

Annual Evaluation Report

FY2020

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July 2019–June 2020

Even though this has been a year like no other, upended by a prolonged pandemic, evaluation remains a pillar of all Identity programs as does our belief that to serve others is a privilege and requires excellence.

Identity reviews its outputs and outcomes on a continuous basis to ensure that the thousands of youth and families we are privileged to assist are better able to realize their highest potential and thrive. We do this by tracking and measuring a multitude of factors throughout the year, including all components of our programs and strategies. Identity's primary goal is to support Latino and other historically underserved youth in their transition to adulthood by providing a range of programs and 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 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. That focus did not waver when, in March 2020, the pandemic threatened widespread hunger and homelessness as many of our families faced unemployment and illness, while students scrambled to connect and remain engaged in remote classes.

The social-emotional, educational, economic and health challenges of COVID-19 are reflected in Identity's FY20 Evaluation report, presented in three sections. The first section describes Identity's COVID-19 response. The second section describes our organization-wide outputs and impact. And the third section presents a deeper look at data by major program or service area.

All Identity programs and services are aligned to contribute to our intended impact. They are trauma-informed and based on the Positive Youth Development model, which works 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.

3,975 Clients Served

Benefiting 23,826 people because our services support the whole family, and our families average 6 people per household.

In FY20, 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...


1,410

youth at three
high school-based
Wellness Centers


408


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


541

youth at two
community-based Youth
Opportunity Centers


329

youth with recreation
programming


290


clients with mental
health counseling


72

clients with substance
abuse counseling


163

inmates at the
Montgomery County
Correctional Facility


2,147

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 internal 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.

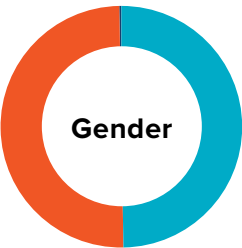
To evaluate the outcomes of our academic out-of-school time programs, we request academic data from the schools, including quarterly report cards, standardized test scores, attendance and behavioral referral data, and data on non-program participants for comparative purposes. Due to the pandemic, Montgomery County Public Schools were only able to provide academic data through the third marking period.

This year, in partnership with the University of Maryland School of Public Health, we re-validated our evaluation scales and transitioned to updated baseline survey questions beginning in July 2019 in our continuous process of review and improvement.

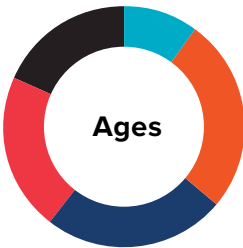
Demographics

Who We Served

Identity primarily worked with the Latino community, but we continued to welcome and serve a 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 following demographics represent the 3047 youth and their parents/guardians participating in regular Identity programs.



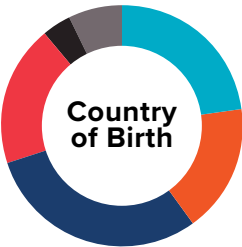
Male	49.76%
Female	50.21%
Transgender	0.03%



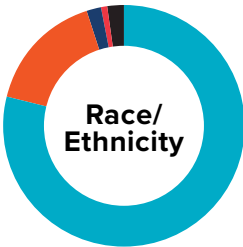
13 and under	10%
14-16	26%
17-18	24%
19-25	21%
Over 25	18%



Less than \$23,000	37%
\$23,001-\$30,000	25%
\$30,001-\$39,000	13%
\$39,001-\$47,000	9%
\$47,001-\$55,000	5%
\$55,001-\$63,000	3%
\$63,001-\$71,000	3%
\$71,001-\$79,000	1%
over \$79,000	5%



US (with Latino heritage)	23%
US (without Latino heritage)	17%
El Salvador	30%
Other Central American and Caribbean Countries	19%
South American Countries	4%
Other	7%



Latino	79%
African-American/ African Origin	16%
Caucasian (Non-Hispanic)	2%
Asian/ Pacific Islander	1%
Other	2%

The self-sufficiency standard in Montgomery County for a household with two adults, one preschooler and one school- aged child is now \$109,365 (the amount of money families need to meet basic needs without the help of public or private assistance) according to the 2020 Self Sufficiency Standard for Maryland, 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

34%
of youth lived in a single parent home; 14% lived in a restructured family (with stepparents); and 18% lived without either parent.

31%
of youth had been separated from one or both of their parents due to divorce.

9
was the average number of years of separation from a parent because of an immigration issue.

