



Annual Evaluation Report

FY2018-2019

Annual Evaluation Report

July 2018–June 2019

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

For over 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-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 FY19 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. Detailed program specific evaluation reports are available upon request.

2,928 Youth Served


(plus their families)

In FY19, 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...


1,483


youth at three
high school-based
Wellness Centers


306


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


512

youth at two
community-based Youth
Opportunity Centers


350


youth with recreation
programming


388

clients with mental
health counseling


90

clients with substance
abuse counseling


297

inmates at the
Montgomery County
Correctional Facility


967

youth and their
families with case
management services

Evaluation Methodology

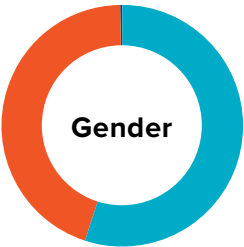
Identity collects process and outcome data on all programs. Extensive evaluation information is collected by way of baseline, follow-up, and exit surveys across programs. Outcome data is analyzed by an external evaluator. The survey questions are grouped into several domains measuring various protective 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.

To evaluate the outcomes of our academic out-of-school time programs we request academic data from the schools, including quarterly report cards, standardized test scores, attendance and behavioral referral data, and data on non-program participants for comparative purposes.

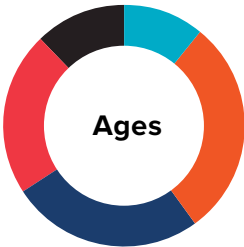
Demographics

Who We Served

In FY19, 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.



Male	55.2%
Female	44.6%
Transgender	0.2%



13 and under	11%
14–16	29%
17–18	26%
19–25	22%
Over 25	12%



Less than \$10,000	5%
\$10,000–\$14,999	6%
\$15,000–\$24,999	24%
\$25,000–\$34,999	19%
\$35,000–\$49,999	24%
\$50,000–\$74,999	14%
\$75,000–\$99,999	5%
over \$99,999	3%



US (with Latino heritage)	27%
US (without Latino heritage)	19%
El Salvador	28%
Other Central American and Caribbean Countries	14%
South American Countries	4%
Other	8%



Latino	76%
African-American/ African Origin	18%
Caucasian (Non-Hispanic)	2%
Asian/ Pacific Islander	2%
Other	2%

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.

Socio-Economics

25%
of youth lacked health insurance.

65%
of students received Free and Reduced Meals (FARMS).

12%
of youth lived in a precarious housing situation (rented a room, lived in a shelter or a group home).

Family Cohesion

31%
of youth lived in a single parent home; 15% lived in a restructured family (with stepparents); and 6% lived without either parent.

37%
of Latino youth had been separated from one or both of their parents because of immigration issues at some time in their lives.

10
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.

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 31% 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 2018, only 35% of Montgomery County's Latino children demonstrated kindergarten readiness, compared to 70% of White peers (readyatfive.org, 2019) and Latino students had the lowest graduation rates from Montgomery County Public Schools (MCPS), at 78.5%. 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 83% 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 ACE are more likely to struggle with a variety of physical and emotional problems throughout childhood and adolescence.

We also track the ACES experienced by Identity parents during their own youth. We surveyed 362 Latino parents and found they were exposed to multiple ACES in even higher percentages than their children. Thirty-six percent of these parents suffered multiple ACES (3 or more), with 81% suffering at least one ACE. This not only increases the likelihood of health problems for parents, but may affect behaviors that can cause intergenerational trauma impacting the health and well-being of their children.

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).

6 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 480 Latino families 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.

6 in 10

parents had less than a high school education. 51% 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-Emotional Learning	Academic Enrichment	Workforce Development/Job Readiness	Recreational Activities	Wraparound Services
1,749 hours of curriculum-based programs	34 middle school students received math support in our 21st Century Community Learning Center program.	131 students participated in GED classes at our Youth Opportunity Centers.	230 new participants enrolled in our Soccer plus Mentoring Program.	967 clients received 3,004 referrals for social services.
1,229 participants in curriculum-based programs	147 elementary school students received reading support in our out-of-school-time Jóvenes de Mañana programs.	118 clients enrolled in Job Readiness programs at our Youth Opportunity Centers.	98 Youth Opportunity Center clients took part in engagement activities such as camping, hiking and field trips.	1,348 referrals were made for emergency food, clothing or housing.
183 hours of parent education and engagement workshops		46 clients enrolled in job certification courses like Early Childhood Education, Certified Medical Assistance, HIPAA, OSHA and CPR.	319 Wellness Center students took part in recreation and physical fitness programs.	388 clients received mental health counseling.
			517 Wellness Center students took part in field trips.	90 clients received substance abuse counseling.
				129 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-management, self-awareness, responsible decision-making, relationship skills and social awareness.

