

City of Perris CalVIP Program PEACE Project

Final Report (Draft)

Prepared by Principal Investigator Kimberly Kirner, PhD

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1. Overview of Original Programmatic and Evaluation Plan

1.1 Project Background, Goals, and Measurable Objectives

The PEACE Project had an overarching goal to reduce and prevent violence in at-risk youth in the Cities of Perris and Hemet. Using a socioecological model, the PEACE Project provided services to youth in 7th through 10th grade through specific programmatic components in multiple locations: schools, in the community, and in the family. **The School-Based Program's** overarching goal was to increase the number of youth adopting skills and strategies that lead to resiliency to violence and reduction of recidivism. The School-Based Program's measurable objectives were:

1. **For Tier 1 students** (those with no referral for prior behavioral issues): (1) Provide 1,000 students life skills training through Botvin Life Skills curriculum across two years and (2) engage 80 students in PLUS student clubs designed to reduce bullying, suicide, and violence across two years.
 - a. Demonstrate an increase in students' understanding of life skills.
2. **For Tier 2 and 3 students** (those with a referral for prior behavioral issues): (1) Include 120 students in restorative justice circles across two years and (2) provide mentoring to 30 students per year.
 - a. Demonstrate a decrease in participants' risk for violence
 - b. Demonstrate an increase in participants' indicators of resiliency
 - c. Demonstrate a decrease in school-based behavioral problems, suspensions, and expulsions
 - d. Demonstrate an increase in participating students' connectedness (a key indicator of resiliency)

The Summer Community-Based Program's overarching goal was to provide prosocial activities for at-risk youth who have been part of the restorative justice circles and/or mentoring during the school year in order to increase their resiliency to violence. The Summer Community-Based Program's measurable objectives were:

1. Provide 30 at-risk youth an intensive summer program (camp) that focuses on more advanced life and literacy skills.
 - a. Demonstrate an increase in literacy (reading comprehension) level
 - b. Demonstrate an increase in life skills
 - c. Demonstrate a decrease in participants' risk for violence
 - d. Demonstrate an increase in participants' indicators of resiliency
 - e. Demonstrate an increase in participating students' connectedness

The Family-Based Program's overarching goal was to reduce violence in the community through parent engagement and community-scale anti-violence activities. The Family-Based Program's measurable objectives were:

1. Offer anti-violence campaign events at least twice per year in the community to engage parents in understanding risk factors for violence and how to reduce these at the household and community level.
 - a. Demonstrate recruitment for PEACE Project services.
 - b. Demonstrate engagement of families in anti-violence issues.

2. Provide case management to 40 families per year, including referrals to services in employment/financial stability, health, mental health/therapy, and other critical resources.
 - a. Demonstrate an increase in family stability (financially, socially, emotionally)
 - b. Demonstrate an increase in family resources
 - c. Demonstrate an increase in family connectedness to community
 - d. Demonstrate an increase in parent engagement with at-risk youth

1.2 Interventions

Youth who were engaged in the PEACE Project were assigned a “Tier” based on their intake assessment, which guided the services and interventions they received:

	Tier 1 (Low-Risk)	Tier 2 (Moderate-Risk): Academic Deficiency or Behavioral Problem	Tier 3 (High-Risk): Truancy, Suspensions, Expulsion, Probation
<i>School-Based: Botvin Life Skills Training</i>	X	X	X
<i>School-Based: PLUS Clubs</i>	X	X	X
<i>School-Based: Restorative Justice Circles</i>		X	X
<i>School-Based: Mentoring</i>		X	X
<i>Summer Community-Based Program</i>		X	X
<i>Family Case Management</i>		X	X
<i>Anti-Violence Campaigns/Events</i>	X	X	X

The PEACE Project was designed to be a holistic, socioecological approach to reducing violence in the Cities of Perris and Hemet through providing targeted interventions to youth at a number of levels, based on collective need in the school districts and based on individualized assessment of particularly at-risk youth (those who have faced past disciplinary action). The comprehensive, ecological approach to resiliency building and violence prevention in schools has been demonstrated to be much stronger than narrow programs (Castro-Olivo et al. 2013). Many of the components of the PEACE Project were grounded in studies of violence and resiliency, including its focus on providing: people who will make a difference in a youth’s life, guidance, peer role models, involvement in social actions as a means to rectify wrongs, forums to speak out, and the development of new skills (Hoffman 2004).

The project was designed to serve a minimum of 1000 students (across two years) through a range of program components:

School-Based Program Provided by: Sigma Beta Xi	
Botvin Life Skills	1000 students over 2 years
PLUS Clubs	80 students over 2 years (a club at each school)
Restorative Justice Circles	120 students over 2 years
Mentoring	30 students annually (students may re-enroll in second year)
Summer Community-Based Program Provided by: Life Lifters International	
8-Week Summer Camps (4 weeks of each partner organization's program)	30 students (one summer)
Family Case Management Provided by: Seventh Day Adventist Church	
Family Case Management, including Referrals	40 families per year (families may re-enroll in second year)

Services were provided to Tier 2 and 3 students at six schools:

- Perris Union High School District: Perris Lake High School
- Hemet Unified School District: Hemet High School, Tahquitz High School, West Valley High School, Aspire Community Day School, Dartmouth Middle School

Participating youth from Tiers 2 and 3 were each assigned specific interventions based on a clinician's assessment that would serve their specific needs and were within their capacity to participate in. Each Tier 2 and 3 participating student was individually assessed at intake and periodically throughout their participation in the project to ensure they were provided with the interventions that were appropriate to their needs and capacities.

1.2 Outputs and Outcomes Evaluation Plan

Outputs were to be tracked by each organization for their portion of the program and reported to the City of Perris grant manager. Meetings between the City of Perris and the community-based organizations providing services happened regularly for planning and reporting purposes, and community-based organizations reported their outputs quarterly to the City of Perris grant manager. Outputs were tracked using the following indicators:

- **School-Based Program:** # of schools engaged; # of intervention services provided per school; # of Botvin Life Skills trainings provided and # of youth who receive Botvin Life Skills training; # of PLUS Clubs and # of youth who engage in PLUS Clubs (# of youth trained in advocacy); # of restorative justice circles and # of youth who participate in restorative justice circles; # of youth receiving mentoring; # of family case management referrals generated. For each youth who is considered at higher risk (assessed at Tiers 2 and 3), the youth will be tracked for all interventions received across multiple programmatic components. Retention rate in each programmatic component.
- **Summer Community-Based Program:** # of youth enrolled in summer program; # of summer program sessions offered; # of distinctively different skills interventions or activities; # of youth participating

in anti-violence campaigns; # of parents engaged in summer program with their youth; # of days of youth services provided; # of parent sessions provided; retention rate.

- **Family-Based Program:** # of families provided with case management services; # of attendees at anti-violence symposium/events; retention rate in case management; use of referred services in case management.

In the original evaluation plan, outcomes were to be evaluated for outcomes using a pre/post survey model using the following instruments:

School-Based Program	
Botvin Life Skills (Sigma Beta Xi)	Botvin Life Skills Instruments
PLUS Clubs (Sigma Beta Xi)	PLUS Instruments
Summer Community-Based Program	
Life Lifters International	Teen Wellness Assessment (The Teen Compass)
Family Case Management	
Seventh Day Adventist Church	FAF Family Functioning Assessment

Students who were assessed at Tiers 2 and 3 at intake were to be individually tracked by a clinician (at Sigma Beta Xi). This design allowed both careful assigning of youth to optimized interventions to meet their needs and allowed the evaluator to review the global impact of the program across components for these at-risk youth. For assessment for services and interventions, the clinician used the YLS-CMI instrument. This instrument afforded a detailed understanding of the youth’s existing behaviors and challenges, their strengths, and their need and readiness for specific program interventions. For evaluation of violence risk and resiliency, the clinician was to administer three brief evidence-based instruments:

- **The Structured Assessment of Violence Risk in Youth (SAVRY):** measures risk of violence in three domains: historical, social/contextual, and individual/clinical
- **The Resiliency Scales of Children and Adolescents (RSCA):** measures indicators of resiliency along three domains: mastery, relatedness, and emotional reactivity
- **The Hemingway Measure of Adolescent Connectedness:** measures health of relationships with self, others, and society

Each of the instruments was selected by the evaluator after having extensively reviewed the recent literature on evidence-based instruments specifically for measuring risk and resiliency related to violence in the target age group (grades 7-10). Assessment of change in at-risk youth was designed based on suggested guidelines for assessing change in resilience (see Prince-Embury and Saklofske 2014), including: 1) having a clear operational definition of resiliency; 2) having multidimensional indicators tied to the interventions provided; 3) looking at change in individual youth rather than basing the analysis on statistically significant change (due to small N, too much variability in the small sample, and/or adequate resiliency in some of the sample to begin with); and 4) not using resiliency as a proxy for a decrease in actual risk of violence (Prince-Embury and Saklofske 2014). As a result, the evaluator designed the evaluation plan to measure for both risk for violence AND resiliency, rather than assuming the latter is a proxy for the former.

Family case management is an intervention based on the causal link between instability in parenting/ family life and youth delinquency (Ghali 2014). Widespread delinquency has been correlated to low socioeconomic status, lack of clear rules, and low engagement and commitment in school relationships (Farrington 2005). Risk for violence acts cumulatively: the more numerous the risk factors, the more risk the youth has of developing externalizing behaviors (Fergusson and Lynskey 1996). Strong connections to school or family make youth less likely to act out. While strengthening the family is optimal, youth can also develop compensatory capacity through other means of social support (such as mentoring or through school), religiosity, a positive view of the future, a positive peer group, a positive school climate, and extracurricular activity involvement, all of which have been correlated to less risky and antisocial behavior in physically abused teens (Herrenkohl et al. 2005; Perkins and Jones 2004). The instruments selected were optimal for capture these changes in compensatory capacity.

The clinician at Sigma Beta Xi was to collect key demographic data for studies in youth violence and resiliency: age, gender, grade level, GPA, ethnicity, parent marital status, fighting behavior, suspension, expulsion, substance abuse, and arrest (Ghali 2014). Collecting demographic data was advocated to allow the evaluator to assess the participant sample for any disparities based on age, gender, or ethnicity – data critical to continuous improvement. Risk for violence was to be assessed using the **Structured Assessment of Violence Risk in Youth (SAVRY)** instrument (Borum et al. 2010). This short survey takes 10-15 minutes and is designed for youth 12-18 years of age. It asks 24 questions in three risk domains: historical, social/contextual, and individual/clinical. It also includes protective factors for assessing risk.

