AN INTERDISCIPLINARY APPROACH TO ADDRESSING VIOLENCE

A Process Evaluation of the
Minority Youth Violence Prevention Initiative

Jennifer A. Tallon and
Rachel Swaner

COPS
Community Oriented Policing Services
U.S. Department of Justice

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for
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Innovation

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Letter from the Director of the COPS Office

Colleagues:

Violence in minority communities—particularly violence committed by or against youth—is not just an issue of public safety but also a matter of public health. Young people whose energies are taken up by fearing and avoiding involvement in crime can be distracted from focusing on doing well in school, enjoying the comfort and safety of good health, and thriving in the same ways as their peers who live in safer circumstances.

The Minority Youth Violence Prevention Initiative, a joint project of the COPS Office and the U.S. Department of Health and Human Services' Office of Minority Health, has funded programs at nine sites across the United States whose goals are to reduce and prevent violence among boys and young men of color by improving coordination between local and state law enforcement, hospitals and other public health and social service providers, schools, families, and the private sector. This publication by the Center for Court Innovation documents the specific efforts toward violence prevention at each of the nine sites and identifies challenges, lessons learned, and recommendations for future programming. Such efforts represent important work that, when it succeeds, will reduce and prevent violence and hopefully improve the fortunes of at-risk minority youth and indeed of whole communities.

Sincerely,

Phil Keith
Director
Office of Community Oriented Policing Services

Acknowledgments

Executive Summary

Overview

Despite decreasing overall crime trends since their peak in the early 1990s, nearly 20 years later violence continues to plague minority communities across the United States. Understanding that this violence has both public health and public safety implications, the Office of Minority Health (OMH) at the U.S. Department of Health and Human Services partnered with the Office of Community Oriented Policing Services (COPS Office) at the U.S. Department of Justice to create the Minority Youth Violence Prevention (MYVP) Initiative, which seeks to engage public health organizations, law enforcement agencies, schools, juvenile justice agencies, and community-based groups in an effort to curb violence and reduce disparities in access to public health. In 2014, OMH provided funding to nine sites across the country to administer violence prevention programming tailored to at-risk minority male youth.

The official goals of the MYVP initiative are as follows:

- Improve coordination and linkages among state and local law enforcement, public health, social services, and private entities to address youth violence and crime prevention.

- Improve academic outcomes among participants.

- Reduce negative encounters with law enforcement.

- Increase access to needed public health and social services.

- Reduce community violence and crimes perpetuated by minority youth.

- Reduce violent crimes against minority youth.

The purpose of this process evaluation report is to document the activities implemented at each site, discuss challenges and lessons learned, and provide recommendations for future minority youth violence prevention programming. The current report provides a multisite synthesis of findings, lessons, and recommendations based on the first two and a half years of implementation (October 2014 through March 2017) at the nine original MYVP sites:

1. Binghamton, New York

2. Cabarrus County, North Carolina

3. Cincinnati, Ohio

4. Dekalb County, Georgia

5. Minneapolis, Minnesota

6. Oakland, California

7. Sacramento, California

8. Chatham County, Georgia

9. West Palm Beach, Florida

Findings were based on (1) multiple site visits involving in-depth interviews with staff and stakeholders and observations of meetings or events; (2) quarterly site implementation reports tracking quantitative program outputs; and (3) review of planning documents, program records, and other materials.

Program models

The nine MYVP-funded organizations varied significantly in terms of their prior work addressing violence and how they chose to allocate their funding. In the majority of cases, MYVP was being used to supplement established funding streams to make program enhancements.

In general, sites implemented programming in four contexts: (1) hospitals, (2) schools, (3) communities, and (4) law enforcement agencies. Most MYVP sites offered programmatic activities across multiple settings including direct services for youth and their families, mentoring and recreation opportunities, referrals, community education and events, volunteer and service opportunities, and training sessions. In addition, each of the sites engaged in community partnerships aimed at improving coordination and collaboration among state and local law enforcement, public health, social services, and community-based organizations.

