

**City of Seaside
California Violence Intervention and Prevention (CalVIP) Program**

Final Local Evaluation Report

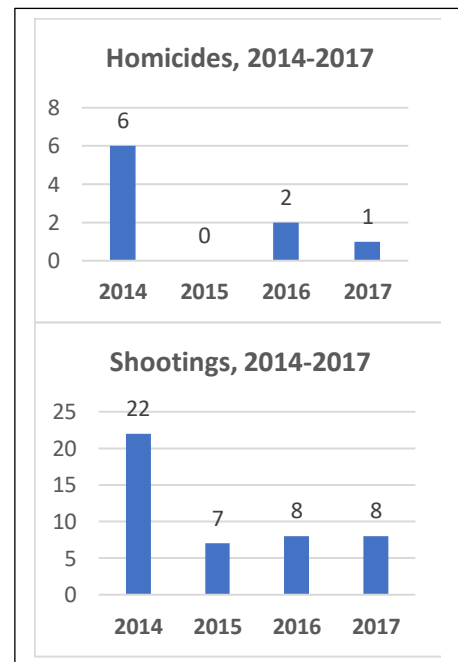
The City of Seaside was awarded a California Violence Intervention and Prevention (CalVIP) Program grant in 2018 by the California Bureau of State and Community Corrections (BSCC). The overarching purpose was to prevent and reduce violence and gang involvement among youth and young adults in Seaside and nearby areas. Seaside’s CalVIP program included over a dozen prevention and intervention services and programs provided by the Seaside Youth Resource Center (SYRC) and six community-based organizations.

The CalVIP grant was to cover two years, September 2018 through August 2020. In March 2020, most programming was suspended due to the COVID-19 pandemic and county lockdown orders, and service providers pivoted to provide classes and services virtually and by phone. Most program activities were wrapped up by August/September 2020 although the SYRC and another service provider continued into early 2021. This final evaluation report focuses on the in-person activities prior to March 2020 and their outcomes, plus descriptions of how the community-based service providers met the pandemic’s challenges.

Project Description

Background. The roots of the City’s current violence reduction, prevention, and intervention efforts stem from an unprecedented level of gang violence in 2014, when there were six homicides and 22 shootings. This violence led to a highly mobilized and engaged community pressuring the City to make the prevention of violence a top priority. The Blue Ribbon Task Force for the Prevention of Youth Violence, a regional collaborative of city and police officials, county agencies, the school district, elected officials, service providers, and community-based organizations, was formed with a focused mandate. The City successfully applied for a three-year California Gang Reduction, Intervention, and Prevention (CalGRIP) grant and used it to establish the Seaside Youth Resource Center (SYRC) and support prevention and intervention services provided by community-based organizations and county agencies.

Remarkably, the number of homicides and shootings decreased and remained low, as shown to the right. In addition, none of the homicides in 2016 and 2017 were gang-related, compared to half of those in 2014, and none of the victims or suspects were 18 or under. Fewer of the 2017 shootings were gang-related compared to earlier years as well. In early 2018, the City applied for the CalVIP grant to fund activities that will continue to contribute to the prevention and reduction of youth violence.



Overview of Seaside’s CalVIP program. The CalVIP program was supported by the \$500,000 BSCC grant award and \$500,000 in in-kind and cash match provided by the City and the funded community-based organizations. The program was housed within the Recreation Department, with the SYRC co-located with the City’s youth center. Grant funds supported the Youth Center Supervisor, who served as the program’s director, and the SYRC Activities Coordinator. The City’s match included considerable support for a summer youth employment program each year and funding the evaluation.

Community-based organizations offering youth violence prevention and/or intervention services were invited to compete for a portion of grant funds; \$250,000 in total was granted to CBOs, and they also included a 25% match in their budgets. The community organizations and their activities and services under the CalVIP program are summarized below:

Agency/Organization	Activities/Services under CalVIP
Seaside Youth Resource Center	<ul style="list-style-type: none"> ▪ Intake, referral, and case management for at-risk youth ▪ Mentoring and life skills class ▪ Community education ▪ Summer youth employment program
Community Human Services	<ul style="list-style-type: none"> ▪ Parent education classes ▪ Domestic violence intervention/counseling ▪ Supervised visitation
Community Partnership for Youth	<ul style="list-style-type: none"> ▪ One-to-one mentoring of high risk youth in a school setting
Ladies First	<ul style="list-style-type: none"> ▪ Life, social, and leadership skills program for adolescent girls of color
Partners for Peace	<ul style="list-style-type: none"> ▪ Parent education classes ▪ Parent education Facilitator Training
Restorative Justice Partners, Inc.	<ul style="list-style-type: none"> ▪ Circles, respect agreements, and conflict resolution in alternative school settings ▪ Mediation
The Village Project, Inc.	<ul style="list-style-type: none"> ▪ STEM after-school enrichment program

Goals and objectives. The goals and objectives of the CalVIP project were:

Goal 1. Provide a wide range of services to at-risk youth and their families to reduce risk factors for violence and increase protective factors. Objectives:

1. Provide assessment, referrals, and case management to at least 240 youth.
2. Provide parenting classes and domestic violence services to 368 or more parents of at-risk youth.
3. Provide prevention and/or intervention services to 320 or more at-risk youth.
4. At least 85% of youth and parent participants will report positive changes in specific personal areas (e.g., self-confidence) and life skills (e.g., parental control, communication).

Goal 2. Reduce the number of probation violations, arrests, and school discipline problems for youth who participate in the proposed programs and youth whose parents attend parenting classes. Objectives:

1. Youth participants will have fewer probation violations, arrests, office discipline referrals and suspensions than non-participating youth in the six months following program participation.
2. Central Coast High School students will have fewer office discipline referrals and increased attendance each school year.

Goal 3. Reduce violence in the City of Seaside. Objectives:

1. Host monthly Information Sessions on topics related to violence prevention.
2. Host at least six prevention/education events or forums each year.
3. Reduce the rate of Part I violent crimes by 5% annually.

Evaluation methodology. The goals and objectives were assessed through a comprehensive evaluation with process and outcome measures. The evaluation was challenging to carry out given the large number of organizations and activities involved, the normal difficulties of gathering sensitive outcome data from schools and probation agencies, and the abnormal difficulties of data collection caused by the pandemic. When program activities went virtual in Spring 2020, we continued to document processes but did not assess outcomes for the activities that were being delivered virtually for the first time.

The process evaluation documents program services, activities, and immediate outcomes through records collected from the service providers, observations of classes and events, and interviews with key staff. The information collected included the number and description of each major activity, number of participants, characteristics of participants (age, gender, ethnicity, etc.), dropout and completion rates, and, where available, self-reported changes in attitudes, knowledge, and/or skills by participants.

The short-term impact of the CalVIP program activities proposed were changes in the number of probation violations, arrests, and school discipline problems (referrals to the principal (known as office discipline referrals) and suspensions) for youth who participated in proposed programs and youth whose parents attended parenting classes. This required obtaining informed consent from parents and youth over 18. For several programs, informed consent was not obtained because the organization felt it would put a chilling effect on their small community programs, parents were unwilling to participate, or the consent process was never made part of intake.

