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Recruiting and Retaining Higher Risk Youth in Promotion and Prevention Programs FY 2018-2019

Marijana Kotlaja

University of Nebraska at Omaha, mkotlaja@unomaha.edu

Chelsea W. Harris

University of Nebraska at Omaha

Erin Wasserburger

Juvenile Justice Institute, University of Nebraska at Omaha

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EVIDENCE-BASED NEBRASKA

RECRUITING AND RETAINING HIGHER RISK YOUTH IN PROMOTION AND PREVENTION PROGRAMS FY 2018 - 2019

Marijana M. Kotlaja, Ph.D.
Chelsea W. Harris, M.A.
Erin Wasserburger



UNIVERSITY OF
Nebraska
Omaha

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**Marijana M. Kotlaja, Ph.D.
Missouri State University**

**Chelsea W. Harris, M.A.
Erin Wasserburger, Program Specialist at the Juvenile Justice Institute
University of Nebraska at Omaha**

Layout by Marcus Woodman

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EXECUTIVE SUMMARY

Evidence-based practices for reducing youth involvement in the criminal justice system have gained a considerable amount of attention over the past few decades. One such practice is delinquency prevention and promotion (PP) programs, which aim to promote positive behaviors and prevent negative behaviors. Research has demonstrated that PP programs can target risk factors at different stages of development thought to contribute to antisocial behavior, reducing the likelihood of criminal justice involvement (Pardini, 2016). Once a program is in place, however, recruiting the youth most likely to benefit from the program and retaining those youth can be a significant challenge. Specifically, research has shown that youth of color are less likely to participate in out-of-school activities compared to White youth and youth living in poverty are less likely to participate than youth of higher income families (Theokas & Bloch, 2006). This report focuses on what PP programs in one state are doing to ensure they are recruiting and retaining the appropriate youth and crucially includes youth's own experiences about why they began attending the program and why they continue to come back.

This report includes 13 of the 33 FY 2018-2019 Nebraska state-funded PP programs. A mixed-methods approach was employed with Juvenile Justice Institute researchers conducting 13 focus groups with 204 youth and 13 in-person or phone interviews with PP program coordinators. The focus groups were semi-structured with open-ended questions designed to facilitate discussion about youth participants and program activities. One-on-one interviews with PP program coordinators were semi-structured focusing on identifying and understanding effective strategies for recruitment and retention.

Based on discussions with youth and program coordinators, several strategies for effective recruitment and retention are suggested:

- utilize current participants in efforts to attract more youth
- collaborate with established local community programs
- offer diverse activities based on youth's backgrounds
- ensure location and time of program is as convenient for the youth as possible
- involve family members and support networks
- offer food or snacks
- offer incentives for regular attendance
- help the youth see the benefit of program attendance

Overall, nearly every program self-identified areas for improvement, summarized in the recommendations outlined below. In order to maximize their impact, PP programs need to pay special attention to who they are attracting to ensure youth who are most likely to benefit from the program are being captured.

While the focus groups were successful at gaining an in-depth understanding of youth experiences, there were some drawbacks to this method. First, our ideal sample size for a focus group was about 10 participants to allow for healthy discussion of the topics and gather participants' diverse experiences. Unfortunately, many of the focus groups did not reach this ideal size typically because programs did not have enough youth attend on a regular basis. Second, researchers were unable to conduct some focus groups because either the programs met only a few

times a year or sessions were rescheduled at the last minute. Finally, the focus groups' effectiveness depended on the degree to which youth were familiar with the overarching program goals.

INTRODUCTION

Recognizing that unnecessary formal involvement in the juvenile justice system may be contrary to the best interests and well-being of juveniles, the state of Nebraska established funds through the Community-based Juvenile Services Aid (CBA) Program for counties and tribes to use for developing programs and services (Neb. Rev. Stat. § 43-2404.02). The purpose of the CBA fund is to assist counties with developing intervention and prevention activities “designed to serve juveniles and deter involvement in the formal juvenile justice system” (Neb. Rev. Stat. § 43-2404.02 (b)).

One of the program types funded by the CBA are Promotion and Prevention (PP) programs. According to the Evidence-based Nebraska project, there were 33 PP programs funded through CBA in FY 2018-2019. Each of these programs provided youth with activities to promote positive behavior and prevent them from becoming involved in the juvenile justice system. (For a list of each program with a description, please see Appendix A.)

Specifically, PP programs focus on methods and activities aimed at reducing or deterring specific or predictable problems, protecting their current state of well-being, and promoting desired outcomes or behaviors. Some of the programs aim to do this by encouraging positive interactions among peers to reduce bullying, others seek to build positive relationships between law enforcement and youth in the community, while others help youth avoid becoming involved in gangs or using drugs or alcohol.

GOALS

As many of these programs are voluntary, meaning youth choose whether or not they want to participate without referrals from the juvenile justice system, many programs have reported difficulty in recruiting and retaining higher risk youth who may benefit most. The goal of this research is to help inform PP programs on how better to recruit and serve the highest risk youth.

TOPICS AND SCOPE

This report examines the types of problems present in retention and recruitment of youth in CBA funded PP programs in the state of Nebraska. Accordingly, the report is broken into the following three sections:

1. Recruitment
2. Retention
3. Programming

LITERATURE REVIEW

On average, existing juvenile justice programs have been found to produce small to medium effects on conduct problems and delinquent behavior (Sawyer, Borduin, & Dopp, 2015; Lipsey, 2009; Vries et al., 2015).

The effectiveness of juvenile justice programs does not seem to vary by the participants’ age, gender, ethnic or racial identification; however, there is some insight into the heterogeneity of effectiveness of various programs. Researchers have identified that programs focusing on therapeutic approaches (e.g., mentoring, parent management training) are more effective than

those that use external control techniques (e.g., boot camps, tough on crime and intensive supervision). Programs aimed at peer group interventions seem to be effective in younger children as older youth use it to reinforce each other's negative behaviors (Vries et al., 2015; Pardini, 2016).

Although research finds there is no single path to delinquency, researchers note the presence of several risk factors that play a role in increasing a youth's chance of offending (Shader, 2001) and identify certain protective factors that may work to offset those risk factors. These factors can be individual, family, school, peer group, and community level factors (Flores, 2003).

In an effort to reduce the likelihood of delinquency, the aim of PP programs is to reduce the impact of existing risk factors and introduce protective factors to offset the risk factors. While ultimately the goal of these programs is to reduce the number of youth involved in the juvenile justice system, programs may have a hard time recruiting and retaining youth who are most in need of their services (i.e. those presenting more risk factors; Zand et al., 2006). This could be due to a number of difficulties, such as transportation issues, having other commitments (i.e. a job or sports), needing to help out at home, not knowing about programs, or simply not being interested in what the programs offer (Gillard & Witt, 2008). Knowing the specific barriers youth face in accessing PP programs in our communities could help PP programs structure their outreach efforts to attract higher risk youth and offer recommendations for retaining them.

METHODOLOGY AND DATA ANALYSIS

To best understand a multi-faceted social issue such as delinquency, researchers recommend undertaking multiple research methodologies. There is a growing body of literature on the role of qualitative inquiry in evidence-based research. Often, in emerging areas with little research, qualitative methods provide exploratory avenues for developing new concepts and generating new theories and hypotheses. Because the recruitment and retention of higher risk youth in voluntary PP programs is an under-studied area, this report utilized focus groups with youth, participant demographic questionnaires, and semi-structured interviews with program staff to develop recommendations based on current practices reported as effective.

Programs were selected for the evaluation via a systematic random sampling approach wherein a list was created of all of the PP programs funded by CBA in Nebraska during the FY 2018-2019. The first sample was randomly selected from the list and was the 3rd program listed, beginning a pattern in which every 3rd program going down the list was selected. Unfortunately, not every 3rd sample was eligible for a one-on-one interview and focus group (e.g. not enough youth, flooding in Nebraska, program did not meet with youth during the study period, etc.). When this occurred, the sampling approach was used again on the list until an eligible program was found. Between August 2018 and April 2019, the Juvenile Justice Institute (JJI) conducted 13 focus groups with 204 youth and 13 in-person or phone interviews with PP program coordinators.

To ensure no data was missed during the focus groups, notes were supplemented with audio recordings of each session. Participants were informed of the recording and asked to keep all personal identifiers out of the discussion to help retain participant anonymity. The recordings were then transcribed by JJI and methodologically entered into MAXQDA, a tool for qualitative

text analysis. Passages were annotated and then summarized into coded themes. For example, in MAXQDA material was sorted into groups (recruitment, retention, positives of program, and negatives of program) that could be analyzed with the actual text from the youth. We then linked relevant quotes to each of these groups and assigned different codes to important information in the data. The final obstacle was arranging all of the information in a hierarchical system of codes and sub-codes, which are discussed below.

