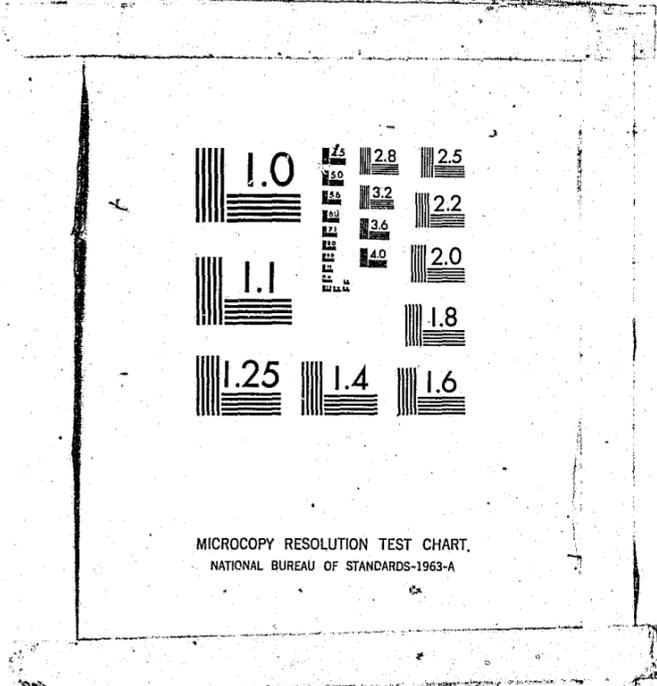


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 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		CATEGORICAL GRANT PROGRESS REPORT	
GRANTEE	LEAA GRANT NO.	DATE OF REPORT	REPORT NO.
Urban Indian Child Resource Center	78-JS-AX-0104	June 15, 1981	9
IMPLEMENTING SUBGRANTEE	TYPE OF REPORT		
	<input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT	GRANT AMOUNT		
Juvenile Justice Intervention	\$242,446.00		
REPORT IS SUBMITTED FOR THE PERIOD	THROUGH		
SIGNATURE OF PROJECT DIRECTOR	TYPED NAME & TITLE OF PROJECT DIRECTOR		
<i>Anita Muneta</i>	Anita Muneta, Executive Director		
COMMENCE REPORT HERE (Add continuation pages as required.)			
<p>I. INTRODUCTION:</p> <p>A. Description of the Urban Indian Child Resource Center:</p> <p>The Urban Indian Child Resource Center is a child and family social welfare service agency located in Oakland and is governed by the Indian Nurses of California, Inc. a non-Profit association incorporated July 2, 1974 in the State of California. The organizational chart (Appendix A) indicates how the Urban Indian Child Resource Center system components are tied together along principal lines of authority and responsibility.</p> <p>The Center offers the following services to urban Indian families:</p> <p>SOCIAL SERVICES PROGRAM: This program works with families in prevention of, and to ensure the protection of children who are at risk or who are the innocent victims of abuse and neglect. Services are provided to families with younger children (usually up to ages ten to eleven). The intake may specifically indicate a referral of a young child, but advocacy, counseling, emergency food and/or emergency shelter services are provided to children and their families. Foster placement and follow-up services are also provided for children who are separated from their parents (court dependents) or who are voluntarily placed in foster homes. Confidentiality is strictly maintained.</p> <p>This initial CRC program was the first urban Indian project funded by the National Institute of Child Abuse and Neglect (1975). The Social Services Program continues to receive NCCAN monies. The Social Services staff consists of a Program Coordinator, three Family Representatives (caseworkers) and a Social Service Liaison.</p>			
NOTE: No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing law and regulations (FMC 74-7; Omnibus Crime Control Act of 1976).			
RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)		DATE	

FOSTER SUPPORT DEVELOPMENT: This program identifies and recruits potential Indian families for certification as foster homes for Indian children. The Center received a Homefinding License to certify foster homes as provided for in the Community Care Facilities Regulations, Title 22, Chapter 4 - Homefinding and Adoption Care Agencies, Department of Social Services, State of California. Other activities of this unit include providing foster parent training, involvement with other foster placement agencies in the area, establishing resources to support foster placement with such agencies as county social services for AFDC and Medi-Cal, and Bureau of Homes and Institutions for Public Assistance support. Staff from the program coordinate follow-up with the Center's other programs for the welfare of children in placement, support of foster parents, and for compliance with Homefinding agency standards. Confidentiality of information is strictly maintained.

The program provides services to American Indian families, in accordance with the guidelines of the Indian Child Welfare Act, Public Law 95-608. The Foster Home Development staff includes a Program Coordinator, two Foster Home Recruiters and Foster Home Recruiter Aide.

INDIAN COUNSELING SERVICES PROGRAM: Indian Counseling Services provides mental health services to children of all ages and their families who are in need of therapy for emotional and behavioral problems. Individual counseling, family counseling/therapy, play therapy and psychological assessment are specific services which are provided. Community involvement includes a Grandparents Council which assists in the development of culturally relevant treatment approaches as well as providing a milieu for group and family activities which enhance traditional values, and facilitates intergenerational communication.

INDIAN YOUTH SERVICES: The Indian Youth Services the subject of this report is a specialized child advocacy program offered through the Child Resource Center. Indian Youth Services provides court and school advocacy, counseling and supportive services to San Francisco Bay Area Native American adolescents and their families.

B. Summary Statement of Identified Problems, Needs of Target Population and Interventions Implemented:

Prior to the formation of the Indian Youth Services Program. Indian youth in the court and school systems, and those considered to be "at risk" had few resources to help them deal with their special problems. Courts, probation departments and schools had not been sensitized to the problems faced by American Indians in urban environments.

Problem Area: The majority of youth had reading, writing and mathematical skills far below the class level to which they were promoted.

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Identified Needs: The Bay Area has an array of many educational and remedial educational resources but they have not been readily accessible to the teenagers who are served by this Center, and so the need to identify and access appropriate available resources become obvious. This need existed for the majority of clients.