Findings

Several common cross-site challenges to implementation and lessons learned were identified.

Challenges

The most common challenges involved family and youth engagement, resource allocation, and program implementation. Given the hardships facing many of the families receiving services, sites had to find methods of navigating their own resource constraints to make the program accessible both in terms of logistics (e.g., scheduling, transportation, staff turnover) and content (e.g., building trust, defining target populations, ensuring that programming was dynamic and responsive). Programs also experienced challenges working with law enforcement agencies, schools, and hospitals, with difficulties falling generally into three categories: (1) securing buy-in, (2) accessing resources (e.g., space to run programs, time commitments from officers), and (3) explaining the programs' purpose. Cross-site challenges and lessons learned are expanded upon in the full report.

Recommendations

Building upon these challenges, seven general recommendations were developed for other MYVP programs. In addition to detailed recommendations for programs, the full report presents specific recommendations developed for law enforcement agencies, technical assistance providers, and funders.

1. **Devote sufficient time to planning.** Work with funders to develop a longer planning period (approximately 3–6 months) to solidify partnerships, define roles, identify resources, finalize programming, and focus on making strong staffing decisions.

1. **Define the target population and program goals.** To ensure programs are reaching the intended audience, it is imperative that programs establish clear eligibility criteria (i.e., what is considered "at-risk" for violence). The creation of a logic model can be a useful first step in terms of mapping out resources, activities, and goals while clearly articulating the processes through which each activity will support broader program goals. This will help avoid unnecessary mission creep.

2. **Build a collaborative organization.** One of the keys to program sustainability is building relationships with other agencies to ensure partnership continuity despite potential staff turnover. This involves securing buy-in at the top levels of schools, hospitals, and law enforcement agencies. One way to emphasize a collaborative approach is to explore opportunities for cross-disciplinary training to ensure that all partners understand program goals and are prepared to work with youth.

3. **Implement a data-driven approach from the beginning.** Programs and funders should work together to identify the data sources that are essential for measuring program impact. Once the variables have been clearly defined, establish agreements with partners to share data access to track these key fields in a systematic and sustainable way.

4. **Develop innovative strategies to attract and sustain participants.** Given competing interests, programs need to think of ways to grab the attention of youth. This can involve creative advertisements, incentives (e.g., stipends, field trips), interactive learning, and recruiting alumni to serve as program ambassadors.

5. **Be responsive to the needs of participants.** There are many real-world obstacles to engaging participants. To facilitate participation, programs will want to consider transportation and scheduling needs. Adapting programming to be culturally sensitive and to incorporate trauma-informed approaches is also worth considering.

6. **Cultivate staff.** To implement these recommendations, programs need to identify, recruit, and retain dedicated staff. A high staff-to-youth ratio is critical. Programs can benefit from identifying creative staff recruitment strategies (e.g., interns, community volunteers). At the same time, programs should be transparent regarding the challenges associated with violence prevention work and find ways to prioritize professional development, self-care, and staff safety.

Introduction

Despite decreasing overall crime trends since their peak in the early 1990s, nearly 20 years later violence continues to plague many minority communities across the country. In 2015, homicide was the third leading cause of death among all youth ages 15 to 24,[1] the second leading cause of death for Hispanic youth,[2] and the most common cause of death for African-American youth.[3] Epidemiological surveillance data suggest that African-American and Hispanic youth are at greater risk than White youth for various manifestations of violence including gun violence and gang violence.[4] A 2017 study of adolescents in the United States revealed overall higher prevalence of involvement in violence and fighting among African-American and Hispanic youth than among White youth; results also showed that young men were more likely than young women to take part in violence.[5]

A number of studies have shown that youth involvement in and exposure to violence is related to important psychosocial and behavioral outcomes[6] such as conduct problems and adult perpetration of violence, as well as health-risk behaviors such as alcohol and drug use.[7] These findings underscore the importance of developing prevention efforts focused on minority youth, particularly young men of color.

