



Young Visionaries Youth Leadership Academy  
California Violence Intervention Prevention Program

Final Report

Prepared by Luvicent

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# 1. Overview of Original Programmatic and Evaluation Plan

## 1.1 Project Background, Goals, and Interventions

Young Visionaries has served traditionally underserved populations through programs that develop resilience, life skills, academic success, and workforce readiness across the ages of 6-36. This report serves as a final outcomes evaluation report on one of Young Visionaries programs, funded by CalVIP, which provided intervention services to at-risk and underserved elementary school students, high school students, and young adults. **The goals of the CalVIP Program were:**

Goal	Program Component/Age Group(s)
Increase target population receiving mental health services and substance abuse treatment	Young Adults
Increase target population receiving curricula in the community	Elementary, High School, and Young Adults
Increase employment readiness, workforce development, and employment	High School and Young Adults
Increase High School graduation rates and academic performance	Elementary and High School
Decrease violent behavior and recidivism	Elementary, High School, and Young Adults

Each program component/age group received **appropriate specific intervention services:**

Service	Elementary Students	High School Students	Young Adults
Life skills training	X	X	
Mentoring	X	X	
Tutoring	X	X	
Case Management	X	X	X
Workforce readiness and career development training		X	X
Forklift training program			X
Financial literacy training			X
Referrals for substance abuse treatment			X
Referrals for mental health services			X
Outreach for mental health awareness			X

## 1.2 Outputs and Outcomes Evaluation Plan

The current evaluator was brought on in August 2019, midway through the program. Thus, the evaluation plan as outlined below was not put into place until October 2019. To build the evaluation instruments, academic resilience and life skills were mapped onto current best practices and standards in the literature, as well as the cognitive life skills programmatic material provided by Young Visionaries in its mentoring and life skills program component. Workforce readiness, including both career development and “power skills” (critical thinking and problem-solving, effective communication, teamwork, etc.) were mapped onto the career development programmatic material provided by Young Visionaries in its high school and young adult workforce readiness program component.

The evaluation plan was a quasi-experimental design that would combine a pre/post study with a comparison of clients served in the elementary and high school programs and students who do not receive Young Visionaries services. All program participants were to complete the age-appropriate evaluation instrument at intake (or the beginning of the academic year 2019-2020, if they enrolled prior to Fall 2019 semester) and again when they had completed their program services (or at the end of the grant-funded period, whichever comes first). Data was to be assessed for change over the course of the program service period for each individual client served. In addition, the evaluator was to compare program participant data (for elementary and high school students) for graduation, on-track/on-time for graduation, truancy, suspension, and expulsion rates to school averages (predominantly students who are not being served).

For all age groups/program components, the evaluation took into account three distinct types of information:

- *Outputs (services rendered)*: which speaks to the types of services provided and their duration
- *Outcomes Assessments*: quantitative assessments of clients’ self-reported feelings, skills, attitudes, and behaviors that are linked to program outcomes goals
- *Behavioral Data*: quantitative data of specific behavioral outcomes (truancy, graduation, school behavior, employment)

Quantitative data was to be analyzed with the sample size as the total population served (for every age group). In each program component/age group, disparities analysis would be conducted by gender and ethnicity/race in order to assess the program’s success with particular

sub-populations. In this type of analysis, sub-population outcomes are compared in order to address any inequalities in how the program may be received by different clients.

### Data Sources and Indicators

A comprehensive assessment instrument to measure resilience and employability (described in the sections following the table) was developed to provide quantitative (Likert-scale) self-assessment data (referred in the table as “Assessment Instrument” with modules relating to specific domains of resiliency and employability). The following table described the evaluation components/ data sources for each of age groups:

Goal	Type of Data Collected	Sample Indicators
Increase target population receiving mental health services and substance abuse treatment	Quantitative Outputs	# referrals to each service # of outreach/awareness meetings
Increase target population receiving curricula in the community	Quantitative Outputs	# served overall # receiving life skills training # receiving workforce skills training # receiving forklift training # receiving financial literacy training # receiving a mentor
Increase employment readiness, workforce development, and employment	Quantitative Outcomes – Young Adults	program retention rate program graduation rate post-program employment rate
	Quantitative Outputs – High School	JobTec program completion rate
	Assessment Instrument – Young Adult	Question modules 7-11
	Assessment Instrument – High School	Question modules 6-10
Increase High School graduation rates and academic performance	Quantitative Outcomes – Elementary and High School	graduation rates on-track/on-time to graduation rates grades (for tutored children)
	Assessment Instrument – Elementary	Question modules/questions: 5 (all); 6 (1, 2, 6, 7); 8 (all); and 9 (all)

	Assessment Instrument – High School	Question modules/questions: 11 (all); 12 (1, 2, 6, 7); 14 (all); and 15 (all)
Decrease violent behavior and recidivism	Assessment Instrument – Elementary	Question modules/questions: 5 (1, 5); 6; 7; and 10
	Assessment Instrument – High School	Question modules: 5 (all); 11 (1, 5); 12 (all); and 13 (all)
	Assessment Instrument – Young Adults	Question modules: 6
	Quantitative Data – Young Adults	completion of substance abuse treatment (for those referred)  completion of mental health services (for those referred)  completion of SOS program  recidivism rate/criminal justice involvement rate

**Measuring Academic and Overall Resilience**

Resiliency was broadly understood according to the American Psychological Association’s definition: “the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. It means ‘bouncing back’ from difficult experiences.” Overall, people with high resilience are able to mobilize internal and external resources effectively to cope with stressors and return to healthy, normal functioning, which leads to more positive outcomes than their less resilient peers.

Resilience is dependent on both internal and external protective factors (or resources). External protective factors/resources include the social support system (healthy friendships, family, teachers) and perceptions of access (bonding, trust, safety). Internal protective factors/resources include optimism, perceptions of control, self-efficacy, and coping strategies. Measurements of internal protective factors include assessing competence (reasoning, critical thinking, studying) and optimism (including a sense of identity and pride/positivity in it, self-esteem, and feelings of control over the future). Both of these types of protective factors

interact to inform a person’s academic and overall resilience. The following articulates core areas that were measured in the Assessment Instruments:

Competency Area	Sample Indicators	Elementary	High School	Young Adults
Relationships and Connectedness	Feeling cared for; having a role model and advisor; feeling safe; friendships	X	X	
Attitudes and Life Skills	Optimism about future; self-efficacy; positive values; positive self-image	X	X	
Emotional Reactivity and Coping	Understanding and choosing positive behaviors; responsibility; impairment by strong emotions; emotional sensitivity; emotional recovery; conflict management	X	X	X
Academic Resilience: Attitudes and Goals	Positive response to correction of mistakes; valuing school performance; enjoyment of learning; prioritizing graduation and college	X	X	
Academic Resilience: Skills and Choices	Homework and study habits; perseverance; asking for help; motivation; timeliness; attendance	X	X	

### Career Development and Employability

Employability was articulated in this evaluation as employees having the knowledge and skills necessary to procure a stable, full-time job. Knowledge includes both content related to career goals (forklift training, for example) and general content for career advancement, such as communication and negotiation. Skills include general “power skills” such as problem solving and working with diverse people in teams. Young Visionaries CalVIP Program for Adults generally includes: (1) building “power skills” that are inadequately taught in college education (using the JobTec curriculum); (2) building job-specific skills (forklift training); and (3) building financial literacy. The evaluation focuses specifically on assessing the outcomes on “power skills” combined with investigating employment rates post-program. High school students in the CalVIP Program are also provided with “power skills” training and are assessed based on outcomes that are at an age-appropriate (adjusted) level.

The following articulates core “power skills” competencies advanced through Young Visionaries CalVIP program, which were measured in age-appropriate ways for both high school students and young adults:

Competency Area	Sample Indicators	High School	Young Adults
Emotional Intelligence and Resilience	Positive attitude; sensitivity to others needs; patience; self-care; adaptability; coping strategies; professionalism	X	X
Communication	Communication skills; interpersonal skills; active listening	X	X
Teamwork and Leadership	Positive and productive relationships; value of teamwork; dependability; ability to know optimal roles for oneself; responding to mistakes; self-improvement	X	X
Organization, Planning, and Self-Management	Timeliness; independence; organization; preparedness; scheduling and planning; detail orientation	X	X
Problem Solving, Critical Thinking, and Creativity	Processes to problem solve; information literacy; perseverance	X	X
Career Development	Values and goal-setting; resumes; interviewing skills; references; job search; identification of specific skills to acquire job; confidence	X	X

### 1.3 Original Data Management and Analysis Plan

For all clients served in all age groups, data collection was to happen in two intervals: Intake and Discharge/Leaving Program. Case managers/mentors were advised to be fully trained on how to conduct assessments and use the evaluation tools, and to understand why these tools are important from a programmatic evaluation perspective. Hard copy data from the instruments were to be entered at least monthly into the online SurveyMonkey portal by staff at Young Visionaries.



## 2. COVID-19 Programmatic and Evaluation Changes

Six months after the Evaluation Plan was put into place in October 2019, the COVID-19 pandemic significantly disrupted both the CalVIP program and evaluation data collection. The extent of alterations to the program and evaluation are described in this section.

### 2.1 COVID-19 Programmatic Changes

Due to the constraints on providing face-to-face services safely during the COVID-19 pandemic, Young Visionaries successfully transitioned cognitive life skills, academic tutoring, mentoring, and mental health services to a virtual platform in 2020. Informative community events were also held virtually, including two sessions on gangs, drugs, and violence (partnered with the Riverside District Attorney's Office) and two workshops on mental health (partnered with Truth Healing and Evolution Counseling Services). Additionally, Young Visionaries responded directly to the challenges client families and youth faced in the pandemic by hosting five COVID-19 Relief Family Support Events in the San Bernardino Region.

### 2.2 COVID-Related Evaluation Changes

Due to the timing of the onboarding of the new evaluator combined with the academic school year, data collection under the revised evaluation plan was only briefly started (in October-November 2019 and January-February 2020), before the COVID-19 pandemic disrupted schools and auxiliary services. The emphasis of the Young Visionaries staff was on stabilizing underserved and at-risk families and students and adjusting to the pandemic conditions. As a consequence, data collection for the rest of the program in 2020 was conducted in far less than ideal conditions and required constant adjustments to fluctuating and challenging circumstances.

As a result of an inability to conduct the evaluation plan as originally planned, the evaluation design was changed from a pre/post study to a retrospective study and from a total sample to a random sample. Behavioral data was not possible to acquire due to the changing workload of school district staff. Additionally, particularly for elementary age students, data sources were changed to accommodate existing mechanisms of data collection (prior to the revised evaluation plan) and afford a more streamlined approach for staff. The emphasis on resiliency and employability as key domains of assessment was retained.

The data sources and indicators were adjusted as follows:

Goal	Type of Data Collected	Sample Indicators
Increase target population receiving mental health services and substance abuse treatment	Quantitative Outputs	# referrals to each service # of outreach/awareness meetings
Increase target population receiving curricula in the community	Quantitative Outputs	# served overall # receiving life skills training # receiving workforce skills training # receiving forklift training # receiving financial literacy training # receiving a mentor
Increase employment readiness, workforce development, and employment	Quantitative Outcomes – Young Adults	program retention rate program graduation rate post-program employment rate
	Quantitative Outputs – High School	JobTec program completion rate
	Assessment Instrument – Young Adult	Question modules 7-11
	Assessment Instrument – High School	Question modules 6-10
Increase High School graduation rates and academic performance	Assessment Instrument (Revised) – Elementary	Question modules/questions: 7a, d, i, q, r
	Teacher Evaluations – Elementary	Improvement Rankings and Qualitative Comments
	Assessment Instrument – High School	Question modules/questions: 11 (all); 12 (1, 2, 6, 7); 14 (all); and 15 (all)
Decrease violent behavior and recidivism	Assessment Instrument (Revised) – Elementary	Question modules/questions: 7c, f, g, n, o
	Assessment Instrument – High School	Question modules: 5 (all); 11 (1, 5); 12 (all); and 13 (all)
	Assessment Instrument – Young Adults	Question modules: 6
	Quantitative Data – Young Adults	completion of substance abuse treatment (for those referred)  completion of mental health services (for those referred)

		completion of SOS program recidivism rate/criminal justice involvement rate
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### 3. Outputs

Services provided by Young Visionaries under the CalVIP program included cognitive life skills, academic tutoring, youth employment development, mentoring, workforce development and forklift certification, mental health services, and job placement. A total of 329 unduplicated participants were served in 2020. In addition to providing its regular services, Young Visionaries provided COVID-19 relief to over 2,000 families in the San Bernardino region, including providing food, hygiene supplies, PPE supplies, household items, school supplies, and resources on how to help prevent the spread of COVID-19.

