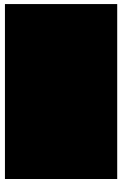


# **Washington State Youth Violence Prevention and Intervention Program**

## ***Summary of Evaluations***

**Sharon Silas  
with  
Roxanne Lieb**

May 1997



*Washington State  
Institute for  
Public Policy*

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Document No. 97-04-1204

## **EXECUTIVE SUMMARY**

The Youth Violence Prevention and Intervention Program is administered through the Washington State Department of Community, Trade and Economic Development. The program administers a grant using federal and state funds for community-based youth violence prevention and intervention projects across Washington State. For the fiscal years 1994-1996, 2.05 million dollars were spent on these projects; 31 percent was funded by the state and the remainder by the federal government. This report summarizes evaluation results for projects funded from 1994 through 1996.

## **BACKGROUND**

The 1994 Washington Legislature passed E2SHB 2319, a wide-ranging Act whose primary purpose is to reduce the rate of violence—particularly youth violence—in the state. The bill directed the Washington State Institute for Public Policy to monitor the effectiveness of the law in reducing the rate of violence and other at-risk behaviors and increasing protective factors. One direct assignment was to monitor the organizations created by the Act—Community Public Health and Safety Networks. Budget appropriations since 1994 have reaffirmed these evaluation activities.

As of the spring of 1997, the 53 networks across the state have submitted their plans to the Family Policy Council and have begun to fund services. Future funding decisions by the networks will be based on the effectiveness of the programs in reducing risk factors.

The Youth Violence Prevention and Intervention Program, a state program administered through the Department of Community, Trade and Economic Development, can be of value to networks in assessing potential directions for program funding. This program is directed at preventing youth violence and has been operating since 1990 and evaluated annually since 1993. This paper summarizes its evaluation results in a matrix format.

## YOUTH VIOLENCE PREVENTION AND INTERVENTION PROGRAM

In 1990, the Washington State Legislature appropriated \$370,000 to the Department of Community Development<sup>7</sup> to provide gang prevention programs in seven communities. An additional \$165,000 in federal funds was allocated to fund a public housing and drug intervention program in four communities. In 1992, as the issue of youth violence became more prominent, the Department of Community Development sought and received \$353,000 in federal funding for youth violence prevention and intervention services. Six pilot projects were developed to expand from a gang prevention focus to youth violence prevention and intervention. In 1993, the Legislature appropriated \$275,000 in state funds for the 1993-95 biennium to fund an additional seven projects.<sup>8</sup> Another project was added with federal funding, for a total of 14 projects (1993). Funding for this program has continued; the 1997 Legislature appropriated \$903,000 to the program from a federal grant.

The Youth Violence Prevention and Intervention Program provides federal and state funds for community-based youth violence prevention and intervention pilot projects across Washington State. Since 1995, the Department of Community, Trade and Economic Development's Office of Crime Victims Advocacy has been administering contracts and awarding funds for the program on a competitive basis. Federally funded projects may receive funds for a maximum of four years and state funded projects for a maximum of two years. Projects funded through this program are expected "to increase protective factors known to augment a young person's opportunities for success and to decrease risk factors associated with violence."<sup>9</sup> As part of the application process for funding, projects must demonstrate that they are "locally driven and have broad-based community support."<sup>10</sup> Grant applicants choose and design their own prevention strategies. The goals and objectives of each project must be measurable and closely linked to their chosen risk factors.

## EVALUATION RESULTS: LESSONS LEARNED

Four evaluations of the Youth Violence Prevention and Intervention Program have been conducted. The 1993 evaluation and 1994 interim evaluation of the participating projects used a qualitative approach<sup>11</sup> focusing on an overview of the projects along with a description of services and their populations. The 1995 and 1996 evaluations took a more quantitative approach.<sup>12</sup> In March 1997, the most recent evaluation was completed.

The evaluator, Claus Tjaden of Toucan Research and Computer Solutions, assisted project staff in the initial stages of the program evaluation by helping them think carefully about appropriate outcomes. His evaluation includes some observations that may be helpful to networks and state agencies as they review intervention strategies for youth. These can be summarized as follows:

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<sup>7</sup> Re-named the Department of Community, Trade and Economic Development. Funds received from the U.S. Department of Justice, Bureau of Justice Assistance, Drug Control and System Improvement Formula Grant.

<sup>8</sup> Washington State Department of Community Development, *Youth Violence Prevention and Intervention Program Evaluation 1992-93*, p.1.

<sup>9</sup> *Youth Violence Prevention and Intervention Program Evaluation 1992-93*, p. 2.

<sup>10</sup> *Youth Violence Prevention and Intervention Program Evaluation 1992-93*, p. 1.

<sup>11</sup> Claus Tjaden, Ph.D., and Donna Schram, Ph.D., *Youth Violence Prevention and Intervention Programs 1994 Interim Evaluation*, 1994, Toucan Research and Computer Solutions.

<sup>12</sup> Claus Tjaden, Ph.D., *Youth Violence Prevention and Intervention Programs 1995 Outcome Evaluation*, December 6, 1995, Toucan Research and Computer Solutions.