The following are outcomes from clients who completed both a baseline and an exit survey in our programs. There were 1,166 baselines collected in our curriculum-based programs and 819 youth completed both a baseline and an exit survey in those programs. These numbers exclude elementary school students, whose social-emotional surveys are completed by their teachers.

A total of 462 baselines were collected from non-curriculum based programs and 155 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 to the right were statistically significant.

Social-Emotional Learning

At baseline, 40% (n=383) reported lacking expectations for a positive future.

61%
of this group reported an **increase in their expectations for a more positive future** at exit.

At baseline, 17% (n=139) reported high levels of depression symptoms.

67%
of this group reported **decreased levels of depression** at exit.

At baseline, 69% (n=647) reported poor conflict resolution and anger management skills.

58%
of this group reported **increased skills** at exit.

At baseline, 21% (n=196) of youth reported low levels of self-esteem.

69%
of this group reported an **increase of self-esteem** at exit.

In the Youth Opportunity Center sample (n=120) at baseline, 58% reported poor conflict resolution and anger management skills.

46%
of this group reported **improved conflict resolution and anger management skills** at exit.

At baseline, 11% (n=99) reported high levels of delinquent behaviors.

72%
of this group reported they had **decreased their delinquent activities** at exit.

At baseline, 11% (n=107) reported high levels of substance abuse behaviors.

65%
of this group reported a **decrease in substance use** at exit.

Work Readiness/Employment

118
youth successfully completed workforce development, job readiness, and soft skills training.

48
youth obtained jobs.

17
youth obtained internships.

16
youth earned their high school diploma.

39
youth passed one or more of the four GED tests required for graduation.

34
clients obtained a total of 43 job certifications such as Early Childhood Education, Certified Medical Assistants, HIPAA, OSHA and SafeServ

Academic Development

At baseline, 52% (n=293) reported low levels of school connectedness.

69%
of this group reported **increased school connectedness** at exit.

At baseline, 22% (n=159) reported a negative academic outlook.

75%
of this group reported an **improved academic outlook** 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 FY19, Positive Youth Development programs took place in four elementary schools (Clopper Mill, Daly, Stedwick and Whetstone), four middle schools (Gaithersburg, Neelsville, Montgomery Village and Redland) and one high school (Seneca Valley). All participants were Latino students.

Out-of-school time participants:

- 306 students

Curriculum-based Positive Youth Development:

- 689 hours of programming

Case Management

- 247 family assessments

Parents Served

- 47 hours of educational workshops
- 408 parents attended



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

Social and Emotional Learning

ELEMENTARY SCHOOL PROGRAM

147

youth served

410

hours of curriculum-based PYD

In our *Jóvenes de Mañana* Elementary School Program, teachers reported improvement in the social-emotional competencies linked to academic success. Our social-emotional skills outcomes reflect the data from teacher baseline and exit surveys for 102 youth, which measure changes in participant levels of self-control, persistence, and social competence over the school year.

Of the 21 participants (22%) who had low levels of self-control,

76%

(15) improved this skill;

Of the 37 participants (38%) who had low levels of persistence,

70%

(26) improved this skill; and

Of the 18 participants (18%) who had low levels of social competence,

88%

(15) improved this skill;

In addition, at baseline, teachers reported 34 participants had low levels of mastery orientation, or the belief that their efforts would lead to academic success; and 40 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 with these emotional challenges, 67% improved mastery orientation and 71% improved academic self-efficacy.

MIDDLE/HIGH SCHOOL PROGRAMS

159

youth served

279

hours of curriculum-based PYD

For the 109 students in our middle and high school PYD programs who completed a baseline and exit survey, we saw statistically significant improvements in the youth that initially reported high levels of challenges in social-emotional skills. Improvements in these critical indicators of well-being strengthen their chances for positive academic and life outcomes.

Of the 20 youth (18%) who initially reported low levels of self-esteem,

70%

(14) reported an increase.

Of the 40 youth (37%) who initially reported a lack of expectations for a positive future,

48%

(19) reported an increase.