The **Resiliency Scales of Children and Adolescents (RSCA)** instrument measures indicators of resilience, including not only relatedness (connectedness to the support of others), but also foundational domains of mastery (optimism about one's life and competence) and emotional reactivity (intensity of emotional reactions and length of time to recover from emotional upset) (Prince-Embury 2007; reviewed by Thorne and Kohut 2007). These three factors together are the foundation for resiliency to violence. Connectedness is further discussed below; mastery and emotional reactivity are both tied to compensatory factors in resiliency – assets, resources, and promotive factors that neutralize or counterbalance exposure to risk or stress (Prince-Embury and Saklofske 2014). This short survey takes 15 minutes (across three scales) and is designed for youth ages 9-18 (using a third grade reading level) and has been used to assess youth exposed to violence (Ghali 2014).

The **Hemingway Measure of Adolescent Connectedness** was selected as an additional instrument due to the extreme importance of social support. Social support is critical for promoting resiliency and decreasing negative impacts of victimization from violence (including subsequent violence and substance abuse) (Fagan, Wright, and Pinchevsky 2014). Social support is a prime example of a protective model for resiliency, which is particularly impactful for high-risk youth, because its import is most noticeable in the face of adversity (Prince-Embury and Saklofske 2014). The Hemingway Measure of Adolescent Connectedness measures the strength of relationships with self, others, and society for youth grades 6-12 (Karcher 2003). This very short survey was developed specifically to measure the impact of high school mentoring programs, pinpointing strengths and weaknesses in connections.

Through providing interventions targeted to specific youth, based on their level of need, the PEACE Project aimed to positively impact key factors in resiliency to violence: Mastery (optimism about one's own life and competence); Relatedness (perceived access to support and comfort from others); and Emotional Reactivity

(intensity of reactions and length of time to recover from emotional upset). This would lead to a reduction of violence risk, as measured in historical, social/contextual, and individual/clinical domains.

1.3 Original Data Management and Analysis Plan

The initial evaluation plan instructed to use the global instruments at used at intake, at six months in the school-based program (if the student enters in fall semester), at the end of the school year/beginning of summer, and at the end of the summer/beginning of the next school year. The instrument was selected to measure the student's progress toward decrease in risk of violence, which was to be combined with behavioral data (behavior incidents, suspensions, expulsions, arrests). Botvin, PLUS, and summer program Teen Compass pre/post were to be conducted at the beginning and end of each program in each cohort. Data was to be collected by each of the community-based organizations providing services and transferred to the City of Perris grant manager and the evaluator. The clinician for Sigma Beta Xi was to administer the global instruments, then give the evaluator the hard copies for scoring and analysis. There were no data sharing agreements, with the exception of behavioral data from schools passed on in the form of referrals of Tier 2 and 3 youth (to Sigma Beta Xi).

The evaluator selected to use a pre/post test model that would layer intervention-specific and global outcomes instruments. The intervention-specific instruments would indicate the positive change in intervention-specific objectives in individual participants. The global outcomes instruments would measure the positive change in indicators of increased resilience and decreased risk for violence in at-risk individual participants. The analysis compares pre and post test data to evaluate the effectiveness of specific interventions and the PEACE program as a whole, allowing the evaluator to pinpoint areas for continuous improvement and understand and address any challenges that arise. The pre/post model was to be paired with disparities analysis, which would investigate the relative positive behavioral change experienced between gender, age, and ethnic groups. Disparities analysis assists organizations in understanding if a specific intervention and the program as a whole are impacting different participants equally, and if not, which groups are experienced lower outcomes (which can be used to target changes in a continuous improvement model).

The original outcome evaluation plan rested on: (1) comparing the impact of the program components through pre/post testing (comparing the starting point of an individual student at intake to the end-point at discharge from services); (2) comparing the aggregate rates of behavioral issues (truancy, suspension, expulsion, criminal justice involvement) among participants at discharge to the rates for the school as a whole; (3) comparing the aggregate rates of behavioral issues in individual schools before and after the interventions; and (4) comparing the aggregate rates of behavioral issues between schools receiving interventions and schools that not receiving interventions. As necessary, the evaluator would collect qualitative data from school administrators at the schools in which interventions are provided in order to contextualize the quantitative analysis with their nuanced thoughts on how the program has impacted their schools.

The global instruments would provide evidence-based measures of risk, resilience, and connectedness for at-risk youth so that the evaluator can measure their trajectory toward (or away) from future violent behaviors *as well as* their current behavioral patterns. Sometimes in the process of learning life skills and changing behavior, students will display nuanced changes that later lead to bigger behavioral gains, yet their

behavioral patterns (when measured on more gross indicators, such as suspensions or truancy) may take a while to positively shift. The use of the evidence-based scales will allow nuanced understanding of the students existing risks and resilience, and their gradual progress toward lowering their risk and increasing their resilience.

The variables that were to be measured:

Variable	Operational Definition	Measurement
Outputs		
Intervention	Any of the strategies provided by the PEACE program, including: Botvin Life Skills training, PLUS club participation, restorative justice circles, mentoring, family case management, and summer program components	Outputs data; individual student records for Tiers 2 and 3; FAF records for families in case management
Outreach	Any of the strategies for recruitment and outreach used by the PEACE program, including: coordinating and meeting with school administrators and the anti-violence campaigns.	Outputs data
Recruitment		
Recruitment for PEACE Project Services	Enrollment of individual students in PEACE project services	Enrollment data (including how the student and/or family learned about or was referred to the program)
Engagement of Families in Anti-Violence Issues	Family (adult) participation in anti-violence issues, either through the PEACE project services or the anti-violence campaigns	Enrollment data; outputs data for the anti-violence campaigns (# of participating families)
Outcomes		
Risk for Violence	Behaviors or socioemotional factors that are linked to violent behavior, based on the literature (including truancy, suspension, expulsion, documented behavioral issues, low academic performance, and/or low resiliency)	School behavioral data (documented behavioral issues, low academic performance, truancy, suspension, expulsion); criminal justice involvement; SAVRY
Resiliency	Factors that reduce the risk of violent or negative behavior. These include components of: Mastery (optimism about one's own life and competence); Relatedness (perceived access to support and comfort from others); and Emotional Reactivity (intensity of reactions and length of time to recover from emotional upset)	RSCA
Connectedness	Health of relationships with self, others, and society	HMAC; parent engagement
School-Based Behavioral Problems	Documented behavioral issues, low academic performance, truancy, suspension, expulsion	School behavioral data (including IEP and 504 Plans, grades, attendance, and disciplinary records)

Variable	Operational Definition	Measurement
Recidivism	Rate of return to negative behaviors (or risk of return to such behaviors)	School behavioral data (including IEP and 504 Plans, grades, attendance, and disciplinary records); criminal justice involvement; SAVRY
Understanding of Life Skills	Comprehension of life skills strategies (communication, emotion management, etc.)	Botvin Life Skills instruments; PLUS clubs instruments; Teen Compass and CDF instruments; behavioral data for Tiers 2 and 3; RSCA – mastery and emotional reactivity sections
Literacy Level	Reading comprehension, based on grade level	CDF
Family Stability	Consistently being able to meet the family’s financial, social, and emotional needs. Financial needs include things like having sufficient food and stable shelter; social needs include being able to care for children or other dependents and be connected to supportive people; emotional needs include being able to handle one’s own emotions and help children handle their emotions.	FAF
Family Resources	Material and human inputs to help maintain family stability. Financial inputs include things like food, housing program participation, job-related income. Social and emotional inputs include things like child care, support groups, parenting and relationship classes, church or other community group participation.	Referrals; use of referred services; FAF
Family Connectedness to Community	Social relationships forged between the family and the community, including social groups such as church, parenting groups, support groups, hobby-related groups.	Referrals; use of referred services; FAF
Parent Engagement with At-Risk Youth	Parents spending time in activities that connect them to their child, including things such as participation in joint therapy or supportive sessions, school meetings, educational or socially meaningful activities	Family case management service records; FAF; HMAc (for youth)

Recidivism was to be measured in two ways: (1) behavioral data, which measures real recidivism (i.e., recidivism that has or has not occurred) and (2) risk for recidivism for violence (i.e., measuring the factors that lead to violent behavior, as measured using the SAVRY instrument). Real recidivism would be measured for participants and then compared to the population that did not receive interventions in two ways: (1) *Pre/Post Analysis*: comparing students who received interventions to their pre-intervention behavioral records and comparing the schools that received interventions to their pre-intervention aggregate behavioral records and (2) *Comparative Analysis*: comparing aggregate records of students who received interventions

and students with similar prior behavioral records who did not receive interventions (at participating schools) and comparing the aggregate behavioral records of schools that received interventions to school that did not receive interventions (if possible, based on similar demographic profiles and taking into account that schools targeted for interventions are often those who have pre-existing higher behavioral issues). Risk for recidivism was to be measured for participants using pre/post analysis of the SAVRY instrument data. To isolate reduction in recidivism due to the project interventions and not unrelated factors, behavioral data for Tiers 2 and 3 youth would be analyzed for change (reduction in the rate of behavioral issues, measured through low academic performance, truancy, documented behavioral issues, suspension, expulsion, criminal justice involvement). The rate of change was to be compared to statewide reductions in these rates to demonstrate that reduction is over and above the current statewide trends.

2. Process Evaluation and Programmatic Changes

2.1 Early Program Changes (Quarters 1-2)

The PEACE Project initially engaged a relatively large number of community-based organizations and schools in three school districts. This was a considerable undertaking and proved difficult to implement. The timing of the grant award, which was at the end of the school year, made it difficult for the lead organization (Sigma Beta Xi) to secure the MOUs from the schools and districts and to enroll youth. Additionally, staff needed to be trained in Botvin and PLUS. Given these difficulties, the grantee decided to schedule a six-month planning and implementation period, with enrollment of youth to begin January 2019.

While the original proposal called for two summer programs with a large number of youth, it became apparent during the initial planning period that this would not be possible given the budget and timing of the grant award. The community-based organizations that had agreed to be part of the proposal were released from their agreements due to non-responsiveness and incapacity to perform. The lead community-based organization and City fielded other community-based organizations with the intention to provide one summer program in 2019. In the second quarter, the replacement community-based organizations were secured as Operation Secret Smile and Life Lifters International.

