

Report  
Final Evaluation  
Presented to  
San Pablo City  
Council



SAN PABLO



EVALUATION

YOUTH FUTURES



REPORT



FY 2011-2012

Presented by:  
Community Crime Prevention  
Associates  
December 3, 2012



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## Acknowledgments

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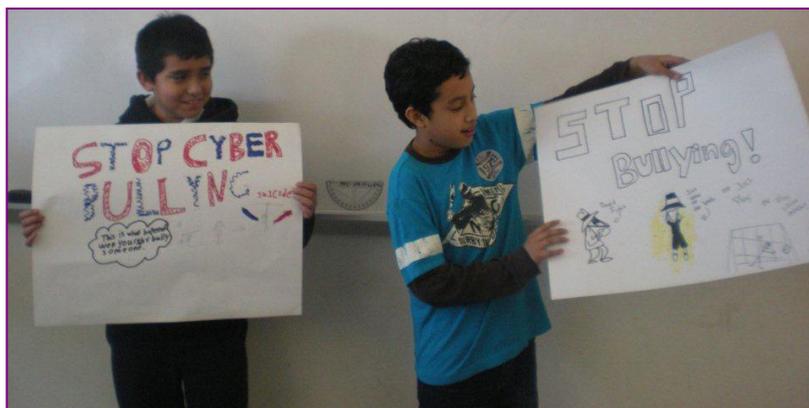
The Evaluators acknowledge all the people involved in the City of San Pablo Youth Futures Task Force for their willingness to design a comprehensive prevention, intervention, enforcement, and sustainable model for building healthy futures for their children and youth. The model addresses the thousands of variables that interact in the development of our youth into productive citizens who are successful at home, at school, and in the community.



# City of San Pablo Youth Futures Evaluation Reports FY 2011-2012

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# Youth Futures and Team For Youth Background

In June 2010, the City of San Pablo initiated efforts to prevent and reduce youth violence and increase positive youth development opportunities for youth in San Pablo by creating the Youth Services Program. Coordinated through the City Manager's Department, the Youth Services Program was charged with establishing a comprehensive Youth Services Strategy utilizing a multi-faceted, multi-agency, and a non-traditional approach.

The Youth Futures Task Force evolved after several community meetings and contacts, including a Youth Summit, several Community Forums, Stakeholder's Meetings, and meetings with City Leadership. The Youth Futures Task Force calls for various agencies and systems, including government agencies, law enforcement, social services agencies, educational, grass-root, and faith-based organizations to work together to achieve a more innovative, integrated, team-oriented approach in working with youth who are at great risk of committing intentional acts of violence and/or engaging in behaviors related to the gang lifestyle.

The 2010-2014 San Pablo Strategic Work Plan, "Creating Pathways for Safe and Healthy Futures", was developed and includes five strategic goals:

## Goal #1:

Create an education and awareness campaign regarding the risk factors affecting youth and the resources available to them;

## Goal #2:

Conduct outreach, engage, and provide relevant services to high-risk youth populations;

## Goal #3:

Develop and implement an "asset-based" service delivery system aimed at connecting, coordinating, and leveraging resources;

## Goal #4:

Develop and implement a comprehensive capacity-building strategy aimed at equipping service providers with skills and resources necessary to re-direct youth;

## Goal #5:

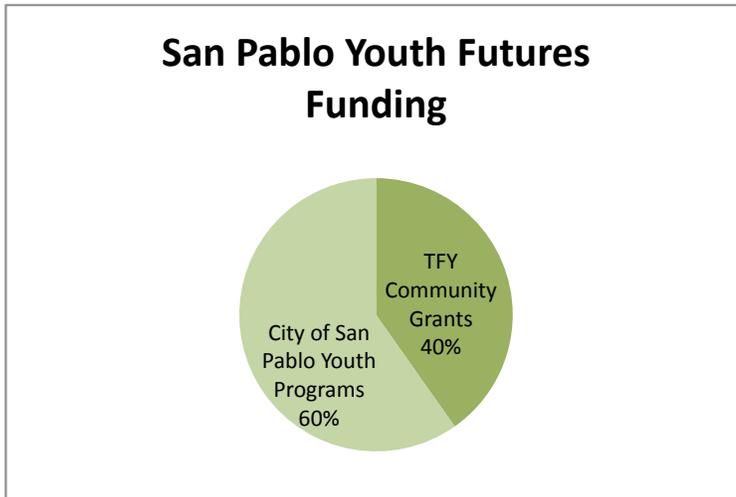
Develop a delivery and evaluation system that tracks ongoing progress.



## Youth Futures Programs

The Youth Futures Task Force Programs are organized as Team for Youth (TFY) Community Grants and City of San Pablo operated and funded programs. Team for Youth Community Grants required a minimum 20% match.

Chart 1



## Team for Youth Community Grants Evaluated

Team for Youth was created as the community funding arm of the Youth Futures Task Force to support public and non-profit agencies to expand or enhance current prevention and intervention programs for youth exhibiting high-risk behaviors. Team for Youth funded three grants with the following community based agencies:

### Bay Area Community Resources at Helms Middle School

Bay Area Community Resources (BACR) operates Project Restore, a restorative justice program, at Helms Middle School. Project Restore focuses on 1) Reducing involvement in violence, gangs, and academic failure among all target students, including the highest risk students; 2) Building youth development assets that foster healthy adolescence; and 3) Building cultural norms that influence students to behave positively and contribute to a successful school.

**Grant Amount:** \$31,831 Match \$13,279

### Bay Area Peacekeepers at Helms Middle School

Bay Area Peacekeepers, Inc. (BAP) provides services at Helms Middle School focused on youth exhibiting high-risk and gang-impacted behaviors. Services include outreach and engagement activities, life skills groups, conflict resolution and mediation services, staff/parent training, and a summer bridge program for select youth transferring to Richmond High School for the 2011 school year.

**Grant Amount:** \$50,000 Match \$10,000

### Desarrollo Familiar, Inc. at Helms Middle School

Desarrollo Familiar, Inc. (Familias Unidas) provides family-centered, strength-based case management services to Helms Middle School students who are chronic truants. Case management staff act as Case Manager/Bilingual Family Partners and focus on supporting families to improve their functioning, their children's well-being, promote family self-sufficiency, and youth resiliency.

**Grant Amount:** \$18,169 Match \$41,860

# City of San Pablo Operated Youth Futures Programs Evaluated

## *San Pablo Recreation Division*

### **After School Programs**

The City of San Pablo's Recreation Division collaborates with the West Contra Costa Unified School District's Bright Futures Program to provide after school programming at the five local elementary schools (Bayview, Dover, Downer, Lake, and Riverside Elementary Schools). The Bright Futures after school programs focus on providing education and enrichment programming for students to improve academic achievement.

### **Teen Drop-In Program**

The Davis Park Teen Center provides a drop-in program for middle school students and is designed to increase wellness through education and participation through various art activities, sports, and games enhanced with life lesson messages including nutrition or stress relief to name a few.

### **Youth Commission**

The Youth Commission was created to provide youth in San Pablo the opportunity to represent their peers by bringing forward information on matters of youth needs, concerns, and problems. Additionally, youth bring about social awareness and are offered leadership development opportunities.

**Note to Reader: The Teen Drop-In Program and Youth Commission for this report was included in the After School Programs.**



## *San Pablo Police Department*

### **Y.E.S. Unit**

The Youth and Education Services (Y.E.S.) Unit teaches classes to all children in San Pablo schools in grades three through eight. Topics include: the proper use of 911, 'Good Touch, Bad Touch', bullying, drug and gang prevention, strong self-esteem, life skills, leadership classes, and advanced gang resistance for eighth graders. This provides San Pablo children six years of positive police contact and the knowledge necessary to avoid drugs and gangs in high school.

### **The Parent Project®**

In September 2010, the Y.E.S. Unit began offering the Parent Project®, where parents learn prevention and intervention techniques to help them guide their children to make good life decisions. The Unit will also be starting a new series of C.E.R.T. (Citizen Emergency Response Teams) classes to train citizens to respond and aid during a disaster. Both these classes are offered in Spanish and English.

**Note to Reader: The Parent Project® for this report was included in the Y.E.S. Unit evaluation.**



## *San Pablo Youth Services*

### **Girls Circle**

Girls Circle is a research and strengths-based, skill building approach which creates a safe space for girls to address risky behaviors, build on protective factors, and improve relationships in a format that interests and engages girls.

### *Continuum of Care*

Research shows that the San Pablo Youth Futures strategies used to combat youth violence are those that are collaborative and have a component of community mobilization. Laying a strong foundation is essential to creating a successful and sustainable program and the plan's primary purpose is to lay that foundation – one that is truly collaborative and community driven.

The San Pablo Youth Futures Strategic Work Plan lays the groundwork towards a comprehensive continuum of care service delivery system by combining current assets with the latest research on successful approaches to healthy youth development and a new strategy to provide intervention services to gang-involved and disconnected youth.

By committing to supporting San Pablo's youth, the community is sending a clear message of support for youth to stay in school, reconnect with their families and communities, and engage in safe and healthy opportunities that will contribute to their future successes. Ultimately, we envision youth who maintain a sense of responsibility for their actions with accountability to themselves and to others.

**This is the first year of evaluating a continuum of care for the San Pablo Youth Futures Task Force.**



# Highlights of San Pablo Youth Futures First Year Evaluation

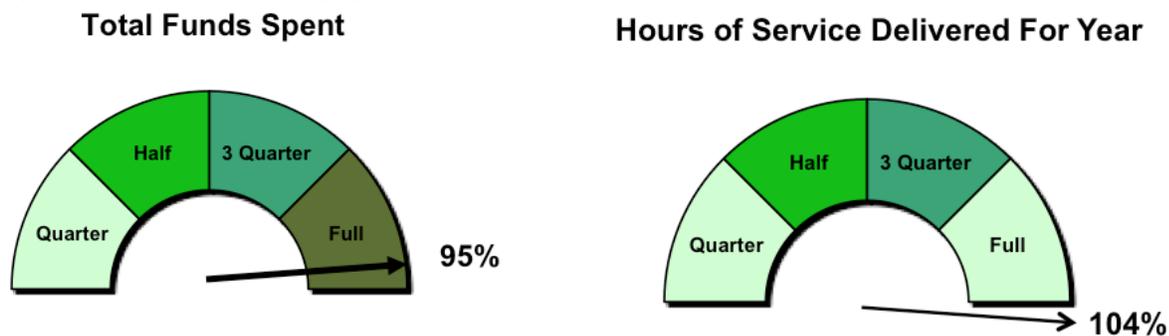
This is a summary briefing of the effort, effect, and performance of San Pablo Youth Futures (SPYF) for this year.

## Effort of SPYF Funded Services for this Year Was Efficient

- San Pablo funded Team for Youth (TFY) Community Partners contracts for \$100,000 who collectively provided \$65,139 in matching funds. The City funded an additional \$189,225 for services delivered by the City of San Pablo's Police Department, Recreation and Youth Services Divisions to implement the Youth Futures Strategic Work Plan for a total of \$354,364 allocated to serve the children and youth of San Pablo. During this year, Youth Futures spent 95% of their allocated funds. All the partners spent all their grant funds except for one Team for Youth grantee that did not continue to provide grant related services during the second half of the year.
- All the Team for Youth Community Partners served 2,214 unduplicated children and youth customers with 173,330 hours of direct service. Each customer received an average of 78 hours of service with an average of \$136 spent on each of them.
- The average cost per hour of service was \$1.58 for San Pablo funds and \$1.74 for total funds (San Pablo TFY and matching funds). The cost per hour is the bottom line or output of effort. It is calculated by dividing the amount of funding spent by the hours of direct service delivered. This cost per hour is an efficient use of resources.

## SPYF Funded Service Providers Meet Their Plan to Spend Funds & Deliver Contracted Services

All the San Pablo Youth Futures Service Providers delivered 104% of their planned hours of service for this year. Service providers spent 95% of their funds. Note: this also includes Desarrollo Familiar that operated for half of the year.



**SPYF Service Providers spent 95% of SPYF funds and delivered 104% of planned contracted services for the year.**

# SPYF Funded Services Were Effective For the Year

- Children and youth customers gave SPYF services an 89% satisfaction rating and parents gave the same services for their child a 90% satisfaction rating. Both are considered to be positive and high satisfaction rates.
- SPYF funded services were effective in achieving positive changes in the behaviors and skills of children and youth customers for three out of the four (73%) targeted youth developmental assets. Children and youth also indicated that SPYF funded services were effective in producing four out of five (78%) targeted changes selected by each agency because of their service and care. These targeted changes are attitudes, behaviors, skills and knowledge that allow children and youth to develop needed youth assets and skills to ensure a positive future.



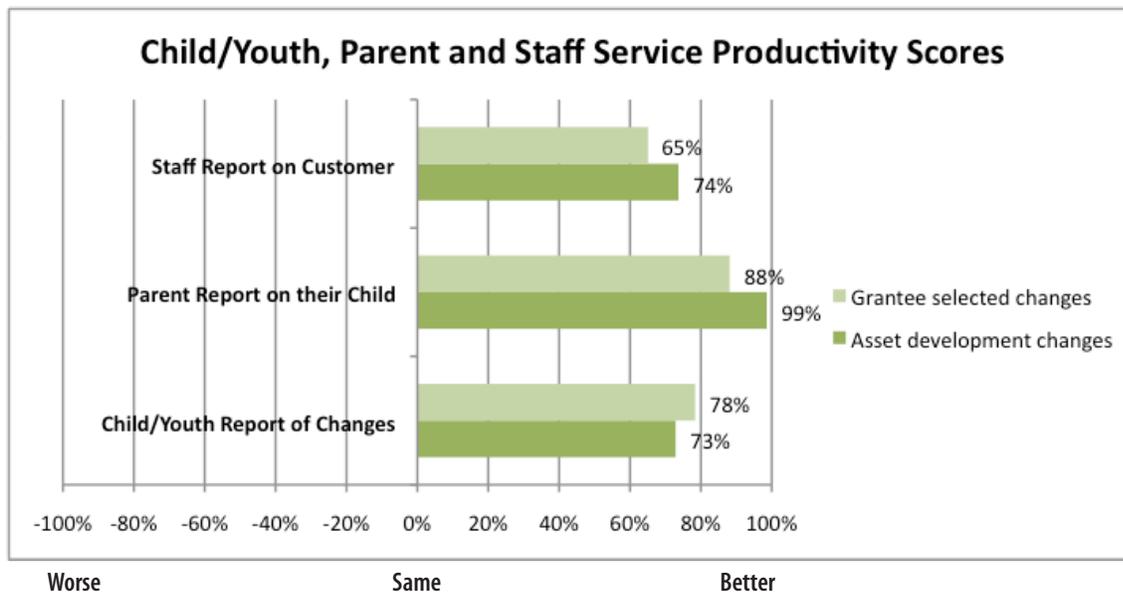
## Service Productivity Scores From Youth and Parents

In addition to satisfaction with services, SPYF agencies are assessed on how much change they produce in their youth customers. Green (2003) applied the term “service productivity” to this type of assessment of the effects of services. He followed the distinction recommended by Heaton (1977): “emphasize measuring the effectiveness of services versus their efficiency when discussing productivity. This distinction seems particularly apt, because services are provided to cause changes in people or their property” (Hill, 1976). Unlike when goods are produced, inventoried, and valued based on the effort expended to create them, services have no value unless they cause targeted changes in customers.

them so that the responder considers whether change occurred due to the services. The amount of productivity for services is calculated by averaging the responses. The choices offered must allow the responder to indicate that services made them worse off or caused no change, as well as indicating that there was improvement. Consequently, service productivity ranges from 100% to minus 100%, with zero meaning no change overall. A score of 100% means the responder improved on all items or targeted changes and a score of minus 100% means the responder got worse on all items.

The assessment of service productivity involves designing questions that relate to service goals for individual customers and phrasing

Two types of service productivity are assessed for SPYF agencies—asset development service productivity and agency/grantee specified service productivity shown below.