The total number of participants served overall in the CalVIP program across the entire program period was 1,858. The following table describes the outputs accomplished during the grant-funded period:

Service/Output	Total Served over Grant-Funded Period
Life Skills Training	560
Workforce Skills Training	409
Forklift Training	344
Financial Literacy Training	487
Mentoring	583
Referrals to Each Service	1,777
Outreach/Awareness Meetings	119

### 4. Outcomes

#### 4.1 Elementary Age Participants

Elementary age students were assessed based on a random sample of N=65 teacher evaluations (retrospectively reflecting the period of September 2020 to February 2020) and a random sample of N=25 pre-program student self-assessment surveys (assessment instruments) compared to a random sample of N=25 post-program student self-assessment

surveys (these were not matched pairs, unfortunately, due to disruptions in data collection). The sample was insufficiently large to conduct disparities analysis but was analyzed for outcomes across all students. Teacher evaluations included both Likert-scale assessment of behavior, academics, and overall improvement and qualitative comments. Qualitative comments were analyzed using content analysis to quantify the comments regarding behavior (positive, negative, improving) and academics (positive, negative, improving).

### Academics

Academic resiliency and improvement were measured using both the self-assessment instrument (students ranking their own resiliency on a 4-point Likert-scale, where 4 was ideal) and the teacher evaluations of students. Results were consistent across both data sources and indicators. The program services had a slightly positive impact on academics over the six-month pre/post period.

Student self-assessments indicated slightly positive gains in enjoyment of learning, homework completion, and caring about school; moderately positive gains in enjoyment of reading; and no gain in effort in school. In the domain of academic resiliency overall, students made slight improvements (see Figure 1).

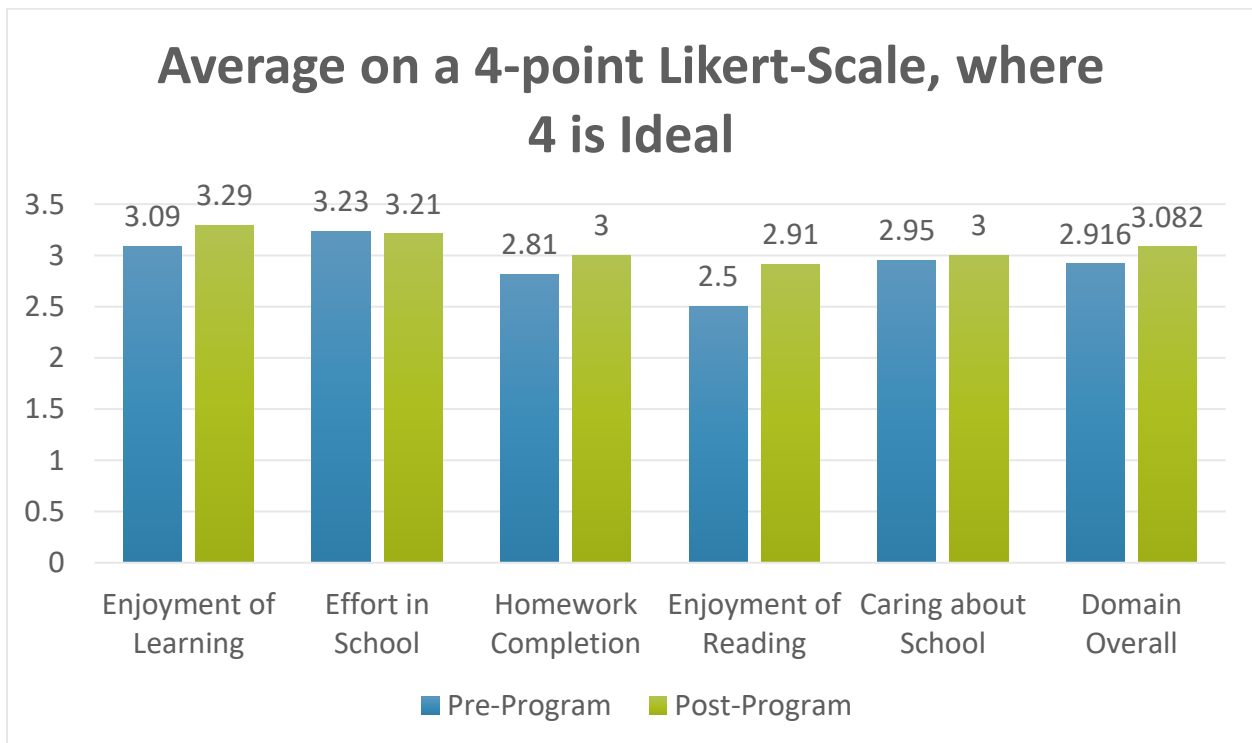


Figure 1: Student Self-Assessment of Academics

Teacher evaluations tracked the same slight gains, with remaining significant academic challenges. Teachers' qualitative comments were coded using content analysis. Not all teacher evaluations provided qualitative comments (hence, Figure 2 does not add up to 100%). Of teacher evaluations as a whole, 21.5% of evaluations commented about continued concerns for the students' academic performance (after a six-month period of CalVIP services). 6.2% of teacher evaluations noted mixed academic performance, with students displaying some positive and some negative academic results. 10.8% of teacher evaluations noted positive academic performance. 3.1% of teacher evaluations specifically noted improvements in academics.

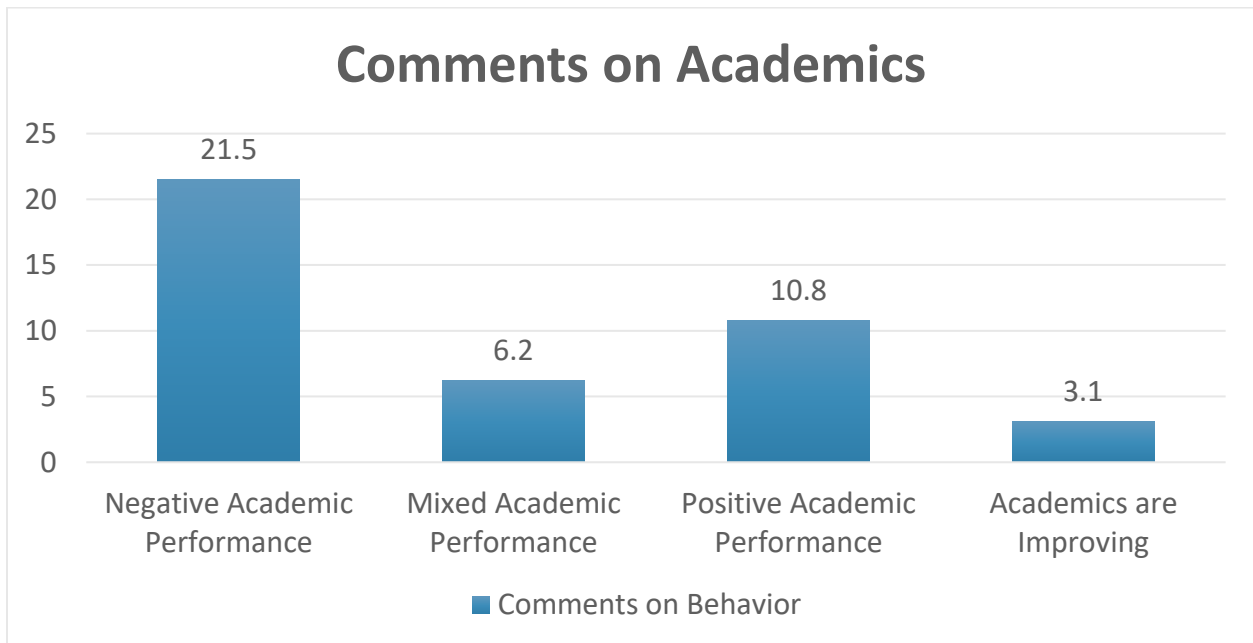


Figure 2: Teacher Evaluation Qualitative Comments about Academic Performance

### Behavior

Behavior and its improvement were measured using both the self-assessment instrument (students ranking their own resiliency on a 4-point Likert-scale, where 4 was ideal) and the teacher evaluations of students. Results were consistent across both data sources and indicators. The program services had a moderate positive impact on behavior over the six-month pre/post period.

Students made moderate gains in anger management, positive decision-making, respect for others, and caring about others. Students did not make improvements in resistance to peer

pressure. Overall, for the behavioral domain, students made moderate gains, from M= 2.82 to M= 3.12 (see Figure 3).

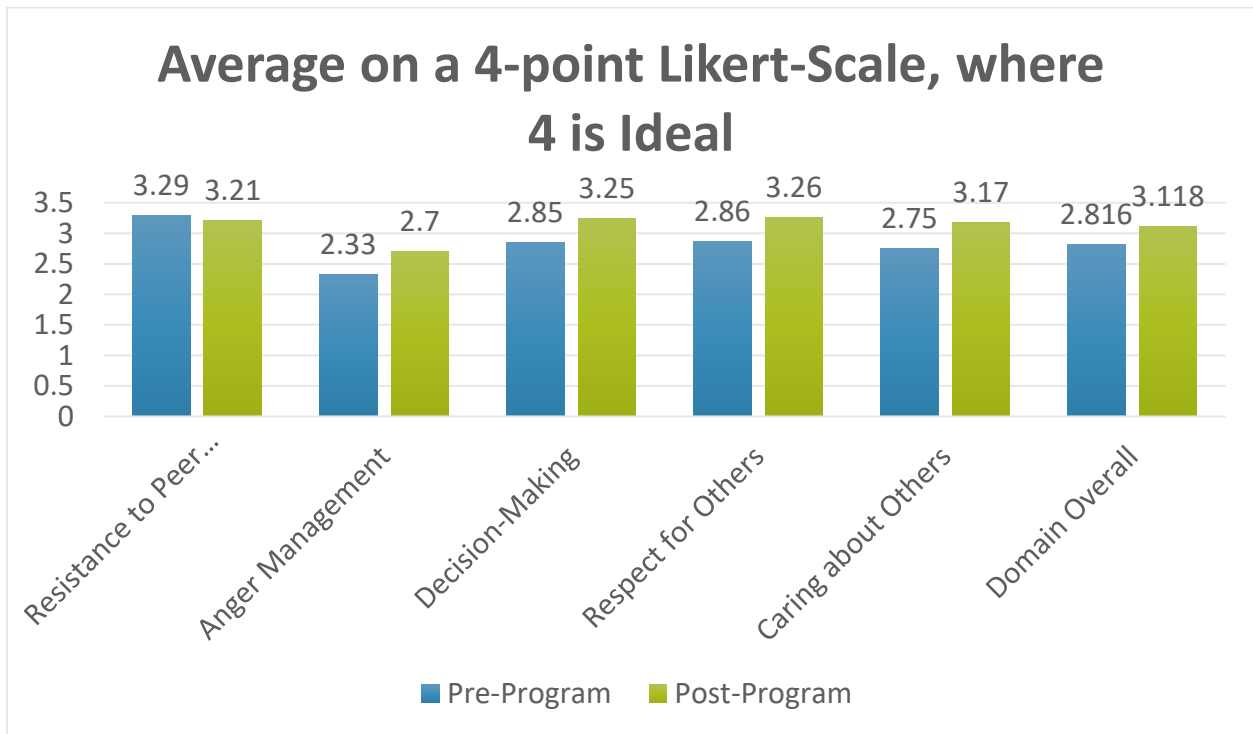


Figure 3: Student Self-Assessment of Behavior

Teacher evaluations tracked the same moderate gains. Teachers' qualitative comments were coded using content analysis. Not all teacher evaluations provided qualitative comments (hence, Figure 4 does not add up to 100%). Of teacher evaluations as a whole, only 12.3% of evaluations commented about continued negative behavior (after a six-month period of CalVIP services). 15.4% of teacher evaluations noted mixed behavior, with students displaying some positive and some negative behaviors. 6.2% of teacher evaluations noted positive behaviors, but most telling: 20% of teacher evaluations specifically noted improvements in student behavior.

