



SAN MATEO COUNTY PROBATION DEPARTMENT



Boys and Girls Club of the
Peninsula Annual Evaluation
2019-2020

About the Researcher

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

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Program Description

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

- **After-school Enrichment & Academic Support:** BGCP provides daily after-school enrichment and academic support. Students work on their homework assignments while being able to access one-on-one or small group instruction and tutoring before engaging in high-yield project-based learning activities in the gym, tech room, art room, leadership room, video and music recording studio, academic room, library, commercial grade kitchen, or games room.
- **Mentoring:** Most, if not all, students participating in intensive service programs in grades 6 through 12 have mentors who meet with them weekly to ask the tough questions: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? How are your applications to high school or postsecondary education going? Mentors and advisors work with BGCP students to create a plan to work through these critical questions together.
- **Leadership Development:** Pre-teens participate in Torch Club and teens participate in Keystone Club, which provide leadership opportunities for their members. Members participate in community service, serve as peer leaders, and develop programming to benefit their peers. These local Clubs are sanctioned by the Boys and Girls Club Association (BGCA), and members have the opportunity to participate in annual conferences with members from clubs throughout the United States and Canada.
- **Behavioral Skills & Life Skills Development:** BGCP after-school programs seek to prevent students from adopting risky behaviors by providing positive alternatives. By providing academic support, fostering positive relationships through peer group activities and adult mentors, and exposing students to fun, engaging enrichment activities, BGCP programs provide members with a sense of belonging, support, and safety. Social and emotional learning (SEL) is a key component of all BGCP programs and a critical element of academic success. Through individual mentoring and small group sessions, BGCP staff plans to increase students' SEL mindsets and skills in areas such as self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement. During the one-on-one ninth grade High School Success Advising (HSSA) program, advisors support students in making decisions, addressing peer and social pressures, setting goals, and developing plans to achieve their goals. Students in BGCP's leadership clubs (Keystone and Torch) facilitate programming on sexuality, and drug, tobacco, and alcohol avoidance to increase youths' knowledge of risky behaviors and resistance skills.

Programmatic Challenges in Fiscal Year 2019-2020

According to BGCP management, BGCP's main programmatic challenge in fiscal year (FY) 2019-20 continued to be attracting and retaining high-quality staff.

Currently, BGCP is unable to fill all the part-time instructional positions, preventing them from serving all the target students. While staff retention among full-time staff has been strong, the potential of losing them is a threat. Many staff have expressed how much they love

working at BGCP but that they are not sure they can continue financially. They are making significant lifestyle sacrifices to remain.

Staff consistency is particularly important in the high school intensive service programs, which are based on students developing strong connections with advisors and mentors. Last January, there was an open Academic Advisor vacancy in the ninth grade HSSA program. HSSA stepped in to fill the role, which resulted in limited time for her to oversee and further develop the program. BGCP is committed to addressing staffing challenges through higher pay, improved recruiting, and onboarding. It also will include training, mental health support for staff, career growth opportunities, tuition reimbursement, and a minimum salary for all full-time employees and more work hours for part-time staff.

A second challenge has been the growing need to provide on-site mental health services to support youths with high risk factors or barriers to success, and to equip staff to better understand, recognize and respond to students' challenges. In FY 2019-20, a full-time on-site bilingual psychotherapist served over 100 high school students in our Redwood City Teen Clubhouse. BGCP has been unable to hire a full-time on-site therapist for the East Palo Alto Clubhouse. BGCP's goal is to have five full-time therapists across all the program sites so that all K-12 students can access on-site mental health services.

COVID-19 Impact and Response

BGCP provided additional description on the ways in which COVID-19 has affected the delivery of BGCP's High School Success Advising services (HSSA) this fiscal year.

