

City of Seaside
California Gang Reduction, Intervention and Prevention (CalGRIP) Grant Program

Final Local Evaluation Report
March 2018

The Seaside Youth Resource Center, a one-stop resource center for at-risk youth and their families, was established in 2015 with support from a CalGRIP grant to the City of Seaside. During the past three years, this support has enabled community-based organizations and county agencies to expand and strengthen a robust variety of prevention and intervention services for the same population. These services and their impact on youth, families, and the community are summarized in this report.

Project Description

Background. A swift and significant increase in violent crime beginning in 2012 led the City of Seaside, the second largest city in Monterey County, to develop and implement several violence prevention initiatives. The City had a population of around 34,000 in the early 2000 years and a substantial level of violent crime per capita (see Table 1). Most alarming to the community was the two homicides in 2012 increased to four in 2013 and then six in 2014. This led a small group of respected community leaders to form the Blue Ribbon Panel, a 35-member regional collaborative with distinguished members from county agencies, the school district, law enforcement and criminal justice agencies, elected officials, City government, service providers, and faith- and community-based organizations.

Year	Homicide	Rape	Robbery	Agg Assault	Violent crime/100,000
2010	1	10	21	97	390.6
2011	0	7	23	82	335.2
2012	2	4	27	76	312.7
2013	4	7	21	88	351.4
2014	6	5	16	89	337.7

The Blue Ribbon Panel, now called the Blue Ribbon Task Force for the Prevention of Youth Violence, began the development and implementation of a Youth Violence Prevention Plan. This plan included the hiring of a full-time Youth Violence Prevention Manager in 2014, making youth violence prevention a top priority by City Council resolution, completion of a community needs assessment, implementation of a civil abatement program to take action against nuisance properties, and the creation of the Peninsula Regional Violence and Narcotics Team (PRVNET).

In 2014, a select subcommittee of the Blue Ribbon Task Force (BRTF) developed a CalGRIP proposal with the creation of a one-stop Seaside Youth Resource Center (SYRC) to provide intake, assessment, prevention, and intervention services for at-risk youth and their families as its centerpiece. The Blue Ribbon Task Force was tasked with serving as the Advisory and Coordinating Council for the CalGRIP project, with an additional back-up from a Steering Committee of ten mostly seaside-based organizational representatives.

Overview of the CalGRIP program in Seaside. The Seaside Youth Resource Center (SYRC) was developed and implemented in mid-2015. Its implementation took time – as a new

organization, its early activities included staff hiring, finding and furnishing a physical location, developing forms and procedures, developing MOUs and working partnerships with prevention/intervention service providers, and getting known in the community. SYRC's development was not a straight-forward linear path, but it was successful, as described in a later section.

Five service providers, three of them community-based organizations, provided nine different prevention/intervention services in 2015-2017. For the most part, these services were not housed within the SYRC; rather, they were held at the partners' offices or school sites. Parent training and youth programs were offered by the Community Partnership for Youth, Community Human Services, and Sun Street Centers. Two evidence-based parenting programs, Triple P and Strengthening Families, were offered with one serving the parents of younger children with behavior problems (aged 4 to 10) and one serving parents and their older youth aged 10 to 14. Four different youth programs were offered, focused on developing life and leadership skills (YES, STEPS, and a locally developed program) and turning around young people involved in alcohol and other drugs (DAISY/Seven Challenges). Probation officers served youth clients in Seaside and surrounding cities, and a Behavioral Health Psychiatric Social Worker re-located to the SYRC to provide individual, family, and group counseling

Goals and objectives. The primary goals of the CalGRIP project were to (1) provide a wide range of services to at-risk, on probation, and gang-involved youth and their families to reduce risk factors for violence and increase protective factors, (2) increase the immediate outcomes of the prevention and intervention services, (3) reduce school behavioral and delinquent problems among youth involved in SYRC services, and (4) decrease gang violence in the City of Seaside.

The original goals and objectives as stated in the CalGRIP proposal were:

1. Provide a wide range of services to at-risk, on probation, and gang-involved youth and their families to reduce risk factors for violence and increase protective factors.
 - a. Increase parenting skills, supervision, confidence and involvement by 55%.
 - b. Increase youth social skills, self-confidence, and self-efficacy by 65%.
 - c. Increase parents' knowledge of substance abuse and gangs by 60%.
 - d. Increase knowledge of substance abuse and decrease substance abuse by youth by 60%.
2. Help 80% of youth involved in mentoring/tutoring achieve a 2.5 grade point average.
3. Reduce delinquent/criminal and gang involvement among the youth served by the diversion project by 20%. (This objective is misdirected. It should refer to the counseling project provided by Behavioral Health.)
4. Decrease gang violence in the City of Seaside by 5% each year.

Data Collection

The data collected for the evaluation included process data, including immediate outcomes; short-term project-specific outcome data; and long-term city-wide data. Process data varied from intervention to intervention. The table below summarizes the measures, source, and data collection methods used in the evaluation.

Table 2: Variables, Sources, and Data Collection Methods		
Process data	Data sources	Data Collection Methods
Description of activities, number of activities or sessions	Program materials Direct observation	Review of program materials at the providers' offices and observations of activities, by the evaluator.
Participant characteristics (gender, ethnicity, age, income, residence) where available.	Program intake or registration forms.	Extraction of pertinent data from program forms by the evaluator.
Youth problem behaviors (gang involvement, substance use, etc.) where available.	Program intake or registration forms, parent self-evaluations.	Extraction of pertinent data from program forms by the evaluator.
Number of parents, youth, and adults involved, number of completions and dropouts, services received/referrals.	Program records.	Extraction of pertinent data from program forms and databases by the evaluator.
Immediate outcomes	Data sources	Data Collection Methods
Parents' self-report of increases in parenting skills and confidence, changes in behavior and knowledge, and family functioning.	Pre/post evaluation forms completed by parents	Extraction of scores from the evaluation forms by the evaluator.
Parents' self-report of their children's behavior.	Pre/post evaluation forms completed by parents	Extraction of scores from the evaluation forms by the evaluator.
Youth self-report of social skills, self-confidence, ability to resist peer pressure, family functioning, etc. (Strengthening Families) and changes in behavioral, emotional, social, and academic areas (YES).	Pre/post evaluation forms completed by youth.	Extraction of scores from the evaluation forms by the evaluator.
Counselor ratings of youth changes related to substance abuse, support systems, and life skills; counselor ratings of parent changes in parenting skills and support systems.	Ratings completed by DAISY counselors and Triple P session leaders pre and post program	Extraction of scores from program records by the evaluator.
Short-term outcomes	Data sources	Data Collection Methods
For youth in DAISY – number and type of probation violations pre/post for graduates and dropouts.	Monterey County Probation Department	Data were collected by probation officers and provided to the evaluator.
For youth in DAISY or youth whose parents were in Triple P parenting – number of school office discipline referrals, suspensions, and days truant pre/post for graduates and dropouts.	Monterey Peninsula Unified School District (MPUSD)	Data were collected by a district-based data analyst and provided to the evaluator.
Long-term outcomes	Data sources	Data Collection Methods
Annual number of fatal and non-fatal shootings in the City of Seaside, number involving youth and young adults, rate of violent crime.	Seaside Police Department	Data extracted from the SPD's records system by the evaluator.

The data were analyzed in various ways, each appropriate to the variables being studied. Qualitative content analysis was used to summarize descriptions of program activities. Both Excel and SPSS were used for quantitative measures. These analyses were typically simple (e.g., totals, averages, cross-tabs) and, where available, pre-program results were compared to post-program results. The treatment groups for two programs were the graduates or children of the graduates and the comparison groups were the dropouts or children of dropouts. Statistical tests of significance were not used due primarily to small sample sizes.

