

January 2015 - December 2017

South-Coast California Gang Reduction, Intervention, and Prevention Project

Results of the Santa Barbara South Coast Cal GRIP Evaluation

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Table of Contents

Executive Summary	3
Background	3
Problem Need	3
Target Population	3
Program Structure	4
Barriers and Challenges	4
Data Analysis	6
General Findings	6
Summary of Process Objectives	8
Summary of Outcomes Objectives: Quasi-Experimental Design	8
Summary of Outcome Objectives: Nonexperimental Pretest Posttest Design	9
Summary of Qualitative Feedback	10
Community Partnerships	10
Introduction	11
Purpose	11
Program Components	11
Data Collection	18
Surveys	19
Focus Group	21
Data Analysis	21
Participants	22
Process Evaluation	30
Process Measures	30
Outcome Objectives	30
Goal 1: Youth Employment Program completion	31
Goal 2: Educational Class completion	33
Goal 3: Case Management completion	34
Quasi-Experimental Design	35
Outcome Measures	35
Outcome Objectives	36
Goal 1: Reduction in gang affiliation	36
Goal 2: Increase in social-emotional strengths	37
Goal 3: Increase in sexual health knowledge and risky sexual behavior	39
Goal 4: Decrease in drug and alcohol use	45
Goal 5: Increase in employment skills	49

Outcome Evaluation..... 51

- Process Measures 51
- Outcome Objectives 51
 - Goal 1: 90% of participants will report learning new skills for effective communication 52
 - Goal 2: 85% of participants will report they are less likely to use alcohol in the next year 53
 - Goal 3. 85% of participants will report they are less likely to use marijuana in the next year 55
 - Goal 4: 90% of participants will report increased knowledge about pregnancy, HIV/AIDS, and other STDs 56
- Participant feedback from Open-Ended Posttest Questions 58
- Participant Feedback from Focus Group 60

Successes and Accomplishments 62

Limitations, Challenges, and Lessons Learned..... 64

Appendix A: Glossary of Acronyms..... 67

Appendix B: Description of Supplemental Interventions 68

Appendix C: Cultural Adaptations of TND Curriculum..... 70

Appendix D: Focus Group Discussion Summary 73

References 75

Executive Summary

Background

The South Coast Task Force on Youth Safety¹ (SCTFYS) was formed in 2009 to comprehensively address local youth violence issues through community engagement and service coordination. Over 40 community agencies are active SCTFYS members. The Santa Barbara South Coast California Gang Reduction, Intervention and Prevention Project (CalGRIP) was designed to address unmet needs of youths identified by the work of the SCTFYS and to help ameliorate the effects of increasing levels of poverty and gang culture influence in the South Coast community.

The goal of CalGRIP was to facilitate an improvement in juvenile justice outcomes for youth on probation and youth at risk of gang affiliation. Youths were eligible for services if they: 1) were on probation with gang terms and conditions; 2) were identified as reentering the community after completion of justice commitment; 3) had a family history of violence and incarceration; 4) had poor academic performance and attendance; or 5) were exposed to violence and poverty. These participants were facing a variety of challenges such as truancy, credit deficiency, substance abuse, lack of work experience, family difficulties, and gang affiliated barriers. Cal-GRIP services were designed to inspire young men and women to take ownership of their futures through positive life choices.

The CalGRIP funding requires a rigorous evaluation. Described in detail in this report, process and outcome evaluations addressed the conduct and effectiveness of CalGRIP. This executive summary briefly highlights the overall findings. Reading the full evaluation report is recommended to understand the full depth of the intervention and outcomes.

Problem Need

SCTFYS represents a collaborative community effort to support at-risk youths in Santa Barbara County, where 13.9% of the population lives below the poverty level, and the percentage of public school students qualifying for the Free and Reduced-Price Meal Program increased from 40% in 2000 to 59.9% in 2016. With increasing poverty levels and vulnerability to local gang culture, the youths served represent those at greatest need in the South Coast community. The SCTFYS designed CalGRIP to address these needs.

Target Population

Two-hundred-and-forty-nine youths involved in or at-risk for gangs were referred to CalGRIP from January 2015 to December 2017 from Santa Barbara Probation, the Santa Barbara schools, School

¹ The South Coast Task Force on Youth Safety was originally named the South Coast Task Force on Youth Gangs. The name was changed in January 2016 to reflect a broader mission and vision adopted at the time to shift from intervention to also include prevention efforts.

Attendance Review Boards (SARBs), Juvenile Court and Community Schools, Youth Employment Training Program, the D.A.'s Truancy Program, Parks and Recreation, Council for Alcohol and Drug Abuse (CADA), youth-serving agencies, a youth's parents, or youth self-referral. Youths were eligible for services if they met one or more of the following criteria: 1) on probation with gang terms and conditions; 2) identified as reentering the community after completion of justice commitment; 3) had a family history of violence and incarceration; 4) had poor academic performance and attendance; or 5) exposed to violence and poverty.

Program Structure

CalGRIP provided three main services to youth participants across the three years of the grant.

1. **Intensive Case Management:** Participants in year 2 and 3 were offered intensive individualized case management centered on assessing and meeting the participant's needs and goals. As a core aspect of the CalGRIP program is being culturally sensitive and relevant, case managers were called *comadres* and *compadres*, which are terms in Spanish that are steeped in meaning and indicate a special, almost familial degree of responsibility, support and guidance for the youth.
2. **Youth Employment Training Program (YEP)**, or The City of Santa Barbara Parks and Recreation Job Apprenticeship Program, is a job training and mentoring program for low-income, under-served youth and young adults between the ages of 14-21.
3. **Educational classes and evidence-based curricula**
 - ***Be Proud, Be Responsible (California Personal Responsibility Education Program - CalPREP)*** is a six-hour, six-part intervention that aims to prevent HIV and other STIs among adolescents ages 11 to 20 by improving their HIV-related knowledge, attitudes, and behaviors.
 - Participants identifying as boys or men received ***El Joven Noble (The Noble Young Man)***, which is a 10-week culturally competent youth development, support, and leadership enhancement curriculum designed to strengthen protective factors among male Latino youth ages 10-24.
 - Participants identifying as girls or women received ***Xinachтли***, which "is a comprehensive and culturally-competent bicultural youth character development process designed to provide teen girls the guidance for a healthy development into adulthood." (National Compadres Network, 2017).
 - ***Project Towards No Drug Abuse (TND)*** is an interactive, evidence-based substance abuse prevention program for youths ages 14-19.
 - Comadres and compadres additionally organized several ***auxiliary enrichment events*** such as holiday meals, retreats or field trips to colleges or community organizations such as Homeboy Industries. These events were not part of the evaluated objectives but may have had an impact on the youth. The list and description of the events can be found in Appendix B.

Barriers and Challenges

As the program targeted some of the highest risk youths in Santa Barbara, there were significant challenges in providing consistent services. For instance, 44% of CalGRIP participants reported using

drugs or alcohol in the last 30 days, 39% of youths reported family members in gangs, and 43% of youths reported having friends in gangs. Providing consistent resources to these youths living in at-risk situations was challenging. Case managers made every effort to outreach to youths, including calling them on their cell phones, visiting their homes, involving their families, and picking them up after school. Auxiliary events and outings were organized to augment the program and increase buy-in and rapport. Food was provided at events and youths were rewarded with gift cards for attending classes.

Data collection was also a challenge for the same reasons. In addition, an unknown number of first year surveys may have been lost in transit between the CAC and UCSB due to a tragic death of one of the UCSB researchers on this project. Data collection in the first year was also more challenging because first year CalGRIP youths did not receive case management, so they had less contact with their comadres/compadres who collected the data. Solutions to data collection challenges included creating a clear tracking and communication protocol for regular updates of who completed surveys, editing and streamlining the survey to be more youth-friendly, developing an alternative online version of the survey so that youths can complete them on their phones or on computers, collecting posttests at both three months and six months in case participants dropped out early, and conducting an additional focus group to attempt to get feedback from participants who might not have completed their posttest survey. Data collection steadily improved with each year of the program.

One of the evidence-based curricula (TND) was not well received by the youths. Comadres/compadres, in collaboration with UCSB researchers, implemented a cultural adaptation of TND to make it more appropriate and responsive to the mostly Latino/a population that the program served. The cultural adaptation involved covering TND topics within the culturally sensitive framework of *El Joven Noble/Xinachtli* and was well received by participants.

The goal of reducing recidivism was not possible to measure due to complications and challenges of sharing HIPAA protected and very sensitive information between multiple agencies without endangering the privacy of the participants or violating the agency protocols for data protection.

In the context of a community agency that intends to do maximum benefit to the community with limited resources, several themes of competing values or intentions emerged:

1. *Serving as many youths as possible vs. serving less youths more thoroughly.* In general, process goals overestimated the number of youths that it would be possible to serve. In some cases the target number was adjusted each year based on real-world program capacity (e.g., for YEP, which was able to enroll about 20 youths per year, the goal per year moved from 15 in year 1, to 30 in year 2, to finally 20 in year 3.)
2. *Providing many services vs. providing few services.* Service providers were passionate about helping CalGRIP youths as much as they could and organized a variety of auxiliary events and field trips to supplement the core interventions of the program. Several youths in fact identified the field trips and the retreat as some of the more memorable parts of their experience, and these additional events may have been a key ingredient that increased rapport with comadres/compadres and participant completion of other aspects of the program. However, the

provision of additional interventions may have also contributed to the difficulty in meeting data collection and process goals in the core interventions. Additionally, the sheer number of interventions made it difficult for the evaluation to determine which interventions were more effective than others.

3. *Evaluation vs intervention.* Service providers sometimes experienced evaluation tasks such as attaining survey completion or maintaining up-to-date tracking sheets as competing with their capacity to serve youth. Attempts were made to streamline evaluation procedures to coincide with existing program needs and procedures (e.g. shortening the survey and tracking sheet, incorporating existing pre/posttest questions from curricula into the main surveys, consulting with the CalGRIP service providers to conduct the cultural adaptation of the TND curriculum.) UCSB researchers, CalGRIP service providers, and CalGRIP program administrators also regularly met to understand each other's perspectives and problem solve any issues together.

Data Analysis

There were not sufficient pretests and posttests to conduct an analysis that isolated the effects of individual interventions on measured outcomes. Instead, three separate levels of CalGRIP participation were defined in order to see whether youths who participated in more aspects of the CalGRIP program did better: 1) An *Enrolled CalGRIP* group of all youths who entered the CalGRIP program; 2) a *Core CalGRIP* group made up of Enrolled CalGRIP youths who received two out of three "main interventions" (Case Management, and Youth Employment Program, and Educational Programming); and 3) a *Full CalGRIP* group of youths who received all 3 main interventions. Note that youths from year 1 could not be in the Full CalGRIP group because there was no case management in year 1.

UCSB researchers recruited a comparison group of at-risk youths to determine if CalGRIP had any differences in outcomes as compared to similar youths receiving other interventions in the community. The comparison group was made up of 68 youths from La Cuesta High School, a small alternative high school in Santa Barbara that serves students who were not succeeding in mainstream schools due to academic or behavioral issues. The comparison group and CalGRIP groups were similar in various respects, notably: gender, race/ethnicity, language preference, parent education level and occupation, drug use, exposure and attitudes towards gangs, and social-emotional health. However, a perfect control group was not possible and this comparison group was different than the CalGRIP participants in being about a year older, reporting over twice as much marijuana use on average, and attending a small school with higher staff-to-student ratios. Additionally, comparison group participants could expect anonymity, whereas CalGRIP participants did not expect anonymity since comadres/compadres knew who they were. It is unknown what kind of interventions youths in the comparison group received in addition to the added attention of the alternative high school.

General Findings

- CalGRIP enrolled 176 youths in the program and each youth received a constellation of various interventions. CalGRIP provided intensive case management for 114 participants, employment classes to 169 participants, a Youth Employment Internship to 59 participants, Be Proud Be Responsible (California Personal Responsibility Education Program – CalPREP) classes to 96

participants, Towards No Drug Abuse classes to 63 participants, Joven Noble/Xinachlti to 41 participants, and supplemental programming to 68 participants. Despite such a variety of programming provided to many youths, process objectives were generally overly ambitious and met only in part.

- Comadres and compadres played a critical role in this project; they maintained regular weekly contact with each participant throughout the length of the program. This contact included review of the participant's goals and progress, tracking of services, assessing progress towards and modifying goals as needed, and provision of emotional support and encouragement.
- There were slightly more males than females, and the majority of participating youths were Latino/a or Hispanic between the ages of 16 and 17 years.
- Most youths who attended any Be Proud Be Responsible and TND classes completed 80-100% of the classes. Most youths who attended any Joven Noble/Xinachlti completed 60-100% of the classes.
- New jobs were gained in a variety of local community agencies, but targeting 140 hours of youth employment was not realistic for all participants. Youths did not complete the 140 hours due to a variety of factors, including: not ready for employment, needing to get their grade point average above a 2.0, involved in gangs, habitual running away from home, drug or alcohol addiction, past criminal involvement delaying the live-scan process and limiting employment options, limited hours of availability to work due to probation requirements, lack of support from caregivers, limited literacy, transportation difficulties, incarceration, mental health issues or disabilities, and obtaining a job outside of the program. Those who exceeded the 140 hours were finding success in their job placement and continued benefit to remain. Although many of the YEP participants did not achieve the 140 hours, the average was nearly 140 hours at 137.
- Most outcome measures were not statistically significantly different from pretest to posttest for either the CalGRIP group or the comparison group. In some cases this may be due to statistical artifacts, such as a "floor effect" where youths who already reported low levels of drug use or positive attitudes towards gangs at the pretest were not able to show further improvement. Regardless, it is certainly notable that this population of at-risk youths did not further deteriorate over the course of the grant period. Some statistical tests were significant:
 - The comparison group reported a significant increase in consumption of rare other drugs, whereas the CalGRIP groups reported no significant changes in any drug use. Drug use tends to increase in prevalence in the United States until about 18-20 years old, but it did not increase for CalGRIP youths.
 - The Full CalGRIP group reported a significant reduction in predicted alcohol use in the next year. There is evidence in the literature that changes in self-reported predicted alcohol and drug use accurately predict future behavior.
 - Measurements of sexual health knowledge and employment skills significantly improved for the CalGRIP and comparison group combined together. The improvement in sexual health knowledge was significant for the Full CalGRIP group on its own.
 - When combined together, the CalGRIP and comparison group self-rated employment readiness skills increased from pretest to posttest, but there was no significant difference between how much the comparison and CalGRIP groups increased.

- Social-emotional health declined for the Full CalGRIP and Core CalGRIP groups relative to the comparison group, though there was no difference between the Enrolled CalGRIP group and the comparison group. The decrease in social-emotional health for some CalGRIP groups could in part be attributed to a statistical artifact named “regression toward the mean,” since the Full CalGRIP group was notably higher on Social-Emotional health at pretest, and groups that are elevated from the mean have a tendency to return to the mean.
- Youth qualitative feedback collected through surveys and a focus group from a small group of participants was overwhelmingly positive and appreciative about the program.

Summary of Process Objectives

Process objectives measure whether participants receive the intended services.

- *Goal 1: Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three sessions will complete the Youth Employment Program after achieving a minimum of 140 hours of internship hours, for a total of 15 youths in year 1, 30 youths in year 2, and 20 youths in year 3.* Of the 168 youths who attended any employment readiness classes, 114 attended at least three sessions of employment readiness classes. Of those 114 youth, 59 youths (52%) completed the YEI program. However, of those 59 youths completing the program, only 24 youths (41%) had more than 140 internship hours. A total of 12 youths in year one, 7 youths in year two, and 4 youths in year three had at least 140 hours of internship experience. The number internship hours ranged from 3 to 537 with a mean of 137.
- *Goal 2. Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three classes will attend a minimum of 18 educational classes covering evidence-based curriculums (BPBR, Joven Noble/Xinachtli, and TND) life skills and job readiness and retention skills for a total of 45 participants each year for years 1-3.* Of the 160 youths who attended at least 3 classes, 71 (44%) went on to attend a total of 18 or more classes. A total of 20 youths in year one, 13 youths in year two, and 38 youths in year three attended at least 18 life skills and employment readiness classes.
- *Goal 3. Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three case management meetings will receive a minimum of 3 months of case management.* Case management was offered on years two and three, and the goal was to offer case management to 45 youths in each year, for a total of 90 youths. For this goal, the presence of a posttest more than three months after the intake was taken as a proxy for three months of case management, as it was the comadres and compadres who administered the posttests to the clients who they were still seeing. Of the 106 total youths receiving at least three case management sessions, 58 (55%) had posttests at least three months after program entry.

Summary of Outcomes Objectives: Quasi-Experimental Design.

- *Goal 1: Youths' self-reported gang affiliation and involvement will show a greater relative reduction from pre to posttest for CalGRIP participants than those in the comparison group.* There was no significant difference in change between the CalGRIP groups and the comparison group. There may have been a “floor effect” occurring, since most youths did not report positive attitudes towards gangs at the pretest and so could not see a decrease.

- *Goal 2: Youths' self-reported social-emotional strengths will show a greater relative increase from pre to posttest for CalGRIP participants than those in the comparison group.* Changes in Covitality scores (a measure of overall social-emotional wellbeing) were not significantly different when comparing the comparison group with the Enrolled CalGRIP group. However, the Full CalGRIP and Core CalGRIP groups reported a significantly greater decrease in social-emotional health than the comparison group. This could in part be attributed to a statistical artifact named “regression toward the mean,” since the Full CalGRIP group was notably higher on Social-Emotional health at pretest, and groups that are elevated from the mean have a tendency to return to the mean.
- *Goal 3: Youths' self-reported sexual health knowledge and risky sexual behavior will show a greater relative increase from pre to posttest for CalGRIP participants than those in the comparison group.* Both CalGRIP and comparison groups when combined together showed an increase in correct response percentage on sexual health knowledge questions, but there was no difference between how much CalGRIP and the comparison group increased.
- *Goal 4: Youths' self-reported drug and alcohol use will show a greater relative reduction from pre to posttest for CalGRIP participants than those in the comparison group.* There was no significant change in marijuana or alcohol use for either the CalGRIP or comparison groups. The comparison group reported a significant increase in consumption of rare other drugs, whereas the CalGRIP groups reported no significant change in consumption of rare other drugs.
- *Goal 5: Youths' self-reported employment skills will show a greater relative increase from pre to posttest for CalGRIP participants than those in the comparison group.* When combined together, the CalGRIP and comparison group self-rated employment readiness skills increased from pretest to posttest, but there was no significant difference between how much the comparison and CalGRIP groups increased.

Summary of Outcome Objectives: Nonexperimental Pretest Posttest Design

Outcome objectives indicate whether there was positive change in the CalGRIP participants from pretest to posttest.

- *Goal 1: 90% of participants will report learning new skills for effective communication.* About a fifth of CalGRIP youths reported such a high degree of communication skills at the pretest that they would not be able to see any improvement on the measured scale. Of the remaining 64 youths who *could* have experienced an increase in their communication skills, 34 youths (53%) self-reports indicated no change, and 20 youths (31%) self-reported an increase in their self-reported communication skills from pretest to posttest.
- *Goal 2: 85% of participants will report they are less likely to use alcohol in the next year.* There was a significant decrease in predicted alcohol consumption for the Full CalGRIP group, but not significant difference for the Core CalGRIP or Enrolled CalGRIP groups. Over half of CalGRIP youths at pretest reported that they would definitely not use alcohol in the next year, and therefore could not see any decrease in their predicted alcohol use. Of the 37 remaining youths who could report a decrease in predicted alcohol use, 19 (51%) predicted a decrease and 11 (30%) predicted no change at posttest.
- *Goal 3: 85% of participants will report they are less likely to use marijuana in the next year.* There was not a significant change in predicted marijuana use for any of the CalGRIP groups.

About half of the youths at pretest could not see an improvement on this measure because they had already selected they would "definitely not" use marijuana in the next year. Of the remaining 35 youths who *could* report a decrease in predicted marijuana use, 17 (49%) predicted decreased use and 11 (31%) predicted no change at posttest.

- **Goal 4: 90% of participants will report increased knowledge about pregnancy, HIV/AIDS, and other STDs.** There was not a significant change in correct answers to sexual health knowledge questions for either the Enrolled CalGRIP or Core CalGRIP groups, but there was a significant increase for the Full Calgrip Group. Some CalGRIP youths could not have seen an increase in their performance on questions about knowledge about sexual health because they answered 100% of the questions correctly at the intake. Of the 64 youths whose percentage of correct answers could have increased, 36 (56%) improved and 19 (30%) did not change.

Summary of Qualitative Feedback

Participant feedback was collected from a minority of participants but was overwhelmingly positive. CalGRIP participants appreciated the new friendships and connections they made while in the program, the various activities they participated in, the valuable information they received, the sense of teamwork, the culturally and spiritually grounded curriculum, the connection and mentorship they felt from their comadre/compadre, and the ability to talk about whatever was on their mind. Several youths stated they liked "everything" and the most common suggestion for improvement was "nothing."

The following quote from one participant in the focus group summarizes the sentiment in the group well: "I also learned how to be confident and how to be myself and stuff like that. I learned that there are other people who have the same problems as me and I'm not alone in what I'm going through. It gets really real when we talk about what it's like in groups. The girls start to cry and it gets emotional and it gets intense. We felt connected and we could feel each other's emotions."

Community Partnerships

Cal GRIP Oversight Council: Santa Barbara Police Department, Santa Barbara Sherriff, Santa Barbara District Attorney's Office, Santa Barbara Juvenile Probation, SCTFYS, City of Santa Barbara, Community Action Commission, UCSB, Daniel Bryant Treatment Center, Franklin Neighborhood Center, Parks and Recreation Department City of Santa Barbara, Santa Barbara/Goleta/Carpinteria Unified School Districts.

Partners: City of Santa Barbara, Community Action Partnership of Santa Barbara County, Santa Barbara County Probation, SCTFYS, School Districts of Santa Barbara/Goleta/Carpinteria, Council on Alcohol and Drug Abuse, Santa Barbara District Attorney Truancy Program, Boys and Girls Club, City of Santa Barbara Housing, UCSB, Franklin Neighborhood Center, Parks and Recreation Department City of Santa Barbara.

Introduction

In March of 2009, the South Coast Task Force on Youth Gangs (SCTFYYS) was formed to provide leadership to determine the framework for, and then to initiate, a process for engaging the community in developing a strategic plan to comprehensively address youth violence issues for implementation by an institutional structure charged with that on-going responsibility; and to initiate immediate actions to improve coordination of activities and programs that are currently underway to focus more successfully on at-risk youth. The SCTFYYS is sponsored by the City of Carpinteria, City of Santa Barbara, City of Goleta, County of Santa Barbara, and the Community Action Commission (CAC) of Santa Barbara County. Over 40 community agencies are participating as SCTFYYS members. This Task Force represents a collaborative community effort to support at-risk youths in South County, 13.9% of the population lives below the poverty level, and the percentage of public school students qualifying for the Free and Reduced-Price Meal Program increased from 40% in 2000 to 59.9% in 2016. With increasing poverty levels and vulnerability to local gang culture, the youths served represent those at greatest need in our community. The SCTFYYS designed the Santa Barbara South Coast California Gang Reduction, Intervention and Prevention Project (CalGRIP) to address these needs.

Purpose

The goal of CalGRIP was to facilitate an improvement in juvenile justice outcomes for youths on probation and youths at risk of gang affiliation through a comprehensive strategy of intensive case management and enactment of prevention and intervention strategies for youth. In order to evaluate the effectiveness of CalGRIP, the evaluation plan included two primary components: a process evaluation and an outcome evaluation, which are described in detail below.

Program Components

4. ***Intensive Case Management:*** Program participants in years 2 and 3 were offered intensive individualized case management and educational/vocational planning centered on assessing and meeting the participant's needs and goals. As a core aspect of the CalGRIP program is being culturally sensitive and relevant, case managers were called comadres and compadres, which are terms in Spanish that are steeped in meaning and indicate a special, almost familial degree of responsibility, support and guidance for the youth. Comadres and compadres maintained regular weekly contact with each participant throughout the program; this contact included ongoing review of the participant's goals and progress to ensure that appropriate community resources were identified, service utilization was tracked, and goals and objectives were modified by the participant to meet any developing situation. Comadres and compadres facilitated the participants' involvement in the activities that were assigned and maintained a written record that documented the implementation of case management activities. Comadres and Compadres also assisted in removing identified barriers to participation and provided much-needed support and encouragement.
5. ***Youth Employment Training Program (YEP)***, or The City of Santa Barbara Parks and Recreation Job Apprenticeship Program, is a job training and mentoring program for low-income, under-served youth and young adults between the ages of 14-21. The program starts with a pre-

assessment interview with each participant, and continues with mandatory completion of pre-employment skills training workshops. Participants also receive one to one and group guidance by adult staff and volunteer mentors during work hours at their respective job locations. Youth are currently placed with City departments; the program intends to expand placements to private businesses, government agencies, and non-profits.

