

# Compton CaVIP Project

## Evaluation Results



**PREPARED FOR:**

Centinela Youth Services

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## EXECUTIVE SUMMARY

For the Compton CalVIP project, Centinela Youth Services (CYS) has focused its successful trauma-informed Everychild Restorative Justice Center (ERJC) model in Compton to prevent and reduce violent or destructive behaviors and violence-linked risk factors experienced by Compton Unified School District (CUSD) middle, high, and continuation school students. The ERJC program model diverts youth from the juvenile justice system by providing intensive clinical case management services with comprehensive and individualized case plan supports. The Compton CalVIP project worked with youth referred by the District and Compton School Police to divert them from arrest, suspension, or school removal. In addition to case management, CYS implemented a new component, Restorative Case Conferencing (RCC), which are a series of meetings with the youth, their parents, and school representatives to develop a support plan to address and prevent further violence-linked behaviors that may result in arrest, suspension, or expulsion.

Although originally intended to serve 240 youth via an intervention and comparison group design, CYS was forced to pivot and make modifications to the original project plan due to low referral rates from CUSD, a shortened project timeline, staff turnover, and the onset of the COVID-19 pandemic. CYS actively worked to provide more services within the CUSD schools themselves, resulting in 109 youth served. Referred youth were served through ERJC intensive case management, Restorative Case Conferencing groups, trauma/resiliency group sessions for six weeks, classroom restorative circles to address conflicts. The results from pre- and post-surveys of participating youth and their parents are summarized in this report. In addition to these successes, CYS implemented case management services and new programming online for the first time. With the COVID-19 pandemic hitting shortly before the grant project end date, CYS continued their work with Compton youth by utilizing a videographer and teaching artist to record poetry and music of students who were isolated at home during the onset of COVID-19 in their communities.

### EVALUATION NOTES

The Compton CalVIP project was implemented by Centinela Youth Services (CYS). This process and outcome evaluation is based on the evidence-based programs and services of this agency. The logic model driving this work can be found in Appendix 2.

### DATA + METHODS

Data in this report covers program implementation from June 2018 to April 2020. The data collected by CYS included surveys administered to youth, surveys from parents, enrollment data, and program completion data. Additional data comes from semi-structured interviews held with members of the partner agency staff.

This report is a descriptive analysis of survey and interview data.

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## Project Accomplishments

Youth served by the Compton CalVIP project were majority Hispanic/Latino (93%), males (72%), and between 15 years old (24%) and 17 years old (20%). Over the grant period, 36 youth completed the ERJC case management services, representing a 92% successful completion rate for those who enrolled and were not actively

receiving services when the grant period ended. CYS administered pre- and post-surveys to youth whom they served and their parents. Results show that youth who received services from CYS reported decreased frequency of violent behaviors in the preceding seven days, including how often they got angry with someone (33%

FREQUENCY OF VIOLENT BEHAVIORS	PRE-SURVEY "ZERO TIMES"	POST-SURVEY "ZERO TIMES"
I got angry very easily with someone	33%	69%
I called other students bad names	70%	91%
I pushed or shoved other students	74%	97%
I threatened to hurt or hit someone	78%	97%

‘Zero Times’ on pre-survey vs. 69% ‘Zero Times’ on post-survey) or called other students bad names (70% ‘Zero Times’ on pre-survey vs. 91% ‘Zero Times’ on post-survey). In addition, youth had higher confidence in avoiding violence after having case management services, with 66% of youth being ‘Very Confident’ they can stay out of fights compared to 30% before receiving services. CYS also had a positive impact on the relationship between youth and their parents, with both reporting youth staying out of trouble at home more often, getting along well, and communicating more about things after having been in the program.

## Goals Accomplished

The Compton CalVIP project was driven by three goals: Goal #1 - To provide assessment-based services that divert high-risk youth from criminal justice system involvement and/or school exclusion as a result of violent and/or violence-linked offenses and to prevent subsequent re-offenses; Goal #2 - To prevent and reduce escalation in violent or destructive behaviors of high-risk youth; and Goal #3 - To evaluate the impact of services on reducing risk factors linked to violence among high-risk youth. To a large extent, the objectives associated with these goals aligned with the original intervention and comparison group design. For the objectives that were not based on comparison data, such as reduction in arrests, expulsions, or suspensions of enrolled youth, data was not obtained due to school and School Police closures due to the onset of COVID-19. However, the evaluation data secured from the enrolled youth confirmed that youth who were served during the Compton CalVIP project showed reductions in violent behaviors, had increased communication with their parents, felt more confident they could avoid involvement in violent or negative behaviors, and were highly satisfied with the programs they attended.

## Implementation Highlights

In addition to successfully collecting data on youth, CYS also accomplished programmatic goals. Some highlights included:

- **Solidified relationship with CUSD.** CYS engaged in multiple meetings with administrators from CUSD to secure “buy-in” and orient everyone to the project, resulting in successfully securing Board approval to proceed. Vital Research worked with CYS and CUSD to obtain a data sharing agreement to avoid future obstacles in securing school level data. During the project period, CYS worked with CUSD to secure space for a CYS staff member to work on-site at Pupil Services. By working directly at the District, CYS actively engaged with staff and tried to ensure transmission of information and enrollment of students was quicker and more efficient.
- **Successful implementation of RCC.** For the Compton CalVIP project, CYS innovated a new program called Restorative Case Conferencing (RCC). Students and care-givers with high needs frequently reported that meetings with school officials were punitive, intimidating and lacked support. The RCC sessions were designed to engage two community facilitators trained in restorative practices to facilitate a meeting with the youth in need, their family or caregivers or support persons, and school representatives to develop a support plan to address and prevent further violence-linked behaviors that may result in arrest, suspension, or expulsion. The sessions provided a non-punitive supportive structure for the meeting and resulted in agreements that included not only what the student/family agreed to work on or do differently, but also what the school officials agreed to in order to better support the student for success. This more balanced approach led to agreements that students and families felt were more achievable, supportive and fair.
- **Program pivot during pandemic shut down.** During COVID-19 when CUSD was forced to begin remote learning, CYS pivoted quickly and initiated a virtual arts mentoring group for youth to engage in developing videos, music, and poetry.

## Problems/Barriers

As with any new project, CYS encountered several challenges in implementation, some of which have been overcome, and others which will continue to be navigated in future work. Some significant barriers identified included:

- **Shortened timeline.** With the shortened timeline of this project due to late startup and early ending, the data collection efforts were affected as youth typically work with CYS for nine months. The timeline therefore did not allow for any delayed post measurements from youth or parents.
- **Internal processes and relationships were not in place at the start of the project.** CYS had previously never conducted a quasi-experiment or an RCC, therefore the majority of internal processes and systems were not in place when CalVIP commenced. In addition, the relationship with CUSD was not fully developed. With these barriers, CYS was forced to build many systems from the ground-up which takes time and consistency in staff.

- **Internal and CUSD staff turnover was high.** In the first six months of CalVIP, CYS lost both their School Transformation Specialist and Community Outreach Specialist. Without these two key staff members in place, it was difficult to maintain consistent communication and pressure on CUSD and CSP to provide youth referrals or recruit and complete RCC sessions.
- **Referrals from partner organizations were lower than anticipated.** Even with perceived “buy-in” on the part of CUSD, youth referrals were not easy to secure. The majority of referrals came through Compton School Police with whom CYS has a longstanding relationship.
- **Recruitment of Comparison Group youth was not fully implemented.** At the end of Year 1, no Comparison Group youth had been enrolled in the CalVIP project. This was mainly due to staffing issues and the lack of processes in place to adequately recruit and follow-up with youth eligible for this component of the grant.
- **COVID-19 hampered data collection efforts.** The onset of the COVID-19 pandemic affected the collection of academic and arrest record data. CYS and Vital Research received CUSD Board approval for this work and were able to secure CUSD student data for previous academic years for CUSD youth served by CYS. Unfortunately, due to COVID-19, academic records and arrest records were unavailable by the project end as the school year had not been completed and data would not be available until August 2020.

### Unintended Outcomes

- **“Voices of Compton” Video/Arts Project:** One positive unintended outcome resulting from the Compton CalVIP project was the implementation of the virtual video and arts project for youth during school shut downs. Although not one of the original components outlined in the project plan, the quick pivot by CYS to continue services for students had great results. When county-wide stay at home orders were announced in March, and Compton schools shut down as districts across the state scrambled for a plan and to resolve device/remote-learning needs. CYS took referrals of Compton High School students in need to enroll in the “Voices of Compton” project. Each were provided with an iPad, microphone, headphones and the app Garage Band. CYS formed a partnership with teaching artists from four disciplines (music production, poetry/lyrics writing, graphics, videography) to work with the students to help them write/produce/perform an original song using Garage Band app, create their own album art and video their experience. This kept students meaningfully engaged during the school shut downs and helped their families organize around remote learning so they were ready to attend school once their regular classes resumed online.
- **Restorative Circles in the classroom:** A second unintended outcome was the expansion of restorative practices within CUSD classrooms themselves. CYS successfully worked with students in six classrooms that were in high conflict with their teacher/peers, to open dialog, improve understanding and relationships. The results from these six classrooms was so positive, that several more sessions were planned with other teachers and their classrooms when COVID shut downs hit and these plans were

cancelled for the year. But the District has requested this support from CYS for the new school year, where they will be delivered remotely. This will support teachers who are challenged with connecting with their students in the new remote learning environment and therefore experiencing high absentee rates in their online classrooms.

### Lessons Learned

One lesson learned was that it is difficult to implement multiple new components into existing program services on a short timeline. In the case of the Compton CalVIP project, the aim of conducting a quasi-experiment had never been attempted before. In addition, the RCC sessions had never been implemented. With two completely new project elements, it was a large challenge to undertake on the part of CYS staff.

# PROJECT DESCRIPTION

## OVERVIEW

CYS engages with Compton youth through the Everychild Restorative Justice Center (ERJC) to divert vulnerable, high-risk youth from the juvenile justice system into community-based, developmental services and supports so that youth break the cycle of delinquent and criminal behavior and activity. Using their successful trauma-informed ERJC model, CYS enrolled youth in case management services to prevent and reduce violent or destructive behaviors and violence-linked risk factors. The target population for the CYS CalVIP project were high-risk youth between the ages of 12-17, their parents, and their teachers. Upon enrollment, youth were provided case management services to provide both arrest and expulsion/school removal diversion services, and Restorative Case Conferencing (RCC).

