

E3P3 YOUTH RESILIENCE SCHOOL PROGRAM

FINAL REPORT YEAR 3 AND COMPREHENSIVE Cal-GRIP 2018

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EXECUTIVE SUMMARY OF SERVICE PROVISION

This report is based on data primarily collected through quantitative pre/post program surveys during the program period of 2015-2017 and follows BSCC's Final Local Evaluation Report (FLER) format. The accomplishments of the e3p3 Cal-GRIP program were highlighted in 2017 by California State Senator Connie Leyva at her inaugural "Terrific 20 of SD 20" event as well as by the League of California Cities in Sacramento, CA. Each of the original goals and objectives were accomplished over the three-year grant period in both the school and summer program services. Parent involvement exceeded project expectations with an 85% participation rate throughout the summer program and subsequent year-round services. Eleven percent of families involved in the summer program also were engaged in direct one-on-one mentoring services.

An independent evaluation of the program yielded an overall rating of A- as it relates to primary core goals of resiliency building, reduction in gang participation and violence, and building community trust.

Problems/Barriers - The approach to mitigate barriers, as identified in the quarterly reports, remained consistent with the Project Director and Management team working collectively with project partners and the BSCC in addressing each challenge independently. Each challenge was successfully addressed.

Unintended Outcomes - Positive lessons learned included effective ways that community-based organizations and public government agencies can work together. Lessons learned, as identified throughout this evaluation report, include tailoring program outlines to specific demographic groups in order for participants to be more receptive to deliverables.

PROJECT DESCRIPTION

During Year 3, services were provided through Gang Resistance Education and Training (G.R.E.A.T.) to a total of 1106 students, ages 7-14, in its school-based program and an estimate total of 112 participants of the Summer Bridge to Success Program. One hundred thirty five youth and parents attended the program's reinforcement symposium at the end of Year 3. It is worth noting over 2000 students received G.R.E.A.T. instruction over the course of the grant cycle.

The Rialto Police Department, in collaboration with the Rialto Unified School District, provided on-site education services to elementary and middle school students. Schools served included: Bemis, Casey, Curtis, Dollahan, Dunn, Fitzgerald, Myers, Simpson, and Werner (elementary) and Frisbie, Kolb, Kucera, and Rialto (middle).

Direct summer program services were provided to youth, ages 7-14, at risk of exhibiting delinquent or deviant behaviors, by the Rialto Police Department and the following community-based organizations: SARGES Community Base, Hardy Brown Foundation, Youth Action Project, and Young Visionaries. In addition, Big Brothers Big Sisters of the Inland Empire provided mentoring services; the National Council of Negro Women (Bethune Center) provided parenting services to families.

In summation, 430 students were surveyed pre/post-program in elementary and middle schools to evaluate the effectiveness of the school-based program (G.R.E.A.T.).

Participants had the following gender breakdown:

Gender	% of participants who identify with this gender
Female	54%
Male	45%

Participants had the following ethnic breakdown:

Ethnicity	% of participants who identify with this ethnic group
Black/African American	6%
Hispanic	63%
White	12%

All willing participating youth (N=97) were surveyed post-program to evaluate the summer program. The summer program had substantially different demographics than the school-based program:

Participants had the following gender breakdown:

Gender	% of participants who identify with this gender
Female	30%
Male	70%

Participants had the following ethnic breakdown:

Ethnicity	% of participants who identify with this ethnic group
Black/African American	12%
Hispanic	70%
White	10%

Participants were of the following age groups:

Age Group	% of participants who are of this age
9 and younger (elementary)	27%
10-12 (late elementary/middle school bridge)	52%
13 and older (middle school)	21%

Summer program youth that participated in other services at the following rates:

Services	% of participants who reported access
Mentor	39%
School-Based Program (Prior Year)	26%

SUMMARY OF METHODS FOR EVALUATION

The evaluation framework uses a series of quantitative surveys (one per program or program sub-component) in a pre/post program approach. The surveys, which use Likert-type scaled questions, are designed to elicit participating youth's risk along various measurements of resiliency. A pre-test/post-test approach was used to compare youth's resiliency at the beginning of the program and again at the conclusion of the program. This method offers insight on the impact and effectiveness of all aspects of the program to boost youth's resilience.

Quantitative data were statistically analyzed for risk:

- 1) across varied measures appropriate to the program component at the start and end of the program (comparing the two to see if risk level changed); and
- 2) for disparities in outcomes based on gender, ethnicity, or age. These two types of data were then interpreted to address youth resiliency factors and the impact of program components on them.

Surveys were initially built based on a convergence of two main bodies of information:

- 1) recent literature on youth resilience
- 2) existing surveys used by Rialto Police Department for their in-school program.

The in-school program activities were mapped onto measurements of youth risk and resilience. Resiliency was broadly understood according to the American Psychological Association's definition: "the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. It means 'bouncing back' from difficult experiences." This definition was operationalized along three **dimensions of resilience**:

- **Capacity** to adapt to stressors and change in a healthy way (youth's **empowerment** in adapting and changing)
- **Process** that allows the return to normal functioning after a severe stressor, inclusive of protective supports (youth's **directedness** – or specific coping skills)

- **Results** that demonstrate positive outcomes in response to a stressor (i.e., that shows the capacity and process; youth's **behaviors** or projected/imagined behaviors under specific circumstances).

