LOS ANGELES BROTHERHOOD CRUSADE

Proud to be Me

Trauma-Informed Youth/Gang Violence Prevention Initiative

CALVIP FINAL LOCAL EVALUATION REPORT

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Executive Summary

The Los Angeles Brotherhood Crusade, Black United Fund, Inc. (Brotherhood Crusade) is a not-for-profit, 501(c)(3) organization founded in 1968 by a group of activists (the Black Congress, an influential community organizing group for people of color in South Los Angeles) led by Walter Bremond. Brotherhood Crusade is purposed to enrich the lives of low-income, high-risk children and youth, disenfranchised young adults, seniors, homeless populations, economically disadvantaged families, and under-served individuals in South Los Angeles County. Using the mantra "Helping People, Help Themselves", Bremond created the new organization to promote empowerment, social justice equity and social change in order to improve conditions for all communities of color or alternative creed.

In 2005, Brotherhood Crusade assimilated all of its gang prevention efforts under the auspices of its new Trauma-Informed Youth Development Program, Proud to be Me, and began development of a ten-year comprehensive, coordinated gang and youth violence prevention plan that would serve as the guiding document for the program. Three goals and 11 objectives were developed to effectuate change in the mindset (attitudes, behaviors and beliefs) associated with 14 risk factors that contribute most to High-Risk Youth joining gangs, engaging in violence or being victimized by violence.

Today, Proud to be Me is nationally recognized as a pioneering violence prevention and intervention program. It was developed and implemented by first assessing South Los Angeles County Service Planning Area 6's (SPA 6) gang and violence problem and using that data to craft a community-informed and involved communitywide continuum of responses. Proud to be Me is an engaging, highly-effective, trauma-responsive, 2-year, 894-hour during school and out-of-school time collective impact mentoring, youth development and workforce development youth gang intervention and violence reduction model program that was developed, designed, pilot-tested, implemented and continuously refined over a 10-year period to: (1) facilitate mindset change (changes in attitudes, behaviors and beliefs that are typically associated with Table 1 identified risk factors) in SPA 6 High-Risk Youth; (2) effectively address their needs; and (3) influence policies and systems such that the youths' desire to join or persist in gangs or engage in violence is significantly reduced and the impact of their risk factors is minimized.

Seven distinct phases characterize the model: (1) Relationship, Trust & Rapport Building; (2) Cultural Rites of Passage & Mindset Change; (3) Self Actualization, Self Determination, Agency and Aspiration; (4) Skills Development; (5) Mainstreaming; (6) Practicum; and (7) Follow Up. These phases are critical components of the model's Continuum of Youth Development.

Brotherhood Crusade was honored to receive a CalVIP grant to implement its Proud to be Me gang and violence prevention initiative model program in 2018. The grant was purposed to prevent low-income 10-24 year old SPA 6 (with an emphasis on Compton, Lynwood, Inglewood, South Los Angeles and Pomona) young people who are gang-affiliated, at risk of being affiliated, juvenile justice system involved or present with 75% or more of the predictive risk factors[1,2,3,4] that are most associated with youth joining gangs or engaging in violence, from engaging or continuing to engage in violence. Collectively, this population is referred to herein as ***High-Risk Youth.***

Proud to be Me was specifically purposed to reduce recidivism, violence & victimization among High-Risk Youth and simultaneously increase the number and percentage of High-Risk Youth earning a

diploma or equivalency certificate well-prepared for college/career by changing their attitudes, behaviors & beliefs such that their desire to join gangs or engage in violence is minimized or eliminated and their desire to self aspire and pursue their own success is significantly increased.

In executing the grant, Brotherhood Crusade worked directly with directly with the City of Los Angeles Gang Reduction and Youth Development Department (GRYD), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE) and Los Angeles Probation Department (Probation) over a two-year period to identify, enroll, and service High-Risk Youth.

By the end of the project period, Brotherhood Crusade served a total of 2,276 unduplicated 10-24 year old High-Risk Youth and effectuated improved mindset measures in 99.5% (2,264 of 2,276) of them. More importantly, however, Brotherhood Crusade engaged 415 High-Risk Youth in its comprehensive, two-year, 894-hour Proud to be Me model curriculum. Of these, 168 fully matriculated, 247 are about to complete their matriculation, an impressive 97.8% (406 of 415) demonstrated measurable improvement their attitudinal social behavioral mindset critical success indicators, and, most saliently, 98.5% (409 of 415) demonstrated reduced violent tendencies. The latter was further indicated by a cumulative 87% reduction from baseline in violent incident referrals across 14 schools and four Los Angeles County school districts as well as a decrease in recidivism rates from a Los Angeles County Probation Department rate of 83% to less than 15 for the High-Risk Youth participating in our Proud to be Me CalVIP program.

Lastly, 98% (109 of 111) of the High-Risk high school seniors we served graduated on time and, simultaneously, 89.5% (17 of 19) of the probationary students deemed by Probation as their "Highest Risk" individuals graduated with no incidents of recidivism and a 81% reduction in violent incidents (according to official Probation records).

Taken together, the data clearly indicates that the Proud to be Me CalViP program project **worked as it was intended**. It not only met, but exceeded all of its objectives. Indeed, the Proud to be Me **project accomplished** the following for High-Risk Youth participants:

1. Significantly and measurably reduced rates of recidivism
2. Drastically and visibly reduced violent engagement and victimization
3. Considerably and demonstrably increased engagement in school
4. Appreciably and obviously increased graduation rates

Importantly, these were the Proud to be Me **project goals**. Effectuating these outcomes reaffirms and suggests the following (**lessons learned**).

A. Violence Interventions for High-Risk Youth Need to be Human-Centered and Intentional
B. Effective Violence Prevention and Intervention Strategies for High-Risk Youth are Engaging - High-Risk Youth need ***attractive*** pro-social alternatives to gang-life and violence engagement
C. It Takes a Village **-** Communitywide culturally responsive coordinated strategies must be employed
D. It's More Than a Title **-** Individuals working with High-Risk Youth must possess a requisite combination of commitment, knowledge and ability (will, skill and fit)
E. Stick to the Script - When a program is designed based on overwhelming research and evidence, it is critical that its fidelity is not compromised
F. There is No Substitute for Talent and Anything Less than Excellence is Failure - To change the narrative and trajectory of High-Risk Youth, we have to help them be the best version of themselves

Problems and Barriers

Challenge 1: Staff Capacity: Throughout the entirety of the project, Brotherhood Crusade was fortunate to be well ahead of its planned progress. However, our work was not without challenges. Personnel competency and development plagued us since grant inception. We replaced five directors across our three major programs and completely revamped our GRYD and YouthSource Center staff by hiring new caring adult staff members during the grant period. Moreover, we bolstered our BYMOC team by adding four caring adult mentor staff members and we are currently searching for a new director.

This volatility is not a consequence of an unstable or otherwise dysfunctional administration. To the contrary, Brotherhood Crusade is seeking to validate its position as a thought-leader and pioneering evidence-based practitioner in trauma-informed youth development mentoring, gang and violence prevention and diversion. Our Proud to be Me model is a nationally-recognized, trauma-informed, trauma-responsive program that delivers significantly greater results for the target population (High-Risk Youth) than similarly-purposed youth-focused and youth-serving programs. Given this, the delivery of our programming requires caring adult staff members who are committed, knowledgeable and fully capable of competently motivating, inspiring and helping young people successfully matriculate through their prescribed programming. There are a number of individuals who would like to serve young people at this level, but few who are able to competently deliver this level of highly-intentional, human-centered, purpose-, outcome- and data-driven intervention. As a consequence, we continue to ruthlessly self assess, identify and address all challenges, issues and gaps with the greatest expedience and efficacy in order to ultimately assemble the right team.

To this end, we were slow to hire new staff members as we made every effort to ensure the prospective candidates met our minimum staff requirements as outlined in: (1) Characteristics of a Successful Practitioner Report of Findings, a two-year efficacy study on our work prepared by Accenture; and (2) It Takes A Community: Nine Principles of Highly Effective Youth Serving Organizations, a study of 15 of the nation's most effective youth development organizations (including Brotherhood Crusade) prepared by Thrive Foundation for Youth.

Addressing the Challenge: One of Brotherhood Crusade's guiding mottos is "those who choose to lead, should never cease to learn". In accordance with this philosophy, we took the following steps.

1. Upgraded our professional development requirements by adding three hours per week of specifically-targeted, mandatory trauma-informed youth development training and practicum for every staff member
2. Updated and revised our evaluation and learning protocol and trained staff members accordingly
3. Hired eight new staff members in the last three months: YouthSource Center Director; Associate YouthSource Center Director; Educational and Career Instructor/Counselor; GRYD Director; two caring adult Mentor Youth Advocates; BYMOC caring adult instructor and BYMOC receptionist and data clerk

Challenge 2: COVID-19: Not surprisingly, COVID 19 presented a number of challenges and caused us to pivot and, in some cases, permanently change our approach. Several issues had to be addressed. First, we had to purchase and provide both our in-school and out-of-school youth with chromebooks, technology access (including hot spots) and technical training. Indeed, most High-Risk Youth with whom we work are not equipped with the technological support required to facilitate virtual connection and, for those who are, have not yet developed the discipline to access virtual training. Their use of technology heretofore has rarely been for the purpose of learning. Computer-based learning not only requires the technological tools necessary to support the platform, but also the acuity of the learner to receive and process instruction and their willingness to access teaching, learning and guidance through

the format. This is a shift for most people, but it is magnified for High-Risk Youth, some of whose history is characterized by the avoidance of learning through any medium. Therefore, we were challenged to ruthlessly assess our ability to engage our High-Risk Youth in the learning process, build and support their computer-based learning acuity, and then motivate and inspire them to access their instruction through this platform.

Second, while we continued to operate as an essential business, we had to re-configure our facilities (including our training classrooms to accommodate social distancing), shift to appointment-only and specifically-scheduled in-person programming, re-format our outreach and recruitment efforts (including increased use of media outlets, greater reliance on systems and partner referrals, and virtual orientations), transition our case management, skills development, counseling, mainstreaming and practicum programming to virtual platforms, alternate in-person and work from home staff schedules, and provide considerable virtual and motivational learning instruction-specific professional development to all staff members. The latter was an ongoing process as it first required that our staff members personally develop and change their own mindset before they could motivate and inspire High-Risk Youth to improve their acumen. Indeed, the ongoing requisite re-training and transformation of the staff was one of our greatest challenges.

Because our process is human-centered as opposed to facility-or structure-centered, we were able to successfully adapt and continue to work to continuously improve in this area. However, this adaptation required an unexpected expenditure of resources (investments in technology, additional professional development contractor and material costs, personal protective equipment, remodeling, mental health support for participants and staff, new management systems, etc.), an inordinate amount of additional personnel training and a notable paradigm shift in our delivery model (the rapport building, self actualization, skills building, mainstreaming, practicum and internship aspects of which relied heavily on in-person instruction and experiential hands-on application).

Additionally, we had to shift, reduce and re-imagine the mechanisms by which we support High-Risk Youth engaged in our programming. In some cases, paid internship and stipend opportunities were reduced as the High-Risk Youth were no longer able to fulfill their job requirements. Moreover, we had to shift our efforts to more intently teach the leadership and personal growth skills that will be most needed post-COVID. In addition, High-Risk Youth and their families were facing financial challenges due to furloughs, lay-offs and similar challenges. To assist in supporting these High-Risk Youth we created a cash support emergency relief fund, provided food, clothing and shelter, provided personal protective equipment and other necessities, established a resource sharing and assistance process, and created peer support groups as well as counseling groups.

Ironically, the COVID-19 crisis ran parallel to the social justice and racial equity issues that rightly began to dominate the nation's political focus. Combined with the "Safer-at-Home" orders facilitated by the COVID-19 crisis, the subsequent elimination of competing factors (as young people weren't able to freely engage outside of the home), and our immediate response in providing support to the High-Risk Youth we served, our participants were actually better positioned, in some respects, to work towards and realize their established goals, objectives and desired outcomes. Indeed, we introduced an additional youth development module to our staff training curricula, staff meetings were increased to two and three times per week, and our Black Student Achievement and Youth Diversion and Development sessions increased from one 1-hour session to two 2-hour sessions per week.

Unintended Outcomes

Following a series of presentations highlighting the success of Brotherhood Crusade's Proud to be Me model programming as it pertained to the BLOOM program to Los Angeles Probation Department Chief Deputy Probation Officer Sheila Mitchell (who oversees Juvenile Operations for L.A. County, which includes juvenile halls, residential treatment camps and Deputy Probation Officers), a public-private partnership was established between Probation, Liberty Hill Foundation and the California Community Foundation. Subsequently, they awarded $7.1 million to 49 Los Angeles-based nonprofits providing community-based youth development services. The initiative is called Ready to Rise: Expanding Opportunities for All L.A. County Youth.

The goal was for Probation to become the nation's leader in demonstrating how community-based models focused on prevention and treatment decrease the number of youth incarcerated and improves the likelihood of youth earning degrees, becoming employed and not entering the justice system as adults.

Accordingly, the collaboration expands opportunities and resources for programs that keep youth out of the criminal justice system and help those in the system successfully transition back into the community.

Ready to Rise grantees will received funding for a variety of program activities focused on arts, wellness, educational attainment, leadership, workforce development, mentorship, youth organizing and other engagement areas. They shared a focus on multiple aspects of youth development – academic, identity, socio-emotional, physical health, mental wellness and others – which are integrated into their services.

The partnership fosters a full spectrum of services—a whole child approach—while recognizing nonprofits can also benefit from training and support that builds their own programmatic and organizational effectiveness. All grantees receive capacity building support, including coaching and cohort-based training. Additionally, the services made available via the collaboration are provided within the youths' own communities thus making it easier for them to access.

Though this outcome was unintended, it ideally serves to facilitate one of Brotherhood Crusade's larger goals - crafting a community-informed and involved communitywide continuum of responses.

LOS ANGELES BROTHERHOOD CRUSADE

Proud to be Me Trauma-Informed Youth/Gang Violence Prevention Initiative

LOCAL EVALUATION PLAN REPORT

PROJECT DESCRIPTION

This project introduced Proud to be Me, an engaging, highly-effective, trauma-responsive, 2-year, 894-hour during school and out-of-school time collective impact violence prevention, mentoring and workforce development model that was designed, pilot-tested, implemented and continuously refined over a 10-year period to specifically address the needs (Figure 1) of High-Risk Youth. With respect to this project, High-Risk Youth are defined as low-income 10-24 year old Los Angeles County Service Planning Area 6 (SPA 6, with an emphasis on Compton, Lynwood, Inglewood, South Los Angeles and Pomona) young people who are gang-affiliated, at risk of being affiliated, juvenile justice system involved or present with 75% or more of the predictive risk factors[5,6,7,8] that are most associated with youth joining gangs, engaging in violence or being victimized. Seven distinct phases characterize the model:

1. Relationship, Trust & Rapport Building
2. Cultural Rites of Passage & Mindset Change
3. Self Actualization, Agency and Aspiration
4. Skills Development
5. Mainstreaming
6. Practicum
7. Follow Up

Each phase critically addresses one or more of the needs delineated in Figure 1.

In this project, our implementation of Proud to be Me model programming was purposed to achieve two goals:

Goal 1: Reduce recidivism, violence & victimization by reframing High-Risk Youth attitudes, behaviors & beliefs; thereby deterring their desire to join gangs or engage in violence.

Goal 2: Increase the number and percentage of High-Risk Youth earning a diploma or equivalency certificate well-prepared for college/career by replicating Proud to be Me across schools serving Probation (juvenile justice system-involved) and Los Angeles Unified School District (LAUSD) Central Promise Academy Juvenile Day Reporting Center students.

FIGURE 1: Needs of High-Risk Youth

Arguably, SPA 6 houses an adequate number of public and community-based programs to effectively address its youth gang violence prevention **Needs** (described below). The issue is not one of quantity, but of quality. There aren't enough ***effective*** programs, opportunities and practitioners and those that exist don't employ communitywide data and outcome-driven strategies and fail to address the following needs:[A]

Need #1 - Stakeholders must recognize that High-Risk Youth possess developmental assets that are strengthened when aligned with effective gang prevention strategies.

Need #2 - High-Risk Youth need ***attractive*** pro-social alternatives to gang-life (sense of belonging, "brand" that reflects youth culture, engagement that rivals the allure of gang glory, and whole child model that builds resiliency, reduces violence exposure, addresses precursors to gang-joining, and ultimately changes mindsets (attitudes, behaviors & beliefs).

Need #3: Communitywide culturally responsive coordinated strategy that addresses Table 1 risk factors, adverse neighborhood ecology, unmet needs & Table 2 socio-economic factors.

Need #4: Policy and systems change that transforms youth-serving systems to be more responsive (culturally & physically).

Need #5: Better training in effective, culturally relevant, transformative, trauma-informed youth development and more resources for youth-serving systems, entities and practitioners to address Needs #1, #2, #3 and #4.

Six goal-specific objectives were developed for this project:

Objective 1: Commencing May 1, 2018 and continuing through April 30, 2019, enroll 200 High-Risk Youth into Proud to be Me and engage them in 894 hours of programming by April, 30, 2020

Objective 2: Immediately upon enrollment, match High-Risk Youth with caring adult case managers and develop and implement their YDPs

Objective 3: Beginning May 1, 2018 and continuing through April 30, 2020, integrate Proud to be Me into the regular school day pedagogy

Objective 4: Starting Week 1 and continuing through Week 12, implement the Proud to be Me self actualization curricular element so that youth:

a. Become more vulnerable and self investigative, thereby increasing their understanding and empathy to ultimately heal their trauma and provide space for others to heal as well
b. Expand upon their identity development and experience an increased sense of belonging, hope and belief
c. Gain a sense of agency and mastery motivation that reinforces their changed beliefs and perceptions and builds motivation to set and achieve goals
d. Self regulate and improve their executive function such that they build upon specific skills and competencies that reduce violent delinquency and lead to academic/career goal achievement and personal goals realization

Objective 5: Starting Week 1 and continuing through Week 24, implement the Proud to be Me rapport and trust-building curricular elements that help youth develop relationships with caring adults whose attachment is accompanied by high expectations for the youth

Objective 6: Starting May 1, 2019 and continuing through June 30, 2020, present evaluative findings to Probation and LAUSD as proof of concept in order to influence policy and systems change that replicates Proud to be Me and similarly effective models for all High-Risk Youth across their systems.

STRATEGIC APPROACH AND THEORY OF CHANGE

Strategic Approach

"Something to do, someone to love, and someone who loves them."

"People don't care how much you know, until they know how much you care."

It is the essence of these two clichés that drives Brotherhood Crusade's Proud to be Me Gang and Violence Prevention Initiative program model. The model is predicated on the philosophy that it is not our role to dictate the path by which our youth must travel. Instead, we are charged with being caring adults who expose our High-Risk Youth to opportunities, allow them to be enticed by one or more of those opportunities, show (guide) them how they can pursue those opportunities and ensure the provision of resources and supports to help them realize their pursuit. Along the way, we must help them self-actualize, gain agency, become self-determined and address issues of unresolved trauma (chronic adversity & adverse childhood experiences). Accordingly, Proud to be Me has five goals.

1. Engage High-Risk Youth in programming and activities that improve their academic proficiency.
2. Engage High-Risk Youth in programming and activities that improve their socio-behavioral aptitude.

3. Engage High-Risk Youth in programming and activities that support their economic growth and development.
4. Engage High-Risk Youth in programming and activities that build their agency and promote healthy lifestyles.
5. Provide necessary supports and engage High-Risk Youth in programming and activities that facilitate their initial and continued engagement in academic proficiency, socio-behavioral improvement, economic growth and healthy lifestyles programming and activities.

Theory of Change

Brotherhood Crusade believes and overwhelming evidence suggests that effective youth development must be characterized by a caring adult-facilitated comprehensive and well-coordinated continuum of support that simultaneously addresses the mental health, academic, health, economic, safety and survival needs of High-Risk Youth, while helping them self-actualize and address unresolved issues of trauma. This can be described in short as the intersection of ***connection***, ***hope*** and ***intentionality***. In the absence of such integration, a response may provide temporary relief, but fail to address the fundamental structural problems it was intended to address and therefore, fail to achieve the outcome.

We correlate this phenomenon to Goodhart's Law, which states "when a measure becomes the target, it ceases to be a good measure." Brotherhood Crusade's analogous law serves as a key reminder to caring adult staff members and partners – "don't get so caught up in the activity that you forget the purpose". In both cases, the ideology seeks to ensure that our efforts remain in pursuit of and are aligned with effectuating the desired outcomes. A perfect example that highlights the significance of this concern lies within our educational system. The purpose of school is to cause young people to internalize knowledge and skills that will serve them well the entirety of their lives. Yet, when academia began tying test performance to funding, administrators initiated processes that taught to the test, which caused students to absorb and regurgitate information without ever internalizing it. Whereas, the test was purposed to gauge a student's understanding of the material, it became a tool to maintain or gain funding, which caused students to no longer seek to learn, but to do well on test. Consequently, fewer students today actually achieve the outcome of learning.

Our theory simply iterates that High-Risk Youth must matriculate through an entire mindset (attitudes, behaviors and beliefs) change in order for their results to change. They need to: change their thinking in order to change their attitude; change their attitude to change their beliefs; change their beliefs to change their actions; change their actions to change their behaviors; change their behaviors to change their habits; and ultimately change their habits to change their results. Caring adult practitioners must facilitate this series of changes if they are to successfully help High-Risk Youth change their narrative and trajectory or improve.

Project Design

High-Risk Youth were referred to the program by Probation, school counselors, community partners, parents/guardians, and through self referral. An orientation was conducted with High-Risk Youth, their parent/guardian and third-party champion liaison (i.e., probation officer, school counselor). High-Risk Youth were immediately integrated into a non-judgmental culture and environment that recognized their humanity, empowered them with voice, established mutual expectation & accountability structures, shared program expectations, purpose and timeline; delineated goals, objectives and desired outcomes; and initiated baseline assessments (eligibility, academic, social behavioral, aptitude and basic needs). Law enforcement records, official school documents and/or Services Eligibility Tools were used to ensure we enrolled and served High-Risk Youth.

Case Management: Once enrolled, a case manager worked with the High-Risk Youth, parent/guardian, and champion liaison to develop a specifically-tailored individual youth development plan of actions and milestones (YDP) based on assessment results, feedback from the High-Risk Youth, parents, and partners, and other relevant input. The YDP: (a) identified the High-Risk Youth's risk factors (Table 1); (b) articulated the High-Risk Youth's risk factor-associated mindset (attitudes, behaviors & beliefs); (c) described the High-Risk Youth's qualities, strengths and interests; (d) documented youth-specific goals, objectives, desired outcomes and success measures; (e) prescribed needs-based services, activities and events; (f) identified success indicators and measurement tools; (g) conveyed monitoring and evaluation protocols; (h) described evaluative feedback-informed correction and continuous improvement; and (i) prescribed programming that provided ***attractive*** pro-social alternatives to gang-life - sense of belonging, "brand" that reflects youth culture, engagement that rivals the allure of gang glory (Table 2), and whole child model that builds resiliency, reduces violence exposure, addresses precursors to gang-joining, and ultimately changes mindsets (attitudes, behaviors & beliefs).

A Four-Party Contract (outlines roles and responsibilities of High-Risk Youth, parent/guardian, champion liaison and Brotherhood Crusade and holds each party accountable) was also executed.

Of note, the YDP-prescribed programming aligned with High-Risk Youth strengths, aptitude, aspirations and needs in five (5) developmental areas: ***Learning***: academic & life; ***Thriving***: emotional, physical, mental & social health; ***Leading/Contributing***: civic/community engagement; ***Connecting***: relationships/social assimilation; and ***Working.***

Program Implementation: Upon completion of their YDP and Four-Party Contract, High-Risk Youth were tracked to their prescribed programming at their identified site. Proud to be Me is both a community- and school-based intervention. Therefore, year-round programming occurred at our non-school program sites, our school-based sites, or both.

Phase 1: Relationship, Trust & Rapport:[9] We offer: safe space engagements that challenge current mindset (attitudes, behaviors & beliefs), empower youth with voice, understand youth perspective, keep promises, re-frame pedagogical and curricular approaches and offer one-on-one, small-group, or group mentoring; self actualization, agency, and capacity development; non-clinical cognitive-behavioral techniques; trust-building; and training in gratitude, appreciation, empathy, history/culture, understanding sacrifice, responsibility, and connecting to one's past. Accordingly, we facilitated sense of belonging, caused youth to consider new ideas, allowed youth to understand, appreciate and consider different perspectives and engaged/re-engaged them in school. There was no set completion timeframe, however, successful matriculation took two (2) to eight (8) weeks.

Rationale: Effective gang and violence prevention interventions are characterized by relationships of trust, mutuality, and support with caring adults. [10,11,12]

Phase 2: Cultural Rites of Passage & Mindset Change: All youth underwent 80 hours of cultural context (*Ubuntu*: I Am Because We Are; *Sankofa*: Connecting to Our Past; Attitude of Gratitude; Understanding Sacrifice; Shoulders Upon Which I Stand; Roots of Violence, Habits and Traits of Successful People, Rites of Passage Retreat, etc.)[13] and self actualization (vulnerability, trauma, self-awareness, agency, restorative practices, etc.) and engaged in monthly violence prevention service learning projects.