Assessing short-term impact was also complicated by the broad service area of the organizations. The Monterey County Probation Department and Monterey Peninsula Unified School District both extracted and provided data for the outcome evaluation. The school district

and probation department were given the youth's name and date of birth, but no information regarding whether they completed or dropped out of the program. These short-term outcome data were collected for six months before program participation and six months after program participation.

Short-term outcome data were also not sought for programs that were closed early in the CalVIP program and those that were added later. Due to these myriad issues, the evaluation was unable to assess the short-term outcomes of a number of programs, particularly the small ones.

Annual school-wide outcome data on suspensions and attendance were graciously provided by the Central Coast High School principal to reflect on the work of Restorative Justice Partners. For community-wide outcomes, the Seaside Police Department assisted the evaluator in extracting data on violent crime and shootings from 2017 through 2020.

Program Activities and Immediate Outcomes

Seaside Youth Resource Center (SYRC). SYRC was established in late 2015 under the CalGRIP grant. It is co-located with the B.J. Dolan Youth and Education Teen Center, which offers after-school, Saturday, holiday, and summer activities for middle and high school youth.

SYRC's primary services are providing intake and assessment, referrals, and case management services to at-risk youth aged 10 to 24. Over the past two and a half years, SYRC received 232 referrals from primarily schools, parents, probation, and the police. Of these referrals, 128 resulted in in-person intakes with the youth and parent(s) and 28 less formal intakes were conducted by phone during the pandemic. For the remaining referrals (76 (33%)), the parents were hesitant to get involved, with many saying that, in effect, they could handle the problems their children were experiencing. Participation is always voluntary, but much higher if the youth's probation conditions or parents' court orders mandate involvement in prevention/intervention programs. Of the 156 intakes, 152 youth (97%) enrolled in the SYRC program and case management services were provided for most of them (144 youth (95%)). The pandemic, lockdown, and school closures in March 2020 decreased referrals to SYRC substantially. Prior to then, SYRC was handling 23 new youth each quarter; after March 2020, the quarterly average dropped to 8.

The age of the 156 youth ranged from 10 to 18, with 77% between 13 and 16 years old. A third were female and two-thirds were male. Sixty-five percent were Hispanic, 14% were Black, 12% were White, 3% were another ethnicity, and 6% were multi-ethnic. Their problems include behavior problems at home or school, truancy and/or falling grades, aggression/anger issues, drug and/or alcohol problems, gang involvement or attraction, and suicidal ideation. The newest problem seen is an increase in the use of illegally obtained prescription pills which are often laced with something else.

The SYRC convenes monthly Multi-Disciplinary Team (MDT) meetings attended by probation, police, the CalVIP community partners, and other service providers such as Sun Street Centers, a drug and alcohol addiction treatment provider. At each meeting, new referrals are discussed and next steps for helping the youth are determined. Often, however, because the

meetings are only monthly, intakes and referrals have already been done and the case status is reviewed. The service providers also provide updates regarding CalVIP youth in their programs, and the Activities Coordinator is able to follow up as needed on youth who are not participating. When the pandemic hit, the MDT meetings went virtual, which has reportedly worked well. The Activities Coordinator also reported that the number of service providers in Seaside has increased substantially since the early CalGRIP program began, but youth were accessing them less frequently during the pandemic lockdown.

22% of the youth were referred to a substance abuse treatment program and 22% of the youths' parents were referred to a parent education program. Ten percent were referred to the Behavioral Health Bureau for counseling. Other referrals were made to life skills/mentoring, job readiness services, anger management programs, and other community resources as the Activities Director worked with the youth and their families over many months.

When in-person meetings were not possible due to the pandemic, SYRC services were conducted by phone, video calls, and virtual sessions. When contact was first made with the client/family, there was an assessment of what led to the referral, needs, the home situations, etc., which is less detailed than the usual questionnaire-driven assessment. As the shelter-in-place policies persisted, SYRC worked with local schools to provide tutoring and parent support and collaborated with local organizations and churches for food and clothing distributions.

Mentoring and life skills. One of the main services provided for the youth was weekly life skills/mentoring classes conducted by the SYRC Director. These classes are based on two evidence-based guides derived from cognitive-behavioral models and are held once a week after school for clients in need of support but who cannot immediately begin other services. During the CalVIP program 99 (65% of new clients) participated in the life/skills/mentoring program. During the pandemic, the mentoring program began meeting virtually with 5-8 youth weekly.

Community education. One of the CalVIP objectives was for the SYRC to host monthly community Information Sessions related to violence prevention. The SYRC hosted 28 such sessions, all prior to the pandemic restrictions; or 1.6 per month. These workshops and forums have been on topics such as money management, bullying, and opioid addiction. SYRC supported a committee formed by the Blue Ribbon Task Force to address an increase in vaping by youth in the community. SYRC also hosted, always in collaboration with another community partner or several, events such as the annual Youth Summit, Parent University, National Night Out, and 3rd Annual My Life Story – Violence Prevention and Intervention Conference. These in-person events were not possible to convene under lockdown rules. In June 2020, the police chief facilitated a virtual panel discussion on the needs and concerns of the Latinx and African-American community in Seaside.

The community partners also hosted a robust number of community education events, 60 in all, with all but three conducted prior to March 2020. The topics are numerous, including mental health promotion and adolescent resilience. Partners have offered the community training in becoming a parent education facilitator, sexual assault counselor, and mediator, and several have hosted resource and health fairs. Community partners also educate others by presenting “Climate Reports” at Blue Ribbon Task Force meetings. Two or three service providers who provide

youth services present each month, letting task force members know what is happening in the community based on their caseloads. This very current information includes the age range of the youth served, the types of trauma or violence they have experienced, new trends in substance use, level of parent engagement, identified needs, and referrals made.

Summer Youth Employment Program. SYRC developed and implemented a summer employment for at-risk youth under the CalVIP program. The goal was to provide job readiness skills and paid employment for ten youth 15 to 18 years old each summer. In 2019, 12 youth, half female and half male, were admitted to the program and all 12 completed it. In 2020, 25 youth were admitted to the program and all 25 completed the summer program and continued to work for the City part-time until the end of 2020. Only 10 positions were charged to the grant each year and the remainder of the costs were paid by the City.

The youth received 16 hours of training in job readiness skills, finances, interpersonal and communication skills, resume and cover letter writing, job applications, and interviewing skills, and once on the job, job coaching. Pre-employment tasks included getting a fingerprint identification check, tuberculosis test, work permit, and bank account. The 2019 youth worked within the Recreation Department, assigned to programs and events such as Kids Camp, Play Land, the Teen Center, and Aquatics. They received eight weeks of employment, earning \$13/hour. In 2020, the hourly wage increased to \$15/hour and the youth worked in the Recreation Department, City Hall, and other city departments, doing park maintenance, facility maintenance, administration, and custodial services.

The Youth Program Director reported that the youth struggled with “tardiness, leaving work early, financial mismanagement, lack of communication, and distractions from family, friends, and cell phones.” In the summer of 2020, improper work attire and dealing with COVID protocols were added challenges. These difficulties were resolved with staff support and coaching, and eight of the 2019 youth returned to participate in the 2020 summer employment program.

