

Los Angeles Brotherhood Crusade, Black United Fund, Inc.

PROUD TO BE ME

TRAUMA-INFORMED YOUTH GANG VIOLENCE PREVENTION PROGRAM

Local Evaluation Report

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Proud to be Me Trauma-Informed Youth Gang Violence Prevention Program

LOCAL EVALUATION REPORT

Executive Summary

For nearly 20 years, the Los Angeles Brotherhood Crusade, Black United Fund, Inc. (Brotherhood Crusade) has been a pioneering innovator, thought-leader and practitioner in gang and violence prevention. Leveraging two CalGRIP grants, the organization helped pioneer Los Angeles' Gang Reduction & Youth Development (GRYD) Model of Practice, which facilitated an 83.4% decreased risk of engaging in violence for 10-15 year old elevated risk factor youth. Brotherhood Crusade also reduced recidivism rates for 14-18 year old Black male Probation youth from 83% to less than 3% (n=813), reduced aggressive and externalizing behaviors by 150%, and, in 2020, effectuated a 78% reduction in violent offense referrals for 218 probation/gang-affiliated South Los Angeles County young men leveraging a 2018 CalVIP grant.

While these achievements are significant, there remains an urgent need to address the disproportionate levels of youth gang violence that continue to threaten quality of life in South Los Angeles County. Overwhelming research and evidence suggests that despite the presence of an adequate amount of programs and services to minimize both the occurrence and impact of the problem, there is a tremendous dirge in the number of programs and resources that offer the requisite quality and effectiveness to achieve the desired outcomes and effectuate necessary change.

This Local Evaluation Report details the Local Evaluation Plan guidelines, protocol, methodologies, critical success indicators, measurement tools and monitoring timelines Brotherhood Crusade implemented for its Proud to be Me Trauma-Informed Youth Gang Violence Prevention Program, a comprehensive, community-wide intervention that has proven to be effective in preventing 10-24 year old High-Risk Youth from joining or continuing to associate with violent gangs as well as engaging or continuing to engage in violence, violent delinquency or violence victimization.

As a result of implementing its Local Evaluation Plan, Brotherhood Crusade aimed to achieve three goals:

1. Improve health and safety by addressing the needs of "High-Risk Youth", facilitating gang and violence prevention and reducing violence in South Los Angeles County
2. Create a proof of concept model that can be replicated and effectuate policy and systems change as it pertains to implementing trauma-informed youth gang and violence prevention efforts on a local, countywide, statewide and national level.
3. Ultimately dramatically reducing violence in South Los Angeles County.

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Proud to be Me Trauma-Informed Youth Gang Violence Prevention Program

LOCAL EVALUATION REPORT

Project and Evaluation Background

“For the first time, I feel my life has meaning and I actually care about people.” These words, expressed by Daniel Arroyo, represent the sentiments of most youth who honestly feel you have two options in South Los Angeles County – join a gang or be a victim. Daniel officially joined the gang when he was 10 years old. By the age of 12, he had been arrested three times, shot twice, and promoted within the gang hierarchy. As he describes it, all of these incidents just made him want to gang bang more. “With the exception of my mother, who was deported back to Belize, my entire family was banging. We didn’t care about nothing else. Banging was our life.”

This project introduced the Los Angeles Brotherhood Crusade’s (Brotherhood Crusade’s) Proud to be Me Trauma-Informed Youth Gang Violence Prevention Program, a comprehensive, culturally-relevant, evidence- and research-based, age- and developmentally-appropriate, communitywide model purposed to change Daniel’s narrative and that of South Los Angeles County High-Risk Youth like him by preventing them from engaging or further engaging in violence and joining or continuing their pursuits as violent gang members or affiliates.

NATURE OF THE PROBLEM FACING SOUTH LOS ANGELES COUNTY

This CalVIP project targeted “High-Risk Youth” who resided in Los Angeles County Service Planning Area 6 (SPA 6; with emphasis on Compton, Inglewood, South Los Angeles and Lynwood) and “High-Risk” young Black men in Pomona. “High-Risk Youth” are defined as 10-24 year old male and female young people of color who are collectively at risk because they present with 75% or more of the predictive characteristic risk factors^A that cause young people to join gangs, engage in violence or be victimized by violence or they are gang involved or adjacent (associated or otherwise affiliated with gangs or crews).

^A **Primary Risk Factors:** Poor Parental Supervision; Early Childhood Aggression and Externalizing Behaviors; Delinquent Beliefs; Negative Life Events; Peers Involved in Delinquent Behavior; Commitment to Street-Oriented Peers; Parental Attitudes Favoring Violence; Antisocial Behavior (Child or Siblings); Poor Refusal Skills; School Challenges (Learning Disabled, Low Academic Attainment, Low Attachment, Low Commitment, Low Aspirations); Low Civic and Community Attachment; Substance Abuse; Social Deprivation or Isolation; and Poor Living Conditions or Poverty. **Secondary Risk Factors:** Inactivity (low levels of physical activity); Poor Health; Academically Underperforming in School; Poor Vocational Basic Skills; and Poor Vocational Life/Social Skills.

When this project launched, the following statistics were true within the SPA 6 community Brotherhood Crusade serves and in which it was and is currently housed:

45,000 gang members across 450 active gangs and 63% of its homicides are gang-related,¹ with 50% of these occurring in LAPD's South Bureau (South Los Angeles SPA 6). Notably, 75% of all South Bureau homicides were gang-related and South Bureau housed more gang-related homicides than the **total** number in LAPD's Central, Valley and West Bureaus. This is significant because in 2019 Los Angeles experienced its lowest homicide rate since 1962; but South Los Angeles SPA 6 remains a major challenge.² South Bureau also accounts for 46.3% of all gang-related assaults and 57.1% of all gang-related victims shot in Los Angeles. Moreover, 43% of all Los Angeles County homicides are gang-related;^{3,4,5,6} with South Bureau alone accounting for 28% of these homicides.

Homicide is the leading cause of premature death in SPA 6; accounting for 7,214 potential years of life lost and disproportionately affecting 15-24 year old Hispanic and African American males.⁷ SPA 6's adolescent/young adult homicide rate is 29.7 per 100,000 residents compared to a County rate of 9.8 per 100,000;⁸ SPA 6 homicide rates are consistently 3 times higher than County rates;⁹ and SPA 6 accounted for 31% of the County's total homicides, despite representing only 10% of the population.

Indeed, SPA 6 provides the County's most fertile conditions to perpetuate youth violence and gang membership.^{10,11,12,13} It houses the largest percentage of youth in the County (35% of its population is under the age of 19) and is the most marginalized community; ranking "worse" for nearly every adverse public health parameter measured by the Public Health Department, including unintentional injury death rate among children, unemployment, poverty, education, safe neighborhoods, safe places to play and depression.^{14,15,16} This is problematic because poverty stricken adolescents commonly resort to gangs¹⁷ for the reasons outlined in Table 2 below. Not surprisingly, Los Angeles County gang area maps overlay almost identically to poverty maps of the same areas.¹⁸

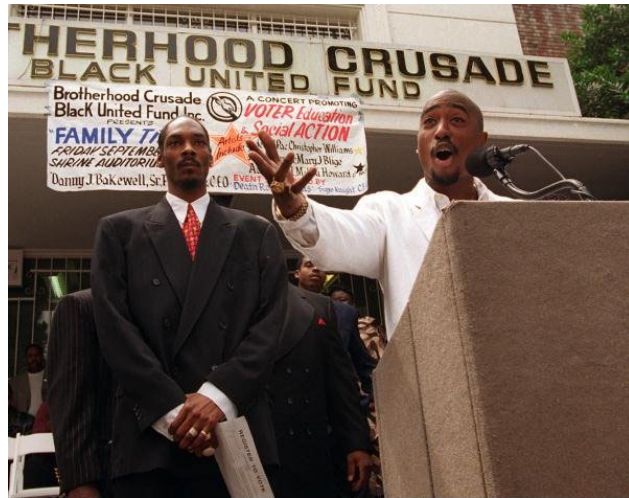
Need and Service Gaps

SPA 6 arguably houses an adequate number of public and community-based programs to effectively address its youth gang violence challenges and prevention **Needs** (described below). The issue is not one of quantity, but of quality. There aren't enough **effective** programs, opportunities and practitioners and those that exist don't employ communitywide data and outcome-driven strategies and fail to address the following needs:¹⁹ **Need #1** - Stakeholders must recognize that High-Risk Youth possess developmental assets that are strengthened when aligned with effective gang prevention strategies; **Need #2** - High-Risk Youth need **attractive** pro-social alternatives to gang-life (sense of belonging, "brand" that reflects youth culture, engagement that

rivals the allure of gang glory, and whole child model that builds resiliency, reduces violence exposure, addresses precursors to gang-joining, and ultimately changes mindsets (attitudes, behaviors & beliefs)); **Need #3:** Communitywide culturally responsive coordinated strategy that addresses Table 1 risk factors, adverse neighborhood ecology, unmet needs & Table 2 socio-economic factors; **Need #4:** Policy and systems change that transforms youth-serving systems to be more responsive (culturally & physically); **Need #5:** Better training in effective, culturally relevant, transformative, trauma-informed youth development and more resources for youth-serving systems, entities and practitioners to address Needs #1, #2, #3 and #4.

HISTORICAL ORIGIN

The Los Angeles Brotherhood Crusade, Black United Fund, Inc. (Brotherhood Crusade) has been a thought-leader and pioneering practitioner in trauma-informed youth gang and violence prevention for more than 20 years. Leveraging two California Gang Reduction and Intervention Program (CalGRIP) grants, the organization helped pioneer Los Angeles' Gang Reduction & Youth Development (GRYD) Model of Practice, which facilitated an 83.4% decreased risk of engaging in violence for 10-15 year old High-Risk Youth. Indeed, Brotherhood Crusade's efforts led grant administrators to nominate the organization for the 2009 and 2010 National Criminal Justice Association Outstanding Juvenile Justice Program Award. Moreover, as one of three community-based organizations serving on the LAUSD Office of the Superintendent Youth Development & Diversion (YDD) Working Group, we caused adoption of LAUSD's program in 2020. Moreover, Proud to be Me: reduced recidivism rates for Probation youth from 83% to less than 3% (n=813) and aggressive & externalizing behaviors by 150%; caused the graduation (without further recidivism) of 93% of Probation's "highest risk" youth, who were completely off-track with no intentions to graduate or change; and recently effectuated a 78% reduction in violent offense referrals for 218 probation/gang-affiliated young men leveraging a 2018 California Violence Intervention and Prevention (CalVIP) grant. During the 2018 CalVIP project, 2,264 High-Risk Youth received highly-intentional programming that effectuated demonstrated improvements in their mindset indicators, 415 were prescribed to and are matriculating through our 894-hour curriculum, and 168 have completed at least one full year with 83.9% demonstrating *Significant Improvement* (75% or higher) and the remainder demonstrating *Marked*



Improvement (50-74%) in their attitudinal social behavioral mindset critical success indicators.

In 2005, after conducting and reviewing an extensive series of needs assessments, Brotherhood Crusade commenced development and implementation of Proud to be Me, a trauma-informed, trauma-responsive youth development program model whose initial focus was to prevent and significantly reduce youth gang involvement, gang violence and violent victimization in Los Angeles County Service Planning Area 6 (SPA 6 – South Los Angeles County). Not surprisingly, the design of Proud to be Me was significantly informed by the research of Dr. Irving Spergel, one of the nation’s leading experts on gangs and author of the Spergel Model, the predecessor to the office of Juvenile Justice and Delinquency Prevention Comprehensive Gang Model. In developing Proud to be Me, Brotherhood Crusade was honored to dialogue and consult with Dr. Spergel on numerous occasions.

Upon completion of the Proud to be Me model design, Brotherhood Crusade intensified its efforts by first organizing and leading a gang and violence prevention coalition comprised of thought leaders and decision makers from GRYD, Los Angeles Probation Department (Probation) Juvenile Justice and Crime Prevention Act (JJCPA) programs, Los Angeles Police Department, Los Angeles County Office of Education (LACOE) and LAUSD. As a consequence, Proud to be Me became a nationally-acclaimed model and received the National Criminal Justice Association 2010 Outstanding Juvenile Justice Program Award as the best juvenile justice program in the western United States. Moreover, the model was recognized by the 2014 James Irvine Leadership Award (widely recognized as the Nobel Prize for non-profit organizations).

PURPOSE OF THE CALVIP GRANT

Given the nature of the problem facing SPA 6, the service gaps that exist within SPA 6, Brotherhood Crusade’s unique understanding of the need, and the organization’s history of effective gang and violence prevention success, Brotherhood Crusade applied for and was honored to be awarded a California Board of State and Community Corrections (BSCC) CalVIP Grant to expand its Proud to be Me violence prevention, mentoring and workforce development programming across four Los Angeles County school districts as well as to Los Angeles County’s in-camp and out-of-camp probationary youth over the course of three years. Specifically, this project aimed to achieve three goals:

1. Improve health and safety by specifically addressing the needs of “High-Risk Youth” as a means of ultimately preventing them from engaging in or further engaging in gangs or violent delinquency and thereby subsequently reducing violence in Los Angeles County’s SPA 6

2. Facilitating the above-described expansion as well as creating a proof of concept model that can be replicated or used to inform trauma-informed gang and violence prevention efforts statewide and subsequently effectuating policy and systems change within SPA 6 High-Risk Youth-serving entities on a local, countywide, statewide and national level
3. Ultimately dramatically reducing violence in South Los Angeles County

SCOPE OF THE PROJECT

Proud to be Me is an engaging, highly-effective, trauma-responsive, 2-year, 894-hour during school and out-of-school time collective impact violence prevention, mentoring and workforce development regional intervention strategy that is purposed to specifically address the needs of “High-Risk Youth” as a means of ultimately preventing them from engaging in or further engaging in gangs or violent delinquency. While comprehensive in its programmatic offerings, Proud to be Me is an individualized strategy that first addresses each young person’s needs and then tailors an individual development strategy to address said needs. Our approach is described in detail below under Planned Approach. Specific services offered and the entities with which we partner to offer said service are also described under Program Services in that section.

Theory of Change

No one in the history of the world has ever done anything they did not want to do without being under duress. Therefore, regardless of the factors that influence one’s decisions, the ultimate decision to engage in an act is consciously made by the individual. Given this, Brotherhood Crusade’s theory of change is “The Change Theory” – one must change their thinking to change their results. The process is sequential and must occur without skipping any steps. With respect to the Proud to be Me pedagogy, Brotherhood Crusade caring adults help young people change their thinking to change their attitude; change their attitude to change their beliefs; change their beliefs to change their behaviors; change their behaviors to change their actions; change their actions to change their habits; and change their habits to change their results. Without transitioning a young person through this mindset change process, practitioners may experience limited success, but will never achieve significant change.

Accordingly, Brotherhood Crusade aims to facilitate the transition of Priority Population Young People from ‘Pre-contemplation’ (the first of the six stages of cognitive social-behavioral change) to ‘Contemplation’ (Stage 2) to ‘Preparation/Determination/Planning’ (Stage 3) to ‘Action’ (Stage 4) to ‘Maintenance’ (Stage 5) and then help them through the ‘Relapse’ period (Stage 6) such that they habitualize the 45 Habits and Traits of Success, the Five Critical Characteristics of Effective Employees, and on-track life course characteristics. In practice this means we

first understand a young person's mental model, help them to understand it, cause them to understand other people's mental model, assist them in determining who they are (authentic self), cause them to value their uniqueness (self actualization) and desire to be a better version of themselves (agency), and then motivate and inspire them to pursue said course with appropriate direction.

Brotherhood Crusade believes and overwhelming evidence suggests that effective youth development must be characterized by a caring adult-facilitated comprehensive and well-coordinated continuum of support that effectuates mindset change and simultaneously addresses the mental health, academic, health, economic, safety and survival needs of youth, while helping youth self-actualize and address unresolved issues of stress (adverse childhood experiences and chronic adversity). This can be described in short as the intersection of *connection*, *hope* and *intentionality*. In the absence of such integration, a response may provide temporary relief, but fail to address the fundamental structural problems it was intended to address.



Representing and Redefining Black Males: Brotherhood Crusade, its partners, the AC Green Youth Foundation and Pomona School Board Member Judge Adrienne Konigar-Macklin, host Priority Population young men from the CalVIP-funded Distinguished Gentlemen Black Male Achievement Program for two days in Palm Springs. In this desert oasis, the young men demonstrate their mastery of the 45 Habits and Traits of Successful People and curricular pedagogy lessons learned from the Proud to be Me program. As significant evidence of their transition from violent delinquency, individuals surprised the young men by paying for their meals on three separate occasions at three different higher-end restaurants. In each case, the benefactors raved about how impressed they were with the young men and the manner in which they represented themselves.

TARGET POPULATION AND THE IDENTIFICATION PROCESS

To reiterate, this CalVIP project targets SPA 6 High-Risk Youth - 10-24 year old male and female young people of color who are collectively at risk because they present with 75% or more of the predictive characteristic risk factors that cause young people to join gangs, engage in violence or be victimized by violence or they are gang involved or adjacent (associated or otherwise affiliated with gangs or crews).

With respect to race and ethnicity, Brotherhood Crusade's service demographic is 63% African American (Black), 35% Hispanic/Latinx, 1% is Southeast Asian, and 1% Other.

Based on findings associated with the primary risk factors and understanding youth who join gangs do so between ages 11 and 15,^{20,21,22,23,24,25,26,27} Brotherhood Crusade uses law enforcement records, official school incident or counseling reports, and/or its Services Eligibility Tools (validated, reliable or industry recognized assessments normed for ages 10-15, 14-17 and 18-24 that feature risk factor-aligned attitudinal and behavioral scale thresholds) to ensure they are enrolling and serving SPA 6 youth who engage or are at highest risk of engaging in or being victimized by gangs or violence.

Brotherhood Crusade's criteria for determining participant eligibility is further detailed under Eligibility and Enrollment in the Planned Approach Section below.

Number of Young People to be Served

This project will serve 300 High-Risk Youth in satisfying ongoing expansion requests from Los Angeles County Probation Department (Probation), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), and Los Angeles County Chief Executive Office (CEO).

Selection of SPA 6

SPA 6 was selected as Brotherhood Crusade's target area for three reasons related to need, will and capacity: **NEED:** youth gang violence is the largest contributor to the County's violent crime rate,^{28,29} the majority of these gang-related violent crimes occur in SPA 6, and SPA 6 houses seven of California's 100 cities most disproportionately affected by violence; **WILL:** the County formed the Youth Diversion and Development Department (YDD), created the Youth Justice Workgroup and is spearheading policy and system change within Probation³⁰, LACOE and LAUSD;^{31,32} **CAPACITY:** the County Youth Justice Workgroup includes the US's largest probation department, second largest school district and 120 relevant and influential youth-serving entities.

Taken together, implementing Proud to be Me in SPA 6 with High-Risk Youth offers the greatest opportunity to reduce violence and victimization in Los Angeles County.

PLANNED APPROACH

For this project, Brotherhood Crusade planned to annually transition 100 High-Risk young people and their families through culturally appropriate academic educational services, vocational educational services, mentoring, cognitive behavioral & mental health services, and its full complement of Proud to be Me programming and services that target mindset (attitudes, behaviors and beliefs), social behavior (including anti-social tendencies and coping ability), peer influences, substance abuse, education, employment, time management and relationships (with an emphasis on family). On average, participants would each matriculate through an average of 894 hours of engagement with services beginning October 1, 2020.

Although young people were referred to the program from Probation, law enforcement, court systems, school counselors and similar disciplinary authorities, Proud to be Me was a completely voluntary program, informed by extensive research³³ and evidenced practices.³⁴ To this end, the following were integrated into the programming:

- Developmental relationships with caring adults who look like them^{35,36}
- Positive peer relationships and accountability with similarly situated individuals who share their life experiences³⁷
- Connection to their cultural identity³⁸
- A sense of belonging³⁹
- New peer groups^{40,41,42,43,44,45,46,47,48}
- High expectations and emotional attachment⁴⁹
- Mechanisms that cause them to self-investigate, understand themselves, be vulnerable and develop empathy⁵⁰
- Mechanisms that cause them to learn about and become change agents for issues that impact them most⁵¹

Saliently, these elements were purposed and proven to lead to young people acquiring or further developing:

- a) Meaning, hope and self-efficacy
- b) Agency and mastery motivation
- c) A cultivated sense of purpose
- d) Self-regulation and executive function

Accordingly, Proud to be Me is an individualized model (interventions are specifically-tailored to each youth) that is characterized by appropriate group (young people participate in the same intervention activity or event for different reasons that are

specific to them) or cohort (all young people experience the same intervention) elements. Ten critical developmental phases are featured:

- Phase 1. Relationship, Rapport and Trust Building (Sense of Belonging and Cultural Identity)
- Phase 2. Self-Actualization (Agency, Self-Determination and Self-Aspiration) and Cultural Identity/Rites of Passage
- Phase 3. Addressing Unresolved Issues of Trauma (vulnerability, empathy, sympathy, compassion and coping skills)
- Phase 4. Competency Skills Development (basic academic, vocational life and social (soft or “power” skills, and career-specific hard skills)
- Phase 5. Civic and Community Engagement (Service Learning, Youth Organizing, etc.)
- Phase 6. Mainstreaming (intra-group role play, practice and modeling)
- Phase 7. Practicum (inter- and extra-group role play, practice and modeling that often involves real life situations with unfamiliar individuals)
- Phase 8. Supportive Services (integrated throughout the continuum of phases)
- Phase 9. Stepwise College and Career Readiness
- Phase 10. Full-Service Follow Up

Program Services

Proud to be Me is both a community- and school-based, year-round (including during & after school, on weekends, and during Winter, Spring & Summer) program that is offered at non-school program sites (e.g., Brotherhood Crusade YouthSource Center and Multi-Cultural Community Center) as well as at 31 school-based program sites across six school districts: Los Angeles Unified School District (LAUSD); Lynwood Unified School District (LUSD); Inglewood Unified School District (IUSD); Pomona Unified School District (PUSD); Compton Unified School District (CUSD); and Los Angeles County Office of Education (LACOE) schools.

Phase 1: Relationship, Trust and Rapport Building:^{52,53,54,55} Relationship Building is the first phase of the model. It involves establishing rapport, developing trust, demonstrating consistency, creating a safe space, challenging current mindset (attitudes, behaviors & beliefs), empowering youth with voice, understanding youth perspective, keeping promises, and reframing pedagogical and curricular approaches. Youth receive or engage in one-on-one/small-group/group mentoring, self-actualization/agency/capacity development, non-clinical cognitive-behavioral techniques, trust-building, and training in gratitude, appreciation, empathy, history/culture, understanding sacrifice, responsibility, and connecting to one’s past. This phase facilitates a sense of belonging, causes youth to consider new ideas, allows

youth to understand, appreciate and consider different perspectives and engages/re-engages them in school. As with all phases, there is no set completion timeframe. Successful matriculation typically takes two (2) to eight (8) weeks.

Phase 2: Cultural Identity/Rites of Passage: Phase 2 includes 80 hours of cultural context (*Ubuntu: I Am Because We Are; Sankofa: Connecting to Our Past; Attitude of Gratitude; Understanding Sacrifice; Shoulders Upon Which I Stand; Roots of Violence, Habits and Traits of Successful People, Rites of Passage Retreat, etc.*)⁵⁶ and self-actualization (vulnerability, trauma, self-awareness, agency, restorative practices, etc.). In addition to these curricular training, activities and events, youth also engage in monthly service learning projects that use public health approaches to address youth gang violence prevention. This phase effectuates improved outcomes for traumatized clients.^{57,58,59}

Phase 3: Self Actualization & Mindset Change: Immediately upon enrollment (despite being identified as Phase 3) and ongoing for the duration of the 894-hour intervention, clients are engaged in Self Actualization programming (including Aspirational Self Determination and Agency Development) to facilitate mindset change (changes in attitudes, behaviors & beliefs).⁶⁰ This includes mental health support, non-clinical/clinical cognitive behavioral therapy,⁶¹ cultural awareness and ritual, restorative practices,⁶² health and wellness programming, substance abuse treatment, youth & parent counseling, and vulnerability exercises. Here we address social, emotional and psychological needs.^{63,64,65,66,67,68,69,70}

Phase 4: Skills Development & Mindset Change: Integrated throughout a client's participation, Skills Development involves basic (academic), life, social & competency-based skills training; High School Equivalency Test (HiSET)/GED certification; educational enrichment; remedial academic training; youth advocacy; computer literacy; service learning; volunteerism; recreation; and financial education. Importantly, the likelihood of violence increases when young people have under-developed or ineffective communication, problem-solving, conflict resolution/management, empathy, impulse control, and emotional regulation/management.^{71,72,73,74,75,76,77}

Phase 5: Civic & Community Engagement: Clients become change agents for issues that impact them most.

Phase 6: Mainstreaming: During mainstreaming clients practice learned skills in real-world environments without the threat of suffering the consequences of failure. Similar to role play, we create numerous scenarios or place them in environments that offer realistic feedback so that they can practice their newly-developed skills, recognize their challenges, work on the areas in which they need improvement and test their skills

again under the guidance of their caring adult case manager without the risk of losing their job or violating their probation.

Phase 7: Practicum: In this phase, clients actually test their mastery of learned skills in the real-world in natural settings with the general public. Although their programming has gone live, there is still an element of control and supervision that enables us to quickly intervene and terminate scenarios should the need arise. As such, clients are able to demonstrate their growth and development without the threat of suffering adverse consequences should they prove ill-prepared to navigate the space.

Phase 8: Supportive Services: This phase actually initiates upon client enrollment and continues throughout their participation. Our services include transportation, childcare, clothing, food, shelter assistance, financial aid, college preparation, scholarships, and restorative practices healing circles.

Phase 9: Stepwise College/Career Experiences: Stepwise (serial or on-ramp) opportunities effectively, naturally, methodically and sustainably transition clients into post-secondary pursuits or the world of work.

Phase 10: Follow Up: Proud to be Me is a youth development continuum that is designed to support clients from enrollment through the age of 25. At a minimum, clients are intensively tracked through high school graduation, equivalency certificate achievement or for four years (whichever is longest). At the conclusion of the initial 894-hour intervention programming, we continue to provide follow up referral and support with respect to additional life, social and competency-based skills training; career readiness/job placement; post-secondary access, enrollment, scholarships, financial aid & matriculation; supportive services; and monthly alumni gatherings to solidify their transformation.⁷⁸

Specific Features of the Proud to be Me Model: The following features are strategically integrated across the ten phases to further effectuate goal, objective and outcome achievement:

- **Culturally-Appropriate Academic/Educational Support** addresses School Challenge^{79,80,81,82} risk factors by facilitating connection, inspiring, motivating and helping clients self actualize.^{83,84,85,86,87,88}
- **Culturally-Relevant Workforce Development:** We offer college/career readiness, job placement, volunteerism, service learning, community service, (un)paid internships, job shadowing, entrepreneurship, skills development;⁸⁹ academic, and post-employment follow-up support.⁹⁰
- **Mentoring:** Our mentoring strategy impacts upon seven risk factors:^{91,92} 1) poor parental supports; 2) delinquent beliefs; 3) delinquent peers; 4) commitment to

street-oriented peers; 5) antisocial behavior; 6) school challenges; and 7) low civic attachment.^{93,94,95,96,97,98} We feature one-on-one, small-/large-group and multi-mentor approaches in five modalities – academic, vocational, relationship,⁹⁹ pro-social behavioral and family support¹⁰⁰ mentoring.

- ***Behavioral and Mental Health Services and Counseling:*** SPA 6 High-Risk Youth present with 11 adverse childhood experiences (ACEs), on average,¹⁰¹ that impact future violence victimization, perpetration, lifelong health and opportunity.^{102, 103, 104, 105, 106, 107} Therefore, we provide non-clinical cognitive behavioral programming and clinical cognitive behavioral counseling.¹⁰⁸
- ***Case Managed Ubuntu-Based Youth Development:*** A multi-sensory, interactive, integrated, transformative healing, guided self discovery approach founded in Ubuntu (I am because we are. Without we there is no me.) principles and framed by the High-Risk Youth with whom we work, our program: (1) integrates cultural ritual, healing circles and Enterstruction®^B to create a brand that's considered "cool" and compelling to SPA 6 High-Risk Youth and rivals the allure of gang glory; (2) establishes a safe place for High-Risk Youth to find refuge and interact in a healthy, positive fashion, where participation demands non-violent, harmonious behavior and attitudes; and (3) provides a multi-faceted community approach¹⁰⁹ that includes curricular activities, experiential and instructional field trips, service learning, youth organizing, rites of passage activities and coordinated services (case management, service brokering). This approach provides healthy alternatives to the reasons youth join gangs.¹¹⁰
- ***Youth-Informed Human-Centered Design:*** Proud to be Me is designed and continuously developed by SPA 6 High-Risk clients and individuals who are most impacted by gang violence.¹¹¹
- ***Learning Institute:*** Our model continues to be rigorously evaluated for purposes of informing correction, promoting continuous improvement and improving the community of practice.
- ***Gang Intervention and Violence Reduction Coalitions:*** Brotherhood Crusade is an active member and thought leader in five local youth gang intervention and violence reduction coalitions.