Understanding that violence has both public health and public safety implications, the Office of Minority Health (OMH) at the U.S. Department of Health and Human Services partnered with the Office of Community Oriented Policing Services (COPS Office) at the U.S. Department of Justice to create the Minority Youth Violence Prevention (MYVP) Initiative, which seeks to engage public health organizations, law enforcement agencies, schools, juvenile justice agencies, and community-based groups in an effort to curb violence and reduce disparities in access to public health. In 2014, OMH provided

1. National Center for Injury Prevention and Control, *10 Leading Causes of Death by Age Group, United States – 2015* (Atlanta, GA: Centers for Disease Control and Prevention, 2016), https://www.cdc.gov/injury/wisqars/pdf/leading_causes_of_death_by_age_group_2015-a.pdf.
2. National Center for Injury Prevention and Control, "10 Leading Causes of Death, United States: 2015, All Races, Hispanic, Both Sexes," accessed June 29, 2018, https://webappa.cdc.gov/sasweb/ncipc/leadcause.html.
3. National Center for Injury Prevention and Control, "10 Leading Causes of Death, United States: 2015, Black, Both Sexes," accessed June 29, 2018, https://webappa.cdc.gov/sasweb/ncipc/leadcause.html.
4. Todd I. Herrenkohl et al. (eds.), *Violence in Context: Current Evidence on Risk, Protection, and Prevention* (New York: Oxford University Press, 2010).
5. Christopher P. Salas-Wright et al., "Trends in Fighting and Violence Among Adolescents in the United States, 2002–2014," *American Journal of Public Health* 107, no. 6 (June 2017), 977–982, https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2017.303743.
6. Christopher P. Salas-Wright et al., *Drug Abuse and Antisocial Behavior: A Biosocial Life-Course Approach* (New York: Palgrave Macmillan, 2016); Todd I. Herrenkohl et al., "Developmental Risk Factors for Youth Violence," *Journal of Adolescent Health* 26, no. 3 (May 2000), 176–186, https://www.jahonline.org/article/S1054-139X(99)00065-8/pdf; Herrenkohl et al., *Violence in Context* (see note 4).
7. Michael G. Vaughn, Christopher P. Salas-Wright, and Jennifer M. Reingle Gonzalez, "Biosocial Foundations of Addiction and Violent Delinquency," in Alexander T. Vazsonyi, Daniel J. Flannery, and Matt DeLisi, eds., *The Cambridge Handbook of Violent Behavior and Aggression*, second edition (New York: Cambridge University Press, in press); Christopher P. Salas-Wright et al., "Age-Related Changes in the Relationship between Alcohol Use and Violence from Early Adolescence to Young Adulthood," *Addictive Behavior Reports* 4 (December 2016), 13–17, https://www.sciencedirect.com/science/article/pii/S2352853216300153.

funding to community organizations, law enforcement agencies, and health departments at nine sites across the country to administer violence prevention programming tailored to at-risk minority male youth. The official goals of the MYVP initiative are as follows:

- Improve coordination and linkages among state and local law enforcement, public health and social service providers, and the private sector to address youth violence and crime prevention.

- Improve academic outcomes among participants.

- Reduce negative encounters with law enforcement.

- Increase access to needed public health and social services.

- Reduce community violence and crimes perpetuated by minority youth.

- Reduce violent crimes against minority youth.

In collaboration with OMH, the COPS Office funded the Center for Court Innovation to provide coordination, technical assistance, and evaluation across the nine MYVP sites. The purpose of the current report is to document the activities implemented at each site, identify challenges and lessons learned, and provide recommendations for future minority youth violence prevention programming.

