

**National Center on Youth Transition**

**Partnerships for Youth Transition (PYT) Community Initiatives:  
 Preliminary Cross Site Findings**


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*Improving practices, systems, and outcomes for youth and young adults with emotional & behavioral difficulties*

**Overview of Presentation**

- Purpose of Analysis
- Study population
- Trends of Progress Indicators
- Comparison of profile of study population and early program exiters
- Future analysis plan




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**Purpose**

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To study the trends of the progress indicators for youth in the PYT program



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**Study Population**

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Total Number of Young People Enrolled in PYT Program = **N = 562**

Number of Young People who were engaged with the PYT program for four quarters or more (included in this analysis) = **n = 193**


Data collected using the TAAP instrument developed by NCYT team



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**Key Demographic Characteristics (n = 193)**


Characteristics	Percentage
<b>Gender</b>	
Male	48.2
Female	51.8
<b>Ethnicity</b>	
White	83.8
African American	6.9
American Indian	1.3
Asian	0.6
Other	7.5



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**Key Historical Experience Variables (n = 193)**

Characteristics	Percentage
<b>Historical Experience</b>	
Employment	62.4
Psychiatric hospitalization	54.0
Psychiatric residential Treatment	18.5
Substance abuse Hospitalization	6.1
Substance abuse residential treatment	7.0
Homeless	16.7
Incarceration	10.0



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### Trends of Progress Indicators

- Measured while YP were in the program
- Categorical with
  - 1 = "Event occurred"
  - 0 = "Event did not occur"
- Measured at the end of each quarter for each YP in the PYT program



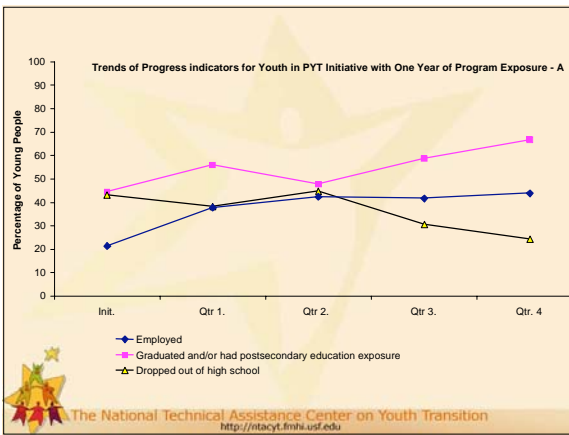
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### Progress Indicators

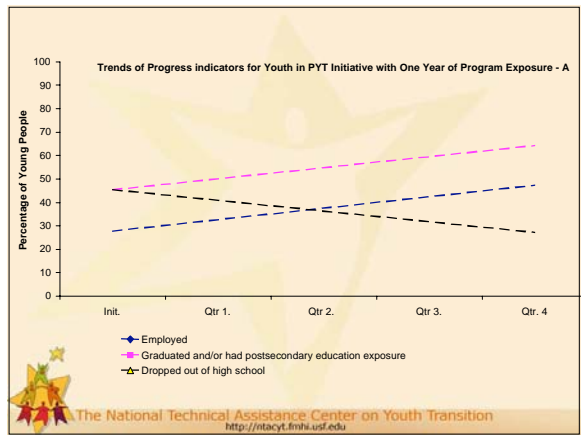
- Employment
- Graduation from secondary school and/or some postsecondary educational exposure
- Dropped out of high school
- Arrests
- Mental health interference *(MH Conditions substantially interfered with YP's ability to attend school, living in home-type settings, or relationships)*
- Substance use interference *(Substance use Conditions substantially interfered with YP's ability to attend school, living in home-type settings, or relationships)*



