

**A NEW APPROACH TO YOUTH
VIOLENCE PREVENTION:
SAN DIEGO'S YOUTH VIOLENCE
PREVENTION PROGRAM
ANNUAL REPORT**

SEPTEMBER 2005

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ABSTRACT

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ABSTRACT: In 2004, San Diego County Young Men's Christian Association (YMCA) Youth and Family Services (YFS) received funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement a program for youth called Youth Violence Prevention (YVP). This therapeutic and educational program for youth augments the Parenting, Mentoring, and Substance Abuse (PMSA) program and focuses on deterring youth from committing violent acts and equips them with healthy skills to manage the effects of abuse and violence in their lives. This first annual report includes a description of the program and evaluation methodology, as well as preliminary findings from the process evaluation that were conducted by SANDAG's Criminal Justice Research Division. Since no youth have exited the program to date, results from the impact evaluation are not available but will be included in the bi-annual report in February 2006.

ACKNOWLEDGEMENTS

This report is the result of collaboration between the San Diego County Young Men's Christian Association (YMCA) Youth and Family Services (YFS), the San Diego County Teen Court, and the Criminal Justice Research Division of SANDAG. Special thanks are extended to YMCA YFS staff that has assisted SANDAG with collecting information and reviewing this final report. These include Jessica Yaffa, Prevention and Education Services Project Director, Berry Randle, Program Director, Keri Canedo, Program Coordinator-Youth Violence Prevention, and Ana Friesma, Program Assistant. Appreciation is also extended to Heather Dugdale at FJC and the members of the Coalition to Prevent Youth Violence (CPYV). In addition, the production of this report would not have been possible without the assistance of SANDAG Criminal Justice Research Division staff, including Sandy Keaton and Laura Curtis.

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

INTRODUCTION

After the devastation of shootings that occurred at two local high schools, several organizations decided to form a coalition of youth-serving organizations that address and work to prevent youth violence. The San Diego Coalition to Prevent Youth Violence (CPYV) met for the first time in March 2001 and has continued to meet monthly since then. The goals of the Coalition are to: 1) increase the effectiveness of violence prevention efforts; 2) engage communities and community-based organization through support, technical assistance, and capacity building; 3) identify and improve access to youth violence prevention programming; and 4) serve as a catalyst for the promotion of peace.

The San Diego Young Men's Christian Association (YMCA) Youth and Family Services (YFS) has been a collaborative member since the Coalition's inception and has partnered with the Coalition to work towards preventing violence through the extension of a pre-existing youth program titled Parenting, Mentoring, and Substance Abuse (PMSA). The extension of PMSA allows for the provision of a violence prevention curriculum. This extension was made possible by funding through the Substance Abuse and Mental Health Services Administration (SAMHSA). This program is called the Youth Violence Prevention program (YVP).

PROJECT DESCRIPTION

With SAMSHA funding, PMSA had an opportunity to enhance the program by including a youth violence prevention curriculum in the mentoring component, in turn establishing YVP. The PMSA program alone provides a continuum of services focused on several areas of the youth's life that factor into the cycle of substance abuse including parenting classes organized by the YMCA YFS (taught by the San Diego Community College District (SDCCD) and the San Diego County Probation Department), substance abuse services provided by Vista Hill, and mentoring services provided by the YMCA.

YVP implements a curriculum entitled *My Voices, My Path* (MVP) in the mentoring services. This is a 14 week curriculum created by the Program Coordinator and another YMCA staff member. However, as part of PMSA, YVP is provided in a unique way. Rather than utilizing a classroom setting, mentors work one-on-one with each youth. The YMCA YFS believes that this format may allow the mentor to spend more time on lessons that benefit the youth most.

Youth participating in YVP work with the mentor on the curriculum lessons weekly during a four month period (on average). There are seven lessons, which include activities, worksheets, handouts, and discussion. Because learning occurs through discussions rather than lectures the curriculum is therapeutic and educational.

Between April 2004 and August 2005 all the foundational steps to program implementation have occurred (Table 1.1). All staff were hired for the program, including a Program Director, Program Coordinator, and one full-time and one part-time (there are three mentors from PMSA that also assist with YVP). The YMCA staff completed the MVP curriculum and provided training to the mentors. The randomization process was initiated and 13 youth were assigned, with 4 participating in YVP and 9 in the comparison group. As a result, the program is fully functional and providing services to youth.

RESEARCH METHODOLOGY

A required component of this project was the evaluation effort to determine if the CPYV encouraged collaboration for its members and measure if the expected outcomes were realized. The process evaluation includes describing the number and characteristics of YVP participants, documenting exit status, and measuring client satisfaction. The strengthening of CPYV is also being assessed in the process evaluation through a survey CPYV members complete about collaboration through the coalition.

