

# EXECUTIVE SUMMARY

## A. INTRODUCTION

**T**he Pomona Youth and Family Master Plan (YFMP) is a blueprint for change that points the way to a brighter future for our community's youth and families. Born out of many years of frustration with lingering problems such as gang violence, poor academic achievement and high rates of teen pregnancy, the formal Youth and Family Master Plan planning process was initiated on February 28, 2005 through the adoption of City Council Resolution No. 2005-13.

The resolution conveyed a commitment to foster a community that cares and to promote positive youth development through collaboration. Rather than just another consultant's study that can be set aside on a shelf, the YFMP is a community-authored document that is focused on specific action steps, accountability and successful outcomes.

The YFMP is the result of over twelve months of work by residents, youth, community leaders and those who provide prevention and youth development services to Pomona's youth and families. A series of community forums were held to solicit community input on the biggest challenges and obstacles to Pomona's young people and families. Over 300 community residents, including youth, attended the forums and provided input.

## B. PRIORITY RISK FACTORS

In order to gain a better understanding of how to tackle the problems, the community forums focused on identifying "priority risk factors," or conditions, that are associated with the kinds of destructive behavior patterns and barriers to access that keep some of Pomona's youth and families from achieving their full potential. The three priority risk factors that were identified are as follows:

### **Risk Factor 1: Community Disorganization**

This risk factor means that young people don't feel as though the adults in their community are working effectively together to solve the problems impacting their lives. Research shows that young people growing up in disorganized communities are at higher risk for substance abuse, delinquency and violence. Young people growing up in disorganized communities can feel powerless and hopeless.

### **Risk Factor 2: Academic Failure**

Young people who perceive themselves as failing academically are at risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence. Regardless of the cause of academic failure, students who don't view themselves as successful students are at risk.

### **Risk Factor 3: Favorable Youth Attitudes Toward Antisocial Behavior**

Young people who accept and condone antisocial behavior are at risk. Antisocial behavior refers to actions that deviate significantly from established

social norms, including skipping school, getting into fights, running away from home, persistently lying, using illegal drugs or alcohol, stealing, vandalizing property, engaging in aggressive or violent behavior toward other individuals, and violating school rules, home rules or local criminal laws.

### C. COMMUNITY RESOURCE ASSESSMENT

Once the three priority risk factors were identified, the next step was to identify which programs and services currently operate in Pomona that address these priority risk factors, and to identify “gaps” or weaknesses in the current response. In other words, what is the community currently doing to try to address these risk factors, and who is doing it? A Youth and Family Master Plan Resource Assessment Survey was completed by 82 program providers and the results were compiled into a resource database. One of the major weaknesses identified in Pomona’s current efforts is the lack of testing for program effectiveness and accountability, especially over the long term. While many individuals and organizations are active in serving youth and families in Pomona, there are not many well-established processes for measuring how effective their efforts are in creating lasting change.

### D. MEASURABLE DESIRED OUTCOMES

Clear, measurable desired outcomes are the foundation for an effective Youth and Family Master Plan. They help to form the vision that will drive the strategies developed by the Plan. They bring discipline and structure to our generalized goals by giving us benchmarks with which to measure our progress. The Pomona YFMP includes a host of desired outcomes for each of the priority risk factors and for factors such as youth substance abuse, delinquency and violence.

### E. ACTION PLAN

The Pomona Youth and Family Master Plan is an

action-oriented document that includes specific short- and long-term strategies for addressing each of the priority risk factors. It recognizes that even the best available analysis of the problems is of little value if that analysis doesn’t lead to specific goals and action steps. The YFMP provides multiple strategies for addressing the following key goals:

**Goal 1:** Reduce Community Disorganization

**Goal 2:** Reduce Academic Failure

**Goal 3:** Reduce Favorable Youth Attitudes  
Toward Antisocial Behavior

**Goal 4:** Create an effective, efficient  
collaborative system to support  
implementation, evaluation and  
sustainability of the YFMP

The YFMP also introduces and discusses the merits of a number of “tested and effective” programs for various age levels that have been implemented in communities across the nation. These programs may be appropriate and feasible for Pomona, but the Plan recommends that they be studied by a local task force before being implemented locally.

### Some of the specific recommended strategies to ensure the ongoing success of the Plan

- Maintain and strengthen the communication, cooperation, collaboration and leadership generated through the Communities That Care process in developing the Youth and Family Master Plan.
- Develop a task force to address the issue of access barriers to youth and family programs, including neighborhood-based services and/or adequate transportation to help youth and families access services.
- Work with local universities to provide training and technical assistance to program providers needing assistance with program evaluation.

- Review City, PUSD, and community-based fiscal and human resource allocations in light of the Youth and Family Master Plan.  
Coordinate, creatively use, and leverage community resources to support the effective implementation of the Youth and Family Master Plan.
- Convene quarterly meetings of key stakeholders to review new funding opportunities that support the Youth and Family Master Plan.
- Communicate regularly with key stakeholders about progress toward achieving the goals of the plan.
- Publish an annual report describing status of key indicators of progress.

represents a great deal of commitment by all of the community's stakeholders to make a lasting impact in the lives of Pomona's youth and families.

#### **F. EVALUATION STRATEGY**

The Pomona Youth and Family Master Plan is focused on results and accountability. A key component of the Plan's implementation will be ongoing evaluation to measure the effectiveness of the various programs and services. Progress toward the goals of the Pomona YFMP will be monitored and reported semi-annually to the community through community-level evaluation. Other indicators of progress will be tracked and reported annually. An Evaluation Subcommittee of the Community Board will be responsible for facilitating and reporting on the evaluation process, with support from local evaluation experts.

#### **G. CONCLUSION**

The YFMP lays out an ambitious strategy for a community that clearly wants to provide the best for its youth and families. It offers a process through which the needs of its youth can be better understood and through which those needs can be met by innovative and effective programs that are designed to be tested, evaluated, and modified to meet changing demands. Its development



# THE YOUTH AND FAMILY

## A. Background

In April of 2004, Pomona was shocked by the shooting death of California Highway Patrol Officer Thomas Steiner outside the Pomona Superior Court by a 16-year-old suspected gang member. This tragic incident galvanized the community to address the long-standing gang violence problem that had plagued the city for generations. As a result of the shooting, the Mayor's Youth and Family Task Force was formed, consisting of a group of volunteers organized into committees to develop solutions to gang violence and its causes. The Youth and Family Master Planning process grew out of recommendations from the Mayor's Task Force and the Pomona Youth Commission.

Pomona's Youth and Family Master Plan is a shared vision of the City Council and the community to promote the positive development of our community's children and youth. The adoption of City Council Resolution No. 2005-13 initiated the planning process. The resolution communicated the Council's commitment to addressing positive youth development. It will be done through a planning process that is inclusive and based on collaboration, focuses on preventive measures instead of entrenched negative social behaviors, is supported by proven research, is specific to our community needs, and is sustainable.

After researching a variety of planning models, the

Council selected the *Communities That Care* (CTC) process, a research-based, outcome-focused, data-driven system that has been used in over 500 communities across the U.S., United Kingdom, the Netherlands, Australia, and Bermuda. CTC is designated as a best practice by the Office of Juvenile Justice and Delinquency Prevention and the Center for Substance Abuse Prevention. In June of 2005, the consulting firm of Wong and Associates, Prevention Science Consulting, was engaged to facilitate the planning process in Pomona.

CTC uses a five-phase planning model engaging key community leaders, a diverse Community Board, and the broader community, including youth, in a strategic prevention planning process. The consultant team provided training and technical assistance from August of 2005 to September of 2006 to key leaders and the Community Board during the five phases of the CTC process

The CTC process uses community-specific data on levels of risk and protective factors that are early warning signs for adolescent problem behaviors. Risk factors are conditions in the community, the family, the school, and/or the individual and peer group that increase the risk of young people becoming involved in substance abuse, delinquency, teen pregnancy, school dropout, or violence. Each risk factor used in the CTC model has been validated by over thirty years of research (Hawkins, Catalano and Miller, 1992). Protective factors are conditions in

communities, families, schools, and individuals/peer groups that buffer young people from exposure to risk.

The public health approach used by the CTC model focuses on *preventing* youth problem behavior, such as substance abuse, delinquency, teen pregnancy, school dropout and violence, by identifying the most significant risk factors contributing to adolescent problem behaviors in a given community, then focusing prevention efforts on reducing those priority risk factors, rather than waiting until young people have become involved in drug use or crime.

**Social Development Strategy.** The Social Development Strategy is a research-based strategy that organizes the protective factors into a pathway for nurturing healthy behaviors for children and youth. This strategy can serve as a framework for Pomona's Youth and Family Master Plan, infusing protection into all areas of young people's lives.

With the goal of healthy behaviors, the Social Development Strategy starts with **healthy beliefs and clear standards**. This means that young people know what behavior is okay and not okay in their families, schools, communities and peer groups. Expectations are clear and consistent and adults model the behavior they expect from young people. Young people are motivated to follow healthy beliefs and clear standards when they are bonded to the adults who hold those beliefs and standards.

**Bonding** is an attached, committed relationship between a young person and an adult where the young person has an investment in the relationship. That investment means that the young person will think twice before violating the expectations or standards because he or she doesn't want to risk damaging the relationship. Young people can form attached, committed relationships with all kinds of

adults, including their families, extended families, schools, faith-based community, clubs or recreation centers, neighbors, formal mentors, in the workplace, etc. In order to nurture healthy behaviors, it is critical that every young person is bonded to at least one adult who holds healthy beliefs and clear standards. Bonding is developed through **opportunities** for young people to be involved in their community, family, school, and peer groups in meaningful ways.

When young people are given opportunities, it is important that they have the **skills** to be successful at those opportunities. Lastly, young people need recognition for their involvement. The final protective factor in the Social Development Strategy is individual characteristics.

Some children are born with characteristics that buffer them from risk and help them develop positive bonds with healthy adults. Two such individual characteristics are resiliency and a prosocial orientation. Children who are resilient bounce back easily from disappointment, failure or difficulties. Children who are prosocial have an outgoing, people-oriented temperament and are more likely to engage easily with adults and with other children. To reach the goal of healthy behaviors for all of Pomona's children and youth, the Social Development Strategy should be infused into all areas of young people's lives.

