



# Annual Evaluation Report

FY2021

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# Annual Evaluation Report

July 2020–June 2021

Evaluation is a founding pillar of all Identity programs as we believe that to serve others is a privilege and requires excellence.

Identity tracks and 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. **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.**

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.

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 as the pandemic wore on and students struggled to progress against the inherent disconnection caused by virtual classrooms.

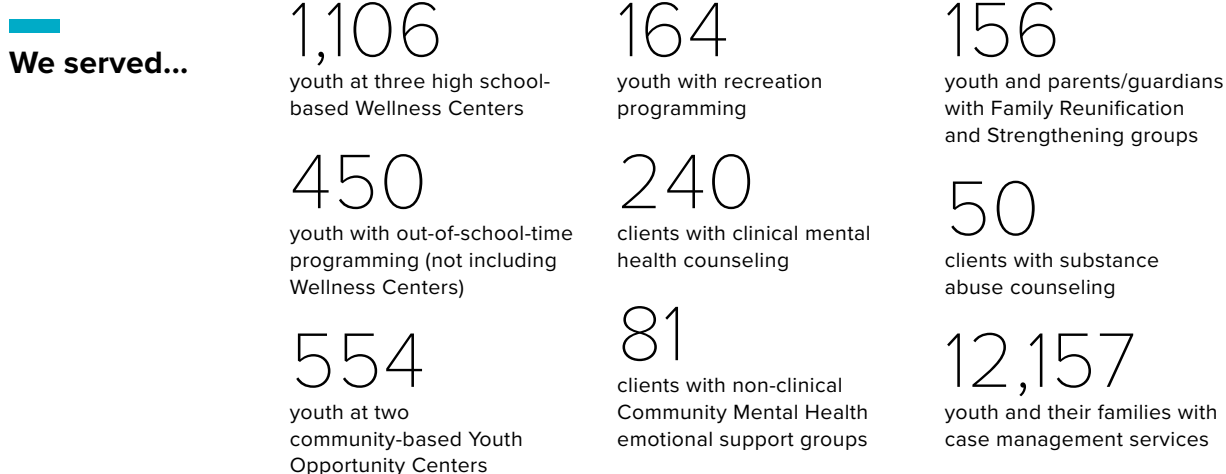
Family case management, always a part of Identity's holistic approach, was front and center this year as Identity worked with thousands more families across the county who needed emergency help to pull through unprecedented unemployment and illness, threatening widespread hunger and homelessness.

Identity's FY21 Evaluation Report is 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. Detailed program-specific evaluation reports are available upon request. The social-emotional, educational, economic and health challenges of COVID-19 are reflected throughout.

# 13,876 CLIENTS SERVED

**Benefiting 46,650 residents (based on 7,775 households with an average size of 6 people)**

In FY21, Identity worked with vulnerable youth, and the families that love them, after school, in the community, and on playing fields. Our programs enabled youth to build the skills they need to thrive and provided their families with the tools to support their children. Our Case Management kept thousands of families from hunger, homelessness, and despair. For context, in FY19, the last full fiscal year prior to the pandemic, we served 2928 clients and their families. Together, we are building a stronger Montgomery County.



## 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.

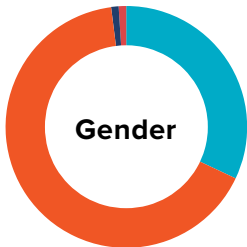
To evaluate the outcomes of our academic out-of-school time programs, we request academic data from the schools, including quarterly report cards, standardized test scores, attendance and behavioral referral data. Due to the pandemic, some standardized test scores were not available for FY21 because Montgomery County Public Schools (MCPS) did not administer the Maryland Comprehensive Assessment Program (MCAP) while classes were virtual.

Demographics

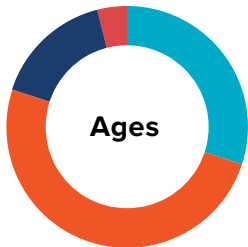
# Who We Served

Identity primarily worked with the Latino community, while 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 come from a sample of 10,154 clients served by Identity in FY21.

