

# Identity 20

20 Years of Serving Latino Youth and Families



# Annual Evaluation Report

July 2017–June 2018

Evaluation has been a pillar of Identity programs since our founding in 1998.

For 20 years, Identity has been reviewing its outcomes on a continuous basis to ensure that the thousands of youth we are privileged to assist are better able to realize their highest potential. We do this by tracking and measuring a multitude of factors throughout the year, including all components of our programs and strategies—recognizing that youth are seeking to thrive in an ever-changing community and world.

Identity’s primary goal is to support youth in their transition to adulthood by providing a range of services to help improve social and emotional learning, increase academic success and better prepare them for work.

We focus on assisting in-school and out-of-school Latino youth and their families who live in high poverty areas of Montgomery County and are most at-risk for poor academic and economic life outcomes. At our five Youth Centers and in partnership with other agencies, we serve all vulnerable youth and do not turn away any young people.

Identity’s FY18 Annual Evaluation information is presented in two ways. First, we present major organization-wide outputs and results.

Second, we present information by major program or service area: Out-Of-School-Time Programs, Wellness Centers, Youth Opportunity Centers, Mental Health Services, Case Management, Reentry and Support, Parent Engagement and Recreation.

All Identity programs and services are aligned to contribute to our intended impact. They are based on the Positive Youth Development model and work to increase protective factors, such as self-esteem, conflict resolution skills and self-efficacy levels—i.e., the factors that reduce the potential for engaging in negative behaviors. The programs also help reduce risk factors such as substance abuse, involvement in delinquent activities, and school disconnection, factors that can lead to negative outcomes. In addition, Identity operates an inmate reentry and support program at the Montgomery County Correctional Facility, and a Recreation Program geared toward mentoring young people through sports. All Identity programs are supported by wraparound behavioral health services and intensive family case management services. Detailed program specific evaluation reports are available upon request.

# 2,648 Youth Served

## (plus their families)

In FY18, Identity worked with vulnerable youth, and the families that love them, after school, in the community, and on the playing fields. Our programs had a direct impact on enabling youth to build the skills they need to thrive, and providing their families with the tools to support their children. Together, we are building a stronger Montgomery County.

### We served...

1,306

youth at three  
high school-based  
Wellness Centers

243

youth with out-of-school-  
time programming  
(non-Wellness Centers)

498

youth at two  
community-based Youth  
Opportunity Centers

343

youth with soccer  
programming

385

clients with mental  
health counseling

112

clients with substance  
abuse counseling

365

inmates at the  
Montgomery County  
Correctional Facility

861

youth and their  
families with case  
management services

### Evaluation Methodology

Identity collects process and outcome data on all programs. Extensive evaluation information is collected by way of baseline, follow-up, and exit surveys across programs. Outcome data is analyzed by an external evaluator. The survey questions are grouped into several domains measuring various protective and risk factors. A statistical analysis known as the Paired-Sample T-Test is used to determine if changes encountered between baseline and exit are significantly different from each other. Process data such as client demographics and program outputs are entered daily in Efforts to Outcomes (ETO), Identity's data management software system.

Demographics

# Who We Served

In FY18, Identity not only served Latinos but an increasingly diverse population. The three high school-based Wellness Centers and the two Youth Opportunity Centers are operated in collaboration with other agencies, allowing us to serve youth of different races, ethnicities and cultures with excellence.

The data reported to the right was collected from baseline or intake surveys administered to 1,571 youth or to their parents in the school-based programs, Youth Opportunity Centers, and Soccer plus Mentoring Program.

Socio-Economics

3 in 10 youth lacked health insurance.

6 in 10 students received Free and Reduced Meals (FARMS).

1 in 10 youth lived in a precarious housing situation (rented a room, lived in a shelter or a group home).

Family Cohesion

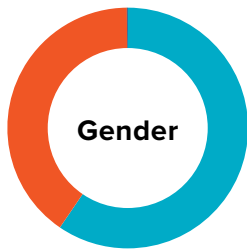
31% of youth, under 18 years of age, lived in a single parent home; 15% lived in a restructured family (with stepparents); and 10% lived without either parent.

4 in 10

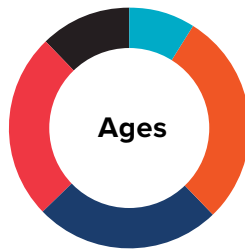
Latino youth had been separated from one or both of their parents because of immigration issues at some time in their lives.