Overall, youth with high resiliency skills are able to mobilize internal and external resources effectively in order to cope with stressors and return to healthy, normal functioning, which leads to more positive outcomes than their less resilient peers. For example, a youth with high resilience will mobilize anger management and help from a trusted adult in response to a peer threatening a fight, whereas a youth with low resilience will not have these resources and may resort to physical violence. Therefore, cultivating resilience builds internal capacity (such as self-esteem), internal and external resources (such as information about who to turn to and relationships with trusted adults), flexibility, and various coping strategies (such as anger management and communication skills).

Four main mechanisms have been found to affect resilience:

- 1) reducing impact of risk factors (altering risk or exposure)
- 2) reducing negative chain reactions
- 3) maintaining self-esteem and self-efficacy
- 4) opening-up opportunities.

The school program primarily focuses on number three. The purpose/goal of the school program is to boost self-esteem and self-efficacy through building skills and strategies. Resiliency, therefore, is based on internal and external protective factors/resources. **External protective factors/resources** include the social support system (healthy friendships, family, teachers, other "helping" adults) and perceptions of access. Measurements of external protective factors include assessing bonding (emotional attachment, close relationships with supportive adults and peers) and environment (youth assessments of safety at home and school). **Internal protective factors/resources** include optimism, perceptions of control, self-efficacy, and active coping. Measurements of internal protective factors include assessing competence (reasoning, critical thinking, anger management) and optimism (including a sense of identity and pride/positivity in it, self-esteem, and feelings of control over the future).

The survey measured both internal and external protective factors using combinations of addressing attitude, skill, and behavior. Attitude is comprised of feelings and thoughts about a particular risk or resiliency factor, such as a youth's feelings about gangs or their level of motivation to set a goal. Skill is comprised of coping mechanisms and social abilities, such as how easy it is for a youth to make friends. Behavior is comprised of how youth have responded or would respond in the future to circumstances through their actions, such as how a youth would respond to a situation where a friend is in a fight. By addressing internal and external factors in how they emerge in attitudes, skills, and behaviors, the evaluation can speak to specific risk factors in participating youth and program impact.

SCHOOL-BASED PROGRAM EVALUATION METHOD

Overall Methodology – Data Collection

Outcomes were measured based on a risk vs. resilience index and along six program-specific goals. The index for resilience for the elementary school program component is composed of 36 questions. A total score of 150 points is possible on the risk/resilience index. A high score

indicates lower risk and higher resilience (highest score possible is a 144), whereas a low score indicates a higher risk and lower resilience (lowest score possible is a 36). The index is composed of six distinct sub-index measurements that correspond to program component specific goals:

1. Positive social attitudes, skills, support, and behaviors (highest score possible is 24, measures capacity, process, and results, as well as social environment)
2. Decision-making and response to authority (highest score possible is 36, measures capacity and process)
3. Anger and violence management (highest score possible is 40, measures capacity and process)
4. Safety in school and at home (highest score possible is 16, measures social environment)
5. Drug resistance (highest score possible is 112, measures capacity, process, and results)
6. Self-Image and Attitude (highest score possible is 16, measures capacity and process).

Changes to Methods Used During Evaluation Period

Due to challenges children had in understanding the language of the surveys from Year 1, the surveys were revised for program years 2016-2017. The revised surveys asked the same types of questions but used language more suitable for a lower-level reader and reduced confusion due to former complexities in grammar and word choice. The revised surveys resulted in a slightly altered risk/resilience index, the final version of which is discussed in this report (used during Years 2 and 3). The most prominent changes to the index in Years 2 and 3 included adding self image as a risk/resilience factor and adding an evaluation section so that participating students could provide feedback to program leaders. In Years 1 and 2, both elementary and middle school students received program services and were surveyed. In Year 3, an abbreviated number of students received program services; efforts focused only on elementary schools.

SUMMER PROGRAMS EVALUATION RESEARCH DESIGN

Data Collection

The evaluation framework used four quantitative surveys in a pre/post program approach, using one unique survey for each component of the summer program. Four main mechanisms have been found to affect resilience: 1) reducing impact of risk factors; 2) reducing negative chain reactions; 3) maintaining self-esteem and self-efficacy; and 4) opening-up opportunities. The summer program primarily focused on numbers three and four. The goal of the summer program was to boost self-esteem and self-efficacy through building skills and strategies, and open up opportunities for growth, healing, and support.

SARGES Community Base & Rialto Police Department – Three Day Boot Camp and Six Week Reinforcement

Goal: Maintaining self-esteem and self-efficacy

Outcomes were measured based on a risk vs. resilience index and along six program-specific goals. The index for resilience for the SARGES Community Base program component is composed of 25 questions. A total score of 100 points is possible on the risk/resilience index. A high score indicates lower risk and higher resilience (highest score possible is a 100), whereas a low score indicates a higher risk and lower resilience (lowest score possible is a 25).

The index is composed of six distinct sub-index measurements that correspond to program component specific goals:

1. Self-esteem and perceived self-control (highest score possible is 28)
2. Attitudes toward school (highest score possible is 4)
3. Anger management (highest score possible is 12)
4. Pro-social attitudes and behaviors (highest score possible is 36)
5. Attitudes toward physical fitness and health (highest score possible is 8)
6. Attitudes toward gangs (highest score possible is 8).

Index scores were averaged for the participant group overall and for key demographic sub-groups to identify disparities in outcomes. Index scores were converted to grades on an A through F scale.