A true experimental design is being used to collect data for the YVP impact evaluation. Those youth that are eligible for randomization are wards of the court who are ordered to participate in both the substance abuse and mentoring services (requirement for parents to participate in parenting was dropped July 2005). Youth are either randomized to the “treatment as usual group” (receive mentoring and substance abuse services) or the “experimental group” who additionally receive the YVP curriculum, in conjunction with mentoring and substance abuse services.

In July 2005, the YMCA YFS requested and received approval from SAMSHA to change the eligibility requirements of the program by eliminating the requirement that a parent be enrolled in the parenting class, and requiring solely that the youth be engaged in the substance abuse and mentoring services. Since many parents were not enrolling in the parenting class, eliminating this requirement will allow more youth to be eligible for the program and help meet the target number of youth to be served. YVP focuses on the youth’s emotions and relationship that contribute to the violent behavior, rather than parenting, thus this eligibility change will not impact expected program outcomes.

PROCESS EVALUATION RESULTS

How many youth were eligible and enrolled in the program?

As of July 31, 2005, four youth had been randomized to YVP and nine to the comparison group. By the end of the program in June 2006 it is expected that 50 youth will be randomized to YVP and 100 to the comparison group.

What were the characteristics of program participants?

All of the YVP youth (4) are male, compared to two-thirds of the comparison group (6). Youth who are participating in YVP are either Black (2) or Hispanic (2). In the comparison group four youth are white and four are Hispanic (ethnicity is unknown for one youth in the comparison group). The average age of the YVP youth at intake is 15.8 years, with a range of 15 to 16 years, compared to 16.2 years for the comparison group, with a range of 15 to 17 years.

Has CPYV encouraged collaboration among agencies who work with youth to prevent violence?

Nineteen CPYV members responded to the collaborative survey. Of these, 17 had attended at least 1 meeting. Respondents stated they had attended one to four meetings. The results of the first administration of the collaborative survey show that the majority (15) of the 19 individuals who responded to the survey felt that a benefit of the coalition was collaboration and networking. This was also specified as a key objective per the respondents. Seven individuals reported "very high" or "high" levels of collaboration and eight reported "average" collaboration. The second administration of the survey will assess the degree of collaboration of CPYV members between 2005 and 2006.

CHAPTER 1

INTRODUCTION AND PROJECT BACKGROUND

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INTRODUCTION

After the devastation of shootings that occurred at two local high schools, several organizations decided to form a coalition concerning youth violence prevention. The San Diego Coalition to Prevent Youth Violence (CPYV) met for the first time in March 2001 and has continued to meet monthly since then. The goals of the Coalition are to: 1) increase the effectiveness of violence prevention efforts; 2) engage communities and community-based organization through support, technical assistance, and capacity building; 3) identify and improve access to youth violence prevention programming; and 4) serve as a catalyst for the promotion of peace.

The San Diego Young Men's Christian Association (YMCA) Youth and Family Services (YFS) has been a collaborative member since the Coalition's inception and has partnered with the Coalition to work towards preventing violence through the extension of a pre-existing youth program titled Parenting, Mentoring, and Substance Abuse (PMSA). The extension of PMSA allows for the provision of a violence prevention curriculum. This extension was made possible by funding through the Substance Abuse and Mental Health Services Administration (SAMHSA). This program is called the Youth Violence Prevention program (YVP).

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With SAMSHA funding, PMSA had an opportunity to enhance the program by including a youth violence prevention curriculum in the mentoring component, in turn establishing YVP. The PMSA program alone provides a continuum of services focused on several areas of the youth's life that factor into the cycle of substance abuse including parenting classes organized by the YMCA YFS (taught by the San Diego Community College District (SDCCD) and the San Diego County Probation Department), substance abuse serviced provided by Vista Hill, and mentoring services provided by the YMCA¹.

YVP implements a curriculum entitled *My Voices, My Path* (MVP) in the mentoring services. This is a 14 week curriculum created by the Program Coordinator and another YMCA staff member². However, as part of PMSA, YVP is provided in a unique way. Rather than utilizing a classroom setting, mentors work one-on-one with each youth. The YMCA YFS believes that this format may

² The curriculum was developed by using materials from pre-existing curriculum including *Power Source: Taking Charge of Your Life* (Casarjian and Casarjian 2003) and *In Touch With Teens* (Los Angeles Commission on Assaults Against Women 1995).

allow the mentor to spend more time on lessons that benefit the youth most. YMCA has also begun using this curriculum with another program, Teen Link Community Project.

Youth participating in YVP work with the mentor on the curriculum lessons weekly during a four month period (on average). There are seven lessons, which include activities, worksheets, handouts, and discussion. Because learning occurs through discussions rather than lectures the curriculum is therapeutic and educational.

Program Goals and Objectives

The main goal of YVP is to provide youth with information about violence and the emotions and situations that motivate their violent behavior. The objectives of the curriculum are twofold:

- to dissuade youth from resorting to acts of violence, coercion, and/or abuse as a means of conflict resolution or as a means of dominating and controlling another individual; and
- to equip youth with healthy skills, techniques and outlets needed to make positive decisions, handle challenging emotions, and manage the effects of abuse and violence within their own lives and their own interpersonal relationships.

