

Evaluation of Project 180 for Gang Offenders

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for Gang Offenders**

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Table of Contents

	Page
Table of Contents	i
Acknowledgments.....	ii
Executive Summary	iii
Project 180 and the OJJDP Comprehensive Gang Model	1
Project 180	1
Evaluation Background	1
OJJDP Gang Model	1
Methods	4
P180 Data Collection	4
Pre/Post Surveys	5
Official Justice System Involvement	5
Analyses	6
Results	7
P180 Population Served	7
Participation and Attendance	10
Program Outcomes	11
Satisfaction with Program	19
Discussion and Recommendations	20
Recommendations for Target Population	21
Recommendations for Risk Assessment	21
Recommendations for Programming Content	22
Recommendations for Reinforcers	24
Recommendations for Family Involvement	25
Recommendations for Data Collection and Research	25
Conclusion and Next Steps	26
References	27
Appendix A: Leadership 1 Life Skills Curriculum Outline	29
Appendix B: Online Survey Items	31
Appendix C: Youth Outcome Questionnaire Interpersonal Distress Scale	37
Appendix D: Botvin Assertiveness Scale	38
Appendix E: Rosenberg Self Esteem Scale	39

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Executive Summary

Project 180 is a gang prevention and intervention program that is part of West Valley City's strategy to implement the OJJDP Comprehensive Gang Model. Project 180 integrates all elements of the Comprehensive Gang Model but the program focuses on Social Intervention by providing an approximately three month long program that includes mentoring and life skills groups and recreation activities.

The United States Attorneys Office, District of Utah, asked the Utah Criminal Justice Center (UCJC), University of Utah to evaluate Project 180 and its implementation of the OJJDP Comprehensive Gang Model.

Project 180 has been in operation for approximately three years and changed leadership during the evaluation, which led to several changes that may have affected the program's outcomes. As a result, UCJC separated the outcome evaluation into Leadership before the change (L1) and Leadership after the change (L2).

Project 180 has served over 200 participants, consisting mostly of Latino (67%), juvenile (79%), males (84%) that have a wide range of risk levels (high = 42%; medium = 28%; low = 31%) and history of prior juvenile incidents (2-17) and delinquency (e.g., property, person, public order).

The evaluation has found that Project 180 has had some early successes in increasing community involvement and decreasing antisocial attitudes, school suspension and arrests. Additionally, the evaluation revealed improvement in the participants' interpersonal behavior, such as cooperating with rules, talking to others in a friendly way, and not physically fighting with family or peers.

The evaluation also revealed some negative outcomes of the program. For example, some youth who had not been referred to court for property, weapons, or person offenses prior to participating in Project 180 had new offenses in those areas after participating in the program. Furthermore, some participants who reported that they were not in a gang before participating in Project 180 reported that they were in a gang at end of the program, which suggests that these participants joined a gang during the program or had more willingness to self-disclose gang involvement at the end. Other participants reported that they remained in a gang throughout the program.

When comparing Project 180 graduates to dropouts of the program, the evaluation found that participants on probation were more likely to graduate than those participants who were not on probation. However, the evaluation did not find any differences between graduate and dropout participants on recidivism (e.g., new charge in property, person, public order) or time to re-offend (length of days to re-offend).

A significant limitation to the evaluation was that program data did not allow the linkage of program services to outcomes; therefore, the contribution of services offered and attendance during P180 to graduation, recidivism, etc. could not be assessed.

Based on the evaluations findings and past gang research, UCJC offers the following recommendations:

Recommendations for Target Population: Risk factors associated with youth joining gangs start before the age of 12; therefore, P180 prevention programs should target youth who are 12 years old or younger. Additionally, youth generally join a gang at 13 or 14 years of age and get

involved in criminal activities within a few years, thus P180 intervention programs should target youth between 13 to 15 years of age.

Recommendations for Risk Assessment: P180 should utilize a risk assessment (e.g., Pre-Screen Risk Assessment (PSRA)) to target a specific risk level of participant for the program *or* to separate low and high risk offenders in order to not mix youth with varying levels of risk and avoid harm to lower risk participants.

Recommendations for Programming Content: P180 should implement a curriculum that is cognitive behavioral based and focused on criminogenic needs (e.g., antisocial/pro-criminal attitudes, values, and beliefs). P180 should also provide more education and employment opportunities and outside referrals for needed services (e.g., therapy). Lastly, the program should continue to be cautious in the use of former gang members as mentors and assess the benefits versus the potential harms of such a practice.

Recommendations for Reinforcers: Project 180 should implement its own set of reinforcers so all participants have an incentive to progress through the program. Positive or negative reinforcers (incentives for desired behavior or removal of barriers to increase desired behavior) work best when reinforcers occur quickly after the behavior; therefore, P180 should implement reinforcements throughout the program to improve participant compliance and completion of the program.

Recommendations for Family Involvement: Project 180 should include more opportunities for parents and families to get involved by adding to the parenting classes topics that teach family members how help the participant with risky situations. Additionally, families should be provided employment and education opportunities to further reduce risk factors in the participant's home environment.

Recommendations for Data Collection and Research: P180 should improve the data collection in order to reveal what sections of the program are effective. Data collection should involve who is in a program, dates of participation, sessions attended, and objectives that were accomplished. This would allow for an examination of what services and activities are most important for graduation and future success. Lastly, it is recommended that further research evaluate "best practices" within P180.

P180 is in the process of addressing several of these recommendations, including implementing a gang intervention program in February 2009 that is based on cognitive behavioral therapy (CBT) and separates youth by junior high and high school age groups and partnering with the juvenile courts for additional referrals to outside services (e.g., substance abuse treatment).

In summary, Project 180 could improve their short-term outcomes and long-term impact on their participants and the community if the program continues to narrow the target population, implements an evidence-based curriculum to address participant's criminogenic needs, and increases educational and employment opportunities for participants and their families.

Project 180 and the OJJDP Comprehensive Gang Model

Project 180

Project 180 (P180) is a gang intervention and prevention program located in West Valley City. This program began operation approximately three (3) years ago and is part of West Valley City's strategy to implement the OJJDP Comprehensive Gang Model. Project 180 partners with several agencies including: West Valley Police Department, Third District Juvenile Court and Probation, Granite School District, and Life Church Utah (formerly the Valley Assembly of God Church). Together these agencies provide tracking of recidivism, program referrals, volunteers, advertisement, and program location.

Although Project 180 integrates nearly all elements of the Comprehensive Gang Model, the program's primary focus is on the Social Intervention element (see #3 below). Since the program's inception, Project 180 has undergone a change in leadership, which led to several changes within the program. Because these changes could be significant enough to affect the outcome evaluation, this report will refer to these differing leaderships and changes as Leadership 1 (L1) and Leadership 2 (L2).

Evaluation Background

The U.S. Attorneys Office commissioned the Utah Criminal Justice Center (UCJC) at the University of Utah to evaluate Project 180. Process and outcome data were analyzed, including program records, official juvenile and criminal justice system records, and self-report Internet surveys completed by program participants. These data were used to evaluate recidivism and self-reported change of antisocial behaviors.

OJJDP Gang Model

The OJJDP Comprehensive Gang Model focuses on involvement with the whole community. There are five elements to the model, these include:

1. Community Mobilization
2. Opportunities Provision
3. Social Intervention
4. Suppression
5. Organizational Change and Development

Spergel and Grossman (1997) followed a comprehensive gang program in Chicago called the Village Gang Violence Reduction Program. This comprehensive approach contained the five elements from the gang model as well as one additional element: targeting. Spergel and Grossman found that participants had fewer arrests for serious gang crimes (especially aggravated batteries and aggravated assaults). They also found this approach to be more effective with more violent youth. Although the study found that the project was most effective in assisting older youths to significantly reduce their criminal

activities (particularly violent offenses). The project did not appear to be effective with younger youths.

Spergel and colleagues also evaluated the five OJJDP national demonstration programs (Mesa, AZ; Riverside, CA; Bloomington-Normal, IL; San Antonio, TX; and Tucson, AZ). All five of these sites had difficulty implementing all five strategies of the OJJDP comprehensive gang model. Mixed results were found throughout these sites; however, sites that implemented more program strategies had the largest reductions in violence and drug-related crimes (National Youth Gang Center, 2007). Of the five sites, two reported positive outcomes with arrest patterns, whereas the other three sites found no statistically significant change. Spergel (2007) comments that the three sites that showed no change had some difficulty in implementing at least one of the five elements of the model.

1. Community Mobilization

OJJDP. The Community Mobilization element is focused on the involvement of local citizens, community groups and agencies, police and probation officers, former gang members, church groups, and other community organizations. All of these people work together as a team to understand the gang structure within their community and provide social interventions and opportunities wherever each can.

