



CATHOLIC CHARITIES
OF THE EAST BAY
CALVIP PROGRAM
LOCAL EVALUATION
PLAN

433 Jefferson Street
Oakland, CA 94607
(510) 768-3100

PROJECT TIME PERIOD:

10.1.2020 to 6.30.2023

Local Evaluator: Moira DeNike

moiradenike@yahoo.com | 415-368-5343



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PROJECT AND EVALUATION BACKGROUND

Moira DeNike, Ph.D. is the local evaluator for Catholic Charities of the East Bay's (CCEB's) CalVIP program. She will provide ongoing technical assistance and conduct an annual evaluation of the project that considers both process and outcome indicators, as described below.

PROJECT SCOPE

CCEB will expand its TRUE Academy, which stands for Teach one another; Restore ourselves and community; Unite and Endure and thrive. This program delivers tiered Restorative Cognitive Behavioral Therapy (CBT) groups and individual supports to youth at risk for violent victimization and/or perpetration.

Headquartered in Oakland for over 80 years, CCEB's core mission is to respond to the needs of vulnerable community members. CCEB's Mental Health and Violence Prevention Department, where TRUE Academy sits, has extensive experience in this work. Since 2005 CCEB has been a member of the City of Oakland's violence-prevention initiative, Oakland Unite, providing practical and psychological support to the friends and families of homicide victims in Oakland in order to prevent retaliatory violence. Catholic Charities has also been funded under the California Department of Public Health's California Reducing Disparities Project (CRDP) to rigorously evaluate and expand the evidence base for the effectiveness of their restorative approach with youth. Since 2018 through Juvenile Justice and Crime Prevention Act funding, CCEB has been delivering the TRUE Academy in Oakland.

Violent crime in Oakland is 185% higher than the California average and 235% higher than the national average (Area Vibes, 2019). While Oakland has seen a steady decline in homicides over the last 15 years, in 2019 the risk of being killed with a gun was 22 times higher for Black residents than for white residents, and homicide continues to be the leading cause of death for youth ages 15-24 (Beckett et. al, 2019). Neighboring Richmond is similarly impacted by violence, with data from 2018 showing a violent crime rate that is 111% higher than the California average and 148% higher than the national average (Area Vibes, 2019). The majority of homicide victims and suspects in Richmond are also between 18 and 25 years of age (Richmond PD).

The CalVIP grant will enable an expansion of CCEB's TRUE Academy program to help support violence prevention in both cities by targeting youth identified as being at risk of violent victimization and/or perpetration. With the expansion, the program anticipates reaching approximately 600 over the course of the 3-year project term (10/1/2020 through 6/30/2023). Groups will be offered every semester (6 rounds in total, with two semesters per year over three years). Groups will meet for 10 weeks and serve approximately 8-12 youth per group.

These school- and community-based restorative CBT groups will provide a forum for youth to connect with supportive adults and peers and may include re-entry circles for students coming back from suspension or incarceration, healing circles as a response to conflict, family-school circles to improve communication, and ongoing ad-hoc support of students.

All group participants will be screened for potential engagement in intensive services (screening tools and process described below). The number of young people engaged in intensive case management is anticipated to be 150 over the project term (included in the 600 total count). Intensive case management services will utilize evidence-based practices such as CBT and motivational interviewing (MI), culturally-responsive, and customized based on each client's needs and strengths. The evaluation will monitor process measures including: staffing and partnerships (inputs) and program enrollment and participation numbers (outputs). The evaluation will also measure outcomes focused on increases in client resiliencies and decreases in client risks.

TARGET POPULATION & ELIGIBILITY

Youth may self-refer or be referred by teachers, parents, school counselors, community-based partners, or probation personnel – Oakland & Richmond probation departments and schools are key partners in the project.

