similar to each other in all ways except for the particular intervention, or “treatment”, which is the focus of the research. Because there was not a clear option for comparison programs that fit this criteria (i.e., that did not have “interventions” of their own), this design would only serve to show that an RIY program model performed better, equally well, or worse than the single comparison site model. Evaluation data based on this design, in which one agency is evaluated against on other, would not prove helpful in understanding how agencies match up to other, more varying types of interventions.

2. Multi-Site Design

Since we were unable to locate a “no treatment” population, or utilize a random assignment process or find a specific comparison group for each of the existing RIY programs, the research group investigated the possibility of developing a multi-site evaluation design. A multi-site design, according to Straw & Herrell (2002)², involves “multiple sites with either similar or varying interventions across sites, and involves a coordinated, centrally-managed evaluation (pg. 6)”. The strength of the multi-site evaluation design is that it allows for the simultaneous comparison of multiple program models with varying levels of interventions. In addition, multi-site evaluations can be used to “identify intervention and contextual factors that affect the impact of interventions.” This multi-site comparison approach is particularly useful for policy makers and “can be used to change practice.” In other words, specific elements of interventions can be more readily identified in order to understand the true efficiency of specific interventions. The particular appeal of a multi-

² Straw & Herrell (2002). A framework for understanding and improving multisite evaluations. *New Directions for Evaluation, 94*, 5-16.

site evaluation design is in the ability to compare a single program model to a continuum of program models, ranging from very tightly controlled, formalized interventions to very informal, unstructured interventions. The relative strength of a particular RIY program model is thus placed within the context of this continuum, taking into consideration the range of program interventions, costs, and other relevant factors contributing to the usefulness of a program design.

Expected Results: The multi-site evaluation of the promising programs produced results on several levels. These include: a) outcomes based on individual youth changes over time, b) program-level changes, and c) how these changes are linked to costs.

a) Individual Youth Changes: On this level, the difference between a single or two-site comparison design and a multi-site design is significant. First, with a multi-site design we will have substantially more youth involved, allowing us to “pool” the youth into a single group in order to achieve adequate statistical power to determine whether youth involved in all of these programs show any differences over time. Pooling of data not only increases the sample size for determining whether youth have changed, it also allows us to analyze the data to determine the specific type of youth that does (or does not) benefit from these types of programs.

We can determine whether varying levels of risk may influence outcomes for these programs as a whole. In addition, we can determine whether ethnicity, gender, age and other demographic factors have any effect on whether these youth change or not. Furthermore, as youth age developmentally, risk factors increase substantially. By having a larger subject pool, we can determine whether these phenomena occur and for which age groups. None of this is possible with a small single site evaluation or a simple single site comparison with one other site with these numbers of clients.

b) Intermediate Outcomes: With a larger subject pool, given the identified common intermediate outcomes that were developed by all RIY sites in their program logic models, we can determine what intermediate outcome changes were achieved by the youth as a whole and by youth in individual sites by examining change between baseline, 6 and 12 months outcome assessment points. Again, we can also “stratify” the data to determine whether ethnicity, risk factors, age, and gender play a role with this cluster of youth in terms of reaching specific intermediate outcomes over time.

Subsequently, we can state whether youth change in terms of specific factors, and following the selection of the Washington State Juvenile Court Assessment (WSJCA) by the agencies involved, we were able to include the two main dynamic factors indicated in this instrument. These include: a) changes in dynamic risk factors and b) changes in dynamic protective factors.

Program (Site) Level Changes: On a program level, with each program providing a subject sample of at least 40-60 youth, we can determine which programs produced the best outcomes. In other words, we can determine which programs seem to show greater individual youth-level changes for intermediate outcomes. We can also indicate how each program impacts youth at six, twelve and for some at eighteen months for both intermediate and long term outcomes.

When we analyze whether a particular element makes a difference on the intermediate or long term outcomes, we also “control for” or analyze any variable that has potential for confounding (or confusing) the results, such as differences in risk, gender, race, etc.

Ultimately, with this multi-site design, we can indicate which of these programs work best with differing populations of youth (i.e., offender versus at risk), gender or age range. Ethnicity (broken out from the racial categories) is more difficult since some of the organizations have limited ethnic diversity and the level of diversity is an important factor in determining different experiences of the youth relevant to the program’s outcomes. We can also determine which programs work best in contrast to lower intensity programs such as our comparison site, King County Workforce Investment Act (WIA) programs. Additionally, it was our intention to contrast each program to the “evidenced based” Functional Family Therapy (FFT) practice as evaluated by TriWest. The FFT model was to give us an “evidenced-based practice” or higher level intensity intervention to which all the other programs could be contrasted. However, since the final evaluation of the FFT failed to produce the data necessary, we were unable to utilize this data for a comparative analysis.

Multi-Site Design Summary: Although these are some of the potential findings and results that can occur from this study, some caution is necessary in that several programs had difficulties in reaching the numbers of clients necessary and/or achieving a high retention rate in the course of the evaluation to have sufficient power for analysis. This affected our ability to conduct certain comparative analyses. Yet the advantage of the multi-site design is that each program in the study serves as a comparison for every other program, allowing for meaningful contrasts of the efficacy of

different interventions over time. The following points indicate what can be achieved by this promising practices evaluation.

- 1) We can determine what *clusters of youth* (risk, gender, ethnicity) can be helped by these programs as a result of changes in intermediate dynamic outcomes, including a) school behavior; b) use of free time; c) changes in relationship with adults; d) living arrangements; e) alcohol and drug use; f) antisocial behaviors; e) levels of anxiety and depression; g) ethnic pride and identity; and h) attitudes towards gangs.
- 2) We can determine *which programs* are more effective than others in helping youth reduce risks and achieve better intermediate outcomes as specified above.

3. Comparable Cross-site Measures

In sum, this evaluation includes, in a comparison matrix, five RIY programs plus one other comparison program site. These sites are compared to each other to gain an understanding of how diverse models serve both at risk youth and youth involved in the juvenile justice system. This design, utilizing common measures, is the most feasible for the goals of this evaluation and provides an extensive comparative analysis.

Originally, six intervention agencies were selected as well as two comparison sites and an evidenced based practice (FFT) to be included in the multi site design which would have included nine sites in total. However, one intervention site dropped out, one comparison site was never able to produce a sample size large enough to incorporate in the design and the FFT evaluation was unable to provide the data necessary for analysis.

Following a discussion with the evaluation review subcommittee, it was highly recommended to the evaluators that the Washington State Juvenile Court Assessment (WSJCA) instrument be considered as the primary measure for the RIY sites. The WSJCA instrument was developed by Washington State Institute of Public Policy (WSIPP) in 1999 in response to the Washington State Legislature's "Community Juvenile Accountability Act" (CJAA), requiring the "use of a risk assessment to assign youth to these programs."³ The instrument was based on research-based assessment practices in consultation with a team of experts and first implemented in 1999. A full instrument covering 132 items in 12 domains and a shorter pre-screen instrument were developed. Specific items in the 12

³ "Assessing Risk for Re-Offense: Validating the Washington State Juvenile Court Assessment"; Washington Institute on Public Policy; March 2004.

domains covered by the instrument can help to identify the association between a risk or protective factor and recidivism. These domains include:

- Criminal History
- School
- Use of Free Time
- Employment
- Relationships
- Environment in which Primarily Raised / Living Arrangements
- Family History
- Drug and Alcohol
- Mental Health
- Attitudes/Behaviors
- Social Skills
- Aggression

The instrument was initially intended for use by probation and other juvenile justice staff in a one-on-one “structured motivational interview” setting.⁴ Utilizing this instrument was considered to be at the cutting edge of juvenile risk assessment and was also considered the best measurement for behavior change that was well-known by legislators and funders alike. In order for the evaluation to use the instrument, the staff involved in the 5 RIY Promising Programs Evaluation needed to consent to the measure, be trained on the use of the instrument and needed to structure staffing to accommodate the implementation of the instrument.

Subsequently, a meeting was held in September 2004 with the RIY staff, a representative of one of project’s funders, the RIY sites, and the WIA director to discuss the measure. All but one site⁵ agreed to adopt the WSJCA as the primary outcome measure. However, concerns regarding the cultural relevance of the WSJCA continued to be expressed throughout the data collection period. In response, enhancements and additional domains were included in an “Additional Measures” instrument developed by the five RIY sites with the technical assistance of DYJA.

The “Additional Measures” instrument added domains such as cultural identity, self-efficacy/concept, gang involvement, anxiety and depression, and communications. In addition, the sites chose to include additional questions that were incorporated for all sites or that were idiosyncratic with their specific site. Several existing risk assessment instruments were identified by the DYJA staff as containing measures specific to these additional domains. These risk assessment instruments were reviewed for reliability used to develop the “Additional Measures” tool as

⁴ Ibid.

⁵ Originally, six RIY agencies were selected to participate in this evaluation. After completion of the training and the collective decision to use the Washington State Juvenile Court Risk Assessment (WSJCA) instrument, one of the agencies, Atlantic Street, opted to drop out of the evaluation project. The reasons cited were the staff time required to implement the WSJCA instrument, the lack of cultural relevance of the instrument, and internal challenges of staff transitions that were occurring at that time.

described in the table below. Additional questions were developed by one of the program sites to measure criminal behaviors which were not captured by the WSJCA instrument. Since several of the sites were concerned whether the WSJCA truly captured all the cultural domains that related to their populations, the additional measures component gave the intervention sites an opportunity to have both the WSJCA domains as well as specific domains related to their intrinsic outcomes. Table 1 below lists the additional domains selected by some or all of the agencies.

Table 1. Additional Measures Domains

Measure/Author(s)	Domains Assessed	Subscales	Reliability Alpha*
Developmental Center (DSC) Studies (Child Development Project)	Youth perceptions about school environment, academic abilities, peer influences	Sense of School as Community	.87
Massachusetts Youth Screening Instrument, Second Version (MAYSI-2)	Assist Juvenile Justice facilities with identifying youth (12-17 years) with special mental health needs	Depressed-Anxious	.60-.85 (average .73)
Teen Conflict Survey	Ethnic Pride and respect for differences	Ethnic Pride	.73
Multi-Group Ethnic Identity (Phinney, 1992)	Ethnic identification, ethnic practices and belonging	Affirmation and Belonging Ethnic Behaviors	.81-.90
Attitudes Towards Gangs	Youth attitudes towards gangs	Youth attitudes towards gangs	.74
Cultural Pride (Zane, 1992)	Cultural competence	Youth cultural pride	.75
Risk Measure for Non-Criminal Justice Involved Youth*	Risk of criminal behavior		N/A
Americorps Volunteer Impact Scale	Community Involvement		N/A

*The measure of reliability of a psychometric instrument.

III. METHODS

Performance measures for these practices

For the five selected program sites and the comparison site, we utilized a multiple methods design which included both process and outcome evaluation. For the outcome evaluation, the WSJCA and a set of additional measures indicated in Table 1 was utilized and assessed at baseline, 6, 12, and for a smaller number of youth, at 18 months. We also conducted a formative or process evaluation.

The process evaluation had five components, a) description and observations of the program b) youth profiles and descriptions; c) service utilization; d) program participant satisfaction including the Program Intervention Grid (PIG); and e) interviews with youth and staff.

Program Description: An accurate depiction of the program was tracked through documentation of the intervention services which included staff and administrators interviewed at least twice during the 12 month period.

Furthermore, the evaluation team reviewed program goals and activities and worked with the program staff to determine minimum standards regarding interventions for the average youth. Individual interviews were conducted with program staff and a minimum of 10% of RIY youth from each program during the project period (concurrent with evaluating for participant satisfaction).

Youth Profiles and Descriptions: For the youth profile and descriptions, the evaluation team and the program staff collaborated with Npower and RIY to develop both customized database software and hardware information system (IS) to refine current intake, discharge and referral forms. This allowed us to collect both demographic profiles of all youth admitted in the project and any parents involved in the program. All profiles were compiled through IS operated by the program staff with technical assistance from the evaluation team. The software was developed from a Microsoft (MS) Access database.

The youth profile included demography as well as risk and resiliency factors for both at risk youth and youth involved in the juvenile justice system. Our outcome measure, WSJCA, was used to determine levels of risk. The data from these instruments was also entered into the IS system by the program staff for the five RIY programs and entered for the two comparison sites by the evaluation team. Furthermore, the additional measures component was also established in this customized software MS Access database. Trainings were conducted by Npower and DYJA for the staff of each agency in the use of the IS software.

Service Utilization: For service utilization, the evaluation team worked with the program staff to further develop the tracking system used to track youth involvement in each specific type of activity.

Program staff at the five RIY sites were also responsible for data entry of attendance data, and the evaluation team was responsible for data entry of all the attendance data for the comparison site.

Program Participation Satisfaction: To determine program satisfaction, all youth involved in the programs were asked to rate each activity they were involved in. This questionnaire used a Likert scale regarding the youth's perspectives of the program. Youth were asked to complete a minimum of two ratings at least six months apart. In addition, every youth completed the "program intervention grid (Sherwood, 2001)" (PIG) to determine the relationships between their outcomes and the program interventions (see section below). In order to get a greater perspective of the program and its impact on each youth, a random subset of approximately 10% of the youth was interviewed individually to assess the level of program impact, fidelity issues and how the program provided support to the youth given their needs.

Program Intervention Grid: Given the complex myriad of interventions existing among the program sites, the PIG was completed at each site to determine treatment efficacy. Dr. Deborah Sherwood, Director of Research, Evaluation and Quality Management of the San Francisco Department of Public Health Community Behavioral Health Services (2001) developed the PIG as a vehicle for understanding client self-ratings of specific interventions over time. The PIG findings provided additional data for understanding the differential effects of each intervention for any specific program and its associated outcomes. (See Appendix for PIG instrument)

IV. PROGRAM SITES DESCRIPTIONS

1. Overall Program Description

The five selected program sites included SafeFutures, ROYAL (Raising Our Youth As Leaders), Learning Disabilities of Washington (LDAW), Renton Area Youth Services' Rites of Passage (RAYS), and YMCA Metrocenter's Street Soldiers. These sites were selected by RIY's oversight committee through an RFP process. Factors for consideration during the selection process included level of readiness for evaluation, clarity and consistency of program structure and implementation, and diverse target populations. Additionally, the comparison site included two locations of the Workforce Investment Act program: New Start in White Center and YouthSource in Renton. The following tables and charts describe the overall demographics of the combined five program sites

and the comparison site broken out into assessments. Please note that the demographic tables for individual program sites can be found in the appendices.

Table 2. Overall Demographics: Male Youth by Age

	BASELINE (n=186)		1 st (n=144)		2 nd (n=113)		3 rd (n=51)		4 th (n=11)	
	n	%	n	%	n	%	n	%	n	%
MALE										
11 years	4	2%	1	1%	0	0%	0	0%	0	0%
12 years	15	8%	6	4%	2	2%	0	0%	0	0%
13 years	24	13%	19	13%	13	12%	4	8%	0	0%
14 years	28	15%	19	13%	14	12%	12	24%	0	0%
15 years	19	10%	19	13%	20	18%	9	18%	1	9%
16 years	40	22%	24	17%	16	14%	7	14%	0	0%
17 years	40	22%	34	24%	22	19%	6	12%	2	18%
18 years	12	6%	15	10%	20	18%	8	16%	5	45%
19 years	4	2%	6	4%	3	3%	4	8%	2	18%
20 years	0	0%	1	1%	3	3%	1	2%	1	9%
21 years	0	0%	0	0%	0	0%	0	0%	0	0%
Missing	0	0%	0	0%	0	0%	0	0%	0	0%

Table 3. Overall Demographics: Female Youth by Age

	BASELINE (n=175)		1 st (n=134)		2 nd (n=105)		3 rd (n=54)		4 th (n=5)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
11 years	6	3%	3	2%	0	0%	0	0%	0	0%
12 years	16	9%	8	6%	5	5%	2	4%	0	0%
13 years	17	10%	19	14%	13	12%	6	11%	0	0%
14 years	15	9%	10	7%	10	10%	7	13%	1	20%
15 years	20	11%	11	8%	11	10%	7	13%	0	0%
16 years	55	31%	27	20%	12	11%	7	13%	0	0%
17 years	29	17%	37	28%	37	35%	14	26%	1	20%
18 years	14	8%	11	8%	12	11%	8	15%	2	40%
19 years	0	0%	7	5%	5	5%	3	6%	1	20%
20 years	0	0%	0	0%	0	0%	0	0%	0	0%
21 years	1	1%	1	1%	0	0%	0	0%	0	0%
Missing	2	1%	0	0%	0	0%	0	0%	0	0%

Table 4. Overall Demographics by Age

	BASELINE (n=361)		1 st (n=278)		2 nd (n=218)		3 rd (n=105)		4 th (n=16)	
	n	%	n	%	n	%	n	%	n	%
AGE										
11 Years	10	3%	4	1%	0	0%	0	0%	0	0%
12 Years	31	9%	14	5%	7	3%	2	2%	0	0%
13 Years	41	11%	38	14%	26	12%	10	10%	0	0%
14 Years	43	12%	29	10%	24	11%	19	18%	1	6%
15 Years	39	11%	30	11%	31	14%	16	15%	1	6%
16 Years	95	26%	51	18%	28	13%	14	13%	0	0%
17 Years	69	19%	71	26%	59	27%	20	19%	3	19%
18 Years	26	7%	26	9%	32	15%	16	15%	7	44%
19 Years	4	1%	13	5%	8	4%	7	7%	3	19%
20 Years	0	0%	1	0%	3	1%	1	1%	1	6%
21 Years	1	0%	1	0%	0	0%	0	0%	0	0%
Missing	2	1%	0	0%	0	0%	0	0%	0	0%

Figure 1. Overall Demographics by Gender

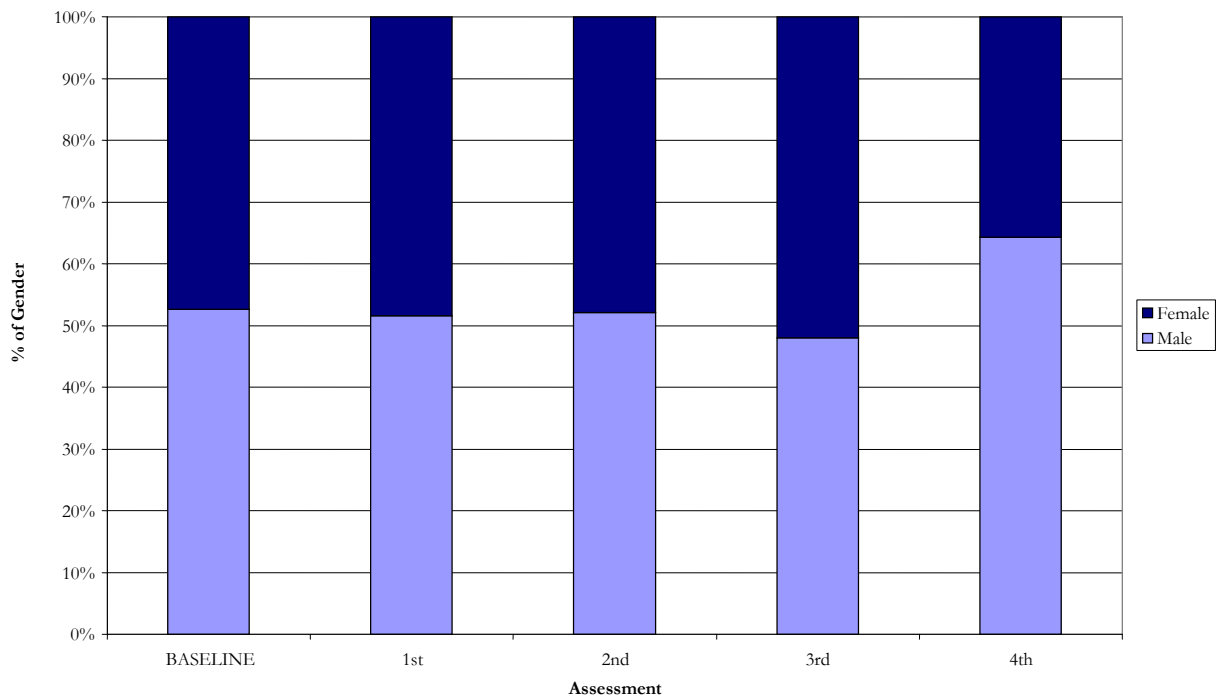
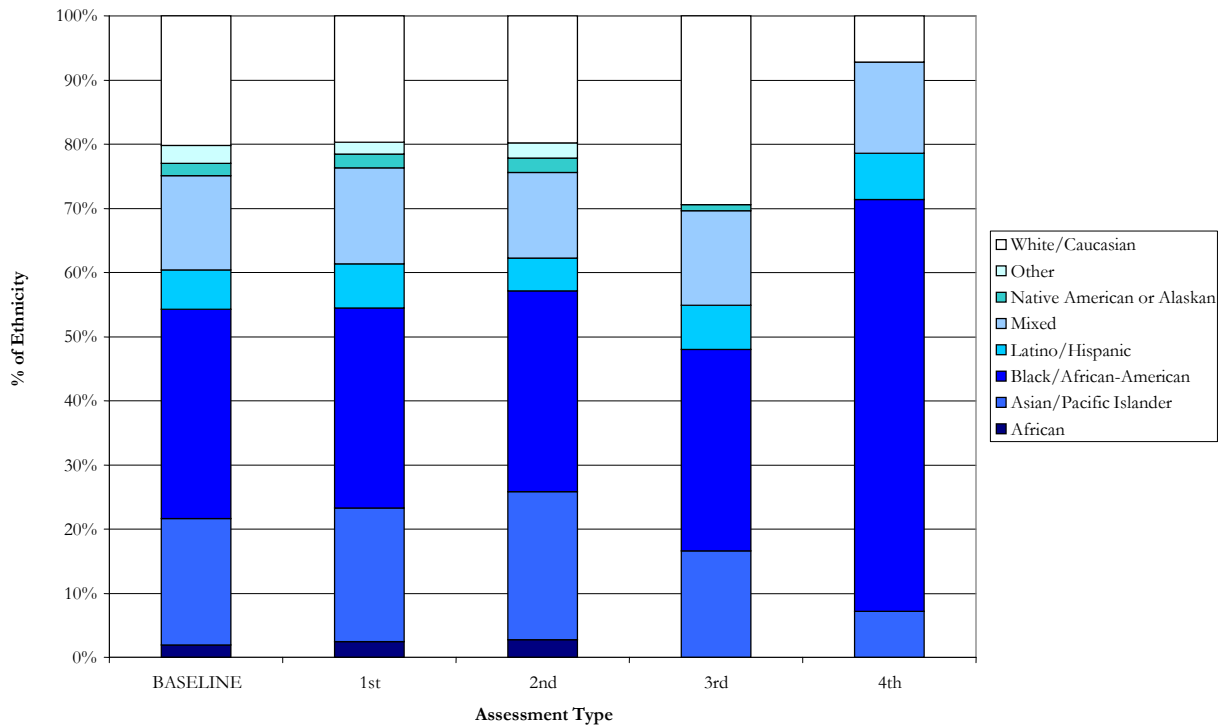


Figure 2. Overall Demographics by Ethnicity



2. Diversity of Interventions

The five program and one comparison sites evaluated were extremely diverse in theory, structure, and target populations. As mentioned previously, at the beginning of the project, the evaluation team facilitated the development of a theory of change and logic model for each of the five sites. Street Soldiers, RAYS, and LDAH are curriculum based program models. SafeFutures and ROYAL integrate case management based models and supplemental activities such as gender specific groups (SafeFutures) and life coaching/mentoring (ROYAL). SafeFutures also targets youth whose family of orientation are immigrants and whose parents identify English as their second language. ROYAL serves primarily African American and African immigrant youth. The WIA program, New Start/YouthSource, is a employment based program, primarily developing employment readiness. Please note that the individual theory of change/logic models are attached in the Appendices at the end of this report.

3. Individual Program Descriptions

ROYAL

The ROYAL Program, a collaborative effort between SCRAP, local human service agencies and neighborhood groups, has been in operation for 10 years. The staff is made up of the Program Manager, two Case Strategists, 1.5 Life Coaches, 0.5 Design Engineer, and 0.3 Clinical Supervisors (a total of 4 Supervisors). ROYAL is a community collaboration that includes Central Youth and Family Services, Tabernacle, and Everyone Has A Song (EHAS) to address the issue of disproportionate involvement of African American and other youth who identify with the African American population in the juvenile justice system. Within 48 hours of a youth being referred through the criminal justice system, a 30-minute youth screening is conducted, resulting in case assignment to a strategist, followed by a program team (life coach, and case strategist) orientation of 45 minutes to one and a half hours with the youth. The youth then works with a Case Strategist one to two times per week for six to eight months, until his or her file closes. At the same time, the youth works with the Life Coach, meeting one to two times per week. There is a flexible timeline that is identified by the program staff as being between two months to three years. Youth are referred to SCRAP and the ROYAL program through the court system, probation officers, attorneys, detention staff, schools, community agencies/businesses and by other youth. However, 100% of the youth served are juvenile justice involved, and deemed at moderate to high risk of re-offending, based on the Washington State Juvenile Court Assessment (WSJCA) Scale.

ROYAL Program Approach –

The following is the ROYAL staff description of their approach to working with youth.

What is most important to us when engaging with a client?

1. We ask for and then develop a trusting relationship with the client. We build that relationship deeply – by spending time and asking strategic questions.
2. We have frequent contact with the client – once to twice a week for the purpose of capturing their attention and causing them to become keenly aware of negative thought patterns and behaviors. This person meets with the Case Strategist once per week and the life coach either in the same week or the following week.
3. We develop ourselves as staff. We train ourselves extensively and consistently in the 8-Life Pillar curriculum. We demonstrate results in our personal lives and weave the stories of our personal successes into daily interactions with clients, i.e., we model the results. We are building a training component to standardize and improve this core competence. We also

update ourselves bi-weekly on the culture of our young people – reading magazines, attending relevant concerts, paying attention to language, internet updates, & spending time with the client.

4. We employ 8-life pillar curriculum as a key component of our staff hiring processes. Each employee must demonstrate expertise or success in 4 of the 8-life pillars in order to be considered for this project.
5. The Life Coach & the Program Manager keep flexible hours. Both can be reached after standard business hours if necessary to support the client through conversation or intervention if necessary.
6. We focus on both internal and external components of the individual at the same time – looking at what’s happening internally (mind, behavior, attitude, perception) and helping with the external (court, school, & family) at the same time.

What elements do we always talk with them about?

1. We talk with them about institutional racism.
2. We talk to them about disproportionality. We include local and national statistics.
3. We talk with them about thoughts and the mind (i.e., how behaviors begin with thoughts & how thoughts create our world).
4. We coach them in the 8-life pillar curriculum: Business, health, relationships, money, organization, recreation, learning and spirituality. We ask them to improve the entire person by developing one area at a time.
5. We teach them to be adaptable and appropriate as the circumstance and the environment compel – in dress and speech.
6. We talk with them about living and embracing their lives and not running from it. We challenge them to embrace “choice”.

We get them to engage or talk by:

1. Being open with them.
2. We accept clients completely wherever they are and do not make them wrong.
3. We help them identify their passion, focus them on their passion, and expose them to new concepts outlined in the 8 Life Pillars.
4. Looking closely at their ages, we select a team that can relate to them. We understand and speak their language in a way that is respected by our clients.
5. We educate and update ourselves on current issues related to our clientele.

6. We empower our youth by treating them as if they are an actual paying client, and we are hired by them.
7. We build a lasting trusting relationship that goes beyond a counselor/counselee relationship.
8. We make ourselves available.
9. We are keen advocates for them in many areas of their lives.
10. We care deeply about the success of our clients.

What is most important to us about a client's participation in the project?

- It is most important that the client takes responsibility for his/her growth/movement with our support.
- It is most important to us that our client is happy and enjoys the process of working with us.

We model the following "values":

Integrity: We value true living and total integration of body, mind, & spirit.

Growth: We see growth as an ongoing personal learning experience. It includes risk, discomfort, expansion, dedication, & joy.

Freedom: We view freedom as flexibility of the body, mind, & spirit.

Honest Living: We see honest living as honoring word, self, & keeping agreements.

Responsibility: Responsibility to us is the ability to respond without regret.

Awareness: We value conscious observation and understanding. At every level we seek clarity and change.

Contribution: We share our skills, talents, and resources with others sincerely. We are open to receiving the gifts and offerings that come to us.

SAFEFUTURES YOUTH CENTER (SFYC)

Agency: SafeFutures Youth Center (SFYC) was founded in June 1996 as a City of Seattle Human Services Department-operated program targeting at-risk Southeast Asian youth and families. The Center became a non-profit organization in January 2000, and expanded its services to better serve the community, including High Point's East African, African-American, Latino, Pacific Islander, and other populations. SFYC is the second-largest youth agency located in Southwest Seattle, Washington. SFYC's mission is to create a caring extended family atmosphere at a center that provides the highest quality services, in order to fully develop the potential of everyone who enters through its doors.

Program Description/Service Modality/Program Context: The SYFC program focuses on immigrant and refugee youth involved in the juvenile justice system and/or gang-related activities or for whom risk factors indicate a high potential for involvement. Most youth are referred to the program by the court system, friends, or family members as a result of gang involvement, challenges with family dynamics, or other risk factors. The SFYC's Comprehensive Service Model takes youth through a progression of programs that each youth is expected to complete. The program begins with early prevention and intervention, core services, leadership development, college and/or employment development, and volunteer work. Once youth have graduated from the program, there are also some opportunities for them to return as staff. SYFC offers language specific services to youth for whom English is not a first language.

The SafeFutures Comprehensive Service Delivery Program offers a number of core services, including: case management, academics, job training, leadership development, crisis intervention, support groups, parent education, and other prevention activities. The SafeFutures Youth Center operates as a safe space for youth to enroll in services and come and go as needed. Many youth go to SafeFutures after school and receive help with homework, get involved with leadership and community service projects, work with case managers to set individual goals and plans, work in ethnic and gender specific groups to address social concerns, and work with program staff to address crises that occur with family, friends, school, violence, legal issues, and substance abuse.

This model was primarily developed by the program staff who live and work in the community, have first hand knowledge of the community's needs, and some of whom had made use of these services as youth. Staff refers to the center as an "extended family" model. SafeFutures Youth Center can provide a safe "second home" for youth as well as emotional and practical support similar to what family members could provide. Several staff members are bilingual, represent culturally specific communities, and provide support that is based on personal experiences of the challenges within immigrant families and families of color. The following chart provides information regarding SafeFutures demographics, broken out into number of assessments conducted.

SFYC Services Available by Location

Southwest Seattle 6337 35th Avenue SW	Southeast Seattle 9099 Seward Park Ave S	White Center 614 SW 120th Street
ASEP	MYLE	API-AIDS
ASP 6-12	CLFC	ART
Healthy Homes	Athletic Activity	Get Tech!
Asset Team	Chill Program	Athletic Activity
PAVE Leadership Board	STFY Case Management	Chill Program
CLFC	Other	Young Men's Group
ART		WIA Case Management*
MASS		New Start Case Management*
Athletic Activity		Drug Assessment & Counseling
Chill Program		Other
Girls Group		
Young Men's Group		
Mentoring		
PAVE Case Management		
STFY Case Management		
Drug Assessment & Counseling		
Other		

**SafeFutures provides two staff, Case Managers, off-site and at New Start through a contractual agreement with King County to serve at-risk youth.*

Program Approach:

SafeFutures staff believes that stronger early intervention is needed to prevent young people from getting involved in risky behaviors. Services are designed for young people as early as 6 years old. Many of the youth who use the services are younger siblings of youth who are already involved with SafeFutures or have a history of involvement. In this way, SafeFutures hopes to have an intergenerational impact on families.

