

Love's Child
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A joint project of Haven Hills, Inc. and KYDs

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I. Executive Summary

Part A. Love's Child is a collaboration of Haven Hills, non-profit provider of services for abused women, and KYDS, non-profit children's program provider. The target population is youth ages 11 to 19 residing in Los Angeles's west San Fernando Valley who are at-risk of experiencing domestic or relationship violence. Domestic violence is a problem that affects both adults and children. In 2000, there were 35,740 calls to the Los Angeles domestic violence hotline, over 5,000 of which involved weapons. Victims or witnesses of such violence in childhood are likely to engage in similar behavior as adults. Since children and youth can learn this behavior, early intervention must be provided to meet the needs of victimized young people. The project was designed for teens who have experienced abuse. The project goals are: 1) to educate youth about healthy relationships; 2) to intervene with youth at-risk of abusive relationships; and 3) to raise awareness about teen relationship abuse.

Haven Hills and KYDS formed an advisory group drawn from business, community organizations, schools and service providers to create the original work plan. While this group disbanded due to the loss of teen participants and member interest, Haven Hills and KYDS staff provide ongoing budget and operations oversight at monthly meetings. A Teen Advisory Group (TAG) comprised of current and former participants of the Love's Child programs and one Haven Hills teen resident meets twice monthly to guide program staff about youth needs and program content and to organize public education efforts.

The original needs assessment identified teen relationship abuse as a serious community problem resulting from broken families, low self-esteem, poor role models, and substance abuse, although few local programs targeted the issue. Suggested responses to the problem included group sessions, education and awareness training, drama therapy, recreational activities and mentoring. As a result, the work plan set eight objectives for Love's Child. These were: 1) implement a theater workshop to tape public service radio spots; 2) identify teen crisis hotlines; 3) develop culturally sensitive materials for teens; 4) develop a high school level curriculum; 5) provide training to Haven Hills and KYDS staff; 6) provide a theater program for youth identified as at-risk of violence; 7) coordinate/provide treatment to teen abuse victims; and 8) implement an evaluation design for the project. Subsequent changes to the original objectives which include formation of TAG and an arts and activism group responded to concerns and opportunities identified through work with Love's Child's clients and remain consistent with the findings of the original needs assessment.

Love's Child's project accomplishments during the grant term, including new activities underway and evaluated, are as follows:

- *After-School Programs.* Arts-based after-school programs at Sutter Middle School and Reseda High School combine guided discussion of relationship issues with visual and performing arts projects that both encourage students to explore personal concerns and educate the broader school population. These programs responded to the needs assessment identification of drama activities and after-school programs as appropriate vehicles for service

- delivery. The groups' accomplishments have included development of three service announcements, a video, three relationship-themed performances at Reseda, and the Sutter mural project. These programs will continue in new sessions.
- *Resources Information.* For use by teens and service providers, Love's Child developed a resource directory, a void noted in the needs assessment. Ten copies of the directory were made available to Haven Hills (including teen residents) and KYDS staff. Staff wrote a curriculum unit on teen relationship abuse for school IMPACT programs, which is under review so has not yet been evaluated. Further, youth have engaged in public education through guest appearances for on-air radio interviews (Radio Station KLVE, Cume audience 710,400) and design of an informational website. (Radio spots were completed under the first original work plan objective but not aired because they did not include a hotline number.) A teen hotline was also launched in spring, 2002 although it receives no more than 3-4 calls a week due to the challenges and costs of effective publicity. In these ways, the project educates the public, lack of public awareness being a problem noted in the needs assessment.
 - *Training.* Training has been provided on multiple occasions to both KYDS and Haven Hills staff on both teen relationship issues and how to effectively talk to teens, with teens creating and presenting specific training modules.
 - *Case Management.* Case management of youth is ongoing, including therapy referrals, family member coordination, IEP meeting attendance and other appropriate intervention. This activity was not evaluated because the procedures and forms used are still being formalized. There are 35 open cases.
 - *Youth Leadership Forums.* Two plan changes involve development of two youth leadership forums, which enable Love's Child to meet work plan goals of educating youth and coordinating treatment in new ways. Through TAG, youth lead public education activities and guide direction of Love's Child programs. TAG's accomplishments include creation of website components, organization of a poetry slam, recording of a spoken word CD and grant letter of intent writing. The arts and activism group (AAG) exclusively serves teen female victims of relationship abuse through weekly discussion and art sessions. While these programs were not in the original work plan, some of the most intensive work with youth occurs through these groups. Further, forming support groups that include a mentorship component is consistent with needs assessment findings.

Part B. The evaluation plan included administration of pre/post surveys to after-school program participants, training participants, and KYDS/Haven Hills staff surveys, with additional evaluation efforts to include focus groups and interviews.

Survey Findings. While not definitive, survey results of Love's Child participants (n=25) and adult staff (n=38) suggest that, while Love's Child participants are knowledgeable about relationship abuse, staff training may need to occur more frequently to meet continuing staff informational needs.

The limited number of pre/post participant survey findings (n=25) suggest that teens have learned about healthy relationships, with results showing some growth over time. Those students who felt that they knew what abuse was grew from 78% at pre-test to 92% at post-test. As to teen knowledge of the indicators of healthy relationships, pre/post results showed that teen knowledge of positive relationship characteristics increased overall during the course of program participation. For example, youth agreement rose from 82% to 100% when asked if the ability to freely talk to your partner is a healthy relationship characteristic. Moreover, more teens felt that they could help friends in abusive relationships as reflected by a 39% rise in the number of teens who would refer a friend to a hotline.

Haven Hills and KYDS staff/volunteers received training with subsequent trainings being offered to new staff/volunteers. About 45% of the staff surveyed in 2002 had worked at Haven Hills or KYDS for 12 months or less indicating high turnover. When staff responses in 2001 and 2002 are compared, the mean scores on awareness of teen relationship issues and services declined. When respondents rated their knowledge of prevention and intervention issues, the number of staff who felt their knowledge was in the low/below average range rose only slightly; however, when respondents rated their knowledge of treatment for victims and abusers, those who felt their knowledge was in the low/below average range rose from 42% to 53% and 53% to 69%, respectively.

