

I-CARE

Inglewood CalVIP Project

Evaluation Results



PREPARED FOR:

South Bay Workforce
Investment Board

PREPARED BY:

Adrienne Dellinger, Ph.D.
Senior Research Associate

August 2020

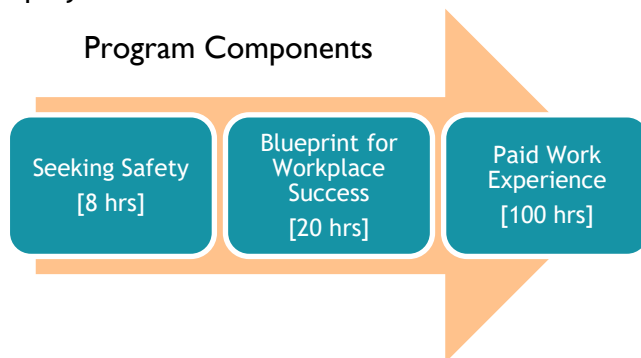
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EXECUTIVE SUMMARY

The I-CARE Inglewood CalVIP project was intended to serve 100 youth ages 14-18 who either resided in or attended a school in Inglewood and were considered high-risk youth. The project had three overarching goals: 1) to reduce the risk factors that contribute to violent crime by diverting youth from the juvenile justice system; 2) to prevent and reduce escalation in violent or destructive behaviors of high-risk youth through providing job preparation skills and employment opportunities, coupled with trauma-informed supports; and 3) to improve the workplace skills and labor marketability of the youth. Two groups of youth were identified—a Prevention Group and a Diversion Group. The Prevention Group consisted of youth referred by Inglewood Unified School District (IUSD) Pupil Services who had not been involved in a criminal offense but had been involved in at-risk behaviors such as suspensions, truancy, failing grades, fights and threats. Prevention youth were provided services by SWBIB. The Diversion Group were those who had been involved in a criminal offense or faced expulsion or suspension and were referred to the I-CARE CalVIP project as a diversion measure. Diversion Group youth were referred directly to Centinela Youth Services (CYS) who provided case management services.

Upon enrollment, youth were provided the opportunity to participate in trauma-informed group sessions through Seeking Safety, the Blueprint for Workplace Success Training, and a paid work experience with a local employer.



EVALUATION NOTES

The I-CARE Inglewood CalVIP project was implemented by two community-based organization partners within the I-CARE collaborative: South Bay Workforce Investment Board (SBWIB) and Centinela Youth Services (CYS). This process and outcome evaluation is based on the coordinated efforts of the evidence-based programs and services of these two partner agencies.

DATA + METHODS

Data in this report covers program implementation from June 2018 to April 2020. The data collected by partner agencies included surveys administered to youth, surveys from employers, enrollment data, and program completion data. Additional data comes from semi-structured interviews held with members of the partner agency staff.

This report is a descriptive analysis of survey and interview data.

CONTACT

Adrienne Dellinger, Ph.D.
adellinger@vitalresearch.com
(323) 951.1670

Project Accomplishments

The enrollment goal for the I-CARE Inglewood CalVIP project was 100 youth over the grant period. The enrollment goal was 98% achieved, with 98 enrolled youth. Within the group served, 92 youth (94%) were included in the Prevention Group and the remaining six youth (6%) were in the Diversion Group. Over the grant period, 19 youth completed all three unique programs. Of the enrolled youth, 56 completed Seeking Safety, 67 completed Blueprint Certification, and 40 completed the 100-hour paid work experience.

All youth surveyed across programs (80% 'Strongly Agree' / 20% 'Agree') feel they are more confident in making better choices for their lives and that they can stay out of trouble in the future. Nine out of 10 youth 'Strongly Agree' that the I-CARE Inglewood CalVIP program helped them feel they can be successful in life. All youth were highly satisfied with their program experiences, and all (85% 'Strongly Agree' / 15% 'Agree') would recommend this program to another youth in a similar situation. For their Seeking Safety experiences, 80% of youth were 'Very Satisfied' and 20% 'Satisfied.' On the item, 'Overall, I am satisfied with myself' average youth scores increased from 3.32 to 3.62 (Rating scale: 1=Strongly Disagree to 4=Strongly Agree). All (100%) youth set new goals for themselves because of the paid work experience with the I-CARE Inglewood CalVIP program. Select findings from pre- and post-survey results for youth involved in any of the three programs are included below:

- **Intrapersonal Skills (Pre-Survey):** Over half of the youth feel that listening, empathizing, and trying to see another person's point of view is 'Always True' of them. Less than 10% of youth indicate these are 'Rarely True.'
- **Social and Emotional Skills (Pre-Survey):** Slightly under half of youth (48%) report they act before they think things through, but all youth say it's 'Usually True' (37%) or 'Always True' (63%) that they accept responsibilities for their actions. Youth struggle with speaking up in groups (26% 'Disagree' / 'Strongly Disagree'), but the majority are comfortable being leaders (90% 'Strongly Agree' / 'Agree'). Almost all youth like to learn new things, set goals for themselves and learn from the mistakes they make.

161

youth referred to I-CARE CalVIP

98

youth enrolled into I-CARE CalVIP

19

completed all three service programs

56

completed Seeking Safety sessions

67

completed Blueprint Certification

40

completed paid work experience

- **Critical Thinking (Pre-Survey):** Youth struggle with easily expressing their thoughts on a problem (14% ‘Disagree’), however 95% say they think of different ways to solve it when faced with one. They are open to listening to the ideas of others (94% ‘Strongly Agree’/‘Agree’) and say they can keep an open mind when it comes to different ideas.
- **Identity Exploration (Post-Survey):** The paid work experience resulted in youth trying new things, acting new ways, and thinking more about their futures.
- **Basic Skills & Cognitive Skills (Post-Survey):** Youth became better at giving feedback (93% ‘Strongly Agree’/‘Agree’) and taking feedback (95% ‘Strongly Agree’/‘Agree’). They learned about how their emotions affect them (90% ‘Strongly Agree’/‘Agree’), but also became better at dealing with fear and anxiety (88% ‘Strongly Agree’/‘Agree’).
- **Goal Setting (Post-Survey):** All (100%) youth set new goals for themselves because of the paid work experience with the I-CARE Inglewood CalVIP program.

Goals Achieved

The I-CARE Inglewood CalVIP project was driven by three goals: **Goal #1** - To reduce the risk factors that contribute to violent crime through a regional approach that coordinates Inglewood Police District (IPD) and Inglewood Unified School District (IUSD) efforts with CYS to divert youth from entering the juvenile justice system or being suspended/expelled from school; **Goal #2** - To prevent and reduce escalation in violent or destructive behaviors of high-risk youth through providing job preparation skills and work employment opportunities, coupled with trauma-informed supports, and **Goal #3** - To improve the workplace skills and labor marketability of the youth. Of the six youth assigned to the Diversion group, only three completed a pre- and post-risk assessment due to COVID-19. However, all three youth had large decreases in overall risk scores (Range: 50% to 100% decrease). The goal of improving the workplace skills and labor marketability of youth was successfully achieved as indicated by employer post-survey results on youth. Every single item in three domains (technical skills, soft skills, and professionalism) youth showed statistically significant ($p < .05$) differences between pre- and post-measures, with the mean scores for all items decreasing from pre to post, indicating positive impacts over time. A summary of all results associated with the goals and objectives of this work can be found in Table 4 on page 14.

Implementation Highlights

In addition to collecting data on youth, SBWIB also accomplished programmatic goals. Some highlights included:

- **Solidified relationship between SBWIB and CYS.** Although SBWIB and CYS staff worked in the same building, this is the first project in which both organizations were actively involved in collaborating on services offered to youth. By including CYS staff in the recruitment and YLS/CMI assessment of youth, SBWIB and CYS solidified their relationship and work together to mitigate any challenges that came up.

- **Implementation of Seeking Safety.** For this project, all youth were required to attend Seeking Safety to learn coping mechanisms related to traumas they may have suffered. CYS and SBWIB worked together to develop a cohort model in which youth were recruited and maintained in groups to complete the Seeking Safety courses. By the end of Year 1, youth cohorts had been moved through the program to varying success. The original course sequence was modified to reduce the number of sessions but increase the length so youth could complete all modules in less time. This allowed for youth to enter Blueprint training more quickly and enter the paid work experience sooner.

Problems/Barriers

Overall, the I-CARE Inglewood CalVIP project was successfully implemented and the majority of barriers were overcome. These barriers included the following:

- **SBWIB staff turnover.** Staff turnover throughout the project resulted in some hiccups along the way affecting program implementation, data collection, and youth monitoring. However, SBWIB worked diligently to meet target numbers and collect data on the youth being served even as staff changes occurred.
- **Referral and recruitment issues.** In Year 1, referrals were lower than anticipated, however SBWIB retooled their recruitment strategies by enlisting the assistance of a staff member at IUSD who could help facilitate enrollment of groups of youth at a time. These group enrollment sessions allowed for SBWIB to effectively recruit and enroll youth in the program services in a streamlined fashion.
- **Changes to the program model.** Seeking Safety sessions which were originally planned to be one-hour sessions over 12 weeks were found to be problematic based on the amount of time youth would be required to commit. In consultation with CYS Seeking Safety staff, the sessions were doubled in length and the number of sessions was reduced to allow youth to move to Blueprint and the paid work experience more quickly.
- **Onset of COVID-19.** COVID-19 affected the collection of academic and arrest record data, meaning those goals and objectives aligned with these data points could not be measured.

Unintended Outcomes

The I-CARE Inglewood CalVIP project was the first time SBWIB had implemented a trauma informed support component into their model through Seeking Safety sessions facilitated by CYS. The Seeking Safety sessions were very successful, with youth reporting high satisfaction (80% 'Very Satisfied' and 20% 'Satisfied') and increases in post-survey scores on items associated with personal satisfaction, self-esteem, and respect for themselves. Inclusion of trauma informed supports in future SBWIB programming will promote a more holistic approach to working with youth to improve their workplace skills and better prepare them for future careers. In addition, the CalVIP project was the first time SBWIB had formally conducted surveys with employers on youth at pre- and post- timepoints, providing a richer form of data by which to assess the changes in youth based on their experiences with SBWIB programming.

Lessons Learned

As with any new project, lessons were learned on how to better monitor the youth data that are collected and how to streamline internal processes to reach program goals. In addition, this project highlighted the importance of flexibility in the implementation of a program model. With low referrals at the onset of the program, consistent staff turnover, and the incorporation of new program components (i.e., Seeking Safety), the SBWIB staff were required to be nimble in the ways they approached the work to ensure they were still serving the youth as intended.

PROJECT DESCRIPTION

OVERVIEW

I-CARE is a collaboration between the City of Inglewood, local schools and community partners. The I-CARE collaborative formed in 2015 as a community-based initiative to reduce risk factors that contribute to the high rate of violent crime in the project area delineated as the City of Inglewood and the adjacent unincorporated areas of Lennox and West Athens. This project, the I-CARE Inglewood CalVIP project, was implemented by two community-based organizations within the I-CARE collaborative: South Bay Workforce Investment Board (SBWIB) and Centinela Youth Services (CYS). Through its South Bay One Stop Job Center and Teen Center, SBWIB provides services for youth and young adults, both in school and out of school, ages 14-24 years old. Services include pre-employment training, work experience and internships, career preparation, occupational skill training, academic enrichment and job placement assistance. CYS engages with Inglewood youth through the Everychild Restorative Justice Center (ERJC) to divert vulnerable, high-risk youth from the juvenile justice system into community-based, developmental services and supports so that youth break the cycle of delinquent and criminal behavior and activity. Together, SBWIB and CYS provided intervention and employment services to high-risk youth through the I-CARE Inglewood CalVIP project.

I-CARE Inglewood CalVIP was intended to serve 50 youth each year totaling 100 youth over the grant period. Two groups of youth were identified—a Prevention Group and a Diversion Group. The Prevention Group consisted of youth referred by IUSD Pupil Services who had not been involved in a criminal offense but had been involved in at-risk behaviors such as suspensions, truancy, failing grades, fights and threats. The Diversion Group were those who had been involved in a criminal offense or faced expulsion or suspension and were referred to the I-CARE CalVIP project as a diversion measure. Diversion Group youth were referred directly to CYS who provided case management services prior to inclusion in the I-CARE Inglewood CalVIP project.