### Intervention Strategies

- The *relationship* between project services and the desired outcome is critical. With a risk-based model, projects must be able to show how their chosen strategies influence the targeted risk factors.
- Projects frequently experienced difficulty in maintaining logical consistency between program components. A conceptual framework known as *program integrity* has been useful in focusing attention on the linkages between project elements (i.e., problems or risk factors, target population, strategies, resources). Without a clear understanding of how these components support each other, it is unlikely that successes can be documented and attributed to project activities.
- To achieve positive results, it is important for projects to address *both* risk factors and all aspects of protective factors or resiliency. An exclusive focus on protective factors generally provides more limited results.

### Selection of Services

- Projects offered a variety of services, but more skill development services are needed, specifically in the area of violence prevention.
- Published research has documented a strong link between family management problems and youth violence. Although many projects initially attempted to address family issues, most found it very difficult to engage family members. Given the research findings, an emphasis on developing parenting skills and encouraging family involvement should continue to be a top priority.

### Measurement of Effectiveness

- Demonstration projects can test various program strategies and quickly modify them as they prove to be inappropriate or ineffective. Thus, limited evaluation resources may be best used in assisting development of sound interventions rather than simply measuring overall success or failure.
- Many projects depend on outcome data generated by separate organizations (e.g., police departments or schools). Ideally, projects should negotiate access to these data when the project is initiated and thus ensure that confidentiality issues are resolved in a timely manner.

### Funding Levels

- It is important that funding levels are sufficient to meet project goals in reducing youth violence. As projects implemented their strategies, some found that funding levels were not sufficient to meet their goals. Frequently projects compensated by adjusting their target population or by reducing the intensity of services. These adjustments should be made with consideration for program integrity (i.e., is the intervention strong enough to produce a result?).

## REPORT ORGANIZATION

Table 1 summarizes evaluations of the 14 projects from 1994 through 1996. The findings were summarized from the evaluation reports.

- The Program Description column describes the project at the beginning of the evaluation and any changes made.
- The Prevention Strategies column describes strategies used, number of youths who participated, and the focus of the prevention strategy: primary, secondary, or tertiary. These categories are derived from public health literature and are defined as:

Primary Prevention—	reduce susceptibility or exposure to problems.
Secondary Prevention	— detect and treat problems in early stages.
Tertiary Prevention—	alleviate the effects or problems.

- The Outcome Measures columns provide information on measures used. “Intermediate Outcome Measures” references the results of the strategies. “Final Outcome Measures” references the effects on youth violence.

On July 1, 1996, contracts were awarded to nine new projects. Currently, 20 projects are being funded through the program for State Fiscal Year 1997.

The complete 1995 and 1996 Youth Violence Prevention and Intervention Program outcome evaluation reports can be accessed via the Internet at [www.prostar.com/web/toucan/reports.htm](http://www.prostar.com/web/toucan/reports.htm).

For more information on the projects or to receive copies of the evaluation documents, contact Tom Stiliz, Youth Violence Program Manager, Department of Community, Trade and Economic Development, Office of Crime Victims Advocacy, (360) 754-4948.

# Washington State Youth Violence Prevention and Intervention Program\*

A Summary of Evaluations as Reported by Claus D. Tjaden, Ph. D.

Toucan Research and Computer Solutions, Inc.

**Table 1**

<b>Center for Career Alternatives</b> <i>Seattle</i> Project ended 6/30/96	<b>Prevention Strategies</b> <sup>13</sup>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$58,000 + Match \$14,500 = \$72,500  <b>Description:</b> Gang-involved or potentially gang-involved young people are provided with various integrated services including pre-employment and life skills workshops.	<b>Secondary:</b> Case management, education counseling, subsidized employment.  50 youth served Over 50% Asian American Mostly 17-19 years old	<b>School data</b>  Baseline comparison data was not available. After program participation, youth were <i>less likely</i> to be suspended from school, but grades stayed about the <i>same</i> .	<b>Juvenile justice records</b>  Average number of court referrals was <i>lower</i> during and after program involvement compared to pre-program. The average number of filings remained the <i>same</i> throughout the same period.
<b>FY 1995 - 1996</b>  <b>Grant:</b> \$58,000 + Match \$14,610 = \$72,610  <b>Project changes:</b> None	<b>Secondary:</b> Case management, education counseling, subsidized employment.  37 youth served Over 75% Asian American Mostly 17 years old or older	<b>School data</b>  Data was not compiled for the 1996 evaluation.	<b>Juvenile justice records</b>  Information was not compiled by the project at the end of the final year of funding.

\*These projects were funded by the Washington State Department of Community, Trade and Economic Development and evaluated by Toucan Research and Computer Solutions, Inc. This matrix summarizes three evaluation reports: *Youth Violence Prevention and Intervention Programs 1994 Interim Evaluation*, November 30, 1994; *Youth Violence Prevention and Intervention Programs 1995 Outcome Evaluation*, December 6, 1995; and *Youth Violence Prevention and Intervention Programs 1996 Outcome Evaluation*, March 1997.

<sup>13</sup> Prevention strategy data for fiscal year 1994-1995 represents January 1995 through June 1995.

