



**GANG REDUCTION INTERVENTION PARTNERSHIP  
(GRIP)  
TRUANCY REDUCTION SERVICES  
(TRS)**



**PROGRAM EVALUATION  
FINAL REPORT  
MARCH 31, 2018**

**JANUARY 1, 2015 - DECEMBER 31, 2017**



Prepared by MGB Consulting  
Michelle Berelowitz, Principle  
Marta Davis, Senior Research Associate  
Sarah Stanford, Research Associate

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***Acknowledgements***

*The GRIP TRS program is thankful for all the leadership and support of many individuals in the school district, City of Stanton, and collaborative partners. Their dedication and commitment to the children, families and community has been undeniably a true labor of love.*

Gang Reduction Intervention Partnership (GRIP) Truancy Reduction Services (TRS) 2015-2017  
EXECUTIVE SUMMARY

Project's Goals & Accomplishments

The GRIP TRS Program did work as intended in a supportive collaborative structure that was engaged in the delivery of dynamic services. Reflecting on the evaluation results, the richness of the program is communicated through the qualitative, insightful responses of parents, school administrators and program staff. The success of the program can be attributed to the support, leadership and commitment of the Savanna School District with the City of Stanton and collaborative partners in providing access to the student population, helping to identify those students and families most at risk, and working alongside as a partner in providing support to the families.

**The goals of the program were to:**

- 1. Strengthen family and school relationships;**
- 2. Reduce the incidence of behaviors that impede academic performance; and,**
- 3. Improve academic engagement.**

(See Table 2: Project Goals and Objectives on page 11 for more details)

These goals were met as evidenced in the results of the quantitative and qualitative evaluation analysis.

**Goal 1: Strengthen family and school relationships**

The program saw children and family relationships improve dramatically through the parent engagement in the Saturday Academy, Counseling services, Campfire Family Bonding Nights and Family Camps. It is important to note that the development and implementation of a home-visiting component greatly impacted family dynamics, families' engagement in services and with the school, as well as the students' overall social, emotional and academic success. In addition, parents reported feeling more connected as a community across the four schools received services in the Savanna School District.

**Goal 2: Reduce the incidence of behaviors that impede academic performance**

Improvement in students' attendance and attitudes towards school and their peers was documented through parent and teacher observations; participation in the Boys & Girl Club; mentoring relationships through Big Brothers, Big Sisters; and Pure Game Soccer Camps. Case management services through Illumination Foundation helped stabilize families by meeting their basic needs so that they could support the academic success of their children.

**Goal 3: Improve academic engagement**

Students communicated more hope and aspirations for their academic future as evidenced by the responses to the Youth Survey and their anecdotal success stories shared at the Family Camps and with Counselors. Teachers also reported an increase in academic engagement, improved attitude towards being at school and homework completion. The intended goal of monitoring reading levels for the students was not met due to the fact that schools were not all using the same assessment tools and the complication of tracking reading levels for all students in the program and the transient nature of the families. Therefore, as a proxy, the investment in the collaborative relationship with the Stanton Library provided an opportunity to monitor the improvement in the circulation of books, specifically to TRS-identified families.

The Stanton GRIP TRS collaborative partnership responded to the needs of 2,246 total enrolled students in four elementary schools in the Savanna School District. Of those 2,246 students, services were provided to approximately 1,123 students (50%). For a summary of the process and outcome accomplishments by the numbers, please refer to Table 1.

Table 1. Project Accomplishments

Goal 1: Strengthen Family & School Relationships	
PROCESS ACCOMPLISHMENTS	OUTCOME ACCOMPLISHMENTS
<p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>• 276 Total Clients 2015-2017</li> <li>• 162 Clients 2017</li> <li>• 96 Clients 2016</li> <li>• 49 clients 2015</li> <li>• 2,070 hours of Counseling Sessions (276 X 10 Sessions per client @ 45 min. per session /60 min.)</li> <li>• 13,770 hours of MSW intern counseling and supportive services (17 Interns X 18 hours/week X 45 weeks)</li> </ul> <p><b>Home Visits</b></p> <ul style="list-style-type: none"> <li>• 500 Total Home Visits 2015-2017</li> <li>• 200 families</li> <li>• Range between 2 to 5 visits per family, one family up to 25 visits</li> <li>• 1,125 hours of home visiting 2015-2017 ( 3 to 5 visits per week X 2.5 visits per week X 30 weeks/year X 3 years)</li> </ul> <p><b>Case Management (Family Support Services)</b></p> <ul style="list-style-type: none"> <li>• 174 families in 2017</li> <li>• 182 families in 2016</li> <li>• 129 families in 2015</li> </ul> <p><b>Family, Summer, and Soccer Camps</b></p> <ul style="list-style-type: none"> <li>• <b>234 Total enrollment 2017</b> <ul style="list-style-type: none"> <li>• 110 individuals (2 Family Bonding Camps)</li> <li>• 40 Summer Camp 2017</li> <li>• 84 youth in 3 Pure Game Soccer Camps</li> </ul> </li> <li>• <b>166 Total enrollment 2016</b> <ul style="list-style-type: none"> <li>• 88 individuals (2 Family Bonding Camps)</li> <li>• 34 Summer Camp 2016</li> <li>• 45 youth in 2 Pure Game Soccer Camps</li> </ul> </li> <li>• <b>46 Total enrollment 2015</b> <ul style="list-style-type: none"> <li>• 28 Summer Camp 2015</li> <li>• 18 youth in 1 Pure Game Soccer Camp</li> </ul> </li> </ul> <p><b>Saturday Academy</b></p> <ul style="list-style-type: none"> <li>• 90 Families</li> <li>• 40 Parenting Classes at Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors reported increased positive social interactions; improved mood; improved family relationships; improved self-esteem; reduced anger; and improved impulse control.</li> <li>• 100% of students reported feeling good about themselves “sometimes” (33%) or “a lot” (67%)</li> <li>• 85% of the students reported being able to tell their parents how they are feeling “sometimes” (36%) or “a lot” (49%)</li> <li>• Parents reported children were more honest, respectful,</li> <li>• Parents reported improved communication skills, anger management, calming techniques, and took more time to listen to their children.</li> <li>• 54% of teachers indicated that communication with parents has improved “a lot” and 46% indicated communication has improved “a little”.</li> </ul>

<b>Goal 2: Reduce the incidence of behaviors that impede academic performance</b>	
<b>PROCESS ACCOMPLISHMENTS</b>	<b>OUTCOME ACCOMPLISHMENTS</b>
<p><b>Savanna School District Elementary Schools' Enrollment (2017-2018)</b></p> <ul style="list-style-type: none"> <li>• 487 Cerritos</li> <li>• 563 Hansen</li> <li>• 530 Holder</li> <li>• 666 Twila Reid</li> </ul> <p><b>Overall Attendance for All Schools</b></p> <ul style="list-style-type: none"> <li>• 97.1% 2015-2016</li> <li>• 96.5% 2016-2017</li> <li>• 97.1% 2017-2018</li> </ul> <p><b>Boys and Girls Club of Stanton GRIP TRS Members</b></p> <ul style="list-style-type: none"> <li>• 169 in 2017</li> <li>• 131 in 2016</li> <li>• 119 in 2015</li> </ul> <p><b>Student Service Hours 6<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• 140 6<sup>th</sup> graders (2016, 2017)</li> <li>• 280 hours of service (2 hours for each student)</li> </ul> <p><b>Case Management (Family Support Services)</b></p> <ul style="list-style-type: none"> <li>• (see numbers above in Goal 1)</li> </ul>	<ul style="list-style-type: none"> <li>• 92% of teachers reported that school attendance had somewhat (61%) or greatly improved (31%) for those at risk for or experiencing truancy.</li> <li>• 96% of teachers observed students engaging in positive peer social interactions “a little” (36%) or “a lot” (60%).</li> <li>• 94% indicated that it is easy for them to make friends, “sometimes” (45%) or “a lot” (49%).</li> </ul>
<b>Goal 3: Improve Academic Engagement</b>	
<b>PROCESS ACCOMPLISHMENTS</b>	<b>OUTCOME ACCOMPLISHMENTS</b>
<p><b>Mentoring - Big Brothers Big Sisters</b></p> <ul style="list-style-type: none"> <li>• 134 unduplicated matches (2015-2017)</li> <li>• Year one: 62 matches</li> <li>• Year two: 51 matches</li> <li>• Year three: 57 matches</li> <li>• 18,090 hours of mentoring (30 Sessions per school year X 3 years X 1.5 hours per session X 134 children)</li> </ul> <p><b>Library Reading Program</b></p> <ul style="list-style-type: none"> <li>• 809 Books Purchased (2015, 2016 &amp; 2017)</li> <li>• 7,175 Unique Circulations of Books (2015 &amp; 2016; 2017 not available at time of report)</li> </ul>	<ul style="list-style-type: none"> <li>• 87% of students indicated that they think about going to college “sometimes” (29%) or “a lot” (58%).</li> <li>• 92% of teachers observed students to “somewhat” (73%) or “greatly” (19%) improve in their academic achievement as a result of the program.</li> <li>• Parents reported improvement in their children’s academic achievement. Some children were reported to be taking school more seriously and considering college as an option.</li> </ul>

**Problems & Barriers**

**Program Limitations:**

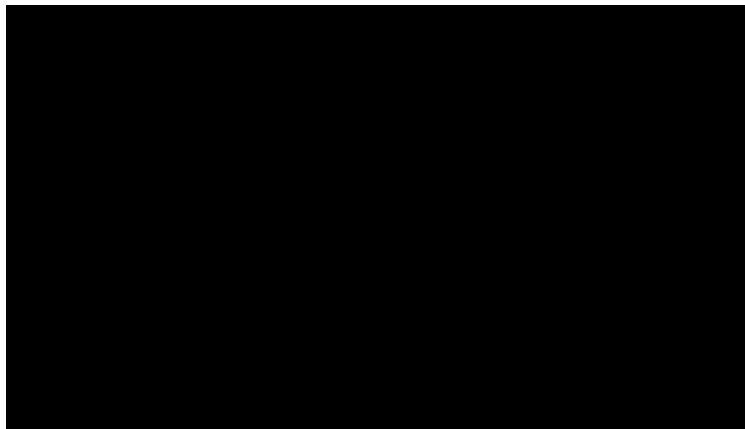
- Due to school policy, families and youth were not mandated to attend the GRIP Program and all of its services.
- Challenges in the delivery of services were met initially, however unfamiliarity of services, trust in those services, and its impact may contribute to increased attrition rates.
- Many of the families and youth being served are the “harder to serve” clients that experience many significant obstacles to engaging and committing to services which demonstrates the continued need for an intensive service delivery approach.
- The grant period did not align with the school year so there was a period of “ramp-up” during the summer with fewer families being willing to participate in a new program.
- It took time to gain “buy-in” from the collaborative partners, schools, and families.
- Despite pre-planning with the potential grant funding, collaborative partners still needed time to acclimate an additional resource into the existing communities and school cultures.

## Gang Reduction Intervention Partnership (GRIP) Truancy Reduction Services (TRS) 2015-2017

- With staffing changes that occurred in the Sheriff's office, the adjustment period and the ability to have School Resource Officers and law enforcement presence on school campuses was longer than planned.
- There was staff turnover at the 4 participating schools, within the 3 years of the grant cycle there were 7 principals.

### Evaluation Limitations:

- There were several trainings on survey administration, however, many surveys were not filled out completely and missing information. This can be attributed to staff turnover, the change in student interns over the course of the academic year, and a survey revision that took place Year 2.
- In an effort to keep the Youth Survey user-friendly, the Likert scale was only 3 points which does not show much variation across possible responses from pre to post survey.
- The Youth Survey was given across grades K-6<sup>th</sup> and may have been harder for the younger students to complete. Likewise, the literacy levels in both English and Spanish varied. Although staff assisted younger youth, this created the potential for social desirability bias in that youth may have answered in the way they thought was most desired.
- With several points of entry for participants, it was hard to avoid duplication of surveys, as well as tracking the level of service participants were receiving. Rather than surveying everyone, it would have been a more focused evaluation effort had there been a focus on participants receiving intensive services.
- Since the grant period was not aligned with the school year, it was difficult to receive data from some of the collaborative partners whose year-end data collection came after the grant cycle.



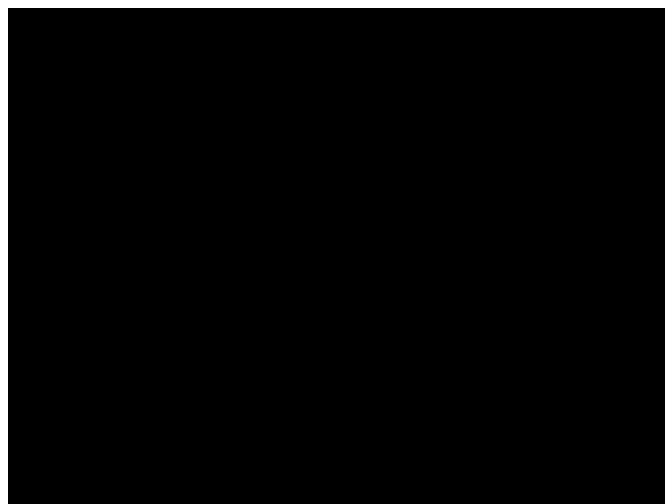
**Art and Creativity for Healing – Art Therapy**

### Unintended Outcomes

- Home visits led to additional observations about home life and other factors affecting truancy.
- Positive relationships with schools opened doors to other interactions like IEP meetings, parent/teacher conferences, Saturday schools, and other outreach events.
- The Outdoor Journey camps and Saturday Academy were an opportunity for community building among the parents and provided a way for parents across the 4 school to connect.

### Lessons Learned

- Parents were suspicious of services in the beginning and may have felt judged because of their child's behavior challenges. The more parents were invited to non-threatening activities, the more likely they were to commit to other programs. Parents loved art classes, soccer classes, family fun nights and family bonding classes.
- Parents liked to be checked in on. The most important thing for the parents to know is that we are there to support them in their family, their school and their community.
- The focus of the goal on reducing truancy was important to the academic success of the students; however it is also important to monitor a student's tardiness to school as well. It was noted by the teachers and collaborative partners that a student who is chronically tardy to school misses out on many important instructions at the beginning of the school day which has an impact on their ability to be successful academically. The understanding of why a student is chronically tardy and how to address the issue with the family is in alignment with the goals of reducing truancy.
- The leadership of a collaborative partnership is critically important towards its success. In particular, the efforts of Mr. Murillo (Savanna School District Director of Student Services) and Mrs. Nguyen (Project Coordinator) are exemplary of best practices for a collaborative relationship between schools and community services. The strong connection, constant communication, and commitment between the Stanton GRIP TRS and the Savanna School District were paramount for the success of the program and ultimately the benefits to the students, families, and communities served.
- The collaborative partners were willing to engage in services beyond boundaries of their respective territories and service delivery, always keeping in mind what would be best for the students, families, and communities.



Imagine Science Camp



## PROJECT DESCRIPTION

Despite being only 3.1 square miles of an urban community, the city of Stanton has the highest crime rate of any city patrolled by OC Sheriff's Department with much of it being contributed to the 10 documented street gangs. From these gangs, there are over 350 documented gang members residing just in the City. Stanton's two largest gangs-*Crow Village* and *Big Stanton* along with Anaheim's largest, most criminally active gang, "Barrio Small Town" (BST), live and operate in the targeted service area of Stanton and neighborhoods of the four Stanton GRIP selected elementary schools: Cerritos, Hansen, Reid, and Holder. The largest is *Crow Village* with 140+ known gang members followed by *BST* with more than 142 documented members and *Big Stanton* with 80+ in membership. In 2013, the major crimes investigator had over 2,400 gang-related arrests for part 1 crimes. In addition, among children aged 14 and younger gang membership rose dramatically from 260 in 2007 to 490 in 2012 as older gang members began courting young children. Their influence is contributing to growing school absenteeism, truancies, tardiness and defiant behaviors-key indicators of future gang involvement (Chang, et al., 2008). Consequently, youth gang membership leads Stanton's crime statistics.