The target population for the I-CARE Inglewood CalVIP project were youth ages 14-18 who either resided in or attended a school in Inglewood and were considered high-risk youth. High-risk youth included those youth who had a multitude of significant barriers to advancing in their educational and employment goals including attachment to the juvenile justice system (e.g., cited/arrested for misdemeanor and/or felony offenses), gang membership, involvement or high exposure to violence, truancy, academic failure, poverty, family involved in crime, and poor family bonding and family conflict. Upon enrollment, both Diversion and Prevention youth were provided the opportunity to participate in trauma-informed group sessions through Seeking Safety, the Blueprint for Workplace Success Training, and a paid work experience with a local employer [See Figure 1]. The logic model guiding this work is in Appendix 3.

FIGURE I. I-CARE INGLEWOOD CALVIP PROGRAM COMPONENTS



PROGRAM EVALUATORS

Vital Research (Vital) was contracted to conduct the evaluation of the I-CARE Inglewood CalVIP Project. Established in 1982, Vital is a research and evaluation consulting firm based in Los Angeles. Vital conducts applied research in a variety of areas, including aging services, health care, education, consumer satisfaction, and social and community-based services. Our areas of expertise include research and evaluation design and methodology, survey development and implementation, testing and measurement, data collection, data management, advanced quantitative and qualitative data analysis, and database development.

GOALS AND OBJECTIVES

This project and its evaluation were based upon the following goals and their respective objectives:

Goal #1 - To reduce the risk factors that contribute to violent crime through a regional approach that coordinates Inglewood Police District (IPD) and Inglewood Unified School District (IUSD) efforts with CYS to divert youth from entering the juvenile justice system or being suspended/expelled from school.

Goal #1 Objectives:

- 85% of Diversion Group do not recidivate as measured by no new arrests after 12 months post service delivery.
- By end of project, schools report improved behavior, attendance or school engagement from 70% of youth in the Prevention Group.
- High-risk youth in the Diversion Group will show an average decrease of at least 35% in the Youth Level Service/Case Management 2.0 (YLS/CMI) risk indicator scores upon completion of the program.

Goal #2 - To prevent and reduce escalation in violent or destructive behaviors of high-risk youth through providing job preparation skills and work employment opportunities, coupled with trauma-informed supports.

Goal #2 Objectives:

- 70% of youth referred to Seeking Safety treatment complete the 12 one-hour weekly sessions.
- 70% of youth to complete the Blueprint for Workplace Success Training.
- 70% of youth to complete the 100 hours of paid work experience.
- Of the youth who identified unsubsidized employment as a goal, 60% of those youth obtain and maintain an unsubsidized job throughout the 12-month follow-up period.

Goal #3 - To improve the workplace skills and labor marketability of the youth.

Goal #3 Objectives:

- 80% of all youth by the completion of their paid work experience will demonstrate workplace skills growth as confirmed through employer surveys.

EVALUATION PLAN

Vital Research (Vital) worked closely with SBWIB to plan and execute a process and outcome evaluation of the I-CARE Inglewood CalVIP project. In collaboration with SBWIB, Vital defined outcomes to measure program impacts, provided recommendations for data collection and quality improvement, collected and analyzed data, and reported findings to SBWIB and BSCC as outlined in the grant requirements. This evaluation utilized mixed methodology to answer process and outcome evaluation questions as they related to the service implementation and impacts on youth who received intervention services from CYS and employment services from SBWIB.

DATA MEASURES

For the I-CARE Inglewood CalVIP project, data was collected from youth, CYS and SBWIB staff, employers, IUSD, Probation, and School Police. Utilizing a cohort model, youth who participated in the project were expected to spend approximately nine months engaged in intervention and employment activities between the two community-based organizations, CYS and SBWIB.

Youth completed measures associated with key activities and were provided gift cards as incentives (total up to \$75) based upon their completion of the various components of the program. In addition to youth measures, staff were asked to participate in two telephone interviews during the project to better understand the successes and challenges associated with program implementation. Finally, employers were asked to provide feedback on the youth towards the beginning (approximately 10-25 hours into paid experience) and end of their work experience (at 100 hours). All surveys were administered via paper or online. All measures and frequency of collection are outlined by target population in Table 1.

TABLE I. DATA COLLECTION MEASURES AND FREQUENCY

DATA SOURCE	METHOD	FREQUENCY
Youth	<ul style="list-style-type: none"> Youth Level of Service/Case Management Inventory (YLS/CMI) Assessment 	<ul style="list-style-type: none"> Intake After services completed
	<ul style="list-style-type: none"> Seeking Safety (Prevention Group Only) 	<ul style="list-style-type: none"> Pre-Seeking Safety services Post-Seeking Safety services
	<ul style="list-style-type: none"> Youth Survey 	<ul style="list-style-type: none"> Pre-services received Post-services received
Employers	<ul style="list-style-type: none"> Employer Survey 	<ul style="list-style-type: none"> Pre- at 10-25 hours work completed Post- at completion of work experience (100 hours)
CYS/SBWIB Staff	<ul style="list-style-type: none"> Telephone Interviews 	<ul style="list-style-type: none"> Mid-point of project End of project
IUSD/School Police	<ul style="list-style-type: none"> Attendance, Behavior, Suspension, Expulsion 	<ul style="list-style-type: none"> Annually*

* These data were not collected due to the onset of COVID-19.

PROCESS EVALUATION

The process evaluation focused on project implementation and relied on data collected by both SBWIB and CYS. Both organizations have data collection systems to track the number of youths who are enrolled in their programs and receiving services, the type and number (dosage) of services received, the number of hours of participation in each service, and completion rates of each youth participant. Interviews with staff from both agencies were conducted at the mid-point and end of project to assess perceptions of the program implementation and the associated strengths and challenges of the program model. Table 2 lists the evaluation questions, key metrics, and data sources associated with the process evaluation of the I-CARE Inglewood CAVIP project.

TABLE 2. PROCESS EVALUATION QUESTIONS, KEY METRICS & DATA SOURCES

EVALUATION QUESTION	KEY METRIC	DATA SOURCE
<ol style="list-style-type: none"> Who participates in the I-CARE VIP program and in what ways do they participate? What services were received by each youth? How is the program being implemented? What were the successes and challenges of this program? 	<ul style="list-style-type: none"> # youth referred # youth who receive services # hours of services received Types of services received 	<ul style="list-style-type: none"> SBWIB/CYS Databases SBWIB/CYS Staff Interviews

OUTCOME EVALUATION

The outcome evaluation focused on the impacts of the intervention and employment services provided to youth in the I-CARE Inglewood CalVIP project. Data was collected by SBWIB and CYS project staff and data analysis was conducted by Vital to determine the extent to which the objectives for each of the three overarching goals were met. Table 3 lists the evaluation questions, key metrics, and data sources associated with the outcome evaluation of the I-CARE Inglewood CalVIP project.

TABLE 3. OUTCOME EVALUATION QUESTIONS, KEY METRICS & DATA SOURCES

EVALUATION QUESTION	KEY METRIC	DATA SOURCE
<ol style="list-style-type: none"> How many youth avoided arrest, suspension, or expulsion? Was there a reduction in violent and destructive behavior for youth who completed services? 	<ul style="list-style-type: none"> # youth arrested, suspended, expelled # of instances of violent or destructive behavior 	<ul style="list-style-type: none"> School Data Police Data Probation Department Data CYS Database

EVALUATION QUESTION	KEY METRIC	DATA SOURCE
3. To what extent did youth YLS/CMI risk scores change for I-CARE VIP youth?	<ul style="list-style-type: none"> • YLS/CMI Scores • # completed Seeking Safety courses 	<ul style="list-style-type: none"> • CYS YLS/CMI Assessments of youth at intake and close of services
4. What was the impact of receiving job preparation and work experience on youth?	<ul style="list-style-type: none"> • # youth complete Blueprint • # youth complete 120 hours pre-employment and paid work experience • Youth confidence, self-efficacy, and knowledge • # youth employed • # youth enter post-secondary education 	<ul style="list-style-type: none"> • SBWIB Database • Youth Surveys • 12-month Youth Follow-up • Youth Interviews/ Focus groups
5. To what extent do employers report satisfaction with youth who completed paid work experiences?	<ul style="list-style-type: none"> • Satisfaction • Perceptions of youth growth 	<ul style="list-style-type: none"> • Employer Surveys
6. How do employers perceive youth growth?		

DATA COLLECTION DIFFICULTIES

Three significant challenges arose for the I-CARE CalVIP project: 1) a shortened timeline for project implementation, 2) high staff turnover at SBWIB, and 3) the onset of COVID-19 in early 2020. However, even with these challenges, SBWIB successfully collected pre- and post-survey data on a portion of youth and employers.

DATA ANALYSIS METHODOLOGY

SBWIB was responsible for tracking the individual youth referred and enrolled in the I-CARE Inglewood CalVIP project. All information on the program components completed and survey data collected for each youth were also monitored by SBWIB and provided to Vital Research via a master tracking spreadsheet. Surveys were available to youth and employers on paper or online, and SBWIB utilized both methods to collect data. All completed paper surveys were scanned and emailed for data entry by Vital Research staff. Online survey data was downloaded from the SurveyGizmo platform. Quantitative data was analyzed using statistical software, SPSS, and comments from open-ended items on surveys were analyzed and compiled.

OUTCOME MEASURES OF GOALS + OBJECTIVES – SUMMARY OF RESULTS

The summary of results associated with the three goals and their objectives for this grant are outlined in Table 4. Additional results from the pre- and post-surveys administered to youth, as well as the pre- and post-surveys of employers are provided in the subsequent Results section.

TABLE 4. SUMMARY OF RESULTS - OUTCOME MEASURES OF GOALS & OBJECTIVES

OBJECTIVES	KEY METRIC	RESULTS
<p>Goal #1 - To reduce the risk factors that contribute to violent crime through a regional approach that coordinates Inglewood Police District (IPD) and Inglewood Unified School District (IUSD) efforts with CYS to divert youth from entering the juvenile justice system or being suspended/expelled from school.</p>		
<p>85% of Diversion Group do not recidivate as measured by no new arrests after 12 months post-service delivery</p>	<ul style="list-style-type: none"> • # youth arrested 	<ul style="list-style-type: none"> • Unable to obtain data from law enforcement
<p>By end of project, schools report improved behavior, attendance or school engagement from 70% of youth in the Prevention Group</p>	<ul style="list-style-type: none"> • # youth suspended, expelled 	<ul style="list-style-type: none"> • Unable to obtain data from school sources
<p>High-risk youth in the Diversion Group will show an average decrease of at least 35% in YLS/CMI risk indicator scores upon completion of the program</p>	<ul style="list-style-type: none"> • YLS/CMI Scores 	<ul style="list-style-type: none"> • 6 Diversion youth received a pre-YLS/CMI, but only 3 had a completed post measure due to COVID-19; all 3 had large decreases in overall risk scores (Range: 50% to 100% decrease)

OBJECTIVES	KEY METRIC	RESULTS
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Goal #2 - To prevent and reduce escalation in violent or destructive behaviors of high-risk youth through providing job preparation skills and work employment opportunities, coupled with trauma-informed supports.

70% of youth referred to Seeking Safety treatment complete the 12 one-hour weekly sessions	<ul style="list-style-type: none"> # youth completed Seeking Safety courses 	<ul style="list-style-type: none"> 75 youth were referred, and 56 completed Seeking Safety; 75% completion rate
70% of youth to complete the Blueprint for Workplace Success Training	<ul style="list-style-type: none"> # youth complete Blueprint 	<ul style="list-style-type: none"> 75 youth were referred, and 67 completed Blueprint; 89% completion rate
70% of youth to complete the 100 hours of paid work experience	<ul style="list-style-type: none"> # youth complete paid work experience 	<ul style="list-style-type: none"> 67 youth were referred, and 40 completed; 60% completion rate

OBJECTIVES	KEY METRIC	RESULTS
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Of the youth who identified unsubsidized employment as a goal, 60% of those youth obtain and maintain an unsubsidized job throughout the 12-month follow-up period	<ul style="list-style-type: none"> # youth employed 	<ul style="list-style-type: none"> Due to shortened grant timeline, 12-month follow-up was not possible; 14 youth contacted for 6-months delayed post. Four youth (29%) were “interested in permanent employment” and of the four, one (20%) had secured it.
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Goal #3 - To improve the workplace skills and labor marketability of the youth.

