



Sedgwick County...
working for you

SEDGWICK COUNTY
COMMUNITY CRIME PREVENTION FUND AND
JUVENILE JUSTICE AUTHORITY GRANTS

PROGRAM EVALUATION
FOR STATE FISCAL YEAR 2003

PREPARED BY
DR. DELORES CRAIG-MORELAND

SCHOOL OF COMMUNITY AFFAIRS
WICHITA STATE UNIVERSITY

SEPTEMBER 2003

TABLE OF CONTENTS

SEDGWICK COUNTY COMMUNITY CRIME PREVENTION FUNDED PROGRAMS

Sedgwick County Community Crime Prevention Executive Summary	i
Table 1	iii
Figure 1	iv
Big Brothers Big Sisters of Sedgwick County, Inc.	1
Boy & Girls Club, Targeted Outreach	3
Catholic Charities, Family Advocate	5
Communities in Schools.....	7
Episcopal Social Services, Teen Intervention Program	10
Family Consultation Service, Expect Respect	12
Higher Ground, Learning the Ropes	15
KANSEL, Education, Training and Employment Program	17
Mental Health Association, Reducing Anger in Preschool.....	19
Rainbows United, Early Intervention Project.....	21
Wichita ACTS on Truancy.....	23
Wichita Family Services Institute, ON-TRAC	25
Wichita YMCA, Black Achiever's Program.....	27

KANSAS JUVENILE JUSTICE AUTHORITY PREVENTION FUNDED PROGRAMS

Juvenile Justice Authority Grants Executive Summary	29
JJA Prevention Summary	31
Community Truancy Immunization Project.....	33
JJAC Case Management.....	47
Family Group Conferencing.....	51
Parent Training.....	53
Functional Family Therapy	57

SFY03 Performance Report

Sedgwick County Community Crime Prevention Grant Programs

Delores E. Craig-Moreland
Wichita State University

Executive Summary

The programs funded through the Sedgwick County prevention grants program cover a wide range of age-related target groups, to deal with risk factors of early and persistent antisocial behavior, early onset of academic failure, family management problems, and lack of commitment to school. Table 1 (page iii) contains details of those programs, and the programs made available from Kansas Juvenile Justice Authority prevention funds. Together, these programs present an impressive array of services to assist youth in making healthy choices.

An important consideration in evaluating the overall impact of these delinquency prevention programs is the distribution of the prevention programs in relation to indicators of need. Figure 1 (page number iv) gives a rough depiction of that balance. For example, the northwest quadrant of Wichita is responsible for a moderate number of Juvenile Intake and Assessment Center admissions; resources funded through prevention funds provide programs offered in one preschool, 3 middle schools, and one high school. In contrast, the southeast quadrant of the city had moderate numbers of out-of-home placements, high numbers of Juvenile Intake and Assessment Center admissions, and high numbers of juvenile offenders under supervision. Resources made available through these prevention funds included site based programs at 2 preschools, 1 elementary school, 3 middle schools, and 1 high school; as well as a high concentration of county prevention funds supported programs, and a moderate amount of services from Juvenile Justice Authority funds. The geographic distribution of needs and resources requires further analysis, but suggests need for consideration of realignment of needs and resources.

Among the programs offered by use of Sedgwick County prevention grants, some go beyond the delivery of direct service, and train change agents in the community. The RAP program offered by the Mental Health Association uses the I Can Solve Problems curriculum to work directly with preschoolers, AND they train preschool staff to use the same evidence-based curriculum. This approach maximizes the total impact of the program. Rainbows United is following a similar path, using the Incredible Years curriculum for staff, and training parents in this successful strategy. Both of these programs should impact early and persistent antisocial behavior, and may influence family management problems.

Another program targeted to improve prospects for the very young is offered by Catholic Charities. Working with families attempting to move out of domestic violence and homelessness, they provide parents with training on the I Can Solve Problems curriculum, strengthening and stabilizing families.

When it comes to direct delivery services, some programs accept the challenge of working with particularly difficult populations, exhibiting different risk factors. Episcopal Social Services offers an intervention program for juveniles with an initial involvement in the juvenile justice system. The

program protects youth from future delinquency by raising awareness of all the consequences of delinquency. Higher Ground accepts youth with substance abuse problems, providing a combination of education and challenges. Several programs address lack of commitment to school. The Wichita Family Service Institute has the ON TRAC program to intervene with youth creating some behavior problems at school. Boys and Girls Club TORP program provides an academic program to students suspended or expelled. Such students are a real challenge, yet this program successfully assists these students in continued study, and eventual transition back into regular academic settings. KANSEL serves a related population of students in need of an alternative setting to develop skills to take the GED. Wichita ACTS is a third program dealing with students evidencing lack of commitment to school, undertaking to improve attendance and school performance among students identified as truants.

Big Brothers Big Sisters provides mentors to youth at risk because of the absence or limited availability of caring adults. Communities In Schools (CIS) links community resources to elementary/middle school students in danger of alienation in the school setting. Both of these programs have some evidence to support their impact on youth with existing risk factors.

These programs provide a diverse offering, filling most of the major gaps by offering something for essentially every age group and every one of the four risk factors identified as a priority in Sedgwick County. These programs make an excellent package. Specific program recommendations are included with outcome information for each program.

TABLE 1

Distribution of Delinquency Prevention Programs in Sedgwick County

Program	Early Years	K-6	Middle	High School	Evidence?
JJA Funded Programs					
Parent Training	S	S	S		Yes
Functional Family Therapy			T	T	Yes
FGC			T	T	Yes*
CTIP (3 combined efforts)	P	P,S	S		Components
JJAC Case Management			S,T	S, T	No
Sedgwick County Funded					
KANSEL				S	Component
Expect Respect				P	No
Wichita YMCA				P	No
BigBrothersBigSisters		P	(S)	(S)	Yes
Boys and Girls Club			S,T	S,T	No
Catholic Charities	S				Component
Rainbows United	P				Yes
CIS		P			Yes**
Episcopal Social Service			T	T	In Process
Mental Health Assoc.	P				Yes
Wichita Family Service Inst.			S,T	S,T	No***
ACTS			S		No
Higher Ground			S	S	Components

P=Primary, offered to everyone, regardless of status or risk

S=Secondary, offered to individuals with known risk of delinquency

T=Tertiary, offered to youth with known law enforcement contact for delinquency

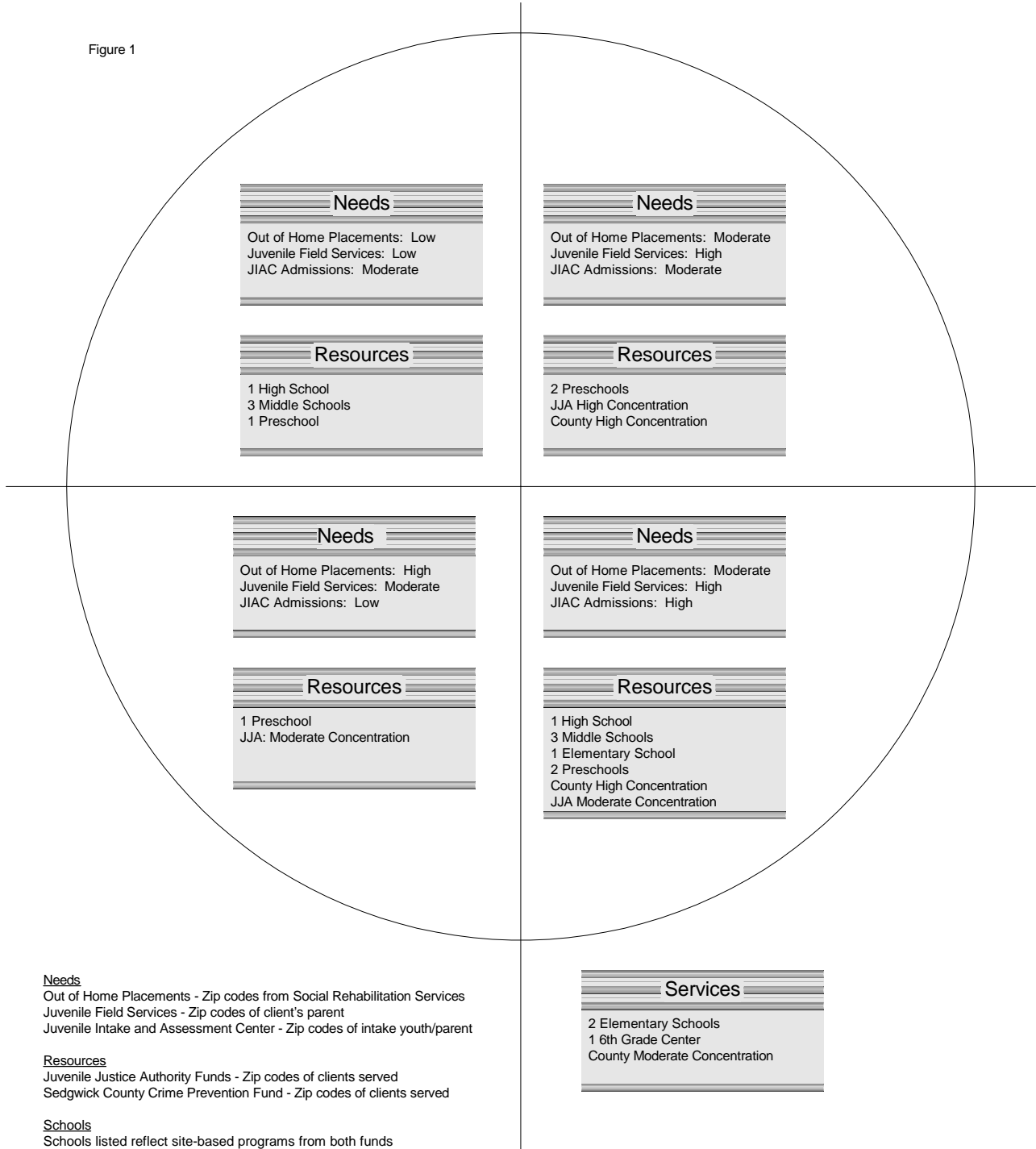
*Family Group Conferencing (FGC) is foundational to restorative justice, and has established ability to reduce future offenses, but is not a Blueprint/Promising Approach.

** CIS is listed by Blueprints for Violence Prevention as having met threshold of evidence-based, but is not yet at the status of a Blueprint program.

***The life skills curriculum for WFSI is moving to adopt the Blueprint model of such curriculum.

Needs & County/JJA Resources Distribution

Figure 1





BIG BROTHERS BIG SISTERS

BIG BROTHERS BIG SISTERS OF SEDGWICK COUNTY, INC.

Evaluative Overview: Big Brothers and Sisters matches at-risk youth with caring adult mentors. The program carefully screens volunteers and matches them to youth based on the needs of the youth, abilities of the volunteer, preferences of the parents, and capacity of the program staff. A case manager provides ongoing support for the life of the match.

Big Brothers and Sisters has been a prevention grant recipient in since 1998. Big Brothers Big Sisters received a grant of \$125,006 in calendar year 2002 and \$163,800 in calendar year 2003. Big Brothers Big Sister’s mentoring services are considered evidence-based, having demonstrated an impact on the protective factors of bonding, skill building, and healthy beliefs and clear standards. Mentoring addresses the risk factors of early and persistent antisocial behavior, academic failure in elementary school, and lack of commitment to school.

Evaluator’s Recommendations/Observations: This program is functioning as expected, matching caring adults with at-risk youth to provide mentorship. The numbers of youth matched meets the expected activity goals, and the impact on the youth is in the expected direction, reducing youth involvement with the juvenile justice system, and improving their school performance. The data for the last half of calendar year 2002 and the first half of calendar year 2003 clearly shows a program reaching the target population of at-risk youth, and impacting them in favorable ways. The program can maximize impact if it is able to find suitable mentors for increasing numbers of youth experiencing out-of-home placement.

Program Outcomes Summary:

- 1) 98% of the boys and girls matched with a caring volunteer will not be arrested, as verified through Juvenile Intake and Assessment records.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
99.5%	98.9%	98%	100%	99%

- 2) Of children identified as having problems in school, at least 70% will show improvement in school performance, as measured through teacher reports.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
85%	59%	75%	74%	73%

- 3) Of children identified as having a problem with self-confidence, at least 80% will show improvement in their self-confidence, as measured through volunteer, parent/guardian, case manager and teacher reports.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
87%	71%	78%	87%	81%

- 4) Of children identified as having a problem with their ability to express feelings, at least 75% will show improvement in their ability to express feelings, as measured through volunteer, parent/guardian, case manager and teacher reports.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
86%	77%	77%	78%	79.5%

- 5) Of children matched with a caring volunteer, 70% will maintain or show improvement in their ability to avoid substance abuse, as measured through volunteer, parent/guardian, and case manager reports.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
87%	78%	82%	74%	80%

- 8) The “Little Sisters” matched with a caring volunteer under this program will have a teen pregnancy rate 50% lower than that of the average for Sedgwick County (1.9%).