Partner schools are as follows:

Richmond: West Contra Costa Unified School District:	Oakland: Oakland Unified School District
Richmond High School	Skyline High School
Kennedy High School	Oakland Technical High School
Greenwood Academy	

These partners are instructed that *eligible youth* are those whom they believe are at risk of violent victimization and/or perpetration and would benefit from group or individualized supports. That is the only eligibility criteria for participation in Restorative CBT groups. Eligibility for intensive services will rely on results of the CCEB CalVIP Screener Tool. All Restorative CBT group participants will be invited to complete the CCEB CalVIP Screener Tool to identify their risk for perpetration and/or victimization, and to identify specific risk areas (described below). Participants identified as high risk will be directed toward intensive case management. Those specifically identified on the CCEB CalVIP Screener Tool as high risk for CSEC will be further assessed using the CSE-IT (described below). If the CSE-IT determines their CSEC risk to be high, they will be referred to specialized CSEC programming.

CCEB CalVIP Screener Tool: This tool was custom designed by the local evaluator, Moira DeNike, in partnership with CCEB, as a mechanism for identifying youth at various levels of risk for violence (perpetration or victimization). The tool contains 13 items, measuring both risk and resiliency factors, adapted from various validated instruments (e.g., [California Healthy Kids Survey](#), [Social Responsibility Scale](#), [Rochester Youth Depression Scale](#), [Attitudes toward Conflicts Scale](#), [Child and Adolescent Needs and Strengths](#), and the [Commercial Sexual Exploitation Identification Tool](#)). CCEB staff will administer the tool and determine each youth’s cumulative score as well as scores on the following three subscales: Risk of Violent Perpetration, Risk of Victimization, and Risk of Commercial Sexual Exploitation (CSEC). The tool will help CCEB staff to identify appropriate supports for youth demonstrating high risk. Youth specifically showing high risk on the CSEC subscale will be directed to specialized screening (CSE-IT) and supports.

A hard copy of this tool and its subscales is provided in the Appendix, and an electronic version of the tool can be found in English here: https://www.surveymonkey.com/r/CalVIP_Screener, and in Spanish here: https://es.surveymonkey.com/r/CalVIP_Preseleccion. This tool will be administered by CCEB CalVIP program staff to prospective participants. The process evaluation includes a review of the range of scores on this tool and subsequent program referral and engagement.

Commercial Sexual Exploitation-Identification Tool (CSE-IT): This tool was developed by West Coast Children’s Clinic and has been validated in numerous studies as a reliable predictor of commercial sexual exploitation ([Basson, 2017](#); [Panililio, Miyamoto, et al., 2018](#); [Romero, Interiano-Shiverkecker, et al., 2021](#)). CCEB staff have received training in the administration of the CSE-IT, and will use results to refer youth to specialized, trauma-informed services through project partners. The process evaluation includes a review of the range of scores on this tool and subsequent program referral.

INDIVIDUALIZED SERVICE PLANNING

Intensive case-management will begin with individualized case planning. Data from the CCEB CalVIP Screener Tool will help CCEB staff to identify general risk areas (Risk of Violent Perpetration, Risk of Victimization, and Risk of Commercial Sexual Exploitation (CSEC)), which will help determine the focus of individualized supports. Once youth are engaged in case management, CCEB will conduct intakes detailing youth strengths, interests, and needs (including housing, academic/professional, family, and behavioral health). Individual case plans will be developed according to each youth’s needs and strengths.

PROJECT TIMELINE

Below is a timeline for the project.

Activity	Responsible Person(s)	Start	End
Coordinate with Oakland and Richmond violence prevention services, Alameda and Contra Costa County Probation departments, school districts for both cities, Day Star CSEC Education and Mentoring to establish referral sources	Director of Mental Health and Program Manager participate in local fora and networks and maintain connection and communication to key stakeholders	10/1/2020	6/30/2023
Customize screening and evaluation tools; Finalize evaluation plan	Local external evaluator	12/1/2020	3/15/2021
Develop and deliver training or workshops on the TRUE Academy model and lessons learned	Program Manager and direct service staff develop curriculum and deliver training in at least three sessions	10/1/2022	6/30/2023
Annual analysis of data for reflection and program improvement (outputs, outcomes, by gender and race/ethnicity)	Local external evaluator collects data annually in June for analysis and review July-August	6/14/2021 6/15/2022	9/13/2021 9/14/2022
Within six months following the end of the grant, complete an evaluation of the effectiveness of the TRUE Academy program and document and disseminate learning from the program.	Local external evaluator and Program Analyst collect and manage data, evaluate program processes and outcomes, and write up and disseminate findings	6/16/2023	12/31/2023