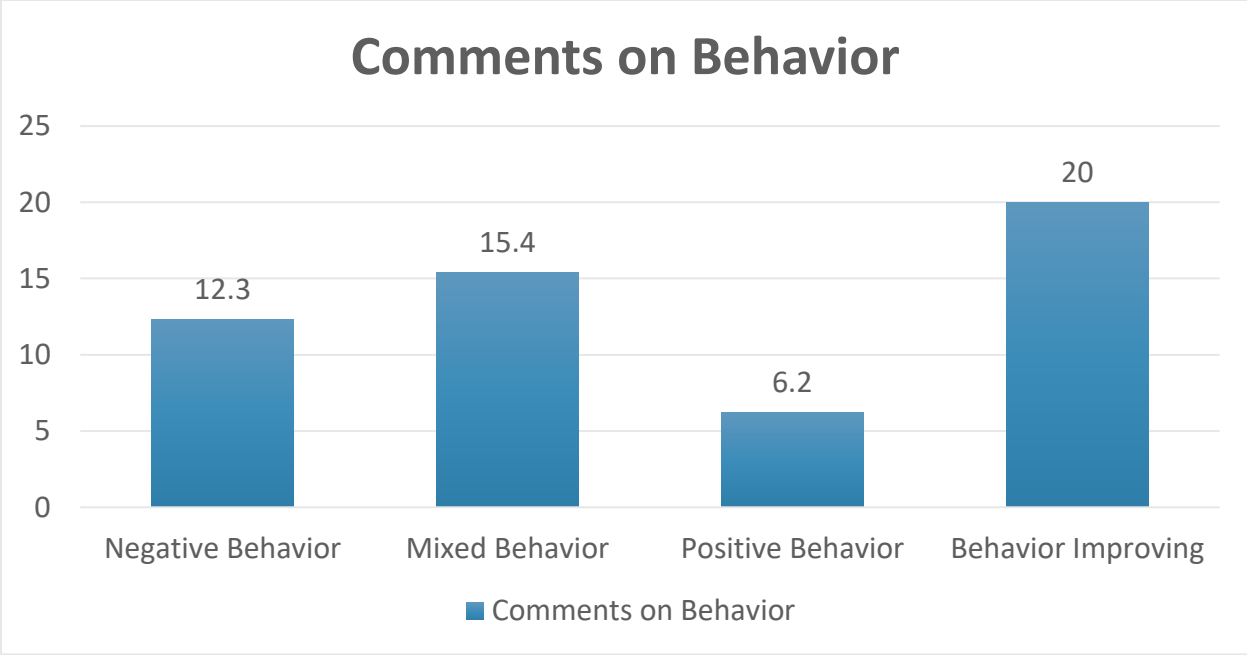


Figure 5: Teacher Evaluation Qualitative Comments about Classroom Behavior

**Growth and Overall Assessment of Elementary Students’ Outcomes**

Teacher evaluations included a Likert-scale criterion for growth overall, asking them to rank it on a scale of unsatisfactory-fair-satisfactory-good-excellent. 45% of students evaluated were ranked as satisfactory, good, or excellent. Only 20% of students were ranked as unsatisfactory in their improvement over six months while in the CalVIP program (see Figure 6).



Figure 6: Student Growth over Six Months (Teacher Ranking)

Considering the data, the Young Visionaries CalVIP program appears to have a slight positive effect on elementary student academics and a moderate positive effect on elementary student behavior. **Overall, the evaluator finds that the program met the objective for improving academics (time-to-graduation) and met the objective for decreasing violent behavior and recidivism.**

#### 4.2 High School Age Participants

High school students were assessed based on a random sample of N=33 retrospective student self-assessment surveys. The sample was insufficiently large to conduct disparities analysis but was analyzed for outcomes across all students. Student goals and challenges, which contextualize students at intake, were drawn from a random sample of N=40 student intake forms.

##### Student Goals

Intake forms collected categorical (closed-ended question) information about students' goals while in the program, with options to mark both short-term and long-term goals.



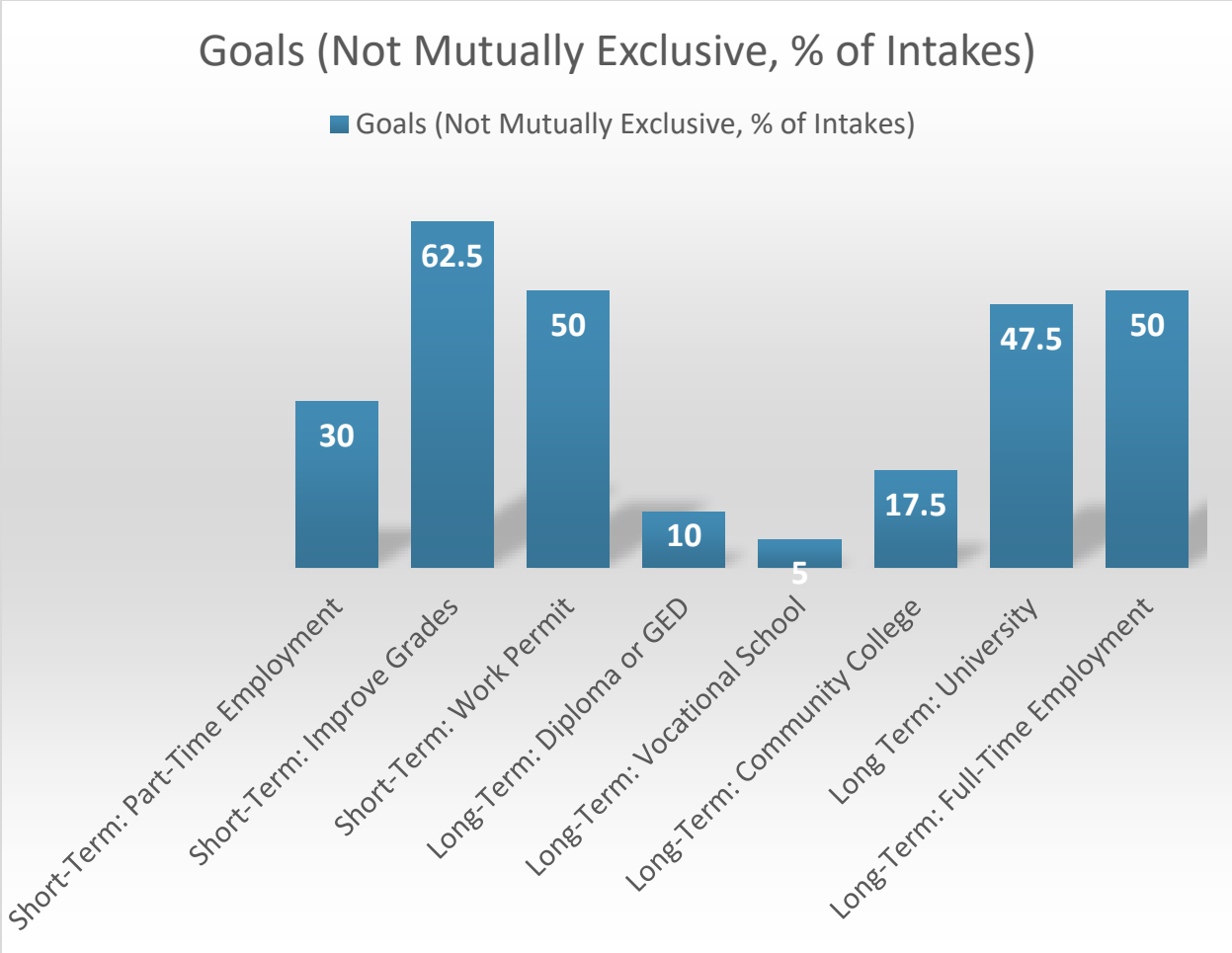


Figure 7: High School Students' Goals (% of intake forms)

The most common short-term goal was improving grades (62.5% of intakes reported this goal), followed by acquiring a work permit (50%), and part-time employment (30%). The majority of student intakes reported long term goals of attending a four-year university (47.5%) and full-time employment (50%). These goals indicate a good fit between student participants' goals and the program's dual emphasis on employability and academic improvement.

### Student Challenges

Intake forms also collected categorical information about students' past school behavioral issues, involvement with law enforcement, gang affiliation, and other risk factors such as being in the foster care system or in a group home and having gang members in one's social network (friends or family) or neighborhood.

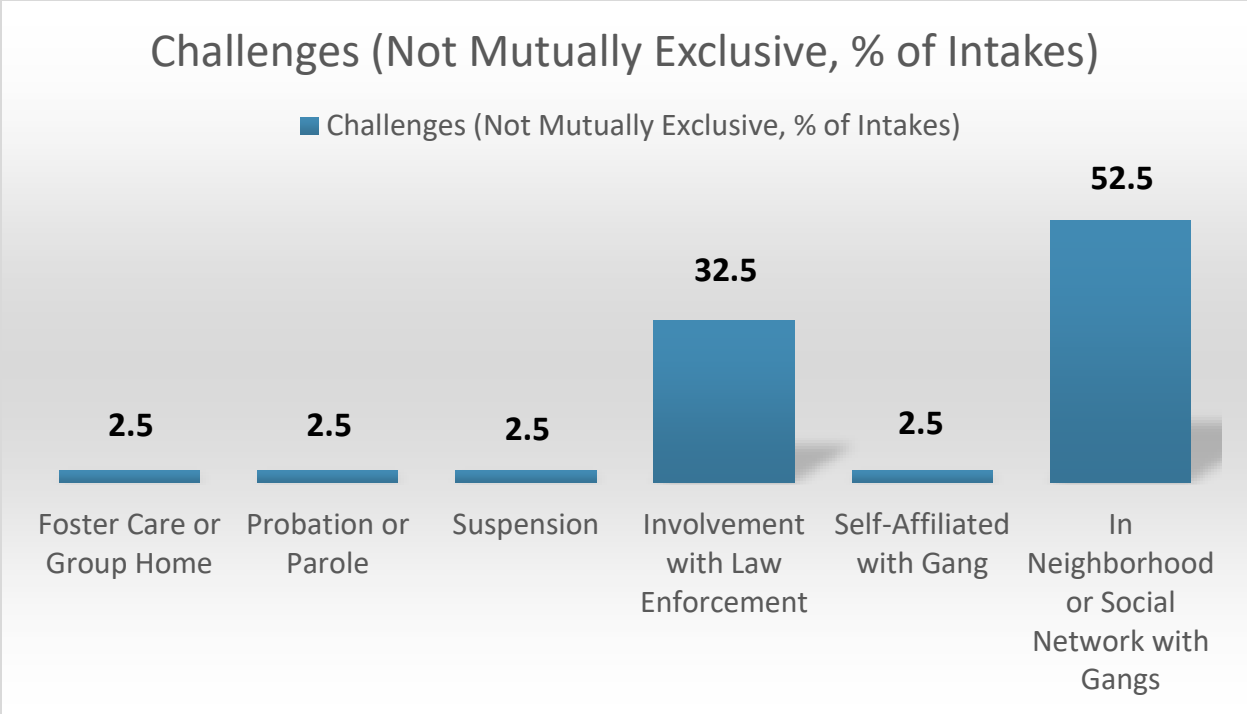


Figure 8: High School Students’ Challenges (% of intake forms)

The most common challenges high school students faced was prior involvement with law enforcement (32.5% of intakes) and being exposed to gangs through their neighborhood or social network (52.5%). These challenges indicate a strong fit between the purpose of the program (and funding mechanism) and the participants’ needs.

**Employability**

Employability was measured using a self-assessment instrument (students ranking their own employment-related skills on a 5-point Likert-scale, where 5 was ideal) and through the JobTec completion rate. The overall completion rate for the JobTec program for high school students was 73%, with 39% transitioning to college, trade school, or the military. and 43% gained employment. The self-assessment instrument included 26 statements related to employability in five skill domains: Communications, Teamwork and Leadership, Self-Management, Critical Thinking, and Career Development. Students ranked their level of agreement (strongly disagree/1, disagree/2, neither agree nor disagree/3, agree/4, strongly agree/5) with positive oriented statements (i.e., a “5” was consistently the ideal score). Scores were then analyzed for average and standard deviation (plotted below, see Figure 9).

