

Report  
Final Evaluation  
Presented to  
San Pablo City  
Council

SAN PABLO

# YOUTH FUTURES



EVALUATION

# REPORT



FY 2012-2014

Presented by:  
Community Crime Prevention  
Associates

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## Acknowledgments

Community Crime Prevention Associates acknowledges the dedicated professionals that form the San Pablo Youth Futures Task Force. Their dedication to serving youth in San Pablo has made the task of evaluating and describing their work extremely gratifying. Community Crime Prevention Associates thanks the San Pablo Team for Youth Community Service Providers, City of San Pablo Police Department, City of San Pablo Community Service's Youth Services and Recreation Program Support Staffs, and all the members of the Youth Futures Task Force for their special assistance with this evaluation.

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 2012-2014

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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.

In 2012, the City of San Pablo underwent a government restructure and the Youth Service Program became a division under the Community Services Program Department along with Recreation and Senior Services.

City of San Pablo is currently updating the San Pablo Strategic Work Plan, "Creating Pathways for Safe and Healthy Futures" for the next four years.

City of San Pablo is currently updating the San Pablo Strategic Work Plan, "Creating Pathways for Safe and Healthy Futures".

## 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. City Programs receive 59% of funding and Community Partners receive 41% of funding over the last two years.

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 four grants with the following community based agencies:

### Bay Area Community Resources at Helms Middle School - Project Restore 2011-2015

Bay Area Community Resources (BACR) operates Project Restore, a restorative justice program, at Helms Middle School and Dover Elementary 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. The program has four goals: 1) develop the capacity of school staff to implement Restorative Justice practices, 2) develop the capacity of students to interact in positive ways that reflects restorative justice principles, 3) educate parents and other stakeholders about the approach, 4) document and develop the restorative justice program.

### Bay Area Community Resources Gateway Project Counseling at Helms and Dover Schools 2013-2015

BACR provides on-site professional counseling services at Helms and Dover Schools in San Pablo. Presenting issues include family crises, behavior problems, peer relationships, depression, academic problems, alcohol and drug use, and fears about community violence. Mental health services include counseling, mentoring, case management, trauma response, parent education, teacher consultation, and other assistance. BACR provides individual, group, and family mental health services, as well as consultation with school personnel and other stakeholders and collaborators. The majority of Gateway counseling at Helms and Dover is through Medi-Cal funding, because BACR is a certified EPSDT Medi-Cal provider. The San Pablo funding allows BACR to serve youth not eligible for Medi-Cal funding. Program models and practices include different treatment approaches, such as talk, play, art, and cognitive behavioral therapies.

### Bay Area Peacekeepers at Helms Middle School, Richmond, Kennedy, and Gompers High School 2011-2013

Bay Area Peacekeepers, Inc. (BAP) provides services at Helms Middle School, Richmond, Kennedy and Gompers High 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 2012 school year. BAP also works with San Pablo youth who attend Richmond High School, Kennedy High School and Gompers High School.

## **Contra Costa County Office of Education/Youth Development Services 2013-2015**

The project provided presentation to eight graders at Helms school to inform them of career pathway opportunities available at Richmond High School. Parents were engaged in a parenting program to provide support and increase knowledge of education and career opportunities, as well as increased parenting skills. Thirty-five San Pablo youth 16-21 received case management services focused on high-school completion and transition to post-secondary school and career.

## **YMCA of the East Bay, Y Team Program 2013-2015**

YMCA implemented an evidence informed group counseling curriculum for teens who are enrolled at Richmond High School, who have experienced trauma with or without PTSD, and/or substance abuse. Y Team clinicians will work in partnership with all other providers at Richmond High School. The program provided group services along with one-on-one counseling. Seeking Safety counselors engaged with parents/guardians at home or at school, and provide psycho-education and family sessions to support the work of adolescents.

## **City of San Pablo Operated Youth Futures Programs Evaluated**

### *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 department funds two School Resource Officers who work in the elementary schools and Helms Middle School.

### *San Pablo Community 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.

#### **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

### *San Pablo Community Services Recreation*

#### **After School Programs (ASP)**

2012-13: At the request of the District ASP ran an academic focused program with a recreation spin called the FUNdome. It used evidence based curriculum and staff worked on a rotational bases serving a different 15-20 youth each day, seeing up to 100 different youth in a week. It was determined that the youth did not benefit from the rapid turnover.

2013-14: ASP combined the flag football and ASP program in order to focus on a core group of students. This program incorporates State content standards into every practice and drill. This is proving to have more benefit and effects on the core students served.

## *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 report evaluates a continuum of care for the San Pablo Youth Futures Task Force for 2012-2014.**



# SP Team for Youth Score Card for 2012-14

Team for Youth (TFY) Score Card results are based on the information and data analyzed for the 2012-14 program years, including customer and stakeholder surveys and assessments, quarterly reports, program performance data and short-term, intermediate and population results.

## Did TFY funding spent on intended services to support Youth Futures Task Force Strategic Plan?

- ★ Yes, TFY funded nine city agencies and community partners that spent \$845,144 (2012-13 \$316,088 plus 2013-14 \$538,056) to serve the children and youth of San Pablo. Community partners match their TFY grants with \$208,165 (2012-13 \$21,102 plus 2013-14 \$187,063) in matching funds. The TFY funds of \$645,979 were allocated 59% to city agencies and 41% to community partners.

## Was the TFY funding spent efficiently?

- ★ Yes, costs for services are an efficient use of resources. TFY Community Partner grantees matched TFY funds with \$208,165 from their funding partners. The average cost per hour of service was \$4.38 for TFY funds and \$5.80 for total funds (TFY and matching dollars).

## Were the intended recipients of TFY funded services reached?

- ★ Yes, TFY served 3,616 ongoing children and youth customers during 2012-14. Seventy two percent were at risk youth and 28% were high risk youth.

## Were the TFY services delivered as planned?

- ★ Yes, 147,374 hours of direct service were delivered and each customer received an average of 41 hours of service and care. TFY city agencies and community partners delivered 110% of planned services.

## Were TFY customers satisfied with program services?

- ★ Yes, children and youth customers gave TFY services a 87% satisfaction rating while parents gave the same services for their children a 89% satisfaction rating. Both scores reflecting very high satisfaction with TFY services.

## How were TFY participants changed for the better due to program services?

- ★ Yes, seven out of ten youth reported improvement in youth developmental assets and 76% of Youth customers indicated change for the better on agency selected service productivity changes. TFY is demonstrating an evidence based evaluation design that ties the effectiveness of their programs to the efforts and interventions conducted that were funded by TFY. TFY is demonstrating benefit and value to the customers they are serving.

## Are our key population result indicators moving in a desirable direction?

- ★ Yes, population result indicators for school success and crime related to violence, over the time period of FY 2000 to FY 2013, are moving in a desirable direction.
  - Violent Crime Offenses( Murder, Forcible Rape, Robbery and Aggravated Assault) are at the lowest level in the last 14 years. Down 56% in 2013 from 2000.
  - Property Crimes Offenses are also at their lowest levels in the last 14 years. Down 34% in 2013 from 2000.
  - Juvenile Felony Arrests are at their lowest level in 11 years down 47% in 2013 from 2003
  - San Pablo's Helms Middle School Suspension rate is down 41% from school year 2010 to school year 2013
  - Richmond High School Graduation Rate is up 26% over the last four years
  - Richmond High School Drop Out Rate is down 77% over the last four years

# Highlights of San Pablo Youth Futures -Team for Youth 2012-14 Evaluation

This is a summary briefing of the effort, effect, and performance of San Pablo Youth Futures (SPYF) for FY 2012-14 program years.

## Effort of SPYF Funded Services for FY 2012-14 Was Efficient

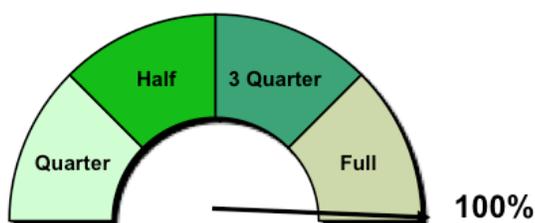
- San Pablo funded Team for Youth (TFY) Community Partners contracts for \$267,689 who collectively provided \$208,165 in matching funds. The City funded an additional \$384,787 for services delivered by the City of San Pablo's Police Department and Community Services Divisions to implement the Youth Futures Strategic Work Plan. The total funds spent by City and Community Partners of \$854,144 to serve the children and youth of San Pablo. During these two years, Youth Futures spent 99% of their allocated funds and matching funds. All the partners spent all their grant funds except for BACR - Restorative Justice that spent 94% of their funds.
- The Team for Youth Community Partners served 3,597 unduplicated children and youth customers with 147,374 hours of direct service. Each customer received an average of 41 hours of service with an average of \$172 spent on each of them.
- The average cost per hour of service was \$4.38 for San Pablo funds and \$5.80 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. Efficiency can not stand alone it needs to be measured along with effectiveness of the services.