**Collectively, SPYF Service Providers met the performance goal of 60% or better.**

**This year, the SPYF funded services were both efficient and effective.**

# Dashboard At a Glance Score Card: Effort, Effect, and Performance

## SPYF Funded Cycle I - Partners Collectively Met All Their Goals

Graphic 1

SP Youth Futures Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions for Cycle I (7/1/11 to 6/31/12)				Met Performance Goals	
EFFORT	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated	Matching Funds Allocated	Total Funds Allocated	Percent of Funds Allocated Matched		
			\$289,225	\$65,139	\$354,364	23%		
	Inputs	What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of SP Youth Future Funds Spent	Percent of Total Funds Spent	Spent 95% of Funds
			\$274,031	\$21,423	\$301,683	95%	85%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes
			2,214	51%	49%	MEDIUM	MEDIUM	
			5-11 years	12-13 years	14-15 years	16-25 years	Parents Guardians	
			63%	18%	19%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Pacific Island & Filipino	
	4%	6%	2%	86%	2%			
Customers	Who are our youth customers?	Risk Level of Customers (TFY) Only	At-Risk	High Risk	Impacted	Intentional		
			43%	20%	5%	32%		
Activities	How much services did we provide?	Planned Hours of Service for Year	Actual Hours of Service for Year	Percent of Service for Year	Number of Ongoing Customers	Hours of Service per Customer for Year	Yes	
		166,905	173,330	104%	1,873	78		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour SP Youth Futures Funds	Actual Cost per Hour Total Funds	Cost per Customer SP Youth Futures Funds	Cost per Customer Total Funds	Number of New Caring Adults Because of Services	Yes	
		\$1.58	\$1.74	\$124	\$136	2.5		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate	Parent Satisfaction Rate	Customer Level of Participation in Services	Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, & Community	Yes Satisfaction > 70%
			89%	90%	HIGH	63%	62%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Youth Report of Changes Parent Report on their Child Staff Report on Customer		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		73%	99%	74%	
		Grantee selected changes		78%	88%	65%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality Fall 11	Agency Specified Service Quality Spring 12	Change in Service Quality	Percent with Good Reliability Level		Yes, Quality Score >1 Reliability of Questions Good	
		2.5	2.6	Improving	80%			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good sample size need more parent surveys	
		553	31	456	504	1,544		



## **Summary of Dashboard Score Card Outcomes for First Year for Youth Futures Task Force Funded Programs (Both City of San Pablo and Team for Youth Grantees Programs)**

### ***Data Indicates that the Programs Were Efficient and Effective and Collectively Met All Their Performance Goals***

#### **Inputs**

Youth Futures and Team for Youth spent 95% of San Pablo funds allocated for the year. One Team for Youth Grantee did not provide services in the second half of the year.

#### **Customers**

Youth Futures and Team for Youth served 2,214 youth ages 5 to 15 years old. Consideration should be given in future years to fund-raise and allocate some San Pablo TFY funding for high school age youth and young adults under 24 years old.

#### **Activities**

Youth Futures and Team for Youth delivered 173,330 hours of direct service to children, youth, and their parents. This was 104% of planned services. The average hours of service or dosage of care per ongoing customers was 78.

#### **Outputs Promise Efficiency**

The cost per hour of services delivered this year demonstrates efficiency. Efficiency (the cost of delivering an hour of service) can not stand alone without determining effectiveness (the value added or benefits produced for customers). The cost per hour for total funds spent was \$1.74 an hour for services delivered. The cost per customer was \$136.

#### **Customer Satisfaction**

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The customer satisfaction score of 89% is high (19% over performance benchmark) and indicates that child and youth customers: rated the programs between excellent and good, felt that they had benefited from the programs, thought the people who ran the programs were helpful, and would recommend the program to a friend. Generally, satisfied customers are more likely to experience and undergo the desired changes and benefit from the programs' services.

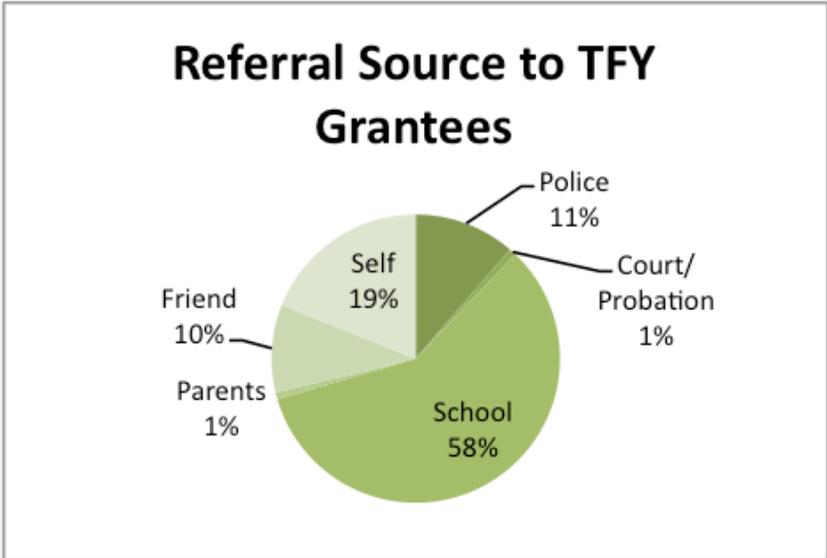
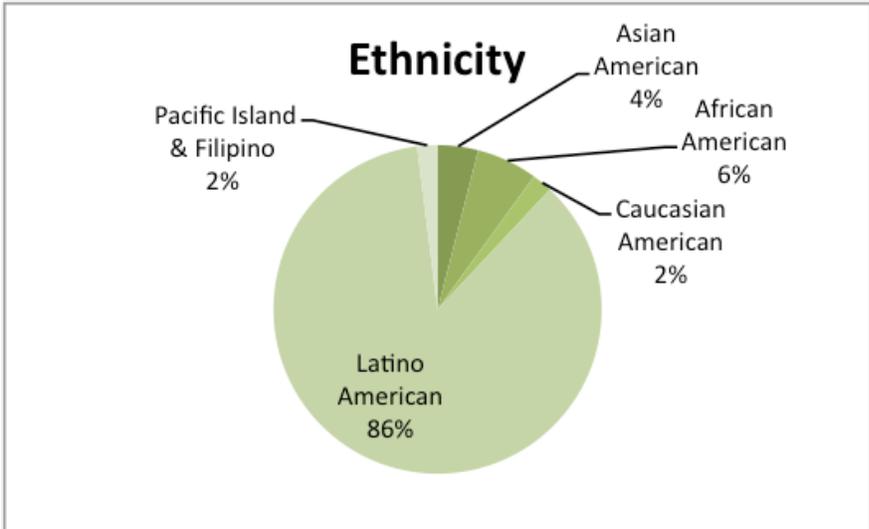
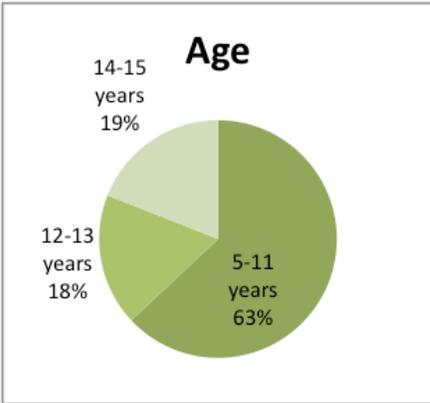
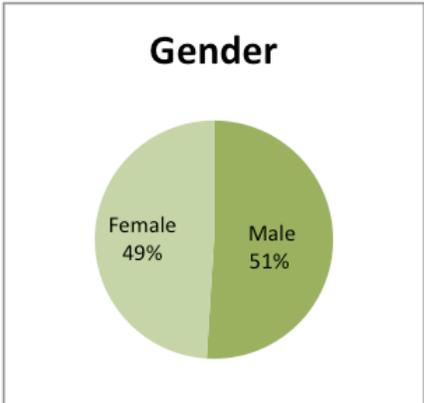
#### **Service Productivity / Initial Outcomes/Changes Because of the Program Services**

The children, youth, their parents, and the staff indicated that because of the Youth Futures funded programs the children and youth changed for the better with new knowledge, skills, and attitudes. Both the asset development service productivity score of 73% and grantee selected service productivity score of 78% were significantly over the performance goal of 60%. The customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better.

#### **Service Quality and Reliability**

Service Quality was desirable and the scoring indicates that services were equally as effective and consistent for customers. Survey sample size was good but additional efforts need to be made to increase sample size for parents of children served.

# Dashboard of Who Are Our Children and Youth Customers ?



**Police Department and Recreation After School Programs Youth Participants Were Referred by the School Sites**

## Conclusions

In this first year, San Pablo Youth Futures has successfully:

1. Implemented a prevention, intervention, and suppression continuum of care to connect youth and families back into societies opportunities and goals.
2. Implemented an evaluation system that allows for data to be used to document effort, effect, and results. The data can be used to manage and evaluate their funded strategies and most importantly used for continuous quality improvement. The evaluation system indicates that the programs funded provided value to 2,214 customers by providing an average of 78 hours of service per customer with high satisfaction rates and with youth customers indicating that they benefited and are better off from the funded care. Delivered services and care that are efficient and effective as indicated by the evidence found in the evaluation.
3. Implemented theory of change of child and youth developmental asset and resiliency theory and incorporated into their care and into how they evaluate and deliver care in their program strategies.
4. Assisted children and youth to connect to average of 2.5 new caring adults, set higher expectations for themselves, and improve their participation in home, school and/or the community.
5. Implemented the evidence based principles for serving high risk youth and trauma-informed approach recommended by SAMHSA. (Readers are encouraged to review pages 50 to 53 of this report for a summary of evidence based approaches used.)

## Recommendations

In this first year, San Pablo Youth Futures is encouraged to implement the following recommendations for improvement:

1. Increase the number of parent surveys and involvement of parents in the services and care delivered to their children.
2. Expand their partnerships with other funders and their own funding to provide more services for high risk youth 14-24 who are involved in gang and the thug culture of the streets.
3. Work with the San Pablo Police Department and Youth Futures Task Force to expand their street outreach capacity and their ability to respond to hot spots in the community where violence and other disruptive behaviors are disturbing the peace and safety of the community. Street outreach capacity can assist the city to build partnerships with the community to reduce violence and criminal behavior in their neighborhoods.
4. Continue to work with the West Contra Costa School District to find a way to utilize the gym and other facilities at Helms Middle School for community education and social recreation programming, care, and services to San Pablo Youth. The Civic Center Act found in sections 38130-38139 allows for the use of schools as community and youth centers. Helms Middle School current efforts to become a community school should learn from the success of the Mott Foundation Community School Model where schools can be used by the community to provide services and care during times the school is not being used for education. The City of San Pablo, working with the school district, can develop a model of how to open the school to youth and family providers to provide need services and care in the evenings, weekends, and when school is not in session.

## Importance of Population Results to the Performance Logic Model

The San Pablo Youth Futures Task Force Evaluation System uses a logic model or theory of change approach to evaluation. This system uses overall population results as an indicator for measuring the community's general well-being. San Pablo Youth Futures Task Force programs influence these population results along with the efforts of other community partners and agencies. Social and economic factors, of course, influence population results as well. These population results are not used to evaluate individual San Pablo Youth Futures Task Force programs, but rather, to help focus community resources on improving these conditions for our children and youth. The following terms used in the San Pablo Evaluation System to define population results rely on the work of Mark Friedman, a nationally recognized expert in performance measurement and accountability.

Population Results (or outcomes or goals) are conditions of well-being for children, adults, families or communities. Results are data that voters and taxpayers can understand. They are not about programs or agencies or government jargon. Results include “healthy children, children being ready for school, children succeeding in school, children staying out of trouble, strong families, and safe communities.”

Indicators / Benchmarks are measures which help quantify the achievement of a result. They answer the question, “How would we recognize these results in measurable terms if we fell over them?” So, for example, the rate of low-birth weight babies helps quantify whether we are getting healthy births or not. Third grade reading scores help quantify whether children are succeeding in school today, and whether they were ready for school two years ago. Juvenile crime rates, graduation rates, dropout rates, college readiness rates, and growth in Academic Performance Index (API) scores are all good population indicators. Where data is kept over time it allows us to see trends to determine if we as a community are making progress over time and if indicators turn in the undesirable or desirable direction. For example, crime rates and youth dropping out of school are desirable if these indicators go down. Academic performance are desirable if these rates and indexes go up.

**Population evaluation** looks at demographic groups across the city as a whole to determine the condition of children and youth, and measure the changes in those conditions over time. For example, one of the desired population result indicators is to increase academic performance. To evaluate progress and achievement for this desired result, it is necessary to annually measure academic performance. This provides an objective way to see if academic performance are improving – and by how much – from year to year. An important point to note is that many different programs and services may be involved in achieving a desired result. Using the example of academic performance, numerous groups including the school district, parents, youth, local non-profit agencies, faith-based agencies, and others are involved in promoting better academic performance. The issue here is whether the San Pablo community as a whole is meeting our goal of every child succeeding in school to develop the necessary skills for a healthy productive future. Educating and keeping our children safe is everyone's responsibility.

**Program evaluation**, on the other hand, focuses on the effectiveness and efficiency of individual services or activities. We hold each of the San Pablo Team for Youth grantees accountable for meeting their performance goals in providing the planned efforts and effects of their program's grant and contract.

### Indicators

A vital part of the evaluation process is collecting and analyzing data on “indicators.” An indicator is defined as a measure of performance relative to a population, such as a rate or ratio about all members of the population. Indicators are important because:

- They help clarify what results we are trying to achieve.
- They give us a way to measure progress – are things getting better or not? How much improvement has occurred?
- They give us a way to measure success – are our indicators going in a desirable direction or an undesirable direction? For example, we want academic performance rates to go up and juvenile violent crime arrests to go down.

The **population level indicators** will be used to measure success with respect to how we are doing in meeting the overall goal to reduce gangs and juvenile crime, and prepare our youth as healthy and productive members of our society. Two important points must be understood about these indicators. First, it takes time to impact a population indicator. Continuing the example of high school graduation rates, it is likely to take four, six, or even eight years to see a noticeable change in graduation rates, because programs serve youth who will not graduate for several years. Programs need to get established and serve many youth before enough change will have occurred to impact the school population of San Pablo. Second, San Pablo Youth Futures Task Force funded programs and the members of the Task Force alone cannot achieve the desired results. It will take everyone in San Pablo working together to assist in addressing all the factors to ensure a safe environment where children in San Pablo can receive a high quality education.

Relying on the indicators recommended by Lisbeth Schorr allows us to reverse the “rotten outcomes” of school failure and juvenile crime. The MGPTF Strategic Plan is aligned with all the efforts being made in San Pablo and to better measure San Pablo’s progress toward ensuring the health and wellness of our youth.

## Population Results Summary

The San Pablo Youth Futures Strategic Work Plan set as outcome indicators a number of population results to be tracked over time to determine how we, as a community, are doing. These results are derived from the effort, effect, and performance of the whole community of San Pablo in raising healthy children who will have the opportunity to succeed in their lives.

**Table 37 At A Glance - Population Results**

Results come from the effort and effect of the whole community of San Pablo to raise healthy youth.						
RESULTS	Population Results	How are we doing on the indicators of development of San Pablo youth for a healthy productive life?	Population results are used to determine if key indicators are going in a desirable or undesirable direction over time. Population results can assist us to focus our efforts to move indicators in a desirable direction.			
			Trend going in a desirable direction		Trend going in a undesirable direction	
			2006-2011 Helms Academic Performance Index up 9%		2006-2011 Helms Truancy Rate is up 12%	
			2006-2011 Suspensions are down 30%		2007-2011 Juvenile Violent Crime Offenses are up 15%	
			2007-2011 Juvenile Felony Offenses are down 23%		Note: <i>Indicators</i> are not used to point fingers but use to assist everyone in the community to work together to produce healthy productive futures for our youth.	
			2006-2011 Violent Crime Rate per 100,000 population is down 29%			
2007-2011 Number of Juvenile Felony and Misdemeanor Offenses are down 16%						

## Juvenile Crime as an Indicator

A declining juvenile crime rate is an indicator of a community’s progress in socializing youth and helping youth to develop a pro-social attitude for the future. If the juvenile crime rate is increasing, it may indicate that we are losing our youth to an anti-social, criminal, and/or gang mindset. While not all juvenile delinquents become adult criminals, virtually all adult chronic offenders were once juvenile offenders. Juvenile crime rates, especially for older youth, are also an indicator of community safety. The juvenile crime rate in San Pablo has declined for over the last five years. The following chart shows the direction of the juvenile crime rate over time in a desirable direction.

