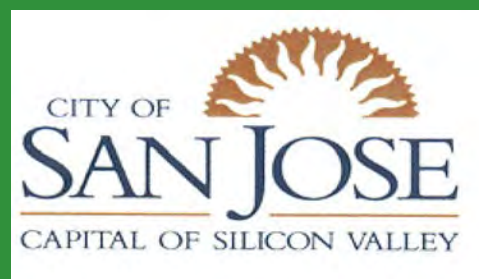




CITY OF SAN JOSÉ BEST Evaluation Report and Summary of Mayor's Gang Prevention Task Force 2010-2011 BEST Cycle XX

PRESENTED TO:
Mayor's Gang Prevention Task Force
San José Parks, Recreation, Neighborhood Services

PRESENTED BY:
Community Crime Prevention Associates



December 31, 2011



City of San José

Mayor Chuck Reed
City of San José

City Council

Pete Constant
Council member, District 1

Ash Kalra
Council member, District 2

Sam Liccardo
Council member, District 3

Kansen Chu
Council member, District 4

Xavier Campos
Council member, District 5

Pierluigi Oliverio
Council member, District 6

Vice Mayor Madison Nguyen
Council member, District 7

Rose Herrera
Council member, District 8

Donald Rocha
Council member, District 9

Nancy Pyle
Council member, District 10

Debra Figone
City Manager

Julie Edmonds-Mares
Acting Director, Department of Parks, Recreation and Neighborhood Services

Chris Moore
Chief of Police



City of San José PRNS BEST Administration

Julie Edmonds-Mares - Acting Director of PRNS
Angel Rios, Jr. - Assistant Director PRNS
Jay Castellano - Acting Deputy Director PRNS
Mario Maciel - Superintendent PRNS

For more information on the Mayor's Gang Prevention Task Force, please contact:

Mario Maciel
Parks, Recreation and Neighborhood Services
City of San José
200 East Santa Clara Street, San José, CA 95113
Phone: 408-277-2719

Khoa Nguyen and Jose Salcido
Office of Mayor Chuck Reed
200 East Santa Clara Street, San José, CA 95113
Phone: 408-535-4800

For more information on the BEST Program, please contact:

Mario Maciel
San José BEST Program
PRNS Department
1694 Adrian Way
San José, CA 95122
Phone: 408-794-1630

Report Prepared by:

Community Crime Prevention Associates
PO Box 730
San José, CA 95112
Administration Office
2019 Clement Ave.
Alameda, CA 94501
(510) 814-1844
www.ccpahome.com

Evaluation Team from CCPA

Peter Ellis, Ph.D.
Rachel Camacho, M.ED
Rex Green, Ph.D.
Marco Antonio Cruz, M.A.
Tanya Baker-Riddle, B.A.
Cynthia Inglacio

Mayor's Gang Prevention Task Force Policy Team (Last Update 11/18/2010)

Member Name	Affiliation
Chuck Reed	Mayor – Co-chair
Chris Moore	Chief of Police – Co-chair
Madison Nguyen	Vice-Mayor, City of San José
Rose Herrera	City Councilmember, City of San José
George Shirakawa Jr.	County Board Supervisor
Sarah Gonzales- FYC	Tech Team Representative - Foothill Division
Jeff Bornefeld - CCPY	Tech Team Representative - Western Division
Steve Nordseth – Bill Wilson Center	Tech Team Representative - Central Division
Susie Rivera - FLY	Tech Team Representative - Southern Division
Laurie Smith	Santa Clara County Sheriff
Carl Mitchell	City Attorney's Office
Norberto Duenas	City Manager's Office
Cora Tomalinas	Community Member At-Large
Pastor Tony Ortiz	Faith-Based Representative
Angel Rios	Parks, Recreation and Neighborhood Services
Sheila Mitchell	Santa Clara County Chief Probation Officer
John Hirokawa	Santa Clara County Chief of Correction
Jeff Rosen	Santa Clara County District Attorney
Linda Aceves	Santa Clara County Office of Education
Mary Greenwood	Santa Clara County Public Defender
Dan Peddycord	Santa Clara County Department of Health
Judge Patrick Tondreau	State of California Superior Court - Juvenile Division
Kip Harkness	Strong Neighborhoods Manager
Dan Moser	Superintendent of East Side Union High School District
Dr. John Porter	Superintendent of Franklin - McKinley School District
Jeff Ruster	Work2Future Liaison



Mayor's Gang Prevention Task Force Technical Team

The following organizations have provided ongoing support and collaboration formalized through a Memorandum of Understanding with the City of San José to be members of the Mayor's Gang Prevention Task Force Technical Team. This list was last updated November 11, 2011. New members are joining as organizations complete their Memorandum of Understanding:

BEST Funded Agencies:

Asian American Recovery Services,
Asian Americans for Community Involvement ,
Alum Rock Counseling Center,
Bill Wilson Center,
Catholic Charities of Santa Clara County,
California Community Partners for Youth,
Center for Training and Careers,
California Youth Outreach,
EMQ Families First,
Family and Children Services,
Firehouse Community Development Corp,
Fresh Lifelines for Youth,
Filipino Youth Coalition,
Joyner/Payne Youth Services-Aquarius ,
Generations Community Wellness Centers, Inc.,
George Mayne Elementary School,
Girl Scouts of Northern California,
Next Door Solutions to Domestic Violence,
SJSU Research Foundation/CommUniversity,
Silicon Valley African Productions,
Pathway Society,
Rohi Alternative Community Outreach,
The Tenacious Group,
Ujima Adult and Family Services.

Non-BEST Funded Agencies:

Adrian Flores Presents,
Alchemy Academy,
Allied Barton Security Services,
Americoprs Restoring Youth and Communities/
CDCR,

Boys and Girls Club of Silicon Valley,
Community Crime Prevention Associates,
Center for Employment and Training,
Cathedral of Faith,
City Year Silicon Valley,
Community Arts and History Support,
East Valley 680 Neighborhood Action Coalition,
First 5 of Santa Clara County,
For Pits Sake,
Go Kids Inc,
Happy House-Community United,
Henkels and McCoy Training Services,
Housing Authority of the County of Santa Clara,
KONA/SNI and District 8 Community Round Table,
Mid Peninsula Housing Services Corporation,
Most Holy Trinity Church,
North Valley Community Association,
New Harvest Christian Fellowship,
Positive Alternative Recreation Teambuilding Impact Program,
Pueblo de Dios Church,
Sacred Heart Community Service,
San José Job Corps,
Mexican American Community Services Agency ,
St. Maria Goretti P.A.C.T.,
The Bay Area After-School All-Stars,
West Field Oakridge,
YWCA of Silicon Valley,
Exercise Daily,
Victory Outreach Community Services Agency,
Escuela Popular,
San José Jazz,

City of San José Departments/Programs

San José City Council,
San José Police Department,
Independent Police Auditor,
Work 2 Future,
Youth Commission,
PRNS Community Centers,
San José Public Library,
Strong Neighborhoods Initiative,
Anti Graffiti Program,
Clean Slate Tattoo Removal Program,
Safe School Campus Initiative.

Other Government Offices

Santa Clara County Supervisor George Shirakawa Jr.,
Santa Clara County District Attorney's Office,
Santa Clara County Juvenile Probation.
Santa Clara County Sheriff Department
Santa Clara County Corrections Department

Schools

San José Unified School District,
Moreland School District,
Oakgrove School District,
East Side Union High School District,
Latino College Preparatory Academy,
Franklin McKinley School District,
Alum Rock School District,
Santa Clara Office of Education.

Acknowledgments

Community Crime Prevention Associates acknowledges the dedicated professionals that form the San José Mayor's Gang Prevention Task Force. Their dedication to serving youth in San José has made the task of evaluating and describing their work extremely gratifying. Community Crime Prevention Associates thanks the BEST Service Providers; City of San José Parks, Recreation, and Neighborhood Services BEST Program Support Staff; and members of the Mayor's Gang Prevention Task Force for their special assistance with this evaluation.

The Evaluators wish to acknowledge Mayor Chuck Reed and the San José City Council for their leadership in "Bringing Everyone's Strengths Together" (BEST). San José has developed a national model of collaboration and of taking action to improve the lives of a community's youth. The Evaluators acknowledge all the people involved in the City of San José BEST Program for their willingness to design a comprehensive intervention model for high-risk 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.

San José is truly Bringing Everyone's Strengths Together in order to provide opportunities for the healthy development of all of our youth.

City of San José BEST Cycle XX, Final Evaluation Reports FY 2010-2011 - BEST Cycle XX

TABLE OF CONTENTS

	Page
Part 1 -BEST Cycle XX Executive Summary	
Summary of BEST Initiatives in FY 2010-11	6
Highlights of San José BEST Services for FY 2010-11	7
Performance of BEST Funded Services for this Year	10
At a Glance: Effort, Effect, Performance, and Results for this Year	11
Customer Profile	13
Indicators of Performance - Effectiveness and Efficiency	15
The Importance of Resiliency	17
Service Performance Index	18
Mayor's Gang Prevention Task Force Effectiveness	20
Evaluation Methodology	21
Part 2 - Effort, Effect , and Performance BEST Grantees	
Effort	28
Effect	54
Performance	69
Part 3- Population Results	
Results	78
Part 4 - Mayor's Gang Prevention Task Force (MGPTF) Summary	
Summary of MGPTF Strategic Work Plan Efforts	111
Effectiveness of MGPTF Policy and Technical Teams	126
Appendix A - Bibliography	133
Part 5 -BEST Cycle XX Individual Grantee Evaluation Summaries (Separate Report)	
Evaluation Summaries for Each of the 26 BEST Grantees	139



Summary of BEST Initiative

The City of San Jose's Mayor's Gang Prevention Task Force Strategic Work Plan and Bringing Everyone's Strengths Together (BEST) 2010-11 Final Evaluation Report, reflects Cycle XX (20) of the City's commitment to deliver services to youth that are most at-risk for gang involvement. Evaluation data reflected in this report is for FY 2010-11. During this cycle, the City of San José awarded \$2.5 million in direct funding to 26 grantees to deliver Early Intervention and High Risk Intervention Services. These BEST Providers collectively provided a 68% match totaling \$1.7 million. The grantees who were awarded BEST funds are indicated below by cluster of funding with their funded amounts and percent of matching funds. Table 1 indicates beginning year funding amounts:

Table 1

BEST Service Provider FY 2010-2011	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent
Alum Rock Counseling Center	\$207,442	\$51,780	\$259,222	100%	99%
Asian American Center of SC County	\$15,000	\$22,900	\$37,900	100%	100%
Asian American for Community Involvement	\$50,000	\$50,000	\$100,000	100%	100%
Asian American Recovery Services	\$40,000	\$8,000	\$48,000	100%	100%
Bill Wilson Center	\$65,000	\$13,000	\$78,000	100%	100%
California Community Partners for Youth, Inc.	\$100,000	\$70,634	\$170,634	100%	88%
California Youth Outreach	\$447,000	\$104,457	\$551,457	100%	100%
Catholic Charities of Santa Clara	\$228,000	\$58,068	\$286,068	100%	100%
Center for Training and Careers	\$50,400	\$80,726	\$131,126	100%	100%
CommUniverCity	\$20,000	\$9,631	\$29,631	100%	100%
Family and Children Services	\$45,779	\$39,363	\$85,142	72%	69%
Family First Inc. EMQ	\$58,400	\$35,325	\$93,725	100%	116%
Filipino Youth Coalition	\$40,000	\$15,000	\$55,000	100%	100%
Firehouse Community Development Corporation	\$140,000	\$28,008	\$168,008	100%	100%
Fresh Lifelines for Youth	\$106,000	\$253,638	\$359,638	100%	52%
Generations Community Wellness Centers	\$50,000	\$25,778	\$75,778	100%	128%
George Mayne Elementary School	\$68,000	\$50,574	\$118,574	100%	98%
Girl Scouts of Northern California	\$32,000	\$84,987	\$116,987	100%	98%
Joyner Payne Youth Services Agency	\$61,374	\$23,577	\$84,951	97%	100%
Mexican American Community Services Agency	\$52,650	\$12,968	\$65,618	41%	42%
Next Door Solutions to Domestic Violence	\$36,800	\$167,172	\$203,972	100%	100%
Pathway Society, Inc.	\$263,412	\$52,494	\$315,906	100%	100%
Rohi Alternative Community Outreach	\$64,800	\$79,776	\$144,576	100%	130%
Silicon Valley African Productions	\$40,000	\$9,956	\$49,956	100%	100%
The Tenacious Group	\$40,000	\$9,220	\$49,220	100%	103%
Ujima Adult & Family Services, Inc.	\$80,000	\$16,000	\$96,000	100%	100%
Total All BEST Service Providers	\$2,402,057	\$1,373,032	\$3,775,089	96%	90%

Note: Alum Rock Counseling has \$50 thousand provided by the San José Police Department that are included in the evaluation of BEST. Mexican American Community Services Agency did not operate in the second half of the year.

The success of the BEST Program continues to be its unwavering focus to serve youth that are disconnected to transform their lives. In the last twenty years, the BEST Program has expended a total of \$42.3 million in City of San José funds, \$35.4 million in matching funds from partners for a total of \$77.7 million to deliver 11.0 million hours of direct service to intervene in the lives of young people to reduce gang involvement, activity and violence.

The BEST Program, which is coordinated by the Mayor's Gang Prevention Task Force (MGPTF) and San Jose Parks, Recreation and Neighborhood Services is successfully implementing **The MGPTF 2008-2011 Strategic Work Plan titled:**

Action Collaboration Transformation (ACT):

A Community Plan to Break the Cycle of Violence and Foster Hope

The MGPTF Strategic Work Plan and an evaluation of the workings of the MGPTF is found in Part 4 of this report.

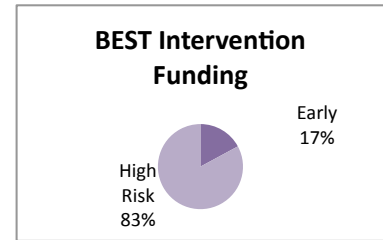
Highlights of San José BEST Services for Cycle XX

This is a summary briefing of the effort, effect, and performance of grantees for this year.

Effort of BEST-Funded Services for this Year

- BEST funded 26 contracts to grantees for \$2.5 million to serve the children and youth of San José. Funds were allocated for 17% early intervention services and 83% high risk intervention services.
- BEST grantees matched BEST funds by spending \$1.5 million. BEST grantees spent 96% of their BEST funds and 81% of total funds.
- Grantees served 5,916 unduplicated children and youth customers with 343,117 hours of direct service. Each customer received an average of 58 hours of service and care with an average of \$638 spent on each customer.
- The average cost per hour of service was \$7.00 for BEST funds and \$11.00 for total funds (BEST 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 year's cost continued to be an efficient use of resources and shows a 7% improvement in efficiency from last year.

Chart 1

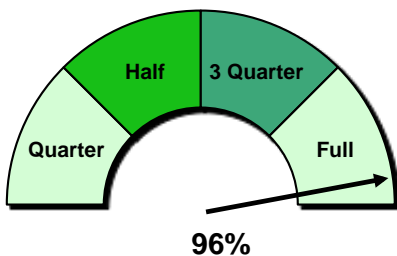


Effect of BEST Funded Services For the Year

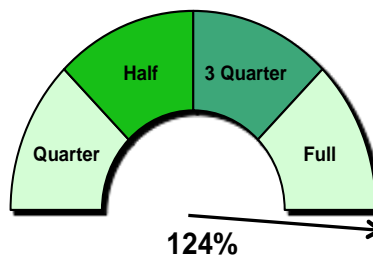
BEST Grantees Met Plan to Spend Funds & Deliver Contracted Services

BEST grantees did not need all their planned funds to deliver 124% of contracted and planned services. One grantee did not operate their BEST program in the second half of the year.

BEST Funds Spent



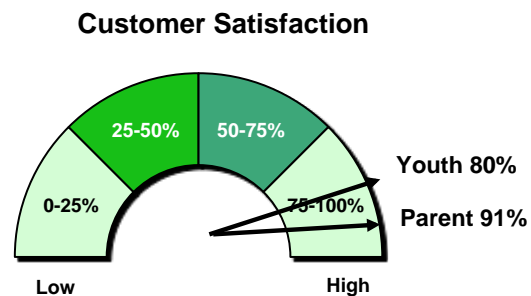
Hours of Service Delivered For Year



Best Grantees spent 96% of BEST funds and delivered 124% of planned contracted services

- Children and youth customers gave BEST services an 80% satisfaction rating; parents gave the same services for their child a 91% satisfaction rating. Both are positive high satisfaction rates.

- BEST funded services were effective in achieving positive changes in the behaviors and skills of children and youth customers for four out of the five targeted youth developmental assets. Parents, also indicated that funded services were effective in producing four out of five targeted changes because of the BEST funded services in their children. These targeted changes are attitudes, behaviors, skills and knowledge that allow children and youth to develop needed youth assets to ensure a positive future.
- At the beginning of each fiscal year, grantees develop a service plan that indicates the scope of work they will complete for their grant. For this year, 80% of grantees met or exceeded their contracted service delivery plan for the specified number of hours of service. The performance goal was 95% of planned activities.



Service Productivity Scores From Youth and Parents

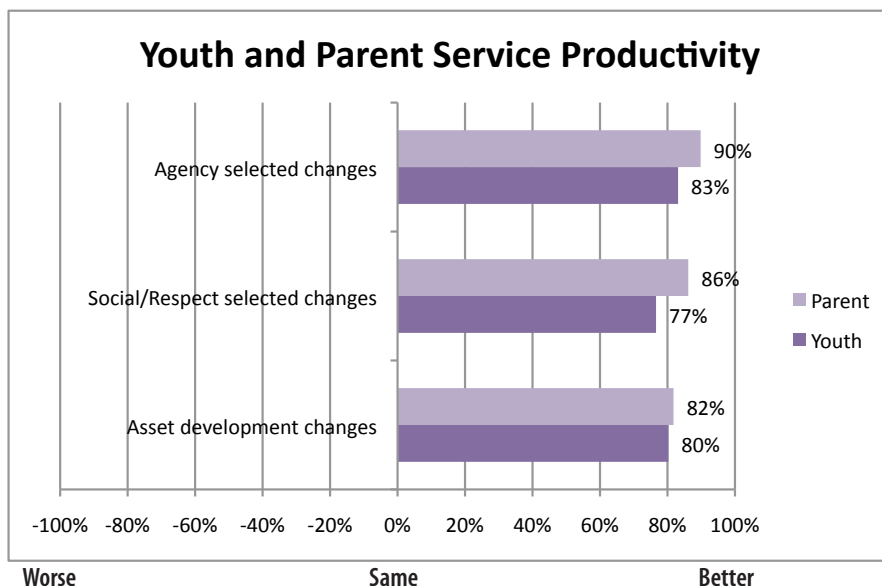
In addition to satisfaction with services, BEST agencies are assessed on how much change they produce in their youth customers. Green (2003) applied the term “service productivity” to this type of assessment of the effects of services. He followed the distinction recommended by Heaton (1977): “emphasize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

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; a score of minus 100% means the responder got worse on all items.

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

Three types of service productivity are assessed for BEST agencies—asset development service productivity, social/respect, and agency-specified service productivity are shown below.

Chart 2

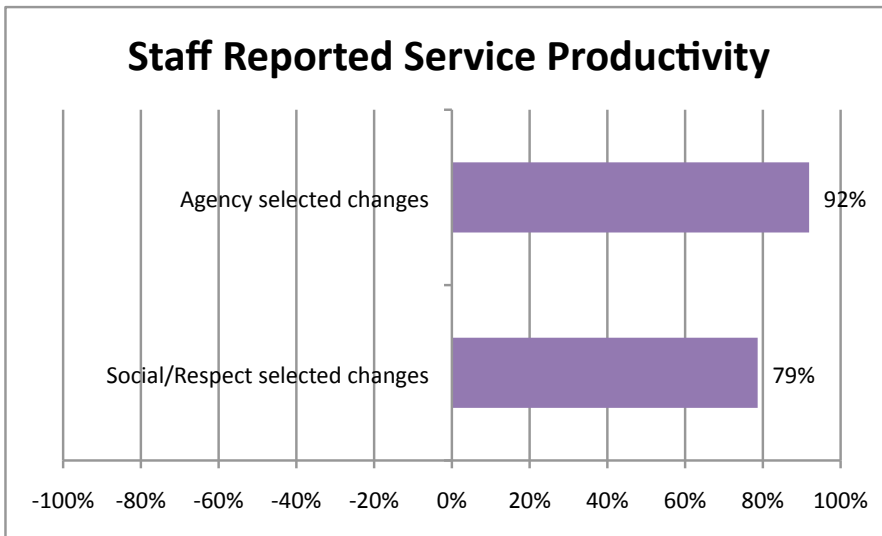


Collectively the BEST Service Providers met the performance goal of 70% or better.

Service Productivity Scores by Staff Assessment of Each Youth Customer

BEST funded grantee staff conduct individual assessments of their youth customers that measure agency selected targeted changes in pro-social behavior service productivity. Staff assessments indicated for Agency Selected Service Productivity of 92% and a score 80% for Pro-social Behavior Service Productivity. Both service productivity scores indicate that staff members are seeing positive change for the better in their youth customers.

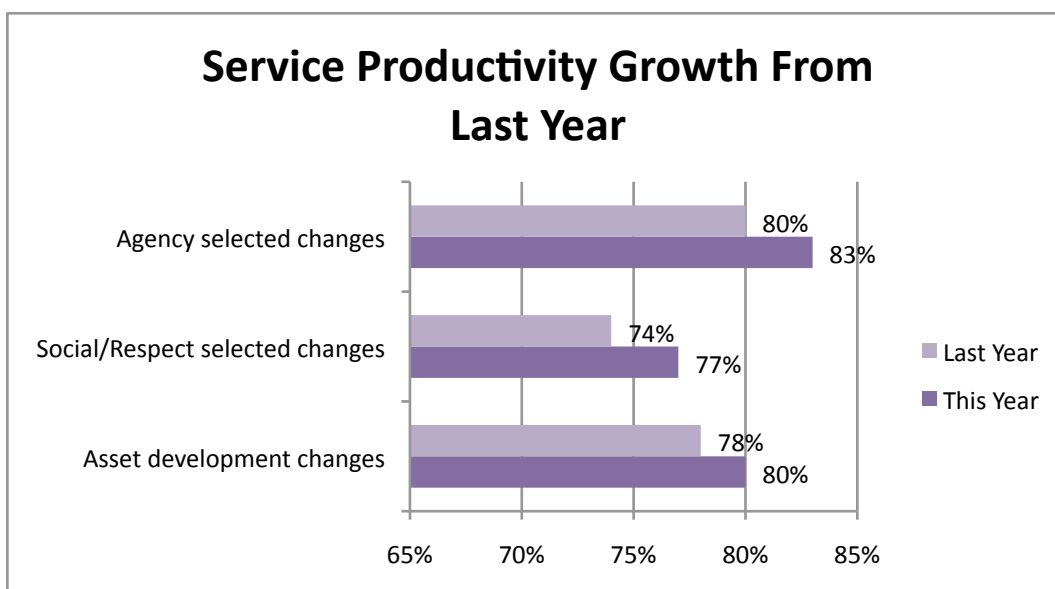
Chart 3



Service Productivity Scores Show Improvement from This Year to Last Year

Service productivity scores have shown growth from last year to this year. Last year was the first year that groups began focusing on social/respect service productivity and it showed the most growth. This is a promise that the BEST Service Providers are increasing their effectiveness in producing positive social and civil behaviors in their customers. The social-respect service productivity is an attempt to measure changes from a street code or gang mindset to a pro-social mindset.

Chart 4



Collectively the BEST Service Providers demonstrated an increased of 3% in effectiveness from last year.

Performance of BEST Funded Services for This Year

Effort

- At the beginning of each fiscal year, grantees develop a service plan that indicates the scope of work they will complete for their grant. For this year, 80% of the grantees met or exceeded their contracted service plan for the specified number of hours of service. The performance goal was 95% of planned services.

Satisfaction

- Sixty-eight percent (68%) of grantees met or exceeded the BEST goal for children and youth satisfaction and 90% of grantees met the performance goal of 80% for parent satisfaction of the services and care provided to their child.

Service Productivity: Asset Development Changes

- All the BEST grantees report on similar child and youth developmental asset targeted changes. For this year, 88% of grantees met or exceeded their performance goal for growth in targeted child/youth developmental assets as indicated by their child and youth customers. Ninety-five percent (92%) of the parents surveyed indicated that the grantee program in which their child was involved met or exceeded their performance goal for targeted changes in their child's developmental assets. The performance goal was 70%.

Service Productivity: Agency Selected Changes

- All of the BEST grantees/agencies select changes that are targeted in their service delivery and unique to their program. For this year, 88% of grantees met or exceeded their performance goal to stimulate growth in the grantee's selected, targeted changes as indicated by their child and youth customers. Ninety-two percent (92%) of grantees met or exceeded their own performance goal regarding selected changes in youth being reported by parents or guardians. The performance goal was 70%.

Service Productivity: Social-Respect Changes

- Eighty-eight percent (88%) of grantees met or exceeded their performance goal for growth in social-respect changes as indicated by their child and youth customers. Ninety-two percent (92%) of the parents surveyed indicated that the grantee program in which their child was involved met or exceeded their performance goal for targeted changes in their child's social-respect attitudes and behaviors. The social-respect service productivity is an attempt to measure changes from a street code or gang mindset to a pro-social or civilized mindset. The performance goal was 70%.

Service Productivity Index

- Eighty percent (80%) of the grantees met the performance goal for their Service Performance Index (SPI), a score of greater than 600 points out of 1000. The SPI is modeled after the most widely used measure for overall performance and quality, the Malcolm Baldrige National Quality Award. Desirable SPI scores of 600 to 700 were obtained by 24% of the grantees and high SPI scores of above 700 points was obtained by an additional 59% of the grantees. Five grantees or 20% had an undesirable SPI score.

Forty-eight percent (48%) of the grantees or 12 grantees made all six of the major performance goals. Seventy-two percent (72%) met five or more of the six performance goals. Four grantee missed five or more of the summary performance goals.

The following table summarizes BEST grantees performance in meeting five target goals for this year: 1) delivery of planned amount of service; 2) customer satisfaction; 3) asset development service productivity score; 4) grantee selected service productivity score, 5) social-respect service productivity and 6) SPI for this year. (See page 16 for more detail.)

BEST Grantees Performance Summary for Cycle XX of FY 2010-11		
	Number	Percent
Grantees That Met all Six Performance Goals	12	48%
Grantees That Met Five Out of Six Performance Goals	6	24%
Grantees That Met Four Out of Six Performance Goals	3	12%
Grantees That Met Three Out of Six Performance Goals	0	0%
Grantees That Met Two Out of Six Performance Goals	0	0%
Grantees That Met One Out of Six Performance Goals	3	12%
Grantees That Missed All Five Performance Goals	1	4%

Table 2

At a Glance Score Card: Effort, Effect, and Performance for This Year

BEST Funded Cycle XX Grantees Collectively Met All Their Goals

Graphic 1

BEST Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	BEST Evaluation Questions	BEST Cycle XX Answers to BEST Evaluation Questions for FY 2010-2011				Met Performance Goals	
E F F O R T	Inputs	What did BEST fund for services?	Annual BEST Funding \$2,498,673	Annual Contract Budget Match \$1,697,266	Total Funds \$4,195,939	Percent Matching Funds 68%	Yes, did not need all the funds to deliver contracted services	
		What did BEST spend on services?	BEST Funds Spent \$2,402,057	Matching Funds Spent \$1,373,032	Total Funds Spent \$3,775,089	Percent of BEST Funds Spent 96%		Percent of Total Funds Spent 81%
	Staff	Who were the staff providing services?	Number of Paid FTE Staff 74.4	Years Experience 10.3	Years Schooling 15.2	Male 37%	Female 63%	Yes
	Customers	Who are our youth customers?	Total Unduplicated Customers 5,916	Male 54.6%	Female 45.4%	Level of RPR Developmental Assets Low	Level of Risk for Delinquency High	Yes, 0.2% of customers were Native Americans and 63% of customers were high risk and gang involved youth.
			0-5 yrs 1%	6-10 yrs 7%	11-14 yrs 16%	15-20 yrs 69%	Adults (over 20) 7%	
			Asian Pacific Americans 16%	African Americans 7%	Latino Americans 71%	Caucasian Americans 4%	Other/Multi-racial 3%	
			Client At-Risk 37%	Client High-Risk 19%	Gang Impacted 32%	Gang Intentional 11%	Unassigned 1%	
			Personal Development and Youth Support Groups 19%	Short Term Curriculum Youth Support Groups 7%	Social Recreational and Comm. Service 25%	Gang Mediation/ Interv/Crisis 7%	Outpatient Substance Services 8%	
	Services for Adjudicated Youth 10%	Parent Family Support 3%	Domestic Violence Services 1%	Truancy and Educational Support 21%	Community Gang Awareness 1%			
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Total Planned Hours of Services for Year 275,670	Total Actual Units of Service Year 343,117	Percent of Actual Services Year 124%	Hours of Service per Customer 58	Percent of Youth Not Arrested During Services 87%	Yes, 0.5% was for Unique Services
Activities	How much services did we provide?	Actual Cost per Hour BEST Funds \$7.00	Actual Cost per Hour Total Funds \$11.00	Cost per Customer BEST Funds \$406.03	Cost per Customer Total Funds \$638.12	Average # of New Caring Adults Connected to Youth 3.3	Yes	
Outputs	How much did the services cost to deliver?	Were our youth and parent customers satisfied with our services? Average Satisfaction of Youth (0-100% on 4 items) 80%		Average Satisfaction of Parents of Youth (0-100% on 4 items) 91%		Youth Participation in Services (% High or Highest) 73%	Yes, Satisfaction > 80%	
E F F E C T	Customer Satisfaction	Were our services effective in producing change for the better for our customers? Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Social/Respect selected changes Agency selected changes	Youth Report of Changes 80% 77% 83%		Parent Report on their Child 82% 86% 90%		Staff Report on Customer Pro-social Behavior and Agency Selected Questions 79% 92%	Yes, Service Productivity > 70%
	Service Productivity Initial Outcomes	Were our services equally effective for all our customers? Service Quality Score Winter 10 2.3	Change in Service Quality Spring 11 2.8 Improving		Percent of Grantee Questions With Good Reliability 60%		SPI Score 696	Yes, Quality Score >1 Yes, SPI > 600
	Service Quality, Reliability and SPI	How many customers did they survey? RPRA Survey 2,454	Youth Surveys 2,841	Parent Surveys 1,138	Staff Surveys 2,264	Total Surveys Collected 8,697	Good Sample Size	
	Survey Sample							

How are we doing on school success and crime indicators in San Jose?

The San José MGPTF Strategic Work Plan and BEST's Performance Logic Model Evaluation 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 José in raising healthy children who will have the opportunity to succeed in their lives.

The population results displayed in the following graphic are summary indicators that are going in a desirable and undesirable direction for School Success and Crime Indicators related to violence and gangs. Note to Reader: Graduation Rates are calculated by two different formulas CPI definition and NCES definition these definitions are found on page 96 & 97.

Graphic 2

Population results are used to determine if key indicators are going in a desirable or undesirable direction over time. Population results can assist us to focus our efforts to move indicators in a desirable direction.	
Trend going in a desirable direction	Trend going in a undesirable direction
2005-2010 Academic Performance Index up 4%	2005-2010 Truancy Rate is up 26%
2005-2010 Number of Juvenile Felony Arrests down 15%	2005-2010 CPI Graduation Rate is down 4%
2005-2010 4-Year Drop Out Rate is down 27%	2005-2010 NCES Graduation Rate is down 4%
2005-2010 Revenue Lost Due to Youth Dropping Out Rate is down 63%	<p>Note: Indicators are not used to point fingers but use to assist everyone in the community to work together to produce healthy productive futures for our youth.</p>
2005-2010 Suspension Rate is down 25%	
2005-2010 Number of Juvenile Violent Crime Arrests down 26%	
2005-2010 Violent Crime Rate down 11%	
2006-2011 Number of Gang Related Incidents down 38%	

73% of the major population result indicators are going in a desirable direction. All the crime indicators related to gangs and violence are moving in a desirable direction.



Customer Profile

The customer profile remains similar to the previous year.

- San José BEST Programs collectively served youth with Low Assets as determined by the Risk Avoidance, Protective and Resiliency Assessment (RPRA) instrument. Low asset youth are youth who are high risk of involvement in “rotten” outcomes like dropping out of school, involvement in the criminal justice system, drug use, early pregnancy, gang involvement, etc.
- This year, 5,916 youth were served. Of customers served, 55% were male and 45% were female. BEST female youth customers increased by two percent (3%) from last year to 45% of customers served. The ethnicity of BEST customers served continues to remain unchanged with a slight decrease of one percent (1%) for Latino and a 4% increase for Asian American youth.

Table 3

Profile of BEST Customers Cycle XX
5,916 Youth Served
69% of Youth Served Were 15-20 Years Old
55% of Youth Served Were Male
45% of Youth Served Were Female

Chart 5

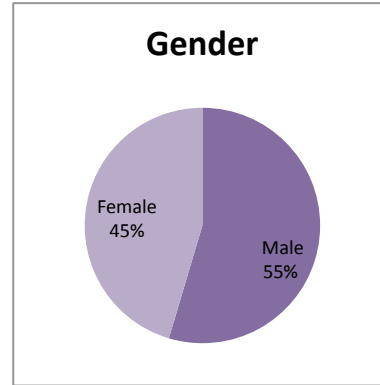


Chart 6

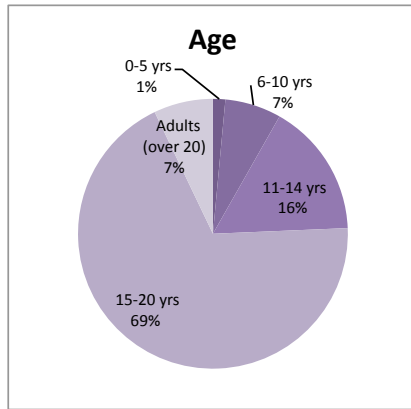
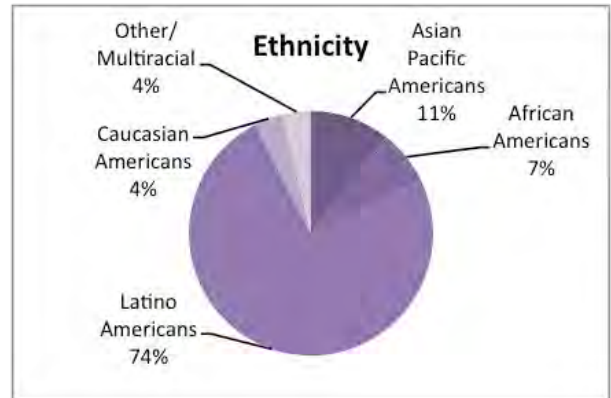


Chart 7



Note : Adults over 20 were mainly in the 20 -25 years age range.

- Similar to the previous year, the majority of youth being served by BEST Providers reside in the Eastside of San José, specifically in the Alum Rock, Mayfair, and King/Ocala/Overfelt HS zip codes. There was a increase in the Alum Rock/James Lick HS area from 4 to 2 this year.

Table 4

Top Zip Codes Where BEST Customers Live							
Region	Zip Code	Percent	Number	FY 10-11	FY09-10	FY08-09	FY07-08
King/Ocala/Overfelt HS	95122	18.1%	1067	1	1	1	1
Alum Rock/James Lick HS	95127	13.2%	775	2	4	5	4
Mayfair	95116	12.9%	757	3	2	2	2
Andrew Hill HS	95111	9.6%	565	4	3	4	3
Downtown	95110	6.6%	386	5	7	3	5
Evergreen	95112	4.6%	269	6	8	7	7
Silver Creek/Boggini & Dove Hill Park	95121	4.5%	262	7	6	6	6

- Each year, the evaluation team reports on the referral source of youth clients for all BEST grantees collectively. This data is important because it is reflective of the partnerships that are developed and established by grantees with the community-at-large and partnerships throughout the City. As the table indicates below, this year saw a three percent (3%) increase in referrals of youth to BEST Providers from the Juvenile Justice System and referrals from the San José Police Department stayed the same. School referrals are down three percent (3%) this year. Referrals from friends and self referrals increased this year. The MGPTF Technical Team should continue to explore how to increase referrals directly from the police for family members they encounter that could use some of the BEST intervention services and care.

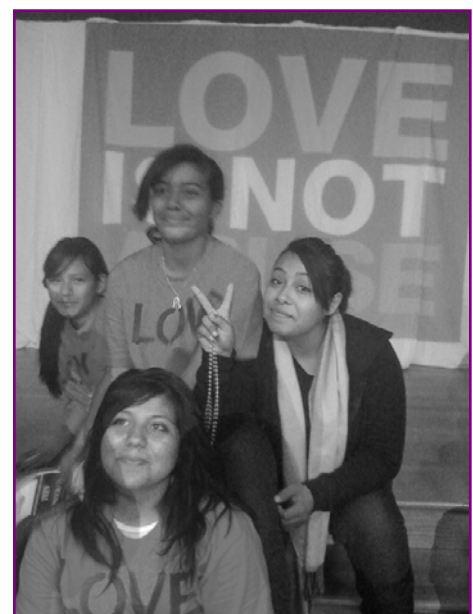
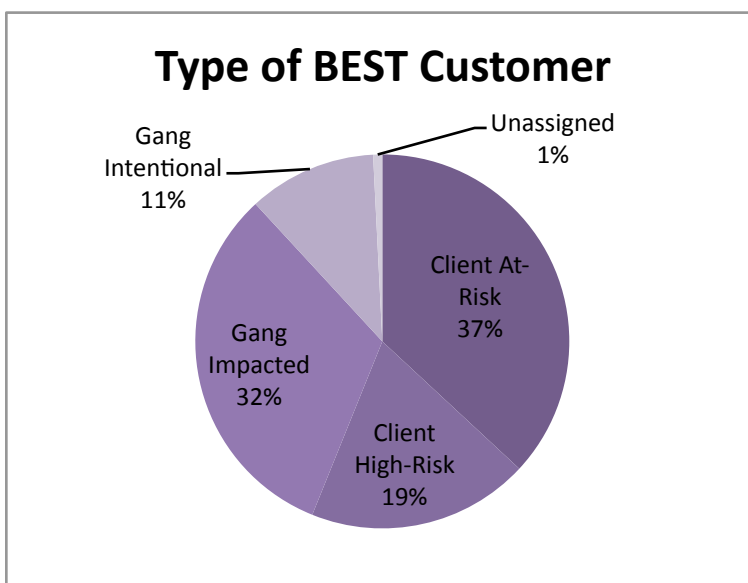
Table 5

BEST Referral Source Comparison for Youth				
	Cycle 20	Cycle 19	Cycle 18	Difference
Police	2%	2%	2%	0%
Juvenile Justice	17%	14%	22%	3%
School	31%	34%	42%	-3%
Parents	9%	13%	12%	-4%
Friend	5%	2%	2%	3%
Self	29%	25%	15%	4%
Other	8%	10%	5%	-2%

Note: Referral data was provided on 3,409 BEST customers.

- Each BEST program uses common definitions for targeted youth customers. Each category is designed to help describe services delivered through BEST-funded grantees. They are not intended as “labels” or exclusionary definitions. Groups do not label individual youth but estimate the level of gang impact and involvement for their youth customers as a percentage of the youth served. The categories are: At Risk, High Risk, Impacted, and Intentional. Definitions for each category can be found in Part Two of this report.

Chart 8



The large percentage of High Risk, Impacted, and Intentional target population profiles of customers indicates to evaluators that the BEST agencies are serving youth customers who are impacted by gangs and the gang lifestyle. The percentage of impacted and gang intentional has decreased 3% from last year because of a focus on more early intervention services this year.

Indicators of Performance - Effectiveness and Efficiency

CCPA evaluated the performance of each of the 26 BEST grantees relative to their effectiveness and efficiency. Two indicators of effectiveness are Youth Customer Satisfaction and Service Productivity. Two indicators of efficiency are Percentage of Contracted Services Delivered and Cost per Hour of Service. The definitions of the key performance indicators follows:

Percent of contracted services delivered should be minimally 95% for the contract period. BEST grantees measure the amount of service delivered by reporting the number of hours of direct service provided to customers across the various activities.

Cost per hour of service for BEST funds is calculated by dividing the amount of BEST funds expended by the number of hours of direct service delivered. Cost per hour of service for total funds is calculated by dividing the amount of BEST funds and matching funds by the number of hours of direct service delivered. No performance goal is set for cost per hour but readers can compare the cost per hour of services among similar grantees contracted to provide similar services to determine if the cost per hour is reasonable.

Youth customer satisfaction is determined by child and youth responses to four questions about satisfaction with the services they received. The four questions are summarized into a score which ranges from 0% (low) to 100% (very high). BEST has set a performance goal of 80% for this measure. Note to reader: grantees that serve children under five years old use parent satisfaction scores.

Service Productivity is a measure which is used to determine the effectiveness of BEST-funded services. This measure is a summary score and reflects whether customers gained new skills or positive behaviors as a result of receiving services. The score is a percentage that can be positive (customer is better off) or negative (customer is worse off) and is calculated by taking the percentage of targeted changes achieved minus the percentage missed. Grantees do not get credit for customers who indicate that they did not experience any change in attitudes, behaviors, skills or knowledge. For grantees there are three types of service productivity - one that measures child and youth developmental assets (asked by all grantees), the second that measures program-specific changes, as determined by the grantee and the third that measures social-respect specific changes in attitudes and behaviors. The benchmark for all Service Productivity scores is 60%. Our experience and others in the field have set a performance benchmark of 60% for tracking the service productivity for agencies programs evaluated. This year the BEST set a goal for 70% as a stretch goal for agencies.

BEST Performance Target Goals:

Percent of contracted service delivered: 95%

Customer satisfaction rate: 80%

For The Three Service Productivity Rates :70%

Service Performance Index Score : 600

"When I came here life was really bad, and now life is good, not because all of the bad things are gone, but because I can handle them". - Bill Wilson Shelter client

"I enjoy being part of the young men's group because we get to talk about how gangs can have an affect and effect on you and your family. I learned that we all have a choice and that the choices we make can have an impact on our future. I learned that if you commit a crime as a gang member that you can be in jail longer because of the gang laws. I like this group because it helps me to think about my actions and how they can have an affect and effect on others and my family." - Catholic Charities male youth participant

"When we talked about what things to look for as signs that my teens might be hanging around others in gangs or liking them, I realized how little I knew about that stuff and am thankful we shared that information. Now I know what to look for and also how to talk about it with them." – FAST parent participant

"I can't believe that I have come so far and changed so many things about my life since last year." - FLY youth participant

"I like participating in this program because it helps build character and help me make better decisions." – Girl Scouts youth participant

BEST Grantee Scores for Efficiency and Effectiveness

BEST funded 26 contracts to provide service in Cycle XX. One grantee Mexican American Community Service Agency ceased operation of their BEST grant in the second quarter, thus are not represented in the following table.

The following table indicates the performance scores for efficiency and effectiveness of services by grantee. A shaded area indicates a Continuous Quality Improvement (CQI) performance goal that was missed. Twelve (12) BEST grantees met all six of their CQI performance goals. Six (6) grantees met five out of the six summary CQI performance goals. Three (3) grantees met four of the CQI performance goals. Three (3) grantees met one of the CQI performance goals and one (1) grantee met none of the six CQI performance goals.

Table 6

BEST Service Provider FY 2010-2011	Percent of Actual Services Year	Cost per Hour of Service for Year BEST Funds	Cost per Hour of Service for Year Total Funds	Youth Satisfaction	Youth-rated Asset Development Service Productivity	Youth-rated Social-Respect Service Productivity	Youth-rated Agency Service Productivity	SPI
Asian American Center of SC County	194%	\$8.13	\$20.55	88%	88%	ND	73%	739
Asian American for Community Involvement	129%	\$15.23	\$30.46	87%	87%	87%	92%	770
Bill Wilson Center	111%	\$11.85	\$14.22	88%	88%	81%	85%	747
California Community Partners for Youth, Inc.	125%	\$3.60	\$6.14	89%	89%	86%	90%	821
Catholic Charities of Santa Clara	105%	\$8.72	\$10.94	91%	91%	82%	95%	781
CommUniverCity	282%	\$7.31	\$10.83	88%	88%	77%	93%	698
Filipino Youth Coalition	115%	\$2.12	\$2.92	84%	84%	83%	71%	818
Fresh Lifelines for Youth	144%	\$4.90	\$16.61	82%	82%	83%	93%	771
George Mayne Elementary School	115%	\$4.17	\$7.28	81%	81%	80%	86%	743
Pathway Society, Inc.	128%	\$16.69	\$20.02	90%	90%	86%	90%	750
Rohi Alternative Community Outreach	148%	\$4.12	\$9.18	79%	79%	70%	76%	663
Ujima Adult & Family Services, Inc.	133%	\$27.77	\$33.32	90%	90%	87%	95%	737
BEST Grantees That Missed One or More Performance Goals								
Alum Rock Counseling Center	92%	\$33.51	\$41.87	86%	86%	83%	96%	742
California Youth Outreach	93%	\$8.69	\$10.73	87%	87%	81%	89%	757
Center for Training and Careers	221%	\$0.78	\$2.04	82%	82%	64%	95%	828
Family and Children Services	84%	\$12.55	\$23.33	83%	83%	93%	94%	732
Firehouse Community Development Corporation	166%	\$5.48	\$6.57	71%	71%	73%	72%	696
The Tenacious Group	106%	\$18.92	\$23.28	79%	79%	69%	87%	613
Asian American Recovery Services	175%	\$8.39	\$10.07	71%	71%	62%	71%	648
Family First Inc. EMQ	150%	\$11.05	\$17.73	74%	74%	67%	77%	658
Joyner Payne Youth Services Agency	101%	\$10.48	\$14.51	75%	75%	77%	83%	563
Generations Community Wellness Centers	99%	\$16.39	\$24.84	48%	48%	34%	48%	570
Next Door Solutions to Domestic Violence	84%	\$10.33	\$57.23	67%	67%	68%	87%	580
Silicon Valley African Productions	123%	\$19.80	\$24.73	55%	55%	41%	50%	380
Girl Scouts of Northern California	81%	\$5.80	\$21.19	59%	59%	56%	64%	587
Total All BEST Service Providers	124%	\$7.00	\$11.00	80%	80%	77%	83%	696

Grantees that Met All Six CQI Performance Goals:

1. Asian American Center of SC County
2. Asian American for Community Involvement
3. Bill Wilson Center
4. California Community Partners for Youth, Inc.
5. Catholic Charities of Santa Clara
6. CommUniverCity
7. Filipino Youth Coalition
8. Fresh Lifelines for Youth
9. George Mayne Elementary School
10. Pathway Society, Inc.
11. Rohi Alternative Community Outreach
12. Ujima Adult & Family Services, Inc.

Grantees that Met Five Out of the Six CQI Performance Goals:

1. Alum Rock Counseling Center
2. California Youth Outreach
3. Center for Training and Careers
4. Family and Children Services
5. Firehouse Community Development Corporation
6. The Tenacious Group

Grantees that Met Four Out of the CQI Six Performance Goals:

1. Asian American Recovery Services
2. Family First Inc. EMQ
3. Joyner Payne Youth Services Agency

Grantees that Met One Out of the Six CQI Performance Goals:

1. Generations Community Wellness Centers
2. Next Door Solutions to Domestic Violence
3. Silicon Valley African Productions

Grantees that Met None of the Six CQI Performance Goals:

1. Girl Scouts of Northern California

The Importance of Resiliency

Children and youth need caring, structuring, and loving adults in their life to assist them to build the resiliency assets to function in our society. One critical component to youth developmental asset theory is resiliency. Resiliency is a concept first popularized in the early 1970s. Robert Brooks of Harvard University explains: "The hallmark of a resilient child includes knowing how to solve problems or knowing that there is an adult to turn to for help. A resilient child has some sense of mastery of his own life, and if he gets frustrated by a mistake, he still feels he can learn from the mistake." The extensive research of Bonnie Benard, Senior Program Associate of WestEd's School and Community Health Research Group, on resiliency indicates that the three core variables of resiliency are:

1. A relationship with caring and supportive adults in the home, school, and community.
2. High expectations of the youth in the home, school, and community.
3. Meaningful participation of the child in the home, school, and community.