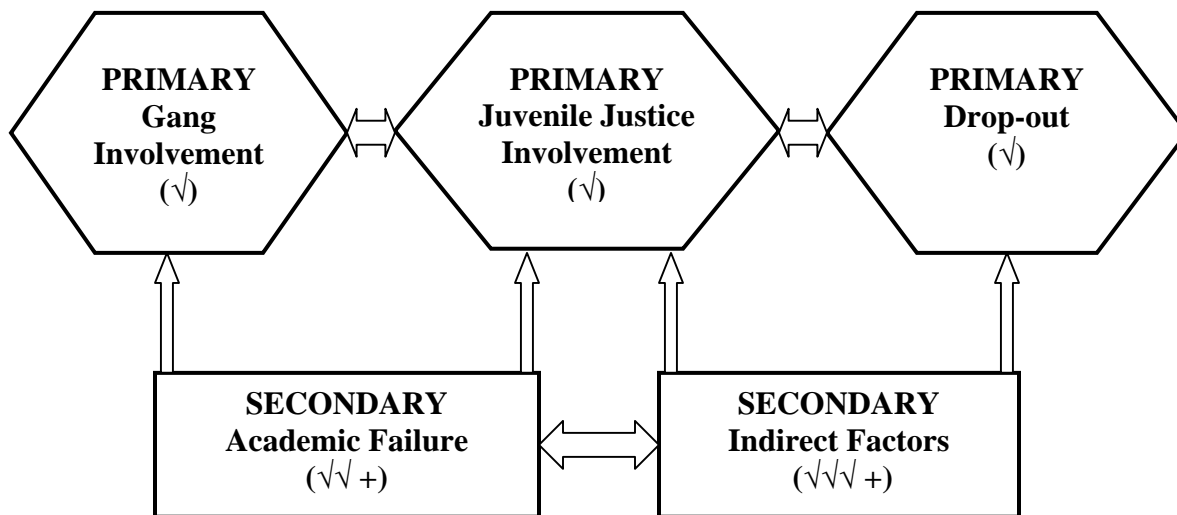
SafeFutures participates in and works to develop partnerships and coalitions that contribute to safer communities, including law enforcement, public health, service providers, and other community-based agencies. The community and SafeFutures staff work together to create a social support system for the prevention of risky behaviors. Both internal and external systems also respond to young people involved in crisis and/or in need of intervention. A recent community impact research report, "SafeFutures Youth Center's Impact on the Community and Ideas for Improvements: An analysis of Views of Community Partners and Other Affiliates"⁶ indicates that the majority of

⁶ Bailey, M; Meals, K; Nguyen, N; Silas, R; Hughs, C; Jirikowic, T; "SafeFutures Youth Center's Impact on the Community and Ideas for Improvements: An analysis of Views of Community Partners and Other Affiliates"; University

community partners interviewed for the project (8 out of 10 interviewees) would turn to SafeFutures if they needed help with problem solving issues in the community. These partners also indicated that they would make use of SafeFutures’ expertise, especially in situations requiring “staff rapport with youth, violence and gang prevention, education, bridging cultural and language barriers, and case management services.”⁷

SafeFutures Youth Center assesses youth for services through a prevention and/or intervention model. The model establishes a baseline through a combination of two categories or “domains” of risk of delinquent and/or unlawful activity, primary and secondary, as shown in the flow chart below. The Primary Domain consists of gang involvement, juvenile justice involvement, and school drop out. The Secondary Domain consists of academic failure and indirect factors. Youth who exhibit one or more of the factors from the Primary Domain are immediately determined moderate to high risk of delinquent behavior. In the Secondary Domain, youth who exhibit one or a combination of at least two factors in academic failure or three indirect factors are also defined as moderate to high risk of delinquent behavior. A combination of risk factors in the Secondary Domain are more difficult to overcome due to unchanging life situations i.e. substance abuse and low-income family.

Figure 3. Primary and Secondary Domains for Delinquent and/or Unlawful Activity



of Washington School of Social Work; SOCW 535 class project supervised by Mary Shaw, MSW; Spring 2006.

⁷ Intensity of the intervention refers to frequency of contact during a determined period and how many total service hours were provided. In general, higher level of intensity for longer periods of time contributes greatly to reduction in recidivism. (Lipsey, Mark W. Can intervention rehabilitate serious delinquents? *Annals of the American Academy of Political and Social Science*, 564, 142-166, July 1999, p.153.)

In addition to risk factors, youth are engaged in SFYC and its programs by a minimum frequency of contact. This is a combination of the number of days per week the youth comes to SFYC and number of programs in which the youth is enrolled and is attending. Youth are considered engaged if the youth comes to SFYC 2-3 days per week and are enrolled in 1-3 programs.

SafeFutures' model requires frequent interaction with youth per an action plan created with program staff. This increases the likelihood of meaningful relationships with staff who are culturally relevant mentors and role models as well as increases the likelihood that youth feel attachment to the organization. SafeFutures believes increased involvement with services will increase positive relationships with adults in their families, other youth, and program staff. This, in turn, will contribute to the likelihood that juvenile justice involvement, gang involvement, truancy and dropouts will decrease. Additionally, having SafeFutures staff partner with youth to develop their assets⁸ and increase cultural and ethnic pride can contribute to youth moving toward positive outcomes.⁹

SafeFutures has developed a theory of change and logic model (see appendix), which incorporate a variety of elements from researched youth program models. For instance, the comprehensive service model reflects the understanding that risk factors influencing gang membership are not only experienced by the youth, but also occur throughout their environment, amongst peers, family, school, and neighborhood by providing a bridge for multiple service access crossing all of these domains. Additionally, the extended family model recognizes the need to provide early prevention by providing programs to as early as 6 years of age.¹⁰

SafeFutures also incorporates elements of the “Spiegel model” or the “Comprehensive Gang Model” which includes working with community groups, providing meaningful connections to services for economic and academic opportunities, having program staff reach out and build

⁸ Refers to the “40 Assets” model developed by the Search Institute: <http://www.search-institute.org/assets/forty.htm>.

⁹ Research suggests that “ethnic identity” can be a protective factor and is associated with positive well-being, as well as enhance protective factors which contribute to prevention of substance abuse. See Phinney, J. Ethnic identity in adolescents and adults: Review and integration. *Psychological Bulletin* (1990) 108:499–514; and Phinney, J., and Rosenthal, D. Ethnic identity in adolescence: Process, context, and outcome. In *Adolescent identity formation*. Vol. 4, *Advances in adolescent development* series. G. Adams, T. Gullotta, and R. Montemayor, eds. Newberry Park, CA: Sage Publications, 1992, pp. 145–72. Also, Brook, J., and Pahl, K. The Protective Role of Ethnic and Racial Identity and Aspects of an Africentric Orientation Against Drug Use Among African American Young Adults. In *Journal Genet Psychol.* Sept 2005; 166(3):329-345.

¹⁰ Hill, G; Lui, C; Hawkins, JD. “Early Precursors of Gang Membership: A Study of Seattle Youth”. *Juvenile Justice Prevention Bulletin*. Office of Juvenile Justice and Delinquency Prevention. Dec 2001.

relationships with gang communities, working with juvenile justice and law enforcement, and working in coalitions with other agencies to ensure resources are available.¹¹

An additional feature of the SafeFutures Comprehensive Services Delivery program is the opportunity provided for youth leadership development. These activities, provided in a variety of settings (e.g., community service projects, neighborhood betterment projects, in-school learning projects) can contribute to an increase in protective factors.¹²

STREET SOLDIERS (SS)

Agency: Founded in 1976, the Seattle YMCA serves King and South Snohomish counties by providing safe and caring environments, with positive role models, creative activities, and opportunities to serve the needs of others. The Seattle MetroCenter YMCA has served as the youth and community development unit of the Seattle YMCA for 21 years and focuses on major community issues and program development to empower Seattle youth. The MetroCenter has 22 full-time staff members and a current operating budget of \$1,635,034.00.

Program Description/Service Modality/Program Context: Initiated in 1996, the MetroCenter's violence prevention program, Teach Change, utilized peer education and academic preparation to steer youth away from violent behavior. In September 2000, Teach Change adopted the San Francisco Omega Boys Club/Street Soldiers curriculum and changed its program name accordingly. Based on the concept that violence is a public health issue, Street Soldiers seeks to move youth away from the culture of violence and toward safer, socially productive alternatives. Participants in Seattle Street Soldiers draw from violent experiences in their own lives to develop workshops that educate their peers about violence at home, at school, and in the community. The focus of Seattle Street Soldiers is to prepare at-risk youth for the demands of the job market by first developing the leadership skills necessary to gain employment and then life skills necessary to maintain it. Seattle Street Soldiers' budget for the 2004 year was \$90,450.00 and it currently operates with 1.5 FTE (1.0 FTE program director and two .25 FTE interns). The program has no administrative support staff.

¹¹ "Youth Gang Programs and Strategies". Office of Juvenile Justice and Delinquency Prevention. pp33 – 38. August 2000.

¹² Benson, P., and R. Saito. 2000. The Scientific Foundations of Youth Development. In Public/Private Ventures (ed.) Youth Development: Issues, Challenges, and Directions. Philadelphia, Pa.

The Street Soldiers' 16-week curriculum is delivered in a two hour class, three days per week. At the culmination of the program, approximately 70% of youth can choose to enter the Seattle Rotary Education Center (SFEC), the youth employment program, or both.

Program Objectives: The Street Soldiers program's primary goals are to reduce high-risk behaviors through: 1) increasing attachment to education, 2) increasing knowledge (self and issues related to violence and academic failure), 3) improving critical thinking skills and 4) increasing interpersonal skills.

Target Population: Youth enrolled in the Street Soldiers program range in age from 15-21 years. The gender composition of youth in the Street Soldiers program and RIY evaluation is 46% male and 54% female. Of the 76 youth enrolled, 53% identify as African American, followed by 18% who identify as Mixed, 17% Asian/Pacific Islander, 8% White/Caucasian and 4% Other.

LEARNING DISABILITIES OF WASHINGTON (LDAW)

Agency: The Learning Disabilities Association of Washington (LDAW) was established in 1965 and is a state affiliate of the Learning Disabilities Association of America (LDA). LDA and its state affiliates were created to advocate for the needs of children and adults with learning disabilities. LDAW offers membership to its association, with a membership base that is made up of people with learning disabilities (LD) or Attention Deficit Disorder (ADD), their families, and the professionals that work with them. LDAW had a budget of \$224,319 for the 2005-2006 year and four part-time staff to promote support and provide services to improve the quality of life for individuals and families affected by learning disabilities.

Program Description/Service Modality/Program Context: The Success Through Awareness and Responsibility Training (START) program was introduced at LDAW in 1994. The START training program, based on Aggression Replacement Training, an evidence-based practice, attempts to provide responsibility and interpersonal social skills training to at-risk adolescents who may or may not have a learning disability in order to reduce recidivism, address the issue of disproportionate youth of color in the juvenile justice system, and develop social coping skills and appropriate goals for success. The curriculum is presented in a 21-hour group context using direct instruction and multi-sensory teaching techniques to address the following areas: verbal and non-verbal communication, anger management, problem solving, decision making, conflict resolution, and self-

identity, learning styles, and obtaining and maintaining employment. The program currently operates with a budget of \$72,000 (a reduction from the previous year's budget) and 1.25 FTE staff positions (one part-time Program Developer and one part-time Trainer).

Within 3 days of referral, a 20-30 minute telephone screening is conducted and a parent intake interview is scheduled (to take place 2-3 weeks before beginning the START class). START classes are held quarterly, consist of fourteen 90-minute sessions (21 hours total), and admit youth based on rolling enrollment.

Program Objectives: The START program's primary goals are: 1) to improve the development of positive social skills to empower youth at-risk and 2) to change negative attitudes and risky behaviors that will enable them to participate in their community. The program's logic model incorporating a program theory pictorial model is as follows:

Target Population: Youth enrolled in the START program range in age from 11-19 years. The gender composition of youth in the START program and RIY evaluation is 69% male and 31% female. Of the 48 youth enrolled, 65% identify as White/Caucasian, followed by 15% who identify as Mixed Race, 6% Other, 4% Black/African American, Hispanic/Latino, Native American, and 1 youth who identified as Asian/Pacific Islander.

START program services are provided in LDAH's Redmond office, and the agency is considering expanding services to the greater Seattle area. Students are referred to the program by parents, the diversion committees, the court mentor program, school counselors and teachers, and others. It is assumed that all youth enrolled in the START program are deemed at-risk and/or are likely to be challenged by LD or ADD.

RENTON AREA YOUTH SERVICES (RAYS)

Agency: RAYS has been in the Renton area for over 30 years. Its mission includes working in the substance abuse, individual and family counseling, school-based therapy, adolescent parent support, parenting education, and youth development service arenas. Staff is based in schools, at the office, and within the communities. RAYS also partners with other organizations, city and county governments, volunteers, and local and national foundations. During 2003-04, RAYS' budget was \$974,530 with 13 staff members employed (case managers, counselors, program coordinators, and

administrators). It is based primarily in the city of Renton; however its programs reach the larger community of South King County, including Tukwila, South Seattle, Skyway/West Hill neighborhoods, Kent, and Maple Valley. The Rites of Passage (ROP) program office is at RAYS' West Hill Family Center in Skyway (approx. 15 minutes from the main Renton site).

Program Description: RAYS' ROP program promotes community safety through culturally relevant intervention with at-risk youth involved in or at-risk for violent/criminal behaviors. The ROP program budget was \$154,651 for FY 2004. The ROP program is in all Renton area high schools and middle schools and offers 24 school-based group sessions focusing on social and emotional skills education. This curriculum is based on key risk and protective factors, individual mentoring, and case management. Incentive based opportunities for training, employment, and community service are also offered. Average duration of the ROP program is 10 months (a range of 9-11 months). Clients are identified, referred, assessed and screened for program participation at the beginning of each school year. Youth meet with Youth Development Specialists (2 full-time; one male, one female) weekly for in-school group sessions (50 minutes) to check in on goals, challenges, current life issues, etc. Scheduled volunteer opportunities last 2-3 hours per volunteer event each quarter. The summer program includes a daily activity where participants work at the Summer Lunch Program at the West Hill Family Center – this includes 40 hours of training and 50 volunteer hours over six weeks.

Target Population: Youth enrolled in the RAYS ROP program range in age from 11-19 years. The gender composition of youth in the RAYS ROP program and RIY evaluation is 32% male and 68% female. Of the 60 youth enrolled, 28% identify as White/Caucasian, followed by 20% who identify as Latino/Hispanic or Other, 17% Black/African American, 12% Asian/Pacific Islander and 3% Other.

WORKFORCE INVESTMENT ACT: YOUTH SOURCE & NEW START

Agency: The King County Work Training Program (KCWTP) is a government-operated program within the Community Services Division (CSD) of the Department of Community and Human Services of King County. KCWTP leverages federal Workforce Investment Act (WIA) funding and partnerships with various governmental and community-based organizations to provide coordinated employment services focused on the homeless or people involved in justice services. KCWTP operates two adult programs and nine youth programs. Youth programs focus on school

engagement or re-engagement, and skill building intended to ensure success in both school and work.

Program Description/Service Modality/Program Context: *Youth Source*, located in Renton, and *New Start*, located in White Center, are primary sites of KCWTP youth programming (hereinafter referred to as YS/NS). Each program site is managed by a Program Manager and staffed by case managers, teaching staff, and a counselor. Youth Source is described as a “consortium of youth providers” and the New Start program is described as a “partner venture”. Both programs coordinate with school districts, public agencies, and private organizations for client services and staffing. Partners include the Highline School District, Seattle Public Schools, Washington State University, City Year, Literacy Americorps, ArtCorps, Alternatives to Secure Detention, YWCA, JobCorps, YMCA, Ruth Dykeman Children’s Center, Casey Family Programs, Superior Court, International Community Health Services, State Superintendent of Public Instruction, and SafeFutures Youth Center (a PPE).

Youth Source

Youth are referred to the Youth Source programs by schools districts, juvenile probation, other youth serving agencies, or by self-referral. Youth Source clients must attend an introductory meeting prior to starting the program. Those seeking to enter the program must then complete an initial orientation period between two weeks and two months before being officially enrolled into the program. During the orientation period, clients are assigned to a Social Worker (a KCWTP employee), generally referred to as a “Case Manager” who is responsible for determining the client’s eligibility for enrollment in the program. Eligibility includes the successful completion of a two-week job readiness and technology course, as well as socio-economic and geographic requirements. Once enrolled, Case Managers provide one-on-one guidance to clients in navigating available services and also assist with outstanding legal and probation problems, social services (housing, food, clothing, and transportation), job readiness, and life stabilization. The year-round program emphasizes high school completion or GED attainment, academic tutoring, vocational training, job search and retention skills, paid work experience and internships, leadership and community service projects, and social programs.

New Start

New Start clients are referred to the program by the Highline School District, juvenile probation, community partners, or through friends and family members. Once referred, clients are assessed based on their educational and employment needs and their eligibility for enrollment is evaluated. Enrolled youth are assigned to individual Case Manager (employees of King County Superior Court, the KCWTP or SafeFutures Youth Center staff working within the New Start facility) and participate in an alternative education program (emphasizing high school recovery and drop-out prevention), life skills training, employment services, and leadership development. The classroom curriculum includes Math, Language Arts, Social Studies, Computer Education, Life Skills, Anger Management, Diversified Occupations, and GED preparation. After-school services and program include tutoring and homework, job readiness, health education, leadership and discussion groups. About half of New Start clients participate in after-school programs. Parent/guardian participation is mandatory and New Start works within the community to connect youth and their families to other resources.

Program Objectives: YS/NS goals are to: 1) to engage or re-engage youth in education; 2) to prevent or intervene in gang involvement and affiliation; 3) to prevent juvenile justice involvement; 4) to reduce recidivism for offenders and victims; 4) to increase job readiness and employment opportunities; 5) to development leadership skills and self-efficacy.

Target Population: *Youth Source* serves low-income clients primarily between the ages of 16 –21 years old (although they can serve up to 24-year-olds) who face significant barriers to educational achievement and employment. *New Start* serves low-income youth ages 14-21 and is limited to youth living in the White Center area of Seattle. *New Start* focuses on serving offenders and/or gang affiliated youth, or those considered at-risk of becoming offenders and/or gang-affiliates.

V. DATA COLLECTION PROCEDURES

Recruitment Procedures

Upon entry to the five programs, each youth completed an intake and turned in an evaluation consent form (administered by program staff). Assent forms were completed by the youth. Youth completed the Additional Measures instrument, and staff administered the WSJCA instrument. The staff sent and collected consent forms to parents/guardians of the youth, and all other baseline data from these programs were collected by evaluation research staff. All qualitative interviews, including

youth peer-to-peer, parent, and staff, were conducted by evaluation (DYJA) staff. Peers for these interviews were chosen randomly by the evaluation staff, and youth interviewers trained by DYJA completed the youth peer-to-peer interviews. Satisfaction measures and the PIG were distributed by program staff, and participants were provided sealed envelopes and a locked box for receipt of these by evaluation staff. The data for the comparison site, New Start/Youth Source (WIA), was collected and entered by the evaluation staff.

The program staff at the five programs administered assessments using the WSCJA at subsequent data points. The subsequent data points included post-assessments at up to three additional data points following baseline. These data points were at 5-8 months, 12-14 months, and 18-20 months post baseline – data points were flexible due to variation in program lengths. Post-assessments were conducted on-site or at the client’s home or a nearby agreed upon site by staff. Neutral settings such as community programs were also arranged to conduct assessments as needed.

VI. QUALITATIVE DATA ANALYSIS

The qualitative analysis compares and contrasts the data on the programs based on curricula in Section VI. A. and the data on case management based programs in Section VI. B. Section VI. C. is a discussion of the WIA comparison site – an employment based program. The analysis is separated into data collection methods.

A. CASE MANAGEMENT BASED PROGRAMS – ROYAL and SAFEFUTURES

1. Staff Interviews – ROYAL and SafeFutures (N=19)

Staff Experience and Qualifications

ROYAL’s staff (n=6) had substantial prior experience working with a similar youth offender or at-risk population ranging between 5 and 23 years before working at ROYAL. SafeFutures’ (n=13) had seven staff who had 1 – 20 years of experience working with at-risk youth before working at SafeFutures. Both programs had staff who had experiences similar to those of the youth they served. Four of the 6 staff members at ROYAL have 4 year degrees and two have master’s degrees. Eight of the staff members at SafeFutures stated they had bachelor degrees and/or were currently in a Master’s degree program.

Staff Activities

Staff at both programs spoke of themselves as “role models” and/or adults who help develop stability in the absence of strong pro-social family and peer networks. The majority of the staff at both programs referred to building relationships and trust with the youth, showing they care, working with the youth to identify and achieve academic and employment goals, helping to build leadership skills, and educating youth to stay away from drugs and alcohol.

The youth at ROYAL have all been referred to the program through the juvenile justice system. Many of the youth at ROYAL have limited to no contact with their parents and the program provides intensive and frequent contact with program staff. At ROYAL, the Life Coach provides in-depth opportunities for youth to be introspective and challenges them to find positive ways of thinking and strategizing about their lives.

SafeFutures staff referred to their program as an “extended family model”, serving youth at high risk of gang involvement, primarily from immigrant families. A few of the SafeFutures staff mentioned that SafeFutures is a safe place and/or “gang neutral” – i.e., youth were not allowed to wear their colors at SafeFutures, had to follow guidelines of the program, and could not come to the space if they were under the influence of alcohol or drugs. SafeFutures also works closely with family members, especially in times of crisis, to help build relationships between the youth and their parents.

Program Strengths / Successes

In general for both programs, staff interviewees indicated that they worked well with their immediate co-workers and valued being able to collaborate with each other on events and activities. Staff make themselves available to youth outside of regular work week hours as needed.

All staff valued the capacity of SafeFutures to work with immigrant families, especially providing culturally and language specific services. All staff at SafeFutures commented on the benefits and rewards of seeing youth make better choices, achieving academic and employment goals, and seeing them improve their relationships with their parents.

All staff at ROYAL identified that the program adhered closely to the program mission and model. Case Strategists are required to have a low number of clients (no more than 16 each), which allows

them to provide intensive service contact with each youth. ROYAL staff work well together and mentioned each other in high regard throughout the interviews. The structure of program activities is customized to the needs of each youth, and the timeline is flexible as per the changes needed and goals identified by youth. ROYAL staff members identified that the Program Director works to incorporate staff's input into the program's design and continues to provide guidance and support so that they are able to best meet the needs of the youth they serve. The Program Director and staff feel that there are very few challenges in terms of "hierarchy", facilitating open communication, and collaboration amongst staff. One staff member mentioned, "[We are] all equal."

Program Weaknesses / Challenges

There were no reportable comments from staff about program weaknesses at ROYAL, other than the need for additional funding.

At SafeFutures, the majority of the staff interviewees made comments regarding the need for increased communication regarding work expectations, while also inferring that this is likely due to the lack of adequate program management staff time and funding cutbacks. One staff member indicated that if they were to leave it would be because there was "confusion" regarding the operation of the programs. Another respondent was concerned about the high turnover in staff, and its negative impact on youth. Two staff interviewees indicated that case loads was too high, making it difficult to follow-up with youth when necessary. Three interviewees stated that there was "too much paperwork", which impeded their ability to work with the youth. Staff interviewees indicated that these issues were likely manifestations of diverse funding sources and having to meet the requirements of grants, but that this sometimes restricted the way they wanted to work with the youth.

Cultural Competency

Both programs have staff representative of the clients they serve – primarily African American at ROYAL and the majority at SafeFutures as Asian and of immigrant descent. Both programs' staff mentioned that it is important to understand race specific challenges that impact the youth they serve.

All staff members understood the importance of providing individualized and culturally and linguistically specific services and many of the staff are bilingual. Staff also identified that they have

a good understanding of specific cultures, the importance of being aware of people's differences and respecting/accepting them and making all youth and families feel welcome. SafeFutures also values diverse representations of artwork, etc., within the youth's space. However, SafeFutures staff members commented that, although they "have lots of training", more sensitivity is needed. A few staff members also indicated that they felt there was a "gender bias" exhibited in SafeFutures and that there was a "lack of LGBT issues addressed." One staff member stated, "We are doing 'okay' but in some areas are good but other areas need work."

ROYAL staff identified that the youth are resistant to talking about feelings because it creates a sense of vulnerability that is in contrast to their need to "front" and look strong. ROYAL staff mentioned that youth often have a cultural stigma of counseling due to their internalized oppression. This is why staff also finds that it takes much more than 6 months to develop trust with youth and encourage them to talk about their feelings. Staff also found that evaluation instruments asking clients to rank their feelings on a Likert scale were more culturally appropriate than asking them to identify how they feel. ROYAL staff helps youth "break down" how stereotypes and racism might impact them. Together they develop strategies on how to respond to it. One male case strategist (case manager) mentioned that he consults with a female case strategist as needed regarding gender specific strategies.

2. Youth Interviews – ROYAL and SafeFutures (N= 11)

Three ROYAL youth and 8 SafeFutures youth were interviewed as part of the evaluation. All ROYAL interviewees were enrolled in the ROYAL program at the time of the interview. Five SafeFutures interviewees had either successfully completed the program or were enrolled in the program at the time of the interview. Three of the 8 SafeFutures interviewees had not successfully completed the program and were considered to have "dropped out" of the program.

Youth Previous Activities

Prior to SafeFutures, 6 interviewees had not been enrolled in other service programs. Two SafeFutures interviewees described their lives as "good" or "cool" or going well before entering the program. Two youth described their lives as being "okay". Two youth described having problems, such as "School was hard, and I was messing up a lot" or "I was a wild kid" with poor relationships with parents, school, and without skills he felt he needed for the future. One youth declined to answer or did not know how to describe how his life was before getting involved in SafeFutures.

One youth said, “[My sisters] told me about the groups that they had at SafeFutures, and for me it was just a place to do homework, eat, and stay out of trouble.”

One of the ROYAL interviewees (20-years-old) had been in the program for 3 years. All 3 ROYAL interviewees reported that they had either dropped out of school or were struggling to stay involved in school previous to entering the ROYAL program. Generally, youth reported little to no positive engagement with programs in the community previous to their enrollment into ROYAL and also reported that before the program they were “hanging out” or “getting into trouble” with friends, and had “no goals”. One ROYAL youth said that he was at a “turning point towards positive, but not quite there” and needed more help to “lead (him) in a more positive way.”

Relationships with Staff

Five of the SafeFutures interviewees felt they had positive relationships and/or interactions with staff and that some were better than others. A Youth Development Specialist had been specifically named by 2 of the youth as someone whom they could turn to for help. One youth felt that staff were more like friends and mentors than staff members. Two interviewees felt that their interactions with staff were satisfactory, and 1 person said that his interaction with staff was not good. One youth stated “They don’t know me. They know my name”, while another said, “There are new staff members, and I rarely talk to them.” All of the youth felt the staff was respectful and helpful.

The interviewees from ROYAL reported that they were involved in supportive relationships with staff and spoke positively of them. All ROYAL interviewees spoke of meetings with the Case Strategists and the Life Coach. Two interviewees mentioned that they were in ROYAL to help them get back into school and seek employment. One specifically mentioned getting help completing a resume and filling out job applications.

Youth self-reported changes

Three of the 8 SafeFutures interviewees (currently enrolled at the time of the interviews) reported no change in the quality of their lives since starting the SafeFutures program. One of those 3 did say that he “had a place to go now for homework and stay out of trouble.” He also reported having found a summer job through connections with SafeFutures. One youth (currently enrolled) said that being involved in SafeFutures has resulted in higher school attendance and better communication with his family. Another interviewee from SafeFutures mentioned that the program helped gained leadership and public speaking skills as well as job interview skills that helped her land a job. One

SafeFutures youth reported making more friends, and another said that he became more involved in his community. Among the 3 drop-outs, 2 said that staying in the SafeFutures program would not have changed their life. One said that the program did not satisfy her interests, but also that “going to SafeFutures can only do good.” Another said that he dropped out of the program because he moved.

All 3 of the ROYAL interviewees talked about substantial changes in their lives. One youth stated, “As far as family, there’s more communication.” Another from ROYAL mentioned that he was making better decisions in terms of friendships and peer pressure, making better use of his free time and making changes in his life to keep out of trouble. Two of the ROYAL interviewees reported that they were successfully involved in school. One ROYAL youth identified that he was currently looking for part-time employment while preparing to enter college. One of the youth mentioned that when he entered, he felt like he was potentially reaching a “turning point towards the positive, but not quite there” and that he just needed positive support to help through the process. He felt like ROYAL provided this for him. Another youth stated that “(he) would never feel ‘little’”, indicating that the ROYAL staff helped him feel good about himself. One ROYAL youth mentioned that the program and the staff helped him get his life on track and helped him accomplish his goals.

Program Strengths / Successes

Six SafeFutures interviewees provided positive remarks regarding people at the program – adults/staff, friends, and other youth – and it seemed to be the reason they kept coming back. They enjoyed hanging out at SafeFutures, getting to know people, and having access to staff who they could talk to or who accepted them as they were. One youth said that he liked the games SafeFutures had to offer. The remaining youth said that SafeFutures was “an okay place.” When asked if there was anything youth would like to add about his or her experience with the agency, all three of the youth who had dropped out of the program responded. One said that she went to SafeFutures for homework help and summer programs. She was able to get a job through SafeFutures and mentored younger kids with a staff person.

All ROYAL interviewees spoke positively about the program and the support they received, emphasizing their strong relationships with the staff. One ROYAL youth mentioned that he appreciated being treated with “respect” and that his Case Strategist could “relate” to him. He also

stated that the staff were flexible and made meetings at a “convenient” time and space. With regard to the staff, one youth stated that “it felt right” and that “everything was right there for everyone.”

Program Weaknesses

Five youth responded that there was nothing about SafeFutures they disliked. For 2 SafeFutures youth, their dislike of the program was the result of a lack of respect or disruptiveness of other youth. Also, between these 2, 1 youth felt that some teachers were stubborn and difficult to talk to. Finally, one youth disliked the food offered by SafeFutures. Three SafeFutures interviewees made a few suggestions for program improvements, including more games and things to do that everyone could participate in, a computer for each individual, more supervisors, and more to choose from in the summer program.

None of the ROYAL youth mentioned any specific weaknesses regarding the program.

3. Youth Satisfaction Survey – ROYAL and SafeFutures (N=41)

The Youth Satisfaction Survey asked questions regarding overall participant satisfaction with the SafeFutures program. A total of 16 SafeFutures youth and 25 ROYAL youth completed the Youth Satisfaction Survey in 2005 and 2006. Highlights of key findings are presented below.

Quality of Services

- 81% (17) of SafeFutures youth rated the quality of services they received since enrollment as being “*Good*” to “*Excellent*” as compared to 92% (23) of ROYAL youth.
- 86% (18) of SafeFutures youth felt they “*Generally*” or “*Definitely*” received the kind of service they wanted as compared to 92% (23) of the ROYAL youth.
- 67% (14) of SafeFutures youth felt the program had met “*Most*” to “*Almost all*” of their needs as compared to 92% (23) of the ROYAL youth.
- 81% (17) of SafeFutures youth were “*Mostly*” to “*Very Satisfied*” with the amount of help they received as compared to 100% of ROYAL youth.
- 81% (17) of the SafeFutures youth felt the program services helped them deal with their problems “*Somenbat*” or “*A great deal*” as compared to 96% (24) ROYAL youth.

Frequency of Services

- 59% (12) of SafeFutures youth saw a service provider or program staff “*Every other week*” to “*Once a week*” and 38% (8) received a phone call from a service provider *Every other week*” to “*Once a week*”.
- Of the ROYAL youth, 36% (9) saw a service provider or program staff “*Every other week,*” while another one-third (32% or 8) received phone calls “*Every other week*”.