## Summary of SPYF Funded Service Providers Percent of Funds Spent & Delivered Contracted Services

All the San Pablo Youth Futures Service Providers delivered 110% of their planned hours of service. Service providers spent 100% of their total funds.

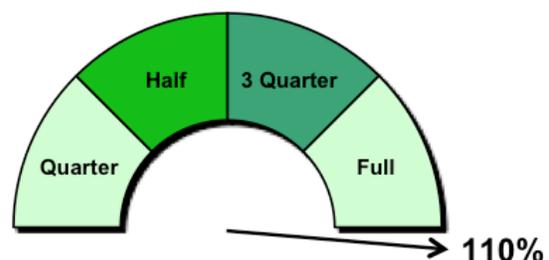
**Table 1 - Percent of Funds Spent**

### Total Funds Spent



**Table 2 - Percent of Planned Services Delivered**

### Hours of Service Delivered



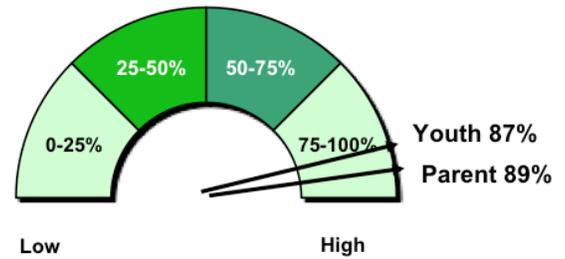
**SPYF Service Providers spent 99% of SPYF funds allocated and 100% of the total funds that include matching funds. They delivered 110% of planned contracted services.**

# SPYF Funded Services Were Effective

- Children and youth customers gave SPYF services an 87% satisfaction rating and parents had a 89% satisfaction both a positive and high satisfaction rate.
- SPYF funded services were effective in achieving positive changes in the behaviors and skills of children and youth customers 72% of youth indicated improvement in their targeted developmental assets. Children and youth also indicated that SPYF funded services were effective in producing 76% 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. Customer satisfaction along with changes for the better because of the services and care are used to measure effectiveness of the services.

Chart 1

## Customer Satisfaction



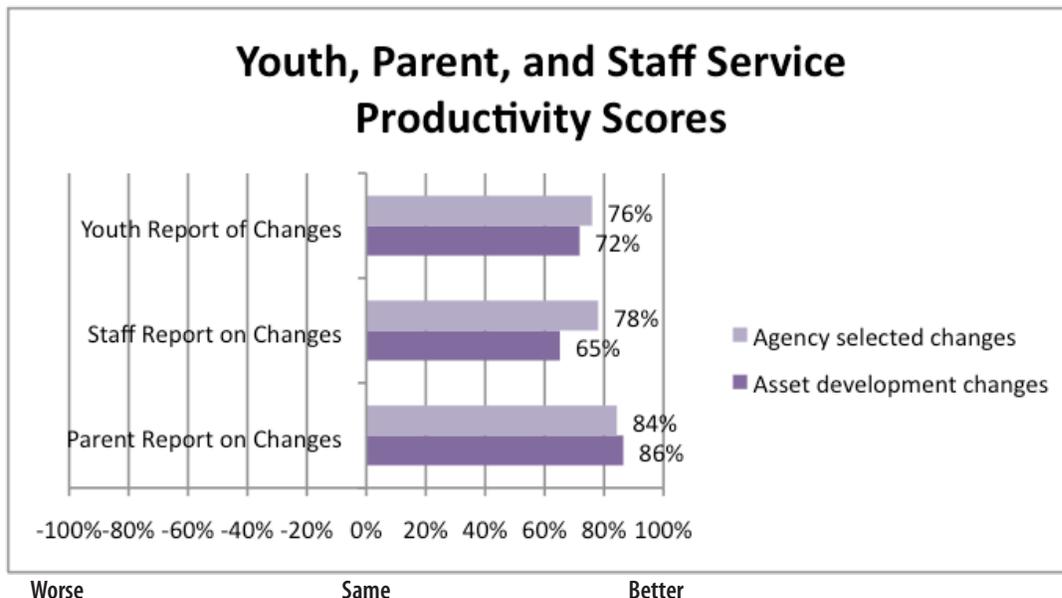
# Service Productivity Scores Also Indicated Effectiveness

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 and benefits for customers. Data from 3,292 surveys indicate that the TFY partners are delivering benefits and value to their customers.

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

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

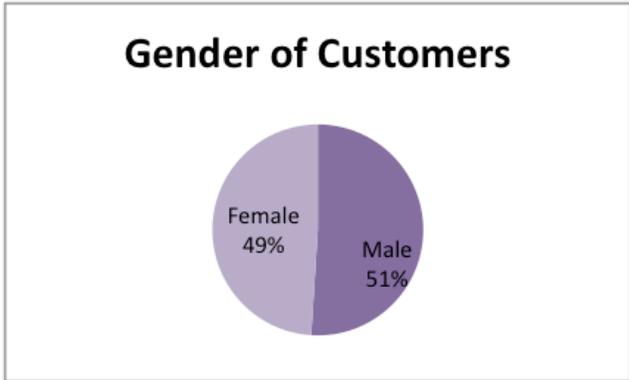
Chart 2



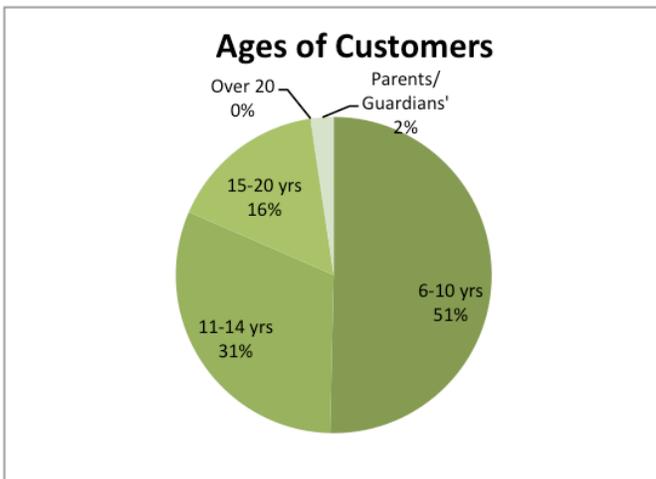
**Collectively, SPYF Service Providers met the performance goal of 60% or better.**

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

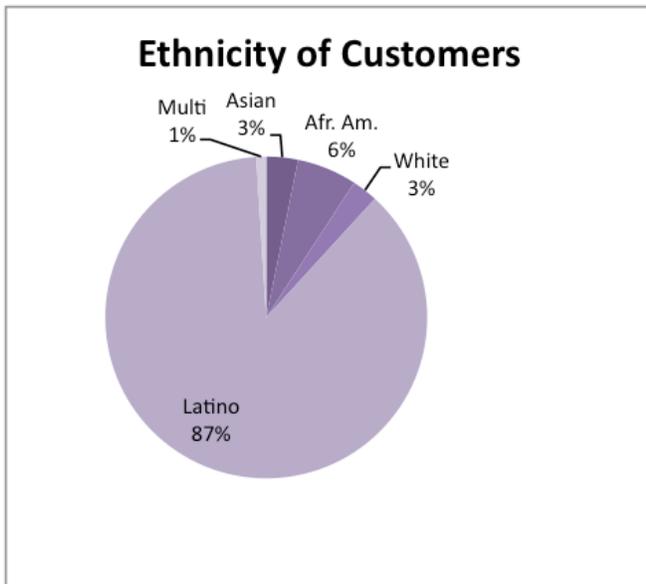
# Dashboard of Who Are Our 3,657 Customers?