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Intervention(s) Implemented: Tutorial and educational programs at local Indian services centers were contacted regarding meeting the needs of our clients but it was finally determined that the educational needs required the kind of specialty interventions which were not available at these service centers, i.e., the tutors were college students and were not trained educational specialist who could provide the services needed.

Title IV programs in the public schools systems were not organizationally developed to the point where they could advocate and follow through on the special educational needs of our clients, i.e., internal conflicts between the staff and parent advisory committee.

Foundation funds were acquired which enabled the program to obtain from a private institute, educational assessments and remedial interventions for the more seriously educationally impaired students. This proved, however, to be costly and somewhat demanding of our clients because of the unfamiliarity of sophisticated school setting and the requirement to maintain a rather patterned schedule in terms of consistent attendance and levels of response - a behavioral pattern quite in contrast to what our clients have been use to most of their lives.

Problem Area: Youth with the skills deficiencies described above were bored and/or embarrassed in the classroom and consequently had high rates of absenteeism and classroom expulsion.

Identified Needs: The need was obvious for youth services providers whom students could relate to and trust and who could provide the support and advocacy services needed, and also, quite significantly, someone who was not part of the schools' system but who had connections with school personnel, particularly those who would be in a position to support the students, and those who made decisions of students who were going through these negative experiences.

Interventions Implemented: Outreach was conducted within the public schools' systems, particularly with school counselors and educational assessment personnel, and in some instances contact was made with school principals. A coordination and referral process was initiated with an Indian teacher who was on special assignment to work with Indian students which resulted in the identification of students who did not attend school regularly, and follow-up was initiated in the form of case planning which emphasized consistency in providing supportive and advocacy services to students. Liaison was maintained with school personnel on an ongoing basis.

Problem Area: Problems at school were often compounded by difficult family situations at home. High unemployment rates, lack of skills, high rates of alcoholism and health problems often led to multi-problem families. Supportive services was needed by other family members but was met with resistance by parents or single parent members.

Identified Needs: Working with clients without including their families was not a viable way of meeting the clients' needs and so the need became working with families. Working with youth from the same family was often the case. The need to refer other family members to other support resources was viewed as a significant problem area which needed to be addressed.

Interventions Implemented: Case planning and case consultation focused in on the family as a whole, but because of various constraints, particularly resistance of other family members, in actuality, much of the therapeutic efforts were put into working with the client. In some instances family therapy techniques were utilized with families who were amenable to this intervention. Reality therapy processes were useful in working with youth.

Problem Area: Poor performance in school and tension at home often led to truancy and delinquency problems.

Identified Needs: There were needs to identify truant youth in order to prevent delinquency problems and to conduct outreach to the juvenile justice systems so that follow-up work could be done with youth who entered this system because of delinquent behavior.

Interventions Implemented: Contact was made with school personnel regarding referrals for truancy, and on-going coordination with other Indian service organizations helped set up this referral network. Arrangements were made for staff to meet with probation officers and juvenile court referees to explain what services were available from their program for youthful Indian offenders and consistent follow-up with court probation officers and referees kept this relationship going.

Problem Area: In many cases clients were not living with their natural parents but have resided with a succession of foster parents resulting in a disproportionate number of youth in out-of-home placements.

Identified Needs: It was noticed that it was easier to place younger children than teenagers which pointed out the need for more Indian foster homes which would be more accepting of teenagers. There was also the need to provide support to foster parents who had teens placed in their homes. Since many teens ended up in foster homes, many of which were non-Indian homes, the need became apparent to begin working towards family work, i.e., the child, the foster parents and the natural parents, to reunite natural families which also would meet the intent of the Indian Child Welfare Act.

Interventions Implemented: It was determined that the recruitment and development of Indian foster homes who would receive teenagers would be a long-term objective and this outcome came about after a series of discussions by staff and other agencies personnel who worked with youth on setting up a group home for youth. Follow-up was carried out with foster homes where teenagers were placed to assist and support foster parents who were having various difficulties with foster youth.

Contacts were made with natural parents to arrange for visitations, outings, and home visits with the natural parents so that contacts were maintained between youth and their biological parents with the idea that they would work towards getting the families back together.

Problem Area: Indian youth and their families have been unaware and confused by the overlapping jurisdictions, requirements and regulations found in the urban social services and institutional systems, particularly those of the courts and schools.

Identified Needs: There was an important need for staff to have a comprehensive understanding of the jurisdictional regulations and eligibility requirements to receive social services from county agencies so that they could adequately advocate for youth and their families. An equally important need existed for youth and their families regarding youth rights and what to do and say or not say when they enter the juvenile justice system. There also was the need for both staff and their need to be familiar with state and local educational mandates with respect to school attendance and alternatives which existed and what rights youth were entitled to.

Interventions Implemented: An attorney was retained, who had experience with the juvenile justice system, and a series of training sessions was provided in the areas of probation and court room procedures, childrens' rights, court advocacy and legal language. This was supplemented by on-site contact with probation officers and court referees. Staff accompanied clients when social services were needed on a walk-through basis with clients so they both had an on-the-spot way of accessing the system. The "Legal Rights' for Native American Teenagers and Families" pamphlet was developed and printed for distributed to clients, their families, other appropriate Indian and non-Indian agencies. This booklet also covered school situations involving attendance and truancy. The intent of the Indian Child Welfare Act is also mentioned in this pamphlet.

C. Summary Statement of Goals & Objectives:

The overall purpose of this project is the establishment of a community based, family oriented program for 100 American Indian families where the juvenile members of the families are in crisis and/or at risk of entering the juvenile justice system or out-of-home placement, or who are at risk of becoming truant.

The objectives provide for:

- . Sensitizing public agencies to the special needs of American Indian delinquents.
- . Counseling and other supportive services.
- . Create an understanding among youth and their families of the legal rights they have.
- . Referrals to available specialty services to youth and their families.

II. ADMINISTRATION OF PROJECT:

A. Staffing Pattern:

The approved original staffing consisted of 8 position which included part time staff for an equivalent total of 6.5 full time employees which was increased to 13 positions with various percentages of part time staff for an equivalent total of 8.33 full time employees.