## PROGRAM EVALUATORS

Vital Research (Vital) was contracted to conduct the evaluation of the Compton CalVIP Project. Established in 1982, Vital is a research and evaluation consulting firm based in Los Angeles. Vital conducts applied research in a variety of areas, including aging services, health care, education, consumer satisfaction, and social and community-based services. Our areas of expertise include research and evaluation design and methodology, survey development and implementation, testing and measurement, data collection, data management, advanced quantitative and qualitative data analysis, and database development.

## GOALS AND OBJECTIVES

The original project and its evaluation were based upon the following goals and their respective objectives:

**Goal #1** - To provide assessment-based services that divert high-needs youth from criminal justice system involvement and/or school exclusion as a result of violent and/or violence-linked offenses and to prevent subsequent re-offenses.

### **Goal #1 Objectives:**

- Six months after initial referral, at least 85% of youth who complete diversion services will not have been arrested, expelled or removed to continuation school.
- At least 70% of youth receiving diversion services will show an average decrease of at least 35% in Youth Level of Service/Case Management Inventory (YLS/CMI) risk indicator scores upon program completion.

**Goal #2** - To prevent and reduce escalation in violent or destructive behaviors of high-risk youth.

**Goal #2 Objectives:**

- Six months after initial referral to RCCs, at least 85% of youth will not have been expelled or arrested.
- At least 70% of youth participating in RCCs will show an average decrease of at least 35% in YLS/CMI risk indicator scores upon program completion.

**Goal #3** - To evaluate the impact of services on reducing risk factors linked to violence among high-risk youth.

**Goal #3 Objectives:**

- Comparison of YLS/CMI assessments will confirm that youth who complete diversion and/or RCC services will have reduced risk factor scores in at least one (1) domain as compared to youth in the comparison group.
- Parents and teachers (RCC only) will report a reduction in at least one (1) indicator of violence-linked behaviors or negative attitudes of youth who complete the program as compared to parents of comparison group youth.

## RESEARCH DESIGN

### CHANGES TO THE DESIGN

The original proposal included a non-equivalent groups research design to compare data of referred youth enrolled in CYS services (“intervention”) to those of youth who were referred but chose not to participate in CYS services (“comparison”). The Intervention Group was to be comprised of youth referred by police from CSP or the CUSD schools and classified into two groups: 1) RCC youth, and 2) Diversion youth. Diversion youth were those referred to CYS to divert from arrest or expulsion/school removal due to violence-linked offenses. Both youth groups received the same services through the ERJC. In addition, RCC youth were expected to engage in one to two meetings similar to restorative circles wherein members of their family, school, and community worked together with the youth to develop a support plan to address and prevent further violence-linked behaviors. In the original application, CYS proposed to serve 40 youth through RCC. The process for this intervention requires active engagement of multiple school personnel to support a young person in need. Based on challenges with school capacity and the logistics for setting up one RCC, CYS reduced the target number to be served by RCC’s from 40 to 20 in October 2019, and then to 10 in March 2020 due to the onset of the COVID-19 pandemic and subsequent school closures.

The comparison group was to be comprised of youth who were referred for services but “refused” to participate. The non-enrolled youth, or “refused services” youth and their parents were to be asked for consent to participate in this project and would receive an incentive in the form of a gift card to complete key metrics during the grant period. Unfortunately, numerous barriers impacted the development of a comparison group. Although the comparison group did not come to fruition due to the shortened project timeline and stalled referrals from CUSD, CYS pivoted to provide more services within the CUSD schools

themselves. The project goals shifted to serving 50 youth in ERJC, 10 RCC youth, 25 youth with one-hour trauma informed group sessions for six weeks, and 95 youth with restorative circles within their classrooms to address time sensitive on-campus conflicts. In addition, CYS implemented programming online for the first time, with teaching artists and mentors working with students to compose, record and video their own music while isolated at home during the onset of COVID-19 and during the school shut downs.

## EVALUATION PLAN

Vital Research (Vital) worked closely with CYS to plan and execute a process and outcome evaluation of the Compton CalVIP project. In collaboration with CYS, Vital defined outcomes to measure program impacts, provided recommendations for data collection and quality improvement, collected and analyzed data, and reported findings to CYS and the Board of State and Community Corrections (BSCC) as outlined in the grant requirements. This evaluation utilized mixed methodology to answer process and outcome evaluation questions as they related to the service implementation and impacts on youth who received intervention services from CYS based on the research design modifications outlined above.

### PROCESS EVALUATION

The process evaluation focused on project implementation and relied on data collected by CYS. CYS has a well-established data collection system to track the number of youth enrolled in their programs and receiving services, the type and number (dosage) of services received by each participant, the number of hours of participation in each service, and completion rates of participants. Interviews with staff were conducted regarding perceptions of the program implementation and the associated strengths and challenges of the program model. Table 1 lists the evaluation questions, key metrics, and data sources associated with the process evaluation of the Compton CalVIP project.

TABLE 1. PROCESS EVALUATION QUESTIONS, KEY METRICS & DATA SOURCES

EVALUATION QUESTION	KEY METRIC	DATA SOURCE
1. Who participates in the program and in what ways do they participate?	<ul style="list-style-type: none"> <li># youth referred</li> </ul>	
2. How many youth participate in CYS services?	<ul style="list-style-type: none"> <li># youth who receive services</li> <li># of youth who “refuse” services</li> </ul>	<ul style="list-style-type: none"> <li>CYS Databases</li> </ul>
3. What services were received by each youth?	<ul style="list-style-type: none"> <li># hours of services received</li> </ul>	<ul style="list-style-type: none"> <li>CYS Staff Interviews</li> </ul>
4. How is the program being implemented?	<ul style="list-style-type: none"> <li>Types of services received</li> </ul>	

5. What were the successes and challenges of this program?

## OUTCOME EVALUATION

The outcome evaluation focused on the impacts of the intervention provided to youth in the Compton CalVIP project. Data was collected by CYS project staff and analysis was conducted by Vital to determine the extent to which the objectives for each of the three overarching goals were met. Table 2 lists the evaluation questions, key metrics, and data sources associated with the outcome evaluation of the Compton CalVIP project.

TABLE 2. OUTCOME EVALUATION QUESTIONS, KEY METRICS & DATA SOURCES

EVALUATION QUESTION	KEY METRIC	DATA SOURCE
1. How many youth avoided arrest, suspension, or expulsion?	<ul style="list-style-type: none"> <li># youth arrested, suspended, expelled</li> </ul>	<ul style="list-style-type: none"> <li>CUSD Data</li> <li>School Police Data</li> </ul>
2. To what extent did youth YLS overall risk scores change? Was this change maintained over time?	<ul style="list-style-type: none"> <li>Risk scores from 2 timepoints (pre, post)</li> </ul>	<ul style="list-style-type: none"> <li>YLS/CMI Assessments</li> </ul>
3. How do youth who received services compare to youth who “refused services” on risk indicators?	<ul style="list-style-type: none"> <li>Item scores from 2 timepoints (pre, post)</li> </ul>	<ul style="list-style-type: none"> <li>Youth Surveys</li> <li>Parent Surveys</li> <li>Teacher Surveys (RCC only)</li> </ul>
4. To what extent to parents and teachers report reductions in youth violent behavior and negative attitudes?	<ul style="list-style-type: none"> <li>Average ratings on risk indicator items</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>Teacher Surveys (RCC only)</li> </ul>

## DATA COLLECTION

### DATA MEASURES

For the Compton CalVIP project, data was collected from youth, CYS staff, CUSD, and School Police. Based on the project modifications, the data measures and the frequencies at which they were collected changed, and final measures by target population are outlined in Table 3.

TABLE 3. DATA COLLECTION MEASURES AND FREQUENCY

DATA SOURCE	METHOD	FREQUENCY
Youth	<ul style="list-style-type: none"> <li>YLS/CMI Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Pre-service</li> <li>Service exit</li> </ul>

DATA SOURCE	METHOD	FREQUENCY
	<i>[Note: Full YLS only administered to high and moderate risk youth as determined by mini assessment]</i>	
	<ul style="list-style-type: none"> <li>Youth Risk Survey</li> </ul>	<ul style="list-style-type: none"> <li>Pre-service</li> <li>Service exit</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>Pre-service</li> <li>Service exit</li> </ul>
Teachers [RCC Only]	<ul style="list-style-type: none"> <li>Teacher Survey</li> </ul>	<ul style="list-style-type: none"> <li>Pre-service</li> <li>Service exit</li> </ul>
CUSD/School Police	<ul style="list-style-type: none"> <li>Attendance, Behavior, Suspension, Expulsion</li> <li>Arrests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
CYS Staff	<ul style="list-style-type: none"> <li>Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Mid-point and End of Project</li> </ul>

## DATA COLLECTION DIFFICULTIES

There were multiple challenges that arose for data collection during the Compton CalVIP project. These included: 1) a shortened timeline for project implementation, 2) high staff turnover at CUSD and CYS, 3) low referral numbers from CUSD, and 4) the onset of COVID-19 in early 2020. However, even with these challenges, CYS successfully collected pre- and post-survey data on youth and parents, and data from CUSD via a data sharing agreement between the District and Vital Research.

## DATA ANALYSIS METHODOLOGY

CYS was responsible for tracking the individual youth referred and enrolled in the Compton CalVIP project. All information on the program components completed and survey data collected for each youth were also monitored by CYS and provided to Vital Research via a master tracking spreadsheet. Surveys were available to youth, parents, and teachers on paper or online, and CYS utilized both methods to collect data. All completed paper surveys were scanned and emailed for data entry by Vital Research staff. Online survey data was downloaded from the SurveyGizmo platform. Quantitative data was analyzed using statistical software, SPSS. Descriptive analyses were conducted to determine changes in pre-post-delayed post scores for youth, and comments from open-ended items on surveys were analyzed and compiled.