<b>Echo Glen Children's Center</b> <i>Statewide</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$36,184 + Match \$15,459 = \$51,643  <b>Description:</b> Through a 20-week curriculum, youth group members (sentenced juvenile offenders) explore issues that influence and impact their future. Coping skills and parenting skills are also taught. Aftercare transition services are provided to members after release back into community.	<b>Primary:</b> Open educational presentations to youth and adults, other activities on a drop-in basis.  527 youth client contacts Over 50% African American		
	<b>Secondary:</b> Group and individual counseling.  30 youths served Over 50% African American	<b>Adjustment on parole</b>  Release of confidential data from the state facility to the program evaluator is pending.	<b>Juvenile justice records</b>  Release of confidential data from the state facility to the program evaluator is pending.
<b>FY 1995 - 1996</b>  <b>Grant:</b> \$39,000 + Match \$16,254 = \$55,254  <b>Project changes:</b> None	<b>Primary:</b> Open educational presentations to youth and adults; other activities are also open to the community on a drop-in basis.  ♦ 960 youth client contacts		
	<b>Secondary:</b> Group and individual counseling.  30 youths served 75% African American or Hispanic 13-16 years old	<b>Adjustment on parole</b> <sup>14</sup>  Project participants had a 43% success rate on parole, while the comparison group had a 47% success rate. <sup>15</sup>	<b>Juvenile justice records</b>  The comparison group committed <i>more</i> severe offenses while on parole than the Echo Glen participants.

<sup>14</sup> Youth leave Echo Glen for many reasons, including transfers to other institutions, placements in group homes, and parole. Outcome information was compiled on youths released from Echo Glen between January 1, 1995 - June 30, 1996. A total of 49 youths were enrolled in the program since 1993. During that period 40 youths were released; information was not made available for 23 youths, leaving 17 in the sample. There were 17 participants in the sample from Echo Glen and 18 from the comparison group. Both were monitored for the period of January 1, 1995 through June 30, 1996. The comparison group was selected from a group of youth with similar profiles and matched as closely as possible to the youth group members profiles; based on committed offense, ethnicity and gender.

<sup>15</sup> Of 17 participants from Echo Glen, 11 were paroled, four had their parole revoked, two for theft and assault and two for technical violations. The comparison group paroled 17 youths and had eight revocations; five of those were serious offenses including murder, arson, robbery, and burglary.



<b>Kennewick School District</b> <i>Kennewick</i> Project ended 6/30/96	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b> <b>Grant:</b> \$58,000 + Match \$14,875 = \$74,875 <b>Description:</b> This project includes an alternative school, a mentoring program, a student retreat, gang resistance education and training, a media violence program, a late night program, conflict mediation, and Second Step Training.	<b>Primary:</b> GREAT and Second Step programs included skill building workshops in anger management and conflict mediation. Home Base is a summer drop-in program.  ♦ 12,668 youth client contacts		
	<b>Secondary:</b> Students suspended for violent or disruptive behavior are placed in an alternative school to continue academics, including communication and anger control skills.  39 students participated 67% Hispanic Mostly 11-14 years old	<b>Grades, attendance and behavioral referrals provided by project staff</b> <sup>16</sup>  For 26 of the 39 students, the number of behavioral referrals before project participation <i>decreased</i> after project participation. Number of days in attendance and GPA <i>increased</i> . (These results are not statistically significant).	<b>Juvenile justice records</b>  Juvenile justice records for students could not be obtained by the project.
	<b>Secondary:</b> Outreach to Hispanic students involved in, or at risk of being involved in criminal gang activity receive support, case management, and counseling.  ♦ 18 students participated	<b>Grades, attendance and behavioral referrals provided by project staff</b> <sup>17</sup>  Participants demonstrated a decline in attendance and academic performance (statistically significant). No change in behavior referrals (not statistically significant).	<b>Juvenile justice records</b>  Juvenile justice records for students could not be obtained by the project.

<sup>16</sup> Post data could only be obtained for 26 participants. Results are for school quarters before, during and after the project began.

<sup>17</sup> For two periods, the year before and the year after.

**Kennewick School District continued**

<p><b>FY 1995 - 1996</b></p> <p><b>Grant:</b> \$58,000 + Match \$11,942 = \$69,942</p> <p><b>Project changes:</b> A street survival component (educational and recreational program operated by officers from the city police department) was added to the project summer 1995. The GREAT program is enhanced.</p>	<p><b>Primary:</b> GREAT and Second Step programs included skill building workshops in anger management and conflict mediation. Home Base is a summer drop-in recreational program.</p> <p>5,764 youth contacts Mostly Caucasian students</p>		
	<p><b>Secondary:</b> Students suspended for violent or disruptive behavior are placed in an alternative school to continue academics, including instruction in communication and anger control skills.</p> <p>55 youth served Mostly youth 11-14 years old</p>	<p><b>Grades, attendance, and behavioral referrals provided by project staff</b><sup>18</sup></p> <p>For 36 students, the number of behavioral referrals pre-program <i>stayed the same</i> during the program.</p> <p>A <i>reduction</i> in the number of referrals after program participation (not statistically significant).</p> <p>The average number of days absent pre-program <i>increased</i> during the program (statistically significant). Absenteeism <i>decreased</i> after program participation (not statistically significant).</p> <p>GPA average <i>increased</i> during participation. However, GPA <i>decreased</i> after program participation (not statistically significant).</p>	<p><b>Juvenile justice records</b></p> <p>Juvenile justice records were not obtained.</p>
	<p><b>Secondary:</b> Outreach to Hispanic students involved in, or at risk of being involved in criminal gang activity receive support, case management, and counseling.</p> <p>♦ 12 youths served</p>	<p><b>Grades, attendance, and behavioral referrals provided by project staff</b></p> <p>Behavioral referrals pre-program <i>increased</i> during and after program participation.</p> <p>Average number of days absent pre-program <i>increased</i> during and after program participation.</p> <p>Pre-program GPA <i>decreased</i> during the program and <i>remained the same</i> post-program.</p> <p>(Changes are not statistically significant.)</p>	<p><b>Juvenile justice records</b></p> <p>Juvenile justice records were not obtained.</p>
<p><b>Puget Sound Educational Service District</b> <i>South King County</i></p>	<p><b>Prevention Strategies</b></p>	<p><b>Intermediate Outcome Measures</b></p>	<p><b>Final Outcome Measures</b></p>

<sup>18</sup> Evaluations represent before, during, and after the project began.