The community-based organization partner that was to provide family case management (SDA Church) found the implementation process challenging; the city and other community-based organizations assisted in implementing the program. The SDA Church formalized a warm hand-off process with Sigma Beta Xi, so that youth identified as needing family wrap-around services would have seamless coordination between agencies. Million Kids began conducting community-based workshops on sex trafficking, dating violence, and social media exploitation. SDA Church and Million Kids effectively coordinated to provide community engagement in anti-violence workshops and symposiums.

2.2 Mid-Program Changes (Quarters 3-6)

School-based services began January 2019. This meant that Tier 2 and 3 youth would receive a maximum of approximately 18 months of services. Because of the shortened programmatic timeline and concerns from the Sigma Beta Xi clinician about time spent on completing instruments, the evaluator agreed to a number of changes to the evaluation plan at the start of the program:

- Conducting the instruments at intake, mid-year in AY19-20 (December 2019 through February 2020) or discharge from program (whichever came first), and end-program (April 2020)

- One “Student Profile Report” analysis mid-year in 2019 to ensure that the assessment and intake process was targeting the students who were at risk for violence
- One outcomes evaluation at the end of the program (since there was not enough time for two annual outcomes evaluations)
- Sigma Beta Xi would compile the demographic and behavioral data (at intake and at end-program) in coordination with the schools and would hand this off to the evaluator at the end of the program in April 2020
- Eliminating the Hemingway Scales of Connectedness, as it was sufficiently duplicated by the Relatedness score of the RSCA

From the beginning of implementation in January 2019, there were changes in the services schools requested from the original grant project design. Some of the schools already had Botvin in the schools and did not want redundant programs; others did not want to use the PLUS curriculum. The strong limitations on the capacity for Sigma Beta Xi to fulfill this part of the school-based program and collect pre/post data resulted in the evaluator being unable to do independent assessments of Botvin and PLUS. Instead, it was determined the focus would be solely on evaluating the outcomes of Tier 2 and 3 students. At the end of the mid-program period, Perris School District refused to participate in in-school mentoring. Sigma Beta Xi continued to reach out to Perris School District enrolled youth, but their engagement dropped when not afforded in-school services.

In the summer program planning period, it became apparent that Operation Secret Smile would not be able to generate curriculum until March, which was too late for Sigma Beta Xi to effectively assess and assign students to the summer program. As a result, the entire summer program was delivered by Life Lifters International, with a focus on life skills. While approximately 100 students were identified as needing the summer program, only 13 students participated due to a combination of reluctance to participate in summer and parents requiring their teen youth to assist with summer child care for younger siblings. Sigma Beta Xi mentors worked effectively with Life Lifters International to ensure safety and good behavior on the part of summer participants. Overall, youth seem unwilling to participate in summer programming and prefer school-year activities.

Million Kids continued to be effective in presenting workshops on violence, particularly sexual violence, and continued to coordinate with SDA Church.

2.3 Impact of COVID19 to Program and Data Management (Quarters 7-8)

COVID19 hit at the beginning of March 2020. This severely impacted all aspects of the PEACE Project. Beginning in March, in-school services were suspended by the school districts, which shut down in-person schooling shortly thereafter. Sigma Beta Xi continued mentoring virtually via Zoom in one-on-one sessions, but there were no in-person sessions. As a consequence, end-program global instrument collection was severely impacted.

Sigma Beta Xi was already behind on mid-year data collection, having had only N=12 global instruments collected from students who had participated in a year of services (pre and post; there were several more that were collected as post-data, but had not had pre-data) as of February 2020. The evaluator met virtually

several times with the City of Perris grant manager and the clinician from Sigma Beta Xi. The evaluator’s first suggestion was to use one-on-one mentoring time to conduct the global instruments over the phone from as many students as possible. In mid-April, the evaluator sent Sigma Beta Xi a checklist of “Action Items” for revised final data collection under COVID19 conditions. This included assembling the behavioral and demographic data on the students, handing off the the hard copy global instruments from recent intakes, and attempting to collect end-program global instrument data from students via phone or Zoom. The evaluator suggested using a raffle for a gift card as an incentive for student participation. The evaluator also sent spreadsheets for Sigma Beta Xi to fill out with the demographic and behavioral data, as well as a checklist of student participants from whom to try to collect end-program data. These were provided with an internal July 1 deadline for returning the data to the evaluator so that the August 1 deadline to BSCC could be met. None of the demographic or behavioral data was provided by that deadline. Sigma Beta Xi said that they were unable to collect any end-program data using the global instruments. The second request for extension was made to give Sigma Beta Xi more time to coordinate with schools and enter the demographic and behavioral data into the spreadsheets. The school districts were non-responsive to their requests up to the final and last date the evaluator could wait, which was 9/1/2020 in order to meet the BSCC hard deadline of 9/8/2020. Sigma Beta Xi was non-responsive in the week leading to 9/1/2020. As the evaluator was never provided any contacts for data managers at the school districts, they were unable to reach out to the schools on their own at any time. While the evaluator and City of Perris grant manager were in consistent and timely contact, Sigma Beta Xi and the school districts were not, despite repeated efforts to secure the data from them. Additionally, while the evaluator made recommendations for SDA Church for case management software that would collect the needed evaluation data, the evaluator did not receive data from the SDA Church on family case management.

The evaluator, therefore, will describe outcomes data using very few data points from a much larger cohort of youth served. Furthermore, while the evaluator can describe some outcomes of youth based on pre/post data from the global instruments, the lack of cooperation from schools and the lack of behavioral and demographic data mean that it is impossible to adequately describe reductions in recidivism beyond the state rate (since no behavioral data was provided by the lead organization to the evaluator).

3. Outputs and Student Demographics

This section briefly summarizes the outputs of the PEACE Project, as aggregated from the interim reports. Additionally, the evaluator will compare the original output objectives with the final outputs from the PEACE Project before reviewing student demographics.

3.1 Outputs

The following table describes the original objective of each component and the final outputs:

Measurable Objective over 2 Year Period	Final Outputs over 2 Year Period	Assessment
Botvin Life Skills: 1000 students	31	Did not meet
PLUS Clubs: 80 students	10	Did not meet
Restorative Justice Circles: 120 students	161	Exceeded
Mentoring: 30 students minimum at a time	65-236	Far Exceeded

Measurable Objective over 2 Year Period	Final Outputs over 2 Year Period	Assessment
Summer Program: 30 students	13	Did not meet
Family Case Management: 40 families minimum annually	60	Exceeded

While Sigma Beta Xi were unable to implement Botvin Life Skills and PLUS Clubs in the schools, in part because some schools already had these programs implemented prior to the PEACE Project, they far exceeded their requirements for mentoring and restorative justice circles. As the Tier 2 and 3 students are those who are at highest risk for violence and recidivism, the increased focus on those students and allocation of resources to them (rather than broadly to all students in schools) is likely of higher impact value. The summer program was not able to enroll its minimum number of students due to a lack of desirability for summer programming for students and their parents. Finally, while it was slow to begin, SDA Church exceeded its objective for families served with wrap-around case management. Within the case management program, 13 families were referred to drug and alcohol treatment; 4 were assisted with emergency shelter; 3 were provided with trauma-focused therapy; 17 were provided family counseling; and 47 were provided with individual counseling. Additionally, three community anti-violence campaigns reached 120 participating youth and 20 human trafficking workshops reached 1,332 youth, 90 school staff and faculty, and 259 community members and parents. While not all components of the program successfully met their objectives for outputs, the services provided to Tier 2 and 3 students – those most at risk for recidivism and violence – were substantial.

3.2 Student Demographics

A total of 1,640 people were served through the PEACE Project, 1,466 of them in middle and high school. Most of the students did not appear to have demographic data collected (hence the following low reporting). 14.8% of students identified as multiracial, 8% as Hispanic, 6% as Black or African-American, and 2% as white. 15.3% identified as male and female respectively, and 0.5% identified as non-binary or third gender.

4. A Profile of Students at Intake

This profile report is based on the data collected through quantitative global instruments during the academic year 2018-2019 of students designated Tier 2 and Tier 3 (students with existing significant behavioral issues referred for the more targeted, intensive services such as mentoring and restorative justice circles). At that time, the City of Perris had provided services through the CalVIP Program to a total of 49 participating Tier 2 and 3 students, of which 41 had completed the global instruments. The profile of the participants are based on the combination of the RSCA (Resiliency Scales for Children and Adolescents) and the SAVRY (Structured Assessment of Violence Risk in Youth). The RSCA measured resilience and vulnerability of participants, including on specific sub-scales. The SAVRY measured risk for violent behavior.

4.1 The RSCA Instrument: A Profile of Resiliency Resources and Vulnerability

The RSCA Instrument was used to calculate sub-scale scores for specific attributes of Mastery (optimism, self-efficacy, and adaptability – internal attitudes that increase resiliency); Relatedness (trust, support, comfort, and tolerance – relational attributes that increase resiliency); and Emotional Reactivity (sensitivity, recovery,

and impairment – internal attributes that decrease resiliency). A student with higher Mastery and Relatedness sub-scale scores has greater resources for resiliency. The Resource Index score is calculated by averaging the Mastery and Relatedness scores.¹ The Vulnerability Index score is calculated by subtracting the Resource Index score from the Emotional Reactivity score. Essentially, the instrument measures resiliency as a combination of internal positive outlook attributes combined with prosocial and positive ways of relating to other people. The instrument measures vulnerability as the student’s emotional reactivity (the propensity toward having long-lasting negative emotional responses to the environment that significantly impair decision-making) that is left over after considering the student’s resiliency. Therefore, using the RSCA instrument, a student with high emotional reactivity, but a similarly high resiliency, is thought to be able to cope with their emotional responses through using their positive outlook and their healthy supportive relationships. A student with low emotional reactivity would not be very vulnerable, even if they had a relatively negative outlook and very few supportive relationships (though they would be considered vulnerable if they had extremely weak outlook and supportive relationships). An average student would have some emotional reactivity that is offset by a relatively good outlook on life (internal attitudes) and a moderately supportive set of healthy relationships.

