

PROJECT SAFE PASSAGE

————— A Systematic Impact Evaluation —————

California Lutheran

UNIVERSITY



EXECUTIVE SUMMARY

To steer children away from risky behavior and possible gang affiliation, the Thousand Oaks Police Department (TOPD) partnered in 2012 with the Conejo Recreation and Park District (CRPD) on Project Safe Passage,¹ an outreach program for vulnerable youth in kindergarten through fifth grade. Since then, Safe Passage has provided mentoring, tutoring, field trips and positive social role modeling for children who live in two Thousand Oaks apartment complexes with high rates of crime. Although this age group has been increasingly targeted for gang recruitment, it rarely had been the focus of coordinated after-school or law enforcement attention.

California Lutheran University is involved with the program in two main ways. First, the university is a supportive participant. Undergraduate students volunteer as Safe Passage mentors and tutors, and the Thousand Oaks campus is a destination for field study experiences that encourage children to put college in their plans. Secondly, the university is measuring the program's effectiveness. Led by Molly George, PhD, an associate professor in the Department of Criminology and Criminal Justice, faculty members and students have undertaken a longitudinal and multimethodological analysis of Safe Passage's law enforcement and educational interventions. Preliminary results of the analysis are summarized in this report.

Initial findings indicate that Safe Passage is making steady improvements in the two micro-communities that it serves. Effective community policing combined with supervision, mentoring and pro-social activities has created safer spaces within these apartment complexes. The evidence shows this comprehensive approach is helping to systematically transform the cultures in these settings, by deterring youth from delinquent activity and suppressing the impact of gangs. These changes are making it possible for the children to be seen, and to see themselves, as "at-promise" rather than "at-risk."

The goal is for these positive effects to reverberate beyond these communities and for generations to come. Results will be evident in dramatic long-term cost-savings in our public health, social service and criminal justice systems. The right interventions, including the consistent presence of caring adults in a young person's life, can make the difference between healthy decisions and risky behavior and between becoming a future college student or gang member.



KEY FINDINGS

1. Strategic Intervention Can Help Disadvantaged Communities & Improve Children's Success

2. Strengthening Existing Collaborations and Improving Program Assessment

3. Promoting Community Education and Engagement

4. Influencing Policy & Legislation

IMPLICATIONS & OPPORTUNITIES

- Safe Passage builds trust with at-risk communities, makes them safer and improves quality of life.
- Safe Passage enhances kids' social, emotional, behavioral and academic development.
- Interventions can have a powerful effect on youths' life trajectories.

- Develop communication and coordination between TOPD, CRPD and the schools to support children and families.
- Add assessment and tracking to the homework clubs in order to follow individual and programmatic progress over time.

- Help integrate micro-communities into the broader local community.
- Expand network of local organizations that invest in Safe Passage.
- Encourage more mentors and positive role models to get involved.
- Enhance positive media messages about the micro-communities.

- Invest in childhood and parent support initiatives.
- Translate report recommendations into an action plan for the ballot.
- Develop public policies to address the negative affect of drugs/alcohol, gangs and violence in these micro-communities.

WHAT NEED DOES SAFE PASSAGE TRY TO MEET?

The city of Thousand Oaks generally lives up to the peaceful, bucolic image evoked by its name and is ranked as one of the best places to live in Ventura County.² With a population of 128,888, the second largest city in Ventura County faces challenges that are common throughout California, including population growth, limited public-transit options, low-paying jobs and lack of affordable housing.³ Thousand Oaks is predominantly white (81.4%), with Hispanics/Latinos making up 17.9% and Asians comprising 9.6% of residents, and the median household income is over \$100,000.⁴ Like other suburbs, it increasingly has become home to a significant number of the working poor⁵ as well as foreign-born persons, an estimated 18 % of the city population.⁶ Studies have shown that people who are less educated or members of minority groups frequently experience insecurity in both employment and housing, often dedicating most of their paychecks toward rent.⁷ This is the hidden reality of Thousand Oaks: Tucked in the shade of the oak-lined streets and beyond shiny storefronts are pockets of concentrated neighborhood disadvantage where families share small homes or inadequately sized apartments.

Two of the sites where disadvantage is concentrated in the city, referred to pseudonymously in this report as Pacific Heights and The Village, consist of a two-story building with 50 apartment units and a condominium complex with 134 detached dwellings containing 540 apartment units, respectively. TOPD has identified these communities as "at-risk" based on residents' low incomes, low levels of formal education, limited English proficiency, and high rates of substance use and health problems. Communities with these characteristics tend to have relatively lower levels of informal social control and higher levels of crime and deviance. In fact, these two apartment complexes have been home to two rival gangs – Thousand Oaks California Sureños (TOCAS) and The Conejo Valley Locos (CVLS) – and consistently generated the highest crime rates and most serious offenses in the city. Clearly, the children who live in these neighborhoods face unique challenges and formidable obstacles compared to their more affluent peers.

Studies have found that children who grow up in poor neighborhoods with high rates of violence are at greater risk for academic failure, delinquency and gang membership.⁸ The most effective interventions to prevent these negative outcomes are implemented in early childhood, before adolescents have engaged in risk-taking behavior.⁹ Additionally, protective factors such as well-organized after-school programs, opportunities for recreational and pro-social activities, as well as the presence and involvement of supportive adults can act as positive "buffers."¹⁰ For example, at-risk youth who have consistent, positive mentors are less likely to drop out of school, join gangs or participate in risky behaviors more generally.¹¹ Finally, research demonstrates that youth-focused, community-oriented policing can successfully reduce crime and victimization as well as deter youth from gang membership.¹² The research is clear: To prevent intergenerational poverty and future criminality, a multipronged, tailored and community-based effort is necessary.



HOW DOES SAFE PASSAGE SERVE YOUTH?