^B Enterstruction® is a culturally-sensitive multi-sensory (visual, audio, kinesthetic, etc.) curricular pedagogy that combines experiential instruction with entertainment. Drums, guitars, chimes, hula hoops, bells, picket signs (I Am A Man March), puzzles, performing arts, spoken word, "Amazing Race" type challenges, healing circles, and similar instructional tools interactively connect SPA 6 High-Risk Youth to the intervention.

Partners

In delivering Proud to be Me, we maintain formal partnerships with Los Angeles Probation Department, the school districts (Los Angeles County Office of Education, Los Angeles Unified School District, Lynwood Unified School District, Pomona Unified School District, etc.), Los Angeles County Youth Diversion & Development Department, Los Angeles County Chief Executive's Office (CEO), Los Angeles Police Department, Los Angeles Economic and Workforce Development Department (EWDD), Los Angeles Workforce Development Board (WDB), California State University Dominguez Hills (CSUDH) School of Social Work, Emmada Psychology Institute, Homeless Outreach Program Integrated Care System, Wellnest mental health services, St. John Well Child & Family Center, Los Angeles Community College District, AEG Worldwide, Los Angeles International Airports, Walsh Shea, Kaiser Permanente, Healthcare Careers Connection, Los Angeles Department of Water & Power, Ivie, McNeil and Wyatt Law Firm, United States Attorney's Office, Central District of California (USAO CDCA), Los Angeles Recreation & Parks Department, Department of Public & Social Services, Department of Mental Health, Department of Children & Family Services, Metropolitan Transportation Authority, California Film Commission, Los Angeles Housing & Community Investment Department, Hospitality Training Academy, Transportation Safety Administration, JP Morgan, Paramount Pictures, Job Corps, Comerica Bank, Wells Fargo, Bank of America, Los Angeles Clippers Foundation, Los Angeles Chargers Impact Fund, Ballmer Group Philanthropy, Play Equity Fund, Los Angeles Dodgers Foundation, Los Angeles Rams, Los Angeles Lakers Youth Foundation, LA Galaxy, City National Bank, UPS, Verizon, AT&T and over 50 other private/public/community-based partners.



Eligibility and Enrollment

The overwhelming majority of young people who enroll in Proud to be Me are referred based on meeting the above-delineated criterion of a High-Risk Youth and the desire of the referring party to prevent the young person from engaging or further engaging in gangs or violence. Rarely are individuals self-referred.

It is important to note that the first engagement with High-Risk young people referred to Brotherhood Crusade for potential enrollment in Proud to be Me is typically a series of Familiarization activities. These activities actualize the first phase of the model – Relationship, Trust and Rapport Building - by facilitating engagement and interaction between the referred individual and Brotherhood Crusade practitioners. Given, that Proud to be Me is an individualized program, Familiarization is done individually, in group or by using a combination of both based on ongoing assessments to determine the most effective approach. Importantly, referred individuals are not formally enrolled at this time. To the contrary, this phase affords the young person and Brotherhood Crusade an opportunity to assess whether or not it makes sense and is practical for the parties to work with one another and, if so, the manner in which their efforts shall be conducted. Moreover, the familiarization process is not time-framed and may take one week, three months or longer to conclude.

After the Familiarization Phase and still prior to enrollment, an orientation is conducted with the young people and their parent(s) or guardian(s) to:

1. Share program purpose, expectations and timing
2. Delineate program goals, objectives and desired outcomes
3. Obtain consent to assess referred candidates and determine their needs as well as the severity of their risk factor-associated mindset (attitudes, behaviors and beliefs)
4. Schedule a family meeting to initiate development of an individual Youth Development Plan (YDP) or Individual Service Strategy (ISS), Three- or Four-Party Contract (as applicable), and Roles and Responsibilities Addendum to the Contract
5. Initiate administration of baseline eligibility, academic, social behavioral, aptitude and basic needs assessments

During this process, referred candidates and their families participate in an initial assessment interview with the case manager or youth advocate. This interview considers all of the observations and lessons learned from the Familiarization Phase as well as any logistics or special accommodations that may need to be managed or provided should the young person be enrolled. The caring adult staff members also complete Brotherhood Crusade's Youth Services Eligibility Tool (YSET: normed for 10-15, 14-17 and 18+) to determine service eligibility at this time. Young people that meet or

exceed pre-established thresholds on YSET attitudinal and behavioral scales and share a mutual desire to participate, are eligible for Proud to be Me program enrollment.

[NOTES: 1) The latter criterion appears to be counter-productive to the purpose and goals of CalVIP. This is only because it is assumed that young people who engage in gangs and violence do not desire to take part in gang and violence prevention programs and must be coerced to do so. While this assertion is commonly believed, it actually contradicts the research and evidence. In fact, the reason the majority of gang and violence prevention programs fail is because their entire design is predicated on the belief that the participants don't want to be there, which leads to a delivery of services that reflects this belief. Overwhelming research and evidence clearly indicates that the most effective gang and violence prevention programs present as being human-centered, non-judgmental and more attractive than the allure of gangs and violent delinquency. In short, the young people value the intervention and want to be there.

*2) To prevent net-widening, YSET and Modified YSET **ineligible** youth and young adults are placed in our trauma-informed youth development program or referred to a partner youth development opportunity]*



Delineation of Interventions and Services

Once enrolled, participants are assigned to a caring adult case manager or youth advocate who:

- A. Works with the young person, parent, Probation/school/law enforcement partner and Brotherhood Crusade to develop a specifically-tailored YDP or ISS that: identifies risk factors contributing most to gang joining or violent delinquency tendencies; articulates risk factor-associated mindset (attitudes, behaviors and beliefs); describes the young person's qualities, strengths and interests; documents jointly agreed upon client-specific goals, objectives, desired outcomes and measures of success; outlines a plan of action & milestones; identifies success indicators and measurement tools; conveys monitoring and evaluation; describes evaluative feedback-informed correction and continuous improvement; and prescribes intervention programming. The YDP/ISS is informed by quantitative and qualitative assessment results, partner input and data, other stakeholder feedback and insight or direction from the young people themselves.
- B. Introduces the Three-/Four-Party (young person, parent/guardian (as applicable and appropriate), Probation/school/law enforcement partner and Brotherhood Crusade) Contract outlining each party's roles and responsibilities (documented in the Roles and Responsibilities Addendum to the Contract). Notably, the YDP-/ISS-prescribed programming aligns with each young person's strengths, aptitude, aspirations and needs in five (5) developmental areas:
 - a. **Learning:** Basic skills and life lessons learned in and out of school, academic advancement, college readiness, and ability to navigate
 - b. **Thriving:** Physical health, mental health, social health, emotional health, and safety
 - c. **Leading:** Civic and community engagement, self-aspiration, self-determination, agency and self-actualization
 - d. **Connecting:** Interpersonal connections, social assimilation, life skills, well-being, and utilization of networks and their resources
 - e. **Working:** Work ethic, value proposition, differentiation, career awareness, vocational life and social skills, career preparedness (competency-based skills), volunteerism, internships, job shadowing and apprenticeships

Upon completion of their YDP/ISS and Three-/Four-Party Contract, young people are fortified with supportive services (transportation, clothing, housing assistance, childcare, ID card procurement assistance, etc.) and tracked to their prescribed programming at their identified site(s).

GOALS AND OBJECTIVES

POP: Purpose (Goal), Outcomes and Process (Objectives)

“Something to do, someone to love, and someone who loves them.”

“People don’t care how much you know, until they know how much you care.”

It is the essence of these two clichés that drives our Proud to be Me Gang and Violence Prevention Youth Development Program. The program is predicated on the philosophy that it is not our role to dictate the path by which our young people must travel. Instead, we are charged with being caring adults who expose our young people to opportunities, allow them to be enticed by one or more of those opportunities, show (guide) them how they can pursue those opportunities and ensure the provision of resources and supports to help them realize their pursuit. Along the way, we must help them self-actualize, address issues of unresolved trauma (chronic adversity & adverse childhood experiences), discover their authentic self, change their mindset (attitudes, behaviors and beliefs) and gain agency. Accordingly, Proud to be Me is purposed to improve the quality of life of the young people we serve and their families such that they succeed in school and in life.

With respect to families, Brotherhood Crusade employs a *Family Support* philosophy. At its core, Family Support is an old-fashioned way of thinking about what it takes to rear children in any society. It involves nurturing and protecting children by nurturing and protecting their parents and families. When we provide parents with tools and resources we strengthen parents to raise happy children. When we invest in families we strengthen the communities in which those families work and live. Family Support provides parents and neighborhoods with the resources and supports they need to not just survive, but to flourish in their role as parents. We all benefit when we work together to empower parents in their work of raising healthy, responsible, productive, and joyous children.

Given Brotherhood Crusade’s philosophy, the goals and objectives of the Proud to be Me Gang and Violence Prevention Youth Development Program (as described in the Project Work Plan) were:

Goal #1

Improve Health and Safety by Significantly Reducing Violence in Los Angeles County’s SPA 6

Goal #1-Oriented Objectives

- A. Increase the quantity of effective gang and violence prevention entities, activities and opportunities by improving the quality of High-Risk Youth-serving entities through proof of concept, policy and systems change and communities of learning.

- B. Minimize the impact of neighborhood conditions that cause gangs to take root and flourish through opportunities provision (specific education, training, and employment programs targeted at High-Risk Youth) and social intervention (linking High-Risk Youth to the conventional world and needed services)
- C. Mobilize the community (local citizens, including former gang youth, community groups and agencies) and coordinate programs and staff functions within and across agencies.
- D. Bring law enforcement, High-Risk Youth, local citizens, celebrities, and community leaders together to promote healing and rebuild divided communities.

Goal #2

Prevent High-Risk Youth from joining or continuing to engage in gangs

Goal #2-Oriented Objectives

- A. By December 31st of each calendar year, enroll and engage 100 10-24 year old SPA 6 High-Risk Youth into Brotherhood Crusade's holistic and intensive Proud to be Me Gang and Violence Prevention Program.
- B. Within 12 months of Proud to be Me enrollment, 80% (80 of 100) of High-Risk Youth participants annually shall complete 40% of the 894-hour initial engagement.
- C. Within 24 months of Proud to be Me enrollment, 70% (70 of 100) of High-Risk Youth participants annually shall complete the 894-hour initial engagement.

Goal #3

Effectuate policy and systems change within SPA 6 High-Risk Youth-serving entities

Goal #3-Oriented Objectives

- A. Monitor Proud to be Me's effectiveness in accordance with the evaluation and learning protocol, demonstrate proof of concept and share findings with systems leaders and policy makers.
- B. Convene and/or participate in gang and violence prevention coalitions purposed to inform decision and policy makers with respect to promising and best practices through proof of concept, communities of learning, data collection, data assimilation, and ideation that develops viable solutions.
- C. Assimilate data, propose solutions and assist youth-serving entities (public systems, law enforcement agencies, academic institutions, private entities and community- and faith-based organizations) in adopting and implementing effective strategies and approaches

TABLE 1: Proud to be Me Goals and Outcomes		
	GOALS	OUTCOMES
1	Improve Health and Safety by Significantly Reducing Violence in Los Angeles County’s SPA 6	A. Appropriate identification and referral of target population to the Proud to be Me Program
2	Prevent High-Risk Youth from joining or continuing to engage in gangs	B. Reduced incidence of gang joining, gang activity or violence after program completion
3	Effectuate policy and systems change within SPA 6 High-Risk Youth-serving entities	C. Improved mindset (attitudes, behaviors and beliefs) and social behavior after program completion D. Improved self actualization and agency after program completion E. Increased civic and community engagement after program completion

RESEARCH QUESTIONS

Ultimately, Proud to be Me sought to holistically address the needs of “High-Risk Youth” as a means of changing their mindset, narrative & trajectory and ultimately preventing them from engaging in or further engaging in gangs or violent delinquency.

To this end, Proud to be Me incorporated a Results Based Accountability (RBA) model approach, which was designed to improve the lives of children, families, and communities and the performance of programs because RBA approaches:

- Get from talk to action quickly
- Provide a simple, common sense process that everyone can understand
- Help Brotherhood Crusade caring adult practitioners and collaborative partners surface and challenge assumptions that can be barriers to innovation
- Build collaboration and consensus
- Use data and transparency to ensure accountability for both the well-being of all stakeholders and the performance of Proud to be Me programs

RBA helped Brotherhood Crusade identify the role it played in effectuating community-wide diversion impact by identifying the specific High-Risk Youth who stood to benefit from Proud to be Me services.

Performance measures focused on whether High-Risk Youth were better off as a result of Proud to be Me services and looked at the quality and efficiency of these services. To get at the most important performance measures, RBA asks three simple questions:

1. How much did we do?
2. How well did we do it?
3. Is anyone better off?

With respect to the Proud to be Me process and outcome evaluation, the first two questions guided the former (process evaluation) and the third question guided the latter (outcome evaluation). Accordingly, process evaluation assessed ABILITY - Proud to be Me's capacity to identify High-Risk Youth and their needs and strengths in a timely, culturally-responsive and trauma-informed manner while complying with and maintaining program fidelity. In contrast, outcome evaluation assessed EFFECTIVENESS – the outcomes effectuated by Proud to be Me on three levels.

- Program Completion
- Improvement in Achieving Identified Desired Outcomes
- Prevention from Initial or Further Engagement in Gangs or Violent Delinquency

The following details the manner in which Brotherhood Crusade and its evaluation partners monitored, tracked, documented and reported Proud to be Me implementation and impact performance.

Given the goals and objectives delineated above and in Brotherhood Crusade's Work Plan, the organization developed the following research questions.

Process Evaluation Research Questions

1. What knowledge, characteristics and skill sets must a caring adult mentor possess in order to implement the Proud to be Me Youth Gang Violence Prevention Model with fidelity?
2. How does a caring adult mentor's level of understanding and mastery of trauma-informed youth development, human-centered design, restorative practices, and transformative practices affect their ability to implement the Proud to be Me Youth Gang Violence Prevention Model with fidelity?
3. How does a caring adult mentor's level of understanding and mastery of the Comprehensive Gang Model affect their ability to implement the Proud to be Me Youth Gang Violence Prevention Model with fidelity?
4. With respect to High-Risk Youth, how does a caring adult mentor's ability to build relationships of trust and rapport, connect them to cultural identity, and cause them to self actualizing and gain agency affect their ability to implement the Proud to be Me Youth Gang Violence Prevention Model with fidelity?

Outcome Evaluation and Impact Research Questions

1. How and by how much does building relationships of trust and rapport, connecting to cultural identity, self-actualizing and gaining agency cause High-Risk Youth to steer away from or discontinue association with violent gangs?
2. How and by how much does a caring adult mentor's ability to effectively implement the Proud to be Me Youth Gang Violence Prevention Model with fidelity cause High-Risk Youth to steer away from or discontinue association with violent gangs?
3. How and by how much does addressing the education, healthcare, substance abuse, mental health, legal, basic, systems navigation and similar needs of High-Risk Youth cause them to steer away from or discontinue association with violent gangs?
4. What percentage improvement is actualized in causing High-Risk Youth to steer away from or discontinue association with violent gangs when services, activities and events are seamlessly offered (presented to High-Risk Youth as one program continuum as opposed to as silos or different programs)?
5. What percentage improvement is actualized in causing High-Risk Youth to steer away from or discontinue association with violent gangs when partner services are seamlessly provided (presented to High-Risk Youth as a one staff collective as opposed to a series of different entities)?

System and Community Impact and Change Research Questions

1. What impact does Proud to be Me's success have on the number of SPA 6 High-Risk Youth-serving entities changing their policies and systems with respect to gang and violence prevention among High-Risk Youth?
2. What impact does Proud to be Me's success have on the number of SPA 6 residents changing their mindset (attitudes, behaviors and beliefs) toward the acceptance of gangs and violence delinquency?
3. What impact does Proud to be Me's success have on the number of SPA 6 residents supporting the gang and violence delinquency efforts of public, private, community-based and faith-based entities?
4. How does Proud to be Me's success improve Community Mobilization and Social Intervention among SPA 6 High-Risk Youth-serving entities with respect to gang and violence prevention among High-Risk Youth?
5. How does Proud to be Me's success improve Opportunities Provision among SPA 6 High-Risk Youth-serving entities with respect to gang and violence prevention among High-Risk Youth?

Project Logic Model

Brotherhood Crusade developed the following logic models to present a story or picture of how its Proud to be Me initiative was supposed to work. The process brought together stakeholders to articulate the goals of the program and the values that support it, and to identify strategies and desired outcomes of the initiative.

As a means to communicate the Proud to be Me Trauma-Informed Youth Gang Violence Prevention program visually, within its own coalition of caring adult staff mentors and partners as well as to external audiences, these logic models provided common language and reference points for everyone involved in the Proud to be Me initiative.

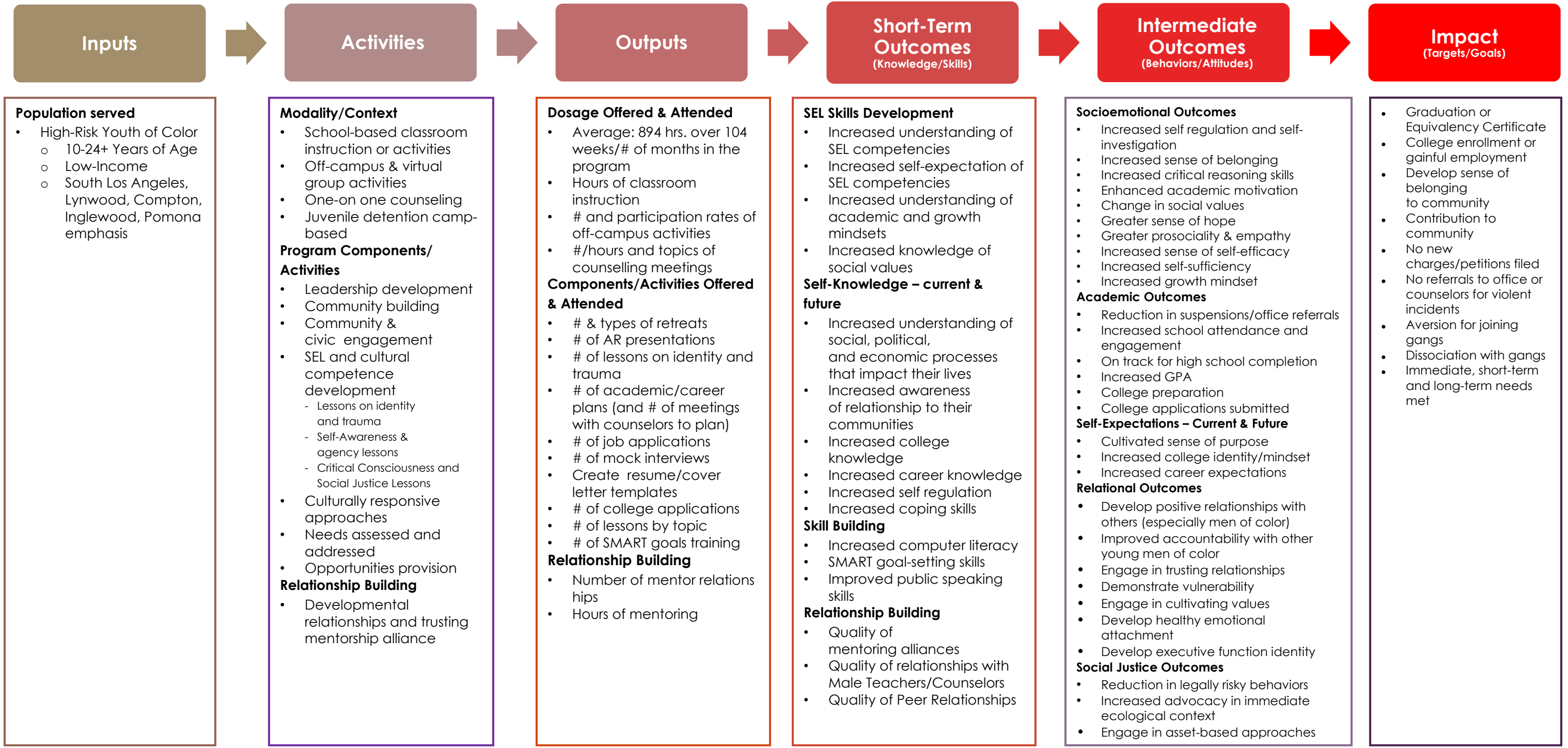
The goal was for these logic models to be integrated as useful tools for planning, implementing and evaluating the initiative. They were designed to help stakeholders agree on short-term as well as long-term objectives during the planning process, outline activities and actors, and establish clear criteria for evaluation during the CalVIP project effort. Today, as we sunset the project, the logic models are providing a framework for assessing the overall effectiveness of the initiative, as well as the activities, resources, and external factors that played a role in the outcomes.

Brotherhood Crusade used both forward and reverse logic in developing the model. Working backwards, the organization began with its desired outcomes and then identified the strategies and resources that were necessary to accomplish them. Combining this with forward logic, Brotherhood Crusade was able to choose certain steps to produce the desired effects.

Surprisingly, Brotherhood Crusade did not need to revise the models over the project period, though such is an advantage of using the logic models. Because they relate program activities to their effect, the logic models help keep stakeholders focused on achieving outcomes, while remaining flexible and open to finding the best means to enact Brotherhood Crusade's unique story of change.

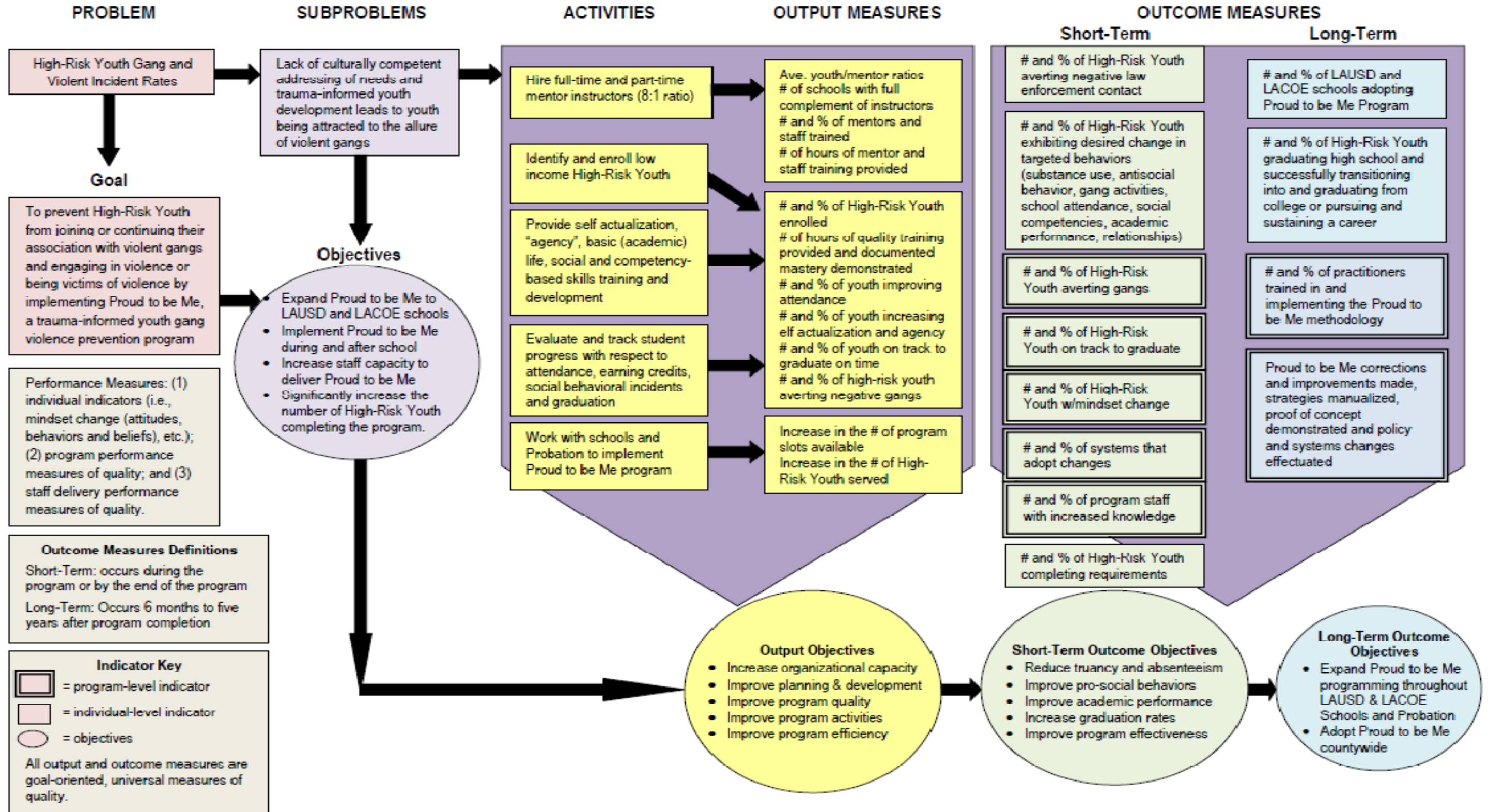


Brotherhood Crusade Proud to be Me Trauma-Informed Youth Gang Violence Prevention Program Logic Model



Assumptions: High-Risk Youth stay active in the program.

Brotherhood Crusade Proud to be Me: Trauma-Informed Youth Gang Violence Prevention Logic Model



Evaluation Method and Design

I. RESEARCH DESIGN

This project employed a mixed methods process and outcome evaluation research design that included descriptive, quasi-experimental and pre-/post-assessment design strategies. Taken together, this approach quantitatively and qualitatively provides a comprehensive assessment of Proud to be Me's program implementation and effects, maximizes validity and provides different perspectives on complex, multi-dimensional issues.

Descriptive Research Design: Descriptive research aims to accurately and systematically describe a population, situation or phenomenon by answering the *what, where, when,* and *how* (but not the *why*) questions. Here, the validity of the research depends upon the sampling method. The Proud to be Me evaluation research design is descriptive in that Brotherhood Crusade does not control, manipulate or influence any of the process implementation variables, but only observes, measures and compares them against population level metrics. In other words, the Proud to be Me model rightly defines the manner in which the process should be carried out. However, we don't intervene once the process is being implemented by our caring adult staff because we want to ensure and assess their ability and effectiveness in delivering the model with fidelity. While this allows us to gather more data on a larger scale and demonstrates the effectiveness of Brotherhood Crusade's program relative to other programs in the area, such a comparison would, at best, only be correlative, as a well-designed causal model because Brotherhood Crusade's program cannot be constructed relative to the size of Los Angeles, Pomona, Inglewood, Lynwood and Compton unified school districts.

With respect to the descriptive design, data analysis was conducted by documenting and illustrating changes over time via trend-line analysis. Internally, weekly time points shall be documented. Externally, time points were reported quarterly. Both were achieved by mapping changes in High-Risk Youth participant outcomes against baseline as well as process implementation trends, findings and results against Critical Success Indicators (CSIs).

In effectuating our descriptive design, we employed evaluation protocols for mindset and agency effectuation CSIs. Notably, such indicators go beyond standard indicators of performance and are becoming increasingly popular in the Youth Services field. Consequently, even if existing school district data sharing agreements could easily facilitate access to individual-level comparison data, the school districts did not track CSIs that measure the effectiveness of relationship building, mindset change and personal agency development processes and strategies. Therefore, there is no current

way to measure these parameters at the district level, which may somewhat affect analysis of Proud to be Me program impact as it pertains to strategic processes.

Quasi-Experimental Research Design: The Proud to be Me evaluation research design is also quasi-experimental. It is quasi-experimental because we systematically intervene in the process and measure the outcome. The validity of our research here depends upon our experimental design. In this case, High-Risk Youth participants were not randomly assigned to a “treatment”. In contrast, central to our program methodology, High-Risk Youth participants were placed into specialized individual treatment groups within programs that are tailored to their specific needs. This, by nature, precludes random assignment but still provides us control over confounding variables and allows us to establish cause and effect relationships.

The research design is also quasi-experimental (as opposed to fully experimental) because there is no comparison against a control group. This is based on ethical concerns, as well as technical constraints. Previous evidence has demonstrated the effectiveness of Brotherhood Crusade’s programmatic strategy. Withholding a proven, effective intervention from youth who could benefit would be a massive ethical violation, which generally would not garner approval from any Institutional Review Boards. Moreover, the quasi-experimental design allowed us to limit the amount of unexpected influence we may have on our High-Risk Youth participants.

Our quasi-experimental design utilized a pre-test/post-test design. During the intake process, we created baseline comparisons across all of the CSIs and implemented a weekly data point framework. Our aim was to prescribe enough frequency of data collection to make it possible to not only show change over time, but also causally link the degree to which particular intervention types impact the key indicators of success.

Pre-/Post-Assessment Research Design: Although it is perhaps the simplest evaluation design, it also continues to be one of the most effective ways to measure whether the expected process changes took place. The primary challenge with pre- and post-test designs is that they cannot detect other possible causes of positive or negative process results.

