



Community Safety Initiative Summer Internship Program

PILOT EVALUATION STUDY SUMMARY

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COLLECTIVE  IMPACT

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This report is an adaptation of the 2017 Stanford SPARQ Pilot Evaluation Summary
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"We must move beyond recognizing the potential of our youth and begin to honor their creativity; and encourage them to exercise the power of greatness within them! Education and economic mobility are critical to improving public safety and creating pathways to success for our youth. This program has allowed youth to build their networks and effect real change in how they see the world and how the world sees them. As many first cohort youth move on to college or graduate college, we see the promise delivered and hope fulfilled."

— **SHERYL EVANS DAVIS**

Executive Director
San Francisco Human Rights Commission



The Community Safety Initiative
*was designed to provide support
and resources to youth from
San Francisco's low-income
neighborhoods in order to develop
community engineers who can build
bridges, pipelines, and pathways for
themselves and their communities to
reach a better future.*

WHY A COMMUNITY SAFETY INITIATIVE?

In early 2015, as San Francisco was recovering from incidents of violence that rocked the community, leaders came together to rethink their approach. Sheryl Evans Davis—then-Executive Director of Collective Impact, a community-based organization in San Francisco's Western Addition neighborhood—and Suzy Loftus—then-President of the San Francisco Police Commission—sat down together to strategize. They found that there was a key gap: despite all of the progress that had been made in reducing violence in recent years, sufficient pathways into opportunities and jobs were still lacking for many in the city's low-income neighborhoods. Evans Davis and Loftus worked together to create an approach that would do more to provide pathways to help at-risk youth not only survive, but also thrive. With the backing and support of Greg Suhr—then-Chief of the San Francisco Police Department—they joined forces with allies in San Francisco's city government to form a group of stakeholders committed to trying new approaches and building an alternative and more hopeful future for the city's youth.

San Francisco Police Department, the San Francisco Police Commission, Hope SF, the San Francisco Mayor's Office, and Collective Impact/Mo'MAGIC joined together to form the Community Safety Initiative, a targeted leadership development program for youth—primarily youth of color—from the city's low-income neighborhoods. Currently, the Community Safety Initiative is a joint program of the San Francisco Human Rights Commission and Collective Impact.

2015 PROGRAM LAUNCH

The Community Safety Initiative launched in 2015 and was designed to provide support and resources to youth from San Francisco's low-income neighborhoods in order to develop community engineers who can build bridges, pipelines, and pathways for themselves and their communities to reach a better future. The central piece of the Initiative is an eight-week summer internship program for career exploration and leadership development. During the internship program, youth develop skills, build relationships, and learn about careers in law enforcement, technology, hospitality, and other industries positioned to address issues around diversity and equity. Youth are paid for their work in the program.



PILOT STUDY

WHAT IS STANFORD SPARQ?

- *Psychology “do tank” that solves real-world problems by applying social science insights.*
- *Building research-practitioner **partnerships** to design, test, and disseminate **solutions**.*
- ***Focus areas:** Criminal justice, education, health, and economic development*

PILOT EVALUATION STUDY

- *June through August (8 weeks)*
- *Third year of Summer Internship Program*

Social Psychological Answers to Real-world Questions (SPARQ) and the San Francisco Human Rights Commission partnered during the summer of 2017 to conduct a pilot study evaluating the Community Safety Initiative’s effectiveness at meeting its primary goals: 1) supporting youth’s academic and community engagement and empowerment; 2) developing students’ 21st century learning skills for the workplace; 3) improving youth’s perceptions of the police and their role in the community; and 4) fostering students’ interest in law enforcement and public safety careers. Since police-community tensions are high around the U.S., particularly between police and communities of color, we were especially interested in comparing the experiences of students who spent the summer learning about law enforcement to the experiences of students who participated in other types of internships (e.g., in public service or technology).

SUMMER INTERNSHIP PROGRAM GOALS

- *Supporting academic and community engagement*
- *Developing 21st century learning skills for workplace*
- *Improving perceptions of police and their role in community*
- *Fostering interest in law enforcement and public safety careers*

The Community Safety Initiative is promising as a model for positive youth development and local investment in the community. The pilot study evaluation results suggest that youth benefitted from the Community Safety Initiative program personally, socially, and academically. The program also helped prepare them for future success in college and career. Students’ overall program experience was positive and meaningful, especially because it provided them with new opportunities to learn and exposed them to novel experiences. Youth dedicated significant time building key 21st century skills, learning about pathways for college and career, and gaining a sense of empowerment and agency in charting their futures. While youth certainly expressed concerns about law enforcement and its relationship with the community, results suggest there is room for this relationship to improve and grow. In particular, students who worked with law enforcement over the summer had more positive attitudes about the police, felt more hopeful about the future, and were more empowered to personally work to foster better police-community relations, even within the current climate of heightened tension between police and communities of color across the country.

2017 SUMMER INTERNSHIP PROGRAM

The 2017 program began on June 6th and ended on August 6th. Students applied for the program and, upon being accepted, were assigned to work in one of the following project groups. Some project groups had one team of students (e.g., the Mayor's Office) while others had multiple student teams (e.g., the San Francisco Police Department). Students' preferences were taken into account when being assigned to project groups.