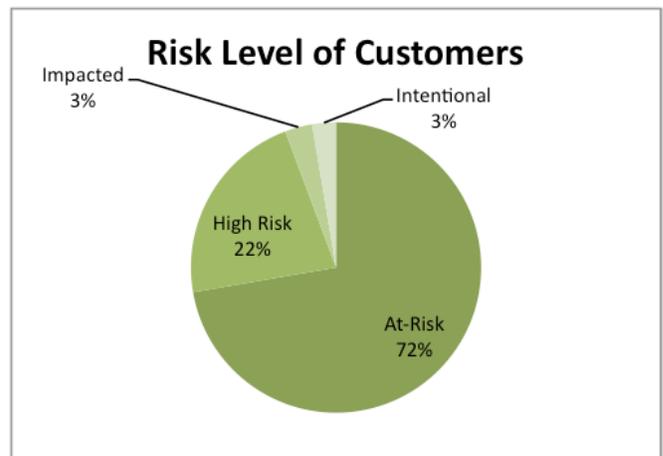
**51% Male and 49% Female Customers Served**



**82% of Customers Were Elementary and Middle School Age Youth**



**87% of Customers Ethnicity Were Latino Americans**



**72% of Customers were At Risk Youth and 28% Were High Risk Youth - Definitions of Risk Level Are Found in Appendix A**

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

## SPYF Funded Cycle II-III - Collectively Met All Their Performance 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 II & III (7/1/12 to 6/31/14)				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		
			\$652,476	\$197,459	\$849,935	30%		
	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, Spent 105% of Matching Funds
			\$645,979	\$208,165	\$854,144	99%	100%	
	Customers	Who are our youth customers?	Total Number Ongoing Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes, 72% of customers were at risk and 81% of customers were elementary and middle school youth.
			3,616	51%	49%	MEDIUM	At Risk	
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians	
			50%	31%	16%	0%	2%	
			Asian American	African American	Caucasian American	Latino American	Multi Racial American	
EFFORT	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
			133,905	147,374	110%	3,616	41	
	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
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate (0-100% on 4 items)	Parent Satisfaction Rate (0-100% on 4 items)	Customer Level of Participation in Services	Staff Rated Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, Community	Yes Satisfaction > 70%
			87%	89%	HIGH	62%	61%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on Changes	Staff Report on Customer Changes	Yes Service Productivity > 60%
			Asset development changes		72%	86%	65%	
		Agency selected changes		76%	84%	78%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Level Service Quality	Service Quality Over Two Years	Percent of Grantee's with Good Reliability Score		Yes, Quality Score >1 and Improving	
		3.0	High	Improving	83%			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Asset Surveys	Total Surveys	Good sample size need more parent and staff surveys	
		1,973	57	357	907	3,294		



## **Summary of Dashboard Score Card Outcomes for Cycle II and III for Youth Futures Task Force Funded 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 100% of San Pablo funds and matching funds allocated for the year.

### **Customers**

Youth Futures and Team for Youth served 4,955 - (98% youth ages 6 to 20 years old and 2% parents). Assessment of youths' risk avoidance, protective, and resiliency assets indicate the overall the youth were at risk for delinquency. Customers were 81% elementary and middle school age.

### **Activities**

Youth Futures and Team for Youth delivered 147,374 hours of direct service to children, youth, and their parents. This was 110% of planned services. The average hours of service or dosage of care per ongoing customers was 30 hours of care.

### **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 \$5.80 an hour for services delivered. The cost per customer was \$172.

### **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 87% is high (17% 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, 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 72% and grantee selected service productivity score of 76% 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. Indicating both efficiency and effectiveness of care.

### **Service Quality and Reliability**

Service Quality was high 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 and staff assessments.

## Conclusions

The City of San Pablo through its Youth Futures Task Force 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 evidence based 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 3,616 children and youth customers by providing an average of 41 hours of service or dosage of care 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 it into their care and into how they evaluate and deliver care in their program strategies.
4. Assisted children and youth to connect to an average of 1.8 new caring adults, set higher expectations for themselves, and improve their participation in home, school and/or the community. Indicating a growth in resiliency assets and skills.

## Recommendations

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. Align the next round of funding to the new Youth Futures Strategic Work Plan.
3. Continue to build capacity to work with older at risk and high risk youth 16-20 years of age.



## 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.

## 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 mind-set. 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)

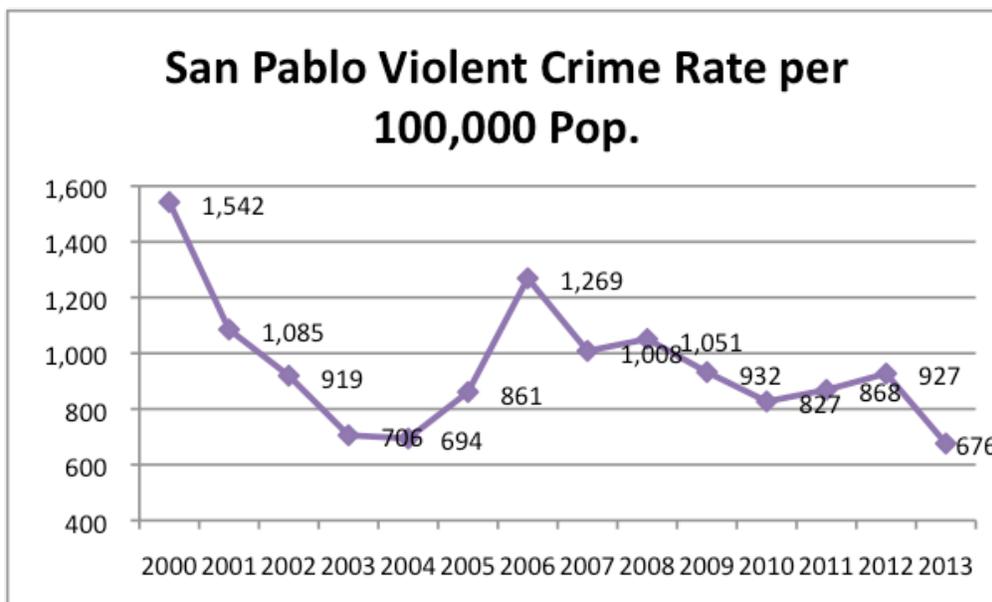
All reports are checked to see that the crime classification conforms to the uniform classification of the offenses. That is, all offenses reported to the UCR Program, regardless of what the offense is called at the local, state, tribal, or federal level, must conform to the UCR classification of offenses.

# Are San Pablo's Indicators for the Preservation of Public Safety and School Success Going in a Desirable Direction?

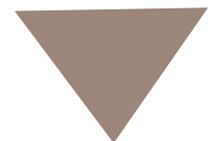
## Yes, Key Indicators Are Going in A Desirable Direction

- **Violent Crime Offenses ( Murder, Forcible Rape, Robbery and Aggravated Assault) are at the lowest level in the last 14 years. Down 56% in 2013 from 2000.**
- **Property Crimes Offenses are also at their lowest levels in the last 14 years. Down 34% in 2013 from 2000.**
- **Juvenile Felony Arrests are at their lowest level in 11 years down 47% in 2013 from 2003**
- **San Pablo's Helms Middle School Suspension rate is down 41% from school year 2010 to school year 2013**
- **Richmond High School Graduation Rate is up 26% over the last four years**
- **Richmond High School Drop Out Rate is down 77% over the last four years**
- **Helms Middle School Suspension Rate is down 41% over the last four years**

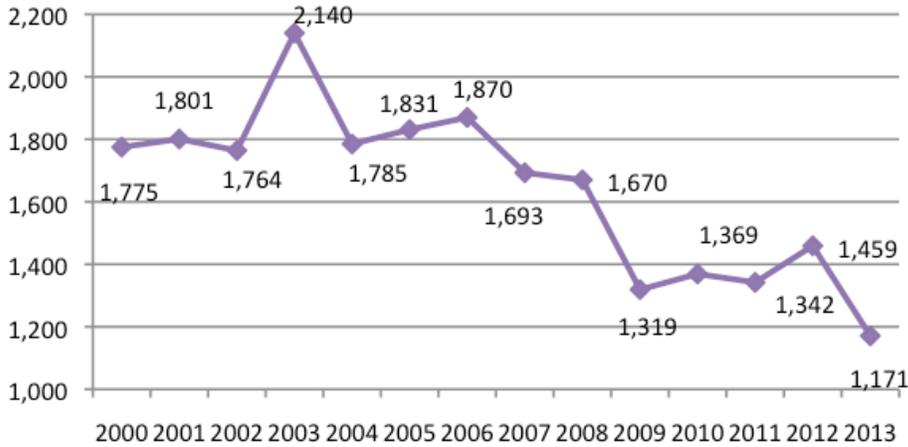
## Dashboard of Result Indicators All Going in a Desirable Direction