School Change/Attendance

- 71% (15) of SafeFutures youth reported going to school “*5 times a week*” as compared to 68% (17) of ROYAL youth.
- 76% (16) of SafeFutures youth had *not* changed schools in the last 6 months as compared to 80% (20) of ROYAL youth.

Program Expectations

- 81% (17) of the SafeFutures youth felt the program did what they thought it would do based on what they were told when they began as compared to 96% (24) of the ROYAL youth.

4. Parent Satisfaction Survey – ROYAL and SafeFutures (n=7)

The Parent Satisfaction Survey asked questions regarding overall satisfaction with the SafeFutures program. The 12th question was open-ended and asked for any additional comments. A total of 3 SafeFutures parents and 4 ROYAL parents completed the Parent Satisfaction Survey in 2005 and 2006. Highlights of key findings are presented below.

Quality of Services

- 3 out of 3 SafeFutures parents rated the quality of services their child received as being “*Good*” as compared to 3 out of 4 ROYAL parents.
- 2 out of 3 SafeFutures parents felt their child “*Generally*” received appropriate services as compared to 3 out of 4 of the ROYAL parents.
- 2 out of 3 SafeFutures parents found the quality of services their child received to be “*Fair*” as compared to 3 out of 4 ROYAL parents rating quality of services as “*Good*” to “*Excellent*”.
- 1 out of 3 SafeFutures parents felt the program met “*Almost all*” their child’s needs as compared to 3 out of 4 ROYAL parents rating at “*Almost all*” to “*Most*”.

- 2 out of 3 SafeFutures parents were “*Very Satisfied*” with the amount of help their child received as compared to 3 out of 4 ROYAL parents rating at “*Mostly Satisfied*”.
- All 3 of the SafeFutures parents felt program services helped their child deal with more effectively with his/her problems “*Somewhat*” to “*A great deal*” as compared to 2 out of 4 of the ROYAL parents.

School Change/Attendance

- 2 out of 3 SafeFutures parents reported that their son/daughter attended school “*5 times a week*” and 2 out of 3 reported that their son/daughter had *not* changed schools in the last 6 months.
- 3 out of 4 ROYAL parents reported that their son/daughter attended school “*5 times a week*” and *had* changed schools in the last 6 months

Additional Comments: Parents were given the option of providing “Additional Comments” in the survey, but not all parents provided comments. One of the SafeFutures parents felt very strongly about the program and wanted to thank the providers for working with her and helping her kids. Another SafeFutures parent felt that the program should be free and open to all kids and was puzzled as to why her/his child was not accepted for the summer program. Two of the ROYAL parents felt positively about the program and commented that it was “excellent,” with staff “really trying to help the kids.” However, 1 ROYAL parent was not sure whether there was enough staff follow-up and did not see any significant impact on his/her child.

5. Program Intervention Grid – ROYAL and SafeFutures

Due to the nature of the data collected on the Program Intervention Grids (PIGs) of ROYAL and SafeFutures, there is no basis for comparing and contrasting the data gleaned from this method. Their respective PIG data are presented here to broaden our understanding of the youths’ feelings regarding each of the programs.

SafeFutures Program Intervention Grid

A significant concern for this program is that the sheer number of activities available to the youth is extensive. From our perspective, 22 different service activities is a large number of service activities even for a comprehensive case management program such as SafeFutures. The difficulty in analyzing the PIG from our perspective also lies in the great variation of responses to each activity.

The numbers of people responding ranges from 1 to 14 to any one activity. This makes it difficult for us to determine the relative priority any cluster of youth have on the individual modality. Still looking at the tables below, we decided to eliminate any activity in which there were only four or less individuals responding. This helped us determine the relative contribution of activities not heightened by a very small group of respondents. Subsequently, several program activities seemed to provide substantially to the participants involvement in SafeFutures. These are MYLE, Young Men's Group, and New Start Case Management. These program areas seem to provide much that supports and helps these participants.

Confirmation of this information is collected from the PIG Table on Importance. Unfortunately, the same characteristics indicated above also tended to skew the PIG results. The sheer number of activities spread the responses in a way that does not easily pinpoint the more critical elements of the SafeFutures Program. Subsequently, five of the 22 activities were rated "important and very important" by 100% of the respondents including ASP 6-12, API AIDS, WIA Case Management, New Start Case Management and Drug Assessment. Other program components rated by at least 80% or more of the respondents in the "important or very important" category included the Girl's Group, the Young Men's Group, and PAVE Case Management.

Table 5. SafeFutures Program Intervention Grid - 6 month results (N=38)

Outcome	% (#) who EVER engaged in this activity	Feel good about who you are	Feel connected to your family	Feel connected to your culture or heritage	Feel connected to positive adult mentors	Feel interested in going to school or studying	Feel like you don't need drugs or alcohol	Feel like you can make good choices and stand up for those choices	Feel like you can make positive changes in your life and your community	Feel like you can solve problems without using violence	Feel like you are in control of what happens to you	Feel like you belong at SFYC or in this program
ASEP	37% (14)	93%	29%	50%	64%	71%	43%	57%	43%	50%	57%	71%
ASP 6-12	8% (3)	67%	0%	33%	33%	33%	33%	33%	67%	33%	67%	67%
Healthy Homes	26% (10)	50%	40%	30%	40%	40%	30%	60%	80%	20%	30%	60%
Asset Team	34% (13)	77%	46%	53%	77%	62%	54%	69%	69%	54%	54%	77%
PAVE Leadership Board	16% (6)	67%	33%	17%	67%	50%	33%	50%	67%	33%	83%	67%
MYLE	18% (7)	100%	86%	86%	86%	86%	86%	86%	86%	86%	86%	86%
CLFC	24% (9)	56%	44%	22%	44%	67%	67%	56%	67%	44%	56%	67%
ART	21% (8)	75%	38%	13%	63%	38%	63%	63%	50%	38%	25%	63%
API AIDS	18% (7)	71%	14%	14%	71%	71%	86%	86%	43%	43%	43%	57%
MASS	5% (2)	100%	100%	50%	100%	100%	100%	100%	100%	100%	100%	100%
Get Teach!	16% (6)	67%	17%	17%	83%	83%	83%	67%	50%	50%	50%	67%
Athletic Activity	3% (1)	100%	0%	0%	100%	0%	100%	0%	100%	100%	0%	100%
Chill Program	18% (7)	86%	29%	29%	100%	57%	71%	86%	86%	71%	86%	86%
Girls Group	11% (4)	100%	50%	75%	75%	75%	75%	75%	100%	50%	50%	75%
Young Men's Group	24% (9)	89%	67%	56%	89%	67%	78%	89%	78%	67%	89%	67%
Mentoring	13% (5)	100%	20%	20%	80%	40%	40%	80%	60%	60%	60%	80%
PAVE Case Management	16% (6)	83%	50%	33%	67%	67%	83%	67%	67%	33%	50%	67%
STFY Case Management	32% (12)	50%	75%	75%	75%	50%	42%	75%	67%	42%	58%	67%
WIA Case Management	11% (4)	100%	25%	25%	100%	100%	100%	100%	100%	75%	75%	75%
New Start Case Management	16% (6)	83%	33%	33%	100%	83%	83%	100%	67%	83%	83%	83%
Drug Assessment & Counseling	5% (2)	100%	50%	50%	50%	50%	50%	100%	100%	100%	100%	100%
Other	19% (7)	71%	50%	63%	50%	63%	67%	78%	56%	56%	67%	56%

Table 6. How important is each of the following activities to your learning?

Services	Not Important	Somewhat Important	Important	Very Important
ASEP	0%	39%	31%	31%
ASP 6-12	0%	0%	50%	50%
Healthy Homes	0%	44%	33%	22%
Asset Team	0%	36%	36%	27%
PAVE Leadership Board	0%	17%	67%	17%
MYLE	0%	25%	38%	38%
CLFC	0%	22%	22%	56%
ART	14%	14%	43%	29%
API AIDS	0%	0	20%	80%
MASS	0%	33%	33%	33%
Get Teach!	0%	40%	60%	0%
Athletic Activity	0%	67%	33%	0%
Chill Program	13%	25%	38%	25%
Girls Group	0%	17%	33%	50%
Young Men's Group	0%	14%	29%	57%
Mentoring	0%	0%	57%	43%
PAVE Case Management	0%	17%	50%	33%
STFY Case Management	0%	36%	36%	27%
WIA Case Management	0%	0%	25%	75%
New Start Case Management	0%	0%	40%	60%
Drug Assessment & Counseling	0%	0%	0%	100%
Other	-	-	22%	78%

ROYAL Program Intervention Grid

Interestingly, the majority of ROYAL youth did not feel that much of the specific interventions were helpful in meeting their goals. This is unusual in light of the specific changes found in the outcomes analysis. The highest ranked intervention was the triad meetings at 29.41%, which helped less than one third of the participants “feel at peace with themselves and others.” This was followed closely by “checklists” and “case strategizing” by just over 20% of the participants. Though not all respondents checked the second table in the PIG, this also helps us understand the relative importance of their interventions. Life Coaching was rated “important and very important” by 100% of the respondents. Case Strategizing and Checklists were also rated “important and very important” by 75% of the participant respondents.

Table 7. ROYAL Program Intervention Grid - 6 month results (N=38)

Outcome		Life Coach	Case Strategizing	Curricula “Pillar” / Checklists	Triad Meetings	I don’t feel this way
% of clients who EVER engaged in these ROYAL activities:						
	%	92%	100%	58%	45%	3%
	n	35	38	22	17	1
The percentages below were calculated based on the number of youth who reported engaging in each activity.						
1. Feel more connected to your family		11%	16%	5%	6%	0%
2. Feel more connected to friends or peers		17%	11%	0%	6%	0%
3. Feel like I can talk about my problems		17%	21%	5%	6%	0%
4. Feel like you don’t need drugs		17%	21%	5%	6%	0%
5. Feel like you belong or are accepted at ROYAL		14%	18%	0%	0%	0%
6. Feel less likely to violate laws or rules		14%	21%	0%	0%	0%
7. Feel more in touch with a higher power or more spiritual		11%	18%	5%	6%	100%
8. Feel at peace with yourself and other		14%	21%	23%	29%	0%

Table 8. PIG: How important is each of the following services to you?

Services	Not Important	Somewhat Important	Important	Very Important	Not Applicable
1. Life Coaching	0%	0%	25%	75%	0%
2. Case Strategizing	0%	25%	25%	50%	0%
3. Curricula – “Pillar” / “Checklists”	0%	0%	25%	50%	25%
4. Triad Meetings	0%	0%	0%	25%	75%

B. CURRICULUM BASED PROGRAMS – LDAW, STREET SOLDIERS, and RAYS

1. Staff Interviews – LDAW, STREET SOLDIERS, and RAYS (N=9)

Staff Experience and Qualifications

Four LDAW staff were interviewed as part of the RIY process evaluation. They had been employees of LDAW for anywhere between 3 – 19 years, with the average length of employment being 11.5 years. One staff interviewee was responsible for direct implementation of the Success Through

Awareness and Responsibility Training (START) curricula. Two Street Soldiers staff were interviewed; one staff member had been in her position for one year and the other for 6 years. Both of the Street Soldiers staff worked directly with the implementation of the curricula. Three RAY's staff members/administrators were interviewed. They had been at RAYS for 1 – 10 years. Two of the RAYS staff interviewed were directly responsible for implementing the Rites of Passage (ROP) curricula.

Each of the LDAH staff interviewees held a Bachelor's degree in social work, sociology, criminal justice, or related field and one staff member was pursuing a Master's in Social Work. Professional experience of the LDAH interviewees included having worked in the fields of criminal justice, counseling, behavior modification, armed services, and domestic violence. All of the four staff members interviewed had a personal investment in LDAH's mission by being personally impacted by and/or having a child diagnosed with a LD or ADD.

Two LDAH interviewees had a personal investment due to past experiences in juvenile justice and/or criminal involvement. One of the Street Soldiers staff interviewees had an Associate's degree in sociology while the other had a Bachelor's degree supplemented by trainings in sex offender treatment, gang intervention strategies, the 12-step model and risk management. Street Soldiers respondents' experience working with marginalized youth populations ranged from 6 to 12 years including program management positions, being an Americorps Promise Fellow, and direct services (i.e. counselor/teacher). Both Street Soldiers interviewees have extensive experience working with at-risk youth and youth service programs, ranging from media literacy programs to working at a juvenile detention sex-offender treatment facility.

The educational background of the RAYS staff interviewees ranged from one year of college to earning bachelor's degrees in the fields of sociology, criminal justice, social work, women's studies and counseling/ psychology and one was in a Masters of Social Work program. One RAY's interviewee had also earned certifications in domestic violence advocacy and multi-ethnic mental health. RAYS staff interviewees reflected 3 to 10 years of experience working with at-risk youth with professional backgrounds including administrative experience and/or working with youth in leadership and counseling positions (i.e. detention centers, group homes, child care) and in recreational settings (i.e. sports coordinating, coaching). Staff interviewees from all three curriculum

based sites indicated the need to do more work on their respective programs regarding application to “real life” situations or to “one’s own life.”

Staff Activities

Interviewees from all three programs mentioned that their personal experiences contribute to their successes in working with at-risk and juvenile justice involved youth. Interviewees from all three of the programs talked about the importance of building trust with the youth, taking into consideration the family domain, and providing education and tools for youth to make positive choices. Interviewees from all three of the programs identified that collaborations both within their respective organizations and with external partners were useful. Collaboration also added to the “richness” of the program activities and “diversity” of backgrounds and professional experiences contributing to the program. Staff interviewees from Street Soldiers and RAYS stressed the importance of integrating an understanding of the impact of institutionalized racism and other oppressions on youth and LDAW mentioned the importance of integrating non-discriminatory practices. LDAW staff were the only staff amongst the five RIY sites to share a substantial understanding of the stigma and discrimination that can impact youth with LDs.

The LDAW Program Coordinator and Trainer were interviewed. Both have direct, regular contact with youth. The Program Coordinator not only acts as trainer for the START program but also provides program development, program recruitment, fund development, public affairs, and marketing. The LDAW Program Developer and Executive Director were also interviewed. Both have nominal contact with youth outside the intake process or provide support as needed. LDAW’s Program Developer is responsible for the adult and adolescent programming, but predominately serves adults with LDs or ADD. The Program Developer, due to the small size of staff, will also do “a little bit of everything” from tracking data and memberships to making bank deposits. While the Executive Director will support direct services and programming as much as possible, including providing community education on working with youth with LDs, she will also contribute to curriculum development, fund development, and community/board relations.

LDAW staff believed that youth enrolled in the START program get involved in the juvenile justice system because of environment, including parenting and poverty, a family history of LD or ADD, and a lack of social skills, coping skills, and/or guidance. There is a consensus among two of four LDAW staff members that parents struggle to guide and discipline their ADD child or child with

LDs. Parents with LDs are themselves at high risk for becoming chemically dependent. LDAW staff discussed wanting to branch out to provide “home training” services to parents, ie. parenting education, to address this gap in services.

One LDAW staff member said, “75% of youth in detention have LDs.” LDAW staff find that the best way they can assist youth is to help them think of alternatives to choices they have made in the past or may continue to make. Two LDAW staff mentioned wanting to be a trusted adult in youths’ lives and developing a rapport with them in order to support them in making positive changes. Both LDAW trainers talked about “meeting them where they’re at” and “giving them the tools they need to set and reach their goals.”

There was agreement among three LDAW staff members that success is defined by the youth, and that it is up to youth “to create their own definitions of positive change.” Another staff person said that the work is rewarding when “you see kids be successful when they haven’t been their entire lives, even if it’s just staying out of the juvenile justice system.”

Street Soldiers staff’s perceptions about juvenile justice involved youth were shaped both by direct experience with youth and life experiences. Combined direct experience with gang wars, drug trafficking, homelessness and poverty were mentioned by the staff. In listening to youths’ stories, one Street Soldiers staff interviewee came to recognize how important it was for youth to have a trustworthy adult to confide in and seek guidance from. Another staff interviewee talked about the importance of having adults nurture talents and skills that youth possess and alluded to not having family members to “pay attention” or “be a buffer before making decisions.” Having an influential teacher also inspired one respondent to “want to do something.”

When asked about the individual qualities that they brought to their work during the first round of interviews, Street Soldiers interviewees identified compassion, commitment and personal life experiences as well as a diverse background, honesty with youth, creativity/passion, a willingness to be real, crisis management skills and an ability to connect with youth. In working with youth, Street Soldiers respondents described themselves as being mentors, teachers, friends, listeners, and, ultimately, advocates and witnesses to youth development and growth. One interviewee particularly emphasized the need to “correct misinformation” and increase youth access to resources and opportunities to “help them find a channel where they belong.”

For RAY's staff interviewees, both personal life histories and direct experiences with youth were identified as having a central impact on staff's perceptions of delinquent youth. One respondent talked about personal experiences as a criminally involved youth, while another respondent reflected on leading groups with youth in school settings. In one particular conversation with a youth, the staff interviewee learned that the youth's father was alcoholic and abusive. Subsequently, his acting out was a response to being mistreated. Another RAY's staff interviewee self-identified as coming from the same background as many of the program youth and felt personal choice (and not a racist system) played a key role in the path chosen by this particular individual.

In working with RAY's youth, interviewees saw their function as role models, mentors and educators. As mentors and models, they could encourage and motivate youth to "get out of the trap" and make a difference in society. Individual assets staff felt they brought to their work included personal experience, a positive yet realistic attitude, an ability to develop relationships with youth, and an ability to provide "consistency" in youths' lives. Other RAY's staff interviewees identified that it was important to use a non-judgmental attitude when engaging youth. Staff interviewees cited a desire to give back to the community as a result of support/mentorship he or she received while struggling with issues similar to those of RAYS youth.

One RAYS respondent also commented about being in a position of privilege and power by virtue of race and wanting to use that power to improve the situation of a "vulnerable population." Another staff member cited being brought up in a "politically radical household that instilled social justice as a core family value" as a major reason for wanting to work with at-risk and criminally-involved youth. Educational background, "spiritual beliefs and respect for the human spirit," and continued professional development were other areas cited as resources upon which interviewees drew from to help with their daily work with youth.

Program Strengths / Successes

One of the successes of the LDAH program is that staff is able to give youth and families support outside of the group setting. Staff follows up with parents to check in on their child's progress. Through these follow ups, they also collect data on youths' involvement in the juvenile justice system. Parents frequently report a reduction in recidivism or no contact with law enforcement and an improvement in pro-social skills from youth that went through the program. Some youth will

also return later to share their experiences and validate lessons learned in the program. Finally, youth are able “to look at themselves and say, ‘I’m not bad, and I’m certainly not stupid.’” One challenge but also success of the agency has been difficulty with providing a more comprehensive case management approach rather than just a curriculum based approach to services. During a discussion between the evaluation team and the Director, she acknowledged that in this sense LDAW is able to maintain a partnership focus on elements that are part of the agency’s mission and purpose, and as such, does not duplicate services provided by other agencies. The Director sees the continued commitment of staff as a success: “The dedication of staff is an important piece... I believe our staff is very dedicated in [LDAW], almost to the point that it is more difficult than it needs to be. I am proud of how many kids we serve for how many staff we have.” LDAW has also convened a “Gathering of Great Minds”, which was a component of their community action plan, designed to gather input from the community and raise awareness of the agency and its programs.

For Street Soldiers, one of the biggest successes has been the “ground-breaking work” of implementing a program in the school system. The schools welcomed and supported the Street Soldiers program. One staff interviewee felt that the program’s presence could be seen in the cultural changes underway at the school and, eventually, community levels. Another unequivocal success involves seeing Street Soldiers youth integrate the program and information “into their being” and knowing that the program’s presence had been a positive force.

In terms of experiences of Street Soldiers staff working with others on the program, one respondent found seeing the Omega Boys Street Soldiers program to be very inspirational. Overall, Street Soldiers staff found collaborative efforts to enrich the program and expanded on “the limitations of being a solo artist.” In 2006, respondents also commented on the helpfulness of case managers and the support provided by some teachers. In general, Street Soldiers staff interviewees felt that the collaboration benefited youth and created “a much richer and supportive environment.” While working through some of the more serious issues was difficult, staff felt that they had come to an understanding and things had improved overall.

For RAYS, all respondents felt that school support was a great success due to the strong relationships fostered with principals and counselors. One RAYS staff interviewee felt that the program’s name recognition was the program’s biggest success. Once the program started, other schools heard about it and expressed interest in having ROP in their schools. Seeing youth grow

and turn their lives around completely were also successes identified by program staff. Some youth continued to use services as well.

RAYS interviewees discussed how the curriculum connected to real life for the youth. While at least one respondent felt that this was an area that could be improved in the curriculum, two tangible strategies cited by staff involved supplementing the material with life experiences/stories to help youth understand “the good and bad consequences of those actions” and building on a particular piece of the curriculum that facilitates building a web of support. As a result of the latter activity, one student reported to the respondent – “I didn’t get into a fight because I thought of all the people in my web of support who would have been disappointed for me.”

Program Weaknesses / Challenges

For LDAH, one staff member believed that a mixed group can be challenging. A mixed group will consist of youth with more severe needs or co-occurring diagnoses and youth with less severe needs. However, having a mixed group will also help youth understand their needs in relation to the needs of their peers. Another challenge identified by an LDAH staff person was the real life application of skills learned in START class. It’s one thing to go through the START curriculum and another to apply what you learned to everyday situations. Finally, two staff members discussed the need for additional funding in order to expand or grow the program, including working more closely with parents and getting the word out about LDAH.

For Street Soldiers interviewees, challenges to implementing included lacking consistent funding, the limitations of having a small staff of two (dynamics and program expansion), and the “system,” with the program “swimming upstream in a deeply institutionalized setting.” The biggest challenges to starting Street Soldiers were seen to be funding and finding a balance between the therapeutic/life skill and academic aspects of the program, especially since the program is located in an academic setting. YMCA, as an agency, was seen as supportive of “new ideas” and “risk taking.” However, staff identified challenges as incorporating new ideas, applying the material to one’s own life, and teaching certain pieces not previously addressed in youths’ lives.

One challenge discussed by a RAYS staff interviewee included concern regarding the unmet need in the Renton School District at the alternative school at Black River. For RAYS to provide services here would have required some alteration to the program design, which had no interventions

specifically targeting expelled youth. In 2006, RAYS' struggle with the outcome evaluation and the difficulty or rather impossibility of using statistical data to capture all program changes/stories of success was recognized internally. As a result, the program has been "modifying its in-house surveys to better assess kids [served]." One RAYS respondent also felt that the criteria for program enrollment might need to be re-evaluated. Another respondent wanted the program to "get more creative" in its efforts to increase parent involvement. RAYS interviewees also talked about the challenges of a collaborative relationship – "My style of work and where positioned at with [the] type of youth [we] work with made it a challenge to get it done. Needed more people but didn't want to burden people either...Not a team player sometimes cuz trying to do it all myself. Then, on top of that, our program each year gets 24 new youth. Need to keep up with this group and everyone from the past group."

Cultural Competency

Three of four LDAH staff responded to questions about cultural competency. Some of the responses were:

- Knowing that everyone is equal but different.
- Appreciating the differences, or at least, accepting those differences.
- Helping adolescents and adults understand that cultural competency is inclusive of more than just culture, but also psychology, religion, job, gender.
- Understanding that you don't have to agree with, but you can be open enough to accept other people.

Cultural competency is incorporated into the agency from the development of curricula to implementation of non-discrimination policies. LDAH has hosted trainings for Board and staff members, and, as with all the 5 RIY Promising Programs, have taken advantage of trainings provided by RIY and the Minority Executive Directors Coalition (MEDC).

For Street Soldiers, cultural competence was defined by respondents as a commitment to "growing and learning" and relating, as opposed to viewing it in terms of race. Staff have made efforts towards integrating issues of institutionalized and internalized oppression into the curricula. At the time of the interview, respondents reported that cultural competence was implemented at YMCA through bi-monthly meetings held by a cultural competence team. These meetings can include media showings and/or hands-on activities. While "staff can be stagnant in challenges," they are taking it step by step and there is a "massive over haul" that has been initiated in regards to cultural

competency. This would include developing a cultural competence committee that would involve retreats, guest speakers, and trainings, among other activities.

RAYS staff interviewees identified external factors which negatively impact youth include the role of institutions in maintaining the “status quo” (i.e. keeping people of color in the juvenile justice system for too long) and the failure of certain educational settings in meeting the needs of African American males/youth. Furthermore, RAYS staffed recognized that a continued agency focus on cultural competency would have an important and “direct impact on the ROP program.” Key areas highlighted regarding the ability of RAYS to meet the needs of youth included the program’s “continual reexamination of emerging community needs” and expansion to remain responsive to youth culture (i.e. adding a parent component and another youth intervention staff member). One saw it as “set[ting] up rules so that everyone feels safe and welcome” despite background differences and encouraging an environment where people can share different beliefs without getting negative reactions from those who disagree. Another viewed cultural competence as “bringing in guest speakers to deliver some things that [the interviewee was] not as capable of delivering” and addressing issues related to culture and identity instead of ignoring them. However, one respondent felt that cultural competency was being unnecessarily emphasized in trainings and that it was “over the top.” Having been raised to respect other people and cultures, this interviewee strongly felt that other people in the field should already know the importance of cultural competency. Other perspectives about cultural competency included: “Get[ting] a bigger picture of an individual” and “not just a stereotype”; having more understanding and compassion for other cultures, beliefs, and values; and doing what was necessary to make people feel welcome (whether it involves making flyers/brochures in other languages or incorporating ethnic faces in a poster/display).

Ways that cultural competency have been addressed at RAYS include the hiring of a new staff member who is a person of color, working to ensure that more staff are representative of RAYS’ clientele, and requiring mandatory diversity trainings for staff. The agency has also been committed to providing ongoing training and racial dialogue. While RAYS was not completely culturally competent, one respondent remarked that RAYS was “struggling to make things work” and in the process of making cultural competency a staff goal. Some of RAYS efforts towards increasing cultural competence also include: formal and informal discussions were conducted on an ongoing basis regarding the curriculum and its cultural relevance and revisions to the curriculum to ensure that a culturally competent focus was maintained.

2. Youth Interviews – LDAW, Street Soldiers, and RAYS (N=11)

For LDAW, despite extensive attempts, the evaluation staff was unable to successfully contact any youth to conduct qualitative interviews. The anticipated sample size was 5 youth. Evaluation staff made four outreach attempts to each of 14 youth who were contacted (6 from the initial randomized list and 8 following re-randomization). Among the first 6 youth, most did not respond. Remaining reasons for opting out of the interview ranged from feeling sick and not knowing what the interviewer was “talking about” when referring to LDAW to it was “not a good time”. Among the 8 remaining youth, one’s phone number was disconnected (with no forwarding information) and another was “away at camp.”

For Street Soldiers, of the 6 youth who were interviewed, three had successfully completed the program, two were currently enrolled, and one was working as a class teaching assistant. For RAYS, of the 5 youth who were interviewed, two were currently enrolled, one had successfully completed the program, and two had dropped out.

Youth Previous Activities

Five of the 6 Street Soldiers respondents reported no previous participation in service programs. Before entering the program, two Street Soldiers youth reported that school and life were not going well, including drug use and hanging out with the wrong crowd. Three youth reported being in the Street Soldiers program due to placement, poor school performance, or as a class requirement. Another youth heard about the program through a teacher and “thought it sounded interesting,” while another youth reported mistakenly thinking that Street Soldiers was a group home.

Prior to entering the RAYS program, two youth responded that they were hanging out with the wrong crowd; two youth reported having anger management issues; one youth reported attending school daily and being involved with extracurricular sports. Two youth were introduced to the program when RAYS staff came to their classroom to talk about the program. Two youth were referred by school counselors, and one youth reported not being “in any trouble” but a sibling had been in the program. Four of the 5 youth interviewed had not participated in any programs other than ROP, with the exception of the Girl Scouts (which had been “fun”).

Youth relationship with staff

All Street Soldiers youth reported having good relationships with the staff and 4 of them mentioned specific staff members that they felt really listened to them, including two particular instructors who were younger in age and connected strongly with the students. One youth reported “lov[ing] the teachers because [the youth] could relate to them and they could relate to [the youth].” Five of the 6 youth reported positive experiences with the program through interactions with staff, discussions on gangs and violence, and continued support and guidance from program staff. One youth reported that the program/agency had taken a “good direction” (since the last use of agency services) and that “they tell you pretty much how the program/agency runs and their rules and things they do.” Another youth had set a goal of earning 8 academic credits and credited the helpfulness of Street Soldiers in achieving that goal. All Street Soldiers interviewees felt staff were sensitive to their needs and respectful.

Four of the 5 ROYAL interviewees indicated they had a good relationship with staff and felt comfortable talking to them. Two youth regarded program staff members as their friends. However, one respondent indicated not having a relationship with staff, and another only talked to one staff member occasionally. Three of the 5 RAYS interviewees felt that RAYS had helped them in positive ways. One respondent reported that the program had not been helpful because “we didn’t meet that much. I only talked to [staff member] 1 or 2 times.” All the RAYS interviewees responded that they felt staff were respectful and sensitive.

Youth self-reported changes

Two Street Soldiers youth reported that life was the same for them and that they continued to attend school and stay out of trouble. One youth reported that school and family life were better. Other positive changes reported by interviewed youth included: learning to make better choices in life, gaining a more positive view of women, having help with staying in school, making new friends, and improving reading skills. Another reported that by incorporating program concepts into daily activities, “life changed completely.” When asked what it takes to complete the Street Soldiers program successfully, the majority of responses included paying attention/listening during class, regular attendance, active participation, a positive attitude, and program staff contact with parents. One youth did report not having set any goals yet.

Since participating in the RAYS program, 3 youth reported having made more friends, 2 youth reported learning about drugs and subsequently decided not to use, and 2 reported being more focused in school. Individual respondents also reported having learned about anger management and decision making, while other individual respondents noted improvements in their grades, self-esteem, stress coping abilities, and family life. Individual respondents indicated that they were able to spend their free time more positively, and they had improved their self-esteem. Group discussions helped one youth to “see what the right crowd was.” One respondent answered that RAYS’ program “didn’t really help” and being “the same” as before program entry.

Program Strengths / Successes

Three Street Soldiers youth reported that they liked having the opportunity to talk with staff. They also liked to participate in meaningful discussions about risk factors and things that were not going well in their lives. Another youth reported liking the curriculum and the program structure where older youth mentored younger youth. Another youth reported that Street Soldiers went above and beyond her/his personal goals and expectations, including presentations to middle school students on drug/alcohol abuse, field trips, parties, and potlucks being the most enjoyed activities. Subsequently, this youth also encouraged many friends to join the program. One respondent commented that the Risk Factors Project was her/his favorite activity and especially enjoyed hearing about the other youths’ backgrounds through it. This project allowed the students to connect with each other “in a different way than just talking about themselves to others.” The same youth also enjoyed presenting on projects and watching *Boys in the Hood*. Another respondent simply commented “It’s a good place to be,” while another youth reported that “anyone was welcome” and “it sounded like the Street Soldiers initiative was to include the students’ family as much as possible so they [would] know what, how, and why” their child was learning the program curriculum.

RAYS youth interviewees mentioned that they liked being able to speak and participate in group discussions and recreational activities (i.e. basketball) to volunteer opportunities. Three respondents indicated that they had no suggestions of improvements to make regarding the program.

Program Challenges / Weaknesses

Four Street Soldiers interviewees reported that they enjoyed every aspect of the program. One youth reported disliking the tests because they were always challenging, while another youth commented that the class period was too short.

One RAYS respondent felt that successful program completion would require “more organization from staff.” Another interviewee suggested they needed more clarification/instruction on what youth were supposed to do during the program. One RAYS interviewee felt that the movie on racism was “a little confusing and could have been presented in a better way” or “more explanation would have been helpful.”