RESEARCH QUESTIONS & OUTCOMES OF INTEREST

The evaluation will be guided by the following Process Evaluation and Outcome Evaluation questions:

Process Evaluation Questions:

- How has collaboration among project partners proceeded, developed, and improved?
- How has service delivery unfolded?
- Have screening and evaluation tools been administered as anticipated?
- What unanticipated barriers or successes have had an impact on the process of implementing the project?


Outcome Evaluation Questions:

- Did group participants demonstrate increased protective factors that prevent violence, including improvements on: self-awareness, emotional self-regulation, help-seeking, and connection to supportive peers and adult allies?
- Did participants in intensive supports demonstrate decreased risk of violent victimization and/or perpetration?

The logic model below lists out program inputs, activities, outputs, and outcomes, which also represent the project's goals and objectives.



PROJECT LOGIC MODEL

INPUTS	SERVICES		OUTPUTS	OUTCOMES
<p>Partnerships with schools; CCEB staff: Restorative Practice Coordinators, Case Managers, Mental Health Clinicians, Clinical Supervisor, Program Manager; Partnerships with CSEC specializing agencies; Data infrastructure; Partnership with external local evaluator.</p>	<p>CBT GROUPS: School-based Restorative Cognitive Behavioral Therapy groups and interventions, including re-entry circles for students coming back from suspension or incarceration, disciplinary hearings as an alternative to suspension, healing circles as a response to conflict, family-school circles to improve communication and continuous support of students.</p>		<p>600 youth are reached with Restorative Cognitive Behavioral Therapy groups: Groups over 10 sessions for 8-12 youth per group.</p>	<p>Upon completing CBT groups, 90% of participants demonstrate increased awareness of emotional states & self-regulation strategies and increased ability to identify & connect to supportive peers and adult allies, protective factors that prevent violence</p> <p>Upon completing CBT groups, 90% of participants demonstrate increased knowledge of alternative conflict-resolution skills and commitment to change.</p>
	<p>SCREENING: Screen youth for near-term risk of violence and CSEC</p>		<p>600 youth are screened for near-term risk of violence; All youth identified as high risk are directed toward appropriate supports.</p>	<p>Most at-risk youth are directed into clinical and case management services; Commercially Sexually Exploited youth are directed into specialized services</p>
	<p>INTENSIVE SERVICES: Provide highest-risk youth culturally and linguistically responsive, evidence-based intensive case management using motivational interviewing, restorative inquiry.</p>		<p>150 youth are engaged in intensive case management.</p>	<p>Upon exiting intensive services, 80% of participants show improved stability on one or more life domain, demonstrated by results from program tailored, evidence-informed retrospective post-test survey</p> <p>Upon exiting service, 80% of participants report having the skills and resources to avoid violence and further involvement with the juvenile justice system, demonstrated by results from program tailored, evidence-informed retrospective post-test survey</p>

PROCESS EVALUATION METHOD AND DESIGN

On an annual basis, Dr. DeNike will conduct a process evaluation in order to monitor project implementation.