Spearheaded by the Ventura County Sheriff's Office and the Thousand Oaks Police Department, Project Safe Passage combines community policing strategies with after-school education and year-round enrichment programs managed by the recreation and park district. The stated pillars of the program are safety, literacy, mentoring and community, and the ambition is to improve the life outcomes of disadvantaged youth. The educational and policing interventions are fundamentally about collaborating with the residents to improve the safety, cohesion and quality of life in their neighborhoods. To allow children to realize their full academic, social, emotional and behavioral potential, the program seeks to isolate gang members from these communities, to insulate children in particular from their negative influences and, finally, to replace negative experiences with positive ones.

Safe Passage fundamentally evolved from a community-oriented approach to policing. This policing strategy involves tactics and a philosophy oriented around positive interactions, partnerships and problem-solving. At Pacific Heights and The Village, TOPD stepped up its gang-suppression efforts by assigning more deputies and special enforcement units to regularly patrol the beats that include the two apartment complexes. It also improved surveillance by installing cameras in outside areas of the complexes where graffiti, drug sales and fights were common. Police have also worked with the property managers to develop leases that would allow for the eviction of any residents who regularly cause problems, including gang members. Further, TOPD has developed and implemented an offender-tracking system to identify and monitor criminal nefarious individuals who affect both locations. Every time local law enforcement has contact with an individual on probation, on parole or with a known gang affiliation, information is entered into an app. Following an encounter such as a stop for suspicion, a traffic ticket, or an arrest, data may be logged and immediately shared with special unit officers to notify them of the nature and location of a potential threat. This also helps to ensure that gang activity remains diffuse rather than being redirected to another location in the community.

In the educational interventions, TOPD officers and volunteers, including Cal Lutheran students and professors, provide wraparound mentoring and ongoing evaluation. Approximately two to four undergraduate interns work with the children at the two homework centers twice weekly throughout the school year. Students and professors also regularly attend Safe Passage parties and enrichment activities. With approval from the university's Institutional Review Board, Cal Lutheran researchers take field notes in order to capture qualitative observations of the interactions with the children, CRPD staff, TOPD officers and families in these settings. Surveys have been conducted with CRPD and TOPD staff, and with parents, and youth surveys will be distributed in the fall of 2018. Further, aggregate and individual educational data for the children who live in the two micro-communities will hopefully illuminate the effect of Safe Passage on their lives.

CRPD's separate budget for Safe Passage educational enrichment, which has grown to exceed \$90,000 by 2017-2018, is divided almost equally between on-site and off-site programs. Four days per week during the academic year, approximately 125 children at The Village and 35 more at Pacific Heights go to safe, bright spaces inside their complexes for Homework Club, where they receive healthy snacks, get help with their homework and participate in organized activities. An approximately 900-square-foot basement was renovated for this purpose at The Village. On Fridays at both of the locations, additional on-site recreational programming such as Art Trek, where math is taught through art, is also offered regularly. The Monday-Thursday programming requires four tutors and up to five more volunteers working about 2.75 hours, while Fun Friday employs two recreational leaders and two or three more volunteers working for about two hours.

During the summer, the on-site programming coverage drops modestly from five to four days a week, and from about 13 total hours per week to 12 hours. On Mondays, Wednesdays and Fridays in summer, two staff members and up to five volunteers work three hours for the Summer Rec Clubs. Three CRPD staff members run a Summer Library program the children for three hours on Tuesdays.

A range of off-site study trips for Safe Passage children, between five and 10 events per year, are also organized by CRPD with a focus on science, technology, engineering, arts, medicine and the outdoors (STEAMO). This has included field trips to college campuses, hospitals, the theater, the zoo, libraries, an aquarium and yearly overnight camping trips. These experiences enhance the children's learning outside of the traditional classroom, expand their horizons, and encourage them to dream big.

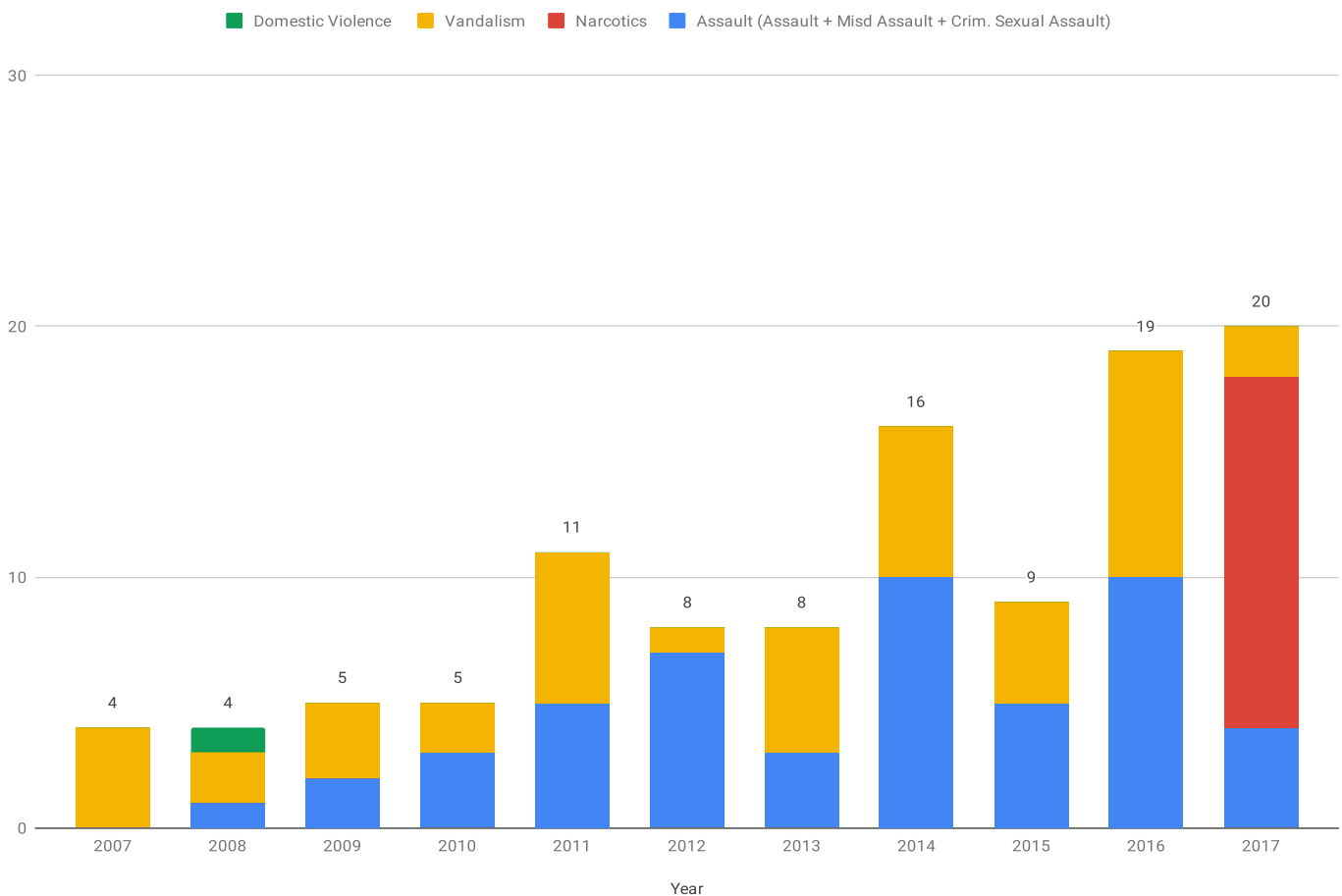
IS SAFE PASSAGE WORKING?