Summary of Child and Youth Resiliency Outcomes

In the sampling this year, 2,264 individual staff assessments of youth customers resiliency assets were collected. Below are a few highlights of the data compiled from these assessments:

- 👉 **The number of new caring adults in child and youths' lives because of the BEST funded programs is 3.3 new caring adults.**
- 👉 **The staff assessment of each child and youths' participation level in the BEST funded program was high or above in 73% of customers.**
- 👉 **The staff assessment revealed an 85% growth of their youth customers' ability to set goals better and 79% of their youth customers' have honored agreements better because of BEST funded services.**

Summary of BEST-Funded Interventions and Care Outcomes

Below are a few highlights of data compiled from 2,841 youth customers surveys and 2,264 staff assessment on customers:

- 92% Of youth and 86% of staff assessments of youth indicated that the youth have not been arrested during BEST services**
- 90% Of youth indicated that youth are currently attending school and 7% are in job training**
- 78% Of youth indicated their ability to connect with adults is better**
- 78% Of youth indicated their ability to work with others is better**
- 79% Of youth indicated their ability to stay safe is better**
- 78% Of youth and 83% of staff indicated their ability to respect others has increased**
- 83% Of youth indicated they are not using drugs/alcohol**
- 65% Of youth that said they used alcohol/drugs last year indicated that they are not using alcohol/drugs this year**
- 88% Of youth take responsibility for his/her actions more because of the BEST services**
- 74% Of youth follows society's norms and rules more because the BEST services**

Service Performance Index (SPI) - What is it?

Whenever someone asks “What does the SPI mean?” the answer can be found in the model selected to guide the construction of such a score. The model selected for the SPI is the most widely used to measure overall performance of for-profit and not-for-profit organizations. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. The Criteria are designed to help organizations use an integrated approach to improving performance by promoting:

- Delivery of ever-improving value to all customers and stakeholders, such as the children, youth, parents, and community residents of San José.
- Improvement of overall effectiveness and productive capabilities of any organization, such as the BEST service providers.
- Organizational and personal learning.

The U.S. Department of Commerce is responsible for the national award program, and the National Institute of Standards and Technology (NIST) manages the program. The American Society for Quality (ASQ) assists in administering the program under contract to NIST.

Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. SPI definition and score methodology are found on page 68.

SPI by BEST Grantee and Strategic Cluster

Readers are reminded that a score over 600 is desirable and meets the performance goal. SPI scores over 700 are considered high scores. Projects are unique and different. So if comparisons are to be made between projects readers should compare similar projects. One cannot compare a counseling program to a social/recreational activity program. SPI scores are clustered by the strategic clusters - Early Intervention Services and High-Risk Intervention Services. The major factor to determine this clustering included:

- The level of RPRA scores on youth assets with low assets signifying youth were in the high risk group
- Level of gang involvement,
- Age of customers (younger customers are in early intervention)
- Intensity of service
- The type and cost per hour of intervention services
- Aftercare services for youth coming out of incarceration are considered high risk intervention services

The continuum runs from Prevention to Early Intervention to High Risk Intervention (including aftercare) to Suppression. By breaking intervention services into two clusters it allows the reader to compare grantees based on similar customers and intervention strategies.

BEST Early Intervention Grantees

Table 7

BEST Service Provider	Approach	Deployment	Results	SPI Score	SPI Difference from Cluster
California Community Partners for Youth, Inc.	215	202	404	821	134
Filipino Youth Coalition	212	188	418	818	131
George Mayne Elementary School	220	161	362	743	56
Asian American Center of SC County	231	245	263	739	52
Family and Children Services	228	159	346	732	45
CommUniverCity	170	175	352	698	11
Generations Community Wellness Centers	220	177	173	570	-117
Silicon Valley African Productions	77	129	173	380	-307
Average SPI for Early Intervention				687	

- Two grantee missed the SPI score performance goal of 600 and five grantees had high SPI scores over 700.
- The high performing SPI scores were achieved by California Community Partners for Youth, Filipino Youth Coalition, George Mayne School, Asian American Center of SC County, and Family and Children Services.
- The two grantee that need to improve their SPI scores are Generations Community Wellness Centers and Silicon Valley African American Productions.

BEST High-Risk Intervention Grantees

Table 8

BEST Service Provider	Approach	Deployment	Results	SPI Score	SPI Difference from Cluster
Center for Training and Careers	211	178	439	828	129
Catholic Charities of Santa Clara	227	178	376	781	82
Fresh Lifelines for Youth	237	204	329	771	72
Asian American for Community Involvement	219	214	337	770	71
California Youth Outreach	222	180	354	757	58
Pathway Society, Inc.	217	187	346	750	51
Bill Wilson Center	230	185	332	747	48
Alum Rock Counseling Center	225	197	320	742	43
Ujima Adult & Family Services, Inc.	212	195	330	737	38
Firehouse Community Development Corporation	225	182	290	696	-3
Rohi Alternative Community Outreach	185	176	302	663	-36
Family First Inc. EMQ	203	183	271	658	-41
Asian American Recovery Services	216	187	245	648	-51
The Tenacious Group	178	158	277	613	-86
Girl Scouts of Northern California	193	190	203	587	-112
Next Door Solutions to Domestic Violence	148	189	243	580	-119
Joyner Payne Youth Services Agency	87	178	298	563	-136
Average SPI for High Risk Intervention				699	

Nine (9) grantees had high SPI scores over 700 and five (5) grantees had good SPI scores and three (3) grantees missed the CQI/SPI performance goal of 600 SPI score.

The high performing SPI scores were achieved by :

1. Center for Training and Careers
2. Catholic Charities of Santa Clara
3. Fresh Lifelines for Youth
4. Asian American for Community Involvement
5. California Youth Outreach
6. Pathway Society, Inc.
7. Bill Wilson Center
8. Alum Rock Counseling Center
9. Ujima Adult & Family Services, Inc.

Desirable SPI scores were achieved by:

1. Firehouse Community Development Corporation
2. Rohi Alternative Community Outreach
3. Family First Inc. EMQ
4. Asian American Recovery Services
5. The Tenacious Group

Missed SPI score performance goal of above 600 was missed by:

1. Girl Scouts of Northern California
2. Next Door Solutions to Domestic Violence
3. Joyner Payne Youth Services Agency



Mayor's Gang Prevention Task Force Results

Survey Results Indicate that the MGPTF Effectiveness and Collaboration is Working But Has Declined Slightly from a Historical High Last Year

MGPTF Policy Team has been effective.

**73% Agree and 25% Somewhat Agree
– 2% Disagree**

MGPTF Technical Team has been effective.

**77% Agree and 21% Somewhat Agree
– 1% Disagree**

My communication with other service providers and agencies has improved because of my involvement in the MGPTF.

**71% Agree and 27% Somewhat Agree
– 1% Disagree**

I have built new relationships and strengthened current relationships by participating in the MGPTF.

**82% Agree and 15% Somewhat Agree
– 4% Disagree**

My involvement in the MGPTF has assisted me and/or my agency to form partnerships with related local, state and national initiatives being implemented in our city.

**75% Agree and 24% Somewhat Agree
-1% Disagree**

My involvement in the MGPTF has allowed me to take action with other members to meet needs and solve problems in our city.

**69% Agree and 30% Somewhat Agree
-1% Disagree**

The survey results are from the 2011 survey of MGPTF members shows areas in need of continuous quality improvement in effectiveness, communication, forming partnerships, and taking action with other members of MGPTF to meet needs and solve problems.

Evaluation Methodology

The Performance Logic Model

How is this report organized?

This report is organized according to Graphic 2 on page 25 that explains BEST's Performance Logic Model Evaluation System. In this report, evaluators answer the questions indicated in Graphic 2 and discuss the theory of change behind the San José BEST effort. Notably, CCPA published a paper summarizing the BEST Performance Logic Model in an international journal, *Elsevier*, a pre-eminent authority in evaluation and program planning.¹ Three international evaluation experts did a blind review of the BEST Performance Logic Model before publishing the article.

Performance Logic Model

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

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

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

San José BEST Performance Logic Model Evaluation System

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

¹ Evaluation and Program Planning 28 (2005) 83–94. Available at www.elsevier.com/locate/evalprogplan

Accountability for Performance

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

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

Theory of Change Logic Model

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

Lisbeth Schorr and the Theory of Change

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

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

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

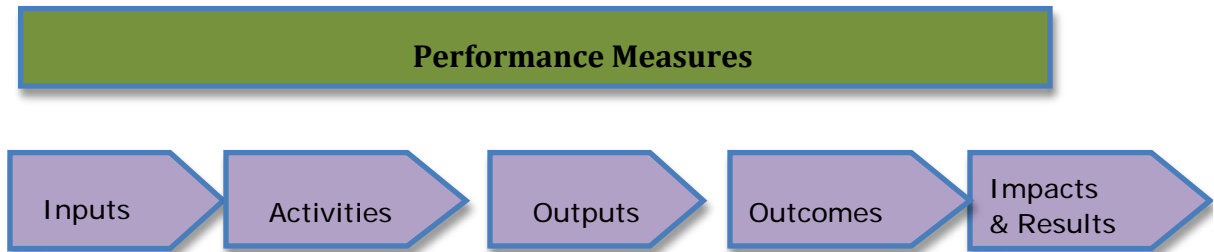
RECOMMENDED EVIDENCE BASED EVALUATION

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

MEASURE RELEVANT PROCESSES/ PRACTICES

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

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



MEASUREMENT FEEDBACK

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

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

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

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

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

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

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

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

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

San José BEST has historically used the following evidence based principles for effective interventions.

Exhibit 1 – Eight Evidence Based Principles (EBP)

Eight Evidence-Based Principles for Effective Interventions

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

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

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

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

Common Historical Risk Factors (Static Risk Factors)

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

Common Criminogenic Needs (Dynamic Risk Factors)

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

Exhibit 2



During the last decade, the San José BEST Evaluation Team worked with BEST staff and grantees to design and implement this integrated evaluation system. The components of the BEST Evaluation System Performance Measures are divided into four categories: Effort, Effect, Performance, and Results.

Graphic 2 – Evaluation Model

BEST Performance Logic Model Evaluation System					
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Where We Get Data	Performance Goal	Theory of Change
EFFORT	Inputs	What did BEST spend on services?	BEST Invoices from Grantee to City of S.J.	Spend greater than 95% of funds.	<p style="text-align: center;">T H E O R Y O F C H A N G E</p> <p>Child and Youth Developmental Theory as indicated in BEST Strategic Plan. Focused on Risk Avoidance, Protective, Resilience, and Social Attachment Assets as key elements in the betterment of children and youth.</p>
	Staff	Who were the staffs providing service?	Staff Surveys, Focus Groups and Interviews	Hire staff indicated in contract with City.	
	Customers	Who are our children and youth customers?	BEST Quarterly Reports from Grantees to City	Serve youth indicated in contract with City.	
	Strategies	What service strategies did we conduct?	BEST Quarterly Reports to City, Interviews, Surveys, and Site Visits	Provide service strategies contracted with City	
	Activities	How much service did we provide?	BEST Quarterly Reports to City of S.J., Interviews, Survey and Site Visits	Provide 95% of contracted planned services.	
	Performance Measure Outputs	How much did the service cost to deliver?	BEST Quarterly Reports to City of S.J.	Cost per hour is the same or below cost contracted.	
EFFECT	Performance Measure: Customer Satisfaction	Were our youth and parent customers satisfied with our service?	Surveys of Children, Youth, and Parents	Customer satisfaction rate is greater than 80%.	
	Performance Measure Productivity Outcomes	Was our service effective in producing change for the better for our customers?	Surveys of Children, Youth, Parents, and Staff	Service productivity is greater than 60%.	
RESULTS	Result Indicators & Intermediate Outcomes	How are BEST customers doing with the indicators for school success, health and wellness, and transition to adulthood?	Data collected by other agencies and BEST Grantees	No performance goals are set for those results attributed to the efforts and effects of everyone in San José working to raise healthy children and youth.	<p>Strengths-based approach to serving children, youth, and their families. Focused on how customers use their strengths and assets to be better off.</p>
	Population Long Term Outcomes	In general, how are the children and youth doing in San José over time? This is the result of everyone in our community working together.	Data collected by other agencies and BEST Grantees		

Continuous Quality Improvement (CQI)

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

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

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

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

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

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

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

Baldrige Awards for Quality

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

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

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

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

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

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

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

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

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

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

Management and Evaluation by Fact

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

Graphic 3

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

PART TWO BEST EVALUATION REPORT

EFFORT - EFFECT PERFORMANCE POPULATION RESULTS

Effort

Part Two contains the BEST-wide evaluation data. Effort of the BEST grantees is organized accordingly:

1. To learn about which BEST Grantees were funded and what was spent on services, go to page 30 .
2. To learn about who the BEST-funded staff members were, go to page 32.
3. To learn about who the BEST children and youth customers were, go to page 36.
4. To learn about eligible service strategies BEST Grantees used, go to page 47.
5. To learn about how much service Grantees provided, go to page 51 .
6. To learn about the cost per hour of service, go to page 52.



Inputs:

What was the amount funded this year?

Table 9

Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds
\$2,498,673	\$1,697,266	\$4,195,939	68%

The City of San Jose's Mayor's Gang Prevention Task Force Strategic Work Plan and Bringing Everyone's Strengths Together (BEST) 2010-11 Final Evaluation Report, reflects Cycle XX (20) of the City's commitment to deliver services to youth that are most at-risk for gang involvement. Evaluation data reflected in this report is for FY 2010-11. During this cycle, the City of San José awarded \$2.9 million in direct funding to 26 grantees to deliver Early Intervention and High Risk Intervention Services. These BEST Providers collectively provided a 68% match totaling \$1.7 million. The grantees who were awarded BEST funds are indicated below by cluster of funding with their funded amounts and percent of matching funds. The table indicates funding from the original contract.

BEST Grantees for Cycle XX - FY 2010-2011

Table 10

BEST Service Provider FY 2010-2011	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds
EARLY INTERVENTION SERVICES				
Asian American Center of SC County	\$15,000	\$23,000	\$38,000	153%
California Community Partners for Youth, Inc.	\$100,000	\$93,450	\$193,450	93%
CommUniverCity	\$20,000	\$9,631	\$29,631	48%
Family and Children Services	\$64,000	\$59,041	\$123,041	92%
Filipino Youth Coalition	\$40,000	\$15,000	\$55,000	38%
Generations Community Wellness Centers	\$50,000	\$9,000	\$59,000	18%
George Mayne Elementary School	\$68,000	\$53,168	\$121,168	78%
Silicon Valley African Productions	\$40,000	\$10,000	\$50,000	25%
HIGH RISK INTERVENTION SERVICES				
Alum Rock Counseling Center	\$208,273	\$52,587	\$260,860	25%
Asian American for Community Involvement	\$50,000	\$50,000	\$100,000	100%
Asian American Recovery Services	\$40,000	\$8,000	\$48,000	20%
Bill Wilson Center	\$65,000	\$13,000	\$78,000	20%
California Youth Outreach	\$447,000	\$104,457	\$551,457	23%
Catholic Charities of Santa Clara	\$228,000	\$57,000	\$285,000	25%
Center for Training and Careers	\$50,400	\$80,080	\$130,480	159%
Family First Inc. EMQ	\$58,400	\$22,667	\$81,067	39%
Firehouse Community Development Corporation	\$140,000	\$28,000	\$168,000	20%
Fresh Lifelines for Youth	\$106,000	\$583,024	\$689,024	550%
Girl Scouts of Northern California	\$32,000	\$86,890	\$118,890	272%
Joyner Payne Youth Services Agency	\$63,000	\$21,950	\$84,950	35%
Mexican American Community Services Agency	\$128,000	\$26,500	\$154,500	21%
Next Door Solutions to Domestic Violence	\$36,800	\$167,172	\$203,972	454%
Pathway Society, Inc.	\$264,000	\$53,185	\$317,185	20%
Rohi Alternative Community Outreach	\$64,800	\$46,464	\$111,264	72%
The Tenacious Group	\$40,000	\$8,000	\$48,000	20%
Ujima Adult & Family Services, Inc.	\$80,000	\$16,000	\$96,000	20%

What did BEST spend on services this year?

Table 11

BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent
\$2,402,057	\$1,373,032	\$3,775,089	96%	81%

Grantees spent \$4,373,592 of their total funds. They spent 100% of their BEST funds and 99% of their total funds. The BEST funds were leveraged by the matching funds spent at a rate of 53%.

What did BEST Grantees spend this year?

Table 12

BEST Service Provider FY 2010-2011	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent
Alum Rock Counseling Center	\$207,442	\$51,780	\$259,222	100%	99%
Asian American Center of SC County	\$15,000	\$22,900	\$37,900	100%	100%
Asian American for Community Involvement	\$50,000	\$50,000	\$100,000	100%	100%
Asian American Recovery Services	\$40,000	\$8,000	\$48,000	100%	100%
Bill Wilson Center	\$65,000	\$13,000	\$78,000	100%	100%
California Community Partners for Youth, Inc.	\$100,000	\$70,634	\$170,634	100%	88%
California Youth Outreach	\$447,000	\$104,457	\$551,457	100%	100%
Catholic Charities of Santa Clara	\$228,000	\$58,068	\$286,068	100%	100%
Center for Training and Careers	\$50,400	\$80,726	\$131,126	100%	100%
CommUniverCity	\$20,000	\$9,631	\$29,631	100%	100%
Family and Children Services	\$45,779	\$39,363	\$85,142	72%	69%
Family First Inc. EMQ	\$58,400	\$35,325	\$93,725	100%	116%
Filipino Youth Coalition	\$40,000	\$15,000	\$55,000	100%	100%
Firehouse Community Development Corporation	\$140,000	\$28,008	\$168,008	100%	100%
Fresh Lifelines for Youth	\$106,000	\$253,638	\$359,638	100%	52%
Generations Community Wellness Centers	\$50,000	\$25,778	\$75,778	100%	128%
George Mayne Elementary School	\$68,000	\$50,574	\$118,574	100%	98%
Girl Scouts of Northern California	\$32,000	\$84,987	\$116,987	100%	98%
Joyner Payne Youth Services Agency	\$61,374	\$23,577	\$84,951	97%	100%
Mexican American Community Services Agency	\$52,650	\$12,968	\$65,618	41%	42%
Next Door Solutions to Domestic Violence	\$36,800	\$167,172	\$203,972	100%	100%
Pathway Society, Inc.	\$263,412	\$52,494	\$315,906	100%	100%
Rohi Alternative Community Outreach	\$64,800	\$79,776	\$144,576	100%	130%
Silicon Valley African Productions	\$40,000	\$9,956	\$49,956	100%	100%
The Tenacious Group	\$40,000	\$9,220	\$49,220	100%	103%
Ujima Adult & Family Services, Inc.	\$80,000	\$16,000	\$96,000	100%	100%
Total All BEST Service Providers	\$2,402,057	\$1,373,032	\$3,775,089	96%	90%

Twenty-three (23) of the twenty-six (22) BEST grantees spent 100% of their total funds. Mexican American Community Service Agency did not operate in the second half of the year. A few of the groups did not spend and/or receive all the matching funds expected during the year. One group Fresh Lifelines for Youth had their match recalculated by the City to more accurately calculate the true cost of the services contracted by San José BEST.

Pathway Society

"With Pathway's help I am looking at my issues. I am thinking of getting my (gang related) tats(sic) removed." - 17-year old Pathway Society participant

Who were the staff providing service?

Table 13

Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female
74.4	10.3	15.2	37%	63%

Note: Paid FTE Staff are compensated through grantees' budgets and does not take into account volunteers, as was the case in past years.

Attributes of Highly Effective Programs

Lisbeth B. Schorr, the Director of the Harvard University Project on Effective Interventions and the co-chair of the Roundtable on Comprehensive Community Initiatives for Children and Families of the Aspen Institute, points out the importance of talented, flexible, and dedicated program staff. With her research on improving the future of children, families and communities, she is a recognized leader in major national efforts on behalf of children and youth. Her book, "Common Purposes, Strengthening Families and Neighborhoods to Rebuild America," is considered essential reading for people interested in improving the conditions of families and children in the United States.

Schorr conducted research on thousands of programs across the country and determined seven attributes of highly effective programs. She also reviewed why certain successful programs flourished. She concluded that all successful programs require gifted and tenacious individuals to design, implement, and evaluate programs. The following attributes of highly effective programs are from her book on why program staff are essential for the delivery of quality services.

1. Successful programs are comprehensive, flexible, responsive, and persevering. No one ever says, 'this may be what you need, but it's not part of my job to help you get it.' That struck me as the key...to success.
2. Successful programs see children in the context of their families. 'We nurture parents so they can nurture their children.'
3. Successful programs deal with families as part of the neighborhoods and communities. Successful programs grow deep roots in the community and respond to the needs identified by the community.
4. Successful programs have a long-term prevention orientation, a clear mission, and continue to evolve over time. They hold their goals steady but adapt their strategies to reach their goals.
5. Successful programs are well managed by competent and committed individuals with clearly identified skills.
6. Staff of successful programs are trained and supported to provide high-quality, responsive services. Effective programs are aware that the greater the discretion given to front-line staff, the greater the need and importance of excellent training.
7. Successful programs operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect (Schorr, 1997).

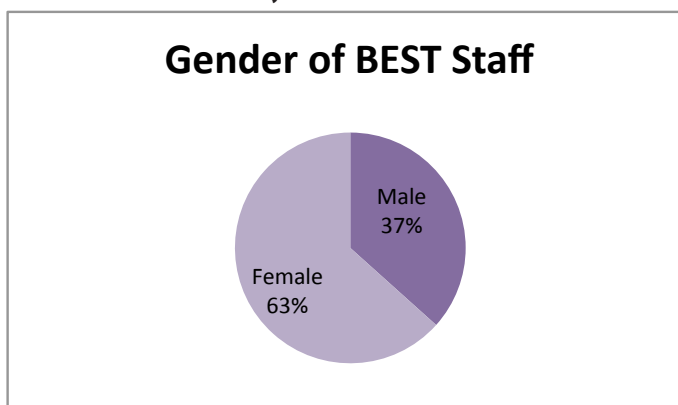
BEST Funded Staff

Evaluators were very impressed with the professionalism, dedication, and tenacity of BEST-funded staff. BEST-funded staff demonstrated a passion for improving the lives of children and youth. The staff were dynamic, demonstrated respect for children and youth, and clearly served as caring and supportive adults in their lives.

This report contains information about the extent to which the staff of BEST-funded service providers applied the principles of youth development. Evaluators met with the staff for interviews and focus groups. One hundred twenty-seven BEST-funded staff members also completed a questionnaire about the importance of various child and youth developmental assets, program components and how effectively they had been implemented, as well as answered questions about the effectiveness of their organizations and collaboratives.

The following chart and table indicate the gender and ethnicity of staff funded by BEST.

Chart 9– BEST-funded Staff by Gender



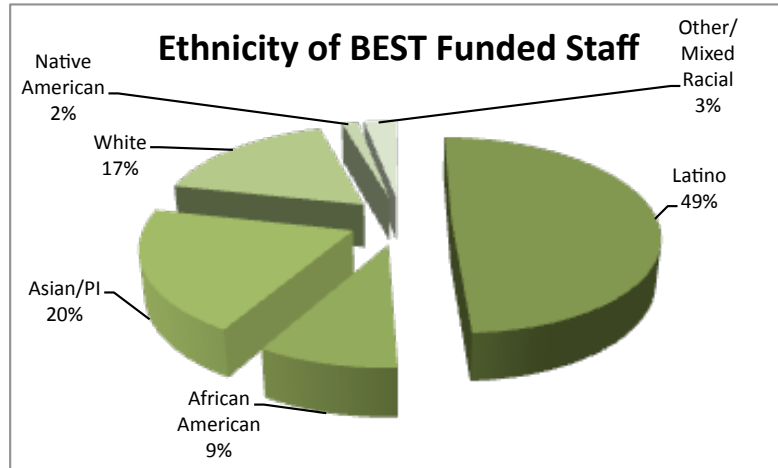
Sixty-three percent of the staff funded by BEST are female.

Joyner Payne Youth Services Agency

"I learned not to be in gangs and don't do drugs and make bad decisions in my life." – Joyner Payne participant

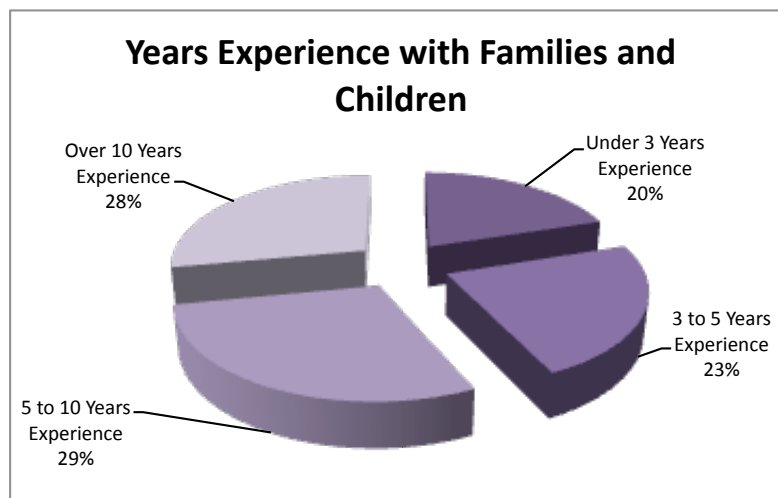
"I learned that we can make good decisions." – Joyner Payne participant

Chart 10 – BEST-funded Staff by Ethnicity



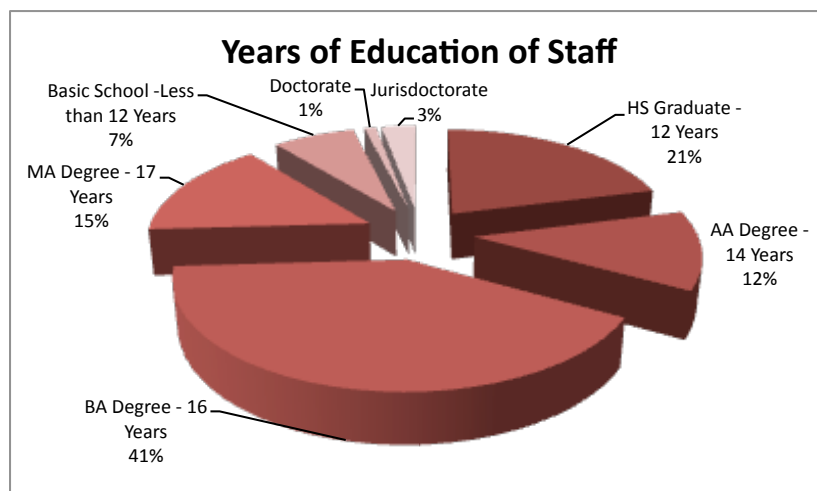
BEST-funded staff members represent a sample of the highly diverse ethnic population of San José with the largest percentage being Latinos.

Chart 11 – BEST-funded staff Experience Working with Children and Families



BEST-funded staff members have an average of 10.3 years of experience working with children and families.

Chart 12– Educational Background of BEST-funded staff



BEST-funded staff members have an average of 15.2 years of education and schooling. This means, on average, staff members have almost four years of college. More than half (58%) of the staff funded are college and university graduates.

How did staff rate child/youth development strategies?

Staff members were asked to evaluate their strategies based on twenty-eight (28) child/youth developmental assets. Each BEST-funded staff member was given a list of program design components related to developmental assets. For each item on the list, they were asked to rate the importance of each design component and how well they performed in implementing the component.

The table on the next page and table 14 below show the ranking results, completed by 153 BEST-funded grantee staff members. Respondents agreed with the following observations of the evaluators:

- Children are treated with respect by program staff.
- Youth are expected to respect each other and program staff.
- Children feel like they belong and are accepted by the program.
- Program provides children a safe place for their participation.
- Children develop new relationship with additional caring and supporting adults.

One hundred and twenty-seven (127) staff members from BEST-funded agencies rated the importance of twenty-eight (28) youth developmental asset goals on a scale from one to ten (1-10), with ten (10) being the most important for their respective agency. Staff also rated the degree to which the agency was accomplishing each goal on a scale from one to ten (1-10), with ten (10) being the most effective for their respective agency. The average ratings across 127 staff members were calculated for each of the 28 goals on both rating scales. The mean scores were ordered and the orderings compared. The two orderings correlated 0.94, indicating a high degree of

agreement between importance and level of accomplishment across agencies. Thus, staff tended to see a match between the degree of emphasis placed on the 28 goals and the extent to which their agency was helping clients achieve their goals. This alignment of strategy with results reflects a high degree of maturity of operation across the agencies participating in the BEST program.

The last column in the table indicates the difference between the importance of the particular goal and its accomplishment. Since accomplishment was subtracted from importance, negative discrepancies reflected more emphasis and less accomplishment. The following three goals were rated as less accomplished relative to importance:

- Youth are encouraged to bond with other youth and staff.
- Youth learn how to resolve differences non-violently.
- Children increase their level of participation at school.

These goals may be either more difficult to achieve or take longer to achieve than other goals. Training staff on ways to accomplish these goals in a more effective and timely manner may be helpful to BEST-funded programs. Two goals were rated as higher in accomplishment than importance, signaling either misplaced effort or a lack of appreciation among staff toward their true importance. In contrast, these three goals may be easier to achieve, as reflected in the levels of accomplishment that clearly exceed the levels of importance.

The table on the next page shows the rankings of how important and how well each of the staff members felt their services contributed to accomplishing each statement. These topics could be considered for discussion at BEST's quarterly meetings with service providers.

Top Five Accomplishment Ranked Statements

Program provides children a safe place for their participation.

Children are treated with respect by program staff.

Children feel like they belong and are accepted by the program.

Youth are expected to respect each other and program staff.

Children develop new relationship with additional caring and supporting adults.

Top Three Areas for Improvement

Youth learn how to resolve differences non-violently.

Program has a focus with clearly stated goals and objectives.

Youth learn to respect the community.

Table 14

Ujima Adult & Family Services

Success Story(s):

A female senior student was disconnecting from school just waiting for it to end. She had no plans or goals after high school. Her peer group was involved in illegal activities making money. She was hopeless and apathetic about her future. Program staff were able to connect her with our case management services and develop some goals. Ujima assisted her in the application process for community college. She will be attending De Anza College in September 2011. – Ujima Success Story

Child/Youth Developmental Asset Goals Ranked by Importance and Degree of Accomplishment by BEST funded Grantee Staff

Table 15

Youth Developmental Asset Strategies: Importance and Accomplishments				
Statement that Was Rated	Importance Rank	Accomplishment Rank	Discrepancy in Rank	Strengths and Improvements
Program provides children a safe place for their participation.	3	1	2	
Children are treated with respect by program staff.	2	2	0	
Children feel like they belong and are accepted by the program.	1	3	-2	
Youth are expected to respect each other and program staff.	6	4	2	
Children develop new relationship with additional caring and supporting adults.	4	5	-1	
Youth are encouraged to bond with other youth and staff.	11	6	5	Over Accomplishment
Children are expected to respect the diversity of the group.	13	7	6	over accomplishment
Program has clear rules for attendance and behavior.	16	8	8	over accomplishment
Youth learn to set higher expectations for themselves.	8	9	-1	
Program encourages youth to find something they can be good at.	10	10	0	
Program has high expectations for participants.	9	11	-2	
Youth learn how to resolve differences non-violently.	7	12	-5	Area for Improvement
Program has a focus with clearly stated goals and objectives.	5	13	-8	Area for Improvement
Youth are encouraged to accept the diversity and uniqueness of each participant.	12	14	-2	
Youth learn how to say what they want.	15	15	0	
Children learn how to listen.	17	16	1	
Children learn teamwork and how to work with each other.	18	17	1	
Youth learn how to compromise.	20	18	2	
Youth learn to respect the community.	14	19	-5	Area for Improvement
Children increase their level of participation at school.	19	20	-1	
Program sees children in context of their families.	22	21	1	
Program allows participants to participate in some of the decisions affecting the program.	24	22	2	
Youth are organized into clubs, teams, and/or groups to carry-out projects, trips, and events.	26	23	3	
Youth increase their level of participation in the community.	23	24	-1	
Youth increase their level of participation at home.	21	25	-4	
Youth understand how their mind works to learn new things.	25	26	-1	
Youth learn about how the legal system works.	27	27	0	
Youth learn how the political and economic systems work.	28	28	0	

Note: Larger negative discrepancies identify items deemed more important that are not being accomplished, while larger positive discrepancies denotes items of lower importance being accomplished well.

Who are our youth customers?

Table 16

Total Unduplicated Customers	Male	Female	Level of RPR Developmental Assets	Level of Risk for Delinquency
5,916	54.6%	45.4%	Low	High
0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Adults (over 20)
1%	7%	16%	69%	7%
Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other/Multi-racial
16%	7%	71%	4%	3%
Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned
37%	19%	32%	11%	1%

BEST Grantees served 5,916 unduplicated, registered customers with ongoing services. Registered customers were those customers who are reported in the BEST Grant Monitoring and Evaluation System Demographic and Status Report Form. The Evaluation Team removed any duplications of customers in order to develop a count of unduplicated customers across all BEST-funded grantee programs. It should be noted that the number of registered customers are ongoing customers who received an average of 58 hours of services. BEST does not track short-term or one-time customers.

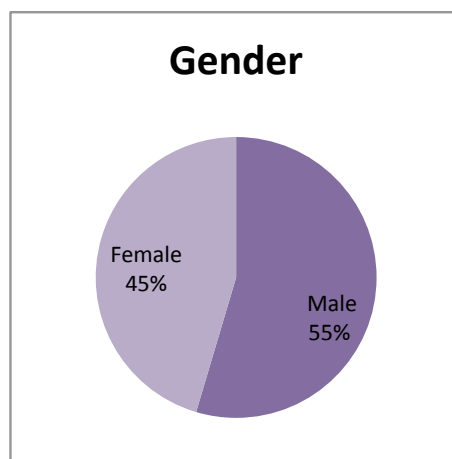
The BEST Performance Logic Model Evaluation System uses the following indicators to report on the child and youth customers served this year:

- Gender
- Ethnicity
- Age
- Level of Child/Youth Developmental Assets
- Estimated Level of Risk for Gang Involvement

BEST Grantees Served 5,916 Unduplicated Customers this Year

Chart 13

Child and Youth customers were 45% female, and 55% male.



California Youth Outreach (CYO)

"Thank you for helping my son. He has stopped wearing gang colors and he's working. He takes care of his baby." – Parent of CYO participant

"I would of never been attending Evergreen Valley College, if it wasn't for the help and guidance of CYO." – CYO participant

"I just wanted to say thanks because when you came to B-8 in Juvenile Hall, 3 years ago, your words made an impact in my life. And because of that today I am attending San Jose Conservation Corps and College." – CYO participant

Gender and Number of BEST Customers by Grantee

Table 17

BEST Service Provider FY 2010-2011	Total Ongoing Unduplicated Customers	Male	Female
Alum Rock Counseling Center	99	60%	40%
Asian American Center of SC County	194	51%	49%
Asian American for Community Involvement	140	49%	51%
Asian American Recovery Services	132	71%	29%
Bill Wilson Center	183	48%	52%
California Community Partners for Youth, Inc.	138	41%	59%
California Youth Outreach	1,702	69%	31%
Catholic Charities of Santa Clara	698	60%	40%
Center for Training and Careers	153	60%	40%
CommUniverCity	41	85%	15%
Family and Children Services	131	52%	48%
Family First Inc. EMQ	59	17%	83%
Filipino Youth Coalition	320	46%	54%
Firehouse Community Development Corporation	69	64%	36%
Fresh Lifelines for Youth	106	80%	20%
Generations Community Wellness Centers	103	0%	100%
George Mayne Elementary School	100	52%	48%
Girl Scouts of Northern California	390	0%	100%
Joyner Payne Youth Services Agency	89	79%	21%
Mexican American Community Services Agency	37	73%	27%
Next Door Solutions to Domestic Violence	380	38%	62%
Pathway Society, Inc.	125	48%	52%
Rohi Alternative Community Outreach	218	67%	33%
Silicon Valley African Productions	86	62%	38%
The Tenacious Group	117	91%	9%
Ujima Adult & Family Services, Inc.	106	42%	58%
Total All BEST Service Providers	5,916	55%	45%

This table indicates how many unduplicated customers each BEST grantee served over time. Grantees only track long-term customers who receive services over time. One-time and short-term customers are not documented for demographics and case management.

This table reports the number of customers and their gender by BEST grantee.

Ethnicity of BEST Customers

BEST Service Providers served youth from a wide range of ethnic backgrounds. The following table and chart show the ethnic makeup of BEST customers.

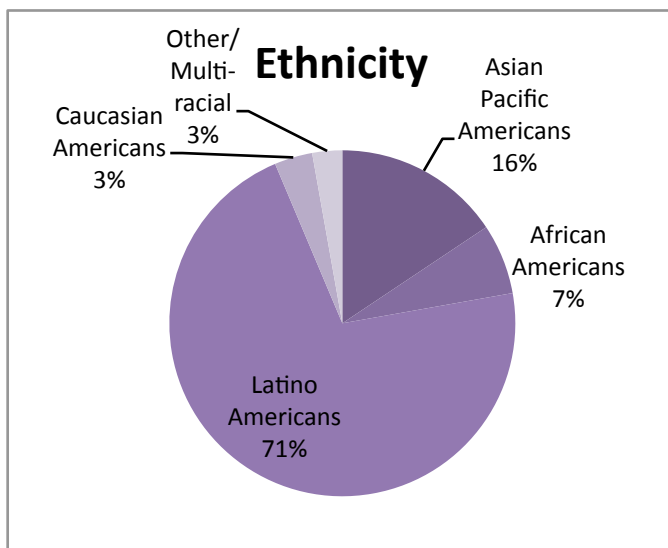


Chart 14

BEST Customers were 71% Latinos, 16% Asian and Pacific Island, and 7% African Americans.

Asian and Pacific Islanders are up 5% from last year.

Family & Children Services

Client Quote(s):

"FAST helped my family be closer together, we talk to each other more about things that were uncomfortable before." - Family & Children Services parent participant

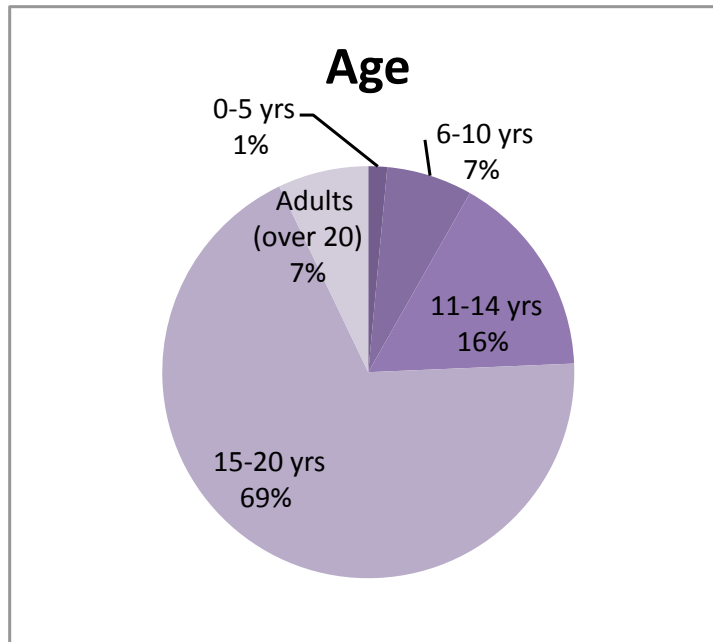
What are the ages of BEST customers?

The following table and chart displays the age distribution of BEST customers this year. Data for ages of customers indicate that:

- 1% are under 5 years old,
- 7% of the customers are 6-10 years old,
- 16% are 11 to 14 years old,
- 69% are 15 to 20 years old, and 7% are over 20 years old.

Chart 15

The majority of BEST Customers are 15 to 20 years old or high school age youth. The second largest age range is middle school youth.



Note: This chart does not include unknown ages.

Fresh Lifelines for Youth

Client Quote(s):

"FLY helped me understand what can happen to me if I break the Law." – FLY participant

" My facilitators were cool. I could talk to them about real stuff." – FLY participant

"FLY taught me that I can give back to my community and not have to always take from it." – FLY participant

"FLY has helped me to think about being a more productive person in society." – FLY participant

"FLY is like a family, they always got your back no matter what." – FLY participant

Filipino Youth Coalition

Client Quote(s):

"FYC does so much more than hold programs for kids – they guided me and will continue to guide me." - FYC graduating senior participant

"FYC keeps me from doing things I shouldn't be doing." - FYC 11th grade participant

Gang Impact on BEST Customer

Type of Youth Customer

The BEST program is using new common definitions for youth customers this year. The following categories are designed to help describe services delivered to customers. They are not intended as “labels” or exclusionary definitions. Groups do not label individual youth but estimate the level of gang impact and involvement for their youth customers as a percentage of the youth served.

Target Population Definitions

The Mayor’s Gang Prevention Task Force (MGPTF) target population is:

- Youth ages 6 to 24 exhibiting high-risk behaviors
- Youth committing intentional acts of violence
- Youth exhibiting high-risk behaviors related to gang lifestyles
- Youth identified as gang members and/or arrested for gang-related incidents or acts of gang violence, in addition to families (including parents and children) and friends of youth involved with the gang lifestyle or incarcerated for gang-related crimes

Target Population Profiles

At-Risk: This category may be distinguished from other at-risk youth in that they are residing in a high-risk community (Hot Spot areas, low socioeconomic) and have some of the following gang risk characteristics.

1. Has a high potential to exhibit high-risk gang behaviors.
2. Has not had any personal contact with juvenile justice system.
3. Exhibits early signs of school-related academic, attendance and/or behavior problems.
4. Has periodic family crises and/or is a child welfare case.
5. Is low-income and/or lives in overcrowded living conditions.
6. Knows some neighborhood gang members but does not associate with them.
7. Is beginning to experiment with drug/alcohol use.

High-Risk: This category may be distinguished from the “at-risk” population based on the additional characteristics and level of intensity of the following:

1. Admires aspects of gang lifestyle characteristics.
2. Views gang member as “living an adventure.”
3. Lives in gang “turf” area where the gang presence is visible.
4. Has experienced or participated in gang intimidation type of behaviors or has witnessed violent gang acts.
5. Feels unsafe being alone in neighborhood.
6. Has family members who have lived or are living a juvenile delinquent, criminal and/or gang lifestyle.
7. Has had several contacts with the juvenile justice system and law enforcement.
8. Does not see the future as providing for him/her; has a perspective of “you have to take what you can get.”

9. Casually and occasionally associates with youth exhibiting gang characteristics.
10. Has a high rate of school absences, and experiences school failure and disciplinary problems.
11. Uses free time after school to “hang out” and does not participate in sports, hobbies or work.
12. Is suspicious and hostile toward others who are not in his/her close circle of friends.
13. Does not value other people’s property.
14. Believes and follows his/her own code of conduct, not the rules of society.
15. Only follows advice of friends; does not trust anyone other than friends.
16. Uses alcohol and illegal drugs.
17. Has had numerous fights and sees violence as a primary way to settle disagreements and maintain respect.
18. May have been placed in an alternative home or living arrangement for a period
19. Does not have personal goals/desires that take precedence over gang impacted youth groups.

Impacted: Youth exhibiting high-risk behaviors related to gang lifestyles.

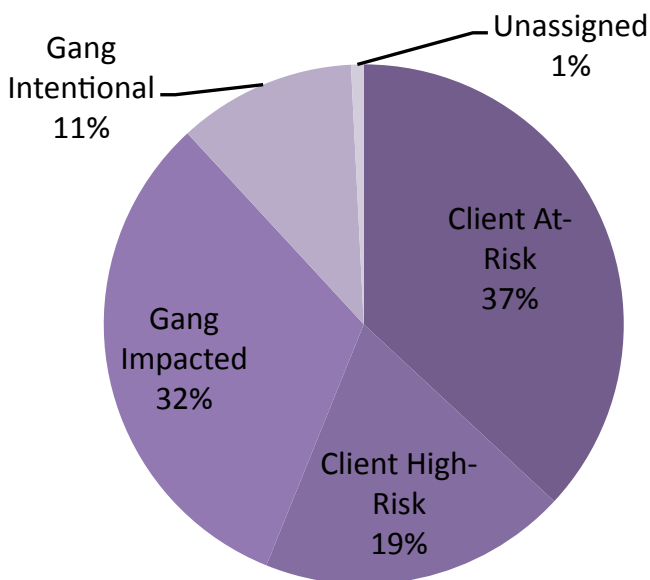
1. Has had several contacts with the juvenile justice system and law enforcement. Has spent time in juvenile hall. Has had a probation officer and/or may have participated in delinquency diversion program.
2. Has had numerous fights, and views violence as primary way to intimidate, settle disagreements and maintain respect.
3. May claim a turf or group identity with gang characteristics, but still values independence from gang membership.
4. Personally knows and hangs out with identified gang members.
5. Considers many gang-related activities socially acceptable.
6. Feels he/she has a lot in common with gang characteristics
7. Views gang involvement as an alternative source for power, money and prestige.
8. Wears gang style clothing and/or gang colors/symbols.
9. Promotes the use of gang cultural expressions and terminology.
10. Identifies with a gang-related affiliation and/or turf, but has not officially joined a gang. Is ready to join a gang.
11. Does not seek employment, and regards “underground economy” as a viable option.
12. Probably has gang-related tattoos.
13. Has drawing of gang insignia or symbols on notebook/book covers, other personal items.

Intentional: This category is distinguished from all other categories in that youth must be identified and/or arrested for gang related incidents or acts of gang violence through the justice system (Police, DA, Probation, etc.)

1. May have been identified or certified as a gang member by law enforcement agencies.
2. Associates almost exclusively with gang members to the exclusion of family and former friends.
3. Views intimidation and physical violence as the way to increase personal power, prestige and rank in gang. He/she is active in "gang banging."
4. Regularly uses/abuses alcohol and other drugs.
5. Self identifies as a gang member.
6. Has spent time in juvenile hall, juvenile camp or California Youth Authority.
7. Regularly deals with gang rival and allied gang business.
8. Has gang-related tattoos.
9. Identifies specific individuals or groups as enemies.
10. Is engaged in the gang lifestyle.
11. Rejects anyone or any value system, other than that of the gang.
12. Believes that the gang, its members, and/or his/her family live for or will die for the gang.
13. Has fully submerged his/her personal goals and identity in the collective identity and goals of the gang.
14. Has adopted and/or earned gang status within the gang system.

Chart 16

Type of BEST Customer



Generations Community Wellness

Client Quote(s):

"Girls on the Move helped me be a better role model for my brothers and sisters." - Generations 7th grade participant

"I learned to not solve problems physically. This will help me not get in trouble in the future." - Generations 7th grade participant

George Mayne Elementary School

Client Quote(s):

"I'm fighting less cuz I don't wanna get in trouble so much and I'm doing better now cuz I'm not so angry." - George Mayne Elementary School participant

Rohi

Client Quote(s):

"Being in foster care, I've had people all my life give up on me. They always told me what I can't do never what I can do. I'm glad that Midnight Basketball helped me to discover that I can overcome any barriers and get to want I really want out of life." - 17-year old Rohi participant

The large percentage of High Risk, Impacted, and Intentional target population profiles of customers indicates to evaluators that the BEST agencies are serving youth customers who are impacted by gangs and the gang lifestyle.

Where Do BEST Customers Live in San José?

The following tables and chart indicate where the BEST customers live. The first table explains how the regions of San José are defined. The second table indicates how many customers lived in each Zip Code and the graphic shows you the number of customers for each region. The regions of San José where BEST customers live and corresponding percentage of customers can be summarized as follows:

Table 18

Region of San José		
	SJ Hills	19%
	Central SJ	18%
	North SJ	4%
	East SJ	42%
	Outside SJ	8%
	South SJ	6%
	West SJ	2%
	Unknown	1%

Table 19

Residence Zip Code of Youth		
Zip Code	N	Percent
95110	386	6.6%
95111	565	9.6%
95112	269	4.6%
95113	4	0.1%
95116	757	12.9%
95117	40	0.7%
95118	72	1.2%
95119	49	0.8%
95120	16	0.3%
95121	262	4.5%
95122	1,067	18.1%
95123	116	2.0%
95124	15	0.3%
95125	69	1.2%
95126	61	1.0%
95127	775	13.2%
95128	71	1.2%
95129	12	0.2%
95130	4	0.1%
95131	155	2.6%
95132	103	1.8%
95133	148	2.5%
95134	57	1.0%
95135	12	0.2%
95136	100	1.7%
95138	24	0.4%
95139	7	0.1%
95148	178	3.0%
Other Zips	450	7.6%
Unknown	72	0.7%
Total	5,916	

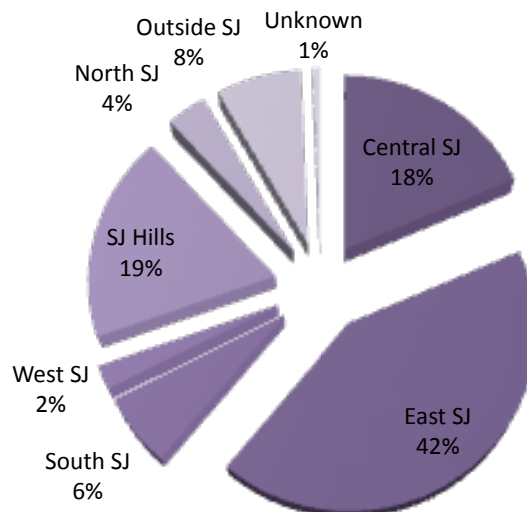
Table 20

Zip Code Where BEST Customers Live	
95110,95111,95113,95125, 95126,95131,95192:	Central SJ
95112,95116,95121,95122,95133:	East SJ
95118,95119,95120,95123,95124,95136,95139,95141,95193-:	South SJ
95117,95128,95129,95130:	West SJ
95127,95132,95135,95137,95138,95140,95148:	SJ Hills
95131,95134:	North SJ

Why is this important? BEST and other community stakeholders are concerned about the overall well-being and healthy development of San José youth. Zip code data is one indicator of whether BEST is serving those youth most likely to need BEST support and assistance in realizing healthy development, such as children growing up in poverty.