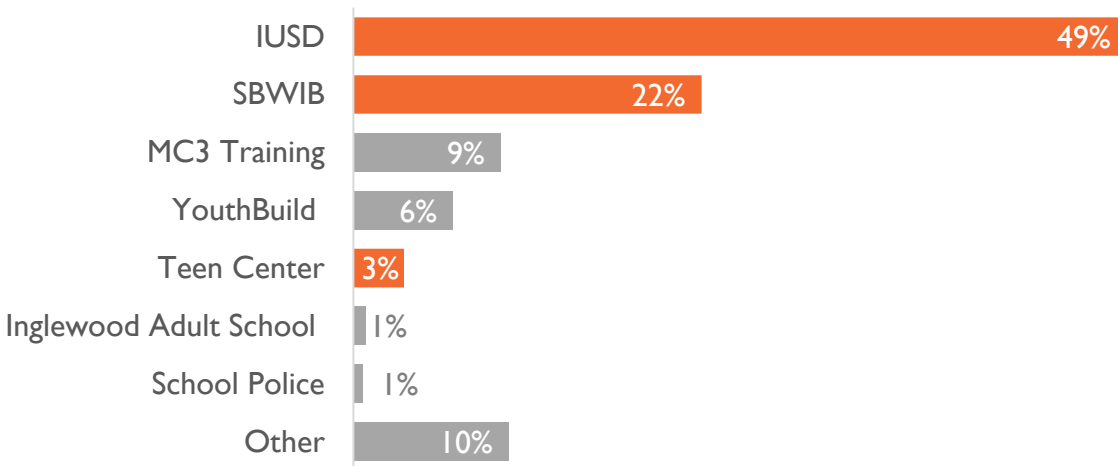
80% of all youth by the completion of their paid work experience will demonstrate workplace skills growth as confirmed through employer surveys	<ul style="list-style-type: none"> Satisfaction Perceptions of youth growth 	<ul style="list-style-type: none"> 97% of employers ‘Strongly Agree’/‘Agree’ they would hire the youth for future work. 65% rate the quality of their work as ‘Excellent’ on post-survey. 98% of employers ‘Strongly Agree’/‘Agree’ the youth has gained confidence since they started the job. 95% of employers ‘Strongly Agree’/‘Agree’ the youth is prepared to be employed.
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WHO WAS SERVED?

YOUTH REFERRALS

Referrals were received from a variety of sources, resulting in 161 youth being referred for enrollment in the I-CARE Inglewood CalVIP program. Nearly half of the youth were referred via Inglewood Unified School District (IUSD) (49%), and one quarter from SBWIB (22%) and the SBWIB Teen Center (3%).

YOUTH REFERRAL SOURCES



YOUTH ENROLLMENT

The enrollment goal for the I-CARE Inglewood CalVIP project was 100 youth over the grant period. The enrollment goal was 98% achieved, with 98 enrolled youth. Within the group served, 92 youth (94%) were included in the Prevention Group and the remaining six youth (6%) were in the Diversion Group. For all results, Diversion and Prevention youth results are pooled together due to low number of Diversion group enrollments.

DEMOGRAPHICS

Enrolled youth were asked to provide demographic details at intake (See Table 5). The majority of youth enrolled in the I-CARE Inglewood CalVIP project were Hispanic/Latino (61%), males (59%) and 18 years old (48%). Breakdowns of each demographic are outlined below. Of those with schools identified, almost one-third of youth (28%) attended YouthBuild Charter, followed by Inglewood Continuation High School (27%), Morningside High School (18%), and Inglewood High School (7%). Three percent of enrolled youth were high school graduates, and the remaining attended other schools within the Inglewood community.

TABLE 5. I-CARE CALVIP ENROLLED YOUTH – DEMOGRAPHICS

DEMOGRAPHIC	NUMBER	PERCENT*
AGE		
14 years old	3	4%
15 years old	3	2%
16 years old	19	15%
17 years old	31	30%
18 years old	41	48%
19 years old	1	2%
GENDER		
Male	58	59%
Female	40	41%
Transgender/Nonconforming	--	--
RACE		
Hispanic or Latino	60	61%
Black	30	32%
More than one race	3	2%
White	1	1%
Asian	--	--
Other/Not specified	3	2%
ORIGIN		
Single Origin	94	95%
Multi-Origin	3	3%
Dual-Origin	1	2%

*Note: Totals may not equal 100% due to rounding. Not all youth had complete information, therefore total numbers vary.

WHAT SERVICES WERE RECEIVED?

PROGRAM COMPLETION

Over the grant period, 19 youth completed all three unique programs as designated by program completion dates. Of the enrolled youth, 56 completed Seeking Safety, 67 completed Blueprint Certification, and 40 completed the 100-hour paid work experience.

19

completed all
three service
programs

56

completed
Seeking Safety
sessions

67

completed
Blueprint
Certification

40

completed
paid work
experience

WHAT WAS THE IMPACT ON YOUTH?

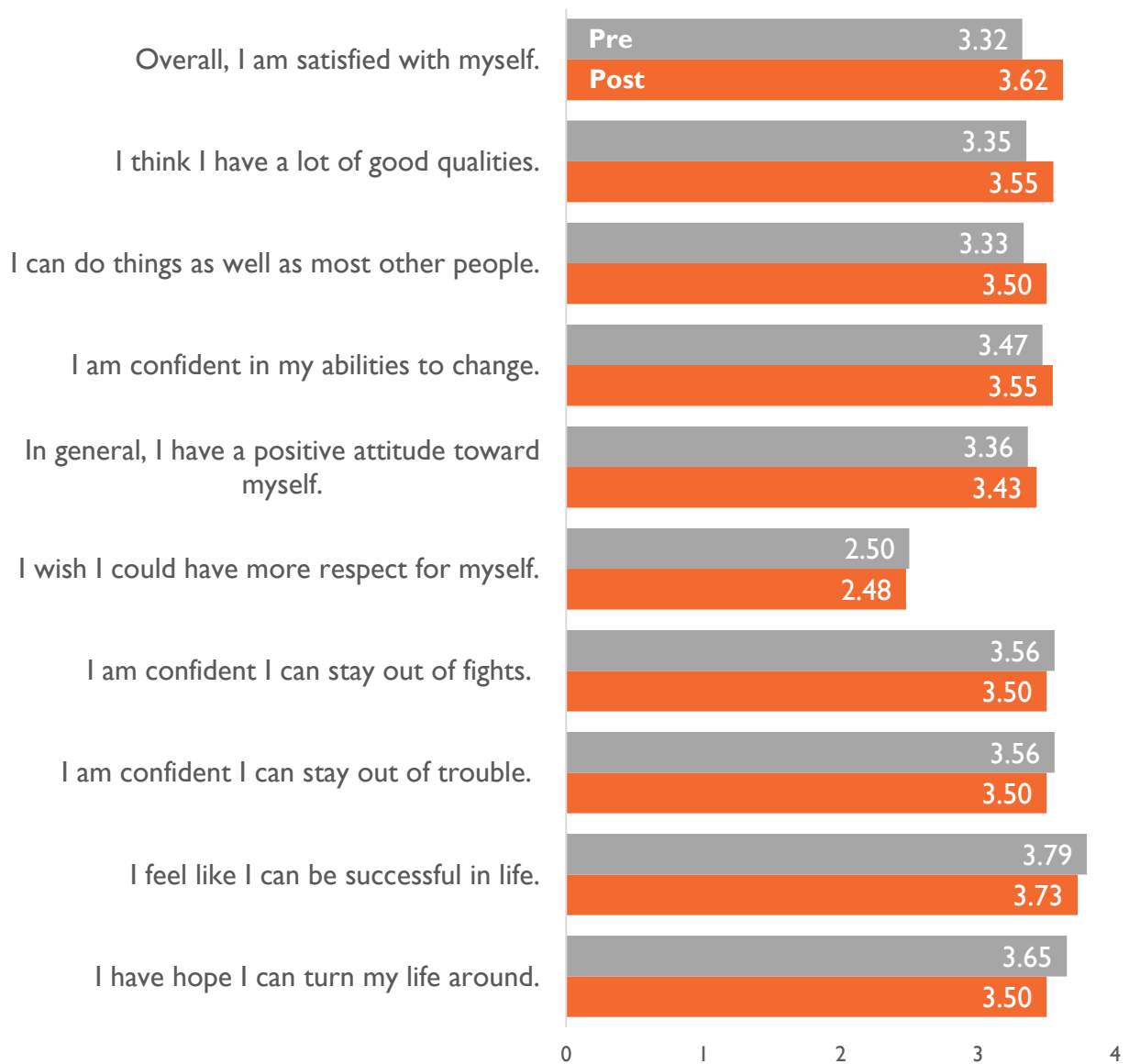
SEEKING SAFETY

Overall, 75 youth attended at least one session of Seeking Safety. Of those who attended sessions, over two-thirds (64%) completed the required sessions. Youth who attended Seeking Safety sessions were asked to complete pre- and post-surveys regarding their experiences in the program. In total, 34 youth completed pre-surveys and 22 completed post-surveys. All surveys were anonymous, therefore analyses on matched surveys was not possible. The results shown here are descriptive in nature and should not be taken as representative of the entire youth population served by the project. In addition, as the scores are aggregated and the number of pre-survey and post-survey completion is different, all results should be viewed with caution.

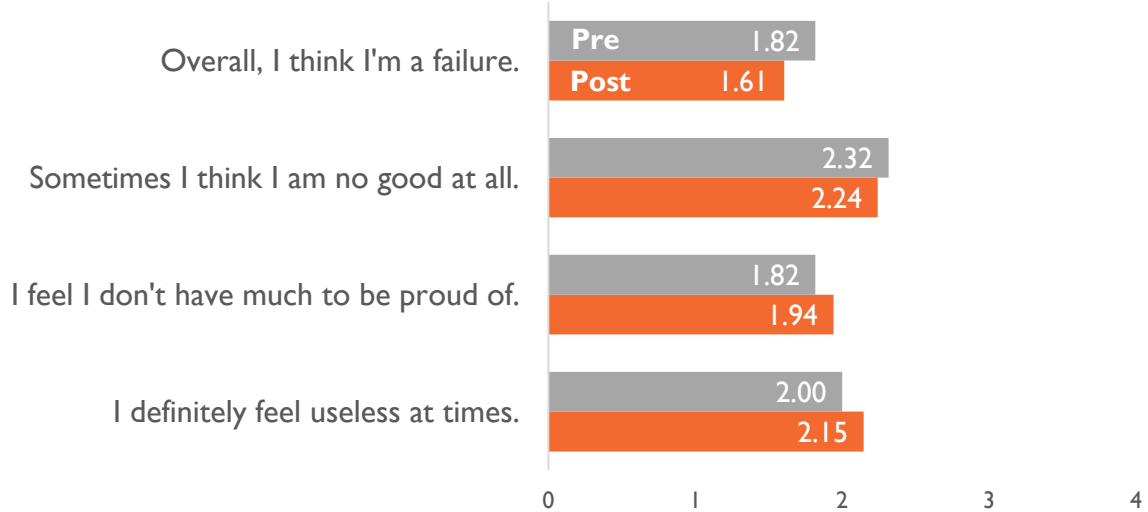
When asked about their overall satisfaction with Seeking Safety, 80% of youth were 'Very Satisfied' and 20% 'Satisfied.' Survey results (Rating scale: 1=Strongly Disagree to 4=Strongly

Agree) are presented in the following graphics. In general, average scores on the pre-survey were high (above 3.0) and in some cases were higher in post. Two items related to attitudes and beliefs showed higher scores in the pre-survey and lower in the post: “I feel like I can be successful in life” (3.79 pre to 3.73 post), “I have hope I can turn my life around” (3.65 pre to 3.50 post). Two negatively worded items on attitudes and beliefs showed higher scores at post, the opposite direction one would hope: “I feel I don’t have much to be proud of” (1.82 pre to 1.94 post) and “I definitely feel useless at times” (2.0 pre to 2.15 post). However, for overall satisfaction items, youth scores increased. On the item, ‘Overall, I am satisfied with myself’ youth scores increased from 3.32 to 3.62. On the negatively worded items, lower scores are better. On the item, ‘Overall, I think I’m a failure’ youth scores improved from 1.82 to 1.62.