Adults  
26 and over



Male	33.16%
Female	66.69%
Non Binary	0.02%
Transgender	0.13%

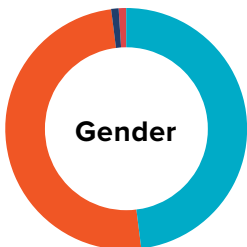


26-35	30%
36-50	50%
51-65	16%
over 65	4%

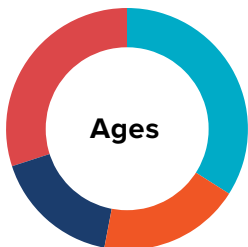


Latino	96.74%
Black/ African American/ African Origin	2.56%
White (Non-Hispanic)	0.10%
Asian/ Pacific Islander	0.21%
Other	0.40%

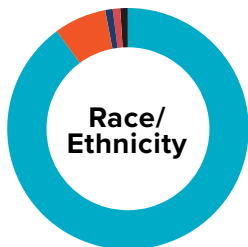
Youth  
25 and under



Male	49.12%
Female	50.72%
Non Binary	0.04%
Transgender	0.12%

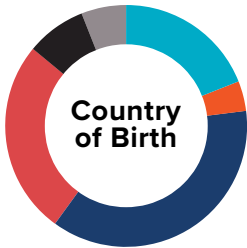


13 and under	33%
14-16	19%
17-18	17%
19-25	30%



Latino	91.11%
Black/ African American/ African Origin	6.86%
White (Non-Hispanic)	0.69%
Asian/ Pacific Islander	0.51%
Other	0.83%

All



US (with Latino heritage)	19%
US (without Latino heritage)	4%
El Salvador	37%
Other Central American and Caribbean Countries	26%
South American Countries	8%
Other	6%



Less than \$23,000	41.3%
\$23,001-\$30,000	24.9%
\$30,001-\$39,000	12.5%
\$39,001-\$47,000	6.9%
\$47,001-\$55,000	6.2%
\$55,001-\$63,000	5.2%
\$63,001-\$71,000	1.6%
\$71,001-\$79,000	0.3%
over \$79,000	1.0%

The self-sufficiency standard in Montgomery County for a household with two adults, one preschooler and one school-aged child is \$91,252 (the amount of money families need to meet basic needs without the help of public or private assistance) according to the most recent Self-Sufficiency Standard for Maryland, University of Washington School of Social Work.

Socio-Economics

31%  
of youth lacked health insurance.

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

18%  
of youth lived in a precarious housing situation (rented a room, lived in a shelter or a group home).

Family Cohesion

27%  
of youth lived in a single parent home; 13% lived in a restructured family (with stepparents); and 21% lived without either parent.

43%  
of youth had been separated from one or both of their parents, mainly due to immigration or divorce.

8  
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 nearly 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](http://readyatfive.org)) 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 effects of the pandemic on learning have been especially devastating, with literacy and math proficiency dropping double-digits after a year of virtual classes (MCPS Evidence of Learning Framework). For example, Latino second grade literacy levels dropped 46 points, and Black second grade literacy levels dropped 38 points compared to the year before. In math, Latino students dropped more than 30 points and Black students dropped more than 25 points. The emotional toll is also high; both the American Psychological Association and Pew Research Center report Latinos experiencing high psychological distress, greater than any other group.

## Youths' Acculturation

8 in 10

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

2 in 10

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

7 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.



## Traditional ACEs

Our most recent survey in 2019 shows 90% of Identity's Latino youth under age 18 suffered 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. Identity parents also experienced ACEs in their youth. Our most recent survey in 2019 of 303 Latino parents 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 ACE data is from pre-pandemic surveys. Because ACE surveys are sensitive, they are conducted individually and preferably in-person, which was not feasible in FY21.)

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

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.

Many of our youth and parents who arrived in the U.S. as minors have immigration-specific childhood traumas. Our 2019 survey found 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/or 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.

## 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 20% of the population in Montgomery County, as of September 2021, they suffered 29.3% of all COVID-19 cases reported to the county. Reports show that crowding, occupational risk, lack of access to benefits, and other immigration-related factors may explain this disparity. Black American death rates were so disproportionately high that overall, they lost 2.9 years of life expectancy (National Center for Health Statistics). Unemployment rates are recovering far more slowly for Blacks (8.8%) and Latinos (6.6%) than Whites (4.8%).

