Gang Prevention and Intervention Taskforce

2016 Program Evaluation Report

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Center for Student Assessment and Program Accountability
Sacramento County Office of Education
Executive Summary

The 2016 pilot was a 9-month grant period to support gang prevention and intervention. In the 2016 pilot year, 18 grantees provided an estimated 117,936 service hours to 2,835 youth who were at risk of gang involvement or already gang involved, and provided services to 2,453 parents and family members, or other adults, to help support gang prevention and intervention. Grantees focused on providing services to the areas of Valley Hi, Del Paso Heights, Oak Park, Meadowview, and Fruitridge/Lemon Hill.

Below is a summary of services for youth participants who were at risk of gang involvement or already gang involved:

- By identified risk group
  - 74.3% At risk
  - 22.4 % High risk
  - 3.3 % Hard core (gang involved/hard-core)

- By identified age group
  - 51.8% Under age 13
  - 35.7% Ages 13-17
  - 9.0% Ages 18-24
  - 3.5% Over age 25

- Direct service hours for youth
  - School-based support 44,383
  - Workforce readiness/job training 31,036
  - Family-based support 2,515
  - Life skills/cognitive development 35,836
  - Street outreach/crisis response/mediation 1,512
  - Community awareness and engagement 2,654

Programs provided a broad range of services to participants that included mentoring, family support, personal growth and development, business and workforce preparation, tutoring, education classes, referrals, and intervention services.

Grantees were able to demonstrate the success of their program through specific program outcomes, testimonials, and highlights. It was evident that strong partnerships were key to program implementation and outreach to youth.
Introduction

In 2016, the Gang Prevention and Intervention Taskforce commissioned a grant through the City of Sacramento to prevent and reduce gang involvement. The city developed a framework for prevention and intervention that focused on the following:

- **Target Populations**
  - At-risk
  - High-risk
  - Hard core (gang involved/hard-core)

- **Service Areas**
  - School-based support
  - Workforce readiness/job training
  - Family-based support
  - Life skills/cognitive development
  - Street outreach/crisis response/mediation
  - Community awareness and engagement

- **Geographic Areas**
  - Valley Hi
  - Del Paso Heights
  - Meadowview
  - Oak Park
  - Fruitridge/Lemon Hill

Through a formal request for proposals, the taskforce funded 18 agencies throughout the city to conduct this work during a 9-month grant period for the 2016 pilot. The projects of these agencies extended across a large variety of community organizations and utilized many different approaches to prevention and intervention. Table 1 shows the agency name, project name, and a brief description of the project for each grantee.

Upon receiving funding, it was stipulated that grantees would participate in all data collection activities for the program evaluation. During the pilot year of this grant, the program evaluation objectives were: to develop reporting tools; capture data that reflected the expanse of grantee activities; and capture the scope of the initiative during the 2016 year. To this end, grantees were required to submit mid-year and end-of-year reports to collect data about program participants and project activities. Data collected during the pilot year will serve as the baseline for subsequent years.
Table 1. Agencies and Projects Funded

