



# CREATING RESULTS WITH YOUTH & THEIR FAMILIES

## Annual Evaluation

BOYS & GIRLS CLUB  
OF THE PENINSULA

San Mateo County  
Probation Department

Juvenile Justice  
Coordinating Council (JJCC)



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## PROGRAM DESCRIPTION

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The mission of Boys and Girls Clubs of the Peninsula (BGCP) is to help the at-risk youth in the communities of East Palo Alto and the Eastern portions of Menlo Park and Redwood City develop the academic and life skills they need to graduate high school and ready themselves for college and a career. Through the implementation of Project LEARN, an evidence-based curriculum, BGCP provides the following youth-centered strategies:

**After-school Enrichment & Academic Support:** BGCP provides daily after-school enrichment and academic support through Project LEARN. BGCP staff pick up participating youth at their school and bring them directly to the clubhouses where, during the first hour, youth work on their homework assignments in one-on-one and small group tutoring before engaging in high-yield learning activities either in the gym, computer clubhouse, art room, academic room, or games room.

**Mentoring:** Most, if not all, participating youth in grades 8-12 have mentors who meet with them weekly to ask the tough questions: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? How are your applications to high school or college going? Mentors work with youth to create a plan to work through these critical questions together.

**Leadership Development:** Pre-teens and teens participate in BGCP's Torch Club and Keystone Club, respectively, which provide leadership opportunities for these members. Essentially, these groups function as Youth Boards of Directors, offering their insight into programming decisions, disciplinary issues, and events within the Club. Members participate in community service to the Club as a means of preparing them for Teen Staff positions. These Clubs are sanctioned by Boys and Girls Club Association (BGCA) and members have the opportunity to participate in annual conferences with members from clubs throughout the United States and Canada.

**Behavioral Skill & Life Skills Development:** Every quarter, BGCP implements BGCA's evidence-based *SMART Moves* violence prevention and drug, alcohol, and sexual activity education and prevention curriculum in participating schools. This nationally-recognized *SMART Moves* curriculum increases youth's knowledge of risk behaviors and resistance skills by focusing on self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement while handling topics including sexuality, and drug, tobacco, and alcohol avoidance.

### Programmatic Challenges in FY 2015-16

BGCP has made important strides in addressing the underlying risk factors facing the youth. Starting in FY 2013-14, each clubhouse has had a dedicated counselor that provides mental health support for youth three days a week. In addition, at the annual staff training week, program staff have been receiving training in socio-emotional learning and restorative justice practices to address conflict. Beginning in the 2014-15 school year, BGCP began implementing an academic case management program for 100% of its high school students. Following the success of that program, they began to run a similar case management model adapted for middle school students in the 2015-16 school year.

## EVALUATION METHODS

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Programs funded by San Mateo County Juvenile Probation (SMCJP) monitor their programs and report client, service and outcome data to the department and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect this data are described below:

**Clients and Services**—Grantee programs collected and entered demographic (e.g., gender, race/ethnicity) and service data (e.g., types and hours of service) for individual clients and entered these in their own data systems prior to transferring the data to ASR for analysis.

**Risk Factors**—In FY 2015-16, SMCJP implemented two new measures of client risk level, the pre-JAIS and the CANS. Funded programs were asked to complete these measures with existing clients beginning January 2016 and at intake with all new clients subsequently.

- The **Juvenile Assessment and Intervention System (JAIS)** is a risk, strength and needs assessment designed to assist workers to effectively and efficiently supervise youth, both in institutional settings and in the community. It is reliable and has been validated across ethnic and gender groups. The JAIS consists of a brief prescreen assessment (**pre-JAIS**) in addition to full assessment and reassessment components; SMCJP has elected to administer the pre-JAIS to provide an initial indicator of recidivism risk. The pre-JAIS consists of 8 (girls) or 10 (boys) items and yields an overall risk level of low, moderate, or high.
- The **Child Adolescent Needs and Strengths (CANS)** survey is a multi-purpose tool developed for children's services to support decision-making including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services. The CANS consists of multiple items scored on a 4-point scale (0 to 3, with a score of 2 or 3 indicating an actionable need) and grouped into stand-alone modules—e.g., Risk Behaviors, Strengths, Behavioral/Emotional Needs, Trauma. Each grantee completed a different set of CANS modules according to the specific fit with their programs and clientele.

**Outcomes**—In FY 2015-16, SMCJP intended to assess change over time using CANS follow-up data at the conclusion of services. Because the CANS is recommended to be administered at 6-month intervals and with low response rates due to the post-January start, ASR was not able to analyze CANS post-test data for FY 2015-16.

- During FY 2015-16, BGCP experienced high levels of staff turnover, a common experience of community-based organizations in the Bay Area. Through these transitions, data collection requirements and training were not continued in such a way that provided for appropriate and complete collection of the pre-JAIS or the CANS. In lieu of this data, BGCP has supplied ASR with a locally developed measure, the YouthTruth survey.