P180. West Valley City developed a Steering Committee with various community organizations and agencies. The Steering Committee currently meets quarterly to discuss program updates and changes, if needed. Project 180 also utilizes former gang members (for referrals and as mentors) and schools (for referrals and prevention).

2. Opportunities Provision

OJJDP. This element should include opportunities, such as access to better jobs and specific types of education and training, in order to help the participants meet their needs. Such opportunities can be especially helpful for older youth, because they may have the pressure of raising a family and may be ready to leave the gang.

P180. At the start of program implementation, West Valley City partnered with existing at-risk programs, school programs, and sports leagues within the Granite School District. Under Leadership 1 (the beginning of Project 180), P180 also collaborated with Chase Bank, Workforce Services, Blue Beacon Truck Wash, and Berger Construction to help participants with mock interviews, resume writing, and job referrals. Although the program continued to conduct mock interviews with participants during Leadership 2, the program was no longer teaming up with these community resources. Under Leadership 2, Project 180 provides additional services to the community such as free English as a Second Language (ESL) classes, basic computer skills classes, and after school mentoring programs for elementary age students. A new gang intervention curriculum is to be implemented in February 2009, it also includes some work skills and vocational lessons (A.R. Phoenix Resources [Phoenix], 2009). In addition, L2 discussed the possibility of creating a formalized partnership with Job Corps.

3. Social Intervention

OJJDP. The Social Intervention element is referred to in the model as the connection between the youth and needed social services and institutions. The program should ensure that youth are connected to the resources they need, such as crisis counseling, family and individual counseling, and referrals for services such as drug treatment, jobs, training, educational programs, and some recreation.

P180. Under both leaderships, the Social Intervention element has been the main focus of Project 180. Project 180 provides some prevention services, but mostly addresses intervention. For prevention, Project 180 teams up with Granite School District and conducts anti-gang, drug, and positive reinforcement assemblies at schools. The Social Intervention strategy includes mentoring and life skills groups.

Under both leaderships, Project 180 was a three month program, where participants attended two groups a week. The first group is the gang mentoring group. This group is co-facilitated with former gang members. Former gang members act as mentors to individuals, by providing resources and sharing life experiences. Topics such as gang membership/involvement, racism and prejudice, drugs and alcohol, and violence are discussed. Community guest speakers also come once a month. These are usually former gang members that discuss their success after removing themselves from the gang.

The second group is the life skills group. This group works on giving participants the tools they need to leave the gang lifestyle. Leadership 1 had a specific curriculum for this group (see Appendix A) that focused on substance abuse, life skills (e.g., anger management, healthy relationships, overcoming self defeating behavior), job skills, domestic violence, education, and community service. Leadership 2 revised this curriculum, leaving some topics the same and adding or discontinuing other topics (individual journal, role play, write letters of apology, write autobiographies, anger management, self-esteem, goal setting, and hard work). A new comprehensive gang curriculum is planned for February 2009 (Phoenix, 2009). Both leaderships had individuals do community service projects, participate in gym/team building activities (e.g., basketball), and had youths' parents participate in a parenting group. Leadership 1 also referred youth who self reported a substance abuse problem to a "recovery" group. Leadership 2 indicates using the juvenile court as a resource to refer youth who are under their jurisdiction to additional services.

4. Suppression

OJJDP. Suppression consists of arrests, patrolling, surveillance, probation, and imprisonment, as well as positive communication with youth and overall good communication, information sharing, and joint decision making with all agencies involved.

P180. Representatives from the West Valley City Police Department (WVCPD) were instrumental in establishing P180 and continue to play an active role on the Steering Committee. The Selected Investigations Unit of WVCPD provides proactive patrol in the selected service area. The police department also secured a grant which added two-man units in the selected service areas. Project 180 leaders and law enforcement officers effectively communicate and share information with each other. Recidivism is also being tracked by WVCPD.

5. Organizational Change and Development

OJJDP. All agencies should work together and collaborate with one another to help youth. Each person should be respected and treated equally.

P180. As mentioned, a Steering Committee, comprised of several agencies, meets quarterly to discuss progress, problems or necessary changes.

It is the goal of Project 180 to serve West Valley City and the surrounding community. This is done through the prevention (e.g., assemblies), intervention, and suppression elements of the program. This evaluation only includes individuals who attended the intervention part of the program. These individuals are mostly court referred youth who were referred to the program for gang involvement, drug and alcohol charges, fighting, vandalism, theft, and/or truancy. Leadership 1 also had adult participants. Both L1 and L2 have a small proportion of volunteer or family-referred participants.

Methods

P180 Data Collection

Leadership 1 kept attendance records for just one of the groups from January 2006 to March 2007. Progress reports that were written for the participants' probation officers were also available, but not all of these reports had quantifiable attendance. Comments such as "Good Attendance" or "Satisfactory" were used. Leadership 1 also provided "intake forms" for nearly all participants. These intake forms had demographic information, referral source, probation officer, latest charge, and self reported anger, mental health, substance abuse, violence, and gang issues. However, there was not enough consistency across these "intake forms" to use any of the data beyond demographic information and intake dates.

Leadership 2 kept attendance records for both male and female groups. Leadership 2 also provided a spreadsheet, which included referral source, probation officers, attendance, start date, end date, status, assignment completions, and qualitative rating of compliance with program. Program dates, exit status, and attendance records were used in this evaluation.

Pre/Post Surveys

Surveys were developed by UCJC after considering the six goals outlined by Leadership 1 on the intake forms: substance abuse, life skills, job skills, domestic violence, education, and community service. Risk and protective factors for gang involvement were also considered, along with general gang information. Questions were taken from the following surveys or questionnaires: Student Health and Risk Prevention (SHARP), Monitoring the Future, Tanglewood Research Evaluation (TRE), CSAP's National Youth Survey, Youth Outcome Questionnaire (YOQ), Botvin Assertiveness, and Rosenberg Self Esteem. Qualitative satisfaction questions were also asked (see Appendix B for a list of survey questions).

Surveys were administered online over a secure website. Leadership 2 started administering surveys in the spring of 2008. Youth were given a pre-test survey when they first entered the program. Project 180 was instructed to give surveys within the first three times of a youth's attendance. These instructions were given to ensure beginning behaviors and attitudes were reported, but also to allow a relationship to be built between youth and administrators to assist in honest reporting. Youth were informed that their answers would be kept confidential and administrators were instructed to position themselves out of view of the computer screen and answers. Youth were given an individual user ID and password. At the end of the program, youth were given a post-test survey. Most of these questions were the same as pre-test questions, with exception to questions whose answers might not change, such as "Have you ever...?" Pre- and post-tests answers were compared to evaluate self reported changes in behaviors and attitudes. Youth also took a qualitative satisfaction survey when exiting the program. This survey was given to see what participants thought of the program, what they liked, disliked, and to elicit suggestions for changes to improve the program.

Official Justice System Involvement

Official criminal justice system data were collected from CARE (the Utah juvenile court database) and JEMS (the Salt Lake County Metro Jail database).

To identify P180 participants in the juvenile court record, a list of P180 participants' names, dates of birth, gender, and ethnicity (from program records) were sent to the juvenile court's research analyst for matching with CARE data. In some cases a positive match could not be made due to missing date of birth or other inconsistencies in the data. Out of 223 names sent to the juvenile courts, 179 (80.3%) were matched in CARE data and a Casenumber was provided to link their CARE records with P180 program data. Table 1 lists the CARE data provided for the matched P180 participants.

To identify P180 participants in the JEMS database, UCJC researchers hand searched JEMS records from July 1, 2000 to December 31, 2008 by name, date of birth, gender, and ethnicity. Booking records were found for 47 (72.3%) of the 65 P180 participants who were over 18 at the end of the study and searched for in the JEMS database. Table 1 lists the JEMS data queried for the matched P180 participants.

Source	Data Table	Brief Description
CARE	Case Profile	Date of birth, gender, race/ethnicity
CARE	Intake	Incidents by date (incident, intake, & filing dates) and type (statute description and severity)
CARE	Probation	Probation placements by start and end date
CARE	PSRA	PSRA (Pre-Screen Risk Assessment) scores (low, moderate, high) by date
JEMS	Jail Bookings	SLCo Metro Jail bookings by type (new charge, warrant, commitment), charges present by type (person, property, etc.) and degree (MA, MB, MC, F1, etc.)