Stanton borders four jurisdictions: Garden Grove, Cypress and Anaheim, and unincorporated areas of the county. At a critical juncture of addressing reductions in gangs, racial and ethnic disparities are an overlooked but hidden crisis: alarming rise in truancy and school absenteeism. At 2,433 total student body enrollment, Savanna School District serves nearly 1,100 Stanton elementary aged students with the remaining students residing in the cities of Anaheim, Buena Park and Cypress. In 2012-2013, one out of every four (or 633) Savanna School District elementary school students are truant compared to Orange County's elementary school children truancy rate of 1 out of every 5 elementary school students (CA Department of Education Data, August 2014). Moreover, Savanna School District's early warning for 3<sup>rd</sup> graders revealed that 66% of students did NOT reach their reading levels. Third graders who were chronically absent and those with no attendance risks showed a significant gap in proficiency reading levels between the two groups (Savanna School District, 2014). Studies link between failure to read proficiently by the end of 3<sup>rd</sup> grade, ongoing academic difficulties that contribute to the cycle of intergenerational poverty and incarceration (Feister, 2013).

The Stanton GRIP Truancy Reduction Services (GRIP TRS) was a collaborative effort of both funded and unfunded partners under the leadership of the City of Stanton Community Services Department. For an overview of the services delivered by collaborative partners see Diagram 1.



Boys and Girls Club of Stanton - GRIP TRS youth members

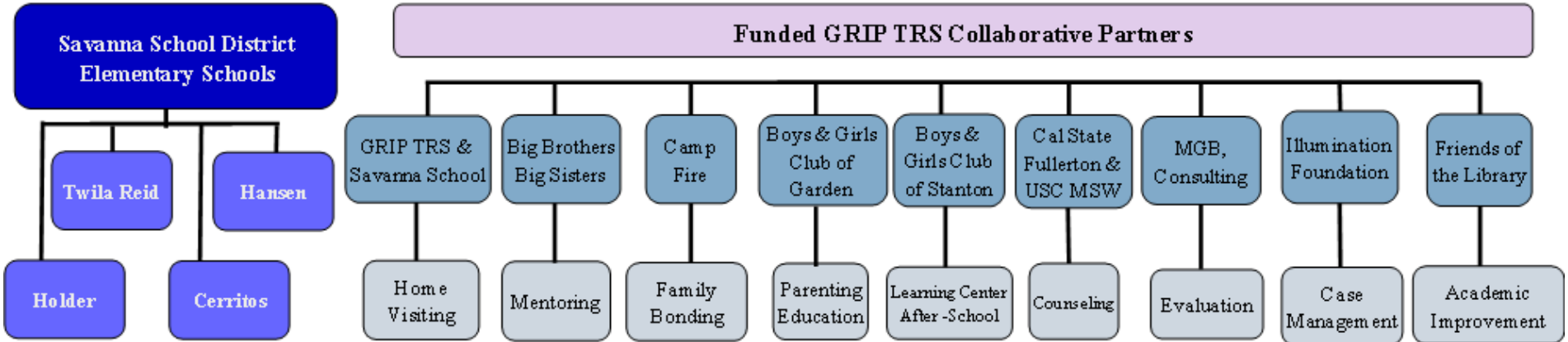
Diagram 1. Stanton GRIP TRS Program Model

# City of Stanton—GRIP TRS

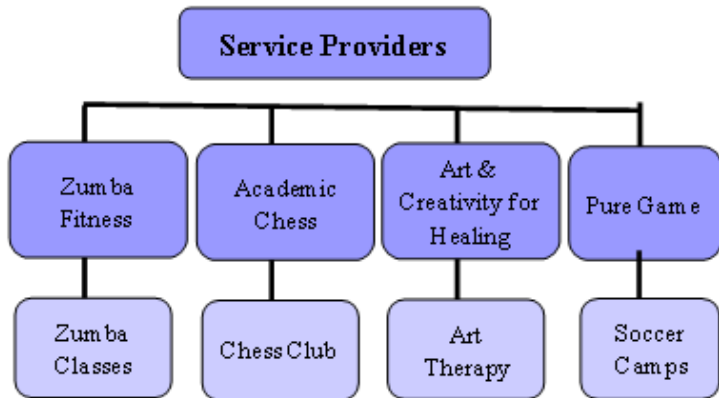
January 1, 2015—December 31, 2017



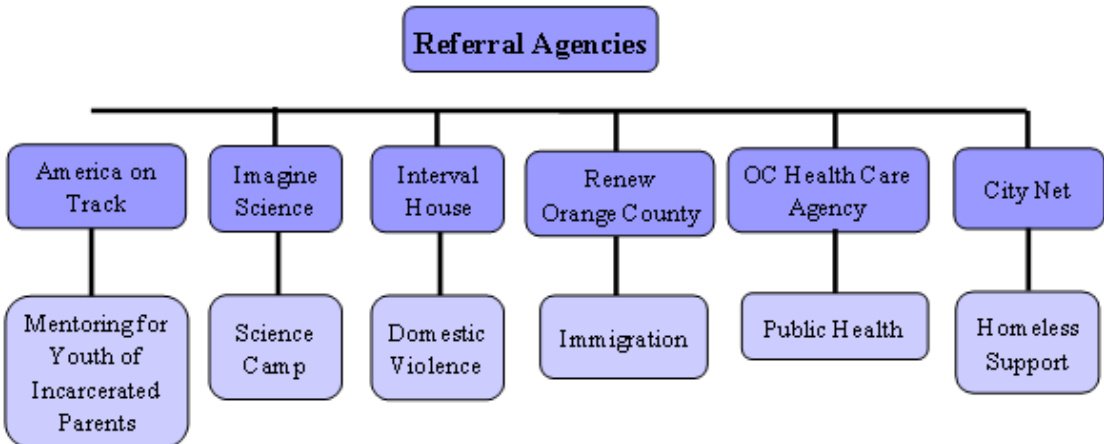
City of Stanton Community Services Department  
 Soo Kang, TRS Grant Administrator  
 Ann Nguyen, TRS Coordinator



**GRIP TRS Funded Service Providers**



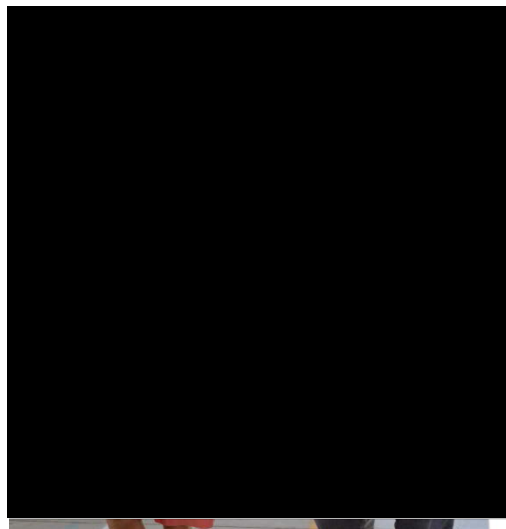
**GRIP TRS Non-funded Collaborative Partners**



Gang Reduction Intervention Partnership (GRIP) Truancy Reduction Services (TRS) 2015-2017  
 The Stanton GRIP TRS goal was keeping kids in school targeting K-6<sup>th</sup> graders at the four selected elementary schools in the Savanna School District. With a focus on prevention, the program aimed to improve family relationships; increase academic performance; and, promote a connection between parent, child and the school. See Table 2 for an overview of the project goals and objectives.

Table 2. Project Goals and Outcome Objectives

<b>Goal 1: Strengthen family/school relationships</b>
<b>Measurable Objectives:</b> <b>Student: Improved parent-child communication and emotional well-being.</b> <b>Family: Improved involvement in child’s education, understanding of truancy process, improved parenting skills and access to resources.</b> <b>School: School Resource Officer and attendance team have improved awareness of risk factors, more efficient referrals, community truancy boards in place, improved monitoring of attendance.</b>
<b>Goal 2: Reduce the incidence of behaviors that impede academic performance</b>
<b>Measurable Objectives:</b> <b>Student: Decrease in chronic absences and improved attendance; improved peer and family relationships; decreased behavior referrals, student reports a positive attitude towards school and a hope for the future.</b> <b>Family: Reduction in stress in the home and improved ability to parent their youth; access to childcare and transportation; increased interaction with child’s teacher and knowledge of educational system.</b> <b>School: Teachers report on student’s ability complete assignments; promote family involvement: SARB attendance team membership include parent representatives for peer-parent support; appropriate design and utilization of meaningful incentives and sanctions for school attendance.</b>
<b>Goal 3: Improve academic engagement</b>
<b>Measurable Objectives:</b> <b>Student: Improved academics, reading proficiency, increased utilization of library services, and increased circulation of library books. Improved attitude towards academic success, homework completion and attachment to school.</b>



Mentoring – Big Brother Big Sister Hansen Match

## DATA COLLECTION

A mixed-method approach was implemented in the evaluation efforts of the GRIP TRS Program. The tools included a Student Survey, done at program entry and exit. In order to reduce measurement error and bias, the Teachers, School Psychologists and Counselors working with the students were also surveyed regarding their observations of the student at the end of the school year. Other data collection efforts included a focus group with parents at Camp Fire Family Bonding Camp Nawakawa, letters of impact from School Principals, Director of Student Services for the Savanna School District, a letter of support from the Superintendent, and a survey of the collaborative partners (See Attachments). See Table 3 for an overview of the data collection process.

Table 3. Data Collection Process

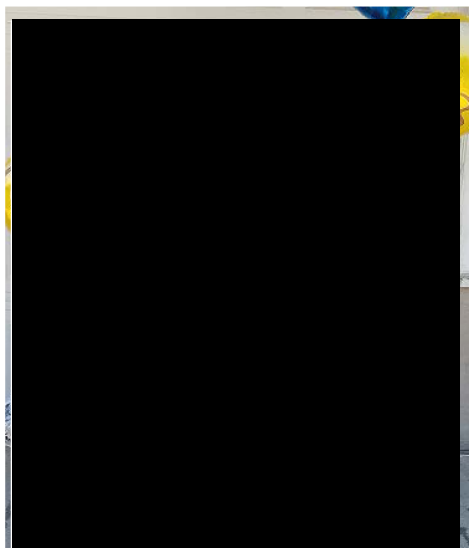
Measurable Outcome Objectives by Goal	Data Source	Collection Methodology (Tool used, frequency, and who collected)	Data Analysis
<p><b>Student:</b></p> <p><b>Goal 1 - Improved parent-child communication and emotional well-being.</b></p> <p><b>Goal 2 - Decrease in chronic absences and improved attendance; improved peer and family relationships; decreased behavior referrals, student reports a positive attitude towards school and a hope for the future.</b></p> <p><b>Goal 3 - Improved academics, reading proficiency, increased utilization of library services, and increased circulation of library books. Improved attitude towards academic success, homework completion and attachment to school.</b></p>	<p>Student Teachers Counselors</p>	<p><b>Student Pre/Post Survey</b> at the beginning and end of the grant period collected by staff.</p> <p><b>Teacher Survey</b> at the end of the grant period collected through survey monkey.</p> <p><b>Counselor Survey</b> at the end of the grant period collected through survey monkey.</p>	<p>Mean scores, <i>t</i> tests and frequencies and content analysis</p>
<p><b>Family: Improved involvement in child’s education, understanding of truancy process, improved parenting skills and access to resources</b></p>	<p>Parents Teachers Counselors</p>	<p><b>Parent Focus Group</b> at the camps occurring in November 2016 and 2017.</p> <p><b>Teacher Survey</b> at the end of the grant period collected through survey monkey.</p> <p><b>Counselor Survey</b> at the end of the grant period collected through survey monkey.</p>	<p>Content analysis, mean scores, <i>t</i> tests and frequencies</p>
<p><b>School: School Resource Officer and attendance team have improved awareness of risk factors, more efficient referrals, community truancy boards in place, improved monitoring of attendance.</b></p>	<p>Teachers Collaborative Partners Principals Director of Student Services Superintendent</p>	<p><b>Teacher Survey</b> at the end of the grant period collected through survey monkey.</p> <p><b>Collaborative Partner Survey</b> at the end of the grant period collected through survey monkey.</p> <p><b>Letters of Impact</b> collected from Principals and Superintendent at the end of the grant period</p>	<p>Frequencies and content analysis</p>

### Limitations of Data Collection

Difficulties in collecting and analyzing data primarily stemmed from the service delivery model and the complex challenges of monitoring, tracking and collecting confidential student data.

- Collecting consistent student and parent data across the three-year grant period was difficult due to attrition, project staff turnover, and multiple points of entry.
- With several points of entry for participants, it was hard to avoid duplication of surveys, as well as tracking the level of service participants were receiving. Rather than surveying everyone, it would have been a more focused evaluation effort had there been a focus on participants receiving intensive services.
- There were several trainings on survey administration, however, many surveys were not filled out completely and missing information. This can be attributed to project staff turnover, and a survey revision that took place Year Two.
- In an effort to keep the Youth Survey user-friendly, the Likert scale was only three points which does not show much variation across possible responses from pre to post survey.
- School data including attendance, behavioral referrals and academic achievement (reading levels) were difficult to collect due to the multiple locations, transient nature of the population and restricted access to school records.

In spite of the above limitations, the qualitative data collection provided significant insight around the program's impact across the measurable objectives.



**Holder Elementary School Student Recognition Awards**

Gang Reduction Intervention Partnership (GRIP) Truancy Reduction Services (TRS) 2015-2017  
**RESEARCH DESIGN**

**Process Evaluation**

The process evaluation included tracking the number of services provided by collaborative partners on a monthly basis. The funded collaborative partners included:

- Boys & Girls Clubs of Stanton and Garden Grove
- Big Brothers, Big Sisters of Orange County
- Camp Fire
- Illumination Foundation
- Counseling (Interns)
- Stanton Library

Student eligibility criteria included K-6<sup>th</sup> grade, attending one of the four identified schools in the Savanna School District who were referred by the teacher, Principal, or collaborative partner agencies. There were 55 students who matched from pre to post survey over the three-year grant period.

**Outcome Evaluation**

*Student Outcome Variables*

Table 4 describes the student outcome variables as measured by pre and post survey self-report questionnaires.

Table 4. Student Outcome Variables

<b>Outcome Variable</b>	<b>Operational Definition of Outcome (Dependent Variable)</b>	<b>Project Intervention (Independent Variable)</b>
<b>Parent/Family Relationships</b>	Student and parents communication and regard for family relationships	Family Camps Saturday Academy Family Counseling Home Visiting
<b>Emotional Well-being</b>	Students perceived feelings about themselves and their emotional state	Individual Counseling Mentoring Case Management (Family Support Services) Art Therapy
<b>Socialization</b>	Students ability to engage in positive peer relationships	Big Brothers, Big Sisters Boys & Girls Clubs Pure Game Camp Fire Family Night America on Track Mentoring
<b>Academic Engagement</b>	Students attitude towards school, teacher and academic success	Boys & Girls Club – Tutoring Stanton Library

*Family Outcome Variables*

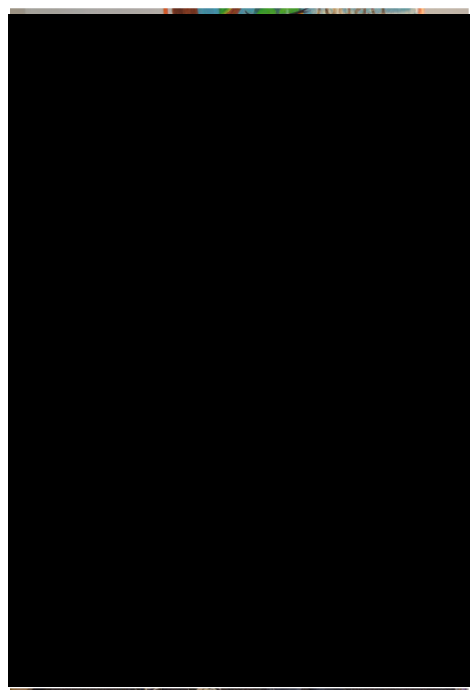
Table 5 describes the family outcome variables as measured by parent survey and focus groups.

Table 5. Family Outcome Variables

<b>Outcome Variable</b>	<b>Operational Definition of Outcome (Dependent Variable)</b>	<b>Project Intervention (Independent Variable)</b>
<b>Family Development</b>	Family bonding and communication skills	Family Camps Camp Fire Family Bonding Night Family Counseling Home Visiting
<b>Emotional Well-being</b>	Parents’ ability to help students regulate their emotional stability	Family Support Services Family Counseling Home Visiting
<b>Academic Success/Parent Engagement in School</b>	Parents’ engagement with child’s homework and the school	Saturday Academy Boys & Girls Club – Tutoring Stanton Library
<b>Unintended Outcome: Community Connection</b>	Student and parents communication and regard for family relationships	Family Camps Saturday Academy GRIP Family Nights

**Outcome Measures**

For a list of the measurable outcome objectives please see Table 2, 3 and 4 above. For a detailed description of the results for each outcome, see the results section below.