A longitudinal and multimethodological approach was used in this project to determine if, and how, the educational and policing interventions affected the environments of Pacific Heights and The Village. After obtaining approval from Cal Lutheran's Institutional Review Board, our research team drew on primary and secondary data to shed light on the efficacy of this program in these settings. This includes data on rates of selected crimes reported to TOPD for each apartment complex, data on residents' calls for service to TOPD, gang statistics, as well as surveys with Safe Passage participants (TOPD officers, CRPD staff and the parents of children in Homework Club), Conejo Valley Unified School District assessment data, and in-depth interviews with CVUSD administrators. The surveys and interviews were conducted by Cal Lutheran faculty members and students in English and Spanish. Pending permission from parents, our team also intends to survey minors participating in Homework Club.

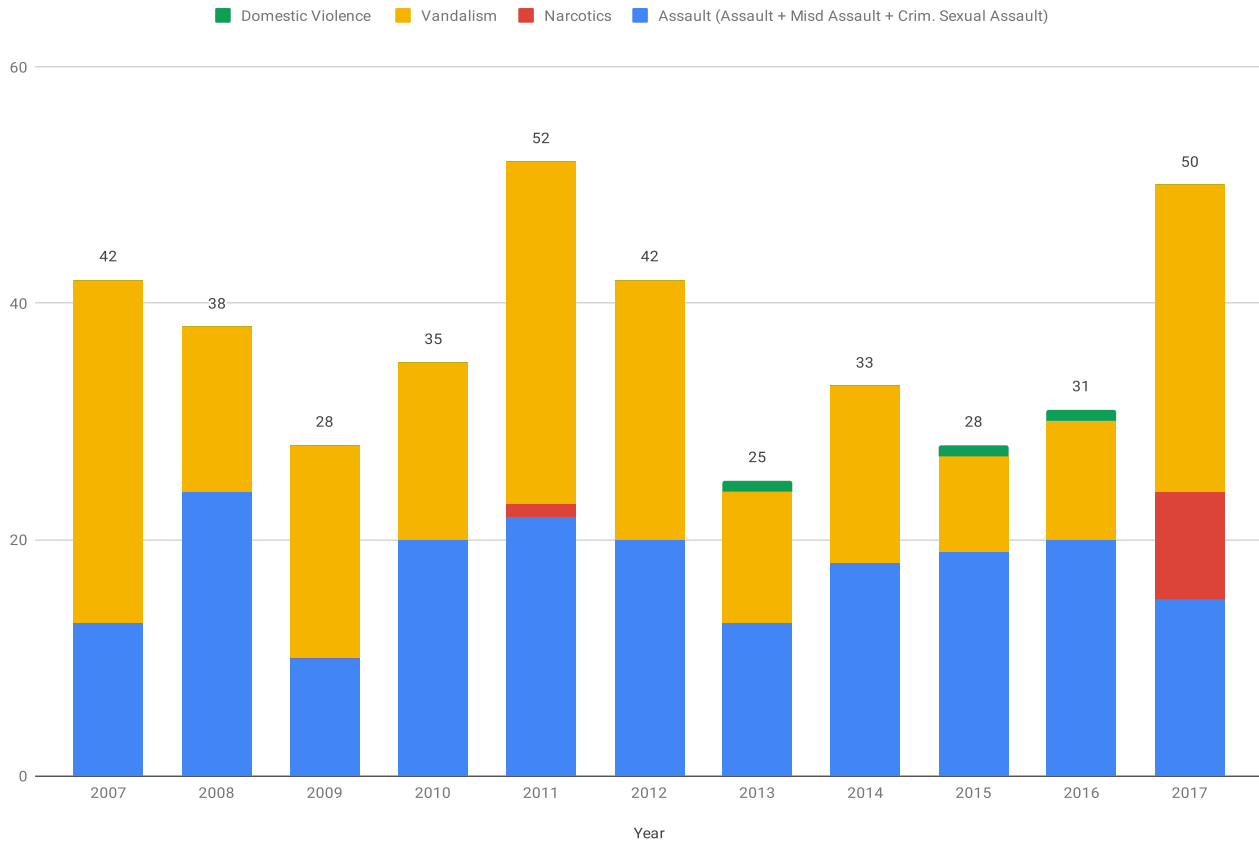
Analysis of Crime Data

The Ventura County Sheriff's Office Crime Analysis Unit shared with us existing (and redacted) crime data from Pacific Heights and the Village, as well as Uniform Crime Reporting data collected for Thousand Oaks. The four most common types of crimes across these specific communities were assault, domestic violence, narcotics and vandalism. We analyzed the total amount crimes officially recorded in these settings as well as the rate of calls for service over time. Crime and calls for service data are complex, and there is no single interpretation for the data presented below. Nor can we dispense with our doubts about the reliability of the metrics. The coding of calls for service by type, for example, is highly variable over time and dependent upon such factors as the consistency and quality of staff training and staff turnover.