<u>ORIGINAL STAFFING: 1978-80</u>		<u>%</u>	<u>REVISED: February 6, 1980</u>		<u>%</u>
1.	Executive Director	50%	Executive Director		35%
2.	Coordinator	100%	Coordinator		100%
3.	Family Advocate	100%	Family Advocate		100%
4.	Family Advocate	100%	Family Advocate		100%
5.	Family Advocate	50%	Family Advocate		100%
6.	Homemaker	100%	*Family Advocate Asst.		100%
7.	Secretary	100%	Secretary		100%
8.	Bookkeeper	50%	Bookkeeper		30%
9.			Assistant Director		30%
10.			Maintenance		33%
11.			Intake Worker		34%
12.			Coord/Placement Worker		40%
13.			Recruiter		34%

* Later modified to Family Advocate.

The staffing pattern basically remained the same in composition although the Homemaker position was modified to Family Advocate Assistant and then to Family Advocate which was in keeping with the actual increased responsibilities and scope of work performed. This position was regarded as a training position and the process in upgrading this position resulted in raising the skill level and maximizing on the strengths of the Family Advocate filling this position.

Other administrative foster placement and support positions at various percentage times were included in the revised budget.

Core staff who delivered services were hired within five months since the beginning of the project and with the exception of 3 turnovers for the one Family Advocate position, this staff has remained stable. The longitudinal effect of this minimal turnover of staff has enabled consistent and long term follow-up and establishment of positive relationships with clients.

The following matrix gives a brief profile of staff funded by this project:

<u>POSITION</u>	<u>% OF TIME ON PROJECT</u>	<u>FEMALE/MALE</u>	<u>TRIBE</u>	<u>EDUCATION</u>
Exec. Director	35%	F	Navajo	M.P.H. Degree
Coordinator	100%	F	Pawnee/Otoe	B.A. Degree
Family Advocate	100%	F	Rosebud Sioux	B.S.W. Degree
Family Advocate	100%	F	Pima/Choctaw	H.S. Diploma
Family Advocate	100%	F	Pauite	H.S. Diploma
Family Advocate	100%	M	Yurok	B.A. Degree

POSITION	% TIME ON PROJECT	FEMALE/MALE	TRIBE	EDUCATION
Secretary	100%	F	Navajo/Laguna Pueblo	H.S. Diploma
Bookkeeper	30%	F	Navajo/Laguna Pueblo	H.S. Diploma
Asst. Director	30%	M	Navajo	M.P.H. Degree
Maintenance	33%	M	Chippewa	H.S. Diploma
Intake Worker	34%	F	Tule	H.S. Diploma
Coord/Placement Worker	40%	M	Taos/Pueblo	M.S.W. Degree
Recruiter	34%	F	Mono	H.S. Diploma

B. Staff Training:

Staff varied in their training, education, background and skills when they started working with this project. Skills and areas of knowledge staff acquired over the past two years which was given in 41 different training sessions, workshops and conferences included:

- . Court & School Advocacy
- . Juvenile Justice System Procedures
- . Alternative Out-Of-Home Placements for Youth
- . Case Recording, Planning, and Management
- . Interviewing Techniques
- . Counseling Approaches
- . Communication Skills
- . Team Management
- . Supervisory Skills
- . Program Planning
- . Budget Management/Cost Allocation

A list of training sessions attended can be found in Appendix B.

C. Staff Management/Supervision:

The Executive Director of the Urban Indian Child Resource Center had the overall responsibility for the project and delegation was given to the Project Coordinator and Assistant Director to provide direct supervision of staff and to implement and coordinate project objectives and program activities.

Team management was utilized to accomplish the day to day administrative processes and to ensure accountability of time and resources which allowed each staff member to develop skills in administrative procedures as well as distribute assignments among staff. Group decision was the key to this management approach in accomplishing the projects goals and objectives.

The following scheduled meetings provided structure and served as formats for timely management of project tasks:

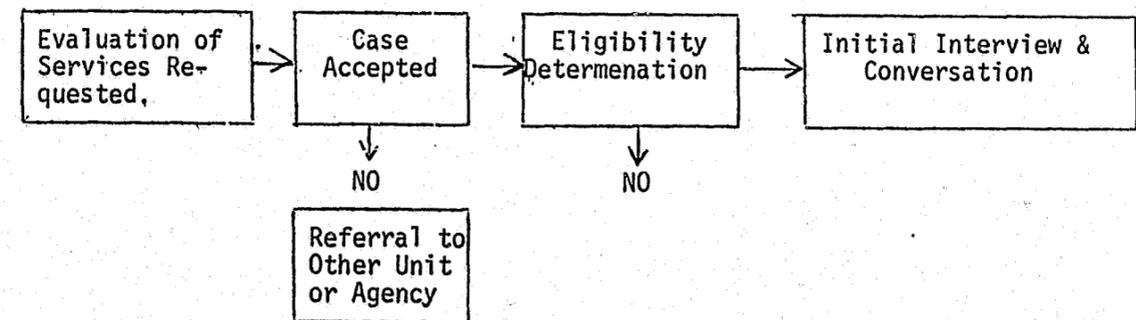
- . Weekly unit meetings were held with rotating chairpersons and recorders so that schedules could be developed, specific assignments delegated and to allow staff to provide input in the resolution of issues. Program planning and general agency information were also included in these meetings.

- . Weekly individual supervision gave each staff the opportunity to review case files with the coordinator and to develop case plans and to evaluate the status and progress of clients.
- . Periodic group supervision sessions were held which provided a format for case presentations and input from other staff in the development of strategies and alternatives in problem solving and counseling approaches.
- . Group and individual case consultations were conducted with in-put from a clinician in a training and interpretive format. The dynamics and relationship between staff and clients were discussed in a more indepth manner.

