# School-based Prevention
## Cluster Level Evaluation Report

## I. CLUSTER OVERVIEW

**Evaluation Questions:**
**What are the goals and objectives of the cluster? What is the cluster trying to accomplish and how?**

### Goals and Objectives

The goal of the school-based Prevention cluster is to increase the resiliency and protective factors among OUSD students. By providing students with access to behavioral health services, relationships with caring adults, safe peer-based social and recreational opportunities, and academic supports, the school-based prevention cluster aims to increase students' social and emotional health, and build their conflict resolution and leadership skills, resulting in a higher level of healthy engagement in both their school and community. Programs in the cluster also aim to promote safe learning environments and safe passage to and from Oakland's Public School campuses, while decreasing violent behaviors amongst Oakland's public school students in the broader community.

### Theory of Change

Youth who persistently and progressively are held back in school for low academic achievement are at much greater risk of truancy, school drop out and expulsion. These behaviors, in turn, are associated with later serious violent behavior. Conversely, students who experience high academic achievement and actively engage in and feel attached to their school are less likely to engage in problem behaviors and delinquency. These students are bolstered by various protective factors such as high expectations for youth by the community, positive bonds with parents and family, effective parenting, opportunities for participation in the school and community, and involvement with positive peers and peer-group activities.[1]

Effective school-based prevention programs can improve overall school climate and have a positive effect on student behavior before and after school. Research has identified various resilience factors that are correlated with a decrease in youth victimization and perpetration of violent crimes.

External assets that lead to increased resilience include: a caring adult relationship and high expectations at school, in the home and community; and high expectations and caring relationships with peers. Internal assets that correlate with increased resilience include cooperation and communication, empathy, problem solving, self-efficacy, self-awareness, goals and aspirations[2].

Prevention programs aimed at improving the school or classroom climate operate from the premise that all aspects of school life can affect violence and substance abuse (Sherman et al., 1998). School based strategies that seek to increase student protective and resiliency factors include the following:

- Providing direct services to students and their families;

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[1] http://www.dsgonline.com/mpg2.5/academic_skills_enhancement.htm

[2] Adapted from the CHKS Resilience and Youth Development Framework by Bonnie Benard

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- Training students to be leaders in conflict resolution, restorative justice and other violence prevention efforts;
- Providing students with positive social and recreational opportunities;
- Facilitating relationship building between schools, caregivers, and community providers; and
- Training in parenting skills.

## II.    INPUTS

**Evaluation Questions:**
**How much was spent on services? What data collection methods were used? Who was served?**

**OMY Funding**
The school-based prevention cluster provides a total of $1,326,338 to six funded strategies, including:

| | |
|---|---|
| $274,200 | AHCSA: Our Kids- Middle School Model |
| $210,750 | Attitudinal Healing: Restorative Justice Training (RJOY) |
| $173,000 | OUSD Alternative Education: Gang Intervention and Capacity Building |
| $494,143 | OUSD- Second Step Violence Prevention: Peer Conflict Resolution |
| $80,000 | Project Reconnect |
| $94,245 | Sports4Kids: After/during school sports and leadership programming |

**Data Collection Methods**
Overall, programs within the School-Based Prevention cluster do not report on individual client data, rather school wide data trends are analyzed to assess program efficacy and impact.

Programs within the School-Based Prevention cluster aimed to address three or more of the following client outcomes:

1. Improve conflict resolution skills
2. Improve academic performance
3. Improve relationship and communication with a caring adult
4. Decrease suspensions, violence on school sites and truancy
5. Improve student engagement
6. Improve educational attainment
7. Improve attitude towards school
8. Improve parenting skills

Due to the nature of group programs, school-wide data trends relay more information about the programs' impact on the behavior, beliefs and attitudes of the students and overall tenor of schools in which they operate than do data on individual participants. In general, the data captured through school-wide surveys such as OUSD's *Use Your Voice Survey* and the *California Healthy Kids Survey* aid in measuring changes in attitudes, beliefs and actions, due in part to clients' exposure to and participation in the school-based prevention programs.

**Consent**

Measure Y program participants were voluntarily asked to provide consent to share personal information for the purpose of evaluation. In general, consent is not requested of participants during intensive outreach.