PROCESS EVALUATION QUESTIONS

The following evaluation questions and indicators will guide this piece of the inquiry:

Evaluation Question	Indicator	Measure
How has collaboration among project partners proceeded, developed, and improved?	Meeting attendance reflects commitment on the part of all partners	# of meetings held/# of meetings scheduled; # of partners attending/# of partners invited
	Data sharing agreements and actual data sharing happen in a timely manner	# of delays and reasons for delays
	Partner communication reflects high degree of collaboration	Qualitative analysis of non-confidential inter-partner communications
How has service delivery unfolded?	Client are enrolled as anticipated in group supports	# of clients enrolled at each site/# of clients anticipated at each site
	Clients are enrolled as anticipated in intensive supports	# of clients enrolled at each site/# of clients anticipated at each site
	Clients are retained as anticipated – target 80% retention	# of clients completing the program/# of clients enrolled
Have screening and evaluation tools been administered as anticipated?	Screening tool is administered and used to direct youth to appropriate supports)	# of screeners completed (CCEB screener and CSE-IT), analysis of score ranges, # of youth within ranges connected to programs and supports
	Retrospective skills tools are collected from all consenting participants	# of completed retrospective skills tools collected/# of participants
What unanticipated barriers or successes have had an impact on the process of implementing the project?	Staff and partner impressions of unanticipated successes	Qualitative analysis of input from CCEB staff and project partner staff
	Staff and partner impressions of unanticipated barriers	Qualitative analysis of input from CCEB staff and project partner staff

PROCESS EVALUATION PROCEDURES

For the process evaluation, the external evaluator will conduct key informant interviews with CCEB staff as well as partner agency staff to ascertain the extent to which project implementation has proceeded as anticipated. Additionally, the external evaluator will monitor enrollment numbers and program retention rates throughout the project period. At the end of each program year, the evaluator will compile archival data (e.g., meeting records & notes, non-confidential inter-partner communication). On an annual basis, the external evaluator will compile these process data into a written process evaluation corresponding to the process evaluation questions listed above. Findings will be presented to staff and stakeholders for reflection, input, and creative, data-driven problem-solving.

OUTCOME EVALUATION METHOD AND DESIGN

Dr. DeNike will conduct an annual outcomes evaluation to measure the effectiveness of the project in accomplishing its goals.

OUTCOME EVALUATION QUESTIONS

The outcome evaluation will be guided by the following evaluation questions using the listed indicators and measures:

Evaluation Question	Indicator	Measure
Did group participants demonstrate increased protective factors that prevent violence, including improvements on: self-awareness, emotional self-regulation, help-seeking, and connection to supportive peers and adult allies?	Participants as a whole show increased resiliency overall	Cumulative pre-post scores on custom CCEB CalVIP Retrospective Pre-Post tools show improvements overall
	Participants show increased resiliency on key indicators and subscales	Individual item and subscale pre-post scores on the retrospective tool show improved emotional self-regulation, help-seeking, and connection to prosocial peers
	The majority of participants show increased resiliency overall	Percentage of participants with pre-post improvements on the retrospective pre-post skills tool overall
Did participants in intensive supports demonstrate decreased risk of violent victimization and/or perpetration?	Participants self-report decreased risk of violence and/or increased skills to resist violence	Individual item and subscale pre-post scores on the retrospective tool show improvement on violence predictors such as extended absences from home, perceived need for weapons, school engagement, and high-risk relationships

OUTCOME EVALUATION PROCEDURES

The collection and analysis of the retrospective pre-post tools will proceed as follows: 1) toward the end of the service period, group facilitators, clinicians, and case managers will administer tools with clients – these individuals will have established trust with clients and will therefore be best positioned to collect sensitive information from participants; 2) data will be de-identified by the project manager and sent to the external evaluator for analysis; 3) the external evaluator will run analyses to determine overall improvements on mean pre and post scores, improvements on subscales, as well as the percentage of clients experiencing these improvements – statistical tests of significance (t-tests, ANOVA, chi-square) will assist in determining the magnitude of results; to the extent possible, the outcome analysis will consider independent variables such as gender and race/ethnicity, to determine if the program is having a differential impact on the basis of these demographic factors.

EVALUATION TOOLS

In addition to interviews with CCEB staff and reviews of program enrollment and retention data and service logs, the following tools will inform the evaluation:

CCEB CalVIP Retrospective Pre-Post: This tool was custom designed by Moira DeNike in partnership with CCEB, as a means for assessing program impact among participants. The tool is meant to capture client-level improvements

on resiliency factors such as emotional self-regulation skills, help-seeking behavior, connection to prosocial supports, and ability to circumvent violent conflict, as well as specific violence predictors such as extended absences from home, perceived need for weapons, school engagement, and high-risk relationships.

