

**City of Salinas**  
**California Violence Intervention and Prevention (CalVIP) Program**

**Final Local Evaluation Report**  
*November 2021*

The City of Salinas was awarded a California Violence Intervention and Prevention (CalVIP) Program grant in 2018 by the California Bureau of State and Community Corrections (BSCC). The Salinas CalVIP program was managed and supported by the Community Safety Division of the City, with prevention and intervention services provided by the City’s Recreation and Community Services Department and two community-based organizations, Partners for Peace and Rancho Cielo. These organizations are critical partners in the Salinas Comprehensive Strategy for Community-wide Violence Reduction.

The CalVIP grant was to cover two years, from September 2018 through August 2020. In March 2020, all programming was temporarily suspended due to the COVID-19 pandemic and county lockdown orders. Many of the prevention and intervention services were transformed into virtual renditions or resumed when masked, socially distanced gatherings were permitted. One, Saturday Night teen gatherings, could not be re-visited. This final evaluation report focuses on the in-person activities prior to March 2020 and their outcomes, plus descriptions of how the community-based service providers pivoted to meet the pandemic’s challenges.

**Project Description**

**Background.** In 2015, Salinas experienced an unprecedented level of violence, with 40 homicides and a Part I violent crime rate of 697.7 per 100,000 residents, a rate that far exceeded state and national rates (Table 1). The number of shootings also peaked in 2015 (Table 2).

	2015	2016	2017
Homicide	40	36	29
Rape	76	86	71
Robbery	369	325	358
Agg. Assault	613	559	564
Total	1098	1006	1022
Rate/100,000	697.7	636.0	646.1

	2015	2016	2017
Fatal shootings	34	31	23
Non-fatal shootings	120	104	89
Total	154	135	112
Rate/100,000	97.9	84.5	71.2

Salinas youth were overwhelmingly represented as both victims and suspects in shootings that occurred in the years prior to the CalVIP program. In 2016, half of the shooting victims were 24 or younger, and 11% were juveniles under 18. Among known suspects, 58% were 24 or younger and 14% were juveniles. Many of these youth have experienced serious trauma in their homes and/or neighborhoods.

City-wide and target group-specific prevention and intervention strategies were already underway in 2015, spurred by a spike in shootings beginning in 2009. These strategies included

the formation and activities of the Community Alliance for Safety and Peace (CASP), a unique collaboration of city, county, school, and community-based stakeholders formed to address gang-related youth violence in the community, and the activities supported by a previous BSCC grant for the California Gang Reduction, Intervention, and Prevention (CalGRIP) Program. The Salinas Police Department was also extensively involved in targeted deterrence strategies and multi-agency operations aimed to reduce drug, firearms, and gang violence. As a result of these and myriad other prevention, intervention, suppression, and re-entry services, reductions in shootings and other violent crimes followed in the two years after 2015.

**Overview of the Salinas CalVIP program.** The CalVIP program was supported by the \$500,000 BSCC grant award and \$500,000 in matching funds, provided in cash by the City and in-kind by the community-based organizations. The program was managed by the Community Safety Director. Grant funds were used for services and supplies provided by the Rec Department, Partners for Peace, and Rancho Cielo, and supported the local evaluation. The service providers and their primary CalVIP activities are:

Agency/Organization	Activities/Services under CalVIP
Recreation and Library Services Dept	<ul style="list-style-type: none"> <li>▪ Saturday Night Teen Program at five locations</li> <li>▪ Field trips, special events, and educational opportunities for teens</li> </ul>
Partners for Peace	<ul style="list-style-type: none"> <li>▪ Education classes for the parents of very high risk 11 to 17 year olds and difficult 5 to 10 year olds</li> <li>▪ Parent education Facilitator Training</li> </ul>
Rancho Cielo	<ul style="list-style-type: none"> <li>▪ Vocational training for youth in tiny homes construction</li> <li>▪ Academic instruction to obtain a high school diploma</li> <li>▪ Case management, mental health counseling, job readiness skills, life skills, referral to services</li> </ul>

## Goals and Objectives

The goals and objectives of the CalVIP program were to:

**Goal 1:** Provide services to youth and parents to reduce risk factors and increase protective factors for youth. Objectives:

- a. Provide *The Parent Project*® training to at least 270 parents of at-risk youth and out-of-control children.
- b. Provide structured recreational opportunities, life skills, and cultural/educational activities to at least 175 youth.
- c. Provide 20 youth skilled employment, soft and hard job skills training, and academic instruction and support.
- d. Enable at least 85% of youth and parent participants to report positive changes in specific areas (e.g., having a relationship with a caring adult outside of the home) and/or life skills (e.g., parental control, communication).

- e. Increase the core group of Saturday Teen Night teen volunteers by 15%.

**Goal 2.** Reduce the number of probation violations and school discipline actions for youth who participate in the proposed programs and youth whose parents attend parenting classes.  
Objectives:

- a. Reduce the number of probation violations, arrests, office discipline referrals, and suspensions among youth whose parents complete parenting classes compared to youth whose parents do not complete parenting classes, for the six months after participation.
- b. Reduce probation violations and new arrests among youth in the Rancho Cielo employment training by 75% after program participation compared to before program participation.
- c. Enable at least 75% of youth in the Rancho Cielo employment training to earn a high school diploma or GED and at least 50% to earn a program completion certificate.

**Goal 3.** Reduce violent crime in the City of Salinas. Objectives:

- a. Reduce Part I violent crime around the Rec Centers on Saturday nights by 5% each year compared to previous years.
- b. Reduce the number of shootings city-wide by 5% each year.
- c. Reduce the number of youth aged 10 to 24 involved in shootings by 5% each year.

**Evaluation methodology and challenges.** The goals and objectives of the CalVIP program were assessed through a comprehensive evaluation with process and outcome measures. The evaluation was challenging to carry out due to the normal difficulties of evaluating multiple programs with many moving parts and gathering sensitive outcome data from schools and probation agencies, and the abnormal difficulties of data collection caused by the pandemic. When program activities went virtual in Spring 2020, we continued to document processes but did not assess outcomes for the activities that were being delivered virtually for the first time.

The process evaluation documents program services, activities, and immediate outcomes through records collected from the service providers, observations of classes and events, and interviews with key staff. The information collected included the number and description of each major activity, number of participants, characteristics of participants (age, gender, ethnicity, etc.), dropout and completion rates, and, where available, self-reported changes in attitudes, knowledge, and/or skills by participants.

The short-term impact of the CalVIP program activities proposed were changes in the number of probation violations, arrests, and, for some youth, school discipline problems (referrals to the principal (known as office discipline referrals) and suspensions). For youth whose parents attended parenting classes this required obtaining informed consent from parents

and youth over 18. The collection of short-term outcome data was complicated by the inability to get permission from one school district and reliance on service provider data; these are described in more detail in the program-specific outcomes sections that follow.

Community-wide outcome data on violent crime and shootings were gathered from the Salinas Police Department by the evaluator. The department has been a vital partner in community-based violence prevention and intervention efforts and readily provides access to crime data for program assessment.

## **Program Activities and Program-specific Outcomes**

***Saturday Night Teen Scene program.*** The City of Salinas's Recreation and Community Services Department, informally known as the Rec Department, began Saturday night programs in 2013 to provide prevention and intervention services to teens. Originally funded by a CalGRIP grant and called Saturday Teen Nites, these programs were patterned after L.A.'s successful Summer Night Lights program. Now called the Teen Scene, CalVIP funds supported Saturday night programs to provide positive, constructive, and enriching activities for teens in five Rec Centers in Salinas for nearly two years, from fall 2018 until on-site activities had to cease due to COVID in March 2020.