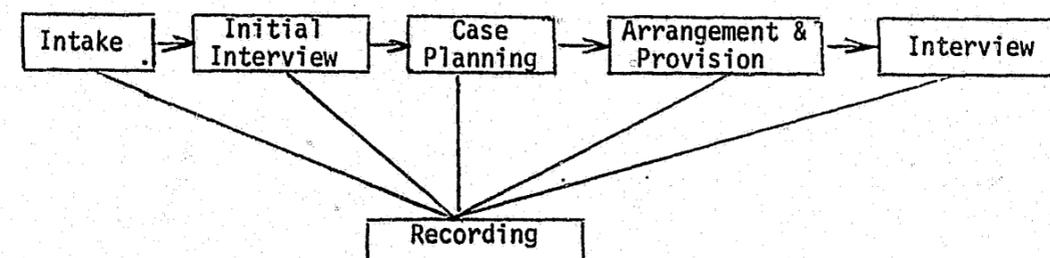
It is significant to point out that during the initial quarters of the project emphasis was necessarily put on team work, clarification of roles and responsibilities which led to group support among and between staff and more effective carrying out of work activities. When this element of management and supervision stabilized, more effort was placed on positive group processes, which dealt with communication, self awareness, trust development exercises, etc., and which focused on the strengths of each staff member.

D. Intake Procedures for Delivery of Services:

Clients were referred to the project from a variety of sources and basic information was taken by the intake worker who then documented the information and made an intra-agency referral to the appropriate program within the agency based on guidelines established by the various programs. An abbreviated model to the intake process is presented below:

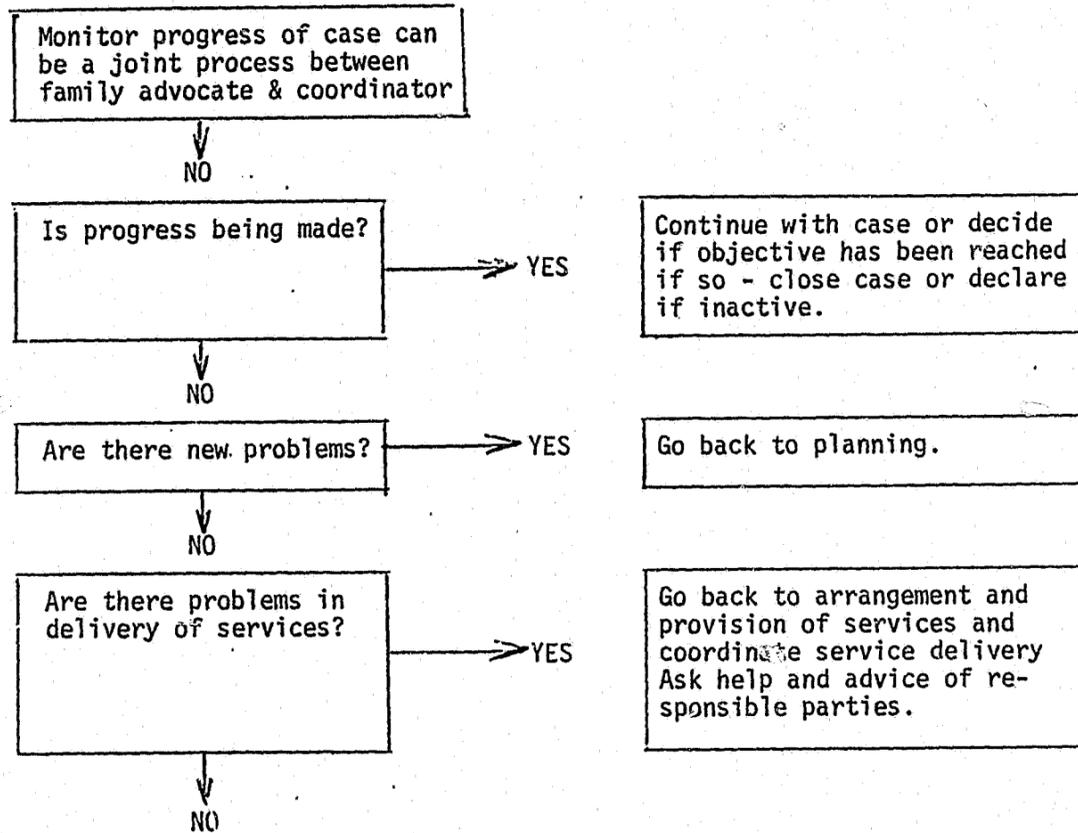


The following illustration outlines the case management model.



The diagram below indicates the case review decision flow:

CASE REVIEW DECISION FLOW



III. PROGRAM SERVICES OBJECTIVES:

The accomplishments of activities and tasks relating to administrative and management objectives as outlined in the workplan were covered in section II of this report.

The matrix below indicate which services objectives addressed the problem areas and identified needs as stated in section I, B.

PROBLEM AREAS/IDENTIFIED NEEDS	OBJECTIVES			
	1	2	3	4
Educational/Learning Problems	X	X	-	X
Outreach to Schools Systems	X	X	-	X
Working with Multi Problem Families	-	X	-	X
Truancy/Delinquency Problems	X	X	-	X
Out-of-Home Placement	X	X	X	X
Advocacy in Juvenile System/Rights of Youth	X	X	X	X

The following program activities were implemented to accomplish the program services objectives:

OBJECTIVE 1: Sensitizing public agencies to the special needs of American Indian delinquents.

ACCOMPLISHMENTS:

Direct outreach and contacts were made to 65 agencies, which included:

- .. Contacts and meetings were made and held with local and state juvenile justice agencies to obtain information on how the system worked and the extent to which Indian youth became involved in that system as well as to disperse information on what services were available by this project and to identify key contact people in these various agencies.
- .. Youth advocacy organizations and centers were visited by staff to orient them to the project and to identify what advocacy services and what rights were available to teenagers. Information was given to these organizations what special situations were encountered by youth when they got into trouble.
- .. Referrals of delinquent youth made by parents or teachers were followed up by contacting public schools' teachers and/or counselors. Assessment of the school situation of these delinquent youth disclosed that there was a large percentage who needed help with their school work or that they were so far behind and remedial assistance was not provided for them.
- .. Identification of school problems among the youth led to identification and contact of educational and remedial programs in the area so that appropriate referrals could be made for learning problems and educational assessments. Follow-up by staff was done to ensure continuity of services and to monitor progress being made as well as to intervene/advocate when cultural issues arose.