## OUTCOME MEASURES OF GOALS + OBJECTIVES – SUMMARY OF RESULTS

The summary of results associated with the three goals and their objectives for this grant are outlined in Table 4. Additional results from the pre- and post-surveys administered to youth, as well as the pre- and post-surveys of parents are provided in the subsequent Results section.

**TABLE 4. SUMMARY OF RESULTS - OUTCOME MEASURES OF GOALS & OBJECTIVES**

OBJECTIVES	KEY METRIC	RESULTS
<b>Goal #1 - To provide assessment-based services that divert high-risk youth from criminal justice system involvement and/or school exclusion as a result of violent and/or violence-linked offenses and to prevent subsequent re-offenses.</b>		
Six months after initial referral, at least 85% of youth who complete diversion services will not have been arrested, expelled or removed to continuation school.	<ul style="list-style-type: none"> <li>• # youth arrested</li> <li>• # youth suspended, expelled</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to obtain data from law enforcement and CUSD for current school year due to COVID-19.</li> </ul>
At least 70% of youth receiving diversion services will show an average decrease of at least 35% in YLS/CMI risk indicator scores upon program completion.	<ul style="list-style-type: none"> <li>• Risk scores from 2 timepoints (pre, post) for Diversion youth</li> </ul>	<ul style="list-style-type: none"> <li>• For the four CalVIP youth who had PRE/POST YLS measures completed, there was a decrease in risk scores on all eight domains and the total score. When combined, the risk scores for the eight domains decreased 31%, on average (From High to Medium or Low, and from Medium to Low; Range: 25% to 50% decrease).</li> </ul>
<b>Goal #2 - To prevent and reduce escalation in violent or destructive behaviors of high-risk youth.</b>		
Six months after initial referral to RCCs, at least 85% of youth will not have been expelled or arrested.	<ul style="list-style-type: none"> <li>• # youth arrested</li> <li>• # youth suspended, expelled</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to obtain data from law enforcement and CUSD for current school year due to COVID-19.</li> </ul>
At least 70% of youth participating in RCCs will show an average decrease of at least 35% in YLS/CMI risk indicator scores upon program completion.	<ul style="list-style-type: none"> <li>• Risk scores from 2 timepoints (pre, post) for RCC youth</li> </ul>	<ul style="list-style-type: none"> <li>• For the eight RCC youth who had PRE/POST YLS measures completed, there was a decrease in risk scores on all eight domains and the total score. When combined, the risk scores for the eight domains decreased 31%, on average (From</li> </ul>

High to Medium or Low, and from Medium to Low; Range: 25% to 50% decrease).

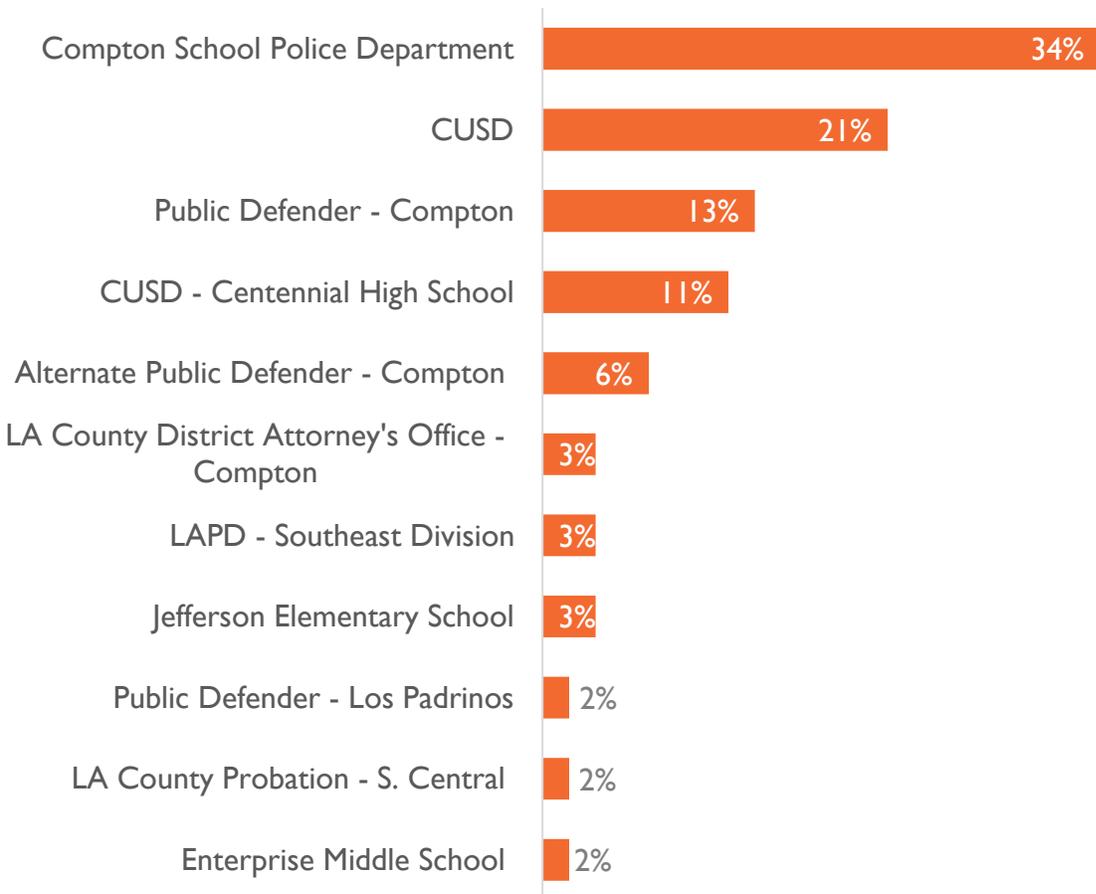
OBJECTIVES	KEY METRIC	RESULTS
<p><b>Goal #3</b> - To evaluate the impact of services on reducing risk factors linked to violence among high-risk youth.</p>		
<p>Comparison of YLS/CMI assessments will confirm that youth who complete diversion and/or RCC services will have reduced risk factor scores in at least one (1) domain as compared to youth in the comparison group.</p>	<ul style="list-style-type: none"> <li>Risk scores from 2 timepoints (pre, post) for Diversion and RCC youth</li> </ul>	<ul style="list-style-type: none"> <li>The evaluation did not include a comparison group, however, YLS/CMI scores for Compton CalVIP youth show decreases in all eight domains.</li> </ul>
<p>Parents and teachers (RCC only) will report a reduction in at least one (1) indicator of violence-linked behaviors or negative attitudes of youth who complete the program as compared to parents of comparison group youth.</p>	<ul style="list-style-type: none"> <li>Average ratings on risk indicator items from surveys</li> </ul>	<ul style="list-style-type: none"> <li>The evaluation did not include a comparison group, however, parents of youth who received CYS services had better communication at home (52% pre to 82% post) and reported an increase of their child staying out of trouble at home (65% pre to 85% post).</li> </ul>

## WHO WAS SERVED?

### YOUTH REFERRALS

Youth referral sources were tracked for all youth enrolled in ERJC case management services or RCC programming. In total, 109 youth were served.

### YOUTH REFERRAL SOURCES



### YOUTH ENROLLMENT

With project modifications, the enrollment goal for each component of the Compton CalVIP project was altered. Final enrollment goals included 10 RCC youth and 50 Diversion youth, and both were achieved with RCC hitting 100% enrollment and Diversion exceeding enrollment goals with 51 youth enrolled (102% enrollment). The 25 youth in trauma informed group sessions and 95 youth in classroom restorative circles were not tracked by CYS in the same manner as the RCC and Diversion youth, therefore results that follow are exclusive to RCC and Diversion participants.

RCC and Diversion youth were asked to provide demographic details at intake (See Table 5). The youth in the Compton CalVIP project were more likely to be Hispanic/Latino (93%) males (72%) and between 15 years old (24%) and 17 years old (20%). Breakdowns of each demographic are outlined below.

**TABLE 5. COMPTON CALVIP ENROLLED YOUTH – DEMOGRAPHICS**

<b>DEMOGRAPHIC*</b>	<b>NUMBER</b>	<b>PERCENT</b>
<b>AGE</b>		
11 years old	1	2%
12 years old	4	7%
13 years old	9	15%
14 years old	8	14%
15 years old	14	24%
16 years old	7	12%
17 years old	12	20%
18 years old	3	1%
19+ years old	1	2%
<b>GENDER</b>		
Male	44	72%
Female	17	28%
Transgender/Nonconforming	--	--
<b>RACE</b>		
Hispanic or Latino	43	93%
Black	4	7%
More than one race	--	--
White	--	--
Asian	--	--
<b>ORIGIN</b>		
Single Origin	40	70%
Multi-Origin	--	--
Dual-Origin	--	--

\*Note: Not all youth provided demographic information, therefore total numbers vary. Percentages may not equal 100% due to rounding.

## PROGRAM COMPLETION

Over the grant period, 36 youth completed the ERJC case management services, representing a 92% successful completion rate for those who enrolled and were not still receiving services when the grant period ended.

## RESULTS

Pre- and post-surveys were developed using a combination of items from existing instruments that address behaviors and perceptions of self for youth. Survey items were modified to meet the needs of CYS and the youth they served in the Compton CalVIP project. Additional details on the survey items and the scales from which they were taken can be found in Appendix 1. Of the 51 youth enrolled in the program, 27 completed a pre-survey, 35 completed a post-survey, and 10 completed both measurements.

