ANNUAL REPORT

Tony Grampsas Youth Services Program SFY 2018-19

Prepared by The Butler Institute for Families

UNIVERSITY of DENVER

BUTLER INSTITUTE FOR FAMILIES
Graduate School of Social Work

Acknowledgments

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For more information regarding this evaluation, contact Laricia Longworth-Reed, Laricia.Longworth-Reed@du.edu or (303) 871-4099.

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Executive Summary

Tony Grampsas Youth Services (TGYS) is a state-administered program within the Colorado Department of Human Services (CDHS) that funds local prevention, intervention, and education programs for children, youth, and their families in Colorado. The portfolio of grantees consists of 134 programs housed in 100 grantee organizations across the state of Colorado with the goal of preventing youth crime and violence, youth marijuana use, and child abuse and neglect.

The Butler Institute for Families at the University of Denver conducted an evaluation across the TGYS portfolio of programs to assess program implementation and child/youth outcomes as a result of TGYS programming during SFY2018-2019 (July 1-June 30). Results are intended to inform TGYS's program priorities and local grantees' program delivery in subsequent years.

The evaluation consisted of two components: (1) an implementation capacity survey administered to direct service providers and administrators within programs in the TGYS portfolio and (2) a child/youth outcome survey administered to youth ages 11-25 and the parents/guardians of children 10 and younger. Participation in the surveys included 1,322 staff, volunteers, and administrators who took the implementation survey and 8,420 youth or parents of children who took the outcome survey.

Evaluation Highlights

- Overall implementation capacity scores were relatively high across the TGYS portfolio. The lowest scores related to training, coaching and supervision, and performance assessment.

- Across the TGYS portfolio, youth and parent respondents reported a statistically significant improvement in five of the six measured youth outcomes (protective factors, school engagement, substance use, safety and stability, and violence prevention). The sixth outcome, positive youth development, decreased significantly for youth respondents, but increased significantly according to parent responses.

- There was a statistically significant decrease in substance use after programming, with the exception of inhalants and prescription drugs, which saw a statistically significant increase in use.

Introduction

Colorado's Tony Grampsas Youth Services (TGYS) program is a state-authorized program that funds local prevention, intervention, and education programs for children, youth, and their families. The purpose of the program is to prevent youth crime and violence, youth marijuana use, and child abuse and neglect. For the SFY 2018–2020 funding cycle, TGYS funded 134 programs housed in 100 grantee organizations. Currently, specific funding categories include:

- Before- and after-school
- Child abuse and neglect prevention
- Education
- Marijuana prevention
- Mentoring
- Restorative justice
- Student drop-out prevention
- Youth crime and violence prevention

TGYS contracted with the Butler Institute for Families at the University of Denver for the SFY 2018–2020 grant cycle to conduct an evaluation across TGYS's distinct and varied funding areas. The evaluation collects and analyzes data from grantees of various sizes with differing levels of evaluation and staffing capacity. Data are meant to be used to inform TGYS's program priorities and local grantees' program delivery. The TGYS evaluation has the following key goals:

- Assessment of the extent to which grantees use implementation science practices to ensure strong program implementation
- Assessment of child/youth outcomes after participation in programming
- Analysis and reporting of data to facilitate an understanding of relative outcomes across TGYS programming categories
- Reporting of program-specific data to encourage understanding and use of data by grantees

Methods

Butler's evaluation for TGYS is focused on two areas: 1) an implementation evaluation that looks at the extent to which TGYS programs are effectively implementing funded programs and 2) an outcome evaluation that focuses on collecting, analyzing, and reporting client-level outcomes across TGYS program categories.

The evaluation was designed with a one-year projection to examine short-term participant outcomes. The current evaluation looks at TGYS programming from July 1, 2018 to June 30, 2019 and focuses on participant-level outcomes and program implementation drivers and competencies.

Table 1 provides a summary of the evaluation questions that were explored, the targeted method, and samples used in the evaluation design.

Table 1. Summary of evaluation questions, methodologies, and samples

Evaluation Question	Methodology	Sample
1. To what extent are grantees effectively implementing funded programs?	Implementation Survey Design	Service delivery and program management staff from each TGYS program
2. To what extent does child/youth well-being improve as a result of TGYS programming?	Retrospective Impact Survey Design	Children/youth receiving services from TGYS programs or their parents/guardians (depending on child's age)
3. What recommendations do findings from Q1 and Q2 suggest for TGYS program structure and administration?	Data Review	Results from Q1 and Q2

Data Collection

Implementation Capacity

To assess the extent to which TGYS grantees effectively implemented funded programs, Butler adapted a program implementation survey tool[1] to collect data from each program's staff and administrators on key program implementation drivers and related factors that impact program implementation fidelity (Bertram, Blasé, & Fixsen, 2015). In addition to items assessing core implementation drivers, the survey also included questions related to each respondent's intent to continue working with the program. These latter questions were included to help programs understand facilitators and barriers to staff retention that may help them recruit staff and minimize turnover.

Table 2 identifies and defines the constructs that the implementation survey measured and provides a sample survey item related to each construct.

Table 2. Implementation survey constructs

Survey Constructs	Construct Description	Sample Item
Recruitment and selection of staff	Activities related to recruiting, interviewing, and hiring practitioners and staff within the organization	My job description provides clear and accurate expectations for my position.
Training	Activities related to providing specialized information, instruction, or skill development in an organized way to practitioners and other key staff in an organization	I was trained prior to beginning to deliver this program.
Supervision and coaching	Supervision and coaching that may include personal observation, instruction, feedback, emotional supports, some form of training on the job, or debriefing sessions	My supervisor/coach models best practices.

[1] Adapted from: Dean Fixsen, Phyllis Panzano, Sandra Naoom, & Karen Blasé. (2008). Measures of Implementation Components of the National Implementation Research Network Frameworks. National Implementation Research Network. Original survey adaptation created under the Mile High United Way Social Innovation Fund Early Literacy Initiative (2012–2017).

Survey Constructs	Construct Description	Sample Item
Performance assessment	The nature and content of performance assessments relative to practitioners' use of the program in the organization	I receive regular performance assessments.
Decision supportive data system	How organizations assess performance of various units and of the overall organization itself to inform decision-making	My organization has a data collection and reporting system in place.
Facilitative administration	Any changes that may have occurred in the organization related to the implementation of the program	My organization solicits feedback from youth to improve program implementation.
Systems intervention	Any changes in the external system policies, management, or operating structures or methods in response to experiences gained with the operations of a program	My organization has established relationships with policy and decision makers.
Leadership	The nature of leadership within the organization	Leaders within the organization are good at communicating reasons for program changes.
Intent to stay	Respondent desire and intention to continue working with the program and identification of reasons for staying or leaving	Do you intend to or hope to stay in your job/role for at least the next two years?

In February 2019, the evaluation team asked each TGYS grantee's designated evaluation contact to provide an email list of all program administrators and direct service providers (paid staff and volunteers). Butler used Qualtrics™, a secure electronic survey platform, to administer the annual implementation survey. An email invitation was sent to each identified respondent on March 18, 2019, and regular reminders were sent via email until the end of May to those who had not yet taken the survey.

Client Outcomes Survey

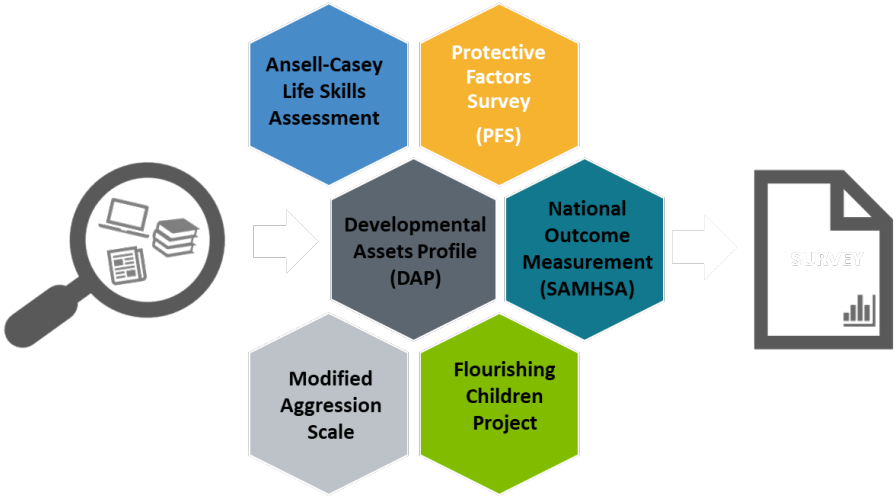
Butler developed the TGYS Outcomes Measurement Survey based on: 1) a review of data collected from a data capacity survey[2] that was administered to all TGYS grantees in February 2018 and 2) a literature search for measures, scales, and items representing constructs of interest. Constructs of interest represent outcomes targeted by TGYS grantees and include: child abuse and neglect prevention, safety and stability, positive youth development, school engagement, violence prevention, and substance abuse prevention among youth. The evaluation team selected or adapted survey items assessing these constructs from the external resources pictured below. The majority of TGYS survey items were taken or adapted from six existing valid and reliable measures identified in the literature (figure 1).

KEY TERMS

Validity broadly refers to the ability of a measure to assess what it is intended to assess.

Reliability broadly refers to ability of a measure to consistently assess what it is intended to assess.

Figure 1. Description of outcome survey development



[2] Results of the Data Capacity Survey can be found in the previously submitted TGYS Data Capacity Brief.

Table 3 describes the constructs measured and sample items from the outcome survey.

Table 3. Outcome survey constructs and sample items

Survey Constructs	Construct Description	Sample Item
Demographics	Gender, age, race/ethnicity, home language	What language do you speak most at home?
Program involvement	Length of time in program; participation frequency	Since you started this program, about how often have you taken part in available activities?
Protective factors	Conditions or attributes in individuals, families, or communities that help people deal with stressful events	I have others who will listen when I need to talk about my problems.
Positive youth development	Youth perception of self-efficacy and attitudes toward their feelings and beliefs	I can speak up for myself.
School engagement	Youth attitudes, experience, and participation in school	I care about doing well in school.
Substance use	Drug use (administered to youth ages 11 to young adult only – typically 25 years old)	Have you ever smoked part or all of a cigarette?
Perception of substance use risk	Attitudes regarding the risk of substance use (administered to youth ages 11 to young adult only – typically 25 years old)	How much do you think people risk harming themselves when they smoke one or more packs of CIGARETTES per day?
Safety and stability	Feelings of security and safety in their home and at school	I have at least one adult I can depend on.
Violence prevention	Response to anger, bullying, conflict avoidance/de-escalation	I pushed, shoved, slapped, or kicked other students.

Survey Versions

Butler created three versions of the survey and assigned programs a survey version based on their funding category, as described below. In cases where the youth served by the grantee were under 11 years of age, parents/guardians or program staff were asked to complete a parent/guardian version of the survey on their child's behalf.

