



# Transformation Works Ventura County

Justice Assistance Grant  
Final Local Evaluation Report, 2018  
Grant Years: 2015 – 2017

Prepared for the  
Board of State and Community Corrections



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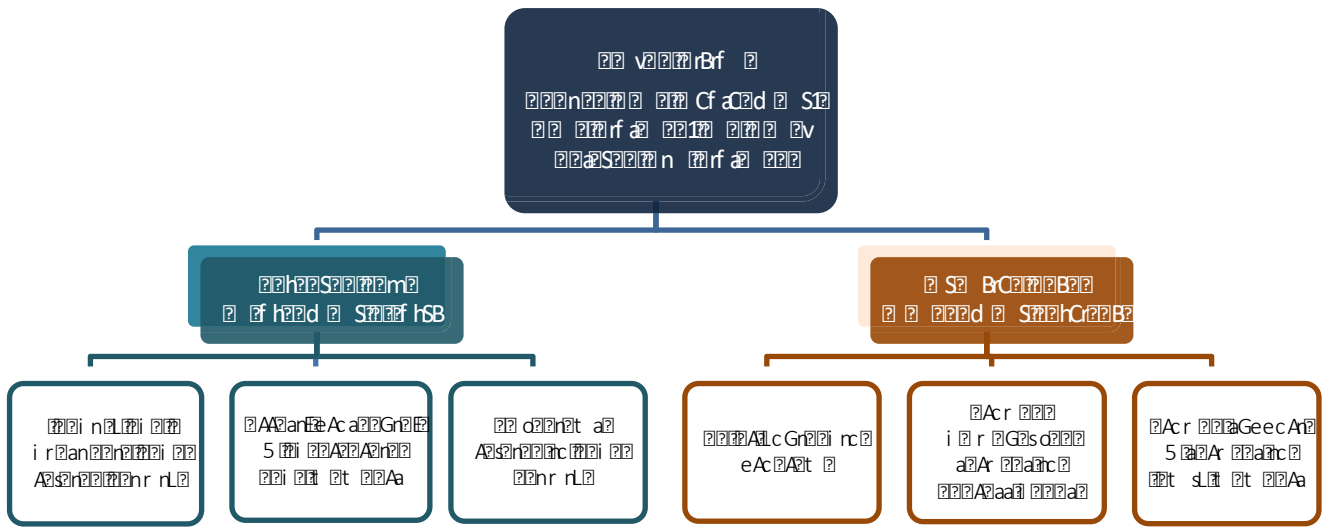
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Comprehensive and systematic evaluation activities were conducted to document and measure progress, build data collection capacity among key partners, and collect necessary information for the development of the current report. **Table 3** presents additional detail regarding evaluation activities engaged in throughout the course of the three-year program.

Table 3. Primary Evaluation Activities	
Activity	Description
Designed data tracking systems	<ul style="list-style-type: none"> <li>▪ Collaborated with:               <ol style="list-style-type: none"> <li>1. VCSO to develop the law enforcement “Special Crimes Unit Database” that was maintained by VCSO detectives throughout the grant term to document all criminal justice related activity</li> <li>2. City Impact to develop the “Intensive Case Management Database” to track client participation and services provided to client’s family members that was maintained by City Impact</li> </ol> </li> <li>▪ Developed and maintained the “Referral Form Database” to track all referrals made into the program over the grant term</li> </ul>
Developed data collection instruments	<ul style="list-style-type: none"> <li>▪ To measure process and outcome metrics, several forms and surveys/questionnaires were developed:               <ol style="list-style-type: none"> <li>1. Referral Form to be used by partner agencies to refer youth into ICM</li> <li>2. Family Survey to assess outcomes related to services received through ICM</li> <li>3. Participant survey to assess participant outcomes</li> <li>4. Two Reducing Racial and Ethnic Disparities (RED) training evaluation forms to assess for the usefulness of the training and identify recommendations for improvement</li> <li>5. Year 1 Funded Agency Implementation Assessment Tool</li> <li>6. Grant end Key Stakeholder Interview Guide to gather information about challenges experienced, successes, lessons learned, and recommendations for similar initiatives</li> </ol> </li> <li>▪ Grant end data collection templates to report on outcomes (i.e., Uniform Crime Reports (UCR) Part I crimes, shots fired, police contacts, and violations of probation) were developed and provided to law enforcement agencies to obtain requisite data</li> </ul>
Tracked progress and developed interim reports throughout grant term	<ul style="list-style-type: none"> <li>▪ A Year 1 Interim Report was developed in order to meet grant stakeholders’ needs for information to guide program planning and to inform the grant re-application process. The report outlined the first seven months (March – September 2015) of grant implementation and included program data compiled, challenges, successes, and lessons learned</li> </ul>

**Table 3. Primary Evaluation Activities**

Activity	Description
	<ul style="list-style-type: none"><li>▪ Quarterly progress report updates were provided during Steering Committee Meetings</li></ul>
<b>Meeting participation and facilitation</b>	<ul style="list-style-type: none"><li>▪ EVALCORP staff participated in the following program meetings:<ol style="list-style-type: none"><li>1. TW-VC grant kick-off/launch meeting</li><li>2. Funder meeting with grantees in Sacramento at the beginning of the grant</li><li>3. Quarterly Steering Committee Meetings throughout the grant term</li><li>4. Collaborative partner meetings, as requested throughout the grant term</li></ol></li><li>▪ Facilitated monthly evaluation meetings with VCSO and City Impact to discuss relevant program and evaluation-related updates</li><li>▪ Conducted Key Informational Interviews with 6 primary stakeholders engaged in executing or overseeing the grant (i.e., the two Project Managers representing the law enforcement component and the ICM component, two detectives involved in the law enforcement operations and referral approval processes, one member of the Steering Committee, and the project's Administrative Assistant)</li></ul>



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## Challenges

### Establishing the Program

As is typical with most new programs, some challenges and delays were experienced during the initial program launch. Specifically, significant time was spent building the overall processes and structure for the program including: educating all the funded partners on their responsibilities and expectations established for them; informing non-funded county partners about the program; and building the financial, billing, and reporting components. Across key program stakeholders more time was devoted to the program during the initial year to ensure all components were properly established and implemented over the term of the grant.

### Referral to ICM Process

The most persistent challenge experienced was in the program's referral process for diverting youth into ICM. Various factors contributed to this issue throughout the grant term. Initially, the referral process was slow to start, as much of the focus was spent building the process parameters and sharing information about the program across the county. Throughout the grant term fewer referrals than were anticipated were received, impacting the number of youth diverted to ICM.

### Delays in the Referral Approval Process

The program, at times, experienced some delays in the review/approval process once a referral was submitted for review to VCSO. The role of assessing and approving a referred youth into the program was tasked to detectives who were simultaneously working on investigations. As such, due to unanticipated urgent priorities, there were times the review process was delayed, impacting City Impact's ability to begin the outreach process to enroll youth into services.

### Somewhat Unrealistic Measurable Objectives Established

Key stakeholders noted that several of the objectives identified for the program were set too high or were not the most appropriate metrics specific to the program strategies. For example, gang-related metrics that tied more directly to the program strategies could have been included in the grant other than violent crime rates. The violent crime rate is not a true indicator of gang-related activity, making it difficult to assess true program impacts.