Rationale: Cultural awareness, responsiveness & understanding effectuate improved outcomes for traumatized youth.[14] Restorative practices build social capital, strengthen relationships, and facilitate trust, mutual understanding & shared values.[15,16]

Phase 3: Self Actualization & Mindset Change: Immediately upon enrollment and throughout the duration of their 894-hour intervention, High-Risk Youth engaged in Self Actualization programming

(Aspirational Self Determination and Agency Development) to facilitate mindset change.[17] This included mental health, non-clinical/clinical cognitive behavioral therapy,[18] cultural awareness, ritual, restorative practices,[19] health & wellness, substance abuse treatment, youth & parent counseling, and vulnerability exercises.

Rationale: Effective support systems are necessary to address High-Risk Youths' specific social, emotional and psychological needs and challenges.[20,21,22,23,24,25,26,27]

Phase 4: Skills Development & Mindset Change: Conducted over 12-24 weeks, but actually integrated throughout the High-Risk Youth's 894 hours, Skills Development involved academic, life, social & competency-based skills training; equivalency/GED certification; diploma; educational enrichment; remedial academic training; youth advocacy; computer literacy; service learning; volunteerism; recreation; and financial education.

Rationale: Communication, conflict resolution/management, emotional regulation & management, empathy, impulse control and problem-solving coping skills development are essential gang and violence prevention protective factors.[28,29,30,31,32,33,34,35]

Phase 5: Mainstreaming: During mainstreaming High-Risk Youth practiced learned skills in real-world environments (role play) without the threat of the consequences of failure.

Phase 6: Practicum: In the practicum phase, High-Risk Youth actually tested their mastery of learned skills in the real-world in natural settings with the general public.

Phase 7: Follow Up: Proud to be Me is a youth development continuum designed to support High-Risk Youth from enrollment through age 25. After the initial 894-hour intervention, we continued to provide follow up referral and support - career readiness & placement; post-secondary access, enrollment, scholarships, financial aid and matriculation; supportive services (transportation, housing, childcare, etc.); and monthly alumni gatherings.

Rationale: Connecting youth to follow-up support to address social needs stemming from traumatic experiences is a critical step in the transformation process.[36] **F**ollow-up helps ensure sustained gang membership/persistence and gang violence reductions.

Specific Proud to be Me Model Strategies: We incorporated the following strategies throughout the seven phases of our Proud to be Me program design.

- ***Youth-Informed Human-Centered Design and Community Mobilization*:** The most effective gang/violence prevention efforts often originate from individuals with street and justice system experience. Our model was designed and continuously developed by High-Risk Youth, SPA 6 violence impacted individuals and systems stakeholders.[37]
- ***Cognitive Behavioral Therapy and Mental Health Services and Counseling*:** Our cognitive behavioral programming & counseling was strategically integrated to address the 11 adverse childhood experiences (ACEs),[38] on average, with which High-Risk Youth present.[39,40,41,42,43,44,45]
- ***Mentoring*** impacts seven risk factors:[46,47] 1) poor parental supervision; 2) delinquent beliefs; 3) delinquent peers; 4) commitment to street-oriented peers; 5) antisocial behavior; 6) school challenges; and 7) low civic attachment.[48,49,50,51,52]
- ***Culturally-Relevant Workforce Development*:** Our workforce development center offered High-Risk Youth participants college/career readiness, job placement, (un)paid internships, job shadowing, volunteerism, service learning, and entrepreneurship development opportunities.[53,54,55,56]

- ***Community/Police Trust Building***: Bimonthly Leadership Together Healing Circles brought professional athletes, celebrities, law enforcement, community members and High-Risk Youth together to hear from and support each other; thereby initiating the process of jointly stopping the violence, healing, and rebuilding divided communities.
- ***Culturally-Appropriate Academic Educational Services*** that facilitate connection, inspire, motivate, and facilitate self actualization were provided.[57,58,59,6061,62,63,64]
- ***Learning Institute*:** Our model has been manualized and continues to be rigorously evaluated for purposes of informing correction, promoting continuous improvement and improving the community of practice. We are engaged in five local, state and national coalitions to facilitate policy & systems change and train practitioners.

TABLE 1: Predictive Risk Factors of Youth Violence Engagement/Victimization	
➢ Poor Parental Supervision	➢ Childhood Aggression/Externalizing Behaviors
➢ Substance Abuse	➢ Low Civic/Community Attachment
➢ Delinquent Beliefs	➢ Commitment to Street-Oriented Peers
➢ Negative Life Events	➢ Social Deprivation/Isolation
➢ Delinquent Peers	➢ Parental Attitudes Favoring Violence
➢ Poor Health	➢ Poor Living Conditions/Poverty
➢ Physical Inactivity	➢ Antisocial Behavior (child or siblings)
➢ Poor Refusal Skills	➢ Poor Vocational Basic/Life/Social Skills
	➢ School Challenges (learning disabled, underperformance, low attachment/commitment/aspirations, suspension, dropout, truancy, behavior, etc

TABLE 2: Most Common Reasons High-Risk SPA 6 Youth Join Gangs	
➢ Perceived benefit of money[4,5,6,7]	➢ Build a reputation as being tough[16]
➢ Build peer relationships[2]	➢ Family members/friends already involved in gang life[7,13]
➢ Enhance peer status[2]	➢ Protection against violent victimization in neighborhoods/schools[2,16,17]
➢ Excitement of street life[2]	➢ Adolescent identity development and gain sense of belonging[5,7,8]

FIGURE 1: Proud to be Me Trauma-Informed Youth/Gang Violence Prevention Strategic Approach Phase Diagram

DATA COLLECTION: COLLECTING AND EVALUATING PROCESS AND OUTCOME DATA

I. Rationale for Identifying Critical Success Indicators

The Proud to Be Me goals and objectives were developed based on the success of the Proud to be Me Trauma-Informed Youth Development Mentoring Program, which proved exceedingly effective in helping identify critical success indicators (CSIs) with respect to social emotional learning. Saliently, Brotherhood Crusade was able to compartmentalize these indicators into four categories:

- Connection with Caring Adult
- Infusion of Hope
- Addressing Unresolved Issues of Trauma (chronic adversity; adverse childhood experiences; PTSD)
- Application of an Intentional Youth Development Process (Ubuntu; Self-Actualization; Resource)

Accordingly, Brotherhood Crusade's evaluation and learning efforts were concentrated on four primary targets: (1) delineating the characteristics, skills, experiences and resources (i.e., curriculum, training, support, etc.) that maximize the effectiveness of caring adults; (2) delineating the intervention dosage (frequency, intensity and duration), intervention fidelity, intervention content, intervention quality and intervention exposure that produce the most transformative impact in the lives of the High-Risk Youth served; (3) utilizing lessons learned to inform correction and promote continuous improvement; and (4) bringing the entirety of Brotherhood Crusade's staff of caring adults onboard with this process.

Notably, Brotherhood Crusade did not pursue academic growth and improvement as a primary CSI. While the organization collects this data as well, we contend that traditional measures such as report cards and standardized test results are adequate indicators for students who are performing at grade level but just aren't engaged in school; however, these measures often fail to represent the progress made by severely underperforming students (one-to-four or more functional grade levels behind). Moreover, when students succeed as indicated by traditional scales, there is no way of determining the interventions facilitated by the caring adult to bring about the change. Lastly, the assessment frequency for traditional measures is inadequate (often semi-annual); leaving little if any time for correction. For these reasons, we collect report card data as tertiary measures and official school progress reports as well as internal remedial learning gap (functional grade level) improvement as secondary measures.

Subsequently, Brotherhood Crusade identified the following five evaluation and learning CSIs for the Proud to be Me initiative.

1. Social Behavioral Improvement: The manner in which individuals interpret what is happening shapes their perception, or mental model, of some aspect of the world. Trauma can alter these mental models from early infancy through adulthood, significantly impacting the manner in which individuals' view themselves and the world. It, subsequently, also alters how information is processed, thereby resulting in shifts in behavioral responses to the environment. Without intervention these cognitive processes and behavioral responses can lead to learning deficiencies, performance problems and problematic behavior.

   Similarly, youth violence and delinquency is linked to a lack of social problem-solving skills. Enhancing the peer social relationships of youth, teaching youth how to interpret behavioral cues, and improving a youth's conflict resolution skills, improves the youth's ability to avoid violent situations and solve problems non-violently. Social competence, conventional beliefs, and attachment to conventional peers have been shown to significantly reduce youth delinquency and the likelihood of gang involvement.

Unresolved issues of trauma and social behavioral challenges are often associated with High-Risk Youth.[65,66,67,68,69] Accordingly, these issues must be identified and addressed if we are to improve life course outcomes for High-Risk Youth and ultimately reduce youth/gang violence. Therefore, our evaluation included reputable evaluative metrics for social behavioral improvement.

Measurement Tools:

A. Weekly Student Performance Assessments
B. Weekly Habits and Traits Assessment
C. Monthly Violence-Related Attitudes, Behaviors and Influences Assessment
D. Quarterly Youth Development Reflection Survey
E. Quarterly Stakeholder Survey
F. Semi-Annual Youth Services Eligibility Tool Retest

2. Self-Actualization and Agency: Overwhelming research indicates skills building, social efficacy and future orientation ("agency" or self-actualization, which includes High-Risk Youth experiencing a transition from reactive to proactive thinking that facilitates a "sense of the future" and "hope") guided by a caring adult serve as the most concrete foundation from which individuals learn to value, appreciate and sustain their pro-social, non-delinquent life trajectory pursuits.[70,71,72,73,74,75]

   Brotherhood Crusade's self-actualization process is a hybrid of Maslow's Hierarchy that incorporates and addresses all five levels of the pyramid. The process uses the Change Process (Figure 2) and the Cognitive Stages of Change (Figure 3) to help High-Risk Youth change the narrative and trajectory of their lives. According to Lewin, the first step in the process of changing behavior is to unfreeze the existing situation or status quo. If one is to experience different results, they need to change their thinking in order to change their attitude; change their attitude to change their beliefs, change their beliefs to change their actions; change their actions to change their behaviors; change their behaviors to change their habits; and change their habits to change their results.

   With respect to the pertinent aspects of the self-actualization programming, Brotherhood Crusade's model is founded in the principle of ubuntu, the African philosophy that states "I am because we are and without we there is no me." It invokes the African and Native American reference of the circle, whose power is represented by the observation "the strength of the wolf is the pack and the strength of the pack is the wolf." This model requires entities to look past their personal desires and consider that which is best for the community. One must eschew their desires and embrace the most cost-effective, efficient and efficacious solution.

   By understanding who they are, from whence they came, the power that they possess, the sacrifices that have been made for them, the shoulders upon which they stand and their roles and responsibilities in life as a result, High-Risk Youth begin to self-actualize and aspire to their own success. This is critical because they transition from a belief that the commission of violent acts is a means of gaining respect and notoriety to an understanding that when I hurt others, I actually hurt myself. As such, I represent myself, my family and my community all of the time and my actions should reflect this representation.

   Arguably, street socialization tends to encourage a mindset of entitlement without accountability and impressing one's peers for acceptance. For many High-Risk Youth, this mindset has proved detrimental to their pursuit of release from formal probation, a diploma or equivalency certificate, college and/or career. As such, a determination of a young person's sense of 'agency' and a process to help young people develop 'agency' is a necessary Proud to be Me evaluative metric.

   Measurement Tool: Weekly Agency and Self Determination Assessment

FIGURE 2

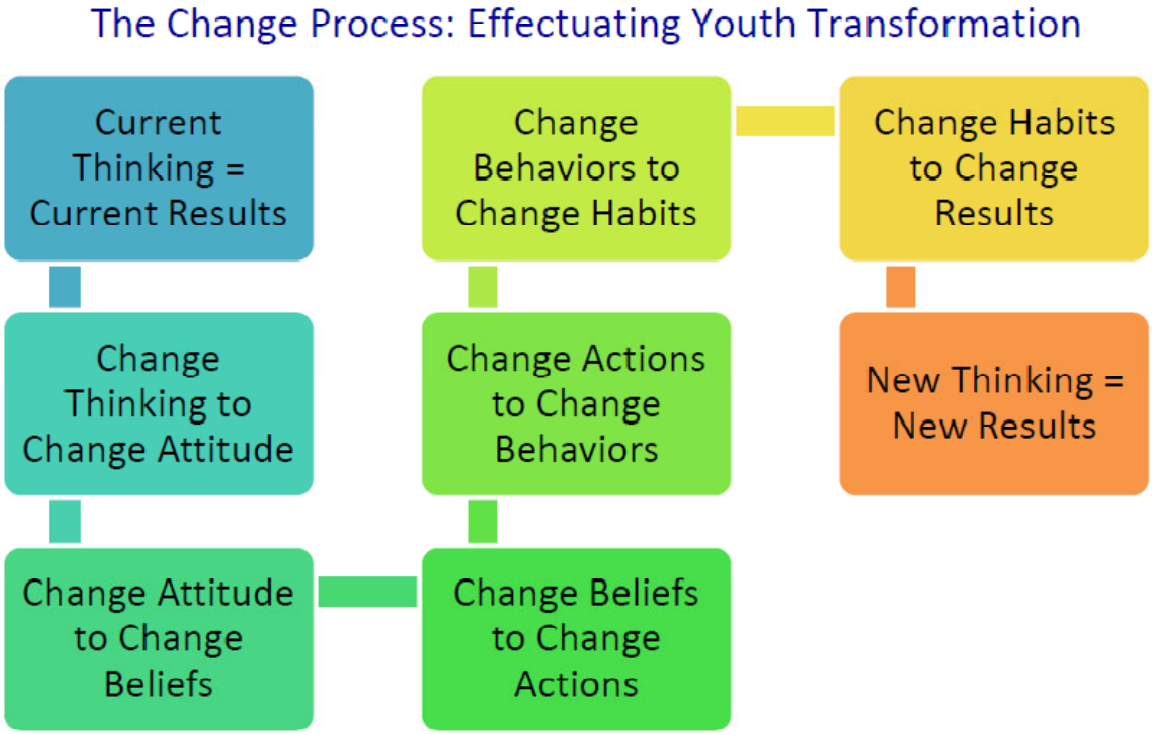
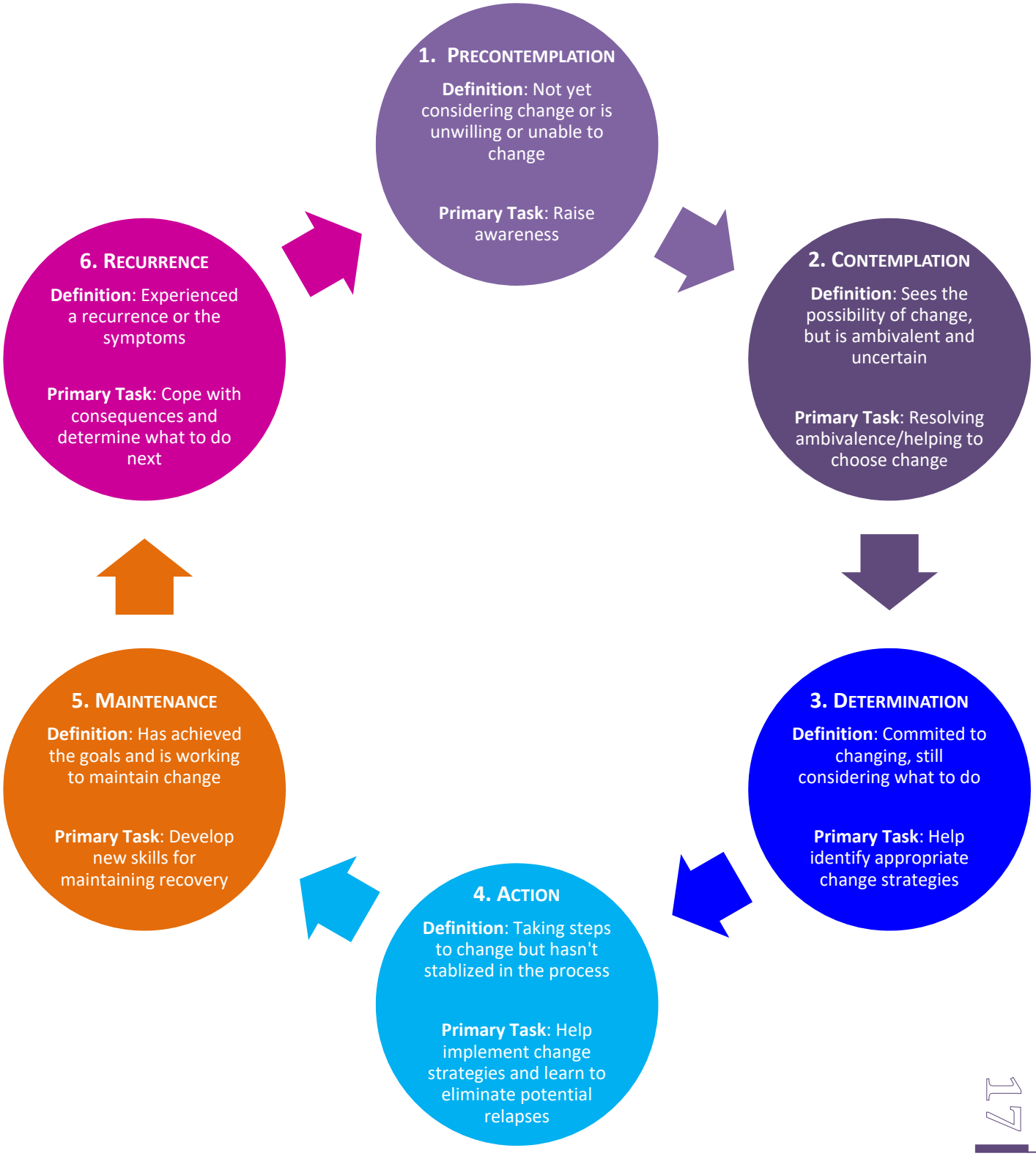

The Change Process: Effectuating Youth Transformation
Current Thinking = Current Results
Change Thinking to Change Attitude
Change Attitude to Change Beliefs
Change Beliefs to Change Actions
Change Actions to Change Behaviors
Change Behaviors to Change Habits
Change Habits to Change Results
New Thinking = New Results

FIGURE 3: Cognitive Stages of Change



3. Vocational Power Skills: Brotherhood Crusade's achievement model for High-Risk Youth differentiates itself from traditional models because it is purposed to answer the question "When this young person steps out on the stage of life, will he or she know his or her lines?" A well-prepared actor must not only understand his or her role, but everyone's role. Moreover, he or she must understand the tone, message and tenor of the play as well as the manner in which his or her role contributes to the performance. Lastly, he or she must know when to properly enter and exit.

   Similarly, if High-Risk Youth are to succeed, they must be well-prepared actors on the stage of life. This involves a process of trajectory and narrative change that begins with a change in the way the young people think (mindset change) and transitions through a subsequent change in their attitudes, behaviors and beliefs that eventually effectuates different results.[76,77]

   Brotherhood Crusade developed a cadre of vocational power (life and social) skills that effectively determine a High-Risk Youth's readiness to re-engage in school, earn a diploma or equivalency certificate, pursue college and/or succeed in a career. Given this, we measured the following.

   - Planning for the Future and Beyond
   - Connectedness to the Past
   - Understanding Sacrifice
   - Attitude of Gratitude
   - Articulating My Story and Being Vulnerable
   - Habits and Traits of Successful People
   - Ubuntu – Me versus We
   - Critical Thinking
   - Being Comfortable with Being Uncomfortable

   Measurement Tools:

   A. Weekly Habits and Traits Assessment
   B. Quarterly Youth Development Reflection Survey
   C. Vocational Power Skills Aptitude Assessment (pre and post)
   D. Entrepreneur Aptitude Test (pre and post)

4. Caring Adult Delivery: Research has shown that the presence of a positive role model, who looks like them and has or resonates with similar lived experiences, to supervise and guide a child's behavior is a key protective factor against violence[78] and the absence of such a role model - parent or otherwise - is linked to a child's poor academic performance, recurring truancy, risk for sexual promiscuity, drug and alcohol use, aggressive or violent behavior, juvenile delinquency, and inability to maintain stable employment later in life. Research also shows that when young people do not have a positive, meaningful connection to a caring adult, whether it be at home, in school, or in the community, the potential for positive youth development outcomes is significantly reduced.[79,80,81,82]

   A second source of evidence supporting youth development is the body of research on resilience suggesting that many young people in high-risk environments manage to grow up normally and even thrive as a result of protective factors. For instance, one common protective influence that distinguishes High-Risk Youth who succeed in not engaging in risk behaviors is an apparent bonding to conventional adults and groups that facilitate successful maturation by providing opportunities for young people to gain a sense of legitimacy. A third source of legitimacy from a youth development perspective is research suggesting that more assets lead to fewer risk behaviors and to additional positive outcomes such as school success and physical health.[83,84,85]

Given its understanding of the importance of caring adults to the success of High-Risk Youth, Brotherhood Crusade's philosophy and approach is not to hope that its violence prevention objectives are met because the young people participated in programming, but to assure the objectives are met because highly-competent caring adult staff members intentionally guided young people through a purposed series of interventions and processes that guarantee the desired outcomes are realized.

Accordingly, the performance, ability, competency level and effectiveness of caring adult Proud to be Me staff members was measured and feedback was used to inform correction and continuous improvement.

Measurement Tool: Employee Performance Evaluation

5. Curricular Dosage: In general, there are three strategic anecdotes that effectuate measurable changes in academic, social behavioral, health and economic outcomes for young people: curriculum; program design and dosage; and connection with a caring adult.

   Although curriculum is the anecdote upon which practitioners focus most, it is the least effective as a stand-alone intervention. Indeed, exposure to the curricular approach alone can cause young people to move closer to the desired outcomes, but its impact is considerably improved when design and dosage (frequency and duration) are appropriate. In fact, design and dosage have proven to be more effective than curricular content in changing the narrative and trajectory of young people in marginalized communities.

   Therefore, assessing the impact of program design and dosage served as a necessity for the Proud to be Me program.

   Measurement Tool:

   A. Session Plan
   B. Session Summary Sheet

Pictorial and video documentation, High-Risk Youth autobiographical stories and the individual Youth Development Plan were also employed to further support and inform the evaluation and learning process. The following provides a brief description of the above-described ***measurement tools***.

Youth Development Plan (YDP): This individual-specific plan of action and milestones lays the foundation for the evaluation and learning program. It serves as a roadmap that describes the High-Risk Youth's unresolved issues of trauma; identifies one or two issues that are planned to be addressed; describes how those issues will be addressed; and outlines the goals, objectives, plan of action, milestones, and expected outcomes. The plan is reviewed, revised, and agreed upon (in writing) by the High-Risk Youth, their parents/caregivers, the caring adult mentor, and appropriate stakeholders prior to the initiation of services. Moreover, the YDP is a dynamic document that may be changed at any time, as appropriate, and re-approved by all parties to ensure its relevance and maximize the potential for success.

Importantly, the YDP is accompanied by our Four-Party Contract, which outlines the roles and responsibilities of the High-Risk Youth, their parent/guardian, our partner liaison (probation officer, school counselor, court official, etc.) and Brotherhood Crusade and delineates the manner in which each party shall be held accountable.

Daily Session Summary Sheet: The cornerstone of our evaluation and learning program, the Daily Session Summary Sheet reminds caring adult staff members about the issues upon which to focus,

shares the purpose of the intervention conducted, describes the chronology of activities, shares relevant observations and lays the framework for the next intervention exercise.

Weekly Student Performance Assessments:[A] Actually completed by each student's teacher, these age- and developmentally appropriate weekly assessments are designed to quantitatively monitor High-Risk Youth progression towards realizing established desired outcomes.

Weekly Habits and Traits Assessment:[A] A self report,[B] this attitudinal assessment tool causes High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to mindset change, social behavioral improvement, and life and social skills development.

Weekly Agency and Self Determination Assessment:[A] Perhaps the most critical of our assessment tools, this self report[B] assessment tool causes High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to their personal growth and mindset (attitudes, behaviors and beliefs) change.

Brotherhood Crusade defines self actualization as the realization or fulfillment of one's talents & potentialities and the need for personal growth & development throughout one's life. In practical application this translates to an understanding of who I am, from whence I came, the shoulders upon which I stand, the sacrifices that have been made for me, the power I possess and my roles and responsibilities as a result.

Similarly, we define agency as the capacity of individuals to act independently and to make their own free choices based on a self-actualized mindset. In practical application, this translates to self aspiration – making decisions and pursuing a life course based on a desire to be the best version of myself as opposed to a desire to impress and be accepted by others.

Correspondingly, we define self-determination as an individual's ability to make choices and manage their own life. Self-determination allows individuals to feel that they have control over their choices and lives. It also has an impact on motivation—people feel more motivated to take action when they feel that what they do will have an effect on the outcome.