As stated in the curriculum for PMSA YVP, as a result of the program, the youth will be able to:

- identify, define, and recognize the myths and realities of specific types of abuse;
- identify and target causes of low self-esteem and develop methods for building a stronger sense of self-worth;
- recognize that they are individually important, their personal experiences are legitimate, and their feelings are valuable;
- understand the importance of taking responsibility for the choices they have made including, both good and bad decisions;
- understand that their self-worth is not based on poor decisions they have made, but on their ability and willingness to change their behavior and make positive choices;
- develop self-awareness that they have the power and capability to make good choices for their lives;
- utilize methods for identifying and moderating their emotional state;
- identify and recognize the warning signs and patterns of an abusive relationship;
- recognize and change patterns of violence in their lives and communities;
- identify and recognize issue of "power" and "control" within a relationship;
- learn problem-solving skills surrounding relationship (intimate or friendship) conflicts;
- identify and recognize the positive attributes of a healthy relationship; and

- learn how to handle conflict in a peaceful and productive manner.

In addition, the program seeks to increase community collaboration by strengthening CPYV and to enhance the PMSA program.

Program Implementation and Modification

Between April 2004 and August 2005 all the foundational steps to program implementation have occurred (Table 1.1). All staff were hired for the program, including a Program Director, Program Coordinator, and one full-time and one-part-time mentor (there are three mentors from PMSA that also assist with YVP). The YMCA staff completed the MVP curriculum and provided training to the mentors. The randomization process was initiated and 13 youth were assigned, with 4 participating in YVP and 9 in the comparison group. As a result, the program is fully functional and providing services to youth.

Table 1.1
YVP Major Milestones
September 2005

Activity	Date
SAMSHA grant awarded	Apr 2004
Evaluation committee began meeting	Nov 2004
Program Director hired	Dec 2004
Program Coordinator-Youth Violence Prevention hired	Jan 2005
Completed curriculum	Mar 2005
Curriculum implemented	Apr 2005
Began randomization	Apr 2005
Eligibility criteria changed	Jul 2005

Source: San Diego's Youth Violence Prevention Program Annual Report

In July 2005, the YMCA YFS requested and received approval from SAMSHA to change the eligibility requirements of the program by eliminating the requirement that a parent be enrolled in the parenting class, and requiring solely that the youth be engaged in the substance abuse and mentoring services. Since many parents were not enrolling in the parenting class, eliminating this requirement will allow more youth to be eligible for the program and help meet the target number of youth to be served. YVP focuses on the youth's emotions and relationship that contribute to the violent behavior, rather than parenting, thus this eligibility change will not impact expected program outcomes.

REPORT OVERVIEW

The remainder of this report provides the details about the evaluation efforts and the results of the hypothesis testing. Chapter 2 provides the framework concerning how the process and impact evaluation are being conducted and includes the four hypotheses that are being tested. The results of the process evaluation are included in Chapter 3. Since no youth have completed the program to date, this first annual report does not include results from the impact evaluation.

CHAPTER 2

RESEARCH METHODOLOGY

CHAPTER 2

RESEARCH METHODOLOGY

INTRODUCTION

The current chapter includes information about the process and impact evaluations being conducted by SANDAG and the hypotheses that were tested, as well as a baseline description of the youth who participated in the program from April 1, 2004 through August 15, 2005. Key components of the evaluation include documenting how the program was implemented, describing the population served, assessing coalition building, and measuring the success of the program through knowledge and recidivism outcomes. This study uses a true experimental design to test the hypotheses discussed below by randomly assigning youth to either the “treatment as usual group” or the “comparison group.”

PROCESS EVALUATION

Background and Process

An assessment of the process of program implementation is valuable for two reasons. First, it facilitates future program replication because past obstacles can be avoided and successes duplicated. Second, it helps to place the findings of the impact evaluation in context. All data collection instruments and surveys are included in Appendix A. Preliminary results of the process evaluation are presented in Chapter 3.

Statement of Hypotheses

Hypothesis 1: YVP will target at-risk youth in the juvenile justice system.

Specific Research Questions

- How many youth were eligible for and enrolled in the program?
- What were the characteristics of program participants?

Data Sources

The YMCA YFS collects intake information for the youth in YVP and the comparison group and provides this data to SANDAG on a monthly basis.

Analyses

The analyses of these data are descriptive. Frequencies and measures of central tendency will be used.

Hypothesis 2: Clients referred to YVP will successfully complete the program.

Specific Research Questions

- What was the average length of client participation?
- What was the completion status of the youth when they exited the program?

Data Sources

Data concerning active engagement in the program are obtained from an Excel spreadsheet prepared by the program documenting who entered, exited, and engaged in the program. These data also include program completion status.

Analyses

The data will be presented using frequencies, cross tabulations, and measures of central tendency. Tests of significance will be used when sample size permits.