SEEKING SAFETY PRE-POST SURVEY RESULTS



SEEKING SAFETY PRE-POST SURVEY RESULTS – NEGATIVELY WORDED ITEMS



Feedback from youth on Seeking Safety sessions was overwhelmingly positive. Select comments in response to what they liked most about the program follow:

- *Sharing out.*
- *The topics we talked about are needed information for our generation.*
- *I feel like it taught me a lot.*
- *Overall, I enjoyed our discussions as a group, I feel comfortable speaking.*
- *The lessons because they will help me further in my life.*
- *I can't pick I loved everything!*
- *The \$ and the ladies.*
- *I liked how engaged we all were and how open the instructors were to a conversation.*
- *I liked that it helped me change in a way.*
- *I liked how we all got really close at the end.*
- *The people are nice.*
- *The deep conversation.*

PAID WORK EXPERIENCE

For this project, the pre- and post-surveys for youth were developed utilizing a combination of items from existing instruments and scales related to positive youth development, attitudes and behaviors, and workforce skills. The intention was to pilot the surveys in this project, and results from these analyses will be utilized by SBWIB to determine which items to include in subsequent work related to youth violence prevention. Survey items were modified to meet the needs of SBWIB and the youth they served in the I-CARE Inglewood CalVIP project. Pre-survey items focused on youth self-assessments of their interpersonal and social/emotional skills, whereas post-survey items focused more on implicit impacts of involvement in the work experience. Additional details on the survey items and the scales from which they were taken can be found in Appendix 2. Of the 98 youth enrolled in the I-CARE Inglewood CalVIP project, 75 completed a pre-survey, 42 completed a post-survey. Thirty-seven youth completed both measurements allowing for a comparative analysis on Career Readiness survey items.

PRE-SURVEY RESULTS

Seventy-five youth completed pre-surveys prior to beginning their paid work experiences via paper or online. For the pre-surveys, there were four key focus areas. For each focus area, key findings are highlighted below. Graphics presenting all items within each focus area can be found in Appendix 1.

- **Career Readiness** (NOTE: Same items included in post-survey)
 - Youth have the most varied opinions on social media, with 12% disagreeing it was important to maintain a professional image on their networks. Otherwise, youth felt fairly consistently that key professional behaviors were important.
- **Intrapersonal Skills**
 - Over half of the youth feel that listening, empathizing, and trying to see another person's point of view is 'Always True' of them. Less than 10% of youth indicate these are 'Rarely True.' Overall, youth rated themselves highly on their interpersonal skills.
- **Social and Emotional Skills**
 - Slightly under half of youth (48%) report they act before they think things through, but all youth say it's 'Usually True' (37%) or 'Always True' (63%) that they accept responsibilities for their actions.
 - Youth struggle with speaking up in groups (26% 'Disagree'/'Strongly Disagree'), but the majority are comfortable being leaders (90% 'Strongly Agree'/'Agree'). Almost all youth like to learn new things, set goals for themselves and learn from the mistakes they make.
- **Critical Thinking**
 - Youth struggle with easily expressing their thoughts on a problem (14% 'Disagree'), however 95% say they think of different ways to solve it when

faced with one. They are open to listening to the ideas of others (94% ‘Strongly Agree’/‘Agree’) and say they can keep an open mind when it comes to different ideas.

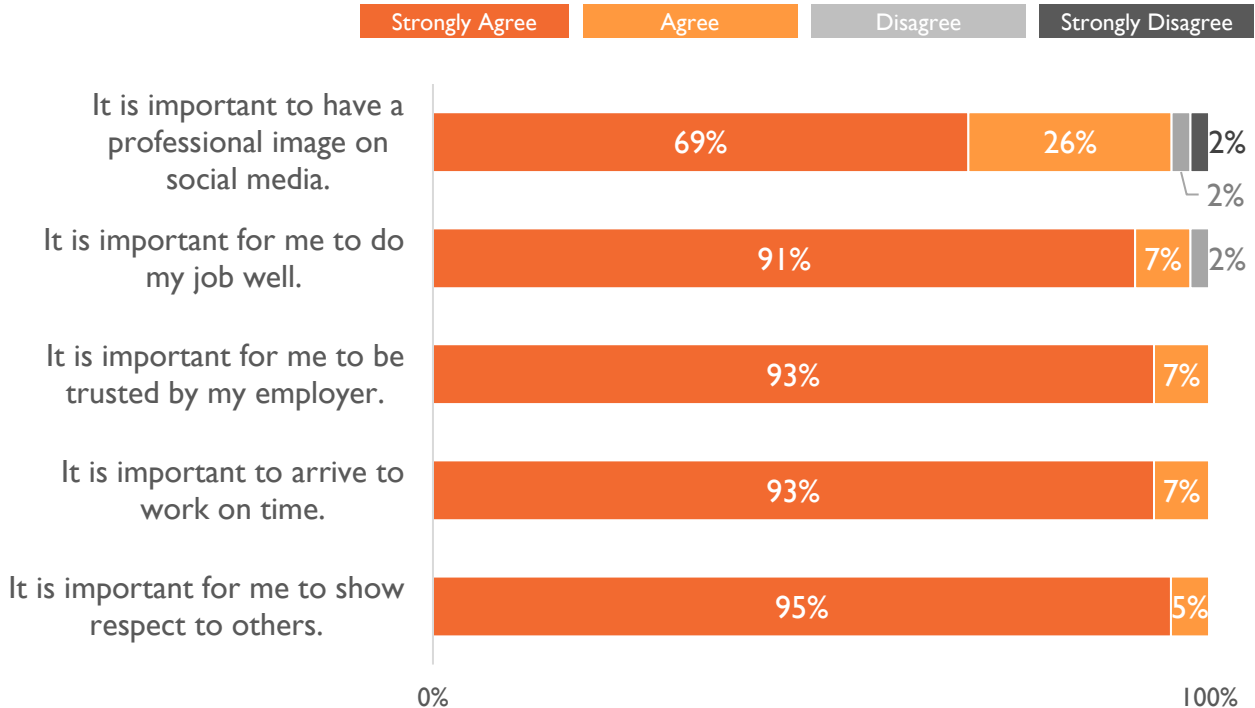
POST-SURVEY RESULTS

Forty-two youth completed post-surveys after completing their paid work experiences. As noted previously, the items in the post-surveys differed from the pre-survey in that these items reflected more of the potential impact of their experiences in the I-CARE Inglewood CalVIP project. Graphics with key findings are highlighted in this section for each of the five key areas of focus in the post-survey:

- Career Readiness (NOTE: Same items included in pre-survey)
- Identity Exploration
- Basic Skills & Cognitive Skills
- Initiative Experiences
- Impact & Program Satisfaction

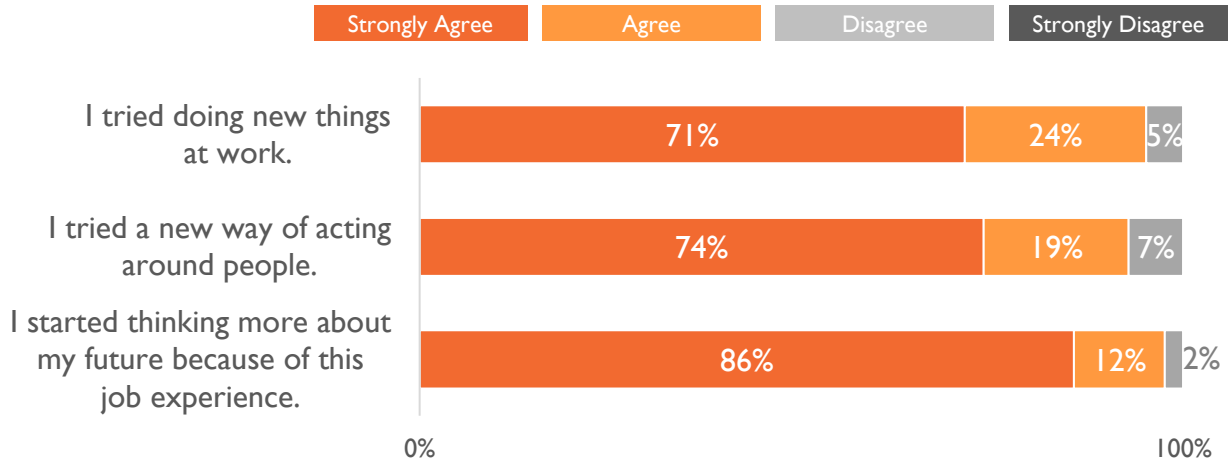
CAREER READINESS - POST

After completing the paid work experience, youth perceptions on career readiness changed dramatically, with the number of youth saying they ‘Strongly Agree’ doubling from the pre-survey responses. Youth perceptions on the importance of having a professional image increased from pre- to post-survey, from 88% agreement to 95% agreement.



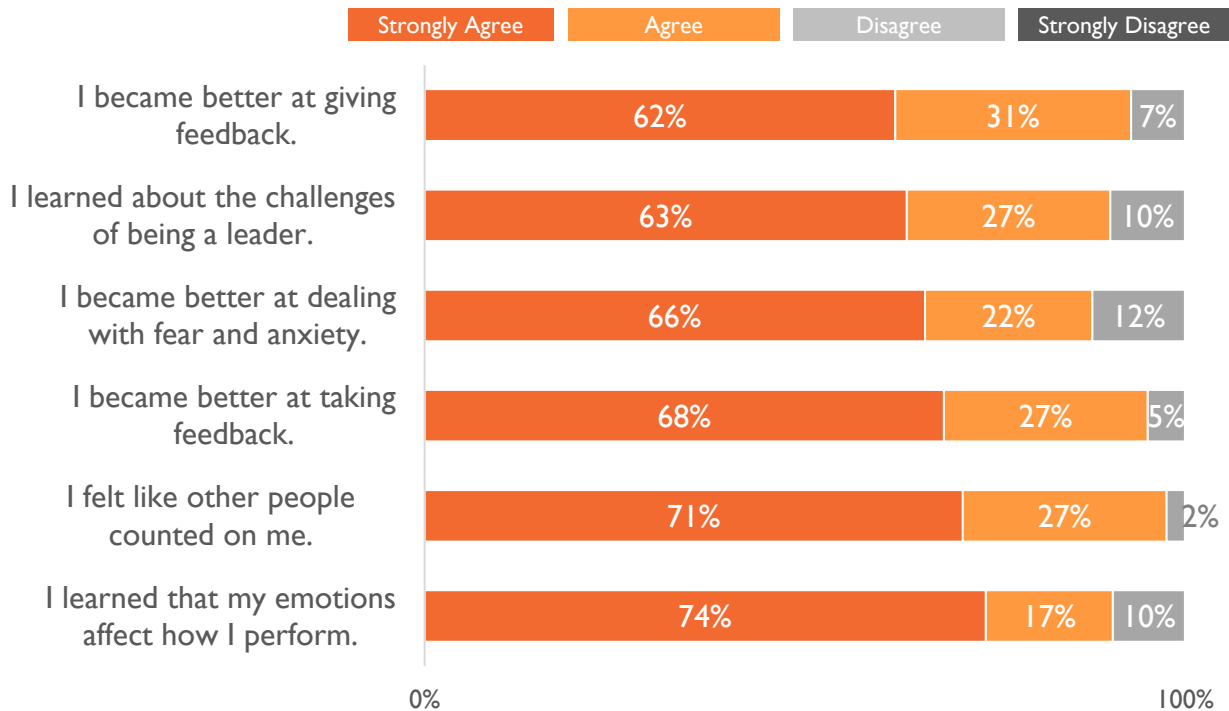
IDENTITY EXPLORATION

The paid work experience resulted in youth trying new things, acting new ways, and thinking more about their futures.



