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Inland Agency

CCG EVALUATION REPORT 2010-2011

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Challenges of Youth Evaluation

CCG 2010-2011

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ABSTRACT & SUMMATION: An evaluation of each of the interventions implemented by the Inland Agency's Challenges of Youth (COY) collaborative under the Community Challenge Grant for the 2010-2011 program year.



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Introduction

INTRODUCTION

Funded by California's Office of Family Planning under the Community Challenge Grant (CCG), the Challenges of Youth-Inland Agency Collaborative (COY-IA) is a formal collaboration bringing together a variety of organizations unified by one mission: *To reduce the rate of adolescent pregnancy and improve education and support services for adolescent parents through service coordination and community involvement in Riverside County.*

COY-IA Project Interventions¹

INTERVENTION	DESCRIPTION	EVALUATION METHODOLOGY
Choices	A 36-week, abstinence-based curriculum administered after school to pre-sexually active and sexually active girls in grades 6 through 8. This intervention promotes and supports the development of self-assured, future-oriented youth capable of navigating through adolescence to responsible adulthood and contributing positively to society.	Post Surveys for each curriculum component; focus group
Youth Connection	An after-school intervention for middle-school youth (males and females) consisting of 36 presentations and activities addressing issues, such as reproductive anatomy, STIs, and nutrition. Each presentation lasts roughly two hours. Presenters are recruited by Inland Agency.	Feedback surveys after each presentation
Train-the-Trainer	This intervention trains up to 20 staff members from the Inland Empire Teen Pregnancy Prevention (IETPP) Regional Collaborative in techniques and strategies that will help them serve and educate youth more effectively.	Feedback survey; video observation
Q-Camp	Q-Camp is a life skills intervention bringing together 40 gay and straight youth for an annual conference (camp) at Camp de Beneville Pines. Workshops are designed to inform youth about issues facing LGBTQ youth, increase self-confidence, foster leadership skills, and help participants form gay-straight alliance (GSA) organizations.	Attendee feedback
FASTRAC	FASTRAC (Fetal Alcohol Training Research and Awareness Campaign), administered by Nine Zero, educates youth about the risks associated with consuming alcohol during pregnancy. The intervention educates and trains Peer Educators through a three-session through a three-session (60 minutes each session) who, in turn, conduct single-session presentations to youth at alternative high schools, Cal-Safe programs, and middle schools.	Peer Educator Survey (post-only)

¹ This list excludes the clinical linkages intervention, which is not evaluated locally. Each agency funded under CCG is expected to raise teen's awareness of available pregnancy prevention services and refer youth to those services. With the help of local health clinics, these referrals are tracked to determine how many of those referred actually accessed and received services.

INTERVENTION	DESCRIPTION	EVALUATION METHODOLOGY
Tunnel of Love	Reduces teen and unintended pregnancies by teaching youth about conception, fetal development, labor and delivery, and sexually transmitted diseases. This intervention reaches at least 250 high school youth each year.	Group discussion questions
A Sense of Peace	Created and administered by Michele Worth and Sarah Slocum, this intervention focuses on developing leadership skills, promoting civic responsibility, and encouraging the development of future-oriented youth. Up to 20 high-school males and females participate in this 10-session intervention, with each intervention lasting 2.5 hours. Participants learn about developing peaceful resolutions to conflict and violence in their community through sculpture.	Focus group

THE PURPOSE OF THIS REPORT

The purpose of this report is to present the results of the local evaluation, which was designed not only to measure the impact of each intervention but also to gather information to help COY-IA improve the quality of its services.

Each chapter in this report is dedicated to one of the interventions offered by COY-IA. In each chapter, we briefly describe the purpose of the intervention, summarize the evaluation methodology used, identify the measurable outcomes associated with the intervention, review the findings, and draw conclusions and make recommendations for the intervention, when applicable.

SUMMARY OF KEY FINDINGS

For the busy reader, the key findings of the local evaluation are summarized in the table below. More detail on findings from this evaluation is provided in each chapter:

Summary of Key Findings

INTERVENTION	KEY FINDINGS
Choices	<ul style="list-style-type: none"> ▶ Overall, 53% of youth said that <i>Choices</i> made it a lot easier to make healthy life choices, with 38% indicating <i>Choices</i> made it a little easier. ▶ Overall, 74% of girls said that they would use what they learned. Among the two components surveyed, 86% of those attending the relationships lessons and 72% attending the communication skills lessons, said that they would use what they learned. ▶ Eighty-four percent (84%) of participants said that they were at least a little more comfortable speaking in front of a group of people. Thirty percent (30%) indicated that they were a lot more comfortable speaking in front of a group. ▶ Ninety-two percent (92%) of participants indicated that they were at least a little more comfortable expressing how they feel. Thirty-one percent (31%) said that they were a lot more comfortable expressing how they feel. ▶ A majority felt that <i>Choices</i> will help improve their relationship with others at least a little (86%) and made them better equipped to determine whether or not a relationship is healthy (100%).
Youth Connection	<ul style="list-style-type: none"> ▶ Intervention not fully implemented this year; evaluation could not be conducted
Train-the-Trainer	<ul style="list-style-type: none"> ▶ Intervention not implemented this year; not evaluated