6
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 33% of the student population. As a group, Latinos in the county are exceptionally vulnerable. In the 2019–2020 school year, only 31% of the County’s Latino children demonstrated kindergarten readiness, compared to 75% of White peers (readyatfive.org, 2020) and Latino students had the lowest graduation rates. Almost half of MCPS’ dropouts have been in ESOL classes at some point. Latino and Black students combined now make up 55% of MCPS.

The majority of Identity youth 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.

TRADITIONAL ACES

Our research shows 90% of Identity’s Latino youth under age 18 were exposed to at least one Adverse Childhood Experience (ACE) such as exposure to economic hardship, physical, emotional or sexual abuse and to household dysfunctions including mental illness, violence, substance abuse and/or long separations from parents due to incarceration and/or divorce. Thirty-seven percent of these youth suffer from 3 or more ACES, higher than U.S. (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. We surveyed 303 Latino parents and found 27% suffered 3 or more ACES, with 62% suffering at least one ACE. This increases the likelihood of health problems for parents and may affect the health and well-being of their children.

Identity’s 2019 *Early Care and Education Needs Assessment for Latino Families in Montgomery County* confirmed intergenerational impacts of trauma. More than 78% of surveyed parents reported having experienced their own childhood traumas (36% of those traumas were related to physical or sexual abuse), informing the lack of trust that was their most significant barrier to attempting to enroll their young children in an early care and education program.

IMMIGRATION-RELATED ACES

Many of our youth and parents who arrived in the U.S. as minors have immigration specific childhood traumas: 87% of youth and 74% of parents reported immigration specific ACES such as being afraid of dying, being lost, lacking food and water during their journey to the U.S., and having to leave their home country because of gang or political violence. One third of all Identity middle and high school youth surveyed worried about a family member or close friend being deported. Nearly 10% of these youth had seen someone beaten or killed by gang members, soldiers and/or police.

Youths’ Acculturation

9 in 10

foreign-born youth selected Spanish as a preferred language, an indication of limited English proficiency.

4 in 10

foreign-born youth were recent arrivals (less than a year the US).

8 in 10

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

Parents’ Acculturation

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. 60% of this group completed less than 8th grade.

Immigrant Specific ACES

36%

of youth were forced to leave their birth country due to gang violence.

36%

of youth feared dying on their journey to the United States.

Unique Challenges

The Disproportionate Effects Of Covid-19

COVID-19 has had disproportionate effects on Identity's client community in health, education and economics, exacerbating pre-existing disparities in opportunities and outcomes. While Latinos account for about 20% of the population in Montgomery County, they suffered almost 75% of new infections. Reports show that crowding, occupational risk, lack of access to benefits, and other immigration related factors may explain this disparity. Moreover, according to DHHS, Latino residents in Montgomery County are 50% more likely than white residents to be at risk of unemployment, and immigrant workers are not only more likely to be laid off, but less likely to find new opportunities. At the same time, DHHS reported the COVID-19 death rate for Black residents was the highest in the county. Blacks represent about 20% of the population, but the highest mortality, dying at 2.5 times the rate of White residents.