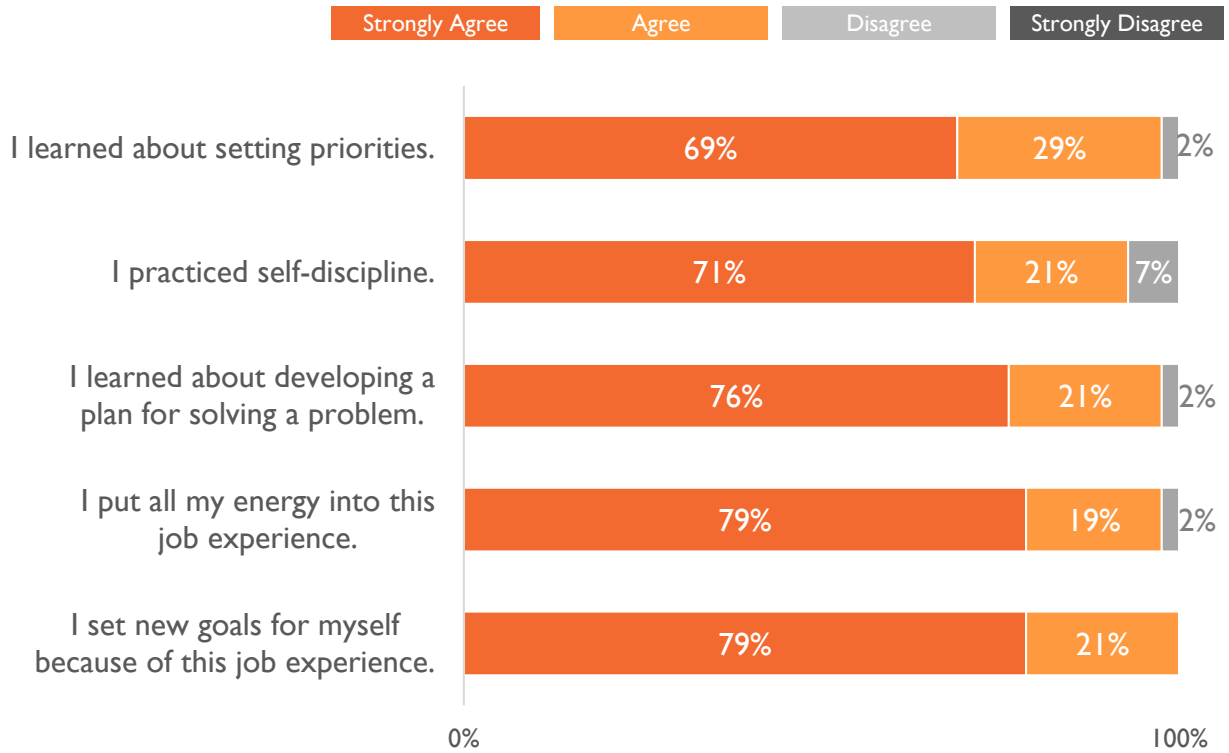
BASIC SKILLS + COGNITIVE SKILLS

Youth became better at giving feedback (93% ‘Strongly Agree’/‘Agree’) and taking feedback (95% ‘Strongly Agree’/‘Agree’). They learned about how their emotions affect them (90% ‘Strongly Agree’/‘Agree’), but also became better at dealing with fear and anxiety (88% ‘Strongly Agree’/‘Agree’).



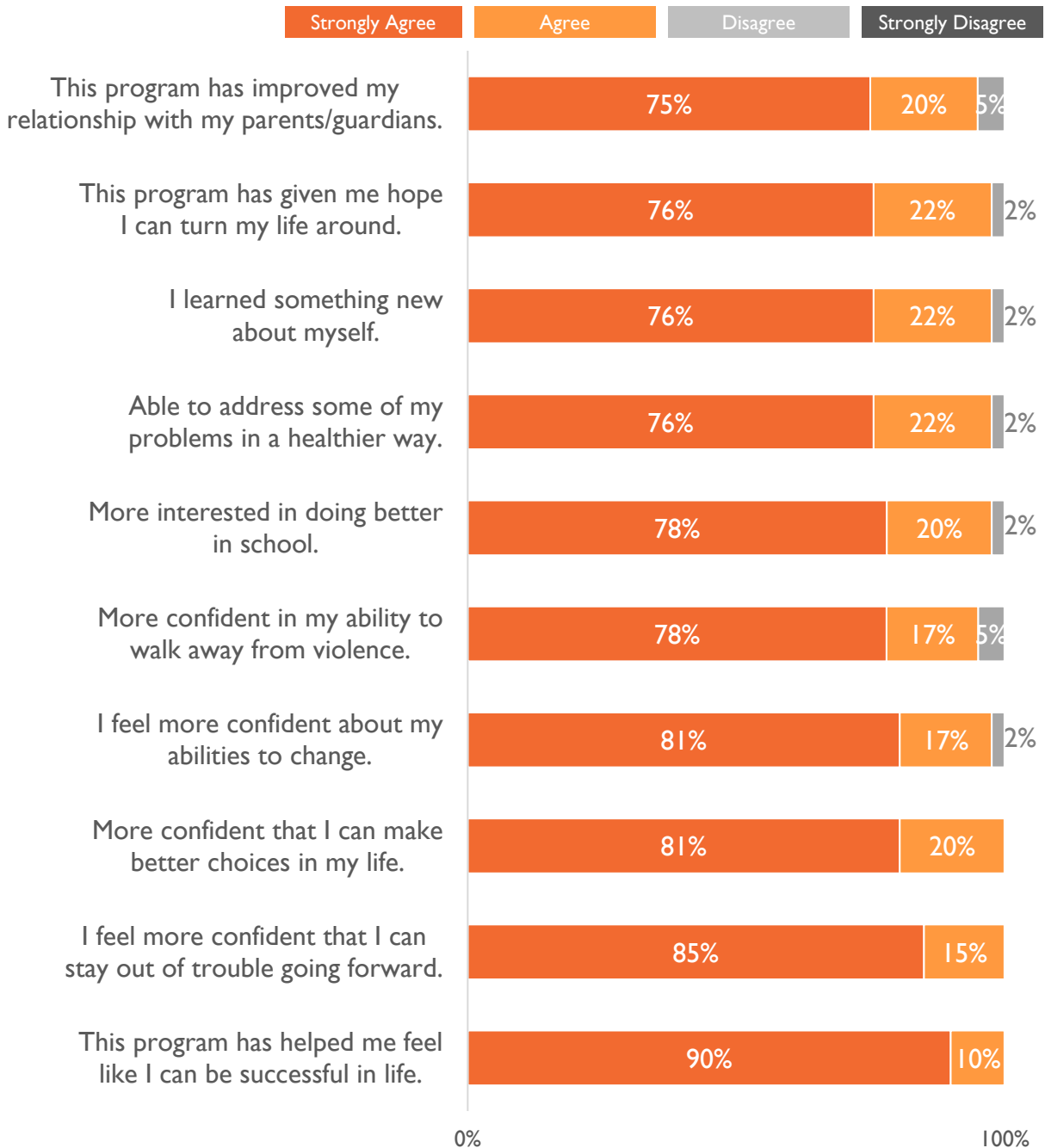
INITIATIVE EXPERIENCES

All 42 youth set new goals for themselves because of the paid work experience with the I-CARE Inglewood CalVIP program.



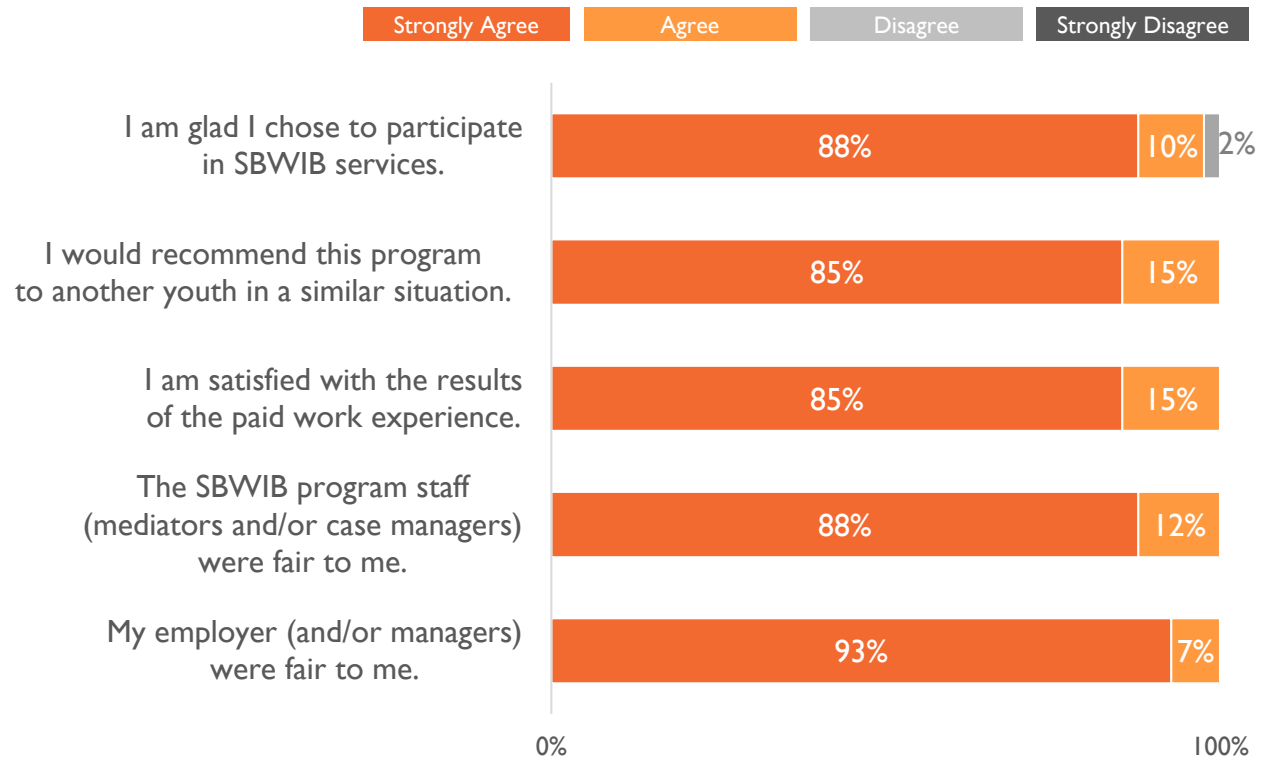
IMPACT

All 42 youth (100% 'Strongly Agree' / 'Agree') feel they are more confident in making better choices for their lives and that they can stay out of trouble in the future. Nine out of 10 youth 'Strongly Agree' that the I-CARE Inglewood CalVIP program helped them feel they can be successful in life.



PROGRAM SATISFACTION

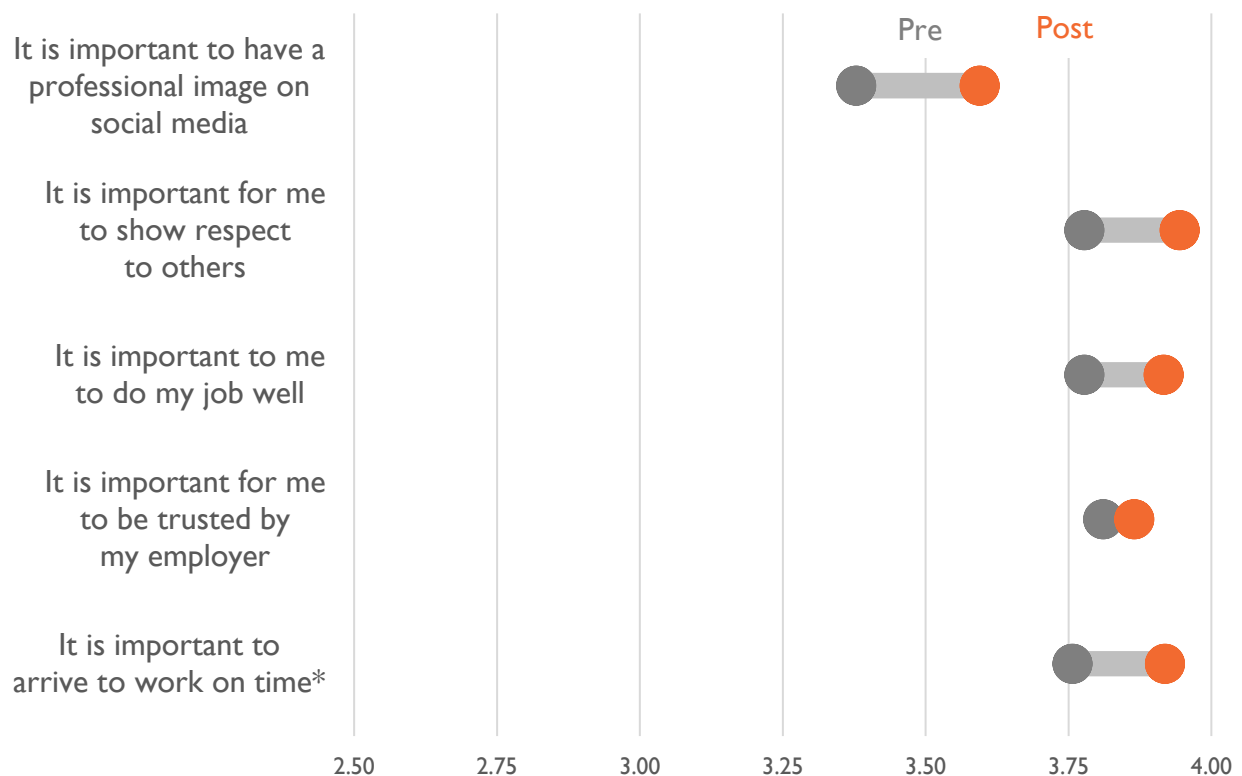
All youth were highly satisfied with their program experiences, and all (100% 'Strongly Agree'/'Agree') would recommend this program to another youth in a similar situation.