**Mentoring – Big Brother Big Sister Twila Reid Match**

## RESULTS

### Student Survey - Longitudinal Study

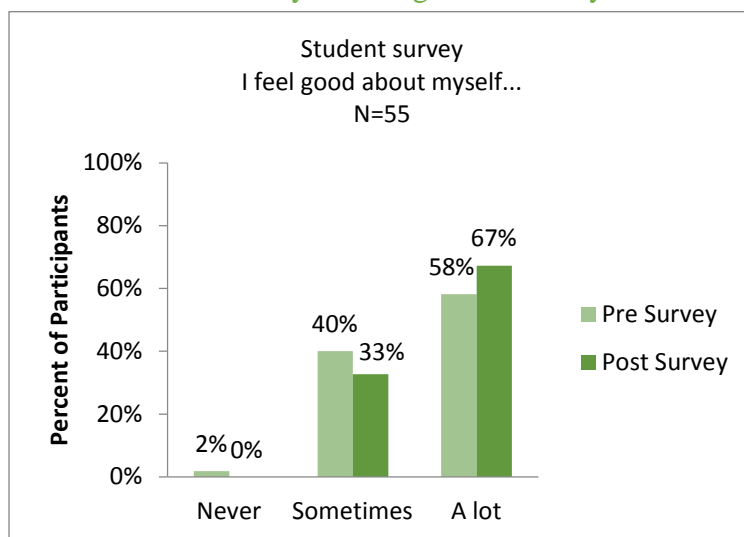
From pre to post survey, for the three-year grant period, there are 55 students represented in the data who were able to be matched as completing both the pre and post survey. These students began the program in 2015 and were engaged for the entire grant period through two school years, with the end of the program in December of 2017. Students are asked to rate their experience with each statement using the scale, “Never (1), Sometimes (2), A lot (3)”. The following is a “snapshot” of positive changes in students’ attitudes and behavior where students indicated “Sometimes”, “A lot” or “Never” (in instances where the scale was reversed) across the four domains being measured on the Student survey.

#### Emotional Well-being Cluster

At Post Survey:

- 100% of students report feeling good about themselves Sometimes (33%) or A lot (67%)  
*See Chart 1*
- 100% report feeling happy Sometimes (35%) or A lot (65%)
- Only 11% of students reported feeling mad A lot at post survey
- 25% report Never feeling worried, compared to 18% at pre survey
- 24% report Never feeling scared, compared to 20% at pre survey
- 24% report Never feeling sad, compared to 16% at pre survey

Chart 1. Student survey: “I feel good about myself.”



#### Emotional Well-Being Counseling Support “Sonja and Ana”

*Ana was referred to counseling support from the school because she was crying a lot, and would become very upset during school. During art therapy and motivational interviewing Ana began to open up and started to feel better about herself. Along with counseling for Ana, her mom, Sonja became involved in family counseling with Ana. Sonja never missed a session and was motivated to strengthen her relationship with her daughter. Together Sonja and Ana engaged in every activity, discussion, and every intervention was completed each week. As a result of the individual and family sessions, Ana went from being upset, sad, and misunderstood to being a happy and confident child. Both Sonja and Ana have learned to communicate with each other without having to scream and cry. They spent more time with each other by walking, going to community activities, and enjoying each other’s company.*

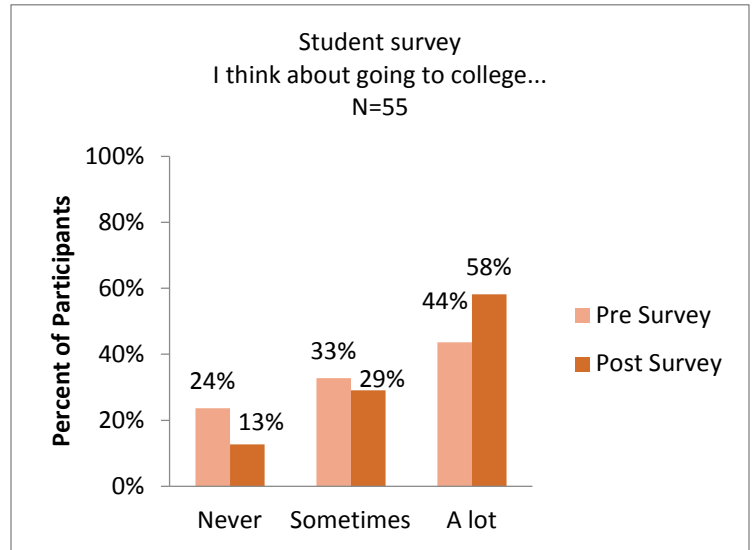


### Academic Engagement

At Post Survey:

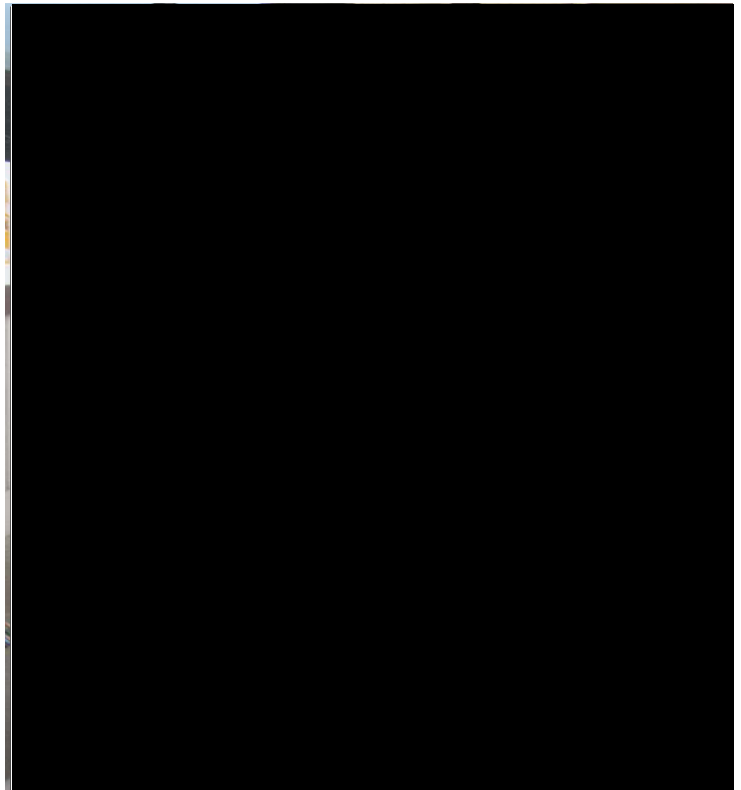
- More than half (55%) of students report that they enjoy going to school A lot
- 99% of students report liking their school Sometimes (35%) or A lot (64%)
- 87% of students indicated that they think about going to college Sometimes (29%) or A lot (58%) See Chart 2
- Only 16% reported that homework is hard for them A lot
- 94% said that they feel like they can talk to their teachers Sometimes (45%) or A lot (49%)
- 100% said that they want to do well in school Sometimes (16%) or A lot (84%)

Chart 2. Student survey: “I think about going to college”



#### Academic Success and Attitude Toward School Counseling Support “Maria”

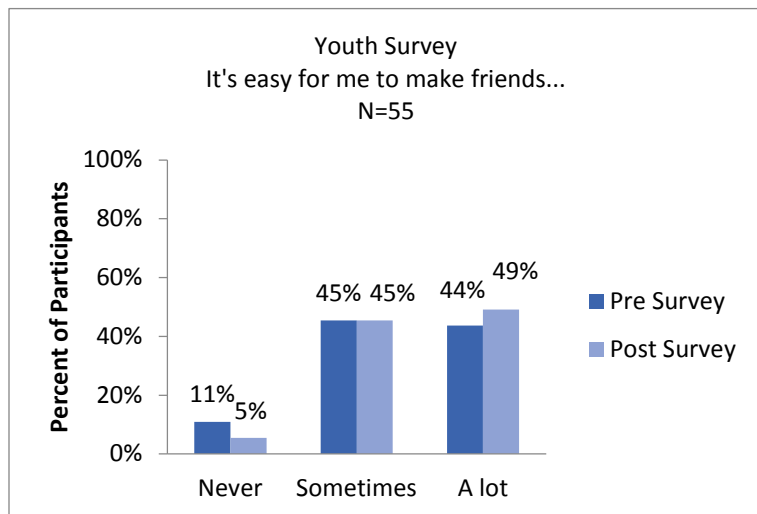
*Prior to GRIP TRS, Maria had difficulty waking up on time and getting to school. She was being bullied in school and felt alone at school. Maria was struggling with issues of social isolation and low confidence. Through counseling support, Maria learned some coping skills of reflective listening, positive affirmations and assertive communication skills. Now when you see Maria at school she speaks up for herself, values her voice, and continues to make new friends. She no longer sits alone and looking down but makes eye contact and bursts with happiness to share her experiences with her friends. Maria recently stated that before she would never talk and now she sometimes thinks she talks too much. Maria is no longer chronically tardy or absent but instead enjoys going to school.*



Students participating in the Saturday Academy

**Socialization**

Chart 3. Student survey: “It’s easy for me to make friends.”

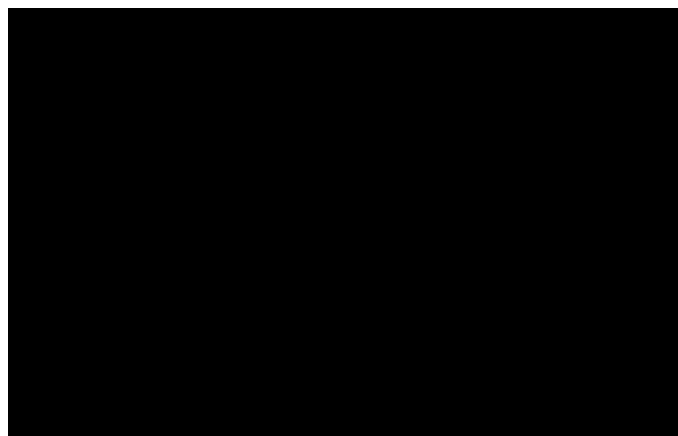


**At Post Survey:**

- At post survey, 49% indicated that it is easy for them to make friends “a lot” of the time. Only 5% said that it is Never easy for them to make friends.
- 94% indicated that it is easy for them to talk to other kids Sometimes (45%) or A lot (49%)
- 75% report feeling safe at school A lot with only 4% saying the Never feel safe at school

**Socialization  
After School Program  
“Samuel”**

*Samuel is a young boy who had issues with touching others' belongings and taking them as his own. In addition, he was prone to lying, displaying hurtful and mean behaviors toward other children. The GRIP staff and counselors were able to assess Samuel's background and family dynamic, which included being from a very large family who were experiencing difficult living and financial circumstances. Through the experiences with the after-school program and individual counseling, Samuel learned the proper way to play with other children and how to respect their toys. Furthermore, Samuel became aware of how his actions weren't funny but actually mean and hurtful to other children. Samuel responded well to positive affirmations and simple gestures of being acknowledged each day. Samuel wanted to feel recognized and he grew to feel proud and happy whenever he stated "I am smart, kind, respectful, honest and AWESOME!" By the end of the program Samuel had made immense progress that was recognized not only by the counselor, and GRIP program staff, but also by his teacher.*



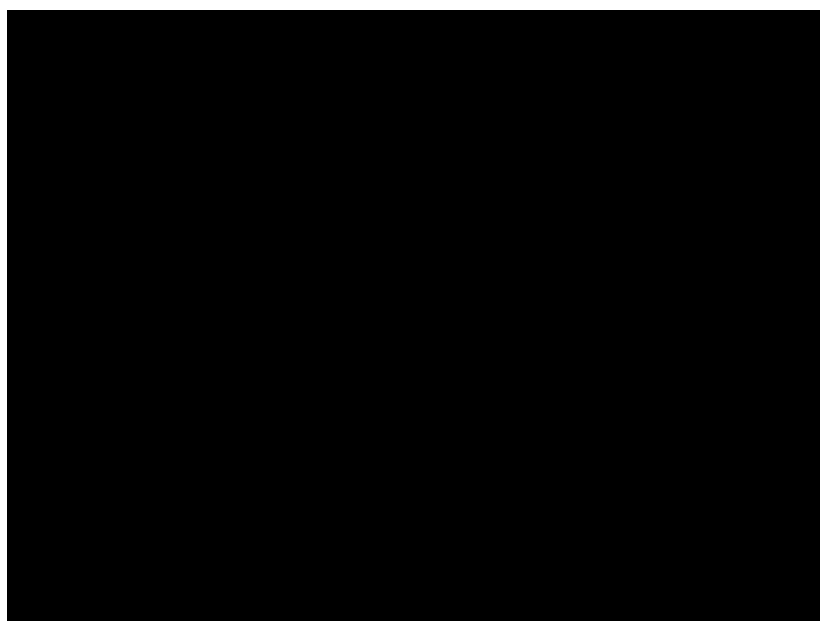
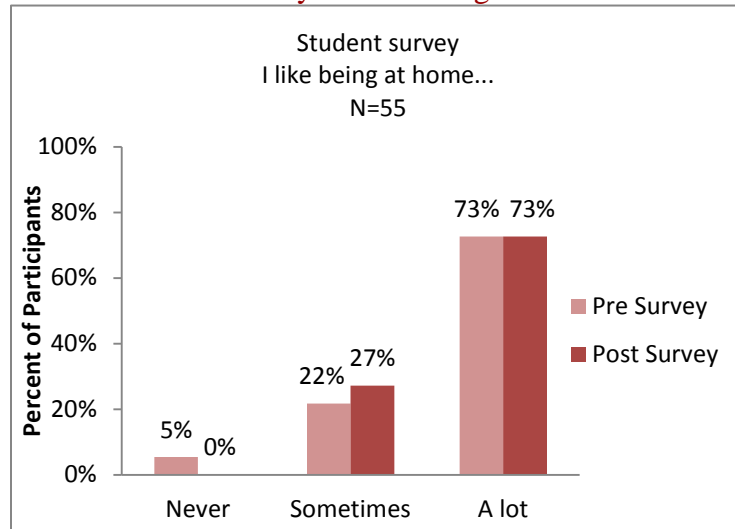
Students receiving Awards from Pure Game Soccer Camp

### Parent/Family Relationships

At Post Survey:

- Almost half (47%) of the youth indicate that their parents understand how they feel A lot
- 85% report being able to tell their parents how they are feeling Sometimes (36%) or A lot (49%)
- 45% indicate that they talk about their day at school with their parents A lot, with only 15% reporting Never
- 100% report that they like being home Sometimes (27%) or A lot (73%)  
*See Chart 4*
- 85% like spending time with their family A lot
- 78% report that their parents help them get to school A lot, compared to 69% at pre survey

Chart 4. Student survey: "I like being at home"



Camp Fire Family Bonding Camp Nawakawa

## Parent Survey

The parents were given a seven question survey at the Camp Fire Family Bonding Camp Nawakawa to assess the impact of the Stanton GRIP TRS services on their family development, child's emotional well-being, and need for additional services. The following is a summary of the results of the survey responses.

### *Parent Challenges*

Parents described the challenges with the relationship with their children as difficult because their children showed a lack of respect towards parent, rebellious behavior and their struggles at school. Parents stated their children are challenged at school due to being bullied by their peers, difficulties with completing homework, reading and math and for ESL children, and language/cultural barriers.

### *Program Participation*

Parents who participated in the GRIP TRS program stated the services they benefited from were Big Brother Big Sister, Family Counseling, Camp Fire Family Camp, Illumination Foundation, the library, Boys and Girls Club after school program, sports program, and art classes.

### *Family Outcomes*

As a result of participating in the GRIP TRS program, parents reported a change within their children. Their children developed friendships with other children in their community. The children were more honest and showed more respect towards their parents. Parents also reported they were able to learn communication skills including breathing techniques to calm down when becoming angry and being better able to take the time to listen to their children.

### *Parents' Request for Additional Support*

Parents expressed the need for more parenting classes which also included the children in order to improve and strengthen the family relationship. Parents also shared their ongoing concern about bullying at school. They would like to have more opportunities to learn about the issue of bullying and how to advocate for their children. In addition, parents expressed a need for self-defenses class, games and activities that can help build up their children's confidence. Finally, parents requested additional English classes for ESL parents available at the school community.