Ambassador of Compassion Survey: Designed as a pre- and post-assessment to be used in conjunction with the Brotherhood Crusade/AC Green Youth Foundation Fu-Gen 32 Elements of Character curriculum, this survey measures youth transformation with respect to violence and violent tendencies.

Violence-Related Attitudes, Behaviors and Influences Assessment: This validated and reliable assessment seeks to understand the factors that increase and decrease the risk for youth violence and is purposed to evaluate the outcomes of violence prevention efforts.

Quarterly Youth Development Reflection Survey:[A] A cross between the Weekly Habits and Traits Assessment and the Weekly Agency and Self Determination Assessment, this self report[B] attitudinal assessment tool causes High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to mindset (attitudes, behaviors and beliefs) change, social behavioral improvement, and life and social skills development.

[A] This assessment is a hybrid compilation of one or more reputable validated and reliable assessments specifically developed to assess violence-related attitudes, behaviors and influences among High-Risk Youth and adjusted for age- and development appropriateness.

[B] Although the assessment is a self report, Brotherhood Crusade caring adult staff members review the responses with the High-Risk Youth and navigate them through a "RAF (Real as F**K) reality check" - that is facilitated but not guided to bias a response - to ensure their responses are truly reflective of their current status.

Quarterly Stakeholder Survey: Actually inspired by the US Office of Juvenile Justice and Delinquency Prevention Violence Prevention Initiative Performance Measures Grid and prior generation tools developed for similar purposes as well as by the City of Los Angeles' Gang Reduction and Youth Development Youth Services Eligibility Tool (YSET), the Stakeholder Survey elucidates the input of stakeholders associated with individual High-Risk Youth (teachers, probation officers, coaches, counselors, therapists, pastors, parents/guardians, etc.), to qualitatively assess their progress towards realizing established desired outcomes as it pertains to mindset (attitudes, behaviors and beliefs) change, social behavioral improvement, and life and social skills development.

Semi-Annual Youth Services Eligibility Tool Retest: Developed by the Center for Research on Crime at the University of Southern California, the YSET determines service eligibility based on risk factors for gang membership. A compilation of reputable validated and reliable assessments, the YSET is administered every six months as part of completing reassessment for each service cycle.

Vocational Power Skills Aptitude Assessment: Based on our Jr. Executive program Habits and Traits of Successful People Workforce Development Guide, this self report aptitude assessment causes High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to mindset (attitudes, behaviors and beliefs) change and vocational life, social and competency-based skills development.

Entrepreneur Assessment Test: For those demonstrating an acuity for or interest in such, this quantitative survey measures High-Risk Youth participants' non-cognitive abilities (e.g. initiative and self-direction, risk-taking, flexibility and adaptability, creativity and innovation, critical thinking and problem solving) as they relate to entrepreneurship and entrepreneurial action.

Employee Performance Evaluation: In order to ensure caring adult staff members are delivering quality programming in an efficacious and prudent way, we use this assessment to evaluate engagement characteristics, determine whether appropriate frequency and dosage is occurring, assess the quality of engagement occurring, and inform correction and continuous improvement.

Monitoring and Evaluation Program Quality Assessment: An internal audit assessment tool that quantitatively assesses universal standards of quality programs.

Hallmark of Excellence Program Quality Assessment Tool: An internal audit assessment tool that quantitatively assesses universal standards of quality youth workforce development programs.

Process and Outcome Data Evaluation Framework

Our evaluation was purposed and designed to:

1. Inform program correction in real time
2. Facilitate continuous improvement
3. Measurably demonstrate impact and progress towards realizing stated goals and objectives, and effectuating desired outcomes
4. Reliably validate Brotherhood Crusade's theory of change for High-Risk Youth and their families.

Throughout the project, the term critical success indicator (CSI) was referenced with an emphasis on the word "critical". Indeed, one of the greatest flaws of evaluation and learning metrics is the irrelevance of the data being collected. Too often, funding entities or providers identify commonly used indicators that fail to demonstrate whether or not an intervention is successful. These indicators are integrated into a wide array of measurement tools from the very simple to the ultra-sophisticated. However, regardless of the stature of the tool, the data it collects is only as good as the individuals collecting and inputting the data and the relevance of the data being collected and inputted.

The purpose of the Proud to be Me data framework was to determine youth- and adult-specific social behavioral, prosocial, relationship building, academic or parenting needs, as applicable, and establish a baseline from which the success of subsequent programming and the improvements made by referred individuals could be measured. Assessment results were interpreted by qualified Level III or Level C professionals who were members of or working with the Evaluation and Learning team and who also considered parent feedback, stakeholder observations, stakeholder survey results and self-reporting data in establishing baseline benchmarks.

Data Collection Methodology

Digital and electronic systems that are currently marketed and/or utilized by practitioners, public and private entities are inadequate to track the unique and innovative indicators addressed in the "Proud to be Me" program. This is because limited (though compelling) data exists for some of the evaluative parameters identified as critical success indicators specifically for violence prevention in High-Risk Youth. As such, though initial data collection was conducted in hard-copy form, we are transitioning to a digital system that seamlessly incorporates critical and relatively newly identified indicators such as mindset (attitudes, behaviors and beliefs) change and improved agency and self-determination.

Accordingly, during the project period, Brotherhood Crusade developed a local evaluation plan (evaluation and learning protocol), created appropriate monitoring tools, and trained staff and its partners on the implementation of the protocol, use of the monitoring tools, data collection and reporting prior to outreach, recruitment and enrollment of High-Risk Youth.

To ensure confidentiality and maintain security, all monitoring, evaluation and learning assessments were administered by qualified Level I, II, III, A, B, C, or S staff, as appropriate, and results were documented on appropriately prescribed forms, shared with the internal evaluator and Quality Control Manager, and deposited in the High-Risk Youth's restricted-access, privacy-protected participant files.

Because Brotherhood Crusade serves High-Risk Youth between the ages of 10 and 24, we did not use the same assessments for every participant. Instead, based on age- and developmental appropriateness, the following assessments were administered.

1. **Process (Program) Evaluation (Efficacy of Program Design, Dosage and Delivery)**: Our Process Evaluation was designed to demonstrate the efficacy with which our program design was carried out and validate our theory of change. This metric used the Employee Performance Evaluation, Monitoring and Evaluation Program Quality Assessment, Hallmark of Excellence Program Quality Assessment Tool, third-party program audits, focus groups, High-Risk Youth participant input, stakeholder feedback and similar evaluative instruments to determine program success in accordance with the Evaluation and Learning Protocol.

2. **Outcome Evaluation (Evidence of Effectiveness)**: Purposed to demonstrate the effectiveness of Proud to be Me with respect to transforming and transitioning High-Risk Youth from "off-track" life course outcomes to "on-track", Our Outcome Evaluation featured High-Risk Youth participant self-reports as well as external reporting on High-Risk Youth by parents/guardians, caring adult mentors and key stakeholders in accordance with the Evaluation and Learning Protocol. This was achieved through the use of the Youth Development Plan (YDP), Daily Session Summary Sheets, Weekly Student Performance Assessments, Weekly Habits and Traits Assessment, Weekly Agency and Self Determination Assessment, Quarterly Youth Development Reflection Survey, Violence-Related Attitudes, Behaviors and Influences Assessment, Ambassador of Compassion, Quarterly Stakeholder Survey, Youth Services Eligibility Tool, Vocational Power Skills Aptitude Assessment, Entrepreneur Assessment Test, pictorial documentation, video documentation and similar evaluative instruments.

TABLE: Data Collected and Measurement Tools Used with 10-11 Year Old High-Risk Youth			
Proud to be Me Program	**Critical Success Indicator**	**Measurement Tool**	**Frequency**
GRYD	Mindset Change	Student Performance Assessments	Weekly
		Stakeholder Survey	Quarterly
		Youth Services Eligibility Tool - Retest	Biannualy
	Agency	Agency and Self Determination Assessment: Primary School Version	Monthly
		Stakeholder Survey	Quarterly
	Violent Tendencies	Ambassador of Compassion Survey	Monthly
		Stakeholder Survey	Quarterly
Specialty Camp	Mindset Change	Youth Development Reflection Survey: Primary School Version	Pre/Post
	Agency	Agency and Self Determination Assessment: Primary School Version	Pre/Post
	Violent Tendencies	Ambassador of Compassion Survey	Pre/Post

TABLE: Data Collected and Measurement Tools Used with 12-15 Year Old High-Risk Youth			
Proud to be Me Program	**Critical Success Indicator**	**Measurement Tool**	**Frequency**
GRYD	Mindset Change	Student Performance Assessments	Weekly
		Habits and Traits	Weekly
		Stakeholder Survey	Quarterly
		Youth Development Reflection Survey	Quarterly
		Youth Services Eligibility Tool - Retest	Biannually
	Agency	Agency and Self Determination Assessment: Secondary School Version	Weekly
		Stakeholder Survey	Quarterly
	Violent Tendencies	Ambassador of Compassion Survey	Monthly
		Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly
		Stakeholder Survey	Quarterly
BLOOM/BYMOC	Mindset Change	Student Performance Assessments	Weekly
		Habits and Traits	Weekly
		Stakeholder Survey	Quarterly
		Youth Services Eligibility Tool - Retest	Biannually
	Agency	Agency and Self Determination Assessment: Secondary School Version	Weekly
		Stakeholder Survey	Quarterly
	Violent Tendencies	Ambassador of Compassion Survey	Monthly
		Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly
		Stakeholder Survey	Quarterly
Specialty Camp	Mindset Change	Youth Reflection Survey: Secondary School Version	Pre/Post
	Agency	Agency and Self Determination Assessment: Secondary School Version	Pre/Post
	Violent Tendencies	Ambassador of Compassion Survey	Pre/Post

TABLE: Data Collected and Measurement Tools Used with 16-24 Year Old High-Risk Youth			
PROUD TO BE ME PROGRAM	**CRITICAL SUCCESS INDICATOR**	**MEASUREMENT TOOL**	**FREQUENCY**
Probation Camp	Mindset Change	Student Performance Assessments	Weekly
		Habits and Traits	Weekly
		Stakeholder Survey	Quarterly
		Youth Development Reflection Survey	Quarterly
		Video Documentation	Biannually
	Agency	Agency and Self Determination Assessment: Secondary School Version	Weekly
		Stakeholder Survey	Quarterly
		Written Personal Story	Biannually
	Violent Tendencies	Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly
		Stakeholder Survey	Quarterly
BLOOM/BYMOC	Mindset Change	Student Performance Assessments	Weekly
		Habits and Traits	Weekly
		Stakeholder Survey	Quarterly
		Youth Development Reflection Survey	Quarterly
		Video Documentation	Biannually
	Agency	Agency and Self Determination Assessment: Secondary School Version	Weekly
		Stakeholder Survey	Quarterly
		Written Personal Story	Biannually
	Violent Tendencies	Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly
		Stakeholder Survey	Quarterly
YouthSource	Mindset Change	Student Performance Assessments	Weekly
		Habits and Traits	Weekly
		Stakeholder Survey	Quarterly
		Youth Development Reflection Survey	Quarterly
		Video Documentation	Biannually
		Entrepreneur Assessment Test	Pre/Post
	Agency	Agency and Self Determination Assessment: Secondary School Version	Weekly
		Stakeholder Survey	Quarterly
		Written Personal Story	Biannually
	Violent Tendencies	Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly
		Stakeholder Survey	Quarterly
Specialty Camp	Mindset Change	Youth Development Reflection Survey: Secondary School Version	Pre/Post
	Agency	Agency and Self Determination Assessment: Secondary School Version	Pre/Post
	Violent Tendencies	Ambassador of Compassion Survey	Pre/Post

Data Collection Process

Specialty Camp Model: On the first day of camp, pre-assessments were administered to High-Risk Youth during their Fu-Gen 32 Elements of Character session. On the final day of camp, post-assessments were administered. The following assessments comprised the evaluative process.

- Youth Development Reflection Survey
- Agency and Self Determination Assessment
- Ambassador of Compassion Survey
- Participant testimonials
- Register of expenses associated with conducting the camp

Two-Year, 894-Hour Intensive Model: Brotherhood Crusade first conducted an orientation with High-Risk Youth and their parent(s)/guardian(s) to: (1) share program purpose, expectations and timing; (2) delineate program goals, objectives and desired outcomes; and (3) initiate administration of baseline academic, social behavioral, aptitude and basic needs assessments. The following documented and assessed the orientation.

- Notices, letters and flyers that announced and invited High-Risk Youth participants, their parents/guardians and partner stakeholders to the orientation
- Sign-in sheets and accounting of individuals attending the orientation
- Information and materials provided at the orientation
- Session Summary Sheets detailing events that occurred and observations made during orientation
- Register of expenses associated with conducting the orientation

Once enrolled, High-Risk Youth participants were assigned to a caring adult case manager who: (1) worked with the young person, parent/guardian, Probation/LAUSD or similarly responsible or concerned official, and Brotherhood Crusade to develop a specifically-tailored individual youth development plan (YDP) using assessment results and other pertinent background data. This process was documented by:

- Enrollment documents
- Specifically-tailored YDP
- Four-Party Contract
- Register of expenses associated with facilitating participant enrollment

Upon completion of their YDP and four-party contract, High-Risk Youth were assessed to determine their attitudinal social behavioral, agency and self determination, and workforce development baseline measures. Tools used to establish baseline measures included:

- Youth Services Eligibility Tool (YSET)
- Student Performance Assessments
- Habits and Traits Assessment
- Agency and Self Determination Assessment
- Youth Development Reflection Survey
- Entrepreneur Assessment Test

As High-Risk Youth matriculated through the programming, we continued to measure their progress toward achieving established desired outcomes using the following:

- Lesson plans, planning checklists and curricular materials
- Completed projects/assignments
- Session Summary Sheets
- Pictorial documentation

- Video documentation
- Documented participant feedback
- Weekly Student Performance Assessments
- Weekly Habits and Traits Assessment
- Weekly Agency and Self Determination Assessment
- Register of expenses associated with programming

Simultaneously, we conducted process (program) evaluation using the following tools:

- Employee Performance Evaluation
- Monitoring and Evaluation Program Quality Assessment
- Hallmark of Excellence Program Quality Assessment Tool
- Third-party program audits
- Focus groups
- High-Risk Youth participant input
- Stakeholder feedback

Ultimately, we were able to demonstrate effectiveness using the following:

- Youth Development Reflection Survey
- Official School Incident Reports
- Official Los Angeles County Probation records
- Youth Services Eligibility Tool (YSET)
- Student Performance Assessments
- Habits and Traits Assessment
- Agency and Self Determination Assessment
- Entrepreneur Assessment Test
- Stakeholder Surveys
- Session Summary Sheets
- Counselor and mental health professional reports
- Earned degrees, certificates, licenses and recognition
- Pictorial documentation
- Video documentation
- Documented participant feedback (including focus groups)
- Completed projects/assignments
- Participant journals
- Register of expenses associated with implementing Proud to be Me

2. Research Design

The research design type was descriptive/quasi-experimental. The research design was descriptive in that the long-term outcomes described in the data framework section were compared against population level metrics. While this effectively demonstrates the effectiveness of Brotherhood Crusade's program relative to other programs in the area, at best such a comparison would only be correlative, as a well-designed causal model for Brotherhood Crusade's program cannot be constructed relative to the size of Los Angeles, Pomona, Inglewood, Lynwood and Compton unified school districts.

Consequently, we also employed evaluation protocols that go beyond standard indicators of student performance; such indicators have yet to be widely adopted in the Youth Services field. As such, even if the existing data sharing agreements with the school districts could easily facilitate access to individual-level comparison data, the school districts are not tracking Critical Success Indicators measuring mindset change and personal agency. As such, there is no current way to measure these parameters at the district level, again precluding analysis of the key areas impacted by our Proud to be Me program.

Simultaneously, the research design is also quasi-experimental. The research design is quasi-experimental because High-Risk Youth participants are not randomly assigned to a "treatment". In contrast, central to our program methodology, High-Risk Youth participants are placed into specialized individual treatment groups within programs that are tailored to their specific needs. This, by nature, precludes random assignment.

The research design is also quasi-experimental because there is no comparison against a control group. This is based on ethical concerns, as well as technical constraints. Previous evidence has demonstrated the effectiveness of Brotherhood Crusade's programmatic strategy. Withholding a proven, effective intervention from youth who could benefit would be a massive ethical violation, which generally would not garner approval from any Institutional Review Boards.

However, causality can be tracked across the High-Risk Youth participants within Brotherhood Crusade's Proud to be Me program. The assessment tools that measure youth mindset change, agency, and degree of program engagement run simultaneously with the process evaluation that gauges the frequency, intensity, and regularity of the interventions received by each student. This allows an internal causal analysis demonstrating which aspects of the program result in the largest impact on outcomes, and which aspects might need further development and investigation.

These points explain the technical reasons for selecting a descriptive/quasi-experimental design. Current data limitations necessitate selection of these methodologies; yet these limitations also present an opportunity. Making these comparisons creates another layer of evidence validating the use of Brotherhood Crusade's programmatic framework. By demonstrating not only the effectiveness of the program, but also illustrating the validity and reliability of the mindset and self-agency metrics, more cause can be claimed to track these metrics at an expanded level.

The data collection plan for the participants, in addition to data collected, is explained in the Data Collection section above.

Greater detail on process evaluation data collection is provided in the Process Evaluation section below.

With respect to the descriptive design, data analysis was conducted by documenting and illustrating changes over time via trend-line analysis. Internally, time points were illustrated weekly. Externally, time points were illustrated quarterly. Both were achieved by mapping changes in High-Risk Youth participant outcomes against baseline as well as general district population trends.

The quasi-experimental design utilized a pre-test/post-test design. During the intake process, we created baseline comparisons across all of the Critical Success Indicators and implemented a weekly data point framework. Our aim was to prescribe enough frequency of data collection to make it possible to not only show change over time, but also causally link the degree to which particular intervention types impact the key indicators of success.

Challenges: We were challenged by our transition to a new digital data tracking system. Currently, due to various collaborative programs with various public agencies, we utilize a wide variety of digital data collection sources. While this is effective for tracking compliance with the terms of these collaborations, the nature of individualized youth development plans facilitated enrolling High-Risk Youth participants across multiple program types. Therefore, we continue to search for a cross-cutting system that tracks our various programs under one unified repository. Unfortunately, as pertained to this CalVIP project, we had to collect the data using a combination of hard copy and digital database.

Another issue with which we had to wrestle was the significance of self-report as a data collection source. Central to Brotherhood Crusade's overall program design is mindset change and personal agency development. Accordingly, High-Risk Youth participants were asked to evaluate their own level of development. For our less experienced staff, there was a disconnect as to how to appropriately and effectively guide – not influence – authentic self reporting. Despite extensive initial training, the reality of actual practice highlighted the level of skilled competence necessary to produce meaningful data. The efforts of the caring adult staff members significantly improved over time due to repetition and specifically-targeted ongoing training.

3. Process Evaluation

Brotherhood Crusade utilized weekly multi-disciplinary team (MDT) meetings to ensure caring adult staff members were staying on task and providing the necessary services and supports. The MDTs were also used to increase employee engagement (employee's emotional attachment to the organization and the organization's goals) so as to improve program quality and better effectuate goal achievement.

Directors met with each of their team members, school officials, essential partners and relevant stakeholders at least once per week to address staff accountability, discuss staff job performance, ensure/improve program fidelity, facilitate needed coaching/training, and provide feedback. Five topics were mandatorily discussed during each MDT meeting:

- Job Performance. Did the caring adult staff member meet and complete the basic requirements of their job? Were High-Risk Youth enrolled in the program? Was all documentation up to date? Was program fidelity maintained?
- Attitude. Young people vote with their feet and, as such, must be inspired and motivated such that our program presents as more attractive than the allure of gangs. How did the thoughts and feelings of caring adult staff members impact employee engagement?
- Behaviors. As a result of these thoughts and behaviors, how did employees respond? How did these attitudes and behaviors impact job efficacy?
- Feedback. Brotherhood Crusade is a learning institution. We believe those who choose to lead should never cease to learn. Therefore, caring adult staff members were consistently invited to share feedback on additional support needed from the director and the director was instructed to share what is needed from the staff.

- Immediate, Intermediate and Long-Term Goals. In addition to the outlining the goals for the upcoming week, the team was consistently reminded of North Star (ultimate goal) so as to ensure their efforts aligned with our purpose and the realization of our desired outcomes.

Each MDT meeting was documented in formal meeting minutes, which were filed and reviewed during the caring adult staff member's performance evaluation.

Program Implementation: Prior to the start of each program or when members of the delivery team (including collaborative partners) changed, a MDT strategy meeting was convened. Preparatory meetings were conducted by the Senior Vice President of Programs, Quality Control Manager (Executive Vice President) or their designee after reviewing applicable contract terms, scope of work guidelines, plans, requirements, goals, objectives, desired outcomes, milestones, critical success indicators, timelines, and deliverables. Notably, contracting entities, contract issuer, partners and personnel representing other key stakeholders were often invited to attend the preparatory meetings.

Initial Inspections were performed as part of each program site's inauguration. When new caring adult staff members or new collaborative partner staff members were assigned, the process was repeated to ensure all staff members were intimately familiar with their work assignments and surroundings.

Follow-up Inspections were performed daily, weekly, bi-weekly, monthly, quarterly, semiannually and annually, as deemed appropriate and necessary, to ensure that the control established during preparatory meeting and initial inspection continued to provide a level of performance that, at a minimum, conformed to and often exceeded contractual requirements. As a trauma-informed youth development organization of excellence, Brotherhood Crusade understands that merely meeting contractual requirements does not effectuate the requisite impact needed to meaningfully change the narrative and trajectory of the High-Risk Youth with whom we work.

Brotherhood Crusade developed its system of inspection to ensure delivery was adequately planned and that the necessary testing and verification procedures were available to perform audits, inspections and tests in a satisfactory manner. These procedures established the methods to be used when performing audits, inspections or tests listed in the project-specific Evaluation and Learning Protocol. Test reports were submitted to the Senior Vice President of Programs and Quality Control Manager, filed in the project file database and logged with other project documentation.

Ultimately, Brotherhood Crusade sought to ensure that our service delivery was of such high quality that the High-Risk Youth participants we served transitioned to and remained on track. To this end, we identified and resolved issues that would prevent, retard or disrupt our participants' pursuit of change in narrative and trajectory toward their success.

4. Outcome Evaluation

When Brotherhood Crusade launched its CalVIP project, we were encouraged by our previous success transitioning High-Risk Youth from "off-track" to "on-track" life course outcomes. However, we were also careful to temper our expectations around the impact we would effect on long-term outcomes. We were fully cognizant that even the most effective interventions targeting youth who have experienced significant sources of trauma usually require a sustained process and significant time. Indeed, the deeper the trauma, the longer the solution typically takes to produce "success" from the standpoint of traditionally understood assumptions. In sharing our theory of change and strategy, we provided an example - even with a two year time horizon, a young person performing at a 3rd grade functional grade level should not be expected to perform at a 12th grade functional grade level - though other indicators of positive development may indicate such growth, and therefore adequately reflect program efficacy.

Subsequently, we categorized our desired outcomes into short-, medium-, and long-term outcomes. The attached logic models illustrate the outcomes we expected to achieve in a sequential manner.

Short-Term Goals: Importantly, our short-term goals were almost entirely focused on mindset change. Our theory of change posits that impacting mindsets (attitudes, behaviors and beliefs) is the critical first step towards changing results (The Change Process; Figures 2 and 3). Our evaluative process measured mindset change critical success indicators via:

- Weekly Student Performance Assessments
- Weekly Habits and Traits Assessment
- Weekly Agency and Self Determination Assessment
- Monthly Violence-Related Attitudes, Behaviors and Influences Assessment

Ideally, our aim was for High-Risk Youth to illustrate an increasing willingness to engage others in a respectful and beneficial manner, practice self regulation, take responsibility for their actions, put the needs of others in front of their own desires, connect with and build relationships with others, express gratitude, lift up & support others, recognize & manifest their greatness, and become the best version of themselves they could be.

Intermediate Goals: In the mid-term, our focus was for High-Risk Youth to continue to undergo mindset change and begin to experience improved agency and self determination. Our hypothesis was that as High Risk Youth begin to adopt a refined personal identity, they will improve their agency and self determination. This can be measured through their actions and aspirations. Accordingly, the following were used to demonstrate High-Risk Youth transformed their newly adopted attitudes, behaviors and beliefs pro-social and "on-track" actions and habits.

- Agency and Self Determination Assessment
- Youth Development Reflection Survey
- Violence-Related Attitudes, Behaviors and Influences Assessment
- Entrepreneurial Assessment Test
- Pictorial documentation
- Video documentation

Long-Term Goals: As described throughout this Final Local Evaluation Report, our theory of change posts that High-Risk Youth who undergo positive mindset change will gain a greater sense of agency and self-determination that will ultimately result in achievement of desired outcomes, whether this is a conscious desire to refrain from violence, intentional engagement in pro-social activities, educational pursuits or career development. Obviously, our theory is predicated on the expectation that High-Risk Youth's newly adopted positive actions are reinforced until they become habits. However, when this occurs, High-Risk Youth will become more willing to engage in actions and activities they view as beneficial to their overall development. To illustrate this, we used the following.