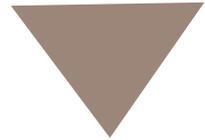
**Desirable**



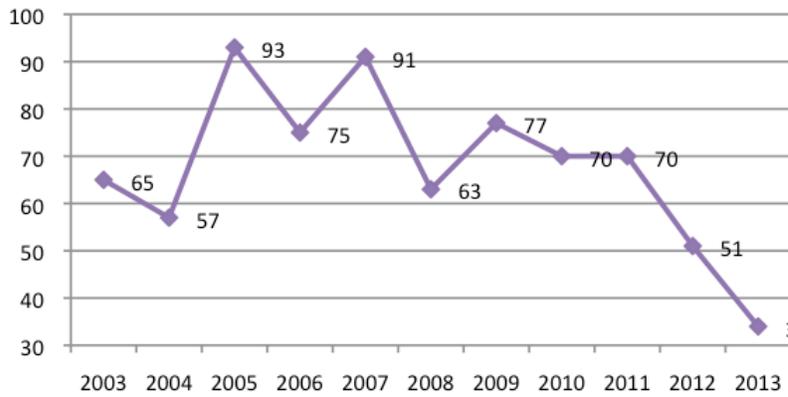
### San Pablo Property Crime



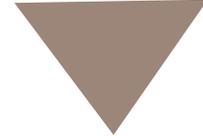
Desirable



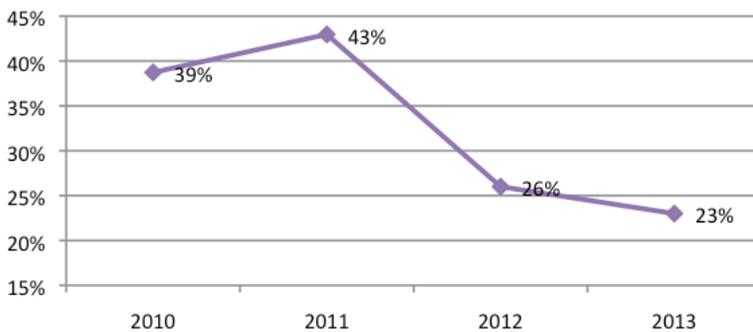
### San Pablo Juvenile Felony Arrests



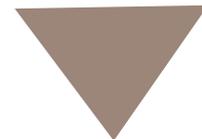
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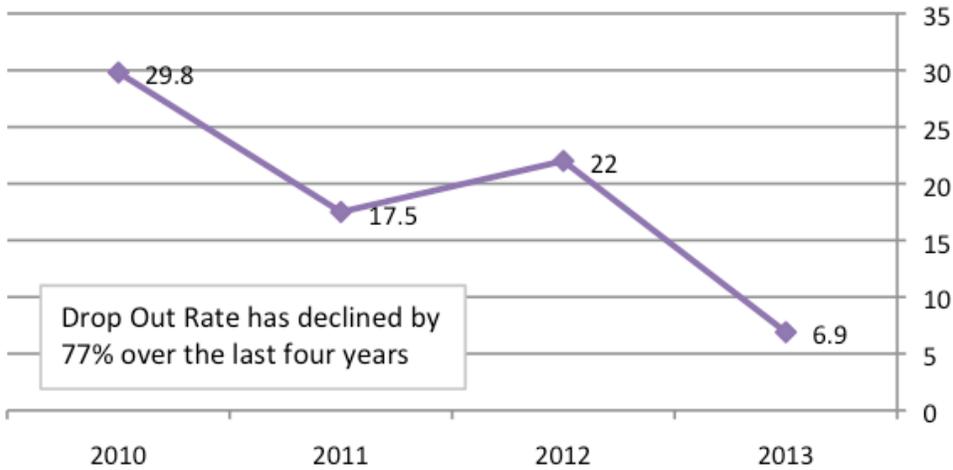
### Helms Middle School Suspension Rate



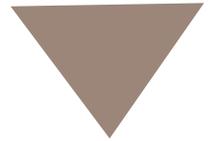
Desirable



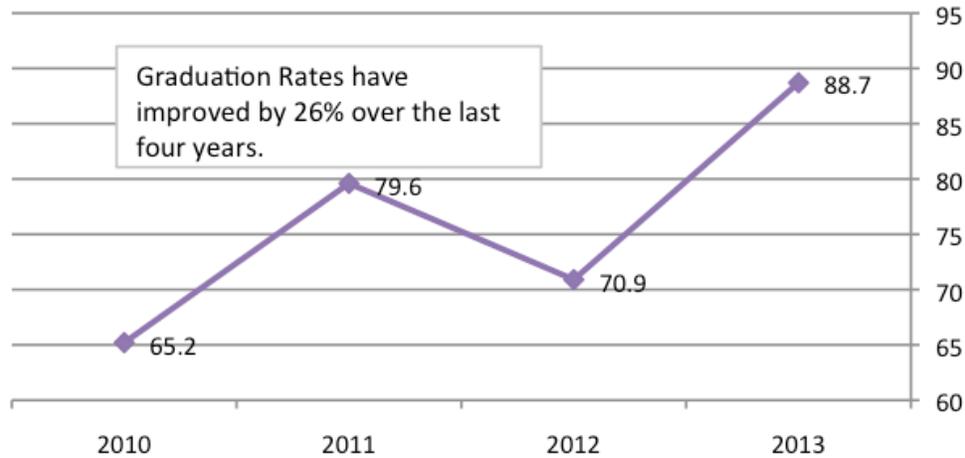
### Richmond High Cohort Dropouts Rate



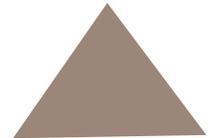
Desirable



### Richmond High Cohort Graduation Rate



Desirable



# 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 Kennedy 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

## 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 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.

**Table 3**

Richmond High School	
Cohort Graduation Rate	
School Year	Percent
2010	65%
2011	79%
2012	71%
2013	89%
Cohort Drop Out Rate	
School Year	Percent
2010	29%
2011	18%
2012	22%
2013	7%

**Richmond High School Cohort Graduation Rates went up in a desirable direction by 37% and Cohort Drop Out Rate is down -79% also desirable direction**

# Initial Outcomes Because of the Funded Service and Care

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. Staff assesses each customer on level of participation in services as a check on customer engagement. Two areas of service productivity are assessed: changes produced in the level of youth developmental assets and changes produced in accomplishing service outcome goals articulated by the funded agency. These two measures focus specifically on customer changes due to service. The initial outcomes caused by the funded service and care is an evidence-based practice.

## **San Pablo Cycle III FY 13-14 round #2 of Surveys Percent of Children and Youth Indicating that they Got Better Because of The Program They Participated In**

### **BACR-Restorative Justice (Bay Area Community Resources-Helms Middle School) (Youth Survey)**

1. **59%** Because of this program, my success at school (job/training) is better:
2. **59%** Because of this program, my understanding of who I am & what I can do is better:
3. **61%** Because of this program, my ability to communicate is better:
4. **65%** Because of this program, my ability to learn new things is better:
5. **56%** Because of this program, my ability to connect with adults is better:
6. **59%** Because of this program, my ability to work with others is better:
7. **56%** Because of this program, my ability to stay safe is better:
8. **50%** Because of this program, my commitment to creating a positive classroom/school community has increased:
9. **44%** Because of this program, my understanding of the impact of my behavior on others has increased:
10. **63%** Because of this program, my ability to make good choices (such as avoiding drugs, violence and property offenses) has increased:
11. **69%** Because of this program, my understanding of the consequences of my actions has increased:
12. **65%** Because of this program, my ability to resolve conflicts without violence has increased:
13. **66%** Because of this program, my ability to help others like myself has increased:
14. **64%** Because of this program, my connection to a caring, adult role model has increased:
15. **69%** Because of this program, my ability to learn about myself has increased:

### **BACR-Gateway Project (BACR Counseling Program) (Youth Survey)**

1. **75%** Because of this program, my success at school is better:
2. **78%** Because of this program, my understanding of who I am & what I can do is better:
3. **80%** Because of this program, my ability to communicate is better:
4. **72%** Because of this program, my ability to learn new things is better:
5. **65%** Because of this program, my ability to connect with adults is better:
6. **83%** Because of this program, my ability to work with others is better:
7. **63%** Because of this program, my ability to stay safe is better:
8. **73%** Because of this program, my ability to resolve conflicts is better:
9. **87%** Because of this program, my ability to cope with stress is better:
10. **75%** Because of this program, my self confidence is better:
11. **74%** Because of this program, my ability to express myself and my feelings is better:
12. **77%** Because of this program, my ability to control my behavior is better:
13. **69%** Because of this program, my personal relationships with others are better:
14. **68%** Because of this program, my ability to solve problems is better:

**CCCOE-Employment Project (Contra Costa County Office of Education-Youth Development Services)**  
**(Youth Survey)**

1. **66%** Because of this program, my success at school (job/training) is better:
2. **76%** Because of this program, my understanding of who I am & what I can do is better:
3. **59%** Because of this program, my ability to communicate is better:
4. **86%** Because of this program, my ability to learn new things is better:
5. **86%** Because of this program, my ability to connect with adults is better:
6. **86%** Because of this program, my ability to work with others is better:
7. **66%** Because of this program, my ability to stay safe is better:
8. **66%** Because of this program, my commitment/involvement in my community is better:
9. **78%** Because of this program, my ability to be a leader of other youth is better:
10. **55%** Because of this program, my ability to plan and coordinate events is better:
11. **66%** Because of this program, my ability to manage my time is better:
12. **59%** Because of this program, my ability to prioritize tasks is better:
13. **76%** Because of this program, my ability to speak up and voice my thoughts and concerns is better:
14. **71%** Because of this program, I feel more connected at school is better:
15. **45%** Because of this program, I will sign up for Career Pathways program at Richmond High:

**(Parent Survey) for Parenting Classes**

1. **97%** Because of this program, my understanding of the transition process from Middle School to High School is:
2. **94%** Because of this program, my understanding of the process and requirements for my child to get into college is:
3. **96%** Because of this program, my understanding of career, job, and educational opportunities available for my child is:
4. **97%** Because of this program, my ability to do a personality type assessment of myself is:
5. **98%** Because of this program, my ability to assist my child to do a personality type assessment is:
6. **95%** Because of this program, my understanding of how to access special education services if needed for my child is:
7. **96%** Because of this program, my understanding of adolescent development and stages of growth of my children is:

**SPRec-After School Program (Recreation Department) (Youth Survey)**

1. **81%** Because of this program, my success at school is better:
2. **84%** Because of this program, my understanding of who I am & what I can do is better:
3. **74%** Because of this program, my ability to communicate is better:
4. **84%** Because of this program, my ability to learn new things is better:
5. **66%** Because of this program, my ability to connect with adults is better:
6. **82%** Because of this program, my ability to work with others is better:
7. **81%** Because of this program, my ability to stay safe is better:
8. **58%** Because of this program, my ability to make healthier food choices has increased:
9. **65%** Because of this program, my motivation to be a positive role model to my peers has increased:
10. **60%** Because of this program, my ability to control my behavior has increased:
11. **74%** Because of this program, my ability to set and achieve goals has increased:
12. **71%** Because of this program, my ability to develop relationships with positive adult role models has increased:
13. **79%** Because of this program, my ability to make friends has increased:

### **YMCA Seeking Safety (Parent Survey)**

1. **63%** Because of this program, my child's success at school (job or training) is better:
2. **90%** Because of this program, my child's understanding of who he/she & what he/she can do is better:
3. **90%** Because of this program, my child's ability to communicate is better:
4. **58%** Because of this program, my child's ability to learn new things is better:
5. **74%** Because of this program, my child's ability to connect with adults is better:
6. **68%** Because of this program, my child's ability to work with others is better:
7. **100%** Because of this program, my child's ability to stay safe is better:
8. **84%** Because of this program, my child's ability to resolve conflicts is better:
9. **74%** Because of this program, my child's ability to cope with stress is better:
10. **84%** Because of this program, my child's self confidence is better:
11. **95%** Because of this program, my child's ability to express him/her self and him/her feelings is better:
12. **68%** Because of this program, my child's ability to control his/her behavior is better:
13. **90%** Because of this program, my child's personal relationships with others are better:
14. **84%** Because of this program, my child's ability to solve problems is better:

### **Youth Services-Girls Circle (Youth Survey)**

1. **78%** Because of this program, my success at school (job/training) is better:
2. **89%** Because of this program, my understanding of who I am & what I can do is better:
3. **67%** Because of this program, my ability to communicate is better:
4. **89%** Because of this program, my ability to learn new things is better:
5. **33%** Because of this program, my ability to connect with adults is better:
6. **44%** Because of this program, my ability to work with others is better:
7. **67%** Because of this program, my ability to stay safe is better:
8. **100%** Because of this program, my understanding of the difference between a healthy an unhealthy relationship has increased:
9. **67%** Because of this program, my connection to adults who care about me and can help me has increased:
10. **44%** Because of this program, my ability to get along with my parents has increased:
11. **56 %** Because of this program, my ability to use art to communicate my feelings and idea is better:
12. **89%** Because of this program, my confidence and self-esteem has increased:
13. **67%** Because of this program, I like myself more:
14. **67%** Because of this program, I respect the opinions of my peers more:

### **San Pablo Youth Commission (Youth Survey)**

1. **50%** Because of this program, my success at school (job/training) is better:
2. **75%** Because of this program, my understanding of who I am & what I can do is better:
3. **50%** Because of this program, my ability to communicate is better:
4. **75%** Because of this program, my ability to learn new things is better:
5. **100%** Because of this program, my ability to connect with adults is better:
6. **75%** Because of this program, my ability to work with others is better:
7. **25%** Because of this program, my ability to stay safe is better:
8. **100%** Because of this program, my commitment/involvement in my community is better:
9. **100%** Because of this program, my ability to be a leader of other youth is better:
10. **75%** Because of this program, my ability to plan and coordinate events is better:
11. **75%** Because of this program, my ability to manage my time is better:
12. **100%** Because of this program, my ability to prioritize tasks is better:
13. **50%** Because of this program, my ability to speak up and voice my thoughts and concerns is better:

### **SPPD YES Program 4 Grade-Downer (San Pablo Police Department Team for Youth (Youth Survey)**

1. **90%** Do you think this program is good:
2. **95%** Are you learning a lot and having fun too:
3. **98%** Is the Police Officer helpful to you:
4. **73%** Would you tell a friend or schoolmate to come to this class :
5. **78%** This class taught me the difference between a friend and a bully:
6. **95%** This class helped me learn how to be a good example for other kids:
7. **94%** This class helped me learn about bullying:

### **SPPD YES Program 5 Grade-Downer (San Pablo Police Department Team for Youth (Youth Survey)**

1. **96%** Do you think this program is good:
2. **92%** Are you learning a lot and having fun too:
3. **100%** Is the Police Officer helpful to you:
4. **81%** Would you tell a friend or schoolmate to come to this class :
5. **92%** This class taught me the difference between a friend and a bully:
6. **96%** This class helped me learn how to be a good example for other kids:
7. **92%** This class helped me learn about bullying:

### **SPPD YES Program 3 Grade-Downer #1 (San Pablo Police Department Team for Youth (Youth Survey)**

1. **100%** Do you think this program is good:
2. **100%** Are you learning a lot and having fun too:
3. **100%** Is the Police Officer helpful to you:
4. **70%** Would you tell a friend or schoolmate to come to this class :
5. **80%** This class makes me want to use the buddy system instead of walking alone:
6. **100%** This class taught me about 911:
7. **100%** This class helped me learn about police officers:
8. **90%** This class made me want to know my name, address and phone number:
9. **90%** This class taught me how to say "no" if someone was touching ma and I didn't feel safe:

### **SPPD YES Program 3 Grade-Downer #2 (San Pablo Police Department Team for Youth (Youth Survey)**

1. **76%** Do you think this program is good:
2. **87%** Are you learning a lot and having fun too:
3. **98%** Is the Police Officer helpful to you:
4. **43%** Would you tell a friend or schoolmate to come to this class :
5. **77%** This class makes me want to use the buddy system instead of walking alone:
6. **91%** This class taught me about 911:
7. **96%** This class helped me learn about police officers:
8. **88%** This class made me want to know my name, address and phone number:
9. **86%** This class taught me how to say "no" if someone was touching ma and I didn't feel safe:

### **SPPD YES Program 3 Grade-Riverside (San Pablo Police Department Team for Youth (Youth Survey)**

1. **67%** Do you think this program is good:
2. **77%** Are you learning a lot and having fun too:
3. **98%** Is the Police Officer helpful to you:
4. **39%** Would you tell a friend or schoolmate to come to this class :
5. **75%** This class makes me want to use the buddy system instead of walking alone:
6. **77%** This class taught me about 911:
7. **79%** This class helped me learn about police officers:
8. **57%** This class made me want to know my name, address and phone number:
9. **89%** This class taught me how to say "no" if someone was touching ma and I didn't feel safe:

### **SPPD YES Program 3 Grade-St Paul (San Pablo Police Department Team for Youth (Youth Survey)**

1. **81%** Do you think this program is good:
2. **81%** Are you learning a lot and having fun too:
3. **94%** Is the Police Officer helpful to you:
4. **38%** Would you tell a friend or schoolmate to come to this class :
5. **94%** This class makes me want to use the buddy system instead of walking alone:
6. **88%** This class taught me about 911:
7. **81%** This class helped me learn about police officers:
8. **81%** This class made me want to know my name, address and phone number:
9. **94%** This class taught me how to say "no" if someone was touching ma and I didn't feel safe:

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

Graphic 2

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 BACR Restorative Justice Evaluation Questions for Cycle II & III (7/1/12 to 6/31/14)				Met Performance Goals						
E F F O R T	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated \$84,315	Matching Funds Allocated \$45,997	Total Funds Allocated \$130,312	Percent of Funds Allocated Matched 55%							
		What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent \$79,115	Matching Funds Spent \$41,718	Total Funds Spent \$120,833	Percent of SP Youth Future Funds Spent 94%	Percent of Total Funds Spent 93%	No, did not need all the funds to deliver 127% of planned					
	Customers	Who are our youth customers?	Total Number Ongoing Customers	292	Male 46%	Female 54%	RPRAs Asset Level MEDIUM	Level of Risk for Delinquency AT RISK	Yes, 66% of customers were at risk and 96% of customers were middle school youth.				
			6-10 yrs	0%	11-14 yrs 96%	15-20 yrs 4%	Over 20 0%	Parents/Guardians 0%					
			Asian American	6%	African American 17%	Caucasian American 1%	Latino American 75%	Multi Racial American 1%					
			Risk Level of Customers		At-Risk 66%	High Risk 32%	Impacted 2%	Intentional 0%					
	Activities	How much services did we provide?	Planned Hours of Service for Year	15,555	Actual Hours of Service for Year	19,755	Percent of Service for Year	127%	Number of Ongoing Customers	292	Hours of Service per Customer for Year	68	Yes
			Actual Cost per Hour SP Youth Futures Funds	\$4.00	Actual Cost per Hour Total Funds	\$6.12	Cost per Customer SP Youth Futures Funds	\$271	Cost per Customer Total Funds	\$414	Number of New Caring Adults Because of Services	1.0	Yes
	E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate (0-100% on 4 items) 80%	Parent Satisfaction Rate (0-100% on 4 items)	Customer Level of Participation in Services HIGH	Staff Rated Percent of Youth Who Had Growth in Expectations 60%	Staff-rated Growth in Participation-Home, School, Community 60%	Yes Satisfaction > 70%				
Service Productivity Initial Outcomes		Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on Changes	Staff Report on Customer Changes	Yes Service Productivity > 60%					
Service Quality and Reliability		Were our services equally effective for all our customers?	Agency Specified Service Quality	1.4	Level Service Quality	Desirable	Reliability Score	0.81	Reliability Level	Good	Yes, Quality Score >1 Reliability Score > 0.60		
			Survey Sample	How many customers did they survey?	Youth Surveys	169	Parent Surveys	0	Staff Surveys	8	RPRAs Surveys	294	Total Surveys

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

### **Inputs**

Bay Area Community Resources spent 93% funds allocated for the year. This project has been funded for three years. This report is for the last two years. The program spent 93% of the total funds contracted. Did not need all the funds to deliver all the contracted hours of service.

### **Customers**

Bay Area Community Resources served 292 youth ages 11 to 15 years old at Helms Middle School. The program was in the second year at the school and the concepts of restorative justice and using circles to resolve problems is gaining acceptance into the school culture. In this second and third year more and more teachers and other school staff became involved with restorative justice. More circles were requested and more teachers are utilizing circles in their classrooms.

### **Activities**

Bay Area Community Resources planned to deliver 15,555 hours of service this year they delivered 19,755 hours of service. They were able to deliver 127% of their planned hours of service. Acceptance of the program is growing and their units of service will increase as more circles and other group activities are implemented next year.

### **Outputs**

The cost per hour of services delivered for total funds was \$6.12 demonstrating efficiency. Efficiency can not stand alone without determining effectiveness. Each customer on average received 68 hours of service a good dosage of restorative justice.

### **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 80% met the performance benchmark 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 customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better and thus are effective. This grantee made the performance goals for youth service productivity performance benchmark just made a goal for increasing youth developmental assets and agency selected target changes.

### **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 involve parents of youth served and additional staff assessments need to be done with a sample of the youth served over time and who were involved a youth leadership role.

### ***Data Indicates that the Program was Efficient and Effective and Met All the Performance Goals***

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

Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions BACR Gateway Project for Cycle III (7/1/13 to 6/31/14)					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		
			\$34,221	\$15,793	\$50,014	46%		
	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, Spent 107% of Matching Funds
			\$34,125	\$16,838	\$50,963	100%	102%	
	Customers	Who are our youth customers?	Total Number Ongoing Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes, 71% of customers were at risk and 99% of customers were elementary and middle school youth.
			63	41%	59%	HIGH	LOW RISK	
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians	
			10%	89%	1%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Multi Racial American	
	2%	13%	2%	84%	0%			
Customers	Who are our youth customers?	Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional		
			71%	14%	2%	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	Yes	
		2,240	3,102	138%	63	49		
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	
		\$11.00	\$16.43	\$542	\$809	0.9		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate (0-100% on 4 items)	Parent Satisfaction Rate (0-100% on 4 items)	Customer Level of Participation in Services	Staff Rated Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, Community	Yes Satisfaction > 70%
			91%	89%	HIGH	57%	51%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on Changes	Staff Report on Customer Changes	Yes Service Productivity > 60%
			Asset development changes		81%	93%	64%	
		Agency selected changes		81%	85%	74%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Level Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1 Reliability Score > 0.60	
		2.9	Desirable	0.86	Good			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good sample size, need more RPR Surveys	
		40	26	15	7	88		

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

## Inputs

Bay Area Community Resources spent 102% funds allocated for the year. This project is in its first year and showed strong efficiency and effectiveness scores. This was the first year contracted for this care.

## Customers

Bay Area Community Resources served 56 youth ages 11 to 15 years old at Helms Middle School and seven youth in the elementary schools. The program was in the first year at the school and is demonstrating efficiency and effectiveness along with high customer satisfaction. The program needs to do additional RPRA surveys for next year.

## Activities

Bay Area Community Resources planned to deliver 2,240 hours of service this year they delivered 3,102 hours of service. They were able to deliver 138% of their planned hours of service. The program received quick acceptance and has demonstrated effectiveness.

## Outputs

The cost per hour of services delivered for total funds was \$16.43 demonstrating efficiency. Efficiency can not stand alone without determining effectiveness. Each customer on average received 49 hours of service a good dosage counseling care.

## Customer Satisfaction

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The youth customer satisfaction score of 91% exceeded the performance benchmark of 70% 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 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 made 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 efforts should be made to increase the sample size of the RPRA assessment of risk avoidance, protective, and resiliency assets.

## *Data Indicates that the Program was Efficient and Effective and Met All the Performance Goals*

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

Graphic 3

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 for Cycle II (7/1/12 to 6/31/13)				Met Performance Goals		
EFFORT	Inputs	What did SP Youth Futures fund on services?	SP Youth Futures Funds Allocated \$50,000	Matching Funds Allocated \$12,670	Total Funds Allocated \$62,670	Percent of Funds Allocated Matched 25%			
		What did SP Youth Futures spend on services?	SP Youth Futures Funds Spent \$50,000	Matching Funds Spent \$12,670	Total Funds Spent \$62,670	Percent of SP Youth Future Funds Spent 100%	Percent of Total Funds Spent 100%	Yes, Spent 107% of Matching Funds	
	Customers	Who are our youth customers?	Total Unduplicated Customers 181	Male 46%	Female 54%	RPR Asset Level LOW	Level of Risk for Delinquency HIGH RISK	Yes, 71% of customers were at risk and 98% of customers were high school and middle school youth.	
			6-10 yrs 0%	11-14 yrs 30%	15-20 yrs 67%	Over 20 2%	Parents/Guardians		
			Asian American 4%	African American 17%	Caucasian American 0%	Latino American 79%	Multi Racial American 0%		
			Risk Level of Customers	At-Risk 0%	High Risk 21%	Impacted 25%	Intentional 54%		
	Activities	How much services did we provide?	Planned Hours of Service for Year 26,116	Actual Hours of Service for Year 26,417	Percent of Service for Year 101%	Number of Ongoing Customers 181	Hours of Service per Customer for Year 146	Yes	
			Actual Cost per Hour SP Youth Futures Funds \$1.89	Actual Cost per Hour Total Funds \$2.37	Cost per Customer SP Youth Futures Funds \$276	Cost per Customer Total Funds \$346	Number of New Caring Adults Because of Services 3.4	Yes	
	EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate 90%	Parent Satisfaction Rate	Customer Level of Participation in Services HIGH	Percent of Youth Who Had Growth in Expectations 74%	Staff-rated Growth in Participation-- Home, School, Community 58%	Yes Satisfaction > 70%
		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%
Service Quality and Reliability		Were our services equally effective for all our customers?	Agency Specified Service Quality 3.1	Change in Service Quality Increasing	Reliability Level 0.81	Reliability Score Good		Yes, Quality Score >1 Reliability Score > 0.60	
			Survey Sample	How many customers did they survey?	Youth Surveys 309	Parent Surveys 0	Staff Surveys 203		RPR Surveys 225

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

### Inputs

Bay Area Peacekeepers spent all their grant funds and 100% 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. BACR served youth at Helms Middle School, Richmond High School, Compers High School, and Kennedy High School.