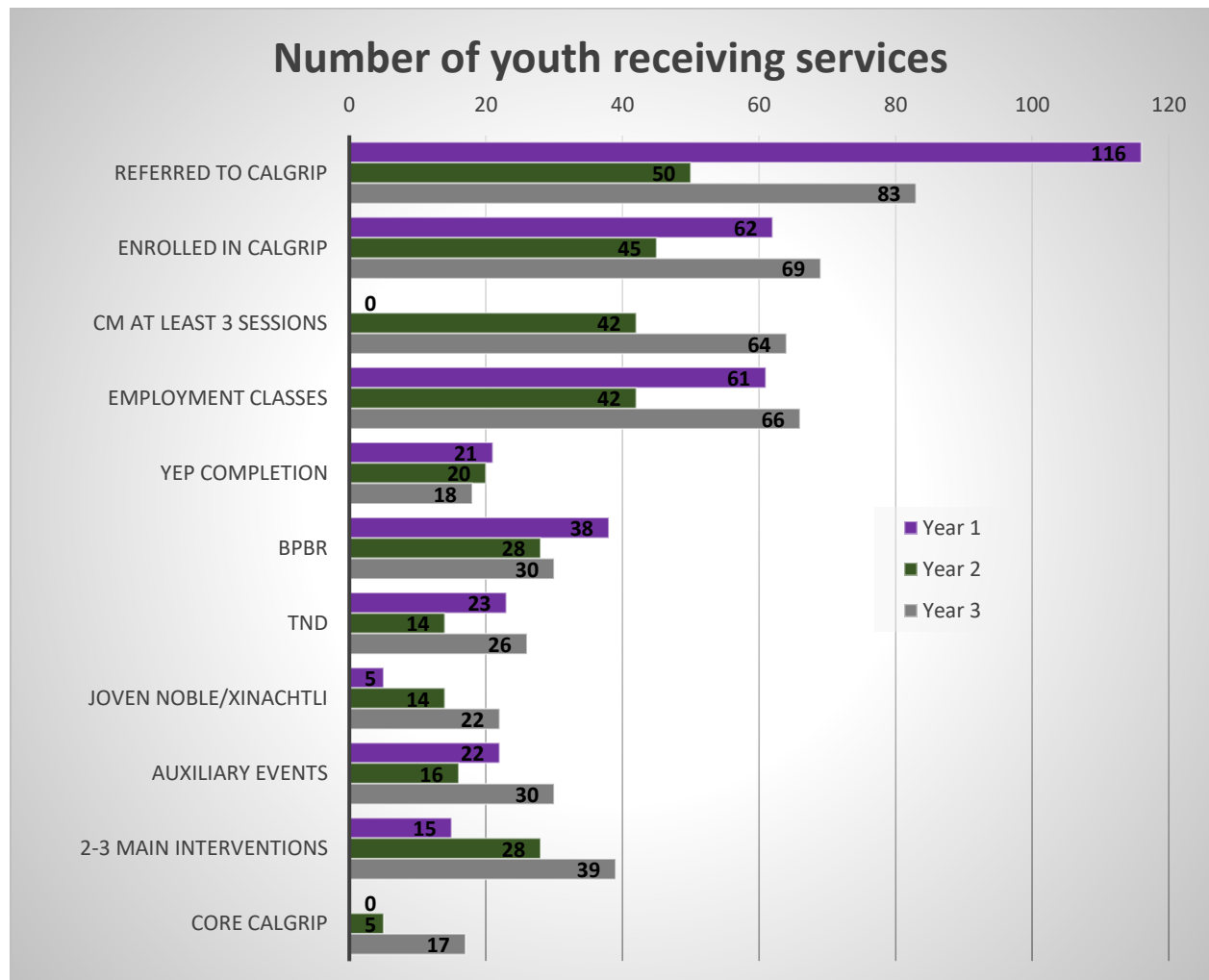
6. ***Educational classes and evidence-based curricula***

- ***Be Proud, Be Responsible (California Personal Responsibility Education Program - CalPREP)*** is a six-hour, six-part intervention that aims to prevent HIV and other STIs among adolescents ages 11 to 20 by improving their HIV-related knowledge, attitudes, and behaviors. As such, it also addresses sexual behaviors related to pregnancy prevention, including avoiding risky situations, using condoms, and being monogamous. Through discussion in small groups of 6 to 12, participants learn the risk of injected drug use and unsafe sexual behaviors. Videos, role-playing, games, and exercises reinforce learning and encourage participation. This intervention is based on three theories of health behavior change: social cognitive theory, the theory of reasoned action, and the theory of planned behavior. The curriculum addresses youth's self-esteem and self-respect by emphasizing that it feels good to make proud, responsible, and safer sex decisions.
- Participants identifying as boys or men received ***El Joven Noble (The Noble Young Man)***, which is included in the Substance Abuse and Mental Health Services Administration National Registry of Evidenced-based Practices and Programs. It is a 10-week culturally competent youth development, support, and leadership enhancement curriculum designed to strengthen protective factors among male Latino youth ages 10-24. The curriculum aims to promote the character development of young men and facilitate continued "rites of passage" development with the goals of reducing and preventing unwanted or unplanned pregnancies, substance abuse, community violence, and relationship violence.
- Participants identifying as girls or women received ***Xinachтли***, which "is a comprehensive and culturally-competent bicultural youth character development process designed to provide teen girls the guidance for a healthy development into adulthood. Based on indigenous principles of the individual's interconnectedness to the family, the community, and nation, this curriculum provides a dialectic process of *Reflección* (reflection), *Concientización* (critical consciousness), *Creación* (creation), and *Acción* (action) while supporting and building on the strengths of the individual. The curriculum incorporates an educational and organizing process to develop leadership capacity and personal community responsibility in participants that will allow them to serve as peer mentors, guides or advocates for other girls." (National Compadres Network, 2017).
- ***Project Towards No Drug Abuse (TND)*** is an interactive, evidence-based substance abuse prevention program for youths ages 14-19 that is based on more than two decades of research at the University of Southern California. The program consists of 12 lessons that are 40 to 50 minutes long and includes motivational activities, social skills training, and decision-making components delivered through group discussions, games, role-playing exercises, videos, and student worksheets. Comadres and compadres were trained

to deliver the curriculum. Participants must have attended 10 of the 12 sessions to successfully complete this program component. Note that CalGRIP youth and comadres and compadres expressed various issues with the TND curriculum not working well for this population. The CAC, in collaboration with UCSB researchers, consulted the research literature and conducted a cultural adaptation of the TND curriculum, combining the TND topics into the framework of Joven Noble/Xinachtli. A summary of the issues with TND and the cultural adaptation can be found in Appendix C.

- Comadres and compadres additionally organized several *auxiliary enrichment events* such as holiday meals, retreats or field trips to colleges or community organizations. These events were not part of the evaluated objectives but may have had an impact on the youth. The list and description of the events can be found in Appendix B.

The following chart shows the number of participants who were referred to CalGRIP, how many of those were enrolled in CalGRIP, and how many received each of these main interventions. Case Management (CM) was only offered to youth who were referred in year 2 and 3 of the program.

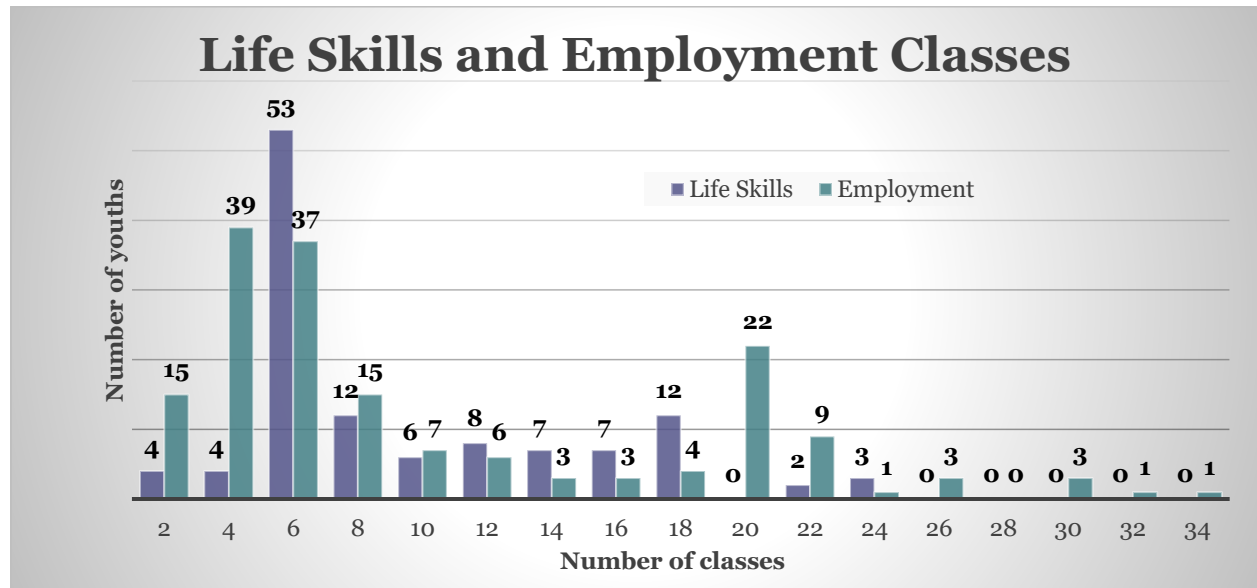


Each youth received a constellation of the various interventions depending on program goals, youth needs and interest, and youth availability. The correlation table below summarizes which interventions were correlated with each other. Correlation scores range from 1 (perfect positive correlation) to 0 (no correlation) to -1 (perfect negative correlation). All interventions were positively correlated with some interventions and not others, meaning that if a youth received one intervention, they were more likely to receive some of the others as well. When correlations were significant they were positive.

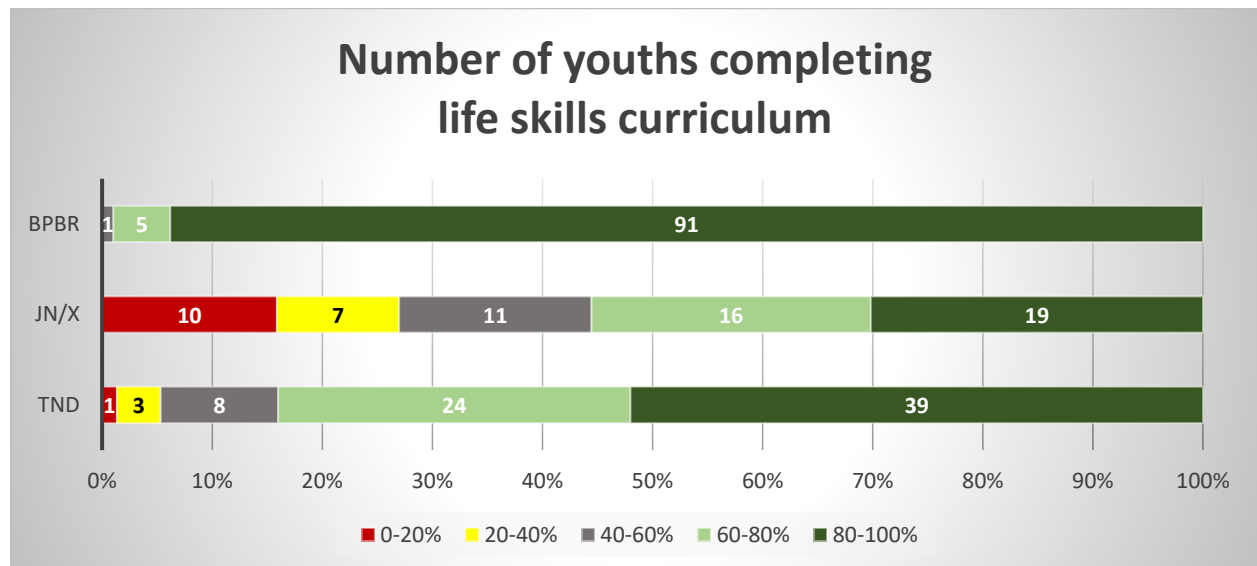
Intervention	CM at least 3 sessions	TND sessions attended	JN/XN sessions attended	BPBR sessions attended	Life skills classes	YEP completed hours	Days of auxiliary trips
CM at least 3 sessions	1	-	-	-	-	-	-
TND sessions attended	.07	1	-	-	-	-	-
JN/X sessions attended	.35**	.37**	1	-	-	-	-
BPBR sessions attended	-.02	.36**	.20**	1	-	-	-
Employment skills classes	-.04	.29**	-.02	.24**	1	-	-
YEP completed hours	-.08	.05	-.06	.25**	.54**	1	-
Days of auxiliary trips	.16	.27**	.46**	.29**	.38**	.18**	1

** . Correlation is significant at the 0.01 level (2-tailed).

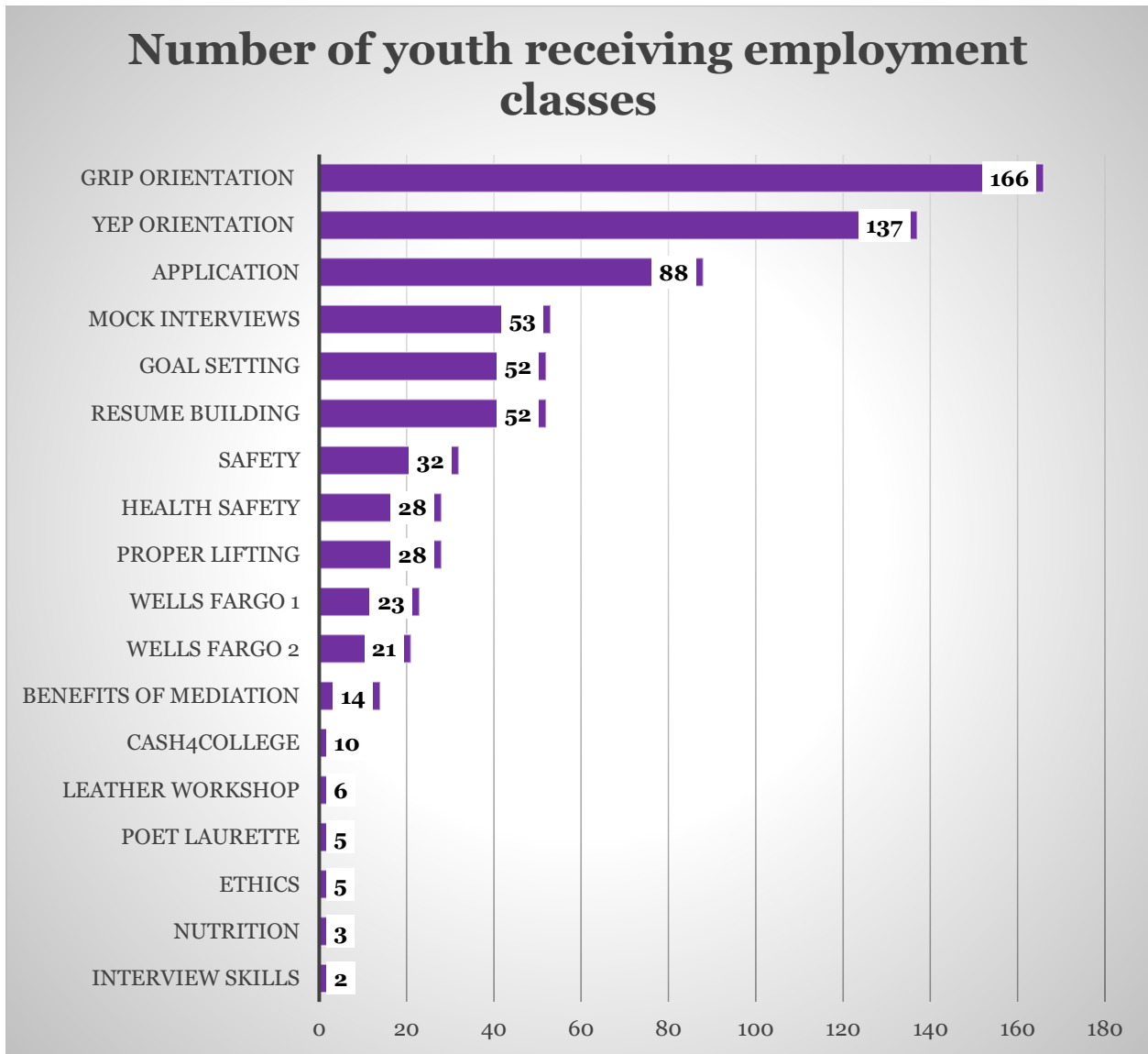
The following chart is a histogram of how many classes total were received by how many youths. *Joven Noble* (JN) had 10 total classes, *Xinachtli* (XN) had 16, *Be Proud Be Responsible* (BPBR) had 6, and *Towards No Drug Abuse* (TND) had 12. Thus, the maximum number of life skills classes a youth could take was 28 for boys and 34 for girls. If a youth attended all employment classes once, they would have 38 classes. However, there was no maximum possible for employment classes as youth were allowed to attend classes multiple times.



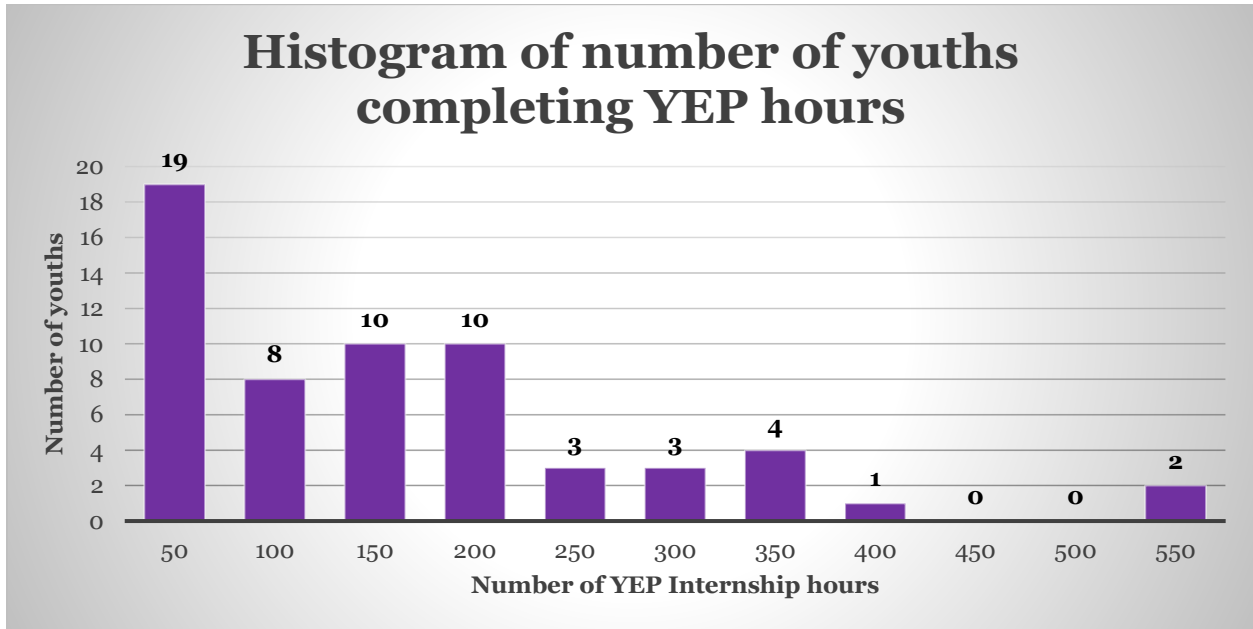
The following graph is a summary of the proportion of the life skills curriculums completed by youths. Most youths who received BPBR and TND completed 80-100% of the classes. Most youths who received JN/XN completed 60-100% of the classes.



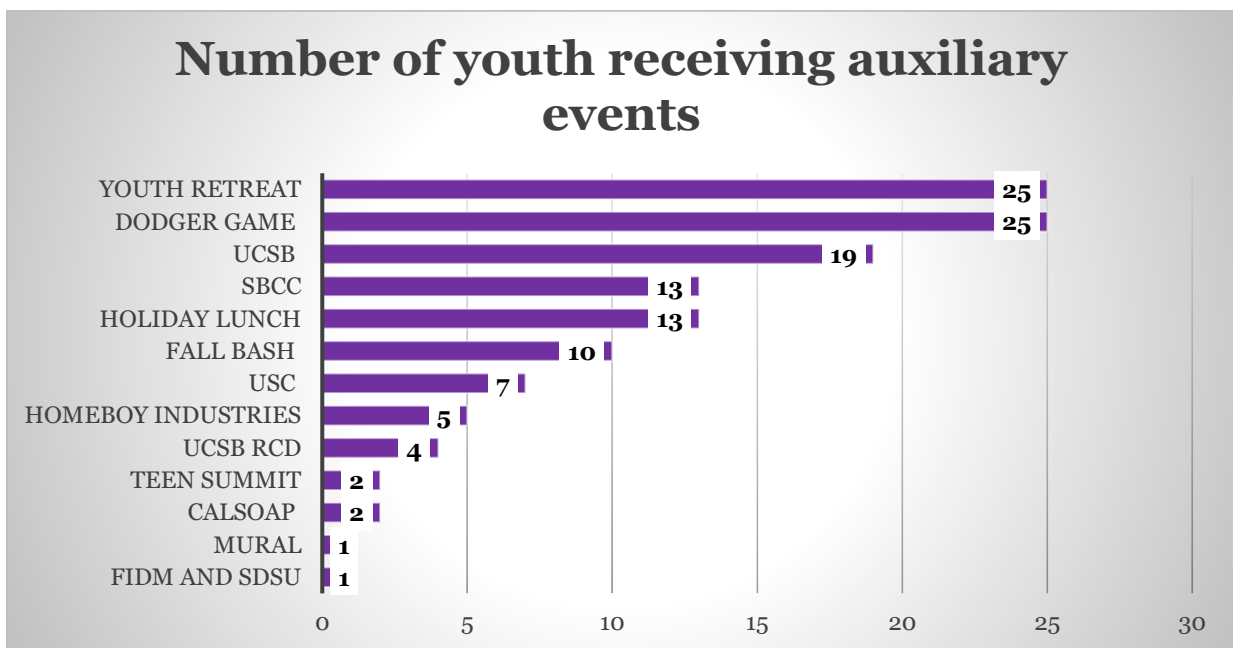
Youths attended a constellation of various employment readiness classes. The following chart is a summary of how many youths attended each kind of employment readiness class.



In addition to attending job readiness classes, youth in the YEP program also completed employment internship hours at a local community organization or business. The following chart is a histogram of how many employment hours of the internship youths completed.



Youth also attended a constellation of auxiliary events and outings. A summary of the number of participants receiving the auxiliary interventions is below. For a description of the interventions, see Appendix B.

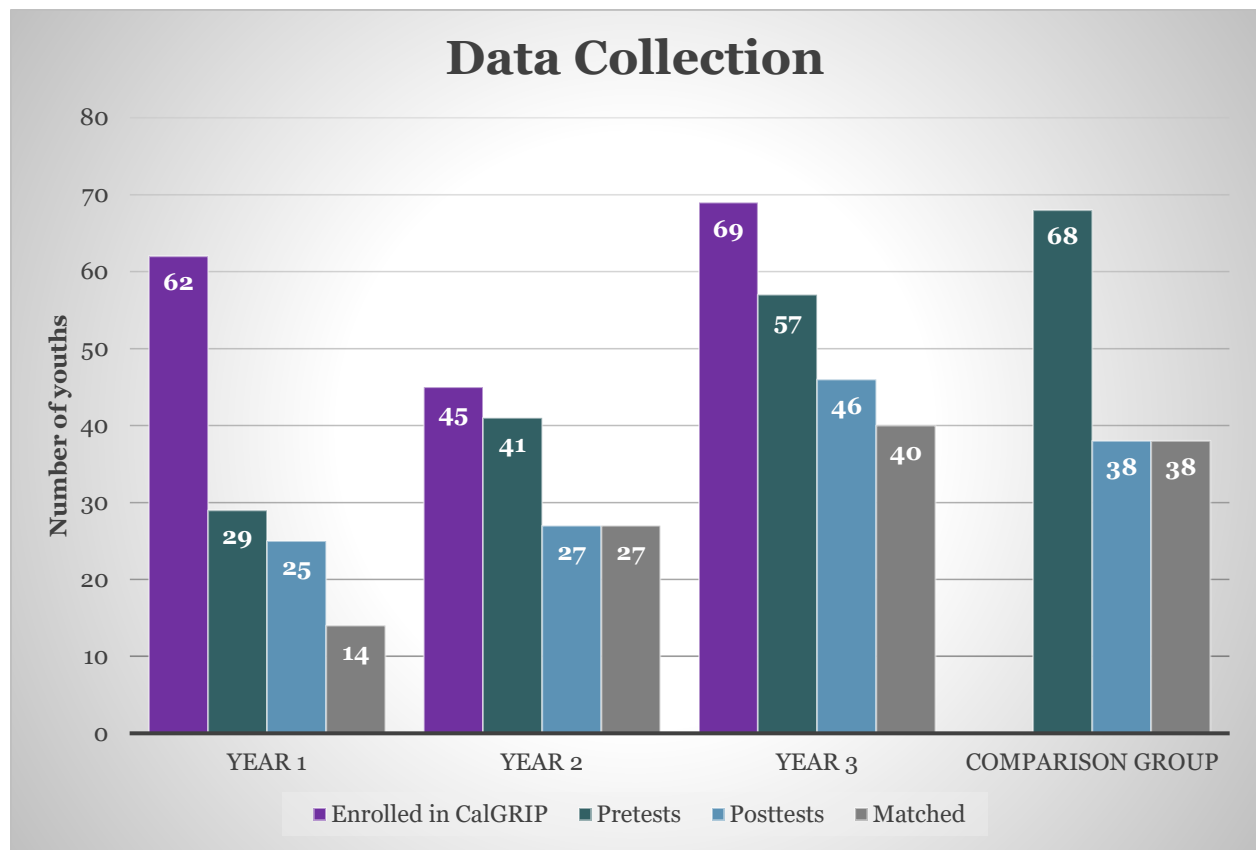


Data Collection

In order to obtain the data for this report, comadres and compadres conducted and collected surveys from participants at the beginning and completion of services in order to determine changes within the intervention period. For participants under 18, consent was obtained from parents and caregivers, and participants were asked for their assent as well. For participants over 18, consent was obtained from the participant. There were no negative repercussions for opting out of the program or surveys. In addition, comadres and compadres kept a detailed tracking database, which itemized demographics, interventions received, individual goals, individual outcomes, and notes on participant progress. This database, in addition to the surveys, was used by University of California at Santa Barbara (UCSB) to determine interventions and outcomes for each youth.

For the quasi-experimental portion of the evaluation, UCSB researchers compared changes in CalGRIP participants against changes in a comparison group across a similar time period. The comparison group was made up of 68 youths from La Cuesta Continuation School, an alternative high school in Santa Barbara that serves a similar at-risk population as CalGRIP, and focuses on small classes and individual educational plans to support youths whose needs are not well met by mainstream public education. Administrators at La Cuesta circulated consent and assent forms for parents and youths and made sure they understood that participation in the program was optional. They then administered pretests and posttests that contained identical items to the CalGRIP outcome measures. Participants from La Cuesta that had identical demographic information (DOB, gender, ethnicity) as any CalGRIP participants were excluded from the comparison group to ensure no youth was in both the CalGRIP and comparison group.

The following chart is a summary of the number of youth who completed pretests and posttests (and the number of matched youth who completed both a pretest and a posttest) for each of the three program years as well as the comparison group. There are inherent difficulties in collecting data from youth living in at-risk situations including transiency. This was made more difficult in the first year of the program because during year 1 CalGRIP youth did not receive case management so they had less contact with their comadres/compadres who collected the data. In addition, an unknown number of surveys may have been lost in transit between the CAC and UCSB due to a tragic death of one of the UCSB researchers on this project. Data collection was better for year 2, and then better again in year 3 as comadres/compadres and UCSB researchers developed and fine-tuned data collection and feedback protocols.



