

Evaluation Report for Escondido Gang Reduction, Intervention and Prevention Task Force (EGRIP)

2015-2017



Escondido Education
COMPACT

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Escondido Gang Reduction Intervention and Prevention (EGRIP) Program Evaluation

Executive Summary

The EGRIP Initiative is a collaborative and comprehensive strategy that addresses the risk and protective factors of at-risk minority youths with the overall goal of decreasing gang membership and activity in the community. The EGRIP Task Force meets once per month and is comprised of various government, community, and faith-based organizations, including the Escondido Police Department (EPD), Escondido Education COMPACT, Escondido Union High School District (EUHSD), Juvenile Court Community Schools, Escondido Union School District (EUSD), San Diego Health and Human Services, San Diego County Probation, City of Escondido Neighborhood Services, City of Escondido Recreation, and various local faith-based organizations. During the 2015-2017 grant cycle, the following programs and/or strategies were implemented: 1) Guiding Good Choices, an evidence-based program; 2) Community Meetings/Events; 3) Juvenile Diversion Cannabis Abuse Prevention (CAP), an evidence-based strategy; 4) Family Intervention Team (FIT) Expansion, an evidence-based strategy, gender specific; 6) Girls Rock, an evidence-based gender specific program; 7) School-to-Career Services, an evidence-based strategy; 8) Workforce Development; an evidence based strategy 9) Regional and local gang suppression operations; and 10) Tattoo Removal. The purpose of this report is to describe the research design methods utilized to evaluate each component of the collaborative, as well as describe final outcomes of each program, including program successes and lessons learned over the three-year period.

Methodology



One-group pre-test/post-test was used for FIT, Girls Rock, and Guiding Good Choices. All other strategies implemented cross-section design, where existing groups are used and there is no random selection or assignments of groups or individuals. Primary data sources utilized for the methodologies included student and parent pre-and post-surveys, focus groups, evaluator observations, self-report student questionnaires, school achievement data, school incident, truancy and attendance data and program attendance data. Additional measures that were collected, when appropriate, included drug testing results. Qualitative data also was gathered from attending monthly EGRIP Task Force collaborative meetings and one-on-one key informant data from participating EGRIP Task Force members.

Key Findings

- Guiding Good Choices had a positive impact on parents' beliefs and perceptions towards family communication and bonding.
- Implementing One Circle Foundation's "The Council for Boys" and "The Girls Circle" curriculum, improved the structure and accountability of the FIT and Girls Rock strategies.
- The skill sets and capability required for effective curriculum facilitators versus trained mentors are distinct and thus must be recruited for, hired and evaluated through a different process.
- EGRIP conducted a case study on a former youth and recognized the need to enhance the prevention strategy to include elementary students.

Recommendations



- Implement a comprehensive mentoring program that works together with FIT and Girls Rock strategies.
- Reduce the program length from 24 weeks to 10 weeks for FIT and Girls Rock and matching the most at risk youth with a mentor once they have completed the 10 week small group.
- Expand FIT strategy to elementary students grade level and five.
- Expand Girls Rock strategy to high school grade nine.
- Identify opportunities to increase the enrollment of FIT and Girls Rock parents into Guiding Good Choices.
- Identify a process to gather and track academic data for a longitudinal study.
- Enhance CAP, by requiring the facilitator to be trained in Cognitive Behavioral Therapy (CBT) and include one on one therapy with the small group sessions.
- Establish a Marijuana Anonymous Group for youth in Escondido for continual support after completing CAP or drug treatment
- Eliminate the age requirement for the tattoo removal program.

Strategies/ Services Results

Guiding Good Choices (GGC)

EGRIP implemented Guiding Good Choices (GGC), which is a voluntary, five-week parent workshop conducted in both English and Spanish to parents of juvenile offenders and children living in defined Safety Zones in the City of Escondido. GGC is an evidence-based program and is facilitated by trained facilitators through Escondido Education COMPACT. Pre-and-post survey data gather parent incoming and outgoing perceptions, beliefs and/or attitudes on the follow



areas: 1) Family communication and bonding; 2) Drug and alcohol use by youth; 3) Positive family behaviors.

Demographics

98% identified as Hispanic/Latino; 1% as Caucasian; and 1% as African American. Survey participants indicated they had an average of 3 total children. 63% did not graduate from high school; 23% graduated from high school; 11% have some college or undergraduate degree; 3% did not respond.

Final Outcome Data and Effectiveness of the Strategy

During the grant cycle, GGC met its output goal of having 90 parents complete a five-week workshop. The survey data showed that at the start of the workshop only 67% were using a family meeting model and ***by the end of the workshop the percent of parents using a family meeting model rose to 89%***. Therefore, the outcome goals were achieved for the Guiding Good Choices strategy. Survey results were only based on parents who submitted a pre-and-post survey.

The post-survey showed an 81% increase in using a family meeting model at least once per month versus once per year. There was also a 23% increase in the percentage of parents who no longer believe that having a family meeting to establish family rules is a waste of time. Parent perceptions and beliefs about the effects and use of drugs also moved in a positive direction, as 89% of parents strongly believe they can do “certain things to prevent their children from trying drugs”. This was a 13% increase from the pre-survey results. One unique data point that moved in a positive direction was sharing family finances. The pre-survey indicated that 32% believed family finances are for adults only and should not be discussed with children. The post surveyed indicated a 45% decrease in this question. Only 18% of parents in the post surveyed now believed that family finances should be a private matter for the adults only.