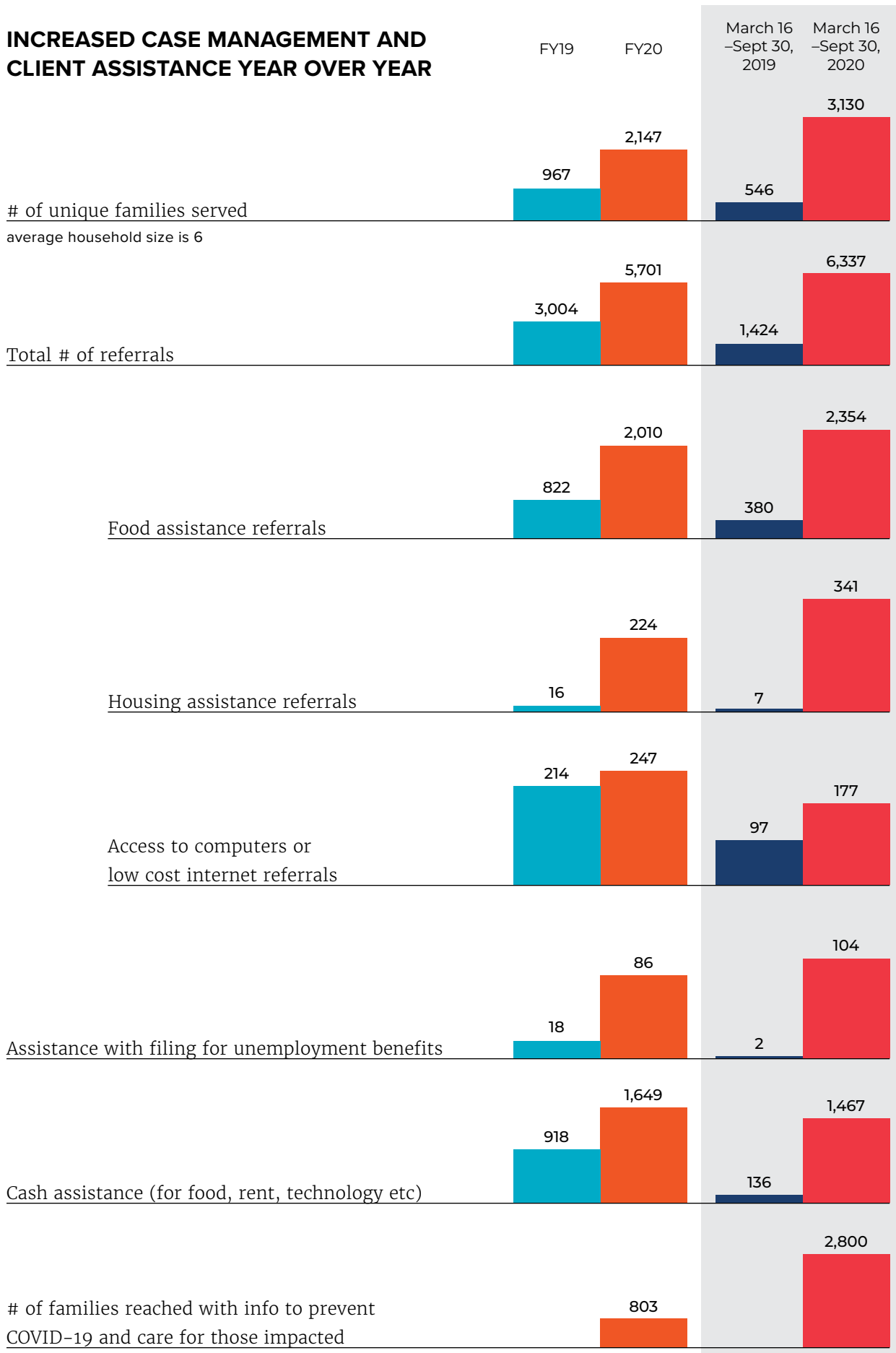
The effects on learning and social emotional wellness have also been devastating. National research suggests that underserved Black, Brown and low-income students stand to lose between 9 months and a full year of learning just from the abrupt termination of the spring 2020 school year (McKinsey and Co., June 2020). According to MCPS, by the end of June, 9000 elementary and 4500 secondary students had disengaged from learning, and that 70% of these students were Black and Brown. Both Kaiser Family Foundation and Pew Research Center report Latinos experiencing high psychological distress, greater than any other group.

Identity's response was immediate. Within weeks of the quarantine all frontline staff were cross-trained in case management and non-clinical community mental health supports and began connecting client families to life-saving assistance to prevent hunger and homelessness. We marshalled partnerships, government support, foundation and individual donor funds to triage families suddenly jobless and worked with equal intensity to make sure students had the equipment and knowledge to connect successfully to online learning and workforce training.

In total, from just March 16 -September 30, 2020, Identity provided a range of COVID-19 related support to more than 18,780 residents (from 3,130 different families), speaking on average 7 times to each family. Of these, we vetted 983 families for the Montgomery County Emergency Assistance Relief Program(EARP), yielding nearly \$900,000 in emergency housing assistance for 907 families. We also provided 2943 interventions related to virtual education basics such as Chromebooks, WIFI and systems help.



INCREASED CASE MANAGEMENT AND CLIENT ASSISTANCE YEAR OVER YEAR



Organization-Wide Efforts

Outputs

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

1,528

hours of curriculum-based programs

1,263

participants in curriculum-based programs

138

hours of parent education and engagement workshops

Academic Enrichment

44

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

157

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

Workforce Development/ Job Readiness

148

students participated in GED classes at our Youth Opportunity Centers.

156

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

124

clients enrolled in job certification courses like Early Childhood Education, Certified Medical Assistance, HIPAA, OSHA and CPR.