INTERVENTION	KEY FINDINGS
Q-Camp	<ul style="list-style-type: none"> ▶ 84% (n=27) rated Q-Camp as "Very Good", the highest rating possible ▶ 97% of participants indicated that Q-Camp made them more confident in their ability to plan and accomplish their goals – 75% a lot more confident, 22% a little more confident ▶ 88% of participants indicated that Q-Camp made them feel more comfortable taking on a leadership role in a Gay-Straight Alliance organization. ▶ 94% of participants indicated that Q-Camp improved their ability to organize and maintain a Gay-Straight Alliance organization. ▶ 100% of participants indicated that they are more aware of issues facing LGBTQ youth because of attending Q-Camp. ▶ 100% of youth participants also indicated that they were more ready to challenge homophobia and transphobia at their school because of Q-Camp.
FASTRAC	<ul style="list-style-type: none"> ▶ Surveys were not administered; evaluation could not be conducted
Tunnel of Love	<ul style="list-style-type: none"> ▶ Evaluation not fully implemented this year; evaluation could not be conducted
A Sense of Peace	<ul style="list-style-type: none"> ▶ Intervention not implemented this year; not evaluated

Choices

CHOICES

Based on the *Safer Choices* and *Who Am I?* curricula, *Choices* is a 36-week abstinence-based after school intervention serving pre-sexually active and sexually active girls in six intermediate schools in the Corona-Norco Unified School District. The *Choices* curriculum is comprehensive, covering a variety of topics, including communication skills, relationships, body image/sexuality, gender issues, and career and education. The curriculum was designed to empower young girls by helping them relate to others, set goals, and make healthy life choices.

EVALUATION METHODOLOGY

Choices was evaluated locally via a series of feedback surveys designed to measure participants' opinions about *Choices* and a series of focus group discussions.

The feedback surveys were administered after the completion of each of *Choices*' five curriculum components -- (1) communication skills, (2) relationships, (3) gender issues, (4) body image and sexuality, and (5) career and education. Each survey was tailored to the content of the component. In past years, only one feedback survey was used, and it was not administered until the end of the intervention. Inevitably, many girls that had participated in several of the curriculum components for one reason or another did not complete the final component and, hence, were not surveyed. As a result, many did not have an opportunity to provide feedback. By administering a feedback survey multiple times throughout the year, we were able to survey many more youth this year.

A focus group was conducted on May 24, 2011 at Norco Intermediate. The focus group addressed (1) participants' opinions of the intervention—that is, what they liked or didn't like about *Choices*; and (2) program impact (e.g., how what they learned affected their attitudes toward relationships, what they learned about teen pregnancy and family planning services, etc.). Six girls participated in the focus group.

This evaluation will examine how well the intervention achieved the outcomes identified in **Table I**.

Table 1. Measurable Outcomes for *Choices*

OUTCOME	HOW IT IS MEASURED
1. A minimum of 10 participants receiving referrals to teen clinics will access reproductive health services.	Record of referrals; data collected and managed by Inland Agency
2. Participants completing this intervention will indicate an increased ability to make healthy life choices by completing a local post intervention survey.	Attendance data; the data to measure this outcome was not collected and managed by the local evaluation but was recorder in the semi-annual progress report
3. Participants will provide valuable information for intervention improvement via the data collected through the focus group local evaluation.	Pre-post survey; 7 true-or-false items measuring teens' knowledge of teen pregnancy and disease prevention; items were used to generate a total score

PARTICIPANT PROFILE

We collected 53 feedback surveys. All participants were female and in middle school. Two of the five curriculum components were surveyed this year -- communication and relationships. Surveys from the communication component accounted for 87% of all the surveys collected, while communication skills accounted for 13% of the surveys collected.

OUTCOMES 1: 10 YOUTH WILL ACCESS TEEN CLINICS

The first outcome states that at least 10 youth receiving referrals in *Choices* will access reproductive health services. This outcome reflects one of the main goals of the Community Challenge Grant, giving youth information about where free reproductive health services are available and increasing utilization of clinic services. This outcome is not monitored by the local evaluation; instead it is reported by Inland Agency through its semi-annual progress reports.

OUTCOME STATUS: NOT EVALUATED BY THE LOCAL EVALUATION

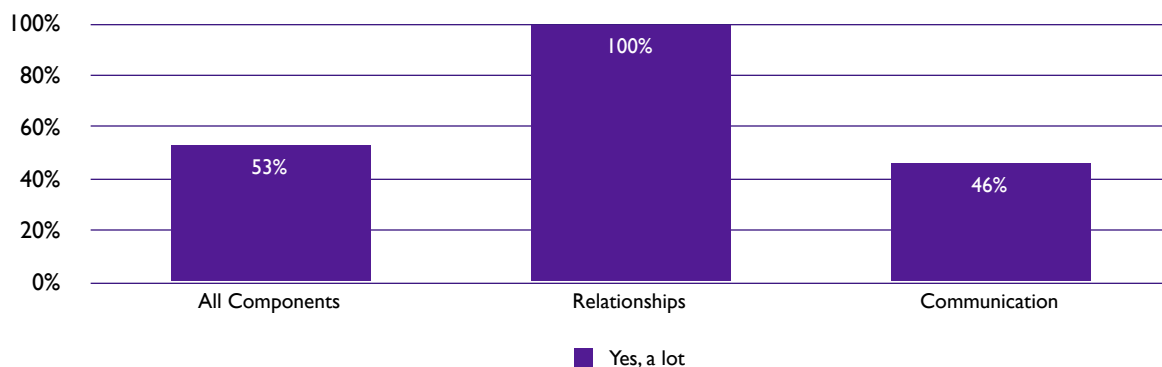
The status of this outcome is reported in Inland Agency's annual Teen Pregnancy Prevention Report, which is submitted to the Office of Family Planning, and, therefore, was not assessed in this report.