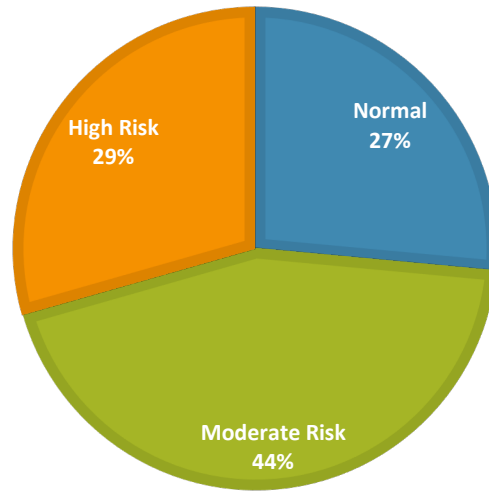
The participants’ profiles for sub-scales, overall resiliency, and overall vulnerability will be presented in a number of ways: the *average* (the mean of all participating students, representing a hypothetical stereotypical participant); the *range* (the lowest and highest scoring students), and the *distribution* (the percentage of students who fall into evaluator-defined categories of risk and resilience based on the t-scores (deviations from the United States total population norm for the age range). The average student in the age range on any of the measurements in the RSCA is a 50 +/- 10 (that is, the range of what is considered normative for students in this age range on all the RSCA sub-scale and index scores is between 40 and 60). The evaluator defined three categories for each of the factors: no risk/normal range (40-60), moderate risk/moderately outside of normal range (30-39 for the factors of Mastery, Relatedness, and Resource Index; 61-69 for the factors of Emotional Reactivity and Vulnerability), or high risk/extremely outside of normal range (1-29 for the factors of Mastery, Relationships, and Resource Index; 70+ for the factors of Reactivity and Vulnerability).

Mastery: Mastery scores were available for 72% (34) of the participant students. The average t-score for Mastery was 34.1. Therefore, the average student in the CalVIP Program is moderately less resilient in their internal attitudes than the normative student in their age range. The range of Mastery scores was 1 to 72 (ranging from extremely lacking in resilient internal attitudes to extremely above average in resilient internal attitudes). The distribution of Mastery scores are below (for students for whom there was a score):

¹ The t-scores (which are scores that have been calculated as deviations from the population average) rather than the raw score.

MASTERY SCORES

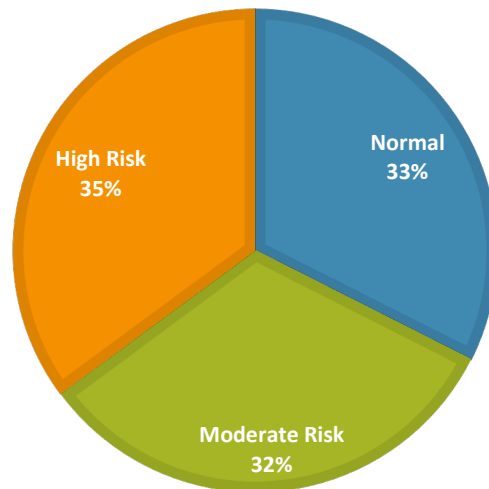
■ Normal ■ Moderate Risk ■ High Risk



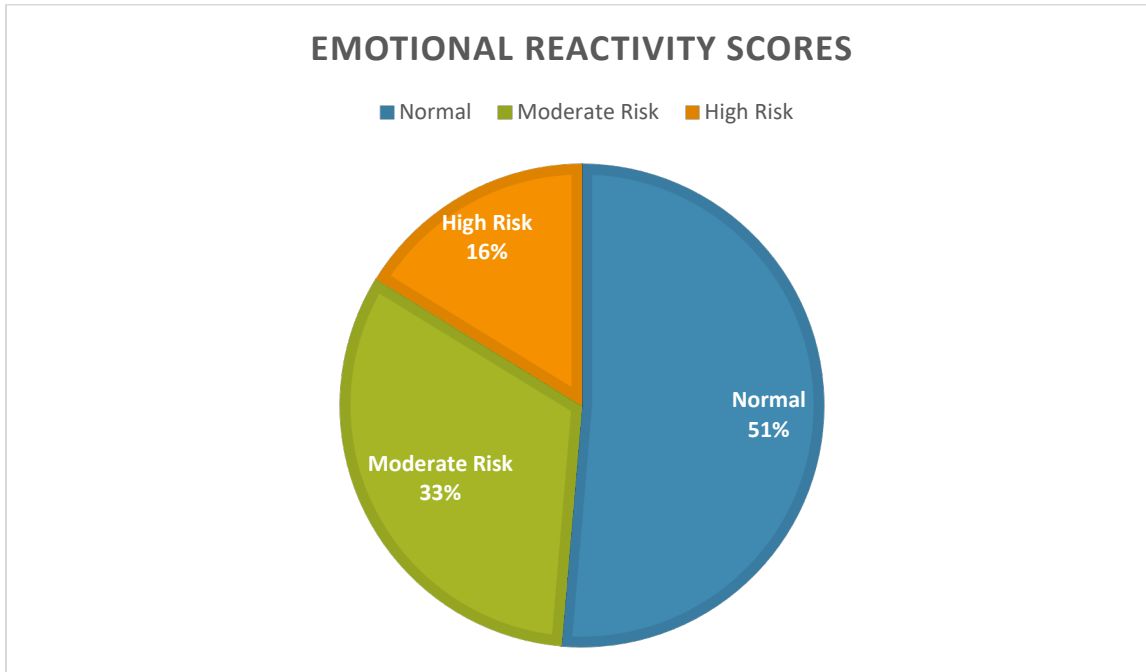
Relatedness: Relatedness scores were available for 79% (37) of the participant students. The average t-score for Relatedness was 31.9. Therefore, the average student in the CalVIP Program is moderately less resilient in their supportive positive relationships than the normative student in their age range. The range of Relatedness scores was 1 to 68 (ranging from extremely lacking in supportive healthy relationships to moderately above average in supportive healthy relationships). The distribution of Relatedness scores are below (for students for whom there was a score):

RELATEDNESS SCORES

■ Normal ■ Moderate Risk ■ High Risk



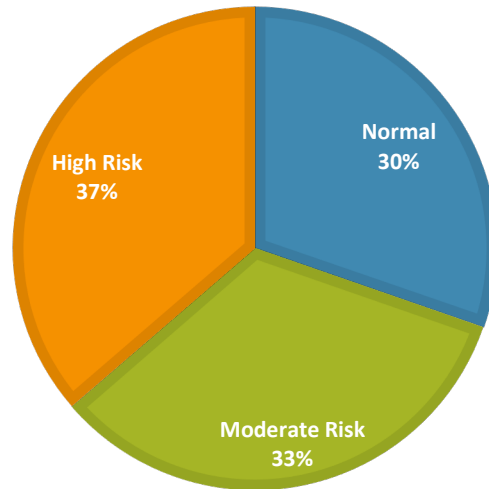
Emotional Reactivity: Emotional Reactivity scores were available for 79% (37) of the participant students. The average t-score for Emotional Reactivity was 58.4. Therefore, the average student in the CalVIP Program is within the high normative range of emotional reactivity for their age. The range of Emotional Reactivity scores was 29 to 82 (ranging from extremely nonreactive to extremely reactive). The distribution of Emotional Reactivity scores are below (for students for whom there was a score):



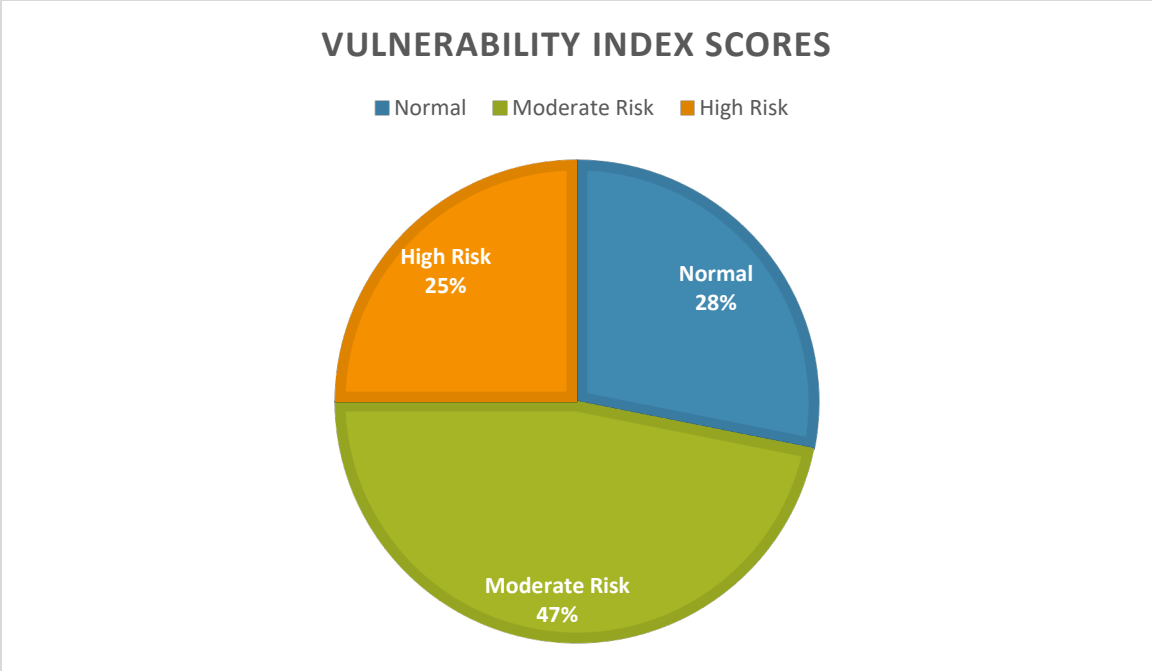
Resource Index: Resource Index scores are calculated as an average of the Mastery and Relatedness scores. Resource Index scores were available for 70% (33) of the participant students. The average t-score for Resource Index was 32.4. Therefore, the average student in the CalVIP Program has moderately less resiliency resources (both internal attitudes and healthy supportive relationships) than the normative student in their age range. The range of Resource Index scores was 10 to 72 (ranging from extremely low resiliency resources to extremely high resiliency resources). The distribution of Resource Index scores are below (for students for whom there was a score):

RESOURCE INDEX SCORES

■ Normal ■ Moderate Risk ■ High Risk



Vulnerability Index: Vulnerability Index scores are calculated as the Emotional Reactivity score minus the Resource Index score (the internal tendency for the student to be emotionally reactive moderated by their resiliency resources of positive internal attitudes and supportive healthy relationships). Vulnerability Index scores were available for 68% (32) of the participant students. The average t-score for Resource Index was 64.9. Therefore, the average student in the CalVIP Program has moderately more vulnerable than the normative student in their age range. The range of Resource Index scores was 38 to 86 (ranging from moderately low vulnerability to extremely high vulnerability). The distribution of Resource Index scores are below (for students for whom there was a score):



Overall, the CalVIP Participants are at moderate risk. They tend to be both moderately low in resiliency resources and moderately vulnerable. However, there are significant numbers of participants (approximately one-third) who are extremely vulnerable and who have very little resiliency resources. *The desirable measurable outcome for the CalVIP Program was to increase participants’ resiliency resources (to increase their scores in Mastery, Relatedness, and Resource Index) and to reduce the participants’ vulnerability (to decrease their scores in Emotional Reactivity and Vulnerability).*

4.2 The SAVRY Instrument: A Profile of Risk for Violence

The SAVRY instrument differs from the RSCA instrument in that it has not been tested in normative populations, so it has no t-score values. That is, the evaluator can use it to measure increases or decreases in risk for violence in participating students but cannot compare those participating students to the general population for their age range. The SAVRY instrument measures four factors: *Historical Risk Factors* (the student’s past history of violent behaviors and trauma); *Social/Contextual Risk Factors* (the student’s social relationships, including with peers, parents, and community); *Individual/Clinical Risk Factors* (the student’s attitudes, emotions, and non-violent delinquent behaviors); and *Protective Factors* (the student’s factors of resiliency, such as strong social support and positive attitudes).