Impact on ability to provide services:

- When schools and BGCP program sites closed in mid-March due to Shelter-In-Place (SIP) Order, BGCP had only a one-week delay in services while they determined the best platform and process to connect with students individually in a safe manner. Since mid-March, all BGCP's services have been provided virtually via phone, text, and/or online meetings.
- BGCP has continued to provide virtual weekly Individual Advising (2 staff:1 student ratio), as well as Academic Support program services. Since the spring, BGCP's primary focus during advising has been on helping students access school and homework and stay engaged in remote learning. BGCP has been working closely with school partners and students' caregivers to share information about students and help bridge language and technology gaps.

Number of students served virtually in the spring vs. pre-COVID:

- BGCP continued to serve about 70 students virtually versus 88 students prior to SIP in mid-March. In the spring, due to staff transition, they had only three of the four HSSA advisors at the four partner high schools and did not have a full-item advisor at East Palo Alto Academy (EPAA).

Enrollment data thus far this fall:

- Due to staff transition, BGCP is currently serving 40 students. They expect to increase the number of students when they hire staff for the EPAA and Woodside High School (WHS) positions.

- This year, BGCP made changes in the way they determine each HSSA advisor's caseload, which includes ten new freshman and ten sophomores who participated in HSSA advising during the last school year. These tenth graders did not pass all their courses in the spring and could benefit from another year of intensive services.

Summary of success/challenges:

- BGCP had less access to school partners, as they were working to plan for remote learning and were less available to provide BGCP with consistent communication about individual students beyond general structures.
- BGCP also could not team-build with students to successfully transition them into summer programs and incentivize academic success toward the end of the academic year.
- A major challenge to implementing HSSA has been staff vacancies and turnover. Only one of four advisors stayed in the program last year, and students lacked a designated advisor at one school site most of the year. This year, BGCP changed the reporting structure of the advisors by making them part of the closest clubhouse team so they could align the advisors' work more closely with the clubhouse's academic supports. Moreover, at EPAA, BGCP is integrating the program with the school's new intervention services.
- BGCP is seeing success regarding their ninth graders' energy and engagement. The new ninth graders are showing up to class consistently and on time and connecting with the staff outside of synchronous class time.

Outcome Measures:

- Unfortunately, due to the SIP Order, schools did not provide course grades in the spring, and BGCP does not have a precise year-to-year comparison related to GPA. Yet, given the pass/fail grading system schools put into place, fewer than one-half (41%) of the 68 active students passed all major courses at the end of the 2019-20 school year. For this reason, BGCP is continuing to support students in the tenth grade who did not pass all courses in ninth grade. BGCP is still determining the frequency and types of touch points needed with students to positively impact students' academic successes.

Evaluation Methods

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

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

Risk Factors: Grantee programs used two assessments, the Juvenile Assessment and Intervention System (JAIS) and the Child Adolescent Needs and Strengths (CANS) assessment, to provide a standard measure of risk, life functioning, and areas of strength and need for youths:

- **JAIS:** This is a widely used criminogenic risk, strengths, and needs assessment tool that assists in the effective and efficient supervision of youths, both in institutional settings and in the community. The JAIS has been validated across ethnic and gender groups. It consists of a brief prescreen assessment (JAIS Risk), in addition to full assessment and reassessment components (JAIS Assessment and JAIS Reassessment). Each assessment has two form options based on the youth's gender. Probation has elected to administer the JAIS to all youths in institutions as well as in community programs. The JAIS Girls Risk consists of eight items, and the JAIS Boys Risk consists of ten items; each assessment yields an overall risk level of low, moderate, or high.
- **CANS:** This is a multi-purpose tool developed for children's services to support decision-making in determining level of care and service planning, to facilitate quality improvement initiatives, and to allow outcome monitoring. The CANS consists of items scored on a 4-point scale of 0-3, with a score of two or three indicating an actionable need. The assessment groups items into several core modules, including Youth Strengths, Risk Behaviors, Behavioral/Emotional Needs, Life Functioning, Caregiver Strengths and Needs, and Acculturation. Secondary modules that can be triggered by answers to specific core module items include School, Trauma, Substance Use, and Juvenile Justice.