ONE-ON-ONE INTERVIEWS WITH PROGRAM COORDINATORS

Nineteen one-on-one interviews were conducted with program coordinators before focus group sessions either by phone or in-person. A total of 10 questions were asked of each program coordinator (see Appendix B). The questions focused on aspects of retaining and recruiting youth in the prevention and promotion programming. Questions were formulated to assess past-oriented factors and future oriented factors related to promoting the program and retaining youth once they attend (Latham et al., 1980; Ellis, West, Ryan & DeShon, 2002).

Overall, the programs that were interviewed have been in existence from 1 year to 19 years, with an average of approximately 7 years. Most programs target youth in middle school and high school (42.1%, n = 8), though some begin targeting youth in elementary school and serve the youth through high school (21.2%, n = 4). There are a handful of programs that only focus on high school-aged youth (26.3%, n = 5) or only middle school-aged youth (10.5%, n = 2).

Recruiting Higher Risk Youth

About two-thirds of the programs actively recruit higher risk youth (68.4%, n = 13), while about one-third do not recruit any specific population (31.6%, n = 6). Programs define higher risk in many different ways, including poor school attendance, involvement with the juvenile justice system, experiencing bullying, lack of family support, substance abuse problems, homelessness, being in foster care, being part of a minority group, experiencing poverty, living in a single parent household, behavior issues at home or school, and having family members involved in criminal activity.

Methods of Recruitment

While some programs use social media (15.8%, n = 3) or a combination of posters, flyers, or school announcements (15.8%, n = 3), several programs specifically mentioned these methods were not effective recruitment strategies (36.8%, n = 7). These programs noted that personal touches and approaching youth directly were much more effective. Over two-thirds of programs identified receiving referrals directly from school administrators and being physically present in the schools as the most effective recruitment strategies (68.4%, n = 13). Many of the programs thought word of mouth (42.1%, n = 8) and having a strong community presence (36.8%, n = 7) aided their recruitment efforts.

Program Goals

Programs typically identified several different goals for the youth they serve. These included: building leadership/soft skills, fostering prosocial attitudes, building self-esteem (73.7%, n = 14), reducing system involvement (26.3%, n = 5), getting involved in the community (26.3%, n = 5), providing supportive adults (21.1%, n = 4), and providing cultural competency (15.8%, n = 3).

Several culturally-specific programs noted that having their leaders be from the same neighborhoods and of the same backgrounds as the youth they were trying to target was key to gaining the youth trust and helped build community trust (15.8%, n = 3). About one-third of the programs received referrals from the juvenile justice system (36.8%, n = 7), though several programs noted youth who were required to attend were less likely to complete the program.

Retaining Youth in the Program

Programs identified three main attributes that contributed to successfully retaining youth: being an engaging program, making the youth feel comfortable, and making attending the program easy. Nearly one-third of the programs (31.6%, n = 6) felt youth kept coming back to the program because it was fun, the activities were hands-on, and/or the program included a cultural component. About one-third of programs (31.6%, n = 6) felt the program's atmosphere was what kept the youth coming back as youth felt comfortable, safe, belonging, and could trust the program staff. Lastly, about one-third of programs (31.6%, n = 6) attributed their youth retention to the program's ability to go to the youth (31.6%, n = 6), most commonly by having the program at their schools.

Barriers to Retention

Programs noted several barriers for youth attending or completing the program. The most common barrier was competing activities (42.1%, n = 8). Many of the youth were participating in other extracurricular activities, similar programs, or had jobs, which may indicate that the programs are not recruiting youth who are in highest need for prosocial activities. The second most common barrier were parents (36.8%, n = 7). Many programs felt the parents did not want the help, were unwilling to be involved in the program, would not give permission for their child to attend, and were generally unsupportive. Programs that served a range of ages felt that retaining older youth was more difficult once younger youth attended the program, as it appeared the program was designed for younger kids (10.5%, n = 2). Other barriers included transportation (31.6%, n = 6), moving (15.8%, n = 3), family obligations (10.5%, n = 2), or law violations (5.3%, n = 1).

To help reduce the barriers to participation, some programs offer additional support. The two most common supports are transportation (57.9%, n = 11), including pick-up, drop-off, or being able to meet the youth, and food (57.9%, n = 11) either through snacks or meals provided. A handful of programs offer incentives (21.1%, n = 4) such as field trips and parties for good behavior. Two programs (10.5%) offer program scholarships or clothing donations for youth.

As the programs continue to grow, securing additional funding is a priority for nearly one-third of the programs (31.6%, n = 6) that want to hire more staff, provide more incentives, and take more trips. Programs may also want to consider incorporating a strategy for gaining parental trust and support, as several programs identified this as a major barrier to youth attendance.

FOCUS GROUPS WITH YOUTH PARTICIPANTS

A total of 11 in-person focus groups were conducted and two programs (Alliance Alternative High School Job Coach & Upward Movement) emailed answers to focus group questions be-

cause the Alliance Alternative High School was too far away for an in-person focus group (6 hours each direction) and the school where the Upward Movement program takes place would not allow JJI on campus to talk with the youth.

The focus group sessions included a facilitator (i.e. researcher from JJI), an intern who could take notes, a recording device and a roundtable meeting room. Focus groups took an average of 30 minutes to an hour to complete. Each focus group began with an ice-breaker, in which the facilitator asked the youth to note their name and favorite television show (this part was not recorded). In addition, the facilitator explained that what they shared during the focus group would remain confidential. For example:

“What is said in this group is between the members of this group and the research team that consists of the facilitator (me), the note taker, and the person who will be typing our words from the recording.

The information discussed will only be used by the research team and locked up when we are not using them. Your name or any other identifying information will not be included in the transcripts or later in the research report. If someone, like your program coordinator, asked me what you said in the group, I would tell her that the information was private and cannot be shared.”

The focus groups questions were formulated to fit the needs of this assessment, specifically assessing how to recruit and retain higher risk youth in PP programming (see Appendix C for focus group outline).

A. Focus Group Demographics

Following the focus groups, youth were given a demographic questionnaire (see Appendix D). Our goal was to better understand which youth were engaging with the programs, what their risk factors were, and to get their perspective on the benefits of attending the program and areas where the program could improve. Table 1 (see Appendix E) presents the focus group demographics.

B. Youth Risk Factors

Table 2 (see Appendix E) presents the frequency of risk factors by youth who participated in the focus groups. Please note the following demographics do not depict all of the youth participating in the programs, but rather the youth who were present for the focus groups. According to each program coordinator, the total number of participants involved in the 13 programs surveyed would be a combined attendance of 251. Therefore, this report captured approximately 81% of the focus group sample (n = 204/251). Most youth lived with their parent(s) and/or step-parent(s) in the last 30 days (86.8 %, n = 177) and in a house or apartment that the family owns/rents (91.7%, n = 187). Most youth reported that their living arrangements were not a result of the family being unable to afford housing (82.4 %, n = 168). A majority of the youth reported not having to skip or cut size of meals (85.3%, n = 174).

C. Focus Group Demographics by Program

Tables 3 through 11 (see Appendix E) displays demographics by program. As mentioned, the following demographics do not depict all of the youth participating in the programs, but rather

the youth who were present for the focus groups. The last column represents the average number of youth enrolled in the program as noted by the coordinators to get a sense of how many youth from the program’s average enrollment participated.

QUALITATIVE ANALYSIS OF FOCUS GROUPS

Where Are the Most Pressing Recruitment and Retention Gaps?