## Family Focus Groups

### *Summary of Results for Three Focus Groups Conducted in 2017*

GRIP TRS program conducted three focus groups with the families during Camp Fire Family Camp and at the school campus. The discussion from the three focus groups was analyzed by conducting a content analysis. After review, there were five general themes that were communicated by the parents. These themes include: Family Development, Emotional Well-being of the Child, Peer Relationships of the Child, Academic Success, and Community Connection.

### *Family Development*

The majority of the parents' responses centered on how the program increased their family bond and allowed them to spend more quality time with their children. Several parents also noted that they had a greater understanding of how essential it is to spend bonding time with their children. One mother said that the program "Gives me more time to be with my son. Helps me with being a single parent."

*Emotional Well-being*

The parents reported benefits in regards to improvement in their children's emotional well-being. Parents stated their children were more open with communication, had better emotional regulation, and seemed happier overall after program services.

*Academic Success and Attitude Towards School*

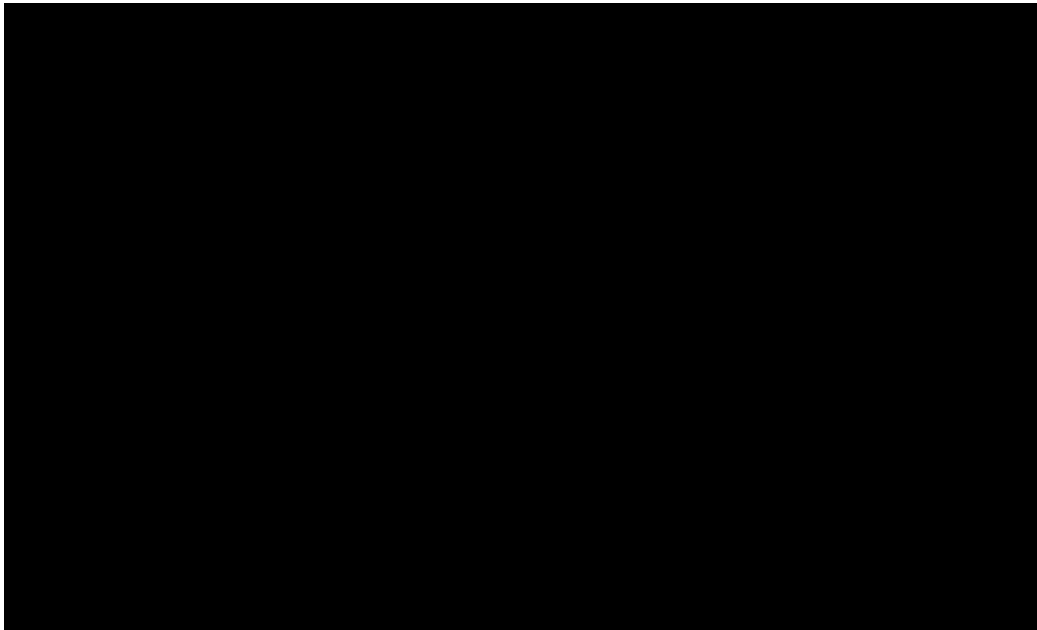
Parents reported improvement in their children's academic achievement. Some children were reported to be taking school more seriously and considering college as an option.

*Parents Engagement with School*

Parents showed increased involvement in their children's school life. Lastly some parents noted that their children were more social since participating in the program

*Community Connection*

A sense of community connection and parent social support was the next most common theme. Parents commented how they felt less alone, increased their social support systems, and had greater empathy for other families after the program. A greater sense of community resilience was discussed as well.

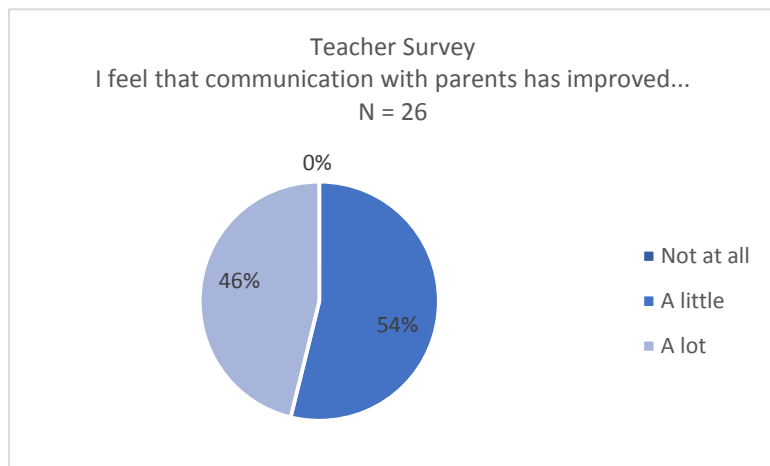


**Camp Fire Family Bonding Camp Nawakawa**

### Teacher Observations

An effort was made in December 2017 to follow up with teachers from all schools to track student progress from their perspective. The evaluators were able to receive responses from a total of 26 teachers across the 4 participating schools. Surveys tracked teacher observations on parent engagement, school attendance, peer relationships, and academic achievement.

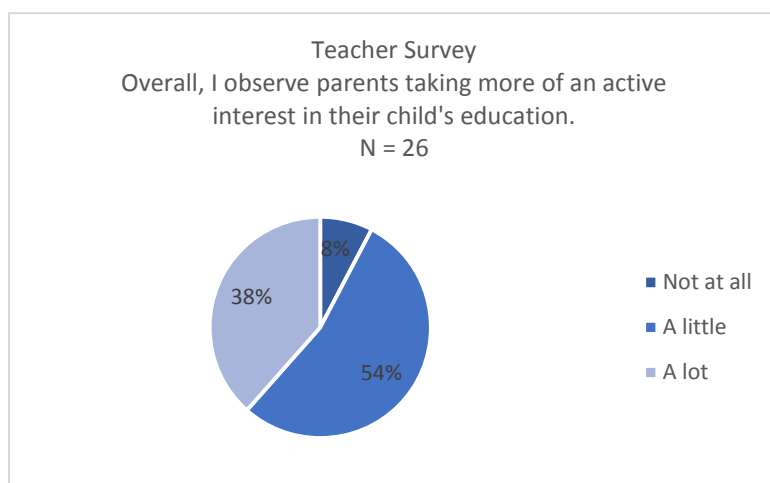
Chart 5. Parent Communication



#### Communication with Parent(s)

As chart 5 shows, 54% of teachers indicated that communication with parents has improved “a lot” and 46% indicated communication has improved “a little”.

Chart 6. Parent Engagement



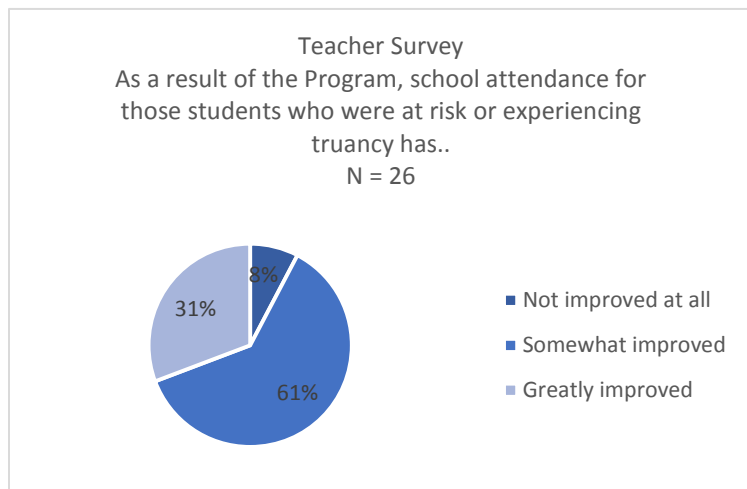
#### Parent Engagement

In regard to parents’ ability to engage and take an active interest in their child’s education, 54% of teachers indicated that they saw “a little” improvement in this area and 38% said they observed this “a lot” (see Chart 6).

*“Parents have been more willing to participate in programs like Watch Dogs, volunteering at Hansen, and showing up to conferences. Students in effect are coming to class more often than in the past, and seem to have more of a positive perspective of school.” - Teacher*

*“GRIP opens the doors to have honest conversations with parents that result in lasting changes that not only impact school performance but home life as well.” - Teacher*

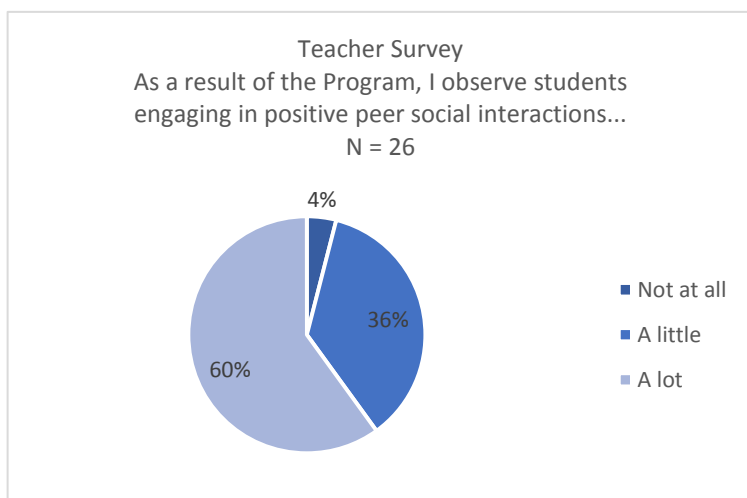
Chart 7. School Attendance



### School Attendance

One of the major aims of the GRIP Program for Stanton was to reduce truancy. As Chart 7 shows, 92% of teachers reported that school attendance had somewhat (61%) or greatly improved (31%) for those at risk for or experiencing truancy.

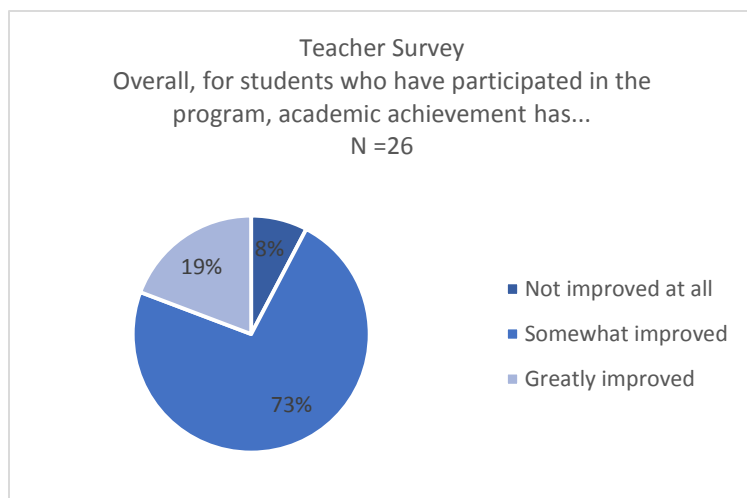
Chart 8. Positive Peer Social Interactions



### Peer Interactions

Another domain that was important for the program to impact was positive peer interactions. Chart 8 shows that 96% of teachers observed students engaging in positive peer social interactions “a little” (36%) or “a lot” (60%).

Chart 9. Overall Academic Achievement



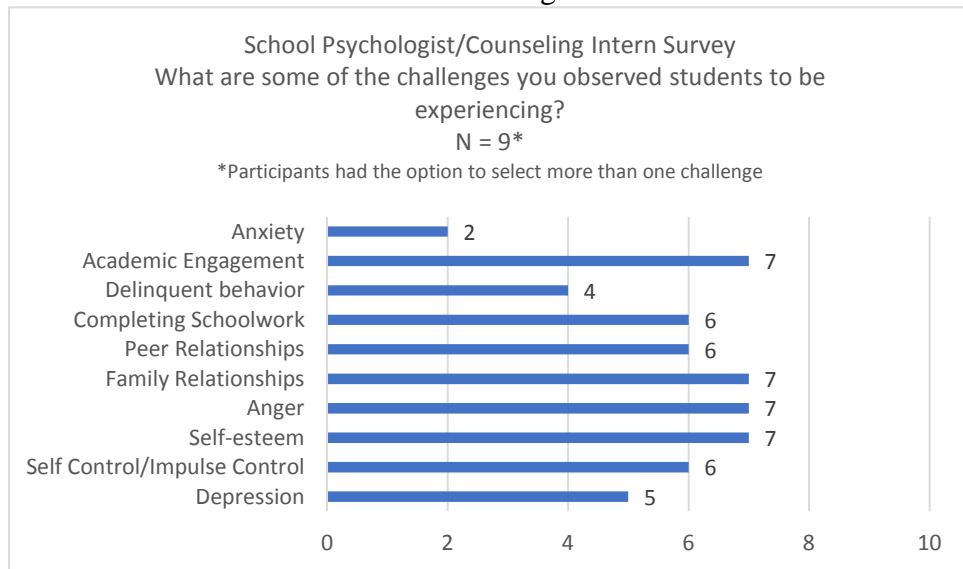
### Overall Academic Achievement

Many of the GRIP students are at risk for retention and poor academic achievement given their challenging family dynamics and the low socioeconomic status of the community. It is promising to see that 92% of teachers observed students to “somewhat” (73%) or “greatly” (19%) improve in their academic achievement as a result of the program (see Chart 9).

### School Psychologist and Counselor Observations

Quantitative and qualitative feedback from the counselors and school psychologists was collected. These included both Master’s level interns and school staff working with the family over the course of the two years. Of the surveys collected, 67% (n=6) were completed by the Master of Social Work Counseling Interns and 33% (n=3) were completed by School Psychologists.

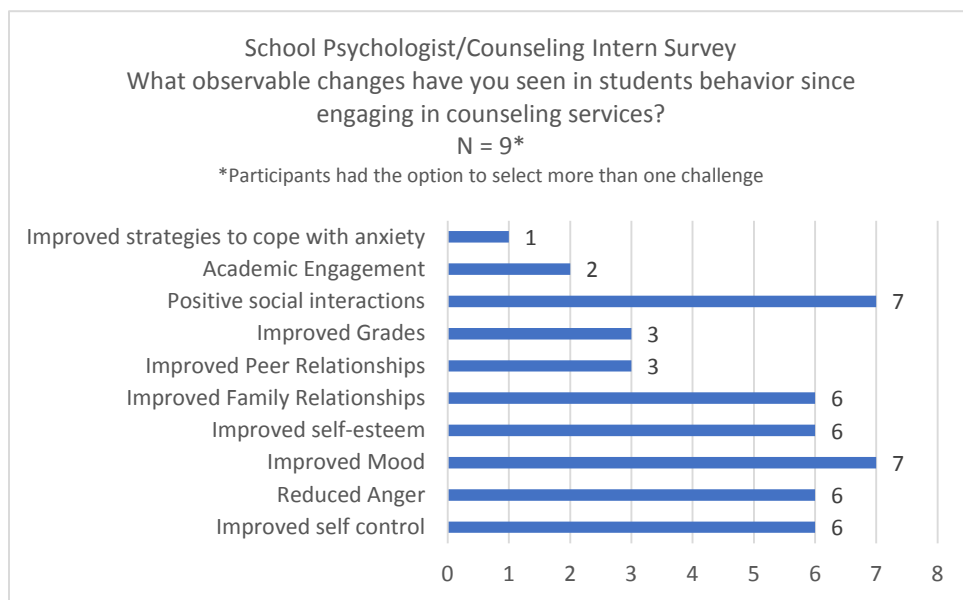
Chart 10. Observation of Student Challenges



### Student Challenges

As Chart 10 shows, the most frequently observed challenges for students included academic engagement; family relationships; anger issues; low self-esteem; completing schoolwork; peer relationships; and self-control/impulse control.

Chart 11. Observable Improvements in Students



### Positive Changes

The most frequently observed changes in students as a result of counseling included positive social interactions; improved mood; improved family relationships; improved self-esteem; reduced anger; and improved impulse control (see Chart 11).