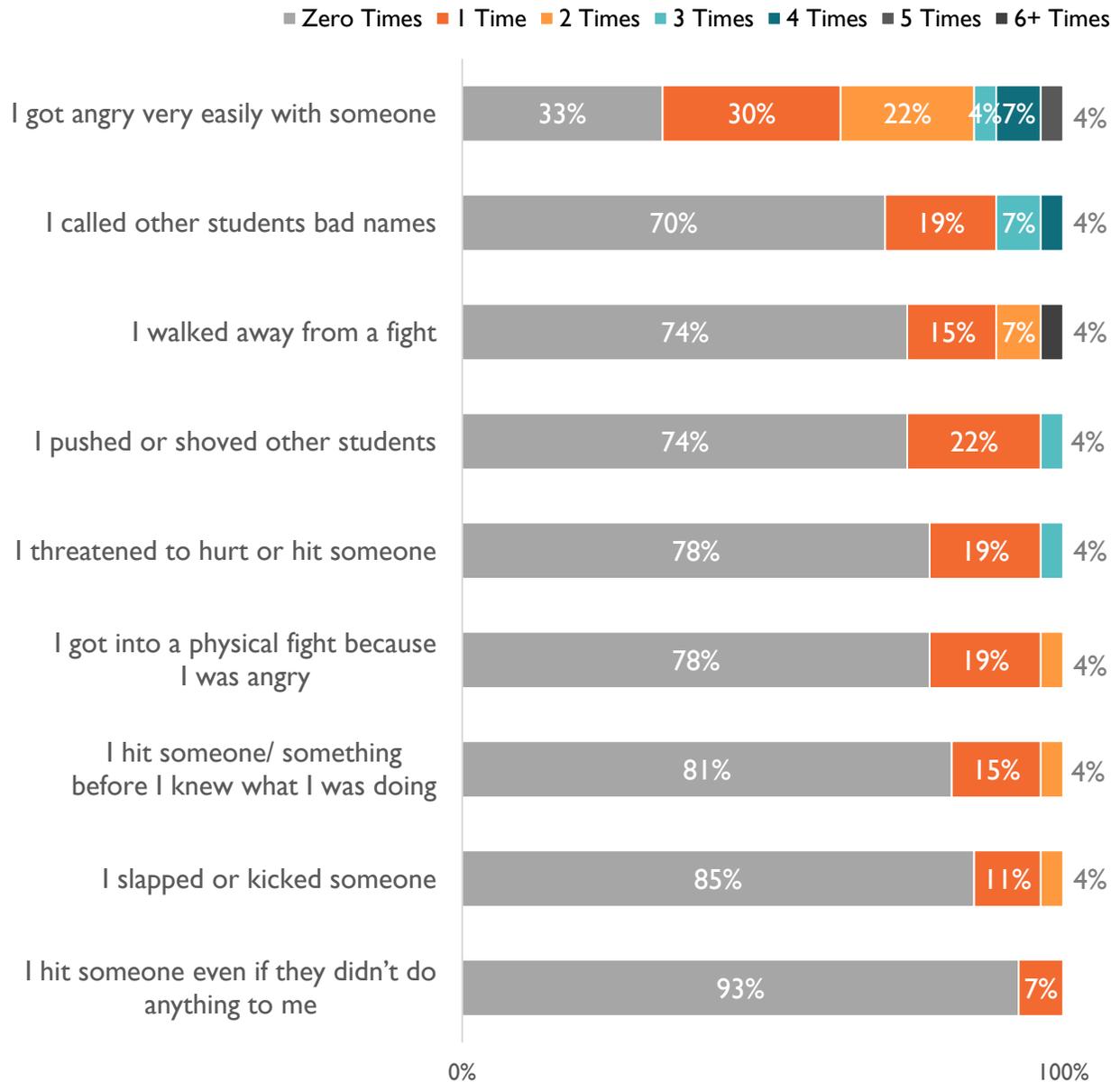
92%

of enrolled  
youth  
successfully  
completed  
services

## PRE-SURVEY RESULTS

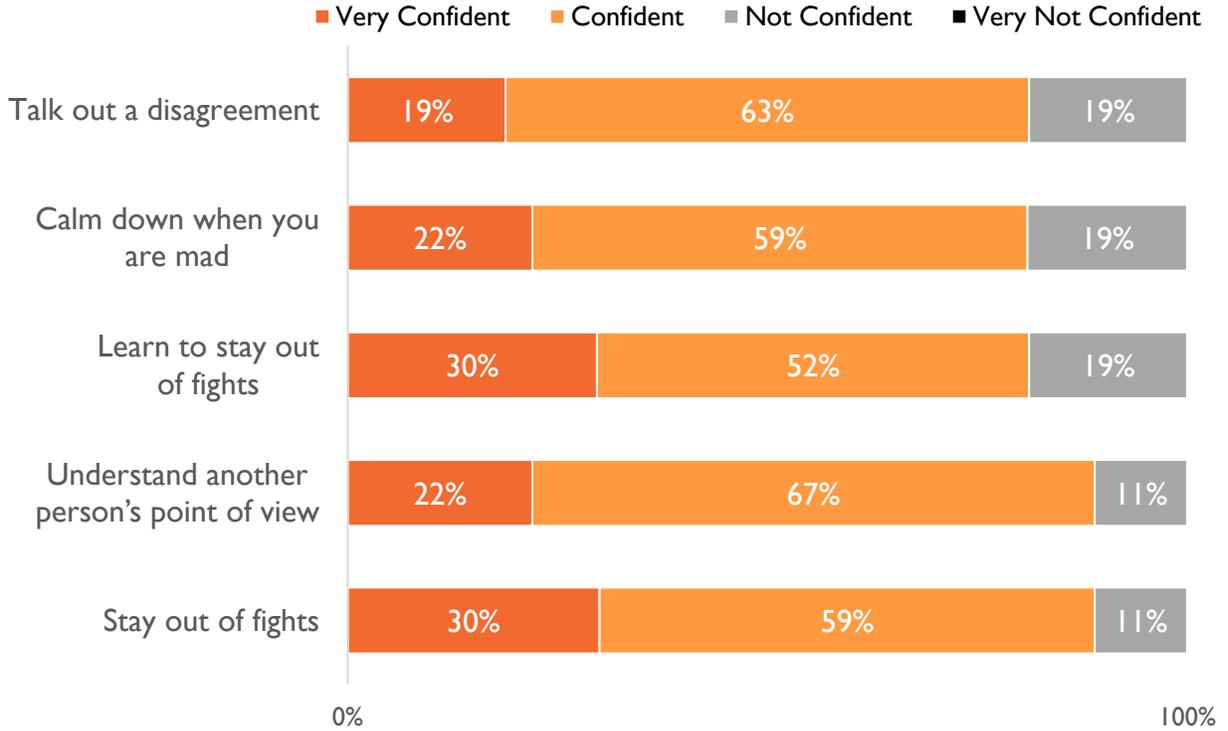
Before being enrolled in CYS services, youth were asked to complete a pre-survey that included self-report measures on the frequency of violent behaviors in the last seven days. On all items, there was at least one youth who reported engaging in the behavior at least one time in the past week. The two most commonly occurring behaviors were, “I got angry very easily with someone” (4% five times, 7% four times, 4% three times, 22% two times, 30% one time), and “I called other students bad names” (4% four times, 7% three times, 19% one time).

## FREQUENCY OF VIOLENT BEHAVIORS - LAST 7 DAYS [PRE]

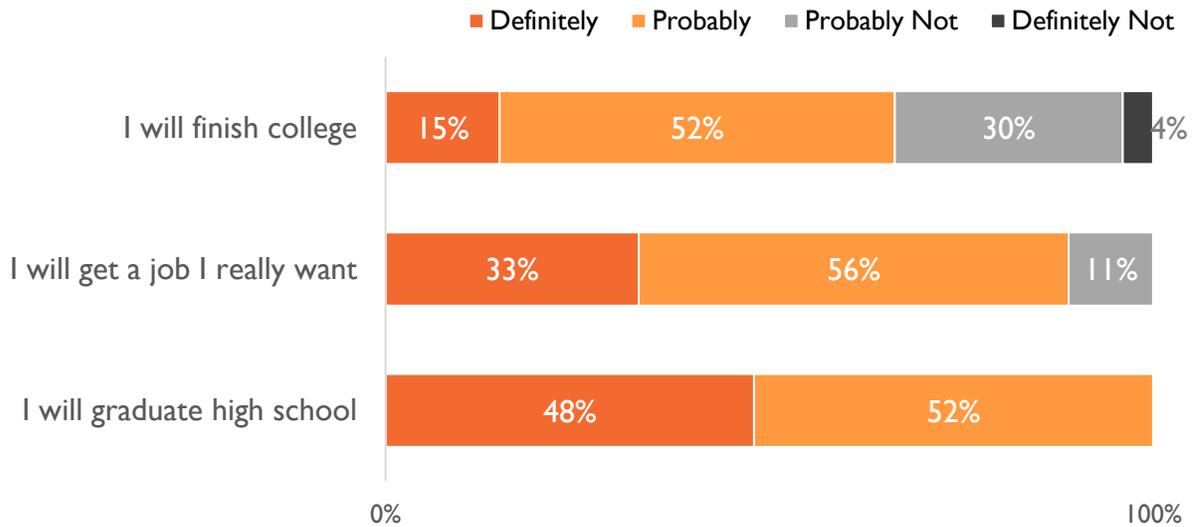


Youth were asked to rate their confidence levels related to avoiding involvement in violent or negative behaviors. Before CY services, youth were most confident they could “stay out of fights” (30% very confident, 59% confident, 11% not confident), and that they could “learn to stay out of fights” (30% very confident, 52% confident, 19% not confident). However, when it came to using non-physical means of avoiding violence, such as talking, using empathy to understand other’s points of views, and addressing their own emotions when they are mad, youth are less confident overall. In general, youth are confident they will graduate high school, but less confident in getting a job they want or finishing college.

