

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

DECEMBER 2006

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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, which augments the Parenting, Mentoring, and Substance Abuse (PMSA) program, 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 final report includes a description of the program and evaluation methodology, as well as findings from the process and impact evaluations that were conducted by SANDAG's Criminal Justice Research Division.

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 Family Justice Center (FJC), and the Criminal Justice Research Division of the San Diego Association of Governments (SANDAG). Special thanks are extended to YMCA YFS staff that has assisted SANDAG with collecting information and reviewing this final report. These include Berry Randle, Program Director; Keri Canedo, Program Coordinator-Youth Violence Prevention; and Karen Lacanilao, Program Assistant. Appreciation is also extended to staff 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 Laura Curtis and Laura Litvinoff.

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EXECUTIVE SUMMARY

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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 in San Diego County. 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 San Diego Young Men's Christian Association (YMCA) Youth and Family Services (YFS) had been a collaborative member since the Coalition's inception and had partnered with the Coalition to work toward preventing violence through the extension of a pre-existing youth program titled Parenting, Mentoring, and Substance Abuse (PMSA). In 2004, the YMCA YFS received funds from the Substance Abuse and Mental Health Services Administration (SAMHSA) to augment PMSA by providing a youth violence prevention curriculum to mentees. To fulfill the evaluation requirements of the grant, YMCA contracted with researchers from the Criminal Justice Research Division of the San Diego Association of Governments (SANDAG) to complete the evaluation. This is the final report for the program.

PROGRAM DESCRIPTION

The central intervention of Youth Violence Prevention (YVP) was the implementation of a youth violence prevention curriculum in the pre-existing mentoring component of PMSA. The PMSA program alone provided 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 County Office of Education (SDCOE) and the San Diego County Probation Department), substance abuse services provided by Vista Hill, and mentoring services provided by the YMCA YFS.

YVP implemented a curriculum entitled *My Voice, My Path* (MVP) in the mentoring services. This was a 14-week curriculum created by the Program Coordinator and another YMCA staff member. However, YVP provided the MVP curriculum to youth in a unique way. Rather than utilizing a classroom setting, the mentors worked one-on-one with each youth to discuss and complete the curriculum. The YMCA believed this format would allow the mentor to spend more time on lessons that benefited the youth the most. The curriculum was created in March 2005 and the program began implementation in April 2005.

The main goal of YVP was to provide youth with information about violence and the emotions and situations that motivate violent behavior. The main objectives of the curriculum were to keep youth from resorting to acts of violence or abuse as a means of conflict resolution and to equip youth with healthy skills to manage the effects of abuse and violence within their own lives and personal relationships. In addition, the program also sought to increase community collaboration by strengthening the CPYV and enhancing the PMSA program.

Probation Officers referred youth to the PMSA program based on a youth's need for the program services. Youth enrolled in PMSA were then screened by YVP staff and deemed eligible for the enhanced mentoring if they were enrolled in parenting, substance use, and mentoring services. Youth and their parents were provided with an explanation of the services to be provided and if they agreed to participate voluntarily, they signed an informed consent. Youth were then randomized to either the YVP group, that received training in the prevention curriculum as part of their mentoring program, or the comparison group, that received usual mentoring services.

RESEARCH METHODOLOGY

A required component of this project was the evaluation effort to measure if the expected outcomes were realized and to determine if the CPYV encouraged collaboration for its members. The process evaluation includes describing the number and characteristics of participants, documenting exit status, and measuring client satisfaction. The strengthening of CPYV was also assessed through a survey completed by the CPYV members twice during the program period.

A true experimental design was used to collect data for the impact evaluation. Those youth that were eligible for randomization were wards of the court¹ who were voluntarily enrolled in both substance abuse and mentoring services². Youth were either randomized to the "YVP group" (who received the additional YVP curriculum in conjunction with the mentoring and substance abuse services) or to the "comparison group" (who received just the mentoring and substance abuse services as part of the PMSA program).

This randomization process, which was developed by SANDAG, used random number generation to assign YVP or comparison group status to numbers 1 to 150. Then, the random group assignment and corresponding number were transcribed onto a form and placed in a sealed envelope. When a youth was referred to the program, the Program Assistant selected the next envelope in sequential order and assigned the number and group to the youth. This information was tracked using an Excel spreadsheet and provided to SANDAG on a monthly basis.

PROCESS EVALUATION RESULTS

How many youth were enrolled in the program?

The target number of youth to be served by the program was 150, with 75 randomized as treatment and 75 as comparison youth. At the end of the program in September 2006, the total number of youth who had been in the program was 99, with 53 youth randomized to YVP and 46 to the comparison group.

¹ There was one program participant who was on informal probation and, therefore, not a ward of the court. This youth was determined to be eligible by the Probation Department.

² The requirement for parents to participate in parenting was dropped in July 2005.

What were the characteristics of program participants?

The program served primarily males (89% of the comparison group and 83% of the YVP group), which is comparable to the proportion of males involved in the juvenile justice system locally. Over half the youth in both groups were Hispanic. The average age of the YVP clients at intake was 15.6 years (SD=1.1) and the comparison group was 15.7 years (SD=1.2). All, except one YVP youth had a least one prior arrest and one sustained petition. Few youths had a prior institutional commitment (16% YVP youth and 22% comparison group youth).

What was the average length of client participation?

Youth who met all their goals were in the program significantly longer than those who only met some or none of their goals (149 days (SD=67) versus 97 (SD=56) and 89 (SD=36) days respectively), however, there were no significant differences between the YVP group and comparison group on length of time in program. On average, youth in the comparison group were in the program only one day longer than the YVP group (averaging 106 (SD=56) versus 105 (SD=60) days). While the PMSA program expected the mentoring component to take place over the course of six months, for the YVP clients, the range of participation was 23 to 238 days, compared to the range of 31 to 264 days for the comparison group.

What was the completion status of the youth when they exited the program?

Of the 99 youth who were randomized into the YVP or comparison group by September 2006, exit information was available for 95 youth (96%). Of these, 42 (44%) were in the comparison group and 53 (56%) were YVP clients. While youth in both groups had the same number of goals, the goals themselves were developed to individually meet the needs of each youth. For the youth who exited the program and were given a final success rating by their mentor, 79 percent of the 52 YVP clients and 81 percent of the 41 youth in the comparison group completed all or some of their goals. One youth in the comparison group never engaged in services, so goals were never established for this youth. Twenty one percent of the YVP clients did not complete any of their goals, although the mentors did note some improvement for almost half of these youth.