The five Rec Centers with Teen Scene programs are the Breadbox Community Center, Hebronn Family Center, Firehouse Rec Center, El Dorado Rec Center, and Lincoln Rec Center. The first three are in Salinas's highest crime neighborhoods in East Salinas, El Dorado is in north Salinas, and the Lincoln Rec Center is in downtown Salinas, two blocks off Main Street (see map on page 10). The Teen Scene programs operated from 6 pm to 10 pm on Saturday nights, when the Rec Centers were open to provide dinner, sports (basketball, soccer, and flag football where facilities allow), movies, video and board games, crafts, homework assistance, and music, under the supervision of 3-5 staff and at times, volunteers. The program includes field trips at no cost to the teens and they have traveled to Raging Waters, the NHL's San Jose Sharks game, and an ice-skating rink.

The Teen Scenes target youth aged 11 to 18. Most participants are Hispanic males from the neighborhoods surrounding the Rec Centers. The objective of increasing the number of teen volunteers was not formally sought, as the main aim was to increase the number of teens attending the program. Volunteers – adult family members, friends, etc. – drop in occasionally, especially around the holidays.

Special events have also been part of the Teen Scene programs. The first major event held with CalVIP funding was a Thanksgiving dinner in 2018, held at the Breadbox for teens from all participating centers. Over 120 teens attended, and dinner servers and guests included the mayor, a city councilmember, Chief of Police, and many firefighters and community volunteers. The Thanksgiving dinner was repeated in 2019, again with over 125 teens served by local elected officials, firefighters, and police officers. In addition to dinner, activities included games, crafts music, and a raffle.

An annual Holiday Pozole Dinner is also held each December at the Breadbox Community Center. In 2019, nearly 115 teens attended and were treated to a live performance of the acclaimed “La Posada Magica,” a fine theater arts production rare in east Salinas. Volunteers included the mayor, Assistant Police Chief, firefighters, and a councilmember.

In June 2019, a Summer Kick-Off event was held on a Saturday, featuring organized games and competitions, bounce houses, hikes, and a barbecue; around 90 attended. In September 2019, a back-to-school Teen Scene Block party was held on Saturday night. The street in front of the Lincoln Rec Center was closed and activities included a barbecue, inflatables, bathtub races, head-to-head arcade style games, organized basketball and other games in gym, mini video game tournaments, a live DJ, raffles, table tennis, and foosball. The event was attended by 185 youth including nearly 40 first-time participants, which is more than double the number who attended last year’s back-to-school block party.

Staff of the Teen Scene programs receive training in mandated reporting, Active Shooters, and public speaking, and participate in monthly webinars to build their recreation programming skills including marketing, social media use, programming, and customer services.

On-site activities at the Teen Scenes ended in mid-March 2020, when county residents were requested to shelter-in-place except for essential services, and the programs remain closed. During the lockdowns, the Rec Centers and staff assisted with the distribution of food, diapers, masks, and recreational materials.

The Rec Centers have been operating for different lengths of time and attract different numbers of youth to their regular Teen Scenes on Saturday nights. Each center typically attracts at least 20 youth each Saturday night, with numbers boosted substantially with special events. It was not unusual for the quarterly reported totals of unduplicated youth who logged a visit to one of the Teen Scene centers to number 200 to 300.

To boost attendance at the Teen Scene programs, the Rec Department conducted a substantial amount of outreach and marketing, including in-person outreach at the middle and high schools, social media, print ads, posters, banners, mailers, and door-to-door flyers. They targeted the schools and youth hangouts. The staff also worked to test different offerings on Saturday nights to spur interest. In a targeted effort to recruit teens in Hebbbron, they passed out with flyers with pop tarts or cereal bars attached at middle and high school bus stops, and even held two pancake breakfasts an hour before the bus leaves the stop in front of the Hebbbron Family Center. The pancake breakfasts were effective in increasing attendance.

*Teen Scene surveys.* In mid-2019 (April for three centers, June for two), surveys were conducted during Teen Scene regular hours. The survey was conducted using survey gizmo, with the youth completing it anonymously on a tablet or computer. Each received a small incentive – candy or chips – for their participation. The purpose of the survey was to gather information on the participants’ attendance, their views of the activities offered, the effects of participation on the youth, their perceptions of safety in the neighborhoods surround the Centers, their contact with gang members, and bullying at Teen Scene events. Ninety-two youth completed the survey, with 17 to 22 completions per center. Youth at the Breadbox and Hebbbron participated in similar

surveys in 2016 and 2017, providing a multi-year snapshot. The surveys were conducted roughly 18 months apart.

2019 Survey results. The average age of the youth answering the 2019 survey was 14, with a range of 10 to 19. The Breadbox and Firehouse programs were attended by youth slightly older than the average, while the Hebbbron Center was attended by slightly younger youth. Nearly 80% of the youth were male, while 16% were female and 2% identified as non-binary/third gender. At Hebbbron and the Breadbox, more girls (5-6) answered the surveys than at the other three centers but were still outnumbered by the boys.

Demographic information on the race/ethnic origin of the youth was gathered using the state’s newly required categories. First the youth were asked if they identify themselves as a single ethnic origin, ethnicity, or race, as multi-ethnic origin, ethnicity, or race, or if they prefer not to answer. 39% identified as a single ethnic origin, 30% identified as multi-ethnic, and 30% declined to answer. Of those identifying as a single race/ethnicity, 56% reported they were Hispanic/Latino, 12% reported they were White, 8% reported they were American Indian or Alaska Native, and the rest were other races/ethnicities.

The length of time youth reported coming to the Teen Scene reflects the programs’ start up times. Many of the Breadbox youth have been coming for over five years. Hebbbron and the Firehouse youth have generally been coming two or fewer years although there are some long-timers. El Dorado youth and especially those attending the Lincoln Rec Center program have been coming recently. Overall, 22% of the youth have been coming to Teen Scenes for over three years, 31% have been attending one to two years, and 48% are relative newcomers, attending for less than a year.

Most of the youth are regular attendees, with 46% reporting they come every Saturday, and 25% reporting they come three times a month. Sixteen percent attend a couple of times a year. Hebbbron youth report the most frequent attendance, with everyone reporting coming to the Teen Scene at least twice a month.

The youth were asked what they like most about the Teen Scene. “Hanging out with friends” received the most votes, as in previous Teen Scene surveys. This was followed by sports, food/dinner, video games, and field trips (Table 3). At the bottom of the list are “doing my homework” and “getting help on my homework” – after all, it is Saturday night. There are small differences between centers. More Firehouse youth liked the video games and field trips more than sports, while sports was the #1 answer at the Salinas Rec Center – where a spirited basketball game was underway on the night of the survey.

	<b>Breadbox</b>	<b>Hebbbron</b>	<b>Firehouse</b>	<b>El Dorado</b>	<b>Lincoln Rec</b>	<b>Total</b>
Hanging out with friends	14	14	16	10	15	69 (75%)
Sports (basketball, volleyball)	13	5	3	7	22	50 (54%)
Food/dinner	11	6	9	7	8	39 (42%)
Video games	8	5	11	7	4	35 (38%)
Field trips	8	6	11	5	0	30 (33%)
Using the computer/technology	4	3	8	4	1	20 (22%)

Block parties	6	3	7	2	0	18 (20%)
Movies	6	4	1	7	0	18 (20%)
Competitions with other Rec Centers	6	4	3	3	1	17 (19%)
Doing my homework	2	1	1	1	0	5 (5%)
Getting help with my homework	2	0	1	1	0	4 (4%)
Write-ins: Nice staff, swag.						

