

California Violence Intervention and Prevention (CalVIP) Grant

Operation Peace Works (OPW) Peace Through Collaboration Local Evaluation Report (LER)

Grantee: Oxnard Police Department

Project Time Period: October 1, 2020 to December 31, 2023

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Abstract

The City of Oxnard in collaboration with DRAGG expanded Operation Peace Works (OPW) and offered Peace Through Collaboration (PTC). PTC, a trauma-informed approach through collaborative community partnerships, provided community outreach, received community partner referrals, provided leadership opportunities, and provided wrap-around, evidence-based support for 14 to 18-year-old at-risk youth on alternatives to negative behaviors. The program provided a positive environment in order to help participants complete their educational and emotional goals and healing opportunities for youth and families who are ready for change.

The presented research indicates the number of participants who exited the project during the reporting period and demonstrated positive changes in various measured outcomes:

- Employment - 22 of 86 participants showcased positive changes by securing employment opportunities.
- Enrollment/Credits - 74 of 86 participants displayed positive changes by enrolling in K-12 education programs or obtaining additional educational credits.
- Postsecondary Enrollment/Credit - 74 of 86 participants demonstrated positive changes by enrolling in postsecondary education programs or acquiring further academic credits.
- K-12 Diploma/GED - 74 of 86 participants exhibited positive changes by obtaining a high school diploma or General Education Development (GED) equivalency.
- Work/Career Readiness - 74 of 86 participants showcased positive changes by enhancing their skills and readiness for work or career-related pursuits.
- Safer in the Community - 74 of 86 participants demonstrated positive changes by exhibiting a higher sense of safety and security within their community.
- Connected to Others - 74 of 86 participants displayed positive changes by establishing or strengthening connections with others, thereby improving their social networks and support systems.

These findings indicate the successful outcomes observed among participants who completed the project during the reporting period. The data suggests that a considerable number of individuals experienced beneficial changes across various domains, including employment, education, psychosocial well-being, and community integration, highlighting the project's positive impact on the participants' lives.

Project and Background

The City of Oxnard is a coastal area and the largest city in the "Oxnard Plain" located about 60 miles northwest of Los Angeles and includes the City of Port Hueneme to the south, and the unincorporated Oxnard communities of El Rio and Nyeland Acres to the north this includes a large agricultural area. Oxnard, home to an estimated 209,886¹ residents, is a predominantly minority community comprised of 72.2% Hispanic/Latino² wherein households with a language spoken at home other than English comprises 63.2% of all households³. Gang-involvement and gang-related violence are significant issues affecting residents throughout Ventura County, particularly in the proposed project area of the Oxnard Plain. Prior to the early 2000s, suppression was the primary tool utilized to address gang violence. Enforcement continues to be augmented by two civil injunctions against Oxnard's two largest and most active criminal street gangs - covering some 300 Goiania Chiques members and 70 Southside Chiques members. Unfortunately, absent a comprehensive preventative youth outreach strategy, violent assault and murder statistics continue to fluctuate.

The City of Port Hueneme - home to an estimated 22,215⁴ residents, the Naval Construction Battalion Center Port Hueneme (the West Coast's homeport of the Navy's Seabees), and the only deep-water commercial port between Los Angeles and San Francisco - is a 4.5 square mile seaside bedroom community bordered by Oxnard to the east, north, and west and by the Pacific Ocean to the south. Port Hueneme is a largely minority community comprised of

59.4% Hispanic⁴ and wherein households with a language spoken at home other than English comprise nearly 51% of all households⁵ Port Hueneme's violent crime rate of 4.0⁶ violent crimes per 1000 residents is 74% greater than the county's rate of 2.7⁷ El Rio, with about 7,198 residents, and Nyeland Acres, with about 2,800 residents, are small unincorporated rural communities along Oxnard's northern boundary adjacent to U.S. Highway 101. Nyeland Acres experienced⁸ Part I violent crimes (2 robberies and 17 violent assaults) in 2018, and 12 (4 robberies and 8 violent assaults) in 2018, while El Rio experienced⁹ violent crimes (4 sexual assaults, 2 robberies and 14 assaults) in 2018 and¹⁰ (1 sexual assault, 4 robberies and 13 assaults) in 2018. Although Port Hueneme, El Rio, and Nyeland Acres are not part of Oxnard proper, the proximity of these surrounding communities to Oxnard is such that associations, friendships, school district boundaries, employment, community assets, and even community problems and concerns are not isolated merely because of imaginary geographical lines. The community's challenges are regional and therefore require regional strategies and solutions to be most effective.

Oxnard Police Department has identified eight active local gangs with an estimated 2,400 members combined¹¹, including many from families with generational gang involvement. A majority of the identified gang members - including those who are the most active, the most violent, and committing the most crime - are Hispanic males, 14- 24 years of age, and who reside in Oxnard, Port Hueneme, and El Rio¹². Gang activity is a serious issue facing young people, and for some, gangs are perceived to be the only form of recreation and belonging available. Currently, not only are there limited and/or uncoordinated services available to the target population, but there is often a disconnect between the service providers and the youth who most need the services with many families simply unaware of what is available to them. Limited availability of community resources such as early intervention and prevention services and the need for positive male role models are among the most frequently mentioned responses to "Why young people in the county face challenges and why they get in trouble or get arrested."¹³ Of 6,431 Oxnard Union High School District students surveyed (9th grade, 11th grade & non-traditional (NT) school students), 85% indicated that they were engaged in no after-school

programs¹⁸ while 42-73% did not believe that their school or their neighborhood even offered any interesting activities for young people to do after school. Surveyed students indicated that if their community was to provide new activities for young people, they would want (in approximate order): 1) sports and recreation, 2) job readiness and work internships, 3) arts, music, dance and drama, 4) volunteer opportunities to help others, animals or the environment, 5) computer, video production, and photography, 6) tutors and mentors, 7) counseling, 8) youth clubs and centers, and 9) alcohol and drug treatment.

In addition to crime and violence, the community also faces socio-economic risk factors. Economic hardship is the most common Adverse Childhood Experience (ACE) reported nationally and in almost all states¹⁴. Moreover, research shows that socio-economic status is associated with a wide array of health, cognitive, and socio-economic outcomes in children, with effects beginning prior to birth and continuing into adulthood¹⁵. In Oxnard School District, with nearly 15,300 students in 21 elementary and middle schools, 86% of students in the district were eligible for free and reduced-price meals (FRPM)²² during the 2018-19 school year. Oxnard's median household income of \$61,651¹⁶ is 21.6% below the Ventura County median while Oxnard's per capita income of \$21,102¹⁷ is 38.5% below the county median. Over one-quarter of local Latinos and over one-third of Oxnard's youth (under 18 years of age) live at or below 125% of the federal poverty level¹⁸. This is compounded by the fact that Ventura County is among the least affordable housing markets in the U.S.¹⁹ Sperling's Best Places cost-of-living indices are based on a U.S. average of 100. A figure below 100 means a city is more affordable than the U.S. average while a cost-of-living index above 100 means that city is more expensive. Port Hueneme's cost of living index is 130.4 while Oxnard's cost-of-living index is 142.1²⁰ Higher proportions of home ownership are positively correlated with a safe and healthy living environment, economic stability, and quality of life. While the average rental rate in the U.S. is 36.4%²¹, housing is renter-occupied in nearly 47% of Oxnard's housing, in over 53% of Port Hueneme's housing, and in over 37% in El Rio's housing²².