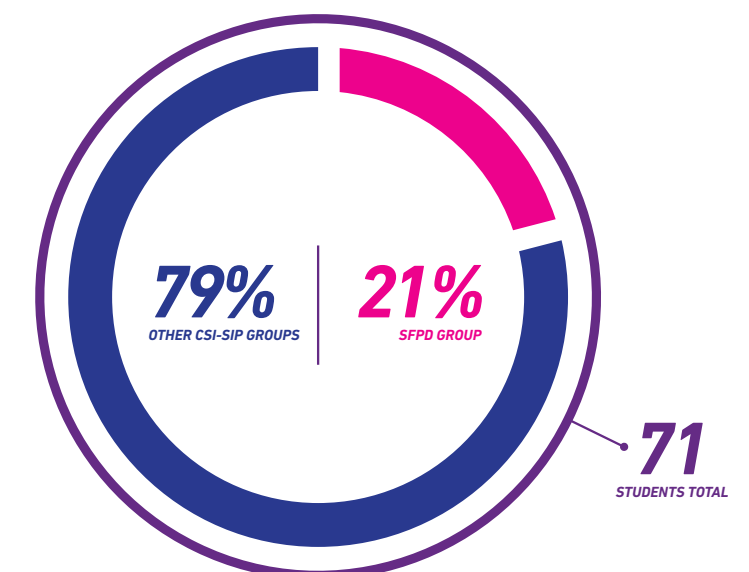
- *Culinary/Hospitality: Completed hands-on training at the restaurant 1300 on Fillmore and apprenticed with the chef and his team.*
- *Design and Development: Examined rising property values and housing prices in San Francisco and their impact on communities.*
- *Education: Partnered with the San Francisco Unified School District to recommend how to best support African American students and close the achievement gap.*
- *Hack the Hood: Learned about website development, coding, and other technology skills by working with BlackRock and building websites for local businesses.*
- *Human Rights Commission: Explored the impact of homelessness in San Francisco on families and investigated solutions.*
- *Mayor's Office: Studied the city departments, their primary functions, and current initiatives and examined gentrification issues.*
- *San Francisco Police Department: Learned about law enforcement and partnered with the SFPD on youth and community engagement strategies.*
- *Storytelling: Worked with Citizen Film, Project Level, and other partners to write and produce two original films about how youth experience their community.*

YOUTH SURVEY SAMPLE

Overall, youth spent approximately 20 hours per week participating in the program, for a total of 160 internship hours across the summer. There was some variation by group. The Hack the Hood group, in particular, worked a different schedule with longer hours and had specific project deliverables to meet for clients. They worked approximately 32 hours per week for a total of 256 internship hours across the summer.

In total, 119 youth participated in the program during the summer of 2017. Of these students, 28 worked with the San Francisco Police Department and 91 worked in the other project groups. Each group consisted of between 8 and 14 students, with the exception of Hack the Hood, which was the largest project group with 23 students.

- **119 high school students**
- **28 worked with San Francisco Police Department**
- **91 worked with other partners (e.g., 1300 on Fillmore, BlackRock)**





CSI PROJECT GROUP CHALLENGES

PROJECT GROUP CULINARY/HOSPITALITY

DESIGN AND DEVELOPMENT

EDUCATION

HACK THE HOOD

HUMAN RIGHTS COMMISSION

MAYOR'S OFFICE

SFPD: GROUP 1

SFPD: GROUP 2

SFPD: GROUP 3

STORYTELLING

PROJECT GOAL/CHALLENGE

Create, cook, and deliver an entire service experience.

Remodel a building in the Fillmore for low- and middle-income families.

Create recommendations for the San Francisco Unified School District to close the achievement gap.

Create websites for local small businesses.

Generate recommendations that offer solutions to support homeless families in San Francisco.

Address the housing crisis for Bayview families impacted by gentrification.

Evaluate the success of the SFPD's community engagement initiatives and create their own.

Get to know the SFPD and the "ins and outs" of working in law enforcement.

Create new programs to better serve youth in the community.

Learn how to express through different art forms.

The students who worked with the San Francisco Police Department were divided into three groups of 8 to 10 students each. They worked with the San Francisco Police Department's Community Engagement Division to explore ways to improve police-community relations—in particular, interactions between youth of color and the police. Each group developed a strategy, materials and resources, and recommendations to share with the police department. For example, one group developed a website that included an original series of "know your rights" videos to inform peers about encounters with the police.

At the end of the summer, the student groups presented their final projects at the Human Rights Commission's Equity Summit, held at San Francisco State University. In addition to the student presentations, the day-long convening included a series of workshops on social justice and equity in education, activism, criminal justice, and the arts; a keynote speech by Alicia Garza, co-founder of Black Lives Matter; a panel discussion with community leaders and non-profit executives; and a post-event social mixer.



STUDENT SURVEY

- *Administered at beginning (Time 1) and end (Time 2) of program*
- *Compares SFPD group vs. other CSI-SIP groups*

OBSERVATIONS AND SITE VISITS

- *SFPD on-site project work, HRC Equity Summit*
- *Time spent building key skills*

In collaboration with the Human Rights Commission, SPARQ designed a survey for students that was administered at the beginning (Time 1) and at the end (Time 2) of the program. Students completed the Time 1 survey using an online version of the questionnaire and the Time 2 survey using a paper-and-pencil version of the questionnaire.

The survey measures assessed students' program experience, academic and community engagement and empowerment, 21st century skills, perceptions of and attitudes about the police and police-community relations, and students' interest in law enforcement and public safety careers.