Analyses

Survey Analyses

Survey data were analyzed using SPSS 17.0. Descriptive statistics were run on self-reported survey data to describe participants' characteristics at intake and exit. Pre-post tests of statistical significance (e.g., McNemar test, paired samples t-test) were conducted on items that were on both the intake and exit surveys for participants who had completed both. Lastly, the percent of participants meeting risk and protective criteria was calculated using the appropriate cut-points for each scale (developed for the Utah Prevention Needs Assessment school survey). The percent of youth meeting risk or protective criteria was compared pre-post using a paired samples t-test. The average percent of Utah 10th graders at risk/protection is also presented to provide a baseline comparison.

Other Analyses

Program and justice system data were also analyzed using SPSS 17.0. Descriptive statistics were conducted and appropriate pre-post comparisons (e.g., McNemar test, Wilcoxon Signed Ranks test) and statistical analyses (e.g., Pearson's chi-square, independent samples t-test, ANOVA) of group differences (e.g., graduates vs. drop outs, Leadership 1 vs. Leadership 2) were conducted when the data met the assumptions of the statistical tests. For many comparisons the sample size was too small to run or report statistical significance. In those instances, descriptive analyses have been provided. There was not sufficient sample size to conduct multivariate tests to examine the influence of multiple factors on outcomes (e.g., exit status, recidivism). Lastly, survival analyses were conducted to estimate overall recidivism and time to reoffense. This technique was employed due to the desire to provide some estimate of future recidivism, despite the limited follow-up periods for some P180 participants.

Results

P180 Population Served

Demographics

P180 served 223 unique individuals, eight (8) of which entered the program more than once. Except for a brief section on page 12, results in this report are limited to the first time each of these 223 individuals participated in P180. Due to missing data from several sources (such as date of birth or start date), not all descriptive statistics provided will sum to 223.

As shown in Table 2, P180 has primarily served juvenile participants. In fact, P180 no longer serves adult participants and 42 of the 44 adults participated under Leadership 1 (L1). P180 also primarily serves males, with over 80% of participants during both L1 and L2 being male. Similarly, the majority of participants were Hispanic/Latino during both periods.

Table 2 Demographics		
	n	%
Age Group		
Youth	162	79
Adults	44	21
Sex		
Male	187	84
Female	36	16
Race/Ethnicity		
Hispanic/Latino	149	67
White	22	10
Pacific Islander	11	5
Asian	10	5
Native American	9	4
African American	2	1
Unknown/Missing Data	20	9
	Mn	SD
Age at Start		
Youth	15.6	1.4
Adults	22.7	4.1

Juvenile Court History

Pre-Screen Risk Assessments (PSRA) were available for 72 juvenile participants within the 90 days prior to or 30 days following P180 intake. For those youth, risk level was split relatively evenly across low, moderate, and high risk (see Table 3). A similar mix of risk levels were served during Leadership 1 (L1) and 2 (L2).

Of those youth found in CARE data, nearly every one had a delinquency incident prior to starting P180 (L1, 96%; L2, 100%). As shown in Table 3, P180 youth had a history that included several types of incidents, most notably property, person, and weapon offenses. Additionally, they had an average of nine (9) incidents prior to P180; however, the standard deviation of 6.6 indicates that there was a wide range in offending history. This is consistent with the wide range of PSRA risk levels. The type of prior incidents that participants had (e.g., drug, person, property) did not vary significantly by leadership period.

One-quarter of P180 participants had been on juvenile probation at some point prior to starting P180, while one-half were on juvenile probation concurrently with P180 participation (see Table 3). Significantly more participants were on probation during L2 (62%) than L1 (44%). Those youth who were on probation during P180 had been on probation for a median of 63 days prior to starting P180.

	n	%
PSRA Risk Level at Intake	72	
Low	22	31
Moderate	20	28
High	30	42
Prior Juvenile Incidents by Type	176	
Any	171	97
Alcohol	51	29
Drug	53	30
DUI	3	2
Person	96	55
Property	154	88
Public Order	113	64
Status	67	38
Traffic	45	26
Weapon	53	30
Juvenile Probation	178	
Prior to P180	44	25
During P180	87	49
	Mn	SD
Prior Juvenile Incidents	9.0	6.6
Age at First Incident	13.2	1.9

Adult Criminal History

For those found in the Salt Lake County Metro Jail booking records, nearly half had a new charge booking prior to P180. This would be in addition to any juvenile offenses that were found for individuals matched in both juvenile court and adult jail records. The most common types of adult priors (see Table 4) were for property, person, and traffic charges.

	n	%
Prior Adult Charges by Type	46	
Any	22	48
Alcohol	4	9
Drug	6	13
DUI	1	2
Person	10	22
Property	11	24
Public Order	6	13
Traffic	10	22
Weapon	4	9
	Mn	SD
Prior Adult Charges	1.9	2.7

Self-Report Gang Involvement at Intake

Forty-one (41) participants completed intake surveys during Leadership 2 (L2). Of those, 35 (85.4%) indicated being very or mostly honest in their responses. The descriptions of P180 participants at intake come from these 35 survey respondents.

Nearly three-quarters of respondents had been (28.6%) or were (42.8%) in a gang at intake. One-quarter (25.7%) were not in a gang, while one person (2.9%) noted that although he was not in a gang, he would like to be. Those who were or had been in a gang described their gangs as being fairly structured and involved in several criminal activities (see Table 5). These respondents were also least likely to report that their gang helped others in the community (8%) or had more than 30 female members (38%).

Gang Characteristics	%
<i>Structure</i>	
Had Name	92
Join < 13 yrs old	80
Initiation Rites	79
Established Leaders	88
Regular Meetings	76
Specific Rules	96
Specific Roles	80
Roles for Age Groups	68
Symbols/Colors	96
Roles for Girls	64
<i>Activities</i>	
Help in Community	8
Fights w/ Other Gangs	96
Protection for Each Other	96
Steal	92
Rob people	83
Steal Cars	83
Sell Marijuana	92
Sell Other Drugs	88

Table 5 Self-Reported Gang Characteristics

Gang Characteristics	%
Destroy Property	84
Size	
More than 30 Members	76
More than 30 boys	76
More than 30 girls	38

Half (50%) of youth who reported being in a gang said their last offense was gang related; however, level of gang involvement varied. Most of these youth reported joining a gang at age 13 (80%). The amount of time they had been involved with their gang ranged from less than one year (16%) to more than five years (24%) and everything in between (1-2 years 28%; 2-3 years 8%; 3-4 years 8%; 4-5 years 16%). When asked how close they were to the center of the gang on a bulls-eye scale, most reported being one (21%) or two (38%) rings removed from the center. Table 6 lists the reasons why those involved with gangs had joined them.

Table 6 Self-Reported Reasons for Joining a Gang

Reasons for Joining a Gang	%
Fun	42
Protection	52
Friend was in it	46
Sibling was in it	21
Forced to join	8
Respect	56
Money	48
Fit in better	25

In addition to gang involvement, many of the participants reported delinquent behaviors at intake (e.g., being suspended or arrested, attacking someone with the intent of seriously hurting them). The percent of P180 participants who met risk criteria was significantly above the state average for 10th graders. See the *Surveys Section* under *Program Outcomes* on page 12 for additional descriptions of P180 participants at intake.

Participation and Attendance

For those participants who had both intake and exit dates, median time in program was 104 days. One-quarter (25%) of participants were in P180 for 71 days or less, while 75% were in P180 for 144 days or less. Time in P180 is likely overestimated, due to the fact that drop outs were more likely to be missing exit dates than graduates. Project 180 was designed to be a three month (90 day) program under both leaderships. The median length of participation suggests that this was mostly met, although time in program varied significantly by intake year¹, leadership period², and exit status³ (see Table 7). During

¹ F = 5.919, p < .01

² t = 3.765, p < .01

³ t = -2.176, p < .01

both leadership periods, graduates were in the program longer than drop outs (L1: term = 116 days, grad = 151; L2⁴: term = 43, grad = 109).

Table 7 Time in Project 180	
	Days in P180
Overall	
Median (Md)	104
Mean (Mn)	121
Intake Year*	
2006 (Mn)	151
2007 (Mn)	118
2008 (Mn)	87
Leadership*	
L1 (Mn)	138
L2 (Mn)	87
Exit Status*	
Graduated	136
Dropped Out/Terminated	93

*Group differences statistically significant at p < .05

Attendance records varied in quality (see *P180 Data Collection* section under *Methods* for a description). From what was available, it appears that participants had about 15 classes on average that they were scheduled to attend. This falls short of the proposed participation level of two groups a week (mentoring and life skills) for three months. However, scheduled class attendance records were only kept until the time a participant graduated or dropped out from the program. Therefore, the count of required classes was underestimated due to participants leaving the program early. Graduates did attend significantly⁵ more classes than drop outs (on average, 15 sessions vs. 5 and 84% of scheduled classes vs. 51%). It also appears that attendance improved under Leadership 2; however, this could be due simply to better record keeping during that time period.