Recreational Activities

275

new participants enrolled in our Recreation Program.

111

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

237

Wellness Center students took part in recreation and physical fitness programs.

531

Wellness Center students went on field trips.

Wraparound Services

2,147

clients received 3,004 referrals for social services.

5,701

referrals were made for emergency food, clothing or housing.

290

clients received mental health counseling.

72

clients received substance abuse counseling.

67

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

Organization-Wide Results

Outcomes

The Positive Youth Development model serves as the foundation through which we foster resilience and promote social, emotional and cognitive development and wellness across age groups. The programs build 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 924 baselines collected in our curriculum-based programs and 561 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.

Not all youth responded to all questions, so the “n” may vary for each question. The improvements to the right were statistically significant.

We have approximately 25% fewer surveys than in previous years because of the pandemic. We did not administer new intake or follow-up surveys in the fourth quarter.

Social-Emotional Learning

At baseline, 43% (n=236) 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, 32% (n=180) reported high levels of depression symptoms.

63%

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

At baseline, 52% (n=258) reported poor conflict resolution and anger management skills.

62%

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

At baseline, 52% (n=287) of youth reported low levels of self-esteem.

57%

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

At baseline, 8% (n=45) reported high levels of delinquent behaviors.

91%

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

At baseline, 16% (n=86) reported high levels of substance abuse behaviors

65%

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

Work Readiness/Employment

156

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

35

youth obtained jobs.

53

youth participated in ESOL classes.

11

youth earned their high school diploma.

53

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

124

clients obtained job certifications such as Early Childhood Education, Certified Medical Assistants, HIPAA, OSHA and Food Handling.

Academic Development

At baseline, 42% (n=174) reported low levels of school connectedness.

68%

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

At baseline, 38% (n=157) reported low leadership skills, including ability to set goals.

68%

of this group reported **increased leadership 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 FY20, Positive Youth Development programs took place in four elementary schools (Clopper Mill, Daly, Stedwick and Whetstone), three middle schools (Gaithersburg, Neelsville, Redland, and Montgomery Village) and one high school (Seneca Valley). All participants were Latino students.

Out-of-school time participants:

- 408 students

Curriculum-based Positive Youth Development:

- 625 hours of programming

Case Management

- 206 family assessments

Parents Served

- 44.5 hours of educational workshops
- 303 parents attended



Out-of-School-Time Programs (continued)

Social and Emotional Learning

ELEMENTARY SCHOOL PROGRAM

157
youth served

344
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 75 youth, which measure changes in participant levels of self-control, persistence, and social competence over the school year.

79%
of the participants increased or maintained high levels of self-control (n=59)

65%
of the participants increased or maintained high levels of persistence (n=49)

79%
of the participants increased or maintained high levels of social competence (n=59)

In addition, 79% of the students reported they improved or maintained high levels of persistence over the school year.

MIDDLE/HIGH SCHOOL PROGRAMS

251
youth served

281
hours of curriculum-based PYD

For the 150 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 90 youth (60%) who initially reported low levels of self-esteem,
58%
(52) reported an increase.

Of the 61 youth (41%) who initially reported a lack of expectations for a positive future,
61%
(37) reported an increase.

Of the 88 youth (59%) who initially reported low levels of conflict resolution and anger management skills,
55%
(48) reported an increase in their ability to resolve conflicts without resorting to violence.

Of the 42 youth (28%) who initially reported high levels of depression symptoms,
81%
(31) reported a decrease in their depression symptoms.

Academics

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

ELEMENTARY SCHOOL JÓVENES DE MAÑANA READING OUTCOMES

24%
of participants improved one or more grade levels in reading.

94%
of participants received a grade C or higher in reading.

55%
of participants at Whetstone Elementary 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 work with the same group of students throughout their middle school years, providing math support and STEM enrichment to set them on a path for success in high school and beyond.

32%
of participants ended the year with an A in math.

32%
of participants ended the year with a B in math.

28%
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 FY20, we served 1,410 youth and their families reflecting 23% of the overall populations of the three schools.