MYVP original program sites

The nine original MYVP sites are located in the following jurisdictions: (1) Binghamton, New York; (2) Cabarrus County, North Carolina; (3) Chatham County, Georgia; (4) Cincinnati, Ohio; (5) Dekalb County, Georgia; (6) Minneapolis, Minnesota; (7) Oakland, California; (8) Sacramento, California; and (9) West Palm Beach, Florida (see figure 1).[8]

Figure 1. Map of MYVP site locations

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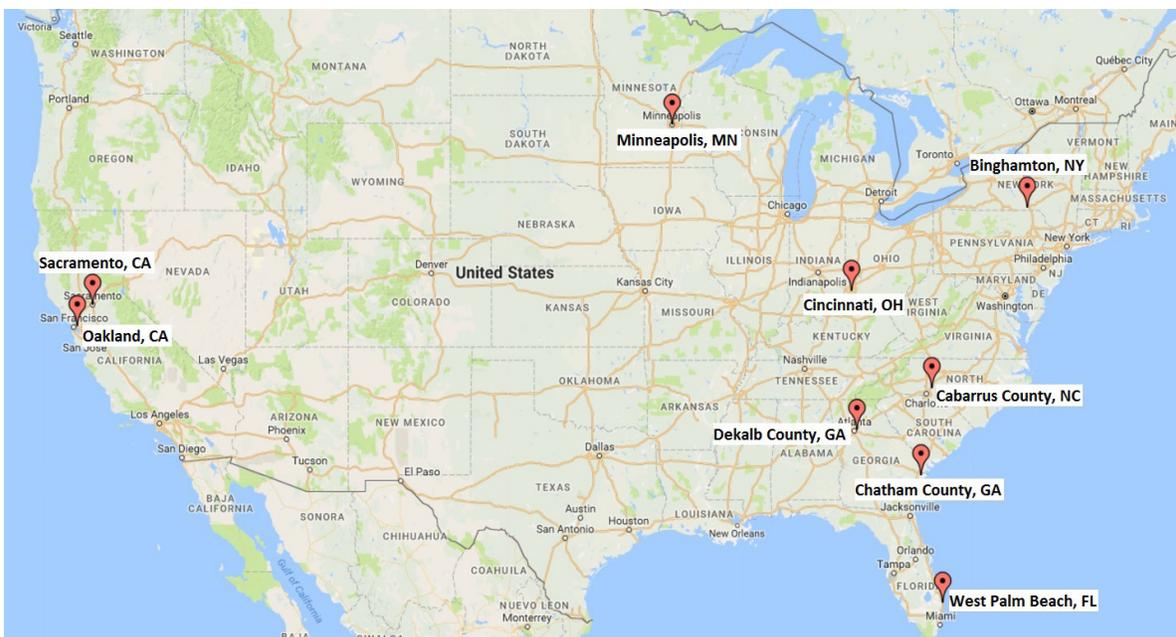
8.   In 2017, a new round of MYVP funding was awarded by OMH to an additional 10 sites. The 2017 sites are not included in the current report.

Table 1. Grantee agencies and funding received

Site	Grantee	2014–2017 funding
Binghamton, NY	Our Lady of Lourdes Memorial Hospital, Inc.	$325,536
Cabarrus County, NC	Cabarrus Health Alliance	$362,668
Chatham County, GA	Chatham County Board of Commissioners	$220,100
Cincinnati, OH	City of Cincinnati	$345,000
Dekalb County, GA	Dekalb County Board of Health	$357,557
Minneapolis, MN	Asian Media Access, Inc.	$380,000
Oakland, CA	Youth ALIVE!	$133,333
Sacramento, CA	Health Education Council	$370,000
West Palm Beach, FL	City of West Palm Beach	$340,000

As shown in table 1, the amount of money received by the sites varied. The average award received across the sites was $315,000 for three years of planning and programming.

Process evaluation methodology

This cross-site process evaluation included three primary data collection methods: (1) site visits to interview key program staff, partners, and other stakeholders; (2) quarterly implementation reports to track quantitative program outputs; and (3) a document review of program records and materials. Sites were invited to review this report and to provide feedback before it was finalized.