Hypothesis 3: YVP participants will be more knowledgeable about youth violence prevention and satisfied with the services they received.

Specific Research Questions

- Were participants more knowledgeable about preventing youth violence after program participation?
- Were participants satisfied with the services they received?

Data Sources

Client satisfaction questionnaires for the substance abuse and mentoring services are administered to youth at exit to measure their satisfaction with the program.

Analyses

Analysis of the data will include frequencies and measures of central tendency. Client satisfaction questionnaires are given to youth in both the YVP and comparison groups. However, the last 5 questions of the mentoring client satisfaction questionnaire are completed only by youth who have completed YVP, as these pertain specifically to the MVP curriculum.

Hypothesis 4: The Coalition to Prevent Youth Violence (CPYV) will help build community awareness about youth violence prevention

Specific Research Questions

- Has membership and attendance increased for CPYV between 2005 and 2006?
- Has CPYV encouraged collaboration among agencies who work with youth to prevent violence?

Data Sources

An eleven-item survey was created to assess the success of CPYV in promoting collaboration among members. This survey includes several open-ended questions that give the respondents an opportunity to provide in-depth comments about CPYV (e.g. benefits of collaboration, how collaboration has benefited their own projects, usefulness of meeting notices, CPYV objectives, and improvements). For ease of completion, the survey was created on-line and the link to the survey was e-mailed to all members who receive the Coalition notices. In addition, hard copies were available at the Coalition meetings. In February 2005, the first administration of the survey was provided to 80 individuals through the Coalition electronic mailing list, with the one-year follow-up survey to be administered in February 2006. Nineteen individuals completed the survey during the first administration. While this response appears to be low, regular attendance at the CPYV meetings is around 15 to 20 members.

Analyses

Analysis of the data will include frequencies and measures of central tendencies. In addition, the responses to the open-ended questions will be tabulated and recoded into categories most frequently mentioned. When appropriate, direct quotes will also be used to provide qualitative information about the progress of CPYV.

IMPACT EVALUATION

Background and Process

A true experimental design was used to collect data for the impact evaluation. Those youth that were eligible for randomization were wards of the court who were ordered to participate in both the substance abuse and mentoring services (requirement for parents to participate in parenting was dropped July 2005). Youth are either randomized to the "treatment as usual group" (received mentoring and substance abuse services) or the "experimental group" who additionally received the youth violence prevention curriculum in conjunction with mentoring and substance abuse services.

Statement of Hypotheses

Hypothesis 5: Participants in YVP will decrease their risk of committing violent crime by becoming equipped with youth with violence prevention strategies.

Specific Research Questions

- Was participation in YVP related to a decrease in the youth re-offending by committing a violent crime?
- Was participation in YVP related to an increase in knowledge about preventing violence?

Data Sources

SANDAG researchers created a data collection instrument to capture recidivism information during the intervention period and the six-month follow-up. Re-offense data will be collected from the Automated Regional Justice Information System (ARJIS) and the Probation Case Management System (PCMS) for these two periods.

Changes in attitudes and behavior regarding violence will be measured by pre- and post-tests, developed by SANDAG researchers based on the program curriculum. This 12-item test, with multiple-choice and open-ended questions, is administered to the youth on the first and last day of the program.

Analyses

Frequencies and measures of central tendency will be used to describe the data. Tests of significance will be applied when sample size permits.

SUMMARY

The evaluation design for the YVP program includes testing a number of hypotheses related to the process and impact of the project. As described in this chapter, a variety of methods are included in the research plan, including documenting client characteristics and exit status, collecting recidivism data from ARJIS and PCMS, and administering pre- and post-tests and client satisfaction questionnaires.

CHAPTER 3

PROCESS EVALUATION RESULTS

CHAPTER 3

PROCESS EVALUATION RESULTS

INTRODUCTION

This chapter of the report presents the findings for the process evaluation. Two of the four research hypotheses are addressed in this chapter. These two pertain to the program serving at-risk youth and coalition building through CPYV.

YVP TARGET POPULATION

How many youth were eligible for and enrolled in the program?

As of July 31, 2005, four youth had been randomized to YVP and nine to the comparison group. By the end of the program in September 2006 it is expected that 50 youth will be randomized to YVP and 100 to the comparison group.

What were the characteristics of program participants?

All of the YVP youth (4) are male, compared to two-thirds of the comparison group (6). Youth who are participating in YVP are either Black (2) or Hispanic (2). In the comparison group four youth are white and four are Hispanic (ethnicity is unknown for one youth in the comparison group). The average age of the YVP youth at intake is 15.8 years, with a range of 15 to 16 years, compared to 16.2 years for the comparison group, with a range of 15 to 17 years (not shown).

COALITION BUILDING

A requirement of the SAMSHA grant, which funds YVP, was the establishment or continued improvement of a community coalition. The YVP program was developed in partnership with the San Diego Coalition to Prevent Youth Violence (CPYV) and the YMCA has worked with the San Diego Teen Court and other agencies involved in organizing the CPYV to increase collaboration to prevent youth violence. This Coalition has met monthly since March 2001.