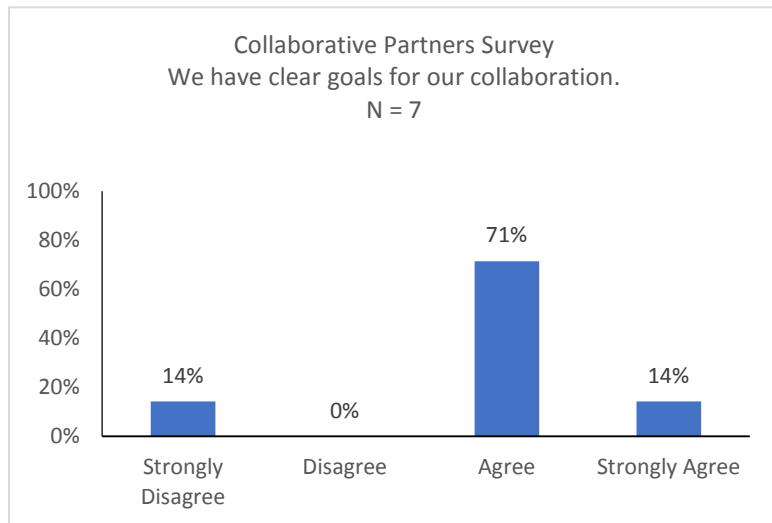
*“Students who participated in counseling through the GRIP Truancy Reduction Services Program have benefited greatly from those services. In particular, the following changes have been noted on a consistent basis: Improved communication and interpersonal skills; Greater self-acceptance and self-esteem; Ability to change self-defeating behaviors/habits; Better expression and management of emotions, including anger; Improved problem-solving and conflict resolution abilities. For example, a student who struggled with regulating his emotions and who presented with a skill deficit in making friends, has been able to control his emotions much better and he has also made several friends with whom he plays regularly.” – School Psychologist*



### Survey of the Collaborative Partners

In order to better assess how the overall GRIP Program performed, a survey was sent out to the funded collaborative partners to solicit their feedback on the nature of the collaboration, the progress towards goals, the ability to meet the needs of the clients and community, and the overall effectiveness of the partnership.

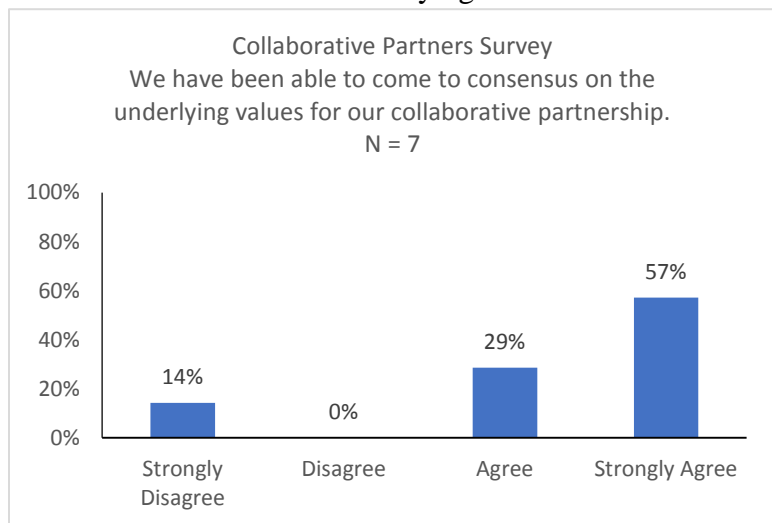
Chart. 12 Clear Goals for Collaboration



#### Clear Goals

The majority of the partners indicated that there are clear goals for the collaborative, either agreeing (71%) or strongly agreeing with the statement (14%). Only one partner strongly disagreed with this.

Chart 13. Consensus on Underlying Values



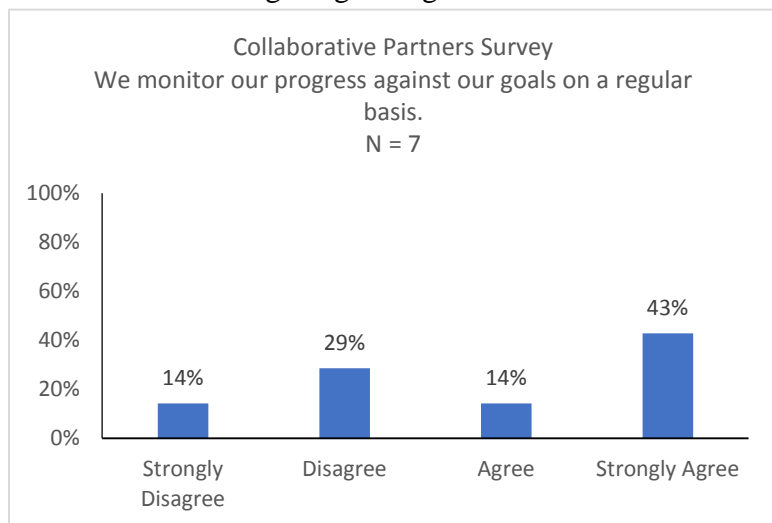
#### Underlying Values

Regarding the ability for the collaborative to reach consensus on the underlying values of the partnership, 57% indicated that they “strongly agree” and 29% indicated that they “agree” with this statement. Again, only one partner strongly disagreed with this.

*The collaborative truly cares about ensuring that all youth and families that need support have access to resources they need. – Collaborative Partner*

*The communication among the GRIP partnership is great. Monthly partner meetings under the leadership of Ann are helpful in keeping up to date on resources and finding support among our group. The guest speakers we have had at meetings have brought valuable information that is helpful in our day to day work with clients. –Collaborative Partner*

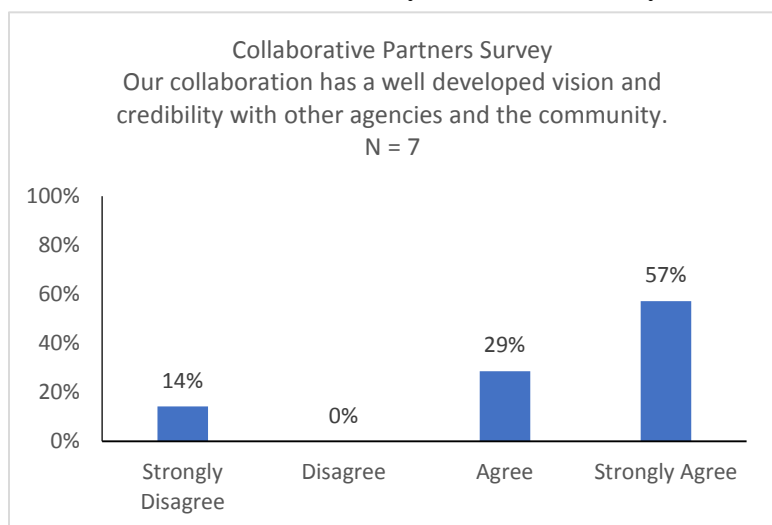
Chart 14. Monitoring Progress against Goals



**Monitoring Progress**

The collaborative partners met monthly to discuss the program and its progress. According to Chart 14, there were 57% who either strongly agreed or agreed that the group monitored their progress against the program goals on a regular basis.

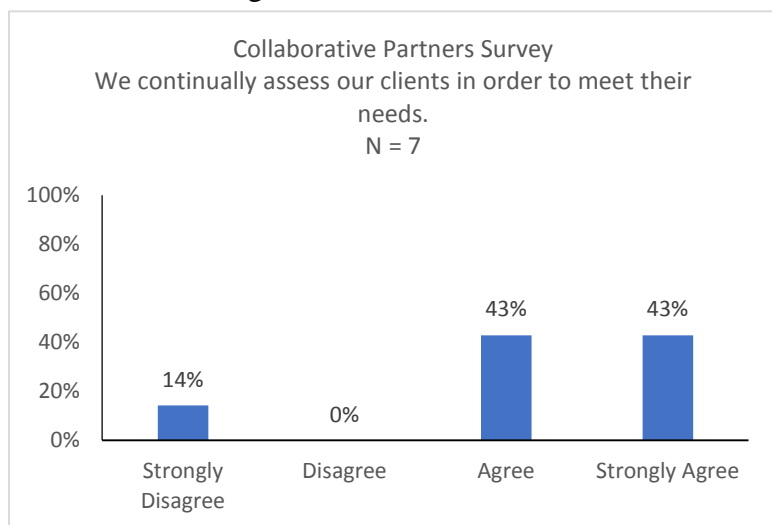
Chart 15. Vision and Credibility in the Community



**Vision & Credibility**

As shown in Chart 15, 86% of the partners either agreed or strongly agreed that the collaboration has a well developed vision and credibility with other agencies and the community. Only one response indicated that they strongly disagreed.

Chart 16. Assessing Clients in order to meet Needs



**Assessing Client Need**

Chart 16 indicates that 43% both strongly agreed and agreed that the collaboration continually assesses the clients in order to meet their needs. Again, there was one respondent who strongly disagreed.

## CONCLUSION

Overall, the GRIP TRS Program has positively impacted students and their families. Students are indicating improved emotional well-being and a desire to do well in school. Teacher and counselor feedback corroborates these findings with reporting improvement in school engagement and positive behavior change. The survey yields descriptive data that shows positive change in how students answered across the four domains. The qualitative data collected from the stories of impact across the project coordinator, teachers, counselors/school psychologists, school principals and the Superintendent provide a much richer perspective of the significant impact that the GRIP TRS Program has had in the lives of the families and youth who participated.

### Summary of Impact by Goals

#### **Goal 1 Strengthen family and school relationships:**

The program saw children and family relationships improve dramatically through the parent engagement in the Saturday Academy, Counseling services, Campfire Family Nights and Family Camps. It is important to note that the development and implementation of a home-visiting component greatly impacted family dynamics, families' engagement in services and with the school, as well as the students' overall emotional and academic success. In addition, parents reported feeling more connected as a community across the four schools received services in the Savanna School District.

#### **Goal 2 Reduce the incidence of behaviors that impede academic performance:**

Improvement in students' attendance and attitudes towards school and their peers was documented through parent and teacher observations; participation in the Boys & Girl Club; mentoring relationships through Big Brothers, Big Sisters; and Pure Game Soccer Camps. Case management services through Illumination Foundation helped stabilize families by meeting their basic needs so that they could support the academic success of their children.

#### **Goal 3 Improve academic engagement:**

Students communicated more hope and aspirations for their academic future as evidenced by the responses to the Youth Survey and their anecdotal success stories shared at the Family Camps and with Counselors. Teachers also reported an increase in academic engagement, improved attitude towards being at school and homework completion. The intended goal of monitoring reading levels for the students was not met due to the fact that schools were not all using the same assessment tools and the complication of tracking reading levels for all students in the program and the transient nature of the families. Therefore, as a proxy, the investment in the collaborative relationship with the Stanton Library provided an opportunity to monitor the improvement in the circulation of books, specifically to TRS-identified families.

### Conclusions from the Student Survey – Longitudinal Study

There were some instances, particularly in the Parent/Family Relationship domain where students indicated slight negative change and there was a drop in the percent of those answering "A lot" such as in their parents understanding how they're feeling or enjoying time with their family. This can be due to the family's involvement in counseling and being more aware of the unhealthy dynamics that can take place in families. Overall, however, there was progress made in positively impacting students' perceptions across all four domains of emotional well-being, academic engagement, peer relations, and parent/family relationships.

### Conclusions from the Parent Survey and Focus Groups

Upon entering the GRIP TRS Program, parents identified their communication with and discipline of their children as "difficult" because children showed a lack of respect and rebellion in their behavior at home and at school. As a result of participating in the program, parents reported change in their children's behavior.

Children were more honest, showed more respect and the parents were able to better communicate with their child and reported improved coping skills for both the child and the parent. Parents noted that they gained a greater understanding of how essential it is to spend time with their children to promote positive bonds and healthy relationships.

#### Conclusions from the Teacher and Counselor Surveys

Feedback from teachers and counselors indicates that students and parents demonstrated positive changes in their attitudes and relationships across family and school. Results from the surveys indicate that observations of students feeling more positive about school, having the ability to regulate their emotions, and an improved outlook towards their future.

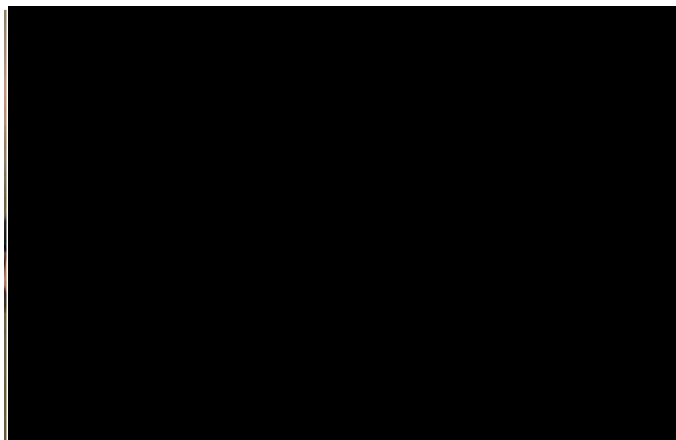
#### Conclusions from the Program Coordinator and School Administrators

The school administrators provided rich qualitative insight into the impact of the GRIP TRS program for the students, families, schools, and communities. The results of the GRIP TRS program demonstrated across the four schools included:

- The impact of family support services was realized in the school environment through housing stability which allowed for the students to be successful in their attendance and academic performance.
- Counseling services for both the student and the family had a positive impact on the emotional well-being of the students allowing them to focus on their academic achievement.
- Weekend family camps and Saturday Academy have helped provided the families with the skills they need in order to build healthy relationships within the families.
- Enrichment programs such as soccer camp, art classes, and after-school programs have provided students who would otherwise be home alone a safe place to be when school is not in session.
- Home visiting with the most at risk families had a significant impact on getting students to school and keeping them in school.

The Superintendent of Savana School District stated,

*“through this partnership with GRIP TRS, the Savana School District is proud to inform you that our student attendance rate is above 97%! Because students have been in school on a regular basis, we witnessed increased academic achievement and better peer relationships. We also have been able to help parents understand how to help their children succeed in school and develop a life-long love of learning through parenting classes and ongoing support.” Dr. Sue Johnson*



Mr. Murillo (center) and Collaborative Partners

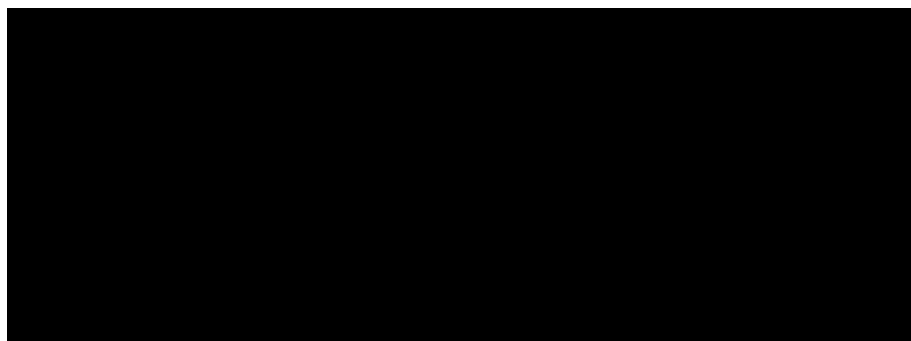
## RECOMMENDATIONS

Based on the findings from the evaluation efforts, recommendations for program improvement include the following:

- Though the program will serve all students and families in need, a focus will be on the harder-to-serve families in an effort to engage a smaller cohort of participants. This will ensure that collaborative partners can provide targeted wrap-around services and meet the unique challenges of this population.
- Families should be recruited and engaged before the school year, with an understanding of their commitment to a comprehensive, intensive service model. This can be done through offering them the opportunity to sign a letter of commitment which describes available services and their necessary level of engagement in order to successfully complete the program.
- Grant cycles need to align with the school year to improve the outreach, implementation and engagement of families recruited with school-aged children.
- Quarterly reporting should include, not only quantitative data, but allow for qualitative data to be shared. The recommended cohort model will allow collaborative partners to efficiently monitor, track and report process and outcome objectives.

## LOGIC MODEL

Best practice dictates that the logic model is a dynamic tool to be utilized by program staff as a road-map for implementation of services in order to meet the needs of the population. Therefore, upon implementation of the comprehensive collaborative GRIP TRS Program, the logic model was utilized as a guide providing direction and the opportunity for strategic planning in order to meet the goals for the students, families and communities. The process and outcome objectives presented in the logic model were modified based on available data collection, programming resources and collaborative priorities and are reflected in Table 2, 3 and 4. The logic model presented in Attachment1 is reflective of the program design at the time of completion of the grant period.