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
0%	0%	0%	0%	0%

Big Brothers Big Sisters Client Demographics:

- ✓ 2002 number of matches goal: 175
 - Actual matches in 2002: 182
- ✓ 2003 number of matches goal: 175
 - Actual matches in 2003 to date: 175
- ✓ For 2003 to date:
 - 26% of youth served have been abused or neglected
 - 54% come from homes with a history of substance abuse
 - 48% have a history of school problems
 - 96% have a history of family conflict or abandonment
 - 81% come from single parent families
 - 56% are racial/ethnic minorities
 - 5% live in an out-of-home placement
 - 70% come from families at or below the poverty level



**BOYS & GIRLS CLUB
TARGETED OUTREACH**

BOYS & GIRLS CLUB - TARGETED OUTREACH

Evaluative Overview: The Boys & Girls Club Targeted Outreach Program (TORP) is an academic program serving youth suspended or expelled from school. The majority of youth served through the program are expelled under a USD 259 ‘zero tolerance’ violation and thus expelled for a full year. The goal of the program is to maintain youth in school, increasing the likelihood of eventual return to public school. TORP is classified as an unaccredited home school. Youth attend the program while suspended or expelled. TORP staff work with the school for returning students to receive credit for the classes passed at TORP. Once a student returns to school, TORP case managers follow-up with the youth for two semesters to avert further problems.

The TORP program has received a prevention grant since 1998. The grant for calendar year 2002 was \$114,409. TORP received a \$81,000 prevention grant for calendar year 2003. TORP is not considered an evidence-based program. TORP targets the risk factors of academic failure in late elementary school and lack of commitment to school.

Evaluator’s Recommendations/Observations: This program has the distinction of being able to say that every expelled/suspended student completing TORP made a successful transition back into school, when they became eligible to return. Students expelled/suspended from school obviously have a history of some form of unacceptable behavior at school. TORP succeeded with a difficult target population. They engaged students and their families, averting dropout status. This program provides a viable alternative form of school for these students, providing opportunities for success to students with little experience of such success. Research clearly shows that these students are substantially less likely to engage in criminal behavior. The only area of possible concern is in the total numbers of students served. The number served in 2002 fell somewhat below the target, but appears to be at the appropriate level for 2003 if the numbers for the first half of the year match the second half. Even though the numbers were lower than expected, no savings occurred because there is a threshold level of staff necessary to offer this school program.

Program Outcomes Summary:

Short-term (less than 28 days) Suspended Participant Outcome Measures

- 1) 100% of participating youth will successfully complete the program by reentering school.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	100%	100%	100%

- 2) 90% will not be suspended during the follow-up period.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	100%	100%	100%

Long-term (28 days & longer) Suspended and Expelled Participant Outcome Measures

- 1) 90% of youth completing the program will reenter school, an alternative educational program, or complete a GED.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	100%	100%	100%

- 2) 80% of program graduates will decrease the number of suspensions, based on follow-up for two semesters following completion of the program.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	97%	100%	99%

- 3) 70% of program graduates will improve their attendance in school/alternative educational program, based on institutional attendance records for two semesters following completion of the program.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	70%	83%	84%

- 4) 70% of program graduates will demonstrate increased academic achievements based on the next active semester grades after reentering school/alternative educational program as compared to grades prior to suspension or expulsion.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	100%	53%	84%

- 5) 80% of program participants will have no occurrence with the juvenile justice system while in the program, as measured through Juvenile Intake and Assessment Center records.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	91%	100%	97%	97%

Boys & Girls Club Targeted Outreach Client Demographics:

- ✓ 2002 goal to serve: 90 youth
 - Actual number served in 2002: 75
- ✓ 2003 goal to serve: 55 youth
 - Actual number served in 2003 to date: 39
- ✓ For 2003 to date:
 - 39 new program participants
 - 13 have completed the program
 - 0 have dropped out of the program to date
 - 1 youth had a reoccurrence with the juvenile justice system
 - 13 have reentered the school system
 - Staff conducted over 1,000 school visits



**CATHOLIC CHARITIES
FAMILY ADVOCATE**

CATHOLIC CHARITIES – FAMILY ADVOCATE

Evaluative Overview: The Catholic Charities’ Family Advocate program serves families in a homeless shelter and as they move back into the community. In 2003, the program added the I Can Problem Solve (ICPS) curriculum to its services. The overall goal of the Family Advocate is to strengthen the family to prevent continuing instability. The primary task of the Family Advocate is to effectively identify and reduce the problems/barriers that result in family instability and increased risk of child delinquency.

Calendar year 2003 is the second year of funding for the Family Advocate program. The program received a \$30,000 grant in calendar year 2002 and \$32,677 for calendar year 2003. ICPS is an evidence-based curriculum designed to improve young (ages four to seven) children’s interpersonal cognitive problem-solving skills. ICPS has been shown to positively impact the protective factors of healthy beliefs and clear standards, opportunities to contribute, improve problem-solving skills and reinforcement of those skills. Family management and early and persistent antisocial behavior problems are the main risk factor addressed by the Family Advocate services.

Evaluator’s Recommendations/Observations: This program serves a vulnerable population of those exiting a domestically violent situation and/or experiencing homelessness. Improved parenting skills are vital to successful transition beyond the shelter. Outcome measures were met for those served, but numbers served fell below expectations in 2002, and appear to be falling below in 2003. The addition of the I Can Problem Solve curriculum should enhance the impact of this service. Additional behavioral outcome measures, in the form of Child In Need of Care filings related to these families, and suspensions in elementary school, would provide greater assurance of the enduring effect of this program.

Program Outcomes Summary:

- 1) By program completion, 85% of participants will indicate they have been able to apply parenting and communication skills learned in the Raising a Thinking Child/I Can Problem Solve curriculum.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	100%	100%

- 2) By program completion, 80% of parents will indicate an improvement in their child’s behavior and problem-solving skills as measured by the Parent Observations Worksheet.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	100%	100%

- 3) By program completion, 90% of participating families, as measured by consumers’ care plan, will have maintained:
 - o A stable source of income; and/or,
 - o Employment or education (GED).

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
92%	92%	80%	100%	91%

Of note: The evidence-based curriculum was a new addition to the program in 2003 and no program participants had completed the curriculum by the end of the first quarter; therefore, no outcomes were available on the curriculum –related outcomes in the first quarter report.

Catholic Charities Client Demographics:

- ✓ 2002 goal to serve: 100 Families
 - Actual number served in 2002: 55
- ✓ 2003 goal to serve: 62 families
 - Actual served in 2003 year to date: 23
- ✓ For 2003 to date:
 - 15 families have participated in I Can Problem Solve
 - 12 families have completed follow-up services
 - 3 families currently in follow-up services
 - 7 families declined follow-up services



COMMUNITIES IN SCHOOLS

COMMUNITIES IN SCHOOLS

Evaluative Overview: The mission of Communities In Schools (CIS) is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. A CIS site coordinator works to connect families/youth with services, either by bringing service providers into the schools or making referrals for community-based services. The specific services provided at a school site is based on the presenting problems at that school and varies considerably between schools. The Sedgwick County Prevention Grant funds a major portion of CIS projects at Cooper and Oaklawn Elementary schools, and the Derby Sixth Grade Center. These schools serve youth in the Oaklawn area.

CIS has received a County prevention grant since 1998. In calendar year 2002 CIS received \$140,000 and \$126,000 was granted for CIS in calendar year 2003. CIS is not a fully evidence-based program but is considered a promising program, according to information provided by Blueprints for Violence Prevention. Additional research at the national level is in process and CIS may become an evidence-based program in the near future. Some of the services CIS provides at school sites are evidence based, including: Life Skills Training, Second Step violence prevention curriculum, Big Brothers Big Sisters mentoring and Parenting Wisely parent training. The risk factors targeted by CIS include lack of commitment to school, early and persistent antisocial behavior and family management problems.

Evaluator's Recommendations/Observations: Children living the in the Oaklawn area account for a sizable number of out-of-home placements, juvenile intake and assessment admissions, and moderate numbers of juvenile offenders under supervision. All of these indicators suggest that elementary/middle school children living in this area can be expected to experience considerable risk factors of juvenile delinquency. Offering a network of services in the school system can be expected to improve their ability to avoid delinquency. Numbers of youth and families served consistently exceed the target, and all behavior outcome measures were substantially met.

Program Outcomes Summary:

- 1) 80% of participating children will meet the majority of their goals set during the school year.

2001/02 School Year	2002/03 School Year
85%	88%

- 2) 85% of students with identified needs will be linked with agency resources during the school year.

2002/01 School Year	2002/03 School Year
98%	100%

- 3) 90% of CIS students will receive support from a tutor, mentor, or intern.

2001/02 School Year	2002/03 School Year
96%	89%

- 4) 90% of CIS students will be promoted to the next grade.

2001/02 School Year	2002/03 School Year
98%	99%

- 6) 80% of students will not be suspended or expelled during the school year.

2001/02 School Year	2002/03 School Year
97% elementary, 73% secondary	93%

- 7) 90% of elementary and 75% of secondary school students will not have an arrest or report of abuse/neglect.

2001/02 School Year	2002/03 School Year
N/A	100%

- 8) The average daily attendance rate of CIS students will be 93% for elementary school students and 85% for secondary school students.

2001/02 School Year	2002/03 School Year
93% Total	95% Elementary, 91% Secondary

- 9) 80% of children in need of follow-up care after a vision, hearing, and/or dental screening will receive it.

2001/02 School Year	2002/03 School Year
91%	90%

- 10) 85% of children in need of a medical benefit program will enroll in one by June 2003.

2001/02 School Year	2002/03 School Year
100%	90%

- 10) Achieve a 90% parent participation rate in parent conferences by June 2003.

2001/02 School Year	2002/03 School Year
96%	93%

- 11) To involve at least 80% of elementary school parents and 75% of secondary school parents in a school activity.

2001/02 School Year	2002/03 School Year
93% elementary, 83% secondary	84% elementary, 92% secondary

Communities In Schools Client Demographics:

- ✓ 2002 goal to serve: 150
 - Actual number served in 2002: 191
- ✓ 2003 goal to serve: 135
 - Actual number served in 2003: 156

- ✓ 74% of CIS students at Cooper and 84% at Oaklawn Elementary demonstrated improved reading skills
- ✓ 44% of students served by CIS at Derby 6th Grade Center demonstrated improved academic achievements
- ✓ 38% of CIS students at Cooper and 51% at Oaklawn Elementary and 58% at Derby 6th Grade demonstrated improved school behavior



**EPISCOPAL SOCIAL SERVICES
TEEN INTERVENTION PROGRAM**

EPISCOPAL SOCIAL SERVICES - TEEN INTERVENTION PROGRAM

Evaluative Overview: The Episcopal Social Services' Teen Intervention Program (TIP) began in the fall of 1995 as a collaborative effort with the Sedgwick County District Attorneys Office to address the problem of first time offenders. Youth committing minor misdemeanors, including shoplifting, are included in the program. TIP is part of the District Attorney's formal diversion process. TIP is a restorative justice focused program. During the six-week program youth are expected to come to terms with the consequences of his/her actions. Youth are matched with adult mentors who help and support them throughout the program by meeting with each night of the session to discuss workshops, and presentations and review homework assignments. The program includes a parent training/support group process (parent groups were not funded in 2003 County grant).

TIP has received four years of County prevention grant funding. In calendar year 2002 TIP receive a grant of \$59,835 and the program received \$51,300 in calendar year 2003. TIP is not an evidence-based program but is currently funding research in an effort to become evidence-based. The research is being conducted by Wichita State University and will include a control group. The program primarily targets the risk factor of early and persistent antisocial behavior but also addresses lack of commitment to school and family management problems.

Evaluator's Recommendation/Observations: This Restorative Justice program is designed to provide eligible juvenile offenders with an opportunity to address the harm caused by their crime, and restore their status in the community. It features an apology to identified victims of their crimes. The numbers served is slightly below the target level for 2002, but appears on target for 2003. Behavioral outcome measures provide evidence of the effect of this approach. If the juvenile offenders referred and served by this program were briefly assessed to confirm the appropriateness of their placement with this program, this valuable resource would yield maximum effect. Their target population should be juvenile offenders with so called 'normal' socialization and values, who are mainly in need of an opportunity to realize the implications of their choices. It would appear that current referrals generally meet this description, but objective screening might strengthen their outcomes.