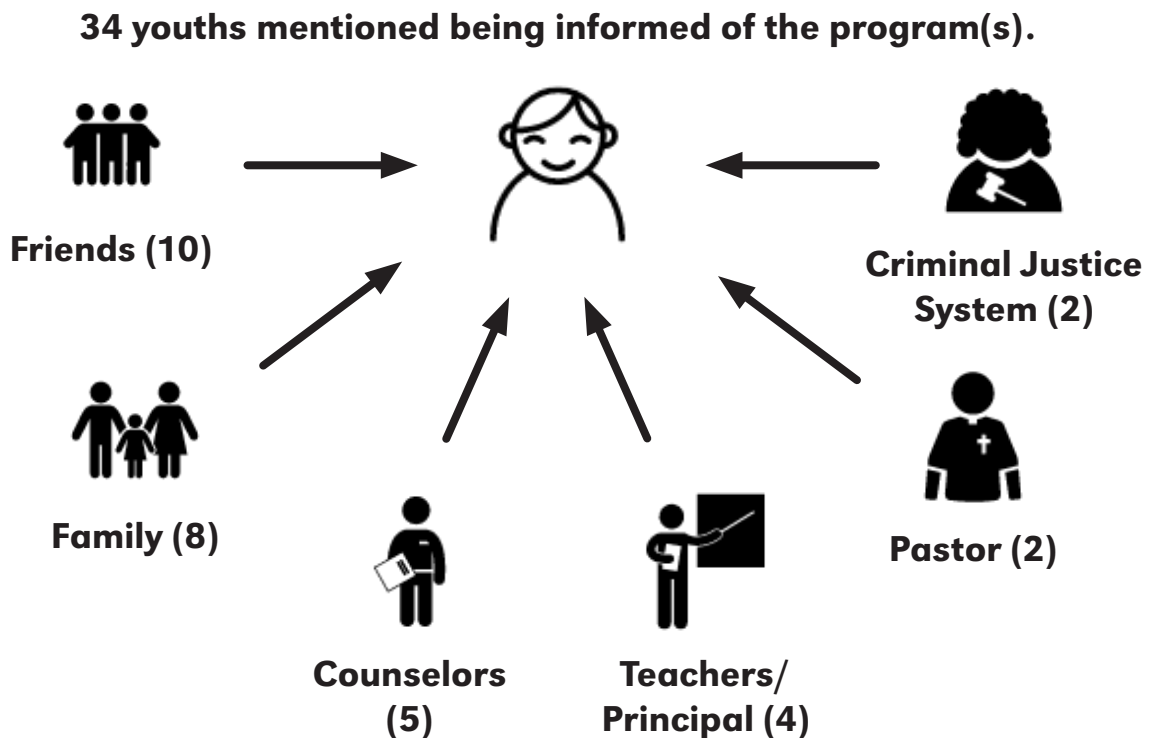
Although program participants discussed a wide range of topics, several themes emerged across the forums. The data from the focus groups were analyzed, and categories and subcategories were established under each of the main topics: recruitment, retention, and future suggestions.


DYNAMICS OF RECRUITMENT INTO PREVENTION/PROMOTION PROGRAMS

Hearing about the program

Several individuals in different contexts were identified as key drivers for youth participation in a variety of PP programs. Nevertheless, a special emphasis was placed in the discussion on friends, family, school personnel (such as teachers and principals), and counselors.

Friends were highlighted as the most frequent figure that youth identified as being key to their enrollment in PP programming. Family members, specifically mothers and siblings, were the second most common reason youth participated. Finally, school personnel and counselors were the next most frequent group of individuals to help with recruitment into PP programming. Most of the time, the youth noted that the counselor handed them a piece of paper that required them to attend the PP program.



 3 youths did not specify who told them about the program during focus groups.

Reason for starting program

The most cited reason for starting the program was because the youth heard from friends that the program was “fun,” and the second most common reason was due to problematic behavior. When asked about what youth meant, youth noted the following:

- “I had a lot of suspensions; I was fighting, arguing and lying.”
- “Because I was bad, I had to become involved.”

Suggestions to increase program attendance

The youth discussed some of their opinions of increasing and sustaining attendance in the program. The opinions presented by the youth clustered in the following categories: different recruitment strategies needed, more staff, more time in program, more group activities outside of the program, having food provided, and moving the program to a different day.

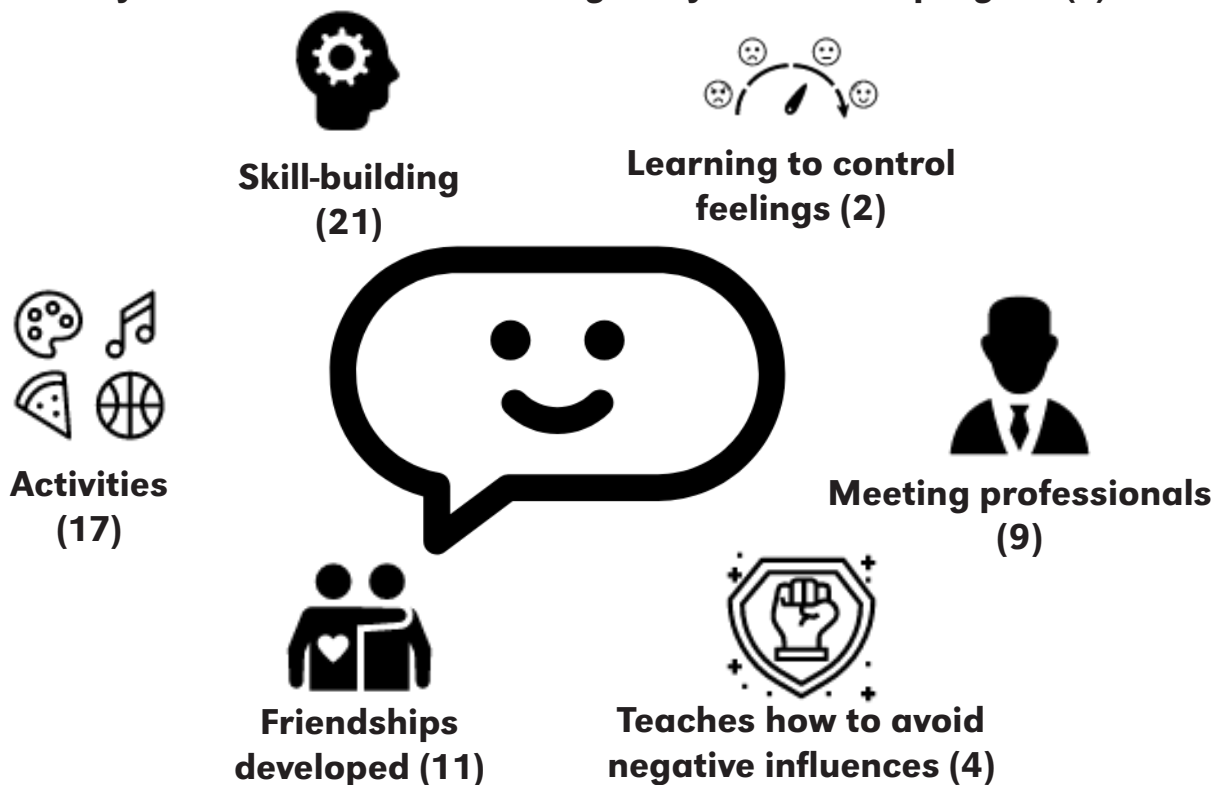
The two most frequent themes were needing more activities outside of the program and needing more staff to run the program.

- “more activities outside of school; expand the group”
- “more activities needed- field trips would be nice”
- “more staff to help out and tutors”

DYNAMICS OF RETENTION IN PREVENTION/PROMOTION PROGRAMS

With respect to what youth perceived as positive factors, the most frequent themes identified were teaching youth how to stay away from negative influences, learning to control feelings, organizing events, developing friendships, interacting with professionals, skill building, and participating in a variety of activities.

12 youth talked about the things they liked in the program(s).



The most frequent type of positive activity focused on the ability of the program to teach important skill-building techniques. For instance:

- “The program basically teaches new skills and doing better. We just did this one that is called jumping hurdles and it teaches you how to like get over your problems. You get to learn how to interact with peers and adults. Mostly, I don’t know, we just do activities about just changing attitudes and everything.”
- “To make goals to help us in life to achieve what we want to accomplish—like it helps me try to bring my grades up because, reading in class is not good, it is not good.”

The second most frequent positive aspect of the program noted by youth was participating in activities. Some of these activities included:

- “We do embroidery at the intermediate level. The first one we do is a cooking club and then now its embroidery. And that’s only a month long and once a week.”
- “We get to go on field trips. I like traveling.”

Negative factors of program

The negative factors mentioned by youth included: not enough time in the program, youth unfamiliar with the program and goals of activities, frequently cancelled activities, not being able to openly share opinions, some activities, inconvenience of having to attend program, program is low priority compared to other commitments, and their friends seeing the program as negative. However, the most frequent negative aspect brought up by the youth was not enjoying the activities set forth by the program.

- “It is not fun. We have to go pick up garbage.”
- “I don’t like to get private dining for bad behavior.”
- “I don’t like being in the program and constantly writing on the whiteboards.”

Otherwise, the next most frequent and notable negative was not being able to openly share opinions.