### Why a Drop in Crime?

Franklin E. Zimring’s recent book, *“The Great American Crime Decline”*, documents the decline in crime as the longest and largest since World War II. It ranged across both violent and nonviolent crime. He concludes, as Enrico Ferri did 100 years ago, that there is no magic bullet, but rather a combination of factors working in concert which caused the decline. There are many theories about the current national drop in crime over the last decade. Some experts attribute the drop in crime to the healthy economy (more jobs). Others believe it is community policing. Still others say it is demographics (fewer 18 to 24 year old youth). Finally, some say it is tougher and longer prison sentences. There is a consensus building that it is a combination of these factors. The recent acceptance of the principles of community oriented policing – when police and other law enforcement groups join as partners with the community to solve problems – is a factor that is present in San Pablo. This component is led by the San Pablo Police Department’s efforts in community policing. Community mobilization to accept new norms of behavior and to lower the tolerance of bad behavior has also been given credit for reducing crime. The limits of this evaluation will not allow for a definitive explanation as to why juvenile crime in San Pablo has declined over time. Readers may conclude, however, that the decline is due to a combination of factors and cannot be attributed to any one program. There is also consensus that much more can be done to continue the reduction of crime dating back to 1994.

### Limitations to Crime Data

Readers are cautioned with determining the extent to which the San Pablo Youth Task Force has had an impact on reducing crime is beyond the scope of this evaluation. The logic model and theory of change uses population results to allow for communities to use this data to focus their efforts.

“Crime is not an isolated phenomenon that can be attacked directly because crime is a by-product of the social, cultural, and economic conditions in which we live.”

Noted Early 20th Century Criminologist Enrico Ferri

**Note to Reader :** The criminal offenses data for San Pablo is derived from the Uniform Crime Reporting (UCR) Program. The following information (taken from the Uniform Crime Reporting Handbook) explains how San Pablo's crime data is obtained.

## Crimes Against the Person Versus Crimes Against Property

Distinguishing between crimes committed against persons and those committed against property greatly facilitates the process of scoring offenses. In the UCR Program, the offenses of criminal homicide, forcible rape, and aggravated assault are crimes against the person. For these crimes, one offense is counted for each victim. Robbery, burglary, larceny-theft, motor vehicle theft, and arson are crimes against property. For these crimes, one offense is counted for each distinct operation or attempt, except in the case of motor vehicle theft for which one offense is counted for each stolen vehicle and one offense for each attempt to steal a motor vehicle.

Readers can access the complete UCR Handbook at:

[http://www.fbi.gov/about-us/cjis/ucr/additional-ucr-publications/ucr\\_handbook.pdf](http://www.fbi.gov/about-us/cjis/ucr/additional-ucr-publications/ucr_handbook.pdf)

## The Uniform Crime Reporting (UCR) Program

The Uniform Crime Reporting (UCR) Program has expanded in scope, importance, and size since its inception over seven decades ago. The Program began with law enforcement agencies in 400 cities from 43 states submitting crime data in January 1930 and now encompasses approximately 17,000 law enforcement agencies nationwide that voluntarily contribute their crime statistics.

## Historical Background

Recognizing a need for national crime statistics, the International Association of Chiefs of Police (IACP) formed the Committee on Uniform Crime Records in 1927 to develop a system for collecting uniform police statistics. The Committee first determined that the number of offenses known to law enforcement, whether or not there was an arrest, would be the most appropriate measure of the Nation's criminality. Next, the members evaluated various crimes on the basis of their seriousness, frequency of occurrence, pervasiveness in all geographic areas of the country, and likelihood of being reported to law enforcement. Based on this assessment, the Committee identified seven crimes to be reported to the national Program: felonious homicide, rape, robbery, aggravated assault, burglary—breaking or entering, larceny-theft, and auto theft. From the beginning, the Committee realized that the differences among criminal codes precluded a mere aggregation of state statistics to arrive at a national total. Further, because of the variances in punishment for the same offenses in different state codes, no distinction between felony and misdemeanor crimes was possible. To avoid these problems and provide nationwide uniformity in crime reporting, the Committee formulated standardized offense definitions by which law enforcement agencies were to submit data without regard for local statutes.

The culmination of the Committee's work was the publication in 1929 of Uniform Crime Reporting, a complete manual for police records and statistics. The manual established uniform definitions for Part I and Part II crimes and described procedures for completing the Return A, Monthly Return of Offenses Known to the Police.

## The National Incident-Based Reporting System

By the 1980s, law enforcement was calling for a complete overhaul and modernization of the UCR Program. At a conference on the future of UCR, which was held in Elkridge, Maryland, in 1984, participants began developing a national data collection system that would gather information about each crime incident. By the end of the decade, the National Incident-Based Reporting System (NIBRS) was operational. NIBRS collects data on each incident and arrest within 22 offense categories made up of 46 specific crimes called Group A offenses. For each incident known to police within these categories, law enforcement collects administrative, offense, victim, property, offender, and arrestee information. In addition to the Group A offenses, there are 11 Group B offenses for which only arrest data are collected. The intent of NIBRS is to take advantage of available crime data maintained in modern law enforcement records systems. Providing considerably more detail, NIBRS yields richer and more meaningful data than those produced by the traditional summary UCR system. The conference attendees recommended that the implementation of national incident-based reporting proceed at a pace commensurate with the resources and limitations of contributing law enforcement agencies.

## State UCR Programs

As early as 1969, state UCR Programs began submitting data collected by agencies within the state to the national UCR Program. An important aspect of transferring the responsibility of collecting crime data from local agencies from the FBI to the state was a guarantee of consistency and comparability in the data forwarded by the State Program.

# Offenses

## *Part I Offenses*

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Part I offense classifications include (in this particular order):

1. Criminal Homicide
2. Forcible Rape
3. Robbery
4. Aggravated Assault
5. Burglary
6. Larceny-theft (except motor vehicle theft)
7. Motor Vehicle Theft
8. Arson

## *Part II Offenses*

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Part II offenses encompass all other reportable classifications outside those defined as Part I. Law enforcement agencies report to the FBI only arrest data involving the Part II crimes:

1. Other Assaults
2. Forgery and Counterfeiting
3. Fraud
4. Embezzlement
5. Stolen Property: Buying, Receiving, Possessing
6. Vandalism
7. Weapons: Carrying, Possessing, etc.
8. Prostitution and Commercialized Vice
9. Sex Offenses
10. Drug Abuse Violations
11. Gambling
12. Offenses Against the Family and Children
13. Driving Under the Influence
14. Liquor Laws
15. Drunkenness
16. Disorderly Conduct
17. Vagrancy
18. All Other Offenses
19. Suspicion
20. Curfew and Loitering Laws—(Persons under 18)
21. Runaways—(Persons under 18)

All reports are checked to see that the crime classification conforms to the uniform classification of the offenses. That is, all offenses reported to the UCR Program, regardless of what the offense is called at the local, state, tribal, or federal level, must conform to the UCR classification of offenses.

# Juvenile Crime as an Indicator

JUVENILE FELONY AND MISDEMEANOR OFFENSES - San Pablo						
Year	2007	2008	2009	2010	2011	5 year Trend
Felony	91	63	77	70	70	-23%
Misdemeanor	62	72	54	58	59	-5%
Total Felony and Misdemeanor. Offenses	153	135	131	128	129	-16%
Male	132	121	115	108	110	-17%
Percent of All Offenses	86%	90%	88%	84%	85%	
Female	21	14	17	20	19	-10%
Percent of All Offenses	14%	10%	13%	16%	15%	
<b>Violent Crime</b>	27	18	31	31	31	15%
MANSLAUGHTER N/VEH	1	1	2	0	0	
FEL FORCIBLE RAPE	0	0	0	0	0	
FEL ROBBERY	14	13	18	26	17	21%
FEL ASSAULT	12	4	11	5	14	17%
FEL KIDNAPPING	0	0	0	0	0	
MISD ASSAULT - BATTERY	17	13	13	8	20	18%
MISD WEAPONS	6	8	3	10	4	-33%

Table 2

## Juvenile Offense Indicators Trending in a Desirable Direction

1. Misdemeanor Weapons Offense
2. Felony Offenses
3. Total Felony and Misdemeanor Offenses
4. Misdemeanor Offenses

## Juvenile Offense Indicators Trending in a Undesirable Direction

1. Felony Assault Offenses
2. Misdemeanor Assault Offenses
3. Felony Robbery Offenses
4. Violent Crime Offenses

## San Pablo Violent Crime Rate Adult and Juvenile per 100,000 Population is Going in a Desirable Direction Down 29%

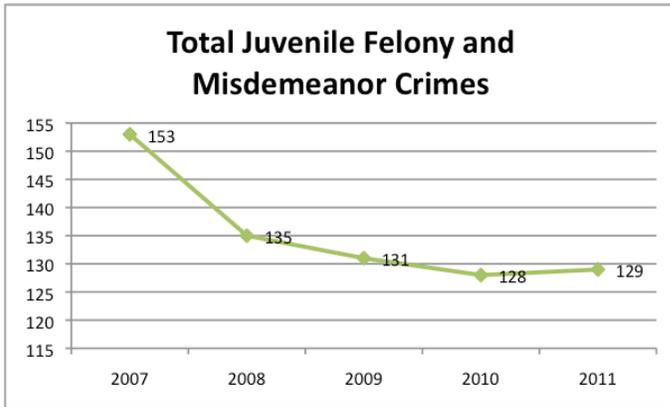
San Pablo Violent Crime Rate	
Year	Violent Crime Rate Per 100,000 pop.
2006	1269
2007	1008
2008	1051
2009	932
2010	827
2011	898

Table 2

Violent Crimes are the following offenses Manslaughter, Felony Forcible Rape, Felony Robbery, Felony Assault, and Felony Kidnapping

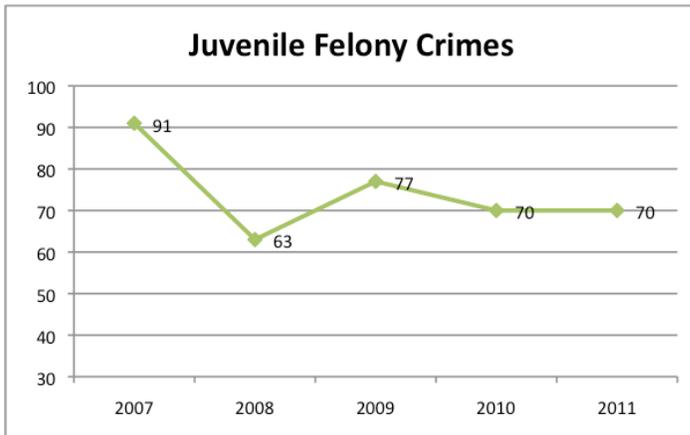
San Pablo violent crime rate ins going in a desirable direction from a high of 1,269 in 2006 to 898 in 2011.

Chart 2



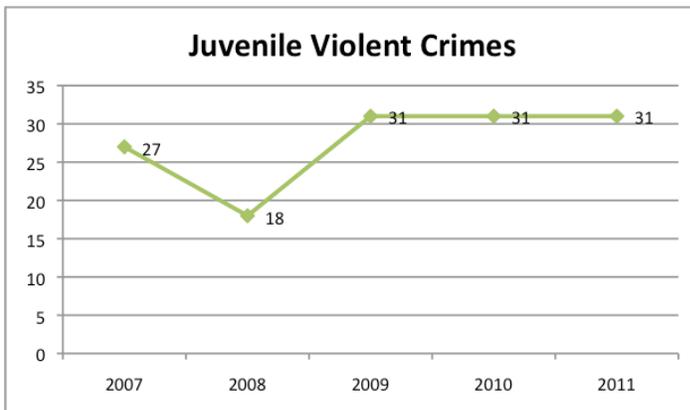
**Total Juvenile Offenses is Going in Desirable Direction Down 16%**

Chart 2



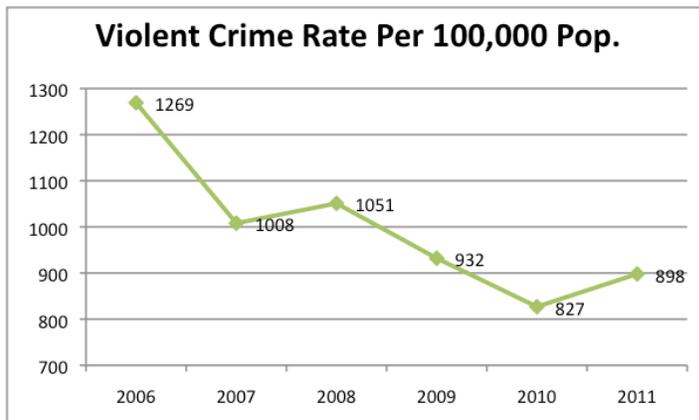
**Juvenile Felony Offenses Going in a Desirable Direction Down 23% Level last two years**

Chart 2



**Juvenile Violent Crime Offenses Going in a Slight Undesirable Direction - Up 15%**

Chart 2



**Total Violent Crime Juvenile and Adult Offenses is Going in a Desirable Directions Down 29% Slight increase from 2010**

# School Success as an Indicator

Lisbeth B. Schorr writes, "In today's world, a youngster who leaves school unable to read, write, and do simple arithmetic faces a bleak future. When a substantial proportion of boys and girls leave school uneducated, the rest of us face a bleak future. Americans have always seen education as the best route to individual achievement – and as being necessary to the maintenance of democracy, the softening of class lines, and the operation of productive and profitable economy. Today, a good education is far more necessary than ever before." (Schorr 1988)

The following population results indicate that San Pablo residents working together have advanced in a desirable direction as relates to school success:

- High school graduation rates at Richmond High School.
- High school drop out rates at Richmond and Kenedy High School
- Helms Middle School API Academic Performance Index (API) Scores
- Helms Middle School suspensions

The following population results indicate that San Pablo residents working together have advanced in an undesirable direction as relates to school success:

- High school graduation rates at Kennedy High School
- Truancy rate at Helms Middle School

## Summary of Cost Due to Society for Youth Dropping Out or Not Succeeding in School

- **Raising high school completion rate by 1% will save United States \$1.4 billion annually in crime-related costs.**
- **Between welfare benefits and crime, dropouts create an annual estimated cost of \$24 billion to the public.**
- **United States would save \$41.8 billion in health care costs if the 600,000 dropouts were to complete one more year of schooling.**
- **A 1999 study from the National Center of Juvenile Justice reveals that the cost to society for each youth that drops out of school to become involved in a life of crime and drug abuse is \$1.7 million, which is \$2.34 million adjusted to 2012 dollars using CPI.**

## How is the cohort outcome data defined to measure school success?

During the 2009-11 school years the California Department of Education changed their historic definition of data to align with the U.S Department of Education Data definition of Cohort Outcome Data. The new measurement system only allows comparisons for two years so developing a trend line will be limited.

### 1. Definitions Used in Producing Cohort Outcome Data

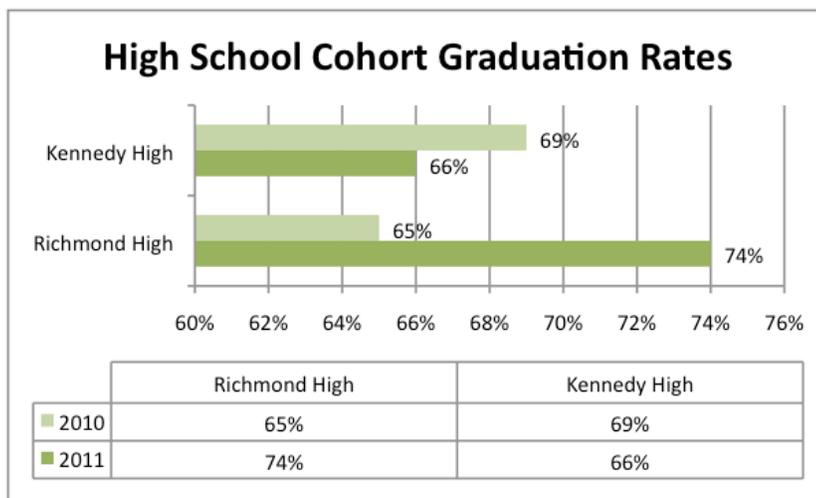
The definitions and business rules used to develop the 4-year adjusted cohort and to calculate the graduation rate are sourced from the U.S. Department of Education's High School Graduation Rate - Non-regulatory Guidance, December 22, 2008 (<http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>).