71 students' Time 1 and Time 2 surveys were included in the data; 21% of these students were in the San Francisco Police Department group, while 79% were across all other groups. In addition to comparing students' responses at Time 1 and Time 2, SPARQ also compared students in the San Francisco Police Department group to students in the other Community Safety Initiative groups.

In addition to the student survey, SPARQ conducted three site visits—two to San Francisco Police Department Headquarters and one to the Equity Summit—throughout the summer to learn more about the program; talk with students, program leadership and staff, and program partners; and observe the students in action.

Evaluators also worked with program leadership and staff to obtain estimates of how students spent their time in the program throughout the summer, to better understand how Community Safety Initiative fostered skill-building and professional development, and to learn more about key features of the program's design.



The Community Safety Initiative is promising as a model for positive youth development and local investment in the community.



“Student responses demonstrate sustained academic, social-emotional, and community engagement, and a sense of investment in their own academic and social well-being, in addition to making positive contributions to the larger community.”

FINDINGS ON PROGRAM EXPERIENCE & SCHOOL/COMMUNITY ENGAGEMENT

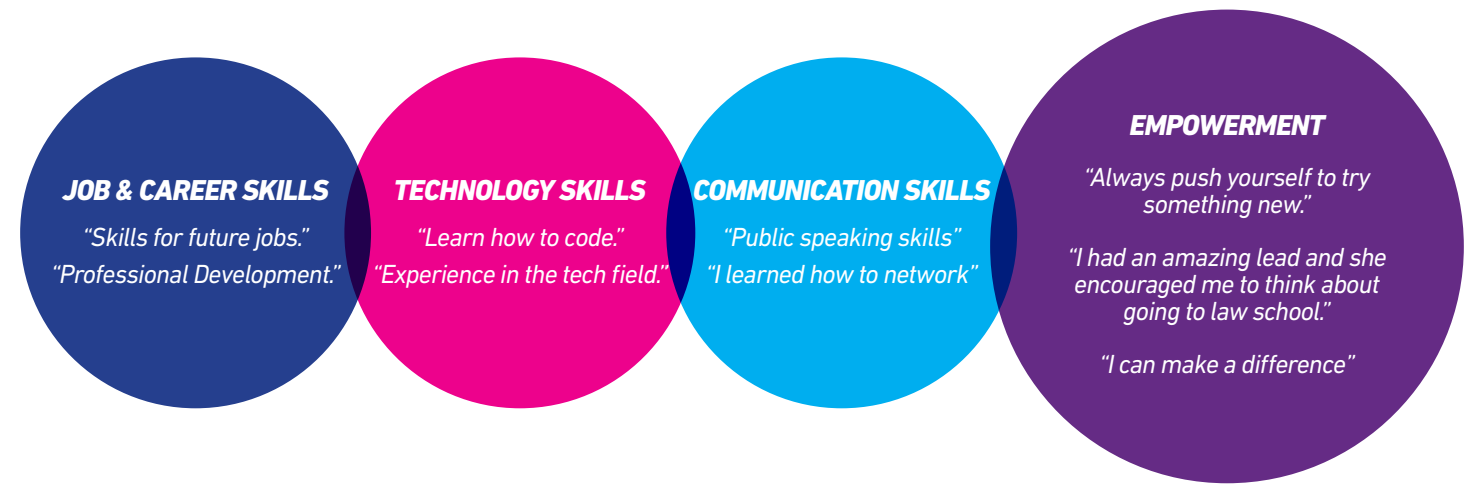
Youth in the Community Safety Initiative benefited personally, socially, and academically. Students reported that their overall program experience was positive and meaningful, especially because it provided them with new opportunities to learn and exposed them to novel experiences. Youth spent significant time building key 21st century skills, learning about pathways for college and career, and gaining a sense of empowerment and agency in charting their futures.

As a whole, the program provided ample opportunities for student empowerment, building youth's voice, sense of agency, and efficacy as they explored career pathways, engaged in projects that were relevant to their lives and communities, and learned to navigate a range of professional settings. In particular, youth spent substantial time building project management, verbal communication, and networking skills.

At the beginning of the summer, students said that they wanted to improve their job, technology, and communication skills. When asked at the end of the summer to describe how they actually benefited from the program, students confirmed that they were able to grow these skills. They also said that the program helped them feel empowered about their future goals, and like they could make a difference.

Among the top skills students hoped to learn or improve by participating in the program were communication, technology, life, and social skills. After participating in the program, students confirmed that they built these skills over the summer, and also identified public speaking and presentation skills as additional key skills that they learned or improved.