Surveys

To simplify data collection, the CAC, in collaboration with UCSB, created a single pretest and posttest that combined questions about demographics (age, gender, ethnicity, school), parental education and employment, language, drug use (lifetime, past month, expected use over the next year), employment readiness, sexual health, and risky sexual and drug behavior knowledge, healthy relationships knowledge, communication skills, gang involvement and attitudes, and social emotional health. The posttest was identical to the pretest in order to assess changes, but it also included additional questions to help evaluate the CalGRIP program. Both the CalGRIP and comparison groups were given both pretests and posttests.

Sexual health, healthy relationships, and risky sexual behavior questions were derived from the surveys of two curricula: *¡Cuidate!* and *El Joven Noble*. *¡Cuidate!* is a research supported curriculum designed to reduce the risk of HIV for Latino youth, and *El Joven Noble* an indigenous based, youth leadership development program that supports and guides youth through their “rites of passage” process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence and school failure.

Attitudes Towards Gangs Survey (ATGS)

This 9-item scale measures adolescents’ positive and negative attitudes towards gangs. A high score indicates a more “accepting orientation” (Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996). Prior measures of internal consistency range from .64 to .74 using all items. In these analyses, five items were selected to create a sum score, from which a mean was derived to compare across groups. The five items were selected because they are attitudes that are amenable to change (items not included were “Some of my friends at school belong to gangs,” “Some people in my family belong to a gang, or used to belong to a gang,” and “I belong to a gang”).

The following five items from the ATGS were used to create a mean score:

1. I think you are safer, and have more protection, if you join a gang.
2. I will probably join a gang.
3. I think it’s cool to be in a gang.
4. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang.
5. I think being in a gang makes it more likely that you will get into trouble.

This mean score was used to make comparisons across groups (i.e., intervention and comparison) and time (i.e., pre and post). Response options were “Not True For Me” = 0 and “True For Me” = 1. Items 4 and 5 were subsequently reverse coded to match the desired response options. The items were then averaged for youths who answered at least 4 of these 5 questions, with mean scores ranging from 0 to 1. Lower scores indicated that the participant had a more negative attitude towards gangs and gang affiliation. Therefore, the lower the mean, the more negative the respondents’ attitudes towards gangs and gang affiliation. In these analyses, the groups were compared using their overall means for pre and posttest surveys.

Social Emotional Health Survey (SEHS)

This 36-item scale measures respondents' overall social emotional health by calculating a "covitality score," which is the aggregated mean of the 12 positive psychological constructs that are associated with prosocial behavior across social and psychological domains (Renshaw, Furlong, Dowdy, Rebelez, Smith O'Malley, Strom 2014). A high score (128-150) indicates strong social emotional health. A low score (0-85) indicates poor social emotional health. There are three versions of the SEHS that are dependent on the respondent's grade level. For this project, the SEHS-Secondary (SEHS-S), which is used with youths in grades 7-12, was incorporated in both the pre and posttest surveys.

TND Pretests and Posttests.

Questions about drug use and knowledge of the risks of drug use were derived from the TND curriculum survey. The survey is designed to assess various areas of interest that relate to the TND program, including demographics, class and education level markers, language needs, alcohol and drug use history and attitudes, social conflict and violence, knowledge relating to drug abuse, and self-prediction of their future drug use.

Focus Group

Due to challenges of collecting longitudinal data with a transient population, several youths who received some treatment did not complete posttests. Because it was possible the resulting posttests was not a random sample of participants, a focus group was conducted in June of 2017 on a random sample of program participants from Year 2 in order to attempt to achieve a more random sample. Twelve participants were randomly selected and every effort was made to outreach to these participants in order to maximize the percentage of the random sample attending the focus group. Comadres and compadres called the youth and their families, obtained consent for the focus group, coordinated picking up the youth to bring them to the focus group, and provided food and drinks at the focus group. Less than half of the youth were able to be reached, so an additional 12 random participants were selected to be outreached for the focus group. Only three youth attended the focus group. The focus group was conducted by UCSB researchers and CalGRIP staff were not present during the focus group. Participating youths were ensured that their responses would be anonymized before it was summarized to the CalGRIP program or in this report. A qualitative summary of the focus group and an additional survey completed by the focus group participants is included at the end of this report.

Data Analysis

The evaluation strategy involved multiple levels of mixed methods designed to document project activities and determine project outcomes.

The first level involved the process evaluation, primarily focused on documenting the number of participants served by each program and their attendance.

The second level was a meta-evaluation of program outcomes involving a nonequivalent groups quasi-experimental design. A repeated measures analysis of variance (ANOVA) was employed to determine whether changes from pretest to posttest were significantly different between the CalGRIP group and comparison group. Due to limitations in data collection, treatment provision, and outcome significance, it was not possible to analyze whether particular interventions had a greater effect on treatment outcomes. As a way to estimate whether receiving more of the CalGRIP interventions resulted in better outcomes, a “Full CalGRIP” group was generated of youths who: 1) had 3 months of case management, 2) completed YEP, and 3) attended at least 18 classes. Since no participants received case management in the first year, a broader “Core CalGRIP” group was also created to look at those who received at least two of these three main interventions. In some cases ANOVA’s were not possible due to non-normal or ordinal data. In these cases Wilcoxon signed-rank tests were used to assess differences from pretest to posttest.

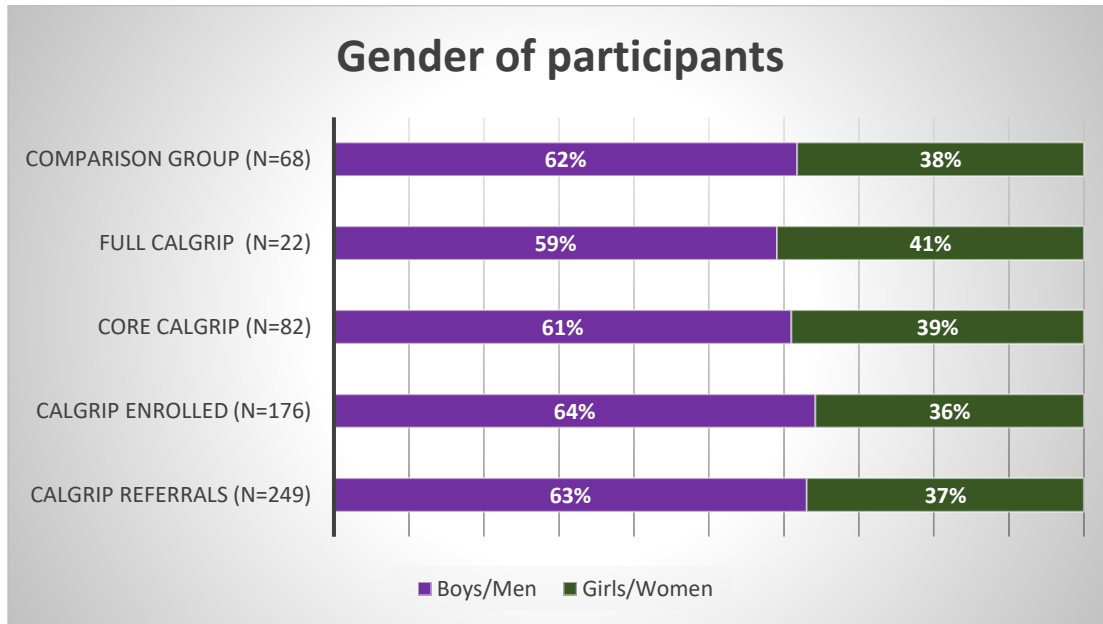
The third level involved program-specific outcomes such as a reduction in alcohol and marijuana use, and an increase in communication skills and sexual health knowledge. T-tests or Wilcoxon signed-rank tests were used to determine differences from pretest to posttest. Specific methods for each level of the evaluation will be described in greater detail within each section of this report.

Participants

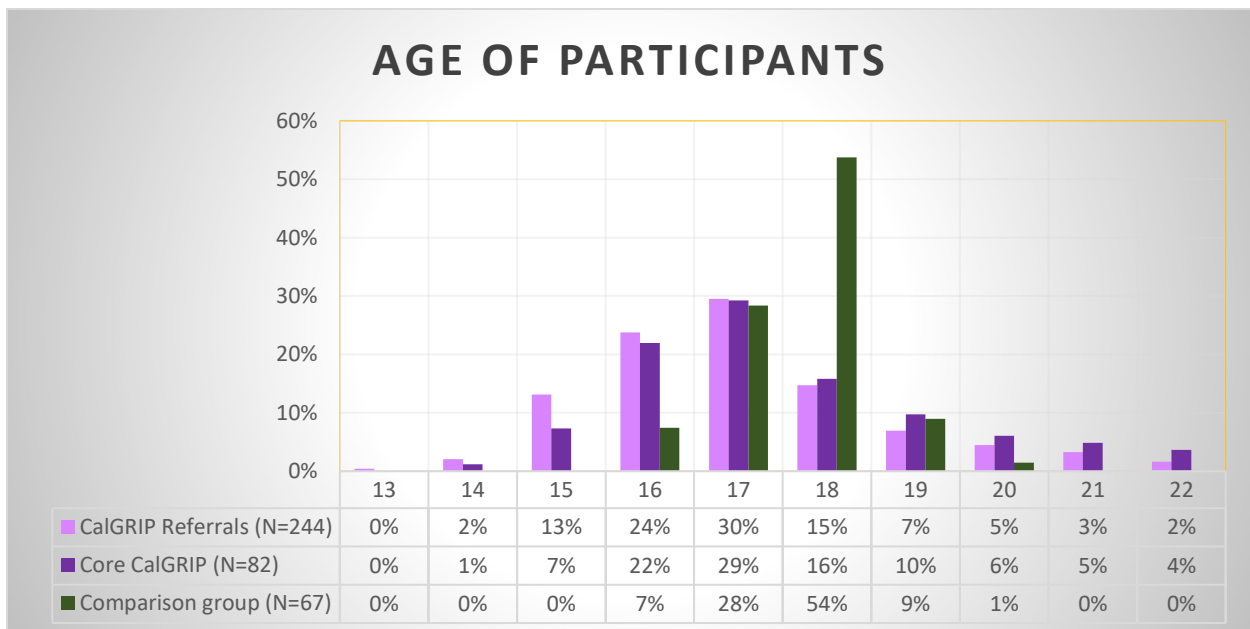
Two-hundred-and-forty-nine youths involved in or at-risk for gangs were referred to CalGRIP from January 2015 to December 2017 from Santa Barbara Probation, the Santa Barbara schools, School Attendance Review Boards (SARBs), Juvenile Court and Community Schools, Youth Employment Training Program, the D.A.'s Truancy Program, Parks and Recreation, Council for Alcohol and Drug Abuse (CADA), youth-serving agencies, a youth's parents, or youth self-referral. Youths were eligible for services if they met one or more of the following criteria: 1) on probation with gang terms and conditions; 2) identified as reentering the community after completion of justice commitment; 3) had a family history of violence and incarceration; 4) had poor academic performance and attendance; or 5) exposed to violence and poverty.

The target goal for the grant was to provide CalGRIP to 135 youth. Of the 249 youths referred to CalGRIP, 176 were successfully enrolled into the program and received some kind of service. The comparison group was made up of 68 youths who were at a similar risk level but not receiving CalGRIP services. Some youths did not complete surveys, and not all youth who completed surveys answered every question; thus, the sample size (*N*) for each particular group is listed on each graph.

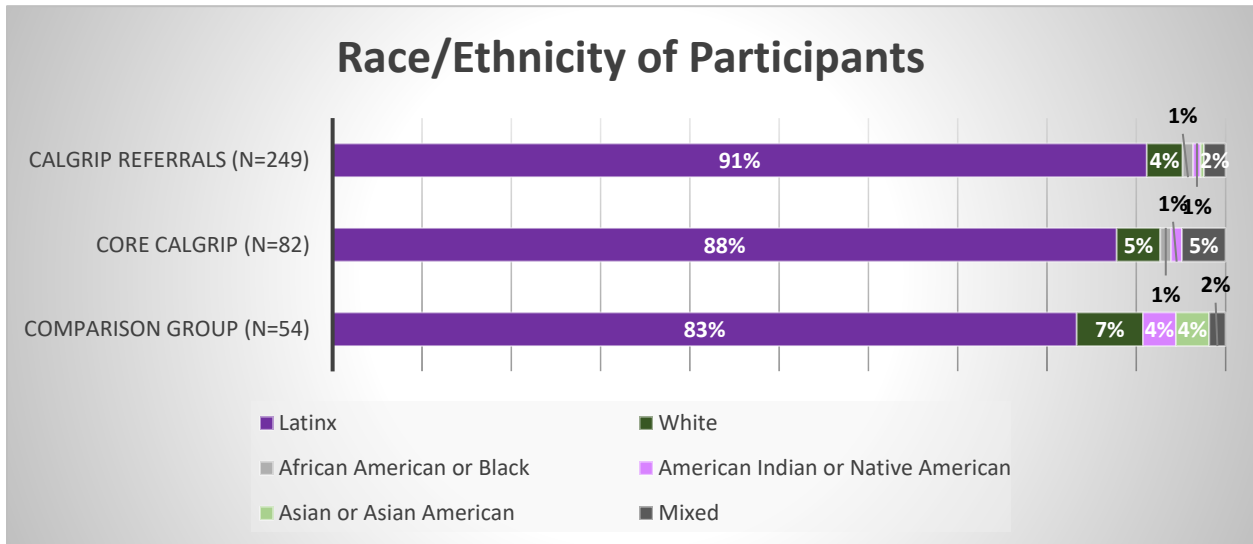
The gender of participants was very similar for CalGRIP and comparison group participants, as the following chart indicates.



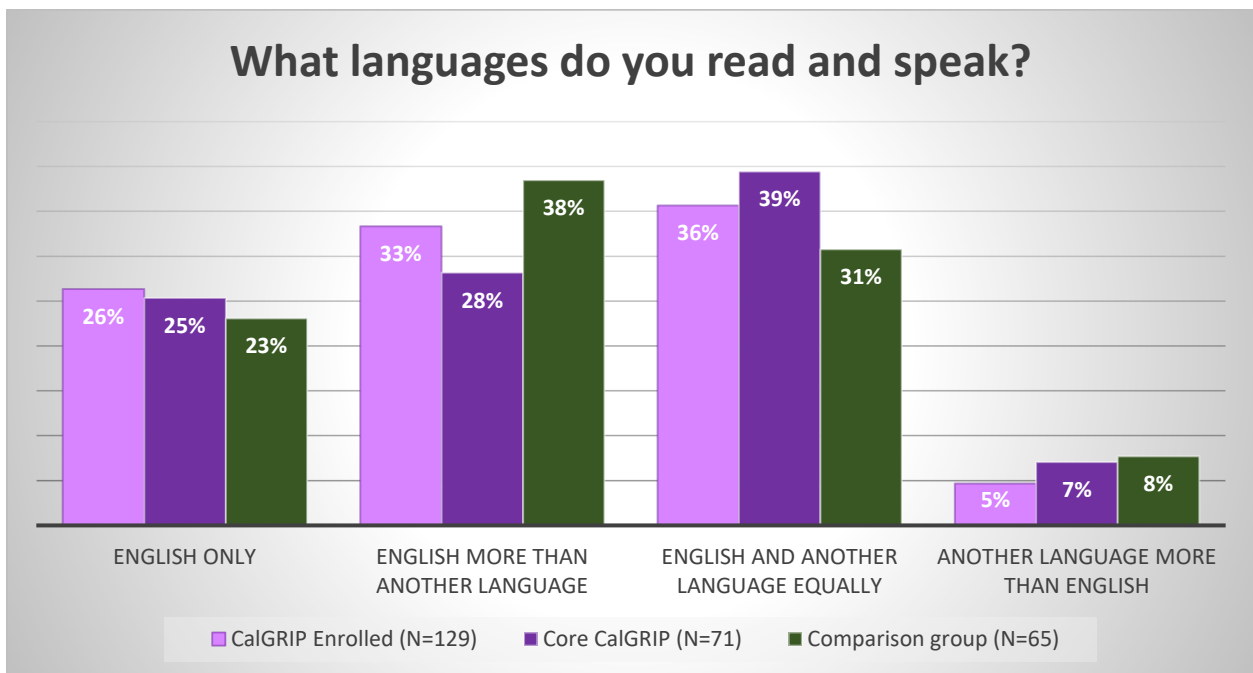
The comparison group youths were mostly 17-18 years old, whereas the CalGRIP groups were mostly 16-18.



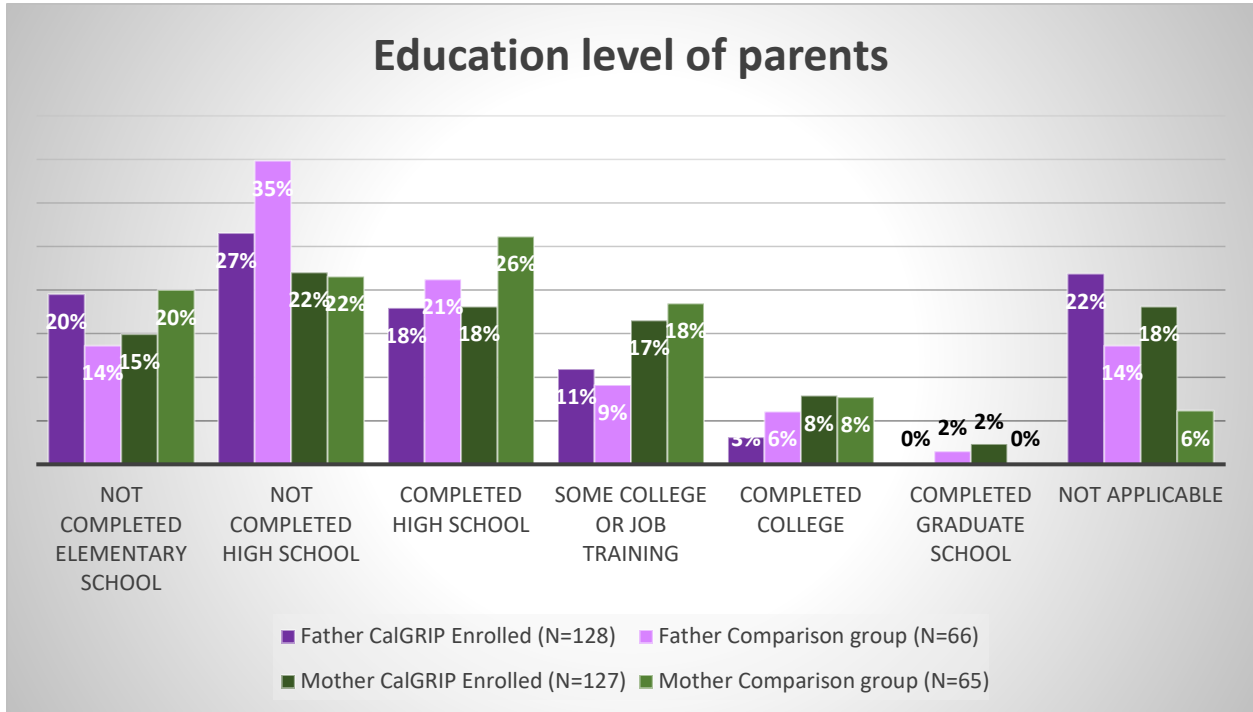
Race/ethnicity was very similar across all groups, with the majority being Latino/a or Hispanic. The comparison group had a lower percentage of Hispanic/Latino/a youths and had a higher percentage of White, American Indian/Native American, and Asian/Asian-American youths.



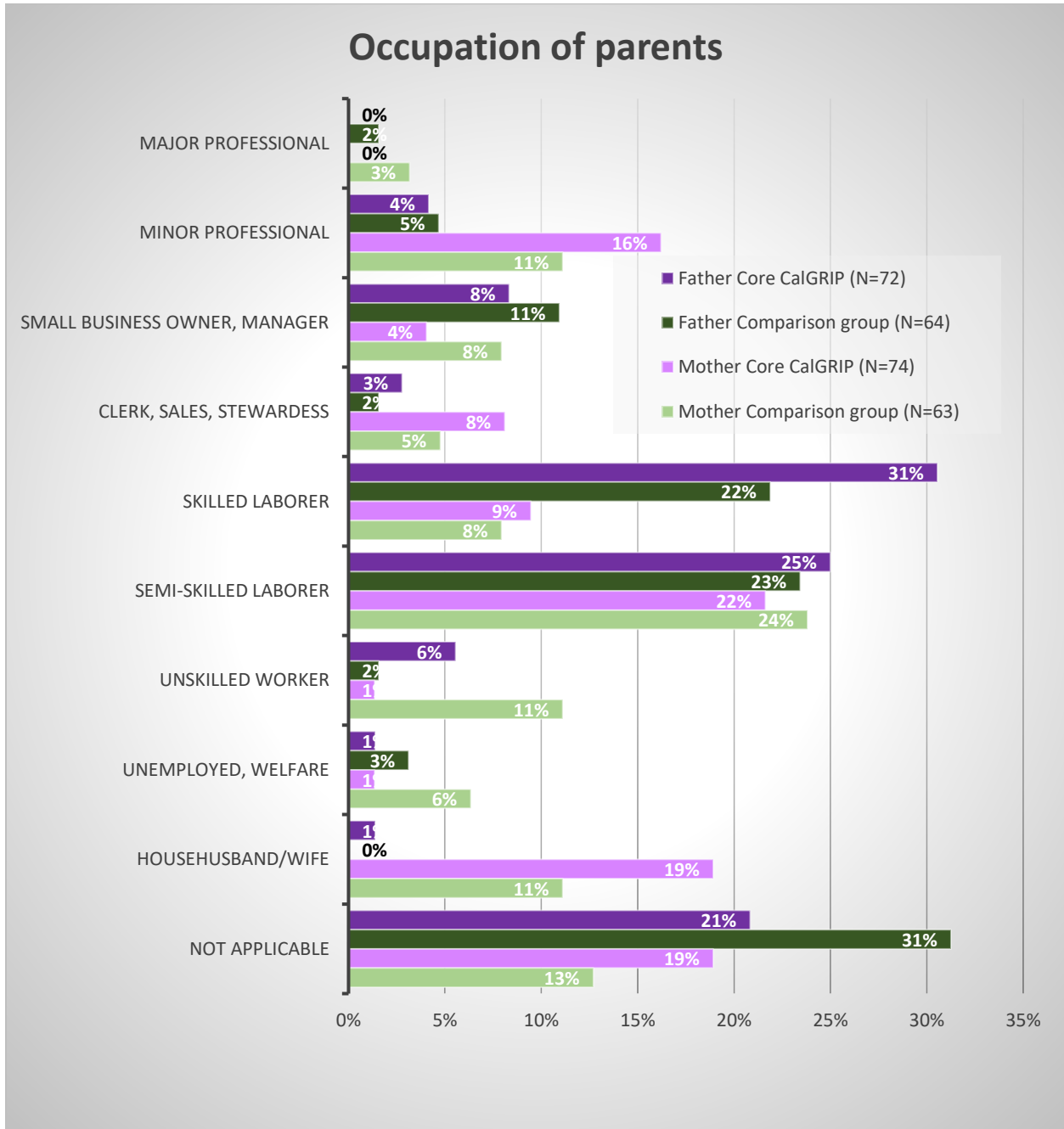
The majority of students in both the CalGRIP and comparison groups were bilingual, and language preference appeared to be fairly similar between the two groups.



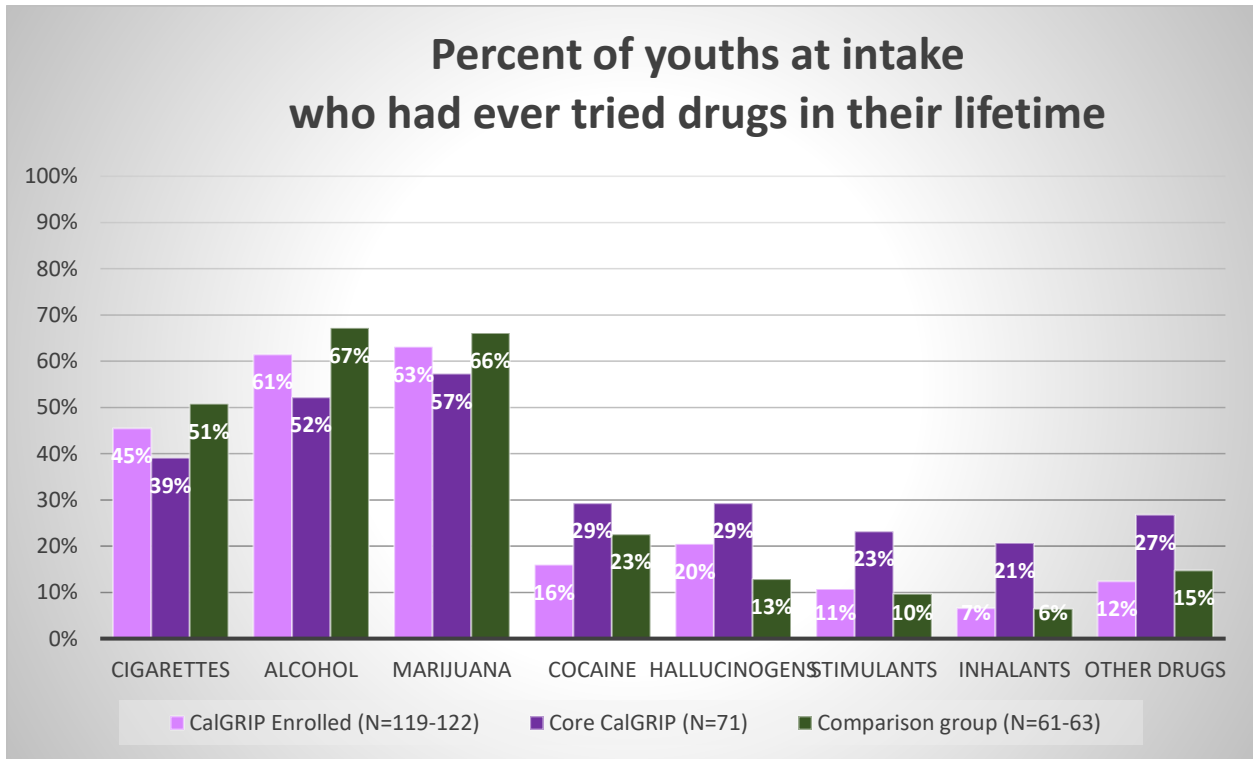
The education level of youths' parents was fairly similar between the two groups, with 14-17% of fathers and 25-26% of mothers attending or completing college for both groups. The CalGRIP youths appeared to select "not applicable" for their parents' education level more than comparison group youths, which could be an indication of absent parents or that they are not aware of the education level of their parents.