Project ended 6/30/96			
<p><b>FY 1994 - 1995</b></p> <p><b>Grant:</b> \$63,200 + Match \$27,305 = \$90,505</p> <p><b>Description:</b> Violence prevention education to high school and middle school students, school-based life skills support groups, comprehensive case management services, multi-disciplinary team staffing to youth.</p>	<p><b>Primary:</b> School assemblies, staff development and conflict resolution training, workshops. General staff-student interaction.</p> <p>10,508 youth contacts Over 50% Caucasian</p>		
	<p><b>Secondary:</b> Dating Violence Curriculum.</p> <p>32 youths participated 67% African American All were female Mostly 13-16 years old</p>	<p><b>Pre- and post-test dating violence curriculum</b></p> <p>For 17 youth, attitude about dating violence stayed the <i>same or deteriorated</i> between the administering of the pre- and post survey (statistically significant).</p>	
	<p><b>Secondary:</b> Social skill building workshops.</p>	<p><b>Grades, attendance, and behavioral referrals</b></p> <p>Results were not obtained by the project.</p>	<p><b>Juvenile justice records</b></p> <p>Results were not obtained by the project.</p>
<p><b>FY 1995 - 1996</b></p> <p><b>Grant:</b> \$63,000 + Match \$95,282 = \$158,282</p> <p><b>Project Changes:</b> The dating violence program and social skill building workshop are discontinued. RELIFE center (alternative school) serves youth in grades six through nine who require long-term suspension, expulsion, or emergency action.</p>	<p><b>Secondary:</b> RELIFE alternative school.<sup>19</sup></p> <p>25 youth enrolled 50% Caucasian Almost all were male 13-16 years old</p>	<p><b>Grades, attendance, and behavioral referrals</b></p> <p>Behavioral and academic progress was tracked during the time students were enrolled in the program.<sup>20</sup> For 10 students, staff considered 50% to be making progress toward transitioning back to a regular classroom.</p>	<p><b>Juvenile justice records</b></p> <p>Results were not obtained by the project.</p>

<sup>19</sup> Efforts were concentrated on secondary prevention; primary prevention activities were not conducted in 1996 due to staffing issues.

<sup>20</sup> Data for attendance at previous schools was difficult to obtain given the students mobility and history of non-attendance. Standard tests were deemed unsatisfactory due to poor academic performance. In place of standardized tests, an alternative rating system was created. (*Youth Violence Prevention and Intervention 1996 Outcome Evaluation*, p. 39.)

<b>Safe Streets Campaign</b> <i>Pierce County</i> Project currently funded through FY 1999	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$63,000 + Match \$44,534 = \$107,534  <b>Description:</b> Partnerships and resource sharing, summer employment and training opportunities, job readiness training, recreation, tutoring, parent support groups and training. School presentations (Power Tour), arts, dance, and music. Outreach "mentoring" services to gang-involved youth in other Pierce County Communities.	<b>Primary:</b> Filipino American Youth Association (PAYO) - basketball, martial arts, cultural activities Crafts, homework tutoring, video workshops.  20,020 youth contacts 75% Asian American 67% male	Project offered services to a broad range of participants; outcomes for individuals could not be tracked.	
	<b>Secondary:</b> City Kids and Calves, alternative school counseling, case management.  26 youths participated <sup>21</sup> 50% Caucasian 15-16 years old	This project ended in the first quarter of 1995, outcome measures could not be compiled at this time.	
	<b>Secondary:</b> High-risk African American students participate in the African American Heritage project. <sup>22</sup> Students visited Tuskegee University during the summer to learn African American history and report to the community on what they learned.	<b>Youth survey</b>  Project began in summer 1995 and will administer a survey to youth and compile data on project participation.	

<sup>21</sup> Youth participated for one quarter beginning January 1995.

<sup>22</sup> The African American Heritage project is replacing PAYO and the City Kids and Calves projects in FY 95-96.

## Safe Streets Campaign continued

<p><b>FY 1995 - 1996</b></p> <p><b>Grant:</b> \$63,000 + Match \$20,893 = \$83,893</p> <p><b>Project changes:</b> In 1997 the project eliminated the visit to Tuskegee University and is now a school based program.</p>	<p><b>Primary:</b> Basketball tournament and a variety of activities such as martial arts and cultural programs are provided on a drop-in basis.<sup>23</sup></p> <p>3117 youth contacts Various ethnic backgrounds</p>		
	<p><b>Secondary:</b> High-risk African American students participate in the African American Heritage project. Students visited Tuskegee University during the summer to learn African American History and returned to the community to report on what they learned.</p> <p>17 youth participated Over 50% African American Mostly 13-16 years old; over 25% were older than 18</p>	<p><b>Educational data</b><sup>24</sup></p> <p>Out of 17 youth, pre- and post-educational data were available for only 6 students. 3 showed <i>improvements</i> in their GPA, 1 stayed the <i>same</i> and 2 <i>regressed</i>. 1 student reached a personal goal of a "B" average.</p>	<p><b>Student surveys</b></p> <p>Pre- and post-test results are for 5 participants.<sup>25</sup></p> <p><i>Reduction</i> in serious and moderate delinquency, but <i>increases</i> in minor and total delinquency scores.</p> <p>Marijuana and drug use <i>decreased</i>; tobacco and alcohol <i>increased</i>.</p> <p><i>Reductions</i> in bonding to school, work, spiritual activities, neighborhood, and sports.</p> <p>(These results are not statistically significant.)</p>

<sup>23</sup> Only offered during the first six months of 1995.