- Youth Development Reflection Survey
- Official School Incident Reports
- Official Los Angeles County Probation records
- Youth Services Eligibility Tool (YSET)
- Student Performance Assessments
- Habits and Traits Assessment
- Agency and Self Determination Assessment
- Ambassador of Compassion Survey
- Violence-Related Attitudes, Behaviors and Influences Assessment

- Entrepreneur Assessment Test
- Stakeholder Surveys
- Session Summary Sheets
- Counselor and mental health professional reports
- Earned degrees, certificates, licenses and recognition
- Pictorial documentation
- Video documentation
- Documented participant feedback (including focus groups)
- Completed projects/assignments
- Participant journals

5. Outcome Measures

Brotherhood Crusade pursued the CalVIP opportunity to effectuate change in the narrative and trajectory of 200 High-Risk Youth. Accordingly, we introduced and implemented our Proud to be Me Trauma-Responsive Youth/Gang Violence Prevention Program on May 1, 2018. Notably, High-Risk Youth project participants were delineated into three service categories: Specialty Camp Model; Two-Year 894-Hour Intensive Model; and Probation Camp Model.

Specialty Camp Model Outcomes: The Specialty Camp Model offered 8-16 hours of Proud to be Me programming during one-week and two-week AC Green Youth Foundation Fu-Gen (Future Generations) Leadership camps. The outcome measures we sought to realize were:

1. Improved mindset based on the Youth Development Reflection Survey
2. Improved agency based on the Agency and Self Determination Survey
3. Reduced violent tendencies based on the Ambassador of Compassion Survey and Violence-Related Attitudes, Behaviors and Influences Assessment

Two-Year, 894-Hour Intensive Model Outcomes: Saliently, the primary focus of our CalVIP project was the Two-Year, 894-Hour Model. It is here that we sought to demonstrate proof of concept, facilitate significant violence reduction, and increase achievement among High-Risk Youth by helping them manifest their greatness through mindset change and self actualization. Specifically, our outcome measures were:

1. Improved attitudinal social behavioral mindset based on the Youth Development Reflection Survey and the Agency and Self Determination Survey critical success indicators
2. Reduced violent tendencies based on the Violence-Related Attitudes, Behaviors and Influences Assessment
3. Reduced recidivism based on official Probation records
4. Reduced incidence of referrals to school administrative offices for violent offenses based on official school records
5. Reduced incidence of suspension based on official school records
6. Reduced incidence of expulsion based on official school records
7. Increased attendance rates and school engagement based on official school records
8. Increased graduation rate of High-Risk Youth based on official school records

Probation Camp Model: Our probation camp model provides programming to High-Risk Youth who are detained in camps, on house arrest or attending juvenile day reporting center community day schools. We maintain a ratio of individuals served to caring adult practitioners to no more than 3:1 and employ our Two-Year, 894-Hour Intensive Model programming in a way that is conducive to the High-Risk Youth

participant's and our law enforcement partners' physical and logistical availability. Specifically, our outcome measures were:

1. Improved attitudinal social behavioral mindset based on the Youth Development Reflection Survey and the Agency and Self Determination Survey critical success indicators
2. Reduced violent tendencies based on the Violence-Related Attitudes, Behaviors and Influences Assessment
3. Reduced recidivism based on official Probation records
4. Reduced incidence of probation violation based on official Probation records
5. Increased attendance rates and school engagement based on official school records
6. Increased graduation rate of High-Risk Youth based on official school records

RESULTS AND CONCLUSIONS

Results

Over the course of the entire grant period, we served 2,276 unduplicated 10-24 year old High-Risk Youth. All 2,276 young people were enrolled in the program, administered baseline assessments, and provided highly-intentional Proud to be Me programming. We credit our ability to provide programming to 100% of the High-Risk Youth enrolled in Proud to be Me to our human-centered program design. Proud to be Me was integrated into the regular school day, probation camp, summer camp or service partner model programming. Therefore, even though Proud to be Me is a voluntary program, initial participation was somewhat mandated.

Given this, one would expect a measurable attrition rate, as young people realize they have an option to continue participation in the program or opt out. However, 99.5% (2,264 of 2,276) of the High-Risk Youth participants continued with the program and ultimately improved their mindset measures.

Specialty Camp Model Outcomes Achieved: A total of 1,861 High-Risk Youth participated in these camps with 1,858 (99.8%) completing the Proud to be Me curriculum, 100% of the 1,858 demonstrating improved mindset based on the Youth Development Reflection Survey, 100% of the 1,858 demonstrating improved agency based on the Agency and Self Determination Survey, and 100% of the 1,858 demonstrating reduced violent tendencies based on the Ambassador of Compassion Survey and Violence-Related Attitudes, Behaviors and Influences Assessment. Moreover, 131 parents/guardians subsequently wrote unsolicited letters to the program expressing their appreciation for facilitating such a change in their young person.

Proud to be Me CalVIP Specialty Camp Model Outcomes					
	High-Risk Youth Enrolled	Completed Prescribed Curriculum	Improved Mindset (Reflection Survey)	Improved Agency (Agency Survey)	Reduced Violence (Violence Assessment)
Male	1,135	1,132	1,132	1,132	1,132
Female	726	726	726	726	726
TOTAL	**1,861**	**1,858**	**1,858**	**1,858**	**1,858**

Two-Year, 894-Hour Intensive Model Outcomes Achieved: A total of 415 High-Risk Youth matriculated or are matriculating through our comprehensive, two-year Proud to be Me model curriculum. As of July 31, 2020, 168 of these completed two full years with 83.9% (141 of 168) demonstrating ***Significant Improvement*** (75% or higher) and the remainder demonstrating ***Marked Improvement*** (50-74%) in their attitudinal social behavioral mindset critical success indicators based on the Youth Development Reflection Survey and the Agency and Self Determination Survey. Moreover, 100% of the 168 demonstrated reduced violent tendencies based on the Violence-Related Attitudes, Behaviors and Influences Assessment. In fact, the 14 schools with whom we work reported a cumulative reduction in violent incident referrals from baseline of 87% for the High-Risk Youth participating in Proud to be Me.

Proud to be Me CalVIP Two-Year, 894-Hour Intensive Model Outcomes – Fully Matriculated Participants						
		Improved Mindset (Reflection Survey)		Improved Agency (Agency Survey)		
	High-Risk Youth Enrolled	Significant Improvement	Marked Improvement	Significant Improvement	Marked Improvement	Reduced Violence (Violence Assessment)
Male	127	114	13	114	13	127
Female	41	37	4	37	4	41
TOTAL	**168**	**141**	**17**	**141**	**17**	**168**

Similar results have been achieved to date by the 247 High-Risk Youth who are still completing their 894-hour engagement. As of July 31, 2020, an impressive 96% (238 of 247) of our High-Risk Youth participants demonstrated measurable improvement with 84.6% (209 of 247) demonstrating Significant Improvement and 11.7% (29 of 247) demonstrating Marked Improvement in their attitudinal social behavioral mindset critical success indicators based on the Youth Development Reflection Survey and the Agency and Self Determination Survey. Much like the High-Risk Youth that completed the two-year process, 241 of 247 (97.6%) High-Risk Youth demonstrated reduced violent tendencies based on the Violence-Related Attitudes, Behaviors and Influences Assessment. These attitudinal, behavioral and cognizant belief indicators actually materialized in the schools. Cumulatively, for the High-Risk Youth in question, there were just seven (7) incident referrals to the administrative office (87% reduction), only one (1) incident of suspension and no incidents of expulsion during the 2019-20 academic school year.

Proud to be Me CalVIP Two-Year, 894-Hour Intensive Model Outcomes – Currently Matriculating Participants						
		Improved Mindset (Reflection Survey)		Improved Agency (Agency Survey)		
	High-Risk Youth Enrolled	Significant Improvement	Marked Improvement	Significant Improvement	Marked Improvement	Reduced Violence (Violence Assessment)
Male	144	126	18	119	25	141
Female	103	83	11	82	12	100
TOTAL	**247**	**209**	**29**	**201**	**37**	**241**

Notably, in academic year 2019-20, Brotherhood Crusade expanded our during school programming from five (5) to fourteen (14) school sites: five (5) high schools; four (4) middle schools; and five (5) elementary schools. As a result, 63% (261 of 415) of the High-Risk Youth matriculating through our comprehensive program were enrolled in our during-school programming and the remaining 37% (154 of 415) were enrolled in our out-of-school-time programming (partner programs, youth workforce development center, etc.).

Another measure that proved significantly telling was the reduced impact of adverse risk factors on the mindset (attitudes, behaviors and beliefs) of High-Risk Youth. Brotherhood Crusade used the Youth Services Eligibility Tool (YSET) to demonstrate statistical significance of change in YSET scales from the initial YSET (YSET-I) to the first retest (YSET-R) for 91 High-Risk Youth participants in our Gang Reduction and Youth Development (GRYD) program. The YSET results indicated that all of the High-Risk Youth enrolled in our GRYD program improved. However, 92% (84 of 91) experienced considerable mindset change. Ostensibly, these findings correlate to improvements noted in official school records indicating improved engagement in school, a 94% reduction in violent incident referrals, no incidents of suspension and no incidents of expulsion for the 84 students who experienced statistically meaningful mindset change.

High school graduation is also an important indicator for Brotherhood Crusade. During the project period, we served 111 High-Risk high school seniors, most of whom were not on track to graduate when they enrolled in Proud to be Me. By July 31, 2020, 98% (109 of 111) of these seniors graduated, 61 were accepted to and will be attending a four-year university, 36 will be attending a junior college, and one joined the military.

Proud to be Me CalVIP Two-Year, 894-Hour Intensive Model Outcomes – Currently Matriculating Participants						
	High-Risk Seniors Enrolled	High-Risk Seniors Graduated	Four-Year Post-Secondary	Two-Year Post-Secondary	Military	Other
Male	87	85	46	27	1	13
Female	24	24	15	9	0	0
TOTAL	**111**	**109**	**61**	**36**	**1**	**13**

Probation Camp Model: During the CalVIP project, Brotherhood Crusade meaningfully served a total of 19 students. As a result, attendance increased by 150% based on official school records, recidivism rates decreased from 93% to zero in the first three months based on official Probation records, the number of students on track to graduate went from zero to 90% based on official school records, one (1) student graduated early and 17 students graduated on-time (despite all of the students being off-track to graduate when the program commenced), and 5 students received early releases from the terms of their probation based on their development during the program. These tangible changes were also reflected in Youth Development Reflection Survey, Agency and Self Determination Survey, and Violence-Related Attitudes, Behaviors and Influences Assessment results from baseline through completion of the 894-hour engagement.

Proud to be Me CalVIP Probation Camp Model Outcomes						
	High-Risk Youth Enrolled	High-Risk Youth Graduated	Early Release from Terms	Improved Mindset	Improved Agency	Reduced Violence
Male	16	15	3	15	15	15
Female	3	3	2	3	3	3
TOTAL	**19**	**18**	**5**	**18**	**18**	**18**

Conclusions

Proud to be Me was purposed to reduce recidivism, violence & victimization among High-Risk Youth and simultaneously increase the number and percentage of High-Risk Youth earning a diploma or equivalency certificate well-prepared for college/career by changing their attitudes, behaviors & beliefs such that their desire to join gangs or engage in violence is minimized or eliminated and their desire to self aspire and pursue their own success is significantly increased.

By the end of the project period, Brotherhood Crusade served a total of 2,276 unduplicated 10-24 year old High-Risk Youth and effectuated improved mindset measures in 99.5% (2,264 of 2,276) of them. More importantly, however, Brotherhood Crusade engaged 415 High-Risk Youth in its comprehensive, two-year, 894-hour Proud to be Me model curriculum. Of these, 168 fully matriculated, 247 are about to complete their matriculation, an impressive 97.8% (406 of 415) demonstrated measurable improvement their attitudinal social behavioral mindset critical success indicators, and, most saliently, 98.5% (409 of 415) demonstrated reduced violent tendencies. The latter was further indicated by a cumulative 87% reduction from baseline in violent incident referrals across 14 schools and four Los

Angeles County school districts as well as a decrease in recidivism rates from a Los Angeles County Probation Department rate of 83% to less than 15 for the High-Risk Youth participating in our Proud to be Me CalVIP program.

Lastly, 98% (109 of 111) of the High-Risk high school seniors we served graduated on time and, simultaneously, 89.5% (17 of 19) of the probationary students deemed by Probation as their "Highest Risk" individuals graduated with no incidents of recidivism and a 81% reduction in violent incidents (according to official Probation records).

Taken together, the data clearly indicates that the Proud to be Me CalViP program project **worked as it was intended**. It not only met, but exceeded all of its objectives. Indeed, the Proud to be Me **project accomplished** the following for High-Risk Youth participants:

1. Significantly and measurably reduced rates of recidivism
2. Drastically and visibly reduced violent engagement and victimization
3. Considerably and demonstrably increased engagement in school
4. Appreciably and obviously increased graduation rates

Key Findings and Lessons Learned

Proud to be Me's success in effectuating these outcomes reaffirms and suggests the following.

Violence Reduction Practitioners Must First Focus on Mindset Change

Our Proud to be Me CalVIP project evidenced the significance of changing mindsets (attitudes, behaviors and beliefs) as a critical first step in reducing youth/gang violence. Although overwhelming research suggests interventions that challenge cultural and social norms supportive of violence prevent acts of violence, studies that evaluate the effectiveness of interventions that challenge norms supportive of violence are rare and face a number of challenges, including clearly isolating the effects of the interventions from possible confounding factors and poor understanding of the mechanisms underlying changes in cultural and social norms.

This project not only contributes to the literature, but also lays the groundwork for more extensive evaluation that is rigorous and provides for statistically significant findings. In this project, there was a clear correlation between each High-Risk Youth's reduction in acceptance of violence-related delinquent beliefs and their involvement in violent incidents. This correlation was also shown with respect to each High-Risk Youth's development of Agency (self actualization) and their engagement in gangs or violent activities. Similarly, these improvements were clearly correlated to the increase graduation rate of High-Risk high school seniors.

While some will argue little is provided in the literature as to the effectiveness of specific intervention methodologies, that which exists is significant, consistent and statistically meaningful.

The data we collected through pictorial and video documentation, focus groups, participant journaling, healing circles, stakeholder surveys and High-Risk Youth autobiographical reflections clearly highlights the impact of self actualization, agency, mindset change, caring adults who look like them and have shared life experiences or resonate with such, and pro-social peers who look like them and have shared life experiences or resonate with such.

Violence Interventions for High-Risk Youth Need to be Human-Centered and Intentional

High-Risk Youth succeed and thrive when they:

- Have developmental relationships with caring adult mentors who look like them and have or resonate with similar lived experiences[86,87,88,89,90]
- Have positive peer relationships and accountability with similarly situated individuals who share their life experiences
- Are connected to their cultural identity
- Gain a sense of belonging
- Form new peer relationships
- Are provided high expectations and emotional attachment
- Are caused to self-investigate, understand themselves, be vulnerable and develop empathy
- Are caused to learn about and become change agents for issues that impact them most

Notably, these characteristic traits lead to High-Risk Youth acquiring or further developing:

A. Meaning, hope and self efficacy
B. Agency and mastery motivation
C. A cultivated sense of purpose
D. Self regulation and executive function

Human-centered design methods focus on the lived experience and needs of High-Risk Youth, acknowledging the limited capacity of institutions, policy-makers and experts to anticipate and accommodate the complexity of human reasoning and action. Putting High-Risk Youth at the center facilitates more effective and efficient implementation, as a result of its emphasis on empirical research and the iterative experimentation of real-world practicalities. It simply asks the question "what interests the High-Risk Youth?" and then effectuates program design based on the alignment of the answer, purpose and desired outcome.

Effective Violence Prevention and Intervention Strategies for High-Risk Youth are Engaging

Young people vote with their feet. High-Risk Youth need ***attractive*** pro-social alternatives to gang-life and violence engagement that:

- Facilitate a sense of belonging
- Provide a "brand" that reflects youth culture
- Rivals the allure of gang glory
- Offers a whole child model that builds resiliency, reduces violence exposure, addresses precursors to gang-joining, and ultimately changes mindsets (attitudes, behaviors & beliefs)

It Takes a Village

No one entity can sufficiently address the enormity of the challenges in South Los Angeles County. Communitywide culturally responsive coordinated strategies that address the risk factors associated with High-Risk Youth, adverse neighborhood ecology, unmet needs, and socio-economic factors must be implemented. Success is effectuated when law enforcement, youth-serving public systems, institutions of learning, youth-serving private and community-based entities and other relevant stakeholders work together.

It's More Than a Title

Individuals working with High-Risk Youth must possess a requisite combination of commitment, knowledge and ability (will, skill and fit). Effective youth development, especially as it pertains to High-Risk Youth, depends deeply on the ability of caring adult practitioners to understand and competently deliver appropriate and transformative programming. At a minimum, practitioners should possess, exhibit and be accountable to practicing the Characteristics of a Successful Practitioner.[91] To this end, better training in effective, culturally relevant, transformative, trauma-informed youth development and more resources for youth-serving systems, entities and practitioners are needed.

Stick to the Script

The body of literature describing effective violence intervention and prevention pedagogy and methodologies is growing. More importantly, it is consistently suggesting many of the same practices and strategies for High-Risk Youth. Given this, when a program is designed based on overwhelming research and evidence, it is critical that its fidelity is not compromised. There is a difference between a proof of concept pilot demonstration, whether planned or "I think I know better'd", and a designed program implementation. When the latter is instituted, it is critical that its fidelity remains intact.[92,93,94]

There is No Substitute for Talent and Anything Less than Excellence is Failure

If we are to change the narrative and trajectory of High-Risk Youth, we have to ensure that they are focused on being the best version of themselves they can be as opposed to settling for a best of the worst, worst of the best, content in my mediocrity disposition. This starts with us as practitioners.

It is easy to project our lens on a High-Risk Youth and then judge them based on our lens or assume their possession of certain capacities. For example, when a caring adult mentor assumes that an 18 year old who is about to eat pancakes drenched in maple syrup knows how to use the utensils provided and will not eat the pancakes with their hands. The challenge is making this or any assumption causes a practitioner not to teach certain competencies or see the value in "boring" a High-Risk Youth with something they already know. Unfortunately, the High-Risk Youth does not know and the practitioner's failure to fully prepare the participant such that they excel, contributes to their subsequent failure when their lack of learned skills is manifest in a critical situation at work or in school.

Practitioners must understand that their capacity may cause someone to overlook their gaps, but a High-Risk Youth doesn't have that luxury because they have yet to develop capacity. Therefore, our level of instruction, development and caring must be excellent so that High-Risk Youth are fully prepared and equipped to navigate in a self sufficient way.

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Brotherhood Crusade Proud to be Me: Trauma-Informed Gang/Youth Violence Prevention Logic Model

PROBLEM

High-Risk LAUSD Students Dropout & Graduation Rates

Goal

To reduce High-Risk LAUSD Student dropout rates and increase engagement and graduation rates by implementing Proud to be Me, a trauma-informed dropout prevention mentoring programming

Performance Measures: (1) individual youth indicators (i.e., attendance, GPA, credits earned, etc.); (2) program performance measures of quality; and (3) staff delivery performance measures of quality.

Outcome Measures Definitions

Short-Term: occurs during the program or by the end of the program

Long-Term: Occurs 6 months to five years after program completion

Indicator Key

= program-level indicator

= individual-level indicator

= objectives

All output and outcome measures are goal-oriented, universal measures of quality.

SUBPROBLEMS

Lack of culturally competent trauma-informed instruction leads to student disinterest and promulgates under-performance and dropout

Objectives

- Expand Proud to be Me to LAUSD and LACOE schools
- Implement Proud to be Me during and after school
- Increase staff capacity to deliver Proud to be Me
- Significantly increase the number of low-income graduates of color.

ACTIVITIES

- Hire full-time and part-time mentor instructors (8:1 ratio)
- Identify and enroll low income High-Risk Youth
- Provide self actualization, "agency", basic (academic) life, social and competency-based skills training and development
- Evaluate and track student progress with respect to attendance, earning credits, social behavioral incidents and graduation
- Work with schools and Probation to implement Proud to be Me program

OUTPUT MEASURES

- Ave. student/mentor ratios
  # of schools with full complement of instructors
  # and % of mentors and staff trained
  # of hours of mentor and staff training provided
- # and % of students enrolled
  # of hours of quality training provided
  # and % of students improving attendance
  # and % of students increasing their credits
  # and % of students on track to graduate on time
  # and % of high-risk students graduating on time
- Increase in the # of program slots available
  Increase in the # of High-Risk Youth served

OUTCOME MEASURES

Short-Term

- # and % of students who experience mindset change
- # and % of participants exhibiting desired change in targeted behaviors (substance use, antisocial behavior, gang activities, school attendance, social competencies, academic performance, relationships)
- # and % of students who are catching up on credits
- # and % of students who are on track to graduate
- # and % of students satisfied with the program
- # and % of parents satisfied with the program
- # and % of program staff with increased knowledge
- # and % of students completing requirements

Long-Term

- # and % of LAUSD and LACOE schools adopting Proud to be Me Program
- # and % of students graduating high school and successfully transitioning into and graduating from college or pursuing and sustaining a career
- # and % of practitioners trained in and implementing the Proud to be Me methodology
- Proud to be Me corrections and improvements made, strategies manualized, proof of concept demonstrated and policy and systems changes effectuated

Output Objectives

- Increase organizational capacity
- Improve planning & development
- Improve program quality
- Improve program activities
- Improve program efficiency

Short-Term Outcome Objectives

- Reduce truancy and absenteeism
- Improve pro-social behaviors
- Improve academic performance
- Increase graduation rates
- Improve program effectiveness

Long-Term Outcome Objectives

- Expand Proud to be Me programming throughout LAUSD & LACOE Schools
- Adopt Proud to be Me district-wide

Inputs

Population served
- Primarily High-Risk Youth of color
- Ages 12-18/24
- Youth living in concentrated disadvantage (inc. system-involved, attendance, behavior, credit deficiencies)
- Family of youth

Facilities/Scale
- Los Angeles Co.

Funding
- Philanthropy
- Public sources

Staffing
- Direct Service Staff (Mentors/Counselors/Youth Advocates/Teachers)
- Program leadership
- Curriculum Coaches
- Partner staff/mentors

Curriculum

Time: Year Round

Activities

Modality/Context
- School-based classroom instruction or activities
- Off-campus & virtual group activities
- One-on one counselling
- Juvenile detention camp-based

Program Components/ Activities
- Leadership development
- Community building
- Community & civic engagement
- SEL and cultural competence development
  - Lessons on identity and trauma
  - Self-Awareness & agency lessons
  - Critical Consciousness and Social Justice Lessons
- Culturally responsive approaches

Relationship Building
- Developmental relationships and trusting mentorship alliance

Outputs

Dosage Offered & Attended
- Overall: 894 hrs. over 104 weeks/# of months in the program
- Hours of classroom instruction
- # and participation rates of off-campus activities
- #/hours and topics of counselling meetings

Components/Activities Offered & Attended
- # & types of retreats
- # of AR presentations
- # of lessons on identity and trauma
- # of academic/career plans (and # of meetings with counselors to plan)
- # of job applications
- # of mock interviews
- Create resume/cover letter templates
- # of college applications
- # of lessons by topic
- # of SMART goals training

Relationship Building
- Number of mentor relationships
- Hours of mentoring

Short-Term Outcomes (Knowledge/Skills)

SEL Skills Development
- Increased understanding of SEL competencies
- Increased self-expectation of SEL competencies
- Increased understanding of academic and growth mindsets
- Increased knowledge of social values

Self-Knowledge – current & future
- Increased understanding of social, political, and economic processes that impact their lives
- Increased awareness of relationship to their communities
- Increased college knowledge
- Increased career knowledge

Skill Building
- Increased computer literacy
- SMART goal-setting skills
- Improved public speaking skills

Relationship Building
- Quality of mentoring alliances
- Quality of relationships with Male Teachers/Counselors
- Quality of Peer Relationships with other young men of color

Intermediate Outcomes (Behaviors/Attitudes)

Socioemotional Outcomes
- Increased self regulation and self-investigation
- Increased sense of belonging
- Increased critical reasoning skills
- Enhanced academic motivation
- Change in social values
- Greater sense of hope
- Greater prosociality & empathy
- Increased sense of self-efficacy
- Increased self-sufficiency
- Increased growth mindset

Academic Outcomes
- Reduction in suspensions/office referrals
- Increased school attendance and engagement
- On track for high school completion
- Increased GPA
- College preparation
- College applications submitted

Self-Expectations – Current & Future
- Cultivated sense of purpose
- Increased college identity/mindset
- Increased career expectations

Relational Outcomes
- Develop positive relationships with others (especially men of color)
- Improved accountability with other young men of color
- Engage in trusting relationships
- Demonstrate vulnerability
- Engage in cultivating values
- Develop healthy emotional attachment
- Develop executive function identity

Social Justice Outcomes
- Reduction in legally risky behaviors
- Increased advocacy in immediate ecological context
- Engage in asset-based approaches

Impact (Targets/Goals)

- Graduation or Equivalency Certificate
- College enrollment or gainful employment
- Develop sense of belonging to community
- Contribution to community
- No new charges/petitions filed

Assumptions: Students stay active in the program.