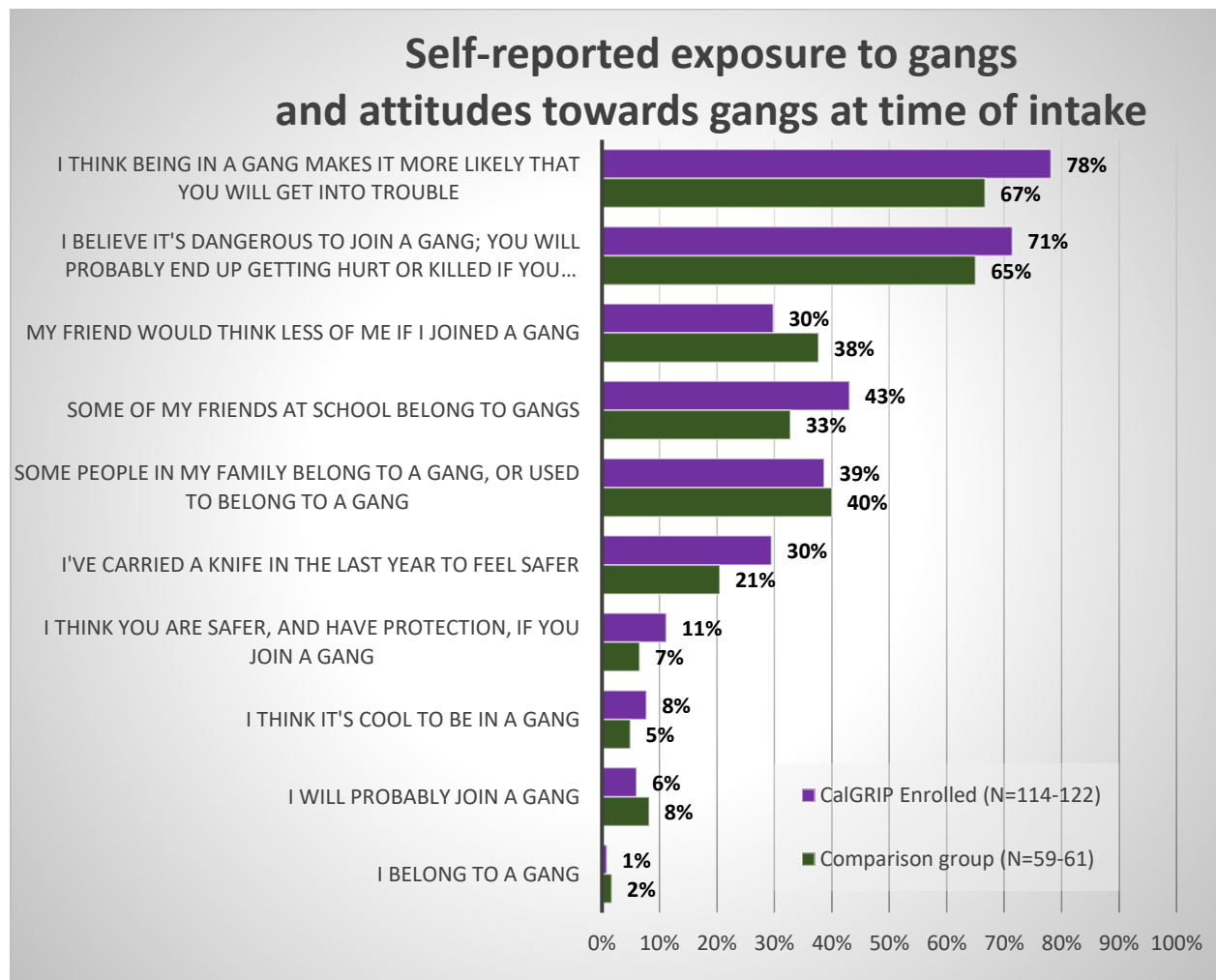
Youth's report of their parents' occupation was also remarkably similar between the CalGRIP and comparison group, as can be seen in the following graph.



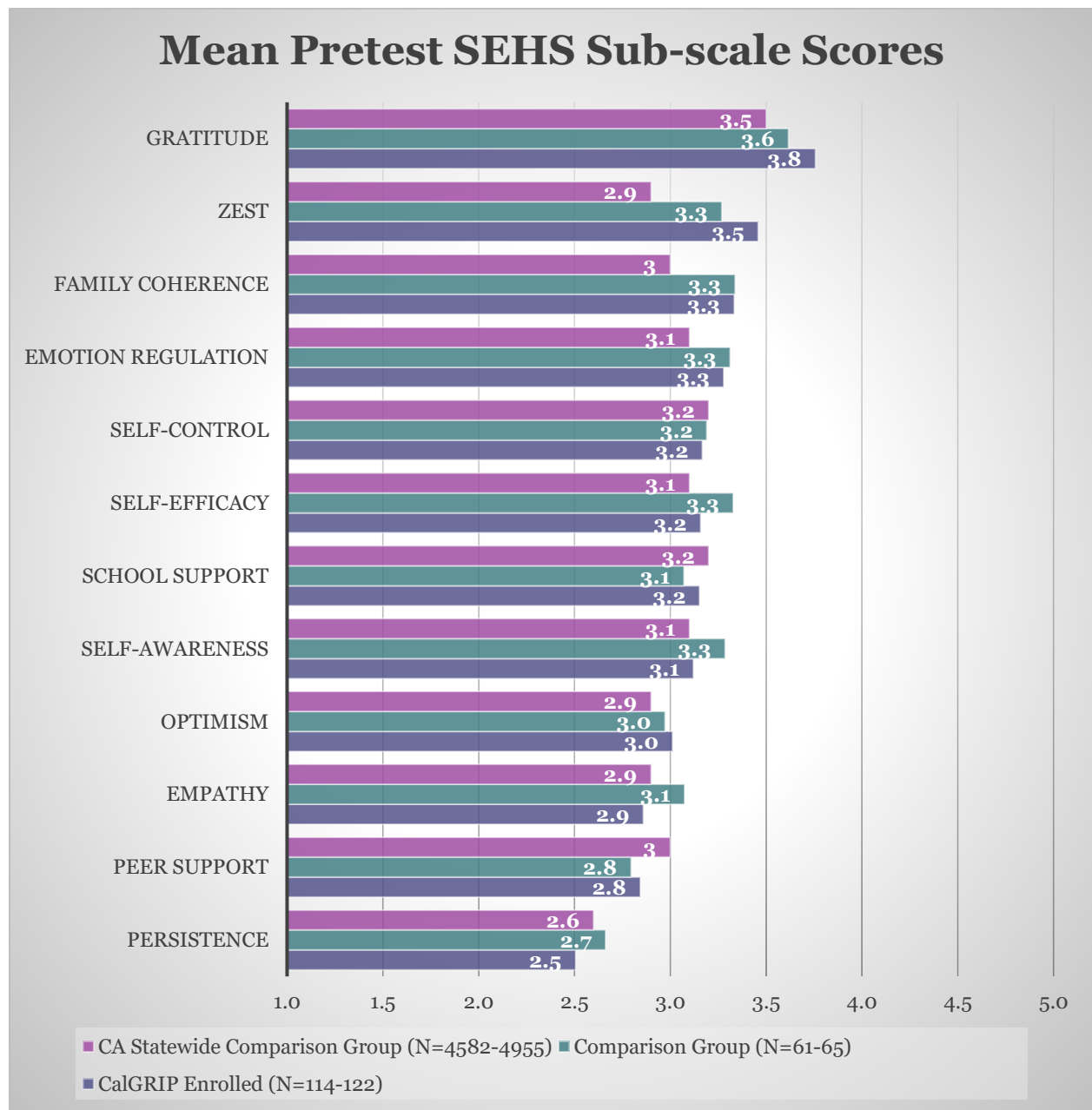
Self-reported past use of drugs and alcohol for youths in both groups can be seen in the following graph. Both groups reported a similar pattern. Marijuana and alcohol were the most common drugs used, followed by tobacco. Inhalants (rush, nitrous), hallucinogens (LCD, acid, mushrooms), stimulants (speed, amphetamines), and "other drugs" (depressants, PCP, steroids, heroin, etc.) were the least commonly used.



Youths in both groups showed a similar pattern of answers to questions relating to gangs and safety. Most youth believed that gangs are dangerous and will likely get you into trouble. A third to a half of youths had parents and friends involved in gangs. About a quarter of youths had carried a knife in the last year in order to feel safer, and 6-8% of youth reported believing it is likely that they will become gang-involved. As gang involvement is a fluid continuum, and identifying as a gang-member can have significant negative social repercussions, there is research supporting that “I will probably join a gang” is a better estimate of current gang involvement than “I belong to a gang.”



Youth in both the CalGRIP and comparison groups also had remarkably similar scores on the subscales constructs of the Social-Emotional Health Survey (SEHS), as can be seen in the following graph. Included in the graph is another comparison group that is composed of California middle school and high school students, ages 12-18, from eight counties in California that administered the SEHS to its students. This population was included so that the CalGRIP and comparison groups could be analyzed against a broader population. Most of the items in the SEHS are scored on a 1-4 scale, but zest and optimism are scored on a 5-point scale, so this graph is on a 1-5 scale for all items. The data shows that both the CalGRIP and the local comparison group scored between 2.5 and 3.8 on all items, while the statewide comparison group scored between 2.6 and 3.5.



Process Evaluation

Process Measures

The process evaluation for CalGRIP documented a number of aspects of the program implementation and activities to ensure that program elements were implemented as intended. Program comadres and compadres completed a tracking sheet on each participant they served throughout the program implementation, documenting each component of the process evaluation. Specifically, the tracking sheet documented:

1. Participant date of referral, referral source, and reason for referral, including their current probation status.
2. Participant completion status and date of completion for: parent consent, youth assent, and pretest survey.
3. Date first program service received, date of completion of the program, and program exit status (successful or unsuccessful).
4. Whether or not participant was assigned to various components of the life skills program (yes or no; e.g., TND), date of attendance at each of the life skills sessions (or absences)
5. Whether or not the participant was employed, name of employer, dates of employment, attendance, and employment surveys.
6. Whether or not the participant received intensive case management services, dates of contact, referrals in and out, and status of the referrals.
7. Attendance at employment skills classes and auxiliary field trips.

Outcome Objectives

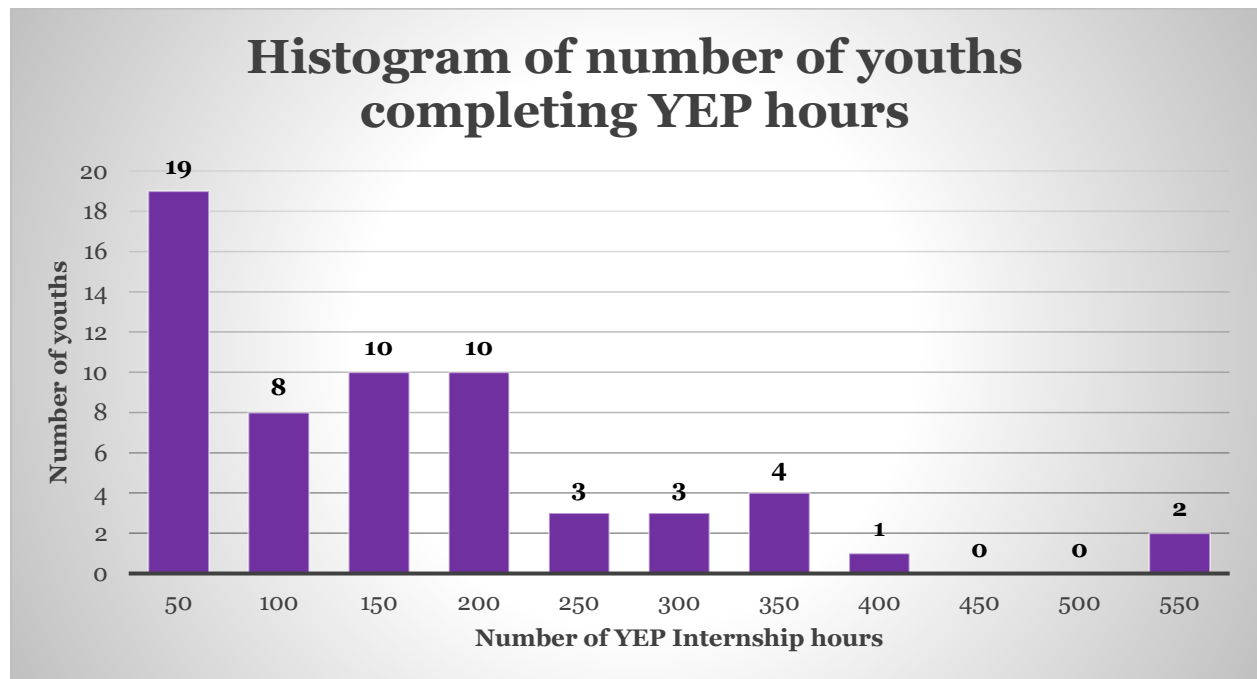
The process data were used to determine if the following process outcome goals were met:

- Goal 1: Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three sessions will complete Youth Employment Program after achieving a minimum of 140 internship hours, for a total of 15 youths in year 1, 30 youths in year 2, and 20 youths in year 3.
- Goal 2: Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three classes will attend a minimum of 18 educational classes covering evidence based curriculums (Cuidate, Joven Noble, and TND) life skills and job readiness and retention skills for a total of 45 participants each year for years 1-3.
- Goal 3: Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three case management meetings will receive a minimum of 3 months of case management.

Goal 1: Youth Employment Program completion

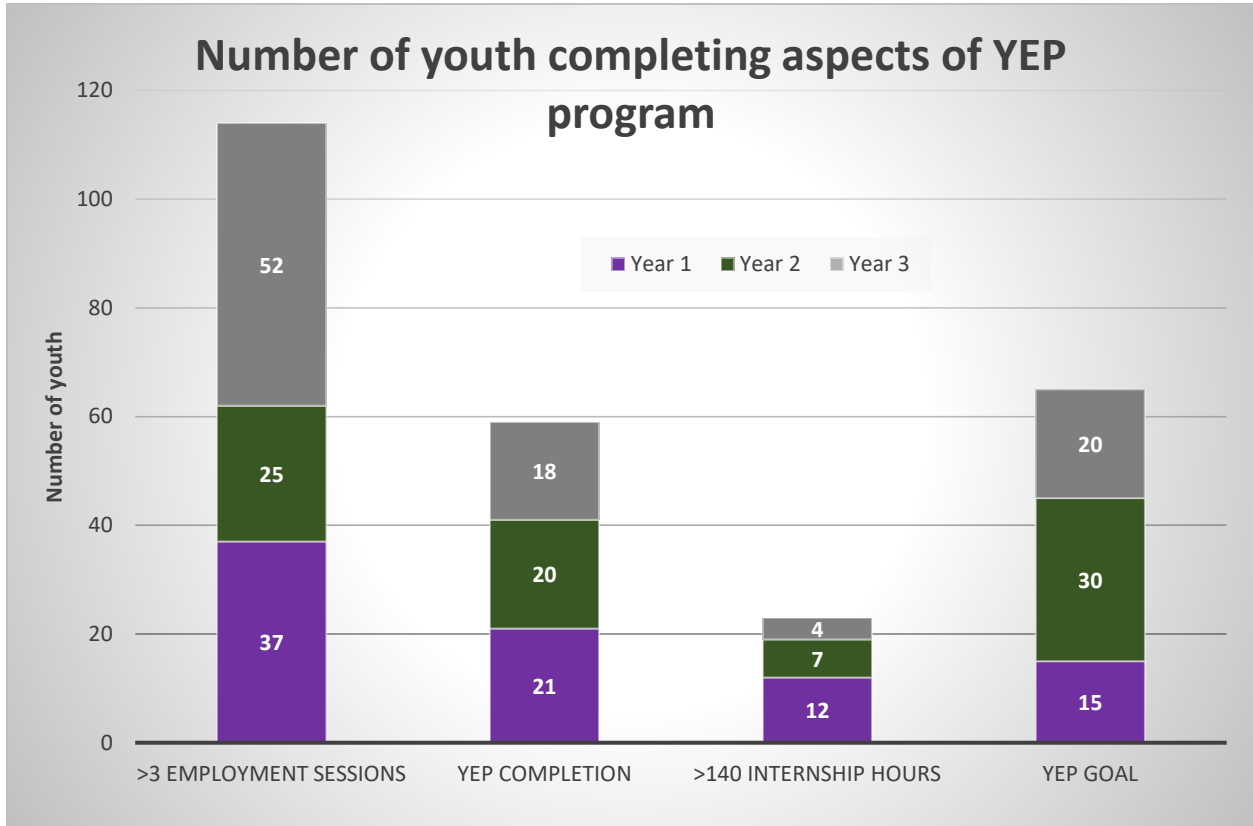
Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three sessions will complete YEP after achieving a minimum of 140 internship hours, for a total of 15 youths in year 1, 30 youths in year 2, and 20 youths in year 3.

Of the 168 youths who attended any employment readiness classes, 114 attended at least three sessions of employment readiness classes. Of those 114 youth, 59 youth (52%) completed the YEP program. However, of those 58 youth completing the program, only 24 youth (41%) had more than 140 internship hours. The following graph is a histogram of the number of internship hours completed by CalGRIP youth. Hours completed ranged from 3 to 537, with a mean of 137 hours.



Internship placements were at the following community organizations and businesses: Westside Community Center, Public Works, Youth Activities, Water Distribution, a golf course, a landscaping company, Informational Systems, Franklin Neighborhood School, Eastside Library, Central Library, Aquatics, and the Santa Barbara Airport,

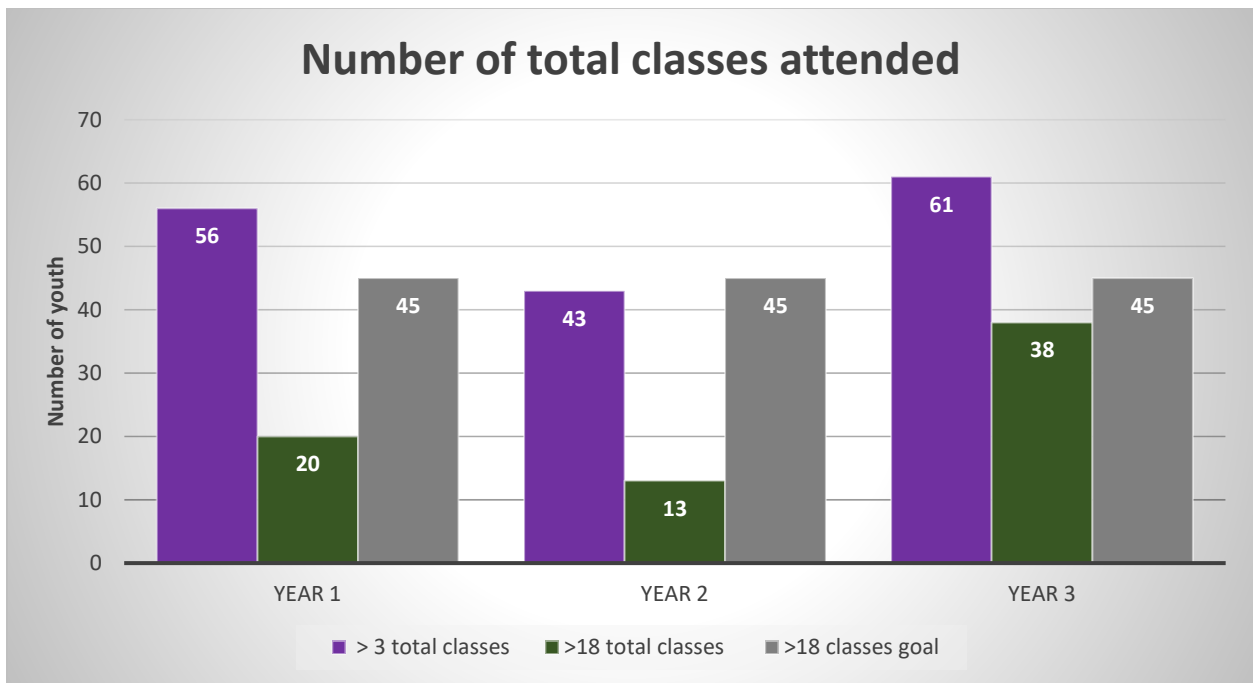
The following chart is a summary of the number of youth completing aspects of the YEP program. The goal for the number of youth completing the program was nearly met; however most youth who completed the program did not complete sufficient hours to meet the goal.



Goal 2: Educational Class completion

Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three classes will attend a minimum of 18 educational classes covering evidence-based curriculums (BPBR, JN/XN, and TND) life skills and job readiness and retention skills for a total of 45 participants each year for years 1-3.

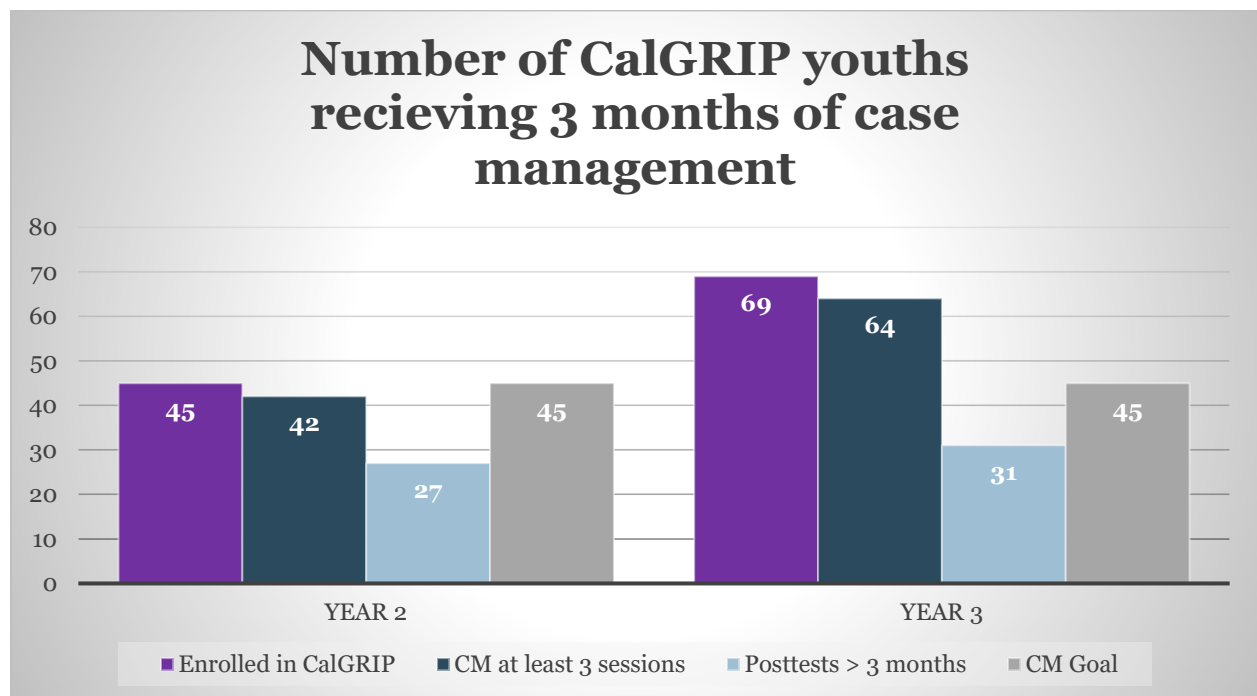
To assess this goal, the total number of classes attended was attained for each youth by adding up TND, BPBR, JN/XN, and employment classes. Of the 160 youths who attended at least 3 classes, 71 (44%) went on to attend a total of 18 or more classes.



Goal 3: Case Management completion

Within one year of YEI entry, 80% of participants who are referred, enrolled, and attend the first three case management meetings will receive a minimum of 3 months of case management.

This goal was assessed by a combination of the tracking sheet data and the posttests. Comadres and compadres marked on the tracking sheet whether participants had attended at least three sessions of case management. Whether three months of case management had been received was assessed by the presence of a posttest more than three months after the intake date. Case management was offered in years two and three, and the goal was to offer case management to 45 youth in each year. Of the 106 total youths receiving at least three case management sessions, 58 (55%) had posttests at least three months after program entry.



Quasi-Experimental Design

The second component of the CalGRIP evaluation was the outcome evaluation, which was comprised of two components: a) a quasi-experimental research design with a non-randomized comparison group used to evaluate the effectiveness of CalGRIP as compared to other programs serving a similar population of youth, and b) a non-experimental pretest posttest design evaluating how participants in CalGRIP changed before and after the program.

We implemented a quasi-experimental design to compare the CalGRIP participants to a comparison sample on the outcome variables of interest to determine if CalGRIP is less, as, or more effective than treatment as usual in the community. For the comparison group, we recruited a sample of youths participating in programs for those at-risk of joining gangs, engaging in delinquency, and/or dropping out of school in Santa Barbara (and who did not receive CalGRIP services). These youths completed a pretest and posttest that contained identical questions to those that CalGRIP youth answered. There was a range of 70 to 310 days between the pretest and the posttest for the comparison group, with an average of 136. The range in days between the pretest and posttest for the CalGRIP group was 30 to 741 with an average of 237. We obtained both parental consent and youth assent prior to any youths participating in these evaluation components. Some youth were over 18, in which case youth consent was obtained.

Outcome Measures

In order to assess the outcome objectives, the following variables were tracked in both the CalGRIP participants and the comparison group:

1. Gang attitudes was measured by the ATGS.
2. Social-emotional strengths were measured by the Social Emotional Health Survey
3. Sexual health knowledge and risky sexual behavior was by computing the percentage of correct answers from nine items. They are listed under Goal 3.
4. Expected drug use was measured by questions from the TND pretest and posttest.
5. Employment skills were measured by six items on a five point scale: They are listed under Goal 5.