Group 1 – Survey included protective factors, positive youth development, school engagement, and substance use and perception of substance use risk constructs. The following funding categories administered this survey version:

- Before and After School
- Education
- Mentoring (includes all sub-types of mentoring)
- Student Dropout Prevention
- Marijuana Prevention (ages 11 to young adult only -- typically 25 years old)

Group 2 – Survey included all Group 1 constructs plus safety and stability constructs. This group included the following funding category:

- Child Abuse and Neglect Prevention

Group 3 – Survey included all Group 1 constructs plus the violence prevention construct. The following funding categories received the Group 3 survey:

- Restorative Justice
- Violence Prevention

Retrospective Surveys

The outcome survey for TGYS is a retrospective survey. Retrospective surveys require survey respondents to complete a pre-/post-survey at one time point, asking them how they would respond to a question now, as well as some point in the past (e.g., prior to participating in the program). Retrospective surveys can help with response shift bias or inaccurate pre-test ratings and resulting negative changes between pre- and post-test scores that are mainly attributed to the shift in a respondent's improved understanding of a concept (Drennan & Hyde, 2008; Howard, 1980).

The use of a retrospective survey for TGYS data collection was also important from a practical standpoint. Grantees' capacity to track and match pre-/post-data varies broadly across the TGYS portfolio. The retrospective design eliminates the extra burden of collecting data from youth twice during program administration and removes the need to match surveys across pre- and post-time points. Based on feedback from grantees during our initial data capacity survey, eliminating the need for pre-/post-data collections and matching of surveys across time was an important design consideration for this evaluation.

Multiple Data Collection Options

The Butler evaluation team provided grantees with two data collection options to accommodate individual program preference and capacity: online or paper survey administration. Online surveys were available through Qualtrics™, a secure electronic survey platform that can be accessed via computer or mobile device. Paper surveys, which were formatted for data scanning into Remark Office OMR™ software, were available in PDF for grantees to print, administer to youth or parents, and return to Butler via mail. In some cases, grantees chose to integrate the survey into their own data collection systems. Grantees who chose to do so submitted exports of their data to Butler electronically.

Outcome Survey Cleaning

After all surveys were turned in, the Butler team cleaned and merged all valid data to create two final data sets. One data set contained data from surveys completed by youth; the second contained surveys completed on behalf of children by parents/guardians or program staff. Paper surveys were scanned and cleaned using Remark Office OMR™ and exported to *Statistical Package for the Social Sciences* (SPSS) ® files. That data was merged with exported data sets from Qualtrics™ and data sets submitted by grantees. After the evaluation team merged all of the data, there were 9,693 surveys (7,385 cases in the youth file and 2,308 surveys in the parent file). Surveys that could not be analyzed due to missing responses on all outcome questions were removed from each data set, bringing the final count of valid surveys to 8,833 (6,810 surveys from the youth file and 2,023 surveys in the parent file). The evaluation team used these two data sets for outcome analyses throughout this report.

Data Analysis

Evaluators analyzed quantitative survey data using SPSS. Descriptive statistics are reported as frequencies (percentages), averages or mean scores (*M*), and standard deviations (*SD*). Strategies for comparing groups or analyzing change included paired sample *t*-tests and Analysis of Variance (ANOVA). Statistical significance was tested at $p < .05$ unless there were multiple tests, which decreases the ability to identify whether findings are accurate and required a correction[3] to lower the threshold at which tests were determined to be statistically significant. Evaluators also calculated effect sizes to examine the magnitude of statistically significant findings.

KEY TERMS

Standard deviations: An indicator of the extent to which scores spread out from the mean; low standard deviations indicate that scores cluster near the mean while high standard deviations indicate a greater range of responses.

Statistical Significance: The observed differences were not likely due to chance.

Findings

The current report presents quantitative results from the battery of measures administered. Evaluators analyzed data by calculating mean scores and frequencies of the survey responses. Additionally, evaluators conducted statistical analyses to determine changes in key areas over time and differences between groups. Due to large sample sizes, the current findings should be interpreted with caution, since large sample sizes often reveal statistically significant results for even small differences. This section of the report answers the evaluation questions based on information that has been collected to date. The current results provide a picture of progress and trends for SFY 2018–2019

Respondent Characteristics

Youth

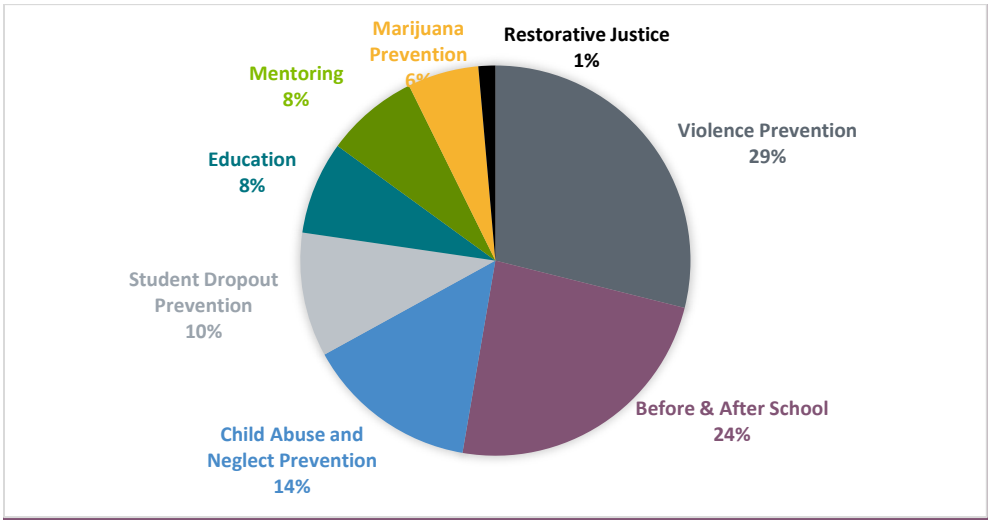
A total of 110 programs across the TGYS portfolio submitted outcome surveys for 8,833 youth in SFY 2018–2019. Outcome data presented throughout this report are based on data from those surveys. In comparison, all TGYS programs reported serving 79,003[4] youth across 134 programs.

[3] Bonferroni correction was used to control for multiple comparisons, which can result in the identification of an incorrect statistically significant finding. This is sometimes referred to as a false-positive.

[4] Based on data provided by grantees on year-end reporting to TGYS.

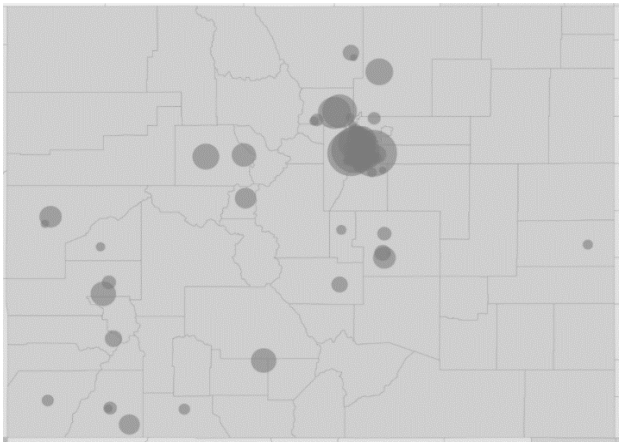
Figure 2 shows the percentage of youth surveyed within each of the eight TGYS funding categories.

Figure 2. Percentage of youth surveyed in each TGYS funding category



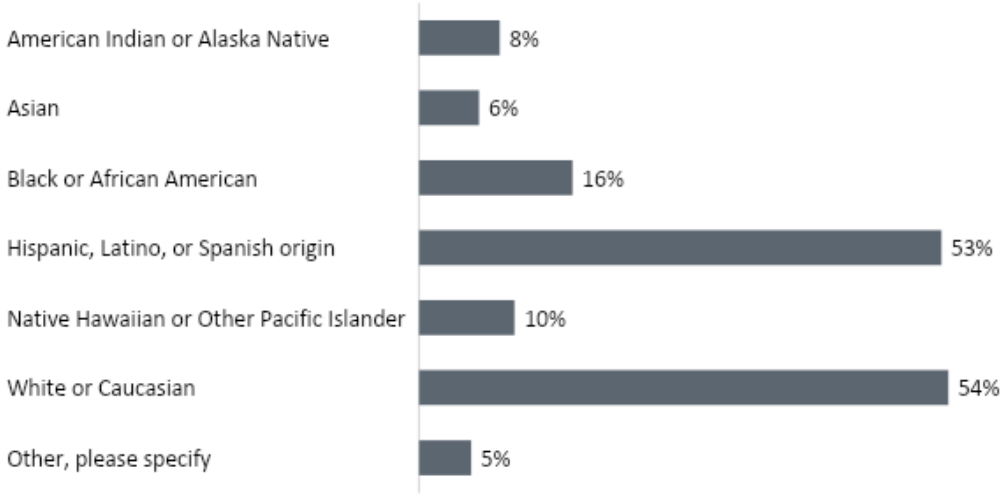
Youth aged 11 through 18 represented the majority of youth surveyed (79.73%), while 17.1% of youth were under 1 year old through age 10, and 3.17% were 19 or older. TGYS served youth throughout Colorado and across rural and urban settings. Figure 3 below shows locations of each TGYS grantee and the density of youth reach based on survey data.

Figure 3. Map of Colorado showing areas served by TGYS programs; each marker size is determined by the number of youth per program that completed the outcome survey



The gender identity of youth surveyed was close to even between female (49.3%) and male (48.3%). A smaller group of youth identified as non-binary/third gender (1.2%) or preferred to self-describe (1.3%). TGYS programs serve a diverse population of youth, but the majority of youth served are split between Hispanic, Latino, or Spanish origin (53.1%) and white or Caucasian (53.8%) (figure 4).

Figure 4. Distribution of youth served by race and ethnicity

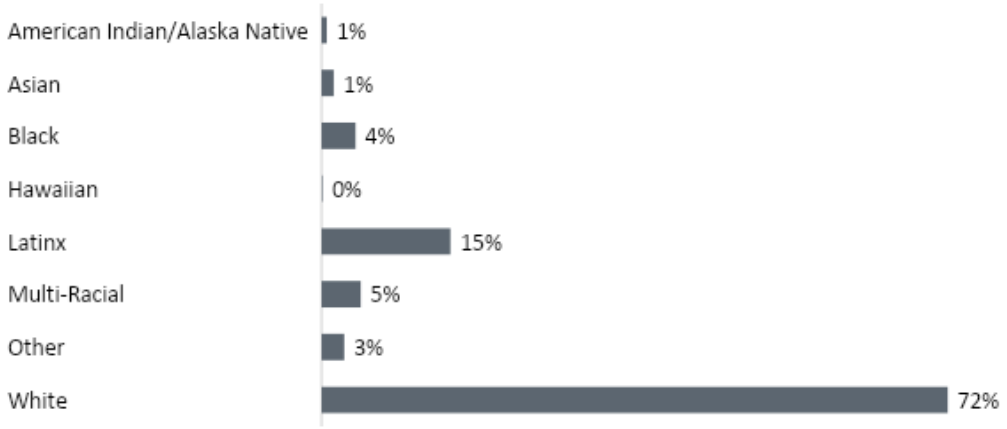


In addition to collecting age, race, and ethnicity, surveys also asked about primary language spoken by youth served. Youth's primary language is most commonly English (71.2%), followed by Spanish (22.6%), or a language other than English or Spanish (4.2%), with 2.0% speaking more than one primary language.