<table>
<thead>
<tr>
<th>Agency</th>
<th>Program Name</th>
<th>Description of Program</th>
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<tbody>
<tr>
<td>Always Knocking</td>
<td>Street Outreach/ Crisis Response</td>
<td>Provides outreach for various hot spots and referrals for services through crisis teams.</td>
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<td>Boys and Girls Club</td>
<td>Great Futures: Triple Play Sports League</td>
<td>Free organized sports league for youth development.</td>
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<td>Campus Life Crossover</td>
<td>Crossover Life Skills &amp; Recreation</td>
<td>After-school life skills and recreation program with mentors to develop character, confidence and responsibility.</td>
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<td>East Bay Asian Youth Center (EBAYC)</td>
<td>Juvenile Justice Case Management</td>
<td>One-on-one personalized life skills mentoring and counseling services.</td>
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<tr>
<td>Focus on Family</td>
<td>Visual and Performing Arts Academy</td>
<td>Arts focused program promoting cultural awareness, sense of efficacy, and social and emotional development.</td>
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<tr>
<td>Fresh Producers</td>
<td>Well Fed Fresher Sacramento</td>
<td>A leadership and entrepreneurial program to develop workforce skills and economic empowerment.</td>
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<tr>
<td>Gang Awareness &amp; Prevention (G.A.P)</td>
<td>Inside-Out</td>
<td>Foster relationships with incarcerated youth, and provide mentoring and wrap around services upon exit.</td>
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<td>Health Education Council</td>
<td>SHOP Project: Safety, Health, Opportunities &amp; Prevention</td>
<td>Community engagement activities to impart life skills, foster cognitive development, and facilitate family support.</td>
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<td>La Familia</td>
<td>Project REAL: Responsibility, Experience, Attitude &amp; Learning</td>
<td>Provides case management, home visitation, workforce readiness and anger management.</td>
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<td>Latino Leadership Council</td>
<td>Proyecto de Familias</td>
<td>Provides Spanish-language support services to help families access community-based services and resources.</td>
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<td>Musical Instruments N Kids Hands (MINKH)</td>
<td>Mobile Music Program</td>
<td>Connects youth with professional music producers. Students complete a digital musical recording project.</td>
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<tr>
<td>National Academic Youth Corp</td>
<td>Y-Corp Entrepreneur Program</td>
<td>Participants receive business acumen training to plan and market their own small enterprise.</td>
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<td>Reading Partners</td>
<td>One on One Reading Tutoring</td>
<td>Supports low-income students to achieve reading proficiency through curriculum driven, one-on-one volunteer tutoring.</td>
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<td>Robert’s Family Development Center</td>
<td>North Sacramento Community Coalition</td>
<td>Responds to the needs of the community to create safety networks and give residents access to resources.</td>
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<td>Sacramento Area Youth Speaks (SAYS)</td>
<td>Esperanza Services</td>
<td>Connects high-risk youth to higher education by using spoken word performance poetry.</td>
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<td>Shoulder to Shoulder</td>
<td>Mentoring for Urban Fatherless Youth</td>
<td>Links positive male role models with urban fatherless boys, alongside single mothers and grandmothers raising them.</td>
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<tr>
<td>South Sacramento Christian Center</td>
<td>Community Night Walks</td>
<td>Night walk activities, directing high-risk youth to resources and empowering the community to take a stand.</td>
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<tr>
<td>The Hawk Institute</td>
<td>Leadership Academy</td>
<td>Leadership Academy for at-risk young men of color and underserved/underrepresented male students.</td>
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Results
The grantees delivered essential intervention and prevention services to many individuals in areas of great need. This report documents the scope of the work and shares strategies used to support gang prevention and intervention. The success of the collective grant is highlighted
through the engagement of program participants, the assessment of program services and outcomes, and analyses of program activities and challenges.

Program Participants
For reporting purposes, program participants were grouped into two categories:

- Individuals who were at-risk or gang involved (collectively referred to as “youth” throughout this report)
- Parents, other adults, or the general community who received a program service (direct or indirect) to help support gang prevention and intervention

Youth Participants
In 2016, grantee reports showed that 2,835 youth\(^1\) received program services. Demographic data was only collected for the youth who received services through the funding of the grant. Figures 1 and 2 show the ages and ethnicities of these program participants. Demographic data was not collected for participants that were not in the youth category.

As seen in Figure 1, half (51.8%) of the program participants were under the age of 13 and 35.7% were between the ages of 13 and 17. Nearly 13% of participants were ages 18 and older. Although the participants ages 18 and older were technically adults, they met the intention of the grant and received services in the category of youth.