Site visits

The evaluation team visited each of the nine MYVP sites. During these visits, interviews were conducted with MYVP program staff and administrators, representatives from partner agencies, and other stakeholders (e.g., community members). Most interviews were one-on-one, but some were conducted with small groups. The interviews lasted anywhere from 30 minutes to two hours. Detailed notes were taken during all interviews; interviews were not audio-recorded. The site visit schedule is presented in table 2.

Table 2. Process evaluation site visit schedule

MYVP site	Site visit dates
Binghamton, NY	October 26–27, 2016
Cabarrus County, NC	November 9–10, 2016
Chatham County, GA	September 28–29, 2016
Cincinnati, OH	October 12–13, 2016
DeKalb County, GA	January 26–27, 2017
Minneapolis, MN	November 3, 2016
Oakland, CA	December 8, 2016
Sacramento, CA	December 6–7, 2016
West Palm Beach, FL	December 8, 2016

Interviews included questions about site-level strategies and implementation successes and challenges. Interviewees were also asked to provide basic information about their agency affiliation, job responsibilities, and roles and responsibilities within the initiative. The interview protocol is included as appendix A. Questions fell into six substantive categories:

1. **Initiative management and oversight.** Including initiative structure; and composition of the management team, advisory board, or other collaborative body.

2. **Program infrastructure.** Including program staffing (number of dedicated and part-time staff members, staff credentials, staff turnover) and management and organizational structure, as well as relationship between participating public health and law enforcement agencies.

3. **Program model.** Including program goals, strategies, and activities; target population; and participant recruitment, screening, and assessment.

4. **Obstacles and facilitators to program implementation.** Including barriers to implementation of the model(s) and how barriers have been addressed, and external catalysts that may have accelerated implementation or enhanced program success.

5. **Environmental factors.** Including political, legislative, and community factors that potentially impacted the program (positively or negatively), and overlapping violence prevention or police-led initiatives occurring simultaneously in the community.

6. **Sustainability.** Including plans for continued programming after the grant period ends, and other available resources identified to sustain programs.

A total of 125 stakeholders were interviewed across the nine sites (the total number of interviewees ranged from a high of 26 at one site to a low of seven at another).

In addition, research staff observed meetings, events, and direct programming during site visits as scheduling allowed.

Quarterly implementation reports

Programs completed a standard implementation report on a quarterly basis. These reports were developed to capture quantitative information about the programming, including program reach—the *number of people* served for each activity (e.g., how many people participated in a training)—and dose— *how much* of the activity people participated in (e.g., how many hours of training staff received).

The quarterly implementation reports were tailored to the specific model implemented in each site, but key universal domains also permit cross-site comparisons. These domains aligned with four of the six outcome goals specified by OMH:[9]

1. Improve coordination, collaboration, and linkages among agencies.

2. Improve academic outcomes for participants.

3. Reduce negative encounters with law enforcement.

4. Increase access to public health and social services.

Using information obtained during site visits, the research team coded the specific activities undertaken by sites to achieve each outcome goal. Using an iterative coding process, the team identified 10 overarching activity types:

1. **Direct services.** Services provided by the MYVP program with the goal of prevention (e.g., violence prevention education), case management (e.g., one-on-one work with youth to address specific needs), or treatment (e.g., mental health services).

2. **Mentoring/Recreation.** Recreation and mentoring opportunities for youth (e.g., field trips, sporting events, after-school activities). Also includes established youth-police activities (e.g., Coffee with a Cop).

3. **Referrals.** Referrals for youth or families to internal or external partners for additional services that are not offered as a part of the program.

4. **Community education.** Events in which representatives from the MYVP team present information about issues associated with the initiative (e.g., violence prevention, trauma, health) to raise community awareness (including professional audiences).

5. **Community events.** Community engagement activities (e.g., program graduations, family dinners, My Brother's Keeper events, National Night Out Against Crime) facilitated by the MYVP team or one of their community partners.

6. **Community service.** Service learning activities for youth (e.g., maintaining community gardens, food drives).