- .. Youth were assisted by staff in obtaining assistance from youth employment agencies for summer or part-time work.
- .. Follow-up was done with counselors from detention and guidance facilities to provide supportive and advocacy services to youth who were detained. Consequent to these contacts, referrals were made to this project when youth were identified by these facilities as American Indians.
- .. Psychiatric/residential centers and facilities were included in the outreach efforts which also resulted in referrals to the project. Referrals were made based on situations where cultural issues had to be dealt with in the treatment process.

For complete lists of agencies, see Appendix C and D.

Outreach was also conducted by presentation and of the project's services which were available to delinquent youth at Indian inter-agency meetings, at pow-wows and at large community events which were held at Thanksgiving, Christmas, Easter and the July 4th celebrations.

Sensitizing public agencies, which handled out-of-home placements of youth, about their particular needs was an activity which received a lot of attention. A great deal of time was also spent in working with foster parents who were having difficulties with youth placed in their homes.

Testimony was delivered to the State Advisory Group on Juvenile Justice and Delinquency Prevention recommending that they advocate for culturally relevant juvenile justice programs which provide alternative and effective services for Indian children.

OBJECTIVE 2: To provide counseling and other supportive services.

ACCOMPLISHMENTS:

Counseling and supportive services were provided to 41% of total number of clients seen who had educational or learning and related problems. School related problems fell into four different areas as noted below:

<u>PROBLEM AREA</u>	<u>NUMBER OF CLIENTS</u>
School attendance/enrollment	24
Behaviorial Problems	5
Learning Problems	3
Educational-Handicapped Program	2
	34 (41% of a total number of 83 youths)

Direct contact was made to public schools principals and school counselors to coordinate and supplement supportive services in working with identified youth who were having behaviorial or school related problems. With the cooperation and assistance of the Cities in Schools Project plans were developed and implemented to hire an additional family advocate to work on site in a school which had a large enrollment of American Indian students. This staff member also maintained an office at this Center. This accomplishment represents a significant cooperative effort between a community service agency and the public schools system in providing supportive services for youth having problems coping with the system.

Because the majority of the families of the youth who were provided services by this project were multi-problem families, a number of factors had to be considered in order to work effectively with families as well as with the clients individually.

- .. It is important to note that project staff were part of the Indian community and reflected the same diversity as it existed in the community in terms of inter-tribalness, participation in community events, knowledge of inter and intra community networking, resources, and perception of attitudes and values of the Indian community and larger social systems.
- .. Project staff were accessible to the clients and their families and were able to outreach to family homes as opposed to maintaining regular office appointments and schedules.

- .. It was necessary for staff to have the professional acceptance of non-Indian agencies so that needed resources could be made available to clients and their families.
- .. Consistency was a key factor in developing a relationship with youth and their families. Indian families usually have had a great deal of experience with inconsistencies in their lives and with the urban social systems and so building trust with clients and their families became an important aspect of the counseling process.
- .. It became apparent that in working with clients and families that there had to be a commitment to family unity and recognition of the clients and families' strengths if any level of positive outcomes were to be accomplished.

Counseling and advocacy services were provided to 83 youth and of this total number 28% had truancy/absenteeism problems in school. Almost all clients which were seen had some involvement with the juvenile justice system and the following indicates the type of delinquent behavior or problem expressed:

BEHAVIOR/REASON FOR COURT INVOLVEMENT	NUMBER OF CLIENTS	PERCENTAGE
Acting out/court probation	39	48%
Substance Abuse	12	15%
Theft	6	7%
Runaway	6	7%
Assault	5	6%
Protective Custody	4	5%
Vehicle Code Violation	3	4%
Attempted murder/manslaughter	2	3%
Credit card fraud	1	1%
Fire setting	1	1%
Loitering	1	1%
Emancipation	1	1%
* Suspected Sexual molestation	1	1%
	82	100%

Follow-up counseling and supportive services were provided to 43 youth in out-of-home placement which comprised 52% of the total number of youth seen. The breakdown of out-of-home placement were:

TYPE OF PLACEMENT	NUMBER OF YOUTH	PERCENTAGE
Juvenile Hall/California Youth Authority	19	44%
Foster Home	12	28%
Group Home	7	16%
Residential Treatment Facility	3	7%
Friends/Relatives	2	5%
	43	100%

* Client did not become involved with the legal system.

OBJECTIVE 3: Inform Indian delinquents and their families of their legal rights and responsibilities.

ACCOMPLISHMENTS:

As mentioned earlier in this report a pamphlet, "Legal Rights for Native American Teenagers and Families," was developed and published. The contents included:

- .. School situations involving attendance and truancy.
- .. Amanda rights for youth who enter the juvenile justice systems.
- .. The intent of the Indian Child Welfare Act.
- .. List of available resources (phone number, etc.) for youth who get into trouble or who are having problems.

Project staff initiated, along with several other Indian programs and parents, the organization of a group of youth from the community for the planning of a youth conference which would include workshops on issues, responsibilities and rights involving youth. While the adults started the planning, the youth eventually assumed the planning responsibilities. Special effort was made to include in this planning group youth from the community who were "delinquent" and those who were not considered "delinquent". The reason behind this effort was to motivate interaction between youth so that this mixture of youth would experience the more positive influences from their peers. 100 youth attended this conference which was held at Merritt College in Oakland.

OBJECTIVE 4: Provide referrals to specialized services as needed.

ACCOMPLISHMENTS:

83 services agencies or resource centers were identified for referral or assistance in order to provide services which were not available from this project. See Appendix C for listing.

Seven (7) categories of services were identified based on referral reasons. The following shows the service areas, type of services needed and the number and percentage of clients requiring special services.