Chart 17

Residence of Youth Customers



BEST Child and Youth Customers' Level of Developmental Assets

Youth Self-Assessment of Risk Avoidance, Protective, and Resiliency Assets (RPRA)

The evaluation system used the Risk Avoidance, Protective, and Resiliency Asset Assessment (RPRA) Instrument to conduct a self-assessment of these assets for 2,454 children and youth. Data from the self-assessment by youth is reported in Appendix A. The RPRA instrument used in this evaluation has been developed for the BEST Evaluation and tested by the evaluators on 121,630 youth in Santa Clara and San Mateo Counties and 49,325 youth in Oakland. The RPRA has been employed by over 185 community-based organizations and public agencies as a method of measuring the assets of the youth they serve. The short form of the instrument has an alpha reliability of .86 and has norms of high, medium, and low levels of assets. Low assets are an indication of high-risk youth, medium assets indicate at-risk youth, and high assets indicate youth with little risk of difficulties at home, school, and in the community.

Comparing RPRA Self-Assessment to Demographics of Customers

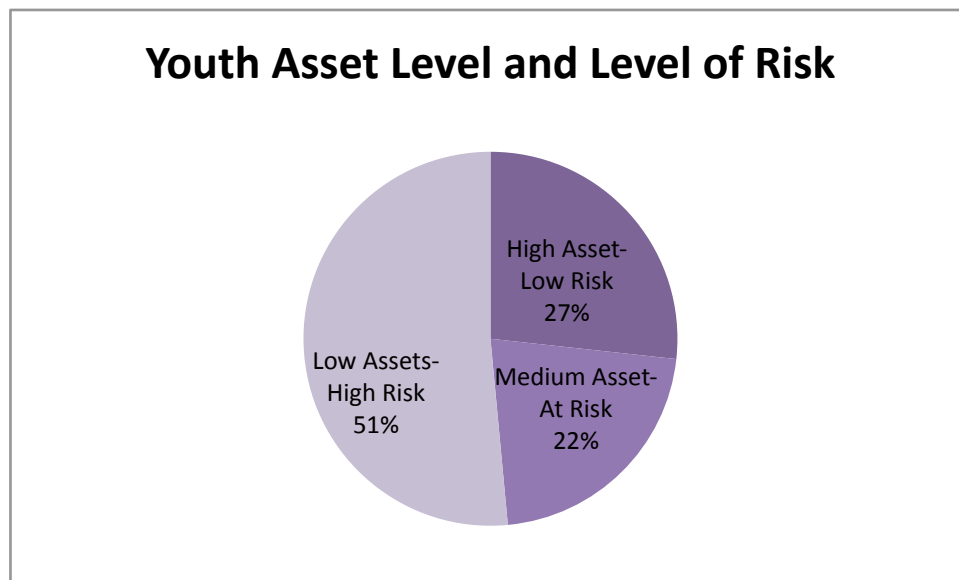
The evaluation team compared and matched the RPRA self-assessment scores to the youth demographics. There were only small differences in total RPRA assets across all breakdowns, including zip code, ethnicity, age, and gender. This finding supports the equality of groups in overall level of need.

The following chart and table indicate youth asset summary scores for all BEST Grantees who surveyed their children and youth.

Table 21

BEST RPRA Youth Assessment	
Developmental Assets FY 10-11	
Risk Avoidance	80%
Protective Assets	78%
Resiliency Assets	78%
Total RPRA	80%
Social Attachment	78%

Chart 18



Low Level of RPRA Assets

The total RPRA score is 80% which is in the low asset level for all grantees. The total RPRA score percentages are normed as follows: 87.5% or higher is indicative of High Assets and 81.25% or below is indicative of Low Assets, or a youth at highest risk of anti-social behavior. Youth across all BEST agencies averaged low assets and are considered a high risk for anti-social behavior and other behaviors that can interfere with their health, wellness, and future success. As a group, BEST grantees have served youth with a low level of assets over the last five years.

Why is this important?

Understanding what percentage of children and youth customers have low, medium, and high assets gives stakeholders insight into whether BEST is serving the highest need youth. Stakeholders should continue to monitor the level of youth assets and discuss fluctuations in the proportions. For example, if the percent of low asset level youth drops, providers should help determine why low asset youth are not participating in BEST-funded services.

The Tenacious Group
Client Quote(s):

"This class is cool because its giving me skills to see my self different." - Tenacious Group participant

Why Measure Child and Youth Developmental Assets?

The RPRA questionnaire assesses the extent of a youth's developmental assets¹ with a summary score and three subscale scores. This questionnaire also includes a measure of social attachment. The purpose of the RPRA is to indicate whether grantees are helping low asset youth in San José to develop more assets for leading a better adult life. The purpose of assessing social attachment is to identify potentially violent youth before they harm others in their school or after-school programs. These students are identified and this is shared with grantees. This year's assessment identified ten (10) students with very low social attachment scores.

The summary score includes all of the questions for the three subscales. This total score is reported to indicate the level of a youth's developmental assets near the beginning of the program. It is expected that their developmental assets will increase as a result of participating in the program. However, such changes in assets are better determined by examining the service productivity of each grantee's services.

Risk Avoidance Assets

The eight Risk Avoidance questions cover whether the youth was exposed to or involved in risky activities, such as drugs, drinking, smoking, gangs, unsafe neighborhood or school, and whether the youth considers the consequences of his/her actions before acting, to avoid the potential pitfalls and risks.

¹ Search Institute. Minneapolis, MN. *The 40 developmental assets for adolescents.* (n.d.) posted at <http://www.communitycollaboration.net/id42.htm>.

Protective Assets

The 11 Protective Asset questions reflect positive behaviors the youth has made into habits. Examples of such behaviors are showing respect for other people, feeling good about the choices one makes, knowing what to do to achieve goals or handle work/school assignments, and maintaining one's cool in difficult situations.

Resiliency Assets

The 13 Resiliency Asset questions cover the youth's involvement in home, school, and community. Positive answers to these questions demonstrate more involvement of a positive nature. Some examples are feeling valued at school, being respected at home, and being connected to a caring adult in the community who is not a family member.

Social Attachment Assets

Social attachment refers to the nature and strength of relationships that people have with each other. It includes the more intimate relationships with family and friends, as well as people's associations with individuals and organizations in the wider community. More generally, it refers to the way in which people bond, interact with, and feel about other people, organizations and institutions, such as clubs, business organizations, political parties, and various government organizations. At social attachment's opposite extreme lie notions of social detachment, social isolation and social exclusion.² The RPRA includes six questions about social attachment/detachment. They cover emotional state and peer relations. A lower score indicates less attachment, as indicated by a depressed state, no friendships, and being victimized by other youth.

² Berger-Shmitt, R. and Noll, H. 2000. *Conceptual Frameworks and Structure of a European System of Social Indicators, EU Reporting Working Paper No. 9, Centre for Social Research and Methodology, Mannheim*

Why is this important? The RPRA data are also available by type of asset: risk avoidance, protective, and resiliency. RPRA data by type of asset should inform the program approach. For example, if protective assets are particularly low or decline over time, providers should explore what modalities they are using to leverage youths' strengths to build the youths' ability to be empathetic, care, communicate, problem solve, resolve conflicts, set goals, and other variables in this area.

Summary of RPRA Measures

The following table summarizes the types of variables the RPRA measures to determine the RPRA total score.

Table 22

Risk Avoidance Assets	Protective Assets	Resiliency Assets
Level of Safety	Social competence: flexibility, empathy, caring communications	Caring, structuring, and supportive adults in family, school and community
Violence avoidance	Problem solving skills	High expectation in family, school, and community
Drug risk avoidance	Self-control: refusal skills, conflict resolution, and impulse control	Level of participation in family, school, and community
Gang and anti-social peer avoidance	Life goal setting: sense of autonomy, purpose, and future	
Level of attachment to pro-social institutions and adults		

High Assets Indicates Less Risk

The BEST Program is being evaluated using a theoretical outcome evaluation design. The evaluation is based on the accepted theory that a youth with a more fuller 'cup of assets' is less likely to penetrate the juvenile justice system than a youth with a less fuller 'cup of assets.' Research indicates that youth with a low amount of community, school, family, and personal assets have a much greater probability of dropping out of school, using drugs, having early sexual experiences, engaging in violent acts, and getting arrested.

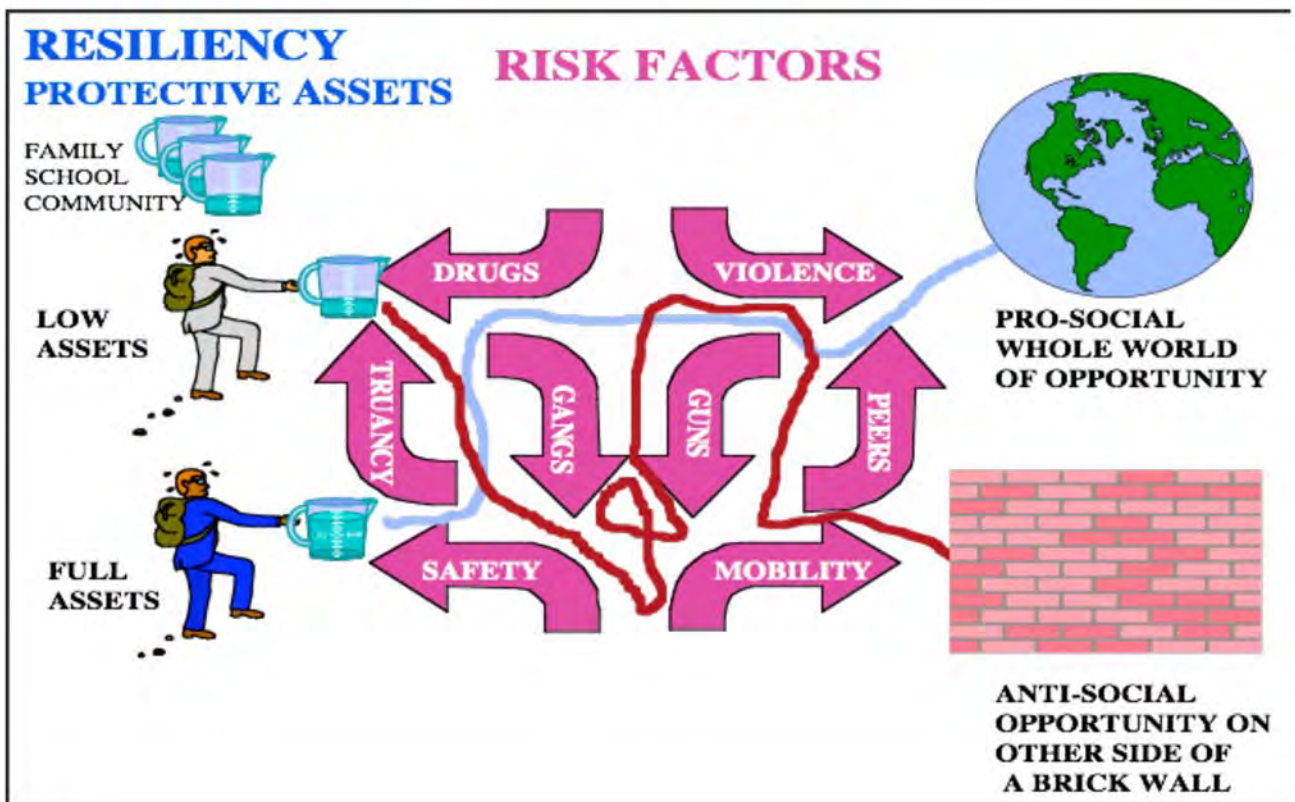
Building Resilient Youth

The theoretical base of this Evaluation is designed to measure the growth of a grantee youth's personal resiliency assets in family, school, and community. Research shows that a youth that has a full cup of assets has a much better chance of surviving the risk factors found in the community and succeeding in life. In contrast, research also indicates that a youth who does not have as many assets has a much harder time navigating the risk factors in the community and has a greater chance at developing anti-social behavior (Peter Benson, 1995).

Low Assets - A Predictor of Anti-Social Behavior

Research indicates that a youth with more assets has a better chance of navigating the risk factors found in his or her community. A community develops a strategy of reducing risk factors by teaching their youth to navigate through and avoid risk factors that are a reality in their community. Providing youth with the tools of awareness and avoidance of drugs, guns, gangs, violence, etc. can assist them to make choices for pro-social behavior. A youth learns to walk through the "risk factor mine field" without stepping on the "mines." The following graphic illustrates how youth resiliency and protective assets assist the youth to deal with the risk factors found in the community.

Graphic 3



Firehouse

Client Quote(s):

"I really see my life different now; I need to change the way I think." – Firehouse participant

"If it wasn't for this program I would have never tried out for soccer." – Firehouse participant

RPRA Self Assessment by Grantee

The following table shows the percentage of RPRA scores of high risk, at-risk and low risk for youth surveyed with the RPRA self assessment. Low RPRA scores (low assets) indicate a high risk and high RPRA scores (high assets) indicate a low risk for anti-social behavior. As expected the table below shows that early intervention providers had lower risks than high risk intervention providers.

Table 23

	Customer's Level of Risk		
	High Risk	Medium Risk	Low Risk
Asian Americans for Community Involvement PLUS Services	79%	11%	9%
Asian American SC Co Pathways to Success	ND	ND	ND
Asian American Recovery Services	65%	20%	15%
Alum Rock Counseling Center	79%	14%	7%
Bill Wilson Center	42%	30%	27%
California Community Partners for Youth, Inc. (CCPY)	68%	16%	15%
Catholic Charities of Santa Clara	68%	17%	15%
Girl Scouts of Santa Clara County	49%	21%	30%
Center for Training and Careers	33%	20%	47%
CommUniverCity San Jose Youth Voices	40%	20%	40%
California Youth Outreach	54%	20%	26%
Eastfield Ming Quong (EMQ)	37%	11%	52%
Firehouse Community Development Corporation	42%	20%	37%
Family and Children Services (FAST)	13%	17%	70%
Fresh Lifelines for Youth (FLY)	69%	17%	14%
Filipino Youth Coalition	33%	35%	33%
Generations Community Wellness Girls on the Move	39%	31%	30%
George Mayne Elementary Santa Clara Unifed School Dist.	21%	17%	62%
Joyner Payne Youth Services Agency	86%	0%	14%
Next Door Solutions to Domestic Violence	58%	16%	26%
Pathway Society, Inc.	74%	16%	10%
ROHI	42%	42%	17%
Silicon Valley African Productions	33%	50%	17%
The Tenacious Group	75%	25%	0%
Ujima Adult & Family Services, Inc.	42%	33%	25%
All Programs	52%	22%	27%
Early Intervention Cluster	29%	27%	44%
High Risk Intervention Cluster	56%	20%	23%

Note: Asian American Center for Santa Clara County did not do assessments of risk because they did short term presentations to customers.

Alum Rock Counseling Center

Client Quote(s):

"I am doing this for myself because only I can better myself. I have learned new skills, but even better I have discovered who I am and all of my strengths."

Who Referred the BEST Customers for Service?

The following table indicates who referred BEST customers for service as reported by each grantee in their quarterly reports.

Table 24

Referral Source of Youth		
	N	Percent
Police	97	2%
JuvJust	987	17%
School	1,839	31%
Parents	533	9%
Friend	279	5%
Self	1,709	29%
Other	212	4%
Unknown	258	4%
Total	5,914	

Table 25

Referral Source of Youth			
	This Year	Last Year	Difference
Police	2%	2%	0%
JuvJust	17%	14%	2%
School	31%	34%	-3%
Parents	9%	13%	-4%
Friend	5%	2%	2%
Self	29%	25%	4%
Other	4%	4%	-1%
Unknown	4%	4%	0%

CCPY

Client Quote(s):

"I now see that there's a different way to live life, thanks to CCPY, I can now talk to my dad about what's going on in my life, and we actually have a relationship, he's like my friend. I don't do drugs anymore, I go to all my classes, and I'm passing all of them too." – CCPY participant

"Even after I break my word, CCPY has never given up on me. Instead the staff allows me to regain the trust. I feel that no matter what, CCPY will always push me to become a better person."

– CCPY participant

The majority of referrals to BEST grantees came from schools. There is decrease in referrals from school and parents. An area to explore in the future is how to get more referrals directly from the police department for youth and families needing service.



Bill Wilson Center

Client Quote(s):

"I think the most important thing I learned from coming to Bill Wilson is that having fun is supposed to feel good and make you smile, not feel painful and make you cry."

- BWC participant

"The most successful I have ever been is during my time in this program. I think it's because everyone in the program cared about me getting a chance to live with my family. This is what made the support feel real."

- BWC participant

BEST Eligible Services

Eligible services for youth exhibiting high-risk behaviors are those that promote healthy and pro-social lifestyles and were strongly considered, as further described below. All the BEST grants awarded were in one or more of these eligible services.

1. Personal Development and Youth Support Groups:

- Meets one-on-one with youth identified as delinquent, gang influenced, and/or having substance-abusing lifestyles to develop a Personal Development Plan.
- Staff provides individual sessions and youth support groups which include cognitive behavioral activities aimed at helping to develop pro-social skills, build youth leadership, and advance individual goals of the targeted youth.
- Meets one-on-one with youth to review/update service objectives, outcome benefit goals, and schedule of services in the Personal Development Plan.
- Staff meets regularly with the parents or guardians of the targeted youth through home visits and phone contacts.

2. Gang Mediation/Intervention Response:

- Provides mobile street unit that provides gang mediation and intervention services.
- Intervenes with youth altercations and volatile conditions.
- Works collaboratively with the MGPTF; the City of San José's Strong Neighborhoods Initiative staff; and the City of San José's Striving Towards Achievement and New Direction (S.T.A.N.D.), Safe School Campus Initiative (S.S.C.I.) and Clean Slate Tattoo Removal, which together make up the City of San José Youth Intervention Programs, an initiative which addresses issues of gang violence and provides support to gang-involved youth and their families.
- Participates in the Interventions Response Team (I R.T.), a coordinated effort with other BEST qualified agencies who provide gang mediation/intervention response services

3. Outpatient Substance Abuse Services:

- Provides substance abuse intervention and treatment services.
- Provides individual counseling and support groups.
- Provides services that reengage youth into the school system.

4. Services for Adjudicated Youth:

- Provides follow-up and aftercare support services to youth transitioning into the community from the criminal justice system, including local systems such as Juvenile Hall and the Ranches.
- Provides a support system that prevents youth from re-offending.
- Provides services that aim at family reunification, stabilization of school enrollment, attendance and performance.
- Supports and advances the goals of the Juvenile Detention Reform effort.

5. Domestic Violence Services:

- Provides services to youth exposed to domestic violence.
- Provides support services to teens experiencing dating abuse.
- Provides services to youth who have a history of assaulting parents, and/or significant others (e.g. boyfriends, girlfriends) and have serious anger management and physical assault profiles and/or have a history of using physical violence as a way to deal with emotions and feelings.
- Services may include one-on-one counseling and support groups.
- Provides programs that will increase the youth's awareness of their behavior and their ability to act appropriately
- Provides ongoing support of the youth to continue practicing skills learned to increase reliance on healthy choices and anger management skills.

6. Truancy Case Management Services:

- Provides coordinated care services and youth support groups for youth identified as habitual truants.
- Develops a Service Intervention Plan for each youth enrolled in the program, which includes 30-day service objectives, outcome benefit goals, and schedule of services.
- Meets with youth to review/update service plan – preferably in groups.
- Staff meets regularly with the parents or guardians of the targeted youth through home visits and phone contacts.
- Tracks progress of clients and their parents before and after intervention services.
- Provides parent education workshops on truancy prevention and intervention and legal issues surrounding truancy.
- Collaborates with the Santa Clara County District Attorney's Saturday School for truant youth in providing life skills workshops.

7. Day Education/Career Development/Job Training:

- Provides an alternative structured day support and education program for youth who have experienced repeated academic and behavioral problems in the regular school setting.
- Provides services aimed at reducing the high school drop-out rate by using a school to career approach.
- Provides services that lead to G.E.D. or high school diploma.
- Provides services that lead to career development and/or job training.
- Uses ADA recovery funding in collaboration with co-sponsoring school district to provide services for truant, suspended and other disconnected or high-risk youth.

8. Parent/Family Support Services:

- Provides highly collaborative, early intervention workshops and/or parent support groups for parents and families of youth who are identified as being vulnerable to academic failure, gang involvement, substance abuse, and other behavioral and emotional problems.
- Provides programs with the purpose of helping parents to improve the educational home and school environment of the child, to learn how the school system functions and to help their children avoid negative influences (gangs and drugs).
- Provides culturally and linguistically appropriate recruitment and facilitation for the program.
- Provides support to parents and families of youth who have or are at risk of dropping out of school.



9. Community Gang Awareness Trainings and Capacity Building Workshops:

- Provides trainings/workshops to BEST service providers for the purpose of building the ability of partner agencies to effectively work with the targeted population. These trainings should include service shadowing, mentoring and assistance in providing direct service to high-risk/gang-involved youth. Service providers can build capacity to work with the target population by actually delivering direct services to this group while being mentored by staff from other agencies who have the capacity to serve the target population.
- Provides trainings/workshops to community members and parents for the purpose of helping participants identify types of gangs and signs of gang involvement. Participants increase their understanding of why kids join gangs and the type of activities and behaviors they might be involved in. Information on what parents can do to prevent the impact of gangs in their community and the resources available are also presented.



10. Unique Service Delivery for High Risk Youth:

- Provides an innovative service delivery method to work with the target population. Groups are encouraged to work together to provide services more efficiently and effectively by combining the special capacities of the varied BEST service providers.
- Provides a service that is new or not widely available to San José.

Catholic Charities of Santa Clara County

Client Quote(s):

"This group helped me become more self-confident. Before this group I didn't know the meaning of self-confidence and how to truly love family. This group really means a lot to me and I really want to be a part of this next year. It also helped me understand the meaning of a friend and that I was hanging out with the wrong crowd. I really want this group again!" – Catholic Charities participant

"In our group I learned about relationships, domestic violence and many other things. This group has and still will help me with my problems. This group taught me to respect others and I know that if I continue this group it will help me with my education." – Catholic Charities participant

"I feel relieved when I'm in group; it teaches me to lead my life in a better way and it teaches me in a fun way. I don't get along with other girls in school when they see me we stare at each other but if we go to group together we become friends. Group keeps me away from bad stuff like drinking, doing drugs and having sex. I like this group because it teaches us games to work together and it's fun." – Catholic Charities participant

What service strategies did we conduct?

The following chart and two table indicate that Personal Development and Youth Support Groups constituted 19% and Social Recreational and Community Services constituted 25% of the effort provided as measured by hours of services delivered. Hours of service as a percentage relates to the cost per hour for delivering these services. For example, Services for Adjudicated Youth was 17% of funding spent and 10% of hours of services delivered. In the last two years, "Social Recreational Activities" has been added to Unique Related Services for 3% of funding last year to 6% of funds spent this year and 25% of hours of services delivered. This new strategy continues to show promise as a cost effective method to build relationships with gang involved youth without co-programming them with at-risk youth.

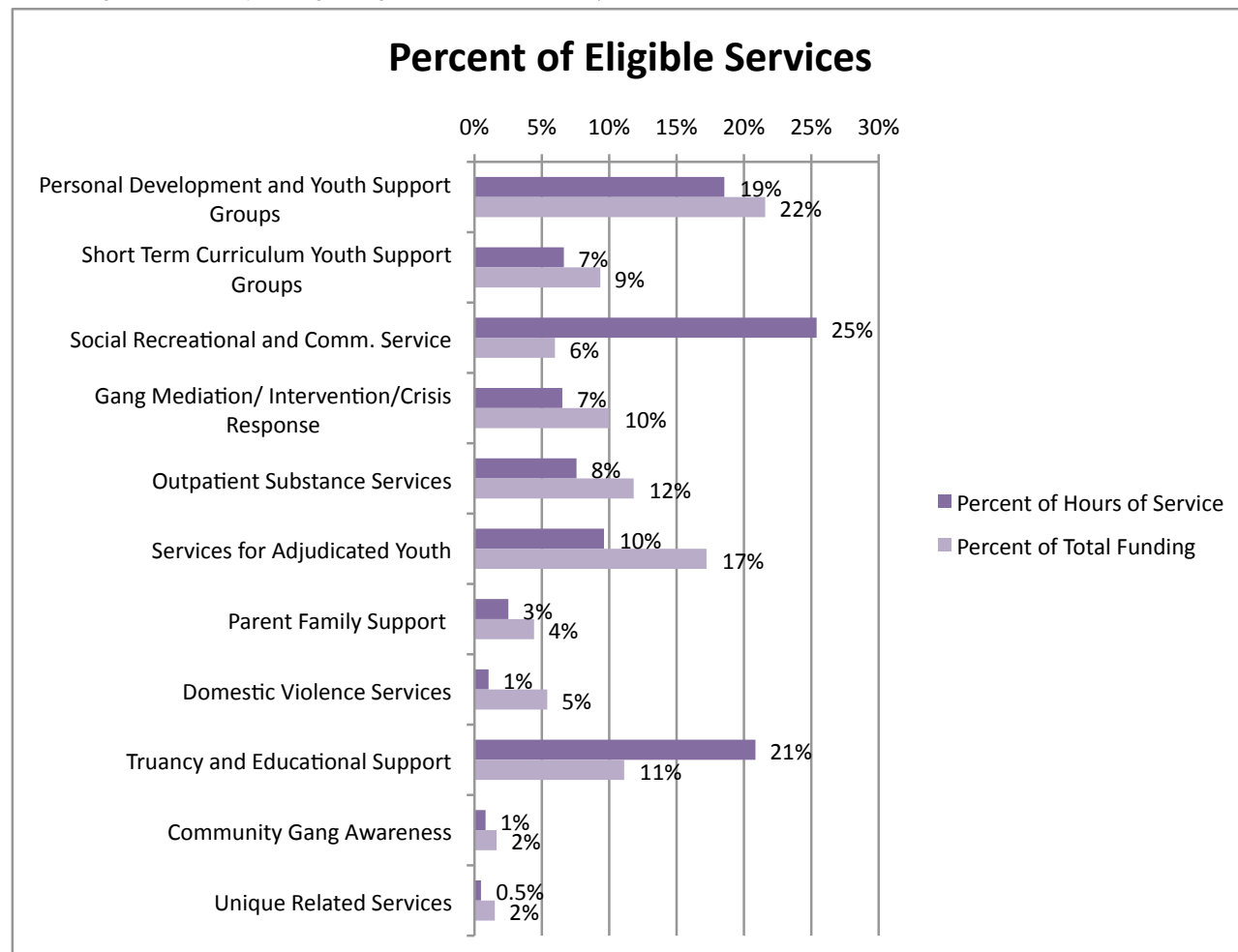
Service Strategies			
BEST Cycle 20 Eligible Services	Percent of Hours of Service	Percent of Total Funding	Cost per Hour Total Funds
Personal Development and Youth Support Groups	19%	22%	\$ 12.86
Short Term Curriculum Youth Support Groups	7%	9%	\$ 14.03
Social Recreational and Comm. Service	25%	6%	\$ 2.34
Gang Mediation/ Intervention/Crisis Response	7%	10%	\$ 15.28
Outpatient Substance Services	8%	12%	\$ 15.54
Services for Adjudicated Youth	10%	17%	\$ 17.84
Parent Family Support	3%	4%	\$ 24.23
Domestic Violence Services	1%	5%	\$ 57.23
Truancy and Educational Support	21%	11%	\$ 5.31
Community Gang Awareness	1%	2%	\$ 19.89
Unique Related Services	0.5%	2%	\$ 21.60

Table 26

Note to Reader: Domestic Violence, Parent Family Support, and, Community Gang Awareness were the highest cost per hour of services delivered. The largest percentage of funding went to Personal Development and Youth Support Groups and the largest percent of hours of services was provided by Social Recreational and Community Service.

The following chart shows the percentage of eligible services delivered this year.

Chart 19



Cost per Hour for Eligible Service by BEST Grantees

The following table shows the cost per hour by eligible service from Cycle 20. This was the first year of a new set of eligible services.

Table 27

Cost Per Hour for Five of the Eleven Eligible Services					
BEST Service Provider FY 2010-2011	Personal Development and Youth Support Groups	Short Term Curriculum Youth Support Groups	Social Recreational and Comm. Service	Gang Mediation/ Interv/Crisis	Outpatient Substance Services
Asian American for Community Involvement		\$33.75	\$62.75		
Asian American Center of SC County					
Asian American Recovery Services					\$10.07
Alum Rock Counseling Center					
Bill Wilson Center	\$14.22				
California Community Partners for Youth, Inc.	\$6.14				
Catholic Charities of Santa Clara	\$14.69		\$2.80	\$102.04	
Girl Scouts of Northern California		\$35.20			
Center for Training and Careers					
CommUniverCity	\$11.85		\$2.88		
California Youth Outreach		\$9.89	\$1.66	\$13.50	
Family First Inc. EMQ					\$17.73
Firehouse Community Development Corporation		\$6.81	\$2.63	\$35.72	
Family and Children Services					
Fresh Lifelines for Youth					
Filipino Youth Coalition	\$19.70		\$0.80		
Generations Community Wellness Centers		\$16.12	\$25.21		
George Mayne Elementary School	\$7.34				
Joyner Payne Youth Services Agency		\$7.70			
Mexican American Community Services Agency	\$53.00				
Next Door Solutions to Domestic Violence					
Pathway Society, Inc.					\$20.02
Rohi Alternative Community Outreach	\$76.50		\$1.11		
Silicone Valley African Productions		\$24.73			
The Tenacious Group	\$23.28				
Ujima Adult & Family Services, Inc.	\$33.32				
Total All BEST Service Providers	\$12.86	\$14.03	\$2.34	\$15.28	\$15.54

Table 28

Cost Per Hour for Six of the Eleven Eligible Services						
BEST Service Provider FY 2010-2011	Services for Adjudicated Youth	Parent Family Support	Domestic Violence Services	Tuancy and Educational Support	Community Gang Awareness	Unique Related Services
Asian American for Community Involvement					\$9.82	
Asian American Center of SC County					\$20.61	
Asian American Recovery Services						
Alum Rock Counseling Center	\$33.18			\$46.81		
Bill Wilson Center						
California Community Partners for Youth, Inc.						
Catholic Charities of Santa Clara				\$31.13	\$25.92	
Girl Scouts of Northern California	\$6.76					
Center for Training and Careers				\$2.03		
CommUniverCity						
California Youth Outreach	\$41.49					\$21.60
Family First Inc. EMQ						
Firehouse Community Development Corporation						
Family and Children Services		\$28.17				
Fresh Lifelines for Youth	\$16.61					
Filipino Youth Coalition		\$66.01				
Generations Community Wellness Centers						
George Mayne Elementary School		\$7.39		\$122.31		
Joyner Payne Youth Services Agency	\$29.44					
Mexican American Community Services Agency						
Next Door Solutions to Domestic Violence			\$57.23			
Pathway Society, Inc.						
Rohi Alternative Community Outreach	\$12.32					
Silicone Valley African Productions						
The Tenacious Group						
Ujima Adult & Family Services, Inc.						
Total All BEST Service Providers	\$17.84	\$24.23	\$57.23	\$5.31	\$19.89	\$21.60

How Much Service Was Provided this Year?

Table 29

Total Planned Hours of Services for Year	Total Actual Units of Service Year	Percent of Actual Services Year	Hours of Service per Customer
275,670	343,117	124%	58

BEST grantees delivered 343,117 hours of service this year. Collectively, grantees provided 124% of their contracted planned services.

The Average BEST Customer Received 64 Hours of Service at a Cost of \$638

The amount of service provided per customer is an important measure when evaluating interventions for high-risk youth. Research indicates that changing the behavior and mindset of youth and their parents through interventions requires an investment over time or dosage of services to change the way a youth thinks and deals with life challenges and opportunities. BEST grantees averaged 58 hours per customer. The following table indicates the average cost per customer along with average hours of service or dosage of service.

Table 30

BEST Service Provider FY 2010-2011	Total Funds Spent	Total Ongoing Unduplicated Customers	Total Actual Units of Service Year	Cost per Hour of Service for Year Total Funds	Hours of Service per Customer	Total Funds Spent per Customer
Alum Rock Counseling Center	\$259,222	99	6,191	\$41.87	48	\$1,851.59
Asian American Center of SC County	\$37,900	194	1,844	\$20.55	10	\$195.36
Asian American for Community Involvement	\$100,000	140	3,283	\$30.46	44	\$757.58
Asian American Recovery Services	\$48,000	132	4,765	\$10.07	25	\$484.85
Bill Wilson Center	\$78,000	183	5,487	\$14.22	30	\$426.23
California Community Partners for Youth, Inc.	\$170,634	138	27,810	\$6.14	202	\$1,236.48
California Youth Outreach	\$551,457	1,702	51,411	\$10.73	2	\$790.05
Catholic Charities of Santa Clara	\$286,068	698	26,141	\$10.94	74	\$733.51
Center for Training and Careers	\$131,126	153	2,737	\$10.83	421	\$722.71
CommUnivCity	\$29,631	41	64,382	\$2.04	67	\$857.03
Family and Children Services	\$85,142	131	3,649	\$23.33	195	\$50.02
Family First Inc. EMQ	\$93,725	59	5,286	\$17.73	90	\$1,588.56
Filipino Youth Coalition	\$55,000	320	18,847	\$2.92	10	\$797.10
Firehouse Community Development Corporation	\$168,008	69	25,570	\$6.57	273	\$1,282.50
Fresh Lifelines for Youth	\$359,638	106	21,653	\$16.61	204	\$3,392.81
Generations Community Wellness Centers	\$75,778	103	3,051	\$24.84	158	\$236.81
George Mayne Elementary School	\$118,574	100	16,296	\$7.28	55	\$1,151.20
Girl Scouts of Northern California	\$116,987	390	5,521	\$21.19	67	\$1,169.87
Joyner Payne Youth Services Agency	\$84,951	89	5,854	\$14.51	66	\$954.51
Mexican American Community Services Agency	\$65,618	37	1,238	\$53.00	33	\$1,773.46
Next Door Solutions to Domestic Violence	\$203,972	380	3,564	\$57.23	9	\$536.77
Pathway Society, Inc.	\$315,906	125	15,778	\$20.02	126	\$2,527.25
Rohi Alternative Community Outreach	\$144,576	218	15,744	\$9.18	72	\$663.19
Silicon Valley African Productions	\$49,956	86	2,020	\$24.73	23	\$580.88
The Tenacious Group	\$49,220	117	2,114	\$23.28	18	\$420.68
Total All BEST Service Providers	\$3,775,089	5,916	343,117	\$11.00	58	\$638.12
Ujima Adult & Family Services, Inc.	\$96,000	106	2,881	\$33.32	27	\$905.66

Cost per Hour by BEST Service Providers

Table 31

Actual Cost per Hour BEST Funds	Actual Cost per Hour Total Funds	Cost per Customer BEST Funds	Cost per Customer Total Funds
\$7.00	\$11.00	\$406.03	\$638.12

For all grantees, the cost per hour was \$7.00 for BEST grant funds and \$11.00 for total funds.

The table shows the cost per hour for each BEST grantee. Cost per hour ranged from a low of \$2.04 for Center for Training and Careers to a high of \$53.00 for Next Door Solutions to Domestic Violence

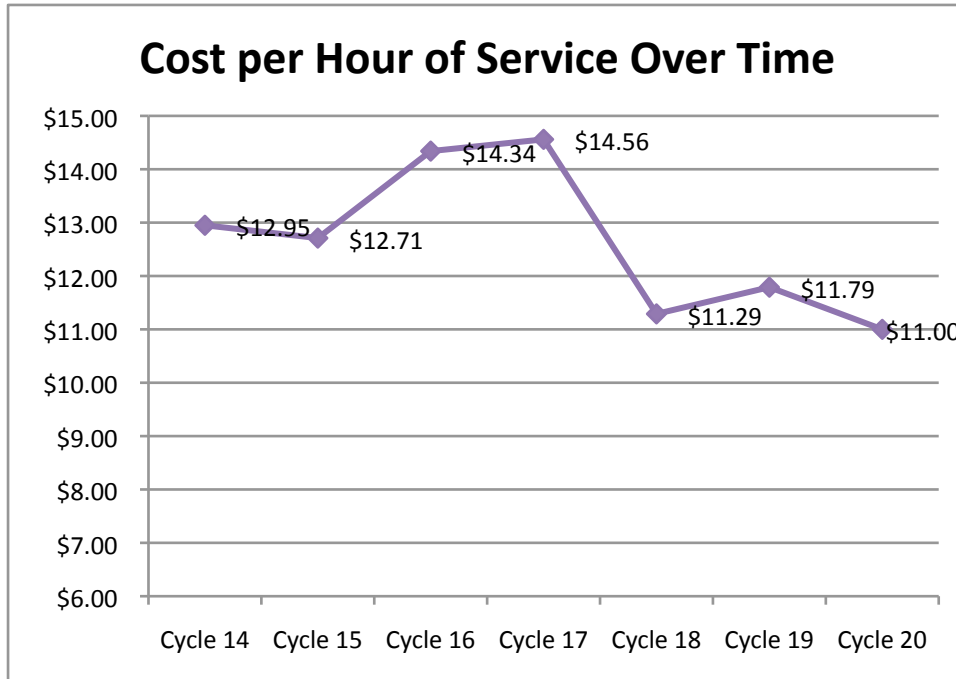
Table 32

BEST Service Provider FY 2010-2011	Total Funds	Cost per Hour of Service for Year BEST Funds	Cost per Hour of Service for Year Total Funds	BEST Funds per Customer	Total Funds Spent per Customer
Asian American for Community Involvement	\$100,000	\$15.23	\$30.46	\$357	\$714
Asian American Center of SC County	\$38,000	\$8.13	\$20.55	\$77	\$195
Asian American Recovery Services	\$48,000	\$8.39	\$10.07	\$303	\$364
Alum Rock Counseling Center	\$260,860	\$33.51	\$41.87	\$2,095	\$2,618
Bill Wilson Center	\$78,000	\$11.85	\$14.22	\$355	\$426
California Community Partners for Youth, Inc.	\$193,450	\$3.60	\$6.14	\$725	\$1,236
Catholic Charities of Santa Clara	\$285,000	\$8.72	\$10.94	\$327	\$410
Girl Scouts of Northern California	\$118,890	\$5.80	\$21.19	\$82	\$300
Center for Training and Careers	\$130,480	\$0.78	\$2.04	\$329	\$857
CommUniverCity	\$29,631	\$7.31	\$10.83	\$488	\$723
California Youth Outreach	\$551,457	\$8.69	\$10.73	\$263	\$324
Family First Inc. EMQ	\$81,067	\$11.05	\$17.73	\$990	\$1,589
Firehouse Community Development Corporation	\$168,000	\$5.48	\$6.57	\$2,029	\$2,435
Family and Children Services	\$123,041	\$12.55	\$23.33	\$349	\$650
Fresh Lifelines for Youth	\$689,024	\$4.90	\$16.61	\$1,000	\$3,393
Filipino Youth Coalition	\$55,000	\$2.12	\$2.92	\$125	\$172
Generations Community Wellness Centers	\$59,000	\$16.39	\$24.84	\$485	\$736
George Mayne Elementary School	\$121,168	\$4.17	\$7.28	\$680	\$1,186
Joyner Payne Youth Services Agency	\$84,950	\$10.48	\$14.51	\$690	\$955
Mexican American Community Services Agency	\$154,500	\$42.53	\$53.00	\$1,423	\$1,773
Next Door Solutions to Domestic Violence	\$203,972	\$10.33	\$57.23	\$97	\$537
Pathway Society, Inc.	\$317,185	\$16.69	\$20.02	\$2,107	\$2,527
Rohi Alternative Community Outreach	\$111,264	\$4.12	\$9.18	\$297	\$663
Silicon Valley African Productions	\$50,000	\$19.80	\$24.73	\$465	\$581
The Tenacious Group	\$48,000	\$18.92	\$23.28	\$342	\$421
Ujima Adult & Family Services, Inc.	\$96,000	\$27.77	\$33.32	\$755	\$906
Total All BEST Service Providers	\$4,195,939	\$7.00	\$11.00	\$406	\$638

Cost per Hour Decreased Over Time

Overall, the cost per hour for intervention programs decreased by \$0.79 an hour this year from last year, a seven percent improvement in efficiency. The cost decreased this year from the high of three years ago as service providers conducted more group, behavioral, and social recreational activities with their youth. Groups activities with high risk youth are difficult but pay dividends in efficiency and effectiveness. Peer pressure continues to be the largest influence on youth and their behavior. BEST grantees need to continue to find ways to bring youth together to engage in behavioral activities in groups to change the way they are thinking from an anti-social mindset to a pro-social mindset.

Chart 20



BEST began in Cycle 14 to fund only intervention programs to focus resources on high risk and gang involved youth.

San José taxpayers should have some assurance that they are getting a fair deal from BEST grantees. The cost per hour of direct service allows taxpayers to understand how much they are paying for services and is a measure of efficiency of services.



Comparing Cost per Hour by BEST Service Providers

The following table indicates the cost per hour for services in Cycle 19 to the service delivered in Cycle 20. The shaded areas are the cost per hour that increased and the non shaded are cost per hour that went down. In Cycle 20 the eligible services were redefined and thus a direct comparison is limited. Some service providers like Next Door Solution for Domestic Violence significantly modified their service delivery design. Other continued to provide essentially the same services.

Table 33

BEST Service Provider FY 2010-2011	Cost per Hour of Service for Year Total Funds Cycle 19 Last Year	Cost per Hour of Service for Year Total Funds Cycle 20 This Year	Difference from Cycle 19 to Cycle 20
Alum Rock Counseling Center	\$42.49	\$41.87	-\$0.62
Asian American Center of SC County		\$20.55	
Asian American for Community Involvement		\$30.46	
Asian American Recovery Services	\$11.58	\$10.07	-\$1.51
Bill Wilson Center	\$19.38	\$14.22	-\$5.16
California Community Partners for Youth, Inc.	\$4.24	\$6.14	\$1.90
California Youth Outreach	\$9.90	\$10.73	\$0.83
Catholic Charities of Santa Clara	\$11.83	\$10.94	-\$0.89
Center for Training and Careers	\$5.87	\$10.83	\$4.96
CommUniverCity		\$2.04	
Family and Children Services	\$15.57	\$23.33	\$7.76
Family First Inc. EMQ	\$24.47	\$17.73	-\$6.74
Filipino Youth Coalition	\$4.27	\$2.92	-\$1.35
Firehouse Community Development Corporation	\$7.99	\$6.57	-\$1.42
Fresh Lifelines for Youth	\$32.36	\$16.61	-\$15.75
Generations Community Wellness Centers		\$24.84	
George Mayne Elementary School	\$2.21	\$7.28	\$5.07
Girl Scouts of Northern California	\$33.91	\$21.19	-\$12.72
Joyner Payne Youth Services Agency		\$14.51	
Mexican American Community Services Agency	\$22.59	\$53.00	\$30.42
Next Door Solutions to Domestic Violence	\$20.48	\$57.23	\$36.75
Pathway Society, Inc.	\$26.16	\$20.02	-\$6.14
Rohi Alternative Community Outreach	\$6.39	\$9.18	\$2.80
Silicon Valley African Productions		\$24.73	
The Tenacious Group		\$23.28	
Ujima Adult & Family Services, Inc.	\$33.21	\$33.32	\$0.11
Total All BEST Service Providers	\$11.79	\$11.00	-\$0.79

Center for Training and Careers (CTC)

Client Quote(s):

"The G.E.D program has helped me out a lot. I have seen an improvement in my reading, writing, and also my math. I look forward to graduating with a big smile on my face because with the help from the program I know I can get a great career." - CTC participant

"I am so grateful for this second opportunity to be able to complete a program and be able to receive my G.E.D because I know that once I've acquired my certificate my chances of finding a good job will significantly make a difference in my life." - CTC participant

Effect

Effect is the second sub-section. Effect answers the question, “Is anyone better off because of the effort of BEST grantees?” The next thirteen pages provide information about Effect and is organized accordingly:



1. To learn whether BEST youth and parent customers were satisfied with BEST funded services, go to page 56.
2. To learn whether BEST services were effective in producing positive changes for BEST customers, go to page 57.
3. To learn whether BEST services were equally effective for all BEST customers, go to page 67.

Performance Accountability Model	Logic Model	BEST Evaluation Questions	BEST Cycle XIX Answers to BEST Evaluation Questions for FY 2010-2011				Met Performance Goals	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)	Youth Participation in Services (% High or Highest)	Yes, Satisfaction > 80%	
			80%		91%	73%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the	Service Productivity (% of targeted changes achieved)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset development changes	80%	82%	82%	79%	
		Social/Respect selected changes	77%	86%	79%	92%		
		Agency selected changes	83%	90%	92%			
Service Quality, Reliability and SPI	Were our services equally effective for all our customers?	Service Quality Score Asset Development		Change in Service Quality	Percent of Grantee Questions With Good Reliability	SPI Score	Yes, Quality Score >1 Yes, SPI > 600	
		Winter 10	Spring 11				Improving	60%
Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
		2,454	2,841	1,138	2,264	8,697		



Were youth and parent customers satisfied with services?

Average Satisfaction of Youth (0-100% on 4 items)	Average Satisfaction of Parents of Youth (0-100% on 4 items)
80%	91%

Table 34

The BEST Evaluation System determined whether youth and parent customers were satisfied with BEST services. Customer satisfaction is the first variable in measuring the effect of BEST-funded services. The BEST Evaluation System measures this important indicator by asking youth five or older and their parents the same four standard customer satisfaction questions. For children under five years old, parents or guardians were surveyed.

Youth were asked to rate the following:

- I think the program and activity I participated in was: (Rated: Poor to Great)
- I feel I benefited from this program: (Not at all, Some, A lot)
- I thought the people who run the program were: (Very Helpful, Somewhat Helpful, Not Helpful)
- Would you tell a friend or schoolmate to come to this Program if they needed it? (Yes, Maybe, No)

Parents were asked to rate the following:

- I think the program and activity my child participated in was: (Rated: Poor to Great)
- How much did your child benefit from this program and its activities? (Not at all, Some, A lot)
- How much did the people who ran the program care about your child? (Not at all, Some, A lot)
- Would you recommend this program to another family if they needed it? (Yes, Maybe, No)

Why is this important? Youth and parent satisfaction rate reflects whether customers were content with services based on four measures. Stakeholders and providers alike need to understand whether or not customers were satisfied so they can begin determining if services were effective. Generally, satisfied customers are more likely to experience and undergo the desired change.

Evaluators developed a customer satisfaction summary score for each of the 22 BEST grantees. The summary score ranges from 100% (everyone was satisfied) to 0% (no one was satisfied) and collapses the scores for each of the four questions listed above. The BEST goal for the satisfaction score this year is 80% - reflecting an increase from the 70% goal established and used the previous 16 years in evaluating the BEST Program. Together, the BEST grantees meet this customer satisfaction goal in a sampling of the 2,454 youth and 1,138 parents customers. Youth and Parent customers were satisfied with services as reflected by the satisfaction scores of 88% and 89%, respectively. As indicated in the chart below, customer satisfaction rates increased slightly from last year to this year.