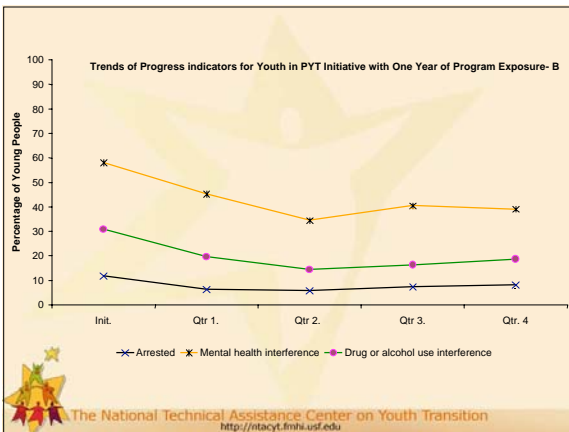
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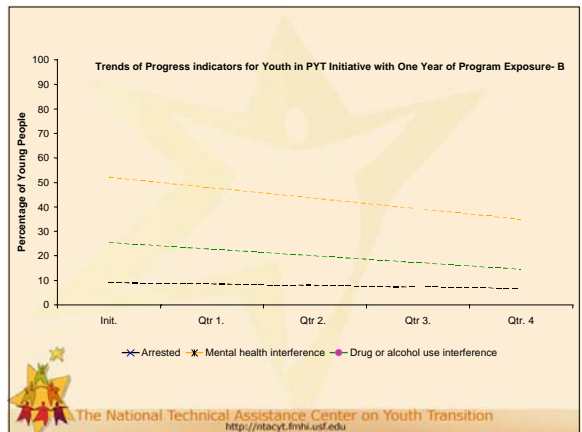
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### Comparison of Profile of Study Population and Early Program Exiters



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### Comparison of Key Demographic Characteristics


Characteristics	Study Group (n = 193)	Early Program Exiters Group (n <sub>e</sub> = 236)	Statistical significance for <sup>2</sup> test
<b>Gender</b>			
Male	48.2	59.4	NS
Female	51.8	40.6	
<b>Ethnicity</b>			
White	83.8	72.3	NS
African American	6.9	15.3	
American Indian	1.3	3.4	
Asian	0.6	1.7	
Other	7.5	7.6	




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### Comparison of Key Historical Experience Variables

Characteristics	Study Group (n = 193)	Early Program Exiters Group (n <sub>e</sub> = 236)	Statistical significance for <sup>2</sup> test
<b>Historical Experience</b>			
Employment	62.4	63.6	NS
Psychiatric hospitalization *	54.0	35.8	S
Psychiatric residential Treatment *	18.5	29.1	S
Substance abuse Hospitalization	6.1	6.6	NS
Substance abuse residential treatment	7.0	13.0	NS
Homeless	16.7	25.8	NS
Incarceration	10.0	16.8	NS



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- ### Future Analyses Plan
- Adjustments based on key demographic and historical experience variables
  - Missing data issue – multiple imputation techniques
  - Understanding the program exit patterns and reasons for such
- 
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 please visit the following websites:

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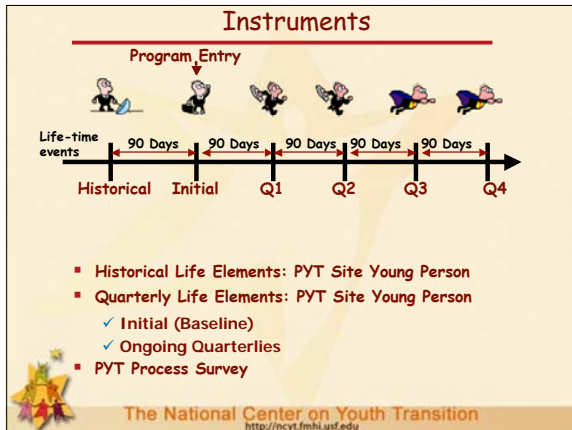
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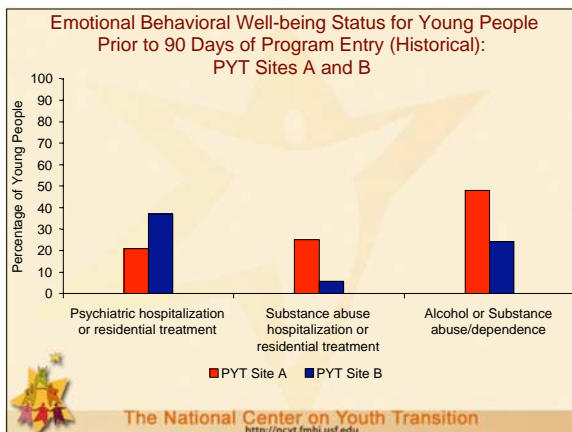
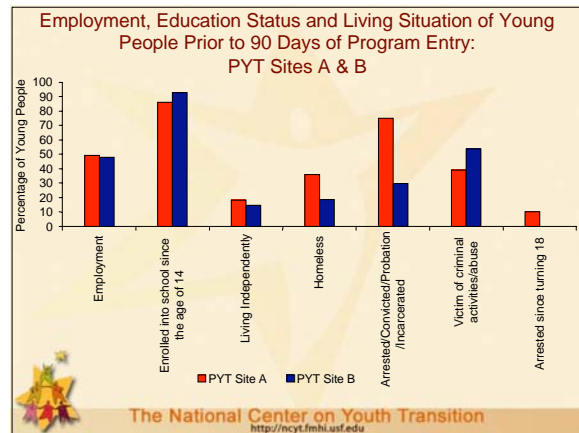
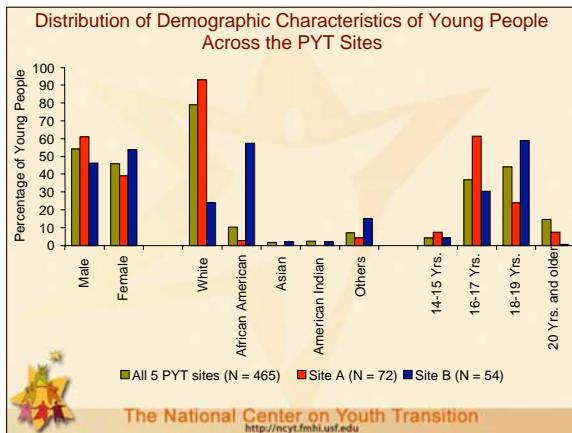