- “One negative is the other students. Some are immature. Some people always talk about drugs.”
- “I guess just sitting and being quiet. Not contributing.”
- “I feel like that is tough, because when like at lunch you can talk to your friends during lunch and it’s kind of like your down time and so that is, has been kind of a tough thing over our girls in action from when we first started. Um, a few years ago we tried to re-vamp it a little bit so they have some time to visit and do activities just because that is hard. It’s like um, they need yeah, they need a little down time.”

Obstacles to program participation

There are a number of reasons why it can be difficult for youth to commit to programs and remain involved over time. First, it is important to note that the youth surveyed consistently mentioned having competing demands for their time and energy. For example, youth noted having after-school jobs and/or being involved in extra-curricular activities. Another major obstacle discussed was accessibility, particularly transportation to activities.

Limitations to Focus Groups Sessions

Focus group sessions provide the opportunity to gain in-depth understanding from several individuals about a specific topic. The strength of this type of approach rests in the interaction among youth that occurs within the group context. As is the case with any research method, there are a number of challenges that can emerge. First, it is important to note that the willingness of adolescents to participate in the focus groups varied across programs. The programs that were held at school or after school usually displayed more youth engagement and discussion. Second, there were a few focus groups where only a handful of participants attended and most of the time the youth participants were not very familiar with the activities of the program. Finally, there were a number of obstacles in attending the focus group sessions and creating time to conduct the focus group. A majority of the programs met infrequently and for a limited period of time. The amount of time allocated for a focus group was typically limited by the nature of the program.

CONCLUSION AND RECOMMENDATIONS

Over the last decade, numerous PP programs have been developed to serve youth and families to reduce risk factors and strengthen positive youth outcomes. Programs can only be effective to the degree that youth participate in and attend the program. Many programs focus on improving young peoples' personal and social resources, and participation is the only way young people get access to services and/or get direct benefits from the programs.

This report summarized a few key approaches taken by programs in the state of Nebraska. It is important to target the right youth and keep youth involved, if they are to gain the benefits of the program. Overall, programs expressed that it is difficult to recruit and retain higher risk youth in PP programs. Some programs recruit higher risk youth better than others. Strategies that we recommend for better recruitment of higher risk youth include:

1. Utilize current participants in efforts to attract more youth.

- Most programs identified word-of-mouth as the most effective strategy in recruiting youth. The majority of the youth in the focus groups were able to articulate why other youth should join the program and had ideas about ways to invite them (e.g. announcements during school, inviting a friend). Programs could offer incentives or a special day to invite new friends.

2. Collaborate with established local community programs.

- The programs that had the most frequent participants were those that involved program staff that were from the local community. Programs are more appealing when community members serve in program planning and implementation. This also eliminates the trust barrier and demonstrates that the program staff is committed to the community. This strategy is most likely to be successful when respected community elders or leaders work to recruit and retain youth and families.

3. Offer diverse activities based on youth's backgrounds.

- Many programs that were tailored to serving youth from specific backgrounds had youth eager to attend the program. The youth liked learning about themselves and seeing themselves in the material. Being able to identify with the program activities may be a key to keeping youth engaged.

4. Ensure location and time of program is as convenient for the youth as possible.

- Ideally, programs should be implemented in locations and times that are the most suitable for the participants. One of the most common negative factors highlighted by youth participants was not having transportation to or from the program and/or it not being at a good time. Whenever possible, the site should be somewhere that is familiar, comfortable and visited frequently by the youth.

5. Involve family members and other support networks.

- Parents and family members who encourage youth to attend and participate in the program are essential for recruiting and retaining youth. Without parent/guardian buy-in, youth may be unable or unwilling to participate in program activities.

6. Offer food or snacks.

- One of the most consistently noted aspects of the programs was food (either a positive aspect because it was provided or a negative one because youth wanted it to be). Providing food or snacks may make it easier and more likely for youth to attend if they know they will not have to worry about being hungry.

7. Offer incentives for regular attendance.

- Many programs did not offer any incentives. Small incentives such as, an ice cream voucher, a pizza party, a field trip, an award, pin, etc., might help boost morale and assist in retention efforts.

8. Help youth see the benefit of program attendance.

- Most people want to use their time in a way that is beneficial; youth are no exception. When youth believe that the program is worthwhile, they are more likely to participate and stay in the program. Some strategies for this would be having prior program participants be guest speakers in helping to reduce the stigma sometimes associated with prevention programming.

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APPENDIX A - PROGRAM DESCRIPTIONS

Each Promotion/Prevention program that participated in the evaluation are described below. Descriptions are derived from the county CBA grant applications and are reflective of how the program staff and county officials describe the program. Edits were made where necessary for readability purposes and space limitations.

Adams County Horizon LifeSkills

Life skills education focuses on positive behaviors that enable youth to deal effectively with the demands and the challenges of everyday life. The main goal of the LifeSkills Program is to reach out to youth about unacceptable or risky behavior, or to youth who may be involved with substance abuse/addiction. In addition, the program works with the parents of the youth they serve, so the parents may develop a better understanding of the challenges their children are facing. The program is designed to address any enabling that may be occurring, along with education and empowerment so that positive changes can occur. Youth who participate in this program are provided a curriculum with a certain number of classes to attend to complete the program. This can be an 8-week program, or the program can be individualized to meet the needs of the youth. Youth also have the chance to attend presentations by local professionals who connect them to a community resource (e.g. dentist) and are connected to other youth in similar programs in the surrounding areas. In addition, youth who may have not dealt with any unacceptable or risky behaviors will also have the opportunity to attend classes or community events where they may learn what and how other youth have overcome their issues.

Box Butte County Alliance Public Schools Job Coach

The Job Coach assists students in the Alternative Learning Program in becoming employable. The Job Coach meets with each student individually and discusses the student's interests and skills, including taking aptitude tests and using other tools, such as Naviance (software that provides college planning and career assessment tools), to choose a career path. The Job Coach works with students to develop job skills in areas such as creating a resume and cover letter, preparing for a job interview, and practicing interview skills. When not scheduled to attend class, the student is expected to be involved in a work program outside of the school. This program must be organized as a partnership between an employer and the school, with specific job targets and job skills outlined and monitored throughout the duration of the employment. Credit for work will be given after the assessment is completed by the employer. If the student is not employed, the Job Coach arranges an opportunity for the student to volunteer in the community to obtain job skills in their field of interest.

Cheyenne County Unified Raiders

The goal of the program is to improve youth academics, behavior and character, as well as to provide area youth with the opportunity to learn problem solving, decision making and social skills necessary to become successful young adults. Participants are given the Bureau of Sociological Research (BOSR) survey at the beginning of each program year. It targets experiences at school, life, family, and community. Survey results are compared to results from the year prior, and emphases on specific topics are made. If bullying appears to be one of the highest concerns, more emphasis is placed on respect, conflict resolution, etc. Topics covered include educational and career planning, substance abuse, conflict resolution, respect, bullying and community service. The program uses an audience-centered, curriculum-based approach to increase positive behaviors and decrease negative ones. One to two lessons from the Positive Action curriculum focusing on "Who am I," "Drug Use Prevention" and "Conflict Resolution" are chosen by the students weekly, and the students are mentored on presenting the lesson. The students research the lesson, coordinate with peers, then present the program to the group, which assists in the development of cognitive, language and social skills. The students' hands-on experience

forms the basis of the program's agenda and focus, which gives each member ownership. In addition, special presentations are given by members from the community, which cover topics such as finance, career, etc. and community service projects, such as volunteering at daycares, trash pickups, coordinated suicide prevention walks, etc. This encourages positive and healthy relationships with adults. Service projects promote healthy attention from adults to form a supportive community.

Cheyenne County Unified Raiders and Kimball Teen Program (Kimball Prevention Coalition)

The goal of these programs is to improve youth academics, behavior and character, as well as to provide area youth with the opportunity to learn problem solving, decision making and social skills necessary to become successful young adults. Participants are given the Bureau of Sociological Research (BOSR) survey at the beginning of each program year. The survey targets experiences at school, life, family, and community. Survey results are compared to results from the year prior, and emphases on specific topics are made. If bullying appears to be one of the highest concerns, more emphasis is placed on respect, conflict resolution, etc. Topics covered include educational and career planning, substance abuse, conflict resolution, respect, bullying and community service. The programs use an audience-centered, curriculum-based approach to increase positive behaviors and decrease negative ones. One to two lessons from the Positive Action curriculum focusing on "Who am I," "Drug Use Prevention" and "Conflict Resolution" are chosen by the students weekly, and the students are mentored on presenting the lesson. The students research the lesson, coordinate with peers, then present the program to the group, which assists in the development of cognitive, language and social skills. The students' hands-on experience forms the basis of the program's agenda and focus, which gives each member ownership. In addition, youth participating in Unified Raiders attend special presentations are given by members from the community, which cover topics such as finance, career, etc. and community service projects, such as volunteering at daycares, trash pickups, coordinated suicide prevention walks, etc. This encourages positive and healthy relationships with adults. Service projects promote healthy attention from adults to form a supportive community. Youth participating in the Kimball Teen Program develop general fellowship and a sense of belonging with each other through older students mentoring/tutoring younger students. Incentives are also used to promote attendance.