<sup>24</sup> Program staff found it difficult to compile data for attendance and grades at previous schools given the students' mobility and history of non-attendance.

<sup>25</sup> Administered to 11 participants at the beginning of the project and to 7 at the end of the fiscal year. Two of these participants failed to answer most of the questions.

<b>Yakima Gang Prevention and Intervention</b> <sup>26</sup> <i>Yakima</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b> <b>Grant:</b> \$73,000 + Match \$18,250 = \$91,250 <b>Description:</b> Services targeted 6 sites. Activities are on a drop-in basis including an evening/late night program. The goal is to provide a safe haven for youth to meet and interact, provide opportunities to learn life skills and interact with positive role models.	<b>Primary:</b> Activities offered—assistance with school work, recreational, artistic and vocational activities, and building job skills.  3,924 contacts 50% Hispanic	<b>School suspensions for Ridgeview Elementary school</b> <sup>27</sup>  Compared to the year before the project started the number of youth suspensions <i>decreased slightly</i> , while there was a <i>slight increase</i> in suspensions for serious violent behavior.	<b>Yakima Police Department offense data</b>  The project began in 1990. In the first two years there was a <i>significant decrease</i> in gang-related offenses in the area surrounding the schools, but for the last two years there has been a <i>slight increase</i> . The increase is still lower than pre-program level.
<b>FY 1995 - 1996</b> <b>Grant:</b> \$74,000 + \$20,897 = \$94,897 <b>Project changes:</b> In its final year the project concentrated its efforts at one site, Ridgeview Elementary.	<b>Primary:</b> Recreation, tutoring, social skill building and personal intervention; educational presentations, and workshops are provided on a drop-in basis to youth at Ridgeview Elementary.  6,758 contacts 50% Hispanic	<b>Suspensions for Ridgeview Elementary</b>  School suspension data was not provided to the evaluator for the 1995-1996 school year.	<b>Yakima Police Department offense data</b>  For Ridgeview Elementary, the number of gang related incidences <i>increased</i> . For all other sites the combined number of offenses <i>decreased</i> slightly. <sup>28</sup>
	<b>Secondary:</b> Sports, recreational activities most frequently provided. Educational assistance, tutoring, anger management training. <sup>29</sup>  48 youths participated 67% Hispanic or African American 14 years old or older		

<sup>26</sup> Program funding was used at multiple sites; it is now used only at Ridgeview Elementary.

<sup>27</sup> The Ridgeview Elementary project was added in September 1994.

<sup>28</sup> The decrease in offenses may have been due to the closing of a site for construction. *Youth Violence Prevention and Intervention Program 1996 Outcome Evaluation*, page 66.

<sup>29</sup> Secondary case managed strategies were added within the last six months of the project.

<b>Asian Counseling and Referral Service</b> <i>Seattle</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$45,000 + Match \$25,764 = \$70,764  <b>Description:</b> Asian and Pacific Islander high-risk youth referred by school staff participate in group skill-building sessions held in school. Some high school youth are selected by school staff to become peer leaders. Provide social skills through group workshops.	<b>Secondary:</b> Group counseling and cultural awareness  50 youths participated 80% Asian American 50% male Mostly 13-14 years old	<b>School grades, attendance, behavioral referrals</b>  Information was not available. <sup>30</sup>	<b>King county juvenile justice data</b>  For 47 youth, the average number of court referrals pre-program was <i>lower</i> during and after program involvement. The average number of filings <i>remained the same</i> .
<b>FY 1995 -1996</b>  <b>Grant:</b> \$45,000 + \$72,247 = \$117,247  <b>Project changes:</b> None	<b>Secondary:</b> Government and recreational activities in the summer. Counseling, cultural awareness, skill building (communication skills, life skills, anger management, tutoring, and ESL).  77 youths participated 80% Asian American 75% male 13-16 years old	<b>Educational achievement</b>  For 13 students, GPA <i>decreased</i> after enrollment (not statistically significant). <sup>31</sup>	<b>Pre- and post-self-report survey</b> <sup>32</sup>  <i>Reduction</i> in the strength of bonding to family, school, work, spiritual concerns, and sports. Reported participation in delinquent acts <i>increased</i> , while attitudes toward violence and crime remained <i>unchanged</i> . Drug use had <i>some reduction</i> , but not all youth responded to this question on the survey (not statistically significant).

<sup>30</sup> GPA data was obtained for 9 participants and attendance data for 5 participants (out of a total of 46 participants). Comparable pre- and post-data was only available for 3 students. Due to the lack of data, the project was unable to assess outcomes.

<sup>31</sup> Educational information was reviewed for 56 of the 77 students; however, academic performance before and after program enrollment could only be tracked for 13 students.

<sup>32</sup> Pre- and post-data were available for 12 clients.