7 was the average number of years of separation from a parent because of an immigration issue.

5 was the average number of people living in each household.



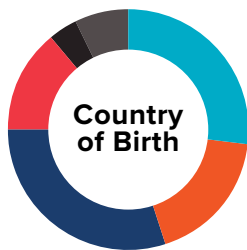
Male	60.2%
Female	39.6%
Transgender	.2%



13 and under	9%
14-16	29%
17-18	25%
19-25	25%
Over 25	12%



Less than \$10,000	2%
\$10,000 - \$14,999	6%
\$15,000 - \$24,999	21%
\$25,000 - \$34,999	21%
\$35,000 - \$49,999	24%
\$50,000 - \$74,999	17%
\$75,000 - \$99,999	5%
over \$99,999	4%



US (with Latino heritage)	27%
US (without Latino heritage)	18%
El Salvador	30%
Other Central American and Caribbean Countries	14%
South American Countries	4%
Other	7%



Latino	77%
African-American/African Origin	17%
Other	6%

*The self-sufficiency standard in Montgomery County for a household with two adults, one preschooler and one school-aged child is \$91,252 (376% of the federal poverty guideline) according to the 2016 Self Sufficiency Standard for Maryland Report, University of Washington School of Social Work.*

## Unique Challenges

# Our Latino Community

Identity works to improve the lives of Latino youth and families in Montgomery County where Latinos are the fastest growing demographic in the public schools, now 32% of the student population. As a group, Latinos in the county are exceptionally vulnerable. Latino youth face significant barriers to success in their studies, work and life – starting behind in school and graduating at rates far behind their classmates. In 2017, only 24% of Montgomery County’s Latino children demonstrated kindergarten readiness, compared to 67% of White peers (readyatfive.org, 2018) and Latino students have the lowest graduation rates from Montgomery County Public Schools (MCPS), at 78.5% (down 1% from 2016). Almost half of MCPS’ dropouts have been in ESOL classes at some point.

The majority of the youth served by Identity were immigrants or children of immigrants who had fled their homelands due to civil wars, violence, political instability, or economic crisis. A common consequence of this situation is family separation. Mothers and fathers are forced to immigrate to the U.S. without their children, who follow years later.

### ACES Through The Generations:

Our research shows 85% of Identity’s Latino youth under age 18 were exposed to at least one Adverse Childhood Experience (ACE) including exposure to violence and/or long separations from parents due to immigration. Our research also shows that 28% of these youth suffer from multiple ACES (3 or more), in much higher numbers than US (11%) or Maryland (8%) youth (National Survey of Children’s Health 2011-2012). Children who experience one or more ACES are more likely to struggle with a variety of physical and emotional problems throughout childhood and adolescence.

In FY18, we began tracking the ACES experienced by Identity parents during their own youth. 437 parents were surveyed, and our research shows they were exposed to multiple ACES in even higher percentages than their children. 32% of these parents suffered multiple ACES (3 or more), with 73% suffering at least one ACE. This not only increases the likelihood of health problems for parents, but intergenerational trauma.

## Youths’ Acculturation

8 in 10

foreign-born youth selected the Spanish version of the evaluation survey, an indication of limited English proficiency.

3 in 10

foreign-born youth were recent arrivals (one year or less in the US).

8 in 10

foreign-born youth were in the US for 5 years or less.

## Parents’ Acculturation

Identity’s approach to working with youth is family-centered. The following provides highlights from 440 Latino parents from our school-based programs with whom we conducted comprehensive family assessments.

9 in 10

parents were foreign-born.

8 in 10

parents did not feel comfortable with English.

5 in 10

parents had less than a high school education. 55% of this group completed less than 8th grade.

## Organization-Wide Efforts

# Output Measures

To manage process evaluation data, Identity uses Efforts-to-Outcomes (ETO), a data collection and management software system that creates a unique ETO identifier for each participant. ETO allows us to track all process data for clients on an individual and group basis (tracking recruitment, attendance, and level of participation for various activities, as well as social service referral information and referral status) while protecting confidentiality. A Red Flag Action Sheet allows staff to act quickly on safety issues and emergency needs.

### Social and Emotional Learning

1,681

hours of curriculum-based programs

1,087

participants in curriculum-based programs

189

hours of parent education and engagement workshops

### Academic Enrichment

26

middle school students received math support in our 21st Century Community Learning Centers program.

97

elementary school students received reading support in our out-of-school-time *Jóvenes de Mañana* programs.