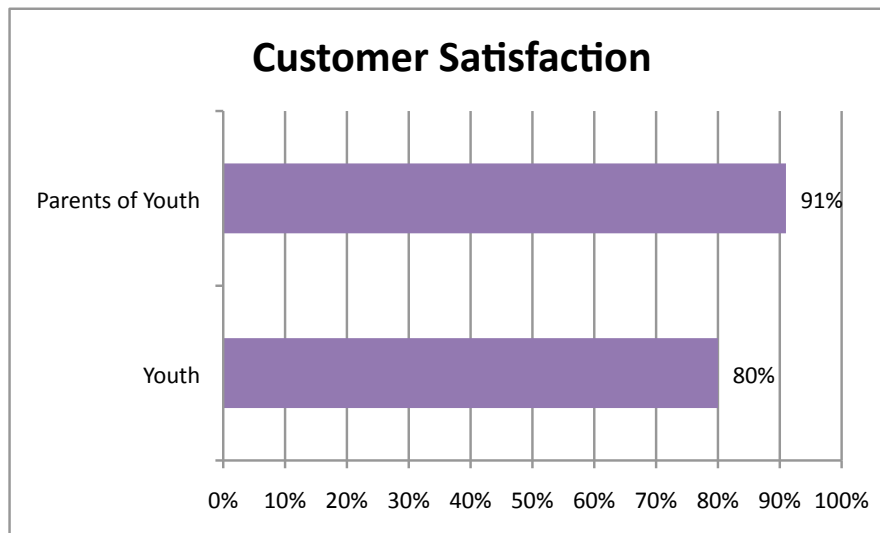


Chart 21



Note to Reader: Customer satisfaction was high for the last two years with child and youth satisfaction slightly increasing and parent satisfaction at a high level. The evaluation system is designed to be sensitive to allow for the data to be used to continuously improve services. For example, the survey questions are developed to rate the program are scored: Excellent (100%), Good (66%), Fair (33%) and Poor (0%).

Were services effective in producing change?

Table 35

Service Productivity (% of targeted changes achieved minus % missed)	Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro- social Behavior and Agency Selected Questions
Asset development changes	80%	82%	
Social/Respect selected cha	77%	86%	79%
Agency selected changes	83%	90%	92%

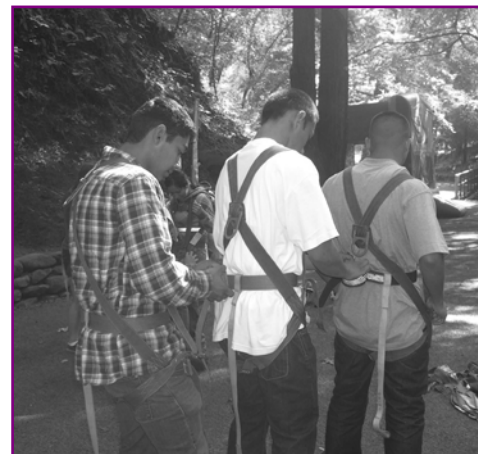
Collectively, the grantees exceeded their performance goal for asset development, social/respect, and grantee selected service productivity. Service productivity is the percent of target changes achieved minus the percent missed. Customers who indicated that they stayed the same are given zero percent.

BEST is Producing New Positive Behaviors and Skills

BEST grantees evaluate effectiveness by measuring whether or not customers are better off because of the BEST-funded services. BEST-funded grantees survey child and youth customers, their parents, and staff of BEST-funded services to assess if the child and youth customers' behavior and skills have improved as a result of receiving BEST-funded services. For this report, BEST collected 9,398 surveys to determine the outcomes. All BEST-funded agencies report on changes that occur because of funded services that target developmental assets in customers, including:

- Success in school
- Understanding of themselves and what they do well
- Communication skills
- Ability to learn new things
- Ability to connect with adults
- Ability to work with others
- Ability to stay safe

These new behaviors and skills are grouped into a single score called Asset Development Service Productivity. Each year, the Service Productivity goal is a score of 60% or higher with this year setting a stretch goal of 70%. BEST uses the concept of service productivity to measure the effectiveness of BEST services. In general, service productivity is a measure that describes the change that happens to a customer due to BEST-funded services. A service is effective if the customer is better off due to his/her participation in the program. The Service Productivity score is the percent of targeted changes accomplished minus the percent of targeted changes missed. The score ranges from -100% to +100%. Grantees receive a score of 0% if a desired change stayed the same in their customer due to their services. The targeted changes in asset development service productivity are based on national research related to best practices in child and youth development.



Grantees Achieved Asset Development Service Productivity

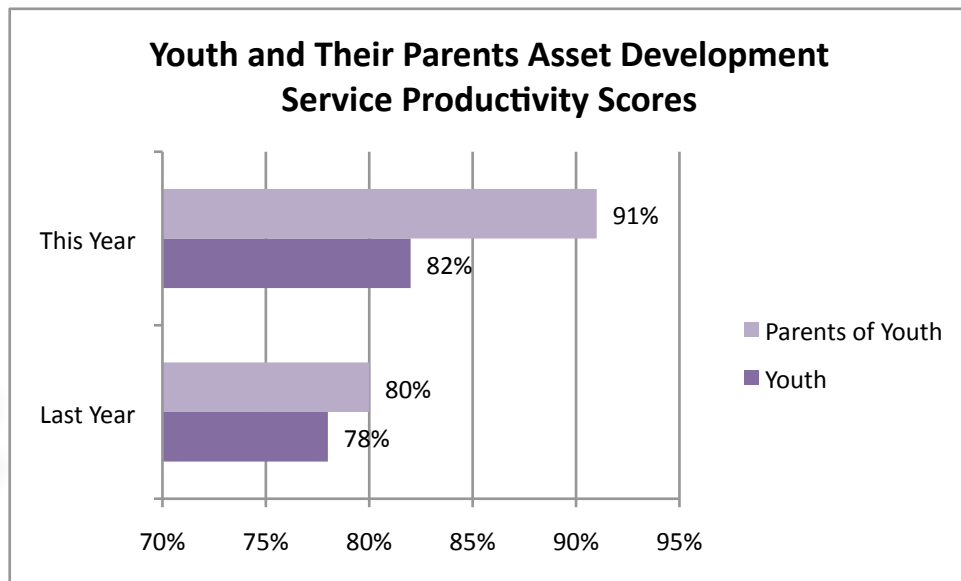
The overall Asset Development Service Productivity achieved the performance goal. The historical tendency of parents and staff observing more growth and change than the children and youth customers continues with this year's data on effectiveness. Collectively, BEST grantees met or exceeded the BEST performance goal for the asset development service productivity score. The scores have improved from last year, especially the parents or guardian assessment of changes in their youth. Youth and parents scores were up from last year.

BEST Grantees met the Asset Development Service Productivity

Child/Youth - 80%
Parent - 91%

Youth Scores are up 4% and parents assessment of their youth are up 11% from last year.

Chart 22



The chart above shows the range of asset development service productivity scores of minus 100%, in the event that because of the BEST-funded services everyone got worse, to 100%, in the event that because of the BEST-funded services everyone got better. If child, youth, parents or staff indicated that the new behavior or skill was the same, this is scored as 0%.

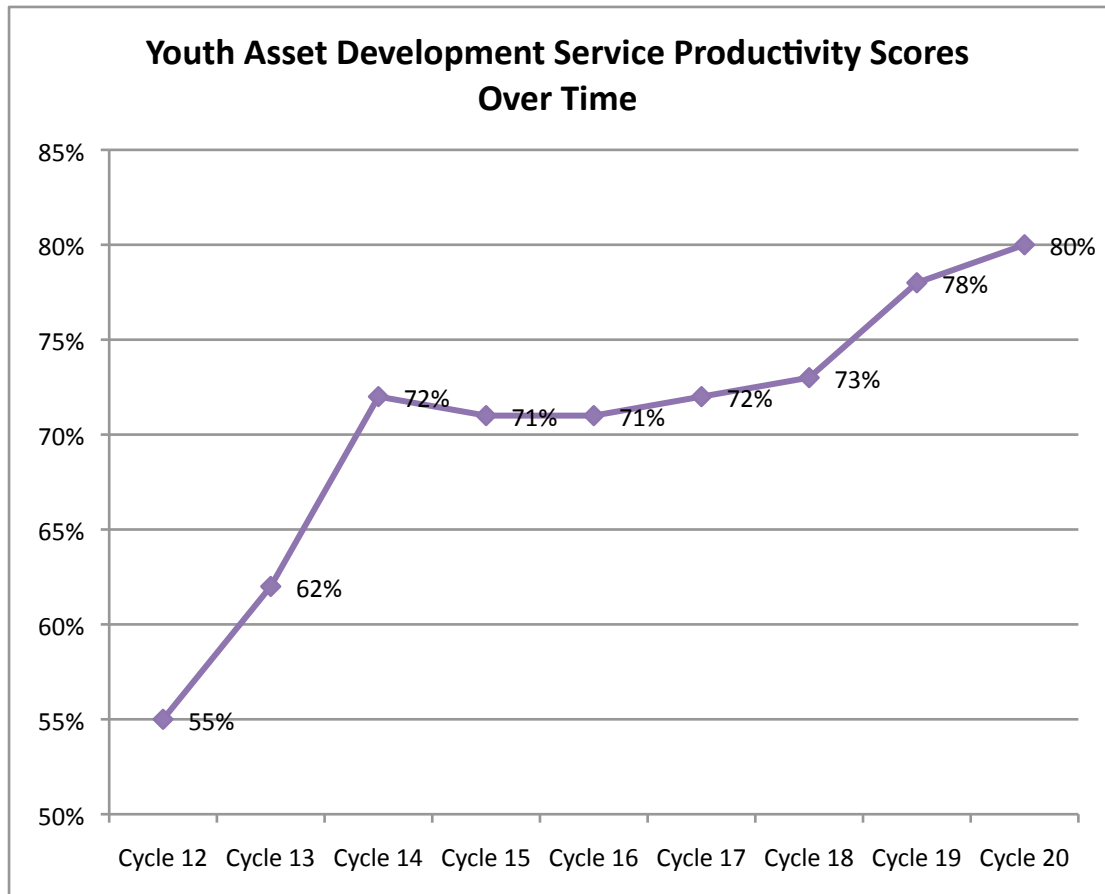


Asset Development Service Productivity Over Time

The following chart illustrates the growth in the ability of BEST grantees to garner positive behavioral changes and skill development in the youth and children that they serve. The chart shows a trend of Developmental Asset Service Productivity scores over a period of nine years. The trend line is moving in a desirable direction and has steadily increased for the last four years. Effectiveness has improved two percent from last year's youth asset development service productivity score.

Chart 23

Why is this important? Developmental asset productivity rates over time help stakeholders to determine the impact of BEST services on youth developmental assets at various time intervals. These data will help providers understand whether their efforts to practice continuous improvement are effective.



Asset Development Service Productivity has shown an increase in effectiveness over time.

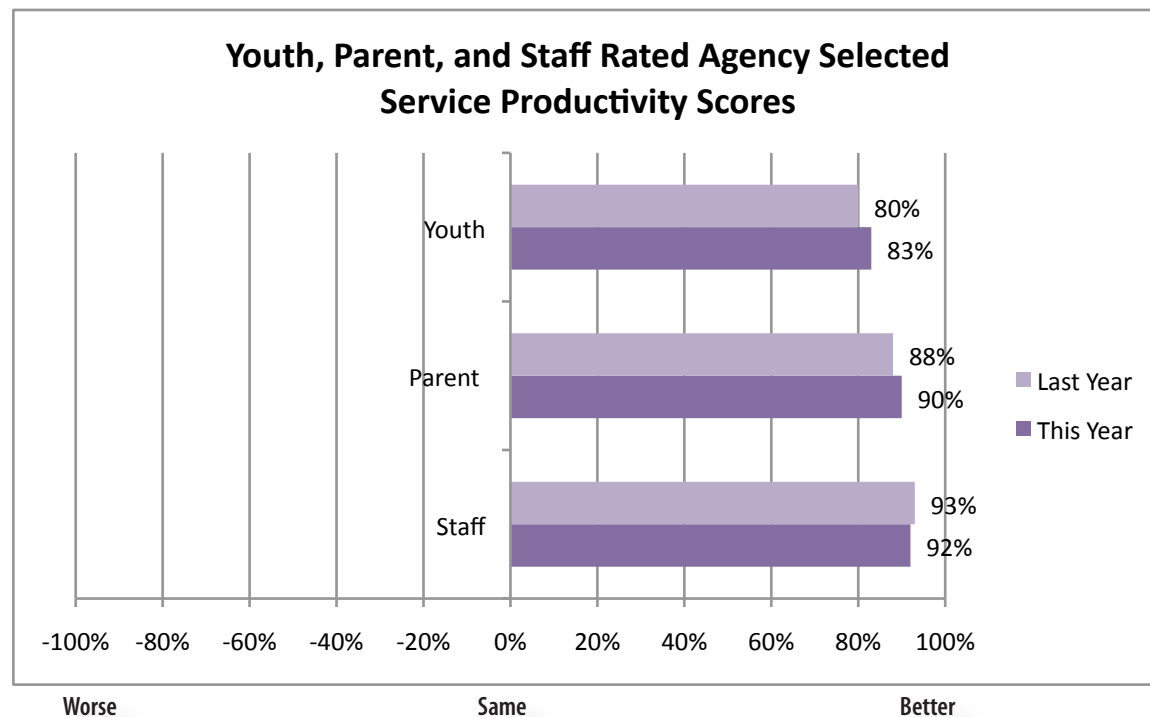
Grantee/Agency -Specified Service Productivity

In addition to developmental asset productivity, BEST grantees are required to measure productivity related to grantee - specific skills and behaviors. To do this, each of the BEST Grantees developed agency-specific questions that were tailored to their unique program design to measure targeted changes in specific new skills and behaviors as a result of the BEST-funded services. As a result, 26 different questionnaires were constructed to measure the service productivity of the unique services provided by grantees. Questionnaires were translated into multiple languages as requested by grantees. The types of new behaviors and skills captured in the agency-specified service productivity score can be summarized into these groups:

- Business and work behaviors and skills
- Community involvement and cultural appreciation behaviors and skills
- Health and wellness behaviors and skills
- Leadership behaviors and skills
- Personal development behaviors and skills
- Relationship behaviors and skills
- Anger management skills
- School and academic behaviors and skills
- Risk avoidance skills
- Violence prevention and avoidance behaviors and skills

The youth-rated, grantee-specified service productivity score was 83%; the parent-rated productivity score was 92% for the agency selected outcome measures; and the staff-rated productivity score was 92% for the outcome measures. This data indicates that BEST customers have undergone positive changes in grantee selected targeted areas. In Part 5 of this report, readers can find a write up of each BEST grantee or agency's selected initial outcomes measured and the frequency of customers indicating improvement.

Chart 24



The chart above shows the range of grantee-specified service productivity scores of minus 100%, in the event that because of the BEST-funded services everyone got worse, to 100%, in the event that because of the BEST-funded services everyone got better. If child, youth, parents or staff indicated that the new behavior or skill was the same this is scored as 0%.

Comparing last year's scores to this year's scores, are scores increased in a desirable direction.

BEST Grantees met the Grantee-Specified Service Productivity Goal of 70%.

Child/Youth - 83%
Parent - 90%
Staff - 92%

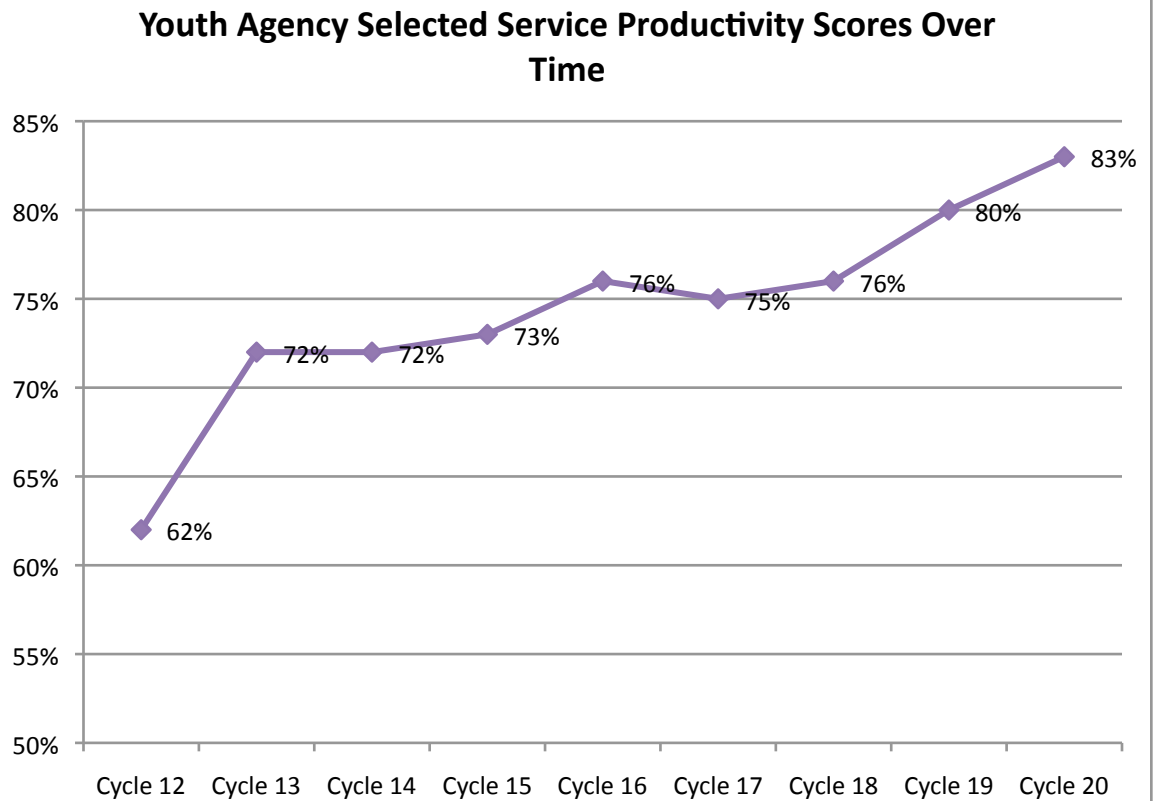
Why is this important? Grantee-Specified Service Productivity is the second core measure of effectiveness in the BEST evaluation system. Understanding whether youth gained program-specific skills related to music, violence prevention, or leadership, for example, is important to determining a program's effectiveness. Reporting the results by respondent will also help the stakeholder understand whether there is support that these changes did, in fact, occur.

Grantee-Specified Service Productivity Over Time

Chart 25

Why is this important?

Direct service productivity rates over time help stakeholders to determine the impact of BEST services on program-specific measures at various time intervals. These data will help providers understand whether their efforts to practice continuous improvement are effective. For example, if program-specific measures decline over several intervals, providers may want to explore how to improve modalities relative to survey questions.



The chart above indicates that the Grantee-Specified Service Productivity improved over time from Cycle 12 to Cycle 20. Cycle 20 showed an increase of 3%, reflecting a collective increase in effectiveness on specific questions uniquely crafted by each service provider based on their objectives and goals for their service and care.



Social/Respect Service Productivity

This last year, BEST grantees beta tested four new questions to measure the growth in youth customers attitudes and behavior about civil society norms on attitudes and behaviors. All BEST-funded agencies report on changes that occur because of funded services that target social/respect and civil society norms in customers, including:

- I can identify my anger and express it in a non-violent way better:
- I treat other people's property better:
- I engage in healthy and constructive behaviors more:
- I respect others who are different from me more:

Initiating Youth Into Civil Society

Willie Ellison, one of the founders of CCPA, always emphasized that every year society gets a new group of 13 year olds to socialize and initiate into civil society. This task is never more important than today with a ongoing "tug of war" for the hearts and minds of youth between the pull of the code of the streets against the code of civil society. Code of the streets is found in neighborhoods that are tough where only the strongest survive. People who are not careful and streetwise will be ensnared in street games by those who could hurt them with interpersonal violence and aggression. A primitive Darwinian culture exists where respect goes to those who can fight, are streetwise, and feared. The chump is the "quiet" person who is often decent, kind, and empathetic (operate with the code of civil society), which on the street are signs of weakness and fair game for exploitation. Unconventional role models beckon the youth to a thriving underground economy that promises "crazy money," certain thrill, power, and prestige. Youth are "hooked up" into the drug trade, prostitution, stick-ups, auto thefts, and other criminal behavior. The prison system becomes the rite of passage and builds streets credits and prestige.

CODE OF THE STREETS PULL



CODE OF CIVIL SOCIETY PULL



Characterized By:

- Peers that live by the code of the streets
- Adults that live by the code of the streets
- Beliefs, values, and attitudes favorable to crime and underground economy of the streets
- Substance abuse
- Condone violence as way to solve conflicts
- Poor self-management skills
- Poor attitudes toward work and/or school
- Poor parental supervision; monitoring, or contingencies
- Other family problems, including child abuse
- Anger/hostility
- Lives for the moment

Characterized By:

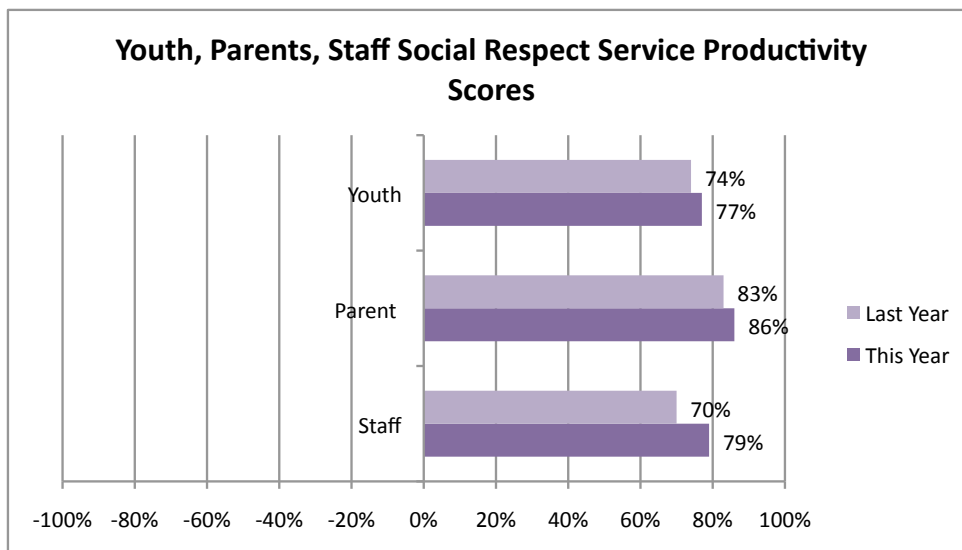
- Meaningful and high level of participation in home, school, and community
- High expectations at home, school, and community expect a place and role in civil society
- Caring and supportive adults at home, school, and community
- Beliefs, values, and attitudes favorable to education, work, community service, family, and neighborhood
- High level of structure with plan for the future
- Skills and assets such as problem solving, decision-making skills, hope for future
- Positive adult and peer role models

The presence of a caring and supportive adult is one way to help initiate youth into civil society youth. Youth without the presence of caring and supportive adults in their lives may be attracted and "pulled" over to the street mindset and lifestyle. After all, the street lifestyle also offers youth a way to gain and keep respect, sense of family and connectedness, sense of accomplishment and upward mobility, sense of safety, money, way to be engaged, rite of passage, and sense of structure and direction. The code of the street offers our youth a false promise of easy money, prestige, and connection. Our society needs to make sure we engage all our youth in the opportunities to build the skills to participate as an important member of our society and our neighborhoods. We need to recruit our youth into civil society with the same energy the code of the streets recruits youth into the gang mindset.

Social/Respect Service Productivity

This year's beta test of the social/respect questions by all the BEST grantees provided interesting data on the positive changes in some attitudes and behaviors important to a civil society. The questions also proved to have good reliability and validity. The responses from youth, parents, and staff improved from 2008 to 2010. The following charts demonstrates this trend.

Chart 26



BEST Grantees met the Social/Respect Service Productivity Benchmark of 60% and the 70% stretch goal set by BEST.

Child/Youth - 77%
Parent - 86%
Staff - 79%

The chart above shows the range of social/respect service productivity scores of minus 100%, in the event that because of the BEST-funded services everyone got worse, to 100%, in the event that because of the BEST-funded services everyone got better. If child, youth, parents or staff indicated that the new behavior or skill was the same, this is scored as 0%.

Pro-social Behavior Staff Assessment of Outcomes Using Criteria Reference Questions

This is the second year that staff used criteria reference questions in new staff assessment questions to assess if youth customers are getting better in the following eight areas. "Taking responsibility for actions", "sets goals better", and "respects others as individuals" better were reported by staff as the greatest improvements in their youth customers.

Table 36

Prosocial Behavior Staff Assessment of Youth Customer	Percent Yes
q8a This youth sets goals better because of this program	84%
q8b This youth honors agreements better because of this program	79%
q8c This youth takes responsibility for his/her actions more because of this program	88%
q8d This youth follows society's norms and rules more because of this program	74%
q8e This youth respects others as individuals better because of this program	83%
q8f This youth helps out at home more because of this program	77%
q8g This youth contributes more to his/her Community because of this program	68%
q8h This youth actively participates in class at school better because of this program	70%

BEST Grantees Collected 8,697 Surveys This Cycle

Table 37

RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected
2,454	2,841	1,138	2,264	8,697

Understanding Service Productivity

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

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; a score of minus 100% means the responder got worse on all items.

Three types of service productivity are assessed for BEST agencies—asset development service productivity, social/respect, and grantee-specified service productivity. By calculating the average amount of change for each type, rather than the sum of all changes that occurred, the number of questions asked can be as few as three but preferably six or more, up to about 10. As an example of how service productivity is determined, suppose one of the goals of service is to improve the school performance of each youth customer. One question that could be asked is “Because of this program of services, my grades in school are (Better, worse, same, don’t know).” If 30 youth say better, 5 youth say worse, 12 youth say same, and 3 respond don’t know, the service productivity for this single question would be $(30-5)/(30+5+12+3)$ or 50%. By asking about five questions, the service productivity for one program of services can be accurately determined as the average service productivity across all five items. Our CCPA Evaluation Team is keeping a record of the many different questions service agencies have posed. When new agencies start designing questions that relate to their service goals, they can look up what was asked before to quickly focus on how to create their own questions.



Knowing the service productivity of a particular program is very useful information. Comparing the service productivity score with the range of 100% to minus 100% provides a clear message as to whether services are working, not working, or doing more harm than good. Our experience and others in the field have set a performance benchmark of 60% for tracking the service productivity for agencies programs evaluated. This year the city staff set a goal for 70% as a stretch goal for agencies. Of particular significance is the trend over time in service productivity. If a service is not causing at least 60% of targeted changes to occur for their customers, perhaps they are improving at a rate likely to yield 60% service productivity in the future. Since the assessment of service productivity focuses on what change services are causing, service agencies can use this information to document their accomplishments and to improve the effects of their services over time.

Clearly, service productivity does not tell us the overall amount of change occurring in youth for a particular period of time. Prior analyses of service productivity data indicated that the effects caused by services can be more than the overall amount of change (Green, 2005). When this occurs, other factors besides services must have offset the effects of the services for the youth customers. Of course, for some youth, it goes the other way; overall change can be positive even though service-induced change was minimal or negative. Our evaluation process focuses on service productivity, because service agencies are not able to “guarantee” overall change for the better. Too many factors influence overall change achieved by their youth customers to make service agencies responsible for youth getting better overall. If more resources were available for the evaluation process, our CCPA team could easily collect information about overall change on one or a few indicators (dimensions). While having such information may be of use to administration and City Council members, it is not as helpful to program staff who seek ways to maximize the effects of their particular services. Reaching an agreement on which indicators to pursue must occur, too. Otherwise, diverse viewpoints feel cheated about not knowing what overall change took place relative to the indicator they were most interested in tracking.

Green, R. S. (2003). Assessing the productivity of human service programs. *Evaluation and Program Planning*, 26(1), 21-27.
 Green, R. S. (2005). Assessment of Service Productivity in Applied Settings: Comparisons with Pre- and Post-status Assessments of Client Outcome. *Evaluation and Program Planning*, 28(2), 139-150.
 Heaton, H. (1977). *Productivity in service organizations: Organizing for people*. New York: McGraw-Hill.
 Hill, P. (1976). On goods and services. *Review of Income and Wealth*, 315-338.

The Importance of Resiliency

Youth need caring and supportive adults who provide structure in their life to assist them to build the resiliency assets to function in our society. One critical component to youth developmental asset theory is resiliency. Resiliency is a concept first popularized in the early 1970s. Robert Brooks of Harvard University explains: “The hallmark of a resilient child includes knowing how to solve problems or knowing that there is an adult to turn to for help. A resilient child has some sense of mastery of his own life, and if he gets frustrated by a mistake, he still feels he can learn from the mistake.” The extensive research on resiliency of Bonnie Benard, Senior Program Associate of WestEd’s School and Community Health Research Group, indicates that the three core variables of resiliency are:

1. The presence of caring and supportive adults in the home, school, and community.
2. High expectations of the youth in the home, school, and community; and
3. Meaningful participation of the youth in the home, school, and community.

Caring and Supportive Adults

Dr. Emmy Werner of the University of California, Davis has conducted decades of longitudinal research on resiliency and provides the foundation for the resiliency framework in prevention and intervention. Dr. Werner suggests that the presence of a caring and supportive adult is especially important in fostering resiliency. While policy makers, educators, and other community leaders do not necessarily have control over the circumstances that create adversity for youth, they ought to focus on how best to support youth in overcoming it. She writes that:

“Other buffers that we do know seem to cut across different cultures, creeds, and races: There’s no doubt about it, a close bond with a competent, emotionally stable caregiver seems to be essential in the lives of children who overcome great adversities. As we know from studies of resilient children a lot of this nurturing can come from substitute parents, such as grandparents, aunts, uncles, older siblings.”

Child and Youth Customers Connected to Caring and Supportive Adults

BEST-funded staff assessed 2,611 child/youth customers and determined that because of their BEST-funded program, their customers were connected to an additional 3.6 caring and supportive adults. Research has found that an important variable for the development of resilient youth is for youth to be connected to caring and loving adults who can be there to assist them to bounce back and solve problems faced in their lives. These adults are also good pro-social role models to show youth other methods and ways to respond to problems that they face in their lives. The number of new, caring and supportive adults in the lives of youth is up from last year’s 2.8.

Child and Youth Customer Participation Level Was Close to High

Additionally, the staff assessed their customers’ participation level in BEST-funded services. The staff ranked the youth’s participation level according to the following scale: 5 = Very High, 4 = High, 3 = Average, 2 = Low, and 1 = Very Low. The staff assessment of the level of customer participation in BEST services was high with a score of 4.0. Research clearly shows that the participation level of customers is a clear predictor of the success of the program in meeting the goals for positive change in their customers. Participation level was high or very high for 74% of youth participating in the BEST funded services.

Asian American Recovery Services Client Quotes:

“I have found myself thinking a lot harder about my life today because of this program.”

“Thank you for this amazing experience that taught me to have respect for my own self and lessons about life that will make a better future for me.”



Agency Staff Members Describe How Well Off Their Youth and Child Customers Are

Innovative assessments of how youth and child customers are faring were introduced in the fall of 2009. They were designed to report the current status of the customer at the time of the assessment on areas of functioning of interest to the community. A customer's current status does not reflect how effective an agency's services were, but rather how well the customer is doing, given all the influences on the person's functioning. Staff members of each agency were asked five questions about how well each customer was doing. There were three choices provided for each question: a high status result that shows significant accomplishment on the part of the customer (quite likely some improvement), a medium status result that reflects acceptable behavior to the community, and a low status result more descriptive of how customers are faring when they enter a program of services. The areas that were assessed included school attendance, working or participating in job training, getting along with other ethnic group youth, showing leadership qualities, risk of being arrested, solving personal problems without resorting to violence, staying out of trouble at school, and showing more self-confidence. The percentage of customers receiving each status assignment by a staff member was tabulated by agency and across agencies, both for youth 10 years of age or older and children ages 5 to 9 years. Two agencies collected the survey data on forms from the prior year; thus, no data about the status of their customers are reported below.

This particular form of assessment is considered criterion-referenced because the results for each youth customer and averaged results within and across agencies can be compared to pre-determined criteria. In this way the degree of accomplishment may be gauged by the difference between the actual results and the criteria set for a desired level of accomplishment. In order to determine this difference, CCPA staff members estimated what percentage of youth customers would be assigned each of the three statuses (low, medium, and high) for each of the five questions on both the staff about youth and staff about children surveys. The CCPA estimates were averaged then rounded to the nearest multiple of 5 to create the criteria for judging the level of accomplishment on the part of the customers (not the agency, since overall status is being assessed).

The correlation among the estimates provided by the CCPA evaluators was .70, which is quite high. Finally, the numbers of customers rated as achieving each of the three statuses were compared to the estimated number using the criteria developed by CCPA by applying a chi-square test to the two distributions. With 2 d.f. and for $p < .01$, the criterion chi-square would be 9.23, assuming that the actual frequencies yielded more customers in higher status categories than for the expected results. This did happen and the computed chi-square was 112.4. Therefore, the youth customers, with the help of agency services, achieved higher status on the five questions posed to staff than expected according to the CCPA evaluation team.

The following table compares these results across agencies, sorted by the level of need for services that is based on the youths' responses to our RPRAs. The total score average is reported along with whether this total score reflected a high, medium or low need for services, utilizing norms developed for the RPRAs assessment about 10 years ago. This table reveals that agencies serving youth customers with a higher need for services tended to report fewer cases in which a criterion was exceeded than agencies serving youth customers with a lower need for services. One exceptional case was California Community Partners for Youth, Inc.. Their customers were rated as exceeding all five criteria even though they reported fewer youth developmental assets on the RPRAs assessment. This agency may serve as a role model for other agencies seeking ways to be of more assistance to their youth customers. This table can serve each agency interested in knowing how well their customers are doing in each of the areas assessed. For example, agencies seeking to serve customers by connecting them with jobs or assisting them with job training ought to see higher status reports in the work/training area of functioning. Other agencies striving to keep students in school may be more interested in the school attendance results. This table presents only the results for the questions all agencies were asked. Another set of three questions designed to capture the same information were added by each agency. Therefore, each agency must develop their own criteria of accomplishment for the three statuses covered by each of the three areas assessed. The results for each agency will reveal how well youth customers are faring on areas of most interest to just that one agency.

Table 41

Actual Results of Staff Assessment of Youth for Criteria Reference			
Status Choices	High Status	Medium Status	Low Status
Attends School Always	40%	52%	8%
Works or is Training for a Job	13%	52%	35%
A Positive Leader of Others	29%	60%	11%
Uses Non-Violent Problem Solving	55%	41%	4%
Not at Risk to be Arrested	48%	38%	14%

Using $d.f.=2$, $p < .01$, criterion value of chi-square is 9.23

Actual Results Exceeded Expected Results
Because high status and medium status counts were higher than predicted, while low status count was lower.

How do we measure service quality?

Service quality is a very difficult concept to measure. Dr. Rex Green of the BEST Evaluation Team defines quality as a measure of producing targeted changes in youth consistently.

Dr. Green's measure is one of many ways quality can be defined. Even though quality is a very subjective concept to assess, by utilizing the service productivity data collected, we can measure whether the services were equally effective for all customers surveyed. If there is a wide range of effectiveness in serving customers, the service quality score will be lower. If a grantee delivers consistently effective services to all their customers, then their service quality score will be higher. A quality program should be designed to produce the desired changes in all customers. Therefore, dividing average service productivity, or the level of targeted changes achieved, by the variability in service productivity across youth served, will reveal whether high service productivity was achieved for nearly all youth. Since service productivity varies from 100% to minus 100%, service quality can vary from a large negative number to a large positive number.

Quality exceeding 1.0 is desirable. High levels of quality exceed 3.0. Service quality greater than 10 may indicate that nearly all youth got better on every targeted change noted in the survey. At that point, we recommend that the service agency revise their survey questions and ask about targeted changes that require greater effort to produce on the part of staff, in order to start a new round of service quality improvement. Also important is whether levels of service quality are increasing or decreasing. Decreasing quality warrants a closer look at agency operations. Discussions of decreasing quality can be initiated by brainstorming possible reasons for the decline. Further investigation of possible reasons might be pursued with root cause analysis or charting how service activities cause changes in youth. Performance goals may need to be revised in order to improve service quality in the future.

Were services equally effective for all customers?

Service quality is a measure of the consistency of the service provided. Higher service quality scores mean that the services consistently deliver targeted changes or benefits for children and youth customers. A service quality score of 1 or above is desirable and a score of 3 or above is high.

Table 38

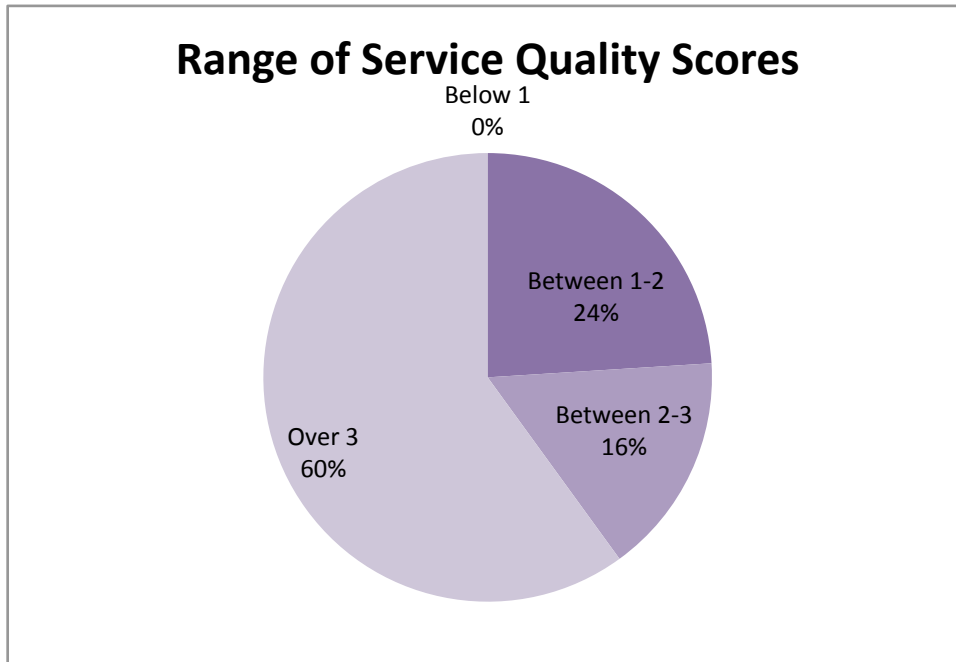
Service Quality Score Asset Development	
Winter 10	Spring 11
2.3	2.8

Whether the levels of service quality are increasing or decreasing is also important. Decreasing quality warrants a closer look at grantee operations. Collectively, BEST grantees' service quality increased when comparing this spring's scores to last winter's scores. The average service quality score 2.8 is close to a desirable score of 3.0.



Range of Service Quality Scores Obtained by BEST Grantees

Chart 27



Why is this important? Service quality is important to the understanding of whether or not providers were able to consistently produce desired changes in their customers. The service quality scores are also valuable in understanding how the BEST-wide effort fared.

Each BEST grantee is given a service quality score for their grantee-selected service productivity scores. The graph above shows that all the grantees but one had desirable service quality scores and fifty percent (50%), or 11 grantees, had high levels of service quality.



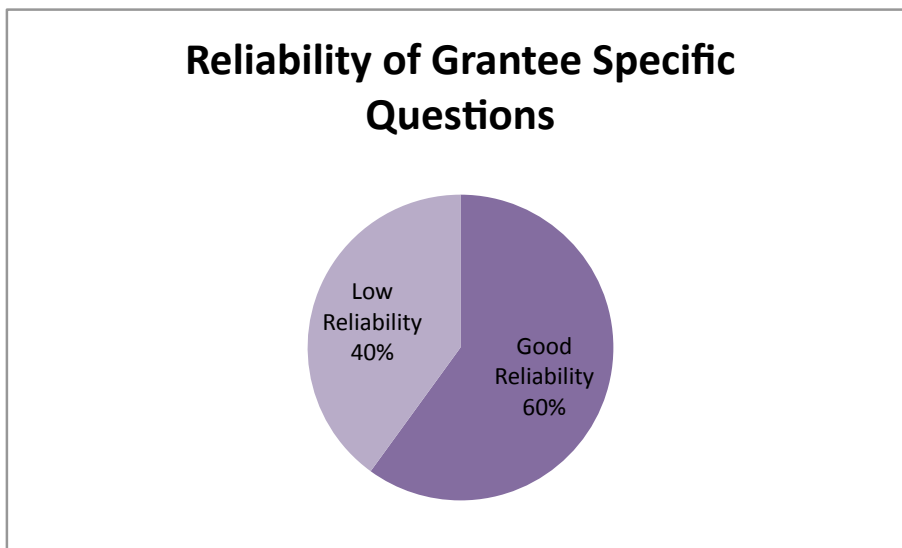
How do we assess reliability?

In the most general sense, “reliability refers to the degree to which survey answers are free from errors of measurement” (American Psychological Association 1985). The reliability of the scales designed by each service provider was determined by calculating the internal consistency of the items. Cronbach’s alpha was calculated for the re-scored item responses (e.g., 1,0,-1 in the case of service productivity).

Reliability ranges from 0 or no consistency to 1, complete agreement among the agency specified items, i.e., the youth answer the items so as to create a perfect ordering of items and youth. Desired levels of reliability are determined by the purpose behind using the scores. If decisions need to be made about placing a particular youth in one program versus another, the level of reliability should exceed .90. If decisions will be made about groups of youth, such as whether males or females benefited more from the program, the level of reliability should exceed .75. If multivariate analyses of these data are pursued to clarify patterns of service effectiveness, the level of reliability should exceed 0.60. Levels above 0.60 were considered good.

Evaluators plan to assist the 36% of grantees (8 grantees) whose reliability of questions was low .

Chart 28



Why is this important?
Program-specific questions are developed by providers to determine direct service productivity. Reliability is important since it alerts stakeholders whether or not these developed questions are free from errors of measurement.

Some Reasons for Low Reliability

Reliability of agency-specified questions is calculated to ensure that decisions being made about the effectiveness of services are based on accurate information. A reliability score of 0.60 or higher indicates that the answers to the agency-specific questions were provided in a consistent enough manner by the youth customers, or parents if the youth were not questioned. Lower reliability may be caused by the following:

1. The reliability could not be calculated because all youth provided the same answer to every question; similarly, low reliability occur when nearly every youth provides the same answer to all questions.
2. The questions relate to multiple underlying factors of client outcomes, thereby lowering the inter-item agreement; frequently, one question taps a different domain of information and needs to be dropped.
3. The youth were not prepared to answer the questions or did not have enough time or motivation to answer truthfully, thereby answering in a more random manner.
4. Too few youth were sampled, possibly at different times, leading to a weakly determined estimate of reliability that veered lower. Agency staff should contact the evaluators to learn more about why their reliability level fell below 0.60, so that the cause, whatever it may be, can be addressed.

Grantees Needing Assistance to Improve Reliability of Questions

The table below indicates the grantees that did not have 0.60 reliability or better. Two grantees just missed and two grantees had no variability in their responses (NV) and four grantees should discuss with evaluators the list of reasons in the left column to improve their next sampling. City of San José should consider again evaluators recommendation to reduce the stretch goals from 70% back to the national benchmark goal for service productivity to 60%. This will encourage providers to develop harder targeted goals that will reduce the problem of customers answer the questions the same.

Table 39

BEST Service Providers with Low Reliability Scores		Spring 11
Eastfield Ming Quong (EMQ)		0.58
Ujima Adult & Family Services, Inc.		0.50
Next Door Solutions to Domestic Violence		0.46
Asian Americans for Community Involvement		0.44
Bill Wilson Center		0.41
George Mayne Elementary		0.28
CommUniverCity San Jose Youth Voices		0.28
Pathway Society, Inc.		0.23
Catholic Charities of Santa Clara		0.19
Center for Training and Careers		0.15

Performance

The section on performance describes how each of the 26 BEST Grantees did in meeting the performance goals set by BEST. Performance uses the BEST strategic areas to review the 26 grantees.



1. BEST Grantees' Efficiency and Effectiveness Performance , go to page 67.
2. Service Performance Index by Strategic Cluster, go to page 72.

CTC

Client Quote(s):

"I don't want to have the problems that I see everywhere around me. Me and my girlfriend want something better for ourselves. I appreciate you guys trying to help me see what's out there, what I can do. I feel good and that I can do whatever I really want to." - CTC participant

Asian Americans for Community Involvement

Client Quote(s):

"I learned how to treat other nationalities with more respect because I can't judge how someone looks. I also benefitted learning how to deal with tough situations." – Project PLUS participant, Age 17

"I like the fact that the counselors are easy to talk to. I dislike that the program is too short. This program has helped me find out my identity and who I really am and who I want to be." – Project PLUS participant, Age 18

"I benefited from this program because now I drink and smoke less often since I learned the consequences of it and what it can do to my health. I also make better decisions in school and I'm careful who I surround myself with."
– Project PLUS participant , 15 years old

Indicators of Performance - Effectiveness and Efficiency

CCPA evaluated the performance of each of the 22 BEST grantees relative to their effectiveness and efficiency. Two indicators of effectiveness are Youth Customer Satisfaction and Service Productivity. Two indicators of efficiency are Percentage of Contracted Services Delivered and Cost per Hour of Service. The definitions of the key performance indicators are as follows:

Percent of contracted services delivered should be minimally 95% for the contract period. BEST grantees measure the amount of service delivered by reporting the number of hours of direct service provided to customers across the various activities.

Cost per hour of service for BEST funds is calculated by dividing the amount of BEST funds expended by the number of hours of direct service delivered. Cost per hour of service for total funds is calculated by dividing the amount of BEST funds and matching funds by the number of hours of direct service delivered. No performance goal is set for cost per hour but readers can compare the cost per hour of services among similar grantees contracted to provide similar services to determine if the cost per hour is reasonable.

Youth customer satisfaction is determined by child and youth responses to four questions about satisfaction with the services they received. The four questions are summarized into a score which ranges from 0% (low) to 100% (very high). BEST has set a performance goal of 80% for this measure. Note to reader: grantees that serve children under five years old use parent satisfaction scores.

Service Productivity is a measure which is used to determine the effectiveness of BEST-funded services. This measure is a summary score and reflects whether customers gained new skills or positive behaviors as a result of receiving services. The score is a percentage that can be positive (customer is better off) or negative (customer is worse off) and is calculated by taking the percentage of targeted changes achieved minus the percentage missed. Grantees do not get credit for customers who indicate that they did not experience any change in attitudes, behaviors, skills or knowledge. For grantees there are three types of service productivity - one that measures child and youth developmental assets (asked by all grantees), the second that measures program-specific changes, as determined by the grantee and the third that measures social-respect specific changes in attitudes and behaviors. The benchmark for all Service Productivity scores is 60%. Our experience and others in the field have set a performance benchmark of 60% for tracking the service productivity for agencies programs evaluated. This year the BEST set a goal for 70% as a stretch goal for agencies.

BEST Performance Target Goals:

Percent of contracted service delivered: 95%

Customer satisfaction rate: 80%

For The Three Service Productivity Rates :70%

Service Performance Index Score : 600

72% of Grantees Meet At Least five of the Six Performance Goals

The following Table indicates the number of grantees or BEST Service Providers that met the six performance goals.

Table 40

BEST Grantees Performance Summary for Cycle XX of FY 2010-11		
	Number	Percent
Grantees That Met all Six Performance Goals	12	48%
Grantees That Met Five Out of Six Performance Goals	6	24%
Grantees That Met Four Out of Six Performance Goals	3	12%
Grantees That Met Three Out of Six Performance Goals	0	0%
Grantees That Met Two Out of Six Performance Goals	0	0%
Grantees That Met One Out of Six Performance Goals	3	12%
Grantees That Missed All Five Performance Goals	1	4%

BEST Grantee Scores for Efficiency and Effectiveness

BEST funded 22 contracts to provide service in Cycle XX.

The following table indicates the performance scores for efficiency and effectiveness of services by grantee. A shaded area indicates a performance goal that was missed. Twelve (12) BEST grantees met all six of their performance goals. Six (6) grantees met five out of the six summary performance goals. Three (3) grantees met four of the performance goals. Three (3) grantees met one of the performance goals and one (1) grantee met none of the six performance goals.