The summer youth employment program has been continued for 2021, with an aim to hire 30-40 at-risk youth and serve them with increased programming. Over 50 applicants had applied while this report was written.

Community Human Services. CHS has a 50-year history providing mental health, substance abuse, domestic violence, and homeless youth services to low- and middle-income individuals and families in Monterey County. Under the CalVIP grant, CHS provided parent education, domestic violence intervention, and supervised visitation services to benefit at-risk youth and their families.

Parent education. Through 2019, CHS offered the evidence-based Positive Parenting Program (Triple P) curriculum to parents of children aged 4 to 10. Each session consisted of eight weekly classes designed to give parents the knowledge and skills to prevent emotional and behavioral problems in their children. Parents were taught how to encourage positive behavior, use assertive discipline, develop realistic expectations, deal appropriately and consistently with serious behavioral and emotional problem behaviors, build positive relationships with their

children, and plan ahead to avoid or manage potentially difficult situations. More specifically, the classes covered:

1. Positive Parenting – working as a group, positive parenting, causes of child behavior problems, goals for change, and tracking children’s behavior.
2. Promoting Children’s Development – developing positive relationships with children, encouraging desirable behaviors, and teaching new skills and behaviors.
3. Managing Misbehavior, Part I – the importance of clear family rules, giving clear and calm instructions, and using logical consequences.
4. Managing Misbehavior, Part II – Quiet Time, Time Out, start (compliance) and stop (behavior correction) routines, and behavior charts.
5. Planning Ahead – Family survival tips (taking care of yourself), high risk situations, and planned activities and routines.
- 6&7. (Instructor/Parents Choice) – Pathways, anger, parent traps, and child development.
8. Program close – phasing out, progress review, maintenance of change, problem solving for the future, future goals, and retrospective evaluation.

Parents were referred to the program by the courts, schools, family, self, and others. CHS held five sessions of Triple P, one per quarter. A total of 106 parents started the classes and 40 (38%) completed them.

At the beginning of 2020, CHS decided to stop offering Triple P and begin offering the evidence-based Nurturing Parenting Programs. Triple P’s material was dated, keeping up with training was costly, and it was difficult to suitably translate the program into Spanish. Nurturing Parenting Programs include 30 primary prevention, family-centered, trauma-informed classes for families with children aged 0 to 12. CHS offers two of them, Community-Based Nurturing Parenting Education, which is oriented toward primary prevention, and Nurturing Skills for Families, which is considered secondary prevention or intervention.

Community-Based Nurturing Parenting Education is designed to empower individuals and families with new knowledge, beliefs, strategies, and skills to make good and healthy lifestyle choices. Class series are 12 weeks long and cover the following 10 topics:

1. Understanding Feelings
2. Alternatives to Spanking
3. Communicating with Respect
4. Building Self-Worth in Children
5. Praising Children and their Behavior
6. Ages and Stages of Growth for Infants & Toddlers
7. The Philosophy and Practices of Nurturing Parenting

8. Learning Positive Ways to Deal with Stress & Anger
9. Understanding and Developing Family Morals, Values and Rules
10. Ways to Enhance Positive Brain Development in Children and Teens

Nurturing Skills for Families is designed for families experiencing moderate levels of individual and family dysfunction and aims to stop the dysfunction and engage families in the process of building positive nurturing beliefs, knowledge, and skills. Class series are 24 weeks long and cover the following topics:

1. Program Orientation
2. Philosophy and Practices of Nurturing Parenting
3. Children's Brain Development
4. Expectations and Development of Children
5. Keeping My Children Safe
6. Trauma Informed Parenting
7. Establishing Nurturing Parenting Routines
8. A Celebration of Culture
9. Cultural Values/Cultural Parenting Practices
10. Developing Empathy
11. Recognizing and Understanding Feelings
12. Helping Children Learn to Handle Their Feelings
13. Problem Solving and Decision Making, Negotiation and Compromise
14. Understanding Discipline
15. Developing Family Morals and Values
16. Developing Family Rules
17. Rewarding/Praising Children For Their Behavior
18. Alternatives to Spanking/Time Out
19. Verbal and Physical Redirection
20. Ignoring Inappropriate Behavior / Building Personal Power
21. Helping Children Manage Their Behavior
22. Keeping Kids Drug Free
23. Understanding and Handling Stress
24. Stress and Relaxation/Program Review

The first Nurturing Parenting Program was launched with 17 parents in early 2020, then had to be stopped when the pandemic struck. Most of the parents were ordered to attend by the court/DSS. CHS re-launched the program several months later, offering it virtually via Zoom. One online class was observed. The topic was brain development, starting with infants and moving to how teenage brains work. The participants became much more engaged when the teen stage was reached, though they laughed at a video that seemed to date from the 1950s. Generally, the information presented was at a high level, accompanied by simple graphics that made constructs clear. By the end of 2020, 97 parents had enrolled in a Nurturing Parenting class and 23 (24%) completed it; completion rates are likely impacted by the switch from in-person to online classes.

Domestic violence intervention counseling. Domestic violence counseling was offered in female-only and male-only groups on a weekly basis. The sessions aim to prevent the recurrence

of domestic violence and are 90-minute group psycho-educational counseling sessions using the Duluth Model curriculum which focuses on anger management, communication, and coping skills. Most participants (79%) were male, and most were mandated to attend as part of their probation conditions. Over half were aged 26 to 44; 25% were 45 or older and 23% were 25 or younger. The ethnicity of 9% of the participants is not known; the remainder were Hispanic (49%), White (25%), Black (9%), multi-ethnic (9%), and other ethnicities (8%).

From the start of the grant through 2019, 130 individuals participated in the domestic violence counseling. Completion is a high bar, requiring a full year of attendance in the program; there were 21 completions in the 2018/19 fiscal year. 25 additional individuals joined the program in 2020. In March 2020, in-person groups ended and the program went virtual and the number of participants decreased.

One female and one male counseling session by Zoom were observed. Online rules are strict, with audio and video required to be on and participation mandatory. The men's group had 15 participants, three of them zooming in where they could from a car, outside at work, and on security patrol. The central topics were decision-making and power-sharing, and participation was good although Zoom-limited. The women's group had five participants and covered the dynamics of power, control, and isolation, with some of the discussions instigated by homework from the previous week.

Supervised visitation. To promote healthy relationships between kids and non-custodial parents, CHS provided one to two supervised visits per week for parents. These parents were either court or probation-ordered to participate or were participating on their own initiative in order to improve their legal position. CHS supervised multiple visitations for 48 parents between September 2018 and March 2020 when in-person meetings had to end.

Community Partnership for Youth. For thirty years CPY has provided Seaside's youth with positive alternatives to gangs, drugs, and violence, while reinforcing individual strengths. With CalVIP funds, CPY expanded its mentoring program for high risk youth at Colton Middle School. The participating youth are identified by the on-campus counselor and have significant attendance problems and failing grades. Among the 11 students being mentored in late 2018, they had 65 absences, six suspensions, and had been removed from class 11 times the previous year. During the 2018-19 school year, CPY mentored 34 students in total; 18 were male and 16 were female. Most (91%) were from low-income families. Most (24 (71%)) were Hispanic, seven (21%) were White, and three were multi-ethnic.