In February 2004, CPYV members were provided an on-line survey that assesses collaboration and coalition building. The remainder of this chapter provides the results of the first administration of this survey. The final report will have a more detailed analysis to address the research questions pertaining to the Coalition.

Has membership and attendance increased for CPYV?

Eighty individuals from a variety of agencies are on the CPYV mailing list and approximately 15 to 20 people attend each month. The survey included several open-ended questions that allowed respondents to provide in-depth comments³. The survey was completed by staff from a variety of community-based organizations in San Diego County. For the 19 individuals who responded to the survey, 17 had attended at least one CPYV meeting since they had become a member, with respondents usually having attended between one and four meetings. The two who said they had not attended explained they could not attend because of other time constraints or because s/he was required by his/her agency to reduce the number of coalitions s/he was participating in.

Since most of these individuals were from community-based organizations, the demands of time and resources do not always allow for attending CPYV monthly meetings. In response to the question about receiving agendas and the usefulness of receiving them, it appeared that respondents review the agendas ahead of time to see what will be discussed and make their decision to attend based partly on what will be presented. Those who were unable to attend the meetings in the last six months noted that they use this method to decide if they should attend the meeting. Analysis of attendance will be documented in the final evaluation report after the second collaborative survey has been administered in February 2006.

Has CPYV encouraged collaboration among agencies who work with youth to prevent violence?

To understand how perceived objectives align with the perceived benefits of the CPYV, respondents were asked what they thought should be the Coalition's top three objectives. Those objectives noted most frequently by respondents included collaborating and networking (9), community awareness of youth violence prevention (7), and providing information (4).

Those objectives that were noted most frequently mirrored the reported benefits of attending CPYV. The greatest number of respondents (15) said one benefit was networking and collaborating. Other responses included receiving project and community updates (4), sharing information (3), and understanding best practices in preventing youth violence (2).

Respondents were also asked to rate their level of collaboration with other agencies as a result of CPYV. For the 17 respondents who answered the question, 7 reported "high" or "very high" levels of collaboration, followed by 8 who rated it as "average", and 1 each as "low" or "none".

One of the open-ended questions asked how CPYV had helped with collaboration on the respondents' own projects. The most common responses were in the following categories:

- obtaining knowledge or information about other programs and best practices (6);
- providing an opportunity to network with other programs and agencies (3);
- sharing information about resources (3);

³ The answers to these questions were grouped into similar categories and tallied. Therefore, a respondent may have provided more than one answer to each open-ended question.

- receiving support of their program from other CPYV participants (3); and
- giving information about their program to others (2).

In July 2005 the information from the first administration of this survey was provided to the CPYV Board of Directors in a report format. One of the most notable responses pertaining to the goals and objectives of the CPYV was the positive attribute of sharing information on programs and resources. The Coalition is currently working on developing a Web site that will assist in sharing such information. The Web site could also be used to post meeting agendas and minutes in order to get this information out to members and the public in a timely manner.

SUMMARY

The preliminary results of the process evaluation were discussed in this chapter. Future reports will include the results from the other research questions for the process evaluation. This chapter provided demographic data on the YVP and comparison groups.

The first administration of the collaborative survey was provided in February 2005. Preliminary results show that the most notable objectives and benefits of CPYV include collaboration, sharing information on youth violence prevention programs and resources, and promoting community awareness. The results of the survey have been shared with the CPYV Board to help develop strategies to strengthen the Coalition, including developing a Web site for CPYV.

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REFERENCES

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Los Angeles Commission on Assaults Against Women. (1995). **In Touch With Teens: A Relationship Violence Prevention Curriculum for Youth Ages 12-19**. Los Angeles, CA.

Appendix A



YVP Data Collection Form (DURING PROGRAM)

Last: «Last_Name» First: «First_Name»

REJIS: «REJIS» DOB: «DOB» Sample: «sample» 1=treatment 2=comparison
Program: «prog» (9 = PMSA YVP)

Entry: «Entry» Exit: «Exit»

Gender: 1=Male 2=Female «gender»

Race: 1=White; 2=Black; 3=Hispanic; 4=Asian; 5=Other «race»

Number of Arrests for New Criminal Offenses: **Enter 00 if no record** _____
Include only charges ending with "PC", "MC", "HS", "VC" "WI"
Do NOT count "CO", 777, 58.01MC, 602WI, 636WI, 5150 WI or 601 (unless 601B)

Arrest Date(s)	Charge(s)
----------------	-----------

Number of Referrals to Probation: _____
Level of Highest Referral: _____
Type of Highest Referral: _____

Note below: arrest date, all charges, charged by, dispo, and level for all referrals

Number of Petitions with a True Finding for New Criminal Offenses: _____
Level of Highest True Finding: _____
Type of Highest True Finding: _____