Program records were not sufficient to examine the types of classes (e.g., anger management, family counseling) and activities (e.g., recreation, resume writing) that participants completed.

Program Outcomes

Exit Status

Program records indicated that slightly more participants have dropped out or been terminated from the program than graduated (see Table 8). If only examining those that have left the program that have an exit reason recorded, the graduation rate for P180 is 45%. However, as previously noted, graduates spend a longer time in the program than those who exit the program unsuccessfully. For most participants, records were not

⁴ t = -5.637, p < .01

⁵ Number of sessions t = -7.561, p < .01; Percent of sessions t = -5.554 p < .01

sufficient to determine the reason for unsuccessful exit. It was generally described as “quit attending.” With newer records, reason for unsuccessful exit has been specified (e.g., not showing up at intake, being removed from the program because returning to juvenile detention). The percent of participants who have graduated has increased significantly⁶ from Leadership 1 (39%) to Leadership 2 (65%).

	n	%
Dropped Out/Terminated	109	49
Never showed up	9	4
Entered Juvenile Detention	33	15
General drop out/termination	67	30
Graduated	88	39
Active	20	9
Unknown/Missing Data	6	3

Of the eight (8) participants who have entered Project 180 a second time, two (25%) graduated and the rest failed to complete the program the second time as well.

Surveys

Gang Involvement. Change in gang involvement was examined for those youth who completed both intake and exit surveys and indicated honesty in their responses (n = 17). There was not a significant decline in gang involvement. Of those actively involved in gangs at intake (n = 6, 35%), half (n = 3) remained involved in gangs at exit (“yes, belong now”). Of those not actively involved in gangs at intake (n = 11, 65%), three (27%) indicated being in a gang at exit (one of those said they would like to get out). It is not known whether these changes may represent increased awareness/honesty at exit or a shift from being non-gang involved prior to P180 to gang involved at exit. However, self-reports on these few participants indicate that individuals are both moving into and out of gangs while participating in P180.

Risk and Protective Factors. Risk and protective factors showed positive changes for those who completed surveys at both intake and exit (n = 19). As shown in Figure 1, percent of youth meeting protective criteria on “community opportunities for involvement” significantly increased (indicated by an asterisk), while the percent at risk for “attitudes favorable to antisocial behavior” significantly decreased. Although all of the scales moved in the desired direction, the percent of youth at risk at exit remained above the Utah state average for 10th graders on all of the measures.

Substance Use and Delinquency. Self-reported substance use and delinquent behaviors changed slightly from intake to exit. As shown in Table 9, substance use remained relatively stable for the most commonly used substances (alcohol, cigarettes, and

⁶ $\chi^2 = 9.509$ $p < .01$

marijuana), while only one or no participants reported using the other types of drugs. The change in 30-day marijuana, alcohol, and cigarette use was analyzed for those youth who had both intake and exit surveys. Differences failed to reach statistical significance.

Self-reported delinquent behaviors decreased for all reported behaviors except taking a gun to school (one person reported at intake, two at exit). The behaviors that decreased the most were being suspended from school and being arrested (see Table 9). It should be noted that at intake participants were reporting delinquent behaviors for the entire 12-months preceding intake; however, at exit they were only reporting their behavior “since entering the program.” The average length of participation was about three months, so the time periods were not equivalent. Therefore statistical tests could not be conducted.

Figure 1 Risk and Protective Factors

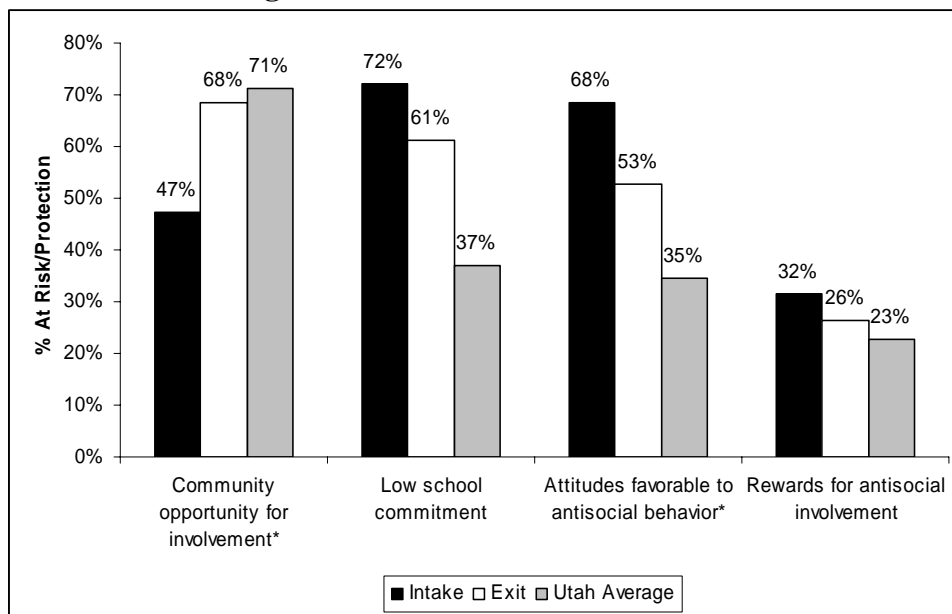


Table 9 Self-Reported Substance Use and Delinquency

30-day Substance Use	% Reporting Use	
	Intake	Exit
Alcohol Binge	32	29
Marijuana	32	20
Alcohol	30	36
Cigarettes	22	24
Inhalants	6	4
LSD	3	0
Amphetamines	3	0
Tranquilizers	3	4
Steroids	3	0
Sedatives	0	4
Heroin	0	0
Ecstasy	0	0
Methamphetamine	0	0

Delinquent Behavior	% Reporting Behavior		% Reporting Friends with Behavior 12-months Prior to Intake
	12-months Prior to Intake	Since Entering P180	
Suspended	78	37	66
Carried handgun	32	12	43
Sold illegal drugs	32	12	47
Stole car	14	12	38
Arrested	82	29	80
Attacked to seriously hurt	63	25	
Drunk/high at school	43	17	
Gun to school	4	8	
Dropped out of school			51
Gang Member			86

Other Self-Reported Behaviors. Four scales of self-reported behavior at intake and exit showed moderate improvements in interpersonal behavior and decision making, little change in overall assertiveness, and consistent gains in self esteem.

On the Youth Outcome Questionnaire (YOQ) Interpersonal Distress Scale (see Appendix C for full results), the percent of youth reporting “cooperating with rules” and “talking to others in a friendly way” increased from intake to exit, while the percent reporting “physically fighting with family or peers” and “having parents who don’t approve of their friends” decreased over the same time period.

Participants reported an improvement in decision making skills from intake to exit (see Table 10). Leadership 2 indicated that anger management and goal setting are part of the life skills classes. These results suggest that the life skills curriculum may be improving participants’ decision making skills. Participants also mentioned that one of the things they learned in P180 was to think through the consequences of their actions (see the *Satisfaction with Program* Section beginning on page 19).

	% Reporting			
	Never	Sometimes, but not often	Often	All the time
How often do you stop to think about your options before you make a decision?				
Intake	14	49	29	9
Exit	4	32	40	24
How often do you stop to think about how your decisions may affect others’ feelings?				
Intake	20	49	31	0
Exit	4	28	56	12
How often do you stop and think about all the things that may happen as a result of your decisions?				
Intake	17	51	26	6
Exit	0	28	48	20

	% Reporting			
	Never	Sometimes, but not often	Often	All the time
I make good decisions.				
Intake	11	40	40	9
Exit	0	28	64	8

Assertiveness was relatively high at intake and remained high at exit. A few areas where assertiveness improved were the likelihood that participants would (1) start a conversation with someone they'd like to know better, (2) keep a conversation going by asking questions, and (3) give and receive compliments without acting or feeling stupid. See Appendix D for full results of the Botvin Assertiveness Scale.

Self esteem improved from intake to exit on nearly every measure on the Rosenberg Self Esteem Scale (see Appendix E for full results). Some of the largest improvements were on the percent of youth (1) reporting that they feel they are failures, (2) not having much to be proud of, and (3) taking a positive attitude toward themselves. One focus of the life skills classes under Leadership 2 (L2) is self esteem. These improvements may reflect the skill building that participants engage in during those classes.