The youth were also asked what they like least about the Teen Scene. “Too many little kids attend” was the most common complaint, particularly at Lincoln Rec (Table 4). Several of the write-in responses related to lost or broken equipment.

	Breadbox	Hebbron	Firehouse	El Dorado	Lincoln Rec	Total
Too many little kids attend	7	8	9	7	11	42 (48%)
The video games are lame/outdated	4	2	5	2	1	14 (16%)
There isn't enough to do	1	3	2	4	3	13 (15%)
Too many older kids attend	4	1	1	1	3	10 (12%)
The staff are too strict/mean	1	0	0	0	0	1 (1%)
Write-ins: I'm just bored; swag; the food; the teens yell anime music; their equipment sometimes gets stolen/lost and they don't usually get new ones; there should be more physical games (not video games) – the pool table is real fun, the air hockey table has not worked in years. It should be replaced or fixed at least; it's small; WiFi sucks.						

The youth were asked an open-ended question about what they would like added to the Teen Scene nights. The top requests were for more video games, tournaments, and systems, and more sports, typically basketball and soccer. These were followed by requests for more electronic/technology, better and/or different food, and more activities of different kinds (board games, outside activities, etc.).

The youth were asked a few questions about how the Teen Scene has affected them (Table 5). The response categories ranged from “strongly agree” (5) to “strongly disagree” (1), and the average scores for each statement from each center are presented.

	Breadbox	Hebbron	Firehouse	El Dorado	Lincoln Rec
I have made new friends.	3.53	3.35	3.21	3.44	3.85
I have learned new skills	3.19	3.25	3.31	3.47	4.05
I have developed healthier habits	3.07	2.76	3.11	3.81	3.76
I have stopped doing risk or delinquent behaviors.	3.33	3.20	3.07	3.38	3.69
My self-confidence has increased	3.31	3.25	3.11	2.92	3.68
I have developed better social skills	3.64	3.41	2.94	3.69	3.95
Gang involvement no longer appeals to me	3.87	3.69	3.22	3.77	3.90
My self-esteem has increased	3.54	2.93	3.15	3.71	3.60
My use of alcohol and/or drugs has decreased	3.33	3.00	3.29	3.85	3.54
I have developed new hobbies	3.73	3.63	2.94	4.14	3.75
Outside of my home there is a caring adult whom I trust	3.44	4.18	3.69	3.73	4.10

A sizable number of the youth (21-33%) reported the questions on risky or delinquent behaviors, the appeal of gangs, and use of alcohol and/or drugs were not applicable to them. This likely reflects the young age of many respondents as well as good news.

The most positive impact reported was “Outside of my home there is a caring adult whom I trust,” with 68% of the youth agreeing or strongly agreeing with this statement; the statement also received the highest average score. Substantial positive impact was all reported in developing better social skills, making new friends, increased self-confidence, and developing new hobbies. In all areas, the positive answers far outnumbered the negative answers.

The teens were asked several questions about gangs, neighborhood safety, and bullying. A third of the youth surveyed reported they know someone who is a member of a gang. Most of these youth (73%) say they do not hang out with them. Among the centers, the highest number of youth who know a gang member are from Hebbbron, the Firehouse, and the Lincoln Rec Center.

Overall, 51% of the youth reported they felt safer in their neighborhood because of having an evening option like the Teen Scene, and 34% said they sometimes did. Just 14% said they did not feel safer. Nearly a quarter of the youth do not walk home from the Teen Scene; they either drive themselves or get picked up. Among those who do walk home, 37% said they felt safe or very safe doing so, just about equal to the 36% who said they did not feel safe.

The vast majority of the youth (94%) reported they have not been bullied at the Teen Scene. This percentage is substantially lower than previous Teen Scene surveys, when 27-33% of Breadbox and Hebbbron youth said they had been bullied. In this year’s survey, 75% of the youth reported that if they were bullied, they would feel comfortable telling a staff member.

Comparisons to the 2016 and 2017 Surveys. Differences in survey results over the years at the Breadbox and Hebbbron Centers are presented below.

The average age of Teen Scene participants increased at the Breadbox over the years, from around 13 in the earlier surveys, to just over 15 in 2019. The participants continue to be primarily young Hispanic males. In the 2016 and 2017, the majority of youth reported attending the Teen Scene every Saturday night. In 2019, just under half reported the same.

Favorite things among the Breadbox Teen Scene participants from year to year have been hanging out with friends, sports, and dinner. In 2017 in particular, field trips also received a large number of votes, and in 2016, movies did as well. Each year, “too many little kids attend” is at the top or near the top of complaints; the age range of participants is 10 or 11 to late teens. In 2017, a number of youth were also unhappy with the video games.

Generally, the highest average scores were reported by Breadbox youth in the 2016 survey, who reported high agreement with making new friends, learning new skills, developing new hobbies, and increasing confidence, social skills, and self-esteem (the question about having a caring adult outside of the home was not asked until the 2019 survey). Generally, the ratings in 2017 were equal to or lower than the other years; increased self-confidence is an exception. Notably, the lowest ratings of any year were recorded by the 2017 Teen Scene youth in two



categories, the appeal of gangs and use of alcohol and/or drugs. On the flip side, in 2019 the highest average score was given to “Gang involvement no longer appeals to me.”

More Breadbox teens reported hanging out with gang members in 2017 than in other two years, mirroring their reports of risky behaviors. The 2019 survey had the most teens reporting they do not know gang members or hang out with them.

In 2017, 55% of the youth reported they felt safe or very safe walking home from the Teen Scene from the Breadbox Community Center. In 2019, this number dropped to 25%.

In 2019, no Teen Scene respondents reported being bullied at the Teen Scene. This is a substantial decrease from the nearly 30% who reported being bullied in prior years. The majority of the teens reported they would feel comfortable telling a staff member if they were bullied at the Teen Scene, yet a third of the teens in 2016 and 2019 reported they would not feel comfortable doing so.

At the Hebbroon Family Service Center, the average age of Teen Scene participants decreased over the three years, from 14.5 in 2016 to 12.8 years old in 2019. The participants continue to be primarily young males, although the percentage of females has increased over the years. The majority are Hispanic.

In the 2016 and 2017, the majority of youth reported attending the Hebbroon Teen Scene every Saturday night. In 2019, nearly all respondents said they attended at least three Saturdays a month, and 47% reported they were at the Teen Scene every Saturday night.

Favorite things at Hebbroon from year to year have been hanging out with friends, field trips, sports, and dinner. In 2019, youth reported that block parties, movies, and competitions with other Rec Centers ranked lower in their favorite things, corresponding with the Hebbroon Teen Scene having fewer of those events than in past years. Not surprisingly, doing homework on Saturday nights is low on the teens’ list of favorite things. Each year, “too many little kids attend” is at the top of complaints. In 2017, a number of youth felt there wasn’t enough to do.

The Hebbroon youth average scores for how the Teen Scene participation has affected their social skills, risky behaviors, and personal areas were all on the positive side. Generally, the highest average scores were reported by youth in the 2016 survey, who reported high agreement with making new friends, learning new skills, developing new hobbies, and increasing self-confidence and self-esteem. In 2019, the youth reported lower agreement than previous years with items related to developing healthier habits and increasing self-esteem. On the positive side, they reported higher agreement in regard to the item on gang involvement no longer appealing to them.