## Lessons Learned and Recommendations for Similar Initiatives

### Continue to Incorporate Civilian Component into Investigations

A primary lesson learned on the law enforcement side was the successful outcomes and cost savings that can be achieved from incorporating a civilian component (e.g., trained/certified non-sworn staff assisting with wire-tap operations) into the investigation process. This new approach was used for the grant program and, due to its success, it will be incorporated into regular operations moving forward.

### Continue to Use Proactive Investigation Approach

Stakeholders noted the benefits of engaging in proactive investigations as opposed to strictly relying on reactive investigations specific to criminal gang activity; they recommended similar future initiatives use the same approach. By engaging in proactive investigations law enforcement was better able to obtain evidence needed, as they had more control over the investigation and resource

allocation (e.g., decided when to begin an investigation and who to target based on intelligence collected from witnesses or informants, better control over the direction of the investigation, and maintained control of the investigation until the final outcome was reached). Stakeholders indicated that this approach led to more fruitful results and allowed for more substantial cases to be built in order to prosecute individuals.

#### **Assign the Role of Referral Review and Approval into the Program to Non-Sworn Staff**

The review and approval process could be expedited by assigning the role to a non-sworn staff member having access to criminal history records within participating law enforcement agencies. Non-sworn staff would be more likely to have more structured and designated time to review the referrals than detectives/investigators, who are also charged with conducting investigations and are often called out “into the field.”

#### **Include Counseling in Addressing Youth Behaviors**

Through the implementation of the service provision component, the value of providing counseling services as part of the case management process became increasingly apparent. Prior to the grant program, case management services and counseling/psychological services were provided separately and youth often had to wait to receive counseling. However, in executing the grant, a dedicated therapist provided counseling services in conjunction with case management planning. This proved to be more beneficial for youth enrolled in services.

#### **Set a Lower Target Age as the Criteria for Diversion of At-Risk Youth into Services**

Over the course of the grant term it was identified that the target age for youth should be set lower than the initial 14 years of age. Youth are exposed to criminal activity and gang-related lifestyles at a younger age and would benefit from being offered services earlier.

#### **Importance of “Whole Family” Service Provision**

As a result of the grant, the lead agency that was in charge of executing the case management component will incorporate both youth and their family members into service provision. Specifically, staff have seen that engaging family members provides a greater level of wraparound care and enhanced support for youth to be successful. Including the family in services helps better engrain and reinforce the goals of case management by involving a larger support network, and also helps address family dynamics contributing to high-risk activity.

#### **Increased Messaging, Outreach, and Buy-in From Community Partners to Increase Referral Process**

Key stakeholders suggested that more frequent outreach and education to community partners about the program could have potentially helped increase the referral rate. Program staff also noted a lack of buy-in could have contributed to the issues experienced. As such, for future initiatives, more emphasis could be placed on the value of the program and the benefits to partner organizations. Additionally, it was recommended to engage more heavily with the School Resource Officers at the various high schools. It was also suggested that having a designated person, whose responsibilities explicitly included overseeing the referral process, would be beneficial.

#### **Establish More Realistic Goals and Objectives During the Program/Grant Development Phase**

For future initiatives, it was recommended that more time be spent at the front-end design phase to identify and establish metrics that are more directly related to the program strategies and to work with an evaluator during the design phase to identify the most relevant measures.



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 h2d r h2BSf Cr2Sf h2f h2Sf S2Sf h2h2f S2Sf

Vii k k k is k k k k  
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xk h2BSf h2Sf f nBSf 2r h2f i 22 r2d 22 f h2h2 S h2Bn2r 22 f Cr2Sf B77 22  
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2f h2n2 2d 22	/2	: z 2
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The diagram illustrates the transformation of a word from its original form to its segmented form. It consists of three dark blue rounded rectangular boxes connected by teal arrows pointing from left to right.

- Box 1 (Original Word):** Contains the word "xxR?" in a large font. Below it, the word is segmented into individual characters: "x", "x", "R", "?", "m", "?", "B", "?", "B", "?", "r", "a", "?", "?".
- Box 2 (Segmented Word):** Contains the word "xR?" in a large font. Below it, the word is segmented into individual characters: "x", "R", "?", "f", "C", "r", "S", "f", "B", "?", "n", "r", "a", "?", "B", "?", "B".
- Box 3 (Segmented Word):** Contains the word "j /?" in a large font. Below it, the word is segmented into individual characters: "j", "?", "h", "?", "h", "?", "S", "f", "?", "?", "S", "?", "B", "?", "B".







**Table 13. UCR Part I Crimes for Specific Grant Targeted Cities/Areas**

<b>Oxnard</b>	<b>2014</b>	<b>2015</b>	<b>Annual Rate of Change</b>	<b>2016</b>	<b>Annual Rate of Change</b>	<b>2017</b>	<b>Annual Rate of Change</b>	<b>Overall Rate of Change</b>
Homicide	11	12	9%	12	0%	15	25%	36%
Rape	45	21	-53%	69	229%	65	-6%	44%
Robbery	447	385	-14%	429	11%	430	0%	-4%
Aggravated assault	381	502	32%	438	-13%	398	-9%	4%
<b>Total</b>	<b>884</b>	<b>920</b>	<b>4%</b>	<b>948</b>	<b>3%</b>	<b>908</b>	<b>-4%</b>	<b>3%</b>
<b>Port Hueneme</b>	<b>2014</b>	<b>2015</b>	<b>Annual Rate of Change</b>	<b>2016</b>	<b>Annual Rate of Change</b>	<b>2017</b>	<b>Annual Rate of Change</b>	<b>Overall Rate of Change</b>
Homicide	2	2	0%	1	-50%	2	100%	0%
Rape	2	12	500%	7	-42%	4	-43%	100%
Robbery	30	24	-20%	30	25%	13	-57%	-57%
Aggravated assault	55	37	-33%	28	-24%	19	-32%	-65%
<b>Total</b>	<b>89</b>	<b>75</b>	<b>-16%</b>	<b>66</b>	<b>-12%</b>	<b>38</b>	<b>-42%</b>	<b>-57%</b>
<b>Santa Paula</b>	<b>2014</b>	<b>2015</b>	<b>Annual Rate of Change</b>	<b>2016</b>	<b>Annual Rate of Change</b>	<b>2017</b>	<b>Annual Rate of Change</b>	<b>Overall Rate of Change</b>
Homicide	3	0	-100%	2	200%	2	0%	-33%
Rape	3	11	267%	9	-18%	7	-22%	133%
Robbery	18	16	-11%	26	63%	18	-31%	0%
Aggravated assault	61	68	11%	43	-37%	76	77%	25%
<b>Total</b>	<b>85</b>	<b>95</b>	<b>12%</b>	<b>80</b>	<b>-16%</b>	<b>103</b>	<b>29%</b>	<b>21%</b>
<b>Unincorporated</b>	<b>2014</b>	<b>2015</b>	<b>Annual Rate of Change</b>	<b>2016</b>	<b>Annual Rate of Change</b>	<b>2017</b>	<b>Annual Rate of Change</b>	<b>Overall Rate of Change</b>
Homicide	0	1	100%	0	-100%	0	nc	nc
Rape	3	4	33%	2	-50%	1	-50%	-67%
Robbery	0	5	500%	4	-20%	7	75%	700%
Aggravated assault	16	20	25%	29	45%	28	-3%	75%
<b>Total</b>	<b>19</b>	<b>30</b>	<b>58%</b>	<b>35</b>	<b>17%</b>	<b>36</b>	<b>3%</b>	<b>89%</b>
<b>Targeted Area Total</b>	<b>1,077</b>	<b>1,120</b>	<b>4%</b>	<b>1,129</b>	<b>1%</b>	<b>1,085</b>	<b>-4%</b>	<b>1%</b>