# School-based Prevention
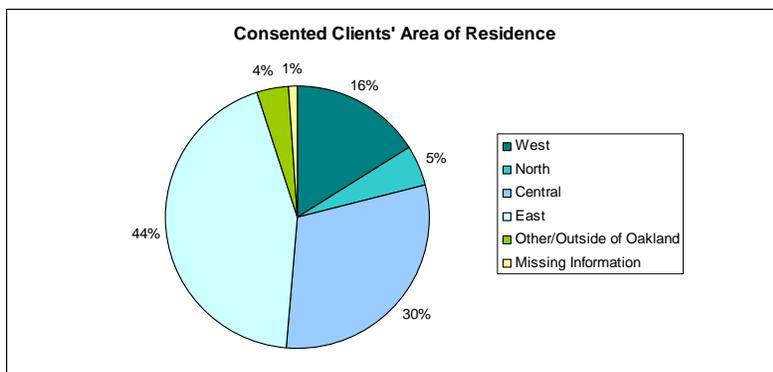## *Cluster Level Evaluation Report*

Of the 760 participants in School-based Prevention, 265 (35%) consented to sharing information. Sixty-one percent of participants withheld consent, and for 4% of participants, information pertaining to consent was not available. The demographic information presented below reflects only consenting participants.

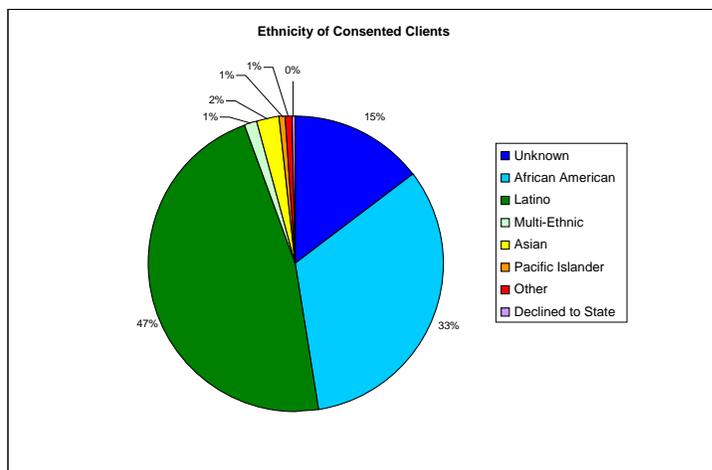| Consent Rates | |
|---|---|
| Consented | 35% |
| Withheld Consent | 61% |
| Missing Consent | 4% |
| Total | 100% |

## Demographic Characteristics of Clients

Consented clients served in this cluster are almost evenly split between female (51%) and male (49%). Thirty-two percent were 14-17 years, while 59% were over 18. English and Spanish were the most prevalent languages spoken in the home, with threshold languages including Tagalog and Samoan.

The following tables demonstrate the known demographics of consented cluster participants.
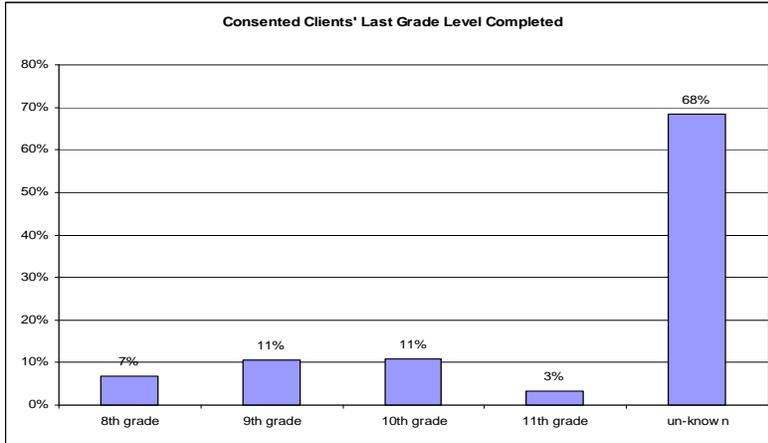
**Consented Clients' Area of Residence**

4% 1% 16% 5% 44% 30%

- West
- North
- Central
- East
- Other/Outside of Oakland
- Missing Information

*NOTE:* The term 'Central' is an analytical tool for providing enriched geospatial analysis of the vast area conventionally known as East Oakland. Using Oakland Police Department Command Areas as a guide, Central corresponds to Command Area II, while East Oakland corresponds to Command Area III.