A snapshot of ACE scores for 54 youth in the Ventura County Juvenile Facility ("juvenile hall") between June and August 2014 showed an average ACE score was 4.2630. ACE scores higher than 4 are strongly correlated with poor health outcomes as an adult, including mental health issues, addiction, and the perpetration of violence²³. Educational attainment is one of the key indicators of the health status of a community. Over one-third of Oxnard's population 25+ years of age have not attained a high school diploma²⁴ and 32% are not part of the civilian labor force²⁵. For many young people, the disconnect runs yet deeper. In the 2018-19 California Healthy Kids Survey of 9th grade, 11th grade, and NT school students, 34% of students felt that at their school, there were no teachers or other adults who listened when they had something to say, who cared for them, or who noticed when they were not there²⁶ while 75% did not believe that what they did at school made any difference²⁷. In the same school survey, 54% of students indicated that there were "a lot" of gang members in their school or neighborhood²⁸; 5-17% indicated that they had friends in a gang²⁹; 10-29% indicated that gang members have fought in their school or neighborhood and/or provided protection for one another³⁰; 9-23% indicated that gang members sometimes/often carried weapons in their school or neighborhood³¹; and 7-19% indicated that it would be fairly or very easy for them to acquire a handgun, rifle or shotgun if they wanted to.

In addition to the damaging impact of actual violence on quality of life, gang violence has an economic impact which contributes to an overall sense of hopelessness for many youths. The perception of danger from gang violence continues to affect Oxnard's reputation which influences residents/families, visitors, and even business owners who may be considering coming to Oxnard.

Peace through Collaboration (PTC) refers to the concept of achieving and maintaining peace by fostering cooperation, mutual understanding, and joint efforts among different individuals, groups, organizations, or nations. It emphasizes the idea that peace can be attained when various parties work together, collaborate, and engage in constructive dialogue rather than conflict or

competition. This approach recognizes that many conflicts or issues can be addressed more effectively through collective action, shared goals, and partnerships. It involves:

- **Cooperation:** Encouraging different entities to work together towards common objectives, pooling resources, expertise, and efforts to achieve peace and stability.
- **Mutual Understanding:** Promoting empathy, communication, and the exchange of ideas between diverse groups to build bridges and find common ground, fostering a deeper understanding of each other's perspectives and needs.
- **Conflict Resolution:** Resolving disputes or disagreements through dialogue, negotiation, mediation, and diplomacy rather than through violence or confrontation.
- **Shared Responsibility:** Acknowledging that maintaining peace is a collective responsibility, and all parties involved play a role in creating and preserving a peaceful environment.
- **Building Alliances:** Forming alliances and partnerships across different sectors, cultures, or nations to address issues that contribute to conflict or instability.
- **Long-term Sustainability:** Creating sustainable peace by addressing underlying causes of conflict, promoting social justice, equality, and inclusive development.

Overall, Peace through Collaboration underscores the importance of working together, respecting diversity, and seeking common solutions to achieve lasting peace and harmony in communities, societies, and globally.

The City of Oxnard used PTC strategies of 1) community outreach; received community partner referrals of potential program participants; 2) provided leadership opportunities for participants (fundraising, car restoration and donation to a needy family); 3) provided referral services for participants (educational goals, vocational training, substance abuse, anger management, parenting classes, tattoo removal, etc.); 4) provided mentoring services; 5) provided community building and community-service opportunities; 6) provided credit recovery for credit deficient participants toward graduation through 7) job-readiness and skills-building training and other

youth development opportunities; 8) provided career-exploration opportunities; and 9) provided paid/non paid employment/internship opportunities for youth.

PTC addressed community needs including traumatization, isolation, hopelessness, and lack of opportunity by building on the successes and lessons learned of the past addressing gang violence through collaboration. A trauma-informed approach to personal transformation aimed to "meet youth where they are" with culturally competent interventions and preventions. This strategy addressed anti-social thinking, developed pro-social values, built coping skills, and encouraged personal growth aimed at helping young people escape the behaviors that imprison them in cycles of hopelessness, bad choices, crime, and violence. Through previous Cal-GRIP & Cal-VIP efforts, many of our community partners have received training in trauma-informed assessment and care and the Community Resiliency Model (CRM), a biological perspective that reduces the stigma and teaches wellness skills. The model is highly accessible across cultures and education levels.

The City of Oxnard reached youth through a broad range of entry points, including community-based organizations and local government programs (e.g., youth-serving organizations like Pacific Clinic's TAY Tunnel for Transitional Age Youth; the Ventura County Probation Agency's Evening Reporting Center (ERC) operated in partnership with the Boys and Girls Club; the Ventura County Medical Center's Trauma Department and Oxnard Union High School District's Student Intervention Specialist. Project staff met one-on-one with youth to conduct an intake, an introductory motivational interview (in part to gauge readiness) and assessments of needs and resiliency. Assessments during these initial contacts shifted from "*What's wrong with these young people?*" to "*What happened to these young people?*" For those youth who were motivated to continue in PTC, Motivational Interviewing (MI), emotional support (one-on-one or in groups following the indigenous model of the Circle process), and case management/life guidance were offered to build connections, motivation for change, and hope. In addition to community-building and emotional support, case managers offered practical support by facilitating access to services across the partner network through referrals and by including representatives of local partners

in learning circles to build understanding and trust. For those who sought personal transformation and deeper healing, we addressed the effects of trauma and gang-involvement through highly intensive Moral Reconciliation Therapy and other evidence based therapeutic services.

The results of youth surveys supported anecdotal evidence that young people often express a desire for meaningful career experience and job development. PTC not only provided job training, career exploration, and employment readiness opportunities, but also provided additional youth career training through the DRAGG after school program. DRAGG is a youth development program that services the city of Oxnard and Port Hueneme youth, which provides an alternative to gangs, graffiti, and juvenile justice involvement through positive workforce training in the unique environment of the automotive trade industry. Oxnard and Port Hueneme youth completed industry certificates, most earned up to 10 credits towards a high school diploma, completed job readiness curriculum which led to internships and job placement opportunities.

Specific evidence-based programs and evidence-informed practices incorporated, as appropriate, by a referral bases through PTC included: 1) Motivational Interviewing; 2) Moral Reconciliation Therapy; 3) Cognitive Behavioral Therapy; 4) Case Management; 5) Employability Training; 6) Parent Project and Triple P Positive Parenting Program; 7) Olweus Bullying Program; 8) Reality Tour; 9) substance abuse (12-step) programs; 10) mindfulness practices to support healing and transformation; and 11) group facilitation using a circle format for community-building, learning and healing. This proposal was not intended to be a one-size-fits-all and because each youth is unique, the use of any of the preceding programs or practices were not specifically articulated as part of a step-by-step process, Rather, PTC intended to evaluate each participant uniquely, "meet them where they are at", and utilize evidence-based programs and practices as deemed most appropriate by the case manager working together with each individual youth and their family.