Curriculum-based programs

- 991 hours with 868 youth participating

Case management

- 358 youth with 1057 referrals for safety net supports

Counseling

- 1,319 hours of individual behavioral health counseling

Recreation

- 102 recreation activities, 63 field trips, 103 special activities

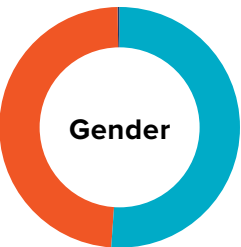
Volunteering

- 1,893 student service learning (SSL) hours earned

Parents served

- 232 family case management assessments
- 560 parents attended 49 engagement sessions

Who We Served



Male	51.28%
Female	48.65%
Transgender	0.07%



Latino	62%
African-American/African Origin	28%
Other	10%

58%
received FARMS.

25%
lacked health insurance.

66%
were foreign born.

38%
lived in a single-parent home.

15%
lived in a restructured family.

15%
lived without either parent.

Wellness Centers *(continued)*

The following outcomes are from a sample of 260 students who completed both a baseline and exit survey of curriculum-based youth development programs:

School Connectedness

At baseline, 115 youth (44%) reported having a negative perception of their school environment.

68%

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

At baseline, 73 youth (28%) reported poor decision-making skills,

82%

of this group reported improvements in decision-making skills at exit.



Emotional Well-Being

At baseline, 115 youth (44%) lacked expectations for a positive future.

58%

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

At baseline, 133 youth (51%) reported low levels of anger management and conflict resolution skills.

62%

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

At baseline, 99 youth (38%) reported high levels of delinquent behavior.

65%

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 NAMI-MC to change the high school trajectory of approximately 100 ninth graders who need additional support. 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. The majority of students were on track to show improvements in average GPA and attendance but MCPS was not able to provide final academic data due to the pandemic. Identity evaluated social-emotional progress, finding 62% of the youth who initially reported poor connection to school reporting an improvement, and 39% of youth who were borderline or fell below the normal range for healthy peer relationship at baseline, showing improvement at exit. Of the youth who initially reported lacking expectations of a positive future, 38% reported feeling more positive about their futures at exit.

KNIGHT TIME AND WOLVERINE TIME:

Identity's Wheaton High School 21st Century Community Learning Center partnership (Knight Time) and Watkins Mill High School (Wolverine Time) worked with 165 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. The majority of students were on track to show improvements in ESOL levels and GPAs, but MCPS was not able to provide end-of-year academic data due to the pandemic.

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, GED and ESOL programs are paired with wraparound services including intensive case management, tattoo removal, and mental health and substance abuse counseling. In FY20, 541 youth ages 12–25 were served, with the average age of 19 years old.

Workforce Development

- 156 clients enrolled in Job Readiness Programs.
- 126 clients received employment counseling.
- 124 Industry-valued certifications earned.
- 86 clients obtained internships and paid work experiences.
- 69 clients created professional resumes.
- 56 clients made 2,200 reusable masks for distribution to low-income neighbors.
- 35 clients acquired a job.

GED Support Services

- 148 clients attended GED classes.
- 53 clients passed at least one GED test.
- 11 clients earned their high school diploma.

Intensive Case Management

- 452 clients served, with
- 2,329 hours of case management and 4,597 individual interventions.

Behavioral Health

- 75 clients received individual mental health counseling and 19 clients participated in group level interventions.
- 72 clients received substance abuse counseling.

The following is from a sample of 145 clients that completed a follow-up/exit survey during FY20.

Positive Youth Development

At intake, 45% reported lacking expectations for a positive future. Of this group,

70% reported an increase in their expectations for a positive future at follow-up.

At intake, 26% reported high levels of depression symptoms. Of this group,

51% reported decreased levels of depression at follow-up.

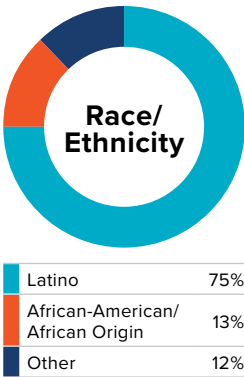
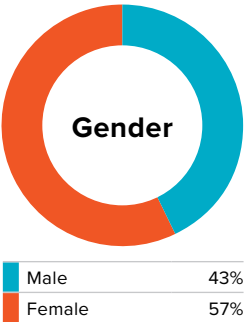
At intake, 43% reported poor conflict resolution and anger management skills. Of this group,

81% reported increased skills at follow-up.

91% of youth were not involved or re-involved with the juvenile or criminal court system while enrolled in Identity programming.

At intake, 45% reported being disconnected from the school system. Of this group, 83% were reconnected either to school or a GED program.

Who We Served



41% of youth were US-born.