**Ethnicity of Consented Clients**

1% 1% 0% 2% 1% 15% 47% 33%

- Unknown
- African American
- Latino
- Multi-Ethnic
- Asian
- Pacific Islander
- Other
- Declined to State

The majority of school-based program participants are Latino and African American.

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**Consented Clients' Last Grade Level Completed**

| | 8th grade | 9th grade | 10th grade | 11th grade | un-know n |
|---|---|---|---|---|---|
| | 7% | 11% | 11% | 3% | 68% |

While enrollment is assumed for this school-based cluster, the data is not readily available. Just 20% of clients self-reported school enrollment.

**Risk and Protective Factors**

Risk factors are presented to illustrate the risk and protective factors present for clients. Risk factors for Measure Y participants are limited to those listed; additional risks may be present:

| Risk Factors of Consented Clients | |
|---|---|
| None | 4% |
| Truant | 50% |
| Violence Exposed | 43% |
| Suspended | 6% |
| Expelled | 2% |
| Probation | 2% |

# III.   ACTIVITIES

**Evaluation Questions*:***
***What service strategies were implemented?  How much service was provided?***

**Pro-social behaviors and improved peer and community norms**
This strategy includes providing ongoing opportunities for youth to participate in positive social networks with their peers, family, and community, gain skills to resolve conflicts and assume leadership roles in order to increase pro-social behaviors and behavioral norms. Key activities include:

- Provide opportunities for youth to participate in coordinated sports and other recreational activities during the school day, after school and on weekends.
- Implement a social-skills curriculum throughout the district for youth (preschool thru high school) and their parents.
- Provide mediation, conflict resolution and gang prevention training for youth and their parents.
- Facilitate schools re-engagement with at-risk youth in school and providing alternatives to suspension.

**Case management, behavioral health and direct support services**
This strategy includes providing intensive prevention and intervention services to youth and families, including individual and family case management and ongoing outreach. Key activities include:
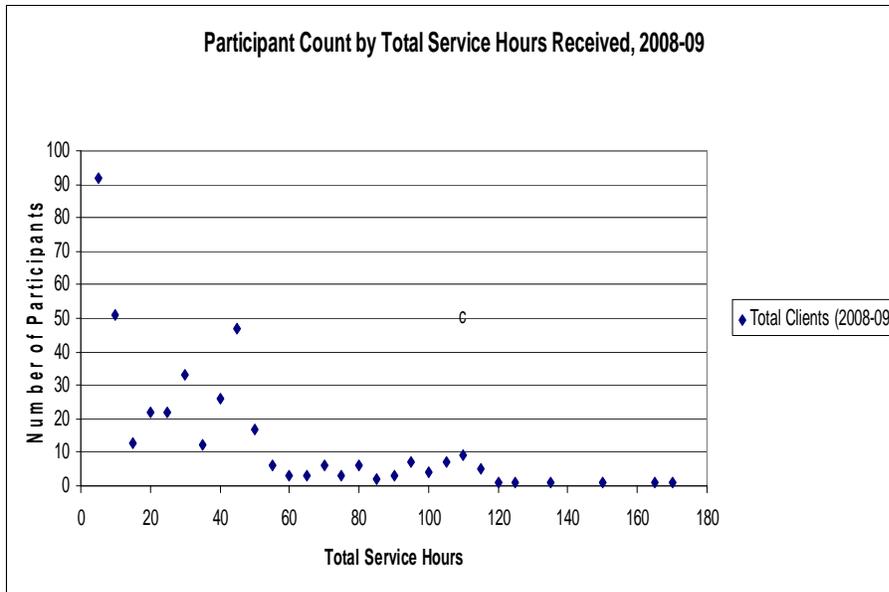
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- Provide counseling and behavioral health services for those students in greatest need of services.
- Provide family case management services and referrals.
- Facilitate communication between schools and parents to address student needs and behavior problems, and to plan for student success.
- Provide regular and ongoing outreach and group support sessions.