See Appendix C for a diagram of the Social Development Strategy.

The Youth and Family Master Plan compiles the collaborative work of Board members, key leaders, residents, and youth to: 1) collect and analyze relevant data about the strengths and challenges affecting Pomona youth in their community, schools, families, and peer groups; 2) use these data to identify the highest priority risk and protective

factors on which to focus the plan’s strategies; 3) inventory current programs, policies and practices addressing the priority risk and protective factors and identify gaps in the current response; 4) develop measurable desired outcomes to guide selection of strategies to include in the plan; 5) review tested, effective programs that have been shown to be effective in addressing the priorities and identify both new and/or existing programs to fill gaps.

### **B. Community Demographics**

Incorporated in 1888, the City of Pomona is located at the eastern edge of Los Angeles County and at the western edge of the Inland Empire in San Bernardino County. Pomona is well-located at the western entrance to the Inland Empire, which has both strong job and housing growth trends. The City’s position relative to the highly developed freeway and highway system, as well as its location on the edge of two counties, are important attributes for the City of Pomona. The City also has relatively easy access to employment centers in Ontario, Rancho Cucamonga, and other communities in both the Inland Empire and the coastal counties. The older age of the City’s housing stock keeps it among the most affordable in the region.

According to the 2000 US Census, Pomona’s population is 144,432, a 12.6% increase since 1990. Approximately 34.5% of the population is children under the age of 18. About 69% of Pomona residents are Latino/Hispanic, 11% White, 10% Asian, 9% African American, , and 1% are from other ethnic groups. Sixty-two percent of Pomona residents over the age of 5 speak a language other than English at home, which is double the state average. In 2000, about 45.1% of the population in Pomona age 25 and older had not achieved a high school diploma, compared to 30.1% for LA County. Only 12.8% of

adults had received a Bachelor’s degree or higher, compared to a County average of 24.9%. About 20.8% of the population in Pomona was determined to be of poverty status in 2000, compared to the County rate of 17.5%. The average annual household income in Pomona is 18.7% less than the County average. Pomona has a larger household size and a larger percentage of overcrowded housing units than nearby cities.

### **C. Pomona’s Children and Youth**

There are approximately 51,000 children and youth under age 18 living in the City of Pomona. The Pomona Unified School District serves Pomona students, enrolling approximately 34,000 students in 27 elementary schools, 7 middle schools, 5 high schools and 3 alternative schools. In addition, the district’s Child Development programs serve children from birth to age five. Other students are served through charter schools, and private schools.

Forty-five percent of PUSD students are English Language Learners and 51.7% qualify for free or reduced lunch. Additional data about the conditions impacting children and youth in Pomona is contained in Section III of this report.

### **D. Community Involvement**

Pomona’s Community Board is comprised of community members from public and private institutions including local government, education, health, law enforcement, local business, private social services, faith-based community, youth, and citizens from Pomona neighborhoods. See Appendix A for a list of Community Board members. The Community Outreach and Public Relations subcommittee of the Board engaged community residents through a series of six public forums held



# COMMUNITY ASSESSMENT

The CTC assessment process includes the collection and analysis of data about community-specific levels of risk and protective factors. The purpose of the community assessment is to identify those risk factors that are the greatest contributors to adolescent substance abuse, delinquency, teen pregnancy, school dropout and violence. Its purpose is also to facilitate community consensus on a targeted number of priority risk factors that can become the focus of the action plan.

Information on risk and protective factors was collected through the Pride Surveys Risk and Protective Factor Questionnaire. In November of 2005, the Pride survey was administered to 3967 PUSD students in grades eight, ten and twelve. The Pride Survey measures levels of fourteen risk factors and five protective factors. In addition, the survey measures 30-day and annual use of 14 drugs, including alcohol and tobacco, and prevalence of eight other antisocial behaviors, such as carrying a handgun or attacking someone with intent to harm. Student surveys have been shown to be the most accurate method for measuring and tracking levels of risk and protective factors, as well as drug use and other problem behaviors. Student surveys with national normative databases also allow communities to compare their students' data against the national norm.

## A. Strengths for Pomona Youth

**High levels of protective factors.** The Pride Survey data indicates several areas of strength for Pomona students. The Pride survey compares Pomona against the national norm by using a **scale score**. The national norm is indicated by a scale score of 50. In the case of protective factors, which are positive, a scale score above 56 indicates that Pomona is 6 points above the national norm for the protective factor *school opportunities for prosocial involvement*. Because protective factors serve as buffers against risk for young people, it is desirable to have a score *above* the national norm for protective factors.

Protective Factor	Scale Score*	Example Question
School opportunities for pro-social involvement	56	In my school, students have lots of chances to help decide things like the class activities and rules.
Peer rewards for pro-social involvement	53	What are the chances you would be seen as cool if you worked hard at school?

\*The national norm is 50. For **protective** factors, a score *above* 50 is desirable.

**Low levels of risk factors.** Because risk factors increase the likelihood that young people will become involved in problem behaviors, it is desirable to have a score *below* the national norm for risk factors. So, a scale score of 27 means Pomona is 23 points below the national norm for the risk factor *parental attitudes favorable toward drug use*. Pomona students scored *below* the national norm for all but four of the risk factors, which indicates areas of strength for Pomona students. The lowest scores

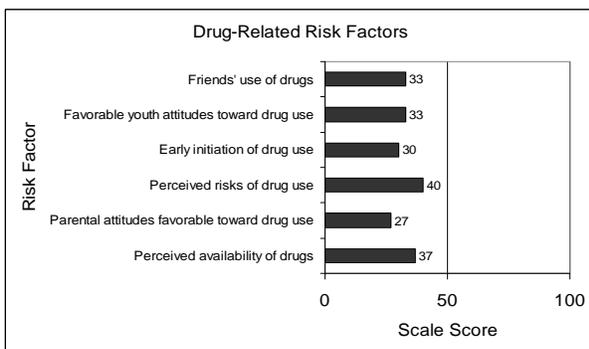
reported were for the risk factors *perceived availability of handguns, parental attitudes favorable toward drug use, gang involvement, and early*

Risk Factor	Scale Score*	Example Question
Perceived availability of handguns	28	If you wanted to get a handgun, how easy would it be for you to get one?
Parental attitudes favorable toward drug use	27	How wrong do your parents feel it would be for you to smoke cigarettes?
Gang involvement	30	Have you ever belonged to a gang?
Early initiation of drug use		How old were you when you first smoked a cigarette, even just a puff?

*initiation of drug use.*

\*The national norm is 50. For **risk** factors, a score *below* 50 is desirable.

Pomona students were below the national norm in six important drug-related risk factors: 1) *perceived availability of drugs*, 2) *parental attitudes favorable toward drug use (parents condoning or accepting alcohol, tobacco or other drug use)*; 3) *perceived risks of drug use*, 4) *early initiation of drug use*, 5) *favorable youth attitudes toward drug use*; 6) *friends' use of*



*drugs.* These are important areas of strength to recognize and build on.

## B. Challenges for Pomona Youth

Protective Factor	Scale Score*	Example Question
School rewards for pro-social involvement	46	My teachers praise me when I work hard at school.
Interaction with prosocial peers	45	In the past year (12 months), how many of your best friends have: participated in clubs, organizations or activities at school?
Pro-social Involvement	31	How many times in the past year have you participated in clubs, organizations, or activities at school?

**Protective Factor Challenges.** Pomona students scored slightly below the national norm (scale score 50) for two protective factors and significantly below the national norm for one protective factor.

\* The national norm is 50. For **protective** factors, a score *above* 50 is desirable.

**Risk Factor Challenges.** The CTC model encourages communities to use their assessment data to select 2-5 priority risk factors as the basis of the Youth and Family Master Plan. This allows communities to focus on a limited set of issues, rather than trying to address too many issues at the same time with limited resources. Once the priorities have been successfully addressed through implementation of the Youth and Family Master Plan additional issues can be tackled.

Although the selection of priority risk factors is *informed* by the assessment data, it is important that the priorities are consistent with the experience and perceptions of community residents. In other words, selecting priority risk factors is not simply a matter of looking at the data and selecting those risk factors with the highest scores. Rather, the community is encouraged to prioritize risk factors that have high

scores *and* resonate with the needs and concerns of community members. Therefore, broad community input is recommended.

The Risk and Protective Factor Assessment Subcommittee facilitated the prioritization of risk factors for Pomona, with support from members of the Youth Involvement Subcommittee. A series of six community forums were held in February of 2006 to solicit community input on the top three priority risk factors. Forums were held at Westmont Community Center, Mendoza Elementary School, Willie White Community Center, Philadelphia Elementary School, Kennedy Park Teen Center, and Jaycee Community Center. Over 300 community residents, including youth, attended the forums and provided input on the top three risk factors. The Risk and Protective Factor Assessment Subcommittee also facilitated a meeting of the Community Board to solicit Board input on the top three priority risk factors. Both the community forums and the Community Board selected the same three priorities. The three priorities were adopted by the Pomona City Council.

**Pomona’s Priority Risk Factors**

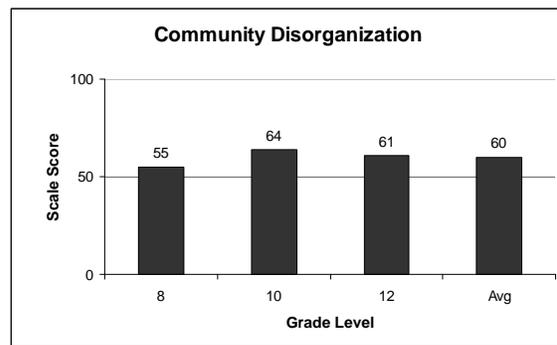
The three risk factors selected for prioritization were:

**1. Community Disorganization**

This risk factor means that young people don’t feel as though the adults in their community are working effectively together to solve the problems impacting their lives. Research shows that young people growing up in disorganized communities are at higher risk for substance abuse, delinquency, and violence. Community disorganization is measured by asking students questions such as, “How much do each of the following statements describe your

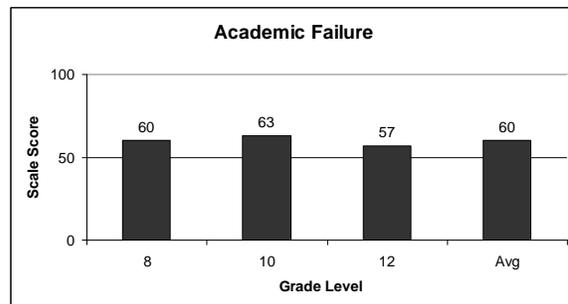
neighborhood? a) crime and/or drug selling; b) fights; c) lots of abandoned buildings; d) lots of graffiti,” and, e) “I feel safe in my neighborhood.” Young people growing up in disorganized communities can feel powerless and hopeless.