Providers

Across the 134 TGYS programs, 1,322 staff and volunteers participated in the implementation survey. The gender of staff was primarily female (78.3%), followed by male (20.4%). A smaller group of staff identified as gender non-conforming (0.5%) or other (0.2%). TGYS program staff represent various races and ethnicities, but the majority of staff were white (71.9%) followed by Latinx (14.8%) (see figure 5).

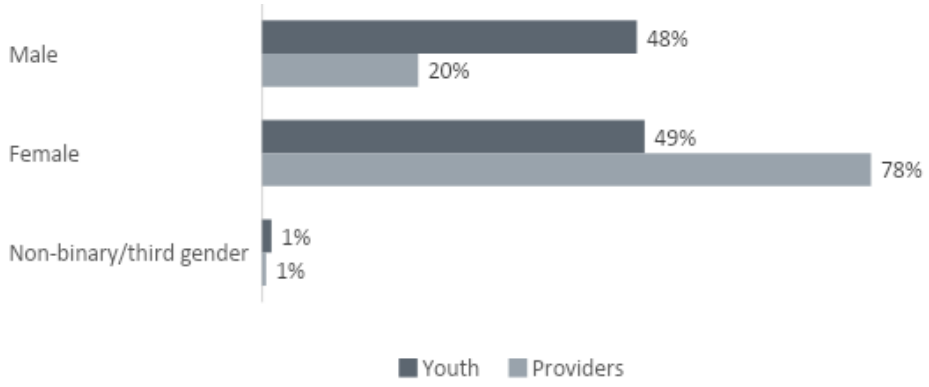
Figure 5. Distribution of staff by race and ethnicity



Youth and Provider Comparison

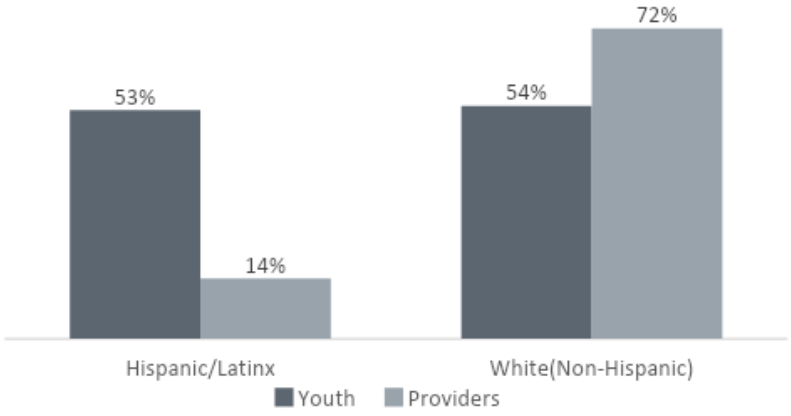
We examined whether TGYS youth demographics mirror those of TGYS providers. The proportion of female youth was 49.3% (figure 6). TGYS providers were composed of a larger proportion of female staff at 78.3% than are present in the youth population. The proportion of male youth compared to providers who serve them was 48.3% to 20.4%

Figure 6. Comparison of youth served and providers by gender.



The proportion of Hispanic/Latinx youth was 53.1% (figure 7). TGYS providers are composed of a smaller proportion of Hispanic/Latinx staff at 14.8% than are present in the youth population. Conversely, the proportion of white (not Hispanic) youth compared to providers who serve them was 53.8% to 71.9%.

Figure 7. Comparison of youth served and providers by gender.



Implementation

To what extent are grantees effectively implementing funded programs?

Implementation Capacity

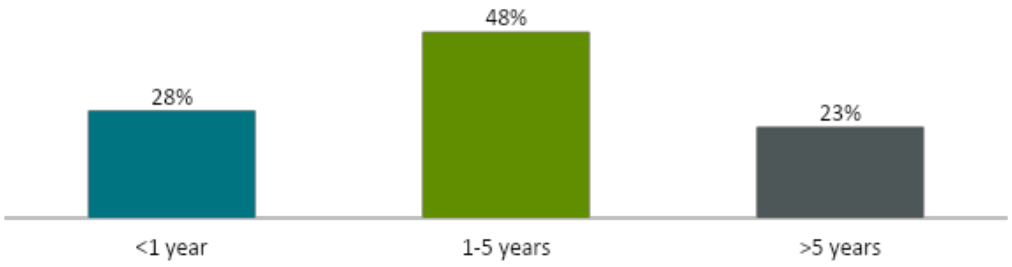
In February 2019, 1,322 TGYS program staff and volunteers completed the implementation survey.[5] The survey asked program staff and administrators to rate their program on key program implementation drivers and related factors that impact program implementation fidelity. Results show the majority of survey respondents were direct service providers (72%) compared to management personnel (28%). Of those staff, most respondents indicated that they've worked in their programs between one to five years (figure 8) and are employed part-time (figure 9).

KEY TERMS

Competency drivers: The activities an organization puts in place to support the *people* delivering the program.

Organizational drivers: The administrative and structural processes an organization uses to facilitate effective program delivery.

Figure 8. Respondents' length of time employed in their organization



[5] For more information on the implementation survey, please refer to table 2 in the data collection section of this report.

Figure 9. Respondents' part-time/full-time status

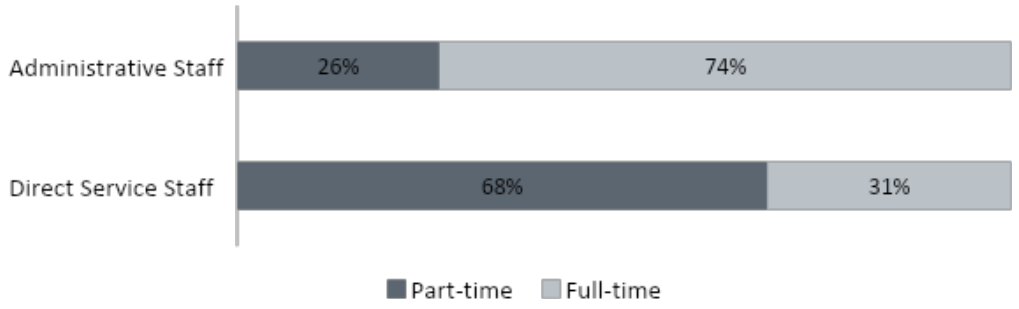
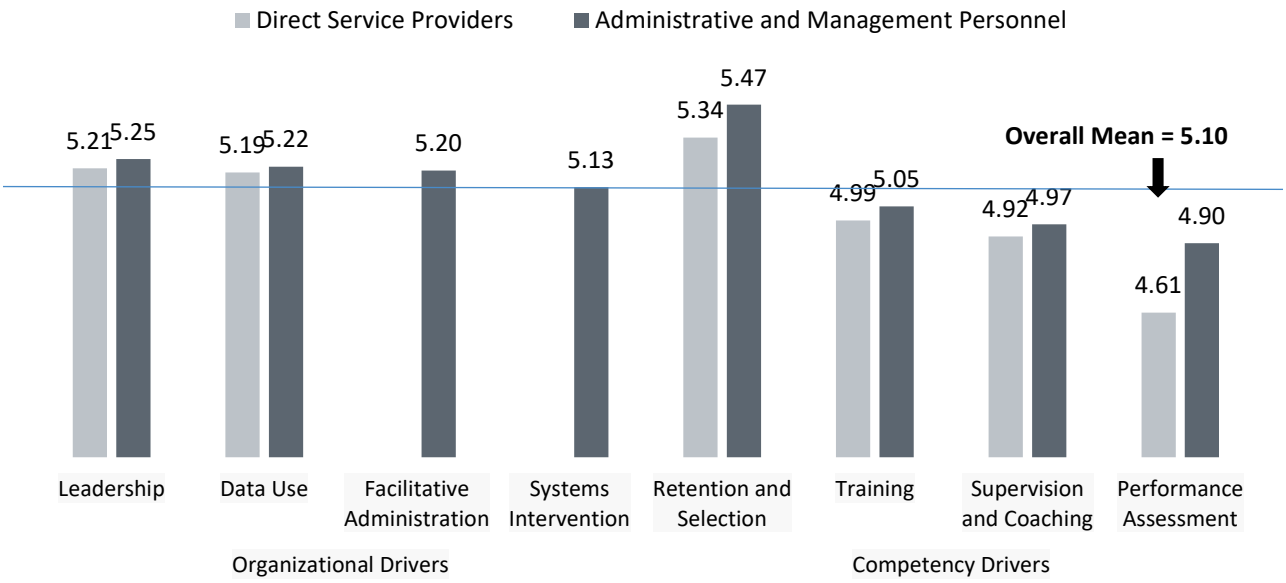


Figure 10. Implementation scale scores by job type[67]



Across all constructs, the average score was 5.10. Mean scores were all above 4 on a 6-point scale, with leadership, training, data use, retention and selection, and supervision and coaching scores ranging from 1.00 to 6.00. Facilitative administration and systems intervention scores ranged from 2.40 to 6.00. Scores related to organizational drivers are also for both direct service providers and administrators,

[6] Figure 10 shows scale scores by job type, where 1= strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, 6=strongly agree.

[7] Note, only program administrators were asked questions regarding facilitative administration and systems intervention.

with a mean of 5.20. Additionally, for the purposes of this analysis, we have included the leadership construct within the organizational drivers.

Direct service providers and management personnel also reported moderately high competency driver scores, with a mean score across this driver of 5.01. However, for this driver there are several mean construct scores below 5.0, most notably for training (direct service providers only), supervision and coaching, and performance assessment.

In looking at the domains by time in position, being in a role for a longer period predicts higher scores for the training, data use, and systems intervention domains (one-way ANOVA, p-values between .007 and <.001). Staff who have been in their positions for more than 5 years reported scores of 5.19 for training, 5.34 for data use, and 5.33 for systems intervention. In contrast, staff with less than one-year experience reported scores of 4.89, 5.12, and 4.99 respectively. Differences across most domains (except for performance assessment and decision supportive data systems) were statistically significant between paid and volunteer staff, with volunteers tending to have higher scores (independent samples *t*-tests, p-values between .012 and <.001). When comparing staff by full-time and part-time statuses, differences on the leadership and training domains were statistically significant (independent samples *t*-tests, p-values <.001), with part-time staff recording higher scores (5.33 for leadership vs 5.07, and 5.14 for training vs. 4.84).