The following table illustrates the total number of group and individual service hours received by participants within this cluster and the average number of hours participants received by service type:

| Service Provided | Hours 2008 - 2009 | Average Hrs/ Participant | % of Total Hours |
|---|---|---|---|
| Group | 15,268 | 23 | 86% |
| Violence Prevention/Anger Management/Conflict Resolution | 6,688 | 18 | 38% |
| Sports/Physical Activity | 5,727 | 60 | 32% |
| Peer Support / Counseling | 1,418 | 14 | 8% |
| Mental Health | 1,181 | 14 | 7% |
| Life Skills and Pre-employment Skills | 253 | 11 | 1% |
| Individual | 2,395 | 6 | 14% |
| Case Management | 2,089 | 13 | 12% |
| Mental Health Services | 298 | 1 | 2% |
| Intensive Outreach | 6 | 1 | 0% |
| Mentoring | 1 | 1 | 0% |
| Total | 17,662 | 16 | |



**Participant Count by Total Service Hours Received, 2008-09**

This chart illustrates the participant count by the total number of service hours received.

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## *IV.    OUTCOMES*

### *Evaluation Questions:*
**Were services effective in impacting clients?  Do service hours correlate to any positive outcomes? Are clients satisfied?**

**Service Impact**

The evaluation team conducted a client survey of currently enrolled and active clients in *one* of the School-based Prevention programs, *OUSD Alternative Education: Gang Intervention and Capacity Building.* Due to the nature of the work of the other programs within the cluster, client satisfaction surveys were not conducted. The survey was a convenience sample of currently enrolled clients and may not reflect information about clients who received services before or after the survey was administered.

Participants strongly reported that the program made a difference in their lives. Eighty-one percent strongly Agree/Agree that they attend school more regularly, while 75% report making better choices as a result of their participation.

Demographics of Clients who responded to survey:

Number Responded: 41

*Enrollment:*
- 3% have been enrolled for 1 to 4  weeks
- 29 % of clients surveyed have been enrolled for 1-3 months
- 29% of clients have been enrolled for 4-6 months
- 37% of clients that have been enrolled for more than 6 months
- 2% of clients surveyed did not answer

*Attendance:*
- 3% of clients surveyed attend cluster programming rarely
- 34% of clients attend cluster programming often
- 40% of clients attend cluster programming all of the time
- 23% of client did not answer

*Race/Ethnicity:*
- 18% of clients surveyed identify as African American
- 44% identify as Latino/Hispanic
- 3% identify as Asian/Pacific Islander
- 6% indentify as Native America
- 16% identify as other
- 20% of clients surveyed identified as multi-racial
- 13% did not respond

*Residence:*
- 3% of clients stated that they live in West Oakland
- 80% of clients surveyed stated that they live in East Oakland (East of High Street)
- 6% of clients stated that they live in Central Oakland (Flatlands west of High Street)
- 11% did not respond

*Age:*
- 20% are 16 years old
- 37% are 17 years old
- 34% are 18 years old
- 9% did not respond

*Gender:*
- 72% of clients interviewed are male
- 17% are female
- 11% did not respond

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|  | 5 | 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|---|---|
| I make better choices | 27% | 50% | 15% | 0% | 0% | 9% |
| I have at least one caring adult I can turn to for support | 37% | 34% | 11% | 3% | 3% | 11% |
| I attend school more regularly | 35% | 44% | 9% | 3% | 0% | 9% |
| I am doing better in my classes | 23% | 40% | 14% | 0% | 3% | 20% |
| I have decreased my use of alcohol and drugs | 43% | 23% | 11% | 6% | 6% | 11% |
| I have learned skills that will help me in the future | 34% | 37% | 6% | 6% | 0% | 17% |
| I take better care of myself | 46% | 29% | 6% | 6% | 3% | 11% |
| I feel hopeful about the future | 31% | 43% | 11% | 3% | 0% | 11% |
| I am better at controlling my anger | 31% | 37% | 11% | 6% | 0% | 14% |
| I am better at solving problems | 37% | 37% | 3% | 6% | 0% | 17% |

The table to the left describes the results of the client satisfaction survey.