Hardy Brown Foundation - 4 Weeks of Interactive Sessions

Goal: Maintaining self-esteem and self-efficacy through cultural education and diversity

Outcomes were measured based on a risk vs. resilience index and along six program-specific goals. The index for resilience for the Hardy Brown Foundation program component is composed of 19 questions. A total score of 76 points is possible on the risk/resilience index. A high score indicates lower risk and higher resilience (highest score possible is a 76), whereas a low score indicates a higher risk and lower resilience (lowest score possible is a 19). The index is composed of three distinct sub-index measurements that correspond to program component specific goals:

1. Pro-Diversity attitudes and skills (highest score possible is 52)
2. Pride in own culture (highest score possible is 16)
3. Attitudes toward and experiences of bullying (highest score possible is 8).

Index scores were averaged for the participant group overall and for key demographic sub-groups to investigate for disparities in outcomes. Index scores were converted to grades on an A through F scale.

Youth Action Project (YAP) – 4 Weeks of Interactive Sessions

Goal: Maintaining self-esteem and self-efficacy

Building 7 Highly Effective Habits for Teens/Making It Day

Outcomes were measured based on a risk vs. resilience index and along six program-specific goals. The index for resilience for the YAP program component is composed of 15 questions. A total score of 60 points is possible on the risk/resilience index.

A high score indicates lower risk and higher resilience (highest score possible is a 60), whereas a low score indicates a higher risk and lower resilience (lowest score possible is a 15). The index is composed of three distinct sub-index measurements that correspond to program component specific goals:

1. Decision-making (highest score possible is 28)
2. Teamwork and team-based thinking (highest score possible is 20)
3. Self-efficacy and self-esteem (highest score possible is 12).

Index scores were averaged for the participant group overall and for key demographic sub-groups to identify disparities in outcomes. Index scores were converted to grades on an A through F scale.

Young Visionaries – 4 Weeks of Interactive Sessions

Goal: Maintaining self-esteem and self-efficacy through gang mitigation strategies and effectively directed anger

Outcomes were measured based on a risk vs. resilience index and along six program-specific goals. The index for resilience for the Young Visionaries program component is composed of 20 questions. A total score of 80 points is possible on the risk/resilience index. A high score indicates lower risk and higher resilience (highest score possible is a 80), whereas a low score indicates a higher risk and lower resilience (lowest score possible is a 20). The index is composed of three distinct sub-index measurements that correspond to program component specific goals:

1. Self-esteem (highest score possible is 8)
2. Peer support (highest score possible is 16)
3. Anger management (highest score possible is 32)
4. Safety (highest score possible is 8)
5. Attitudes toward gangs (highest score possible is 16).

Index scores were averaged for the participant group overall and for key demographic sub-groups to identify disparities in outcomes. Index scores were converted to grades on an A through F scale.

Changes to Methods during Evaluation Period

Few changes were made to the evaluation methods over the program period for the summer program. In Year 2, slight changes to the language of the surveys reduced participant confusion due to language complexity and word choice (these changes are reflected in this report and were used across Years 2-3). In Year 1, all summer program service providers were surveyed except SARGES Community Base (which was instead analyzed using qualitative data). In Year 2, all summer program service providers were surveyed. In Year 3, Hardy Brown Foundation and Young Visionaries were the selected two programs to provide pre/post surveys to culminate youth overall experience.

SCHOOL-BASED PROGRAM OUTCOMES

The school-based program had substantially different outcomes for elementary vs. middle school students.

Overall, the program outcomes were highly positive for elementary school students but were inconclusive for middle school students. Results across the three-year period indicated that the program is optimal for serving elementary school age children. The following table illustrates the outcomes in letter grades (for low risk/high resilience) and the change in letter grades due to the program (i.e., + ½ is one positive grade-letter change, such as the average participant going from a B to a B+):

Program Component Specific Goal	Elementary Students Post-Program Grade/Change in Letter Grades	Middle School Students Post-Program Grade/Change in Letter Grades
Overall Index	B+	B+
Positive Social Attitude, Skill, & Behavior	B+ (+ ½)	B+ (Mixed Results)
Anger and Violence Management	B+ (+ ½)	B+ (No Change)
Decision-Making and Response to Authority	B+ (+ ½)	B- (Mixed Results)
Safety in School and Home	A- (+ ½)	A- (Mixed Results)
Drug Resistance	A (No Change)	A (No Change)
Self-Image and Attitude	B+ (Year 2 only)	B+ (Year 2 only)
Evaluation	A-	A

Mixed results means that in some years, middle school students had a positive change, while in others, they had no change or a negative change. Overall, middle school students did not experience the consistently positive benefits that elementary school students enjoyed. This indicates that the e3p3 school-based program is best suited for elementary age children.

Overall, there were no evident disparities based on gender or race/ethnicity. However, at the middle school level, boys consistently responded less positively than girls, and Black students responded less positively than Hispanic and White students. At the elementary school level, no consistently evident disparities existed. This is further indication that the program is optimized for elementary school age children.

SUMMER PROGRAM EVALUATION

SARGES Community Base

SARGES Community Base focuses on youth empowerment (capacity) through physical training and by focusing on family commitment, responsibility, and life skills (including leadership, team work, discipline, and personal motivation). SARGES Community Base offers the introduction to the summer program as the first component, and its program-specific “Commit II Achieve” curriculum (for ages 7-14) is taught by certified instructors to help children learn about physical training and nutrition, anger management, positive decision-making, and leadership skills. Physical training addressed goals for discipline, structure, and respect. Coaches had round tables with participants that focused on teamwork and motivation, emphasizing skills in peer learning and support. The summer program component was delivered in a short boot camp-like environment in which participants attended a weekend camp in the mountains.