Carrying out the evaluation plan was challenging, due to the large number of different projects/activities conducted by multiple CBOs and difficulties in gathering short-term outcome data such as probation violations and school discipline actions. Process and long-term outcome data were easiest to collect, as the CBOs and agencies readily opened their records to the evaluator or provided requested data in a timely manner. The long-term outcome data focused on violent crime in the community and youth involvement in shootings was readily available; the evaluator has an ongoing working relationship with the Seaside Police Department and was readily given access to the crime data needed for the CalGRIP program.

To gather short-term outcome data, each program had to agree to obtain informed consent from parents and youth over 18, and intake procedures and forms were altered to enable that to occur. The evaluator was not permitted to extract the probation data due to juvenile privacy issues. Probation officers were willing to take on the time-consuming task of pulling the pre/post data needed on top of their regular duties, and their time is appreciated. An MPUSD data analyst readily and quickly provided school discipline data upon request as well. The school district's cooperation came about due to the district's representative serving on the Blue Ribbon Task Force and efforts by the Interim Youth Violence Prevention Manager. The probation officers and school data analysts were given the youth's name and date of birth, but no information regarding whether they completed or dropped out of the programs.

Probation and school discipline data was not gathered for CPY programs or for clients receiving therapy from Behavioral Health because informed consent could not be obtained. CPY felt trying to obtain informed consent would put a chilling effect on their small community-based programs, and Behavioral Health cited confidentiality protections.

Problem Analysis. In the first year of the grant, a Problem Analysis was completed by the local evaluator to help the BRTF understand the dynamics of violence in the City of Seaside and guide the development of prevention, intervention, and suppression efforts. The concepts and methods of the Problem Analysis were developed by the California Partnership for Safe Communities, following the research of David Kennedy. For Seaside, the Problem Analysis focused on fatal and non-fatal shootings from January 2012 through June 2015, and included presenting a 30-year trend of homicides and aggravated assaults; comparing Seaside violent crime rates to other peninsula cities, state, and national rates; tracking the number of violent gang-related crimes; an analysis of the demographics of victims and suspects; mapping of the location of shootings; an analysis of time of day and day of the week of shootings; motives behind shootings; and a "scorecard" representing the gangs most involved in violence.

The major findings of the Problem Analysis were:

- Seaside experienced a spike in homicides from 2012 to 2014, with a significant drop in the first half of 2015.
- Seaside's recent homicide rate was higher than state and national rates, higher than California cities of similar size, and higher than other Peninsula cities. Seaside's 2014 fatal shootings rate was higher than that of Salinas.
- Seaside's violence problem is a gang problem – 94% of shootings were gang-related, mostly driven by ongoing feuds.
- A small number of people were driving the violence in Seaside – 2-3 gangs and fewer than 100 individuals were behind nearly all shootings. This is fewer than 0.3% of the city's population.
- Most shootings occurred between 9 pm and 1 am, on Thursday, Friday, Saturday, and Sunday nights.
- The highest risk populations were Hispanic and African-American males in their late teens and early 20s associated with Norteño and Crip gangs.

Research Design

The research design varied for each distinct intervention. Generally, a process evaluation of each project was conducted, documenting program activities, numbers and demographics of participants, whether participants completed the program or dropped out, etc. Immediate and short-term outcomes were analyzed where appropriate and available, in a pre/post design with naturally occurring comparisons groups (e.g., DAISY/7 Challenges participants who completed the program compared to DAISY/7 Challenges participants who signed up and then dropped out). Long-term outcomes such as changes in violent crime were analyzed from the baseline year of 2014 through 2017. The overall research design is depicted in the logic model, and details are provided below as the project activities and their evaluation results are presented.

Process Evaluation

Seaside Youth Resource Center. In the fall of 2015, the SYRC was established at The Village Project, a well-known and established Seaside-based grassroots organization, staffed by the Resource Center Coordinator and a Youth Activities Coordinator. This was a substantial change from the original vision of the SYRC as a city-run program housed within a city building. The originally proposed location was judged to be inadequate in size and location and a recruitment process for the SYRC Coordinator was unsuccessful. With hope remaining that a permanent location within the city would be found in the near future, the decision to house the SYRC under the auspices of a community-based organization was viewed as a short-term, cost-effective alternative. A Behavioral Health therapist also moved into The Village Project offices to serve Seaside youth. In late 2015, the Youth Violence Prevention (YVP) Manager left the

position, which was filled by the City Clerk as Interim YVP Manager.

The City's contract with The Village Project ended in June 2016 and The Village Project declined to renew it because their other projects needed administrative time and office space. The City re-adopted the SYRC, placing it within the Recreation Department but under the direction of the Interim Youth Violence Prevention Manager. The Resource Center Coordinator and Youth Activities Coordinator had to re-apply for their positions to become city employees. Only the Youth Activities Coordinator re-applied and was hired. Another full-time and part-time Coordinator were hired, with the three Coordinators assuming different responsibilities but the same ranks.

At the same time, the physical SYRC was moved into the Recreation Department's Youth Education Center, co-locating it with the City's after school program and other recreation department activities. Private meeting rooms were not available, so client intake sessions and meetings were held across the street at the City's Oldemeyer Community Center and the half-time Behavioral Health therapist moved her office to Soper Community Center, where the other half of her time was already devoted to a youth diversion project.

Toward the end of the year, as the YVP Manager position was eliminated, further transitions were implemented. The SYRC formally merged with the Youth Education Center Teen Program and became managed by the Recreation Supervisor. One of the SYRC Coordinators, a long-term Recreation Department employee, became site supervisor for the new Youth Center and staff liaison to the Blue Ribbon Task Force. This Coordinator is now responsible for the management and reporting for the CalGRIP grant and has a new title, Youth Center Supervisor. The part-time SYRC Coordinator resigned and those responsibilities were assigned to recreation staff.

SYRC activities. While undergoing many changes, the SYRC conducted myriad activities central to its mission. It developed collaborative relationships with CBOs and agencies involved in youth violence prevention throughout the region. It became the "go to" center for organizations looking to reach out to the Seaside community and for those looking for assistance and support in reaching their own youth violence prevention goals. The SYRC's many activities included:

- Providing 187 local youth with intake, assessment, referral, and support services.
- Conducting monthly Multi-Disciplinary Team (MDT) meetings with community partners to review cases and service delivery.
- Collaboration/coordination with community partners, organizations, and agencies, including local schools, Youth Ambassadors for Peace, Behavioral Health, Youth Employment Program, Ventana Wildlife Society, EDEN Housing, Monterey County Health Department, and others.
- Co-hosting or facilitating workshops and community forums such as a Relationships with Law Enforcement Workshop, Money Management workshop, Bullying workshop for parents, Youth Mental Health First Aid training, the Parent University, and others.

- Implementing a mentoring/life skills course for SYRC clients based on two evidence-based guides derived from cognitive-behavioral models and shown to be effective in substance abuse treatment programs and corrections populations (Joe, *et al.*, 2012; Bartholomew & Simpson, 2005a, 2005b). This course is held once a week after school and is intended for clients who need support but cannot immediately begin other services.
- Training about 20 community partners, Recreation Department staff, and community members as facilitators for Aggression Replacement Therapy (ART).
- Sponsoring an Open House and Preview Nights, which are monthly events to enable community partners to showcase their services.
- Participating in community events such as the Youth Summit, National Night Out, Boys & Girls Club Annual Gang Prevention Summit, Summer Arts Intensive program, Park(ing) Day,
- Partnering with Monterey Peninsula School District to serve the highest need students and provide referrals to all students at the Warner Davis alternative education school.
- Purchasing a mobile skate park for weekly use at the SYRC.
- Attending conferences and training events to enhance knowledge and skills.