Parenting Classes at Saturday Academy

## ATTACHMENTS

# Attachments



**GANG REDUCTION INTERVENTION PARTNERSHIP**

**(GRIP)**

**TRUANCY REDUCTION SERVICES**

**(TRS)**

**PROGRAM EVALUATION**

**FINAL REPORT**

**MARCH 31, 2018**

**JANUARY 1, 2015 - DECEMBER 31, 2017**

Attachment 1: Logic Model: Truancy Reduction Services

<b><i>ISSUES/NEEDS</i></b>	<b><i>PRIORITIES/GOALS</i></b>	<b><i>RESOURCES</i></b>	<b><i>SUPPORTS &amp; SERVICES</i></b>
<p>City of Stanton has the highest crime rate of any city patrolled by OC Sheriff's Department</p> <p>High incidence of gang activity and crime</p> <p>In 2012-2013, 1 out of 4 (or 633) Savanna School District elementary school students are truant</p> <p>Student body profile is as such: 57% Latino, 70% free and reduced price lunch and 40% English language learners</p> <p>Savanna School District's early warning for 3<sup>rd</sup> graders revealed that 66% of students did NOT reach their reading levels</p> <p>Family dynamics for low income families can include lack of communication and poorly defined parenting roles</p> <p>Domestic violence is reported among families served by city programs</p> <p>Lack of communication between parent(s) and school staff</p>	<p>Goal 1 Strengthen family/school relationships.</p> <p>Goal 2 Reduce the incidence of behaviors that impede academic performance</p> <p>Goal 3 Improve Academic Engagement</p>	<p>City of Stanton – Community Service Programs</p> <p>Community Health Clinics</p> <p>Stanton Family Resource Center</p> <p>Big Brothers and Sisters</p> <p>Boys &amp; Girls Club of Stanton – Project Learn after school tutoring</p> <p>Boys &amp; Girls Club of Garden Grove</p> <p>Camp Fire Boys and Girls</p> <p>Pure Game Soccer Camps</p> <p>Providence</p> <p>Illumination Foundation</p> <p>Savannah School District</p> <ul style="list-style-type: none"> <li>• Cerritos</li> <li>• Holder</li> <li>• Twila Reid</li> <li>• Hansen</li> </ul> <p>Stanton Library - Friends of the Library</p>	<p>Counseling – individual &amp; family</p> <p>Mentoring</p> <p>Parenting</p> <p>Project Learn - tutoring</p> <p>Truancy Class</p> <p>Family Nights</p> <p>Illumination Foundation – case management services</p> <p>Summer Slide</p> <p>Family Camps</p> <p>Soccer Camps</p> <p><b>Ancillary Services:</b></p> <p>ESL</p> <p>Kinship services</p>

<b><i>OBJECTIVES FOR GOAL 1</i></b>	<b><i>OBJECTIVES FOR GOAL 2</i></b>	<b><i>OBJECTIVES FOR GOAL 3</i></b>
<b><i>PROCESSES</i></b>	<b><i>PROCESSES</i></b>	<b><i>PROCESSES</i></b>
<p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>• 276 Total Clients 2015-2017</li> <li>• 162 Clients 2017</li> <li>• 96 Clients 2016</li> <li>• 49 clients 2015</li> </ul> <p><b>Home Visits</b></p> <ul style="list-style-type: none"> <li>• 500 Total Home Visits 2015-2017</li> <li>• 200 families</li> </ul> <p><b>Case Management (Family Support Services)</b></p> <ul style="list-style-type: none"> <li>• 174 families in 2017</li> <li>• 182 families in 2016</li> <li>• 129 families in 2015</li> </ul> <p><b>Family, Summer, and Soccer Camps</b></p> <ul style="list-style-type: none"> <li>• 234 Total enrollment 2017</li> <li>• 166 Total enrollment 2016</li> <li>• 54 Total enrollment 2015</li> </ul> <p><b>Saturday Academy</b></p> <ul style="list-style-type: none"> <li>• 90 Families</li> <li>• 40 Parenting Classes at Saturday Academy</li> </ul>	<p><b>Students Served by GRIP TRS collaborative partners estimated at 1,123 students (2017-2018) Savanna School District Elementary Schools' Enrollment (2017-2018)</b> 487 Cerritos; 563 Hansen; 530 Holder; 666 Twila Reid</p> <p><b>Overall Attendance for All Schools</b> 97.1% 2015-2016; 96.5% 2016-2017; 97.1% 2017-2018</p> <p><b>Boys and Girls Club of Stanton GRIP TRS Members</b></p> <ul style="list-style-type: none"> <li>• 169 in 2017</li> <li>• 131 in 2016</li> <li>• 119 in 2015</li> </ul> <p><b>Student Service Hours</b> 6<sup>th</sup> Grade 140 6<sup>th</sup> graders (2016, 2017); 280 hours of service (2 hours for each student)</p> <p><b>Case Management (Family Support Services) (see numbers in Goal )</b></p>	<p><b>Mentoring - Big Brothers Big Sisters</b> 134 unduplicated matches (2015-2017); 18,090 hours of mentoring</p> <p><b>Library Reading Program</b> 809 Books Purchased (2015, 2016 &amp; 2017)</p>
<b><i>OUTCOMES</i></b>	<b><i>OUTCOMES</i></b>	<b><i>OUTCOMES</i></b>
<ul style="list-style-type: none"> <li>• Counselors reported increased positive social interactions; improved mood; improved family relationships; improved self-esteem; reduced anger; and improved impulse control.</li> <li>• 100% of students reported feeling good about themselves “sometimes” (33%) or “a lot” (67%)</li> <li>• 85% of the students reported being able to tell their parents how they are feeling Sometimes (36%) or A lot (49%)</li> <li>• Parents reported children were more honest, respectful,</li> <li>• Parents reported improved communication skills, anger management, calming techniques, and took more time to listen to their children.</li> <li>• 54% of teachers indicated that communication with parents has improved “a lot” and 46% indicated communication has improved “a little”.</li> </ul>	<ul style="list-style-type: none"> <li>• 92% of teachers reported that school attendance had somewhat (61%) or greatly improved (31%) for those at risk for or experiencing truancy.</li> <li>• 96% of teachers observed students engaging in positive peer social interactions “a little” (36%) or “a lot” (60%).</li> <li>• 94% indicated that it is easy for them to make friends, “sometimes” (45%) or “a lot” (49%).</li> </ul>	<ul style="list-style-type: none"> <li>• 87% of students indicated that they think about going to college Sometimes (29%) or A lot (58%).</li> <li>• 92% of teachers observed students to “somewhat” (73%) or “greatly” (19%) improve in their academic achievement as a result of the program.</li> <li>• Parents reported improvement in their children’s academic achievement.</li> <li>• Some children were reported to be taking school more seriously and considering college as an option.</li> </ul>



## Attachment 2. Assessment Tools

Student Pre and Post Survey

Parent Survey

Teacher Survey

Counselor Survey

Collaborative Partner Survey



## Youth Survey

TRS (Truancy Reduction Services)



Student Name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Please take a few minutes to answer the following regarding your relationships and school activities. Your answers will be kept private and will help us learn how we can help you, so please be honest. Thank you!

I feel good about myself...	Never	Sometimes	A lot
I enjoy going to school...	Never	Sometimes	A lot
I like my school...	Never	Sometimes	A lot
I feel happy...	Never	Sometimes	A lot
It's easy for me to make friends...	Never	Sometimes	A lot
I get mad...	Never	Sometimes	A lot
My parents understand how I'm feeling...	Never	Sometimes	A lot
I get worried...	Never	Sometimes	A lot
I can tell my parents how I'm feeling...	Never	Sometimes	A lot
My parents and I talk about my day at school...	Never	Sometimes	A lot
It's easy for me to talk to other kids...	Never	Sometimes	A lot
I get scared...	Never	Sometimes	A lot
I feel sad...	Never	Sometimes	A lot
I think about going to college...	Never	Sometimes	A lot
Homework is hard for me...	Never	Sometimes	A lot
I feel safe at school...	Never	Sometimes	A lot
I like being at home...	Never	Sometimes	A lot
I can talk to my teachers...	Never	Sometimes	A lot
I want to do well in school...	Never	Sometimes	A lot
I enjoy spending time with my family...	Never	Sometimes	A lot
My parents help me to get to school...	Never	Sometimes	A lot

Take a minute to think about how you feel about school, your family and yourself.

Finish these sentences with your own words:

School is \_\_\_\_\_

My family is \_\_\_\_\_

I am \_\_\_\_\_

When I have a problem, I can talk to \_\_\_\_\_

**OFFICE USE ONLY:**

DATE RCV'ED \_\_\_\_\_

Referred to:

- BBBS
- B&G Club/Parenting
- Illumination Foundation
- Campfire
- Counseling





## Stanton GRIP TRS – Teacher’s Survey



Please reflect back on all of the students whom you have instructed that participated in the Stanton GRIP Truancy Reduction Services. Taking into account all of your interactions and observations, please answer these questions according to your overall assessment of the changes you have seen across students and parents as a result of participating in the TRS Program.

1) Teacher Name:

2) Please provide the School you teach at:

- Twila Reid
- Hansen
- Holder
- Cerritos

3) I feel that communication with parents has improved...

Not at all

A little

A lot

Please provide an example of how your ability to communicate with parents has changed.

4) Overall, I observe parents taking more of an active interest in their child's education.

Not at all

A little

A lot

Please share a success story of a parent who you have observed to make a noticeable change with their involvement in their child's education.



## Stanton GRIP TRS – Teacher’s Survey



5) As a result of the Program, school attendance for those students who were at risk or experiencing truancy has...

Not improved at all      Somewhat Improved      Greatly Improved

6) As a result of the Program, I observe students engaging in positive peer social interactions...

Not at all                      A little                      A lot

Please provide an example(s) of observable, positive peer interactions that you have witnessed among students who have participated in the program.

7) Overall, for students who have participated in the program, academic achievement has...

Not improved at all      Somewhat Improved      Greatly Improved

Please provide an example of a success story of a student who has demonstrated change in their ability to be academically successful.



# Stanton GRIP TRS School Psychologist or Counselor Survey



Please take the time to reflect back on the students and families with whom you have interacted that participated in the GRIP Truancy Reduction Services. Taking into account all of the observations and interactions, please provide an overall assessment on the impact of the program.

1) What was your role working with student (please check one)

- School Psychologist
- School Counselor
- MSW Counseling Intern

2) What are some of the challenges you observed students to be experiencing?

- Depression
- Self-Control/Impulse Control
- Self-esteem
- Anger
- Family Relationships
- Peer Relationships
- Completing Schoolwork
- Delinquent behavior
- Academic Engagement
- Other (please specify)



## Stanton GRIP TRS School Psychologist or Counselor Survey



3) What observable changes have you seen in students' behavior since engaging in counseling services?

- Improved self control
- Reduced Anger
- Improved Mood
- Improved self-esteem
- Improved Family Relationships
- Improved Peer Relationships
- Improved Grades
- Positive social interactions
- Academic Engagement
- Other (please specify)

4) Please provide specific examples of observable changes you have encountered with students who have participated in counseling through the GRIP Truancy Reduction Services Program.

5) Please provide specific examples of observable changes you have seen in the family.



# Stanton GRIP TRS Collaborative Partnership Survey



In an effort to document the impact of our collaboration, we are collecting data from our partners. This survey will provide valuable feedback on your observations of the impact of the partnership and the effectiveness of the collaborative efforts. Your input is greatly appreciated. Thank you.

1) We have clear goals for our collaboration.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

2) We have been able to come to consensus on the underlying values for our collaborative partnership.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

3) We monitor our progress against our goals on a regular basis.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree





# Stanton GRIP TRS Collaborative Partnership Survey



4. Our collaboration has a well-developed vision and credibility with other agencies and the community.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

5. We continually assess our clients in order to meet their needs.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

6. We reflect on the effectiveness of our resources and goals in achieving our outcomes.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

7. Please share the strengths of this partnership.

8. Please share a success story that you are familiar with as a result of this collaborative.

Attachment 3. Impact Letters

GRIP TRS Coordinator

Superintendent of Savanna School District

Director of Student Services - Savanna School District

Principal of Cerritos School

Principal of Hansen Elementary School

Principal of Holder School

Principal of Twila Reid School



March 1, 2018

**David J. Shawver**  
*Mayor*

**Rigoberto A. Ramirez**  
*Mayor Pro Tem*

**Alexander A. Ethans**  
*Council Member*

**Brian Donahue**  
*Council Member*

**Carol Warren**  
*Council Member*

**James A. Box**  
*City Manager*

To Whom It May Concern:

As coordinator of the GRIP program for the City of Stanton working with the 4 elementary schools at Savanna School District, I have been privileged to work closely with families who for many reasons needed the support of our services.

Our three focus areas were 1) to increase communication between parents and children; school and parents and parents and the community. 2) Reduce the incidence of behaviors that impede academic performance including poor attendance, detention, truancy and suspension 3) Maintain grade level reading proficiency.

As I reflect on working directly with families, I think of those who we were able to connect with housing. Although this was not one of our focus areas, the relationship between unstable housing, truancy and academic failure is strong. The first student I think of is the one whose family was chronically homeless, and this made it difficult for the child to get to school on time or even at all. The student had many absences and there had been a history of this from other schools as well. Missing school created a problem for the child and she became hesitant to be there. Once we began working with all the partner agencies and the school district we were able to determine that what would really help this family would be permanent housing. Illumination Foundation was able to work with the family to provide rapid re-housing. It was due to the efforts of many people and the family itself that allowed this family who had been chronically homeless to get stable accommodations. Many of the barriers to academic success are tied to the economic conditions that children live in. Housing has to be a priority.

Regarding truancy there are many reasons why children are not attending. We often focus on the child, but the reality is that parents are the main reason children in elementary school are not there. We have been working with one student from year one of the grant, who had over 100 days of absence in first grade, and is now down to only 35 absences. Despite our many efforts to work with the family, it has been difficult to engage the mother. Our many home visits have allowed us to understand the multiple needs of this family. We continue to do outreach with the parent, and work closely with the children. There are some barriers which require the parent to be open to being involved. This is difficult but we continue to offer a friendly face and a non judgmental style so that the parent will know that we are committed to the family's success.

One of the highlights of our GRIP funding has been being able to take our families up to the mountains for the weekend. The camp was offered 4 times during the grant. Not only is it a chance to get away from the present reality, but it is an opportunity to get to know each other, and other families in a beautiful natural setting. Sometimes families have never been away because they could not afford it. What was so successful about these camps was that parents and children got to do things together that they would not likely do otherwise. Night hikes, team building, archery, concert, rock climbing and even toasting marshmallows.

7800 Katella Avenue  
Stanton, CA 90680  
Phone (714) 379-9222  
Fax (714) 890-1443  
[www.ci.stanton.ca.us](http://www.ci.stanton.ca.us)

Families were encouraged to write messages to each other, and to do art projects together. It was nice when we had the opportunity to talk alone with the parents and find out what their concerns were. Everyone was concerned about safety of their children; internet and their children's access to it, opportunities to do things together that would not cost a lot of money, and also how to better communicate with their children. One homeless family made the comment that it was the first time in a long period where they had had their own room, and own beds and home-cooked meals. Personally, the camps are the best ways for us to get to know families, and to help them reconnect to themselves and their community.

I believe that everything we do with a family connects them to become more successful. We offer many tools such as parenting, family bonding, mentoring, tutoring, case management, counseling and also make connections with other agencies such as America on Track (for children with a parent who has been incarcerated), Interval House (domestic violence) public law center and many other agencies.

Sincerely,

A handwritten signature in black ink that reads "Ann Nguyen". The signature is written in a cursive style with a large, stylized initial "A" and a long horizontal flourish.

Ann Nguyen  
Stanton GRIP Program Coordinator

DR. SUE JOHNSON  
SUPERINTENDENT

## *Savanna School District*

1330 SOUTH KNOTT AVENUE  
ANAHEIM, CALIFORNIA 92804-4798  
PHONE: (714) 236-3800

January 19, 2018

James A. Box, City Manager  
City of Stanton  
7800 Katella Avenue  
Stanton, CA 90680

Dear Mr. Box,

As Superintendent of Savanna School District, I must tell you how grateful we are to have been a part of the Stanton Gang Reduction Intervention Partnership - Truancy Reduction Services (GRIP-TRS) for the past three years! I cannot tell you how important this program has been in our community as we worked together to improve student attendance and academic achievement by providing much-needed services to our students, parents, and school community.

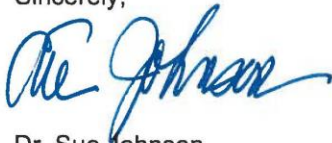
Because of the amazing support we've received through this partnership, Savanna School District is proud to inform you that our student attendance rate is above 97%! Because students have been in school on a regular basis, we've witnessed increased academic achievement and better peer relationships. We've also been able to help parents understand how to help their children succeed in school and develop a life-long love of learning through parenting classes and ongoing support.