In summer 2016, SARGES Community Base served 47 participating youth with its summer program component. Both pre and post program surveys were completed, allowing evaluation of both the outcomes and program impact. SARGES Community Base had a post-program participant population of 39 youth, indicating a 17% attrition rate. This rate is high but not unexpected for the nature of the program. Because the outcomes were very high (as described below), the evaluator does not recommend altering the program to attempt to lower attrition rate, as it may reduce the extremely positive outcomes for program graduates.

Participants in the SARGES Community Base component (N=39 graduates) had the following demographic characteristics:

Gender	% of participants who identify with this gender
Female	44%
Male	56%
Ethnicity	% of participants who identify with this ethnic
Black/African American	21%
Hispanic	48%
White	31%
Age Group	% of participants who are of this age
9 and younger (elementary)	23%
10-12 (late elementary/middle school bridge)	49%
13 and older (middle school)	28%

SARGES Community Base was evaluated using qualitative data in Year 1 and quantitative data in Year 2. Qualitative analysis by the leaders was used for Year 3. The following table illustrates the outcomes in letter grades (for low risk/high resilience) and the change in letter grades due to the program (i.e., + ½ is one positive grade-letter change, such as the average participant going from a B to a B+):

Program Component Specific Goal	Post-Program Grade/Change in Letter Grades
Overall Index	B (+1)
Positive Social Attitude, Skill, & Behavior	B (+ ½)
Anger and Violence Management	C (+1)
Self-Image and Attitude	B (+1)
Attitude toward School	A- (+1)
Physical Fitness	A+ (+1 ½)
Gang Resistance	B (+1 ½)
Evaluation	A

SARGES Community Base program youth participated in other services at the following rates:

Services	% of participants who reported access
Mentor	38%
School-Based Program (Prior Year)	28%

The SARGES Community Base program was remarkably effective in generating change in youth in the very short amount of time. Youth entered the program, at the very beginning of the summer schedule, with an overall resilience grade of C. They left the program with an average resilience grade of B, a full letter grade increase. This is a substantial positive change in the short amount of time this boot camp-style program operates. Because of this, while the attrition rate is high, the program evaluator recommends maintaining the program as it is. SARGES Community Base might consider if there are key elements that are not intrinsically tied to program activities as a whole, such as the food provided, to improve on in order to maintain higher graduation rates. However, program components intrinsic to accomplishing goals should be maintained.

Grades for program component specific goals were (pre/post):

Program Component Specific Goal	Pre-Program Grade	Post-Program Grade
Self-Esteem and Control	C	B
Attitudes toward School	B-	A-
Anger Management	D+	C
Pro-Sociality	B-	B
Physical Fitness	B	A+
Attitudes toward Gangs	C-	B

OUTCOMES

Inputs

Across all program components, pre/post grades indicate that SARGES Community Base has positive change on its program-specific goals for resilience. Its outcomes are particularly high for improving youth self-esteem and self-control, attitudes toward school, physical fitness, and attitudes toward gangs, with more moderate gains in other goals. Participating youth exited the SARGES Community Base program component with substantially higher resilience.

Correlating Outcomes

Scores for risk/resilience index and program component specific goals were compared by various demographic characteristics including gender, age, and ethnicity. This comparative approach identifies any potential disparities in outcomes, which can lead to targeted recommendations for continuous improvement. Data indicates that the SARGES Community Base program worked no better, or worse, for any particular group in terms of gender, age, or ethnicity. However, Black/African American participants had lower outcomes across three goal areas (self-esteem/control, attitudes toward school, and pro-sociality). Notable program specific goal area disparities include the following:

Program Component Specific Goal	Notable Disparities
Attrition Rate	No attrition among girls; all attrition was among boys.
Self-Esteem and Control	Black/African American participants had outcomes 50% of Hispanic and Other Ethnicity participants
Attitudes toward School	Participants aged 9 or younger had outcomes 50% of participants aged 10 or older Black/African American participants had outcomes 50% of Hispanic and Other Ethnicity participants

Anger Management	Girls' outcomes were 2.5 times greater than boy's outcomes Participants aged 9 or younger had outcomes that were 2 times greater than participants aged 13 or older
	Black/African American and Other Ethnicity participants had outcomes 13 and 17 times higher (respectively) than Hispanic participants
Pro-Sociality	Black/African American participants had outcomes 50% of Hispanic and Other Ethnicity participants
Attitudes toward Gangs	Boys' outcomes were 2 times greater than girls' outcomes Participants aged 12 or younger had outcomes that were two times greater than participants aged 13 and older
	Black/African American and Other Ethnicity participants had outcomes 2 times higher than Hispanic participants

Output

Aside from risk/resilience outcomes, participants were asked to self-assess their own outcomes and rate their satisfaction with specific SARGES Community Base program components. Post-program surveys incorporated nine questions for participant evaluation. There was a total possible score of 36 points for SARGES Community Base, with a high score indicating optimal quality across all measurements. Overall evaluation by participants was very high (95%, A). The only evaluation criteria that did not score at an A grade was for participants' reflection on anger management, which was still scored at 88%, B+. The evaluations were consistent across all genders, ages, and ethnicities indicating the program was well-received and perceived as helpful for all participants.