<b>Franklin Pierce School District</b> <sup>33</sup> <i>Tacoma</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$45,000 + Match \$46,035 = \$91,035  <b>Description:</b> Second Step Violence Prevention curriculum taught to all K-4 grades in all elementary schools in the district. Students identified as needing more intensive services; meet in small groups and are provided individualized assistance in developing pro-social skills. The school identifies families in need of intensive intervention and provides case management services, including the Family Empowerment Program.	<b>Primary:</b> Educational Instruction.  1,388 client contacts 75% Caucasian		<b>Behavioral suspension for students</b>  For all students there were <i>fewer</i> suspensions for fighting, assaults, threats and weapons possession. However, suspensions <i>increased</i> for disruptions and obscenities.
	<b>Secondary:</b> Individualized case-managed students; none were active in the program at the start of the year.  Served 443 youth 75% Caucasian 67% male Mostly 6-10 years old	<b>Grades and attendance:</b> Grades and classroom referrals did not <i>decrease</i> .  <b>Achenbach Child behavioral checklist pre and post test basis:</b> <u>Family support group</u> 5 of 8 clients had (clinically significant) behavioral <i>improvement</i> over the baseline. <sup>34</sup>  <b>Second Step Survey, Chandler Stress Response Scale:</b> <u>Classroom sample</u> , (significant improvement) in two outcome areas: healthy peer social communication and healthy behavioral patterns handling stress. <u>Small groups sample</u> , a <i>decrease</i> in acting out, passive aggressiveness, repression, dependency. <sup>35</sup>  <b>Case management:</b> This component did not start until the fourth quarter; there is only limited outcome data.	<b>Record of fight-related referrals and discipline referrals</b>  Discipline referrals <i>did not change</i> .

<sup>33</sup> The Franklin Pierce School District receives funding from several sources that have their own evaluation requirements.

<sup>34</sup> Post-test results were only available for 8 children. Dr. David Moore of Olympic Counseling Services (1994-1995 only).

<sup>35</sup> Dr. Jane Reisman of Organizational Research (ORS).



**Franklin Pierce School District continued**

<p><b>FY 1995 - 1996</b></p> <p><b>Grant:</b> \$45,000 + Match \$16,037 = \$61,037</p> <p><b>Project changes:</b> None</p>	<p><b>Primary:</b> Educational instruction—Second Step Violence Prevention curriculum taught to all seven Franklin Pierce elementary schools.</p> <p>1604 youth contacts 75% Caucasian</p> <p><b>Secondary:</b> Small groups and family case management.</p> <p>468 youths served 75% Caucasian 75% male 6-10 years old</p>	<p><b>Grades, attendance, and classroom behavioral assessments</b> <sup>36</sup></p> <p>Attendance, grades, and classroom behavior did not decrease in the 4<sup>th</sup> quarter.</p> <p><b>Second Step Survey, Chandler Stress Response scale, modified version of 10 Minute Wonder.</b></p> <p>Chandler Stress Response Scale: <i>Improvement in three areas</i>—acting out, passive aggressive, and repressed behaviors results for grades 3-5. Compared to previous year, <i>lower</i> scores were reported for dependent behavior. Regarding classroom screening (statistically significant), <i>improvement</i> in low class performance. (The other 13 measures recorded non-significant changes). <sup>37</sup></p>	<p><b>Behavioral suspensions for all students</b></p> <p><i>Fewer</i> suspensions for fights, assaults, and threats during the past school year. Number of suspensions for weapons possession <i>lower</i> in FY 94-95, but <i>increased</i> during the past year. Although the number of suspensions <i>increased</i> for disruptions and obscenities, increase was due primarily to two schools.</p>
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<sup>36</sup> There is limited outcome data available because services began in spring 1995.

<sup>37</sup> Dr. Jane Reisman of Organizational Research (ORS).

<b>Homework Connection: Holy Family of Jesus Episcopal Church</b> <i>Tacoma</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$45,000 + Match \$11,250 = \$56,250  <b>Description:</b> Through individualized and small group settings, students are provided skill training in academic disciplines through trained tutors. Networking, parenting learning opportunities, mentoring support and assistance are provided.	<b>Primary:</b> Educational presentations and workshops.  1,425 youth client contacts 75% Asian American 67% male		
	<b>Secondary:</b> Anger management, communication skills, and cultural awareness workshops.  213 youths participated 67% Asian American 13-15 years old	<b>Grades, attendance, and behavioral referrals from school records</b>  The project was not able to obtain school records.	
<b>FY 1995 - 1996</b>  <b>Grant:</b> \$45,000 + \$27,017 = \$72,017  <b>Project changes:</b> None. However, the project plans to work more intensely with fewer youth.	<b>Primary:</b> Educational presentations and workshops.  656 youth client contacts Mostly Asian American		
	<b>Secondary:</b> Individualized case management.  269 youth served 67% Asian American 75% male 11-14 years old	<b>Grades, attendance, and behavioral referrals from school records</b>  Out of eight students, half <i>improved</i> their GPA following project enrollment. However, overall GPA remained the <i>same</i> prior to enrollment and <i>decreased slightly</i> after. <sup>38</sup>	

<sup>38</sup> The project obtained transcripts for 39 students. Of these students, only 8 had transcripts with adequate data reflecting periods before and after program enrollment. *Youth Violence Prevention and Intervention 1996 Outcome Evaluation*, p. 80.