## CONFIDENCE IN AVOIDING VIOLENCE [PRE]



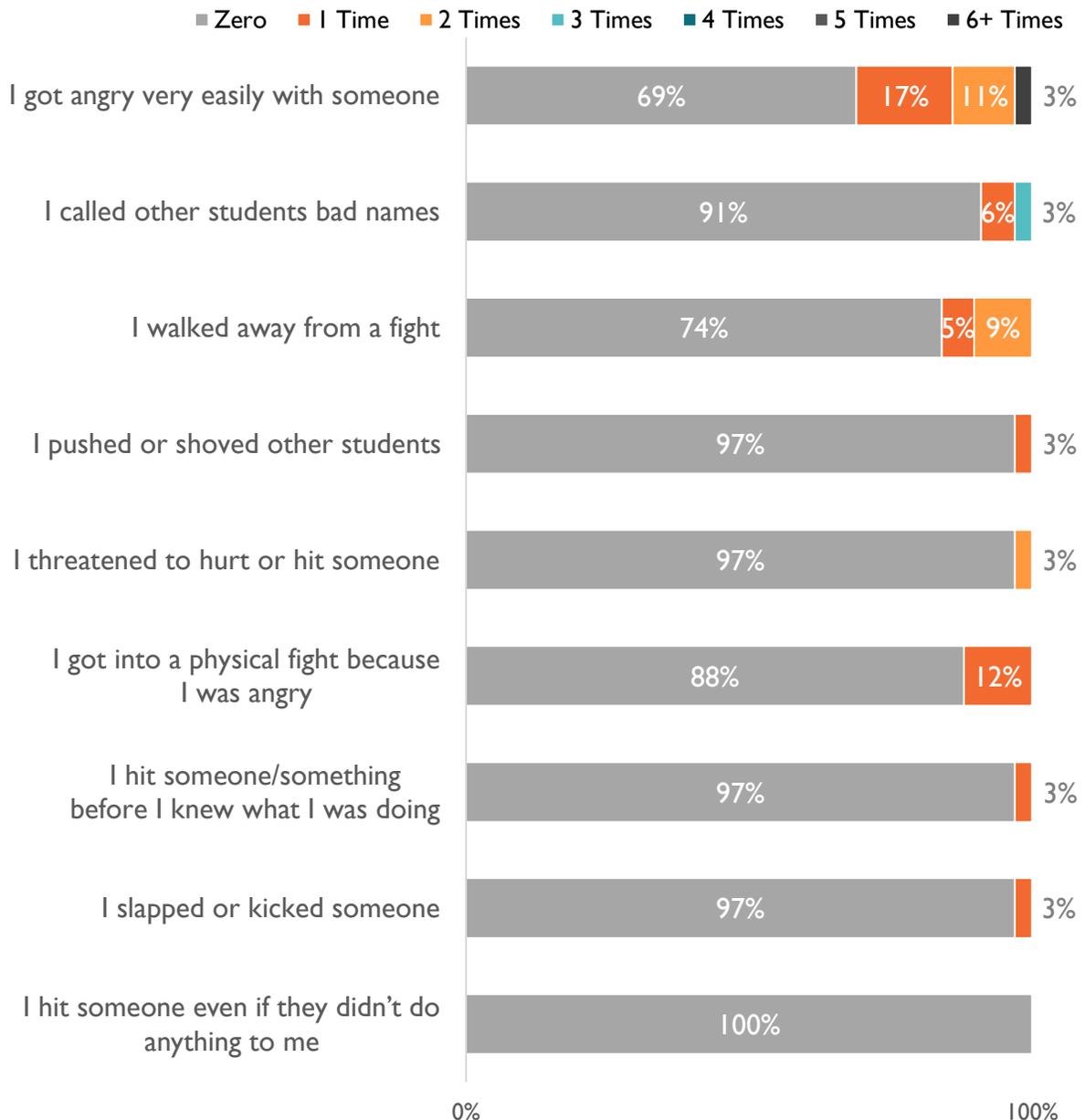
## FUTURE ORIENTATION [PRE]



## POST-SURVEY RESULTS

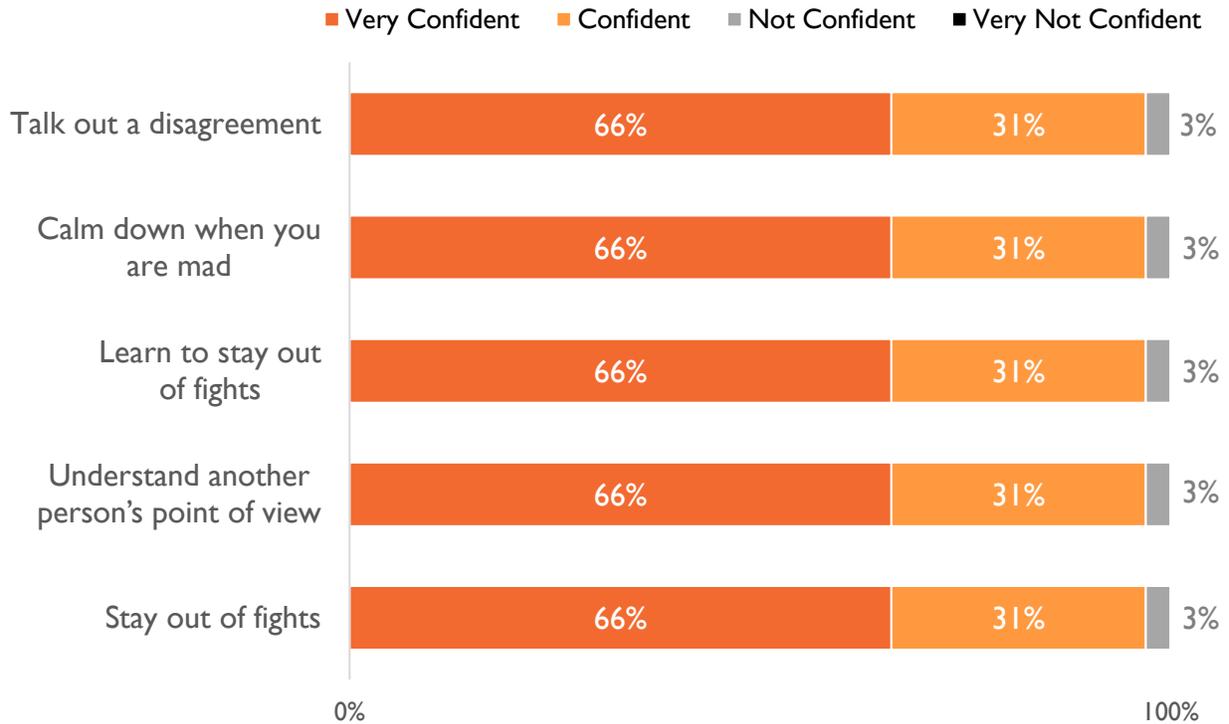
On the post-survey, youth were asked to report frequency of violent behaviors in the last seven days. The majority of behaviors were rare, with youth indicating they had engaged in them zero times. The two behaviors that more youth reported occurring in the last week were, “I got angry very easily with someone” (3% six times or more, 11% two times, 17% one time) and “I called other students bad names” (3% three times, 6% one time). No youth reported “hitting someone even if they did not do anything to me” (100% zero times).

### FREQUENCY OF VIOLENT BEHAVIORS - LAST 7 DAYS [POST]



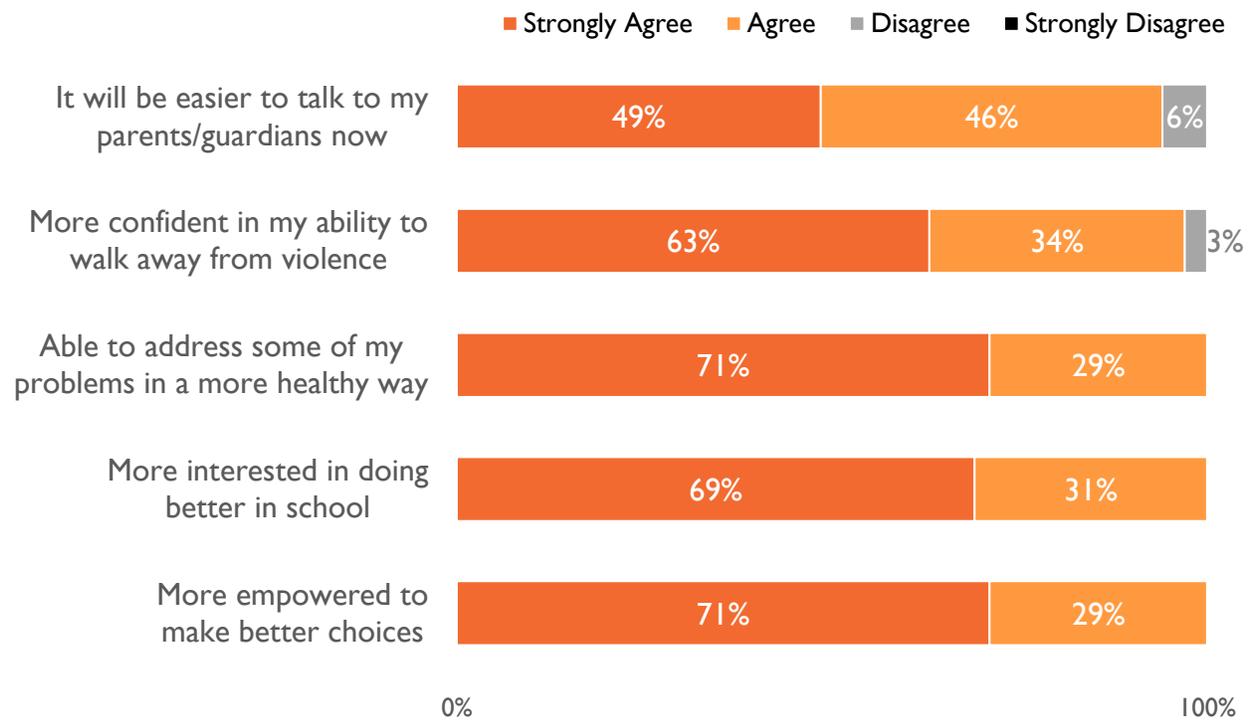
After CYS services, youth had increased confidence they could avoid violence based on responses to the post-survey. Compared to the pre-survey responses, 2 out of 3 (66%) youth were 'Very Confident' they could learn to stay out of fights and stay out of them, talk out a disagreement, calm down when mad, understand another's point of view.