TABLE 2: Research Design Strategies		
RESEARCH DESIGN APPROACH	ADVANTAGES	DISADVANTAGES
Descriptive	<ul style="list-style-type: none"> • Allows you to describe your research subject without influencing it. • Accessible – you can gather more data on a larger scale. 	<ul style="list-style-type: none"> • No control over confounding variables. • Can't establish cause and effect relationships.
Experimental	<ul style="list-style-type: none"> • More control over confounding variables. • Can establish cause and effect relationships 	<ul style="list-style-type: none"> • You might influence your research subject in unexpected ways. • Usually requires more expertise and resources to collect data
Pre-/Post-Assessment	<ul style="list-style-type: none"> • Quantitatively measures whether the expected changes took place • Easy to implement 	<ul style="list-style-type: none"> • Cannot detect other possible causes of positive or negative results among the participants

Given both the advantages and drawbacks of each of the above-described research designs, Brotherhood Crusade employed a mixed methods research design purposed to benefit from the advantages of each design, while minimizing and compensating for the disadvantages.

Accordingly, causality can be tracked across the Proud to be Me process. The assessment tools that measure youth mindset change, agency development, and program engagement effectuation run simultaneously with the process evaluation that gauges the frequency, intensity, and regularity of the interventions received by each student. This allows an internal causal analysis demonstrating which aspects of the process are conducted with fidelity and which aspects might need further attention.

These points explain the technical reasons for selecting a mixed methods descriptive, quasi-experimental and pre-/post-assessment design. Current data limitations necessitate selection of these methodologies; yet these limitations also present an opportunity. Making these comparisons creates another layer of evidence validating the use of Brotherhood Crusade’s programmatic framework. By demonstrating not only the effectiveness of the program, but also illustrating the validity and reliability of the mindset and self-agency metrics, more cause can be claimed to track these metrics at an expanded level.

II. PROCESS EVALUATION

Brotherhood Crusade utilized weekly multi-disciplinary team (MDT) meetings to ensure caring adult staff members stayed on task and provided the necessary services and supports. The MDTs were also used to increase employee engagement (employee's emotional attachment to the organization and the organization's goals) so as to improve program quality and better effectuate goal achievement.

Directors met with each of their team members, school officials, essential partners and relevant stakeholders at least once per week to address staff accountability, discuss staff job performance, ensure/improve program fidelity, facilitate needed coaching/training, and provide feedback. Five topics were mandatorily required to be discussed during each MDT meeting:

- Job Performance. Are caring adult staff members meeting and completing the basic requirements of their job? Are High-Risk Youth being enrolled in the program? Is all documentation up to date? Is program fidelity being maintained?
- Attitude. Young people vote with their feet and, as such, must be inspired and motivated such that our program presents as more attractive than the allure of gangs or delinquent peers. How do the thoughts and feelings of caring adult staff members impact employee engagement?
- Behaviors. As a result of these thoughts and behaviors, how do employees respond? How do these attitudes and behaviors impact job efficacy?
- Feedback. Brotherhood Crusade is a learning institution. We believe those who choose to lead should never cease to learn. Therefore, caring adult staff members are consistently invited to share feedback on additional support needed from the director and the director is instructed to share what is needed from the staff.
- Immediate, Intermediate and Long-Term Goals. In addition to the outlining the goals for the upcoming week, the team shall be consistently reminded of our North Star (ultimate goal) so as to ensure their efforts align with our purpose and the realization of our desired outcomes.

Each MDT meeting was guided by a formal written agenda and subsequently documented in formal meeting minutes, both of which were filed and reviewed during the caring adult staff member's performance evaluation.

Program Implementation: Prior to the start of each program or when members of the delivery team (including collaborative partners) changed, a MDT strategy meeting was convened. Preparatory meetings were conducted by the Senior Vice President of Programs, Quality Control Manager (Executive Vice President) or their designee after reviewing applicable contract terms, scope of work guidelines, plans, requirements, goals, objectives, desired outcomes, milestones, critical success indicators, timelines, and deliverables. Notably, contracting entities, contract issuer, partners and personnel representing other key stakeholders shall be invited to attend the preparatory meetings.

Initial Inspections were performed as part of each program site's inauguration. When new caring adult staff members or new collaborative partner staff members were assigned, the process was repeated to ensure all staff members were intimately familiar with their work assignments and surroundings.

Follow-up Inspections were performed daily, weekly, bi-weekly, monthly, quarterly, semiannually and annually, as deemed appropriate and necessary, to ensure that the control established during preparatory meetings and initial inspections continued to provide a level of performance that, at a minimum, conformed to and aimed to exceed contractual requirements. As a trauma-informed youth development organization of excellence, Brotherhood Crusade understands that merely meeting contractual requirements does not effectuate the requisite impact needed to meaningfully change the narrative and trajectory of the High-Risk Youth with whom we work.

Brotherhood Crusade developed its system of inspection to ensure program delivery is adequately planned and that the necessary testing and verification procedures are available to perform audits, inspections and tests in a satisfactory manner. These procedures establish the methods to be used when performing audits, inspections or tests listed in the project-specific Evaluation and Learning Protocol. Test reports were submitted to the Senior Vice President of Programs and Quality Control Manager, filed in the project file database and logged with other project documentation.

Ultimately, Brotherhood Crusade seeks to ensure that our service delivery is of such high quality that the High-Risk Youth participants we serve transition to and remain on track. To this end, we identified and resolved issues that threaten to prevent, retard or disrupt our participants' pursuit of change in narrative and trajectory toward their success.

III. OUTCOME EVALUATION

When Brotherhood Crusade launched its CalVIP Grant project, the organization was encouraged by its previous success transitioning High-Risk Youth from “off-track” to “on-track” life course outcomes. However, the organization was also careful to temper its expectations around the impact it might effect on long-term outcomes. Brotherhood Crusade remains fully cognizant that even the most effective interventions targeting young people who have experienced significant sources of trauma or street socialization usually require a sustained process and significant time. Indeed, the deeper the trauma or more entrenched the criminogenic street socialization, the longer the solution typically takes to produce “success” from the standpoint of traditionally understood assumptions. In sharing its theory of change and strategy, Brotherhood Crusade often reminds stakeholders that, even with a two-year time horizon, a young person performing at a 3rd grade functional grade level should not be expected to perform at a 12th grade functional grade level. However, other indicators of positive development may indicate such growth, and therefore adequately reflect program efficacy.

Subsequently, Brotherhood Crusade categorizes its desired outcomes into short-, medium-, and long-term outcomes. The attached logic models illustrate the outcomes Brotherhood Crusade expects to achieve in a sequential manner.

Short-Term Goals: Importantly, Brotherhood Crusade’s short-term goals were almost entirely focused on mindset change. The organization’s theory of change posits that impacting mindset (attitudes, behaviors and beliefs) is the critical first step towards changing results (The Change Process; Figures 2 and 3). To this end, Brotherhood Crusade’s evaluative process measures mindset change critical success indicators via:

- Weekly Student Performance and Self Actualization Assessments
- Weekly Habits and Traits Assessments
- Weekly Agency and Mainstreaming Assessments
- Weekly Self Aspiration/Determination Assessments
- Monthly Violence-Related Attitudes, Behaviors and Influences Assessment

Ideally, the organization’s aim is for High-Risk Youth to illustrate an increasing willingness to engage others in a respectful and beneficial manner, practice self-regulation, take responsibility for their actions, put the needs of others in front of their own desires, connect with and build relationships with others, express gratitude, lift up & support others, recognize & manifest their greatness, and become the best version of themselves they can be.

Intermediate Goals: In the mid-term, Brotherhood Crusade’s focus was for High-Risk Youth to continue to undergo mindset change and begin to experience improved agency and self-determination. The organization posits that as High-Risk Youth begin to adopt a refined personal identity, they will improve their agency and self-determination. This can be measured through their actions and aspirations. Accordingly, the following were used to demonstrate High-Risk Youth transformation - they are internalizing newly adopted pro-social attitudes, behaviors and beliefs and “on-track” actions and habits.

- Self Actualization Assessment
- Agency and Mainstreaming Assessment
- Self Aspiration/Determination Assessment
- Youth Development Reflection Survey
- Violence-Related Attitudes, Behaviors and Influences Assessment
- Entrepreneurial Assessment Test
- Pictorial documentation
- Video documentation

Long-Term Goals: As described throughout the Local Evaluation Plan, Brotherhood Crusade’s theory of change posits that High-Risk Youth who undergo positive mindset change will gain a greater sense of agency and self-determination that will ultimately result in achievement of desired outcomes, whether this is a conscious desire to refrain from delinquency and criminogenic behaviors, intentional engagement in pro-social activities, educational pursuits or career development. Obviously, the organization’s theory is predicated on the expectation that High-Risk Youth’s newly adopted positive actions are **summarily and consistently reinforced** until they become habits. When this occurs, High-Risk Youth become more willing to engage in actions and activities they view as beneficial to their overall development. To illustrate this, Brotherhood Crusade used the following.

- Youth Development Reflection Survey
- Official School Incident Reports
- Official Los Angeles County Probation records
- Youth Services Eligibility Tool (YSET)
- Student Performance Assessments
- Habits and Traits Assessment
- Self Actualization Assessment

- Agency and Mainstreaming Assessment
- Self Aspiration/Determination Assessment
- Weekly Student Performance Survey
- Violence-Related Attitudes, Behaviors and Influences Assessment
- Entrepreneur Assessment Test
- Stakeholder Surveys
- Session Summary Sheets
- Counselor and mental health professional reports
- Earned degrees, certificates, licenses and recognition
- Pictorial documentation
- Video documentation
- Documented participant feedback (including focus groups)
- Completed projects/assignments/challenges
- Participant journals

Outcome Measures

Brotherhood Crusade pursued the CalVIP Grant opportunity to effectuate change in the narrative and trajectory of 300 High-Risk Youth. Accordingly, the organization introduced and implemented its Proud to be Me Trauma-Informed/-Responsive Gang and Violence Prevention Youth Development Program on October 1, 2020. Notably, High-Risk Youth project participants were delineated into three service categories: Workforce Development Model; Two-Year 894-Hour Intensive Model; and Probation Camp Model.

Workforce Development Model Outcomes: The Workforce Development Model offers 250 hours of Proud to be Me vocational life and social skills programming, cultural identity and healing, self-actualization, competency skills development, mainstreaming, practicum, (un)paid internships or job shadowing and job liaison follow up services. The outcome measures Brotherhood Crusade seeks to realize are:

1. Improved mindset (attitudes, behaviors and beliefs) based on the Youth Development Reflection Survey
2. Improved agency based on the Agency and Mainstreaming as well as Self Aspiration/Determination Assessments

3. Demonstrated mastery of vocational life, social and competency-based skills based on appropriate aptitude assessments, earned certificates or licenses, and ultimately sustained employment or matriculation through post-secondary pursuits
4. Reduced criminogenic tendencies based on Weekly Student Performance Assessments, Self-Actualization Assessments, Stakeholder Surveys, Violence-Related Attitudes, Behaviors and Influences Assessments, and formal juvenile/criminal justice system records

Two-Year, 894-Hour Intensive Model Outcomes: Saliently, the primary focus of Brotherhood Crusade's CalVIP Grant project was the Two-Year, 894-Hour Model. It is here that the organization seeks to demonstrate proof of concept, facilitate significant reduction in criminogenic behavior, and increase achievement among High-Risk Youth by helping them manifest their greatness through mindset change and self actualization. Specifically, Brotherhood Crusade's outcome measures are:

1. Improved attitudinal social behavioral mindset based on the Youth Development Reflection Survey, Agency and Mainstreaming Assessment, Youth Services Eligibility Tool Retest (YSET-R), Self Aspiration/Determination Assessment, and Violence-Related Attitudes, Behaviors and Influences Assessment critical success indicators
2. Reduced criminogenic tendencies based on the Violence-Related Attitudes, Behaviors and Influences Assessments and formal juvenile/criminal justice system or school counseling records (including psycho-social reports)
3. Reduced recidivism based on official juvenile/criminal justice system records
4. Reduced incidence of referrals to school administrative offices for criminogenic offenses based on official school records
5. Reduced incidence of suspension based on official school records
6. Reduced incidence of expulsion based on official school records
7. Increased attendance rates and school engagement based on official school records
8. Increased graduation rate of High-Risk Youth based on official school records
9. Reduced negative contact with law enforcement

Probation Camp Model: Brotherhood Crusade's probation camp model provided programming to High-Risk Youth who were detained in camps, on house arrest or attending juvenile day reporting center community day schools. The organization limited its ratio of individuals served to caring adult practitioners to no more than 3:1 and employs its Two-Year, 894-Hour Intensive Model programming in a way that is conducive to the High-Risk Youth participant's and their law enforcement partners'

physical and logistical availability. Specifically, Brotherhood Crusade's outcome measures were:

1. Improved attitudinal social behavioral mindset based on the Youth Development Reflection Survey, Agency and Mainstreaming Assessment, Youth Services Eligibility Tool Retest (YSET-R), Self Aspiration/Determination Assessment, and Violence-Related Attitudes, Behaviors and Influences Assessment critical success indicators
2. Reduced criminogenic tendencies based on the Violence-Related Attitudes, Behaviors and Influences Assessments and formal juvenile/criminal justice system or school counseling records (including psycho-social reports)
3. Reduced recidivism based on official Probation records
4. Reduced incidence of probation violation based on official Probation records
5. Increased attendance rates and school engagement based on official school records
6. Reduced negative contact with law enforcement
7. Increased graduation rate of High-Risk Youth based on official school records



Brotherhood Crusade CalVIP-funded Proud to be Me Program enrolled High-Risk Youth expand their horizons, indulge in unfamiliar musical genres, and spend six hours creating and playing music with Boyz II Men Legend Shawn Stockman and world renowned guitarist Jason Sinay as part of Brotherhood Crusade's "The Healing Power of Music" series.

IV. Data Sources and Data Collection: Documenting Services Provided

Brotherhood Crusade documented the efficacy of its Proud to be Me process using the following.

Youth Development Plan/Individual Service Strategy: One of the first steps in achieving these objectives is the development of an individually-tailored plan of action and milestones (POA&M) for each young person served. Brotherhood Crusade features two types of POA&Ms, which are actually interchangeable in their purpose and function:

- Youth Development Plan (YDP)
- Individual Service Strategy (ISS)

Importantly, YDPs/ISSs are dynamic (always being updated as appropriate), mutually-developed (young person, their parent/guardian, partner champion and Brotherhood Crusade caring adult) POA&Ms of sufficient detail to allow anyone who is completely unaware of the young person's case to pick up and implement their plan without interruption. Four levels of outcome goals are documented:

- Immediate
- Short-Term
- Intermediate
- Long-Term

The YDP/ISS is purposed to facilitate the mutual development, implementation and revision, as necessary, of:

- ✓ Personal, Education and Employment Outcome Goals
- ✓ Objectives and Resources Needed to Achieve Stated Outcome Goals
- ✓ Documentation of Purpose- and Outcome-Driven Services and Resources Provided

Ultimately, the goal of the YDP/ISS process is to enable young people to take responsibility for and actively participate in getting from where they are to where they want to be.

Session Summary Sheets: Session Summary Sheets were designed to achieve three objectives.

- *Sign-In Sheet:* Sign-in sheets are typically purposed to indicate an individual was present. The challenge is that it is difficult to differentiate whether or not someone else signed in for the individual and the sheet fails to indicate whether or not the individual actually participated in the exercise, activity or event or experienced an outcome. Session Summary Sheets solve this problem. They detail the purpose of the session, the activities conducted during the session, the individual's involvement

in the process, any observations or critical moments and critical next steps. The services provided; date, time and location of service provision; materials, supplies or equipment used; any type of travel involved; and the purpose of the session are all recorded for prosperity.

- *Case Note*: Given their functionality, Session Summary Sheets also serve as reliable case notes.
- *Preliminary Lesson Plan*: Similarly, Session Summary Sheets also serve as preliminary lesson plans.

Central Repository Databases: Brotherhood Crusade implemented three categories of database monitoring systems. First, the organization's electronic Client Tracking System was initially developed and is being revamped specifically for Brotherhood Crusade's Proud to be Me program as an internet-based, restricted-access, protected data system that facilitates real-time updates from anywhere the internet can be accessed, accommodates every level of data collection required by Brotherhood Crusade, and allows information queries on all relevant parameters.

Second, Brotherhood Crusade continued to utilize the electronic data bases required by its partners (City of Los Angeles (Gang Reduction Youth Development Department (GRYD) and Economic Workforce and Development Department (EWDD)), Los Angeles County (CEO), Probation, LAUSD, IUSD, LUSD, PUSD and LACOE). Although these tools can be cumbersome, often fail to work synergistically with other partner-mandated tools, and do not tend to track all of Brotherhood Crusade's process and outcome evaluation critical success indicators, they do allow the organization to align its efforts with each of the individual partners.

Lastly, Brotherhood Crusade maintained hard-copy individualized Youth Development Plan/Individual Service Strategy and Client Engagement Tracking systems. While these are the most difficult to maintain and provide the least real-time query opportunity, they tend to be the most accurate, most detailed and most effective systems because they collect first-hand data from program participants, caring adult practitioners and Proud to be Me stakeholders.

The data collection plan for the participants beyond data collected is explained in the Data Sources and Data Collection: Tracking Participant Services section below.

V. Data Sources and Data Collection: Tracking Participant Progress

Types of Data Collected

Brotherhood Crusade utilized five (5) types of data in its process and outcome evaluation design.

1. Background (Demographic)
2. Feedback
3. Monitoring
4. Evaluation
5. Research

Demographic Data – Facts: Age, race, gender, school, income level, juvenile justice status, parental status, employment status, familiarization date, orientation date, enrollment date, cultural identity, etc. is collected to evidence details like candidates are within the High-Risk Youth target population or to facilitate delineation of subgroups.

Feedback Data – “Feelings”: Attitudinal social behavior, self actualization, cultural rites of passage and aspirational “agency” (capacity and sense of self)) data is collected to demonstrate Proud to be Me’s impact on the feelings, self-confidence and self-esteem of High-Risk Youth.

Monitoring Data – Compliance: Attendance, level of engagement, exercise completion, pre- and post-assessment/survey, self reporting, stakeholder feedback, official incident reports, dropout rates, suspension/expulsion data, milestone achievement, employment, certificate completion and similar information is collected to ensure Proud to be Me program fidelity, demonstrate proof of concept, provide evidence of effectiveness, inform correction, and promote continuous improvement.

Evaluation Data – Impact: Health measures, academic proficiency, recidivism rates, graduation rates, delinquency incident rates, progress reports, quantitative social behavioral assessment results, and similar information demonstrates the ultimate impact and efficacy of Proud to be Me programming.

Research Data – Theory: The Proud to be Me process and evaluation research design was framed, in large part, by research data. This type of data provides historical context and a basis of rationale for Proud to be Me’s services, interventions, activities and events.

Similar to the types of data, Brotherhood Crusade incorporated four (4) scales of measurement, namely Nominal, Ordinal, Interval and Ratio. All of our measurement variables fall into one of these scales.

Nominal Scale: From a statistical point of view, nominal scale is the lowest measurement level. It is assigned when parameters are divided into categories without having any order or structure, for instance Colors do not have any assigned order. One can have 5 colors like Red, Blue, Orange, Green and Yellow and could number them 1 to 5 or from 5 - 1 or number them in a mix. Here the numbers are assigned to color just for the purpose of identification, and ordering them Ascending or Descending doesn't mean that Colors have an Order. The number gives individuals the identity of the category assigned. The only mathematical operation one can perform with nominal data is to count. Another example from research activities is a YES/NO scale, which is nominal. It has no order and there is no distance between YES and NO.

Ordinal Scale: Ordinal Scales rank responses. For example, ranking cyclists at the end of the race as 1st, 2nd or 3rd place. While rank is determined, time distance (e.g., the time distance between 1st and 2nd place may not be the same as the time distance between 2nd and 3rd place. Responses that have an order but the distance between each response is not necessarily the same are regarded or put into Ordinal Scales that let the researcher interpret gross order and not the relative positional distances.

Ordinal Scale variables have the property of Identity and Magnitude. The numbers represent a quality being measured (identity) and can tell one whether a case has more of the quality measured or less of the quality measured than another case (magnitude).

Interval Scale: A normal survey rating scale is an interval scale. For example, when participants, stakeholders or practitioners are asked to rate satisfaction with Proud to be Me programming on a 5 point scale, from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree, an interval scale is being used. It is assumed to have equal distance between each of the scale elements (i.e. the Magnitude between Strongly Agree and Agree is assumed to be the same as Agree and Strongly Agree) and one can interpret differences in the distance along the scale. In contrast, with ordinal scales one can only talk about differences in order, not differences in the degree of order (i.e., the distance between responses). The Proud to be Me social behavioral, self actualization and agency mainstreaming assessments are all interval scales.

Ratio Scale: Ratio Scale is highest level of Measurement. The factor which clearly defines a ratio scale is that it has a true zero point. The simplest example of a ratio scale is the measurement of length (disregarding any philosophical points about defining how we can identify zero length) or money. Indeed, having zero length or zero money means that there is no length and no money. In the case of Proud to be Me, a ratio scale will depict each High-Risk Youth's matriculation through the curriculum.

VI. Data Sources and Data Collection: Process Variables - Rationale for Critical Success Indicators

The Proud to Be Me goals and objectives were developed based on the success of the Proud to be Me Trauma-Informed Youth Development Mentoring Program, which proved exceedingly effective in helping identify critical success indicators (CSIs) with respect to social emotional learning, trauma-informed youth development, cognitive behavioral interventions and restorative, transformative and cultural healing practices. Saliently, Brotherhood Crusade was able to compartmentalize these indicators into four categories:

- Connection with Caring Adult
- Infusion of Hope (addressing needs, developing skills, providing access to resources, etc.)
- Addressing Unresolved Issues of Trauma (chronic adversity; adverse childhood experiences; PTSD)
- Application of an Intentional Youth Development Process (Ubuntu; Self-Actualization; Resource)

Accordingly, Brotherhood Crusade's evaluation and learning efforts were concentrated on four primary targets: (1) delineating the characteristics, skills, experiences and resources (i.e., curriculum, training, support, etc.) that maximize the effectiveness of caring adults; (2) delineating the intervention dosage (frequency, intensity and duration), intervention fidelity, intervention content, intervention quality and intervention exposure that produce the most transformative impact in the lives of the High-Risk Youth served; (3) utilizing lessons learned to inform correction and promote continuous improvement; and (4) bringing the entirety of Brotherhood Crusade's staff of caring adults onboard with this process.

Notably, Brotherhood Crusade did not pursue academic growth and improvement as a primary CSI. While the organization collects this data as well, it contends that traditional measures such as report cards and standardized test results are adequate indicators for students who are performing at grade level but just aren't engaged in school; however, these measures often fail to represent the progress made by street-socialized individuals, young people who are attracted to delinquent peers, and severely underperforming students (one-to-four or more functional grade levels behind). Moreover, when students succeed as indicated by traditional scales, there is no way of determining the interventions facilitated by the caring adult to bring about the change. Lastly, the assessment frequency for traditional measures is inadequate (often semi-annual); leaving little if any time for correction. For these reasons, Brotherhood Crusade collects report card data as a tertiary measure and official school progress reports as

well as internal remedial learning gap (functional grade level) improvement as secondary measures.

Subsequently, Brotherhood Crusade identified the following five evaluation and learning CSIs for the Proud to be Me initiative.

1. Social Behavioral Improvement: The manner in which individuals interpret what is happening shapes their perception, or mental model, of some aspect of the world. Trauma can alter these mental models from early infancy through adulthood, significantly impacting the manner in which individuals' view themselves and the world. It, subsequently, also alters how information is processed, thereby resulting in shifts in behavioral responses to the environment. Without intervention these cognitive processes and behavioral responses can lead to learning deficiencies, performance problems and problematic behavior.

Similarly, youth violence and delinquency is linked to a lack of social problem-solving skills. Enhancing the peer social relationships of youth, teaching youth how to interpret behavioral cues, and improving a youth's conflict resolution skills, improves the youth's ability to avoid delinquency and solve problems in a non-criminogenic way. Social competence, conventional beliefs, and attachment to conventional peers have been shown to significantly reduce youth delinquency and the likelihood of gang involvement.

Unresolved issues of trauma and social behavioral challenges are often associated with High-Risk Youth.^{112,113,114,115,116} Accordingly, these issues must be identified and addressed if Brotherhood Crusade is to improve life course outcomes for High-Risk Youth and ultimately reduce negative contact with law enforcement. Therefore, the organization's evaluation includes reputable evaluative metrics for social behavioral improvement.

Measurement Tools:

- A. Weekly Student Performance Assessments
 - B. Weekly Habits and Traits Assessment
 - C. Monthly Violence-Related Attitudes, Behaviors and Influences Assessment
 - D. Quarterly Youth Development Reflection Survey
 - E. Quarterly Stakeholder Survey
 - F. Semi-Annual Youth Services Eligibility Tool Retest
2. Self-Actualization and Agency: Overwhelming research indicates skills building, social efficacy and future orientation ("agency" or self-actualization, which includes High-Risk Youth experiencing a transition from reactive to proactive thinking that facilitates a "sense of the future" and "hope") guided by a caring adult serve as the most concrete

foundation from which individuals learn to value, appreciate and sustain their pro-social, non-delinquent life trajectory pursuits.^{117,118,119,120,121,122}

Brotherhood Crusade's self-actualization process is a hybrid of Maslow's Hierarchy that incorporates and addresses all five levels of the pyramid. The process uses the Change Process (Figure 1) and the Cognitive Stages of Change (Figure 2) to help High-Risk Youth change the narrative and trajectory of their lives. According to Lewin, the first step in the process of changing behavior is to unfreeze the existing situation or status quo. If one is to experience different results, they need to change their thinking in order to change their attitude; change their attitude to change their beliefs, change their beliefs to change their actions; change their actions to change their behaviors; change their behaviors to change their habits; and change their habits to change their results.

With respect to the pertinent aspects of the Proud to be Me self-actualization programming, Brotherhood Crusade's model is founded in the principle of ubuntu, the African philosophy that states "I am because we are and without we there is no me." It invokes the African and Native American reference of the circle, whose power is represented by the observation "the strength of the wolf is the pack and the strength of the pack is the wolf." This model requires entities to look past their personal desires and consider that which is best for the community. One must eschew their desires and embrace the most cost-effective, efficient and efficacious solution.

By understanding who they are, from whence they came, the power that they possess, the sacrifices that have been made for them, the shoulders upon which they stand and their roles and responsibilities in life as a result, High-Risk Youth begin to self-actualize and aspire to their own success. This is critical because they transition from a belief that the commission of violent acts is a means of gaining respect and notoriety to an understanding that when I hurt others, I actually hurt myself. As such, I represent myself, my family and my community all of the time and my actions should reflect this representation.

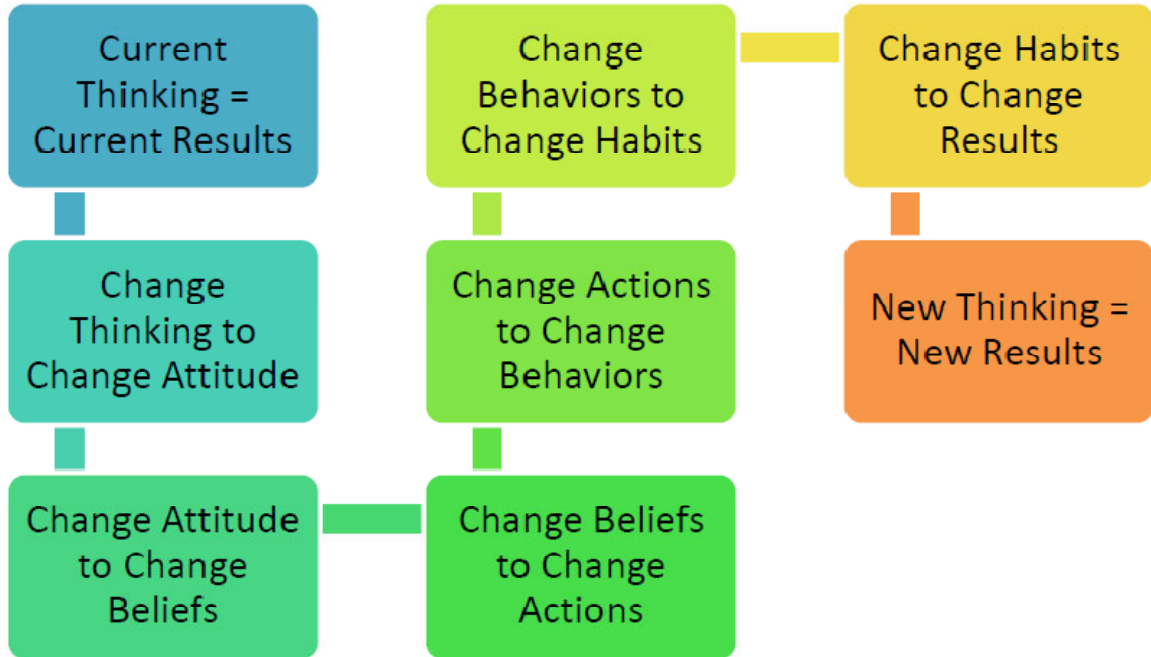
Arguably, street socialization tends to encourage a mindset of entitlement without accountability and impressing one's peers for acceptance. For High-Risk Youth, this mindset proves detrimental to their pursuit of release from formal probation, a diploma or equivalency certificate, college and/or career. As such, a determination of a young person's sense of 'agency' and a process to help young people develop 'agency' is a necessary Proud to be Me evaluative metric.