OUTCOME 2: PARTICIPANTS WILL INCREASE ABILITY TO MAKE HEALTHY LIFE CHOICES

The second outcome, measured by a feedback survey, reflects the goal of improving teens' ability to make healthy life choices. We asked youth whether or not they felt that what they learned in *Choices* made it easier for them to make healthy life choices. Responses included "Yes, a lot", "Yes, a little", and "No".

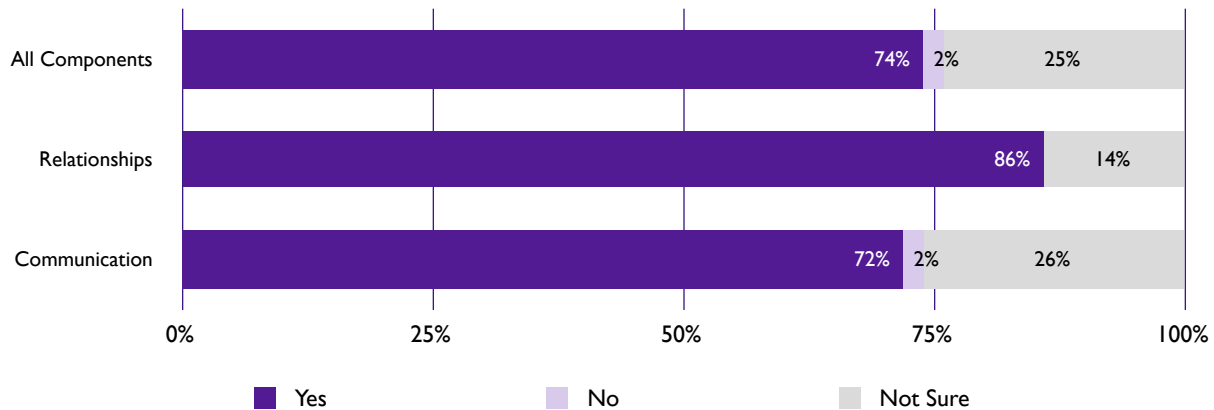
Figure 1 shows the percentage responding "Yes, a lot" to the question: "Do you feel that what you have learning in *Choices* so far has made it easier for you to make healthy life choices?", broken down by curriculum component. Overall, 53% of youth said that *Choices* made it **a lot easier** to make easier to make healthy life choices, with 38% indicating *Choices* made it **a little** easier. All of the participants of the relationships component believed that *Choices* made it easier for them to make healthy live choices.

Figure 1. Do You Feel that What You Learned Has Made it Easier to Make Healthy Life Choices?



Another question that indirectly addressed the impact of the intervention on participants' ability to make healthy choices was a question about their intent to use what they learned in the next six months. Overall, **74% of girls said that they would use what they learned.** (see Figure 2). Among the two components surveyed, **86% of those attending the relationships lessons and 72% attending the communication skills lessons, said that they would use what they learned.**

Figure 2. Do You Think You Will Use What You Have Learned in the Next Six Months?



OUTCOME STATUS: ACHIEVED

This outcome was achieved, with 94% of *Choices* girls indicating that what they learned would help them make healthy life choices. Fifty-three percent (53%) felt that it helped them a lot. We also found that roughly three quarters of participants felt they were going to use the information they learned in the next six months.

OTHER FINDINGS

In addition to items designed to measure the outcomes, we also asked youth for their reactions to the intervention itself, particularly how comfortable they were in the class and for their assessment of the impact of the lessons.

COMFORT LEVEL IN THE CLASSES

We asked the participants if they agreed or disagreed that (1) the presenter presented topics in a way that made them feel comfortable and (2) the presenter encouraged questions.

To both of these questions, a majority of teens agreed or strongly agreed. Overall, as shown in Figure 3, 85% of the girls (i.e., 42% strongly agreed; 30% agreed) indicated the educator discussed topics in a way that made them comfortable.

Figure 3. Presenter Discussed Topics in a Way That Made Them Comfortable (% Strongly Agree and % Agree)