59% of youth were foreign born. Of those, 60% had been living in the US for less than 5 years.

74% of foreign-born youth did not feel confident speaking English.

Risk factors at intake

57% 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

30% of youth were not living with either parent.

42% of youth had no health insurance.



Family Reunification and Strengthening

Identity expanded our multi-session healing programs to help reconnect youth and their families who have experienced extreme levels of intergenerational trauma and in many cases long periods of separation due to immigration. We ran six groups, with a total of 94 youth and 88 parents participating. Pre-COVID-19, parents and youth met separately for the first five sessions, coming together on the final session. Topics included sharing personal trauma and resilience, assertive communication, coping strategies like mindfulness, and parent-child communication. Post-COVID-19, virtual sessions involved family activities and exercises, often with siblings and extended family, to strengthen communication, develop trust, and reinforce parental authority.

- 100% of parents/guardians who initially reported poor relationships with their children, reported improved relationships at exit. (ADD Health Scales) N=23
- 78% of youth who reported poor relationships with their parents/guardians, reported improved relationships at exit. (Hemingway Scale) N=40



Mental Health Services

Mental health services complement all programs.

Staff and partners provide bilingual and culturally competent counseling sessions to individuals, groups, and families.

- 290 clients received mental health therapy.
- 72 clients received substance abuse counseling.
- 67 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. The program was temporarily suspended in March because of COVID-19 protocols. These numbers represent the first three quarters of the year.

- 163 inmates were served.
- 119 inmates received orientation services.
- 126 inmates received case management.

Community Engagement

At Identity, we work with families to strengthen their ability to support their children's education and path to reach their full potential. We offer parent education and engagement workshops and curriculum-based programs for leadership and civic engagement. Identity staff also support parents in advocating for their children, including in the transition to remote learning.

Parent Education and Engagement

This year, we conducted 138 hours of parent education and engagement workshops, attended by 753 parents (duplicated attendance) including virtual workshops on navigating remote learning.

- Based on 302 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.
- 40 parents and youth participated in our multi-part leadership development and civic engagement programs.

Census 2020 - Hazte Contar!

Identity launched a multi-pronged campaign to encourage residents in traditionally hard-to-count communities to fill out the census by not only explaining the importance of the census, but also helping people file their forms. By the end of the campaign:

20,294

people were reached with information

1,613

residents helped to complete the census at 115 outreach events

\$29,437,250

in federal funds brought in to the County over ten years

Recreation

Identity's Recreation program teaches youth leadership, goal setting, teamwork skills and habits of healthy living while building 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 teams due to low grades. The program works to inspire them in many ways, to raise their grades and become academically eligible as well as to feel more connected to their school community.

This year the program served 275 youth, with 228 soccer sessions.

- 32 youth were able to try out for their school soccer team and 18 made their school team by the end of the program.
- 113 youth enrolled in a county or local soccer league.
- 106 girls participated, making up 38% of players
- 67% of youth who initially reported poor self-esteem, reported and increase in self-esteem at exit.

66%

of youth who initially reported poor conflict resolution and anger management skills, reported an improvement at exit.

67%

of youth who reported poor school connectedness, reported better connection to school at exit.





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

Family Reunification

- Albert Einstein High School
- Gaithersburg High School
- Northwood High School
- Seneca Valley High School
- Watkins Mill Cluster
- Wheaton High School

FOR QUESTIONS REGARDING THIS EVALUATION REPORT:

Carmen Estrada

Evaluation Manager, Identity
cestrada@identity-youth.org

Carolyn Camacho

Program Director, Identity
ccamacho@identity-youth.org

Fresia Guzman

Program Director, Identity
fguzman@identity-youth.org

Nora Morales

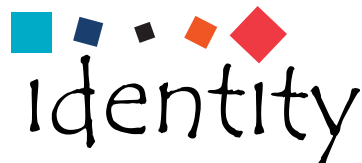
Program Director, Identity
nmorales@identity-youth.org

CONTRIBUTING TO THIS EVALUATION REPORT:

Jana Sharp

Sharp Insight

University of Maryland School of Public Health



414 EAST DIAMOND AVE., GAITHERSBURG, MD 20877
TEL: 301-963-5900 INFO@IDENTITY-YOUTH.ORG

IDENTITY-YOUTH.ORG
FACEBOOK.COM/IDENTITYINCYOUTH
TWITTER @IDENTITYYOUTHMD
INSTAGRAM @IDENTITYYOUTHMD