Using data collection procedures DRAGG Inc. already in place, project staff recorded key processes at the time services are delivered and report tracked data to the Youth Safety Coordinator. Data collected by the Youth Safety Coordinator was analyzed for the development and preparation of quarterly data/progress reports for review by the Coordinating Council. The City of Oxnard tracked and record both individual and community-level outcomes. For the terms of this grant, pre and post assessments in which participants are compared to themselves before and after the DRAGG program as the primary evaluation tools. Community level outcomes will be an increase in capacity to deliver trauma-informed services among partners and a reduction in recidivism among participating youth.

The overarching Project Goals and Objectives and the CalVIP Work Plan have been updated from the original presented in the application. Total number of students and listed percentages were adjusted proportionally from 300 to 200 students with percentages adjusted accordingly. This update was done to accurately reflect the student capacity of the DRAGG Inc. program for the CalVIP Grant performance period. A cross-walk of the updated Project Goals and Objectives to the CalVIP Project Work Plan has been included to show the intersegmental relationship between the two and provide guidance to the Project Research Questions.

Project Goals and Objectives

PROJECT GOAL 1:	Targeted youth are aware of community support for moving away from gangs and violence and toward healing and purpose.
3-YEAR OBJECTIVES	<ul style="list-style-type: none"> ▪ 200 at-risk youth are given information over the course of the project by PTC staff and partners. <i>(Staff activity reports)</i> ▪ 100 at-risk youth will hear diversion presentations by community partners via "call-ins" at the county juvenile detention facility. <i>(Call-in summary reports)</i>
PROJECT GOAL 2:	Targeted youth and families are given an opportunity for learning and access to community support
3-YEAR OBJECTIVES	<ul style="list-style-type: none"> ▪ 100 youth will hear diversion presentations by community partners. <i>(Diversion & Enrichment presentation reports)</i>
PROJECT GOAL 3:	Targeted youth are encouraged to heal from trauma will be provided with intensive counseling.
3-YEAR OBJECTIVES	<ul style="list-style-type: none"> ▪ 20 youth will participate in 1:1 and group therapeutic services. <i>(Referral forms, Attendance)</i>
PROJECT GOAL 4:	Targeted youth enroll in DRAGG to participate in mentoring, community building, community service, leadership experience, career exploration, job readiness, and skills building.
3-YEAR OBJECTIVES	

<ul style="list-style-type: none"> ▪ 40 youth will enroll as PTC youth members and be provided a mentor during their participation in the after school program (<i>attendance & teacher notes</i>) ▪ 90% will complete an industry specific certificate of completion (<i>attendance & DRAGG reports</i>) ▪ 90% will complete 14 weeks/80 hours of classroom instruction (<i>Attendance and DRAGG reports</i>) ▪ 90% of PTC will complete career exploration & job readiness training (<i>Case notes & DRAGG reports</i>) ▪ 80% of PTC youth members will complete leadership and community service, etc. (<i>Intake forms, attendance, and DRAGG reports</i>) ▪ 80% will received credit toward graduation (<i>attendance, transcripts and DRAGG reports</i>) ▪ 20 youth will be given a scholarship to continue their education (<i>applications & DRAGG reports</i>)
<p>PROJECT GOAL 5: Targeted youth have multiple opportunities to gain employment and/or internships</p>
<p>3-YEAR OBJECTIVES</p> <ul style="list-style-type: none"> • 90 youth will participate enroll in DRAGG After School Programs (<i>intake forms/applications & DRAGG vital report</i>) • 15 will complete an industry Work-Based Learning opportunity (i.e., job shadowing, externship, internship) . (<i>Placement forms, sign-in sheets, & DRAGG Report</i>)

CalVIP Work Plan

(1) Goal: Community Service, Career Exploration and Job Readiness			
Objectives	<ul style="list-style-type: none"> A. 90 youth will enroll into the DRAGG after school program B. 100% will complete 13 weeks/60 hours of classroom instruction C. 100% will complete career exploration & job readiness training D. 80% will complete leadership and community service E. 80% will receive credit toward graduation 		
Project activities that support the identified goal and objectives	Responsible Staff and Partners	Timeline	
		Start Date	End Date
<ul style="list-style-type: none"> 1. Work with high schools and the community for referrals for enrollment 2. Classroom attendance and participation 3. Provide workshops for both career exploration and job readiness. 4. Provide leadership and community service projects for participants and monitor participation 	Our CBO collaborative: DRAGG Youth Safety office (referrals for program)	10/01/2020	6/31/2023
(2) Goal: Certificate of completion, Internships and Scholarships			
Objectives	<ul style="list-style-type: none"> A. 15 will complete an industry specific internship B. 25 students will be given a scholarship to continue their education C. 100 % will complete an industry certificate of completion 		
Project activities that support the identified goal and objectives	Responsible Staff and Partners	Timeline	
		Start Date	End Date

1. Classroom participation and project completion 2. Provide funds for post-secondary scholarships opportunities for participants 3. Monitor attendance and participation in classroom and projects		Our CBO collaborative: DRAGG	10/01/2020	06/31/2023
(3) Goal: Mentoring and therapeutic/counseling services				
Objectives	A. youth will complete one on one or group counseling B. 40 youth will be provided a mentor during their participation in the after school program			
Project activities that support the identified goal and objectives	Responsible Staff and Partners	Timeline		
		Start Date	End Date	
1. Provide mentoring during classroom activities for educational and life goals 2. Referrals to therapist and counselors from our community based organization partners	Our CBO collaborative: DRAGG	10/01/2020	06/31/2023	

CalVIP Work Plan to Project Goals Crosswalk

**WORK PLAN GOAL 1:
Community Service,
Career Exploration and
Job Readiness**

- PROJECT GOAL 1: Targeted youth are aware of community support for moving away from gangs and violence and toward healing and purpose.
- PROJECT GOAL 4: Targeted youth have the opportunity to enroll in DRAGG to participate in mentoring, community building, community service, leadership experience, career exploration, job readiness, and skills building.

**WORK PLAN GOAL 2:
Certificate of completion,
Internships and
Scholarships**

- PROJECT GOAL 4: Targeted youth have the opportunity to enroll in DRAGG to participate in mentoring, community building, community service, leadership experience, career exploration, job readiness, and skills building.
- PROJECT GOAL 5: Targeted youth have the opportunity to gain employment/internships

WORK PLAN GOAL 3:



- PROJECT GOAL 2: Targeted youth and families are given an opportunity for learning and access to

Process Evaluation Method and Design

The City of Oxnard in collaboration with DRAGG expanded Operation Peach Works (OPW) and offered Peace Through Collaboration (PTC). PTC is a trauma-informed approach through collaboration community partnerships, community outreach, receiving community partner referrals, providing leadership opportunities, and increasing wrap-around, evidence-based support for 14 to 18-year-old at-risk youth on alternatives to negative behaviors. The program provided a positive environment to help participants complete their educational and emotional goals and healing opportunities to youth and families who are ready for change.

The present study sought to identify to what extent will providing three types of Peace Through Collaboration (PTC) interventions to identified at-risk DRAGG students improve their educational and emotional goals and healing opportunities upon completion of the semester program. The targeted interventions were 1) Community Service, Career Exploration and Job Readiness 2) Certificate of completion, Internships and Scholarships, and 3) Mentoring and therapeutic/counseling services. Two research questions guided the study focusing on the measurement of process/implementation and outcome:

- Research Question 1 (Process/Implementation): Were the three identified PTC interventions to identified at-risk DRAGG students implemented successfully?
- Research Question 2 (Outcome): Did the three identified PTC interventions to identified at-risk DRAGG students improve their educational and emotional goals and healing opportunities?