Measurement Tools:

- A. Weekly Agency and Mainstreaming Assessment
- B. Weekly Self Aspiration/Determination Assessment

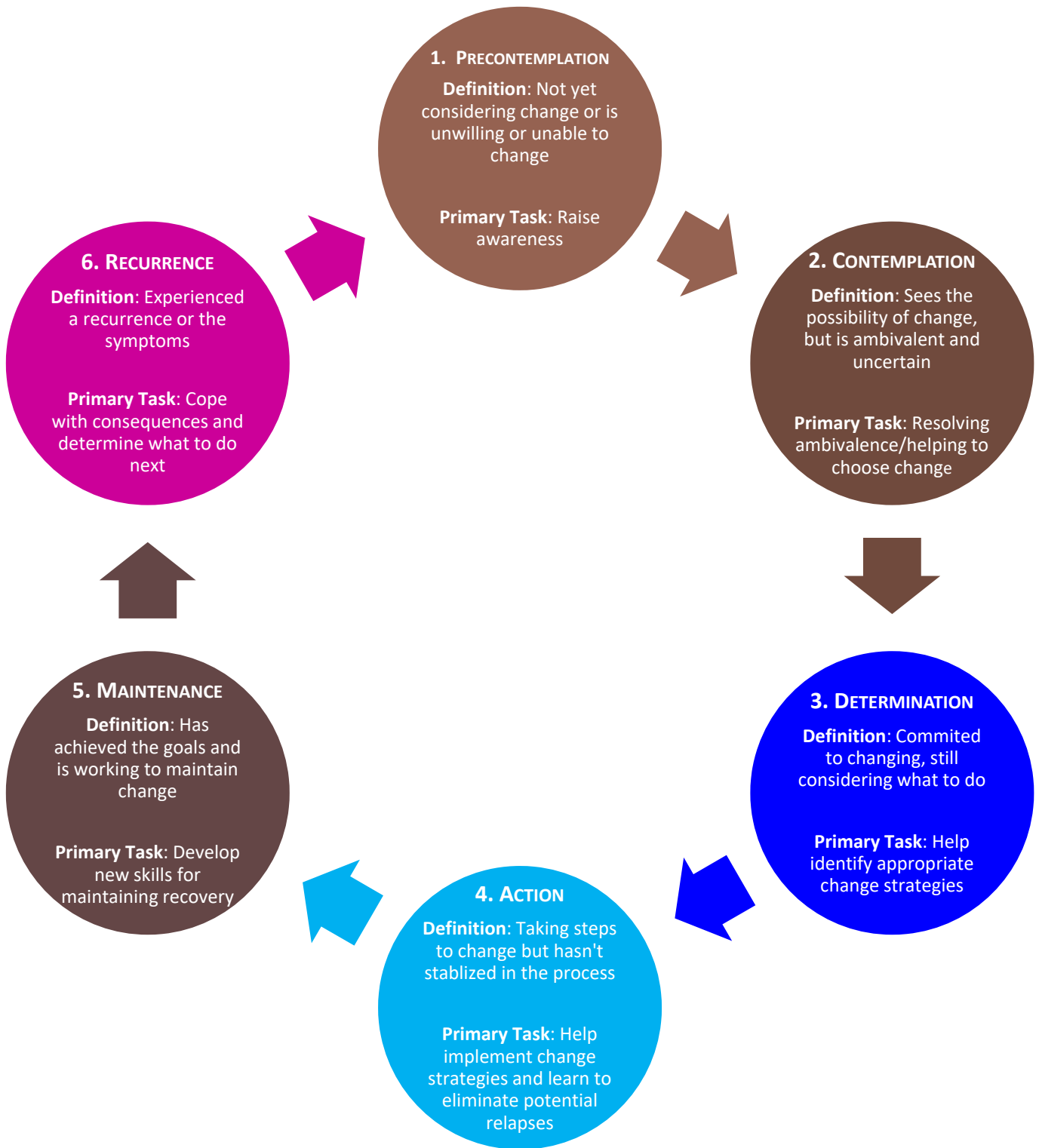
FIGURE 1

The Change Process: Effectuating Youth Transformation



Brotherhood Crusade CalVIP=funded Proud to be Me Program enrolled High-Risk Youth visit UCLA to learn more about their post-secondary options from Brotherhood Crusade practitioners and special guest Michelle Obama.

FIGURE 2: Cognitive Stages of Change



3. Vocational Power Skills: Brotherhood Crusade's achievement model for High-Risk Youth differentiates itself from traditional models because it is purposed to answer the question "When this young person steps out on the stage of life, will he or she know his or her lines?", Figure 3. A well-prepared actor must not only understand his or her role, but everyone's role. Moreover, he or she must understand the tone, message and tenor of the play as well as the manner in which his or her role contributes to the performance. Lastly, he or she must know when to properly enter and exit the scenes and be in tune with the associated cues.

Similarly, if High-Risk Youth are to succeed, they must be well-prepared actors on the stage of life. This involves a process of trajectory and narrative change that begins with a change in the way the young people think (mindset change) and transitions through a subsequent change in their attitudes, behaviors and beliefs that eventually effectuates different results.^{123,124}

Brotherhood Crusade developed a cadre of vocational power (life and social) skills that effectively determine a High-Risk Youth's readiness to re-engage in school, earn a diploma or equivalency certificate, pursue college and/or succeed in a career. Given this, we measure the following.

- Planning for the Future and Beyond
- Connectedness to the Past
- Understanding Sacrifice
- Attitude of Gratitude
- Articulating My Story and Being Vulnerable
- Habits and Traits of Successful People
- Ubuntu – Me versus We
- Critical Thinking
- Being Comfortable with Being Uncomfortable

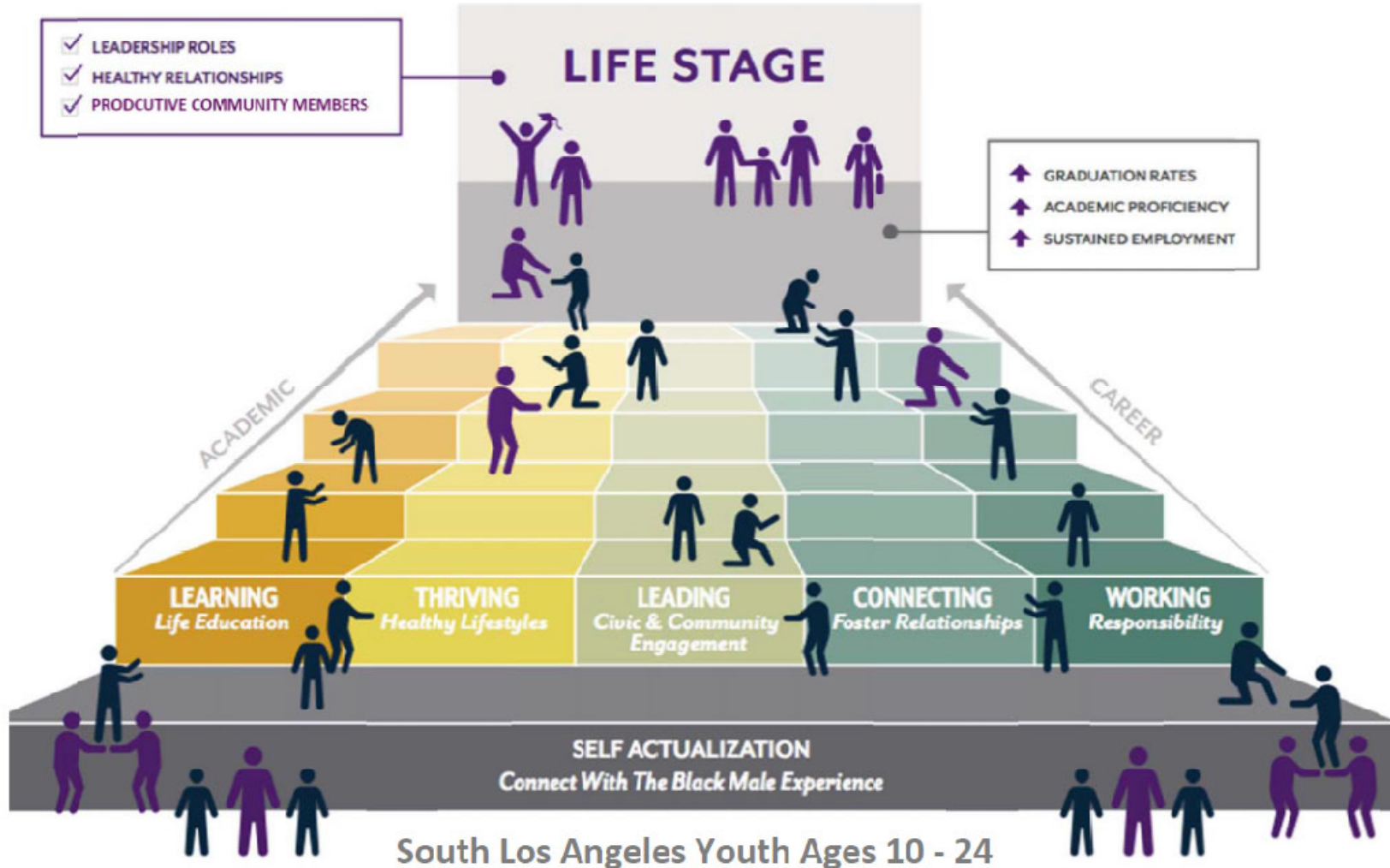
Measurement Tools:

- A. Weekly Habits and Traits Assessment
- B. Quarterly Youth Development Reflection Survey
- C. Vocational Power Skills Aptitude Assessment (pre and post)
- D. Entrepreneur Aptitude Test (pre and post)

FIGURE 3

When you walk out unto the Stage of Life, will you know your lines?

Walter Fluker, PhD



When You Walk Unto the Stage of Life...

BROTHERHOOD CRUSADE'S PROUD TO BE ME MODEL FRAMEWORK

"When you walk unto the Stage of Life, will you know your lines?"

Brotherhood Crusade's Proud to be Me model was specifically designed to maximize the opportunity for 10-24 year old Disconnected, Opportunity, Resilient and otherwise High-Risk young people of color to succeed in school and in life. The model is predicated on the following tenets.

1. **Relationship, Trust and Rapport:** "People don't care how much you know, until they know how much you care." Overwhelming research indicates when young people experience strong relationships, they do better. This is particularly true for young people who must overcome adverse childhood experiences. *[The framework graphic illustrates the willingness of the young people (black-clad figures) to allow the caring adults (purple-clad figures) to assist them up the stairs due to their trust in them]*
2. **Cultural Competence and Identity:** The model features caring adult mentors and pro-social peers who look like the Black and Latinx young people we serve and have shared experiences or experiences with which they resonate. These caring adults (in whom the young people trust) and pro-social peers help the young people matriculate the stages and phases of youth development. *[In the framework graphic, this is depicted by the caring adults (purple-clad figures) helping the young people (black-clad figures) at the base of the stairs and the young people helping other young people once their ascent up the stairs has begun]*
3. **Cultural Identity and Sense of Belonging:** Young people learn who they are, from whence they come, the power they possess, the shoulders upon which they stand, the sacrifices that have been made for them and their roles and responsibilities as a result. *[With respect to the framework graphic, the ascent up the stairs represents this self actualization journey, where young people gain agency and a sense of belonging en route to discovering and becoming their authentic selves]*
4. **Basic Needs and Youth Development Continuum:** Youth development programs that are intentional, provide the means for young people to: first, meet their basic physical and social needs and secondly, build the individual assets or competencies. *[The framework graphic depicts the five areas of development that constitute the "whole child". The stairs represent the phases associated with each developmental area. The model prescribes meeting immediate, short-term, intermediate and long-term basic needs while helping young people climb the stairs (matriculate through the requisite phases associated with each developmental area)]*
5. **Mindset Change:** "No one does anything they don't want to do without being under duress" In order for young people to experience different results, mindset (attitudes, behaviors and beliefs) change has to occur. Young people need to: change their thinking in order to change their attitude; change their attitude to change their beliefs; change their beliefs to change their actions; change their actions to change their behaviors; change their behaviors to change their habits; and ultimately change their habits to change their results. *[In the framework graphic, caring adult practitioners are facilitating this series of changes as they assist and guide young people up the stairs and teach them their "lines" (skills and competencies) so that they are able to perform (present with on-track life outcome narrative and trajectory skill sets, competencies and habits) when they ascend upon the "Stage of Life"]*

Differentiation and Value Proposition

Execution and Consistency

Do it Well! Do it Right! Do it Quickly!

Failure is Feedback

Success is predicated on our ability to put the needs of others ahead of our own desires

The greatest indicator of future success is success

Excuses only work for the people who make them

Networking is not one-sided

Those who choose to lead, should never cease to learn

Opportunity is always present. However, it looks like hard work, so most people don't pursue it

The world is unforgiving to the average and the unprepared

Achievement for people of color begins in the minds of people of color.

4. Caring Adult Delivery: Research has shown that the presence of a positive role model, who looks like them and has or resonates with similar lived experiences, to supervise and guide a child's behavior is a key protective factor against violence¹²⁵ and the absence of such a role model - parent or otherwise - is linked to a child's poor academic performance, recurring truancy, risk for sexual promiscuity, drug and alcohol use, aggressive or violent behavior, juvenile delinquency, and inability to maintain stable employment later in life. Research also shows that when young people do not have a positive, meaningful connection to a caring adult, whether it be at home, in school, or in the community, the potential for positive youth development outcomes is significantly reduced.^{126,127,128,129}

A second source of evidence supporting youth development is the body of research on resilience suggesting that many young people in high-risk environments manage to grow up normally and even thrive as a result of protective factors. For instance, one common protective influence that distinguishes High-Risk Youth who succeed in not engaging in risk behaviors is an apparent bonding to conventional adults and groups that facilitate successful maturation by providing opportunities for young people to gain a sense of legitimacy. A third source of legitimacy from a youth development perspective is research suggesting that more assets lead to fewer risk behaviors and to additional positive outcomes such as school success and physical health.^{130,131,132}

Given its understanding of the importance of caring adults to the success of High-Risk Youth, Brotherhood Crusade's philosophy and approach is not to hope that its diversion objectives are met because the young people participated in programming, but to assure the objectives are met because highly-competent caring adult staff members intentionally guided young people through a purposed series of interventions and processes that guarantee the desired outcomes are realized.

Accordingly, the performance, ability, competency level and effectiveness of caring adult Proud to be Me staff members shall be measured and feedback shall be used to inform correction and continuous improvement.

Measurement Tool: Employee Performance Evaluation

5. Curricular Dosage: In general, there are three strategic anecdotes that effectuate measurable changes in academic, social behavioral, health and economic outcomes for young people: curriculum; program design and dosage; and connection with a caring adult.

Although curriculum is the anecdote upon which practitioners focus most, it is the least effective as a stand-alone intervention. Indeed, exposure to the curricular approach alone can cause young people to move closer to the desired outcomes, but its impact is considerably improved when design and dosage (frequency and duration) are appropriate. In fact, design and dosage have proven to be more effective than curricular content in changing the narrative and trajectory of young people in marginalized communities.

Therefore, assessing the impact of program design and dosage serve as a necessity for the Proud to be Me program. [NOTE: Importantly, Proud to be Me is a human-centered design intervention. Characterizing its effectiveness with respect to gang and violence prevention models that maintain fidelity are particularly of interest as there is a need to add to the growing body of literature that supports the efficacy of this approach.

Measurement Tool:

- A. Session Plan
- B. Session Summary Sheet

Pictorial and video documentation, High-Risk Youth autobiographical stories and the individual Youth Development Plan/Individual Service Strategy are also employed to further support and inform the evaluation and learning process. The following describes the above-mentioned *measurement tools*.

Youth Development Plan/Individual Service Strategy (YDP/ISS): Taken interchangeably, these individually-specific plans of action and milestones lay the foundation for the evaluation and learning program. They serve as roadmaps that describe each High-Risk Youth's unresolved issues of trauma; identify one or two issues that are planned to be addressed; describe how those issues will be addressed; and outline the goals, objectives, plans of action, milestones, and expected outcomes. YDPs and ISSs are reviewed, revised, and agreed upon (in writing) by the High-Risk Youth, their parents/caregivers (as appropriate and applicable), the caring adult mentor, and appropriate stakeholders prior to the initiation of services. Moreover, YDPs and ISSs are dynamic documents that may be modified, amended, updated or otherwise changed at any time, as appropriate and necessary, and subsequently re-approved by all parties to ensure their relevance and maximize the young person's potential for success.

Importantly, YDPs and ISSs are accompanied by Brotherhood Crusade's Three-/Four-Party Contract, which outlines the roles and responsibilities of the High-Risk Youth, their parent/guardian (as appropriate and applicable), Brotherhood Crusade's partner liaison (probation officer, school counselor, court official, etc.) and Brotherhood Crusade. Most

significantly, the documents serve as performance road maps and quality control instruments that delineate the manner in which each party shall be held accountable.

Daily Session Summary Sheet: The cornerstone of Brotherhood Crusade's evaluation and learning program, the Daily Session Summary Sheet reminds caring adult staff members about the issues upon which to focus, shares the purpose of the intervention conducted, describes the chronology of activities, shares relevant observations and lays the framework for the next intervention exercise.

Weekly Student Performance Assessments:^C Actually completed by each participant's teacher or instructor, these age- and developmentally appropriate weekly assessments are designed to quantitatively monitor High-Risk Youth progression towards realizing established desired outcomes.

Weekly Habits and Traits Assessments:^A A self report,^D these attitudinal assessment tools cause High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to mindset change, social behavioral improvement, and life and social skills development.

Weekly Agency & Mainstreaming and Self Aspiration/Determination Assessments:^A Perhaps the most critical of Brotherhood Crusade's assessment tools, these self report^B assessment tools cause High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to their personal growth and mindset (attitudes, behaviors and beliefs) change.

Brotherhood Crusade defines self actualization as the realization or fulfillment of one's talents & potentialities and the need for personal growth & development throughout one's life. In practical application this translates to an understanding of who I am, from whence I came, the shoulders upon which I stand, the sacrifices that have been made for me, the power I possess and my roles and responsibilities as a result.

Similarly, Brotherhood Crusade defines agency as the capacity of individuals to act independently and to make their own free choices based on a self-actualized mindset. In practical application, this translates to self aspiration – making decisions and pursuing a life course based on a desire to be the best version of myself as opposed to a desire to impress and be accepted by others.

^C These assessments are a hybrid compilation of one or more reputable validated and reliable assessments specifically developed to assess violence-related attitudes, behaviors and influences among High-Risk Youth and adjusted for age- and development appropriateness.

^D Although the assessment is a self report, Brotherhood Crusade caring adult staff members review the responses with the High-Risk Youth and navigate them through a "RAF (Real as F**K) reality check" - that is facilitated but not guided to bias a response - to ensure their responses are truly reflective of their current status.

Correspondingly, the organization defines self-determination as an individual's ability to make choices and manage their own life. Self-determination allows individuals to feel that they have control over their choices and lives. It also has an impact on motivation—people feel more motivated to take action when they feel that what they do will have an effect on the outcome.

Weekly Student Performance Progress Report: Designed as a pre- and post-assessment to be used in conjunction with the Brotherhood Crusade/AC Green Youth Foundation Fu-Gen 32 Elements of Character curriculum, these surveys measure High-Risk Youth transformation with respect to 32 elements of character, social cognitive growth and the reduction of criminogenic tendencies.

Violence-Related Attitudes, Behaviors and Influences Assessment: This validated and reliable assessment seeks to understand the factors that increase and decrease the risk for youth violence and is purposed to evaluate the outcomes of violence prevention efforts.

Quarterly Youth Development Reflection Survey:^A A cross between the Weekly Habits and Traits Assessment, the Weekly Agency and Mainstreaming Assessment, and the Self Aspiration/Determination Assessment, this self report^B attitudinal assessment tool causes High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to mindset (attitudes, behaviors and beliefs) change, social behavioral improvement, and life and social skills development.

Quarterly Stakeholder Survey: Actually inspired by the US Office of Juvenile Justice and Delinquency Prevention Violence Prevention Initiative Performance Measures Grid and prior generation tools developed for similar purposes as well as by the City of Los Angeles' Gang Reduction and Youth Development Youth Services Eligibility Tool (YSET), the Stakeholder Survey elucidates the input of stakeholders associated with individual High-Risk Youth (teachers, probation officers, coaches, counselors, therapists, pastors, parents/guardians, the young person themselves, etc.), to qualitatively assess their progress towards realizing established desired outcomes as it pertains to mindset (attitudes, behaviors and beliefs) change, social behavioral improvement, and life and social skills development.

Semi-Annual Youth Services Eligibility Tool Retest: Developed by the Center for Research on Crime at the University of Southern California, the YSET determines service eligibility based on risk factors for gang membership. A compilation of reputable validated and reliable assessments, the YSET is administered every six months as part of completing reassessment for each service cycle.

Quarterly Modified Youth Services Eligibility Tool Retest: The Modified YSET determines service eligibility based on risk factors for violence engagement, violent delinquency, gang membership and violence victimization. A compilation of reputable validated and reliable assessments, the Modified YSET Retest is administered quarterly.

Quarterly Stakeholder Survey: Stakeholders are parents, guardians, counselors, teachers, probation officers, coaches, the young people themselves and other individuals within the young person's circle of influence. The Stakeholder Survey was developed as a tool to ascertain their feedback, input and observations with respect to the young person's progress in addressing the risk factor associated mindset (attitudes, behaviors and beliefs) that caused them to be at high risk for joining gangs, engaging in violence or being victimized. Stakeholder Surveys are administered quarterly.

Vocational Power Skills Aptitude Assessment: Based on Brotherhood Crusade's Jr. Executive Program Habits and Traits of Successful People Workforce Development Guide, this self report aptitude assessment causes High-Risk Youth to reflect upon and quantitatively assess their progress towards realizing established desired outcomes as it pertains to mindset (attitudes, behaviors and beliefs) change and vocational life, social and competency-based skills development.

Entrepreneur Assessment Test: For those demonstrating an acuity for or interest in such, this quantitative survey measures High-Risk Youth participants' non-cognitive abilities (e.g. initiative and self-direction, risk-taking, flexibility and adaptability, creativity and innovation, critical thinking and problem solving) as they relate to entrepreneurship and entrepreneurial action.

Employee Performance Evaluation: In order to ensure caring adult staff members are delivering quality programming in an efficacious and prudent way, Brotherhood Crusade uses this assessment to evaluate engagement characteristics, determine whether appropriate frequency and dosage is occurring, assess the quality of engagement occurring, and inform correction and continuous improvement.

Monitoring and Evaluation Program Quality Assessment: An internal audit assessment tool that quantitatively assesses universal standards of quality programs.

Hallmark of Excellence Program Quality Assessment Tool: An internal audit assessment tool that quantitatively assesses universal standards of quality youth workforce development programs.

VII. Project and Data Management: Monitoring and Determination of Effectiveness

Brotherhood Crusade's evaluation was purposed and designed to:

1. Inform program correction in real time
2. Facilitate continuous improvement
3. Measurably demonstrate impact and progress towards realizing stated goals and objectives, and effectuating desired outcomes
4. Reliably validate Brotherhood Crusade's theory of change for High-Risk Youth and their families.

Throughout this project, the term critical success indicator (CSI) was referenced with an emphasis on the word "critical". Indeed, the quality of evaluation and learning metrics depends upon the relevance of the data collected. Too often, funding entities or providers identify commonly used indicators that fail to demonstrate whether or not an intervention is effective. These indicators are integrated into a wide array of measurement tools from the very simple to the ultra-sophisticated. However, regardless of the stature of the tool, the data it collects is only as good as the individuals collecting and inputting the data and the relevance of the data being collected and inputted.

The purpose of the Proud to be Me data framework was to determine youth- and adult-specific social behavioral, cognitive behavioral, prosocial, relationship building, academic, workforce development or parenting needs, as applicable, and establish a baseline from which the success of subsequent programming and participant improvements could be measured. Assessment results shall be interpreted by qualified Level III or Level C professionals who are members of or working with the Evaluation and Learning team and who also consider parent feedback, stakeholder observations, stakeholder survey results and self-reporting data in establishing baseline benchmarks.

Data Collection Methodology and Evaluation Timeline

Digital and electronic systems that are currently marketed and/or utilized by practitioners, public and private entities are inadequate to track the unique and innovative indicators addressed in the "Proud to be Me" program. This is because limited (though compelling) data exists for some of the trauma-informed/-responsive evaluative parameters identified as critical success indicators specifically for High-Risk Youth gang and violence prevention and youth development. As such, though initial data collection will continue to be conducted in hard-copy form, Brotherhood Crusade is transitioning to a digital system that seamlessly incorporates critical and relatively newly identified indicators such as mindset (attitudes, behaviors and beliefs) change and improved agency and self-determination.

Accordingly, Brotherhood Crusade developed its local evaluation plan (evaluation and learning protocol), created appropriate monitoring tools, and initially trained and shall continue to train

staff and its partners on the implementation of the protocol, use of the monitoring tools, data collection and reporting prior to and during outreach, recruitment, enrollment and engagement of High-Risk Youth.

To ensure confidentiality and maintain security, all monitoring, evaluation and learning assessments were administered by qualified Level I, II, III, A, B, C, or S staff, as appropriate, and results are documented on appropriately prescribed forms, shared with the internal evaluator and Quality Control Manager, and deposited in the High-Risk Youth's restricted-access, privacy-protected participant files.

Because Brotherhood Crusade serves High-Risk Youth between the ages of 10 and 24, the organization did not use the same assessments for every participant. Instead, based on age- and developmental appropriateness, the following assessments may have been administered.

1. ***Process (Program) Evaluation (Efficacy of Program Design, Dosage and Delivery):***

Brotherhood Crusade's Process Evaluation is designed to demonstrate the efficacy with which the Proud to be Me human-centered program design is carried out and validate the organization's theory of change. This metric uses the Employee Performance Evaluation, Monitoring and Evaluation Program Quality Assessment, Hallmark of Excellence Program Quality Assessment Tool, third-party program audits, focus groups, High-Risk Youth participant input, stakeholder feedback and similar evaluative instruments to determine program success in accordance with the Evaluation and Learning Protocol.

2. ***Outcome Evaluation (Evidence of Effectiveness):*** Purposed to demonstrate the effectiveness of Proud to be Me with respect to transforming and transitioning High-Risk Youth from "off-track" life course outcomes to "on-track" and diverting them from initial or further negative contact with law enforcement, Brotherhood Crusade's Outcome Evaluation features High-Risk Youth participant self-reports as well as external reporting on High-Risk Youth by parents/guardians, caring adult mentors and key stakeholders in accordance with the Evaluation and Learning Protocol. This shall be achieved through the use of the YDP/ISS, Daily Session Summary Sheets, Weekly Student Performance Assessments, Weekly Habits and Traits Assessment, Weekly Agency and Mainstreaming Assessment, Weekly Self Aspiration/ Determination Assessment, Quarterly Youth Development Reflection Survey, Violence-Related Attitudes, Behaviors and Influences Assessment, Weekly Student Performance Surveys, Quarterly Stakeholder Survey, YSET and YSET-R, Vocational Power Skills Aptitude Assessment, Entrepreneur Assessment Test, pictorial documentation, video documentation and similar evaluative instruments.