Table 41

BEST Service Provider FY 2010-2011	Percent of Actual Services Year	Cost per Hour of Service for Year BEST Funds	Cost per Hour of Service for Year Total Funds	Youth Satisfaction	Youth-rated Asset Development Service Productivity	Youth-rated Social-Respect Service Productivity	Youth-rated Agency Service Productivity	SPI
Asian American Center of SC County	194%	\$8.13	\$20.55	88%	88%	ND	73%	739
Asian American for Community Involvement	129%	\$15.23	\$30.46	87%	87%	87%	92%	770
Bill Wilson Center	111%	\$11.85	\$14.22	88%	88%	81%	85%	747
California Community Partners for Youth, Inc.	125%	\$3.60	\$6.14	89%	89%	86%	90%	821
Catholic Charities of Santa Clara	105%	\$8.72	\$10.94	91%	91%	82%	95%	781
CommUniverCity	282%	\$7.31	\$10.83	88%	88%	77%	93%	698
Filipino Youth Coalition	115%	\$2.12	\$2.92	84%	84%	83%	71%	818
Fresh Lifelines for Youth	144%	\$4.90	\$16.61	82%	82%	83%	93%	771
George Mayne Elementary School	115%	\$4.17	\$7.28	81%	81%	80%	86%	743
Pathway Society, Inc.	128%	\$16.69	\$20.02	90%	90%	86%	90%	750
Rohi Alternative Community Outreach	148%	\$4.12	\$9.18	79%	79%	70%	76%	663
Ujima Adult & Family Services, Inc.	133%	\$27.77	\$33.32	90%	90%	87%	95%	737
BEST Grantees That Missed One or More Performance Goals								
Alum Rock Counseling Center	92%	\$33.51	\$41.87	86%	86%	83%	96%	742
California Youth Outreach	93%	\$8.69	\$10.73	87%	87%	81%	89%	757
Center for Training and Careers	221%	\$0.78	\$2.04	82%	82%	64%	95%	828
Family and Children Services	84%	\$12.55	\$23.33	83%	83%	93%	94%	732
Firehouse Community Development Corporation	166%	\$5.48	\$6.57	71%	71%	73%	72%	696
The Tenacious Group	106%	\$18.92	\$23.28	79%	79%	69%	87%	613
Asian American Recovery Services	175%	\$8.39	\$10.07	71%	71%	62%	71%	648
Family First Inc. EMQ	150%	\$11.05	\$17.73	74%	74%	67%	77%	658
Joyner Payne Youth Services Agency	101%	\$10.48	\$14.51	75%	75%	77%	83%	563
Generations Community Wellness Centers	99%	\$16.39	\$24.84	48%	48%	34%	48%	570
Next Door Solutions to Domestic Violence	84%	\$10.33	\$57.23	67%	67%	69%	87%	580
Silicon Valley African Productions	123%	\$19.80	\$24.73	55%	55%	41%	50%	380
Girl Scouts of Northern California	81%	\$5.80	\$21.19	59%	59%	56%	64%	587
Total All BEST Service Providers	124%	\$7.00	\$11.00	80%	80%	77%	83%	696

Grantees that Met All Six Performance Goals:

1. Asian American Center of SC County
2. Asian American for Community Involvement
3. Bill Wilson Center
4. California Community Partners for Youth, Inc.
5. Catholic Charities of Santa Clara
6. COMMUNIVERSITY
7. Filipino Youth Coalition
8. Fresh Lifelines for Youth
9. George Mayne Elementary School
10. Pathway Society, Inc.
11. Rohi Alternative Community Outreach
12. Ujima Adult & Family Services, Inc.

Grantees that Met Five Out of the Six Performance Goals:

1. Alum Rock Counseling Center
2. California Youth Outreach
3. Center for Training and Careers
4. Family and Children Services
5. Firehouse Community Development Corporation
6. The Tenacious Group

Grantees that Met Four Out of the Six Performance Goals:

1. Asian American Recovery Services
2. Family First Inc. EMQ
3. Joyner Payne Youth Services Agency

Grantees that Met One Out of the Six Performance Goals:

1. Generations Community Wellness Centers
2. Next Door Solutions to Domestic Violence
3. Silicon Valley African Productions

Grantee that Met None Out of the Six Performance Goals:

1. Girls Scouts of Northern California

Service Performance Index By BEST Grantee

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The Performance Logic Model requires that data regarding effort and effect be presented for all agencies and each agency separately. This BEST evaluation produced information about nine categories of performance, six relating to effort and three relating to effect. Across the nine categories, 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the BEST grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Whenever someone asks “What does the SPI mean?” the answer can be found in the model selected to guide the construction of such a score. The model selected for the SPI is the most widely used to measure overall performance of for-profit and not-for-profit organizations. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. The Criteria are designed to help organizations use an integrated approach to improving performance by promoting:

- Delivery of ever-improving value to all customers and stakeholders, such as the children, youth, parents, and community residents of San José.
- Improvement of overall effectiveness and productive capabilities of any organization, such as the BEST service providers.
- Organizational and personal learning.

The U.S. Department of Commerce is responsible for the national award program, and the National Institute of Standards and Technology (NIST) manages the program. The American Society for Quality (ASQ) assists in administering the program under contract to NIST. Most states operate a state award program modeled after the national program. In California the California Council for Excellence administers the state program. The state award program includes a team review of the application and a visit to the organization, if enough points are earned to qualify for the bronze level. Unlike the national award program, three levels of awards are made each year based on three cutoff scores. Applying for an award from the state program is a way to become more competitive for the national award. National awards are made to around five organizations annually, although if no organization meets the high standards of

performance excellence, NIST can elect to make no awards. The NIST website, www.nist.gov, is the official source of the performance criteria and other information about the national award program.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. This system divides organizational performance into three categories: approach, deployment, and results. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved. We reviewed the measures collected for our report and assigned them to one of these three categories (see Table 44 on the next page). For example, the first measure is based on ratings by the evaluation team of the likelihood that the program design and its underlying philosophy adopted by the service agency would improve the developmental assets of their youth customers. The following table lists the measures and summarizes how each measure was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points.



How is the SPI Indicator Calculated?

Table 42

Area	Indicator	Possible Points	Definition
Approach	Staff ratings of 28 performance characteristics contrasting importance of accomplishing with actual achievement—how well does intent align with perceived accomplishment	125	Sum of differences between importance and achievement across 28 items, adjusted for the number of staff reporting; scale reversed and shrunk to 0-1
	Staff ratings of 9 agency exemplary practices—how capable of doing well is this service team	125	Original scale was 1-5, adjusted to 0-1, averaged across all staff reporting for each agency
Deployment	Cost per customer—lower means more can be served	20.83	Number of registered customers divided by BEST grant funds spent, then magnified to 0-1 range
	Coverage of types of surveys needed from agency—complete reporting yields more useful information	20.83	Percent of types of surveys collected relative to needed
	Comparison of actual service hours versus planned service hours	20.83	Percent of actual to planned services, converted to 0-1 range
	Level of need of youth over 10 years of age (omitted if none served)—highest priority is serving those in need	20.83	RPRA total scores with range reversed, then the range reduced before adjusting to 0-1 where 1 reflects low assets and high need, 0 maximum assets
	Percent of effects scores collected—complete reporting yields more useful information	20.83	Count of effects scores obtained divided by total number of scores agency should have provided
	Surveys collected compared to BEST grant funds spent—were resources used to collect important information	20.83	Total surveys recorded divided by BEST grant funds spent, then magnified to 0-1 range
	Expending of grant funds being on schedule—did spending match or exceed needs as indicated in proposal	20.83	Percent of BEST funds expended during fiscal year that were awarded
	Representativeness of sample of youth surveys collected relative to youth served—how well do these results tell the complete story of how youth fared	20.83	Percent of youth served that were surveyed, adjusted upward as more youth were surveyed, since the larger agencies can survey a smaller percent of their youth customers; scores exceeding 1 capped at 1
	Extent of services relating to gangs	41.66	Sum of percents for five categories of services for gang problems, maximum=100%, converted to 0-1
	Ten staff ratings of the quality of their work experiences—do staff feel comfortable in their workplace	20.83	Averaged responses across all staff reporting; 0 meant not occurring, 1 meant occurring
Staff ratings of 10 organizational management best practices—do managers lead effectively	20.83	Averaged responses across all staff reporting; 0 meant not occurring, 1 meant occurring	
Results	Cost per hour of service—getting more services for the money	167	Actual hours of service divided by amount of total funds spent, then magnified to 0-1 range; score multiplied by 3 to give this indicator one-third the weight of the effects indicators
	Satisfaction of youth—do youth like what happens	55.5	Average level of satisfaction, or zero if insufficient number of surveys supplied
	Satisfaction of parents—do the parents like what happens to their children	55.5	Average level of satisfaction, or zero if insufficient number of surveys supplied
	Asset development productivity reported by youth—did the services produce more youth assets	55.5	Average for all youth reporting, or zero if insufficient number of surveys supplied
	Agency-specific productivity reported by youth—did the services accomplish selected goals for the youth	55.5	Average for all youth reporting, or zero if insufficient number of surveys supplied
	Service quality reported by youth for asset development—was the approach taken equally effective for all customers in increasing youth assets	55.5	Quality calculated as average productivity divided by variability across youth; score range then shrunk to 0-1 and any extreme scores capped
	Service quality reported by youth for agency-specified questions—was the approach taken equally effective for all customers in meeting specified goals	55.5	Quality calculated as average productivity divided by variability across youth; score range then shrunk to 0-1 and any extreme scores capped
Total SPI		1,000	

How can grantees use their SPI to improve?

Each indicator was converted to a 0-1 scale, unless its range already was 0-1, by shifting the lowest value to zero with a constant, then multiplying by the reciprocal of the largest score. Eight of the indicators required some additional adjustment to place the distribution of scores in the 0-1 range, so that the differences among service organizations would be noticeable. After the original range of scores was converted to 0-1, the distribution was examined for skewness and spread. Spread was increased by truncating the range and revising the scores to more nearly cover the entire 0-1 range. Skewness was removed by capping the range about where the frequency of scores became zero, and adjusting extreme scores up or down to fit in the reduced range. These adjustments must be performed when processing new data; the actual adjustments depend on the distributional properties of each indicator. Increasing the spread in this manner is a linear adjustment and does not alter the correlations among the indicators; reducing skewness is a nonlinear adjustment that resembles a logarithmic transformation, in that it pulls in extreme scores. Such transformations often increase the correlation between pairs of variables.

In order to strengthen the validity of the SPI, minimum sample sizes were applied to the indicators involving data collected from stakeholders. If insufficient data were available to calculate an indicator, then zero points were awarded. The following minimums were selected: 5 or more of each type of survey to count as a type; 10 surveys of parents if 25 or more youth customers served and 20 surveys of youth if 25 or more youth customers (including young parents as customers) served to earn a corresponding productivity, satisfaction, or quality indicator score. Clearly, groups can improve their performance index scores dramatically by getting adequate samples of their customers' opinions.

Summarizing, service organizations score higher on the SPI when they do the following:

1. Choose a service model that is more likely to increase the developmental assets of their youth customers;
2. Train staff to achieve goals closely related to things the management considers important, rather than trivial;
3. Strive to deliver services following some exemplary organizational practices;
4. Strive to serve more customers with the BEST funding received;
5. Gather representative samples of each type survey: youth opinions, parent opinions, staff opinions, and the youth developmental assets assessment (RPRA) in the fall;
6. Serve youth with lower developmental assets;
7. Collect and submit more than 15 parent surveys and 20 youth surveys so that all of the effects scores will be computed;
8. Spend 100% of their BEST funding allocation;
9. Gather enough youth surveys to adequately represent their customers' views on how much services helped them;
10. Promote rewarding work experiences for staff;
11. Manage service operations knowledgeably;
12. Manage the delivery of service activities so the cost per hour of service does not shoot upward;
13. Deliver services that the youth and parent customers perceive as helpful;
14. Deliver helpful services to every customer, not just those who are easy to serve.



Silicon Valley African Productions

Client Quote(s):

"I'm a super senior. I messed up a few years. I will keep coming to this class so that I can get some credits and prepare for SAT too. I want to go to college." - SVAP participant

The Tenacious Group

Client Quote(s):

"This class is cool. I realize that the negative stuff I been through doesn't have to master me anymore." - 12th grade Tenacious Group participant

Service Performance Index (SPI) by Strategic Cluster

Readers are reminded that a score over 600 is desirable and meets the performance goal. SPI scores over 700 are considered high scores. Projects are unique and different; therefore, if comparisons are to be made between projects, readers should compare similar projects. One cannot compare a counseling program to a social/recreational activity program. SPI scores are clustered by the strategic clusters - Early Intervention Services and High-Risk Intervention Services. The major factor to determine this clustering included:

- The level of RPRA scores on youth assets with low assets signifying youth were in the high risk group
- Level of gang involvement,
- Age of customers (younger customers are in early intervention)
- Intensity of service
- The type and cost per hour of intervention services
- Aftercare services for youth coming out of incarceration are considered high risk intervention services

The continuum runs from Prevention to Early Intervention to High Risk Intervention (including aftercare) to Suppression. By breaking intervention services into two clusters it allows the reader to compare grantees based on similar customers and intervention strategies.

BEST Early Intervention Grantees

Table 43

BEST Service Provider	Approach	Deployment	Results	SPI Score	SPI Difference from Cluster
California Community Partners for Youth, Inc.	215	202	404	821	134
Filipino Youth Coalition	212	188	418	818	131
George Mayne Elementary School	220	161	362	743	56
Asian American Center of SC County	231	245	263	739	52
Family and Children Services	228	159	346	732	45
CommUniverCity	170	175	352	698	11
Generations Community Wellness Centers	220	177	173	570	-117
Silicon Valley African Productions	77	129	173	380	-307
Average SPI for Early Intervention				687	

Two grantees missed the SPI score performance goal of 600 and five grantees had high SPI scores over 700. The high performing SPI scores were achieved by California Community Partners for Youth, Filipino Youth Coalition, George Mayne School, Asian American Center of SC County, and Family and Children Services. The grantees that need to improve their SPI score is Generations Community Wellness Centers and Silicon Valley African Productions.

Girl Scouts of Northern California Client Quote(s):

"I have learned that women really do have an important role in society." – Girl Scouts participant

"My experience at Got Choices is great; I love it." – Girl Scouts participant

"I love to participate I always look forward to meeting with Got Choices." – Girl Scouts participant

"When I get out, I'm going to make my mom proud." – Girl Scouts participant



BEST High-Risk Intervention Grantees

Table 44

BEST Service Provider	Approach	Deployment	Results	SPI Score	SPI Difference from Cluster
Center for Training and Careers	211	178	439	828	129
Catholic Charities of Santa Clara	227	178	376	781	82
Fresh Lifelines for Youth	237	204	329	771	72
Asian American for Community Involvement	219	214	337	770	71
California Youth Outreach	222	180	354	757	58
Pathway Society, Inc.	217	187	346	750	51
Bill Wilson Center	230	185	332	747	48
Alum Rock Counseling Center	225	197	320	742	43
Ujima Adult & Family Services, Inc.	212	195	330	737	38
Firehouse Community Development Corporation	225	182	290	696	-3
Rohi Alternative Community Outreach	185	176	302	663	-36
Family First Inc. EMQ	203	183	271	658	-41
Asian American Recovery Services	216	187	245	648	-51
The Tenacious Group	178	158	277	613	-86
Girl Scouts of Northern California	193	190	203	587	-112
Next Door Solutions to Domestic Violence	148	189	243	580	-119
Joyner Payne Youth Services Agency	87	178	298	563	-136

Three (3) grantee missed the SPI score performance goal of 600, nine (9) grantees had high SPI scores over 700 and five (5) grantees had good SPI scores.

The high SPI scores were achieved by :

1. Alum Rock Counseling Center
2. Asian American for Community Involvement
3. Bill Wilson Center
4. California Youth Outreach
5. Catholic Charities of Santa Clara
6. Center for Training and Careers
7. Fresh Lifelines for Youth
8. Pathway Society, Inc.
9. Ujima Adult & Family Services, Inc.

Good SPI scores were achieved by:

1. Asian American Recovery Services
2. Family First Inc. EMQ
3. Firehouse Community Development Corporation
4. Rohi Alternative Community Outreach
5. The Tenacious Group



SPI Comparison For Last Four Cycles

The following two tables indicate the SPI scores over the last four years or cycles of BEST funding. The tables indicate grantees that had high, desirable, and SPI scores below the performance goal of 600 SPI score. The table also indicates the five grantees that are no longer funded by Best funds. The table also provides the average SPI Score and uses it to rank the BEST Service Providers by their SPI score for both Early Intervention Service Providers and High Risk Intervention Services Providers. Readers should note that 500 of the 1,000 points possible is for results and results include cost per hour/efficiency and effectiveness scores. If an agencies is providing less costly services, their SPI score will be higher. Thus, readers should be causes in comparing groups that have different strategies and scopes of work. Grantees are best reviewed by comparing the level of their SPI score over time.

Table 45

BEST Early Intervention Service Providers						
BEST Service Providers Early Intervention Providers	Cycle 17 SPI	Cycle 18 SPI	Cycle 19 SPI	Cycle 20 SPI	Average SPI Score	SPI Score Order
High SPI Score						
California Community Partners for Youth, Inc	740	819	884	821	816	1
Filipino Youth Coalition	715	822	812	818	792	2
George Mayne Elementary School	762	741	838	743	771	3
Asian American Center of SC County				739	739	4
Desirable SPI Score						
Family and Children Services	530	735	770	732	692	5
SPI Scores Below Performance Goal and Below Desirable Cut Off of 600 or Above						
Generations Community Wellness Centers				570	570	6
Silicon Valley African Productions				380	380	7
Grantees No Longer Funded						
Friends Outside in Santa Clara County	637	564	247			
Average SPI Score Early Intervention	658	684	661	698	690	

Table 46

BEST High Risk Intervention Providers						
BEST Service Providers High Risk Intervention Providers	Cycle 17 SPI	Cycle 18 SPI	Cycle 19 SPI	Cycle 20 SPI	Average SPI Score	SPI Score Order
High SPI Score						
Bill Wilson Center	841	740	745	747	768	1
Center for Training and Careers	714	688	738	828	742	2
Ujima Adult & Family Services, Inc.	613	641	661	737	737	3
Catholic Charities of Santa Clara	723	774	649	781	732	4
Asian American for Community Involvement				770	770	5
Fresh Lifelines for Youth	757	688	676	771	723	6
Firehouse Community Development Corp	713	715	759	696	721	7
California Youth Outreach	688	710	689	757	711	8
Pathway Society, Inc.	687	719	688	724	705	9
Rohi Alternative Community Outreach	690	776	675	663	701	10
Desirable SPI Score						
Alum Rock Counseling Center	653	624	667	742	671	11
Asian American Recovery Services	573	732	687	648	660	12
Next Door Solutions to Domestic Violence	687	667	659	580	648	13
EMQ Children and Family Services	665	646	613	658	645	14
The Tenacious Group				613	613	15
Girl Scouts of Northern California	587	655	621	587	612	16
SPI Scores Below Performance Goal and Below Desirable Cut Off of 600 or Above						
Joyner Payne Youth Services Agency				563	563	18
Grantees No Longer Funded						
Crosscultural Community Service Center	673	607	327			
Mexican American Community Services Agency	629	693	740			
NOVO Community Day School/SCCOE	289	546	648			
Average SPI Score High Risk Intervention	658	684	661	698	690	

PART THREE BEST EVALUATION REPORT

POPULATION RESULTS

Population Results

Part Three contains the Population Results. Population Results include indicators such as juvenile crime and education of children and youth in San José. Population Results over time are the cumulative effect of the efforts of all residents of San José working to ensure a healthy and productive future for our children.

1. To review intermediate results from status reports go to page 79.
2. To learn about some of theory of change behind the BEST Performance Logic Model, go to page 82.
3. To learn about how we are doing in the area of juvenile crime indicators, go to page 90.
4. To learn about how we are doing in meeting educational indicators, go to page 96.
5. To learn about how our schools are doing in addressing the problem of educating our high-risk youth, go to page 102.

Intermediate Results from Criterion Reference Questions Status Reports From Staff and Customer Assessments

Intermediate results are developed each year by BEST providers and included in their contract for funding. Intermediate results cannot be directly linked in a causal relationship to the BEST services. The strength of the nationally recognized logic model, or theory of change evaluation design, is that service providers need only demonstrate signs of positive change for the better with measurements. The logic is that positive change, due to services, will impact and influence the intermediate results. For example, if a youth was arrested and referred to a BEST program and not re-arrested, this is an intermediate result. Similarly, if a youth was not in school and now is in school, that is also an example of an intermediate result. It took the efforts of the whole community to impact these intermediate results.

This evaluations uses the evidence based practice of criterion reference questions. Criterion-referenced assessments measure how well a customer performs against an objective or criterion. The following tables shows responses from youth customers and staff assessment of youth customers success at meeting the criterion reference questions developed for the BEST evaluation..

The highlights of this year's criterion reference data showed some promising intermediate results for the youth whose status was tracked:

- 497 youth who were arrested before were not re-arrested during this year's service cycle.
- 239 youth who were not in school before, re-connected to a school during the current cycle, which translates into 75% of the youth not in school getting back into school. This represents an additional one year recovery funding for schools of \$2.1 million assuming the youth goes to school for a whole year.
- 571 youth using drugs last year to not using drugs now.

Table 47

Current Statuses of Youth--Youth Report						
	% Currently in School	% Currently Working	% Currently in Job Training	% Currently Not Using Drugs	% Not Arrested During Services	
All Programs	92%	18%	11%	82%	87%	
Current Statuses of Youth--Staff Report						
	% of Youth Always in School	% of Youth Mostly In School	% of Youth Rarely in School	% of Youth Working or in Training	% of Youth Uninterested in Work or Training	
All Programs	43%	49%	8%	12%	40%	
Current Statuses of Youth--Staff Report						
	% of Youth Acting as Positive Leader	% of Youth Inclined to Cause Trouble	% of Youth Solving Problems w/out Violence	% of Youth Solving Problems with Violence	% of Youth Not at Risk of Arrest	% of Youth Arrested During Services
All Programs	32%	11%	56%	5%	49%	13%

The status criterion reference questions responses from youth customers and staff assessments agree on many of the status questions. Both indicate that 92% of customers are currently in school and 87% of youth served were not arrested during BEST funded services.

Child Status Criterion Reference Question for the Seven Percent of BEST Customers Ten and Under

Table 48

Current Statuses of Children 5 to 9 Years--Staff Report						
	% of Children 5-9 OK w/all Ethnicities	% of Children 5-9 Avoids other Ethnicities	% of Children Who Exude Confidence	% of Children 5-9 Insecure & Tentative	% of Children 5-9 No Trouble in School	% of Children 5-9 Suspended or Expelled
All Programs	97%	1%	50%	18%	69%	6%

Children 5 to 9 years old assessed by staff criterion reference questions indicate that 69% are having no trouble in school and 97% children are OK with all ethnicities. Nine percent of the children assessed by staff were suspended or expelled this year. These

Change in Youth Criterion Reference Status Questions Percentage Improved - Intermediate Results

Table 49

Customer-reported Improvements in Status During Services								
	N of Cases Not in School Same Time Last Year	% Improving from Not in School Same Time Last Year to Attending School Now	N of Cases Not Working or in Training Last Year	% Improving from Doing No Work or Job Training Last Year to Doing Some Now	N of Cases Using Drugs Last Year	% Improving from Using Drugs Last Year to Not Using Drugs Now	N of Cases Arrested Before Program Began	% Improving from Being Arrested Before Services Began to Not Arrested During Services
All Programs	318	75%	1,734	15%	891	64%	663	75%

75% Improvement in Attending School

Seventy-five percent of youth not in school last year are now attending school this year. This represents 239 BEST youth customers who are now going to school. For a full year of school funding this is an estimated \$2.1 million in additional revenue to educate and socialize our BEST customers if they go to school for a whole year. This indicator holds promise for a cost effectiveness measure for BEST intervention services.

15% Improvement from Doing No Work or Job Training to Doing Some Now

Fifteen percent of youth improved from doing no work or job training last year to doing some now. This represents 266 youth improving on this criterion reference status question.

64% Improvement of Using Drugs Last Year to Not Using Drugs This Year

Sixty four percent of youth customers report that they were using drugs last year and are not using drugs this year. This represents 571 youth who have changed their high risk behavior and stopped using drugs.

75% of Youth Arrested Before BEST Services Were Not Arrested During BEST Services

Seventy-five percent of youth were not arrested before BEST services were not arrested during BEST services. This represents 497 youth arrested before that were not arrested during BEST services.

All these intermediate results hold promise for proving cost effectiveness of BEST services. The 239 youth who were not going to school last year and are now going to school this year can be estimated to generate \$2.1 million dollars for school districts to educate and socialize our youth assuming these youths goes to school for a whole year.

BEST Shows Promise for Cost Effectiveness

Importance of Population Results to the Performance Logic Model

The San José BEST 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. BEST and other MGPTF 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 BEST programs, but rather, to help focus community resources on improving these conditions for our children and youth. The following terms used in the BEST 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 to allow 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. High school graduation rates and API 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 the years that San José BEST programs have existed. For example, one of the desired population result indicators is to increase high school graduation rates. To evaluate progress and achievement for this desired result, it is necessary to annually measure graduation rates for each high school in San José. This provides an objective way to see if graduation rates 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 graduation rates, 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 José 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 BEST 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 high school graduation 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 of the MGPTF 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, and programs need to get established and serve many youth before enough change will have occurred to impact the school population of San José. Second, BEST-funded programs and the members of the MGPTF alone cannot achieve the desired results. It will take everyone in San José working together to assist in addressing all the factors to ensure a safe environment where children in San José can receive a high quality education.



Summary of Population Results Indicators

The San José MGPTF Strategic Work Plan and BEST's Performance Logic Model Evaluation 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 José in raising healthy children who will have the opportunity to succeed in their lives.

The population results displayed in the following graphic are summary indicators that are going in a desirable and undesirable direction:

Graphic 4

Population results are used to determine if key indicators are going in a desirable or undesirable direction over time. Population results can assist us to focus our efforts to move indicators in a desirable direction.	
Trend going in a desirable direction	Trend going in a undesirable direction
2005-2010 Academic Performance Index up 4%	2005-2010 Truancy Rate is up 26%
2005-2010 Number of Juvenile Felony Arrests down 15%	2005-2010 CPI Graduation Rate is down 4%
2005-2010 4-Year Drop Out Rate is down 27%	2005-2010 NCES Graduation Rate is down 4%
2005-2010 Revenue Lost Due to Youth Dropping Out Rate is down 63%	<p>Note: Indicators are not used to point fingers but use to assist everyone in the community to work together to produce healthy productive futures for our youth.</p>
2005-2010 Suspension Rate is down 25%	
2005-2010 Number of Juvenile Violent Crime Arrests down 26%	
2005-2010 Violent Crime Rate down 11%	
2006-2011 Number of Gang Related Incidents down 38%	

Theory of Change Behind The Logic Model for BEST Performance Logic Model

Theory of Change is a helpful tool for developing solutions to complex social problems such as reducing the effects of gangs in San José. At its most basic, a theory of change explains how a group of early and intermediate accomplishments sets the stage for producing long-range results. A more complete theory of change articulates the assumptions about the process through which change will occur, and specifies the ways in which all of the required early and intermediate outcomes related to achieving the desired long-term change will be brought about and documented as they occur.

The MGPTF Strategic Work Plan defines an approach for the City of San José to address the complex problem of reducing gangs, gang violence, juvenile crime, and building safe and healthy neighborhoods in every corner of our city that utilizes the theory of change.

The BEST Performance Logic Model is also based on a theory of change that accepts the latest research on child and youth development, community building, and the most effective and efficient methods of delivering services to meet community needs. The services funded utilize the theory-based best practices recommended by proven research: The research theories and practices used in the MGPTF and BEST theory of change are:

- Child and Youth Development Assets
- Importance of Resiliency Assets
- Importance of Community Building and Partnership Activities
- Importance of Maximizing the Pro-Social Forces in Our Community
- Importance of Building Family and Community Capacity
- Community Policing Theory

The following pages explain some of these proven theories used in the BEST programs.

Role of Resiliency

For several years now, the City of San José has embraced the youth developmental asset and resiliency theory. As a result, it has required youth developmental asset-based evaluation designs for a number of its youth programs, required community-based contractors to demonstrate their ability to implement asset-building program components, and supported the effort to garner community-wide buy-in about developmental asset theory and approaches.

One critical component to youth developmental asset theory is resiliency. Resiliency is a concept first popularized in the early 1970s. Robert Brooks of Harvard University explains: "The hallmark of a resilient child includes knowing how to solve problems or knowing that there is an adult to turn to for help. A resilient child has some sense of mastery of his own life, and if he gets frustrated by a mistake, he still feels he can learn from the mistake." The extensive research on resiliency of Bonnie Benard, Senior Program Associate of WestEd's School and Community Health Research Group, indicates that the three core variables of resiliency are:

1. High expectations of the youth in the home, school, and community;
2. Meaningful participation of the youth in the home, school, and community; and
3. Presence of caring and supportive adults in the home, school, and community.

Caring and Supportive Adults

Dr. Emmy Werner of the University of California, Davis has conducted decades of longitudinal research on resiliency and provides the foundation for the resiliency framework in prevention and intervention. She writes that:

Dr. Werner suggests that the presence of a caring and supportive adult is especially important in fostering resiliency. While policy makers, educators, and other community leaders do not necessarily have control over the circumstances that create adversity for youths, they ought to focus on how best to support youths in overcoming it.

In a recent evaluation of over 30 youth service programs serving San José residents with BEST funds, CCPA found that the presence of caring and supportive adults correlates to the developmental asset level of the participating youth. This finding is based on the results of over 5,000 Risk Avoidance, Protective, and Resiliency Assessment (RPRA) surveys completed by participating youth. The RPRA has been used by over 150 community-based organizations and public agencies as a method of measuring the asset level of their youth customers. The short form of the instrument has an alpha reliability of .86 and has norms of high, medium, and low asset levels. Low assets are an indication of high-risk youths; medium level indicates at-risk youths; and a high asset level is an indication of youth with fewer risks of difficulties at home, school, and in the community.

Youth were asked whether they agreed or disagreed with four circumstances related to the presence of and their relationship to certain adults, such as teachers and neighbors. The table below shows how youth responded across asset levels. Results clearly indicate higher asset levels among youth who have a strong relationship with an adult at school or work, have a caring teacher, know their neighbors, and have a strong relationship with adults in the community. The presence of a caring teacher yielded the highest percent of high asset levels.

Table 48

Variable	Normed Asset Level			
	High Assets	Medium Assets	Low Assets	Total
Strong relationship with adult at school or work				
Strongly Agree/Agree	42.7%	21.4%	14.0%	78.1%
Strongly Disagree/Disagree	3.3%	6.7%	12.0%	22.0%
Total	46.0%	28.1%	26.0%	100.1%
My teacher really cares about me				
Strongly Agree/Agree	43.8%	22.2%	14.5%	80.5%
Strongly Disagree/Disagree	2.4%	5.8%	11.2%	19.4%
Total	46.2%	28.0%	25.7%	99.9%
I know my neighbors				
Strongly Agree/Agree	40.7%	20.6%	17.3%	78.6%
Strongly Disagree/Disagree	5.3%	7.5%	8.6%	21.4%
Total	46.0%	28.1%	25.9%	100.0%
Strong relationships with adult(s) in community				
Strongly Agree/Agree	41.1%	19.7%	13.0%	73.8%
Strongly Disagree/Disagree	4.7%	8.5%	12.9%	26.1%
Total	45.8%	28.2%	25.9%	99.9%

This year staff assessment of youth customers indicate that they were connected to 3.3 new caring adults because of BEST funded services. The following Table indicates the percentage of Youth with relationships with a caring adult.

Table 49

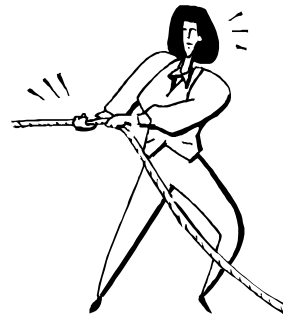
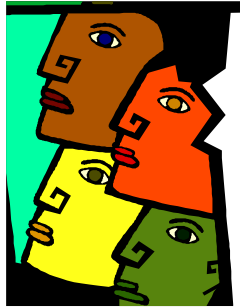
Caring Adults	Percent
There are one or more adults taking a special interest in this youth's well being in the family	65%
There are one or more adults taking a special interest at school or in his/her neighborhood	51%
There are one or more adults taking a special interest among staff at your BEST funded agency	76%

How are we doing in socializing our youth?

The presence of a caring and supportive adult is one way to help socialize youth. Youth without the presence of caring and supportive adults in their lives may be attracted and “pulled” over to the anti-social mindset and lifestyle. After all, the anti-social lifestyle also offers youth a way to gain and keep respect, a sense of family and connectedness, a sense of accomplishment and upward mobility, a sense of safety, access to money, a way to be engaged, a rite of passage, and a sense of structure and direction.

ANTI-SOCIAL PULL

PRO-SOCIAL PULL



Characterized By:

Characterized By:

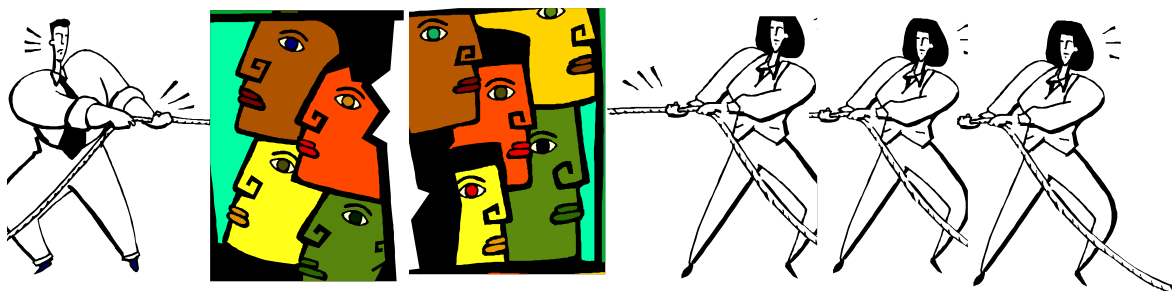
- Anti-social peers
- Beliefs, values, and attitudes favorable to crime
- Substance abuse
- Condones violence as way to solve conflicts
- Poor self-management skills
- Poor attitudes toward work and/or school
- Poor parental supervision, monitoring, or contingencies
- Other family problems, including child abuse
- Anger/hostility

- Meaningful and high level of participation in home, school, and community
- High expectations at home, school, and community
- Caring and supportive adults at home, school, and community
- Beliefs, values, and attitudes unfavorable to crime
- High level of structure
- Skills and assets such as problem solving, decision-making skills, and hope for the future



Who is pulling for the Pro-Social Side?

The pressure to surround youth with pro-social influences may be greater now than ever. Policy makers and other community leaders need to determine what resources are available to counter the anti-social influences of gangs, certain parolees, and other anti-social adults. Experts on gangs and law enforcement officials agree that anti-social influences, such as gangs, have a well-organized team with a thoughtful game-plan. The pro-social team needs to ensure that it, too, is organized and working together. Does the community know who should be pulling on the pro-social team and in what order? Does the community know if there are enough people pulling on the pro-social side?



Anti- Social Pull Characterized By:

- Adults on probation
- Gang members
- Anti-social peers
- Drug using peers
- Parents who use drugs
- Parents who break the law

Pro- Social Pull Characterized By:

- Parents
- Relatives
- Teachers
- Pro-social peers
- Neighbors
- CBO Youth Workers
- Parks and Recreation Workers
- Police & Probation Officers
- Church & Spiritual Workers
- Coaches
- Social Workers

The way in which youth are socialized transpires primarily through three sources: home, school, and community. Currently, external circumstances have greatly jeopardized society's opportunity to socialize youth by whittling away at resources available to these three core institutions. For many families of youth experiencing anti-social influences, the home environment is characterized by high unemployment rates, unmet mental health needs, and drug/alcohol problems. In some instances, however, hardworking parents are struggling to find time to spend with their children as they juggle jobs, financial obligations, and other daily pressures.

Schools are characterized by a limited capacity to work with high-risk youth, diminishing funds and services for youth not in the educational mainstream, and decreasing alternative education opportunities for career and vocational education. Lastly, in the neighborhoods, funds for community-based youth services have diminished over time causing a disruption in building capacity to work with high-risk youth and families, ultimately fostering a reliance on systems (e.g. dependency, delinquency, health and hospital systems) to help needy community members.

Society needs to find ways to connect youth to caring adults who can pull from the pro-social side. These adults can assist youth to connect to the opportunities available to them to build a healthy and productive future.

Who is pulling for the Anti-Social Side?

Some of our communities have seen high concentrations of parolees and probationers in certain neighborhoods, an increase in the numbers of out-of-school youths, and an increase in gang recruitment activities. Results from a recent survey conducted by the Cornerstone Project indicate that low percentages of youth feel valued by the community. In other words, a large percentage of our youth do not see themselves as wanted or needed in our community. Youth want a meaningful role to play in our society. In the same survey, low percentages of youth indicated that they have positive, adult role models.

In order to better understand the anecdotal reports of high numbers of parolees and probationers in certain neighborhoods, CCPA worked with the Santa Clara County District Attorney's Office to gather data on this issue. Since the State of California's data system containing information about parolees is limited, CCPA was only able to gather data on the number of parolees in a one-mile radius of a given address. As a result, CCPA looked at the one-mile radius around each high school in Santa Clara County. CCPA then compared the results to the numbers of full-time equivalent teachers at each of these schools. While these data have their limitations, they do, nonetheless, begin to tell a story about who we, as a community, may rely on to serve as the caring and supportive adults in the lives of these youths.

The table below shows the results of this research. The table contains six columns. The first column lists the name of each high school. The second column lists the number of youth enrolled in the school. The third column lists the number of adult parolees living in the one-mile radius surrounding the school. The fourth column lists the number of full-time equivalent (FTE) teachers at each school, as reported by the California Department of Education. The last two columns give the ratios of enrolled students to parolees and enrolled students to FTE teachers. So, for Andrew Hill High School, there were 18 students per parolee and 21 students per FTE teacher. Ten schools had more parolees in its one-mile radius than FTE teachers; these schools are highlighted. The parolee data suggests that even for youth who are enrolled in school, anti-social forces are near schools, influencing youth everyday. Note: Data in the chart below is from 2004, the last time the DA's office did the study for the Santa Clara County Juvenile Justice Plan.

Table 50

Parolees versus Full-Time Equivalent Teachers					
HIGH SCHOOL	School Enrollment - Number of Students	State Parolees in One-Mile Radius	FTE Teachers	Student to Parolee Ratio ("For every parolee, there are ___ students.")	Student to Teacher Ratio ("For every FTE teacher, there are ___ students.")
Andrew Hill	1,927	105	93	18	21
Branham	1,442	33	54	44	27
Del Mar	1,279	65	56	20	23
Dtn. College Prep.	275	148	16	2	17
Evergreen Valley	862	15	48	57	18
Foothill	524	129	31	4	17
Gunderson	1,173	32	63	37	19
Gunn	1,704	3	92	568	19
Independence	4,167	68	180	61	23
James Lick	1,235	134	63	9	20
Leigh	1,621	15	65	108	25
Lincoln	1,656	89	86	19	19
Mt. Pleasant	2,071	77	94	27	22
Oak Grove	2,670	72	116	37	23
Overfelt	1,732	143	85	12	20
Piedmont Hills	1,967	26	87	76	23
Pioneer	1,353	41	66	33	21
Prospect	1,214	2	53	607	23
San Jose	1,121	142	58	8	19
Santa Teresa	2,121	32	101	66	21
Silver Creek	2,450	2	115	1225	21
Westmont	1,665	9	67	185	25
Willow Glen	1,302	21	66	62	20
Yerba Buena	1,698	96	85	18	20

Some parolees are like full time youth workers who recruit youth into a "criminal" or "street" code of behavior or mindset.

Eight Evidence Based Principles

In 2003, the National Institute of Corrections (NIC), in collaboration with the Crime and Justice Institute, assembled leading scholars and practitioners from the fields of criminal justice and corrections to define the core elements of EBP based upon the “what works” research. They identified eight evidence-based principles for effectively intervening with offenders. These eight principles serve as the foundation for agencies interested in reducing crime, violence and gang behavior. BEST funded agencies are using all these evidence based practices in delivering their service and care.

Eight Evidence-Based Principles for Effective Interventions

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

Base Assessments and Services on the Evidence Based Practice of Using both Static Risk Factors and Dynamic Risk Factors

Common Historical Risk Factors (Static Risk Factors)

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

Common Criminogenic Needs (Dynamic Risk Factors)

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

Why is family and community so important?

Policy-makers and other community leaders are engaged in the difficult task of setting budget and policy priorities. This exercise is inherently difficult, but more so when resources are limited, as is the current circumstance for the County of Santa Clara. Decision-makers may want to be mindful of the compelling evidence that highlights the importance of building family and community capacity to work with anti-social and other troubled youth.

Researchers at the Search Institute explain that some communities have enough resources for a young person to get all that he or she needs from family, neighbors, and a wide array of pro-social experiences. However, when communities do not have sufficient services and opportunities, both in terms of quantity and quality, additional supports may need to be created (Scales & Leffert, 1999). Decision-makers may have to create services, supports, and opportunities such as surrogate families, community organizations, alternative school settings, and employment.

The diagram that follows illustrates the four core resources upon which society relies to resolve issues that youth face.

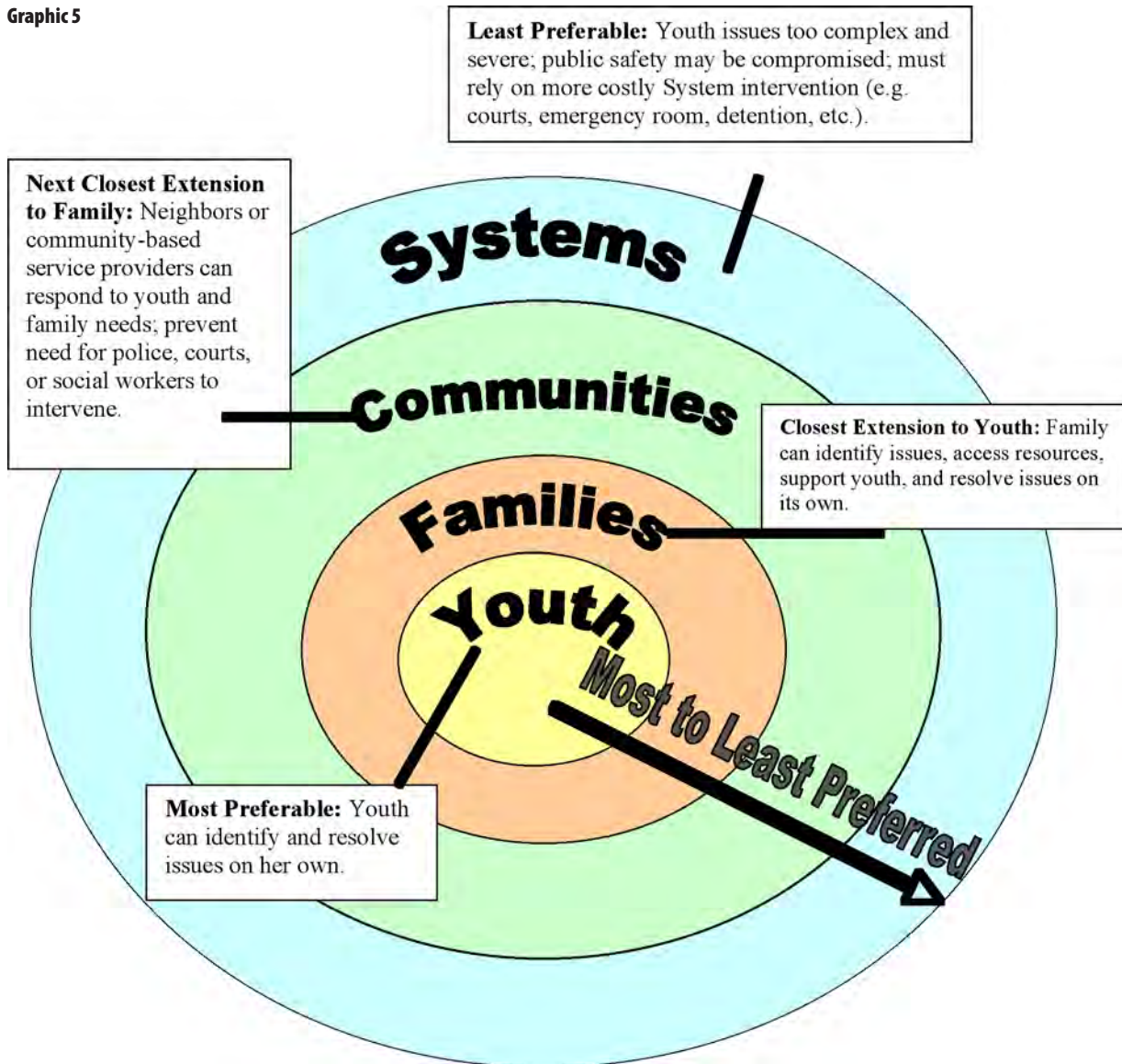
- (1) The center of the concentric circles is the youth him/herself. The most preferable way for resolution is for the youth to have the ability to identify the issues by him/herself, access resources as needed, and address the problem.
- (2) The second most preferable way for resolution is for the family, the next most immediate extension to the youth, to support the youth and address the problem.
- (3) The third closest extension to the youth is community: neighbors, teachers, coaches, or community-based service providers, to name a few. Community is the third most preferable method of resolving issues and, if effective, can prevent the need for law enforcement, court, or social worker intervention.
- (4) The least preferable way to address youth problems is through "Systems." Systems (e.g. dependency, delinquency, or health and hospital systems) are defined as large institutions, generally government-run, such as the courts, Juvenile Hall, emergency room, or Children's Shelter. While these Systems provide a safety net and critical services related to health care, public safety, and child protection, these more costly services should be reserved for those youth and families who have exhausted the first three methods.

While severe budget cuts must be endured by both communities and Systems, decision-makers should keep in mind that the perpetual disruption or dissolution of resources to communities may foster society's reliance on Systems, the more costly and least ideal place to resolve problems. At the same time, community-based service providers need to practice continuous improvement and demonstrate their effectiveness. Communities and Systems should recognize the significant services that each provides, respect the fact that each has an important place on the continuum, and create an environment for the seamless flow of referrals from one to the other.



Strategy for Building Capacity

Graphic 5



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 are increasing, it may indicate that we are losing our youth to an anti-social, criminal, and/or gang mindset. While not all juvenile delinquents become adult criminals, virtually all adult chronic offenders were once juvenile offenders. Juvenile crime rates, especially for older youth, are also an indicator of community safety. The juvenile crime rate in San José has declined for several years and has begun to show an increase in the last three years. The following chart shows the direction of the juvenile crime rate over time and the recent up turn in an undesirable 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-olds). 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 the BEST and other MGPTF-related programs. This component is led by the nationally recognized San José Police Department's efforts in community directed 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. This new norm thesis is a factor in the City of San José given the success of Project Crackdown, the Strong Neighborhoods Initiative, and the Neighborhood Development Center. Some accept the "broken window" thesis: if a broken window is not fixed, there will soon be many broken windows. The limits of this evaluation will not allow for a definitive explanation as to why juvenile crime in San José 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, especially since in recent years crime rate for juveniles and adults went up and then down slightly.

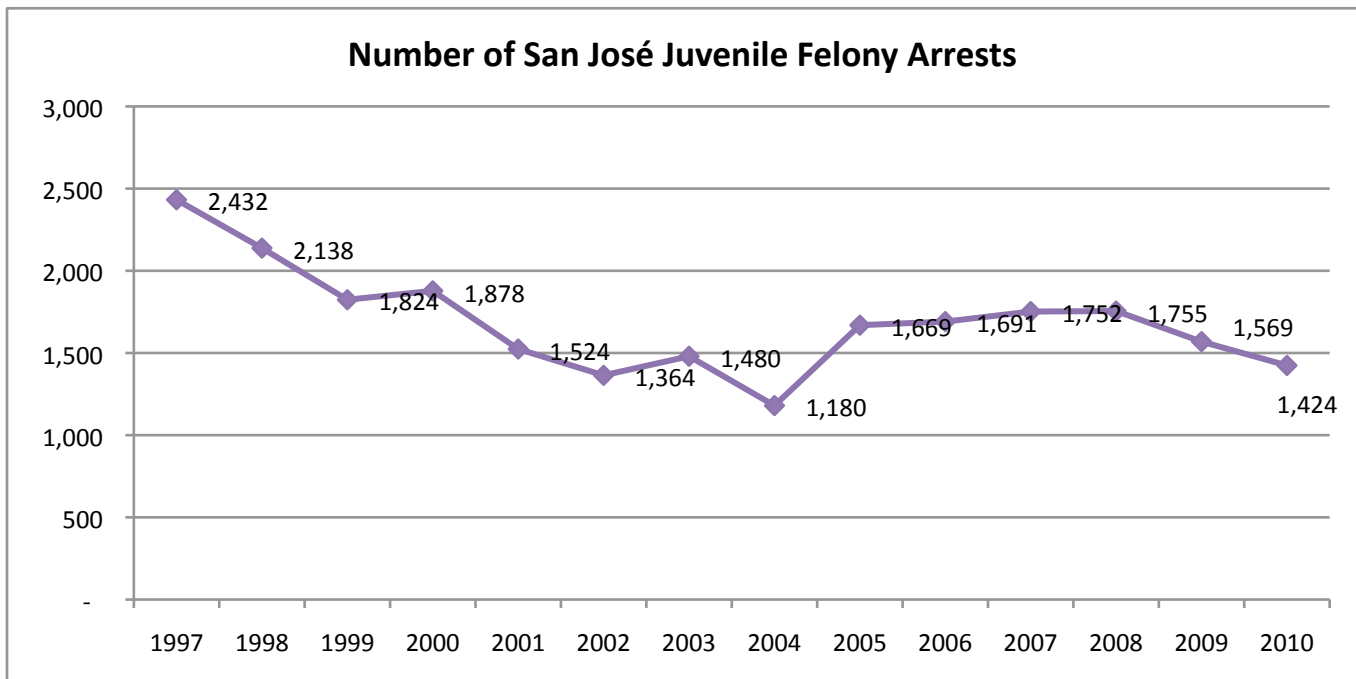
"Crime is not an isolated phenomenon that can be attacked directly because crime is a by-product of the social, cultural, and economic conditions in which we live."