Custer County Helping Every Higher risk Teen Succeed (HEARTS) Program

The purpose of Healing Hearts & Families HEARTS Program is to identify concerning behavior prior to the youth getting involved with the legal system. The HEARTS Program aims to promote a safe, secure, and healthy community using a combination of interventions to address behaviors of concern and engaging multiple systems This includes working with the various schools and community agencies within the seven counties it serves to promote school attendance, discipline, and learning, educating the youth on life skills such as decision making, lifestyle choices, healthy mental health practices, and positive relationships. Each participant in the Healing Hearts & Families HEARTS Program engages in many activities, which includes creating a supportive relationship with their HEARTS Specialist, working on employment skills, identifying school resources, identifying each youths' strengths, strengthen the family unit, improving communication skills, enhancing time management and accountability, and to strengthen the youth's overall success. Youths' needs are assessed to ensure that the program is addressing the concerns the youth has. One goal is to help youth feel supported and empowered by their community. Further, Healing Hearts & Families hopes to provide a community of support for parents to work together and support each other to improve the lives of local youth. Finally, Healing Hearts & Families hopes to improve the lives of our local children so that each child feels as though he or she has a network of caring and supportive adults in their lives while learning a range of tools that they can implement throughout their life.

Douglas County Urban Youth Building Our Leaders Today (BOLT)

The Urban BOLT community program serves as a prevention/early intervention option to steer young people from being drawn into the formal systems. The Urban BOLT community program is designed to interrupt the Disproportionate Minority Contact (DMC) patterns that introduce young African American youth to the juvenile justice system. This is accomplished by increasing self-esteem, decision making skills, and inspiring a sense of purpose through gender-specific curriculums as listed below. The evidence-based curriculum used for males is entitled “The Brothers of Ujima,” which is a unique cultural enrichment experience designed to reinforce and cultivate the strengths of African American preadolescent and adolescent males. The skills gained by participants in this group include the ability to plan and achieve future goals as they make the transition from elementary to middle school and from middle to high school. The program helps young men in achieving direction, identity, and critical consciousness that lead to more positive self-esteem and relationships with others, greater ethnic pride, and higher expectations for future accomplishments. Group sessions cover African and African American culture, responsibility to others, health and fitness, education, life course, handling conflict, and many other key topics. The “Sisters of Nia” curriculum is the female version of the program listed above for males. “Sisters of Nia” is a unique cultural enrichment program designed to reinforce and bring out the strengths of African American girls. This group program helps girls plan and achieve their future goals as they make transitions in their youth. Group sessions cover topics such as African and African American culture, positive female role models, leadership, relationship skills, analyzing community and media messages, personal hygiene, health, and education. The program helps girls in achieving direction, identity, and critical consciousness that lead to more positive self-esteem and relationships with others, greater ethnic pride, and higher expectations for future accomplishments. The expected change with young people who complete all sessions of the program will be a decrease in the number of African American young people who enter the juvenile justice system. It is anticipated that this reduction will be attributed to a higher level of self-esteem, personal responsibility, and an increase in internal assets that encourage better decision making and less risky behaviors.

Douglas County PACE

Police Athletics for Community Engagement (PACE) has partnered with Completely Kids under the Nebraska Department of Education to run Afterschool PACE programming in two area middle schools. The PACE model of therapeutic treatment philosophies are used in these school programs to conduct skill building for youth participants in behavioral techniques and social skills with their fellow students and students from other school in the program. Academics are stressed by their partners with Completely Kids. Group counseling also takes place with certified law enforcement and gang specialists to deter kids from joining gangs. PACE’s motto is: “It’s not the game, but what we learn from the game that makes us better citizens.” The youth participate in free organized athletics, but the driving force is knowledge based on the acronym RESPECT. R – Reliability for attendance; E – Enthusiasm to play and learn with passion; S – Sportsmanship for fair play and respect for yourself, your teammates, coaches, officials and parents; P – Positive attitude to go beyond the restrictions of winning or losing; E – Education as a prime goal in their lives; C – Commitment to finish what you start; and T – Teamwork to work together for the betterment of the team. PACE provides baseball, softball, indoor winter soccer, summer outdoor soccer, after-school soccer, basketball, cross-fit, ACT prep, and flag football. All participants receive uniforms and equipment for free. These activities keep the youth engaged in positive esteem building activities and encourage a positive relationship with law enforcement. Omaha Police Department officers volunteer as coaches and mentors. The youth that participate in PACE programming learn to play sports, but more importantly, PACE programs develop discipline, self-esteem, positive moral values through wholesome competition and education, and establish a positive relationship between higher risk youth and law enforcement.

Douglas County Lead & Seed

Lead & Seed is a youth leadership and empowerment curriculum that trains young people in the Strategic Prevention Framework and helps them implement environmental change in their communities. Students will also learn the strategic prevention framework model, which is used to help youth effectively assess, build capacity, plan, implement, and evaluate programs for environmental change. After implementing their plan, youth will evaluate the impact of their project through qualitative/quantitative data collection. Youth will gain resistance skills, those skills necessary to refrain from negative peers, and develop the ability to say “no,” which helps youth develop self-esteem. Through this training, youth also learn responsibility and decision-making skills. Needs assessments are completed with the group facilitator to drive goal planning, and community projects are completed within each group trained. All youth and families served will have the ability to meet with a licensed health care professional. Peer-to-peer mentoring groups are held on a weekly basis, as well as groups for employment training and career exploration. The program’s goals are to reduce underage drinking, reduce the number of alcohol outlets in northeast Omaha, increase mental health awareness, reduce system involvement with African American youth, and increase positive prosocial outlets in the community. Success is defined in terms of increased individual scores on post-test assessments over pre-test levels in the areas of knowledge, leadership, efficacy, attitudes towards substance use, empowerment, and national outcome measures, as well as overall training satisfaction.

Lancaster County Operation Tipping Point

Operation Tipping Point provides a coordinated response between police and community agencies to work on gang prevention through early intervention and linking youth to appropriate community resources. This program serves youth between the ages of 11 and 18 who are identified as high risk of joining a gang. Youth and their families meet with the Gang Outreach Coordinator through Operation Tipping Point, who help identify which community programs and resources are best suited to help the youth continue to abstain from joining a gang. Operation Tipping Point also provides training to community partners to help identify and assist gang members and youth who are higher risk of joining a gang.

Lancaster County Joven Noble

The Joven Noble program is a leadership and character development program aimed at adolescent men ages 11-18. This program strives to build youth assets and competencies based on their personal values, while also transitioning youth away from gang-related activities, re-connecting youth to their families and communities, promoting leadership development, providing advocacy and resources, and re-establishing a sense of security and growth. Facilitators convene with youth around issues related to avoiding risky behaviors and building a positive value system. The facilitators also meet with youth on a weekly basis to encourage dialogue to build integrity and character among young people. The intervention is informed by positive youth development theory, the risk and protective factors model, acculturation, and Latino cultural values. The Joven Noble Sacred Circles provide a holistic rite of passage process based on a traditional talking circle model that provides a safe place for participants to receive and practice cognitive behavioral focused teachings, life skills development. In addition, Sacred Circles allow participants to work with caring adult mentors who personally practice the teachings provided and serve as a living example for all participants. Joven Noble Sacred Circles use the Joven Noble con Palabra curriculum and philosophy, written by Jerry Tello, that acknowledges all participants as positive assets to their community, accepting them without judgment, and supporting them through a development process of personal growth, transformational healing, and cultivating a sense of sacred purpose.