### Workforce Development/ Job Readiness

135

students participated in GED classes at our Youth Opportunity Centers.

152

clients enrolled in Job Readiness programs at our Youth Opportunity Centers.

### Recreational Activities

256

new participants enrolled in our Soccer plus Mentoring Program.

90

Youth Opportunity Center clients took part in engagement activities such as camping, hiking and field trips.

297

students took part in recreation and physical fitness programs at the Wellness Centers.

### Wraparound Services

Our holistic approach to meeting the needs of the community has led to services and supports that strengthen youth and multiply our impact across families and households. These wraparound services include case management, mental health and substance abuse counseling.

861

clients received 2,604 referrals for social services.

1,280

referrals were made for emergency food, clothing or housing.

385

clients received mental health counseling.

112

clients received substance abuse counseling.

114

cases were referred to Child Protective Services for abuse or neglect.

## Organization-Wide Results

# Positive Development Positive Change

The Positive Youth Development model serves as the foundation through which we foster resilience and promote social, emotional, and cognitive development across age groups. The programs develop self-efficacy, a positive belief in the future, and offer opportunities for youth to engage in pro-social activities.

The following are outcomes from clients who completed both a baseline and an exit survey in our programs. There were 1,057 baselines collected in our curriculum-based programs and 789 youth completed both a baseline and

an exit survey in those programs. These numbers exclude elementary school students. A total of 514 baselines were collected from non-curriculum based programs and 211 youth completed both a baseline and exit survey in those programs. Non-curriculum-based programs include the Soccer plus Mentoring program and the Youth Opportunity Centers. Not all youth responded to all questions, so the “n” may vary for each question.

The improvements below were statistically significant.

### Social and Emotional Well-Being

At baseline, 44% (n=437) reported lacking expectations for a positive future.

**71%**

of this group reported an **increase in their expectations for a more positive future** at exit.

At baseline, 24% (n=214) reported high levels of depression symptoms.

**74%**

of this group reported **decreased levels of depression** at exit.

At baseline, 72% (n=686) reported poor conflict resolution and anger management skills.

**63%**

of this group reported **increased skills** at exit.

At baseline, 29% (n=276) of youth reported low levels of self-esteem.

**78%**

reported an **increase of self-esteem** at exit.

At baseline, 14% (n=133) reported high levels of delinquent behaviors.

**85%**

of this group reported they had **decreased their delinquent activities** at exit.

At baseline, 17% (n=160) reported high levels of substance abuse behaviors.

**64%**

reported a **decrease in substance use** at exit.

### Academic Development

At baseline, 62% (n=331) reported low levels of school connectedness.

**77%**

of this group reported **increased school connectedness** at exit.

At baseline, 30% (n=232) reported a negative academic outlook.

**80%**

of this group reported an **improved academic outlook** at exit.

### Work Readiness/Employment

**152**

youth successfully completed workforce development, job readiness, and soft skills training.

**48**

youth passed one or more of the four GED tests required for graduation.

**50**

youth obtained jobs.

**12**

youth obtained internships.

**19**

youth earned their high school diploma.

In the Youth Opportunity Center sample (n=160) at baseline, 55% reported poor conflict resolution and anger management skills.

**55%**

of this group reported **improved conflict resolution and anger management skills** at exit.

# Evaluation by Program

## Out-of-School-Time Programs

Identity runs out-of-school time programs before school, after school and during spring and summer breaks. In FY18, Positive Youth Development programs took place in three elementary schools (Clopper Mill, Daly and Stedwick), four middle schools (Forest Oak, Gaithersburg, Redland and Shady Grove) and one high school (Seneca Valley). All participants were Latino students.

### **Out-of-school time participants:**

- 243 students

### **Curriculum-based Positive Youth Development:**

- 734 hours of programming

### **Case Management**

- 207 family assessments

### **Parents Served**

- 101 hours of educational workshops





# Out-of-School-Time Programs *(continued)*

## Social and Emotional Well-Being

### ELEMENTARY SCHOOL PROGRAM

97

youth served

370

hours of curriculum-based PYD

In our *Jóvenes de Mañana* Elementary School Program, teachers reported improvement in the social and emotional competencies linked to academic success. Our social and emotional skills outcomes reflect the data from teacher baseline and exit surveys for 97 youth, which measure changes in participant levels of self-control, persistence, and social competence over the school year.