The SAVRY instrument does not come with a standardized method for scoring. Each of the factors considered (including the evaluator developed scores for *Current Risk for Violence* and *Total Risk for Violence*) are described below.

Risk Categories: In all cases, after scores were calculated, students were assigned by the evaluator to a risk category. Risk categories were high (4), moderately high (3), moderate (2), moderately low (1), and low (0).

Historical Risk: Historical Risk was calculated as 0 points for low risk, 1 point for moderate risk, and 2 points for high risk for each factor. The instrument thus permitted a range of 0-20 for Historical Risk. Risk categories were assigned:

Risk Category (Name)	Risk Category (Number)	Historical Risk Scores
Low	0	0-2
Moderately Low	1	3-7
Moderate	2	8-12
Moderately High	3	13-17
High	4	18-20

It is important to note that three particular historical risk factors automatically assigned students into the “moderate” or “high” risk category (depending on the level to which the student reported their impact) due to their extremely high correlation in the literature with continued risk for violence: (1) history of violence; (2) early initiation of violence; and (3) history of self-harm or suicide attempts.

Social/Contextual Risk: Social/Contextual Risk was calculated as 0 points for low risk, 1 point for moderate risk, and 2 points for high risk for each factor. The instrument thus permitted a range of 0-12 for Social/Contextual Risk. Risk categories were assigned:

Risk Category (Name)	Risk Category (Number)	Historical Risk Scores
Low	0	0-1
Moderately Low	1	2-4
Moderate	2	5-7
Moderately High	3	8-10
High	4	11-12

Individual/Clinical Risk: Individual/Clinical Risk was calculated as 0 points for low risk, 1 point for moderate risk, and 2 points for high risk for each factor. The instrument thus permitted a range of 0-16 for Individual/Clinical Risk. Risk categories were assigned:

Risk Category (Name)	Risk Category (Number)	Historical Risk Scores
Low	0	0-1
Moderately Low	1	2-5
Moderate	2	6-10
Moderately High	3	11-14
High	4	15-16

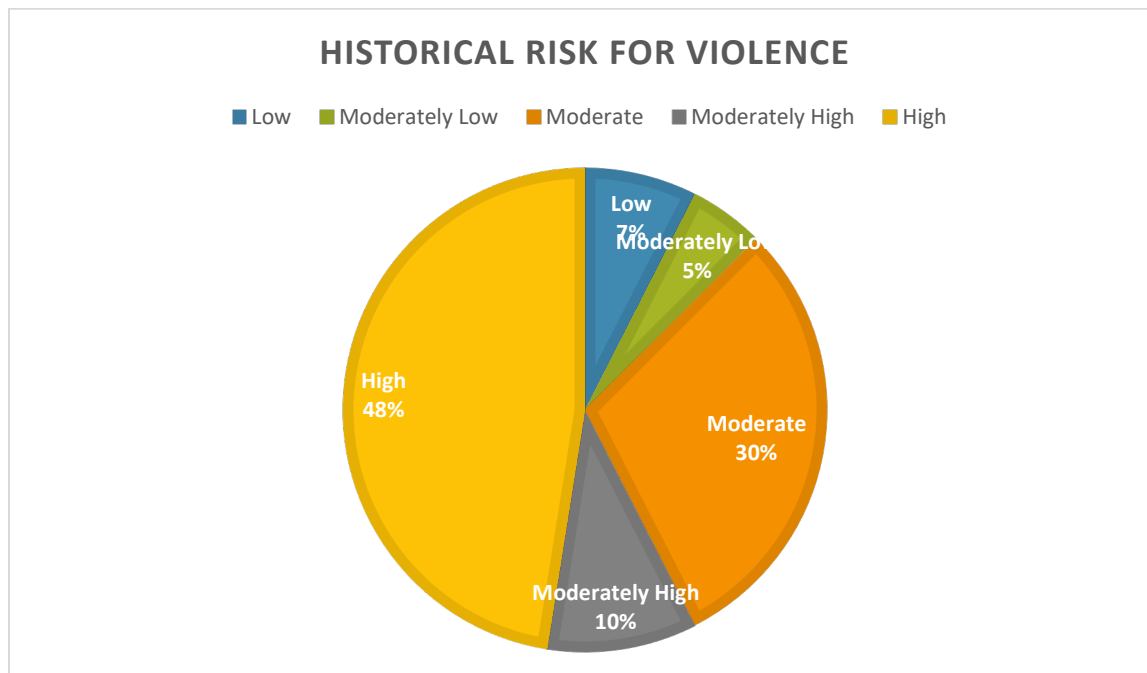
Protective Factors: Protective Factors was calculated as 0 points for the absence of the protective factor and 1 point for the presence of the protective factor. The instrument thus permitted a range of 0-6 for Protective Factors. Protective categories were assigned:

Risk Category (Name)	Risk Category (Number)	Historical Risk Scores
None	0	0
Weak	1	1-2
Moderate	2	3-4
High	3	5-6

Current and Total Risk: The evaluator developed two categorical scores to describe the student’s current risk for violence and the student’s total risk for violence. Current Risk is the risk that the student has control over and that the CalVIP Program can change (they cannot control Historical Risk Factors). Current Risk is calculated as the average of the Social/Contextual and Individual/Clinical Risk Category scores. Total Risk is the comprehensive risk for violence, inclusive of the Historical Risk. Total Risk is calculated as the average of all risk factors category scores: Historical Risk, Social/Contextual Risk, and Individual/Clinical Risk. Current and Total Risk categories were assigned:

Risk Category (Name)	Scores
Low Risk	0-0.99
Moderate Risk	1-1.99
High Risk	2-2.99
Extremely High Risk	3+

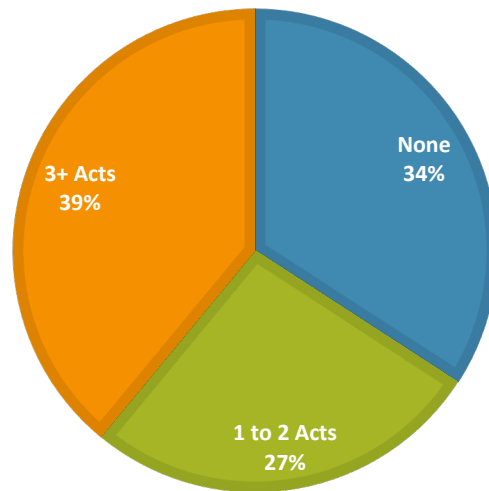
Historical Risk and Prior Violent Acts: Historical Risk scores were available for 87% (41) of the participant students. The average score for Historical Risk was 5.9. However, the average CalVIP participant had a history of 1-2 violent acts against others and approximately 1 violent act against themselves. Therefore, while the overall Historical Risk of CalVIP students based on the scores would be moderately low, the prior incidents of violence would indicate a moderate to high risk across the participant population. The range of Historical Risk scores was from 0 to 14 (ranging from no Historical Risk to moderately high Historical Risk). The distribution of Historical Risk scores are below (for students for whom there was a score):



Prior incidents of violence against others is a significant risk factor for future acts of violence. Most CalVIP students have participated in at least one act of violence against others:

NUMBER OF HISTORICAL ACTS OF VIOLENCE

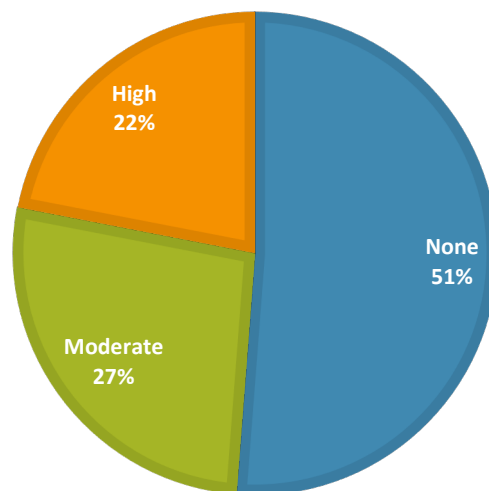
■ None ■ 1 to 2 Acts ■ 3+ Acts



In addition to prior acts of violence against others, a pervasive (though not as common) indicator of high risk has been acts of self-harm or suicide attempts. About the same number of CalVIP students have had a history of self-harm or suicide ideation (or attempts) as students who have not:

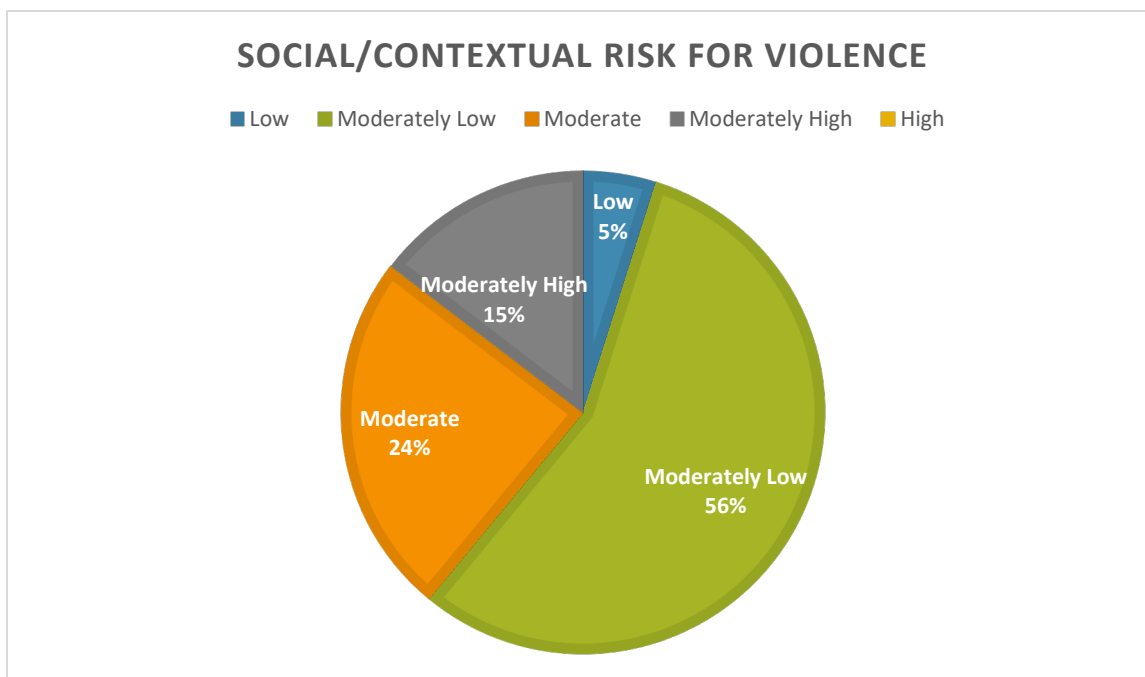
HISTORICAL ACTS OF SELF-HARM

■ None ■ Moderate ■ High



Historical Risk, therefore, is relatively high among CalVIP students, which is not surprising as it is one of the primary ways that participants for the program are identified. *It must be noted that Historical Risk cannot be improved, though the program can provide protective factors that would keep Historical Risk from becoming worse. The goal of the program, therefore, is to improve the other forms of risk for violence and students' actual behavior, despite the high Historical Risk participants demonstrate.* Historical Risk demonstrates that CalVIP is enrolling Tier 2 and 3 students who are appropriate candidates for the program.

Social/Contextual Risk: Social/Contextual Risk scores were available for 87% (41) of the participant students. The average score for Social/Contextual Risk was 4.1, which is moderately low risk. The range of Social/Contextual Risk scores was from 0 to 9 (ranging from no Social/Contextual Risk to moderately high Social/Contextual Risk). The distribution of Social/Contextual Risk scores are below (for students for whom there was a score):

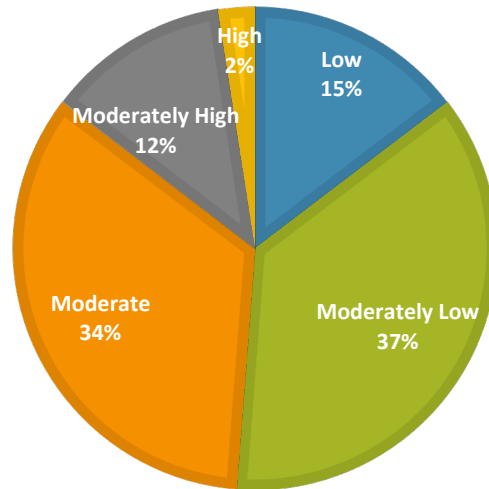


Overall, approximately 60% of CalVIP students do not report significant Social/Contextual Risk. However, the other 40% of CalVIP students do face Social/Contextual Risk that is at least moderately significant. *The CalVIP Program should reduce Social/Contextual Risk over time by providing students with better, more supportive relationships and relationship skills.*

Individual/Clinical Risk: Individual/Clinical Risk scores were available for 87% (41) of the participant students. The average score for Individual/Clinical Risk was 5.8, which is moderately low risk. The range of Individual/Clinical Risk scores was from 0 to 16 (ranging from no Individual/Clinical Risk to extremely high Individual/Clinical Risk). The distribution of Individual/Clinical Risk scores are below (for students for whom there was a score):

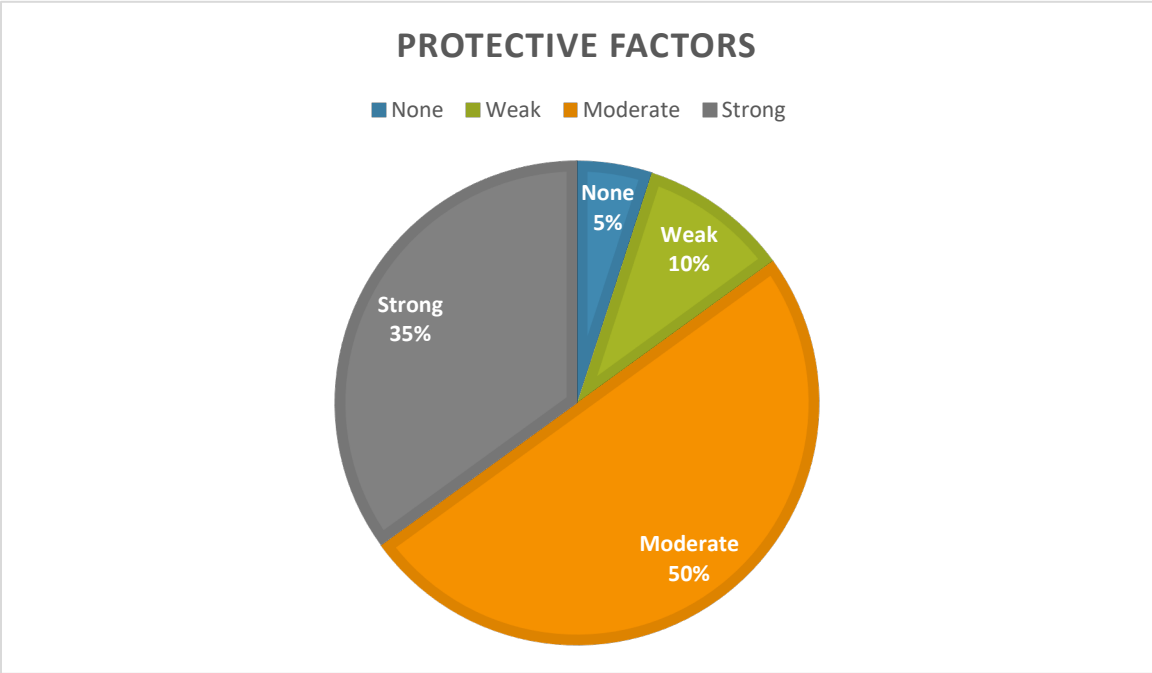
INDIVIDUAL/CLINICAL RISK FOR VIOLENCE

■ Low ■ Moderately Low ■ Moderate ■ Moderately High ■ High



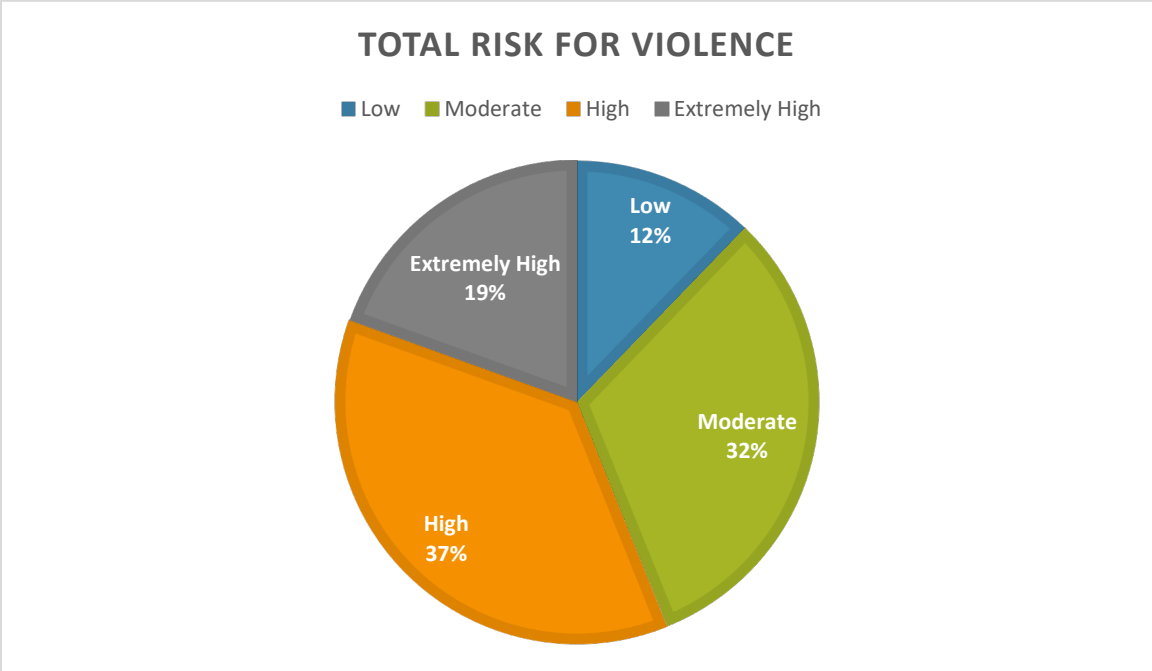
Overall, about half of the CalVIP students report low to moderately low Individual/Clinical Risk and the other half report moderate-to-high Individual/Clinical Risk. *The CalVIP Program should reduce Individual/Clinical Risk over time as participants learn coping strategies and positive attitudes.*

Protective Factors: Protective Factors scores were available for 87% (41) of the participant students. The average score for Protective Factors was 3.6, which is moderate access to Protective Factors. The range of Individual/Clinical Risk scores was from 0 to 6 (ranging from no Protective Factors to all Protective Factors). The distribution of Protective Factors scores are below (for students for whom there was a score):