During 2018/19, the mentors tended to be assigned more students who needed academic support rather than those who had life and behavioral challenges. Mentoring was focused on enabling each student to attend school more, be in class consistently, and maintain or raise their grades. During the 2019/20 school year, mentors were able to see students who needed additional support of various kinds.

Young adult staff worked with 3-4 youth at a time, providing one-to-one mentoring, tutoring, and skill building in time management, organizing, and other learning-related skills. During normal school years, the mentors saw the youth during lunch hours and in study halls, and

attended classes to observe behavior within the classroom. The mentors have worked at Colton Middle School for five years and after much effort and changes in administration, they have developed good working relationships with the administration and teachers. They are able to share insights and suggest strategies that may positively affect students.

In March 2020, all on-campus activities came to a close due to COVID. Mentors began calling their mentees every week and continuing to mentor, and helped families with food distributions, testing sites, internet access, and distance learning. Mentors worked with students to help them to discipline themselves to get schoolwork done remotely, and with the help of Loaves, Fishes, & Computers, were able to get everyone their own Chromebooks. Mentors reported that this “pause in life” has been positive for some youth. Several of the mentees have enjoyed having a chance to be by themselves and be less influenced by friends.

The mentors also developed a weekly virtual leadership class based around the Youth Empowerment Solutions (YES) curriculum. The class was implemented in the summer of 2020 and included relevant topics such as mental wellness, time management, cyber bullying, and nutrition and health. The class, conducted through Google Chat, on nutrition and health was observed. Four students and their mentors participated, following a curriculum that covered healthy and unhealthy foods, what snacks students eat while doing their homework, “brain food,” and nutrition objectives. The students were given a no-bake healthy cookie recipe with a suggested activity to make cookies for their family.

Three mentors have been with CPY and at Colton for the full five years. Two others were involved in mentoring early during the CalVIP period and have since moved on. These mentors have provided support to 42 high risk youth over the two year grant period. Pre-pandemic, a dozen youth were actively mentored at a given time. When the pandemic hit and virtual mentoring began, the caseload rose to a steady 21.

Ladies First. Ladies First is a Seaside-based non-profit established in 2010 to provide services to low income adolescent girls of color in the city to reduce the risk of dropping out of school, teen pregnancy, gang involvement, and victimization. With CalVIP funds, Ladies First planned a 10-week program with weekly 3-hour sessions led by professionals covering topics such as healthy habits, relationships and violence, self-esteem, effective communication, and others. They had also hoped to host a community-wide social justice forum but it was derailed by the COVID pandemic.

Ladies First held most activities at Del Monte Manor, a 192-unit low income and Section 8 apartment complex, where the organization also has office space. A \$30 million renovation of the complex was undertaken in 2020.

Ladies First’s young participants are Del Monte Manor residents. In January 2019 Ladies First hosted a community forum to assess their program and learn how they could better serve the young ladies.

Ladies First held “Empowerment Workshops” in May and June 2019, hosting five sessions with two topics part of each session. The topics were etiquette, The Power Within

(empowerment), self-esteem, spirituality/morals/values, hygiene and health, dress for success skin and hair care, interpersonal relationships, the adolescent body, and career and goal setting. The participants also learned about recycling and participated in a beach clean-up.

In January 2020, Ladies First conducted a social equity workshop and the participants created posters and signs and later participated in Seaside's annual MLK March. In February, the young ladies attended Super Saturday at California State University at Monterey Bay, toured the campus, and attended a student-led workshop. They also attended a Poetry & Arts Black History program at Seaside City Hall and attended a Black Gala event at CSUMB. Prior to the gala, Ladies First conducted a workshop on professional attire and the young ladies dressed up nicely to attend the event. In March 2020, the participants discussed the importance of community involvement and attended a City Town Hall and City Council meeting.

When shelter-in-place policies began in March 2020, Ladies First transitioned to online communication and technology. One-to-one check-ins with participants were made and Ladies First ensured that the girls had Chromebooks and internet access. Ladies First put together care packages for those most impacted and provided the participants with plenty of information on resources. They also worked with the girls to have them initiate check-ins with neighbors and seniors living alone in the community. In June, Ladies First held a workshop and weekly conversations with the young ladies around racial and systemic injustices. This segued into Seaside's Juneteenth Jubilee where the girls participated by tabling, mime dancing, and learning about voter registration and the census purposes and process.

During the remainder of the grant period, Ladies First had individual meetings with the girls and their parents and identified families in need of COVID relief funding and supplies. The young ladies participated in the NAACP Youth Annual Backpack Giveaway drive-by, including helping to purchase backpacks and supplies, and volunteered at weekly food drives.

Nine young ladies completed the program in 2019. They were between the ages of 11 and 16, and 80% were African-American. In the first six months of 2020, 20 youth were involved. The program encountered several challenges, with the target group of girls busy with many other activities and liking to sleep in rather than come to a Saturday morning workshop. No staff were supported with grant funds; rather all work as volunteers. Program leadership changed during the grant period, with the primary director working long distance.

Partners for Peace. Partners for Peace, a 28-year-old non-profit focused on building strong families for a peaceful community, offered the Seaside community three parent education classes under its CalVIP program. Partners for Peace has conducted these classes for at least 5-6 years in Salinas, through the Silver Star Resource Center, and, with CalVIP funds, reached out to Seaside and nearby communities for the first time.

The Parent Project. Partners for Peace brought the evidence-based *The Parent Project* to Seaside, encompassing the Changing Destructive Adolescent Behavior (CDAB) and Loving Solutions series of classes. CDAB is also referred to as The Parent Project, Sr. and Loving Solutions as The Parent Project, Jr. Partners for Peace's Executive Director has been nationally recognized by the developers of *The Parent Project* for her excellence in maintaining high

fidelity in implementing classes and achieving high retention rates. She is a certified Trainer of Facilitators for *The Parent Project*, and with the program founders, developed the National 24-hour (six 4-hour zoom sessions) Parent Project curriculum, which has now been delivered nine times to 360 facilitators nationwide.

Partners for Peace widely disseminated flyers on its Seaside classes and parents were referred to the program by themselves, pastors, school personnel, and probation and police officers. To build support in Seaside, numerous, consistent meetings were held with new partners, venues, and key leaders of the Seaside community.

The CDAB curriculum provides parents with concrete solutions and skills to address the most destructive behaviors of 11-17 year-olds, such as gang involvement, truancy, violence, drugs, and bullying. The first six weeks of the program lay the foundation for change, and the second six weeks focus on supporting changes and improving relationships. Each week a two- or three-hour class is offered, in the evening, with a potluck dinner. Classes are taught in English or Spanish. The themes for each week are:

1. Understanding our children.
2. Addressing problematic behavior.
3. A parent's formula for success.
4. Adolescent drug use.
5. The out-of-control child.
6. Relationships and developing action plans.
7. Finding help and support.
8. The dynamics of change.
9. Managing conflict in the home.
10. Active listening.
11. Consistency.
12. Putting it all together and making it work.