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## Analysis of Historical Data Target Population

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## Efforts To Outcomes

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### PYT Process Survey (Efforts to Outcomes)

- **Objective:** Analyze process data providing a rich set of information that will contribute to an understanding of the PYT initiative (i.e., efforts to outcomes)
- **Elements:**
  - ✓ Helpful activities in various transition domains
  - ✓ Barriers/difficulties to outcome improvement
  - ✓ How barriers/difficulties were overcome
  - ✓ Lessons learned



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### PYT Process Survey (Efforts to Outcomes)

- **Domains:**
  - ✓ **Employment**
  - ✓ **Education**
  - ✓ **Living Situation**
  - ✓ Interpersonal Relationships
  - ✓ Daily Living & Leisure Time Activities
  - ✓ Community Involvement & Social Responsibilities
  - ✓ Communication Skills
  - ✓ Self-Determination
  - ✓ Emotional and Behavioral Well-being
  - ✓ Physical Health
  - ✓ Parenting



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### Process Activities: Employment

- Site A (N = 72)
  - ✓ Mock interviews
  - ✓ Tours of prospective employers
  - ✓ Held meetings for employed youth to talk about their experiences/successes/ concerns
  - ✓ Provided job retention services (meeting with employers, etc.)
  - ✓ Helping youth create employment portfolios (organized notebook highlighting YP's skills, talents, mission, resume, references, etc.)
  - ✓ Vocational assessments



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### Process Activities: Employment

- Site B (N = 54)
  - ✓ Providing initial assistance with transportation (ex. first month's bus pass)
  - ✓ Appropriate attire/personal hygiene (ex. purchase work uniform), or other needs that if unmet, could prevent employment.
  - ✓ Resume writing
  - ✓ Filling out applications
  - ✓ 1:1 coaching and role-playing with staff and peers



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### Process Activities: Education

- Site A (N = 72)
  - ✓ Work with the schools when youth are having issues with teachers
  - ✓ Help youth see the importance of their education
  - ✓ Assist youth with understanding IEP laws and their rights
  - ✓ Meetings with guidance counselors, referring youth to credit recovery programs
  - ✓ Making positive use of the wrap around team if one existing for the youth and his/her family



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### Process Activities: Education

- Site B (N = 54)
  - ✓ Motivate YP for academic success using gift-card incentives and honoring high-achievers with public recognition
  - ✓ Accompany YP on open-house visits and job/education fairs
  - ✓ Develop relationships with the school district and individual teachers
  - ✓ Collect and share information on alternative education programs with the YP
  - ✓ Work to link YP who have dropped out of high school to GED and cyberschool options



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### Process Activities: Living Situation

- Site A (N = 72)
  - ✓ In a few cases we were able to make relationships with local landlords.
  - ✓ Encouraged utilization of roommates to increase the amount of income coming into one housing unit
  - ✓ Teach youth how to explain their background and credit in a way that assures the landlord that it won't be an issue
  - ✓ Help them gather references who will speak to the landlord on their behalf



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### Process Activities: Living Situation

- Site B (N = 54)
  - ✓ Work closely with school to make special accommodations for homeless youth
  - ✓ Support for better employment outcomes
  - ✓ Link to financial planning resources (i.e. budgeting classes)
  - ✓ Referrals to resources that provide furniture
  - ✓ Financial support for payment of security deposit/first month's rent (payment divided with YP, if possible)