Pacific Heights Crimes During 2007-2017



The Village Crimes During 2007-2017

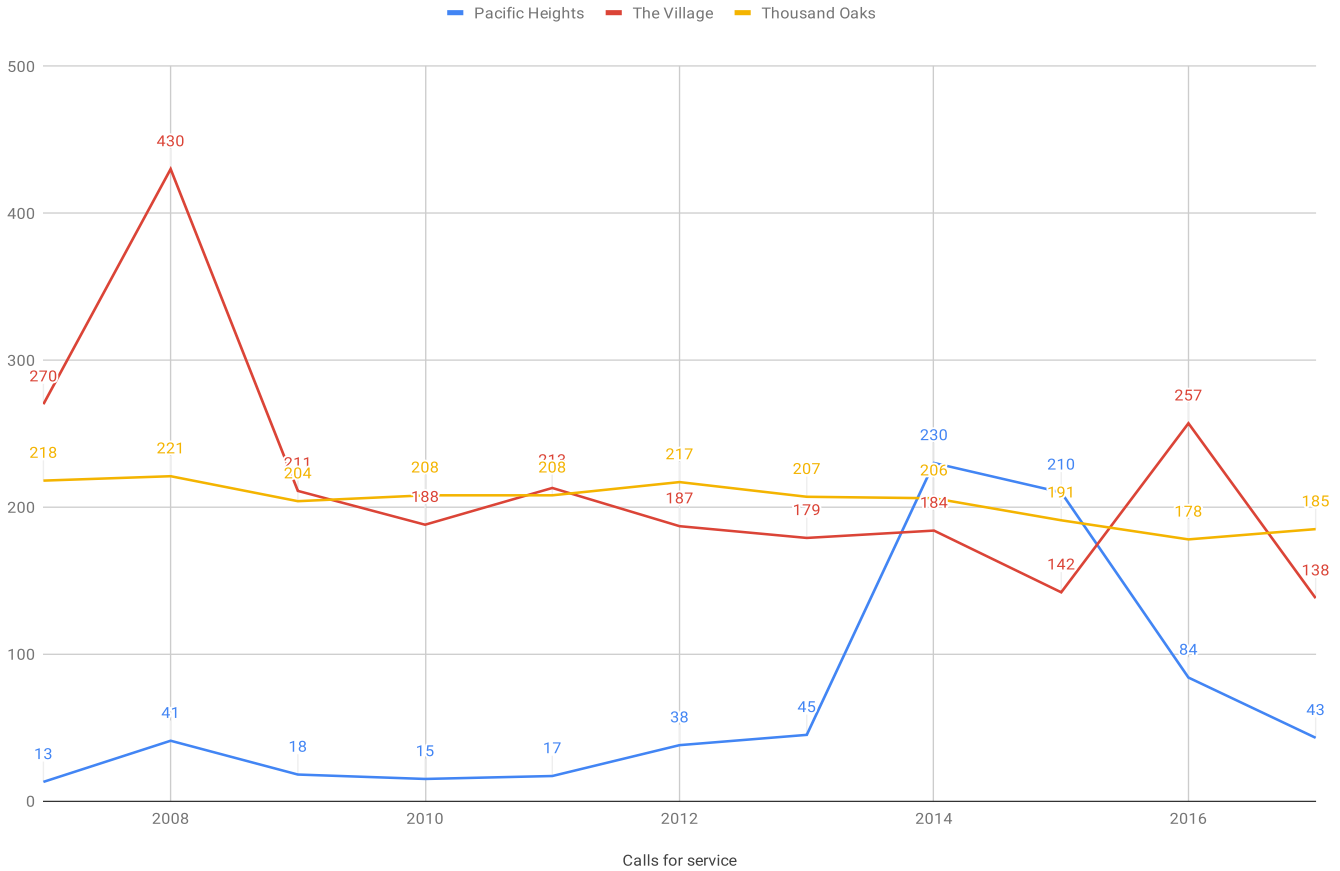


The overall number of crimes at the two locations is variable but relatively flat. We notice that increased policing at Pacific Heights and The Village seem to have targeted narcotics activity in 2017.

We find the data on crime to be suggestive in various ways but not conclusive on the key questions of our study. Our interest, again, is in the correlation between these metrics and the Safe Passage educational and community policing interventions that begin in 2012. Although even short-term increases in crime at Pacific Heights or The Village may sound alarming, that finding can also be an indicator of more effective and successful policing. Similarly, calls for service are often seen by criminologists as not necessarily a direct measure of crime, but instead gauge residents' trust in law enforcement.

