

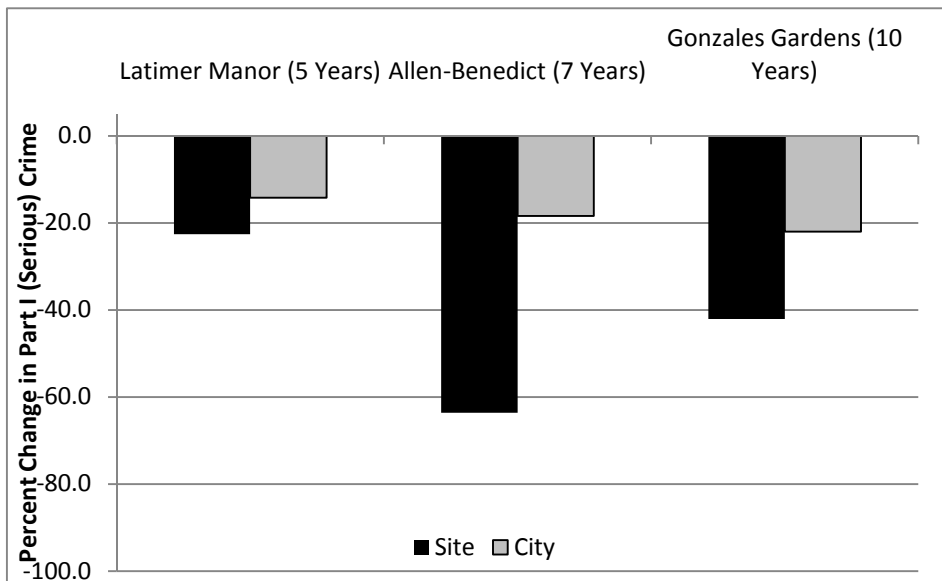
## EVALUATION NOTES

### Reduction in Serious Crime – South Carolina and New Hampshire

To examine the impact of the Youth Safe Haven-Police Ministration model on reported serious crime in the communities served, it is necessary to have crime report data for the service area and for the city as a whole for the period beginning the year before the program begins, through the most recent or terminal year of the program. Further, the data gathering and coding procedures should remain constant over the period of analysis and ideally the period of analysis is at least four years, due to a spike in reporting that occurs as trust in the police is developed.

Beginning in 1995, the Foundation gathered data on serious crime in Columbia, SC, including data on all the public housing areas served by Youth Safe Haven-Police Ministations during a ten year period.

**Table 1. Percentage Change in Part I (Serious) Crime**



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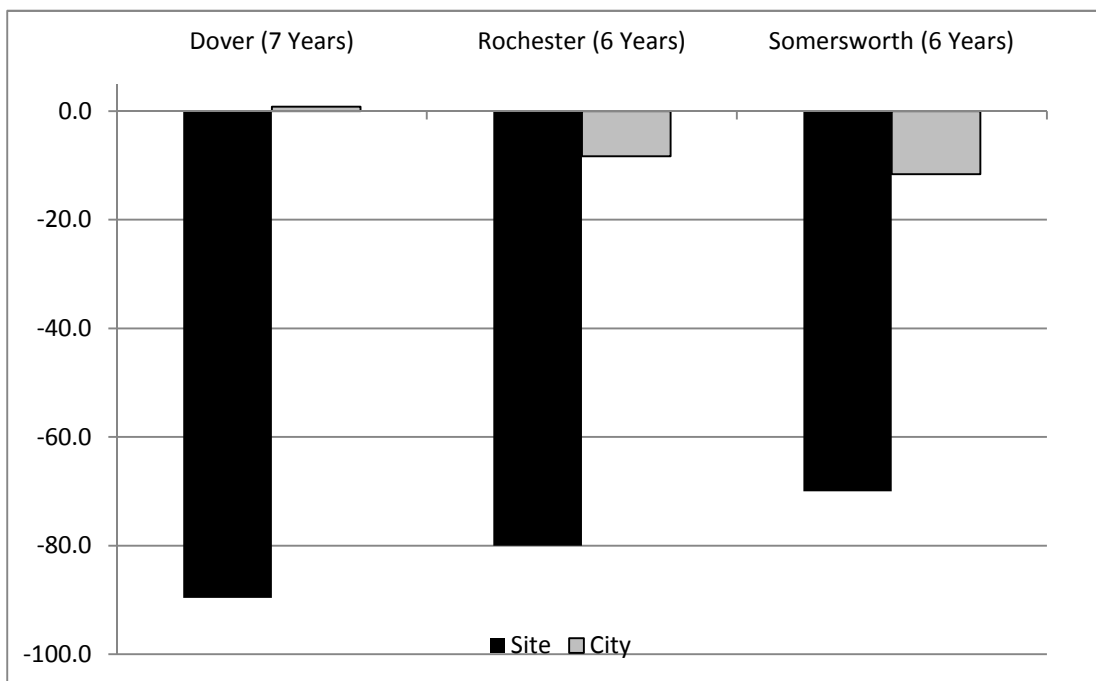
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It is clear from Table 1 that serious crime declined more in the service areas than in the cities in general. In all cases, the decrease in serious crime was significantly greater for the service areas than for the city, during the same period.

Similarly, beginning in 1999, the Foundation gathered data on serious crime in three adjacent communities in New Hampshire. Table 2 presents the findings for these three cities. Just as in Columbia, SC, the reported serious crime decreased significantly more in the service areas than for the cities as a whole.

**Table 2. Percentage Change in Part I (Serious) Crime**



It is also important to understand that for the service areas, actual crime probably decreased more than it appears, because of the tendency for people to be more likely to report crime, once they have developed a trusting relationship with a police officer.