Additional suggestions from RAYS youth interviewees: The respondent also indicated that the three week session on peer pressure was “more information than hands-on” and that the time spent on team building “was not useful.” Another felt that the program focus should be on “teen awareness”—or rather “real issues that teens experience and less on gangs.” Other youth suggested having “more long term goals training” as well as trainings on “self management,” employment guidance.

3. Youth Satisfaction Survey – LDAW, Street Soldiers and RAYS (N=60)

The Youth Satisfaction Survey included questions regarding overall participant satisfaction with their respective programs. A total of 16 LDAW youth, 29 Street Soldiers youth, and 15 RAYS youth completed the Youth Satisfaction Survey at least once during the evaluation period, some completing it a second time approximately one year later. Highlights of key findings are presented below.

Quality of Services

- 62% of LDAW youth (n=10) rated the quality of services they received since enrollment as being “*Good*” to “*Excellent*”, compared to 86% of Street Soldiers youth (n=25) and 87% of RAYS youth (n=13).
- 88% of LDAW youth (n=14) felt they “*Generally*” to “*Definitely*” received the kind of service they wanted; compared to 86% of Street Soldiers youth (n=25) and 93% of RAYS youth (n=14).
- 73% of LDAW youth (n=12) felt the program had met “*Most*” to “*Almost all*” of their needs; compared to 72% of Street Soldiers youth (n=21) and 60% of RAYS youth (n=9).
- 81% of LDAW youth (n=13) were “*Mostly*” to “*Very Satisfied*” with the amount of help they received, compared to 86% of Street Soldiers youth (n=25) and 93% of RAYS youth (n=14).

- 88% of LDAW youth (n=14) felt the program services helped them deal with their problems “*Somewhat*” to “*A great deal*”, compared to 86% of Street Soldiers youth (n=25) and 93% of RAYS youth (n=14).

Frequency of Services

- 100% of LDAW youth (n=16) saw a service provider or program staff “*Once a week*”, compared to 41% of Street Soldiers youth (n=12) and 67% of RAYS youth (n=10).

School Change/Attendance

- 81% of LDAW youth (n=13) reported going to school “*5 times a week*”, compared to 62% of Street Soldiers youth (n=18) and 67% of RAYS youth (n=10).
- 63% of LDAW youth (n=10) had *not* changed schools in the last 6 months, compared to 76% of Street Soldiers youth (n=22) and 87% of RAYS youth (n=13)

Program Expectations

- 75% of LDAW youth (n=12) felt the program did what they thought it would do based on what they were told when they began, compared to 72% of Street Soldiers youth (n=21) and 80% of RAYS youth (n=12).

4. Parent Satisfaction Survey – LDAW, Street Soldiers and RAYS (N=31)

The Parent Satisfaction Survey consisted of 12 questions regarding overall satisfaction with the LDAW program. Questions 1- 6 were based on a 4 point Likert scale and Questions 7-11 asked respondents about their child’s use of services and school attendance. The 12th question was open-ended and asked for any additional comments. A total of 14 LDAW parents, 4 Street Soldiers parents, and 13 parents completed the Parent Satisfaction Survey in 2005 and 2006. All parents responded to the survey in writing. Highlights of key findings are presented below.

Quality of Services

- 86% of LDAW parents (n=12) rated the quality of services their child received as being “*Good*” to “*Excellent*”, compared to 100% of Street Soldiers parents (n=4) and 92% of RAYS parents (n=12).
- 86% of LDAW parents (n=12) felt their child “*Generally*” to “*Definitely*” received appropriate services, compared to 100% of Street Soldiers parents (n=4) and 85% of RAYS parents (n=11).

- 86% of LDAW parents (n=12) found the quality of services their child received to be “Good” to “Excellent”, compared to 100% of Street Soldiers parents (n=4) and 75% of RAYS parents (n=10).
- 50% of LDAW parents (n=7) felt the program met “Almost all” to “Most” of their child’s needs, compared to 75% of Street Soldiers parents (n=3) and 85% of RAYS parents (n=11).
- 86% of LDAW parents (n=12) were “Mostly Satisfied” with the amount of help their child received, compared 100% of Street Solders parents (n=4) and 85% of RAYS parents (n=11).
- 79% of LDAW parents (n=11) felt program services helped their child deal with more effectively with his/her problems “Somewhat” to “A great deal”, compared to 100% of Street Soldiers parents (n=4) and 92% of RAYS parents (n=12).

Frequency of Services

- 86% of LDAW parents (n=12) reported that their child was seen by a service provider or program staff “Once a week” compared to 100% of Street Soldiers parents (n=4) and 92% of RAYS parents (n=12).

School Change/Attendance

- 93% of LDAW parents (n=13) reported that their son/daughter attended school “5 times a week”, compared to 75% of Street Soldiers parents (n=3) and 77% of RAYS parents (n=10).
- 71% of LDAW parents (n=10) reported that their son/daughter had *not* changed schools in the last 6 months, compared to 75% of Street Soldiers parents (n=3) and 85% of RAYS parents (n=11).

Additional Comments: Parents were given the option of providing “Additional Comments” in the survey, but not all parents provided comments. For LDAW, 5 of the 14 respondents opted to provide comments that they felt positively about the program and commented that it seemed helpful for their son/daughter. Respondent suggestions included starting the program at age 15 and having the program held in Seattle “to reflect a more diverse student/family population.” Three of the 14 LDAW parents were unsure of whether the program was the right fit for their youth. This may be associated to the fact that 50% of the LDAW parents indicated that the program met “Almost All” / “Most” of their youth’s needs as compared to higher ratings for the other programs. Interestingly, regarding RAYS, two respondents felt that the program’s format might not be compatible to their son/daughter’s learning style. Three RAYS parents felt positively about the program in general, while an additional three respondents commented on program staff specifically. One of those three

respondents felt that her son benefited especially from working with the male trainer because he was a good “male role model.” Two other RAYS parents wanted more input and information on program activities/weekly topics. Somewhat related, one Street Soldiers parent wanted more calls from staff regarding his/her youth’s progress. For Street Soldiers, one respondent commented that the program helped her son with “getting out of street gangs.”

5. Program Intervention Grid

Due to the nature of the data collected on the Program Intervention Grids (PIGs) for LDAH, Street Soldiers, and RAYS, there is no basis for comparing and contrasting the data gleaned from this method. Their respective PIG data are presented here to broaden our understanding of the youths’ feelings regarding each of the programs.

LDAH Program Intervention Grid

The LDAH Program Intervention Grid (PIG), developed by the LDAH staff, was used by the youth to rate their feelings regarding specific program activities. In reviewing the LDAH PIG ratings, the most important activities that contributed to youth’s goal achievement seemed to be “discussions”, “trainers instructions” and “notebook/worksheets”. “Stories and examples” also seemed important to the youth particularly in teaching them appropriate decision-making skills. “Role playing” helped youth get along better with others and teaching skills, but “discussions” ranked first in four of the six criteria in helping youth achieve their goals. “Trainer and instructions” scored highest in two of the six goals in helping youth. When asked to directly rank the relative importance of each activity, clearly the most important activity was “discussions”. Seventy-seven percent (77%) of the respondents indicated that “discussions” were either “important or very important”. “Trainer’s instructions” also ranked very high, and seventy-four percent (74%) of the youth indicated that this intervention was “important or very important”. “Activities” was ranked “important or very important” by seventy percent (70%) of the youth. Finally, sixty-five percent (65%) of the youth ranked “examples and/or stories” as either “important or very important”. Only forty-four percent (44%) of the youth ranked “role playing” as “important”.

Table 9. LDAW Program Intervention Grid - 6 month results (N=25)

Outcome		Role Playing	Discussions	Activities	Examples and/or Stories	Notebook/ Worksheets	Trainers Instructions
% of clients who EVER engaged in these LDAW activities:							
	%	60%	80%	84%	76%	68%	68%
	n	15	20	21	19	17	17
The percentages below were calculated based on the number of youth who reported engaging in each activity.							
1. Get along better with others		60%	75%	42%	68%	35%	65%
2. Manage your stress or anger better		47%	70%	38%	42%	53%	59%
3. Better able to handle school stress or conflict		40%	65%	52%	58%	53%	65%
4. Understand your learning styles better		33%	50%	57%	32%	65%	77%
5. Better able to make plans for problem solving		27%	75%	38%	68%	77%	53%
6. Learned skills that will contribute to your future success		60%	70%	48%	53%	53%	71%
7. Decisions you make now will help keep you out of trouble		40%	80%	38%	79%	65%	71%

Table 10. PIG: How important is each of the following activities to your learning?

Services	Not Important	Somewhat Important	Important	Very Important
Role Playing	26%	30%	44%	0%
Discussions	4%	22%	30%	44%
Activities	4%	26%	61%	9%
Examples and/or Stories	4%	30%	39%	26%
Notebook/Worksheets	17%	17%	52%	13%
Trainer's Instructions	8%	17%	39%	35%
Other	14%	43%	14%	29%

Street Soldiers Program Intervention Grid

The Street Soldiers PIG results indicate that there was a fairly wide variation in terms of participants' responses to the interventions. Only in three instances did half or more of the participants feel that

interventions helped them meet their goals. This included Internalized Oppression Assignments that helped participants become aware of themselves and their issues (60%), while the Gang Violence Module helped participants commit to eliminating violence from their lives (57.1%). The Phase II: Menace to Society was also cited by 50% of participants in helping them become more aware of themselves and their issues.

Subsequently, from the PIG, no interventions seem to stand out in terms of making a difference in helping participants achieve their goals, other than those three exceptions stated above. Subsequently, the PIG importance table seems to provide much more information in terms of how participants felt about the relative importance of these interventions.

In fact, the importance table reveals that, despite mixed reactions to the PIG, youths' ratings of importance indicate a different picture. More than 75% of participants ranked as "important and very important" six out of the nine modules. Rated highest was the SS Gang Violence Module (91%), followed by the Phase II: Menace to Society (88%), the Drug/Alcohol Module (86.4%), the Domestic Violence Module (86.1%), and the Internalized Oppression Assignment (79.5%).

From our analysis perspective, it's possible that participants felt that these modules were not particularly effective with themselves, yet they understood that the messages contained in these interventions were important and potentially influential to their lives. Subsequently, despite the fact that they indicated minimal impact, there seems to be an explicit recognition of the importance of these interventions.

Table 11. Street Soldiers Program Intervention Grid - 6 month results (N=40)

Outcome										
% of clients who EVER engaged in these Street Soldiers activities:	Culture Map	Internalized Oppression Assignment	Drug/Alcohol Module	Truancy Module	Domestic Violence Module	SS Gang Violence Module	Road to Life	Workshop Presentation	Phase II, Menace to Society	
%	60%	75%	85%	80%	68%	88%	98%	55%	30%	
n	24	30	34	32	27	35	39	22	12	
The percentages below were calculated based on the number of youth who reported engaging in each activity.										
1. I feel more aware of myself/issues in my life	42%	67%	41%	34%	30%	34%	46%	36%	50%	
2. More aware of issues in my family life	33%	40%	32%	13%	26%	17%	41%	9%	17%	
3. I feel like I belong in Seattle Street Soldiers Program	25%	27%	47%	16%	30%	49%	33%	18%	8%	
4. I am committed to eliminating violence from my life	25%	33%	29%	28%	37%	57%	31%	14%	42%	
5. I want to stay Alive and Free	29%	27%	29%	22%	33%	40%	36%	27%	25%	
6. I have learned tools to help me be more successful in school	33%	40%	29%	44%	37%	49%	33%	46%	42%	
7. I have adopted New Rules for Living	29%	37%	12%	9%	9%	51%	28%	23%	33%	

Table 12. How important is each of the following activities to your learning?

Services	Not Important	Somewhat Important	Important	Very Important
Culture Map	5%	43%	35%	16%
Internalized Oppression Assignment	8%	13%	46%	33%
Drug/Alcohol Module	8%	5%	38%	49%
Truancy Module	16%	11%	43%	30%
Domestic Violence Module	6%	8%	28%	58%
SS Gang Violence Module	6%	3%	35%	56%
Road to Life	12%	6%	38%	44%
Workshop Presentation	9%	21%	33%	36%
Phase II: Menace to Society	8%	8%	44%	40%

RAYS Program Intervention Grid

The RAYS PIG results indicated that group interventions seem most effective in meeting participants' goals. Group processes were identified as the most frequent intervention in five out of the seven goals identified by the program. The group discussions helped participants feel more confident, more connected to each other, more accepted, and increased self-worth. Individual check-in was identified as the most important in terms of helping with self-care and it seemed to play a role in helping participants' self-confidence. Volunteer opportunities were the most frequent intervention that helped participants feel more connected to their community.

From the PIG importance table, we can see that as indicated earlier, group discussions were ranked either "important or very important" by 80.4% of all participants. Individual check-in was considered "important or very important" by 78% of the participants followed closely by volunteer opportunities (69.4%) and activities (69.1%). Interestingly, "other" was actually rated "important or very important" by 77.8% of the participants, which indicates that the more informal and intangible interactions between the program staff and participants played an important role in their development.

Table 13. RAYS Program Intervention Grid - 6 month results (N=54)

Outcome % of clients who EVER engaged in these RAYS activities:		Group	Individual Check-in	Volunteer Opportunities	Activities
	%	94%	71%	38%	51%
	n	51	38	20	27
The percentages below were calculated based on the number of youth who reported engaging in each activity.					
1. Feel more confident in yourself		71%	66%	45%	33%
2. Feel more connected to your community		39%	13%	75%	44%
3. Feel more connected to your peers		84%	16%	25%	41%
4. Feel more connected to authority figures		63%	50%	20%	26%
5. Feel more accepted		71%	42%	35%	56%
6. Feel that you have more self-worth		57%	53%	40%	44%
7. Feel your self care has improved		59%	66%	30%	33%

Table 14. How important is each of the following activities to your learning?

Services	Not Important	Somewhat Important	Important	Very Important
Group	2%	18%	49%	31%
Individual Check-in	4%	18%	36%	42%
Volunteer Opportunities	11%	19%	36%	33%
Activities	5%	26%	41%	29%
Other	22%	0%	22%	56%

C. WIA – A COMPARISON SITE - EMPLOYMENT BASED PROGRAM

1. Staff Qualitative Interviews – YouthSource-New Start (YS/NS) (N=6)

Six YS/NS staff members were interviewed as part of the YS/NS process evaluation. Staff interviewed included Case Managers working at *New Start* (n=2), Case Managers working at *Youth Source* (n=3), and a counselor working at *Youth Source* (n=1). Staff interviewed were employees of the

program for anywhere between 1 and 7 years, with the average length of employment being 4.3 years.

Case Managers/Counselor Previous Activities: All staff interviewed were hired into their positions at YS/NS with substantial prior experience working with a similar youth population. Years of experience among those interviewed ranged between 7 and 25 years, with an average of 12.8 years. Three of the six staff interviewed had previously worked within the juvenile justice system, two had managed employment programs, three had been in counseling positions, and all six had worked with offender and at-risk youth populations. The majority of Case Managers interviewed (n=3) had previously been employed as Case Managers in relatively similar youth programs. The one counselor who was interviewed had worked previously as a counselor within the juvenile justice system and with at-risk non-offender populations. All interviewed staff held Bachelor's degrees (a job requirement) and the majority (n=4) had completed Masters degree in a related field.

Case Managers/Counselor Activities: Case Managers generally felt that their role with clients was as a “guide” or a “resource”. One Case Manager described this role as helping clients to know about “navigating systems” and discussed the intimidation many clients feel when trying to access resources such as financial aid and health care. Another spoke of the importance of Case Managers having a “well rounded knowledge of what is out there” and helping link youth into to resources to fulfill personal, educational, or employment needs.

Staff generally spoke of their role as a “mentor”, helping youth become self-sufficient and making choices from a range of viable options. One staff spoke about creating a “safe space” for youth and another spoke of the challenge of maintaining a balance between being “empathetic, but not to be an enabler”.

YS/NS Strengths

Program staff were generally positive about the YS/NS model, referring to its benefits as a “one-stop shop” for multiple youth resources and programming options. One Case Manager commented that “it is fabulous people can get their counseling appointment, then go get a food voucher, then go get their GED, and go to a job interview in the same building.” Staff members (n=2) felt the program was effective because it is “dynamic” and “interactive” in its approach to working with youth. One staff reflected positively on the “focus and strategy” of the management and another

reported that the “clear guidelines and progress outcomes” had a positive impact in retaining clientele. The level of demand for the program was also viewed as a reflection of agency strength, as one staff commented that “(the program has) waiting lists, young people want to be here in the services.”

YS/NS Weaknesses

Staff generally perceived the eligibility guidelines and outcomes goals required by the YS/NS funding sources (primarily WIA or King County funding) as a pivotal weaknesses in the program model. Staff felt the funding guidelines were too narrowly construed around “education” and “employment” to tailor holistically to youths’ needs. Due to funding restrictions on programming and large caseloads, one Case Manager reported feeling that “(Case Managers) can’t focus as much on leadership or self-esteem, we have to focus on tests and jobs to meet our goals for the quarter”. One staff commented the school setting was structured too much after a traditional setting to be truly be an “alternative”. Staffing issues were also considered to be negatively effected by funding issues. One staff commented that “as soon as we have a team on board, there is a budget change and then we are in damage repair mode”.

YS/NS Staff Performance

Overall, the Case Managers and Counselor were positive about the relationships and teamwork among the staff team within the YS/NS programs. One Case Manager spoke of the benefits of professional collaboration with a large number of staff and cross-agency partners, which allow staff to “confer with colleagues about interventions.” While most staff had one or more co-workers with whom they felt they collaborated with well, one Case Manager felt that the program staff had “devolved into cliques”. Another staff felt that “communication is not one of our strong things” referring to inter-agency staff relations. Interviewees generally felt that the performance of Case Mangers was high.

YS/NS Cultural Competency

YS/NS staff had diverging responses to questions about staff diversity and the programs’ responsiveness to diverse client populations. One staff felt there was “a lot of awareness” about diversity issues and that the management ensured a “diverse staff” was hired along with resources in different languages, access to translators, and training and consultation on special populations. Another staff felt that the personal team was racially diverse, but that they were not representative of

the youth populations served. Another staff member felt that “(the program isn’t) a place where diversity is celebrated” and that the program staff “still contribute to a lot of the oppression with the kids and play a role in their powerlessness”.

2. Youth Qualitative Interview Summary 2006 (N=5)

Five YS/NS clients were interviewed from the YS/NS program as part of the process evaluation. Clients interviewed were either current enrolled in the *New Start* (n=2) or Youth Source (n=1) program or had successfully finished the program at New Start (n=1) or at Youth Source (n=1) within the last year.

Clients Previous Activities

The young people interviewed had either dropped out of school (n=3) or were struggling to stay involved. Prior to enrollment in the YS/NS program some youth reporting having “been in trouble with the law” or spent their time “on the wrong track” (n=2). Most youth were generally disengaged from positive activities in the community (n=4). One youth reported spending most of the time “around the house and not getting into trouble” and another reported that he “wasn’t employed or really involved with school”. Generally youth had little to no previous engagement with other youth programs in the community, although one youth reported having previously attended programs at the Boys and Girls Club. Youth reported having found out about the YS/NS programs from friends or family members. The majority joined the program for credit retrieval in pursuit of their high school diploma (n=3), another joined with the goal of getting a GED (n=1), and another for the vocational training offered (n=1).

Youth Activities within the YS/NS programs

Client trajectories within the YS/NS varied based on the individual goals of the youth. All were involved with academic programs during the stay. One client who enrolled primarily because of the vocational programs offered, decided he wanted to further his education even though he had been out of school for years after dropping out in the 8th grade. Other young people reported that they “learned how to make a resume, cover letter, (and) fill out a job application” and that the program helped them get their first work experience. Other youth reported participating in A.R.T. training, after school programming and summer programs. One youth was referred to a partner agency for photography classes. Two youth considered the social aspects of the program a benefit reporting

that YS/NS helped them “reconnect with friends’ or that the program was “considered a hang out spot”.

YS/NS Strengths

The overwhelming agreement among the clients was that the YS/NS program had made a positive impact in their lives. One client reported that the program helped him “stay on track”, while another said that YS/NS “kept me busy during the day and gave me something to focus on”. Both past clients and those currently enrolled felt that YS/NS staff were a fundamental strength of the program. All clients felt the staff were accessible and supportive and were available to help them to set goals and manage their problems. Two clients reported feeling like their Case Manager was more like “good friend” than an authority figure. Teaching staff were also thought of as program strength by clients who felt that the classroom environment was set up to help young people succeed. One client said “the rules aren’t harsh or strict, but if you get into trouble while attending (YS/NS), the teachers compromise with you about your punishment.” Another client reported “I could pay attention in class without getting bored because I wanted to learn something.”

YS/NS Weaknesses

Clients reported few areas of weakness within YS/NS programs. One client reported that some teachers who “were not nice to certain students” and that certain students felt “picked on” by teaching staff. Another client reported that another client created problems for him in enjoying participating in the program. Program weakness reported by clients included that there was not enough helping for clients in securing employment and that the program didn’t offer Science or English classes to meet high school requirements in these subjects.

3. Youth Satisfaction Survey

No youth satisfaction surveys were administered to New Start or Youth Source youth, despite several attempts to reach them by phone.

4. Parent Satisfaction Survey – YS/NS (N=5)

The Parent Satisfaction Survey asked questions regarding overall satisfaction with the YS program. A total of 5 parents completed the Parent Satisfaction Survey. Highlights of key findings are presented below.

Quality of Services

- 80% of parents (n=4) rated the quality of services their child received as being “*Good*” to “*Excellent*”
- 100% of parents (n=5) felt their child “*Generally*” or “*Definitely*” received appropriate services
- 80% of parents (n=4) found the quality of services their child received to be “*Good*” to “*Excellent*”
- 80% of parents (n=4) felt the program met “*Almost all*” their child’s needs
- 100% of parents (n=5) were “*Mostly Satisfied*” or “*Very Satisfied*” with the amount of help their child received
- 80% of parents (n=4) felt program services helped their child deal with more effectively with his/her problems “*Somewhat*” to “*A great deal*”

Frequency of Services

- 60% of parents (n=3) reported that their child was seen by a service provider or program staff “*Once a week*”

School Change/Attendance

- 100% of parents (n=3) reported that their son/daughter attended school “*Doesn’t go to school*” and subsequently had *not* changed schools in the last 6 months
- 50% of parents (n=1) reported that their son/daughter attended school “*5 times a week*”
- 100% of parents (n=2) reported that their son/daughter and had *not* changed schools in the last 6 months

Additional Comments: YS/NS parents were given the option to provide additional comments. One respondent felt very positively about Youth Source and stated that the high school teachers and administrators should be made aware of the program. She/he also felt that her child had a “great counselor” who “really helped.” One respondent commented that he/she appreciated the program and that it would be good for the kids “if they use[d] it.” Another respondent felt very strongly about the staff and commented that they have been “great--above and beyond.”

5. Youth Source and New Start Comparison

There were a large number of commonalities among the responses of YS/NS staff and clients about the services delivered, strengths and weakness of the programs, and areas for improvement. While *Youth Source* and *New Start* share similar goals and funding structures under the KCWTP umbrella, the two programs do have distinct program philosophies that lend to unique service environments.

New Start views community involvement and community change as fundamental to its vision of creating personal change. Both staff and clients at *New Start* comment positively on the benefits and opportunities through inter-agency and community partnerships (although at least one staff member spoke of challenges working with the school district). *New Start* is perceived by clients as not merely a day-time program, but as a hang-out spot for before and after-school activity and also for innovative summer intensive programming. Case Managers interviewed at *New Start* had generally been with the program longer and had more years of experience working with similar youth populations than peers within the *Youth Source* program.

Youth Source programming focuses on a systems-wide approach to delivering services. Clients come to the program from vastly different neighborhoods and communities and tend to have fewer pre-existing relationships with peers within the program or nearby community resources. *Youth Source* staff tended to report feeling more restricted by funding related outcome goals than their peers within *New Start*.

D. QUALITATIVE DATA SUMMARY

Both SafeFutures and ROYAL have staff that are representative of their target populations and staff with substantial experience serving their target populations. In general, youth and parents spoke well of both programs, with ROYAL receiving higher ratings more frequently than SafeFutures on the majority of the satisfaction survey questions. In general, both programs received positive comments from youth with regard to their relationships with program staff, with the exception of a few comments from SafeFutures youth regarding disruptions from other youth and the need for program staff to address these issues.

ROYAL, working with higher risk youth (according to the WSJRA instrument), provides substantial structured contact with youth, maximizing its internal communication structure and highly collaborative nature of the ROYAL team, e.g., "...no hierarchy." This makes sense as ROYAL is a smaller program serving a smaller number of youth, has substantially higher level of resources, and less infrastructural challenges (i.e., smaller physical location and less logistical considerations) compared to SafeFutures. In contrast, SafeFutures has challenges with internal communication which seems to be a manifestation of limited funding and, subsequently, lack of adequate program

management staff and concerns with staff turnover. SafeFutures has a broader range of on site services, resources, and activities compared to ROYAL, especially for immigrant youth and their families. One challenge for SafeFutures is that the diversity of the population served by SafeFutures requires flexible and consistent funding; especially as demographics of their service area has changed fairly rapidly. Serving youth and families from immigrant communities requires additional staff time and understanding of cultural identity and culturally specific issues as compared to serving youth and families from more acculturated communities.

All three curriculum-based programs have staff with substantial experience serving the target populations. A common concern amongst these programs, which was raised by staff members, was the need to ensure that the materials and curricula provided strategies for “real life” application. Additionally, various staff at all programs indicated that there needed to be revisions of their respective curricula in order to meet the broad range of needs of the youth they serve. Staff from LDAH and Street Soldiers mentioned funding as a concern in maintaining their respective programs. Qualitative data from staff, youth and parents seems to indicate that RAYS has issues and challenges with follow-up and youth knowing the expectations of the program. Various staff from all three of these programs expressed a need for additional program activities, resources, and/or staff, e.g., for integration of case management to enhance the current program, to help meet the needs of the youth, and to meet goals for cultural competence.

In general, YouthSource/New Start staff spoke highly of the program structure, with the exception of problems of funding which seem to impact staffing. Various staff represented diverging perspectives regarding cultural competence with two of the staff interviewees indicating that there was a lack of staffing that was representative of the target population and that staff contributions to oppression was not being addressed by the staff. On the other hand, in general, youth reported to have good relationships with most of the staff and felt that the program had made a positive impact on their lives.

While *Youth Source* and *New Start* share similar goals and funding structures under the KCWTP umbrella, the two programs do have distinct program philosophies that lend to unique service environments. *New Start* views community involvement and community change as fundamental to its vision of creating personal change. Both staff and clients at New Start comment positively on the benefits and opportunities through inter-agency and community partnerships (although at least one

staff member spoke of challenges working with the school district). *New Start* is perceived by clients as not merely a day-time program, but as a hang-out spot for before and after-school activity and also for innovative summer intensive programming. Case Managers interviewed at *New Start* had generally been with the program longer and had more years of experience working with similar youth populations than peers within the *Youth Source* program.

Youth Source programming focuses on a systems-wide approach to delivering services. Clients come to the program from vastly different neighborhoods and communities and tend to have fewer pre-existing relationships with peers within the program or nearby community resources. *Youth Source* staff tended to report feeling more restricted by funding related outcome goals than their peers within *New Start*.

Although all of the programs received positive feedback, the data on the ROYAL program was consistently positive throughout most of the qualitative data collection methods, with the exception of the PIGs. ROYAL also has the added advantage of a comparatively higher level of intensity within their program structure as well as a high frequency of contacts. The positive qualitative data also seems to be associated with the cohesiveness of the program team, supportive program management, a shared understanding of the program, and high quality of ongoing communication amongst staff.

VII. QUANTITATIVE DATA ANALYSIS

1. Quantitative Analysis Procedures

In developing the analysis for this study, the properties of the Washington State Juvenile Justice Risk Assessment (WSJCA) instrument were critical in developing our design and analysis. Since the instrument was accepted by consensus among the five agencies in the RIY promising practices evaluation, the evaluation was somewhat limited by what data could be collected within this measure. In reality, there were cultural parameters that were not measurable with the WSJCA and, yet on the other hand, it allowed us to analyze the data in light of the fact that many existing juvenile justice programs were using the instrument. Furthermore, as indicated earlier, many policy makers have adopted the measure as a standard in determining program efficacy.

One major limitation of the measure was the fact that it was developed primarily for use with a criminal justice involved population. This basically meant that the instrument was particularly useful

for those with an arrest history and some level of criminal involvement. Subsequently in adopting the instrument some compromises had to be made given that it had not yet been used for an at risk population not involved with criminal justice systems. The most critical factor in the WSJCA was the 12 domains that the full measure utilized to indicate overall risk levels. Within the WSJCA measure, domain one or the criminal history domain was the biggest predictor of felony recidivism in contrast to the other domains. However, for four out of the five programs to be assessed, the vast majority of youth would not have criminal justice histories. DYJ undertook a series of discussions with the Washington State Institute for Public Policy and with Dr. Robert Barnoski to determine the best method to determine risk for a non-juvenile justice involved population. It was determined that social history, a ten item internally derived scale correlated highly (.40) with the criminal history domain and in fact correlated highly with felony recidivism (.20) while criminal history correlated at .22 with felony recidivism.

Subsequently, in determining relative levels of risk among the youth at enrollment, it was understood that each program would enroll youth with differential levels of risk. Since social history was accessible with all youth involved in this evaluation, it was found acceptable as a value for risk (predictor variable) among all youth at entry into the program. In terms of outcomes, since juvenile recidivism was not available for all youth, we felt that a proxy and intermediate outcome for enrolled youth in this program was the total protective dynamic score and the total risk dynamic score. These two scores were developed from an aggregation of all the domains in the WSJCA. Despite the fact that a majority of the youth enrolled into the RIY promising practices evaluation were in the low to moderate risk category, it was felt that changes in their overall protective and risk factors would be an appropriate indication of outcome and changes in the youth as a result of program interventions. Social history scores became the proxy score for initial levels of risk for all youth enrolled under this evaluation.

The WSJCA establishes scores of a static and a dynamic nature in the 12 domains. Static scores are scores that are generally immutable or unchangeable. For instance if someone grew up in foster care or with a single parent home, that is a risk item that is unchangeable. We generally do not anticipate that static items change over time. Dynamic scores and factors however are changeable. For example, attitudes, behaviors and academic or employment options do change and are subsequently dynamic. In this analysis, we utilized all 12 domains (See Section II.3 for a more detailed description

of the WSJCA measure) that were germane (with the exception of criminal history for five of six agencies) to determine our final outcomes.

In our analysis, we decided to use the two primary scores that are derived from the 12 subscales above as our dependent variable. We could not measure all of the domains since our sample sizes for each agency and program was modest. Using only two outcome yardsticks made the data more robust and definitive. What we wanted to determine was whether total risk factors were reduced significantly and/or protective factors increased for the youth. Multilevel modeling was utilized as the primary statistical procedure. The use of multilevel modeling subsequently increases the sample size in the analysis, allowing us to use all youth assessments over time. In most cases, youth retention decreased over time, and multilevel modeling allowed us to project risk over time in cases where youth could not be followed at all data collection points. Multilevel modeling involves Growth Curve Analysis. This was the principal statistical method utilized for our final WSJCA analysis for each individual site and Higher Linear Modeling or HLM for the multi site analysis. Significance levels are indicated in our description of our findings.

Additional Measures Component: Given the limitations of the WSJCA indicated earlier, the agencies as well as the evaluation team discussed the possibilities of incorporating additional measures based on more culturally distinct or practiced based knowledge of community outcomes. Subsequently, when reviewing the outcomes not reflected in the WSJCA, each agency had an opportunity to add outcome constructs and elements which the evaluation team would find or develop measures for. This would give the community agencies an opportunity to test for constructs that they also felt important to their population.