BROTHERHOOD Crusade
Sowing Seeds and Growing a Strong Community

BLOOM
Investing in L.A.'s Black Male Youth

BROTHERHOOD Crusade
Sowing Seeds and Growing a Strong Community

Program Components

Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal Outcomes

Targeted outcomes that the program is designed to impact *immediately following* program completion.

Distal Outcomes

Outcomes impacted by the program *months/years following* program completion that have been demonstrated through research.

Skillstreaming

Goal: To teach youth a broad curriculum of prosocial behavior
(50-skill curriculum of prosocial behaviors)

- Modeling of expert use of behaviors
- Role Playing
- Performance Feedback
- Transfer training (encourage practice outside of program)

Anger Control Training

Goal: To teach youth self-control of anger

- Identify triggers
- Identify cues
- Using reminders (self-statements like "stay calm")
- Use reducers (i.e. deep breathing)
- Using self-evaluation (reflect on whether handled appropriately)

Moral Reasoning Training

Goal: To raise youth's level of fairness, justice, and concern with the needs and rights of others

- Moral dilemmas discussion

Risk Factors:

- Aggressive behavior
- Impulsive behavior
- Poor problem solving skills
- Poor social skills
- Early initiation and persistent antisocial behavior
- Favorable attitudes towards antisocial behavior

Protective Factors:

- Social skills (beginning and advanced)
- Emotional awareness and understanding
- Emotional regulation
- Planning Skills
- Problem solving
- Identify triggers and cues of anger
- Use reminders and reducers
- Using self-evaluation
- Heightened moral reasoning

Decrease in Conduct Problem Behavior:

- Improve relationships with teacher
- Decrease in frequency and intensity in daily acting out behavior incidents
- Decrease in impulsiveness
- Help youth feel more responsible

Improved Pro-Social Behavior:

- Increased knowledge of social skills
- more likely to express a complaint appropriately
- more likely to express a complaint appropriately

Improved Anger Control:

- more likely to respond to anger appropriately
- less likely to initiate a fight

Enhanced Levels of Moral Reasoning:

- more likely to respond to group pressure appropriately

Decrease Levels of Thinking Errors:

- see improvements in assuming the worst

Reduced Criminal Behavior and Recidivism Rate:

- Less likely to be arrested again
- Less likely to commit a felony again
- decrease in conduct problem behavior

Improvement in In-Community Functioning:

- more likely to be rated higher in domains of home and family, peer, legal, and overall adjustment

Improved Pro-Social Behavior:

- Enhanced pro-social skill competency

Reduction in aggressive and delinquent behavior

Attachments

Attachment A	Individual Youth Development Plan Template
Attachment B	Agency and Self Determination Self Assessment
Attachment C	Student Progress Report
Attachment D	Habits and Traits Survey
Attachment E	Youth Development Reflection Survey
Attachment F	Stakeholder Survey and Program Quality Assessment
Attachment G	Stakeholder Survey
Attachment H	Entrepreneurial Mindset Index and Entrepreneurial Assessment Test
Attachment I	Hallmark of Excellence Program Quality Assessment
Attachment J	Monitoring and Evaluation Program Quality Assessment
Attachment K	Program Evaluation Expectations
Attachment L	Evaluation and Learning Needs of Young Adult Development Practitioners
Attachment M	Employee Performance Evaluation
Attachment N	Sample Session Summary Sheet
Attachment O	Caring Adult Performance Monitoring Tool

INDIVIDUAL YOUTH DEVELOPMENT PLAN

ORIGINAL ENROLLMENT DATE	REVISION DATE

1. YOUTH INFORMATION

ID NUMBER

IDENITIFIED RISK FACTORS
A.

ACADEMIC ASSESSMENT IDENTIFIED CONTENT STANDARD SPECIFIC DEFICITS
A.

SOCIAL BEHAVIORAL ASSESSMENT IDENTIFIED CHARACTERISTICS
A.

STAKEHOLDER IDENTIFIED CHARACTERISTICS
A.

SELF IDENTIFIED CHARACTERISTICS
A.

2. SPECIFIC PARTICIPANT STRENGTHS

What characteristic, physical, academic or social skills or abilities does the young man demonstrate well? What are the young man's goals, dreams and aspirations for his life? If possible, how would the young man like for Brotherhood Crusade to help him achieve those desires?

A.

3. PARENT PRIORITIES AND CONCERNS

What academic, social, emotional, physical or psychological issues or areas of concern does the parent/guardian have with respect to the young man? How is this information documented? School records? Law enforcement reports? Psychological reports? Health records? Requests for services? What role is the parent/guardian willing to play in order to assist the young man and Brotherhood Crusade in addressing the issue(s)?

A.

4. YOUTH NEEDS

Check all boxes that apply with respect to the needs of the young man. Add any needs that are not already listed in the spaces provided.

☐ POSITIVE ROLE MODELS	☐ SOCIAL DEVELOPMENT	☐ EDUCATIONAL ENRICHMENT
☐ PHYSICALITY	☐ PERSONAL DEVELOPMENT	☐ ARTS AND CULTURE
☐ BELIEFS	☐ FINANCIAL LITERACY	☐ CASE MANAGEMENT
☐ LIFE'S CHALLENGES	☐ ELA	☐ SCIENCE
☐ PEERS	☐ MATH	☐ HISTORY
☐ PHYSICAL ACTIVITY/HEALTH	☐ SOCIAL SCIENCE	☐ RECREATION AND DIVERSION
☐	☐	☐
☐	☐	☐

Provide relevant detail with respect to the Youth Needs identified above. Based on agreements made with the parent/guardian, youth and referring source (as documented in the Four-Party Agreement and Referral Source Notification Letter), what are the three needs that will be addressed first?

Detailed Description of Youth Needs:

A.

Priority Needs being Addressed:

1.

2.

3.

5. GOALS, OBJECTIVES AND DESIRED OUTCOMES

Based on the Priority Needs identified in Section 4, describe your goals, objectives and desired outcomes with respect to addressing the needs. [GOAL: What is that plan to do to assist the youth in effectively and successfully addressing these needs? OBJECTIVE: What process or series of activities and events do you plan to use to achieve these goals? OUTCOME: What does the youth's life look like when you achieve your goal?]

Priority Need #1:		
	Goal #1:	
	Goal #2:	
	Goal #3:	
	Objective #1:	
	Objective #2:	
	Objective #3:	
	Outcome #1:	
	Outcome #2:	
	Outcome #3:	
Priority Need #2:		
	Goal #1:	
	Goal #2:	
	Goal #3:	
	Objective #1:	
	Objective #2:	
	Objective #3:	
	Outcome #1:	
	Outcome #2:	
	Outcome #3:	
Priority Need #3:		
	Goal #1:	
	Goal #2:	
	Goal #3:	
	Objective #1:	
	Objective #2:	
	Objective #3:	
	Outcome #1:	
	Outcome #2:	
	Outcome #3:	

6. SERVICES RECOMMENDED

Describe your plan to address each of the above-described Priority Needs with respect to programming, services, activities and events. Be specific and use S.M.A.R.T. objectives.

	Program/Service/Activity/Event	Start Date	Frequency	Duration	Measurement Tool	Measurement Frequency
Priority Need #1, Objective #1						
1						
2						
3						
Priority Need #1, Objective #2						
1						
2						
3						
Priority Need #1, Objective #3						
1						
2						
3						
Priority Need #2, Objective #1						
1						
2						
3						
Priority Need #2, Objective #2						
1						
2						
3						
Priority Need #2, Objective #3						
1						
2						
3						
Priority Need #3, Objective #1						
1						
2						
3						
Priority Need #3, Objective #2						
1						
2						
3						
Priority Need #3, Objective #3						
1						
2						
3						

7. MONTHLY PROGRESS REPORT – MONTH AND YEAR:

Describe your progress thus far in addressing the above-described Priority Needs with respect to programming, services, activities and events. Be specific and use S.M.A.R.T. objectives.

	Program/Service/Activity/Event	Date	Number of Interventions	Total Intervention Hours	Measurement Tool Results	Improvement
Priority Need #1, Objective #1						
1						
2						
3						
Priority Need #1, Objective #2						
1						
2						
3						
Priority Need #1, Objective #3						
1						
2						
3						
Priority Need #2, Objective #1						
1						
2						
3						
Priority Need #2, Objective #2						
1						
2						
3						
Priority Need #2, Objective #3						
1						
2						
3						
Priority Need #3, Objective #1						
1						
2						
3						
Priority Need #3, Objective #2						
1						
2						
3						
Priority Need #3, Objective #3						
1						
2						
3						

8. CORRECTION AND CONTINUOUS IMPROVEMENT

Describe your plan to address each of the above-described Priority Needs with respect to programming, services, activities and events. Be specific and use S.M.A.R.T. objectives.

	New or Modified Program/Service/Activity/Event	Start Date	Frequency	Duration	Measurement Tool	Measurement Frequency
Priority Need #1, Objective #1						
1						
2						
3						
Priority Need #1, Objective #2						
1						
2						
3						
Priority Need #1, Objective #3						
1						
2						
3						
Priority Need #2, Objective #1						
1						
2						
3						
Priority Need #2, Objective #2						
1						
2						
3						
Priority Need #2, Objective #3						
1						
2						
3						
Priority Need #3, Objective #1						
1						
2						
3						
Priority Need #3, Objective #2						
1						
2						
3						
Priority Need #3, Objective #3						
1						
2						
3						

DEVELOPMENTAL EVALUATIVE FRAMEWORK

LEARNING (Basic Skills, Academic Advancement and College Readiness) Measured by CST-Aligned Assessments		Participant	ID#	AGE	Grade	Sex	Race	Subject	Pre-Test	Post-Test	Change
	Overall Academic Performance										
	Specific Content Standard										

THRIVING (Physical Health, Mental Health and Safety)		Participant	ID#	AGE	Grade	Sex	Race	Subject	Pre-Test	Post-Test	Change
	Body Composition (weight and inches)							BMI			
	Aerobic Capacity							Pacer			
	Safety							Safety Survey			

CONNECTING (Interpersonal Connections, Social Assimilation, Life Skills and Well-Being) Measured by validated, reliable assessments and stakeholder surveys		Participant	ID#	AGE	Grade	Sex	Race	Subject	Pre-Test	Post-Test	Change
	Assimilation										
	Social Etiquette										
	Personal Etiquette										

LEADING/CONTRIBUTING (Civic & Community Engagement) Measured by Self-Motivation and Initiative validated and reliable assessments and stakeholder surveys		Participant	ID#	AGE	Grade	Sex	Race	Subject	Pre-Test	Post-Test	
	Home										
	School										
	Community										

WORKING (Work Ethic, Career Awareness, College-Readiness Vocational Life Skills and Preparedness)		Participant	ID#	AGE	Grade	Sex	Race	Subject	Pre-Test	Post-Test	
	Vocational Skills										
	Social Skills										
	Basic Skills										

Session Summary Sheet

[Activity Title]

Youth Name:

Youth ID Number:

Youth Champion:

Mentor Tutor/YA Name:

Session Focus:

1
2
3
4
5

Session Date:

The following provides a chronology of the session in which the youth participated.

1. **TIME:**

   ACTIVITY PURPOSE:

   ACTIVITY DESCRIPTION:

2. **TIME:**

   ACTIVITY PURPOSE:

   ACTIVITY DESCRIPTION:

3. **TIME:**

   ACTIVITY PURPOSE:

   ACTIVITY DESCRIPTION:

4. **TIME:**

   ACTIVITY PURPOSE:

   ACTIVITY DESCRIPTION:

5. **TIME:**

   ACTIVITY PURPOSE:

   ACTIVITY DESCRIPTION:

OBSERVATIONS

The following was observed in preparation for, during or after the above described activities.

1.	
2.	
3.	
4.	
5.	

RECOMMENDATIONS AND REQUESTS

In order to ensure that we meet our mutually determined goals, we are suggesting or requesting the following.

1.	
2.	
3.	
4.	
5.	

SIGNATORIES

Our signature below certifies that we've completed the above described tasks.

MENTOR YOUTH ADVOCATE _____ DATE _____

YOUTH _____ DATE _____

PROUD TO BE ME TRAUMA-INFORMED YOUTH DEVELOPMENT PROGRAM

Agency and Self Determination Survey - Baseline

Your Name: _____ ID#: _____

This survey will help us to learn more about you and some of the things that we can work on together in the program. Only staff will read these surveys in order to work with you, and you will not be judged for what you put down. We appreciate you taking the time to answer these questions honestly.

For each statement, please mark only one box that best describes you today.

	ALMOST NEVER	*LESS* THAN HALF THE TIME	*MORE* THAN HALF THE TIME	ALMOST ALWAYS
1. I consistently practice the Simple Three: (1) Smile; (2) Shake Hands Properly; and (3) Speak Up to be Heard Well.				
2. I sincerely thank my parents, grandparents or those who take care of me daily.				
3. I sincerely thank my teachers, mentors or other caring adults in my life daily.				
4. I meaningfully demonstrate appreciation verbally, in writing, through presentation or through my actions on a daily basis.				
5. I use my time and talent to make things better for others.				
6. I have become comfortable being uncomfortable in order to grow personally, represent those who invest in men well and be an asset to others.				
7. I think about and put the needs of others in front of my own desires.				
8. I introduce myself and network with every person I meet.				
9. I lift up and help others regularly.				
10. I dress to impress (inasmuch as possible).				
11. I have a written plan that guides my actions.				
12. I am held accountable to a written plan weekly.				

Differentiation and Value Proposition
Execution and Consistency
Do it Well! Do it Right! Do it Quickly!
Failure is Feedback
Success is predicated on our ability to put the needs of others ahead of our own desires
The greatest indicator of future success is success
Excuses only work for the people who make them
Networking is not one-sided
Those who choose to lead, should never cease to learn
Opportunity is always present. However, it looks like hard work, so most people don't pursue it
Achievement for people of color begins in the minds of people of color.

13. When I arrive anywhere, the first thing I do is help or ask how I can help.				
14. When activities/events are complete, I immediately help or ask how I may help clean up.				
15. I spend at least 20% of my free time practicing the power skills I have learned or otherwise meaningfully working on improving myself.				
16. Before I do something, I think about how it will affect the people around me.				
17. I journal in a meaningful way daily.				
18. I read three chapters of a book per week.				
19. I write two pages about topics pertinent to my growth and that of my community per week.				
20. I meet with a caring adult mentor who guides me in my development at least two hours per week.				
21. I say "yes" and "no", not "yeah" and "nah".				
22. I say please and thank you.				

Signature: _____ Date: _____

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Brotherhood Crusade/AC Green Youth Foundation Fu-Gen Leadership Program

Purpose and Use of the Weekly Student Performance Progress Report

The AC Green Youth Foundation and Brotherhood Crusade are honored to partner with you to improve the life outcomes of our students, change their narrative and help orient their trajectory to facilitate success in school and in life. We understand that such change is a PROCESS, the results of which will start to be demonstrated in our Fu-Gen Leadership Program sessions, then begin to manifest in the classroom and eventually become habits in school and in everyday life.

To this end, we developed and utilize the Weekly Student Performance Progress Report, a tool that allows us all to assess and evaluate student growth with respect to seven ***habits of success***.

1. Honesty
2. Teamwork
3. Respect
4. Taking Responsibility for one's actions
5. Support and Uplift others
6. Greeting individuals before they greet you
7. Asking if I can be of assistance

These habits serve as critical success indicators of a student's growth and progress.

Accordingly, we use the Weekly Student Performance Progress Reports to determine which students have earned the right to move further along in our programming, participate in key events, gain access to other opportunities, or win incentives.

Progress is measured cumulatively from baseline (the first week the student began programming) to present. Each week, teachers are asked to report the number of times the student demonstrated each character trait (e.g., this week the student demonstrated the principle of **HONESTY** ④ times.

Reports should be turned in each Monday following the week being assessed (i.e., reports for the week covering September 23-27, 2019 shall be turned in on Monday, September 30, 2019). We will in turn measure the student's growth from week-to-week and cumulatively from baseline to present.

This monitoring, evaluation and reporting process allows us to achieve four goals.

A. Determine the amount of progress young people are making as a result of our joint efforts
B. Tangibly hold young people and ourselves accountable for student growth and development
C. Use feedback to inform correction and facilitate continuous improvement
D. Select young people who have earned opportunities while allowing those who have not to have a tangible measure and indication as to why they have not and as to how they can change their results

A copy of the Weekly Student Performance Progress Report is attached.

Note: We greatly appreciate you sharing your love for your young person with us. We promise to be compassionate, understanding, supportive, empathetic and non-judgmental so as not to betray your trust. Thank you for the opportunity to serve your young person.

Brotherhood Crusade/AC Green Youth Foundation Fu-Gen Leadership Program

WEEKLY STUDENT PERFORMANCE PROGRESS REPORT

DATE: _____

STUDENT: _____

TEACHER: _____

1	This week the student demonstrated the principle of **HONESTY**	_____ times.
2	This week the student demonstrated the principle of **TEAMWORK**	_____ times.
3	This week the student demonstrated the principle of **RESPECT**	_____ times.
4	This week the student **SUPPORTED** or **UPLIFTED** a peer or teacher	_____ times.
5	This week the student **GREETED** me before I greeted them	_____ times.
6	This week the student asked me if I needed **ASSISTANCE**	_____ times.
7	This week the student took **RESPONSIBILITY** for his or her actions	_____ times.

Note: We greatly appreciate you sharing your love for your young person with us. We promise to be compassionate, understanding, supportive, empathetic and non-judgmental so as not to betray your trust. Thank you for the opportunity to serve your young person.

PROUD TO BE ME TRAUMA-INFORMED YOUTH DEVELOPMENT MENTORING PROGRAM

Weekly Habits and Traits of Successful People Checklist

Your Name: _____ **Week of: _____**

The principles of success never change, the only thing that changes is our willingness to practice them and make them a habit. Please reflect upon your growth over the past week and respond to the following statements. Only staff will read these responses in order to work with you and help you achieve your goals. Importantly, you will not be judged for what you put down. We appreciate you taking the time to respond to these statements honestly.

Please complete this checklist every **Sunday** and submit it to your mentor the following **Monday**. For each statement, please mark only one box that best describes you today.

	ALMOST NEVER	*LESS* THAN HALF THE TIME	*MORE* THAN HALF THE TIME	ALMOST ALWAYS
1. This week, I consistently: (1) Smiled; (2) Properly Shook Hands; and (3) Spoke Up to be Heard Well.				
2. I sincerely thanked my parents, grandparents or those who take care of me at least 15 times this week.				
3. I sincerely thanked my teachers, mentors or other caring adults in my life at least 15 times this week.				
4. I meaningfully demonstrated appreciation verbally, in writing, through presentation or through my actions at least three times per day this week.				
5. I used my time and talent to make things better for others.				
6. I became comfortable being uncomfortable in order to grow personally, represent those who invest in me well and be an asset to others.				
7. This week, I thought about and put the needs of others in front of my own desires.				
8. This week, I introduced myself and networked with every person I met.				
9. I lifted up and helped others at least three times per day this week. In so doing, if there was a time when I put someone down, otherwise hurt them or allowed someone else to hurt them, I apologized sincerely.				

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Achievement for people of color begins in the minds of people of color.

10. This week, I dressed to impress (inasmuch as possible).				
11. I have a written plan that guides my actions. I referred to my plan at least once each day this week.				
12. I am held accountable to my written plan by (write name):				
13. This week, when I arrived anywhere, the first thing I did was help or ask how I could help.				
14. This week, when activities/events I attended were complete, I immediately helped or ask how I may help clean up.				
15. This week, I spent at least 20% of my free time practicing the power skills I have learned or otherwise meaningfully working on improving myself.				
16. This week, before I did anything, I thought about how it would affect the people around me.				
17. This week, I wrote meaningful entries in my journal every day. Each day, my first entry shared about something I did well that day and added "I am getting better every day!"				
18. This week, I read three chapters of a book.				
19. This week, I wrote two pages about topics pertinent to my growth and that of my community.				
20. I met with a caring adult mentor who guides me in my development at least two hours this week.				
21. This week, I said "yes" and "no", not "yeah" and "nah".				
22. This week, I said please and thank you consistently.				

Signature: _____ **Date:** _____

Received by: _____ **Date:** _____

Signature of Recipient: _____ **Title:** _____

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BROTHERHOOD Crusade
Sowing Seeds and Growing a Strong Community

Brotherhood Crusade
Youth Development Reflection Follow-Up Survey

Your Name: _____ **ID#: _____**

This survey will help us to learn more about you and some of the things that we can work on together in the program. Only staff will read these surveys in order to work with you, and you will not be judged for what you put down. We appreciate you taking the time to answer these questions honestly.

For each statement, please mark only one box that best describes you since you started participating in this program.

	ALMOST NEVER	*LESS* THAN HALF THE TIME	*MORE* THAN HALF THE TIME	ALMOST ALWAYS
1. When I work on a team, I encourage others to do their best.				
2. If I don't understand something, I will ask for an explanation.				
3. I enjoy doing things for other people, even when I don't receive anything in return.				
4. I can speak in front of a group to share my ideas and opinions about things that matter to me.				
5. I can use my time and talent to make things better for others.				
6. I feel uncomfortable talking to people from different backgrounds.				
7. I try out new activities without fear of being criticized if I fail or make mistakes.				
8. When I make a promise, I keep it.				
9. When I apply myself to something, I am confident that I will succeed.				
10. I work well with others to get things done.				
11. If something bad happens because of a decision I've made, I will not blame other people.				
12. I volunteer to help with things.				
13. I am able to find and ask for the help I need to complete a project or an assignment.				
14. I am embarrassed to ask questions.				
15. I am a positive role model for my family, including siblings and cousins.				

Post/Date: _____ Staff Initials:_____

16. I can talk with an adult if I need some information or advice about something.				
17. I can talk with a friend if I need some information or advice about something.				
18. When I see someone in need, I offer to help even when no one else steps up.				
19. When I get into a conflict with someone, I can resolve it without calling people names or hurting them.				
20. I can start a conversation with someone I don't know well, like a new student in my class.				
21. I do the best work I can.				
22. I am proud of my work.				
23. I am willing to try something again even if I did not succeed the first time.				
24. When someone treats me with respect, I treat them with respect.				
25. People count on me to do the right thing.				
26. I make important contributions to my family and/or extended family.				
27. When I get frustrated, I figure out how to learn from it and get past it.				
28. When I learn something new, I set a goal for myself to improve or learn more.				
29. I say please and thank you.				
30. Before I do something, I think about how it will affect the people around me.				
31. When something makes me sad or tense, I have positive ways to deal with it; for example, talking to adults or friends, listen to music, exercise, etc.				

32. How much do you agree with the following statements:

I have set goals and taken action towards achieving the following:	**Strongly Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
a. Graduating from high school.				
b. Going to college.				
c. Having a job that pays well.				
d. Living a healthy lifestyle.				
e. Doing community or volunteer work.				
f. Having good friends you can count on.				

Post/Date: _____ Staff Initials:_____

BROTHERHOOD Crusade
helping people help themselves

QUARTERLY STAKEHOLDER SURVEY AND PROGRAM QUALITY CHECKLIST

Stakeholder Name: _____ **Date:** _____

We are honored to work with you to help your young person succeed in school and in life. This survey seeks to ensure that our efforts are effective, meaningful and transformational. Please rate our performance. Thank you.