ANOVA allows us to examine the difference between groups; in this case, programs grouped by funding category. Evaluators conducted a one-way ANOVA to see if there were differences in average scores on implementation domains across the nine program funding categories. Analyses did not find any statistically differences in implementation scores across the different funding categories.[8]

Intent to Stay

The implementation survey also asked respondents about their intent to stay in their jobs and to rank their reasons to both stay and leave. Results show that 88% of administrators intend or hope to stay in their jobs for the next two years, while 73% of practitioners say the same thing. This difference is statistically significant.[9] The three primary reasons all respondents (practitioners and administrators) gave for leaving their organization were: plans to make a career change, plans to move away from the area where they work, and low pay (figure 11). Overall, respondents also reported that the primary reason they stay in their job is to help children and families (figure 12). For administrators, lack of

[8] Detailed documentation of ANOVA procedures can be found in Appendix A.

[9] Using an independent samples *t*-test, there was a significant difference in intent to stay for practitioners (M =.73, SD = .43) and administrators (M = .88, SD = .32); t(1213) = -5.63, p =<.001).

promotional opportunities and low pay was reported as the top reason to consider leaving, while moving from the area was the top reason to consider leaving for practitioners.

Figure 11. Respondents reported reasons to leave their job

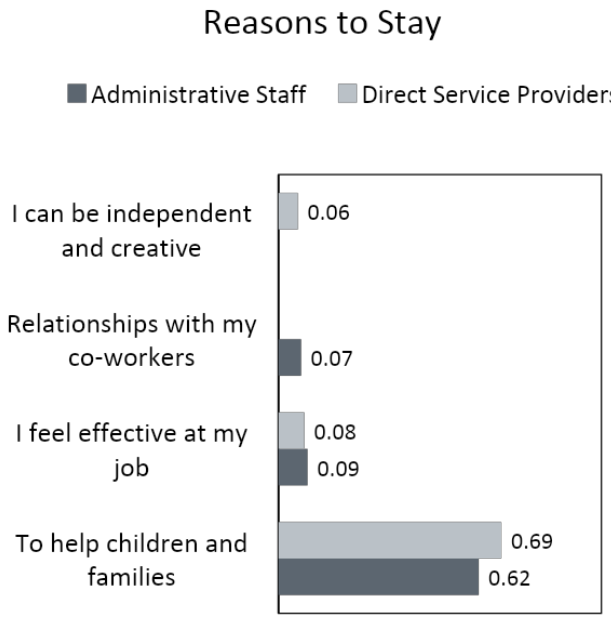
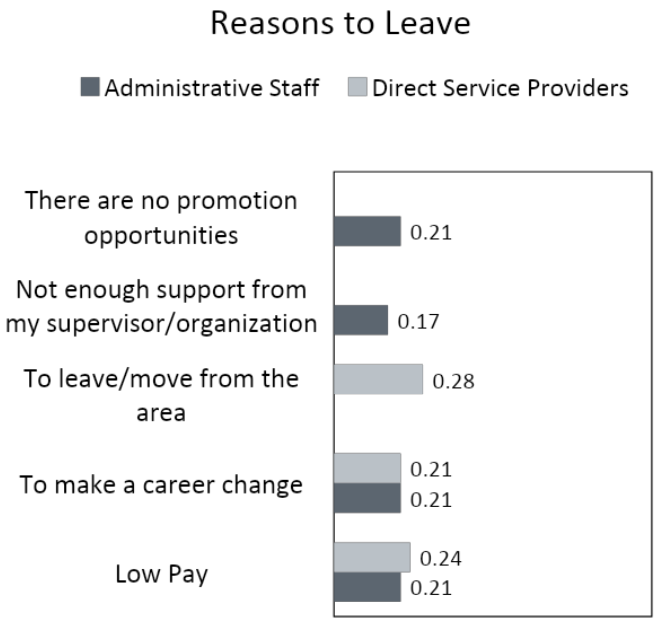


Figure 12. Respondents reported reasons to leave their job



Impact

To what extent does child/youth well-being improve as a result of TGYS programming?

The ultimate purpose of TGYS is to provide funding for prevention, intervention, and education programs for children, youth, and their families to prevent youth crime and violence, youth marijuana use, and child abuse and neglect. The evaluation team measured the impact of TGYS grantees' programming through the evaluation of several domains. The information provided in Table 4 briefly describes each domain and the number of programs using each scale. The majority of programs measured protective factors, positive youth development, school engagement, and substance use and perception of substance use risk, while a smaller portion used the additional measures of violence prevention and safety and stability based on their programming type.

Table 4. Program domains, descriptions, and number of programs

Domain	Description	Programs Measured (*n*)
Protective factors	Conditions or attributes in individuals, families, or communities that help people deal with stressful events	134
Positive youth development	Youth's reflections on their own self-efficacy and attitudes toward their feelings and beliefs	116
School engagement	Youth attitudes, experience, and participation in school	116
Perception of substance use risk	Drug use and attitudes (administered to youth ages 11 to young adult only)	109
Safety and stability	Feelings of security and safety in their home and at school	31
Violence prevention	Response to anger, bullying, conflict avoidance/de-escalation	33

Youth (11 and older)

To understand changes in youth attitudes and behaviors, we compared the means of each outcome domain from before and after programming for all youth surveyed (n = 6,810)[10]. While scale means can be compared by reviewing the mean change, it is also important to know whether the changes in mean scores over time were statistically significant. Statistically significant changes in knowledge and behavior before and after programming would suggest that programming has a meaningful effect on participant outcomes, rather than the changes merely occurring by chance. To understand whether or not the programming changes outcomes, evaluators conducted paired samples *t*-tests, which compare before and after observations to understand the impact of an intervention or, in this case, programming. Results from the *t*-tests showed statistically significant results on all domains based on participants' ratings of their attitudes, experiences, and behaviors before participating in programming versus after. Overall, there was a statistically significant improvement in youth's means across all domains, with the exception of positive youth development, which showed a statistically significant decrease. However, these findings should be interpreted with caution, since large sample sizes often reveal statistically

[10] Detailed item-level descriptives for each scale can be found in Appendix B.

significant results for even the smallest difference. Therefore, it is important to examine the size, or magnitude, of the change as well. In order to determine the strength of the change for each domain, the evaluation team also calculated effect sizes.

The meaning of effect size varies by context, but the standard interpretation offered by Cohen (1988) is: 0.8 = large, 0.5 = moderate, and 0.2 = small. The larger the effect size, the stronger the impact of programming on the outcome. Below (Tables 5a and 5b), we present the effect size and the statistical significance of observed changes in means for each domain. Table 5b provides the detailed metrics to expand on findings presented in 5a including, the size of the sample when paired, the average score of each construct before and after, the value of the statistical significance and the effect size. An effect size of 0.00 would indicate that, on average, ratings for youth before and after programming were about the same; however, a positive effect size (above 0.00) means the after-program ratings of the domain were better than before-program ratings of the domain. Effect sizes on TGYS domains ranged from small (.08) to approaching moderate (.92). The largest effect was observed for changes in violence prevention, while small to moderate effects occurred for all other domains.

KEY TERMS

Effect Size: A quantifiable measure of the strength of an intervention.

Table 5a. Results of paired sample t-tests for all domains

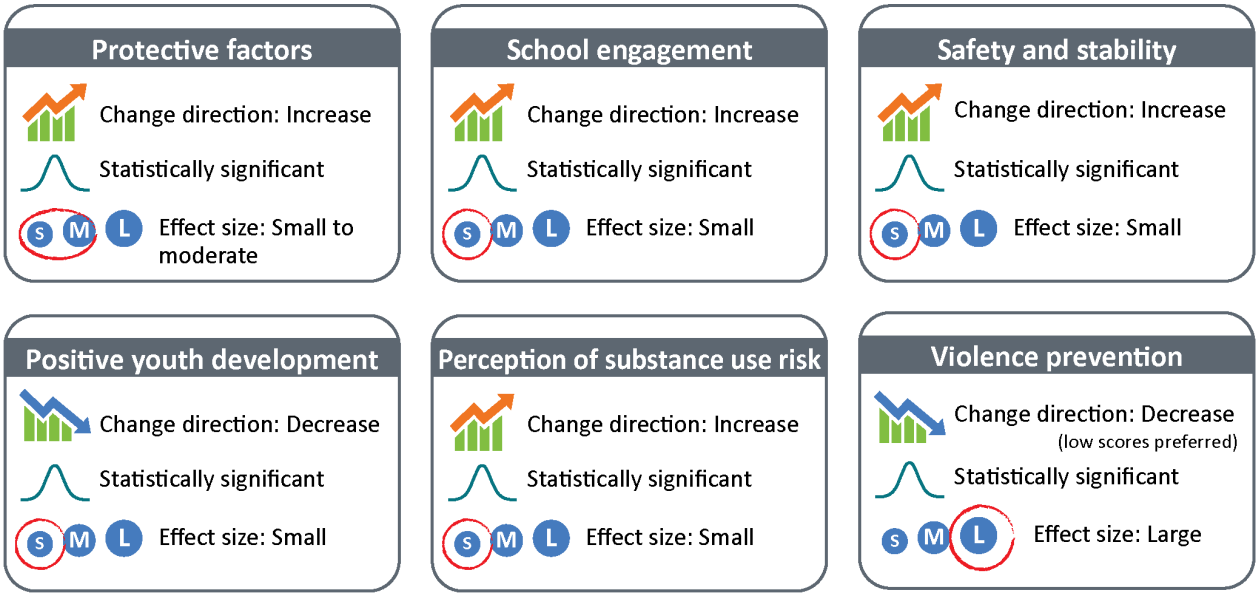


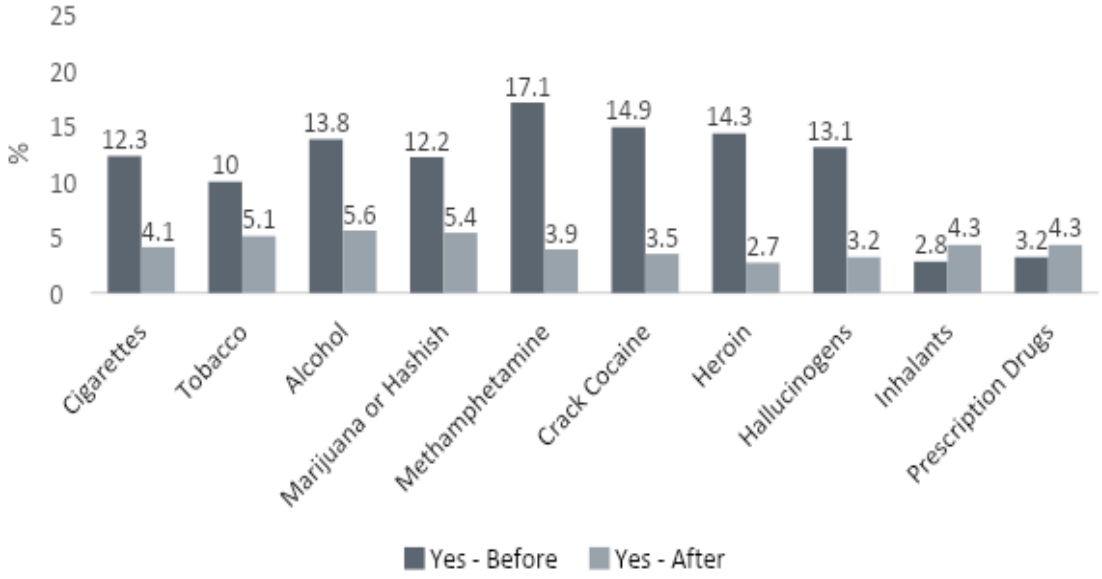
Table 5b. Data on paired sample t-test results