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 2 2rCr2n2ay222B2hC22B2n2h2f 222h222Sf 2 f nSP?  
 2 Hf a222f S? ??2B22d 2 2??2 2 S??2t n?2d 2 S8?? h?  
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 BPf m??2 2222?? hB2hC22B2n? 2uPr2rSr 22f 22f h2d f h22  
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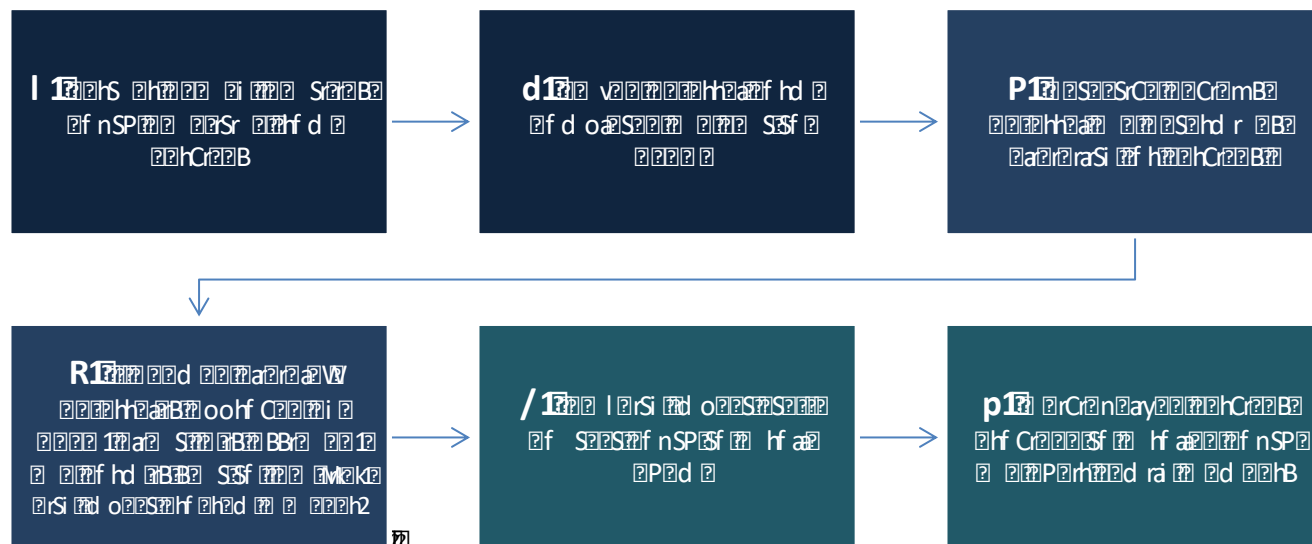
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ifnSP2Sf??22

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o-k u k i u n i f k m o e f g

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Bn2BS2 222hB2P2
- 22P2f f a2h2B2o2r 22h22f h22
- 2h2BS222P2f h2m22of v2a2S22P2P2S2CS 2P
- 2h2d r 2a2h22f h22
- 2f a222P2S2Sf B2P
- 2 2h2f 22Sf 2P
- 22v2 S2hr 2SP2P2P2d d n rS 2P2S2h2 22h22h2Sf 2
- 2 Cf a2222m2SP2f 22f 2SP22Smf 22f n Si 2P2 2v  
r en 2Sf B2P
- 2S2h2B2P2f h2P2 22f Cf a22d 2 S2m2k2S22v22 22h2B2  
2BBf 222S22m2SP2b f m 2P2 22d 22h2B2 Cf a2222  
r 2P2S2B2f 22Cf a2 2222
- 22d r2P2r2Sf h2f 2P22 22f Cf a22d 2 S2P2

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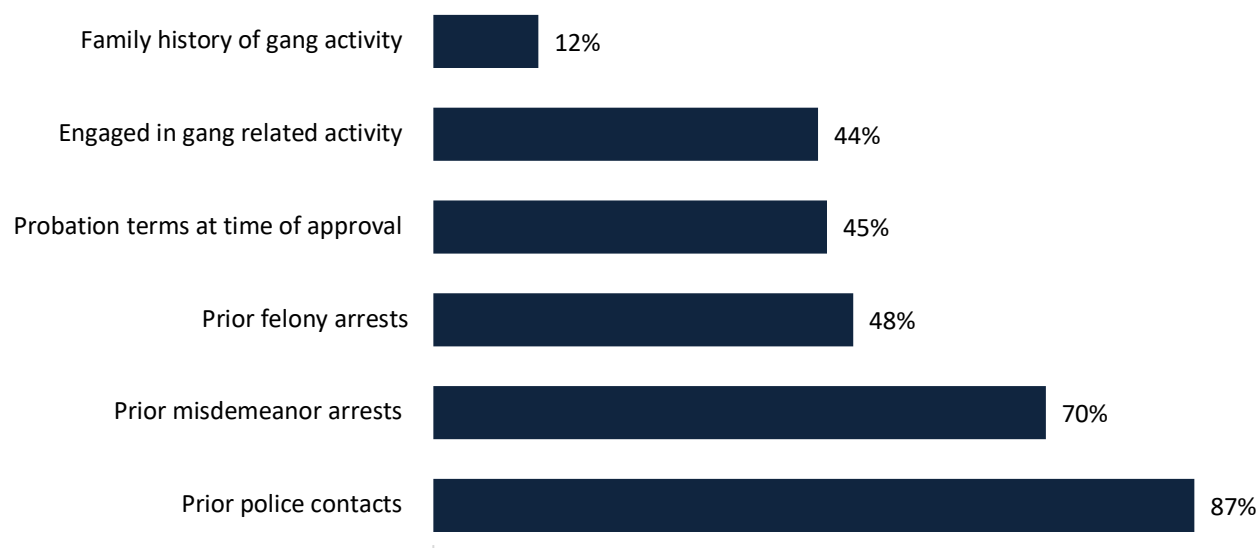




## Risk Factors/Criminal History Among Approved Youth

To determine eligibility into the program, detectives from VCSO reviewed each referred individual's history across six domains: (1) family history of gang activity; (2) engaged in gang related activity; (3) probation terms; (4) prior felony arrests; (5) prior misdemeanor arrests; and (6) prior police contacts. **Figure 11** below shows the percentage of approved youth who had engaged in gang-related activity/had contacts with police or were at risk of engaging in criminal activity and would benefit from individualized services aimed at providing positive alternatives to a "negative lifestyle" and deterring those already involved in criminal activity from continuing to engage in that lifestyle.