SERVICE AREA	SERVICES NEEDED	REFERRAL RESOURCE	# CLIENT	%
Counseling/therapy	Psychiatric Treatment	Residential treatment	83	100%
	Psychological Education	Facilities		
	Short-Long term counseling.	*Staff Psychologist *Indian Counseling Services.		
Legal Assistance	Juvenile Court Advocacy	Private attorneys	81	99.8 %
	Attorney Representative	Youth Advocacy Organization		

* In-house referrals to other programs within the Center; however, most of the counseling was provided by this projects family advocates.

SERVICE AREA	SERVICES NEEDED	REFERRAL RESOURCES	# CLIENT	%
Housing/Foster Placement	Emergency Shelter Follow-up/counseling Support for foster parents Financial Support	**Family Support Development Program **Indian Counseling Services Foster Parents Association of Alameda Co. Bureau of homes & Institutions (county Social Services).	41	50%
School Related Assistance	Boarding School Application advocacy Educational Diagnostic workups.	Bureau of Indian Affairs School counselors School Psychologist Private Institutions	34	41%
Employment	Employment Information Vocational counseling Job application Assistance.	CETA Youth Programs GED Programs	8	9.7 %
Health Services	Medical Examination Medical Follow-up Medical Treatment	Indian Health Clinic County Social Services	4	5%
Social Services	Assistance in obtaining Birth Certification and Tribal Enrollment number General Assistance	Tribal Census Office State Health Depts. County Welfare Depts.	3	4%

See Appendix E for list of referral reasons.

IV . PROJECT OUTCOMES:

The assessment of project outcomes employed consisted of an evaluation of accomplishments where observable changes can be anticipated and that the results are stated ahead of time so that these anticipated results can be compared with the results actually observed. Observation which makes note of all the observable changes which follow the introduction of the program, while useful as a method of formulating hypotheses, does not evaluate the program. Further studies would be required to test any hypotheses developed as a result of such a survey. Although somewhat impressionistic and subjective, measures of effectiveness of this project included such measures as the total amount of clients within a target population who were served and the results of the services rendered, the rate of the return of youth to their families from out-of-home placement, decrease in repeated offenses by youth, decrease in juvenile detention by youth, decrease of delinquent behavior by youth and length of involvement of youth with the program. Evaluation of contact with non-Indian agencies regarding their increased understanding of the needs of Indian youth and their families via a questionnaire was not accomplished.

** In-house referrals
1 Gruenberg, E.M., "Planning Evaluation of Mental Health Programing", New York, N.Y., Milbank Memorial Fund, 1958.

PROFILE OF TARGET POPULATION

A total of 83 youth were provided services by the project. The average family size was 4.2 family members. Of the total number of youth seen, the breakdown by sex was 46 males and 37 females and the age range was 11 to 19 years of age, with an average age of 15.3 years for males and 14.1 for females. The educational attainment level ranged from the 6th through the 12th grade. The average grade level for males was 8.7 and 8.8 for females.

Two males obtained the GED diploma while there were none for females. 26% of the males (12) and 17% (6) females dropped out of school.

ASSESSMENT OF PROJECT OUTCOMES:

It was anticipated that services would be provided to 100 Indian families.

.. 83% (83) of the anticipated 100 families were provided services which averaged 3.4 intakes for a 24 months period. Although the project period started in October 1978, intakes did not begin until January 1979, and with an extension to January 1981, the actual period when services were provided to clients was 24 months.

The lag time resulting from the extension provided for additional time to conduct initial outreach so that referrals could be made to the project.

It was anticipated that 8 to 10 youth would be returned to their families from out-of-home placements.

.. Project staff worked with a total of 43 youth who were in various out-of-home placements in the following categories:

	# CLIENTS	RETURNED TO FAMILY	DID NOT RETURN
Juvenile Hall/CYA	19	13	6
Foster Home Placement	12	3	9
Group Homes	7	5	2
Residential Treatment Facilities	3	2	1
Friends/Relatives	2	2	0
	43(100%)	25(58%)	18(42%)

.. Since it was anticipated to serve 100 families and to return 8 to 10 youth to their families from out-of-home placement, which is 10% of families seen, it would be comparable to returning 10% of 83 families or 8 clients to their families. Working with youth to return them to their families at a 58% rate far exceeded the anticipated number of returnees.

It was anticipated that there would be a 30% decrease in repeated offenses by youth involved with this project.

.. There was a 29% decrease in repeated offenses by youth (24 out of 83) and of this

same group out of 24 youth were in detention and would therefore not have the opportunity to commit offenses which would bring the true percentage of decreased offenses to 24%.

It was also anticipated that the project efforts in working with youth would result in a 40% decrease in juvenile detention.

.. There was a 37% decrease (7 out of 19 total detention) among youth in detention which was 3% short of the anticipated 40%.