Of the 30 participants (31%) who had low levels of self-control,

73%

(22) improved this skill;

Of the 50 participants (51%) who had low levels of persistence,

74%

(37) improved this skill; and

Of the 27 participants (28%) who had low levels of social competence,

85%

(23) improved this skill;

In addition, at baseline, 39 participants reported they had low levels of mastery orientation, or the belief that their efforts would lead to academic success; and 44 participants reported they had low levels of academic self-efficacy, or the confidence in their ability to accomplish academic goals. By the end of the school year, of those that reported these emotional challenges, 56% reported improved mastery orientation and 68% reported improved academic self-efficacy.

### MIDDLE/HIGH SCHOOL PROGRAMS

146

youth served

364

hours of curriculum-based PYD

For the 146 students in our middle and high school programs we saw statistically significant improvements in the youth that initially reported high levels of challenges in social and emotional skills. Improvements in these critical indicators of well-being strengthen their chances for positive academic and life outcomes.

Of the 25 youth (19%) who initially reported low levels of self-esteem,

76%

(17) reported an increase.

Of the 55 youth (41%) who initially reported a lack of expectations for a positive future,

76%

(42) reported an increase.

Of the 93 youth (69%) who initially reported low levels of conflict resolution and anger management skills,

61%

(57) reported an increase in their ability to resolve conflicts without resorting to violence.

Of the 25 youth (19%) who initially reported high levels of depression symptoms,

76%

(19) reported a decrease in their depression symptoms.

## Academics

At our three elementary schools (Clopper Mill, Stedwick and Daly) and our 21st Century Community Learning Center at Forest Oak Middle School we combine academic supports with PYD. The following are academic highlights from those programs.

### ELEMENTARY SCHOOL *JÓVENES DE MAÑANA* READING OUTCOMES

In our *Jóvenes de Mañana* Elementary School Program, students began the 2017-2018 school year behind in reading an average of three marking periods, with some students four years behind. At the end of the school year, we saw statistically significant improvements in reading skills:

45%

of participants were reading at or above their grade level; and

52%

of participants had made statistically significant gains towards this goal.

### FOREST OAK MIDDLE SCHOOL MATH OUTCOMES

In our 21st Century Community Learning Center social, emotional and academic support program at Forest Oak Middle School this year, 26 struggling Latino students showed significant improvements in their math grades, with every participant achieving a final report card grade of C or higher by the end of the year:

50%

of participants ended the year with an A.

35%

of participants ended the year with a B.

15%

of participants ended the year with a C.

# Wellness Centers

In 2007, Identity opened the first High School Wellness Center in Montgomery County in partnership with MCPS and the Montgomery County Department of Health and Human Services, to support the social, emotional, mental, and physical well-being of the students throughout their high school years. We now operate three: at Gaithersburg, Watkins Mill and Wheaton High Schools.

Since 2013, we have served 3099 unique high school students and their families in Identity-run Wellness Centers.

In FY18, we served 1,306 youth and their families reflecting 22% of the overall populations of the three schools. 210 youth were recently arrived.

## Curriculum-based programs

- 904 hours with 805 youth participating

## Case management

- 522 youth with 682 referrals for safety net supports, healthcare, job training or job placement

## Counseling

- 1,479 hours of individual behavioral health counseling

## Recreation

- 299 recreation activities, 60 field trips, 98 special activities

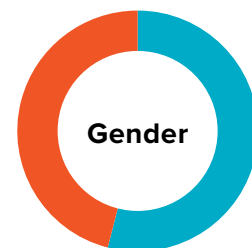
## Volunteering

- 2,062 student service learning (ssl) hours earned

## Parents served

- 233 family case management assessments
- 648 parents attended 43 engagement sessions

## Who We Served



Male	53%
Female	47%



Latino	60%
African-American/African Origin	29%
Caucasian	3%
Asian/Pacific Islander	3%
Other	5%



6 in 10 received FARMS.

2 in 10 worked after school.

3 in 10 lacked health insurance.

51% were foreign born.

4 in 10 lived in a single-parent home.

2 in 10 lived in a restructured family.

1 in 10 lived without either parent.

# Wellness Centers *(continued)*

The following outcomes are from a sample of 655 students who completed both a baseline and exit survey of curriculum-based youth development programs:

## School Connectedness

At baseline, 261 youth (40%) reported having a negative perception of their school environment.

**78%**

of this group had a positive perception of school at exit.

At baseline, 163 youth (25%) reported low levels of academic expectations.