Overall, survey results indicate that the five-week GGC workshop had an immediate positive impact on parents' perceptions and beliefs as it relates to family communication, bonding, and general ideas on youth drug use. Therefore, it appears that the workshop curriculum and the facilitator were relevant and effective in creating some impact.

Limitations

It is uncertain if long-term impact was achieved, as a longitudinal study was not conducted. Additionally, the following are other challenges with this strategy:

- It is a voluntary, self-selecting program. Parents cannot be required to attend; therefore, parents who choose to attend may enter the workshop with a more positive attitude and be actively seeking change opportunity in their parenting style. Thus, the evaluation cannot eliminate alternative explanations or spurious relationships.
- As a one-group pre/post-test, there is no control group for comparison and the pretest can affect the results of the posttest.
- The population is fairly transient and with budgetary restraints, conducting a longitudinal analysis is difficult.

Family Intervention Team (FIT)

FIT, an evidence-based, gender specific strategy, was adopted by EGRIP to target middle and high school males, who have been referred by school counselors or social workers, as at-risk for gang affiliation and/or involvement in the juvenile justice system. As a 24-week intervention, participants must obtain a signed parent consent form prior to joining the voluntary program and a home visit must be conducted first. Students meet once per week, on school campuses, with co-facilitators to discuss behavioral topics that address risk factors, such as alcohol and drug use, hyper-masculinity, aggressiveness and acceptance of violence. Facilitators also provide weekly



case management and home visits, when necessary. A final component is providing field trip opportunities for the students in order to create positive peer relationships, expose students to prosocial activities and promote connectedness to the community. A unique aspect of the FIT strategy is that co-facilitation is led by a retired law enforcement officer and a former gang member.

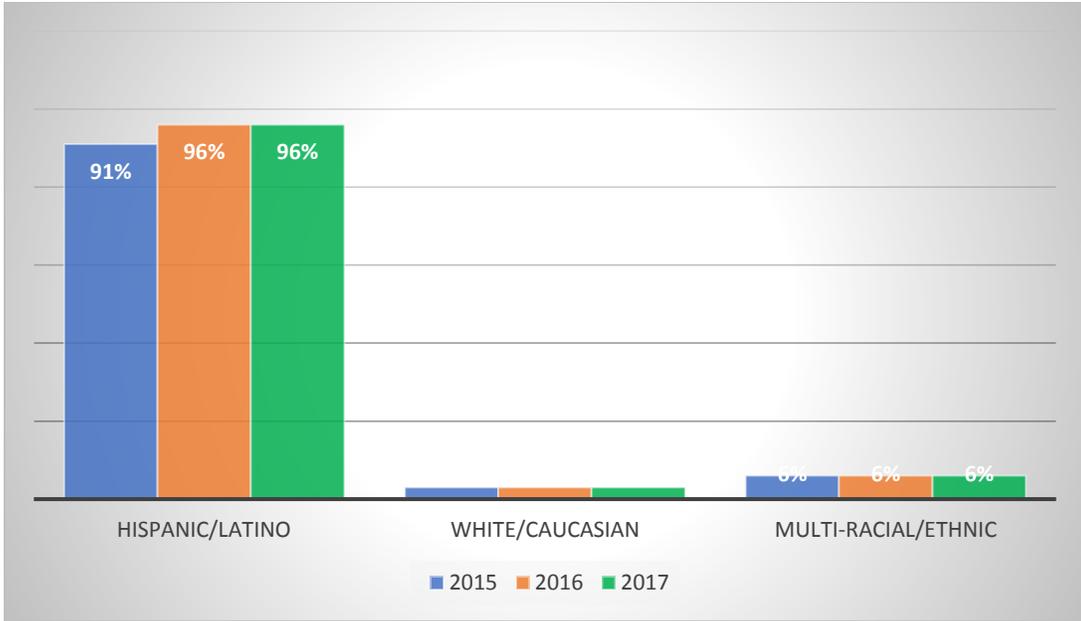
One important learning and change that came after the first year of the grant cycle was to implement a new evidence-based curriculum for two of the grant proposed strategies: FIT and Girls Rock. Based on the 2015-2016 school year survey results, EGRIP made the decision to research, vet, and select a new evidence-based curriculum for the remainder of the grant cycle. For the 2016-2017 and 2017-2018 school year, FIT and Girls Rock have utilized the One Circle Foundation's curricula for weekly group meetings.

One Circle Foundation develops and provides evidence-based curricula for girls and boys. The programs “employ principles of a strengths-based approach, motivational interviewing strategies and have a strong focus on positive youth development.” For the remainder of the grant cycle, FIT utilized The Council for Boys curriculum. Additionally, One Circle also provided facilitator training, which was a growth area identified by the EGRIP collaborative. Supervisor and evaluator observations and feedback indicated that an additional opportunity to improve the curriculum was enhancing the overall delivery of the material. The facilitators were challenged with remaining on topic, lecturing students versus promoting open conversation, and implementing active or reflective listening.