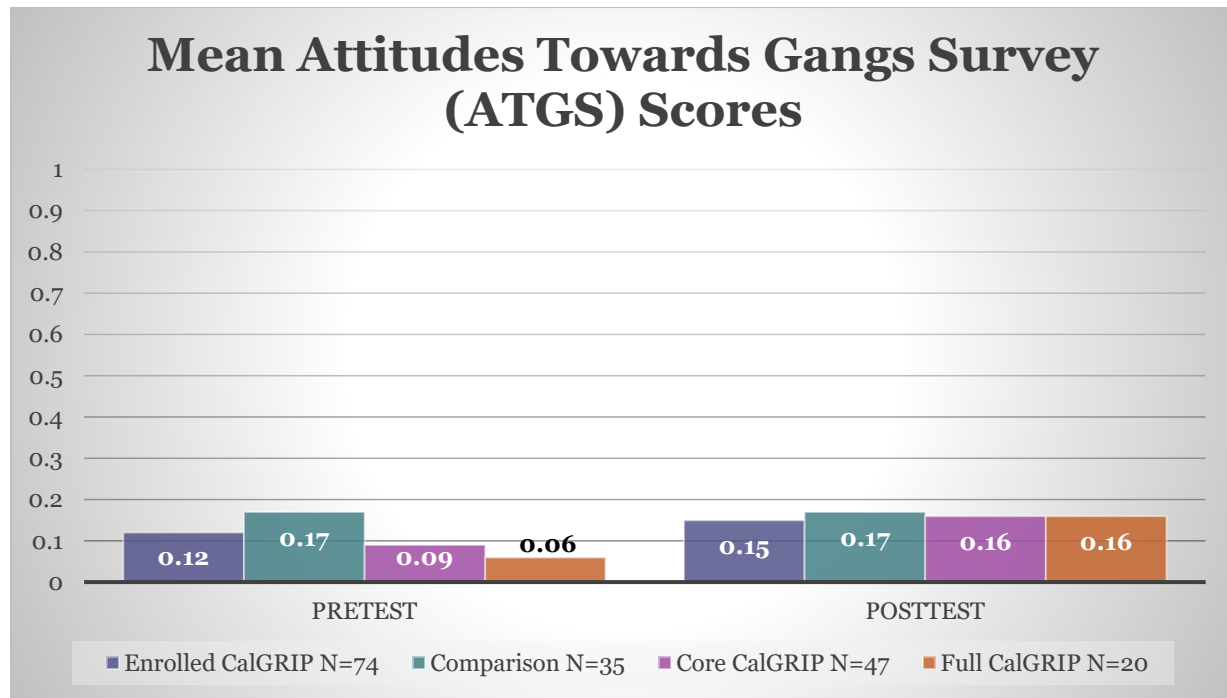
Outcome Objectives

Using a quasi-experimental research design, we evaluated the following outcome goals:

Goal 1: Reduction in gang affiliation

Youths' self-reported gang affiliation and involvement will show a greater relative reduction from pretest to posttest for participants in CalGRIP compared to youths in treatment as usual.

Youths in the CalGRIP and comparison groups completed the ATGS at two time-points. The ATGS measures respondents' attitudes towards gangs based on 9 items scored on a dichotomous scale. Five items were selected of the nine based on items that could feasibly change due to an intervention with the youths. A mean of these 5 items resulted in a score ranging from zero to one, with higher numbers indicating a more positive attitude towards gangs (e.g. thinking gangs are cool, anticipating joining a gang, etc). The following chart is a summary of the ATGS scores.



The distribution of ATGS was positively skewed, with many respondents having scores of zero, and a few respondents having higher scores. ANOVA is somewhat resilient to non-normal distributions if all samples have a similar distribution, which they did. Box's test of homogeneity of covariances failed at $p = .035$, but Levene's test of Equality of Variances found equal variances for both the pretest and posttest scores at $p = .252$ and $p = .344$, respectively. There were one studentized residual outlier greater than 3 from the subsequent repeated measures ANOVA. Taken together, the data violated some assumptions of the ANOVA but given that ANOVA is somewhat resilient to violations of assumptions, the analysis was continued.

There was no significant difference in change between the **Enrolled CalGRIP** and comparison group, $F(1, 107) = .372, p = .543$, partial $\eta^2 = .003$. There was also no significant main effect of time, $F(1, 107) = .934, p = .336$, partial $\eta^2 = .009$, or grouping, $F(1, 107) = 1.149, p = .286$, partial $\eta^2 = .011$.

There was no significant difference in change between the **Core CalGRIP** and comparison group, $F(1, 80) = 1.208, p = .275$, partial $\eta^2 = .015$. There was also no significant main effect of time, $F(1, 80) = 2.074, p = .154$, partial $\eta^2 = .025$, or grouping, $F(1, 80) = 1.627, p = .206$, partial $\eta^2 < .020$.

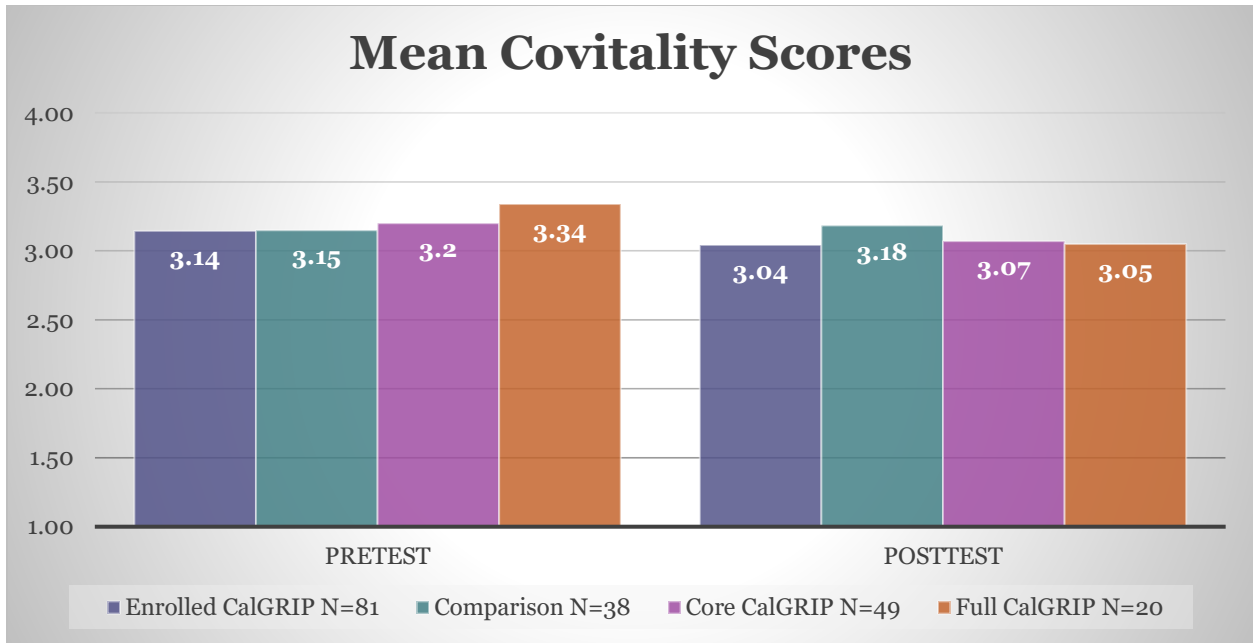
Finally, there was no significant difference in change between the **Full CalGRIP** and comparison group, $F(1, 53) = 2.925, p = .093$, partial $\eta^2 = .052$. There was a significant main effect of time, $F(1, 53) = 4.125, p = .047$, partial $\eta^2 = .072$, meaning that both groups together had an increase in positive attitudes towards gangs. There was no significant main effect of grouping, $F(1, 53) = 1.736, p = .193$, partial $\eta^2 < .416$.

Overall, there were no significant differences in change between the CalGRIP and comparison group on attitudes towards gangs. There may have been a floor effect in place, since most youths did not report positive attitudes towards gangs at the pretest and thus could not see a decrease.

Goal 2: Increase in social-emotional strengths.

Youths' self-reported social-emotional strengths will show a greater relative increase from pre to posttest for CalGRIP participants than those in the comparison group.

To test self-reported social-emotional strengths, the Social Emotional Health Survey (SEHS) was included in the pretests and posttests that both groups completed. The SEHS measures emotional competence, engaged living, belief in self, and belief in others by asking questions that involve twelve positive constructs (emotion regulation, self-control, empathy, optimism, zest, gratitude, self-awareness, self-efficacy, persistence, family coherence, peer support, school support) that are indicators of social-emotional health. The SEHS is scored on a four point Likert Scale with values ranging from "not at all true"=1, "a little true"=2, "pretty much true"=3, and "very true"=4. The mean of these four scores generates a covitality score, which is a measure of the youths' overall social and emotional health. The graph below compares the covitality means from the CalGRIP and comparison groups.



Distributions were normal with no outliers, and variances and covariances were homogenous, so a repeated measures ANOVA was used to analyze the results.

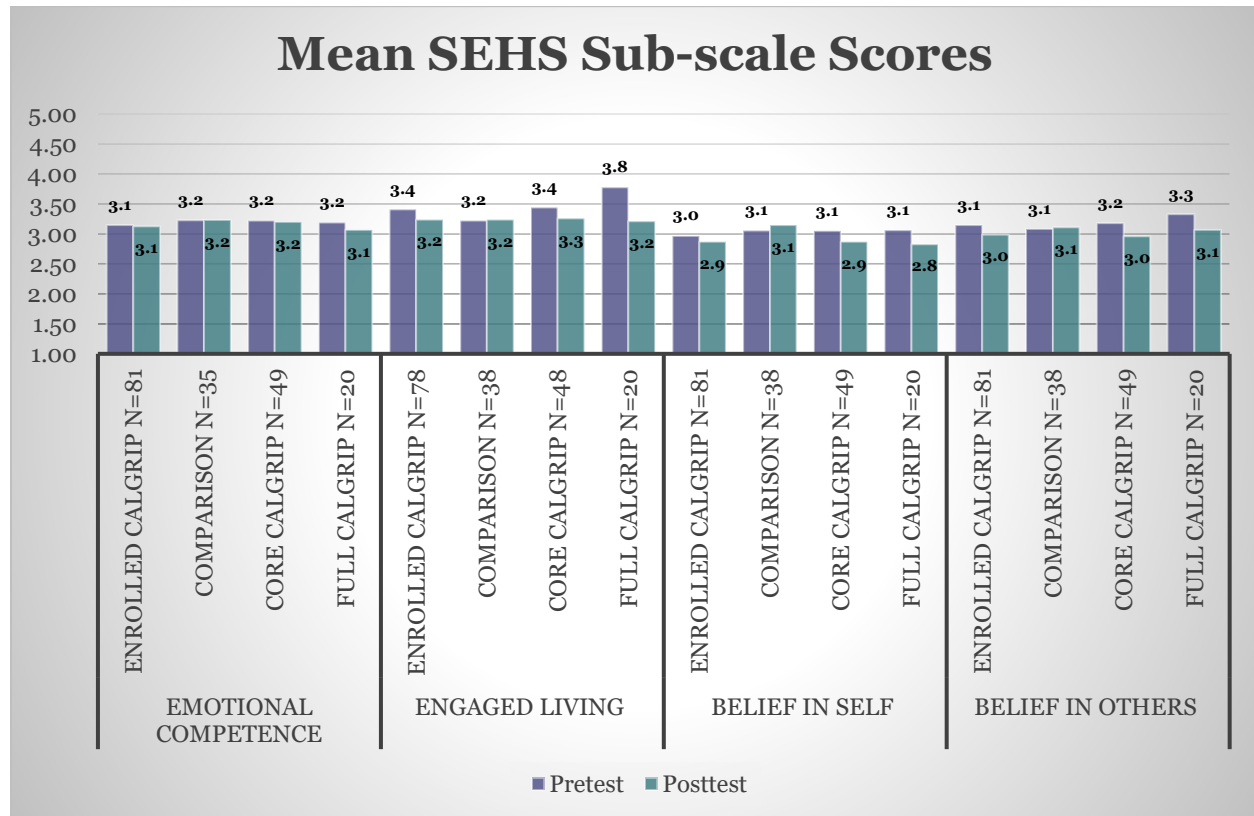
There was no significant difference in change between the **Enrolled CalGRIP** group and the comparison group, $F(1, 106) = 2.471, p = .119$, partial $\eta^2 = .023$. There were also no significant main effects of time, $F(1, 106) = .381, p = .538$, partial $\eta^2 = .004$, or grouping, $F(1, 106) = .608, p = .437$, partial $\eta^2 = .006$.

There was a significant difference in change between the **Core CalGRIP** group and the comparison group, $F(1, 79) = 4.69, p = .033$, partial $\eta^2 = .056$. This indicates that compared to the comparison group changes, the Core-CalGRIP group reported a significant decline in social emotional health scores.

There was a significant difference in change between the **Full CalGRIP** group and the comparison group, $F(1, 53) = 8.081, p = .006$, partial $\eta^2 = .132$. This indicates that compared to the comparison group changes, the Full-CalGRIP group reported a significant decline in social emotional health scores.

This decrease in social-emotional health for the Full CalGRIP and Core CalGRIP youths could in part be due to a statistical artifact called “regression towards the mean” since the Full CalGRIP group reported notably higher social-emotional health at the pretest, and groups with extreme scores will tend to return to the mean over time. The higher social-emotional health of the Full CalGRIP group at the pretest could even relate to why these youth ended up participating in more CalGRIP interventions to begin with.

The following chart is a more detailed summary of the four scales that make up the covitality measure. Engaged Living was particularly high for the Full Calgrip group at the pretest, suggesting part of the significant decrease in covitality for that group could involve “regression to the mean.”



Goal 3: Increase in sexual health knowledge and risky sexual behavior

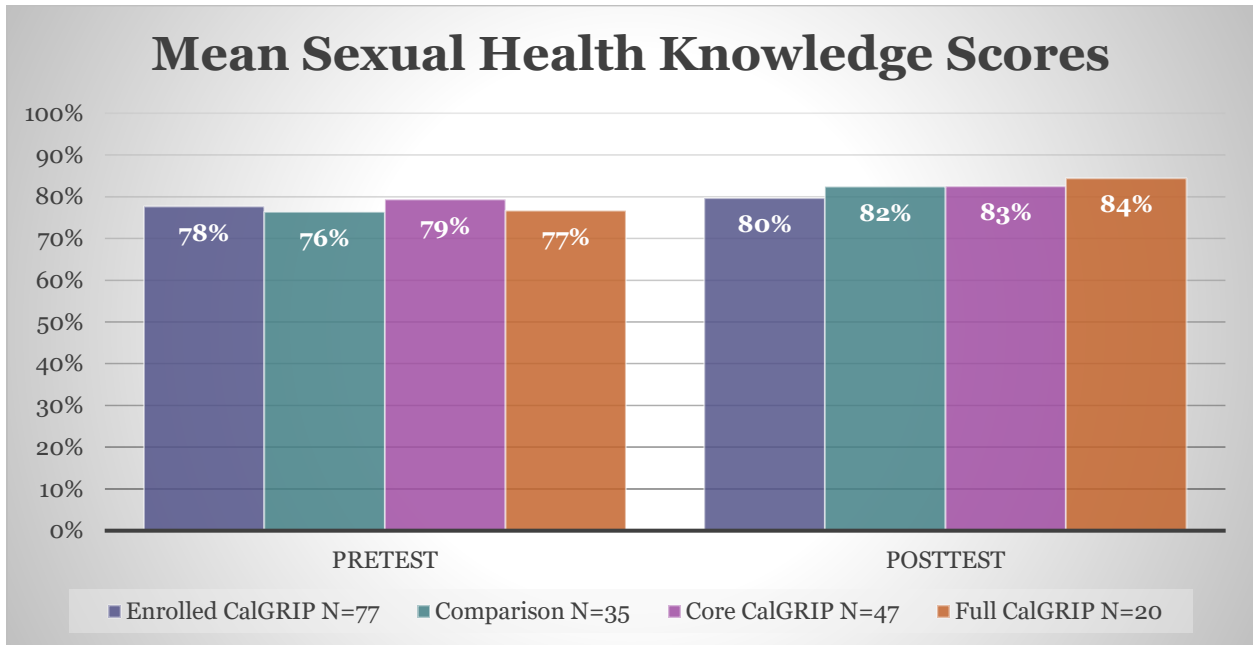
Youths’ self-reported sexual health knowledge and risky sexual behavior will show a greater relative increase from pre to posttest for CalGRIP participants than those in the comparison group.

Sexual health knowledge was assessed through nine questions:

1. "Do all males and females go through puberty at the same time?"
2. "Can a young female get pregnant the first time she has sexual intercourse?"
3. "Can someone get a sexually transmitted infection from oral sex?"
4. "Is violence connected to risky sexual behavior?"
5. "Can someone have a sexually transmitted infection and not know it?"
6. "Whose responsibility do you think it is to make sure birth control is used?"
7. "It's okay for a male to pressure a female to have sex, if they have had it before."
8. "I think using alcohol or drugs before having sex can put teens at risk of becoming teen parents."
9. "I know how to put a condom on properly."

These questions were included on both pretests and posttests for both groups. The percentage of correct responses was generated for each youth from these nine questions.

The following graph shows the average of the percentage of correct responses for each group.



The distribution sexual health knowledge was negatively skewed, with many respondents having high or perfect scores, and a few respondents having very low scores. ANOVA is somewhat resilient to non-normal distributions if all samples have a similar distribution, which these groups did. However, to minimize data skew, the distributions were transformed using the “reflect and square root” function. The resulting distributions still were not perfectly normal but better approximated normality. Box’s test of homogeneity of covariances succeeded at $p = .053$, and Levene’s test of Equality of Variances failed for the posttest at $p = .008$, but was fine for the pretest at $p = .607$. There were no studentized residual outliers greater than 3 from the subsequent ANOVA, so analysis was continued.

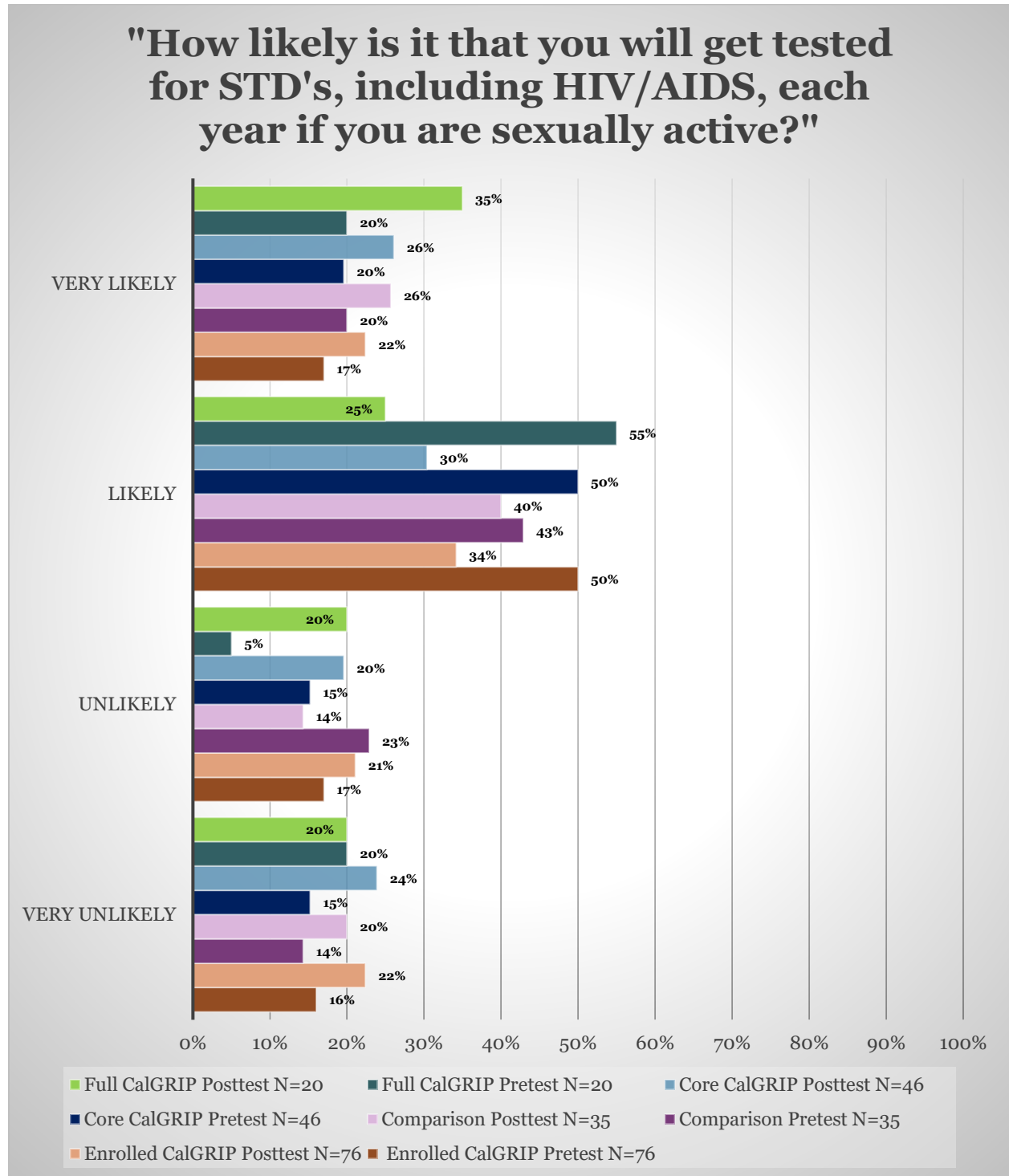
There was no significant difference in change between the **Enrolled CalGRIP** and comparison group, $F(1, 110) = .089, p = .860$, partial $\eta^2 < .001$. There was a significant main effect of time, $F(1, 110) = 4.701, p = .032$, partial $\eta^2 = .041$, meaning that there was a general increase in sexual health knowledge scores from pretest to posttest for both groups together. There was no significant main effect of grouping, $F(1, 110) = .074, p = .786$, partial $\eta^2 < .001$.

There was no significant difference in change between the **Core CalGRIP** and comparison group, $F(1, 80) = .001, p = .969$, partial $\eta^2 < .001$. There was a significant main effect of time, $F(1, 80) = 5.91, p = .017$, partial $\eta^2 = .069$, meaning that there was a general increase in sexual health knowledge scores from pretest to posttest for both groups together. There was no significant main effect of grouping, $F(1, 80) = .637, p = .427$, partial $\eta^2 = .008$.

For the Full CalGRIP ANOVA, variates and covariates were homogenous but there was one studentized residual at 3.17. There was no significant difference in change between the **Full CalGRIP** and comparison group, $F(1, 53) = 1.273, p = .264$, partial $\eta^2 = .023$. There was a significant main effect of time, $F(1, 53) = 10.781, p = .002$, partial $\eta^2 = .169$, meaning that there was a general increase in sexual health knowledge scores from pretest to posttest for both groups together. There was no significant main effect of grouping, $F(1, 53) = .444, p = .508$, partial $\eta^2 = .008$.

Risky sexual behavior was assessed using two questions regarding risky sexual behavior ("How likely is it that you will get tested for STDs, including HIV/AIDS, each year if you are sexually active?" and "What do you think are your chances of being a teen parent in the next year?")

The graph below shows the percentage of youth who responded with each answer to the first question. Respondents answered on a four-point Likert scale ranging from "Very Unlikely"=1 to "Very Likely"=4.



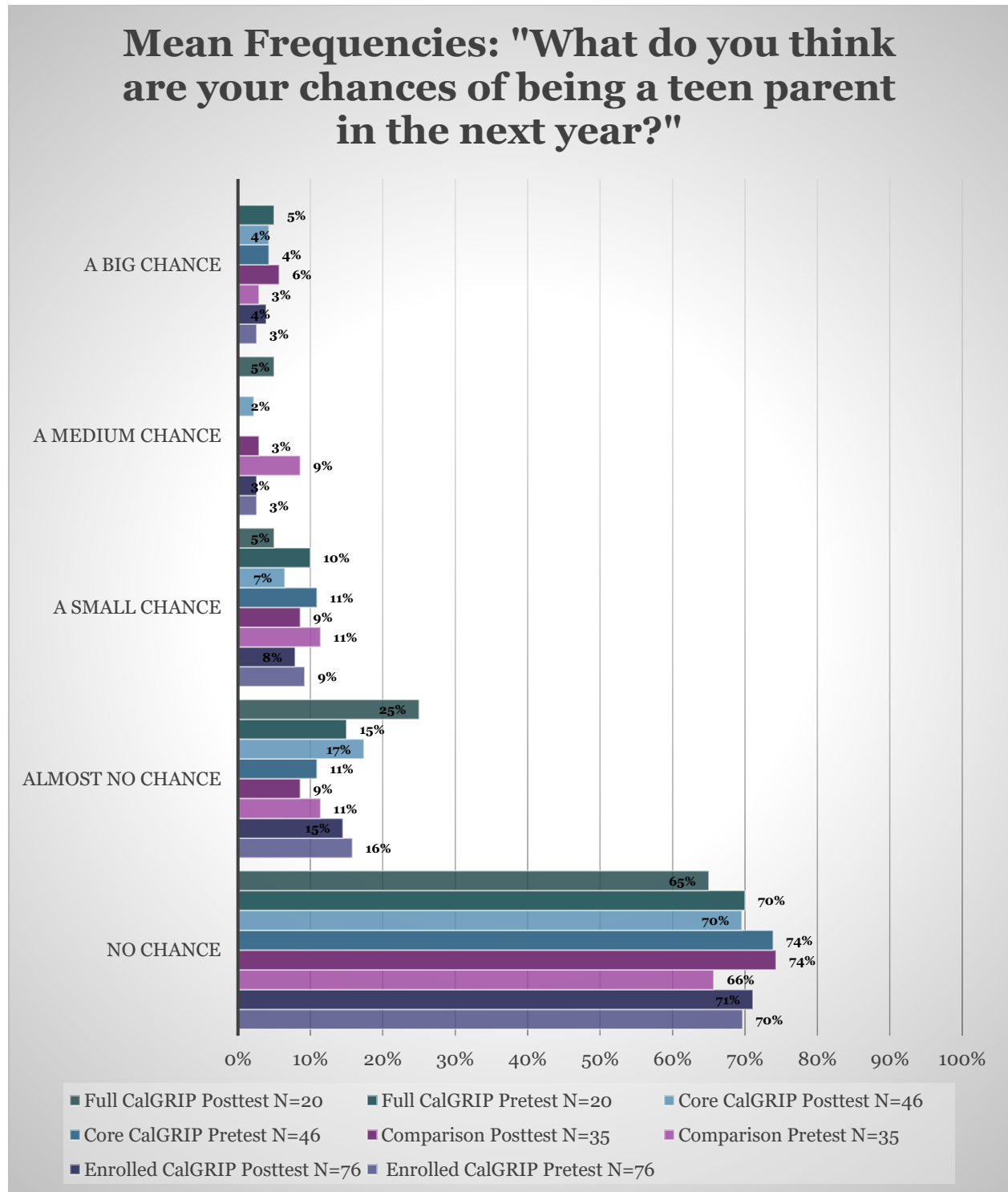
For the likelihood of getting tested for STDs when sexually active, the distribution approximated normality so a repeated measures ANOVA was conducted. Note that the data are ordinal, not continuous as expected by the ANOVA. We are assuming that the difference in meaning between adjacent answers on this question is relatively consistent, and thus that this ordinal scale can approximate a continuous scale. Box's test of Equality of Covariance was succeeded, $p = .927$. Levene's Test of Equality of Error Variances also succeeded for both pretest and posttest, $p = .900$, $p = .493$, respectively. There were no studentized residuals, supporting the assumption of normality.