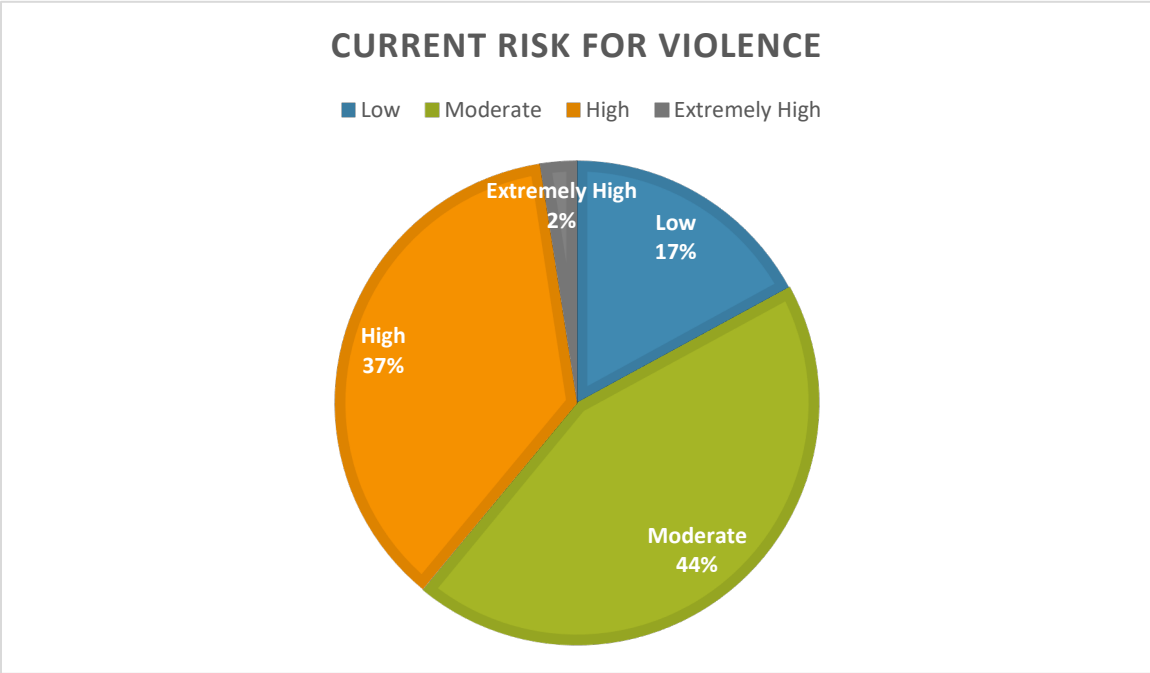
Overall, the SAVRY Instrument indicates that CalVIP students generally have moderate-to-strong protective factors. However, the much more nuanced RSCA Instrument (which specifically investigates students’ perceived access to resilience resources) indicates this is not the case. The evaluator will use the RSCA Instrument, which is more finely detailed and reliable, to look specifically at resiliency, vulnerability, and protective factors. After this report, the SAVRY Instrument will only be used to investigate risk for violence.

Total Risk: Total Risk for violence is based on an average of the categorical designations of all three forms of risk (Historical, Social/Contextual, and Individual/Clinical). Total Risk categorical designations were available for 87% (41) of the participant students. The distribution of Total Risk categories are below (for students for whom there was a score):



The majority of CalVIP students have a moderate to extremely high Total Risk for future violence. Approximately one-third of the students have moderate Total Risk for future violence and more than half of students have high-to-extremely-high Total Risk for future violence. *The CalVIP Program is expected to slightly lower Total Risk for violence among participants. The Total Risk cannot be dramatically lowered because it includes Historical Risk, which has already occurred and cannot be improved.*

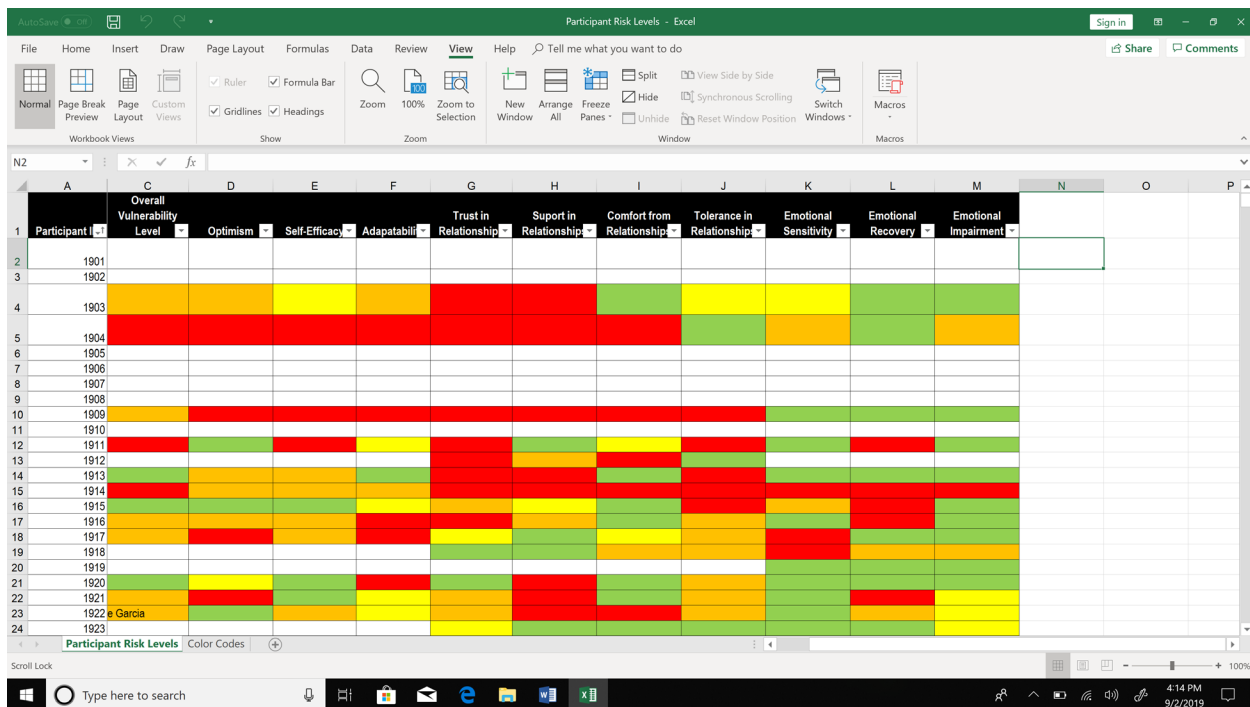
Current Risk: Current Risk for violence is based on an average of the categorical designations of the two forms of risk that the CalVIP Program can change (Social/Contextual and Individual/Clinical). Current Risk categorical designations were available for 87% (41) of the participant students. The distribution of Current Risk categories are below (for students for whom there was a score):



The majority of CalVIP students either have a moderate risk for future violence when they enter the program (44%) or a high risk for future violence upon intake (39%). *The CalVIP Program was expected to substantially lower participating students’ Current Risk category by providing them with increased resilience resources (both internal attributes/coping strategies and external supports/relationships) that should lower their risk for future violence.*

4.3 Using the Instruments for Individual Intervention Planning





In addition to this profile report, the evaluator transmitted an Individual Risk Report for every individual Tier 2 and Tier 3 participant to the clinician for Sigma Beta Xi. The Individual Risk Report was designed to help the clinician plan targeted interventions based on each individual student’s weaknesses. As the Profile Report is not confidential (and the Individual Risk Report is, since the data is not de-identified), this screenshot shows an example of what the Profile Report looks like (without the names of the students):



The Individual Risk Report provided a color-coded system for all participants along all sub-scale measures of the RSCA instrument. The measures that are assessed for each participant includes:

Measurement	Summary/Description
Overall Vulnerability	Overall reactivity scores (emotional responses) minus overall resource scores (internal and external/relational resiliency support factors)
Optimism	Internal resiliency factors for a positive outlook for the future
Self-Efficacy	Internal resiliency factors for a sense of capability to control a good outcome in one's own life
Adaptability	Internal resiliency factors for adapting to external environment and change
Trust	Internal resiliency factors for trusting the relationships one has
Support	External resiliency factors for meaningful supportive relationships
Comfort	Internal resiliency factors for seeking comfort from the relationships one has
Tolerance	Internal resiliency factors for tolerating differences and disagreements in relationships, and being able to maintain relationships
Sensitivity	Internal risk factor for high emotional sensitivity: being easily offended or upset
Recovery	Internal risk factor for low emotional recovery: taking a long time or finding it impossible to recover from negative emotions such as anger and sadness
Impairment	Behavioral risk factor for high emotional impairment: having negative emotions result in serious negative behaviors such as self-harm or harming others

The color-coded system allowed the clinician at a glance to understand, based on the RSCA instrument, the level of risk that any individual participant had demonstrated along that specific sub-scale measure:

Color	Description
	Score in normal range
	Score on the borderline of normal range; still considered normal but almost a risk indicator
	Score in the moderate risk range; participant is within the lower of two ranges for risk
	Score in the high risk range; participant is within the upper of two ranges for risk

Generally speaking, a participant scoring in the green or yellow range did not need specific intervention for that sub-scale factor (such as optimism or emotional sensitivity). The yellow range was an indicator that the participant may have greater risk in that area in the future, but their score is still in the normal range. A student with an orange flag in a category indicated moderate risk, and the need for a planned intervention that addresses that specific deficit. A red flag in a category indicated a high risk and an urgent need for a planned intervention. The Individual Risk Report was one tool (combined with qualitative measures by the clinician and student’s mentor, teachers, or guardians) to assist in identifying the more urgent areas of weakness (risk) in any particular CalVIP student and to plan interventions that specifically address that weakness.

5. Outcomes of the Summer Program

The summer program was designed with three methods for evaluation: participant observation (in which the evaluator participated in one session with the students and Life Lifters International); qualitative assessment via debriefing qualitative survey; and quantitative surveys (Teen Compass) taken pre/post program. Unfortunately, Life Lifters International only collected three of the 13 students’ Teen Compass surveys, which was insufficient to find any trends (even within an already small sample size). The following outcomes evaluation, therefore, is based on a combination of ethnographic observation and content analysis of students’ responses to the qualitative survey.