TABLE 3: Data Collection and Measurement Tools to be Used with 10-11 Year Old High-Risk Youth

Proud to be Me Program	Critical Success Indicator	Measurement Tool	Frequency	
GRYD	Mindset Change	Student Performance Assessments	Weekly	
		Stakeholder Survey	Quarterly	
		Youth Services Eligibility Tool - Retest	Biennially	
		Agency and Self Determination Assessments: Primary School Version	Monthly	
	Agency	Stakeholder Survey	Quarterly	
		Criminogenic Tendencies	Weekly Student Performance Survey	Monthly
			Stakeholder Survey	Quarterly
		Workforce Development	Mindset Change	Youth Development Reflection Survey: Primary School Version
Agency	Agency and Self Determination Assessment: Primary School Version		Pre/Post	
Criminogenic Tendencies	Weekly Student Performance Survey		Pre/Post	

TABLE 4: Data Collection and Measurement Tools to be Used with 12-15 Year Old High-Risk Youth

Proud to be Me Program	Critical Success Indicator	Measurement Tool	Frequency		
GRYD	Mindset Change	Student Performance Assessments	Weekly		
		Habits and Traits	Weekly		
		Stakeholder Survey	Quarterly		
		Youth Development Reflection Survey	Quarterly		
		Youth Services Eligibility Tool - Retest	Biannually		
		Agency and Self Determination Assessments: Secondary School Version	Weekly		
	Agency	Stakeholder Survey	Quarterly		
		Criminogenic Tendencies	Weekly Student Performance Survey	Monthly	
			Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly	
			Stakeholder Survey	Quarterly	
		BLOOM/BYMOC	Mindset Change	Student Performance Assessments	Weekly
				Habits and Traits	Weekly
Stakeholder Survey	Quarterly				
Modified Youth Services Eligibility Tool - Retest	Quarterly				
Agency	Agency and Self Determination Assessments: Secondary School Version		Weekly		
	Stakeholder Survey		Quarterly		
	Criminogenic Tendencies		Weekly Student Performance Survey	Monthly	
			Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly	
Workforce Development	Mindset Change	Youth Reflection Survey: Secondary School Version	Pre/Post		
	Agency	Agency and Self Determination Assessment: Secondary School Version	Pre/Post		
	Criminogenic Tendencies	Weekly Student Performance Survey	Pre/Post		

TABLE 5: Data Collection and Measurement Tools to be Used with 16-24 Year Old High-Risk Youth

Proud to be Me Program	Critical Success Indicator	Measurement Tool	Frequency	
Probation Camp	Mindset Change	Student Performance Assessments	Weekly	
		Habits and Traits	Weekly	
		Stakeholder Survey	Quarterly	
		Youth Development Reflection Survey	Quarterly	
		Modified Youth Services Eligibility Tool - Retest	Quarterly	
		Pictorial Documentation	Biannually	
		Video Documentation	Biannually	
	Agency	Agency and Self Determination Assessments: Secondary School Version	Weekly	
		Stakeholder Survey	Quarterly	
		Written Personal Story	Biannually	
	Violent Tendencies	Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly	
		Stakeholder Survey	Quarterly	
	BLOOM/BYMOOC	Mindset Change	Student Performance Assessments	Weekly
Habits and Traits			Weekly	
Stakeholder Survey			Quarterly	
Youth Development Reflection Survey			Quarterly	
Video Documentation			Biannually	
Agency			Agency and Self Determination Assessments: Secondary School Version	Weekly
			Stakeholder Survey	Quarterly
		Written Personal Story	Biannually	
Violent Tendencies		Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly	
		Stakeholder Survey	Quarterly	
YouthSource		Mindset Change	Student Performance Assessments	Weekly
			Habits and Traits	Weekly
			Stakeholder Survey	Quarterly
	Youth Development Reflection Survey		Quarterly	
	Video Documentation		Biannually	
	Entrepreneur Assessment Test		Pre/Post	
	Agency		Agency and Self Determination Assessments: Secondary School Version	Weekly
		Stakeholder Survey	Quarterly	
		Written Personal Story	Biannually	
	Violent Tendencies	Violence-Related Attitudes, Behaviors and Influences Assessment	Monthly	
		Stakeholder Survey	Quarterly	
	Workforce Development	Mindset Change	Youth Development Reflection Survey: Secondary School Version	Pre/Post
		Agency	Agency and Self Determination Assessments: Secondary School Version	Pre/Post
Criminogenic Tendencies		Weekly Student Performance Survey	Pre/Post	

NOTE: In Tables 3, 4 and 5, with respect to Agency, the Agency and Mainstreaming Assessment and the Self Aspiration/Determination Assessment were presented as a set – Agency and Self Determination Assessments

Data Collection Process

Workforce Development Model: Within the first 15 days of enrollment, pre-assessments were administered to High-Risk Youth during their Fu-Gen 32 Elements of Character or 45 Habits and Traits of Success sessions. During the final month of training, post-assessments were administered. The following assessments comprised the evaluative process.

- Youth Development Reflection Survey
- Agency and Mainstreaming Assessment
- Self Aspiration/Determination Assessment
- Weekly Student Performance Survey
- Aptitude, Skills Development and Entrepreneurial Aptitude Assessments as well as participant testimonials
- Register of expenses associated with conducting the workforce development activities

Two-Year, 894-Hour Intensive Model: Brotherhood Crusade first conducted an orientation with High-Risk Youth and their parent(s)/guardian(s) to: (1) share program purpose, expectations and timing; (2) delineate program goals, objectives and desired outcomes; and (3) initiate administration of baseline academic, social behavioral, aptitude and basic needs assessments. The following shall be used to document and assess the orientation.

- Notices, letters and flyers that announced and invited High-Risk Youth participants, their parents/guardians and partner stakeholders to the orientation
- Letters, cards or other forms of communication that inform the referring partner and the parent/guardians about the High-Risk Youth participants invitation to, attendance at and disposition with respect to the orientation
- Sign-in sheets and accounting of individuals attending the orientation
- Information and materials provided at the orientation
- Session Summary Sheets detailing events that occurred and observations made during orientation
- Register of expenses associated with conducting the orientation

Once enrolled, High-Risk Youth participants were assigned to a caring adult case manager who: (1) works with the young person, parent/guardian, Probation/LAUSD or similarly responsible or concerned official, and Brotherhood Crusade to develop a specifically-tailored individual youth development plan (YDP) using assessment results and other pertinent background data. This process was documented by:

- Enrollment documents

- Specifically-tailored YDP/ISS
- Three-/Four-Party Contract
- Register of expenses associated with facilitating participant enrollment

Upon completion of their YDP/ISS and three-/four-party contract, High-Risk Youth were assessed to determine their attitudinal social behavioral, agency and mainstreaming, self-aspiration/determination, and workforce development baseline measures. Tools used to establish baseline measures included:

- Youth Services Eligibility Tool (YSET), Modified YSET or Eligibility Assessment
- Student Performance Assessments
- Habits and Traits Assessment
- Agency and Mainstreaming Assessment
- Self Aspiration/Determination Assessment
- Youth Development Reflection Survey
- Entrepreneur Assessment Test

As High-Risk Youth matriculated through the programming, we continued to measure their progress toward achieving established desired outcomes using the following:

- Lesson plans, planning checklists and curricular materials
- Completed projects/assignments
- Session Summary Sheets
- Pictorial documentation
- Video documentation
- Documented participant feedback
- Weekly Student Performance Assessments
- Weekly Habits and Traits Assessment
- Weekly Agency and Mainstreaming Assessment
- Self Aspiration/Determination Assessment
- Register of expenses associated with programming

Simultaneously, we conducted process (program) evaluation using the following tools:

- Employee Performance Evaluation
- Monitoring and Evaluation Program Quality Assessment

- Hallmark of Excellence Program Quality Assessment Tool
- Third-party program audits
- Focus groups
- High-Risk Youth participant input
- Stakeholder feedback

Ultimately, we plan to demonstrate effectiveness using the following:

- Youth Development Reflection Survey
- Official School Incident Reports
- Official Los Angeles County Probation records
- Youth Services Eligibility Tool (YSET), Modified YSET or Eligibility Assessment
- Student Performance Assessments
- Habits and Traits Assessment
- Agency and Mainstreaming Assessment
- Self Aspiration/Determination Assessment
- Entrepreneur Assessment Test
- Stakeholder Surveys
- Session Summary Sheets
- Weekly Student Performance Survey
- Counselor and mental health professional reports
- Earned degrees, certificates, licenses and recognition
- Pictorial documentation
- Video documentation
- Documented participant feedback (including focus groups)
- Completed projects/assignments
- Participant journals
- Register of expenses associated with implementing Proud to be Me

Statistical Analysis and Relation of Outcomes to Proud to be Me Intervention

Given Brotherhood Crusade's goals, objectives and desired outcomes, paired with its mixed methods evaluation and holistic intervention approach, it should come as no surprise that the statistical analysis involved a number of approaches. Brotherhood Crusade conducted the following.

- One sample t-tests that allow us to ascertain whether our sample mean (of a normally distributed interval variable) significantly differs from hypothesized values. Specifically, Brotherhood Crusade aims to independently compare its improvement in school engagement, improvement in social behavior, reduction in recidivism, reduction in violence reduction, and reduction in negative contact with law enforcement results.
- Independent samples t-tests shall be used to compare the means of normally distributed interval dependent variables for a series of two independent groups: Workforce Development High-Risk Young Adults versus School-Aged High-Risk Youth; High-Risk YMOG versus High-Risk young ladies of color; and In-School High-Risk Youth versus Probation Camp High-Risk Youth.
- Chi-square tests shall be used to ascertain the relationship between a series of categorical variables: Self Actualization; Agency; Cultural Identity; and Healing Circles.

In addition to their use to determine statistical significance, validity and reliability, Brotherhood Crusade used its statistical approach to also ascertain and demonstrate, inasmuch as possible, that the outcomes achieved are specifically due to the Proud to be Me intervention and not some other influence. In this manner, the statistical analysis was paired with our evaluative measures (Session Summary Sheets, stakeholder surveys, quantitative assessments and qualitative measures) and critical success indicators to assuredly align Brotherhood Crusade's intervention efforts to the results achieved.

Quality Control

Brotherhood Crusade maintained a Quality Control (QC) Manager who was responsible for overseeing the overall implementation of the Quality Control Plan and coordinates all aspects of the evaluation and learning protocol including: monitoring to ensure compliance with all contract requirements; determination and selection of methods to be used to effectuate established goals, objectives and desired outcomes; determination and selection of critical success indicators to be measured; determination and selection of measurement tools to be used to monitor and track critical success indicators; determination and delineation of monitoring frequency; design and provision of forms to be used for monitoring; provision of information sharing the title and qualifications of all monitoring personnel; methods and the manner in which data will be used to inform correction and promote continuous improvement; the manner in which monitoring results will be documented, reported and filed; and the

manner in which data results will be shared with the Project Manager and all interested stakeholders.

Importantly, the QC Manager had the authority to intercede directly, stop unsatisfactory work and control further delivery of service.

Quality Control Plan

The quality control plan was purposed to ensure the integrity of our Proud to be Me trauma-informed youth diversion and development program is not compromised with respect to quality, intentionality, execution and ability to, at a minimum, meet, and preferably exceed contract or partner requirements. Specifically, the plan outlined the following.

1. Brotherhood Crusade's system of inspection including how often inspections are conducted, the title of the individual(s) who perform(s) inspections, the monitoring tools used to capture critical success indicator data, and the manner in which inspection results shall be used to inform correction and promote continuous improvement.
2. Methods used to identify and prevent deficiencies in the quality of service before the level of performance becomes unacceptable.
3. The manner in which inspection results are filed, maintained, shared with key stakeholders, and, if necessary, used to facilitate corrective actions as well as document any corrective actions taken.
4. Methods to ensure continuity of service.
5. Methods to ensure confidentiality of participant records and information.
6. Methods to maintain security of records and prevent the loss or destruction of data.
7. The manner in which Brotherhood Crusade caring adult staff members shall work with collaborative partners and key stakeholders in executing the quality control plan.

For individuals referred to or desiring participation in one or more of Brotherhood Crusade's gang and violence prevention programs, the organization formally enrolled program participants by completing an enrollment form, a universal informed consent agreement and a three- or four-party contract agreement, as applicable. Baseline assessments were then administered and YDPs or ISSs were created using assessment results and other pertinent background data.

Three- party contract agreements were established between referred High-Risk Young Adults, their parent or guardian and Brotherhood Crusade. Four-party contract agreements were established between referred High-Risk Youth, their parents or guardians, Brotherhood Crusade and the contracting entity/partner (e.g., LAUSD, Probation, GRYD Office, EWDD, etc.). The contracts delineated each entity's roles and responsibilities; establish goals, objectives, desired outcomes, critical success indicators, measurement tools, monitoring frequency, timeline and

milestones; describe what success looks like; and outline the manner in which all parties shall ensure success is achieved. Importantly, the three- and four-party contract agreements served as an essential cornerstone of the Brotherhood Crusade Evaluation and Learning Protocol. Notably, the agreements delineated roles and responsibilities and served as a mechanism for all parties to hold each other accountable; thereby providing a tool to assist Brotherhood Crusade and all parties in identifying and preventing service delivery deficiencies, while outlining audit and inspection requirements and ensuring continuity of service. The manner in which participant confidentiality was maintained and records were secured is also outlined. [Note: The tenets of Three- and Four-Party Contract Agreements are initiated and thoroughly discussed during the orientation. However, it is typical for these agreements to be fully delineated and completed up to and within 14 days after the orientation. A sample agreement is included in the introductory package so that individuals can think about their role prior to execution]

Brotherhood Crusade's Universal Informed Consent Agreement generally discloses, inasmuch as possible, the nature of all of the events, activities, training sessions, resources and services with which referred individuals will be involved, and seeks consent (including parental consent for minors) with respect to program participation, emergency medical treatment, assessments and surveys, release of data and information, release/waiver/indemnity, model release and authorization to video/photograph, counseling and therapy, and confidentiality for Brotherhood Crusade, its officers, caring adult staff, contractual and collaborative partners, and affiliates. As Brotherhood Crusade's official "Releases of Information" document, the form ensures that referred individuals can receive the full spectrum of services and resources while providing said individuals and their families with reasonable assurance of protection and confidentiality.

Brotherhood Crusade also prepared a YDP or ISS plan for each participant. This plan of action and milestones is specifically-tailored for the referred individual. It identifies goals, objectives and desired outcomes associated with their enrollment and serves as a roadmap for their realization of such. The YDP or ISS is typically completed after enrollment and strongly informed by baseline assessment results. In a similar fashion to the Three-/Four-Party Contract Agreement, the YDP or ISS serves as a mechanism for all parties to hold each other accountable by delineating the activities, events and services to be delivered, the individuals to deliver said services, the manner and timeline for delivery and the goals, objectives, milestones and desired outcomes to be realized. In this manner, the YDP or ISS serves as an effective tool to assist Brotherhood Crusade and all parties in identifying and preventing service delivery deficiencies, outline audit and inspection requirements, ensure continuity of service, and prescribe participant confidentiality and records security procedures.

Importantly, the Three- and Four-Party Contract Agreements and the YDP or ISS were both developed in collaboration with assigned contracting entity/partner staff and work in tandem

to ensure referred individuals have viable work plans that can be effectively monitored to assure successful completion. When referred individuals failed to attend a scheduled activity, event or session, or unforeseen circumstances arose, the agreements and YDP or ISS made it easy to identify such and allowed contracting entity/partner staff members to work with Brotherhood Crusade caring adult staff members to re-enroll the participants with their contracted services.

Lastly, privacy-protected baseline assessments were administered by qualified Level I, II, III, A, B, C, or S staff, as appropriate, at the first meeting, activity, event or session in which referred individuals participate. However, when possible, baseline assessments were conducted during the orientation because the nature of Brotherhood Crusade orientations has been shown to have positive effects on the attitudes, behaviors and beliefs of attendees and it is important to capture these results so as to establish true baseline measures.



The purpose of the assessments was to determine youth- and adult-specific social behavioral, cognitive behavioral, pro-social, relationship building, academic, healthcare, mental health or parenting needs, as applicable, and establish a baseline from which the success of subsequent programming and the improvements made by the High-Risk Youth can be measured. Assessment results were interpreted by qualified Level III or Level C professionals who are members of or working with the Evaluation and Learning team and who also consider parent feedback, stakeholder observations, stakeholder survey results and self-reporting data in establishing baseline benchmarks.

Timeline and Reporting

Brotherhood Crusade’s evaluation met all BSCC reporting requirements and complied with all federal and local accessibility standards. The following were submitted as required.

- Quarterly Reports:** Quarterly progress reports were submitted on time in accordance with the BSCC quarterly reporting template. The reports described the evaluation activities, numbers and demographics of clients served, and evaluation findings to date to monitor progress toward reaching Brotherhood Crusade’s established goals, objectives and desired outcomes.
- Semi-Annual Audit:** Brotherhood Crusade audited the Proud to be Me Trauma-Informed Gang and Violence Prevention Youth Development program every six months and shared its findings with its collaborative partners. The audit delineated quantitative and qualitative data to produce a comprehensive understanding of program implementation and outcomes. It was purposed to help Brotherhood Crusade’s caring adult staff and contracted partners understand program strengths, areas for improvement and actionable recommendations to strengthen Proud to be Me and ensure its sustainability.
- Local Evaluation Report.** Brotherhood Crusade completed this Local Evaluation Report (LER) to assess and document the effectiveness of the Proud to be Me activities that were implemented throughout the grant period.

In achieving this, Brotherhood Crusade complied with the following timeline.

MAJOR EVALUATION COMPONENT ACTIVITY		COMPLETION DATE
1	Participant Intake and Baseline Data Collection	Month 1 (upon enrollment)
2	Ongoing Data Collection	
A	Session Summary Sheets	Daily
B	Youth Performance Assessments	Weekly
C	Process Evaluation Assessments and Analysis	Monthly
D	Outcome Evaluation Assessment, Reporting and Analysis	Quarterly
3	Report of Findings Completion and Dissemination	December 2023

Criterion for Determining Participant Success

Ultimately, Proud to be Me is purposed to prevent 10-25 year old High-Risk Youth from initial or further engagement in gangs, violent delinquency or violent victimization. Brotherhood Crusade posits that young people engage in criminogenic activity and subsequently experience such negative engagement as a result of a mindset (attitude, behaviors and beliefs) that is accepting of such engagement, risk factors that promote such a mindset, peer influences that encourage such involvement and unaddressed critical needs that create a situation that fails to adequately provide alternatives to such engagement or otherwise create opportunity that is more alluring.

Therefore, success was indicated when the High-Risk individuals we serve:

- Achieved established immediate, short-term, intermediate and long-term milestone outcomes and adopt, internalize, demonstrated mastery with respect to and habitualize (cause to become a habit and practice routinely in their daily lives) the skill sets, attributes and characteristics associated with the milestones.
- Connected to and engaged resources and services that address their needs (improvements in identified needs, increased natural supports, employment, increased access to mental health and substance use treatment, increased skills development, etc.).
- Developed pro-social peer and caring adult networks (improved family functioning, improved school networks, improved relationships with law enforcement, improved relationships with authority, etc.).
- Began to self-actualize, gain agency and transition their mindset from one that is conducive to traversing an “off-track” life course outcome to one that aligns with an “on-track” trajectory.
- No longer engaged with gangs or in violent delinquency.
- Were no longer victimized by violence.



In accordance with its Proud to be Be curricular pedagogy Theory of Change, Brotherhood Crusade enrolled its students from Duke Ellington Continuation High School on the campus of George Washington Preparatory High School in six units of Community Development and Civic Engagement courses at Los Angeles Trade Technical College. All of the students successfully completed the course, with many of them out-performing their collegiate counterparts. More significantly and as an added unintended outcome, the students earned Honors List Certificates of Achievement from Washington Preparatory High School; representing the first time in all of their academic careers they earned a 2.0 GPA or higher.

Results and Conclusions

RESULTS

Over the course of the grant period between October 1, 2020 and July 31, 2023, we served 340 unduplicated 10-24+ year old High-Risk Youth. As a meaningful consequence, we have significantly reduced violence in their community and lives, prevented youth from joining or continuing to engage in gangs, and created system and policy change from a local and a state level. Indeed, of the 340 High-Risk Youth initially served, a total of 311 were *enrolled* in the program and further connected to the CALVIP grant after: being administered holistic baseline assessments; having a individual Youth Development Plan developed in concert with their parent(s)/guardian(s); executing a three-/four-party youth services contract; and aligning proposed activities, events and training sessions to YDP-established goals, objectives and desired outcomes). Upon enrollment, participants were provided highly-intentional Proud to be Me programming characterized by our human-centered design, Whole-Person Care, Social Ecological Model (SEM). Accordingly, our fully *participation-voluntary* Proud to be Me programming was integrated into the regular school day, out-of-school time programming, probation camp programming, specialty camp programs, youth workforce development and career readiness programs, service partner model programming, and other activities, events, opportunities and offerings.

Given this, one would expect a measurable attrition rate, as young people realize they have an option to continue participation in the program or opt out. However, 90% (279 of 311) of the High-Risk Youth enrolled met or exceeded the desired outcomes outlined in the grant application and LEP and 89% (278 of 311) successfully matriculated through Proud to be Me's inaugural intensive 894-hour (on average) module.

Other notable achievements include the following:

- 90% (279 of 311) of the High-Risk Youth demonstrated improved mindset based on the Youth Development Reflection Survey, self-reports, pictorial or video documentation, stakeholder surveys, or similar measures
- 90% (279 of 311) of the High-Risk Youth demonstrated improved agency based on the Agency and Self Determination Survey, self-reports, pictorial or video documentation, stakeholder surveys, or similar measures
- 92% (287 of 311) of the High-Risk Youth demonstrated reduced violent behavior based on the Youth Services Eligibility Tool – Retest (YSET-R), Ambassador of Compassion Survey, Violence-Related Attitudes, Behaviors and Influences Assessment, self-reports, pictorial or video documentation, stakeholder surveys, or similar measures.
- 151 parents/guardians provided unsolicited expressions of appreciation for facilitating such a change in their young person.

With respect to the High-Risk Youth that successfully matriculated through the initial 894-hour (on average) curricular pedagogy:

- 50% (140 of 278) demonstrated *Significant Improvement* (75% or higher) in their attitudinal social behavioral mindset critical success indicators based on the Youth Development Reflection Survey, Agency and Self Determination Survey or similar measures
- 50% (138 of 278) demonstrated *Marked Improvement* (50-74%) in their attitudinal social behavioral mindset critical success indicators based on the Youth Development Reflection Survey, Agency and Self Determination Survey, or similar measures.
- 100% (278 of 278) demonstrated reduced delinquent tendencies based on the YSET-R, Violence-Related Attitudes, Behaviors and Influences Assessment, Ambassadors of Compassion Survey, or similar measures.
- Of the 20 schools with whom we work, 20 (100%) reported a cumulative reduction in excess of 95% in delinquent incident referrals from a baseline of 100% for the Proud to be Me participants.

Brotherhood Crusade Proud to be Me CalVIP Enrolled Participant Outcomes					
	High-Risk Youth Enrolled	Completed Prescribed Curricular Elements	Improved Mindset (Reflection Survey)	Improved Agency (Agency Survey)	Reduced Violence (YSET-R Assessment)
Male	249	225	225	225	225
Female	62	54	54	54	61
TOTAL	311	279	279	279	287

Brotherhood Crusade Proud to be Me CalVIP Two-Year, 894-Hour Intensive Model Outcomes – Fully Matriculated Participants						
		Improved Mindset (Reflection Survey)		Improved Agency (Agency Survey)		Reduced Violence (YSET-R Assessment)
	High-Risk Youth Matriculating	Significant Improvement	Marked Improvement	Significant Improvement	Marked Improvement	
Male	225	134	91	134	91	225
Female	53	6	47	6	47	61
TOTAL	278	140	138	140	138	287

Mindset Shift: Another measure that proved significantly telling was the reduced impact of adverse risk factors on the mindset (attitudes, behaviors and beliefs) of High-Risk Youth. Brotherhood Crusade used the Youth Services Eligibility Tool (YSET) to demonstrate statistical significance of change in YSET scales from the initial YSET (YSET-I) to the first retest (YSET-R) for all 311 High-Risk Youth participants enrolled in our Proud to be Me program. The YSET results indicated that 100% of the High-Risk Youth enrolled in our Proud to be Me program improved. However, 92% (287 of 311) experienced considerable mindset change. Ostensibly, these findings correlate to improvements noted in official school records indicating improved engagement in school, a 97%% reduction in delinquent incident referrals, zero (0) incidents of suspension and zero (0) incidents of expulsion for the students who experienced statistically meaningful mindset change.

Grade Advancement: Primary (elementary school), Intermediate (middle or junior high school) and Secondary (high school) graduation are also important indicators for Brotherhood Crusade. During the project period, we enrolled 311 High-Risk Youth - 25% of whom were not on track to graduate when they enrolled in Proud to be Me based on an academic tenure that indicated they should be graduating by a specified date and despite the COVID-related relaxed graduation standards. By June 30, 2023, 98% (305 of 311) of the High-Risk Youth we were honored to serve had successfully advanced to the next academic level or graduated high school.

Discussion of Results

Outside of the scope of this project, through a separate independent initiative designed to reduce youth gang violence in South Los Angeles County, Brotherhood Crusade and its partners compared the attrition rate and violence-related tendency reduction results of similarly-situated High-Risk Youth who were enrolled in two other CalVIP-funded programs (neither of which focused on behavioral mindset shift and trauma-informed Whole-Person Care as their primary theory of change). Brotherhood Crusade also compared baseline and post-completion results for High-Risk Youth enrolled in our CalVIP-funded Proud to be Me program. Notably:

- Proud to be Me boasted a 10% attrition rate compared to a 54% rate for the other two programs. [Attrition Rate = # enrolled clients/# clients actively engaged at program end]
- Proud to be Me effectuated statistically meaningful behavioral mindset shifts in 90% of its enrolled clients compared to less than 15% for the other two programs based on validated and reliable quantitative assessments and industry-recognized qualitative measures.
- 92% of the clients receiving Proud to be Me trauma-informed Whole-Person Care services presented with statistically meaningful reduced violent behavior results based on validated and reliable quantitative assessments and industry-recognized qualitative measures compared to less than 25% of enrolled clients for the other two programs.
- 136 Proud to be Me High-Risk Youth engaged in meaningful dialogue with law enforcement officials for a minimum of six (6) hours in total. All 136 eventually demonstrated *Significant Improvement* (75% or higher) in their attitudinal social behavioral mindset critical success indicators. None of the enrolled clients from the other two programs similarly engaged.
- Of the 78 High-Risk Youth who were off-track to advance to their next academic level (primary, intermediate or secondary) when they enrolled in Brotherhood Crusade's Proud to be Me program, 100% (78 of 78) successfully advanced on time. In contrast, 15% of similarly-situated High-Risk Youth enrolled in the other two programs did not advance.

Taken together, the evidence strongly suggests that effective violence prevention interventions for High-Risk Youth should:

1. Seek to effectuate behavioral mindset shifts (shifts in attitudes, behaviors and beliefs)
2. Provide trauma-informed Whole-Person Care developed using human-centered design
3. Involve some aspect of community healing with law enforcement and High-Risk Youth

Brotherhood Crusade's 2023 Year-In-Review Report is attached to this report. It represents a combination of Cal-VIP-enrolled and other High-Risk Youth and further details or Findings.

CONCLUSIONS

Proud to be Me was purposed to prevent 10-24 year old High-Risk Youth from: (1) joining or continuing to associate with violent gangs; and (2) engaging or continuing to engage in violence, violent delinquency or violence victimization. Simultaneously, Proud to be Me aimed to increase the number and percentage of High-Risk Youth on track to earning a diploma or equivalency certificate well-prepared for college/career by changing their attitudes, behaviors & beliefs such that their desire to engage in violent delinquency is minimized or eliminated and their desire to self aspire and pursue their own success is significantly increased.

By June 30, 2023, Brotherhood Crusade served a total of 340 unduplicated 10-24+ year old High-Risk Youth and enrolled 311 of them into CalVIP. More importantly, however, Brotherhood Crusade facilitated the successful matriculation of 279 High-Risk Youth through its comprehensive, two-year, 894-hour Proud to be Me model curricular pedagogy. Of these, an impressive 99% (278 of 279) demonstrated measurable improvement in their attitudinal social behavioral mindset critical success indicators, and, most saliently, 97% (302 of 311) demonstrated reduced delinquent tendencies. The latter was further indicated by a cumulative 100% reduction from baseline in delinquent incident referrals across 20 schools and five Los Angeles County school districts as well as a decrease in recidivism rates from a Los Angeles County Probation Department rate of 83% to 0% for the High-Risk Youth participating in our Proud to be Me YRG program.

Taken together, the data clearly indicates that the Proud to be Me CalVIP program project worked as it was intended. It not only met, but exceeded all of its objectives. Indeed, the Proud to be Me project accomplished the following for High-Risk Youth participants:

1. Significantly and measurably reduced rates of recidivism
2. Drastically and visibly reduced delinquent engagement and victimization
3. Considerably and demonstrably increased engagement in school
4. Appreciably and obviously increased graduation rates

Key Findings and Lessons Learned

Proud to be Me's success in effectuating these outcomes reaffirms and suggests the following.

Delinquency Reduction Practitioners Must First Focus on Mindset Change and Trauma

Our Proud to be Me CalVIP project evidenced the significance of being trauma-informed/-responsive and changing mindsets (attitudes, behaviors and beliefs) as a critical first step in reducing youth gang violence prevention. Although overwhelming research suggests interventions that challenge cultural and social norms supportive of delinquency prevent such acts, studies that evaluate the effectiveness of interventions that challenge norms supportive of delinquency are rare and face a number of challenges, including clearly isolating the effects of the interventions from possible confounding factors and poor understanding of the mechanisms underlying changes in cultural and social norms.

This project not only contributes to the literature, but also lays the groundwork for more extensive evaluation that is rigorous and provides for statistically significant findings. In this project, there was a clear correlation between each High-Risk Youth's reduction in acceptance of delinquent beliefs and their involvement in violent delinquent incidents. This correlation was also shown with respect to each High-Risk Youth's development of Agency (self-actualization) and their engagement in gangs or violent delinquent activities. Similarly, these improvements were clearly correlated to the increase graduation rate of High-Risk high school seniors.

While some will argue little is provided in the literature as to the effectiveness of specific intervention methodologies, that which exists is significant, consistent and statistically meaningful.

The data we collected through pictorial and video documentation, focus groups, participant journaling, healing circles, stakeholder surveys and High-Risk Youth autobiographical reflections clearly highlights the impact of self-actualization, agency, mindset change, caring adults who look like them and have shared life experiences or resonate with such, and pro-social peers who look like them and have shared life experiences or resonate with such.