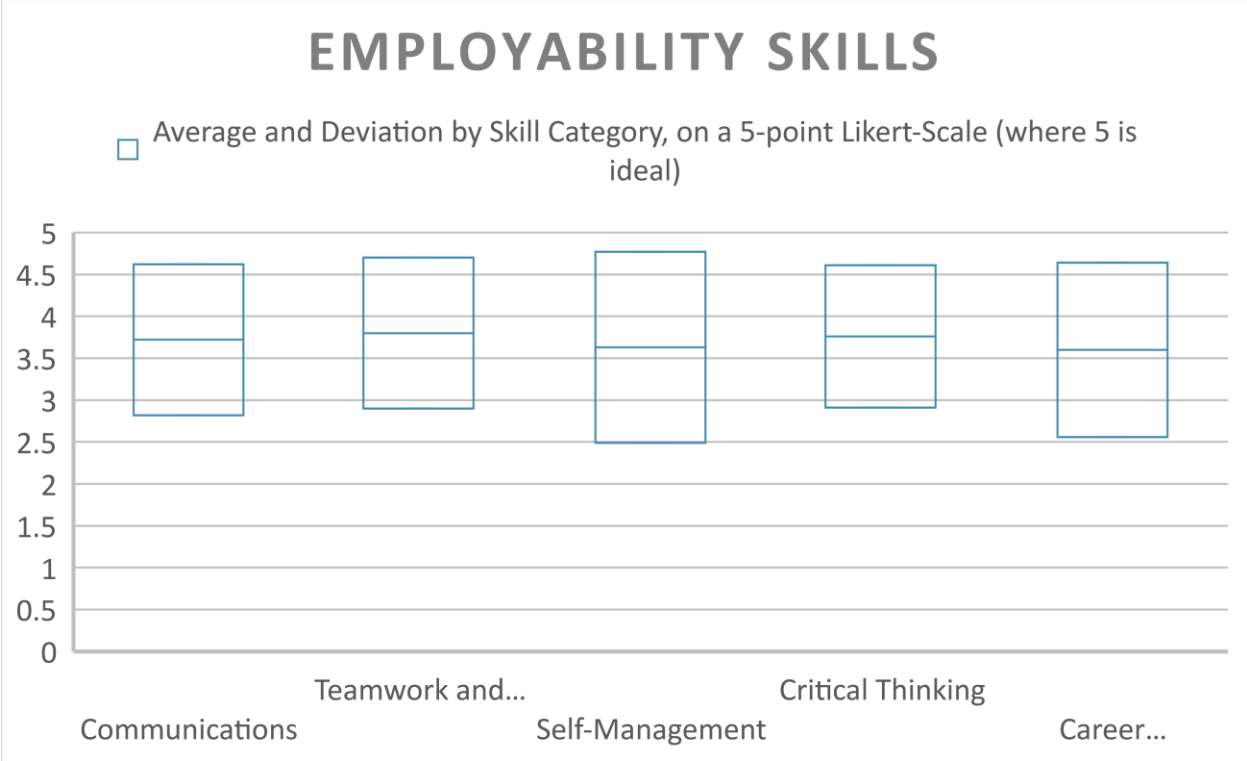


Figure 9: Employability Skill Domain Outcomes (average and standard deviation by category)

The results indicate moderately strong program outcomes for employability. Averages across the domains were consistently above a 3, indicating agreement with the acquisition of positive traits and skills.

### Academics

Academic resiliency was measured using the same self-assessment instrument (students ranking their own employment-related skills on a 5-point Likert-scale, where 5 was ideal). Reliable behavioral outcomes data (i.e., grades, GPA, teacher evaluations) was not available for high school students. The self-assessment instrument included 24 statements related to academic resiliency in four domains: School Behavior (over the last three months, self-reported), Relationships at School, Academic Attitudes and Goals, and Academic Skills and Actions. Students ranked their level of agreement (strongly disagree/1, disagree/2, neither agree nor disagree/3, agree/4, strongly agree/5) with positive oriented statements (i.e., a “5” was consistently the ideal score). Scores were then analyzed for average and standard deviation (plotted below, see Figure 10).

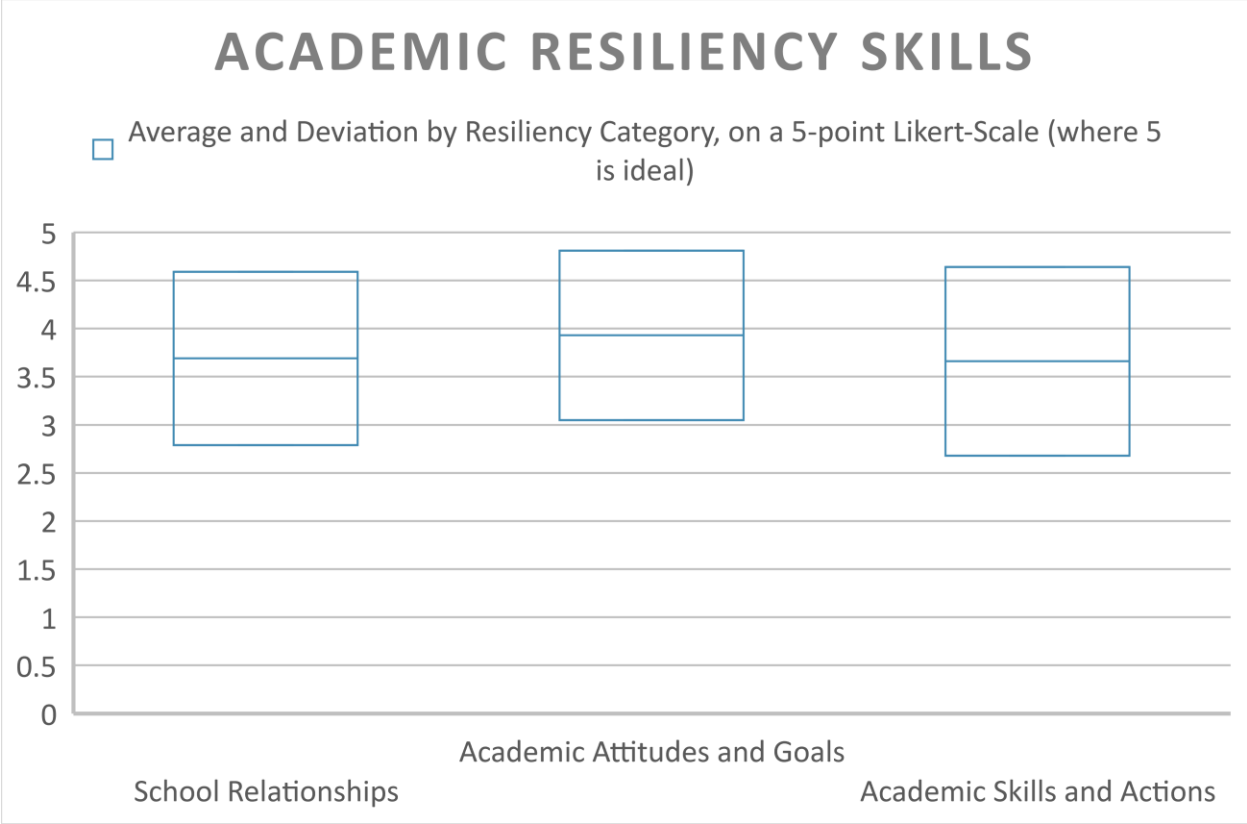


Figure 10: Academic Resiliency Domain Outcomes (average and standard deviation by category)

Students demonstrated strong program outcomes for academic resiliency skills, including the development of positive school relationships, positive attitudes toward school and academic goals, and skills such as perseverance and studying. Across all three domains, students averaged higher than a 3.5, indicating agreement with the acquisition of positive attitudes, support structures, and academic skills.

Data on behavior was collected on the self-assessment instrument as simple yes/no questions about six behaviors over the last three months:

- If the student had avoided detention, suspension, and expulsion
- If the student had received mostly good grades
- If the student felt they were working hard on their schoolwork, even if their grades did not show it
- If the student had been a leader in class or school
- If the student had not hurt anyone
- If the student had not been hurt by anyone

Collectively, these behavioral data paint a picture of each student’s outcomes (as reported retrospectively) at the end of their time in the program.

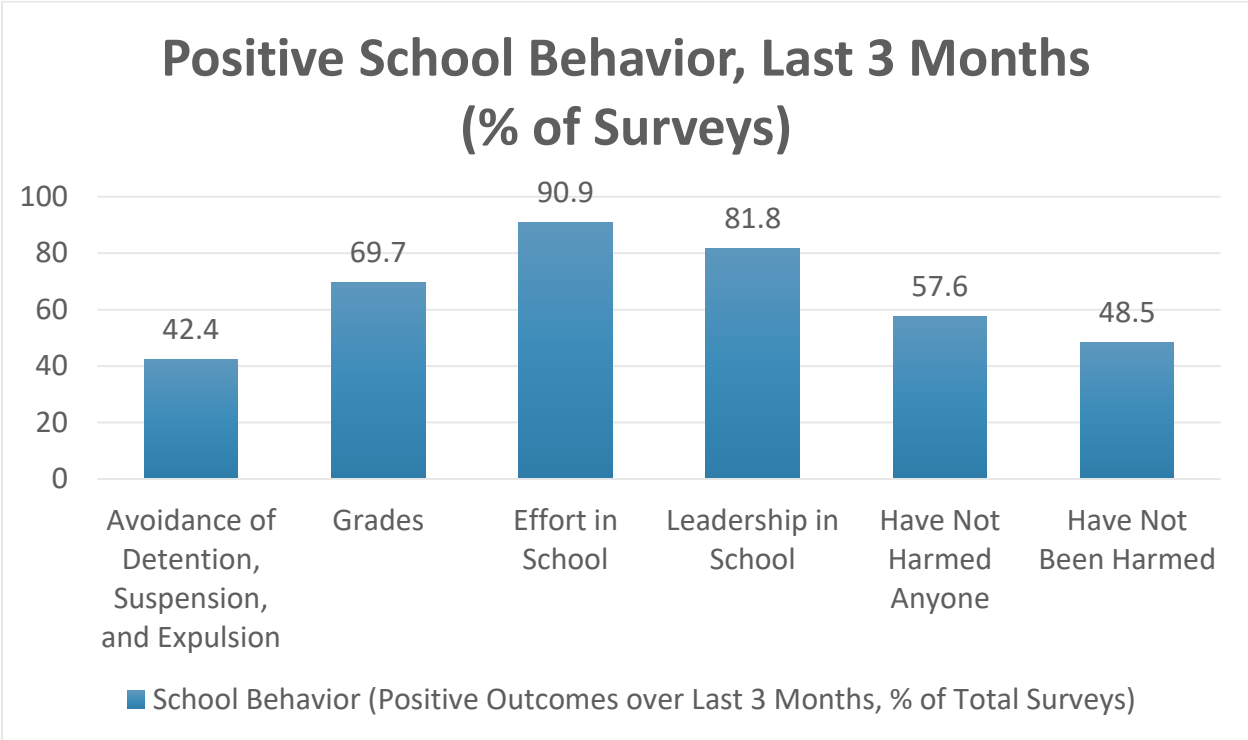


Figure 11: Reporting Positive Behavior over Last 3 Months (% of Surveys)

The behavioral data provides greater insight into students’ self-assessment of their academic performance (rather than skill-building for academic resiliency). 69.7% of student surveys reported “mostly good grades” and even more telling, 90.9% reported putting in effort at school. The results indicate that the program had strong positive outcomes for the academic resiliency and performance of participating high school students.

**Behavior**

Behavior, particularly focused on reducing violent and criminal behavior, was measured as described above (and analyzed in Figure 11) using student self-reporting of the presence or absence of behaviors over the last three months. Additionally, the same self-assessment instrument was used (students ranking their own employment-related skills on a 5-point Likert-scale, where 5 was ideal). Reliable behavioral outcomes data (i.e., criminal justice involvement, recidivism) was not available for high school students. The self-assessment instrument included 24 statements related to general resiliency (which the research literature has correlated to reduced risk for violence and criminal behavior) in three domains: Emotional Intelligence,

Relationships, and Attitudes and Life Skills. Students ranked their level of agreement (strongly disagree/1, disagree/2, neither agree nor disagree/3, agree/4, strongly agree/5) with positive oriented statements (i.e., a “5” was consistently the ideal score). Scores were then analyzed for average and standard deviation (plotted below, see Figure 10).

Behavioral outcomes data (as self-reported retrospectively by students for the last three months) indicate slight to moderate positive outcomes from the program. 42.4% of students avoided any form of formal disciplinary action taken against them at school and 57.6% of students reported they had not harmed anyone. Due to lacking pre/post data, it is unclear if this is a slight positive outcome (given the students’ challenges) or if it is a moderate positive outcome (indicating significant improvement from baseline/intake).