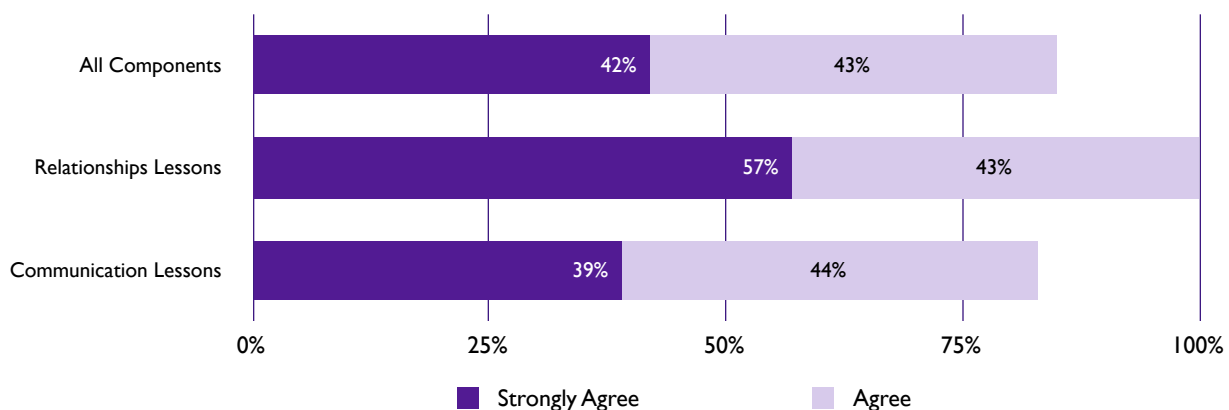
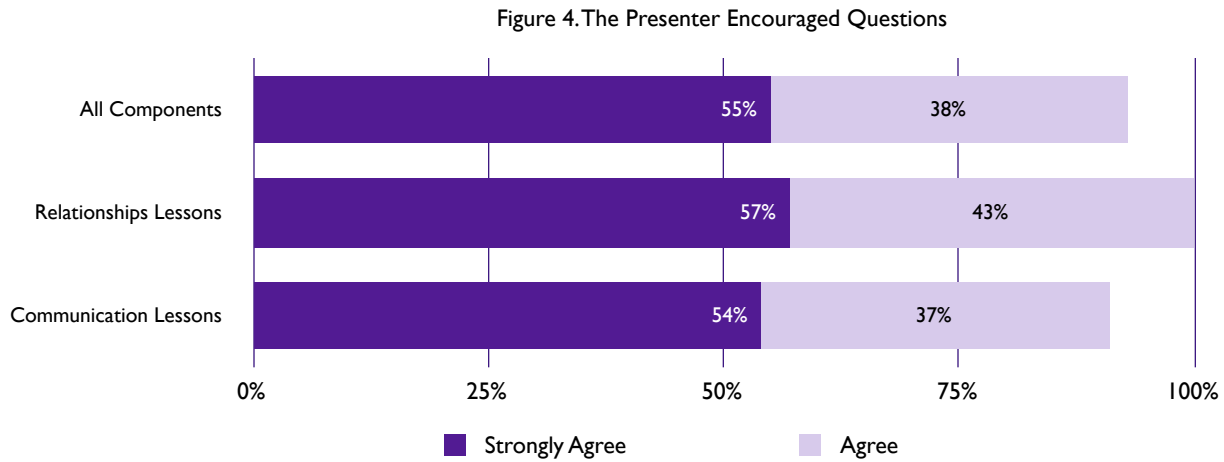


Figure 4 shows that most of the teens felt that the presenter encouraged questions. Ninety-four percent (94%) indicated either “Strongly Agree” or “Agree” to the statement: “The presenter encouraged questions.”



IMPACT OF CHOICES

On each survey, we asked Choices participants to assess the impact the lessons had on them. Responses to these are addressed below.

RELATIONSHIPS

We asked girls completing the lessons on relationships two questions:

- (1) “Do you feel that the skills you have learned in Choices will help you improve your relationships with others?”
- (2) “Because of Choices, do you feel better equipped to determine whether or not a relationship is healthy?”

Responses included “Yes, a lot”, “Yes, a little”, and “No”. The breakdown of responses to these items is shown in Figure 5 and Figure 6.

COMMUNICATION SKILLS

As with the body image and sexuality component, we asked girls completing the lessons on communication skills two questions specific to that component:

- (1) “Because of Choices, do you feel more comfortable speaking in front of a group of people?”
- (2) “Because of Choices, do you feel more comfortable expressing how you feel?”

Responses to these two items suggested that Choices had a substantial impact on participants’ comfort-level in speaking in front of a group and expressing their feelings:

- ▶ Eighty-four percent (84%) of participants said that they were at least a little more comfortable speaking in front of a group of people. Thirty percent (30%) indicated that they were a lot more comfortable speaking in front of a group.
- ▶ Ninety-two percent (92%) of participants indicated that they were at least a little more comfortable expressing how they feel. Thirty-one percent (31%) said that they were a lot more comfortable expressing how they feel.

Figure 5. Skills Learned Will Improve Relationships

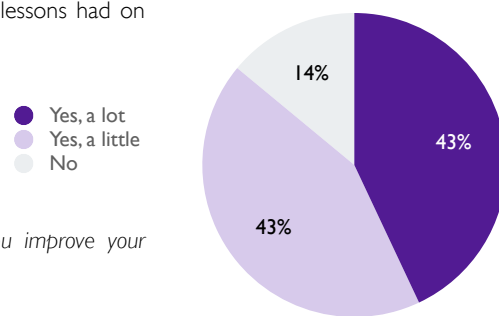
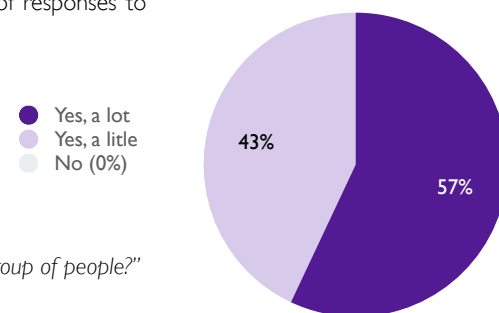


Figure 6. Better Able To Identify Healthy Relationship



OUTCOME 3: PARTICIPANTS WILL PROVIDE INFORMATION VIA A FOCUS GROUP

The third outcome reflects the goal of obtaining information that can be used to improve *Choices*. The results below are highlights from the focus groups and reflect the main ideas expressed by participants. Included below are responses to the main questions and the probe questions.

Warm-up Question. How did you hear about *Choices*?

RESPONSE SUMMARY

Half of the girls found out about *Choices* from a friend, indicating the importance of word-of-mouth recruiting. The other half indicated that they found out about the intervention from school flyers, particularly when they were passed out during lunch by Tamiko Perry, one of the health educators for *Choices*.

CONCLUSIONS

Word-of-mouth promotion and flyers handed out during lunch are effective means of recruiting girls into the intervention.

Question 1. If someone asked you what *Choices* was all about, what would you tell them?