Student Name:	**NO! NOT AT ALL**	**NEEDS IMPROVEMENT**	**YES! EXEMPLARY**
1. Physical and psychological safety and security			
2. Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions to participate in governance and rule-making and to take on leadership roles as young person matures and gains more expertise			
3. Emotional and moral support			
4. Opportunities for young person to experience supportive adult relationships			
5. Opportunities for young person to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors			
6. Opportunities for young person to feel a sense of belonging and feeling valued			
7. Opportunities for young person to develop positive social values and norms			
8. Opportunities for skill building and mastery			
9. Opportunities for young person to develop confidence in one's abilities to master one's environment (a sense of personal efficacy)			
10. Opportunities for young person to make a contribution to their community and to develop a sense of purpose			
11. Program facilitates or offers strong links between families, schools and broader community resources			

Signature: _____ **Date:** _____

Received by: _____ **Date:** _____

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BROTHERHOOD CRUSADE

Proud to be Me Initiative

Evaluation & Learning

STAKEHOLDER SURVEY

Brotherhood Crusade
200 East Slauson Avenue
Los Angeles, CA 90011
(323) 846-1649
www.brotherhoodcrusade.org

STAKEHOLDER SURVEY

Please evaluate the young person's progress since being enrolled in this program

Youth Development Program Stakeholder Survey BROTHERHOOD CRUSADE OUT-OF-SCHOOL PROGRAMS							
YOUTH DEVELOPMENT PROGRAM OBJECTIVES		NA	WORSE	NO IMPROVEMENT	SOME IMPROVEMENT	MUCH IMPROVEMENT	DRAMATIC IMPROVEMENT
PO 2	Change in aggressive/externalizing behavior						
PO 2	Change in attitude/beliefs about delinquency						
PO 2	Commitment to street-oriented peers						
PO 2	Change in peer network w/delinquent beliefs						
PO 1	Presence of positive role models						
PO 2	Reduction in incidence of delinquency						
PO 2	Reduction in gang-related incident arrests						
PO 2	Reduction in gang-related robberies						
PO 5	Reduction in gang-related homicides						
PO 5	Reduction in gang-related aggravated assaults						
PO 6	Attitude toward school						
PO 6	Engagement in school						
PO 6	Relationship with teacher						
PO 6	Relationship with mentor/tutor						
PO 9	Community and civic pride						
PO 10	Improvement in academic proficiency test scores						
PO 10	Academic improvement						
PO 10	Reduction of unexcused absences						
PO 11	Social Relationships						
PO 11	Personal Relationships						
PO 11	Familial Relationships (parents, siblings)						
PO 12	Awareness of community public health and education issues (social and familial)						
YOUR COMMENTS AND SUGGESTIONS:							

1ST Quarter (I) = Sep. 15 – Nov. 30; 2nd Quarter (II) = Dec. 1 – Feb. 28; 3rd Quarter (III) = Mar.1 – May 31; 4th Quarter (POST) = Jun.1 – Sep. 14

NA = Not Applicable

Entrepreneurial Mindset Index and Entrepreneur Assessment Test

OBJECTIVE

To provide young people from low-income communities with entrepreneurship education that inspires them to stay in school, recognize business opportunities and plan for successful futures.

Brotherhood Crusade works with young people in the low-income community of South Los Angeles to provide entrepreneurship education programs delivered in-classroom and summer entrepreneur training workshops. The programs teach a curriculum conveying the importance of career-readiness skills in the context of building a business plan, enabling students to not only learn the ABCs of a business start-up, but also to acquire an entrepreneurial mindset.

By teaching the entrepreneurial mindset, Brotherhood Crusade provides young people with tools and attitudes to overcome adversity and address future personal, economic, community and global challenges.

ENTREPRENEURSHIP MINDSET INDEX (EMI) SURVEY

Brotherhood Crusade uses the EMI developed by its partner, the Network for Teaching Entrepreneurship (NFTE) and/or the Brotherhood Crusade Entrepreneur Assessment Test (EAT) and administers them before and after young people participate in the program. Most young people take the EMI survey or EAT that measures how much and in what ways the program has had an impact on their mindsets. The surveys measure participants' non-cognitive abilities (e.g. initiative and self-direction, risk-taking, flexibility and adaptability, creativity and innovation, critical thinking and problem solving) as they relate to entrepreneurship and entrepreneurial action. Survey results provide them with:

1. Personal measure of the skills needed to be a successful entrepreneur
2. An indicator of their skills necessary for success in future study and work
3. Information that will help them make effective educational and career choices

Moreover, survey results provide Brotherhood Crusade staff and teachers with critical information to inform teaching and learning in the classroom, professional development and program implementation. All programs are led by teachers trained in a project-based learning curriculum, and participants are supported by caring adult mentors who provide an engaging and motivating learning experience for the young people.

MOST CRITICAL SUCCESS FACTORS

Within this guided discovery learning context, the following are the most critical success indicators.

- Committed individuals who take ownership to solve community challenges
- Recognition of the importance of an entrepreneurship mindset
- Investment in entrepreneurship job creation

Brotherhood Crusade
Entrepreneur Assessment Test

Your Name: _____ ID#: _____

This test will help us to learn more about you and some of the things that we can work on together in the program. Only staff will read your test responses in order to work with you, and you will not be judged for what you put down. We appreciate you taking the time to answer these questions honestly.

For each statement, please mark only one box that best describes you before you started participating in this program.

	NOT LIKE ME AT ALL	*NOT REALLY LIKE ME*	*LIKE ME*	VERY MUCH LIKE ME
1. I feel most at ease when I have a daily routine.				
2. Being different from the crowd makes me uneasy.				
3. I am easily discouraged when I encounter obstacles.				
4. I am very imaginative.				
5. I feel restricted in situations where I am expected to follow strict rules and codes of conduct.				
6. I like figuring out how things work and why.				
7. I enjoy being in a position of authority over a group.				
8. My family supports my ideas, no matter how outrageous they seem.				
9. I have a hard time finding motivation to push myself beyond my limits.				
10. I have a high energy level.				
11. I thrive on change.				
12. I am optimistic.				
13. I feel confident about my abilities.				
14. I want to make lots of money.				
15. Getting to know people makes me happy.				
16. I go out of my way to try new things.				
17. I break promises.				
18. I have difficulty adjusting to change.				
19. I don't care what people think of my social status.				
20. I perform well under pressure.				
21. I can come up with a creative solution for most problems I encounter.				

Pre/Date: _____ Staff Initials:_____

	NOT LIKE ME AT ALL	*NOT REALLY LIKE ME*	*LIKE ME*	VERY MUCH LIKE ME
22. I take over when the person in charge isn't doing a good job.				
23. When I was young, my family encouraged me to go after even my most far-fetched goals.				
24. When I have a great idea, I immediately take the initiative to get the ball rolling.				
25. I strive to fill the needs of people.				
26. I am obsessed with amassing wealth.				
27. People seem uncomfortable around me.				
28. I have certain characteristics that make me special.				
29. I believe that you have to take risks to be successful.				
30. I have a negative attitude.				
31. I get excited about trying new things.				
32. I purposefully avoid or eliminate obstacles that could prevent me from completing a task or reaching my goal.				
33. Stress motivates me to work harder.				
34. I lose important things/documents.				
35. I create competition where none exists.				
36. I have a strong drive to succeed.				
37. I bounce back quickly from personal or professional failure.				
38. I am competitive.				
39. I am able to apply what I've learned to different situations.				
40. I'm able to influence the opinions of others.				
41. I like to read books or articles about innovative business people.				
42. I always look on the bright side.				
43. I am confident that my friends are looking out for my best interests.				
44. I am comfortable instructing others.				
45. I worry that if I stand up for myself, others won't like me.				
46. I excel at brainstorming different ways to reach goals.				
47. I procrastinate.				
48. When something goes wrong, I feel like the world is ending.				
49. I hate changes to my regular schedule.				
50. I can list several entrepreneurs who have inspired me.				
51. I find it difficult to prioritize my tasks.				

Pre/Date: _____ Staff Initials:_____

	NOT LIKE ME AT ALL	*NOT REALLY LIKE ME*	*LIKE ME*	VERY MUCH LIKE ME
52. When others get stuck, I am able to think of new solutions to problems.				
53. I see the world through rose-colored glasses.				
54. I want people to perceive me as a VIP.				
55. My role models tend to be very ambitious people.				
56. My opinion of myself is more important than others' opinions of me.				
57. I am a natural leader.				
58. Taking risks is easy for me.				
59. Making conversation is something I'm good at.				
60. My motivation behind starting my own business is to become wealthy.				
61. I am an outgoing person.				
62. I don't expect things to go my way.				
63. I enjoy researching topics that interest me outside my area of expertise.				
64. I'm very ambitious.				
65. I can calm myself down when I'm under stress.				
66. I keep an agenda, electronic organizer or notebook handy to jot down ideas and reminders.				
67. I am impatient.				
68. I don't care if others approve of the way I live my life.				
69. I don't want to rock the boat.				
70. I dislike working on complex problems.				
71. I feel the need to apologize when I say "no" to someone.				
72. I don't have a strong support system of friends.				
73. I remain hopeful even when things seem to be at their worst.				
74. I take pride in my work.				
75. I tend to act recklessly.				
76. I like being me.				
77. Selling things or ideas to others is easy for me.				
78. I believe that hard work is its own reward.				
79. I have the ability to create my own opportunities.				
80. I have trouble getting enthusiastic about my work.				
81. I generally expect that the outcome of situations will be favorable.				
82. I have close relatives who have been successfully self-employed.				

Pre/Date: _____ Staff Initials:_____

	NOT LIKE ME AT ALL	*NOT REALLY LIKE ME*	*LIKE ME*	VERY MUCH LIKE ME
83. I love the rush I get when I take risks.				
84. I have full control over the direction my life takes.				
85. I can easily build a good rapport with people.				
86. I expect to make a fortune as an entrepreneur.				
87. Large social gatherings exhaust me.				
88. I sleep on my decisions.				
89. When the situation changes, I adjust my plans.				
90. I miss deadlines.				
91. I become anxious when I have to spend time alone.				
92. I am able to complete unpleasant but necessary tasks.				
93. I show up when I say I will.				
94. Critical thinking is one of my strong suits.				
95. I am good at thinking "outside the box."				
96. One or both of my parents have owned their own businesses.				
97. I trust my gut feelings and instincts.				
98. I often act before thinking things through.				
99. I am curious.				
100. I am good at brainstorming.				
101. I enjoy making new business contacts.				
102. I am reluctant to take educational courses.				
103. I second-guess my decisions.				
104. I talk very passionately about my interests.				
105. I believe that if something can go wrong, it will.				
106. I avoid being in positions of power.				
107. I need to be rich to feel satisfied with my life.				
108. I don't need to be one of the best in my field to feel satisfied.				
109. I need approval from friends or family for every decision I make.				
110. I find it difficult to function normally when I'm under pressure to meet a deadline.				
111. I enjoy making new business contacts.				
112. I am reluctant to take educational courses.				
113. I second-guess my decisions.				
114. I talk very passionately about my interests.				
115. I believe that if something can go wrong, it will.				
116. I avoid being in positions of power.				
117. I need to be rich to feel satisfied with my life.				
118. I don't need to be one of the best in my field to feel satisfied.				

Pre/Date: _____ Staff Initials:_____

	NOT LIKE ME AT ALL	*NOT REALLY LIKE ME*	*LIKE ME*	VERY MUCH LIKE ME
119. I need approval from friends or family for every decision I make.				
120. I find it difficult to function normally when I'm under pressure to meet a deadline.				
121. I stick to solutions that have proven effective in the past.				
122. I insist on getting my way.				
123. I have a broad range of interests.				
124. I have no problem telling people what to do and how to do it.				
125. I take time to consider my decisions carefully.				
126. I think that financial success is the only worthwhile measure of success.				
127. I enjoy conceiving new designs and concepts.				
128. Making eye contact with people makes me uncomfortable.				
129. I avoid contests and competitions.				
130. I use everyday objects in creative ways to solve problems or fix things (e.g. using a hanger to get a ring out of a drain, fixing a broken doorknob with bobby pin, etc.)				
131. I stick to solutions that have proven effective in the past.				
132.				

133. How much do you agree with the following statements:

I have set goals and taken action towards achieving the following:	**Strongly Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
a. Graduating from high school.				
b. Going to college.				
c. Starting or growing my business.				
d. Living a healthy lifestyle.				
e. Doing community or volunteer work.				
f. Having good friends you can count on.				

Brotherhood Crusade

Hallmark of Excellence

PROGRAM QUALITY ASSESSMENT TOOL

LOS ANGELES BROTHERHOOD CRUSADE
Young Adult Development Programs
200 East Slauson Avenue
Los Angeles, California 90011
(323) 846-1649
www.brotherhoodcrusade.org

Hallmark of Excellence (HOE) #1 – Physical Location & Facility Enhances the Customer Experience

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	The location of the Center is convenient for customers (including those with barriers to employment).			**ATTACH** the map of your service area and relevant demographic data from StatisticalAtlas.com			
	It has adequate parking.			How many parking spaces are available to customers?_____			
	Is accessible by public transportation (where available).			What MTA bus lines run within ½ mile of the Center?_____			
b.	External signage clearly identifies the location as an YouthSource Center and meets the branding requirements of Workforce Services Information Notice 12-43.			**ATTACH** an 8.5x11 color photo of the front of the Center with signage clearly displayed			
c.	The Center is clean with a professional appearance.			See "f" below.			
d.	The Center is designed so that it is easy for customers to access services, resources, and staff assistance.			**ATTACH** a floor plan for the Center that identifies, with arrows, the physical flow of customers through the Center.			
e.	The Center's resource area is neat, has adequate workstations to meet customer demand, and the equipment is in working order.			How many fully functioning workstations are there?_____			
f.	The Center has adequate space available for customer reception, workshops, on-site employer recruitment events, itinerate partners, and job center staff.			**ATTACH** 8.5x11 photos of each individual room in the Center that identifies the purpose and square footage of each.			
g.	The Center has internal signage to help customers easily navigate the Center.			See "f" above.			
h.	Emergency evacuation procedures are in place and those procedures address the needs of individuals with disabilities.			**ATTACH** a copy of your evacuation procedures.			
i.	Adequate safety and security precautions are in place to protect both customers and staff.			**ATTACH** a copy of your safety and security policies and procedures.			

Hallmark of Excellence #2- Universal Access with an Emphasis on Individuals with Barriers

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	All Center staff honor and accommodate diversity and are comfortable and adept in working with all types of individuals, including those with disabilities, cultural differences, and all individuals with barriers to employment.			**ATTACH** copies of job descriptions or other documents that articulate the expectations of staff related to serving a diverse population.			
b.	The local Equal Opportunity Officer periodically reviews the Center's policies, procedures, and facility for accessibility and equal opportunity and then provides recommendations and staff training, where needed.			**ATTACH** a copy of your EO policies and procedures and evidence of your staff having been trained.			
c.	The Center has a Limited English Proficiency Plan to provided meaningful access for individuals that do not speak English as their primary language and who have limited ability to read, speak, write, or understand English.			**ATTACH** a copy of the Center's Limited English Proficiency Plan.			
d.	The Center uses the principles of universal and customer-centered design to ensure inclusive space and materials are available to individuals regardless of their range of abilities, mobility, age, language, learning style, intelligence, or educational level.						
e.	The Center provides services outside of regular business hours where there is a workforce need as defined by the Local Board.			**ATTACH** a copy of the Center's public hours.			

Hallmark of Excellence #3 – Effective Partnerships

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	A system is in place to assess the satisfaction of both collocated and non-co-located partners with the Center and its services.			**ATTACH** copies of the tool used and results of your most recently completed partner survey.			
b.	Both co-located and non-co-located partners believe that the Center adds value to their program and their customers.			See "a" above.			
c.	The required Center partners meet on a regular basis to discuss the Workforce system and the Center's contribution to the system and make recommendations for continuous improvement.			**ATTACH** a copy of the agenda and notes from your most recent Center partner meeting.			
d.	The Center actively outreaches and provides access to non-colocated partner customers to participate in Center-based services, such as workshops and recruitment events.			**ATTACH** records of workshops or other events conducted to outreach to non-located customers.			
e.	An inventory and overview of all partner services is available to all Center staff and all Center staff has received an orientation to all partner programs and services.			**ATTACH** copies of a brochure or other literature that identifies all Center partner services and an agenda from your most recent staff orientation.			
f.	The Center's partner referral process is being implemented with a focus on quality referrals that are likely to convert to service.			**ATTACH** a copy of your partner referral process and a list of those customers that have been crossed referred together with the services provided.			
g.	Referrals are recorded and a system is in placed for partners to follow-through and report progress on referrals made.			**ATTACH** case notes or other records to document progress of a sample of customers cross-referred.			
h.	The Center connects to the community through multiple community partnerships and community access points.			**ATTACH** a list of your community partners and access points.			

Hallmark of Excellence #4 – Integrated, Customer-Centered Services

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	Center staff identifies with the Center system (and not just their specific program) believes that all Center customers are shared customers, and contributes to providing a positive Center experience for every Center customer.			**ATTACH** a copy of your procedures that establish protocols for the alignment/integration of services between partner programs.			
b.	Center staff have received customer service and customer-centered design training.			**ATTACH** a copy of procedures and an agenda from your more recent staff training on customer service.			
c.	Center staff is cross-trained in program partner eligibility and services, so they have the capacity to functionally serve customers well.			**ATTACH** a copy of the agenda from your more recent staff training on partner eligibility and services.			
d.	The Center has a system in place to promptly greet all customers, identify the reason for their visit and their needs, and connect them to appropriate services as quickly as possible.			See “b” above.			
e.	The Center has developed integrated customer flow procedures that respond to customer need and moves customers seamlessly between Center entry and service delivery with as few hand-offs as possible.			**ATTACH** a copy of your integrated customer flow chart.			
f.	All Center collocated partners have identified the Career Services that are applicable to their program and the Center has developed methods to align/integrate the delivery of those services.			See “a” above.			
g.	The Center has established protocols to co-enroll customers in more than one partner program when there is value to customers and has a strategy for effectively sharing case management when customers are co-enrolled.			**ATTACH** a copy of your procedures that establish protocols for the co-enrollment and case management of customers between partner agencies.			

Hallmark of Excellence #5 – Skill Development

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	All Center staff (i.e., the staff of all collocated partners regardless of staff position or program) value both skill development and employment/educational outcomes and know how they can promote and contribute to both.						
b.	All Center staff knows the regional target sectors, can identify regional sector career pathways, and can understand what those mean in terms of providing services to customers.			**ATTACH** a copy of any document distributed to all Center staff that identifies regional target sectors and pathways.			
c.	The Center has skill development and training opportunities for customers at all skill and experience levels.			**ATTACH** a list of all skill and training opportunities that are available for customers.			
d.	The Center has robust training services and staff assists customers in accessing and enrolling in these services, including career pathways, integrated education and training, workforce preparation, work-based learning, and apprenticeship.						
e.	Center staff are committed to and competent in helping customers navigate career pathways that result in industry-recognized credentials.						
f.	The Center does not implement a "sequence of service requirement" for training and does not have cumbersome entry steps that prohibit easy access to education and training that leads to industry-recognized credentials.						
g.	The Center ensures that supportive services are available to customers, as appropriate to facilitate participation in training services.			**ATTACH** a copy of a document distributed at intake or orientation that documents that customers have been advised of available supportive services.			
h.	The Center strives to increase the number and percentage of all Center customers receiving skill development and training services resulting in industry recognized credentials.						

Hallmark of Excellence #6 – Engagement of Business and Labor

	Quality Indicator This HOE is N/A for YouthSource. Do not complete.	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	All Center staff have high-knowledge of the regional economy, labor market conditions, business talent supply chains, and the needs of high-growth sectors and high road employers.						
b.	The Center focuses on quality jobs by actively promoting targeted sector opportunities and high-demand occupations, including educational requirements to all Center customers.						
c.	The Center promotes systems and partnerships that connect workers to high-quality jobs or entry-level work with clear routes to advancement.						
d.	The Center has a defined strategy in place to regularly seek and capture employer advice in the design and delivery of demand-driven services for youth.			**ATTACH** a copy of the strategy that ensures employer input on the Center's services.			
e.	The Center is an integral partner in the implementation of the Local Board's integrated business services strategy and seeks to minimize redundant employer contacts while maximizing access to system-wide, integrated business services.						
f.	The Center offers a wide range of Center-based services for employers including referral of qualified candidates, on-site recruitment, pre-employment testing, skill verification, and hiring and training subsidies.			**ATTACH** a list of Center based services offered for employers.			
g.	The Center consistently seeks feedback and satisfaction from businesses on the delivery of business services and applies the learning for continuous improvement.			**ATTACH** a copy of the tool that you use to solicit business feedback and satisfaction with the Center together with results.			

Hallmark of Excellence #7 – Cross-Trained Staffing

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	The Center has regular staff meetings with all Center staff (i.e. the staff of all collocated partners regardless of program) to build relationships, provide updates on center activities, and discuss strategies for Center improvement.			**ATTACH** a copy of the agenda from your most recent all Center collocated partner staff meeting.			
b.	There is a capacity building and/or professional development plan for staff and partners.			**ATTACH** a copy of the capacity building and/or professional development training opportunities that are available for staff and partners.			
c.	All Center staff have received training on the services of the center's partners, eligibility for those partners, and the process for referring customers to partners.			**ATTACH** a copy of the agenda for a meeting in which training on One-Stop partner services was provided for Center staff.			
d.	All Center staff have received training in how to effectively assist customers in registering with CalJOBS and how to match customers to available jobs.			**ATTACH** a copy of the agenda for a meeting in which training on CalJOBs registration and usage was provided for Center staff.			
e.	All Center staff have received training on serving individuals with barriers to employment, including customers with disabilities.			**ATTACH** a copy of the agenda for a meeting in which training on serving those with barriers to employment and disabilities was provided for Center staff.			
f.	All Center staff have received training on providing excellent customer services and customer-centered design.			**ATTACH** a copy of the agenda for a meeting in which customer service training was provided for Center staff.			

Hallmark of Excellence #8 – Business Results

	Quality Indicator	Response		Supporting Information, Documentation	For Evaluator Use		
		YES	NO				
a.	The Center contributes to the achievement of WIOA performance indicators for all core program partners.						
b.	The Center operates in a cost-efficient manner and the resources invested are justified by the results.						
c.	The Center has a system in place to collect satisfaction data from individuals and employers using the Center's services.			**ATTACH** a copy of your customer satisfaction tool and results.			
d.	The Center has a system in place to capture and respond to customer feedback, complaints, and compliments.						
e.	The Center regularly reviews and analyzes performance, customer satisfaction, and service data and develops specific plans for Center service improvements.						
f.	The Center regularly identifies technical assistance to improve business results and taps available resources to obtain needed assistance.						

BROTHERHOOD CRUSADE

Young Adult Development Program

Monitoring & Evaluation

PROGRAM QUALITY ASSESSMENT

Brotherhood Crusade
200 East Slauson Avenue
Los Angeles, CA 90011
(323) 846-1649
www.brotherhoodcrusade.org

BROTHERHOOD CRUSADE

YOUNG ADULT DEVELOPMENT PROGRAM MONITORING AND EVALUATION

Program Quality Assessment

Instructions: For each item, please check the box to indicate how well the partnership is meeting the standard. On the lines below, write the letter of each item that "does not meet standard" next to what you think is needed.

Does not meet standard	Meets standard	Exceeds standard	N/A	1. Outcomes
❍	❍	❍	❍	a. This program meets a need of students at this campus.
❍	❍	❍	❍	b. The outcome this program has set is measurable.
❍	❍	❍	❍	c. The method for gathering data on this outcome is acceptable to the program and the district.
❍	❍	❍	❍	d. The method and timeline for reports on outcomes are acceptable.
❍	❍	❍	❍	e. The program's latest report shows that the program is making progress toward achievement of the outcome.
❍	❍	❍	❍	f. The school provides data related to the outcome.

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

Does not meet standard	Meets standard	Exceeds standard	N/A	2. Safety
❍	❍	❍	❍	a. Program staff have a written emergency plan that has been approved by the school principal.
❍	❍	❍	❍	b. Arrangements have been made to ensure appropriate and safe use of facilities.
❍	❍	❍	❍	c. Arrangements have been made to ensure appropriate and safe use of equipment and materials.
❍	❍	❍	❍	d. This campus makes clean, safe restrooms accessible for participants in this program.
❍	❍	❍	❍	e. This campus provides proper shelter, heating, and lighting for the type of activities to be conducted.
❍	❍	❍	❍	f. A telephone is accessible in case of emergency.
❍	❍	❍	❍	g. The staff or volunteer to participant ratio is appropriate for the type of program.
❍	❍	❍	❍	h. The staff and volunteers meet safety standards set by LAUSD.
❍	❍	❍	❍	i. Parental consent is required for participation in this program; the method for obtaining consent is acceptable and the written forms are accessible in case of emergency.
❍	❍	❍	❍	j. Assurance of confidentiality is required for this program; the method for providing assurance and the written forms are acceptable.

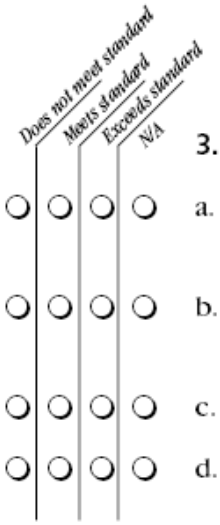
_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____



3. Connection

a. The principal of the school has signed a memorandum of understanding with this agency to provide this program.

b. The teachers and/or other school staff understand the program's importance to the overall mission of the school.

c. The program's work supports this school's mission.

d. The program has communicated its participants' accomplishments outside the classroom to the teachers.

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

4. Nutrition

a. Snacks are provided on an equitable basis for all children who participate in extended day programs.

b. The snacks provided by this program promote the good health of children.

c. This campus provides access to clean drinking water.

d. This campus provides a sanitary environment for consuming food during out-of-school program hours.