Were participants satisfied with the services they received?

Overall, youth in both groups were satisfied with the mentoring services they received. The high level of satisfaction for both groups shows that youth had good experiences with their YMCA mentors, regardless of program assignment. This shows that the mentors do provide the types of relationships that nurture success. The only difference was that youth in the comparison group were more likely than the YVP clients to note that they wished they had met more often with their mentor. This may show that the more informal nature of the comparison group mentoring sessions resulted in the youth wanting to spend additional time with their mentor.

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

Thirty-four CPYV members responded to the second distribution of the collaborative survey. Of these, 74 percent had attended at least one meeting in the past. The majority (72%) of those that had attended meetings in the past felt that a benefit of the coalition was collaboration and networking. This was also specified as a key objective per the respondents. Twelve individuals (50%) reported "very high" or "high" levels of collaboration and three (13%) reported "average" collaboration.

IMPACT EVALUATION RESULTS

Was participation in YVP related to a decrease in the youth re-offending by committing a new violent crime?

Few youth in either group had an offense during the period of program participation. Six of the YVP clients had an arrest for a new law violation and none of the comparison group youth did. Of those arrested, the arrest resulted in a referral to the Probation Department for four youth and two in a sustained petition. None of the arrests were for a violent offense. During the six months following program completion, recidivism was very low. Recidivism data were available and collected on all clients who had been out of the program for at least six months. Of the 13 who had exited the program and completed some or all of their program goals, none of the YVP youth and only one of the comparison group youth had a new arrest. Neither group had a referral or a sustained petition. These results suggest that the program achieved its goal of reducing recidivism, especially with regard to violent offenses. However, because recidivism rates decreased across both groups it appears as though program assignment was not a significant factor.

Was participation in YVP related to an increase in knowledge about preventing violence?

While improvement was made in the youth violence prevention knowledge test over time for both groups, the YVP youth were significantly more likely than the comparison group to understand the cycle of relationship violence by the end of the program.

RECOMMENDATIONS

Based on the lessons learned through the program implementation as well as the evaluation, the following are recommendations for future youth violence prevention programs.

- Allow for adequate start-up time for program planning, hiring staff, and curriculum development.
- Other programs that are conducting process and impact evaluations should consider having mentors assigned only to youth from the treatment or the comparison group rather than to

both. Since YVP mentors were trained in the program curriculum, outcomes for treatment youth may have been diluted because comparison group participants may have inadvertently been exposed to curriculum methods and concepts.

- Have mentors who are full-time employees to allow for continuity of service provision for youth and consistency in services during the period of the evaluation. This may not have been possible with the sometimes variable nature of programming that depends upon volunteers.
- Having an established, collaborative relationship with the Probation Department allowed for a smooth referral process. At the same time, mentors were successful in ensuring that they distinguished their role from that of the youth's Probation Officer. Differentiating these roles allowed the mentor and youth to build a more collegial relationship, thereby allowing the mentor to earn the youth's trust and confidence.
- Have mentors convey program lessons and messages in an informal manner. Youth were resistant to participate in a program with a structured setting. However, once mentors began to confer program information through informal conversations, the youths' willingness to participate actively in learning about curriculum topics improved.

CHAPTER 1
INTRODUCTION AND PROJECT BACKGROUND

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INTRODUCTION AND PROJECT BACKGROUND

INTRODUCTION

After the devastation of shootings that occurred at two local high schools, several organizations decided to form a coalition concerning youth violence prevention in San Diego County. The San Diego Coalition to Prevent Youth Violence (CPYV) met for the first time in March 2001 and continued to meet monthly since then. The goals of the Coalition were to: 1) increase the effectiveness of violence prevention efforts; 2) engage communities and community-based organizations 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) had been a collaborative member since the Coalition's inception and had partnered with the Coalition to work toward preventing violence through the extension of a pre-existing youth program titled Parenting, Mentoring, and Substance Abuse (PMSA). The extension of PMSA allowed for the provision of a violence prevention curriculum as part of the mentoring component. This extension was made possible by funding through the Substance Abuse and Mental Health Services Administration (SAMHSA). This program was called the Youth Violence Prevention (YVP) program.

PROGRAM DESCRIPTION

The central intervention of YVP was the implementation of the youth violence prevention curriculum in the pre-existing mentoring component of PMSA. The PMSA program alone provided a continuum of services focused on several areas of the youth's life that factored into the cycle of substance abuse including parenting classes organized by the YMCA YFS (taught by the San Diego County Office of Education (SDCOE) and the San Diego County Probation Department), substance abuse services provided by Vista Hill, and mentoring services provided by the YMCA YFS³. The youth were referred to the program by their Probation Officers and were to participate as directed by their officers.

YVP used a curriculum entitled *My Voice, My Path* (MVP) in the mentoring services. This was a 14-week curriculum created by the Program Coordinator and another YMCA staff member⁴. As part of PMSA, MVP was provided in a unique way. Rather than utilizing a classroom setting as it was originally designed, mentors worked one-on-one with each youth. The YMCA YFS believed that this format would allow the mentor to spend more time on lessons that benefited the youth most.

³ The mentors for YVP were paid staff employed by the YMCA YFS.

⁴ 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).

Youth participating in YVP worked with the mentor on the curriculum lessons once a week during a 14-week period. There were seven lessons, which included activities, worksheets, handouts, and discussion. One lesson would be completed over a couple of weeks in order to provide enough time for discussion. The curriculum was therapeutic and educational because learning occurred through dialogue, rather than lectures.

For the evaluation, youth referred by Probation were randomly assigned by the YMCA to receive the curriculum or to serve as a comparison group. Both the YVP youth and comparison group youth (who did not receive the MVP curriculum)⁵ were mentored by the same pool of mentors. For the duration of the program, the YMCA employed six full-time mentors.

Program Goals and Objectives

The main goal of YVP was to provide youth with information about the consequences of violence and the emotions and situations that motivate violent behavior. The objectives of the curriculum were two-fold:

- 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 would 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 were individually important, their personal experiences were legitimate, and their feelings were valuable;
- understand the importance of taking responsibility for the choices they have made, including, both good and bad decisions;
- understand that their self-worth was not based on poor decisions they had 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 issues 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.