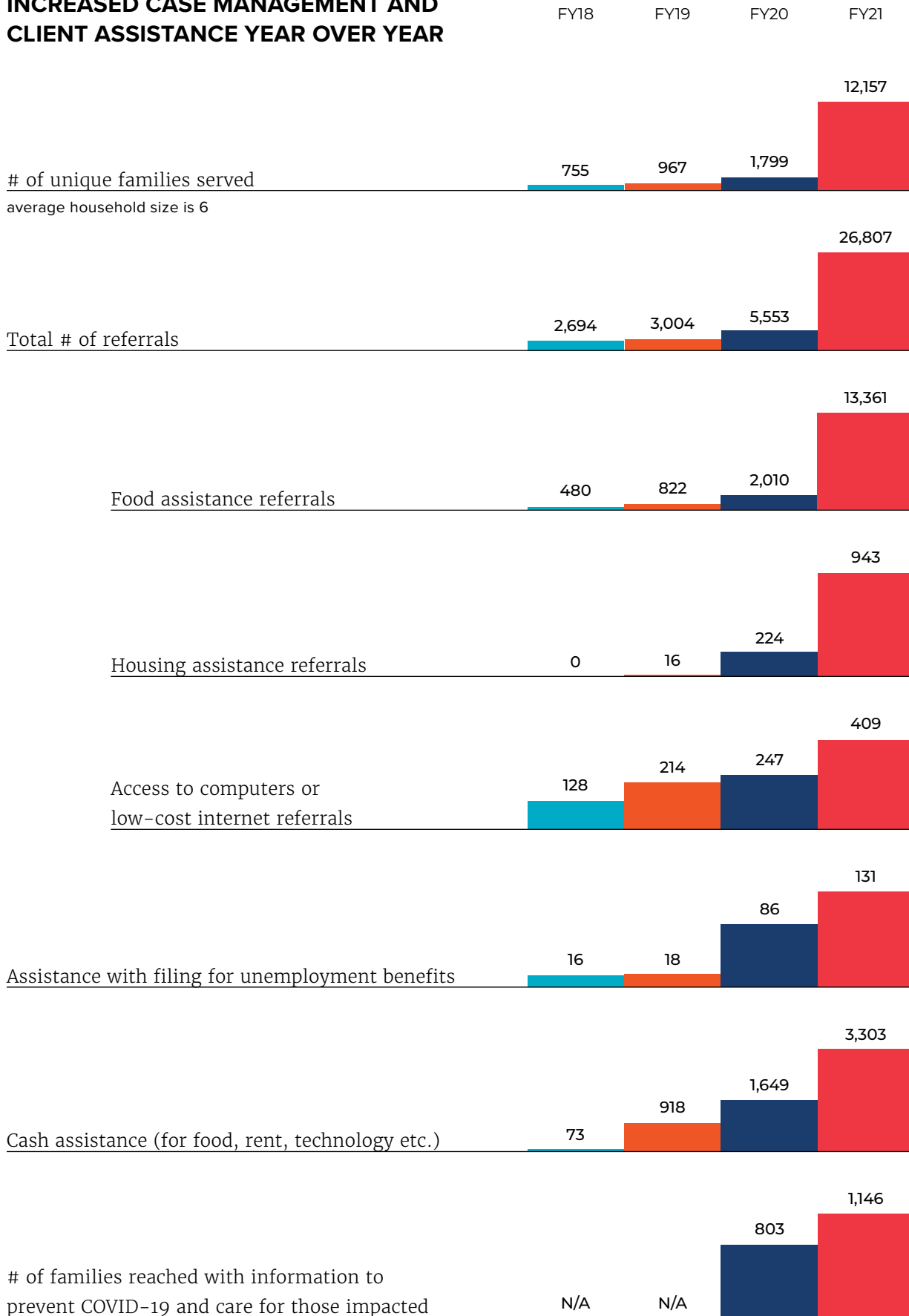
As mentioned, the effects on learning are well documented and have been especially devastating, with literacy and math proficiency rates dropping double-digits after a year of virtual classes.

Identity continues a tireless and sustained response. All frontline staff are cross trained in case management and non-clinical mental health supports. With over 20 more case managers, we continue connecting client families to lifesaving assistance to prevent hunger and homelessness. And we work with equal intensity to keep students connected to school and workforce training. In total, from July 1, 2020 – June 30, 2021, Identity provided a range of COVID-19-related support to more than 12,000 residents—impacting thousands more as households average 6 people.