#### 1.1. Adjusted Cohort

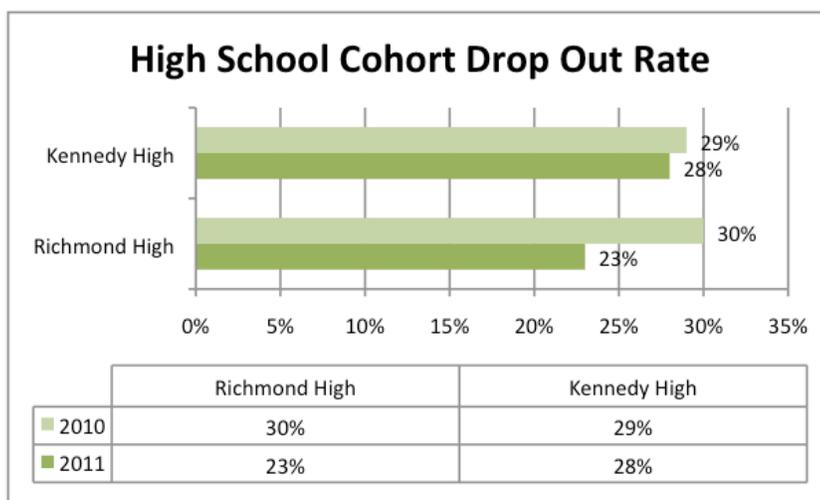
The 4-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9<sup>th</sup> grade for the first time in the initial year of the 4-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade nine (year 1), grade 10 (year 2), grade 11 (year 3) , and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the 4-year period.

Students who drop out during the four year period remain in the cohort, as well as students that complete 12<sup>th</sup> grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

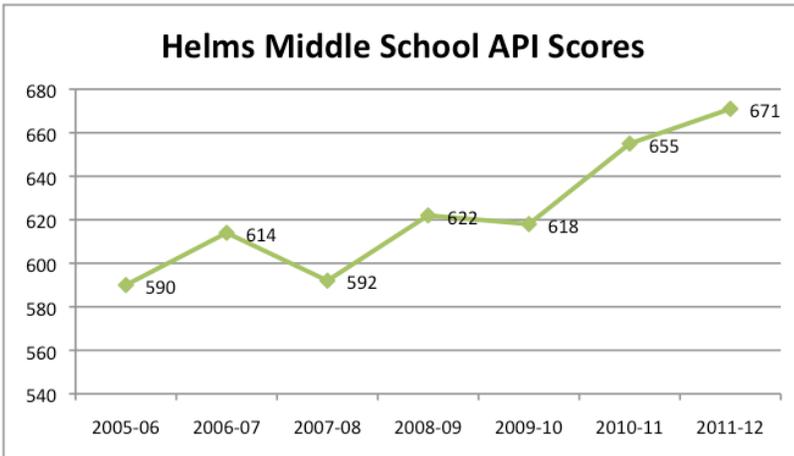


**High School Cohort Graduation Rates went up in a desirable direction by 9% for Richmond High School and down 3% for Kennedy High School.**

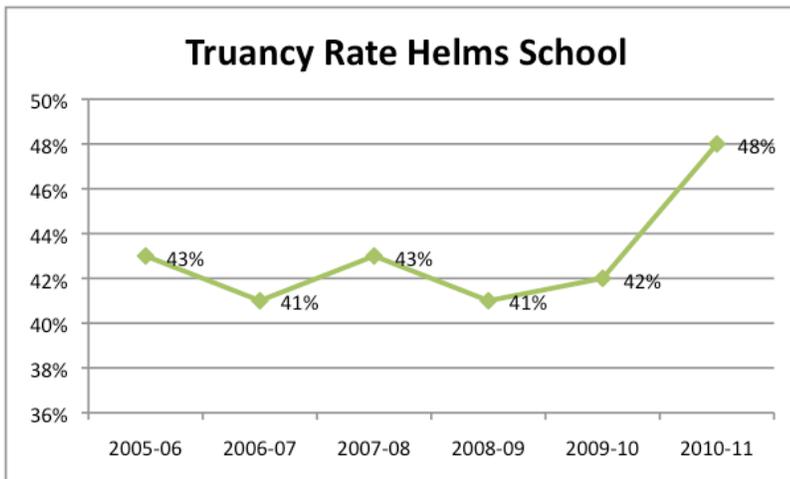


**High School Cohort Drop Out Rates Down in a desirable direction for both high schools with Richmond High going down 7% and Kennedy High going down 1%.**

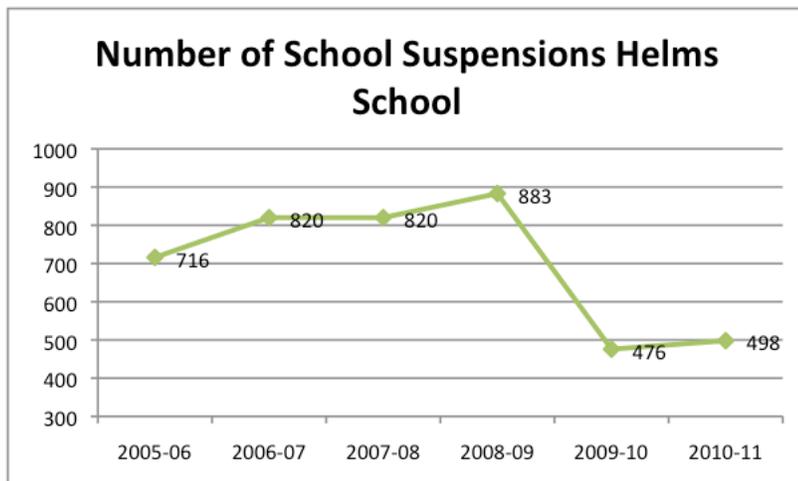
## Helms Middle School Data from School Year 2006-12



**API Going in Desirable Direction  
Up 22%**



**Truancy Rate Going in a Un  
Desirable Direction  
Down 23%  
Level last two years**



**Suspensions going in a Desir-  
able Direction  
Very slight increase from last  
year**

**The Following 32 Pages Presents Dashboards of Each of the  
SPYF Partners**

## Table of Contents for Summaries

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# Individual Grantee Evaluations FY 2011-12

## San Pablo Team for Youth and Youth Futures Task Force

### Summary of Evaluation Design

The CCPA Evaluation approach combines the Results and Performance Accountability evaluation approach (Friedman, 2007) and the Theory of Change/Logic Model (Connell, Kubisch, Schorr, & Weiss, 1995; Julian, Jones & Deyo, 1995). These complementary approaches to program evaluation yield information which allows policy makers, funders, community leaders, and service providers to make informed decisions about service delivery, budget allocation, and continuous improvement in a timely manner.

The scope of the evaluation covers three areas: effort, effect, and results. Measures of effort indicate what the inputs are that produce the effects. Measures of effect indicate what happens due to the inputs. Measures of results reveal what changes over time for customers and other persons living in the same community. The logic model specifies in greater detail what is measured in each of the three areas. By collecting sufficient data in all three areas, an understanding of what it takes in resources (effort) to produce targeted changes in the customers (effect) is available to diverse groups of stakeholders, for example, agency management, staff, and funding source staff. Results for customers, intermediate outcomes, and for the entire community, population trends, reveal whether desired impacts occur during the same time as the delivery of services. When greater efforts produce more positive effects, then outcomes for customers and the general well-being of the community ought to improve.

#### **Effort**

Funds awarded and spent indicate whether resources were sizable and utilized. Selected characteristics of staff members demonstrate the quantity and quality of staff efforts. Customer characteristics, particularly the level of youth developmental assets, highlight whether the customers designated as needing services were the ones receiving services. Service strategy priorities and tallies of services summarize what happens that ought to produce desired changes in customers. Cost per service unit/hour denotes how efficiently services are delivered.

#### **Effect**

Two ways of measuring what happens as a result of providing services are assessed: satisfaction with services and the productivity of services, or how much change occurred for the better in customers due to the services. Services must be acceptable to customers to maintain their involvement in service activities. Level of participation in services is rated by staff as a check on customer involvement. Two areas of service productivity are assessed: changes in the level of youth developmental assets and changes in service goals articulated by each funded agency. These two measures focus specifically on customer changes due to services. Also, two summary assessments of effect are included: service quality and the overall performance of each funded agency. The service quality indicator pinpoints whether levels of service productivity were about the same for all customers or varied across customers by comparing the variation in service productivity to the level of productivity. The reliability of the service productivity data is monitored to ensure it remains accurate and actionable. The Service Performance Index combines data across 19 indicators about the approach to services, the deployment of resources to provide services, and the results associated with providing services, to summarize a funded agency's overall performance, in a manner similar to how Malcolm Baldrige Quality Award applicants are examined.

#### **Results**

Information about how customers are doing on measures of interest to stakeholders, such as school success, personal health, involvement with the criminal justice system, etc., is obtained to highlight whether broader impacts are occurring beyond those caused by the services. Sources of information may include school records, criminal records, and health assessments, but this information relates only to the customers, unless comparisons are made with similar groups of people. These outcome results are not directly caused by the provision of services, but they should be headed in the same direction as the effects of services on customers. Additional information is assembled, usually later in time, about population indicators that reflect what is happening to entire communities, or just members of the community who might have been served.

# Definitions

The key terms in the preceding explanation of CCPA's evaluation approach are defined below.

**1. Logic models** - summarize how the design of a program along with the actions taken when providing services relate to the outcomes of services. By specifying what the structural elements of the program are, what service processes occur, and how these all cause changes in customers, a sound basis exists for communicating about the accomplishments and shortcomings of service delivery. CCPA's logic model states that increasing effort produces more change in customers and higher rates of service satisfaction. When these effects are more positive, outcomes for customers will improve and the entire community will be better off.

**2. Youth developmental assets** - describe the qualities of youth who are likely to become successful and productive adults. Forty developmental assets for adolescents are posted at <http://www.communitycollaboration.net/id42.htm> by the Search Institute, Minneapolis, MN. CCPA employs a copyrighted 37-item list of assets similar to these 40, and grouped as follows: Risk Avoidance—e.g., drugs, drinking, smoking, gangs, unsafe neighborhood or school; Protective—e.g., showing respect for other people, feeling good about the choices one makes, knowing what to do to achieve goals or handle work/school assignments, and maintaining one's cool; Resiliency—e.g., feeling valued at school, being respected at home, and being connected to a caring adult in the community. Also, social attachment and involvement is assessed to identify isolated and potentially violent youth customers; two aspects are emphasized—emotional state and peer relations. CCPA alerts staff of any funded agency when low scores occur.

**3. Satisfaction with services** - indicates whether the customers like the services and are getting what they expected to get. Both youth customers and parents/guardians are asked four questions about how good the services were, how helpful, and whether they should be recommended to others. Scores range from 0 to 100%. Scores above 90% indicate high satisfaction.

**4. Service productivity** - refers to changes that occur in customers because of receiving services. When more change for the better occurs, services are considered more productive. A service is effective if the customer is better off due to his/her participation in the program. Unlike when goods are produced, inventoried, and valued based on the effort expended to create them, services have no value unless they cause targeted changes in customers. A service productivity score is calculated as the percent of targeted changes for the better minus those for the worse, then divided by the total number of responses, less any missing or do not know responses. Scores range from -100% to +100%. Grantees receive a score of 0% if their customer did not change due to their services. Scores over 60% describe successful service programs. Scores above 95% suggest that the agency ought to set higher goals, as reflected in the questions posed on the surveys.

**5. Service quality** - reflects the consistency of the services provided across customers. Higher service quality scores mean that the services consistently deliver targeted changes or benefits to most or all of the children and youth customers. A service quality score of 1 or above is desirable and a score of over 3 is high.

**6. Reliability** - indicates the degree to which survey answers are free from errors of measurement. The reliability of the service productivity scales designed by each funded agency is determined by calculating the internal consistency of the items. Cronbach's alpha was calculated for item responses scored as 1, 0, or -1. Reliability ranges from 0 or no consistency to 1, a completely consistent response pattern. Desired levels of reliability are determined by the purpose behind using the scores. If decisions need to be made about placing a particular youth in one program versus another, the level of reliability should exceed .90. If decisions will be made about groups of youth, such as whether males or females benefitted more from the program, the level of reliability should exceed .75. If multivariate analyses of these data are performed to clarify patterns of service effectiveness, the level of reliability should exceed 0.60. Levels above 0.60 are considered sufficient for this type of evaluation.

**7. Service Performance Index** - compiles data using 19 indicators categorized as reflecting how well the funded agency approaches service delivery, how well resources are deployed to achieve results, and how good the results are to obtain a score ranging from 0 to 1000. This index yields a comprehensive impression of a funded agency's performance. Scores above 600 reflect good performance.

**8. Malcolm Baldrige Quality Award** - is a national competition sponsored by the National Institute on Standards and Technology to determine which applicants are serving their customers with the highest quality products. Specially designed criteria are employed by trained examiners to score applications. Three sets of criteria are utilized, one for education organizations, one for health care organizations, and one for all other organizations. Only high scoring applicants receive awards. Many states, as well as other countries worldwide, stage similar competitions within their geographic area.

**9. Population indicators** - measure results relative to a population using rates or ratios about all members of the population. Indicators are selected to measure targeted impacts on larger groups, such as school success for school-aged youth. These results supply the "big picture" view of whether a community is better or worse off over time. Indicators should be chosen that relate to program priorities, provided there are data being collected in an ongoing manner of sufficiently high quality.

# Dashboard At a Glance Score Card: Bay Area Community Resources Report

Graphic 1

SP Youth Futures Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions Bay Area Community Resources				Met Performance Goals	
EFFORT	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated	Matching Funds Allocated	Total Funds Allocated	Percent of Funds Allocated Matched		
			\$31,831	\$13,279	\$45,110	42%		
	Inputs	What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of SP Youth Future Funds Spent	Percent of Total Funds Spent	Spent 89% of Funds Granted
			\$28,231	\$6,312	\$34,543	89%	77%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes
			99	61%	39%	MEDIUM	MEDIUM	
			5-11 years	12-13 years	14-15 years	16-25 years	Parents Guardians	
			0%	65%	35%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Pacific Island & Filipino	
	1%	11%	2%	85%	2%			
Customers	Who are our youth customers?	Risk Level of Customers (TFY) Only	At-Risk	High Risk	Impacted	Intentional		
			68%	28%	3%	0%		
Activities	How much services did we provide?	Planned Hours of Service for Year	Actual Hours of Service for Year	Percent of Service for Year	Number of Ongoing Customers	Hours of Service per Customer for Year	No	
		8,015	5,449	68%	99	55		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour SP Youth Futures Funds	Actual Cost per Hour Total Funds	Cost per Customer SP Youth Futures Funds	Cost per Customer Total Funds	Number of New Caring Adults Because of Services	No	
		\$5.18	\$6.34	\$285	\$349	1.0		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate	Parent Satisfaction Rate	Customer Level of Participation in Services	Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, & Community	Yes Satisfaction > 70%
			70%		No Staff Assessments Done			
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Youth Report of Changes	Parent Report on their Child	Youth Report of Changes	Parent Report on their Child	Staff Report on Customer	No Service Productivity < 60%
			Asset development changes	54%				
		Grantee selected changes	53%					
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality Fall 11	Agency Specified Service Quality Spring 12	Change in Service Quality	Reliability Level	Reliability	Yes, Quality Score >1 Reliability of Questions Good	
		2.5	1.3	Declining	0.63	GOOD		
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good sample size need parent and staff surveys	
		59			97	156		

## Summary of Dashboard Score Card Outcomes for Bay Area Community Resources

### Inputs

Bay Area Community Resources spent 89% funds allocated for the year.