In a retrospective pre-post design, baseline measures are collected at the same time as outcome measures – respondents are asked to reflect on past as well as present attitudes and behaviors. Among the advantages of a retrospective pre-post design are that it requires only a single data collection point, toward the end of services, thereby simplifying data collection and lightening the evaluation burden on staff as well as clients. Additionally, research shows that a retrospective pre-post design can reduce response-shift bias, and that it is at least as effective at measuring program impact as a traditional pre-post design, suggesting that it may therefore be a more valid and reliable way to measure impact than traditional pre-post designs ([Bhanji, Gottesman, et al., 2012](#); [Drennan & Hyde, 2007](#); [Lang & Savageau, 2017](#); [Skeff, Stratos & Bergen, 1992](#)).

This tool is provided in the Appendix. It will be administered with program participants toward the end of program participation to measure each participant’s perception of change since program enrollment. For participants in the Restorative CBT groups, the tool will be administered during the 10th week; participants in intensive services will be asked to complete the questionnaire as their therapeutic relationship ending or at the end of the school year (unless they are concomitantly enrolled in the groups and have already completed the tool). The evaluation includes an analysis of pre-post results for all participants who complete the tool.

It should be noted that the survey will only capture individuals who persist in the program and will not include individuals who drop out of the program. This is a limitation of most pre-post designs. To the extent possible the evaluation will report on program attrition in order to recognize the extent of this limitation.

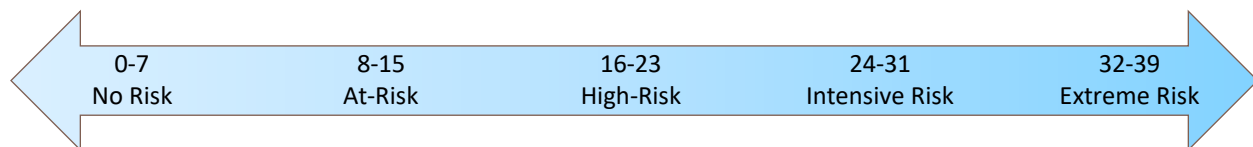
APPENDIX

CALVIP PROGRAM PARTICIPANT SCREENER

How well do the following statements describe you?	Not at all like me	A little bit like me	Some-what like me	A lot like me
1. I believe violence can be an effective way to settle disagreements				
2. I cannot go to certain neighborhoods because of turf issues				
3. I generally feel safe at school				
4. I have frequent encounters with law enforcement				
5. My home always feels safe and nurturing				
6. I sometimes hook up with people I meet on the internet				
7. A lot of my friends get into physical fights				
8. I often spend several days away from home				
9. When I think of my future I feel hopeful				
10. I can't really tell people about how I earn the money I have				
11. I would feel safer if I had a weapon				
12. I am confident in my ability to stay out of fights				
13. I have a boyfriend, girlfriend or partner who tries to control me				

SCREENER SCORING GUIDE

How well do the following statements describe you?	Not at all like me	A little bit like me	Some-what like me	A lot like me
1. I believe violence can be an effective way to settle disagreements	0	1	2	3
2. I cannot go to certain neighborhoods because of turf issues	0	1	2	3
3. I generally feel safe at school	3	2	1	0
4. I have frequent encounters with law enforcement	0	1	2	3
5. My home always feels safe and nurturing	3	2	1	0
6. I sometimes hook up with people I meet on the internet	0	1	2	3
7. A lot of my friends get into physical fights	0	1	2	3
8. I often spend several days away from home	0	1	2	3
9. When I think of my future I feel hopeful	3	2	1	0
10. I can't really tell people about how I earn the money I have	0	1	2	3
11. I would feel safer if I had a weapon	0	1	2	3
12. I am confident in my ability to stay out of fights	3	2	1	0
13. I have a boyfriend, girlfriend or partner who tries to control me	0	1	2	3