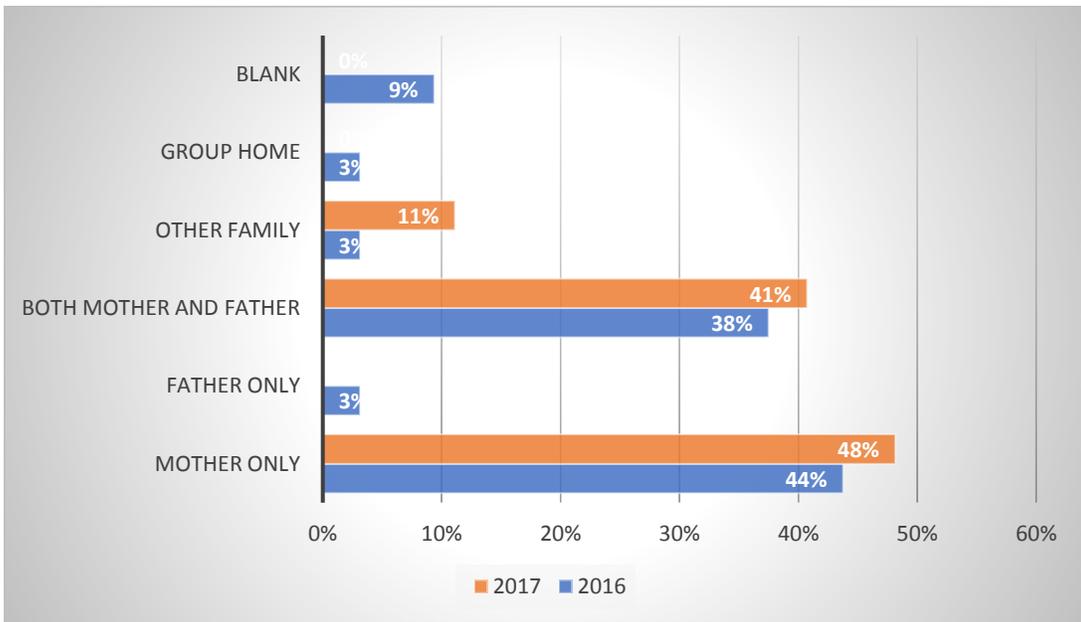
Demographics

Ethnicity Data



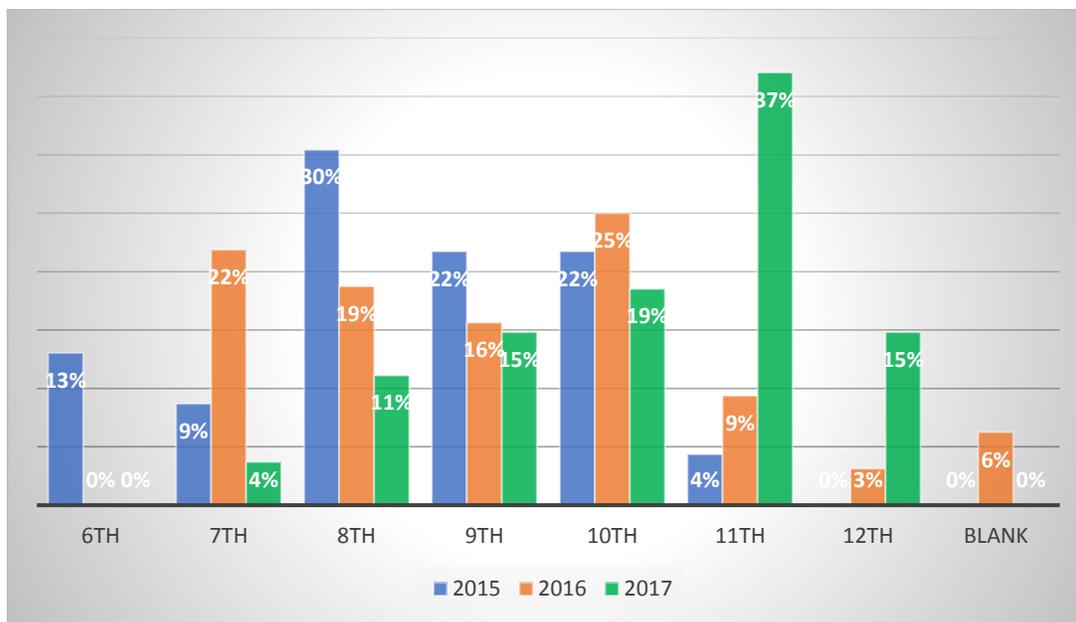


Guardian



Grade Level





Final Outcome Data and Effectiveness of the Strategy

The strategy achieved its outcome goal with 80% of 150 middle and high school students completing the FIT program and reporting that they did not join a gang. However, the measurement tools to evaluate the effectiveness of the strategy, found the quantitative data to be inconsistent and inconclusive. While the qualitative data clearly indicated that the strategy had a positive effect on the student population.

Survey Data

During the 2015-2016 school year, FIT selected a curriculum that was implemented with a similar population in southeast San Diego County. The following results are based on a pre-and-post survey that was developed by the independent evaluator, as the curricula did not have a defined evaluation tool. Survey results are only based on students who completed a pre-and-post survey.

The survey gathered student incoming and outgoing data on perceptions, beliefs and/or attitudes in the follow areas: 1) Individual Risk Factors; 2) Family Risk Factors; 3) School Risk



Factors; 4) Peer Risk Factors. The youth development areas that the survey focused on included: 1) Self-Esteem; 2) Self-Confidence; 3) Locus of Control; 4) Effective Problem Solving; 5) Healthy Risk-taking; 6) Respect for Boundaries; 7) Conflict Resolution; 8) Communication skills. Additionally, an observation tool was created to be utilized, weekly, by the facilitators to: 1) Assist with general assessment of the students in a group setting; 2) Assist with case management. Finally, focus groups were conducted with each student group during the school year and monthly facilitator observations were administered by the independent evaluator.