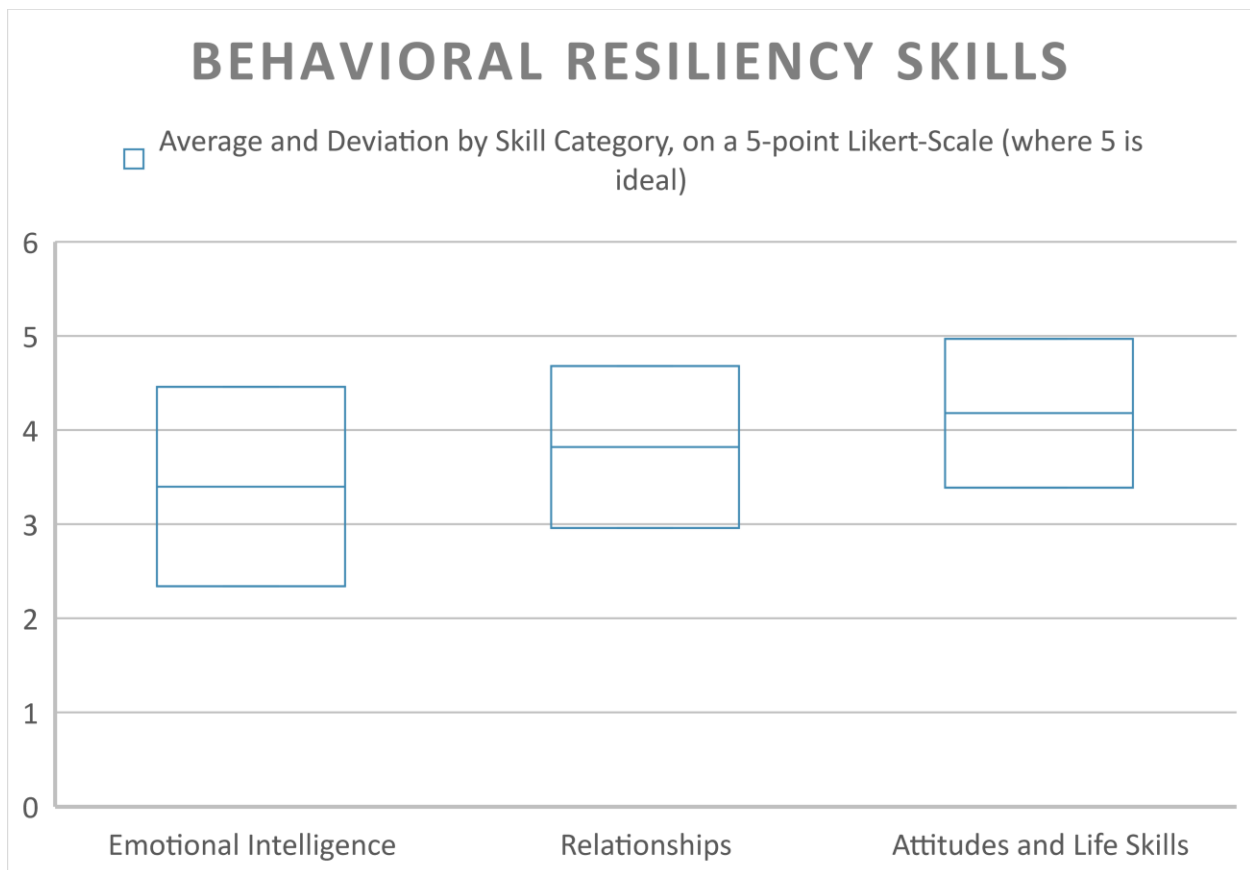


Figure 12: Behavioral Resiliency Domain Outcomes (average and standard deviation by category)

Behavioral resiliency data indicate a moderately strong positive outcome. Across all three domains, students averaged higher than a 3. It should be noted that student outcomes for

emotional intelligence were significantly lower (showing only slight positive outcomes) in comparison to student outcomes in supportive relationships and the development of positive attitudes and life skills.

### Growth and Overall Assessment of High School Students' Outcomes

Considering the data, the Young Visionaries CalVIP program appears to have a moderately strong positive outcome for employability, a strong positive outcome for academics, and a moderately strong positive outcome for behavioral resiliency. **Overall, the evaluator finds that the program met the objective for improving employability, met the objective for improving academics (time-to-graduation), and met the objective for decreasing violent behavior and recidivism.**

### 4.3 Young Adult Participants

Adult participants were assessed based on a random sample of N=57 retrospective self-assessment surveys. The sample was insufficiently large to conduct disparities analysis but was analyzed for outcomes across all participants. Participant goals and challenges, which contextualize participants at intake, were drawn from a random sample of N=30 intake forms from each of two groups – adults-only regular program and the mixed batch of adults and high school students' intake forms from the drug and alcohol program.

#### Participant Goals

Intake forms collected categorical (closed-ended question) information about students' goals while in the program, with options to mark both short-term and long-term goals. Goals differed between the adults-only regular program and participants of mixed ages (high school and adult) in the drug and alcohol program (see Figure 13).

The most common short-term goal for adults in the regular program was securing part-time employment (66.7%). The most common short-term goal for participants in the drug and alcohol program was improving grades (46.7%), followed by part-time employment (30%). The most common long-term goal for adults in the regular program was securing full-time employment (70%). For those in the drug and alcohol program, goals were evenly split among community college (30%), four-year university (30%), and full-time employment (33.3%). These goals indicate a good fit between participants' goals and the program's dual emphasis on employability and education.

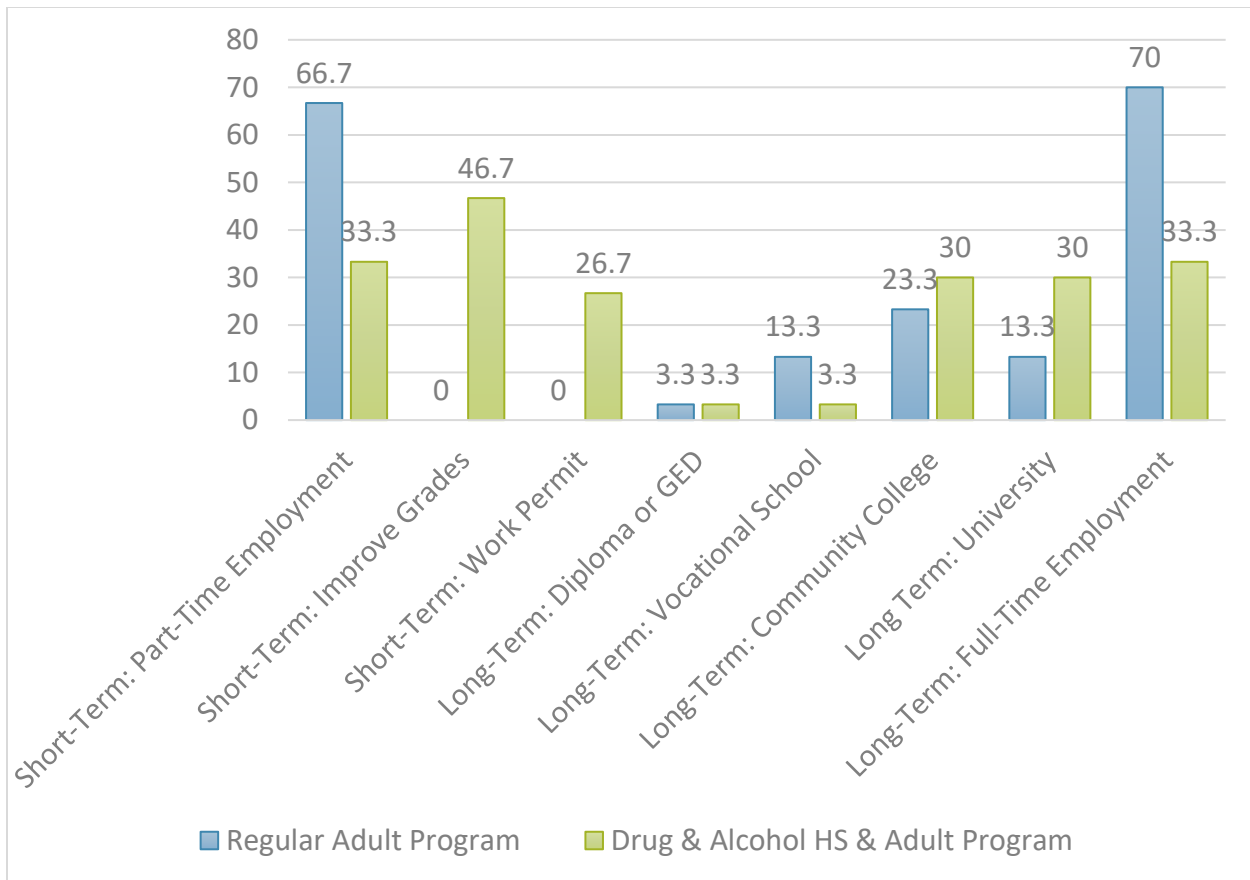


Figure 13: Short- and Long-Term goals by Program

### Participant Challenges

Intake forms also collected categorical information about participants' past behavioral and experiential data, including involvement with law enforcement, gang affiliation, and other risk factors such as being in the foster care system or in a group home and having gang members in one's social network (friends or family) or neighborhood. The challenges faced by adults in the regular program were substantially different from those faced by mixed-age persons in the drug and alcohol program. 20% of adults in the regular program had had involvement with law enforcement, but their primary risk factor was exposure to gang affiliated persons in their social network or neighborhood (43.3%). By contrast, those in the drug and alcohol program had twice the rate of being on parole or probation (26.7%) and more than twice the rate of involvement with law enforcement (50%). 63.3% of drug and alcohol program participants were exposed to gang affiliated persons in their social network or neighborhood, and 10% were themselves gang affiliated. 73.3% of drug and alcohol program participants were in foster care or a group home.



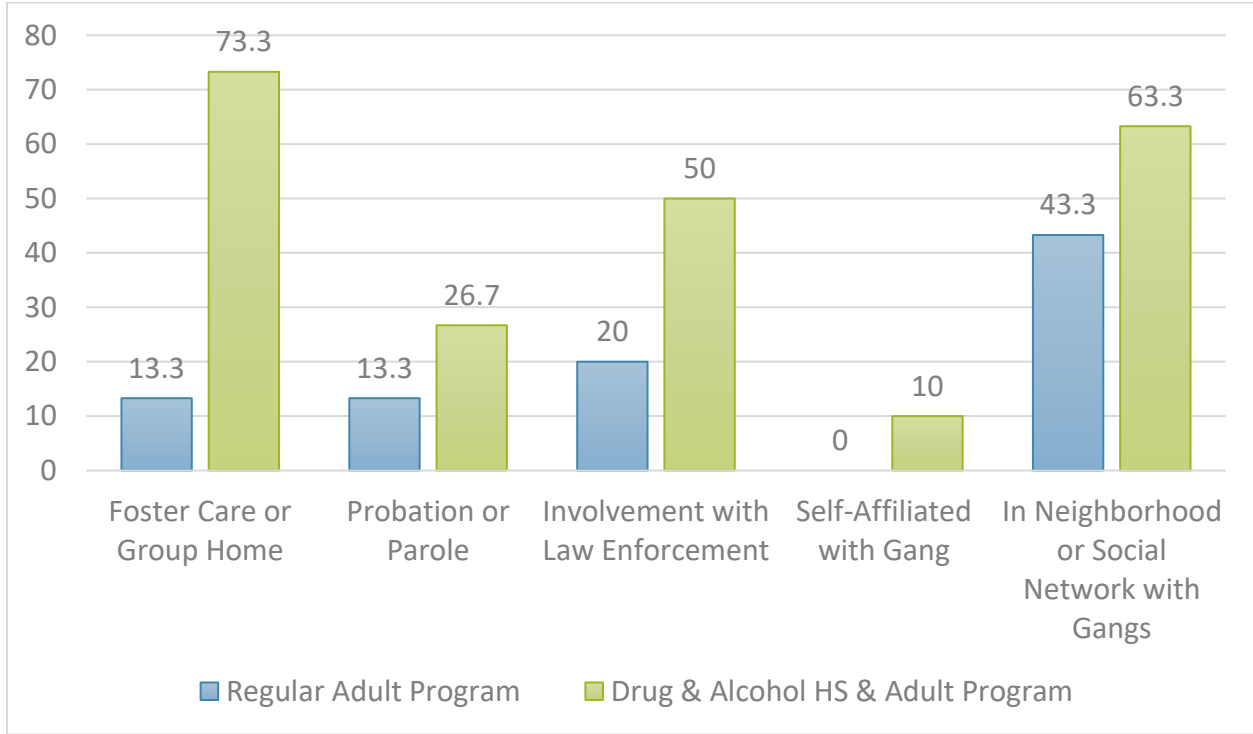


Figure 14: Challenges Faced by Participants by Program

### Employability

Employability was measured using a self-assessment instrument (participants ranking their own employment-related skills on a 5-point Likert-scale, where 5 was ideal) and through the program retention rates, program graduation rates, and post-program employment rates. The program retention rate was 68%, and 71% graduated from the program. The post-program employment rate was 41%. Despite the pandemic disrupting half of the program period, Young Visionaries placed 101 participants in their adult program into full-time employment and graduated 245 participants from their workforce development program, which included OSHA certification and licensure for forklift operation. The self-assessment instrument included 33 statements related to employability in five skill domains: Communications, Teamwork and Leadership, Self-Management, Critical Thinking, and Career Development. Participants ranked their level of agreement (strongly disagree/1, disagree/2, neither agree nor disagree/3, agree/4, strongly agree/5) with positive oriented statements (i.e., a “5” was consistently the ideal score). Scores were then analyzed for average and standard deviation (plotted below, see Figure 15).

The results indicate very strong program outcomes for employability. Averages across the domains were consistently above a 4, indicating strong agreement with the acquisition of positive traits and skills.