<b>Klickitat-Skamania Development Council</b> <i>Klickitat-Skamania County</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b> <b>Grant:</b> \$23,000 + Match \$6,550 = \$29,550 <b>Description:</b> The Community Youth Center provides a supportive environment for high risk young people to find alternatives to negative lifestyles, opportunities for leadership, and community service. The youth center also provides supportive alternatives to problem behavior.	<b>Primary:</b> Youth Center works on a drop-in basis; workshops in leadership skills and anger management and volunteerism.  4,651 youth contacts 50% Caucasian	<b>Alternative school behavior</b>  The previous year, one weapon was confiscated; in the first six months of 1995, no weapons were found.	<b>Local court data, individual juvenile justice records</b>  Number of referrals <i>increased</i> slightly. However, more youths were diverted and <i>fewer</i> cases filed. This may suggest the nature of the offenses were less serious. Staff perceives violence being <i>less</i> of a problem. Juvenile justice records could not be obtained.
<b>FY 1995 - 1996</b> <b>Grant:</b> \$34,000 + \$16,497 = \$50,497 <b>Project changes:</b> A case management component was added to the program.	<b>Primary:</b> Youth Center works on a drop-in basis; workshops in leadership skills and anger management and volunteerism.  1,856 youth client contacts 50% Caucasian 25% Hispanic	<b>Alternative school behavior</b>  There were no weapons confiscated and no student suspensions.	<b>Local court data, individual juvenile justice records</b>  Arrests for serious crimes and total offenses have <i>increased</i> over the past two years. Arrests for violent person offenses (rape and assault) have <i>not increased</i> . Number of filings and referrals have <i>increased</i> .
	<b>Secondary:</b> Individual case management. <sup>39</sup>  288 youths served 67% Caucasian Variety of ages		

<sup>39</sup> Tracking individual participant activities began in fiscal year 1996; evaluation results are based on a community-wide impact.

<b>Seattle Indian Center</b> <i>Seattle</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$45,000 + Match \$17,910 = \$62,910  <b>Description:</b> Middle and High School drop-outs are provided with educational assistance through the Seattle Indian Center's re-entry program. In addition, wrap around services that are available include substance abuse, housing services, referral to social service, exposure to positive adult role models and assistance in the transition back to the regular school system.	<b>Secondary:</b> Alternative school.  56 youths participated 67% Native American or African American 60% male Mostly 15-17 years old	<b>Grades, attendance, and disciplinary records</b>  Marked academic <i>improvement</i> . The <i>longer</i> the participation, the <i>greater</i> the improvement. Many did not adhere to the attendance policies.	<b>Juvenile justice records</b>  Average number of court referrals pre-program was <i>higher</i> during and after program involvement. The average number of filings also <i>increased</i> .
<b>FY 1995 - 1996</b>  <b>Grant:</b> \$45,000 + \$56,708 = \$101,708  <b>Project changes:</b> None	<b>Secondary:</b> Alternative school.  70 youth served Mostly African American Over 50% male Mostly 15-17 years old	<b>Grades, attendance, and disciplinary records</b>  Academic skills <i>improved</i> significantly. <sup>40</sup> Suspensions and expulsions <i>increased</i> from FY 1994-1995.	<b>Juvenile justice records</b>  Outcome results were not obtained for this year.

<sup>40</sup> This outcome is based on standardized tests.

<b>Seattle Samoan Center</b> <i>Seattle</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b>  <b>Grant:</b> \$44,640 + Match \$13,500 = \$58,140  <b>Description:</b> Samoan youths at risk of criminal behavior and dropping out of school receive comprehensive support services. The importance of education and pro-social community participation is stressed. Referral services to families and youths.	<b>Primary:</b> Cultural and Educational presentations.  1,433 youth contacts Almost all were Samoan American 67% female		
	<b>Secondary:</b> Leadership training, sports recreation, and counseling.  72 youths participated 100% Samoan American 67% female 15-17 years old	<b>Academic achievement records</b> <sup>41</sup>  GPA <i>improved slightly</i> during the program (not statistically significant).	<b>Juvenile justice records</b>  For 65 youth the number of court referrals was <i>higher</i> during and after program involvement. The average number of filings also <i>increased</i> .
<b>FY 1995 - 1996</b>  <b>Grant:</b> \$44,640 + \$14,600 = \$59,240  <b>Project changes:</b> None	<b>Primary:</b> Cultural and Educational presentations.  2250 youth participated 100% Samoan American 50% male		
	<b>Secondary:</b> Leadership training, sports recreation, and counseling.  100 youths served 100% Samoan American 15-17 years old or ten years old and under	<b>Academic achievement records</b>  Reviewed transcripts for 58 students. On average, GPA <i>increased</i> after program participation (statistically significant).	<b>Juvenile justice records</b>  Outcome results were not obtained for this year.

<sup>41</sup> The project reviewed transcripts for 35 students.