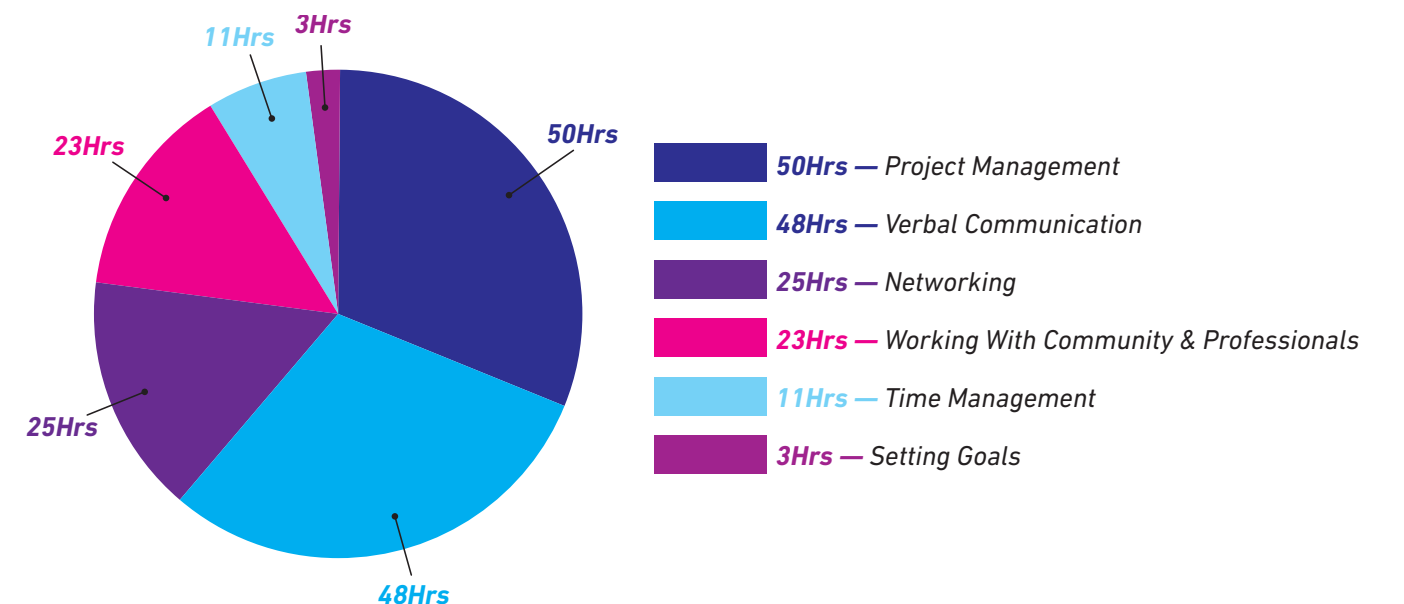
IN THEIR OWN WORDS: BUILDING SKILLS & PUSHING BOUNDARIES



Students reported that their favorite part of participating in the program was exposure to new learning and new experiences.

Student responses demonstrated sustained academic, social-emotional, and community engagement, and a sense of investment in their own academic and social well-being in addition to making positive contributions to the larger community.

AVERAGE TIME (IN HOURS) EACH YOUTH SPENT BUILDING KEY SKILLS





CONCLUSIONS & NEXT STEPS

PROGRAM EXPERIENCE & SCHOOL/COMMUNITY ENGAGEMENT

- *CSI empowers youth to be agents of change in their own lives and communities.*
- *CSI students solve real problems and work for change.*
- *Program provides hand-on/learn by doing experience.*
- *Youth build voice and agency.*
- *Students also maintain moderate-to-high levels of school and community engagement throughout the summer.*

Pilot study results suggest that the Community Safety Initiative empowers youth to be agents of change in their own lives and in their communities. By being immersed in a unique internship experience, youth are empowered to tackle significant projects and problems and develop their ability to identify and provide solutions. Rather than simply exposing students to different career fields and pathways, the Community Safety Initiative goes further by giving students hands-on opportunities to directly solve problems and, ultimately, disseminate their solutions to key stakeholders in their community. Students in the program learn by doing and, through their work, are provided with an opportunity to have a real impact.

There are a number of next steps that would yield further insight. For instance, the program would benefit from a more rigorous analysis of its impact by including a control group of similar students who do not participate in Community Safety Initiative during the summer. Similarly, obtaining more objective estimates of the time students spend building skills, and exploring what happens to students after they exit the program, would be important. A longitudinal analysis both in the short-term, looking at students' experiences as they transition back to school during the academic year, and in the long-term, following alumni of the program as they move through and complete high school and transition into college and career, would enable an investigation of the program's lasting effects over time.



YOUTH PERCEPTIONS OF POLICE-COMMUNITY RELATIONS

WHAT COMES TO MIND WHEN YOU THINK ABOUT THE POLICE?

NEGATIVE DESCRIPTORS

34% "Harassment."
"Target the wrong people."

VIOLENCE / VIOLENT

23% "Killing my people."
"Excessive Force."

POLICE ACTIVITIES / DESCRIPTORS

15% "Sirens."
"Jail."

GUNS / SHOOTING

13% "Shooting."
"Loud with guns."

RACIAL BIAS / RACISM

7% "Black people getting killed by the police."
"They are unfair to certain races."