**Figure 11. Risk Factors and Criminal Justice Involvement Among Approved Youth (N=423)\***



\*Totals exceed 100 percent, as youth could have had multiple risk factors and types of criminal justice involvement.

## Service Overview

### Service Provision to Enrolled Youth

Upon approval into ICM, City Impact aimed to enroll each youth into services. Once enrolled into services, the unique needs of each individual were identified, a case plan was developed identifying specific goals to be met, and the appropriate services were provided to the youth and also to his/her family members (see **Figure 12**). City Impact worked with funded collaborative partners to provide necessary services. Case Management services included, counseling, educational and job assistance, support services, and linkages to resources like tattoo removal. Additionally, family members were provided with an array of services, based on the family's identified needs.

**Figure 12. Progression Through Case Management**





## iiVWnos mktbf

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 B22h2P2B2f h2Pf h2S2hd 22v2 2222d 2 S22S2k22

2P222 f hd 2Sf 222af m2f n2ar 22SP222d f 2h2oP222f d of B2Sf 2 222 o2B2f 222hC22B22hf C2222Sf 2f nSP22Pf 2  
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## 22s o22m 22f 22is 2ktbf 2s of 22o-k 22f ion222f Ydpqw

222

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|                                       |                                    |
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| <p>d, 2</p> <p>2 PrS22 22n22B2 22</p> | <p>I, 2</p> <p>22h22 2d 2h22 2</p> |

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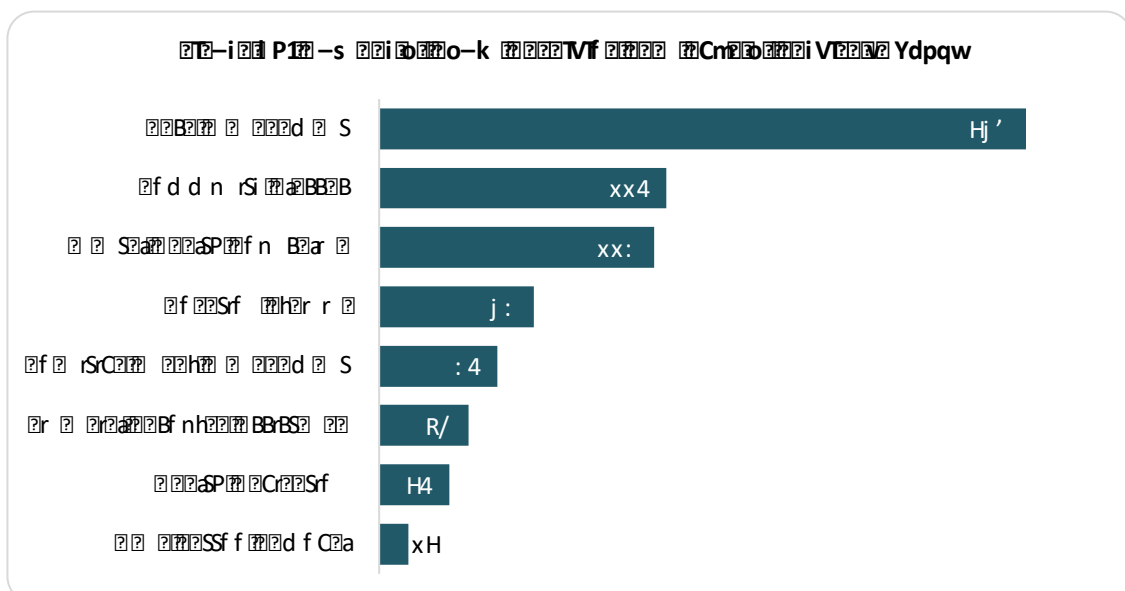
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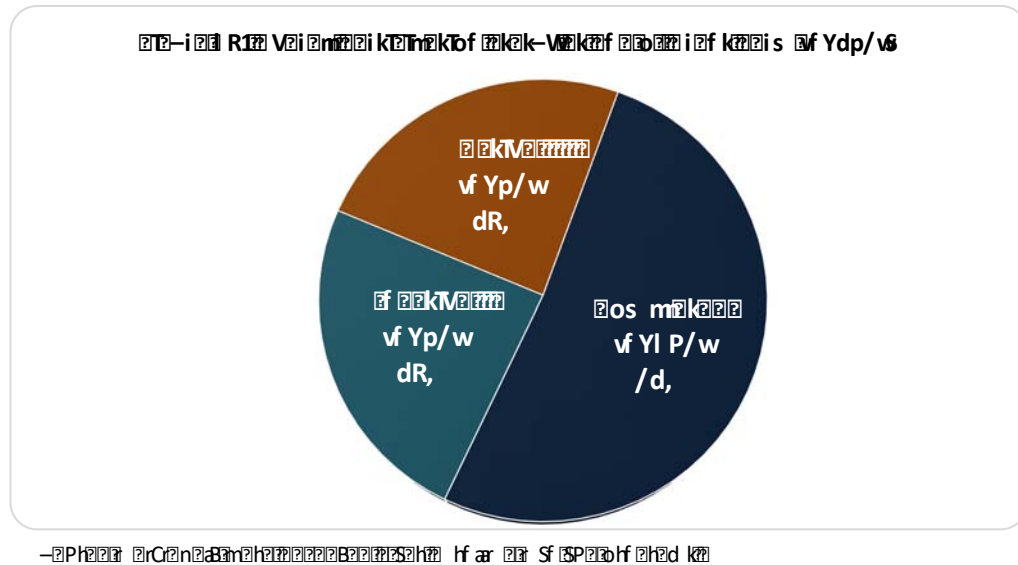
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- [illegible]



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**mpk-Tkf-k-WC??io-m?**

| Plok-VR   | PloPion |         |        |         | PloPn   |
|-----------|---------|---------|--------|---------|---------|
|           | l dG /  | l pG b  | l qG s | dl GR   |         |
| P         | f PVP   | f PVI s | f PVP/ | f PVP R | f PVP/p |
| Pf d oasP | : ' z   | l Hz    | : ' z  | l 4z    | l Hz    |
| PSR       | R: z    | HI z    | x/z    | HOz     | H: z    |
| P PSR     | x' z    | HRz     | RI z   | Hxz     | H: z    |

XXXXXXXXXXXXXXXXXXXX-S?SnB??B??f ?? S? BrC??B?? ? ???d ? S??hSrro? S??h??pr ???a??Bf ???d ??hRx1HOx/k?