The Executive Director of Partners for Peace trains the facilitators and closely monitors each delivery of the curriculum to ensure the fidelity of the evidence-based program. Optional parent support groups are coordinated following each program. They have been challenging to create and maintain, but Partners for Peace has refined strategies over the years and incentives, recognition, and the offering of food have led to parent-led support groups following all Seaside classes. Two in-person and two virtual CDAB classes were observed. In virtual classes, participants are split into groups via breakout rooms to work through various lessons without a facilitator, then brought back together for discussion.

CDAB classes in Seaside began with two large classes held at San Pablo Church, co-facilitated by the pastor and another facilitator, both conducted in Spanish. Thirty parents were enrolled in the two classes. Two additional classes were held at the Soper Community Center in 2019, enrolling nine parents. A third class was also held at San Pablo Church. Of the 48 parents who enrolled in these in-person classes, 27 (56%) "graduated," meaning they attended at least eight of the ten sessions. The graduation rate increased to 67% if households rather than individuals are counted (i.e., in some cases, both Mom and Dad start the course and then one of

them stops attending sessions).

In March 2020 when shelter-in-place began, 40 referrals had been received for CDAB and Loving Solutions classes to start in April. The classes were put on hold until virtual delivery could be worked out.

Partners for Peace tested the Zoom technology in their Salinas classes and achieved a 75% retention rate. In the last quarter of 2020, eight parents started the first CDAB class by Zoom in Seaside and six (75%) graduated.

Of the total of 69 parents participating in CDAB classes through June 2020, over half (57%) were between 22 and 25 years of age, 39% were aged 26 to 44, and 3% were over 45. Sixty-eight people (99%) reported they were a single ethnicity, and 94% of them were Hispanic. The majority of participants, 77% were female.

Loving Solutions is a prevention program for parents of difficult 5-10 year-olds. It is also a ten-week program followed by parent support groups and is taught in English or Spanish. The ten 2-hour sessions are based on cooperative learning norms with group learning activities in a workbook format. Home practice assignments provide parents with help in making changes at home. The sessions cover:

1. Parenting the strong-willed child.
2. Parental influence.
3. Encouraging positive choices.
4. Redirecting negative choices.
5. Structuring for success.
6. Improving school performance.
7. Concrete solutions for tough kids.
8. Sleep, diet, and behavior.
9. Stay the course.
10. Recognizing and supporting success.

In February 2019, Partners for Peace conducted a Parent Project Facilitators training, a five-day, 40-hour training workshop which was attended by the program develops, Dr. Roger Morgan and Mr. Ralph “Bud” Fry. Twenty new facilitators were trained, six of them from Seaside.

Partners for Peace had a difficult time getting referrals and attracting parents to Loving Solutions classes; few parents were referred to them by the SYRC. Several classes were scheduled, then canceled when enrollment remained low. A successful virtual Loving Solutions class was launched in late 2020 with 13 participating parents. Twelve (92%) graduated. A second class started in March 2021 with 12 parents.

Strengthening Families Program. At the end of the project’s first year, Partners for Peace changed tactics and planned to offer the Strengthening Families Program (SFP), due to a waiting list for that program in the Seaside area as well as the difficulties in recruiting parents for Loving Solutions. SFP was originally proposed to be delivered by CPY, which has offered the program

many times, but the responsibility was gladly transferred to Partners for Peace. CPY provided ongoing support in recruiting parents and delivering course materials. Three facilitators are required for each delivery of a class and with only one certified SPF Facilitator available, a new Facilitators Training was scheduled for three days of in-person training in March 2020. It was finally conducted virtually, over three days in January 2021. Twelve new facilitators, eleven of them bilingual, were trained.

SFP is an evidence-based family skills training program for young teens aged 10 to 14 and their parents/caregivers. It aims to reduce problem behaviors, delinquency, and substance use in youth, and improve their social competencies and school performance. The classes focus on parenting skills, youth life skills, family practice times, and group leader coaching. A session of SFP consists of 2.5 hour classes held once a week for seven weeks. The parents and youth meet separately for an hour, then come together for family exercises and discussion. When held in-person, the classes often start with dinner provided by the parents. The topics covered are:

Topics Covered by the Strengthening Families Program			
	Parent session	Youth session	Family session
	Orientation and registration		
1	Love and limits	Having goals and dreams	Supporting goals and dreams
2	Making house rules	Appreciating parents	Appreciating family members
3	Encouraging good behavior	Dealing with stress	Using family meetings
4	Using consequences	Following rules	Understanding family
5	Building bridges	Dealing with peer pressure	Building family communication
6	Protecting against substance abuse	Peer pressure and good friends	Family and peer pressure
7	Getting help for special family needs	Reaching out to others	Putting it all together

Two Zoom classes were observed. Breakout rooms were used to separate the parents and youth into two groups to work separately with a facilitator for an hour. They are then brought back together for a group discussion or further skill building. One video observed on how to organize a family meeting was quite dated – from 2005 – striking one youth as “lame.” Virtual classes limit interaction substantially, inhibiting participants from practicing skills. One observed class was the final class of the session and ended with the participants presenting projects they had made, typically an artistic version of a family tree, and seeing their certificates, which they will receive by mail.

Two SFP sessions were held virtually, one in English and one in Spanish, in June-August 2020. Twenty-one parents started the classes and 14 (67%) completed them, and a similar number of their children were involved. In January-March 2021, 13 parents started a SFP session and 10 (77%) completed it.

Forward Together/Avanzando Junto Initiative. Partners for Peace also collaborated with the Monterey County Behavioral Health Department and Alliance on Aging to offer eight 30-minute Loving Solutions workshops and eight 30-minute CDAB workshops by Zoom or landline. Called the *Forward Together/Avanzando Junto Initiative*, the Spanish and English workshops were delivered twice daily. These brief workshops provided parent education to a wide audience, provided facilitators practice with delivering training virtually, and gave parents and caregivers an idea of what the full courses are about.

Challenges to delivering parent education in a pandemic. The Executive Director and parent education facilitators at Partners for Peace have cogently reported the challenges of delivering parent education classes during a pandemic, when no in-person contact is possible. Curricula had to be adjusted to conform to virtual delivery, and facilitators had to be trained to deliver it. Parent orientation was conducted by Zoom, with one-to-one orientations provided to pre-literate participants. Class materials were either mailed to participants or arrangements were made to have the class materials picked up at San Pablo Church, while maintaining social distancing and using protective gear and protocols.

The technology was a barrier for some families. Parents/caregivers had to learn a new style of adult learning. A number of families had limited access to wifi and less than adequate computer power. Some could not see the videos, but could only listen to them. It was challenging to recruit families and maintain their participation once recruited. These challenges included parents working late and youth stating that they were tired of being online all day. Partners for Peace program managers worked diligently to keep parents and youth involved through phone calls, in-depth assistance about the logistics involved with virtual classes, and incentives such as gift cards to Jamba Juice or Starbucks. They also ramped up marketing and outreach, using flyers, posters, announcements at meetings, and social media. Referrals from other agencies decreased as they themselves dealt with the pandemic and experienced staff layoffs and staff working remotely. In spite of these extra efforts, the number of parents registering for classes and seeing them through to end remained below Partners for Peace's expectations.