Focus Group Findings. Love's Child activities center on four programs: 1) the arts-based Sutter program that meets twice weekly and serves 25-30 students with 12 to 17 regular attendees; 2) the Reseda theater-based program that regularly served 12-16 students, although 2002 participation dropped; 3) TAG comprised of 12-15 current and former participants in the Love's Child programs; and 4) AAG that serves about eight female relationship abuse victims ages 14-18. Students were recruited through school staff, intervention agency referrals and word of mouth. Despite the different foci and age levels of each of these groups, several themes emerged about the value of Love's Child programs to the youth served and how the programs meet youth needs, with findings about participant knowledge of healthy relationships corroborating survey results.

Each of the programs, regardless of its stated purpose, offers participants the opportunity to develop their creative capabilities. Participants across groups identify program strengths as follows: 1) providing creative forms of expression to build artistic and performance skills; 2) building skills that enhance their peer relationships; and 3) providing mentoring relationships with supportive adult staff. More than building personal artistic skills, students stated that they experienced emotional growth from program involvement. One reported feeling safe in the program, which has improved her self-esteem. Youth indicated better understanding of healthy relationship and the diminution of inappropriate behaviors such as teasing peers, arguing with parents and pre-judging individuals.

Conclusion. Major lessons learned that will be used to inform program development are as follows: 1) youth do not see relationship issues in discrete categories but as overlapping threads so programs need to deal generally with the nature of relationships; 2) youth are not engaged by instruction in what not to do but seek

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and are provided with affirmative guidance on how to develop positive relationships; 3) due to transportation and personal issues, programs are most effectively offered at schools which will continue; and 4) a case management intervention model best serves youth needs given the number of local primary service providers. Next steps for Love's Child include: 1) revise the work plan to be consistent with future plans; 2) develop formal procedures and forms for case management; 3) refocus Reseda drama program form and content; 4) review hotline and website use to determine how to proceed and methods for evaluating levels of use; and 5) revise survey tools to enhance results.

II. Objectives

The original logic model and work plan set eight objectives. These were as follows: 1) implement a theater workshop program for teens to create a public service radio spot on relationship abuse; 2) identify crisis hotlines and service providers for teen relationship abuse victims; 3) develop culturally sensitive informational materials for distribution to youth on teen relationship abuse; 4) develop a high school curriculum for Los Angeles Unified School District IMPACT and Early Career Planning programs about relationship abuse; 5) provide training to KYDS/Haven Hills staff on teen relationship issues; 6) offer a theater program to youth identified as at-risk of teen relationship abuse; 7) coordinate/provide treatment services to teen relationship abuse victims or teens experiencing family violence and launch a teen hotline; and 8) implement an evaluation design for the project.

These objectives were designed to accomplish the following goals: 1) provide psychosocial intervention for youth experiencing or at risk of experiencing violence while increasing personal awareness of relationship abuse issues; 2) increase teen and public awareness of teen relationship abuse issues; and 3) coordinate and/or treat community youth with identified needs.

The evaluation plan was developed by Public Works, Inc., a non-profit consulting firm located in Pasadena, California. Public Works has expertise in providing evaluation services to governmental agencies, educational institutions and social service organizations. The components of the Love's Child evaluation were the shared responsibility of Public Works, Haven Hills and KYDS. The evaluation was designed to measure all project objectives, determine the numbers and characteristics of those served in prevention and intervention programs and to assess the effectiveness of services in terms of affecting knowledge, attitudes and behaviors of program participants.

III. Project Description and Purpose of Evaluation

A. Background

Love's Child developed through collaboration between San Fernando Valley-based Haven Hills, a non-profit provider of hotline, shelter and counseling services for abused women and their children, and Keep Youth Doing Something (KYDS), a non-profit provider of programs for children and youth. Haven Hills is a non-profit organization that provides in-depth services to women who have experienced domestic violence and their children. KYDS, founded in 1991 to serve ages 5 to 19, offers after-school programs at schools and local parks as a youth alternative to delinquency, drug abuse, and pregnancy. The partnership between Haven Hills and KYDS to cooperate on this project came about through Haven Hills' recognition of its need to develop greater cultural competency on teen issues. The project was designed to take advantage of the strengths of each partner to develop a program to meet the needs of local teens with respect to prevention, education and treatment of teen relationship abuse.

The target population for this grant is youth ages 11 to 19 residing in the west San Fernando Valley of Los Angeles (West Valley) who are identified as at-risk of experiencing teen relationship and domestic abuse. This area per the Los Angeles County Department of Health Services measures 200.6 square miles. In 1995, over 750,000 persons resided there; 59% were white (non-Hispanic), 27% were Hispanic, 10% were Asian/Other, and 4% were African-American. In 1998, the State Attorney General reported a 112% increase in juvenile felony weapons arrests since 1988. In 1999, the LAPD West Valley Bureau showed 465 domestic violence arrests. Domestic violence is a major problem that affects both adults and children. Childhood victims or witnesses of such violence are likely to engage in such behavior as adults. Since abusive behavior can be learned, education and intervention must be provided early on to meet the needs of victimized young people.

Love's Child targets West Valley youth living in Reseda (91303), Winnetka (91335) and Canoga Park (91306). With nearly 120,000 people residing in these areas, the teen population between ages 10 and 17 is over 11,000. Area students speak over 25 different languages with Spanish, Vietnamese, Korean and Indian dialects spoken most often. About 60% come from single parent families and almost 30% qualify for free or reduced lunch programs. Prevailing community risk factors identified by the LAPD include lack of parental involvement, substance abuse, gang activity, mental health issues, poverty and lack of after school activities as well as child and domestic abuse.