## CONFIDENCE IN AVOIDING VIOLENCE [POST]



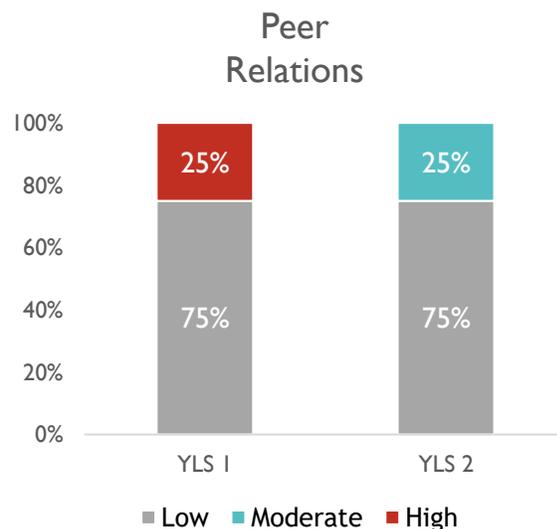
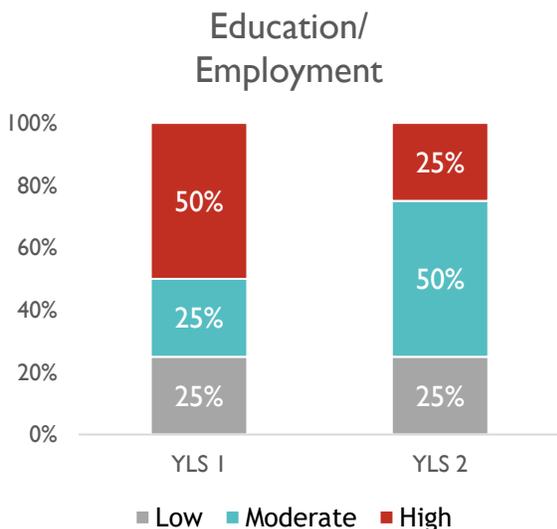
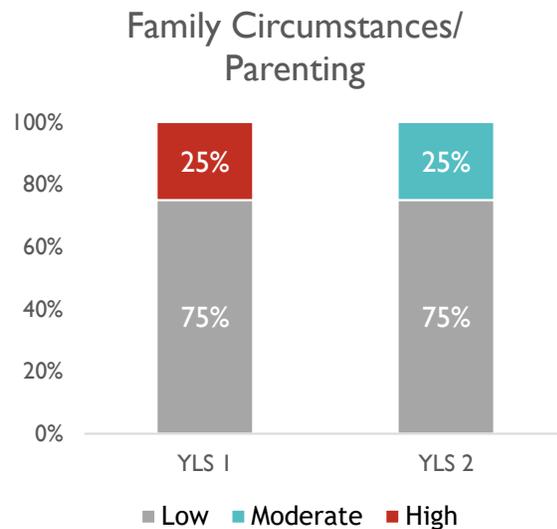
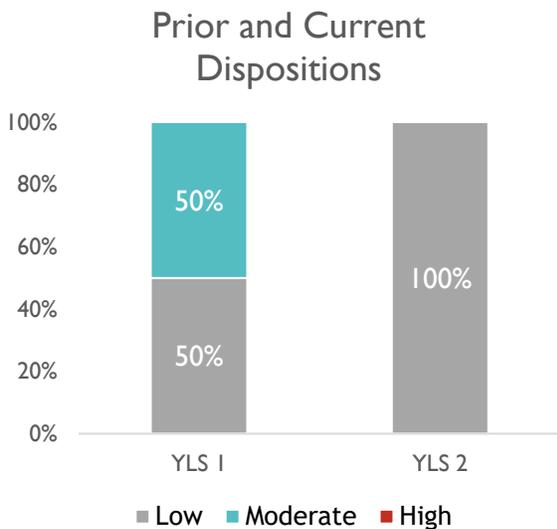
Overall, all youth who completed a post-survey reported agreement ('Strongly Agree'/'Agree') on three of five items. Almost 3 out of 4 youth felt that CYS services resulted in them being able to address their problems in a healthier way and they felt more empowered to make better choices. In addition, 69% of youth 'Strongly Agreed' and 31% 'Agreed' they were now more interested in doing better in school.

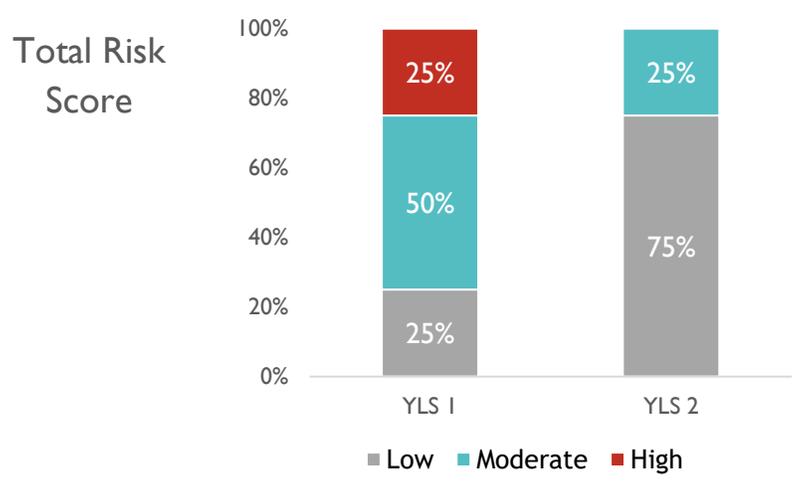
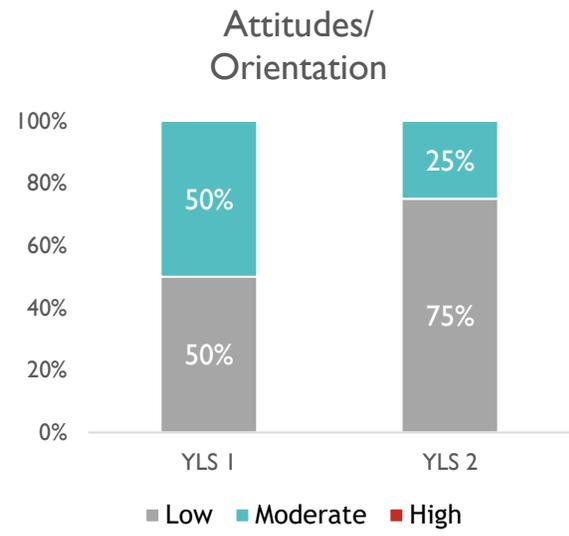
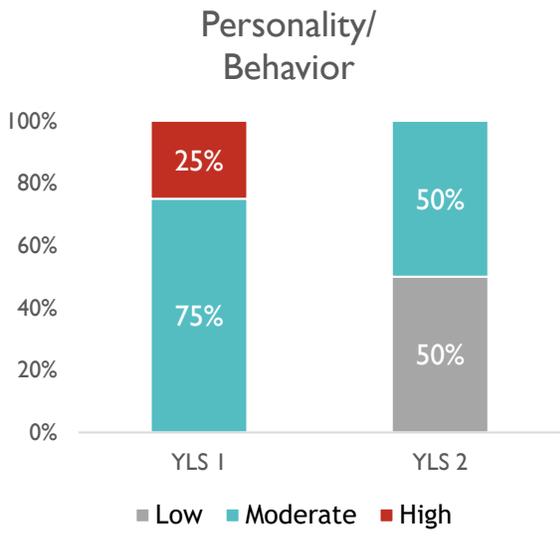
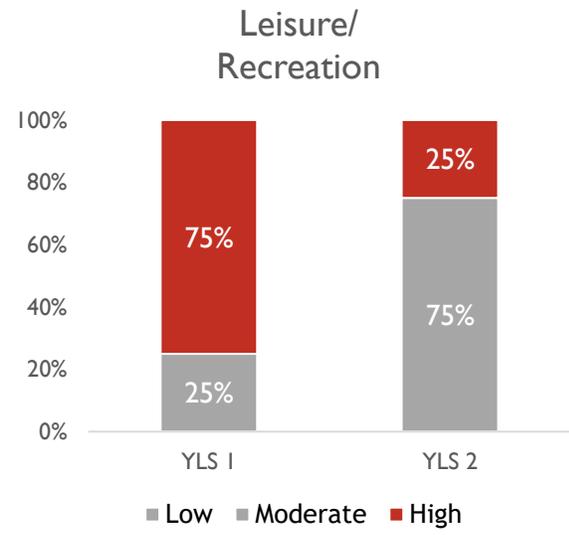
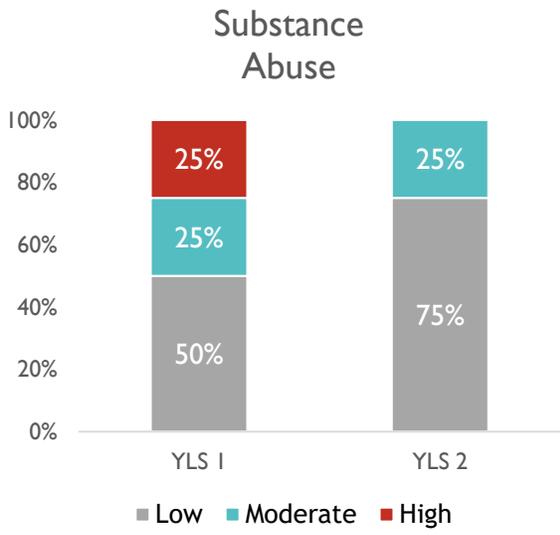
## CYS IMPACT - OVERALL



## YLS/CMI RISK ASSESSMENT RESULTS

Due to COVID-19, only four youth had received post-YLS/CMI assessments by early 2020. The results below show the aggregated data results of the four Compton CalVIP project youth. Although few youth received pre- and post-YLS/CMI assessments, results below are consistent with the overall results for all CYS youth who have received pre- and post-YLS/CMI assessments during their time receiving services. For the four Compton CalVIP youth who had pre- and post-YLS measures completed, there was a decrease in risk scores on all 8 domains and the total score.