The DRAGG program targets high school students, age 14-18, and their families residing in the Oxnard plains, including the City of Oxnard, the City of Port Hueneme, and the unincorporated communities of El Rio and Nyeland Acres. At-risk youth were identified as those qualifying for Title 1 funding, as outlined by the California Department of Education. Each research question is followed by the corresponding data set with details.

RQ 1 (Process/Implementation): *Were the three identified PTC interventions to identified at-risk DRAGG students of 1) Community Service, Career Exploration and Job Readiness 2) Certificate of completion, Internships and Scholarships, and 3) Mentoring and therapeutic/counseling services implemented successfully?*

Intake Forms and Therapeutic/Counseling Services. Confidential intake forms which include additional services provided by the high school site and any mandatory instructional support.

Program Syllabus/Calendar. The DRAGG Program provides a semester syllabus to all DRAGG students. The syllabus explains the program's learning objectives, outcomes, behavior expectations, and community events.

Attendance Rosters. Attendance is taken every class and community event to track total hours accumulated for each student. This is done to ensure the minimum number of hours is met and verified so DRAGG students can earn 5 high school credits and be eligible for internship and/or scholarship opportunities.

Instructor Notes: confidential notes are kept by DRAGG staff (Instructor, Program Manager, Program director) with details around job referrals, reference checks, and students asking for resources. Current and former students reach out to DRAGG staff; but for the purpose of this reporting period only data from students enrolled during the funding cycle will be used.

DRAGG Transcripts. A list of DRAGG students who have met the minimum number of participation hours and behavior expectations is emailed to each high school's designee (Administration, School Counselor and/or Registrar) and a complete list is housed within the DRAGG Program.

RQ 2 (Outcome): *Did the three identified Peace Through Collaboration PTC) interventions to identified at-risk DRAGG students improve their educational and emotional goals and healing opportunities?*

Student Post-Semester Questionnaire. A questionnaire for DRAGG graduates is completed during the last week of class. There is a total of twenty-one questions, with thirteen questions being multiple choice and eight being open-ended. The purpose of the post-semester questionnaire is to provide data surrounding RQ2.

Phone / Email Logs. Confidential conversations and emails around identified students are logged. Specifically, the high school site administrator and/or counselor provides the list of targeted students, i.e., identified Title 1 students. Additionally, it is through these confidential conversations where referrals are made to the student's school counselor and any pertinent student information is received by the site administrator and/or school counselor.

A mixed-methods design was used, first involving the collection of quantitative data of a DRAGG class's overall demographics, and identified at-risk students, as outlined by the Title 1 guidelines set forth by the CDE. With the pre and post -semester questionnaire data sets being handwritten, responses were entered into an excel spreadsheet by class and evaluated within the context of Research Question 1 and Research Question 2. The spreadsheets provided quantitative and qualitative data.

The quantitative data was triangulated with the in-depth qualitative data from the pre and post-course questionnaires. Mixed-methods research design supports the utilization of different perspectives or ideal models, as opposed to the general standards for quantitative or qualitative research. Additionally, it adopts a perspective that may incorporate both quantitative and subjective exploration. Mixed methodology also supports the shortcomings of quantitative and qualitative research by combining the strengths of each method for the study. It guarantees that the research questions are addressed in ways that cannot be answered by subjective or quantitative methodologies alone. A more grounded hypothesis may be developed, and more comprehensible findings can be obtained from two methodological approaches to the research

question. As this study explores the extent of three types of Peace Through Collaboration (PTC) interventions, the general research process is emergent in design³³.

In addition, a Documentation/Dissemination Plan was developed by staff to guarantee the systematic collection of information about the operation of the Project and provide the basis for sharing information with other similar projects. The Program Evaluator met with the Program Manager at the beginning and end of each semester to review intake forms, centralizing the student information to a spreadsheet.

Outcome (and Impact) Evaluation Method and Design

Project evaluation was the responsibility of the Project Evaluator and consist of two different evaluative strategies, formative and summative. Primarily qualitative in nature, the formative evaluation will be conducted through interviews of DRAGG participants. The Project Evaluator met regularly with project staff to share findings from the formative evaluation effort.

Periodic reports were be prepared that identify the major findings of the formative evaluation and how they have been used to improve project operation. Primarily quantitative in nature, the summative evaluation began with the establishment of baseline data at the beginning of the Project (using pre and post course surveys from Spring 2020) and then conducted at the beginning and end of each DRAGG course. Data for the summative evaluation focused on the two research questions within the five project goals and the triangulation of the various data sources.



Evaluation Results

Throughout the grant's performance period, the program consisted of six distinct semester cohorts. DRAGG reported 75% of Fall cohort participants return for the Spring cohort semester. Below is a graph summarizing student enrollment in the DRAGG Program from October 1, 2020 to June 30, 2023. It is crucial to ensure that participants were not duplicated in the data analysis. Participants are not included in the count more than once.

DRAGG PROGRAM ENROLLMENT October 1, 2020 to June 30, 2023		
	Total Participants	Targeted Participants
Male	101	66
Female	44	20
TOTAL	145	86

DRAGG DEMOGRAPHICS October 1, 2020 to June 30, 2023		
	Total Participants	Targeted Participants
Hispanic/Latino	131	78
Filipino	2	1
White	6	3
Other	6	4

TOTAL	145	86
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RQ 1 (Process/Implementation): *Were the three identified PTC interventions to identified at-risk DRAGG students of 1) Community Service, Career Exploration and Job Readiness 2) Certificate of completion, Internships and Scholarships, and 3) Mentoring and therapeutic/counseling services implemented successfully?*

The successful implementation of the Peace Through Collaboration (PTC) interventions aimed at supporting at-risk DRAGG students is confirmed through a comprehensive array of documentation and methodologies. Multiple sources of empirical evidence substantiate the effective execution of these interventions within the DRAGG program, reinforcing their impact and integration into the program's framework. The following documentation and methodologies serve as observed evidence endorsing the successful implementation of these interventions:

1. Intake Forms and Therapeutic/Counseling Services: Confidential intake forms capture extensive information, including additional services provided by high school sites and mandatory instructional support. This documentation underscores the seamless integration of therapeutic and counseling services into the program, emphasizing personalized support for participants.
2. Program Syllabus/Calendar: Dissemination of semester syllabi to all students delineates program objectives, expected outcomes, behavioral expectations, and community events. This structured approach ensures transparency, aligning all interventions with the program's overarching goals.
3. Attendance Rosters: Methodical tracking of attendance during classes and community events enables the accumulation of total student hours. This meticulous record-keeping guarantees compliance with minimum hour requirements, allowing students to earn high school credits and qualify for internship/scholarship opportunities.
4. Instructor Notes: Confidential notes maintained by DRAGG staff document job referrals, reference checks, and resource requests initiated by students. These detailed notes also encapsulate interactions with current and former students, offering valuable data from students enrolled during the funding cycle, ensuring accurate reporting.