A needs assessment was conducted to inform writing of the work plan. The needs assessment identified teen relationship abuse as a serious local problem resulting from factors including broken families, low self-esteem, poor familial role models, and substance abuse. Few of those interviewed were aware of local programs targeting the problem. Potential service responses identified by key community members included group sessions, education, coursework, drama therapy, recreational activities and mentoring. Parent and student focus groups identified education and after-school programs as ways to address these issues. Although significant needs were identified, the assessment also recognized the existence within the community of organizations such as L.A. Bridges and IMPACT that were targeting intervention to at-risk youth. The existence of these resources in the community was felt to provide a foundation for Love Child's ability to enter and serve the target population.

As part of the needs assessment, youth participating in KYDS after-school programs were surveyed in Fall, 2000. The 164 survey respondents indicated that out of five community problems listed in Table 1, teen relationship abuse ranked third behind drug and alcohol abuse. While only a third (33%) of those surveyed believed teen relationship abuse was a problem in their community, almost three-quarters of youth (73%) indicated that there was a lack of services provided to youth in abusive relationships. (See Table 2 below)

Table 1. How would you rank the following problems in your community? (1 being the biggest problem and 5 the smallest)

| | N= | Mean |
|-------------------------|-----|------|
| Drug abuse | 146 | 2.55 |
| Alcohol abuse | 148 | 2.60 |
| Teen relationship abuse | 140 | 3.11 |
| Teen pregnancy | 142 | 3.13 |
| Depression | 137 | 3.28 |

Table 2. Other Youth Survey Responses

| | N= | Yes | No |
|---|-----|-----|-----|
| Do you think teen relationship abuse is a problem in your community? | 153 | 33% | 67% |
| Do you worry about becoming involved in an abusive relationship? | 153 | 38% | 62% |
| In your community, do you think there are enough programs to help teens experiencing teen relationship abuse? | 143 | 27% | 73% |

While the original work plan objectives were designed to meet the needs identified above, changes in program direction since writing of the work plan responded to opportunities and needs identified over time. New activities that have been incorporated into the work plan remain consistent with the findings of the needs assessment and service responses suggested at that time.

A community-based committee organized by KYDS and Haven Hills and involving representatives from business, community organizations, teens and service providers participated in the needs assessment and creation of the work plan. While this committee disbanded because of loss of teen involvement, KYDS and Haven Hills continued to guide Love’s Child at monthly meetings. These agencies provided budget supervision and operational oversight. Ongoing program direction also occurs through a Teen Advisory Group (TAG) comprised of program participants and one Haven Hills teen resident. TAG meets twice monthly to guide program staff about youth needs, appropriate methods for building after-school program participation, website development, and organization of community events such as the poetry slam and pending projects such as a spoken word CD. In addition, Love’s Child receives the support of the schools in which it operates getting referrals from L.A. Bridges, IMPACT, teachers and counselors, students and participants. Love’s Child activities are ongoing.

B. Project/Program Activities

The activities developed as part of the eight measurable objectives of the work plan were designed to give victimized youth a creative and educational outlet through which to explore the issues in order to prevent victimization, increase public awareness of teen relationship abuse, and provide treatment and/or intervention to youth experiencing such violence. The specific objectives identified to meet these goals and subsequent modifications made are described below.

Objective 1. Develop a culturally sensitive radio segment that addresses teen relationship abuse for distribution to youth-oriented Los Angeles radio stations.

Objective 1 was substantially completed with modifications made based upon barriers encountered in implementing the original plan activities. Through doors opened by KYDS, the LA Theatre Works program began at Sutter Middle School because the administration was receptive. The first workshops began in February 2001. School staff, social service programs, and parents referred youth who were either at-risk of abuse due to extremely low self-esteem and strict views on gender roles or had actually experienced some form of abuse in their homes. About thirty students enrolled in the program and three public service announcements were completed. They were not aired because they related to the implementation of a teen hotline for which no number was available at the time. (Subsequently, with the launch of the hotline, participants did two on-air radio interviews on station KLVE (Cume audience 710,400) publicizing the issue of teen relationships abuse and the hotline resource.) After the first workshop series, LA Theatre Works was replaced due to cost and supervision issues. The Teen Advocate Program Coordinator (TAPC) developed a new program and hired an artist to work directly with her. Three more workshop series were conducted focusing on healthy relationships, with the most recent public education project being a public art mural at Sutter.

Objective 2. Identify and coordinate existing hotlines for victims of teenage relationship abuse.

This was one of the first activities completed upon hiring the TAPC. The completed directory included crisis phone line numbers, teen service providers, and websites. Ten copies of the directory, which will be updated annually, were distributed to Haven Hills for use by teen residents and staff and to KYDS staff. The resource directory is also included in the newly launched Love's Child website (see Objective 3 below).

Objective 3. Develop culturally sensitive materials to provide awareness for teens on teenage relationship abuse.

Originally to be part of the Fall, 2001 L.A. Theatre Works workshop series, it became quickly clear that writing brochures was not a reasonable goal in combination with development of scripts and recording of the public service announcements. Since the formation of a teen advisory group (TAG) for Love's Child became a priority so that the program could remain guided by teens, creation of informative materials was seen as a more appropriate role for TAG. TAG developed a written training tool but completion of further materials was postponed to allow for staff evaluation of whether brochures were the most effective way to reach teens. As a result of this evaluation, Love's Child identified website development as a better vehicle through which to get information to teens. In July, 2001, a graphic designer and TAG began work on a website, which was launched in February, 2002. Youth were involved in developing surveys and information for the site. As yet, there is no way to monitor the number of hits to the site but efforts will be made to publicize its existence on an ongoing basis.

Objective 4. Develop a curriculum unit to be used in high schools in the required Early Career Planning (ECP) course offered in high schools and IMPACT groups.

During 2001, Love's Child staff reviewed existing curricula that dealt with relationship abuse. Staff were concerned, based on insights developed through the project, that existing curricula focused on what not to do rather than on how to build healthy relationships. Taking this research and experience into account, Love's Child staff completed a mini-unit curriculum on healthy relationships which it intends to pilot in IMPACT groups operating in local high schools (psychosocial intervention groups serving at-risk youth on high school campuses). The need to develop a larger curriculum unit for use in ECP courses was less pressing due to the distribution to many schools of such a curriculum by the Los Angeles Commission on Assaults Against Women. Love's Child staff felt that a mini-unit that could be presented in individual classes and guided youth in how to build positive relationships was of greater immediate value to the target audience. The curriculum unit is currently under review by IMPACT staff.