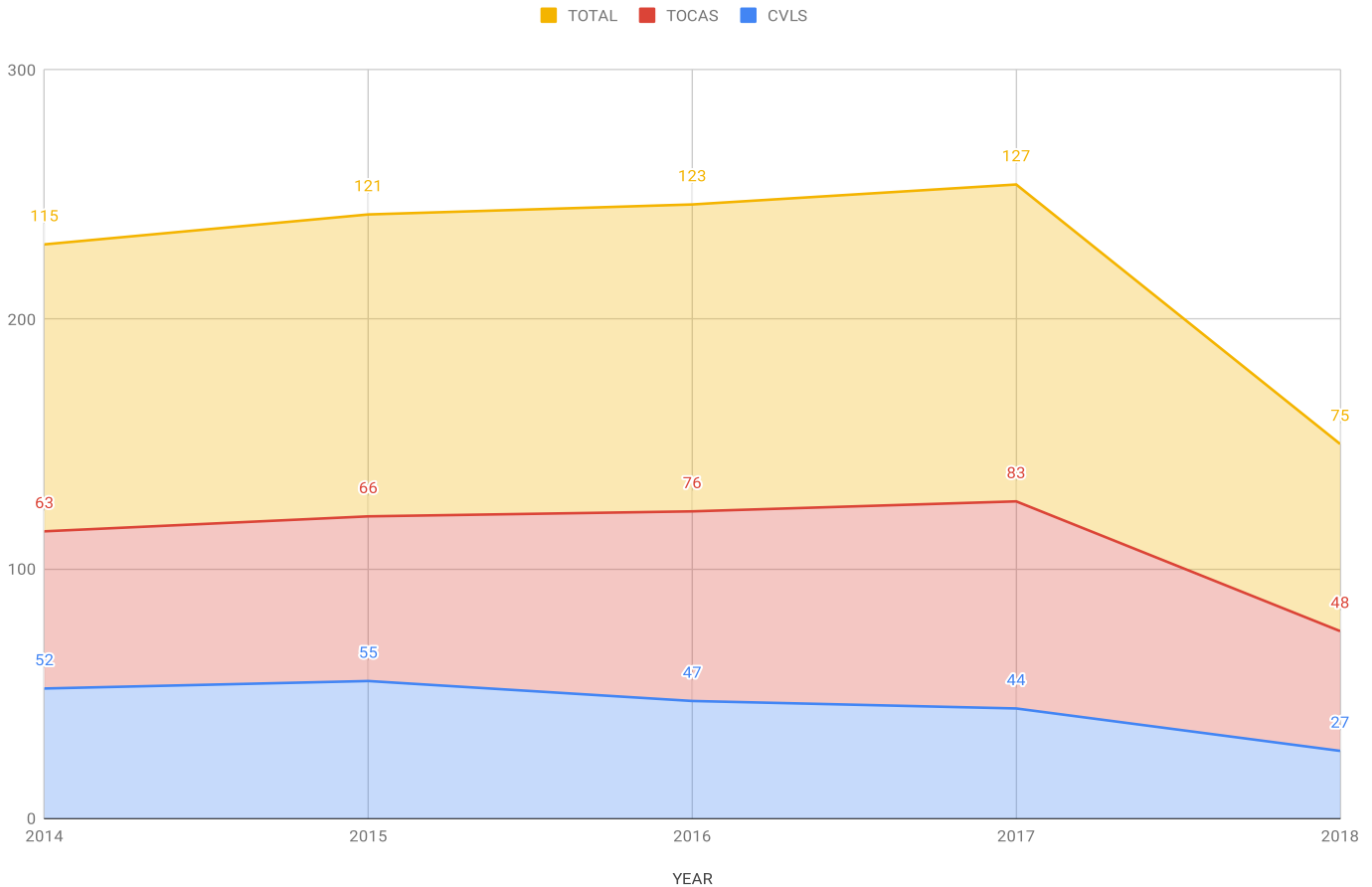


Calls for Service: Pacific Heights, The Village and Thousand Oaks



Like the crime numbers, the data on calls for service (CFS) are thought-provoking and possibly illuminating. Calls for police services are important to examine, as they can often indicate the level of trust a community may have in law enforcement. For example, many calls for police service are not necessarily related to crime, but rather involve civil disputes or requests for public service assistance. We have seen a significant change in the number of calls for police service in the two micro-communities where Safe Passage has been implemented. As demonstrated in the graph, Pacific Heights, the smaller of the two communities, had extremely low CFS from 2007 to 2013, which was troubling considering the high number of crimes counted in this setting previously. CFS surged in 2013-2015. This sudden increase, which was followed by a tapering in the number of calls, may reflect the increased cooperation among police, management, and residents to remove the people (many gang-affiliated) causing problems in the setting. In 2016, we begin to see a decline in the CFS at Pacific Heights. At The Village, a much larger and more diffuse community, we see a large spike in CFS in 2008, followed by a gradual downward trend in CFS occurred concurrent to the Safe Passage interventions in the community. An uptick in calls was observed in 2016 at The Village, which is in line with the increase in crimes officially recorded during this year. Most notably, the CFS in the two micro-communities have aligned to match the overall CFS trend in the broader community of Thousand Oaks over time. This pattern is encouraging and suggests that it may be influenced by the positive influence of homework clubs and of effective community policing.

Gang Membership Total & Specific for Thousand Oaks, 2014-2018



Recent gang statistics for Thousand Oaks stand in stark contrast to the rise of gang violence and the increasing involvement of youth in gangs nationwide as reported by the Department of Justice. This trend has been halted locally due to concerted gang prevention, intervention and suppression strategies by the Ventura County Sheriff's Office across the county in general, and the trend corresponds with the implementation of Project Safe Passage in Thousand Oaks more specifically. For example, gang recruitment has been thwarted because the supply chain for new, younger members has largely been cut off in the two micro-communities (Pacific Heights and The Village) that have served as the epicenters for two main gangs, Tocas and CVLS respectively.

TOPD has provided evidence for this effect by tracking gang members in the city. As indicated in the graph, the number of individuals identified as gang members in Thousand Oaks has remained relatively stable since 2014-2017. In 2017, we see a dramatic decline of 34.8% in the total number of gang members counted in Thousand Oaks. This includes a significant drop in the members of both rival gangs: a 23.8% decrease in Tocas gang members and a 48% decrease in CVLS gang members. This downward trend parallels crime statistics; in 2017, there was a simultaneous and substantial crack down on vandalism and narcotics, which are two core gang-related activities that threaten public safety and quality of life in neighborhoods. Special enforcement units, along with a highly visible police presence in the home territories of gangs in Thousand Oaks appears to have been effective in reducing gang activity and in preventing new gang membership. These are all key predictors of the success of Safe Passage. Further, by enhancing protective factors such as tutoring, mentoring, and trust in law enforcement within at-risk communities, gang members have been steadily replaced by teachers, college students and police as high-status role models to emulate. Investing in gang prevention is the most cost-effective and sustainable approach to maintaining this remarkable downward trend in the number of gang members, and to weaken the influence that gangs can have in communities over time.