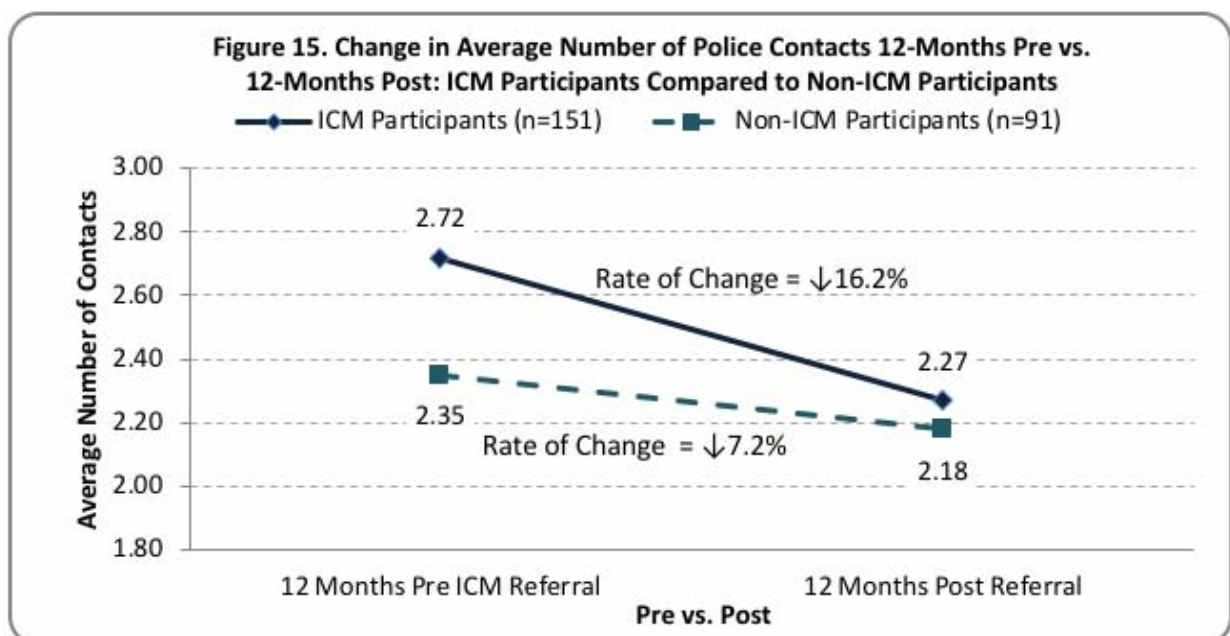
## Phonology of kkw

- Phonological analysis of kkw and its phonetic realization in the context of the syllable structure of the language.

### Phonological analysis of kkw and its phonetic realization in the context of the syllable structure of the language

| Phonological analysis of kkw | Phonetic realization of kkw |                             | Phonetic realization of kkw |                             |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
|                              | Phonetic realization of kkw | Phonetic realization of kkw | Phonetic realization of kkw | Phonetic realization of kkw |
| Phonetic realization of kkw  | : ' k                       | RHz k                       | l / k                       | R' z k                      |
| xkw                          | HHk                         | xl z k                      | H: k                        | xj z k                      |
| Hkw                          | HOk                         | xRz k                       | xl k                        | xOz k                       |
| Rkw                          | x4k                         | xRz k                       | xl k                        | xOz k                       |
| : kw                         | xHk                         | ' z k                       | x: k                        | 4z k                        |
| l kw                         | l k                         | Rz k                        | ' k                         | l z k                       |
| j kw                         | / k                         | l z k                       | l k                         | Rz k                        |
| / kw                         | Rk                          | Hk                          | l k                         | Rz k                        |
| ' kw                         | l k                         | Rz k                        | Rk                          | Hk                          |
| 4kw                          | Hk                          | xz k                        | xk                          | xz k                        |
| xOkw                         | Rk                          | Hk                          | O k                         | Oz k                        |
| xxkw                         | l k                         | Rz k                        | : k                         | Rz k                        |

- Phonological analysis of kkw and its phonetic realization in the context of the syllable structure of the language.
- Phonological analysis of kkw and its phonetic realization in the context of the syllable structure of the language.
- Phonological analysis of kkw and its phonetic realization in the context of the syllable structure of the language.







22i kTnrf k-iVcgs s 2i CTF 2T 2VW

2-iVcV2iVDe 2

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22Wrof 22f k22s o2i2m 2W

22Sf S22f 22 42BnhC2i B2mh22f a22S22k2  
2222222 22hf C222B22Bof 22 S22d f 22h2oPr2B2  
2 222 2SP2f 222hS2ro2Sf 2 SP22B2hC22B22S2P22  
Sd 22f 22BnhC2i 22f d o2Sf k  
2  
2

2io2i2s 2s m22k2

22Bof 22 SB2mh222Bp222Sf 2 2222S22mP2SP2h22  
SP2i 22u2h2 2222Bo222222f nS2f d 2B22a2S222Sf 2  
o2f S22S22222Sf hB22B2222B2a2f 2SP22h22hS2ro2Sf k2  
2B2Pf m 2 222-i22 q2f 22f 2 222Wrof 22f k22  
2 222k2222un2i 2f 2T 222 mioV2222-k2os 2V22  
e k 2f k 22k i2222os 2T 2222222222

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| 2222        |                 |        |      |
| Ni 1 2      | x2 2H: 2        | Hz 2   | xH2  |
| 2SP2f 22    |                 |        |      |
| 2hS2ro2Sf 2 | 2 2xH2d f SPB22 | Hi z 2 | x: 2 |
| Ni j 222    |                 |        |      |

2

i22 q22io2i2s 2s m22k22 Y/A

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- , 222h 222Pf m2Sf 222S22f 2222SS22hmrSP22d r2 12h2 2B22 22f SP2h2 o2f o22MNI ' 2
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- , 22Wrof 22f k222moi k2222
- , 2P22h22B222 2 2222h22B222f BSc222 222 2222 SP22ha222MNI j 2
- , 222a 22SP2i 2222Bf d 2f 222f 22222f 2mP2 SP2i 22222hf 222d 2MNI : 2



### Impact on Police Contacts (n=40)

Participants were also asked to indicate whether their contact with police has increased, stayed the same, or decreased. Among the participants for which this item was applicable (i.e. had prior contacts with police), **87% reported contacts with police had decreased**, 10% indicated contacts remained the same, and 3% (one person) reported increased contacts.

### Open-Ended Item Analysis and Theming

Respondents were able to provide comments to three open-ended items: (1) benefits of the program; (2) recommendations for improvement; and (3) any additional comments about the program/their participation. Responses were themed and coded. Findings for each open-ended item are summarized below.

#### ■ Program Benefits

Fifty-four respondents provided a response when asked to describe how the program has added value to their lives. The six emergent themes, along with sample quotes, are provided below. The number of comments reported exceed the total number of respondents, as responses fell within multiple themes.

#### *Overall positive influence and support provided by program/Case Managers (n=31)*

- It helped me stay off the streets and to stay out of trouble.
- Having someone to talk to who won't judge me.
- My Case Manager's influence. He cares and he gets emotional when I mess up and not even my family does that. Always able to talk to him no matter what day or time which helped when I needed to talk at 1 am.
- No police contacts and a better life experience.
- Reduced police activity.
- The most helpful thing about the program was you have someone to talk to about your problems.
- They are here to help when you need it. They guide you.
- What helped me was I had someone to push me to do everything that I had to do to stay out of trouble.
- Took me to a better path.
- They help me out, less gang activity.
- They're like family, understanding and help me with struggles.

#### *Assistance related to job searches, resume development, applications, and placement (n=23)*

- They got me into Certified Employment Training and helped me get a job.
- Helps us look for jobs.
- Resume assistance and job leads.
- Helped me get forklift certified, OSHA, and HASMAT.
- Helps you get ready for job interviews and find a job.