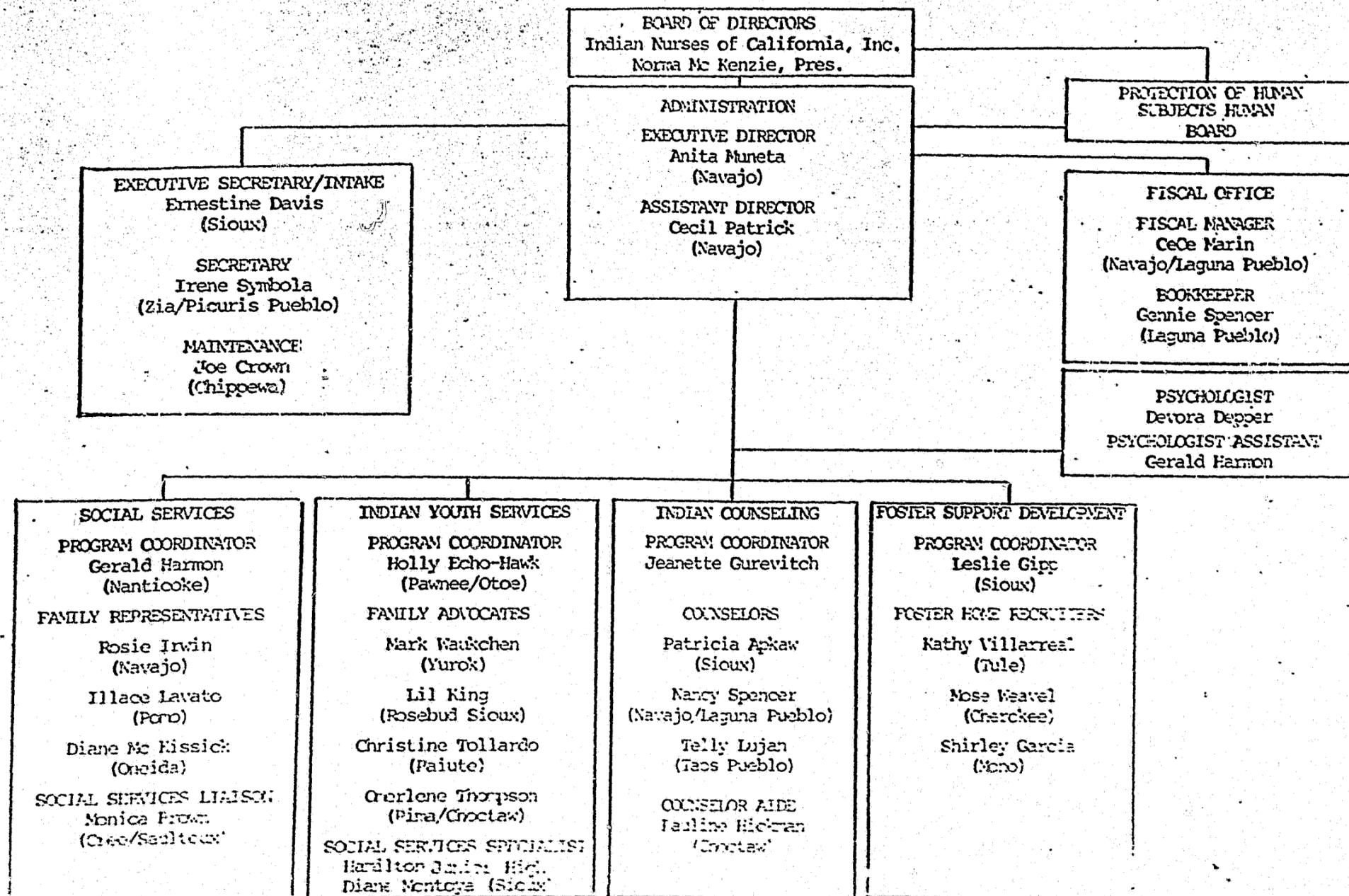
It was expected that there would be a 20-30% decrease of delinquent behavior by youth.

.. There were 17 youth who were evaluated as having shown improvement and having less contact with the juvenile justice system which means that there was a 20% (17 out of 83 clients) decrease of observable delinquent behavior. 10% (8 youths) had apparent non-delinquent behavior problems (i.e., social service and personality or mental health problems) and 70% (58 youth) of all youth seen showed no decrease in delinquent behavior. It was noted that the total length of time of involvement by youth with this project was 564 months, and that out of a total of 83 clients seen, 45 were evaluated as having shown overall improvement in their behavior and this same group were involved with the project for a total of 379 months which averages out to 8.4 months of involvement with the project. Those who did not exhibit improvement in behavior numbered 38 and were involved with this project a total of 185 months which came to 4.9 months of individual involvement with this project. This difference of 3.5 months more involvement with this project suggests that longer contact of youth with this project may indicate a correlation of consistent and longer project contact with youth may have a positive effect on their behavior.

The overall impact of this project's efforts and services given, based on the anticipated changes in behavior and the actual observable changes, indicates that this project was effective in meeting its objectives and can be evaluated as a worthwhile service program to Indian youth and their families.

ORGANIZATIONAL CHART

URBAN INDIAN CHILD RESOURCE CENTER



APPENDIX B

INDIAN YOUTH SERVICES STAFF TRAINING

FIRST QUARTER

December 21 - 22, 1978:

Individual and Family Counseling Techniques.

SECOND QUARTER

January 17, 1979:

Mental Health Services for Indian Children & Families.

January 31, 1979:

California Probation Procedures.

February 5 - 7, 1979:

Sixth National Conference on Juvenile Justice, San Diego, CA

February 8, 1979:

California Court Room Procedures & Practices.

February 14, 1979:

Children's Rights

February 28, 1979:

Court Advocacy & Legal Language.

March 1 - 2, 1979:

Working with Indian Families

March, 1979:

Advocacy and Group Work

March 20 - 21, 1979:

Indian Child Psychology

THIRD QUARTER

April, 1979:

Counseling Techniques

May 4 - 5, 1979:

National American Human Service Conference, Intertribal Friendship House, Oakland, CA

May, 1979:

Traditional Healing

May 16 - 17, 1979:

Southwest School for Behavioral Health Studies University of Arizona, Tuscon, AZ

June 7, 1979:

National Youth Conference, San Francisco, CA

FOURTH QUARTER

- 0 -

FIFTH QUARTER

November 1, 1979:

Multicultural Symposium: Working with Child Neglect and Abuse in Minority Communities.

November 2, 1979:

Social Work with Indian Families, Ron Lewis, D.S.W., University of Wisconsin

November 4, 1979:

Reality Therapy & Testing

Indian Youth Staff Training cont'd
Page 2

FIFTH QUARTER Cont'd

November 10 - 14, 1979:

Human Interactional in a Multicultural Context, National Training Laboratory Institute for Applied Behavioral Science, St. Augustine, Florida.

November 25 - 28, 1979:

National Indian Child Welfare Conference, Phoenix, AZ

December 2, - 5, 1979:

11th Annual National Indian Education Association Conference, Denver, Colorado

December 14, 1979:

Suicide Prevention/ Alameda County

SIXTH QUARTER

February 7, 1980:

Crisis Intervention, Lil King

March 24, 1980:

Values Clarification

March 31, 1980:

Communication Skills

SEVENTH QUARTER

April 1, 1980:

Assessment of Children and Interviewing Children East Oakland Family Health Center.