CAREER READINESS – YOUTH PRE-POST COMPARISON

Youth were asked the same five items on career readiness before their paid work experience (pre-survey) and after their employment (post-survey). On all items, youth had higher agreement on the post-survey items, however, average scores were greater than 3.0 even on the pre-survey. Changes in scores were small, therefore practical significance of the findings is limited. Thirty-seven youth completed both measurements allowing for a comparative analysis on these items using a paired t-test to assess changes in average scores. T-tests comparing average scores on all items between pre- and post were conducted to determine if any changes were statistically significant. Only one item, “It is important to arrive to work on time,” showed statistically significant ($p < .05$) differences between pre- and post-measures. The lack of statistical significance on items is not surprising given the small number of matched youth and the high ratings that were provided on pre-surveys. In general, youth appear to understand implicitly that these factors related to career readiness are important and this shows in both the pre- and post-survey results.

YOUTH CAREER READINESS



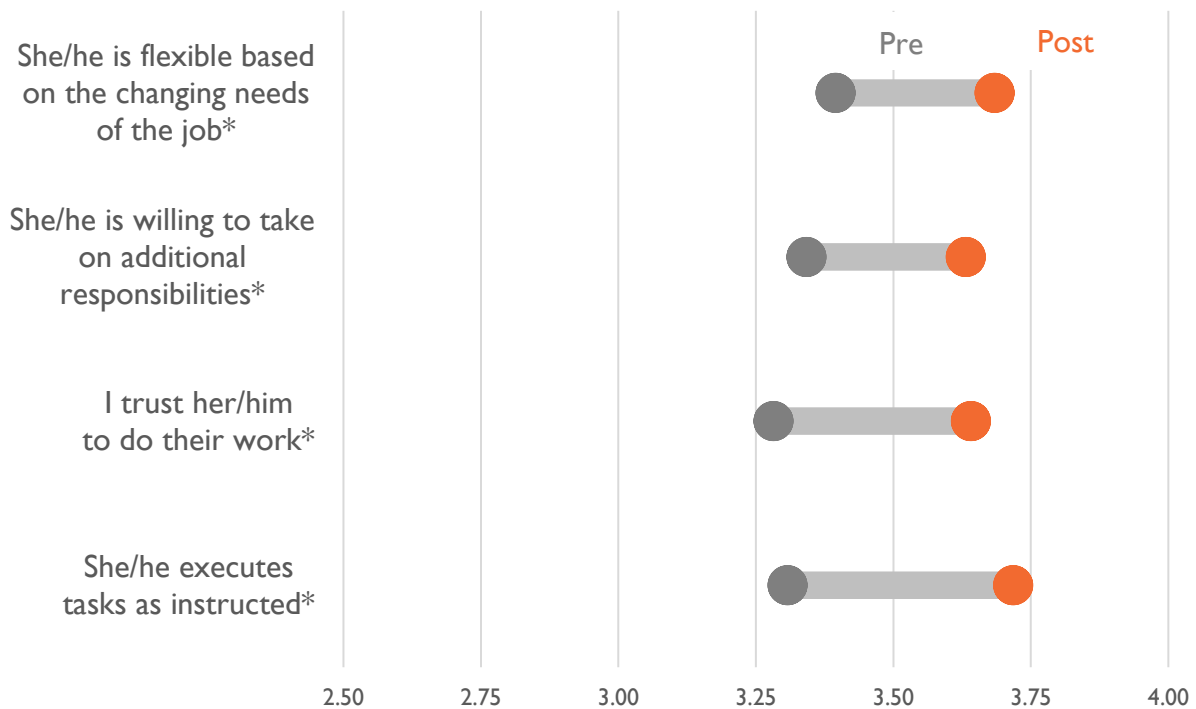
(Rating Scale: 1=Strongly Disagree to 4=Strongly Agree)

* $p(<.05)$

EMPLOYER RESULTS

Employers were asked to complete surveys for each youth with whom they worked at two separate timepoints: 10-25 hours into the paid work experience (pre-survey) and at the completion of the youths' employment (post-survey). Employers completed pre-surveys for 44 youth and post-surveys for 42 youth employed with their organizations for their paid work experience, however, not all youth had two complete measures. In total, 39 youth had both pre- and post-surveys completed by employers allowing for a comparative analysis using a paired t-test to assess changes in average scores. T-tests comparing average scores on all items between pre- and post were conducted to determine if any changes were statistically significant. Every single item in three different domains showed statistically significant ($p < .05$) differences between pre- and post-measures, with the mean scores for all items decreasing from pre to post, indicating positive impacts over time. Note: Employers were not tracked by name, therefore, it is possible pre- and post-surveys for the same youth were completed by different employers and therefore results at the two timepoints are based on two employer perspectives.

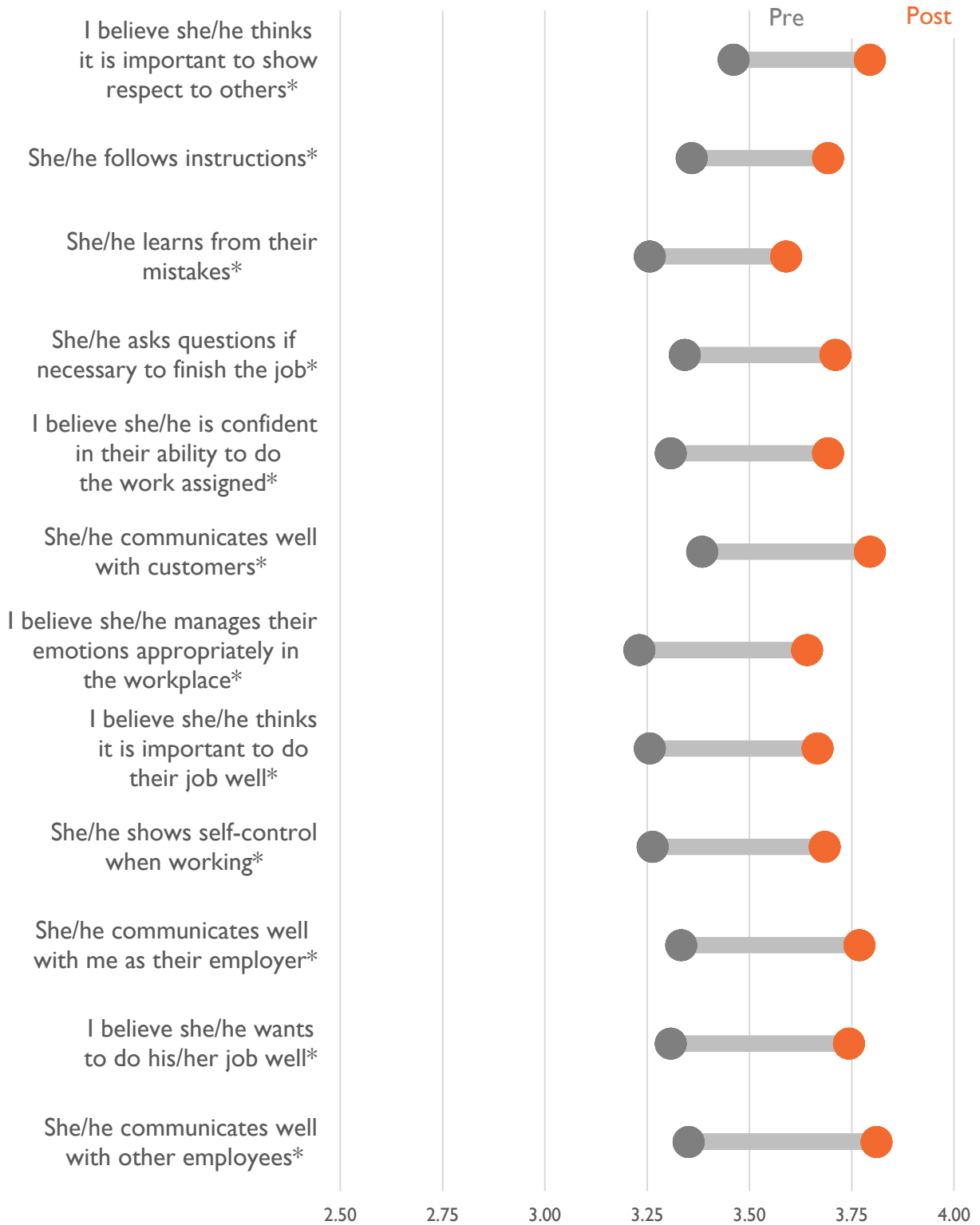
EMPLOYER PERCEPTIONS OF YOUTH TECHNICAL SKILLS



(Rating Scale: 1=Strongly Disagree to 4=Strongly Agree)

* $p < .05$

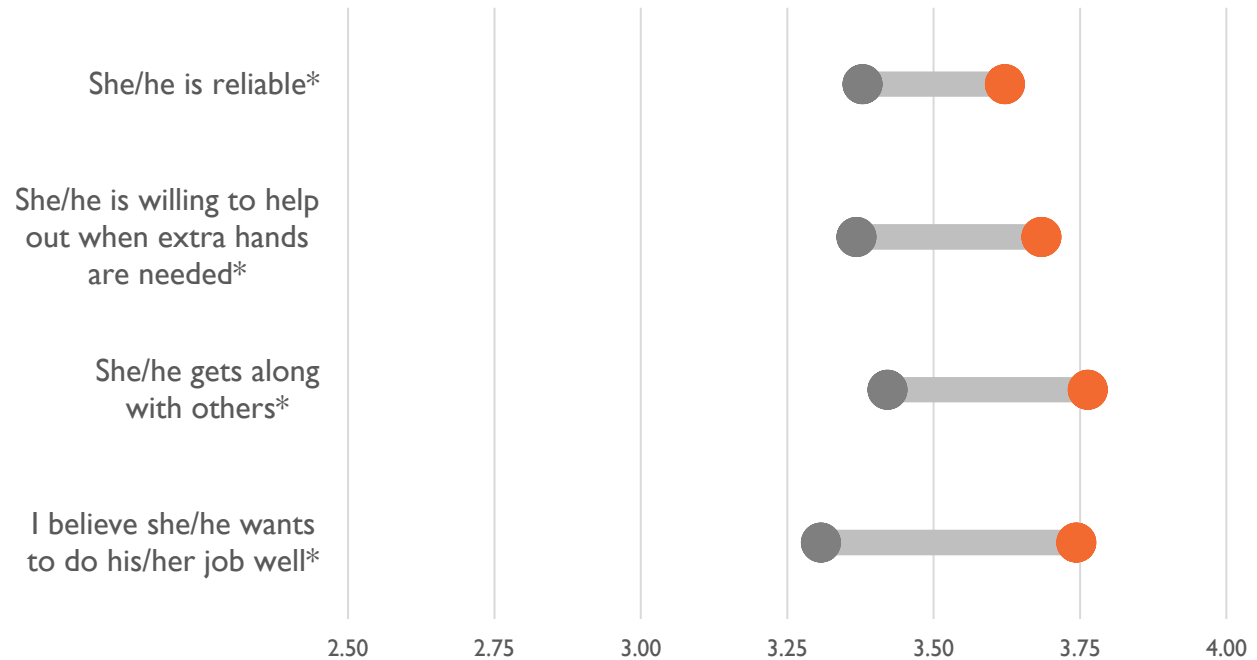
EMPLOYER PERCEPTIONS OF YOUTH SOFT SKILLS



(Rating Scale: 1=Strongly Disagree to 4=Strongly Agree)

* $p(<.05)$

EMPLOYER PERCEPTIONS OF YOUTH PROFESSIONALISM



(Rating Scale: 1=Strongly Disagree to 4=Strongly Agree)

* $p(<.05)$

SUCCESSSES

Although challenged by low referrals and issues with recruitment, SBWIB was able to be flexible and use their connections through IUSD to develop a method of recruiting youth in groups, thereby bolstering their numbers and allowing them to serve their intended target population. As a result, the I-CARE Inglewood CalVIP project successfully enrolled 98 youth over the grant period. Overall, 19 youth completed all three unique programs as designated by program completion dates. Of the enrolled youth, 56 completed Seeking Safety, 67 completed Blueprint Certification, and 40 completed the 100-hour paid work experience. Youth reported high satisfaction with their experiences, and employer perspectives showed they felt the paid work experiences had an impact on the youth and that their technical and soft skills improved. SBWIB incorporated new trauma-informed program features into their existing model, including the first Seeking Safety sessions conducted in partnership with CYS. The Seeking Safety sessions were very successful, with youth reporting high satisfaction and increases in post-survey scores on items associated with personal satisfaction, self-esteem, and respect for themselves. Inclusion of trauma informed supports in future SBWIB programming will promote a more holistic approach to working with youth to improve their workplace skills and better prepare them for future careers.