## EVALUATION FINDINGS

### FY 2015-16 Data Highlights

- BGCP served approximately 658 middle and high school youth across all of its programs, and provided detailed data on 151 (23%) middle school program participants
- CANS results were limited in sample size (n = 7) but suggested that BGCP have a few needs but are mostly lacking strengths—key internal, social and community resources and supports
- The 343 middle and high school respondents to the YouthTruth survey indicated that they feel adults at BGCP treat students with respect, they feel safe at BGCP and they need to work hard to succeed

### Profile of Clients Served

In FY 2015-16, BGCP served 1,937 students in grades K-12 across all of its programs, with an estimated 658 (34%) of participants in grades 6-12 (see Table 1). BGCP provided demographic and attendance data for 151 youth attending middle school clubhouses. A majority of these participants were male (64%) and identified predominantly as Latino (62%), followed by Black/African American (29%) and Filipino/Pacific Islander (5%). The average age of clients was 12.3 years. Participants attended the clubhouse for an average of 73 days and 256 hours.

Table 1. Client Demographics, FY 2015-16

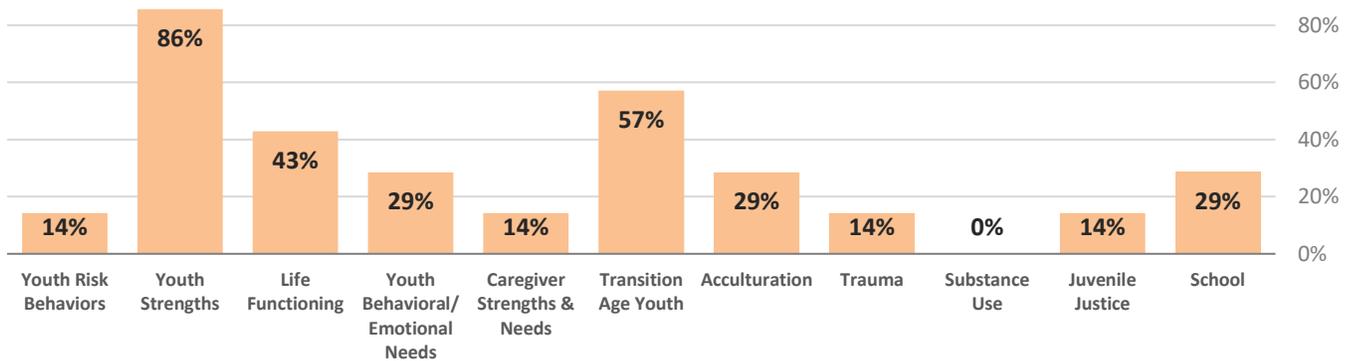
Metric	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
<b>Clients &amp; Services</b>					
Number of clients served	652	647	472	667	151 <sup>a</sup>
Average number of hours of service	33.7	39.3	38.5	45.3	255.5 <sup>b</sup>
Average time in the program (months)	5.0	5.3	5.4	4.9	N/A <sup>b</sup>
<b>Risk Indicators</b>					
<b>Pre-JAIS Risk Level<sup>c</sup></b>	Data not collected in prior fiscal years				
Low					N/A
Moderate					N/A
High					N/A
<b>CANS Items<sup>d</sup></b>					
Clients with 3 or more actionable needs					86%
Number of actionable needs per client					12.7 <sup>e</sup>
Percent of items with actionable needs					12%

<sup>a</sup> BGCP provided demographic and service data for 151 participants; data from their FY 2015-16 annual report states that they served an estimated 658 participants in grades 6-12 across all programs. <sup>b</sup> Value represents hours of attendance, and may not be comparable to previous years; entry and exit dates were not provided. <sup>c</sup> BGCP did not provide pre-JAIS data. <sup>d</sup> n = 7 clients with data on a total of 108 CANS items. <sup>e</sup> This value should be interpreted with caution as one individual was assessed with 50 actionable needs; average was 6.5 needs for the other 6 participants.

## Risk Indicators

In FY 2015-16, BGCP did not provide pre-JAIS data and completed the CANS with only 7 participants.

Figure 1. Percent of clients with at Least 1 Moderate or Significant Need by CANS Module



Note: n = 7 clients who completed a total of 108 CANS items.

On the CANS assessment, six respondents (86%) had actionable needs on 3 or more items and the average number of actionable needs per clients was 12.7, well above the average of 9.5 for all JJCPA programs. This average was skewed, however, by one client who was assessed with 50 actionable needs; the average for the remaining six participants was 6.5. Due to the small sample size, these results should be interpreted with caution.