⁵ Mentors assisted comparison group youth in meeting their probation conditions and participated in social activities with mentees. Comparison group youth met with mentors with the same frequency as YVP youth.

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

Program Implementation and Modification

Table 1.1 shows the schedule of all the foundational steps to program implementation and modification that occurred during the grant period. Specifically, beginning in April 2004, all staff were hired for the program, including a Program Director, Program Coordinator, Project Assistant, and six full-time mentors. These staff helped create the MVP curriculum and provided training to the mentors. Furthermore, in terms of the evaluation, the randomization process was initiated in April 2005, and by the end of program in September 2006, 99 youth had been assigned to their respective groups, with 53 participating in YVP and 46 in the comparison group.

Table 1.1
YVP MAJOR MILESTONES

Activity	Date
SAMSHA grant awarded	April 2004
Evaluation committee began meeting	November 2004
Program Director hired	December 2004
Program Coordinator-Youth Violence Prevention hired	January 2005
Completed curriculum	March 2005
Curriculum implemented	April 2005
Randomization began	April 2005
Eligibility criteria changed	July 2005
Re-randomized numbers to have 75/75 sample of participant/comparison group youth	October 2005
Hired new Program Assistant	January 2006
Substance abuse programming discontinued	June 2006
Program ends	September 2006

SOURCE: SANDAG

While initially eligibility for the program was restricted to youth who were receiving all three components of the PMSA (Parenting, Mentoring, and Substance Abuse), in July 2005, the YMCA YFS requested and received approval from SAMSHA to change the eligibility requirements of the program by eliminating the stipulation that a parent be enrolled in the parenting class. This allowed more youth to be eligible for the program, which allowed the program to more effectively meet the target numbers. However, this change did not impact program outcomes, as the focus of the program was to help youth with emotions and relationships that contribute to violent behavior through the youth violence prevention curriculum, which was independent from the implementation of the parenting class.

In June 2006, when the PMSA contract between the YMCA and the San Diego County Probation Department ended, eligibility requirements were again changed. At this time, enrollment in substance use services was no longer a stipulation of the youth randomized to the YVP or

comparison group. Additionally, with the end of the PMSA project, youth who were randomized for the YVP program were not required to receive mentoring services for the six-month period that was outlined as part of PMSA. Instead youth received mentoring services for approximately 14-weeks which was the time necessary to complete the YVP curriculum. While there were no significant differences in program success between those who entered before or after June 2006, of the 74 youth who completed some or all of their program goals, those who entered the program before June were in the program significantly longer than those who entered after June 2006 (151 days (SD=45) versus 46 days (SD=9) respectively).

Between September and December 2005, the YMCA YFS implemented the curriculum in three schools in San Diego County that serve teen parents. These schools included Garfield High School, Chula Vista Summit, and Lindsay Summit, and over 90 girls attended these classes. While the use of the curriculum in these schools was not part of the YVP program, it deserves special mention as the YMCA sought to creatively expand the use of the MVP curriculum.

REPORT OVERVIEW

The remainder of this report provides details about the evaluation efforts and results of the hypothesis testing. The data analyzed for this report were from the period of April 1, 2004 to September 30, 2006. Chapter 2 provides the framework concerning how the process and impact evaluation were conducted and includes the five hypotheses that were tested. The results of the process evaluation are included in Chapter 3 and results of the impact evaluation are included in Chapter 4. Chapter 5 discusses the overall findings of the evaluation, as well as program successes and recommendations for others implementing similar programs.

CHAPTER 2
RESEARCH METHODOLOGY

CHAPTER 2

RESEARCH METHODOLOGY

INTRODUCTION

The current chapter includes information about the process and impact evaluations that were conducted by SANDAG and the hypotheses that were tested, as well as a baseline description of the youth who participated in the program at the time randomization began on April 1, 2005 through the end of the program on September 30, 2006. 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 “Youth Violence Prevention (YVP) group”, who received the additional YVP curriculum, or to the “comparison group” who received treatment as usual.

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 can be duplicated. Second, it helps to place the findings of the impact evaluation in context. A variety of different methods were used to collect the qualitative data necessary to document program implementation and modifications. These included research and program staff attending monthly program meetings, reviewing program documentation, documenting service provision, and surveying program participants at exit. The process analysis used these participant surveys and data collected by the YMCA to test four research hypotheses. The results of the process evaluation are presented in Chapter 3 and the instruments used for the process and impact evaluations are included in Appendix A.

Statement of Hypotheses

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

Specific Research Questions

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

Data Sources

The YMCA YFS collected intake information for the youth in YVP and the comparison group and provided these data to SANDAG on a monthly basis via a computer disk that was hand delivered.

Analyses

The analyses of these data are descriptive. Frequencies and measures of central tendency are 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 were obtained from an Excel spreadsheet, prepared by the program, documenting who entered, exited, and engaged in the program. These data also included program completion status.

Analyses

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

Hypothesis 3:

YVP participants will be satisfied with the services they received.

Specific Research Questions

- Were participants satisfied with the services they received?

Data Sources

Client satisfaction questionnaires for the substance abuse and mentoring services were administered to youth at exit to measure their satisfaction with the program. The last five questions of the mentoring client satisfaction questionnaire were completed only by youth who had completed YVP, as these pertained specifically to the MVP curriculum.

Analyses

Analysis of the data includes frequencies and measures of central tendency.

Hypothesis 4:

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

Specific Research Questions

- 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 included 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, Coalition objectives, and improvements). For ease of completion, the survey was created online 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 administered in February 2006. Nineteen individuals completed the survey during the first administration and 34 completed the survey during the second administration. Regular attendance at the meetings ranged from approximately 15 to 20 members.