Figure 1. Ages of Youth Program Participants

\[^1\] This number reflects the collective count provided by each grantee. In some cases, several grantees accessed the same participants and therefore the count cannot be deemed an unduplicated participant count.
Analysis by ethnicity shows that programs services were provided most often to African American (46.8%) and Hispanic youth (29.3%). Fewer youth from other ethnic groups received services through this grant (Figure 2).

**Figure 2. Ethnicity of Youth Program Participants (Select all that Apply)**

Of the youth reached through services, 74.3% were categorized as at-risk (low income, low academics, low family support), 22.4% were categorized as high-risk (behavior, drug use, lives in gang neighborhood), and the remaining 3.3% were categorized as hard-core (self-identifies, gang involved, validated, gang-crime offender, or incarcerated). Figure 3 shows the percentage of youth in each category. Ideally, a greater percentage of hard-core participants would have been served, however this was a difficult population to access as noted by the grantees.

**Figure 3. Participant Risk Factor**
The intent of the grant program was to distribute resources and programs throughout the City of Sacramento and to areas with substantial gang-related crimes. Figure 4 shows that all of the targeted geographic areas were served by the grantees. More than one-fourth of youth served were located in the Meadowview area, and one-fifth were from the Del Paso Heights area. In addition to the targeted areas, a number of the agencies served individuals from other areas as follows:

- Curtis Park/Land Park
- Elk Grove
- Florin/Mack
- Natomas
- Phoenix Park
- Sacramento City Unified School District
- Seavey Circle
- South Sacramento

Figure 4. Geographic Areas Served

Supportive Participants
In conjunction with program services administered to youth, many of the grantees also provided services to individuals who could act in a supportive manner to reducing gang involvement, or who received incidental program services. These included direct program services such as gang education and awareness, parent or guardian support classes, and wide-scale community activities. Indirect services included training individuals who supported program activities, individuals who received information at community events, recipients of referrals for resources, and information shared with school staff or other programs.
In total 2,453 supporting individuals received direct or indirect program services from the grantees. These individuals represented parents, siblings, other family members, mentors, coaches, coalition members, tutors, presenters, youth advocates, university interns, night walk participants, law enforcement partners, and other volunteers. The large number of supportive participants illuminates the scope of the work conducted and reach of the program activities beyond those at-risk.

Program Services
To ensure that program services could reach a large audience of participants and meet a wide range of needs, the grant supported activities across a variety of service areas. During the grant application process, grantees were asked to select up to two of the six service areas as the focus of their program. In the end-of-year report, grantees described their work within their selected service areas and provided information about participant service hours for each area. To determine how many program hours were expended in each area for youth, information was aggregated across grantees for each service area. Altogether, the grantees provided an estimated 117,936 direct service hours to youth. Figure 5 shows the breakdown of direct program service hours by service area.

![Figure 5. Total Service Hours for Youth by Service Area](image)

As seen in Figure 5, a total of 44,383 hours of school-based support were devoted to youth. In addition, over 31,000 hours each were provided for life skills and cognitive development (35,836 hours) and workforce readiness (31,036 hours). Comparatively fewer hours were provided to youth in the areas of community awareness (2,654 hours) and family support (2,515), and street outreach and crisis response (1,512 hours) mainly because services in these areas focused on reaching supportive participants such as families and community members.
Program Activities

The program activities utilized many approaches both for the direct service hours and for supportive participants. As seen in Table 1, grantee’s projects varied from community support to education classes to personal development. To illustrate the comprehensive work of the grantees, a representative selection of activities are provided here:

- Provided 143 free organized soccer, basketball and dodge ball games to 328 at-risk, high risk and gang-involved youth. Helped disengaged teens connect with the Club, community and additional services that supported their success and well-being.
- Alternatives to Violence Workshop training was provided to three cohorts of youth, ages 11-20. Youth participants received workforce readiness and leadership training and community engagement opportunities.
- Young women in the 7th and 8th grades participated in 10 nutrition and cooking classes of 90 minutes each with Fresher Chef Jackie Nakapaahu, formerly a homeless, single mom who graduated from the Art Institute of California, Sacramento, and now owns her own catering business. Youth engaged in 20 sessions of social emotional learning and work on a blueprint for success with Chris Robinson, founder of 4YourEpiphany.
- Long term one-on-one mentoring was provided to at-risk, fatherless boys beginning in the 4th grade. During the one-year mentoring commitment, mentors enjoyed three or more outings per month with the boys and maintained weekly contact with them. The Moms Helping Moms Program was an ancillary program provided for the single mothers and grandmothers who were raising the young men of the program. This supplementary program equipped the single mothers and grandmothers with resources and supports to navigate raising a young man as a single parent.
- Students attended an intense Point Break workshop, which stressed pro-empathy, anti-bullying, life skills, and self-confidence.
- Developed a community coalition that fostered active collaboration with community stakeholders around the issues of youth violence and gang intervention.
- Partnered with local community organizations, businesses, colleges, and public service agencies to empower citizens to become volunteer tutors for 487 struggling readers. Tutors are literacy advocates and mentors for students who are at risk for low confidence, behavior issues, poverty, and gang-related crime.
- Connected youth with professional music producers as trainers and mentors. Students developed effective life skills, increased their knowledge of commercial music making, and completed a digital music project.
- Led academies for career and college exploration and preparation, career inventory, guest speakers, interviewing techniques, public speaking, team building, and applying for college. Other areas of focus included cultural identity, emotional intelligence, responsibilities of man/fatherhood, budget management, critical thinking, making healthy choices, family values, and fitness/nutrition.
• Conducted an 18-week Proyecto de Padres (Spanish Parent Project) course to help increase communication and support within the family, reduce risk behaviors, increase positive behaviors (school attendance, grades, etc.) and address other barriers to wellness, and connect them to community resources.
• Mentored youth through the Inside-Out program, which reaches boys and girls inside the Sacramento County Youth Detention Facility.
• Hosted community writing workshops and facilitated monthly group meetings where the youth were able to interact and participate in peer-learning. Meetings focused on life/leadership skills, such as communication skills, job readiness, and breaking cycles of violence and under-achievement.
• Conducted the South Sac Night Walk street outreach program, designed to take place in hot spots and during times known for heightened activity in an effort to prevent violence from happening. Teams often encountered gang affiliated youth and had conversations with them about changing their life and keeping peace in the streets.
• Delivered cognitive development and life skills to youth by establishing individual counseling sessions tailored to each client’s needs. Provided youth with internship opportunities and a workforce readiness workshop for them to gain the tools they will need to maintain employment in the future. Placed youth at various community centers and schools to complete their internships.
• Increased access to high quality and engaging visual and performing arts programming for children living within the Meadowview community in South Sacramento. The coordination of Saturday programs along with after school VPA classes provided students with a safe and empowering space for children to explore their creative side and gain skills and confidence.
• Provided support for acquiring the life skills that will help them pursue and secure entrepreneurial and employment opportunities. These skills included public speaking, professional communication, writing, planning, and customer service.
• Supported collaborative efforts with other providers, faith based leaders, GPIT grantees, etc. to increase communication citywide on crisis response, violence prevention, and intervention efforts. Prevention programming was primarily focused around workshops and alternative activities to violence.
• Provided one-on-one and small group counseling sessions, as well as on-going text, e-mail, and telephone contacts with youth. Assisted with school re-entry support, communications with Probation Officers, Juvenile Court appearances, conducted home visits, and communicated with parents/guardians/other adult relatives.

It is evident from the description of services and programs that grantees reached not only participants who were at risk for gang involvement, but also parents and community members that could provide additional intervention and prevention support to youth.
Program Outcomes
To ensure program accountability and measure program effectiveness, the grant application included an evaluation section. For the 2016 pilot year, grantees could utilize their own program evaluation tools to assess the impact of outcomes of their programs. As part of the end-of-year progress report, grantees were to describe the progress they made towards their program goals and objectives, and to provide evidence including any data, assessment tools, or analyses used to measure program outcomes. Thirteen of the eighteen grantees provided analyses or data to validate their program outcomes. Evidence of program success, as provided by the grantees, was organized into six categories. The number of grantees substantiating program success in each category is described below.