CHALLENGES

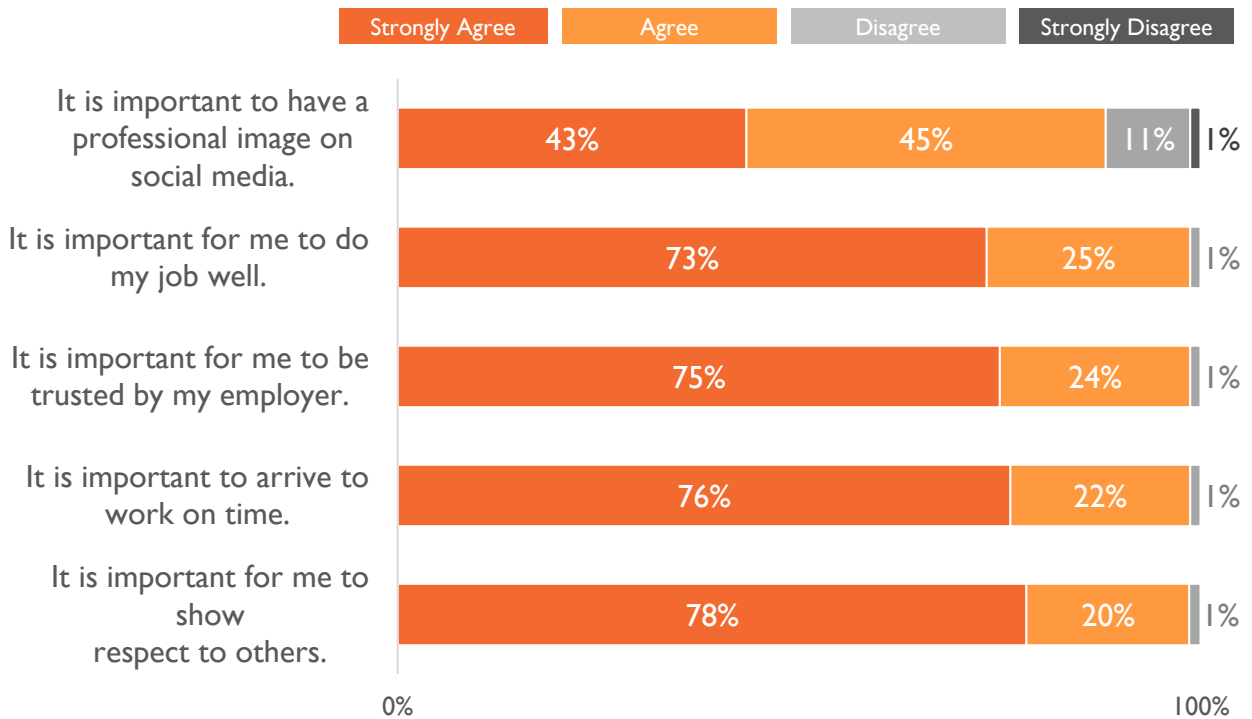
The I-CARE Inglewood CalVIP project encountered several challenges in implementation. One primary challenge was lower referral numbers at the beginning of the project which led to recruitment issues. However, SBWIB retooled their recruitment strategies by enlisting the assistance of a staff member at IUSD who could help facilitate enrollment of groups of youth at a time. These group enrollment sessions allowed for SBWIB to effectively recruit and enroll youth in the program services in a streamlined fashion. In addition, significant staff turnover throughout the project affected program implementation, data collection, and youth monitoring. Finally, the onset of the COVID-19 pandemic affected the collection of academic and arrest record data. Due to the inability to collect this data from outside parties, the goals and objectives aligned with these data points could not be measured.

CONCLUSIONS

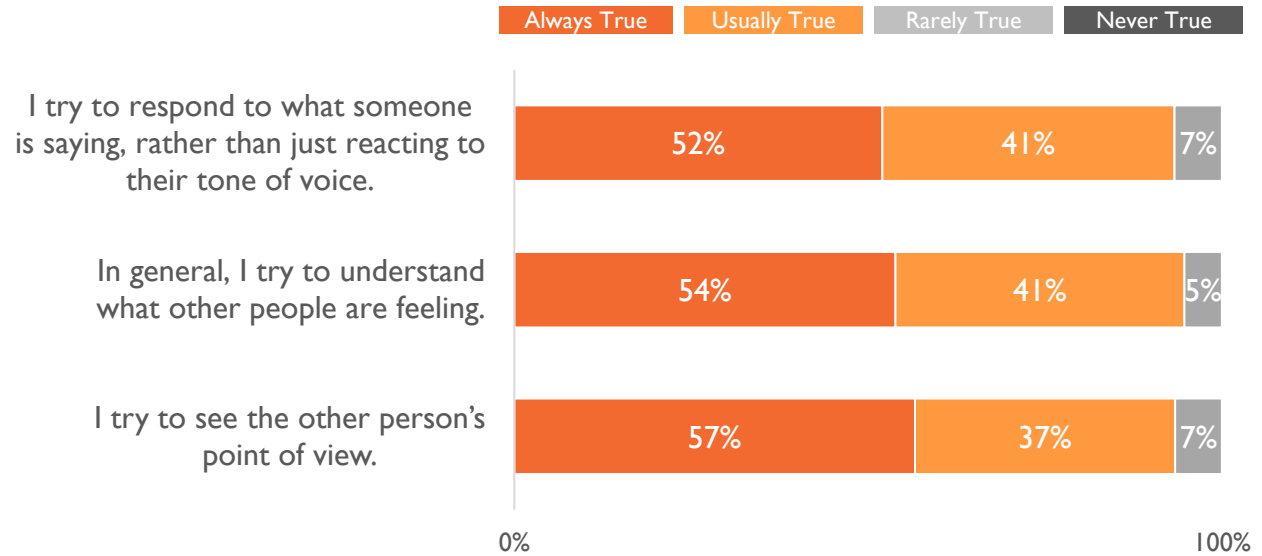
The I-CARE Inglewood CalVIP project was successful in enrolling youth in various program components and putting them in paid work experiences. Based on youth and employer feedback, the youth were positively impacted by this project in a variety of ways. Youth who completed the paid work experience were highly satisfied with the experience and results show they feel more career ready. Almost all employers stated they would hire these youth for future work and the youth in this project were prepared to be employed. By providing trauma-informed support groups and then moving youth into paid work experiences, SBWIB is actively addressing the mental and emotional needs of youth to help prevent violent behaviors and set them up for successful future employment.