Delinquency Interventions for High-Risk Youth Need to be Human-Centered and Intentional

High-Risk Youth succeed and thrive when they:

- Have developmental relationships with caring adult mentors who look like them and have or resonate with similar lived experiences^{133,134,135,136,137}
- Have positive peer relationships and accountability with similarly situated individuals who share their life experiences
- Are connected to their cultural identity
- Gain a sense of belonging
- Form new peer relationships
- Are provided high expectations and emotional attachment
- Are caused to self-investigate, understand themselves, be vulnerable and develop empathy
- Are caused to learn about and become change agents for issues that impact them most

Notably, these characteristic traits lead to High-Risk Youth acquiring or further developing:

- A. Meaning, hope and self efficacy
- B. Agency and mastery motivation
- C. A cultivated sense of purpose
- D. Self regulation and executive function

Human-centered design methods focus on the lived experience and needs of High-Risk Youth, acknowledging the limited capacity of institutions, policy-makers and experts to anticipate and

accommodate the complexity of human reasoning and action. Putting High-Risk Youth at the center facilitates more effective and efficient implementation, due to its emphasis on empirical research and the iterative experimentation of real-world practicalities. It simply asks the question “what interests the High-Risk Youth?” and then effectuates program design based on the alignment of the answer, purpose and desired outcome.

Effective Delinquency Prevention and Intervention Strategies for High-Risk Youth are Engaging

Young people vote with their feet. High-Risk Youth need *attractive* pro-social alternatives to gang-life and violent delinquency engagement that:

- Facilitate a sense of belonging
- Provide a “brand” that reflects youth culture
- Rivals the allure of gang glory
- Offers a whole child model that builds resiliency, reduces delinquent exposure, addresses precursors to gang-joining, and ultimately changes mindsets (attitudes, behaviors & beliefs)

It Takes a Village

No one entity can sufficiently address the enormity of the challenges in South Los Angeles County. Communitywide culturally responsive coordinated strategies that address the risk factors associated with High-Risk Youth, adverse neighborhood ecology, unmet needs, and socio-economic factors must be implemented. Success is effectuated when law enforcement, youth-serving public systems, institutions of learning, youth-serving private and community-based entities and other relevant stakeholders work together.

It’s More Than a Title

Individuals working with High-Risk Youth must possess a requisite combination of commitment, knowledge and ability (will, skill and fit). Effective youth development, especially as it pertains to High-Risk Youth, depends deeply on the ability of caring adult practitioners to understand and competently deliver appropriate and transformative programming. At a minimum, practitioners should possess, exhibit and be accountable to practicing the Characteristics of a Successful Practitioner.¹³⁸ To this end, better training in effective, culturally relevant, transformative, trauma-informed youth development and more resources for youth-serving systems, entities and practitioners are needed.

Stick to the Script

The body of literature describing effective violent delinquency intervention and prevention pedagogy and methodologies is growing. More importantly, it is consistently suggesting many of the same practices and strategies for High-Risk Youth. Given this, when a program is designed based on overwhelming research and evidence, it is critical that its fidelity is not compromised. There is a difference between a proof of concept pilot demonstration - whether planned or based on the “I think I know better” approach - and a designed program

implementation. When the latter is instituted, it is critical that its fidelity to the originally demonstrated model of effectiveness remains intact.^{139,140,141} Too many viable interventions are relegated to the ranks of “that didn’t work for us” because the entities failed to implement the tenets or critical elements of the model with fidelity (failed process) or the individuals implementing the model were not qualified to do so. In this CalVIP project, we had to address both challenges and pivot accordingly (as referenced in our next essential finding).

There is No Substitute for Talent and Anything Less than Excellence is Failure

If we are to change the narrative and trajectory of High-Risk Youth, we have to ensure that they are focused on being the best version of themselves they can be as opposed to settling for a best of the worst, worst of the best, content in my mediocrity disposition. This starts with us as practitioners.

It is easy to project our lens on a High-Risk Youth and then judge them based on our lens or assume their possession of certain capacities. For example, one of our caring adult mentors assumed that an 18 year old who was about to eat pancakes drenched in maple syrup knew how to use the utensils provided and, as a result, would not eat the pancakes with their hands. Their assumption was wrong.

The challenge is making this, or any assumption, causes a practitioner not to teach certain competencies or see the value in “boring” a High-Risk Youth with something they [presumably] already know. Unfortunately, the High-Risk Youth does not know and the practitioner’s failure to fully prepare the participant such that they excel, contributes to their subsequent failure when the participant’s lack of learned skills is manifest in a critical situation at work or in school.

Practitioners must understand that their capacity may cause them not to help participants address their impediments (needs, skills gaps, issues and barriers), which subsequently causes participants to overlook said impediments. Unfortunately, High-Risk Youth don’t have that luxury because they have yet to develop their innate capacity. Therefore, as practitioners, our level of instruction, development and caring must be excellent so that High-Risk Youth are fully prepared and equipped to navigate in a self sufficient way.

Poor grant management is another challenge associated with ill-qualified or ill-trained practitioners. As it pertains to this project, a considerable amount of the budget was not executed despite the expenses being incurred. The poor fiscal management exposed potentially catastrophic operational issues that required and received immediate attention.

Taken together, this project highlighted the importance of highly skilled practitioners; intentional, culturally competent, human-centered, Whole-Person Care, trauma-informed interventions and pedagogy; effective monitoring, evaluation and learning protocols; competent project management; quality partnerships; prudent fiscal management; patience; consistency; persistence; time commitment; and autodidactic communities of learning.

Current Logic Models

Proud to be Me Pedagogical Curriculum Rationale: Proud to be Me is an engaging, highly-effective, trauma-responsive, 2-year, 894-hour (on average) during school and out-of-school time collective impact mentoring, youth & gang violence prevention model program that was developed and designed to address the specific needs of Los Angeles County's High-Risk Youth. The logic models presented herein on Pages 24-26 represent the four principles that form the foundational basis of the Proud to be Me model.

1. No one does anything they don't want to do without being under duress
2. Results don't change unless individuals change their thinking (change their thinking to change their attitude; change their attitude to change their beliefs; change their beliefs to change their behaviors; change their behaviors to change their actions; change their actions to change their habits; and change their habits to change their results)
3. Change takes time
4. Change must be pursued on the participants own time

Overwhelming evidence and an abundance of research suggests that effective violence prevention must be characterized by a caring adult-facilitated comprehensive and well-coordinated continuum of support that effectuates mindset change and simultaneously addresses the mental health, academic, health, economic, safety and survival needs of youth, while helping youth self-actualize and address unresolved issues of stress (adverse childhood experiences and chronic adversity). For the High-Risk Youth served by Brotherhood Crusade, transformative change tends to occur after young people have invested an average of 894 hours of meaningful engagement in the developmental process. This means that the practitioner has facilitated (influenced, caused to happen and appropriately guided) as opposed to proctored the entirety of the 894 hours. [It is important to note that 894 hours is an average and that the Proud to be Me process is not time-framed. It is instead outcome-based. Young people do not transition to the next phase until they have demonstrated documented mastery of the previous phase]

When one thinks of this investment, it is easy to be initially shocked. However, when you consider that a traditionally raised young person actually receives 18 years of such investment and exposure prior to graduation from high school, it makes much more sense.

Proud to be Me was designed, pilot-tested, implemented and continuously refined to: (1) facilitate mindset change (changes in attitudes, behaviors and beliefs that are typically associated with off-track life course risk factors) in High-Risk Youth; (2) effectively address their needs; and (3) influence policies and systems such that youths' desire to stray off-track are reduced and the impact of their risk factors is minimized.

Ten distinct phases characterize the cradle to college/career comprehensive model: (1) Relationship, Trust & Rapport Building; (2) Cultural Rites of Passage & Mindset Change; (3) Self Actualization, Self Determination, Agency and Aspiration; (4) Skills Development; (5) Youth Organizing and Community/Civic Engagement; (6) Mainstreaming; (7) Practicum; (8) Stepwise Employment Experiences; (9) Post-Secondary Enrollment/Job Placement; and (10) Post-Secondary/Post-Employment Follow Up. These phases are critical components of the model's Continuum of Youth Development.

Brotherhood Crusade's Proud to be Me Model Framework - "When you walk unto the Stage of Life, will you know your lines?: Brotherhood Crusade's Proud to be Me model was specifically designed to maximize the opportunity for 10-24 year old Disconnected, Opportunity, Resilient and otherwise High-Risk young people of color to succeed in school and in life. The model is predicated on the following tenets. Each is appropriately represented in our logic models.

1. **Relationship, Trust and Rapport:** "People don't care how much you know, until they know how much you care." Overwhelming research indicates when young people experience strong relationships, they do better. This is particularly true for young people who must overcome adverse childhood experiences. [The framework graphic illustrates the willingness of the young people (black-clad figures) to allow the caring adults (purple-clad figures) to assist them up the stairs due to their trust in them]
2. **Cultural Competence and Identity:** The model features caring adult mentors and pro-social peers who look like the Black and Latinx young people we serve and have shared experiences or experiences with which they resonate. These "trusted" caring adults and pro-social peers help the young people matriculate the stages and phases of youth development. [In the framework graphic (Page 47), this is depicted by caring adults (purple-clad figures) helping the young people (black-clad figures) at the base of the stairs and the young people helping other young people once their ascent up the stairs has begun]
3. **Cultural Identity and Sense of Belonging:** Young people learn who they are, from whence they come, the power they possess, the shoulders upon which they stand, the sacrifices that have been made for them and their roles and responsibilities as a result. [With respect to the framework graphic, the ascent up the stairs represents this self actualization journey, where young people gain agency and a sense of belonging en route to discovering and becoming their authentic selves]
4. **Basic Needs and Youth Development Continuum:** Youth development programs that are intentional, provide the means for young people to: first, meet their basic physical and social needs and secondly, build the individual assets or competencies. [The framework graphic depicts the five areas of development that constitute the "whole child". The stairs represent the phases associated with each developmental area. The model prescribes meeting immediate, short-term, intermediate and long-term basic needs while helping young people climb the stairs (matriculate through the requisite phases associated with each developmental area)]
5. **Mindset Change:** "No one does anything they don't want to do without being under duress" In order for young people to experience different results, mindset (attitudes, behaviors and beliefs) change has to occur. Young people need to: change their thinking in order to change their attitude; change their attitude to change their beliefs; change their beliefs to change their actions; change their actions to change their behaviors; change their behaviors to change their habits; and ultimately change their habits to change their results. [In the framework graphic, caring adult practitioners are facilitating this series of changes as they assist and guide young people up the stairs and teach them their "lines" (skills and competencies) so that they are able to perform (present with on-track life outcome narrative and trajectory skill sets, competencies and habits) when they ascend upon the "Stage of Life"]

Grantee Highlight: Participant Story

De’Ontay Everett has been in the Brotherhood Crusade BYMOC department for 1 year. Before he came to the Brotherhood Crusade, De’Ontay struggled with negative peer influence, peer delinquency, and childhood aggression. His childhood aggression stemmed from being abandoned by his mother at a young age causing him to reach out to his peers for love and support in a negative fashion. His grandparents would explain to him that the friends he would hang out with were bad influences and the abandonment from his mother was affecting his behavior. Due to these unaddressed issues, De’Ontay was arrested and put on probation after violently punching a uber driver in the face and robbing him.

When De’Ontay came to Brotherhood Crusade, he began to isolate himself from bad influences and started to create significant change for himself, which is one of Brotherhood Crusade’s main goals for High-Risk Youth to achieve. De’Ontay is now transitioning to a positive life-course trajectory because he has adopted and is habitualizing the 45 Habits and Traits of Successful People with an emphasis on putting the needs of others before himself, building a new brand for himself, always learning, bringing value proposition, making it better for the next person, and leaving it better than he found it. He has been engaged consistently and practicing the lessons presented in our curriculum. Through our Game Changers partnership, Brotherhood Crusade was able to place De’Ontay in dialogue with law enforcement on a consistent basis to discuss policing in Los Angeles County and develop solutions on how to make it better. De’Ontay maximized this opportunity by engaging in dialogue and articulating his opinions in a non-hostile way. As a result of his numerous efforts, De’Ontay received the Black Student Achievement Award in recognition of his dedication to high academic and personal standards. He is currently maintaining a 3.1 GPA and was chosen by Brotherhood Crusade to participate in the Chris Paul Family Foundation Leadership Alliance. De’Ontay has shown outstanding improvement and has not reoffended since he joined the Brotherhood Crusade.

Appendices

Appendix I: Baseline Background Data Collection Tool

Appendix II: Sample Session Summary Sheet

Appendix III: Youth Services Eligibility Tool

Appendix IV: Modified Youth Services Eligibility Tool

Appendix V: Youth Development Program 2023 Year-In-Review

Appendix VI: Youth Performance Assessments

APPENDIX I

Baseline Background Data Collection Tool

Brotherhood Crusade

Trauma-Informed, Trauma-Responsive Youth Development Program

BASELINE BACKGROUND DATA COLLECTION TOOL



LOS ANGELES BROTHERHOOD CRUSADE
 200 East Slauson Avenue
 Los Angeles, California 90011
 (323) 846-1649
www.brotherhoodcrusade.org

Brotherhood Crusade

Trauma-Informed, Trauma-Responsive Youth Development Program

BASELINE BACKGROUND DATA COLLECTION TOOL



LOS ANGELES BROTHERHOOD CRUSADE
200 East Slauson Avenue
Los Angeles, California 90011
(323) 846-1649
www.brotherhoodcrusade.org

PROUD TO BE ME YOUTH DEVELOPMENT PLAN

Client Baseline Profile

CLIENT CONTACT INFORMATION

Client

Name:	
Address:	
Email:	
Phone:	
Cell:	

Parent/Guardian

Name:	
Address:	
Email:	
Phone:	
Cell:	

Counselor

Name:	
Title:	
Address:	
Email:	
Phone:	
Cell:	

Probation Officer

Name:	
Title:	
Address:	
Email:	
Phone:	
Cell:	

Champion

Name:	
Title:	
Address:	
Email:	
Phone:	
Cell:	

PROUD TO BE ME YOUTH DEVELOPMENT PLAN

Client Baseline Profile

CLIENT DEMOGRAPHIC INFORMATION

Unique Youth ID	
Date of Birth	
Familiarization	
Date:	
Time:	
Location:	
Orientation	
Date:	
Time:	
Location:	
Enrollment	
Date:	
Time:	
Location:	
Referral Source	
Name:	
Title:	
Address:	
Email:	
Phone:	
Cell:	
Residence	
Status	<input type="checkbox"/> Live with Parent(s) <input type="checkbox"/> Independent <input type="checkbox"/> Relative Care: <input type="checkbox"/> Homeless: <input type="checkbox"/> Other (Explain):
Census Tract	
Zip Code	
Council District	
Supervisorial District	
California Assembly District	
California Senate District	
Congressional District	
Senate District	

PROUD TO BE ME YOUTH DEVELOPMENT PLAN

Client Baseline Profile

Education Status	
Grade Level at Enrollment	
School Attending	
Units Earned	
Attendance Rate	
Extracurricular Activities	
Social Behavioral Status	
Suspended/Expelled	
Certificates Earned	
Certification/Degree/License Earned	
Employment Status	
Employed:	<input type="checkbox"/> No <input type="checkbox"/> Yes; Details:
Job Start Date	
Employer	
Previously Employed:	<input type="checkbox"/> No <input type="checkbox"/> Yes; Details:
Job Start Date	
Job End Date	
Employer	
Internships:	<input type="checkbox"/> No <input type="checkbox"/> Yes; Details:
Summer Employment:	<input type="checkbox"/> No <input type="checkbox"/> Yes; Details:
Job Shadowing:	<input type="checkbox"/> No <input type="checkbox"/> Yes; Details:
Legal Status	
Probation Status	
Type of Probation	
Camp	
DCFS	
Court Orders	
Custody	
Medical Care Status	
Health Home	
Insurance	
Allergies	
Special Considerations	
Other Relevant Information	

PROUD TO BE ME YOUTH DEVELOPMENT PLAN

Client Baseline Profile

Resources and Supplies

Shirt Size	
T-Shirt	
Polo	
Button-Down	
Blouse	
Slack Size	
Suit Size	
Blazer Size	
Shoe Size	
Coat/Jacket Size	

Assessment Results

YSET	
Academic	
Attitudinal Behavioral	
Self Actualization	
Agency	
Needs	

Strengths

Strength Gaps

Documentation

Universal Consent Form	<input type="checkbox"/> Date Completed:	<input type="checkbox"/> Attached
Three-Party Contract	<input type="checkbox"/> Date Completed:	<input type="checkbox"/> Attached
Race and Ethnicity Form	<input type="checkbox"/> Date Completed:	<input type="checkbox"/> Attached
Baseline Picture	<input type="checkbox"/> Date Completed:	<input type="checkbox"/> Attached
Baseline Video	<input type="checkbox"/> Date Completed:	<input type="checkbox"/> Attached

PROUD TO BE ME YOUTH DEVELOPMENT PLAN

Client Baseline Profile

Systems Navigation Support

Government ID		
School ID	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:
California ID	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:
Driver's License	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:
Passport	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:
Financial Management		
Checking Account	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:
Savings Account	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:
Investment Account(s)	<input type="checkbox"/> No	<input type="checkbox"/> Yes; Details:

Gender Identity

<input type="checkbox"/> Agender	<input type="checkbox"/> Cisgender (non-Trans) Man	<input type="checkbox"/> Cisgender (non-Trans) Woman
<input type="checkbox"/> Gender non-conforming	<input type="checkbox"/> Gender Variant	<input type="checkbox"/> Gender Queer
<input type="checkbox"/> Intersex	<input type="checkbox"/> Non-Binary	<input type="checkbox"/> Not Listed
<input type="checkbox"/> Transgender Man	<input type="checkbox"/> Transgender Woman	

Immediate Barriers to be Addressed

- 1
- 2
- 3
- 4
- 5

Meaningful Referrals Made

- 1
- 2
- 3
- 4
- 5

ETHNIC ORIGIN, ETHNICITY, OR RACE

Participant: _____

Instructions: Mark ALL boxes that apply. You may report more than one race/ethnicity group.

AMERICAN INDIAN OR ALASKAN NATIVE

ASIAN – Provide details below.

Chinese

Vietnamese

Japanese

Asian Indian

Filipino

Laotian

Korean

Cambodian

Other – Specify below (one letter per box).

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

BLACK OR AFRICAN AMERICAN

HISPANIC, LATINO, OR SPANISH

MIDDLE EASTERN OR NORTH AFRICAN

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER – Provide details below.

Native Hawaiian

Samoan

Guamanian

Other – Specify below (one letter per box).

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

WHITE

OTHER ETHNIC ORIGIN, ETHNICITY, OR RACE – Print below (one letter per box).

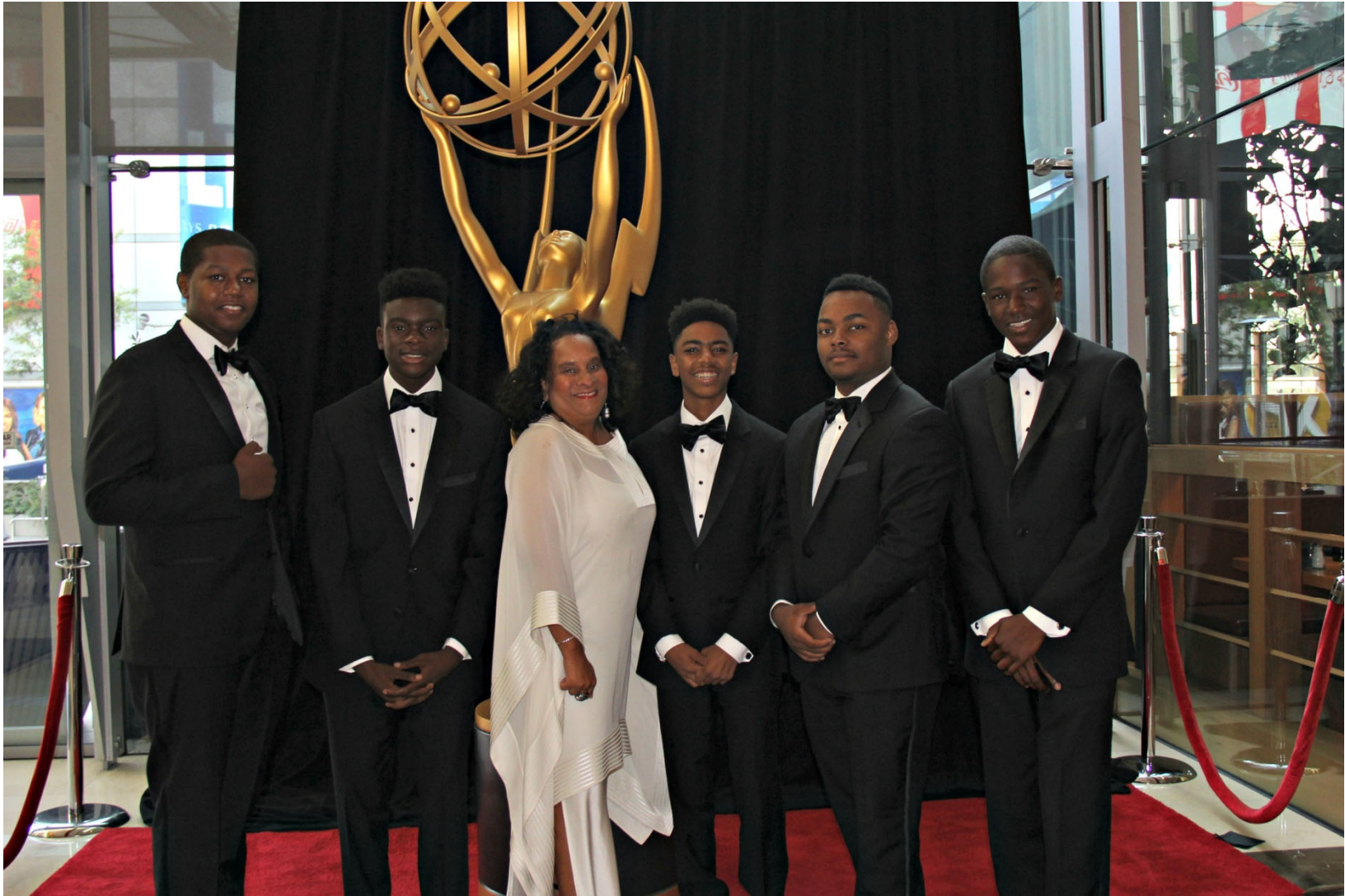
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

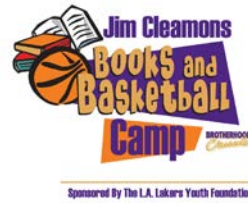
BSCC Form 1.01

Use of this form to collect race and ethnicity data from program participants *is* optional and completed forms should not be submitted to the BSCC. For quarterly progress reports, individuals who select multiple main categories (e.g., Asian, Black or African American, etc.) can be aggregated together and reported using the multi-ethnic origin, ethnicity or race category. It is encouraged to provide detailed information about the multi-ethnic origin, ethnicity, or race participants in the Local Evaluation Report.

APPENDIX II

Sample Session Summary Sheet





**CENTRAL PROMISE ACADEMY
DAY 10: JANUARY 22, 2018**

**Session Summary Sheet
Man in the Mirror**

Ron Brown, Jim Clemons, AC Green Foundation and Brotherhood Crusade are purpose- and outcome-driven organizations and individuals that seek to improve academic, social-behavioral, health and economic outcomes while reducing violence and gang membership for South Los Angeles County youth in the juvenile justice system through highly-intentional trauma-informed, trauma-responsive ubuntu-based (restorative practices, guided discovery and self actualization) programming that effectuates measurable change in five key areas of development (learning, thriving, leading, connecting and working) by helping young people transition their attitudes, behaviors and beliefs from those that are detrimental to their success in school and in life to those that are conducive to such success. As an added benefit, many young people become change agents and facilitate policy and systems change with respect to the issues that impact them most.

With respect to Central Promise Academy, the coalition aims to provide students with a holistic preparatory experience that ultimately causes them to succeed in school and in life: (1) Youth Engagement/Work Preparedness; (2) Academic and Career Pathway Support; and (3) Community Improvement/Skill Specific Training.

Within these three identified areas of focus, students will be guided through experiences that prepare them to identify:

- The abilities, talents and potential that one possesses to better understand and define their individual path for success
- A plan that facilitates further utilization of school or occupational training to assist in reaching one’s goals
- The process for creating a support network or advocates to assure students refrain from violence, steer away from gang membership and stay on the path to long-term employment and productive citizenry

To this end, this session is summarized as follows.

Goals	1	Students engage or re-engage in school and significantly improve their academic performance, such that they graduate high school well prepared for college and career
	2	Students significantly improve their social behavior and social assimilation
	3	Students significantly improve their agency and capacity (sense of self and self aspiration)
Objectives	1	Students will continue to recognize how their actions or lack thereof impact their reality
	2	Young people will continue to juxtapose their reality versus society’s reality
	3	Young people will continue to gain a greater appreciation for value proposition and what that means with respect to school, employment and life success
	4	Young people will continue a process of self actualization
	5	Young people will continue to analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries
Lesson Focus	1	Social Behavior and Social Assimilation
	2	Agency and Capacity
	3	Networking and Team Work
	4	Respect and Mutuality
	5	Self Love
	6	There is no entitlement

Key Lessons:	1	Become comfortable being uncomfortable
	2	Success is predicated on putting the needs of others in front of one's own desires <ul style="list-style-type: none"> o When you show up, ask how you can help o Before you leave, ask how you can help
	3	What you believe and what is real are often two different things – There are layers to this
	4	If you see someone in need of assistance, help
	5	Introduce yourself to everyone with a meaningful introduction <ul style="list-style-type: none"> o Share your name o Ask them their name o Ask them what they do
	6	You are your brand
	7	If what you are doing is not working for you, you need to change
	8	There are three things you can do with time: (a) waste time; (b) spend time; and (c) invest time. When time is invested, a return on investment (ROI) is expected.
	9	Teamwork Makes the Dream Work – ask questions and seek help.
	10	Stay Woke: You cannot score if you are not in the game
	11	Be Present: We want to be heard, but we sometimes fail to listen to others
	12	Temporary relief results in sustained and more painful grief
	13	We are connected in more ways than you will ever know – and we can help each other out
Session Date:	January 22, 2018 from 1:00 to 3:00 PM	

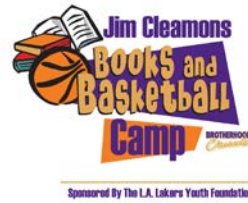
- 1 **ACTIVITY PURPOSE:**
- 1 Provide students an opportunity to recognize they are a representation of those who came before them and their actions are all society knows about that person
 - 2 Cause students to gain an empathetic understanding of their peers' disposition
 - 3 Provide a safe space for students to share and provide their voice
 - 4 Open up avenues of cooperation and strength to cope with issues of concern
- ACTIVITY DESCRIPTION:** *Check In Circle:* Tony Bland served as the facilitator for the day and convened the group into a traditional tribal circle, shared the purpose of circles and reminded everyone that we did not get here by ourselves. XXX led the circle and asked students to think about someone who was incredibly special to them, share their name and place their name in the space so that we had a constant reminder of the individual whom we are honoring with our actions today.
2. **ACTIVITY PURPOSE:**
- 1 Cause young people to reflect upon their actions and take accountability for them
 - 2 Cause young people to analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries and how those attributes affect their brand
 - 3 Create a sense of belonging and facilitate the concept of teamwork
- ACTIVITY DESCRIPTION:** *Tried as Silver has been Tried:* Tony Bland presented an exercise called Who Is this in which the young people had to identify the individual(s) in the room to whom the description belonged. Many of the descriptions fit most of the individuals in the room and were so guessed. If a person desired to verify and validate the suspicion they could, but it was not necessary. These were guesses, not accusations. Tony then revealed that all of the characteristics were him and shared his story.

3. **ACTIVITY PURPOSE:**
- Cause young people to be comfortable being uncomfortable
 - Build camaraderie amongst the young people
 - Provide a safe space for students to share and provide their voice
- ACTIVITY DESCRIPTION:** **CATS** – Considerations, Apologies, Thanks and Shoutouts: Young people are asked to reflect upon the lessons and provide their thoughts in the form of CATS.
4. **ACTIVITY PURPOSE:**
1. Improve students' recognition of their roles and responsibilities in society
 2. Cause students to think about tolerating and accepting differing beliefs/culture
 3. Cause students to desire to aspire to their own success
 4. Cause students to gain a greater appreciation for value proposition and what that means with respect to employment
 5. Cause students to begin a process of self actualization
 6. Cause students to analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries
- ACTIVITY DESCRIPTION:** **Homework:** The Central Promise Academy crossword puzzle

OBSERVATIONS

The following was observed in preparation for, during or after the above described activities.