Through the year-end analysis of pre-and-post survey results and the weekly facilitator observation form, the curriculum did not appear to have an impact on the youth development areas for individual, family, school and/or peers. Specifically, there were little to no changes in responses from pre-to-post survey. Additionally, internal issues with data gathering and documentation was a challenge, as only 23 of the students received a pre-and-post survey. However, qualitative data from the focus groups showed that FIT facilitators were having a positive effect on students, who were responding favorably to them. Several students indicated that “they helped them” with difficult issues, they were “easy to talk to,” and they could “relate to them because they had similar backgrounds.” One student stated “I think about doing something before I do it.” Field trip opportunities were also extremely successful, showing an increase in positive, social behavior with each other and the facilitators.

Thirty-day tobacco, drug and alcohol use show there was either no change or an increase in marijuana use.

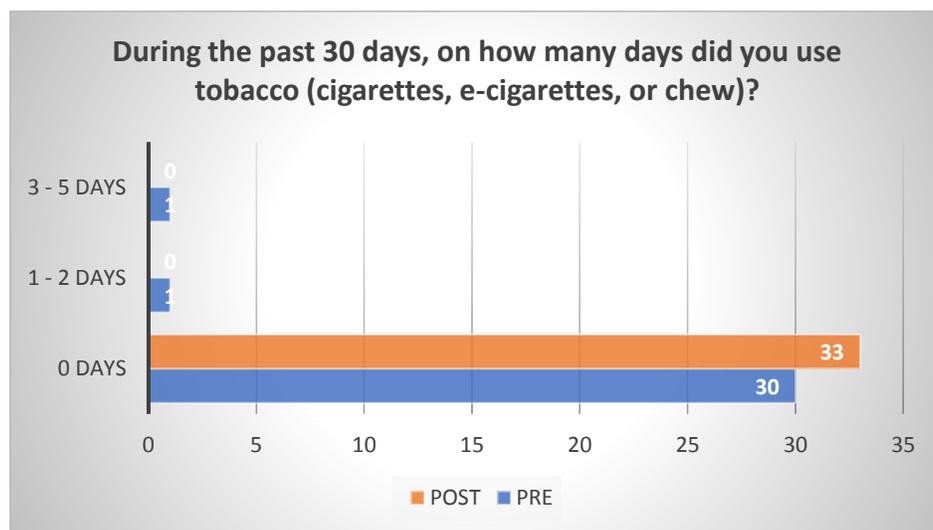
1. 74% students did not use tobacco in the pre-and-post
2. 74% did not use marijuana in the pre-and 61% in the post compared
3. 83% had not used prescription drugs in the pre-and-post

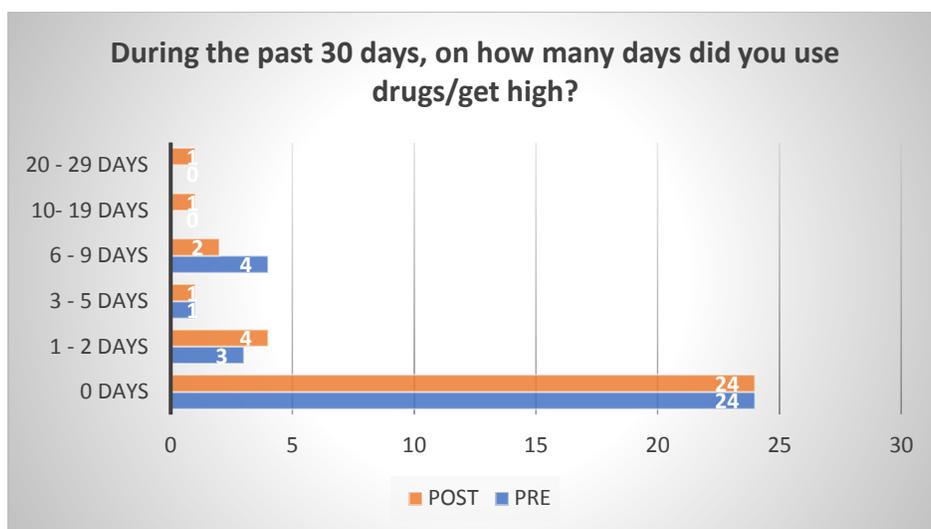


4. 83% had not used meth/heroin or cocaine in the pre-and-post
5. 65% had not used alcohol in pre-and-post

For the 2016-2017 school year, new curriculum was implemented and facilitators were provided professional development and training on the curriculum and for facilitation. Pre-and-post survey evaluations were included with The Council for Boys curriculum (One Circle Foundation). The survey gathered student incoming and outgoing perceptions, beliefs and/or attitudes on the follow areas: 1) Individual Risk Factors; 2) Family Risk Factors; 3) School Risk Factors; 4) Peer Risk Factors. The youth development areas that the survey focused on included: 1) Self-Esteem; 2) Self-Confidence; 3) Locus of Control; 4) Effective Problem Solving; 5) Healthy Risk-taking; 6) Respect for Boundaries; 7) Conflict Resolution; 8) Communication skills.

The post survey results for 30-day tobacco, alcohol and drug use indicated that 100% of the students have not used tobacco, 76% have not used alcohol, and 73% have not used drugs or got high in the last 30 days.