Analyses

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

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 court⁶ who were voluntarily enrolled in both substance abuse and mentoring services (the requirement for parents to participate in parenting was dropped July 2005). Youth were either randomized to the “treatment as usual group” (who received mentoring and substance abuse services) or the “YVP group” (who received the additional youth violence prevention curriculum in conjunction with mentoring and substance abuse services). The target number of youth to be served by the program was 150, with 75 randomized as treatment and 75 as comparison. By the end of program in September 2006, 99 youths had participated in the program. Fewer clients received services than was initially planned because of the stringent eligibility criteria that required youth be enrolled in substance abuse treatment and mentoring and that their parents be enrolled in a parenting class. While these challenges could not necessarily have been anticipated during the planning phase of the program, program staff made necessary adjustments in July 2005 to identify youth who would benefit from services and thereby adjusted the eligibility requirements. Additionally, because the YVP program was established as an

⁶ There was one program participant who was on informal probation and, therefore, not a ward of the court. This youth was determined to be eligible by the Probation Department.

enhancement to the PMSA program, program activities were subjected to the restrictions of the PMSA program. Specifically, youth entering the PMSA program were required to be enrolled for a minimum of six months. Although the YVP curriculum could be covered with each mentee in a 14-week period, mentors had to maintain youth on caseloads for longer periods than necessary making additional space unavailable for new participants. This reduced the number of youth the program was able to serve. Chapter 4 includes the results of the impact evaluation for those participants whose exit information was available.

Statement of Hypotheses

Hypothesis 5:

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

Specific Research Questions

- Was participation in YVP related to a decrease in the youth re-offending by committing a new 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 contact with the juvenile justice system prior to program entry, as well as recidivism information during the intervention period and the six-month follow-up. These data were collected from the Automated Regional Justice Information System (ARJIS) and the Probation Case Management System (PCMS).

Changes in attitudes and behavior regarding violence were measured by pre- and post-tests, which were developed by SANDAG researchers based on the program curriculum. This 12-item test, comprised of multiple-choice and open-ended questions, was administered to the youth on the first and last days of the program.

Analyses

Frequencies and measures of central tendency are used to describe the data. Tests of significance are 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 were 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 presents the findings for the final process evaluation of the Youth Violence Prevention (YVP) program. To determine if the program was implemented as planned, data were collected to describe who the program participants were, how they participated and exited the program, and how satisfied they were with program services. In addition, information is also presented regarding the functioning of the San Diego Coalition to Prevent Youth Violence (CPYV).

YVP TARGET POPULATION

How many youth were enrolled in the program?

Probation Officers referred youth to the Prevention, Mentoring, and Substance Abuse (PMSA) program based on a youth's need for the program services. Youth enrolled in PMSA were then screened by YVP staff and deemed eligible for the enhanced mentoring if they were enrolled in parenting, substance use, and mentoring services. Youth and their parents were provided with an explanation of the services to be provided and if they agreed to participate voluntarily, they signed an informed consent. Youth were then randomized to either the YVP group, that received the YVP curriculum as part of mentoring services, or the comparison group, that participated in the usual mentoring services.

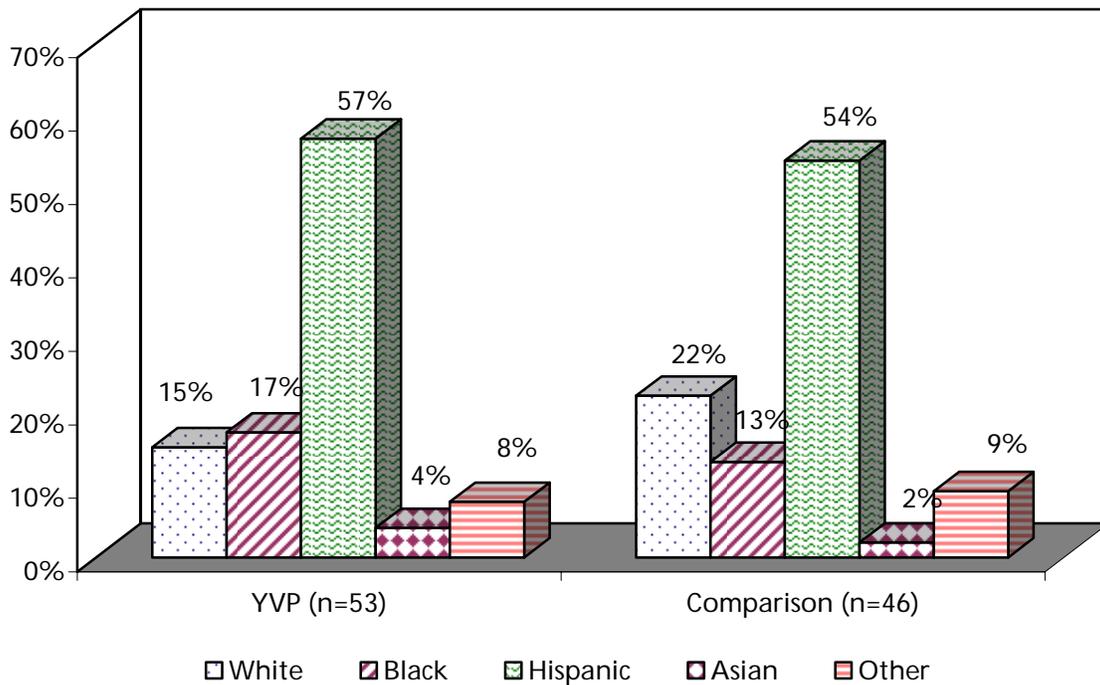
Between April and December 31, 2005, 10 youth had been randomized to YVP and 14 to the comparison group, totaling 24 participants. However, shortly thereafter the YCMA altered its referral process by screening out all youth who were only receiving mentoring services and giving priority to randomizing youth from PMSA who met the criteria of being in both the substance use and mentoring components. This was done in order to meet the target numbers, as those not in both substance use and mentoring were not eligible for YVP. The program quickly saw an increase of participants through this change in the referral process. By the end of program in September 30, 2006, 53 YVP clients and 46 comparison group youth had been enrolled.

What were the characteristics of program participants?

The program targeted youth who had minimal involvement in the juvenile justice system and who had low-level offense histories, but were deemed at-risk for increased violence due to the environment in which they lived. There were no significant differences found between the two groups across age, gender or ethnicity suggesting that random assignment worked. The average age of the YVP clients at intake was 15.6 years and the comparison group was 15.7 years. The age range for YVP clients was 13 to 17 years, compared to 13 to 18 years for the comparison group (not shown).