Figure 1 presents the percentage of clients with at least one actionable need on each of the 11 CANS modules BGCP administered. Several modules had high percentages of participants with actionable needs including: Youth Strengths (86%) and Transition Age Youth (TAY; 60%). The TAY module consists of two sub-modules: TAY Life Functioning, which rates how youth ages 16-18 are functioning in the individual, family, peer, school and community realms, and TAY Strengths, which describes the assets of transition age youth that can be used to advance healthy development.

For BGCP, one participant (14%) had 1 actionable need on TAY Life Functioning and four participants (57%) had 3 actionable needs each of TAY Strengths. Based on this limited sample, it seems these youth have a few needs but primarily are lacking important internal (e.g., resilience, optimism), social (e.g., family strengths/support, relationship permanence) and community (e.g., community connection, educational setting) resources and supports.

## Program-specific Outcomes

In January, BGCP surveyed 343 middle and high school participants using a YouthTruth survey tailored to the BGCP program. Survey items range of 1 -5 (1 = *Strongly Disagree*, 3 = *Neither Agree nor Disagree*, 5 = *Strongly Agree* or 1 = *None*, 3 = *Some*, 5 = *All*).

Table 2 presents average scores on each of five domains for both middle and high school respondents. Individual survey items with the highest average responses included:

- Most adults at BGCP treat students with respect (MS = 3.84; HS = 4.09)
- In order to be successful at BGCP, I have to work hard (MS = 3.78; HS = 3.81)
- Adults at BGCP try to stop bullying/harassment (MS = 3.72; HS = 3.78)
- There are clear rules against hurting other people (MS = 3.71; HS = 3.74)
- I feel safe at BGCP in general (MS = 3.57; HS = 3.94)

Table 2. YouthTruth Survey Results, FY 2015-16

Domain	Middle School Clubhouses (n = 70)	Middle School K-8 Sites (n = 156)	High School Clubhouses (n = 117)
	Average (1-5)	Average (1-5)	Average (1-5)
<b>Student Engagement</b> —Students perceive themselves as engaged with program and their learning experiences.	3.88	3.33	N/A
<b>Relationship with Adults</b> —Students trust BGCP staff as positive adult role models in their lives.	3.35	3.08	3.46
<b>Program Culture</b> —Students find BGCP to be a program that fosters a culture of respect, order, and fairness.	3.83	3.39	3.74
<b>Academic Expectations &amp; Rigor</b> —Students feel that they are challenged and supported in their learning.	3.94	3.50	3.74
<b>Safety</b> —Students find BGCP to be an environment in which they feel safe from harm.	4.12	3.46	3.82

In general, middle and high school students attending clubhouses had more positive views of the program than middle school students at K-8 sites. Importantly, on some variables that were identified as areas youth had actionable needs on the CANS, youth did not perceive high levels of engagement. For example, youth lacked important community supports, and they also did not perceive that they could trust staff at the BCGP, particularly at K-8 sites.

## Client Vignette

BGCP program staff provided the following client vignette to help illustrate the extent to which its services impacted their clients.

<b>Name of focus client:</b>	“Johnny”
<b>Age and sex of client:</b>	15, male
<b>Reason for referral:</b>	Johnny joined our program at the beginning of his freshman year, drawn by friends who attended the clubhouse. He was a part of our MyLife program at his high school, and the MyLife counselor informed us that he had poor academic achievement, often not finishing assignments, focusing on his work, or taking school seriously.
<b>Client’s behavior, affect and appearance when they first started your program:</b>	Johnny, while very big for his age, is known to his friends and BGCP staff as a gentle giant. Sweet but shy, often hiding behind his more boisterous friends, Johnny clearly had the ability to be more successful in school than he had been. When we met him, it just seemed that he had little home support, no academic motivation outside of making grades for sports, and wasn’t very sure of his capabilities or identity.
<b>What activities did your client engage in and was their engagement consistent?</b>	Johnny soon became a regular member at our clubhouse, attending almost every day and acting as a core member of our culture. While he wasn’t particularly engaged in our elective programming, he slowly learned to use the staff and tutors to his advantage and get help with his homework regularly.
<b>Describe client’s affect, behavior or appearance toward the end of your program, noting any ways in which they changed.</b>	He wholeheartedly embraced our case management program, and met with his case manager regularly, meeting many of the goals he set for himself and slowly raising his grades. The staff began relying on Johnny to help with other students, be a model participant, and help shape the way the culture of the clubhouse felt for others.
<b>What did your client learn as a result of this program?</b>	Johnny ended his freshman year passing all of his classes, which was unexpected both for him and his academic supports. He was, as we all were, so proud to have seen him learn the self-efficacy that will take him through high school and beyond.
<b>What is your client doing differently in their life as a result of the program?</b>	He now has study skills, knows how to ask for help, and consistently does his homework. While he’s still not naturally the best student, he has the ability to build his skills, and that is invaluable.
<b>What does your client say is the value of the program for them?</b>	BGCP gives Johnny, and students like him, something beyond safety and comfort- it gives them an environment where their success is vital, and where they can learn to excel!