Justice System Involvement

Juvenile Court Recidivism. Juvenile court incidents (new charges) decreased significantly⁷ following P180 intake. In order to conduct statistical tests of pre-post change, only those P180 participants who had started the program at least one year prior to this study and one year prior to turning 18 were included in the following analyses (n = 71). This was required to compare periods of equal length: one year prior to starting P180 and one year after starting P180. As shown in Table 11, 89% of these participants had a juvenile court incident in the year prior to starting P180, compared with 61% in the year following intake (this includes both graduates and drop outs). Property, weapon, and public order offending also decreased significantly following program start (see Table 11). Similarly, average number of incidents decreased significantly⁸ from the year prior to P180 (Mn = 3.8, Md = 3) to the year after starting P180 (Mn = 1.7, Md = 1). For those who had a new incident during both time periods, the average severity (ranging from 1 = Capitol Offense to 9 = infraction) was about a Class A Misdemeanor in the year prior to P180 (Mn = 4.9, Md = 5) and about a Class B Misdemeanor in the year after starting P180 (Mn = 6, Md = 6).

Although the general trend was for offending and offense severity to decline in the year following P180, there were some individuals who did not have a certain type of incident in the year prior to P180, but did have one after starting (e.g., 7 participants who didn't have a property incident in the year before P180 had one in the year after; 5 who didn't have a weapon prior offense had one after, and 6 who didn't have a person offense prior

⁷ McNemar test $p < .01$

⁸ $z = -4.174, p < .01$

had one after). This suggests that although P180 participation is associated with an overall decrease in several types of offending, some youth who did not have priors were referred to the court for new incidents after starting P180.

	12-months Prior to Intake	12-months Post-Start
	%	%
Any Incident (new charge)*	89	61
Person	24	10
Property*	60	27
Drug	14	11
Weapon*	24	10
Alcohol	14	11
Public Order*	39	21
Status	14	13
Traffic	11	14
	Mn	Mn
Total Incidents*	3.8	1.7
	Class A	Class B
Severity of Incidents*	Misdemeanor	Misdemeanor

*Pre/post differences statistically significant at $p < .05$

Graduates ($n = 31$) and drop outs ($n = 39$) who had the 12-month follow-up period were compared on recidivism. The difference in percent recidivating was not statistically significant (see Table 12). The sample was too small to statistically compare graduates and drop outs on specific offense types. However, as shown in Table 12, recidivism by offense type was similar across the groups

	Dropped Out/Terminated	Graduated
	%	%
Any Incident (new charge)	67	55
Person	10	10
Property	36	16
Drug	15	7
Weapon	15	3
Alcohol	13	10
Public Order	23	19
Status	18	7
Traffic	23	3

Adult Criminal Recidivism. Thirty-four (34) adult P180 participants had at least 12 months follow-up after starting P180. They had a significant⁹ reduction in overall jail bookings; however, the reduction in new charge jail bookings failed to reach statistical significance (see Table 13). As with the juvenile recidivism analysis, there were some

⁹ McNemar test $p < .05$

adult participants who did not have new charges in the year prior to P180, but did have them in the year after starting the program (n = 6).

	12-months	12-months
	Prior to Intake	Post-Start
	%	%
Jail Bookings (any reason)	85	59
New Charge Bookings	56	32

Combined Recidivism. Just over half (51.6%) of P180 participants had a recidivism event (jail booking or new juvenile court incident) after starting the program. A survival analysis was conducted to estimate the average time to recidivism and how many participants would have recidivated at a certain point (e.g., 180 days after program start). This technique was used because the participants had varying follow-up lengths and survival analyses help estimate outcomes based on time-limited data. For all participants, the average estimated time to recidivism was 533 days. At 180 days following intake, it was estimated that 35% of participants would have recidivated. By 365 days, it was estimated that 49% would have a new booking or incident. While the recidivism estimate for 730 days was 63%.

More drop outs had a recidivism event (60%) than graduates (50%). When they were compared using survival analysis, it was estimated that drop outs would recidivate in 495 days on average, while graduates would recidivate in 548 days on average. Although the estimate was almost two months longer for graduates, this difference was not statistically significant. The survival analysis suggests that graduates and drop outs are not likely to differ significantly in the time it takes them to reoffend.

Factors Related to Success

Exit Status. Demographic and juvenile delinquency variables were examined in relation to Project 180 exit status (graduated vs. drop outs). At this time, graduates and drop outs did not differ statistically significantly on any demographic or juvenile delinquency priors. They did differ significantly¹⁰ by probation status. As shown in Table 14, P180 participants who were on probation while in the program had about a 20% higher graduation rate than those who were not on probation. Although not statistically significant, a few other interesting trends also emerged. As shown in Table 14, a slightly higher percent of youth graduated than adult participants, while a higher percent of male than female participants graduated. Graduates and drop outs were very similar on juvenile offense history (as shown by average number of prior incidents in Table 14). Furthermore, graduates and drop outs did not differ significantly by the type of priors they had (e.g., person, property, weapon), the severity of their priors (e.g., 3rd Degree Felony, Class A Misdemeanor), or their Pre-Screen Risk Assessment level at intake.

¹⁰ $\chi^2 = 6.124$ p < .05

Table 14 Exit Status by Participant Characteristics		
	Dropped Out/Terminated	Graduated
	%	%
Age Group		
Youth	50	50
Adults	60	40
Sex		
Male	54	46
Female	66	34
Race/Ethnicity		
Hispanic/Latino	55	45
White	60	40
Other	54	46
On Probation during P180*		
No	63	37
Yes	44	56
	Mn	Mn
Age at Start - Youth	15.6	15.6
Prior Juvenile Incidents	9.6	8.9

*Pre/post differences statistically significant at $p < .05$

Recidivism. Demographic, juvenile delinquency history, and program participation variables were examined in relation to one year post-start juvenile recidivism (for those that had a full year follow-up). At this time, none of the factors in Table 15 were statistically significantly related to juvenile recidivism. Furthermore, likelihood of recidivism in the first year following P180 intake did not vary by type or severity of prior incidents or risk level at intake.

As shown in Table 15, a few preliminary trends emerged, such as graduates recidivating at a lower rate than drop outs. However, average time in the program was about one month longer for those that recidivated, which appears to contradict the earlier reported finding that graduates remain in P180 longer than drop outs. Not enough data are available to identify program factors that are significantly related to recidivism.

Table 15 Exit Status by Participant Characteristics		
	12-months Post-Start Recidivism	
	No	Yes
	%	%
Sex		
Male	57	43
Female	74	26
Race/Ethnicity		
Hispanic/Latino	59	41
White	55	45
Other	64	36

	12-months Post-Start Recidivism	
	No	Yes
	%	%
On Probation during P180		
No	43	57
Yes	37	63
Exit Status		
Dropped Out/Terminated	33	67
Graduated	45	55
	Mn	Mn
Age at Start - Youth	15.1	15.5
Prior Juvenile Incidents	7.5	6.0
Days in P180	116	152

Satisfaction with Program

The online exit survey also included seven items that asked participants about their experiences and satisfaction with P180. Twenty-four (24) participants completed the satisfaction items. Two items asked participants how P180 changed their lives and what they learned from P180. The most common themes were (1) it taught me to think about the consequences of my actions and how they affect other people, (2) I think more about the future now and what my options are, and (3) the people that truly care about you are your family and not fellow gang members. Here a few quotes that represent these common themes.

Theme 1: “It has changed me by making me think a lot more before I act. Let me know who I was hurting and how.”

“Project 180 has changed my life by understanding my consequences and taking full responsibility for my actions.”

Theme 2: “It has changed my life somewhat in some various ways it made me think about my life and what I want to do with my life.”

“Its kind of helped look at what I have. And what I want in my life. And what I need to do to get the things I want. And what I need to succeed in life.”

Theme 3: “Family is the people that really care about you that steer you away from trouble like your moms and dads.”

“That my family should always come first because at the end of the day they are the only ones who will be there for me.”

Two items asked “What activities or program goals have helped you the most?” and “What did you like most about this program?” The most common theme was identifying with mentors and appreciating that they had been through the same challenges as participants:

“Is how our leaders or teachers aren’t teaching us from the book. They are telling us their life stories.”

“How they have people that understand my lifestyle and have lived it in the past.”

“How some of the situations our staff have been in, I have been in so then if I needed advice I could go talk to them about that.”

The other aspects of the program that participants really liked were the recreation opportunities (e.g., basketball):

“Playing ball with the other kids because it was a team thing it didn’t matter what clique or hood or gang you were in or are in. What mattered was that you were working together having the same intention of winning.”

“Basketball and community service, made me know I can succeed if I try.”

When asked what about the program needed to change or improve, most respondents indicated that there should be more recreation activities and rewards for participating in the other required groups. Several also said that nothing needed to change and they liked the program just the way it was.

“Tuesdays more basketball. Play ball then talk or talk then play ball because you got to do something the kids want to do. Like talk then reward the kids with playing ball.”

Lastly, when asked if they had any other comments they would like to share with the program, most indicated that it helped them a lot.