The SYRC conducted intakes with 187 clients, with just over half of its client referrals from local schools (counselors, Family Service Specialists, Vice-Principals), followed by family members, probation officers, Seaside Police Department (mostly the School Resource Officer), self-referrals, community partners, and other sources (see Table 1; there is almost no missing data, but totals may vary very slightly from table to table). As shown in Table 2, SYRC clients ranged from 11 to 21 years old. Most clients were between 15 and 17 years old, with an average age of 15.7. Correspondingly, most were in 10th to 12th grade. There were more males than females (63% vs. 37%), and a wide range of ethnicities. Over two-thirds of the youth were Latino/Hispanic, 15% were African-American, 12% were Caucasian, the remainder were multiracial, Asian, or other races. Most spoke English, although 22% were also Spanish-speaking.

Schools	97 (51%)
Parent/family	25 (13%)
Probation	23 (12%)
Seaside Police	20 (11%)
Self	11 (6%)
Community partner	8 (4%)
Other	6 (3%)

Table 4: SYRC Client Demographics (n=187)

Age:	Gender:
11 3 (2%)	Male 117 (63%)
12 12 (6%)	Female 70 (37%)
13 14 (8%)	Race:
14 24 (13%)	Latino/Hispanic 125 (68%)
15 33 (18%)	African-American 28 (15%)
16 26 (14%)	Caucasian 12 (12%)
17 37 (20%)	Multiracial 4 (2%)
18 15 (8%)	Asian 4 (2%)
19 15 (8%)	Other 4 (2%)
20 3 (2%)	Primary language:
21 3 (2%)	English 124 (66%)
	Spanish 42 (22%)
	Bilingual 21 (11%)
Average age: 15.7	

In terms of their city of residence, 133 (72%) of the youth lived in Seaside, 33 (18%) lived in Marina, 9 (5%), lived in Pacific Grove, and the remaining ten youth were from Monterey or other local cities.

The youth were referred to the SYRC because they were exhibiting one or more problem behaviors.

Many of them reported more than one

Table 5: Challenges facing SYRC Youth (may be more than one per client)

Behavioral issues	129 (69%)
Failing grades	88 (47%)
Drugs and/or alcohol	54 (29%)
Aggression	52 (28%)
Truancy	47 (25%)
Suicide issues	17 (9%)
Gang involvement	14 (9%)
Other	29 (16%)

problem. Their top problem (see Table 5) was behavioral problems either at home or at school, which included inappropriate displays of anger, disrespect, failing to obey parents or teachers, acting out, and so on. Second most common were failing grades at school. Nearly 30% of the youth had problems with alcohol and/or drugs, and nearly as many were exhibiting aggression at school or at home. A quarter had been habitually truant from school. Less frequent were problems with gang involvement and suicidal thoughts or behaviors.

17% of the youth referred to the SYRC had a history of juvenile delinquency and 20% were on some form of probation. Their types of delinquency, in order, were drug-related incidents, violence, theft, tobacco use, and robbery.

The services the youth and/or their parents were referred to are listed in Table 6; a family may have received more than one referral. The services needed often were Behavioral Health, for individual and/or family counseling, and DAISY/Seven Challenges, a program for alcohol- or drug-involved teens (all the referral services are described in the following section). Twenty-two youth were referred to the STEPS program, a program that provides leadership opportunities for youth to prevent alcohol and drug use by other teens. Nineteen parents were referred to parent training classes, either Strengthening Families (n=17) or the Positive Parenting Program (Triple P, n=2).

Table 6: Outgoing Referrals for SYRC Youth (may be more than one per client)

Behavioral Health/therapy	82 (34%)
Other (mentoring, life skills)	75 (31%)
DAISY/7 Challenges	45 (19%)
STEPS	22 (9%)
Strengthening Families or PPP	19 (8%)

Nearly a third of the clients (75 individuals, 31%) were referred to “other” resources. Nearly 40% of these (28 individuals, 37%), were referred to a

wide variety of agencies, including Youth Ambassadors for Peace for life skills and job readiness assistance, The Village Project for therapy or other services, anger management, Sun Street Centers, or elsewhere. Fourteen youth, 18% of “other,” were referred to the Life Skills training implemented in Sun Street Centers in mid-2017. By far the biggest “other” resource was the SYRC’s in-house mentoring/life skills program; 33 youth were referred to this program between late March and December 2017.

The SYRC keeps cases open for a long time (a year or more). The youth or parents may be contact during that time to track progress. Referrals made to community partners, particularly to Behavioral Health and DAISY/Seven Challenges, are usually not re-contacted. Rather, the community partners let the SYRC know if the youth has successfully completed their program or not. Most recently, a number of the youth have been in the SYRC’s mentoring/life skills program and are seen weekly.

The referrals to Behavioral Health, DAISY/Seven Challenges, STEPS, and the SYRC in-house program exceed the capacity of those programs, assuming all youth followed through and were accepted into the program – but they don’t all follow through. A half-time counselor is assigned to the SYRC by Behavioral Health, but other counselors may be called on. There is a high need for Spanish-speaking counselors for families with monolingual parents, and The Village Project began counseling a small number of these families in 2017.

Strengthening Families. The Community Partnership for Youth (CPY) is a prevention program providing positive alternatives to gangs, drugs, and violence while reinforcing individual strengths. It was formed in 1991 as a grassroots community response to the fatal shooting of a promising Seaside High School student-athlete.

With CalGRIP funding, CPY offered the community the Strengthening Families Program (SFP), an evidence-based family skills training program for young teens aged 10 to 14 and their parents/caregivers. It aims to reduce problem behaviors, delinquency, and alcohol and drug use in youth, and improve social competencies and school performance. It also focuses on parenting skills, children’s life skills, family practice time, and group leader coaching.

Each session of Strengthening Families consists of 2.5 hour classes held once a week for seven weeks. At the first class, CPY provides dinner; after that, the parents themselves bring dinner. Parents, youth, and children all attend. The parents and youth aged 10 to 14 meet separately for an hour, then come together for family exercises and discussion. Children under 10 are taken care of separately, with a similar age-appropriate program. CPY worked in partnership with Community Health Services, who developed a curriculum to support the younger students in the same lessons their parents were learning. The topics covered are:

Table 3: Topics Covered by the Strengthening Families Program

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

In 2015-2017, CPY conducted ten 7-week sessions of the Strengthening Families Program at local school sites. Four were in Spanish, five were in English, and one was in dual Spanish/English. These sessions were attended by 102 parents and 90 youth aged 10 to 14. The

large majority of parents identified themselves as Hispanic, and nearly all their children were eligible for free or reduced cost lunches at school. Most of the families live in Seaside, with a few from Marina, Monterey, and Pacific Grove.

Parents are referred to Strengthening Families by other CPY programs, schools, and the SYRC. Like other non-mandated parenting programs, it is difficult to achieve full attendance at all classes. The graduation rate in Strengthening Families has increased over the past three years, and was 72% for the 2017 classes.

YES and mentoring/tutoring. CPY also offered the Youth Empowerment Solutions (YES) for Peaceful Communities program, an evidence-based program for middle and high school youth which combines Life Skills Training with mentoring/tutoring and engaging in meaningful community projects. The YES curriculum is based on the theory of youth empowerment and involves youth in the process of changing the community physical and social environment; CPY relies on a curriculum for Mexican-American youth adapted by the STRYVE (Striving to Reduce Youth Violence Everywhere) program of the Monterey County Health Department. The 22-week curriculum is divided into six units:

1. Youth as Leaders – builds group norms and team identification, provides examples of youth leadership, engages participants in leadership roles, involves them in setting goals, and motivates them to work toward those goals.
2. Learning about Our Community – provides participants with skills and experiences to identify and assess conditions in their community that may either contribute to or prevent youth violence.
3. Improving our Community – provides youth with opportunities for learning about successful community change projects and guides them through a process to develop their own project ideas.
4. Building Intergenerational Partnerships – prepares youth people for working on community change in equal partnerships with adults.
5. Planning for Change – involves participants through the process of transforming their ideas into concrete proposals.
6. Action and Reflection – this encompasses the implementation of community change projects.