Objective 5. Provide training to Haven Hills and KYDS staff in domestic violence, teenage relationship abuse and overall youth development issues.

Training of all Haven Hills and KYDS staff in teen relationship abuse occurred on August 24 and September 7, 2001, respectively. Trainers included KYDS staff, Haven Hills staff, TAG members and the TAPC. Over 30 staff members attended one of the two one-day, three-hour sessions. The three main elements of the training were provision of background information on teen relationship abuse, TAG-led discussion of teen culture, and discussion of teen service providers and resources. TAG members presented the training tool they developed called "What You Need to Know". In addition, the KYDS training included information on mandated reporting related to dating violence and legal options for relationship abuse victims (presented by Break the Cycle). Subsequently, training of new staff/volunteers was scheduled at Haven Hills as needed. Love's Child will train Haven Hills and partner agency staff on an ongoing basis, using feedback from past trainings to improve future training sessions.

Objective 6. Provide a program through Theatre of Hope for youth identified as at-risk in terms of domestic violence and teenage relationship abuse.

Love's Child collaborated with Reseda High School's after-school LA COPS program to provide a theater workshop series on "unmasking relationships." The LA COPS program provided a teacher liaison who facilitated program implementation. Twelve students participated regularly in the first session. Participants met once a week after school to explore values and relationships, write poetry and create masks, culminating in a performance that served as an educational outreach for both students and the community at large. The program was again launched in Fall, 2001, with two performances held in January, 2002, one for students and one for family and community members. The third series of workshops was conducted by the TAPC due to concerns that the Theatre of Hope program was not fiscally appropriate considering the high cost of the program in relation to the small number of youth served. The TAPC worked in collaboration

with Fringe Benefits Alliance, a local non-profit theater arts agency, to offer a theater workshop over the spring of 2002.

Objective 7. Coordinate and/or provide treatment services to youth identified to be in abusive relationships as victims or living in a family involved with domestic violence.

To meet this objective, the TAPC works closely with the artists teaching the after school programs at Sutter and Reseda. She attends each workshop, meets with the artists each week and identifies teens in crisis to provide case management to get services promptly to youth in need. This role required the TAPC to coordinate with school agencies, staff, family and outside agencies.

The original work plan contemplated development of a group process model to provide service to youth in need. Coordination with Haven Hills staff to develop a referral process and procedures was contemplated with the goal being to refer youth in need to services at the end of each after-school session. The work plan required that staff complete intake forms and develop a service plan for youth. As the project was implemented and the number of local treatment resources identified, a treatment-based response to youth needs seemed inappropriate based on staff expertise, available community resources, and youth-specific difficulties which included confidentiality issues, youth distrust and transportation problems. Accordingly, the plan was modified to provide for a case management service model. This change in service strategy was effectuated by hiring a 5-hour per week clinician who works with the TAPC to monitor youth issues and referrals. Case management began with the clinician on staff in September, 2001 and there is a current open case load of 35 teens.

Although not treatment in the formal sense, the Love's Child youth programs provide psychosocial support to participants on an ongoing basis. While specific tasks are associated with each program, they are structured to encourage participant dialogue in a safe environment for raising issues of concern. Both after-school arts programs offer participants opportunities for discussion and exploration of feelings as well as creation of art projects. TAG meets twice a month and meetings provide a forum for discussion of issues important to the youth. The AAG meets weekly and, as the only group that is specifically limited to females who have experienced violence personally, the group offers the closest approximation to a support group, although the emphasis is psychosocial, not therapeutic.

The launching of a teen hotline was specifically required as part of this objective to serve youth needs. On January 15, 2002, a Teen Empowerment Coordinator (TEC) was hired to staff the Love' Child Teen Support Line which was launched on January 21, 2002. TAG planned a lollipop promotion for February 14, 2002 at local high schools through which lollipops with hotline tags were distributed. The hotline is open four afternoons a week, but receives less than 3-4 calls weekly. Moreover, the calls are from adults seeking help with teens or from middle school students, not high school teens who were the target audience. Staff is exploring whether the hotline will be able to reach more high school teens in the future, given budget limitations on publicity efforts, or whether it would be a better use of Love's Child resources to provide services to youth through a monitored chat room.

C. Summary of Completed Project Goals/Objectives

1. *Project Results and Discussion*

The primary goals of the Love's Child work plan were increased teen and public awareness of teen relationship abuse issues, psychosocial intervention and prevention to youth in abusive relationships or at-risk of such relationships, and coordination and/or treatment of youth with identified needs. While the specific mechanisms for achieving these outcomes have changed to some extent over the course of grant implementation, these outcomes have been substantially achieved with respect to the populations reached by the Love's Child programs.

Increasing awareness of the problem of teen relationship abuse was deemed important in the needs assessment and survey results show that youth are knowledgeable and are growing in their knowledge. Based on a limited number of pre/post participant surveys (n=25), the findings suggest that teens have learned about healthy relationships, with some growth in knowledge occurring over time. Teen participants also appear to have shown some growth in awareness of the indicators of healthy relationships. While teens are experiencing some increase in knowledge, turnover at Haven Hills and KYDS where staff have been trained poses a barrier to increasing staff levels of awareness of teen issues generally and teen relationship abuse issues specifically. Haven Hills and KYDS staff/volunteers received one training with subsequent trainings being offered to new Haven Hills staff/volunteers. Unfortunately, about 45% of the staff surveyed in 2002 had worked at Haven Hills or KYDS for 12 months or less indicating high turnover. When the staff responses in 2001 and 2002 are compared, the mean scores related to awareness of teen relationship issues and services declined, which might indicate the appropriateness of increasing frequency of training.