Participants' experiences and perceptions

Multiple subsets of participants involved in Safe Passage were surveyed and key findings are summarized below.

SEGMENT	SAMPLE	FINDINGS
TOPD	<ul style="list-style-type: none"> • n=69 • 91% men, 9% women • 74% white, 5% Hispanic • 50% had over 15 years of experience • 32% 4-year college degree; 16% grad degree • 60% officers, 40% sergeant or higher rank • 85% had some proficiency in understanding and speaking Spanish. 	<ul style="list-style-type: none"> • Relationship with Pacific Heights: "positive" 48%, "neutral" 38%, "negative" 14% • Relationship with The Village: "positive" 44%, "neutral" 41%, "negative" 15% • Top crimes considered "very serious" in settings: narcotics 21%, vandalism 19%, warrants 17%, minors under 18 crimes 15% • Top factors that have a "large influence" on crime: drug/alcohol 59%, gangs 54%, low parental education 36%. • Top challenges that affect youth a "great deal": lack of positive role models 31%, exposure to gangs 31%, exposure to criminal activity 29%
CRPD	<ul style="list-style-type: none"> • n=12 • 55% male, 45% women • 73% white, 18% Hispanic • 67% had 4-year college degree • 87% had some proficiency in understanding and speaking Spanish. 	<ul style="list-style-type: none"> • Top challenges that affect youth a "great deal": lack of motivation 23%, low parental education 15%, low parental involvement 15%. • Belief that regular attendance at homework club will help kids: do better in school 29%, stay out of trouble 20%, and experience new things 20% • Respondents believed Safe Passage could be improved with more participation by community, more involvement/support by schools, more resources/staff, and with a more regular police presence at homework club.
Parents	<ul style="list-style-type: none"> • n=34 • 15% men, 85% women • 97% Hispanic/Latino, 3% biracial • 30% had some college or above, 32% high school graduates, 29% less than high school, 9% no formal education • 50% had lived in location more than 6 years. 	<ul style="list-style-type: none"> • 77% felt safe living at their residence; 42% believed crime decreased at residence • 15% trusted police; 94% believed that their children trusted police • Top challenges that affect youth a "great deal": low parental education 12%, behavioral problems 11%, gangs 8% • Belief that regular attendance at homework club will help kids: do better in school 19%, stay out of trouble 10%, and experience new things 18% • <i>"Más seguridad de comunidad. Gracias por estas actividades y ayudar a mi hijo"</i>/"The community is safer. Thank you for these activities and for helping my son." • <i>"Más actividades para los jóvenes y para los papas"</i>/"More activities for young people and for the parents."
Children	<ul style="list-style-type: none"> • n=(-100) 	<ul style="list-style-type: none"> • Data will be collected after parental consent is obtained.