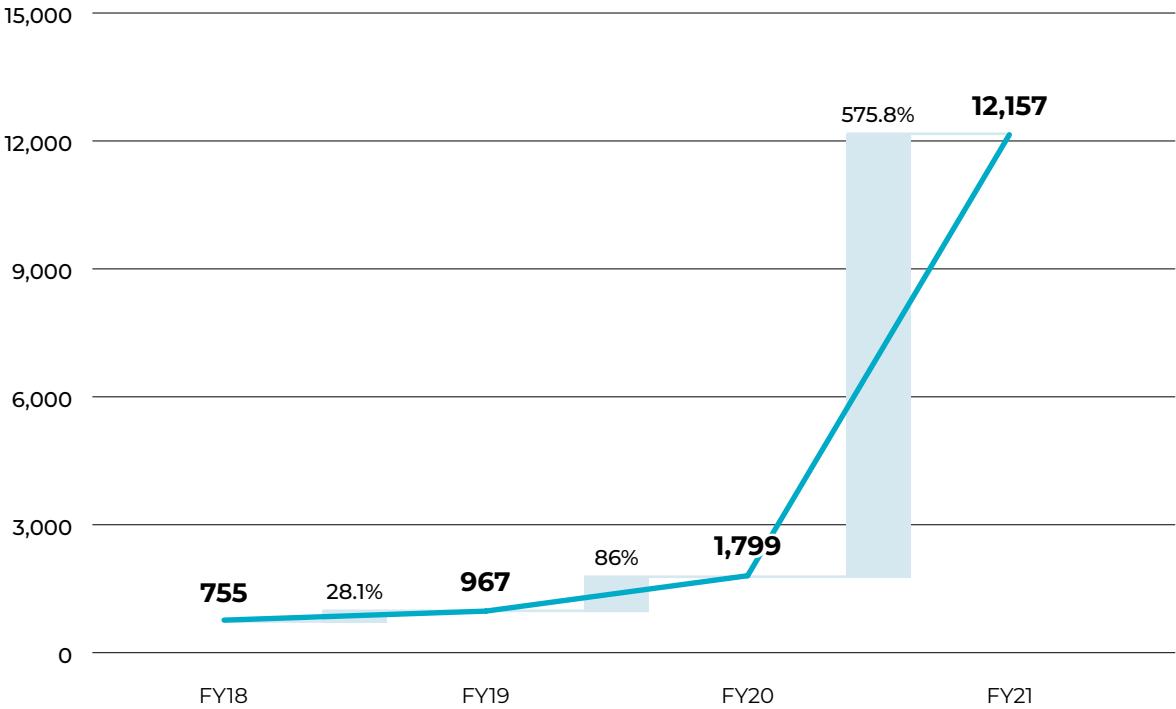




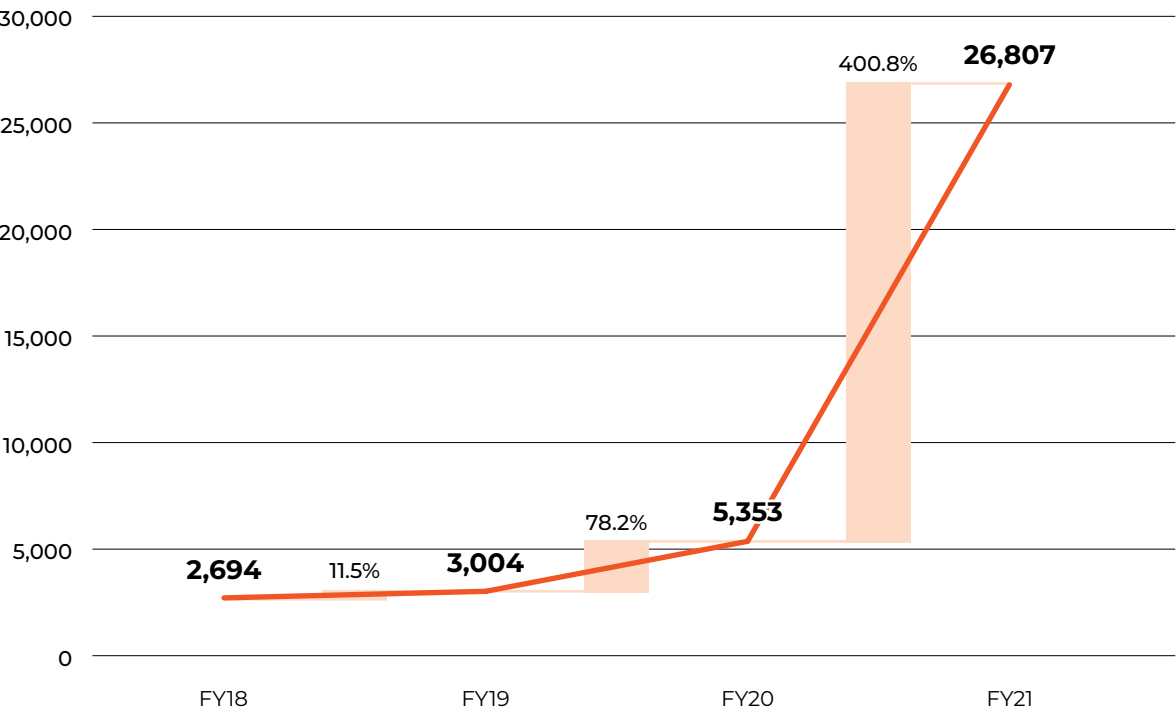
## INCREASED CASE MANAGEMENT AND CLIENT ASSISTANCE YEAR OVER YEAR



# of case management clients served



# of referrals



## 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

1,698

hours of curriculum-based programs.

633

participants in curriculum-based programs.

105

hours of parent education and engagement workshops.

### Academic Enrichment

40

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

171

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

38

high school students attended Study Bubbles. They received 1,703 hours of in-person supervision and support to attend virtual classes, and in-person recreation, art and other enrichment activities.

### Workforce Development/Job Readiness

105

students participated in individual GED tutoring sessions at our Youth Opportunity Centers.

193

clients enrolled in workforce development services at our Youth Opportunity Centers.

58

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

60

teens and older youth trained and interned as Safety Ambassadors, working in the community to share information on COVID-19 health and safety, including testing and vaccines, and connecting neighbors to other safety-net services.

### Recreational Activities

164

new participants enrolled in our Recreation Program.

56

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

202

Wellness Center students attended in-person field trips.

### Wraparound Services

12,157

clients received 26,807 referrals for social services.

16,195

referrals were made for emergency food or housing.

240

clients received clinical mental health counseling.

50

clients received substance abuse counseling.

17