The program overall served primarily males (89% of the comparison group and 83% of the YVP group) which is comparable to the proportion of males involved in the juvenile justice system locally. Specifically, 72 percent of juveniles arrested in 2005 were male (California Department of Justice, Criminal Justice Statistics Center, 2006) and a one-day snapshot (on November 16, 2006) of the juvenile detention facilities in San Diego County indicate that 85 percent of those housed were males (S. Jaskowiak, San Diego County Probation Department, personal communication, November 17, 2006). Additionally, over one-half of the youth in both groups were Hispanic (57% YVP clients and 54% comparison) (Figure 3.1).

Figure 3.1
CLIENT ETHNICITY



NOTE: Percentages may not equal 100 percent due to rounding.

SOURCE: SANDAG; YMCA entry data, April 1, 2005 to September 30, 2006

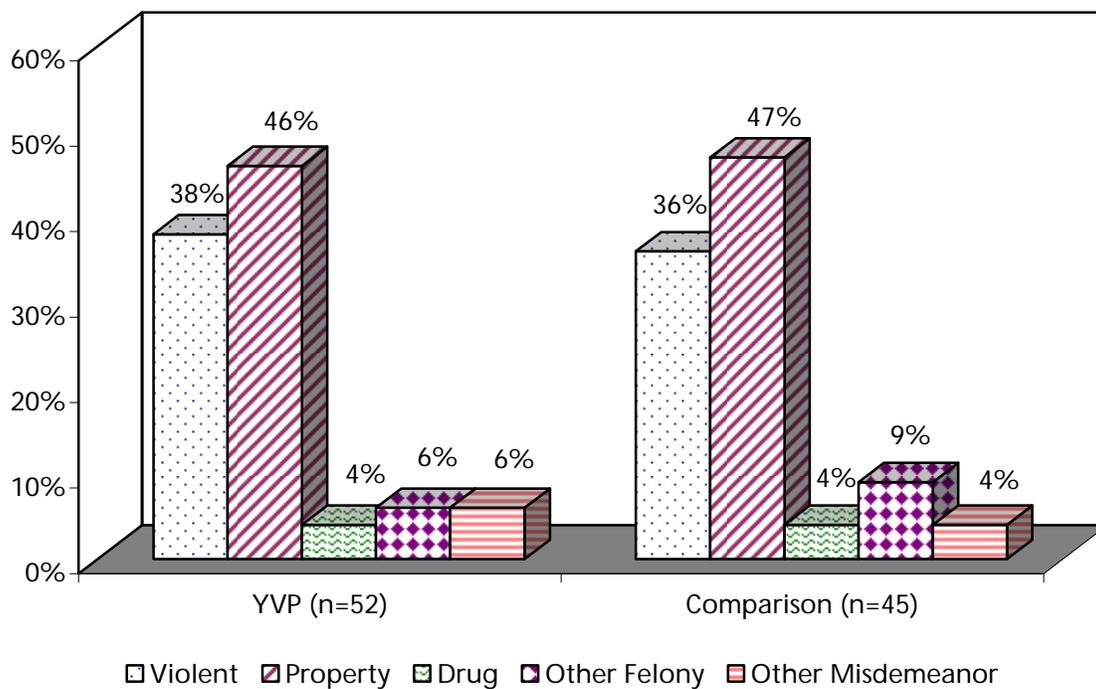
Youth were referred to the YMCA to participate in the YVP program because they were being supervised by Probation. Most of the youth had moderate contact with the juvenile justice system through prior arrests and Probation supervision. All, except one YVP client, had at least one prior arrest and one sustained petition (98%)⁷. All of the comparison group youth (100%) had at least one prior arrest and all but two had a sustained petition (96%). The average number of arrests prior to program entry was 3.1 (SD=2.2) for the YVP clients and 2.9 (SD=1.7) for the comparison group. The average number of sustained petitions was 1.6 (SD=0.8) for the YVP clients and 1.4 (SD=0.8) for the comparison group. Sixteen percent (16%) of the YVP clients and 22 percent of the comparison

⁷ The one youth who did not have a prior arrest was not a ward of the court and was being supervised by probation because of a truancy referral.

group youth had prior institutional commitments (not shown). None of these differences between the two groups were statistically significant.

Figure 3.2 shows the referral type for the 97 youth who had a referral for a criminal law violation (as opposed to probation violations) prior to entering the program. The highest charge, which is the most serious, for the greatest percent of youth in both groups was for a property crime (46% YVP and 47% comparison), followed by a violent offense (38% YVP and 36% comparison). This pattern continued for sustained petitions, with 58 percent of YVP clients and 45 percent of the comparison group having the highest charge on the sustained petition as a property crime (not shown). While the youth were more likely to have the highest charge on a referral for a felony level offense (69% YVP clients and 69% comparison), over half of the youth had the highest sustained charge at the misdemeanor level (56% YVP clients and 59% comparison) (not shown).

Figure 3.2
REFERRAL TYPE PRIOR TO PROGRAM ENTRY



NOTE: Percentages may not equal 100 percent due to rounding.

SOURCE: SANDAG; Probation Case Management System, April 1, 2005 to September 30, 2006

PROGRAM COMPLETION

What was the average length of client participation?

From April 1, 2005, when randomization began, through September 30, 2006, 99 youth had participated in the mentoring program. Of the 95 youth who had exited the program prior to September 30, 2006 for whom information was available, 42 were in the comparison group and 53 were the YVP clients who had received the additional violence prevention curriculum. While youth

who met all their goals were in the program significantly longer than those who only met some or none of their goals (149 days versus 97 and 89 days respectively), there were no significant differences between the YVP group and comparison group on length of time in program. On average, youth in the comparison group were in the program only one day longer than the YVP group (averaging 105.6 versus 104.6 days). While the PMSA program expected the mentoring component to take place over the course of six months, for the YVP clients, the range of participation was 23 to 238 days compared to the range of 31 to 264 days for the comparison group.

What was the completion status of the youth when they exited the program?

Upon exiting the program, the youth were evaluated on how successfully they completed the goals of their case plan. Examples of such goals included completion of the MVP curriculum, improvement in grades and school attendance, better family relationships, and completion of community service. Youth in both groups usually had the same number of goals, but the types of goals differed for each youth as these were developed by the mentor and youth to address the particular needs of the client. The majority of the 95 youth who exited the program before September 30, 2006, completed some or all of their goals (79% of the YVP group and 80% of the comparison group). Ten percent of the YVP clients and five percent of the comparison group did not complete any of their goals, but the mentors did note that these clients made some improvement. Twelve percent of both the YVP clients and comparison youth did not complete any of their goals and made no improvement, and one youth in the comparison group never engaged in services so goals were never established for the youth (not shown).