Outcomes	n of Pairs	Mean Before	Mean After	Statistical Significance	Effect Size
Protective factors	6,715	4.59	4.95	.000	.31
Positive youth development	6,540	5.46	5.36	.000	.08
School engagement	6,541	4.59	4.82	.000	.26
Perception of substance use risk	6,272	2.15	2.27	.000	.08
Safety and stability	103	5.57	5.84	.023	.17
Violence prevention	2,254	3.50	2.72	.000	.92

Substance Use

In addition to collecting data on substance use and attitudes, evaluators also assessed use of illicit substances in the past 30 days before programming and in the last 30 days at the time of survey. Less a third (33%) of youth indicated use of any substance 30 days prior to beginning participation in TGYS programming. Of those who reported use, there was a statistically significant decrease in substance use reported for the last 30 days for all substances, with the exception of inhalants and prescription drugs, which saw a statistically significant increase. Figure 13 demonstrates the change in the percentage of youth who used identified illicit substances before and after programming.

Figure 13. Change in percentage of youth self-identified illicit substance use



All factors for youth improved significantly in all domains, with notable improvements in Protective Factors and Violence Prevention. The main decrease in well-being was reflected by an increase in the use of inhalants and prescription drugs among youth who had reported drug use before entering programming.

Children (10 and under) / Parent Report

To understand whether programming affected changes in outcomes on parent measures of protective factors, positive youth development, school engagement, safety and stability, and violence prevention, evaluators again conducted paired samples *t*-tests, which compare before and after observations to understand the impact of programming on parent ratings of the domains. Results from the *t*-tests showed statistically significant changes from before to after. Again, these findings should be interpreted with caution due to the large sample sizes (n = 2,023). Evaluators also examined effect sizes. Below (Tables 6a and 6b), we present the effect size and the statistical significance of observed changes in means for each domain rated by parents. Effect sizes on TGYS domains rated by parents ranged from small (.19) to moderate (.45).

Table 6a. Results of paired sample t-tests for all domains

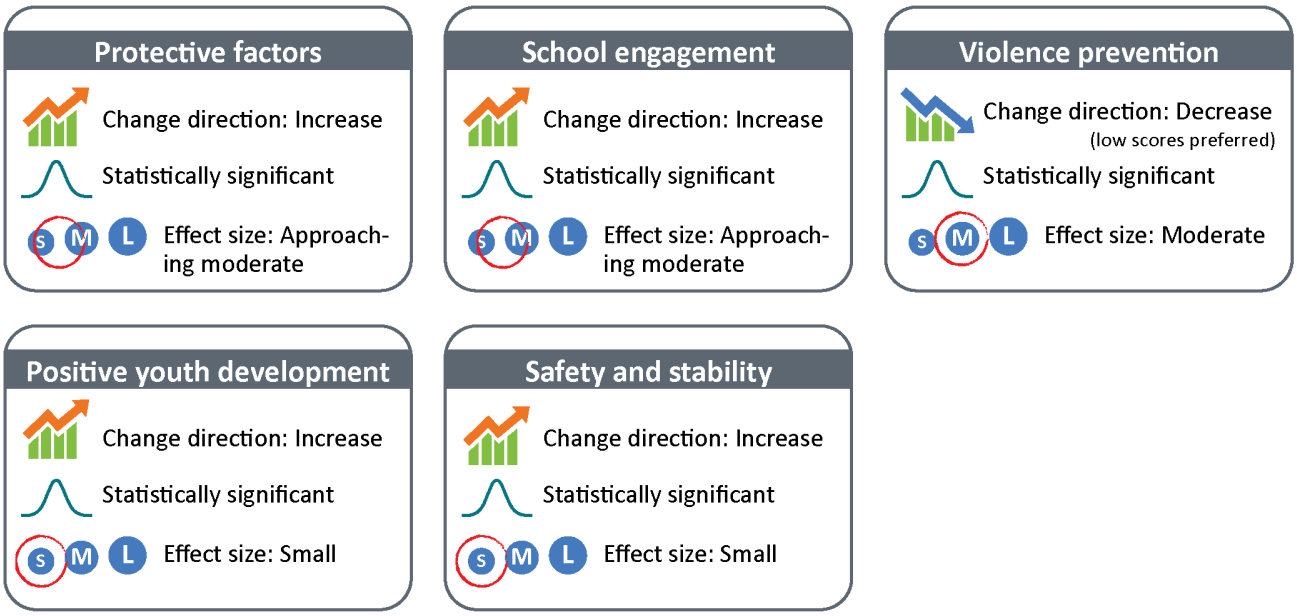


Table 6b. Data on paired sample t-test results

Outcomes	n of Pairs	Mean Before	Mean After	Statistical Significance	Effect Size
Protective factors	1,842	5.43	5.73	.000	.26
Positive youth development	488	5.19	5.50	.000	.19
School engagement	464	4.86	5.17	.000	.30
Safety and stability	1,269	6.41	6.73	.023	.17
Violence prevention	47	2.54	2.10	.000	.45

- ***To what extent do youth/child outcomes differ by demographics, program participation, and funding category?***

To understand group differences on outcome domains, evaluators conducted repeated measures ANOVAs. Repeated measures ANOVA allows us to examine the difference between means for related variables. For example, are changes in school engagement related to gender, how much youth participated in programming, or the type of programming they received? Evaluators conducted a repeated measures ANOVA to understand if differences in gender, race, language, program participation, or the funding category of programs had an impact on outcomes from before to after programming. Analyses indicated that there was no statistically significant[11] difference in the change in before and after scores as a result of funding category, program participation, or demographic characteristics.

Limitations

The current evaluation has the following limitations that should be considered in interpreting results:

Level of evaluation: The current evaluation is designed to collect common data about youth outcomes across a large portfolio of grantees with a wide variety of programming strategies and objectives. The survey items for the study are not targeted to specific programming nuances and may not measure unique outcomes for any particular program. Likewise, in some cases the tools may measure outcomes that particular programs may not have programming to address. However, overall, the surveys should assess overall outcomes that TGYS largely expects its funded programs to address, and readers should assess results with this context in mind.

Retrospective surveys: While retrospective surveys have many benefits that have been detailed elsewhere in this report, they also have limitations. In particular, for programs that run for a longer period of time (e.g., the whole school year), respondents may have issues recalling their specific experiences from before they participated in programming. Respondents may also rate post-programming questions higher due to social desirability. The evaluation team believes these limitations are outweighed by the benefits of reducing survey burden on respondents and programs and by eliminating the need to match individuals' pre-/post-surveys over time.

[11] Bonferroni correction for multiple comparisons using ANOVA was p=.008.

Response bias: Response bias refers to the tendency of survey participants to answer questions untruthfully, usually to portray themselves in a more socially desirable way. For youth, this can particularly show up in questions that ask about behaviors they may know adults don't want them to engage in, like substance use. This is going to be a limitation in any survey of youth, including this one. The evaluation team tried to manage this limitation with carefully worded survey questions from valid and reliable survey instruments. We also encourage programs to administer surveys in a way that will give youth as much privacy as possible when answering questions. However, we recognize that there are limitations to our control of this and identify it here for that purpose.

Discussion and Recommendations

- ***What recommendations do findings from this report suggest for TGYS program structure and administration?***

Implementation Recommendations

Program Staffing

Analysis of program staff and youth demographics revealed a disparity in gender and racial/ethnic alignment between staff and youth. Research indicates that youth engagement in programming and resulting outcomes are improved when youth can form meaningful relationships with staff who reflect their own lived experiences (Grossman & Bulle, 2006). TGYS may consider providing training, technical assistance, or other resources to programs on how to recruit and retain a diverse staff that reflects their population.

Competency Drivers

While overall implementation capacity scores were relatively high across the TGYS portfolio, the lowest scores occurred related to training, coaching and supervision, and performance assessment. Additionally, on all three of these constructs, scores were somewhat lower for direct service providers than for administrators (though these differences were not statistically significant). To help programs improve their ability to provide effective training, supervision and coaching, and performance assessment for staff, TGYS may want to offer technical assistance or funding incentives to programs that need support in these areas. In addition, TGYS might consider creating opportunities for peer mentoring or sharing processes and protocols across grantees that would allow higher scoring programs to share their strategies and approaches with those who have less established processes.

Intent to Stay

Results of intent-to-stay analyses indicated that while most practitioners and administrators intend or hope to stay in their jobs for the next two years, the percent of practitioners who reported an intent to stay was statistically significantly lower for practitioners than for administrators. One of the top reasons practitioners gave for considering leaving was low pay; practitioners also cited making a career change and moving from the area as top reasons for leaving. Because low pay can contribute to a desire or need to switch careers and move, it is important for TGYS to work with grantees to consider pay structures for the youth-serving workforce and how to collectively work toward better pay as a field. Similarly, because administrators also listed a lack of promotional opportunities as a reason to consider leaving their jobs, TGYS might consider opportunities to dialogue with and support grantees to explore career ladders within the youth-serving field. Pay and promotional structures are both difficult problems that are larger than any one program or even TGYS; however, these results suggest the opportunity for initial dialogues about systemic and policy solutions.