Evidence-Based Practices: JPCF-funded programs are encouraged to follow evidence-based practices. To augment Probation's knowledge of which programs are being implemented by funded partners, each funded program has provided a catalogue of its practices since the FY 2017-18 evaluation period. After receiving this information, ASR runs any new catalogued practices reported through several clearinghouses to determine whether the practices were¹:

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

Evaluation Findings

Fiscal Year 2019-20 Highlights

- BGCP served 86 middle and high school youths across all programs. The number of youths served decreased by 8% from FY 2018-19, which could be attributed to the SIP Order's impact on the accessibility of services.
- All youths scored Low on the JAIS Risk assessment. No youths presented with a Moderate or High JAIS Risk score.
- BGCP assessed all youths using the CANS. Results for the 76 youths with baseline assessments indicate 13% had three or more actionable needs when they entered the program, primarily in Life-Functioning and School modules. The number of youths

¹ For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2019-20.

with these needs declined on follow-up assessments compared with baseline measures.

- A high percentage of youths reported feeling physically and emotionally safe, developing positive and supportive relationships, and being engaged and building skills as a result of being in BGCP programs.

Profile of Youths Served

In FY 2019-20, BGCP served 86 youths, with race/ethnicity and gender data available for 93% and 98% of youths, respectively. Among those who had available demographic data, about 61% of youths were female, and the average age was 14.9 years. Most youths identified as Latino/Hispanic (93%), followed by Black/African American (4%), and 3% identifying as Asian/Pacific Islander. They spent an average time of 7.5 months in the program and were served for an average of 27.5 hours (Table 1).

Table 1. Youth Services

YOUTH SERVICES	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Number of Youths Served	151	1088	115	93	86
Average Number of Hours Served	73.0	28.8	31.9	44.0	27.5
Average Time in the Program (Months)	N/A	N/A	8.9	9.6	7.5

Risk Indicators

In FY 2019-20, BGCP served youths on the lower end of the risk spectrum. All 61 youths—40 female and 21 male—assessed by the JAIS Risk scored Low (100%). Over the last four years, no youth has received a High JAIS Risk score (Table 2).

Table 2. JAIS Risk Levels

JAIS RISK LEVEL	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Low	99%	83%	100%	100%
Moderate	1%	17%	0%	0%
High	0%	0%	0%	0%

FY 2019-20 n=61.