The YES youth participants serve as mentors/tutors at CPY's robust after-school and full-day summer programs for elementary students. They work with the children on homework, studies, projects, field trips, and special classes (e.g., visual and performing arts, arts and crafts, choir, Guitars Not Guns, computer programming, science club, explorer's club). In each year, 350-400 students at Seaside's four elementary schools participate in the after-school program, with approximately 100 middle school students serving as mentors. The majority of the elementary students are Hispanic and from very low income families.

129 middle-school aged youth attended the summer intersessions of YES in 2015-2017. They served as mentors/tutors for the younger kids every day and completed the Life Skills curriculum led by four college-aged CPY mentors/tutors on Wednesdays. In 2017, 51 YES middle-schoolers helped with the summer program attended by 265 children from kindergarten through 8th grade. Daily activities include games, singing, writing thank you letters to members of the community, reading, sports, arts and crafts, dancing, knitting, photography, web design, other activities, and learning CPY's "standards." One standard is discussed each week, ensuring that the children understand it and incorporate it into their lives. CPY's standards are:

In CPY, we:

1. Greet each other with a smile and a handshake to strengthen the relationship between us.
2. Honor and respect each other, so we address one another with the proper language and speech.
3. Value the space of ourselves and others and are careful not to intrude or injure each other.
4. Are mindful of what is true and strive to be honest in word and deed.
5. Treasure our rich heritage and hold the cultures of all people in high regard.
6. Strive to reflect our beauty both inwardly in our understanding and outwardly in our appearance.

The 2017 summer intersession included, as usual, a Visual and Performing Arts Academy, Guitars Not Guns, computer programming at CPY's new Ramon Avila Technology and Design Center, the Kids Eat Right program by the Community Hospital of the Monterey Peninsula, two week long Science Discovery Camps by the Ventana Wildlife Society, three week long EcoCamps by MEarth, and The Wahine Project for girls which involved surfing and boogie boarding.

YES participants carry out a community project as part of the program. In 2015, their project was a clean-up effort in Laguna Grande Park, with ongoing efforts planned to decrease cigarette butt litter and smoking at the children's area. In 2016 and 2017, the community projects aimed to find ways to help local homeless youth in the area. This project is ongoing and fund raising is underway; it includes putting together care packages with useful personal hygiene items.

Some of the volunteers in CPY's after-school and summer intersession programs are part of the High School Leadership program, which develop leadership and job skills among the youth that will carry them throughout life. After volunteering for two quarters or a full summer intersession and maintaining a 2.5 GPA, these high school leaders are eligible to become part of CPY's paid staff.

In October 2016, five college-aged mentors/tutors were asked by Walter Colton Middle School administrators to come to their schools for two periods after lunch, to work with 25 very high risk middle schoolers. For the past one and a half years, the mentors/tutors have concentrated on building relationships with the teens and affecting change in their behavior, attitudes, and academics. They have also been working with counselors and teachers to change current discipline policies which rely on removing disruptive students from classes and schools.

These Colton “mentees” are very high risk youth. Most have emotional, behavioral, and academic problems and have experienced substantial trauma in their lives. Eight of the original students were transferred to independent study or Community Day alternative school by the end of the 2016/17 school year. In August 2017, the mentors returned to Colton along with a complete change in administrators. The current administrators have a more progressive view toward discipline.

The mentors started the 2017/18 school year with 17 mentees. They included six females and 11 males; three 7th graders and 14 8th graders; 11 Latinos, four multiracial students, and two multiracial students. In the previous school year, these 17, this group of middle schoolers compiled 85 suspensions and 200 office discipline referrals. Two were sent to Community Day School by the end of the first semester.

The mentors conducted small group sessions with their students for a while but soon moved back to one-to-one mentoring to be able to concentrate on individual issues. The mentoring is done by pulling students out of class for 20 minutes or so during the two class periods after lunch. The mentors are also working with a dozen other students who came to them and asked for help, and helping some of the after-school attendees as well. Their caseload fluctuates between 14 and 17. Of the 14 students actively mentored in late 2017, eight had raised their grades in two or more classes and the other six were doing their work and handing in assignments regularly. The mentors prepare weekly reports for the school, summarizing each mentee’s attitude toward school, home life, number of days absent, which classes they are struggling with, and times they met for mentoring.

RDJ. The RDJ leadership/mentoring program was started by CPY in the summer of 2015. The initials stand for Relentless, Determination, Justification, and the program combines mentoring, life skills, job preparation, and basketball for 12-18 year-olds, taught by a 25-year-old Seaside professional basketball player. Fourteen high school students have participated in RDJ regularly since its inception and two graduated in June 2017. All but one are male. They range from 10 to 17 in age, with an average age of 14.

Triple P. Since 1969, Community Human Services (CHS) has provided substance abuse and mental health counseling and recovery services and youth services to middle and low income individuals and families in Monterey County. With CalGRIP funds, CHS offered Triple P (Positive Parenting Program) and a program for youth involved in alcohol and/or drugs.

Triple P is an evidence-based program for parents of children aged 4 to 10 who are exhibiting behavioral and/or emotional problem behaviors. Triple P classes teach parents how to encourage positive behavior, use assertive discipline, develop realistic expectations, deal appropriately and consistently with serious behavioral and emotional problem behavior, build positive with their children, and plan ahead to avoid or manage potentially difficult situations.

Triple P was offered 18 times in 2015-2017. Seven sessions were conducted in English and 11 sessions were conducted in Spanish. Each session consists of eight two-hour meetings, held once a week for eight weeks. Some sessions have been timed to occur in conjunction with the

Strengthening Families Program. When this occurs, dinner is brought by the parents and an additional half hour is added to the evening.

The 8 classes cover:

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

A total of 179 parents attended the 17 Triple P sessions, with a range of 3 to 31 per session. Classes conducted in Spanish had more participants than the English classes. The majority of the participants (87%) identified themselves as Hispanic (specific figures are drawn from 2016 registration records). Most of the participants rent their homes. Over half (60%) reported they were employed, 26% said they were unemployed, and 14% said they were not seeking employment. Two-thirds of the participants (67%) lived in Seaside.

Parents were referred to Triple P by a variety of sources. The biggest referral source was the schools (33%), followed by family or friends (26%), self-referrals (21%), and others (9%). A relatively small number (11%) were mandated by a court to participate.

Full retention in Triple P classes was difficult to achieve, but increased in 2017 compared to the two earlier years. In 2015 and 2016, 34-38% of the parents “graduated” (attended at least seven of the eight classes. In 2017, the retention rate was 56%. This was due in part to the program coordinator enabling parents to start in one session and come back to finish in a later session.

DAISY/Seven Challenges. The second program offered by CHS with CalGRIP funds is the Drug and Alcohol Intervention Services for Youth (DAISY) program, which provides intervention and education services for substance abusing youth. The youth component of

DAISY is based on the Seven Challenges program, an evidence-based program for youth aged 13 to 18 with substance abuse problems. Conducted by a CHS counselor, the Seven Challenges program helps youth work on drug issues, life skill deficits, and co-occurring issues through interactive journaling and individual and group counseling.