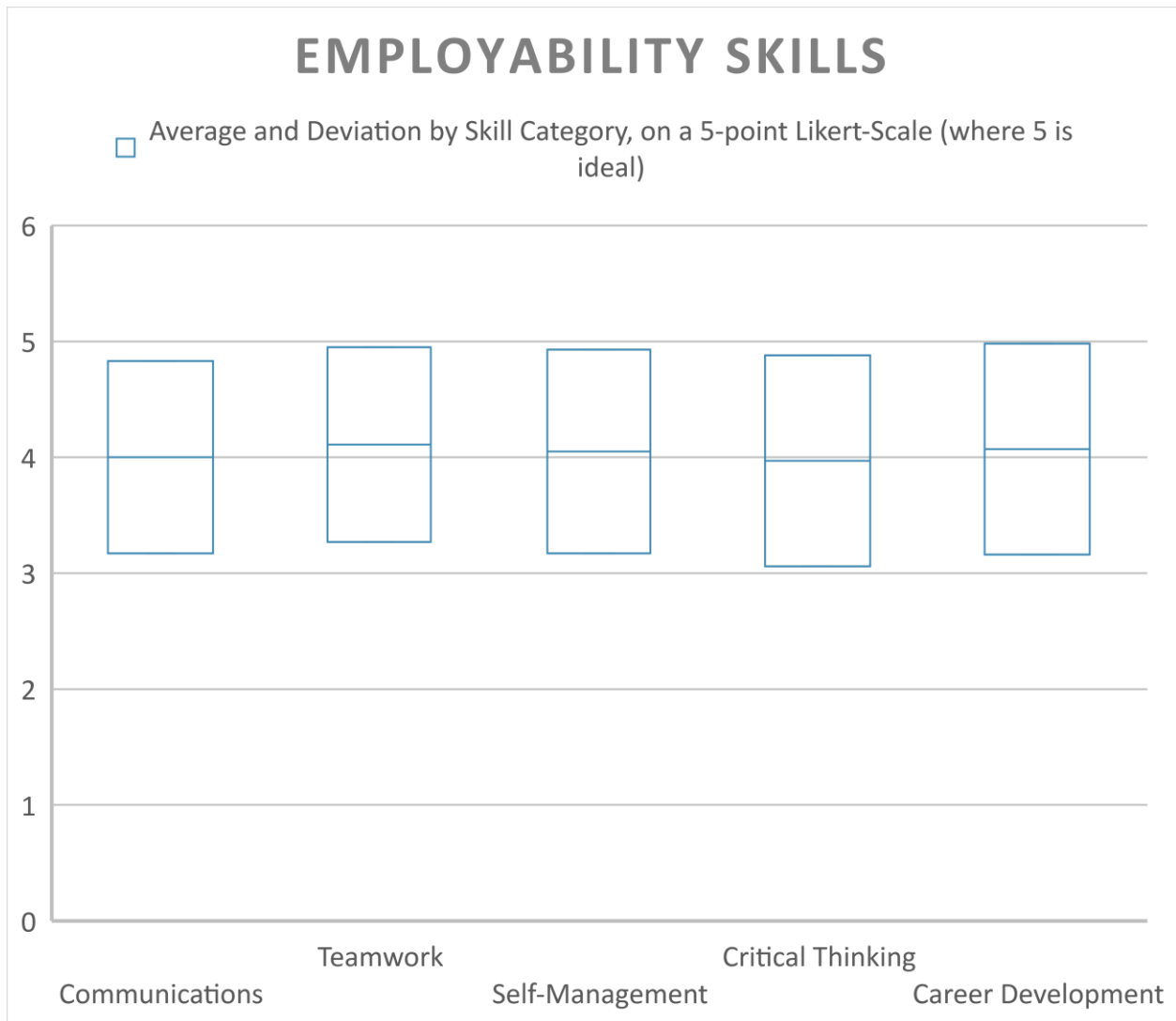


Figure 15: Employability Skill Domain Outcomes (average and standard deviation by category)

### Behavior

The same self-assessment instrument was used to assess behavioral data through the proxy of behavioral resiliency (participants ranking their own employment-related skills on a 5-point

Likert-scale, where 5 was ideal). The self-assessment instrument included 7 statements related to emotional intelligence and resiliency (which the research literature has correlated to reduced risk for violence and criminal behavior). Students ranked their level of agreement (strongly disagree/1, disagree/2, neither agree nor disagree/3, agree/4, strongly agree/5) with positive oriented statements (i.e., a “5” was consistently the ideal score). Scores were then analyzed for average and standard deviation (plotted below, see Figures 16 and 17).

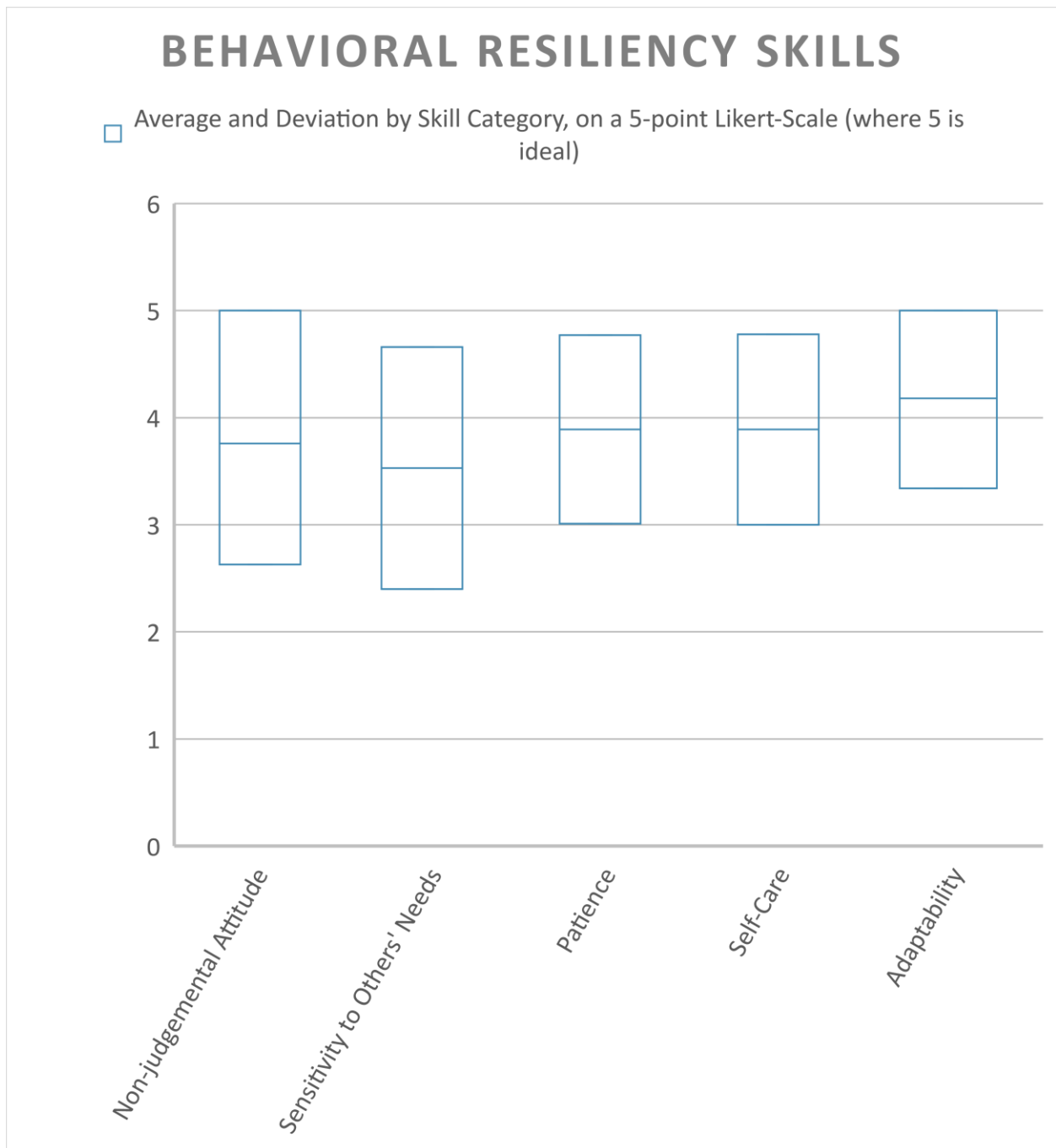


Figure 16: Behavioral Resiliency Domain Outcomes (average and standard deviation by category)

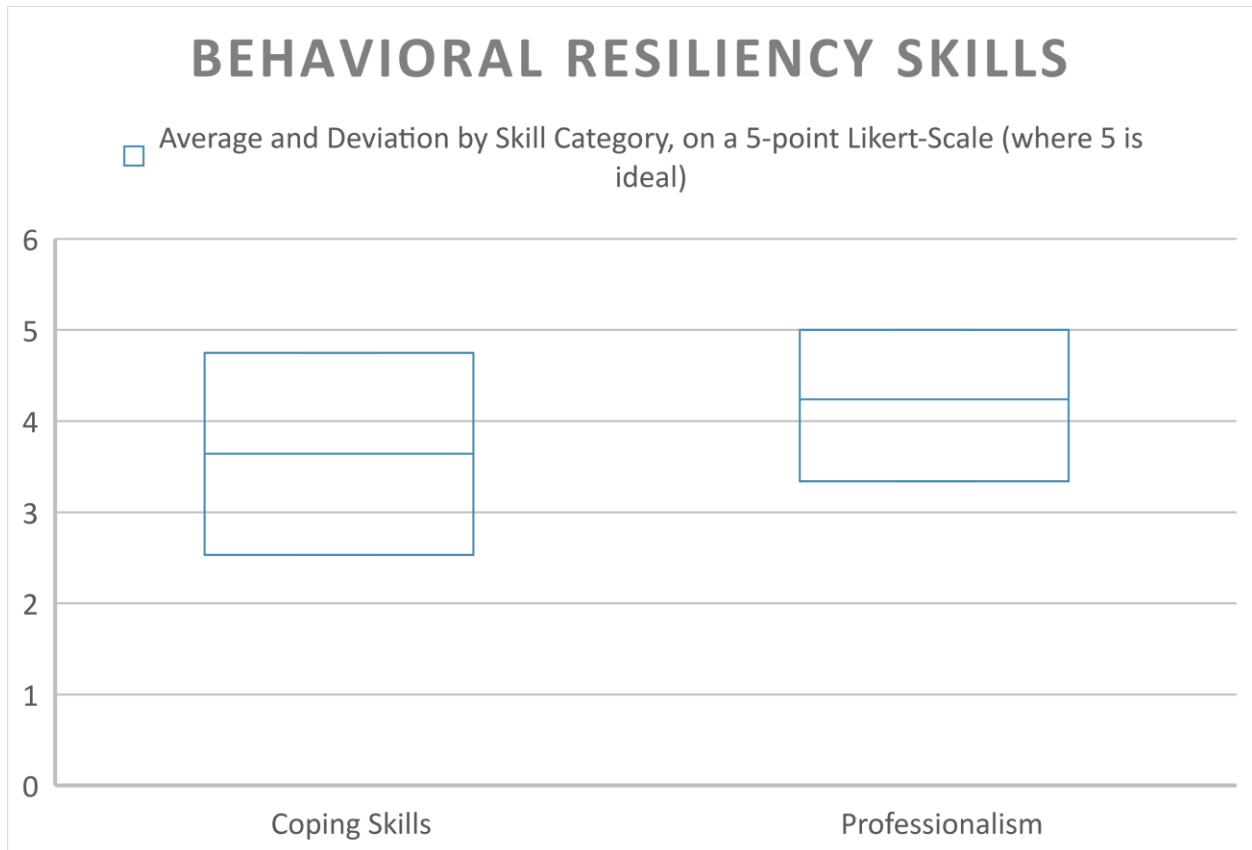


Figure 17: Behavioral Resiliency Domain Outcomes (average and standard deviation by category)

Behavioral resiliency data indicate a strong positive outcome. Across all statements, participants averaged higher than a 3.5, and in many cases, were higher than a 4. Additionally, several quantitative behavioral data were used to measure actual behavior (rather than resiliency skills related to behavior). For those referred, 23% completed substance abuse treatment and 70% completed mental health services. 49% of those who started the SOS program successfully completed it. The overall recidivism/criminal justice involvement rate of participants post-program participation was 100%, to our knowledge none of our participants have re-offended.