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 youth in middle school, high school and the YOCs, who completed both a baseline and an exit survey in our programs. There were 860 baselines collected in our curriculum-based programs and 551 youth completed both a baseline and an exit survey in those programs. We have approximately 25% fewer surveys than in previous years because of the difficulties of conducting surveys remotely, with less privacy and administered individually instead of through in-person groups.

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

## Social-Emotional Learning

At baseline, 34% (n=186) reported lacking expectations for a positive future.

62%  
of this group reported an **increase in their expectations for a more positive future** at exit.

At baseline, 39% (n=214) reported high levels of depression symptoms.

64%  
of this group reported **decreased levels of depression** at exit.

At baseline, 50% (n=187) reported poor conflict resolution and anger management skills.

71%  
of this group reported **increased skills** at exit.

At baseline, 67% (n=371) of youth reported low levels of self-esteem.

62%  
of this group reported an **increase of self-esteem** at exit.

At baseline, 4% (n=22) reported high levels of delinquent behaviors.

91%  
of this group reported they had **decreased their delinquent activities** at exit.

At baseline, 27% (n=98) reported high levels of substance abuse behaviors.

51%  
of this group reported a **decrease in substance use** at exit.

## Work Readiness/Employment

193  
youth successfully completed workforce development, job readiness, and/or soft skills training.

30  
youth obtained jobs.

44  
youth completed a paid work experience through our Workforce Experience program.

4  
youth earned their high school diploma.

12  
youth passed one or more of the four GED tests required for graduation.