As shown in the following graph, levels of *community disorganization* vary by grade level, with the lowest levels for 8<sup>th</sup> graders and the highest levels for 10<sup>th</sup> graders, with an average across all grades of 60, which is 10 points above the national norm.



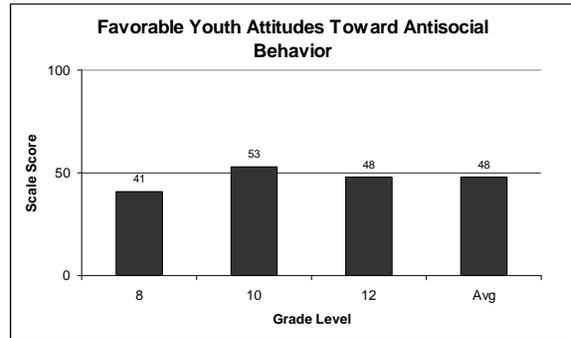
**2. Academic Failure**

As shown in the graph below, levels of *academic failure* are lowest for 12<sup>th</sup> graders and highest for 10<sup>th</sup> graders, with an average across all grades of 60, which is 10 points above the national norm.



**3. Favorable Youth Attitudes Toward Antisocial Behavior**

Young people who accept and condone antisocial behavior are at greater risk for substance abuse, delinquency, teen pregnancy, school dropout and violence. Antisocial behavior refers to actions that deviate significantly from established social norms, including skipping school, getting into fights, running away from home, persistently lying, using illegal drugs or alcohol, stealing, vandalizing property, engaging in aggressive or violent behavior towards other individuals, and violating school rules, home rules or local criminal laws. This risk factor is measured by questions such as, “How wrong do you think it is for someone your age to: a) pick a fight with someone? b) attack someone with the idea of seriously hurting them? c) stay away from school all day when their parents think they are at school? d) steal something worth more than \$5? e) take a gun to school?”



As shown in the graph below, levels of favorable youth attitudes toward antisocial behavior are lowest for 8th graders and highest for 10th graders, with an average across all grade levels of 48, which is 2 points below the national norm.

Although favorable youth attitudes toward antisocial behavior was selected by both the Community Board and community forum participants as a priority risk factor, two other risk factors measured in the CTC process are closely linked to this risk factor: 1) community laws and norms favorable toward drug use and crime; and 2) favorable parental attitudes toward drug use and antisocial behavior. Although not addressed directly as priorities in this Plan, these two risk factors have been shown to be effectively addressed by three of the tested, effective programs included in the Plan: 1) Communities That Care; 2) Nurse Family Partnership; and 3) Positive Action.



# COMMUNITY RESOURCE ASSESSMENT

**B**ased on the identification of priority risk factors, the Resource Assessment Subcommittee inventoried current programs and resources addressing one or more of the priorities. The goal of the resource inventory is to identify what programs are currently operating in the community that address each of the priority risk factors and to identify gaps in the current response. The resource assessment helps identify programs that could be enhanced or expanded to fill gaps, allowing the community to build on the strengths of programs that have been shown to work effectively with Pomona’s youth and families. Within the timeframe allowed by the Youth and Family Master Plan planning process, the Resource Assessment Subcommittee identified and contacted as many programs as could be identified that addressed the three priorities. A Youth and Family Master Plan Resource Assessment Survey was completed by 82 program providers and the results were compiled into a resource database. Resource inventorying and assessment should be an ongoing process, as program information changes often. Based on the resource inventory, the Community Board identified gaps in the current response to each priority, as well as system-wide gaps.

## **A. Priority Risk Factor #1: Community Disorganization**

Tested, effective programs (programs that have been subjected to rigorous evaluation and found to produce significant effects on risk and protective factors and/or substance abuse, delinquency, teen pregnancy, school dropout, or violence) currently in place to address this risk factor:

- Communities That Care
- Community policing
- GREAT (Gang Resistance Education and Training) program
- Pomona Unified School District’s Safe Schools/ Healthy Families Grant

Other programs currently in place to address this risk factor:

- Adult and Career Education
- Boys and Girls Club of Pomona Valley After School Programs
- Cal Poly Pomona Cal Poly Pomona Downtown Center
- Casa Colina Children’s Services
- City of Pomona
- Youth Sports Council
- Teen Programs
- Youth Sports Programs
- Youth Activity Council
- Senior Meals Program
- VALUE Program

- Summer Youth Employment
- Community Centers
- After School Recreation Programs
- Graffiti Abatement Program
- Community Wellness Partnership
- East Valley Community Health Center Teen City and Kids to Teens
- Fist of Gold Youth Amateur Boxing
- Gangs to Grace
- Goodwill Southern CA Youth Opportunity Program
- Inland Valley Justice Center Community Mediation Program
- KIP (Knowledge is Power)
- Latino Roundtable Cesar Chavez Day
- LA Urban Business and Career Work Source Center-Adult and Dislocated Worker Programs
- Lincoln Avenue Church Karesh/Abbey Lane Community Outreach
- Martin Luther King Jr. Committee Youth Social Justice Awards
- PACT Human Relations
- Parents Anonymous
- PUSD Peer Resources
- Pomona First Baptist Church Children and Teen Ministries; Summer Youth Programs
- Pomona Moose Youth Awareness Youth Substance Abuse and Prevention Program
- Pomona New Community
- Pomona Youth Club
- Pomona Youth Commission
- Project Leads
- Project Sister Sexual Assault Crisis and Prevention Services
- Prototypes

- Pomona Police Department (Code Enforcement, Graffiti Abatement, cultural and community gatherings)
- San Gabriel Valley Conservation Corps
- School of Arts and Enterprise
- SPA Youth Action Network
- South Pomona Weed and Seed
- The CAUSE Alcohol-Drug-Free Cinco De Mayo Celebration
- The David & Margaret Home Residentially Based Services
- Trust for Public Land Center for Parks and People
- Vineyard Community Church-Mentoring through the ARTS
- YMCA Pomona Valley After School Programs

**Gaps for Community Disorganization:**

- Not enough programs are in South Pomona
- Lack of culturally appropriate programs for Asian-Americans and African-Americans
- Insufficient neighborhood leadership development
- Not enough stable funding
- Too few neighborhood-based programs (transportation is a barrier for many programs)
- Lack of youth-driven programs
- Youth awareness of what’s being done to address this risk factor
- Community awareness of what’s being done to address this risk factor
- Affordable housing
- Need for facilities to be available to attract youth

**B. Priority Risk Factor #2: Academic Failure**

Tested, effective programs currently in place to address this risk factor:

- PUSD’s Head Start/Early Head Start/State preschool
- LA County Nurse Family Partnership Program
- PUSD Safe Schools/Healthy Families Grant (Leadership and Resiliency Program)
- PUSD School Readiness Initiative Tutoring

Other programs currently in place to address this risk factor:

- Adult and Career Education
- Boys and Girls Club After School Programs
- Boy Scouts Youth Character Development
- Cal Poly Pomona Academy for Literacy Through the Arts
- Cal Poly Pomona Upward Bound Math/Science Science Scholars Program
- Cal Poly Pomona Downtown Center
- Casa Colina Children’s Services
- City of Pomona
- Teen programs
- After school recreation programs
- Youth activity council
- VALUE program
- Summer Youth Employment
- Literacy and Children’s Programs
- Central Baptist Church academic enrichment
- Community Wellness Partnership
- Enrichment Consortium Crossroads
- Enrichment Consortium Young Ladies and Gentleman of Tomorrow program
- East Valley Community Health Center Teen City and Kids to Teens
- Gangs to Grace

- Gorman Learning Center Charter School
- Goodwill Southern California Youth Opportunity Program
- Joan Macy School
- KIP (Knowledge is Power)
- Latino Roundtable Cesar Chavez Day
- Lincoln Avenue Church academic enrichment and tutoring
- Martin Luther King Jr. Youth Social Justice Awards
- PUSD Peer Resources
- Pomona First Baptist Church academic enrichment, computer programs, literacy services
- Pomona Moose Youth Awareness
- Pomona New Community
- Pomona Youth Club
- Pomona Youth Commission
- Project LEADS
- Prototypes
- PUSD Academic Enrichment programs-Diamond Ranch, Barfield, Diamond Point, Ganesha, Garey, Gold Springs, Lexington, Marshall, Pomona, Village Academy, Washington, Westmont
- PUSD Los Angeles Universal Preschool Enhancement
- PUSD Children’s Center Full-Day Full Year
- PUSD Mentoring-Diamond Ranch, Barfield, City of Knowledge, Garey, Lexington, Pomona, Village Academy
- PUSD Guidance and Career Counseling-Diamond Ranch, Barfield, Ganesha, Garey, Marshall, City of Knowledge, Palomares, Pomona, Village Academy
- PUSD Literacy Programs-Diamond Ranch, Ganesha, Lexington, Mendoza, Pomona,

Washington

- PUSD Cal Safe Pregnant Minor Program
- San Gabriel Valley Conservation Corps
- The CAUSE mentoring program
- Trinity United Methodist Church Tele-pal PAL Center enrichment, tutoring, mentoring
- The David and Margaret Home
- Vineyard Community Church Mentoring Through the ARTS
- YMCA Pomona Valley After School Programs

**Gaps for Academic Failure**

- Not enough available spots for PUSD’s Early Head Start, Head Start and other high-quality preschool programs
- Too few programs for parents to help promote their child’s academic success
- Welcoming environment for all parents in schools
- Lack of access to technology
- Not enough parent support groups
- Not enough training for intervention staff on Safe Schools/Healthy Families grant
- Inadequate counseling help/pupil support
- Only one public library
- Differential access to secondary electives for different schools
- Not enough neighborhood-based programs--transportation is a barrier
- Programs for ELL, African-American students, disenfranchised students
- Cultural disconnect-lack of understanding by school staff of the culture of poverty
- Lack of coordination/collaboration among existing resources and providers

- Programs not always implemented with fidelity
- Need for career ladder programs
- No Child Left Behind-Is this a gap or an issue?