The following are survey results that show a positive direction in developmental areas:

1. 29% increase in the number of students who tell parents or other adults what is going on in their lives.
2. 8% increase in the number of students who follow the rules at school
3. 67% increase in the number of students who stated they “often” stay out of trouble at school
4. 22% increase in the number of students who would “always” help someone regardless of their race



5. 19% increase in students who “disagreed” that guys should get their way in a good dating relationship
6. 44% increase in the number of students who would be friends with a guy who is gay
7. 85% of students do not think guys need to act like they are sexually active, if they are not
8. 73% of students are “always” proud of their racial/cultural group

Two areas that showed a negative direction in developmental areas were: 1) 12% decrease in the number of students who attend all of their classes and 2) 14% decrease in students who are “always” accepting of others regardless of race, culture, or religion

Results on Communication

There were eight survey questions that addressed communicating feelings and emotions with others/peers. Out of the eight, six had a positive developmental or behavioral movement. The two that did not were:

1. It’s important for a guy to act like nothing is wrong, even when something is bothering him.
2. Guys should not let it show when their feelings are hurt.

Results on Conflict Resolution

There were five survey questions that addressed conflict resolution. Three of the five had a positive developmental or behavioral movement. The two that did not were:

1. I helped someone stay out of a fight.
2. A guy never needs to hit another guy to get respect.

Results on Cooperation and Respect for Others



There were three survey questions that discussed cooperation and respect for others. There was one positive developmental or behavioral movement, one question showed no change and one question had a negative movement:

1. I think it's important for a guy to go after what he wants, even if it means hurting other people's feelings.

For the 2017-2018 school year, there is only pre-survey data. The following are results for 30-day tobacco, alcohol and drug use:

- 93% of the students have not used tobacco,
- 70% have not used alcohol
- 63% have not used drugs or got high

Academic Data

Overall, academic and school disciplinary data was incomplete for both middle and high school students. One obstacle is the middle and high schools operate under two different school districts. Therefore, there can be a disconnect in managing longitudinal data over a student's tenure. ***However, a significant learning that came from the middle school disciplinary data showed that most of the students had their first discipline alert between the ages of 5 and 7.*** Of the 19 high school students with academic and disciplinary data: 1) 28% increased their GPA and 2) and only 16% had a disciplinary incident AFTER they completed the FIT program.

Qualitative Data

Over the three-year grant cycle, a minimum of 6 focus groups were conducted with middle and high school students. Also, written testimonials were collected at the end of the grant cycle. ***In the 2016-2017 post survey, 75% of the students said they had changed in a positive way because of being a part of the FIT program. In the 2017-2018 written testimonies, all student responses***



indicated that the facilitators helped them think differently about how to act or behave at home, in school and the community. The qualitative data suggests that the facilitators were strong mentors in the student’s lives, which research indicates is a positive indicator for impacting the long-term trajectory of at-risk, disadvantaged youth.

Data themes include the following:

Development Area	Quotes
<p style="text-align: center;">Locus of Control</p>	“You can change who you are and how you act”
	“I changed my behavior at school and home.”
	“Not to let my emotions make my actions”
	“Don’t let a little moment change my behavior to the negative.”
	“I’m capable of more.”
<p style="text-align: center;">Healthy Risk-Taking</p>	“I learned that I don’t have to fight all the time.”
	“The FIT team helped teach me to think before I do and to look at the big picture.”
	“It’s important to think about the consequences twice.”
<p style="text-align: center;">Self-Esteem and Self-Confidence</p>	“I learned to respect myself and to believe in myself when no one else would. I learned the importance of respect and commitments.”
	“Males can say no to sex.”



	“You don’t have to be like everyone else.”
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Limitations

At this time, long-term impact cannot be evaluated, as a longitudinal study was not conducted.

Additionally, the following are other challenges with this strategy:

- As a one-group pre/post-test, there is no control group for comparison and the pretest can affect the results of the posttest.
- Academic and disciplinary data was incomplete, which did not allow for a significant analysis to be conducted.
- It is a voluntary program for the middle and high school students; thus, regular attendance can be difficult. Students who choose to attend regularly may enter the program with a more positive attitude. Overall, the evaluation cannot eliminate alternative explanations or spurious relationships.
- The pre-and-post survey data set was not statistically significant.

Girls Rock

Girls Rock was a new strategy implemented with the CalGRIP grant. It utilized two different evidence-based, gender specific curricula over the grant cycle. The target audience was middle school females, who were referred by school counselors or social workers, as at-risk for gang affiliation and/or involvement in the Juvenile Justice System. Girls Rock is a twenty-four-week intervention, where participants must obtain a signed parent consent form prior to joining the voluntary program and a home visit must be conducted first. Students meet once per week, on school campuses, with facilitator(s) to discuss behavioral topics and increase individual, family and peer protective factors. The current curriculum utilized is “designed to increase positive



connection, personal and collective strengths, and competence in girls” (One Circle Foundation). Facilitators also provide weekly case management and home visits, when necessary. A final component is providing field trip opportunities for the students in order to create positive peer relationships, expose students to prosocial activities and promote connectedness to the community. A unique aspect of the Girls Rock strategy is, when possible, co-facilitation is led by a currently employed, female law enforcement officer and a Hispanic female case manager with a minimum of an undergraduate degree.