One item was added to the 2019 survey, “Outside of my home there is a caring adult whom I trust.” It received the highest average score, 4.2 out of 5.

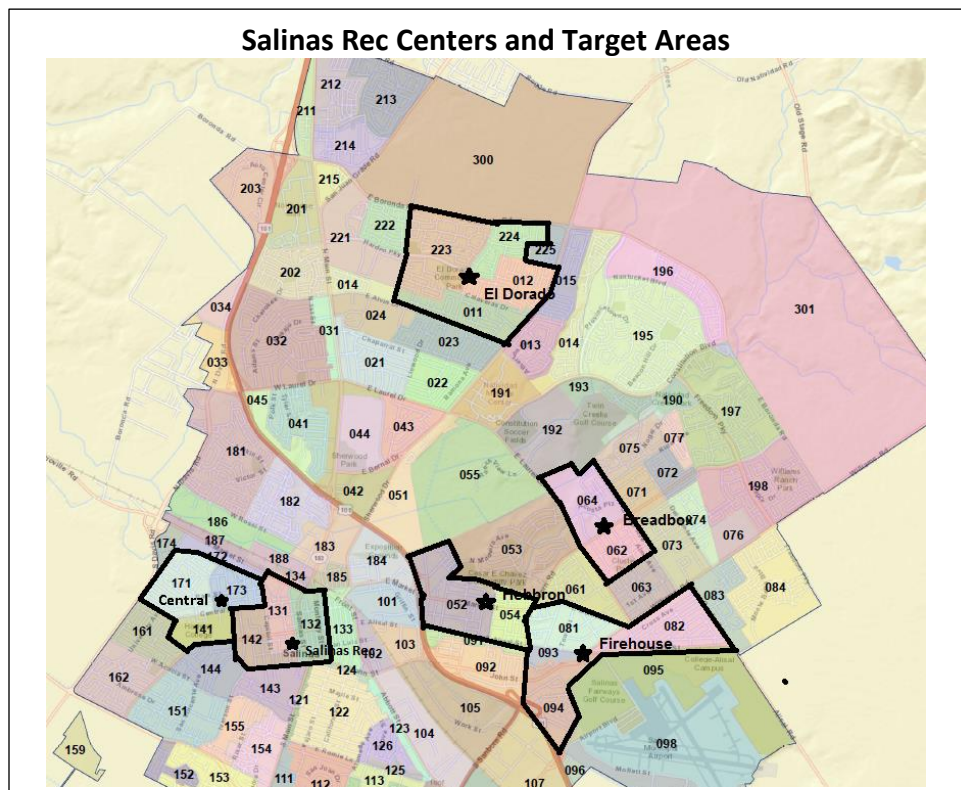
For the most part, Hebbroon Teen Scene teens do not hang out with gang members, but a sizable proportion (37-71% depending on the year) know individuals who belong to gangs. In the

2017 and 2019 surveys, the majority of youth (56-59%) reported they felt safer in their neighborhood because of having an evening option such as the Teen Scene. In 2016, this percentage was just 24%. In 2019, just over a third of the youth reported feeling safe or very safe walking home from the Teen Scene, and 24% reported feeling unsafe or very unsafe. These are signs that young people’s perceptions of safety in the neighborhood are on the rise.

In 2019, three (18%) of the Hebbron Teen Scene respondents reported being bullied at the Teen Scene. This is a decrease from the 27-33% who reported being bullied in prior years. The majority of the teens reported they would feel comfortable telling a staff member if they were bullied at the Teen Scene, and this number was higher in 2019 than in prior years.

*Crime around the Rec Centers hosting Teen Scenes.* To assess the impact of the Teen Scenes, selected crimes in the neighborhoods around the Rec Centers were compared over a three year period, from 2017-19, and compared to the same crimes around the last Rec Center in Salinas that does not have a Teen Scene, the Central Park Rec Center. The target areas were the neighborhoods around the Rec Centers as defined by Police Reporting Districts and are outlined in the map below (e.g., the target area for crime around the Hebbron Family Center is defined by Police Reporting Districts 52 and 54). The target areas are not equal in population size, and thus changes from one year to another should be considered rather than the absolute number of crimes.

The number of violent (homicide and aggravated assaults) and vandalism (including malicious mischief) crimes in the target areas on Friday, Saturday, and Sunday nights between 5 pm and midnight in 2017, 2018, and 2019 were extracted from the Salinas Police Department’s records system. These numbers are small and should be viewed with caution. Good news would be reductions in these crimes in the five target areas over time, with 2017 serving as the baseline year, and reductions on Saturday nights in comparison to Friday and Sunday nights.



		2017	2018	2019
Breadbox	Fri eve	1	0	1
	Sat eve	4	0	1
	Sun eve	3	2	1
	all other	15	14	23
Hebbron	Fri eve	4	1	0
	Sat eve	2	2	3
	Sun eve	5	0	1
	all other	22	18	15
Firehouse	Fri eve	1	5	4
	Sat eve	8	2	1
	Sun eve	2	0	1
	all other	16	16	8
Lincoln Rec	Fri eve	5	2	2
	Sat eve	6	2	1
	Sun eve	1	4	3
	all other	27	43	21
El Dorado	Fri eve	1	1	0
	Sat eve	1	1	1
	Sun eve	1	1	1
	all other	8	11	12
All 5 centers	Fri eve	12	9	7
	Sat eve	21	7	7
	Sun eve	12	7	7
	all other	88	102	79
Central Park	Fri eve	3	1	0
	Sat eve	0	1	0
	Sun eve	1	0	1
	all other	8	6	6

Unlike violent crime, it is more difficult to pinpoint the time of occurrence of vandalism, as things like tagging or property damage may not be noticed immediately. At the individual centers, the number of vandalism crimes each year on weekend nights was small and went up and down in small ways. As show in Table 7, this was true for the Central Park comparison center also. When combining the figures from all five target Rec Centers the number of vandalism crimes on Saturday Nights decreased from 16 to 4 over the three year time period. At the same time, vandalism crimes on Friday nights increased, from 8 to

Table 6 presents the number of homicide and aggravated assault crimes for the five target Rec Centers and the comparison Central Park Rec Center during the aforementioned time periods. The small number of violent crimes in the Central Park area limits its utility as a comparison area, but the number of these crimes has gone down, not up since 2017.

In regard to changes over time around the individual Rec Centers on Saturday Nights, violent crime decreased from 2017 to 2019 around the Breadbox, Firehouse, and Lincoln Centers. At the Breadbox, these crimes also decreased on Friday and Sunday nights; at the Firehouse, the number went up on Fridays and down on Sundays; and at Lincoln, violent crimes decreased on Fridays and increased on Sundays. Only in Hebbron – and there just barely, by one – did the number of crimes on Saturday nights increase.

Results combining the numbers in all five target centers are presented toward the bottom of Table 6. As shown, violent crime decreased by 67% on Saturday nights from 2017 to 2018, and the decrease continued in 2019. Violent crime on the Friday and Sunday nights also decreased, but by much smaller margins. The violent crimes of homicide and aggravated assault at all other times of the week rose from 2017 to 2018, then dropped below the 2017 level in 2019.