POSITIVE DESCRIPTORS

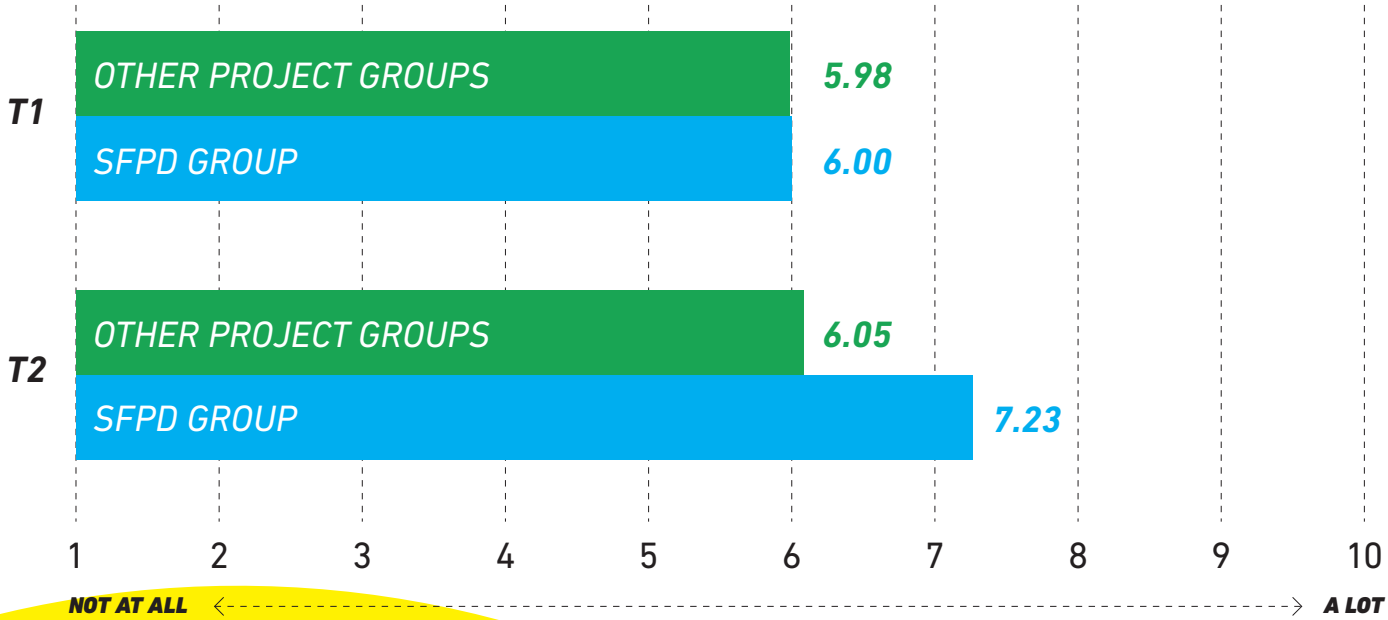
17% "People that keep us safe."
"Protection."

While youth certainly expressed concerns about the police and their relationship with the community, there is room to grow and improve this relationship. Students in the San Francisco Police Department group, in particular, had more positive attitudes about the police, felt more hopeful about the future, and were more empowered to work to foster better police-community relations. Providing opportunities for youth to work with law enforcement and generate solutions to improve police-community relations is a promising strategy to help bridge the police-community divide.

After participating in the program, youth in the San Francisco Police Department group were more likely than youth in the other Community Safety Initiative groups to think that the relationship between the police and the community could be improved. They were also more likely than those in the other Community Safety Initiative groups to say that they could personally help increase trust between the police and their community and that, moreover, the program helped empower them to do so. Students' ratings on these questions were similar both when coming into and exiting the program, and youth in the San Francisco Police Department group endorsed higher levels of trust and empowerment at both time points.

SFPD GROUP MORE HOPEFUL ABOUT POLICE-COMMUNITY RELATIONS

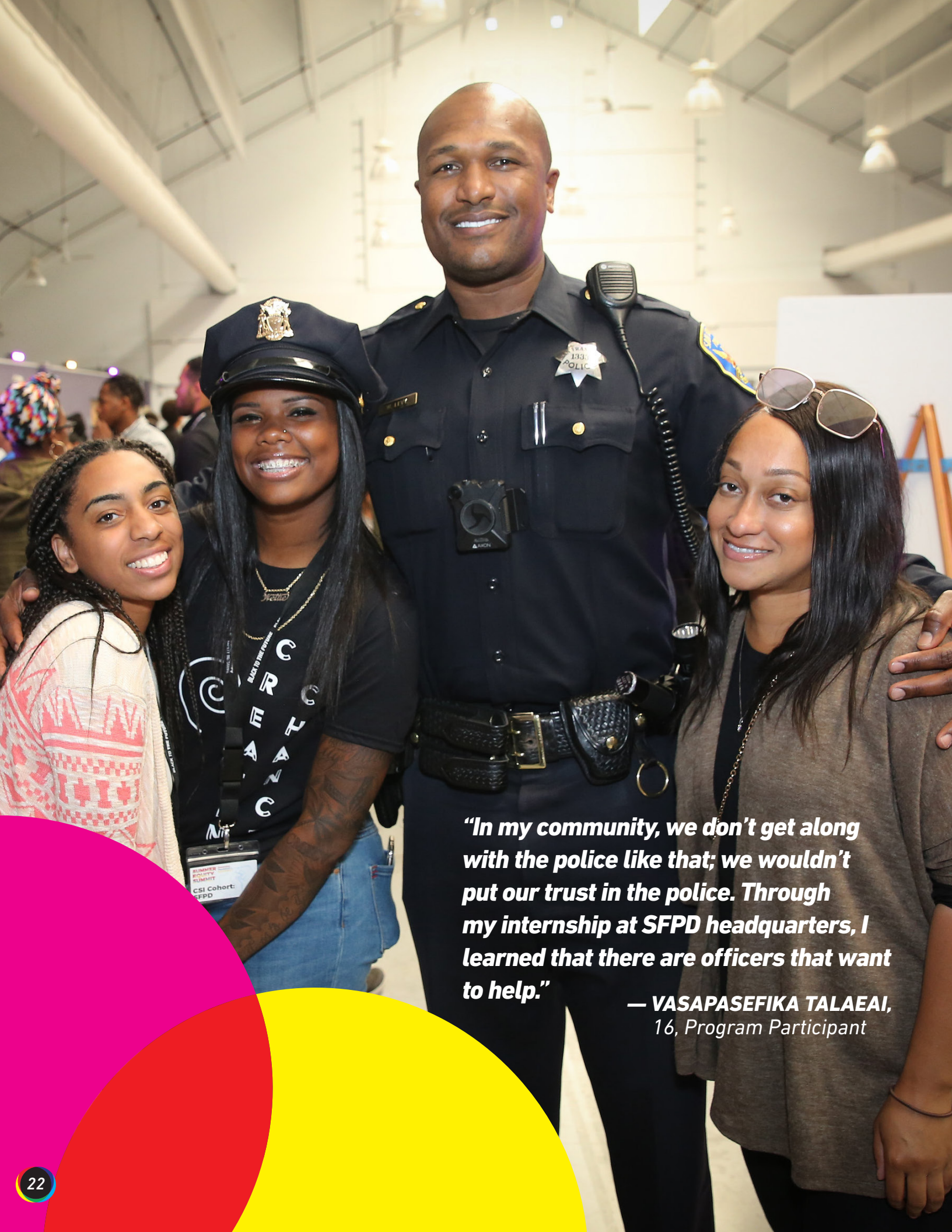
HOW MUCH CAN THE RELATIONSHIP BETWEEN POLICE OFFICERS AND COMMUNITY MEMBERS BE IMPROVED?