Impact Recommendations

Change Over Time

Results showed that across the TGYS portfolio, youth and parent respondents reported a statistically significant improvement in five of the six measured outcomes (protective factors, school engagement, substance use, safety and stability, and violence prevention). The sixth outcome, positive youth development, decreased significantly for youth respondents, but increased significantly according to parent responses. Results indicate that the strength of these changes across all outcomes was generally small, with the exception of the change in violence prevention, which saw large effect sizes in youth-reported data and moderate effect sizes in parent-reported data. These findings suggest that TGYS programming is generally having a positive effect on outcomes of interest and that there may be an opportunity to strengthen those effects. Stronger program effects come from interventions that are:

- Well defined
- Consistently implemented
- Able to clearly address the outcomes of interest
- Of sufficient dosage and duration to have a strong impact

To strengthen effect sizes, TGYS should continue efforts to fund programs that meet these criteria and to support those that need additional assistance with defining and refining programming with these criteria in mind. In addition, TGYS may want to work more closely with programs on incorporating positive youth development components into their programming.

Substance Use

Approximately, 33% of respondents reported experience with substance use in the past 30 days prior to beginning programming. These results are similar to the prevalence of substance use reported in national samples (The PartnershipTM at Drugfree.Org., 2012; Substance Abuse and Mental Health Services Administration, 2018). Results indicate that for those youth who had experience with substance use, there was a statistically significant decrease in substance use after programming, with the exception of inhalants and prescription drugs, which saw a statistically significant increase in use. TGYS might consider continuing to working with substance use prevention programs to enhance programming.

Conclusion

The SFY 2018–2019 TGYS evaluation had two key components: 1) an assessment of program implementation, as reported by program staff, volunteers, and administrators, and 2) an evaluation of youth outcomes relative to six areas of desired change. The evaluation team collected 1,322 implementation surveys and more than 8,833 youth outcome surveys across 132 and 110 programs, respectively. Results indicate that reports of strong program implementation practices are generally high, with opportunities for additional support for training, coaching and supervision, and personnel assessment. Findings also indicate that, overall, youth are reporting statistically significant improvements in all outcomes of interest, with the strongest outcomes showing up in violence prevention. Within the substance use area, on average 33% of respondents indicated having engaged in substance use, and of those, there was a decrease in use after programming for all substances except inhalants and prescription drugs, which increased.

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Appendix A: ANOVA procedures

To assess differences between groups on identified outcomes, multiple analyses, using repeated measures analysis of variance (ANOVA) were conducted. Initial descriptive analysis was performed to identify outliers for each analysis. If cases were identified they were excluded from the sample when scores were greater than two standard deviations from the treatment level means. The normality of program scores for each level of the independent variable was then assessed following the removal of outliers to determine normality. The assumption of homogeneity of variance was also assessed using Levene's statistic, if statistically significant, Welch's F test was used to compare means and followed up with post-hoc testing robust to violations of the assumption of homogeneity of variance. When group sample sizes were approximately equal, the sample data were considered robust to violation of homogeneity of variance and analysis proceeded. Sphericity was also examined using Mauchley's test, when violated further analyses did not proceed. Due to the nature of the multiple comparisons on the dependent variable required for the analysis. Bonferroni correction was used to control for multiple comparisons. Bonferroni correction for multiple comparisons using ANOVA was p=.008.

Appendix B: Item Level Frequencies and Descriptives

For each question, please select the option that describes how often the following statements are true for you or your family BEFORE THE PROGRAM and NOW.		SD	Mean	Never	Very Rarely	Rarely	About Half the Time	Frequently	Very Frequently	Always
Protective Factors *(frequency scale)*				**Percent %**						
In my family, we talk about problems.	**Before**	1.84	4.21	10.2	9.1	16.2	19.0	19.4	11.5	14.6
	Now	1.79	4.79	6.6	6.4	9.5	17.6	21.3	16.1	22.6
When we argue, my family listens to "both sides of the story".	**Before**	1.83	4.44	8.7	8.6	12.6	18.0	20.8	14.9	16.3
	Now	1.79	4.76	6.8	6.0	10.4	17.8	21.2	15.7	22.0
In my family, we take time to listen to each other.	**Before**	1.88	4.45	9.2	8.2	13.0	19.6	17.8	12.6	19.7
	Now	1.74	5.03	5.6	4.7	8.1	15.7	20.9	19.1	26.0
My family pulls together when things are stressful.	**Before**	1.86	4.66	8.2	6.8	10.6	18.6	19.3	14.3	22.2
	Now	1.67	5.10	4.2	4.5	8.0	15.9	21.8	19.7	26.0
My family is able to solve our problems.	**Before**	1.81	4.81	6.7	6.3	9.0	18.1	20.4	15.7	23.8
	Now	1.61	5.32	3.8	3.3	5.7	13.9	20.8	22.9	29.7

For each question, please select the option that describes how much you agree or disagree with the statement BEFORE THE PROGRAM and NOW.		SD	Mean	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
Protective Factors *(agreement scale)*				**Percent %**						
I have others who will listen when I need to talk about my problems.	**Before**	1.75	5.17	5.4	4.6	6.0	17.7	12.9	24.6	28.7
	Now	1.71	5.35	4.9	3.8	5.0	14.9	13.3	24.9	33.2
When I am lonely, there are several people I can talk to.	**Before**	1.70	5.40	4.5	4.3	4.6	13.9	12.7	26.1	34.0
	Now	1.67	5.55	4.4	3.5	3.7	12.2	11.8	25.9	38.5
If there is a crisis, I have others I can talk to.	**Before**	1.84	5.07	6.8	5.5	6.7	16.0	13.8	22.3	28.9
	Now	2.21	3.87	22.0	14.0	9.0	14.7	9.4	12.4	18.5
If I needed help with school, I wouldn't know where to go for help.	**Before**	2.07	4.79	11.5	8.2	7.0	13.6	11.4	19.5	28.8
	Now	2.15	3.16	34.0	17.3	8.8	12.0	6.9	8.9	12.1

For each question, please select the option that describes how much you agree or disagree with the statement BEFORE THE PROGRAM and NOW.		SD	Mean	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
Positive Youth Development *(agreement scale)*				**Percent %**						
I feel good about my future.	**Before**	1.66	5.30	4.6	3.0	5.2	17.9	14.0	24.8	30.6
	Now	1.49	5.82	2.7	2.3	2.9	9.9	11.8	25.2	45.2
I finish the things I start.	**Before**	1.55	5.53	2.9	2.6	4.9	14.0	13.6	28.1	33.9
	Now	1.69	5.20	4.7	4.2	6.2	17.1	14.3	25.9	27.6

I stand up for what I believe in.	**Before**	1.61	5.22	3.6	3.5	6.7	18.2	16.5	25.1	26.5
	Now	1.60	5.56	3.5	2.9	4.4	12.8	12.5	27.3	36.6
I take responsibility for what I do.	**Before**	1.50	5.43	2.6	2.8	4.6	15.1	16.8	29.9	28.1
	Now	1.54	5.49	3.4	2.2	4.2	14.3	15.7	28.7	31.5
I can speak up for myself.	**Before**	1.57	5.57	3.0	2.7	4.2	14.0	13.9	24.8	37.3
	Now	1.47	5.75	2.8	1.8	3.0	10.7	12.9	29.3	39.5
I control my anger when I have a disagreement with a friend.	**Before**	1.54	5.69	3.2	2.0	3.9	11.9	11.8	26.9	40.4
	Now	1.69	5.10	5.0	3.8	7.0	19.1	15.3	25.1	24.6
I respect other points of view.	**Before**	1.46	5.55	2.4	1.9	4.4	14.0	15.9	30.1	31.3
	Now	1.57	5.46	3.7	2.3	4.1	16.3	13.2	28.6	31.9
I express my feelings in healthy ways.	**Before**	1.48	5.62	2.7	2.1	4.0	12.3	13.7	31.1	34.0
	Now	1.90	4.93	8.5	5.2	8.0	16.4	13.3	21.9	26.6
I am comfortable sharing my thoughts and feelings with my guardian/parent.	**Before**	1.80	5.31	5.8	4.1	6.5	13.4	13.6	20.4	36.2
	Now	1.92	5.09	8.2	5.1	6.7	14.9	12.0	21.3	31.9

For the question below, please select the option that best describes YOUR feelings or experiences BEFORE THE PROGRAM and NOW.		**SD**	**Mean**	**Strongly Disagree**	**Mostly Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Mostly Agree**	**Strongly Agree**
School Engagement *(agreement scale)*				**Percent %**						
I care about doing well in school.	**Before**	1.64	5.74	4.0	2.3	3.8	11.4	10.2	20.9	47.4
	Now	1.40	6.13	2.9	1.2	1.5	6.7	7.8	21.8	58.1

For the question below, please select the option that best describes YOUR feelings or experiences BEFORE THE PROGRAM and NOW.		SD	Mean	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
School Engagement *(multiple choice)*				**Percent %**				
In general my grades are…	**Before**	1.18	2.25	32.4	31.7	20.7	9.2	6.1
	Now	1.04	2.01	37.4	36.8	17.2	4.9	3.7

For the question below, please select the option that best describes YOUR feelings or experiences BEFORE THE PROGRAM and NOW.		SD	Mean	Never	Very Rarely	Rarely	About Half the Time	Frequently	Very Frequently	Always
School Engagement *(frequency scale)*				**Percent %**						
In general I go to school…	**Before**	1.29	6.17	1.7	1.3	2.1	5.2	10.3	22.1	57.4
	Now	2.29	3.53	25.1	21.3	12.7	6.1	5.8	8.6	20.3
I get in trouble at school…	**Before**	2.04	5.35	8.0	8.1	6.1	5.7	8.5	18.7	45.0
	Now	1.49	2.33	36.5	28.8	17.3	7.6	4.4	2.6	2.8

Think back over your entire lifetime and try to remember whether you have EVER used any of the following substances. If you have used any of them, what was your age the FIRST TIME you used the substance?	SD	Mean	Never Used	10 or Younger	11	12	13	14	15	16	17 or Older
Substance Use and Attitudes *(age scale)*			**Percent %**								
HAVE YOU EVER SMOKED PART OR ALL OF A CIGARAETTE?	1.78	0.66	84.6	2.7	1.3	2.0	2.2	2.3	1.8	1.4	1.6
HAVE YOU EVER USED ANY OTHER TOBACCO PRODUCT?	1.86	0.72	84.2	1.5	1.3	2.0	2.5	2.9	2.5	1.5	1.5
HAVE YOU EVER HAD A DRINK OF AN ALCOHOLIC BEVERAGE? (Do not include any time when you only had a sip or two from a drink.)	2.35	1.35	68.7	5.0	2.7	3.5	4.4	5.6	4.5	2.6	2.9
HAVE YOU EVER USED MARIJUANA OR HASHISH?	2.23	1.13	75.7	2.1	1.9	2.5	4.8	4.5	3.9	2.4	2.2
HAVE YOU EVER USED METHAMPHETAMINE?	0.85	0.13	96.8	0.7	0.2	0.4	0.6	0.2	0.2	0.2	0.5
HAVE YOU EVER USED COCAINE?	1.13	0.22	95.3	0.7	0.4	0.4	0.6	0.6	0.5	0.7	0.8
HAVE YOU EVER USED HEROIN?	0.68	0.09	97.3	0.9	0.4	0.3	0.3	0.2	0.1	0.1	0.3
HAVE YOU EVER USED HALLUCINOGENS, like LSD, ecstasy, PCP, or peyote?	1.43	0.36	93.1	0.7	0.3	0.6	0.8	0.8	1.7	1.0	1.0
HAVE YOU EVER USED INHALANTS OR SNIFFED SUBSTANCES?	0.99	0.20	94.3	1.5	0.7	0.8	1.0	0.4	0.4	0.4	0.4
HAVE YOU EVER USED PRESCRIPTION DRUGS WITHOUT A DOCTOR'S ORDERS?	1.33	0.35	92.0	1.2	0.8	0.8	1.4	1.1	0.9	1.0	0.7