#### *Learned coping skills and/or experienced personal growth (n=8)*

- Helped me think more about life and think about my future.
- My social skills and more positive attitude.
- Help me communicate more with my family.
- They help me with my work ethic.
- Told me what to do if I were to get mad or upset.
- Helping with my self-esteem and finding opportunities to thrive and improve.

#### *Program provided needed resources (n=8)*

- Gave me food, gas card, money to pay for my books.
- Transportation to probation or court dates and overall useful resources.

- Therapy, parenting classes, and anger management classes.

***Motivation and encouragement for school attendance and success (n=6)***

- Helped me finish school.
- My attendance in school increased and my grades are great.
- Helped me a lot with setting goals for my education.
- My grades went up.

***General beneficial activities/program components (n=3)***

- The outings.
- Field trips.

▪ **Recommendations for Improvement**

A total of 42 respondents commented when asked to provide recommendations for program improvement. Across the responses provided, most (n=26) were additional positive remarks about the program and included responses like, “Nothing. The program is great!” or “The program is fine the way it is. I get everything I need.” Among the 16 respondents who provided recommendations for improvement, responses fell within three themes:

***Provide funding for school (n=9)***

- Pay school for training.
- Pay for welding school.
- Pay for GED and ROD at adult ed.

***More time in services (n=4)***

- More time.
- More staff.

***Other (n=3)***

- Housing.
- Getting a job.
- Incentives.

▪ **Additional Comments/Feedback**

A total of 37 respondents provided a statement when asked for any additional feedback. Of these, all but one individual provided additional positive comments or examples of how the program has been a beneficial influence in their life.

The one person providing a recommendation indicated they would like more educational outings.

Selected quotations illustrating program impacts are provided on the following page.

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## Open-Ended Item Analysis and Theming

Respondents were asked to provide comments to two open-ended items: (1) how the program has helped/benefitted their family and (2) recommendations for improvement. Findings for each open-ended item are summarized below.

### ■ Program Benefits

A total of 62 respondents provided a response when asked to describe how the program has added value to their lives. The five emergent themes are provided below. The number of comments reported across categories exceeds the total number of respondents, as most responses fell within multiple themes. Sample quotes are provided in aggregate on the next page, as most responses provided encompassed more than one theme.

1. General positive comments about the program/Case Manager (n=22)
2. Provided needed resources and services (n=20)
3. Provided skills for improved family relationships (n=13)
4. Positive changes observed in youth participating in the program (n=13)
5. Helped with employment (n=3)

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## SECTION V: Reducing Racial and Ethnic Disparities (RED) Trainings

In addition to executing on the various activities identified in the grant narrative, VCSO organized and hosted two RED Trainings. VCSO contracted with the Center for Children’s Law and Policy to facilitate the training and present the content.

Participants in attendance represented various sectors and spanned across 10 counties throughout California (i.e., Kern, Los Angeles, Madera, Mono, Orange, Riverside, San Diego, San Mateo, Tulare, and Ventura). Additionally, representatives from the BSCC were in attendance at both events. In order to assess for the usefulness of the trainings and identify recommendations for improvement, participants were asked to complete a training evaluation form at the conclusion of each RED Training. Key findings for both trainings are presented below (**Table 24**). Based on feedback provided after the first RED Training and to allow for greater discussion and more thorough review of the content, the second training spanned over two days. **See Appendix A** for full evaluation summaries for each RED training conducted.

| Table 24. Overview of RED Trainings, based on Sign in Sheets and Evaluation Forms Collected |  |  |
|---|--|--|
|   | 1 <sup>st</sup> RED Training:<br>June 30, 2016   | 2 <sup>nd</sup> RED Training:<br>October 30 <sup>th</sup> and 31 <sup>st</sup> , 2017  |
| <b>Total Participants in Attendance</b>   | 84   | 52 attended at least one day;<br>46 attended both days   |
| <b>Survey Respondents</b>   | 59 (70% response rate)   | 41 (89% response rate)   |
| <b>Learnings</b>  | <ol style="list-style-type: none"> <li>1. Gained a better understanding about issues facing youth of color in the juvenile justice system (80%).</li> <li>2. Learned more about specific strategies for addressing racial and ethnic disparities (72%).</li> <li>3. Learned how to communicate more effectively about racial issues affecting youth of color (64%).</li> </ol> | <ol style="list-style-type: none"> <li>1. Learned more about the issues facing youth of color in the juvenile justice system (53%).</li> <li>2. Learned how to communicate more effectively about racial issues affecting youth of color (50%).</li> <li>3. Learned more about what racial and ethnic disparities are (49%).</li> </ol>                                    |
| <b>Believed Training was Valuable</b>   | <ol style="list-style-type: none"> <li>1. Found the training to be a valuable experience (80%).</li> <li>2. Over three-quarters indicated they plan on using strategies learned in their work (78%).</li> </ol>  | <ol style="list-style-type: none"> <li>1. Found the training to be a valuable experience (61%).</li> <li>2. Over half indicated they intend to use the strategies learned in the training at work (56%).</li> </ol>  |
| <b>Areas for Improvement (based on themed coding of open-ended responses)</b>               | <ol style="list-style-type: none"> <li>1. Training structure</li> <li>2. Increased discussion around solutions</li> <li>3. Provide additional data/information</li> <li>4. More engagement among trainers</li> <li>5. Increased facilitated discussion around local issues</li> </ol>  | <ol style="list-style-type: none"> <li>1. Data/information provided was outdated or not relevant to CA</li> <li>2. Training content/tone did not seem to meet the needs of the primary audience</li> <li>3. Provide more concrete strategies and incorporate more activities/participation</li> <li>4. Incorporate mental health and behavioral health concepts</li> </ol> |

## SECTION VI: Summary of Key Findings

|  | Key Take-Aways  |
|--|---|
| Program Implementation and Lessons Learned/Recommendations | <ul style="list-style-type: none"> <li>▪ Despite challenges experienced, overall, the program was able to be executed as initially intended (i.e., target groups were appropriately addressed across each grant component).</li> <li>▪ Several successes were identified by primary program staff stemming from the program. Specifically, strengthened partnerships and the ability to engage in longer and more robust investigations were reported.</li> <li>▪ Although challenges were experienced, program staff aimed to address the issues, as they arose throughout the grant term (see page 7 of the report for details).</li> <li>▪ Lessons learned and recommendations for enhancing similar future initiatives were identified by key program staff (see pages 7 &amp; 8 of the report for details).</li> <li>▪ In addition to executing the activities described in the grant narrative, VCSO organized and hosted two RED Trainings made available to JAG funded recipients throughout the state.</li> </ul>  |
| Outcomes   | <ul style="list-style-type: none"> <li>▪ <b>Law Enforcement Component</b> <ul style="list-style-type: none"> <li>– 78 of the most influential gang members contributing to gang-related crime in the target area were incarcerated.</li> <li>– Over \$600,000 tied to the sales of narcotics was seized.</li> <li>– Over 100 fire arms were seized from gang members.</li> <li>– Various types of drugs were seized over the grant term (i.e., methamphetamine, heroin, cocaine, marijuana, and prescription drugs).</li> </ul> </li> <li>▪ <b>Intensive Case Management Component</b> <ul style="list-style-type: none"> <li>– 268 at risk or gang-involved youth were provided with some sort of service and support over the grant term. <ul style="list-style-type: none"> <li>○ Among youth enrolled in services, 77% were retained, returned, or graduated high school.</li> <li>○ Youth enrolled in services had decreases in the mean number of police contacts, arrests, and arrests related to probation violations compared to one-year pre-enrollment into services.</li> </ul> </li> <li>– A total of 647 family members, of enrolled youth, were provided with needed services and resources to help the family unit be successful in achieving a more positive lifestyle and better family functioning. <ul style="list-style-type: none"> <li>○ Among families surveyed, 83% reported increased levels of family functioning as a result of participating in services.</li> </ul> </li> </ul> </li> </ul> |