### Customers

Bay Area Community Resources served 99 youth ages 14 to 15 years old at Helms Middle School. The program was new to the school and the concepts of restorative justice and using circles to resolve problems is taking longer to introduce restorative justice principles into the school culture. As the year progressed more and more teachers and other school staff became involved with restorative justice. More circles were ask for and more youth got involved.

### Activities

Bay Area Community Resources planned to deliver 8,015 hours of service this year they delivered 5,449 hours of service. They were able to deliver 68% of their planned hours of service this year. Acceptance of the program is growing and their units of service will increase as more circles and other group activities are implemented next year. This being the first year the plan was overly optimistic.

### Outputs

The cost per hour of services delivered this year was higher than planned. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$6.34 an hour for services delivered which was higher than their planned cost per hour of \$5.63. Each customer on average received 55 hours of service.

### Customer Satisfaction

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The customer satisfaction score of 70% meet the performance benchmark and indicates that child and youth customers: rated the programs between excellent and good, felt that they had benefited from the programs, thought the people who ran the programs were helpful, and would recommend the program to a friend. Generally, satisfied customers are more likely to experience and undergo the desired changes and benefit from the programs' services.

### Service Productivity / Initial Outcomes/Changes Because of the Program Services

The youth indicated that the because of the Youth Futures funded programs they changed for the better with new knowledge, skills, and attitudes. The customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better and thus are effective. This grantee just missed the performance goals for youth service productivity performance benchmark.

### Service Quality and Reliability

Service Quality was desirable and the scoring indicates that services were equally as effective and consistent for customers and the program has good reliability of their questions. Survey sample size was good but additional efforts need to be made to do surveys for parents of youth served and staff assessments need to done with a sample of the customers served over time.

## Outcomes and Initial Results Because of the Services Funded

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” or “increased” new skills, knowledge, behaviors and attitudes because of funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. No value is given for staying the same.

### Bay Area Community Resources – Helms Middle School

#### Youth

**47%** Because of this program, my success at school (job/training) is better:

**45%** Because of this program, my understanding of who I am and what I can do is better:

**47%** Because of this program, my ability to communicate is better:

**62%** Because of this program, my ability to learn new things is better:

**50%** Because of this program, my ability to connect with adults is better:

**45%** Because of this program, my ability to work with others is better:

**45%** Because of this program, my ability to stay safe is better:

**50%** Because of this program, my commitment to creating a positive classroom/school community increased:

**47%** Because of this program, my understanding of the impact of my behavior on others increased:

**33%** Because of this program, my ability to make good choices (such as avoiding drugs, violence and property offenses) increased:

**45%** Because of this program, my understanding of the consequences of my actions increased:

**49%** Because of this program, my ability to resolve conflicts without violence increased:

**48%** Because of this program, my ability to help others like myself increased:

**42%** Because of this program, my connection to a caring, adult role model increased:

**42%** Because of this program, my ability to learn about myself increased:

## Program Description

### **Making Things Right: Restorative Justice**

“What happened? Who was harmed or affected? How can things be made right?” These are the questions we ask in restorative justice, replacing the traditional questions of “What rule was broken? What should the punishment be?” BACR’s restorative justice initiative at Helms Middle School (made possible by a grant from the City of San Pablo’s Team for Youth) includes restorative circles with youth, as well as training for the school faculty, to use restorative practices with students.

#### ***Restorative practices include:***

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- Classroom circles to build community and create positive culture.
- Restorative conversations to help students understand the impact of their actions.
- Restorative justice circles (for more serious incidents) where victims and community members share how they were harmed or affected, and identify their needs.

In circles, the person who caused harm takes an active role in coming up with a plan to repair the harm. Combining support and accountability, we ask the offender to take responsibility for her/his actions in a way that restores relationships and builds community. Restorative circles can be used to work through conflicts, to provide support and accountability for a student having ongoing behavior problems, and to address behavior that led to a suspension or expulsion.

One example of the power of the circle... After two boys had been suspended for a fight, I held a circle with them and three of their friends. They all laughed and grinned at each other as they expressed that it feels fun and exciting when fights happen. I asked, “Why are teachers and the school so concerned about fights?” and passed the talking piece around. They responded with things like, “People could really get hurt during fights.” “They don’t want to see us go to jail.” “When there’s a lot of fights, other kids start to think they should do that too.” As they began to consider how fighting affects the school community, their faces became more serious. We talked about the specific conflict that had happened and who had been affected by it, and one friend said, “I don’t want them to fight again.” The friends made agreements about how they could help the two boys stay out of trouble. When I saw one of the students a few weeks later, he asked, “When are we going to do another circle? That was fun.”

Written by Meg Yardley, LCSW Restorative Justice Coordinator, Helms Middle School

# Dashboard At a Glance Score Card: Bay Area Peacekeepers (BAP) Report

Graphic 1

SP Youth Futures Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions Bay Area Peacekeepers				Met Performance Goals		
EFFORT	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated	Matching Funds Allocated	Total Funds Allocated	Percent of Funds Allocated Matched			
			\$50,000	\$10,000	\$60,000	20%			
		What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of SP Youth Future Funds Spent	Percent of Total Funds Spent	Yes	
			\$50,000	\$11,055	\$61,055	100%	102%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes	
			103	46%	54%	LOW	HIGH		
			5-11 years	12-13 years	14-15 years	16-25 years	Parents Guardians		
			0%	60%	40%	1%	0%		
			Asian American	African American	Caucasian American	Latino American	Pacific Island & Filipino		
			5%	16%	0%	79%	0%		
	Risk Level of Customers (TFY) Only	At-Risk	High Risk	Impacted	Intentional				
		5%	15%	8%	71%				
Activities	How much services did we provide?	Planned Hours of Service for Year	Actual Hours of Service for Year	Percent of Service for Year	Number of Ongoing Customers	Hours of Service per Customer for Year	Yes		
		7,122	9,136	128%	103	89			
Outputs	How much did the services cost to deliver?	Actual Cost per Hour SP Youth Futures Funds	Actual Cost per Hour Total Funds	Cost per Customer SP Youth Futures Funds	Cost per Customer Total Funds	Number of New Caring Adults Because of Services	Yes		
		\$5.47	\$6.68	\$485	\$593	3.2			
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate	Parent Satisfaction Rate	Customer Level of Participation in Services	Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, & Community	Yes Satisfaction > 70%	
			94%		HIGH	54%	68%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Youth Report of Changes	Parent Report on their Child	Staff Report on Customer	Asset development changes	80%	85%	Yes Service Productivity > 60%
			Grantee selected changes			76%		83%	
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality Fall 11	Agency Specified Service Quality Spring 12	Change in Service Quality	Reliability Level	Reliability	Yes, Quality Score >1		
		1.8	2.6	Improving	0.74	GOOD			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good sample size need more parent surveys		
		102	3	83	65	253			

## **Summary of Dashboard Score Card Outcomes for Bay Area Peacekeepers**

### ***Data Indicates that the Programs Were Efficient and Effective***

#### **Inputs**

Bay Area Peacekeepers spent all their grant funds and 102% of their planned matching funds.

#### **Customers**

Bay Area Peacekeepers served 103 youth ages 12 to 15 years old. Of the youth customers served, 95% were high risk and gang involved.

#### **Activities**

Bay Area Peacekeepers planned to deliver the 7,122 planned hours of direct service to youth and their parents. The program delivered 9,136 hour of service or 128% of their planned service. The program enrolled more students that originally planned.

#### **Outputs Demonstrates Efficiency**

The cost per hour of services delivered this year demonstrates efficiency. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$6.68 an hour for services delivered with each customer receiving on average 89 hours of service at a cost of \$593 or each youth served.

#### **Customer Satisfaction**

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The customer satisfaction score of 94% is very high and indicates that child and youth customers: rated the programs excellent, felt that they had benefited from the programs, thought the people who ran the programs were helpful, and would recommend the program to a friend. Generally, satisfied customers are more likely to experience and undergo the desired changes and benefit from the programs' services.

#### **Service Productivity / Initial Outcomes/Changes Because of the Program Services Demonstrates Effectiveness**

The children, youth, their parents, and the staff indicated that because of the Youth Futures funded programs the children and youth changed for the better with new knowledge, skills, and attitudes. The customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better and thus are effective. This grantee met the performance goals for youth service productivity with high indicators of effectiveness with a high risk population of customers.

#### **Service Quality and Reliability**

Service Quality was desirable and increasing over time and the scoring indicates that services were equally as effective and consistent for customers and the program has good reliability of their questions. Survey sample size was good but additional efforts need to be made to increase sample size for parents of children served.

## Outcomes and Initial Results Because of the Services Funded

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” or “increased” new skills, knowledge, behaviors and attitudes because of funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. No value is given for staying the same.

### **Bay Area Peace Keepers – Helms Middle School**

#### **Youth**

**80%** Because of this program, my success at school (job/training) is better:

**86%** Because of this program, my understanding of who I am and what I can do is better:

**73%** Because of this program, my ability to communicate is better:

**72%** Because of this program, my ability to learn new things is better:

**65%** Because of this program, my ability to connect with adults is better:

**77%** Because of this program, my ability to work with others is better:

**73%** Because of this program, my ability to stay safe is better

**60%** Because of this program, I can identify my anger and express it in a non-violent way better:

**81%** Because of this program, I am getting to know adults who care about me and can help me better:

**59%** Because of this program, my ability to work well with youth from other neighborhoods is better:

**67%** Because of this program, my ability to resolve conflicts verbally instead of through fighting is better:

**77%** Because of this program, my ability to make responsible choices is better:

**74%** Because of this program, my ability to discipline myself so that others don't have to is better:

**73%** Because of this program, my ability to set goals is better:

**84%** Because of this program, I believe that I can be anything that I want to if I work hard enough is more:



## Program Description

Bay Area Peacekeepers, Inc. (BAP) seeks to help save lives by bringing hope and change to those that society has discarded and that have been negatively impacted by gangs and neighborhood violence. BAP aims to bring support and advocacy to communities, schools, institutions, and families by being intimately involved with these groups and individuals. BAP, Inc. has aligned its forces to channel grief and anger into activism- working together to create positive alternatives to violence and victims throughout the community.

Bay Area Peacekeepers, Inc. was founded in 2005 by Gonzalo Rucobo and Valerie Arce. The program goals are to help enable individuals to meet their potential, conform their behavior, to lawful standards and improves the quality of their lives by equipping them with the critical life management skills to confidently and successfully contribute to society.

At Helms School, Bay Area Peacekeeper is operating a life skills program that assists youth to succeed in school and build character and other life skills that will assist them to set pro-social skills and behaviors.

## Success Stories for Quarterly Narratives

One of the former participants was a student in the Helms groups that enjoyed fighting. He even fought with his fellow participants in the life skills class at Helms! He enjoyed fighting so much that he would upload his fights on YouTube so that others could view them. BAP staff was really concerned about his transition from Helms to Richmond High because of his history of fighting. Because of the funding of the BAP Summer Bridget Program, staff was able to work with and support him during the summer as he continued to improve his attitude and his behavior. He is currently doing very well in his transition to high school and has not gotten into any trouble. He has remained under the radar, dressing differently, and does not hang out with the same friends he did at Helms. Most importantly, he is NOT causing any type of havoc. He has had an interest in boxing for a long time and was previously attending boxing classes. However, due to his fighting all the time, BAP staff pulled him out from the boxing classes for several months. Subsequently, he was able to improve his grades and school attendance and stay out of trouble and maintain an interest in the life skills classes. As a result of these positive changes, he is now being allowed to participate in the boxing program that is his incentive for staying on the right track.

One of our participants had shared that his grandmother had cancer and was on her deathbed. The following week he shared that she passed away. The group got together and talked about their feelings with him and shared their own personal experiences in similar situations. Michelle was amazed on how the group came together in providing emotional support to someone they barely knew.

Two girls that didn't come to school on a regular basis are now attending since they've signed up to be a part of BAP. They did not have a motivation to attend and now that BAP staff providing a connection and expectation that they will attend class they have been going to school every day.

There were six students BAP purchased P.E clothes for as their families did not have the money. As a result, we were able to help them bring their grades up in this class.

We had one young lady that was having truancy problems because of her inability to get to school on time. A staff member from Safe Passages donated a bus pass for this young lady that provided her with the transportation she needed to address this problem.

# Dashboard At a Glance Score Card: San Pablo Recreation After School Programs Report

Graphic 1

SP Youth Futures Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions San Pablo Recreation After School Programs				Met Performance Goals	
EFFORT	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated	Matching Funds Allocated	Total Funds Allocated	Percent of Funds Allocated Matched		
			\$89,225	\$0	\$89,225	0%		
	Inputs	What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of SP Youth Future Funds Spent	Percent of Total Funds Spent	Yes
			\$89,225	\$0	\$89,225	100%	100%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes
			360	51%	49%	MEDIUM	MEDIUM	
			5-11 years	12-13 years	14-15 years	16-25 years	Parents Guardians	
			100%	0%	0%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Pacific Island & Filipino	
	5%	7%	2%	84%	3%			
Risk Level of Customers (TFY) Only	At-Risk	High Risk	Impacted	Intentional				
Activities	How much services did we provide?	Planned Hours of Service for Year	Actual Hours of Service for Year	Percent of Service for Year	Number of Ongoing Customers	Hours of Service per Customer for Year	Yes	
		115,200	121,100	105%	360	336		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour SP Youth Futures Funds	Actual Cost per Hour Total Funds	Cost per Customer SP Youth Futures Funds	Cost per Customer Total Funds	Number of New Caring Adults Because of Services	Yes	
		\$0.74	\$0.74	\$248	\$248	2.7		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate	Parent Satisfaction Rate	Customer Level of Participation in Services	Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation- Home, School, & Community	Yes Satisfaction > 70%
			84%	90%	HIGH	65%	61%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Youth Report of Changes Parent Report on their Child Staff Report on Customer		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		71%	99%	72%	
			Grantee selected changes		65%	88%	62%	
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality Fall 11	Agency Specified Service Quality Spring 12	Change in Service Quality	Reliability Level	Reliability	Yes, Quality Score >1	
		1.7	2.0	Improving	0.68	GOOD		
Survey Sample	How many customers did they survey?	Child/Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good sample size need more parent surveys	
		136	18	351	26	531		

# Summary of Dashboard Score Card Outcomes for San Pablo Recreation After School Programs

## *Data Indicates that the Programs Were Efficient and Effective*

### Inputs

San Pablo Recreation After School Programs spent all of the funds allocated for the year.

### Customers

San Pablo Recreation After School Programs served 360 children ages 5 to 11 years old.

### Activities

San Pablo Recreation After School Programs delivered 121,100 hours of service or 105% of the 115,200 planned hours of direct service to youth and their parents.

### Outputs Demonstrated Efficiency

The cost per hour of services delivered this year demonstrates efficiency. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$0.74 an hour for services delivered with each customer receiving on average 336 hours of service. The cost per hour is very efficient and provides recreational services in a safe setting to the after school students at five elementary school sites: Bayview Elementary (5 staff), Dover Elementary (2 staff), Downer Elementary (4 staff), Lake Elementary (2 staff), and Riverside Elementary (5 staff).

### Customer Satisfaction

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The customer satisfaction score of 84% is high and indicates that child customers: rated the programs between excellent and good, felt that they had benefited from the programs, thought the people who ran the programs were helpful, and would recommend the program to a friend. Generally, satisfied customers are more likely to experience and undergo the desired changes and benefit from the programs' services.

### Service Productivity / Initial Outcomes/Changes Because of the Program Services

The children and their parents, and the staff indicated that because of the Youth Futures funded program the children changed for the better with new knowledge, skills, and attitudes. The program met their service productivity performance goals. The customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better and thus are effective.

### Service Quality and Reliability

Service Quality was desirable and improving from fall to spring. The service quality scoring indicates that services were equally as effective and consistent for customers and reliability of their questions were a good. Survey sample size was good but additional efforts need to be made to increase sample size for parents of children served.

## Outcomes and Initial Results Because of the Services Funded

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” or “increased” new skills, knowledge, behaviors and attitudes because of funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. No value is given for staying the same.