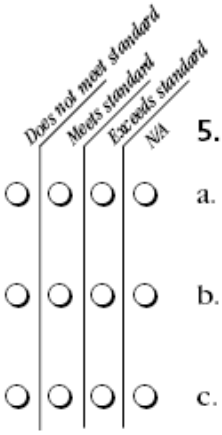
_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____



5. Equity in Participation

a. The program is open to all children regardless of level of physical, verbal, or artistic skill.

b. The program provides for meaningful participation for all children who wish to participate and who comply with school and program rules.

c. The fee structure allows for any family to participate.

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

6. Relationships

a. The program has written guidelines regarding how staff and volunteers will interact with children, provide guidance, resolve conflicts, and handle discipline.

b. Staff, volunteers, and school personnel have received adequate training in how to provide proper guidance for children.

c. Program activities promote trust, cooperation and support among participants.

d. Staff, volunteers, and school personnel are effective at resolving conflicts among themselves and among participants.

e. Children have the opportunity to form a meaningful mentoring relationship with an adult.

f. Staff, volunteers, and school personnel model positive behaviors expected of children.

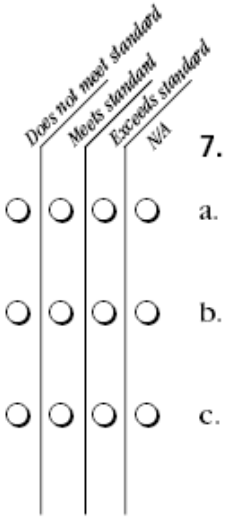
_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____



7. Participation in Planning

a. The program regularly engages participants as part of the assessment of the needs and interests of students and families.

b. The program has a method for regularly obtaining participant feedback on the program and its activities.

c. The program shares information on the participants' accomplishments and findings on program outcomes with participants, families, and school staff.

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

8. Skills

a. Activities are designed and implemented in ways that build specific skills.

b. Activities are age appropriate.

c. Activities are presented in a way that meets standards of instruction for a particular field.

d. The program provides opportunities for participants to demonstrate increasing skill levels through performance and production.

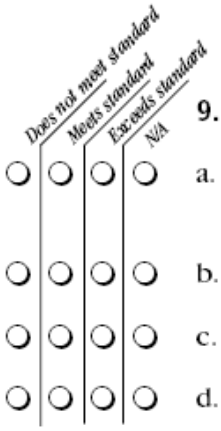
_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____



9. Agency Capacity

a. The job descriptions for the positions to be assigned to the school meet the demands of the job and the expectations of the school principal.

b. The staff are qualified to deliver the program.

c. The staff comply with any restrictions as required by LAUSD.

d. The agency has sufficient administrative infrastructure to monitor program quality, supervise staff performance, provide financing, and file timely reports.

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

10. Sustainability

a. The program is implemented over a period of time appropriate to the type of activity, learning, or outcomes to be achieved.

b. The budget is adequate to provide the program at the level and for the duration intended.

c. There is evidence that the budget will be fully funded within the time frame required to deliver the program without interruption.

d. There is evidence that funding will be available beyond the first cycle.

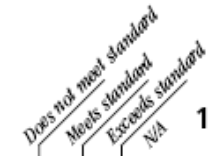
_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____



11. Continuous Improvement

a. The agency has in place a process for using what is learned through the program's experience, feedback from participants, and data from outcome studies to continuously improve services.

b. The agency involves program staff assigned to the program in gathering data and reviewing this information.

c. The agency engages program staff in problem solving and planning, utilizing staff suggestions for improvements.

d. The school has in place a process for using what is learned from programs to improve instruction.

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

12. Collaboration*

a. Program staff know the names of all other programs that currently provide services on this campus.

b. The partnership utilizes a referral network among programs on campus and in the community.

c. The partnership coordinates scheduling of facilities and types of programs so that children have the broadest range of opportunities available and programs do not compete for the same group of children.

d. The partnership works to eliminate duplication of effort and to fill gaps in programming.

e. The partnership identifies needs or problems related to out-of-school programs and finds ways to make needed improvements .

f. The members of this partnership share resources with each other (such as personnel, equipment, etc.)

_____ The school needs to work on this.

_____ Our program needs to work on this.

_____ Our program needs more information about this.

_____ Our program would be interested in receiving training or technical assistance on this.

_____ Other: _____

Program Evaluation
Expectations

Using Program Evaluation to Improve Programs

Program evaluation is essential for Brotherhood Crusade to—

- Describe, understand, and plan its programs.
- Document what has happened in its programs.
- Improve its programs.

Conducting routine evaluations that provide information for program management and strengthen program effectiveness shall be a part of all Brotherhood Crusade programs.

Specifically, Brotherhood Crusade expects that you will—

1. Describe, understand, and plan your program.

- **Develop a strategic plan**. A strategic plan is a document that describes your program's strengths, weaknesses, opportunities, and threats, and outlines your strategies and directions for the next five years, at a minimum. As part of the strategic planning process you should also complete the following:
    - Program inventory—a tool that provides a snapshot of what your program is currently doing.
    - Logic model—a pictorial diagram that shows the relationship between your program components and activities and desired outcomes.
- **Develop a sound workplan**. Your workplan should provide goals and objectives that clearly describe what you will do in each year. A sound workplan includes:
    - **Goals.** A goal is a broad statement of program purpose that describes the expected long-term effects of a program.
    - **Strategies.** A strategy is the means or broad approach by which a program will achieve its goals.
    - **SMART objectives**. Objectives should be SMART— that is, Specific, Measurable, Achievable, Realistic, and Time-phased. Objectives, as written in your workplan, are statements that describe program results to be achieved and how they will be achieved.
    - **A rationale for each objective.** You should provide a reason to pursue each objective that links it to your strategic plan and logic model.
    - **Specific *Indicators for Impact Measures* that measure each objective.** Where applicable, provide the specific Indicators for Programs item number(s) and the specific Impact Measure item number(s) that corresponds to each objective in your workplan.

2. Document what happened in your program.

- **Designate a person responsible** for ensuring that process evaluation data about all program activities (e.g., professional development events, technical assistance, health promotion activities, and presentations) are recorded in a systematic and coordinated fashion. The Session Summary Sheet is designed to facilitate this effort. Also, your lesson plans and the Youth Development Plan will prove extremely useful here. Lastly, the weekly self-reporting checklists that measure each youth's progress are invaluable for this purpose.

- **Maintain accurate and organized records on program activities**. Knowing who, what, when, where, and how much of program activities allows staff to assess how well the program has been implemented. Collection of this type of data is called process evaluation. The Session Summary Sheet was designed to effectively capture process evaluation data.
- **Submit process evaluation data**.
    - Identify, understand and submit the Indicators that summarize process evaluation data. Describe basic program activities such as distribution of materials; provision of professional development; and technical assistance on policy, curricula, student assessment, and environmental initiatives.
    - Identify your own process evaluation indicators that are relevant and pertinent to the work you are doing to achieve your purpose and realize your desired outcomes.

3. Improve your program.

- **Use evaluation findings to plan program improvements**. Process evaluation data should be compared with your program objectives to make program improvements such as conducting more or different program activities, increasing the number of people attending programs, increasing your ability to reach specific groups of people, and changing program content.
- **Develop reports and presentations** to inform program staff and key stakeholders at the local, state, and federal levels about your program. These reports can help make a case for the continuation or expansion of well-planned and implemented programs and can gather support for future program improvements.
- **Submit success stories** that highlight accomplishments of your program.

4. Conduct more in-depth evaluation.

After you can do all of the following—

- describe, understand, and plan your program
- document what happened in your program
- use that information to improve it

—then you should consider conducting more in-depth evaluation. However, in-depth evaluation will not be meaningful or credible unless you have mastered the first three program evaluation expectations.

- **In-depth process evaluation** focuses more on the quality of the activities in which your program is engaged, and will help you to further improve your activities.
- **Outcome evaluation** helps you assess what happens as a result of your program activities. It is helpful when you need more information on which to base future program decisions, or to strengthen and improve a specific program component.

Evaluation and Learning Needs

of

Trauma-Informed Young Adult Development Providers

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Evaluation and Learning Needs of Trauma-Informed Young Adults Development Providers

Executive Summary

In the past ten years, significant attention has been placed on the use of trauma-informed models to improve academic, social behavioral and economic outcomes for Opportunity Young Adults[A] and individuals with barriers to employment (collectively referred to as Opportunity Young Adults herein).

The push to implement trauma-informed models was spearheaded by a significant decline in the number of work-ready 18-24 year old employees in the employment pipeline for entry level jobs. Currently, 5.5 million young adults between the ages of 18-24 are currently unemployed and looking for work in the United States. Unfortunately, most of these young people are ill-prepared for sustained success in the workplace and many of these young people come from communities that are historically marginalized and underutilized.

Indeed, in the state of California, two-thirds of new ninth-graders become Opportunity Young Adults: one-third drop out before graduating[1] and face a future of marginal, low-paying jobs or of living off the underground economy; and another third finish high school lacking academic and technical readiness. Therefore, only a third graduate on time and transition easily to postsecondary education and lasting career success.[2] Tragically, in South Los Angeles, more than 85% of new ninth-graders become Opportunity Young Adults.

In This White Paper

This paper is purposed to delineate the evaluation and learning needs of entities and organizations engaged in trauma-informed young adult development. Specifically, it shares the evaluative results of our critical investigation associated with transforming lives impacted by trauma and subsequently makes recommendations for investment to improve life course outcomes for Opportunity Young Adults.

Finding a job without a high school diploma or equivalency certificate is extremely difficult for most Opportunity Young Adults. Yet more than 40% of South Los Angeles high school students report they see little if any value in "doing well in school".[3] Arguably, this opinion perpetuates the 30% average 4-year adjusted cohort dropout rate for South Los Angeles high schools.[B,4]

Therefore, there is an urgent need to connect Opportunity Young Adults to employment pathways.

[A] Opportunity Young Adults are low- to moderate-income 18 to 24 year old young people who are either disconnected from education and employment or finish high school lacking the academic and technical readiness to succeed in college or in their career.

[B] The 4-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-years used for the cohort.

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Many well-conceived and potentially promising remedies have been implemented. However, they are advanced in a piecemeal fashion and come up short of creating big impact and making schools better.

Because meeting the future needs of businesses requires a concerted effort to innovate talent pipelines for Opportunity Young Adults, research-based, evidence-based and promising practices that effectively caused Opportunity Young Adults to become well-prepared for sustained employment were more deeply investigated.

Overwhelming research and a preponderance of evidence have long suggested that the most effective interventions for Opportunity Young Adults are connection with a caring adult, addressing unresolved issues of trauma and causing individuals to change their commitment to delinquent peers and street socialization. Yet, few resources have been allocated towards delineating appropriate implementation processes for these interventions or determining 'impact effectuated' as a result of implementing said interventions.

In 2005, Charisse Bremond, Brotherhood Crusade President and CEO, and George Weaver developed the Continuum of Youth Development, Appendix I. Simultaneously, they adopted a theory of change that posited: (1) the impact of unresolved issues of stress (chronic adversity and adverse childhood experiences) in young people played a significant role in predicting their ability to succeed in school and in life. Therefore, these issues must be competently addressed by caring adults prior to engagement in activities, programs and events that facilitate a young person's matriculation through the Continuum if maximal success is to be achieved; and (2) caring adults must help young people self actualize such that young people aspire to tap into their greatness and aspire to their own success. This strength-based approach to young adult development was later coined "social emotional learning" or "trauma-informed youth development mentoring".

Between 2005 and 2007, Ms. Bremond and Mr. Weaver developed a strategic plan to implement a strategic approach rooted in this theory of change. In so doing, they were challenged to find an effective means of measuring success and informing continuous improvement with respect to social and emotional growth (trauma-informed programming). Consequently, they identified five evaluation and learning critical success indicators (CSIs) for trauma-informed young adult development providers.

1. ***Social Behavioral Improvement***: Unresolved issues of trauma and social behavioral challenges significantly affect sustained employment success and post-secondary matriculation of Opportunity Young Adults. Accordingly, these issues must be identified and addressed if we are to improve the college and workforce readiness outcomes of Opportunity Young Adults.

2. ***Self Actualization***: Arguably, street socialization tends to encourage a mindset of entitlement without accountability and impressing one's peers for acceptance. For many Opportunity Young Adults, this mindset has proved detrimental to their pursuit of college and career. As such, a determination of a young person's sense of 'agency' and a process to help young people develop 'agency' is a necessary component of an effective young adult workforce development and college readiness program.

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3. ***Vocational Power Skills***: Brotherhood Crusade developed a cadre of vocational power skills that effectively determine an Opportunity Young Adult's readiness for college and career. An effective young adult workforce development and college readiness program should measure the following at a minimum: (1) Planning for the Future and Beyond; (2) Connectedness to the Past; (3) Understanding Sacrifice; (4) Attitude of Gratitude; (5) Articulating My Story and Being Vulnerable; (6) Habits and Traits of Successful People; (7) Ubuntu – Me versus We; (8) Critical Thinking; and (9) Being Comfortable with Being Uncomfortable.

4. ***Caring Adult Delivery***: A young person's connection to a caring adult causes them to more aggressively pursue and achieve desired outcomes. This connection has proven to be the most effective stand-alone anecdote in effectuating young adult workforce and college readiness success among Opportunity Young Adults. Accordingly, the performance, ability, competency level and effectiveness of caring adult staff members must be measured and feedback used to inform correction and continuous improvement if one is to assure an effective workforce development and college readiness program.

5. ***Curricular Dosage***: Design and dosage have proven to be more effective than curricular content in changing the narrative and trajectory of young people in marginalized communities. Therefore, assessing the impact of program design and dosage serves as a necessity for young adult development programs seeking to improve workforce and college readiness for Opportunity Young Adults.

In order to manage a successful evaluation and learning program, trauma-informed young adult development providers need: (1) appropriate measurement tools that capture meaningful CSI data; (2) training on trauma-informed program implementation; and (3) data collection and reporting tools that are compatible and align with the evaluative matrices and databases of the entities with which they work.

Background and Statement of Need

Research shows that nearly 20% of young adults in Los Angeles, ages 18 to 24, are disconnected from education and employment. This means that approximately 97,000 young people within the City are not in school, at work, or preparing to enter the workforce.[5] Unfortunately, with respect to 18 to 24 year old young people who are living in poverty, South Los Angeles houses 34.17%, the greatest percentage by far of the seven geographic areas mapped out by the City of Los Angeles Economic and Workforce Development Department (EWDD).[6] By comparison, Central Los Angeles, South Los Angeles' neighbor, houses the second largest percentage in the City at 18.12%.[7]

Distressingly, in South Los Angeles: nearly 60% of 18 to 24 year old young people are unemployed; 59.3% of adults 25 and older have less than a 12th grade educational attainment level; 44% of families with children under the age of 18 and 45% of families with children under the age of 5 are below the poverty level; 93% of school age children qualify for the federal free or fee-reduced lunch program; 31% of eligible adult workers are unemployed; and 73.3% of the population are low- to moderate-income

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individuals.[8,9,10,11,12,13] These statistics highlight a detrimental reality for a community where 35% of the population is comprised of children under the age of 18.

Yet there are 3.4 million job vacancies in the U. S. that are not being filled.[C] Two-thirds of employers report difficulty in filling job vacancies due to *unsuitable work habits* (referred to herein as power skills (also known to as 'soft skills')) and insufficient experience.[D] This presents a challenge. Not only will Millennials make up more than 50% of the U. S. workforce by 2020,[E] but these limitations are most prevalent in marginalized, highly-urbanized communities like South Los Angeles that house large numbers of Opportunity Young Adults (low- to moderate-income 18 to 24 year old young people who are either disconnected from education and employment or finish high school lacking the academic and technical readiness to succeed in college or career) who are already struggling with issues of unemployment, under-employment, low academic attainment, disengagement from school and an acceptance of street socialization.

Statewide, two-thirds of new ninth-graders become Opportunity Young Adults. One-third drop out before graduating[14] and face a future of marginal, low-paying jobs or of living off the underground economy. Another third finish high school lacking academic and technical readiness. Therefore, only a third graduate on time and transition easily to postsecondary education and lasting career success.[15] In South Los Angeles, more than 85% of new ninth-graders become Opportunity Young Adults.

In today's economy, finding a job without a high school diploma or equivalency certificate can be extremely difficult. Yet more than 40% of South Los Angeles high school students report they see little if any value in "doing well in school".[16] Arguably, the prevalence of this opinion perpetuates the 30% average 4-year adjusted cohort dropout rate for South Los Angeles high schools.[F,17]

Therefore, there is an urgent need to connect Opportunity Young Adults to employment pathways. Many remedies have been implemented, including higher academic standards, reinvigorated career and technical education, universal college-preparatory curriculum, small schools and small learning communities, charter schools, better assessment, increased accountability, fiscal incentives, and other school finance reforms. These ideas are well-conceived and may hold promise for positive change. However, they continue to be advanced in a piecemeal fashion and come up short of creating a big impact and truly making schools better.

In 2010, the Los Angeles Unified School District (LAUSD) introduced and invested heavily in "Linked Learning" as a coherent strategy to re-engage high school students in serious learning and help young people prepare to produce effectively in a rapidly changing economy; achieve educational, financial and personal goals; and participate in community life. Linked learning is not new; it is simply the re-branding

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C Manpower Group. 2012. Talent Shortage Survey Research Results.

D McKinsey & Company. 2011. An Economy that works.

E ibid

F The 4-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-years used for the cohort.

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of an educational approach formerly known in California as “multiple pathways” that proved highly effective for higher performing young adults and arguably made a difference for other young adults with challenges. Notwithstanding this success, the strategy was mostly ineffective with Opportunity Young Adults in highly urbanized communities who presented with multiple barriers to employment (e.g., poverty; being a high school drop-out; living in foster care; being a probationer; residing in one of the City’s Gang Reduction and Young Adults Development (GRYD) zones; being a young parent; identifying as lesbian, gay, bisexual and transgender (LGBT); and homelessness).

In contrast, Brotherhood Crusade’s Proud to be Me Trauma-Informed Young Adult Development Program has proven to be a strategic approach that effectively engages and prepares Opportunity Young Adults for success in school and in life. Significantly, the program increases the likelihood that Opportunity Young Adults will be hired or pursue and complete post-secondary education by 2700 percent (27 fold) compared to similarly situated individuals who do not complete the program. When subjected to LeadersUp’s third-party evaluation of 16 different Los Angeles City-funded youth workforce development centers, Proud to be Me program graduates were hired 83% of the time after their first interview compared to only 27% for the second highest performing center and much more dismal results for the remaining centers. Moreover, according to LeadersUp assessment data, Brotherhood Crusade prepared and provided for interview more Opportunity Young Adults than the other 15 youth workforce development centers combined.

Origin of the Proud to be Me Trauma-Informed Young Adult Development Program Model

As a freshman in college at UCLA, George Weaver began to posit the concept that the presence of caring adults was the most significant factor in effective young adult development with the founding of a small service learning entity called Legacy 2000. However, it wasn’t until 1998 that he started to postulate as to why caring adults were so important or the requisite characteristics of caring adults that effectuated positive transformative change in young people.

In 2005, Charisse Bremond, Brotherhood Crusade President and CEO, and George Weaver set out to implement a young adult development model that effectively utilized caring adults to transform Opportunity Young Adults and change their life course narrative and trajectory. Importantly, they developed the Continuum of Youth Development, Appendix I, as a first step.

At the time, Mr. Weaver was the regulatory affairs officer at Samaritan Pharmaceuticals and was conducting clinical trials on an anti-cortisol drug. This work led him to argue that the impact of unresolved issues of stress (chronic adversity and adverse childhood experiences) in young people played a significant role in predicting their ability to succeed in school and in life. Accordingly, he argued that these issues must be competently addressed by caring adults prior or simultaneous to (as appropriate) engagement in activities, programs and events (purposed to matriculate young people through the various phases of the Continuum) if maximal success were to be achieved. Mr. Weaver further suggested that caring adults must help young people self actualize such that young people aspire to tap into their greatness and aspire to their own success.

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Collectively, Ms. Bremond and Mr. Weaver called this process de-weeding and nourishing. If you envision young people as seeds and unresolved issues of stress as weeds, it is clear that seeds enveloped in weeds eventually tire due to the continuous struggle to overcome the strangle-hold and growth retardation of weeds and relinquish their desire to grow. When this occurs, they fail to reach their full potential and, as a result, never learn about the greatness that lies in their DNA. By helping them to understand and believe the fullness of their potential (self actualization) while simultaneously helping them to remove the barriers (weeds) that are retarding their growth (addressing unresolved issues of trauma), they can aspire to their greatness.

Relating this analogy to Opportunity Young Adults, at the point young people are able to self actualize and simultaneously effectively cope with or overcome their unresolved issues of trauma, caring adults just need to nourish the soil, water the seeds and ensure adequate sunlight (provide or ensure the provision of resources that facilitate success). The seed's (young person's) desire and intentional pursuit of their greatness will effectuate its successful and fruitful growth (desired outcomes).

This strength-based approach to young adult development was later coined "social emotional learning" or "trauma-informed young adult development mentoring".

Between 2005 and 2007, Ms. Bremond and Mr. Weaver developed a strategic plan to implement a strategic approach rooted in this theory of change. In so doing, they were challenged to find an effective means of measuring success and informing continuous improvement with respect to social and emotional growth (trauma-informed programming). Most traditional measures did not account for social emotional issues, adverse childhood experiences (ACEs), adverse life experiences (ALEs) or chronic adversity. Similarly, few measures existed to adequately determine the level at which Young Adults were self-actualizing and whether the measures were relevant. Commonly used validated and reliable social behavioral assessments were difficult (if not impossible) to apply within the construct of the approach without introducing significant error or obtaining inappropriately applied data. Consequently, Ms. Bremond and Mr. Weaver identified five evaluation and learning critical success indicators for and three evaluation and learning needs of trauma-informed young adult development providers. They then developed tools to measure success in improving workforce development outcomes for Opportunity Young Adults.

Today, LAUSD is most anxious to find and implement a young adult workforce development program that is evidenced to be effective with Opportunity Young Adults so as to bolster its linked learning young adult workforce development program outcomes. Accordingly, the District approached Brotherhood Crusade to facilitate adoption of Proud to be Me in South Los Angeles high schools. However, in order to bring the project to fruition the organization needs to more broadly demonstrate the program's impact.

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Solution

To improve Brotherhood Crusade's evaluation and learning program, Ms. Bremond and Mr. Weaver consulted existing research literature, met with industry thought leaders and conducted a needs assessment that looked at appropriate outputs, indicators, parameters, milestones and outcomes for the successful college/career preparatory development of Opportunity Young Adults as well as their successful transition into the workforce. Their initial work led to the development of an evaluation and learning plan that looked to holistically capture key measurement parameters. With respect to academic growth and improvement, they argued that traditional measures such as report cards and standardized test results were adequate indicators for students who were performing at grade level but just weren't engaged in school. However, these measures often failed to represent the progress made by severely under-performing students (three or more functional grade levels behind). Moreover, when a student did succeed as indicated by traditional scales, there was no way of determining the interventions facilitated by the caring adult to bring about the change. Lastly, the assessment frequency for the traditional measures was inadequate; leaving little if any time for correction.

As a consequence, Brotherhood Crusade introduced the individual Youth Development Plan (YDP), Daily Session Summary Sheet, Weekly Engagement Log, Monthly Performance Report, Quarterly Stakeholder Surveys and Assessments, Semi-Annual Reports and Annual Reports.

First, the YDP lays the foundation for the evaluation and learning program. It serves as a roadmap that describes the young person's unresolved issues of stress; identifies one or two issues that are planned to be addressed; describes how those issues will be addressed; and outlines the goals, objectives, plan of action, milestones, and expected outcomes. This plan is reviewed, revised, and agreed upon (in writing) by the young adults, their parents/caregivers, the caring adult mentor, and appropriate stakeholders prior to the initiation of services. Moreover, the YDP is a dynamic document that may be changed at any time, as appropriate, and re-approved by all parties to ensure its relevance and maximize the potential for success. In some cases, the organization introduced baseline video evaluation as a critical component of the initial YDP development.

The second tool implemented in the process, the Daily Session Summary Sheet, is the cornerstone of the evaluation and learning program. It reminds caring adult mentors about the issues upon which to focus, shares the purpose of the planned intervention, describes the chronology of activities, shares relevant observations and lays the framework for the next intervention exercise.

In contrast, the third tool, the weekly engagement log, reports on participant attendance, frequency and duration of program dosage and type of intervention.

Monthly progress tracking is the purpose of the fourth tool. It is designed to monitor both progression towards addressing identified social emotional issues as well as engagement to assist in determining whether appropriate frequency and dosage is occurring and to inform correction and continuous improvement.

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Fifth, quarterly stakeholder surveys, social behavioral assessments, academic performance measures (report cards, incident reports, functional grade level advancement, etc.) and, in some cases, mid-video evaluation are designed to monitor progress at every level while informing correction and continuous improvement.

Lastly, semi-annual and annual reports as well as post-video evaluation (in some cases) demonstrate the cumulative impact of the prescribed interventions while informing correction and continuous improvement.

This evaluative design proved exceedingly more effective in helping identify critical success indicators with respect to social emotional learning. Brotherhood Crusade was able to compartmentalize these indicators into four categories.