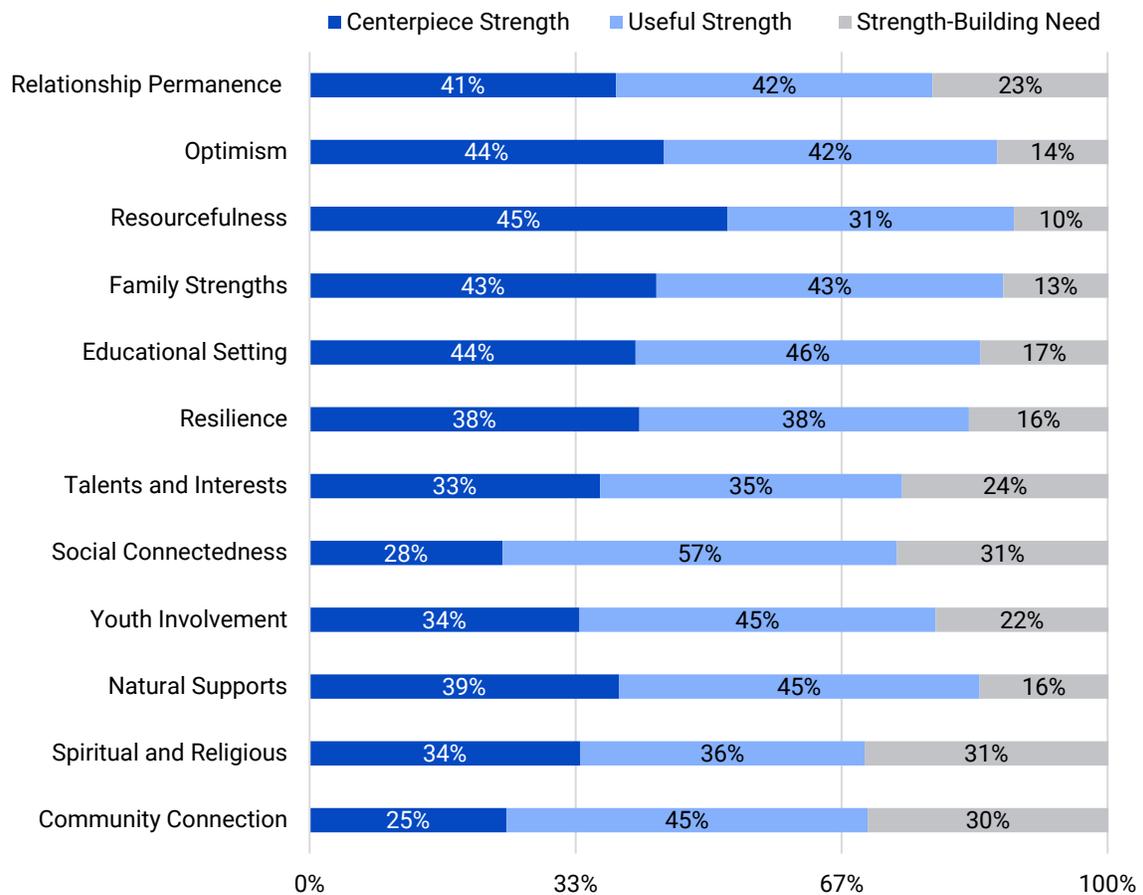
Youth Strengths and Service Needs

In FY 2019-20, BGCP gathered CANS assessment data from 100% of the 86 BGCP participants served, using four needs modules and one youth strengths module. A total of 79 youths had baseline assessments, and 74 youths had both a baseline and follow-up assessment within the fiscal year.

Baseline Assessment

The average number of centerpiece or therapeutically useful strengths identified at baseline per youth was 9.0 out of 12, with 100% of youths identified with at least one strength. BGCP rated youths as possessing more strengths than all programs funded by San Mateo Probation, which averaged 6.1 strengths and 93% of youths possessing at least one strength. The data show that many youths served by BGCP are resourceful, optimistic about their futures, and that they benefit from good family relationships and communication. Although strength-building needs were one-half that of all San Mateo Probation-funded programs, the needs were in the same categories, specifically in Community Connection (30%) and Spiritual or Religious (31%) strengths (Figure 1). A third need arose for Social Connectedness, which was among the highest strength-building needs, with nearly one-third of BGCP youths (31%) identified with this need. However, this was still lower than probation-funded programs overall, at 38% of youths with actionable needs for social connection. BGCP youths also tended to have more natural supports as strengths than other programs, meaning nonfamilial, unpaid adults to support healthy development in their lives.

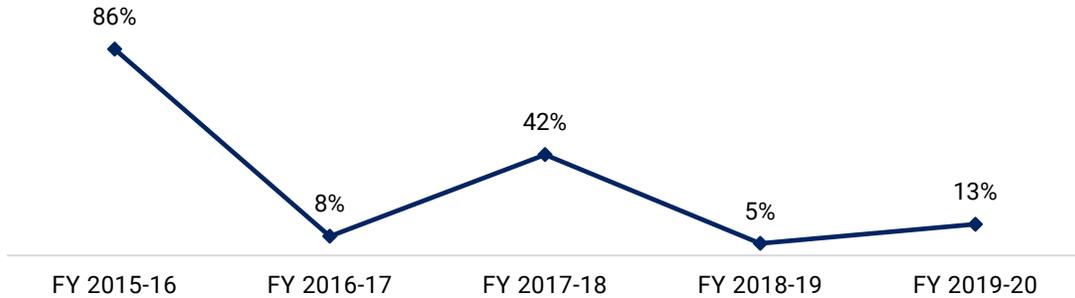
Figure 1. Percentage of Youths with Each Strength at Baseline



n=59-79. The order of items matches the San Mateo Probation Comprehensive Report.