Eight additional measures were finally included in the evaluation due to the limitations of the WSJCA. Each community agency had a choice to either include or exclude the additional measures based on the relevance of the measures involved to their interventions. In our multi site analysis, we included all agencies' findings, but we caution the use or interpretation of the additional measures since not all agencies included these constructs as germane to their interventions. For example, LDAH has as its primary focus learning disabilities and their interventions are focused specifically on youth with that problem. That significant changes were not found in their additional measures analysis is not unusual given the limitations of the measures for that construct.

For analysis of each of the additional measures, we used simple univariate statistics (ANOVA) to determine changes between each assessment point. Because of the limited sample size, we decided to use a pair wise t-tests analysis to determine change. In other words, the same youth was followed and analyzed over time and if they were not present in a later assessment, they were dropped from that analysis.

Cost Analysis Component: Finally, RIY requested that we conduct a cost effectiveness study as well for the promising practices evaluation. Each community agency provided their budgets for one year as well as all participants seen during this period of time. This included participants that may or may not have been involved in the evaluation per se. For this cost effectiveness analysis, we calculated the gain scores for each program by subtracting the baseline score from the score at second assessment for each youth. An average gain score was calculated for each site. The cost basis for each site was computed as one year (12 months) of funding from 2005-2006 for each program. Indirect or overhead costs were not considered, but all personnel and direct operating costs were used in this calculation.

The calculated cost per youth varied tremendously across the sites, with the lowest annual cost of \$472 for YMCA Street Soldiers Program and a highest annual cost of \$6,372 for ROYAL youth. Although cost effectiveness is typically defined as the ratio of the gain score and the cost (i.e., change in score per \$100 in cost), the direct calculation of the cost effectiveness ratio using this method posed a concern. As with any ratios, the cost effectiveness ratio can be highly sensitive to the denominator. With the most costly program spending being more than 13 times the least costly program, the direct ratio of the gain score to program cost essentially became a function of the cost itself.

In other words, the range of differences in cost was too large for analysis resulting in a non-normal distribution of the cost data. Statistical analysis requires a normal distribution of data in order to be subject to analysis. Subsequently, in order to conduct this statistical analysis, the data was transformed through applying a statistical log transformation procedure. This log transformation procedure is commonly used for monetary and cost analysis. Once the data was transformed, this creates a normal curve for the program costs which then can be subjected to statistical analysis. In this analysis, we transformed the program cost using the log transformation procedure. For our cost

analysis, we utilized the difference (change) scores to create a Cost Effective Index which is the ratio of the change score and log function of the program cost.

Loss of “Gold Standard” Program: In our original design, we had hoped that one of the programs to be included in our design was an evidenced based program, the Functional Family Therapy (Sexton & Alexander, 1999) to be used as a “gold standard” or a basis for comparative analysis. We worked for almost a year with TriWest, Inc. who was contracted by King County through RIY funds to conduct an evaluation with the Functional Family Therapy (FFT) program. Since the TriWest evaluation also used the WSJCA, we would be able to use the two dynamic risk and protective scores as well as the social history scores to contrast with our five intervention agencies and our one comparison program (WIA). Unfortunately, despite substantial efforts by TriWest Inc., King County, RIY and our evaluation staff, the FFT data which ultimately was retrieved from probation officers was unusable as the abbreviated (short) form of the WSJCA does not provide enough data to determine either the total dynamic risk or protective scores. Furthermore, the FFT evaluation could not have provided the “gold standard” comparison because the FFT intervention model failed to implement fidelity standards. Unfortunately, this reduced the comparability of our study design. Without a “gold standard” or a model program, it would be difficult to determine how the relative contributions of each program compare with evidenced based practices. Yet, despite this limitation, we feel the findings for our report are still substantial and well worth the effort in determining how well these programs worked. In our final comparative analysis, we provide findings that can substantiate much of the impact of our final six agencies.

We also need to report that another program which we were using for our comparison site, the ARY program, was unable to provide a sample size large enough for inclusion into the multi site design.

2. WSJCA Quantitative Findings

As we indicated earlier, we used the two dynamic outcome measures which made the data more robust and definitive. Our goal was to determine whether total risk factors were reduced significantly and/or protective factors increased significantly for the youth participants. Higher Linear Modeling (HLM) was utilized to conduct analysis on this study. Sample sizes for both the WSJCA and the Additional Measures are found in the appendix.

Social History and Levels of Risk: In table 15 below, mean scores for each assessment are listed including the baseline scores. The social history score provides us with a key variable in terms of understanding the relative levels of risk for each youth enrolled into the programs. Social history is a composite score derived from items within the WSJCA and can be a proxy to potential criminal history. ROYAL with its juvenile offender program clearly has the highest levels of risk with a baseline mean of 8.77. This is followed by a somewhat lower risk youth population at a moderate to low levels from Street Soldiers (6.91) and by Safe Futures (6.41). WIA at 5.99 is only slightly behind with a mostly moderate to low risk population while the two curriculum based programs, LDAH (4.92) and RAYS (4.17) are at more modest and low levels of risk. These scores are critical in that with higher levels of risk, there are greater opportunities for improvement. In other word, changes in risk and protective factors can be demonstrated more easily for higher risk youth than those youth at lower levels of risk and higher levels of protective factors.

Table 15. WSJCA Means by Assessment Period (All Agencies)

Measure	Max Score	Baseline	1 st assessment	2 nd assessment	3 rd assessment
LDAH					
Social History	13	4.92	4.43	3.81	4.35
Dynamic Risk	51	18.92	9.40	13.48	12.53
Dynamic Protective	103	72.83	73.30	68.81	62.35
RAYS					
Social History	13	4.17	4.89	4.75	4.43
Dynamic Risk	51	22.20	22.79	19.50	12.46
Dynamic Protective	103	65.93	66.81	73.75	85.07
ROYAL					
Social History	13	8.77	7.59	6.74	6.47
Dynamic Risk	51	38.72	23.14	17.47	12.93
Dynamic Protective	103	56.60	68.41	70.74	76.33
SafeFutures					
Social History	13	6.41	5.62	5.69	6.08
Dynamic Risk	51	31.10	24.20	20.59	19.50
Dynamic Protective	103	63.17	67.21	70.67	74.08
Street Soldiers					
Social History	13	6.91	6.17	5.97	4.27
Dynamic Risk	51	29.41	18.33	15.62	12.09
Dynamic Protective	103	62.16	72.86	75.41	76.55
WIA					
Social History	13	5.99	4.54	5.00	3.67
Dynamic Risk	51	24.46	20.13	20.40	12.48

Dynamic Protective	103	64.27	69.37	69.00	78.00
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TOTAL					
Social History	13	6.17	5.52	5.44	4.73
Dynamic Risk	51	27.40	20.51	18.34	13.32
Dynamic Protective	103	64.05	69.23	71.70	76.50

Table 16: Significance Levels for each WSJCA Assessment

Measure	Baseline - 1st assessment	Baseline – 2nd assessment	Baseline – 3rd assessment	1 st – 2 nd assessment	1 st – 3 rd assessment
LDAW					
Dynamic Risk	**				
Dynamic Protective					
RAYS					
Dynamic Risk					*
Dynamic Protective			**	*	**
ROYAL					
Dynamic Risk	**	**	**	*	**
Dynamic Protective	**	**	**		
SafeFutures					
Dynamic Risk	**	**			
Dynamic Protective		*			
Street Soldiers					
Dynamic Risk	**	**	**		
Dynamic Protective	**	**	*		
WIA					
Dynamic Risk			**		*
Dynamic Protective	*	*	**		

* = .05 ** = .01

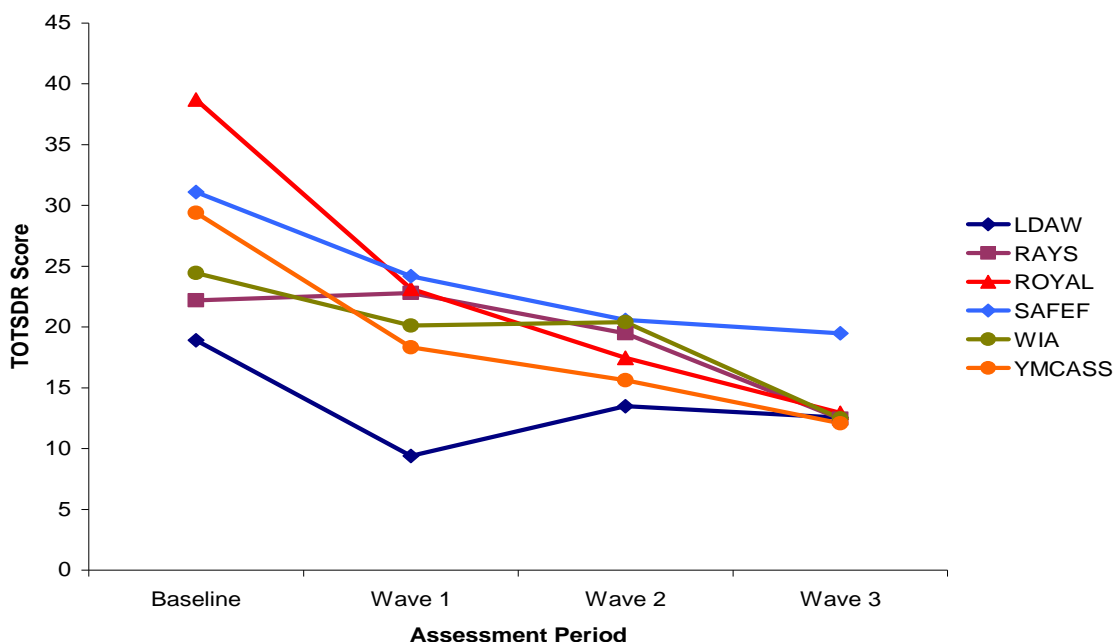
As indicated in table 16, significant changes were found in all programs. However, a more critical review would be to determine whether these changes last over time. As table 16 indicates significant changes between baseline and the third assessment were found in four of the six programs. Interestingly, ROYAL had the most significant findings followed by the YMCA Street Soldiers Program. Surprisingly, the WIA comparison group also showed a fair number of significant findings both in protective and in risk domains. Five of the six programs increased protective factors while all program reduced risk on some level. Because of sampling issues, it would also be important to

review the changes between baseline and the second assessment which shows some differences from baseline to the third assessments. Clearly, the ROYAL and Street Soldiers Program findings are consistent, while those of WIA are less substantial, while the Safe Futures Program findings become much more prominent. The analysis on baseline to second assessment may be more meaningful since the sample sizes for that analysis is substantially more than that of the baseline to third assessment.

The graphs below indicate the mean dynamic risk and protective changes over each assessment point. Clearly, the ROYAL youth had the highest risk levels followed by the Safe Future youth and the YMCA Street Soldiers. The WIA and RAYS youth are substantially below while the LDAH youth have the lowest baseline risk score.

Interestingly, almost all of the five sites with the exception of the Safe Futures program end similarly, in other words, they converge at the wave three assessment with reduced dynamic risk scores. ROYAL has the greatest and most significant reductions followed by the YMCA program. WIA also shows a significant reduction in risk scores.

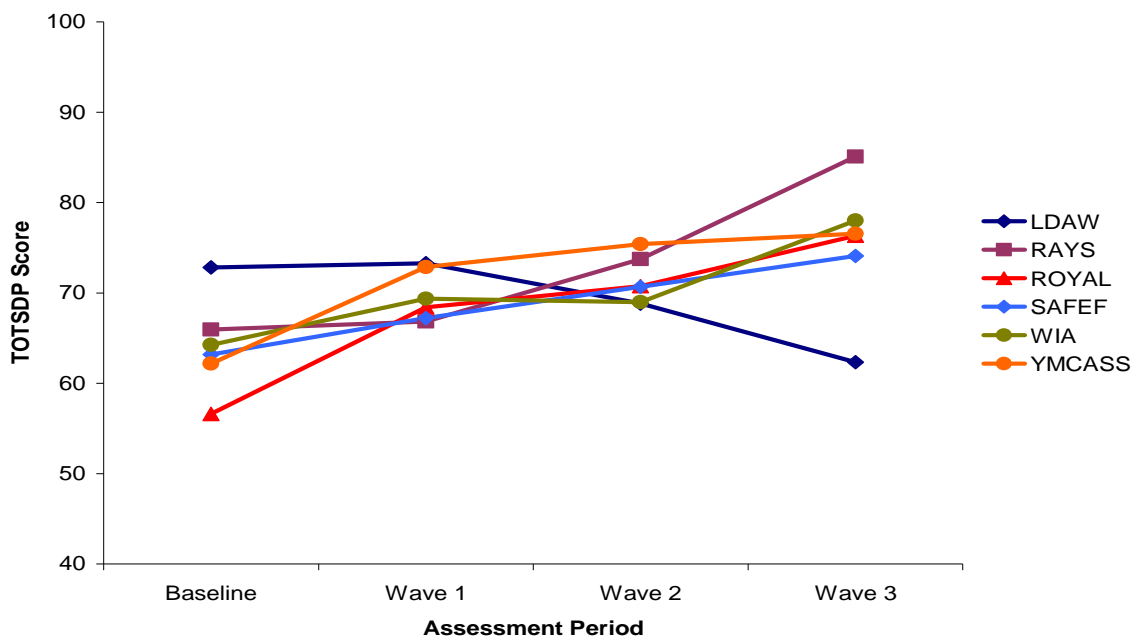
Figure 4. Total Summary Dynamic Risk Scores Over Time for all Programs



In the graph below, dynamic protective scores are somewhat similarly related to the risk changes. ROYAL given their population of juvenile offenders and high social history scores show a substantial change as does RAYS, WIA and the YMCA. Safe Futures show an increase but does not

hold up over time, however, the changes in sample size may be influential in some of these findings. For some programs the number of youth involved in the final assessment varied substantially and frequently was reduced substantially (see appendix for sample sizes). For Safe Futures, their final assessment was represented by only 12 youth and for Street Soldiers, by 11 while LDAW had 17.

Figure 5. Total Summary Dynamic Protective Scores Over Time for all Programs



For a more unique review of the data, we also decided to conduct an additional analysis based on the difference between an individual's baseline score and their final assessment. Since there is substantial variation in terms of whether respondents complete a wave 1, 2 or 3rd assessment, we utilized the differences between baseline and their final assessment score whether it was at six, twelve or eighteen months. This maximizes the number of respondents that can be included in the analysis since respondents vary their length of intervention in the program. In order to better illustrate these changes over time, in the following two figures below, we indicate the differences between the respondents' baseline assessment and their final assessment for all programs. As figure 6 indicates, the risk differences are substantial for ROYAL, Safe Futures and the YMCA programs. This is followed by the WIA and LDAW programs. RAYS in contrast has more modest gains.

Figure 6. Risk Differences between baseline and final assessments for all agencies

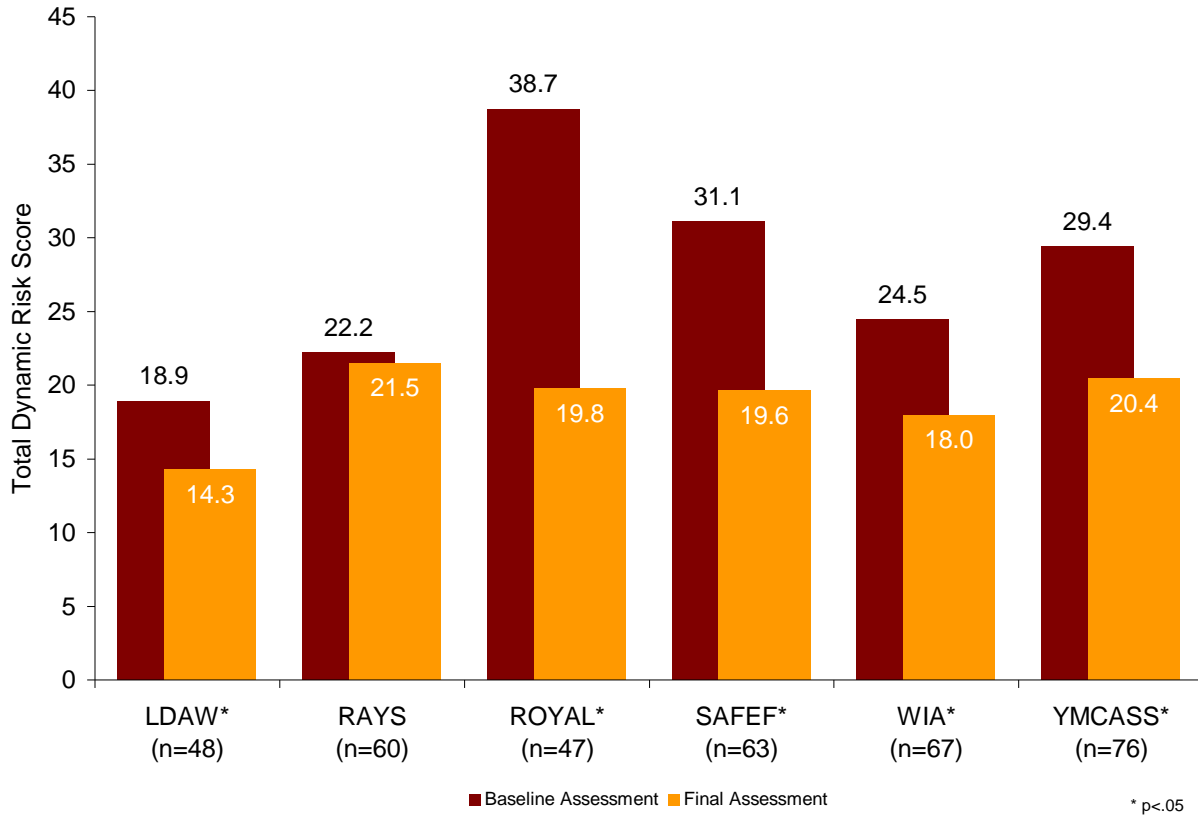
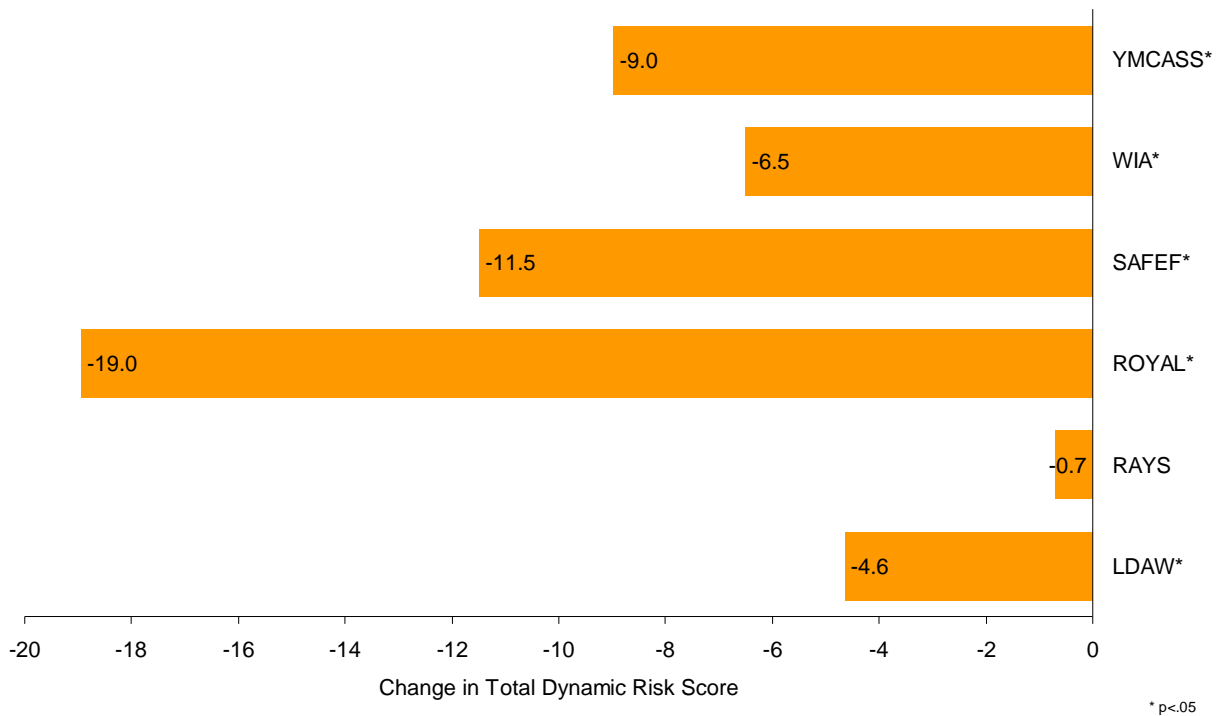


Figure 7. Risk Differences and Changes (Gain Scores) for all agencies



We also created the same two graphs for changes in the dynamic protective factors. As indicated earlier, and in figure 9, ROYAL again has the greatest gains in protective factors, but interestingly despite a relatively low risk population, modest gains in protective factors are noted by the RAYS program. The YMCA and WIA also show good gains with Safe Futures close behind. LDAW show a more negative change in that within their last assessment, youth's protective factors seem to have dropped from their baseline scores.

Figure 8. Protective Factor Score Changes between Baseline & Final Assessments for all agencies

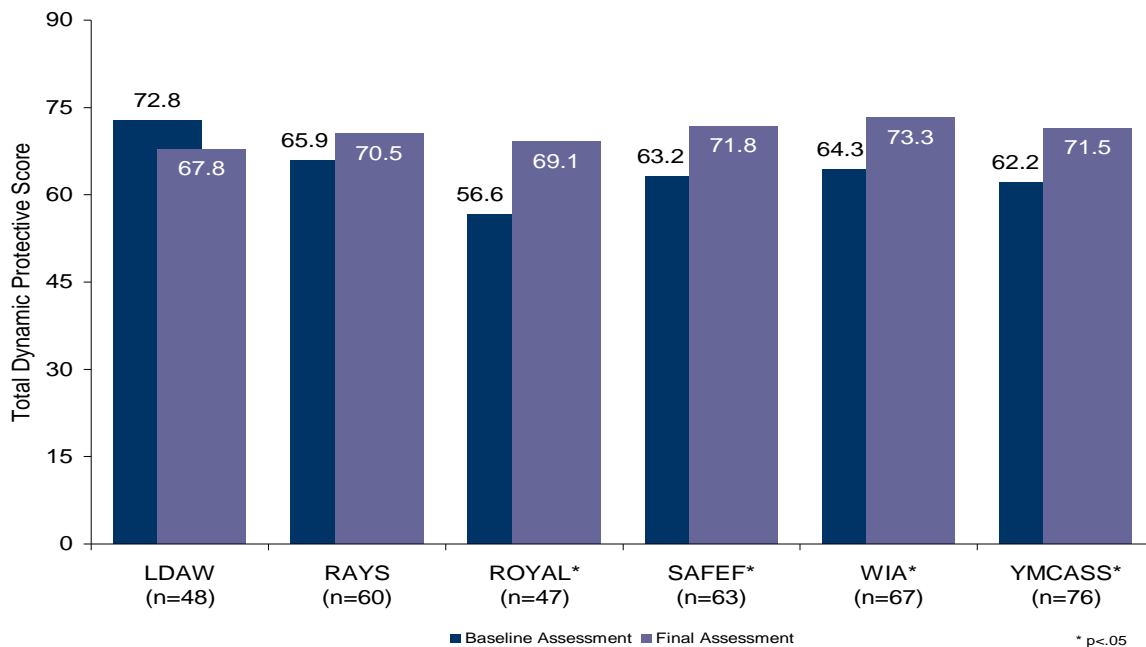
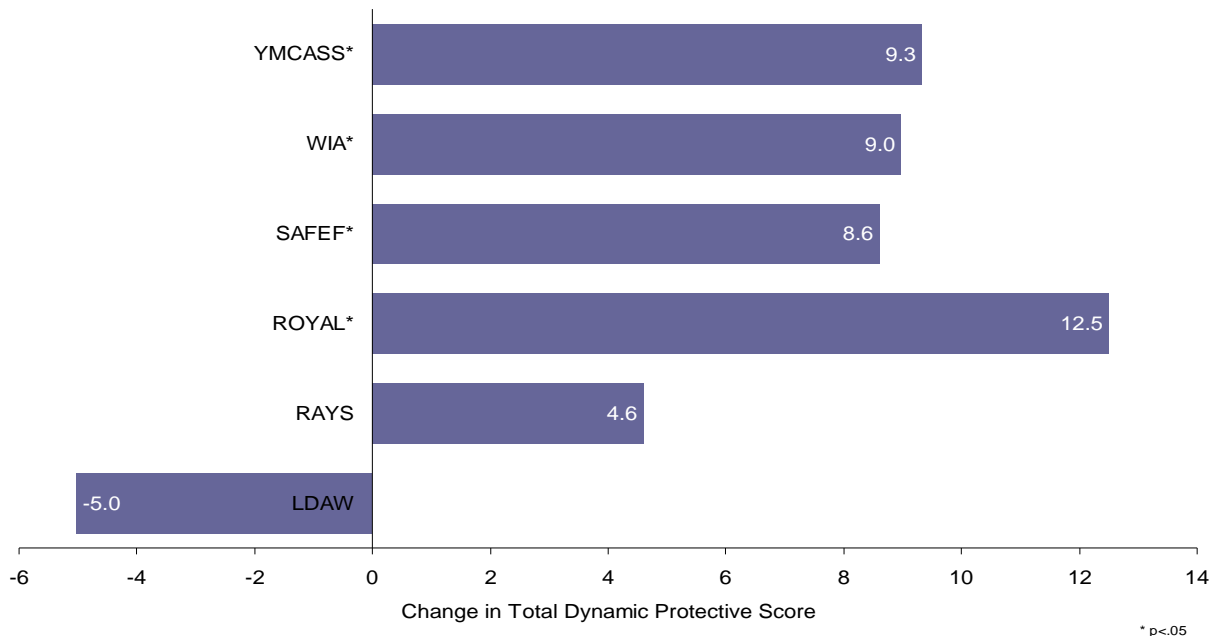


Figure 9. Protective Factor Score Differences and Changes (Gain Scores) for all Agencies



In summary, based on the WSJCA, the ROYAL program seems to do best in both decreasing risk and increasing protective factors followed by both Safe Futures and the YMCA. Both of these programs are very close in terms of program impact. In presenting the findings, we decided to develop another format to illustrate the program effectiveness for the six agencies. In the table 17 below is a rank order listing of agencies in terms of effectiveness. However, this rank ordering is strictly based on gain scores for both risk and protective factors and not on social history. Clearly ROYAL had the greatest risk population followed closely by the YMCA and Safe Futures. We should note that programs with the lowest risk and highest protective factors have a much more difficult job showing changes over time given their relative lower levels of problem youth.

Table 17: Rank Order for Program Impact

REDUCING RISK	IMPROVING	PROTECTIVE	OVERALL	PROGRAM
FACTORS		STRENGTH		
ROYAL	ROYAL	ROYAL	ROYAL	ROYAL
Safe Futures	YMCA	Safe Futures	Safe Futures	Safe Futures
YMCA	Safe Futures	YMCA	YMCA	YMCA
WIA	WIA	WIA	WIA	WIA
LDAW	RAYS	RAYS	RAYS	RAYS
RAYS	LDAW	LDAW	LDAW	LDAW

3. Additional Measures Findings

For the additional measures, youth enrolled in the program were assessed similarly to the WSJCA, at baseline, first assessment, second assessment and third assessment (if available). For our analysis, we included only the findings where at least ten or more youth were assessed at any assessment point. In order to understand the changes over time for youth, our analysis was limited to only three assessment points, baseline, first assessment (six months) and second assessment (12 months). This was due to the small number of youth assessed at the third assessment point (18 months). Third assessment mean scores however are shown for informational purposes.

Furthermore, we analyzed the data for each measure three times.

- 1) The first analysis was to find all youth changes between baseline and the first assessment point at six months.
- 2) The second reflected changes between youth assessed at six months and twelve months.

- 3) The final analysis reviewed changes between youth assessed at baseline and at the final assessment point at twelve months.

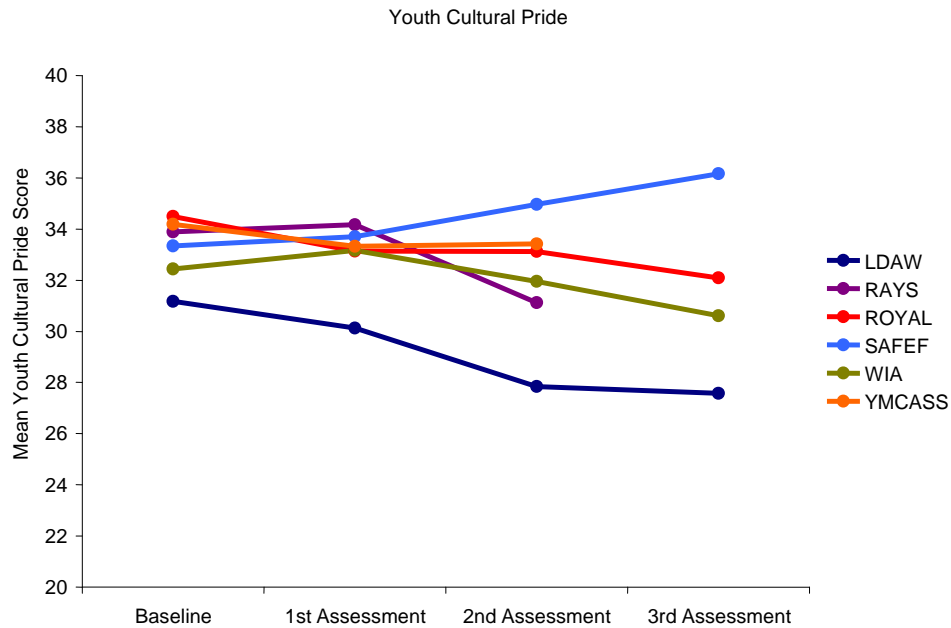
However, in order to determine actual changes with the youth, only youth with assessments in each of those points in time were included. This matched the same youth over time with each analysis (paired sample). Subsequently, the means differ since the population and sample size for each of the three analyses may differ from each other.

The table below reflects the means scores for each of the three analyses. We excluded the analysis for any measure with a sample size less than ten. Asterisks indicate significant changes over an assessment period.

Cultural Pride: For cultural pride, the Safe Futures Program show a significant increase in cultural pride over time for both baseline to first and baseline to second assessments. Interestingly, ROYAL youth experienced a significant decrease in cultural pride at both the baseline to first assessment and baseline to second assessment.