Highest Charge _____ Arrest Date _____ Dispo Date _____

Number of New Institutional Commitments for New Criminal Offenses: _____
Note Incident Number Associated with Commitment and Length of Commitment

Dispo Date for all TFs _____

Successful Program Completion
Program Completion Code:

Level Codes: 1= Felony 2= Misd. 3= Prob. Vio. 4= Status 5= N/A
Type Codes: 1= Violent 2= Property 3= Drug 4= Otr. Felony 5= Otr Misd. 6= Status 7= Prob. Vio. 8= N/A



YVP Data Collection Form (6 MONTH)

Last: «Last_Name» First: «First_Name»

REJIS: «REJIS» **Sample:** «sample» 1=treatment 2=comparison
Program: «prog» (9 = PMSA YVP)

Exit: «Exit» **6 Month:** _____

Number of Arrests for New Criminal Offenses: **Enter 00 if no record** _____
Include only charges ending with "PC", "MC", "HS", "VC" "WI"
Do NOT count "CO", 777, 58.01MC, 602WI, 636WI, 5150 WI or 601 (unless 601B)

Arrest Date(s)	Charge(s)

Number of Referrals to Probation: _____
Level of Highest Referral: _____
Type of Highest Referral: _____

Note below: arrest date, all charges, charged by, dispo, and level for all referrals

Number of Petitions with a True Finding for New Criminal Offenses: _____
Level of Highest True Finding: _____
Type of Highest True Finding: _____

Highest Charge _____ **Arrest Date** _____ **Dispo Date** _____

Number of New Institutional Commitments for New Criminal Offenses: _____
Note Incident Number Associated with Commitment and Length of Commitment

Dispo Date for all TFs _____

Level Codes: 1=Felony 2=Misd. 3=Prob. Vio. 4=Status 5=N/A
Type Codes: 1=Violent 2=Property 3=Drug 4=Otr. Felony 5=Otr Misd. 6=Status 7=Prob. Vio. 8=N/A

YOUTH VIOLENCE PREVENTION – INTAKE SURVEY

The YMCA is using this survey to improve its services to youth. Please answer all questions even if you are unsure of the correct answer. Your answers will not be shared with any other staff at the YMCA and will not affect your participation in this program. This survey will be given to you again when you complete the Youth Violence Prevention program in order to see how well your mentor taught the materials to you. Thank you for your help.

Please circle the best answer for each question or fill in the blanks.

1. One of the reasons you are in this program is to help you take _____ for your own behavior.
 - a. blame
 - b. responsibility
 - c. time
 - d. risks

2. Behaviors you have learned from your family can be changed by . . .
 - a. Ignoring these behaviors/patterns
 - b. Criticizing family members
 - c. Identifying and understanding them in order make changes
 - d. There is no way to change these behaviors and patterns

3. Appropriate discipline means . . .
 - a. That my parents are mad at me
 - b. Enforcing rules to teach kids right and wrong
 - c. Hitting or yelling for punishment
 - d. All of the above

4. List 4 things that you like about yourself.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

5. Emotions are triggers that . . .
 - a. Should be bottled up and not expressed
 - b. Help identify how we are feeling so we can act appropriately
 - c. Are not real
 - d. None of the above

YOUTH VIOLENCE PREVENTION – INTAKE SURVEY (CONT'D)

6. The danger of stereotyping is that people are not considered as _____, but rather as members of a group.
- a. individuals
 - b. nice
 - c. important
 - d. the same
7. The cycle of relationship violence includes . . .
- a. Hearts and flowers phase, tension, explosion, break-up
 - b. Hearts and flowers phase, tension, talk, hearts and flowers phase
 - c. Hearts and flowers phase, tension, talk, I'm sorry phase
 - d. Hearts and flowers phase, tension, explosion, "I'm sorry" phase
8. Conflict is defined as . . .
- a. A disagreement between two or more people or two or more choices
 - b. Getting into a fist fight or screaming match
 - c. Two people that hate each other
 - d. All the above
9. What makes up a healthy relationship?
- a. Communication, compromise, care
 - b. Generosity, gentleness, greed
 - c. Compromise, confrontation, creativity
 - d. Trust, tenderness, tension
10. Being assertive is defined as . . .
- a. Standing up for your rights
 - b. Telling someone how you feel
 - c. Using words to solve problems
 - d. All of the above
11. During a conflict with a friend the first thing I should do is . . .
- a. Tell an adult
 - b. Talk to them calmly
 - c. Cut them out of my life
 - d. None of the above
12. In your opinion, what is the court's reason for having you participate in this program?

YOUTH VIOLENCE PREVENTION – EXIT SURVEY

The YMCA is using this survey to improve its services to youth. Please answer all questions even if you are unsure of the correct answer. Your answers will not be shared with any other staff at the YMCA and will not affect your participation in this program. Thank you for your help.

Please circle the best answer for each question or fill in the blanks.