Students in the San Francisco Police Department group were also more likely to say that the program helped them learn something new about law enforcement and public safety, and that their ideas or opinions about law enforcement or public safety were changed due to their summer experience. These results speak to the power of the program to engage and empower students on police-community issues.

Youth in the San Francisco Police Department group began the program with more positive attitudes about the police in general and about the San Francisco police in particular than youth in the other Community Safety Initiative groups. Since students' preferences were given some weight in their project assignments, it is not surprising that these youth start out with more positive perceptions.

Before the program, students in the San Francisco Police Department group felt significantly warmer toward both the San Francisco Police and police in general than students in the other Community Safety Initiative groups. Surprisingly, youth in the other Community Safety Initiative groups warmed towards the San Francisco Police Department and the police in general after participating in the program. This change in their attitudes might be a vicarious effect that comes from interacting with their peers in the San Francisco Police Department group throughout the summer or observing the San Francisco Police Department group's capstone presentations during the Equity Summit at the end of the program.



“In my community, we don’t get along with the police like that; we wouldn’t put our trust in the police. Through my internship at SFPD headquarters, I learned that there are officers that want to help.”

— VASAPASEFIKA TALAEAI,
16, Program Participant

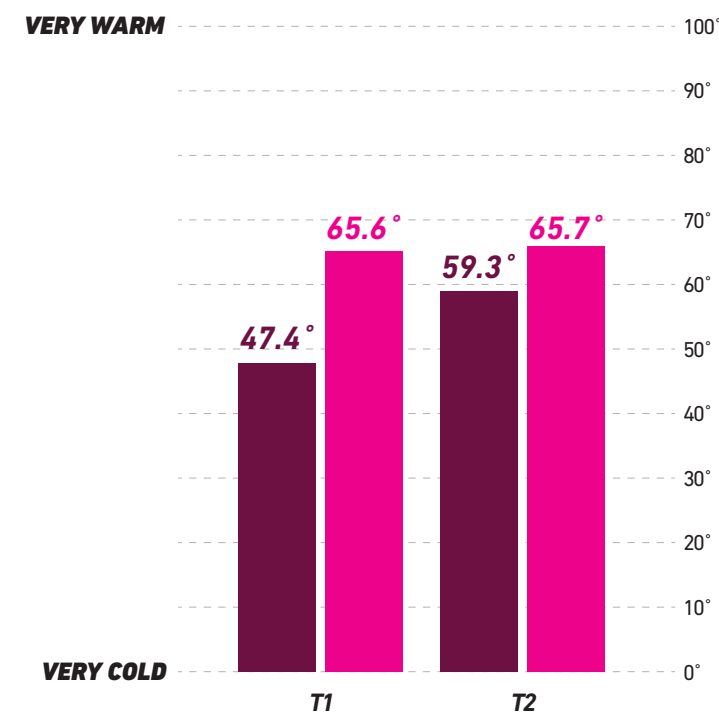
RIPPLE EFFECT: WARMTH TOWARDS THE POLICE

Both groups of students (San Francisco Police Department and others) think that the current relationship between the police and their community is somewhat more distant after participating in the Community Safety Initiative program. Rather than being interpreted that spending time with law enforcement may actually make matters worse, this finding might instead reflect that students’ experiences and time spent becoming more informed about the issues on both sides opens their eyes to the complexity of police-community relations.

Students in the San Francisco Police Department group were less likely than their peers in the other Community Safety Initiative groups to believe that fighting crime and building community are policing goals that are inherently at odds. Students in the San Francisco Police Department group were also more likely to think that police in their community function equally as “protectors” and “enforcers” than students in the other Community Safety Initiative groups, especially at the beginning of the program.

Examining trust in the police, youth in the San Francisco Police Department group were more likely than youth in the other Community Safety Initiative groups to trust the police, even if they do not always agree with them.