**80%**

of this group reported improvements in academic expectations at exit.

## Emotional Well-Being

At baseline, 355 youth (54%) lacked expectations for a positive future.

**72%**

of this group reported more positive expectations for their future at exit.

At baseline, 477 youth (73%) reported low levels of anger management and conflict resolution skills.

**66%**

of this group reported an increase in those skills at exit.

At baseline, 98 youth (15%) reported high levels of delinquent behavior.

**86%**

of this group reported a decrease in those risky behaviors at exit.



## Academic Partnerships

### GAITHERSBURG HIGH SCHOOL TROJAN EXPERIENCE:

Identity was the lead partner in the Trojan Experience with the National Alliance on Mental Illness of Montgomery County, Gandhi Brigade and Gaithersburg High School to change the high school trajectory of 88 ninth graders with risk factors that can prevent them from reaching their true potential. The goal of this work, funded by the Jim and Carol Trawick Foundation, is to improve the attendance, GPAs and (ultimately) graduation rate of these ninth graders.

In the first year, when compared to all other ninth graders, Trojan Experience participants had improved GPAs (7% higher) and better attendance (16% higher). The positive impact is more striking when compared to the 180 ninth grade students who were invited to participate in Trojan Experience but did not. Trojan Experience participants had 29% higher GPAs and 30% higher attendance rate than these students with similar academic, attendance, and/or behavioral risk factors.

**29%**

had higher GPAs.

**30%**

had higher attendance.

### WHEATON HIGH SCHOOL KNIGHT TIME:

In FY18, Identity joined Wheaton High School's 21<sup>st</sup> Century Community Learning Center partnership, an after-school program to help 65 ESOL students stay on track to graduate. The program helped strengthen their math and reading skills, and gave them opportunities to earn SSL hours and learn about job and career opportunities. Students also participated in different art and recreational activities.

In the first year, 82% of the students increased at least one ESOL level; of that group, 42% increased more than one level. Students earned 666 SSL hours participating in meaningful community service projects, and at the end of the program 79% were academically eligible for sports and other extra-curricular activities, achieving at least a 2.0 G.P.A.

**82%**

of the students increased at least one ESOL level;

**42%**

increased more than one level.

At the end of the program

**79%**

were academically eligible for sports and other extra-curricular activities, achieving at least a 2.0 G.P.A.

# Youth Opportunity Centers

Our two Youth Opportunity Centers, located in Takoma Park and Gaithersburg, offer integrated programs and services to provide disconnected youth with the skills and support they need to move towards positive education and employment outcomes. Workforce and GED programs are paired with wraparound services including intensive case management, trauma-informed restorative practices, tattoo removal, and mental health and substance abuse counseling. In FY18, 498 youth ages 11 – 25 were served, with the average age of 19.6 years old.

## Workforce Development

- 152 clients enrolled in Job Readiness programs.
- 143 clients received employment counseling.
- 50 clients acquired a job.
- 57 clients participated in ESOL classes.
- 101 clients created professional resumes.

## GED Support Services

- 135 clients attended GED classes.
- 48 clients passed at least one GED test.
- 19 clients earned their high school diploma.

## Intensive Case Management

- 474 clients served, with
- 2,335 hours of case management and 3912 individual interventions.

## Behavioral Health

- 91 clients received individual mental health counseling and 93 clients participated in group level interventions.
- 112 clients received substance abuse counseling.

The following is from a sample of 160 clients that completed a follow-up/exit survey during FY18

## Positive Youth Development

At intake, 29% reported lacking expectations for a positive future. Of this group,

**62%**  
reported an increase in their expectations for a positive future at follow-up.

At intake, 14% reported high levels of depression symptoms. Of this group,

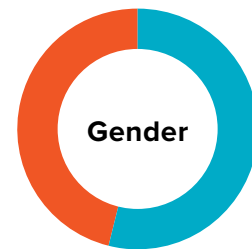
**74%**  
reported decreased levels of depression at follow-up.

At intake, 55% reported poor conflict resolution and anger management skills. Of this group,

**55%**  
reported increased skills at follow-up.

**41**  
youth participated in 16 Youth Advisory Board/Leadership Council Meetings.

## Who We Served



Male	54%
Female	46%



Latino	81%
African-American/African Origin	14%
Other	5%

**46%**  
of youth were US-born.

**54%**  
of youth were foreign born.

**8 in 10**  
foreign-born youth had been separated from their parents at some point due to immigration.

**7 in 10**  
foreign-born youth did not feel confident speaking English.

Risk factors: at intake  
**49%**  
(n=160) of clients reported at least one risk behavior such as high levels of depression symptoms, low expectations for a positive future, low anger management skills or delinquent behaviors





## Mental Health Services

Mental health services complement all programs. Staff, partners, and interns provide bilingual and culturally competent counseling sessions to individuals, groups, and families.