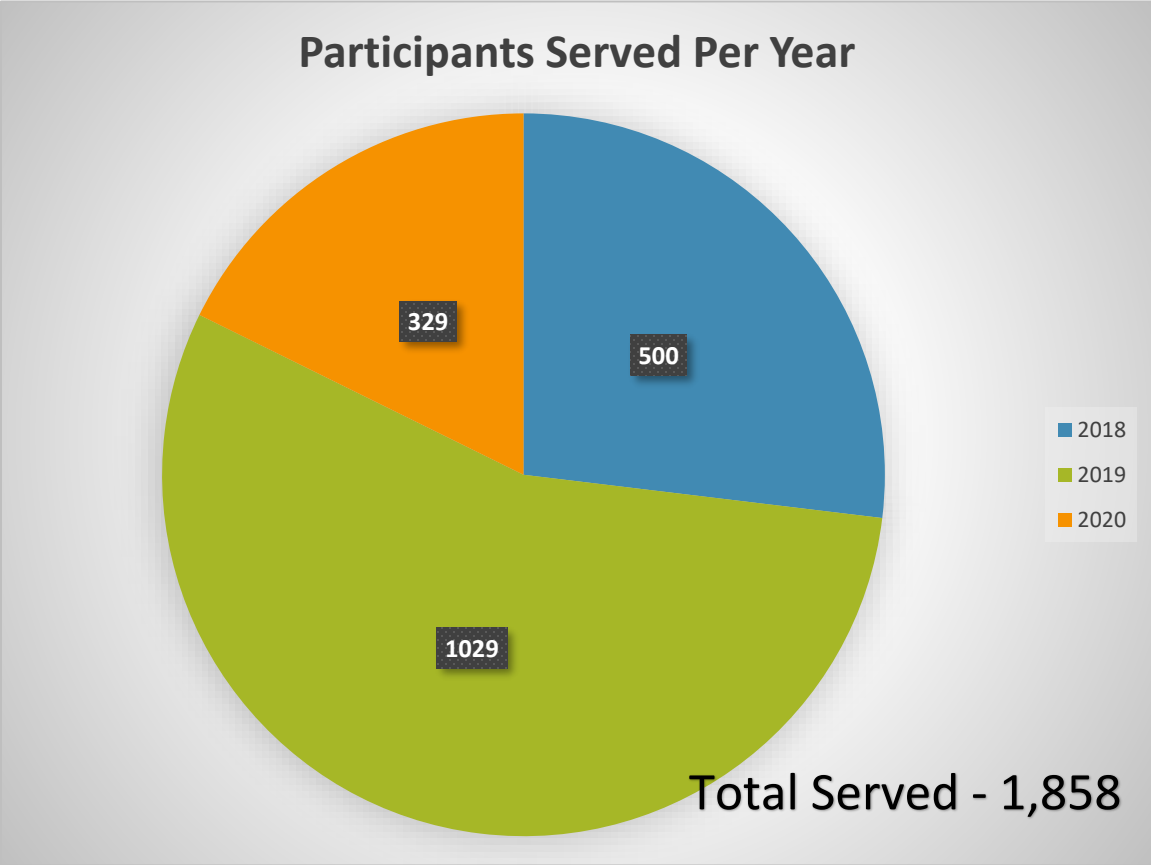
## Growth and Overall Assessment of Adult Participants' Outcomes

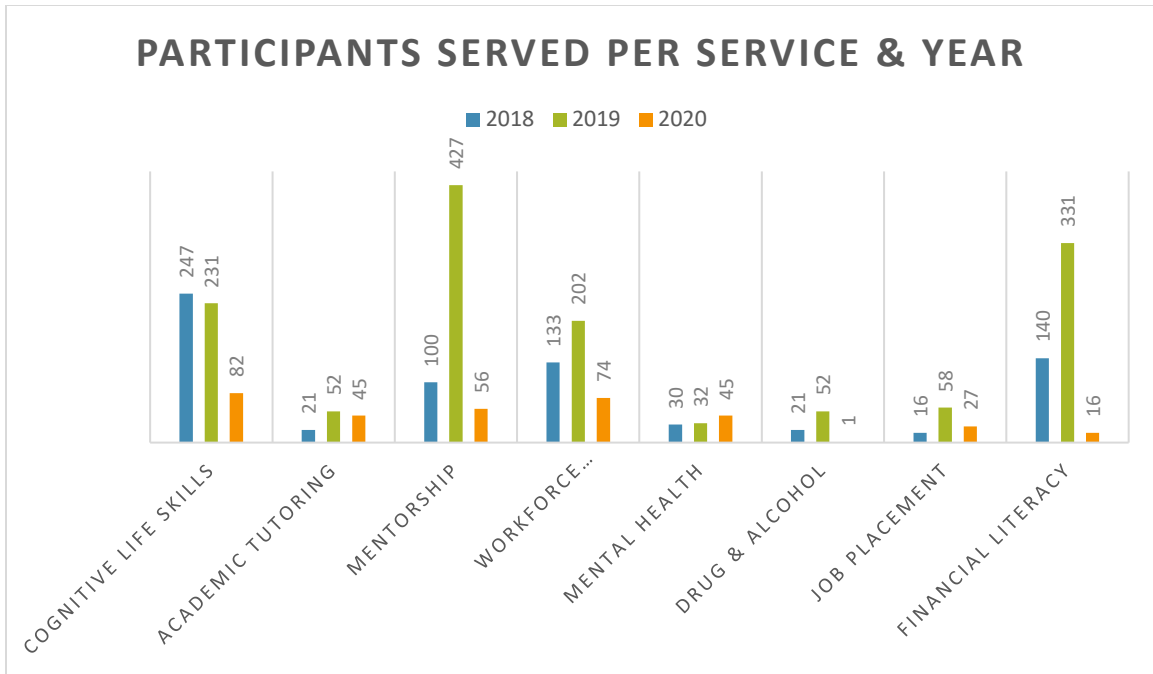
Considering the data, the Young Visionaries CalVIP program appears to have a very strong positive outcome for employability and a strong positive outcome for behavioral resiliency for young adults. **Overall, the evaluator finds that the program met the objective for improving employability and met the objective for decreasing violent behavior and recidivism.**

## 5. Final Assessment Overview

Despite substantial challenges in program implementation, including problems with the initial evaluator adequately conducting data collection, analysis, and reporting and the disruption the COVID-19 pandemic caused program services and evaluation data collection and data management, the Young Visionaries CalVIP Program appears to have performed well overall. While the data is not strong enough to be definitive, due to a lack of pre/post or other quasi-experimental design, the retrospective data, combined with other data sources, indicate strong positive outcomes among program participants of all ages. The outcomes were strongest among adolescents and young adults. Young Visionaries' dedication to the youth they serve was apparent in their thoughtful and sustainable close-out of the CalVIP program. All previous participants were provided with resources on how to continue services post-program through Young Visionaries or its partners. **Overall, the evaluator finds that Young Visionaries met its program objectives and goals.**

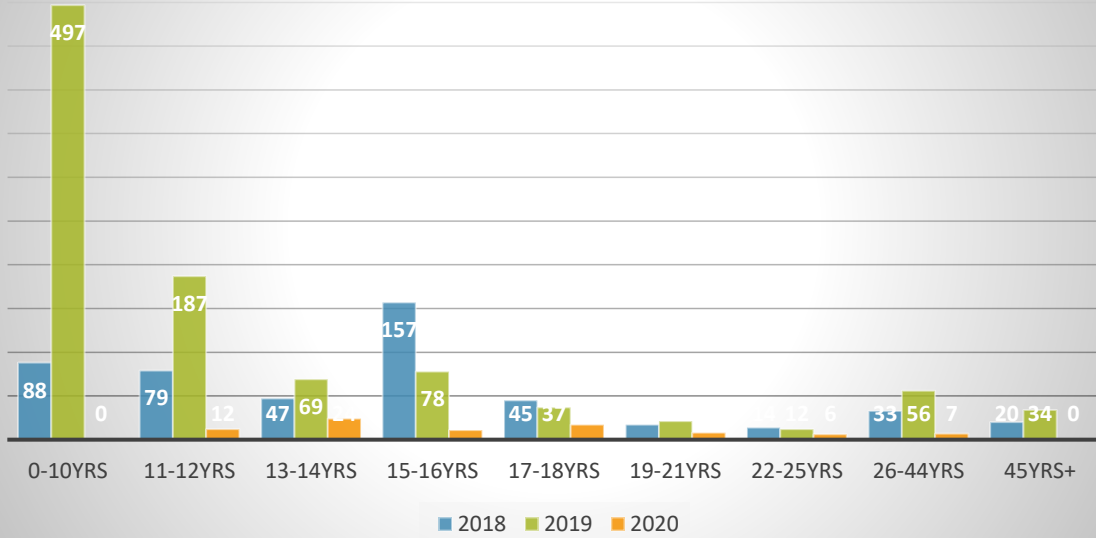
6. Young Visionaries: Chart Breakdown



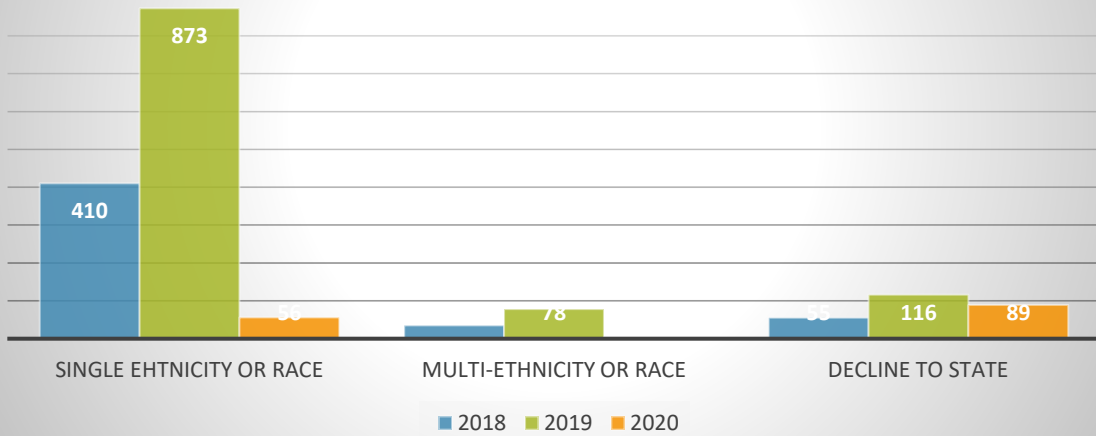


- Cognitive Life Skills – skills designed to help participants overcome negative behavioral patterns and enable them to be more productive in their environment. Participants learn how to establish positive, goal-oriented behavior patterns, and understand the process necessary to change negative behavior.
- Academic Tutoring – helps boost a student’s confidence by deepening subject comprehension and hastens all-around improvements in learning (and life) skills like focus, perseverance, independence, and troubleshooting.
- Mentorship – the influence, guidance, or direction given by a mentor in an organizational setting to help meet both short- and long-term goals.
- Workforce Development – focuses on an individual’s ability to grow their skills and develop the tools they need for success.
- Mental Health – includes emotional, psychological, and social well-being, determines how we handle stress, relate to others, and make choices.
- Drug & Alcohol – designed to facilitate addiction-aware and recovery-minded people through innovative prevention training
- Job Placement – designed to assist individuals who have the knowledge, skills and attitudes needed for employment to develop or refine job search skills and assist in making connections to employers and provide support to maintain employment.
- Financial Literacy – provide knowledge and skills to manage one’s financial resources effectively for lifetime financial security.