1. One of the reasons you are in this program is to help you take _____ for your own behavior.
 - a. blame
 - b. responsibility
 - c. time
 - d. risks

2. Behaviors you have learned from your family can be changed by . . .
 - a. Ignoring these behaviors/patterns
 - b. Criticizing family members
 - c. Identifying and understanding them in order make changes
 - d. There is no way to change these behaviors and patterns

3. Appropriate discipline means . . .
 - a. That my parents are mad at me
 - b. Enforcing rules to teach kids right and wrong
 - c. Hitting or yelling for punishment
 - d. All of the above

4. List 4 things that you like about yourself.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

5. Emotions are triggers that . . .
 - a. Should be bottled up and not expressed
 - b. Help identify how we are feeling so we can act appropriately
 - c. Are not real
 - d. None of the above

YOUTH VIOLENCE PREVENTION – EXIT SURVEY (CONT'D)

- 6. The danger of stereotyping is that people are not considered as _____, but rather as members of a group.
 - a. individuals
 - b. nice
 - c. important
 - d. the same

- 7. The cycle of relationship violence includes . . .
 - a. Hearts and flowers phase, tension, explosion, break-up
 - b. Hearts and flowers phase, tension, talk, hearts and flowers phase
 - c. Hearts and flowers phase, tension, talk, I'm sorry phase
 - d. Hearts and flowers phase, tension, explosion, "I'm sorry" phase

- 8. Conflict is defined as . . .
 - a. A disagreement between two or more people or two or more choices
 - b. Getting into a fist fight or screaming match
 - c. Two people that hate each other
 - d. All the above

- 9. What makes up a healthy relationship?
 - a. Communication, compromise, care
 - b. Generosity, gentleness, greed
 - c. Compromise, confrontation, creativity
 - d. Trust, tenderness, tension

- 10. Being assertive is defined as . . .
 - a. Standing up for your rights
 - b. Telling someone how you feel
 - c. Using words to solve problems
 - d. All of the above

- 11. During a conflict with a friend the first thing I should do is . . .
 - a. Tell an adult
 - b. Talk to them calmly
 - c. Cut them out of my life
 - d. None of the above

- 12. In your opinion, what is the court's reason for having you participate in this program?

DC/PMSA PROGRAM – MENTOR SURVEY

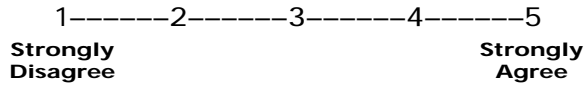
ID NUMBER _____

DATE ____ / ____ / ____

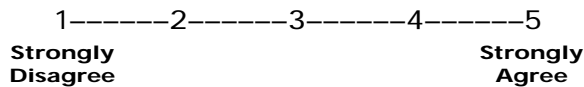
We would greatly appreciate your feedback so we can improve this service. Thank you for completing this survey.

For questions 1-7 use the scales provided to indicate if you agree or disagree with the following statements.

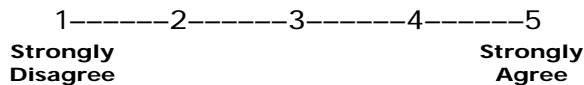
1. I liked my mentor. (circle one number on the scale)



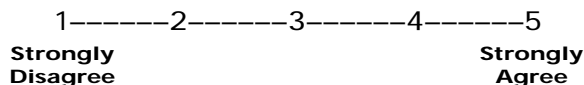
2. My mentor was not reliable. (circle one number on the scale)



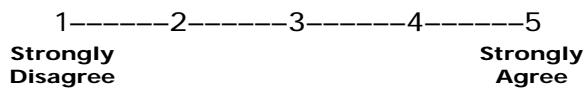
3. My mentor listened to me when I had something to say. (circle one number on the scale)



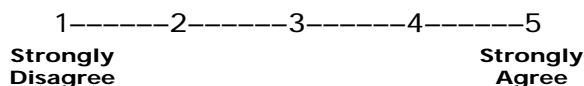
4. My mentor was not open to different thoughts and beliefs of mine. (circle one number on the scale)



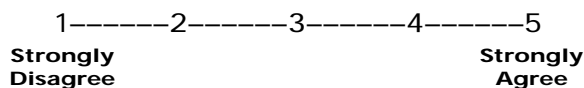
5. My mentor was a good communicator. (circle one number on the scale)



6. My mentor was able to help me when I had questions or concerns. (circle one number on the scale)



7. I was able to meet all of the goals that I developed with my mentor. (circle one number on the scale)



DC/PMSA PROGRAM – MENTOR SURVEY (CONT'D)

8. How long did you have your mentor? (check one)

- One to three months
- Three to six months
- More than six months

9. How do you feel about the time you spent with your mentor? (check one)

- I wish I met with my mentor more
- I met with my mentor just enough
- I wish I had met with my mentor less
- I wish I never had a mentor

10. Would you recommend having a mentor to a friend?

- Yes
- No

11. What did you like best about your mentor?

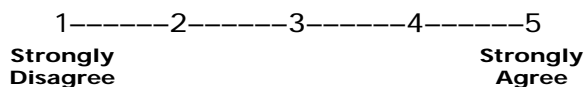
12. Is there anything you wish your mentor would have done differently?