FEELINGS ABOUT THE SAN FRANCISCO POLICE DEPARTMENT



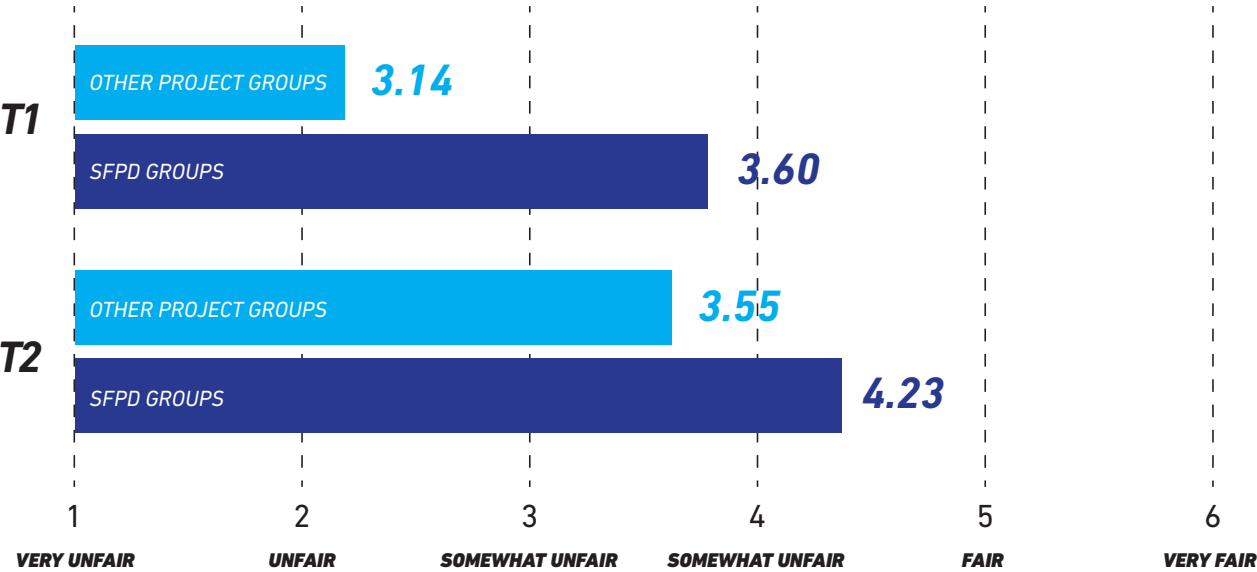
Youth in the San Francisco Police Department group reported that the police were doing a better job in their neighborhood than students in the other Community Safety Initiative groups.

Interestingly, on all three of the previous points positively reported on by the San Francisco Police Department group, students in the other Community Safety Initiative groups were more positive after participating in the program, reflecting a change in attitudes that might be due to their interactions with their San Francisco Police Department group peers.

After participating in the program, youth in both groups were somewhat more likely to agree that people’s rights are protected by the police. They were also more likely to think that the police were fair, with the San Francisco Police Department group rating the police as “somewhat fair” when interacting with people in their neighborhood after participating in the program. Youth’s ratings, however, indicate that there is still much room for improvement.

RIPPLE EFFECT: POLICE FAIRNESS

IN GENERAL, HOW FAIR ARE THE POLICE WHEN INTERACTING WITH PEOPLE?



When asked to describe what people in their neighborhood say about the police, youth in both groups were overwhelmingly likely to mention a wide variety of negative descriptors, from “a lot of people in my community are against the police” to “f*** the police.” Youth were also likely to mention racism or racist behavior and that police treat the community poorly or unfairly.

Students were asked to describe the first thing that comes to mind when they think about the police. While they were highly likely to mention negative descriptors, as well as police violence and guns or shootings, they were also likely to use positive descriptors (e.g., “safety” or “they’re cool”) and mention police-related activities or descriptors (e.g., “sirens” or “jail”). While they did mention race or racism, this theme came up less frequently.

Pilot study results suggest that by providing students with the opportunity to learn more about law enforcement, the Community Safety Initiative program empowers them to work to bridge the police-community divide.

WHAT WOULD YOU DO TO IMPROVE POLICE-COMMUNITY RELATIONS?

43%

BRING BOTH SIDES TOGETHER

"Build a relationship with the community and walk around."

"I would have a community and police party."

10%

IMPROVE POLICING PRACTICES

"Better training amongst the officers. Be aware of social injustices that minorities face."

"For them to walk around the community more instead of driving."

10%

END VIOLENCE

"Officers have the same rights as a normal person so they should hear the person out and don't shoot."

"End shootings."

WHAT WOULD YOU ASK THE SFPD CHIEF TO DO?

25%

IMPROVE POLICING PRACTICES

"Teach others to be more than just enforcers and for officers to understand their communities."

"Train police officers in how to talk to the community."

22%

TREAT PEOPLE BETTER

"Have a friendly relationship with younger kids. They're our future and need a good perspective of the police."

"Smile every now and then. Don't be mean."

13%

COMMUNITY OUTREACH

"We should work together, try to build a relationship."

"Hold community conferences."