171  
industry-valued certificates were earned by clients, in subjects such as Early Childhood Education, Certified Medical Assistants, HIPAA, OSHA and Food Handling.

## Academic Development

At baseline, 35% (n=191) reported low levels of school connectedness.

66%  
of this group reported **increased school connectedness** at exit.

At baseline, 39% (n=138) reported low leadership skills, including ability to set goals.

70%  
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 FY21, Positive Youth Development programs took place in five elementary schools (Clopper Mill, Capt. James E. Daly, Gaithersburg, Stedwick and Whetstone), five middle schools (Forest Oak, Gaithersburg, Montgomery Village, Neelsville, and Redland) and five high schools (Clarksburg, Albert Einstein, John F. Kennedy, Seneca Valley and Springbrook). All participants were Latino students.

### Out-of-school time participants:

- 450 students

### Curriculum-based Positive Youth Development:

- 556 hours of programming

### Case Management

- 243 family assessments

### Parent Education and Engagement

- 42 hours of educational workshops
- 337 parents attended



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

## Social and Emotional Learning

### ELEMENTARY SCHOOL PROGRAM

171  
youth served

350  
hours of curriculum-based PYD

For the 81 youth in our *Jóvenes de Mañana* Elementary School Program who completed an intake and exit survey, we saw statistically significant improvements in youth who initially reported high levels of challenges in the social-emotional skills linked to academic success. Improvement in critical indicators such as levels of self-control, persistence, academic self-efficacy, and mastery orientation strengthen their chances for academic success.

44%  
of the participants increased or maintained high levels of self-control.

59%  
of the participants increased or maintained high levels of persistence.

53%  
of the participants increased or maintained high levels of academic self-efficacy.

55%  
of the participants increased or maintained high levels of mastery orientation.

### MIDDLE/HIGH SCHOOL PROGRAMS

279  
youth served

206  
hours of curriculum-based PYD

For the 113 students in our middle and high school PYD programs who completed a baseline and exit survey, we saw statistically significant improvements in youth who 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 83 youth (72%) who initially reported low levels of self-esteem,  
64%  
(54) reported an increase.

Of the 36 youth (31%) who initially reported a lack of expectations for a positive future,  
64%  
(23) reported an increase.

Of the 55 youth (54%) who initially reported low levels of conflict resolution and anger management skills,  
71%  
(39) reported an increase in their ability to resolve conflicts without resorting to violence.

Of the 48 youth (42%) who initially reported high levels of depression symptoms,  
71%  
(34) reported a decrease in their depression symptoms.

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

## Academics

At our elementary schools (Clopper Mill, Daly, Gaithersburg, 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

33%  
of participants improved one or more grade levels in reading.

93%  
of participants received a grade C or higher in reading.

46%  
of participants ended the year on or above grade level.

### WHETSTONE ELEMENTARY 21ST CENTURY COMMUNITY LEARNING CENTER

92%  
of participants increased by 1 or more reading levels by the end of the year. (n=26)

54%  
of participants ended the year reading at or above grade level. (n=26)

### 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.

50%  
of participants demonstrated grade level proficiency or at least 3+ point growth on MAP-M. (n=16)

At the end of the year,

100%  
of participants demonstrated improvement in or positive maintenance of one or more social emotional areas of self-control, persistence, academic self-efficacy and mastery orientation. (n=22)



# 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 FY21, we served 1,410 youth and their families reflecting 23% of the overall populations of the three schools.

## Curriculum-based programs

- 740 hours with 344 youth participating

## Case management

- 893 youth including 1,902 referrals for safety-net supports

## Counseling

- 1,203 hours of individual behavioral health counseling

## Recreation

- 41 recreation activities, 47 field trips, 180 special activities

## Study Bubbles

- 38 youth attended two in-person study bubbles

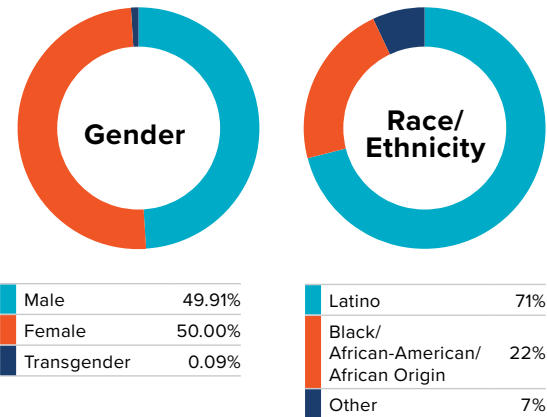
## Volunteering

- 443 student service learning (SSL) hours earned

## Parents served

- 77 family case management assessments
- 775 parents attended 63 engagement sessions

## Who We Served



60%  
received FARMS.