## DEMOGRAPHICS: AGE

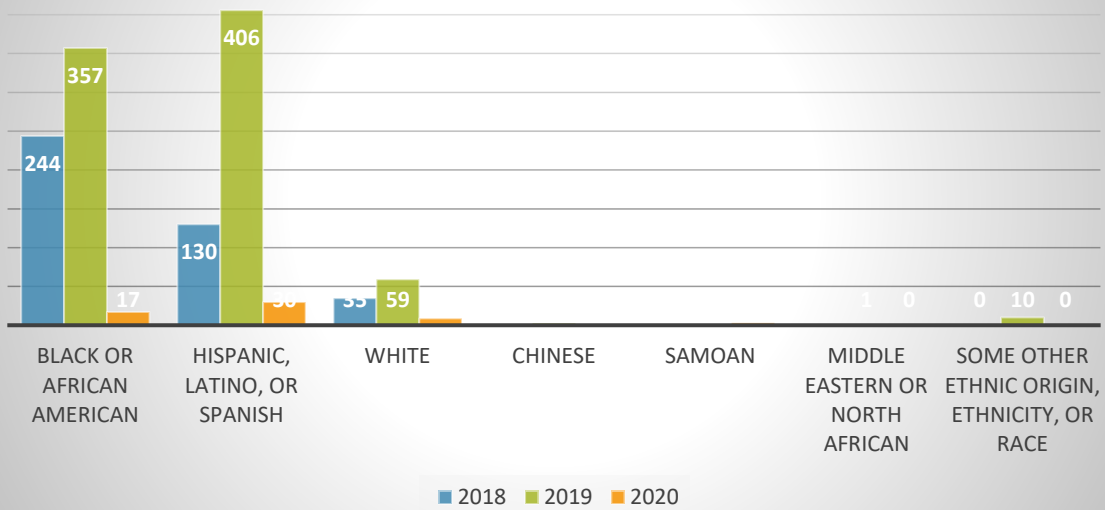


## DEMOGRAPHICS: ETHNIC ORIGIN, ETHNICITY, OR RACE

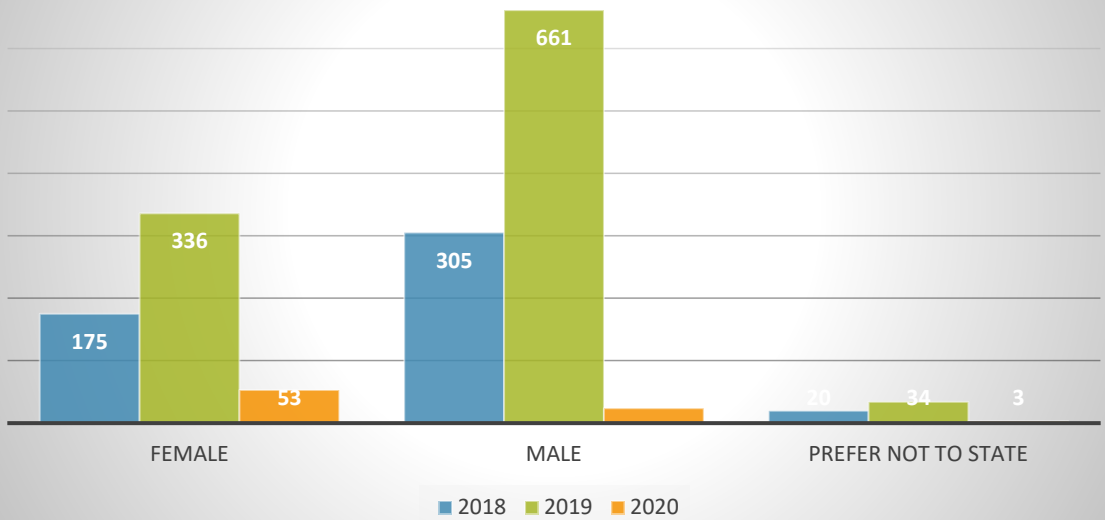




## DEMOGRAPHIC: SINGLE RACE BREAKDOWN

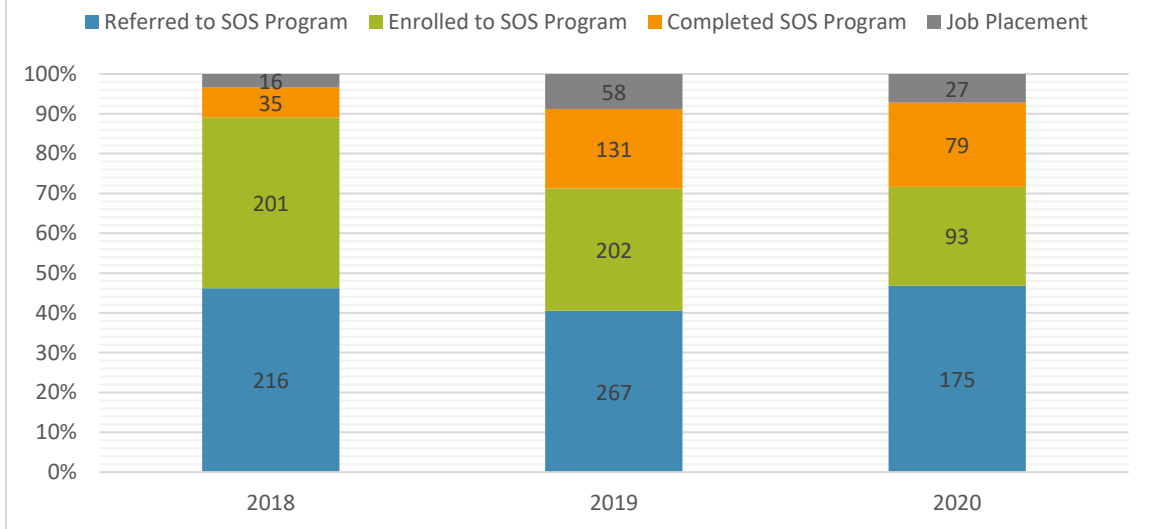


## DEMOGRAPHICS: GENDER



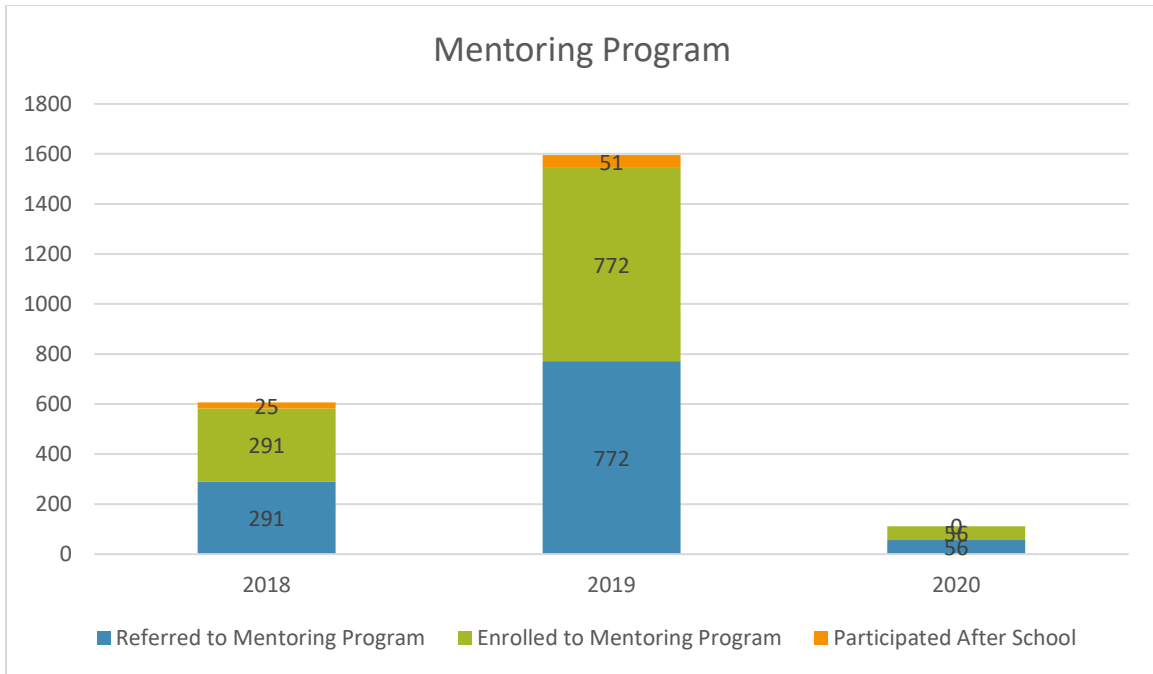
# Workforce Development Program

Successful Occupational Strategies (SOS)



The Successful Occupational Strategies Workforce Development Program (SOS) provides options for disadvantage youth and young adults of all ethnicities and backgrounds who have/or are on track of graduating high school but have limited skills to obtain living wage jobs. The program is intended to give youth and young adults the skills, job training or retraining, technical assistance, career counseling, certification, and work experience they need to secure full time employment in one of San Bernardino County’s fastest growing industries – transportation and logistics. The above graph reflects the number of participants referred to the SOS program, how many enrolled in the SOS program, how many completed the SOS program, and the number of participants who obtained full time employment because of the program.

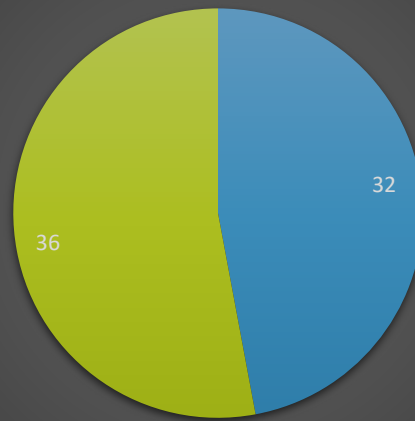
- 2018
  - 216 Referrals received
  - 201 Participants enrolled = 93% enrollment
  - 35 Successfully completed = 17% completion rate
  - 16 obtained full time employment = 46% Success Rate
- 2019
  - 267 Referrals received
  - 202 Participants enrolled = 76% enrollment
  - 131 Successfully completed = 65% completion rate
  - 58 obtained full time employment = 44% Success Rate
- 2020
  - 175 Referrals received
  - 93 Participants enrolled = 53% enrollment
  - 79 Successfully completed = 85% completion rate
  - 27 obtained full time employment = 34% Success Rate



Young Visionaries Youth Leadership Academy’s Mentoring Program (also known as AASAP, African American Student Achievement Program and Student Achievement Mentoring Program) is a program designed to address and reduce suspensions through effective implementation of positive behavior support systems. YVYLA’s mentoring program is a goal-oriented program designed to support the educational and professional aspirations of all students. The program seeks to increase the completion of developmental courses, retention, and graduation rates. To accomplish this, the program increases exposure to educational, professional, and civic opportunities. For the purpose of this grant these same services were extended to all youth and young adults.

- 2018
  - 291 Referrals received
  - 291 Enrolled/Received Mentoring Services
  - 25 Youth Participants participated in after school activities
- 2019
  - 772 Referrals received
  - 772 Enrolled/Received Mentoring Services
  - 51 Youth Participants participated in after school activities
- 2020
  - 56 Referrals received
  - 56 Enrolled/Received Mentoring Services
  - 0 Youth Participants participated in after school activities

## Mental Health Wellness Workshops



■ It's Ok to Not be Ok "Male Group" ■ It's Ok to Not be Ok "Female Group"

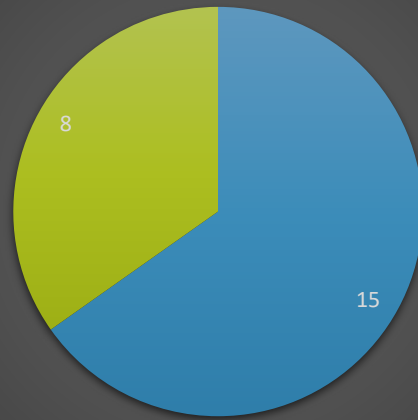
Mental Health Wellness Collaboration Community Youth Workshop: "It's Ok to Not be Ok" (subject's covered: Being Vocal & Vulnerable, Emotional Resilience, Defining one's ability to adapt to stressful situations or crises, Acknowledging pain/stressor/crisis, Determine what it is about the pain/stressor/crisis that triggers your pain and allow yourself to feel however you feel.

- Date: July 11, 2020
- Total Youth Served: 32
- Target Population: African American Males, ages 13-19
- Location: Virtual Platform

Mental Health Wellness Collaboration Community Youth Workshop: "It's Ok to Not be Ok" (subject's covered: Safe Spaces are placed where anyone can relax and fully express themselves, without fear. How do you own your Space? How do you create your Safe Space? How do you recognize a Safe Space (place or person)? Focusing on: Do you feel SAFE in the community that you live in? Do you feel that you can fully express yourself without criticism, discrimination, or harassment, within your community?

- Date: August 8, 2020
- Total Youth Served: 36
- Target Population: African American Females, ages 13-19
- Location: Virtual Platform

## Gangs, Drugs and Violence: Workshops



■ Gangs, Drugs & Violence Workshop 1

■ Gangs, Drugs & Violence Workshop 2

District Attorney's Office Law & Legal Advisors, District Attorney County of Riverside will conduct criminal law, family law and juvenile law workshops that include basic information on California law and their penalties regarding a wide range of crimes from homicides, child abuse, and domestic violence and how it can affect your lifelong term, whether you are a victim or perpetrator.

### 1<sup>st</sup> Workshop

- Date: July 6, 2020
- Total Participants: 15
- Location: Virtual

### 2<sup>nd</sup> Workshop

- Date: September 25, 2020
- Total Participants: 8
- Location: Virtual

## List of Collaborative Partners

- San Bernardino City Unified School District
- San Bernardino Community College District
- San Bernardino Valley College
- Cal State University of San Bernardino
- San Bernardino Unified School District Police
- San Bernardino Sheriff Department
- San Bernardino Police Department
- Youth Justice Center
- San Bernardino Probation Department
- San Bernardino County Detention Center
- San Bernardino County Superintendent of Schools
- San Bernardino County Department of Behavioral Health
- Webb Family Enterprises
- CHORDS
- Black Voice Newspaper
- Athletes for Life
- University of California Riverside
- Wells Fargo Bank
- Blu Educational Foundation
- Youth Action Project
- Inland Empire Health Plan
- Community Action Partnership San Bernardino County
- AT&T
- City of San Bernardino
- Luvicent Associates
- Time for Change Foundation
- Emerging Beauty
- Wal-Mart
- Family & Kids Foundation
- Gangs & Drugs Task Force
- Spectrum
- IHeartRadio
- Real Journey Academy
  - Entrepreneur High School
  - New Vision Middle School
- Riverside District Attorney's Office
- Larry Mills Forklift Certification

- Majestic International Employment Solutions
- Image Staffing
- Tyger Auto
- Schneider Staffing
- Empire Workforce