Restorative Justice Partners, Inc. Restorative Justice Partners (RJP) is a 20-year old organization dedicated to bringing victims, offenders, families, and other stakeholders together in a restorative justice process to enable offenders to understand the impact of their actions and provide victims a voice in the restitution. Their "RJ in the Schools" initiative was started in 2010, implemented in Seaside's two alternative high schools in 2016 under the CalGRIP program, and includes professional development for staff, peer mediation training for students, and practical tools for building community and finding solutions.

Under the CalVIP program, RJP continued and expanded work with Seaside's alternative middle and high schools, Central Coast High School and Community Day Schools, to integrate and strengthen restorative justice principles into the school environment and campus culture. Both student bodies are predominately at-risk youth aged 12 to 19. RJP provided direct services to 175 students and staff during the two-year project, including:

- *Circles.* Circles are processes used to build community and resolve conflicts, where participants speak and listened with respect and honor confidentiality. Between the project start date and March 2020, RJP facilitated over 130 circles at the schools. About 80% were community-building circles designed to encourage connectedness, empathy, and communication among students and teachers. The other 20% of the circles were solution-finding circles which addressed conflicts between students and teachers or students and students. The evaluator participated in one community-building circle.
- *Mediation.* RFP facilitated a small number of mediation hearings, fewer than 10, to resolve individual disputes. RJP also trained ten 12th graders in peer mediation. Four in-

person sessions were held pre-pandemic and RJP developed Zoom modules to complete the training.

- Ongoing planning, training, and relationship building with school administrators, faculty, and staff to improve school climate through restorative justice practices.

With support and training from RJP, school staff have gained the capacity to facilitate circles and conduct mediations on their own, and were increasingly doing so at the close of the project.

In March 2020, RJP transitioned to providing virtual services. Information on restorative justice interventions specifically aligned with COVID-19 responses were distributed to adult stakeholders throughout the Monterey Peninsula Unified School District. Teacher and administrator trainings on continued care during distance teaching and mediation support were provided by Zoom and PowerPoint, and RJP responded to equity issues surrounding technology, health considerations, poverty, criminalization, working from home with families together, and food insecurities. Resource materials such as Respect Agreement and Home Respect Agreement templates, five Family Circle prep sheets, and Effective Communication packets were disseminated to families at home. Respect Agreements enable conversations between individuals to identify and agree to expectations for respect on the school campus or at home.

The Village Project, Inc. The Village Project was founded in 2008 to provide free culturally specific, therapeutic, and educational services for the historically underserved populations in Monterey County, with a primary focus on Seaside’s African-American and Hispanic communities. Under the CalVIP project, The Village Project implemented robotics and enriched the science, technology, engineering, and math (STEM) components of its after-school and summer academies primarily for upper elementary and middle school students. Funds were used to support part-time math and robotics instructors and field trips for the students.

When the STEM program activities began in late 2018, 44 students were enrolled in the after-school academy and all of them wanted to be involved in STEM and their parents agreed. The academy has a capacity of 50 and has always been near or a tad over capacity. Just over 70% were ten years old or younger, 18% were aged 11 to 12, and 11% were over 13. Sixty-one percent were Black, 11% were Hispanic, and 25% identified as having multi-ethnicity origins; 2% were White or American Indian/Native American. The students were close to equally split between girls and boys, with 44% girls and 56% boys.

The students were schooled in math, science and robotics, and in the first year completed a group project of building a robot. As the guest of the Chevron Foundation, they were admitted into the Foundation’s “STEM Zone” where they had hands-on experience with various STEM activities. At the invitation of Black professors, the students attended a STEM exhibit by Bay-area middle schoolers, talked to the presenters about their projects, and had lunch with professors who discussed the important of STEM projects and encouraged the group to go to college.

In March 2019, the Academy students were special guests of the “Bay Bots,” a robotics club from Seaside High School, at a national competition for Robotics that the high school hosted. The Bay Bots had visited the Academy two weeks prior to the event to demonstrate how to make

and operate a small robot. This was the start of a continuing relationship where the robotics club came to the Academy on a frequent basis to work with the students to build a robot.

Summer 2019 events included a field trip to the Monterey Bay Aquarium, a beach trip to learn about ocean stewardship, golf at the Poppy Hills course in Pebble Beach, trips to parks to understand architecture in urban planning, a trip to the swim center involving kinesiology lessons on anatomy and muscle movement behind the art of swimming, hikes, Bay View Science Day, and a visit to the Youth Arts Collective Studio.

In March 2020 when schools closed and shelter-in-place began, the after-school academy was closed. In May, students were engaged in daily virtual math and science classes with tutors providing support, and every Friday the group met virtually to discuss current events and their correlations with today’s technology and science.

Program Outcomes

Immediate outcomes of prevention/intervention activities. The evidence-based parent education classes all involve post-class evaluations by the participants, although these have reportedly been difficult to collect after online classes. Results are presented below for the Changing Destructive Adolescent Behavior program. Results from Triple P programs were not requested since the program was replaced, nor were results from other classes launched virtually during the pandemic.

Item	Average “before” score	Average “now” score
Discipline	2.55	4.23
Communication	3.03	4.42
Relationship with my youth	3.00	4.45
Knowledge of community resources	2.50	4.40
Knowledge of drugs	2.65	4.35
Knowledge of gangs	2.53	4.06
Confidence as a parent	2.97	4.45

At the end of Changing Destructive Adolescent Behavior programs, parents were asked several open-ended questions and provided ratings. Parents rated how often they did certain things “now” and “before” their participation in the CDAB program, using a scale of 1=never to 5=always. The results from three 2019 classes involving 42 parents are presented.

As shown in Tables 1 and 2, parent ratings of their own behaviors and knowledge increased in each area after their class participation. The largest increases are in the parents’ use of discipline and their knowledge of drugs, and specific strategies learned during the CDAB classes, those of taking away things as a consequence of negative behavior, doing spot checks, and using the six-step plan.

Table 2: Parent Ratings of their Behaviors After the CDAB Program (n= 42)		
Item	Average “before” score	Average “now” score
1. Every day I tell my child I love him/her.	3.79	4.79
2. I know where my child is, whom they are with, what they are doing, and when they will return.	3.96	4.70
3. When giving consequences, I take everything away for a short period of time.	2.44	4.41
4. I am consistent with consequences.	2.96	4.41
5. My child tells me what’s happening in his/her life.	3.29	4.39
6. I have the support I need to address issues with my child.	3.36	4.80
7. I feel confident in my efforts to help my child.	3.17	4.70
8. I do spot checks.	2.54	4.38
9. I avoid arguing with my child.	2.88	3.83
10. I acknowledge/praise my child’s effort.	3.21	4.67
11. I use the “Six Step Plan.”	2.17	4.17

CPY monitors progress and problems in their one-to-one mentoring program by having mentors write individual and summary reports monthly and periodically surveying mentees about their experiences. In December 2018, ten mentees were surveyed at the end of the semester. Five said they had a “very close” relationship with their mentor and five said they had a “close” relationship. Eight reported their relationship was “very successful” and two said it was “successful.” All ten said their mentor made a difference in their lives with several comments mentioning their ability to talk with their mentor, that their mentor “actually pays attention” to what they say, and that they are listened to.