The two remaining primary goals were provision of psychosocial intervention and support to youth in or at-risk of abusive relationships and coordination of services for and/or treatment of youth who have been victims of relationship or family violence. Much of the information about the effects of the after-school and leadership group programs on youth was derived from focus groups and staff interviews. Focus group and staff interview findings show that teen participants are learning about how to build positive, healthy relationships not only in their dating lives but also with peers and adults generally. Teens report that they have learned about the error of pre-judging people and have stopped or reduced inappropriate behaviors such as arguing with parents and teasing peers. They find the adult Love's Child staff supportive, viewing them as helpful adult friends who listen to their concerns. Teens report that they have developed new artistic skills of which they were previously unaware. Some indicate that their experiences in the program have given them confidence to perform better in school classes. Information about the coordination of treatment services was obtained primarily from Love's Child staff. Actual treatment services are not provided but staff monitor participant issues on an ongoing basis, using a case management model to ensure that service and treatment needs are met. A part-time clinician, TAPC, and TEC provide much of the case management supervision, attending IEPs, following up on mental health referrals

and dealing with family and transportation issues. Individual case management activities are monitored in weekly staff meetings, with the formalization of case management procedures and forms still to be achieved.

2. Summary of Project Accomplishments

Love's Child's accomplishments, including new activities, are as follows:

- After-School Programs. Arts-based after-school programs at Sutter and Reseda combine guided student education and discussion of relationship issues with creative visual and performing arts projects that both encourage students to explore personal concerns and educate the community. These programs responded to the needs assessment identification of drama as a way to help students work through issues and to focus group findings that education through after-school programs might be appropriate. The accomplishments of these groups include taping of three public service spots, a video project, three performances at Reseda, and the Sutter mural project.
- Resources Information. For use by teens and service providers, Love's Child developed a resource directory, a void noted in the needs assessment. Ten copies of the directory were disseminated to Haven Hills for staff and teen resident use and to KYDS for staff use. The resource directory is also included in Love's Child's new website. Love's Child staff wrote a curriculum on teen relationship abuse for use in school IMPACT programs. Further, youth have engaged in public education efforts through guest appearances for on-air radio interviews and design of an informational website. A teen hotline was also launched in January, 2002. (Radio spots were completed under the original work plan but were not aired because they included no hotline number since it was not available at the time of taping.) In these ways, Love's Child educates the public, lack of public awareness being a problem noted in the needs assessment.
- Training. Love's Child staff and TAG trained KYDS and Haven Hills staff on both teen relationship issues and how to effectively talk to teens.
- Case Management. Case management is ongoing and includes referral for therapeutic services, coordination with family members, attendance at IEP meetings and other crisis intervention as appropriate. There are 35 open cases.
- Youth Leadership Forums. Two plan changes involve development of two leadership forums for youth. TAG engages youth in leadership to educate the public. TAG's accomplishments include creation of website components, organization of a poetry slam, recording of a spoken word CD (currently underway) and writing of two letters of intent for grants. A new arts and activism group (AAG) exclusively serves female victims of relationship abuse; it offers these women weekly group meetings through which to explore their concerns and eventually engage in leadership efforts to educate the public through art. While these programs were not included in the original work plan, it is through these groups that some of the most intensive work with youth occurs. Further, the formation of support groups which include a mentorship component is consistent with the findings of the original needs assessment.

3. Unanticipated Outcomes

Love's Child was conceived as an experimental project designed to educate teens and the greater public on the topic of teen relationship abuse and provide intervention to teens experiencing relationship violence or at-risk of such experience through arts-based programs and treatment service coordination. While these broad goals have been reached, there have been unanticipated outcomes that have enabled Love's Child to broaden its objectives as follows:

- Development of Teen Leadership. In light of the need for effective programming to be youth driven, Love's Child's advisory committee has become the youth-based TAG which meets twice monthly to guide program development and organize public information events. The creation of a governing council that includes only teens gives teens the opportunity to build leadership, organization and interpersonal skills that enhance self-esteem and confidence. The creation of this leadership role for youth and the benefits youth experience from participating was an unanticipated program outcome.
- Development of Supportive Mentoring. The development of AAG and TAG has enabled Love's Child staff to work with youth on a continuing basis building supportive relationships over time. While the original program goals contemplated support for youth by adult staff, the program modifications have offered ideal forums through which youth are effectively mentored by adult staff. Youth indicate that the staff are "there for them" supporting them with school, peer and family issues as needed. Youth report that the adults listen to them, respect their opinions and are their "friends". The de facto mentoring relationships that have developed are an unanticipated program outcome.

4. Lessons Learned

The following lessons learned have been derived from program operation thus far:

- Lesson Learned: While the project originally planned to focus on teen relationship issues, the focus evolved as it became clear that youth do not see relationship issues in discreet categories but identify peer, dating, and family relationships on a continuum, with issues overlapping. As a result, project activities focus on how to develop healthy relationships generally.
- Lesson Learned: Youth cannot be engaged over time by what not to do. Because of poor role-modeling and family dysfunction, youth are not able to translate negative rules into affirmative skills for building healthy relationship. Programs must teach and model the characteristics of healthy relationships.
- Lesson Learned: Working with third party arts and theater providers is challenging in the context of Love's Child programs as outside artists do not understand teens' needs or the program's goals. Program content can be more effectively guided through in-house curriculum development and direct hire of artists who work immediately under supervising staff rather than for a third party organization.

- *Lesson Learned:* Effective operation of a teen hotline requires significant publicity to reach a wide audience. Since hotline operation is expensive, Love's Child may be more effective in reaching teens with its message through other means such as a monitored chat room.
- *Lessons Learned:* While developing programs off school sites was originally contemplated by the needs assessment, transportation is a critical barrier to delivering services to youth. School sites provide the best forum through which to reach youth consistently and encourage attendance.
- *Lesson Learned:* It is difficult to design effective programs for teen shelter residents, due to transiency and safety issues. Family and staff support is low for Love's Child provision of programming to shelter residents due to the crisis needs of families living in the shelter and other shelter program offerings. As a result, Love's Child services have been limited to training and dissemination of resource directory information to shelter teens with more KYDS teens served by Love's Child than teens from Haven Hills programs.
- *Lesson Learned:* Given the number of primary treatment organizations operating in the West Valley, a case management model of service intervention, referral and follow-up better meets youth needs and Love's Child staffing limitations than a model that would provide for more primary treatment service. Under the case management model, staff identifies youth needs and makes referrals to appropriate services, following up on receipt of services, attending IEP meetings, and providing occasional transportation and other facilitation support.