Lancaster County 5-0 Club

CEDARS 5-0 Club is a partnership with the Lancaster County Sheriff's office which aims to bridge the gap between law enforcement officers and youth who have had, or are higher risk of having, involvement with the law enforcement system. Activities are designed to increase trust, break down barriers, reduce racial and ethnic disparity and create a safer environment for police and youth through collaborative, restorative justice efforts, including: community service, recreational events, and educational programming. If needed, transportation is provided for the youth to and from planned activities. An evening meal is served, and all admission fees and supplies are provided. Youth are provided the opportunity to build positive rapport with the deputies and gain respect for them. Exit interviews have demonstrated both youth and officers have a deeper appreciation of one another.

Lancaster County Malone Leadership Academy

The Malone Leadership Academy for Young Men is designed to motivate, engage, and assist African American male high school students in reaching their maximum potential on their journey to college or vocational employment. The Academy utilizes ASCEND, an evidenced-based program that focuses on the following key areas: Achievement, Self-Awareness, Communication, Engagement, Networking, and Developmental Skills. Students in the program have an opportunity to receive academic enrichment and life skills training and will spend a minimum of three hours per month participating in leadership activities.

Lancaster County Malone Leadership Academy for Young Women

The Malone Leadership Academy for Young Women is designed to motivate, engage, and assist African American female high school students in reaching their maximum potential on their journey to college or vocational employment. The Academy utilizes ASCEND, an evidenced-based program that focuses on the following key areas: Achievement, Self-Awareness, Communication, Engagement, Networking, and Developmental Skills. Students in the program have an opportunity to receive academic enrichment and life skills training and will spend a minimum of three hours per month participating in leadership activities.

Lancaster County Latina Leaders

The Latina Leaders program provides weekly group sessions for Latina women youth who are considered "higher risk" youth, with a special emphasis on pre-adjudicated youth. The youth participate in culturally-relevant social and leadership development sessions and take one field trip per semester to an educational or vocational institution. During this year, the program has strengthened their partnership with Park Middle School and the Lincoln Police Department by coming together to find possible solutions for the increasing gang activity and gang recruitment around the Park Middle School neighborhood. Additionally, the program has organized a parent meeting for the Hispanic and Latino families of Park Middle School. This program will continue to have each individual partake in the group sessions and receive case management, in which group coordinators track the girl's 1) grades, 2) attendance at school, and 3) behavioral reports at school. The Latina Leaders program also hopes to impact Disproportionate Minority Contact by reaching pre-adjudicated youth before they become involved in the juvenile justice system.

Lincoln County Asset Building

The Assets Teams program takes place during students' regular school day, once a week during the lunch hour. The program is taught in a classroom setting that allows students to be engaged and active in group discussions and activities. Students eat their lunches, participate in group discussion and then take part in activities that reinforce the area of discussion for each group meeting. The program identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The program helps students look at areas of strength and areas of

needed growth in topics such as: external support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competence and positive identity. Students take part in discussions and engaging activities that allow them to explore these topics while helping them develop into healthy, caring and responsible youth. The Assets program is classified as a promising practice. The Search Institute, which developed the 40 Developmental Assets, cites the Assets as “a framework of strengths and supports, which has become the most widely recognized and most frequently cited approach to positive youth development in the world.”

Lincoln County Changing Behaviors Alternative Program

The Changing Behaviors Alternative Program is a program that helps higher risk youth. These youth have been identified by members of the community (parents, school officials, law enforcement, counselors, etc.) as someone who is in danger of becoming involved in the juvenile justice system. Youth in the program cannot be currently involved in probation or diversion programs. The program educates youth on the dangers of substance abuse, and the program works closely with the school and the youth to make sure they are attending school every day. Youth in the program will have their grades monitored and can receive help with schoolwork in the after-school program. If the youth is suspended, they are required to spend their suspension at the program office where they work on all their school work. The goal of this program is to divert youth from the justice system and to help them identify their risk-taking behaviors and to make appropriate changes to these behaviors. Program staff assist the youth in learning appropriate social skills, thinking errors, faulty beliefs, and risky behaviors, to name a few. The program is primarily done in group settings, so youth are able to positively encourage each other, and youth are encouraged to give constructive criticism to their peers when appropriate. Program staff conduct individual appointments with the youth and their parents to inform them of the new skills they are learning and to assist with issues at home. This program also uses Forward Thinking journals and the Why Try program to help youth identify their problem behaviors and identify appropriate ways to correct them. The goal of this program is to keep these youth out of the already taxed juvenile justice system, while teaching appropriate skills and behaviors for youth to become upstanding and responsible citizens in the community.

Madison County Connected Youth Initiative

The Connected Youth Initiative (CYI) is designed to serve unconnected youth in rural Nebraska communities. The CYI aims to bring young people together with service providers, funders, and decision-makers to create supportive communities committed to improving outcomes for young people. The CYI is also designed to build strong collaborations and the infrastructure necessary for community ownership of youth well-being and the realization of improved youth outcomes. Through CYI, unconnected youth are given access to a network of services and support that include programs that focus on financial literacy and teach youth how to save money (youth savings are matched up to 2-to-1 to help youth reach their goals more quickly), and basic needs services, such as health, mental health, housing, and parenting skills. The CYI also provides an opportunity for youth leadership and advocacy through empowering processes by having area youth form a council to provide input on how the program can work most effectively. Activity can often be the catalyst to find commonalities and begin the complex process of relationship building (with yourself, with other people, especially other youth, and within the community). Youth activity programs range in depth and interest areas throughout the year and enhance the development of protective factors. One of the methods used to teach is Service-Learning. This is a strategy that integrates community needs, intentional learning objectives, and structured opportunities for reflection. Service-Learning projects take community service or volunteer projects to the next level by emphasizing both service and learning, and thereby create a more meaningful experience for youth. Service-Learning projects are developed by youth and focus on what they see as important community needs, which helps the community while providing a powerful learning opportunity for youth. The projects allow youth to connect learning outcomes and skills to real-world experiences. Research studies

show that youths' resilience is aided by a trusting relationship with a caring, encouraging, and competent adult who provides positive guidance and promotes high expectations. Therefore, the CYI also works on building and offering connections to peer supports and caring adults.

Platte County Triumph Builders Club

The Triumph Builders Club provides weekly group sessions for boys 11–18 who have been referred by an approved referring agency or school. Youth participate in character development sessions, share a snack, and partake in boxing training clinics. Group meetings include local community role models who speak with the youth about their experiences and share tips on achievement and success. In addition, the program offers field trips to educational institutions (e.g. Central Community College, potential employers); and recreational sites (Columbus MMA Gym, Omaha Victory Boxing Club and Sweatbox Boxing Club). Parents have the opportunity to participate and be involved throughout the program. This organization of young men also participate in graffiti cleanup in their community.

Platte County Upward Movement

The Upward Movement/Movimiento Ascendente: Key Elements for a Better Life curriculum was introduced to the Columbus School District in 2009 and been one of the successful components of the Time for Change Anti-Gang Coalition in addressing gang issues within Platte County. The program is now being held at both the middle school and the high school attendance centers. The proposed outcome of this program is to lessen gang involvement among teenage Hispanic students and reduce the number of minority juveniles being detained in the Madison Detention Center.

Saline County Positive Youth Leadership/Development

This program provides training for the in life skills using University of Nebraska Extension Specialists who build on youths' competence, confidence, connection, character, caring, and compassion. Youth leadership skills are developed through programming.

APPENDIX B - ONE-ON-ONE INTERVIEW QUESTIONS WITH PROGRAM COORDINATORS

(Introduction)

Hi [*program coordinator's name*], my name is [*interview's name*] and thank you so much for taking the time to talk with me today. I'm with the Juvenile Justice Institute, and as part of the Nebraska Crime Commission evaluation, we are interviewing programs to learn more about how programs are recruiting and retaining youth for their programs in order to identify effective strategies. These results are going to be used to help improve programs, but will not be used to determine funding. I just have about nine questions to ask you, which I'm guessing will take us about a half hour to get through. Do you have any questions before we get started? ... Great, so first...

(Questions about Recruiting Youth into the Program)

1. Tell us what your role is and how long have you been working here?
2. How long has this program been in existence?
3. Can you describe the program including the target population, the main goals and objectives of the program, how long youth are typically in the program for, and what successful completion of the program looks like?
4. How do you currently identify and recruit your target population? (Ex. word of mouth, referrals, social media, posters, schools, etc.)
 - a. Which strategies do you think are effective for recruiting your target population and why?
 - b. Can you describe a specific example of when a strategy was effective and how you knew it was effective?
 - c. Which are not effective and why? Can you describe a specific example of when a strategy was ineffective and how you knew it was ineffective?
5. Can you identify any types of youth that seem to be more likely to attend your program?
6. Can you identify any types of youth that seem to be less likely to attend your program?