There was no significant difference in change between the **Enrolled CalGRIP** and comparison group, $F(1, 109) = .312$, $p = .578$, partial $\eta^2 = .003$. There was also no significant main effect of time, $F(1, 109) = .117$, $p = .733$, partial $\eta^2 = .001$, or grouping, $F(1, 101) = .220$, $p = .640$, partial $\eta^2 = .002$.

There was no significant difference in change between the **Core CalGRIP** and comparison group, $F(1, 79) = .380$, $p = .539$, partial $\eta^2 = .005$. There was also no significant main effect of time, $F(1, 79) = .178$, $p = .674$, partial $\eta^2 = .002$, or grouping, $F(1, 79) = .042$, $p = .847$, partial $\eta^2 = .001$.

There was no significant difference in change between the **Full CalGRIP** and comparison group, $F(1, 53) = .006$, $p = .941$, partial $\eta^2 < .001$. There was also no significant main effect of time, $F(1, 53) = .006$, $p = .941$, partial $\eta^2 < .001$, or grouping, $F(1, 53) = .051$, $p = .823$, partial $\eta^2 = .001$.

The next graph shows the percentage of youth who responded with each answer to the question "What do you think are your chances of being a teen parent in the next year?" Respondents answered on a five-point Likert scale ranging from "No Chance"=1 to "A Big Chance"=5.



The distribution of answers about the chances of becoming a teen parent were highly positively skewed with most respondents selecting “no chance.” Therefore, Wilcoxon signed rank tests, which are appropriate for non-normal ordered distributions, were conducted for each group to determine if there was significant change from pretest to posttest. There was no significant difference from pre to posttest for the comparison group ($N = 35$, $z = -.829$, $p = .407$), Enrolled CalGRIP group ($N = 76$, $z = -.058$, $p = .954$), Core CalGRIP group ($N = 46$, $z < .001$, $p = 1.000$), or Full CalGRIP group ($N = 20$, $z = -.447$, $p = .655$).

Overall, there were no significant differences on any sexual health knowledge or risky sexual behavior questions for either the CalGRIP or comparison groups. Both groups together did show an increase in correct response percentage on sexual health knowledge questions, but there was no difference between how much CalGRIP and the comparison group increased.

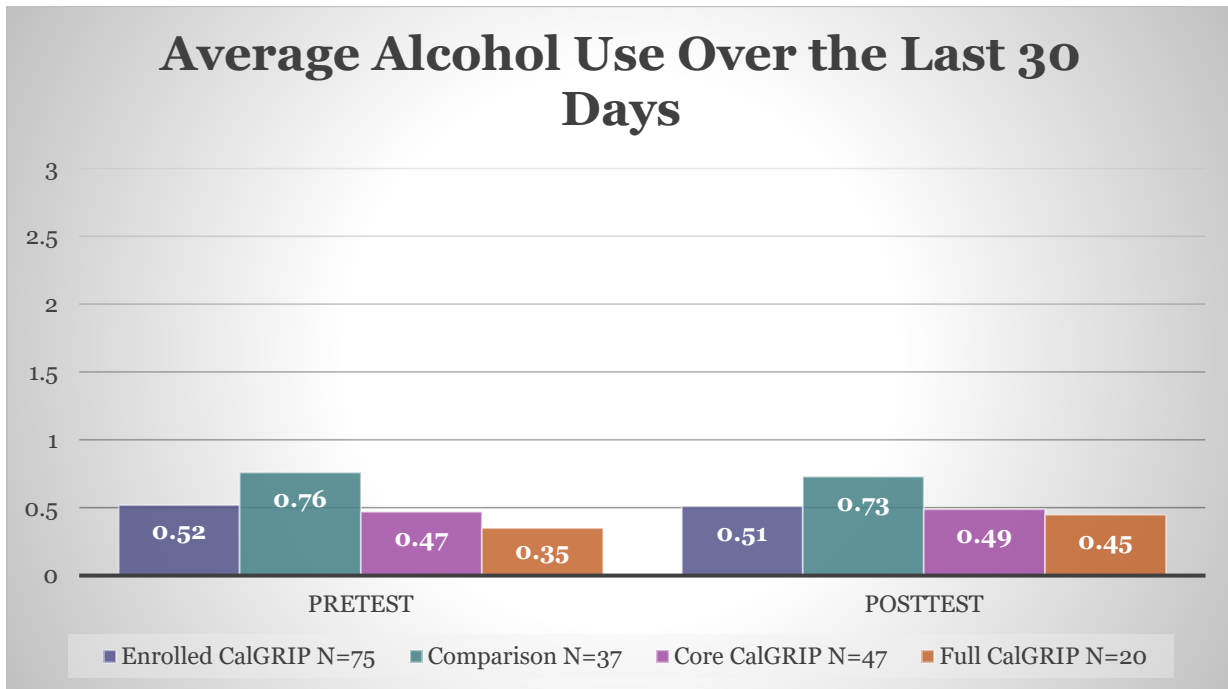
Goal 4: Decrease in drug and alcohol use

Youths' self-reported drug and alcohol use will show a greater relative reduction from pre to posttest for CalGRIP participants than those in the comparison group.

Information about drug use over the last 30 days was collected on both the pretest and posttest for both CalGRIP and the comparison group. Youths selected a number from 0-10 that represented how many times they had used each drug (alcohol, marijuana, cocaine, hallucinogens, stimulants, inhalants, and other drugs) in the last 30 days:

- 0: 0 times
- 1: 1-10 times
- 2: 11-20 times
- 3: 21-30 times
- 4: 31-40 times
- 5: 41-50 times
- 6: 51-60 times
- 7: 61-70 times
- 8: 71-80 times
- 9: 81-90 times
- 10: 91-100+ times.

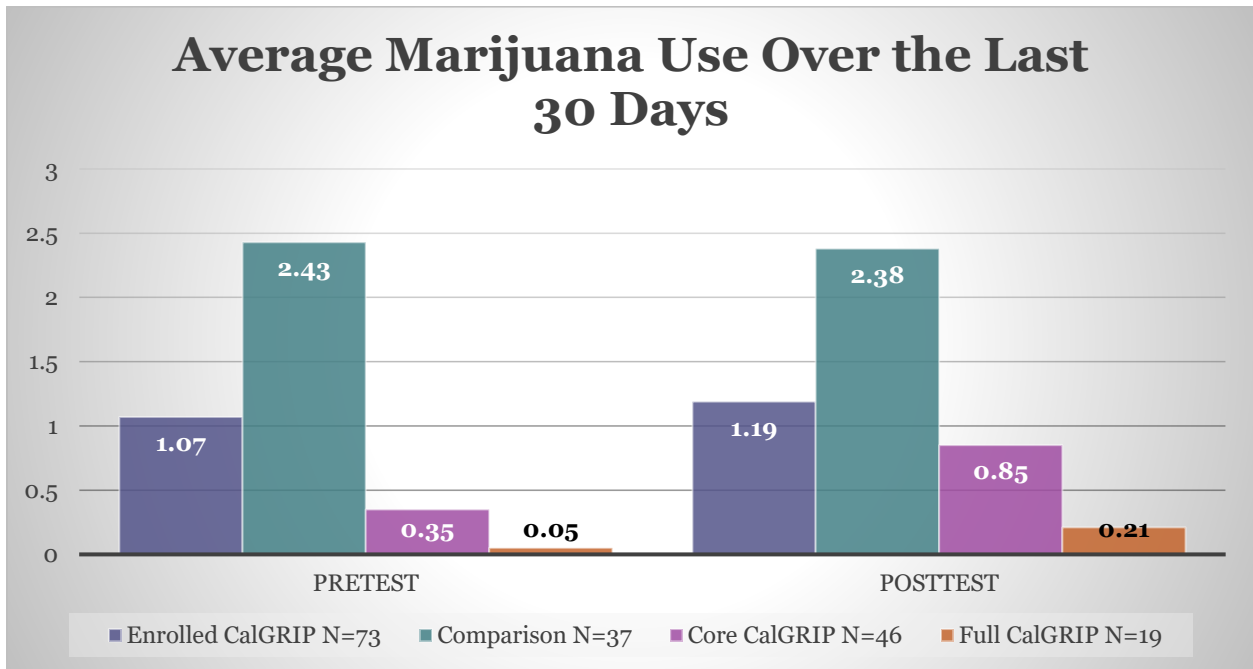
The following graph shows the average alcohol use over the last 30 days for all groups. The potential maximum for this graph would be 10, but the maximum on the graph is 3, which would represent someone who used alcohol every day over the last month.



Distributions of drug use were extremely positively skewed, in that most respondents reported no drug use in the last 30 days. Attempts at data transformations still did not approximate normality. Box’s test of homogeneity of covariances and Levene’s test of Equality of Variances both failed at $p < .001$. There were also six studentized residual outliers greater than 3. Taken together, the distribution violates the assumption of normality so significantly that a repeated measures ANOVA was not merited. Wilcoxon signed rank tests, which are appropriate for non-normal distributions, were conducted for each group to determine if there was significant change from pretest to posttest. Change scores were symmetric in all cases, indicating these tests were appropriate for the sample.

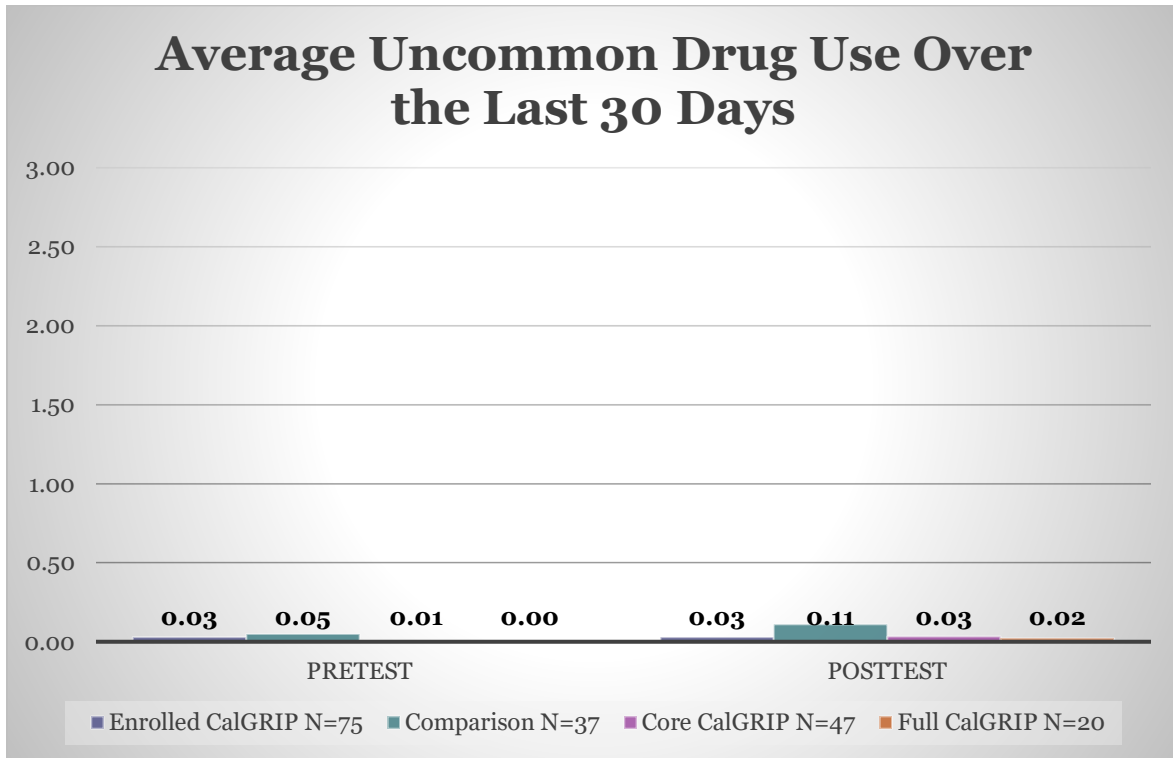
For alcohol use, there was no significant difference from pre to posttest for the comparison group ($N = 37$, $z = .137$, $p = .891$), Enrolled CalGRIP group ($N = 75$, $z = -.248$, $p = .804$), Core CalGRIP group ($N = 47$, $z = .054$, $p = .957$), or Full CalGRIP group ($N = 20$, $z = 1.414$, $p = .157$).

The following graph shows the average marijuana use over the last 30 days of all groups.



For marijuana use, there was no significant difference from pre to posttest for the comparison group ($N = 37, z = -.316, p = .752$), Enrolled CalGRIP group ($N = 73, z = .516, p = .606$), Core CalGRIP group ($N = 46, z = 1.832, p = .067$), or Full CalGRIP group ($N = 19, z = 1.732, p = .083$). The comparison group appears to have reported greater marijuana consumption at both pretest and posttest.

The last graph in this section is a composite average of the less common drugs (cocaine, hallucinogens, stimulants, inhalants, and others).



For other drug use, there was a significant increase in drug use for the comparison group ($N = 37, z = 1.980, p = .048$). There was no significant change in drug use for the Enrolled CalGRIP group ($N = 75, z < .001, p = 1.00$), Core CalGRIP group ($N = 47, z = 1.069, p = .285$), or Full CalGRIP group ($N = 20, z = 1.000, p = .317$).

Overall, there was no significant change in marijuana or alcohol use for either the CalGRIP or comparison groups. The comparison group did report a significant increase in consumption of rare other drugs, whereas the CalGRIP groups reported no significant change in consumption of rare other drugs.

Goal 5: Increase in employment skills

Youths' self-reported employment skills will show a greater relative increase from pre to posttest for CalGRIP participants than those in the comparison group.

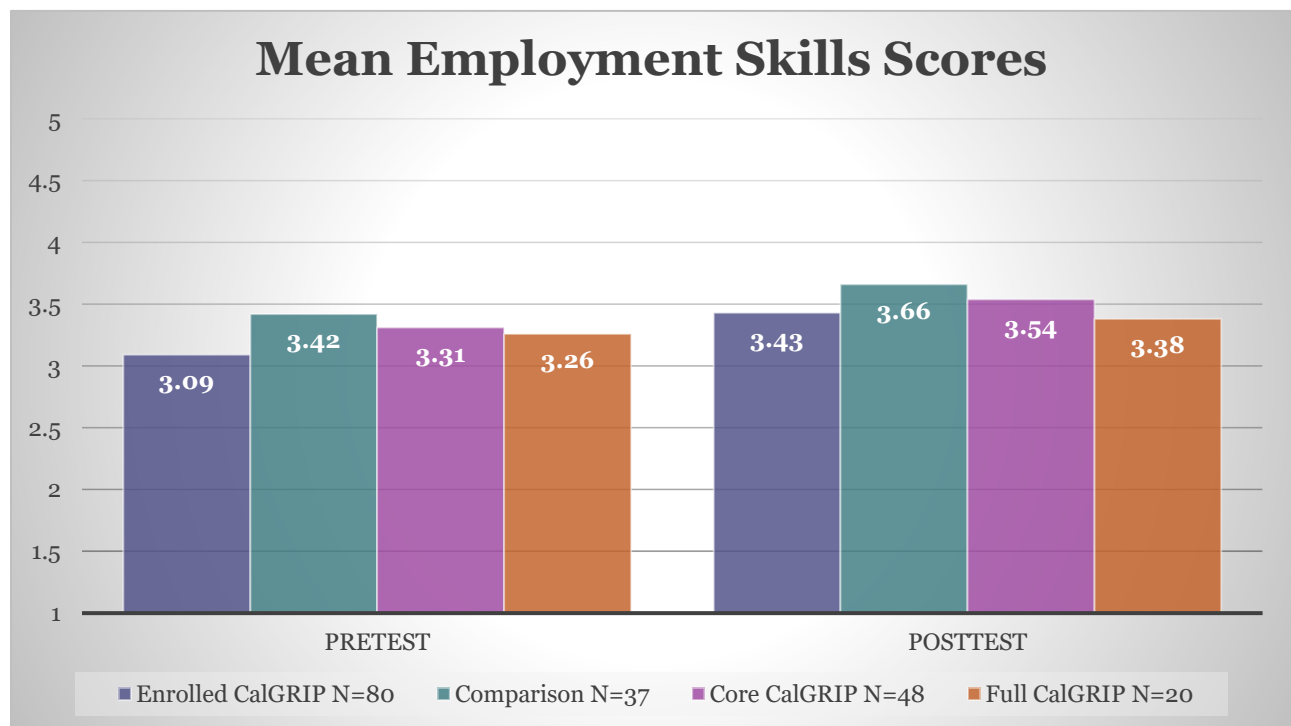
The youth in the CalGRIP and Comparison groups were asked about their employment skills at pretest and posttest. Employment skills were measured using six items on a five-point Likert scale with responses:

- 1: "No"
- 2: "Mostly No"
- 3: "Somewhat"
- 4: "Mostly Yes"
- 5: "Yes"

The six questions were:

- 1. "I know how to develop a resume."
- 2. "I know how to fill out a job application."
- 3. "I know how to prepare for a job interview."
- 4. "I know what the information on a pay stub means."
- 5. "I can fill out a W-4 exemption form when I get a job."
- 6. "I know what employee benefits are."

An average score was computed for each youth. This following graph shows the average scores for employment skills of both groups.



Distributions were normal with no outliers, and variances and covariances were generally homogenous, so a repeated measures ANOVA was used to analyze the results.

For the **Enrolled CalGRIP** group, covariances were not homogenous (Box's test of equality, $p = .029$), so the interaction effect could not be interpreted. The interaction effect of grouping * time was not significant, $F(1, 115) = .384, p = .537, \text{partial } \eta^2 = .003$. There was a significant main effect of time, $F(1, 115) = 13.062, p < .001, \text{partial } \eta^2 = .102$, meaning that there was a general increase in employment skills from pretest to posttest for both groups together. There was no significant main effect of grouping, $F(1, 83) = .410, p = .524, \text{partial } \eta^2 = .005$.

There was no significant difference in change between the **Core-CalGRIP** group and the comparison group, $F(1, 83) = .004, p = .949, \text{partial } \eta^2 < .001$. There was a significant main effect of time, $F(1, 83) = 8.323, p = .005, \text{partial } \eta^2 = .091$, meaning that there was a general increase in employment skills from pretest to posttest for both groups together. There was no significant main effect of grouping, $F(1, 83) = .410, p = .524, \text{partial } \eta^2 = .005$.

There was no significant difference in change between the **Full-CalGRIP** group and the comparison group, $F(1, 55) = .557, p = .459, \text{partial } \eta^2 = .010$. There was a significant main effect of time, $F(1, 55) = 4.351, p = .042, \text{partial } \eta^2 = .073$, meaning that there was a general increase in employment skills from pretest to posttest for both groups together. There was no significant main effect of grouping, $F(1, 55) = .557, p = .459, \text{partial } \eta^2 = .010$.

Overall, when combined together the CalGRIP and comparison group self-rated employment readiness skills increased from pretest to posttest, but there was no significant difference between how much the comparison and CalGRIP groups increased.

Outcome Evaluation

Pre-post change for certain program goals for the CalGRIP participants was evaluated with the understanding that these findings may not indicate that CalGRIP actually caused the changes, but provide us with further important information about how the program participants changed over the course of the year.

Process Measures

In order to answer these questions the following variables were tracked:

Independent variables:

1. Pretest and posttest response to the question "I have the skills to communicate well with others."
2. Pretest and posttest expectations for future alcohol and drug use.
3. Pretest and posttest knowledge of sexual health and risky sexual behavior questions.

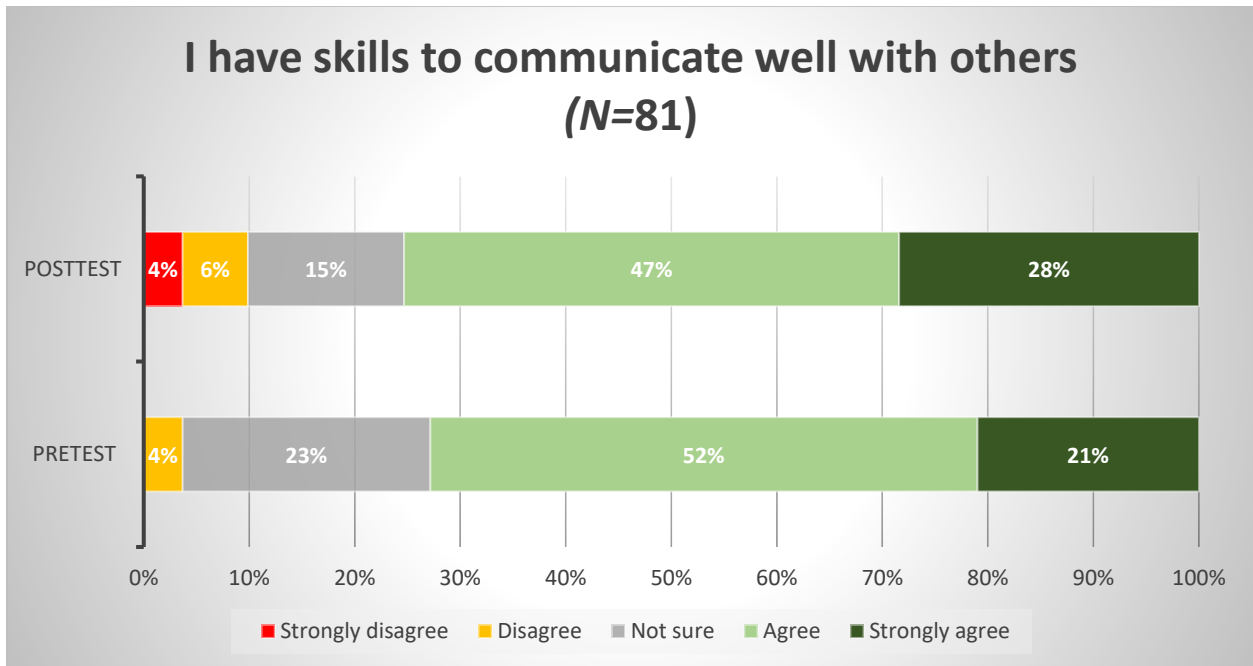
Outcome Objectives

The specific non-experimental outcome goals that will be evaluated are:

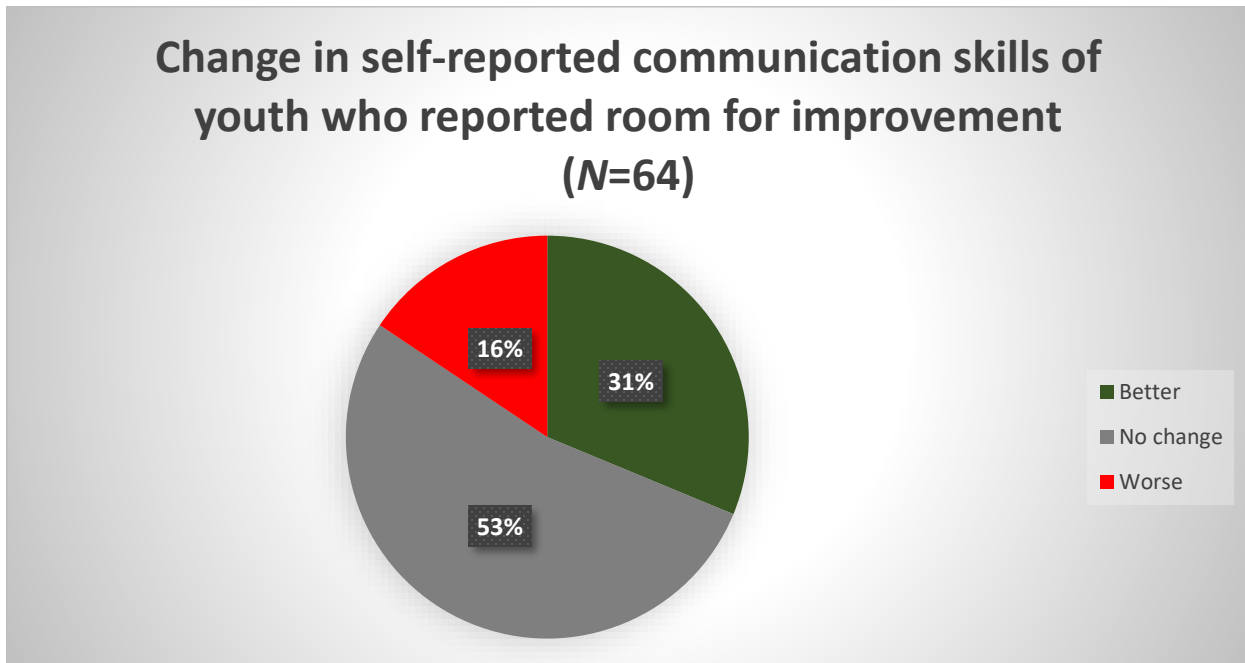
- Goal 1: 90% of participants will report learning new skills for effective communication.
- Goal 2: 85% of participants will report they are less likely to use alcohol in the next year.
- Goal 3: 85% of participants will report they are less likely to use marijuana in the next year
- Goal 4: 90% of participants will report increased knowledge about pregnancy, HIV/AIDS, and other STDs

Goal 1: 90% of participants will report learning new skills for effective communication

Eighty-one CalGRIP youth answered the question "I have skills to communicate well with others" at both the pretest and posttest. At the posttest, more youth strongly agreed to this question, but more youth also disagreed or strongly disagreed, with less youth agreeing or being unsure. It may be the case that youth were more aware of communication skills by the end of the program, resulting in more extreme responses because some youth became aware that their communication skills were worse or better than they originally believed. The Wilcoxon signed-rank test found no significant difference in responses from pretest to posttest for the Enrolled CalGRIP group, $N = 81$, $z = -.008$, $p = .994$, Core CalGRIP group, $N = 49$, $z = -.236$, $p = .813$, or Full CalGRIP group, $N = 20$, $z = -.329$, $p = .742$.