5. DRAGG Transcripts: Comprehensive transcripts encapsulate students' progress, achievements, and program participation, providing a holistic overview of their engagement with the interventions offered.

The convergence of information from intake forms, syllabi, attendance records, instructor notes, and transcripts collectively validates the successful implementation of the identified PTC interventions within the DRAGG program. These documented methodologies serve as a robust foundation, affirming the program's effectiveness in delivering holistic support and opportunities for at-risk students, thus fulfilling the outlined objectives of the interventions.

RQ 2 (Outcome): *Did the three identified Peace Through Collaboration PTC interventions to identified at-risk DRAGG students improve their educational and emotional goals and healing opportunities?*

The research question (RQ 2) sought to investigate whether the three identified Peace Through Collaboration (PTC) interventions targeted at at-risk DRAGG students significantly improved their educational outcomes, emotional well-being, and opportunities for healing. The mixed-methods approach utilized two distinct data sets to address this question: the Student Post-Semester Questionnaire and Phone/Email Logs.

The Student Post-Semester Questionnaire, administered to DRAGG graduates during the final week of classes, comprised twenty-one questions, including multiple-choice and open-ended items. The primary objective of this questionnaire was to gather data pertinent to RQ 2 and assess the impact of PTC interventions on students' educational and emotional goals, as well as their healing opportunities. Simultaneously, Phone/Email Logs documented confidential conversations and email correspondences related to identified at-risk students. High school site administrators and counselors were involved in providing information and referrals for targeted students, particularly those falling under Title 1 criteria. These confidential communications were instrumental in gathering pertinent student information, facilitating referrals to school counselors, and monitoring the progress of students involved in PTC interventions.

Analysis of the gathered data from both data sets provided affirmative evidence to answer RQ 2 positively. The findings indicated notable improvements in the educational trajectories, emotional well-being, and healing opportunities of at-risk DRAGG students who participated in the three identified PTC interventions.

Regarding educational outcomes, responses from the Student Post-Semester Questionnaire reflected positive shifts in educational goals, including increased interest in community service, career exploration, job readiness, and successful attainment of certificates, internships, and scholarships. Additionally, the data highlighted enhanced engagement in mentoring and therapeutic/counseling services, contributing significantly to students' emotional growth and healing.

The Phone/Email Logs corroborated these findings by showcasing a consistent pattern of positive engagement and referrals to school counselors, indicating an active involvement of at-risk students in support services. These logs further substantiated the positive impact of PTC interventions on the emotional well-being and healing opportunities of identified students.

In conclusion, the mixed methods approach effectively demonstrated that the implemented PTC interventions positively influenced the educational pursuits, emotional well-being, and healing opportunities of at-risk DRAGG students. The combined analysis of questionnaire responses and confidential communications yielded comprehensive evidence supporting the affirmative response to RQ 2, affirming the effectiveness of PTC interventions in promoting positive outcomes among the targeted student population.

UNMET Project Goal 1: Targeted youth are aware of community support for moving away from gangs and violence and toward healing and purpose.

- 200 at-risk youth are given information over the course of the project by PTC staff and partners.

- 144 at-risk youth will hear diversion presentations by community partners via "call-ins" at the county juvenile detention facility.

The research employed a mixed-methods approach to comprehensively investigate the awareness levels among targeted at-risk youth regarding community support for transitioning away from gangs and violence toward healing and purpose. The findings revealed a significant gap in awareness despite efforts made by PTC staff and partners.

Quantitative analysis indicated that a reduced number of at-risk youth, totaling 144 rather than the intended 200, were provided with information and resources by PTC staff and collaborating partners throughout the project duration. Additionally, a lower-than-anticipated number, 144 out of the projected 200 at-risk youth, were exposed to diversion presentations conducted by community partners via "call-ins" at the county juvenile detention facility. These quantitative metrics highlight a shortfall in reaching the initially targeted audience.

Qualitative data gathered through interviews and surveys with a subset of the at-risk youth cohort echoed the quantitative findings. Participants expressed limited awareness of available community support aimed at steering them away from gang involvement and violence. Responses indicated a lack of knowledge regarding local resources and initiatives dedicated to healing and finding purpose outside the realm of gangs.

Several factors contributed to this outcome. The reduced number of engagements and presentations stemmed from logistical challenges, including a smaller outreach capacity and limitations imposed by the juvenile detention facility's call-in sessions. Furthermore, external factors such as pandemic-related restrictions and shifting personnel within the facility posed additional hurdles, constraining the access and exposure of at-risk youth to these crucial interventions.

Survey responses:

- 144 youth participated in the call-ins
- The youth participants ranged in age from 13 to 18 years
- The average age of the participants was 17.2 years
- 27% described themselves as "very gang-involved"; 2% described themselves as "somewhat gang-involved"; 15% described themselves as "friend or associate" of gang members; and 1% described themselves as "previously gang-involved" most declined to state
- The average age at which they reported first becoming involved in gangs was 13 years
- 0% had already been served with a gang injunction
- 63% reported they had witnessed gang violence
- 44% reported they had participated in gang violence
- 10% reported that they themselves have been injured in gang violence
- 27% reported that they have a friend who has been injured in gang violence
- 10% reported having a family member who had been killed in gang violence
- 37% reported having a close friend who had been killed in gang violence
- 10% reported having an acquaintance who had been killed by gang violence

The outcome underscores a critical gap in reaching the targeted at-risk youth population to raise awareness about community support for transitioning away from gang affiliations and violence. The discrepancy between the intended outreach and the actual engagement levels highlights the need for enhanced strategies and broader collaboration among stakeholders to effectively reach and inform at-risk youth about available resources and pathways toward healing and purpose beyond gangs and violence.

UNMET Project Goal 2: Targeted youth and families are given an opportunity for learning and access to community support.

- 100 youth will hear diversion presentations by community partners.

The primary aim under Goal 2 of the project was to facilitate diversion presentations for 100 youth through collaborative efforts with community partners. The intended objective was to engage these young individuals in informative sessions aimed at diverting them from negative paths and providing alternative perspectives through community-based interventions. However, due to unforeseen challenges exacerbated by the COVID-19 restrictions and staffing turnovers at the local Juvenile facility, the initiation of these diversion presentations was delayed,

commencing only in February 2023. These unanticipated impediments significantly impacted the projected timeline and execution of the planned activities.

Despite the hurdles faced, the project team demonstrated resilience and adaptability, maximizing the available timeframe to deliver diversion presentations. By the end of the grant life, a total of 51 participants were successfully engaged through these presentations. This achievement, although falling short of the initial target, stands as a testament to the project's commitment to outreach and intervention despite adversities.

The delay in commencing the diversion presentations allowed for a limited window of opportunity, resulting in a reduced number of participants reached within the grant period. However, the presentations delivered during this time frame effectively engaged a portion of the targeted youth audience, offering them insights and alternatives through community-driven interventions.

This outcome underscores the project's adaptability in navigating unforeseen challenges, highlighting the resilience and commitment of the team to deliver impactful interventions despite constraints. While the total number fell short of the initial goal, the successful engagement of 51 participants represents a proactive step towards diverting youth from negative trajectories and instilling positive community-based influences.

MET Project Goal 3: Targeted youth are encouraged to heal from trauma will be provided with intensive counseling.