22%  
lacked health insurance.

59%  
were foreign born.

36%  
lived in a single-  
parent home.

14%  
lived in a  
restructured family.

12%  
lived without  
either parent.



## Wellness Centers *(continued)*

The following outcomes are from a sample of 232 students who completed both a baseline and exit survey of curriculum-based youth development programs. All programs were virtual except for 38 youth participating in Study Bubbles in the City of Gaithersburg that began in October 2020. In March 2021, in accordance with COVID-19 safety guidelines, we began to provide in-person therapeutic recreation activities at the three Wellness Centers. Outdoor fieldtrips, hiking, mindfulness, gardening, arts projects and other activities reconnected youth and staff after over a year of isolation.

### School Connectedness

At baseline, 95 youth (41%) reported having low school connection.

67%

of this group reported an increase in school connection at exit.

At baseline, 87 youth (37%) reported poor leadership skills (communication, decision making, goal setting skills).

75%

of this group reported improvement in leadership skills at exit.

### Emotional Well-Being

At baseline, 61 youth (26%) lacked expectations for a positive future.

72%

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

At baseline, 77 youth (33%) reported low levels of anger management and conflict resolution skills.

79%

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

At baseline, 123 youth (75%) reported low levels of self-esteem.

71%

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

### Academic Partnerships

#### 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 virtually with 66 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, wellness, and virtual recreational activities designed to build social-emotional skills. The majority of students were on track to show improvements in ESOL levels and academics. 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 youth that are neither in school nor working 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 FY21, 554 youth ages 12–27 were served, with an average age of 19 years old.

## Workforce Development

- 193 clients enrolled in Job Readiness Programs.
- 70 clients received employment counseling.
- 171 industry-valued certifications earned.
- 44 clients participated in internships and paid work experience.
- 53 clients learned how to, and created professional resumes.
- 30 clients acquired a job.

## GED Support Services

- 107 clients received individual GED tutoring.
- 2,344 individual GED sessions (in-person and virtual).
- 12 clients passed at least one GED test.
- 4 clients earned their high school diploma.

## Positive Youth Development

At intake, 44% reported lacking expectations for a positive future. Of this group,

55%

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

At intake, 27% reported high levels of depression symptoms. Of this group,

50%

reported decreased levels of depression at follow-up.

At intake, 53% reported poor conflict resolution and anger management skills. Of this group,

69%

reported increased skills at follow-up.

## ESOL Support Services

- 50 clients participated in virtual ESOL classes
- 1,436 hours of individual and group ESOL classes

## Intensive Case Management

- 468 clients served
- 1,927 hours of case management
- 4,381 individual interventions

## Behavioral Health

- 64 clients received 539 hours of individual mental health counseling.
- 50 clients received substance abuse counseling.

97%

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

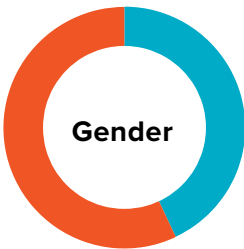
At intake, 42% reported being disconnected from the school system. Of this group,

75%

were reconnected either to school or a GED program.

*From a sample of 203 clients that completed a follow-up/exit survey during FY21.*

## Who We Served



Male	43%
Female	57%



Latino	82%
Other	18%

31%  
of youth were US-born.

69%  
of youth were foreign born. Of those, 57% had been living in the US for less than 5 years.

83%  
of foreign-born youth choose Spanish as a preferred language.

### Risk factors at intake

62%  
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.

39%  
of youth were not living with either parent.

53%  
of youth had no health insurance.

## Family Reunification and Strengthening

Identity's multi-session healing programs 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 68 sessions, with a total of 62 youth and 59 parents participating. Adapted this year because of COVID-19, sessions were virtual, and families participated together in activities and exercises, often with siblings and extended family, to strengthen communication, develop trust, and reinforce parental authority.