Of the 71 youth (65%) who initially reported low levels of conflict resolution and anger management skills,

68%

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

Of the 14 youth (13%) who initially reported high levels of depression symptoms,

79%

(11) reported a decrease in their depression symptoms.

Academics

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

ELEMENTARY SCHOOL JÓVENES DE MAÑANA READING OUTCOMES

23%

of participants improved one or more grade levels in reading.

99%

of participants received a grade C or higher in reading.

75%

of participants at Whetstone Elementary (which only began in January) ended the year reading at or above grade level.

MIDDLE SCHOOL MATH OUTCOMES

In our 21st Century Community Learning Center at Neelsville Middle School, we began working with struggling Latino 6th graders in January and will continue with them throughout their middle school years.

15%

of participants ended the year with an A in math.

45%

of participants ended the year with a B in math.

15%

of participants ended the year with a C in math.

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.

In FY19, we served 1,483 youth and their families reflecting 25% of the overall populations of the three schools. 187 youth were recent arrivals.

Curriculum-based programs

- 913 hours with 843 youth participating

Case management

- 545 youth with 530 referrals for safety net supports, healthcare, job training or job placement

Counseling

- 1,615 hours of individual behavioral health counseling

Recreation

- 209 recreation activities, 62 field trips, 78 special activities

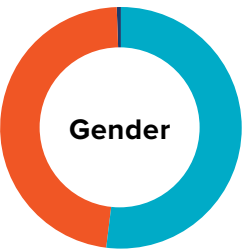
Volunteering

- 1,754 student service learning (SSL) hours earned

Parents served

- 233 family case management assessments
- 638 parents attended 65 engagement sessions

Who We Served



Male	52%
Female	47.7%
Transgender	0.3%



Latino	63%
African-American/African Origin	29%
Caucasian (Non-Hispanic)	3%
Asian/Pacific Islander	3%
Other	2%

57%
received FARMS.

15%
worked after school.

20%
lacked health insurance.

51%
were foreign born.

31%
lived in a single-parent home.

16%
lived in a restructured family.

7%
lived without either parent.

Wellness Centers *(continued)*

The following outcomes are from a sample of 630 students who completed both a baseline and exit survey of curriculum-based youth development programs:

School Connectedness

At baseline, 246 youth (53%) reported having a negative perception of their school environment.

69%

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

At baseline, 118 youth (19%) reported low levels of academic outlook.

76%

of this group reported improvements in academic outlook at exit.

Emotional Well-Being

At baseline, 269 youth (43%) lacked expectations for a positive future.

63%

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

At baseline, 421 youth (70%) reported low levels of anger management and conflict resolution skills.

57%

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

At baseline, 72 youth (13%) reported high levels of delinquent behavior.

72%

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

Academic Partnerships

TROJAN EXPERIENCE:

Identity was the lead partner in the Trojan Experience with Gaithersburg High School and the National Alliance on Mental Illness of Montgomery County to change the high school trajectory of 104 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 FY19, Trojan Experience participants earned an average GPA of 3.0 compared to the overall 9th grade average of 2.8. And with attendance, only 14% of our Trojan Experience youth missed more than 10% of school days, compared to 32% of the overall 9th grade class.

KNIGHT TIME AND WOLVERINE TIME:

Identity's successful Wheaton High School 21st Century Community Learning Center partnership (Knight Time) expanded to Watkins Mill High School in FY19 (Wolverine Time). The after-school programs worked with 95 ESOL students to help them 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 art and recreational activities designed to build social-emotional skills.

By the end of the program, 73% of the students increased one or more ESOL levels and 80% were academically eligible for sports and other extra-curricular activities, achieving at least a 2.0 G.P.A. They earned 1,363 SSL hours.

73%

of the students increased at least one ESOL level;

At the end of the program

80%

were academically eligible for sports and other extra-curricular activities.



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 FY19, 512 youth ages 11–25 were served, with the average age of 18.6 years old.

Workforce Development

- 118 clients enrolled in Job Readiness Programs
- 92 clients received employment counseling.
- 48 clients acquired a job.
- 61 clients participated in ESOL classes.
- 72 clients created professional resumes.

GED Support Services

- 131 clients attended GED classes.
- 39 clients passed at least one GED test.
- 16 clients earned their high school diploma.

Intensive Case Management

- 432 clients served, with
- 2,130 hours of case management and 3,514 individual interventions.