Program Outcomes Summary:

- 1) Of youth completing the program, 90% will not re-offend within six months and 80% will not re-offend within one year.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
90% at 6 mo, 82% at 1 yr	94% at 6 mo, 82% at 1 yr	96% at 6 mo, 85% at 1 yr	86% at 6 mo, 95% at 1 yr	91.5% at 6 mo, 86% at 1 yr

- 2) During the program, 90% of youth participating in the program will have no unexcused absences or tardiness.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
99%	100%	98%	100%	99%

- 3) 90% of parents will show increased knowledge of the specific concepts and skills targeted by the program, as measured through pre and post-tests.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	100%	100%	100%

- 4) 90% of youth will be able to express awareness and willingness to use the skills learned, as measured through an exit survey and interview with program staff.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	100%	100%	100%

- 5) a. 75% of participants contacted will indicate continued use of skills learned through the program.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	88%	83.5%	99.75%	93%

- b. 75% of participants' parents/guardians contacted will indicated youth have experienced no further problems with the legal system.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	92.5%	99.5%	98%

Teen Intervention Program Client Demographics:

- ✓ 2002 goal to serve: 300
 - Actual number served in 2002: 257
- ✓ 2003 goal to serve: 250
 - Actual number served in 2003 year to date: 152
- ✓ For 2003 year to date:
 - 208 youth enrolled in the program
 - 161 youth attended
 - 152 youth successfully graduated from the program
 - 9 youth were revoked from the program
 - Reasons for revocation included:
 - Failure to comply and complete program requirements (5)
 - Out-of-school suspension or failure to attend school (2)
 - Re-offending (2)



**FAMILY CONSULTATION SERVICE
EXPECT RESPECT**

FAMILY CONSULTATION SERVICE – EXPECT RESPECT PROGRAM

Evaluative Overview: The Expect Respect Program provides domestic and relationship violence prevention and education to high school students. The program helps to identify and assist high-risk/at-risk youth in need of recovery services and to teach their peers how to support them in seeking intervention in the recovery process. The program involves presentations in ninth grade gym classes and, where available, support groups for self-identified victims of domestic violence. The Sedgwick County program is based on a program from Austin, Texas.

Expect Respect received a County prevention grant in 2001, 2002 and 2003. For calendar year 2002, Expect Respect received \$47,903. The calendar year 2003 grant award, \$63,000, included funding for research designed to aid the program in becoming evidence-based. The program targets the risk factor of family management problems.

Evaluator’s Recommendations/Observations: The absence of key data for this program this year makes it difficult to evaluate the impact of the program. A review of the model program shows some potentially important differences in the Wichita and Austin efforts. In Austin, where the program was pioneered, the classroom presentations occur in a series of meetings, while in Wichita, all information is delivered in a single presentation. The follow-up support groups are expected to be the principal source of meaningful change in participants, but data is either not available, or does not support levels of expected change. This program should be suspended until such time as complete data is available, and a full analysis of differences between the model and local programs is completed, to make necessary adjustments to assure maximum effect.

Program Outcomes Summary:

Goal 1: Youth participating in the classroom presentations of Expect Respect will increase their awareness/understanding of violence in relationships.

Outcomes: a) 70% of participating students will have a better understanding of what abusive behaviors look like from physical to emotional to sexual abuse, as measured through a written evaluation.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	82%	N/A	N/A	N/A

b) 80% of students will acknowledge that anyone can be at risk for being abused, as measured through a written evaluation.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	85%	N/A	N/A	N/A

c) 70% of participating students will know how to help himself/herself or a friend/family member who is being abused, as measured through a written evaluation.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	92%	N/A	N/A	N/A

Goal 2: Youth participant in Expect Respect support groups will increase their understanding of abusive personalities and behaviors and be able to identify appropriate resources.

Outcomes: a) 85% of youth participating in support groups will be able to identify characteristics of abusive behaviors in a relationship, as measured through a pre-test and post-test.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	80%	N/A	75%	77.5%

b. 85% of youth participating in support groups will increase their knowledge of how to react at the time abuse occurs, as measured through a pre-test and post-test.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	65%	65%

c. 85% of youth participating in support groups will increase their knowledge about how to treat their partner respectfully in a healthy relationship, as measured through a pre-test and post-test.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	73%	73%

d. 85% of youth participating in support groups will develop a personal safety plan.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	N/A	N/A

Goal 3: Grant research will help legitimize Expect Respect as an evidence-based program.

1. A new evaluation instrument will be developed and tested.
2. Collection of the data will be coded, entered, analyzed and at the end of the school year, a written summary will be submitted by the researchers.
3. Random pre/post-tests will be performed to measure lasting effects of the program.
4. Old data will be coded, entered into a computer, analyzed and a summary written.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	Not started	N/A	N/A

Of Note: The program experienced a vacancy in the director's position during the first of the year. A new director has been hired and was set to begin August 1st. Program volunteers submitted a report for the first quarter but the report covered last year's goals, not the current goals and outcomes. Agency staff were requested to resubmit the first quarter outcome data but have not done so. Only limited data for the second quarter has been provided.

Expect Respect Client Demographics:

- ✓ Served 4,293 in 2002
- ✓ Served 1,325 in 2003 to date



**HIGHER GROUND
LEARNING THE ROPES**

HIGHER GROUND – LEARNING THE ROPES PROGRAM

Evaluative Overview: Higher Ground’s Learning the Ropes Program targets the use/abuse of alcohol and illicit drugs, early and persistent anti-social behaviors associated with substance abuse and associated family management problems in clients, who complete its early intervention and treatment components. Project services include: diagnostic and referral services; alcohol/drug information, anger management and experiential prevention classes; experiential therapies (wilderness and challenge courses); comprehensive case management services; outpatient treatment; continuing care counseling; family counseling and bilingual/Spanish services. The program is broken into two separate components: Level 1 – primary prevention services and Level 2 – substance abuse treatment services. Level 1 services are short-term services, targeted at a broad population designed to prevent substance abuse. Youth with current substance abuse issues are served through Level 2 services. The evidence-based parent training curriculum, Parents Who Care, was added to the program for 2003.

The Learning the Ropes program has received a County prevention grant since 1998. In calendar year 2002 the program received \$104,665 and it received \$99,000 for calendar year 2003. The program is not considered evidence-based but does include a parent-training curriculum, Parents Who Care, that is evidence-based. Parents Who Care has been shown to impact the protective factors of recognition, bonding, and healthy beliefs and clear standards. The program targets the risk factors of early and persistent antisocial behavior and family management problems.

Evaluator’s Recommendations/Observations: This program targets youth with substance abuse issues, and provides a continuum of skills to promote abstinence. Outcome measures indicate success in assisting youth to change. The addition of an evidence program is a good step that will undoubtedly improve the overall impact of this program IF sufficient numbers of parents make use of the available training. To date, the numbers of parents participating/completing is relatively small. This program fills an important niche by assisting juveniles at substantial risk of delinquency because of substance abuse.

Program Outcomes Summary:

Clients who complete their program for Level I:

- 1) 70% will report that through the program they have acquired at least one of the following: the decision to remain alcohol, drug, and crime free; a greater perception and experience of personal competence, meaning, and power; the adoption of responsible attitudes and actions; the ability to trust and be trusted; a value for improved health and physical fitness; a sense of connection and responsibility to the community; and/or improved family communication.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
93%	89%	91%	73%	86.5%

- 2) 85% will report abstinence from all mood-altering substances at six month follow-up interviews.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
95%	100%	100%	100%	99%

- 3) 85% will no have no new arrests during their involvement with the program and 75% will have no new arrests at six month follow-up.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
88% during, 88% at 6 mo	100% during, 80% at 6 mo	100% during, 100% at 6 mo	100% during, 100% at 6 mo	97%, 92%

- 4) 65% will demonstrate improved scores on at least two of the areas measured by the Adolescent SASSI.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	100%	100%	100%

Family members participating in Levels II and III:

- 5) 60% will report improvement in the area of family discipline.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	100%	100%	100%

- 6) 60% will report improvement in the area of family attitudes favorable to antisocial behavior.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	100%	100%	100%

- 7) 60% will report improvement in the area of family bonding.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	75%	75%	75%

Of Note: Higher Ground added an evidence-based parent training curriculum, Parents Who Care, to its program for 2003. The last three outcomes are based on the research conducted on the curriculum.

Learning the Ropes Client Demographics:

- ✓ 2002 goal to serve: 225
 - Actual number served in 2002: 306
- ✓ 2003 goal to serve: 222
 - Actual number served in 2003 to date: 136
- ✓ 14 family members participated in Parents Who Care groups to date in 2003
- ✓ 8 family members completed the Parents Who Care program to date in 2003



**KANSEL
EDUCATION, TRAINING &
EMPLOYMENT PROGRAM**

KANSEL - EDUCATION, TRAINING, EMPLOYMENT PROGRAM

Evaluative Overview: The KANSEL GED Preparation, Training and Placement Program provides academic instruction, computers skills training, work experience, employment search training, and job placement assistance to at-risk youth who are seeking assistance in meeting the necessary requirements to secure employment. In 2003, KANSEL initiated a pilot JOBSTART program. JOBSTART is a youth employment and education program that couples self-paced, competency-based instruction in basic academic skills with occupational skills training for specific jobs and training-related support services (which might include: transportation, child care, counseling, etc. as needed).

KANSEL has received County prevention grant funding since 1998. For calendar year 2002 KANSEL received a grant of \$95,000. For calendar year 2003 KANSEL received \$89,100. KANSEL's GED preparation, training and placement program is not evidence-based but a JOBSTART component was added for 2003. JOBSTART is evidence-based and has demonstrated an impact on the protective factors of healthy beliefs and clear standards, opportunities to contribute, increased skills, and recognition for contributions. KANSEL's services target the risk factors of lack of commitment to school and academic failure.

Evaluator's Recommendations/Observations: This program serves the needs of students not succeeding in traditional education programs. Outcome measures reported showed the program did improve the academic skills of participants, but JOBSTART has not 'graduated' enough students to show its ability to assist them in obtaining GEDs or jobs. It is just too early in the implementation of JOBSTART to judge effectiveness. Students receiving other services were successful in avoiding delinquency, and in making some advancement in subjects studied. It will be important to follow closely the progress of JOBSTART in developing a referral base.

Program Outcomes Summary:

- 1) Goal: Reduce juvenile delinquency offense rates - at least 80% of youth actively attending the program will not offend as measured by records from the Juvenile Intake and Assessment Center.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
99%	100%	100%	96%	99%

- 2) Goal: Increased commitment to school - at least 65% of youth actively attending the program will show an improvement in academic skills by advancing a level in at least one subject as measured by pre-tests and post-tests.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
97%	92%	79%	57%	81%

- 3) Goal: Maximize economic well being - least 80% of the youth who complete the JOBSTART component will show an increase in earnings at the end of the year as measured by income information.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	N/A	N/A

- 4) Goal: Maximize educational attainment - at least 42% of JOBSTART participants will successfully complete the GED Official Practice Tests as measured by Official Practice Test scores (percentage is based on the model program benchmark).

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	0%	0%	0%

- 5) At least 90% of students will express satisfaction with program services, as measured by satisfaction surveys.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
98%	97%	92%	94%	95%

Of note: JOBSTART is a new, evidence-based program KANSEL is piloting in 2003. To date, no participants have completed the program.

KANSEL Client Demographics:

- ✓ 2002 goal to serve: 300
 - Actual number served in 2002: 339
- ✓ 2003 goal to serve: 300
 - Actual number served in 2003 to date: 121



**MENTAL HEALTH ASSOCIATION
REDUCING ANGER IN PRESCHOOL**

MENTAL HEALTH ASSOCIATION – REDUCING ANGER IN PRESCHOOL

Evaluative Overview: The Mental Health Association’s Reducing Anger in Preschool (RAP) program has been designed to identify problem behavior and intervene early by teaching preschool children effective problem-solving skills. The goal of the program is to prevent later behavioral problems through early intervention. The program focuses on preschools serving children at high risk for future problems (i.e. low income, high crime neighborhoods, or children with developmental delays, etc.). The program will serve both children exhibiting behavioral problems and those without identified problems. RAP utilizes the evidence-based curriculum, I Can Problem Solve.

Calendar year 2002 was the first year RAP was funded by the County prevention fund. The grant for 2002 was \$51,673 and RAP received \$51,210 for calendar year 2003. The I Can Problem Solve curriculum is considered evidence based, having shown a positive impact on the protective factors of healthy beliefs and clear standards, opportunities to contribute, and skill building. This program is a model of efforts to enhance protective factors; in this case, the protective factor of developing coping skills. I Can Problem Solve addresses the risk factor of early and persistent antisocial behavior.