IV. Evaluation

Process measures, outcome measures and performance measures of some type were contemplated under the original evaluation plan. In large part, the process measurements related to quantifying services provided or materials created and distributed. Love's Child used sign in sheets and attendance procedures to track after school program and training participation. In general, performance measurement tools used to determine outcomes were pre/post surveys for after-school program participants and focus groups and interviews about program operation. The surveys and focus group and interview protocols are attached as Appendix B. The program activities to be evaluated in the original plan and changes that have occurred are as follows:

Objective 1. Through an after school theater project, youth were to create culturally sensitive radio spots to be aired on youth-oriented radio stations. While the spots were created, they have not been aired. Instead, several participants of the TAG and AAG groups have been interviewed on-air and audience statistics from that station were collected (Radio Station KLVE, Cume audience 710,400). Two newspaper articles were also written about project activities and circulation numbers were collected (Daily News, circ. 203,000; La Canada Valley Sun, circ. 5,500).

Objective 2. This objective contemplated the gathering of resource data for youth services. Love's Child created a directory of hotlines, websites and service providers, ten copies of which were distributed to Haven Hills for review and use by resident teens and staff and to KYDS staff. The resource directory was also included in the recently launched Love's Child website.

Objective 3. This objective required writing of culturally sensitive brochures, but TAG and staff felt brochures were an expensive, ineffective method for educating teens and the public. Instead, a website with bulletin board was created and launched in February, 2002. While the evaluation plan originally contemplated counting the number of brochures distributed as a means of quantifying results, the website does not allow for this option. Love's Child is not currently able to track the number of website hits it receives from users, although 18 messages had been posted on the message board as of July 2, 2002.

Objective 4. The planned curriculum unit is still under review and as yet not implemented so no evaluation has occurred.

Objective 5. Training has been provided to all Haven Hills and KYDS staff members and volunteers and new Haven Hills employees and volunteers have received subsequent training. An evaluation form was used for one training. Haven Hills has referral and intake forms but because it serves so few teens, there has been no measurement of how many staff are appropriately identifying teens in need. Those teens it does serve are generally shelter residents in crisis.

Objective 6. The plan anticipated use of pre/post surveys for youth participating in this theater program and this evaluation tool has been implemented.

Objective 7. The provision of treatment services has been replaced by a case management model of referral and follow up, with 35 cases currently open. Post-assessments and surveys have not been deemed appropriate thus far. There is not yet a formal intake form since youth are case managed on an ongoing basis as a result of participation in other program components. In the future, service will be monitored as planned by referral forms and counseling records, but development of forms and procedures is not complete. The hotline launched in February, 2002, has thus far received less than 3-4 calls each week. The evaluation plan was to identify number of callers and who referred them. Caller logs allow for callers to be quantified, but referral information was not quantified due to the limited number of calls received. Current efforts have focused on building the caller base while determining overall viability of the project.

A. Evaluation Study Design

The evaluation components were implemented through the cooperation of Haven Hills, Love's Child, and Public Works, Inc. The primary methodology used to determine effectiveness of programs in meeting client needs was qualitative. Pre/post surveys were administered to participants in both after school programs. Surveys were administered at the beginning of each session and several weeks before the end. These were conducted in spring/2001, fall/2001, winter/2002 and spring/2002. In addition, focus groups were conducted of participants in each after school program, TAG and AAG. These were conducted in May, 2002 after the program elements and groups had stabilized in order get input directly from youth about the strengths and challenges of the Love's Child activities in which they participate. In addition, interviews of program staff members, the TAPC, clinician and supervisory personnel from Haven Hills and KYDS were conducted in May, 2002. The purpose of the interview and focus group information gathering procedures was to determine effectiveness of the programs from a participant and management perspective.

B. Sample Selection

With respect to survey respondents, an effort was made to survey all after school program participants, although inconsistent attendance and personal crises hampered completeness of the survey process. As to focus groups, an effort was made to conduct them during regular program sessions or during planned social events so that the setting was comfortable and as unobtrusive as possible. Eight of ten after school focus group participants were female of Latino or Asian descent. Four males and three females were in the TAG focus group; the youth were predominantly of Asian or Latino descent. The AAG group was comprised solely of females of Latino and/or Asian descent. The focus groups were conducted after participants had experienced the programs or received intervention.

C. Measurements (Instruments)

The survey instruments and protocols used as measurement tools were developed in a variety of ways. Based on the needs assessment and the project goals, Public Works designed a survey for use on a pre/post basis with after-school program participants. This survey was later modified with Love's Child program staff to provide slightly different information. Interview protocols for staff and youth were drafted by Public Works, reviewed by Love's Child staff and modifications made to ensure sensitivity to youth issues and needs. Presentations surveys used at one Haven Hills/KYDS training were designed by Love's Child staff based on the structure and content of the training.

D. Data Collection

Pre/post surveys were administered to after-school program participants at both Sutter and Reseda at the beginning and near the end of each session. Challenges to effective survey administration included attendance inconsistencies and youth personal and family crises that interfered with administration. Beginning with the workshops series held at each school in February, 2001, pre/post surveys have been administered during each series. Specifically, the surveys were administered at the beginning of each after school workshop series and several weeks before the end of series in spring/2001, fall/2001, winter/2002 and spring/2002. Using numerical identifiers ensured confidentiality. No incentives were offered.