The Seven Challenges are:

1. We decided to open up and talk honestly about ourselves and about alcohol and other drugs.
2. We looked at what we liked about alcohol and other drugs, and why we were using them.
3. We looked at our use of alcohol and other drugs to see if it had caused harm, or could cause harm.
4. We looked at our responsibility and the responsibility of others for our problems.
5. We thought about where we seemed to be headed, where we wanted to go, and what we wanted to accomplish.
6. We made thoughtful decisions about our lives and about our use of alcohol and other drugs.
7. We followed through on our decisions about our lives and our drug use. If we saw problems, we went back to earlier challenges and mastered them.

Youth remain in the Seven Challenges program from three months to a year, working at their own pace. They come into CHS for 2 to 2.5 hours each week for counseling and journaling. Each is given a copy of the Seven Challenges journals, which is theirs to write in and keep. The seven journals were written by the program's developer, Robert Schwebel, M.D., and are designed to help youth think for themselves about the use of alcohol and other drugs. They contain self-rating scales, checklists, questions to answer in a few sentences or a short essay, exercises, and brief questionnaires. Weekly, the youth work in their journals, which are then reviewed by the counselor and discussed together. The journals are 16 to 32 pages long and match the seven challenges listed above:

1. Opening Up – an honest look at your alcohol and other drug use.
2. What You Like – what you like about using drugs, drug by drug, and why you use them.
3. Harm and Potential Harm – what harm drug use has caused or could cause.
4. Shared Responsibility – covers moods, emotions, life experiences, anger school problems, communication, and other aspects of drug use.

5. Where You Were Headed – where you were headed and where you want to go, goals and dreams and how to get there.
6. Making Thoughtful Decisions – making good decisions about your life and drug use, includes a “goodbye letter to drugs.”
7. Following Through – making life style changes, developing action plans, and preventing relapse.

The DAISY/Seven Challenges program in Seaside was conducted by a part-time counselor in 2015-2017, limiting participants to a maximum of 15 at a time. When enrollment is high, some youth work on their journals which are then reviewed in a group session, while other youth are counseled one-on-one. One counselor ran the program for two years, and in mid-2017, she moved to another position. The new DAISY counselor began in July 2017, working out of CHS’s Safe Place, a facility that provides services and shelter for homeless youth.

Between early 2015, when the program was started, and 2017, 57 youth enrolled in the DAISY/Seven Challenges program. Of these, 29 (51%) graduated and three were still actively enrolled at the end of 2017. The new counselor has a 100% graduation rate, with three youth still active. She attributes this to patience, having fewer referrals, and having a genuine interest in youth and working with them. If a youth misses several sessions, she does not drop them from the program as long as they keep in touch.

Among the DAISY group, 66% were Latino, 13% were Caucasian, 5% are African-American, and 5% were Asian. The remainder are multi-racial or other ethnicities. They ranged in age from 12 to 18, with an average age of about 15. Over half (55%) lived in Seaside, 21% came from Pacific Grove, 14% lived in Marina, and the remaining 9% came from other local cities.

The majority of the youth were referred to the DAISY/Seven Challenges program by the SYRC; a small number are referred by the Juvenile Treatment Court, school counselors, or the youth themselves.

The teens overwhelmingly (95%) reported that their drug of choice was marijuana. Half of these youth also reported problems with alcohol, and another 20% reported using cocaine, methamphetamines, or Oxycodone. Two teens reported their drug of choice as Oxycodone and one said it was alcohol.

In the past, the DAISY program has included a volunteer parent support group, which met at the same time youth are in the Seven Challenges sessions. There was no parent support groups in 2016 and 2017, however.

STEPS and Life Skills. Since 1968, Sun Street Centers has been providing comprehensive education, prevention, treatment, and recovery services for those with problems of alcohol addiction and drug abuse. The Safe Teens Empowerment Project (STEPS) is a leadership program for students aged 14 to 18 operated by Sun Street Centers under the CalGRIP grant. It is

designed to support youth participants in developing self-advocacy, community leadership, and social skills; learning how to cope with anxiety and anger; developing assertiveness and conflict resolution skills; and learning to resist peer pressure and media influences. STEPS youth participate in Botvin's LifeSkills Training, then assist prevention staff in teaching it to middle school students. LifeSkills is a 10-week evidence-based curriculum that teaches about the cause and effect of alcohol and drug use and the skills described above. Through Gateway Drug presentations, community activities, and advocacy events, STEPS youth address the onset of alcohol and other drug use by minors, attitudes toward drinking and using, and the negative health and social consequences of drinking, smoking, and using other drugs.

Sixteen youth were involved in the STEPS program in 2015-2017, meeting twice a week for three hours at a time and participating in events on weekends. The youth begin as volunteers and may become paid (at minimum wage) staff after serving 30 hours as volunteers, maintaining a 2.0 GPA, and getting a work permit. CalGRIP funds supported five paid positions at a time. The STEPS youth typically begin as freshman or sophomores at Seaside High School and stay with STEPS until they graduate.

The STEPS youth have conducted Gateway Drug presentations at the Boys and Girls Club, Colton Middle School, Highland Elementary School, Chartwell School, SYRC, and several other groups; staffed resource tables at the NAACP Youth Summit, Seaside Youth Job Fair, Safe Launch Resource Fair, Great American Smoke Out sponsored by the American Cancer Society, and other community events; collaborated with Salinas Police in a DUI Checkpoint; collaborated with Peet's Coffee to put alcohol and prevention statistics on coffee sleeves; conducted several anti-bullying events at Seaside High School; collaborated on a "Walk for Recovery" event; and recorded two public service announcements on drunk driving and the emerging drug Flakka for a local radio station which caters to young people.

At the end of 2017, there were five active STEPS youth, and three of them came to the program from the SYRC; all of them attend Seaside High School. They are currently working on a Town Hall meeting scheduled in May, and have mapped out monthly campaigns for 2018 – such as Pink Shirt Day, Kick Butts Day, National Prevention Week, and Red Ribbon Week.

STEPS largest challenge is retaining youth in the STEPS program. When school started in the fall of 2016, all participating youth left STEPS – two moved away, one got a full-time job, and the rest were young men involved in sports who found they could not do both sports and STEPS. The program has two other challenges as well. One is transportation to STEPS meetings and events – the peninsula has limited public transportation, and none of the STEPS youth drive. The second is that Seaside High School does not require students to fulfill community service requirements. In Salinas, for example, most STEPS youth start the program to meet community service requirements, then stay on for the remainder of their high school years as paid staff.

Sun Street Centers also began offering Botvin's LifeSkills Training in 2017 at local schools and the SYRC, for a while, on a rolling basis. Although it is preferable that youth join the eight week course in the first two weeks, they are allowed to start in the middle if necessary and take the sessions out of order. The LifeSkills Training is led by Sun Street Centers staff with the STEPS youth co-facilitating.

Behavioral Health Counseling. The Monterey County Behavioral Health Department partnered with the City of Seaside to provide services and strategies to prevent and decrease youth involvement in criminal and gang activity. Under the CalGRIP program, a Psychiatric Social Worker spent half her time providing assessment, individual/family/group therapy, community presentations as needed, and referrals to community agencies. The other half of her time, supported by Behavioral Health, concentrated on counseling and other services to first time, non-violent offenders and other at-risk youth under the youth diversion project.

When the SYRC relocated to the Youth Education Center in mid-2016, the Psychiatric Social Worker relocated to community center due to problems with privacy and connectivity at the SYRC's new location. Also in mid-2016, her caseload was at maximum, 12 clients at a time. In 2017, more than 50% of the Psychiatric Social Worker's time was spent with SYRC clients, and averaged 15-18 at a time. Over the three year period, 45 youth received counseling from Behavioral Health.