RESPONSE SUMMARY

Aside from it being "really fun", participants stressed that *Choices* is a place where they learn new things about teen pregnancy, human anatomy, and sexually transmitted diseases:

- ▶ "You learn new things, like teen pregnancy and stuff you shouldn't do"
- ▶ "You can also learn about yourself and how to ensure you're safe"
- ▶ "To learn things you can't learn at home."

"You can learn new things, like teen pregnancy and stuff you shouldn't do"

CONCLUSIONS

Comments from the girls in the focus group indicate that they felt that *Choices* is a place where they can learn about things -- STDs, teen pregnancy, human anatomy, etc. -- that they have not learned elsewhere

Question 2. What did you enjoy/like most about *Choices*?

RESPONSE SUMMARY

The girls in the focus group mentioned that they enjoyed learning new things and that if they were not in *Choices* they would just be doing homework. Again, teens mentioned that they enjoyed learning about STDs, teen pregnancy, and the difficulty of raising a child as a teen. They also mentioned that they felt comfortable talking and asking questions, depending upon the topic.

CONCLUSIONS

Teens enjoyed the environment created by the facilitator, Tamiko Perry, and they learned information in the intervention that they have not learned elsewhere.

Question 3. Tell us some things that you might change about the program?

RESPONSE SUMMARY

When asked, what could make *Choices* better, girls in the focus group were slow to respond. They felt that they talked about all of the important topics in their lives. Only three recommendations were offered:

- (1) **Have Speakers Attend Choices:** Youth mentioned that some speakers were supposed to attend *Choices* but were not able to make it. They suggested they would like speakers who were teen parents.
- (2) **Have More People in the Intervention.** Several girls mentioned that they would like to see more participants in the program. They mentioned that there were more participants at the start but that many did not complete the intervention.
- (3) **Have More Games.** Girls unanimously felt that they would like role-playing exercises and games like “STD Jeopardy.”

CONCLUSIONS

Girls in the focus group only had a few suggestions for improving *Choices*, including inviting speakers and introducing more games and activities in the intervention.

Question 4. What are some of the most important things you learned in *Choices*?

RESPONSE SUMMARY

Participants identified the following things they learned in *Choices*.

- (1) **The Difficulty of Caring for a Newborn.** Girls were referring to their experience with the baby simulators, an experience that taught them how difficult caring for a newborn could be. According to one participant, “It was a tough job taking care of a baby for a week.” Another said, “It was not fun.”
- (2) **Communication and Relationships.** One participant mentioned that they learned about communicating and relationships, summarizing what they learned by saying, “It’s good to talk to your partner.”
- (3) **Sexually Transmitted Diseases.** Girls in the focus group mentioned repeatedly that they learned about STDs in *Choices*, and this was one of the things they will remember from the intervention.

“It was a tough job taking care of a baby for a week.”

CONCLUSIONS

Comments from the participants reflected some of the major curriculum components.

Question 5. What do you think you will remember most about *Choices*?

RESPONSE SUMMARY

Comments focused on protecting oneself from STDs and pregnancy and treating people with respect. According to the girls, they learned and will remember:

- ▶ “To be safe”
- ▶ “...diseases and how dangerous they are”

- ▶ “To treat people the same way you want to be treated, as in gay people.” “People who make fun of those kind of people don't understand the way those people – the people they make fun of how they feel...”

CONCLUSIONS

The *Choices* components dealing with teen pregnancy and respecting others were the ones that teens felt that they will remember most.

SUMMARY AND CONCLUSIONS

The feedback surveys were administered after each of the five education components of the intervention – communication, relationships, gender issues, career and education, and body image. This year surveys were collected from the body image and the communication components. In all, 83 surveys were collected. Results from this evaluation indicated the following:

- ▶ Overall, 53% of youth said that *Choices* made it **a lot easier** to make easier to make healthy life choices, with 38% indicating *Choices* made it **a little** easier.
- ▶ Overall, 74% of girls said that they would use what they learned. Among the two components surveyed, 86% of those attending the relationships lessons and 72% attending the communication skills lessons, said that they would use what they learned.
- ▶ Eighty-four percent (84%) of participants said that they were at least a little more comfortable speaking in front of a group of people. Thirty percent (30%) indicated that they were a lot more comfortable speaking in front of a group.
- ▶ Ninety-two percent (92%) of participants indicated that they were at least a little more comfortable expressing how they feel. Thirty-one percent (31%) said that they were a lot more comfortable expressing how they feel.
- ▶ A majority felt that *Choices* will help improve their relationship with others at least a little (86%) and made them better equipped to determine whether or not a relationship is healthy (100%).

RECOMMENDATIONS

No recommendations are offered for *Choices* at this time.

Youth Connection

YOUTH CONNECTION

Youth Connection is a 36-hour after-school intervention for middle-school youth (boys and girls) that promotes youth development. Each session lasts roughly two hours and consists of presentations, activities, and workshops on various topics, including: (1) Reproductive anatomy; (2) Contraceptives; (3) STIs; (4) Visual arts programming; (5) Breast health; and (6) Nutrition and physical education.

EVALUATION METHODOLOGY

A half-page, participant satisfaction survey was designed to measure the program goals (outcomes) identified in **Table I**.