On baseline assessments, 13% of youths had three or more actionable needs, double the rate from FY 2018-19 (Figure 2). However, this is still relatively low compared with other programs and some of BGCP’s prior fiscal years.

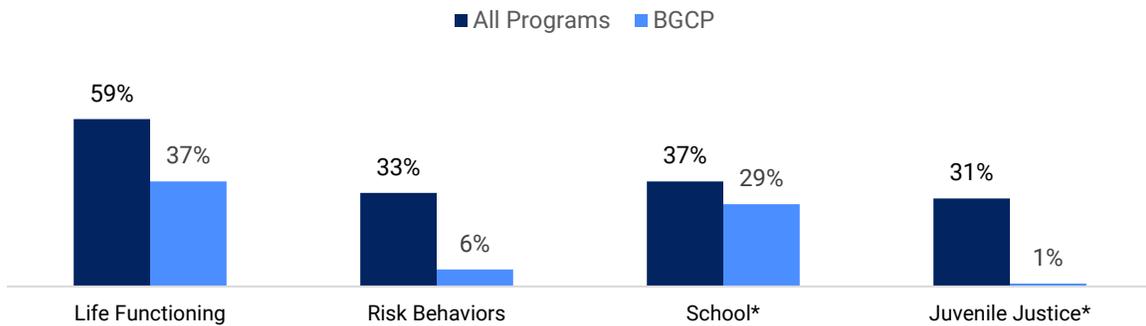
Figure 2. Percentage of Youths with Three or More Actionable Needs at Baseline



FY 2019-20 n=79.

Figure 3 presents the percentage of youths administered a baseline CANS assessment having at least one actionable need in that module. One-third of BGCP youths had actionable needs in Life Functioning, and nearly three out of 10 youths had School needs. However, few youths recorded needs for Youth Risk Behaviors or Juvenile Justice/Delininquency. These results indicate that some youths needed to take action to improve how they were functioning across individual, family, peer, school, and community realms, and some needed to address difficulties with attendance, performance, or relationships at school.

Figure 3. Percentage of Youths with at Least One Moderate or Significant Need Per CANS Module at Baseline



*Life Functioning n=79, Risk Behaviors n=79, School n=78, Juvenile Justice n=79. Please see the San Mateo Probation Comprehensive Report for all programs. *Results include needs identified on core items or secondary modules.*

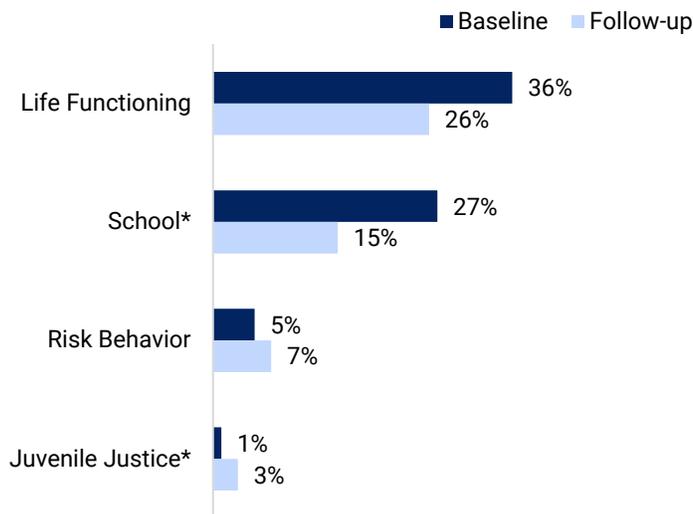
Change over Time

The 74 youths with both a baseline and follow-up assessments were analyzed. Only data from youths with at least one baseline and one follow-up assessment were included in the analysis to reflect more accurately the change in the number of youths with actionable needs over time. The number of matching assessments varied slightly by module.