SATISFACTION WITH PROGRAM SERVICES

All youth in both groups completed a client satisfaction questionnaire (CSQ) administered by the YMCA at the end of program regarding the mentoring services they received⁸. This 13-question survey has the youth rate his/her relationship with the mentor, the mentor's ability to relate to him/her, and overall satisfaction with the services, using a five-point Likert scale. Those youth who received the MVP curriculum also answered five additional questions about the impact and usefulness of the curriculum.

Were participants satisfied with the services they received?

Mentoring CSQs were available for 60 youth who exited the program, including 31 YVP youth and 29 comparison group youth. Overall, the majority of youth in both groups liked their mentor, felt that their mentor was reliable, listened to them when they had something to say, and was open to different thoughts and beliefs (Table 3.1). Most youth also felt that their mentor was a good communicator, was able to help when the youth had a question or concern, and would recommend having a mentor to a friend. The high level of satisfaction for both YVP clients and the comparison group demonstrates that youth had good experiences with their YMCA mentors, regardless of

⁸ Initially, the YVP youth also completed a substance abuse CSQ administered by Vista Hill. Unfortunately, only six substance use CSQs were completed before the PMSA program ended in June 2006, thus the results of this instrument will not be provided in this report.

program assignment. This shows that the mentors provide the types of relationships that nurture success for all clients.

Table 3.1
MENTORING CSQ

	YVP Clients	Comparison
Liked mentor	97%	100%
Mentor was reliable	87%	93%
Mentor listened	97%	100%
Mentor was open to different thoughts and beliefs	77%	93%
Mentor was a good communicator	97%	100%
Mentor helped with questions or concerns	97%	100%
Would recommend having a mentor to a friend	100%	89%
TOTAL	30-31	28-29

NOTE: Cases with missing information not included.

SOURCE: SANDAG; YVP Mentoring CSQ, April 1, 2005 to September 30, 2006

The only significant difference between the two groups was that the comparison group was significantly more likely than the YVP clients to report that they wished they had been able to meet more often with their mentor (68% comparison versus 35% YVP) (not shown). This may show that the more informal nature of the comparison group mentoring sessions resulted in the youth wanting to spend additional time with their mentor.

Of the 20 YVP clients who received the MVP curriculum and answered the additional satisfaction questions about it, the majority felt that they had learned a lot about violence prevention from their mentor, had enjoyed the exercises they did with their mentor on violence prevention, and believed their behavior had gotten better because of the program (not shown). There was a greater level of disparity when it came to their level of understanding for the program material, however. While the majority of clients (70%) felt that they had understood most of what was taught to them about violence prevention, the remaining proportion of clients reported varying levels of comprehension. This pattern was also found in the question about where they would have preferred to learn about violence prevention. While 65 percent of the clients felt that they preferred learning about violence prevention from a mentor, over one-third (35%) felt they would have preferred or benefited from a classroom setting instead.

COALITION BUILDING

A requirement of the SAMSHA grant, which funded YVP, was the establishment or continued improvement of a community coalition. The YVP program was developed in partnership with CPYV and the YMCA, which has worked with the FJC and other agencies involved in organizing the Coalition to increase collaboration to prevent youth violence. This Coalition met monthly since March 2001.

In February 2005 and February 2006, the Coalition members were provided with online surveys that assessed collaboration and coalition building. The remainder of this chapter provides the results of these surveys along with a detailed analysis to address the research questions pertaining to the Coalition.

Eighty individuals from a variety of agencies were included on the CPYV mailing list and approximately 15 to 20 people attended the meetings each month. The survey for this project included several open-ended questions that allowed respondents to provide in-depth comments⁹. The survey was completed by staff from a variety of community-based organizations in San Diego County. Eighty-nine percent (89%) of the 19 individuals who responded to the survey during its first administration, had attended at least one CPYV meeting since they had become a member, with respondents usually having attended between one and four meetings. During the second administration of the survey, 74 percent of the 34 individuals who responded had attended at least one CPYV meeting since they had become a member, with respondents having attended between one and six meetings within the past six months. Of the four who said they had not attended a meeting in the past six months, two explained they could not attend because of other time constraints and one explained that s/he did not find the meeting or the coalition to be meaningful.

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. The responses of a survey question regarding the usefulness of receiving agendas indicated that respondents reviewed the agendas ahead of time to see what will be discussed and make their decision to attend based partly on what was being presented. Those who were unable to attend the meetings in the last six months noted that they used this method to decide if they should attend a meeting.

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

To understand how perceived objectives aligned 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 at both time points included collaborating and networking (68% at first administration and 44% at second), increasing community awareness of youth violence prevention (37% at first and 21% at second), and providing information to members (26% at first and 21% at second) (not shown).

These objectives, which were noted most frequently, mirrored the reported benefits of attending CPYV. The greatest number of respondents (76% at first administration and 72% at second) said one benefit was networking and collaborating. Other responses included sharing information (35% and 52%), understanding best practices in preventing youth violence (23% and 16%), and receiving support for their program (12% and 16%).

Respondents were also asked to rate their level of collaboration with other agencies as a result of CPYV. Although at both time points the majority of respondents felt that their level of collaboration with other agencies was average or higher, during the second administration there was a wider variety of responses. At time two, the respondents were significantly more likely to

⁹ 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.

report “high” or “very high” levels of collaboration than at time one (50% at time two versus 41% at time one), while at the same time one third of the respondents reported no collaboration occurring at all (33% up from 6% of the respondents at time one).

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 (35% and 28%);
- sharing information about resources (30% and 28%);
- receiving support for their program from other CPYV participants (24% at both time points);
- providing an opportunity to network with other programs and agencies (18% and 12%); and
- giving information about their program to others (12% and 4%).

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. Shortly thereafter the Coalition developed a Web site that assisted in sharing such information.