1. Students are beginning to adopt the habits and traits of successful people.
2. In setting up the snacks, students continue to practice fronting without being prodded or instructed to do so.
3. Tony's incredible story was quite timely given the circumstances of Friday. The young people truly began to understand that they are not the only people who are going through what they are going through. Bigger than that, the young people are also seeing that there is a way out. Their past does not have to dictate their future. With this, however, they can't expect everyone else to change, they have to change. There is no opportunity to keep doing what they are doing and expecting a different result. AC Green brought this point to life through an illustrative story and Coach Clemons further confirmed it by sharing his observations and key words collected during our classes. As students reflected on Tony's story and the related lessons learned, uncontrollable tears rolled down some of their faces. While some were able to vocalize their pain, hopes and wishes, others shared them through expressed emotions that could no longer be suppressed. The instruction team, being skilled at reading these emotions, communicated the feelings they were reading and asked YYY and ZZZ if their perceptions were correct. Both, shocked by the fact that they were so easily read when they were trying hard to suppress their emotions, validated the instruction team's assessment. Notably, WWW was much more engaged and acting more like a 14 year old who was allowed to have fun. Bigger than that, she recognized the issues of Friday were a miscommunication, apologized to Tony and accepted Tony's apology. This was HUGE as it is a direct indication of her growth.
4. During the CATS exercise, one student thanked Mr. Stevens for providing a classroom and instruction that allows her to be engaged and gives her a chance to graduate. Three other students expressed their appreciation for being picked up and brought to school everyday as they would not otherwise come. Lastly, Mr. Stevens expressed his appreciation of the facilitation team; sharing that they were very good at what they do, the difference in the students' interest is readily apparent and that he is learning so much that he looks forward to incorporating when he starts classes next year. Significantly, when asked for considerations as to what the facilitation team could do better, the response was "Please continue to come and help the group"



RECOMMENDATIONS AND REQUESTS

In order to ensure that we meet our mutually determined goals, we are suggesting or requesting the following.

1. Continue to hold the students accountable for learning and practicing the newly introduced behaviors
2. Reiterate the lessons presented; providing the same lesson in different forms and holding them accountable
3. Be sure to keep the lessons and activities aligned with the goals and objectives
4. Begin to transition more to the vulnerability curricular content
5. Continue to raise awareness about the manner in which students perceive themselves and others. Create dialogue with respect to perception and reality. Challenge the students' thinking and help them construct solutions to favorably change their perceptions and that of others.

Instructors and Assistants

Our representative's signature below certifies that we've completed the above described tasks.

January 22, 2018

TONY BLAND, INSTRUCTOR

DATE



[SCHOOL OR GROUP NAME]

[SESSION NUMBER]

[DATE]

[SESSION TITLE]

The Los Angeles Brotherhood Crusade (Brotherhood Crusade) is a purpose- and outcome-driven organization that seeks to improve academic, social-behavioral, health and economic outcomes for 10-24 year old South Los Angeles County youth and young adults through highly-intentional trauma-informed, trauma-responsive ubuntu-based (restorative practices, guided discovery and self actualization) programming that effectuates measurable change in five key areas of development (learning, thriving, leading, connecting and working). The organization aims to help young people transition their attitudes, behaviors and beliefs from those that are detrimental to their success in school and in life to those that are conducive to such success. As an added benefit, many young people become change agents and facilitate policy and systems change with respect to the issues that impact them most.

As it pertains to Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), Lynwood Unified School District (LUSD), Inglewood Unified School District (IUSD), and Pomona Unified School District (PUSD) students Brotherhood Crusade provides Building a Lifetime of Options and Opportunities for Men (BLOOM) Alliance character development, leadership and violence prevention mentoring programming for 4th through 12th grade young men of color (YMOC) with a concerted emphasis on Black males. Proud to be Me, Brotherhood Crusade’s BLOOM Alliance model is a trauma-informed life course framework intervention that is purposed to ensure 10-18 year old High-Risk youth self-actualize, demonstrate positive behavior, refrain from recidivating (as appropriate), re-engage in school, and ultimately graduate high school well-prepared for college or career. In pursuit of achieving these desired outcomes, the organizations shall intimately work with the school to provide a minimum of one year of highly-intentional, intensive, culturally sensitive, socio-emotional learning and mentoring support as well as leadership, character development, educational enrichment, youth organizing and youth participatory action research (YPAR) programming.

Within these areas of focus, students will be guided through experiences that prepare them to identify:

- The abilities, talents and potential they possess to better understand and define their individual path for success
- A plan that facilitates further utilization of school to assist in reaching their goals
- The process for creating a support network or advocates to assure they stay on the path to long-term success in school, degree obtainment, employment or entrepreneurship and productive citizenry

To this end, this session is summarized as follows.

Goals	1	Students engage or re-engage in school and, ultimately improve their academic performance, such that they graduate elementary school, middle school and eventually high school well prepared for college and career
	2	Students significantly improve their social behavior and social assimilation
	3	Students significantly improve their agency and capacity (sense of self and self aspiration)
Objectives	1	Students will begin to recognize how their actions or lack thereof impact their reality, recognize and apply the principles of Ubuntu (I am because we are. Without we, there is no me), begin to seek to bring value to others as they seek to become a better version of themselves every day, undergo a mindset change that leads to changed attitudes, behaviors and beliefs, and start to place the needs of others in front of their own desires
	2	Young people will start to juxtapose their reality versus society’s reality
	3	Young people will gain a greater appreciation for value proposition and what that means with respect to school, employment and life success
	4	Young people will begin a process of self actualization
	5	Young people will analyze, consider and more thoroughly reflect on the attitudes, behaviors and beliefs of their peers and contemporaries



Session Focus	1	
	2	
Key Lessons:	1	
	2	
	3	
	4	
Session Date:		

The following details the purpose and description of the session in which the students participated.

1 **ACTIVITY PURPOSE:** 1

2

3

ACTIVITY DESCRIPTION: 1.

2.

ACTIVITY PURPOSE: 1

2

3

4

ACTIVITY DESCRIPTION:

3.

ACTIVITY PURPOSE: 1

2

ACTIVITY DESCRIPTION:

4.

ACTIVITY PURPOSE: 1

2

3

4

5

6

7

ACTIVITY DESCRIPTION: 1.

5.

ACTIVITY PURPOSE: 1

2

3

4



ACTIVITY DESCRIPTION:

6.

- ACTIVITY PURPOSE:** 1
2
3
4

ACTIVITY DESCRIPTION:

7.

- ACTIVITY PURPOSE:** 1
2
3
4

ACTIVITY DESCRIPTION:

8.

ACTIVITY PURPOSE:

ACTIVITY DESCRIPTION:



OBSERVATIONS

The following was observed in preparation for, during or after the above described activities.

1.	
2.	
3.	

RECOMMENDATIONS AND REQUESTS

In order to ensure that we meet our mutually determined goals, we are suggesting or requesting the following.

1.	
2.	
3.	
4.	
5.	
5.	

Instructors and Assistants

Our representative's signature below certifies that we've completed the above described tasks.

GEORGE WEAVER, INSTRUCTOR

DATE

STUDENT

DATE

APPENDIX III

Youth Services Eligibility Tool



ETO Case Number - Please write and bubble the client's ETO Case Number

Date of interview: _____

1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
0	0	0	0	0

GRYD ID: Please enter the client's full GRYD ID:

_____	_____	_____	_____
GRYD Zone	Agency Code	Referral Number	Return Count

OFFICE USE ONLY (English or Spanish version):

REQUIRED CONSENT CERTIFICATION

NOTE: Signed consent must be available for review on request.

INTERVIEWER: Obtaining informed consent from the client and also from a guardian for clients under age 19 prior to this interview is mandatory. Assessments submitted to research partners without proper documentation will be destroyed without review. No assessment will be reviewed without consent documentation.

I _____ [print interviewer name] certify that I have read the Los Angeles GRYD Program informed consent document in its entirety to this client and his or her parent / guardian. I have answered any questions they had about the consent document. I certify that both client and parent freely gave written consent for the interview on _____ [date].

INTERVIEWER SIGNATURE: _____

Youth Status: Please indicate the youth's current service group (if applicable) and indicate if this YSET is an Intake or a Retest.

- If you select "Not enrolled", the YSET should be labeled as an INTAKE.
- If the client is already enrolled in "Primary Prevention" or "Model Services" this YSET should be a RETEST.

INTAKE:

Not enrolled – Youth is currently not enrolled in any GRYD services → 1

Primary Prevention - Client is currently enrolled in Primary Prevention → RETEST:

Model Services - Client is currently enrolled in Secondary Prevention → 1

2
 3
 4
 5

Comments – Please record all comments within box

GRYD Zone: Please bubble in your GRYD zone.

- | | |
|--|-----------------------------------|
| <input type="radio"/> 77th 1 | <input type="radio"/> Newton 1 |
| <input type="radio"/> 77th 2 | <input type="radio"/> Newton 2 |
| <input type="radio"/> 77th 3 | <input type="radio"/> Northeast |
| <input type="radio"/> Devonshire-Topanga | <input type="radio"/> Olympic |
| <input type="radio"/> Foothill | <input type="radio"/> Pacific |
| <input type="radio"/> Harbor | <input type="radio"/> Rampart 1 |
| <input type="radio"/> Hollenbeck 1 | <input type="radio"/> Rampart 2 |
| <input type="radio"/> Hollenbeck 2 | <input type="radio"/> Southeast 1 |
| <input type="radio"/> Hollenbeck 3 | <input type="radio"/> Southeast 2 |
| <input type="radio"/> Hollywood | <input type="radio"/> Southeast 3 |
| <input type="radio"/> Mission | <input type="radio"/> Southwest 1 |
| | <input type="radio"/> Southwest 2 |

Referral Source (can check more than one if necessary)

- | | |
|---|--|
| <input type="radio"/> RETEST (current client) | <input type="radio"/> SNL |
| <input type="radio"/> Parent/walk-in | <input type="radio"/> Probation |
| <input type="radio"/> Youth walk-in | <input type="radio"/> Law enforcement |
| <input type="radio"/> Church | <input type="radio"/> Other service provider |
| <input type="radio"/> School counselor | |
| <input type="radio"/> Other school → _____ | |
| <input type="radio"/> Other → _____ | |

Has this youth taken a YSET before? N Y

If this youth has been in a GRYD Program in a **DIFFERENT ZONE** or has taken a YSET using a different ID, please enter their original ID Number below:

LOCATION of interview (no addresses, e.g. "youth's provider"):

Name of **SCHOOL** → _____

Place of **BIRTH** → _____

AGE → _____
Current or last **GRADE** completed at school → _____

SEX → B G

Ethnicity (Check all that apply):

- Are you African-American/Black?
- Are you Latino/Hispanic?
- Are you Asian/Pacific Islander?
- Are you White/Anglo?
- Other? (please specify):

The reason for this survey is to find youth who might want to participate in a city program designed to help young people develop successfully and keep out of gangs. This is not a test. There are no right or wrong answers. All you have to do is answer honestly. The answers you give will stay private. OK?

I am going to ask some questions about things that happened in your life over the last 6 months or the last year. Before we begin, please think back to what was going on in your life 6 mos ago and a year ago? [INTERVIEWER NOTE: *Help the youth think of a significant event - like a birthday, holiday or school event - write it below, and use these references as needed during the interview.*]

6 mos ago ... a year ago ...

SCALE A Here are six statements that may or may not describe you. Let me know if the statement describes you or not. For example, if the statement says: I get along better with adults than with people my own age, you can answer by using these choices: always, often, half the time, rarely or never.

SHOWCARD 1		always	often	half the time	rarely	never
A1	I try to be nice to other people because I care about their feelings.	①	②	③	④	⑤
A2	I get very angry and “lose my temper”. <small>(very angry = yell or get mad or pissed off)</small>	⑤	④	③	②	①
A3	I do as I am told.	①	②	③	④	⑤
A4	I try to scare people to get what I want. <small>(scare = threaten, bully, punk)</small>	⑤	④	③	②	①
A5	I am accused of not telling the truth or cheating. <small>(accused = blamed; not telling the truth = lying)</small>	⑤	④	③	②	①
A6	I take things that are not mine from home, school, or elsewhere.	⑤	④	③	②	①

SCALE B Next I'd like you to tell me how frequently you have done the following things over the last six months. For example, if I read the statement: “I talk to my friends on the phone after school.” You would answer how frequently you have done this over the last six months. Choose: always, often, half the time, rarely or never. (INTERVIEWER NOTE: If youth does not tell parents or lies about where he is or who with, then parents do not know . . .)

SHOWCARD 1		always	often	half the time	rarely	never
B7	When I go out, I tell my parents or guardians where I am going; or leave them a note, text or phone them.	①	②	③	④	⑤
B8	When I am not at home or school, my parents or guardians know <u>where</u> I am.	①	②	③	④	⑤
B9	When I am not at home or at school, my parents or guardians know <u>who</u> I am with.	①	②	③	④	⑤

SCALE C For the next questions, I want you to think about a whole year instead of the last six months. Sometimes things happen in young persons' lives that are important and serious. Tell me if any of these things happened to you in the last year.

In the last year . . .		SHOWCARD 2	NO	YES
C10	. . . did you fail to go on to the next grade in school or fail a class in school? (fail = flunk)		<input type="radio"/> N	<input type="radio"/> Y
C11	. . . did you get suspended, expelled or transferred to another school for disciplinary reasons? (kicked out, OT)		<input type="radio"/> N	<input type="radio"/> Y
C12	. . . did you go out on "a date" with a boyfriend or girlfriend for the very first time? (CLARIFY: Do you have a boyfriend or a girlfriend for the very first time)		<input type="radio"/> N	<input type="radio"/> Y
C13	. . . did you break up with a boyfriend or girlfriend or did he or she break up with you? (break up = dumped)		<input type="radio"/> N	<input type="radio"/> Y
C14	. . . did you have a big fight or problem with a friend?		<input type="radio"/> N	<input type="radio"/> Y
C15	. . . did you start hanging out with a new or different group of friends? (hanging out = kicking it)		<input type="radio"/> N	<input type="radio"/> Y
C16	. . . did anyone you were close to die or get seriously injured? (injured = hurt)		<input type="radio"/> N	<input type="radio"/> Y
C16.1	. . . did anything else important or serious happen?			

SCALE DE I'm going to read several statements. Please tell me how well the statement describes you. For example, if the statement is: "I am very good at playing sports," tell me how strongly you agree or disagree that this statement is true for you.

SHOWCARD 3		strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
DE17	Sometimes I like to do something dangerous just for the fun of it. (dangerous = risky, not safe)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
DE18	I sometimes find it exciting to do things that might get me in trouble.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
DE19	I often do things without stopping to think if I will get in trouble for it.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
DE20	I like to have fun when I can, even if I will get into trouble for it later.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

SCALE F Do you agree or disagree with these statements?

SHOWCARD 3		strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
F21	It is okay for me to lie (or not tell the truth) if it will keep my friends from getting in trouble with parents, teachers or police.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

SHOWCARD 3

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
F22 It is okay for me to lie (or not tell the truth) to someone if it will keep me from getting into trouble with him or her.	5	4	3	2	1
F23 It is okay to steal something from someone who is rich and can easily replace it.	5	4	3	2	1
F24 It is okay to take little things from a store without paying for them because stores make so much money that it won't hurt them.	5	4	3	2	1
F25 It is okay to beat people up if they hit me first.	5	4	3	2	1
F26 It is okay to beat people up if I do it to stand up for myself.	5	4	3	2	1

SCALE
K

Think about your experiences at school over the last six months. How much do you agree or disagree?

SHOWCARD 3

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
K61 I try hard in school.	1	2	3	4	5
K62 I feel like an important person in my classes. (CLARIFY: I feel like I am important to my teachers at school.)	1	2	3	4	5
K63 Teachers think good things about me.	1	2	3	4	5
K64 I usually finish my homework.	1	2	3	4	5
K65 Grades are important to me.	1	2	3	4	5

INTERVIEWER: Please read the question below and these response options:

go with friends probably go with friends not sure probably study study

K66 If I had to choose between studying to get a good grade on a test or going out with friends, I would ...	5	4	3	2	1
--	---	---	---	---	---

SCALE
T

NO SHOWCARD

	0	1	2	3	4 or more
T38 Including everyone you think of as being in your family, how many people in your family think that you probably will join a gang someday?	0	1	2	3	4
T39 How many people in your family are gang members? (not counting if they were in a gang before but not now.)	0	1	2	3	4

SCALE
G

Please be honest with me about how likely you are to go along with your friends in the situations below.

SHOWCARD 4

	yes (definitely)	probably	not sure	probably not	no (definitely not)
G27 If your friends told you not to do something because it was wrong, would you listen to them?	①	②	③	④	⑤
G28 If your friends told you not to do something because it was against the law, would you listen to them?	①	②	③	④	⑤
G29 If your friends were getting you into trouble at home, would you still hang out with them?	⑤	④	③	②	①
G30 If your friends were getting you into trouble at school, would you still hang out with them?	⑤	④	③	②	①
G31 If your friends were getting you into trouble with the police, would you still hang out with them?	⑤	④	③	②	①

SCALE
H

Think about the friends you have now. How many of your friends have done each of these things during the last six months. Your choices are: none, a few, half, most, or all of your friends. During the last six months, how many of your friends have . . . (CLARIFY: As far as you know)

SHOWCARD 5

	all	most	half	a few	none
H32 How many of your friends have skipped school without an excuse? (skipped = ditched / excuse = permission)	⑤	④	③	②	①
H33 How many of your friends have stolen something? (stolen = jacked)	⑤	④	③	②	①
H34 How many of your friends have attacked someone with a weapon? (weapon = a knife or a gun or something else)	⑤	④	③	②	①
H35 How many of your friends have sold marijuana or other illegal drugs? (sell drugs = slanging)	⑤	④	③	②	①
H36 How many of your friends have used any of these: cigarettes, tobacco, alcohol, marijuana or other illegal drugs?	⑤	④	③	②	①
H36.1 How many of your friends belong to a crew that is not a gang?	⑤	④	③	②	①
H37 How many of your friends have belonged to a gang? (belonged to = been in)	⑤	④	③	②	①

SCALE IJ People sometimes break rules or laws. I'd like you to be honest with me about the rules or laws you have broken in your entire life and in the last six months. Remember, your answers will stay private.

Have you . . .

SHOWCARD 6

	a. In the last 6 months		b. EVER		c. With gang	
IJ40	Used alcohol or cigarettes?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ41	Used marijuana or other illegal drugs? (illegal = against the law)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ42	Used paint or glue or other things you inhale to get high?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ43	Skipped classes without an excuse? (skipped school = ditched / excuse = permission)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ44	Lied about your age to get into some place or buy something?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ45	Avoided paying for things such as movies, bus, or subway rides? (sneak in)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ46	Purposely damaged or destroyed property not belonging to you?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ47	Carried a hidden weapon for protection?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ48	Illegally spray painted a wall or a building - "doing graffiti"? (graffiti = tagging)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ49	Stolen or tried to steal something worth \$50 or <u>less</u> ? (stole = jacked)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ50	Stolen or tried to steal something worth <u>more</u> than \$50?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ51	Tried to go into or gone into a building to steal something?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ52	Hit someone with the idea of hurting him/her? (CLARIFY: intending to hurt someone, not just playing)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ53	Attacked someone with a weapon? (attacked = jumped with gun, knife or other weapon)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ54	Used a weapon or force to get money or things from people?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ55	Been involved in gang fights? (rumble)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
IJ56	Sold marijuana or other illegal drugs? (sell drugs=deal, slang/ illegal=against the law)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
GM57	Hung out with gang members in your neighborhood? (hang out = kick it)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
GM58	Participated in gang activities or actions? (beyond just hanging out - been a part of the action)	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y
GM59	Been a member of a gang?	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y	<input type="radio"/> N <input type="radio"/> Y

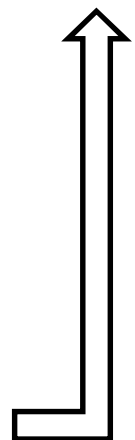
INTERVIEWER: If the answer to either Q59 "ever" or "6 months" is yes, then ask Q60 a, b & c:

GM60a Did you have to do anything to join the gang? N Y

(If yes) Can you tell me more about this? [INTERVIEWER: write youth's exact words here .]

GM60b

GM60c Which of the things in the list I just read have you done with a gang member in the last 6 months?
INTERVIEWER: Go back and bubble answers Q40c thru Q56c for activities with someone from a gang.



GM INTERVIEW NOTE: If you suspect that youth was not honest on the previous scale, explain in the box below:

SCALE P What do you think about the police, including officers in your neighborhood and school?

SHOWCARD 7

	always	often	half the time	rarely	never
P1 The police treat people fairly.	①	②	③	④	⑤
P2 The police can be trusted to make decisions that are right for people in my neighborhood.	①	②	③	④	⑤
P3 The police have searched me or hit me for no good reason, or this has happened to someone I know.	⑤	④	③	②	①
P4 Police have accused me of things I did not do, or this has happened to someone I know.	⑤	④	③	②	①
P5 Police treat me with respect.	①	②	③	④	⑤

FRD SCALE **GROUP OF FRIENDS: Many people have a group of friends that they spend time with, doing things together, hanging out or kicking it. Here are some questions about your group of friends.**

How old are the friends in your group? *(INTERVIEWER: Ask how old most of the friends are; how old are the youngest and oldest?)* 9 = no grp

EG77 most youngest oldest ⑨

EG78 Does your group of friends spend a lot of time together in public places like the park, the street, shopping areas, or out in the neighborhood? (N) (Y) ⑨

less than 3 mos 3 mos - 1 yr 1 to 4 yrs 5 to 10 yrs 11 to 20 yrs more

EG79 How long has this group existed, even if the people in it have changed? ① ② ③ ④ ⑤ ⑥

SHOWCARD 8		NO	YES	9 = no grp
EG80	Is doing illegal things accepted or okay for your group? (illegal = against the law)	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG81	Do people in your group actually do illegal things together?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG83a	Do people in your group ever take things that don't belong to them?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG83b	Do people in your group ever get into gang fights?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG83c	Do people in your group ever use a weapon against someone?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG83d	Do people in your group ever sell drugs?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG83e	Do people in your group claim or defend a neighborhood park or some other place?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG84	Is your group known by other groups or others living in your neighborhood for being willing to be violent, even if this does not happen often? <i>(violent = physically hurt or threaten to hurt someone)</i>	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG85a	Is your group of friends a gang?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG85b	Is your group of friends a crew, clique, crowd, or posse that is not a gang?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG86a	Right now, are you in a gang?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG86b	Right now, are you in a crew, clique, crowd or posse that is not a gang?	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> 9
EG87a	What is the name of your group?			
EG87b	Please tell me three things that you and others in your group do together?			
CK90	Have you had an interview like this before -- an interview that asked the same questions? (INTERVIEWER: if yes, explain below)	<input type="radio"/> N	<input type="radio"/> Y	

Interviewer comments:

NOTE TO INTERVIEWER: The questions on this page are used to help understand the impact the program may have on family dynamics and are not used to determine program eligibility. FOR THESE SCALES: if the youth answers "always" code this response as "very often".

Families are different and do things in different ways. For each thing I read, please tell me if it describes your family. There are no right or wrong answers.

SHOWCARD 9		very often	often	sometimes	rarely	never
FS91	The adults in my family are in charge and make the important decisions for the family.	①	②	③	④	⑤
FS92	When adults are not around, a brother, sister, cousin or some other older family member is in charge.	①	②	③	④	⑤
FS93	There are consequences if family rules are broken.	①	②	③	④	⑤
FS94	Family rules are applied consistently to all family members.	①	②	③	④	⑤
FS95	Family rules are fair.	①	②	③	④	⑤
FS96	I can get help with everyday problems from a brother, sister, cousin or other family member when adults are not around.	①	②	③	④	⑤
FS97	I have chores to do for my family.	①	②	③	④	⑤
FS98	There is a clear separation between the adults and children in my home. For example, I have my own room or sleeping space, my own clothes, and my own activities.	①	②	③	④	⑤
SHOWCARD 9		very often	often	sometimes	rarely	never
FS100	Do your parents or guardian talk with you about things your elders have done in the past? <i>(Elders are a grandmother or grandfather, great uncle or aunt, older cousin or other older relative.)</i>	①	②	③	④	⑤
FS101	Do you visit members of your family who are older than your parents or guardian? <i>(like a grandmother, grandfather, great uncle or aunt, or other older relative)</i>	①	②	③	④	⑤
FS102	Have you heard stories about the lives of members of your family who are older than your parents or guardians?	①	②	③	④	⑤
FS103	Do you get together with your family or your guardian to look at pictures or photos of older family members? <i>(like a grandmother, grandfather, great uncle or aunt, or other older relative)</i>	①	②	③	④	⑤
FS104	Does your family or guardian talk about things that older family members did that make you proud?	①	②	③	④	⑤

APPENDIX IV

Modified Youth Services Eligibility Tool



**Brotherhood Crusade
Modified Youth Services Eligibility Tool - Baseline
12-17 Year Old Youth**

Your Name: _____

ID#: _____

This survey will help us to learn more about you and some of the things that we can work on together in the program. Only staff will read these surveys in order to work with you, and you will not be judged for what you put down. We appreciate you taking the time to answer these questions honestly.

For each statement, your mentor will mark only one box that you agree best describes you prior to your participation in this program.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. It makes me feel strong and important when I bully someone.				
2. If I back down from a fight, everyone will think I am a weak.				
3. Sometimes I have only two choices—get hit or hit the other kid first.				
4. It's OK to hit someone if you're mad and they deserve it.				
5. If you don't fight back when you're being bullied you will lose respect.				
6. It shows that you really love your girlfriend when you fight other men over her.				
7. If I walk away from a fight, I am a punk.				
8. If someone hits you first, you should hit them back.				
9. When someone disrespects me, I have to hit them to get them to stop and show I'm no punk.				
10. If I don't fight, my friends won't respect me.				
11. It is OK to hit someone to get them to do what I want.				
12. If people make me mad, they deserve to be beaten up.				
13. It is OK to hit someone who hits you first.				

Baseline Assessment Date: _____ Staff Initials: _____

14. If someone hits me first, my family would want me to hit them back.				
15. If you don't fight, you'll be punked even more.				
16. It is OK to skip school. School is boring.				
17. It is OK to lie or talk back to adults.				
18. It is OK to lie or talk back to adults if they are trippin'.				
19. It's OK to tag and represent				
20. I am supposed to tag and represent				
21. It's OK to destroy someone's property if I'm mad				
22. It's OK to steal something worth less than \$5.				
23. It's OK to steal something worth less than \$5.				
24. It's OK to steal something worth less than \$5. from a rich person.				
25. It's OK to steal something worth less than \$50.				
26. It's OK to steal something worth less than \$50 from a rich person.				
27. It's OK to steal something worth less than \$100.				
28. It's OK to steal something worth less than \$100 from a rich person.				
29. It's OK to use a knife to hurt someone in a fight.				
30. It's OK to use a gun to hurt someone in a fight.				
31. It's OK to use a gun to hurt someone that hurt you or your family or your homies.				
32. It is OK to use a weapon or hurt someone to get money or things you want.				
33. It is OK to damage someone else's property if you are mad at them or they damaged yours.				
34. It is OK to hurt someone with a gun if they hurt you.				
35. It is OK to hurt someone with a knife if they hurt you.				

	VERY LIKELY	SOMEWHAT LIKELY	NOT VERY LIKELY	NOT LIKELY AT ALL
In the next 30 days, how likely is it that you will...				
36. Get into a fight?				
37. Carry a gun?				
38. Carry a knife?				
39. Get hurt in a fight?				
40. Hurt someone in a fight?				
41. Drink alcohol?				
42. Get drunk?				
43. Get high?				
44. Have sex?				
45. Skip school?				
46. Smoke?				
47. Jack someone or flock a house?				
48. Lie to an adult?				
49. Not tell your parent or guardian what you're doing?				
50. Yell or curse out someone you don't agree with?				
51. Steal something from people who won't miss it because they don't need it as much as you do?				
52. Keep something you find?				
53. Hang with friends your parents or guardians don't like?				
54. Fight someone who calls you a name?				
55. Fight to prove you are not a punk?				
56. Fight over a girlfriend or boyfriend				
57. Curse out an adult?				
58. Steal something worth less than \$5?				
59. Steal something worth less than \$50?				
60. Steal something worth less than \$100?				

APPENDIX V

Brotherhood Crusade 2023 Youth Development Program Year-In-Review



Los Angeles Probation Department/Los Angeles Unified School District (LAUSD) Central Promise High School, Juvenile Day Reporting Center students present to the LAUSD School Board at the request of the Board President to discuss their dramatic improvement with respect to school attendance; academic performance; violence, delinquency and incident referral reduction, and recidivism as a direct result of their Brotherhood Crusade Cal-VIP-funded Proud to be Me Program enrollment. Among the notably impressive and heretofore unprecedented achievements that occurred within the first year of Proud to be Me programming: (1) attendance increased more than 300%; (2) recidivism was reduced from 92% to less than two (2) percent; and (3) graduation rates increased from zero (0) percent to 91% as measured, documented and reported by Probation. In this picture, the students are joined by Probation's Post-Release Supervision Bureau Chief, Central Promise's Superintendent, and Brotherhood Crusade's Proud to be Me instructional team.