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Thus, it is reasonable to argue that the positive effect seen in Table 1 is probably a conservative estimate of the change that actually occurred, relative to the change for the cities as a whole.

### **Cohort Grade Analysis**

The difficulty with examining the grades of specific students over an extended period of time is the tendency for grading systems to change as the students move from kindergarten and first grade, through primary grades, middle school or junior high school, to high school. There is also the problem of schools changing grading systems as administrations and pedagogical theories change.

The Youth Safe Haven-Police Ministation in Dover New Hampshire is fortunate to have participants in a school system that maintained a constant grading scheme for the period 1999 to 2005. Dover also maintained a database of grades that can be used to examine the impact of the program over a relatively long period of six years.

In an analysis of the grades of the original cohort (50 youths) who began in 1999 and remained in the program six years later (22 youths), two maintained perfect grades in core subjects (Math, Science, Social Studies, Language Arts) over the period, two had grades that remained essentially unchanged, 14 (64%) of the 22 in the cohort saw an improvement in their core grades, with half the cohort improving in two or three of the four basic classes (Math, Science, Social Studies, Language Arts). Conversely, only 4 (18%) had an absolute decline in their core grades and two of those appear to have had exceptionally large declines, suggesting major academic, life, or family problems, that were probably beyond the capacity of the program to prevent or remediate.

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**Absences and Tardiness**

Participation in Youth Safe Haven appears to have a positive impact on school attendance and tardiness, which, when combined with complete homework and test preparation, translates to improved grades. Across eight Youth Safe Haven sites in New Hampshire, South Carolina and Georgia, among participants in their first full year of participation in Youth Safe Haven, absences decreased by 29 percent and tardiness decreased by 28 percent, from Fall to Fall. While there is some small variation across programs, the pattern holds. Further, absences and tardiness remain lower and even decreases further after the first year.

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**Grade Change – South Carolina and New Hampshire**

One indicator of the success of a youth mentoring program is grades. To provide some insight into the impact of the Youth Safe Haven-Police Ministation (YSH) program on grades, the Foundation has conducted analyses of grade change over three academic years at three YSH sites in Columbia, South Carolina and in three adjacent cities in New Hampshire. These grades are for core classes: Language Arts, Math, Science and Social Studies. The grades for the final quarter of year three were compared to the grades for quarter one of the first year to determine change. The program youth were from two elementary schools, one of which provided a comparison group of 50 non-participating students to provide context to the observed change. The comparison group's grades were provided by the school at the end of the analysis and represent a random sample of students who attended all three years and were not in the programs at any time. The following table presents the findings of this analysis for Columbia, SC:

Site	Number of Students	Percent With Lower Grades	Percent With Higher Grades
Latimer Manor <sup>1</sup>	19	37.7	44.4
Gonzales Gardens	27	31.2	51.4
Allen-Benedict	21	29.1	57.4
Comparison	50	74.0	22.0

These numbers suggest that the programs had positive effects on the participant's grades. Consider that in all cases, the percentage of program participants

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<sup>1</sup> This site had considerable instability due to renovations during the study period.

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who increased their grades was greater than the percentage with declining grades.

Further, the comparison group showed the reverse pattern.

The same was true for New Hampshire. The program youth were from three elementary schools, each of which provided a comparison group of 25 non-participating students to provide context to the observed change. The following table presents the findings of the analysis for the sites in three cities:

Site	Number of Students	Percent With Lower Grades	Percent With Higher Grades
Rochester	23	21.7	60.9
Dover	37	18.2	58.2
Somersworth	14	21.4	64.3
Combined Comparison Groups	75	68.0	28.0

As in Columbia, these numbers suggest that the programs had positive effects on the participant's grades.

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**Community Survey – Columbia SC**

During the winter of 2002-2003 a survey conducted in three public housing areas: Gonzales Gardens, Hammond Village and Dorrah-Randall Homes, showed that there was no significant difference in the perceived amount of crime, nor in attitudes of the residents with regard to issues of safety, the police and the quality of life in the neighborhoods.

This survey was repeated during the summer of 2004. A total of 67 surveys were completed in Hammond Village and Dorrah-Randall Homes, areas with no Koban (Youth Safe Haven-Police Ministation) and where police patrol in the traditional way, from a car and with no proactive involvement with community members, particularly youth. Seventy-one surveys were completed in the Gonzales Gardens Koban area. Of these 138 surveys, four (two from each area) had to be thrown out for technical reasons. The following questions elicited answers that were significantly different between the Koban and non-Koban areas:

*Are you satisfied personally with the police in your neighborhood?*

*In general, do you trust the police in your neighborhood?*

*Compared to a year ago, are the police more or less involved with youth in the neighborhood?*

*Have you observed the police being involved in a positive way with youth in the neighborhood?*

*Have you personally spoken to a police officer in this neighborhood?*

*Do you think the police have lowered the crime rate in your neighborhood?*

*Do you feel safe or unsafe because of the police in your neighborhood?*

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*Compared to a year ago, do you feel more safe, less safe, or about the same because of the police in your neighborhood?*

*Please rate the police in your neighborhood on the following:*

- A. Fairness*
- B. Courteousness*
- C. Responsiveness*
- D. Sensitivity to cultural differences*

*Please rate the change over the past year in the behavior of the police in your neighborhood on the following:*

- A. Fairness*
- B. Courteousness*

*Are there things in your neighborhood that are getting better and about which you are proud?*

In all cases, the responses from the Koban area were more positive than for the control areas. It should be noted that there were no significant differences on questions dealing with the neighborhoods as places to live or victimization. When combined with the positive findings on crime, it appears that the presence of the Koban is having a positive impact on crime and on public perception of the police and the CSOs, who are perceived to be the police.