**C. Priority Risk Factor #3: Favorable Attitudes Toward Antisocial Behavior**

Tested, effective programs currently in place to address this risk factor:

Boys and Girls Club Smart Moves

Other programs currently in place to address this risk factor:

- Boys and Girls Club of Pomona Valley afterschool programs
- Boy Scouts, youth character development program
- Cal Poly Pomona Academy for Literacy through the Arts
- City of Pomona
- Youth Sports Council
- Teen programs
- Aquatics Program
- Youth Sports Program
- Youth Activity Council
- VALUE Program
- Summer Youth employment
- Literacy and children’s programs
- Afterschool recreation programs
- Community Wellness Partnership
- East Valley Community Health Center Teen City and Kids to Teens
- Enrichment Consortium Crossroads
- Enrichment Consortium Young Ladies and

- Young Gentlemen of Tomorrow
- Fist of Gold Youth Amateur Boxing
- Gangs to Grace
- Goodwill Southern California Youth Opportunity Program
- Joan Macy School
- KIP (Knowledge is Power)
- Latino Roundtable Cesar Chavez Day
- LA Urban Business and Career Work Source Center
- Lincoln Ave Church Karesh/Abbey Lane Community Outreach
- Martin Luther King Jr. Committee Youth Social Justice Awards
- PACT Human Relations Zero Hour
- Parents Anonymous Pomona Parents in Action
- PUSD Peer Resources
- Pomona Moose Youth Awareness
- Pomona New Community
- Pomona First Baptist Church Children and Teen Ministries
- Pomona Valley Hospital life skills training
- Pomona Youth Club
- Pomona Youth Commission
- Project LEADS
- Prototypes
- San Gabriel Valley Conservation Corps
- School of Art and Enterprise
- SPA 3 Youth Action Network
- The CAUSE Alcohol-Drug-Free Cinco de Mayo celebration
- The David and Margaret Home School-based counseling
- The David and Margaret Home Family preservation

- The David and Margaret Home Alcohol/Drug and Anger Management Program
- The David and Margaret Home Residentially-based services
- Trinity United Methodist Church Tele-pal PAL Center
- YMCA of Pomona Valley after-school programs

**Gaps for Favorable Attitudes Toward the Problem Behavior**

- No tested, effective programs in schools or for families for this risk factor
- Gang prevention programs needed everywhere but are mostly located on South side
- Highest risk kids get labeled
- Not enough early prevention/intervention
- Not enough family and community programs
- Not enough programs for girls, specifically girls at risk for gang involvement
- Not enough support for families

An identified gap across all three priorities was the lack of tested, effective programs. Because they have demonstrated effectiveness at addressing risk and protective factors and reducing youth substance abuse, delinquency, teen pregnancy, school dropout, and violence, tested, effective programs are favored by most funding entities, including federal and state funders as well as many private foundations. Therefore, expanding existing tested, effective programs and/or adding new programs to fill gaps can be an important way to acquire new resources to fund the Youth and Family Master Plan.

**D. Ongoing Resource Inventorying and Assessment**

Developing and maintaining an inventory of existing programs and strategies addressing the priorities is an important component of an efficient and effective plan. Accurate, complete information about existing resources serves several important purposes: 1) if shared with the community, it helps inform families about available resources; 2) where effective programs are currently in place but are not reaching all of the children or families who could benefit from those programs, additional resources can be focused on expanding programs that work; 3) a complete inventory can highlight areas of duplication or overlap; 4) using an up-to-date resource inventory can help inform decisions about funding priorities; 5) an accurate resource inventory can help those who work with youth and families find appropriate referrals.

Due to the time constraints of the Youth and Family Master Planning Process, the Resource Assessment Subcommittee's database should be considered a work in progress. Because the survey relied on program providers' self-reports about their programs, additional efforts should be made to verify the accuracy of the information, particularly with respect to: 1) how the program addresses a given priority risk factor; 2) the extent to which a program has evidence it is effective in reducing priority risk factors, enhancing protective factors, and/or reducing substance abuse, delinquency, teen pregnancy, school dropout and violence; 3) the extent to which the program reaches those youth and families at greatest risk; 4) stability of funding for programs that are effectively addressing one or more of the priorities.

One critical component of an effective Youth and Family Master Plan is the extent to which the community addresses the issue of program effectiveness. As in most communities, Pomona has

programs that fall along the spectrum of evidence in effectiveness. These range from nationally-recognized evidence-based programs, to programs that have not been formally evaluated but have collected data to demonstrate the program's impact on program participants, to programs that providers and participants believe are effective, but for which no impact data is available. The goal of an outcome-focused Youth and Family Master Plan should be to build the capacity of all program providers to continuously monitor the effectiveness of their programs. This should be done both for internal quality improvement purposes as well as to demonstrate to key stakeholders, including funders, that their programs are producing desired results.

### **System-Level Gaps**

In addition to gaps identified for each priority risk factor, the Community Board identified the following gaps across the youth development/prevention system that should be addressed through the Youth and Family Master Plan:

- Unity/common vision
- Leadership across youth development/prevention systems
- Institutionalized and sustained communication, cooperation, coordination, and collaboration between schools, the City of Pomona, and community-based organizations serving youth and families
- Stable funding
- Empowerment of youth and families
- Neighborhood-based services and/or adequate transportation to help youth and families access services
- Culturally appropriate programs/resources for African-American and Asian youth and families
- Adult modeling of prosocial behavior, including



# MEASURABLE DESIRED OUTCOMES

**C**lear, measurable desired outcomes are the foundation for an effective Youth and Family Master Plan. Measurable desired outcomes set clear targets that help inform the selection of strategies to achieve those outcomes. No single program or strategy is sufficient to achieve the desired outcomes outlined in this Plan. Progress toward desired outcomes requires multiple strategies, in families, schools, and the broader community, targeting children from before birth through adolescence.

Measurable desired outcomes also serve as a benchmark against which progress can be regularly measured and reported to community stakeholders.

In June of 2006, the Community Board met to analyze the relevant Pride Risk and Protective Factor Questionnaire data and define measurable desired outcomes. The desired outcomes reflected in this Plan are bold, aggressive targets. Achieving these targets will require a coordinated, collaborative, and sustained effort from community leaders, residents, youth, service providers, and other stakeholders.

## A. Outcomes for Priority Risk Factors and Protective Factors

Using the data collected through the community assessment process, the Community Board identified measurable desired outcomes for the three priority risk factors and for four protective factors. Risk and

protective factor outcomes are shorter-term outcomes that can be achieved within one to four years, given sufficient resources and careful implementation.

### Priority Risk Factor Outcomes

**NOTE:** Risk and protective factors are reported as scale scores, NOT percentages. Scale scores use a normative average of 50. For risk factors, scale scores *above* 50 are considered problematic. For protective factors, scale scores *below* 50 are considered problematic.

#### Priority Risk Factor #1: Community Disorganization

To reduce **community disorganization**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *community disorganization* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
55 ss*	<b>40 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
64 ss	<b>50 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
61 ss	<b>45 ss</b>

\*ss=scale score

#### Priority Risk Factor #2: Academic Failure

To reduce **academic failure**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *academic failure* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
60 ss*	<b>45 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
63 ss	<b>40 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
57 ss	<b>35 ss</b>

\*ss=scale scores

**Priority Risk Factor #3: Favorable Youth Attitudes Toward Antisocial Behavior**

To reduce **favorable youth attitudes toward antisocial behavior**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *favorable attitudes toward antisocial behavior* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
41 ss	<b>30 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
53 ss	<b>40 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
48 ss	<b>35 ss</b>

\*ss=scale scores

**Protective Factors Outcomes**

**Protective Factor #1: Opportunities for Prosocial Involvement**

a. To increase **opportunities for prosocial involvement**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *prosocial involvement* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
27 ss	<b>75 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
33 ss	<b>75 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
34 ss	<b>75 ss</b>

\*ss=scale scores

b. To increase **opportunities for prosocial involvement**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *interaction with prosocial peers* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
41 ss	<b>75 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
47 ss	<b>75 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
45 ss	<b>75 ss</b>

\*ss=scale scores

**Protective Factor #2: Rewards for Prosocial Involvement**

a. To increase **rewards for prosocial involvement**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *school rewards for prosocial involvement* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
53 ss	<b>72.5 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
49 ss	<b>65 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
33 ss	<b>60 ss</b>

\*ss=scale scores

b. To increase **rewards for prosocial involvement**, as measured by 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students reporting *peer rewards for prosocial involvement* on the 2005 Pride Risk and Protective Factor Questionnaire.