		2017	2018	2019
All 5 centers	Fri eve	8	8	12
	Sat eve	16	14	4
	Sun eve	12	18	13
	all other	164	132	162
Central	Fri eve	0	1	0
	Sat eve	2	0	3
	Sun eve	1	1	1
	all other	8	5	12

12, and crimes on Sunday nights increased in 2018 and then decreased to still above 2017 levels in 2019.

***Parent Education.*** Partners for Peace, a 28-year-old non-profit focused on building strong families for a peaceful community, offered the Salinas community the evidence-based *The Parent Project*, encompassing the Changing Destructive Adolescent Behavior (CDAB) and Loving Solutions series of classes. CDAB is also referred to as The Parent Project, Sr., and Loving Solutions as The Parent Project, Jr. Partners for Peace has conducted these classes for 5-6 years in Salinas, through the Silver Star Resource Center.

Partners for Peace's Executive Director has been nationally recognized by the developers of *The Parent Project* for her excellence in maintaining high fidelity in implementing classes and achieving high retention rates. She is a certified Trainer of Facilitators for *The Parent Project*, and with the program founders, developed the National 24-hour (six 4-hour zoom sessions) Parent Project curriculum, which has now been delivered nine times to 360 facilitators nationwide.

In February 2019, Partners for Peace conducted a Parent Project Facilitators training, a five-day, 40-hour training workshop which was attended by the program developers, Dr. Roger Morgan and Mr. Ralph "Bud" Fry. Twenty new facilitators were trained, six of them from Seaside.

***Changing Destructive Adolescent Behavior.*** The CDAB curriculum provides parents with concrete solutions and skills to address the most destructive behaviors of 11-17 year-olds, such as gang involvement, truancy, violence, drugs, and bullying. The first six weeks of the program lay the foundation for change, and the second six weeks focus on supporting changes and improving relationships. Each week a two- or three-hour class is offered, in the evening, with a potluck dinner. Classes are taught in English or Spanish by two facilitators. The themes for each week are:

1. Understanding our children.
2. Addressing problematic behavior.
3. A parent's formula for success.
4. Adolescent drug use.
5. The out-of-control child.
6. Relationships and developing action plans.
7. Finding help and support.
8. The dynamics of change.
9. Managing conflict in the home.
10. Active listening.
11. Consistency.
12. Putting it all together and making it work.

The Executive Director of Partners for Peace trains the facilitators and closely monitors each delivery of the curriculum to ensure the fidelity of the evidence-based program. Optional parent support groups are coordinated following each program. Two in-person and two virtual CDAB classes were observed. In virtual classes, participants are split into groups via breakout rooms to

work through various lessons without a facilitator, then brought back together for discussion.

Between September 2019 and the pandemic lockdown in March 2020, Partners for Peace conducted eight in-person CDAB sessions. Three additional sessions began prior to March 2020, were suspended temporarily, and reconvened virtually in April 2020. Five additional virtual sessions were held for Salinas parents between May 2020 and the end of the year, and six virtual sessions have been held in 2021. Theoretically, parents living anywhere could sign up for the virtual sessions, but these five sessions were deliberately coordinated for mostly for parents of high-risk youth enrolled in the Silver Star Resource Center. These were youth on probation or referred for services because of out-of-control behavior at home or school.

In total, 257 parents/caregivers were enrolled in the 22 CDAB sessions. Of these 257 parents, 191 (74%) graduated, meaning they attended at least eight classes. The graduation rate was highest (79%) for in-person classes, 65% for those that began in-person and ended virtually, and 73% for classes conducted completely virtually (Table 8). There were more classes conducted in Spanish than English, but higher graduation rates for those conducted in English – 78% vs. 73% for classes conducted in Spanish.

**Table 8: Changing Destructive Adolescent Behavior Classes**

<b>Location, In-person classes</b>	<b>Dates</b>	<b>Language</b>	<b>Number enrolled</b>	<b>Number graduated</b>
Washington Middle School	9/4/18 - 11/6/18	Spanish	14	9
Natividad Medical Center	1/28/19 - 4/8/19	Spanish	13	10
Silver Star Resource Center	4/2/19 - 6/4/19	Spanish	16	12
North Salinas High School	4/4/19-6/6/19	English	8	6
Natividad Medical Center	5/13/19 - 7/22/19	Spanish	8	8
Gavilan Middle School	9/4/19-11/4/19	Spanish	11	8
Natividad Medical Center	9/9/19-11/18/19	Spanish	22	19
North Salinas High School	9/10/19 - 11/12/19	English	15	13
Totals and graduation rate:			107	85 (79%)
<b>Starting location, In-person transitioned to virtual classes</b>				
Natividad Medical Center	1/20/20 - April 2020	Spanish	12	6
Mountain View Townhomes	2/20/20 - May 2020	Spanish	13	9
North Salinas High School	2/6/20 - April 2020	English	12	9
Totals and graduation rate:			37	24 (65%)
<b>Virtual classes</b>				
	5/20/20 - 7/22/20	English	8	4
	6/11/20 - 8/13/20	Spanish	11	9
	8/19/20 - 10/21/20	Spanish	15	9
	8/20/20 - 10/22/20	English	8	8
	9/28/20 - 12/7/20	Spanish	9	5
	1/28/21 - 4/1/21	English	10	8
	2/1/21 - 4/5/21	Spanish	8	5
	4/12/21 - 6/14/21	Spanish	14	10
	4/13/21 - 6/15/21	English	6	4
	6/23/21 - 8/25/21	English	13	10
	6/24/21 - 8/26/21	Spanish	11	10
Total and graduation rate:			113	82 (73%)

Participants are encouraged to form support groups and meet regularly after the sessions end, for additional support, encouragement, and sharing of ideas. Participants are taught how to run a

support group and form and have one or two during the formal sessions. Each support group elects a facilitator to run the meetings, a timekeeper to keep the group focused and on time, and a recorder to take minutes. The remaining members are cheerleaders. The key components of a support group meeting are:

1. Announcements that are of interest to all.
2. Check-in – a one or two sentence statement shared by each group member regarding something positive that occurred since the last time they met.
3. Group process – group issues such as confidentiality, group rules, and other group business are discussed and resolved at this time.
4. Individual time – the amount of time left is evenly divided among all group members and each takes their time to talk and ask for advice if desired.
5. Wrap-up – each member shares how they are feeling at this point in the session, and statements of appreciation are encouraged.

Over the years, the number of support groups that have formed and met regularly has increased as Partners for Peace has refined strategies to encourage and reinforce them, including the in-session training on running the meetings. Providing food and childcare is encouraged, and group facilitators receive \$100 to help with these or other costs. Partners for Peace tries to regularly provide recognition and incentives to support group members as well.

*CDAB post evaluations of classes.* The evidence-based parent education classes all involve post-class evaluations by the participants. At the end of Changing Destructive Adolescent Behavior programs, parents were asked several open-ended questions and provided ratings. Parents rated their skills in various areas using a scale of 1=no skills/knowledge to 5=good as it can be (Table 9) “now” and “before” their participation in the CDAB program, and how often they did certain things using a scale of 1=never to 5=always (Table 10). The results from six 2019 in-person classes involving 51 parents are presented below. (Directors of parent education programs report that parent self-ratings are unrealistically high before the education programs, and when they learn more about effective parenting, the parents realize this also – and thus pre-program tests are not administered.)

As shown in Table 9, parents rated their own behaviors and knowledge much more highly after the CDAB program than before. The largest increases were their skills in discipline and communication.

