

Evaluation of the California Community Foundation's BLOOM Initiative

Year Three EVALUATION REPORT 2014-2015

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EXECUTIVE SUMMARY

In May 2012, the California Community Foundation (CCF), a public, charitable organization serving Los Angeles County, launched a five-year initiative focused on serving Black male youth involved in the juvenile probation system. The *Building a Lifetime of Options and Opportunities for Men* (BLOOM) Initiative was designed with the goal of redirecting Black male youth, ages 14-18-years-old involved with the Los Angeles County probation system, toward improved educational and employment opportunities and outcomes¹. While attention to the gap in educational and economic opportunity frequently encountered by boys and men of color is growing, in particular with the growth in government and philanthropic policy efforts seeking to rectify the disparity, the BLOOM Initiative remains unique in that, it specifically targets one of the most overlooked aspects of this population, *probation-involved* Black male youth.

Through strategic partnerships with three community-based organizations, the BLOOM Initiative seeks to redirect the paths of probation-involved young Black men, away from adult incarceration and towards meaningful education and employment opportunities. In the third year of the initiative, nearly 400 young men were enrolled in BLOOM, an aggregate increase of 222 BLOOM youth participants between year(s) one and three. Further, a majority of BLOOM youth remain active participants of the community partner programming, nearly 84% remained enrolled in school, and 82% of BLOOM youth did not re-offend in the third year of the Initiative. Overall, the Initiative has made effective gains in model development in the first three years of the program. While this report specifically documents the progress of BLOOM youth participants' educational attainment, employment, and recidivism rate, it is important to note the success of the Initiative in collaborating with community-based efforts to develop a conversation around the complexities of serving probation-involved youth.

Utilizing a process and outcomes-focused evaluation, this report documents the successful progression of BLOOM youth participants, highlighting the development of a holistic model and best practices for serving probation-involved youth. Specifically, through two focus groups and depth interviews with 10 participants, BLOOM youth describe their experience with BLOOM partner organizations as having a deep and profound impact on their lives. The sum total of the data captures a comprehensive look of where the BLOOM program is after year three.

¹ Through partnerships with direct-service non-profit organizations, the BLOOM Initiative serves Black males aged 14-18 years, who are or have been under the supervision of the Los Angeles County Probation Department. Youth participants of BLOOM partner programming are referred to as BLOOMers.

THE BLOOM INITIATIVE

In May 2012, the California Community Foundation (CCF), a public, charitable organization serving Los Angeles County, commenced a five-year initiative, BLOOM (*Building a Lifetime of Options and Opportunities for Men*), to respond to the needs of young Black men on probation in Los Angeles County, more specifically the South Los Angeles area. The BLOOM Initiative is designed to redirect the paths of probation-involved young Black men, aged 14 to 18 years old, away from adult incarceration and toward meaningful education and employment opportunities. Specifically, the Initiative's goals are to reduce recidivism, help 1,200 probation-involved young Black men complete high school, and 1,000 earn employment with taxable income, by the year 2017. The BLOOM Initiative represents a strategic approach by the California Community Foundation to address one of the most pressing issues facing young Black men: *disproportionate involvement in the juvenile delinquency system*.

As the BLOOM Initiative approaches its fourth year, the year three report provides a comprehensive documentation and assessment of the BLOOM Initiative's strategic approach, programmatic components, and progress toward the desired outcomes. In particular, this report examines the participation of BLOOM youth, "BLOOMers" as they are referred to, through data collected between July 1, 2014 and June 30, 2015. The report begins with a summary of the development of the BLOOM Initiative strategies, and the evaluation approach and activities carried out in year three. This is followed by a brief discussion about the national and local landscape of the probation system, a description of the BLOOM services, and a discussion of the year-three Initiative findings that build upon this summary. The report concludes with recommendations for year four.

Evolution of the BLOOM Initiative Strategy

When the BLOOM Initiative first launched in spring 2012, it was one of the nation's first strategic investments seeking to improve life opportunities and outcomes for Black male youth in South Los Angeles. Since then, the national landscape has markedly changed with growth in both public-and-private-sector efforts seeking to address disparate educational and economic outcomes faced by boys and men of color. This includes for example, the unveiling of the White House Administration's "My Brother's Keeper" (MBK) Initiative in February 2014, and "Brothers, Sons, Selves" commenced by the Liberty Hill Foundation, the California Endowment, and a coalition of grassroots community organizations in Los Angeles, in 2012. The growth of initiatives illuminating inequities experienced by young men of color, coupled with the documentation of multiple killings of unarmed Black males including Trayvon Martin in Sanford, Florida, and Michael Brown in Ferguson, Missouri have forced national attention and awareness about the persistent opportunity gap experienced by young men of color. Despite the

changing tide however, the BLOOM Initiative remains one-of-a-kind in that it specifically focuses on improving opportunity for *probation-involved* Black male youth.

Given the unique foci of BLOOM as a strategic philanthropic/community partnership, it now serves as a model for a positive effect on the lives of young Black men who interact with the probation system. Over the last three years, the BLOOM Initiative has been adaptable as it embarks on serving a vastly overlooked, under-served, and marginalized population. As such, beginning in year two of the initiative, the California Community Foundation identified, *Education and Job Opportunity* as its core strategies to provide a pathway toward improved opportunities and outcomes for probation-involved young Black men. Entering year three, the BLOOM funding priorities were identified as:

1. **Academic/Vocational Advancement** – Support efforts that facilitate academic advancement for youth resulting in high school completion and/or pursuit of post-secondary education; Develop skills that lead to job readiness; and
2. **Mentoring** – Support sustained mentoring relationships between system-involved youth and adult male professionals to create new avenues for exploring career and educational options.

In the short term, and as indicated in Table 1 on the following page, the BLOOM Initiative aims to increase the number of BLOOM participants enrolled in school, and to improve their job readiness skills (i.e., completion of job skills training program, obtaining an internship, securing paid employment). The Initiative aims to increase school completion (i.e., high school diploma, GED, vocational certificate) and employment among BLOOM participants.

Table 1: BLOOM Initiative Core Strategy, Outcomes, and Indicators

Educational Opportunity Supporting efforts that facilitate academic advancement for youth resulting in high school completion and/or pursuit of post-secondary education		Job Opportunity Supporting efforts that develop skills that lead to job readiness and/or create a pipeline of employment opportunities for qualified youth	
Short-Term Outcome (1-2 years)	Long Term Outcome (3-5 years)	Short-Term Outcome (1-2 years)	Long Term Outcome (3-5 years)
Increased number of Black male youth enrolled in school full-time.	Increased number of Black male youth completing secondary and post-secondary education.	Increased number of Black male youth developing job readiness skills.	Increased number of Black male youth are employed
<i>Indicator</i> 80% of system-involved youth participants enrolled in high school or post-secondary learning	<i>Indicator</i> 60% of system-involved youth participants will have received a high school diploma, GED, and/or vocational certificate	<i>Indicator</i> 70% of system-involved youth participants either: (1) completing a job skills training program; (2) obtaining an internship/apprenticeship and/or (3) securing paid part or full-time employment	<i>Indicator</i> 50% of system-involved youth participants 18 years and older will have employment earning taxable income

As noted in the year one evaluation report, the aforementioned core strategy areas replaced the initial four strategy areas (i.e., Community Organizing, Reshaping Public Perception, Career-Based Mentoring, and Strengthening Organizational Capacity) in order to align the Initiative goals with its intended outcomes:

1. **Increased number of Black male youth completing secondary education and entering post-secondary education/training;**
2. **Increased number of sustained relationships between community-based organizations and Los Angeles County Probation Department, LAUSD and LACOE; and**
3. **To establish an effective model proven to reduce recidivism and increase high school completion and employment that can be replicated.**

To achieve its goals, CCF provides competitive grant awards to community-based organizations (CBO). Selected CBOs, through the provision of direct services provide BLOOM participants with a range of support services, exposure activities, and civic engagement opportunities, all of which are aimed at addressing the needs of probation-involved young Black men and meeting the Initiatives goals. In the third year

of the Initiative, three CBO's were selected as BLOOM partner organizations to provide direct services and opportunities to participating youth. This included: 1) Brotherhood Crusade, 2) Social Justice Learning Institute (SJLI), and 3) a collaborative grant between West Angeles Community Development Corporation and Goodwill Industries. It is important to note however, there was a decrease in selected direct-service organizations between the second and third year of the Initiative, from five partner organizations to three. This was a strategic effort on behalf of CCF, to ensure better alignment between the direct-service work and the Initiative's core strategy areas.

Among the three organizations funded in year three, Brotherhood Crusade has been a BLOOM partner since year one, whereas SJLI and West Angeles CDC/Goodwill of Southern California have served as community-based partners in year(s) two and three of the Initiative. In addition, CCF also funded the BLOOM Reintegration Academy, an intensive week long educational and employment readiness academy at California State Polytechnic University in Pomona. The Reintegration Academy was available to all BLOOM youth enrolled with one of the three partner organizations.

Moving Forward

In an attempt to build on the momentum of reducing recidivism among Black male youth, a number of important recommendations are being made by various stakeholders. The Justice Policy Institute (JPI), one of the nation's leading organizations on youth incarceration suggests that organizations identify more innovative approaches to serving incarcerated youth because the costs are becoming insurmountable on multiple levels. They state:

The direct costs paid for confinement per day, or per year, are just the tip of the iceberg of what young people, their families, their communities, and all of us pay for these policy choices. Youth confinement imposes heavy burdens on family members, leaves confined youth vulnerable to assaults, exposes our communities to higher rates of recidivism, and impedes young people's transition to adulthood (p.3).

To that end, the JPI offers several recommendations that should be considered to adequately serve incarcerated and formerly incarcerated youth.

1. Reduce spending on confinement and shift funding to community based options for youth;
2. Invest appropriately in juvenile justice, particularly in the right parts of the youth serving system;
3. Address all the barriers that exist to reducing reliance on confinement in states and localities;

4. Improve system capacity to measure recidivism and track positive outcomes;
5. Develop consistent standards for measuring per diem and confinement costs from place to place;
6. Expand executive and legislative capacity to develop cost- benefit analysis.

It is item number four that has particular salience for the BLOOM Initiative. As local, state, and national agencies seek to identify what is working, BLOOM serves as an exemplar where youth are being connected to community based agencies, and successfully reintegrating back into homes, schools, and communities in an effective manner. More importantly, the overwhelming majority of these young men are not reoffending, many are pursuing and reaching new educational goals and objectives, and others are securing meaningful employment, and becoming assets to their families and communities.

Lastly, it is important to note that CCF underwent a strategic planning process during year three. As such, the Foundation has a new 2015 – 2025 plan and is committed to leading positive systemic change which directly impacts the work of BLOOM for years four and five. In this work, readers will find that the BLOOM model offers promise for what the philanthropic community, community based organizations, and research entities can do in a collaborative fashion to document how youth can be effectively served post confinement. In this report, you will learn about the services, mentorship and evidence that documents how investment in youth pays dividends in invaluable ways.

EVALUATION DESIGN

In April 2012, the California Community Foundation (CCF) contracted with the University of California, Los Angeles (UCLA) Black Male Institute (BMI) to conduct a process and outcomes-focused evaluation of the BLOOM Initiative. This evaluation was designed and implemented with a multidisciplinary collaborative of faculty and graduate students from the Graduate School of Education and Information Studies and the Luskin School of Public Affairs, Department of Social Welfare and Education. Over the five-year period, the UCLA BMI is addressing questions related to the broader context and landscape related to system-involved young Black men, as set forth by the CCF. This includes:

1. Are there increased philanthropic, government and business investments specifically geared toward this population in this specific issue area?
2. What lessons can be learned and applied for other funders interested in making similar investments?
3. What larger external factors, events or trends have impacted this population in Los Angeles County?
4. What are the implications of research findings for the BLOOM initiative and other investors in the field?

In effort to answer these broader questions, a methodologically rigorous evaluation was designed to establish a baseline that allows us to monitor and assess progress made toward improved opportunities and outcomes among probation-involved young Black men in South Los Angeles.

Methods

To examine the impact of BLOOM Initiative programs on the lives of BLOOM youth participants, the evaluation team collaborated with the California Community Foundation, the BLOOM Initiative staff, and the BLOOM partner organizations to track and monitor BLOOM indicators and outcomes. In the third year of the Initiative, the evaluation team collected quantitative and qualitative data to track the progress of BLOOM direct-service partners' capacity for addressing the BLOOM Initiative goals, outcomes, and indicators. Quantitative methods included the quarterly data collection of key educational and employment indicators including for example, progress toward graduation, school completion, and the completion of job readiness training. Qualitative methods included two focus groups, site visits, and in-depth interviews with individual youth participants. The use of quantitative and qualitative data and the inclusion of multiple stakeholders, allowed for the triangulation of results to gain an in-depth understanding of the programs and its' impact on BLOOM youth.

Quantitative Data Collection Activities

Year-three quantitative data collection activities included the submission and analysis of *Quarterly Data Reports* (See Appendix A for a list of variables). The goals of the quarterly reports are to streamline the collection of participant-level data among BLOOM direct-service partner organizations, document meaningful changes among BLOOM participants throughout their participation, and to assist with the assessment of “real time” progress toward Initiative goals. As mentioned in the previous evaluation reports, beginning in July 2012, BLOOM partner organizations began providing participant-level data on a quarterly basis. The partner organizations submitted the first quarterly data report for the 2014-2015 service year on October 15, 2014, which included participant-level data collected during the months of July, August, and September of 2014. Table 2 provides an overview of the submission dates and included months for subsequent quarterly data reports.