April 7, 1980:

Counseling Skills

April 8, 1980:

Indian Child Development, Betty Parent, San Francisco State University.

April 14, 1980:

Team Building

April 15, 1980:

Family Therapy, Edna Smalls, Children's Hospital, Oakland, CA

April 21, 1980:

Report Writing

April 22, 1980:

Family Therapy

April, 1980:

Art Therapy

April 10-11, 1980:

Working with Youthful Offenders National Youth Workers Alliance Conference, San Francisco, CA

June 19, 1980:

Helping Children Cope with Trauma, Sonoma State University.

June 25 - 26, 1980:

Exploring Institutional Abuse from a Minority Perspective, Berkeley, CA

EIGHTH QUARTER

September 4 - 5, 1980:

Another Look at the Indian Child: Family Law/
Child Welfare Training Program, Reno, Nevada

September 4, 1980:

The Sexually Abused Child: Community Views and
Responses, Letterman Army Institute of Research,
San Francisco, CA

September 13 - 17, 1980:

Tiyospaye (Extended Family) Seminar, Rapid City,
S.D.

September, 1980:

Interviewing Techniques

EXTENSION PERIOD:

January 6, 13, 20, 27, 1981:

Foster Home Placement of Indian Children, San
Francisco State University

INDIAN YOUTH SERVICES OUTREACH/CONTACTS

1. Alameda County Probation Office
2. Alameda County Juvenile Hall
3. Children Advocacy Center
4. Oakland Public Schools
5. Intertribal Friendship House
6. Oakland JOM Program
7. Oakland Title IV Program
8. San Francisco Title IV Program
9. Cities in Schools Project
10. Good Samaritan Center (San Francisco)
11. Project to Assist Employment (Oakland)
12. CETA (Oakland)
13. East Oakland Youth Development Center
14. Work for Alameda Youth Project
15. Youth Employment Services Program (Berkeley)
16. Alameda County Juvenile Officer's Association
17. Chabot Ranch (detention facility for boys)
18. Los Vistas (detention facility for girls)
19. Juvenile Hall Guidance Center
20. Real Alternatives Program (San Francisco)
21. Social Advocates for Youth
22. San Francisco County Child Protective Services
23. California Youth Authority (Stockton)
24. Office of Criminal Justice Planning Board (Oakland)
25. Santa Clara County Juvenile Justice Hall
26. Contra Costa County Juvenile Hall
27. San Antonio Youth Center
28. Oakland Teen Challenge.

APPENDIX D

AVAILABLE RESOURCES

1. A Learning Place (Oakland)
2. Child Research Institute (Oakland)
3. Institute of Reading Development (Berkeley)
4. Kaplan Educational Center (San Francisco)
5. Lakeside School (Oakland)
6. The Study (San Francisco)
7. Irwin Pines Day School (Oakland)
8. East Bay Activity Center (Oakland)
9. Edgewood Learning Center (San Francisco)
10. Children's Learning Center (Alameda)
11. Spectrum Educational Center (Alameda)
12. Raskob Institute (Oakland)
13. California Indian Legal Services
14. Suicide Prevention of Alameda County
15. American Indian Lawyers Training Program
16. Community Development and Training Project (San Francisco)
17. Snediger Cottage (temporary shelter for dependent children)
18. San Antonio Health Clinic
19. Women's Medical Center
20. Fred Finch Youth Center (residential treatment facility)
21. Byron's Boys Ranch (residential treatment facility)
22. Perry Place (group home)
23. Alameda County Social Services
24. Tolliver (crisis receiving home)
25. Alameda County Family Planning Forum
26. Juvenile Justice Legal Advocacy Project (San Francisco)
27. Crisis Receiving Home (Oakland)
28. Gladman Hospital (Psychiatric adolescent ward)
29. Street Academy (alternative school in Oakland)
30. Cheyenne Home (Indian group home in Montana)
31. Fresno Indian Center
32. Los Angeles Indian Center
33. Dallas Indian Center
34. Pre-Hab of Mesa (treatment facility for substance abuse in Mesa, AZ)

APPENDIX E

COURT SYSTEM/LEGAL TROUBLES

Assault & Battery	2
Assault with deadly weapon	2
Attempted murder	1
Auto theft	1
Burglery	1
Court system troubles	15
Credit card fraud	1
Custody	2
In need of protective custody	2
Delinquency	13
Drinking	9
Drugs	2
Glue sniffing	1
Driving without license	1
Hit and run	1
Reckless driving	1
Fire setting	1
Involuntary manslaughter	1
Loitering	1
On probation	12
Personal injury	1
Petty theft	4
Questions regarding emancipation	1
Runaway	6
TOTAL	82 (99.8%)

EMPLOYMENT

Employment information	2
Need vocational counseling	1
Summer Job help	2
Vocational counseling	1
Vocational training	2
TOTAL	8 (19%)

HOUSING

Foster placement	12
Juvenile Hall/CYA	19
Residential Facility	3
Group home	7
Friends/relatives	2
TOTAL	43 (52%)

PHYSICAL HEALTH PROBLEMS

Heart trouble	1
Pregnancy	1
Stab	1
Ulcer	1
TOTAL	4 (5%)

PERSONALITY

Cultural identity problems	7
Family conflict	12
Isolation/depression	1
Needs advocacy	18
Needs personal counseling/supervision	28
Needs long-term support services	1
Needs short-term support services	1
Peer problems & positive group contact	5
Personality problems	11
TOTAL	83 (100%)

SOCIAL SERVICES

Needs birth certificate	2
Needs tribal enrollment number	1
Needs food stamps, general assistance, medi-cal, SSI	—
TOTAL	3 (%)

SCHOOL

Boarding school information	4
Needs help with school enrollment	2
School absenteeism & truancy	15
Does not go to school	2
Has a reading problem	1
Kicked out of school	1
Learning disabilities problem	1
Low skill level	1
Needs involvement in educational handicapped program	2
School problem	3
School suspension	1
School trouble	1
TOTAL	34 (80%)

END