Parents also rated all their behaviors asked about more highly after the CDAB program than before the program (Table 10). The largest increase was in “I use the Six Step Plan,” an action plan sequence that parents are taught to apply to multiple problem behaviors among their youth. The six steps are (1) tell your child how you feel, (2) establish the rule/expect success, (3) active supervision,

**Table 9: Parent Ratings of Themselves in Various Areas Post CDAB Program (n=51)**

Item	Average "before" score	Average "now" score
Discipline	2.38	4.40
Communication	2.58	4.62
Relationship with my youth	2.60	4.23
Knowledge of community resources	2.73	4.62
Knowledge of drugs	2.72	4.60
Knowledge of gangs	2.74	4.58
Confidence as a parent	2.81	4.72

(4) consequences, (5) consistency or follow through, and (6) what else should I do to help ensure success?

**Table 10: Parent Ratings of their Behaviors Post CDAB Program**

<b>Item</b>	<b>Average "before" score</b>	<b>Average "now" score</b>
1. Every day I tell my child I love him/her.	3.43	4.61
2. I know where my child is, whom they are with, what they are doing, and when they will return.	3.36	4.55
3. When giving consequences, I take everything away for a short period of time.	2.63	4.24
4. I am consistent with consequences.	2.98	4.37
5. My child tells me what's happening in his/her life.	2.65	4.04
6. I have the support I need to address issues with my child.	2.50	4.33
7. I feel confident in my efforts to help my child.	2.83	4.57
8. I do spot checks.	2.83	4.51
9. I avoid arguing with my child.	3.02	4.41
10. I acknowledge/praise my child's effort.	3.13	4.55
11. I use the "Six Step Plan."	2.40	4.42

*CDAB short-term outcomes.* Four in-person CDAB programs were selected for short-term follow-up – one held at Natividad Medical Center, one held at the Silver Star Resource Center, and two held at North Salinas High School. There were 49 youth identified whose parent or caregiver enrolled in a CDAB session. The outcome measures are the number of the youths' (1) probation violations and (2) school office discipline referrals and suspensions in the six months before and after their parents participated in CDAB.

Probation data for the youth were obtained for the two primary types of probation violations:

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

As shown in Table 11, 13 of the youth had committed a probation violation during the six months prior to their parents' participation in CDAB; three were the more serious 602 criminal

offenses and ten were status offenses. In the six months after CDAB, the number of probation violations among youth was cut in more than half – two 602 criminal offenses and three status offenses.

	No. of probation violations Pre-CDAB		No. of probation violations Post-CDAB	
	602s	601s	602s	601s
Graduates (n=29)	1	5	2	1
Dropouts (n=20)	2	5	0	2

The school data included the number of:

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

Of the 49 youth in the follow-up group, the evaluation was only able to access school data for 19 youth. Getting agreements to access school records is difficult and time-consuming and raises many privacy issues, and it was just not possible to get agreements from all the districts identified, particularly if only one or two youth attended schools in those districts. The 19 youth in the follow-up group attended middle or high schools in the Monterey Peninsula Union School District, where a data analyst extracted data from school records, or schools in the Salinas Union High School District, which granted the evaluation access to the SWIS database which tracks disciplinary measures. Partners for Peace received many referrals for families who live within other school districts, even other counties. The districts where we were unable to follow-up include Gonzalez, Soledad, North Monterey County, Castroville, and alternative schools (Silver Star, MCOE, Rancho Cielo, etc.).

The school data are presented in Table 12, calculated as the number of events per youth since several had more than one event. The number of each measure – major office discipline referrals, minor office discipline referrals, and suspensions – decreased in the post/after time period compared to the pre/before time period for the youth of both graduates and dropouts, with the decrease substantially greater among graduates..

	Pre-CDAB, Average number per youth			Post-CDAB, Average number per youth		
	Major ODRs	Minor ODRs	Days suspended	Major ODRs	Minor ODRs	Days suspended
<b>Graduates (n=10)</b>	0.60	0.10	0.20	0.10	0.00	0.10
<b>Dropouts (n=9)</b>	0.67	0.11	0.67	0.56	0.00	0.44



*Loving Solutions.* Loving Solutions is a prevention program for parents of difficult 5-10 year-olds. It is also a ten-week program followed by parent support groups and is taught in English or Spanish. The ten 2-hour sessions are based on cooperative learning norms with group learning activities in a workbook format. Home practice assignments provide parents with help in making changes at home. The sessions cover:

1. Parenting the strong-willed child.
2. Parental influence.
3. Encouraging positive choices.
4. Redirecting negative choices.
5. Structuring for success.
6. Improving school performance.
7. Concrete solutions for tough kids.
8. Sleep, diet, and behavior.
9. Stay the course.
10. Recognizing and supporting success.

Partners for Peace’s Executive Director closely monitors the delivery of the Loving Solutions curriculum also. One virtual class was observed.

Partners for Peace held nine in-person Loving Solutions sessions prior to the pandemic lockdown and nine virtual sessions in the second half of 2020 and 2021 (Table 13). These 18 sessions were attended by 186 parents or caregivers. The overall graduation rate, defined as attending eight or more classes, was 72% -- 65% for in-person classes and 81% for virtual classes. There was little difference between the graduation rates for classes taught in Spanish (73%) or English (70%). Participants are encouraged and assisted to form after-session support groups, in the same manner as the CDAB groups.

**Table 13: Loving Solutions Classes**

<b>Location, In-person classes</b>	<b>Dates</b>	<b>Language</b>	<b>Number enrolled</b>	<b>Number graduated</b>
Mission Park Elementary School	1/9/19 - 3/13/19	English	9	5
Roosevelt Elementary School	1/15/19 - 3/19/19	Spanish	12	6
Boronda Meadows Elementary School	1/23/19 - 3/27/19	Spanish	8	5
Monterey County Jail	1/25/19 - 3/1/19	English	12	9
Bolsa Knolls Elementary School	3/28/19 - 6/6/19	Spanish	25	20
New Harvest Church	4/8/19 - 6/10/19	English	9	5
Monterey County Jail	7/29/19-9/6/19	English	12	8
Natividad Elementary School	9/10/19-11/12/19	Spanish	8	4
Kammann Elementary	10/1/19 - 12/10/19	Spanish	9	6
Total and graduation rates:			104	68 (65%)
<b>Virtual classes</b>	5/26/20 - 7/28/20	English	7	6
	6/15/20-8/17/20	Spanish	6	4
	8/17/20 - 10/19/20	English	9	8
	8/18/20 - 10/20/20	Spanish	12	12
	1/22/21 - 3/31/21	Spanish	12	11
	1/26/21 - 3/30/21	English	12	9
	4/14/21 - 6/16/21	English	7	5
	4/22/21 - 6/24/21	Spanish	7	5

6/22/21 - 8/24/21      English      10      6

Total and graduation rates: 82      66 (81%)

*Loving Solutions post evaluation of classes.* Nine open-ended questions are asked of participants after Loving Solutions sessions. They are split between information related to the course itself (what parents liked about it, suggestions for changes, location, etc.) and lessons learned (negative behaviors I plan to decrease, positive behaviors I plan to increase, etc.). One question asks parents “Generally speaking, things at home are...” Of the 39 respondents, 26% checked “pleasant,” 60% checked “getting better,” and 15% checked “OK.” No one checked “troubled” or “please don’t make me go home.”