The Psychiatric Social Worker met a high need of a number of SYRC clients by holding an Aggression Replacement Therapy (ART) program in mid-2016. This was followed by a training of trainers class in ART for 20 community partners, Recreation Department staff, and community members.

Probation activity. Probation officers served 40 to 50 youth annually from the peninsula during 2015-2017. At any time, about half were male and half were female. Just over half (51%) resided in Seaside, 34% lived in Marina, and 15% lived in other peninsula cities. Over half (54%) were Latino/Hispanic, 29% were Caucasian, and 17% were African-American.

The probation officers had 1-6 contacts with many of these youth per quarter; a small number had just one contact, such as the delivery of a notice to appear in court. These contacts included visits to schools to check attendance and progress, contacts and informal counseling with the youth and their parents, and referrals to prevention/intervention programs. These programs included Behavioral Health counseling, Strengthening Families, DAISY/Seven Challenges, Office of Employment and Training, Sticks and Stones anti-bullying program, LifeSkills, mentoring, and others. In addition to these direct contacts, the probation officers participated in multi-disciplinary team meetings at the Seaside Youth Resource Center, where cases are reviewed and referrals and next steps are determined.

Restorative Justice. Restorative Justice Partners, Inc. worked at Community Day School and Central Coast High School during the 2016/17 school year (August 2016 to May 2017). During that time RJP:

- Facilitated roughly 100 circles. Around 80% of these were community-building circles, which get students, teachers, and facilitators more familiar with each other. They encourage connectedness, empathy, and communication, and increase student voice. The other 20% of the circles were solution-finding circles which addressed conflicts between students and teachers.

- Served about 50 students through the circles. The first circles involved three students and grew to include up to 20.
- Held four strategic planning sessions with selected teachers and administrators to improve school climate through restorative justice practices, develop objectives and outcome measures, and further develop non-exclusionary discipline practices to reduce the “school to prison pipeline.”
- Trained several front office staff and the Central Coast High School principal in mediation to address individual student delinquent behavior.
- Trained fourteen adults to facilitate circles. Four are now actively using circles with RJP’s support, especially at Community Day school.

Results: Immediate Outcomes of Prevention/Intervention Activities

Strengthening Families Program. The immediate outcomes of the SFP program are evaluated via parent and youth surveys implemented after the sessions have ended. The survey results presented in this section were reported by the youth and parents in one class in 2015, one class in 2016, and one class in 2017, randomly selected. Part of the after-session assessment asks parents to rate the changes in their youth’s behavior in four areas, using a scale of 1 (much worse) to 7 (much better). The areas and average scores are shown below. These parents also rated the Strengthening Families program 6.65 out of 7.

Area	Average score (1 to 7)
Youth’s school attendance	5.96
Youth’s communication with parent	6.25
Youth’s participation in family	6.26
Youth following family rules	6.21

More comprehensive parent surveys are also administered one time, at the end of the SFP session, asking parents to rate their parenting skills “now that they have taken the program,” and “before they came to the program.” This approach is recommended by the program developers at Iowa State University. These “before” (pre-program) and “now” (post-program) average ratings are presented below, based on a scale of 1 (a little of the time) to 4 (most of the time).

Item/Skill	Before/Pre	Now/Post
1. Wait to deal with problems with my child until I have cooled down.	1.67	3.09
2. Remember that it is normal for children to be harder to get along with at this age.	2.56	3.05
3. Help my youth understand what the family and house rules are.	2.33	3.45
4. Take time to do something fun together as a family.	2.39	3.14
5. Let my youth know what the consequences are for breaking rules.	2.17	3.41
6. Find ways to keep my child involved in family work activities, like chores.	2.22	3.27
7. Follow through with consequences each time he or she breaks a rule.	1.94	3.09
8. Talk with my child about his or her future goals without criticizing.	2.17	3.18
9. Often tell my child how I feel when he or she misbehaves.	2.31	3.43
10. Find ways to include my child in family decisions about fun and work activities.	2.17	3.27

11. Spend special time one-on-one with my youth.	1.83	3.05
12. Let my youth know the reason for the rules we have.	1.94	3.38
13. Listen to my youth when he or she is upset.	2.13	3.10
14. Have regular times for homework.	2.44	3.24
15. Work together with my youth to solve problems that come up at home.	2.06	3.10
16. Try to see things from my youth's point of view.	2.06	3.14
17. Talk with my child about ways to resist peer pressure.	2.06	3.10
18. Give compliments and rewards when my child does chores at home or learns to follow rules.	2.00	3.14
19. Show my child love and respect.	2.94	3.81
20. Explain to my child the consequences of not following my rules concerning alcohol use.	2.47	3.47

As shown, the parents' rated their skills in all areas higher after the SFP classes than before the classes. The biggest changes were in parents' learning to wait until they have cooled down to deal with a child's problems, following through with consequences for breaking the rules, spending special one-on-one time with their children, and letting their children know the reason for the rules they have. A number of open-ended questions are also asked. Parents, for example, are asked about changes they have noted in the children's behavior, what they do differently as a result of what they learned in SFP, and to list the three most helpful tools they learned. The parents' answers were positive and enthusiastic.

Youth participating in the evidence-based SFP classes were also asked to rate their skills "before" their class participation and "now," after their involvement. Again the ratings were provided at one time, at the end of SFP sessions. The average ratings are presented below, based on a scale of 1 (a little of the time) to 4 (most of the time).

Item/Skill	Before/Pre	Now/Post
1. I know one step to take to reach one of my goals.	2.00	3.00
2. I do things to help me feel better when I am under stress.	2.04	2.67
3. I appreciate the things my parent(s)/caregiver(s) do for me.	3.04	3.28
4. If a friend suggests that we do something that can get us both into trouble, I am able to get out of doing it.	2.39	3.00
5. We have family meetings to discuss plans, schedules, and rules.	1.62	1.82
6. I know how to tell when I am under stress.	2.35	3.05
7. I listen to my parent(s)/caregiver(s)' point of view.	2.17	2.50
8. I understand the values and beliefs my family has.	2.86	3.22
9. I know there are consequences when I don't follow a given rule.	2.75	3.27
10. My parent(s)/caregiver(s) and I can sit down together to work on a problem without yelling or getting mad.	1.75	2.18
11. I know the qualities that are important to a true friend.	3.00	3.14
12. I know what my parents/caregivers think I should do about drugs and alcohol.	2.95	3.25
13. My parents(s)/caregiver(s) are calm when they discipline me.	2.06	2.22
14. I feel truly loved and respected by my parent(s)/caregiver(s).	2.95	3.05
15. I am able to tell when my parent(s)/caregiver(s) are stressed or having a problem.	3.19	3.29

The youth's "after" ratings were higher than "before" in all areas. They also reported positive changes in open-ended questions of their feelings at the end of the classes, what they do differently now, and what their parents do differently now.

YES. The youth leaders who completed the YES program complete surveys before the YES program and again at the end. Pre- and post-surveys for 23 youth in the 2016 summer program were able to be matched. Thirty questions in each survey are identical, and measure youth ratings in seven areas; 13 additional questions in the post-test tap into the youth' appreciation of the various YES activities and their views of the program leaders. The results are shown below.

Scale	Pre-program average	Post-program average
Adult support/caring (1 - 4)	3.21	3.15
Leadership activities (1 - 4)	2.78	2.65
Activities involvement (1 - 4)	3.04	2.88
Cultural pride and belonging (1 - 4)	3.68	3.52
Community improvement capabilities (1 - 4)	2.31	2.35
Problem solving abilities (1 - 4)	2.23	2.57
Community involvement (1 - 5)	3.16	3.35
Appreciation of YES activities (1 - 4)		2.97
Views of YES program leader (1 - 3)		2.73
Would recommend the YES program to a friend.		Yes: 10 (46%) Maybe: 9 (41%) No: 3 (14%)

As shown in Table 9, pre- and post-program average scores vary. For the first four items, post-program scores are slightly lower than pre-program scores. For community improvement capabilities, problem-solving abilities, and community involvement, the post-program scores are slightly higher. In all areas, the 2016 post-program average scores were lower than those in 2015.