1. Connection with Caring Adult
2. Infusion of Hope
3. Addressing Unresolved Issues of Trauma (chronic adversity; adverse childhood experiences; PTSD)
4. Application of an Intentional Young Adults Development Process (Ubuntu; Self-Actualization; Resource)

Today, Brotherhood Crusade's evaluation and learning efforts are concentrated on four primary efforts: (1) delineating the characteristics, skills, experiences and resources (i.e., curriculum, training, support, etc.) that maximize the effectiveness of caring adults; (2) delineating the intervention dosage (frequency, intensity and duration), intervention fidelity, intervention content, intervention quality and intervention exposure that produces the most transformative impact in the lives of the young people served; (3) utilizing lessons learned to inform correction and continuous improvement; and (4) bringing the entirety of Brotherhood Crusade's staff of caring adults onboard with this process.

Differentiation and Value Proposition

Execution and Consistency

Do it Well! Do it Right! Do it Quickly!

Failure is Feedback

Success is predicated on our ability to put the needs of others ahead of our own desires

The greatest indicator of future success is success

Excuses only work for the people who make them

Networking is not one-sided

Those who choose to lead, should never cease to learn

Opportunity is always present. However, it looks like hard work, so most people don't pursue it

Achievement for people of color begins in the minds of people of color.

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Five Evaluation and Learning CSIs for Trauma-Informed Young Adult Development Providers

Taking together, after carefully considering the totality of feedback data gathered to inform the development of a quality young adult workforce development and college/career readiness program, Ms. Bremond and Mr. Weaver identified the following five evaluation and learning CSIs for trauma-informed young adult development providers seeking to improve young adult workforce and college readiness outcomes.

1. **Social Behavioral Improvement**: As individuals, we interpret what is happening; thereby giving us a picture, or mental model, of some aspect of the world.[18] Trauma can alter our mental models from early infancy through adulthood; changing the way we view ourselves and the world around us as well as altering how we process information and the way we behave and respond to our environment. Without intervention these cognitive processes and behavioral responses can lead to learning deficiencies, performance problems and problematic behavior.[19]

   Similarly, young adult violence and delinquency is linked to a lack of social problem-solving skills. Enhancing the peer social relationships of young adults, teaching young adults how to interpret behavioral cues, and improving a young adult's conflict resolution skills, improves the young adult's ability to avoid violent situations and solve problems non-violently. Social competence, conventional beliefs, and attachment to conventional peers have been shown to significantly reduce Young Adults delinquency and the likelihood of gang involvement.[20,21,22,23,24]

   "Cognitive deficits such as poor problem solving, (unable to think things out or make sense of what is happening), low self-esteem (how one thinks of oneself – victim-thinking) and hopelessness (loss of future orientation) have all been clearly linked to negative (traumatic) life events (Stein & Kendell, 2004; LeDoux, 2002; Schore, 2001; Teicher, 2000; Yang & Clum, 2000). The fact is, trauma has been shown to significantly compromise cognitive development (Levine, 2007; Perry & Szalavitz, 2006; Trickett, McBride, and Chang, 1995)." [25]

   Unresolved issues of trauma and social behavioral challenges are often associated with Opportunity Young Adults. Accordingly, these issues must be identified and addressed if we are to improve the college and workforce readiness outcomes of Opportunity Young Adults.

2. **Self Actualization**: Overwhelming research has indicated that skills building, social efficacy and future orientation ("agency" or self actualization, which includes participants experiencing a transition from reactive to proactive thinking that facilitates a "sense of the future" and "hope") guided by a caring adult serve as the most concrete foundation from which individuals learn to value, appreciate and sustain their academic pursuits and employment.

   Brotherhood Crusade's self actualization process is a hybrid of Maslow's Hierarchy, Appendix II, that incorporates and addresses all five levels of the pyramid. The process uses the Change Process to help Opportunity Young Adults change the narrative and trajectory of their lives. According to Lewin, the first step in the process of changing behavior is to unfreeze the existing situation or

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status quo. If one is to experience different results, they need to change their thinking in order to change their attitude; change their attitude to change their beliefs, change their beliefs to change their actions; change their actions to change their behaviors; change their behaviors to change their habits; and change their habits to change their results.

With respect to the pertinent aspects of the self actualization programming, Brotherhood Crusade's model is founded in the principle of ubuntu, the African philosophy that states "I am because we are and without we there is no me." It invokes the African and Native American reference of the circle, whose power is represented by the observation "the strength of the wolf is the pack and the strength of the pack is the wolf." This model requires entities to look past their personal desires and consider that which is best for the community. One must eschew their desires and embrace the most cost-effective, efficient and efficacious solution.

By understanding who they are, from whence they came, the power that they possess, the sacrifices that have been made for them, the shoulders upon which they stand and their roles and responsibilities in life as a result, Opportunity Young Adults begin to self actualize and aspire to their own success. This is critical because they transition from a belief that work means you give me money to an understanding that work is a value proposition in which I am hired to bring value to and facilitate the growth of my employer's business. As such, I represent myself, my family, my community and my employer all of the time and my actions should reflect this representation.

Arguably, street socialization tends to encourage a mindset of entitlement without accountability and impressing one's peers for acceptance. For many Opportunity Young Adults, this mindset has proved detrimental to their pursuit of college and career. As such, a determination of a young person's sense of 'agency' and a process to help young people develop 'agency' is a necessary component of an effective Young Adults workforce development and college readiness program.

3. **Vocational Power Skills**: Brotherhood Crusade's achievement model for Opportunity Young Adults differentiates itself from traditional models because it is purposed to answer the question "When this young person steps out on the stage of life, will he or she know his or her lines?" A well-prepared actor must not only understand his or her role, but everyone's role. Moreover, he or she must understand the tone, message and tenor of the play as well as the manner in which his or her role contributes to the performance. Lastly, he or she must know when to properly enter and exit.

   Similarly, if Opportunity Young Adults are to succeed, they must be well-prepared actors on the stage of life. This involves a process of trajectory and narrative change that begins with a change in the way the young people think (mindset change) and transitions through a subsequent change in their attitudes, behaviors and beliefs that eventually effectuates different results.

   Brotherhood Crusade developed a cadre of vocational power skills that effectively determine an Opportunity Young Adult's readiness for college and career. An effective young adult workforce development and college readiness program should measure the following at a minimum.

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- Planning for the Future and Beyond
- Connectedness to the Past
- Understanding Sacrifice
- Attitude of Gratitude
- Articulating My Story and Being Vulnerable
- Habits and Traits of Successful People
- Ubuntu – Me versus We
- Critical Thinking
- Being Comfortable with Being Uncomfortable

4. **Caring Adult Delivery**: Research has shown that the presence of a positive role model to supervise and guide a young person's behavior is a key protective factor against violence *and* the absence of such a role model-parent or otherwise - has been linked to a child's poor academic performance, recurring truancy, risk for sexual promiscuity, drug and alcohol use, aggressive or violent behavior, juvenile delinquency, and inability to maintain stable employment later in life. Research also shows that when young people do not have a positive, meaningful connection to a caring adult, whether it be at home, in school, or in the community, the potential for positive young adult workforce development and college readiness outcomes is significantly reduced.[26,27,28,29,30]

   A second source of evidence supporting young adult development is the body of research on resiliency suggesting that many young adults in high-risk environments manage to grow up normally and even thrive as a result of protective factors.[31],[32] For instance, one common protective influence that distinguishes high-risk young adults who succeed in not engaging in risk behaviors is an apparent bonding to conventional adults and to groups that facilitate successful maturation by providing opportunities for young people to gain a sense of legitimacy. A third source of legitimacy for the young adult development perspective is research suggesting that more assets lead to fewer risk behaviors and to additional positive outcomes such as school success and physical health.[33]

   Given its understanding of the importance of caring adults to the success of Opportunity Young Adults, Brotherhood Crusade's philosophy and approach is not to hope that its workforce and college readiness objectives are met because the young people participated in programming, but to assure the objectives are met because highly-competent caring adult staff members intentionally guided young people through a purposed series of interventions and processes that guarantee the desired outcomes are realized.

   Indeed, a young person's connection to a caring adult causes them to more aggressively pursue and achieve desired outcomes. As such, this has proven to be the most effective stand-alone anecdote in effectuating Young Adults workforce and college readiness success among Opportunity Young Adults.

   Accordingly, the performance, ability, competency level and effectiveness of caring adult staff members must be measured and feedback used to inform correction and continuous improvement if one is to assure an effective workforce development and college readiness program.

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5. **Curricular Dosage**: In general, there are three strategic anecdotes that effectuate measurable changes in academic, social behavioral, health and economic outcomes for young people: curriculum; program design and dosage; and connection with a caring adult.

Although curriculum is the anecdote upon which practitioners focus most, it is the least effective as a stand-alone intervention. Indeed, exposure to the curricular approach alone can cause young people to move closer to the desired outcomes, but its impact is considerably improved when design and dosage (frequency and duration) are appropriate. In fact, design and dosage have proven to be more effective than curricular content in changing the narrative and trajectory of young people in marginalized communities.

Therefore, assessing the impact of program design and dosage serves as a necessity for young adult development programs seeking to improve workforce and college readiness for Opportunity Young Adults.

Three Primary Evaluation and Learning Needs of Trauma-Informed Young Adults Development Providers

In order to manage a successful evaluation and learning program, trauma-informed young adult development providers need the following.

1. ***Appropriate measurement tools that capture meaningful CSI data***: Although the literature has long suggested that culturally competent trauma-informed programming is significantly more effective than other interventions in changing the life course narrative and trajectory of Opportunity Young Adults, the merits of such programming have only recently been recognized and very few young adult development entities understand how to implement the programming with fidelity. Consequently, there are few validated and reliable critical success indicators and even fewer measurement tools to adequately capture the CSIs. More saliently, there is an even greater dirge of measurement tools to capture CSIs that are in the process of being validated or proven as appropriate indicators of success with respect to quality trauma-informed programming.

2. ***Training on trauma-informed program implementation***: Given the recent introduction of trauma-informed programming, there is limited familiarity among practitioners as to how to deliver quality programming and even less understanding and competency with respect to data collection and presentation for the purposes of demonstrating success. To this end, caring adult practitioners and their administrators need training in understanding: (1) what constitutes trauma-informed young adult development; (2) the research and evidence that supports the rationale for its use; (3) appropriate implementation of trauma-informed programming; (4) critical success indicators associated with programming and implementation; (5) appropriate data collection methods; (6) the proper data measurement tools and how to use them; and (7) how to use data to inform correction and promote continuous improvement.

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3. ***Effective and relevant data collection and reporting tools that are compatible and align with the evaluative matrices and databases of the entities with which they work***: Throughout this document the term critical success indicator has been referenced with an emphasis on the word "critical". Indeed, one of the greatest flaws of an evaluation and learning plan is the irrelevance of the data being collected. Too often, funding entities or providers identify commonly used indicators that fail to demonstrate whether or not an intervention is successful. These indicators are integrated into a wide array of measurement tools from the very simple to the ultra-sophisticated. However, regardless of the stature of the tool, the data it collects is only as good as the individuals collecting and inputting the data and the relevance of the data being collected and inputted.

   Moreover, practitioners are often expected to report data using a funding entity's tools or database systems. Practitioners who report to several different funders are often faced with differing reporting requirements and incompatible databases. As such, data reporting becomes duplicative and unnecessarily time consuming. Therefore, trauma-informed young adult development providers need assistance developing and/or identifying data collection and reporting tools that are effective, relevant and appropriate for the interventions they are implementing.

   Here, it is important to note that this does not require a significant investment in a data collection database. The database alone does not improve effectiveness or relevance. Accordingly, practitioners also need guidance and direction in determining whether or not such an investment makes sense. If so, practitioners will need assistance aligning the database with that or their funding sources and ensuring its compatibility.

   To this end, it may be helpful for practitioners to learn the five types of data and the purpose for each type. This is not so much of a necessity that it is identified herein as a need, but it can better help practitioners develop effective and relevant data collection and reporting tools.

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Conclusion

In response to the tremendous need for Opportunity Young Adults to enter the workforce and sustain employment, trauma-informed young adult development models have emerged as highly effective interventions to ensure young people graduate high school or earn an equivalency certificate well-prepared for college and career. Associated with this emergence is a need to determine what constitutes success and how is it appropriately measured among low- to moderate-income 18 to 24 year old young people who are either disconnected from education and employment, finish high school lacking the academic and technical readiness to succeed in college or in their career, or present with significant barriers to employment (collectively referred to as Opportunity Young Adults herein).

In 2005, Charisse Bremond, Brotherhood Crusade President and CEO, and George Weaver developed the Continuum of Youth Development and adopted a theory of change that guided their trauma-informed approach to young adult workforce development and college/career readiness. As a result, they identified five critical success indicators for quality trauma-informed young adult development programs:

- Social behavioral improvement
- Self actualization
- Vocational power skills
- Caring adult delivery
- Curricular dosage

Given the relative infancy of the use of trauma-informed programming to improve college and career readiness outcomes for Opportunity Young Adults, Charisse Bremond and George Weaver understood that there were very few evaluation and learning resources that effectively and appropriately demonstrated success for trauma-informed young adult workforce development programs. Accordingly, they identified the following three evaluation and learning program needs of trauma-informed young adult development providers for the purpose of helping practitioners articulate their needs to funding partners and supporters.

- Appropriate measurement tools that capture meaningful CSI data
- Training on trauma-informed program implementation
- Effective and relevant data collection and reporting tools that are compatible and align with the evaluative matrices and databases of the entities with which they work

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BROTHERHOOD CRUSADE
EMPLOYEE PERFORMANCE EVALUATION – SHORT FORM

Employee's Name _____Title _____
Office/Dept. _____Date of Evaluation _____

PERFORMANCE DEFINITIONS

3	COMMENDABLE	Performs beyond specified requirements within job description
2	ACCEPTABLE	Meets the specified requirements of job description
1	MARGINAL	Corrective action and/or release from job may be required

SECTION I EVALUATE THE ELEMENTS OF PERFORMANCE. Evaluate all factors indicated below by checking the appropriate space and commenting where applicable.

		3	2	1
QUALITY -	Performs work			
	• Thoroughly	_____	_____	_____
	• Effectively	_____	_____	_____
	• Accurately	_____	_____	_____
QUANTITY -	Completes the necessary amount of work	_____	_____	_____
	Is able to prioritize tasks	_____	_____	_____
KNOWLEDGE -	Is capable in handling all phases and details within job specifications	_____	_____	_____
HUMAN RELATIONS -	Is willing to work with others	_____	_____	_____
	Is able to work with others	_____	_____	_____
COMMUNICATION SKILLS -	Effectively presents written ideas and information to others	_____	_____	_____
JUDGMENT -	Is able to make decisions based on sound reasoning	_____	_____	_____
JOB DEPENDABILITY -	Is honest and reliable in carrying out instructions	_____	_____	_____
	Observes Personnel Policies	_____	_____	_____
	Complies with established working hours	_____	_____	_____
ATTITUDE -	Accepts procedures	_____	_____	_____
	Is discrete in speech and action	_____	_____	_____
	Is enthusiastic	_____	_____	_____
	Exhibits a sense of loyalty	_____	_____	_____
INITIATIVE -	Is a self starter	_____	_____	_____
	Shows originality	_____	_____	_____
	Makes decisions when required	_____	_____	_____
	Initiates action	_____	_____	_____

* Attach Job Description to Evaluation Form

COMMENTS:

_____

_____

_____

_____

SECTION II Performance in Carrying Out Specific Duties

	PERFORMANCE TASK	3	2	1
1	Collect and analyze BLOOM and PAT data with respect to four parameters			
a	Recidivism (Law Enforcement Record)			
b	Mindset Change (Weekly Self Assessment)			
c	School Engagement (Attendance)			
d	Graduation (Academic Performance and Units Earned)			
2	Collect and analyze Session Summary Sheets with respect to four parameters			
3	Meet with BLOOM/PAT Team weekly to discuss data and correct results			
4	Input and report corrected data			
5	Meet with Lead Evaluator weekly to present and discuss data			
6	Prepare final data reports			

STEP III OVERALL PERFORMANCE RATING.

Considering all of the above accomplishments, check the appropriate space below to indicate the overall performance rating. Take into account results achieved during the rating period compared to the expectations of the supervisor as to how well the standards for the position are being met, exceeded or to the degree the employee's performance falls short of expectations.

OVERALL EVALUATION Marginal

(commendable - acceptable - marginal)

SECTION IV FOLLOWING THE PERFORMANCE EVALUATION REVIEW WITH INDIVIDUAL, COMPLETE THE FOLLOWING:

A. Describe any goals or objectives established for the period between this and next review.

_____

_____

_____

_____

B. Describe other functions or areas, if any, for which this individual should be considered. Include a description of any unusual skills or abilities that could contribute to this or potential assignments.

_____

_____

_____

_____

C. Record the person's comments regarding the performance evaluation, the present assignment, or other comments.

_____

_____

_____

CENTRAL PROMISE ACADEMY
DAY 10: JANUARY 22, 2018

Session Summary Sheet
Man in the Mirror

Ron Brown, Jim Cleamons, AC Green Foundation and Brotherhood Crusade are purpose- and outcome-driven organizations and individuals that seek to improve academic, social-behavioral, health and economic outcomes while reducing violence and gang membership for South Los Angeles County youth in the juvenile justice system through highly-intentional trauma-informed, trauma-responsive ubuntu-based (restorative practices, guided discovery and self actualization) programming that effectuates measurable change in five key areas of development (learning, thriving, leading, connecting and working) by helping young people transition their attitudes, behaviors and beliefs from those that are detrimental to their success in school and in life to those that are conducive to such success. As an added benefit, many young people become change agents and facilitate policy and systems change with respect to the issues that impact them most.

With respect to Central Promise Academy, the coalition aims to provide students with a holistic preparatory experience that ultimately causes them to succeed in school and in life: (1) Youth Engagement/Work Preparedness; (2) Academic and Career Pathway Support; and (3) Community Improvement/Skill Specific Training.

Within these three identified areas of focus, students will be guided through experiences that prepare them to identify:

- The abilities, talents and potential that one possesses to better understand and define their individual path for success
- A plan that facilitates further utilization of school or occupational training to assist in reaching one's goals
- The process for creating a support network or advocates to assure students refrain from violence, steer away from gang membership and stay on the path to long-term employment and productive citizenry

To this end, this session is summarized as follows.

Goals	1	Students engage or re-engage in school and significantly improve their academic performance, such that they graduate high school well prepared for college and career
	2	Students significantly improve their social behavior and social assimilation
	3	Students significantly improve their agency and capacity (sense of self and self aspiration)
Objectives	1	Students will continue to recognize how their actions or lack thereof impact their reality
	2	Young people will continue to juxtapose their reality versus society's reality
	3	Young people will continue to gain a greater appreciation for value proposition and what that means with respect to school, employment and life success
	4	Young people will continue a process of self actualization
	5	Young people will continue to analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries
Lesson Focus	1	Social Behavior and Social Assimilation
	2	Agency and Capacity
	3	Networking and Team Work
	4	Respect and Mutuality
	5	Self Love
	6	There is no entitlement

Key Lessons:	1	Become comfortable being uncomfortable
	2	Success is predicated on putting the needs of others in front of one's own desires o When you show up, ask how you can help o Before you leave, ask how you can help
	3	What you believe and what is real are often two different things – There are layers to this
	4	If you see someone in need of assistance, help
	5	Introduce yourself to everyone with a meaningful introduction o Share your name o Ask them their name o Ask them what they do
	6	You are your brand
	7	If what you are doing is not working for you, you need to change
	8	There are three things you can do with time: (a) waste time; (b) spend time; and (c) invest time. When time is invested, a return on investment (ROI) is expected.
	9	Teamwork Makes the Dream Work – ask questions and seek help.
	10	Stay Woke: You cannot score if you are not in the game
	11	Be Present: We want to be heard, but we sometimes fail to listen to others
	12	Temporary relief results in sustained and more painful grief
	13	We are connected in more ways than you will ever know – and we can help each other out
Session Date:	**January 22, 2018 from 1:00 to 3:00 PM**	

1 **ACTIVITY PURPOSE:**

1 Provide students an opportunity to recognize they are a representation of those who came before them and their actions are all society knows about that person

2 Cause students to gain an empathetic understanding of their peers' disposition

3 Provide a safe space for students to share and provide their voice

4 Open up avenues of cooperation and strength to cope with issues of concern

ACTIVITY DESCRIPTION:

Check In Circle: Tony Bland served as the facilitator for the day and convened the group into a traditional tribal circle, shared the purpose of circles and reminded everyone that we did not get here by ourselves. XXX led the circle and asked students to think about someone who was incredibly special to them, share their name and place their name in the space so that we had a constant reminder of the individual whom we are honoring with our actions today.

2. **ACTIVITY PURPOSE:**

1 Cause young people to reflect upon their actions and take accountability for them

2 Cause young people to analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries and how those attributes affect their brand

3 Create a sense of belonging and facilitate the concept of teamwork

ACTIVITY DESCRIPTION:

***Tried as Silver has been Tried*:** Tony Bland presented an exercise called Who Is this in which the young people had to identify the individual(s) in the room to whom the description belonged. Many of the descriptions fit most of the individuals in the room and were so guessed. If a person desired to verify and validate the suspicion they could, but it was not necessary. These were guesses, not accusations. Tony then revealed that all of the characteristics were him and shared his story.

3. **ACTIVITY PURPOSE:**
- Cause young people to be comfortable being uncomfortable
- Build camaraderie amongst the young people
- Provide a safe space for students to share and provide their voice

ACTIVITY DESCRIPTION: ***CATS –*** Considerations, Apologies, Thanks and Shoutouts: Young people are asked to reflect upon the lessons and provide their thoughts in the form of CATS.

4. **ACTIVITY PURPOSE:**
1. Improve students' recognition of their roles and responsibilities in society
2. Cause students to think about tolerating and accepting differing beliefs/culture
3. Cause students to desire to aspire to their own success
4. Cause students to gain a greater appreciation for value proposition and what that means with respect to employment
5. Cause students to begin a process of self actualization
6. Cause students to analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries

ACTIVITY DESCRIPTION: ***Homework:*** The Central Promise Academy crossword puzzle

OBSERVATIONS

The following was observed in preparation for, during or after the above described activities.

1. Students are beginning to adopt the habits and traits of successful people.
2. In setting up the snacks, students continue to practice fronting without being prodded or instructed to do so.
3. Tony's incredible story was quite timely given the circumstances of Friday. The young people truly began to understand that they are not the only people who are going through what they are going through. Bigger than that, the young people are also seeing that there is a way out. Their past does not have to dictate their future. With this, however, they can't expect everyone else to change, they have to change. There is no opportunity to keep doing what they are doing and expecting a different result. AC Green brought this point to life through an illustrative story and Coach Cleamons further confirmed it by sharing his observations and key words collected during our classes. As students reflected on Tony's story and the related lessons learned, uncontrollable tears rolled down some of their faces. While some were able to vocalize their pain, hopes and wishes, others shared them through expressed emotions that could no longer be suppressed. The instruction team, being skilled at reading these emotions, communicated the feelings they were reading and asked YYY and ZZZ if their perceptions were correct. Both, shocked by the fact that they were so easily read when they were trying hard to suppress their emotions, validated the instruction team's assessment. Notably, WWW was much more engaged and acting more like a 14 year old who was allowed to have fun. Bigger than that, she recognized the issues of Friday were a miscommunication, apologized to Tony and accepted Tony's apology. This was HUGE as it is a direct indication of her growth.
4. During the CATS exercise, one student thanked Mr. Stevens for providing a classroom and instruction that allows her to be engaged and gives her a chance to graduate. Three other students expressed their appreciation for being picked up and brought to school everyday as they would not otherwise come. Lastly, Mr. Stevens expressed his appreciation of the facilitation team; sharing that they were very good at what they do, the difference in the students' interest is readily apparent and that he is learning so much that he looks forward to incorporating when he starts classes next year. Significantly, when asked for considerations as to what the facilitation team could do better, the response was "Please continue to come and help the group"

RECOMMENDATIONS AND REQUESTS

In order to ensure that we meet our mutually determined goals, we are suggesting or requesting the following.

1. Continue to hold the students accountable for learning and practicing the newly introduced behaviors
2. Reiterate the lessons presented; providing the same lesson in different forms and holding them accountable
3. Be sure to keep the lessons and activities aligned with the goals and objectives
4. Begin to transition more to the vulnerability curricular content
5. Continue to raise awareness about the manner in which students perceive themselves and others. Create dialogue with respect to perception and reality. Challenge the students' thinking and help them construct solutions to favorably change their perceptions and that of others.

Instructors and Assistants

Our representative's signature below certifies that we've completed the above described tasks.

	January 22, 2018
TONY BLAND, INSTRUCTOR	DATE

Team Members Name: _____ Date _____

Weekly One-on-One Caring Adult Performance Monitoring Tool
Job Performance:
Attitude:
Behavior:
Feedback/Support Needed:
Goals for next meeting:

Staff Signature: _____ Managers Signature:_____