### Activities

Bay Area Peacekeepers planned to deliver the 26,116 planned hours of direct service to youth and their parents. The program delivered 26,417 hour of service or 101% of their planned service. The program served 181 youth customers.

### 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 \$2.37 an hour for services delivered with each customer receiving on average 89 hours of service at a cost of \$346 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 90% 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. Customer participation in care was high a good indicator of program effectiveness.

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

The youth 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. Both youth and staff assessments indicated effectiveness.

### 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 youth served.

Bay Area Peacekeepers were a few minutes late in turning in the application for a third year of funding, thus this is for Cycle II only since they were disqualified for Cycle III. BAP was able to receive funding to continue their services at the High Schools serving San Pablo Youth but did not find funding for Helms Middle School. BAP is currently working with funders to fund the Bridge program for Helms 8th graders who are moving to 9th grade. The Bridge program operates in the summer to get the youth ready for their high school success.

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

# Dashboard At a Glance Score Card: Contra Costa County Office of Education Employment Project Report

SP Youth Futures Performance Logic Model Evaluation System									
Performance Account- ability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth CCCOE Employment Project Evaluation Questions for Cycle III (7/1/13 to 6/31/14)				Met Perform- ance 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			
			\$50,000	\$17,839	\$67,839	36%			
	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, Spent 98% of Matching Funds	
			\$50,000	\$17,533	\$67,533	100%	100%		
	Customers	Who are our youth customers?	Total Number Ongoing Customers	Male	Female	RPRAs Asset Level	Level of Risk for Delinquency	Yes, 53% of customers were at risk and 76% of customers middle school students.	
			38	50%	50%				
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians		
			0%	76%	24%	0%	0%		
			Asian American	African American	Caucasian American	Latino American	Multi Racial American		
	0%	5%	0%	87%	8%				
Customers	Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional				
		53%	47%	0%	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	Yes		
		2,840	3,474	122%	88	39			
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		
		\$14.39	\$19.44	\$568	\$767	1.3			
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate (0-100% on 4 items)	Parent Satisfaction Rate (0-100% on 4 items)	Customer Level of Participation in Services	Staff Rated Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, Community	Yes Youth Satisfaction > 70% Need staff surveys	
			89%	92%					
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on Changes	Staff Report on Customer Changes	Yes on Youth Service Productivity > 60% Need staff surveys	
			Asset development changes		70%				
		Agency selected changes		70%	96%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Level Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1 Reliability Score > 0.60		
		3.1	High	0.64	Good				
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPRAs Surveys	Total Surveys	Good sample size need staff & RPRAs surveys		
		29	26	0	0	55			

# Summary of Dashboard Score Card Outcomes for Contra Costa County Office of Education (CCCOE) Youth Employment Project

## Inputs

CCCOE Youth Employment Project spent all their grant funds and 100% of their planned matching funds in this first year of funding.

## Customers

The Project served 38 youth ages 11 to 20 years old. Of the youth customers served, 47% were high risk youth.

## Activities

CCCOE Employment Project planned to deliver the 26,116 planned hours of direct service to youth and their parents. The program delivered 3,474 hours of service or 122% of their planned service. The program served 38 youth customers and 29 parent customers.

## Outputs Demonstrates Efficiency

The cost per hour of services delivered this year demonstrates efficiency for youth employment project. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$19.44 an hour for services delivered with each customer receiving on average 39 hours of service at a cost of \$767 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 89% 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. The Project had high customer satisfaction of youth at 89%. The Project services to parents also had high customer satisfaction rate of 90%.

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

The youth indicated that because of the Youth Futures funded programs the 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.

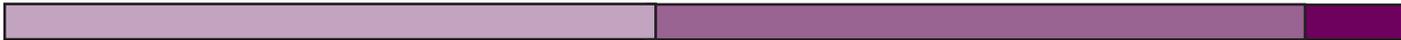
## Service Quality and Reliability

Service Quality was desirable. The scoring indicates that services were equally as effective and consistent for customers with high level of service quality. The program has good reliability of their questions. Survey sample size was good but additional efforts need to be made to do staff assessment of each youth served.

***Some data from staff assessment of the benefits and value of the Project were not collected. The Project shows promise based on youth and parent customers feedback of benefits from the Project.***

# Dashboard At a Glance Score Card: YMCA Seeking Safety Report

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 YMCA Seeking Safety for Cycle III (7/1/13 to 6/31/14)				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			
			\$49,153	\$105,160	\$154,313	214%			
	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, Spent 114% of Matching Funds	
			\$49,132	\$119,406	\$168,538	100%	109%		
	Customers	Who are our youth customers?	Total Number Ongoing Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes, 100% of customers were at risk and 54% of customers were high school youth.	
			51	60%	40%	LOW	HIGH RISK		
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians		
			0%	9%	54%	0%	37%		
			Asian American	African American	Caucasian American	Latino American	Multi Racial American		
	3%	28%	6%	59%	3%				
Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional					
0%	100%	0%	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	Yes		
		1,176	1,958	166%	32	61			
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		
		\$25.09	\$86.08	\$1,535	\$5,267	2.4			
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate (0-100% on 4 items)	Parent Satisfaction Rate (0-100% on 4 items)	Customer Level of Participation in Services	Staff Rated Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, Community	Yes Satisfaction > 70% for Parents No, Need to do Youth Surveys	
			NA	89%	HIGH	59%	75%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on Changes	Staff Report on Customer Changes	Yes Service Productivity > 60% No, Need to do Youth Surveys	
			Asset development changes		NA	77%	98%		
		Agency selected changes		NA	83%	99%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Level Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1 Reliability Score > 0.60		
		3.3	High	0.78	Good				
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	No, Need to do Youth Surveys		
		0	19	19	11	49			



## Summary of Dashboard Score Card Outcomes for YMCA Seeking Safety Project

### Inputs

YMCA Seeking Safety Project spent 100% funds allocated for the year. This project is in its first year and showed strong efficiency and effectiveness scores for their parent education services. The project needs to do youth customer surveys to measure the effect and benefits of their services and care to youths. This was the first year contracted for this care.

### Customers

YMCA Seeking Safety Project served 51 on going customers. The program served five customers at Helms Middle School, 20 youth at Richmond High School and 19 parents in a parent education program.

### Activities

YMCA Seeking Safety Project planned to deliver 1,175 hours of service this year they delivered 1,958 hours of service. They were able to deliver 166% of their planned hours of service.

### Outputs

The cost per hour of services delivered for total funds was \$86.08. This is a high cost per hour and can be lowered by doing more group activities with youth along with individual work with the youth. Efficiency can not stand alone without determining effectiveness, thus it is very important for YMCA Seeking Safety Program to do surveys on the effectiveness of their program and care with their youth customers. Each customer on average received 61 hours of service a good dosage.

### Customer Satisfaction

In the field of Continuous Quality Improvement (CQI), quality is defined by meeting or exceeding the expectation of your customers. The youth customer satisfaction score was not collected. Parent surveys for customer satisfaction showed high satisfaction with the services. The parent component of this program exceeded the performance benchmark of 70% and indicates that parent 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 parents indicated that 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 made the performance goals for parent service productivity performance benchmark but need to youth surveys in the next cycle.

### Service Quality and Reliability

Service Quality for parents 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 poor because no youth surveys were collected.

### *Data Indicates that the Program Needs to Lower Costs per Hour of Care and Survey their Youth Customers*

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

Graphic 4

Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions Community Service Recreation After School Program for Cycle II & III (7/1/12 to 6/31/14)					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		
			\$119,600	\$0	\$119,600	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
			\$120,000	\$0	\$120,000	100%	100%	
	Customers	Who are our youth customers?	Total Number Ongoing Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes, 84% of customers were at risk and 80% of customers were elementary school youth.
			502	51%	49%	MEDIUM	AT RISK	
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians	
			80%	20%	0%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Multi Racial American	
	3%	4%	3%	90%	0%			
Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional				
84%	16%	2%	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	Yes	
		18,714	22,060	118%	554	40		
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	
		\$5.44	\$5.44	\$217	\$217	3.9		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Youth Satisfaction Rate (0-100% on 4 items)	Parent Satisfaction Rate (0-100% on 4 items)	Customer Level of Participation in Services	Staff Rated Percent of Youth Who Had Growth in Expectations	Staff-rated Growth in Participation-Home, School, Community	Yes Satisfaction > 70%
			87%		HIGH	44%	51%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on Changes	Staff Report on Customer Changes	Yes Service Productivity > 60% As indicated by Youth
			Asset development changes		75%		57%	
			Agency selected changes		75%		55%	
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Level Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1 Reliability Score > 0.60	
		2.4	Desirable	0.51	Medium			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good sample size need more parent	
		107	5	96	29	237		



## **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 100% of the funds allocated for the two years.

#### **Customers**

San Pablo Recreation After School Programs served 554 children ages 6 to 14 years old. The program served 443 elementary school youth and 111 middle school age youth.

#### **Activities**

San Pablo Recreation After School Programs delivered 22,060 hours of service or 118% of the 18,714 planned hours of direct service to youth.

#### **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 \$5.44 an hour for services delivered with each customer receiving on average 40 hours of service. The cost per hour is very efficient and provides recreational services in a safe setting to the after school students.

#### **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 87% 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 (87%) and service productivity scores (75%) indicate that the services were effective in producing change for the better and thus are effective.

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

Service Quality was desirable. The service quality scoring indicates that services were equally as effective and consistent for customers and reliability of their questions was just below 0.60 at 0.51. Survey sample size needs to be increased for next year that should help in the reliability score.

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

# Dashboard At a Glance Score Card: San Pablo Police Department

## Y.E.S. Unit - Report

Graphic 5

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 Police Department YES Program for Cycle II & III (7/1/12 to 6/31/14)				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		
			\$249,704	\$0	\$249,704	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
			\$249,704	\$0	\$249,704	100%	100%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes, 77% of customers were at risk and 60% of customers were elementary and 35% middle school youth.
			2,443	51%	49%	MEDIUM	AT RISK	
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians	
			60%	35%	5%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Multi Racial American	
	3%	4%	3%	90%	0%			
Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional				
77%	21%	2%	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	Yes	
		64,308	67,788	105%	3,699	18		
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	
		\$3.68	\$3.68	\$68	\$68	1.3		
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%
			90%					
	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	Yes Service Productivity > 60%
			Asset development changes		76%			
		Grantee selected changes		86%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Change in Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1 Reliability Score > 0.60	
		3.0	High	0.78	GOOD			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good Sample Size	
		1,281	0	0	322	1,603		

## **Summary of Dashboard Score Card Outcomes for San Pablo Police Department Y.E.S. Unit**

### ***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 \$249,704 funds allocated for last two 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. The program also offers a unique summer program.

#### **Customers**

San Pablo Police Department Y.E.S. Unit served 2,443 youth ages 5 to 15 years old. Sixty percent of the customers were elementary students and 35% were middle school students with 5% were high school age youth.

#### **Activities**

The Y.E.S. Unit and Parent Project<sup>®</sup> delivered the 67,788 hours of direct service to children, youth, and their parents. The program delivered 105% of their planned service during this year. Evaluators did a time study with the staff of Y.E.S. unit to estimate the amount of services provided.

#### **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 an efficient \$3.68 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 90% 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 agency selected changes for the G.R.E.A.T. workshops are very high. The customer satisfaction and service productivity scores indicates that the services were effective in producing change for the better and thus are effective. The scope of the evaluation did not require measuring parents and staff assessment of changes. The evaluator has evaluated G.R.E.A.T. Program in other cities and San Pablo Police Department is showing the most effectiveness in delivering the program.

#### **Reliability**

The child and youth surveys had good reliability of their questions. Sample size was excellent.

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

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

Graphic 5

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Performance Accountability Model	Logic Model	SP Youth Futures Evaluation Questions	Answers to SP Youth Futures and Team for Youth Evaluation Questions SP Girls Circle for Cycle II & III (7/1/12 to 6/31/14)					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			
			\$8,683	\$0	\$8,683	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	No	
			\$7,103	\$0	\$7,103	82%	82%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPR Asset Level	Level of Risk for Delinquency	Yes	
			32	0%	100%	MEDIUM	AT RISK		
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians		
			0%	100%		0%	0%		
			Asian American	African American	Caucasian American	Latino American	Multi Racial American		
			10%	10%	0%	80%	0%		
Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional					
		100%	0%	0%	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. Just missed the goal of 95%		
		1,320	1,184	90%	32	37			
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		
		\$6.00	\$6.00	\$222	\$222	1.6			
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%	
			97%		HIGH	27%	36%		
	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			83%		60%	
		Grantee selected changes			83%		59%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Change in Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1		
		5.1	High	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 more RPR Surveys		
		24	1	16	9	50			

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

## Inputs

Girls Circle spent 82% of the funds allocated for the two years of funding.

## Customers

Girls Circle served a total 32 girls. The girls were 11 to 14 years old attending Riverside and Dover Schools.

## Activities

Girls Circle deliver 1,184 hours of service over the two years. They were able to deliver 90% of their planned hours of service for the two years.

## Outputs

The cost per hour was efficient and improved from the first year. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$6.00 an hour for services delivered. Each customer on average received 37 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 97% 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 83% and service productivity score of 83%. The customer satisfaction and service productivity scores indicate that the services were effective in producing change for the better and thus are effective. Staff assessments did not see as much change as the youth. Girls Circle met the performance goals for youth service productivity with high indicators of effectiveness.

## Service Quality and Reliability

Service Quality was high 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 good for youth and staff assessments of youth served but additional efforts need to be made to do surveys for parents of youth served.

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

# Dashboard At a Glance Score Card: SP Community Services - Youth Commission

Graphic 5

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 Youth Commission for Cycle III (7/1/13 to 6/31/14)				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		
			\$6,800	\$0	\$6,800	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
			\$6,800	\$0	\$6,800	100%	100%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	RPRA Asset Level	Level of Risk for Delinquency	Yes, 100% of customers were at risk and 80% of customers were high school youth.
			14	7%	93%	MEDIUM	AT RISK	
			6-10 yrs	11-14 yrs	15-20 yrs	Over 20	Parents/Guardians	
			0%	20%	80%	0%	0%	
			Asian American	African American	Caucasian American	Latino American	Multi Racial American	
		0%	9%	0%	91%	0%		
	Risk Level of Customers	At-Risk	High Risk	Impacted	Intentional			
		100%	0%	0%	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	Yes	
		1,636	1,636	100%	14	117		
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	
		\$4.16	\$4.16	\$486	\$486	1.1		
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%
			88%		HIGH	66%	70%	
	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		75%		72%	
			Grantee selected changes		79%		71%	
Service Quality and Reliability	Were our services equally effective for all our customers?	Agency Specified Service Quality	Change in Service Quality	Reliability Score	Reliability Level		Yes, Quality Score >1 No, Reliability Score < 0.60	
		2.5	Desirable	0.30	LOW			
Survey Sample	How many customers did they survey?	Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Adequate sample size need more parent surveys	
		14	6	0	10	30		

# Summary of Dashboard Score Card Outcomes for San Pablo Community Services - Youth Commission

## Inputs

Youth Commission spent 100% of the funds allocated for the year of funding.

## Customers

Youth Commission served a total 14 students. Middle school were 20% and high school age youth made up 80% of the youth commission members. Youth were assessed with medium level of youth developmental assets.

## Activities

Youth Commission deliver 1,636 hours of service over the year. They were able to deliver 100% of their planned hours of service.

## Outputs

The cost per hour was efficient and improved from the first year. Efficiency can not stand alone without determining effectiveness. The cost per hour for total funds spent was \$4.16 an hour for services delivered. Because of the number of events organized by the Youth Commission a large number of units of services were completed.

## 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 97% 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 75% and YES service productivity score of 83%. 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 high 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 good for youth and staff assessments of youth served but additional efforts need to be made to do surveys for parents of youth served.

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