Evaluator’s Recommendation/Observations: The children attending preschools where this program is offered receive the double benefit of sessions conducted by a trained specialist, and their teachers are trained and provided creative materials to use the same curriculum. Impact of this program goes far beyond the direct services delivered by the trained specialist; she provides training to any interested preschool staff. As preschool staff become knowledgeable about strategies to improve children’s conflict resolution options, more children will experience peers modeling these skills. This program is a foundation for delinquency prevention for two reasons. First, it is an evidence based primary prevention tool for use with very young children. Second, the program provides some direct service, but the trained specialist is the trainer of staff at preschools, thus spreading the skills beyond her own direct ability to serve. Numbers served show an appropriate activity level.

Program Outcomes Summary:

- 1) 75% of participating children identified as behaviorally disruptive will have fewer disruptive incidents, as measured by incident reports at two and four months after program initiation.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
80%	87%	86%	75%	82%

- 2) 85% of participating children will be able to identify a minimum of three alternative strategies for conflict resolution as measured by post-test administered at program completion.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	86%	100%	90%	94%

- 3) 85% of participating children will be able to identify consequences for the alternative strategies for conflict resolution as measured by post-tests administered at completion of the program.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	100%	88%	94%

- 4) Teachers will report that 75% of children originally identified as behaviorally disruptive are utilizing appropriate skills learned through the curriculum.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
81%	87%	86%	75%	82%

Reducing Anger in Preschool Client Demographics:

- ✓ 2002 goal to serve: 150
 - Actual number served in 2002: 195
- ✓ 2003 goal to serve: 180
 - Actual number served in 2003 to date: 85



**RAINBOWS UNITED
EARLY INTERVENTION PROJECT**

RAINBOWS UNITED – EARLY INTERVENTION PROJECT

Evaluative Overview: Rainbows Early Intervention Project is a multi-pronged, comprehensive teacher and parent training program utilizing an evidence-based curriculum that specifically targets children’s emotional and behavioral adjustment. The Incredible Years curriculum has demonstrated substantial gains in improving young children’s emotional and behavioral adjustment when both home and school fronts are targeted.

The Early Intervention Project is a new program for 2003. Rainbows received a grant of \$18,000 from the Sedgwick County Community Crime Prevention fund for calendar year 2003. The Incredible Years has demonstrated positive impacts on the protective factors of healthy beliefs and clear standards, opportunity for involvement, and skill building. The evidence-based curriculum focuses on the risk factors of family management problems and early and persistent antisocial behavior.

Evaluators Recommendations/Observations: This program is another foundational primary prevention effort, directed to the home and educational environments of young children. To date, there is no data to support its impact, mainly a result of delays in staff training and therefore ability to deliver the program. There is great interest by parents and Rainbows staff in this evidence-based curriculum. It is clear that Rainbows United administration is committed to offering this tool in the community. Because of the enthusiasm of the agency and the strength of the curriculum increase the likelihood of having an impact, but has not yet done so due to training availability.

Program Outcomes Summary:

- 1) A minimum of 85% of teacher training participants will feel more confident in effectively managing classroom behavior as a result of participation in the Incredible Years training, as measured by pre and post surveys (Incredible Years Teacher Strategies Tool).

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	N/A	N/A

- 2) 90% of parent training participants will report that The Incredible Years helped them feel more confident as a parent, as measured by pre and post-surveys.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	N/A	N/A

- 3) 65% of participants completing the training will report attitudes and beliefs about child rearing and parenting that are consistent with nurturing, non-abusive parenting attitudes, as measured by pre- and post-surveys (AAPI).

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	N/A	N/A

-	-	N/A	N/A	N/A
---	---	-----	-----	-----

Of Note: The Incredible Years curriculum has over 20 years of research demonstrating substantial gains in improving young children’s emotional and behavioral adjustment when both home and school fronts are targeted. To ensure fidelity to the evidence-based model program, it was necessary to obtain training from the curriculum’s developers. The program is popular and Rainbows staff were not able to attend the training until May. Rainbows has scheduled training for both its center-based teaching staff and home-based provider staff. The program will be implemented with parents and teachers in August and outcomes will be available in the 4th quarter.

Early Intervention Project Client Demographics:

- ✓ 2003 goal to serve: 12 parents & 15 teachers
 - Actual number served in 2003 to date: 3



WICHITA A.C.T.S. ON TRUANCY

WICHITA A.C.T.S ON TRUANCY

Evaluative Overview: The general target population for the Wichita A.C.T.S on Truancy (ACTS) program is middle school students attending any of the four target schools: Curtis, Marshall, Pleasant Valley or Hamilton Middle School. Intense/intervention students (target students) participate throughout the yearlong program. Students participating in the education/prevention program receive services between 6 and 36 weeks depending on their individual needs, as determined by program staff, school staff, parents and the students. The specific services vary considerably based on the presenting problems of the truant youth.

ACTS has been a recipient of a Sedgwick County Community Crime Prevention grant since 1998. For calendar year 2002 ACTS received \$150,000. ACTS received a \$135,000 grant in calendar year 2003. ACTS is not considered an evidence-based program but at this time there are no evidence-based programs specifically focused on truancy, although OJJDP continues to publish lessons learned from five active research sites related to truancy. ACTS targets the risk factor of lack of commitment to school.

Evaluator’s Recommendation/Observations: This program receives funds from Sedgwick County, and the state Juvenile Justice Authority prevention funds allocated to Sedgwick County. By concentrating services in four middle schools, the services are apt to provide the greatest impact. Multiple research sources confirm that middle school is a prime time for truancy issues to emerge and solidify, if no intervention is undertaken. Caseload students show reduced suspensions, few contacts with law enforcement, and sufficient improvement in attendance and school grades. The true cost of this program requires two pieces of information. The first point is how much does it cost to serve the 247 students if one considers both the county and state funds applied? The second piece of information involves the true length of service. Are some students enrolled for ACTS services multiple years? The cost is not necessarily prohibitive, but it would be useful to understand the true cost as a possible motivation to increase systemic efforts to diminish truancy by modifying any system problems. Many educators in local schools repeatedly voice the view that truancy is a symptom of family problems. Certainly, the combination of interventions for students and case management services for parents appears to have the desired effect. Considering the five-year duration of this program, it would be timely to hold a truancy ‘summit’ this year to determine what lessons are available from the local effort and associated data. ACTS has data to show its impact on students when they are in the program, and for some period thereafter. The summit would be a good opportunity to search for any means to follow the steps of such model curriculum as I Can Problem Solve, and not only deliver direct service, but train any natural helpers in the schools to get maximum reach with services based on knowledge derived from this program.

Program Outcomes Summary:

- 1) The target schools will report a 25% reduction in suspensions (in and out-of-school) from the time of referral to the time of exit, as measured by school suspension records.

SCHOOL YEAR 2002/03				
3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	80.6%	57%	61%

- 2) 90% of caseload students successfully exited will not have had an arrest during program participation.

SCHOOL YEAR 2002/03				
3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	98%	93.75%	96%

- 3) Caseload students' attendance will improve as measured by a 50% decrease in the number of days absent from school from the time of referral to the time of exit, as measured by school attendance records.

SCHOOL YEAR 2002/03				
3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	100%	90.4%	82%	84%

- 4) Target students' grade point averages will improve by a minimum of 25% between the first grade card report and the most recent report card received from successfully exited students.

SCHOOL YEAR 2002/03				
3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	3.5%	5.1%	56%	30%

- 5) Parents and caseload students participating in program surveys will demonstrate statistically significant attitudinal changes related to connectedness, as evidenced by pre-intake surveys and post interviews administered by Wichita State University.

SCHOOL YEAR 2002/03				
3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
N/A	N/A	N/A	No statistically significant affect	Did not meet

Of Note: Wichita ACT's outcomes are based on the school year, the first quarter runs from July through September, therefore no participants had completed the program for the third quarter 2002 report/outcomes.

Wichita ACTS on Truancy Client Demographics:

- ✓ 2002 goal to serve: 250
 - Actual number served in 2002: 212
- ✓ 2003 goal to serve: 250
 - Actual number served in 2003 to date: 247



**WICHITA FAMILY SERVICES INST.
ON-TRAC**

WICHITA FAMILY SERVICES INSTITUTE – ON-TRAC PROGRAM

Evaluative Overview: Wichita Family Services Institute’s ON-TRAC program is designed to provide family support to help avert high-risk behavior, which can result in juvenile delinquency and family deterioration. ON-TRAC offers classes and mentoring to enhance opportunities for youth ages 12 to 17. The ON-TRAC program operates year-round on ninety-day class intervals and provides follow-up services to youth for an additional nine months after completion of the program. Follow-up services include evaluations with parent input, monitoring in school, and periodic home visits and phone calls.

ON-TRAC has been a County prevention grant recipient since 2000. For calendar year 2002 ON-TRAC received \$59,295 and the grant for calendar year 2003 totaled \$57,150. ON-TRAC is not an evidence-based program, but the agency is exploring use of the Blueprint for Violence Prevention model curriculum on Life Skills. Services target the risk factors of family management problems, early and persistent antisocial behavior and lack of commitment to school.

Evaluator’s Recommendations/Observations: This program very appropriately targets high-risk youth during middle and high school years. Youth develop an appreciation for the opportunities to achieve available in the community, and better understand the rewards of effort. They receive sustained interest from credible sources (staff members) regularly present in the home and school and neighborhood of youth. This programs serves many different neighborhoods, but provides something extra to youth in the immediate environment surrounding the agency offices, because they experience daily this level of caring and support within their own neighborhood. The numbers served and outcome measures both support the value of this program.

Program Outcomes Summary:

- 1) 85% of youth in outpatient status in the On-Trac program will improve their grades, as measured through regular progress reports from school.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
93%	100%	88%	100%	95%

- 2) 85% of youth in outpatient status in the On-Trac program will reduce their absenteeism from school by 50% as measured through school records.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
93%	100%	100%	100%	98%

- 3) 90% of youth will not re-offend during program participation.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	96%	89%	96%

- 4) 85% of youth in outpatient status in the On-Trac program will not re-offend during the nine-month follow-up period, as verified through Juvenile Intake and Assessment Center records.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	88%	100%	97%

- 5) 80% of youth in outpatient status will reduce the number of suspensions/expulsions by 50%, as measured by school records at program initiation and at follow-up visits.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	100%	100%	100%	100%

ON-TRAC Client Demographics:

- ✓ 2002 Goal to serve: 85
 - Actual number served in 2002: 91
- ✓ 2003 Goal to serve: 90
 - Actual number served in 2003 to date: 58
- ✓ For 2003 to date:
 - Conducted 24 group sessions
 - Conducted 160 individual sessions
 - Made 50 calls/visits to schools
 - Made 43 calls/visits to parents' homes
 - Made 69 calls/visits to juvenile justice personnel
 - 23 clients graduated from the program to date



**WICHITA YMCA
BLACK ACHIEVERS PROGRAM**

WICHITA YMCA – BLACK ACHIEVERS PROGRAM

Evaluative Overview: Black Achievers internships are designed to teach minority youth the value of hard work, discipline, application of concepts learned in school, and financial responsibility. Additionally, the internships work to increase the youths' self-esteem, respect for one's own community, and personal accountability. Internships are awarded through a competitive process. Older interns returning from college and members of the Achievers Advisory Board mentor the younger student interns.

Black Achievers has been a recipient of a County prevention grant since 1999. For calendar year 2002 the program received \$83,278. The calendar year 2003 grant totaled \$65,700. The grant for 2003 covers only the internship component of the program. Black Achievers is a program of the National YMCA organization. The YMCA Black Achievers program—called Minority Achievers in some areas—was founded in 1971 at New York City's Harlem Y. Its purpose is to help young African Americans to develop a positive sense of self and to set high education and career goals. African American professionals act as role models and volunteer leaders for the two types of YMCA Black Achievers programs: Youth Achievers (for ages 6 to 12) and Teen Achievers. As implemented in Sedgwick County, the Black Achievers internship does not necessarily target “at-risk” youth but does provide a protective factor to avoid the risk factor of lack of commitment to school, through its career focus and trips to colleges.

Evaluator's Recommendations/Observations: This internship program is popular with students in the Black Achievers programs. The large numbers of students enrolling in the training made it virtually impossible to find internships for 75%. There was simply more students with interest in the internships than available slots. The ongoing support interns receive through weekly meetings and ‘scores’ obtained from their job mentors combine to provide students with a strong reality base for future career goals. The opportunity to make contact with previous interns helps to solidify the effects of the internships. The only possible question about this program as a delinquency prevention strategy lies in the target population. The target population really includes all adolescents. Program staff made efforts to include foster care youth, with little success. Since the program reaches students at about high school age, it is a worthy program to advance the goals of youth, but may be of questionable value in reducing delinquency. The students becoming interns in this program probably have low probabilities of delinquency. This is essentially a primary prevention program, offered at a stage of adolescent development generally regarded as beyond the period of exposure to risk factors. It is true that one form of delinquency appears to demonstrate an onset in the high school years, but protective factors need to be made available earlier to avoid late onset delinquency. In other words, this is an excellent program providing a valuable service to the community, but without much likelihood of reducing delinquency, due to the high caliber of students served.