Table I. Measurable Outcomes for *Youth Connection*

OUTCOME	HOW IT IS MEASURED
1. At least 80% of the intervention participants will indicate that they have learned something new by participating in <i>Youth Connection</i> .	Participant feedback survey; one item asking youth whether they learned anything new.
2. At least 75% of the intervention participants will indicate that they intend to use what they have learned in <i>Youth Connection</i> within the next three months.	Participant feedback survey; one item asking youth how likely they are to use the services or resources discussed during the presentation
3. At least 90% of youth participating in the Information and Education presentation in <i>Youth Connection</i> will indicate that they have a better understanding of how to access free family planning services for youth.	Not measured
4. At least 60% of youth participating in the Information and Education presentation in <i>Youth Connection</i> will indicate that they have learned "A Lot" about teen pregnancy prevention and HIV/AIDS and STIs.	Not measured
5. At least 60% of youth participating in the Information and Education presentation in <i>Youth Connection</i> will indicate that the presentations improved their ability to communicate about safer sex issues.	Not measured

SUMMARY AND CONCLUSIONS

For the local evaluation, no surveys were collected, and the evaluation wasn't completed because of poor attendance and the issues cited in the annual Teen Pregnancy Prevention Report submitted to the Office of Family Planning.

Train-the-Trainer

TRAIN-THE-TRAINER

Based on the *Developing Capable Young People* curriculum developed by Stephen Glenn, Train-the-Trainer (TTT) helps service providers develop self-assured, future-oriented youth capable of navigating through adolescence to responsible adulthood and contributing positively to society. The curriculum guides participants through three perceptions (i.e., "I am Capable", "I am Significant", and "I am Influential") and four skills (i.e., "Self Discipline", "Communication", "Responsibility", and "Judgements") characteristic of capable young people. Participants learn how to foster stronger relationships with youth. Jodee Palmer provides training to Inland Agency staff, subcontractors, COY-IA partners, and members of the Inland Empire Teen Pregnancy Prevention Regional Collaborative (IETPPRC) through 10, two-hour sessions.

EVALUATION METHODOLOGY

The local evaluation of Train-the-Trainer involves a feedback questionnaire and a videotaped observation of one or more of the TTT participants leading his/her own session. The feedback survey was used to obtain participants' reactions to TTT -- for example, whether or not they learned anything new in TTT, whether or not the intervention helped them interact with youth, and whether or not anything was missing from the intervention that should have been covered. The goal of the videotaped observation was to highlight the strengths and weaknesses of the facilitator's presentation. These methodologies were designed to measure the program goals (outcomes) identified in **Table 1**.

Table 1. Measurable Outcomes for Train-the-Trainer

OUTCOME	HOW IT IS MEASURED
1. After completing intervention, 90% of participants will indicate via a post-intervention feedback form a higher level of comfort in engaging and working with youth.	Post-survey; one multiple-choice item asking whether or not participant learned anything that will help engage youth; open-ended questions
2. After completing the Developing Capable Young People curriculum (10 sessions of instruction), one Inland Agency facilitator will participate in a videotaped observation of her/his intervention for one session.	Videotaped observation of participant

SUMMARY AND CONCLUSIONS

This intervention was to be evaluated locally using a short feedback survey. Unfortunately, the intervention was not implemented and the evaluation was not completed.

Q-Camp

Q-CAMP

Organized by the Rainbow Pride Youth Alliance, Q-Camp is a life skills intervention bringing together 40 gay and straight youth for an annual conference (camp) at Camp de Beneville Pines in November. Workshops are designed to inform youth about issues facing LGBTQ youth, increase self-confidence, foster leadership skills, and help participants form gay-straight alliance (GSA) organizations. **Table I** lists the goals for this intervention.

Table I. Measurable Outcomes for *Welcome to Neighborhood*

OUTCOME	HOW IT IS MEASURED
1. By June 30, 2010, a minimum of 40 youth will participate in Q-Camp.	Attendance log
2. At least 50% of the participants at Q-Camp will increase their perceived self-efficacy.	Q-Camp Feedback Survey
3. At least 60% of the participants at Q-Camp will increase their leadership skills.	Q-Camp Feedback Survey
4. At least 75% of the participants at Q-Camp will indicate that the experience increased their ability to organize and maintain GSA organizations.	Q-Camp Feedback Survey
5. At least 60% of the participants at Q-Camp will increase their knowledge of issues facing LGBTQ youth.	Q-Camp Feedback Survey

EVALUATION METHODOLOGY

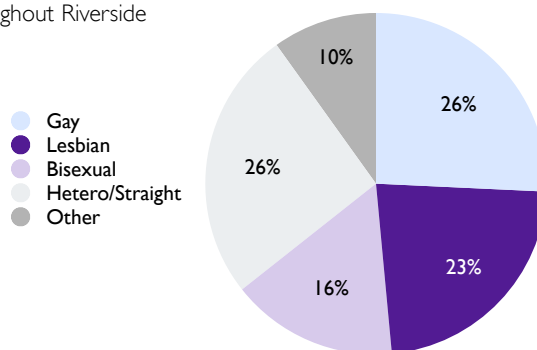
Q-Camp was evaluated using a one-page, participant satisfaction survey. In addition to collecting descriptive information (e.g., city of residence), the survey asked respondents whether or not attending Q-Camp helped them feel more confident planning and accomplishing their goals, made them more comfortable taking on a leadership role in a GSA, and made them more aware of LGBTQ issues. Five open-ended questions were also included. In all, 32 surveys were collected and entered.

PARTICIPANT PROFILE

Descriptive information about the participants is offered below.

- ▶ **City of Residence.** A plurality of participants resided in San Bernardino (19%) and Fontana (19%). The remaining participants lived in various cities throughout Riverside and San Bernardino counties.
- ▶ **Gender Identity.** Fifty-five percent (55%) of participants were male, 36% were female, 7% were transgender, and 3% were self-identified as “other”.
- ▶ **Sexual Orientation.** Figure 1 shows that roughly equal percentages of Q-camp attendees self-identified as “Gay”, “Lesbian”, or “Straight”.

Figure 1. Sexual Orientation



OUTCOME 1: 40 YOUTH PARTICIPATING

The first outcome requires that 40 youth participate in Q-Camp. This data is recorded by attendance records and reported in the Teen Pregnancy Report submitted to the Office of Family Planning.

OUTCOME STATUS: NOT EVALUATED BY THE LOCAL EVALUATION

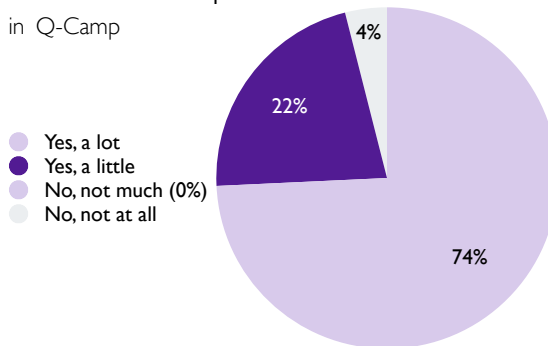
This data is reported by Inland Agency in their teen pregnancy prevention reports. Attendance data are not collected by the local evaluation so this outcome cannot be measured.

OUTCOME 2: 50% WILL INCREASE SELF-EFFICACY

The second outcome requires that half of the participants will increase their sense of self-efficacy. An item on the feedback survey asked participants whether or not they felt more confident about their ability to plan and accomplish goals after attending Q-Camp.

Figure 2 shows that over three-quarters (78%) said that participating in Q-Camp made them more confident.

Figure 2. More Confident in Ability to Plan and Accomplish Goals



OUTCOME STATUS: ACHIEVED

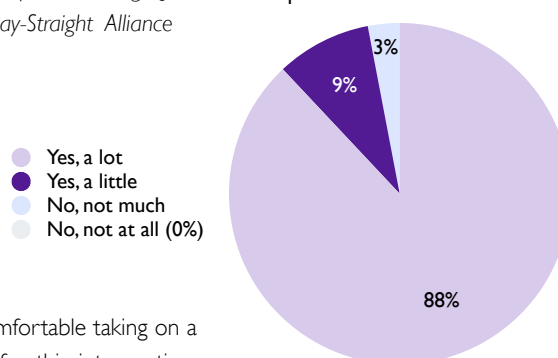
Ninety-seven percent (97%) of participants indicated that Q-Camp made them more confident in their ability to plan and accomplish their goals – about three-quarters a lot more confident, 22% a little more confident. This finding suggests that Outcome 2 for this intervention was met.

OUTCOME 3: 60% WILL INCREASE LEADERSHIP SKILLS

The third outcome requires that at least 60% of Q-Camp participants will increase their leadership skills. This outcome was measured by the following item: “After attending Q-Camp, I feel more comfortable taking on a leadership role in a Gay-Straight Alliance organization.”

Figure 3 shows that 88% of participants said they were a lot more comfortable taking on a leadership role in a GSA organization. Twenty-two percent (22%), however, said that they were not more comfortable taking on a leadership role.

Figure 3. More Comfortable Taking on Leadership Role in GSA



OUTCOME STATUS: ACHIEVED

88% of participants indicated that Q-Camp made them feel more comfortable taking on a leadership role in a Gay-Straight Alliance organization. Outcome 3 for this intervention, which required that at least 60% of youth felt they increased their leadership skills, was met.

OUTCOME 4: 75% WILL INCREASE ABILITY TO ORGANIZE A GSA ORGANIZATION

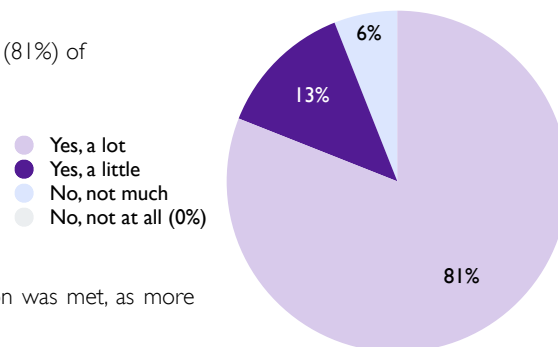
The fourth outcome states that at least 75% of participants will indicate that their participation in Q-Camp increased their ability to organize a GSA organization. This was measured by a single item on the survey.

Figure 4 shows participants' response to the item. Eighty-one percent (81%) of participants indicated that attending Q-Camp improved their ability to organize a GSA a lot. Another 13% said it did a little.

OUTCOME STATUS: ACHIEVED

Ninety-four percent (94%) of participants indicated that Q-Camp improved their ability to organize and maintain a Gay-Straight Alliance organization at least a little. Outcome 4 for this intervention was met, as more than 75% of youth felt that Q-Camp improved this ability.

Figure 4. Increased Ability to Organize a GSA Organization



OUTCOME 5: 60% WILL INCREASE KNOWLEDGE OF LGBTQ YOUTH ISSUES

The fifth outcome states that at least 60% of participants will increase their knowledge of LGBTQ youth issues. One item on the survey was used to measure this outcome: "After attending Q-Camp, I am more aware of issues that are facing LGBTQ youth."

All participants indicated that they were more aware of LGBTQ issues -- 88% indicated "Yes, a lot" with the remaining indicating "Yes, a little".

OUTCOME STATUS: ACHIEVED

All (100%) of participants indicated that they are more aware of issues facing LGBTQ youth because of attending Q-Camp. Outcome 5 for this intervention was met.