For each question, please select the option that shows HOW MUCH you think people RISK HARMING themselves physically or in other ways when they do the following things BEOFRE THE PROGRAM and NOW.		SD	Mean	No Risk	Slight Risk	Moderate Risk	Great Risk	Don't Know or Can't Say
Substance Use and Attitudes *(risk scale)*				**Percent %**				
When they smoke one or more packs of CIGARETTES per day?	**Before**	1.28	2.34	18.3	4.6	13.4	52.4	11.4
	Now	1.26	2.41	17.6	3.3	10.8	57.0	11.4
When they smoke MARIJUANA once or twice a week?	**Before**	1.30	2.26	19.3	7.0	12.9	50.3	10.5

	Now	1.33	2.34	19.0	6.1	11.6	48.6	14.7
When they use COCAINE once or twice a week?	**Before**	1.39	1.90	25.2	14.4	17.6	30.4	12.3
	Now	1.29	2.48	18.1	2.1	7.9	57.5	14.3
When they use METHAMPHETAMINE once or twice a week?	**Before**	1.40	1.95	24.7	13.4	16.8	32.2	13.0
	Now	1.32	2.09	19.4	12.5	20.2	35.9	12.1
When they have five or more drinks of an ALCOHOLIC BEVERAGE once or twice a week?	**Before**	1.29	2.31	18.2	5.8	14.9	48.9	12.3
	Now	1.28	2.05	18.7	13.0	23.9	33.7	10.8

Think about your use of substances before you first started participating in this program and now. Please select the option that best reflects your use of each substance 30 days before starting this program AND within the last 30 days.		**SD**	**Mean**	**Never**	**1-5 Times**	**6-19 Times**	**20-23 Times**	**40 Times or More**
Substance Use and Attitudes *(frequency scale)*				**Percent %**				
How many times did you smoke part or all of a cigarette?	**Before**	0.88	0.28	87.7	5.5	1.8	1.1	3.9
	Now	0.48	0.09	95.9	2.0	0.6	0.6	0.9
How many times did you use other tobacco products?	**Before**	0.80	0.23	90.0	4.2	1.6	1.4	2.8
	Now	0.60	0.12	94.9	2.0	0.8	0.7	1.6
How many times did you drink one or more drinks of an alcoholic beverage?	**Before**	0.79	0.26	86.2	7.6	2.4	1.5	2.4
	Now	0.47	0.10	94.4	3.5	1.0	0.4	0.8
How many times did you use marijuana or hashish?	**Before**	0.86	0.28	87.8	5.1	2.4	1.5	3.3
	Now	0.59	0.12	94.6	2.3	0.9	0.7	1.5
How many times did you use methamphetamine?	**Before**	0.73	0.28	82.9	11.0	3.3	1.2	1.6
	Now	0.44	0.07	96.1	2.1	0.7	0.3	0.8
How many times did you use crack of crack cocaine?	**Before**	0.71	0.25	85.1	9.4	2.8	1.1	1.6

	Now	0.46	0.08	96.5	1.6	0.7	0.3	0.9
How many times did you use heroin?	**Before**	0.87	0.30	85.7	6.4	2.9	2.0	3.1
	Now	0.37	0.05	97.3	1.4	0.4	0.2	0.6
How many times did you use hallucinogens?	**Before**	0.83	0.28	86.9	6.2	2.5	1.4	3.0
	Now	0.45	0.07	96.8	1.4	0.7	0.2	0.9
How many times did you use inhalants?	**Before**	0.41	0.06	97.2	1.4	0.2	0.6	0.6
	Now	0.44	0.08	95.7	2.4	0.8	0.4	0.7
How many times did you use prescription drugs without a prescription?	**Before**	0.46	0.07	96.8	1.4	0.4	0.5	0.8
	Now	0.48	0.09	95.7	2.2	0.8	0.3	0.9

For each question, please select the option that shows HOW MUCH you think people RISK HARMING themselves physically or in other ways when they do the following things BEOFRE THE PROGRAM and NOW.		**SD**	**Mean**	**No Risk**	**Slight Risk**	**Moderate Risk**	**Great Risk**	**Don't Know or Can't Say**
Substance Use and Attitudes *(risk scale)*				**Percent %**				
When they smoke one or more packs of CIGARETTES per day?	**Before**	1.28	2.34	18.3	4.6	13.4	52.4	11.4
	Now	1.26	2.41	17.6	3.3	10.8	57.0	11.4
When they smoke MARIJUANA once or twice a week?	**Before**	1.30	2.26	19.3	7.0	12.9	50.3	10.5
	Now	1.33	2.34	19.0	6.1	11.6	48.6	14.7
When they use COCAINE once or twice a week?	**Before**	1.39	1.90	25.2	14.4	17.6	30.4	12.3
	Now	1.29	2.48	18.1	2.1	7.9	57.5	14.3
When they use METHAMPHETAMINE once or twice a week?	**Before**	1.40	1.95	24.7	13.4	16.8	32.2	13.0
	Now	1.32	2.09	19.4	12.5	20.2	35.9	12.1
When they have five or more drinks of an ALCOHOLIC BEVERAGE once or twice a week?	**Before**	1.29	2.31	18.2	5.8	14.9	48.9	12.3

	Now	1.28	2.05	18.7	13.0	23.9	33.7	10.8

For each question, please select the option that best describes how much you agree or disagree with the statement BEFORE THE PROGRAM and NOW.		**SD**	**Mean**	**Strongly Disagree**	**Mostly Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Mostly Agree**	**Strongly Agree**
Safety and Stability *(agreement scale)*				**Percent %**						
I have at least one adult I can depend on.	**Before**	2.01	5.59	9.7	2.9	0.0	16.5	4.9	8.7	57.3
	Now	1.61	5.79	1.9	3.9	2.9	16.5	5.8	17.5	51.5
I have a place to go when I feel unsafe.	**Before**	2.02	5.52	8.8	5.9	1.0	11.8	4.9	16.7	51.0
	Now	1.65	5.82	2.9	3.9	2.9	10.8	11.8	12.7	54.9
I feel safe and secure at home.	**Before**	1.83	5.86	7.8	2.9	0.0	7.8	3.9	20.6	56.9
	Now	1.54	6.25	3.9	2.9	0.0	4.9	4.9	12.7	70.6
I feel safe at school.	**Before**	1.93	5.30	11.0	1.0	1.0	17.0	12.0	20.0	38.0
	Now	1.78	5.54	8.0	0.0	3.0	13.0	14.0	19.0	43.0

For the question below, please select the option that best describes how much you agree or disagree with the statement BEFORE THE PROGRAM and NOW.		**Std. Deviation**	**Mean**	**Strongly Disagree**	**Mostly Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Mostly Agree**	**Strongly Agree**
Violence Prevention *(agreement scale)*				**Percent %**						
I know what a healthy relationship looks like.	**Before**	1.63	5.51	4.9	2.2	2.9	14.0	13.7	27.1	35.2
	Now	1.56	5.95	5.0	1.4	1.4	6.7	6.8	28.7	49.9

For each question, please select the option that best describes YOUR feelings or experiences BEFORE THE PROGRAM and NOW.		Std. Deviation	Mean	Never	Very Rarely	Rarely	About Half the Time	Frequently	Very Frequently	Always
Violence Prevention *(frequency scale)*				**Percent %**						
I get angry…	**Before**	1.54	3.91	5.1	11.0	28.3	23.5	15.7	8.5	7.9
	Now	1.54	3.91	5.1	11.0	28.3	23.5	15.7	8.5	7.9
I pushed, shoved, slapped, or kicked other students…	**Before**	1.57	3.73	6.6	14.2	29.3	21.6	13.0	8.6	6.7
	Now	1.51	1.83	66.1	13.5	8.5	3.7	2.9	1.8	3.5
I teased other students…	**Before**	1.55	2.07	53.7	18.4	13.0	6.1	3.1	2.5	3.3
	Now	1.69	2.03	62.9	12.3	8.5	4.1	2.6	7.4	2.3
I threatened to hit or hurt another student…	**Before**	1.59	2.03	57.3	16.9	10.7	5.4	2.8	3.9	3.0
	Now	2.02	3.58	21.9	12.2	18.3	15.4	12.2	6.1	13.9
I protected someone from a bully…	**Before**	1.58	2.24	45.9	22.1	13.0	8.5	4.7	2.7	3.1
	Now	2.01	3.91	16.6	10.7	17.7	16.5	11.4	12.4	14.6

Parent Outcome Survey Frequencies

Please select the response that describes how often the following statements are true for your family.		SD	Mean	Never	Very Rarely	Rarely	About Half the Time	Frequently	Very Frequently	Always
Protective Factors *(frequency scale)*				**Percent %**						
BEFORE - In my family, we talk about problems.	**Before**	1.68	5.15	4.1	5.2	7.3	13.0	23.6	19.1	27.8
	Now	1.49	5.43	1.6	1.8	4.0	11.4	23.1	25.6	32.4
BEFORE - When we argue, my family listens to "both sides of the story."	**Before**	1.54	5.23	3.7	4.2	7.2	16.3	23.4	21.9	23.3
	Now	1.50	5.46	2.5	2.3	3.6	14.2	23.6	25.0	28.9
BEFORE - In my family, we take time to listen to each other.	**Before**	1.45	5.48	1.4	3.0	5.8	14.1	22.3	22.7	30.7
	Now	1.36	5.68	0.9	1.8	1.9	11.0	21.8	27.2	35.5
BEFORE - My family pulls together when things are stressful.	**Before**	1.43	5.55	1.8	3.2	4.4	12.1	20.8	21.4	36.3
	Now	1.27	5.83	1.6	1.3	2.9	8.8	19.8	23.6	42.1
BEFORE - Before the program - My family is able to solve our problems.	**Before**	1.39	5.65	1.2	2.7	4.4	12.4	21.8	23.9	33.5
	Now	1.20	5.82	0.9	0.7	1.9	9.7	21.8	28.7	36.3