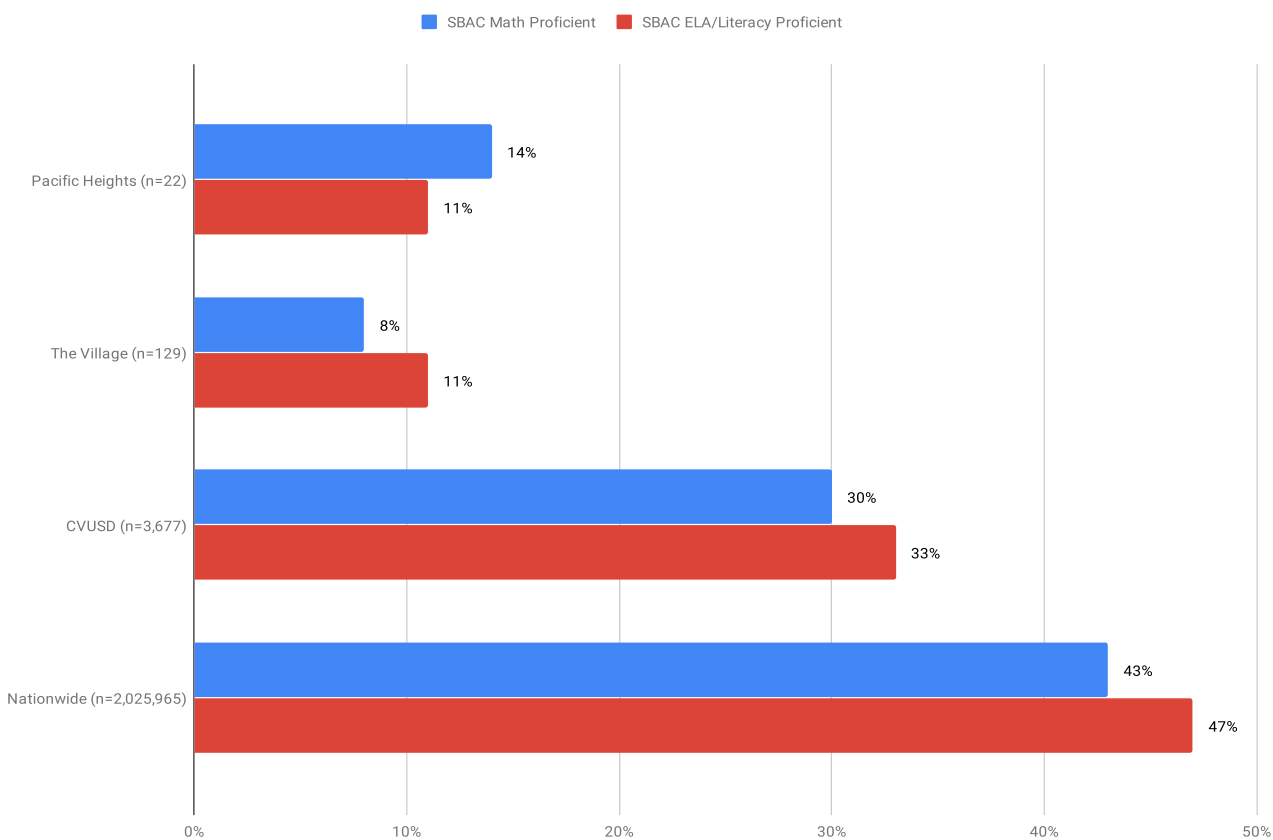
Educational Assessment Data

For our analysis, the Conejo Valley Unified School District provided redacted, aggregate-level data by grade for the 2017-2018 academic year. These data are based on Smarter Balanced Assessment Consortium (SBAC), including comprehensive end-of-the-year summative assessments used to measure student progress and performance in grades three through eight. This system is based on the Common Core State Standards (CCSS) for Mathematics and English language arts/literacy (ELA). The term "proficient" is applied to students who scored at achievement levels of 3 or 4 on a 4-point scale.

We compared the percentage of students deemed "proficient" at The Village and at Pacific Heights with their local peers across the school district and compared to a national sample.¹³ We are in the process of obtaining parental consent to track the specific educational assessment data of the individual children who participate in Safe Passage from both of these settings to assess their academic performance, and progress over time, compared to their peers who do not participate in the program.

Nearly all of the K-5 students at Pacific Heights and The Village qualify for free or reduced lunches. At Pacific Heights, 100 percent of 39 children in grades K-5 who attend one of three local elementary schools qualify for one of the programs. At The Village, 98 percent of the 246 children in these grades who attend one of nine local elementary schools meet the qualifications.¹⁴ By comparison, the same figure for all K-5 students in CVUSD is 21 percent.

Comparison of Proficiency for Grades 3-5



As demonstrated by the data, children living in our two target communities lag well behind their peers in educational proficiency. In standard educational assessments, children in grades three through five living at Pacific Heights and The Village scored 16% lower and 22% lower respectively on average in math compared to their peers across the district and 29% and 35% lower in math compared with their national peers. Likewise, in English language arts/literacy, on average, children scored 22% (at both Pacific Heights and the Village) lower compared to local children in their same grades, and 36% lower on average in contrast to a national sample of their peers. We will continue to track the individual children who participate in Safe Passage in order to see if there is a correlation in academic improvement and engagement over time.

In-depth interviews with four CVUSD lead administrators

KEY THEMES	QUOTES	IMPLICATIONS/ OPPORTUNITIES
Challenges	<p>"The big challenges for these kids are poverty and the lack of quality food. Also, a lot of them are living, like, multiple families in one apartment, and oftentimes, one family use the living room. And so, in terms of sleep and quiet, the things that we take for granted, they don't have those pieces."</p>	<ul style="list-style-type: none"> • Safe Passage provides crucial resources such as the use of computers, a healthy snack and a quiet place to study.
Need for Refuge	<p>"Because their apartments are so crowded...and this is where the Safe Passages has been really powerful, it's giving the kids a place to go because a lot of times, the kids just run on the halls in there and they end up doing the wrong things with God knows who...so that this program can capture them in such a positive and productive way, both academically and then socially and making them have connections in the community."</p>	<ul style="list-style-type: none"> • Safe Passage offers the children respite from sometimes chaotic, disruptive home environments and channels their time and energy in productive and positive ways.
Gap in Parental Involvement	<p>"I think there is a lack of parent engagement and involvement... Language barriers & fear keep a lot of parents away. They're not comfortable in a school environment. Also they're working more than one job, don't have transportation and don't want to walk, if it's raining on a back-to-school night or open house... The [parents] who are connected to school I think the kids fare far better."</p>	<ul style="list-style-type: none"> • Safe Passage can be a bridge between the school and home, improving the chances for student success.
Need for Coordination & Measurement	<p>"One of my recommendations is to try to align with what we're doing in school. A homework program doesn't ever work if it's isolated and if it's not working on the skills where they need to be. While they're working on stuff...make it measurable. So, help the kids keep a log, or track maybe the improvement on a math test...just helping the kids document...it's hard for them because their parents are at work. So, promoting that sense of like self-efficacy...also building their self-esteem, I think it's more meaningful to them."</p>	<ul style="list-style-type: none"> • More thorough alignment between Safe Passage educational activities and school curriculum is needed. • Assessment of student progress during Safe Passage would be useful.
Public Fear of Gangs & Crime	<p>"Gangs have never been a big factor but I think after – like especially after that murder [referring to a gang-related homicide of a 19-year-old at The Village in 2017] happened, I think there was a lot of talk at the schools that lived there about gangs and how unsafe people felt. And even people...like our outreach people that go there for parents, and they didn't feel safe after that."</p>	<ul style="list-style-type: none"> • Fear of gangs and crime by outsiders may be isolating the children in these micro-communities. Improved safety will encourage more community interaction.
Broadening Horizons	<p>"We love the experiences that [Safe Passage is] giving them, like going to college, the hospital, a library... It is really making them aware of things...they don't have the life experiences. They stay in their apartment complexes & don't know what the park looks even though there's one in their backyard. These things that we take for granted, Safe Passage is providing those experiences."</p>	<ul style="list-style-type: none"> • The field study experiences are exposing Safe Passage kids to new environments and helping them to dream big.

WHAT'S NEXT FOR SAFE PASSAGE?