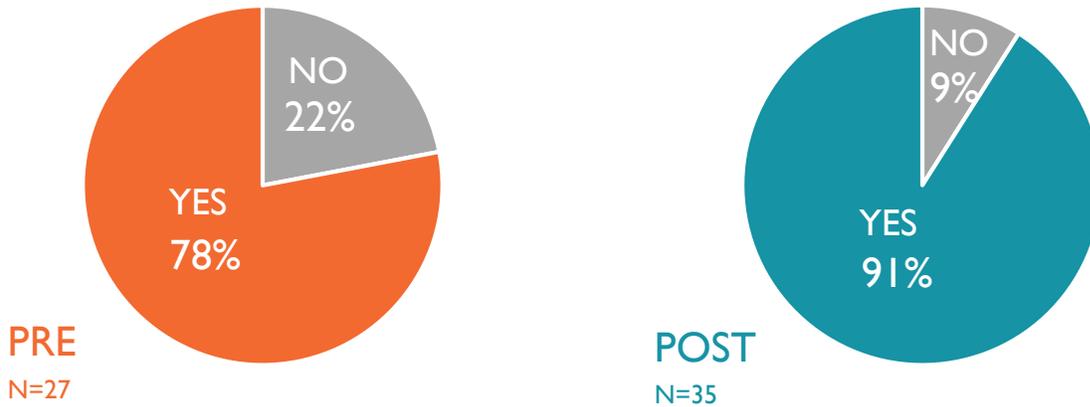




## YOUTH PERCEPTION OF COMMUNICATION WITH PARENTS

Youth who received CYS services were more likely to report better relationships with their parents on the post-survey.

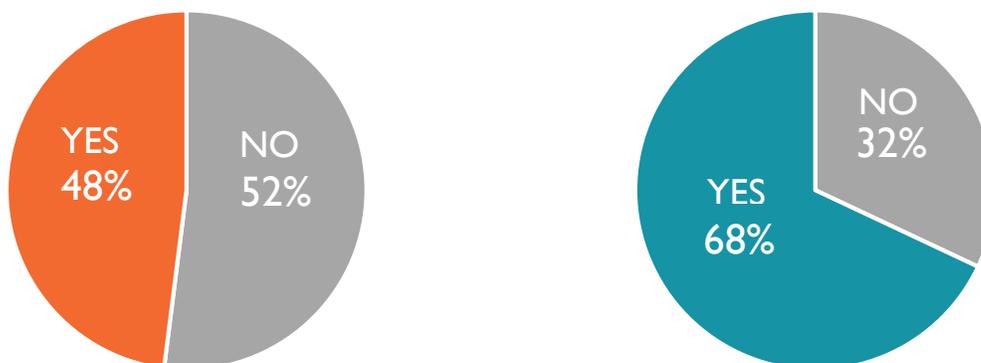
In the last 7 days, I have stayed out of trouble at home.



In the last 7 days, me and my parents have gotten along well.



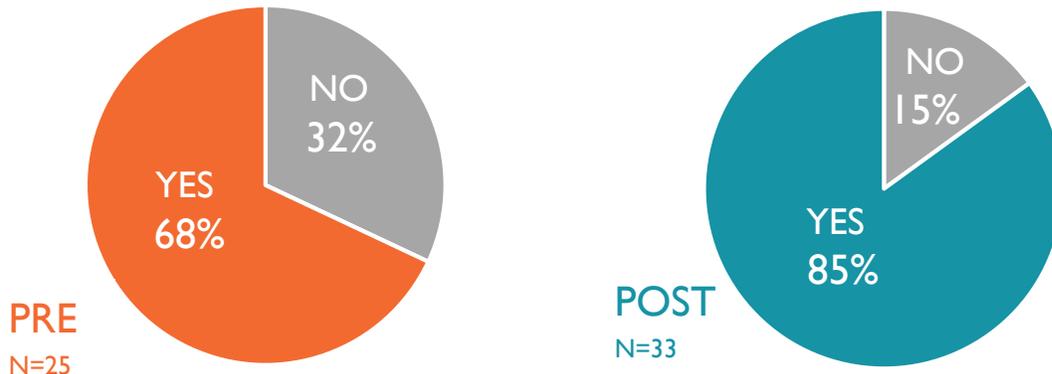
In the last 7 days, I have talked to my parents about things that are bothering me.



## PARENTS PERCEPTION OF COMMUNICATION WITH YOUTH

Parents of youth who received CYS services had better communication at home and reported an increase of their child staying out of trouble at home (65% pre to 85% post) in the last 30 days.

**In the last 30 days, my child has stayed out of trouble at home.**



**In the last 30 days, my child and I have gotten along well.**



**In the last 30 days, my child has talked to me about things that are bothering them.**



## “VOICES OF COMPTON” ARTS/VIDEO PROJECT RESULTS

In early 2020 when the COVID-19 pandemic affected schools resulting in closures, CYS pivoted and provided virtual programming to youth in CUSD. These youth were not receiving case management services as typically provided by CYS therefore, different pre- and post-surveys were developed specifically for this population. Sixteen youth completed the pre- measure and 16 completed the post-measure, with 11 youth completing both surveys allowing for matched comparative analyses. Table 6 below outlines the pre- and post-average scores for the 11 youth who completed both measures.

**TABLE 6. CYS VIDEO PROJECT MATCHED PRE-POST SURVEY RESULTS**

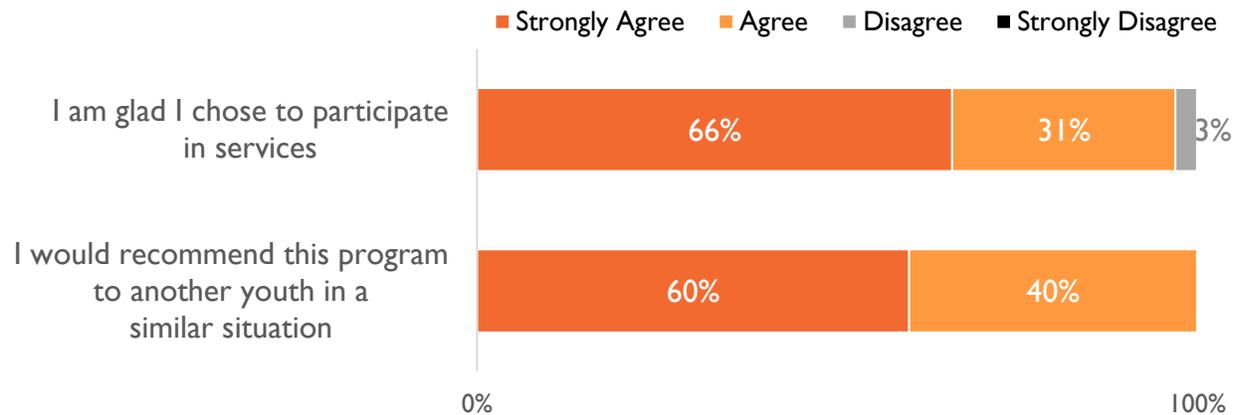
ITEM	PRE AVERAGE	POST AVERAGE	DIRECTION
I am confident in my abilities to change	3.27	3.64	↑
I am confident I can stay out of trouble	3.45	3.64	↑
I feel like I can be successful in life	3.55	3.55	→
I have hope I can turn my life around	3.45	3.45	→
I think I have a lot of good qualities	3.09	3.45	↑
I can do things as well as most other people	3.09	3.45	↑
I am confident I can stay out of fights	3.73	3.45	↓
Overall, I am satisfied with myself	3.27	3.18	↓
In general, I have a positive attitude toward myself	2.73	3.00	↑
<b>Negatively-Worded Items [Lower scores are better]</b>			
I definitely feel useless at times	2.36	2.27	↓
I wish I could have more respect for myself	2.27	2.27	→
Sometimes I think I am no good at all	2.36	2.09	↓
I feel I don't have much to be proud of	2.00	1.91	↓
Overall, I think I'm a failure	2.09	1.82	↓

*N=11 matched surveys; Rating Scale: 1=Strongly Disagree to 4=Strongly Agree*

## PROGRAM SATISFACTION

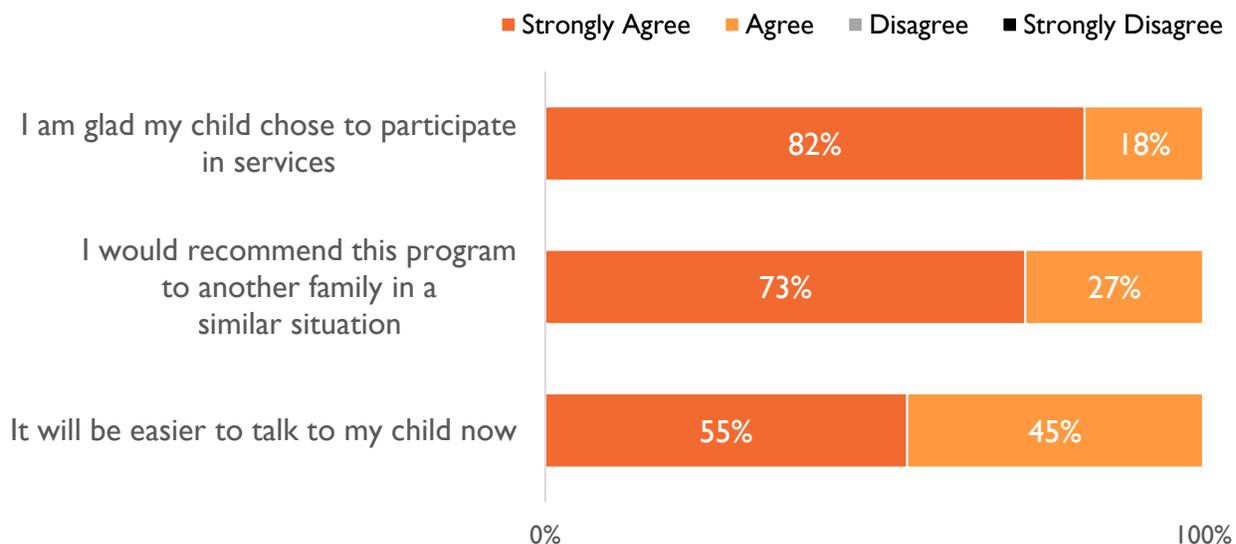
### YOUTH SATISFACTION WITH CYS SERVICES

Overall, youth were very satisfied with the CYS services and programming they received. When asked about their overall satisfaction with the program they attended, all youth were satisfied, with 49% 'Very Satisfied' and 51% 'Satisfied.' In addition, all youth would recommend the program to other youth, with 60% saying they would 'Strongly Agree.' Only one youth expressed disagreement with the item on whether they were glad they participated in services.



### PARENT SATISFACTION WITH CYS SERVICES

Parents were also highly satisfied with CYS services, with almost 3 in 4 parents (73%) saying they would recommend the program for other youth in similar situations.