Table 2: BLOOM Participant Quarterly Data Report Due Dates, 2014-2015

Quarter:	Month(s):	Report Due Date(s):
1	July, August, September 2014	October 15, 2014
2	October, November, December 2015	January 15, 2015
3	January, February, March 2015	April 1, 2015
4	April, May, June 2015	July 1, 2015

Qualitative Data Collection Activities

The year three qualitative evaluation component included three main data collection activities, including: 1) two focus groups with BLOOM participants; 2) site visits to BLOOM partner organizations; and 3) in-depth interviews with 10 BLOOM youth participants.

Focus Groups

In April 2015, the UCLA evaluation team conducted two focus groups with 11 BLOOM youth participants, representing all three of the partner organizations. The focus groups were held in a “safe” space,” in the offices of the California Community Foundation in downtown Los Angeles, offering the opportunity for the young men to participate in open discussions and guided conversations. The youth participants detailed both their personal trajectories and their thoughts on change as they engaged in lively conversations. The youth offered new and thoughtful perspectives on BLOOM programming as well as an overview of their hopes for the future. While there was an

interview protocol that guided questioning, the focus groups proceeded in a flexible format, with young men addressing issues as they arose, rather than adhering to any rigid guidelines. Table 3 provides an overview of the number of participants for each focus group, and the partner organizations they represented.

Table 3: Number of Youth Focus Group Participants

BLOOM Partner Organization	Number of Youth Participants	
	Focus Group #1	Focus Group #2
Brotherhood Crusade	4	2
Social Justice Learning Institute/Black Male Academy	1	1
West Angeles Community Development Corporation / Goodwill of Southern California	1	2
Total Number of Participants	6	5
	11	

Each focus group session lasted roughly 45-to-90 minutes, and was attended by at least two evaluation team members. One team member facilitated the discussion with youth participants, while the other developed copious notes. Focus group data was transcribed verbatim into an MS Word Document. After this, three evaluation team members developed initial codes of the collected data. The identified codes were then clustered into thematic categories to further facilitate data analysis and interpretation. Preliminary and final data analysis and interpretation was shared and discussed among the evaluation team, and group disagreements regarding analysis were discussed and resolved through consensus decisions. Through the coding and analysis of the youth focus group responses, the evaluation team identified eight major themes. Because of the small numbers of youth participants, these themes remain suggestive rather than definitive but can be used to guide future BLOOM Initiative planning, strategic implementation and future directions.

Site Visits

Between January and April 2015, the UCLA BMI evaluation team conducted site visits with the three BLOOM partner organizations, and the Reintegration Academy. The goal of the site visit(s) were to observe and document each partners' program model, in an effort to gain a better understanding of the programming and support services BLOOM participants receive. Members of the evaluation team conducted two site

visits at each of the three sites, and attended two full days of the week-long Reintegration Academy in January 2015.

In-Depth Interviews

In addition to focus groups, in-depth interviews were conducted with 10 BLOOM youth from Brotherhood Crusade. The young men were invited to UCLA where they sat in on an undergraduate class session and then were asked if they wished to participate in individual interviews. This request was made at the end of the UCLA trip in order to ensure no one felt obligated to accept the interview request. Once individuals consented, with permission from interview subjects, the evaluation team recorded all interviews. Transcripts were then coded beginning with an open coding process. To develop preliminary themes, members of the evaluation team listened to a random sampling of interviews and created a comprehensive list of coding items. All interviews were then played back twice and coded based on this comprehensive list. Using codes developed from the open coding process, the second coding process created highly refined key themes. While the material from these interviews is suggestive, it also reinforces and expands upon the themes that emerged from the focus groups.

THE LANDSCAPE: PROBATION INVOLVEMENT FOR YOUNG MEN OF COLOR

Los Angeles County is home to the nation's largest probation system. While close to 70,000 youth are in probation camps nationwide approximately 2,000 young people find themselves in Los Angeles County facilities on any given day, and nearly 20,000 youth in Los Angeles find themselves on probation each year. The County's goal has always been to reduce these numbers and to keep young people out of the system whenever possible. However, that has not always been an attainable goal. Despite numerous efforts, Los Angeles County has one of the highest youth recidivism rates in the nation². Many observers of the system, including legal groups, civil rights groups, educational researchers, social scientists, community based organizations, and elected and appointed officials, have concluded that the camps are not meeting the needs of youth, they frequently fail in their efforts to rehabilitate young people, and are falling woefully short in helping youth become law-abiding and productive members of society upon release from camps.

As skeptics have raised questions about the utility of incarcerating youth, an issue that has been most pressing has been the rationale for incarcerating youth in the first place. For example, 62 percent of the committed youth population in 2011, was adjudicated for a

THE JUSTICE POLICY INSTITUTE (JPI) FOUND THAT THE AVERAGE COST OF THE MOST EXPENSIVE CONFINEMENT OPTION FOR A YOUNG PERSON WAS **\$148,767** PER YEAR.

² It is important to note, information about the youth recidivism rate in Los Angeles County is limited. In a 2010 report examining juvenile reentry in Los Angeles County, a probation task force was convened to research this rate. In the report, the authors note the limitations of the estimated youth recidivism rate:

A Probation taskforce convened to provide us data put recidivism as low as 12.8%, though their definition only accounted for a "new subsequent sustained charge within six months," a narrow definition and a very short time frame. Another juvenile recidivism estimate (with recidivism defined as a re-arrest within two years of release) from the Probation Department for 2008-2009 hovers around 40%, though there was little other explanation to accompany this figure for recidivism, so we are unsure if this also includes youth who were formerly incarcerated in the state or adult systems, which may alter this figure. The best estimate for a national recidivism rate is roughly 55%, which is substantially higher than either LA County estimate. Even if we are conservative and adhere to the 40% LA County recidivism rate, this still means that the average youth exiting a probation camp in the County has an almost one-in-two chance of being re-arrested within two years. This is not successful reentry, measured at the most basic level of re-offense (Newell & Salazar 2010, p. 6).

However, as Newell & Salazar (2010) contend, "successful reentry is not defined solely as the ability to avoid renewing criminal behavior; rather, successful reentry is the creation of productive citizens (p. 6).

nonviolent offense. (Sickmund et. al, 2011) At the same time, incarceration continues to have a concentrated impact on youth of color, and African American and Latino males in particular (Howard, 2014). Policies and practices that confine youth have a glaring cost for taxpayers at the local, regional, state, and national levels: across the states, taxpayers foot the bill for youth confinement to the tune of hundreds of dollars per day and hundreds of thousands of dollars per year. In a survey of state expenditures on confinement in 46 states, the Justice Policy Institute (JPI) found that the average costs of the most expensive confinement option for a young person was \$407.58 per day, \$36,682 per three months, \$73,364 per six months, and \$148,767 per year. In total, the long-term costs of young people's confinement may add up to an additional \$8 billion to \$21 billion each year, beyond the hundreds of thousands of dollars states and localities spend to contain youth each year (Holman & Ziedenberg, 2006). To that end, BLOOM has been steadfast in its approach to reverse this disturbing trend of incarcerating youth at the levels we have witnessed the past three decades.

Although Los Angeles County continues to incarcerate a troubling number of youth, there appear to be steps that are moving toward reducing these numbers. In November of 2014, California voters passed Proposition 47, which has the potential to have a profound affect on incarcerated youth. The initiative reduces the classification of most "non-serious and non-violent property and drug crimes" from a felony to a misdemeanor. According to probation officials, Proposition 47 is already having a profound effect on Los Angeles County's criminal justice system, from the jails to mental health treatment to workloads for prosecutors and public defenders. While specific numbers of Los Angeles County youth who are benefactors of Proposition 47 are not clear just yet, it is reasonable to surmise that there will be positive outcomes for adjudicated youth. As the number of incarcerated youth is expected to decrease in the months and hopefully years to come, it is essential that Los Angeles County identify sources of support, potential mentors, and advocacy organizations that can assist the thousands of youth who will need the knowledge, skills and resources to reintegrate back into their homes, schools and communities.

Thinking Differently about Reintegration

Researchers contend that it is vital that probation officials begin to think about different approaches in servicing youth if they are to be successful upon release. In particular, an explicit focus on reentry planning and family involvement is vital. An approach that is centered on being proactive undertakes thorough aftercare (reentry) planning early in a youth's stay. Such approaches can include completion of school enrollment, even if a youth must leave the camp temporarily to enroll at a school site. In addition, probation staff helping to identify employment opportunities, matching youth with

mentors and meaningfully involving the youth's family serve as important steps to reduce recidivism (Newell & Leap, 2013).

In another political and legal step that has potential benefits for Los Angeles system-involved youth, in 2014, with a \$750,000 federal grant from the U.S. Department of Justice and Second Chance Act, Attorney General Kamala Harris created a program titled *Back on Track LA*. The program is composed of 90 participants— all male “triple nons”: non-violent, non-serious, and non-sexual offenders— and is housed in L.A. County. The initiative was designed to provide the participants with the critical services needed for a seamless transition from in-custody to out-of-custody life, targeting the time offenders are most likely to recidivate. The in-custody program consists of four training tracks that include:

- Cognitive behavior training
- Education (academic and career-technical)
- Life skills
- Re-entry training

The in-custody program will provide additional child support services, family services, identification, health services, and tattoo removal. The Ford Foundation, California Wellness Foundation and Rosenberg Foundation provided additional funding for *Back on Track LA*. The creation of *Back on Track LA* comes after other steps have been taken to address recidivism. In November 2013, Attorney General Harris created the Division of Recidivism Reduction and Re-Entry, an office designed to curb recidivism across California by partnering with counties and District Attorneys on best practices and policy initiatives. The new division is developing a statewide definition of recidivism, identifying grants to fund the creation and expansion of innovative anti-recidivism programs, and using technology to facilitate more effective data analysis and recidivism metrics. Although this program does not target youth specifically, it does attempt to put a spotlight on some of the most vulnerable citizens, those who are repeat offenders. The outcomes of *Back on Track LA* may definitely have implications for assisting adjudicated youth in Los Angeles County.

The BLOOM Model

As noted in the previous section, in the third year of the Initiative, three community-based organizations were selected to support the BLOOM core strategy of academic and vocational advancement of BLOOMers, and sustained mentoring relationships with probation involved youth. Table 4 provides a summary overview of the primary areas in which the partner organizations served BLOOM-eligible youth. While the programmatic offerings vary by organization, each partner was required to provide at least academic, job readiness, or mentoring support services.

Table 4: Overview of BLOOM Services by Partner Organization

BLOOM Partner Organization	Academic Support	Identifying a Career Path	Promotes Accountability and Personal Responsibility	Culturally Responsive	Exposure to New Opportunities and Life Experiences	Civic Engagement Opportunities	Job Readiness
Brotherhood Crusade	•	•	•	•	•	•	•
Social Justice Learning Institute	•	•	•	•	•	•	
West Angeles, Community Development Corporation/ Goodwill of Southern California		•	•	•	•		•

Core Activities

At the outset of Year three, CCF funded organizations that strategically aligned with their goal to improve the educational and employment outcomes of BLOOM youth. Initially, West Angeles CDC/Goodwill Industries served as the employment partner, SJLI as the academic partner, and Brotherhood Crusade as the youth development partner (providing both academic and job readiness services). However, all partners were required to collaborate and leverage resources to best meet the needs of BLOOM youth. A brief overview of these key areas is included below:

- **ACADEMIC/VOCATIONAL ADVANCEMENT:** Academic and vocational support were among the most commonly cited form of support service provided by the BLOOM partner organizations. While the type of academic support varied by organization, core academic activities are summarized as: tutoring and homework assistance, support for academic reintegration, and/or credit recovery assistance. The impact of this support is aptly captured in the qualitative section of this report, in which it emerged that youth participants feel that BLOOM programs helped to fill the gaps in education that were the result of poor or underperforming schools.
- **JOB READINESS:** As will be highlighted in this report, the targeted age range of BLOOM youth (14 – 18 years old) potentially hinders the attainment of employment. Thus, in year three of BLOOM, the core strategy area of employment transitioned to support the development of job readiness skills. Thus, job readiness development consisted of soft skill development in the workplace, mock interviews, and resume completion for example. Specifically, as revealed in interviews with the partner organizations, a large part of career support for BLOOM youth consists of personal development to become adequately prepared to successfully engage in a workplace.

PROGRAM OUTCOMES

The data reported here were collected between July 1, 2014, and June 30, 2015, as reported by the BLOOM partner organizations. Following the quantitative summary, are the qualitative results, framed to provide an assessment of progress toward the BLOOM core strategy areas of *increased education and job opportunity* for Black male youth on probation in Los Angeles County.

Year-to-Year Progress: Quantitative Findings

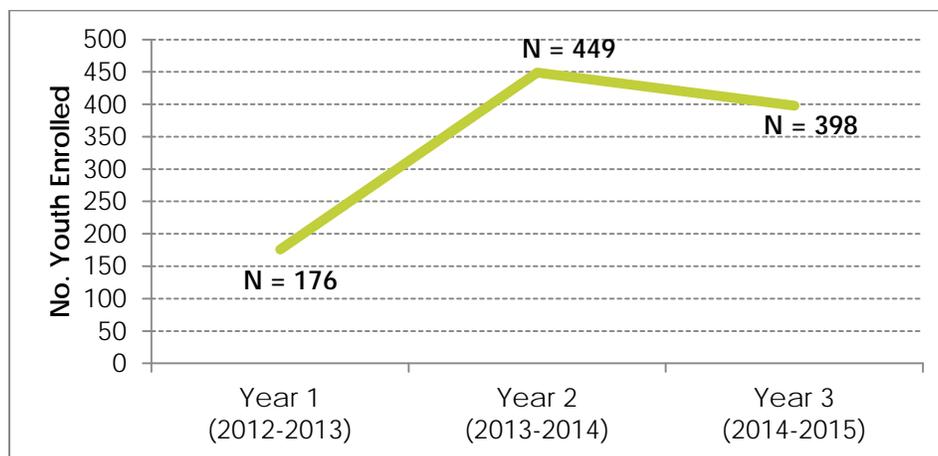
At the time of individual enrollment, BLOOM direct service partners collect *baseline information*, in various domain areas (living arrangement, probation status, education, employment, etc.) for each youth participant. Additionally, on a quarterly basis, direct service providers submit up-to-date information on each enrolled participant to the evaluation team, concerning their educational progress, employment status, probation status, and system involvement. Collectively, this data assists the evaluation team with developing a portrait of BLOOM participants at the end of each program year. Following is an overview of participant-level data in each domain area collected between years one and three of the Initiative.