Through our program evaluation, we have identified some core challenges, as well as opportunities, for the children and families living at Pacific Heights and The Village. Overlapping findings from crime and gang data, surveys with TOPD, CRPD, Parents, as well as educational data and key interviews with school district administrators indicate that drugs/alcohol, overcrowding, parents' low level of formal education, and gangs, pose risks to children in these settings. Inequality is also evident when looking at the relatively higher crime rates in these settings and lower levels of educational proficiency among the children. We conclude with the following primary takeaways and next steps:

- 1) **Strengthening the existing collaborations and program assessment:** Surveys with TOPD and CRPD, as well as interviews with school administrators, indicate that communication and coordination between all Safe Passage partners could be improved. Further, syncing homework activities with the school curriculum, integrating assessments into the homework clubs, and conducting surveys before and after field studies surveys would allow for more effective measurement of the academic efficacy and social benefits of Safe Passage.
- 2) **Promoting community education and engagement:** Our findings also suggest the need to integrate these micro-communities more fully into the local community by expanding the network of local groups and organizations invested in these youth as well as building a deeper and more diverse cadre of mentors. We need to leverage the financial and social capital of our community to support these children and their parents in practical ways, such as literacy training and help with navigating the school system. Further, enhancing the public reputation of these communities will help to reduce fear, misunderstanding and marginalization of the residents.
- 3) **Influencing policy and legislation:** Finally, our report suggests that changes are necessary on the structural level. Community meetings can be organized to identify concrete policy and legislative initiatives that can be implemented to improve the quality of life and safety for the children and families living in the shadow of affluence. Investing in disadvantaged youth, particularly in early childhood, is the most effective and economical way to lower crime rates and reduce inequality.

We will continue to measure the impact of Safe Passage to provide evidence-based recommendations in order to improve this program, with the ultimate goal of replicating it in similar locations in Ventura County and beyond. We offer some suggestions on how to do precisely that below.



REPLICATING SAFE PASSAGE ACROSS VENTURA COUNTY:

Keys to building a successful prevention and intervention program



Identify a micro-community in need

Stakeholders (including local council members, law enforcement, teachers, and parents) collaborate to pinpoint a specific apartment complex or neighborhood that is most in need of support based on risk factors and lack of support for young residents in the city. Work to ensure that the proposed interventions are community-based and culturally sensitive, reflecting the needs and values of the families being served.



Build the Infrastructure

Instead of starting from scratch, tap into existing community resources or organizations (e.g., afterschool programs, school-based programs, parent training programs, or non-profits) that have the capacity to be adapted or expanded to serve the micro-community. Successful implementation requires strong leadership and key personnel to champion, coordinate and conduct the program.



Procure Funding

Initial funding may be obtained through a local, state, or federal grant and then sustained by routine funding sources within the local community, such as through foundations, local businesses, and civic groups. Establish long-term relationships with supporters, donors and allies to sustain and grow the program.



Implementation

Start with manageable goals and steadily build the program. Social change can occur by positively influencing one child at a time. Collaboration and trust with the residents of the micro-community are the most essential elements for effective intervention. Program leaders must be mindful of navigating cultural and structural challenges.



Monitor Program Success

Partner with a local college, university, researcher, or youth-serving professional to design measurement strategies for program evaluation, as well as participants' experiences, academic and behavioral effects. Long-term success and program effectiveness depend on regular assessment.



Target/Goal

Youth-focused deterrence programs help to facilitate young people's successful transition into positive adolescence and productive early adulthood.

"All children deserve a safe, healthy, and hopeful life"

ACKNOWLEDGEMENTS

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The university is also particularly indebted to those responding to surveys and interviews, including the dedicated administrators at CVUSD and the parents of children who are the focus of Safe Passage.

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ENDNOTES

¹ <https://safepassageyouth.org/>

² "2019 Best Places to Live in Ventura County" Niche, drawn from public data from the Department of Education, U.S. Census, FBI, and other sources June 10, 2019, <https://www.niche.com/places-to-live/thousand-oaks-ventura-ca/#report-card>

³ "California's Housing Future: Challenges and Opportunities. Final Statewide Housing Assessment 2025," California Department of Housing and Community Development, February 2018, https://www.eenews.net/assets/2018/03/09/document_cw_01.pdf

⁴ "QuickFacts, Thousand Oaks city, California," United States Census Bureau, July 1, 2018, <https://www.census.gov/quickfacts/fact/table/thousandoakscitycalifornia/RHI325216#viewtop>

⁵ Elizabeth Kneebone and Alan Berube, *Confronting Suburban Poverty in America* (Washington, DC: The Brookings Institute, 2013), 1-3.

⁶ QuickFacts, Thousand Oaks city, California," United States Census Bureau, July 1, 2018, <https://www.census.gov/quickfacts/fact/table/thousandoakscitycalifornia/RHI325216#viewtop>

⁷ Matthew Desmond and Carl Gershenson, "Housing and Employment Insecurity among the Working Poor," *Social Problems* 63,1 (2016): 46-67.

⁸ Michael Shader, "Risk Factors for Delinquency: An Overview," U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, n.d., <https://www.ncjrs.gov/pdffiles1/ojjdp/frd030127.pdf?q=risk-and-protective-factors-of-child-delinquency>

⁹ Development Services Group, Inc. "Risk Factors for Delinquency: Literature review." Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, 2015, <https://www.ojjdp.gov/mpg/litreviews/Risk%20Factors.pdf>

¹⁰ Development Services Group, Inc. "Protective Factors for Delinquency: Literature review." Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, 2015, <https://www.ojjdp.gov/mpg/litreviews/Protective%20Factors.pdf>

¹¹ Bruce, Mary and Bridgeland, John. "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring." (2014). https://www.mentoring.org/images/uploads/Report_TheMentoringEffect.pdf

¹² "Reduce Youth Involvement with Guns, Drugs, and Gangs," from the "Combating Violence and Delinquency: The National Juvenile Justice Action Plan," U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, n.d., <https://www.ojjdp.gov/action/sec3.htm>

¹³ Based on data from a sample of 10 States that participate in the Smarter Balanced Assessment Consortium (California, Delaware, Hawaii, Idaho, Montana, North Dakota, South Dakota, Oregon, Washington, and Vermont. <http://portal.smarterbalanced.org/library/en/answers-to-questions-about-2017-test-results.pdf>

¹⁴ To qualify for free or reduced price meals, a child's family income must fall at or below 130% or 185% of the federal poverty guidelines, respectively. <https://www.fns.usda.gov/school-meals/income-eligibility-guidelines>



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