Noted Early 20th Century Criminologist Enrico Ferri

Limitations to Crime Data

Readers are cautioned with determining the extent to which the BEST Program has had an impact on reducing crime is beyond the scope of this evaluation.

Chart 29



State of California Attorney General's Office - Criminal Justice Statistics Center

Note:
Juvenile Felony Arrests have changed trajectory in the last two years in an desirable direction.

Juvenile Felony Arrests Has Changed in a Desirable Direction

Since 2009, juvenile felony arrests crime ratio to 100,000 (5th to 12th grade) youth in school have been decreasing, or moving in a desirable direction. In 2010 the rate juvenile felonies was the lowest in the last 11 years.

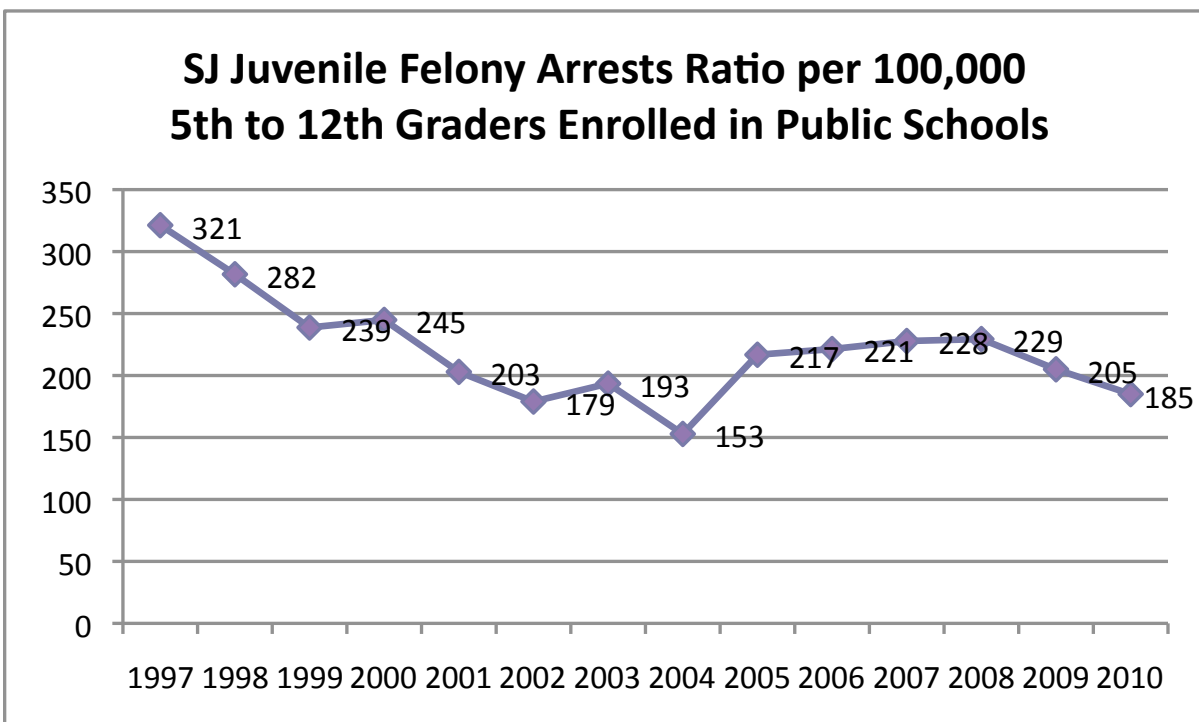
Table 50

San José Juvenile Felony Arrests Crime Ratio to 100,000 (5th to 12th Grade) Youth in Public School											
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Juv. Felony Arrests	1,878	1,524	1,364	1,480	1,180	1,669	1,691	1,752	1,755	1,569	1,424
Male	1,564	1,254	1,122	1,230	944	1,381	1,393	1,545	1,466	1,281	1,167
Female	314	271	242	250	236	288	298	298	289	288	257
Homicide	2	0	4	0	0	0	3	0	0	0	0
Forcible Rape	13	17	12	7	4	7	5	8	9	4	7
Robbery	148	92	92	79	103	100	164	162	148	155	121
Assault	321	259	279	277	237	329	258	292	241	216	195
Kidnapping	28	8	1	0	0	1	0	0	0	0	0
Total Violent Crime	512	376	388	363	344	437	430	462	398	375	323
School Population 5TH - 12TH GRADE (THOUSANDS)	76.7	75.1	76.2	76.5	77.2	77.0	76.4	76.9	76.5	76.6	76.9
TOTAL: Ratio Per 100,000 Sch. Pop.											
Juv. Felony Arrests Ratio	244.9	202.9	179.0	193.5	152.8	216.8	221.3	227.8	229.4	204.8	185.2
Violent Crimes Ratio	66.8	50.1	50.9	47.5	44.6	56.8	56.3	60.1	52.0	49.0	42.0

Ratio of Juvenile Felony Arrests Changed Has Declined the Last Two Years

The ratio of juvenile felony arrests to 100,000 5th to 12th graders enrolled in San José schools shows the same trends as the number of juvenile arrests. **Public school enrollment has been stable over the past decade.** Over time, the ratio has gone in a desirable direction with an up-swing in an undesirable direction in 2005, 2006, 2007, and 2008 and a desirable direction in 2009 and 2010.

Chart 30



Data from:
State of California Attorney General's Office - Criminal Justice Statistics Center

Juvenile Violent Crimes Is the Lowest in the Last Eleven Years Down 37%

Since 2000, juvenile violent crimes had been decreasing over time in San José. However, from 2005 to 2007 juvenile violent crimes increased and the last two years decreased. The types of violent crime (homicide, forcible rape, robbery, assault, and kidnapping) and the number of arrests are found in the table below. As the table highlights, San José witnessed at 37% decline in Juvenile Violent Crime Rate. Data over time is demonstrated on the table and charts below:

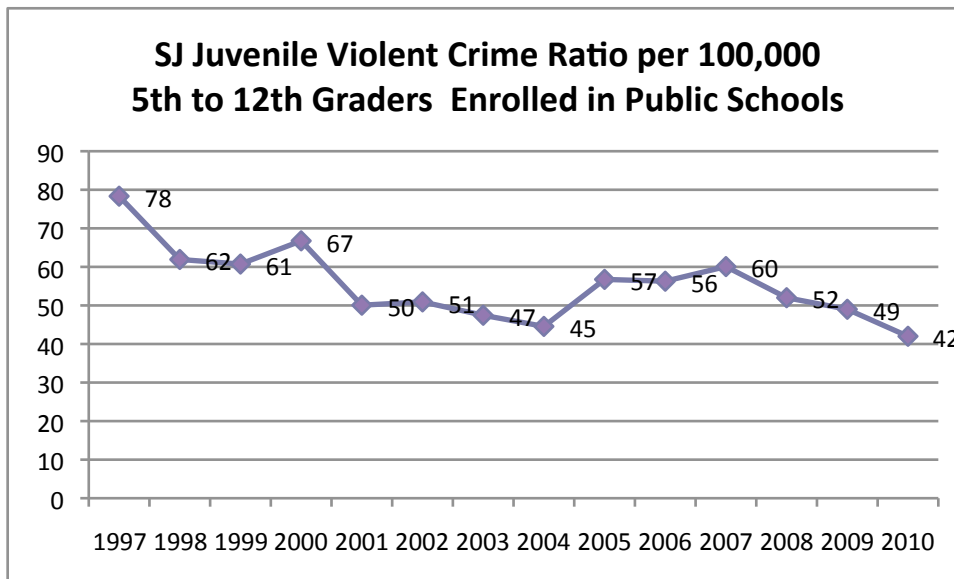
Table 51

San José Juvenile Violent Crime Ratio to 100,000 (5th to 12th Grade) Youth in Public School														
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Juv. Violent Crime	593	470	464	512	376	388	363	344	437	430	462	398	375	323
School Population 5TH - 12TH GRADE (THOUSANDS)	75.7	75.9	76.4	76.7	75.1	76.2	76.5	77.2	77.0	76.4	76.9	76.5	76.6	76.9
TOTAL: Ratio Per 100,000 Sch. Pop.														
Violent Crimes Ratio	78.3	61.9	60.7	66.8	50.1	50.9	47.5	44.6	56.8	56.3	60.1	52.0	49.0	42.0

Ratio of Juvenile Violent Crimes Continues in a Desirable Direction in 2010

The ratio of juvenile violent crimes to 100,000 5th to 12th graders enrolled in San José public schools has moved in a desirable direction over the last three years. Over time, the ratio has moved in a desirable direction with an up-swing in an undesirable direction in 2005, 2006, and 2007 followed by a turn in the desirable direction in 2008 thru 2010.

Chart 31

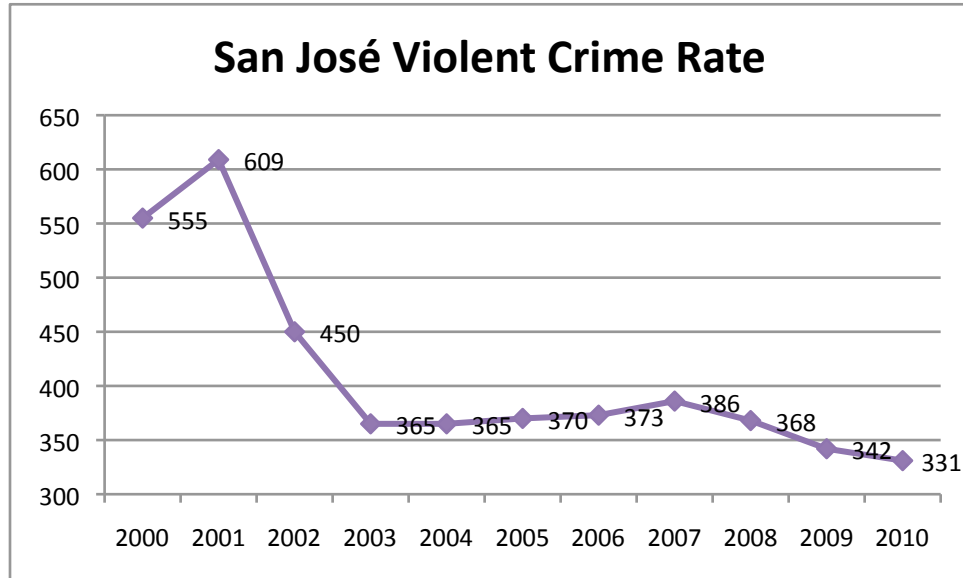


Data from:
State of California Attorney General's Office - Criminal Justice Statistics Center

San José Violent Crime Rate per 100,000 Population is the Lowest in Eleven Years

San José Violent Crime Rate is the lowest in eleven years down 46% from a high in 2001.

Chart 32



A Recent FBI Report Ranked San José as Having the Least Violent Crime of a Major California Cities

San José had the lowest violent crime rate of major cities in California as indicated in Federal Bureau of Investigations report published in 2011. The violent crime rate is the lowest in the last ten years.

Table 52

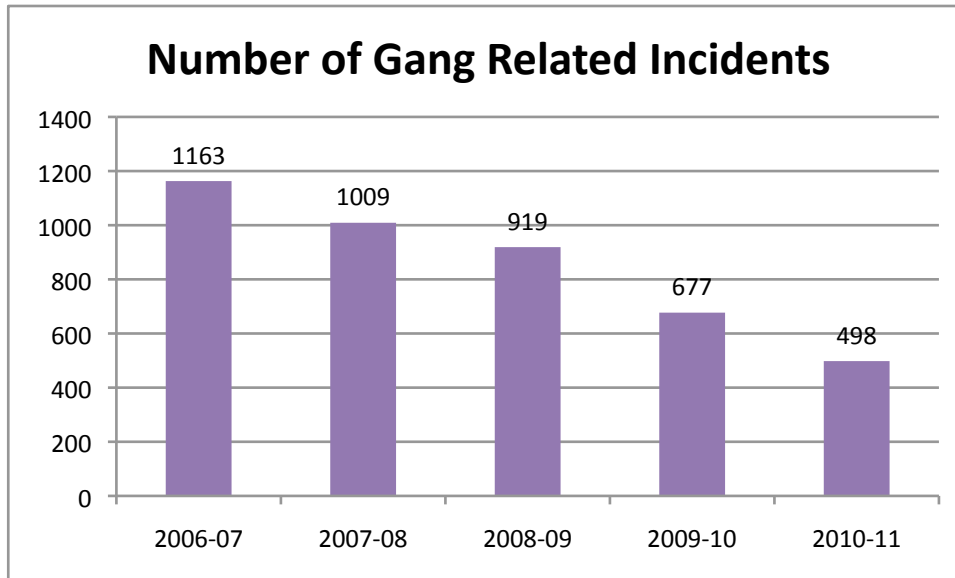
CALIFORNIA LARGEST CITIES VIOLENT CRIME RATE - 2010				
City	Population	Number of Violent Crimes	VC Rate per 100,000	California Eight Largest Cities Rank for Least Violent Crimes
San Jose	970,252	3,215	331	1
San Diego	1,313,433	5,616	428	2
Los Angeles	3,841,707	21,484	559	3
Long Beach	462,267	2,720	588	4
Fresno	484,734	3,034	626	5
San Francisco	818,594	5,747	702	6
Sacramento	472,469	4,112	870	7
Oakland	409,723	6,267	1,530	8

Crime in the United States, 2010 U.S. Department of Justice - Federal Bureau of Investigations

Violent Gang Incidents Are Going in a Desirable Direction

Data from the San José Police Department Crime Analysis Unit for gang related incidents over the last five years from August to September shows a decrease in the number of gang related incidents and is going in a desirable direction. August 2006 to September 2011 showed a 57% decrease from year 2006-07 to 2010-11.

Chart 33

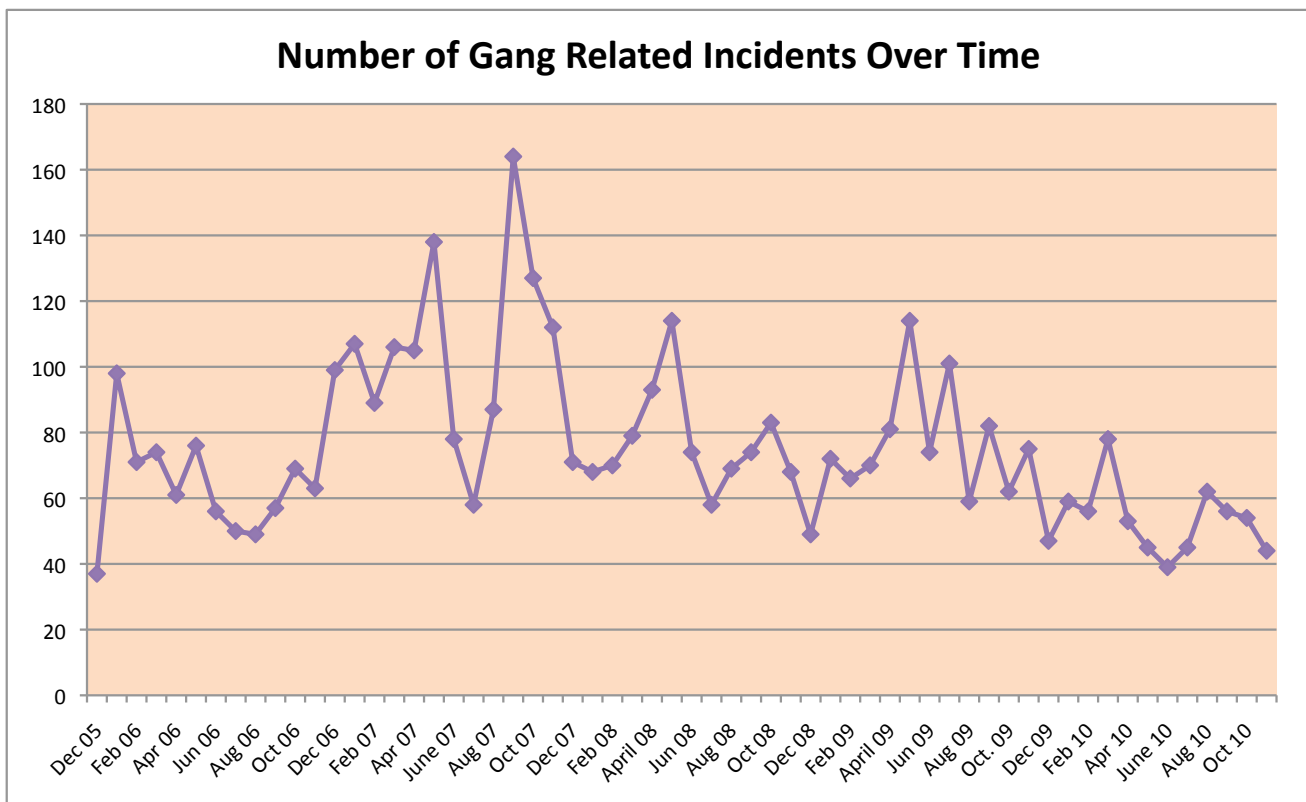


Gang Related Incidents showed a 57% decrease from year 2006-07 to 2010-11.

Data from San José Police Department - Crime Analysis Unit - Source SJPD GIU

Violent Gang Related Incidents Peaked in September 2007

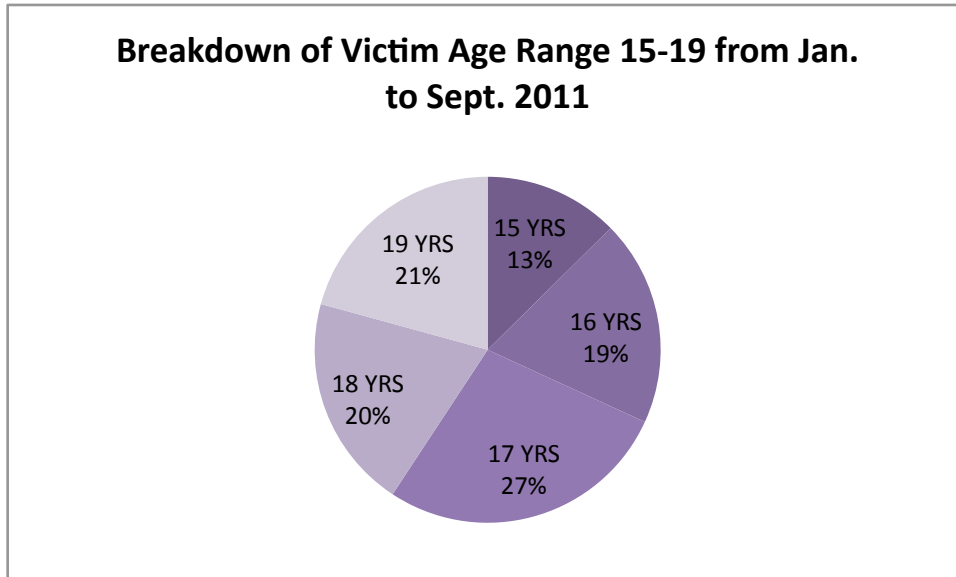
Chart 34



Victims of Gang Related Crime Who Are 15 to 24 Years Old Make Up the Largest Age Group of Victims.

The following chart shows the number of gang related incidents for the last three years. Gang related incidents were up in the month of July 2009. Overall, gang related incidents were down for every month except January, July and September as compared to 2007-2008..

Chart 35

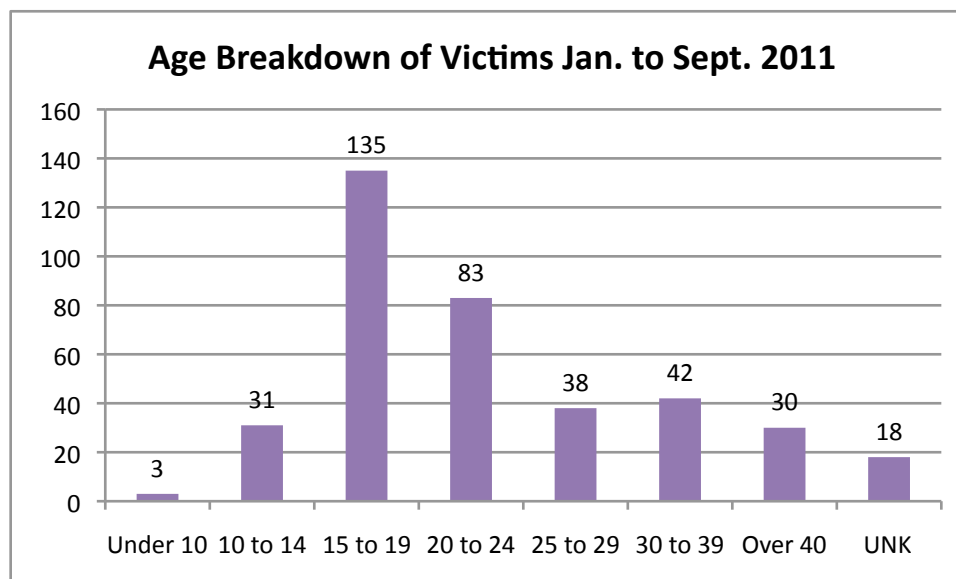


Data from San José Police Department - Crime Analysis Unit

Over 66% of Gang Related Victims Were Under the Age of 25

The ages of victims in gang related incidents between January 1, 2011 and September 31, 2011 indicate that 66 % of the victims were under the age of 25 years.

Chart 36



Note: One case may have multiple offenders. Conversely, a case may not have a victim as both parties were arrested/ cited, or the victim is a business.

Data from San José Police Department - Crime Analysis Unit - Source SJPD GIU

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 José residents working together have advanced in a desirable direction as relates to school success:

- High school graduation rates based on the National Center for Educational Statistics (NCES) definition have increase in the last two years.
- San José school districts' Academic Performance Index (API) Scores have improved by 14% since 2002.
- San José high schools' four-year dropout rates have shifted trajectory in a desirable direction when viewed over time, though during the 2007 school year, the dropout rate shifted in a desirable direction.

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

- High school graduation rates based on Cumulative Promotion Index (CPI) definition turned in an undesirable direction in 2010. The CPI high school graduation rate has improved by 4% since 2000.
- The percentage of San José high school students who have completed requirements for California Public University (UC/CSU) admissions has declined in the last four years.

Graduation Rate based on CPI Definition

The Harvard Civil Rights Project recommends using the Cumulative Promotion Index (CPI) instead of the National Center for Education Statistics (NCES) formula which tends to overestimate the graduation rate. This table indicates the CPI Graduation Rate from 2000 through 2010. The CPI graduation rate has improved in 2009 school year in a favorable direction but went down nine percent in 2010. This last school year turned in an undesirable direction.

The CPI graduation rate for 2010 is 74%. The CPI graduation rate down 9% from 2009. The CPI Graduation Rate has improved by 4% since 2000.

Chart 36 - Cumulative Promotion Index (CPI)

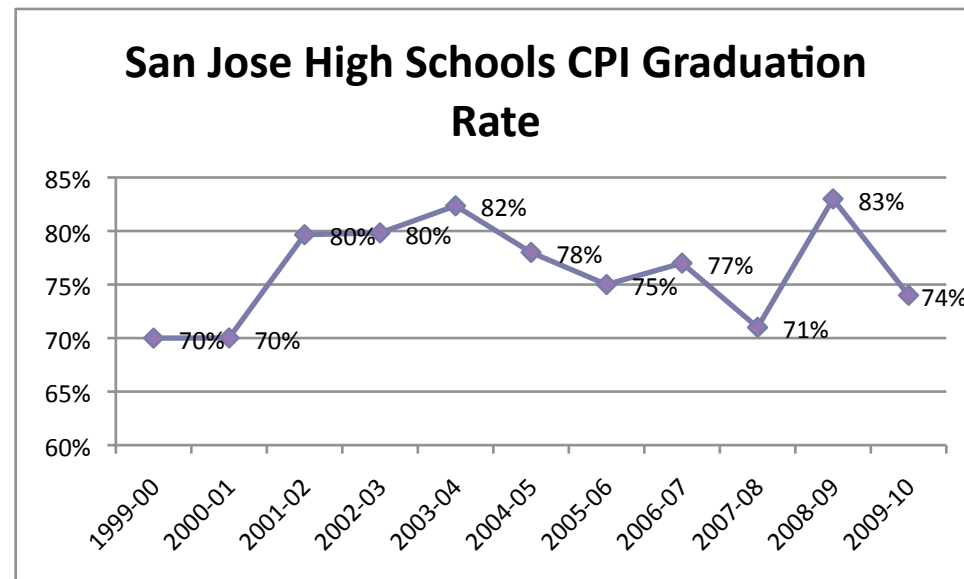


Chart 37

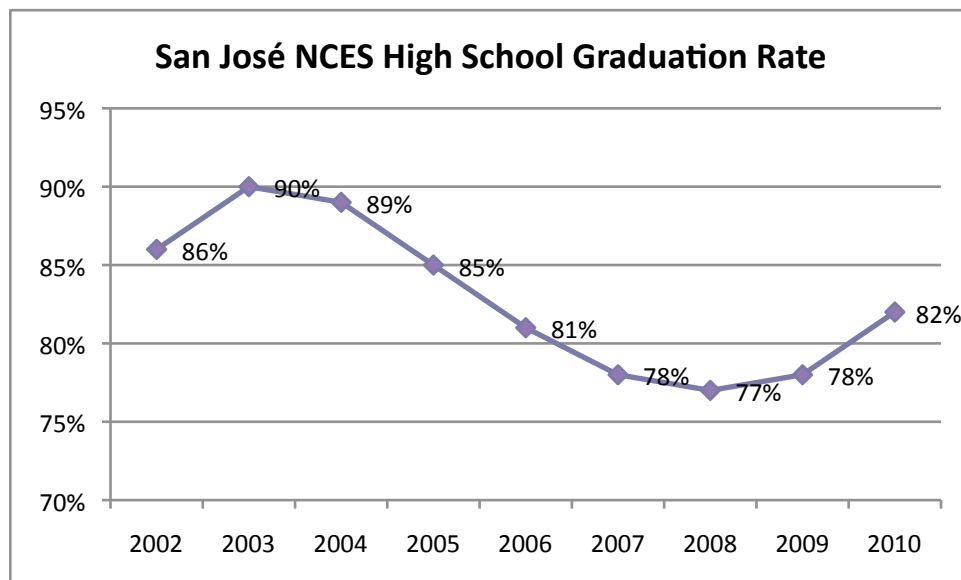
The CPI graduation indicator shows a positive growth in the slope of change over time.

CPI FORMULA E=Enrollment G=Graduates
 $(E_{10} 2002/E_9 2001) * (E_{11} 2002/E_{10} 2001) * (E_{12} 2002/E_{11} 2001) * (G 2001/E_{12} 2001)$

Graduation Rate based on NCES Definition

The State of California uses the NCES formula and definition to define graduation rates. The NCES graduation rate for San José public high schools has been increasing over the past two years. After five years of decline the curve for NCES graduation rates began turning in a desirable direction beginning in 2009.

Chart 37- National Center for Educational Statistics (NCES)



The NCES graduation rate has increased by 5% since 2008. The formula on the bottom of the page describes how the NCES graduation rate is calculated. It is important to note that the NCES graduation rate formula calculation includes dropouts.

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)

divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

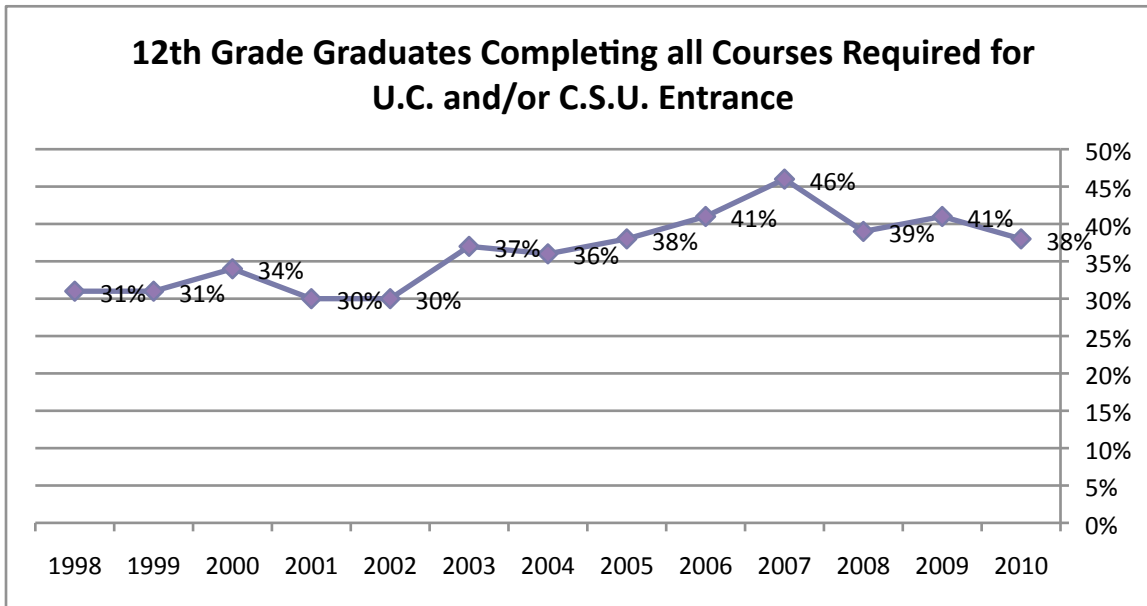
Note: The California State Department of Education DataQuest (<http://data1.cde.ca.gov/dataquest/>) is the data source for the following tables and charts.



Percentage of Seniors that Met Requirements to UC/CSU System

Since 2007, the percentage of San José youth that are eligible for admission into the University of California and/or the California State University (UC/CSU) systems turned in an undesirable direction the last three years. This trend has shown an improvement of seven percent since 1997.

Chart 38



The percentage of San José seniors that completed the requirements to attend the UC/CSU system is up 7% since 1998.

Table 53

Percent of High School Graduates with Requirements to Attend UC/CSU System			
2010			
District	Graduates	Number UC/CSU	%
Campbell Union High	1,523	683	45%
East Side Union High	5,278	1,799	34%
San Jose Unified	2,016	850	42%
Total	8,817	3,332	38%



Number of San Jose High School Drop-Outs down 149 students from 2007

The chart below reflects the dropout rate for Campbell Union, East Side Union and San José Unified School Districts. In 2010, East Side Union High School District had the largest number of youth that dropped out of school (1,347). Overall, the number of youth dropping out of school in San José has decreased by 149 youth from the previous year, reflecting turn in a desirable direction.

Chart 39

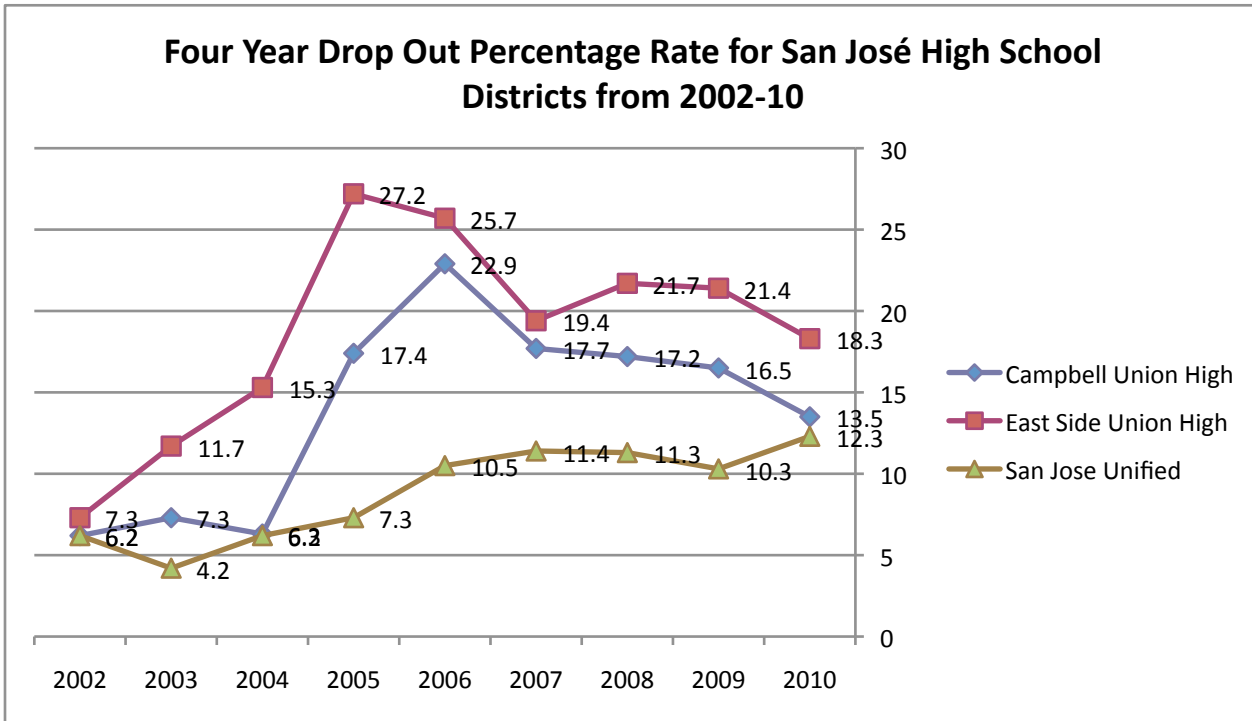


Table 54

Total Drop Outs San José Grades 9-12 Grade				
District	2007 Drop Outs	2008 Drop Outs	2009 Drop Outs	2010 Drop Outs
Campbell Union High	350	396	328	273
East Side Union High	1,311	1,340	1,462	1,307
San Jose Unified	274	236	263	324
Total Drop Outs	1,935	1,972	2,053	1,904
Santa Clara Office of Education	619	456	479	395

Note: This is the sixth year that dropout counts are derived from student-level data. As potential reporting errors are identified, local educational agencies (LEAs) have the opportunity to correct their dropout data. Corrections were posted in mid-September.

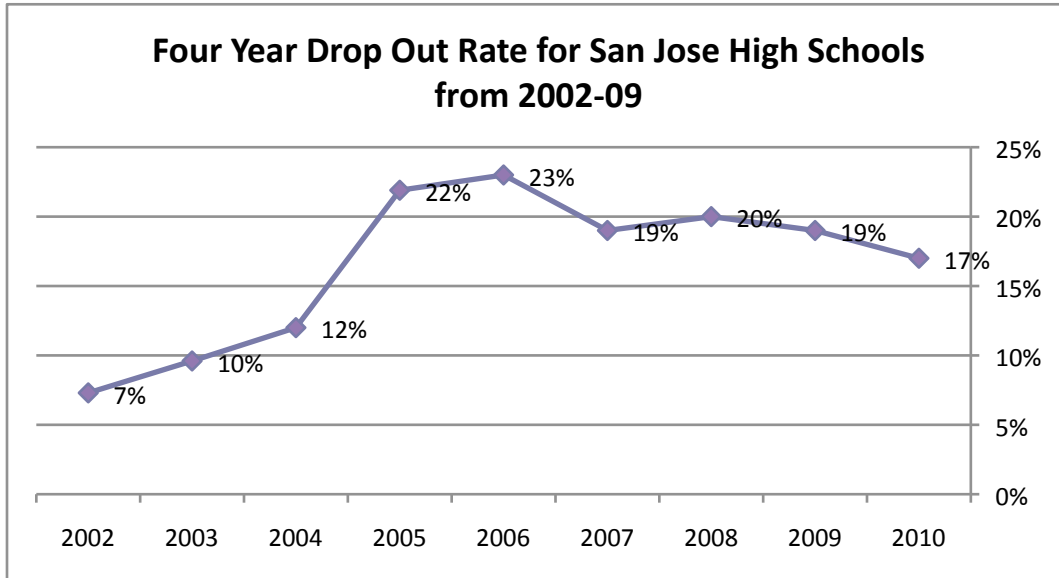
Santa Clara County Office of Education data is for students from the whole county.



Four Year High School Drop-Out Rate Continues in a Desirable Direction

The following chart shows that the drop-out rate for San José high schools has moved in a desirable direction over the last four years from a high of 23% in 2006. Over the last four years the drop-out rate in San José has decreased from 23% in 2006 to 17% in 2010.

Chart 40



Four-Year Derived Rate Formula: $(1 - ((1 - (\text{drop gr 9/enroll gr 9})) * (1 - (\text{drop gr 10/enroll gr 10})) * (1 - (\text{drop gr 11/enroll gr 11})) * (1 - (\text{drop gr 12/enroll gr 12})))) * 100$
Note: For years prior to 2002-03 California Department of Education used a different criteria to define a dropout.

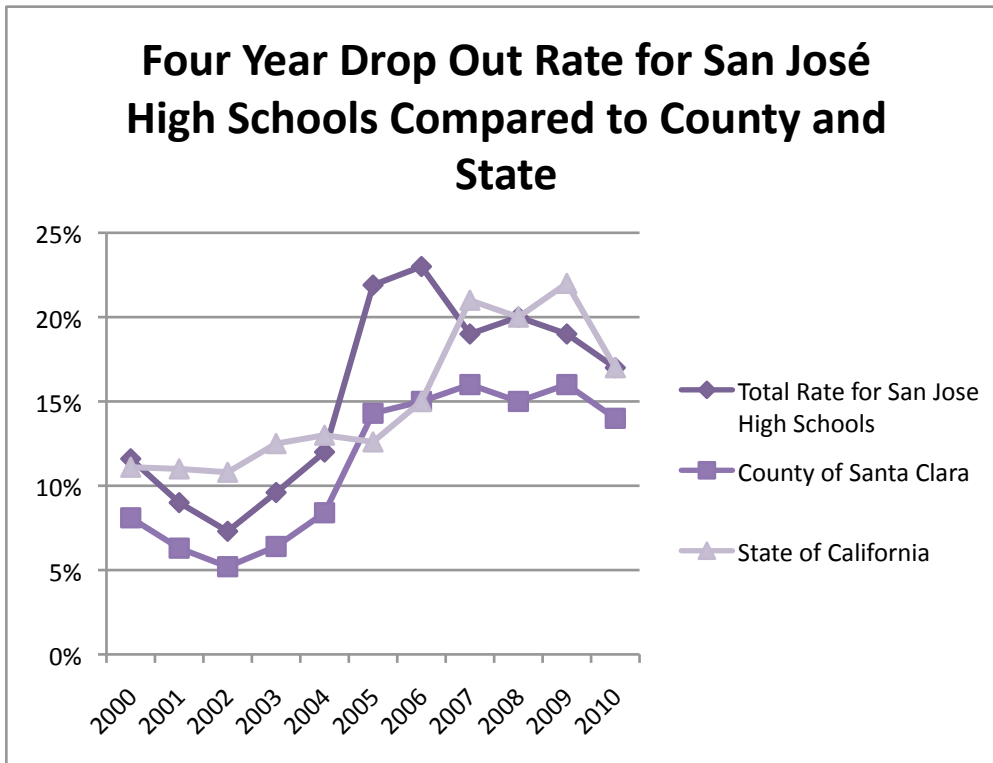
In the last two years, 3,957 youth have dropped out of high school in the city of San José.



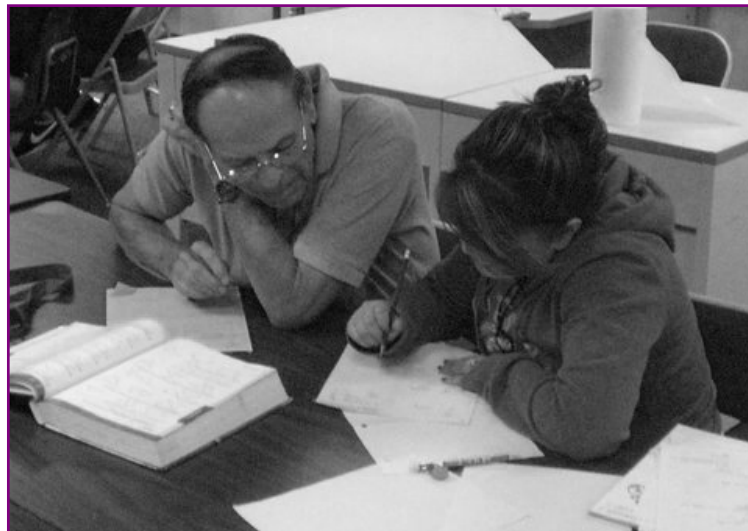
San Jose High Schools and the State of California 4-Year Drop-out Rate

The following chart compares San José high schools dropout rates with the State of California and County of Santa Clara schools. San José showed a decrease last four years in the dropout rate. **San José schools now have the same drop-out rate of 17% as the State of California.** It is important to note that the drop-out rate in San José moved in a desirable direction the last four years. San José drop out rate is 3% higher than the total for the County of Santa Clara's 14% drop out rate.

Chart 41



This was the sixth year that student level data was used to track students who moved to other California public schools to make sure they re-registered.



Alternative Programs in the County- Highest Enrollment in Ten Years

Alternative programs such as institutional schools; high school continuation classes; academy, community, and teen parent programs; and independent study serve as linkages between the public high schools and the population of children not enrolled in school. While enrolled in these programs, these youngsters are counted as enrolled in public school. Various other programs such as magnet programs are sometimes referred to as alternative programs, but they do not serve this linkage function, and are therefore included above with comprehensive high school programs. The following table shows the enrollment of students by program type as collected each fall on the date when all districts report enrollment for alternative, continuation, community day schools, juvenile court schools, and county community schools. Data is from the Education Data Partnership web site funded by the California Department of Education based on data provided by school districts.

Table 56

Public Enrollment in Alternative Schools in Santa Clara County											
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change
Alternative	1,123	925	615	620	849	1,004	1,241	2,222	2,259	2,334	108%
Continuation	2,341	2,370	2,316	2,313	2,241	2,073	2,249	2,253	2,263	2,325	-1%
Community Day	225	305	347	366	336	243	299	416	314	186	-17%
Juvenile Court	616	493	557	361	353	306	310	441	398	272	-56%
County Community	727	610	239	209	165	234	220	262	211	287	-61%
Special Education	1,242	1,350	1,371	1,437	1,416	1,455	1,382	1,300	1,317	1,179	-5%
Total Enrollment	254,004	248,777	250,435	251,208	253,065	254,622	255,722	259,116	261,945	265,543	5%
Percent in Alternatives	2.0%	1.9%	1.6%	1.5%	1.6%	1.5%	1.7%	2.2%	2.1%	2.0%	3%
Total Alternative School	5,032	4,703	4,074	3,869	3,944	3,860	4,319	5,594	5,445	5,404	7%

Source: Education Data Partnership - California Department of Education

Note: Percent Change is based on comparison of 2009-10 to 2000-01.

31 Percent Declining Number of Alternative School Slots Since 2001 for San José High School District and County Office of Education

While County of Santa Clara has increase their alternative education slots by 7% , San Jose High Schools and the County Office of Education have reduced their slots by 31% from 2001 to 2010.

Table 57

San Jose Unified											
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change
Total Alternative Schools	1,066	970	725	741	789	696	780	831	844	931	-13%
Total Enrollment	33,015	32,309	32,612	32,314	31,874	31,646	30,912	31,230	31,918	32,423	-2%
Percent in Alternatives	3.2%	3.0%	2.2%	2.3%	2.5%	2.2%	2.5%	2.7%	2.6%	1.5%	-11%

East Side Union High											
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change
Total Alternative Schools	908	965	944	936	876	758	730	696	705	724	-23%
Total Enrollment	24,282	23,665	24,409	24,573	25,496	25,817	26,008	26,280	26,259	26,915	11%
Percent in Alternatives	3.7%	4.1%	3.9%	3.8%	3.4%	2.9%	2.8%	2.6%	2.7%	2.7%	-31%

Campbell Union High											
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change
Total Alternative Schools	318	294	280	291	264	160	284	320	317	283	-11%
Total Enrollment	7,472	7,310	7,527	7,500	7,803	7,721	7,779	7,838	7,746	7,528	1%
Percent in Alternatives	4.3%	4.0%	3.7%	3.9%	3.4%	2.1%	3.7%	4.1%	4.1%	3.6%	-4%

County Office of Educ.											
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change
Total Alternative Schools	1,343	1,103	796	570	518	540	530	914	753	808	-40%
Total Enrollment	2,632	2,552	2,240	2,089	2,270	2,521	2,982	3,604	3,854	4,513	71%
Percent in Alternatives	51.0%	43.2%	35.5%	27.3%	22.8%	21.4%	17.8%	25.4%	19.5%	13.1%	-74%

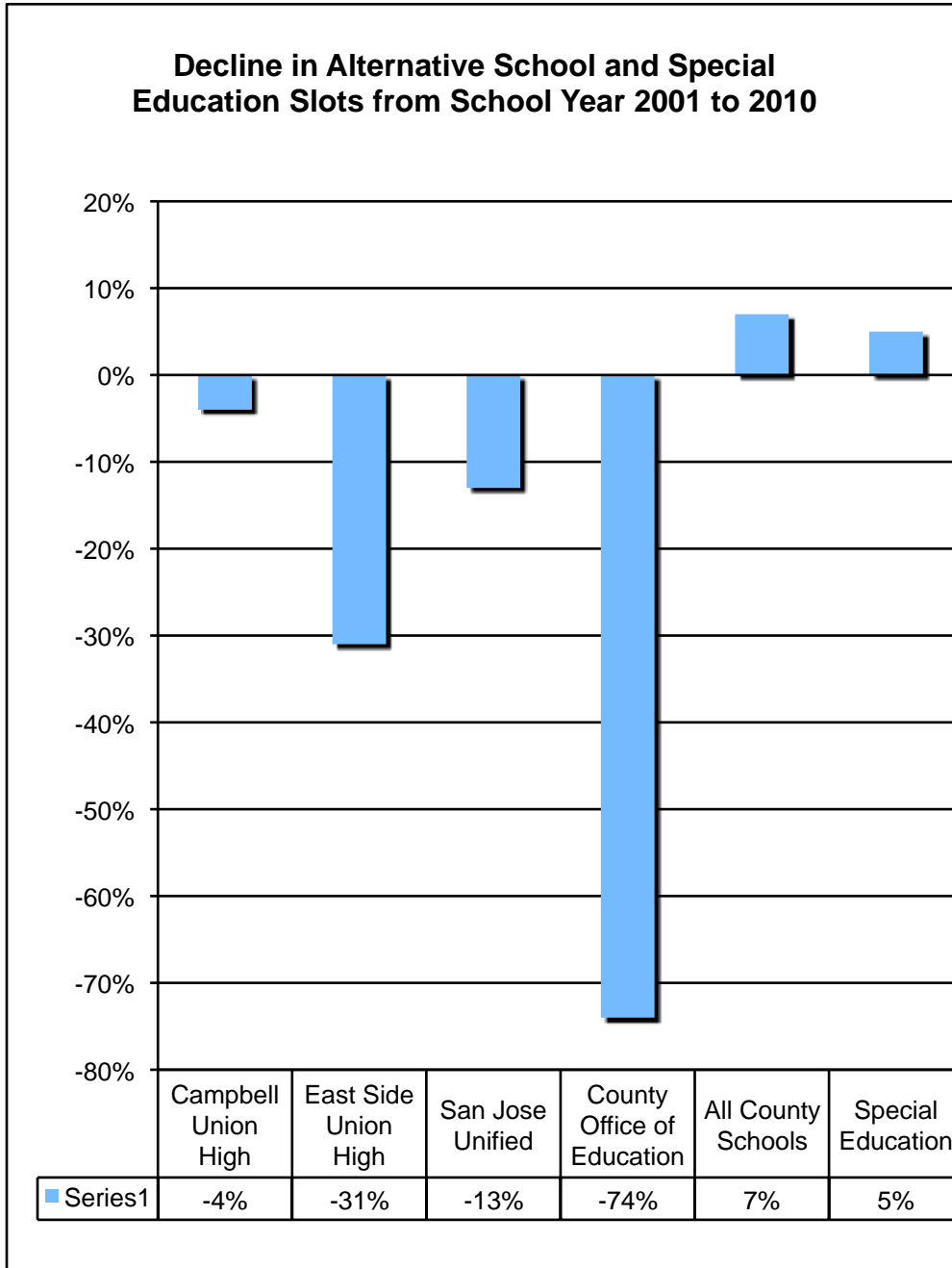
Source: Education Data Partnership - California Department of Education

To further reduce the drop-out rate, San José needs to continue to build more options and alternatives for youth not succeeding in the comprehensive high schools.