13. What were some of your favorite activities that you and your mentor did together?

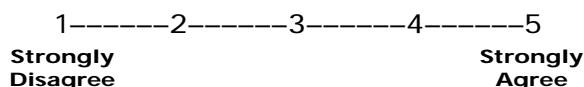
The following section is to be completed only by youth who completed the Youth Violence Prevention curriculum (do not include if the youth did not complete the curriculum).

For questions 14-18 use the scales provided to indicate if you agree or disagree with the following statements.

14. I learned a lot about violence prevention from my mentor. (circle one number on the scale)



15. My behavior has gotten better because of this program. (circle one number on the scale)



DC/PMSA PROGRAM – MENTOR SURVEY (CONT'D)

16. I enjoyed the exercises about violence prevention that I did with my mentor. (circle one number on the scale)

1-----2-----3-----4-----5
Strongly Disagree **Strongly Agree**

17. I did not understand most of what was taught to me about violence prevention. (circle one number on the scale)

1-----2-----3-----4-----5
Strongly Disagree **Strongly Agree**

18. I would have preferred to learn about violence prevention in a classroom rather than directly from my mentor. (circle one number on the scale)

1-----2-----3-----4-----5
Strongly Disagree **Strongly Agree**

SAN DIEGO COALITION TO PREVENT YOUTH VIOLENCE – INTEREST SURVEY

The San Diego Association of Governments (SANDAG) is conducting a survey as part of the YMCA Youth Violence Prevention project. This survey includes questions regarding your experiences with the San Diego Coalition to Prevent Youth Violence (CPYV) and your opinions with respect to the value of CPYV for you and your organization. Your input will provide valuable insight about CPYV and ways to prevent youth violence. Your responses will be kept confidential and you will not be identified by name. This survey can be completed online at www.sandag.org/yvp or you can return the completed survey to Gina Misch, SANDAG, 401 B Street, Suite 800, San Diego, CA 92101.

Please complete the survey by March 14, 2005. Thank You.

_____ **Date**

What agency do you represent? _____

1. I have attended a CPYV meeting. (Check one – if “NO” skip to 7) Yes No

2. I have attended _____# of meetings in the last six months. (If you have not attended a meeting in the last six months please explain why in question 2a, otherwise skip to 3)
 - 2a. I have not attended a CPYV meeting in the last six months because . . . (Check all that apply)
 - Time constraints
 - I am new at the agency I am representing
 - Items of discussion did not apply to the work I do or to the organization I represent
 - Other, specify: _____

3. Rate the level of collaboration with other agencies/programs that has occurred because of networking that has occurred solely through CPYV. (Check only one)
 - Very high
 - High
 - Average
 - Low
 - Very low
 - None (If none skip to 6)

4. What collaborative projects have you worked on because of CPYV? (Check all that apply)
 - Leadership Day Peacemakers Village
 - Coalition Directory
 - Nonviolent Communication Seminar
 - Other, specify: _____

SAN DIEGO COALITION TO PREVENT YOUTH VIOLENCE – INTEREST SURVEY (CONT'D)

5. Describe how the collaboration of CPYV has helped you with your own projects.

6. Describe what you perceive as the top three benefits of attending CPYV.

a.

b.

c.

7. I have been receiving the monthly meeting notices. (Check one – if “NO” skip to 9) Yes No

8. I find the monthly notices useful. (Check one – if “YES” skip to 9) Yes No

8a. if you have not found the monthly notices useful, please explain why.

9. Describe what you believe should be the top three objectives of CPYV.

a.

b.

c.

10. How could CPYV be improved?

11. Do you have any additional comments?

DC/PMSA PROGRAM – SUBSTANCE ABUSE SERVICES SURVEY

ID NUMBER _____

DATE ____ / ____ / ____

We would greatly appreciate your feedback so we can improve this service. Thank you for completing this survey.

Use the table below to indicate if you agree or disagree with the following statements. (Check one box for each question)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. This program has helped me stop using alcohol and other drugs.						
2. I learned a lot from my alcohol and drug class.						
3. The relapse prevention class taught me a lot.						
4. My treatment plan fit my needs for decreasing substance use.						
5. The program helped me change how I feel about substance use.						
6. I had a good relationship with my Juvenile Recovery Specialist.						
7. I was satisfied with the substance abuse services.						
8. I would recommend this program to a friend having substance abuse problems.						
9. Overall, I was satisfied with my experience in the program.						
10. I felt staff was genuinely concerned with my well being.						
11. I felt I was treated with respect during treatment.						
12. The expectations of the program were clear to me so I understood how I could successfully complete the program.						

45

13. What did you like best about being involved in the program?

14. What recommendations do you have to improve the program?