Table 18. Additional Measures: Cultural Pride

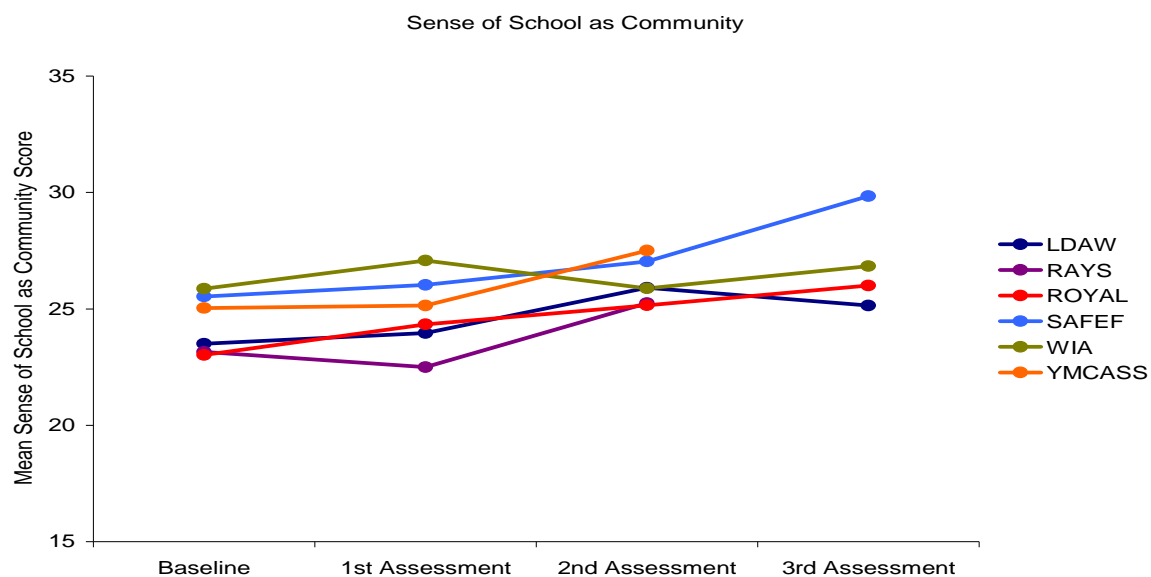
Cultural Pride	Baseline	1st Assessment	2nd Assessment	3rd Assessment
LDAW	31.2	30.1	27.9	27.6
RAYS	33.9	34.2	31.1	
ROYAL* (-)	34.5	33.1	33.1	32.1
SAFEFUTURES*	33.3	33.7	35.0	36.2
WIA	32.4	33.2	32.0	30.6
YMCASS	34.2	33.3	33.4	



Sense of School As A Community: Despite the WIA program’s focus on academics and most of the programs emphasis on staying in school, none of the programs experienced any significant changes in this key indicator.

Table 19. Additional Measures: Sense of School As A Community

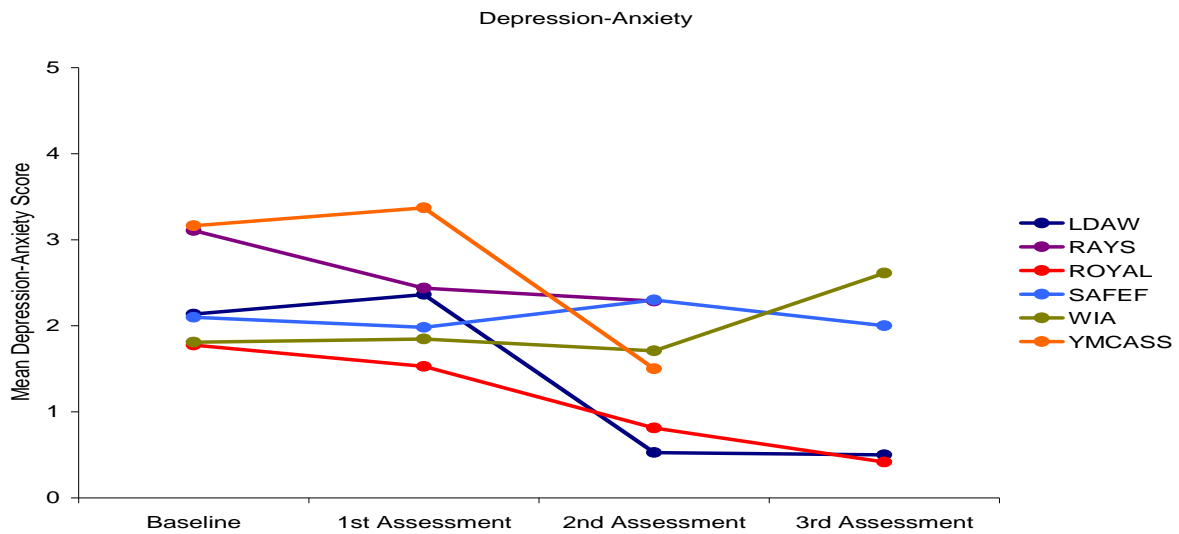
School As A Community	Baseline	1st Assessment	2nd Assessment	3 rd Assessment
LDAW	23.50	23.96	25.90	25.14
RAYs	23.15	22.50	25.25	
ROYAL	23.02	24.33	25.15	26.00
SAFEFUTURES	25.53	26.03	27.04	29.85
WIA	25.86	27.08	25.88	26.83
YMCASS	25.04	25.14	27.50	



Depression-Anxiety: For youth involved with ROYAL, it seems that their levels of depression and anxiety drop significantly between the first and second assessments and between the baseline and second assessment. The WIA program also shows a significant reduction in terms of depression-anxiety. The LDAW program also produces a significant drop in this domain in both baseline to the second assessment as well as baseline to their first assessment.

Table 20. Additional Measures: Depression-Anxiety

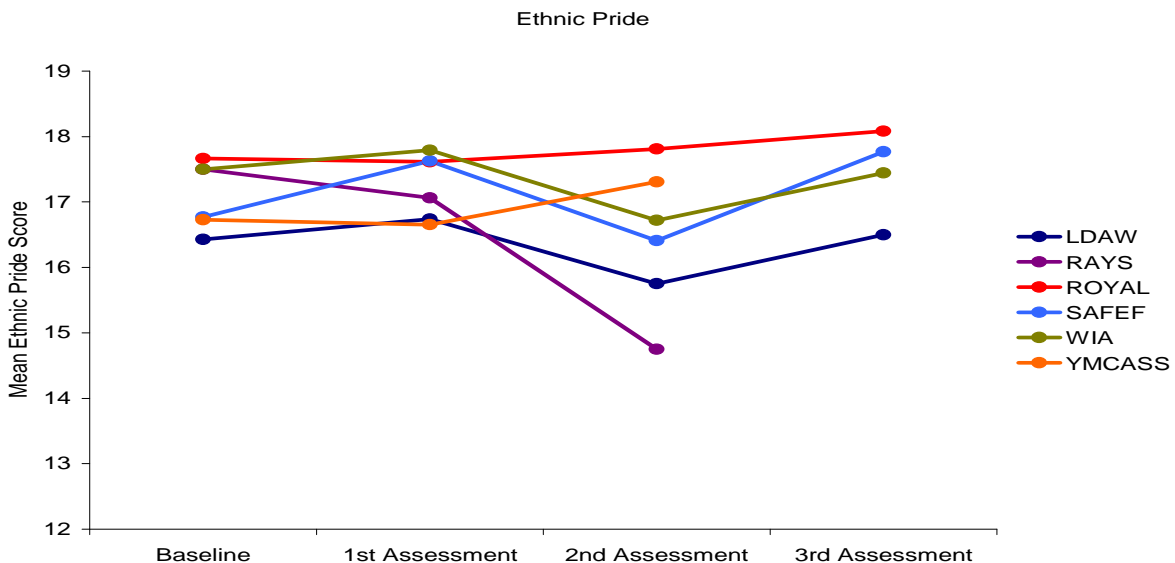
Depression-Anxiety	Baseline	1st Assessment	2nd Assessment	3 rd Assessment
LDAW*	2.14	2.36	0.53	0.50
RAYS	3.11	2.44	2.29	
ROYAL*	1.78	1.53	0.81	0.42
SAFEFUTURES	2.10	1.98	2.30	2.00
WIA*	1.81	1.85	1.71	2.61
YMCASS	3.16	3.37	1.50	



Ethnic Pride: Safe Futures show a significant increase between their baseline to first assessment but then loses it between the first and second assessment. The last assessment score was not analyzed but may have produced significant results as well.

Table 21. Additional Measures: Ethnic Pride

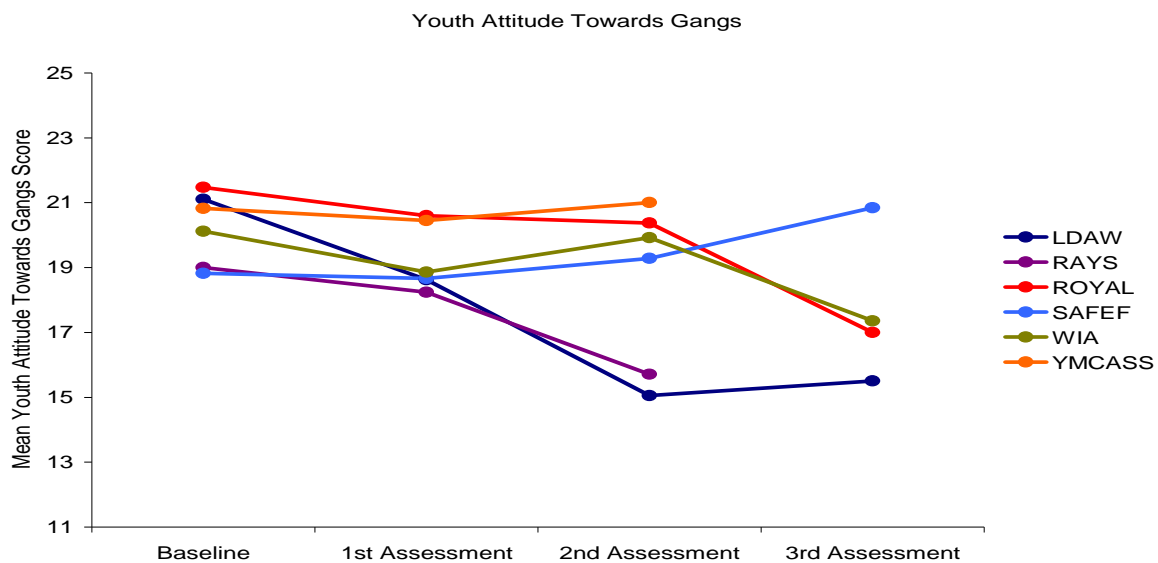
Ethnic Pride	Baseline	1st Assessment	2nd Assessment	3 rd Assessment
LDAW	16.43	16.74	15.75	16.50
RAYS	17.50	17.06	14.75	
ROYAL	17.67	17.61	17.81	18.08
SAFEFUTURES*	16.77	17.63	16.41	17.77
WIA	17.50	17.79	16.72	17.44
YMCASS	16.73	16.66	17.31	



Gang Attitude: The LDAW program showed strong results in reducing gang attitudes with significant changes in both baseline to the second assessment as well as first assessment to the second assessments. It was the only program that produced significant changes in this domain although the WIA program came close (.06).

Table 22. Additional Measures: Gang Attitudes

Gang Attitudes	Baseline	1st Assessment	2nd Assessment	3rd Assessment
LDAW*	21.11	18.63	15.05	15.50
RAYS	19.00	18.24	15.71	
ROYAL	21.48	20.60	20.38	17.00
SAFEFUTURES	18.82	18.67	19.28	20.85
WIA	20.12	18.86	19.92	17.35
YMCASS	20.82	20.45	21.00	

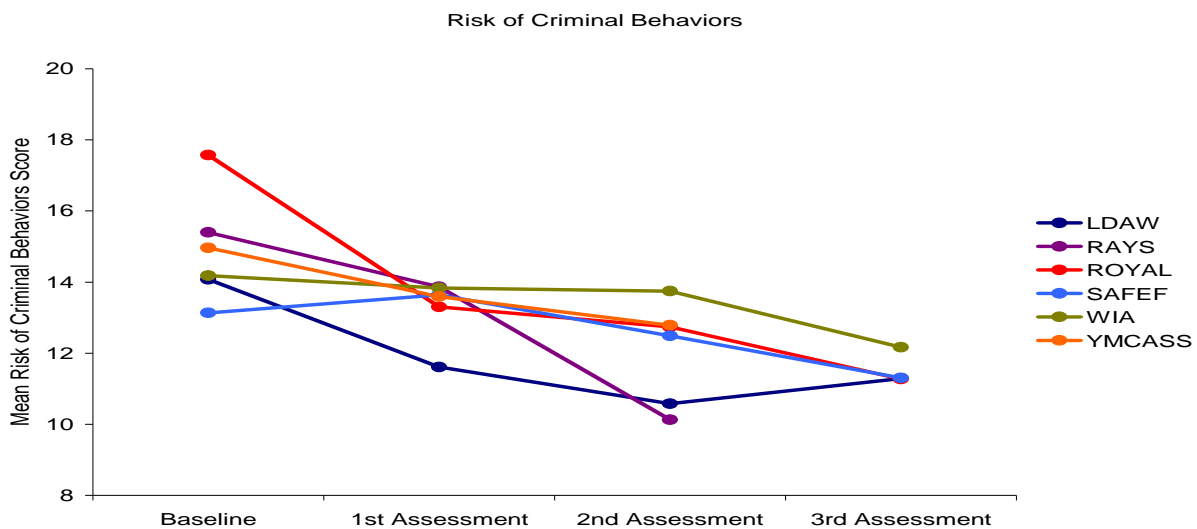


Criminal Risk: Since the WSJCR is a much more sensitive indicator of risk, this measure serves to simply provide supplemental information. However, it is important to note that the LDAW program significantly reduces criminal risk between the baseline to second assessment. This may suggest that this criminal risk indicator may measure a slightly differing definition of risk as this did not parallel the findings with the WSCJA. However, it is important to note that the YMCA program also experienced a significant reduction between baseline and the second assessment. ROYAL also experienced a strong reduction in criminal risk both in their baseline to first and baseline to second assessment scores. In this way, it supports the WSCJA findings for ROYAL and the Street Soldiers

program; however, the LDAW finding is unusual and may offer some support for that program's efforts in reducing criminal risk.

Table 23. Additional Measures: Criminal Risk

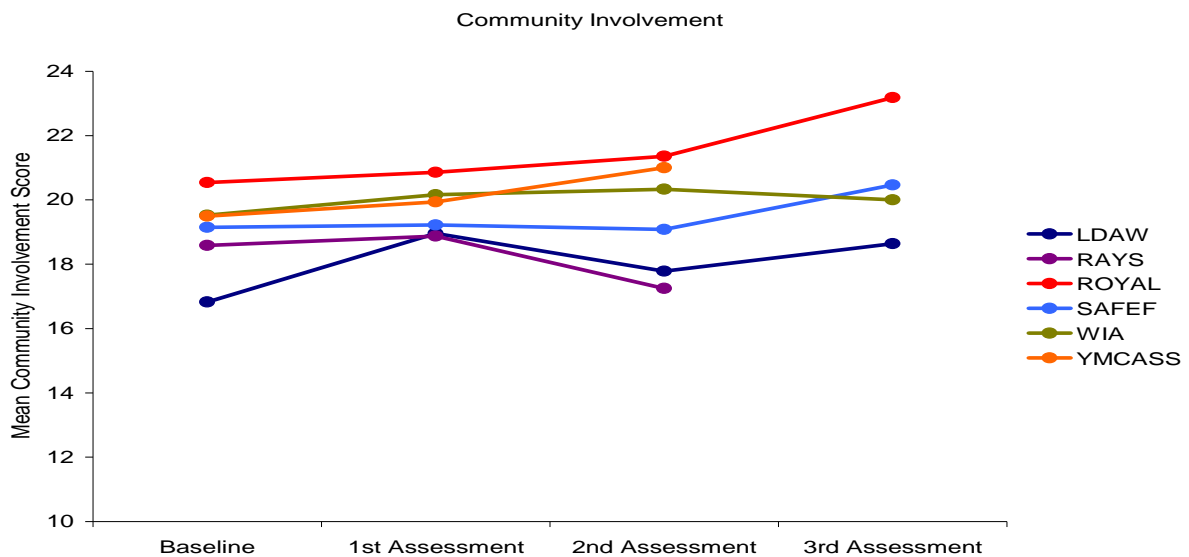
Criminal Risk	Baseline	1st Assessment	2nd Assessment	3rd Assessment
LDAW*	14.08	11.61	10.58	11.29
RAYS	15.40	13.87	10.13	
ROYAL*	17.58	13.31	12.74	11.27
SAFEFUTURES	13.13	13.64	12.49	11.31
WIA	14.18	13.84	13.75	12.17
YMCASS*	14.96	13.59	12.79	



Community Involvement: Despite all the community agencies focus on community involvement, only one program revealed significant changes and that again is ROYAL. Significant changes over time were found from baseline to first assessment and between baseline and the second assessment. Clearly, youth involved in ROYAL see community involvement as important and are able to move in a positive direction towards an understanding of the meaning of community.

Table 24. Additional Measures: Community Involvement

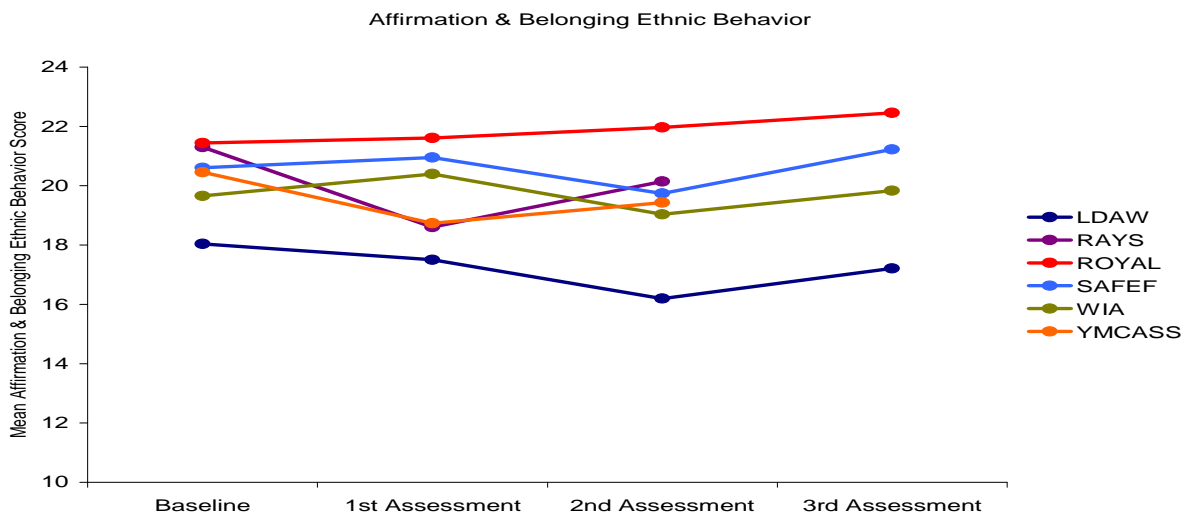
Community Involvement	Baseline	1st Assessment	2nd Assessment	3rd Assessment
LDAW	16.82	18.96	17.79	18.64
RAYS	18.59	18.88	17.25	
ROYAL*	20.54	20.86	21.35	23.18
SAFEFUTURES	19.15	19.22	19.08	20.46
WIA	19.53	20.16	20.33	20.00
YMCASS	19.50	19.94	21.00	



Ethnic Behavior and Identity: In this scale of ethnic identity, ROYAL had one significant assessment and that was for change that occurred between the first and second assessment. Safe Futures significance reflected a reversal in that ethnic behavior and identity decreased although if the third assessment was factored in, this direction for ethnic identity and behavior may have been in fact reversed.

Table 25. Additional Measures: Ethnic Behavior and Identity

Ethnic Behavior-Identity	Baseline	1st Assessment	2nd Assessment	3 rd Assessment
LDAW	18.04	17.50	16.20	17.21
RAYs	21.30	18.60	20.14	20.14
ROYAL*	21.44	21.61	21.97	22.45
SAFEFUTURES* (-)	20.61	20.95	19.75	21.23
WIA	19.65	20.40	19.04	19.83
YMCASS	20.46	18.74	19.43	19.43



Summary: With the additional measures, LDAW show strength in reducing depression anxiety, gang attitudes, and criminal risk. ROYAL reinforced their capabilities in producing four positive findings with depression-anxiety, criminal risk, community involvement and increasing ethnic identity. However, they also had a negative finding in that cultural pride was reduced. Safe Futures program and strong cultural parameter seemed to be somewhat supported in the increase in ethnic pride, yet ethnic identity decreased. However, that finding is somewhat mixed in that the final assessment may actually have proved otherwise. The WIA program produced positive results in both reducing depression-anxiety and gang attitudes. The YMCA program also reduced criminal risk which is reinforced and supported by their findings on the WSJCA.

4. Cost Analysis Findings

As indicated earlier, cost factors are a critical element for these community programs. Cost factors are clearly critical in terms of efficiency of expenditures. The cost of a program and per youth may be a significant factor in terms of future funding potential. In determining costs, we requested budgeted funding levels from all programs over the period of one year. We used 2006 as the target year, although some programs fiscal years deviated from that and subsequently, in some cases we used 2005-2006 dollars as the target year. The total number of youth seen during that one year period was collected and a cost table established and is listed below in table 26. In terms of relative costs, clearly, the ROYAL program experiences the highest cost at \$6, 373 per youth annually. This is followed by Safe Futures with \$4,891 and the WIA program at \$2,945. The RAYS program lies somewhere in the middle in terms of cost at \$1667 while the LDAW and YMCA Street Soldiers comes up with the lowest cost at \$498 and \$472 respectively.

Table 26: Cost Table Calculated by number of youth seen

Categories	Street Soldiers	Safe Futures	RAYS	Royal	LDAW	WIA Youth Source	WIA New Start	WIA Integrated
	2006	2005-06	2005-06	2006	2005-06			
Overall Program Costs	\$71,801	\$337,458	\$125,100	\$325,000	\$34,873	\$558,000	\$611,000	\$1,169,000
Program Costs - Indirect	\$50,999	\$308,159	\$106,650		\$34,873	\$508,000	\$582,000	\$1,090,000
Personnel Costs	\$45,409	\$241,616	\$86,500	\$247,185	\$31,762	\$322,000	\$278,000	\$600,000
Operational Costs	\$5,590	\$66,543	\$20,150	\$77,815	\$3,111	\$186,000	\$304,000	\$490,000
Indirect Costs	\$20,802	\$29,299	\$18,450			\$50,000	\$29,000	\$79,000
# Youth Served Annually	108	63	64	51	70	276	121	397
Personnel Cost per youth	\$420.45	\$3,835.18	\$1,351.56	\$4,846.76	\$453.74	\$1,166.67	\$2,297.52	\$3,464.19
Operating Cost per youth	\$51.76	\$1,056.24	\$314.84	\$1,525.78	\$44.44	\$673.91	\$2,512.40	\$3,186.31
Calculated Cost per youth	\$472.21	\$4,891.42	\$1,666.41	\$6,372.55	\$498.19	\$1,840.58	\$4,809.92	\$2,944.58
Cost Basis - For Analysis	\$472.21	\$4,891.42	\$1,666.41	\$6,372.55	\$498.19			\$2,944.58

Our cost basis utilized a specific annual cost per unduplicated youth seen at each site during that year. In other words, the final cost basis was based on the average cost per youth seen at each site in one year (2005-2006). Using the above Cost Effective Index, the sites were compared. For Total Dynamic Risk Scores, RAYS showed the lowest performance with virtually no change, while ROYAL and YMCASS showed the greatest cost effectiveness. The results revealed that LDAW showed the lowest performance in the Total Dynamic Protective Score, while YMCASS showed the highest cost effectiveness followed by ROYAL.

Figure 10. Cost Effectiveness
(Total Dynamic Risk Score)

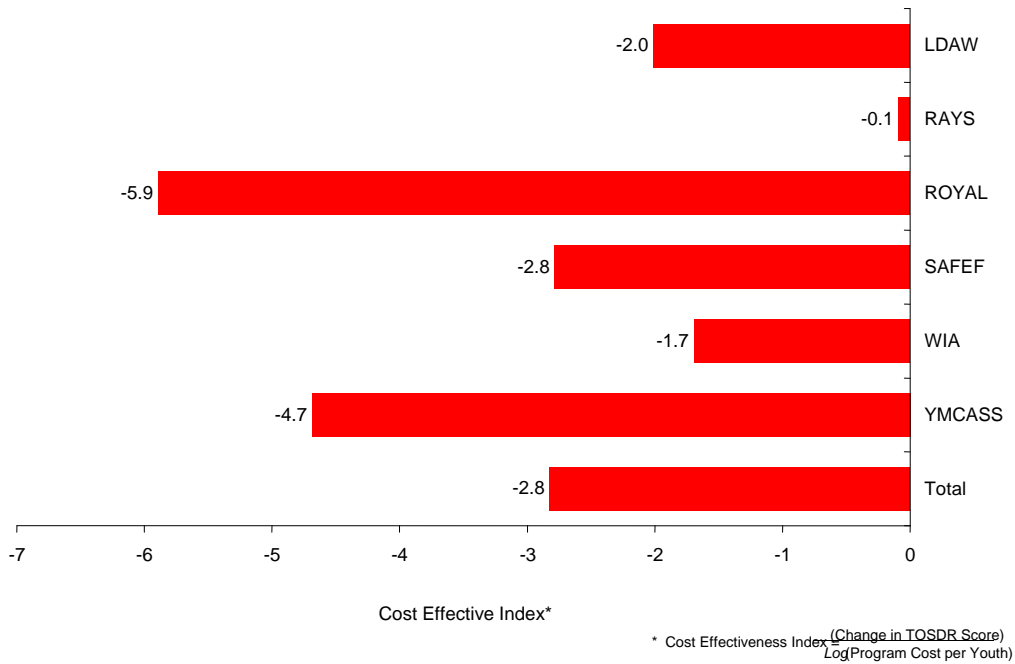
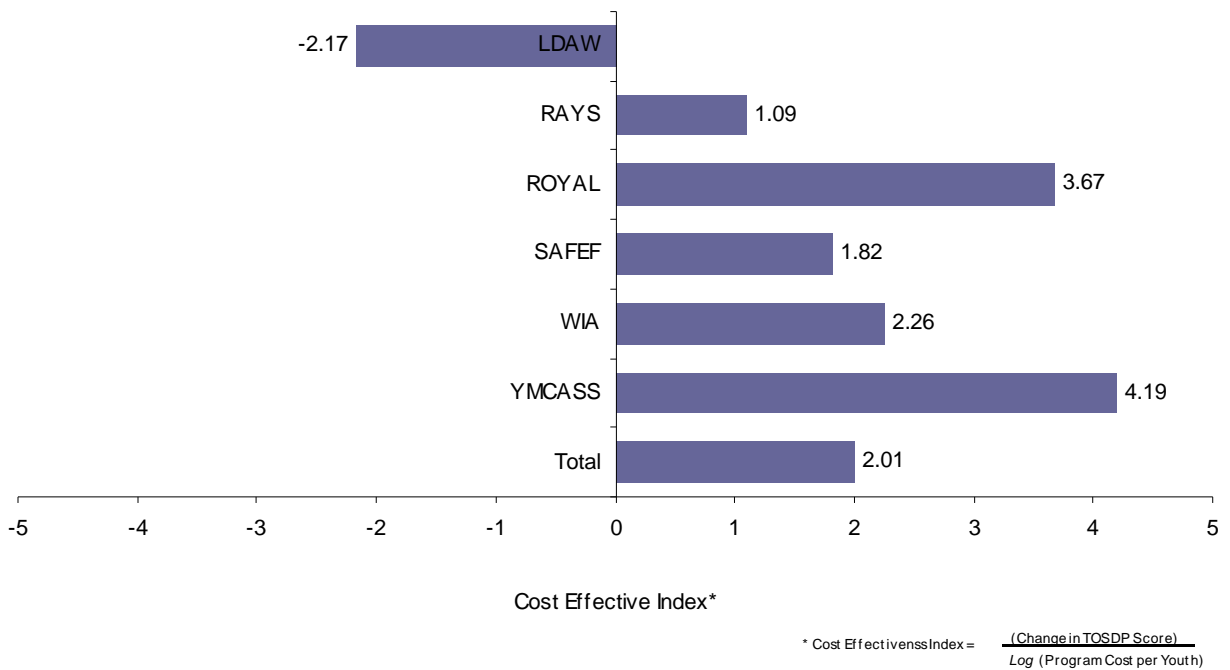


Figure 11. Cost Effectiveness
(Total Dynamic Protective Score)



In summary, cost factors weighed heavily on the results when projected on the gains of the youth. In our previous summary, we attempted to rank order the programs based on gains on the WSJCA. Here again, we will establish a rank order based on the gains and cost effectiveness. Clearly, the YMCA and ROYAL are at very close parameters. However, it is also true that the YMCA has the lowest cost while ROYAL is at the highest cost. However, when program impact is considered, they both do an excellent job working with their populations which are somewhat different (see table 27 below).

Table 27. Rank Order for Program Impact and Cost

REDUCING RISK BASED ON COST	IMPROVING PROTECTIVE FACTORS BASED ON COST	OVERALL PROGRAM STRENGTH & COST
ROYAL	YMCA	ROYAL
YMCA	ROYAL	YMCA
Safe Futures	WIA	Safe Futures
LDAW	Safe Futures	WIA
WIA	RAYS	LDAW
RAYS	LDAW	RAYS

VIII. RESEARCH LIMITATIONS

This four year research and evaluation study was an extremely ambitious project. Originally, there was a possibility of up to nine different sites in which data would be collected with the multi site design. There would be a “gold standard” or an evidenced based model in which all sites could be contrasted to. Secondly, up to two additional comparison sites would be selected for data collection. One intervention site dropped out of the study due to concerns over the use of the WSJCA instrument. The remaining five however were committed to completion. Another comparison site (ARY) was dropped in May, 2006 despite the commitment of extensive evaluation resources in collecting that dataset. An enormous amount of staff time and expense was utilized in establishing the evaluation for that site. Unfortunately, after almost two years of attempting to make that site work, not enough youth participants were enrolled to make it worthwhile.

We were fortunate to be able to include the WIA program as a comparison site. Yet even as we began to establish our evaluation protocols with WIA, it turned out that the two sites (New Start/Youth Source) within WIA were interested in our evaluation and volunteered to participate. Although our initial thoughts were to include both sites as separate comparisons despite the WIA

banner, the enrollment numbers we collected from one of the sites proved far too small to use as a separate comparison and data from both sites were aggregated for use as a comparison.

The biggest concern over the research design was the loss of the evidenced based standard with which the other programs would be contrasted. In all of our discussions with RIY, King County and with TriWest, it seemed clear that the Functional Family Therapy (FFT) dataset that TriWest was collecting would suffice as a model standard as there was also similarities between their and our study populations. However, after a year and a half, it became clear that the TriWest evaluation would prove very problematic given the problems with the FFT intervention fidelity and the outcome evaluation was dropped from the study leaving only a process evaluation of the FFT. Subsequently, we hoped to instead rely on a WSJCA dataset provided by probation officers with these FFT youth. Unfortunately, the dataset was rendered unusable when we determined that neither total dynamic risk or total dynamic protective scores could be produced from the brief WSCJA assessment form used by the probation officers involved with the FFT youth.

Part of our strategy was to conduct both qualitative (process) and quantitative (outcome) evaluation protocols. One significant factor, however, was that several of the intervention sites did not have the necessary staff to complete all the assessments. The evaluation team offered to provide additional assessment resources if necessary. Subsequently, we ended up doing far more of the assessments than we had originally thought or planned. Furthermore, for some of the agencies, the evaluation team provided all the data entry as well of the IS dataset given the limited staff resources. During this time, we were recruiting, conducting assessments and entering data entry for the measures for both our comparison sites, the WIA and for over a year, at the ARY program.

This proved costly in several ways. We were unable to conduct as much of the monitoring of the data processing in sites where no help was necessary. Our assumptions were that these sites were performing well and that the data processing was continuing as we downloaded our datasets from each site. Furthermore, our process evaluation suffered considerably given the extensive evaluation resources necessary to recruit, meet and interview both youth and parents involved in the RIY evaluation. Ultimately, few parents were interviewed and in one site (LDAW) no youth were interviewed.

Later, when the data was reviewed and checked during our final year for quality control, we discovered substantial errors in the data entry process. Since the error rates exceeded our quality control standards, this necessitated for some agencies, complete re-entering (100%) of all the datasets collected from the agency in order to insure that the data was entered correctly. This subsequently delayed our analysis and report development and generation for months until we felt we had the accurate information in our dataset.