SARGES Community Base had a high attrition rate compared to other summer program components; however, it also had a much higher rate of successful outcomes for those participating youth who stayed in the program compared to other summer components. Insufficient data was evident to comment on disparities by gender, age, or race/ethnicity across the three-year project period. ***The evaluator highly recommends that, based on the data, future summer programs for at-risk youth include a component such as SARGES Community Base.***

Hardy Brown Foundation

The Hardy Brown Foundation (aka Black Voice Foundation) was created in 1988 as a sister organization to the Black Voice Newspaper, the oldest and longest running African-American news website on the West Coast, serving Riverside and San Bernardino Counties. Hardy Brown Foundation uses artifacts, documents, and other primary sources to showcase culture, history, and art to students and educators with the goal of raising cultural awareness and cultural competency. Additionally, Hardy Brown Foundation developed the Footsteps to Freedom Underground Railroad Study Tour, which is designed to preserve, document, and teach participants (teachers, school administrators, and parents) about the Underground Railroad and Fugitive Slave Act. In the e3p3 summer program, Hardy Brown Foundation's specific goals were to reduce racial tensions, intolerance, and cultural ignorance; to increase knowledge of cultural similarities; and to increase general cultural knowledge and awareness. Hardy Brown Foundation's program component closes the summer program, and includes a workshop that emphasizes participants' personal connections with history, art, culture, and diversity and that covers the history of the Underground Railroad.

In summers Year 1-3, Hardy Brown Foundation served an average of 47 participating youth. Both pre/post program surveys were completed, allowing evaluation of both the outcomes and program impact.

Participants in the Hardy Brown Foundation component (N=47) had the following demographic characteristics:

Gender	% of participants who identify with this gender
Female	45%
Male	55%

Ethnicity	% of participants who identify with this ethnic
Black/African American	9%
Hispanic	61%
White, Native American	30%

Age Group	% of participants who are of this age
9 and younger (elementary)	30%
10-12 (late elementary/middle school bridge)	49%
13 and older (middle school)	21%

Hardy Brown Foundation program youth participated in other services at the following rates:

Services	% of participants who reported access
Mentor	32%
School-Based Program (Prior Year)	28%

Hardy Brown Foundation was evaluated across Years 1-3. The following table illustrates the outcomes in letter grades (for low risk/high resilience) and the change in letter grades due to the program (i.e., + ½ is one positive grade-letter change, such as the average participant going from a B to a B+):

Program Component Specific Goal	Post-Program Grade/Change in Letter Grades
Overall Index	B (+ ½)
Positive Social Attitude, Skill, & Behavior	B (+1)
Appreciation of Cultural Diversity	B- (+ ½)
Pride in and Knowledge of One's Own Culture	B (+ ½)
Evaluation	A

OUTCOMES

Inputs

The Hardy Brown Foundation program was slightly effective in generating change in youth. Youth entered the program with an overall resilience grade of B- (based on the program component specific goals as outlined above). They left the program with an average resilience grade of B, a half-letter grade increase. Grades for program component specific goals were (pre/post):

Program Component Specific Goal	Pre-Program Grade	Post-Program Grade
Pro-Diversity	B-	B
Pride in Culture	C+	B-
Bullying	C	B-

Across all program components, pre/post grades indicate that Hardy Brown Foundation has slight positive change on its program-specific goals for resilience. Its outcomes are particularly high for shifting attitudes regarding bullying.

Correlating Outcomes

Scores for risk/resilience index and program component specific goals were compared by various demographic characteristics including gender, age, and ethnicity. This comparative approach identifies any potential disparities in outcomes, which can lead to targeted recommendations for continuous improvement. There were strong patterns of disparities across most program components and in overall resilience outcomes. Girls consistently had positive outcomes at rates 2-3 times that of boys. The 10-12 age range participants consistently had positive outcomes at several times the rate of participants under the age of 9 or over the age of 13. In fact, for overall resilience, children under the age of 9 had slightly negative outcomes. Notable program specific goal area disparities include the following:

Program Component Specific Goal	Notable Disparities
Pro-Diversity	Black/African American participants had outcomes that were 2 times greater than Hispanic and 7 times greater than White/Other Ethnicity participants Participants aged 10-12 had outcomes that were 2 times greater than participants 13 or older and 4 times greater than participants 9 or younger
Pride in Culture	Hispanic participants had outcomes that were 5 times greater than Black/African American participants (who experienced no change). White/Other Ethnicity participants had moderate negative outcomes (i.e., their resilience on this factor was lowered by a half letter grade). Participants aged 10-12 had outcomes that were 5 times greater than participants 13 or older (who experienced no change). Participants 9 or younger had moderate negative outcomes (i.e., their resilience on this factor was lowered by a half letter grade). Girls had outcomes 3 times greater than boys.

Bullying

Participants who reported having a mentor had outcomes 3 times higher than the average outcome.

Black/African American participants had outcomes that were 2 times greater than Hispanic and 3 times greater than White/Other Ethnicity participants

Participants aged 10-12 had outcomes that were 50% greater than participants 13 or older (who experienced no change). Participants 9 or younger had slight negative outcomes.

Participants who reported having a mentor or participating in the school-based e3p3 program had outcomes that were 2.5 times greater than the average outcome.

Because there are strong indicators of consistent disparities, particularly for boys, younger participants, and white/other ethnicity participants, the evaluator recommends reviewing program materials and strategies for gaps for addressing these groups and making changes that would be more inclusive for these specific groups.

Outputs

Aside from risk/resilience outcomes, participants were asked to self-assess their own outcomes and rate their satisfaction with specific Hardy Brown Foundation program components. Post-program surveys incorporated nine questions for participant evaluation. There was a total possible score of 36 points for Hardy Brown Foundation, with a high score indicating optimal quality across all measurements. Overall evaluation by participants was high (A). All parts of the program were scored by participants as A- or higher. However, the evaluations were not consistent across all genders, ages, and ethnicities. Most notably, girls scored the program a full letter-grade higher than boys across all evaluation questions. This aligns with the higher outcomes that girls enjoy in the program. The program manager should assess program activities and materials with the intent to make the program more relevant and enjoyable for boys. Scores were consistently a half letter grade lower for older participants (13+) as well.