- 20 youth will participate in 1:1 and group therapeutic services.

The pursuit of Goal 3 within this project was centered on fostering healing and resilience among targeted youth who had experienced trauma. The implementation of this goal involved the provision of intensive counseling services and the establishment of mentorship initiatives, all aimed at supporting the healing process among the youth.

Intensive Counseling: The project was committed to providing targeted youth with access to intensive counseling services encompassing both one-on-one and group sessions. This approach aimed to create a secure and supportive space for youth to explore their emotions, experiences, and challenges, fostering an environment conducive to healing from trauma.

Measurement of Referrals to Therapists and Counselors: The project rigorously measured referrals to therapists and counselors through collaborative partnerships with community-based organizations. This robust referral system effectively tracked the number of youth directed to external counseling services by these partners. The collected data enabled an evaluation of the referral process's efficacy and the utilization of counseling services by the targeted youth.

Mentorship Opportunities and Wellness Centers: In conjunction with counseling, mentorship programs played a significant role within the project. All Oxnard Union High School District (OUHSD) high schools established wellness centers, providing accessible emotional support, and promoting students' emotional well-being. These centers served as safe spaces offering various resources, including access to emotional support animals, positively impacting many students. Additionally, project instructors actively engaged with students, informing them about available resources and encouraging them to seek support when needed. Moreover, the Interface 24-hour crisis hotline number was prominently displayed in classrooms, ensuring immediate access to crisis intervention services for distressed students.

The project's commitment to supporting trauma healing among targeted youth involved a multifaceted approach integrating intensive counseling, mentorship opportunities, and seamless access to wellness resources. By cultivating a supportive environment and facilitating connections between youth and available support services, the project aimed to empower youth in navigating and overcoming the impact of trauma in their lives.

MET & UNMET Project Goal 4: Targeted youth enroll in DRAGG to participate in mentoring, community building, community service, leadership experience, career exploration, job

readiness, and skills building.

- 40 youth will enroll as PTC youth members and be provided a mentor during their participation in the after school program.
- 90% will complete an industry specific certificate of completion.
- 90% will complete 14 weeks/80 hours of classroom instruction.
- 90% of PTC will complete career exploration & job readiness training.
- 80% of PTC youth members will complete leadership and community service, etc.
- 80% will received credit toward graduation.
- 20 youth will be given a scholarship to continue their education.

The DRAGG program aimed to foster the holistic development of targeted youth through multifaceted opportunities encompassing mentoring, community building, community service, leadership experiences, career exploration, job readiness, and skills building. The program's focus on mentorship and support yielded significant outcomes in supporting educational and life goals while nurturing emotional well-being among enrolled youth. 40 youth were enrolled as PTC youth members and were provided mentors during their participation in the after-school program.

- 90% of participants successfully completed an industry-specific certificate of completion.
- 90% of participants completed at least 80 hours of classroom instruction.
- 95% of PTC participants completed comprehensive career exploration and job readiness training.
- 85% of PTC youth members successfully completed leadership training, community service initiatives, and related activities.
- 100% of participants received credit toward graduation.
- 20 participants were awarded scholarships to further their education.

Mentoring for Educational and Life Goals

Central to the program was the provision of dedicated mentoring sessions during classroom activities, tailored to guide youth toward their educational and life aspirations. Each participating youth received personalized mentorship, aligning with their unique needs and goals. This

personalized approach ensured that every youth received guidance specific to their aspirations, fostering a sense of direction and purpose.

Establishment of Wellness Centers

As part of the initiative, wellness centers were established at each school site, serving as secure havens for students seeking support and guidance. These centers played a pivotal role, particularly when emotional support animals were available, becoming crucial resources for youth. The positive inclination of many students to visit these wellness centers underscored their effectiveness in offering emotional and mental health support.

Emphasis on Support and Community Connection

Instructors within the DRAGG program actively emphasized that no student was alone, encouraging them to seek assistance in times of challenge. The nurturing environment fostered by instructors cultivated a culture of openness, ensuring students felt comfortable seeking help when facing difficulties. This emphasis on support and community connection significantly contributed to the well-being of participating youth.

The DRAGG program demonstrated remarkable success in providing mentorship, supporting the establishment of wellness centers within each feeder high school, and nurturing a supportive environment for targeted youth. The focus on mentoring for educational and life goals, alongside the establishment of wellness centers, notably enhanced the emotional well-being and development of participating youth. The program's unwavering commitment to offering comprehensive support ensured that each youth felt valued and supported, paving the way for their continual growth and success.

UNMET Project Goal 5: Targeted youth have multiple opportunities to gain employment and/or internships.

- 90 youth will participate enroll in DRAGG After School Programs
- 15 will complete an industry Work-Based Learning opportunity (i.e., job shadowing, externship, internship).

The final tally indicated that 86 unduplicated youth enrolled in the DRAGG afterschool program throughout the grant period. Among the 11 new students introduced this quarter, only 9 managed to complete a minimum of 60 hours of classroom instruction, falling short of the anticipated outcomes. During the Spring 2023 semester, the program organized 9 presentations and workshops concentrating on career exploration and job readiness training. Furthermore, the provision of funds for post-secondary scholarship opportunities for participants was facilitated to encourage further education and advancement.

A comprehensive monitoring system was in place to track attendance and participation levels in both classroom sessions and projects, emphasizing the program's commitment to ensuring engagement and involvement in the offered opportunities. Despite efforts, the anticipated numbers for Work-Based Learning experiences and overall program enrollment to achieve the outlined goal were not fully realized within the stipulated grant period.



Highlights

Organizations and agencies that refer participants to the project play a pivotal role in facilitating Peace Through Collaboration (PTC) efforts. The collaborative nature of partnerships fosters the inclusion of diverse entities committed to achieving shared goals. The project benefits from referrals from various sources, indicative of a network fostering peace and collaboration:

1. Oxnard Union High School District K-12 Education: The Oxnard Union High School District serves as a key partner, referring participants to the project. This collaboration leverages educational institutions to identify and engage students who can benefit from the project's services. The partnership with K-12 Education illustrates a commitment to supporting youth development and enhancing opportunities for students within the

district.

2. **Online Website/Social Media:** Utilization of online platforms such as a dedicated website and social media channels plays a crucial role in outreach and engagement. These digital avenues serve as additional referral sources, enabling the project to reach a wider audience beyond traditional networks. The use of online platforms aligns with modern communication strategies, attracting participants and fostering community engagement.

In addition to the aforementioned referral sources, there are specific organizations with formal commitments or agreements to support the project's goals; specifically Ventura County Probation referrals. The collaboration with Ventura County Probation demonstrates a commitment to providing opportunities for individuals within the justice system. This partnership signifies a proactive approach to support rehabilitation and reintegration, aligning with the project's objectives of offering alternative pathways and support systems for youth involved in the justice system.



The inclusion of these organizations highlights the multi-faceted approach employed by the project, engaging educational institutions, online platforms, and justice-related agencies. These collaborations showcase the project's commitment to inclusivity, drawing on diverse referral sources to reach and positively impact a broad spectrum of individuals within the community which continues beyond the terms of this funding's performance period.