One of the goals of this evaluation was to build capacity for the RIY Promising Programs to integrate consistent self-evaluation practices within each of their programs. This capacity building included extensive training on evaluation, development of program theories of change and logic models, and development of an extensive on-site database. The database was intended to assist in assessing and recording risk (as per the instruments used for this project) for each participant. It was anticipated that this database could be streamlined to meet the needs of each site; however, no plan has been made to provide follow-up technical assistance.

Finally, one further caveat lies in the use of the WSJCA instrument that was primarily designed for juvenile offenders involved with the justice system. The use of the social history domain as a proxy for risk and the use of the total dynamic risk and total dynamic protective factors scores as are our proxies for outcome changes is our best estimate of change for these youth. How closely these outcome scores align themselves to reality is still subject to some question. The fact that LDAW did poorly within the WSJCA does not negate the fact that they do much better when we review their significant positive risk findings from the additional measures component.

IX. OVERALL SUMMARY AND CONCLUSIONS

A critical factor in this evaluation is that we are not here to determine how programs should or should not be funded. A significant factor behind our evaluation was to determine the relative contributions of each program to the youth they serve and how might they improved their programs. When cost is applied, what type of program tends to do better in terms of cost efficiency? Certain evidenced based programs have been touted as highly successful when applied precisely in any community setting. It is our belief that this is not necessarily true. Although there is much to praise and learn from evidenced based practices, there is also much to be learned from community based agencies and programs having years of practice providing services in a diverse

community. In this evaluation study, we have attempted to draw some lessons as well as to begin help them compile empirical evidence from the practices of these community programs.

In reviewing our analysis, there are two different levels of youth involved in our evaluation study. The first is youth offenders who are involved with the juvenile justice program. By far the greatest numbers of these youth offenders are represented by the ROYAL program. There is no doubt that the ROYAL program is performing at a high level of youth intervention with their program. Based on both program impact and costs, ROYAL comes out ahead in terms of reducing risk and increasing protective factors. This is a program model that clearly demonstrates a difference and offers a model using life coaching that should be supported strongly as a promising practice.

For the other programs, it's clear that their levels of risk vary substantially. The YMCA and Safe Futures programs are fairly close in their youth risk levels but also deal with very diverse populations. In our final ranking based on cost and risk and protective gains, it's clear that both do well with the population they serve which is primarily moderate to low in risk. The YMCA Street Soldier program is based on the Omega Boys Club model and utilizes a curriculum based on that model. The Safe Futures program however uses a comprehensive case management model and seems to offer some success with that. Both programs deserve some strong consideration in their work with youth. The WIA program which is employment based also follows closely behind them. As a comparison site, we assumed that the levels of interventions with WIA would not be substantial, but their contributions to moderate to low risk youth populations are very good. LDAH, with it's focus on learning disabled does not place well within this evaluation but ends up doing better when it comes to reducing risk based on the additional measures. Both the findings from the WSJCA and the additional measures (criminal risk) seem to substantiate this. On the other hand, their efforts in changing protective factors seems to be lagging substantially behind. The RAYS program also presents an interesting picture in that it does do better in increasing protective factors but does little to decrease risk. A potential problem with both programs is that they serve a relatively low risk population with little risk to change.

In terms of potential for additional expansion and funding, certainly the YMCA Street Soldiers program deserves a strong look. The potential within this program for a rigorous intervention that both reduces risk and increases protective factors for problem youth at relatively low cost is extensive. Based on the Omega Boys Club concept, this may be the first evaluation of this program

conducted. If the results hold up, this concept is certainly worth considering as a promising practice for youth at risk. The Safe Futures program should also be considered or highly regarded; though less cost effective than the YMCA, it holds substantial promise in reducing risk and increasing protective factors for their very diverse population.

In our final estimation, there is no doubt that this attempt to collect empirical evidence for practice based interventions was successful. Despite the loss of our “gold standard” and the evidence based practice, we believe that three of the community based models should be considered promising practices and given support for expansion and additional evaluation (to include possible clinical trials). We do feel that these three community programs have now established some practice based evidence following this evaluation study. One other program show some promise and potential and with refinements and suggestions made through this evaluation may have the potential of becoming a promising practice. Another two of the programs do not fare as well, yet both programs have strong elements and components that seem to make a difference with the youth they serve. Our hopes that these findings will bring to bear ideas, suggestions and recommendations that they will use to plan, develop and change their interventions so that they too can begin to show a more promising practice.

In our final conclusions, we think it is important that more time and resources are provided to these community practices. Although there is much to suggest that current evidence based models show strong effects, for many community based programs, there is substantial levels of creativity being developed in their intervention practices. Although not all community based programs should be considered effective, resource limitations and economic difficulties have often left them with less than ideal program operating and resource levels which contributes to their ineffectiveness. Yet before all existing community practices be jettisoned for existing evidence based practices, resources need to be provided to help them refine and then investigate their efficacy for evidence of their practice effects. The RIY promising practices evaluation study is one model of how this has been done. We don't necessarily encourage all community based agencies to undergo this process as the difficulties have been and will always be myriad. However, those that wish to begin to establish evidence of their practice effects will need evaluation resources to establish their effectiveness. The burden that the promising practices evaluation particularly on smaller programs was a difficult one. For some agencies, evaluation added an additional workload of 20-25% with little additional

resources. Ironically, this may have impacted and at times impeded their ability to provide their services as it was intended.

We suggest a two stage process for this model; community agencies wishing to test and establish evidence of their practice models undergo a one or two year training on refining their intervention models, development of their theory of change and a period of time (at least a year) to refine these theoretical models of change. This first stage is relatively low-cost and supports the community based organization in refinement and operationalizing their practice based models. Stage two requires enrollment into a multi site evaluation study for at least a three to four year evaluation study process. Obviously, this stage is more expensive but may in fact produce practice based evidence that their programs and interventions make a difference and a substantial contribution to the population they serve.

X. LESSONS LEARNED

The Resources necessary for conducting a process and outcome evaluation over almost four years for six different agencies is substantial. Despite the fact that our total funding came to over \$500,000 for this period, it was not enough given the level of activity necessary for the evaluation. First, part of that amount was to help create the protocols for selection of the agencies to be evaluated. This left approximately \$450,000 for a four year period in which the data would be collected from six agencies which is approximately \$112,000 per year. This equates to approximately \$18,667 per agency per year. Included within this cost was incentives, travel, monitoring, training of providers and conducting assessments in many of the sites and for all comparison site youth. In reality, with the ARY program involvement for almost two years, it was really seven agencies. Our guess is that a cost approximating close to twice that amount for each agency would be more indicative of the actual needs for the evaluation study.

In addition, it's clear that while community based agencies understand the need for evaluation and despite our evaluation trainings, it's the actual process of data collection that is rarely fully understood by the program sites. No amount of preparation could prepare them for the reality of recruitment, conducting assessments, doing data entry, recruiting for follow-up, doing assessments and data entry once again, etc. This process requires close supervision and monitoring. Protocols must be clearly established in each site carefully and then subsequently reinforced through monitoring at least twice monthly. New staffing also necessitates substantial training efforts. A key

parameter for evaluation efficiency is the degree to which administration staff is committed to the endeavor and is willing to follow through. However it is also true that the burden particularly with smaller programs of implementing a full evaluation may in fact influence their service delivery systems. Yet, the most successful evaluations conducted in our promising practices evaluation are where there is a single staff member assigned and committed to the evaluation by the program itself.

Finally, although we felt it was important that an information technology system would be offered to all the agencies through their participation in this evaluation, the development of a separate database for the sites using the WSJCA and the additional measures plus a full intake and discharge system proved extremely costly and full of time delays. Negotiated contracts for database refinements and changes must be built into the contract with clear time parameters for additional labor costs built in.

APPENDIX A: Sample Sizes (WSJCA and Additional Measures)

Table 28. Sample Size for the WSJCA

AGENCY	TIME	TotSDR	TotSDP
LDAW			
	0	48	48
	1	30	30
	2	21	21
	3	17	17
	Total	116	116
RAYS			
	0	60	60
	1	53	53
	2	44	44
	3	28	28
	Total	185	185
ROYAL			
	0	47	47
	1	37	37
	2	34	34
	3	15	15
	Total	133	133
SAFEFUTURES			
	0	63	63
	1	61	61
	2	54	54
	3	12	12
	Total	190	190
WIA			
	0	67	67
	1	46	46
	2	25	25
	3	21	21
	Total	159	159
YMCA Street Soldiers			
	0	76	76
	1	42	42
	2	34	34
	3	11	11
	Total	163	163
TOTAL			
	0	361	361
	1	269	269
	2	212	212
	3	104	104
	Total	946	946

Table 29. Sample size for the Additional Measures for each Assessment*

AGENCY LDAW	TIME	CPRIDE	COMMUN	ANXIETY	EPRIDE	GANGS	RISK	VOL	METHNI
	0	28	26	22	28	28	26	28	28
	1	24	24	22	23	24	23	24	24
	2	20	20	19	20	20	19	19	20
	3	14	14	14	14	14	14	11	14
RAYS									
	0	19	20	19	20	18	20	17	20
	1	17	16	16	16	17	15	16	15
	2	8	8	7	8	7	8	8	7
ROYAL									
	0	45	42	45	45	44	45	26	45
	1	36	30	36	36	35	36	36	36
	2	32	26	32	32	32	31	31	32
	3	12	9	12	12	11	11	11	11
SAFEFUTURES									
	0	61	60	60	61	61	61	55	61
	1	59	59	58	59	57	58	59	59
	2	51	50	50	51	50	45	50	51
	3	13	13	13	13	13	13	13	13
WIA									
	0	76	29	74	78	75	73	38	78
	1	53	38	52	53	51	49	49	53
	2	25	24	24	25	25	24	24	25
	3	18	18	18	18	17	18	17	18
YMCA SS									
	0	56	55	55	59	51	54	54	57
	1	28	28	27	29	29	32	32	34
	2	12	12	10	13	12	14	14	14
Total									
	0	285	232	275	291	277	279	218	289
	1	217	195	211	216	213	213	216	221
	2	148	140	142	149	146	141	146	149
	3	64	61	64	64	61	63	59	63

*sample sizes below ten were not utilized in the analysis

APPENDIX B:

- ◆ Individual Program Demographics
- ◆ Individual Program Theories of Change and Logic Models
- ◆ Parent Satisfaction Survey
- ◆ Youth Satisfaction Survey
- ◆ Program Intervention Grid
- ◆ Additional Measures

Table 30. Demographics of ROYAL RIY Youth

	Baseline (n=47)		1st (n=40)		2nd (n=34)		3rd (n=15)		4th (n=7)	
	n	%	n	%	n	%	n	%	n	%
GENDER										
Male	33	70%	28	70%	23	68%	11	73%	6	86%
Female	14	30%	12	30%	11	32%	4	27%	1	14%
ETHNICITY										
African	1	2%	1	3%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Black/African-American	46	98%	38	95%	34	100%	15	100%	7	100%
Latino/Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
Native American or Alaskan	0	0%	1	2.5%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	0	0%	0	0%	0	0%	0	0%	0	0%

Table 31. Demographics of ROYAL by Gender and Ethnicity

	BASELINE (n=33)		1st (n=27)		2nd (n=23)		3rd (n=11)		4th (n=6)	
	n	%	n	%	n	%	n	%	n	%
MALE										
African	1	3%	1	4%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	26	96%	0	0%	0	0%	0	0%
Black/African-American	32	97%	0	0%	23	100%	11	100%	6	100%
Latino/Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	0	0%	0	0%	0	0%	0	0%	0	0%
	BASELINE (n=14)		1st (n=10)		2nd (n=11)		3rd (n=4)		4th (n=1)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Black/African-American	14	100%	10	100%	11	100%	4	100%	1	100%
Latino/Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	0	0%	0	0%	0	0%	0	0%	0	0%

Table 32. Demographics of ROYAL by Age

	BASELINE (n=47)		1st (n=37)		2nd (n=34)		3rd (n=15)		4th (n=7)	
	n	%	n	%	n	%	n	%	n	%
AGE										
13 Years	1	2%	0	0%	0	0%	0	0%	0	0%
14 Years	3	6%	1	3%	0	0%	0	0%	0	0%
15 Years	7	15%	6	16%	3	9%	1	7%	0	0%
16 Years	13	28%	7	19%	4	12%	1	7%	0	0%
17 Years	20	43%	14	38%	9	26%	4	27%	0	0%
18 Years	3	6%	7	19%	14	41%	6	40%	4	57%
19 Years	0	0%	2	5%	4	12%	3	20%	2	29%
20 Years	0	0%	0	0%	0	0%	0	0%	1	14%

Table 33. SafeFutures Program Demographics

	BASELINE (n=63)		1st (n=61)		2nd (n=54)		3rd (n=12)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
GENDER										
Male	36	57%	36	59%	33	61%	6	50%	0	0%
Female	27	43%	25	41%	21	39%	6	50%	0	0%
ETHNICITY										
African	5	8%	5	8%	5	9%	0	0%	0	0%
Asian/Pacific Islander	39	62%	38	62%	32	59%	7	58%	0	0%
Black/African-American	5	8%	4	7%	5	9%	1	8%	0	0%
Latino/Hispanic	4	6%	4	7%	4	7%	2	17%	0	0%
Mixed	8	13%	8	13%	6	11%	2	17%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	2	3%	2	3%	2	4%	0	0%	0	0%
White/Caucasian	0	0%	0	0%	0	0%	0	0%	0	0%

Table 34. Demographics of SafeFutures by Gender and Ethnicity

	BASELINE (n=36)		1st (n=36)		2nd (n=33)		3rd (n=6)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
MALE										
African	2	6%	2	6%	2	6%	0	0%	0	0%
Asian/Pacific Islander	24	67%	24	67%	22	67%	4	67%	0	0%
Black/African-American	2	6%	2	6%	2	6%	0	0%	0	0%
Latino/Hispanic	3	8%	3	8%	3	9%	1	17%	0	0%
Mixed	3	8%	3	8%	2	6%	1	17%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	2	6%	2	6%	2	6%	0	0%	0	0%
White/Caucasian	0	0%	0	0%	0	0%	0	0%	0	0%
	BASELINE (n=27)		1st (n=25)		2nd (n=21)		3rd (n=6)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
African	3	11%	3	12%	3	14%	0	0%	0	0%
Asian/Pacific Islander	15	56%	14	56%	10	48%	3	50%	0	0%
Black/African-American	3	11%	2	8%	3	14%	1	17%	0	0%
Latino/Hispanic	1	4%	1	4%	1	5%	1	17%	0	0%
Mixed	5	19%	5	20%	4	19%	1	17%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	0	0%	0	0%	0	0%	0	0%	0	0%

Table 35. Demographics of SafeFutures by Age

	BASELINE (n=63)		1st (n=61)		2nd (n=54)		3rd (n=12)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
AGE										
11 years	5	8%	1	2%	0	0%	0	0%	0	0%
12 years	4	6%	4	7%	3	6%	0	0%	0	0%
13 years	5	8%	7	11%	3	6%	1	8%	0	0%
14 years	15	24%	9	15%	6	11%	2	17%	0	0%
15 years	15	24%	13	21%	13	24%	3	25%	0	0%
16 years	10	16%	16	26%	14	26%	4	33%	0	0%
17 years	6	10%	7	11%	10	19%	2	17%	0	0%
18 years	2	3%	2	3%	5	9%	0	0%	0	0%
19 years	0	0%	1	2%	0	0%	0	0%	0	0%
20 years	0	0%	0	0%	0	0%	0	0%	0	0%
21 years	1	2%	1	2%	0	0%	0	0%	0	0%

Table 36. Demographics of Street Soldiers

	BASELINE (n=76)		1st (n=43)		2nd (n=33)		3rd (n=11)		4th (n=3)	
	n	%	n	%	n	%	n	%	n	%
GENDER										
Male	35	46%	16	37%	14	42%	6	55%	2	67%
Female	41	54%	27	63%	19	58%	5	45%	1	33%
ETHNICITY										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	13	17%	7	16%	7	21%	5	45%	0	0%
Black/African-American	40	53%	22	51%	14	42%	5	45%	2	67%
Latino/Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Mixed	14	18%	9	21%	7	21%	0	0%	1	33%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	3	4%	0	0%	1	3%	0	0%	0	0%
White/Caucasian	6	8%	5	12%	4	12%	1	9%	0	0%

Table 37. Demographics of Street Soldiers by Gender and Ethnicity

	BASELINE (n=35)		1st (n=16)		2nd (n=14)		3rd (n=6)		4th (n=2)	
	n	%	n	%	n	%	n	%	n	%
MALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	8	23%	4	25%	5	36%	3	50%	0	0%
Black/African-American	20	57%	8	50%	6	43%	3	50%	1	50%
Latino/Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Mixed	6	17%	4	25%	3	21%	0	0%	1	50%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	1	3%	0	0%	0	0%	0	0%	0	0%
FEMALE										
BASELINE (n=41)										
1st (n=26)										
2nd (n=20)										
3rd (n=5)										
4th (n=1)										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	5	12%	2	8%	2	10%	2	40%	0	0%
Black/African-American	20	49%	14	54%	9	45%	2	40%	1	100%
Latino/Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Mixed	8	20%	5	19%	4	20%	0	0%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	3	7%	0	0%	1	5%	0	0%	0	0%
White/Caucasian	5	12%	5	19%	4	20%	1	20%	0	0%

Table 38. Demographics of Street Soldiers by Age

	BASELINE (n=76)		1st (n=42)		2nd (n=34)		3rd (n=11)		4th (n=3)	
	n	%	n	%	n	%	n	%	n	%
AGE										
12 years	10	13%	1	2%	0	0%	0	0%	0	0%
13 years	12	16%	10	24%	8	24%	0	0%	0	0%
14 years	8	11%	5	12%	6	18%	3	27%	0	0%
15 years	1	1%	2	5%	3	9%	4	36%	1	33%
16 years	19	25%	9	21%	1	3%	2	18%	0	0%
17 years	16	21%	10	24%	12	35%	1	9%	1	33%
18 years	8	11%	2	5%	4	12%	1	9%	1	33%
19 years	0	0%	3	7%	0	0%	0	0%	0	0%
Missing	2	3%	0	0%	0	0%	0	0%	0	0%

Table 39. LDAW – START program, Demographics of RIY Youth

	Baseline (n=48)		1st (n=28)		2nd (n=21)		3rd (n=14)		4th (n=3)	
	n	%	n	%	n	%	n	%	n	%
GENDER										
Male	33	69%	20	71%	15	71%	9	64%	1	33%
Female	15	31%	8	29%	6	29%	5	36%	2	67%
ETHNICITY										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	1	2%	0	0%	0	0%	0	0%	0	0%
Black/African- American	2	4%	2	7%	2	10%	1	7%	0	0%
Latino/Hispanic	2	4%	1	4%	1	5%	2	14%	1	33%
Mixed	7	15%	5	18%	3	14%	3	21%	1	33%
Native America or Alaskan	2	4%	1	4%	1	5%	0	0%	0	0%
Other	3	6%	1	4%	0	0%	0	0%	0	0%
White/Caucasian	31	65%	18	64%	14	67%	8	57%	1	33%

Table 40. Demographics of LDAH by Gender and Ethnicity

	BASELINE (n=33)		1st (n=21)		2nd (n=15)		3rd (n=12)		4th (n=3)	
	n	%	n	%	n	%	n	%	n	%
MALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	1	3%	0	0%	0	0%	0	0%	0	0%
Black/African-American	2	6%	2	10%	2	13%	2	17%	0	0%
Latino/Hispanic	1	3%	1	5%	0	0%	1	8%	0	0%
Mixed	4	12%	3	14%	2	13%	1	8%	0	0%
Native American or Alaskan	1	3%	0	0%	0	0%	0	0%	0	0%
Other	1	3%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	23	70%	15	71%	11	73%	8	67%	3	100%
	BASELINE (n=15)		1st (n=9)		2nd (n=6)		3rd (n=5)		4th (n=2)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Black/African-American	0	0%	0	0%	0	0%	0	0%	0	0%
Latino/Hispanic	1	7%	1	11%	0	0%	1	20%	1	50%
Mixed	3	20%	2	22%	1	17%	3	60%	1	50%
Native American or Alaskan	1	7%	1	11%	1	17%	0	0%	0	0%
Other	2	13%	1	11%	0	0%	0	0%	0	0%
White/Caucasian	8	53%	4	44%	4	67%	1	20%	0	0%

Table 41. Demographics of LDAH by Age

	BASELINE (n=48)		1st (n=30)		2nd (n=21)		3rd (n=17)		4th (n=5)	
	n	%	n	%	n	%	n	%	n	%
AGE										
12 Years	5	10%	3	10%	0	0%	0	0%	0	0%
13 Years	10	21%	7	23%	4	19%	3	18%	0	0%
14 Years	8	17%	5	17%	5	24%	6	35%	1	20%
15 Years	4	8%	4	13%	4	19%	2	12%	0	0%
16 Years	12	25%	3	10%	3	14%	2	12%	0	0%
17 Years	5	10%	5	17%	4	19%	2	12%	2	40%
18 Years	4	8%	3	10%	0	0%	2	12%	2	40%
19 Years	0	0%	0	0%	1	5%	0	0%	0	0%

Table 42. Demographics of RAYS Youth

	BASELINE (n=60)		1st (n=53)		2nd (n=44)		3rd (n=28)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
GENDER										
Male	19	32%	17	32%	14	32%	8	29%	0	0%
Female	41	68%	36	68%	30	68%	20	71%	0	0%
ETHNICITY										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	7	12%	5	9%	5	11%	0	0%	0	0%
Black/African-American	10	17%	9	17%	6	14%	3	11%	0	0%
Latino/Hispanic	12	20%	11	21%	6	14%	3	11%	0	0%
Mixed	12	20%	9	17%	8	18%	6	21%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	1	4%	0	0%
Other	2	3%	2	4%	2	5%	0	0%	0	0%
White/Caucasian	17	28%	17	32%	17	39%	15	54%	0	0%

Table 43. Demographics of RAYS by Gender and Ethnicity

	BASELINE (n=19)		1st (n=17)		2nd (n=14)		3rd (n=8)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
MALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	2	11%	1	6%	1	7%	0	0%	0	0%
Black/African-American	7	37%	7	41%	5	36%	2	25%	0	0%
Latino/Hispanic	2	11%	1	6%	0	0%	0	0%	0	0%
Mixed	3	16%	3	18%	3	21%	3	38%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	5	26%	5	29%	5	36%	3	38%	0	0%
	BASELINE (n=47)		1st (n=36)		2nd (n=30)		3rd (n=20)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	5	12%	4	11%	4	13%	0	0%	0	0%
Black/African-American	3	7%	2	6%	1	3%	1	5%	0	0%
Latino/Hispanic	10	24%	10	28%	6	20%	3	15%	0	0%
Mixed	9	22%	6	17%	5	17%	3	15%	0	0%
Native American or Alaskan	0	0%	0	0%	0	0%	0	0%	0	0%
Other	2	5%	2	6%	2	7%	1	5%	0	0%
White/Caucasian	12	29%	12	33%	12	40%	12	60%	0	0%

Table 44. Demographics of RAYS by Age

	BASELINE (n=60)		1st (n=53)		2nd (n=44)		3rd (n=28)		4th (n=0)	
	n	%	n	%	n	%	n	%	n	%
AGE										
11 Years	5	8%	3	6%	0	0%	0	0%	0	0%
12 years	12	20%	6	11%	4	9%	2	7%	0	0%
13 Years	13	22%	14	26%	11	25%	6	21%	0	0%
14 Years	7	12%	8	15%	7	16%	8	29%	0	0%
15 Years	4	7%	4	8%	5	11%	5	18%	0	0%
16 Years	11	18%	5	9%	4	9%	2	7%	0	0%
17 Years	7	12%	11	21%	9	20%	4	14%	0	0%
18 Years	1	2%	1	2%	3	7%	1	4%	0	0%
19 Years	0	0%	1	2%	1	2%	0	0%	0	0%

Table 45. Demographics of WIA Youth

	BASELINE (n=67)		1st (n=55)		2nd (n=31)		3rd (n=22)		4th (n=1)	
	n	%	n	%	n	%	n	%	n	%
GENDER										
Male	34	51%	27	49%	14	45%	9	41%	0	0%
Female	33	49%	28	51%	17	55%	13	59%	1	100%
ETHNICITY										
African	1	1%	1	2%	1	3%	0	0%	0	0%
Asian/Pacific Islander	11	16%	9	16%	6	19%	5	23%	1	100%
Black/African- American	15	22%	12	22%	7	23%	7	32%	0	0%
Latino/Hispanic	4	6%	3	5%	0	0%	0	0%	0	0%
Mixed	12	18%	11	20%	5	16%	4	18%	0	0%
Native American or Alaskan	5	7%	4	7%	4	13%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	19	28%	15	27%	8	26%	6	27%	0	0%

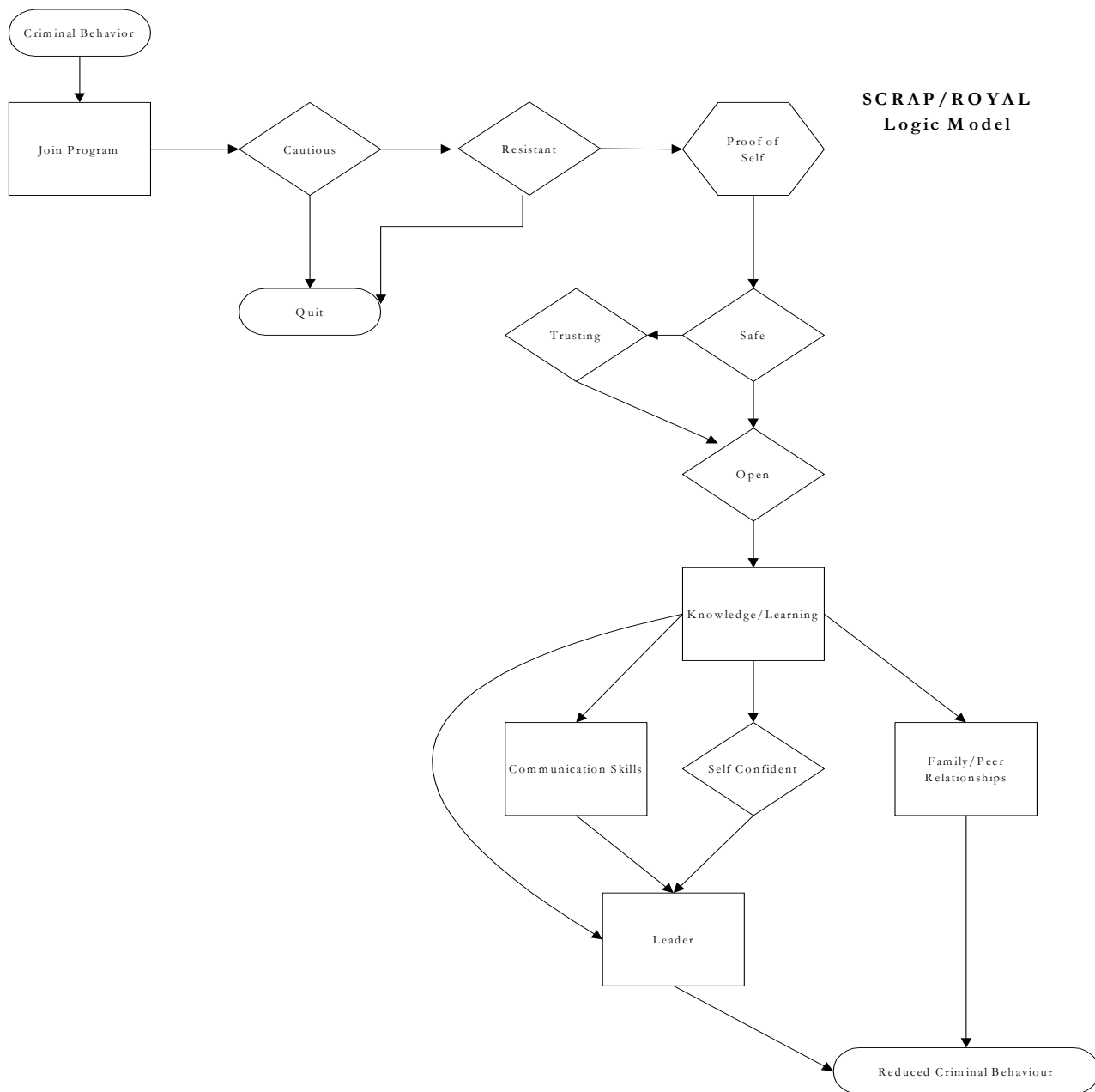
Table 46. Demographics of WIA by Gender and Ethnicity

	BASELINE (n=34)		1 st (n=27)		2 nd (n=14)		3 rd (n=8)		4 th (n=0)	
	n	%	n	%	n	%	n	%	n	%
MALE										
African	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	6	18%	5	19%	3	21%	2	25%	0	0%
Black/African-American	8	24%	6	22%	3	21%	2	25%	0	0%
Latino/Hispanic	3	9%	3	11%	0	0%	0	0%	0	0%
Mixed	4	12%	3	11%	2	14%	2	25%	0	0%
Native American or Alaskan	4	12%	4	15%	4	29%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	9	26%	6	22%	2	14%	2	25%	0	0%
	BASELINE (n=33)		1 st (n=28)		2 nd (n=17)		3 rd (n=14)		4 th (n=1)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
African	1	3%	1	4%	1	6%	0	0%	0	0%
Asian/Pacific Islander	5	15%	4	14%	3	18%	3	21%	1	100%
Black/African-American	7	21%	6	21%	4	24%	5	36%	0	0%
Latino/Hispanic	1	3%	0	0%	0	0%	0	0%	0	0%
Mixed	8	24%	8	29%	3	18%	2	14%	0	0%
Native American or Alaskan	1	3%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
White/Caucasian	10	30%	9	32%	6	35%	4	29%	0	0%