Enrollment

At the end of year three (June 30, 2015), 398 young men were enrolled in the BLOOM Initiative. Among the enrolled youth, 85% had an “active” status, in that they were receiving services from at least one of the three BLOOM partner organizations, and had not exited the program. Additionally, from year one to year three there was a 222 aggregate increase in enrollment, compared to the 273 aggregate increase from year one to year two.³ Figure 1 provides an overview of the number of enrolled young men from year one to year three of the Initiative. *It is important to note here that while nearly 400 young men participated in BLOOM this year, the number(s) of youth participants reported will vary in each outcome area(s) (e.g. employment readiness). This is largely due to the differing priority areas (e.g. education, job readiness, mentoring) in which the partner organizations were selected.*

At the end of Year three,
398 young men were
ENROLLED IN BLOOM

Figure 1: Number of Enrolled BLOOM Participants from Year 1 to Year 3

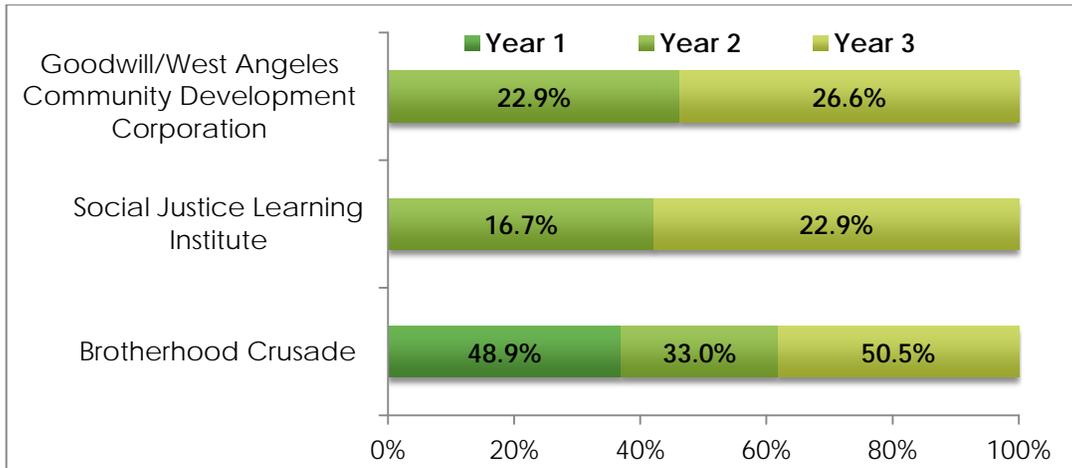


With regards to enrollment by partner organization, Brotherhood Crusade has enrolled the majority of BLOOM participants each year since the Initiative launched in 2012. Specifically, in year one and three Brotherhood Crusade served roughly 50% of all enrolled young men. In year two, Brotherhood Crusade accounted for 33% of enrolled participants, likely due to the increase in the number of BLOOM funded partner organizations that program year. Given the changes made to direct service partners in year two, changes in participant enrollment among SJLI and West Angeles CDC could not be tracked from year one to year two, as neither organization were partners in the

³ At the start of year three, the number of funded partner organizations was reduced from seven to three. Participants served by the four partners not selected for funding in year three are not being tracked as part of the evaluation. This may explain the decrease in the aggregate enrollment of BLOOM youth from year two to year three.

first year of the Initiative.⁴ Nevertheless, in year two, these two partners collectively enrolled 40% of all BLOOM participants, and roughly 50% in year three. Figure 2 provides an overview of these year-to-year changes in enrollment by partner organization.

Figure 2: Percent of Enrolled Participants by Partner Organization

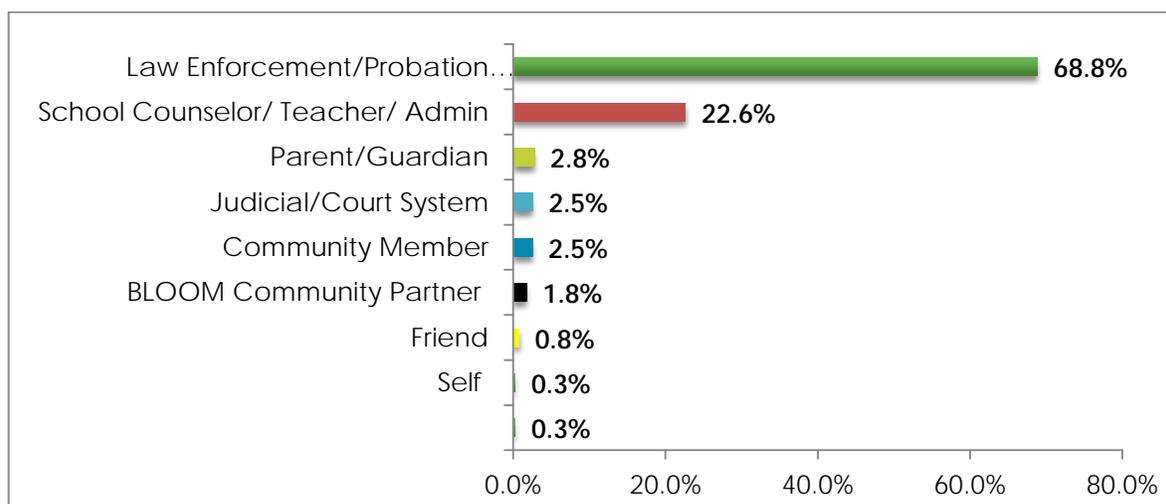


⁴ For a detailed description and rationale for the changes in BLOOM partner organizations, see the "Evaluation of the California Community Foundation's Building a Lifetime of Options and Opportunities for Men (BLOOM: Year Two Evaluation Report, 2013-2014)."

Referral Source

As of June 30, 2015, representatives from the judicial system (i.e., law enforcement, probation department, etc.) referred the majority of BLOOM participants (68.8%) to the community-based organizations. School-based staff members such as counselors, teachers, and administrators served as the next largest referral source (22.6%), followed by parents/guardians (2.8%), the judicial court system (2.5%), community members (2.5%) and BLOOM partner organizations. Friends, community/faith-based organizations, and the youth themselves comprised less than 2% of referrals. These findings are consistent across all the three years of the Initiative, as judicial system representatives referred majority of BLOOM participants in year one (41.1%) and year two (45.1%), followed by school-based staff members (23.9% and 35.5%, respectively). Figure 3 provides an overview of the referral source of BLOOM participants in year three.

Figure 3: Year 3 Referral Source to BLOOM

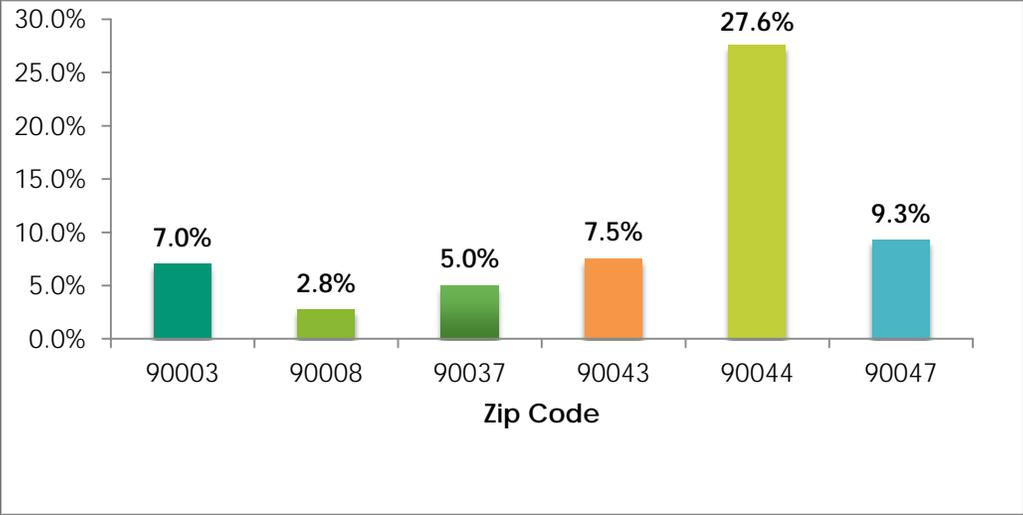


BLOOM Service Areas

To better understand the geographic areas in South Los Angeles where BLOOM participants reside, partner organizations also collect and update each participant's current residence, which is based on their zip code. As of June 30, 2015, roughly 28% of active and non-active BLOOM participants (n=398) reported residing in the 90044 geographic area of South Los Angeles. This geographic area is followed by the 90047 (9.3%), 90043 (7.5%), 90003 (7.0%), 90037 (5.0%), and 90008 (2.8%) geographic areas, of which 20 or more participants were residing in each of these areas. Additionally, more than 10 but less than 20 participants were residing in the following six geographic areas: 90008, 90016, 90036, 90059, 90061 and 90805. Overall, while BLOOM participants reported living in a total of 51 zip codes throughout the City of Los Angeles, participants were primarily served in the target geographic area service identified for the BLOOM

Initiative. Figure 4 provides an overview the most common geographic services areas where BLOOM participants resided at the end of year three.

Figure 4: Percent of Participants in BLOOM Geographic Service Areas in Year 3



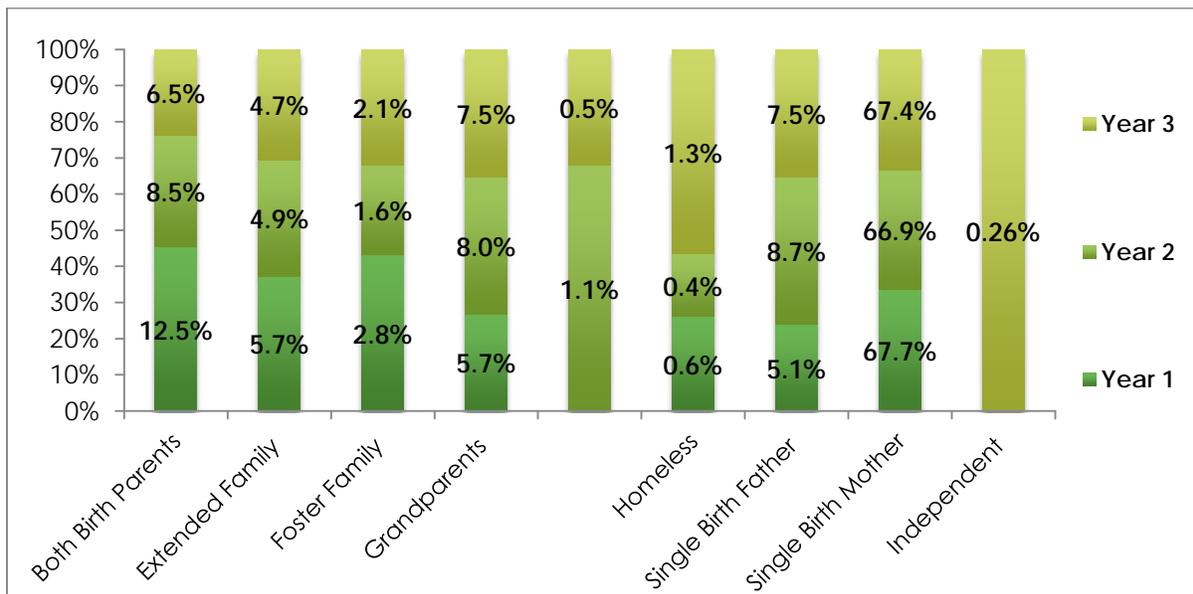
Youth Characteristics

Living Arrangement

As of June 30, 2015, approximately 75% of BLOOM participants (n = 298) were residing in a single parent household. Similar to years one and two, well over half of BLOOM participants are being raised in single parent homes headed by their birth mothers (67.4%). Moreover, roughly, 8% of participants reported living with their single birth father, a slight decrease from year two. An additional 7.5% of participants reported living with both birth parents. Between years two and three, there was a slight increase in the percentage of participants who reported living with a foster family or were homeless, however, these percentages remained fairly steady over the three year period. Figure 5 provides an overview of the participants' living arrangement each year of the BLOOM Initiative.

At the end of Year 3,
75% of participants were
**LIVING IN A SINGLE PARENT
 HOUSEHOLD**

Figure 5: Living Arrangement of BLOOM Participants from Year 1 to 3



System Involvement

As it pertains to the BLOOM Initiative, the term “system involvement” refers to youth who are currently or have been under the supervision of the Los Angeles County Probation Department. As such, prior to enrolling in BLOOM, more than 50% of participants reported that they were serving a probation sentence. And additional 50% reported they had served time in a probation camp, juvenile detention facility, or other type of juvenile correction facility. As of June 30, 2015, 48.8% of participants were currently

under probation supervision, and 12.9% had been ordered to a correctional facility. Figure 6 provides an overview of BLOOM participants' probation and juvenile incarceration status.