My heartfelt thanks go to the GRIP-TRS staff who have worked diligently with our District team to assure parents have the resources necessary to ensure student success. Programs such as individual and family counseling, tutoring, after-school programs, family camps, Camp Stanton's summer camp, parent education, mentoring, and family support services have been essential in providing our families with support and services they so desperately need. The success can be evidenced by the over 450 families that participated in these programs, ensuring lasting changes in families.

In addition, this partnership has allowed us to provide transportation to the Stanton Boys and Girls Club for nearly 100 children daily as they participated in after-school programs, allowing parents the security of knowing their children were in a safe, caring, educational environment outside of school hours.

The Stanton Gang Reduction Intervention Partnership has truly been a win-win for our students and our community! We may never know the true impact and the number of lives that have been changed through this program; however, those who have been fortunate enough to have been a part of it will be forever changed. Working together, I know you'll agree that we've made a significant impact in our community and in the lives of those we serve.

Sincerely,



Dr. Sue Johnson  
Superintendent

## *Savanna School District*

1330 SOUTH KNOTT AVENUE  
ANAHEIM, CALIFORNIA 92804-4798  
PHONE: (714) 236-3800

To Whom It May Concern:

Words cannot express the impact that Stanton GRIP TRS has made on Savanna School District and our four schools. The Stanton GRIP TRS support providers work tirelessly to provide the resources and support to meet the needs of our students and their families.

As a current District-level Administrator, Stanton GRIP TRS has provided important services to many of our students and families and has helped improve their attendance and learning in school. Home visits have had a significant impact on getting children to school and keeping them in school. They were able to provide assistance to several families who needed emergency housing services and basic needs such as food. The support of Stanton GRIP TRS as part of the SARB team was instrumental in improving the attendance of several students at our schools. Not only are Stanton GRIP TRS support providers available during school hours, they are also available to meet with students and their families on evenings and at Saturday Academy. In addition, the Stanton GRIP TRS staff have been instrumental in assisting our students in being able to complete their 6<sup>th</sup> grade service hours in order to be able to go to their 6<sup>th</sup> grade Disneyland trip.

As a former principal, my school benefitted from the support of case management, the support providers, and even having an Orange County Sheriff's Deputy coming to speak to the most behaviorally challenged students. I do know that the staff at the school appreciated that assistance that the Stanton GRIP TRS team provided to the students, families, and school community as a whole.

I can say much more but I do want to share that I appreciate Stanton GRIP TRS being part of the Savanna family for the past three years. At the beginning of the grant period, Stanton GRIP TRS shared their expectations and what services they would be providing our student, families, and community. Three years later, I can tell you that they gave us much more than they set out to provide our students and for that we are forever grateful. Please feel free to contact me with any questions at 714-236-3812.

Sincerely,



Hipolito Murillo  
Director of Student Services

## *Savanna School District*

**CERRITOS SCHOOL**  
3731 CERRITOS AVENUE  
ANAHEIM, CALIFORNIA 92804

### To Whom It May Concern:

I wanted to take a minute to express my gratitude for the Stanton Gang Reduction Intervention Partnership – Truancy Reduction Services, also known as Stanton G.R.I.P. Over the past three years at Cerritos Elementary School, the services provided by Stanton G.R.I.P. have made a tremendous impact in our community. Staff, parents, and students have all benefited in a variety of ways from their services.

Just a few of the services provided to our families have included family counseling, individual counseling, weekend family camps, parent education classes, emergency housing, summer programs, winter programs, spring programs, home visits and attendance incentives. Both family and individual counseling have impacted our school the most, as this has had a positive effect on the emotional well-being of our students. In a school setting, when a student is emotionally unstable or has other worries outside of school, they often fall behind academically as they struggle to focus in class. Having someone to talk to has benefited our students greatly.

Weekend family camps and parent education classes have helped provide parents with the skills they need in order to build healthy relationships within their families. Providing emergency housing to those who need it, has given our students the opportunity to stay enrolled in their home school while families attempt to rebuild.

The summer, winter, and spring programs have provided our students, who would otherwise be home alone, a safe place to go when school is not in session. These programs have included soccer camps, art classes, field trips to colleges, and a variety of other learning opportunities for our students.

Stanton G.R.I.P. has been extremely helpful in doing home visits to our students who have difficulty coming to school on a consistent basis. Home visits are a great way to hold parents accountable for making sure their child is receiving the education they deserve, which in return positively impacts our attendance rates. In addition, Stanton G.R.I.P. is part of our School Attendance Review Board (S.A.R.B.) Team, which helps reinforce the importance of attendance to our families.

Stanton G.R.I.P. has gone above and beyond our expectations in helping our students and families get the services they truly need. Prior to Stanton G.R.I.P., we were limited in ways to help families when we could see them struggling. As an administrator, it is refreshing to know that they are only a phone call away and that they will respond immediately when a situation arises. Stanton G.R.I.P. has played an essential role in helping the families who need it the most. We are beyond grateful for all that they provide and hope to continue with this partnership for a very long time.

Sincerely,



Briana Schnitzer  
Principal  
Cerritos School

## *Savanna School District*

**HANSEN SCHOOL**  
1300 SOUTH KNOTT AVE.  
ANAHEIM, CALIFORNIA 92804

1-26-18

To Whom It May Concern,

This letter serves as a thank you for providing the Gang Reduction Intervention Partnership – Truancy Reduction Services for the past three years for Hansen Elementary School’s students and families. The impact that these services have provided for our community has been profound.

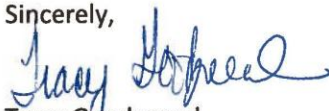
The services exercised at Hansen Elementary have primarily included individual and family counseling, family camps, summer programs and parent education. The overwhelming number of children who have benefited from the counselors who help our children has had a direct impact on their emotional well-being and academic success. In addition, families have responded positively to the family intervention and counseling as well.

The summer camp program and the winter and spring camp programs are an invaluable experience for our students. Many of these students would be left home alone during the school breaks, but with the GRIP-TRS services providing camps for these time periods, our children gain some stability and enjoy some great experiences with friends and support at the camps. Furthermore, the family camp is a weekend away for some of our families who have never traveled anywhere before. I have heard nothing but praise and gratitude from the families who attend the weekend family camp.

The parent education provided for our parents on a regular basis is an additional bonus. The topics are always relevant and are very informative for our parent population. The fact that the parent education occurs while their children are being cared for makes it easier for parent to attend.

Overall, the GRIP-TRS services have been an invaluable benefit for our students here at Hansen Elementary School. In fact, the impact it has had on our community as a whole has been powerful to say the least. We at Hansen Elementary are fortunate to have the GRIP-TRS services!

Sincerely,



Tracy Goodspeed  
Principal  
Hansen Elementary School



# Savanna School District

Holder School  
9550 Holder Street  
Buena Park, California 90620

1-26-18

To Whom It May Concern:

The purpose of this letter is to share a little bit of the wonderfully positive impact that the Gang Reduction Intervention Partnership (GRIP) has had on the students and staff at Holder School in the Savanna School District.

I would like to begin by emphasizing the importance of the role that Ann Nguyen filled. Ann has been instrumental in coordinating, communicating, and implementing the multitude of events and activities that have been provided for the Holder families.

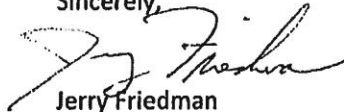
I believe the counseling services, both individual and group, have made a positive impact on the Holder families. Not only have students received direct services but families have been informed about additional resources they can access. Student mental health and social/emotional well-being has such an impact on student learning and achievement; I know our students' educational experience has been improved due to the counseling services provided.

Summer, Winter, and Spring camps have been provided throughout the time GRIP has been servicing Holder. Families have been extremely grateful that their children have been able to benefit from the education, fun, and challenging games, events, and excursions in which their children have participated. Developing the "whole child" is so important; test scores and grades measure academic success, but wonderful experiences like camps increase and help students develop socially, emotionally and physically as well as foster independence.

Parent education is essential. Many of our families have learned valuable parenting tips through the parent education courses and opportunities offered through GRIP. The parenting classes have had a direct impact on our students' education and add to the success of our overall school.

The GRIP services we have had at Holder School over the last three years have been invaluable and I cannot thank all of the personnel enough; I also can't stress enough that these services have had a positive impact on all Holder Hawks.

Sincerely,



Jerry Friedman  
Principal  
Holder School

ERIN HELENIHI  
PRINCIPAL

*Savanna School District*

*Savanna School District*

TWILA REID SCHOOL  
720 S. WESTERN AVE.  
ANAHEIM, CALIFORNIA 92804

PHONE: (714) 236-3845  
FAX: (714) 821-3490

**To Whom It May Concern:**

The Gang Reduction Intervention Partnership with Truancy Reduction Services (GRIP TRS) has made an enormous impact on Twila Reid School and its community. Ann Nguyen and her hardworking team have supported and intervened to help our families on and off our campus. Twila Reid and Stanton GRIP TRS have teamed together for the past 3 years to provide our families with the tools they need to be successful. Stanton GRIP has provided our families with counselling services, parenting classes, school supplies, clothing, sports camps, art classes, family camps, school scholarships, and much more.

The Stanton team has impacted our students purposefully by maintaining focus on students' attendance and the importance of a well-rounded student. Ann Nguyen has made countless home visits with Savanna School District personnel to talk to parents about the importance of attendance and work with the family to put a system in place to support increased attendance in the future. They have also partnered with the school district to provide parent classes at every Saturday Academy. While students learn and gain back a day of attendance, parents can learn strategies for improving interactions within the home. Stanton GRIP also saw that one of the concerns for families in our community was providing safe after school care for their students. Stanton GRIP partnered with our school district and Boys' and Girls' Club to provide transportation and free child care for the families in our community.

Stanton GRIP also recognized the needs of families in crisis and the impact that had on students building their academic foundation. Ann and her team work hand in hand with Illumination Foundation to search out opportunities for families that need emergency housing. Students from families in crisis experience so much stress and worry that they might need some extra social emotional support. We have had countless students benefit from counselling services provided by Stanton GRIP. When members of our community are in crisis, Stanton GRIP has supported them. I have seen so many families gain the support they need to support their families and become active, positive members of our community. Stanton GRIP TRS has been invaluable to our Twila Reid community.

Erin Helenihi

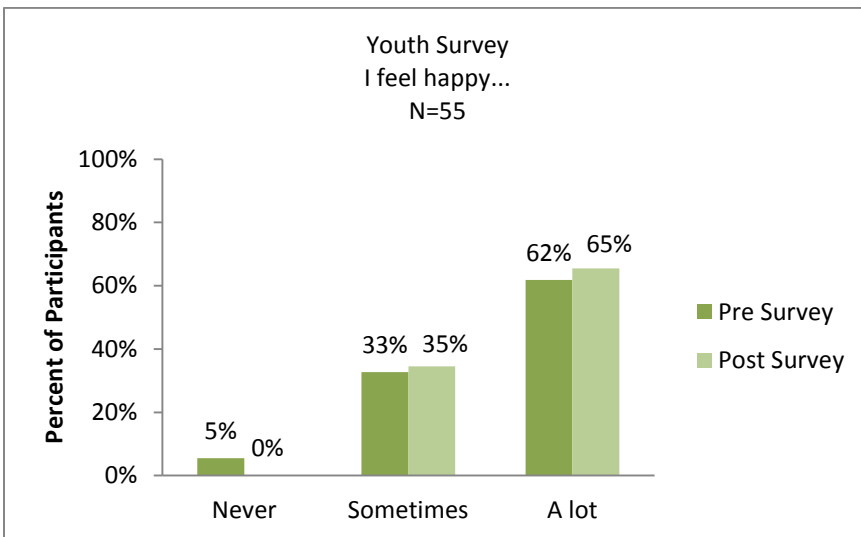
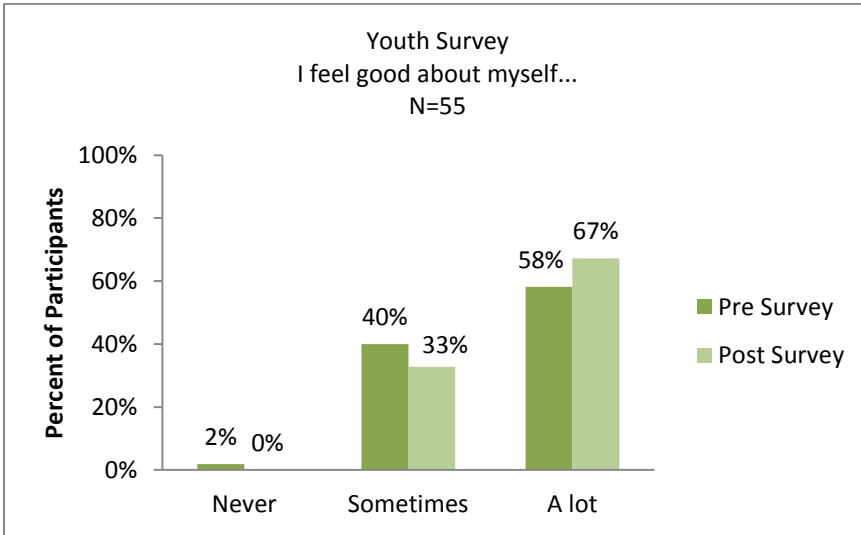
*Erin Helenihi*

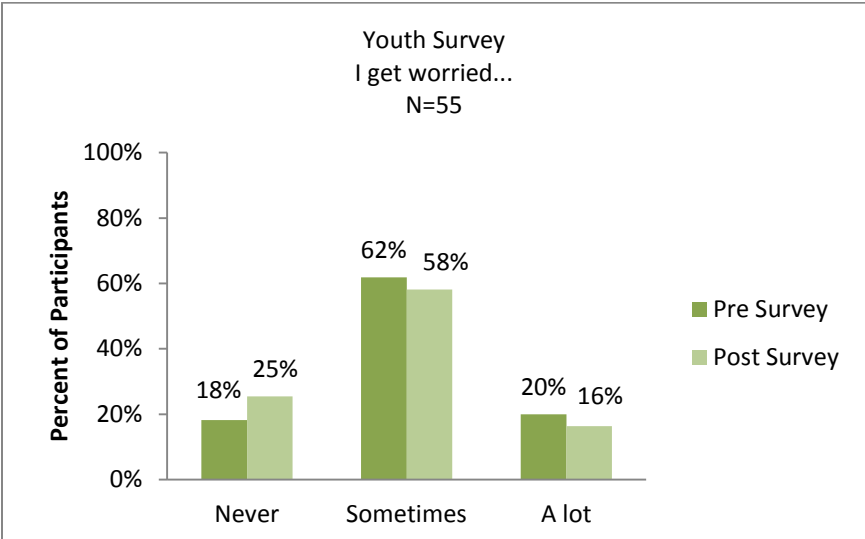
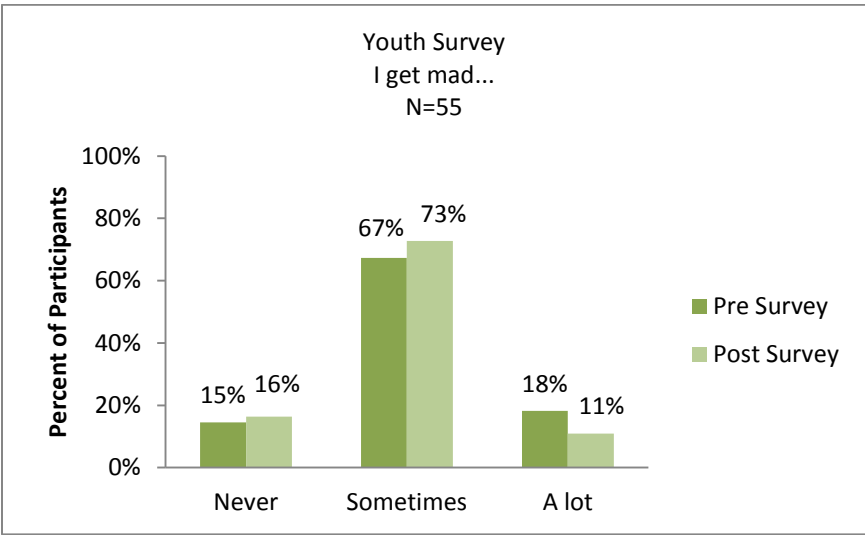
Principal, Twila Reid School  
714-236-3845