- 18 grantees total
  - 13 grantees with evidence of successful program outcomes for participants
    - Increased academics (7 grantees)
    - Increased life/cognitive skills (5 grantees)
    - Gained employment (4 grantees)
    - Increased personal support (4 grantees)
    - Increased resiliency to gangs or violence (4 grantees)
    - Graduated from high school (2 grantees)

As noted above, the most common program outcome was an increase in academics, followed by increases in life/cognitive skills. Although it was not possible to consolidate the separate findings from each program to measure overall program impact (each program had different objectives and measures), the results show that a number of programs provided effective prevention or intervention services for the benefit of youth.

Program Challenges
Reaching hard-to-access youth to provide prevention or intervention services can be difficult. To learn more about the challenges in implementing gang prevention and intervention programs, grantees reported on the issues they faced during implementation as well as changes or improvements they made. Fifteen of the eighteen grantees indicated that they experienced various levels of challenges with program implementation. The other three indicated that they did not experience challenges; however, they still made improvements to their implementation activities. Figure 7 shows the percentage of all grantees that experienced challenges in each of the various areas during program implementation. The most notable challenge for programs was participant attendance. More than half of the grantees (55.6%) experienced this issue and took actions to successfully resolve them. These actions included the rescheduling of program dates, times, and days of the week, as well as acquiring transportation for participants or revising service locations. The reliance upon goods and services in the form of sponsorships and program volunteers also created challenges for over one-fourth of the grantees. Most of these
issues were resolved by expanding relationships and building new partnerships with other agencies.

Figure 7. Percentage of Grantees Experiencing Each Challenge

Overall, grantees indicated that expanding their collaborative partner base and refocusing their program activities to meet unforeseen needs and changes were key to successful program implementation.

Successes and Highlights
The influence the program had on an individual’s life is difficult to measure. For this reason, the impact of the program was best described through the success stories and highlights provided by the grantees. Below are representative examples of the many program highlights and testimonials from participants and program staff.

*Lucy is now reading with greater ease, fluency, and confidence. Not only is she reading with a louder voice, she reads with expression, because she is so excited to be reading.*

*One student earned a $50,000 scholarship to Wiley College. Another student wrote a book about being abandoned by his father, doing poorly in school, and how the program helped turn him around. He now conducts book signings and lectures.*

*Families are showing increased engagement and excitement for what is to come. One mother was in tears at our end of the year program sharing about the impact the program has had in her son’s life. When staff were able to translate to the larger group, a unity was felt in the room that could not be measured.*
How did the program make you feel better about yourself?
"It helped me not be on the street"
"I felt I was part of something"
"It helped me learn to be a better person"
"It made me feel I was good at something"
"It raised my self-esteem"
"It made me feel like I was a king"
"By playing soccer, it made me feel more interested in other sports"

We see participants' reading and comprehension improving. We see students making better life choices based on what they have read. Players have been very receptive to having education included as a part of the program experience.

We have found that these events put community mentors directly in the path of our most vulnerable youth, resulting in informal mentoring opportunities.

Another success was the student/mentor relationships that were developed. Several students expressed they would "miss" seeing their mentors at the conclusion of the program. Several students commented that they wished they could continue the program after the conclusion. This is significant given the contact time was only four weeks for the relationship bonds to develop.

One mother was surprised that her two teenagers had consistently attended the Parent Project classes and that they actually opened up to their teachers. They actually admitted that they were smoking marijuana, which was something mom suspected. Her 11-year-old daughter learned so many things in the Parent Project classes. The daughter learned about the negative consequences of consuming drugs and took notes. She put those notes on the fridge for her brothers to see. The brothers take them off, and she puts them back on the fridge again. That was something the mom was glad to see because it showed that her daughter cares about her brothers.