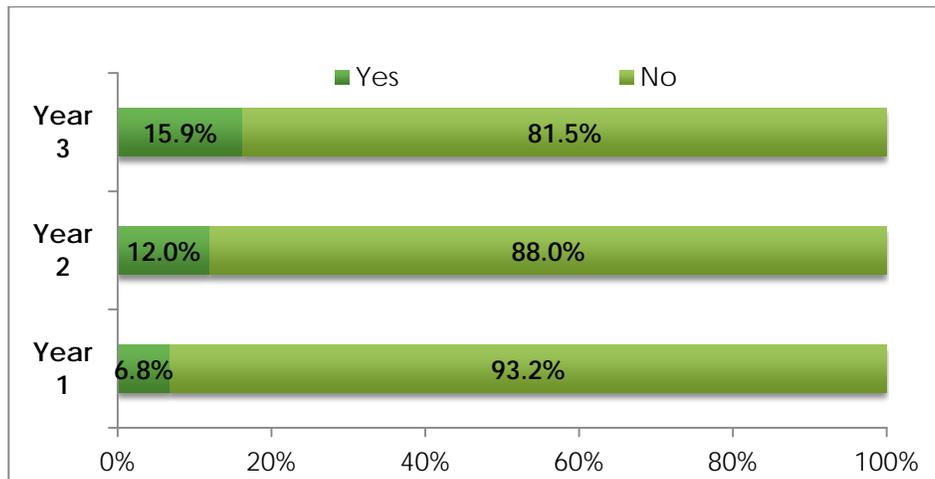
Figure 6: Probation Supervision and Juvenile Incarceration Status

	BEFORE Enrollment		AFTER Enrollment	
	Yes	No	Yes	No
Currently under probation supervision?	68.3%	29.7%	48.8%	47.0%
Ever been ordered to juvenile camp, detention, training school, or other correctional facility?	49.0%	47.2%	12.9%	82.7%

At the conclusion of year three, 82% of BLOOM participants did not violate their probation supervision or commit a new crime. Although the number of BLOOM participants who have not violated their probation appears to be decreasing over the past two years, this must be considered within the larger context of a recently rising crime rate in Los Angeles and an increase in attention to youth, particularly those who may have violated probation. In particular, the decision to charge youth with a probation violation is a subjective judgment made by a probation officer; there are no set criteria. Therefore this rate will fluctuate. Moreover, this percentage is consistent with the year one (93%) and year two (88%) findings. Within the first three years of the BLOOM Initiative, participants continue to have minimal involvement with any aspect of the juvenile justice system.

At the end of Year 3,
82% of participants
Successfully upheld the terms
of their probation

Figure 7: Percent of Participants that Violated Probation or Committed a New Crime



School Status and Educational Progress

As mentioned above, BLOOM partner organizations provide baseline and quarterly educational data on each participant. This data is essential in determining the educational progress and academic development of participants throughout their participation in BLOOM. Following is an overview of the changes in participants' educational profiles, including post-secondary enrollment, from year one to year three of the Initiative.

School Status

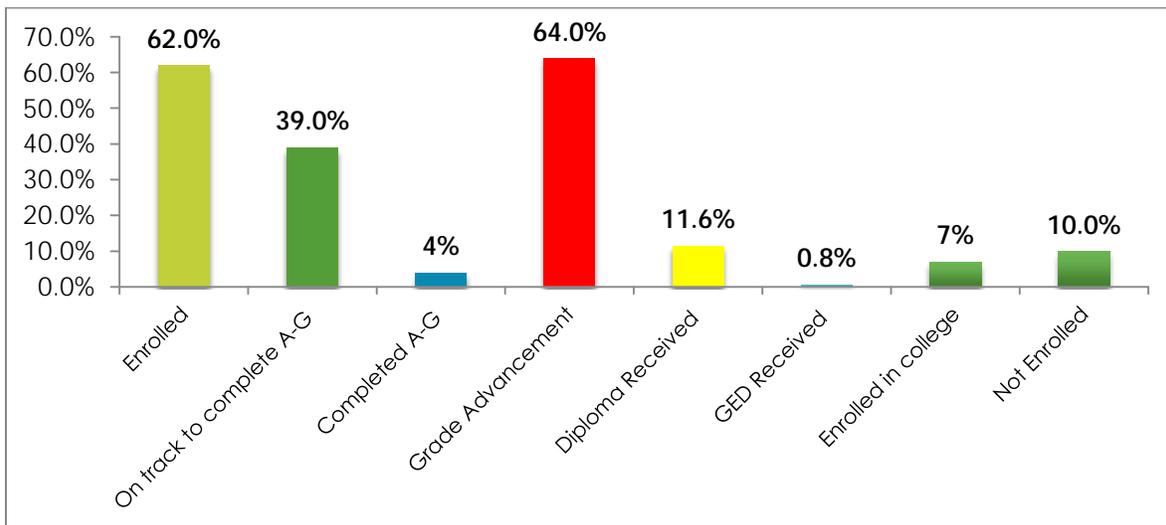
As displayed in Figure 8 below, as of June 30, 2015, approximately 62% (n = 245) of BLOOM participants were enrolled in a secondary school and roughly 7% (n=28) were enrolled in a two-year or four-year college.⁵ A majority of these youth were enrolled in high school (58%) and the remaining (4%) were enrolled in middle school. Additionally, 4% of participants (n = 16) completed the A – G requirements⁶, nearly 12% (n = 46) earned their high school diploma, and 0.8% (n= 3) earned their GED during the in 2014-15 academic year.⁷ In addition, among BLOOM participants currently enrolled in middle or high school, 39% (n = 155) of all BLOOM participants were on track to complete the A – G requirements and 64% (n = 256) advanced to the next grade. Approximately 10% (n = 40) of all BLOOM participants were not enrolled in school.

At the end of Year 3,

49 BLOOM participants **COMPLETED HIGH SCHOOL OR EARNED A GED.**

28 BLOOM participants **enrolled in a two-or-four-year COLLEGE.**

Figure 8: Year 3 School Status of BLOOM Participants



⁵ The 292 that account for these percentages are those who are served by Brotherhood Crusade and Social Justice Learning Institute, as these two partner organizations provide educationally focused services and programming. As such, the 106 participants served by West Angeles CDC are not reflected in these percentages.

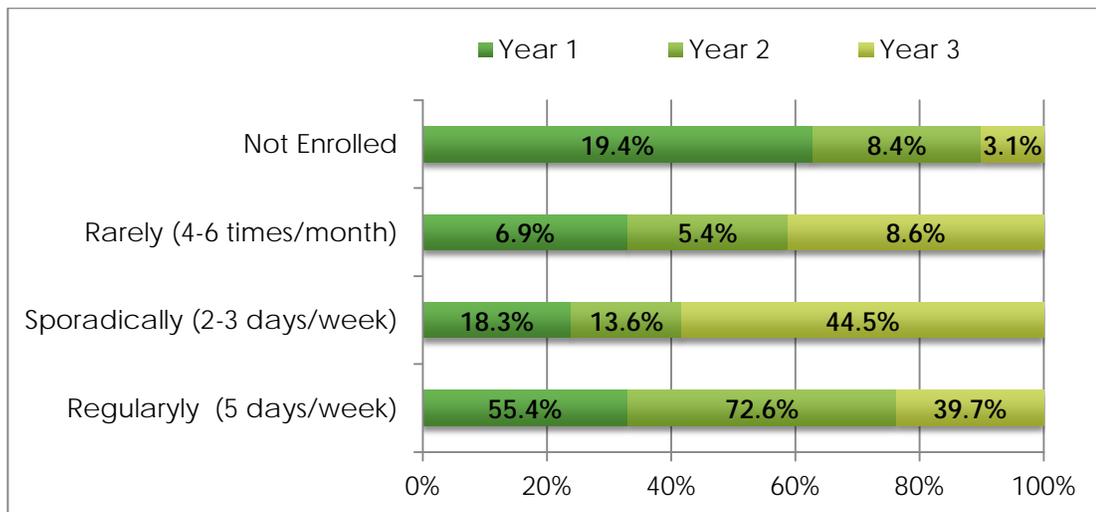
⁶ The A-G requirements, also known as the California college entrance requirements are a sequence of high school courses that students must complete to be minimally eligible for admission to a University of California (UC) or California State University (CSU) campus.

⁷ The number of BLOOM youth who completed high school and enrolled in college was collected from each of three partner organizations (refer to footnote 5). Although West Angeles CDC/Goodwill Industries is a job readiness partner, school status and completion data is collected from all partner organizations, and thus are reflected in the school completion and college enrollment data.

School Attendance

At the end of year three, approximately 40% of all BLOOM participants were attending school “regularly” (5 days per week) and nearly 50% of all BLOOM participants (n = 199) were attending school “sporadically” (2 -3 days per week). This is a significant shift from year two, wherein only 13.6% of BLOOM participants reported attending school sporadically. As a result of the increase in the percent of participants attending school sporadically, fewer participants were attending school regularly (5 days per week) at the end of year three (39.7%), when compared to the percent of participants who reported attending school regularly at the end of year two (72.6%). Figure 9 provides an overview of the school attendance of BLOOM participants from year one to year three.

Figure 9: Yearend School Attendance of BLOOM Participants

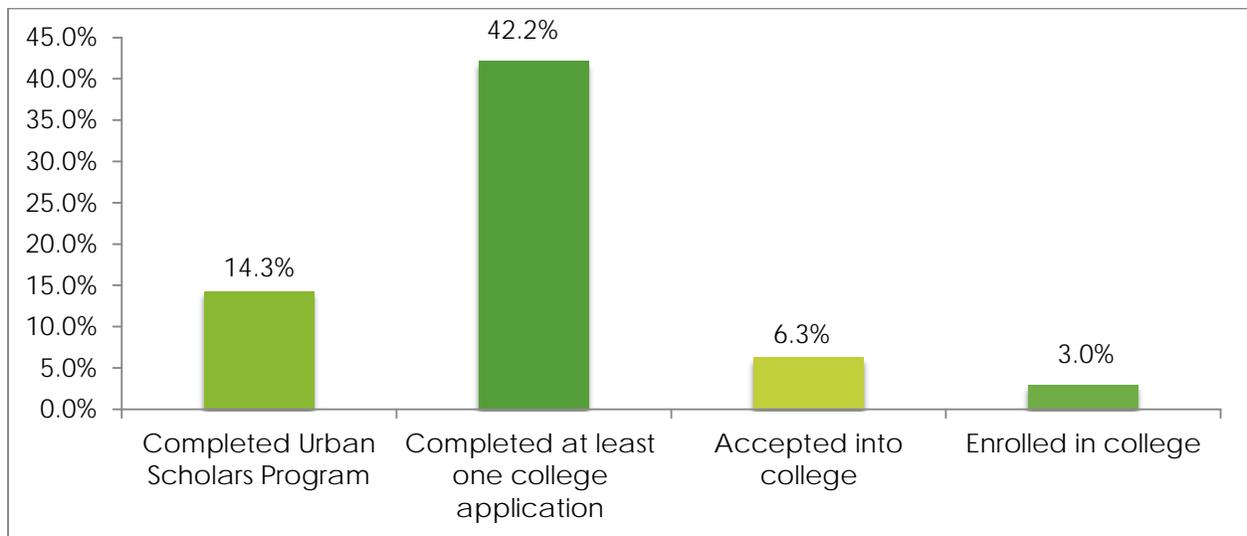


While these shifts in attendance can be challenging to disentangle, approximately 8% of participants reported changing schools in the last reporting quarter of year three, an additional 8% were suspended, and only a small percent reported that they had been expelled (2.1%) from school. As such, at the end of year three, several participants were inconsistently enrolled in school.

Academic Development and Post-Secondary Enrollment

As of June 2015, more than 12% of BLOOM participants earned their high school diploma or GED. While academic support and development is primary to the work of the three partner organizations, specifically the Social Justice Learning Institute engages young men in the SJLI Urban Scholars Program. This program, which targets young Black men in grades 6 through 12, is “integrated into a school’s academic calendar,” and features a series of program sessions, such as *cultural empowerment*, *identity development*, *life skills*, and *college preparation*. The Urban Scholars Program is a long-term educational support program, taking place throughout the educational trajectory⁸ of BLOOM youth. As such, as of June 30, 2015, among the BLOOM participants served by SJLI (n = 91) approximately 14% completed the Urban Scholars Program, which also requires high school completion. Further, among all BLOOM youth, 6.3% were accepted into a two-year or four-year college, with 3% enrolling by the fall of 2015.

Figure 10: Yearend Academic Development & Post-Secondary Enrollment



In addition, the academic and college preparatory support provided by the partner organizations was further supplemented through the Reintegration Academy (RA) at California State Polytechnic University, Pomona (Cal Poly Pomona). Twenty-six (26) BLOOM youth participated in the Reintegration Academy, an intensive weeklong program, taking place on the Cal Poly Pomona campus. In particular, the RA objectives were to support and develop BLOOM youth to:

⁸ The SJLI Urban Scholars Program follows youth from enrollment to high school completion. Thus, to be considered as completing the Urban Scholars Program, a BLOOM youth must also have completed high school. Further, the Urban Scholars Program continues to provide support to BLOOM youth once enrolled in college through their alumni program.

- Become acclimated to the college environment;
- Develop academic skills (e.g. fundamentals of essay writing, creating outlines, basic study strategies);
- Learn about all aspects of college preparation in depth (e.g. academic majors, the dynamics of college life, applying to college, financial aid, and scholarships);
- Learn about the various vocational educational opportunities and careers, including military options.