<b>2005 8<sup>th</sup> Pomona</b>	Target 2009
53 ss	<b>70 ss</b>
<b>2005 10<sup>th</sup> Pomona</b>	Target 2009
57 ss	<b>75 ss</b>
<b>2005 12<sup>th</sup> Pomona</b>	Target 2009
48 ss	<b>70 ss</b>

\*ss=scale scores

**B. Long-Term Desired Outcomes for Youth Substance Abuse, Delinquency, and Violence**

Changes in youth substance abuse, delinquency, and violence are longer-term outcomes because they are a

To reduce <b>substance abuse</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting 30-day <i>alcohol use</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
23.1%	17%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
41.6%	30%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
46.4%	35%
To reduce <b>substance abuse</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting 30-day <i>cigarette use</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
8.5%	5%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
13.4%	10%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
17.7%	14%
To reduce <b>substance abuse</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting 30-day <i>marijuana use</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
8.1%	5%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
14.6%	10%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
18.8%	14%
To reduce <b>substance abuse</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting 30-day <i>cocaine use</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
1.8%	0.9%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
3.0%	1.5%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
3.6%	1.5%

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To reduce <b>substance abuse</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting 30-day <i>crystal methamphetamine use</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
3.3%	2%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
4.9%	2.5%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
3.6%	2.0%
To reduce <b>substance abuse</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students <i>being drunk or high at school</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
9.5%	5%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
18.6%	10%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
22%	10%
To reduce <b>violence</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>attacked someone with intent to harm</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
14.3%	9%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
16.7%	11%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
13.6%	7%
To reduce <b>delinquency</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>attempted to steal a vehicle</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
2.5%	1.5%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
4.5%	2.5%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
3.8%	1.8%
To reduce <b>delinquency</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>been arrested</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
5.6%	4.6%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
9.2%	7.2%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
8.0%	5.0%

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To reduce <b>delinquency</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>carried a handgun</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
4.4%	0%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
7.1%	0%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
7.4%	0%
To reduce <b>delinquency</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>been suspended on</i> the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
19.1%	5%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
17.6%	4%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
12.9%	3%
To reduce <b>delinquency</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>sold drugs</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
3.0%	0%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
7.9%	2%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
9%	2%
To reduce <b>delinquency</b> , as measured by 8 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grade students reporting having <i>taken a handgun to school</i> on the 2005 Pride Risk and Protective Factor Questionnaire.	
<b>2005 8<sup>th</sup> Pomona</b>	Target 2011
1.6%	0%
<b>2005 10<sup>th</sup> Pomona</b>	Target 2011
3.3%	0%
<b>2005 12<sup>th</sup> Pomona</b>	Target 2011
2.8%	0%



## ACTION PLAN

The Pomona Youth and Family Master Plan is a dynamic document with recommendations to be implemented by the Pomona community. The Community Board has completed a substantial body of work over the last twelve months to craft this blueprint for community change to promote the healthy development of Pomona's children and youth. Refinement of the plan, including detailed implementation and funding plans, will require ongoing support from many key community stakeholders. The following action plan outlines short- and long-term strategies for addressing each of the priority risk factors as well as recommendations for system-wide strategies to support effective and efficient implementation of the Youth and Family Master Plan.

In order to achieve desired outcomes, Pomona should:

- Identify existing, effective programs that should be modified, enhanced or expanded to more effectively reduce priority risk factors and increase protective factors. The resource inventory will be the starting point for this process, but, in most cases, additional information will be required. The Community Board should convene a task force for each priority risk factor to gather additional information needed to identify those existing resources that should be modified, enhanced, or expanded.
- Implement new tested, effective programs to fill

gaps in addressing priority risk factors and increasing protective factors. The Community Board reviewed twenty-five tested, effective programs that had been shown to be effective in addressing one or more of the three priority risk factors. In reviewing programs, the Board considered: 1) if the program filled an identified gap; 2) how well the program fit the unique cultural and demographic characteristics of Pomona; 3) feasibility of implementation of the program; 4) resource demands (implementation time, training, cost, etc.); 5) if the program met several of Pomona's priority risk factors and protective factors.

Tested, effective programs have been evaluated, using standard evaluation procedures, to ensure that the demonstrated effects of the program can be attributed to the program, not to some other factors. Tested, effective programs have been shown in rigorous evaluations to affect known risk and protective factors that lead to youth substance abuse, delinquency, school dropout, teen pregnancy and violence. Tested, effective programs have published results that allow other researchers and potential users to examine the quality of the researched. More information about tested, effective programs can be found at:

SAMSHA (Substance Abuse and Mental Health Services Administration):

[http://modelprograms.samhsa.gov/template\\_cf.cfm?page=model\\_list](http://modelprograms.samhsa.gov/template_cf.cfm?page=model_list)

US Department of Education:

<http://www.ed.gov/admins/lead/safety/exemplary01/panel.html>

Office of Juvenile Justice and Delinquency

Prevention:

[http://www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm)

### **A. Goal One: Reduce Community Disorganization**

To address this risk factor, Pomona should build community cohesiveness and efficacy at both the neighborhood level as well as the broader community level.

#### **Modify, expand or enhance existing programs.**

The *Communities That Care (CTC)* model that has been used as the framework for the Pomona Youth and Family Master Planning process is a tested, effective program for addressing the risk factor of **community disorganization**. To date the CTC model has been implemented at the community level. Taking the CTC process to the neighborhood level will empower youth and families to take ownership of the Youth and Family Master Plan, create a culture of hope that problems affecting youth and families can be solved, and develop local neighborhood leaders.

#### **Short-Term Strategies for Modifying, Expanding or Enhancing Existing Programs**

1. Pilot a Communities That Care public education outreach campaign.
  - Select two neighborhoods that already have community organizing structures in place.
  - Organize neighborhood forums in the pilot neighborhoods using established groups to teach residents how they can help reduce the priority risk factors, increase protective factors, and support the Youth and Family

Master Plan.

- Focus on creating and strengthening youth and family ties connecting them to programs and services addressing the other two priority risk factors—*Academic Failure* and *Favorable Youth Attitudes toward Antisocial Behavior*.
  - Train youth and family members as coaches to conduct neighborhood house meetings to educate and engage other community members in the Youth and Family Master Plan.
2. Continue to develop the capacity of the Community Board to lead the CTC process at the community level.
    - Recognize Community Board members for their hard work in leading the development of the Youth and Family Master Plan.
    - The City of Pomona should designate a dedicated staff position to support the Community Board’s work and oversee implementation of the Youth and Family Master Plan.
    - Clarify the role of Community Board members in implementation and evaluation of the Youth and Family Master Plan.
    - Conduct a survey of current Community Board members to ensure that Board members are committed to continuing in their role and that the Board fully represents the Pomona community.
    - Recruit and orient new Board members as needed.
    - Reconstitute Board subcommittees to support the implementation and evaluation phase of the process, including the following subcommittees: 1) Outreach and Public Relations; 2) Youth Involvement; 3) Funding; 4) Evaluation. Establish

implementation task forces to support the four goals in the Youth and Family Master Plan.

### **Long-Term Strategies for Modifying Expanding or Enhancing Existing Programs**

1. Expand pilot public education outreach campaign into remaining neighborhoods.
  - Identify youth and adult leaders from the pilot neighborhoods to serve as mentors for new neighborhoods.
  - Organize neighborhood forums in the new neighborhoods using established groups to teach residents how they can help reduce the priority risk factors, increase protective factors, and support the Youth and Family Master Plan.
  - Focus on creating and strengthening youth and family ties connecting them to programs and services addressing the other two priority risk factors—*Academic Failure and Favorable Youth Attitudes toward Antisocial Behavior*.
  - Mentors train youth and family members as coaches to conduct neighborhood house meetings to educate and engage other community members in the Youth and Family Master Plan.
  - Establish mechanism for neighborhoods to share successes and challenges and learn from each other as they work together to reduce priority risk factors and increase protective factors.
2. Develop a plan for institutionalizing the phases of the CTC process, including a) engaging and educating key stakeholders; b) assessing risk factors, protective factors, and youth problem behaviors; c) assessing existing resources addressing priorities and identifying gaps; d)

creating a focused action plan for addressing priorities with effective programs, policies and practices; e) implementing and evaluating the plan.

### **Implement new, tested, effective programs, policies or practices.**

Two tested, effective programs were identified that address community disorganization and fit the unique needs of Pomona—*Strengthening Multi-Ethnic Families and Communities* and *Across Ages*. Even though both programs are universal programs and should be open to all youth and families, Pomona may want to consider identifying a subset of youth at greatest risk for gang involvement and targeting program recruitment efforts to those youth and families. This targeted recruitment is best done at the neighborhood level through relationships between families and trusted intermediaries. If successful, this subset of families may be recruited for programs addressing the other priority risk factors as appropriate.

- ***Strengthening Multi-Ethnic Families and Communities*** — The Strengthening Multi-Ethnic Families and Communities Program is a parent engagement strategy that helps ethnically and culturally diverse parents of children aged 3-18 years reduce youth violence against self, the family and the community. In evaluations of the program, 67% of program graduates report increased community involvement, and 81% report increased involvement in their children's school activities. Parents also report significant improvements in their children's self-esteem, ethnic identification, and ability to avoid drugs and gangs. More information about Strengthening Multi-Ethnic Families and Communities can be found at: <http://casat.unr.edu/bestpractices/view.php?>

program=119

- **Across Ages-** — Across Ages is a school- and community-based prevention program for youth 9 to 13 years that seeks to strengthen the bonds between adults and youth and provide opportunities for positive community involvement. The unique and highly effective feature of Across Ages is the pairing of older adult mentors (age 55 and above) with young adolescents, specifically youth making the transition to middle school. The program employs mentoring, community service, social competence training, and family activities to build youths' sense of personal responsibility for self and community. Evaluations of Across Ages showed decreased alcohol and tobacco use, increased school attendance, decreased suspensions from school and improved grades, improved attitudes toward school and the future, and improved attitudes toward adults in general and older adults in particular.

More information about Across Ages can be found at:

[http://www.modelprograms.samhsa.gov/template\\_cf.cfm?page=model&pkProgramID=2](http://www.modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=2)

### **Short-Term Strategies for Implementing New Tested, Effective Programs**

1. Implement the *Strengthening Multi-Ethnic Families and Communities Program* in the established neighborhood groups.
  - Determine resource needs for program implementation.
  - Identify program partner(s) to deliver the program.
  - Work with program partner(s) to develop an implementation and evaluation plan for *Strengthening Multi-Ethnic Families and*

*Communities Program.*

- Secure program funding.
  - Implement the program according to the program implementation plan.
2. Implement the *Across Ages* program by creating a five to ten member youth service collaborative to align their programs with this model.
    - Determine resource needs for program implementation.
    - Identify program partner(s) to deliver the program, e.g. Community Wellness Partnership, PUSD Peer Resources, Boys and Girls' Club, etc.
    - Develop an implementation and evaluation plan for *Across Ages*.
    - Secure program funding.
    - Implement the program according to the program implementation plan.

### **Long-Term Strategies for Implementing New Tested, Effective Programs**

1. For each program, evaluate program implementation (the degree to which the program is implemented according to the implementation plan) as well as evaluating participant outcomes (the degree to which the program produces the desired knowledge, attitude, skills or behavioral changes in participants).
2. Refine programs as needed based on evaluation results.
3. Share program results with funders and the community.
4. If program evaluation warrants, secure funding for program expansion.
5. Expand program(s) to additional youth and families.
6. Continue to monitor program implementation and outcomes.