BROTHERHOOD CRUSADE

Youth Development Program Year-In-Review

2023



Brotherhood Crusade Youth Development Program participants explore career opportunities with the NFL and NFL Network

LOS ANGELES BROTHERHOOD CRUSADE, BLACK UNITED FUND, INC.

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Proud to be Me Trauma-Informed Youth Development Program 2023 PREVENTION INITIATIVE YEAR-IN-REVIEW

Background

Partnership

The Los Angeles Brotherhood Crusade was honored to receive grant support to facilitate its Intensive Proud to be Me Trauma-Informed Youth Development Prevention Initiative, a comprehensive, culturally-relevant, evidence- and research-based, age- and developmentally-appropriate, communitywide model purposed to significantly improve outcomes for 100 disconnected South Los Angeles youth (herein referred to as Priority Population Youth) between the ages of 10-24. In delivering its Youth Development Programming, Brotherhood Crusade implemented and pilot-tested the organization's 2020 Vision: Ten-Year Community and Economic Development Plan (Attachment 1).

Purpose

Ultimately, Brotherhood Crusade's partnerships sought to directly and indirectly facilitate success in school and in life for Priority Population Young People by effectuating transformative mindset shifts (changes in attitudes, behaviors and beliefs) that cause young people to adopt, internalize and live (habitualize) habits of success, while minimizing their engagement in more detrimental efforts. Significantly, these efforts were: (1) guided by Brotherhood Crusade's 2020 Vision: Ten-Year Community and Economic Development Plan; (2) rigorously evaluated and assessed on a frequent basis to inform correction and promote continuous improvement; (3) modified and amended, as appropriate; and (4) reported on with results disseminated to all relevant stakeholders in order to influence policy and systems change internally and eventually, externally. Moreover, the Intensive was further purposed to effectuate transformative social justice and racial equity change.

In 2022, Brotherhood Crusade was honored with additional funding support, which allowed the organization to build upon, enhance and expand the promising practices and evidenced effective interventions previously demonstrated through proof of concept.

Process and Theory of Change

Arguably, the adverse public health results experienced by Priority Population Young People (low-income 10-24 year old young people of color residing in under-resourced communities with an emphasis on young people of African and Hispanic origin) are attributed to a potpourri of factors including badges and incidents of slavery, structural and institutional racism, poor educational attainment, and commitment to street-orientation. Saliently, Brotherhood Crusade addresses the entirety of the cadre of root causes through its human-centered, Whole-Person Care approach.

Overwhelming research and an abundance of evidence indicates Priority Population Young People must experience cognitive social-behavioral change in order to change their narrative and trajectory. Similarly, Brotherhood Crusade's Youth Development pedagogical model posits that no one does anything they do not want to do without being under duress. As such, if a change in outcomes is desired, a young person must matriculate through the change process, which prescribes changing their thinking in order to change their beliefs, changing beliefs to change attitudes, changing attitudes to



change behaviors, changing behaviors to change actions, changing actions to change habits, and changing habits to change results.

Accordingly, Brotherhood Crusade aims to facilitate the transition of Priority Population Young People from 'Pre-contemplation' (the first of the six stages of cognitive social-behavioral change) to 'Contemplation' (Stage 2) to 'Preparation/Determination/Planning' (Stage 3) to 'Action' (Stage 4) to 'Maintenance' (Stage 5) and then help them through the 'Relapse' period (Stage 6) such that they habitualize the 45 Habits and Traits of Success, the Five Critical Characteristics of Effective Employees, and on-track life course characteristics. In practice this means we first understand a young person's mental model, help them to understand it, cause them to understand other people's mental model, assist them in determining who they are (authentic self), cause them to value their uniqueness (self actualization) and desire to be a better version of themselves (agency), and then motivate and inspire them to pursue said course with appropriate direction.

Our goals are accomplished as a result of Priority Population Young People matriculating through our highly intentional and culturally competent, 894-hour (on average) cognitive behavioral, human-centered, guided self discovery curricular pedagogy, which has proven highly effective in changing the narrative and trajectory of 10-24 year old South Los Angeles County Priority Population Young People.

Program Elements

In 2023, working in collaboration with our juvenile justice, youth-serving public entity, educational entity, and community partners, Brotherhood Crusade built upon, enhanced and expanded its Proud to be Me Youth Prevention Continuum of Youth Development Model efforts to prevent and significantly reduce youth gang involvement, gang violence and violent victimization in the County of Los Angeles SPA 6 (with an emphasis on South Los Angeles, Inglewood, Lynwood and Compton) and Pomona.

For edification, Proud to be Me is an engaging, highly-effective, trauma-responsive, 2-year, 894-hour during school and out-of-school time collective impact mentoring, youth development and workforce development youth prevention and violence reduction model program that was developed and designed to address the specific needs of SPA 6 and Pomona Priority Population Young People. Specifically, Proud to be Me: (1) facilitates mindset change (changes in attitudes, behaviors and beliefs that are typically associated with Priority Population Young People); (2) effectively addresses the needs of Priority Population Young People; and (3) influences policies and systems such that a young person's desire to join or persist in gangs is significantly reduced and the impact of their risk factors is minimized.

Ten distinct phases characterize the model: (1) Relationship, Trust & Rapport Building; (2) Cultural Identity, Cultural Rites of Passage & Mindset Change; (3) Self Actualization, Self Determination, Agency and Aspiration; (4) Skills Development; (5) Civic & Community Engagement, Service Learning and Youth Organizing; (6) Mainstreaming; (7) Practicum; (8) Volunteerism, Internship, Apprenticeship or Job Shadowing; (9) Stepwise Employment/Academic Experiences; and (10) Post-Secondary/-Employment Follow Up. Each phase is appropriately underwritten with supportive services. Moreover, all phases are critical components of the model's Continuum of Youth Development.

Given our model, Brotherhood Crusade effectuated the following to achieve its goals:

1. Provided meaning-based mindset and social & life skills development of sufficient dosage that assesses competency regularly based on actual demonstration of proficiency and mastery.

2. Provided comprehensive post-training completion support for at least 12 months to ensure successful transition.
3. Tracked meaningful success measures, including: (1) mindset change (attitudes, behaviors & beliefs); (2) increase in community and civic engagement; (3) improvements in responsibility accountability and gratitude; (4) improvements in school attendance and engagement; (5) improvement in youth relationships (peer, family, authority, etc.); (6) high school graduation or equivalency certificate obtainment well prepared for college or career; (7) improvement in post-secondary readiness; (8) post-secondary matriculation; (9) increase in program graduate income; (10) continued employment; (11) job promotion; (12) reduction in violence engagement; (13) reduction in adverse public health impacts associated with identified Priority Population Young People risk factors; and (14) similar metrics that inform what works—and just as important—what doesn't.
4. Formed successful partnerships to pool local resources.
5. Provided early engagement (social, economic, psychological, academic, career preparation & other needs first in order to assure support systems are in place once structured programming begins).
6. Provided psychosocial and legal support.
7. Recognized gender based differences.
8. Directly connected low-income Priority Population Young People to fee-free high-quality competency-based training and career placement

Desired Outcomes

Ultimately, our Proud to be Me Initiative is purposed to effectuate the following outcomes.

1. Substantially increase the number of Priority Population Young People who are well-prepared to enter into, sustain and thrive in post-secondary pursuits or middle-wage careers/entrepreneurship.
2. Substantially increase number/percentage of Priority Population Young People trained/matriculating through post-secondary pursuits or placed into sustained employment/career advancement.
3. Prepare and disseminate (to policy makers and key stakeholders) a report of findings and facilitate adoption (by relevant public and private systems) of a complementary plan of action & milestones.
4. Effectuate policy & systems change; facilitating community-wide improvements in systems access, training opportunities, and quality jobs and advancement for Priority Population Young People.
5. Increase competencies among youth development practitioners and systems service providers with respect to improving systems access, training and post-secondary opportunities, attainment and sustainment of quality middle-wage careers or entrepreneurship, and advancement in said post-secondary pursuits, careers or entrepreneurship for Priority Population Young People.

Cultural and Educational Enrichment

Whereas, many youth-serving programs conduct group classes or workshops once or twice per week, or even daily, Brotherhood Crusade recognizes that the requisite intervention dosage to effectuate results can not typically be achieved when solely reliant upon such a model. Moreover, these cohort models often provide a general instruction that may or may not meet the individual needs of the participants. In the absence of an appropriate dosage, frequency and intensity, the significant change outcomes desired are not be effectuated. Overwhelming research and an abundance of evidence indicate that individuals who represent the Priority Population being targeted require an average of 894 hours of transformational engagement to fully habitualize desired workforce development characteristics. Moreover, measurable mindset (attitudes, behaviors and beliefs) shift, the stepping stone on-ramp to transformation, requires 100 hours on average. Therefore, any effort to achieve Proud to be Me's desired outcomes has to be accompanied by a strategy that incorporates an average of 800 additional hours of engagement per participant. Consequently, Brotherhood Crusade integrates and conducts small group and individual out-of-school time cultural and educational enrichment outings and events as vital programming components.

Brotherhood Crusade's cultural and educational outings and special events are designed to immerse participants into transformative experiences to elucidate their authentic self and assist their development as "most desirable employees". Importantly, some events are deliberately created as a surprise (a secret) for the participants. They don't know anything until they arrive. The objective is for the individual's decision to participate to be authentically their own. In this way, they are able to learn that the consequences of their decisions - good or less than favorable - are uniquely theirs as well. As such, they learn to FOCUS ON WHAT MATTERS!

Ultimately, the goal is to help participants understand the importance of trying new things, taking calculated risks, and trusting the process. It is through these guided discovery experiences that they find their own voice and develop responsibility, accountability and discernment as it pertains to "what matters and what is most important for them to achieve the goals to which they aspire".

In 2023, Brotherhood Crusade cultural and educational outings and special events included the following. A description of the purpose of each of these outings/events as well as logistics, rationale, goals, objectives, desired outcomes, observed results, and the manner in which progress/success is being monitored, assessed and reported is available under separate cover upon request.

- Golf Mentoring
- Escape Room
- iPic Theater Event
- Space Camp
- Paramount Career Panel
- Chris Paul Club 61 Leadership Camp
- AEG Career Opportunity Tour
- Chase Financial Literacy Series
- Los Angeles Dodgers Juneteenth Event
- Los Angeles Dodgers Career Panels
- Los Angeles Clippers Career Panels
- Netflix Career Panel
- Amazon Career Panel



- Table Manners and Table Etiquette Training
- Performing Arts Outings
- True Colors identity and Anti-hate Crime Event
- Taste of Soul Ambassadorship
- Shooting Stars Screening with AC Green and Kareem Abdul Jabbar
- Intimate Conversation With ... Councilwoman Heather Hutt
- Intimate Conversation With ... Senator Steve Bradford
- Intimate Conversation With ... Mayor Karen Bass
- Intimate Conversation With ... Superintendent Tony Thurmond
- Intimate Conversation With ... Deputy Superintendent Steve Zimmer
- Intimate Conversation With ... Supervisor Holly Mitchell
- Intimate Conversation With ... Councilman Marqueece Harris Dawson

Implemented in concert with the Proud to be Me curricular pedagogy, Brotherhood Crusade participants experienced in excess of 800 hours of highly intentional engagement. More significantly, the alumni remained engaged with the Brotherhood Crusade for the entirety of 2023.

2023 Outcome Results

In 2023, a total of 306 Priority Population Young People were ultimately connected to the Intensive Youth Development programming. Of these, 299 (98% of 306) successfully matriculated through the Proud to be Me curricular pedagogy.

	BYMOC/BLOOM/BMAP	GRYD	TOTAL
Enrolled	171	135	306
Successfully Matriculated	166	133	299

BYMOC = Boys and Young Men of Color
 BLOOM = Building a Lifetime of Options and Opportunities for Men
 BMAP = Black Male Achievement Program
 GRYD = Gang Reduction and Youth Development Program

Qualitative and quantitative data results related to all 306 of these unduplicated Priority Population Young People are presented below.

GRYD (10-15 year old Priority Population Young People)

- 75 GRYD youth successfully matriculated through our prescribed cognitive behavioral curricular pedagogy and 60 are currently matriculating through the process
- 133 GRYD youth: (A) improved their risk factor-influenced mindset (attitudes, behaviors and beliefs); thereby significantly reducing the impact of their risk factors and the likelihood of them joining gangs or engaging in violent delinquency; (B) reduced incidents of delinquency; (C) improved aggressive tendencies; (D) increased school engagement; (E) improved academic performance; and (F) did not subsequently join a gang or engage in violent delinquency
- 14 GRYD youth were eventually placed in a job-shadowing opportunity, internship, summer youth employment and/or employment



BYMOC/BLOOM/BMAP (12-24 year old Priority Population young men of color)

- 166 BYMOC/BLOOM/BMAP young men successfully matriculated through our prescribed cognitive behavioral curricular pedagogy
- 162 (98% of 166) young men demonstrated measurably improved social behavior, which resulted in an 88% **behavioral incident reduction** (based on official school records compared to baseline as opposed to a control group) with zero (0) incidents of suspension and zero (0) incidents of expulsion (In contrast, 18.4 out of every 100 students in Los Angeles Unified School District are suspended)
- 166 (100% of 166) of the young men improved their social emotional well-being and experienced a greater sense of self-efficacy when compared to baseline
- 83 (50% of 166) participants demonstrated **Significant Improvement** (75% or higher) with the remaining 83 (50% of 166) participants demonstrating **Marked Improvement** (50-74%) in their attitudinal social emotional mindset critical success indicators
- 132 BYMOC/BLOOM/BMAP young men increased school engagement
- 116 BYMOC/BLOOM/BMAP young men improved academic performance
- Nine (9) program-enrolled young men across 20 high schools, 5 middle schools and 7 elementary schools were at extremely high risk to recidivate. Of these, 9 (100% of 9) did not recidivate. This presents a considerable improvement compared to Probation's recidivism rate of 83% for similarly-situated young men who are not enrolled in such programming.
- With respect to graduation, in School Year 2022-2023, Brotherhood Crusade served 30 Priority Population young men of color across 20 high schools who were seniors and off-track or at-risk of being off-track to graduate when they enrolled in our program. Of these, 30 (100% of 30) graduated "on-time". Comparatively, less than 50% of similarly-situated "off-track" young men attending our service schools, but not enrolled in our program graduated.
- 14 (46% of 30) of the above-described seniors enrolled in and attended a post-secondary institution in the Fall of 2023. In stark contrast, less than 5% of similarly-situated "off-track" young men attending our service schools, but not enrolled in our program, enrolled in a post-secondary institution.

In addition to the 306 Priority Population Young People whose programming was Intensive specific, nearly 300 documented, unduplicated and otherwise enrolled Priority Population individuals and their families benefitted indirectly through lessons learned, opportunities creation, community and civic engagement activities, improved caring adult staff credentials/training, policy change, systems improvement, and numerous other opportunities.



Tabular Presentation of 2023 Evaluation and Learning Results			
	Number Eligible	Number Met Goal	Percentage
Behavioral Incident Reduction	306	295	96%
Social Emotional Well-Being	306	299	98%
Attitudinal Social Emotional Mindset	166		
Significant Improvement		83	50%
Marked Improvement		83	50%
<i>Extreme High-Risk Young Men of Color</i>			
Did Not Recidivate	9	0	0%
On-Time Graduation	30	30	100%
Post-Secondary Enrollment	30	14	46%

Final Thoughts

This report highlights the successes and challenges Brotherhood Crusade experienced as a result of its implementation of Proud to be Me. Specifically, when Priority Population Young People are sufficiently and appropriately engaged with a quality curricular pedagogy in a highly intentional way, they develop a sense of belonging, undergo mindset (attitudes, behaviors and beliefs) shifts, self-actualize, develop critical vocational skills, gain agency, become change agents for issues that impact them most, and achieve desired outcomes. In the absence of an engagement with requisite dosage, frequency and intensity, favorable results are rarely achieved. More significantly, concerned stakeholders are more apt to partner, support and lend their personnel resources to Proud to be Me and similar efforts when said pursuits measurably demonstrate results that holistically improve conditions and facilitate impact for all stakeholders.

Indeed, the processes and results presented herein evidence the success of Brotherhood Crusade’s trauma-informed youth development prevention initiative efforts. Altogether, among other successes, Proud to be Me participants matriculated through the voluntary curricular pedagogy, experienced transformational mindset change, significantly reduced their violent and criminogenic tendencies, and considerably improved their school engagement and academic performance. These findings are presented in greater detail in Brotherhood Crusade’s monitoring and evaluation report. Of note, while several similarly-focused programs have evidenced favorable results, Proud to be Me’s findings are extraordinary and beg the question as to why. A deeper investigation into the outreach and enrollment process, theory of change, strategic approach, caring adult mentoring philosophy and dosage, frequency and intensity profile strongly suggests that Brotherhood Crusade’s highly-intentional, human-centered, Whole-Person Care approach substantially increases efficacy, effectiveness and impact. A more detailed exploration is also presented in Brotherhood Crusade’s monitoring and evaluation report.

Taken together, it is an honor to partner with our various supporters on this exceedingly meaningful initiative. The successes described herein were made possible due to your generosity and belief in us. We look forward to our continuous work together to facilitate social justice and racial equity in Los Angeles County and throughout the world. Thank you for your commitment to this effort.



APPENDIX VI

Youth Performance Assessments





**PROUD TO BE ME TRAUMA-INFORMED YOUTH DEVELOPMENT PROGRAM
Agency and Self Determination Survey - Baseline**

Your Name: _____

ID#: _____

This survey will help us to learn more about you and some of the things that we can work on together in the program. Only staff will read these surveys in order to work with you, and you will not be judged for what you put down. We appreciate you taking the time to answer these questions honestly.

For each statement, please mark only one box that best describes you today.

	<u>ALMOST NEVER</u>	<u>LESS THAN HALF THE TIME</u>	<u>MORE THAN HALF THE TIME</u>	<u>ALMOST ALWAYS</u>
1. I consistently practice the Simple Three: (1) Smile; (2) Shake Hands Properly; and (3) Speak Up to be Heard Well.				
2. I sincerely thank my parents, grandparents or those who take care of me daily.				
3. I sincerely thank my teachers, mentors or other caring adults in my life daily.				
4. I meaningfully demonstrate appreciation verbally, in writing, through presentation or through my actions on a daily basis.				
5. I use my time and talent to make things better for others.				
6. I have become comfortable being uncomfortable in order to grow personally, represent those who invest in men well and be an asset to others.				
7. I think about and put the needs of others in front of my own desires.				
8. I introduce myself and network with every person I meet.				
9. I lift up and help others regularly.				
10. I dress to impress (inasmuch as possible).				
11. I have a written plan that guides my actions.				
12. I am held accountable to a written plan weekly.				

Differentiation and Value Proposition

Execution and Consistency

Do it Well! Do it Right! Do it Quickly!

Failure is Feedback

Success is predicated on our ability to put the needs of others ahead of our own desires

The greatest indicator of future success is success

Excuses only work for the people who make them

Networking is not one-sided

Those who choose to lead, should never cease to learn

Opportunity is always present. However, it looks like hard work, so most people don't pursue it

Achievement for people of color begins in the minds of people of color.



13. When I arrive anywhere, the first thing I do is help or ask how I can help.				
14. When activities/events are complete, I immediately help or ask how I may help clean up.				
15. I spend at least 20% of my free time practicing the power skills I have learned or otherwise meaningfully working on improving myself.				
16. Before I do something, I think about how it will affect the people around me.				
17. I journal in a meaningful way daily.				
18. I read three chapters of a book per week.				
19. I write two pages about topics pertinent to my growth and that of my community per week.				
20. I meet with a caring adult mentor who guides me in my development at least two hours per week.				
21. I say "yes" and "no", not "yeah" and "nah".				
22. I say please and thank you.				

Signature: _____ Date: _____

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Brotherhood Crusade/AC Green Youth Foundation Fu-Gen Leadership Program

Purpose and Use of the Weekly Student Performance Progress Report

The AC Green Youth Foundation and Brotherhood Crusade are honored to partner with you to improve the life outcomes of our students, change their narrative and help orient their trajectory to facilitate success in school and in life. We understand that such change is a PROCESS, the results of which will start to be demonstrated in our Fu-Gen Leadership Program sessions, then begin to manifest in the classroom and eventually become habits in school and in everyday life.

To this end, we developed and utilize the Weekly Student Performance Progress Report, a tool that allows us all to assess and evaluate student growth with respect to seven *habits of success*.

1. Honesty
2. Teamwork
3. Respect
4. Taking Responsibility for one's actions
5. Support and Uplift others
6. Greeting individuals before they greet you
7. Asking if I can be of assistance

These habits serve as critical success indicators of a student's growth and progress.

Accordingly, we use the Weekly Student Performance Progress Reports to determine which students have earned the right to move further along in our programming, participate in key events, gain access to other opportunities, or win incentives.

Progress is measured cumulatively from baseline (the first week the student began programming) to present. Each week, teachers are asked to report the number of times the student demonstrated each character trait (e.g., this week the student demonstrated the principle of **HONESTY** ④ times).

Reports should be turned in each Monday following the week being assessed (i.e., reports for the week covering September 23-27, 2019 shall be turned in on Monday, September 30, 2019). We will in turn measure the student's growth from week-to-week and cumulatively from baseline to present.

This monitoring, evaluation and reporting process allows us to achieve four goals.

- A. Determine the amount of progress young people are making as a result of our joint efforts
- B. Tangibly hold young people and ourselves accountable for student growth and development
- C. Use feedback to inform correction and facilitate continuous improvement
- D. Select young people who have earned opportunities while allowing those who have not to have a tangible measure and indication as to why they have not and as to how they can change their results

A copy of the Weekly Student Performance Progress Report is attached.

Note: We greatly appreciate you sharing your love for your young person with us. We promise to be compassionate, understanding, supportive, empathetic and non-judgmental so as not to betray your trust. Thank you for the opportunity to serve your young person.



Brotherhood Crusade/AC Green Youth Foundation Fu-Gen Leadership Program

WEEKLY STUDENT PERFORMANCE PROGRESS REPORT

DATE: _____

STUDENT: _____

TEACHER: _____

- 1 This week the student demonstrated the principle of **HONESTY** _____ times.
- 2 This week the student demonstrated the principle of **TEAMWORK** _____ times.
- 3 This week the student demonstrated the principle of **RESPECT** _____ times.
- 4 This week the student **SUPPORTED** or **UPLIFTED** a peer or teacher _____ times.
- 5 This week the student **GREETED** me before I greeted them _____ times.
- 6 This week the student asked me if I needed **ASSISTANCE** _____ times.
- 7 This week the student took **RESPONSIBILITY** for his or her actions _____ times.

Note: We greatly appreciate you sharing your love for your young person with us. We promise to be compassionate, understanding, supportive, empathetic and non-judgmental so as not to betray your trust. Thank you for the opportunity to serve your young person.



PROUD TO BE ME TRAUMA-INFORMED YOUTH DEVELOPMENT MENTORING PROGRAM
Weekly Habits and Traits of Successful People Checklist

Your Name: _____

Week of: _____

The principles of success never change, the only thing that changes is our willingness to practice them and make them a habit. Please reflect upon your growth over the past week and respond to the following statements. Only staff will read these responses in order to work with you and help you achieve your goals. Importantly, you will not be judged for what you put down. We appreciate you taking the time to respond to these statements honestly.

Please complete this checklist every **Sunday** and submit it to your mentor the following **Monday**. For each statement, please mark only one box that best describes you today.

	<u>ALMOST NEVER</u>	<u>LESS THAN HALF THE TIME</u>	<u>MORE THAN HALF THE TIME</u>	<u>ALMOST ALWAYS</u>
1. This week, I consistently: (1) Smiled; (2) Properly Shook Hands; and (3) Spoke Up to be Heard Well.				
2. I sincerely thanked my parents, grandparents or those who take care of me at least 15 times this week.				
3. I sincerely thanked my teachers, mentors or other caring adults in my life at least 15 times this week.				
4. I meaningfully demonstrated appreciation verbally, in writing, through presentation or through my actions at least three times per day this week.				
5. I used my time and talent to make things better for others.				
6. I became comfortable being uncomfortable in order to grow personally, represent those who invest in me well and be an asset to others.				
7. This week, I thought about and put the needs of others in front of my own desires.				
8. This week, I introduced myself and networked with every person I met.				
9. I lifted up and helped others at least three times per day this week. In so doing, if there was a time when I put someone down, otherwise hurt them or allowed someone else to hurt them, I apologized sincerely.				

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10. This week, I dressed to impress (inasmuch as possible).				
11. I have a written plan that guides my actions. I referred to my plan at least once each day this week.				
12. I am held accountable to my written plan by (write name):				
13. This week, when I arrived anywhere, the first thing I did was help or ask how I could help.				
14. This week, when activities/events I attended were complete, I immediately helped or ask how I may help clean up.				
15. This week, I spent at least 20% of my free time practicing the power skills I have learned or otherwise meaningfully working on improving myself.				
16. This week, before I did anything, I thought about how it would affect the people around me.				
17. This week, I wrote meaningful entries in my journal every day. Each day, my first entry shared about something I did well that day and added "I am getting better every day!"				
18. This week, I read three chapters of a book.				
19. This week, I wrote two pages about topics pertinent to my growth and that of my community.				
20. I met with a caring adult mentor who guides me in my development at least two hours this week.				
21. This week, I said "yes" and "no", not "yeah" and "nah".				
22. This week, I said please and thank you consistently.				

Signature: _____ Date: _____

Received by: _____ Date: _____

Signature of Recipient: _____ Title: _____

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**Brotherhood Crusade
 Youth Development Reflection Follow-Up Survey**

Your Name: _____

ID#: _____

This survey will help us to learn more about you and some of the things that we can work on together in the program. Only staff will read these surveys in order to work with you, and you will not be judged for what you put down. We appreciate you taking the time to answer these questions honestly.

For each statement, please mark only one box that best describes you since you started participating in this program.

	<u>ALMOST NEVER</u>	<u>LESS THAN HALF THE TIME</u>	<u>MORE THAN HALF THE TIME</u>	<u>ALMOST ALWAYS</u>
1. When I work on a team, I encourage others to do their best.				
2. If I don't understand something, I will ask for an explanation.				
3. I enjoy doing things for other people, even when I don't receive anything in return.				
4. I can speak in front of a group to share my ideas and opinions about things that matter to me.				
5. I can use my time and talent to make things better for others.				
6. I feel uncomfortable talking to people from different backgrounds.				
7. I try out new activities without fear of being criticized if I fail or make mistakes.				
8. When I make a promise, I keep it.				
9. When I apply myself to something, I am confident that I will succeed.				
10. I work well with others to get things done.				
11. If something bad happens because of a decision I've made, I will not blame other people.				
12. I volunteer to help with things.				
13. I am able to find and ask for the help I need to complete a project or an assignment.				
14. I am embarrassed to ask questions.				
15. I am a positive role model for my family, including siblings and cousins.				

Post/Date: _____ Staff Initials: _____

16. I can talk with an adult if I need some information or advice about something.				
17. I can talk with a friend if I need some information or advice about something.				
18. When I see someone in need, I offer to help even when no one else steps up.				
19. When I get into a conflict with someone, I can resolve it without calling people names or hurting them.				
20. I can start a conversation with someone I don't know well, like a new student in my class.				
21. I do the best work I can.				
22. I am proud of my work.				
23. I am willing to try something again even if I did not succeed the first time.				
24. When someone treats me with respect, I treat them with respect.				
25. People count on me to do the right thing.				
26. I make important contributions to my family and/or extended family.				
27. When I get frustrated, I figure out how to learn from it and get past it.				
28. When I learn something new, I set a goal for myself to improve or learn more.				
29. I say please and thank you.				
30. Before I do something, I think about how it will affect the people around me.				
31. When something makes me sad or tense, I have positive ways to deal with it; for example, talking to adults or friends, listen to music, exercise, etc.				

32. How much do you agree with the following statements:

<i>I have set goals and taken action towards achieving the following:</i>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. Graduating from high school.				
b. Going to college.				
c. Having a job that pays well.				
d. Living a healthy lifestyle.				
e. Doing community or volunteer work.				
f. Having good friends you can count on.				



QUARTERLY STAKEHOLDER SURVEY AND PROGRAM QUALITY CHECKLIST

Stakeholder Name: _____ **Date:** _____

We are honored to work with you to help your young person succeed in school and in life. This survey seeks to ensure that our efforts are effective, meaningful and transformational. Please rate our performance. Thank you.

Student Name:	No! NOT AT ALL	NEEDS IMPROVEMENT	YES! EXEMPLARY
1. Physical and psychological safety and security			
2. Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions to participate in governance and rule-making and to take on leadership roles as young person matures and gains more expertise			
3. Emotional and moral support			
4. Opportunities for young person to experience supportive adult relationships			
5. Opportunities for young person to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors			
6. Opportunities for young person to feel a sense of belonging and feeling valued			
7. Opportunities for young person to develop positive social values and norms			
8. Opportunities for skill building and mastery			
9. Opportunities for young person to develop confidence in one's abilities to master one's environment (a sense of personal efficacy)			
10. Opportunities for young person to make a contribution to their community and to develop a sense of purpose			
11. Program facilitates or offers strong links between families, schools and broader community resources			

Signature: _____ **Date:** _____

Received by: _____ **Date:** _____

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