Employment and Work Readiness Training

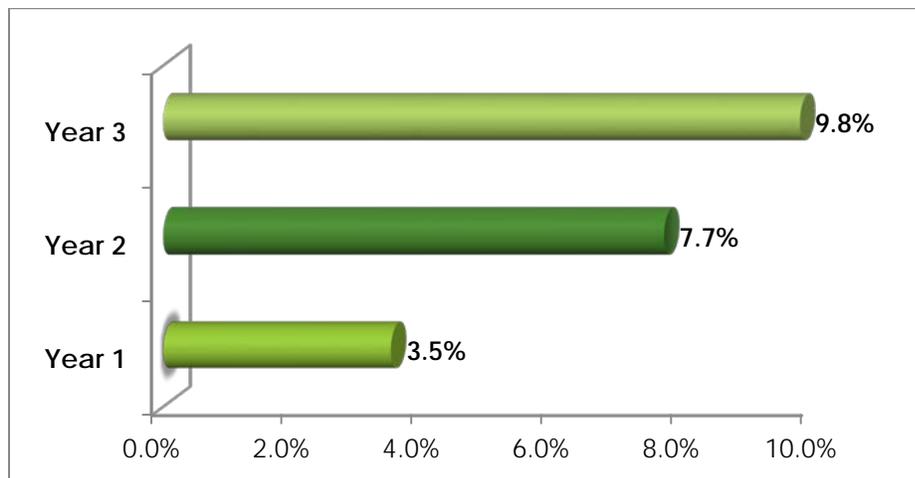
Along with tracking BLOOM participants' educational progress and academic development, partner organizations also collect employment data on participants at enrollment and throughout their participation in BLOOM. Below is an overview of the participants' employment status and preparedness at the end of year three.

Employment Status

At the time of enrollment, BLOOM participants were asked about their participation in the workforce. Ninety percent of participants reported that they were "never employed" prior to enrolling in BLOOM. However, as of June 30, 2015, approximately 10% of participants (n = 39) were employed. A minimal number of youth were engaged in some type of employment training program (5.1%), held an internship (3.2%), or were volunteering (1.7%). Moreover, as displayed below in Figure 11 this represents a 6.3 percentage point increase in the percent of employed participants from year one to year three, and a 2.1 percentage point increase from year two to year three. Additionally, as with year two findings, the data suggest that the low percent of employed participants are a result of most of them being under aged for employment and not due to a lack of job training or relevant skills.

At the end of Year 3,
15% of BLOOM participants
were **EMPLOYED** or **ENGAGED** in
an employment training
program

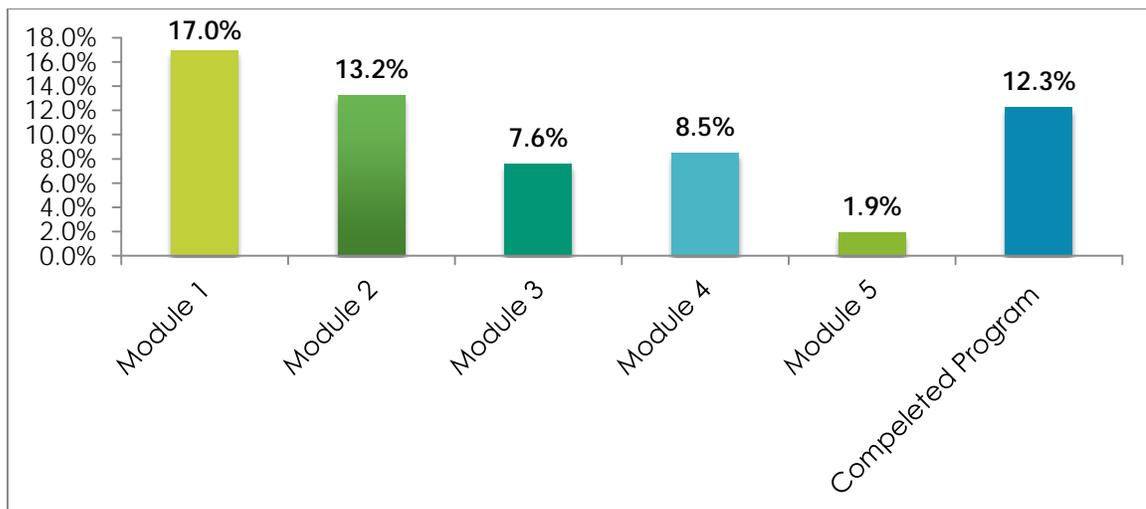
Figure 11: Year-end Employment Status of BLOOM Participants



Work Readiness Training

Although many BLOOM participants were not employed at the end of year three, several were engaged in a variety of work readiness training activities. Specifically, through the West Angeles/Goodwill's Young 'N LA Program (YNLA), a leadership development program focused on job readiness and the creation of a jobs pipeline. Through the YNLA program, BLOOM participants engage in six job readiness modules (e.g. completing a resume, mock interviews, how to search for and apply for employment), training and placement, and entrepreneurial development. In addition, participants also gain access to comprehensive support services (e.g. food, housing, transportation assistance) and ongoing personal and professional mentorship. At the end of year three, among the 106 BLOOM youth participating in YNLA, approximately 12% completed the program; about 30% of participants are still working on modules one or two; and roughly 18% are working on modules three, four and five, near completion of the YNLA job readiness program. Figure 12 provides an overview of the percent of participants who completed each module of the program at the close of year three.

Figure 12: Year-end Young 'N LA Program Participation⁹



Module 1- Attitude, Grooming, Health & Safety
Module 2- Social Distancing, How to get/keep a job
Module 3- Financial Literacy, Time management, Business Etiquette
Module 4- Career/Education Profile
Module 5- Cover letter, Thank you letter, Resume
Module 6 - Mock Interview (**Program Completion**)

⁹ When a BLOOM participant completes module 6 (mock interview), they have completed the YNLA job readiness program. Thus, in figure 12, "completed program" accounts for youth who both completed module 6 and the job readiness program overall.

In addition to engaging participants in work readiness training activities through the YNLA Program, among all BLOOM participants, approximately 33% (n = 133) developed a resume and 50.8% (n = 202) completed a mock interview. Moreover, 14 BLOOM participants received a training certificate that focused on an “Introduction to Computers.”

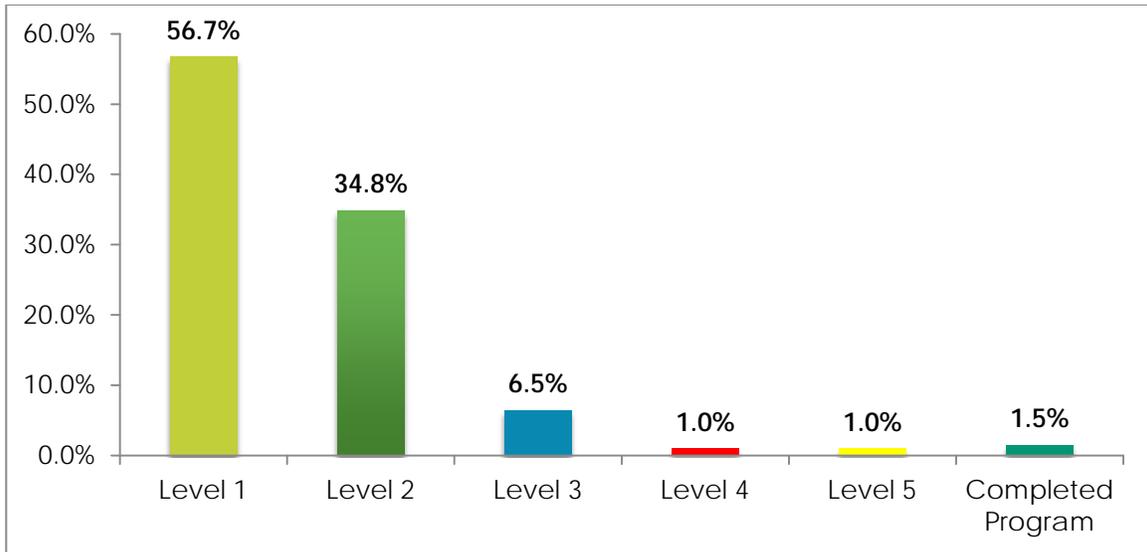
Life Skills and Personal Development

In addition to supporting BLOOM participants’ academic development and job preparedness, youth also receive life skills and personal development support. Specifically, through a process of “Self-Actualization,” Brotherhood Crusade provides participants with mentoring and coaching, and exposes and connects BLOOM youth to personal development opportunities and experiences. Rooted in helping participants connect with the “Black male experience,” “discovering who they are,” and “constructing their own definitions of personal success” movement along the continuum is a long-term process and varies greatly by individual participant. Further it requires intensive support and monitoring to assess. However, once a youth self-actualizes, they are then led through five levels of rigorous academic, career, and personal development phases, which include:

1. **Learning** (life-long education);
2. **Thriving** (highlighting healthy lifestyles);
3. **Leading** (through civic and community engagement);
4. **Connecting** (building and sustaining relationships); and
5. **Working** (developing professionalism and responsibility through internships and volunteering).

As such, at the end of year three, among the 201 participants engaged with Brotherhood Crusade’s Self-Actualization program, three participants (1.5%) completed all five levels of the self-actualization process. Most youth were working on Level 1 (57%) and Level 2 (35%) of the program. Given the complexities of personal growth and development required to move forward in the six modules, the number of BLOOM youth engaged in levels 1 and 2, does not reflect a lack of progress, but rather the challenges these youth encounter in their lives, families, and communities. In other words, the BLOOM partner organizations provide comprehensive and holistic services to meet the individual needs of BLOOM youth. And this is a critical and complimentary component of development and success toward educational and employment outcomes. As such, the youth participants of Brotherhood Crusade’s Self-Actualization program were tracked until the last reporting quarter (April – June 2015), in which it is expected that many more youth will complete this program by year five of the Initiative. Figure 13 provides an overview of the self-actualization program participation.

Figure 13: Yearend Self-Actualization Program Participation



- Level 1- Learning
- Level 2- Healthy Lifestyle (Thriving)
- Level 3- Leading through civic and community engagement
- Level 4- Building and sustaining relationships (Connecting)
- Level 5- Working and/or developing professionalism and responsibility

YOUTH EXPERIENCES & PERCEPTIONS: QUALITATIVE FINDINGS

In April 2015, the UCLA evaluation team conducted two focus groups with 11 BLOOM youth participants, representing each of the three partner organizations. From the beginning, there was tremendous involvement with the groups. Because the focus group process was tape recorded, youth were told they could make up names for themselves in order to preserve confidentiality. Two young men immediately announced that they were not going to use pseudonyms with one youth explaining, “I appreciate you’re trying to protect us and all that but if you want us to be real and talk about real things then we should use our real name.” There was great agreement with the plan to break questions into three different categories: Life prior to BLOOM, Experiences with the BLOOM program, and Hopes for the future after BLOOM.

LIFE PRIOR TO BLOOM

Throughout the focus groups, BLOOMers shared deeply personal material about their home life as well as educational, and community experiences prior to engagement with BLOOM. There were accounts of life as “a war,” “a battle,” “lonely,” and “out of control.” These were phrases that recurred throughout the focus group exchanges. “I felt like I would never get outta there alive,” one young man recalled of his neighborhood existence, a remark that typified many of the experiences shared in focus groups. However, alongside these depictions, the youth then described their involvement with BLOOM programs, elaborating on the myriad ways the BLOOM partners have helped “change lives, my life and everyone’s life.” Their dreams for the future and their concern with individuals and communities beyond themselves were striking and reaffirming for the direction of the initiative.

Theme 1: BLOOM Youth reported early exposure to violence and consequent problems with anger, both of which had negative implications for the development of their identities and sense of self.

The young men who participated in the focus groups all had varied life experiences prior to their engagement with BLOOM agencies. Several of the young men interviewed described gang involvement from an early age. One youth flatly stated, “The family that was supportive of me was my family in streets.” However, in contrast to focus group participants from 2013-2014, only four of the youth who participated in the 2015 focus groups described early involvement with the child welfare and juvenile justice systems. One young man had been involved with DCFS and had experienced a lengthy placement in foster care, although he was eventually reunited with his birth family in adolescence. The remaining three participants had been involved with Los Angeles County Probation. One young man stated that he had been on “house arrest” for a minute – meaning a long period of time. The three young men who had

been involved with the juvenile justice system had notably different approaches to school and education: they were much more focused on “staying out of trouble,” rather than building their educational and employment skills. The other young man who had been involved with probation said, “I just want to make enough money to get a car and drive anywhere I want.”

Nevertheless, these three young men were in a minority and did not typify the responses of the BLOOM youth. In contrast, the remaining youth had not had any experience with the juvenile justice system. One youth explained:

“It’s not like I haven’t done anything wrong or things I’ve been ashamed of. But the thing is, I was careful. I made sure that I didn’t do anything to allow the police to bother me. I knew how to be smart about the police. I had two brothers who were locked up and they both told me, don’t get caught, don’t get stopped, don’t get arrested. I listened to them and I stayed out of trouble.”

Their lack of system-involvement did not exempt them from emotional pain or behavioral struggles. One focus group participant recalled, “I wasn’t good, I wasn’t bad. I was a little bit involved in drugs, a little bit involved in gangs and really angry. I needed BLOOM to escape from chaos – and to have a voice.” Another young man described how he started to engage in activities that took him away from school and diminished his focus:

“I started using bud [marijuana] and that took away my focus even more. I got high but I couldn’t concentrate and I was just not being a good student. I knew I was in trouble and I had to stop right away. I couldn’t do it anymore if I wanted to succeed.”