CONCLUSIONS & NEXT STEPS

YOUTH PERCEPTIONS OF POLICE-COMMUNITY RELATIONS

- **CSI improves perceptions of police and empowers youth to bridge the police-community divide.**
- **SFPD group: More positive attitudes, hopeful about the future, and empowered to work to foster better police-community relations.**
- **Other Project Groups: Ripple effects, also see improvements by end of program.**

Pilot study results suggest that by providing students with the opportunity to learn more about law enforcement, the Community Safety Initiative program empowers them to work to bridge the police-community divide. The results also suggest that these benefits might have a reach beyond the youth that work directly with the police. Students in the other project groups also saw some improvement in their attitudes about the police and police-community relations after participating in the program. The results also show, however, that there is much room for improvement given the complex and often seemingly intractable nature of troubled police-community relations today. Despite the current climate, the program is nonetheless having an overall positive impact.

In terms of next steps, the program would benefit from a more rigorous analysis of its impact by including a control group of similar students who do not participate in the Community Safety Initiative during the summer, and by increasing the number of students who work with the San Francisco Police Department to provide a more robust sample size. While we can speak to trends in the data, given these limitations, these findings are preliminary in nature. The program would also benefit from exploring potential long-term effects on students who work with the San Francisco Police Department to determine, for example, how many of them later go into law enforcement and public safety careers and why. Finally, given the possible impact of the program on the other Community Safety Initiative youth, the program would also benefit from further study of how the effects of learning about law enforcement up close might ripple out to vicariously influence students' peers, families, and wider community.




CSI: A MODEL FOR POSITIVE YOUTH DEVELOPMENT & LOCAL INVESTMENT

OVERALL CONCLUSIONS, PRELIMINARY RECOMMENDATIONS, & NEXT STEPS

- *More robust evaluation to strengthen claims about efficacy of program.*
- E.g., add control group, increase sample size
- *Follow alumni of program: short-term (into high school) and long-term (into college and career).*
- *Investigate ripple effects: peers, families, and wider community.*
- *Continue to identify and amplify critical ingredients.*

The Community Safety Initiative is making a difference in the lives of youth in San Francisco. Taken together, results from this pilot study suggest that the Community Safety Initiative program has been quite successful in meeting at least three of its primary program goals: 1) supporting youth’s academic and community engagement and empowerment; 2) developing students’ 21st century learning skills for the workplace; and 3) improving youth’s perceptions of the police and their role in the community. There is still some work to be done to advance the fourth program goal, fostering students’ interest in law enforcement and public safety careers, but there is potential to improve. Given the current social and political climate around policing, promoting interest in law enforcement and public safety careers is understandably a challenging task—especially among youth of color whose communities have historically had a troubled relationship with law enforcement.



Interestingly, the findings revealed that students in the other Community Safety Initiative groups also demonstrated some improved or changed attitudes toward law enforcement at the end of the program, even though they did not directly have the opportunity to engage with police and policing issues at the same level as students in the San Francisco Police Department group. These findings suggest that hearing the San Francisco Police Department group's final presentations and interacting with students from that group throughout the summer may have had an impact on other students in the program. This experience could be something to leverage in future iterations of the program or even incorporate more intentionally into the San Francisco Police Department group's project work.

When considering what else could be done to improve the relationship between police and the community in San Francisco, we turned to the students. When asked if they could do one thing to improve police-community relations, youth overwhelmingly talked about bringing the two sides together for more dialogue, social interaction, and other opportunities to build connection, empathy, and understanding. They also mentioned improving policing practices and decreasing violence.

Students' recommendations also align with what we heard from San Francisco Police Department officers who worked with the youth. They believed that the Community Safety Initiative was highly effective and a positive experience for the students, as well as for themselves. Officers also expressed interest in having more personal interactions with students, possibly out of uniform. One officer even talked about, given the time and resources, how she would ideally like to hold a retreat where youth and police officers could have the chance to get to know each other, discuss the issues, and build deeper relationships over the course of a day or two. Given officers' interest, the Human Rights Commission could consider adding something like a facilitated intergroup dialogue experience into the program and evaluating its impact on both law enforcement and students. This work could also build on the Youth Forums program that the Human Rights Commission sponsors, which is designed to provide a space for dialogue between youth, the community, and the police in San Francisco.

The Program shows promise as a model for positive youth development and local investment in the community. Given the opportunity to have a voice and make a difference, the students did impressive work, grew their skills, and built a sense of agency for their futures. To both extend and expand on these successes, we propose the following areas to probe in future evaluations to learn more about what works and to strengthen the evaluation assessment.

- *Add a control group of demographically-matched students who do not participate in the Community Safety Initiative during the summer to better pinpoint any causal effects of the program.*
- *Increase the sample size of students; in particular, of those who work with the San Francisco Police Department.*
- *Consider randomly assigning students to project groups to minimize self-selection effects.*
- *Take a deeper dive into students' experiences by obtaining more objective estimates of the time they spend building particular skills and doing a content analysis of their project work.*
- *In the short-term, follow students back into the classroom to investigate whether the program effects last into the school year and, if so, what those effects are.*
- *In the long-term, follow alumni of the program as they move through and complete high school and transition into college and career; in particular, investigate whether students in the San Francisco Police Department group are more likely to work in law enforcement, public safety, or related fields (e.g., law). Which college and career paths do students pursue? How might participation in the program impact their paths?*
- *Examine how the effects of learning about law enforcement up close might ripple out to vicariously influence students' peers, families, and wider community. Can investing in one youth spark wider change in the community?*
- *Further identify the program's "critical ingredients" and how the Community Safety Initiative can serve as a model in California and across the nation. How can we better identify and amplify what works and build upon successes?*

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