Focus groups were conducted of after school program participants at Sutter and Reseda. These were conducted during the after school programs in May, 2002. Two focus groups of TAG and AAG members were conducted at a Saturday barbeque outing in a local park. All focus groups were conducted using protocols drafted by Public Works and reviewed by the TAPC. Each focus group lasted approximately 25 to 45 minutes. Interviews of program staff included the TAPC, clinician, Teen Empowerment Coordinator, and two artists who work with the program. These interviews were one-on-one interviews conducted in the Love's Child offices. Two additional telephone interviews of KYDS and Haven Hills supervising staff were conducted as well. Protocols were used with each focus group and interview. All focus groups and interviews were conducted by Public Works staff, one male (age 28, Asian) and one female (age 49, white). Public Works is a

non-profit consulting firm with expertise in providing program evaluation of governmental agencies, educational institutions and social service organizations.

E. Data Analysis

Survey data was coded by the TAPC at Love's Child to ensure confidentiality. The survey data was entered by Data Processing Specialties in 2001 and Quality Document Processing in 2002. Analysis was undertaken by a Public Works Project Associate using SPSS and Microsoft Excel.

V. Results

Survey Findings. While not definitive, survey results of participants and adult staff suggest that, while Love's Child participants are knowledgeable about relationship abuse, staff training may need to occur more frequently to meet continuing staff informational needs.

The limited number of pre/post participant survey findings (n=25) suggest that teens have learned about healthy relationships, with results showing some growth over time. In Table 3, those students who felt that they knew what abuse was grew from 78% at pre-test to 92% at post-test. As to teen knowledge of the indicators of healthy relationships, pre/post results showed that teen knowledge of positive relationship characteristics increased overall during the course of program participation. For example, youth agreement level rose from 82% to a 100% when asked if the ability to freely talk to your partner is a healthy relationship characteristic. Moreover, more teens felt that they could help friends in abusive relationships as reflected by a 39% rise in the number of teens who would refer a friend to a hotline.

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Table 3. Pre- and Post-survey Responses of Youth Compared to KYDS 2000 Baseline (taken from the needs assessment)

| | KYDS 2000 | Pre (n=23) | Post (n=25) |
|---|-------------------|------------|-------------|
| Do you think you know what "abuse" is? | | | |
| Yes | NA | 78% | 92% |
| No | NA | 13% | 4% |
| Don't Know | NA | 9% | 4% |
| Agreed that being able to talk to your partner about what you want is characteristic of a healthy relationship. | KYDS 2000 | Pre | Post |
| % | 86% | 82% | 100% |
| N | 154 | 22 | 25 |
| Agreed that letting your partner out of your sight is characteristic of a healthy relationship. | KYDS 2000 | Pre | Post |
| % | 75% | 76% | 79% |
| N | 150 | 21 | 24 |
| Agreed that showing respect to your partner when there is a disagreement is characteristic of a healthy relationship. | KYDS 2000 | Pre | Post |
| % | 86% | 91% | 92% |
| N | 153 | 21 | 24 |
| Agreed that allowing your partner to have friends, both male and female is characteristic of a healthy relationship. | KYDS 2000 | Pre | Post |
| % | 84% | 95% | 96% |
| N | 152 | 21 | 23 |
| If your friend was in an abusive relationship, who did you direct them to? | KYDS 2000 (n=147) | Pre (n=16) | Post (n=19) |
| School | 18% | 25% | 21% |
| Shelter | 7% | 50% | 32% |
| Friends | 32% | 6% | 5% |
| Relatives | 23% | 31% | 16% |
| Hotline | 14% | 38% | 53% |
| Pastor/church | 7% | 19% | 11% |
| No one | 20% | 25% | 0% |

Haven Hills and KYDS staff/volunteers received one training with subsequent training given to new staff/volunteers. About 45% of the 38 staff surveyed in 2002 had worked at Haven Hills or KYDS for 12 months or less indicating high turnover. When the responses of staff in 2001 and 2002 are compared, the mean scores related to awareness of teen relationship prevention and intervention issues and services to victims and teen abusers declined. When respondents rated their knowledge of prevention and intervention issues, the number of staff who felt their knowledge was in the low/below average range rose only slightly; however, when respondents rated their knowledge of treatment for victims and abusers, those who felt their knowledge was in the low/below average range rose from 42% to 53% and 53% to 69%, respectively. (See Table 4.)

Table 4. Level of Staff Knowledge of Teen Relationship Abuse Issues

| 2000 | Low | Below Average | Average | Above Average | High | N | Mean Score |
|---------------------------|-----|---------------|---------|---------------|------|------------------|------------|
| Prevention | 14% | 25% | 32% | 18% | 11% | 44 | 2.89 |
| Intervention | 11% | 32% | 25% | 23% | 9% | 44 | 2.86 |
| Treatment of victims | 9% | 33% | 33% | 18% | 7% | 45 | 2.80 |
| Treatment of teen abusers | 24% | 29% | 33% | 11% | 2% | 45 | 2.38 |
| | | | | | | Area MEAN = 2.73 | |
| 2001 | Low | Below Average | Average | Above Average | High | N | Mean Score |
| Prevention | 18% | 26% | 29% | 21% | 5% | 38 | 2.68 |
| Intervention | 21% | 24% | 34% | 16% | 5% | 38 | 2.61 |
| Treatment of victims | 24% | 29% | 32% | 11% | 5% | 38 | 2.45 |
| Treatment of teen abusers | 29% | 40% | 24% | 8% | 0% | 38 | 2.11 |
| | | | | | | Area MEAN = 2.46 | |

The training survey (n=8) showed that staff satisfaction with the training was mixed. Half of the respondents agreed that they had learned about resources for helping teens in abusive relationships. About 63% indicated that they liked the training and felt its content would be helpful in their work.

Focus Group Findings. The Love’s Child youth activities center around four current programs. One is an arts-based program that meets two afternoons a week at Sutter. Approximately 25-30 students participate with 12 to 17 students attending on any given day. The Reseda program is theater-based and has served from 12 to 16 youth during its sessions. The Teen Advisory Group (TAG), comprised of participants in the after-school programs, guides program direction and engages in arts-based public education. Finally, a new group has been formed called Arts & Activism (AAG) that serves only females ages 14-18 who have experienced violence. Despite the different foci and age levels of each of these groups, several themes emerged about the value of Love’s Child programs to the youth served and how the programs meet youth needs.