The work of the Superior Court's Special Committee on Education of Youth of the Juvenile Court has encouraged an increase in delivering special education services to additional youth in our community. A similar push needs to be made by our community to build alternatives and options for youth who are not succeeding in our comprehensive high schools. San José School Districts can follow the lead of other Santa Clara County Districts that are increasing the number of alternative school slots available to their students.

As a community, it is imperative that we collectively find a way to use our education funding provided by the State of California to meet the needs of all our youths, even the most difficult to serve.

Chart 42



The decline in alternative school slots in San José makes it much harder for high-risk youth to take advantage of educational funds available to them. San José youth need options and multiple paths to a high school education.

\$12.6 Million Lost Due to Students Dropping Out of School

The table below shows the amount of funds lost to socialize youth who drop out of school. Lost funds refers to the amount of Average Daily Attendance (ADA) dollars unrecoverable from the State.

Table 55

Funds Lost to Socialize San José Youth Who Drop Out of School							
Funds Lost to Drop Outs in FY 2008-09 for San José Schools	Gr. 7 Drop Outs	Gr. 8 Drop Outs	Gr. 9 Drop Outs	Gr. 10 Drop Outs	Gr. 11 Drop Outs	Gr. 12 Drop Outs	Total Lost
Number of Drop Outs	24	8	46	95	170	1,224	1,567
Number of Years of Lost ADA Funds	5.5	4.5	3.5	2.5	1.5	0.5	
Lost Funds for Socializing Youth	\$1,097,448	\$ 299,304	\$ 1,424,528	\$2,101,400	\$2,256,240	\$ 5,414,976	\$12,593,896

The above table is based on the assumption that a youth that drops out does not come back to school. The analysis is also based on the assumption that if a youth dropout, he is recorded as a dropout for half of the school year. The table has not been discussed with the San José school districts and is based on data reported by school districts to California Department of Education. The Evaluation Team presents this estimate to generate discussion and action to find a way to recapture these lost opportunities and funds, not to point fingers or lay blame.

Table 56

Funds Available for Each Student FY 09-10	
District	ADA Funds
Alum Rock School District	\$ 8,735
Berryessa Union Elementary	\$ 7,264
Evergreen School District	\$ 7,418
Franklin McKinley School District	\$ 8,462
East Side Union School District	\$ 8,671
San Jose Unified School District	\$ 9,224
Campbell High School District	\$ 8,825
Moreland School District	\$ 8,780

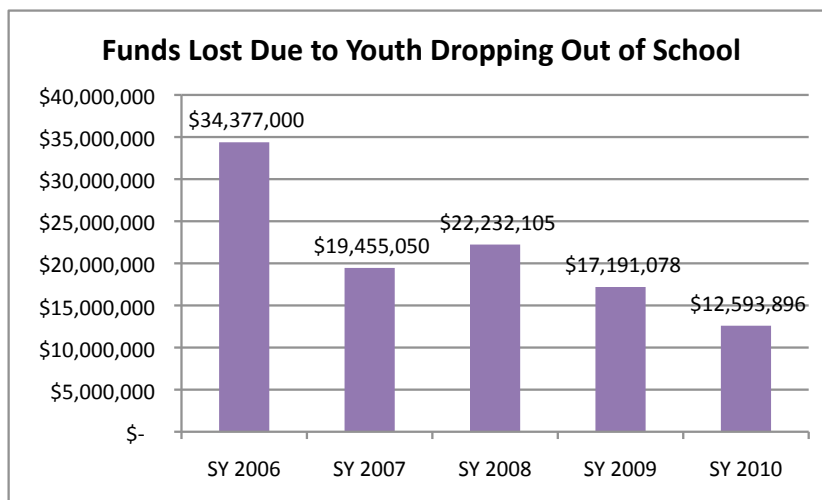
Over the last five years, the City of San José has lost \$106 million that could be used to ensure a productive and healthy future for our youth who dropped out of school.

Table 57

Revenue Lost Due to Drop Outs	
	Funds Lost
SY 2006	\$ 34,377,000
SY 2007	\$ 19,455,050
SY 2008	\$ 22,232,105
SY 2009	\$ 17,191,078
SY 2010	\$ 12,593,896
Total	\$ 105,849,129

Funds Lost Due to Youth Dropping Out of School Have Decreased by 63% in the Last Five Years

Chart 43



Note: The reduction in dropouts from 2006 to 2008 is a good indicator that San José is on its way to meeting the goal set by the President of the California Senate, Darrel Steinberg, to cut the State dropout rate by 50% in the next ten years. San José has reduced lost revenue due to drop outs by 63% since school year 2006.

How School Districts Are Funded

School district's income is based on:

- The average number of students attending school during the year (average daily attendance, or ADA)
- The revenue limit money the district receives based on Average Daily Attendance (ADA) of students attending school each day.
- Special support (categorical aid) from the state and federal governments, earmarked for particular purposes.

The California Legislature set revenue limits for each district in 1972, roughly according to the district's expenditures on general education programs. The variation among revenue limits was great, and the Serrano v Priest court case eventually required the state to make districts' general purpose money more nearly equal per pupil. By 2000, 97% of the state's students were within a band (known as the "Serrano Band") of about \$350.

The Legislature and governor almost always provide inflation (cost-of-living) adjustments to revenue limits. However, neither the school board nor local voters can increase the revenue limit. If local property tax revenues rise within a district, the increase goes toward the district's revenue limit. The state's share is then reduced by the same amount.

ADA

Average Daily Attendance (ADA) The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every school day would equal one ADA. Generally, ADA is lower than enrollment due to such factors as transience, dropouts, and illness. A school district's revenue limit income is based on its ADA. The state collects ADA counts at the district but not the school level. The following table indicate the number of students who missed school as lost ADA students. For example East Side Union had a total 3,440 less ADA students from their CBEDS enrollment number of 26,915 a lost of \$20 million dollars. The CBEDS enrollment number is used to obtain special support or categorical aid from the federal and state government. ADA is the average daily attendance of students who are attending school each day. School districts get no ADA for students not attending school for whatever reason.

CBEDS

California Basic Educational Data System (CBEDS) An annual collection of basic student and staff data that; includes student enrollment, graduates, dropouts, course enrollment, enrollment in alternative education, gifted and talented education, and more. Statistical information about schools, teachers, and students that is collected from each public school on a given day in October. CBEDS is used to determine categorical aid. The following table indicates that \$40.7 million dollars was lost from students not attending school due to truancy, transience, dropouts, and illness. The lost revenue was calculated by multiplying the revenue limit times number of lost ADA students.

Table 58

Funds Available for Each Student FY 09-10						
District	Total Funds Per Student	CBEDS Enrollment	Average Daily Attendance ADA	Revenue Limit Funds	Number of Lost ADA Students	Lost ADA Funds
Alum Rock School District	\$ 8,735	13,372	12,392	\$ 4,559	980	\$ 4,467,820
Berryessa Union Elementary	\$ 7,264	8,327	8,140	\$ 4,769	187	\$ 891,803
Evergreen School District	\$ 7,418	13,323	12,949	\$ 4,258	374	\$ 1,592,492
Franklin McKinley School District	\$ 8,462	10,020	9,618	\$ 4,768	402	\$ 1,916,736
East Side Union School District	\$ 8,671	26,915	23,475	\$ 5,853	3,440	\$ 20,134,320
San Jose Unified School District	\$ 9,224	32,423	30,495	\$ 5,103	1,928	\$ 9,838,584
Campbell High School District	\$ 8,825	7,791	7,539	\$ 4,471	252	\$ 1,126,692
Moreland School District	\$ 8,780	4,135	3,975	\$ 4,780	160	\$ 764,800
Total Lost ADA Funds						\$ 40,733,247

San José Schools by Improving their ADA Numbers Can Recapture \$40 Million in FY -09-10

San José Schools API Scores Have Increased by 14% Since 2002

The API scores for entire school districts in the San José area are listed in the following table. Three small districts were combined into one. Alum Rock and Franklin McKinley School Districts API scores have shown the largest growth.

Table 59

Academic Performance Index - San José School Districts						
San José School Districts	2002	2007	2008	2009	2010	Percent Change 2002 to 2010
Alum Rock Union Elementary	594	700	713	727	746	26%
Berryessa Union Elementary	742	794	810	818	823	11%
Cambrian Elementary	801	850	860	867	878	10%
Campbell Union Elementary	736	774	793	806	830	13%
Campbell Union High	689	752	749	747	761	10%
East Side Union High	623	709	720	730	735	18%
Evergreen Elementary	784	830	847	855	874	11%
Franklin McKinley Elementary	624	707	722	744	772	24%
Moreland Elementary	722	820	824	830	870	20%
Mt. Pleasant Elementary	669	725	738	731	756	13%
Oak Grove Elementary	745	773	788	791	806	8%
San Jose Unified	688	759	768	780	792	15%
Santa Clara Unified	707	747	764	781	800	13%
Union Elementary	816	851	865	886	938	15%
Average District	710	771	783	792	813	14%

The average San José Area school district API score was 710 in 2002 school year and increased 14% to 813 by 2010. While some San José school districts are achieving API average scores over the state recommended level of 800, some San José school districts are still falling short of the goal.



Expulsion and Suspension Rates Are Moving in a Desirable Direction and Trancy Rates Are Moving in an Undesirable Direction

The following table indicates the numbers of truant students (24,486), number of expulsions (273) and the number of suspensions (14,000) for San Jose schools.

Table 60

San José Expulsion, Suspension, and Trancy Information for 2010-11							
	Enrollment	Number of Truant Students		Expulsions	Suspensions	Trancy Rate	Suspension Rate
		Alum Rock Union Elementary	13,056				
Berryessa Union Elementary	8,224	1,283	11	346	16%	4%	
Cambrian	3,332	257	0	50	8%	2%	
Campbell Union High	7,556	1,547	56	169	20%	2%	
East Side Union High	25,345	15,015	63	3,008	59%	12%	
Evergreen Elementary	13,389	2,251	13	388	17%	3%	
Franklin-Mckinley Elementary	10,274	1,913	33	695	19%	7%	
Mt. Pleasant Elementary	2,593	819	11	390	32%	15%	
Oak Grove Elementary	11,530	2,101	14	771	18%	7%	
San Jose Unified	32,980	6,905	90	3,484	21%	11%	
Total San Jose	128,279	34,190	192	10,756	27%	8%	
Santa Clara County Office Of Education	4,056	1,279	21	1,355	32%	33%	
Trancy: Number of Unduplicated Students with Unexcused Absence or Tardy on 3 or More Days							

In the last six years expulsion ratio per 1,000 enrollment, and the suspension ratio per 1,000 students is decreasing in a desirable direction. This last school year, the trancy rate was 27% up from 17% the year before. For trancy, a student is only counted once per year. The ratio for expulsions was down and is the lowest ratio in the last six years. Similarly, the suspension rate per 1,000 enrollment is also at the lowest rate in the last six years with 84 suspensions per 1,000 students/

Table 61

San José Expulsion, Suspension, and Trancy Information for 2005-11			
School Year	Trancy Rate	Expulsions per 1,000 Enrollment	Ratio of Suspensions per 1,000 Enrollment
2010-11	27%	1.50	84
2009-10	17%	2.32	114
2008-09	18%	2.04	105
2007-08	22%	2.08	146
2006-07	21%	2.64	120
2005-06	22%	2.38	112

Since 2005-06, Trancy Rates have gone up 25%, Expulsion Rate has gone down 35%, and Suspensions Ratio has gone down 25%. These are desirable population outcomes for our youth.

Definitions:

Trancy counts each student meeting the definition of a truant in Section 48260 of the Education Code. A student is truant per the Education Code if the student has an unexcused absence of more than 30 minutes on three different days or more. Similarly, expulsions and suspensions are defined by sections 48900 to 48915 of the Education Code.

Truancy Rate for School Year 2010-11

Truancy rates range from a high of 59% of the students in East Side Union High School District were truant one time or more up from 9% last year. San José schools went up to a 27% truancy rate in school year 2011 compared to a truancy rate of 17% in school year 2010.

Table 62

San José Truancy Rate for 2010-11	
	Trancy Rate
Alum Rock Union Elementary	16%
Berryessa Union Elementary	16%
Cambrian	8%
Campbell Union High	20%
East Side Union High	59%
Evergreen Elementary	17%
Franklin-Mckinley Elementary	19%
Mt. Pleasant Elementary	32%
Oak Grove Elementary	18%
San Jose Unified	21%
Total San Jose	27%
Santa Clara County Office Of Education	32%

Suspension Ratio for School Year 2010-11

Suspension ration per 1,000 students ranged from a high of 172 for East Side Union High to a low of 38 for Evergreen Elementary. The following school districts had over 10% suspension rate: East Side Union High, Mt. Pleasant Elementary, Orchard Elementary, San Jose Unified, and Franklin-Mckinley Elementary.

Table 63

San José Suspension Rate for 2010-11	
	Ratio of Suspensions per 1000 Enrollement
Alum Rock Union Elementary	111
Berryessa Union Elementary	42
Cambrian	15
Campbell Union High	22
East Side Union High	119
Evergreen Elementary	29
Franklin-Mckinley Elementary	68
Mt. Pleasant Elementary	150
Oak Grove Elementary	67
San Jose Unified	106
Total San Jose	84
Santa Clara County Office Of Education	334

A Call To Action

A crisis is brewing in California schools, revealed not by poor grades or declining test scores but a far more ordinary symptom: empty seats. Only 69 percent of the state's students are graduating from high school on time, according to recent research by Harvard University and the Urban Institute¹.

For minority students, the news is worse. Only 55 percent of African American students, and 57 percent of Latino students, graduate with regular diplomas. The figures are even lower for male students in these groups.

The research, based on new methods for calculating dropout data, has issued a wake-up call for California schools. "The number of youth who aren't getting a high school diploma is staggering," says Anne Stanton, director of Irvine's Youth program. "The failure to educate, connect, and help young people complete a significant milestone like high school has huge ramifications, both for the individual lives of these young people and for the economy of California. When you think of the cumulative effect of these statistics over a decade or more, the implications are tragic."

Public awareness of the problem is so low because data on graduation rates is often wrong, with states and localities using a wide variety of methods and standards for calculating dropout rates, and minimal state or federal oversight of graduation rates for accuracy. As a result, dropout data can be strikingly misleading. In some states, for example, a five (5) percent dropout rate has been reported for African Americans, when the real number is closer to 50 percent.

And in California, what is officially reported as a nearly 87 percent graduation rate is actually, when measured with a more thorough Urban Institute method, just under 69 percent, according to the report. Dropouts for minority youth in California schools are similarly underestimated by official data.

Some scholars cast doubt on the testing emphasis of recent school reform efforts. In many schools, they argue, to boost aggregate test scores low-performing students are either being held back, which increases their likelihood of eventually dropping out, or pushed out of the system altogether. "It is no success for anyone," Harvard's Orfield writes, "if a school raises its average test scores by flunking out low-scoring students and ruining their future."

The *Losing Our Future* report also criticizes the California system for its "soft" approach to holding schools accountable on graduate rates. "California's appearance of having a high graduation rate standard is an illusion," according to the study.

The state is "among the weakest" of 39 states that establish a graduation rate goal but "give an accountability 'pass' to any school or district that falls below the goal, yet shows 'any improvement.'" As a result, the researchers point out, a change as slight as 1/10th of 1 percent over the previous year could pass the accountability test. As an example, the report cites the San Bernardino School District, which could continue to pass the state's minimal "improvement" standard but, at its current rate, still take 500 years to meet California's goal of 100 percent graduation. "This research focuses attention on the need to make education relevant for California students, and to the fact that high school systems aren't working for many young people," says Irvine's Anne Stanton. "It's a call to action."

Santa Clara County

There has been ongoing but disparate efforts to address the issue of out of school youth (OOSY) in San José. School/City/County/Nonprofit collaborative efforts have been formed to leverage efforts toward improving school outcomes. Some examples include: Truancy Abatement Collaborative, Mayor's Gang Prevention Task Force, Juvenile Detention Reform Effort, Greater San José Alternative Education Collaborative, San José Police Department Truancy Abatement and Burglary Suppression, Youth Organizations United for Reform. Some efforts have been slowed by recent budget reductions, but the more important barriers have been the need for a unifying collaborative effort where everyone is working in concert toward advancing education options for OOSY. Also, new strategies and approaches need to be shaped in response to the recent economic funding environment.

Since 2001, People Acting in Community Together (PACT) has led a grassroots effort, involving hundreds of parents, teachers, students, and other concerned community people, to raise public concern about the growing problem of cutbacks and closures of alternative schools and programs. Overall, progress in promoting alternative educational programming has been uneven, with several new school initiatives emerging in the area over the past few years, while at the same time the overall availability of alternatives has declined. A planning task force (entitled Santa Clara County Alternative Schools Collaborative) was staffed by the Santa Clara Office of Education and generated a report in 2004. The Task Force documented the fact that the number of alternative school students enrolled in Santa Clara County has decreased by 43% over the past six years, while the overall state level has seen an increase of 2%, with the unfortunate result that Santa Clara County is last in Counties with total enrollments over 90,000. The report called for a 10% reduction in dropouts and a 10% increase in alternative educational students served, as well as other system improvements.

Of the over 70,000 students in public high schools (not alternative high schools), it is estimated that as many as 12%, over 14,000 students, have one or more of the risk factors that indicate the student might benefit from an alternative placement or approach. The 2000 Census indicated that just under 80% of Santa Clara County residents obtain a high school diploma by age twenty-five. Close examination of race, gender, and class demographics indicate serious concerns of disproportionate impact and overrepresentation with certain ethnic groups, females, and economically disadvantaged youth.

¹ Harvard's Civil Rights Project: Confronting The Graduation Rate Crisis In California. March 24, 2005. http://www.civilrightsproject.harvard.edu/research/dropouts/dropouts_gen.php

Population of Concern

Various circumstances place a student at risk of not succeeding in regular school programs, and may warrant consideration for placement in alternative programs. Such circumstances include, but are not limited to:

- Poor school attendance;
- Poor grades;
- Lack of grade appropriate skills;
- Emotional or behavioral difficulties;
- Personal circumstances that require greater flexibility in a school program;
- Parenthood or expected parenthood;
- Behind in credit for graduation;
- Repeated failure to pass the high school exit exam;
- Dropped out of school;
- Dissatisfaction with regular high school program;
- Incarcerated youth; Removed, suspended, or expelled from school;
- Limited extracurricular participation;
- Failure to see the relevance of education to life experience;
- Boredom with school;
- Inability to tolerate structured instruction;
- Feelings of alienation;
- Mental health difficulties;
- Foster youth;
- Shelter children; and
- Different learning styles which fall short of eligibility for Special education services.

Summary of Cost Due to Dropping Out of 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.**



Part 4 Mayor's Gang Prevention Task Force Review

**Action Collaboration Transformation
(ACT)**

A plan to break the cycle of youth violence and foster hope

**Mayor's Gang Prevention
Task Force Strategic Work
Plan Update
2011-2013
Review**



Action Collaboration Transformation (ACT): A community plan to break the cycle of violence and foster hope- The Mayor's Gang Prevention Task Force (MGPTF) 2008-2013 Strategic Work Plan,

is a collaborative effort involving youth; private residents; city, county, and state government; community and faith based organizations; schools; parents; and local law enforcement. Since 1991, a sustained commitment has been put forth by a diverse group of stakeholders, representing a range of entities, to "ACT" in the best interest of San José's youth and families. Through the Leadership of Mayor Chuck Reed the MGPTF continues to serve as a positive influence against anti-social forces that influence youth and disconnect them from their families, schools, and communities.

This document was developed following an extensive community input process that began in Spring 2007 with a retreat that involved community based organizations serving as members of the Technical Team. The community-at-large participated in the input process from April to May 2008, and included forty-three (43) focus groups that were facilitated at sixteen (16) distinct meetings, involving over 1,200 participants. This Work Plan was updated in March of 2011 to continue the historical process of keeping the strategic work plan a "living and breathing" action plan.

This plan incorporates the latest research on successful approaches to healthy youth development across a continuum of care with an emphasis on reclaiming gang-involved and disconnected youth through intervention services. Acting in the interest of San José's youth is a commitment on behalf of the community to get them back into schools, reconnect them with their families and communities, provide them with a supportive and healthy environment to learn and grow, and redirect them toward more pro-social behaviors.

Ultimately we envision youth acting with a sense of responsibility for their actions and accountability to themselves, their families, and the community at large. San José's youth will be afforded the opportunity and support to personally transform themselves and their circumstances, while those seeking to employ intimidation and fear to exert their influence on the residents and neighborhoods of San José will be held personally accountable to the full extent of the law.

The original strategic plan was intended to cover the period of 2008 through 2011. During this period there have been many successes including year-to-year reduction in gang violence culminating in the lowest number of gang homicides (6 gang homicides in 2010) in a decade. Subsequently, the "ACT" Work Plan has been deemed worthy of an extension/update for the period of 2011 to 2013. The focus of the "ACT" update will continue to build upon the original bold vision and goals in addition to adding two new strategic goals consisting of Re-Entry and Public Private Partnership.

There are five guiding principles that drove the development of this strategic work plan:

1. We value our youth.
2. We cannot arrest our way out of this problem.
3. We will address this community challenge with a community response.
4. We will hold our youth accountable for their actions and assist them to get back on the right path.
5. We will not give up on any youth and are committed to facilitate personal transformation.

This work plan is a call to action for all community stakeholders to renew their commitment to ensuring the health and well being of the youth of San José. We invite you to join us in reaffirming our collective effort to implement this plan to

"ACT" in the best interest of San José's youth.

The City of San José remains one of the “safest big cities in America” due in large part to the sustained efforts of the Mayor’s Gang Prevention Task Force (MGPTF). The MGPTF, one of San José’s leading grass-roots initiatives, and a nationally recognized model, addresses issues of gang violence, and provides support to gang-involved youth and their families. The MGPTF model brings together the appropriate individuals and organizations to discuss community safety issues and comprehensive strategies to address anti-social behavior exhibited by youth. This national model has validated the theory that collaborative efforts, spanning a broad spectrum of community partners and stakeholders can be collectively responsible and accountable for promoting the safety, health, and welfare of our youth, families, and communities.

The MGPTF partners focus the majority of their efforts on promoting personal transformation, creating opportunities for youth to recognize and participate in positive alternatives to anti-social and violent behaviors through intervention services and new learning experiences. Additionally, an emphasis is placed on personal accountability in responding to violence and the use of fear or intimidation to exert influence in any neighborhood within the City of San José. During his inauguration speech, Mayor Chuck Reed issued a call for the City of San José to be a beacon of peace and prosperity for all of its residents.

“San José is the 10th-largest city in the nation, the 3rd-largest city in California, a state that alone would be the world’s 8th largest economy, but our role in the world is more than just economic development and technological innovation. We have an opportunity and an obligation here in San José to demonstrate to the world how people from different ethnicities, religions and cultures can live, work, play, and prosper together. San José will be a beacon of peace and prosperity to show the world what can happen when people from around the world come together and focus on what they have in common rather than on their differences. In a world full of ethnic and religious hatred and violence, we have a chance to show the world a better way of life. We can do it and we will do it...” – Mayor Chuck Reed

Under the leadership of Mayor Chuck Reed, the City of San José, the MGPTF, and its partners renew their commitment to ensure the overall safety and health of the city’s youth.

Action Collaboration Transformation (ACT): A community plan to break the cycle of violence and foster hope- The Mayor’s Gang Prevention Task Force (MGPTF) 2008-2013 Strategic Work Plan reflects this renewed commitment.

National Recognition

Attorney General Eric Holder recognized six cities including City of San José for their progress in preventing youth violence at the second annual summit of the National Forum on Youth Violence Prevention held in Washington, D.C. The Attorney General was joined by Secretary of Education Arne Duncan, Secretary of Health and Human Services Kathleen Sebelius, Secretary of Housing and Urban Development Shaun Donovan, White House Senior Advisor Valerie Jarrett and Office of National Drug Control Policy Director R. Gil Kerlikowske at the two-day summit.

An interim independent assessment of the forum’s work in the six participating cities, conducted by John Jay College of Criminal Justice and Temple University’s Department of Criminal Justice recently, indicated promising results and progress to date.

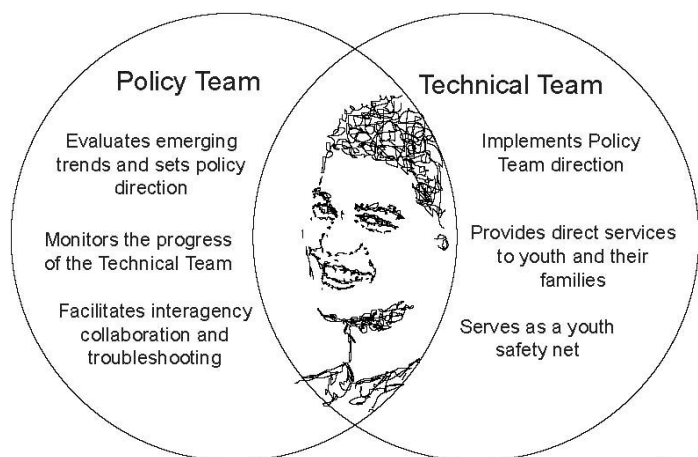
MGPTF: The San José Way

During the mid-1980s, several San José neighborhoods began experiencing significant increases in drug use, gang violence, and other criminal activity. In response to this emerging trend, community members approached the City Council and the Mayor seeking assistance to purge their neighborhoods of crime and drugs. Project Crackdown was launched as the City of San José’s initial response to the call for action from residents and community members.

For the first time in the history of San José, several city departments combined efforts to improve the safety of its neighborhoods. The departments who participated in the launch of this effort included Parks, Recreation, and Neighborhood Services (PRNS), San José Police, and the Code Enforcement Division. The San José Police Department was responsive to resident calls for assistance, however, city leaders proactively observed that response efforts needed to be more coordinated and comprehensive in order to address the root causes and not just the “symptoms” of anti-social behavior. To address the trend, a continuum of services including prevention, intervention, suppression, and rehabilitation was developed to leverage resources through collaboration and coordination. Schools, community and neighborhood groups, other law enforcement agencies, and the County of Santa Clara Probation Department entered into collaborative partnerships, to institute a bold and comprehensive campaign focused on eradicating drugs and violence at their sources, in some of the most crime-ridden neighborhoods in the city. The spirit of collaboration continued to gain momentum over time, later evolving into the Mayor’s Gang Prevention Task Force (MGPTF), a sustainable approach to addressing the root causes of violence and anti-social behavior.

The Mayor’s Gang Prevention Task Force developed two bodies that work in tandem to reduce gang violence. To this end the MGPTF Policy and Technical Teams were formed to drive forward the Gang Task Force Strategic Plan. The Policy Team evaluates emerging trends, monitors the Technical Team, establishes the overall policy direction of the MGPTF, and facilitates interagency collaboration. The Technical Team executes the policy direction as set out by the Policy Team, provides direct service to youth and their families, and serves as the “safety net” for youth.

Since the early 1990’s the MGPTF has benefitted from the support and vision of two previous mayors, in addition to a continuous improvement model, which enables the Task Force to evolve in response to the needs of the youth, families, and neighborhoods in the City of San José. The MGPTF target population is: youth ages 6-24 exhibiting high-risk behaviors; youth committing intentional acts of violence; youth exhibiting high-risk behaviors related to gang lifestyles; youth identified as gang members and/or arrested for gang-related incidents or acts of gang violence; in addition to families (including parents and children) and friends of youth involved with the gang lifestyle or incarcerated for gang-related crimes. The MGPTF has become a vehicle for results-oriented collaboration and capacity building, enabling agencies to work together to address the root cause of crime rather than simply suppressing it. Through this comprehensive approach partnering agencies learn and work together to develop internal capacity to better serves the target population.



MGPTF Technical Team Organization

In 2005, the Technical Team was reorganized into four regional divisions: Western, Central, Foothill, and Southern, which are aligned with those of the San José Police Department. Each division has three co-leads: division police captain, and a representative from PRNS and one from a community based organization. The team of leads for each division oversees the coordination and provision of services to gang-involved and/or dis-connected youth and their families, and manages the response to incidents of youth and gang violence throughout neighborhoods, including community centers and school campuses, in their division. Community Center supervisors and school administrators actively participate on this team and play key roles in the implementation of the safety protocol, by ensuring that centers and schools remain a safe place for youth to congregate, play, learn, and by serving as points of contact for neighborhood groups. The Technical Team also adopted a communication strategy that ensures:



- Integration of MGPTF objectives with the City of San José’s priorities to continue to have the lowest violent crime rate for large California cities as reported in 2008 FBI study. San José is dedicated to regain our status as the safest big city in America.
- Program manager-level staff attend monthly meetings, to facilitate the implementation of Technical Team plans and initiatives.

Under the leadership of San José Mayor Chuck Reed, the City Council continued its support of the Mayor’s Gang Prevention Task Force (MGPTF) and the Bringing Everyone’s Strengths Together (BEST) Program for Fiscal Years 2006-2011 despite significant budget challenges. Within the first year of Mayor Reed’s tenure, an additional \$1 million in new funding for gang prevention and intervention programs was provided to the MGPTF, the first increase since 1999. This continuing support was influenced by research that showed that BEST and the Mayor’s Gang Prevention Task Force provided public value.

Additionally, Mayor Reed and the City Council have continued to focus the BEST Program to maximize school success, increasing school safety, reduce gang violence and measure short and long-term results. As such, the BEST Program has used an evaluation design that integrates a logic model with a performance-based evaluation system. This has enabled the Task Force to hold partners accountable, practice continuous improvement, have flexibility to move efforts to meet new needs, and base funding on performance.

Furthermore the success of the San José BEST program has been its ability to focus on harder to serve youth who are out of the mainstream of most community services. The City of San José has been a standard-bearer for not giving up on some of their most valuable assets — youth out of the mainstream. In the last nineteen years, the BEST Program has expended a total of \$40 million in City and \$34 million in matching funds to deliver 10.7 million hours of direct service to gang involved and impacted youth in order to reduce gang activity and violence.¹

¹Community Crime Prevention Associates, *BEST and MGPTF Evaluation Report 2009-2010* page 116

MGPTF Policy Team Organization

The BEST Program and MGPTF have established themselves as major contributing forces to the City of San José's recognition as one of the safest big cities in America. In January 2008, the MGPTF Policy and Technical Team restructured forming four sub-committees to reinforce partnerships and maximize the efficiency through the leveraging of resources and facilitation of timely communication. The four sub-committees to which MGPTF partners were assigned include:

- Community Engagement
- Interagency Collaboration
- MGPTF Technical Team
- City-School Collaboration

Staff from the Mayor's Office, San José Police Department (SJPD), and Parks, Recreation and Neighborhood Services (PRNS) provide support to the sub-committees in executing their respective committee charges. In the vein of continual improvement in 2010 Mayor Reed directed each subcommittee to produce individual work plans designed to drive forth the ultimate goals of the Task Force—To reduce gang violence and promote personal transform in youth.

The MGPTF Policy Team continues to be comprised of all the relevant partners (e.g., Mayor's Office, San José Police Department, Schools, Probation, etc.) to facilitate both the implementation of its policy directives and the brokering of resources. The MGPTF Technical Team, meets monthly and takes action based on needs identified in the four divisions of the city. In 2010, the MGPTF Tech. Team successfully completed 151 specifically planned actions to increase the safety of neighborhoods and schools.

This updated plan has seven strategic goals:

1. Well-coordinated "asset-based" service delivery system.
2. Enhanced crisis response protocol, emphasizing prevention and after-care services.
3. Capacity-building and fund development strategy.
4. Education and awareness campaign that employs culturally competent strategies to inform and engage youth, families, and community in fostering opportunities to live, work, and prosper together.
5. Formalized partnerships with related local, state, and national initiatives.
6. Partner, Coordinate, and Support the County led re-entry Model.
7. Forge a public/private sector partnership

Over the past 19 years, the City of San José and its partners have built their capacity to reconnect our out of the mainstream youth to opportunities to assist them to make positive healthy choices for their future as members of our community. To continue to insure community safety, a series of community safety programs have evolved under the direction of the City of San José and the MGPTF. These community safety and improvement initiatives include Weed and Seed, the Strong Neighborhoods Initiative, Neighborhood Development Center (NDC), Project Blossom, Project Crackdown, and the Safe School Campus Initiative. The City of San José Parks, Recreation, and Neighborhood Services Department also began operating citywide programs such as The Right Connection, Clean Slate, Anti-Graffiti, STAND, and Turn-It-Around. The MGPTF recommended and helped institute long-term structural changes that are now in place such as the school-based emergency response protocol through the Safe School Campus Initiative, which allows city staff and the San José Police Department to directly interface with other front-line service providers and community members.

Results from Strategic Work Plan 2008 -2011

Following is a summary of achievements relative to the five strategic goals from the Strategic Work Plan 2008-2010:

Strategic Goal 1: Develop and implement an “asset-based” service delivery system aimed at connecting, coordinating, and leveraging intervention resources.

San José BEST contracted with twenty-four agencies to provide services including gang mediation and intervention, truancy intervention, parent and family support, service to adjudicated youth, and outpatient substance abuse treatment. Between 2008-2011, 16,501 participants were served with 1,369,661 hours of direct care and service through the BEST program, among whom seventy five percent (75%) were high risk gang-impacted (supporter or member) participants. Eighty-three percent (83%) of participants surveyed were satisfied with services received and seventy-eight (78%) reported that services received were effective in producing a change for the better on numerous knowledge, attitude and behaviors change outcomes.

Strategic Goal 2: Create and implement a Crisis Response Protocol aimed at keeping schools, community centers, and neighborhoods safe.

The Crisis Response Protocol is an established procedure that activates police, other city departments, community based organizations, social service agencies, and schools to respond in a timely manner to acts of violence on school campuses and community centers. San José Police Department and Parks, Recreation, and Neighborhood Services are the primary responders to an occurrence of gang or youth violence. The protocol facilitates the notification of community stakeholders, alerts the Safe School Campus Initiative to deploy intervention teams to surrounding neighborhoods, and engages the MGPTF partners to restore “peace” in the community through targeted services. In 2008-2010, the Crisis Response Protocol was activated in response to homicides, engaging service providers in an effort to prevent any further escalation of violence.

Strategic Goal 3: Develop and implement a comprehensive capacity-building strategy aimed at equipping Task Force members with the skills and resources necessary to re-direct youth.

Eighty percent (73%) of MGPTF members reported that their involvement allowed them to take action with other collaborators to address community needs and respond to challenges in the City. Four out of Five (80%) task force members reported that their involvement assisted them and/or their agency to form partnerships with related local, state, and national initiatives being implemented in the City. Eighty-two percent (82%) of members indicated that they have established new and/or strengthened existing relationships as a result of their participation in the MGPTF. The MGPTF Technical Team’s monthly average attendance was 139 participants in 2010.

Strategic Goal 4: Create an education and awareness campaign regarding the risk factors affecting youth and resources available to them.

Numerous gang awareness and parenting workshops were held to educate and increase awareness among community members regarding the dangers of gangs and violence in our community. Public meetings were video taped and made available to the community through the San José Mayor’s web site. City wide Gang Summits were held for the community each of the last three years. San José youth developed the award winning San José Youth Commission Public Service Announcement “*Ignorance Isn’t Bliss*”. Videos were made by *California Youth Outreach* in three languages for parents about gangs and schools and distributed to the community by the MGPTF and its members.

Strategic Goal 5: Integrate the city of San José's MGPTF Intervention Strategy with local, state, and national initiatives.

The MGPTF hosted numerous site visits for cities and attendees from the California 13 City Gang Prevention Network Conference and from National Youth Violence Prevention Forum. The MGPTF was represented on the State of California Cal-Grip Board - a state wide effort to reduce gangs and violence.

The MGPTF Strategic Work Plan (SWP) 2008-2011 and BEST's Performance Logic Model Evaluation identified a series of population results as outcome indicators to be tracked over time to determine how we, as a community, are progressing. These results were derived from the effort, effect, and performance of the whole community of San José in raising healthy children who will have the opportunity to succeed in life.

Population Results

The following population results indicate that San José residents working together were successful in favorably impacting juvenile crime and school success outcomes. This conclusion is based on the fact that: The rate of violent crime per 100,000 population has decreased by 38% since 2000.¹

- There has been a 27% decrease in juvenile violent crime rate since 2000.
- The number of gang related incidents are down 34% from 2009 to 2010.²
- The number of violent gang crimes are down 20% from 2009 to 2010.
- There has been a 37% increase in the number of high school graduates that meet the University of California/California State University admissions requirements since 2001.
- The Academic Performance Index for San José school districts has increased by 12% since 1999.
- The high school graduation rate has improved as measured by the Cumulative Promotion Index by 19% since 1999.³

Two new strategic goals were added in the updates Strategic Work Plan.

1. Re Entry
2. Public/Private Partnerships

1 *State of California, Office of the Attorney General, Criminal Justice Statistics Center*

2 *San José Police Department - Crime Analysis Unit*

3 *California Department of Education- <http://dq.cde.ca.gov/dataquest>*

MGPTF Funding History

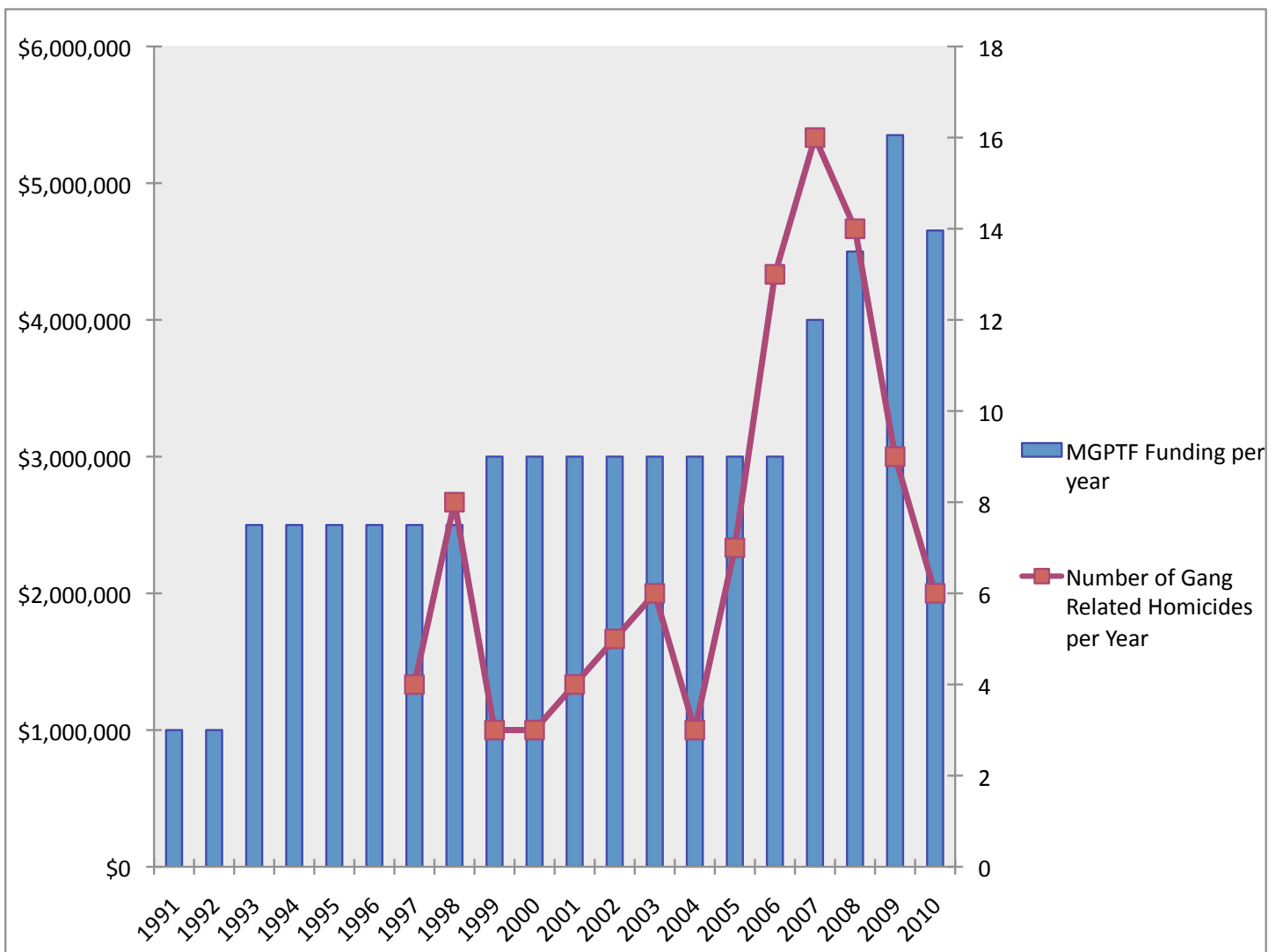
Since the inception of the Mayor's Gang Prevention Task Force in the early 1990's the City of San Jose's commitment to ensuring safe communities and neighborhoods has remained steady. Over the past 19 years the City of San Jose has invested over \$59 million into The MGPTF and its community partners through B.E.S.T (Bringing Everyone Strengths Together) to focus services on high risk and gang impacted youth, where B.E.S.T eligible service providers and partners have provided matching funds of \$35 million, bringing the total funding to \$94 million since 1991.

Despite the City of San Jose's long term financial and political commitment, in 2007 the City saw an increase in overall gang activity. Mayor Reed with the support of the San Jose City Council increased the Task Force's annual funding by 1 million dollars in addition the city launching the Safe Summer Initiative to combat the increase in gang activity. It should be noted that even with increase in funding the MGPTF total fiscal budget accounts for less than 1% of total public safety spending by the City of San Jose.

The increase in funding has added capacity to the Task Force and helped divert youth from joining gangs and committing crimes. Since 2007 the city has seen a 62% reduction in gang homicides and a 36 % decrease in violent crime.

The following chart 3 indicates the MGPTF funding per year and the number of gang related homicides per year.

Chart 44 - MGPTF Funding Per Year and Number of Gang Related Homicides



Fiscal Challenges

Unfortunately due to the City's ongoing fiscal problems, San Jose faces the looming possibility of cuts to vital city services, such as gang prevention efforts and other safety programs. In anticipation of funding reductions the Task Force added the strategic goal of engaging in a public/private partnership and continues to leverage state, federal and foundation funding. This multi-facet approach underlines the City of San Jose's commitment to ensuring a continual funding stream for the MGPTF and other public safety programs.

"The Mayor's Gang Prevention Task Force is a model program that brings together resources from throughout the community in an effort to reduce gang violence and provide our youth with safe alternatives to the gang lifestyle."

-Chief Chris Moore



Continuous Improvement

Implicit within the practice of continuous improvement is a commitment to further developing strengths that have emerged from the MGPTF model as it has been implemented over the past 19 years. The City of San José has continued to employ its national model of an intervention-based service strategy. This strategy enhances the capacity of service providers and establishes a common language to be employed across agencies in delivering services to youth and their families. The MGPTF will link this intervention-based strategy with other initiatives in Santa Clara County, the State of California, and the United States which support improving the lives of disconnected youth. Leveraging and connecting internal resources, utilizing the latest research, and integrating with other youth initiatives enables the MGPTF collaborative to benefit from fresh perspectives and best practices operating both inside and outside the City of San José. This overall strategy challenges stakeholders on an ongoing basis to critically assess and evaluate their provision of services and care to ensure they are:

- Culturally and ethnically relevant, as well as age appropriate.
- Actively engaging families in the lives of their youth.
- Responding to the evolving needs of the community.
- Developing and nurturing youths' strengths and assets.
- Reconnecting youth who are disconnected from families, schools, and their communities.
- Optimizing precious limited resources.
- Achieving desired outcomes grounded in the public's best interest.

Facilitating a Community Response to a Community Issue

On going monitoring and intervention activities of gang-related violent crimes is addressed through a collaborative response that included coordination between the City of San José, MGPTF partners, and local neighborhoods. Monitoring emerging trends enabled the MGPTF to mobilize short-term, high impact remediation efforts while factoring in for long-term strategies and tactics to disrupt the cycle of violence. As the capacity of intervention service providers has been developed, many valuable lessons have been learned regarding best practices in working with disconnected youth. The MGPTF is structured such that trainings and technical assistance is offered to members of the Technical Team. The need for parent training and community workshops was a recurring topic that emerged during the community input process. Thus, an education and awareness campaign continues toward the goal of increasing the capacity of parents, families, and neighborhoods as partners in intervening in the lives of disconnected youth.

Promoting Personal Transformation and Personal Accountability

The MGPTF Continuum of Care is designed to afford youth the opportunity, at different stages in their development, to recognize anti-social behaviors and alternatives that they can exercise to develop their talents, skills, and abilities through pro-social activities. Youth who are willing to invest the time and effort in transforming themselves and their circumstances will have access to and the support of a number of experienced service providers who are vested in the short- and long-term success of their youth clients. A vigorous effort will be made to afford every youth client served through the Continuum of Care the opportunity to utilize the resources available to realize their potential and develop into contributing members of the community. Accordingly, the age range of eligible clients or customers is from age 6 to age 24 years old.

Youth who choose to employ violence and intimidation to exert influence on neighborhoods will be subject to an equally vigorous effort to disrupt and suppress their activities. The prosecution of violent offenders, whether youth or adult, will be pursued to the full extent of the law to hold individuals personally accountable for inflicting physical or any other harm upon members of the San José community.

Strengthening the Continuum of Care Model

The MGPTF has honed its strategies and increased its effect on the lives of disconnected youth through a collaborative approach with a network of community partners. Resources have been allocated primarily to an intervention-based service delivery strategy while linkages have been leveraged to fully implement the other strategies (i.e., Early Care, Prevention, After Care, Suppression) of the MGPTF Continuum of Care.

Moving forward, emphasis will be placed on youth referrals to service providers across the continuum of care to assess the outcomes that result. To this end, The Community Crisis Response Protocol and Juvenile Justice Systems Collaborative (JJSC, formerly Juvenile Detention Reform) efforts are essential elements of the intervention services based approach that has shown favorable results for the MGPTF. The Crisis Response Protocol is a procedure that activates the police department, other city departments, community-based organizations, social service agencies, and schools to respond to acts of violence in the community. When crisis has surfaced, the protocol has been effective in getting notice to community stakeholders, alerting the Safe School Campus Initiative to deploy intervention teams to surrounding neighborhoods, and engaging the MGPTF partners to restore “peace” in the community through after care services.

The primary goals of Juvenile Justice Systems Collaborative is to create alternatives to detention/ incarceration, reduce the disproportionate representation of ethnic minorities, reduce unnecessary delays in case processing, and engage impacted parents and youth, intervening before youth penetrate the system, and providing alternatives so that youth can continue to attend school and receive appropriate treatments and support. The Juvenile Justice Systems Collaborative reflects a renewed effort that is being undertaken to explore, develop, and coordinate alternatives to incarceration for youth offenders. Enhancing the capacity of community-based service providers and other members of the MGPTF to serve youth and their families, coupled with viable, appropriate alternatives to detention/incarceration will likely yield favorable results in relation to school success and juvenile justice over time.

The increase in homicide and juvenile crimes in 2007 placed a renewed emphasis on developing the capacity of staff in all partner agencies through targeted training that will increase their ability to be successful in working with gang-impacted youth.