*Loving Solutions short-term outcomes.* Due to the young age of the children whose parents attended Loving Solutions classes only school discipline data were sought for follow-up. The same issues were encountered as with the CDAB classes, since Partners for Peace has a large service area, but at a smaller scale since most outreach went to parents in Salinas city schools. However, we tried diligently with the help of Partners for Peace’s Executive Director to get an agreement with the Santa Rita Unified School District to collect data there, as it hosted the Loving Solutions session with the largest enrollment, but were unsuccessful.

School outcome data were collected for the children of parents who attended one of three sessions, each of them held at a Salinas City Elementary School District (SCESD) school site. The data were collected from the School-wide Information System (SWIS) database by the evaluator. SCESD schools rarely make and record minor office discipline referrals, and there were none among the youth whether their parents graduated or not.

The number of school discipline actions was low among the 38 children for whom school data were available. There were no suspensions among the children of graduates or dropouts, either before or after the Loving Solutions classes. There were nine major office discipline referrals among the children before their parents attended classes and six in the six months following the classes. Several children had more than one major referral and the number of major office discipline referrals per child is presented in Table 14. As shown, the number decreased for the children of both graduates and dropouts, with a larger decrease among dropouts (these are very small numbers and results should be viewed with caution).

<b>Table 14: School Outcomes of Children of Loving Solutions Graduates and Dropouts</b>				
	<b>Pre-class, Average number per child</b>		<b>Post-class, Average number per child</b>	
	<b>Major ODRs</b>	<b>Days suspended</b>	<b>Major ODRs</b>	<b>Days suspended</b>
<b>Graduates (n=23)</b>	0.26	0.00	0.22	0.00
<b>Dropouts (n=15)</b>	0.20	0.00	0.07	0.00

*High School Diploma and Tiny Home Construction program.* Rancho Cielo is a non-profit comprehensive learning and social services center established in 2000 to provide high risk youth with the opportunity to achieve a high school diploma and acquire marketable skills. Rancho

Cielo serves 150 disconnected, marginalized, and underserved youth daily on a 100-acre campus offering a safe, healthy place removed from the urban neighborhoods that foster self-destructive lifestyles. It provides wrap-around services for the whole youth, including education, vocational training, mental health counseling, case management, job readiness, life skills, physical activity, and connections to health, social, and family services. All students attending Rancho Cielo have failed in traditional high school settings, 100% come from low-income families, 69% are very low income, 63% are on probation, and 77% are Hispanic. Many are high school dropouts and/or juveniles on probation.

Rancho Cielo is renowned for its Culinary Academy, in which high-risk youth work to complete their high school diploma while learning skills and experience to help them become employable in the culinary and hospitality industry. Rancho Cielo has also had a Solar Installation Basic Training Program for several years, operated in partnership with GRID Alternatives.

With the CalVIP Cohort 2 funds, Rancho Cielo created the Construction Academy, which encompassed the solar installation program. The centerpiece of the Construction Academy became the Tiny Home Program. Sixteen students were enrolled in the 2018/19 academic school year, to learn basic construction skills while building a 200-square foot tiny home and completing their high school educations. This first tiny home working group were 82% Hispanic, 69% male, and 25% were on probation; their average age was 17.

The Tiny Home Program begins with the students completing an industry recognized curriculum covering safety and construction fundamentals (the NCCER curriculum) under the direction of a licensed general contractor. After completing the fundamentals, the students began building the first 200 square foot tiny home, built from a pattern found on Pinterest.

Each day, these students spent half the day in academic instruction in order to earn a WASC-accredited high school diploma. Instructors from the John Muir Charter School provided standard California instruction while gearing lessons to each students' unique learning style. Rancho Cielo has co-enrollment and articulation agreements with Hartnell College and students may receive college preparation and credits.

During the second half of each day, the students concentrated on construction, beginning, as mentioned, by learning foundational construction skills. The nine modules cover basic safety, construction math, hand tools, power tools, construction drawings, basic rigging, communication skills, employability skills, and material handling. More advanced skills such as electricity and plumbing were taught by experts as the tiny homes are built. Case managers worked with the students in groups and individually to teach job search skills, interviewing, time management, teamwork, customer service, and other job readiness skills, and mentors worked on the soft skills critical to getting and keeping a job. Students also have access to Rancho Cielo's support services such as mental health counseling and connections to social services or other needed assistance.

Once safety lessons and basic skills were learned, the student began building the tiny home. They completed the foundation, siding, roof, and window placements in the winter of 2019. It

was built outside, hampered by a very rainy winter, and was not completely finished by the end of the academic year in June. The students found construction math challenging and it was difficult for many to finish their high school diploma credits. Consistent attendance is an ongoing challenge. When the academic year ended in June 2019, two students had received their diplomas and most planned to re-enroll for the 2019/20 academic year. The tiny home was planned to be finished by the second Construction Academy class.

The lessons learned during the first year of the Tiny Home Program led to changes in the second year. Twice as many students were enrolled in the 2019/20 academic year and had the good fortune of building a tiny home – a double-wide this time – in the construction wing of the brand new 30,000 square foot Ted Taylor Ag Vocational Center, finished at Rancho Cielo in August 2019. The construction wing is a huge open space that holds both the vocational classroom area and the home under construction, on rollers, split down the middle into two halves – as it will ultimately be transported and then re-assembled at its final destination. The 400-square foot double-wide house had two bedrooms, a small bath (the first tiny home has none), and a front porch.

The hours of the general contractor were doubled, and the students were divided into two groups. Different formats were tried, with Group A working on construction for a week while Group B took academics, then switching for a week, or each group working construction for two days a week and academics for three days a week. In March 2020, all activity on-site at Rancho Cielo ceased due to the COVID lockdown. The students continued their academic work via distance learning but construction had to stop. Other activities were able to continue. Five participants completed the GRID Alternatives curriculum, learning the basic of renewable energy, environmental justice, career pathways within green industry, etc. A number were also able to participate in Leadership activities, CrossFit, fishing, basketball, and Animal Care. All of the students went on an outing to Point Lobos and Carmel Beach.

In April 2021, which is outside of the CalVIP grant, students were able to resume on-campus construction work. They returned to finish the first double-wide house and build a second one, some of them volunteering their time over the summer months. Throughout most of the 2020/21 school year, the students continued their academic work through distance learning.

The first tiny home remains on the Rancho Cielo campus as a demonstration model. The two double-wide homes were donated to a nonprofit in San Benito County, to be used as transition housing for homeless persons.

*Rancho Cielo immediate outcomes.* Through interviews with two main program managers, the main challenges of the Tiny Home program were confirmed as the unanticipated length of time needed for academic and vocational instruction, anticipated issues inherent with these high risk youth (difficulties with school, attendance lapses, acting out, drugs/alcohol, etc.), and the many new issues raised by COVID and the county-wide lockdown (digital divide, difficulties of remote learning, family illness, youth taking care of children, isolation, etc.). Rancho Cielo responded with firmness yet understanding, as further described below.

One of the major benefits of the Tiny Home Program is the general contractor, “Gus,” who

was recruited to teach construction fundamentals and skills. He has a passion for both construction and youth, patience, and believes strongly in safety and learning. The students want to grow up to be like him, to be a contractor.

The current status of the Tiny Home students was followed up at the beginning of the 2020/21 academic year. Of the 16 students originally enrolled in the 2018/19 class, five had received their high school diplomas, six had been dismissed from the program, and five were still enrolled in the Tiny Home Program. Most of those dismissed from the program were a result of lack of attendance or bad behavior in class, but there were a few for violence or drug/alcohol use. Most of these students were given a second and sometimes a third chance – they are dismissed but allowed to re-enroll within 30 days or in the next semester. Rancho Cielo is very strict on drugs, threats, and weapons, but still allows a student to re-enroll after a year. They do not want to be a system that “slams the door shut,” and as long as the student is trying and not harming others, they will be given a chance.