The young men were asked to share their biggest life struggle thus far. Several participants described how their biggest struggle occurred in trying to avoid involvement with gang activity and with violence. Repeatedly, the youth offered accounts of tumultuous home lives with absentee or barely present fathers. One young man described how he has been “assaulted and insulted” at school, with his defensive behavior resulting in his suspension, adding that many times he thought, “Why don’t I just give up?” Another young man said, “I knew I really didn’t want to join a neighborhood [gang] but I was afraid what would happen if I didn’t.” It was clear from their responses that these young men had felt both ambivalent and intimidated by the violence that surrounded them.

Theme 2: Before involvement with BLOOM, the identity development of the young men was very troubled, with the young men developing negative perceptions of self.

Early in each of the focus groups, the young men were asked about how they felt about themselves in the past. All of them agreed that they had felt “uncertain,” or

“afraid” while the majority talked about being “angry” or feeling like “I just didn’t know what to believe.” Many of the focus group participants stated that they did not even think much about their own abilities or their futures. As one young focus group participant summarized:

“No one asked me what I was interested in or what I wanted to do. I just was going along day-to-day – trying to get through the day. I didn’t think much about what I wanted – I didn’t think anyone cared about me or what was gonna happen to me.”

This was a refrain heard over and over, “no one cared,” “I didn’t really think,” and “I wasn’t really going anywhere.” The group participants were somewhat withdrawn during this line of questioning, talking very little and sharing even less. Their recollections of the past and their descriptions of themselves prior to BLOOM were much less developed and detailed – particularly when compared with the depth of their responses about the BLOOM program and their plans for the future.

Because of their frequently negative life experiences and challenges, these young men all offered evidence of negative self-perception. As one young man explained, “I guess back in the day you could say I had attitude. But I didn’t have hope.” In addition, as part of their negative self-perception, anger existed “just below the surface” of their lives. The majority of the youth reported that they felt “no one cared about me” and “no one was looking out for me.” Because of this, anger was the prevalent emotional reaction discussed by the majority of the focus group members. Several individuals described struggling to get their anger “under control” or to “put a lid on it.” One BLOOMer eloquently detailed his struggles:

“I’ve got a lot of issues with anger. I live with my dad – who is from Nigeria – and he’s really strict with me – he’s from another place, another world. I know a lot of my anger comes from the anger that I saw in my dad. He was angry and I got angry. I would get into fights with people at school – and I wouldn’t do good in school. Then I would get in more fights and do worse. Then I would get kicked out. It was all bad. I got angrier and angrier. I knew I couldn’t go on doing it but I didn’t know how to stop.”

EXPERIENCES WITH THE BLOOM PROGRAM

Theme 3: BLOOM youth valued the services and supports they received, describing the deep and profound impact of the programming in which they participated.

While the focus group participants had some difficulty speaking about their lives before BLOOM, youth were much more willing to share their experiences once they became involved with BLOOM. However, there were interesting developments within the focus

groups. While they young men were asked about their overall experience with BLOOM, their responses quickly grew specific to the organization with which they identified the most strongly. All of the youth had positive things to say about BLOOM, enthusing, "It's great," and "It really helps," as well as "We need more things like BLOOM out in our communities." They also described the opportunities they had taken advantage of – including attending events that allowed them to network with public officials. One young man who was particularly interested in local governance spoke at length about meeting and talking with Attorney General Kamala Harris. Another group of youth reported enthusiastically about their experiences meeting with County Supervisor Mark Ridley-Thomas.

All of the youth expressed their gratitude at receiving academic support, including skills development, and career opportunities. One young man talked about how the Black Male Academy had "put you in good leadership roles, helped you to change." However another youth talked about his mixed reaction to the Academy, admitting, "When the opportunity came, I wasn't ready for it," continuing he then described how, "I could function and learn better – at the end of the day. People really cared about me – they wanted me to be well, to be mentally challenged."

Several youth explained how their BLOOM organization helped them to get on "the right path" or helped them "straighten out." The youth who had described his own anger issues reported that he has been able to improve his relationship, adding, "My instinct to fight is not as present in my life." Other youth reiterated how each BLOOM organization enabled them to further their success in school through mentorship and support, talking about how the presence of the organization helped guide them and allowed them to stay away from a negative pathway that would not allow them to be successful. "It helped me to stay away from the streets," one youth offered, "And the road that would probably have taken my life."

All of the youth expressed their interest in the BLOOM programming being expanded. "We need more of this," one young man insisted, while another reinforced, "There should be BLOOM all over LA County." One BLOOMer who identified as half African American and half Latino suggested that, "the programs should be expanded to other populations of youth including the Latino community. We all need this approach to changing."

As noted previously, BLOOMers tended to identify with one organization, particularly the young men who were associated with Brotherhood Crusade. Although they were asked about BLOOM, six of the young men talked exclusively about their involvement with Brotherhood Crusade. It is important to note that a majority of the youth at the focus group (n=6) were participants of Brotherhood Crusade, which may explain why

Brotherhood Crusade was discussed more extensively than other partner organizations. Nevertheless, the young men were also intertwined and had contact with other agencies, but did not have extensive knowledge of or experience with other BLOOM partners. "I'd like to get to know more about the other BLOOM partner, one young man stated. "Maybe we could spend more time together or have some kind of trip or retreat. I want to learn more about what's out there." Other focus group participants expressed great interest in other programs – including those that might allow them to travel and have experiences outside of Los Angeles.

Theme 4: BLOOM youth desire and are seeking job placement. However, this was a very distant second in value to the educational and experiential opportunities youth described.

Programming that is integral to the BLOOM Initiative focuses on increasing employment opportunities for Black male youth involved with the probation system. However, this was not an emphasis for the young men who participated in the focus groups. Three individuals were currently employed on a part time basis; no one who participated in focus groups was employed on a full time basis. Each of these young men credited their respective organizations with assisting them in obtaining jobs. One young man explained, "They helped me get prepared, they got me interviews and we all celebrated when I got hired."

While the majority of the focus group participants were not employed, the discussion about jobs centered on the desire of several participants to secure employment both now and in the future. Several young men discussed the significance of job training services they received. One described how all of the BLOOM youth received job readiness classes and preparation, building interview skills and preparing their resume:

"We all had to prepare for a job interview and we had to learn how to make presentations. We would stand up in front of the group to do our presentation; we would make mistakes and improve our speech skills. It was hard but I am glad we did it."

Several of the focus group participants agreed that job preparation was important for their development with one young man capturing group sentiment when he stated, "I may not need it now but I am going to need to know how to do all this eventually."

Theme 5: The majority of the BLOOM youth noted the significance of a mentor or influential elder in their live.

One of the most striking themes to emerge from the focus groups was the importance and impact of a mentor or influential adult in the lives of these youth. The vast majority

of the youth participating in focus groups noted that their own fathers were absent from their lives. Several youth also spent time talking about why they chose to be a part of a BLOOM organization and why they thought their peers did not. Most of the young men agreed that despite the BLOOM organization coming to their school and making a presentation there had to include some other, additional type of motivation that encourages participation. The youth explained that many of their peers are not focused but for them there was some additional element that enabled them to “get on board” – usually the encouragement of an adult. Several youth recalled, “My mom told me to go to BLOOM,” or “My coach sent me,” or “My teacher sent me.” One young man explained how, “I was getting into trouble but my moms saw it. Mom makes sure I go to the best schools. She got me through a bad phase and starting me going to a good high school with a sports program in a good community.” It was clear from most responses that youth relied on adult reinforcement to guide their participation in BLOOM programming. “I wouldn’t be here without my coach,” one young man reported, “He told me to just try it and I’m glad I listened to him.”

Several of the young men discussed how important it was to have an adult in their life that cared about them. “This is what BLOOM does,” one youth explained, “It gives you the caring you want, the caring you need. You feel better.” Another youth participant added, “BLOOM teaches you how to become a proper man. You have a role model.” Still another BLOOMer offered his assessment, “I know at Brotherhood Crusade [the BLOOM partner] people really care about me, they care about me being well and being mentally challenged.

One young man described how the presence of a BLOOM mentor had changed him saying:

“I never would have talked to or known anyone like this. The men that work with me are constantly positive. We uplift each other. They want us to be more – and they are always looking to help without wanting something in return.”

Theme 6: Youth emphasized the importance of the supportive environment they encountered but included ideas about how to expand BLOOM programming.

Throughout the focus groups, youth talked about the “support” and the “positive environment” they experienced at the BLOOM partner organizations. Consistent with the second year focus groups, the idea of a supportive environment, provided through staff/mentor relationships, programmatic and activity offerings, and through access to opportunity, represents an important success of the BLOOM partner organizations, as highlighted by the young men. Overall, the youth expressed appreciation for the

opportunities, the exposure to new experiences and the ongoing support received as participants of the BLOOM program.

Several of the focus group participants discussed their engagement in Professor Renford Reese's education program at Cal Poly Pomona. "I never would have believed I would go to college," one youth said, "But this program helped me with scholarships and applying to college." Another youth explained:

"We would go over each day's lesson and participate in-group activities. Everyone would get rewarded for doing their part. This showed us hope and possibilities while rewarding us for our achievements. It was great."

Several of the focus group participants recommended that BLOOM expand its offerings and unite or work with other community-based programs. Two young men had each been involved with the Los Angeles City Mayor's Office Gang Reduction Youth Development (GRYD) Program and suggested that BLOOM become involved with GRYD. Another young man said he was "stoked to be there," but he added that there needed to be more classes, expanding, "Give us more programs, classes like drums or music, some classes don't appeal to me." Still another young man suggested partnering with Homeboy Industries for assistance with employment and job preparation. "There's a lot of place where we can get help in Los Angeles," one young man began, then continued with his suggestion, "We should reach out to all of them."

AFTER BLOOM: FUTURE GOALS AND PLANS

Theme 7: Youth talked extensively and specifically about future plans, describing their long-term hopes and dreams.

The positive thoughts and feelings these young men expressed were remarkable. While many come from backgrounds of difficulty and in some cases deprivation, they were grateful for the resources BLOOM provided and are hopeful about the future. "I'm never done learning until now and I want to continue, there is so much more to learn" one young man remarked, as another observed, "This program has helped a lot, but I still have more to do."

While past experiences frequently caused the young men to experience anxiety about the future, several individuals easily used terms such as "growing", "process", and "learning" to describe their current life status. They talked honestly about feeling that they have not yet reached or even approached their desired life goals. However, alongside this anxiety and angst, most of the youth looked forward with positive expectations. "I know it's gonna be positive, things will turn out – I just don't know how soon," one young man explained while another added, "I just keep focusing on the

positive." All of the terms and phrases used indicated a hopefulness and positive attitude about the future.

Most significantly, across both focus groups, most participants agreed that earning a high school diploma represented their most important and immediate future goal. Three youth noted that they expected to graduate in June and five more indicated that they were "getting ready" to graduate having recently passed the required high school exit exam. Most of the individuals participating also indicated that after high school, they planned to pursue post-secondary education, whether at community colleges or four-year colleges and universities. "You can't stop at high school," one young man explained, "It's just not enough." When asked about future careers, these ran the gamut from "coach," "App designer," "computer gamer" to "writer/poet/screenwriter," "therapist" and "homicide detective." Some youth also expressed an interest in the music industry while others talked at length about "teaching or "helping others." One young man offered, "I want to be able to go back to the youngsters and help steer them in the right direction."

One young man was very committed to pursuing sports, although he openly admitted, "It's not like I'm going to the NBA." He went on to explain that "I found out that sports -- especially football -- was one of the ways I was able to release my anger. I have a great coach and I'm focused on becoming a coach and helping other kids change." Three men described their interests in policy and governance. One BLOOMer openly talked about his passion for changing policies that negatively affect minorities and youth at risk; he has a thorough plan, connections, and the motivation to get exactly where he wants to go. Three youth were less specific; staying out of trouble and creating financial stability were the goals they touched on. For all of the youth, making money was a major point of interest.

Theme 8: Youth talked about more global issues, demonstrating concerns beyond their own needs and experience.

In both focus groups, the young men expressed their concerns about the future – both their personal trajectories and the outlook for their communities and for African Americans everywhere. These concerns were typified in the remarks of one young man who said he was "thinking about the next generation and thinking about how the future is gonna be."

As part of this discussion, youth were challenged to answer the question, "What do you think others in the community need?" and their responses indicated a depth of emotional intelligence as well as thoughtfulness. One youth emphatically answered, "We need to tackle the problem at an early age, start when kids are little, start in elementary school." No sooner were the words out of his mouth then another youth

suggested, “Catch ‘em in pre-K,” adding, “Not just in our community but around the world.” Another young man very thoughtfully observed, “We need to look at key racial issues – we need to see we are all just human beings with basic human needs.”

Alongside this question, the youth were asked what they thought African-Americans in the United States needed. Many of them voiced strong opinions and thoughts, claiming that there needed to be an emphasis on “less violence, more education.” Three of the young men agreed that there needed to be “more mentors” to help start “a beautiful chain reaction of change.” Another young man insisted, “We have to teach everyone that there is an option: you can control your own fate.” As the discussion picked up, there were even more detailed responses to this query, with one young man saying, “A lot of adults are lost as well as the youth – we need help to make them better.” His point was further developed by another focus group participant who stated, “We need positive media images. And we need to talk about real stuff – including having a positive image of education that is something everyone can believe in.” As the focus group wound down, one young man added, “We need to keep talking so everyone knows their rights – including having a good education and good schools.” These were glimmers that the BLOOMers might well develop into future policy advocates and leaders.

IN-DEPTH INTERVIEWS WITH BLOOM YOUTH

Theme One: There was tremendous variance in educational experience with implications for educational outcomes.

The youth interviewed reported myriad educational experiences. All of the individuals shared their perceptions that the relationships with their teachers throughout their schooling had the greatest impact on their educational outcomes. “When I had a teacher who didn’t care about me,” one young man began, “I didn’t care about school. Their attitude just rubbed off on me.” Another young man recalled:

“I had a teacher. She would give me a bad time about coming to school late. She would kick me out of the class and say, “I am going to talk to you, just wait for me outside.” I would wait for her... then the bell would ring and she never arrived. So I just left.”