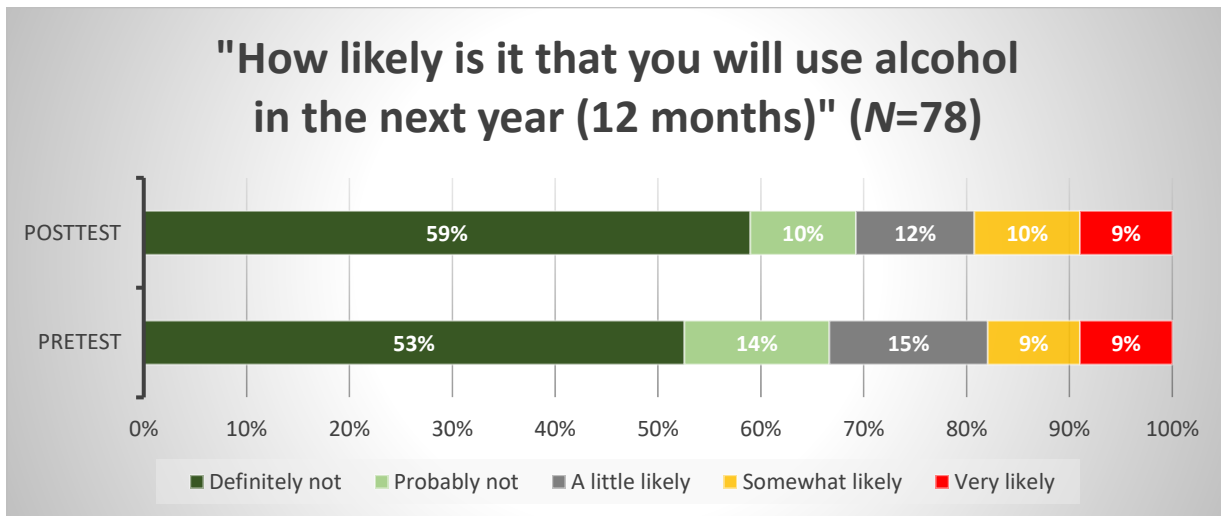
The following chart shows the percentages of youths who reported better, worse, or the same scores on their communication skills at the posttest. However, there was a ceiling effect because some youth already reported the highest degree of communication skills at the pretest, so could not see any further increase in their communication skill. Of those 64 youths who *could* have reported an increase in their communication skills, 34 youths (53%) reported no change, and 20 youths (31%) reported an increase in their communication skills.



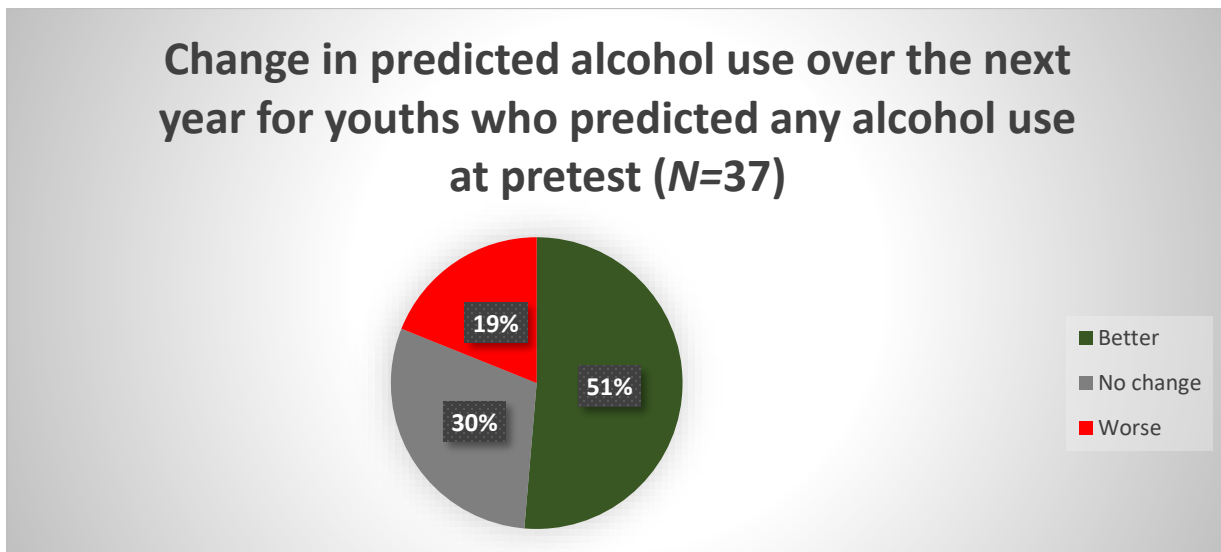
Goal 2: 85% of participants will report they are less likely to use alcohol in the next year

Research has found that self-reported current drug use and intentions are accurate and consistently strong predictors of future substance use, abuse and dependence. Sussman, Dent, and Leu (2000) showed that indices of intention to use in the future are significant predictors of substance use one year later. Collins and Ellickson (2004) found that intentions to smoke in 7th grade showed significant association with 10th grade smoking. This confirms other research (Needle, McCubbin, Lorence, & Hochhauser, 1983; Graham et al., 1984) that adolescent self-reports on these types of drug use and intentions are, in most cases, reliable and valid. Thus, predicted drug use should be a good proxy measure for real changes in drug use patterns for CalGRIP youths.

Fifty-eight CalGRIP youths answered the question "How likely is it that you will use alcohol in the next year (12 months)" on a 5-point Likert scale ranging from "definitely not" to "very likely," at both pretest and posttest. A summary of their responses is in the following chart. The Wilcoxon signed rank test found no significant difference in responses from pretest to posttest for the Enrolled CalGRIP group, $N = 78$, $z = -.585$, $p = .559$, or the Core CalGRIP group, $N = 48$, $z = -.783$, $p = .434$. However, for the Full CalGRIP group, there was a significant reduction in predicted alcohol use in the next year, $N = 20$, $z = -2.121$, $p = .034$.

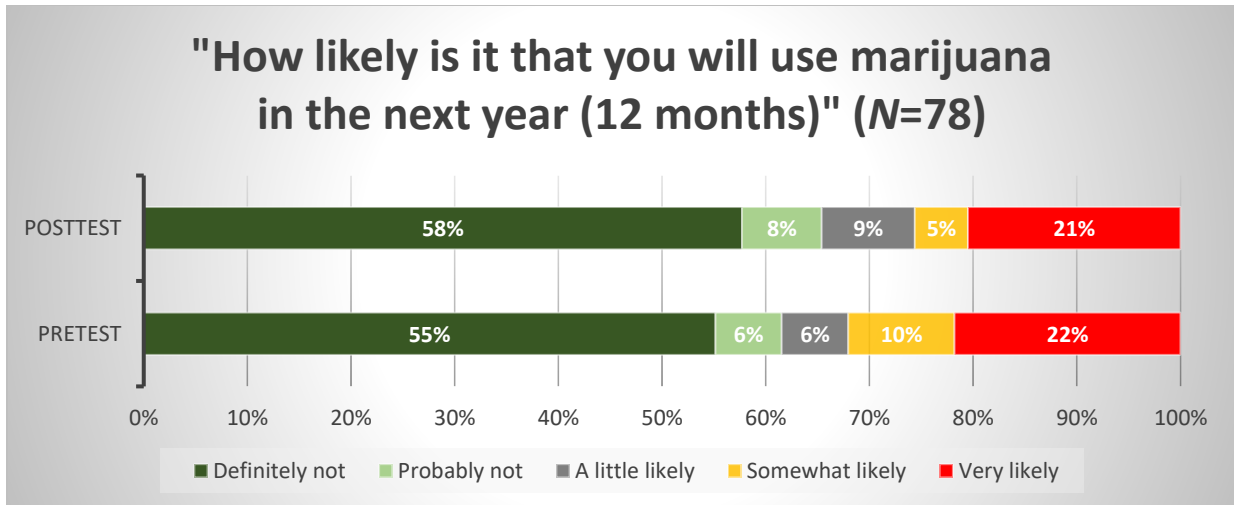


About half of the youths who answered this question could not see an improvement because they had already selected "definitely not" at the pretest. Of those 37 youths who *could* see a decrease in predicted alcohol use, 19 (51%) predicted a decrease and 11 (30%) reported no change.

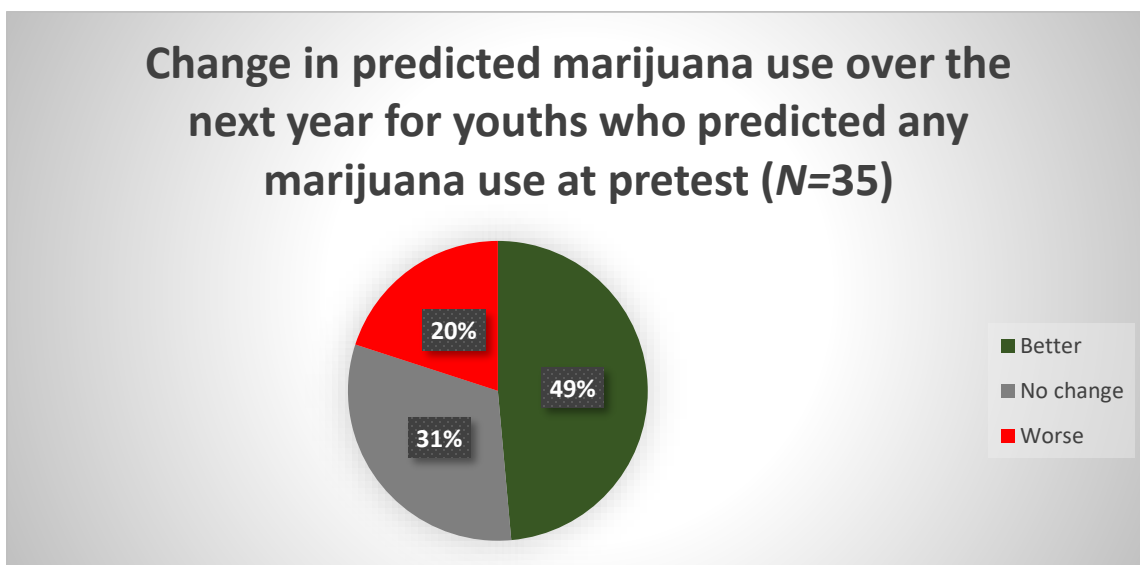


Goal 3. 85% of participants will report they are less likely to use marijuana in the next year

Analysis for predicted marijuana usage was conducted identically to predicted alcohol usage from goal 2 above. The Wilcoxon signed rank test found no significant difference in responses from pretest to posttest for the Enrolled CalGRIP group, $N = 78$, $z = -.828$, $p = .407$, the Core CalGRIP group, $N = 48$, $z = .000$, $p = 1.000$, or the Full CalGRIP group, $N = 20$, $z = -.541$, $p = .589$.



About half of the youths who answered this question could not see an improvement because they had already selected "definitely not" at the pretest. Of those 35 youths who *could* see a decrease in predicted marijuana use, 17 (49%) decreased and 11 (31%) reported no change.



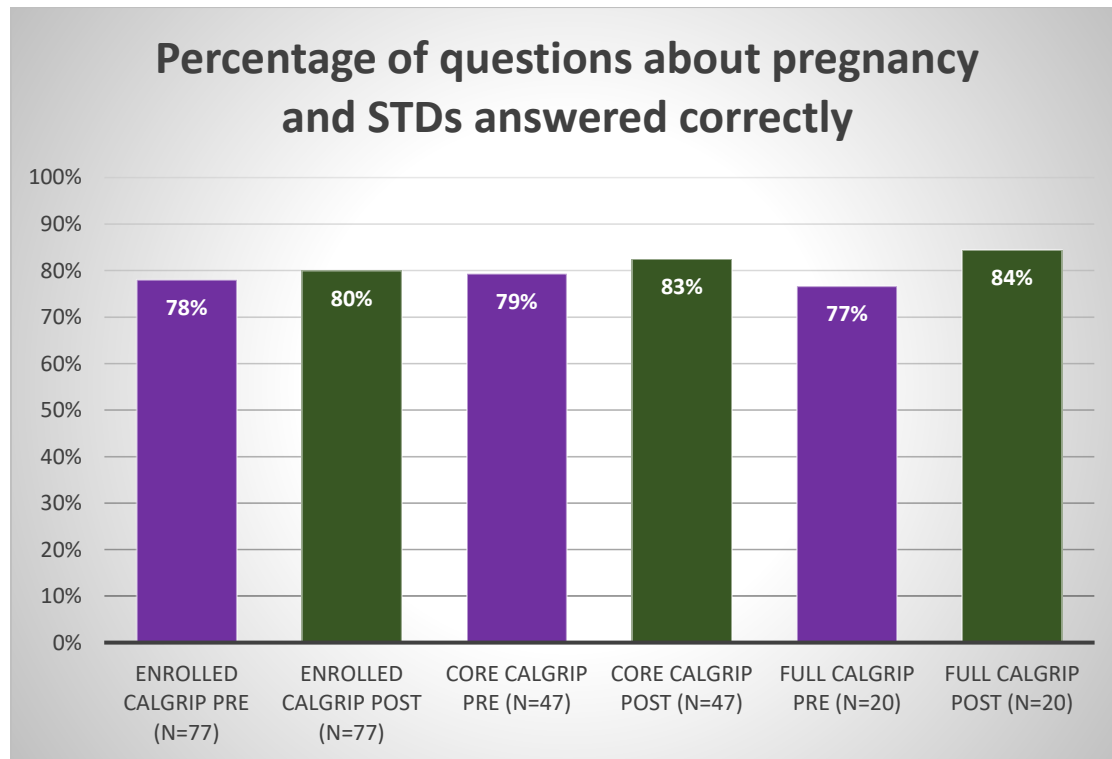
Goal 4: 90% of participants will report increased knowledge about pregnancy, HIV/AIDS, and other STDs

Sexual health knowledge was assessed through nine questions:

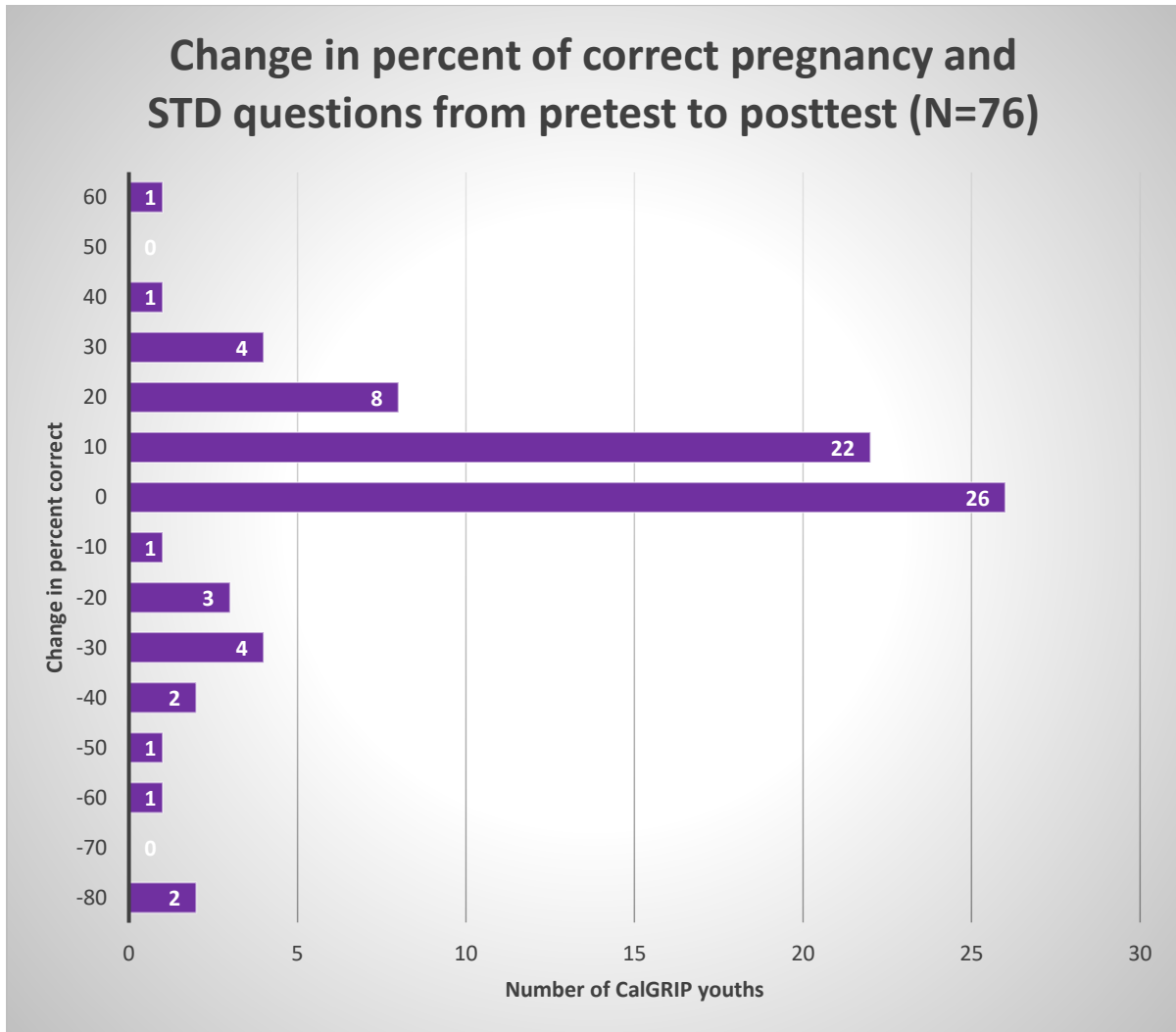
1. "Do all males and females go through puberty at the same time?"
2. "Can a young female get pregnant the first time she has sexual intercourse?"
3. "Can someone get a sexually transmitted infection from oral sex?"
4. "Is violence connected to risky sexual behavior?"
5. "Can someone have a sexually transmitted infection and not know it?"
6. "Whose responsibility do you think it is to make sure birth control is used?"
7. "It's okay for a male to pressure a female to have sex, if they have had it before."
8. "I think using alcohol or drugs before having sex can put teens at risk of becoming teen parents."
9. "I know how to put a condom on properly."

These questions were included on both pretests and posttests for both groups. The percentage of correct responses was generated for each youth from these nine questions.

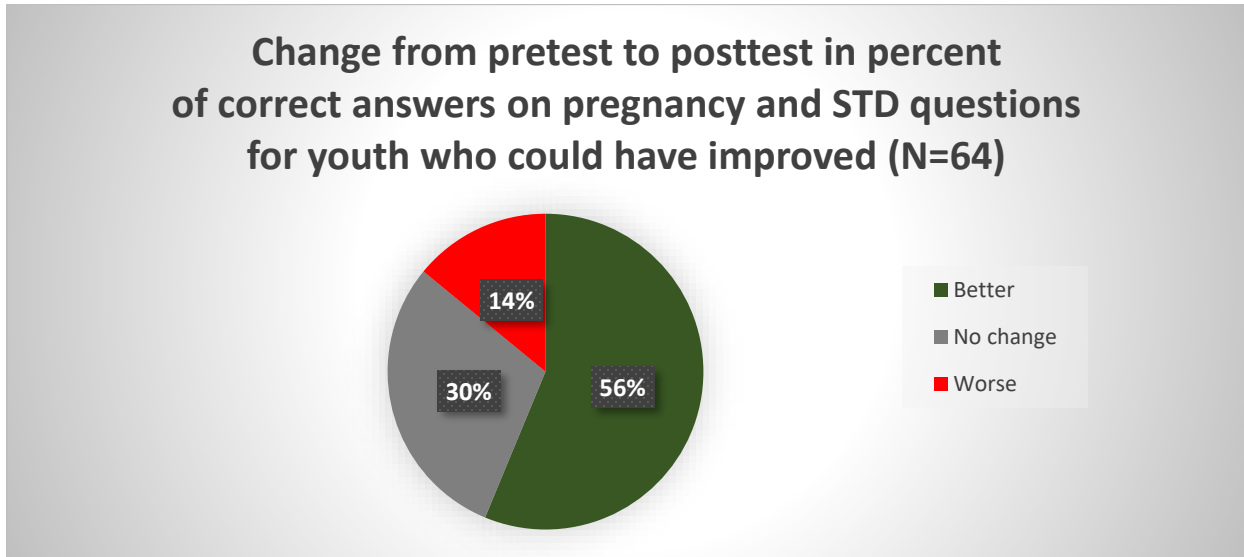
The following graph shows the average of the percentage of correct responses. Sexual health knowledge scores did not significantly change from pretest to posttest for the Enrolled CalGRIP participants ($N=77$, $t=-0.78$, $p=.44$), or Core CalGRIP participants ($N=47$, $t=-1.099$, $p=.278$). However, the Full CalGRIP participants responses indicated a significant increase in correct answers on sexual health knowledge questions ($N=20$, $t=-2.333$, $p=.031$).



The following graph is a summary of the number of youths whose percentage of correct answers to questions about sexual health increased, decreased, or did not change. Twenty-six youths' response patterns indicated no change. It may be the case that some youths were not answering these questions accurately, as it is difficult to imagine a youth who answered nearly all of the questions correctly at intake going on to answer nearly all of them incorrectly at exit (i.e. the two youth whose answers resulted in an 80% decrease in performance).



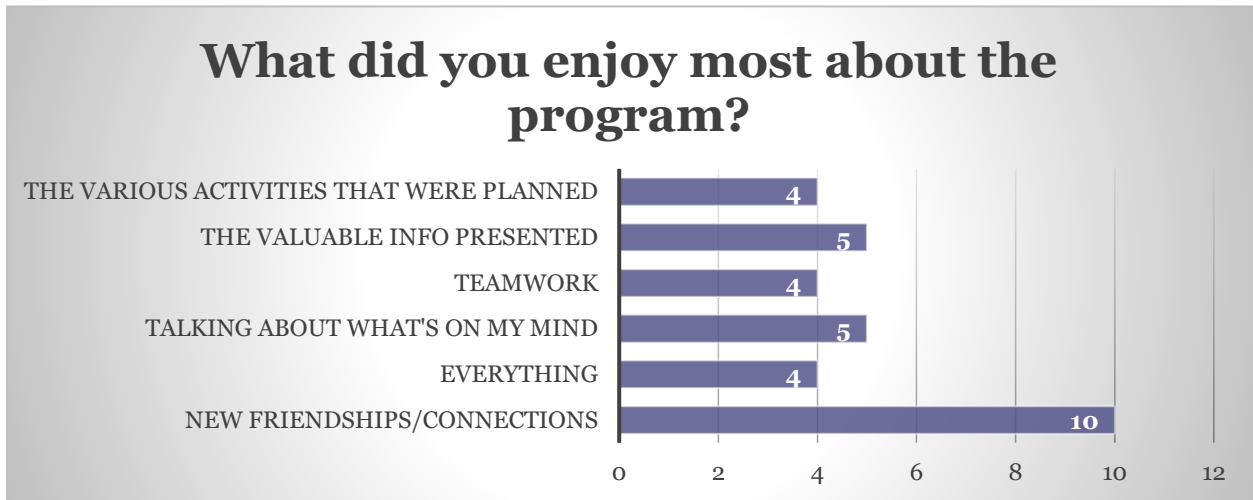
Some CalGRIP youths could not have seen an increase in their performance because they answered 100% of the questions correctly at the intake. Of the 64 youth whose percentage of correct answers could have improved, 36 (56%) improved and 19 (30%) did not change.



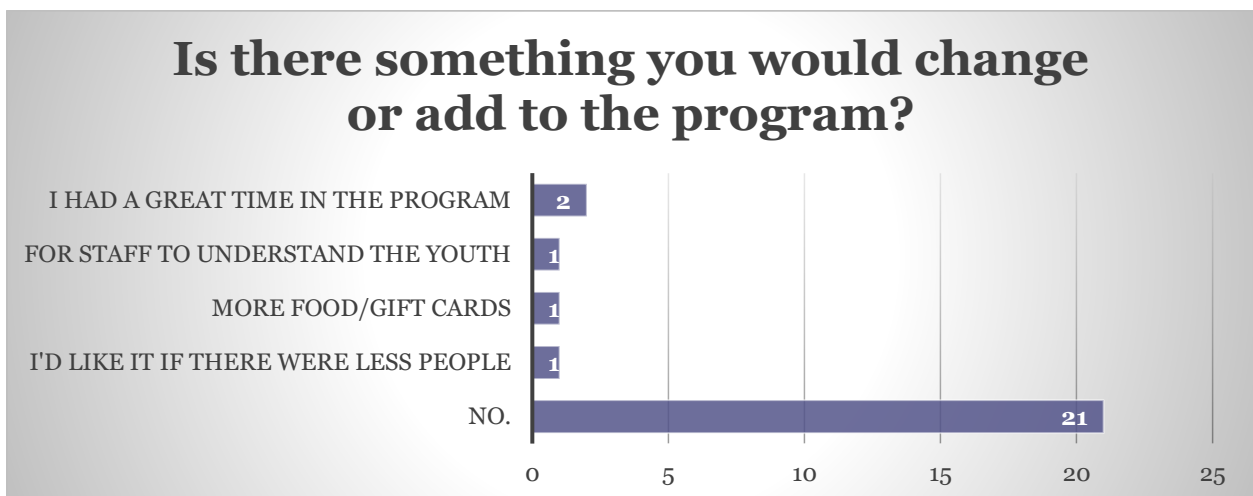
Participant feedback from Open-Ended Posttest Questions

CalGRIP youths were asked two open-ended questions at the end of the posttest survey to gather feedback about the program, and 28-30 youths answered these questions. Responses were qualitatively coded and grouped into common themes.

