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COMPLETE

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Q1 Name of your organization.

Reach Out

Q2 Grant #

20160632

Q3 Grant Period

October 1, 2016-September 30, 2017

Q4 Location of your organization

City	**West End Cities of San Bernardino County**
State	**California**

Q5 Name and Title of person completing evaluation.

Karini Pereira M.A. Director, Youth and Family Wellness

Q6 Phone Number:

909-982-8641

Q7 Email address.

karini@we-reachout.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

32 students enrolled in the Insights program and 120 students served through the SAP program

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format:State the Goal:State Objective 1:Describe the Activities, Results and Outcomes for Objective 1:State Objective 2 (if applicable):Describe the Activities, Results and Outcomes for Objective 2:State Objective 3 (if applicable):Describe the Activities, Results and Outcomes for Objective 3:

Reach Out is part of a network of prevention supports designed to help students stay in school and avoid drop out or school failure. For the past 8 years, Reach Out has provided the Student Assistance Program (SAP) for students in grades 9-12 that were referred to SAP for any number of reasons, including anger management, grief and loss, discipline issues, substance use or low school performance. In SAP, students received issue-specific social emotional interventions delivered through evidence based curricula, primarily in a small group setting. Our SAP program consisted of either a 10-12 week group counseling intervention, 6-8 sessions of individual counseling, or, when indicated, a third layer of intervention with direct referrals to a licensed therapist for students who required deeper clinical work.

While SAP is filling an important need for intervention services for high school students, RO believes that more can be done to support youth to navigate the transition from middle to high school. It is within that context that RO designed the Insights program, which builds on SAP, to incorporate the following:

• Shifting the model to become more student centered, rather than funder and deficit driven and emphasizing a strength based positive youth development approach
• Focusing more intensively on the critical 9th grade year to set the foundation for transitioning to 10th grade and ultimately, continued academic success
• Providing more intensive and holistic services, including case management, social-emotional learning and ongoing parent/caregiver engagement
• Enrolling students for a full academic year, rather than for 2-3 months and providing educational navigation, as well as peer support
• Making available opportunities for youth to meaningfully build leadership skills and engage in community and civic life
• Engaging students within the context of their families

Program Goal
The goal of the Insights program is to support incoming 9th grade students to strengthen their academic and social engagement and to successfully advance to the 10th grade and make progress toward high school completion.

The National Research Council (2011) has joined a growing body of research that suggests dropping out is not a point-in-time phenomenon, but actually part of a dynamic and cumulative process of disengagement from school. Several studies and their findings substantiate Reach Out's rationale for Insights' target population indicators. Bruce et al. (2011) have subsumed the three most highly predictive indicators of a student dropping out as the ABCs:
• Attendance (below 90%)
• Behavior (two or more infractions)
• Course Performance (inability to read at grade level by 3rd grade, failure in English or Math in 6th through 9th grade, high school GPA lower than 2.0, or failure to earn on-time promotion to the 10th grade).

In Insights we were able to engage 32 students, with 29 of them completing. Some students left the school and thus did not complete the yearlong program. Of those that did complete, we saw an increase to 95% school attendance rates on average for the group. All 29 showed growth in at least 1 protective factor on our PEARs HSA assessment. We saw great improvement in math grades and specific SEL assessment categories such as academic motivation, assertiveness, empathy, and learning interest.
97% of participants reported increased positive peer relationships and 93% reported the same for adult relationships.
83% of participants increased their grades either with Math, English, or both.
Those same 83% would account for the accomplishment of goals as the baseline goal for each participant was to increase their grades out of failing status in addition to their own personal and SEL goals.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

Two of the challenges faced while delivering this service was staff turnover and student participation.

Q11 How did you overcome and/or address the challenges and obstacles?

During this year of implementation the management as well as the intervention specialist changed throughout the year. However, we saw that having a strong model and structure in the components and activities of the program made for the substitution of facilitators work out and service delivery was not impacted. We addressed the participation issue by holding focus groups with the students to find out what prevented them from participated in some of the activities. They told us after school is hard to attend because of other obligations such as sports, clubs, transportation and/or home life.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

Through the development of the Theory of Change the Youth Wellness team learned a lot during this year of Insights. Through the implementation of the program and through developmental data tracking and evaluation we learned about the quality of the components and the activities in the program, we learned for example that a slight change of frequency in the delivery was reported by participants to be more effective if they were weekly instead of biweekly. We also learned that the leadership component would be better attended after school if it were on another day.
Over all, much improvement was seen by participants but most of the learning was around program development for staff and for program improvements.

Q13 Briefly describe the impact this grant has had on the organization and community served.

Through the additional support of this grant, used for personnel and program strategies in the implementation period of the Insights program, created tremendous learning to the team involved in the pilot. Through this funding opportunity, a process of continuous improvement for data management was started and implemented in the organization. The Insights program served as the pilot to solidify the data driven practices Reach Out has been developing for many years.
As a result of this opportunity, a new database was implemented and new team members were added. Reach Out has developed the culture of continuous improvement which in return has ignited growth development in the organization. Currently, other Reach Out programs will be going through the process of having a theory of change and establishing data driven practices.

Please also refer to the additional documents that were emailed to grant-info@thecommunityfoundation.net.

1. Gimbal Final Fiscal Report FY2016-17
2. Reach Out Insights Data Deck
3. Insights Program Flyer

Page 3: Budget

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

This grant was used to supplement and provide for the salary of two Intervention Specialists providing the Insights program as well as our traditional SAP program. Not only did this help with the Specialist salary but also with benefits and the mileage to and from the schools. The grant also assisted with incentives for students in the form of lunch and dinner at the after school leadership component. Students who participated in focus groups for data collection, following through with commitments agreed upon with coach, graduation and special celebrations. The program follows Positive Youth Development frame work which has a high level of engagement with students. This funding not only supported incentives but also all the supplies aiding the work of the intervention specialist with the students. Gifts and incentives were used as a connection to students.

Page 4: Success Stories

Q15 Please relate a success story:

Our intervention specialists see students on a weekly basis. She shared this story about one of her students whose biggest challenge was hyperactivity/inattention.

"I worked with a student in the Insights program who was struggling to keep his grades up. I worked with him on identifying an action plan to increase grades and stay focused in school. He agreed to spend an hour more on completing homework and studying for exams. Additionally, he agreed to seek help from a classmate. The student and intervention specialist agreed that if he did not make improvements within the next two weeks that he would go to tutoring after school. Two weeks later, the student walked into my office and proclaimed "Did you see my Math grade?!". The student had raised his Math grade to a B and couldn't be more excited to tell me. Through our action plan, the student was able to accomplish his goal of staying on task to get the outcome he desired of improving his grades."

Q16 Please relate a success story here: **Respondent skipped this question**

Q17 Please relate a success story here: **Respondent skipped this question**

Page 5: Organizational Information

Q18 Which category best describes the organization. Please choose only one.   **Service Organization**

Q19 What is the organization's primary program area of interest?   **Other**

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	**15**
Asian/Pacific Islander	**3**
Caucasian	**15**
Hispanic Latino	**50**
Other	**17**

Q21 Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age	**15**
Youth ages 13-18	**85**

Q22 Approximate percentage of clients served with disabilities from grant funds.

Respondent skipped this question

Q23 Approximate percentage of clients served in each economic group.

Working Poor	**50**
Other	**50**

Q24 Approximate percentage of clients served from grant funds in each population category.

Students	**100**