Behavioral Health

- 80 clients received individual mental health counseling and 66 clients participated in group level interventions.
- 90 clients received substance abuse counseling.

The following is from a sample of 127 clients that completed a follow-up/exit survey during FY19.

Positive Youth Development

At intake, 41% reported lacking expectations for a positive future. Of this group,

54%
reported an increase in their expectations for a positive future at follow-up.

At intake, 15% reported high levels of depression symptoms. Of this group,

58%
reported decreased levels of depression at follow-up.

At intake, 58% reported poor conflict resolution and anger management skills. Of this group,

46%
reported increased skills at follow-up.

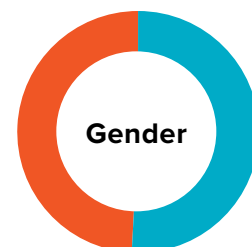
31
youth participated in 6 Youth Advisory Board/Leadership Council Meetings.

93%
of youth were not involved or re-involved with the juvenile or criminal court system while enrolled in Identity programming.

At intake, 48% reported being disconnected from the school system. Of this group,

70%
were reconnected either to school or a GED program.

Who We Served



Male	51%
Female	49%



Latino	82%
African-American/ African Origin	14%
Other	4%

46%
of youth were US-born.

54%
of youth were foreign born. Of those, 68% had been living in the US for less than 5 years.

70%
of foreign-born youth did not feel confident speaking English.

Risk factors at intake

42%
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

29%
of youth were not living with either parent.

44%
of youth had no health insurance.





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.

- 388 clients received mental health therapy.
- 90 clients received substance abuse counseling.
- 129 cases were referred to Child Protective Services for suspected abuse or neglect.

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, Spanish literacy, and financial literacy, in addition to case management and pre-placement orientation and interpretation services.

- 297 inmates were served.
- 145 inmates received orientation services.
- 193 inmates received case management.
- 77 inmates participated in financial literacy workshops.

Case Management

Across the organization, 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, 967 clients received case management, a 12% increase from the year before.
- Of the 3004 service referrals, 84% were completed successfully as of June 30, 2019.

Family Reunification and Strengthening

During FY19 Identity offered a Family Reunification and Strengthening program for parents and youth through our three High School Wellness Centers. We served 53 Latino families impacted by trauma.

80% of parents and 71% of youth served agreed the program helped them improve their relationship and communication with their child or parent.

80% of parents agreed they felt more united as a family, understood each other better, and felt more equipped to recognize and deal with barriers to healthy communication.

Parent Education and Engagement

At Identity, we work with families to strengthen their ability to support their children's education and path to reach their full potential. In addition to comprehensive case management to ensure basic needs are met, mental health and substance abuse counseling if needed, we offer parent education and engagement workshops, and curriculum-based programming for civic engagement.

- This year, we conducted 183 hours of parent education and engagement workshops, attended by 1046 parents (duplicated attendance).
- Based on 505 parent session satisfaction surveys, all parents reported the sessions had increased their understanding and ability to support their child's educational growth and success.
- Workshops address topics such as dealing with trauma, academic monitoring and computer literacy for school communication, literacy at home, immigration rights and responsibilities, stress management, nutrition and health, 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. The goal of the program is to train and empower Latino parents to successfully advocate for equity in education.

In FY19 45 parents participated and 38 completed the 9 session curriculum.

By program's end:

63%

reported knowing the steps necessary to obtain broad support for activities in their community.

82%

reported feeling they are qualified to advocate for improvements in the education of the Latino community.

82%

reported feeling they are able to access the resources that will make them effective to achieve change 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.



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 at-risk youth to be involved in sports, as many don't qualify for school sports teams due to low grades. This year the program served 230 youth, with 376 soccer sessions.

- 39 youth were able to try out for their school soccer team and 34 made their school team by the end of the program.
- 142 youth enrolled in a county or local soccer league.
- 51 youth participated in two all-girls teams, 94% of those girls who initially reported low self-esteem, reported improvement.
- Two-thirds 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 successful adulthood.

At baseline,

66%

of 152 youth reported poor conflict resolution and anger management skills.

At the end of the program,

66%

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
- Whetstone Elementary School
- Gaithersburg Middle School
- Montgomery Village Middle School
- Neelsville Middle School
- Redland Middle School
- Montgomery Blair High School
- Seneca Valley High School

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