The number of centerpiece strengths identified for youths served by BGCP increased but not significantly over time, from 88% to 94%, respectively. This suggests that the program had opportunity to use youths' strengths to further their healthy development, and it witnessed successful strength-building among a few youths who did not have a centerpiece strength at baseline.

Figure 4 shows the percentage of youths with at least one actionable need at baseline and follow-up. The results show, although not statistically significant, a 10-percentage point decrease in youths with life functioning needs, and a 13-percentage point decrease in youths with school needs. There was no substantive change in the number of youths with actionable needs regarding risk behavior or juvenile justice or delinquency. It is important to note that an increase in needs does not necessarily indicate that youths are experiencing negative outcomes. Rather, youths may feel more comfortable communicating openly with staff about their needs, or additional needs may arise during youth's tenure in the program.

Figure 4. Decrease in Percentage of Youths with CANS Actionable Needs Over Time



*n=74. Note: None of the differences between baseline and follow-up were statistically significant. *Results include needs identified on core items or secondary modules.*

To effectively address the needs of all youths served and to help inform the stakeholders of the strengths and needs of youths, continued attention should be paid to ensuring all youths are assessed with fidelity, and that data are entered into the data entry platform on all required modules.

Program-Specific Outcomes

As displayed in Table 3, BGCP and Probation developed five additional measures specific to BGCP activities to further understand youths' outcomes in the program. BGCP exceeded three out of five FY 2019-20 targets, including the percentage of youths feeling physically and emotionally safe at BGCP (96%), the percentage of youths who developed supportive and positive relationships at BGCP (95%), and the percentage of youths who were engaged

and developed skills as a result of the program (98%). BGCP did not achieve its objectives for retaining students longer in the program, as reflected in the last two performance measures.

Table 3. Performance Measures

PERFORMANCE MEASURE	FY 18-19	FY 19-20 TARGET	FY 19-20 RESULTS
Youth report feeling physically and emotionally safe in our programs	100%	80%	96%
Youth report developing supportive and positive relationships in our programs.	88%	80%	95%
Youth report they are engaged and building skills as a result of the program.	62%	80%	98%
Program retention of students attending two or more days per week	87%	65%	54%
Average number of years in BGCP programs	2.7	2.8	1.9

Evidence-Based Practices

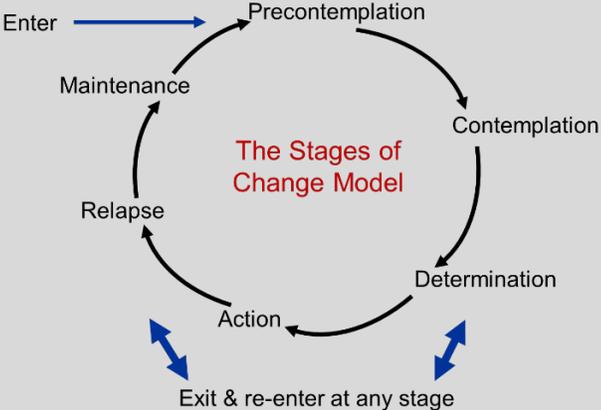
In FY 2019-20, JPCF programs were asked to provide the curricula or practices employed in their programs. ASR then evaluated the given programs to determine whether they were evidence-based or promising practices through a thorough search of evidence-based practice clearinghouses. Table 4 details the practices that BGCP reported and the evidence base for each practice.