## **Appendix A - RED Training Evaluation Form Summaries**

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- ✓ **Valuable overall experience.** Four out of five respondents (80%) indicated they found the training to be a valuable experience; with over three-quarters (78%) indicating they intend to use strategies learned from the training in their work. Moreover, 72% of respondents would recommend the training to a colleague.

**Table 1. Respondent Perceptions Regarding RED Training Components**

| Statement  | Level of Agreement with Statement Provided |       |                           |          |                   |
|--|--|-------|---------------------------|----------|-------------------|
|  | Strongly Agree                             | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
| 1. As a result of attending this training I...   |  |       |                           |          |                   |
| a. Gained a better understanding about issues facing youth of color in the juvenile justice system. (n=59) | 26%  | 54%   | 15%                       | 5%       | 0%                |
| b. Learned more about specific strategies for addressing racial and ethnic disparities. (n=59)             | 29%  | 43%   | 22%                       | 3%       | 3%                |
| c. Learned how to communicate more effectively about racial issues affecting youth of color. (n=59)        | 15%  | 49%   | 27%                       | 7%       | 2%                |
| 2. The trainer(s) was knowledgeable about the content being presented. (n=57)                              | 51%  | 44%   | 5%                        | 0%       | 0%                |
| 3. The trainer(s) communicated effectively. (n=59)   | 51%  | 36%   | 8%                        | 5%       | 0%                |
| 4. Overall, the training was a valuable experience. (n=59)   | 37%  | 43%   | 17%                       | 3%       | 0%                |
| 5. I plan to use one or more strategies from the training in my work. (n=59)                               | 25%  | 53%   | 19%                       | 3%       | 0%                |
| 6. I would recommend this training to a colleague. (n=58)  | 38%  | 34%   | 17%                       | 9%       | 2%                |

### Open-Ended Responses

Respondents were also asked to describe: (1) what was most useful about the training, and (2) what, if anything, was not useful or could be improved. Each open-ended item is presented below along with emergent themes and illustrative quotes corresponding to each theme.

#### *What was most useful about the training?*

A total of 36 respondents described what they found most useful about the training. Emergent themes and sample responses are presented below. Responses across each theme exceed the total number of individual respondents, as several comments fell into multiple categories.

#### **Group Discussion and Activities (n = 10)**

- “Hearing others’ experiences with implicit bias.”
- “Great opportunity for discussion and exploration of important issues.”
- “The portion of the training I found useful was the discussion on micro-aggressions and the circumstances regarding bias.”
- “Going over practical situations and communication as well as strategies.”
- “The interactive exercises.”

#### **Structure/Content of Training (n=10)**

- “I think just getting all the information will help me when I am trying to decide how to move forward with a case.”
- “Instilling awareness to deter passing judgment or personal bias toward others.”
- “The training can be used for both juveniles and adults.”
- “I’m glad it is a diverse group.”
- “The broad coverage of implicit biases.”

### **Data and Statistics Provided (n = 7)**

- “The statistics provided a clear picture of where the disparities are...they were shocking.”
- “Providing data and examples of how individuals can counter the negative effects of racial biases.”
- “Learning more about data of the differences.”

### **Resources (n=6)**

- “I appreciated the web links and will reuse them.”
- “Great booklet!”
- “I believe the PowerPoint will be provided in electronic version which will be very helpful for training others.”

### **Personal Reflection Stemming from Training (n=6)**

- “This training caused me to look back and assess my biases, and how that affected my decisions. This also gave me a resolve to be

vigilant of my current biases and compensate and/or change this condition especially as it impacts the decisions I make.”

- “I will likely consider a lot more options before making a decision.”
- “I need to be forgiving about my own experiences.”

### **Videos (n=5)**

- “I enjoyed the videos.”
- “The videos are very good teaching tools...the visual lingers in my mind.”

### **Trainers (n = 3)**

- “The trainers provided a safe space for everyone to express themselves.”
- “The presenters were relatable and down to earth in their approach.”
- 

## **What, if anything, was not useful or could be improved?**

A total of 27 respondents answered this question. **Nearly a quarter of these respondents (22%) provided positive remarks about the training (e.g., “It was all useful,” “I really liked the one-day format,” etc.).** The remaining 21 responses were related to recommendations or descriptions about what was not useful. Comments primarily fell within the four themes presented below (sample quotes illustrating each theme are also provided), with one respondent noting, “some of the videos were not helpful.” Responses across each theme exceed the total number of individual respondents, as several comments fell into multiple categories.

### **Structure of Training (n = 10)**

- “Training was too long.”
- “Perhaps more interactive activities in smaller groups. This could lead to more engaged discussion.”
- “Identifying what role we all play to reduce RED is recommended.”
- “Websites should be provided during session and not emailed to us later.”
- “More exercises and practical examples.”

### **Training Vague/More Solution Discussion (n = 10)**

- “The training was too vague.”
- “This was so general.”
- “I overheard some joking about micro-aggressions that made it clear that they did not understand how micro-aggressions can impact others. It's difficult because while most micro-aggressions are unintended the word “aggression” implies intent. It would be helpful to go deeper into the issue, helping those who have never experienced them to understand why or how seemingly well-meaning comments can be harmful.”
- “Most of the presentation was aimed at speaking on how our jobs might be affected but there was little talk on what could be done to reduce disparities.”

- “With all due respect, there was not much offered in solutions or recommendations. Felt more like a lot of pointing fingers. More specific, clear directions/expectations on break-out exercises would help the class/topic tends to make one feel s/he is biased on nearly every level. Can't we just compliment people without being biased?”

#### ***Additional Data/Information (n = 7)***

- “There was some repetition of the data that could have been avoided. Data on African American and Asian youth would have been useful.”
- “Also include implicit bias related to Arab-Americans. Great to see and discuss Latino youth, but would have liked to see a comparison of White, Latina, and Black youth within the context of the discussion.”
- “Perhaps include why Latinos have a fear of Law Enforcement and what the data indicates regarding minorities and generational immigrant populations.”

#### ***Trainers (n = 4)***

- “Presenters could engage audience better.”
- “Because this can be a difficult subject, a dynamic speaker is key.”

#### ***Local Discussion (n = 3)***

- “Would appreciate an opportunity to find out about efforts specific to Ventura County.”
- “Local information would be helpful.”