Understandably, positive Teacher-Student Relationships were connected with positive educational behaviors and outcomes. In the cases of four of the young men interviewed, all reported very positive relationships with teachers and “good” to “excellent” school performances. Similarly, in the case of four other young men, they described very negative teacher-student relationships that had

implications for their academic performance. “No teacher ever cared about me,” one young man reported, “So I didn’t do well in school.” In the same vein, another BLOOMer recalled, “I didn’t have teachers, I had babysitters. And so I learned not to care about school.” What emerged overall was a picture of young men who wanted to be involved in school and education but did not always find a system or educators who were committed to fulfilling their needs.

Theme Two: BLOOM helped to fill the gaps in education that were a result of poor or underperforming schools.

The young men interviewed were very articulate and clear about the impact of BLOOM programming, with six insisting that they probably would have dropped out of school without the assistance of Brotherhood Crusade and the BLOOM program. “I didn’t want to go to school – I didn’t care about it – but BC got me a tutor and help that I needed.” Another young man spoke briefly but emphatically, “Without my mentor, I would have dropped out and gone to the street.” It was clear for these and other responses that BLOOM programming represented a sort of “educational safety net” for the program participants.

Theme Three: Most of the youth interviewed had encountered violence and instability in their homes and communities. They described family problems and lack of care and support from parents, adults and authority figures.

Reinforcing what had emerged from focus groups, most of the young men interviewed reported that they had encountered violence in their homes as well as in the streets of their community. While the BLOOMers were not as expressive in focus groups, during the depth interviews, several young men spoke at length about what they had witnessed in their homes and in their communities. “I never wanted to go home after school,” one young man said, “Because I never knew what would be waiting for me there.” Six of the young men reported that domestic violence had occurred in their families. One youth recalled, “I would hide in the closet with my sister when my dad would give my moms what he called punishment. I think it was worse not seeing it.” Another young man explained, “It helped me to grow up and see that because I knew I was never gonna do it to any woman who was important to me.”

Similarly, four youth discussed the presence of gangs and how involvement was considered normative in their environment. The threat that surrounded their lives was evoked by one respondent who explained, “There’s been times when I am like, am I gonna go home or am I gonna go get killed?” Another young man recalled, “I just wanted to run away – not to get into trouble but to stay out of trouble.”

Six young men described either tense or non-existent relationships with their fathers that led them to look for alternative role models or father figures. One youth was eloquent on this topic:

"I never knew my own father – he left my mother when she was pregnant. So I looked up to big homie – he was gonna be my father. But deep in my heart I knew it was wrong. I just wanted someone to be in charge, to take care of me. I've learned this now. I wanted an adult in my life."

This was the most consistent refrain that emerged from interviews: the lack of nurturing and support from parents, adults and authority figures. In some ways, this made the young men all the more open to the intervention of BLOOM programs including Brotherhood Crusade. This is not to say that these individuals immediately trusted the adults who were staff in the program – as the fourth and final theme demonstrates.

Theme Four: There was not always an immediate acceptance of BLOOM programs or the mentors and adults managing them. Youth had to internalize the program at their own pace.

In what was one of the most important findings from the interview process, data revealed that BLOOMers internalized the program and its values on their own timetable. During interviews, six youth described the process of initially rejecting change and help, then ultimately embracing it on their own timetable. This reaction is wholly understandable when viewed through the lens of previous relationships to adults and authority figures. As one young man explained:

"My whole life it felt like adults just let me down. So here come the people from BLOOM from Brotherhood Crusade and they're saying they're gonna help you. But you don't believe them because people have promised stuff before. So you're not gonna do a 180 and believe them. But eventually, I found out, they really were there for me and they were gonna help me. You learn there is a way out of South Central."

Another young man admitted, "I first just thought about how I could use the program to get what I wanted. [Laughing] I guess that's what happened after all."

The young men all described how other individuals and programs had entered their lives and invariably disappointed them. One young man explained, "I decided to take a chance with BLOOM because they said, "this is our commitment to you for life." I believe that. So far it's been good. In the case of another young man, he described being very suspicious of BLOOM and Brotherhood Crusade until his brother went through the program. A year later, he was encouraged by his brother to join the program and participate in the empowerment field trips. As a participant in BLOOM,

the younger brother and once-reluctant BLOOMer now strongly believes that every school should have a BLOOM program.”

Throughout the depth interviews, there was powerful testimony to the impact of BLOOM and Brotherhood Crusade. For several individuals, the decision to engage with Brotherhood Crusade was viewed as a decision that “changed my life” or “changed my course.” One young man evoked the guiding spirit of BLOOM:

“From this organization, I feel a sense of community from all of us who belong here along with support from the staff. I have a chance for self-reflection and empowerment building – and I feel safe. I want to feel this for all of my life.”

SUMMARY

At the beginning of this report, it was highlighted that the BLOOM Initiative seeks to identify and improve supports, conditions, and opportunities for probation-involved, Black male youth. It is too early to determine the progress made toward broader questions related to systems, conditions, and supports available for youth on probation in Los Angeles County. However in the first three years, the BLOOM Initiative has set the foundation and created an infrastructure for a collaborative model of philanthropic and community-based efforts that have that have shown potential to improve educational and employment outcomes for BLOOM youth participants.

- 1. Educational Opportunity Long-Term Goal (3-5 Years):** Increased number of Black male youth completing secondary and post-secondary education.

In year three of the BLOOM Initiative, more than 84% of BLOOM youth participants were enrolled in secondary school, and 12% of BLOOM participants completed high school or earned a GED, while 3% of all BLOOM youth participants enrolled a two-or-four-year college or university. It is important to note here, that among the 49 participants who completed high school or a GED (as of year three), 57% (n=28) of those graduates enrolled in a two-or-four-year college or university in the fall of 2015.

- 2. Job Opportunity Long-Term Goal (3-5 Years):** Increased number of Black male youth who are employed.

As noted previously, the low percentage of employed BLOOM youth participants is likely the result of most BLOOMers being under the age for employment, and not due to a lack of job training or relevant skills. Despite this however, there has been an increase in the percentage of BLOOM youth employed over the first three years of the Initiative. Further, in addition to securing employment, a large number of BLOOM youth have completed job readiness training that includes, but is not limited to resume completion, interview training, and the development of soft skills necessary for gainful employment.

Table 6: Employment Status of BLOOM Participants

	Year 1	Year 2	Year 3	% Change
Employed?	3.5%	7.7%	9.8%	+2.1

3. System Involvement

At the end of year three, nearly 83% of BLOOM youth did not violate the terms of their probation supervision. Although a slight increase in probation violations from previous years, this is consistent with Year 1 and Year 2 findings.

Table 7: % Violated Terms of Probation

	Year 1	Year 2	Year 3	% Change
<i>Probation Violation/Recidivism</i>				
No	93.2%	88%	82.9%	+5.1
Yes	6.8%	12%	16.1%	+4.1

Overall, the Initiative has made effective gains in model development in the first three years of the program. While this report specifically documents the progress of BLOOM youth participants' educational attainment, employment, and recidivism rate, it is important to note the following year three successes:

- Nearly 400 probation-involved Black male youth were comprehensively served.
- Re-established key partnerships and relationships.
- Collaboration between community-based partner organizations.
- Developed conversation and narrative around complexities of serving probation-involved youth.
- In the process of developing and solidifying a model/theory of change, which will allow for replication.

RECOMMENDATIONS

As noted in the previous section, successes in year three have centered on developing a conversation and narrative around the complexities of serving probation-involved youth. While the BLOOM Initiative has encountered challenges in the first three years, the California Community Foundation has been reflective and refined the model to more effectively serve BLOOM youth participants. As such, the following recommendations for improving the BLOOM model include:

- 1. There must be a culturally responsive approach to measuring BLOOM youth success.**

From the data, it has emerged that traditional indicators and measures of success do not capture the complexities of the BLOOM youth experience, nor the challenges in serving probation involved youth. Thus, it is recommended that the BLOOM Initiative identify and implement educational and employment indicators that measure progression of probation-involved youth, rather than outcome only measures.

- 2. Identify key practices that appear to be most effective in supporting and engaging youth.**

BLOOM is developing a holistic approach to serving probation-involved youth, Black male youth. In the first three years, BLOOM has begun to develop a culturally responsive approach to serving probation involved youth, develop a theory of change for replication and scalability, and implement a mechanism in which community-based partnerships and collaboration take place. It is important the best practices and lessons learned of both the partner programs, as well as the broader BLOOM Initiative are further documented.

- 3. Improve data collection and management systems by creating “data discourse” and a “culture of evidence” across the BLOOM community-based partner organizations.**

It is important to continue improving data collection and management systems to ensure high quality, reliable data. In addition, it is recommended that a data management system across the partners is created, and the development of regular and ongoing “data discourses” across the partners to create a “culture of evidence.”

4. Tell the story of BLOOM success.

Now is a strategic time to implement the initial goal of a strategic marketing campaign that changes the perception of probation-involved youth. In year four, it is recommended that a media/public relations strategy is re-established to tell the story of BLOOM youth participants. The use of social media, traditional news outlets (LA Times), regular forums, town hall meetings, and convening of philanthropic organizations will generate awareness, interest, and develop a *new narrative*.

Appendix A
Quarterly Report Variable List
v. January 2015

Section 1¹⁰

1. First and Last Name of BLOOM youth
2. Date of Birth
3. BLOOM Enrollment Date
4. Referral Source
 - a. **Dropdown Menu Options:**
 - i. Law Enforcement/Probation Dept/Officer
 - ii. Judicial/Court System
 - iii. School Counselor/ Teacher/Admin
 - iv. Parent/Guardian
 - v. Community/Faith Based Organization
 - vi. Community Member
 - vii. BLOOM Community Partner
 - viii. Friend
 - ix. Self
5. Place of Residence – Please input the zip code of each BLOOM youth’s residential location.

Section 2¹¹

1. School Status – What is the most recent grade completed by your BLOOM youth upon enrollment in your program?
 - a. **Dropdown Menu Options:**
 - i. 7th Grade
 - ii. 8th Grade
 - iii. 9th Grade
 - iv. 10th Grade
 - v. 11th Grade
 - vi. 12th Grade
 - vii. Not Enrolled
 - viii. Diploma Received
 - ix. GED Received
 - x. Enrolled in Post-Secondary

¹⁰ Reintegration Academy will not complete section 1. The remaining three partners, 1) Brotherhood Crusade, 2) Goodwill/West Angeles CDC, and 3) SJLI, will complete section 1 for all BLOOM youth.

¹¹ Section 2 – See footnote #1.

2. School Credits – Enter the # of middle school and/or high school credits completed by BLOOM youth upon entering your program.
3. Attendance – Prior to your program, how often does BLOOM youth report attending school?
 - a. **Dropdown Menu Options:**
 - i. Not Enrolled
 - ii. Never Attends
 - iii. Rarely Attends (4-6 times/month)
 - iv. Sporadically (2-3 days/week)
 - v. Regularly (5 days/week)
4. Suspended/Expelled from school prior to BLOOM?
 - a. **Dropdown Menu Options:**
 - i. Suspended
 - ii. Expelled
 - iii. No
5. Ever employed prior to BLOOM enrollment?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No
 - iii. Internship
6. Currently on probation?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No
8. Ever been ordered to probation camp, juvenile detention, training school or other type of juvenile correctional facility?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No
9. DCFS Supervision?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No
10. Living Arrangement/Residence?
 - a. **Dropdown Menu Options:**
 - i. Single birth mother
 - ii. Single birth father
 - iii. Both birth parents
 - iv. Grandparent(s)
 - v. Extended family
 - vi. Foster family
 - vii. Group care facility
 - viii. Homeless

Section 3¹²

1. During the quarter, did you refer BLOOM youth to another BLOOM Community Partner?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

2. If yes, please indicate which organization BLOOM youth was referred to.
 - a. **Dropdown Menu Options:**
 - i. Brotherhood Crusade
 - ii. Goodwill / West Angeles Community Development Corporation
 - iii. Social Justice Learning Institute

3. Suspended/Expelled from School during the reporting quarter?
 - a. **Dropdown Menu Options:**
 - i. Suspended
 - ii. Expelled
 - iii. No

4. Living Arrangement/Residence?
 - a. **Dropdown Menu Options:**
 - i. Single birth mother
 - ii. Single birth father
 - iii. Both birth parents
 - iv. Grandparent(s)
 - v. Extended family
 - vi. Foster family
 - vii. Group care facility
 - viii. Homeless

5. Currently on probation?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

6. Re-Offended?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

7. Type of offense committed?
 - a. **Dropdown Menu Options:**
 - i. Status Offense
 - ii. Criminal Offense
 - iii. No Offense Committed
 - iv. Probation Violation (Not sure this is what status offense means??)

¹² Section 2 – See footnote #1.

8. Ordered to probation camp, juvenile detention, training school or other type of juvenile correctional facility?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

9. BLOOM Status?
 - a. **Dropdown Menu Options:**
 - i. Active
 - ii. Non-Active

Section 4¹³

BROTHERHOOD CRUSADE: *BLOOM Life Skills & Development Partner*

1. Did BLOOM youth complete the Self-Actualization Program?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No
 - iii. In Progress

2. If no, what module do you assess BLOOM youth is currently on?
 - a. **Dropdown Menu Options:**
 - i. 1
 - ii. 2
 - iii. 3
 - iv. 4
 - v. 5
 - vi. 6

3. Is BLOOM youth volunteering and/or interning?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

4. How many hours per week is the BLOOM youth volunteering/interning?
 - a. **Dropdown Menu Options:**
 - i. 1 to 3
 - ii. 4 to 6
 - iii. 7 to 9
 - iv. 10 to 15
 - v. 15 +

5. If participating in an internship, please indicate the name of the company in which youth is completing internship.

¹³ Section 4 is tailored to individual BLOOM community partners – each organization will collect data pertinent to their area of expertise within the BLOOM 2.0 model (i.e. academic, employment, etc).