Survey questions were graded on a five-point rating system:
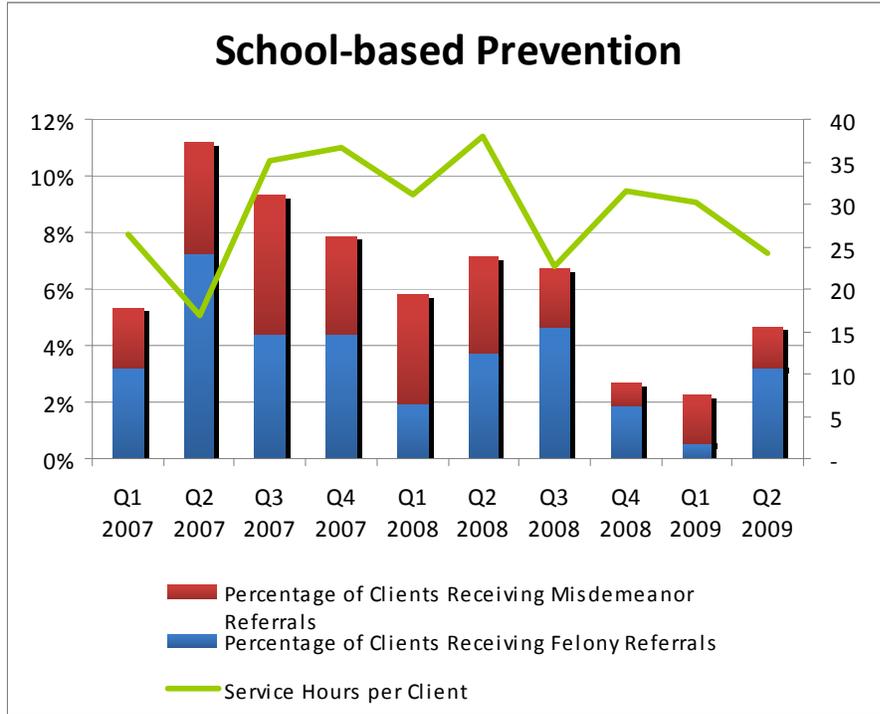
5=strongly agree

1=strongly disagree

N/A=No answer

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### Client Satisfaction

Participants reported a high level of satisfaction with the program. Seventy-nine percent felt the staff was supportive and understood their situation and life experience.

A decrease in prior quarter service hours correlates to an increase in referral rates.



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Legend:
- Percentage of Clients Receiving Misdemeanor Referrals
- Percentage of Clients Receiving Felony Referrals
- Service Hours per Client

The table to the left describes the results of the client satisfaction survey.

Survey questions were graded on a five-point rating system:

5=strongly agree

1=strongly disagree

N/A=No answer

|  | 5 | 4 | 3 | 2 | 1 | No Answer |
|---|---|---|---|---|---|---|
| *Staff treated me with courtesy and respect* | 63% | 17% | 6% | 3% | 6% | 6% |
| *The Staff helped me to find other services I needed* | 37% | 34% | 14% | 3% | 3% | 9% |
| *Staff understood my situation and life experience* | 49% | 29% | 6% | 0% | 9% | 9% |
| *Staff was supportive* | 49% | 9% | 9% | 3% | 3% | 9% |
| *I received services that were helpful* | 43% | 31% | 6% | 3% | 3% | 14% |
| *Staff helped me to develop some useful and realistic goals* | 51% | 17% | 11% | 3% | 6% | 11% |
| *I can go to staff for help when I need it* | 47% | 21% | 12% | 0% | 6% | 15% |
| *I received services in my primary language* | 43% | 29% | 17% | 3% | 3% | 6% |
| *I received services when I needed them* | 40% | 23% | 20% | 0% | 3% | 14% |
| *Overall, I am satisfied with the services I received* | 54% | 17% | 9% | 6% | 3% | 11% |

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## *V.   QUALITY*

***Evaluation Questions:***
**What were the overall strengths of programs in this cluster?  What were the typical challenges shared by programs in this cluster?**

**Strengths**

A primary strength of programs in the cluster is the committed and experienced staff. In general, program staff are highly trained in the areas in which they operate, either through formal education or ongoing professional development in the tenets, practices and core beliefs of their respective programs. Additionally, most of these programs experienced a very low rate of staff turnover, which allows for seamless delivery of services and client support.