Program Outcomes Summary:

- 1) 75% of training participants will become eligible for a summer internship process, as demonstrated by attendance at classes, completion of a community service project, and application packet.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	-	46%	46%

2) 85% of interns will demonstrate responsibility by meeting internship requirements, including turning in weekly reports, attending all internship meetings, going to work on time, dressing appropriately, completing all tasks as requested, working all scheduled hours, and turning in timesheets by the due date.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
100%	95%	-	97%	97%

3) 85% of graduating interns will attend post-secondary school as measured by the following three indicators: 1) by enrollment; 2) attendance at school; and, 3) completion of the first semester at post-secondary school. The third indicator will reflect attainment of the outcome and will be available for the fourth quarter report. Enrollment at post-secondary school will be reported in the second quarter report and attendance will be reported in the third quarter report.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	100%	100%

4) The Black Achievers Program will work to increase participation of youth referred from the foster care system.

3 rd Quarter 2002	4 th Quarter 2002	1 st Quarter 2003	2 nd Quarter 2003	Fiscal Year 2003
-	-	N/A	Contacted FCS, KCSL, DCCA UMY & SRS	100%

Of note: For 2003, only the Black Achievers summer internship program was funded. The internships occur during the summer months only; therefore, outcome measures are not necessarily available in each quarter. Fewer than expected youth completed the eligibility process, so the program was able to offer longer internships for those that qualified. For 2003 there were four graduating seniors in the internship program. All four graduates have enrolled in college (Michigan State, Wichita State and Prairie View A & M).

Black Achievers Program Client Demographics:

- ✓ 2002 Goal to serve: 52 interns
 - Actual number served in 2002: 55
- ✓ 2003 Goal to serve: 60 interns
 - Actual number served in 2003: 39



**JUVENILE JUSTICE AUTHORITY
FISCAL YEAR 2003 GRANTS**

**SFY03 Performance Report
Sedgwick County Programs Supported with
Juvenile Justice Authority grants**

Delores E. Craig-Moreland
Wichita State University

Executive Summary

Background

In 1998, Sedgwick County, along with the entire state of Kansas, engaged in a local planning process to reform juvenile justice. The planning process reviewed risk factors for delinquency and information on juvenile crime and offenders. The delinquency prevention risk factors of greatest consequence to Sedgwick County included family management problems, lack of commitment to school, and early and persistent anti-social behavior. In 2000, that information was updated, affirming continued risk in those three areas, and adding a risk factor of academic failure beginning in late elementary school, as evidenced by middle school suspensions.

Intervention and graduated sanctions programs were put in place to deal with juvenile offenders earlier and in the community. Arrests and case filing numbers have shown a stable decline in the district. Local referrals to juvenile correctional facilities are now substantially lower than prior to the implementation of Sedgwick County's community-wide effort to reduce delinquency. In accordance with the local comprehensive plan, programs were proposed and approved in the areas of prevention, intervention, and graduated sanctions. The programs were implemented in 2000. What follows is a brief statement of the activities and outcomes of each program during SFY03.

Prevention

All of the five prevention programs funded for SFY03 were delivered as expected, and achieved or came very close to their goals. These programs helped at-risk youth or those at the earliest stages of contact with the juvenile justice system. Primary prevention was offered because the Community Truancy Immunization Project promoted the adoption of kindergarten readiness screening, potentially impacting thousands. Secondary prevention, offered to those with identified risks of delinquency, was delivered: the Community Truancy Immunization Project served approximately 1,750 families/students with school problems; Parent Training assisted 134 parents whose irresponsible and/or criminal behavior put their children at risk of delinquency. Finally, tertiary prevention, provided to those in early contact with the juvenile justice system, was provided in the form of JIAC Case Management to 143 families, Family Group Conferencing to 57 juveniles eligible for this unique diversion, and 121 youth out of compliance with court orders received Functional Family Therapy.

The principal recommendation for improvement of prevention programs is related to convening stakeholders for truancy issues to decide what lessons have been learned, to continue the effective strategies that improve school attitude, and to promote better school attendance/behavior/performance.

Evaluation for JJA Prevention Programs

Executive Summary

The comprehensive plan for delinquency prevention and juvenile justice affirmed priorities for the risk factors of early and persistent anti-social behavior, lack of commitment to school, family management problems, and academic failure beginning in late elementary school. Table 1 at the beginning of this report shows the five prevention programs funded by the Juvenile Justice Authority, and the thirteen programs available because of county prevention funds. All eighteen of these programs target one or more of the identified high priority risk factors.

An important consideration in evaluating the overall impact of these delinquency prevention programs is the distribution of the prevention programs in relation to indicators of need. Figure 1 (page iv) gives a rough depiction of that balance. For example, the northwest quadrant of Wichita is responsible for a moderate number of Juvenile Intake and Assessment Center admissions; resources funded through prevention funds provide programs offered in one preschool, 3 middle schools, and one high school. In contrast, the southeast quadrant of the city had moderate numbers of out-of-home placements, high numbers of Juvenile Intake and Assessment Center admissions, and high numbers of juvenile offenders under supervision. Resources made available through these prevention funds included site based programs at 2 preschools, 1 elementary school, 3 middle schools, and 1 high school; as well as a high concentration of county prevention funds supported programs, and a moderate amount of services from Juvenile Justice Authority funds. The geographic distribution of needs and resources requires further analysis, but suggests need for consideration of realignment of needs and resources.

Table 1 (page iii) displays the prevention programs in terms of population focus, and the degree of evidenced-based programs. Three of the Juvenile Justice Authority funded programs are evidenced-based, and one has evidenced-based components. JIAC Case Management is not evidenced-based, but uses the style of case management identified by the Office of Juvenile Justice and Delinquency Prevention as a promising approach. Among county prevention fund supported programs, four are evidenced-based, and three others have evidenced-based components. Two other programs are in the process of gathering data to qualify as evidenced-based. With few exceptions, the prevention programs offered through these two funding sources are known to be effective in preventing delinquency, and are being delivered in a manner likely to obtain that result.

The risk factor of early and persistent antisocial behavior is addressed by portions of Community Truancy Immunization Project. The risk factor of family management problems is the focus of those same programs, plus Functional Family Therapy, Parent Training, JIAC Case Management, and Family Group Conferencing. Early onset of academic failure and lack of commitment to school are the risk factors addressed by the Community Truancy Immunization Project.

The programs have been delivered as expected, and have achieved outcome measures substantially as expected. Data from Community Truancy Immunization Project suggests progress on attendance, but less improvement in student behavior resulting in suspensions. Just as the Office of Juvenile Justice and Delinquency Prevention does reviews of 'lessons learned', so should stakeholders in truancy.

These programs are effective in delivering direct services. Once we have a clear appreciation for the successful aspects of the programs, the focus should be a solid effort to train others who share an interest in the student. Splitting the effort between direct service and training existing staff will assist in spreading the success and allowing the entire community a role in these prevention efforts. Training staff may not be feasible in settings where staff is already overburdened, but it is the most effective means to spread the impact of programs in times of scarce dollars.



**Community Truancy
Immunization Project**

COMMUNITY TRUANCY IMMUNIZATION PROJECT

Evaluative Overview: This project is a collaborative effort that uses personnel from six different agencies to address four risk factors: family management problems; early and persistent antisocial behavior, lack of commitment to school, and academic failure in late elementary school. The continuum of services focuses on students most at risk for the ultimate development of delinquency within the 18th judicial district. In SFY03 the three separate programs were combined under one grant continuing to be aimed at school students and their families. By combining the three programs and retaining the same partners, there was some expectation of better focus in the efforts at target schools. The total cost for the project was \$659,028.35. An average cost per youth served was not computed: some of the youth may be duplicate numbers served by more than one agency in this project, and different services carry different costs. Conditions at the monitoring site visits at Wichita A.C.T.S. on Truancy indicated partial compliance; Communities in Schools indicated full compliance; District Attorney's Office indicated full compliance; USD 259 indicated full compliance; and Hilltop Improvement Alliance indicated substantial compliance.

In order to reduce truancy, 73 educators were provided resource and referral information to facilitate referrals of students that are not ready to learn. Additionally, 700 kindergarten parents received resource and referral information related to readiness to learn. 247 students attending one of four targeted middle schools received case management services related to truancy reduction. Caseload students have fewer discipline problems, reduced hours of unexcused absence, and better grades. 370 truant students were placed on formal or informal contracts with the diversion division of the District Attorney's office.

To reduce early and persistent antisocial behavior, 85 students at a targeted elementary school received case management, 12 students/families received school-based mental health case management, and 24 students received outpatient therapy.

Family management problems were addressed by providing case management services to 111 families of truants, and providing 64 parents with parent-to-parent mentoring.

Several of the grant partners use the "Parenting Wisely" curriculum as a tool to help reduce family management problems among caseload families. In SFY03 there were 64 parents who successfully completed the curriculum. This curriculum is research-based and has been identified by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as a "highly promising" program.

As indicated earlier, this project has four goals: increase commitment to school as shown by daily attendance at targeted schools; reduce family management problems as indicated by out of home placements; reduce elementary suspensions, the indicator of early and persistent antisocial behavior and reduce academic failure beginning in late elementary school as indicated by expulsions and suspensions at the middle schools. Evidence of the value of this project's efforts can be observed in the tables following, related to activity and behavioral outcomes for clients of these programs. The school-based mental health case management and outpatient therapy did

not meet activity goals, mainly because service was available for a partial year. Communities In Schools' goals of improvements in reading and math for students they serve were acceptably close to targets. The Hilltop Alliance effort to reduce suspensions was unsatisfactory in part because the measurement occurred part way through the process for many families, due to the end of the school year. As a whole, the direct measures of school-related behavior indicate this combination of programs is helping those directly served. On a larger scale, a good benchmark for impact is the attendance table at the end of this section. The six years of data clearly show that current average daily attendance is now from three to seven percent higher than at the beginning of the period. The data also confirms the importance of individual student services at Hamilton Middle School, with an average attendance substantially below the district average.

Suspension rate data shows mixed impact on target school rates. The actual numbers reported often show an increase due to availability of resources to address problems, and no decline will be evident until such time as substantial numbers of students with problems receive services.

The truancy information showed appropriately different responses by Social Rehabilitation Services (SRS) and the District Attorney's office. In many of the SRS cases, they are screened out because the family is already known to the agency. A good partnership with SRS is essential, because of the large number of truancy cases served. With respect to the DA response to truancy, the numbers referred are a bit overwhelming. Some form of accountability is demonstrated with each of the strategies employed. Using these two sources of information, it would be reasonable to estimate 3,000 truants in the roughly 70,000 Sedgwick County school children.

In general, it appears that program efforts have been more clearly demonstrated successful in addressing attendance issues than discipline issues. Whether family management problems are addressed requires a systematic review of SRS data on out-of-home placements, and any other available indicators of family dysfunction. The Parenting Wisely curriculum was found to favorably impact parent knowledge of methods to handle children's behavior.

Evaluator's Recommendations for Unmet Outcomes and/or Activity Levels:

The continuum of services offered in this project is designed to address four separate, but interrelated risk factors. The data suggests substantial progress on lack of commitment to school, as evidenced by the attendance data from the five schools. The picture is not so clear with respect to early and persistent antisocial behavior and family management problems. Attendance issues may surface for reasons that are situational and short term, or for reasons related to family management problems and/or early and persistent antisocial behavior. A review of efforts related to suspension rates appears needed, in order to more clearly understand which efforts of the Coalition are bearing fruit, and which are not. Several questions worthy of discussion are evident. What can data tracking of suspension events in these schools tell us about events or activities associated with suspensions? Is some form of staff training or mentoring indicated for staff associated with high levels/numbers of suspensions? With respect to family management problems, a detailed analysis of an extensive array of SRS data might help to better understand any opportunities to improve outcomes. A meeting of those involved in addressing family management problems and the SRS community would be useful. What is the best approach with youth affected by all four risk factors?

Process and Behavior Outcomes Summary:

NOTE: Items highlighted in gray indicate that the outcome is not being met.

Process Outcomes:

Wichita A.C.T.S on Truancy

Outcome A: To reduce truancy and behavior problems among caseload students by offering case management services to 250 students at the 4 target middle schools (Hamilton, Pleasant Valley, Marshall and Curtis).

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total For SFY03
33 students served	118 students served	162 students served	208 students served	247 students served

NOTE: This outcome lacked being met by 3 students. It should be noted however, that at the request of principals, 44 additional students received one or two time truancy interventions or follow-up specific to the instructions of the principal. The 44 students were not added to the caseload as the barrier to school attendance was overcome so quickly.