7. Where appropriate, actively recruit families participating in the *Strengthening Families and Communities Program* and *Across Ages* into programs addressing the other two priority risk factors addressed in this plan.

#### **Indicators of Progress:**

- Programs reach at least 25% of youth and families at greatest risk.
- Program evaluations show desired changes in targeted participant outcomes, according to the program evaluation plan.
- Decrease in students reporting the risk factor of *Community Disorganization* when measured in the 2007 and 2009 Pride Risk and Protective Factor Questionnaire.
- Increase in students reporting the protective factor of *Prosocial Involvement* when measured in the 2007 and 2009 Pride Risk and Protective Factor Questionnaire.
- Decrease in students reporting substance abuse, delinquency and violence when measured in the 2009 and 2011 Pride Risk and Protective Factor Questionnaire.

#### **B. Goal Two: Reduce Academic Failure**

Academic success begins before birth and continues throughout a child's school career and beyond. To be successful learners, children need support for their optimal physical, emotional, social, cognitive, and language development. The roots of academic success begin with parents as a child's first and best teacher, nurtured in effective schools, and flourish in communities that value and support learning, along with communicating their confidence that every child can be a successful learner. To address this risk factor, Pomona should build and strengthen

partnerships between the key individuals and systems that impact children's academic development. These should include parents and other primary caregivers; public and private schools; early childcare and preschool providers; out-of-school program providers; health care professionals; and providers of academic support and enrichment programs.

This plan addresses academic failure developmentally, looking first at support for children prenatal through age five, then at programs for elementary age children, middle schoolers, and high school students.

#### **PRENATAL TO FIVE**

An increasing body of research has shown that the first five years, before formal schooling begins for many children, is critical to academic success. Two important determinants of kindergarten readiness—poverty and mother's level of education (Lee & Burkam, 2002)—disproportionately impact Pomona students. Only 12.8% of Pomona adults had received a Bachelor's degree or higher, compared to a national average of 24.9%, 45.1% of Pomona adults do not have a high school diploma. Fifty-one percent of PUSD students qualify for free or reduced lunch. Access to high-quality early learning experiences for all young children who are at risk for kindergarten readiness should be a priority to this risk factor.

#### **Modify, enhance or expand existing programs.**

Pomona has a number of tested, effective programs for children prenatal to five, including Nurse Family Partnership Program, PUSD's Head Start and Early Head Start, but none of these programs are currently able to serve the number of children and families in need.

**Short-Term Strategies for Modifying, Enhancing, or Expanding Existing Programs**

1. The Nurse Family Partnership Program (NFP), provided by Los Angeles County, supports pregnant teens through home visitation from before birth through the first several years of life. NFP has been shown to increase school readiness as well as decreasing later crime and violence in adolescence.
  - Determine if NFP is reaching all eligible Pomona pregnant teens.
  - If not, investigate ways to expand reach.
2. PUSD’s Early Head Start program provides educational and early intervention services to 168 low income children and families from pregnancy to three years of age. Instruction is primarily held in participant’s homes. Early Head Start has shown significant positive effects on school readiness as well as positive impacts on parenting practices.
  - Quantify the gap between families needing early educational and intervention services and those served by the PUSD Early Head Start program.
  - Develop a plan for securing additional resources to fill the gap.
3. Several additional programs are available in the PUSD enrollment area for low income four and five-year-olds, including Head Start, School Readiness Initiative, State Preschool, and Children’s Center Full-Day Full-Year.
  - Quantify the number of low-income families needing high-quality preschool programs for their 3 and 4-year-olds who are not served by existing programs.

- Develop a plan for securing additional resources to fill the gap.

**Long-Term Strategies for Modifying, Enhancing, or Expanding Existing Programs**

1. Work with local Early Learning experts and providers to ensure high-quality early learning experiences for children birth to five, whether in family, friends or neighbors care, center-based childcare, or preschool.
2. Expand PUSD’s Early Head Start programs, or similar tested, effective early education and intervention services, to reach all families in need of services.
3. Expand high quality preschool programs to reach all 4 and 5-year-olds whose families want such services.

**Implement new, tested, effective programs.** The Community Board did not identify any new programs to address Academic Failure in the prenatal to five period. Expansion of existing effective programs to meet need was the recommended strategy.

**ELEMENTARY SCHOOL AGE**

Support for both children and their parents/ caregivers as they navigate the elementary years is critical to children’s academic success.

**Modify, expand, or enhance existing programs.** Tutoring has been found to be a tested, effective program for reducing academic failure, and positive results have been found using a variety of tutors— certified teachers, paraprofessional educators, elder volunteers, adult volunteers from the community, and older students. Because of the importance of the first three years of elementary school in building the foundation for later learning, focusing tutoring

efforts on early elementary students is recommended. The resource assessment identified a number of tutoring programs throughout the community designed to provide academic support for children in this age group. They appear to be uncoordinated, often serving a handful of children, and it is often unclear if they are producing the desired impacts on academic improvement. Many lack formal evaluation mechanisms or only measure implementation, not program impact. It is also unclear whether existing programs are reaching those children at highest risk for academic problems. Access to programs, including transportation, availability of culturally/linguistically appropriate staff, and consistent funding to build successful programs are also concerns.

The resource assessment also identified a lack of programs, policies and practices to help parents promote their child's school success. Parental involvement in their child's schooling is a strong and consistent predictor of academic success. A welcoming, family-friendly, collaborative, culturally/linguistically appropriate atmosphere at school is particularly important for Pomona's diverse and mobile families.

#### **Short-Term Strategies for Modifying, Enhancing, or Expanding Existing Programs**

1. Coordinate, strengthen, and deploy tutoring resources to best match student needs.
  - Building on the resource assessment, complete a more thorough inventory and assessment of existing tutoring programs, including evidence of effectiveness, ages and number of children reached, program capacity, hours of operation, characteristics of tutors, guidelines for tutoring sessions, etc.

- Provide capacity-building support as needed to existing programs that need assistance to more effectively support students in their programs.
  - Work with PUSD elementary schools to identify students in K-3 who could benefit from tutoring support.
  - Identify gaps between existing effective programs and student needs.
  - Develop an action plan for filling gaps.
2. Solicit parent input on how schools can provide a welcoming, family-friendly, collaborative, culturally/linguistically appropriate atmosphere.
    - Consider using the neighborhood-based CTC teams outlined in Goal 1 to engage parents in their neighborhoods to generate ideas for increasing parent involvement.
    - Consider soliciting input from parents involved in the *Strengthening Multi-Ethnic Families and Communities* program outlined in Goal 1 to generate ideas for increasing parent involvement.

#### **Long-Term Strategies for Modifying, Enhancing, or Expanding Existing Programs**

1. Provide ongoing coordination and capacity-building to tutoring programs that are effectively addressing the needs of early elementary age students.
  - Build and maintain tutor pool by outreaching to potential tutors through businesses, faith-based communities, elder programs, and high schools.
  - Consider matching local businesses with an elementary school and encouraging employers to give employees time off to volunteer to tutor.
  - Consider incentivizing high school students

to tutor younger students through community service hours or stipends.

2. Work with PUSD elementary schools to incorporate ideas generated from parent input on increasing parental involvement.

**Implement new tested, effective programs.** The Community Board identified two tested, effective programs for further investigation to address Academic Failure in elementary school—*Early Risers (Skills for Success)* and *SAFE Children*.

- **Early Risers** is a multi-component, high-intensity program for high-risk children ages 6-10 and their families. The program is designed to promote competence in the child via self-regulation, positive peer affiliations, a positive attitude to learning, and promoting competence in parents. It also assists in building their capacity to support and nurture their child's development. Enhanced competence paves the way for the development of positive self-image, independent decision-making, healthy problem solving, assertive communication, and constructive coping. Evaluations of the program showed significant affects on academic achievement, social competence, reduced behavior problems, improved parenting skills. More information about the program can be found at: [http://www.modelprograms.samhsa.gov/textonly\\_cf.cfm?page=model&pkProgramID=36](http://www.modelprograms.samhsa.gov/textonly_cf.cfm?page=model&pkProgramID=36)
- **Schools and Families Educating (SAFE) Children** is a community- and school-based program that helps families manage educational and child development. The program aims to help children 5 to 6 years old make the transition into elementary school, have a successful first year, and set a strong base for the future. This is done by building support networks among parents, and assisting in

developing parenting skills and knowledge of child development. This gives parents a better understanding of schools and how they work, ensuring children have the skills to master basics, such as reading skills. The program includes a 20-week family group curriculum and twice weekly individual tutoring sessions for students. The program has been implemented with African American and Hispanic/Latino families living in high-risk urban communities. Evaluation of the program showed children in the program had steeper growth in academic achievement over a 24-month period than did children in the control group. In follow-up at the beginning of the second grade, the reading scores of children in the intervention group were at a level approximate to the national average and "4 months ahead" of those in the control group. Upon follow-up, parents in the program were still maintaining their involvement in their children's school life, instead of showing the typical pattern of a severe drop-off. Parents used more effective parenting practices and reported greater use of home rules and family organizational strategies. Children's social competence increased as the result of improved family "emotional cohesion." More information about the program can be found at:

[http://www.modelprograms.samhsa.gov/template\\_cf.cfm?page=model&pkProgramID=162](http://www.modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=162)

- **Positive Action** is a tested, effective program that addresses academic failure. *Positive Action* is recommended under Goal 3 of this plan as a newly tested, effective program to address the priority risk factor of favorable youth attitudes toward antisocial behavior.

### **Short-Term Strategies for Implementing New Tested, Effective Programs**

1. Develop a task force to investigate the feasibility

and appropriateness of the *Early Risers Skills for Success* program for Pomona. Task force should include key stakeholders whose support would be necessary for successful implementation. Report findings to Community Board for further action.

2. Develop a task force to investigate the feasibility and appropriateness of the *SAFE Children* program for Pomona. Task force should include key stakeholders whose support would be necessary for successful implementation. Report findings to Community Board for further action.