Short-term outcomes of prevention/intervention activities.

CDAB parent education classes. School and probation data were sought for the youth whose parents attended in-person CDAB classes, for the six months prior to the classes and six months after them. The school data included the number of:

1. Referrals to the principal’s office (office discipline referrals or ODRs) for major behavior issues such as dangerous or potentially dangerous actions, intense and serious physical aggression, theft, and bullying.
2. Referrals to the principal’s office for minor behavior issues such as disrespect, tardiness, and dress code violations.
3. Days suspended from school.
4. Days truant from school.

Of the 33 unduplicated youth whose parents were involved in the first three CDAB classes, school data were available for 27 of them. Five youth were not enrolled in MPUSD schools either pre- or post-program and one youth was enrolled in a Salinas school. In the table below, the average number of each outcome measure for youth whose parents graduated from the CDAB program (defined as attended eight or more of the ten classes) and youth whose parents did not graduate are presented. The reader is cautioned that these results are based on quite small numbers.

	Pre-CDAB, Average number per youth				Post-CDAB, Average number per youth			
	Major ODRs	Minor ODRs	Days suspended	Days truant	Major ODRs	Minor ODRs	Days suspended	Days truant
Graduates (n=17)	.24	.94	.35	7.88*	.24	.41	.35	5.06*
Dropouts (n=10)	.40	.60	.60	2.20	.10	.14	.00	1.90

- With the one outlier removed, the days truant are 2.31 (pre) and 2.25 (post).

One youth in the graduate group was truant 97 days in the six months prior to their parent attending classes (i.e., every school day was missed) and truant 50 days in the six months after the program. While the youth’s truancy was reduced by half, these numbers are very unusual. The next highest number of days truant was 13, and every other number of days was in single digits. Removing this outlier results in a more typical 2.31 days truant pre-CDAB and 2.25 days truant post-CDAB.

No significance tests were conducted with these small numbers. Each outcome measure for the graduate group decreased or remained the same from the pre- to the post- period. Similarly, all outcomes for the dropout group decreased from the pre- to the post-period, in all cases to lower numbers than the graduate group. To examine these results more closely, the dropout group was split into those whose parents attended six or seven CDAB classes (n=7) and those whose parents attended four or fewer classes (n=3, with parents attending four, one, or no classes). As shown in the table below, the post-program scores of the youth whose parents attended four or fewer classes were higher than the other groups for major ODRs and days truant, but at no minor ODRs or suspensions, they fare better than the youth whose parents completed 8-10 classes.

	Pre-CDAB, Average number per youth				Post-CDAB, Average number per youth			
	Major ODRs	Minor ODRs	Days suspended	Days truant	Major ODRs	Minor ODRs	Days suspended	Days truant
Completed 8-10 classes (n=16)*	.25	1.00	.38	2.31	.25	.44	.38	2.25
Completed 6-7 classes (n=7)	.29	.57	.86	1.29	.00	.14	.00	1.14
Completed 4 or fewer classes (n=3)	.67	.67	.00	4.33	.33	.00	.00	3.67

Probation data for the youth were obtained for the two primary types of probation violations:

1. “602s” – criminal offenses committed by the youth, which may be misdemeanors or felonies.
2. “601s” – status offenses committed by the youth, that if committed by an adult would not be a crime (i.e., truancy, possession or use of alcohol or tobacco).

As shown in Table 5 below, the youth of parents in the CDAB classes had very little involvement in the juvenile justice system, confirming that the major referral source are schools and parents themselves (about a half a dozen of the youth of the first 38 parents were referred to CDAB by probation). Only two youth committed probation violations, 601s, in the six months prior to their parents’ attendance in CDAB classes. None of the youth had probation violations in the six months following their participation.

	Number of probation violations Pre-CDAB		Number of probation violations Post-CDAB	
	602s	601s	602s	601s
Graduates (n=18)	0	1	0	0
Dropouts (n=15)	0	1	0	0

Restorative Justice Partners. RJP provided support and training in restorative justice practices to Central Coast and Community Day schools, but most of the circles and mediations were concentrated at Central Coast High School. Figures for the major school outcomes of suspensions, referrals to the principal’s office, and attendance are presented in Table 6, with adjustments made for in-person school ending in March 2020. Much of RJP’s work was done in the 2018-19 school year although work there began earlier. The number of suspensions, referrals to the principal, and average attendance all increased over the three year time period; only the attendance figures are good news.

	2017-18	2018-19	2019-20
Number of suspensions	13	10	22
Number of referrals to principal*	260	398	528
Average monthly attendance*	86.70%	86.90%	90.10%

*Figures for each year go through the third quarter only.

SYRC’s Summer Employment Program. School outcome data were received for the youth involved in SYRC’s 2019 Summer Employment Program. MPUSD was asked for individual data for the ten youth paid by the grant; one was not enrolled in MPUSD. The school district provided the number of the youths’ major ODRs, minor ODRs, days suspended, and days truant for the six months before the summer program and the six months after the summer program. The average number per youth pre- and post- program are presented in Table x.

As shown, the number of major and minor ODRs and days truant remained

Pre-SEP, Average number per youth				Post-SEP, Average number per youth			
Major ODRs	Minor ODRs	Days suspended	Days truant	Major ODRs	Minor ODRs	Days suspended	Days truant
.11	.56	.22	2.00	.11	.67	.00	4.33

the same when comparing post-program scores to pre-program scores or increased, substantially in the case of the number of days truant. The average number of days of suspension decreased to

0 post-program. The days truant average was almost completely dependent on one youth who was truant on 38 days post-program, compared to nine pre-program, and the uptick in minor office discipline referrals was swayed by one youth with five minor ODRs post-program. Overall, five of the nine youth had fewer negative school outcomes after their involvement in the program, one had none either pre- or post-program, and one youth's only bad mark was one day truant post-program. The two youth with the outlying days truant and minor ODR numbers both participated in the 2020 Summer Employment Program, as did six of the others.

Community-wide violent crime. CalVIP activities began in Seaside in September 2018, with some not fully implemented until early 2019. Most activities wrapped up in mid-to-late 2020 although some continue into 2021. In ordinary times, we would consider 2017 or 2018 to be the program's baseline year, with 2019 and 2020 the active years. 2020, of course, was a very unusual year. Still, we report here on violent crime in Seaside between 2017 and 2020, which is impacted by myriad forces not controlled for in this study.

The number of Part I violent crimes in the city during 2017-2020 are shown in Table 8, along with the total number of violent crimes per 100,000 residents. Although there were three homicides in 2019, overall violent crime has decreased in Seaside since 2017. In 2018, there were the same number of violent crimes as the year before, but the number has dropped steadily since then, driven primarily by reductions in aggravated assaults. The per capita rate of violent crime decreased steadily from 2018 to 2020. The drop in Part I violent crime from 2017 to 2020 is 22%.