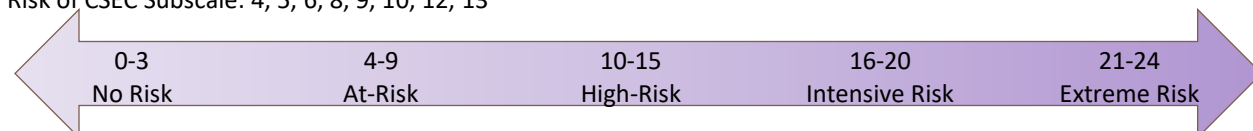


SCREENER SUBSCALE SCORING KEY

Risk of Violent Perpetration Subscale: 1, 2, 4, 7, 9, 10, 11, 12

Risk of Victimization Subscale: 2, 3, 5, 8, 9, 10, 11, 13

Risk of CSEC Subscale: 4, 5, 6, 8, 9, 10, 12, 13



CCEB CalVIP RETROSPECTIVE PRE-POST

For this questionnaire, we want you to think about how things were for you ***before you started participating in CalVIP***, and how things are for you ***now***.

Use this guide for choosing a number response:

1= Not at all true **2=** Somewhat true **3=** Neither true or untrue **4=** True **5=** Very true

Please indicate how true these statements were/are for you...	BEFORE you joined the program					NOW				
I think before I act	1	2	3	4	5	1	2	3	4	5
I know where to go for help with a problem	1	2	3	4	5	1	2	3	4	5
I believe violence can be an effective way to settle disagreements	1	2	3	4	5	1	2	3	4	5
I accept responsibility for my actions	1	2	3	4	5	1	2	3	4	5
I know how to avoid conflicts in general	1	2	3	4	5	1	2	3	4	5
I try to work out problems by talking or writing about them	1	2	3	4	5	1	2	3	4	5
I have frequent encounters with law enforcement	1	2	3	4	5	1	2	3	4	5
When I think of my future I feel hopeful	1	2	3	4	5	1	2	3	4	5
Outside of my home there is an adult who really cares about me	1	2	3	4	5	1	2	3	4	5
I get in trouble at school a lot	1	2	3	4	5	1	2	3	4	5
I stand up for myself without putting others down	1	2	3	4	5	1	2	3	4	5
I try to understand what other people go through	1	2	3	4	5	1	2	3	4	5
A lot of my friends get into physical fights	1	2	3	4	5	1	2	3	4	5
I feel bad when someone gets their feelings hurt	1	2	3	4	5	1	2	3	4	5
I can't really tell people about how I earn the money I have	1	2	3	4	5	1	2	3	4	5
I know how to avoid physical fights	1	2	3	4	5	1	2	3	4	5
I would feel safer if I had a weapon	1	2	3	4	5	1	2	3	4	5
I listen to other people's ideas	1	2	3	4	5	1	2	3	4	5
I have high goals and expectations for myself	1	2	3	4	5	1	2	3	4	5
I attend school regularly	1	2	3	4	5	1	2	3	4	5
I often spend several days away from home	1	2	3	4	5	1	2	3	4	5
I have a boyfriend, girlfriend or partner who tries to control me	1	2	3	4	5	1	2	3	4	5

1. Has working with the program has helped you to be less violent or experience less violent victimization?
Yes **No**

Can you explain how or why you think it helped or didn't help?

2. Is anything else different for you because of the work you did with the program (did you learn anything, have you used anything, or did anything change for you)?

3. How could this program be better?

<p>What is your gender?</p> <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Transgender <input type="radio"/> Non-binary <input type="radio"/> Other <input type="radio"/> Decline to answer	<p>Are you Hispanic or Latino?</p> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Decline to answer	<p>What race do you consider yourself? You can choose more than one.</p> <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> Native Hawaiian or other Pacific Islander <input type="radio"/> American Indian or Alaska Native <input type="radio"/> White <input type="radio"/> Other _____ <input type="radio"/> Decline to answer
<p>How old are you?</p> <p>_____</p>		