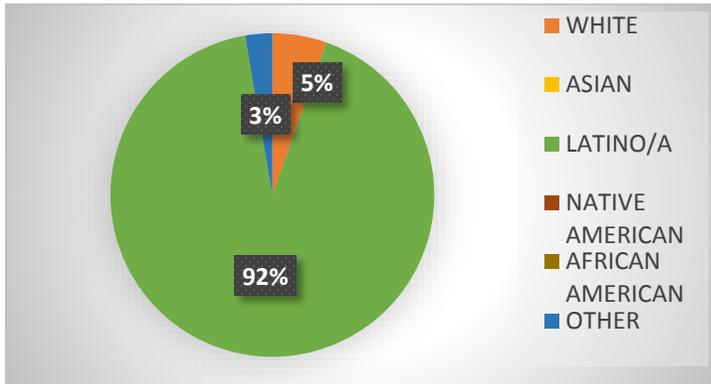
One important learning and change that came after the first year of the grant cycle was to implement a new evidence-based curriculum for Girls Rock. Unfortunately, the existing curriculum was not meeting the needs of the students and it was difficult to attract and maintain students in the weekly classes. While a pre-and-post survey was created, and distributed when possible, the results indicated there was no impact. EGRIP made the decision to research, vet, and select a new evidence-based curriculum for the remainder of the grant cycle. For the 2016-2017 and 2017-2018 school year, Girls Rock has utilized the One Circle Foundation’s curriculum for weekly group meetings.

One Circle Foundation develops evidence-based curricula for girls and boys. The programs “employ principles of a strengths-based approach, motivational interviewing strategies and have a strong focus on positive youth development.” Girls Rock utilized The Girls Circle Model, which is “the first gender-responsive program in the country to demonstrate effectiveness in reducing delinquency for girls. It is now listed on SAMHSA’s National Registry of Evidence-based Programs” (One Circle Foundation). One Circle also provided facilitator training, which was a benefit as there was a personnel change to Girls Rock strategy.

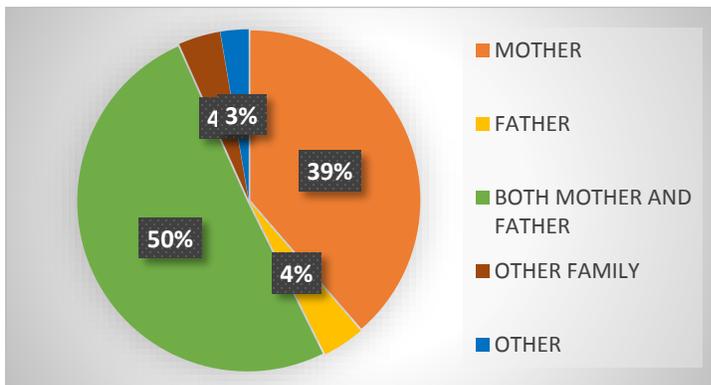
Demographics



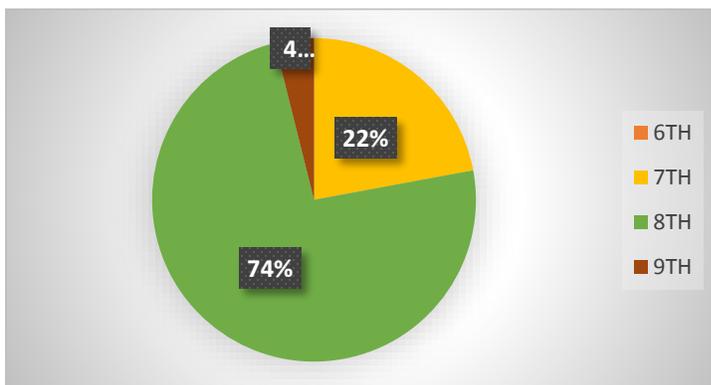
Ethnicity Data



Guardian



Grade Level



Final Outcome Data and Effectiveness of the Strategy



Girls Rock did not meet the outcome goal of 125 students completing the Girls Rock program. There were 73 students who completed Girls Rock, which is a 42% decrease in the number of proposed students. However, the measurement tools to evaluate the effectiveness of the strategy, found the quantitative data to be inconsistent and inconclusive. While the qualitative data clearly indicated that the strategy had a positive effect on the student population.

Survey Data

All 73 students did not complete a pre-and-post surveys, therefore it was difficult to statistically show, that of the girls who attended the program, there was a significant increase in academics, attendance and/or behavior at school. Pre-and-post survey evaluations were included with The Girls Circle curriculum (One Circle Foundation). Survey results only include students who completed a pre-and-post survey. The survey gathered student incoming and outgoing perceptions, beliefs and/or attitudes on the follow areas: 1) Individual Risk Factors; 2) Family Risk Factors; 3) School Risk Factors; 4) Peer Risk Factors. The youth development areas that the survey focused on included: 1) Self-Esteem; 2) Self-Confidence; 3) Locus of Control; 4) Effective Problem Solving; 5) Healthy Risk-taking; 6) Communication skills. The post survey results show that 100% of the students do not drink to get drunk. This was a 6% increase in a positive response from the pre-survey. There was an 8% increase in the number of students who do not smoke tobacco.

Overall results on perceptions, beliefs and/or attitudes were inconsistent and, at times, conflicting. For example, the post-survey showed an 8% increase in the number of students who felt good about their bodies and a 20% increase in the number of students who said having unprotected sex does not apply to them. However, there was a 25% increase in the number of



students who stated that they hurt their bodies when they are upset. Also, there was a 50% increase in the number of girls who said they don't eat healthy foods.