APPENDIX I. PRE-SURVEY RESULTS

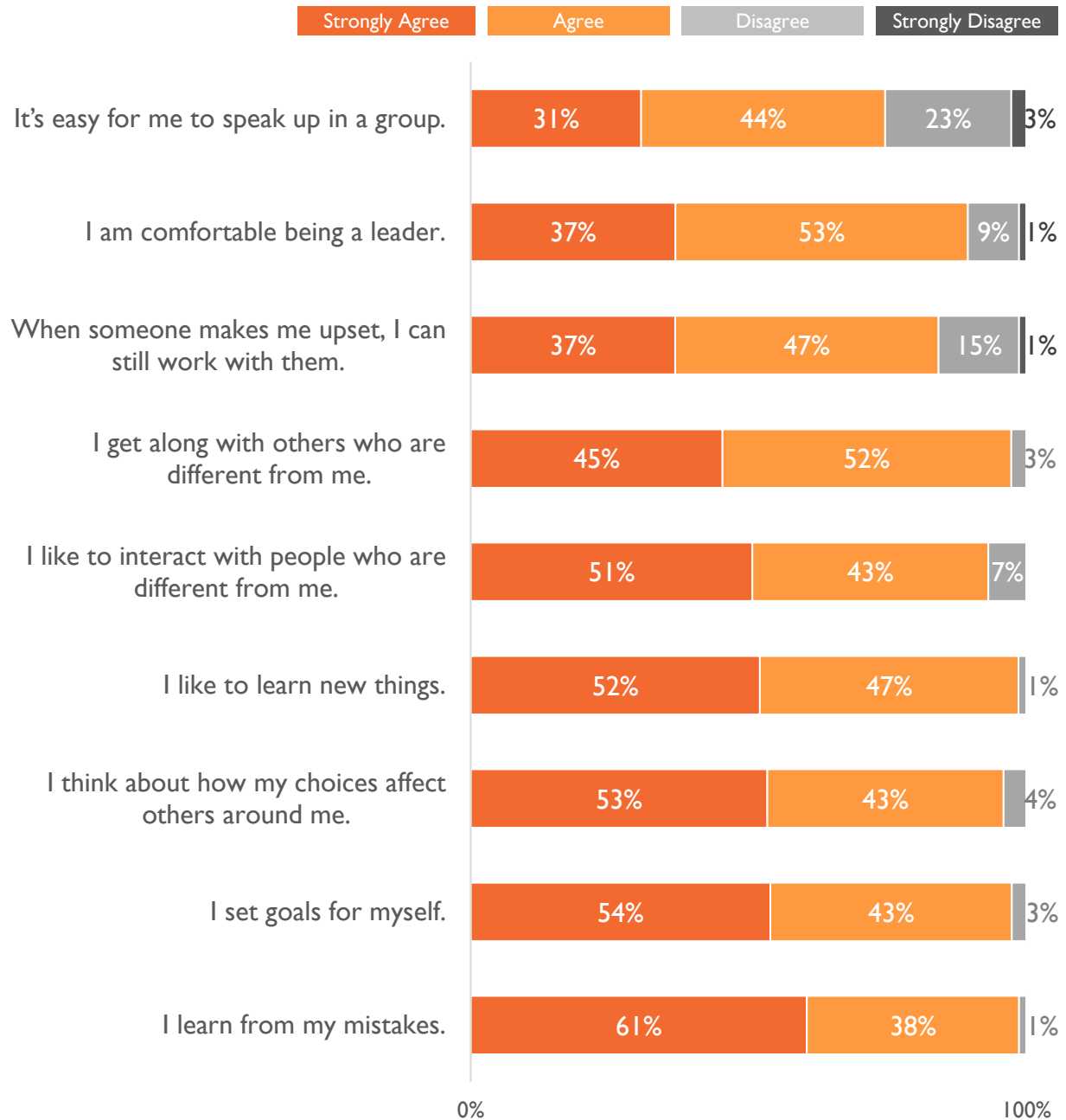
CAREER READINESS – PRE



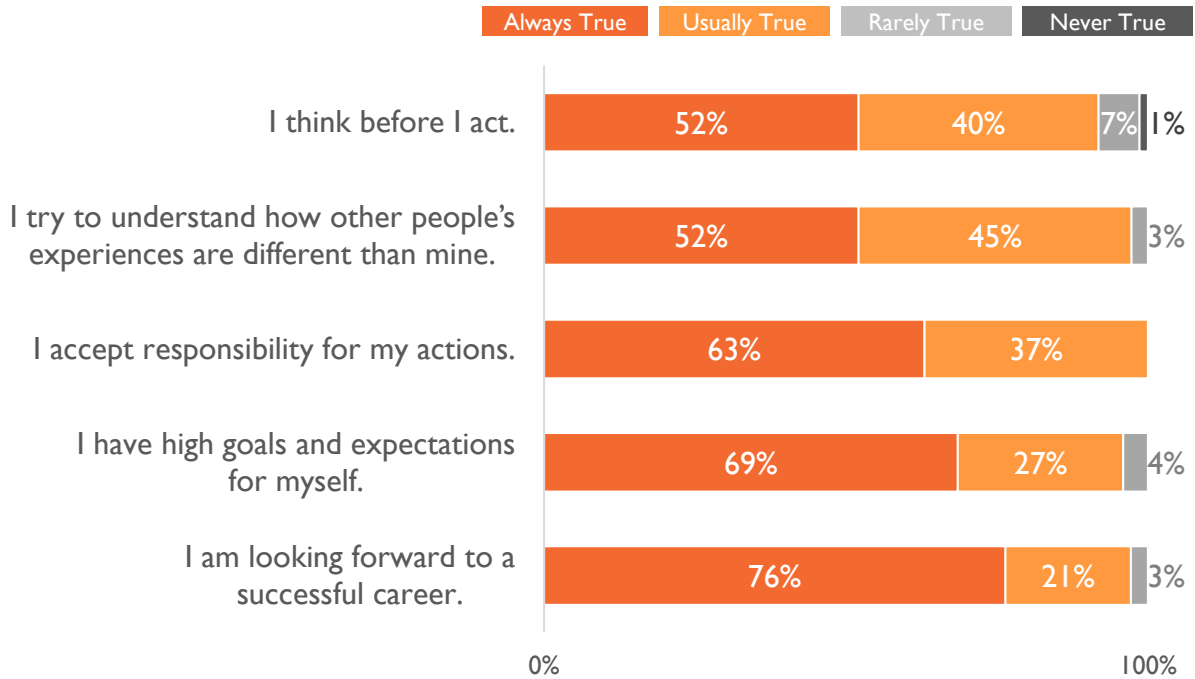
INTRAPERSONAL SKILLS



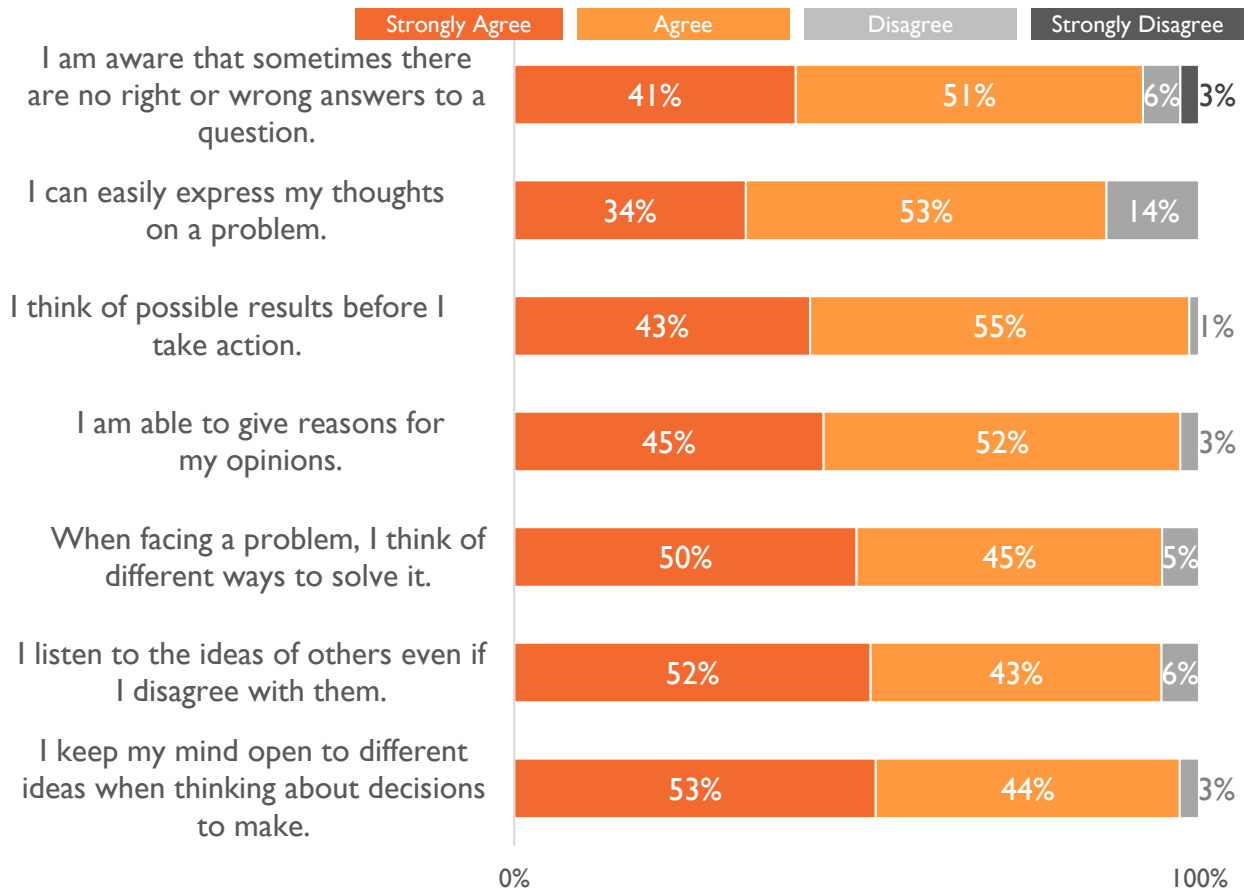
SOCIAL + EMOTIONAL SKILLS – PERSONAL MINDSET



SOCIAL + EMOTIONAL SKILLS



CRITICAL THINKING



APPENDIX 2. YOUTH SURVEY INSTRUMENT CROSSWALK

YOUTH RISK INDICATOR SURVEYS [PRE] - INSTRUMENT CROSSWALK			
CONSTRUCT	AREA	SOURCE INSTRUMENT	SURVEY ITEM
Career Readiness	Intrapersonal Skills	4-H Common Measures	• It is important to arrive to work on time.
			• It is important for me to be trusted by my employer.
			• It is important to me to do my job well.
			• It is important for me to show respect to others.
			• It is important to have a professional image on social media.
Personal Mindset	Social & Emotional Skills	4-H Common Measures	• I like to learn new things.
			• I learn from my mistakes.
			• I think about how my choices affect others around me.
			• I set goals for myself.
			• I get along with others who are different from me.
			• When someone makes me upset, I can still work with them.
			• I like to interact with people who are different from me.
			• I am comfortable being a leader.
Critical thinking	Critical thinking	Everyday Life Scale (Mincemoyer, C., Perkins, D.F., & Munyua, C., 2001)	• It's easy for me to speak up in a group.
			• I think of possible results before I take action.
			• When facing a problem, I think of different ways to solve it.
			• I can easily express my thoughts on a problem.
			• I am able to give reasons for my opinions.
			• I listen to the ideas of others even if I disagree with them.
• I keep my mind open to different ideas when thinking about decisions to make.			

YOUTH RISK INDICATOR SURVEYS [PRE] - INSTRUMENT CROSSWALK			
CONSTRUCT	AREA	SOURCE INSTRUMENT	SURVEY ITEM
			<ul style="list-style-type: none"> • I am aware that sometimes there are no right or wrong answers to a question.
Social Emotional Health	Social & Emotional Skills	Healthy Kids California Survey (Middle & High School)	<ul style="list-style-type: none"> • I accept responsibility for my actions.
			<ul style="list-style-type: none"> • I am looking forward to a successful career.
			<ul style="list-style-type: none"> • I try to understand how other people's experiences are different than mine.
			<ul style="list-style-type: none"> • I have high goals and expectations for myself.
Communication	Intrapersonal Skills	Youth Life Skills Evaluation Project (Barkman, S. & Machtmes, K., 2002)	<ul style="list-style-type: none"> • I think before I act.
			<ul style="list-style-type: none"> • In general, I try to understand what other people are feeling.
			<ul style="list-style-type: none"> • I try to see the other person's point of view.
			<ul style="list-style-type: none"> • I try to respond to what someone is saying, rather than just reacting to their tone of voice.

YOUTH RISK INDICATOR SURVEYS [POST] - INSTRUMENT CROSSWALK			
CONSTRUCT	AREA	SOURCE INSTRUMENT	SURVEY ITEM
Career Readiness	Intrapersonal Skills	4-H Common Measures	• It is important to arrive to work on time.
			• It is important for me to be trusted by my employer.
			• It is important to me to do my job well.
			• It is important for me to show respect to others.
			• It is important to have a professional image on social media.
Identity Exploration	Identity Exploration	The Youth Experiences Survey (YES) 2.0	<ul style="list-style-type: none"> • I tried doing new things at work. • I tried a new way of acting around people.
Identity Reflection	Identity Reflection	The Youth Experiences Survey (YES) 2.2	<ul style="list-style-type: none"> • I started thinking more about my future because of this job experience.
Initiative Experiences	Goal Setting	The Youth Experiences Survey (YES) 2.3	<ul style="list-style-type: none"> • I set new goals for myself because of this job experience.
	Effort		<ul style="list-style-type: none"> • I put all my energy into this job experience.
	Problem Solving		<ul style="list-style-type: none"> • I learned about developing a plan for solving a problem.
	Time Management		<ul style="list-style-type: none"> • I learned about setting priorities. • I practiced self-discipline.
Basic Skills	Emotional Regulation	The Youth Experiences Survey (YES) 2.8	<ul style="list-style-type: none"> • I became better at dealing with fear and anxiety.
			<ul style="list-style-type: none"> • I learned that my emotions affect how I perform.
Cognitive Skills	Feedback	The Youth Experiences Survey (YES) 2.10	<ul style="list-style-type: none"> • I became better at giving feedback. • I became better at taking feedback.
	Leadership and Responsibility	The Youth Experiences Survey (YES) 2.12	<ul style="list-style-type: none"> • I learned about the challenges of being a leader. • I felt like other people counted on me.
Adult Networks/Social Capital	Integration with Family	The Youth Experiences Survey (YES) 2.13	<ul style="list-style-type: none"> • This program has improved my relationship with my parents/guardians.
Impact		Developed by Vital Research and SBWIB	<ul style="list-style-type: none"> • More confident that I can make better choices in my life.

YOUTH RISK INDICATOR SURVEYS [POST] - INSTRUMENT CROSSWALK

CONSTRUCT	AREA	SOURCE INSTRUMENT	SURVEY ITEM
			<ul style="list-style-type: none"> • More confident in my ability to walk away from violence. • More interested in doing better in school. • Able to address some of my problems in a healthier way. • I learned something new about myself. • I feel more confident about my abilities to change. • I feel more confident that I can stay out of trouble going forward. • This program has helped me feel like I can be successful in life. • This program has given me hope I can turn my life around.
Satisfaction		Developed by Vital Research and SBWIB	<ul style="list-style-type: none"> • I am satisfied with the results of the paid work experience. • The SBWIB program staff (mediators and/or case managers) were fair to me. • My employer (and/or managers) were fair to me. • I am glad I chose to participate in SBWIB services. • I would recommend this program to another youth in a similar situation. • Overall, how satisfied are you with the paid work experience you had'.

APPENDIX 3. LOGIC MODEL

The goal of I-CARE VIP is threefold: 1) To utilize a regional and collaborative approach to reduce the risk-factors that contribute to violent crime for Inglewood youth, 2) To prevent and reduce escalation in violent or destructive behaviors of high-risk youth through providing job preparation skills and work employment opportunities, coupled with trauma-informed supports, and 3) To improve the workplace skills and labor marketability of the youth.