The youth rated YES program activities 2.97 out of a possible score of 4. The most liked activities were learning about Mexican culture (rated 3.42) and learning about leadership (the farm worker movement and Mexican leaders, rated 3.33). Least liked activities were taking pictures of neighborhood strengths and challenges (rated 2.56) and planning the community project (rated 2.73). The YES program leader was very highly rated, given an average score of 2.72 out of 3 possible. 87% of the youth said “yes” or “maybe” when asked if they would recommend the YES program to a friend, and 14% said “no.”

RDJ. The RDJ program was evaluated by asking participants to complete a questionnaire before and after their participation in the program. The results are presented in Table 8. The percentages represent the percentage of youth rating each item a 4 or 5 on a 1 to 5 scale.

Item	Pre-program, % of youth rating a 4 or 5	Post-program, % of youth rating a 4 or 5
1. Have confidence in myself.	80%	92%
2. Always get my homework done.	98%	100%
3. Do what I am asked to do with a great attitude.	75%	90%
4. Encourage others even if they don't encourage me.	70%	84%
5. Know not to beat myself up when I make a mistake.	65%	80%
6. Be more interested in going to school.	89%	97%
7. Give thanks when others do something for me.	90%	99%

8. Be more interested in going to college.	90%	100%
9. Think of others before myself.	90%	95%
10. Focused to stay out of trouble.	84%	99%
11. Give my all in everything I do.	83%	99%
12. Set goals in all areas of my life.	90%	95%
13. Be respectful to others.	90%	94%
14. Do good things for the community.	50%	85%
15. Know that I can do anything with hard work.	72%	99%
16. Know that I need to be aware of the friends I hang with.	90%	99%

Youth reported higher ratings in all areas after participating in the RDJ program. Of note is that 100% reported always completing their homework and being more interested in attending college. The largest increase was related to doing good things for the community.

The RDJ youth also wrote short essays about how the program has helped them and how the coach has made an impact in their lives. One participant wrote that the coach/leader:

Has impacted my life like no other coach has; even being young he has an older presence about himself. Always been a great mentor, funny person to be around, and someone to look up to for a long time. He also understands me as an athlete and as a person. Always looking to kick wisdom on and off the court.

Triple P. CHS assesses the immediate outcomes of the Triple P classes by having the parents complete a Class Evaluation at the end of the 8-week session. The Class Evaluation contains 12 statements asking parents to rate themselves “Before the class” and “Now, after the class.” Also included are open-ended questions on the most valuable thing about the class, any behavioral changes noted in the parents’ child, what the parent now does differently, and ratings on the class and instructor. Results from 32 parents in classes conducted in 2016 are presented in Table 9.

Item	Before-class average score	After-class average score
a. My knowledge of what behaviors are typical at this age.	3.42	4.77
b. My confidence in myself as a parent.	3.80	5.13
c. My ability to identify what my child needs.	3.52	5.07
d. My confidence in setting limits for my child.	3.42	5.00
e. My ability to respond effectively when my child is upset.	3.53	5.03
f. My connection with other families with children.	3.77	4.76
g. My ability to plan ahead and prevent problems.	3.42	4.93
h. My knowledge of positive disciplinary strategies.	3.13	5.07
i. The amount of positive praise and encouragement I give my child.	3.97	5.23
j. My ability to deal with my child’s behaviors.	3.39	4.97
k. The amount of activities my child and I do together.	3.87	5.07
l. The amount of time I listen and talk to my child.	4.32	5.13

As shown, the parents rated their abilities in all areas higher after the Triple P classes than before the class. CHS also uses a single instructor-provided score which assesses the parents’ support systems and parenting skills at intake and at discharge on a scale of 1 (in crisis) to 5 (thriving). Triple P participants all moved up at least one level on this score.

Parents rated the class overall at 5.83 on a scale of 1 to 7, and rated the instructor at 4.37 (on a scale of 1 to 5) or above on preparation, clarity, ability to maintain interest, and responsiveness to the group. 93% of the participants said they would recommend the course to others.

DAISY/7 Challenges. The DAISY counselors rate their clients at the beginning of the program and upon their departure, whether they graduate or do not complete the program. The rating is one number covering three areas – substance abuse, support systems, and life skills – and ranges from 1 (in crisis) to 5 (thriving). Of the 54 youth completing the DAISY program under CalGRIP funding, 24 (44%) improved. Youth who drop out may still gain stability while in their more limited time in the program, and in very rare cases, graduates may slip down a point.

Results: Short-term Outcomes

The short-term outcomes of the DAISY/7 Challenges program were assessed by analyzing the number of probation violations, school discipline actions, and number of days truant before and after the youth's participation in the program. The short-term outcomes of the Triple P program were assessed by looking at the school discipline actions and days truant of the children of parents in the program; these youth are too young to have juvenile delinquency histories. As described earlier, no short-term outcomes were available for CPY program participants.

Triple P. The children of parents in Triple P parenting classes are young, aged 4-10, so school discipline data only were gathered for them. The school data gathered are the number of:

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

These school data were gathered for the children of parents in Triple P classes for the time periods of one year prior to the parents' participation and one year after their participation in Triple P. The data were also examined depending on how many classes the parents completed, with the theory being that even if parents do not complete the program, they may benefit from the knowledge and skill-building gained in attending fewer than the full eight classes. The results for 39 youth whose parents took Triple P classes in 2016 are shown in Table 10 below, adjusted for the number in each group.

Group	Pre-Triple P Participation				Post-Triple P Participation			
	Number of major ODRs	Number of minor ODRs	Number of times suspended	Number of days truant	Number of major ODRs	Number of minor ODRs	Number of times suspended	Number of days truant
Youth whose parents completed 1-4 classes (n=19)	0	.05	.05	7.11	.11	.21	.05	8.74
Youth whose parents completed 5-6 classes (n=4)	0	0	0	10.50	0	.25	0	2.00
Youth whose parents completed 7-8 classes (n=8)	0	.63	.13	8.75	0	2.88	.50	6.38

School outcome information was not available for eight of the 39 youth in the follow-up group. These students were apparently home schooled, attended private schools, or attended public schools outside of the Monterey Peninsula Unified School District

Among the youth whose parents completed one to four Triple P classes, the number of their major and minor ODRs increased after the Triple P program, as did their number of days truant. Among the youth whose parents completed five to six classes, their number of minor ODRs increased slightly while the number of days truant decreased substantially. Among those youth who parents completed seven to eight classes and thus graduated from Triple P, the number of minor ODRs and suspensions increased, but the days truant decreased.

School outcomes for 25 youth whose parents participated in Triple P classes were also analyzed and presented in the 2016 Annual Report. In that analysis, there was some evidence for reductions in the number of major and minor ODRs the longer parents stayed in the Triple P program. In each group, however, the number of days truant increased.

DAISY/7 Challenges. Probation and school data were collected for 16 youth whose participation in DAISY/7 Challenges in 2016. Half graduated and half dropped out without completing the program. Probation and school data were gathered for the year prior to the youth’s participation in DAISY and the year after they left graduated or dropped out. These numbers are very small and differences should be viewed with caution.

The probation data are shown for four types of probation violations:

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

3. “DIVs” or diversions – an offense has been committed but the youth has been put on informal probation, with charges held in abeyance if the juvenile behaves and gets help.
4. “777s” – violations of probation conditions (e.g., not attending classes/programs, curfew violations, not checking in).