“Well to keep doing what they are doing because they help me and it can help others.”

“Just that I appreciate all the work people have put to help me and others like me.”

Discussion and Recommendations

In its first three years of operation, Project 180 has served over 200 participants, mostly juvenile, male, and Hispanic/Latino. The program has served a wide range of risk levels, as evidenced by PSRA scores, variance in number and type of prior juvenile incidents, and self-reported gang involvement, delinquency, and substance use.

Some early successes have been documented, most notably an overall decrease in juvenile and adult offending, a self-reported reduction in youth meeting risk criteria and reporting delinquent behaviors, and positive changes in several behavioral and attitudinal scales.

However, some troubling outcomes have also been documented. For example, some youth who had not been involved in certain kinds of delinquent activities prior to Project 180 had new juvenile incidents (e.g., person, property offenses) after participating in the program. In addition, some participants reported that they remained in a gang at program exit or were now in a gang at program exit (although they did not report being in one at intake). This is especially concerning since only successful participants completed exit surveys (those who dropped out would not have had the opportunity to take a post-test).

Lastly, program data were insufficient to link program elements (e.g., specific services offered, attendance levels) to positive outcomes (graduation, no new recidivism). Project 180 has evolved during the last few years by changing its target population and curriculum and services offered. However, it remains somewhat unstructured and could be considered a “loose” intervention. Based on these findings, we offer the following recommendations.

Recommendations for Target Population

Project 180 should target youth between 13 to 15 years of age for the intervention program to reach youth after their first arrest or youth who are still committing less serious offenses such as property crimes. Currently P180 is serving youth with an average age over 15 years old and a range of prior juvenile incidents from one to over ten. It is advised that P180 target youth who are 12 years old or younger for the prevention programs (e.g., school assemblies), especially high-risk youth who have had school failure in elementary school.

Research conducted by Howell and Egley (2005) on risk factors and gang membership suggests that risk factors for high-risk youth start as early as three (3) to four (4) years old with the emergence of conduct problems, followed by school failure between the ages of six (6) and 12, delinquency onset by 12, and joining a gang by 13 to 15 years of age. Studies were conducted on four cities with large gang populations and showed a trend of gang membership development. Youth generally begin hanging out with gangs at 12 or 13 years of age, join the gang at 13 or 14 (from 6 months to a year after they first hang out with the gang), and are first arrested at 14. From a study in Ohio, results suggest that gang involved youth start their criminal offense history with property offenses and progress within 1.5 to 2 years to violent and drug-related crimes (Huff, 1998).

Recommendations for Risk Assessment

It is recommended that P180 implement a risk assessment or use existing risk measures (such as the court referred youth’s Pre-Screen Risk Assessment (PSRA) scores) to target

a specific risk level *or* to separate low and high risk offenders. Currently, no risk assessment is in place at P180 and court data suggest that all risk levels are participating in P180 (see Table 3). Although the program has somewhat tightened their target population under Leadership 2, by not accepting adults, Project 180 needs to continue to focus their target population and not mix youth with varying levels of risk. In regards to this recommendation, P180 will be implementing a new gang intervention curriculum in February 2009 that divides participants by junior high and high school age groups. In addition, P180 will be working with juvenile courts to use their risk level information to separate youth.

Research has shown that programs that combine high risk individuals with low risk individuals produce results that do more harm to lower risk participants than if the participants had no intervention. Additionally, offenders' risk levels should match the intensity of their treatment. High risk offenders require intensive interventions to reduce recidivism, while low risk offenders benefit most from low intensity interventions or no intervention at all (Gornik, 2002).

Recommendations for Programming Content

It is recommended that P180 implement a curriculum that is focused on **criminogenic needs** and **cognitive behavioral** based. Research on gang-involved and delinquent juveniles has shown that interventions that are cognitive behavioral based and focus on criminogenic needs are most effective. The program should continue to examine the use of **former gang members as mentors**, as little research has been conducted on this topic and it may be a potential source of concern. Lastly, P180 should also provide more **education and employment** opportunities and **outside referrals** to additional needed services (e.g., therapy), as recommended in the OJJDP comprehensive gang model.

In February 2009, P180 will implement a Gang Intervention and Prevention program from A.R. Phoenix Resources (Phoenix, 2009) that is based on transtheoretical change models (Prochaska & DiClemente, 1982) and cognitive behavioral therapy (CBT). This program also includes elements of work skills and vocational lessons and different curriculum for junior high and high school participants, as well as parents. Although the proposed curriculum may address several of P180's needs, the following five recommendations for programming remain applicable. Furthermore, an evaluation of the new curriculum will be necessary to determine if the fundamentals of the program are translating into evidence-based results.

Criminogenic Needs

Although Project 180's groups focus on valid topics (e.g., mentoring, life skills), these are considered non-criminogenic needs (e.g., racism and prejudice, self-esteem, goal setting, hard work, physical activities). Criminogenic needs are dynamic risk factors that strongly correlate with criminal conduct. Research has identified six major risk factors associated with criminal conduct: antisocial/pro-criminal attitudes, values, and beliefs; pro-criminal associates; temperament and personality factors; a history of antisocial behavior; family

factors; and low levels of educational, vocational or financial achievement (Latessa & Lowenkamp, 2005). Although Project 180 focuses on some criminogenic needs (e.g., drugs and alcohol, violence, anger management), the program should shift their focus to cover more of them. Studies have shown that programs that target four to six more criminogenic risk factors than non-criminogenic can have a thirty percent or greater effect on recidivism (Latessa & Lowenkamp).

Cognitive Behavioral Therapy

A specific cognitive behavioral model that may be effective with P180 participants is ART (Aggression Replacement Training). ART provides the individual with opportunities to see behaviors modeled and practice role playing. ART has been shown to be effective with gangs. It was utilized with a series of very aggressive youth gangs in New York City and produced several positive outcomes. It was found that arrest rates and recidivism decreased, interpersonal skills improved, youth's anger declined, and antisocial behaviors decreased (Goldstein, 1994). In general, cognitive behavioral models have been shown to decrease recidivism by 25% and are most effective when they include high quality implementation (represented by low percentage of treatment dropouts), close monitoring of the quality and fidelity of the treatment implementation, and adequate cognitive behavior training (Lipsey et al., 2007).

Former Gang Members as Mentors

Although research has not been conducted on ex-offenders or former gang members as mentors, this area within Project 180 should be closely monitored and evaluated. Some possible benefits of this component include that mentors can relate well with the youth and mentors have a personal familiarity with resources available for gang members. One concern about using former gang members as mentors is that some youth may not relate well to or be antagonistic towards mentors who were in a rival gang. Another concern with the use of former gang members as mentors is that youth may not see the consequences of gang life if they perceive mentors as "a success" and think they too can be in a gang and "enjoy" gang life and leave the gang whenever they want to be successful in a gang-free life. Currently P180 provides training to gang mentors to address some of these concerns.

Education and Employment Opportunities

Another important component of the OJJDP model is opportunities provisions. Although youth may receive help with writing resumes or participate in mock interviews, Project 180 may want to consider incorporating more job and educational resources. Spergel (1995) suggests that providing opportunities is one of two critical components of the Comprehensive Gang Model. Spergel goes on to say that opportunities are defined as education and jobs. Spergel also suggests that these opportunities also be given to the youth's family. It has been found that with federal employment and training programs, criminal activity does decrease. In the "Gang Intervention Handbook," (Goldstein & Huff, 1993) Corsica states that holistic programs that combine work experience,

education, and counseling have shown some effectiveness with high-risk youth. She suggests the following characteristics for a successful employment program:

“a highly individualized, person-centered approach, which allows program participants to proceed at their own pace and according to their own interests, a long term commitment to participants, active involvement of participants in decisions that affect them, an orienting philosophy that views youths as valuable resources and adults as mentors, a sensitivity to cultural and personal issues, a structural flexibility that allows the program to accommodate participants' diverse needs, and linkages to a network of community resources.”

Greene and Pranis (2007) further specify social opportunities by giving attention to the reasons why youth leave gangs and how they are likely to do it. Without conclusive evidence, some studies have managed to shed some light on the reasons that gang members leave. Most notable among them include the negative consequences of violence, the natural maturation process, such as starting families of their own, concerns about safety for self and family, and moving out of the city or state. Positive and negative reinforcers (through activities, education, policies, etc) must be created based on the reasons cited above to encourage gang separation and to remove obstacles that impede progress. Greene and Pranis emphasize the importance of education-based protective factors in guarding against risk, including commitment to school, attachment to teachers, and parents' expectations for school. In attempting to reclaim youth through community resources, every effort should be made to help kids shed the gang label. Successfully transitioning kids into mainstream society requires a clean process that removes old gang labels and affiliations quickly and effectively.