Most school-based prevention programs have clearly delineated objectives, program components, and a coherent set of guiding principles that aid them in successfully meeting their contract deliverables. These programs frequently serve as models within their field and receive requests to perform training to others within the community. Expanding program capacity to meet emerging demands for service is a compliment to the work performed but presents an organizational challenge.

Many programs within this cluster are evaluating ways in which they can expand program operations within existing budgets and other constraints. The collaboration between grantees and the Oakland Unified School District is a particularly effective strategy to leverage participation and effect school-wide change.

**Challenges**

Many of the challenges experienced within this cluster are common to programs operating in the school setting and to those programs working with youth that need to leverage parent/community support.  Many programs cite the lack of family/parental support and involvement as a particular barrier. Students are recipients of services while in school, however, the correlating parent education piece is often difficult to institute. Scheduling conflicts or a sheer inability to get parents to attend parent workshops present the primary challenges.

Many programs do not have the requisite funding/staffing needed to meet demand. They have had to turn down opportunities to operate their program at multiple sites due to funding constraints and limitations.

Another barrier cited is the often difficult and time consuming contract process with Oakland Unified School District. In many instances, program administrators reported delays in deployment of personnel and services as they await final contract approval from Oakland Unified School District.

## VI.    RECOMMENDATIONS

1. Given the correlation between school-based prevention and misdemeanor and felony referrals, School-based Prevention programs should make every effort to stabilize the provision of service hours quarter over quarter.

2. School-based Prevention programs should look to best practices and other models in working with parents in order to increase parent engagement.

3. School-based Prevention programs should look to best practices and other models in working with schools and school leadership to ensure a consistent methodology and language regarding positive discipline, and to ensure that their program is viewed as part of how the school operates and not an ad hoc program separate from the larger school culture. Such efforts may also positively address contracting and program expansion challenges.

4. Lack of data availability compromises reporting regarding these programs. Efforts should be made to continually improve the reporting process in order to effectively measure program outcomes.

5. Overall clients report positively on their interactions with the programs in the School-Based Prevention cluster. However, given the growing diversity of Oakland's population, programs should continue to develop the repertoire of culturally effective and relevant practices. Programs are challenged to prepare and deliver both materials and services

cognizant of the respective perceptions, beliefs and attitudes diverse people bring to issues of parenting, education, gang affiliation, etc.

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| MEASURE CLUSTER-LEVEL LOGIC MODEL: SCHOOL BASED PREVENTION | |
|---|---|
| Cluster Purpose: | To create a safe learning environment and safe passage to and from Oakland's Public School campuses and to decrease violent behaviors amongst Oakland's public school students in the broader community. |
| Cluster Goals: | To increase the resiliency and protective factors among OUSD students by increasing student social, emotional, conflict resolution and leadership skills and by providing students with access to behavioral health services, relationships with caring adults, safe peer-based social and recreational opportunities, and the opportunity to repair harm that has been inflicted within the school community. |
| Impact: | OUSD students at participating school sites will have increased access to behavioral health services, activities that engage them in positive peer to peer networks, and conflict resolution training. The resulting effects will be an increase in school attendance, grade promotion, academic achievement, and a decrease in school drop out rates, expulsions and suspensions. |
| Resources | A total of 1,326,338 of Measure Y funds are allocated for this cluster. Organizations in this cluster include: OUSD-CYO Gang Intervention and Capacity Building; Alameda County Health Care Services-Our Kids; Project Reconnect; Restorative Justice for Oakland Youth, Sports4Kids and OUSD-Second Step and Peer Mediation Programs |
| Theory of Change: | Youth who persistently and progressively are held back in school for low academic achievement are at much greater risk of truancy, school drop out and expulsion. These behaviors, in turn, are associated with later serious violent behavior. Conversely, students who experience high academic achievement and actively engage in and feel attached to their school are less likely to engage in problem behaviors and delinquency. These students are bolstered by various protective factors such as high expectations for youth by the community, positive bonds with parents and family, effective parenting, opportunities for participation in the school and community, and involvement with positive peers and peer-group activities. <br><br> Effective school-based prevention programs can improve overall school climate and have a positive effect on student behavior before and after school. Research has identified various resilience factors that are correlated with a decrease in youth victimization and perpetration of violent crimes. External assets that lead to increased resilience include: a caring adult relationship and high expectations at school, in the home and community; and high expectations and caring relationships with peers. Internal assets that correlate with increased resilience include cooperation and communication, empathy, problem solving, self-efficacy, self-awareness, goals and aspirations. <br><br> Prevention programs aimed at improving the school or classroom climate, work from the premise that all aspects of school life can effectively affect violence and substance abuse (Sherman et al., 1998). School based strategies that seek to increase student protective and resiliency factors include the following: providing direct services to students and their families; training students to be leaders in conflict resolution, restorative justice and other violence prevention efforts; providing students with positive social and recreational opportunities; facilitating relationship building between schools, caregivers, and community providers; and training in parenting skills. |
| Assumptions: | School-based interventions such as conflict mediation training, behavioral health services, case management, restorative justice, and recreational activities improve school climate and provide students with protective factors against expulsion, suspension and drop out. |