The first question was "what did you enjoy most about the program?" Their responses were organized into the major themes listed in the graph below. The most common response was valuing the new friendships and valuable connections they made while in the program. Some of the responses included "I enjoyed the good laughs and the information/knowledge they gave us. Also confidentiality" and "I enjoyed being part of a diverse group and working together as a community."



The CalGRIP youths were then asked if there was something they would add or change about the program. The majority of responses suggested that the program is good as it is. One youth suggested that the program staff could "to try to understand a lot more what the kids are going through." Another youth suggested there be more food and gift cards, and a third youth would have preferred less participants in the program.



Participant Feedback from Focus Group

Three participants from Year 2 attended the focus group. These three participants are unlikely to be a representative sample of CalGRIP participants. However, their comments are instructive and are summarized below.

Focus group participants were asked the following questions:

- What made you decide to join CalGRIP in the first place?
- What was your initial reaction/feeling toward the program and groups? Did this change? How?
- What did you get out of the program?
- Program components:
 - How did you know the program had started? How did you know it had ended?
 - How would you describe your relationship with your Comadre?
 - What did your Comadre help you accomplish during the program?
 - Raise your hand if you attended Xinachtli/Joven Noble (girls group/guys group) -What did you get out of it? What did you like about it? What would you change?
 - Raise your hand if you attended Be Proud Be Responsible (sex ed). What did you get out of TND? What did you like about it? What would you change?
 - Raise your hand if you attended Towards No Drug Abuse (drug abuse prevention). What did you get out of TND? What did you like about it? What would you change?
 - Raise your hand if you received job experience. What did you get out of job experience? What did you like about it? What would you change?
 - Raise your hand if you received life skills and job skills training. What was included in life and job skills training? What did you get out of it? What did you like about it? What would you change?
- What were the best parts of the program?
- What would you like to see added to the program?
- What were the worst parts of the program?
- What changes would you like to see to the program?
- Would you recommend this program to other youths? Why or why not?
- Is there anything else you would want us to know?

Detailed answers to the focus group can be found in Appendix D. As a summary, all three participants were generally glowing about the program. They thought it was safe, spiritual, and confidence building. They reported making deep friendships, learning how to meditate, and they felt like their Comadre was family and a positive mentor and example for them. They felt the program did well on the reducing gang risk and increasing sexual health, mentioning the sex education classes as particularly helpful. One participant stated that they actually got out of gangs because of the program. The participants had mixed views about CalGRIP helping them get a job or be motivated to do well in school. They didn't remember TND but really liked JN/XN and seemed to think of JN/XN as the core of the program. They wanted more fieldtrips and loved the retreat. They wanted the groups to be larger (currently 3-8 youth attended groups by their estimate) and more frequent, and in general for there to be more kids in the program. Whether their friends were going to an event was a big motivator about

whether they would go too. They wanted a more secure room for the groups with 4 walls not just a divider - they liked the conference room at CAC for the focus group and suggested to use that room for groups instead. They thought telling the kids what was going to happen ahead of time could increase attendance; they also suggested the program acquire better gift cards (e.g. Tilly's, Rusty's, Blenders). Finally, they suggested creating an Instagram account to make group and event announcements.

The following quote from one participant in the focus group summarizes the sentiment in the group well: "I also learned how to be confident and how to be myself and stuff like that. I learned that there are other people who have the same problems as me and I'm not alone in what I'm going through. It gets really real when we talk about what it's like in groups. The girls start to cry and it gets emotional and it gets intense. We felt connected and we could feel each other's emotions."

Successes and Accomplishments

- CalGRIP enrolled 176 youth in the program and each youth received a constellation of various interventions. CalGRIP provided intensive case management for 114 participants, employment classes to 169 participants, a Youth Employment Internship to 59 participants, Be Proud Be Responsible (California Personal Responsibility Education Program – CalPREP) classes to 96 participants, Towards No Drug Abuse classes to 63 participants, Joven Noble/Xinachtli to 41 participants, and supplemental programming to 68 participants. Supplemental programming included, but was not limited to, enrichment trips, college visits, retreats, participation in a family celebration, and a visit to Homeboy Industries.
- Comadres and Compadres played a critical role in this project; they maintained regular weekly contact with each participant throughout the length of the program. This contact included review of the participant’s goals and progress, tracking of services, assessing progress towards and modifying goals as needed, and provision of emotional support and encouragement.
- Partnerships and collaborations were established between the CAC, the City of Santa Barbara, Santa Barbara Schools, the SCTFYS, Santa Barbara Probation Department, and Santa Barbara Law Enforcement.
- Data collection steadily improved with each subsequent year of the program as data collection protocols were adjusted.
- In response to participants not appreciating TND, a cultural adaptation of TND was conducted based on guidelines from research literature. Youths and staff had a more positive experience of the culturally adapted version of TND curriculum.
- Although most of the objectives were not met and there were no significant decreases in gang attitudes or reported drug use on the part of CalGRIP participants as compared to the comparison group youths, it is certainly notable that this population of very at-risk youths did not further deteriorate in terms of drug use or attitudes towards gangs over the course of the grant period. Drug use, for instance, tends to increase in prevalence in the United States until about 18-20 year-old, but it did not increase for CalGRIP youths, whereas the comparison group reported a significant increase in consumption of rare other drugs. In addition, the lack of a decrease in drug use or attitudes towards gangs could in part be due to a “floor effect” in the data since many youths did not report drug use or positive attitudes towards gangs at the pretest and thus could not show a decrease in their drug use or gang attitudes at the posttest.
- Measurements of sexual health knowledge and employment skills improved for the CalGRIP and comparison group together. The improvement in sexual health knowledge was significant for the Full CalGRIP group. Sexual health knowledge improved for 56% of CalGRIP participants who could have shown an increase in their score.
- Although social-emotional health decreased for the Full CalGRIP and Core CalGRIP groups relative to the comparison group, there was no difference in social-emotional health change between the comparison group and the Enrolled CalGRIP. The decrease in social-emotional health for some CalGRIP groups could in part be attributed to a statistical artifact named

“regression toward the mean,” since the Full CalGRIP group was notably higher on social-emotional health at pretest, and groups that are elevated from the mean have a tendency to return to the mean.

- Self-assessment of communication skills improved for 30% of CalGRIP participants who could report an improvement.
- Although self-reported alcohol use in the last month did not decrease significantly more for CalGRIP than the comparison group, it did decrease for 51% of CalGRIP participants who could report a decrease. Predicted alcohol use in the next year significantly decreased for the Full CalGRIP group.
- Although self-reported marijuana use in the last month did not decrease significantly more for CalGRIP than the comparison group, it did decrease for 49% of CalGRIP participants who could report a decrease.
- New jobs were gained in a variety of local community agencies.
- Youth qualitative feedback collected through surveys and a focus group from a minority of participants was overwhelmingly positive and appreciative about the program.

Limitations, Challenges, and Lessons Learned

A number of limitations should be noted, as they likely affected the results of these analyses. Due to qualities intrinsic to an at-risk population, recruiting all participants to participate in all interventions and survey administrations was challenging, so there are some participants with incomplete data and others who completed pretests but not posttests, and vice versa. There was also an unknown number of surveys in the first year that were lost in transport between the CAC and UCSB due to a tragic loss of one of the researchers on the project. There were high numbers of unresponsive and "refused services" participant referrals due to the nature of this at-risk population, despite Comadres and Compadres making multiple attempts and even home visits, and despite language and cultural relevance of program and staff. Of the participants who did complete surveys, not all of the surveys may have been sensitive enough to detect change as it occurred in this population. For example, the scales for drug use, predicted drug use, communication skills, gang attitudes, and risky sexual behavior were not sensitive to small changes. In addition, there were ceiling or floor effects where the majority of respondents could not show a positive change since they already selected the best answer at the pretest. This was corrected where possible by conducting additional analyses on the respondents who *could* have shown an improvement on the scale.

Although the comparison group was remarkably similar to the CalGRIP group by many measurements (gender, race, language preference, parent education and occupation, history of drug use, attitudes towards gangs, social-emotional health, employment skills, sexual health knowledge), the comparison group was on average about a year older than the CalGRIP group, and reported over twice as much marijuana use on average at pretest. Further, because the comparison group was selected from a different population, there is no way to know how the comparison group and CalGRIP groups might have been different in other ways. For instance, we know that comparison group participants were receiving additional support and individualized attention by nature of being at an alternative school that targets an at-risk population, but we do not know the extent of the interventions they received in the school and possibly in other programs in the community. Further, the context in which the participants completed the surveys differed, and it is impossible to know how this may have impacted the results. For instance, comparison group participants could expect anonymity, whereas CalGRIP participants did not expect anonymity since case managers knew who they were.

The goal of reducing recidivism was not possible to measure due to complications and challenges of sharing HIPAA protected and very sensitive information between multiple agencies without endangering the privacy of the participants or violating the agency protocols for data protection.

Targeting 140 hours of youth employment was not realistic for all participants. Youth did not complete the 140 hours for a variety of reasons, including: not ready for employment, needing to get their grade point average above a 2.0, involved in gangs, habitual running away from home, drug or alcohol addiction, past criminal involvement delaying the live-scan process and limiting employment options, limited hours of availability to work due to probation requirements, lack of support from caregivers, limited literacy, transportation difficulties, incarceration, mental health issues or disabilities, and obtaining a job outside of the program. Those who exceeded the 140 hours were finding success in their

job placement and continued benefit to remain. Although many of the YEP participants did not achieve the 140 hours, the average was nearly 140 hours at 137.

More globally, as program providers provided as many meaningful and engaging programs and activities to participating youths as possible, the wide variation in who received which interventions, as well as the limited number of matching pretests and posttests, made interpretation of the separate effects of individual programs challenging to ascertain. Another limitation was the difficulty in measuring some stated outcomes, as they could be challenging to quantitatively evaluate. As is often the case with real-world applications of even the most robust evidence-based programming, gathering and managing such a tremendous amount of data across multiple programs into a cohesive database proved challenging, and the tracking sheets sometimes had missing information and may not have represented the complete amount of services provided.

Numerous adjustments were made as evaluation results informed program improvement. Completion of surveys steadily improved across the three years of the program due to changes in the survey collection protocol. These changes included creating an online version of the survey so that participants could complete it on their cell phones, conducting a focus group, providing gift cards for completion of program components, increasing the frequency of data collection and feedback from UCSB, increasing communication about status of data collection between service providers and management, increasing the number of youth accepted into the program in anticipation of attrition, recording which surveys changed hands at the time of survey transfer to UCSB, and collecting posttest surveys at both 3 months and 6 months in order to attempt to catch participants who might drop out before 6 months. Additionally, in order to increase the accuracy of survey completion, surveys were shortened and edited based on case manager and participant feedback so that the format and language of the survey was more youth-friendly.

In the context of a community agency that intends to do maximum benefit to the community with limited resources, several themes of competing values or intentions emerged:

1. *Serving as many youths as possible vs. serving less youths more thoroughly.* In general, process goals overestimated the number of youth that it would be possible to serve. In some cases the target number was adjusted each year based on real-world program capacity (e.g., for YEP, which was able to enroll about 20 youth per year, the goal per year moved from 15 in year 1, to 30 in year 2, to finally 20 in year 3.) The evaluation attempted to investigate program dosage by analyzing outcomes for the “Core CalGRIP” and “Full CalGRIP” sub-groups, and in some cases found more significant changes for the Full CalGRIP group despite it being smaller in size.
2. *Providing many services vs. providing few services.* Service providers were passionate about helping CalGRIP youth as much as they could, and organized a variety of auxiliary events and field trips to supplement the core interventions of the program. Several youth in fact identified the field trips and the retreat as some of the more memorable parts of their experience, and these additional events may have been a key ingredient that increased rapport with case managers and participant completion of other aspects of the program. The correlation table on page 11 supports this notion as the auxiliary trips were correlated with five of the six other interventions whereas case management was only correlated with one of the six other interventions. However, the

provision of additional interventions may have also have contributed to the difficulty in meeting data collection and process goals in the core interventions. Additionally, the sheer number of interventions made it difficult for the evaluation to determine which interventions were more effective than others.

3. *Evaluation vs intervention.* Service providers were passionate about serving youth, and sometimes experienced evaluation tasks such as attaining survey completion or maintaining up-to-date tracking sheets as competing with their capacity to serve youth. Attempts were made to streamline evaluation procedures to coincide with existing program needs and procedures (e.g. shortening the survey and tracking sheet, incorporating existing pre/posttest questions from curricula into the main surveys, consulting with the CAC to conduct the cultural adaptation of the TND curriculum.) UCSB researchers, CalGRIP service providers, and CalGRIP program administrators also regularly met to understand each other's perspectives and problem solve any issues together.

Appendix A: Glossary of Acronyms

ANOVA – Analysis of variance

ATGS – Attitudes Towards Gangs Survey

CAC – Community Action Commission

CADA – Council on Alcoholism and Drug Abuse

CalGRIP – California Gang Reduction, Intervention, and Prevention

BPBR – California Personal Responsibility Educational Program: Be Proud, Be Responsible

CWS – Child Welfare Services

ESL – English as a Second Language

F – A statistical variable representing the difference between two means.

ID – Student Identification Number

JN – Joven Noble

M – Mean, or the calculated average value of a sample.

N – Sample Size

r – Pearson’s coefficient of correlation. Varies from -1 (perfect negative correlation) to 0 (no correlation) to 1 (perfect correlation).

p – The statistical probability that this result would have occurred by chance alone.

SCTFYS – South Coast Task Force on Youth Gangs

SD – Standard Deviation

t – A statistical variable representing the difference between two means.

TND – Project Towards No Drug Abuse

UCSB – University of California Santa Barbara

XN – Xinachtli

YEI – Youth Employment Internship

YEP – Youth Employment Program

Appendix B: Description of Supplemental Interventions

Retreats occurred annually, with the purpose of empowering youths to have a voice, understand each other's journey/trauma, and to build supportive relationships with each other and their mentors (comadres and compadres). They are an opportunity for the youths to express themselves in a different manner through self-esteem building activities such as group sessions, art, and journaling. The retreats give the participants a safe space to voice their opinions on youth- and family-related issues, work through their traumas, build self-awareness, and gain self-esteem while simultaneously promoting self-expression, self-acceptance and unity among young men and women. El Joven Noble curriculum was also utilized for the male retreats.

Homeboy Industries. Youths were taken to Los Angeles for a tour of Homeboy Industries. Homeboy Industries provides hope, training, and support to formerly gang-involved and previously incarcerated men and women allowing them to redirect their lives and become contributing members of their community. Each year over 10,000 former gang members from across Los Angeles come through Homeboy Industries' doors in an effort to make a positive change. They are welcomed into a community of mutual kinship, love, and a wide variety of services ranging from tattoo removal to anger management and parenting classes. Through this field trip the youths were exposed to support systems where the main focus is to help the individual succeed in their community through re-entry and rehabilitation programs.

UCSB Raza College Day "is a one-day event that targets under-resourced families in the community by introducing them to the processes of higher education and encouraging them to begin thinking, planning, and exercising the necessary steps to acquire a higher education. They aim to create an environment that is not only educational, but personal and empowering as well. Transportation is provided for students from their high schools, junior high schools, and community colleges. The agenda is composed of workshops that emphasize the importance of preparing for the university, admissions, financial aid, academics, community activism, and other issues that are of concern to students. A number of distinguished community members present to the students as well. The event provides lunch, culturally relevant entertainment, and most important of all, the inspiration these students need to understand that they too can make it to a university!" –UCSB's Congreso

SBCC: Her Life Event is a one-day conference for female students currently in high school. They have the opportunity to learn about the various Career Technical Education fields from current SBCC students and instructors. It's a great opportunity for the students we serve to experience a "hands-on" conference where they are not only shown their options in higher education, but receive a broadened tour of traditionally male dominated careers where they are able to learn skills on the spot in a college classroom from college instructors.

Campus Visits (UCSB, USC, CSULA, UCLA, FIDM, SDSU). The fieldtrips to different universities promote higher education and serve as a way for youths to experience a day in a life of a college student. Youths were given the opportunity to dialogue with university staff and current students on topics such as financial aid, housing, studying abroad, class schedules, dining, and more. The purpose of these trips is

for our youths to visualize and strategize their long- and short-term goals within higher education. These trips serve as a reminder that, with the support of their mentors and community, there are no metaphorical or literal limits to their success.

Dodger Games. The youths were able to attend Dodger Games on two separate occasions as a way to promote safe and sober activities, which many of them don't normally have the opportunity to attend. For many youths, it was their first time going outside of Santa Barbara County and they were able to experience a positive environment.

Holiday Lunch/Fall Bash. Youths and their families are invited to an end of the year holiday dinner to celebrate all their accomplishments and participation within the program. Youths and their families enjoy a celebration with games, dancing, and raffle prizes. This event serves to acknowledge our youths' journeys and the parents have the opportunity to be part of a celebration of their child's success.

Teen Summit. The Southern California Teen Coalition in Santa Clarita invited our program to their annual Teen Summit. The theme of the summit is to expose youth to different ways to express themselves, and introduce them to their community center which offers an array of resources for youth and families alike. Youth were able to go to different workshops and learn a variety of different skills, such as creative writing via rapping and word games. There was a key note speaker who told their cautionary tale of drunk driving, which seemed to strike a chord with the youth; there was also a motivational speaker who finished the summit with an inspirational speech about keeping motivated in life.

Appendix C: Cultural Adaptations of TND Curriculum

Youth participants and comadres/compadres identified various issues with TND curriculum:

- Individual sessions felt too long - this may be because the information/activities could be tedious or boring, resulting in a lack of engagement.
- The curriculum seemed to suggest something is wrong with participants. “This feels like my treatment class.” “I feel like I am in AA.”
- The youth felt that comadres/compadres were using techniques that felt ingenuine, non-relatable, repetitive, and presumptuous (because some youths did not use drugs or alcohol).
- The intro and first few sessions were especially impersonal-youth were expected to speak and debate controversial subjects without building trust among their peers first.
- Comadres/compadres felt rushed to complete the session because they have to read from a script within the curriculum. They could not stop to relate or dive into a conversation/topic of interest because it would be considered going “off script” and time limits/fidelity do not allow for this interaction.
- This curriculum tends to “re-open wounds” or can trigger a traumatic experience a youth has had, yet TND does not allow for the facilitator to look further into the trauma and or allow time to address it.
- Facilitators needed to adjust their time spent on the actual curriculum in order to begin each session with a talking circle in order to get the CalGRIP youth in a mental and physical “safe space” to speak on such topics. They also implemented a closing circle to help alleviate the wounds or trauma that may have been revisited throughout the session. They offered to stay after the session to check in with youth who may have struggled through the session or who may have mentioned that they needed someone to talk to. That time after the session actually allowed the youth to be more open about their personal experiences with trauma and substance use.
- Overall, the curriculum did not acknowledge or give alternatives when teaching the material and facilitating the activities to populations/backgrounds that differ from a classic classroom setting, including for students with learning disabilities. CalGRIP youth have barriers keeping them from learning material in a robotic teacher/student role without disruptions.

UCSB synthesized ideas from the literature on integrating culturally-responsive adaptation of curriculum:

- Many interventions have been normed on white clients, but might not necessarily work for people of color. Therefore, a one-size-fits-all approach will not always work.
- Make the curriculum culturally relevant to the population you are working with (in terms of age, race, gender, etc.)
 - For example, if population is Latino/a, bring in Latinx culture (e.g., language, persons, metaphors, content, concepts, goals, methods, and context)
 - Discuss hardships that come with being Latino/a (e.g. discrimination, acculturation, etc.)
- Attend to social disparity (discrimination, acculturation, etc) that may affect the issue. Perceptions of discrimination lead to increased alcohol abuse for American Indians, for instance
- Get feedback from the clients about what matters most to them. Incorporate this feedback into program. Client investment and participation will increase.
- Take sociocultural context into account. For example, consider challenges that “families face, such as lack of modeling from their own parents, fear of Child Protective Services, parents’ low level of education and long work hours, and gender roles within the culture by delivering the intervention in a flexible format” (Bernal, Jimenez-Chafey & Rodriguez, 2009).

- Consider promoting strengths and culturally-specific protective factors in addition to reducing risk.
- The following should be considered: immigration status, acculturation, multicultural identity development, gender identity and any other salient identity factors, and experience/understanding of discrimination/oppression.
- Kumpfer, Magalhães & Xie (2012) outlined a 10 step process for cultural adaptation: needs assessment, literature review, create cultural adaptation team, linguistic translation, initial implementation, implementation of initial changes, ongoing cultural adaptations, ongoing evaluation, add/drop adaptations, disseminate to similar groups.
- Making an intervention culturally relevant need not involve a complete reconstruction of an existing intervention. Instead, one can add either a relevant treatment module or culturally relevant content and activities.
- “In a meta-analytic review of culturally adapted mental health interventions (Griner & Smith, 2006), there was strong support in favor of the culturally adapted interventions”
- The ecological validity model (Bernal, Bonilla, & Bellido, 1995), which was originally conceptualized for Latino populations, consists of eight dimensions of interventions
 1. language,
 2. persons,
 3. metaphors,
 4. content,
 5. concepts,
 6. goals,
 7. methods,
 8. context
- Examples:
 - Language/metaphors: idiomatic expressions/*dichos*.
 - Goals: Cultural values for latinos/as (respeto, familismo, buena educacion)
 - Context: have it address challenges the families face (modeling from their own parents, fear of Child Protective Services, parents’ low level of education and long work hours, and gender roles within the culture)
 - Methods: encouraging family participation, addressing balance between independence, dependence, and interdependence.

Summary of consultation meeting:

- Comadres/compadres stressed how poorly TND worked with their population – the students actually walked out on one occasion. The fidelity check requires facilitators to read from the folder, and requires all students to participate but only allows 5 minutes for discussion before moving on to the next activity. Comadres/compadres found it extremely stressful and the students hated it.
- Games could be cut out of TND to provide more time for other activities.
- Comadres/compadres liked the cultural adaptations research summary and felt that the suggestions from research sounded exactly like Xinachtli and Joven Noble.
- Comadres/compadres decided to integrate TND within the culturally responsive framework that they are already using with Xinachtli and Joven Noble.

TND/Xinachtli: Merging Curriculum Lessons

- TND 1 Active Listening : X 1 Youth Orientation
- TND 2 Stereotyping : X 3 Mi Codice
- TND 3 Myths & Denials : X 8 Mi Chimal
- TND 4 Chemical Dependency : X 9 Tortilla de me vida
- TND 5 Talk Show : X 11 Knowing & Guiding my Fire
- TND 6 Stress, Health, & Goals : X 6 & X 7 Reproductive Health I & II
- TND 7 Tobacco Basketball & Use Cessation : X 9 Tortilla de me vida
- TND 8 Self Control : X 10 Sacred Me
- TND 9 Marijuana Panel : X 6 Reproductive Health I
- TND 10 Positive & Negative Thought & Behavior Loops : X 13 Acquiring Tools
- TND 11 Perspectives : X 14 Human Rights
- TND 12 Decision Making & Commitment : X 5 Nuestra Palabra & X 15 Community Action Plan

TND was merged with Joven Noble curriculum using a similar process.

Appendix D: Focus Group Discussion Summary

- Outreach
 - Heard about the program from friends.
 - Heard about the program from parent.
 - Staff called youths on the phone for events
 - “I don’t have my own phone so they couldn’t always get a hold of me.”
 - Snacks, food and gift cards were good motivators.
- Why they liked the program
 - Meeting other people with problems similar to them and making friends.
 - They went when their friends were going.
 - The room where they met made them feel safe, enclosed
 - Liked gender division
 - Welcoming
 - Nice, good, caring people
 - Liked that a Comadre showed up to court without even being asked.
 - Really cool, great experience, very positive.
 - A lot of good or funny moments
 - The camp/mediation trip was so fun – highlight of the program.
 - Trips to colleges.
 - Trips to culture related events (Raza college day?)
 - Groups
 - Looked forward to the groups and being able to talk to people with similar problems.
 - “It gets real in the groups.”
 - It felt connected, we felt each other’s emotions.
 - Would recommend CalGRIP to other kids.
- Relationship with Comadre/Compadre
 - "Comadre was my Tia."
 - Comadre was like a sister.
 - Willing to talk to them about whatever.
 - Felt comfortable around them.
 - Good people.
 - "I wanted to be like them and help others."
- Xinachtli, Joven Noble.
 - It was about culture - Who we are, our history, culturally relevant/supportive
 - It was about Religion/Spirituality/Meditation
 - Very positive about the group
- Be Proud Be Responsible
 - Had already heard the information elsewhere
 - Learned how to actually use a male and female condom
 - Liked the movie about the girl in track who got pregnant – maybe show more movies?
- Towards No Drug Abuse
 - Can’t remember if they took that or not.
 - They talk about it that topic in school a lot.
- Job Experience
 - Community service
 - Helped me find and apply for a job
 - Still nervous about finding a job on their own.

- How it helped
 - Being able to help other people.
 - Helped me get through my day and deal with my problems.
 - Helped me stay out of trouble.
 - Helped me get out (of a gang).
 - Gained knowledge about life.
 - Self-confidence and self-esteem.
 - Positivity.
 - Learned that I am not alone with my problems.
 - How to bring peace to ourselves. “It got spiritual.”
 - How to have an open heart.
 - “Got me to talk more.”
 - Showed us ways to cope.
- How they knew the program started
 - The first group they attended.
- Program completion
 - Some felt it ended, some felt they are still connected with the adults and can get help when they need it.
 - It ended when school started.
 - It ended after the retreat.
 - It ended after I just stopped going to events because my friends stopped going.
- Issues
 - Didn’t like camp food (got constipated).
 - Camp was hot.
 - Permeable wall between guys and girls group led to lots of disturbances.
- Suggestions
 - More field trips
 - Don’t do the “Starbucks fieldtrip”
 - Get more kids
 - Groups were 5-8 or smaller. 15-20 might be nice.
 - Groups could be longer – maybe 2 hours instead of 90 min.
 - More days in the retreat
 - Meeting more days in the week.
 - They liked the CAC conference room as a meeting location for groups instead of where the groups had been. – Large chairs, windows, whiteboard, TV for movies.
 - Increase attendance rate of other kids.
 - Sometimes do group outside.
 - Outreach
 - Tell people what they will be doing that day.
 - Use an Instagram page to announce events
 - Expand audience with Twitter/commercial/billboard
 - Do something at the solstice parade, like a stand selling food.
 - Suggestions for good gift cards: Tilly’s, Rusty’s, Blenders, Theater cards.

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