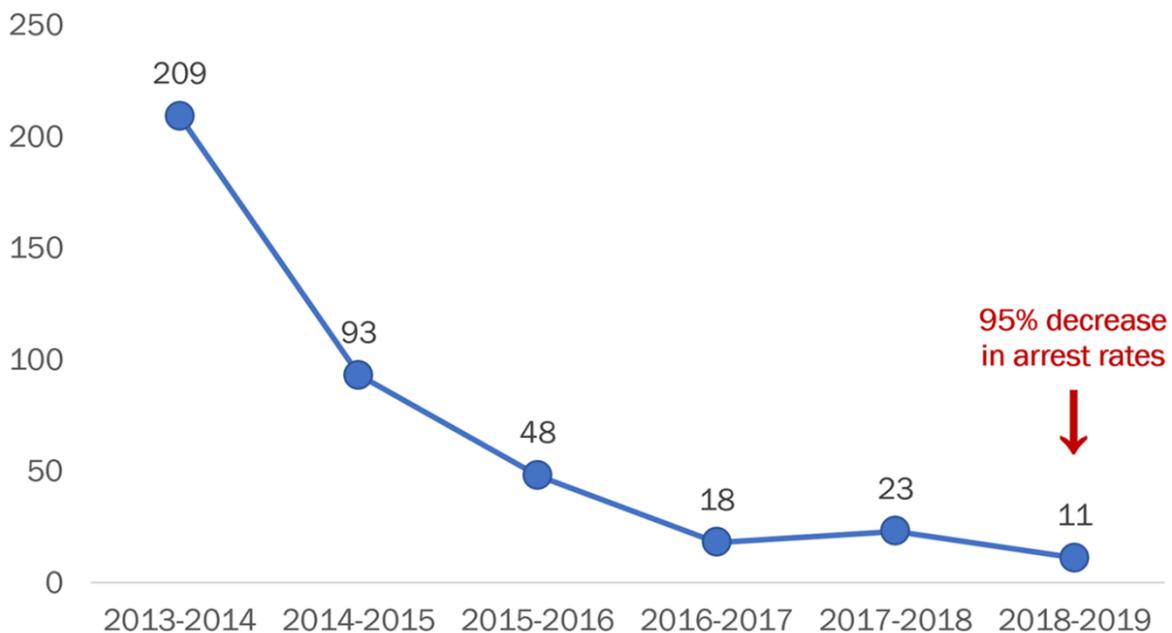
## SUCSESSES

The Compton CalVIP project was modified throughout the grant period to align with the changing timelines and onset of the COVID-19 pandemic. However, even with these challenges, CYS was successful in implementing new models in their work and in establishing relationships with CUSD that will lay the groundwork for future integration into the Compton District to serve more youth. To solidify the relationship with CUSD, CYS engaged in multiple meetings with administrators from CUSD to secure “buy-in” and orient everyone to the project. The project and the request for CUSD academic data were submitted to the CUSD board and approved, allowing CYS and Vital Research to proceed. Vital Research worked with CYS and CUSD to obtain a data sharing agreement to avoid future obstacles in securing school level data. When CYS was running into issues in securing referrals from the District, they initiated dialogue with CUSD administrators, eventually securing a space on-site at Pupil Services in which a CYS staff member could work. By physically working at the District, CYS staff members were able to actively engage with staff and try to ensure transmission of information and enrollment of students was quicker and more efficient. This also led to the hiring and training of new staff who could aid in these efforts.

CYS incorporated new program features into their existing ERJC model, including the first Restorative Case Conferencing (RCC) sessions and a virtual video project. RCCs are a series of meetings with the youth, their parents, and school representatives to develop a support plan to address and prevent further violence-linked behaviors that may result in arrest, suspension, or expulsion of youth, while also modeling for school personnel a method for providing a more supportive meeting with the student and family. CYS successfully completed RCC sessions with youth and also implemented Restorative Circles within CUSD classrooms themselves. The virtual video project was not originally incorporated into the project plan, however, when COVID-19 forced CUSD to begin remote learning, CYS pivoted quickly and initiated a virtual group for youth to engage in developing videos, music, and poetry. This group was highly successful and provides another opportunity by which CYS can serve CUSD youth in the future.

Most importantly, CYS’s continued collaboration with Compton School Police, which began under a prior BSCC grant in the 2014-2015 school year, has led to the long term outcome of a dramatic 95% drop in student arrests since the beginning of the partnership.

CSP Count of Youth Arrests 2013-14 to 2018-19



## CHALLENGES

As with any new project, CYS encountered several challenges in implementation, some of which have been overcome, and others which still need to be addressed. One primary challenge was that internal processes and relationships were not completely in place at the start of the project. CYS had previously never conducted a quasi-experiment or an RCC group session, therefore the majority of internal processes and systems were not in place when CalVIP commenced. With these barriers, CYS was forced to build many systems from the ground-up which takes time, and consistency in staff. Compounding these challenges was the state's shortened timeline of this project then the COVID-19 interruption at the end of the project. This affected the ability to recruit, gain consent, and implement a comparison group, as well as collect all data measures for RCC and Diversion youth who typically would be involved with CYS for nine months. It is recommended that the state try to prioritize a minimum of 3-years for project timelines, rather than 18 months, for significant violence reduction initiatives.

As mentioned above, one major success was solidifying the relationship with CUSD. However, even with perceived "buy-in" on the part of CUSD, referrals of youth prior to being suspended or expelled were not easy to secure. The majority of referrals came through Compton School Police whom CYS has a longstanding relationship with. One potential factor for low referrals was that CUSD staff and internal CYS staff turnover was high, particularly in the first year of the project. In the first six months of CalVIP, CYS lost both their School Transformation Specialist and Community Outreach Specialist. Without these two key staff members in place,

it was difficult to maintain consistent communication and pressure on CUSD and CSP to provide youth referrals or recruit and complete RCC sessions.

Finally, the onset of the COVID-19 pandemic affected the collection of academic and arrest record data. CYS and Vital Research received CUSD Board approval for this work and were able to secure CUSD student data for previous academic years for CUSD youth served by CYS. Unfortunately, due to COVID-19, academic records and arrest records were unavailable by the project end as the school year had not been completed and data would not be available until August 2020.

## CONCLUSIONS

The Compton CalVIP project was successful in furthering the partnership with Compton School Police to continue the decline in arresting students, while developing a new relationship with the Compton Unified Pupil Services department to provide alternatives to school expulsions and transfers. This partnership, although difficult to get off the ground, will ultimately lead to Compton youth being diverted from suspensions, expulsions, and arrests in the District in the future. Through their ERJC model, CYS has proven their case management services have decreased the self-reported frequency of violent behaviors of youth, increased positive aspects and communication between youth and their parents and decreased risk scores for youth across all domains associated with the YLS/CMI risk assessment tool. With the challenges of a shortened project timeline and the onset of COVID-19, CYS has shown its resiliency and flexibility as an organization by pivoting to introduce working virtually with CUSD youth who were no longer physically in the classroom. In addition, the development and implementation of Restorative Case Conferencing sessions are certain to be a model of intervention on which future research can be conducted.

## APPENDIX I. INSTRUMENT CROSSWALK

YOUTH RISK INDICATOR SURVEYS - INSTRUMENT CROSSWALK		
DOMAINS AND/OR INSTRUMENTS	SOURCE	ITEMS
BEHAVIOR: Aggression Scale + Modified Aggression Scale	Orpinas & Frankowski, 2001	Frequency of self-reported aggressive behaviors in last 7 days. Number of times scale 0-6+. <ul style="list-style-type: none"> <li>• I got angry very easily with someone</li> <li>• I got into a physical fight because I was angry</li> <li>• I slapped or kicked someone</li> <li>• I called other students bad names</li> <li>• I threatened to hurt or hit someone</li> <li>• I hit back when someone hit me first</li> <li>• I walked away from a fight</li> </ul>
SELF-EFFICACY: Teen Conflict Survey	Bosworth & Espelage, 1995	How confident are you that you can... <ul style="list-style-type: none"> <li>• Stay out of fights?</li> <li>• Understand another person's point of view?</li> <li>• Calm down when you are mad?</li> <li>• Talk out a disagreement?</li> <li>• Learn to stay out of fights?</li> </ul>
SELF-EFFICACY	Pothrow-Stitch, 1987 Additional items developed by Dejong, Spiro, Brewer-Wilson, et al., 1992	<ul style="list-style-type: none"> <li>• I will graduate from high school.</li> <li>• I will finish college.</li> <li>• I will get a job I really want.</li> <li>• I am confident in my ability to stay out of fights.</li> </ul>
IMPROVEMENTS IN FAMILY RELATIONSHIPS	Miscellaneous sources, modified by Vital Research and CYS	In the last X days..., <ul style="list-style-type: none"> <li>• I have stayed out of trouble.</li> <li>• I have openly communicated any issues with my parents.</li> <li>• Me and my parents have gotten along well.</li> </ul>
SATISFACTION W/ PROGRAM (POST-ONLY)	Developed by Vital Research and CYS	As a result of working with CYS, I feel... <ul style="list-style-type: none"> <li>• More empowered to make better choices.</li> <li>• More confident in my ability to walk away from violence.</li> <li>• More interested in doing better in school.</li> <li>• Able to address some of my problems in a more healthy way.</li> <li>• I am glad I chose to participate in services.</li> </ul>

YOUTH RISK INDICATOR SURVEYS - INSTRUMENT CROSSWALK

DOMAINS AND/OR INSTRUMENTS	SOURCE	ITEMS
		<ul style="list-style-type: none"> <li>• It will be easier to talk to my parents/guardians now.</li> <li>• I would recommend this program to another youth in a similar situation.</li> <li>• Overall, how satisfied are you with the program you attended?</li> <li>• What did you like most about this program?</li> </ul>

## APPENDIX 2. LOGIC MODEL

The goal of CYS CalVIP is threefold: 1) To provide assessment-based services that divert high-risk youth from criminal justice system involvement and/or school exclusion as a result of violent and/or violence-linked offenses and to prevent subsequent re-offenses; 2) To prevent and reduce escalation in violent or destructive behaviors of high-risk youth, and 3) To evaluate the impact of services on reducing risk factors linked to violence among high-risk youth.