(Questions about Retaining Youth in the Program)

7. Can you identify some common reasons youth either do not complete the program or have low attendance in the program? (ex. distance to program, transportation, home issues, community culture/sentiment, fear of deportation, parents unsupportive of participation)
8. Does your program offer any additional support that may allow youth to participate who may have barriers to participating? (ex. transportation, vouchers, snacks, childcare)
9. Overall, how effective do you think the program is at identifying, recruiting and retaining the youth most in need of your services?
 - a. Not perfect: Do you have any suggestions for how the program could improve?
 - b. Nearly perfect: What do you attribute your program's success to?

APPENDIX C - FOCUS GROUP QUESTIONS WITH PP YOUTH PARTICIPANTS

(Introduction)

Hi, my name is [*interviewer's name*], and I'm with the Juvenile Justice Institute. Today we're interested in learning more about your experiences with this program, what you think they are doing well, and how they could improve. Just to help us get to know one another, let's go around and say our name, what grade we're in, and our favorite show. I'll start...

It's great to meet you all. I first want to know...

(Recruitment)

1. How did you hear about this program?
2. Why did you start coming?
3. When you started this program, were there any other people who were part of the decision of whether you enrolled? Who?

(Retention)

4. What is your favorite part of the program?
5. What is your least favorite part of the program?
6. What kinds of things does the program do to help you be successful in the program? What kinds of things make it difficult to attend the program (e.g., transportation, other commitments, family)
7. What do you find most valuable about this program?

(Do you have any suggestions for...)

8. Would you recommend this program to a friend, if yes why? If not—why?
9. If you would recommend it, how would you encourage them to attend?
10. What are some specific ways we could get more kids to attend this program?
11. If a kid has difficulties in attending this program regularly, what might help a kid attend more frequently?
12. Do you have any thoughts on how the program could be improved? (e.g., different resources, more activities, more staff support, different staff, etc.)

APPENDIX D - DEMOGRAPHIC QUESTIONNAIRE FOR YOUTH PARTICIPANTS

1. How old are you?
 - a) 12 or younger
 - b) 13
 - c) 14
 - d) 15
 - e) 16
 - f) 17
 - g) 18
 - h) 19 or older
2. What grade are you in?
 - a) 6th
 - b) 7th
 - c) 8th
 - d) 9th
 - e) 10th
 - f) 11th
 - g) 12th
 - h) Other: _____
3. Are you:
 - a) Female
 - b) Male
 - c) Other: _____
4. How do you describe yourself? (Select one or more responses)
 - a) American Indian or Alaskan Native
 - b) Asian or Asian American
 - c) Black or African-American
 - d) Hispanic or Latino-Latina
 - e) Native Hawaiian or other Pacific Islander
 - f) White or Caucasian
 - g) Other: _____
5. What language is usually spoken at home?
 - a) English
 - b) Spanish
 - c) Russian
 - d) Ukrainian
 - e) Vietnamese
 - f) Chinese
 - g) Korean
 - h) Japanese
 - i) Other: _____
6. Who did you live with most of the time for the last 30 days?
 - a) Parent(s) and/or step-parent(s)
 - b) Relatives - like a grandparent, an aunt, an older brother - but NOT your parent(s)
 - c) Foster care parent(s)
 - d) An adult friend(s) of your family
 - e) Friends of yours with no adult present
 - f) On your own
 - g) Other: _____
7. Where did you live most of the time in the last 30 days?
 - a) In my own house or apartment that my family owns or rents
 - b) In someone else's house or apartment with another family
 - c) In a group home
 - d) In a shelter
 - e) In a car, park, or campground
 - f) On the street
 - g) Moved from place to place
 - h) Other: _____
8. Are your current living arrangements the result of losing your home because your family cannot afford housing?
 - a) No
 - b) Yes
 - c) Not sure
9. How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food?
 - a) Almost every month
 - b) Some months but not every month
 - c) Only 1-2 months
 - d) Did not have to skip or cut the size of meals

APPENDIX E - TABLES

Table 1: Focus Group Demographics

	Frequency	Percentage
Gender		
Female	122	59.8%
Male	77	37.7%
Other	5	2.5%
Age		
12 or Younger	70	34.3%
13	58	28.4%
14	32	15.7%
15	9	4.4%
16	12	5.9%
17	19	9.3%
18 or Older	4	2.0%
Race/Ethnicity		
White	95	46.6%
Hispanic	56	27.5%
Black	18	8.8%
Native/Pacific Islander	12	5.9%
Multiple Races/Ethnicities	19	9.3%
Other/Missing	4	2.0%
Grade		
5th	3	1.5%
6th	37	18.1%
7th	67	32.8%
8th	48	23.5%
9th	13	6.4%
10th	12	5.9%
11th	18	8.8%
12th	5	2.5%
Missing	1	0.5%
Language Spoken at Home		
English	160	78.4%
Spanish	20	9.8%
Multiple Languages	23	11.3%

Table 2: Risk Factors

	Frequency	Percentage
Lived with Who in Last 30 Days		
Parent(s) and/or step-parent(s)	177	86.8%
Relatives (e.g. grandparent, aunt, siblings)	12	5.9%
Foster care parent(s)	4	2.0%
Group home	5	2.5%
Other/Missing	6	3.0%
Lived Where in Last 30 Days		
House/apartment that family owns/rents	187	91.7%
Someone else's house/apartment with another family	6	2.9%
Group home	6	2.9%
Moved from place-to-place	3	1.5%
Other	2	1.0%
Living Arrangement Result of Family Unable to Afford Housing		
Yes	5	2.5%
No	168	82.4%
Not sure	30	14.7%
Missing	1	0.5%
Needed to Cut Meal Sizes or Skip Meals in Last 12 Months		
Almost every month	5	2.5%
Some months but not every month	16	7.8%
Only 1-2 months	8	3.9%
Did not have to skip or cut size of meals	174	85.3%
Missing	1	0.5%

Table 3: Gender by Program

Program	Female	Male	Other	Total # in Focus Group	Total Enrolled (on average)
5-0 Club - Community Policing	75.0%	25.0%	-	4	10-15
Alliance Public Schools Job Coach	37.5%	50.0%	12.5%	8	25
Asset Building	58.8%	41.2%	-	17	20
Changing Behaviors Alternative Program	54.5%	45.5%	-	11	10-12
Connected Youth Initiative	100%	-	-	6	12
Horizon Life Skills - Girls in Action	94.6%	-	5.4%	56 ^a	45-50
Jaguar Football Program	-	100%	-	6	6
Joven Noble	-	100%	-	10	18
Latina Leaders	100% ^c	-	-	12	15
Malone Leadership Academy - Talented Tenth	-	100% ^d	-	7	12
Triumph Builders Club	-	100% ^d	-	12	12
Upward Movement	51.0%	46.9%	2.0%	49 ^e	50
Youth in Governance - Crete	100% ^c	-	-	4	10

Notes: ^aMore than one focus group were conducted for these programs. ^bThis is a gender-specific program for males. ^cThis is a gender-specific program for females. ^dThis is a gender-specific program for males (the agency also has a gender-specific program for females, but we were not able to connect for a focus group). ^eThis focus group was conducted via paper forms given to multiple smaller groups within the same program.

Table 4: Age by Program

Program	12 or younger	13	14	15	16	17	18+	Total Number
5-0 Club - Community Policing ^a	-	25.0%	25.0%	-	50%	-	-	4
Alliance Public Schools Job Coach	-	-	-	12.5%	25.0%	62.5%	-	8
Asset Building	52.9%	23.5%	-	-	5.9%	11.8%	5.9%	17
Changing Behaviors Alternative Program ^b	72.7%	9.1%	18.2%	-	-	-	-	11
Connected Youth Initiative ^c	-	-	-	16.7%	33.3%	50.0%	-	6
Horizon Life Skills - Girls in Action ^a	48.2%	35.7%	16.1%	-	-	-	-	56
Jaguar Football Program ^d	83.3%	-	-	16.7%	-	-	-	6
Joven Noble ^e	50.0%	50.0%	-	-	-	-	-	10
Latina Leaders ^b	75.0%	25.0%	-	-	-	-	-	12
Malone Leadership Academy - Talented Tenth	-	-	71.4%	14.3%	14.3%	-	-	7
Triumph Builders Club ^b	7.1%	42.9%	28.6%	14.3%	7.1%	-	-	14
Upward Movement ^b	12.2%	36.7%	22.4%	6.1%	4.1%	14.3%	4.1%	49
Youth in Governance - Crete ^b	-	-	-	-	25.0%	50.0%	25.0%	4

Notes: ^aThis program reports a target population of 12-18-year-old youth. ^bThis program reports a target population of 11-18-year-old youth. ^cThis program reports a target population of 14-18-year-old youth. ^dThis program reports a target population of 11-14-year-old youth. ^eThis program reports a target population of 10-18-year-old youth.