Outside Referrals

Lastly, as Project 180 is limited in the services it can provide, it is recommended that P180 refer individuals to treatment programs and ancillary services as necessary. The OJJDP comprehensive gang model indicates that the social intervention element should help youth obtain the resources they need, such as crisis counseling, family and individual counseling, and referral for services such as drug treatment, jobs, training, educational programs, and some recreation. P180 is working with the juvenile courts to provide information to the youth's probation officer and judge regarding needs for additional services. The juvenile court then has the leverage and resources to refer youth to those programs.

Recommendations for Reinforcers

Project 180 should develop and implement positive reinforcers to improve participant compliance and completion of the program. Currently, Leadership 2 does not have any identified positive reinforcers within the program and more than half of exiting participants leave unsuccessfully. Participants who were also on juvenile probation while in P180 were found to be more likely to complete the program. It is possible that this is due to the additional indirect benefit of being successfully removed from juvenile

probation early for successful completion of P180. Project 180 should implement its own set of reinforcers so all participants have an incentive to progress through the program. Youth who completed the exit satisfaction survey also indicated the need for additional rewards following participation in the P180 groups.

Under Leadership 1, P180 referred participants to a tattoo removal program operated by Salt Lake County Sheriffs Office and offered exemption from the background check for West Valley City Housing. However, these rewards were only offered to participants after they had successfully completed the program (and up to one year later for tattoo removal). In order to maximize the effect of reinforcers, whether positive or negative, the reinforcers must occur quickly after the behavior. Leadership 2 plans on starting up referrals to the tattoo removal program again. If this program is re-implemented, it is advised that it be offered earlier in order to maximize its affects or that additional reinforcers be provided earlier to maintain the behavior change until the tattoo removal benefit can be acquired.

Recommendations for Family Involvement

Project 180 should include more opportunities for parents and families to get involved. Although the program does report bringing in the youths' parents once a month for a parenting skills class, teaching an offender's family to help the offender anticipate and overcome risky situations and practice new behaviors might be more effective. According to the Comprehensive Gang Model, long-term change will not occur without addressing, "the institutions which support and control youth and their families" (National Youth Gang Center, 2007). Also, as mentioned earlier, an offender's family might also benefit from provisions of social opportunities such as employment or education. As previously noted, the new gang intervention program for 2009 will include a parent curriculum. In addition, P180 will be partnering with the Salt Lake County Gang Task Force to have them provide their parent program four times a year.

Recommendations for Data Collection and Research

Program records have improved immensely as Project 180 has evolved. At the most basic level, it is necessary to know who is in a program and when they were in it to determine how effective it is. For much of the period covered in this report, exit dates were missing and, therefore, only pre- and post-start comparisons could be conducted. As records continue to improve, it will be valuable to look at changes in participants' behavior prior to, during, and after exiting P180. Attendance records have also improved; however, it would be beneficial to document not only when youth attend Project 180, but also what objectives they accomplish (e.g., creating a resume, completing a job interview, participating in an anger management curriculum). This may allow for an examination of what services and activities are most important for graduation and future success. The new curriculum that P180 plans to implement in February 2009 includes a "binder" for each youth to track their progress through elements of the curriculum and completion of activities. This information may be useful in linking levels of participation to outcomes.

Lastly, after Project 180 has implemented the proposed cognitive behavioral programming, it is recommended that further research evaluate “best practices” within the program. For example, the Correctional Program Checklist (CPC) is designed to assess delinquency and correctional intervention programs and determine how closely correctional programs are meeting known principles of effective interventions.

Conclusion and Next Steps

As a relatively new program, Project 180 has accomplished some short-term successes, including a reduction in one-year juvenile recidivism and improvements in pre-post self-reported behaviors. However, the program is not without its challenges, such as having participants who report joining a gang while in the program or having new types of juvenile arrests (e.g., person, weapon) that they did not have prior to P180. A primary area of concern surrounds the target population of the program and the possibility that mixing risk levels may be doing more harm to lower risk participants than if the participants had no intervention. By refining the target population and implementing an evidence-based curriculum, such as a cognitive behavioral model, Project 180 could improve their short-term outcomes and perhaps have a more long term impact on their participants and the community.

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Appendix A Leadership 1 Life Skills Curriculum Outline

Recovery for Youth/ Life Skills

- *Week 1:* Recovery Step 1 + Why am I here? & Autobiography
 - ✓ Complete: Why am I here worksheet
 - ✓ Write: Autobiography
- *Week 2:* Recovery Step 2 + Denial, What is it and how do I get past it?
- *Week 3:* Recovery Step 3 + Becoming what we believe
 - ✓ Complete: What I believe Assignment
 - ✓ Talk: With counselor about the list
- *Week 4:* Recovery Step 4 + Stages of Grief
- *Week 5:* Goal Setting
 - ✓ Complete: Set Goals
 - ✓ Research: Future Career + Assignment
- *Week 6:* Anger Video 1 + Discussion
 - ✓ 1. Preview- The Cost of Anger
 - ✓ 2. Session 1 – Part A- Self Talk
 - ✓ 3. Session 1 – Part B- Beliefs
- *Week 7:* Recovery Step 5 + Removing Obstacles
- *Week 8:* Recovery Step 6 + Poem “My Life”
 - ✓ Complete: Poem Assignment
- *Week 9:* Drug Brain Activity & Saying No- Role Play
 - ✓ Computer: Drug Brain Activity
 - ✓ Role Play
- *Week 10:* Anger Video 1 + Discussion
 - ✓ 4. Session 2 – Feelings
 - ✓ 5. Session 2 – Dealing With Feelings
 - ✓ Extensive Discussion on Feelings
- *Week 11:* Recovery Step 7 + Critical Thinking Errors & Drug Use
 - ✓ Homework Assignment (Examples of Criminal Thinking Errors)
- *Week 12:* Recovery Step 8 & 9 + Small Group Discussion
- *Week 13:* Recovery Step 10 + Identification Activity- Gridiron Gang
- *Week 14:* Anger Video 2 + Discussion
 - ✓ 1. Review of Part 1
 - ✓ 2. Session 4 – Catch It Early- Pictures
 - ✓ 3. Session 5 – In My Body
- *Week 15:* Resume/Application (Job Skills)
 - ✓ Complete: Resume and save on disk
 - ✓ Complete: Application (Talk about calling back a few days later, until get the job- Actively pursuing a job)
 - ✓ Complete: Mock Interview Process (Individual from Chase Bank)
- *Week 16:* Anger Video 3 + Discussion
 - ✓ 1. Review of Part 2
 - ✓ 2. Session 6 – Part A- Listen

- ✓ 3. Session 6 – Part B- Reflect
- ✓ 4. Session 7 – Assertions
- *Week 17*: Recovery Step 11 + Goodbye Letter
 - ✓ Complete: Goodbye Letter
- *Week 18*: Recovery step 12 + How do I deal with my anger?
 - ✓ Complete: Anger Assignment (Have the students write a 2 page paper on what they have learned about anger, and how do they now deal with anger?/Application)

Appendix B Online Survey Items

Risk and Protective Factors

Low School Commitment

How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important

Community Opportunities for Involvement

<i>Which of the following activities for people your age are available in your community?</i>	
sports teams.	No, Yes
scouting.	same as above
boys and girls clubs.	same as above
4-H clubs.	same as above
service clubs.	same as above

Substance Use

On how many occasions (if any) have you used marijuana in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+
On how many occasions (if any) have you used marijuana during the past 30 days?	0 occasions, 1-2, 3-5, 6- 9, 10-19, 20-39, 40+

Attitudes Favorable to Antisocial Behavior

<i>How wrong do you think it is for someone your age to...</i>	
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All
steal anything worth more than \$5?	same as above

pick a fight with someone?	same as above
attack someone with the idea of seriously hurting them?	same as above
stay away from school all day when their parents think they are at school?	same as above

Rewards for Antisocial Involvement

<i>What are the chances you would be seen as cool if you:</i>	
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above
used marijuana?	same as above
carried a handgun?	same as above

Other Risk and Protective Survey Items

<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>	
been suspended from school?	None, 1, 2, 3, 4
carried a handgun?	same as above
sold illegal drugs?	same as above
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above
been arrested?	same as above
dropped out of school?	same as above

<i>How likely is it that you will do each of the following things after high school?</i>	
Attend a technical or vocational school.	Definitely won't, Probably won't, Probably will, Definitely will
Serve in the armed forces	Same as above
Graduate from a two-year college program.	Same as above
Graduate from a college (four-year program).	Same as above
Attend graduate or professional school after college.	Same as above