<b>TOGETHER!</b> <i>Thurston County</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b> <b>Grant:</b> \$32,000 + Match \$8,000 = \$40,000  <b>Description:</b> Evening Teen Programs in three cities in the county. Schools, youths, families, and community groups work together to provide opportunities for recreation, life skills training, and access to other need services for high-risk youth.	<b>Primary:</b> Drop-in centers; three Evening Teen Programs.  ♦ 9,294 youth client contacts		<b>Number of juvenile arrests in Tumwater, Olympia, Lacey, and the county as a whole (by community and offenses).</b> <sup>42</sup>  For the county as a whole, juvenile arrests <i>increased</i> . In individual cities: Tumwater's juvenile arrests <i>decreased</i> ; Lacey and Olympia's juvenile arrests <i>increased</i> .
<b>FY 1995 - 1996</b> <sup>43</sup> Grant: \$32,000 + \$9,292 = \$41,292  <b>Project changes:</b> Through Family Centers, provide three low-income apartment complexes in Thurston county. Children and families have access to information and opportunities to use local community resources that support their health, safety, and welfare. The overall goal of the Family Centers is to foster resilient children who are academically and socially successful and who can resolve conflict in non-violent ways. Involvement of residents in the planning and implementation of program fosters community ownership and responsibility.	<b>Primary:</b> Services offered at apartments—Girl Scouts, Dream Teens, Boys group, arts and crafts, coffee hours. Workshops included parenting classes.  745 youth contacts Majority were Caucasian	<b>Apartment complex data on mobility, police reports, and student school achievement</b>  Turnover averaged 7-10 units per complex each month. Managers made a total of 44 calls to police; 19 incidents involved manager intervention and 25 involved police intervention. Most calls made to law enforcement agencies were for suspicious circumstances. Students served by neighborhood centers averaged absences of 2 days per month and tardiness one ½ day per month at school. Behavior was generally rated “satisfactory.” More students were rated “unsatisfactory” in academic achievement.	<b>County-wide survey of students; law enforcement data</b> <sup>44</sup>  From 1993 to 1996 there was a <i>significant decrease</i> in the percentage of students reporting that they had been in a physical fight that resulted in injury. A <i>decrease</i> in the percentage of students reporting carrying a weapon in the 30 days prior to the survey.  Reported use of both alcohol and marijuana in the past 30 days and binge drinking <i>increased</i> . Juvenile arrests for alcohol and drug violations <i>increased</i> dramatically between 1993 and 1994 (last year for which data was available). Alcohol related traffic accidents and fatalities both <i>declined</i> between 1994 and 1995.
	<b>Secondary:</b> Case management. <sup>45</sup>  148 case managed youth Mostly ten years old or younger		

<sup>42</sup> Results are representative of data from the last three years.

<sup>43</sup> Beginning 1995-1996, this project merged funding with a federal grant that has additional requirements. The Evening Teen Programs are now funded independently through its respective city. The source of this evaluation data is Dr. Roy M. Gabriel, RMS Research Corp.

<sup>44</sup> Baseline data cannot be attributed to the Youth Violence Prevention and Intervention Program.

<sup>45</sup> The case management component began during the second half of 1996.

<b>Whatcom County Commission on Children and Youth</b> <i>Whatcom County</i> Project is in its final year	<b>Prevention Strategies</b>	<b>Intermediate Outcome Measures</b>	<b>Final Outcome Measures</b>
<b>FY 1994 - 1995</b> <b>Grant:</b> \$43,482 + Match \$15,000 = \$58,482 <b>Description:</b> Summer program Best SELF integrates academics with recreation, parent involvement, development of social skills, and opportunities for community service to build self-esteem and connection to community. Friday Teen Night program and Youth Task Force provide a safe location with rules and boundaries and linkages to adults and opportunities	<b>Primary:</b> Teen night drop-in. 2,326 total youth contacts		<b>Number of juvenile arrests for Bellingham and Ferndale</b>  During teen night, juvenile arrests were <i>lower</i> in Bellingham and Ferndale, but violent offense arrests <i>doubled</i> .
	<b>Primary:</b> Best SELF workshops and classes. 259 client contacts		
	<b>Secondary:</b> Leadership training. 26 youths 17-19 years old	<b>Academic achievement, attendance, and disciplinary records for Youth Task Force participants.</b>  Results were not obtained by the project.	

**Whatcom County Commission on Children and Youth continued**

<p><b>FY 1995 - 1996</b></p> <p><b>Grant:</b> \$44,000+ Match \$105,000= \$149,000</p> <p><b>Project changes:</b> The Youth Action Center in Bellingham is no longer funded.</p>	<p><b>Primary:</b> Teen night drop-in. 1473 total client contacts</p>		<p><b>Juvenile arrest data for Bellingham and Ferndale and Whatcom county</b></p> <p>Juvenile arrests in all three jurisdictions <i>decreased</i> in 1994 but <i>increased</i> again 1995. Violent offenses <i>increased</i> in 1994 and <i>decreased</i> again in 1995. Arrests for weapons violations are at a three-year low. Overall <i>increase</i> in arrests this past year are primarily due to more youths being arrested for non-specified offenses recorded in the “other” category.</p>
	<p><b>Primary:</b> Best SELF workshops and classes. 547 client contacts Mostly 10 years old and under</p>	<p><b>Pre- and post-questionnaires for parents, behavioral tracking forms for students and regularly administered student self-reports and staff questionnaire</b> <sup>46</sup></p> <p>Through nine-month follow-up surveys, 75% of the parents reported the number of incidents at school was the same as before and 25% reported fewer problems. 75% parents stated that the number of reported absences at school was the same as before, and 25% reported that absences had increased.</p>	
	<p><b>Secondary:</b> Youth Task Force, case management. 78 youth clients served</p>	<p><b>Academic achievement (grades), attendance and disciplinary records for Youth Task Force participants</b></p> <p>Project was not able to compile this data for the evaluation this year.</p>	

<sup>46</sup> Contracted evaluation required by the Best SELF funding Source (GJJAC).