SUMMARY

The results of the process evaluation were discussed in this chapter. The demographic data on the YVP and comparison groups showed that both groups were similar in terms of gender, age, and ethnicity. All except one YVP client had a referral and sustained petition prior to program entry. For both groups, prior offenses were most likely for property crimes. The majority of youth in both groups completed all or some of their goals by the time they exited the program. The youth also had positive evaluations of their mentors.

The first administration of the collaborative survey was provided in February 2005 with a follow-up survey administered in February 2006. Results from both surveys show that the most notable objectives and benefits of CPYV included collaboration, sharing information on youth violence prevention programs and resources, and promoting community awareness about youth violence prevention. The results of the survey were shared with the Coalition Board to help develop strategies to strengthen the Coalition, including developing a Web site for dissemination of information.

CHAPTER 4
IMPACT EVALUATION RESULTS

CHAPTER 4

IMPACT EVALUATION RESULTS

INTRODUCTION

The goals of the Youth Violence Prevention (YVP) program were to dissuade youth from acts of violence and to equip them with skills and knowledge to make positive decisions, handle challenging emotions, and manage the effects of abuse and violence in their own lives and relationships. This chapter presents the results of the impact evaluation, which measures whether these goals were met. The hypotheses in the areas of re-offending and knowledge of violence prevention are analyzed using frequencies and measures of statistical significance and the results are discussed.

IMPACT ON YOUTH COMMITTING VIOLENT CRIMES

As discussed in Chapter 3, all except one of the youth referred to YVP had a referral to Probation for a criminal offense; therefore, nearly all were at risk of committing another offense. However, prior to program entry, youth were more likely to have a referral and sustained petition for a property crime rather than a violent crime. It was the program's goal to have sustained positive results, including no violent offenses in the follow-up period. Re-offense data were collected by SANDAG at two time periods: first at the end of the program (intervention period) and again six months after the youth exited the program (follow-up period). At the time of this report writing, recidivism data for the six month follow-up period had been collected on 19 of the youth.

Was participation in YVP related to a decrease in the youth re-offending by committing a new violent crime?

There were no statistical differences between the YVP youth and the comparison group in regard to criminal justice contact. However, it is worth noting that of the 74 youth for whom exit data were available and who had completed some or all of their goals for the program, six of the YVP clients and none of the comparison had an arrest for a new offense during the intervention period. Of the six YVP clients who had been arrested, four were referred to Probation, and two received a sustained petition for a new law violation. Of the two sustained petitions, the highest charge was at the misdemeanor level. None were for a violent offense (not shown). Unfortunately, the small sample number of cases available for analysis limits the ability to explain why only YVP youth were arrested, (i.e. chance, specific youth characteristics, the treatment).

During intervention, as well as after program completion, recidivism remained low. Recidivism data were available and collected on 19 clients six months after program completion. Of the 13 who had completed some or all of their program goals, none of the YVP youth and only one of the comparison group youth had a new arrest. Neither group had a referral or a sustained petition.

With the small follow-up sample size it is difficult to determine the full effect of the program on the youth. While these preliminary results suggest that the program achieved its goal of discouraging recidivism, especially with violent offenses as there were no violent offenses found in

either group during or after intervention, because recidivism rates decreased across both groups it appears as though program assignment was not a determining factor.

KNOWLEDGE OF PREVENTING VIOLENCE

Was participation in YVP related to an increase in knowledge about preventing violence?

Pre- and post-knowledge tests were administered to the YVP clients and the comparison group to measure change in knowledge about preventing youth violence. Table 4.1 shows the answers for the pre- and post-tests for the nine multiple choice questions. Only the cases that had completed some or all of their program goals and had both a pre- and post-test were used for analysis. These included 30 matched tests for YVP clients and 31 for the comparison group.

There was a range of variability in how the two groups answered the questions on the pre- and post-test. Table 4.1 shows that, overall, more of the comparison group youth answered the questions correctly on the pre-test than the YVP clients. The question regarding the four phases of relationship violence had the fewest correct responses for both groups during the pre-test and showed the most significant improvement over time in the treatment group than any other question.

The change in average score, when graded on a scale of 0 to 100 percent, increased for both the YVP clients and comparison group. On the pre-test, the average score for YVP clients was 62 percent compared to 76 percent on the post-test, which was a 14 percent increase. Likewise, the average score increased for the comparison group from 67 percent for the pre-test to 73 percent on the post-test, which was a six percent increase. While about one-third of the YVP (33%) and comparison group youth (32%) had an average score below 51 percent on the pre-test, this decreased to just 13 percent of both the YVP clients and comparison group on the post-test (not shown). Patterns of progress in knowledge are evident in reviewing the results in Table 4.1.

Table 4.1
VIOLENCE PREVENTION PRE- AND POST-TEST
PERCENT OF CORRECT ANSWERS

	YVP Pre	YVP Post	Comp Pre	Comp Post
The program is designed to help youth take responsibility for their behavior.	90%	97%	90%	94%
Behaviors learned from family can be changed by identifying and understanding them.	77%	83%	87%	84%
Appropriate discipline enforces rules to teach kids right and wrong.	80%	97%	87%	97%
Emotions are triggers to help understand how we were feeling.	77%	87%	84%	90%
When stereotyping, we don't consider people as individuals.	60%	77%	48%	68%
The cycle of relationship violence includes 4 phases.	20%	57%*	26%	23%
Conflict is a disagreement between two or more people or choices.	47%	60%	52%	61%
A healthy relationship includes communication, compromise, and care.	67%	80%	68%	84%
Being assertive includes standing up for your rights, using words to problem-solve, and telling someone how you feel.	40%	30%	52%	45%
The first thing to do during conflict is to talk to the person calmly.	63%	90%	77%	84%
TOTAL		30		31

**Significant between groups at $p < .05$.*

SOURCE: SANDAG; Pre- and Post-Knowledge Tests, April 1, 2005 to September 30, 2006

SUMMARY

Results of the impact evaluation show that the recidivism rate during and after the intervention period was low for both the YVP clients and the comparison group. While improvement was made in the youth violence prevention knowledge test over time for both groups, the YVP youth were significantly more likely than the comparison group to understand the cycle of relationship violence by the end of the program.