### Recreation – After School Program - Bayview

#### **Child**

- 53%** Do you think your After School Program is good:
- 62%** Are you learning a lot and having fun too? Yes
- 61%** Are the Program People helpful to you? Yes
- 53%** Would you tell a friend or schoolmate to come to this program? Yes
- 64%** Because of the After School Program, my school work is better:
- 48%** Because of the After School Program, I get along with other children better:
- 59%** Because of the After School Program, I get along with caring adults better:
- 65%** Because of the After School Program, I enjoy sports and recreation better:
- 65%** Because of the After School Program, my ability to do art or dance is better:
- 65%** Because of the After School Program, my ability to play with other children is better:

### Recreation – After School Program - Downer

#### **Child**

- 77%** Do you think your After School Program is good:
- 75%** Are you learning a lot and having fun too? Yes
- 74%** Are the Program People helpful to you? Yes
- 80%** Would you tell a friend or schoolmate to come to this program? Yes
- 58%** Because of the After School Program, my school work is better:
- 70%** Because of the After School Program, I get along with other children better:
- 67%** Because of the After School Program, I get along with caring adults better:
- 80%** Because of the After School Program, I enjoy sports and recreation better:
- 72%** Because of the After School Program, my ability to do art or dance is better:
- 59%** Because of the After School Program, my ability to play with other children is better:

### Recreation – After School Program - Lake

#### **Child**

- 70%** Do you think your After School Program is good:
- 60%** Are you learning a lot and having fun too? Yes
- 90%** Are the Program People helpful to you? Yes
- 50%** Would you tell a friend or schoolmate to come to this program? Yes
- 80%** Because of the After School Program, my school work is better:
- 67%** Because of the After School Program, I get along with other children better:
- 90%** Because of the After School Program, I get along with caring adults better:
- 60%** Because of the After School Program, I enjoy sports and recreation better:
- 80%** Because of the After School Program, my ability to do art or dance is better:
- 70%** Because of the After School Program, my ability to play with other children is better:

### Recreation – After School Program - Riverside

#### **Child**

- 82%** Do you think your After School Program is good:
- 91%** Are you learning a lot and having fun too? Yes
- 71%** Are the Program People helpful to you? Yes
- 77%** Would you tell a friend or schoolmate to come to this program? Yes
- 79%** Because of the After School Program, my school work is better:
- 62%** Because of the After School Program, I get along with other children better:
- 68%** Because of the After School Program, I get along with caring adults better:
- 82%** Because of the After School Program, I enjoy sports and recreation better:
- 68%** Because of the After School Program, my ability to do art or dance is better:
- 81%** Because of the After School Program, my ability to play with other children is better:

## **Recreation – Afterschool Program – Dover**

### **Youth**

- 82%** Because of this program, my success at school is better:
- 62%** Because of this program, my understanding of who I am and what I can do is better:
- 62%** Because of this program, my ability to communicate is better:
- 63%** Because of this program, my ability to learn new things is better:
- 48%** Because of this program, my ability to connect with caring adults is better:
- 62%** Because of this program, my ability to work with others is better:
- 76%** Because of this program, my ability to stay safe is better:
- 48%** Because of this program, my confidence at showing others my skill with art or dance is better:
- 50%** Because of this program, my appreciation for other cultures is better:
- 52%** Because of this program, my self-esteem is better:
- 79%** Because of this program, my ability to express myself creatively is better:
- 46%** Because of this program, my ability to resolve conflicts without violence is better:
- 62%** Because of this program, my appreciation of the benefits of sports and fitness is better:

## **Recreation – Afterschool Program – Riverside**

### **Youth**

- 40%** Because of this program, my success at school is better:
- 40%** Because of this program, my understanding of who I am and what I can do is better:
- 30%** Because of this program, my ability to communicate is better:
- 60%** Because of this program, my ability to learn new things is better:
- 40%** Because of this program, my ability to connect with caring adults is better:
- 30%** Because of this program, my ability to work with others is better:
- 30%** Because of this program, my ability to stay safe is better:
  
- 20%** Because of this program, my confidence at showing others my skill with art or dance is better:
- 22%** Because of this program, my appreciation for other cultures is better:
- 38%** Because of this program, my self-esteem is better:
- 60%** Because of this program, my ability to express myself creatively is better:

**30%** Because of this program, my ability to resolve conflicts without violence is better:

**70%** Because of this program, my appreciation of the benefits of sports and fitness is better:

## **Recreation – Afterschool Program – Lake**

### **Youth**

**71%** Because of this program, my success at school is better:

**53%** Because of this program, my understanding of who I am and what I can do is better:

**67%** Because of this program, my ability to communicate is better:

**80%** Because of this program, my ability to learn new things is better:

**67%** Because of this program, my ability to connect with caring adults is better:

**67%** Because of this program, my ability to work with others is better:

**80%** Because of this program, my ability to stay safe is better:

**60%** Because of this program, my confidence at showing others my skill with art or dance is better:

**33%** Because of this program, my appreciation for other cultures is better:

**60%** Because of this program, my self-esteem is better:

**33%** Because of this program, my ability to express myself creatively is better:

**33%** Because of this program, my ability to resolve conflicts without violence is better:

**68%** Because of this program, my appreciation of the benefits of sports and fitness is better:

# Dashboard At a Glance Score Card: San Pablo Police Department Y.E.S. Unit and Parent Project® - Report

Graphic 1

SP Youth Futures Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions San Pablo Police Department Y.E.S. Unit				Met Performance Goals	
E F F O R T	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated	Matching Funds Allocated	Total Funds Allocated	Percent of Funds Allocated Matched		
			\$124,852	\$0	\$124,852	0%		
		What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent	Matching Funds Spent	Total Funds Spent	SP Youth Future Funds Spent	Percent of Total Funds Spent	Yes
			\$124,852	\$0	\$124,852	0%	100%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPRAs Asset Level	Level of Risk for Delinquency	Yes
			1,186	52%	48%	MEDIUM	MEDIUM	
			5-11 years	12-13 years	14-15 years	16-25 years	Parents Guardians	
			60%	18%	20%	0%	2%	
			Asian American	African American	Caucasian American	Latino American	Pacific Island & Filipino	
	3%	5%	2%	89%	1%			
	Risk Level of Customers (TFY) Only	At-Risk	High Risk	Impacted	Intentional			
Activities	How much services did we provide?	Planned Hours of Service for Year	Actual Hours of Service for Year	Percent of Service for Year	Number of Ongoing Customers	Hours of Service per Customer for Year	Yes	
		34,388	36,254	105%	1,186	31		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour SP Youth Futures Funds	Actual Cost per Hour Total Funds	Cost per Customer SP Youth Futures Funds	Cost per Customer Total Funds	Number of New Caring Adults Because of Services	Yes	
		\$3.44	\$3.44	\$0	\$105	1.0		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate				Yes Satisfaction > 70%	
			91%					
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Youth Report of Changes	Parent Report on their Child	Staff Report on Customer	Youth Report of Changes	Yes Service Productivity > 60%	
			Asset development changes	75%		86%		
		Grantee selected changes						
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality Fall 11	Agency Specified Service Quality Spring 12	Change in Service Quality	Reliability Level	Reliability	Yes, Quality Score >1 Reliability just missed goal of .60	
		3.0	3.4	Improving	0.53	Fair		
Survey Sample	How many customers did they survey?	Child/Youth Surveys	Parent Surveys	Staff Surveys	RPRAs Surveys	Total Surveys	Good sample size	
		232			304	536		

# Summary of Dashboard Score Card Outcomes for San Pablo Police Department Y.E.S. Unit & Parent Project<sup>®</sup> *Data Indicates that the Programs Were Efficient and Effective and Meet All Performance Goals*

## Inputs

SP Police Department Y.E.S. Unit spent all of the \$124,842 funds allocated for the year. The funds provide a police officer to six elementary schools (Lake, Bayview, Riverside, Dover, Downer and St. Paul) to deliver the following programs: Intro./Stranger Danger (3rd Grade), Bullying (4th Grade), Drugs/Gang Awareness (5th and 6th Grades), the G.R.E.A.T. Program (Gang Resistance Education and Training). Another Officer is assigned full time to Helms Middle School to provide prevention, intervention, and safety enforcement services.

## Customers

San Pablo Police Department Y.E.S. Unit served 1,186 youth ages 5 to 15 years old. Sixty percent of the customers were elementary students and 38% were middle school students with 2% parents from the Parent Project<sup>®</sup> and other parents from the schools.

## Activities

The Y.E.S. Unit and Parent Project<sup>®</sup> delivered the 36,254 hours of direct service to children, youth, and their parents. The program delivered 105% of their planned service during this year.

## Outputs Promise Efficiency

The cost per hour of services delivered this year demonstrates efficiency. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$3.44 an hour for services delivered.

## Customer Satisfaction

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The customer satisfaction score of 91% is high and indicates that child and youth customers: rated the programs between excellent and good, felt that they had benefited from the programs, thought the people who ran the programs were helpful, and would recommend the program to a friend. Generally, satisfied customers are more likely to experience and undergo the desired changes and benefit from the programs' services.

## Service Productivity / Initial Outcomes/Changes Because of the Program Services

The children and youth indicated that because of the Youth Futures funded programs they changed for the better with new knowledge, skills, attitudes. The Y.E.S. Unit measured the target changes from their grade level workshops. Each survey was tailored to the goals of the workshop. The service productivity scores of 76% and 86% are high. The customer satisfaction and service productivity scores indicates that the services were effective in producing change for the better and thus are effective.

## Service Quality and Reliability

Service Quality was desirable and improving from fall to spring samplings. Scoring indicates that services were equally as effective and consistent for customers with only two groups who not having good reliability of their questions.

## Outcomes and Initial Results Because of the Services Funded

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” or “increased” new skills, knowledge, behaviors and attitudes because of funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. No value is given for staying the same.

### San Pablo Police Department

#### San Pablo Police Department – 3<sup>rd</sup> Grade YES Program – Bayview

##### Child

- 94%** Do you think this class is good:
- 75%** Are you learning a lot and having fun, too? Yes
- 94%** Is the Police Officer helpful to you? Yes
- 19%** Would you tell a friend or schoolmate to come to this class? Yes
- 94%** This class makes me want to use the buddy system instead of walking alone yes:
- 94%** This class taught me about 911 yes:
- 81%** This class helped me learn about police officers yes:
- 60%** This class made me want to know my name, address and phone number yes:
- 88%** This class taught me how to say “no” if someone was touching me and I didn’t feel safe yes:

#### San Pablo Police Department – 3<sup>rd</sup> Grade YES Program – Downer

##### Child

- 100%** Do you think this class is good:
- 100%** Are you learning a lot and having fun, too? Yes
- 100%** Is the Police Officer helpful to you? Yes
- 29%** Would you tell a friend or schoolmate to come to this class? Yes
- 95%** This class makes me want to use the buddy system instead of walking alone yes:
- 95%** This class taught me about 911 yes:
- 100%** This class helped me learn about police officers yes:
- 91%** This class made me want to know my name, address and phone number yes:
- 100%** This class taught me how to say “no” if someone was touching me and I didn’t feel safe yes:

### San Pablo Police Department – 3<sup>rd</sup> Grade YES Program – Lake

##### Child

- 94%** Do you think this class is good:
- 94%** Are you learning a lot and having fun, too? Yes
- 100%** Is the Police Officer helpful to you? Yes
- 54%** Would you tell a friend or schoolmate to come to this class? Yes
- 82%** This class makes me want to use the buddy system instead of walking alone yes:
- 98%** This class taught me about 911 yes:
- 98%** This class helped me learn about police officers yes:
- 67%** This class made me want to know my name, address and phone number yes:
- 92%** This class taught me how to say “no” if someone was touching me and I didn’t feel safe yes:

### San Pablo Police Department – 3<sup>rd</sup> Grade YES Program – Riverside

##### Child

- 94%** Do you think this class is good:
- 100%** Are you learning a lot and having fun, too? Yes
- 98%** Is the Police Officer helpful to you? Yes
- 41%** Would you tell a friend or schoolmate to come to this class? Yes
- 84%** This class makes me want to use the buddy system instead of walking alone yes:
- 100%** This class taught me about 911 yes:
- 92%** This class helped me learn about police officers yes:
- 84%** This class made me want to know my name, address and phone number yes:
- 92%** This class taught me how to say “no” if someone was touching me and I didn’t feel safe yes:

**San Pablo Police Department – 3<sup>rd</sup> Grade YES**  
**Program – St. Paul’s School**

**Child**

**85%** Do you think this class is good:  
**100%** Are you learning a lot and having fun, too? Yes  
**100%** Is the Police Officer helpful to you? Yes  
**92%** Would you tell a friend or schoolmate to come to this class? Yes  
**83%** This class makes me want to use the buddy system instead of walking alone yes:  
**69%** This class taught me about 911 yes:  
**83%** This class helped me learn about police officers yes:  
**69%** This class made me want to know my name, address and phone number yes:  
**69%** This class taught me how to say “no” if someone was touching me and I didn’t feel safe yes:

**San Pablo Police Department – 4<sup>th</sup> Grade YES**  
**Program – Bayview**

**Child**

**87%** Do you think this class is good:  
**90%** Are you learning a lot and having fun, too? Yes  
**98%** Is the Police Officer helpful to you? Yes  
**67%** Would you tell a friend or schoolmate to come to this class? Yes  
**90%** This class taught me the difference between a friend and a bully yes:  
**93%** This class helped me learn how to be a good example for other kids yes:  
**93%** This class helped me learn about bullying yes:

**San Pablo Police Department – 4<sup>th</sup> Grade YES**  
**Program – Lake**

**Child**

**93%** Do you think this class is good:  
**86%** Are you learning a lot and having fun, too? Yes  
**93%** Is the Police Officer helpful to you? Yes  
**50%** Would you tell a friend or schoolmate to come to this class? Yes  
**83%** This class taught me the difference between a friend and a bully yes:

**82%** This class helped me learn how to be a good example for other kids yes:  
**88%** This class helped me learn about bullying yes:

**San Pablo Police Department – 5<sup>th</sup> Grade YES**  
**Program – Bayview**

**Child**

**88%** Do you think this Program is good:  
**86%** Are you learning a lot and having fun, too? Yes  
**96%** Is the Police Officer helpful to you? Yes  
**64%** Would you tell a friend or schoolmate to come to this program? Yes  
**92%** This program taught me the danger of joining a gang yes:  
**95%** This program helped me learn about how drugs affect the body yes:  
**88%** This program taught me how joining a gang impacts my family and friends yes:

**San Pablo Police Department – 5<sup>th</sup> Grade YES**  
**Program – Lake**

**Child**

**100%** Do you think this Program is good:  
**94%** Are you learning a lot and having fun, too? Yes  
**100%** Is the Police Officer helpful to you? Yes  
**97%** Would you tell a friend or schoolmate to come to this program? Yes  
**100%** This program taught me the danger of joining a gang yes:  
**100%** This program helped me learn about how drugs affect the body yes:  
**100%** This program taught me how joining a gang impacts my family and friends yes:

**San Pablo Police Department – 6<sup>th</sup> Grade YES Program - Downer**

**Youth**

**63%** Because of this program, my success at school is better:  
**78%** Because of this program, my understanding of who I am and what I can do is better:  
**58%** Because of this program, my ability to communicate is better:  
**83%** Because of this program, my ability to learn new things is better:  
**65%** Because of this program, my ability to connect with positive adults is better:  
**65%** Because of this program, my ability to work with others is better:  
**80%** Because of this program, my ability to stay safe is better:  
**47%** Because of this program, my commitment/ involvement in my community increased:  
**74%** Because of this program, my ability to make good choices, such as avoiding drugs and violence increased:  
**86%** Because of this program, my ability to set goals for the future increased:  
**68%** Because of this program, my ability to ask for help increased:  
**70%** Because of this program, my ability to resolve conflict verbally rather than fighting increased:  
**62%** Because of this program, my ability to organize peers and improve conditions in my school increased:  
**75%** Because of this program, my ability to say “no” and not go along increased:

**San Pablo Police Department – 6<sup>th</sup> Grade YES Program - Riverside**

**Youth**

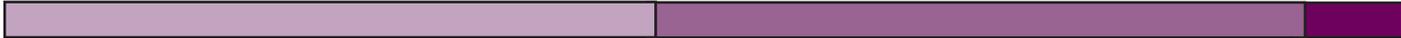
**58%** Because of this program, my success at school is better:  
**81%** Because of this program, my understanding of who I am and what I can do is better:  
**66%** Because of this program, my ability to communicate is better:  
**78%** Because of this program, my ability to learn new things is better:

**60%** Because of this program, my ability to connect with positive adults is better:  
**68%** Because of this program, my ability to work with others is better:  
**81%** Because of this program, my ability to stay safe is better:  
**44%** Because of this program, my commitment/ involvement in my community increased:  
**85%** Because of this program, my ability to make good choices, such as avoiding drugs and violence increased:  
**80%** Because of this program, my ability to set goals for the future increased:  
**60%** Because of this program, my ability to ask for help increased:  
**71%** Because of this program, my ability to resolve conflict verbally rather than fighting increased:  
**56%** Because of this program, my ability to organize peers and improve conditions in my school increased:  
**85%** Because of this program, my ability to say “no” and not go along increased:

**San Pablo Police Department – 6<sup>th</sup> Grade YES Program – St. Paul’s School**

**Youth**

**39%** Because of this program, my success at school is better:  
**71%** Because of this program, my understanding of who I am and what I can do is better:  
**79%** Because of this program, my ability to communicate is better:  
**71%** Because of this program, my ability to learn new things is better:  
**71%** Because of this program, my ability to connect with positive adults is better:  
**50%** Because of this program, my ability to work with others is better:  
**86%** Because of this program, my ability to stay safe is better:  
**29%** Because of this program, my commitment/ involvement in my community increased:  
**100%** Because of this program, my ability to make good choices, such as avoiding drugs and violence increased:  
**54%** Because of this program, my ability to set goals for the future increased:



**36%** Because of this program, my ability to ask for help increased:  
**58%** Because of this program, my ability to resolve conflict verbally rather than fighting increased:  
**64%** Because of this program, my ability to organize peers and improve conditions in my school increased:  
**64%** Because of this program, my ability to say “no” and not go along increased:

**San Pablo Police Department – 7<sup>th</sup> Grade Leadership Program – Helms Middle School**

**Youth**

**68%** Because of this program, my success at school is better:  
**83%** Because of this program, my understanding of who I am and what I can do is better:  
**79%** Because of this program, my ability to communicate is better:  
**69%** Because of this program, my ability to learn new things is better:  
**75%** Because of this program, my ability to connect with adults is better:  
**69%** Because of this program, my ability to work with others is better:  
**89%** Because of this program, my ability to stay safe is better:  
**93%** Because of this program, my understanding of the difference between a good role model and a bad role model increased:  
**83%** Because of this program, my knowledge of the importance of trust and integrity as a leader increased:  
**79%** Because of this program, my ability to solve problems creatively increased:  
**72%** Because of this program, my confidence in public speaking increased:  
**83%** Because of this program, my ability to resolve conflict verbally rather than fighting increased:  
**82%** Because of this program, my ability to be a leader in my community increased:  
**82%** Because of this program, my ability to identify a community issue and implement a community project increased:

# Dashboard At a Glance Score Card: SP Youth Services - Girls Circle Report

Graphic 1

SP Youth Futures Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions SP Youth Services Girls Circle Program					Met Performance Goals
EFFORT	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated \$7,383	Matching Funds Allocated \$0	Total Funds Allocated \$7,383	Percent of Funds Allocated Matched 0%		
		What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent \$5,803	Matching Funds Spent \$0	Total Funds Spent \$5,803	Percent of SP Youth Future Funds Spent 79%	Percent of Total Funds Spent 100%	Spent 79% of Funds Allocated
	Customers	Who are our youth customers?	Total Unduplicated Customers 23	Male 0%	Female 100%	RPRAs Asset Level LOW	Level of Risk for Delinquency HIGH	Yes
			5-11 years 0%	12-13 years 0%	14-15 years 100%	16-25 years 0%	Parents Guardians 0%	
			Asian American 0%	African American 0%	Caucasian American 0%	Latino American 100%	Pacific Island & Filipino 0%	
			Risk Level of Customers (TFY) Only	At-Risk	High Risk 100%	Impacted	Intentional	
			Planned Hours of Service for Year 1,060	Actual Hours of Service for Year 908	Percent of Service for Year 86%	Number of Ongoing Customers 23	Hours of Service per Customer for Year 39	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour SP Youth Futures Funds \$6.39	Actual Cost per Hour Total Funds \$6.39	Cost per Customer SP Youth Futures Funds \$252	Cost per Customer Total Funds \$252	Number of New Caring Adults Because of Services 1.8	Yes
			Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate 94%	Parent Satisfaction Rate 91%	Customer Level of Participation in Services HIGH	Percent of Youth Who Had Growth in Expectations 65%	Staff-rated Growth in Participation-Home, School, & Community 60%
	EFFECT	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Youth Report of Changes	Parent Report on their Child	Staff Report on Customer		Yes Service Productivity > 60%
Asset development changes				76%	78%	79%		
Grantee selected changes				77%	75%	80%		
Service Quality and Reliability		Were our services equally effective for all our customers?	Agency Specified Service Quality Fall 11 1.5	Agency Specified Service Quality Spring 12 1.5	Change in Service Quality Level	Reliability Level 0.62	Reliability GOOD	Yes, Quality Score >1
	Survey Sample		How many customers did they survey?	Youth Surveys 20	Parent Surveys 10	Staff Surveys 18	RPRAs Surveys 8	Total Surveys 56

## Summary of Dashboard Score Card Outcomes for San Pablo Youth Services - Girls Circle

### Inputs

Girl Circle is on plan to spend most of the funds allocated for the year. The staff has been trained and there is another Girls Circle planned for the spring.

### Customers

Girls Circle served 23 youth ages 12 to 14 years old who were all young women.

### Activities

Girls Circle deliver 908 hours of service this year. They were able to deliver 86% of their planned hours of service for this year.

### Outputs

The cost per hour of services delivered this year was higher than planned. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$6.39 an hour for services delivered. Each customer on average received 23 hours of service.

### Customer Satisfaction

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The customer satisfaction score of 94% is high and indicates that youth customers: rated the programs between excellent and good, felt that they had benefited from the programs, thought the people who ran the programs were helpful, and would recommend the program to a friend. Generally, satisfied customers are more likely to experience and undergo the desired changes and benefit from the programs' services.

### Service Productivity / Initial Outcomes/Changes Because of the Program Services

The youth indicated that because of the Youth Futures funded programs they changed for the better with new knowledge, skills, and attitudes. The service productivity scores were high with asset development score of 76% and YES service productivity score of 77%. The customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better and thus are effective. Girls Circle met the performance goals for youth service productivity with high indicators of effectiveness.

### Service Quality and Reliability

Service Quality was desirable and scoring indicates that services were equally as effective and consistent for customers and the program has good reliability of their questions. Survey sample size was adequate but additional efforts need to be made to do surveys for parents of youth served and staff assessments need to be done with a sample equal to the number of customers surveyed.



## Outcomes and Initial Results Because of the Services Funded

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” or “increased” new skills, knowledge, behaviors and attitudes because of funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. No value is given for staying the same.

### Youth Services – Girls Circle

#### **Youth**

**100%** Because of this program, my success at school (job/training) is better:

**100%** Because of this program, my understanding of who I am and what I can do is better:

**100%** Because of this program, my ability to communicate is better:

**100%** Because of this program, my ability to learn new things is better:

**100%** Because of this program, my ability to connect with adults is better:

**90%** Because of this program, my ability to work with others is better:

**100%** Because of this program, my ability to stay safe is better:

**100%** Because of this program, my understanding of the difference between a healthy and an unhealthy relationship increased:

**100%** Because of this program, my connection to adults who care about me and can help me increased:

**60%** Because of this program, my ability to get along with my parents increased:

**100%** Because of this program, my ability to use art to communicate my feelings and ideas increased:

**100%** Because of this program, my confidence and self-esteem increased:

**90%** Because of this program, I like myself more:

**90%** Because of this program, I respect the opinions of my peers more:

# APPENDIX A - Evaluation Methodology

## The Performance Logic Model

### How is this report organized?

This report is organized according to Graphic 2 on the following page that explains SPYF's Performance Logic Model Evaluation System. In this report, evaluators answer the questions indicated in Graphic 2 and discuss the theory of change behind the San Pablo SPYF effort. Notably, CCPA published a paper summarizing the SPYF Performance Logic Model in an international journal, *Elsevier*, a pre-eminent authority in evaluation and program planning.<sup>1</sup> Three international evaluation experts did a blind review of the SPYF Performance Logic Model before publishing the article.

### Performance Logic Model

The SPYF Evaluation System is based on a performance logic model (PLM). Logic models are a convenient way of describing why certain service activities ought to change the behaviors of those receiving services. In that respect, PLMs resemble path diagrams connecting causal variables to effects variables. They offer an alternative approach to evaluating programs that do not require random assignment to different groups (Julian, Jones & Deyo, 1995).

The elements of the PLM are shown in Graphic 2. Performance accountability is divided into three areas: effort, effect, and results. The logic model variables are listed in the second column: inputs, staffs, customers, strategies, activities, outputs, performance measures, and performance indicators.

The underlying logic of the PLM is that more effort on the part of staff and customers produces more outputs. More outputs guided by effective strategies produce more change in behaviors and greater satisfaction with services. As more SPYF customers are served more effectively, a ripple effect on the larger community will occur causing long-term population outcomes to increase for youth in San Pablo.

### San Pablo SPYF Performance Logic Model Evaluation System

The SPYF Evaluation System is a synthesis of Mark Friedman's Results and Performance Accountability evaluation technique and the Theory of Change Logic Model evaluation technique. The fusion of the two systems allows for a functional and ongoing evaluation system well suited for SPYF funded services. Mark Friedman, Director of the Fiscal Policy Studies Institute, points out that: "The Results and Performance Accountability and the logic model methods can be seen as complementary, not contradictory, approaches to evaluation."

<sup>1</sup> Evaluation and Program Planning 28 (2005) 83–94. Available at [www.elsevier.com/locate/evalprogplan](http://www.elsevier.com/locate/evalprogplan)

### Accountability for Performance

Mark Friedman explains the principles of a results-based and performance accountability system as a way to hold programs and agencies accountable for performance. Mark Friedman gives the reason for performance accountability:

"Why bother with results and performance accountability? Trying hard is not good enough. We need to be able to show results to taxpayers and voters. Avoid the thousand-pages-of-useless-paper versions of performance measurement." The SPYF Evaluation System replaces an endless system of multiple measures with a few valid measures of performance used by all Partners.

### Theory of Change Logic Model

The SPYF Evaluation System also incorporates the latest research and recommendations of researchers and evaluators that call for a "Theory of Change Logic Model" approach to evaluation designs (J.P. Connell, A.C. Kubisch, L.B. Schorr, C.H. Weiss). All the SPYF Service Providers have incorporated the United Way of America recommended logic model system of evaluation into their SPYF evaluations.

### Lisbeth Schorr and the Theory of Change

A description of this "Theory of Change Logic Model" research is contained in Lisbeth Schorr's recently published research entitled *Common Purpose -- Strengthening Families and Neighborhoods to Rebuild America* (Schorr 1997). In her book, Schorr discusses the issues involved in applying experimental research designs to complex, multiple outcome, and community-based projects. Schorr points out that because experimental designs can only study variables that are easily quantifiable, complex community-based interventions tend to be ignored or short-changed.

Schorr calls for a theory-based logic model outcome evaluation. "By combining outcome measures with an understanding of the process that produced the outcome," states Schorr, "theory-based evaluations can shed light on both the extent of impact and how the change occurred." Lisbeth Schorr documents numerous examples of research and evaluation studies using new evaluation methods that allow social scientists to observe more complex and promising programs. Schorr challenges evaluators to put less emphasis on elegant and precise statistical manipulation and more emphasis on usable knowledge. This useful knowledge will serve as critical information for the SPYF to render thoughtful budget and policy direction, as well as continuous improvement strategies.

The SPYF Performance Logic Model Evaluation System is an integration of the Logic Model and Mark Friedman's Results and Performance Accountability.

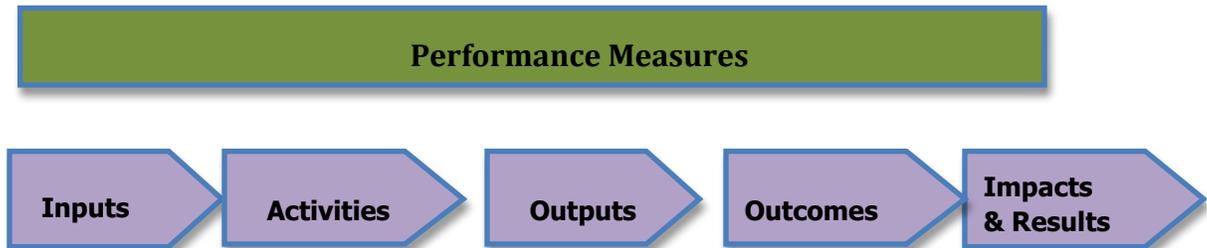
## RECOMMENDED EVIDENCE BASED EVALUATION

The National Institute of Corrections (NIC), in collaboration with the Crime and Justice Institute, assembled leading scholars and practitioners from the fields of criminal justice and prevention to define the core elements of evidence based upon the “what works” research. They identified eight evidence-based principles for effectively intervening with offenders and persons at-risk of criminal behavior. Two of the eight evidence based principles relate to monitoring and evaluation.

## MEASURE RELEVANT PROCESSES/ PRACTICES

It is not enough to adopt practices that have been proven to work elsewhere. Every agency and jurisdiction needs to establish methods and processes to determine if their own policies and practices are producing the desired results. For this reason, the ongoing collection and analysis of data and information is of paramount importance.

Measures should include activities (direct services to customers), outputs (e.g., number of customers served, the amount of dosage or hours of services, cost per customer), initial and intermediate outcomes (e.g., match between services delivered and benefit/value delivered to customers), and impact (e.g., decreases in school suspensions, decrease in violence, improvements in arrest rates).



## MEASUREMENT FEEDBACK

The value in measurement is not in the doing, but in the knowing. Therefore, once performance measurement data are collected and analyzed, findings should be shared with a variety of people. This information is useful at the individual customer level, staff level, program/agency level, and general public to document the effort, effect, and results/impact of the SPYF and San Pablo Youth Futures Task Force. The evaluation will document for the taxpayers of San Pablo the value they are getting for their investment.

## Methodology of the San Pablo SPYF Performance Logic Model

The values and concepts described below are embedded beliefs and behaviors found in high-performing organizations. They are the foundation for integrating key performance and operational requirements within a results-oriented framework that creates a basis for action and feedback. The San Pablo SPYF Performance Logic Model Evaluation System is based on the principles and practices of Continuous Quality Improvement (CQI). CQI is practiced by many public and private agencies to measure and improve their products and services to their customers. CQI is also one of the recommended evidence-based practices to reduce criminal and violent behaviors. CCPA is going beyond traditional program evaluation methods to promote high quality services by non-profit service agencies. This summary of how high quality services can be provided is intended to inform service agency managers and government overseers of the distinctions between traditional evaluation methodology and quality improvement.

The chief distinction is that program evaluation is post-hoc and one-shot. Evaluation reports address what happened. A different evaluation study must be designed to address each question, often stated as a hypothesis. CQI is a current, ongoing activity. Sometimes distinct studies are designed, but there are other ways to function as a service agency, so that high quality services are provided. Quality improvement occurs as a regular part of each day's work within every service agency. The methods employed must be accessible to a program's staff, thus requiring a minimum of training in their application. CCPA sees its role as an evaluation company performing program evaluations in the context of a service agency's staff utilizing our reports to improve their services. CCPA also provides technical support to agency staff to assist them in improving the quality of the services.

CQI defines quality as meeting or exceeding the needs and expectations of the customer. San Pablo SPYF considers the child and their parents as their primary customers whose feedback is important to the continuous improvement of services.

CQI requires information about customer outcomes; administrative, staff, cost, and financial performance; competitive or collaborative comparisons; customer satisfaction; and compliance. Data should be segmented by, for example, types of service, customer ages, and strategic priorities to facilitate analysis.