6. If volunteering, please include the name of the organization/company(s) in which BLOOM youth volunteered during the quarterly reporting period.

Goodwill/West Angeles Community Development Corporation
BLOOM Employment Partner

1. How many Young In LA Employment Training Program workshops has the BLOOM youth completed to date?
- a. Dropdown Menu Options:**
- i. 1
 - ii. 2
 - iii. 3
 - iv. 4
 - v. 5
 - vi. 6
 - vii. Completed Program
2. Please indicate job status.
- a. Dropdown Menu Options:**
- i. Employed
 - ii. Training Program (Leading to Certification)
 - iii. Internship
 - iv. Volunteer
 - v. Job Interviews
 - vi. Unemployed
 - vii. Work Experience (Subsidized Employment)
3. If employed, please include Employer Name.
4. Job Start Date
5. Does the BLOOM youth work more than 20 hours/week?
- a. Dropdown Menu Options:**
- i. Yes
 - ii. No
6. If currently participating in interviews, how many job interview(s) did the BLOOM youth complete during the quarterly reporting period?
7. If enrolled in a training program leading to certification, please include the name of the school and/or training program.
8. Did youth receive a training certificate during the reporting quarter?
- a. Dropdown Menu Options:**
- i. Yes
 - ii. No

9. If youth received a certificate, include the name of the certificate received.
10. If participating in an internship, please indicate the name of the company in which youth is completing internship.
11. Is the BLOOM youth participating in a paid internship?
12. If volunteering, please include the name of the organization/company in which BLOOM youth volunteered during the quarterly reporting period.

Social Justice Learning Institute
BLOOM Academic Partner

1. School Status – What is the current school status of your BLOOM youth?
 - a. **Dropdown Menu Options:**
 - i. 7th Grade
 - ii. 8th Grade
 - iii. 9th Grade
 - iv. 10th Grade
 - v. 11th Grade
 - vi. 12th Grade
 - vii. Not Enrolled
 - viii. Diploma Received
 - ix. GED Received
 - x. Enrolled in Post-Secondary
2. School Attendance – How often does your BLOOM youth report attending school?
 - a. **Dropdown Menu Options:**
 - i. Never
 - ii. Rarely
 - iii. Sporadically (1-2 Days/Week)
 - iv. Regularly
 - v. Not Enrolled
3. Current Grade Point Average.
4. School Credits – Enter the # of middle school and/or high school credits completed by BLOOM youth.
5. Did BLOOM youth advance to the next grade level at the end of the academic or program year?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

6. Did BLOOM youth complete the Urban Scholars Program?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

7. Is BLOOM youth on track to complete A-G requirements?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

8. If a senior, did the BLOOM youth complete at least one college application?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

9. If a senior, has the BLOOM youth been accepted to college?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

10. If accepted to college, please include college name and type (e.g. 2-year, 4-year, vocational, other).

Reintegration Academy
(Will complete section 4 only)

1. First and Last Name of BLOOM youth.

2. What BLOOM partner was youth referred by?
 - o **Dropdown Menu Options:**
 - Brotherhood Crusade
 - Goodwill / West Angeles CDC
 - SJLI
 - Other

****If youth was not referred by a BLOOM partner program, please collect the following information:***

1. Date of Birth

2. Enrollment Date in Reintegration Academy.

3. Referral Source
 - o **Dropdown Menu Options:**
 - Law Enforcement/Probation Dept/Officer
 - Judicial/Court System
 - School Counselor/ Teacher/Admin
 - Parent/Guardian
 - Community/Faith Based Organization
 - Community Member
 - BLOOM Community Partner
 - Friend
 - Self

4. Place of Residence – Please input the zip code of each BLOOM youth’s residential location.

****Please complete the following questions for all Academy participants:***

1. Did BLOOM youth complete the campus exploration module?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

2. Did BLOOM youth complete the academic orientation module?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

3. Did BLOOM youth complete the vocational education module?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

4. Did BLOOM youth complete the career development module?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

5. Does the BLOOM youth plan to apply to college their senior year?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

6. If yes, does the BLOOM youth plan to apply to Mt. San Antonio College and/or Cal Poly Pomona?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No
 - iii. Both

7. For seniors only, did the BLOOM youth complete the college application for entrance to Mt. San Antonio College?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

8. For seniors only, did the BLOOM youth complete the college application for entrance to Cal Poly Pomona?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

9. For seniors, did the BLOOM youth enroll in college?
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

10. If yes, please indicate the name of the two-or-four year college or vocational program in which the BLOOM youth enrolled.

****Please insert results from Pre-Test and Post-Test Questions***

1. I am confident in my academic preparation to attend college.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

2. I know what careers match my personality.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

3. I know my career interest.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

4. I know how to apply my values in career and life decisions.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

5. I know how to develop a marketable resume.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

6. I know how to effectively search for a job.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

7. I know how to effectively interview for a job.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

8. I know how to effectively manage my stress and anger.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

9. I am confident in my ability to manage my life effectively.
 - a. **Dropdown Menu Options:**
 - i. Yes
 - ii. No

Appendix B
BLOOM Quarterly Report

Revised Questions (v. June 2015)

1. WACDC/Goodwill will continue to complete the same report (no changes).
2. Work readiness questions will be added to the reports for Brotherhood Crusade and SJLI.
3. Academic development questions will be added to Brotherhood Crusade and SJLI. In addition, academic outcome questions, currently reported by SJLI, will be added to Brotherhood Crusade's quarterly report as well.

A. Outcome 1: Work Readiness (Added to SJLI & Brotherhood Crusade)

Milestones:

1. Attendance in your program sessions/workshops?
 - a. Attends all sessions
 - b. 90%
 - c. 80%
 - d. 70%
 - e. Less than Half
2. BLOOM youth completed a mock interview.
3. BLOOM youth completed a resume.
4. During the reporting quarter, BLOOM youth completed a job application(s).
 - a. If yes, how many?
 - b. If yes, to which companies?
5. During the reporting quarter, BLOOM youth completed an interview for a job or internship opportunity?
 - a. If yes, how many interviews have been completed during the last quarter?
 - b. If yes, with which company/organization(s)?
6. Is BLOOM youth employed, interning, or volunteering?
 - a. If yes, where?
 - b. How long?

B. Outcome 2: Academic Development (Added to SJLI & Brotherhood Crusade)

Milestones:

1. Is BLOOM youth enrolled in school?
 - a. If yes, where?
 - b. If no, please explain.
2. Did BLOOM youth change schools during the reporting period?
3. If applicable, please note challenges to school re-enrollment and/or attendance?

4. Specific to participation in your program, please list the educational support activities completed by the BLOOMer during the reporting period (e.g. tutoring, workshop sessions). Be specific.
5. Does participant need credit recovery?
6. Please indicate the number of credits attained to date, and the number needed to be on-track to graduate?

C. Below are academic questions currently reported on by SJLI. These questions will be added to Brotherhood Crusade's quarterly report:

1. School Status – What is the current school status of your BLOOM youth?
2. School Attendance – How often does your BLOOM youth report attending school?
3. Suspended/Expelled from School during the reporting quarter?
4. Current Grade Point Average.
5. School Credits – Enter the # of middle school and/or high school credits completed by BLOOM youth?
6. Did BLOOM youth advance to the next grade level at the end of the academic or program year?
7. Is BLOOM youth on track to complete A-G requirements?
8. For seniors, did the BLOOM youth complete at least one college application?
9. For seniors, has the BLOOM youth been accepted to college?
10. If accepted to college, please include college name and type (e.g. 2-year, 4-year, vocational, other).

Appendix C

BLOOM Youth Focus Group Protocol

What guides the Y3 (2014 - 2015) focus group protocol is the need gain insight into the experiences of youth in BLOOM programs, and the aspects of the program that they perceive as helpful in the key areas of education, employment, and personal support and mentorship. This focus group should transition the baseline "portrait" that has been established in the first two years of the program, to track the youth participant's transformation and their perceptions of change, as they participate in BLOOM programming. It also serves as an important source of feedback for BLOOM partner agencies as well as the South Los Angeles community. Finally, the focus groups will be used to identify youth who can potentially participate in individual depth interviews.

(1) Please trace your journey to the BLOOM program from as far back as you can remember.

What was it like growing up?

What was it like in your family?

What was your experience in school like?

Describe your involvement with the Los Angeles County Probation Department.

What are the experiences that resulted in your being referred to the BLOOM program?

(2) Describe what happened when you became part of the BLOOM program.

What agency did you enroll in or become a part of?

Were you involved in other programs aside from programs that are part of BLOOM?

Did anyone connect with you and help you in any part of the BLOOM program?

Have you been involved in any other programs aside from BLOOM at the same time? What were they and what has happened?

(3) How long have you been a part of the BLOOM program?

How do you think you are doing in the program?

What types of activities do you participate in as a part of BLOOM?

Have they been helpful?

Are there ways that the activities could be better or more helpful for you?

Where do you see yourself at in the program?

(4) What is your opinion of the BLOOM program?

What are the best things about the BLOOM program?

What needs to be changed?

(5) What do you think that youth need to help them?

How does BLOOM offer help in these areas?

What would help you to change?

What would help other youth change?

How could BLOOM be better to help you and other youth change?

(6) What are your dreams?

In five years, what do you want your life to look like?

What is happening at BLOOM that will help you make your dreams a reality?

(7) Is there anything else you want to share?

Appendix D
Life History Interview Protocol
Qualitative Interview

Okay, let's get started. [If participant gave permission to record, begin recording] I'm going to start the audio-recording now. Just to remind you, your answers are confidential and will not be shared with the staff at [program from which participant was recruited], or with your parents or spouse, your probation officer, social worker or anyone else. We'll combine your responses with about 10 other people who answer these questions, so no one will know how you answered. Answering these questions is voluntary. You can answer some questions but not others – it's up to you. We're interested in hearing your life story. We want to understand your successes as well as any challenges you've encountered. We're interested in how you've felt, what you've thought, as well as what you've done. Do you have any questions before we get started?

[Answer any questions the participant might have.]

We'll start with the first part of the interview, which is really where we ask you to share what your life has been like. We'll take as long as you would like on this part – usually it's anywhere from 30 minutes to an hour. Do you have any questions?

[Answer any questions the participant might have then begin interview.]

We're interviewing participants with different types of experiences. Some participants may have been incarcerated as juveniles, and others may have been involved with DCFS and spent time in foster care. Some participants may have experienced both juvenile probation and DCFS.

1. Tell me about yourself – your life as far back as you can remember. Also tell me what other people have told you about your life that you may not actually remember.
 - a. What were the biggest problems you faced as you were growing up?
 - b. Have you ever been involved with the Department of Probation? Tell me about it?
 - c. Were you ever involved with any other County agencies such as DCFS or Mental Health? Tell me about it.
 - d. Were you ever part of a gang? What makes you say that?
 - e. Were there other people in your family who were part of a gang?
 - f. How do you deal with the struggles you have faced?

2. Tell me about your involvement with the BLOOM program?
 - a. How long have you been part of BLOOM?
 - b. How did you get to BLOOM?

- c. How did you get to Brotherhood Crusade?
 - d. What really worked for you there?
 - e. What didn't work?
 - f. What was hard for you to do?
 - g. What was easy for you to do?
 - h. Was there ever a "disconnect" with help? Something you think you needed that it felt like no one or no place could provide?
3. What is happening now in your life?
 - a. Have you had big problems?
 - b. Have you had to go to court?
 - c. What is still a big challenge for you?
 - d. What has gotten better for you?
 4. Tell me something you're really proud of that's happened to you as a young adult. What did it take for you to accomplish this [how did you think about it, what did you do]?
 - a. Why do you think you were able to accomplish this now?
 - b. Did you plan to achieve this or did it just happen?
 - c. What has surprised you the most about what you've accomplished in your young adult life?
 - d. Did you think you could do it?
 - e. Have you done something like this before?
 - f. What do you think was most important that helped you accomplish these things?
 5. What do you enjoy the most about your life right now?
 - a. What makes you happy or relaxed?
 - b. Can you give me an example or examples of when you are most happy in your life?
 6. What do you like the least about your life right now?
 - a. What makes you stressed or unhappy?
 - b. Can you give an example of when you are least happy with your life right now?
 7. What are some of the most difficult challenges that you have faced?
 - a. Can you give an example?
 - b. Why do you think this was challenging for you?
 - c. What do you think you would need to get past these challenges, if you haven't already?
 - d. If you've gotten past these challenges, how did you do it?
 8. What has surprised you the most about the challenges or difficult things you've had to deal with?

9. How do you think about the future?
 - a. What scares you about the future?
 - b. Do you have dreams for the future?
 - c. What are your dreams for the future?
 - d. Tell me what your life will be like in 5 years.

10. What is/are most important thing or things you have in your life now that will help you stay out of trouble?
 - a. Is there something about how you think now that will keep you stay out of trouble?
 - b. How do you define trouble?
 - c. Is there a friend or family member that will help you?
 - d. Is there something about where you live or your neighborhood or community that will help you stay out of trouble?

11. What advice would you give to a young person who has had similar experiences as you?
 - a. Any advice on what they should do and how they should do it?

12. Is there anything else you'd like to share about your experience with probation, DCFS, becoming a parent or your life in general?

Thank you for your time and your willingness to share your story!

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