Table 4. Evidence-Based Practices

PRACTICE	PRACTICE IMPLEMENTATION	RATING
Consortium on Chicago School Research	<p>This is a critical framework for school success throughout the service continuum, and it cites the benchmark of third grade literacy as a leading indicator of future academic successes in all core subjects. The University of Chicago research focuses on how the five main non-cognitive factors affect classroom performance. The factors include academic mindsets that lead to a combination of academic perseverance, social skills, and learning strategies, which all impact academic behavior and, ultimately, academic performance. This framework provides an academic support roadmap for practitioners and a useful guide for defining and assessing key performance indicators for programs focusing on the outcome of academic achievement.</p> <p>Third grade reading proficiency is widely regarded as a predictor for academic success in education, especially</p>	Not an evidence-based or promising practice or framework.

PRACTICE	PRACTICE IMPLEMENTATION	RATING
	<p>for low-income children. BGCP relies on this research to focus intensive interventions for students in K-3rd grade programming with remediation support and/or maintenance of gains in programming for fourth through eighth grades.</p>	
<p>Youth Development Framework for Practice</p>	<p>This practice is well-known and addresses best practices for program design in the youth development field. This research-based framework was developed in partnership with Dr. Michelle Gambone of Youth Development Strategies, Inc., and Dr. Jim Connell of the Institute for Research and Reform. It was adapted from their Community Action Framework for Youth Development to reflect youth development in a youth-serving organizational context. Local youth workers, agency leaders, and funders provided crucial input during the adaptation process.</p> <p>The Framework is a road map for youth workers, organizations, and policy makers that identifies desired long-term outcomes for young people and explains the youth development practices that must be in place to achieve these outcomes. Specifically, the Framework focuses on five supports and opportunities that young people must experience in a youth development program to move toward these positive long-term outcomes:</p> <ul style="list-style-type: none"> • Safety • Supportive relationships • Meaningful youth involvement • Skill building • Community involvement <p>Program effectiveness can then be measured by participants' experience of these five factors. Creating manuals and practices that address these elements will greatly aid implementation of the Theory of Change program model.</p>	<p>Evidence-based framework based on empirical evidence.²</p>

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

PRACTICE	PRACTICE IMPLEMENTATION	RATING
<p>Transtheoretical Model (Stages of Change Model) and Motivational Interviewing</p>	<p>The most notable change management framework, applicable to behavioral change for both clients and practitioners, is Dr. James Prochaska and Dr. Carlo DiClemente’s Transtheoretical Stages of Change model (illustrated).³</p>  <p>When changing serious problem behavior, several relapses often prompt clients to restart the cycle of change. The Evidence-Based Practice that actualizes progression between stages is known as Motivational Interviewing (MI). A practitioner’s effective use of MI can strengthen a youth’s own motivation for and commitment to change. MI techniques include:</p> <ul style="list-style-type: none"> • Expressing empathy: Listening to clients rather than telling, complimenting and building up the client rather than criticizing and tearing down the client. • Developing discrepancy: Helping clients perceive a discrepancy between where they are and where they want to be by raising the client’s awareness of the adverse personal consequences of continuing with the current behavior. • Supporting self-efficacy: Giving the client hope or optimism that they can change their behavior, recognizing that only the client can decide to change and carry out that choice. 	<p>An evidence-based model based on empirical evidence and motivational interviewing is an evidence-based practice, according to the Center for Evidence-Based Practices.^{4,5}</p>