Year	Homicide	Rape	Robbery	Agg Assault	Total	Violent crime/100,000
2017	1	8	31	52	92	266.5
2018	0	13	23	56	92	268.2
2019	3	11	14	52	80	235.0
2020	0	13	17	42	72	211.5

In recent years, tracking homicides and shootings, including their number, nature, and victim and suspect characteristics (demographics, gang affiliation, etc.), has been central to assessing changes in a community's violent crime over time. For CalVIP, we are most interested in changes in the number of these violent crimes, whether they are gang-related, and whether juveniles are involved. The single 2017 homicide was not gang-related and did not involve juveniles as a victim or known suspects. Of the three 2019 homicides, one was gang-related and likely involved young adult suspects but not juveniles.

The number of shootings in the city each year for 2017-2020 are presented in Table 9. Fatal shootings are homicides committed with a firearm (CA Penal Code 187), shootings are incidents where people were directly shot at whether or not they were hit (most were) (CA Penal Codes

Year	Fatal shootings	Non-fatal shootings	Shootings into inhabited buildings/vehicles	Total
2017	1	3	5	9
2018	0	1	5	6
2019	2	3	6	11
2020	0	7	9	16

664-187 and 245(A)(2)), and shootings into inhabited buildings or occupied vehicles where no one was hit (CA P.C. 246). The total number of these shootings decreased from 2017 to 2018, then slowly began to rise to a total of 16 in 2020.

Many thought pandemic policies would stymie violent crime as more citizens were required to shelter-in-place, and that appeared to be the case in the months immediately after the March 2020 shutdowns. Then shootings, particularly gang-related incidents, began to increase. Of the seven non-fatal shootings in 2020, three of them are known to be gang-related and the remainder appear likely to be. Most had to do with hostilities between Hispanic Norteños and Black Crips. The majority of both victims and suspects were young male residents. Two shootings involved victims under 18 and three incidents involved suspects believed to be juveniles. One incident involved a 52-year-old victim and in another there were two older adults and a juvenile in a vehicle that was shot at. All other known victims and suspects were either juveniles as already mentioned or young adults aged 18 to 21.

In 2019, each of the three non-fatal shootings were gang-related and one involved a 17-year-old victim and an 18-year-old suspect. Those involved in the other shootings were in their late 20s and early 30s. In 2018, there was one non-fatal shooting involving a young adult which may have been accidental, and it was unclear whether it was gang-related or not.

Summary and Conclusions

The City of Seaside implemented and maintained a robust CalVIP program with myriad youth violence prevention and intervention services, half of it conducted amid the incredible challenges posed by the COVID pandemic. The ability of the service providers to quickly move to providing their services virtually was astounding. Meeting by Zoom and other virtual platforms was not like service delivery in person, but it enabled providers to continue to meet individual and community needs. Many of the organizations also immediately became involved in helping their target families cope with distance learning, technological difficulties, food insecurity, stress, and other effects of the pandemic and lockdown.

The process evaluation did a decent job of documenting all the moving parts of the activities led by seven organizations, but the outcome evaluation was not conducted as fully as originally designed. Limited immediate and short-term outcome data were gathered due to changes in programs over the course of the two years, lack of consent because of program failures or parent reluctance, the simple inability to follow-up youth from so many different schools, and a bit by not being able to collect data face-to-face.

The service providers achieved the majority of the goals and objectives of the project in spite of operating during a pandemic; there were shortfalls on just a few. The Seaside Youth Resource Center did not quite reach its goal of providing assessment, referrals, and case management to at least 240 youth, but it came close, handling 232 referrals and enrolling 156 youth. The summer employment program, which successfully employed 35 youth, exceeded its expectation of serving ten youth per year.

Community Human Services and Partners for Peace enrolled over 330 parents in five different types of parent education classes, although graduation rates were lower than previous research and experience would expect. CHS provided domestic violence counseling or supervised visitation to over 200 parents. Together, these programs served 534 parents of at-risk

youth, exceeding the goal of 368.

Community Partnership for Youth, Ladies First, Restorative Justice Partners, The Village Project, and Partners for Peace's Strengthening Families Program provided prevention or intervention services to an estimated 334 youth, exceeding the goal of 320. CPY provided valuable one-to-one mentoring to very high risk middle schoolers. Ladies First provided empowerment workshops and many field educational experiences to young ladies of color. RJP worked in Seaside's alternative middle and high schools, conducting community building and solution seeking circles and mediation hearings, while training school staff and youth how to do it themselves. The Village Project provided STEM teaching and support to elementary and middle schoolers and actively engaged them in robotics.

Positive changes in personal areas and life skills were reported by all of the participants surveyed by Partners for Peace and CPY. Similar immediate outcomes for the other services were not analyzed, but most of the programs have some sort of post-program query of participants regarding their satisfaction with the program and the benefits they have gained. Previous evaluations of several of these programs funded by CalGRIP found these self-reports to be very favorable.

The short-term outcomes of CDAB classes were analyzed, with mixed results. The school outcomes for the youth of CDAB graduates decreased or remained the same six months after the program compared to pre-program rates, but those of dropouts did also and in larger amounts in some cases. A few CDAB classes, fewer than the eight required for graduation, can have positive impact. Also, the youth of CDAB graduates committed no probation violations in the six months following their parents' participation. Most of the youth in the 2019 summer employment program had positive school outcomes after the program compared to before their participation. School outcomes at Central Coast High School, where RJP concentrated restorative justice activities, were also mixed. Suspensions and referrals to the office increased; on the positive side, so did attendance.

The City of Seaside, SYRC, and Blue Ribbon Task Force admirably met their goals to provide the community with information and education on violence prevention. Most of it occurred pre-pandemic through focused workshops and forums and broad-based events such as the Parent University. Yet community education continued in our new virtual world, through Climate Reports at Task Force meetings and community-wide Zoom events such as the Listening Sessions on Latinx and Black needs and concerns.

Significantly, sustainability and institutionalization were achieved in important programs. The SYRC, its after-school mentoring program, and summer employment program for youth are now fully funded by the City. RJP has trained school staff to conduct circles and organize mediation hearings, and they are doing so on their own. Partners for Peace now has in-house capability for training of trainers for *The Parent Project* programs, and through CalVIP, has trained 18 new facilitators in Seaside for parent education classes.

Community-wide, Part I violent crime decreased substantially during the CalVIP years. From 2017 to 2018, there was no change, then a drop of 13% in 2019, helped by a sizable reduction in

robberies, and a further decrease of 10% in 2020, largely attributable to a decrease in aggravated assaults. Yet very concerning is the large increase in the number of shootings from 2018 to 2020, from six to 16, and the number that involved juveniles and were gang-related. The 2020 shootings were likely all gang-related, due to ongoing conflict between Norteños and Crips. With the exception of three adult victims, the victims and suspects were juveniles or young adults.

In summary, the City and community-based partners successfully provided high quality violence prevention and intervention services for hundreds of youth and parents during an unprecedented, tumultuous time. Short-term outcome results are limited and mixed, but some positive effects were noted. Significantly, although causal attributions cannot be made, overall violent crime has decreased substantially over the past three years. Yet the rapid increase in the number of shootings in 2020 and the high level of juvenile involvement in them are worrisome. There continues to be need for the work of the Blue Ribbon Task Force for the Prevention of Youth Violence.