This also goes along with lower outcomes for this age group, compared to the 10-12 age group. Materials may be particularly suitable for a late elementary/early middle school age range, and efforts should be made to ensure materials, discussions, and activities are relevant to a wide age range or to split participants into groups with different approaches to the same theme so that the program is age appropriate.

The Hardy Brown Foundation showed consistently positive outcomes, particularly in encouraging positive social skills and behaviors. The program has the greatest outcomes for participants in late elementary (ages 10-12). ***The evaluator highly recommends that, based on the data, future summer programs for at-risk youth include a component such as the Hardy Brown Foundation.***

Youth Action Project

Youth Action Project (YAP) assists youth and young adults in life skill development so that they can achieve success. These life skills include: leadership development, academic habits, and well-being techniques. YAP's specific strategies for meeting these goals through e3p3's Summer Youth Program includes a focus on the "7 Habits for Highly Effective Teens" (modified for younger children), time management, and a personal mission statement and goal setting. YAP

delivers program activities that include evidence-based curricula provided by trained facilitators, one-on-one work, independent homework, and demonstrations to illustrate positive and negative habits. YAP’s program component is designed to increase social competencies, responsibility, setting goals, prioritizing needs, developing a team-based optimistic attitude, listening to others, and teamwork.

YAP served an average of 49 participating youth each summer. Both pre/post program surveys were completed, allowing evaluation of both the outcomes and program impact. Participants in the YAP component (N=49) had the following demographic characteristics:

Gender	% of participants who identify with this gender
Female	43%
Male	57%

Ethnicity	% of participants who identify with this ethnic
Black/African American	16%
Hispanic	60%
White, Native American	24%

Age Group	% of participants who are of this age
9 and younger (elementary)	31%
10-12 (late elementary/middle school bridge)	47%
13 and older (middle school)	18%

Youth Action Project program youth participated in other services at the following rates:

Services	% of participants who reported access
Mentor	35%
School-Based Program (Prior Year)	24%

Youth Action Project was evaluated in Years 1 and 2, and was used to provide leader summary review for Year 3. The following table illustrates the outcomes in letter grades (for low risk/high resilience) and the change in letter grades due to the program (i.e., + ½ is one positive grade-letter change, such as the average participant going from a B to a B+):

Program Component Specific Goal	Post-Program Grade/Change in Letter Grades
Overall Index	B (+ ½)
Positive Social Attitude, Skill, & Behavior (Teamwork)	A (+ ½)
Planning, Problem-Solving, and Decision-Making	B+ (+ ½)
Self-Image and Attitude	B+ (No Change)
Evaluation	A-

OUTCOMES

Inputs

The YAP program was slightly effective in generating change in youth. Youth entered the program with an overall resilience grade of B+ (based on the program component specific goals as outlined above). They left the program with an average resilience grade of A-, a half-letter grade increase. Grades for program component specific goals were (pre/post):

Program Component	Pre-Program Grade	Post-Program Grade
Specific Goal		
Decision-Making	A-	A
Teamwork	A-	A
Self-Efficacy and Self-Esteem	B+	B+

Across all program components, pre/post grades indicate that YAP has slight positive change on its program-specific goals for resilience. Its outcomes are particularly high for building attitudes and skills related to decision-making and teamwork. Participating youth exit the YAP program component with slightly higher resilience.

Correlating Outcomes

Scores for risk/resilience index and program component specific goals were compared by various demographic characteristics including gender, age, and ethnicity. This comparative approach identifies any potential disparities in outcomes, which can lead to targeted recommendations for continuous improvement. There was one strong pattern of disparity across multiple program components and in resilience outcomes overall: outcomes for Black/African American and White/Other Ethnicity participants were 4.5 times higher overall than for Hispanic participants.

This pattern was also evident with regard to decision-making and teamwork specific goals. Notable program specific goal area disparities include the following:

Program Component	Notable Disparities
Specific Goal	
Decision-making	Black/African American and White/Other Ethnicity participants had outcomes that were 5.5 times greater than Hispanic participants
Teamwork	Black/African American and White/Other Ethnicity participants had outcomes that were 6 times greater than Hispanic participants
Self-Efficacy and Self-Esteem	Participants aged 9 or younger had negative outcomes (their resilience in this area dropped by a half-letter grade)

Because there are strong indicators of consistent disparities for Hispanic participants, the evaluator recommends reviewing program materials and strategies for gaps for addressing this group and making changes that would be more inclusive for this specific group. Because Hispanic participants are the largest demographic group, it is likely that their relatively lower outcomes are also affecting overall outcomes for the program.

Outputs

Aside from risk/resilience outcomes, participants were asked to self-assess their own outcomes and rate their satisfaction with specific YAP program components. Post-program surveys

incorporated twelve questions for participant evaluation. There was a total possible score of 48 points for YAP, with a high score indicating optimal quality across all measurements. Overall evaluation by participants was high (A). All parts of the program were scored by participants as A. However, the evaluations were not consistent across all ethnicities. Strangely, though outcomes among white/other ethnicity participants were higher than Hispanic participants, evaluation scores were slightly lower (averaging A-). On the other hand, evaluation scores were much higher for Black/African American participants (98%, close to A+). Overall, because evaluation scores were very strong across all participant groups, there is no cause for concern that some were lower and others higher.