Outcome B: To reduce family management problems by providing one-on-one case management services to 100 parents of truant students at the 4 target middle schools (Hamilton, Pleasant Valley, Marshall and Curtis).

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total For SFY03
9 families served	54 families served	85 families served	98 families served	111 families served

District Attorney’s Office

Outcome A: To divert truants from the court system and reduce future truancy by providing diversion/intervention by ways of both formal and informal contracts to 300 students in Sedgwick County that have reached the legal threshold of truancy.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total For SFY03
92 youth served	73 youth served	114 youth served	232 youth served	370 youth served

Outcome B: To provide those truants an informational packet including community resources and support service agencies, i.e.; alternative education, tutoring programs and basic mental health/drug and alcohol counseling, to 1,400 students in Sedgwick County that have reached the legal threshold of truancy, ages 16 and up.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
4 informational packets were distributed	557 informational packets were distributed	451 informational packets were distributed	555 informational packets were distributed	1,567 informational packets have been distributed

Communities in Schools

Outcome A: To increase the numbers of students entering first grade ready to learn by providing 60 Sedgwick County educators with County resource and referral information, including how to intervene with kindergarten students scoring low on the standardized school readiness assessment.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
28 kindergarten teachers received an intervention tub	8 Sedgwick County educators were trained	63 Sedgwick County educators were trained	2 Sedgwick County educators were trained	28 kindergarten teachers received an intervention tub 73 Sedgwick County educators were trained

Outcome B: To provide resource and referral information to Sedgwick County school districts and to distribute 690 county resource and referral information packets to parents of kindergarten students.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
125 resource and referral packets were distributed	68 resource and referral packets were distributed	162 resource and referral packets were distributed	345 resource and referral packets were distributed	700 resource and referral packets were distributed

Outcome C: To reduce truancy and behavior problems among caseload students by offering case management services to 60 students at Jefferson Elementary School.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
69 students served	50 students served	57 students served	53 students served	85 students served

Prairie View

Outcome A: To reduce truancy and behavior problems among caseload students by offering mental health case management services to 75 families at the 5 target schools (Hamilton, Pleasant Valley, Marshall, Curtis and Jefferson).

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
12 students served	0 students served	N/A	N/A	12 students served

NOTE: Prairie View resigned program service delivery effective November 3, 2002.

Family Consultation Service

Outcome A: To reduce truancy and behavior problems among caseload students by offering outpatient therapy to 30 families at the 5 target schools (Hamilton, Pleasant Valley, Marshall, Curtis and Jefferson).

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	15 students served	24 students served	24 students served

NOTE: Family Consultation Service only provided services during the last four months of SFY03. The outcome to serve 30 families was based upon a 6-month time frame. A total of 24 referrals were made to the program, all of which were accepted.

Hilltop Improvement Alliance

Outcome A: To reduce truancy and behavior problems among caseload students by offering parent-to-parent mentoring to 60 families in the Hilltop Neighborhood.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
24 families served	38 families served	46 families served	60 families served	64 families served

Parenting Wisely

Outcome A: To reduce family management problems by using the Parenting Wisely Curriculum to train 100 parents.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
10 parents were trained	77 parents were trained	36 parents were trained	19 parents were trained	142 parents were trained

Behavior Outcomes:

**Wichita A.C.T.S on Truancy – 108 Students Successfully Completed
64 Parents Successfully Completed**

Outcome A: The 4 target middle schools will report a 25% reduction in suspensions (in and out-of-school) from the time of referral to the time of exit, as measured by school suspension records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	100% reduction	80.6% reduction	57% reduction	61% reduction

Outcome B: The 4 target middle schools will report a 50% decrease in the number of unexcused hours absent from the time of referral to the time of exit, as measured by school attendance records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	100% reduction	90.4% reduction	82% reduction	84% reduction

Outcome C: Caseload students will improve grade point averages by 25% between their first report card and the final grade card of the year, as measured by school records for successfully exited caseload students.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	3.3% improvement	5.1% improvement	56% improvement	30% improvement

Outcome D: Parents and caseload students participating in program surveys will demonstrate statistically significant attitudinal changes related to connectedness as evidenced by pre-intake surveys and post interviews. A random statistically accurate post interview of 30 of the 100 total parents and 30 of the related caseload students participating in the program will be administered by Wichita State University.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	N/A	N/A

NOTE: While 134 parents and students completed pre-surveys and 69 completed post-surveys, only 11 parents and 16 students completed both the pre and post survey for measuring this outcome; therefore, it was difficult to determine statistically significant attitudinal changes.

Outcome E: Students whose parents received one-on-one case management services will have a 25% reduction in behavioral problems, as measured by in and out-of-school suspensions from the time of referral to the time of exit.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	49.1% reduction	0% reduction	86% reduction	84% reduction

NOTE: The 3rd quarter outcome was based upon 1 successful program exit.

Outcome F: Students whose parents received one-on-one case management services will have a 50% reduction in the number of unexcused hours, from the time of referral to the time of exit, as measured by school attendance records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	81.5% reduction	100% reduction	84% reduction	84% reduction

NOTE: The 3rd quarter outcome was based upon 1 successful program exit.

District Attorney's Office – 245 Students Successfully Completed

Outcome A: 60% of truant students will successfully complete the goals in their formal and/or informal contract, as measured by program completion statistics maintained by the D.A.'s Office. The contract is designed to address risk factors for truancy and the behavior involved.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
88% successfully completed	55% successfully completed	72% successfully completed	78% successfully completed	77% successfully completed

Outcome B: 75% of the truants will not be involved in a truancy CINC case 1-6 months and 7-12 months after successful completion of the program. The Sedgwick County Department of Corrections (SCDOC) will follow-up on the CINC filings.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
96% were not involved in a truancy CINC case 1-6 months after successful completion	100% were not involved in a truancy CINC case 1-6 months after successful completion	100% were not involved in a truancy CINC case 1-6 months after successful completion	100% were not involved in a truancy CINC case 1-6 months after successful completion	99% were not involved in a truancy CINC case 1-6 months after successful completion
N/A: 7-12 months	100% were not involved in a truancy CINC case 7-12 months after successful completion	100% were not involved in a truancy CINC case 7-12 months after successful completion	97% were not involved in a truancy CINC case 7-12 months after successful completion	98% were not involved in a truancy CINC case 7-12 months after successful completion

NOTE: 215 youth were eligible at the 6-month checkpoint. 165 youth were eligible at the 12-month checkpoint.

Communities in Schools – 85 Students served at Jefferson, with 56 of those students receiving caseload services for 1 semester or longer.

Outcome A: To increase the number of students entering first grade ready to learn by working with two new Sedgwick County school districts to adopt a standardized school readiness assessment for kindergarten students.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
Goddard and Cheney have adopted a standardized school readiness assessment for kindergarten students	N/A	N/A	N/A	Goddard and Cheney have adopted a standardized school readiness assessment for kindergarten students

Outcome B: 90% of County educators will report greater knowledge of County resource and referral information available to them, and greater knowledge related to implementing intervention plans.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	100% reported greater knowledge of resource & referral info.	92% reported greater knowledge of resource & referral info.	100% reported greater knowledge of resource & referral info.	92% reported greater knowledge of resource & referral info.
	100% reported greater knowledge of implementing intervention plans	87% reported greater knowledge of implementing intervention plans	100% reported greater knowledge of implementing intervention plans	82% reported greater knowledge of implementing intervention plans

NOTE: 73 Sedgwick County educators have been trained on resource and referral information. Training survey results indicate that, when training educators on intervention plans, small group trainings appear to be more effective than large group trainings, since intervention training information can be more individualized. This finding will be used to conduct educator trainings in SFY04. Though this outcome was only partially met, it is important to note that 97% of educators trained during the year rated the overall training as helpful.

Outcome C: 60% of the students receiving intervention plans will show improvement on their follow-up ready to learn standardized test scores, as reported by 20 Sedgwick County kindergarten teachers trained by CIS.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	93% showed improvement	93% showed improvement

NOTE: This outcome is only reported in the 4th quarter.

Outcome D: 90% of CIS students at Jefferson Elementary School will be promoted to the next grade.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	92% were promoted to the next grade	92% were promoted to the next grade

NOTE: This outcome is only reported in the 4th quarter.

Outcome E: 70% of CIS students at Jefferson Elementary School with reading and math deficiencies will make improvements, as measured by teacher referral follow-up.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	70% with reading deficiencies made improvements 63% with math deficiencies made improvements	70% with reading deficiencies made improvements 63% with math deficiencies made improvements

NOTE: This outcome is only reported in the 4th quarter.

Outcome F: The average daily attendance rate for CIS students at Jefferson Elementary School will be 93%.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	96% average daily attendance rate	96% average daily attendance rate

NOTE: This outcome is only reported in the 4th quarter.

Outcome G: 50% of CIS students at Jefferson Elementary School will improve their behavior in the classroom and/or with peers, as measured by teacher referral follow-up.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	74% improved behavior	74% improved behavior

NOTE: This outcome is only reported in the 4th quarter.

Outcome H: 80% of CIS students at Jefferson Elementary School will not be suspended or expelled during the school year.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	86% were not suspended and 100% were not expelled	86% were not suspended and 100% were not expelled

NOTE: This outcome is only reported in the 4th quarter.

Outcome I: 80% of CIS students at Jefferson Elementary School will not have an arrest (JO/JV) or a report of neglect (CINC).

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	98% were not arrested and 100% did not have an open CINC case during grant year	98% were not arrested and 100% did not have an open CINC case during grant year

NOTE: This outcome is reported in the 4th quarter.

Prairie View – 1 Student Successfully Exited

Outcome A: Caseload students will have an 80% reduction in behavioral problems, as measured by out-of-school suspension from the time of referral to the time of exit.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
100% reduction	N/A	N/A	N/A	100% reduction

NOTE: Prairie View resigned program service delivery effective November 3, 2002.

Family Consultation Service –No Students Successfully Completed During the Last 4 Months of SFY03.

Outcome A: Caseload students will have an 80% reduction in behavioral problems, as measured by out-of-school suspension from the time of referral to the time of exit.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	N/A	N/A

NOTE: Family Consultation Service began program service delivery in the 3rd Quarter of SFY03.

Prairie View – 1 Student Successfully Exited

Outcome B: Caseload students will have an 80% reduction in their number of unexcused hours from the time of referral to the time of exit, as measured by school attendance records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
80% reduction	N/A	N/A	N/A	80% reduction

NOTE: Prairie View resigned program service delivery effective November 3, 2002.

Family Consultation Service – No Students Successfully Completed During the Last 4 Months of SFY03.

Outcome B: Caseload students will have an 80% reduction in their number of unexcused hours from the time of referral to the time of exit, as measured by school attendance records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	N/A	N/A	N/A

NOTE: Family Consultation Service began program service delivery in the 3rd Quarter of SFY03.

Hilltop Improvement Alliance – 46 Parents Successfully Completed

Outcome A: Students whose parents participate in parent-to-parent mentoring will have a 50% decrease in the number of unexcused hours absent between the time of the referral and the time of case closure/end of the school year, as measured by school attendance records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	100% decrease	84% decrease	84% decrease

Outcome B: Students whose parents participate in parent-to-parent mentoring will have a 50% decrease in the number of out-of-school suspensions between the time of the referral and the time of case closure/end of the school year, as measured by school records.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total For SFY03
N/A	N/A	100% decrease	100% increase	99% increase

Note: This outcome is based upon 42 ongoing cases that will continue to receive caseload services in SFY04. The expectation is that the suspension hour average will decrease with continued support from the parent-to-parent program.

Client Activities and Demographics

Wichita A.C.T.S.

- ✓ Number of youth served to date = 247
 - SFY03 Target = 250

District Attorney's Office

- ✓ Total number of Sedgwick County truancy referrals to the D.A.'s Office = 2,396
- ✓ Total number of truancy referrals from the target schools = 118
- ✓ Total number of CINC petitions filed = 45

USD 259

- ✓ Total number of truancy referrals to the D.A.'s Office (target schools only) = 118
- ✓ Total number of truancy referrals to SRS (target schools only) = 74
- ✓ Total number of students served by social work interns = 30

Communities in Schools

- ✓ Sedgwick County schools that have adopted a standardized Ready to Learn assessment for kindergartners: Wichita, Maize, Mulvane, Renwick, Derby, Clearwater, Goddard, and Cheney. The two remaining Sedgwick County school districts, Haysville and Valley Center, both utilize Ready to Learn screening tools; however, they are not standardized assessments.
- ✓ Total number of educators trained on County resource and referral information = 73
 - SFY03 Target = 60
- ✓ Total number of intervention plans in place for kindergarten students scoring in the bottom 16% on the Ready to Learn instrument = 28
 - SFY03 Target = 20

Hilltop Improvement Alliance

- ✓ Number of families served during SFY03 = 64
 - SFY03 Target = 60

Average Daily Attendance at the CTIP Grant-Targeted Schools, USD 259 and Sedgwick County

School	97-98	98-99	99-00	00-01	01-02	02-03
Hamilton*	82.61%	86.05%	86.39%	89.69%	88.42%	89.12%
Pleasant Valley	89.99%	89.10%	88.38%	90.99%	91.97%	92.09%
Marshall	89.78%	90.64%	92.90%	92.62%	91.88%	92.56%
Curtis	90.32%	90.99%	93.03%	93.46%	92.42%	93.32%
Jefferson	93.03%	92.44%	93.96%	94.17%	94.13%	94.41%
USD 259	91.68%	92.57%	92.03%	93.86%	92.73%	92.71%
Sedgwick County	93.30%	93.92%	93.73%	94.75%	94.03%	93.92%

*CTIP grant program service to students began 8/01.