- 90 hours of coaching sessions (augmenting the program sessions)
- 100% of parents/guardians who initially reported poor relationships with their children, reported improved relationships at exit. (ADD Health Scales) N=43
- 100% of youth who reported poor relationships with their parents/guardians, reported improved relationships at exit. (ADD Health Scales) N=54

An additional 35 parents participated in Parenting Workshops on skills and strategies for raising adolescents, as part of our Family Strengthening program.

## Mental Health Services

Mental Health services complement all programs.

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

- 240 clients received mental health therapy, 2,340 hours of individual therapy.
- 50 clients received substance abuse counseling.
- 17 cases were referred to Child Protective Services for suspected abuse or neglect.

## Community Mental Health (Encuentros)

CMH is an innovative non-clinical program that helps youth and families manage the emotional impacts of trauma with culturally appropriate trauma-informed support groups. Inspired by Latino cultural traditions of family and friends helping each other in times of emotional distress, staff and Promotoras (Latino community connectors) receive specialized training to play a similar healing role as facilitators of CMH groups. We are partnering with the University of Maryland School of Public Health to assess the effectiveness of this model, with focus groups and rapid cycle evaluation that will allow us to continuously improve the program based on the feedback of the community and the participants.

- 80 community members participated in 8 CMH Encuentros groups facilitated by staff and Promotoras.

# Community Engagement

At Identity, we work with families to strengthen their ability to support their children's education and well being, whether in-person or virtually. 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.

## Parent Education and Engagement

This year, we conducted 105 hours of parent education and engagement workshops across the organization, attended by 1,110 parents (duplicated attendance) including virtual workshops on navigating remote learning.

- Based on 71 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.
- 70 parents and youth participated in our multipart leadership development and civic engagement programs.





# Safety Ambassadors

Identity recruited a group of 60 youth from families with low-income, between the ages of 14 and 24 years, who were residents of Montgomery County. These young people completed 40 hours of training on COVID-19 safety and prevention protocols, contact tracing, trauma-informed active listening and workforce certifications like HIPAA. In addition, many of them participated in a Community Leadership and Social Change Bootcamp offered in partnership with Montgomery College. Then they put their skills into practice, working an additional 100 hours sharing information with their networks about health, food, and other safety net resources.

- 95% of youth were very satisfied or satisfied with their overall experience participating in the Safety Ambassador program.
- 100% of youth reported that their experience in the program was very relevant for their professional training.
- The Safety Ambassadors surveyed 1,014 individuals about their intention to receive the COVID-19 vaccine, and if not, explored the reasons. The county used this information to refine the vaccine communication campaign for youth.

# Recreation

Identity’s Recreation program teaches youth leadership, goal setting and teamwork skills and habits of healthy living while building fitness and sports 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. Though school buildings were closed, sports teams and activity groups met outdoors or at community centers with distancing in spring and fall. And, virtual fitness sessions were conducted with middle and high school students. The program works to inspire them to raise their grades and become academically eligible as well as to feel more connected to their school community.

This year the program served 164 youth, with 172 soccer sessions and other fitness activities.

- 32 youth were able to try out for their school soccer team and 13 made their school team by the end of the program.
- 68 youth enrolled in a county or local soccer league.
- 69 girls played on soccer teams, making up 42% of players.
- 70% of youth who initially reported low levels of physical activity, reported an increase at exit.
- 63% of youth that had begun the program with only basic skills reported an improvement in their soccer skills.

71%  
of youth who initially reported poor conflict resolution and anger management skills, reported an improvement at exit.

57%  
of youth who reported poor school connectedness, reported better connection to school at exit.

64%  
of youth who initially reported poor self-esteem, reported an increase in self-esteem 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

### Out-of-School-Time Programs

- Clopper Mill Elementary School
- Capt. James E. Daly Elementary School
- Gaithersburg Elementary School
- Stedwick Elementary School
- Whetstone Elementary School
- Forest Oak Middle School
- Gaithersburg Middle School
- Montgomery Village Middle School
- Neelsville Middle School
- Redland Middle School
- Montgomery Blair High School
- Clarksburg High School
- Albert Einstein High School
- John F. Kennedy High School
- Seneca Valley High School
- Springbrook High School

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