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| Key Approach/Activities | Resources | Process Measures | Short-Term/Intermediate Outcomes (< 1 year) Sources of Data | Long-Term Outcomes (1-3 years) Sources of Data |
|---|---|---|---|---|
| **Pro-Social behaviors and improved peer and community norms:** *Provide ongoing opportunities for youth to participate in positive social networks with their peers, family, and community, gain skills to resolve conflicts and assume leadership roles in order to increase pro-social behaviors and behavioral norms.* <br><br> 1. Provide opportunities for youth to participate in coordinated sports and other recreational activities during the school day, after school and on weekends. <br> 2. Implement a social-skills curriculum throughout the district to youth (from preschool thru high school) and their parents. <br> 3. Provide mediation, conflict resolution and gang prevention training for youth and their parents. <br> 4. Facilitate schools in re-engaging at-risk youth in school and providing alternatives to suspension. | 1. Sports4Kids- $94,245 <br> 2. OUSD Second Step/ OUSD-Peer Conflict Mediation Program- 494,143 <br> 3. OUSD Gang intervention program- $173,000 <br> 4. RJOY- $210,750 <br> 5. 5. Alameda County "Our Kids"- $247,200 | Number of unduplicated clients served by each type of service (vocational classes, job placement- insert services) <br> Cost per unit of service <br><br> Number of units of services per client (dosage) <br><br> Demographics of clients <br><br> Length of stay in program (retention) | 1 Schools will experience increased attendance rates. <br><br> 2. Schools will report a decrease in disciplinary referrals. <br><br> 3. Schools will report an increase in student participation in school activities. | 1. Schools will experience a decrease in the drop-out rate. <br> 2. Schools will have increased average daily attendance. <br> 3. Schools will report a decrease in the number of suspension incidences. <br> 4. Schools will have an increase in the graduation rate. |

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| | | | | |
|---|---|---|---|---|
| **Case management, behavioral health and direct support services.**<br><br>*Provide intensive prevention and intervention services to youth and families, including individual and family case management and ongoing outreach.*<br><br>1. Provide counseling and behavioral health services for students in greatest need of services.<br>2. Provide family case management services and referrals.<br>3. Facilitate communication between schools and parents to address student needs, behavior problems, and to plan for student success.<br>4. Provide regular and ongoing outreach and group support sessions. | 1. OUSD Gang intervention Program- $173,000 (Subcontract- $119,167.22)<br>2. RJOY- $210,750<br>3. Sports4Kids- $94,245<br>4. Alameda County "Our Kids"- $247,200<br>5. Project Reconnect- $80,000<br><br>Total funded for school-based prevention - $1,326,338 | Number of unduplicated clients served by each type of service (vocational classes, job placement- insert services)<br>Cost per unit of service<br><br>Number of units of services per client (dosage)<br>Demographics of clients<br><br>Length of stay in program (retention) | 1. Students will report having a caring adult mentor.<br><br>2. Students will experience a decrease in disciplinary referrals.<br><br>3. Students will maintain regular attendance at school. | 1. X% of students will successfully matriculate to the next grade level.<br><br>2. X% of students will have improved academic performance.<br><br>3. X% of students will remain in the school system and not be classified as a 'drop out'. |