Three of the DAISY graduates and two of the dropouts had no probation violations either before or after the program. The number of violations for each group are shown in Table 11.

Group	Pre-DAISY Participation				Post-DAISY Participation			
	Criminal offense (602)	Status offense (601)	Informal probation (Diversion)	Probation violation (777)	Criminal offense (602)	Status offense (601)	Informal probation (Diversion)	Probation violation (777)
Graduated	1	1	0	0	3	2	0	0
Dropped out	0	1	0	0	4	1	0	0

As shown, there was one criminal offense among the graduates before their participation in DAISY and one status offense; among the dropouts, there was a single status offense. After the program, each group had five offenses, with the dropouts committing one more criminal offense than the graduates.

The school discipline data again include the number of “major” office discipline referrals, “minor” office discipline referrals, suspensions, and days truant. The number of these actions before and after DAISY participation for the 16 youth are presented in Table 12, adjusted for the number in each group.

Group	Pre-DAISY Participation				Post-DAISY Participation			
	Number of major ODRs	Number of minor ODRs	Number of times suspended	Number of days truant	Number of major ODRs	Number of minor ODRs	Number of times suspended	Number of days truant
Graduated	.13	3.38	.63	10.63	0	2.86	.29	5.0
Dropped out	0	2.63	1.00	11.50	0	4.60	2.00	3.0

The pre-DAISY data in Table 12 is for eight graduates and eight dropouts. There are differences in each measure, but none are huge, meaning the two groups were roughly comparable when they entered the program. There was one major ODR, 27 minor ODRs, five suspensions, and 85 days truant among the eight graduates. Comparable figures for the dropouts are no major ODRs, 21 minors, eight suspensions, and 92 days truant.

Post-DAISY participation, one graduate and three dropouts were no longer enrolled in MPUSD schools, implying they moved or became home schooled; the data are adjusted for these differences in group size. As shown in Table 12, the graduates had decreases in all school discipline measures after their completion of the DAISY program compared to before the program. Those who dropped out had increases in minor ODRs and suspensions, and decreases in the number of days truant. In comparing the discipline measures between the two groups, graduates had fewer major ODRs, minor ODRs, and suspensions. On the flip side, the graduates were truant for more days, on average, than the youth who dropped out.

Restorative Justice. The work of Restorative Justice Partners has had positive impact. According to the school principal, in the last two years attendance at Central Coast High School has increased 13.5%, there has been a 50% decrease in sending students out of classes for behavior problems, and increases in all areas in quarterly school climate surveys. Anecdotally, administrators report improved academic outcomes and a reduction in conflicts, particularly chronic conflicts.

Results: Community-wide Outcomes

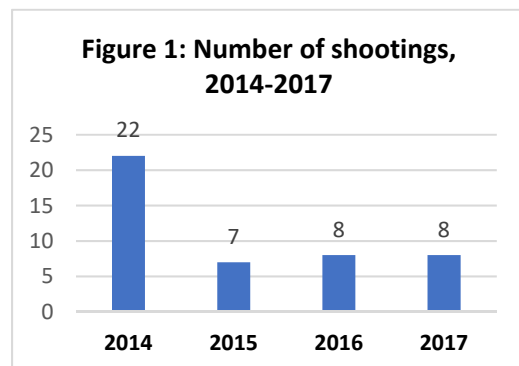
The number of Part I violent crimes in the City of Seaside during the baseline year, 2014, and the subsequent three years of the CalGRIP program are shown in Table 13, along with total number of violent crimes per 100,000. As shown, the number of homicides dropped to zero in the first year of the CalGRIP program, then rose to 1-2 in the next two years. The numbers of rapes and robberies have increased each year since 2014, and the number of aggravated assaults has fluctuated. The overall level of violent crime dropped in 2015 and rose even higher than the baseline year in 2016. In 2017, violent crime per 100,000 residents was lower than any of the previous years, including the baseline year.

Year	Homicide	Rape	Robbery	Agg Assault	Total	Violent crime/100,000
2014	6	5	16	89	116	337.7
2015	0	7	27	63	97	282.4
2016	2	11	30	88	131	381.4
2017	1	12	32	63	108	314.4

Per capita figures are based on FBI estimates of small increases per year.

In 2014, three of the six homicides were gang-related. None of the homicides in 2016 or 2017 were gang-related. All victims and suspects in the 2016 and 2017 homicides were over 18.

The number of shootings dropped dramatically after 2014, from 22 to 7-8 per year (Figure 1). Of the eight shootings in 2017, just three were aggravated assaults (often called attempted murder). The others involved shooting at inhabited buildings or vehicles and brandishing a firearm, with no victims. Of the three aggravated assaults, two were gang-related and the youngest victim was 22. The number of youth involved in the 2017 shootings was substantially fewer than prior years.



In 2016, five of the eight shootings were aggravated assaults. The demographics of 20 victims and suspects in the 2016 shootings are known. Three of them (15%) were 18 or under and six (30%) were 19-24 years of age. All of the 2016 shootings were gang-related.

In 2015, all of the seven shootings were likely gang-related. Two victims were 21 and 24 years of age and none were juveniles.

Conclusions

The City of Seaside embarked on the CalGRIP program in early 2015 following the most violent year in the City's recent history. The City and its community leaders vowed to turn the tide and worked together to develop a youth violence prevention plan. The CalGRIP-supported activities were a featured part of this plan.

At the center of the CalGRIP program was the creation of a new program, the Seaside Youth Resource Center, a one-stop resource center for at-risk youth and their families. After a fairly tumultuous beginning involving changes in sponsor, staff, and location, the SYRC was successfully implemented. It is firmly ensconced within the Recreation Department and is building its reputation and services rapidly. It has developed strong working relationships with the network of local service providers and organizations offering services, education, and assistance to reduce youth violence. It provides assessment, referrals, and in-house life skills training to upwards of 120 youth annually.

It was envisioned that the SYRC would not only be a one-stop resource center but would offer prevention and intervention services under one roof. That has not come to pass, as most of the service providers opted to continue to offer their services out of their own offices or local school sites. This may change in the future if the City is able to find the space needed for this type of center and the service providers are amenable. It would likely improve the number of people following through with referrals and increase communication among the service providers.

The five service providers provided direct services to over 280 parents and over 685 youth, and reached many more indirectly through parent training, after-school mentoring and tutoring, community outreach and education, and school-wide restorative justice practices. They achieved their immediate objectives, as program graduates reported substantial increases in their knowledge and skills. This positive outcome is countered by the large dropout rates in many programs and dropouts never reach the post-evaluation stage. Thus, the program's immediate impact on them is unknown.

The evaluation failed to assess the short-term objectives of several of the service providers due to concerns with client confidentiality and the possible chilling effects of obtaining informed consent. However, pre/post comparative analyses of probation and school data for the rigorous DAISY program for teens with substance abuse problems showed that completing the program had scant evidence for reducing the number of probation violations, but had a substantial positive effect on reducing truancy and school discipline problems leading to office referrals and suspension. The youth of parents who completed most of the Triple P program had fewer days truant than those who parents dropped out. Implementing restorative justice principles in the alternative high school had significant positive impact in reducing office discipline referrals, increasing attendance, and improving school climate.

The City of Seaside experienced enormous decreases in the number of violent crimes of homicide, fatal shooting, and non-fatal shootings during the CalGRIP program period of 2015-2017. This was accompanied by equally large decreases in the level of youth involvement in

violent crime. A causal relationship to the CalGRIP program cannot be substantiated, as there were a number of violence prevention, intervention, and suppression efforts underway at the same time, but there are many signs that the SYRC and prevention/intervention service providers supported by CalGRIP have made a positive difference in the community.