In 2012, a student was in 8th grade at Jackman Middle School in Elk Grove. Her brother had just been murdered and her father was incarcerated. One of her teachers called the program and brought us into her classroom. Through the weekly classroom residency program, she found in the program different kinds of mentors. We each cared for her long-term development, but because of our own stories, we represented different beacons of hope. She mentioned each of us in her 8th grade graduation speech. Staff taught her to reach “higher, higher than the highest heights.” She called out staff for teaching her that “despite her past” she can still achieve. And she told her classmates, in the 8th grade, that she would be going to Harvard University just like the program lead. In September of 2016, she started at Harvard. When we step into young peoples lives with integrity and consistency, we broaden their horizons. “This program did not just give me a spot in a program, they gave me a
family.... All along I had so much power and didn’t even know it; this program is revolutionary!"

During the grant cycle, 5 students affiliated with the program passed away due to gun violence and gang affiliation. The students and families in the program were devastated. In addition to providing trauma-informed care, we hosted a "Write to Heal" workshop at the Sierra Health Foundation for the young people. We also had one child’s mom serve as the keynote speaker. This event was a turning point for our work; student began contacting the program for individualized mentoring and support. Our caseload quickly expanded from 21 to 65 students.

This project experienced many successes during the 2016 project's cycle. As stated on our previous progress report, in our neighborhood the last day of school has been a day known for fights and violence. Our team quickly assembled to position themselves in a way to put a STOP this representative behavior. As a result, on the last day of school our team organized volunteers along with a few of Sac PD staff who were positioned at Valley High School, Florin High School, C.K. McClatchy High School and Monterey Trails High School, during the time when school let out. That effort was successful as there was only one reported fight between all 4 schools and that fight was dispersed very quickly and did not have the opportunity to escalate or cause a large crowd. The schools expressed how awesome it was to have the presence of community residents assisting to reduce violence.

We soon realized that for our high-risk and hard core youth, they are often told what is wrong with them and punished instead of praised. To combat this trend, we wanted the students to understand and experience success. We developed a monthly award celebration where students received a small gift each time they completed a personal goal. Because of the positive feedback, students began wanting to do better in school and get stable employment and housing. To date, the program has increased attendance in-school by 17% and has increased the number of students in college/working by 22%.

Guest speakers played a huge role in the business and acumen trainings. Dr. Boyce Watkins, a world leader in financial scholars and social commentators came to speak to the program youth.

One particular highlight was the involvement of one of our participants in the workforce readiness program. This individual was previously involved in risky and illegal activities, however due to the preparation provided through the workforce readiness program; he was able to obtain employment that now allows him to support his family through legal means. This also provides an excellent example for his growing daughter which helps to break the cycle of intergenerational high risk/criminal activity within the family.

Our success on this front means that nearly 100 more at-risk youth were connected to caring adults in a positive environment rather than being on the street or returning to homes that exposed them to significant risk factors.
Summary

Overall, the grantee’s programs provided gang prevention and intervention services to youth as well as their families and other supportive adults. Benefits of these programs included providing academic, personal, and workforce support to youth, as well as supporting the family structure. Some programs helped to unite different families together so that they could support each other, while others provided positive role models, parenting support, or impactful referrals to services. Through the efforts of the grantees, program benefits also extended to the community through partnerships with agencies and relationships with schools. It was evident that strong partnerships were key to program success and outreach to youth.

In comparison to the information collected during the 2016 pilot year, the 2017 program evaluation will be expanded to collect more information about participants and program impact. The evaluation will include the review of mid-year and end-of-year reports, system-wide data, and participant surveys. Information from the mid-year reports will additionally be used to inform the 2018 request for proposal process and identify areas of need.