CHAPTER 5
SUMMARY AND RECOMMENDATIONS

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

SUMMARY

In 2004, the YMCA YFS received funds from the Substance Abuse and Mental Health Services Administration (SAMHSA) to augment the Parenting, Mentoring, and Substance Abuse (PMSA) program by providing a 14-week youth violence prevention curriculum to participants. The program targeted 150 youth who had minimal contact with the juvenile justice system, low-level offending patterns, and an at-risk environment. Once eligible youth were identified, they were randomly assigned to either the Youth Violence Prevention (YVP) group, that received the prevention curriculum within the mentoring services, or to a comparison group, that received the usual mentoring services.

The main goal of YVP was to provide youth with information about violence prevention and the emotions and situations that motivate violent behavior. The main objectives of the curriculum were to keep youth from resorting to acts of violence or abuse as a means of conflict resolution and to equip youth with healthy skills to manage the effects of abuse and violence within their own lives and personal relationships. In addition, the program also sought to increase community collaboration by strengthening the San Diego Coalition to Prevent Youth Violence (CPYV) and enhancing the PMSA program.

To fulfill the evaluation requirements of the grant, YMCA contracted with researchers from the Criminal Justice Research Division of the San Diego Association of Governments (SANDAG) to complete the evaluation. This is the final report for the program and this final chapter summarizes the findings and implications of the results for the Youth Violence Prevention (YVP) program. In addition, lessons learned and recommendations for improvements and program replication are explored.

RESEARCH FINDINGS

A process evaluation was conducted to monitor implementation of the program, as well as document the characteristics of the clients and their satisfaction with the program. The demographic data on the YVP and comparison groups showed that both groups were similar in terms of gender, age, and ethnicity indicating that random assignment was successful. All except one YVP client had a referral and sustained petition prior to program entry. For both groups, prior offenses were most likely for property crimes. The majority of youth in both groups completed all or some of their goals by the time they exited the program. The youth also had positive evaluations of their mentors.

Results from surveys of the CPYV members show that the most notable objectives and benefits of CPYV included collaboration, sharing information on youth violence prevention programs and resources, and promoting community awareness about youth violence prevention. The results of the survey were shared with the Coalition Board to help develop strategies to strengthen the Coalition, including developing a Web site for dissemination of information.

Additionally, researchers conducted an impact evaluation to determine if expected results were realized. Results show that the recidivism rate during and after the intervention period was low for both the YVP clients and the comparison group. While improvement was made in the youth violence prevention knowledge test over time for both groups, the YVP youth were significantly more likely than the comparison group to understand the cycle of relationship violence by the end of the program.

WHAT WE FOUND THAT WORKS

- The program found that having mentors who were full-time employees allowed for continuity of service provision for youth and consistency in services during the period of the evaluation. However, this may not have been possible with the sometimes variable nature of programming that depends upon volunteers.
- Having an established, collaborative relationship with the Probation Department allowed for a smooth referral process. At the same time, mentors were successful in ensuring that they distinguished their role from that of the youth's Probation Officer. Differentiating these roles allowed the mentor and youth to build a more collegial relationship, thereby allowing the mentor to earn the youth's trust and confidence.
- Though not part of this evaluation, program staff who offered the curriculum to several local groups of students found that students benefited and the curriculum could be successfully implemented in classroom settings in addition to the one-on-one mentoring situation.
- When implementing this curriculum on a one-on-one basis it was important to have mentors convey the program lessons and messages in an informal manner. Initially, mentors attended scheduled meetings with mentees accompanied by a binder outlining the program curriculum. Youth were resistant to participate in a program with a structured setting. Mentors were instructed to confer program information through informal conversations with youth which seemed to improve youth's willingness to participate actively in learning about curriculum topics.

RECOMMENDATIONS

- Allowing for adequate start-up time is critical to any program planning. Hiring staff and developing a curriculum accounted for a substantial amount of time before YVP program services could be delivered. Also, identifying mentoring staff who were able to be flexible in scheduling since youth often can only be contacted during evening hours. These delays inevitably decreased the number of youth who could be served over the period of the grant.
- The same mentors provided services to youth in both the YVP and the comparison group. Other programs who are conducting process and impact evaluations may consider having mentors assigned only to youth from one or the other group. Since YVP mentors were trained in the program curriculum, outcomes for treatment youth may have been diluted

because comparison group participants may have inadvertently been exposed to curriculum methods and concepts.

- Since the targeted group includes at-risk youth and they may face many obstacles in complying with program requirements, it is important to expect that mentors will need to make accommodations to aid a youth's participation. Specifically, mentors in this program had an informal screening process that included meeting with all youth referred to the program several times before determining if the youth possessed the capability to adhere to program obligations and was in need of the available services. If a youth was determined to be a good program candidate, s/he was then randomized into either the YVP or comparison group.

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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 # Associated with Commitment & Length of Commitment

Dispo date for all TFs _____

Successful Program Completion
Program Completion Code

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)

Table with 2 columns: 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 # Associated with Commitment & 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

ID NUMBER _____

YOUTH VIOLENCE PREVENTION

Intake Survey

The YMCA is using this survey to improve its services to youth. Please answer all questions even if you were 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 were 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 were 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 were triggers that...
 - a. Should be bottled up and not expressed
 - b. Help identify how we were feeling so we can act appropriately
 - c. Were not real
 - d. None of the above

6. The danger of stereotyping is that people were 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?

ID NUMBER _____

YOUTH VIOLENCE PREVENTION

Exit Survey

The YMCA is using this survey to improve its services to youth. Please answer all questions even if you were 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 were 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...
 - e. Ignoring these behaviors/patterns
 - f. Criticizing family members
 - g. Identifying and understanding them in order make changes
 - h. There is no way to change these behaviors and patterns

3. Appropriate discipline means...
 - i. That my parents were mad at me
 - j. Enforcing rules to teach kids right and wrong
 - k. Hitting or yelling for punishment
 - l. All of the above

4. List 4 things that you like about yourself
 - m. _____
 - n. _____
 - o. _____
 - p. _____

5. Emotions were triggers that...
 - q. Should be bottled up and not expressed
 - r. Help identify how we were feeling so we can act appropriately
 - s. Were not real
 - t. None of the above

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

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

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

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?

This section 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)*

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

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

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

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 (CPYV)
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 (Circle one) Yes No (If no skip to 7)
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 _____

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

DC/PMSA PROGRAM - Substance Abuse Services Survey

ID: _____

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.						

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

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