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- Over half (56%) of respondents indicated: (1) they intend to use strategies learned from the training in their work and (2) the concepts covered will help them make better decisions when working with youth in the juvenile justice system.
- Additionally, 58% of respondents would recommend the training to a colleague.

**Table 1. Respondent Perceptions Regarding RED Training Components**

| Statement   | Level of Agreement with Statement Provided |       |                           |          |                   |
|---|--|-------|---------------------------|----------|-------------------|
|   | Strongly Agree                             | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
| 1. As a result of attending this training I...  |  |       |                           |          |                   |
| a. Learned more about what racial and ethnic disparities are (n=39)   | 10%  | 39%   | 15%                       | 18%      | 18%               |
| b. Learned specific strategies for addressing racial and ethnic disparities. (n=39)                                       | 3%   | 36%   | 25%                       | 18%      | 18%               |
| c. Learned how to address implicit bias. (n=38)   | 13%  | 34%   | 24%                       | 11%      | 18%               |
| d. Learned more about the issues facing youth of color in the juvenile justice system. (n=40)                             | 8%   | 45%   | 13%                       | 12%      | 22%               |
| e. Learned how to communicate more effectively about racial issues affecting youth of color. (n=40)                       | 10%  | 40%   | 15%                       | 13%      | 22%               |
| 7. The trainer(s) communicated effectively. (n=41)  | 19%  | 32%   | 27%                       | 7%       | 15%               |
| 8. I plan to use one or more strategies from the training in my work. (n=41)  | 15%  | 41%   | 17%                       | 10%      | 17%               |
| 9. The concepts covered will help me make better decisions when working with youth in the juvenile justice system. (n=41) | 10%  | 46%   | 15%                       | 12%      | 17%               |
| 10. Overall, the training was a valuable experience. (n=41)   | 15%  | 46%   | 7%                        | 10%      | 22%               |
| 11. I would recommend this training to a colleague. (n=40)  | 20%  | 38%   | 13%                       | 7%       | 22%               |

### Open-Ended Responses

Respondents were also asked to describe: (1) what was most useful about the training, and (2) what, if anything, was not useful or could be improved. Each open-ended item is presented below along with emergent themes and illustrative quotes corresponding to each theme.

#### *What was most useful about the training?*

A total of 32 respondents provided a response to the question. Emergent themes and sample responses are presented below.

#### *Useful Information Provided/New Awareness Gained (n=10)*

- “To be open minded, accept bias.”
- “Awareness of issues presented.”
- “Educating and food for thought.”
- “Knowing Ventura County is ahead of many law enforcement agencies.”

### ***Dialogue and Collaboration (n=5)***

- “Being able to talk openly and hear about racial disparities.”
- “Open dialogue, safe environment to talk about difficult topic.”
- “The trainers encouraged dialogue between those in attendance.”

### ***Information/Learning Specific to Implicit Bias (n=5)***

- “The most useful information was the discussion on implicit bias and how they show in reports, which impacts decisions.”
- “Learning ways to address implicit bias.”
- “How to look at and talk about implicit bias.”

### ***Negative Comments About the Training (n=4)***

- “I did not find the event useful. Stats were outdated or handpicked to support the agenda. The prevalence of ‘white privilege’ statements are detrimental to unification.”
- “Not really anything.”
- “Nothing.”

### ***Strategies/Skills Taught (n=3)***

- “Tips and tricks on how to communicate with others and be sensitive of other’s feelings when it comes to race and ethnicity.”
- “How to speak about disparities, seeing the complexities of disparities; ways to address them with equity and programming.”
- “Interventions.”

### ***Training Materials (n=2)***

- “Silent beats” video. Very effective tool to convey assumptions, stereotypes, and reality vs. perception.
- “Good PowerPoint.”

### ***Other (n=3)***

- “A lot; not one thing.”
- “This made me realize some of my coworkers need this training regarding race and addressing race.”
- “How to hold everyone’s hands and not hold them accountable for their actions no matter what race they are.”

## ***What, if anything, was not useful or could be improved?***

A total of 27 respondents provided a response to this question. Comments fell within the five themes presented below (sample quotes illustrating each theme are also provided). Responses across each theme exceed the total number of individual respondents, as several comments fell into multiple themes.

***Data Related Feedback (information was outdated, not relevant to CA, or too much data presented) (n=12)***

- “I believe using updated data will improve the training.”
- “The data displayed did not coincide with California law and was outdated. This class should consider all races and not just Hispanics and African Americans.”
- “Too much data presented.”
- “The stats are pulled from several years ago and used for the instructors’ personal bias!”
- “Use current data for California, especially if giving a seminar in California.”
- “It was very evident the presenters were informed and educated on data (though not current) and academic RED content. Educate yourself on the area you will be presenting at and pull relevant geographic data.”

***Training Content/Tone Did Not Seem to Meet the Needs of the Primary Audience (n=9)***

- “Be mindful of the information and intent of the training. The presenters were very skewed and did not seem informed beyond theory and data collection. This training seemed superficial in the sense that we were not offered an opportunity to provide practical feedback. This training would be more beneficial to individuals who have not been exposed to this type of information. If you haven’t participated in a law enforcement ride-along, do it. Spend time in juvenile detention facilities. Join the conversations around law enforcement and probation briefing tables. Be cognizant of our audience. It was very evident the presenters were not comfortable with or receptive to law enforcement feedback.”
- “Don’t bash white law enforcement officers. Get facts straight before you accuse law enforcement of racial disparity.”
- “I feel the instructors should be open minded when discussing an issue with those who have been exposed to a lot more (law enforcement).”
- “I thought this class was going to cover all races. Didn’t appreciate the law enforcement bashing, or being told I am privileged when I came from nothing and worked my way to something. We make our own fate, no matter what color we are.”
- “Speakers both could have swapped out more frequently and/or asked for sharing among tables to support each other and discharge the ‘negativity’ that struggling audience presented to keep your energy/enthusiasm up during the day.”

***Provide More Concrete Strategies and Incorporate More Activities/Participation (n=7)***

- “To have more solutions based on the data. Invite more of the policy makers to the training.”
- “We should spend our time learning about ways to reduce the disparities.”
- “Repetition of the stats and the racial problem. I would like more information about strategies.”
- “More activities to move around – there was a lot of sitting and listening. For the “Diversion Exercise” – we need more than one copy, as the questions were specific to looking at data/graphs and a group discussion was difficult (needed to be on color paper).”
- “The entire class was great. I would like to see more actual intervention along with outcomes from around the state and nation.”
- “Address why juveniles are committing crimes and what LE could do to combat this.”

#### ***Other/Miscellaneous (n=4)***

- “This event needs a full overhaul to be considered a training.”
- “In our line of work a lot of things are based on physical descriptors in comparison to ethnicity. Time doesn’t give us the opportunity to focus on culture when dealing with subjects of different ethnicity.”
- “In our county, we police based on crime committed regardless of race.”
- “We are all equal. No one is greater. Let’s get off of race. This felt like a racial conference at the beginning.”

#### ***Incorporate Mental/Behavioral Health Concepts (n=2)***

- “Add a mental health component.”
- “Behavioral/mental health concepts should be included.”