YAP showed great improvement between Year 1 and Year 2. The post-program grades reflect an average across Years 1 and 2, but YAP’s Year 1 score averaged a B- and its Year 2 score averaged an A-. Thus, the organization greatly improved its outcomes in the iterative evaluation and continuous improvement process. For Year 3, YAP leaders conveyed a higher level of engagement among the youth as a result of continuous modifications made each year towards staff delivery effectiveness. There were no consistent disparities due to age, gender, or race/ethnicity across the project period. *The evaluator highly recommends that, based on the data, future summer programs for at-risk youth include a component such as Youth Action Project.*

Young Visionaries

Young Visionaries focuses on four core positive youth development activities: physical and behavioral safety, civic responsibility, skills building, and social competency and resilience. Young Visionaries specifically addressed three resiliency-related issues: gang resistance and prevention, conflict resolution, and emergency management in times of conflict or violence.

The Young Visionaries used the National Curriculum Training Institute (NCTI) Youth Crossroads Curriculum delivered by certified facilitators and included guest speakers and trust-building activities focusing on communication skills and role-playing.

The Youth Crossroads Curriculum is designed for different learning styles for at-risk youth, with the goals of: relating content to the individual, developing an understanding of why concepts are important, teaching self-assessment, generating emotional connections, and acquiring skills that help participating youth change behavioral patterns to healthier choices. The program is inclusive of a workbook designed to establish positive goal-directed and pro-social behaviors.

On average, Young Visionaries served 47 participating youth during its component of the summer program. Both pre/post program surveys were completed allowing evaluation of both the outcomes and program impact. Participants in the Young Visionaries component (N=47) had the following demographic characteristics:

Gender	% of participants who identify with this gender
Female	45%
Male	55%

Ethnicity	% of participants who identify with this ethnic
Black/African American	17%

Hispanic	62%
White, Native American	31%

Age Group	% of participants who are of this age
9 and younger (elementary)	26%
10-12 (late elementary/middle school bridge)	51%
13 and older (middle school)	22%

Young Visionaries program youth participated in other services at the following rates:

Services	% of participants who reported access
Mentor	49%
School-Based Program (Prior Year)	26%

Young Visionaries was evaluated across Years 1-3. The following table illustrates the outcomes in letter grades (for low risk/high resilience) and the change in letter grades due to the program (i.e., + ½ is one positive grade-letter change, such as the average participant going from a B to a B+):

Program Component Specific Goal	Post-Program Grade/Change in Letter Grades
Overall Index	C+ (No Change)
Positive Social Attitude, Skill, & Behavior	C (+1)
Anger and Violence Management	C (+1)
Gang Resistance	A- (No Change)
Safety at Home and School	B (No Change)
Self-Image and Attitude	C (+ ½)
Evaluation	A-

Young Visionaries showed consistently lower grades than the others; however, this may be due to the curriculum adopted and the high measures of performance warranted by youth to demonstrate change. The goals for Young Visionaries program component out-numbered the goals of the other summer components.

OUTCOMES

Inputs

Scores for risk/resilience index and program component specific goals were compared by various demographic characteristics including gender, age, and ethnicity. The index for resilience for the Young Visionaries program component is composed of 20 questions. A total score of 80 points is possible on the risk/resilience index. A high score indicates lower risk and higher resilience (highest score possible is a 80), whereas a low score indicates a higher risk and lower resilience (lowest score possible is a 20). The index is composed of three distinct sub-index measurements that correspond to program component specific goals:

1. Self-esteem (highest score possible is 8)
2. Peer support (highest score possible is 16)
3. Anger management (highest score possible is 32)
4. Safety (highest score possible is 8)
5. Attitudes toward gangs (highest score possible is 16).

Correlating Outcomes

The Young Visionaries program was slightly effective in generating change in youth. Youth entered the program with an overall resilience grade of C+ and left the program with the same overall resilience, though there were small gains in specific goal areas. Grades for program component specific goals were (pre/post):

Program Component Specific Goal	Pre-Program Grade	Post-Program Grade
Self-Esteem	C-	C
Peer Support	D+	C
Anger Management	D+	C
Safety	B	B
Gangs	A-	A-

Across all program components, pre/post grades indicate that Young Visionaries had slight positive change on its program-specific goals for resilience. Its outcomes were particularly high for changes in peer support and anger management. Young Visionaries demonstrated strong positive change in social skills/behavior and anger and violence management, which is considered one of the most challenging areas to demonstrate sustainable change among youth.

Scores for risk/resilience index and program component specific goals were compared by various demographic characteristics including gender, age, and ethnicity. This comparative approach identifies any potential disparities in outcomes, which can lead to targeted recommendations for continuous improvement. Data indicates that the Young Visionaries program worked no better, or worse, for any particular group in terms of gender, age, or ethnicity. Notable program specific goal area disparities include the following:

Program Component Specific Goal	Notable Disparities
Self-Esteem	Boys' outcomes were 84% higher than girls' outcomes Participants aged 13 and older had outcomes that were nearly 100% higher than participants aged 10-12 Hispanic participants had slightly negative outcomes, whereas Black/African American and White/Other Ethnicity participants had positive outcomes
Peer Support	Girls had slightly negative outcomes Participants aged 9 and younger had positive outcomes, participants aged 10-12 had slightly negative outcomes, and participants aged 13 and older had no change. Participants who had a mentor had much higher outcomes: nearly 2 times the average outcome.