How often do you go to sports practice or play in games?	Almost every day, Once or twice a week, A few times a month, A few times a year, Never
How often do you take lessons or attend classes out of school?	Same as above
How often do you go to meetings or activities for a club or youth group?	Same as above
How often do you talk to an adult about what you are doing or thinking?	Same as above
Last summer how often did you go to a summer program for learning or for fun?	Same as above

There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!
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Tanglewood Research Evaluation (TRE) Decision Making Skills

How often do you stop to think about your options before you make a decision?	Never, Sometimes, but not often, Often, All the time
How often do you stop to think about how your decisions may affect others' feelings?	Same as above
How often do you stop and think about all of the things that may happen as a result of your decisions?	Same as above
I make good decisions.	Same as above

Botvin Assertiveness Scale

How likely would you be to do the following things?	
Take something back to the store, if it doesn't work right.	Definitely would, Probably would, Not sure, Probably would not, Definitely would not
Ask people to give back things that they have borrowed, if they forget to give them back to you.	Same as above
Tell someone if they give you less change (money) than you're supposed to get back after you pay for something.	Same as above
Tell people your opinion, even if you know they will not agree with you.	Same as above
Ask someone for a favor.	Same as above
Tell someone to go to the end of the line if they try to cut in line ahead of you.	Same as above
Start a conversation with someone you would like to know better.	Same as above

Keep a conversation going by asking questions.	Same as above
Give and receive compliments without acting or feeling stupid.	Same as above

Rosenberg Self Esteem

I feel that I am a person of worth, at least on an equal basis with others.	Stongly Agree, Agree, Disagree, Strongly Disagree
I feel that I have a number of good qualities.	Same as above
I really feel that I am a failure.	Same as above
I am able to do things as well as most other people.	Same as above
I do not have much to be proud of.	Same as above
I take a positive attitude toward myself.	Same as above
On the whole, I am satisfied with myself.	Same as above
I wish I could have more respect for myself.	Same as above
I certainly feel useless at times.	Same as above
At times I think I am no good at all.	Same as above

Youth Outcome Questionnaire Interpersonal Distress Scale

I argue or speak rudely to others.	Never or Almost Never True, Rarely True, Sometimes True, Frequently True, Almost Always or Always True
I cooperate with rules and expectations.	Same as above
I physically fight with my family or others my age.	Same as above
I talk to others in a friendly way.	Same as above
I physically fight with adults.	Same as above
I enjoy being part of my family and friends.	Same as above
I have a hard time trusting friends, family, or others.	Same as above
I don't have friends or I don't keep friends very long.	Same as above
My parents or guardians don't approve of my friends.	Same as above
I challenge or complain about or question rules, expectations, or responsibilities.	Same as above

Gang Related Questions

1. Have you ever belonged to a gang? (yes, no)
2. If you have ever belonged to a gang, did that gang have a name? (yes, no)
3. If you have ever belonged to a gang, how old were you when you first joined?
4. Are you gang member now?
5. How long have you belong to the gang?
6. How many members are there in your gang? (not in a gang, 1 to 5, 6 to 10, 11 to 20, 21 to 30, more than 30)
7. How many boys belong to your gang? (same as above)
8. How many girls belong to your gang? (same as above)
9. If you belong to a gang, suppose the circle below represents your gang. How far from the center of the gang are you?
10. If you are in a gang, do the following describe your gang? (no, yes)
 - a. You can join before age 13
 - b. There are initiations rites.
 - c. The gang has established leaders.
 - d. The gang has regular meetings.
 - e. The gang has specific rules or codes.
 - f. Gang members have specific roles.
 - g. There are roles for each age group.
 - h. The gang has symbols or colors.
 - i. There are specific roles for girls.
11. If any, how many of your friends or family belong to a gang?
12. Was your last offense/charge, related to gang activity?
13. Why did you join the gang? (For fun, for protection, a friend was in the gang, a brother or sister was in the gang, I was forced to join, to get respect, for money, to fit in better, other, not in a gang.)
14. If you are in a gang, does your gang do the following things? (no, yes)
 - a. Help out in the community.
 - b. Get in fights with other gangs.
 - c. Provide protection for each other.
 - d. Steal things.
 - e. Rob other people.
 - f. Steal cars.

- g. Sell marijuana.
- h. Sell other illegal drugs.
- i. Damage or destroy property.

15. Do you want out of the gang? Why?

Satisfaction Questions

1. In what ways, if any, has Project 180 changed your life?
2. What are some of the things you have learned, if any, from Project 180?
3. What activities or program goals have helped you the most?
4. What activities or program goals need improvement?
5. What did you like most about this program?
6. What would you change, if anything, about the program?
7. Is there anything else you would like to comment on about the program?

Appendix C Youth Outcome Questionnaire Interpersonal Distress Scale

	Percent Reporting				
	Never or Almost Never	Rarely	Sometimes	Frequently	Almost Always or Always
I argue or speak rudely to others.					
Intake	26%	20%	31%	17%	6%
Exit	20%	28%	28%	16%	8%
I cooperate with rules and expectations.					
Intake	14%	20%	34%	26%	6%
Exit	4%	8%	16%	40%	32%
I physically fight with my family or others my age.					
Intake	29%	9%	29%	20%	11%
Exit	48%	28%	16%	4%	4%
I talk to others in a friendly way.					
Intake	6%	20%	34%	31%	9%
Exit	4%	8%	20%	28%	40%
I physically fight with adults.					
Intake	40%	17%	29%	11%	3%
Exit	48%	20%	28%	4%	0%
I enjoy being part of my family and friends.					
Intake	6%	11%	14%	17%	51%
Exit	0%	8%	12%	12%	68%
I have a hard time trusting friends, family, or others.					
Intake	37%	20%	17%	23%	3%
Exit	52%	12%	20%	4%	12%
I don't have friends or I don't keep friends very long.					
Intake	66%	17%	14%	0%	0%
Exit	72%	12%	12%	0%	0%
My parents or guardians don't approve of my friends.					
Intake	14%	20%	34%	11%	20%
Exit	40%	4%	32%	12%	12%
I challenge or complain about or question rules, expectations, or responsibilities.					
Intake	20%	20%	37%	9%	9%
Exit	36%	24%	32%	0%	8%
I pout, cry, or feel sorry for myself more than others.					
Intake	69%	11%	9%	3%	3%
Exit	72%	20%	4%	0%	4%

Appendix D Botvin Assertiveness Scale

How likely would you be to do the following things:	Percent Reporting				
	Definitely would	Probably would	Not sure	Probably would not	Definitely would not
Take something back to the store, if it doesn't work right.					
Intake	54	23	14	6	3
Exit	56	28	12	0	4
Ask people to give back things that they have borrowed, if they forgot to give them back to you.					
Intake	71	17	11	0	0
Exit	64	28	8	0	0
Tell someone if they give you less change (money) than you're supposed to get back after you pay for something.					
Intake	57	23	11	3	3
Exit	60	20	20	0	0
Tell people your opinion, even if you know they will not agree with you.					
Intake	31	43	14	0	11
Exit	32	48	20	0	0
Ask someone for a favor.					
Intake	34	40	26	0	0
Exit	36	40	24	0	0
Tell someone to go to the end of the line if they try to cut in line ahead of you.					
Intake	40	34	17	9	0
Exit	40	20	28	4	8
Start a conversation with someone you would like to know better.					
Intake	49	20	23	6	0
Exit	52	40	8	0	0
Keep a conversation going by asking questions.					
Intake	34	31	29	6	0
Exit	56	36	8	0	0
Give and receive compliments without acting or feeling stupid.					
Intake	29	26	37	3	6
Exit	36	48	16	0	0

Appendix E Rosenberg Self Esteem Scale

	Percent Reporting			
	Strongly agree	Agree	Disagree	Strongly Disagree
I feel that I am a person of worth, at least on an equal basis with others.				
Intake	29	57	9	3
Exit	48	52	0	0
I feel that I have a number of good qualities.				
Intake	26	63	9	3
Exit	52	48	0	0
I really feel that I am a failure.				
Intake	17	20	40	20
Exit	0	12	40	48
I am able to do things as well as other people.				
Intake	40	51	6	3
Exit	52	48	0	0
I do not have much to proud of.				
Intake	14	34	26	23
Exit	4	28	24	44
I take a positive attitude toward myself.				
Intake	34	40	17	9
Exit	40	52	8	0
On the whole, I am satisfied with myself.				
Intake	31	43	23	3
Exit	32	56	12	0
I wish I could have more respect for myself.				
Intake	26	29	31	14
Exit	20	24	28	28
I certainly feel useless at times.				
Intake	23	40	20	17
Exit	20	24	24	28
At times I think I am no good at all.				
Intake	29	29	20	23
Exit	12	20	20	44