Addressing the Socio-Economic Factors that Influence Anti-Social Behavior

Addressing the participation of youth in gangs and other anti-social behaviors requires innovation in responding to the socio-economic factors that influence the behaviors of youth. The adverse effects of a youth becoming disconnected from schools, having limited access to health and dental care, and limited access to nutritious food, among other factors, are multi-dimensional and difficult to quantify in the long-term. While it would be difficult for any single agency to respond to any combination of the aforementioned challenges, the network of B.E.S.T funded and non-B.E.S.T funded agencies that actively participate on the Technical Team have certainly developed the ability to respond to a growing range of needs as demonstrated by youth and families. By forging relationships with new partners such as local community colleges and businesses, existing workforce and training needs can be leveraged toward the long-term goal of stimulating economic development in the City of San José by training and employing parents and youth in need of career-oriented jobs. Developing and enhancing opportunities for further educational pursuits and workforce training can be leveraged to hold youth and their parents accountable for their success in school and diversion from anti-social behavior. In addition, cultivating San José's greatest resource, its youth and residents, in the long-term could result in a better trained, more employable citizenry which could appeal to current and future business partners seeking to locate themselves within the city limits.

According to Project Cornerstone's Asset Charts¹, there is a direct correlation between increasing the number of assets that youth possess and decreasing the incidence of high-risk behaviors, such as drug and alcohol abuse and acts of violence. Stakeholders are united behind the notion that it is not enough to just prevent youth from joining gangs and getting involved in violence and/or gang-involved activities. Families and communities must also make other opportunities available to youth, and provide them with the care, support, and encouragement necessary to enable youth to pursue those alternatives. Research published by Child Trends alludes to the significance of youth having caring and supportive families, suggesting that good relations between parents and adolescents lessen the likelihood that teens will exhibit problem behaviors.²

Research also indicates that youth without supportive parents can receive care, love, and support from other adults found in extended families, community, and in schools. This research on "resiliency" also identifies the importance of high expectations by youth, and adults working with them, to become good at something. Another factor in resiliency research is that youth need to have meaningful participation in home, school, and/or the community. When youth have these three factors in their lives (Caring Adults, High Expectations, and Meaningful Participation), they have a very good chance of achieving success as they transition into adulthood. The strength of the resiliency research and theory is that a youth that does not have a caring adult at home can be connected to one in the schools or the community or their extended family. This same approach can be used high expectations, and meaningful participation, resiliency is not a deficit model but an asset model of youth resiliency development.

Evaluation

An independent evaluator will conduct an annual evaluation of the programs funded by San José BEST, the funding arm of the MGPTF, using a Performance Logic model. The results of the annual evaluation will be presented to the Mayor and City Council. For more information on this evaluation model, please see Attachment A.

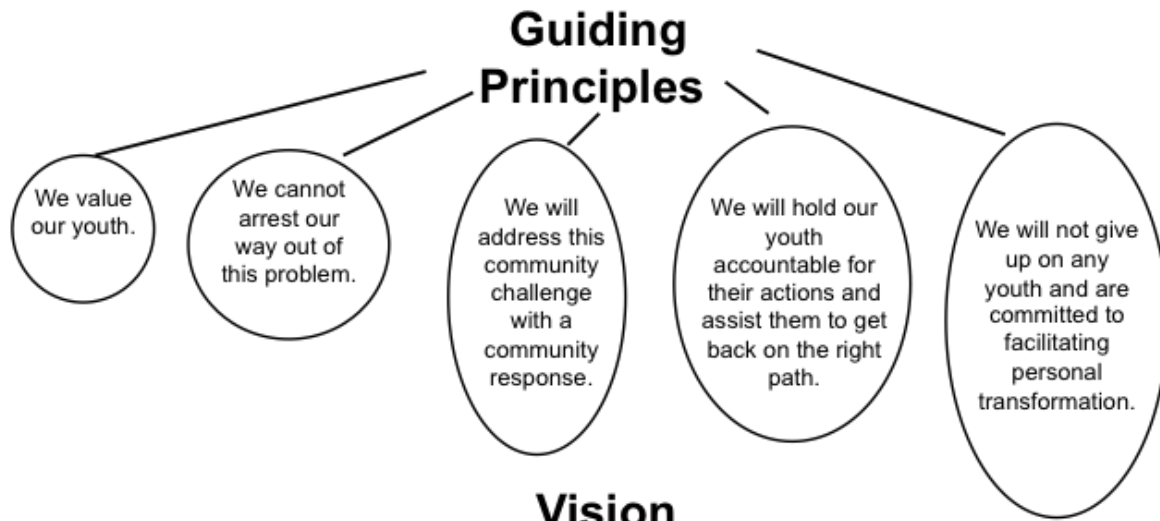
¹ <http://www.projectcornerstone.org/content/charts.pdf>

² *Child Trends, Promoting Well-Being Among America's Teens (October 2002)*

Diagram of MGPTF Strategic Work Plan

Principles, Vision, Mission, Goals, and Outcomes

Mayor's Gang Prevention Task Force



Vision

Safe and healthy youth connected to their families, schools, communities, and their futures.

Mission

We exist to ensure safe and healthy opportunities for San José's youth, free of gangs and crime, to realize their hopes and dreams, and become successful and productive in their homes, schools and neighborhoods.



MGPTF Members Demographics Dashboard

Each year for over a decade MGPTF members are surveyed about how well the MGPTF Policy and Technical Team are performing. This year's survey was completed by 89 members of the MGPTF. The respondents indicated that 15% were members of the Policy Team, 15% members of both teams and 70% were members of the Technical Team. The survey respondents as indicated in the following table represent a variety of organizational affiliations with the majority of respondents representing the City of San José and community based organizations. The average years of service to the community as indicated by the 89 respondents was 18.2 years of service. The following Dashboard indicates the demographics of the survey respondents.

Table 64

MGPTF Organizational Affiliations	
	Valid Percent
CBO Agency	26%
City of San Jose	45%
School District	16%
County of Santa Clara	7%
Faith-based Organization	4%
Other	2%

Chart 45

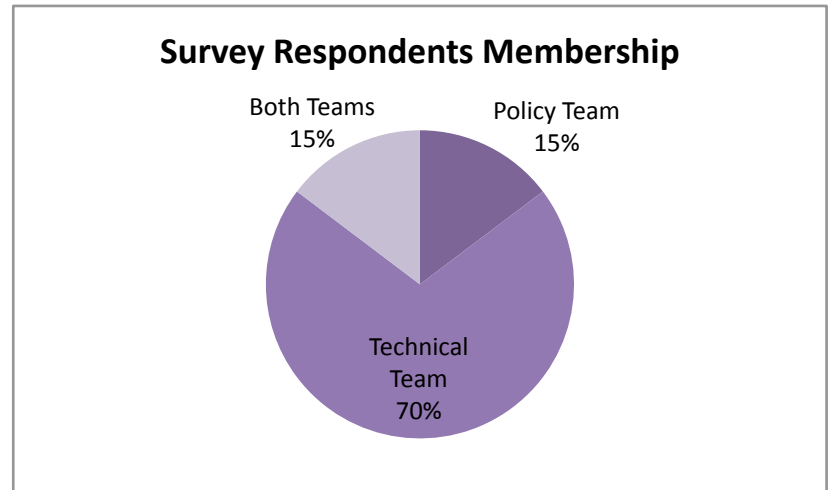


Table 65

Type of Services Provided	
	Valid Percent
Child/youth human services	73%
Adult human services	5%
Law enforcement services	22%

Chart 46

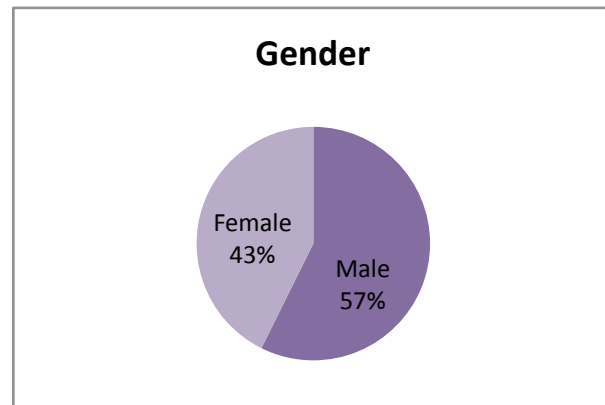
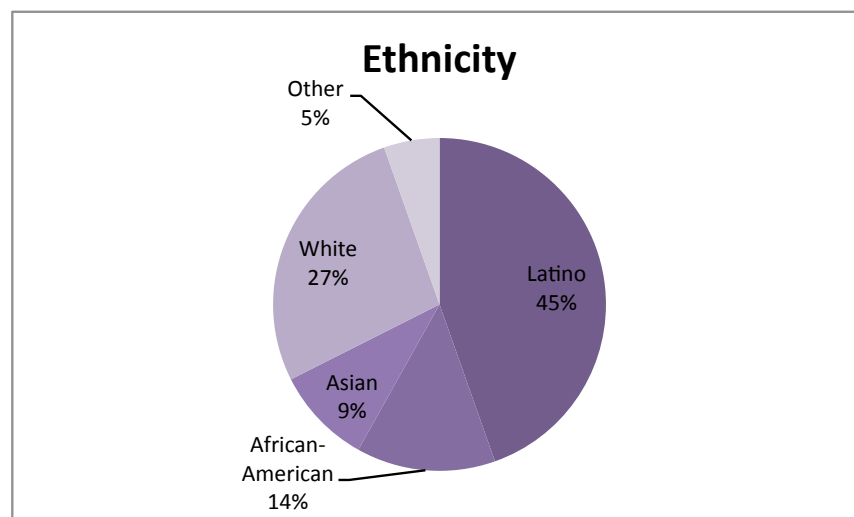


Chart 47



MGPTF Survey Responses Indicate Effectiveness Dashboard

The survey of MGPTF members in the fall of, 2006, 2007, 2008, 2009, 2010, 2011 indicated that the MGPTF is effective. Members indicated that there is room for continuous improvement. The new MGPTF Policy and Technical Team organization and structure continues to show promise as an effective model for collaboration, partnership, and problem solving. Data from the survey of members shows that the MGPTF continues to demonstrate success in building and strengthening relationships among members. Members indicate that the MGPTF has assisted them and their agencies to participate in local, state, and national initiatives. Ratings by members demonstrated that their involvement in the MGPTF has allowed them to take action with other members to meet the needs and solve problems in the city. Effectiveness ratings are down some from the last year's historic high.

Chart 48

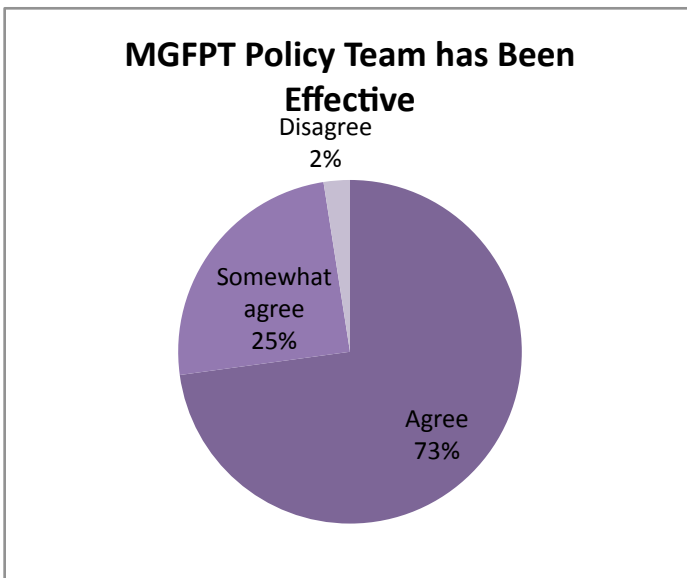


Chart 49

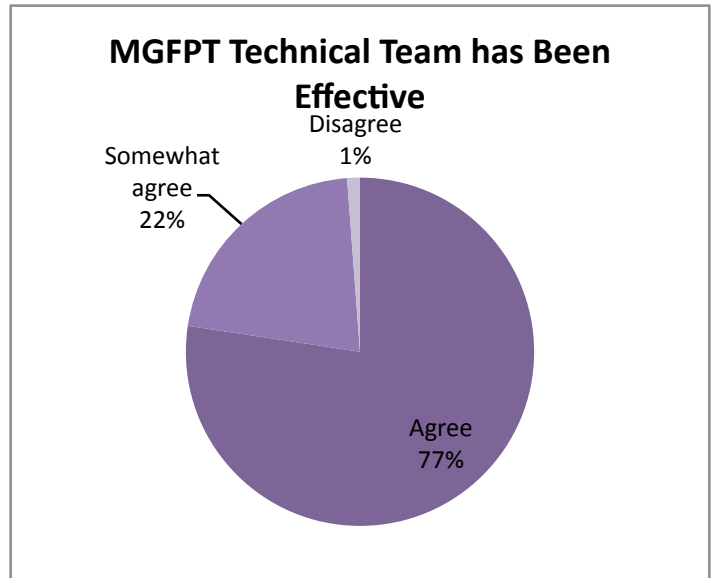


Chart 50

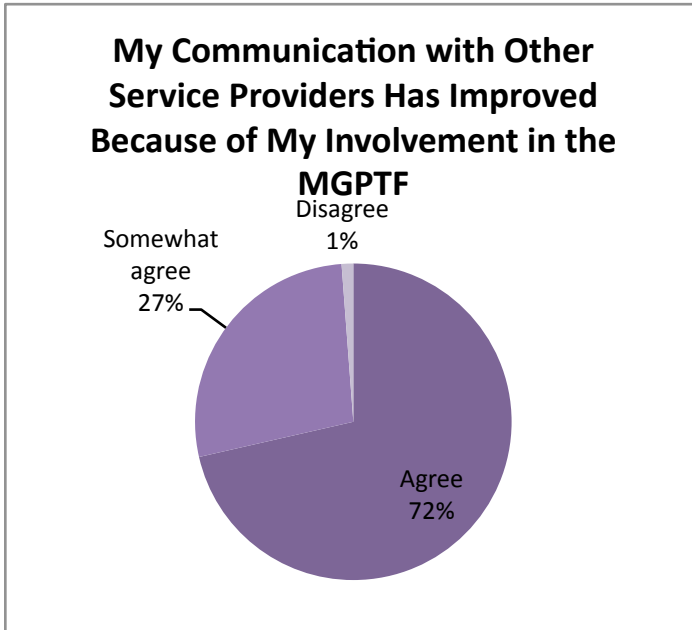


Chart 51

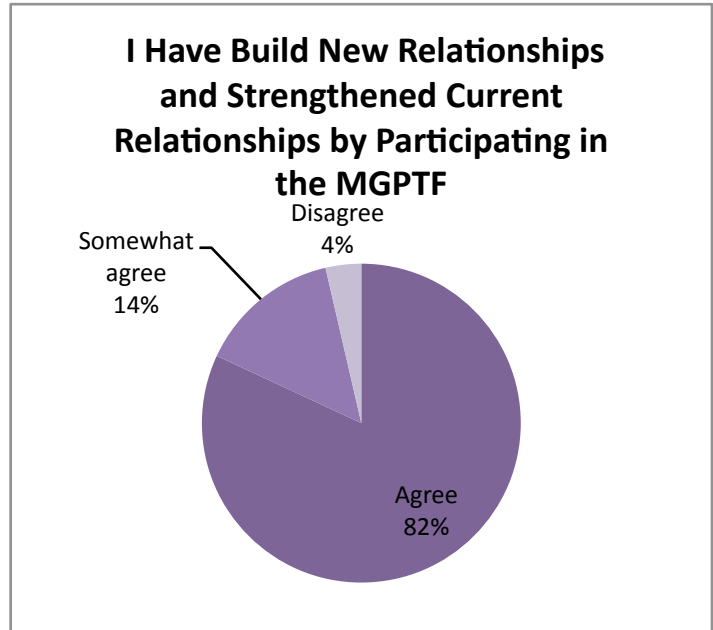


Chart 52

My Involvement in the MGPTF has Assisted Me and/or My Agency to Form Partnerships

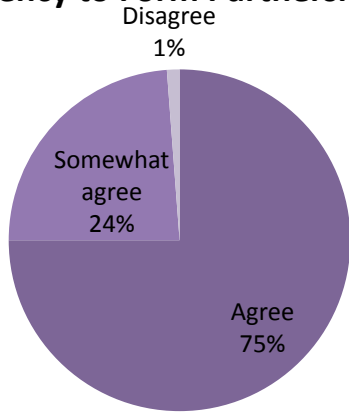
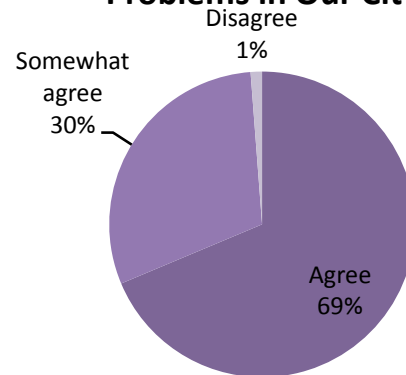


Chart 53

My Involvement in the MGPTF Has Allowed Me to Take Action with Other Members to Meet Needs and Solve Problems in Our City



MGPTF Policy and Technical Team Ratings of Effectiveness Over The Last Six Years

Both the Policy Team and Technical Team showed some decline from last year's historic high assessment of effectiveness with the Policy Team declining by 10% with the percentage of respondents agreeing with the statement that the Policy Team has been effective and the Technical Team declining by 14% from last year's percentage of respondents that agree with the statement.

Table 66

MGPTF Policy Team has been effective.																					
Agree							Somewhat Agree							Disagree							
05	06	07	08	09	10	11	05	06	07	08	09	10	11	05	06	07	08	09	10	11	
68%	81%	74%	58%	68%	83%	73%	32%	16%	26%	39%	32%	17%	25%	0%	2%	0%	3%	0%	0%	2%	
10% Percent Decline from Last Year for Agreement with Statement - 2% Disagreed																					
MGPTF Technical Team has been effective.																					
Agree							Somewhat Agree							Disagree							
05	06	07	08	09	10	11	05	06	07	08	09	10	11	05	06	07	08	09	10	11	
73%	80%	73%	61%	79%	87%	73%	27%	18%	27%	37%	21%	12%	25%	0%	2%	0%	2%	0%	0%	1%	
14% Percent Decline from Last Year for Agreement with Statement - 1% Disagreed																					
My communication with other service providers and agencies has improved because of my involvement in the MGPTF.																					
Agree							Somewhat Agree							Disagree							
05	06	07	08	09	10	11	05	06	07	08	09	10	11	05	06	07	08	09	10	11	
68%	80%	80%	71%	79%	82%	71%	28%	18%	17%	25%	21%	17%	25%	4%	2%	3%	4%	0%	1%	1%	
11% Percent Decline from Last Year for Agreement with Statement -1% Disagreed																					
I have built new relationships and strengthened current relationships by participating in the MGPTF.																					
Agree							Somewhat Agree							Disagree							
05	06	07	08	09	10	11	05	06	07	08	09	10	11	05	06	07	08	09	10	11	
78%	87%	80%	84%	89%	82%	82%	18%	11%	20%	14%	11%	17%	15%	4%	2%	0%	2%	0%	1%	3%	
Stayed the Same as Last Year for Agreement with Statement - 3% Disagreed																					
My involvement in the MGPTF has assisted me and/or my agency to form partnerships with related local, state and national initiatives being implemented in our city. (i.e., Safe Schools, Alternative School Collaborative, Juvenile Justice Reform, Weed and Seed etc.)																					
Agree							Somewhat Agree							Disagree							
Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	10	11	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	10	11	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	10	11	
61%	76%	76%	74%	83%	80%	75%	32%	22%	23%	21%	15%	19%	24%	7%	2%	1%	5%	2%	1%	1%	
5% Percent Decline from Last Year for Agreement with Statement -1% Disagreed																					
My involvement in the MGPTF has allowed me to take action with other members to meet needs and solve problems in our city.																					
Agree							Somewhat Agree							Disagree							
Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	10	11	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	10	11	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	10	11	
60%	69%	80%	69%	75%	80%	69%	35%	29%	20%	28%	24%	19%	30%	5%	2%	0%	4%	1%	1%	1%	
11% Percent Decline from Last Year for Agreement with Statement - 1% Disagreed																					

MGPTF Strategic Work Plan Components Top Ten Importance and Accomplishment Ranking

MGPTF members were asked to rate 24 Strategic Work Plan components for their importance and how well they are being accomplished. The table on the following pages shows the rankings and the discrepancy, or difference, between how important and how well these components are being accomplished. The Strategic Work Plan components are sorted by how well the component was being accomplished. If there was a big positive difference between importance and accomplishment, then it was labeled an over accomplishment. If there was a negative discrepancy in rank, then it was labeled an area of weak realization. For example, the component, “Developed effective partnerships with all the people in our community focusing on solutions that protect public safety”; was rated 4 in importance and 13 in accomplishment, for a discrepancy of -9. Similarly the component, “Enhancing pro-social influences for disconnected youth by putting them in contact with caring and supportive adults at home, in school and/or the community” was rated 9 in importance and 15 in accomplishments for a discrepancy of -16. Thus, these two would be an area needing discussion and alignment of priorities during the next year. Continuous quality improvement is a process of continually focusing efforts to achieve desired results.

Table 67

MGPTF Strategic Work Plan Components	Importance Rank	Accomplishment Rank	Discrepancy	Strengths and Improvement
Established open and direct lines of communication between schools, law enforcement, community-based organizations, community center staff and community leaders to ensure an effective Crisis Response Strategy.	1	2	-1	
Supported an excellent, well-trained and well-equipped police force to help keep our residents and neighborhoods safe.	2	6	-4	
Tracked Gang-related incidents of violence reported at the Technical Team meetings, leading to action steps being taken by the Technical team to resolve the incidents; visits were made to all victims of violence to meet their needs, reduce retaliatory incidents and prevent future incidence of violence.	3	1	2	
Developed effective partnerships with all the people in our community focusing on solutions that protect public safety.	4	13	-9	weak realization
Enhanced Crisis Response protocol aimed at maintaining safe schools, community centers and neighborhoods and emphasizing prevention and after-care services.	5	4	1	
Reorganizing the technical team into four geographical divisions has improved response to incidents of youth and gang violence throughout neighborhoods, including community centers in each division.	6	11	-5	
Promoted a strong commitment to crime prevention that has resulted in keeping our residents and neighborhoods safe.	7	7	0	
Enhanced Crisis Response protocol aimed at maintaining safe schools, community centers and neighborhoods and emphasizing prevention and after-care services.	8	5	3	
Enhancing pro-social influences for disconnected youth by putting them in contact with caring and supportive adults at home, in school and/or the community.	9	15	-6	weak realization
Has improved our capacity (skills and resources) necessary to re-direct youth.	10	9	1	

Top Ten Accomplishment Ranking Compared to Importance

In general “importance” lined up with “accomplishment” as indicated in the table below. Three of the top ten “accomplishment” rankings showed over accomplishment. The three indicating the largest over accomplishment are:

1. Leveraged and coordinated the MGPTF continuum of Care Model
2. Established open and direct lines of communication between schools, law enforcement, community-based organizations, community center staff and community leaders to ensure an effective Crisis Response Strategy.
3. Strengthened and expanded the “asset-based” service delivery system

Table 68

MGPTF Strategic Work Plan Components	Importance Rank	Accomplishment Rank	Discrepancy	Strengths and Improvement
Tracked Gang-related incidents of violence reported at the Technical Team meetings, leading to action steps being taken by the Technical team to resolve the incidents; visits were made to all victims of violence to meet their needs, reduce retaliatory incidents and prevent future incidence of violence.	3	1	2	
Established open and direct lines of communication between schools, law enforcement, community-based organizations, community center staff and community leaders to ensure an effective Crisis Response Strategy.	1	2	-1	
Established open and direct lines of communication between schools, law enforcement, community-based organizations, community center staff and community leaders to ensure an effective Crisis Response Strategy.	12	3	9	over accomplishment
Enhanced Crisis Response protocol aimed at maintaining safe schools, community centers and neighborhoods and emphasizing prevention and after-care services.	5	4	1	
Enhanced Crisis Response protocol aimed at maintaining safe schools, community centers and neighborhoods and emphasizing prevention and after-care services.	8	5	3	
Supported an excellent, well-trained and well-equipped police force to help keep our residents and neighborhoods safe.	2	6	-4	
Promoted a strong commitment to crime prevention that has resulted in keeping our residents and neighborhoods safe.	7	7	0	
Leveraged and coordinated the MGPTF continuum of Care Model	24	8	16	over accomplishment
Has improved our capacity (skills and resources) necessary to re-direct youth.	10	9	1	
Strengthened and expanded the "asset-based" service delivery system	17	10	7	over accomplishment

MGPTF Strategic Work Plan Components Ranked

The table on the following page indicates how the 24 components of the old Strategic Work Plan were ranked for importance and accomplishment by MGPTF Policy and Technical Team Members. Next year the two new strategic goals will be added.

Table 69

MGPTF Strategic Work Plan Components	Importance Rank	Accomplishment Rank	Discrepancy	Strengths and Improvement
Tracked Gang-related incidents of violence reported at the Technical Team meetings, leading to action steps being taken by the Technical team to resolve the incidents; visits were made to all victims of violence to meet their needs, reduce retaliatory incidents and prevent future incidence of violence.	3	1	2	
Established open and direct lines of communication between schools, law enforcement, community-based organizations, community center staff and community leaders to ensure an effective Crisis Response Strategy.	1	2	-1	
Established open and direct lines of communication between schools, law enforcement, community-based organizations, community center staff and community leaders to ensure an effective Crisis Response Strategy.	12	3	9	over accomplishment
Enhanced Crisis Response protocol aimed at maintaining safe schools, community centers and neighborhoods and emphasizing prevention and after-care services.	5	4	1	
Enhanced Crisis Response protocol aimed at maintaining safe schools, community centers and neighborhoods and emphasizing prevention and after-care services.	8	5	3	
Supported an excellent, well-trained and well-equipped police force to help keep our residents and neighborhoods safe.	2	6	-4	
Promoted a strong commitment to crime prevention that has resulted in keeping our residents and neighborhoods safe.	7	7	0	
Leveraged and coordinated the MGPTF continuum of Care Model	24	8	16	over accomplishment
Has improved our capacity (skills and resources) necessary to re-direct youth.	10	9	1	
Strengthened and expanded the "asset-based" service delivery system	17	10	7	over accomplishment
Reorganizing the technical team into four geographical divisions has improved response to incidents of youth and gang violence throughout neighborhoods, including community centers in each division.	6	11	-5	
By coming together, organizations are establishing common, shared language to communicate with one another and developing greater community among all partners and stakeholders.	16	12	4	
Developed effective partnerships with all the people in our community focusing on solutions that protect public safety.	4	13	-9	weak realization
Maximizing limited resources while achieving desired outcomes.	11	14	-3	
Enhancing pro-social influences for disconnected youth by putting them in contact with caring and supportive adults at home, in school and/or the community.	9	15	-6	weak realization
Helped youth to maintain a sense of responsibility for their actions and accountability to themselves and others.	13	16	-3	
Added services provided to youth that are culturally and ethnically relevant	23	17	6	over accomplishment
Now responding to the evolving needs of the community.	14	18	-4	
Giving more youth without supportive parents care, love and support from other adults found in extended families, community and schools.	20	19	1	
Service Providers are now informing one another about the types of services they provide, so that all become familiar with one another, form close bonds and establish solid one-on-one contacts.	15	20	-5	
Helping actively engage families in the lives of their youth.	18	21	-3	
Reconnecting youth who are disconnected from families, schools and their communities.	19	22	-3	
Developing and nurturing youths' strengths and assets.	21	23	-2	
Designed and executed an education and awareness campaign	22	24	-2	

Attendance in MGPTF Technical Team

The MGPTF Technical Team average attendance was 135 participants. The number of participants who are non BEST funded grantees who participate in the MGPTF has increased from a 2 to 1 ratio to BEST providers to a 2.9 to 1 ratio over the last three years. The average number of BEST funded staff has decreased from 42 to 33. This decrease might be an indication of why MGPTF respondents indicated a decline in their ability to take action with other members of the MGPTF to take action. In a time of declining resources it is difficult for groups to solve problems and take action that are not funded. The following table and chart shows the commitment of the Technical Team members based on attendance, as well as the number of BEST providers and Non BEST providers attending for the last three years.

Table 70

MONTH	YEAR	SITE	BEST	NON-BEST	TOTAL ATTENDANCE
January	2009	Alum Rock Youth Center, 137 N. White Road, San Jose, CA 95127	39	92	131
February	2009	Boys and Girls Club, 2195 Cunningham Avenue San Jose, CA 95122	53	83	136
March	2009	Mayfair Community Center, 2039 Kammerer Avenue, San Jose, CA 95116	46	95	141
April	2009	Victory Outreach, 590 Shawnee Lane	46	83	129
May	2009	Roosevelt Community Center, 901 E. Santa Clara Street, San Jose, CA 95116	46	85	131
June	2009	San Jose Job Corps, 3485 East Hills Drive, San Jose, CA 95127	51	107	158
July	2009	NO MEETING FOR THE MONTH OF JULY	0	0	0
August	2009	Overfelt High School, 1835 Cunningham San Jose, CA 95122	44	91	135
September	2009	Boys and Girls Club, 2195 Cunningham Avenue San Jose, CA 95122	44	101	145
October	2009	Center for Employment Training (CET), 701 Vine Street, San Jose, CA 95110	30	93	123
November	2009	Roosevelt Community Center, 901 E. Santa Clara Street, San Jose, CA 95116	31	88	119
December	2009	San Jose Job Corps, 3485 East Hills Drive, San Jose, CA 95127	27	96	123
Average Monthly Attendance for 2009			42	92	134
January	2010	Roosevelt Community Center, 901 E. Santa Clara Street, San Jose, CA 95116	31	120	151
February	2010	Roosevelt Community Center, 901 E. Santa Clara Street, San Jose, CA 95116	33	96	129
March	2010	Roosevelt Community Center, 901 E. Santa Clara Street, San Jose, CA 95116	35	101	136
April	2010	Mayfair Community Center, 2039 Kammerer Avenue, San Jose, CA 95116	36	116	152
May	2010	Boys and Girls Club, 2195 Cunningham Avenue San Jose, CA 95122	43	112	155
June	2010	Victory Outreach, 590 Shawnee Lane	36	88	124
July	2010	NO MEETING FOR THE MONTH OF JULY			
August	2010	Most Holy Trinity Church, 2040 Nassau Dr. San Jose, CA 95122	29	122	151
September	2010	Center for Employment Training (CET), 701 Vine Street, San Jose, CA 95110	34	120	154
October	2010	Franklin McKinley School District Office, San Jose, CA 95112	34	97	131
November	2010	Mt. Pleasant High School 1750 S. White Rd, San Jose, CA 95125	35	101	136
December	2010	San Jose Job Corps, 3485 East Hills Drive, San Jose, CA 95127	32	82	114
Average Monthly Attendance for 2010			34	105	139
January	2011	Franklin McKinley School District Office, San Jose, CA 95112	28	75	103
February	2011	Edenvale Community Center, 330 East Branham Lane, San Jose, CA 95123	33	85	118
March	2011	Santa Clara Office of Education, 1290 Ridder Park Dr. San Jose, CA 95131	35	117	152
April	2011	Edenvale Community Center, 330 East Branham Lane, San Jose, CA 95123	33	90	123
May	2011	East Side Union High School District Office, 830 N. Capitol Ave. San Jose, CA	27	99	126
June	2011	Victory Outreach 590 Shawnee Ln. San Jose, CA 95123	37	123	160
July	2011	NO MEETING FOR THE MONTH OF JULY			
August	2011	Most Holy Trinity Church, 2040 Nassau Dr. San Jose, CA 95122	25	86	111
September	2011	Santa Clara Office of Education, 1290 Ridder Park Dr. San Jose, CA 95131	39	123	162
October	2011	Franklin McKinley School District Office, San Jose, CA 95112	31	106	137
November	2011	Center for Employment Training (CET), 701 Vine Street, San Jose, CA 95110	40	101	141
December	2011	San Jose Job Corps, 3485 East Hills Drive, San Jose, CA 95127	35	115	150
Average Monthly Attendance for 2011			33	102	135

Appendix A Bibliography

Andrews, D.A. (2007). Principles of effective correctional programs. In L.L. Motiuk & R.C. Serin (Eds.), *Compendium 2000 on Effective Correctional Programming*. Ottawa, Canada: Correctional Service of Canada.

Andrews, D. A. (1980). Some experimental investigations of the principles of differential association through deliberate manipulations of the structure of service systems. *American Sociological Review*, 45: 448-462.

Andrews, D.A. & Bonta, J. (2007). *Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation (2007-06)*. Ottawa: Public Safety Canada.

Andrews, D.A. & Bonta, J. (2006). *The Psychology of Criminal Conduct (4th ed.)*. Newark, NJ: Anderson.

Andrews, D.A. & Bonta, J.L. (2003). *The Level of Service Inventory-Revised. U.S. Norms Manual Supplement*. Toronto: Multi-Health Systems.

Andrews, D. A. & Bonta, J. (1998). *The Psychology of Criminal Conduct (2nd ed.)*. Cincinnati, OH: Anderson.

Andrews, D.A., Bonta, J., & Wormith, J.S. (2006). The Recent Past and Near Future of Risk and/or Need Assessment. *Crime & Delinquency*, 52(1): 7-27.

Andrews, D.A. & Carvell, C. (1998). *Core correctional training—Core correctional supervision and counseling: Theory, research, assessment and practice*. Ottawa, Ontario: Carleton University.

Andrews, D.A. & Dowden, C. (2007). The Risk-Need-Responsivity Model of Assessment in Human Service and Prevention and Corrections Crime Prevention Jurisprudence. *Canadian Journal of Criminology and Criminal Justice*, 49(4): 439-464.

Andrews, D.A., Dowden, C., & Gendreau, P. (1999). Clinically relevant and psychologically informed approaches to reduced reoffending: A meta-analytic study of human service, risk, need, responsivity, and other concerns in justice contexts. Unpublished manuscript, Ottawa, Ontario: Carleton University.

Andrews, S. & Janes, L. (2006). Ohio's evidence-based approach to community sanctions and supervision. *Topics in Community Corrections: Effectively Managing Violations and Revocations, Annual Issue, 2006*. Washington DC: U.S. Department of Justice, National Institute of Corrections. © 2009 Center for Effective Public Policy Page 29

Andrews, D.A., Zinger, I. Hoge, R.D., Bonta, J., Gendreau, P., & Cullen, F.T. (1990). Does correctional treatment work? A clinically relevant and psychologically informed meta-analysis. *Criminology*, 28: 369-404.

Aos, S., Miller, M., & Drake, E. (2006). *Evidence-Based Adult Corrections Programs: What Works and What Does Not*. Olympia, WA: Washington State Institute for Public Policy.

Bandura, A. (1977). *Social Learning Theory*. New York, NY: General Learning Press.

Bandura, A. (1969). *Principles of Behavior Modification*. New York, NY: Holt, Rinehart and



Winston.

Bazemore, G., T.J. Dicker, and R. Nyhan. (1994). Juvenile Justice Reform and the Difference It Makes: An Exploratory Study of the Impact of Policy Change on Detention Worker Attitudes. *Crime and Delinquency* 40:18–36.

Benson, P. and Galbraith, J. 1995. *What Kids Need to Succeed*. Minneapolis MN: Free Spirit Publishing Inc.

Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. San Francisco: Far West Laboratory for Educational Research and Development.

Bogue, B., Campbell, N., Carey, M., Clawson, E., Faust, D., Florio, K., Joplin, L., Keiser, G., Wasson, B., & Woodward, W. (2004). *Implementing Evidence-Based Practice in Community Corrections: The Principles of Effective Intervention*. Washington, DC: U.S. Department of Justice, National Institute of Corrections.

Bonta, J. (2007): Offender assessment: General issues and considerations. In L.L. Motiuk & R.C. Serin (Eds.), *Compendium 2000 on Effective Correctional Programming*. Ottawa, Canada: Correctional Service of Canada.

Bonta, J., Wallace-Capretta, S., Rooney, J. & McAnoy, K. (2002). An outcome evaluation of a restorative justice alternative to incarceration. *Justice Review*, 5(4): 319-338.

Bourgon, G. & Armstrong, B. (2005). Transferring the principles of effective treatment into a “real world” prison setting. *Criminal Justice and Behavior*, 32(1): 3-25.

Burke, P.B. (2004). *Parole Violations Revisited: A Handbook on Strengthening Parole Practices for Public Safety and Successful Transition to the Community*. Washington, D.C.: U.S. Department of Justice, National Institute of Corrections.

Castonguay, L.G., & Beutler, L.E. (2006). Common and unique principles of therapeutic change: What do we know and what do we need to know. In L.G. Castonguay & L.E. Beutler (Eds.), *Principles of Therapeutic Change that Work* (pp. 353-369). New York, NY: Oxford University Press.

Clear, T.R., & Sumter, M.T. (2002). Prisoners, prison, and religion: Religion and adjustment to prison. *Journal of Offender Rehabilitation*, 35: 127-159.

Cullen, F.T., & Gendreau, P. (2000). Assessing correctional rehabilitation: Policy, practice, and prospects. In J. Horney (Ed.) *NIJ Criminal Justice 2000: Policies, Processes, and Decisions of the Criminal Justice System* (pp. 109-176). Washington, DC: U.S. Department of Justice.


Cohen, M.A. (1994). *The Monetary Value of Saving a High Risk Youth*. Washington, D.C.: The Urban Institute.

Comer, J. (1984). Home-School Relationships as They Affect the Academic Success of Children. *Education and Urban Society* 16: 323-337.

Davidson, W.S., E. Seidman, J. Rappaport, P. Berck, N. Rapp, W. Rhodes, and J. Herring. (1977). *Diversion Programs for Juvenile Offenders*. *Social Work Research and Abstracts* 13.

Dawes, R.M., D. Faust, and P. Meehl. (1989). Clinical Versus Actuarial Judgment. *Science* 243:1668–1674.

DeComo, R. (1993). *The Juveniles Taken Into Custody Research Program: Estimating the Prevalence of Juvenile Custody by Race and Gender*. San Francisco, CA: National Council on Crime and Delinquency.



Dowden, C. (1998). A Meta-analytic Examination of the Risk, Need and Responsivity Principles and their Importance within the Rehabilitation Debate. Unpublished master's thesis, Ottawa, Ontario: Carleton University.

Dowden, C., & Andrews, D.A. (2004). The importance of staff practice in delivering effective correctional treatment: A meta-analytic review of core correctional practice. *International Journal of Offender Therapy and Comparative Criminology*, 48(2): 203-214.

Drake, E.K. & Barnoski, R. (2008). *Increasing Earned Release from Prison: Impacts of 2003 Law on Recidivism and Criminal Justice Costs*. Olympia, WA: Washington State Institute for Public Policy.

Eck, J.E., and D.P. Rosenbaum. (1994). *The New Police Order: Effectiveness, Equity, and Efficiency in Community Policing*. In Dennis Rosenbaum (ed.), *The Challenge of Community Policing: Testing the Promises*. Thousand Oaks, CA: SAGE Publications.

Edmonds, R. (1986). Characteristics of Effective Schools. In U. Neisser, Ed., *The School Achievement of Minority Children: New Perspectives* (pp. 93-104). Hillsdale, NJ: Lawrence Erlbaum.

Elliott, D.S., D. Huizinga, and S. Menard. (1989). *Multiple Problem Youth: Delinquency, Substance Use and Mental Health Problems*. New York, NY: Springer-Verlag.

Emrick, C.D., Tonigang, J.S. Montgomery, H. & Little, L. (1993). *Alcoholics Anonymous: Opportunities and Alternatives*. New Brunswick, NJ: Alcohol Research Documentation, Inc., Rutgers Center of Alcohol Studies.

Feldman, R.A., T.E. Caplinger, and J.S. Wodarski. (1983). *The St. Louis Conundrum: The Effective Treatment of Anti-social Youths*. Englewood Cliffs, NJ: Prentice-Hall.

Garnezy, N. (1991). Resiliency and Vulnerability to Adverse Developmental Outcomes Associated with Poverty. *American Behavioral Scientist* 34: 416-430.

Garnezy, N. (1985). Stress-Resistant Children: The Search for Protective Factors. In J.E. Stevenson (ed.), *Recent Research in Developmental Psychopathology*. Book supplement to *Journal of Child Psychology and Psychiatry*.


Gendreau, P. (1996). The principles of effective intervention with offenders. In A.T. Harland (Ed.) *Choosing Correctional Options that Work: Defining the Demand and Evaluating the Supply*. Newbury Park, CA: Sage Publications.

Gendreau, P. & Goggin, C. (1996). Principles of effective correctional programming. *Forum on Corrections Research*. Ottawa, Ontario: Correctional Service of Canada.

Gendreau, P., Goggin, C., Cullen, F.T., & Andrews, D. (2001). The effects of community sanctions and incarceration on recidivism. In L.L. Motiuk & R.C. Serin (Eds.), *Compendium 2000 on Effective Correctional Programming*. Ottawa, Canada: Correctional Service of Canada.

Gendreau, P., Little, T. & Goggin, C. (1996). A meta-analysis of adult offender recidivism: What works? *Criminology*, 34(4): 575-607.

Gendreau, P., & Pappozzi, M.A. (1995). Examining what works in community corrections. *Corrections Today*, February 1995.



Ginsburg, J.I.D., Mann, R.E., Rotgers, F., & Weekes, J.R. (2002). Motivational Interviewing with criminal justice populations. In W.R. Miller & S. Rollnick, *Motivational Interviewing: Preparing People for Change* (2nd ed.). New York, NY: Guilford Press.

Goldstein, H. (1994). Foreword. In Dennis Rosenbaum (ed.), *The Challenge of Community Policing: Testing the Promises*. Thousand Oaks, CA: Sage

Gottschalk, R., W. Davidson, L. Gensheimer, and J. Mayer. (1987). Community-Based Interventions. In H. Quay (ed.), *Handbook of Juvenile Delinquency*. New York, NY: Wiley and Sons.

Grove, W.M. & Meehl, P.E. (1996). Comparative efficiency of informal (subjective, impressionistic) and formal (mechanical, algorithmic) prediction procedures: The clinical statistical controversy. *Psychology, Public Policy and Law*, 2: 293-323.

Grove, W.M., Zald, D.H., Lebow, B.S., Snitz, B.E., & Nelson, C. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment*, 12: 19-30.

Harper, R. & Hardy, S. (2000). An evaluation of Motivational Interviewing as a method of intervention with clients in a probation setting. *British Journal of Social Work*, 30: 393-400.

Hawkins, J.D. and Catalano, R.F. (1989) Risk-Focused Prevention: From Research To Practical Strategies. *High Risk youth Update*. (April)

Hawkins, J.D., and R.F. Catalano. (1992). *Communities That Care*. San Francisco, CA: Jossey-Bass.

Heath, S.B., and M.W. McLaughlin, Eds. (1993). *Identity and Inner-City Youth: Beyond Ethnicity and Gender*. New York: Teachers College Press.

Higgins, S.T. & Silverman, K. (Eds.) (1999). *Motivating Behavior Change Among Illicit-Drug Abusers: Research on Contingency Management Interventions*. Washington, DC: American Psychological Association.

Hill, P. (1976). On goods and services. *Review of Income and Wealth*, 315-338.


Howell, J.C. (1995). *The Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*. Wash. D.C.: U.S. Department of Justice.

Hughes, T., & Wilson, D.J. (2005). Reentry trends in the United States (Web site). <http://www.ojp.usdoj.gov/bjs/reentry/reentry.htm>, accessed August 1, 2009. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Huizinga, D., F.A. Esbensen, and A. Weiher. (1991). Are There Multiple Paths to Delinquency? *Journal of Criminal Law and Criminology* 82.

Huizinga, D., R. Loeber, and T.P. Thornberry. (1997). *The Prevention of Serious Delinquency and Violence: Implications from the Program of Research on the Causes and Correlates of Delinquency*. Washington, DC: Report submitted to U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Landenberger, N.A., & Lipsey, M.W. (2005). The positive effects of cognitive-behavioral programs for offenders: A meta-analysis of factors associated with effective treatment. *Journal of Experimental Criminology*, 1: 451-476.



Latessa, E., Cullen, F.T. & Gendreau, P. (2002). Beyond Professional Quackery: Professionalism and the Possibility of Effective Treatment. *Federal Probation*. 66(2): 43-49.

Lipsey, M.W. & Cullen, F.T. (2007). The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews. *Annual Review of Law and Social Science*, 3: 297-320.

Lipsey, M.W. & Landenberger, N. (2006). Cognitive-behavioral interventions. In B. Welsh & D.P. Farrington (Eds.) *Preventing Crime: What Works for Children, Offenders, Victims, and Places*. Dordrecht, Netherlands: Springer.

Lipsey, M.W., Landenberger, N.A., & Wilson, S.J. (2007). Effects of Cognitive-Behavioral Programs for Criminal Offenders. *Campbell Systematic Reviews*, 2007: 6.

Lober, R. and Dishion, T.J. (1987) *Antisocial and Delinquent Youths: Methods for Their Early Identification*. In Burchard – 5.

Lipsey, M.W. (1992). *Juvenile Delinquency Treatment, Meta-Analysis for Explanation: A Case Book*. N.Y. N. Y.: Russell Sage Foundation

Lober, R. and Dishion, T.J. (1987) *Antisocial and Delinquent Youths: Methods for Their Early Identification*. In Burchard – 5.

Males, Mike A. (1999). *Framing Youth*. Monroe, Maine: Common Courage Press

Males, Mike A. (1996). *The Scapegoat Generation, America's War on Adolescents*. Monroe, Maine: Common Courage Press

McKnight, John and Kretzmann, John, *Building Communities from the Inside Out, A Path Toward Finding and Mobilizing a Community's Assets*, Chicago, ACTA Publications, (1993)

Mendel, R.A. 1995. *Prevention or Pork? A Hard-Headed Look at Youth-Oriented Anti-Crime Programs*. Washington D.C.: American Youth Policy Forum

Miller, Patricia, H. *Theories of Developmental Psychology*. New York: W.H. Freeman and Co. 3 rd. Ed.1993

Miller, W.B. (1962). The Impact of a 'Total-Community' Delinquency Control Project. *Social Problems* 10.

Osborne, David and Gaebler, Ted, *Reinventing Government, How the entrepreneurial Spirit is Transforming the Public Sector*. New York: Penguin Group, 1993.


Rutter, M., B. Maughan, P. Mortimore, J. Ouston, and A. Smith. (1979). *Fifteen Thousand Hours*. Cambridge, MA: Harvard University Press.

Sarason, S. (1990). *The Predictable Failure of Educational Reform*. San Francisco: Jossey-Bass.

Schorr Lisbeth B. with Schorr, Daniel. (1988). *Within Our Reach*. NY. NY. Doubleday, Anchor Books

Schorr Lisbeth B. (1997). *Common Purpose, Strengthening Families and Neighborhoods to Rebuild America*. NY. NY. Random House, Anchor Books

Slavin, R.E. (1990). *Cooperative Learning: Theory, Research, and Practice*. Englewood Cliffs, NJ: Prentice-Hall.



Spivak, G. and Ciani, N. (1987) High-risk Early Behavior Pattern and Later Delinquency. In Burchard – 5.

Roos, P. (1997, April). Measurement Of Productivity In Hospital Services Using Malmquist Index Approaches: A Discussion Of Methods And Illustration To Eye Survey.

Thornberry, T.P. (1994). Violent Families and Youth Violence. Fact Sheet #21. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Thornberry, T., Huizinga, D. and Loeber, R. 1995. Source Book on Serious, Violent, and Chronic Juvenile Offenders. Thousand Oaks, CA.: Sage Publications.

Tolan, P., and Guerra, N. 1994 What Works in Reducing Adolescent Violence, An Empirical Review of the Field.: The Center for the Study and Prevention of Violence, University of Colorado.

Watt, N.F. (1986) Prevention of Major Mental Illness: Risk Factors In Schizophrenic and Depressive Disorders. In NMHA -- 5

Weis, L., and M. Fine, Eds. (1993). Beyond Silenced Voices: Class, Race, and Gender in United States Schools. New York: State University of New York Press.

Werner, E., and R. Smith. (1989). Vulnerable but Invincible: A Longitudinal Study of Resilient Children and Youth. New York: Adams, Bannister, and Cox.

Werner, E., and R. Smith. (1992). Overcoming the Odds: High-Risk Children from Birth to Adulthood. New York: Cornell University Press, 1992.

Wilson, J.Q., and R.J. Hernstein. (1985). Crime and Human Nature. New York, NY: Simon and Schuster.

Wilson, J.Q., and G.L. Kelling. (1982). Broken Windows: The Police and Neighborhood Safety. Atlantic Monthly (March): 29–38.

Wolfgang, M., T.P. Thornberry, and R.M. Figlio. (1987). From Boy to Man, From Delinquency to Crime. Chicago, IL: University of Chicago Press.