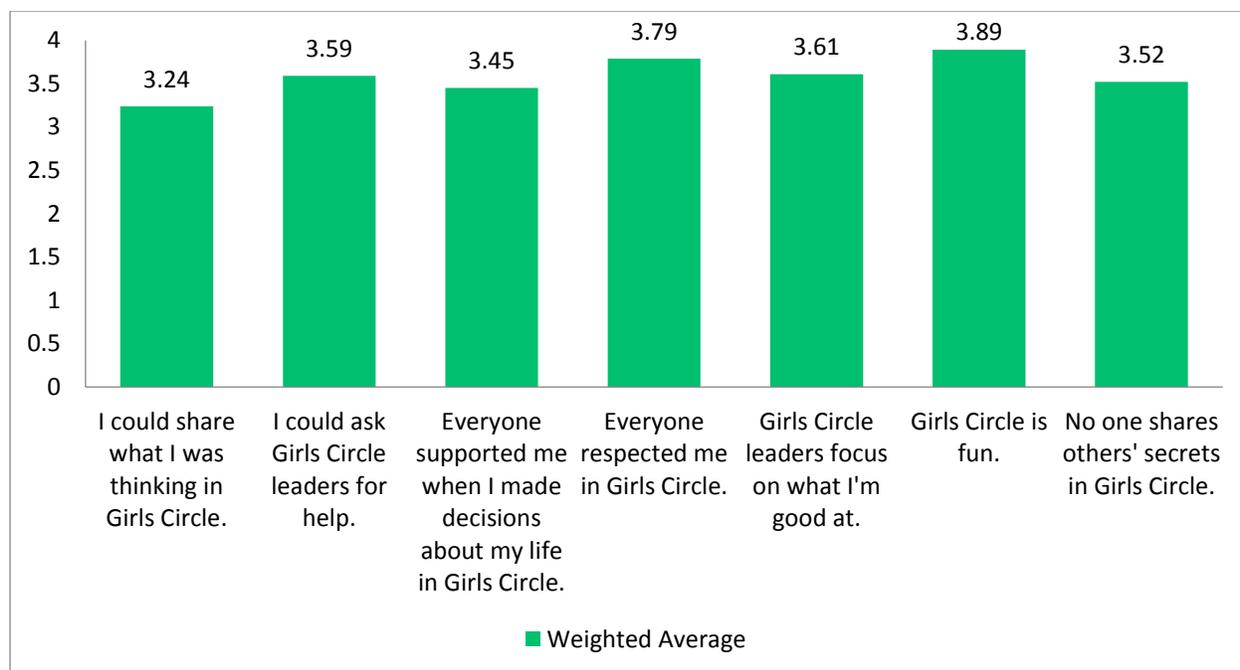
Survey results that addressed school risk factors, again, showed mixed indicators. There was an increase in the number of students who were expelled compared to the pre-survey. ***However, over a 30-day time period, less students were sent to the office and less students missed school when compared to the pre-survey responses. Additionally, academic results show that 70% of the students have increased their GPA score since joining Girls Rock.***

Effective problem solving and communication skills showed inconsistent results when comparing the pre-and-post surveys. There was a 21% decrease in the number of students who felt they could tell adults what they need and 43% decrease in the belief of solving difficult problems through effort. However, at the same time, there was a 33% increase in the number of students who felt that when they have a problem, they can usually find several solutions. Also, more students responded with an “exactly true” on the post-survey, when asked “if I’m in trouble, I can usually think of a solution.”

Qualitative Data

Over the grant cycle, three focus groups and six program observations were conducted with middle school students and the program. Also, written testimonials were collected at the end of the grant cycle. Below is a 2016-2017 post-survey response graph. Answers were weighted with 1 = Never True to 4 = Always True. ***Students clearly indicated a positive, strong response to the Girls Rock strategy.***





In the 2017-2018 written testimonies, student responses indicated that the facilitators helped them change their behavior and thoughts and taught them to love who they are as unique people. The qualitative data suggests that the facilitators were strong mentors in the student's lives, which research indicates is a positive indicator for impacting the long-term trajectory of at-risk, disadvantaged youth.

The following are specific quotes from participant's testimonials:

- "I learned that there are people that care for you."
- "I've learned to be myself and not let others bring me down."
- "I've learned that I can get through my situations, that they won't always stay bad."
- "I feel more confident."
- "I'm more open about my feelings and I'm a leader now, not a follower."
- "I've learned to respect my body, respect others, be the queen of my own body, do what you think is right and calm yourself down when you get mad."
- "I've learned that I have a voice; I learned that I matter."



Limitations

At this time, long-term impact cannot be evaluated, as a longitudinal study was not conducted.

Additionally, the following are other challenges with this strategy:

- As a one-group pre/post-test, there is no control group for comparison and the pretest can affect the results of the posttest.
- Academic and disciplinary data was incomplete, which did not allow for a significant analysis to be conducted.
- It is a voluntary program for the middle school students; thus, regular attendance can be difficult. Students who choose to attend regularly may enter the program with a more positive attitude. Overall, the evaluation cannot eliminate alternative explanations or spurious relationships.
- The pre-and-post survey data was not statistically significant.