- 385 clients received mental health therapy.
- 112 clients received substance abuse counseling.
- 114 cases were referred to Child Protective Services for suspected abuse or neglect.

## Case Management

We link low-income youth and their families to safety-net services. We complete in-depth assessments and, when needed, connect clients to social services such as emergency assistance for food, clothing, or shelter, legal services or crisis intervention.

- This year, 861 clients received case management.
- Of the 2,604 service referrals, 84% were completed successfully as of June 30, 2018.

## Identity's Reentry and Support Program

Since 2006, Identity's Reentry and Support program at the Montgomery County Correctional Facility has offered young Latino inmates a range of bilingual programs, including Book Club, Healing Circles, Choice for Change, Healing Arts and Financial Literacy in addition to case management and pre-placement and orientation services. Many of these young people transition to our Youth Opportunity Center programs for continued case management, counseling and support upon reentry to the community.

- 332 inmates received pre-placement orientation services.
- 355 inmates received case management.
- 171 inmates participated in financial literacy workshops.
- 97 inmates participated in 66 hours of reentry workshops.

# Parent Education and Engagement

At Identity, we work with families to strengthen their ability to support their children. The parent component includes comprehensive case management to ensure basic needs are met, mental health and substance abuse counseling if needed, and parent education and engagement workshops. These are offered at all our school-based program locations.

- This year, we conducted 189 hours of parent education and engagement workshops.
- All parents who filled out exit surveys reported the sessions had increased their understanding and ability to support their child's educational growth and success.
- In the elementary schools, 27 parent sessions over the school year addressed a number of different themes related to supporting their children, such as parenting skills, academic monitoring, immigration, higher education, communication, and adolescent development.

## Parent Leadership Academy

The Academia de Liderazgo para Padres Latinos Conectados is a leadership development and civic engagement program for Latino parents. Our pilot began in the Spring of 2018 with 23 parents participating in a 9 session curriculum. The goal of the program is to train and empower Latino parents to successfully advocate for equity in education.

By program's end:

19 of 23

(83%) report knowing the steps necessary to obtain broad support for activities in their community.

17 of 23

(74%) report feeling they are a model of leadership for others in their community.

100% of parents reported:

- The information provided was very useful for them.
- They had high levels of satisfaction with the support provided by facilitators.
- There was a feeling of unity in the group and members supported each other.
- They felt confident sharing their opinions.

22 of 23

(95%) report feeling they are able to defend their ideas.

18 of 23

(78%) report feeling they are able to articulate a clear vision for the future of their community.

# Recreation

Identity's Soccer plus Mentoring program is available to all Identity youth and often serves as a gateway and strong incentive for participation in other programs. Youth learn leadership, goal setting, teamwork skills and habits of healthy living while building their soccer skills. This program is often the only option for these youth to be involved in sports, as many don't qualify for school sports teams due to poor grades. This year the program served 256 youth, with 340 soccer sessions.

- 30 youth were able to try out for their school soccer team and 25 made their school team by the end of the program.
- 145 youth enrolled in a county or local soccer league.
- A very high percentage of youth began the program with poor conflict resolution and anger management skills. By teaching teamwork and sportsmanship on the soccer field, Identity was able to improve the ability of youth to deal with frustration and conflict in a positive manner, important skills for their future.

At baseline,

## 60%

of 190 youth reported poor conflict resolution and anger management skills. At the end of the program,

## 60%

of those youth reported an improvement in those skills.





## Where We Served

### High School Wellness Centers

- Gaithersburg High School
- Watkins Mill High School
- Wheaton High School

### Youth Opportunity Centers

- Crossroads Youth Opportunity Center
- Up-County Youth Opportunity Center

### Correctional Facility Reentry Program

- Montgomery County Correctional Facility

### Out-of-School-Time Programs

- Clopper Mill Elementary School
- Capt. James E. Daly Elementary School
- Stedwick Elementary School
- Forest Oak Middle School
- Gaithersburg Middle School
- Redland Middle School
- Shady Grove Middle School
- Blair High School
- Seneca Valley High School

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