The 01-02 and 02-03 data in the above table for the CTIP grant-targeted schools and USD 259 are from USD 259's year-end grant reports; otherwise, all other data reported are from the Kansas State Dept. of Education.

Suspension Rates at the CTIP Grant-Targeted Schools, USD 259 and Sedgwick County

School	97-98	98-99	99-00	00-01	01-02	02-03
Hamilton*	54.64%	21.82%	26.04%	33.71%	43.87%	33.62%
Pleasant Valley	25.73%	28.12%	30.50%	30.83%	18.70%	26.52%
Marshall	44.22%	23.81%	7.58%	27.44%	43.45%	42.41%
Curtis	47.37%	53.19%	54.77%	56.06%	38.34%	28.05%
Jefferson	11.64%	14.45%	12.33%	7.76%	7.03%	7.23%
USD 259	12.69%	12.03%	9.73%	11.21%	11.99%	13.23%
Sedgwick County	8.70%	8.25%	7.27%	7.89%	8.48%	8.83%

*CTIP grant program service to students began 8/01.

The 01-02 and 02-03 suspension data in the above table for the CTIP grant-targeted schools and USD 259 are from USD 259's year-end grant reports and are based upon USD 259's enrollment average over the 2002-2003 school year, which provides a more accurate count of student enrollment versus the September 20th count; otherwise, all other data reported are from the Kansas State Dept. of Education.

TRUANCY REFERRALS

SRS- July 1, 2002 – June 30, 2003
--

# Truancy reports received	818
# Assigned as new report	468
# Referred to KCSL/JIAC Case Management	60
# Screened out (not referred to KSCL/JIAC)*	290
D.A.'s Truancy Diversion – July 1, 2002 – June 30, 2003	
# Truancy referrals received	2396
# Placed on formal contracts	126
# Placed on informal intervention	244
# Cases Reviewed/Other**	459
# Informational Packets Sent	1567

* **Note:** The 290 cases referred to SRS were screened out because: 1) They included reports on families that were already open for assessment due to other concerns and the truancy information was given to the SRS worker as additional information to consider/address; 2) They were cases that were the responsibility of the DCCCA Family Preservation and could be addressed by DCCCA rather than being assigned as a new intake; or 3) They were cases where the family case was already open because SRS had previously received a truancy report on one child in the family and then received a new truancy report on another child in the same family.

** **Note:** Cases that did not receive intervention from the program via formal contract, informal intervention, or an informational packet were reviewed by the D.A.'s Office and were determined unqualified for the program due to multiple reasons. Some examples include: 1) The student/family moved out of the judicial district when the truancy referral was received; 2) The student's/family's current whereabouts were unable to be ascertained at the time of referral receipt; 3) The student no longer fell under state statute (primarily due to age or a parent opting the student out of school); 4) An improper referral was received from a school that was returned back to the school for further correction/investigation; 5) There was an active CINC case at the time the truancy referral was made and all appropriate paperwork was transferred to the case file.; and 6) The student had been previously referred for truancy, and a CINC petition was filed due to the new referral.



JIAC Case Management

JIAC CASE MANAGEMENT

Evaluative Overview: This program has been in existence for 3 ½ years. During SFY03 38% of all JIAC admissions were eligible for KCSL services, with 13% being referred to case management, and 60% of those referred accept case management. During this year a total of 143 families were served. The average amount of contact time with each youth was 6.49 hours with 12.81 hours being the average amount of contact time with each family. In addition to case management, KCSL provided 63 hours of Survival Skills training for at-risk youth. The average cost per youth/family served was \$1006.98. Conditions at the monitoring site visits indicated substantial compliance.

The Kansas Children's Service League – JIAC Case Management program is based on the Community Assessment Center model, which compliments OJJDP's Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders. Integrating case management services into community assessment centers is one of the key concepts of this model. KCSL also follows case management guidelines developed by the Council on Accreditation for Children and Family Services, Inc.

Evidence of the value of case management can be observed in the high percentages of participants successfully completing program goals, attending school, and remaining free of delinquency. Families and youth served by this program showed reduced contact with JIAC. 25% of those receiving case management did return to JIAC during case management. Even though it remains close to the JIAC rate of return admissions (21%), those receiving the case management service had a history of repeat visits to JIAC.

Evaluator's Recommendations for Unmet Outcomes and /or Activity Levels:

JIAC is successful in referring 13% of admissions to this program, yet 38% are eligible. This can be explained by considering the high degree of dysfunction in many of these families. In addition to high rates of mobility, some of these families include parents with substance abuse problems, mental illness, and a host of economic problems. Once the referral is made to JIAC Case Management, those same factors undoubtedly influence the numbers actually engaged in use of this service. Ultimately, the service is provided to about 7% of JIAC admissions. Since these percentages have remained more or less steady over the course of this service, it must be taken as representing the numbers/percentages finding this service acceptable. Continued efforts to effectively refer as many eligible families as possible is important.

School attendance among those served is not at the target level. This undoubtedly reflects the high percentages of those referred with truancy issues. KCSL is an active partner with the Truancy Coalition, and may benefit from stronger reliance upon proven methods with truant.

Process and Behavior Outcomes Summary:

Note: Items highlighted in gray indicate that the outcome was not met during SFY03.

Process Outcomes:

Outcome A: To provide essential skills to families that will help reduce the number of repeat visits to JIAC for the 208 families served.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
76 families served	68 families served	84 families served	83 families served	143 families served

60% of the youth referred to this program accepted services.

Outcome B: To provide case management services to 100% of youth coming through JIAC for a repeat visit, not currently receiving case management services, and whose families voluntarily accept case management services. KCSL will work collaboratively with WSU and JIAC to document the referral process and delivery of case management services.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
Of the 38 youth and families that accepted services, 100% received case management services	Of the 42 youth and families that accepted services, 100% received case management services	Of the 34 youth and families that accepted services, 100% received case management services	Of the 29 youth and families that accepted services, 100% received case management services	Of the 143 youth and families that accepted services, 100% received case management services

Behavior Outcomes: 124 Families Successfully Completed

Outcome A: 80% of youth and families that accept case management services will engage in the recommended community services, as demonstrated by initiating the recommended service and attempts to follow-through. KCSL will document and report the progress made in engaging the recommended community services during the time case management services are being provided.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
88% engaged in recommended community services	92% engaged in recommended community services	89% engaged in recommended community services	87% engaged in recommended community services	89% engaged in recommended community services

Outcome B: Of the youth that successfully complete case management, 80% will have no unexcused absences during case management. KCSL will check school attendance for all youth during case management services.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
80% had no unexcused absences during case management	78% had no unexcused absences during case management	77% had no unexcused absences during case management	68% had no unexcused absences during case management	76% had no unexcused absences during case management

Outcome C: Of the youth that successfully complete case management, 80% will have had no suspensions during case management. KCSL will check suspension history for all youth during case management services.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
93% had no suspensions during case management	93% had no suspensions during case management	85% had no suspensions during case management	74% had no suspensions during case management	86% had no suspensions during case management

Outcome D: 65% of youth not eligible for school will obtain and maintain employment during case management. KCSL will monitor youth employment during case management services.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
67% were employed	80% were employed	N/A	N/A	71% were employed

Outcome E: 65% of youth will successfully complete the goals in their service plan. The service plan will be designed to address risk factors for re-offending behavior. KCSL will assess the case plan goals with the youth and family at the closing session.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
79% successfully completed	74% successfully completed	79% successfully completed	72% successfully completed	76% successfully completed

Outcome F: 65% of youth that successfully complete case management services will have no new charges 1-6 months and 7-12 months following completion of the program. The Sedgwick County Department of Corrections (SCDOC) will check JO filings at 6 and 12-month intervals following completion of case management.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
95% were not charged with a new crime 1-6 months after successfully completing the program	90% were not charged with a new crime 1-6 months after successfully completing the program	93% were not charged with a new crime 1-6 months after successfully completing the program	97% were not charged with a new crime 1-6 months after successfully completing the program	94% were not charged with a new crime 1-6 months after successfully completing the program
83% were not charged with a new crime 7-12 months after successfully completing the program	95% were not charged with a new crime 7-12 months after successfully completing the program	84% were not charged with a new crime 7-12 months after successfully completing the program	97% were not charged with a new crime 7-12 months after successfully completing the program	89% were not charged with a new crime 7-12 months after successfully completing the program

Note: 126 youth were eligible at the 6-month checkpoint. 118 youth were eligible at the 12-month checkpoint.

Outcome G: 90% of the families responding to a client satisfaction survey will report satisfaction with the program. KCSL will deliver the survey to the family at the termination of services. Once complete, the client satisfaction surveys will be mailed to the SCDOC by the client. The SCDOC will collect this data and report generalities back to KCSL.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
100% reported satisfaction	100% reported satisfaction	100% reported satisfaction	100 reported satisfaction	100% reported satisfaction

NOTE: 21 surveys were returned to the SCDOC.

Client Activities and Demographics

- ✓ Total number of JIAC admissions during SFY03 = 4737
 - 38% of all JIAC admissions were eligible for KCSL services.
 - JIAC staff referred 13% of the eligible youth for KCSL services.
- ✓ 60% of the youth referred accept KCSL services.
 - 55% of the youth who accept KCSL services had 2 prior JIAC intakes.
 - 45% of the youth who accept KCSL services had more than 2 prior JIAC intakes.
- ✓ 38% of the youth referred decline KCSL services.
 - 4% of the youth who declined services had no prior JIAC intakes.
 - 53% of the youth who declined services had 2 prior JIAC intakes.
 - 43% of the youth who declined services had more than 2 prior JIAC intakes.
- ✓ 2% had neither accepted nor declined services at the time of this report.
- ✓ Of the youth served to date, 75% did not return to JIAC while receiving KCSL services.
- ✓ KCSL conducted 63 hours of Survival Skills training for youth receiving case management, as well as youth referred by juvenile diversion and local group homes.



Family Group Conferencing

FAMILY GROUP CONFERENCING

Evaluative Overview: This program has been in existence for 3 years. There were 62 youth in the 1 - 6 months post completion phase, checked for recidivism in the form of new charges: 98% had no new charges filed. Of the 47 youth in the 7-12 months post completion phase, 98% had no new charges. During SFY03, a total of 57 youth were placed on contract following a Family Group Conference (FGC). The District Attorney Coordinator averaged 7.38 hours contact with each youth. The Inter-Faith Ministries Volunteers, Coordinators, and the District Attorney's Coordinators together averaged 10.86 hours with the family. The average cost per youth/family served was \$2,397.31. Conditions at the District Attorney's Office monitoring site visits indicated full compliance. Conditions at Inter-Faith Ministries monitoring site visits indicated substantial compliance.

Family Group Conferencing (FGC) is an evidence-based Balanced and Restorative Justice approach modeled after programs in New Zealand, Minnesota and Florida. Evidence of the value of Family Group Conferencing is clear in the numbers of those served by a FGC who remain free of new charges. The dissemination of conferencing skills in the community is a definite strength of this program. Accountability to victims, in the form of apologies and restitution, helps to restore both victim and offender. The reported high levels of satisfaction with this process are another plus for the entire community. A work session on elements of successful contracts might lead to greater success with meeting contract provisions.

Evaluator's Recommendations for Unmet Outcomes and/or Activity Levels:

This program fills an important niche in the continuum of options for juvenile offenders. FGC generally results in more resources available to a youth, helping to insure a crime free future. The numbers of youth avoiding new crimes after completion of their contract is very encouraging. An important component of this program is the use of trained community volunteers to facilitate the conference. FGC should continue its effort to increase the use of volunteers to their fullest potential.