Please select the response that best describes how much you agree or disagree with the statement.		SD	Mean	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
Protective Factors *(agreement scale)*				**Percent %**						
I have others who will listen when I need to talk about my problems.	**Before**	1.50	5.67	1.8	2.9	4.3	13.9	10.1	28.4	38.6
	Now	1.45	5.80	1.4	1.4	1.8	9.1	11.7	28.6	46.0
	Before	1.93	4.98	3.0	2.8	5.3	15.0	11.3	27.3	35.2

When I am lonely, there are several people I can talk to.	**Now**	1.84	5.25	1.5	2.0	3.2	10.6	12.6	28.2	41.8
I would have no idea where to turn if my family needed food or housing.	**Before**	2.25	3.47	38.4	16.1	6.9	14.7	9.3	7.9	6.7
	Now	2.04	2.80	46.3	15.1	7.5	10.3	5.8	7.2	7.7
I wouldn't know where to go for help if I had trouble making ends meet.	**Before**	1.97	3.07	35.5	15.8	9.0	16.2	8.3	8.1	7.1
	Now	2.23	3.40	40.5	17.1	9.1	12.0	6.4	6.7	8.3
If there is a crisis I have others I can talk to.	**Before**	2.01	4.99	2.1	3.6	4.2	12.2	11.9	25.9	40.1
	Now	1.36	5.97	2.3	2.5	2.0	9.1	10.7	27.2	46.3
If I needed help finding a job, I wouldn't know where to go for help.	**Before**	2.28	3.66	34.1	17.8	7.5	18.4	6.7	7.8	7.8
	Now	2.06	2.89	39.0	16.1	7.7	14.2	5.2	8.3	9.4
There are many times when I don't know what to do as a parent.	**Before**	1.87	3.24	17.9	21.7	8.8	18.5	19.0	8.4	5.7
	Now	2.11	3.92	19.8	24.2	9.9	15.5	13.9	9.6	7.1
I know how to help my child learn.	**Before**	1.95	4.99	1.6	2.7	4.5	12.4	13.3	35.0	30.5
	Now	1.76	5.28	1.6	2.0	2.1	9.6	12.7	35.5	36.5
My child misbehaves just to upset me.	**Before**	2.19	3.40	40.3	17.8	7.2	18.4	9.0	4.1	3.2
	Now	1.80	2.56	43.4	17.4	8.1	14.5	8.3	4.5	4.0

Please select the response that describes how often the following statements are true for your family.		**SD**	**Mean**	**Never**	**Very Rarely**	**Rarely**	**About Half the Time**	**Frequently**	**Very Frequently**	**Always**
Protective Factors *(frequency scale)*				**Percent %**						
I praise my child when he/she behaves well.	**Before**	1.26	5.97	1.4	1.1	2.2	7.4	14.9	28.8	44.4
	Now	2.12	5.22	0.8	0.8	1.0	4.5	12.9	28.6	51.4
When I discipline my child, I lose control.	**Before**	2.23	3.28	42.5	25.2	17.7	7.3	2.8	2.2	2.2
	Now	2.15	2.99	46.8	28.3	14.4	4.8	1.5	1.9	2.2

I am happy being with my child.	**Before**	1.20	6.24	1.0	0.5	0.5	4.2	7.9	21.2	64.7
	Now	1.17	6.28	0.8	0.3	0.6	2.3	6.5	21.1	68.5
My child and I are very close to each other.	**Before**	1.00	6.35	0.8	0.5	1.3	6.1	8.4	23.6	59.5
	Now	2.23	5.40	0.5	0.5	0.9	3.2	8.2	22.5	64.3
I am able to soothe my child when he/she is upset.	**Before**	1.16	6.07	1.3	1.0	2.5	10.2	14.7	30.1	40.2
	Now	1.06	6.17	0.5	0.6	1.2	6.7	11.6	33.9	45.6
I spend time with my child doing what he/she likes to do.	**Before**	1.12	5.85	1.1	0.7	3.0	11.2	18.8	35.9	29.2
	Now	1.11	5.92	0.5	0.8	1.2	8.3	17.7	35.8	35.8

Please select the response that best describes how much you agree or disagree with the statement.		**SD**	**Mean**	**Strongly Disagree**	**Mostly Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Mostly Agree**	**Strongly Agree**
Positive Youth Development *(agreement scale)*				**Percent %**						
My child feels good about his/her future.	**Before**	1.54	5.25	3.1	2.3	4.3	25.4	12.7	26.4	25.8
	Now	1.36	5.74	1.9	1.0	2.5	14.2	13.4	30.9	36.2
My child finishes the tasks he/she starts.	**Before**	1.54	5.24	1.7	4.4	6.5	21.3	14.0	26.5	25.8
	Now	1.48	5.28	2.5	3.7	4.5	17.3	17.9	33.1	21.0
My child stands up for what he/she believes in.	**Before**	1.58	5.17	2.5	4.1	7.3	21.1	15.6	24.9	24.5
	Now	1.38	5.58	1.6	2.7	2.2	15.0	16.6	32.7	29.1
My child takes responsibility for what he/she does.	**Before**	1.53	5.21	2.3	3.6	5.9	22.0	15.2	27.5	23.4
	Now	1.50	5.28	2.5	2.7	5.9	18.2	19.6	26.6	24.5
My child speaks up for him/herself.	**Before**	1.55	5.29	2.7	3.0	5.5	19.8	17.5	24.3	27.3
	Now	1.43	5.53	2.0	2.0	4.3	14.3	17.7	29.4	30.3
My child controls his/her anger when she has a disagreement with a friend.	**Before**	1.58	5.27	2.7	4.5	4.5	20.6	13.6	27.6	26.5
	Now	1.60	5.20	3.8	4.5	5.0	16.4	17.8	30.0	22.5
	Before	1.56	5.09	3.6	3.6	5.4	23.0	16.0	28.7	19.6

My child respects other people's point of view, even if he/she disagrees.	**Now**	1.45	5.50	3.1	1.3	3.1	16.1	15.2	33.7	27.5
My child expresses feelings in healthy ways.	**Before**	1.43	5.31	1.3	2.2	7.4	19.3	17.3	28.4	24.2
	Now	1.49	5.48	1.9	3.9	4.1	14.6	14.2	32.0	29.2
My child is comfortable sharing his/her thoughts and feelings with me.	**Before**	1.56	5.25	2.9	4.1	3.8	20.7	18.0	24.5	25.9
	Now	1.50	5.66	3.1	1.6	3.3	12.9	14.0	28.4	36.7

Select the response that best describes YOUR feelings or experience.		**SD**	**Mean**	**Strongly Disagree**	**Mostly Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Mostly Agree**	**Strongly Agree**
School Engagement *(agreement scale)*				**Percent %**						
My child cares about doing well in school.	**Before**	1.59	5.41	2.9	3.1	4.8	18.6	14.7	22.8	33.1
	Now	1.37	5.90	1.8	2.0	1.3	10.8	12.3	27.8	44.1

Select the response that best describes YOUR feelings or experience.		**SD**	**Mean**	**Mostly A's**	**Mostly B's**	**Mostly C's**	**Mostly D's**	**Mostly F's**
School Engagement *(multiple choice)*				**Percent %**				
In general, my child's grades are…	Before	1.11	2.34	26.1	31.6	29.7	7.7	4.8
	Now	0.94	2.02	33.8	38.2	23.1	3.2	1.7

Please select the response that describes how often the following statements are true for your family.		SD	Mean	Never	Very Rarely	Rarely	About Half the Time	Frequently	Very Frequently	Always
School Engagement *(frequency scale)*					**Percent %**					
In general, my child goes to school…	**Before**	1.18	6.34	1.8	0.4	1.3	3.6	8.3	21.2	63.4
	Now	2.39	4.82	14.9	14.4	4.6	4.6	4.6	16.0	41.0
In general, my child gets in trouble at school…	**Before**	2.42	4.10	22.6	12.9	12.2	6.5	5.3	11.1	29.3
	Now	1.37	2.14	41.6	29.4	15.4	7.6	2.5	1.6	1.8

Please select the response that best describes how much you agree or disagree with the statement.		SD	Mean	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
Safety and Stability *(agreement scale)*				**Percent %**						
My child has at least one adult he/she can depend on.	**Before**	1.42	6.33	3.7	1.3	1.0	3.8	4.3	14.5	71.4
	Now	1.23	6.54	2.9	0.8	1.7	3.4	3.4	13.1	74.7
My child feels safe and secure at home.	**Before**	1.30	6.55	2.9	0.6	0.7	1.2	1.5	8.2	84.9
	Now	1.13	6.69	2.4	0.4	0.8	1.7	1.3	9.3	84.1

Please select the response that best describes how much you agree or disagree with the statement.		SD	Mean	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree	Child does not attend child care or school
Safety and Stability *(agreement scale)*				**Percent %**							
My child feels safe at child care/school.	Before	1.61	6.59	2.3	1.8	1.7	6.6	4.5	14.4	37.2	31.6
	Now	1.29	6.84	1.8	0.6	0.8	3.1	2.7	12.0	51.7	27.4

Please select the response that best describes how much you agree or disagree with the statement.		SD	Mean	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
Violence Prevention *(agreement scale)*				**Percent %**						
My child knows what a healthy relationship looks like.	**Before**	1.63	5.65	4.2	4.2	2.1	8.3	12.5	31.3	37.5
	Now	1.03	6.11	0.0	0.0	0.0	10.6	14.9	27.7	46.8

Select the response that best describes YOUR feelings or experience.		SD	Mean	Never	Very Rarely	Rarely	About Half the Time	Frequently	Very Frequently	Always
Violence Prevention *(frequency scale)*					**Percent %**					
My child has gotten angry	Before	1.56	3.77	0.0	25.0	27.1	18.8	10.4	12.5	6.3
	Now	1.36	2.98	2.1	38.3	23.4	23.4	6.4	6.4	0.0
My child has pushed, shoved, slapped, or kicked other students	Before	1.53	1.85	70.2	6.4	10.6	4.3	0.0	8.5	0.0
	Now	1.04	1.47	80.9	8.5	6.4	4.3	0.0	0.0	0.0
My child has teased other students	Before	1.72	2.36	53.2	21.3	10.6	4.3	4.3	6.4	0.0
	Now	1.20	1.83	66.0	19.1	8.5	4.3	2.1	0.0	0.0
My child has threatened to hit or hurt other students	Before	1.21	1.55	72.3	10.6	6.4	2.1	4.3	4.3	0.0
	Now	0.70	1.30	80.4	10.9	6.5	2.2			0.0
My child has protected someone from a bully	Before	2.12	4.04	11.1	6.7	8.9	15.6	24.4	17.8	15.6
	Now	1.85	4.82	11.1	4.4	4.4	11.1	24.4	28.9	15.6