The 2019/20 class began with 34 students, 10 of them returning from the previous year. As students left the program, rolling enrollments enabled new students to start. By fall 2020, 56 youth had started the Tiny Home Program . Just three had graduated, four were transferred to other Rancho Cielo programs, 15 were still enrolled, and 24 had been dismissed.

In summary, there were 62 youth enrolled in the Tiny Home Program during its first two years. At the start of third academic year, their immediate outcomes were:

- 8 (13%) had graduated (received a high school diploma)
- 20 (32%) continued into the third year of the program
- 30 (48%) dropped out or were dismissed
- 4 (6%) transferred to another Rancho Cielo program

*Rancho Cielo short-term outcomes.* We had hoped to use the 2018/19 tiny home class to track any probation violations or arrests of participants before, during, and after program participation, depending on Rancho Cielo for this information. We found that Rancho Cielo follows up its graduates but not those who dropout or are dismissed. The five graduates of the first class were contacted nine and 18 months after graduation. Of these five, three were working, one was not, and one was unable to be reached.

Of the 16 youth in the 2018/19 class, four were on probation when they started the class; two were for felony charges, one on misdemeanor charges, and one on truancy probation. Two youth had probation violations during the class period; both of these were among the four who were on probation when they began the program. No other violations were noted. The other two youth who began the program while on probation did not graduate, but one received a \$500 scholarship from the Central Coast Builders Association. Data on post-program violations are not available.

### **Community-wide Violent Crime Outcomes**

Community-wide violent crime and shootings figures were presented at the beginning of this report for the three years preceding the CalVIP programs. Tables 15 and 16 present figures on

Part I violent crimes and shootings in Salinas from 2018, when the CalVIP program began late that year, through 2020.

The data indicate a substantial decrease in nearly every violent crime indicator when comparing the CalVIP years to 2017 and earlier. Homicides dropped from a high of 40 in 2015 to 19 in 2018 and single digits in 2019 and 2020 (Table 1 and 15). Rape and robbery crimes also decreased substantially during the CalVIP years, while aggravated assault numbers went down in 2019 and then crept back up.

2019 marked the lowest number of fatal and non-fatal shootings in past decades in Salinas (Table 16). The number of non-fatal shootings increased in 2020, back to 2017 levels, and contributes to the increase in aggravated assaults as well.

**Table 15: Part I Violent Crimes in Salinas, 2018-2020**

	2018	2019	2020
Homicide	19	8	9
Rape	100	66	69
Robbery	321	241	233
Agg. Assault	541	467	556
Total	981	782	867
Rate/100,000	618.9	493.4	547.0

**Table 16: Shootings in Salinas, 2018-2020**

	2018	2019	2020
Fatal shootings	16	5	9
Non-fatal shootings	83	54	89
Total	99	59	98
Rate/100,000	62.46	37.2	61.8

A specific objective of the CalVIP program is to decrease the number of youth aged 10 to 24 in shootings, by 5% each year. The age of victims is much more likely to be known than the age of suspects, and is shown below for victims and suspects involved in shootings in 2017 through 2019. In 2016, half of the shooting victims were 24 or younger, so the figures for 2017 are much improved, with 38% of the victims being 24 or under. However, the percentage rose slightly for 2018 and 2019 (Table 17).

The number of suspects under the age of 25 rose in 2017 to 65%, compared to 58% in 2016. The rate dropped significantly to 43% in 2018, then rose again in 2019 (Table 17). Historically, these rates are substantially lower than roughly a decade ago. A Problem Analysis of shootings in 2010-2013 found that 62% of victims in shootings were 24 or under, as were 74% of the suspects.

**Table 17: Age of Victims and Suspects in Shootings, Where Known, 2017-2019**

	2017	2018	2019
Number of victims with age known	107	78	38
Percent between 10 and 24	38%	41%	42%
Number of suspects with age known/estimated	55	28	29
Percent between 10 and 24	65%	43%	59%

## Summary and Conclusions

The City of Salinas and its community partners successfully implemented the planned CalVIP youth violence prevention and intervention services. Activities were dramatically

curtailed a year-and-a-half into the program by the COVID pandemic and Monterey County's shelter-in-place orders for over a year. Service providers quickly pivoted to provide services virtually in many cases, providing parent education classes and distance learning by Zoom and other virtual platforms. The providers also immediately became involved in helping their target families cope with distance learning, technological difficulties, food insecurity, and the other stressors of the pandemic and lockdown. The Saturday Night Teen program and construction activities at Rancho Cielo were most impacted by the lockdown.

The process evaluation ably documented the activities and immediate outcomes of major program activities. The outcome evaluation was slightly more limited than planned due to the inability to get access to some school data, small group sizes, and data only available on Rancho Cielo graduates.

The service providers met the majority of the goals and objectives of the program in spite of operating during a pandemic. In spite of the lockdown and need for virtual programming, the number of people reached by each service provider far exceeded stated goals.

The Saturday Night Teen program reached at least double the number of youth proposed through the weekly programs, special neighborhood events, and field trips. High ratings were reported by the youth in the program regarding the impact on the program on their confidence, social skills, and risky behaviors, and incidents of bullying reduced over time. There is also evidence of reductions in violent crime and vandalism around the Rec Centers over the years on Saturday nights.

Partners for Peace provided in-person or virtual parent education classes for 443 parents or caregivers, far exceeding their goal of 270 participants. Graduation rates were very good, ranging from 65% to 81%. Parents/caregivers reported very high post-program changes in their skills, knowledge, confidence, and relationship with their children. There were decreases in probation violations and school discipline behaviors for older youth after their parents participated in the Changing Dangerous Adolescent Behaviors program. School outcomes were more mixed for the younger children of parents who participated in the Loving Solutions program; although post-program rates were lower, they were lowest for the children of dropouts rather than graduates. The numbers in the follow-up analyses are small and should be viewed with caution.

Rancho Cielo launched the innovative Tiny Home Program in its new Construction Academy, implementing an academic-construction program for the first time. Over 60 high risk youth – three times the goal -- had the opportunity to earn a high school education along with basic construction skills. Many challenges were encountered, including bad weather and individual issues with attendance, behavior, and math, but three tiny homes were constructed. Two will soon serve as transition housing for homeless persons. The Tiny Home Program fell far short of its goal to have 75% of the youth earn a high school diploma, although a sizable number are continuing in the program. This is surely partially due to the pandemic and its attendant life changes, but new strategies are needed to retain students and improve attendance. While outcome data are very limited, but there is some evidence that probation violations decreased among program participants. Additional follow-up of all participants is recommended.

Violent crime and shootings decreased dramatically in the first two years of the CalVIP program, by up to 40% in regard to shootings and 20% for violent crime. In 2020, a strange year by anyone's definition, the number of violent crimes and shootings rose again to approximately 2018 levels. The very substantial decrease in 2019 may be somewhat of an outlier, but clearly community-wide violence levels in 2018-2020 are much reduced from 2015-2017 levels. The involvement of young people in shootings has fluctuated but is much lower than historic levels; it remains a concern. Overall, the CalVIP program and other prevention/intervention efforts have provided Salinas with many benefits and should continue.