#### **Long-Term Strategies for Implementing New Tested, Effective Programs**

1. If recommended by the task force, implement the *Early Risers Skills for Success* program.
  - Determine resource needs for program implementation.
    - Identify program partner(s) to deliver the program.
    - Work with program partner(s) to develop an implementation and evaluation plan for *Early Risers Skills for Success*.
    - Secure program funding.
    - Apply the program according to the program implementation plan.
2. If recommended by the task force, implement the *SAFE Children* program.
  - Determine resource needs for program implementation.
  - Identify program partner(s) to deliver the program.
  - Develop an implementation and evaluation plan for *SAFE Children*.

- Secure program funding.

#### **MIDDLE AND HIGH SCHOOL**

School failure for adolescents is often linked with other problems, including social and emotional issues, family problems, substance abuse, truancy, or family or work responsibilities. The transition years from elementary to middle school (6<sup>th</sup> grade) and middle to high school (9<sup>th</sup> grade) are particularly high-risk periods for teens. As in the elementary years, parental involvement is critical to student success, but often falls off dramatically as student enter middle school. By early adolescence, the cumulative effect of academic problems earlier in their school careers can cause students to give up on the possibility of catching up and achieving academic success. Effective support for adolescent students addresses all of these barriers to academic success, in addition to providing required support for academic subject mastery.

#### **Modify, expand or enhance existing resources.**

There appear to be a variety of programs addressing academic failure for students in middle and high school but it is unclear if they are producing the desired impacts on academic improvement, as many lack formal evaluation mechanisms or only measure implementation, not program impact. It is also unclear whether existing programs are reaching those adolescents at highest risk for academic problems. Limited resources and capacity constrain effective programs from reaching all students who need services. Access to programs, including transportation, availability of culturally/linguistically appropriate staff, and consistent funding to build successful programs are also concerns. In addition, the resource assessment identified lack of coordination and collaboration among existing resource providers as a concern.

### **Short-Term Strategies for Modifying, Expanding or Enhancing Existing Resources**

1. Coordinate, strengthen, and deploy student support programs to best match student needs.
  - Building on the resource assessment, complete a more thorough inventory and assessment of existing adolescent student support programs, including evidence of effectiveness, ages and number of students reached, kinds of support provided, program capacity, accessibility of program to target population, etc.
  - Provide capacity-building support as needed to existing programs needing help to more effectively support students in their programs, including assistance in evaluating program impacts.
  - Work with PUSD to identify middle and high school students in need of support services.
  - Identify gaps between existing effective programs and student needs.
  - Develop an action plan for filling gaps.
2. Coordinate with PUSD's Safe Schools/Healthy Families program.
3. Solicit parent input on how schools can provide a welcoming, family-friendly, collaborative, culturally/linguistically appropriate atmosphere.
4. Consider using the neighborhood-based CTC teams outlined in Goal 1 to engage parents in their neighborhoods to generate ideas for increasing parent involvement, particularly during the critical transition years of 6<sup>th</sup> and 9<sup>th</sup> grades.
5. Consider soliciting input from parents involved in the *Strengthening Multi-Ethnic Families and Communities* program outlined in Goal 1 to generate ideas for increasing parent involvement.

6. Engage local CEOs to develop and pilot a career ladder program.

### **Long-Term Strategies Modifying, Expanding or Enhancing Existing Resources**

1. Provide ongoing coordination and capacity-building to student support programs that are effectively addressing the needs of middle and high school students.
2. Identify stable, adequate funding sources for student support programs that are effectively addressing the needs of middle and high school students.
3. Work with local higher education leaders to develop a coordinated plan for post-high school transition.

**Implement new tested, effective programs.** The *Across Ages* program recommended in Goal 1 has also been shown to improve commitment to school and academic achievement so should be considered an effective strategy for this goal area.

#### **Indicators of Progress:**

- All programs are collecting both implementation and participant impact data to evaluate effectiveness.
- Program evaluations show desired changes in targeted participant knowledge, attitudes, skills and/or behavior.
- Effective programs are operating at capacity, reaching the target population, and receiving adequate, stable funding.
- Increased kindergarten readiness.
- Decrease in *academic failure* when measured by the 2007 and 2009 Pride Risk and Protective Factor Questionnaire.
- Decrease in substance abuse, delinquency and violence when measured by the 2009 and 2011

Pride Risk and Protective Factor Questionnaire.

### **C. Goal 3: Reduce Favorable Youth Attitudes Toward Antisocial Behavior**

To reduce this risk factor, Pomona should address antisocial behavior with effective programs for students at all grade levels. Targeting children and youth at risk for gang involvement would increase the prevention effects of programs addressing this risk factor. *Favorable youth attitudes toward antisocial behavior* is closely linked with Pomona's other priority risk factor, *academic failure*, therefore programs that address both risk factors should be closely coordinated.

#### **Modify, expand or enhance existing programs.**

There are a number of programs that appear to address this risk factor in Pomona. It is unclear if they are producing the desired impacts in the area of favorable attitudes toward antisocial behavior, as many lack formal evaluation mechanisms or only measure implementation, not program impact. Only one program, Boys and Girls Clubs' Smart Moves was identified as a tested, effective program. There were no programs in schools or for families that were identified as tested and effective for desirable impact. It is also unclear whether existing programs are reaching those adolescents at highest risk for favorable youth attitudes toward antisocial behavior. Access to programs, including transportation, availability of culturally/linguistically appropriate staff, and consistent funding to build successful programs are also concerns. Additional gaps noted in the resource assessment were in programs for girls, particularly those at risk for gang involvement, and early prevention/intervention programs.

#### **Short-Term Strategies for Modifying, Expanding**

#### **or Enhancing Existing Resources**

1. Determine if the Smart Moves program is operating at capacity and reaching those youth at highest risk for this risk factor.
2. Expand/modify as appropriate.

#### **Long-Term Strategies Modifying, Expanding or Enhancing Existing Resources**

1. Build capacity of existing program providers to demonstrate effectiveness in addressing this risk factor.
2. Identify effective programs that address the gap areas of early prevention/intervention and programs for girls at risk of gang involvement.

#### **Implement new tested, effective programs, policies or practices.**

The Community Board identified five new tested, effective programs for further investigation to address this risk factor from kindergarten through age eighteen.

- **Positive Action** is an integrated and comprehensive school, family and community program for children ages 5 to 18, their parents, and teachers. Positive Action can be implemented in schools or in other community-based settings. In addition to a curriculum for students, the program includes a family program and a community program that support the concepts in the student curriculum. Evaluations of Positive Action have shown the following significant impacts: achievement scores improved by 16 to 96%; chronic absenteeism improved by 6 to 45%; violence and drug use reduced by 26 to 85%; general discipline improved by 23 to 90%; criminal bookings reduced by up to 94%; student self-concept improved by up to 43%; parent involvement in school increased; parent-child relationships improved. More information

about Positive Action can be found at: <http://www.positiveaction.net>.

- **Lion's Quest Skills for Adolescence (SFA)** is a comprehensive school-based program that brings together parents, educators, young people, and members of the community to support the development of life and citizenship skills in young adolescents within a caring and consistent environment. The program is specifically designed to address the developmental needs of young adolescents ages 10 to 15 years in public and private school settings. Funded by the CDC, NIDA, and Kellogg Foundation, SFA is based upon the rationale of identifying two major outcomes as critical for the promotion of social behaviors and reduction of health-compromising behaviors: (1) developing positive social behaviors, such as self-discipline, responsibility, and good judgment; and (2) developing positive commitments to their families, schools, peers, and communities, including a commitment to lead healthy, drug-free lives. Evaluations of Lion's Quest demonstrated lower rates of alcohol, tobacco, and other drug use, improved knowledge of the risks of alcohol and other drugs, increased school attendance, and lower rates of misconduct and truancy events. More information about Lion's Quest (SFA) is available at: <http://www.lions-quest.org/>
- **Peacemakers** is a curriculum-based violence prevention program for upper elementary and middle school students. It is based on an 18-lesson curriculum delivered by teachers or other youth-serving professionals. The curriculum teaches students positive attitudes and values related to violence, and trains youth in conflict-related skills such as anger management, problem solving, assertiveness, communication, and conflict resolution. While the focus of the intervention is on primary prevention for all students, there is also a Counselor's Manual to guide remedial work for youth referred because of aggressive behavior. Evaluations of Peacemakers showed 41% decrease in disciplinary incidents involving aggressive behaviors, and 67% fewer suspensions for violent behavior. Additional information about Peacemakers can be found at: [http://modelprograms.samhsa.gov/template\\_cf.cfm?page=promising&pkProgramID=137](http://modelprograms.samhsa.gov/template_cf.cfm?page=promising&pkProgramID=137)
- **LifeSkills Training (LST)** is a universal classroom program designed to address a wide range of risk and protective factors by teaching general personal and social skills in combination with drug resistance skills and normative education. LifeSkills has distinct elementary (8 to 11 years old) and middle school (11 to 14 years old) curricula that are delivered in a series of classroom sessions over 3 years. Evaluations of LST showed reduced alcohol use by 60%, reduced marijuana use by 75%, reduced polydrug use by 66%, decreased use of inhalants, narcotics, and hallucinogens. Additional information about LST can be found at: <http://www.lifeskillstraining.com>
- **Family Effectiveness Training** is a family-based program developed for and targeted to Latino/Hispanic youth and families. It is effective in reducing risk factors and increasing protective factors for adolescent substance abuse and related disruptive behaviors. FET, applied in the pre-adolescent years (6 to 12), targets three family factors that place children at risk as they make the transition to adolescence: 1) problems in family functioning, 2) parent-child conflicts, and 3) cultural conflicts between children and

parents. FET addresses normal family changes that transpire during the transition into adolescence. It also deals with related conflict resolution, handling substance use and offering adolescents alternatives to using. It covers parent and family supervision of children and in dealing with their peer relationships, family communication, and parenting skills.

Evaluations of FET showed 35% reduction in conduct problems, 66% reduction in children's association with antisocial peers, 34% reductions in children's irresponsible behavior, 14% improvement in self-concept, and 75% improvement in family functioning. More information about FET can be found at: [http://www.modelprograms.samhsa.gov/template\\_cf.cfm?page=model&pkProgramID=32](http://www.modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=32)

#### **Short-Term Strategies for Implementing New Tested, Effective Programs**

1. Develop a task force to investigate the feasibility and appropriateness of each of the five programs above, with the goal of recommending the best programs for elementary, middle school, and high school. Task force should include key stakeholders whose support would be necessary for successful implementation. Report findings to Community Board for further action.