Each program allows youth to develop creative capabilities. TAG also provides leadership experience. Participants across groups identify program strengths as follows: 1) providing opportunities for creative forms of expression and development of artistic skills; 2) providing opportunities to develop skills that enhance peer relationships; and 3) providing strong mentoring relationships with supportive adult staff.

As to development of creative abilities and artistic talents, youth reported increased ability to speak confidently in public, development of previously untapped poetry writing skills, and building of acting skills that helped one student in her day classes at school. Even more than building personal artistic skills, students stated that they gained personal insights and experienced emotional growth from program involvement. One reported feeling safe in the program which has improved her self-esteem, further stating that she trusts herself to handle her past problems so she no longer experiences as much depression. Another reported developing anger management skills. Several TAG participants noted their feelings of competence and

importance resulting from having adults respectfully listen to them when they act as staff trainers.

Youth repeatedly referenced the important role the program played in helping them to increase their social network at school. Youth reported building new friendships with peers, learning how to express themselves to peers, and building support networks that enable them to share their feelings and better cope with their daily problems. They indicated better understanding of healthy relationships and the diminution of behaviors such as teasing peers, arguing with parents and pre-judging individuals. Several youth noted that they had learned to respect peers with differences that they would not have previously accepted.

While none of the youth referenced any of the clinical aspects of the program or therapeutic interventions received, youth in all groups expressed the importance of having the TAPC and other adult staff available to support them. Youth indicated that “they are there for us” and that staff are “friends”. Youth cited staff members giving them rides, helping them with homework, and being available to discuss troubling personal or family issues.

Staff interviews corroborated youth focus group findings. Staff members felt that youth learned how to have healthy relationships without recognizing that they were being educated, the “education” often occurring during informal talks about peer and family problems through which staff provides guidance and support. Thematically all the programs are focused on the building of healthy relationships, since the young people themselves feel that telling youth what is bad is not nearly as important as helping them understand what good relationships look like and how to behave in ways to create those relationships.

VI. Discussion and Recommendations

A. Interpretation of Results

Both survey and focus group methodologies were used to ascertain the effectiveness of Love’s Child programs serving teens. Due to the inconsistencies in student attendance and the difficulty in attempting to administer surveys to teens at multiple sessions, only a limited number of matched pre/post surveys were completed by program participants. Accordingly, the results, while informative, are not necessarily definitive on the effectiveness of the programs in meeting youth needs. While the focus groups were limited as well to attendees at the programs at the time the groups were conducted, the format of providing information was more fluid by nature and resulted in more in-depth responses. Moreover, the general findings across focus groups were consistent as to the benefits of the programs, the quality and support of program staff and the direction of future activities. Staff interviews generally corroborated the findings from the focus groups as to youth issues raised and responses, but these interviews provided greater insight into the challenges of serving youth whose family lives are chaotic and who have limited support resources.

The survey data collected from Haven Hills and KYDS staff concerning awareness of teen relationship issues generally indicated high staff turnover and decreasing levels

of knowledge of teen issues. The fact that there had been such high turnover made it difficult to draw meaningful conclusions about staff growth over time in understanding of teen issues. Generally about half of the staff members and volunteers felt that their overall understanding of teen issues was in the low/below average range. Staff and volunteers felt even less knowledgeable about treatment options for victims and abusers. While it was difficult to draw conclusions about increasing levels of knowledge on teen issues from the survey results, it was not even possible to collect data on staff and volunteer effectiveness in identifying teen issues from hotline calls because so few teen callers use the Haven Hills line and the Love's Child hotline has not yet developed a caller base.

B. Working with Other Agencies

The Love's Child project is a partnership endeavor of Haven Hills and KYDS. These two organizations along with TAG provided ongoing program guidance and support. KYDS and Haven Hills provided fiscal and management support at monthly meetings without any major conflicts. KYDS provided effective access to the schools and student populations with which Love's Child worked. Haven Hills was less able to refer teens to the programs due to the transience of its shelter population, preexisting shelter programs and family concerns about youth safety when leaving the shelter. Staff and volunteers of each program were enthusiastic about trainings provided and attendance was strong. The development of actual budgets for each year of program operation would have been beneficial for planning purposes but their absence did not jeopardize program continuity. TAG provided guidance to keep programs youth-focused.

With respect to evaluation, both KYDS and Haven Hills staff cooperated with interviews and survey administration. More consistent use of a training feedback form might have aided development of training modules more suited to staff needs.

The partnership between KYDS and Haven Hills provided guidance to Love's Child staff through monthly meetings, which served as forums to discuss budget matters and to ensure that the program met the needs of youth served. The supervising staff recognized the challenges of developing a new strategy for meeting teen relationship abuse needs and encouraged a flexible approach to program management and direction that was critical to the providing consistent services to youth. For example, KYDS and Haven Hills supported the decision in year two to have Love's Child staff run the after-school programs, including curriculum development, thus saving money on third party providers that were costly and difficult to supervise.

C. Recommendations

To maximize effectiveness of Love's Child in the future, given the changes in the original work plan that have been implemented and the lessons learned during the initial grant period, the following next steps are recommended: 1) revise the work plan to reflect current project objectives due to program modifications during the initial grant term; 2) develop procedures and forms related to effective case management; 3) review and refocus survey instruments based on experience of working with youth and modified program content focus; 4) increase access to

serving Haven Hills teen residents; 5) review use of hotline to determine how and if to continue; 6) identify methods for determining effectiveness of website and level of use; and 7) refocus Reseda program to better meet high school youth needs.

VII. Use of Technical Assistance Resources

Haven Hills contracted with Public Works, Inc. to evaluate aspects of the Love's Child project. Public Works is a non-profit consulting firm located at 90 N. Daisy Avenue, Pasadena, California 91107 (626-564-9890). The firm provides program evaluation and strategic planning assistance to governmental agencies, educational institutions, and social service organizations. The project was managed under the direction of Dr. Mikala L. Rahn, President.