Juvenile Diversion Cannabis Abuse Workshop (CAP)

The CAP strategy utilized an evidence-based curriculum that was offered to juvenile offenders, who participated in a 5-week class using one-on-one mentoring and group sessions. The curriculum used is the following measurements were used to analyze the effectiveness of the program: 1) Pre-and-post drug test; and 2) Post survey to gather participant feedback.

Final Outcome

There were two outcomes goals identified for the CAP program: 1) 90 juvenile offenders will complete the 5-week program; 2) Of the 90, 80% will demonstrate an increase perception of risk of marijuana. For the grant cycle, 73 juvenile offenders completed the 5-week class or 81%. There were 38 juvenile offenders, who were offered the program, but failed to complete the 5-week



classes. Of the 73 juvenile offenders who completed the 5-week class, 78% had a negative drug test after completing the class; 12% had a positive, and 10% who failed to take a second test.

Based on the curriculum's post feedback survey, 59% found the CAP program helpful in understanding the facts about cannabis and 85% have stayed sober since attending the program. It is difficult to conclude that the program was successful or unsuccessful. It appears that it did not reach its goal of 80% demonstrating an increase perception of risk of marijuana. However, with 85% of juvenile offenders remaining sober, it appears successful.

Community Meetings

EGRIP successfully met its outcome goal of hosting 12 community meetings during the grant cycle. There were over 2,000 community members who attended the meetings and over 650 hours of service provided to the community by EGRIP. Community meetings were held at various Safety Zone locations, such as a schools or parks. Topics addressed violence in the community, drugs and alcohol education, law enforcement relations, and pro-social activities that families can engage in throughout the local neighborhoods.

Workforce Development

Outcome = 75% of 75 youthful offenders enrolled will receive a high school diploma (GED), go on to certified training program, post-secondary education or become employed. Over the 3 years, 97 youthful offenders enrolled in the program. While 15 left without completing the program, 82 completed, which means they went on to a certified training program, post-secondary education and/or became employed. This exceeds the outcome. There is strong evidence that programs that integrate multiple interventions are more likely to succeed because they are better able to respond to the different needs of beneficiaries. COMPACT's workforce development program for youthful offenders used this strategy and attributes it to the success of the youth.



School-to-Career Services

Over 7,500 students participated in school-to-career service opportunities during the grant cycle. This exceeded the outcome goal of 1,000. Each middle school hold career days throughout the year. Escondido Education COMPACT organizes the speakers bringing a wide variety of professionals who can speak about not only popular careers, but careers that are categorized as careers of the future. In addition, COMPACT organizes the annual Job Shadow Day, where 100's of high school students spend the day shadowing a career they are interested in. Of the students who participated, 67% reported that their job shadow experience confirmed their career choice, while 12% said they learned that the career was not the one for them. The purpose of the day is to help students explore career ideas and understand the “good, the bad, and the ugly” of a job in their field of interest. Once they finish their job shadow, COMPACT encourages students to find out more about the career or look for a summer job in that field. In the survey, 79% stated they were going to do more research on the career, while 52% intended to begin their career ladder by looking for a summer job in the career path from their job shadow.

Tattoo Removal

The North County Tattoo Removal Program spent the first year of the grant putting together partners and funding to purchase the laser machine required. Escondido Education COMPACT partners with Neighborhood Healthcare on the program. In 2017, funds were secured from the County of San Diego to purchase the machine. Laser removal treatment services began in April, 2017. During the grant cycle, 9 people enrolled in the program; one of those dropped out of the program because he violated his Probation terms and returned to jail. Of the remaining 8, 100% completed the work readiness training, exceeding the outcome of 80%. In addition, the program



has secured the promise of additional funding from the County to purchase a second laser machine when needed to meet the demand.

Suppression Operations

The EGRIP Initiative completed both regional and local suppression operations. The goal of the regional operations is to work with local law enforcement jurisdictions to keep the most hardened criminals off the street and out of the neighborhoods. Escondido Police conducted a total of 6 regional operations attaining the outcome. The local operations were curfew and truancy sweeps. The truancy sweeps were conducted during school hours and included school partners along with Diversion staff. The focus of these sweeps was to provide intervention services to chronically truant students with the objective of improving their attendance and academics. The curfew sweeps focused on educating juveniles and their parents about the additional risk juveniles have when they are out after curfew. In addition, many of the juveniles arrested for curfew, also had many other risk factors. The Diversion program provided intervention services for them and their families. There were 4 local suppression operations held a year, totaling 12, which met the objective.

In Conclusion

The EGRIP Task Force has now worked together since 2008. Through those years the Task Force has developed focus areas and objectives. The CalGRIP funding has afforded the Task Force to not only support programs and events, but develop an Evaluation Plan. The Task Force used the data to inform the work, to not only make assumptions that a program worked, or continued to offer a program because it was popular, but really took a hard look at the strategies and if they were really making a difference. While 3 years was really not long enough to conduct a longitudinal study, the Task Force learned a lot. In addition, there was an added barrier of not having a control group for the initiative programs. However, despite these drawbacks, a lot of data



was collected in the form of surveys, focus groups, observations, school records, drug tests and key informant interviews. Changes were made throughout the grant cycle in reaction to findings. Some of the changes included staff trainings, new curriculum and changes in venue. Overall most of the objectives of the EGRIP Initiative were met or exceeded. Moving forward the Task Force will incorporate the recommendations put forward in this report. The Task Force is confident that the work of the Initiative will contribute to meeting the mission of eliminating gangs and improving the life trajectory of at-risk children and youth in Escondido.



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