Table 47. Demographics of WIA (Combined) by Gender and Age

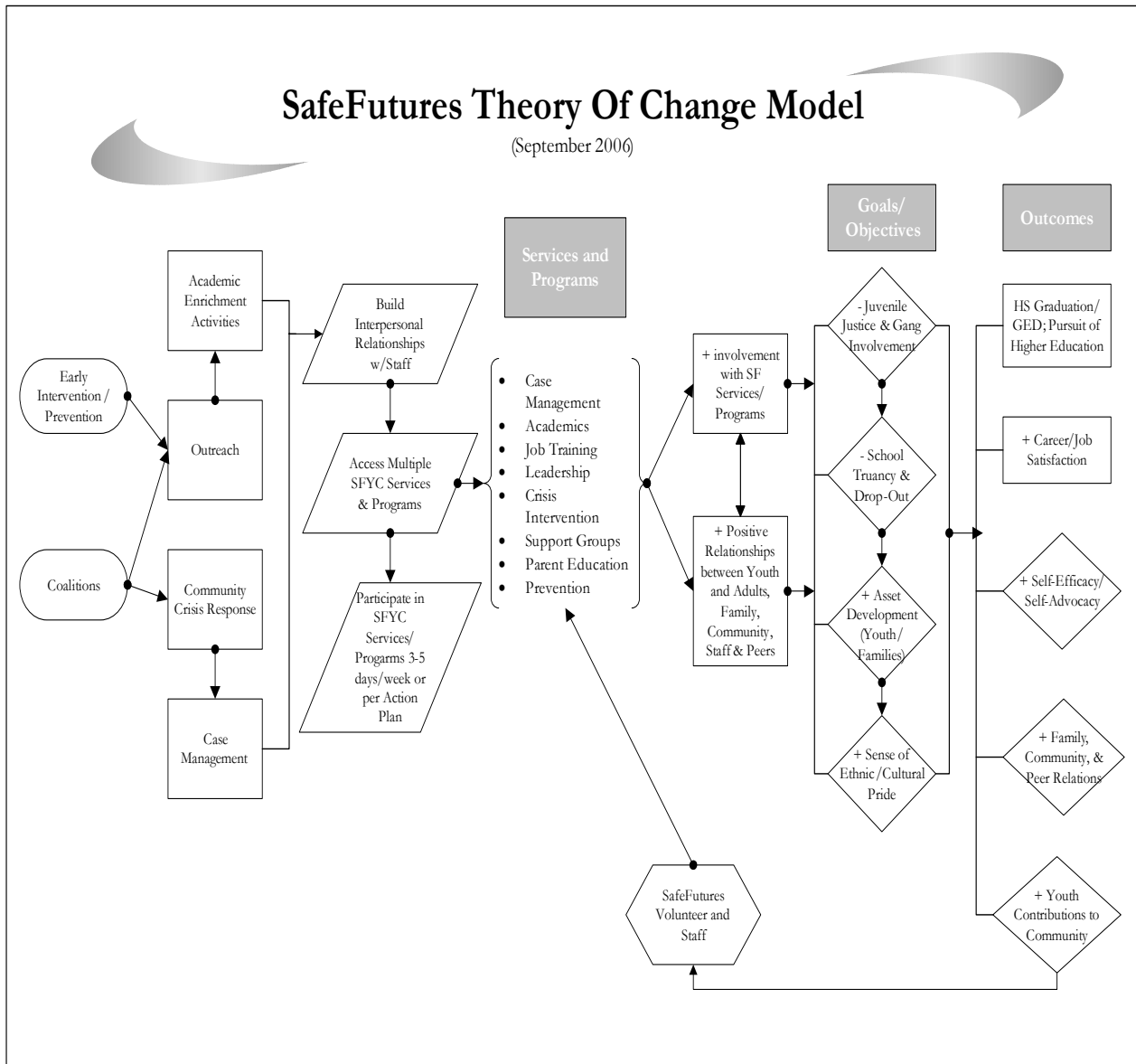
	BASELINE (n=34)		1 st (n=27)		2 nd (n=14)		3 rd (n=8)		4 th (n=0)	
	n	%	n	%	n	%	n	%	n	%
MALE										
14 Years	1	3%	1	4%	0	0%	0	0%	0	0%
15 Years	4	12%	0	0%	1	7%	1	13%	0	0%
16 Years	12	35%	6	22%	1	7%	0	0%	0	0%
17 Years	9	26%	9	33%	4	29%	2	25%	0	0%
18 Years	4	12%	6	22%	5	36%	3	38%	0	0%
19 Years	4	12%	4	15%	0	0%	1	13%	0	0%
20 Years	0	0%	1	4%	3	21%	1	13%	0	0%
	BASELINE (n=33)		1 st (n=28)		2 nd (n=17)		3 rd (n=14)		4 th (n=1)	
	n	%	n	%	n	%	n	%	n	%
FEMALE										
14 Years	1	3%	0	0%	0	0%	0	0%	0	0%
15 Years	4	12%	1	4%	2	12%	0	0%	0	0%
16 Years	18	55%	5	18%	1	6%	3	21%	0	0%
17 Years	6	18%	15	54%	11	65%	5	36%	0	0%
18 Years	4	12%	5	18%	1	6%	3	21%	0	0%
19 Years	0	0%	2	7%	2	12%	3	21%	1	100%
20 Years	0	0%	0	0%	0	0%	0	0%	0	0%

ROYAL THEORY OF CHANGE AND LOGIC MODEL



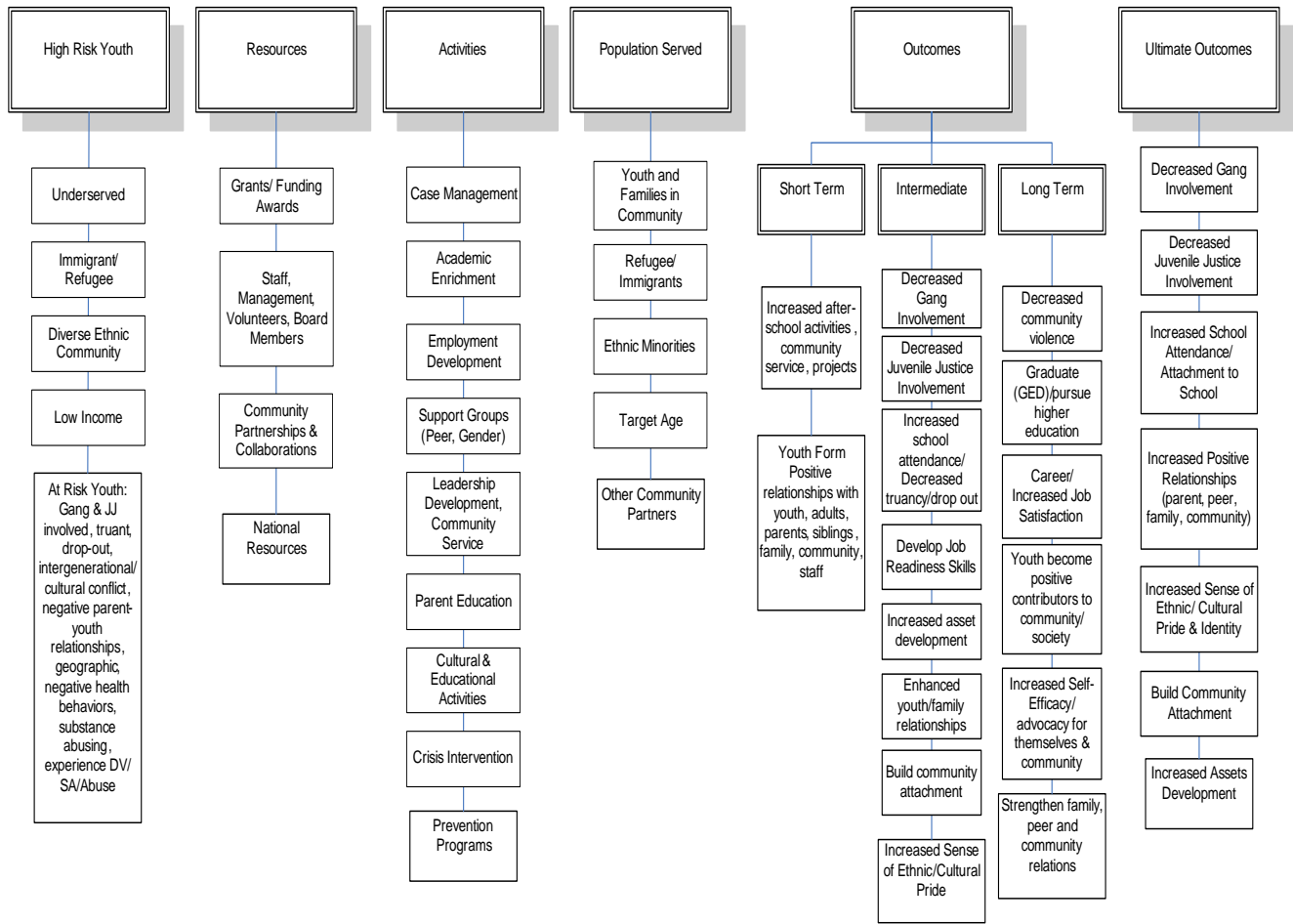
SafeFutures Theory Of Change Model

(September 2006)

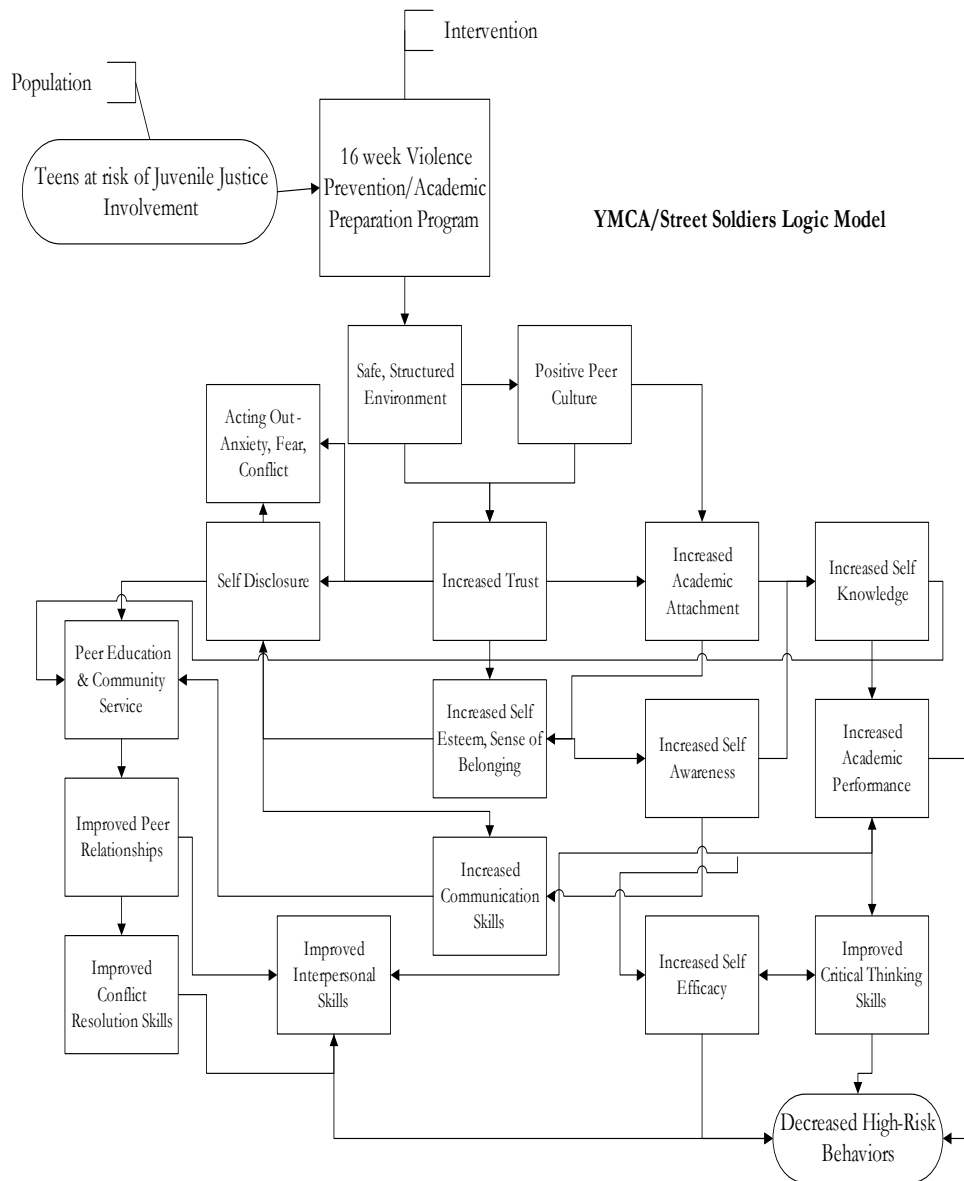


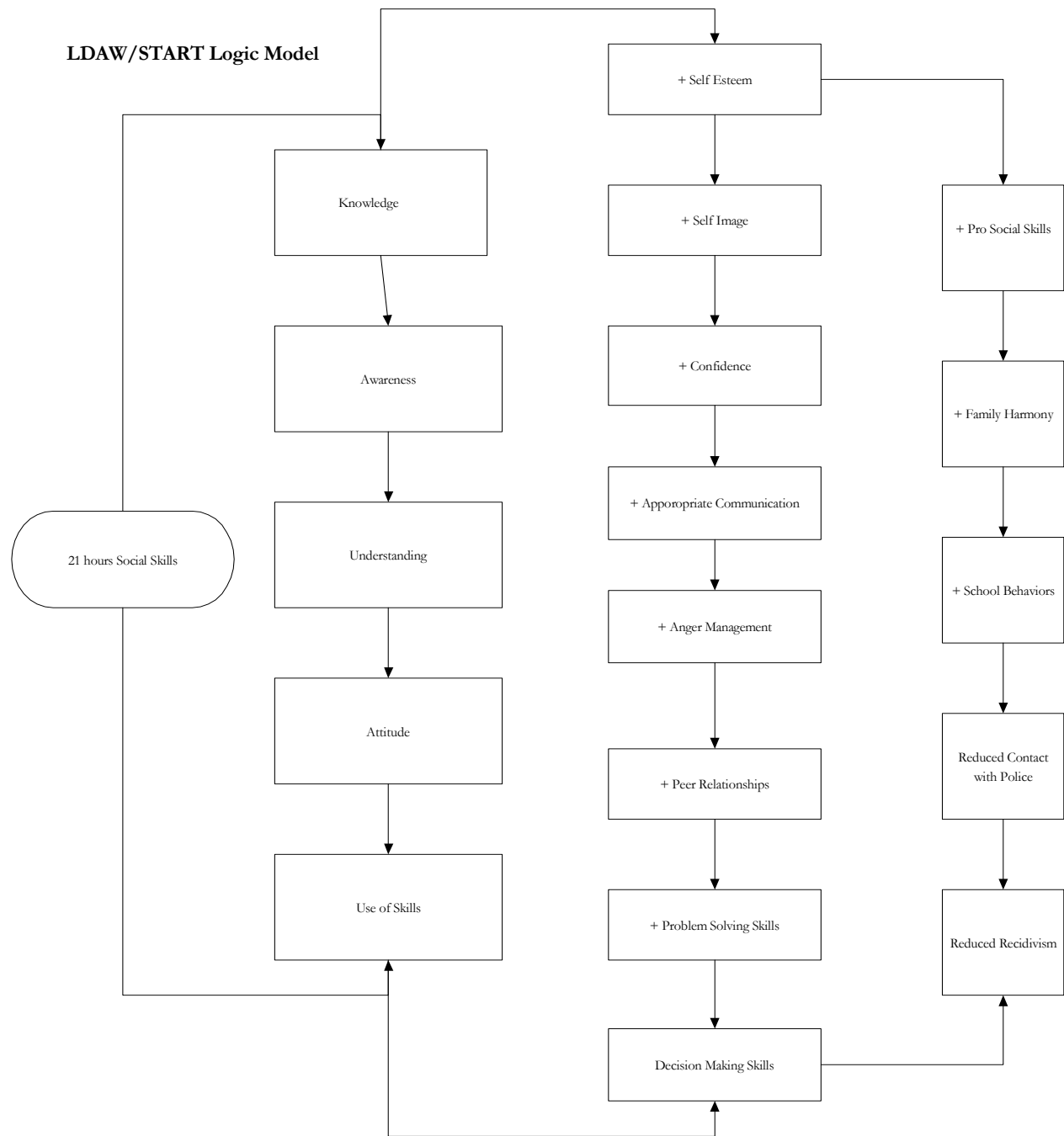
SafeFutures Logic Model

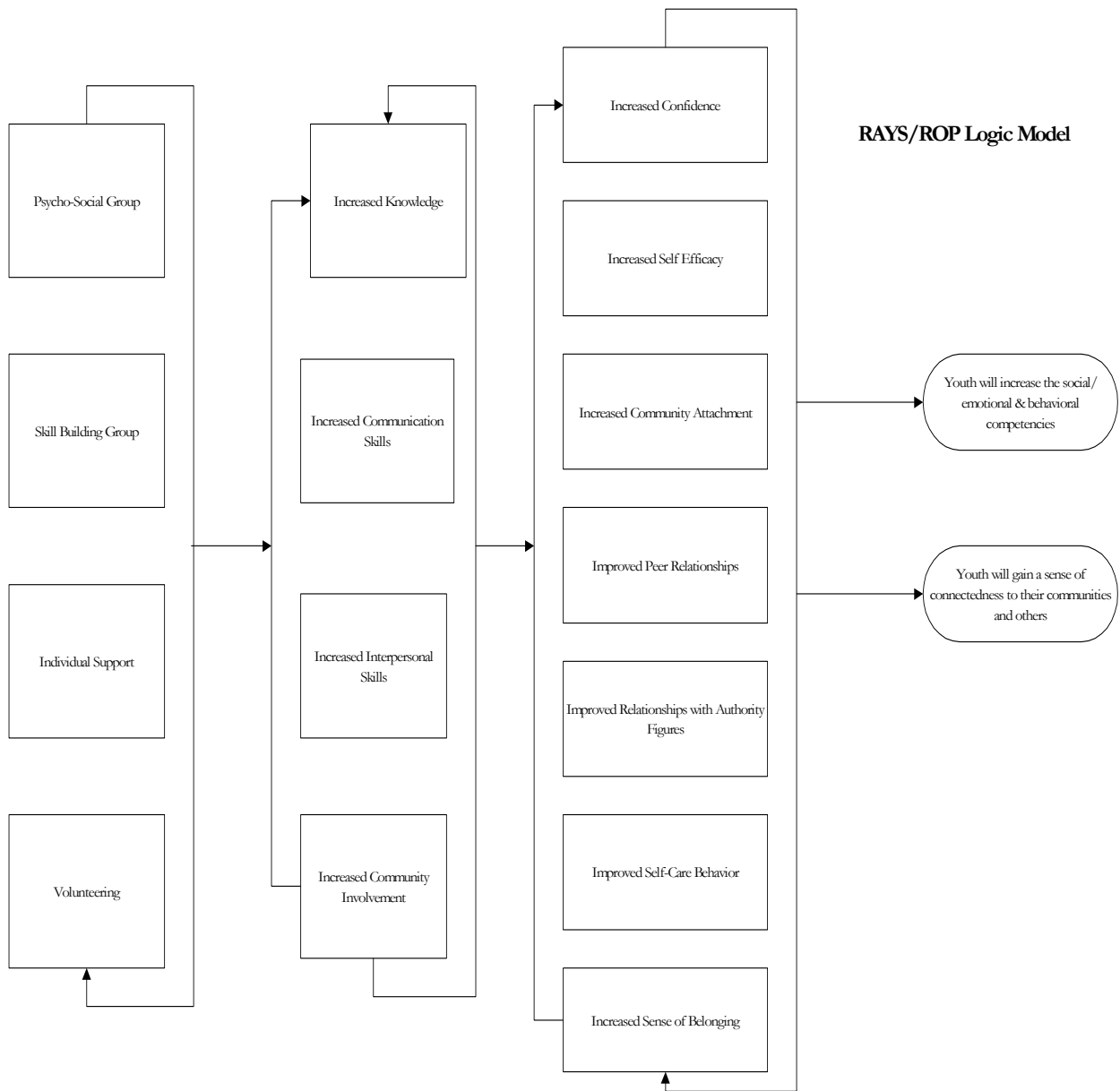
Elements of Successful Programs



September 2006







Parent Satisfaction Survey

Please help us better understand your experiences with (selected agency) by answering some questions about the services your son/daughter has received. We are interested in your honest opinions, whether they are positive or negative. Please answer all of the questions. We also welcome your comments and suggestions. Thank you very much. We appreciate your help.

PLEASE CIRCLE ONE ANSWER FOR EACH QUESTION:

1. How would you rate the quality of the service(s) your son/daughter has received since his/her enrollment into (selected program)?

POOR FAIR GOOD EXCELLENT

2. Did your son/daughter receive the kind of service you felt was appropriate for them?

NO, DEFINITELY NO, NOT REALLY YES, GENERALLY YES, DEFINITELY
NOT

3. What was the quality of services your son/daughter received?

POOR FAIR GOOD EXCELLENT

4. To what extent has this program met your son's/daughter's needs?

ALMOST ALL OF MOST OF HIS/HER ONLY A FEW OF NONE OF HIS/HER
HIS/HER NEEDS NEEDS HAVE BEEN HIS/HER NEEDS NEEDS HAVE BEEN
HAVE BEEN MET MET HAVE BEEN MET MET

5. How satisfied are you with the amount of help your son/daughter received?

QUITE DISSATISFIED INDIFFERENT OR MOSTLY SATISFIED VERY SATISFIED
MILDLY
DISSASTISFIED

6. Have the services your son/daughter received helped him/her to deal more effectively with his/her problems?

YES, IT HELPED A GREAT DEAL YES, IT HELPED SOMEWHAT NO, IT REALLY DIDN'T HELP NO, IT SEEMED TO MAKE THINGS WORSE

7. How many times in a week is your son/daughter seen by a service provider or program staff?

TWICE A WEEK OR MORE ONCE A WEEK EVERY WEEK OTHER ONCE A MONTH

8. On average, how often do you:

a. Get phone calls from a service provider?

ONCE A WEEK EVERY WEEK OTHER ONCE A MONTH EVERY MONTH OTHER DOES APPLY NOT APPLY

9. On average, how often does your son/daughter:

a. Get phone calls from a service provider?

ONCE A WEEK EVERY WEEK OTHER ONCE A MONTH EVERY MONTH OTHER DOES APPLY NOT APPLY

10. On average, how often does your son/daughter go to school?

DOESN'T GO TO SCHOOL 1 TIME A WEEK 2 TIMES A WEEK 3 TIMES A WEEK 4 TIMES A WEEK 5 TIMES A WEEK

11. Has your son/daughter changed schools in the last 6 months? YES NO

If YES, how many times? _____

12. Are there any comments that you would like to make about the program that your son/daughter is involved in? Please describe.

Youth Satisfaction Survey

Please help us better understand your experiences with the (selected agency) by answering some questions about the services you have received. We are interested in your honest opinions, whether they are positive or negative. Please answer all of the questions. We also welcome your comments and suggestions. Thank you very much. We appreciate your help.

PLEASE CIRCLE ONE ANSWER FOR EACH QUESTION:

1. How would you rate the quality of the service(s) you have received/programs you have attended since your enrollment into (selected program)?

POOR FAIR GOOD EXCELLENT

2. Did you get the kind of service you wanted?

NO, NOT DEFINITELY NO, NOT REALLY YES, GENERALLY YES, DEFINITELY

3. To what extent has this program met your needs?

ALMOST ALL OF MY NEEDS HAVE BEEN MET MOST OF MY NEEDS HAVE BEEN MET ONLY A FEW OF MY NEEDS HAVE BEEN MET NONE OF MY NEEDS HAVE BEEN MET

4. How satisfied are you with the amount of help you received?

QUITE DISSATISFIED INDIFFERENT OR MILDLY DISSASTISFIED MOSTLY SATISFIED VERY SATISFIED

5. Have the services you received/programs you have been in helped you to deal more effectively with your problems?

YES, IT HELPED A GREAT DEAL YES, IT HELPED SOMEWHAT NO, IT REALLY DIDN'T HELP NO, IT SEEMED TO MAKE THINGS WORSE

6. How many times in a week do you see a program staff/service provider?

TWICE A WEEK OR MORE ONCE A WEEK EVERY WEEK OTHER ONCE A MONTH EVERY MONTH OTHER

7. How often do you:

a. Get phone calls from a service provider?

ONCE A WEEK EVERY WEEK OTHER ONCE A MONTH EVERY MONTH OTHER DOES APPLY NOT

8. On average, how often does you go to school now?

I DON'T GO TO SCHOOL 1 TIME A WEEK 2 TIMES A WEEK 3 TIMES A WEEK 4 TIMES A WEEK 5 TIMES A WEEK

9. Have you changed schools in the last 6 months? YES NO

If YES, how many times? _____

10. Did the program do what you thought it would, based upon what you were told when you began?

YES NO

Program Intervention Grid (PIG)

Outcome	Life Coach	Case Strategy	Curricula "Pillar/Checklists"	Portfolio Development	Triad Projects	I don't feel this way
1. Feel more confident and educated about my mind and thoughts – and how they work.						
2. Feel like I can talk about my problems						
3. Feel like you belong or are accepted at ROYAL						
4. I like being involved ROYAL.						
5. Feel less likely to violate laws or rules						
6. Feel good about the help I am getting with my court case.						
7. Feel less likely to violate laws or rules						
8. I would like to recommend ROYAL to a friend or family member.						

How important is each of the following services to you?

Service	Not Important	Somewhat Important	Important	Very Important	Not Applicable
1. Case Strategizing (Case Strategist)					
2. Life Coaching (Life Coach)					
3. Curricula- "Pillar"/"Checklists"					
4. Portfolio Development					
5. Triad Projects					
6.					

Thank You!

MEASURES

Cultural Pride

1. How would you best describe yourself? I am:

White

Write in: _____

Black

If you are black, are you?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

African

African American

Cape Verdean

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Caribbean

Haitian

Other: write in _____

American Indian or Alaskan Native

Write in Tribe: _____

Hispanic of any race

If you are Hispanic, are you?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Central American

Cuban

Mexican/Chicano

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Puerto Rican

South American

Other: write in _____

Asian or Pacific Islander

If you are Asian or Pacific Islander, are you?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Cambodian

Chinese

Filipino

Hmong

Japanese

Korean

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Laotian

Taiwanese

Thai

Tongan

Vietnamese

Other: write in _____

Other races or ethnic groups

Write in: _____

This section asks about your culture. Culture refers to the customs, values, food, language, art, music, dance, and beliefs of your background. Think of your cultural or ethnic group that you described in question 1. Write in your culture or ethnic group in the box below.

--

Look at the questions below. Notice the blank spaces in the questions. When you read the question, think of the cultural group or ethnic group that you have written in the box. Read each of the questions and mark the one answer that is closest to how you feel.

	YES!	Yes	No	NO!
2. Do you like being _____ ?				
3. Do you like that your family is _____ ?				
4. Do you talk to your friends about your _____ culture?				
5. Do you celebrate _____ holidays and festivals?				
6. Are you proud or happy to be _____ ?				
7. Do you know about _____ culture?				
8. Do you like telling stories about _____ culture?				
9. Would you like to go to _____ cultural events and activities?				
10. Is your _____ culture an important part of American culture?				
11. Do you want to learn more about _____ culture?				

Classroom Supportiveness

Please circle the response that best describes how you feel. Thanks!

1. Students in my class are willing to go out of their way to help someone.

DISAGREE A LOT SOMEWHAT DISAGREE NEITHER DISAGREE NOR AGREE SOMEWHAT AGREE AGREE A LOT

2. My classmates care about my work just as much as their own.

DISAGREE A LOT SOMEWHAT DISAGREE NEITHER DISAGREE NOR AGREE SOMEWHAT AGREE AGREE A LOT

3. My class is like a family.

DISAGREE A LOT SOMEWHAT DISAGREE NEITHER DISAGREE NOR AGREE SOMEWHAT AGREE AGREE A LOT

4. The students in my class don't really care about each other.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

5. A lot of students in my class like to put others down.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

6. Students in my class help each other learn.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

7. Students in my class help each other, even if they are not friends.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

8. Students in my class don't get along together very well.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

9. Students in my class just look out for themselves.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

10. Students in my class are mean to each other.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

11. When I'm having trouble with my schoolwork, at least one of my classmates will try to help.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

12. Students in my class treat each other with respect.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
----------------	----------------------	------------------------------	-----	----------------	-------------

13. Students in my class work together to solve problems.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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14. When someone in my class does well, everyone in the class feels good.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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Sense of School as a Community

Please circle the response that best describes how you feel. Thanks!

1. When I'm having a problem, some other student will help me.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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2. Students at this school really care about each other.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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3. Students at this school are willing to go out of their way to help someone.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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4. Teachers and students treat each other with respect in this school

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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5. People care about each other in this school.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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6. Students at this school work together to solve problems.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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7. Students in this school don't seem to like each other very well.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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8. Students in this school are just looking out for themselves.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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9. Students in this school treat each other with respect.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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10. My school is like a family.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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11. I feel that I can talk to the teachers in this school about things that are bothering me.

DISAGREE A LOT	SOMEWHAT DISAGREE	NEITHER DISAGREE AGREE	NOR	SOMEWHAT AGREE	AGREE A LOT
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12. Teachers and students in this school don't seem to like each other.

DISAGREE A LOT SOMEWHAT DISAGREE NEITHER DISAGREE AGREE SOMEWHAT AGREE AGREE A LOT

13. Students in this school help each other, even if they are not friends.

DISAGREE A LOT SOMEWHAT DISAGREE NEITHER DISAGREE AGREE SOMEWHAT AGREE AGREE A LOT

Anxiety/Depression

Please answer either Yes or No to the following questions. Thanks!

	Yes	No
1. Have nervous or worried feelings kept you from doing things you want to do?		
2. Have you had nightmares that are bad enough to make you afraid to go to sleep?		
3. Have you felt lonely too much of the time?		
4. Has it seemed like some part of your body hurts you?		
5. Have you felt that you don't have fun with your friends anymore?		
6. Have you felt angry a lot?		
7. Has it been hard for you to feel close to people outside your family?		
8. Have you given up hope for your life?		
9. Have you had a lot of bad thoughts or dreams about a bad or scary event that happened to you?		

Ethnic Identity

Please circle the response that best describes how you feel. Thanks!

How often would you make the following statements?

1. I am proud to be a member of my racial/cultural group.

NEVER SELDOM SOMETIMES OFTEN ALWAYS

2. I am accepting of others regardless of their race, culture, or religion.

NEVER SELDOM SOMETIMES OFTEN ALWAYS

3. I would help someone regardless of their race.

NEVER SELDOM SOMETIMES OFTEN ALWAYS

4. I can get along well with most people.

NEVER SELDOM SOMETIMES OFTEN ALWAYS

Multi-group Ethnic Identity

Please circle the response that best describes how you feel. Thanks!

1. I am active in organizations or social groups that include mostly members of my own ethnic group.

AGREE A LOT SOMEWHAT NEITHER AGREE SOMEWHAT DISAGREE A LOT
 AGREE NOR DISAGREE DISAGREE

2. I am happy that I am a member of the group I belong to.

AGREE A LOT SOMEWHAT NEITHER AGREE SOMEWHAT DISAGREE A LOT
 AGREE NOR DISAGREE DISAGREE

3. I have a strong sense of belonging to my own ethnic group.

AGREE A LOT SOMEWHAT NEITHER AGREE SOMEWHAT DISAGREE A LOT
 AGREE NOR DISAGREE DISAGREE

4. I have a lot of pride in my ethnic group and its accomplishments.

AGREE A LOT SOMEWHAT NEITHER AGREE SOMEWHAT DISAGREE A LOT
 AGREE NOR DISAGREE DISAGREE

5. I participate in cultural practices of my own group, such as special food, music, or customs

AGREE A LOT SOMEWHAT NEITHER AGREE SOMEWHAT DISAGREE A LOT
 AGREE NOR DISAGREE DISAGREE

6. I feel a strong attachment towards my own ethnic group.

AGREE A LOT SOMEWHAT NEITHER AGREE SOMEWHAT DISAGREE A LOT
 AGREE NOR DISAGREE DISAGREE

7. I feel good about my cultural or ethnic background.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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Attitudes Towards Gangs

Please circle the response that best describes how you feel. Thanks!

1. I think you are safer, and have protection, if you join a gang.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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2. I will probably join a gang.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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3. Some of my friends at school belong to gangs.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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4. I think it's cool to be in a gang.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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5. My friends would think less of me if I joined a gang.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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6. I believe it is dangerous to join a gang: you will probably end up getting hurt or killed if you belong to a gang.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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7. I think being in a gang makes it more likely that you will get into trouble.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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8. Some people in my family belong to a gang, or used to belong to a gang.

AGREE A LOT	SOMEWHAT AGREE	NEITHER NOR DISAGREE	AGREE	SOMEWHAT DISAGREE	DISAGREE A LOT
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3. Feeling you can make a positive difference in another persons life

IT'S A LOT WORSE IT'S WORSE NO CHANGE IT'S BETTER IT'S A LOT BETTER

4. Since you began your participation in this program, the overall quality of your life is:

A LOT WORSE WORSE NO CHANGE BETTER A LOT BETTER

5. In general, to what extent do you credit any change to your quality of life to your participation in this program?

IT HAS HAD NO CONTRIBUTION	IT HAS HAD LITTLE CONTRIBUTION	THERE HAS BEEN NO CHANGE	IT HAS HAD SOME CONTRIBUTION	IT IS TOTALLY RESPONSIBLE
1	2	3	4	5