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

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

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

PRACTICE	PRACTICE IMPLEMENTATION	RATING
Trauma-Informed Care	Much of the leading research around youth with high risk factors, or barriers to success, points to the need to offer trauma-informed care. This refers to an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Practitioners who understand presenting behaviors of traumatized students are better equipped to respond in ways that alleviate pressures of the root causes instead of simply, and often ineffectively, addressing the surfacing symptoms.	Evidence-based practice according to SAMHSA. ⁶
Internal and External Developmental Assets Framework	Research proves the importance of increasing internal and external developmental assets, articulated by Dr. Richard Benson of the Search Institute. Research correlates high numbers of asset development to lower engagement in risky or delinquent behavior. The Search Institute believes that communities should help youths build at least 31 of the 40 development assets, whereas the average teenager in the United States has only 17 to 20 developmental assets.	Evidence-based framework based on empirical evidence. ⁷
Growth Mindset	Growth Mindset is a strengths-based practice that suggests that achievement is a function of strategy and effort applied to reach the goal rather than intrinsic intelligence or deficiencies. In other words, it is the strategy or approach and effort that has the greatest impact on any given outcome. The embodiment of this mindset promotes positive risk-taking and reduces fear of failure, as it is not tied to one's inherent skill or ability.	Research-based practice based on empirical evidence. ⁸
Pre-Referral Intervention	The ninth grade intensive High School Success Advising program incorporates elements of the Pre-Referral Intervention Manual (PRIM) as a resource for early intervention strategies to address common learning and behavioral problems.	Not an evidence-based framework.

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

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

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

PRACTICE	PRACTICE IMPLEMENTATION	RATING
<p>Multi-Tiered System of Support (MTSS)</p>	<p>BGCP uses a strength-based Social and Emotional Learning (SEL) assessment that can work on multiple levels, from the personal level to small groups, classrooms, and whole systems from The PEAR Institute: Partnerships in Education and Resilience at McLean Hospital, a Harvard Medical School affiliate. The assessment rapidly turns around actionable data reporting to programs at three tiers of the Multi-Tiered System of Support (MTSS). By having individualized data available that can work for both multi-systemic approaches and personalized learning, educators can improve the lives of the children they serve both by improving the whole school climate and the experience of individual students by better understanding and supporting their social-emotional needs. Our intervention uses the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for understanding and promoting social and emotional learning (SEL) that includes five clusters of competencies in intrapersonal and interpersonal domains.</p>	<p>MTSS is a framework in which evidence-based practices can be implemented.⁹</p>

Client Story

Each year, staff at funded programs provide a client story to help illustrate the effect of JPCF-funded services. The following is the client story that BGCP provided for FY 2019-20.

Name of Client	Frederico
Age and Gender	15, male
Reason for Referral	Frederico joined the program through teacher recommendations after finishing his Freshman orientation program.
Client’s Behavior, Affect, and Appearance When They First Started in the Program	Frederico is a very bright young man who generally is very outgoing. He has a main group of friends. In class, he generally exhibits behavior that teachers might find disruptive (e.g., falling asleep, using his phone, or engaging with other classmates when he needs to be doing work). He also has a difficult time with connecting with his teachers because most of his teachers have labeled him as a “troublemaker”.
Activity Engagement and Consistency	The activities that Frederico took part in were one-on-one advising sessions, tutoring from Monday–Thursday (3:15–5pm), and his caregiver would also join all phone calls. He was consistent about one-on-one advising sessions and, with his mother’s support, he would come to tutoring and engage in work.

⁹ <https://intensiveintervention.org/tools-charts/levels-intervention-evidence>

<p>Client’s Behavior, Affect, and Appearance Toward the End of the Program</p>	<p>Toward the end of the program, Frederico was taking more initiative into asking for help from his teachers, seeking out places of growth for himself, and looking for ways to have his teachers take him more seriously. Virtual learning did stunt this growth a little, but he regained confidence and passed 60% of his classes confidently.</p>
<p>What the Client Learned as a Result of the Program</p>	<p>He learned self-advocacy, test taking skills, and time management.</p>
<p>What the Client is Doing Differently in Their Life Now as a Result of the Program</p>	<p>Frederico is someone who never would have thought to join a college-bound program (Future Grads), and he has now assisted with the college-bound program orientation (Summer Academy) with BGCP and will continue in the fall.</p>
<p>The Value of the Program in the Client’s Words</p>	<p>“It was able to help me get to know what my priorities are.”</p>