5.1 Ethnographic Observations

While it was not in the original evaluation plan, because of the small size of the cohort and out of curiosity (combined with an invitation from Life Lifters International), the evaluator attended one session of the summer program at the end of the program. The group was in a circle with the evaluator on the edge of the circle at a table, but in the group. The evaluator took approximately 8 pages of field notes from the 1.5 hour closure circle. Seven students were in attendance. The leaders began with checking in with the students and doing a breathing meditation. The students were asked to reflect on their place in their community and school and on the decisions they make. The evaluator noted that the students seemed to respect the leaders; they put their cell phones away before the start of the session and respected the “talking stick” system for taking turns in speaking. After a song and icebreaker game, the facilitator introduced the City of Perris grant manager and the evaluator, and explained the concept of a closing circle. The students and leaders began a discussion on suicide prevention, one of the recent meetings. Students seemed open and sensitive to the

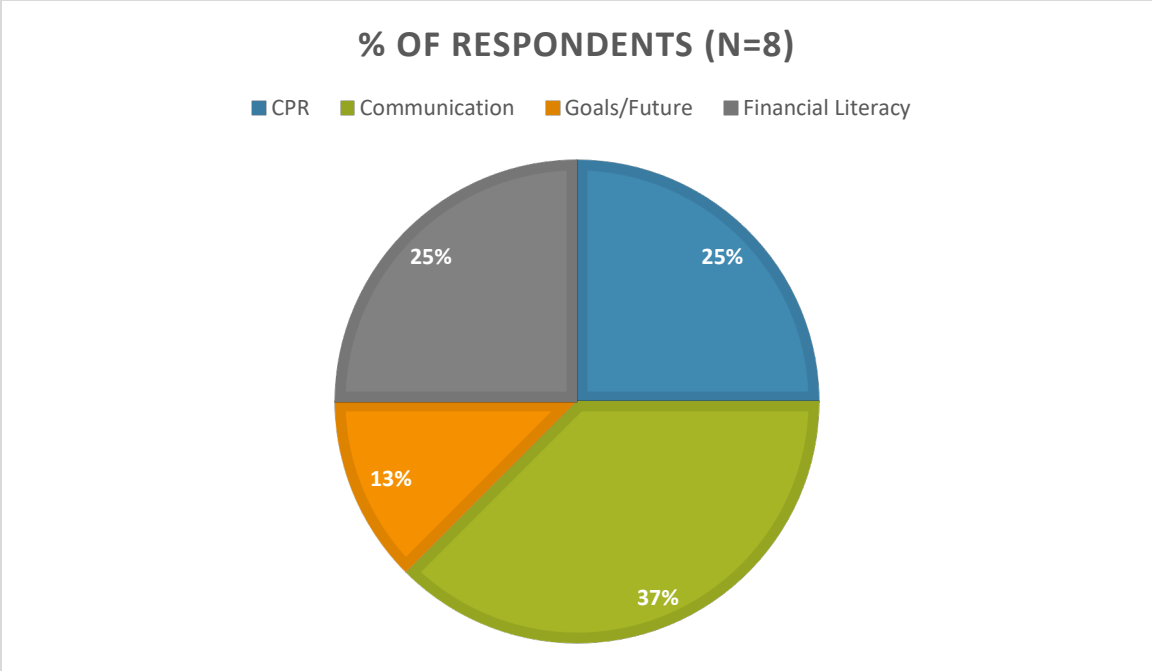
topic, and the leaders were supportive. The meeting closed with a discussion on follow-up short-term goals. 25% of the students described a school-related goal, such as “Don’t get behind in school. That’s what I really need to focus on.” 38% described a personal goal, including relaxing and stopping the habit of comparing oneself to others and being more open. One of the students said, “More engaged with my classmates; last year I didn’t talk to my classmates. Be more open. Just be able to help more people, not necessarily more friends. Be more open to my classmates. Like over the summer I talked to one of them, and she’s a really cool person and it opened my eyes that I need to be more open.” Overall, students were positive, respectful, and seemed pleased with their perseverance in a summer program.

5.2 Qualitative Survey Trends

The qualitative survey was designed with seven questions, five of which produced trends. Surveys were coded using content analysis and for positive and negative affect. Students were asked how they would describe themselves when they first came to the summer program and “now” (that is, at the end of the program). 10 of 13 students responded to that question. Two of the responses were ineligible, one was neutral, and seven were positive. Students reported a range of positive outcomes. One remarked about their increased social confidence: “I was very quiet but I really had a lot to say. Now I’ve made it to the end and I am very outgoing.” Another described having a clearer grasp of their goals: “I didn’t know what to expect from the program. I didn’t really have a good grasp of what I wanted for my future. Now I have an idea and I want to achieve.” A third described becoming more open-minded toward others: “When I first came to the summer program, I would describe myself as stubborn. Closed minded. And now I describe myself as more open-minded and I’m willing to give people more of a chance.” Overall, students seemed to appreciate the summer program’s outcomes, even if it was difficult to give up their summer.

Students reported being proud of a wide range of accomplishments in the program, including persevering to learn during the summer, being more open with others, creating their vision board, and becoming CPR certified. One student wrote: “I feel proud of how I can tell my story with others and I can accept myself for me.” Six of the eight students who responded to that question described having pride in something from the summer program. Students were also asked about their challenges. Five of eight responding students described challenges that included avoiding fighting, “masks,” sharing about their lives, and juggling time constraints.

When asked what was most important in what they learned in the program and what they would take with them from the program, students responded with a range of different skills:



When asked if they would recommend the program to their friends in the future, 8 of 9 respondents (88.9%) responded positively (the remaining person’s response was illegible).

5.3 Assessment of the Summer Program

Overall, while there were no statistically significant outcomes from the summer program, the qualitative outcomes were clearly and overwhelmingly positive. Due to problems with enrollment, the evaluator would not recommend a summer program again without a more pipelined enrollment process (such as mandatory enrollment due to behavioral issues or court-ordered enrollment due to delinquency). However, the Life Lifters International curriculum clearly has a positive impact on at-risk youth, and the curriculum could be implemented during the school year, perhaps as an after-school program, to respond to the enrollment barriers while retaining the high impact on participating youth.

6. Outcomes of the School Based Program

As was described in the process evaluation, there are few data points for the school-based program due to the post-COVID19 lack of responsiveness on the part of the school districts and later, Sigma Beta Xi. The evaluator will describe three forms of data: 1) qualitative data from ethnographic observation of an after-school session with Sigma Beta Xi (approximately one-third of the way through the grant-funded period); 2) RSCA data; and 3) SAVRY data.

6.1 Qualitative Outcomes

The evaluator joined several students and Sigma Beta Xi mentors, along with community-based leaders (from SDA Church, Life Lifters International, etc.) for an after-school session hosted by Sigma Beta Xi. The session began with all of us doing the “privilege walk,” guided by a mentor. In this activity, you walk forward and backward based on privileges in society you have (or do not have), such as ethnicity/race, English as a first or second language, gender, etc. People then shared about their backgrounds and how they felt about the

activity. In the session, the students were engaged and the mentors were excellent facilitators. Students seemed interested and as if they were learning to look at their lives in new ways. The ethnographic session demonstrated Sigma Beta Xi’s professionalism and astute ability to engage at-risk youth in challenging conversations.

6.2 Quantitative Outcomes

The global instruments were compared pre and post using the t-test to investigate whether or not there was significant change in Tier 2 and 3 students as a result of the program. The evaluator calculated the p-values and the r^2 value to explore the significance and effect size of the program on key qualities and behaviors related to resilience and vulnerability to violence. However, it must be noted that due to the small sample size (N=11 for the RSCA and N=12 for the SAVRY), no statistical test is entirely reliable.

The results of the pre/post global instruments were quite promising and positive. While, the RSCA did not show statistically significant programmatic impacts on anything but students’ vulnerability, it did show positive changes along all measurements, as show below:

Indicator	Change One Wants to See	Average Change by End of Program
Mastery	+	+5.09
Relatedness	+	+1.55
Reactivity	-	-3.27
Resiliency	+	+3.64
Vulnerability	-	-4.91

In the cases of the first four indicator variables, the change demonstrated in the program, while entirely in the appropriate direction, was not sufficiently large to produce statistically significant effects. However, on the indicator of vulnerability, there was a significant change ($t = -2.69$, $\alpha = 0.05$, $p = 0.0227$) with a large effect ($r^2 = 0.42$). This indicates that it is likely, with more data, that the evaluator would find that the program is effective at reducing at-risk youth’s vulnerability (in this case, individuals’ emotional reactivity as buffered by their internal attitudes and external social supports).

The SAVRY indicated an even more hopeful trend. Across both areas of risk that a student can change (i.e., not historical) and total risk, there was statistically significant evidence that the program had a strong capacity to reduce recidivism and violence:

Indicator	Change One Wants to See	Average Change by End of Program
Social/Contextual Risk	-	-1.83
Individual/Clinical Risk	-	-3.08
Protective Factors	+	0.5
Total Risk (Historical + Social + Individual Risk)	-	-4.92

While the program does not appear to have any significant impact on protective factors (such as relationships), it has significant impact on risk factors for violence and for total risk (even with accounting for

historical risk, which the student cannot change). In fact, social risk, individual risk, and total risk all demonstrated not only statistical significance, but also large effect sizes:

- Social/contextual risk ($t=-2.56$, $\alpha=0.05$, $p=0.026519$, $r^2= 0.37$)
- Individual/clinical risk ($t=-3.08$, $\alpha=0.05$, $p=0.038487$, $r^2= 0.33$)
- Total risk ($t=-4.92$, $\alpha=0.05$, $p=0.015517$, $r^2= 0.43$)

6.3 Assessment of the School-Based Program

It is really unfortunate that there is little quantitative data that was ultimately collected, because the limited global instrument data indicate a strongly positive outcome of the program with regard to recidivism. The RSCA and the SAVRY both indicated the program's strongest positive impact is, in fact, directly on vulnerability and violence. While there weren't many students to analyze, those who completed the pre and post assessments indicated that the services Sigma Beta Xi provided to Tier 2 and 3 students served to substantially reduce their vulnerability overall and substantially reduce their future risk of being violent.

7. Suggested Corrective Action Plan for Future Programs

Based on the formative and summative assessments conducted and described in this report, the evaluator has some final suggestions for the grantees (both City of Perris and the community-based organizations) by way of corrective action plans in the future:

- Engage fewer community-based organizations from the beginning (proposal writing) so that implementation is smoother, easier, and cleaner.
- If family case management services will be provided, invest in a digital case management system that allows regular drops of data to the evaluator (or that allows evaluator log in).
- Include key behavioral data such as GPA, truancy, suspension, and expulsion with the students' localized case management files. Do not rely on the school districts for this data. Try to collect it periodically as services are provided to the students.
- Due to significant communication issues between the City, Sigma Beta Xi, the School Districts, and the Schools, be sure to engage a MOU that includes data transference. Consider opening lines of communication directly between data managers for the school districts and the evaluator in case of communication breakdown.
- Due to quantitative data collection issues, regardless of program length, do data collection on each student in 3-month, 6-month, and end-program intervals. Provide this data to the evaluator every 3 months.

The evaluator would like to conclude with accolades for the City of Perris and the community-based organizations for the commitment toward the goals the evaluator repeatedly saw in team meetings and in interactions with the students. While the data that was provided by the grantees were limited, they indicated the PEACE Project was universally positive in their impact on the students. The evaluator is quite certain that without the disruption of the pandemic, the challenges the grantees faced in data collection (being slightly behind schedule) would have been overcome.