Analysis of the data found in San Pablo SPYF evaluation reports refers to extracting larger meaning from data and information to support decision-making and service improvement. Analysis entails using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis supports a variety of purposes, such as planning service delivery, reviewing your overall performance, improving operations, accomplishing change management, and comparing your performance with that of competitors, with similar organizations, or with “SPYF practices” benchmarks. A major consideration in performance improvement and change management involves the selection and use of performance measures or indicators. The measures or indicators selected should SPYF represent the factors that lead to improved customer outcomes; improved operational, financial performance. A comprehensive set of measures or indicators tied to customer and organizational performance requirements represents a clear basis for aligning all processes with the grantee organization’s goals and the San Pablo Youth Futures Strategic Work Plan. Through the data collection, tracking, and analysis of San Pablo SPYF’s data, our measures or indicators themselves may be evaluated and changed to better support San Pablo SPYF’s goals.

## **High Risk Children, Youth, Young Adults and Adults Will Benefit from Care Utilizing These Eight Evidence Based Principles (EBP)**

The National Institute of Corrections (NIC), in collaboration with the Crime and Justice Institute, assembled leading scholars and practitioners from the fields of criminal justice and prevention to define the core elements of EBP based upon the “what works” research. They identified eight evidence-based principles for effectively intervening with offenders and persons at-risk of criminal behavior. These eight principles serve as the foundation for agencies interested in grounding policy and practice in the principles of effective intervention in order to prevent criminal behavior .

### **Exhibit 1 – Eight Evidence Based Principles (EBP)**

#### **Eight Evidence-Based Principles for Effective Interventions**

1. Assess actuarial risk/needs.
2. Enhance intrinsic (self) motivation.
3. Target Interventions
  - a. Risk Principal: Prioritize supervision, services, and resources for higher risk customers.
  - b. Need Principle: Target interventions to criminogenic needs.
  - c. Responsivity Principle: Be responsive to temperament, learning style, motivation, culture, and gender when providing services to a client.
  - d. Dosage: Facilitate and/or provide more structured programming for higher risk youth up to 40-70% of the time for those at higher risk.
  - e. Provide a wide array of services according to risk, need, and response to treatment/care with emphasis on cognitive behavior treatment and activities.
4. Train staff in skills that produce behavioral change using directed practices (i.e. cognitive behavioral methods).
5. Increase positive reinforcements.
6. Engage ongoing support in natural environments.
7. Measure relevant processes, activities, and practices.
8. Provide measurement feedback for improvements to customers and staff, along with other stakeholders.

This summary of the evidence-based practices clearly indicates that community-based, faith-based, and non-profit organizations can and should be active partners in assisting in the implementation of San Pablo Youth Futures Strategic Work Plan. They have the experience and expertise to assist in many of the EBP strategies. Successful violence and crime reduction can be achieved by building a partnership and expanding relationships between all stakeholders to make San Pablo a safe, healthy, and engaged community.

CCPA is recommending that the collaborative partners in the San Pablo Youth Futures Strategic Work Plan utilize the excellent work done by The Center for Effective Public Policy and its partners, The Urban Institute and The Carey Group, who were funded by the U.S. Department of Justice, Office of Justice Programs, and Bureau of Justice Assistance to develop 13 professional development packets for working with customers involved in risky and criminal behaviors. Packets can be downloaded free at: <http://www.cepp.com/coaching.htm>

## **Base Assessments and Services on the Evidence Based Practice of Using both Static Risk Factors and Common Criminogenic Needs (Dynamic Risk Factors)**

Exhibit 2

### **Common Historical Risk Factors (Static Risk Factors)**

- 1. Age at first arrest**
- 2. Current age**
- 3. Gender**
- 4. School failure, suspensions and expulsions**
- 5. Criminal history**

### **Common Criminogenic Needs (Dynamic Risk Factors)**

- 1. Anti-social attitudes, cognitions**
- 2. Anti-social associates, peers**
- 3. Anti-social behavior**
- 4. Family, marital stressors**
- 5. Substance abuse**
- 6. Lack of employment stability, achievement**
- 7. Lack of educational achievement**
- 8. Lack of pro-social leisure activities**

## What do we mean by a Trauma-informed Approach?

A **trauma-informed approach** refers to how a program, agency, organization, or community thinks about and responds to those who have experienced or may be at risk for experiencing trauma; it refers to a change in the organizational culture. In this approach, all components of the organization incorporate a thorough understanding of the prevalence and impact of trauma, the role that trauma plays, and the complex and varied paths in which people recover and heal from trauma. A trauma-informed approach is designed to avoid re-traumatizing those who seek assistance, to focus on “safety first” and a commitment to “do no harm,” and to facilitate participation and meaningful involvement of consumers and families, and trauma survivors in the planning of services and programs. It also requires, to the extent possible, closely knit collaborative relationships with other public sector service systems (Harris and Fallot, 2001)<sup>1</sup>

SAMHSA recognizes that the term trauma-informed approach is more applicable across a broad range of systems.

## What are the Key Principles of a Trauma-informed Approach?

A trauma-informed approach reflects the adoption of underlying principles rather than a specific set of procedures. These principles are generalizable across all settings, although language and application may be setting- or sector-specific. Basic principles of a trauma-informed approach<sup>2</sup> include:

1. **Safety:** throughout the organization, staff and the people they serve feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety.
2. **Trustworthiness and transparency:** organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, clients, and family members of people being served by the organization.
3. **Collaboration and mutuality:** there is true partnering and leveling of power differences between staff and clients and among organizational staff from direct care staff to administrators; there is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making.
4. **Empowerment:** throughout the organization and among the clients served, individuals’ strengths are recognized, built on, and validated and new skills developed as necessary.
5. **Voice and choice:** the organization aims to strengthen the staff’s, clients’, and family members’ experience of choice and recognize that every person’s experience is unique and requires an individualized approach.
6. **Peer support and mutual self-help:** are integral to the organizational and service delivery approach and are understood as a key vehicle for building trust, establishing safety, and empowerment.
7. **Resilience and strengths based:** a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from trauma; builds on what clients, staff and communities have to offer rather than responding to their perceived deficits.
8. **Inclusiveness and shared purpose:** the organization recognizes that everyone has a role to play in a trauma-informed approach; one does not have to be a therapist to be therapeutic.
9. **Cultural, historical, and gender issues:** the organization addresses cultural, historical, and gender issues; the organization actively moves past cultural stereotypes and biases (e.g. based on race, ethnicity, sexual orientation, age, geography, etc.), offers gender responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.
10. **Change process: is conscious, intentional and ongoing;** the organization strives to become a learning community, constantly responding to new knowledge and developments.

1. Harris, M. & Fallot, R. (2001). Using trauma theory to design service systems.

2. Adapted from Harris, M. & Fallot, R. (2001). Using trauma theory to design service systems.

The San Pablo SPYF CCPA Evaluation Team worked with San Pablo staff and Partners to design and implement this integrated evaluation system. The components of the Evaluation System Performance Measures are divided into four categories: Effort, Effect, Performance, and Results.

Graphic 2 – Evaluation Model

San Pablo's Youth Futures Task Force (YFTF) and Team For Youth( TFY) Logic Model Evaluation System				
Performance Accountability Model	Logic Model	YFTF & TFY Evaluation Questions	Where We Get Data	Theory of Change
EFFORT	Inputs	What did YFTF & TFY Spend on Services?	YFTF Reports & TFY Invoices and Staff Interviews	THEORY OF CHANGE  Child and Youth Developmental Theory as indicated in YFTF & TFY Strategic Plan. Focus on Risk Avoidance, Protective, Resilience, and Social Attachment Assets betterment of children and youth for a safer San Pablo.
	Staff	Who were the staffs providing service?	Staff Surveys, Focus Groups and Interviews	
	Customers	Who are our children and youth customers?	YFTF Reports & TFY Quarterly Report (Participant ID Report Form)	
	Strategies	What service strategies did we conduct?	YFTF & TFY Quarterly Reports, Interviews, and Site Visits	
	Activities	How much service did we provide?	YFTF & TFY Quarterly Reports, Interviews, and Site Visits	
	Performance Measure Outputs	How much did the service cost to deliver?	YFTF & TFY Quarterly Reports and Staff Interviews	
EFFECT	Performance Measure: Customer Satisfaction	Were our youth and parent customers satisfied with our service?	Surveys of Children, Youth, and Parents	Evidence and strengths-based approach to serving children, youth, and their families. Focused on how customers use their strengths and assets to be better off. Mobilize the community to be partners in building a safer San Pablo.
	Performance Measure Productivity Outcomes	Was our service effective in producing change for the better for our customers?	Surveys of Children, Youth, Parents, and Staff	
RESULTS	Result Indicators & Intermediate Outcomes	How are YFTF & TFY customers doing with the indicators for school success, lack of criminal behavior, health and wellness, and transition to adulthood? Is our community safer?	Data collected by other agencies and YFTF & TFY Grantees	
	Population Long Term Outcomes	In general, how are the children and youth doing in San Pablo over time? Is our community safer? This is the result of everyone in our community working together.	Data collected from various data bases with data available over time.	

# Continuous Quality Improvement (CQI)

The values and concepts described below are embedded beliefs and behaviors found in high performing organizations. They are the foundation for integrating key performance and operational requirements within a results-oriented framework that creates a basis for action and feedback. The SPYF Performance Logic Model Evaluation System is based on the principles and practices of Continuous Quality Improvement (CQI). CQI is practiced by many public and private agencies to measure and improve their products and services to their customers.

Community Crime Prevention Associates (CCPA) is going beyond traditional program evaluation methods to promote high quality services by non-profit service agencies. This summary of how high quality services can be provided is intended to inform service agency managers and government overseers of the distinctions between traditional evaluation methodology and quality improvement.

The chief distinction is that program evaluation is post-hoc and one-shot. Evaluation reports address what happened. A different evaluation study must be designed to address each question, often stated as a hypothesis. Continuous quality improvement is a current, ongoing activity. Sometimes distinct studies are designed, but there are other ways to function as a service agency, so that high quality services are provided. Quality improvement occurs as a regular part of each day's work within every service agency. The methods employed must be accessible to program staff, thus requiring a minimum of training in their application. CCPA sees its role as an evaluation company performing program evaluations in the context of service agency staff utilizing our reports to improve their services. CCPA also provides technical support to agency staff to assist them in improving the quality of the services.

CQI defines quality as meeting or exceeding the needs and expectations of the customer. SPYF considers the child and their parents as their primary customers whose feedback is important to the continuous improvement of services.

CQI requires information about customer outcomes; administrative, staff, cost, and financial performance; competitive or collaborative comparisons; customer satisfaction; and compliance. Data should be segmented by, for example, types of service, customer ages, and strategic priorities to facilitate analysis.

Analysis of the data found in this report refers to extracting larger meaning from data and information to support decision-making and service improvement. Analysis entails using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis supports a variety of purposes, such as planning service delivery, reviewing your agency's overall performance, improving operations, accomplishing change management, and comparing your agency's performance with that of competitors, with similar organizations, or with "SPYF practices" benchmarks. A major consideration in performance improvement and change management involves the selection and use of performance measures or indicators. The measures or indicators selected should SPYF represent the factors that lead to

improved customer outcomes; improved operational, financial performance. A comprehensive set of measures or indicators tied to customer and organizational performance requirements represents a clear basis for aligning all processes with the grantee organization's goals and the SPYF Strategic Plan. Through the data collection, tracking, and analysis of SPYF data, our measures or indicators themselves may be evaluated and changed to better support SPYF goals.

## **Baldrige Awards for Quality**

In 1987 the United States created a quality award program to encourage more companies to develop quality systems. Here are the guiding principles behind the Baldrige Awards for quality as it applies to your organization's youth and human services.

**Visionary Leadership** - Your organization's senior leaders (administrative/operational and service provider leaders) should set directions and create a customer focus, clear and visible values, and high expectations. The directions, values, and expectations should balance the needs of all your stakeholders.

**Customer-Focused Excellence** - The delivery of services must be customer focused. Quality and performance are the key components in determining customer satisfaction, and all attributes of customer care delivery factor into the judgment of satisfaction and value.

**Organizational and Personal Learning** - Achieving the highest levels of organizational performance requires a well-executed approach to organizational and personal learning. Organizational learning includes both continuous improvement of existing approaches and significant change, leading to new goals and approaches. Learning needs to be embedded in the way your organization operates.

**Valuing Staff and Partners** - An organization's success depends increasingly on the diverse backgrounds, knowledge, skills, creativity, and motivation of all its staff and partners, including both paid staff and volunteers, as appropriate.

**Building Partnerships** - Organizations need to build internal and external partnerships to better accomplish overall goals.

**Agility** - Success in today's ever-changing environment demands agility—a capacity for rapid improvements in service quality. Agility encourages improvements in organization, quality, cost, customer focus, and productivity.

**Focus on the Future** - In today's environment, creating a sustainable organization requires understanding the short- and longer-term factors that affect your organization and marketplace.

**Managing for Innovation** - Innovation means making meaningful change to improve an organization's services, programs, processes, and operations and to create new value for the organization's stakeholders. Innovation should lead your organization to new dimensions of performance innovation.

The Service Performance Index used in this evaluation uses the Baldrige criteria to give each grantee a SPI score of between 0 and 1000. This SPI score uses 19 variables to build the SPI score.

# Management and Evaluation by Fact

An effective organization depends on the measurement and analysis of performance. Such measurements should derive from service needs and strategy, and they should provide critical data and information about key processes, outputs, and results. Many types of data and information are needed for performance management. SPYF, working with their Partners, and CCPA are collecting numerous measurements that are used to set performance goals. The following chart explains the types of measurements and instruments used to provide data and facts to manage, evaluate, and continuously improve SPYF-funded services.

**Graphic 3**

Instrument	Information Collected	Time of Collection
Scope of Work	Contracted scope of work, quarterly progress reports, demographics on customers	Contracted plan at time of contract approval, four quarterly reports
Financial Report	Contracted budget with four quarterly invoices	Contracted budget at time of contract approval, four quarterly reports
Scope of Work Narrative	Explanation of success in fulfilling the scope of work	Provided with each quarterly report
Child & Youth Customer Satisfaction Survey	All grantees survey child and youth customers with similar satisfaction question.	Collected twice a year from customers or at the end of any program cycle.
Parent Customer Satisfaction Survey	Parents are asked four customer satisfaction questions about the services their child received.	Collected twice a year from parents or at the end of any program cycle.
Child & Youth Asset Development Survey	All grantees survey child and youth customer with similar asset development service productivity question.	Collected twice a year from customers or at the end of any program cycle.
Parent Assessment of their Child's Asset Development Survey	Parents assess the growth in their child's developmental assets. All grantees measure similar assets.	Collected twice a year from customers or at the end of any program cycle.
Staff Assessment of Each Customer's Child and Youth Asset Development Survey	Staff assess the growth in their child customer's developmental assets. All grantees measure similar assets.	Collected twice a year from customers or at the end of any program cycle.
Child & Youth Grantee Selected Survey on Targeted Changes	All grantees survey child and youth customer with their own specific selected service productivity question.	Collected twice a year from customers or at the end of any program cycle.
Parent Assessment of Their Child's Grantee Selected Survey on Targeted Changes	Parents assess the growth in their child's grantee selected targeted changes.	Collected twice a year from customers or at the end of any program cycle.
Staff Assessment of Each Customer's Grantee Selected Survey on Targeted Changes	Staff assess the growth in their child customer's grantee selected targeted changes.	Collected twice a year from customers or at the end of any program cycle.
Risk Avoidance, Protective and Resiliency Assessment	Child and youth assess their assets to a normed instrument that indicates asset levels.	Minimum of once a year with the option of doing it twice a year.
Focus Group with Grantee Staff	Evaluation Coach meets with staff for a focus group to discuss the effort, effect, performance and results of SJ BEST services.	Focus groups occur in the first or second quarter.
Staff Continuous Quality Improvement Questionnaire	Each staff is asked to indicate their experience and education, rate the work experience, rate their organizations effectiveness, rate their program design components, and rate programs exemplary practices.	Once a year from each staff member.
Site Visits and Observations	Evaluation Coaches conduct site visits, interview customers and staff, and complete observation instrument.	Minimum of two site visits with a maximum of six site visits if needed.