Partnerships: The status of partnership agreements, including Memorandums of Understanding (MOUs), subcontracts, and informal arrangements necessary to deliver project services and achieve project goals, is established and completed. Notably, a longstanding partnership exists

with OUHSD (Oxnard Union High School District), wherein each high school in the district is equipped with a Student Intervention Specialist. This collaboration allows for efficient referral processes, enhancing support for students referred to the program.

Staffing and/or Volunteers: Arrangements for securing necessary personnel to deliver project services and achieve project goals have been successfully completed. The project has met its requirements in terms of staffing or securing volunteers essential for the effective implementation of services.

Staff/Partner Training: The status of providing training to staff and/or partners essential for delivering project services and accomplishing project goals is completed and established. This indicates that necessary training has been conducted to equip staff and partners with the knowledge and skills required to effectively execute project-related tasks.

Identification, Outreach, and Enrollment: The status of identifying, conducting outreach to, and enrolling participants into project services is completed and established. Regular communication channels are established with the school district to actively identify, conduct outreach, and successfully enroll students into the program.

Evidence-based Practices: The status of identifying and implementing project interventions based on evidence-based strategies known to achieve positive participant outcomes is completed and established. The project demonstrates a commitment to utilizing proven strategies and interventions to ensure positive participant outcomes.

Data Collection/Evaluation: The status of identifying and conducting systematic and ongoing data collection to measure participation and evaluation measures is completed and established. The project has implemented robust procedures to collect and assess data systematically to evaluate participation and measure the effectiveness



of interventions.

Impact of COVID-19 Pandemic on Implementation: During this reporting period, the project has not encountered any challenges related to the COVID-19 pandemic. The implementation of the project appears to have continued without significant disruptions caused by pandemic-related issues.

The DRAGG After School Programs engaged 86 youth in various comprehensive services and initiatives aimed at holistic youth development and empowerment. The breakdown of participation across different program components is as follows:

- De-escalation/Violence Interruption/Intervention Services: 85 youth actively involved in services focused on conflict resolution, violence prevention, and intervention strategies to mitigate potential conflicts or violence among youth.
- Diversion: 85 youth participated in diversion programs, which aim to redirect individuals away from engaging in negative behaviors or activities by offering alternative, constructive opportunities.
- Education: K-12/GED: 85 youth were involved in educational programs targeting both traditional K-12 education and General Education Development (GED) preparation, emphasizing academic growth and attainment.



- Education: Postsecondary: 85 youth engaged in postsecondary education programs, focusing on supporting and preparing students for higher education or advanced vocational training after high school.
- Health: Mental/Behavioral: 24 youth received specialized services addressing mental and behavioral health needs, indicating a focus on providing crucial support in this area.
- Life Skills/Healthy Choices/Family Management: 85 youth participated in programs aimed at developing essential life skills, promoting healthy decision-making, and enhancing family management abilities.
- Mentoring: 85 youth benefited from mentoring relationships, receiving guidance, support, and advice from mentors to foster personal growth and development.
- Pro-social/Leadership Skills and Activities: 85 youth engaged in activities designed to cultivate pro-social behaviors, leadership skills, and involvement in positive community activities.
- Vocational Skills Training/Apprenticeships: 85 youth were involved in vocational skills training and apprenticeships, providing them with hands-on experience and training in various trade industries.
- Work/Career Readiness Training: 85 youth participated in programs focused on enhancing job readiness skills, preparing them for entry into the workforce or internships.



This comprehensive engagement across multiple domains—ranging from education and vocational training to mental health support, conflict resolution, and leadership development—highlights the holistic approach taken by the DRAGG After School Programs in addressing various aspects of youth development. The active participation of a substantial number of youth in these

diverse programs underscores their effectiveness in catering to the multifaceted needs of the youth population served by the program.

Endnotes



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Appendices

Pre-Semester Questionnaire Page 1



A YOUTH AUTOMOTIVE AFTER-SCHOOL PROGRAM
Guiding our students to success since 2011!

Name (print clearly)	
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Cell Phone Number	
Data Carrier (AT&T, Verizon, Tmobile, etc)	

Email (print clearly)	
------------------------------	--

Age Check one

14	15	16	17	18

What shirt size do you wear? (Adult) Check one

S	M	L	XL	XXL	XXXL

How do you best learn?	Check one
Visual (I learn best by watching)	
Auditory (I learn best by listening)	
Reading/Writing (I learn best by reading about it)	
Kinesthetic (I learn best by doing it with my hands)	

Pre-Semester Questionnaire Page 2

Rate your Automotive Knowledge Check one				
1 I don't know anything	2	3	4	5 I am an expert

What are your plans after high school?	Check one
Work	
College/ University/ Trade School	
Military	
Undecided	
Other	

Are you employed? Check one			
Yes, and I am also looking for another job.		No, but I am looking for a job.	
Yes, and I am NOT looking for another job.		No, and I am NOT looking for a job.	

What do you hope to gain from DRAGG?	Check all that apply
Credits	
Automotive experience	
Exposure to careers	
Meet new people/ Make friends	
Other	

Are you here for a possible college scholarship?	Check one
Yes	
No	

Pre-Semester Questionnaire Page 3

Have you ever been on probation?	Check one
Yes	
No	

How do you get to DRAGG?	Check one
I drive myself.	
I hitch a ride with my friend.	
My family drops me off.	
I catch the bus.	
I ride my bike/skateboard.	
I walk.	
Other	

Do you have a CA Driver's License or Permit?	Check one
Yes, I have my CA Driver's License.	
Yes, I have my CA Driver's Permit.	
No, I do not have either one.	

What is your dream car?
Name a make and model of the car you wish you had, or will have one day.

What is your gender?	Check one
-----------------------------	------------------

Male	Female	Non Binary/3rd gender	Other	Prefer not to state

Pre-Semester Questionnaire Page 4

What is your current housing situation?				
Living with parent/s		Living in foster care		
Living with relatives (not foster care)		Living in unstable housing (car,street,tent,etc)		
Living with a friend		Other		
What is your Race/Ethnicity? Check all that apply				
Chinese		Hispanic/ Latino		
Japanese		Middle Eastern/ North African		
Filipino		Native Hawaiian		
Korean		Guamanian		
Vietnamese		Samoan		
Indian		White		
Laotian		Other		
Cambodian		Multiple Race/ Ethnicity		
Black/African American		Decline to state		
Have you been enrolled with DRAGG before?		Check one		
Yes				
No				
Would you like resources for one-on-one counseling/ group therapy for yourself or your family?				
Yes		No		
What is your view/ opinion on law enforcement? Check one				
Extremely Positive	Somewhat Positive	Neutral	Somewhat Negative	Extremely Negative

Post-Semester Questionnaire Page 1



Name (print clearly)	
High School	
Student ID #	

How would you rate this class?

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)

How would you rate the instructor?

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)

How clearly did the instructor explain the course material?

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)

How organized was your instructor?

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)

Post-Semester Questionnaire Page 2

What were any areas where the instructor did well?				
What are areas that the instructor can improve on?				
How would you rate the volunteer instructor assistant (Miguel)?				
1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
Was it difficult for you to attend class?			Check one	
Yes				
No				
Comments				
Were your expectations of this program met?			Check one	
Yes				
No				
Comments				
Is there anything you would want added to the course?			Check one	
Yes				
No				
Comments				

Post-Semester Questionnaire Page 3

Was there a lesson you wished you could have learned more about?	Check one
Yes	
No	
Comments	

Did you enjoy the hands-on lessons during the class?	Check one
Yes	
No	
Comments	

Rate your Automotive Knowledge Check one

1 <small>I don't know anything</small>	2	3	4	5 <small>I am an expert</small>

If you could change one aspect in the program, what would it be?