SUMMARY AND CONCLUSIONS

Four of the five outcomes for Q-Camp were met, with one of the outcomes not determined by the local evaluation. Among the key findings of this local evaluation include the following:

- ▶ 84% (n=27) rated Q-Camp as "Very Good", the highest rating possible
- ▶ 97% of participants indicated that Q-Camp made them more confident in their ability to plan and accomplish their goals – 75% a lot more confident, 22% a little more confident
- ▶ 88% of participants indicated that Q-Camp made them feel more comfortable taking on a leadership role in a Gay-Straight Alliance organization.
- ▶ 94% of participants indicated that Q-Camp improved their ability to organize and maintain a Gay-Straight Alliance organization.
- ▶ 100% of participants indicated that they are more aware of issues facing LGBTQ youth because of attending Q-Camp.
- ▶ 100% of youth participants also indicated that they were more ready to challenge homophobia and transphobia at their school because of Q-Camp.

RECOMMENDATIONS

No recommendations for program changes are needed at this time.

FASTRAC

FASTRAC

FASTRAC (Fetal Alcohol Training Research and Awareness Campaign), administered by Nine Zero, educates youth about the risks associated with consuming alcohol during pregnancy. The intervention educates and trains Peer Educators through a three-session (60 minutes each session) who, in turn, conduct single-session presentations to youth at alternative high schools, Cal-Safe programs, and middle schools. FASTRAC is implemented throughout Riverside County.

EVALUATION METHODOLOGY

The evaluation of FASTRAC focused on the training that Peer Educators received, assessing their ratings of the quality of the training and their preparedness for conducting presentations rather than on feedback from the presentations themselves. For purposes of COY-IA, the evaluation only examined Peer Educators from schools within the collaborative's service area. **Table 1** identifies the outcomes used to evaluate FASTRAC.

Table 1. Measurable Outcomes for FASTRAC

OUTCOME	HOW IT IS MEASURED
1. By June 30, 2010, at least 130 Peer Educators will have completed Peer Training and the Peer Educator Survey.	Nine Zero, Inland Agency records
2. By June 30, 2010, at least 120 participants will attend NineZero presentations.	Nine Zero, Inland Agency records
3. At least 85% of Peer Educators will indicate they felt confident explaining FASD to presentation participants because of the Peer Educator Training they received.	Peer Educator Feedback Survey
4. At least 80% of Peer Educators will feel more comfortable being in front of a group because of the Peer Educator Training they received.	Peer Educator Feedback Survey

SUMMARY AND CONCLUSIONS

Changes in staff at Nine Zero and a failure to communicate internally about evaluation expectations meant that no local evaluation surveys were administered. Therefore, no local evaluation could be conducted this year.

Tunnel of Love

TUNNEL OF LOVE

From the Tunnel of Love to the Chamber of Horrors (aka Tunnel of Love) aims to reach at least 250 high-school aged males and females each year. This classroom-based intervention is offered at three high schools and one continuation school in the Alvord Unified, Riverside Unified, and Moreno Valley Unified School Districts.

Led by Jenny Pricer of Parkview Community Hospital, *Tunnel of Love* is a one-hour intervention held before teens begin the *Baby Think it Over* simulation, which is administered through each school's health academy and allows selected youth to take home a life-like infant simulator for the weekend. Participants watch a video that covers conception through birth, and this is followed by a class discussion. Teens are asked to express their opinions about what they saw.

EVALUATION METHODOLOGY

Tunnel of Love was evaluated via a focus group/group interview. We asked participants what they learned and what could be done to improve the presentation. Findings from these focus groups are used to improve *Tunnel of Love*. The focus groups were used to measure the program goal (outcome) identified in **Table 1**.

Table 1. Measurable Outcomes for *Tunnel of Love*

OUTCOME	HOW IT IS MEASURED
1. In an open-ended group interview, at least 25 participants completing the intervention will discuss what they learned and provide information that will help improve the intervention (e.g., indicate what they did and did not like, recommend new topics to be covered, etc.).	Group discussion

SUMMARY AND CONCLUSIONS

The *Tunnel of Love* intervention was evaluated locally through a series of discussion groups, these discussion groups were held in second half of the program year. Unfortunately, the evaluation was not completed this year because of scheduling difficulties and the absence of the health educator for medical reasons.

A Sense of Peace

A SENSE OF PEACE

A Sense of Peace (ASOP) is an after-school youth development strategy that uses art to help youth become self-assured and future-oriented adults. Created and facilitated by Michele Worth and Sarah Slocum, ASOP was offered to youth attending Santiago High School in the Corona-Norco Unified School District. Through sculpture and other art media, participants communicate their vision of peace and learn about community involvement, civic responsibility, and self-expression. The sculptures, which were a collaborative project, were a means of encouraging youth to reflect on issues of conflict and violence in their community. ASOP also invited youth to consider their role in their community.

EVALUATION METHODOLOGY

ASOP has been evaluated via a focus group. The intent of the focus group was to find out what affect ASOP had on them -- for example, whether or not their experience influenced how they view art, how they view community issues, how they view their role in the community, etc. However, this year the ASOP program was not conducted, so no focus group was conducted.

Table 1. Measurable Outcomes for *A Sense of Peace*

OUTCOME	HOW IT IS MEASURED
1. In a focus group local evaluation, the intervention participants will discuss what they learned and provide information that will help improve the intervention (e.g., what they did and did not like, recommend art mediums they would like to try, etc.).	Focus group discussion with participants

SUMMARY AND CONCLUSIONS

This intervention was not implemented this year and was not evaluated.