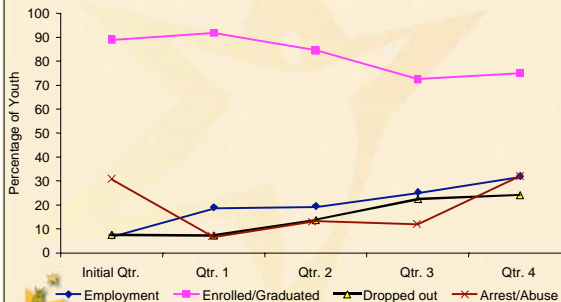
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### Progress on Outcome Indicators



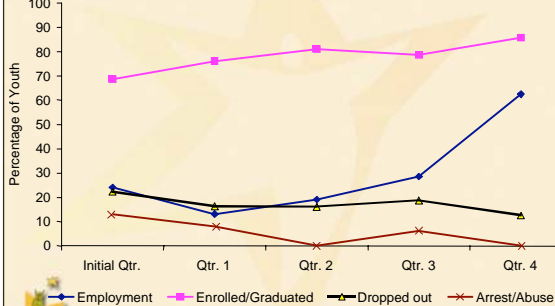
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Percentage of Various Outcomes for Young People Over the Period of Four Quarters:  
PYT Site A



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Percentage of Various Outcomes for Young People Over the Period of Four Quarters:  
PYT Site B



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### Analysis of Living Situation and Emotional and Behavioral Well-being Status



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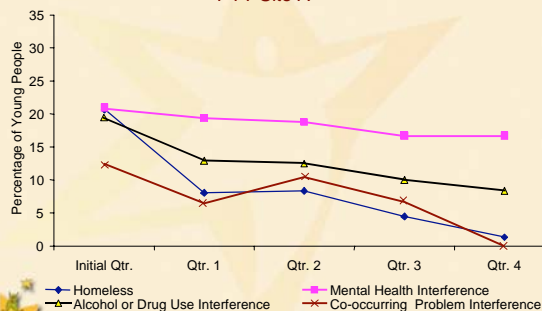
### Some Relevant Definitions

- Homeless – Includes young people who indicated that they were homeless at the time the current assessment or they were homeless in last 90 days or since last interview
- Mental Health Interference – Includes young people who indicated that mental health conditions interfered “Completely” with “Going to School”, or “Relationships with family, friends, loved ones”, or “Ability to live in home-type setting”
- Alcohol or Drug Use Interference - Includes young people who indicated that alcohol or drug use interfered “Completely” with “Going to School”, or “Relationships with family, friends, loved ones”, or “Ability to live in home-type setting”
- Co-occurring Problem Interference – Mental Health or Alcohol or Drug Use



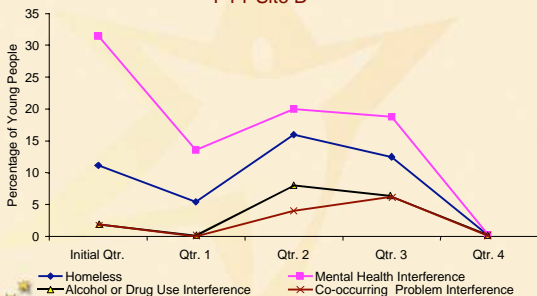
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Living Situation and Emotional Behavioral Well-being of Young People Over the Period of Four Quarters:  
PYT Site A



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Living Situation and Emotional Behavioral Well-being of Young People Over the Period of Four Quarters:  
PYT Site B



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### Summary of Findings - Answering So What!

	Site A	Site B
Target Population	DJJ Exiters Higher Male representation Predominantly whites Young population (16-17 Yr. old)	Community-based program volunteer participants Equal representation of gender Predominantly African American Relatively older population (18-19 Yr. old)
Program elements	Higher proportions – Homeless, Arrested/Convicted/Incarcerated/Probation, Substance Abuse problems Higher involvement with most of the public agencies TIP system guidelines application	Higher proportions with Mental Health Problems Higher involvement only with adult corrections TIP system guidelines application
Outcomes	Employment – increasing trend Education – equivocal trend Dropout – decreasing, slightly increasing in the end Arrest/abuse – equivocal trend Homeless, Mental Health interference, Alcohol or Drug Use interference, and Co-occurring problem interference - decreasing trend	Employment – increasing trend Education – increasing trend Dropout – decreasing trend Arrest/abuse – decreasing trend Homeless, Mental Health interference, Alcohol or Drug Use interference, and Co-occurring problem interference - Substantially decreasing trend

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