Anger Management	Outcomes increased across the age range, with participants aged 13 and older having 2 times greater outcomes than participants aged 9 and younger
Safety	Participants aged 12 and younger had slightly negative outcomes, whereas participants 13 and older had positive outcomes
	Participants who had participated in the school-based e3p3 program had positive outcomes, whereas most others did not have any change
Gangs	Black/African American and White/Other Ethnicity participants had a substantial negative outcome (by approximately a full letter grade), whereas Hispanic participants had a slight positive outcome

Outputs

Aside from risk/resilience outcomes, participants were asked to self-assess their own outcomes and rate their satisfaction with specific Young Visionaries program components. Post-program surveys incorporated ten questions for participant evaluation. There was a total possible score of 40 points for Young Visionaries, with a high score indicating optimal quality across all measurements. Overall evaluation by participants was high (A-). Two parts of the program were scored in the B-grade range: anger management and activities. However, the evaluations were not consistent across all genders, ages, and ethnicities. Most notably, participants ages 13 and older provided scores substantially lower than all other participants: a range of C- to B, rather than from B to A. This is an indicator that the program activities and materials may be less appropriate for middle school aged youth.

The evaluator recommends that program managers review program materials and activities for age appropriateness and consider including materials more suitable to older youth and/or separating older youth for more age-appropriate discussion.

Program services by Young Visionaries appeared more interactive than other summer sessions and sustained the highest retention/attendance (possibly due to being first in order). *The evaluator moderately recommends that, based on the data, future summer programs for at-risk youth include a component such as Young Visionaries with diverse goals and curriculum and highly recommends the programs directed activities addressing social skills/behavior and anger and violence management be maintained.*

RESULTS AND CONCLUSIONS

Based on the evidence across the project period, the following are considered **evidence-based strengths of the e3p3 model** and its capacity to reduce recidivism as defined by BSCC:

- Operationalization of “resilience” as a measure of risk and youth capacity to respond productively to challenges in their lives, broken into componential factors (attitudes, skills, behaviors, and environments) along several aspects, that can form a foundation for planning the program.
- Continuous involvement of the Police Department working with schools as facilitators for the G.R.E.A.T. program, which creates more positive associations

between the police and youth, and forges relationships with the police so that youth are aware that they can trust officers.

- Diverse program components provided by community-based organizations to reduce recidivism, each of which focuses on several specific goals for increasing youth resilience based on this operational definition. Each community-based organization brings unique strengths to the program as a whole, which can be easily and affordably capitalized on and integrated into a master plan to boost resilience.
- Moving from intense community-building programmatic components (SARGES Community Base) to less intense, classroom-activity focused components allows participating youth to rapidly form a sense of teamwork, determination, self-respect, and respect for authority figures that sets up other programmatic components for success.
- The program is summer long, and builds toward an eventual goal across all components including reducing recidivism. When all of the programmatic components are analyzed sequentially, participating youth resilience scores increase by two “letter grades,” a substantial increase. This would be unlikely to occur in single, shorter programmatic components (as evidenced by the data for each of them individually). The cumulative effect of the summer-long program is greater than any of the components on their own. The program’s design provides enough time for skill and confidence building in youth to occur and solidify, slowly moving them toward positive changes in their lives.
- The e3p3 Summer Bridge Program model should be considered as a best practice. Outcomes and designed structure supported by the City of Rialto’s recognition from the League of California Cities in receiving the 2017 Helen Putnam Award for Excellence (pictures attached) and in the Program Director receiving recognition by California State Senator Connie Leyva.

In Conclusion, the G.R.E.A.T. school-based and e3p3 summer programs for at-risk youth demonstrated strong positive change for most youth. The youth were provided with the skills needed to avoid youth violence, delinquency, gang membership/participation, and develop/enhance relationships between the youth, law enforcement, and the community. Overall, the evaluator would recommend continuing the e3p3 summer programs and elementary school-based program.

RESOURCES

www.socialworkpolicy.org/research/resiliency.html

Adolescent resilience: a concept analysis. [Olsson-C.A.](#); [Bond-L.](#); [Burns-J.M.](#); [Vella-Brodrick-D.A.](#); [Sawyer-S.M](#) *Journal-of-Adolescence.* 26(1): 1-11, Feb. 2003.

Risk, protection, and resilience: toward a conceptual framework for social work practice. [Fraser-M.W.](#); [Richman-J.M.](#); [Galinsky-M.J](#) *Social-Work-Research.* 23(3): 131-143, Sept. 1999.

The Perceived Benefit Scales: measuring perceived positive life changes after negative events. [McMillen-J.C.](#); [Fisher-R.H](#) *Social-Work-Research.* 22(3): 173-187, Sept. 1998.

Psychosocial resilience and protective mechanisms. [Rutter-M](#) *American-Journal-of-Orthopsychiatry.* 57(3): 316-31, July 1987.

Resilience as a Positive Youth Development Construct: A Conceptual Review. Lee, T. Y.; Cheung, C. K Kwong, W. M. *Scientific World Journal* 2012.

SUPPORT PICTURES



2017 Helen Putnam Award for Excellence in the Public Safety category



Pictured above in order of left to right: *Lieutenant Dean P. Hardin, Councilman Andy Carrizales, Mayor Deborah Robertson, City Clerk Barbara A. McGee, Officer Javier Pulido (representing the City of Rialto at the annual League of California Cities Conference)*



Pictured above: California State Senator Connie Leyva and Officer Javier Pulido (Terrific 20 of Senate District 20)