Process and Behavior Outcomes Summary:

Process Outcome:

Outcome A: To reduce the strain on the local court system, detention and state youth facilities by utilizing FGC as a Diversion option for 50 juvenile offenders in SFY03. The D.A.'s Office would like to increase the number of juvenile offenders served in SFY04 to 75 if they reach and exceed their target in SFY03.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
11 youth placed on contract	27 youth placed on contract	10 youth placed on contract	9 youth placed on contract	57 youth placed on contract

Behavior Outcomes: 85 Youth exited diversion; 65 Youth Successfully Completed

Outcome A: 70% of youth will successfully complete their Diversion Agreement, as measured by program revocation statistics maintained by the D.A.’s Office.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
72% successfully completed their Diversion Agreement	85% successfully completed their Diversion Agreement	71% successfully completed their Diversion Agreement	75% successfully completed their Diversion Agreement	76% successfully completed their Diversion Agreement

Outcome B: 70% of juveniles will have no new crime within 1-6 and/or 7-12 months after completing FGC, as measured by juvenile court records compiled by the Sedgwick County Department of Corrections (SCDOC).

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	SFY03 Total
100% were not charged with a new crime 1-6 months after successfully completing the program	100% were not charged with a new crime 1-6 months after successfully completing the program	100% were not charged with a new crime 1-6 months after successfully completing the program	95% were not charged with a new crime 1-6 months after successfully completing the program	98% were not charged with a new crime 1-6 months after successfully completing the program
100% were not charged with a new crime 7-12 months after successfully completing the program	100% were not charged with a new crime 7-12 months after successfully completing the program	91% were not charged with a new crime 7-12 months after successfully completing the program	100% were not charged with a new crime 7-12 months after successfully completing the program	98% were not charged with a new crime 7-12 months after successfully completing the program

NOTE: 62 youth were eligible at the 6-month checkpoint. 47 youth were eligible at the 12-month checkpoint.

Client Activities and Demographics

- ✓ Number of juvenile offenders placed on Diversion Contract in SFY03 = 57
 - SFY03 target = 50-100
- ✓ Restitution collected = \$10,456.78
- ✓ Of the 196 client satisfaction surveys returned, 100% were satisfied with services.



Parent Training

PARENT TRAINING PROGRAM

Evaluative Overview: This program has been in existence for 2 years. During SFY03 a total of 134 adult clients and 10 youth were served. The number of contact hours with parents completing a course was 22 hours, with 18 hours as the number of contact hours with the youth completing a course. The average cost per family served was \$724.10. Conditions at Kansas Children's Service League monitoring site visits for the Parent Training program indicated substantial compliance.

The Parent Training Program utilizes two research-based curriculums: "The Incredible Years" and "Preparing for the Drug Free Years". Communities That Care® considers both curriculums to be effective approaches for reducing adolescent behavior problems. Assumptions underlying parenting education and support: Programming is based on the assumption that, as parents acquire greater understanding of child development and children's needs, they are more likely to provide the sensitive, nurturing, and attentive care that promotes healthy development in children and youth. Interventions are designed to help parents reduce risk factors that negatively impact effective parenting and enhance protective factors. (Recommended Practices, M. Brown, Ph.D., Cooperative Extension, University of Delaware)

Evidence of the value of Parent Training can be observed in the table showing high percentages of youth with no JIAC admissions at 6 and 12-month checks; 100% having no new charges; and 100% with no new CINC filings among youth whose parents have successfully completed the training. In previous research on Sedgwick County juvenile offenders, a high percentage of those juvenile offenders had parents with a conviction and some form of supervision. It is very impressive to see these high-risk juveniles remaining free of any involvement with the juvenile justice system. The largest source of referrals remains the local SRS office, presumably indicating families with early signs of parenting problems.

Evaluator's Recommendations for Outcomes and/or Activity Levels: The relatively high percentages of parents not completing their parent training course is of some concern. Parents completing a course do report reduced likelihood of "use of abusive" responses to their children's behavior and report nurturing, non-abusive behavior, signaling the training process meets the needs of this special population of parents. What is not clear and requires further analysis: are some sources of referral more likely to contain parents not completing their parent training? If parents not completing are those at the highest risk of raising delinquent children, namely those on some form of supervision and/or exiting substance abuse programs, greater efforts will be required to engage these parents to a greater degree. We cannot impact parenting unless we keep them in the course offered.

The recommendations for this program include continuation of this program, with expansions of the numbers of parents trained. The broad sources of referrals indicate this provider has successfully networked with many different agencies. The target population should remain parents under some form of criminal justice supervision, since their children are deemed at high risk to become delinquent. With this population and all parents under supervision, the challenge

is to make the parent training brief enough to allow successful completion prior to exiting supervision, yet long enough to have some impact.

Process and Behavior Outcomes Summary:

Process Outcome:

Outcome A: To provide tools through parent education to 100 parents that have exhibited criminal behaviors or have a past history of drug and alcohol addition, that can help them prevent offending behaviors in their children/youth (aged 10 or above).

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
39 parents served	29 parents served	34 parents served	32 parents served	134 parents served

Behavior Outcomes: 77 Parents Successfully Completed

Outcome A: 80% of youth (aged 10 years or older) whose parents have completed the Parent Training course will have no intakes at JIAC 1-6 months and 7-12 months post training. This outcome will be measured by intake information obtained from JIAC.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
92% had no JIAC intakes at 6-months post training	94% had no JIAC intakes at 6-months post training	93% had no JIAC intakes at 6-months post training	89% had no JIAC intakes at 6-months post training	92% had no JIAC intakes at 6-months post training
100% had no JIAC intakes at 12-months post training	88% had no JIAC intakes at 12-months post training	95% had no JIAC intakes at 12-months post training	100% had no JIAC intakes at 12-months post training	95% had no JIAC intakes at 12-months post training

NOTE: 75 youth were checked for JIAC intakes at the 1-6 month checkpoint, and 28 youth were checked for JIAC intakes at the 7-12 month checkpoint.

Outcome B: 80% of youth, whose parents have completed a parent training, will have no new charges at 12-months post-training. The Sedgwick County Department of Corrections (SCDOC) will check for new charges.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% had no new charges	100% had no new charges	100% had no new charges	100% had no new charges	100% had no new charges

NOTE: 28 youth have been checked for new charges at the 12-month checkpoint.

Outcome C: 80% of youth whose parents have completed the Parent Training program will have no new CINC filings 12-months post-training. The Sedgwick County Department of Corrections (SCDOC) will check for new CINC filings.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% with no new CINC filings	100% with no new CINC filings	96% with no new CINC filings	100% with no new CINC filings	99% with no new CINC filings

NOTE: 91 youth have been checked for new CINC filings at the 12-month checkpoint.

Outcome D: 90% of parent training participants will report that the parenting course has helped them to feel more confident as a parent. This outcome will be measured by pre and post surveys.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% reported feeling more confident as a parent	95% reported feeling more confident as a parent	100% reported feeling more confident as a parent	100% reported feeling more confident as a parent	99% reported feeling more confident as a parent

Outcome E: 65% of participants will report, at the completion of the Parenting Training Program, attitudes and beliefs about child rearing and parenting that are consistent with nurturing, non-abusive parenting attitudes. This outcome will be measured by pre and post surveys.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
96% reported nurturing, non-abusive parenting attitudes	84% reported nurturing, non-abusive parenting attitudes	95% reported nurturing, non-abusive parenting attitudes	100% reported nurturing, non-abusive parenting attitudes	94% reported nurturing, non-abusive parenting attitudes

Outcome F: 90% of the families that complete Parent Training will report satisfaction with the services.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% satisfied	100% satisfied	100% satisfied	100% satisfied	100% satisfied

Client Activities and Demographics

- ✓ Total number of referrals received to date = 161
 - Sedgwick County Dept. of Corrections – Adult Field Services = 36 (23%)
 - Sedgwick County Dept. of Corrections – Adult Residential Center = 8 (5%)
 - Substance Abuse Treatment Centers = 20 (12%)
 - Functional Family Therapy = 1 (1%)
 - SRS = 71 (44%)
 - Adult Probation = 13 (8%)
 - State Parole = 7 (4%)
 - JIAC = 5 (3%)
- ✓ Total number of adult courses completed = 13
 - Incredible Years = 9

- Preparing for the Drug Free Years = 4
- ✓ Total number of successful completions for adult courses = 77 (57%)
- ✓ Total number of adults that did not complete the course = 62 (43%)
- ✓ Total number of spouses/significant others served = 22 (58%)

- ✓ Total number of youth courses completed = 4
 - Dina School = 2
 - Choices & Voices = 2
- ✓ Total number of successful completions for youth courses = 10
- ✓ # of follow-up home visits conducted = 24
- ✓ Revenue generated = \$2,307



Functional Family Therapy

FUNCTIONAL FAMILY THERAPY PROGRAM

Evaluative Overview: This program has been in existence for 2 1/2 years. It is a program identified by OJJDP as a Blueprint for Violence Prevention Model Program, particularly among juveniles already on some form of supervision. During this year 121 youth/families were served. The average amount of contact time with each youth was .04 hours, with 8.15 hours of contact time with each family. The average cost per youth/family served was \$1,748.72. Conditions at the monitoring site visits for Family Consultation Service (FCS), the agency providing services, indicated full compliance.

Referrals of youth/families to this program happen because of supervision compliance problems, so the best immediate indicator of effectiveness is the supervision infraction rate. Both supervision infraction rates and returns to JIAC meet the goals of the program, showing the program can address the many problems of these youth/families.

Evaluator's Recommendations for Unmet Outcomes and/or Activity Levels: The outcome information for FFT shows activity level was slightly below the target number to be served, and expected reductions in internal stress and high-risk behavior were also below the target. Diverse sources of referral, including agencies responsible for serious juvenile offenders, may provide some answers concerning expected reductions, particularly in high-risk behavior. FFT is a focused intervention, typically addressing a single behavior, thus providing a family the opportunity to manage a behavior. If many youth referred have substantially more than a single behavioral issue, it becomes difficult to demonstrate the expected reduction in stress and high-risk behavior. Parents surveyed reported satisfaction with this program, yet 23 cases were closed prior to completion of FFT, suggesting some benefit if FCS refines criteria for families most likely to benefit from FFT. For example, FCS could review families not completing for patterns, either of issues or of referral sources. They could then identify characteristics of families more likely to complete.

The number of referrals essentially doubled from last fiscal year, making this program more cost effective. Family Consultation Service is encouraged to continue dialogue with targeted referral sources to make sure all appropriate referrals are made, concentrating efforts on youth/families with behavioral issues likely to be well served by FFT. This does not suggest reductions in numbers, merely a continued effort to get youth/families likely to benefit from FFT to this program.

Process and Behavior Outcomes Summary:

NOTE: Items highlighted in gray indicate that the outcome was not met during SFY03.

Process Outcome:

Outcome A: To provide FFT to 125 youth (and their families) experiencing some failure to comply with supervision through Juvenile Probation, Juvenile Diversion or JIAC Case Management.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
50 families served	51 families served	52 families served	49 families served	121 families served

Behavior Outcomes: 99 Families Exited FFT; 76 Families Successfully Completed

Outcome A: 70% of youth receiving FFT service will successfully complete the program. This outcome will be measured by completion of the three phases of FFT.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
88% successfully completed	81% successfully completed	70% successfully completed	72% successfully completed	77% successfully completed

Outcome B: 75% of youth that complete FFT will show a reduction of internal stress and high-risk behavior as measured by pre- and post-tests using the Youth Outcome Questionnaire (YOQ2.01).

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
73% showed a reduction	60% showed a reduction	67% showed a reduction	58% showed a reduction	63% showed a reduction

Outcome C: 70% of the families that complete FFT treatment will show an improvement in family functioning as measured by FFT assessment tools administered at the end of treatment.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% of the families showed improvement	100% of the families showed improvement	94% of the families showed improvement	100% of the families showed improvement	99% of the families showed improvement

Outcome D: 50% of the youth who successfully completed the program will not have any JIAC intakes for one-year post-FFT.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% with no JIAC intakes	82% with no JIAC intakes	78% with no JIAC intakes	50% with no JIAC intakes	75% with no JIAC intakes

Note: 32 Youth were checked for a JIAC intake at 12 months.

Outcome E: The parent/caregiver of the youth will report an 80% satisfaction rate with FFT services. This outcome will be measured through client satisfaction surveys administered at the completion of the program.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	SFY03 Total
100% satisfaction	100% satisfaction	94% satisfaction	100% satisfaction	99% satisfaction

Client Activities and Demographics

- ✓ # of new referrals received in SFY03 = 127
 - Diversion = 14 (11%)
 - Probation = 64 (50%)
 - JFS = 16 (13%)
 - JIAC Case Management = 28 (22%)
 - Reopen = 4 (3%)
 - Home Based Supervision = 1 (1%)

- ✓ # cases closed prior to completion = 23
 - Lack of engagement = 4 (18%)
 - Moved = 3 (13%)
 - Out-of-home placement = 8 (35%)
 - Referred to alternate service = 7 (30%)
 - FFT not indicated at this time = 1 (4%)
 - Revenues generated = \$43,152.33