#### **Long-Term Strategies for Implementing New Tested, Effective Programs**

1. For each recommended program:
  - Determine resource needs for program implementation.
    - Identify program partner(s) to deliver the program.
    - Work with program partner(s) to develop an implementation and evaluation plan for the program.

- Secure program funding.
  - Implement the program according to the program implementation plan.
2. Evaluate program.
    - Collect implementation and impact data.
    - Use evaluation data to strengthen and/or expand program as appropriate.
    - Share evaluation data with stakeholders.
  3. Plan for program sustainability.

#### **Indicators of Progress:**

- Programs reach at least 25% of target population.
- Programs achieve desired participant changes in knowledge, attitudes, skills, and/or behavior.
- Decrease in students reporting *favorable youth attitudes toward antisocial behavior* when measured by the 2007 and 2009 Pride Risk and Protective Factor Questionnaire.
- Increase in students reporting *interaction with prosocial peers* when measured by the 2007 and 2009 Pride Risk and Protective Factor Questionnaire.
- Increase in students reporting *peer rewards for prosocial involvement* when measured by the 2007 and 2009 Pride Risk and Protective Factor Questionnaire
- Increase in students reporting *prosocial involvement* when measured by the 2007 and 2009 Pride Risk and Protective Factor Questionnaire
- Decrease in students reporting substance abuse, delinquency, and violence when measured by the 2009 and 2011 Pride Risk and Protective Factor Questionnaire.

#### **D. Goal 4: Create an Effective, Efficient Collaborative System to Support**

### **Implementation, Evaluation and Sustainability of the Youth and Family Master Plan**

The Youth and Family Master Plan is a dynamic blueprint to be implemented by the youth, residents, and leaders of Pomona. The Youth and Family Master Plan is an ambitious, long-term commitment to Pomona's youth and families. It will require sustained leadership, energy, investment, and perseverance. It is intended that the plan be reviewed regularly and revised as needed to meet the changing needs of Pomona's youth and families. In order to fully support and engage in the implementation of the plan, community members must have the capacity to understand and act on their role in supporting the healthy development of children and youth. They also need to have the ability to monitor progress in meeting the goals of the plan and a plan for celebrating successes.

#### **Short-Term Strategies**

1. Develop a sense of unity and a common vision in support of the Youth and Family Master Plan.
  - The City Council and other key stakeholders should adopt the Pomona Youth and Family Master Plan.
  - Key stakeholder groups and organizations should share the Youth and Family Master Plan with their respective constituencies.
  - Develop a public outreach campaign to engage public support for the Youth and Family Master Plan. Consider using youth and trusted community intermediaries as emissaries to community residents and other youth.
  - The Community Board, with input from youth, should develop and adopt a set of core principles or values that reflect the prosocial behavior that adults should model for young people, including such things as respect, trust, communication, and collaboration. Organizations represented on the Board should be encouraged to adopt these core principles as well. Consider inviting youth to provide regular feedback on how well adults are doing at modeling these core principles.
2. Maintain and strengthen the communication, cooperation, collaboration and leadership generated through the CTC process in developing the Youth and Family Master Plan.
  - The City of Pomona should designate a dedicated staff position to support the Community Board's work and oversee implementation of the Youth and Family Master Plan.
  - Clarify the role of Community Board members in implementation and evaluation of the Youth and Family Master Plan.
  - Provide appropriate staff support to the Community Board and the Executive Advocacy Group throughout implementation and evaluation of the Youth and Family Master Plan.
  - Develop detailed workplans for implementation of each strategy outlined in the plan, including timelines, accountability, and required resources.
  - The Executive Advocacy Group and the Funding Subcommittee of the Community Board should work together to develop a funding plan for implementation of the Youth and Family Master Plan.
3. Develop a task force to address the issue of access barriers to youth and family programs, including neighborhood-based services and/or adequate transportation to help youth and families access services.



# EVALUATION PLAN

Ongoing evaluation provides the information required for continuous quality improvement and celebration of successes. Evaluation information should be shared regularly with key stakeholders, including program providers, program participants, other community residents, and funders.

**Community-level Evaluation.** The desired outcomes for priority risk factors, protective factors, and adolescent problem behaviors should be tracked every two years through the administration of the Pride Risk and Protective Factor Questionnaire to 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students in PUSD.

**Suggested Indicators of Progress.** The Evaluation Subcommittee should identify appropriate data to be collected to measure those suggested indicators of progress that are not measured by the Pride Risk and Protective Factor Questionnaire and develop a plan for collecting those data. Valid indicators may include dropout/graduation rates, juvenile arrest rates, performance on standardized academic tests, etc.

**Program-level Evaluation.** Programs implemented through the Youth and Family Master Plan should include an evaluation plan that specifies both implementation measures (how program fidelity will be monitored) as well as participant outcome measures (changes in participant knowledge, attitudes, skills, and/or behavior). Programs that have not been evaluated and found to effectively

reduce the priority risk factors addressed in this plan should present a logic model for how their program outcomes will lead to changes in priority risk factors.

The Youth and Family Master Plan sets a high bar for program accountability. Many program providers have limited capacity, expertise, and resources for evaluation. Pomona's access to numerous university partners should be used to build evaluation capacity. Particular attention should be given to programs that show promise of effectiveness, address gaps in the community's current response to priority risk factors, and address the unique needs of Pomona's diverse youth and families.

**NOTES:**

# APPENDIX A

## Community Board Members

### **Aguilar, Mayela**

City of Pomona, Community Svcs. Manager

### **Alexander, Ron**

Inland Valley Resource Center

### **Arends, Ilona**

City of Pomona, Community Svcs. Manager

### **Bañales, Eddie**

Southern California Dream Center

### **Barnes, Ed**

Cal Poly Pomona

### **Barry, Candace**

Resident

### **Boynton, Julie**

Project Sister

### **Caceres, Victor**

Boys and Girls Club, Pomona

### **Contreras, Jonathan**

Resident

### **Cordova, Kathryn**

### **Cruz, Patricia**

City of Pomona

### **De Bruyne, Rick**

Lincoln Avenue Church

### **Delgado, Frank**

Resident

### **Diaz-Ceja, JJ**

YMCA

### **Duarte, Gabriela**

Resident

### **Estrada, Cristina**

Resident

### **Flores, Lupe**

Resident

### **Flores, Thomas**

### **Fossett, DeAndrea**

Resident

### **Frausto, Chris**

Pitzer College

### **Garcia, Sally**

Phillips Ranch Youth World-School World

### **Gibani, Saleem**

Resident

### **Gibani, Siraj**

Resident

### **Gonzalez, Teresita**

City of Pomona, Community Services

### **Gorter, Dana**

The Gathering Place Foursquare Church

### **Green, Barbara**

American Recovery Center

### **Grier, Leah**

Resident

### **Gutierrez, Peter**

City of Pomona, Community Services

### **Henderson, Anne**

PUSD, Teacher

### **Hibbard, Amy**

Cal Poly Pomona

### **Hildebrand, Dior**

LA Co. Health Services, Pomona

Hsieh, Bree

### **Jones, Chuck**

APPENDIX A

Church of the Open Bible

**Luna, Maria**

**Madrigal, Virginia**

Resident

**Martinez, Richard**

PUSD

**Matarrita, Nancy**

Pomona First Baptist Church

**McCarr, Leticia**

**Mitchell, Nashton**

Goodwill

**Ngo-Vuong, Diana**

Works Program Coordinator

**Oaxaca, Danny**

Project Leads

**Owens, Jonnie**

Cal Poly Pomona

**Owsley, John**

Pomona Valley Youth Employment Service

**Parker, Wanda**

Positive Choices

**Pawluk, Jonathan**

Resident

**Perez, Eva**

East San Gabriel Valley ROP

**Powell, Stacy**

Prototypes Black Infant Health

**Quiñonez, Andrew**

Project Leads

**Ramirez, Marco**

United Way

**Ramos, Santos**

**Robinson, Gwen**

Friends of the Pomona Public Library

**Rodriguez, Monica**

City of Pomona

**Rogel, Karen**

PUSD, Teacher/Administrator

**Rojano Jenkins, Natalie**

Resident

**Romero, Andrew**

Resident

**Rosa, Bernardo**

CWPI

**Ross, Sarah**

Associated Pomona Teachers

**Russo, Mike**

PUSD

**Shapton, Greg**

City of Pomona, Library Director

**Slade, Sherry**

Western University

**Smith, Diana**

Resident

**Taylor, Jane**

YMCA

**Thompson, Georgia**

**Valadez, Monique**

City of Pomona, Public Information Officer

**Williams, Elisia**

Choices

**Yamzon, Jorge**

**Zurita, Danielle**

Resident

**Executive Advocacy Group Members**

**Dupret, Andre**

City of Pomona, Acting Deputy City Manager

**Garcia, Frank**

Pomona Chamber of Commerce

**Henwood, Jim**

Fairplex, CEO

**Melendez de Santa Ana, Thelma**

PUSD, Superintendent

**Milhiser, Michael**

Tri-City Mental Health, Executive Director

**Ortiz, Dr. Michael**

# APPENDIX B

Risk Factors	Adolescent Problem Behaviors				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
<b>Community</b>					
Availability of drugs	●				●
Availability of firearms			●		●
Community laws and norms favorable toward drug use, firearms and crime	●	●			●
Media portrayals of violence					●
Transitions and mobility	●	●		●	
Low neighborhood attachment and community disorganization	●	●			●
Extreme economic deprivation	●	●	●	●	●
<b>Family</b>					
Family history of the problem behavior	●	●	●	●	●
Family management problems	●	●	●	●	●
Family conflict	●	●	●	●	●
Favorable parental attitudes and involvement in the problem behavior	●	●			●
<b>School</b>					
Academic failure beginning in late elementary school	●	●	●	●	●
Lack of commitment to school	●	●	●	●	●
<b>Peer and Individual</b>					
Early and persistent antisocial behavior	●	●	●	●	●
Rebelliousness	●	●		●	
Friends who engage in the problem behavior	●	●	●	●	●
Gang involvement	●	●			●
Favorable attitudes toward the problem behavior	●	●	●	●	
Early initiation of the problem behavior	●	●	●	●	●
Constitutional factors	●	●			●

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