Table 5: Race/Ethnicity by Program

Program	White	Hispanic	Black	Native/Pacific Islander	Multiple	Other/Missing	Total Number
5-0 Club - Community Policing	75.0%	-	-	-	25.0%	-	4
Alliance Public Schools Job Coach	37.5%	12.6%	-	25.0%	25.0%	-	8
Asset Building	52.9%	-	11.8%	11.8%	17.6%	5.9%	17
Changing Behaviors Alternative Program	63.6%	-	9.1%	9.1%	18.2%	-	11
Connected Youth Initiative	50.0%	-	16.7%	-	33.3%	-	6
Horizon Life Skills - Girls in Action	75.0%	14.3%	3.6%	5.4%	1.8%	-	56
Jaguar Football Program	-	-	83.3%	-	16.7%	-	6
Joven Noble ^a	10.0%	80.0%	-	-	10.0%	-	10
Latina Leaders ^b	-	83.3%	-	8.3%	8.3%	-	12
Malone Leadership Academy - Talented Tenth ^c	-	-	57.1%	-	42.9%	-	7
Triumph Builders Club ^d	21.4%	71.4%	-	7.1%	-	-	14
Upward Movement	42.9%	38.8%	4.1%	4.1%	4.1%	6.1%	49
Youth in Governance - Crete	75.0%	-	25.0%	-	-	-	4

Notes: ^aThis program’s target population is Latino youth. ^bThis programs’ target population is Latina Youth. ^cThis program’s target population is Black youth, but it is open to anyone. ^dThis program did not report a target population with regard to race, but said they see a higher number of Hispanic participants.

Table 6: Grade by Program

Program	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total Number
5-0 Club - Community Policing	-	-	-	25.0%	25.0%	25.0%	25.0%	-	4
Alliance Public Schools Job Coach ^a	-	-	-	-	12.5%	25.0%	50.0%	12.5%	8
Asset Building ^b	-	76.5%	-	-	-	5.9%	5.95	11.8%	17
Changing Behaviors Alternative Program	9.1%	54.5%	9.1%	27.3%	-	-	-	-	11
Connected Youth Initiative	-	-	-	-	33.3%	16.7%	50.0%	-	6
Horizon Life Skills - Girls in Action	-	26.8%	39.3%	33.9%	-	-	-	-	56
Jaguar Football Program	33.3%	50.0%	-	-	16.7%	-	-	-	6
Joven Noble	-	-	60.0%	40.0%	-	-	-	-	10
Latina Leaders	-	-	100.0%	-	-	-	-	-	12
Malone Leadership Academy - Talented Tenth ^a	-	-	-	-	85.7%	14.3%	-	-	7
Triumph Builders Club	-	-	35.7%	42.9%	14.3%	7.1%	-	-	14
Upward Movement	-	-	43.8%	31.3%	-	8.3%	16.7%	-	48
Youth in Governance - Crete	-	-	-	-	-	25.0%	25.0%	50.0%	4

Notes: ^aThis program's target population is high school youth. ^bThis program's target population is middle school youth.

Table 7: Language Spoken at Home by Program

Program	English	Spanish	Multiple Languages	Total Number
5-0 Club - Community Policing	100%	-	-	4
Alliance Public Schools Job Coach	87.5%	12.5%	-	8
Asset Building	94.1%	-	5.9%	17
Changing Behaviors Alternative Program	90.9%	-	9.1%	11
Connected Youth Initiative	100%	-	-	5
Horizon Life Skills - Girls in Action	91.1%	5.4%	3.6%	56
Jaguar Football Program	100%	-	-	6
Joven Noble	50.0%	20.0%	30.0%	10
Latina Leaders	41.7%	8.3%	50.0%	12
Malone Leadership Academy - Talented Tenth	100%	-	-	7
Triumph Builders Club	50.0%	28.6%	21.4%	14
Upward Movement	67.3%	18.4%	14.3%	49
Youth in Governance - Crete	100%	-	-	4

Table 8: Lived with Who in the Last 30 Days by Program

Program	Parent(s) and/or Step-Parent(s)	Relatives (e.g. grandparent, aunt, siblings)	Foster Care Parent(s)	Group Home	Total Number
5-0 Club - Community Policing	75.0%	-	25.0%	-	4
Alliance Public Schools Job Coach	100%	-	-	-	8
Asset Building	87.5%	-	12.5%	-	16
Changing Behaviors Alternative Program	90.0%	10.0%	-	-	10
Connected Youth Initiative	-	16.7%	-	83.3%	6
Horizon Life Skills - Girls in Action	87.3%	12.7%	-	-	55
Jaguar Football Program	100%	-	-	-	6
Joven Noble	100%	-	-	-	10
Latina Leaders	100%	-	-	-	12
Malone Leadership Academy - Talented Tenth	85.7%	-	14.3%	-	7
Triumph Builders Club	85.6%	7.7%	7.7%	-	13
Upward Movement	95.8%	4.2%	-	-	48
Youth in Governance - Crete	100%	-	-	-	4

Table 9: Lived Where in the Last 30 Days by Program

Program	Home Family Owns/ Rents	Someone Else's Home with Another Family	Group Home	Moved from Place to Place	Total Number
5-0 Club - Community Policing	75.0%	25.0%	-	-	4
Alliance Public Schools Job Coach	100%	-	-	-	8
Asset Building	88.2%	11.8%	-	-	17
Changing Behaviors Alternative Program	90.9%	-	-	9.1%	11
Connected Youth Initiative	16.7%	-	83.3%	-	6
Horizon Life Skills - Girls in Action	94.6%	3.6%	-	1.8%	56
Jaguar Football Program	100%	-	-	-	6
Joven Noble	100%	-	-	-	10
Latina Leaders	100%	-	-	-	12
Malone Leadership Academy - Talented Tenth	85.7%	-	-	14.3%	7
Triumph Builders Club	92.3%	7.7%	-	-	13
Upward Movement	95.9%	2.0%	2.0%	-	49
Youth in Governance - Crete	100%	-	-	-	4

Table 10: Living Arrangement Result of Family Unable to Afford Housing by Program

Program	Yes	No	Not Sure	Total Number
5-0 Club - Community Policing	-	100%	-	4
Alliance Public Schools Job Coach	-	71.4%	28.6%	7
Asset Building	5.8%	88.2%	5.8%	17
Changing Behaviors Alternative Program	-	72.7%	27.3%	11
Connected Youth Initiative	-	100%	-	6
Horizon Life Skills - Girls in Action	-	76.8%	23.2%	56
Jaguar Football Program	-	100%	-	6
Joven Noble	-	90.0%	10.0%	10
Latina Leaders	-	83.3%	16.7%	12
Malone Leadership Academy - Talented Tenth	-	57.1%	42.9%	7
Triumph Builders Club	-	92.9%	7.1%	14
Upward Movement	8.2%	83.7%	8.2%	49
Youth in Governance - Crete	-	100%	-	4

Table 11: Need to Cut Meal Sizes or Skip Meals in the Last 12 Months by Program

Program	Almost Every Month	Some Months	Only 1-2 Months	Did Not Have to Skip/Cut Size of Meals	Total Number
5-0 Club - Community Policing	-	-	-	100%	4
Alliance Public Schools Job Coach	-	-	-	100%	8
Asset Building	11.8%	5.9%	-	82.4%	17
Changing Behaviors Alternative Program	-	10.0%	-	90.0%	10
Connected Youth Initiative	16.7%	16.7%	-	66.7%	6
Horizon Life Skills - Girls in Action	1.8%	8.9%	3.6%	85.7%	56
Jaguar Football Program	-	-	16.7%	83.3%	6
Joven Noble	-	10.0%	-	90.0%	10
Latina Leaders	-	-	-	100%	12
Malone Leadership Academy - Talented Tenth	-	14.3%	28.6%	57.1%	7
Triumph Builders Club	-	7.1%	-	92.9%	14
Upward Movement	2.0%	10.2%	6.1%	81.6%	49
Youth in Governance - Crete	-	-	-	100%	4



Juvenile Justice Institute
University of Nebraska Omaha

Phone: 402.476.0113

Email: unojji@unomaha.edu
juvenilejustice.unomaha.edu

jjinebraska.org