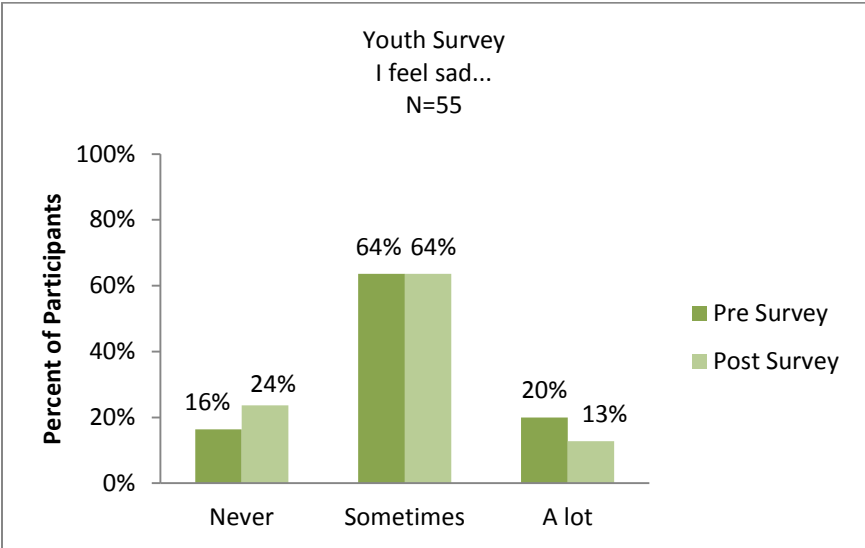
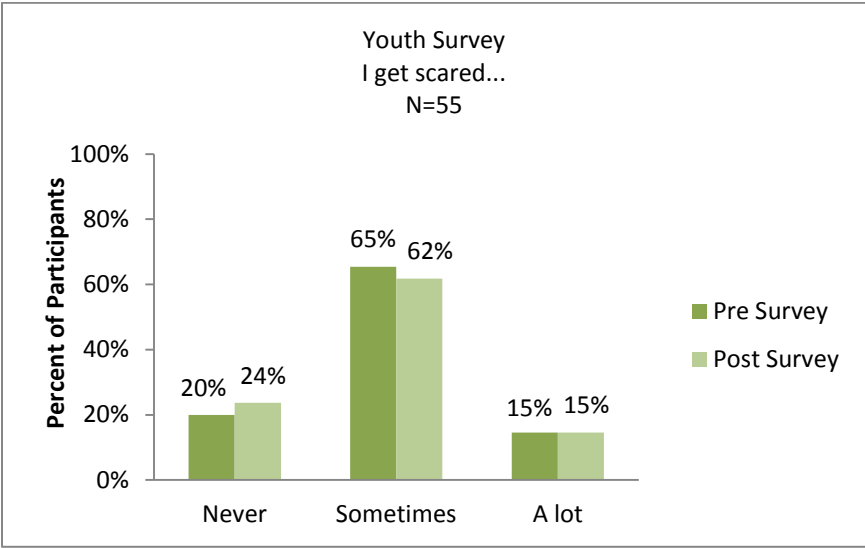
## Attachment 4. Supplemental Results

### Student Pre and Post Survey Frequency Charts

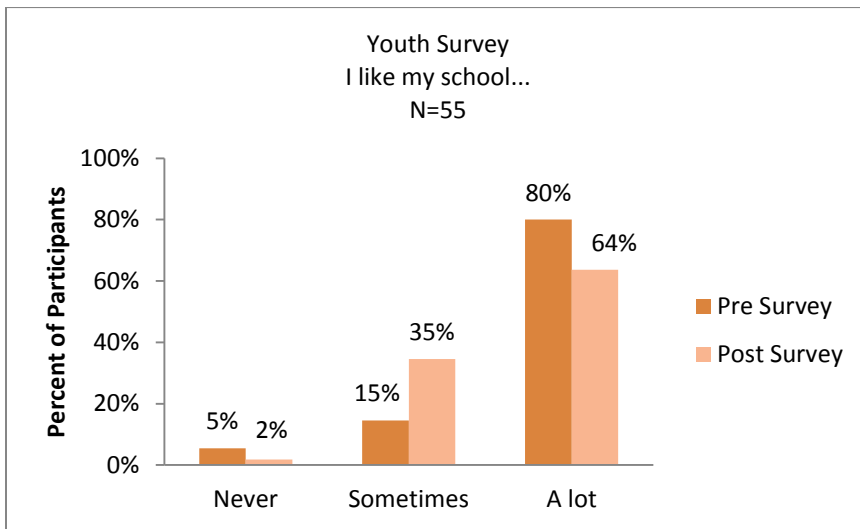
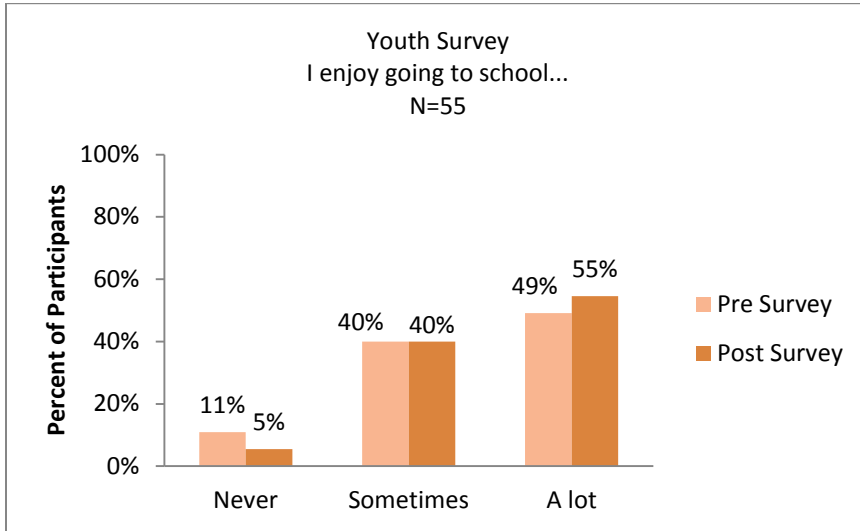
#### Emotional Well-being:

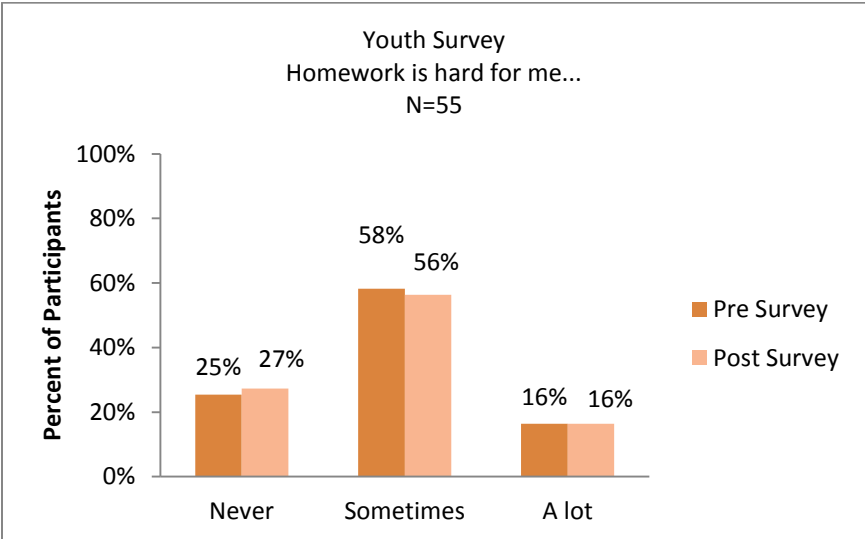
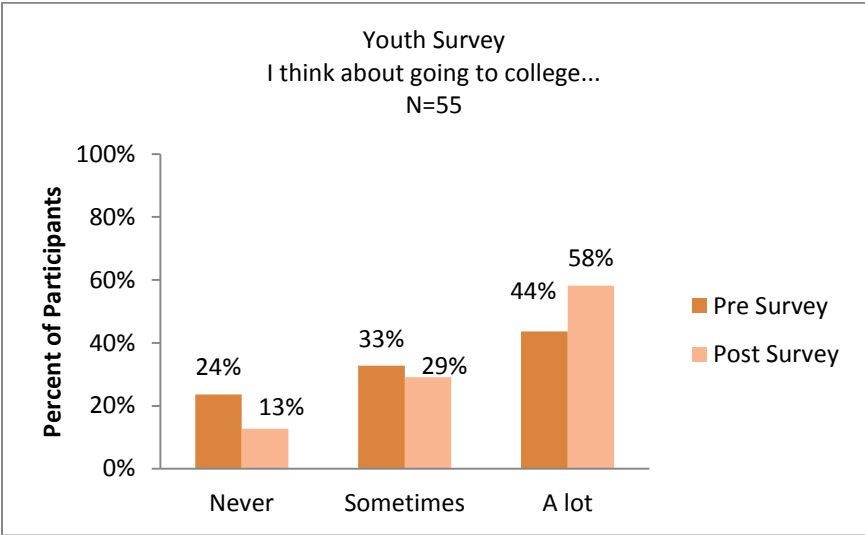


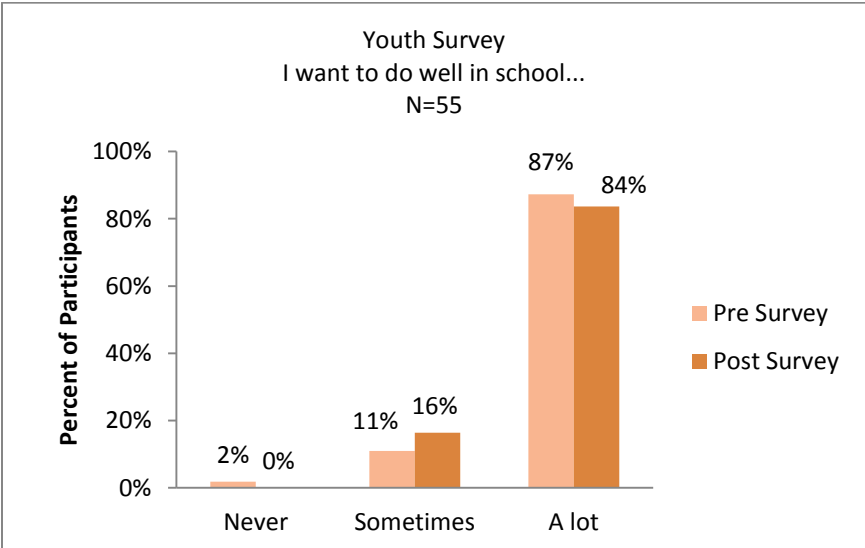
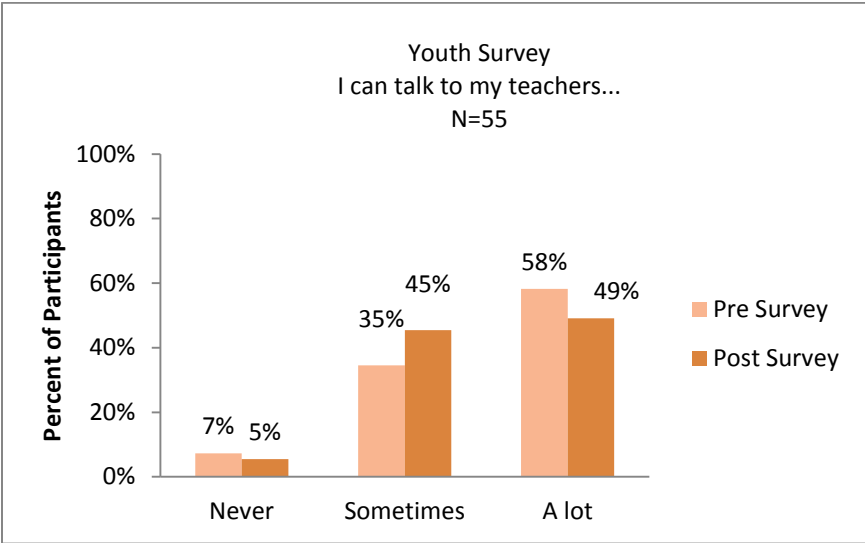




## Academic Engagement:

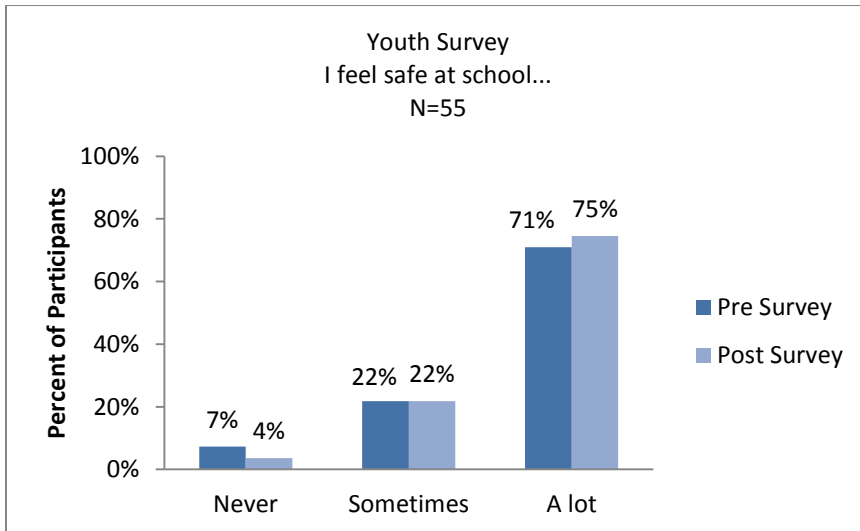
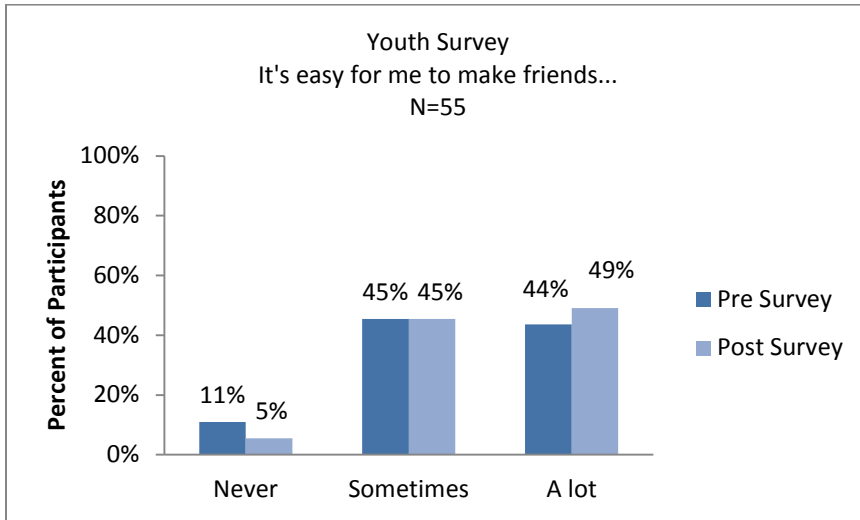


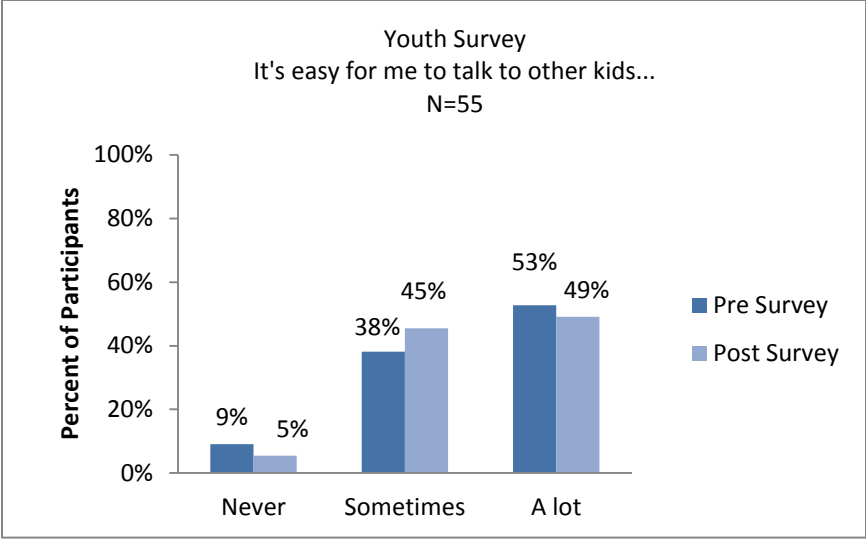






## Socialization:





## Parent-Family Relationships:

