



2021 - 2022

SAN MATEO COUNTY **PROBATION DEPARTMENT**

BOYS AND GIRLS CLUBS OF THE
PENINSULA ANNUAL EVALUATION



*Helping People
Build Better Communities*

ABOUT THE RESEARCHER

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

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Contents

- PROGRAM DESCRIPTION 1**
- PROGRAMMATIC CHALLENGES 2**
- EVALUATION METHODS 3**
- EVALUATION FINDINGS..... 4**
 - Fiscal Year 2021-22 Highlights 4
 - Profile of Youths Served 4
 - Risk Indicators 4
 - Program-Specific Outcomes 5
 - Evidence-Based Practices 6
 - Client Story 8

Program Description

The mission of Boys and Girls Clubs of the Peninsula (BGCP) is to empower the youths in San Mateo County with equitable access to social, academic, and career opportunities to thrive.

Through the implementation of several evidence-based curricula, BGCP provides the following youth-centered strategies:

- **After-School Enrichment & Academic Support:** BGCP provides daily after-school enrichment and academic support. Students work on their homework assignments while being able to access one-on-one or small group instruction and tutoring. Students also can engage in high-yield and project-based learning activities in the gym, tech room, art room, leadership room, video and music recording studio, academic room, library, commercial-grade kitchen, or games room.
- **Mentoring:** Students in grades 9 and 10 who participate in BGCP's High School Success Advising (HSSA) program meet weekly with mentors to ask the tough questions: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? Mentors and advisors work with BGCP students to create a plan to work through these critical questions together.
- **Leadership Development:** Through participation in Torch Club and Keystone Club, pre-teens and teens engage in leadership opportunities. Members participate in community service, serve as peer leaders, and develop programming to benefit their peers. These local clubs are sanctioned by the Boys and Girls Club Association (BGCA). Members can participate in annual conferences with members from clubs throughout the United States and Canada.
- **Behavioral Skills & Life Skills Development:** BGCP after-school programs provide positive alternatives to risky behavior. By providing academic support, fostering positive relationships through peer group activities and adult mentors, and exposing students to fun and engaging enrichment activities, BGCP programs provide members with a sense of belonging, support, and safety. Social and emotional learning (SEL) is a key component of all BGCP programs and a critical element of academic success.
- Through **individual mentoring and small group sessions**, BGCP staff help students build SEL mindsets and skills in self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement. During the one-on-one ninth grade HSSA program, advisors support students in making decisions, addressing peer and social pressures, setting goals, and developing plans to achieve their goals.

Programmatic Challenges

BGCP's main programmatic challenge in fiscal year (FY) 2021-22 was the transition back to campus amidst the ever-present COVID-19 pandemic. BGCP's impact stems from in-person programs built on positive relationships with caring adults. While staff remained connected to many students, the spread of illness impacted the consistency of meetings this year. Furthermore, COVID-19 impacted both students' and staff's ability to be on site. This was especially prevalent in the early months of 2022. Staff were flexible in finding ways to connect virtually, even when students had to quarantine, but not all students were well enough to join such meetings. Another challenge was that teachers and schools were inconsistent about academic expectations while students had COVID-19, and advisors played a key role in elucidating such information and disseminating it to families. The pandemic reinforced the value of consistent progress and check-ins.

Evaluation Methods

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

- **Participants and Services:** Grantee programs collected demographic data (e.g., race/ethnicity, gender, etc.) and service data (e.g., type of services, hours of services, etc.) for individual participants. Program staff entered these data elements into their own data systems prior to transferring the data to ASR for analysis.
- **Risk Factors:** Grantee programs used the Juvenile Assessment and Intervention System (JAIS) to provide a standard measure of risk for youths. This individualized assessment is a widely used criminogenic risk, strengths, and needs assessment tool that assists in the effective and efficient supervision of youths, both in institutional settings and in the community. It has been validated across ethnic and gender groups. The JAIS consists of a brief initial assessment followed by full assessment and reassessment components (JAIS Full Assessment and JAIS Reassessment). The JAIS assessment has two unique form options based on the youth's gender. Probation has elected to administer the JAIS to all youths receiving services in community programs for at-risk and juvenile justice involved youth. The JAIS Girls Risk consists of eight items, and the JAIS Boys Risk consists of ten items. Each assessment yields an overall risk level of 'low,' 'moderate,' or 'high.'
- **Evidence-Based Practices:** JPCF-funded programs are encouraged to follow evidence-based practices. To augment Probation's knowledge of which programs are being implemented by funded partners, each funded program has provided a catalog of its practices since the FY 2017-18 evaluation period. After receiving this information, ASR runs the cataloged practices reported through several clearinghouses to determine whether each practice is an¹:
 - evidence-based theory or premise
 - evidence-based model, shown by multiple experimental or quasi-experimental studies to be effective
 - evidence-based practice or modality shown to promote positive outcomes
 - evidence-based tool or instrument that has been validated (concurrent and predictive)

¹ For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for FY 2021-22.

Evaluation Findings

FISCAL YEAR 2021-22 HIGHLIGHTS

- BGCP served 78 middle and high school youths across all programs. The number of youths served increased by 8% from FY 2020-21.
- Almost all youths (99%) scored 'low' on the JAIS Risk assessment of criminogenic risk.
- BGCP reported high program retention this year (95%).

Profile of Youths Served

In FY 2021-22, BGCP served 78 youths, with race/ethnicity and gender data available for 97% and 94% of youths, respectively. Among those who had available demographic data, 43 youths were male (59%), with an average age of 15.1 years. Most youths identified as Latino/Hispanic (88%), followed by 4% who identified as Black/African American, 4% who identified as multi-racial/multi-ethnic, 1% who identified as Asian/Pacific Islander (6%), and 3% identified as another ethnicity (Other). They spent an average of 9.1 months in the program and received an average of 10.8 hours of services (Exhibit 1).

Exhibit 1. Youth Services

YOUTH SERVICES	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Number of Youths Served	115	93	86	72	78
Average Number of Hours Served	31.9	44.0	27.5	20.9	10.8
Average Time in the Program (Months)	8.9	9.6	7.5	9.1	9.1

RISK INDICATORS

Exhibit 2 shows that BGCP primarily served youths on the lower end of the risk spectrum in FY 2021-22. Only one youth (1%) scored in the range indicating 'moderate' risk. In the past five years, no youth has received a 'high' JAIS risk score.

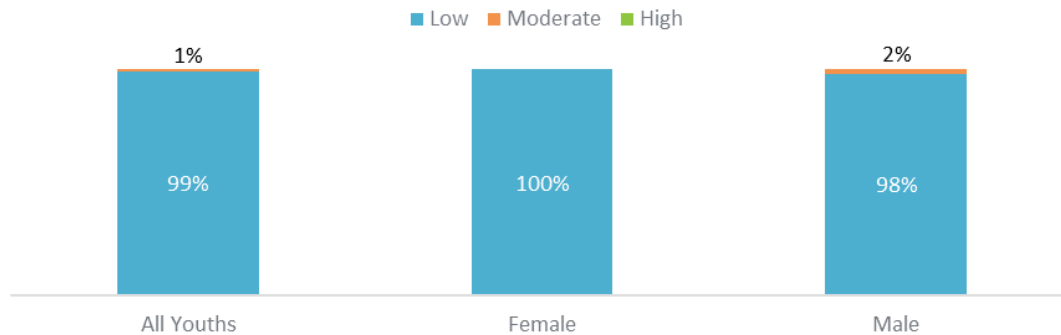
Exhibit 2. JAIS Risk Levels

JAIS RISK LEVEL	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Low	83%	100%	100%	100%	99%
Moderate	17%	0%	0%	0%	1%
High	0%	0%	0%	0%	0%

FY 2021-22 n=77.

Similarly, when disaggregated by gender, almost all youths scored as 'low' risk (Exhibit 3).

Exhibit 3. JAIS Risk Levels by Gender



All Youths n=77, Female n=31, Male n=44. Risk score for youths who indicated declined to answer, unsure, or other gender identity (n=2) on the initial JAIS Risk are included in All Youths, but not included in the gender-specific female or male subgroups to protect confidentiality.

PROGRAM-SPECIFIC OUTCOMES

BGCP and Probation modified the program-specific outcomes this year to three measures specific to BGCP activities to further understand youths’ outcomes in the program. BGCP exceeded two out of three FY 2021-22 targets, including the percentage of youths who felt physically and emotionally safe and developed positive relationships at BGCP (84%) and youths retained in the program (95%), which was up significantly from 42% last year. BGCP attributes the retention increase to the ability of the advisors to meet in person and build relationships with the youth.

The percentage of youths who were engaged and developed skills as a result of the program (66%) was lower than the target of 80% this year. BGCP reported that the youths actively engaged in a range of skills such as time management, goal setting, and problem solving, yet each skill was not always explicitly named to correspond to what students were doing. Thus, one change going forward is that advisors will name each skill before engaging and practicing with the students, as students may not have realized that they were actively practicing each of those skills on a regular basis.

Exhibit 4. Program-Specific Outcomes

PERFORMANCE MEASURES	FY 18-19	FY 19-20	FY 20-21	FY 21-22 TARGET	FY 21-22 RESULTS
Youths report feeling physically and emotionally safe and developed positive relationships in our programs	100%	96%	92%	80%	84%
Youths report they are engaged and building skills as a result of the program.	62%	98%	82%	80%	66%
Program retention	87%	54%	42%	65%	95%

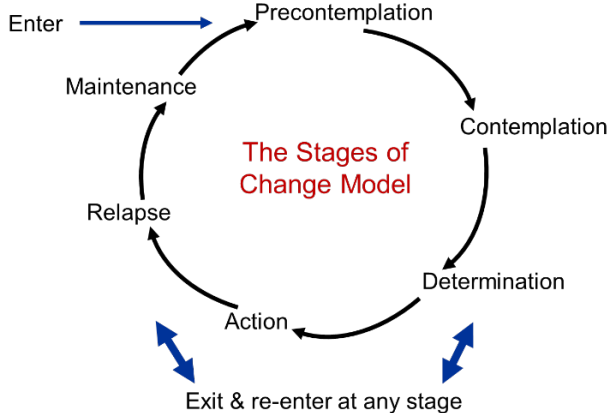
EVIDENCE-BASED PRACTICES

In FY 2021-22, JPCF programs were asked to provide the curricula or practices employed in their programs. ASR then evaluated the given programs to determine whether they were evidence-based or promising practices through a thorough search of evidence-based practice clearinghouses. Exhibit 5 details the practices that BGCP reported, and the evidence base for each practice.

Exhibit 5. Evidence-Based Practices

PRACTICE	IMPLEMENTATION	RATING
<p>Check & Connect</p>	<p>The High School Success Advising Program is modeled closely after the Check & Connect Program Manual. Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.</p>	<p>Research-based practice based on empirical evidence.²</p>
<p>Consortium on Chicago School Research</p>	<p>This is a critical framework for school success throughout the service continuum, and it cites the benchmark of third grade literacy as a leading indicator of future academic successes in all core subjects. The University of Chicago research focuses on how the five main non-cognitive factors affect classroom performance. The factors include academic mindsets that lead to a combination of academic perseverance, social skills, and learning strategies, which all impact academic behavior and, ultimately, academic performance. This framework provides an academic support roadmap for practitioners and a useful guide for defining and assessing key performance indicators for programs focusing on the outcome of academic achievement.</p> <p>Third grade reading proficiency is widely regarded as a predictor for academic success in education, especially for low-income children. BGCP relies on this research to focus intensive interventions for students in K-3rd grade programming with remediation support and/or maintenance of gains in programming for fourth through eighth grades.</p>	<p>Not an evidence-based or promising practice or framework.</p>

² Social Programs that Work. (n.d.). Check and Connect - Dropout Prevention Programs that Work Social Programs That Work. <https://evidencebasedprograms.org/programs/check-and-connect/>

<p>Growth Mindset</p>	<p>Growth Mindset is a strengths-based practice that suggests that achievement is a function of strategy and effort applied to reach the goal rather than intrinsic intelligence or deficiencies. In other words, it is the strategy or approach and effort that has the greatest impact on any given outcome. The embodiment of this mindset promotes positive risk-taking and reduces fear of failure, as it is not tied to one's inherent skill or ability.</p>	<p>Research-based practice based on empirical evidence.³</p>
<p>Transtheoretical Model (Stages of Change Model) and Motivational Interviewing</p>	<p>The most notable change management framework, applicable to behavioral change for both clients and practitioners, is Dr. James Prochaska and Dr. Carlo DiClemente's Transtheoretical Stages of Change model (illustrated).</p>  <p>When changing serious problem behaviors, several relapses can often prompt clients to restart the cycle of change. The Evidence-Based Practice that actualizes progression between stages is known as Motivational Interviewing (MI). A practitioner's effective use of MI can strengthen a youth's own motivation for and commitment to change. MI techniques include:</p> <ul style="list-style-type: none"> • Expressing empathy: Listening, complimenting, and building up the client rather than telling, criticizing, and tearing down the client. • Developing discrepancy: Helping clients perceive a discrepancy between where they are and where they want to be by raising the client's awareness of the adverse personal consequences of continuing with the current behavior. • Supporting self-efficacy: Giving the client hope or optimism that they can change their behavior, recognizing that only the client can decide to change and carry out that choice. 	<p>An evidence-based model based on empirical evidence, and motivational interviewing is an evidence-based practice according to the Center for Evidence-Based Practices.^{4,5}</p>

³ Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52. <http://dx.doi.org/10.1037/0022-3514.75.1.33>

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

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

Trauma-Informed Care	Much of the leading research around youths with high risk factors, or barriers to success, points to the need to offer trauma-informed care. This refers to an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Practitioners who understand presenting behaviors of traumatized students are better equipped to respond in ways that alleviate pressures of the root causes instead of simply, and often ineffectively, addressing the surfacing symptoms.	The Trauma-Informed approach is evidence-based practice according to SAMHSA. ⁶
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CLIENT STORY

Each year, staff at funded programs provide a client story to help illustrate the effect of JPCF-funded services. The following is the client story that BGCP provided for FY 2021-22.

Exhibit 6. Client Story

Name of client	Isabel
Age and gender	Female, age 14
Reason for referral	<p>BGCP advisors identify students for their caseloads by collecting referrals from school partners and other BGCP staff. Students meet one or more of the following criteria:</p> <ul style="list-style-type: none"> • At least two D’s or at least one F in a core academic class in 8th grade • School Attendance between 75%-90% • Three or more discipline referrals • Teacher/BGCP staff referral indicating student is experiencing affective or cognitive challenges
Client’s behavior, affect, and appearance when they first started in the program	Isabel had a reserved and quiet nature when she first joined the HSSA program at the beginning of 9th grade. Due to prior experiences with apathetic teachers and bullying from classmates in her first years of being in the United States, she lacked confidence in her ability to succeed in school and was apprehensive of her teachers and classmates. Initially it was sometimes hard for BGCP staff to check in on her.

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

<p>Activity engagement and consistency</p>	<p>Isabel's HSSA mentor was patient and consistently relied on informal check-ins to build a connection with Isabel. Through the weekly check-ins, Isabel eventually began to open up about her struggles with school and relationships with her peers and teachers. Through mentoring and academic support, Isabel worked with her BGCP mentor to create opportunities for her to ask for support from teachers in a way that was not intimidating for her. The mentor played an important role in contacting Isabel's caregiver to further Isabel's academic improvement. Specifically, BGCP's HSSA program mentor and Isabel together advocated to gain support from Isabel's caregiver to request extra after school programming, particularly for additional homework support and opportunities to create positive peer relationships.</p>
<p>Client's behavior, affect, and appearance toward the end of the program</p>	<p>Toward the end of the program, Isabel blossomed and showed improvements in the classes she found the most challenging, particularly Biology and English. She was no longer intimidated by her teachers and began to go to her teachers during lunch or stay after class to ask for additional support, and was well received by them. She built strong connections with several of her teachers and would come to our check-ins with solutions in mind for the classes she was struggling with.</p>
<p>What the client learned as a result of the program</p>	<p>Isabel learned to problem solve around academic challenges, set goals for herself, and ask her teachers and HSSA mentor for additional help and academic support.</p>
<p>What the client is doing differently in their life now as a result of the program</p>	<p>Isabel is more engaged in her education. She continues to focus on her self-efficacy and pushes herself every day to make sure that she is doing everything she can to meet the goals she established for herself. She demonstrates curiosity in her classes, is comfortable seeking help from teachers, and has taken ownership for her education.</p>
<p>The value of the program in the client's words</p>	<p>Isabel realized that goal setting, tenacity and resilience have enabled her to earn mostly A's and B's, with no grade reaching lower than a C. She is more motivated and was rightfully proud of earning an A+ on a major English project!</p>