What do you think you have gained from the program?

What was your most enjoyable memory from this program?

Post-Semester Questionnaire Page 4

How do you plan on using the information that was taught to you from this program?

Is there additional equipment/tools you would like to see in the shop to learn and use?

Would you recommend this program to your friends? Why or Why not?	Check one
Yes	
No	
Comments	

What is your view/ opinion on law enforcement? Check one				
Extremely Negative	Somewhat Negative	Neutral	Somewhat Positive	Extremely Positive

Any other comments that you would like to share?

Thank You!

Call In Questionnaire sample page 1 (sample of presenter questions)

Operation Peace Works (OPW) Oxnard
A Community Working Together Towards Peace & Safety
Call-In • Wednesday, January 25, 2023, • Juvenile Facility

Survey of OPW Call-In

You are being asked to complete this evaluation of today's "Call-in". **Do NOT write your name** on this evaluation as it is intended to be anonymous. Please be serious and honest with your answers as they will help us improve the call-in process in the future.

PETER TURCIOS, Entrepreneur/Professional Boxer

a) What Peter said was important and I was able to relate to him.

- i. Strongly agree
- ii. Agree
- iii. Neutral or unsure
- iv. Disagree
- v. Strongly disagree

b) What Peter said caused me to think about acting differently.

- i. Strongly agree
- ii. Agree
- iii. Neutral or unsure
- iv. Disagree
- v. Strongly disagree

c) If what Peter said caused you to think about acting differently, what did it make you think about?

- i. Staying out trouble
- ii. Not involving myself in gangs or violence
- iii. Avoiding gang association or altogether leaving the gang lifestyle
- iv. Realizing that there's more or something better in life for me
- v. Not hurting my family with my bad choices
- vi. Other _____

d) What did you most like about Peter's presentation?

e) Was there anything about Peter's presentation that you disliked or would want to see changed?

JF call-In • Wednesday, January 30, 2019

Call In Questionnaire page 2 (personal questions)

About You (Remember, this is **anonymous** and we will NOT try to trace answers back to you.)

a) Your gender: Male Female

b) Your age: _____

c) Your gang involvement (*circle only one*)

- i. Very involved
- ii. Somewhat involved
- iii. Previously involved, but no longer
- iv. Only as a friend/associate of a gang member(s)
- v. Never gang involved or associated

d) If you answered i, ii or iii, or iv to the previous question:

- i. With what gang are you or were you involved or associated? _____
- ii. At approximately what age did you become involved or associated? _____
- iii. Are you on the Gang Injunction? Yes No

e) If you are gang involved or associated, what kind of help would you need to make the decision and commitment to disassociate from gangs and leave behind the gang lifestyle? _____

f) Regarding gang violence:

- i. Have you ever witnessed gang violence? Yes No
- ii. Have you ever participated in gang violence? Yes No
- iii. Have you or a friend ever been injured in gang violence? Me Friend Both No
- iv. Do you know anyone that was killed by gang violence? (*check all that apply*)
 - Yes, a family member
 - Yes, a close friend
 - Yes, an acquaintance
 - No
- v. Do you worry about gang violence? (*check all that apply*)
 - Yes, I worry I may be killed
 - Yes, I worry I may be injured
 - Yes, I worry for my family
 - Yes, I worry for my friends

Please also
complete other
side

If call in • Wednesday, January 30, 2019

Call In Questionnaire page 2 (personal questions continued)

Yes, I worry I may seriously hurt someone

No

b) Now that you have participated in a Call-in, do you believe that the Call-in is a good way to reach out to gang-involved youth?

- i. Strongly agree
- ii. Agree
- iii. Neutral or unsure
- iv. Disagree
- v. Strongly disagree

c) Why or why not? _____

d) Do you know a member of "Street Impact" or any other school or street outreach team? Yes No

e) Do you consider have any of the following persons (other than a parent) in your life that you consider a mentor or someone you can ask for advice or guidance in your life?

- A family member or other relative who is not your parent. Relationship? _____
- A teacher
- A coach
- A youth leader (after-school program, Boys & Girls Club, PAL, etc.)
- A pastor or church youth group leader
- A case manager
- A counselor or therapist
- Other: _____
- None

Logic Model

Inputs • Resources	Activities • Services	Outputs	Outcomes • Impacts
Planning/Service Partners	Programs and Services	Enrollment	System Level Outcomes
Center for Employment Training(CET) Ventura County Rescue Mission Goodwill Industries Private Employers Ventura County Office of Education: Career Education Center Ventura County Medical Center Parents of Murdered Children (PMC) Boys & Girls Clubs of Greater Oxnard & Port Hueneme Haas Automation Interface Children & Family Services DMV CSU Channel Islands Intern Program	Case Management Outreach Referrals Mentoring Community Service Skills Building Career Exploration Work Based Learning Employment	DRAGG student enrollment	Decrease of gang engagement
		Service Receipt	Increased prosocial norms
		Student - interest presentations	Community members strengthened beliefs of local youth positively contributing
		Job Recruitment	Participant Outcomes
		WBL: Project Car	Increased interpersonal skills
		Field Trips: Jail	Increased positive beliefs about their own future
		Field Trips: Local Business Industry	Improved connection with Community members
		Community Events	High School graduation
		Exit/Completion	Impacts
		7 cohorts	DRAGG grads are empowered youth in conflict-prone communities making informed decisions for the betterment of their future
30 students each cohort	DRAGG grads have developed relevant employability skill sets		
210 potential graduates	DRAGG grads have an Alumni network via outreach/updates		
Summer Program			
Supports			
High School Credit			
Referrals/Case Management			
Food Services			
DRAGG Scholarships			
Employment References			
Job Referral			
Dosage and Duration			
DRAGG course is 1 semester			
2xs a week			
2.5 hours			
90 hours per semester			
Referral Partners			
Oxnard Union High School District			
Adult Ed			
Student Intervention Specialist			
Career Tech Education			
High School Counselors			
Ventura County Office of Education			
Vista Real Charter School			
Funding			
City of Oxnard			
Commander, match funding			
Sergeant, match funding			
Senior Officer, match funding			
Finance Manager, match funding			
Staffing			
1 Youth Safety Coordinator			
2 Class Instructor/Mentors			
1 Instructor, Automotive			
1 Program Development Director			
Equipment/Materials			
facilities rental			
Automotive Industry consumables			
Automotive Industry equipment			
Office supplies			
PROJECT GOALS			
<ol style="list-style-type: none"> 1. Targeted youth are aware of community support for moving away from gangs and violence and toward healing and purpose. 2. Targeted youth and families are given an opportunity for learning and access to community support. 3. Targeted youth are encouraged to heal from trauma will be provided with intensive counseling. 4. Targeted youth enroll in DRAGG to participate in mentoring, community building, community service, leadership experience, career exploration, job readiness, and skills building. 5. Targeted youth have multiple opportunities to gain employment and/or internships 			