7. **Trainings offered.** Structured trainings led by members of the MYVP team for specific audiences (e.g., teachers, mentors, community members).

8. **Trainings/Conferences attended.** Structured trainings, conferences, and webinars attended by members of the MYVP team for the purposes of professional development.

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9. The final two official OMH outcome goals were (5) Reduce community violence and crimes perpetrated by minority youth and (6) Reduce violent crimes against minority youth. These outcomes—or, more specifically, programmatic outputs that would enable measurement of these outcomes—were not captured in quarterly reports because few sites had the capacity to provide quarterly criminal justice data. In addition, given the small scale of most of the programs—and, in some cases, the focus on younger children—it would be very unlikely that official crime data would capture any change specifically attributable to the work of the sites. Although the fourth outcome goal (reduce negative encounters with law enforcement) also relates to criminal justice data, certain program strategies (e.g., police officer mentoring, strategic planning meetings with law enforcement) may serve as proxies for increasing positive encounters with police. Thus, the decision to align reporting requirements with the outcome goals was intended to help sites link process evaluation reporting to outcome measures.

9. **Partnership meetings.** Meetings organized by the MYVP team to improve coordination and collaboration among state and local law enforcement, public health, social services, and community-based organizations (including meetings involving the core members of the MYVP team).

10. **Partnerships-program recruitment.** Meetings organized by the MYVP team for the purposes of recruitment or raising awareness of the program (e.g., attending an orientation, talking to local stakeholders about their initiative). In contrast to community education, the focus of these meetings is not on raising awareness of an issue but on raising awareness of the program.

Sites logged specific activities undertaken in each category as part of their quarterly implementation reporting. Information tracked included the date, time, target audience, attendance (including total attendance counts and new participant counts), and a brief description of the event. Additional space allowed sites to discuss site-specific activities that did not fall under the listed categories. These reports were filled out by MYVP program managers and submitted quarterly to the research team. Eight reports were collected from each site between December 1, 2014, and November 30, 2016. Appendix B contains a blank copy of the quarterly implementation report.

Document review

At each site, research staff reviewed documents including strategic plans, quarterly and other program reports, protocol and procedure documents, screening and assessment tools, training curricula and summaries, prevention program curricula, event flyers, brochures, pamphlets, presentations, and meeting agendas and minutes. MYVP program managers submitted documents quarterly along with their implementation reports; researchers collected additional documents during site visits.

1. Minority Youth Violence Prevention Program Models

This chapter provides a description of the strategies implemented by each of the nine MYVP sites. We first present a summary of quantitative outputs associated with program activities across sites. We then briefly describe the various program settings—in hospitals, schools, or community-based organizations—before providing a fuller description of each site's program model.

Overview of MYVP activities

Table 3 shows the strategies implemented by each site, designating primary and secondary foci of each site's program model. Priorities were designated based on stakeholder interviews and document review. The quarterly implementation reports described in the introduction were aggregated to generate totals across the seven activity categories (see appendix C for these tallies).

Table 3. MYVP priorities by site

	Binghamton	Cabarrus County	Chatham County	Cincinnati	DeKalb County	Minneapolis	Oakland	Sacramento	West Palm Beach
Direct Services	X	X	X	X		X	X	•	X
Mentoring/ Recreation	X	X	•	•		X			X
Referrals	•	•	X	X	X	X	X	X	•
Community Education					•	•			
Community Events	•					X			
Trainings Offered		X					•		
Partnership Meetings					X			X	•

X: Primary program focus

•: Secondary program focus

MYVP program models

The nine sites varied significantly in terms of their prior experience and how they chose to allocate MYVP funding. For instance, one site (Oakland, California) had 25 years of experience in violence prevention programming, whereas two sites (DeKalb County, Georgia; Sacramento, California) were new to violence prevention work. In most sites, MYVP funding was used to supplement established funding streams in

order to deliver program enhancements such as hiring new staff, increasing program reach, and purchasing supplies or equipment (e.g., curricula, recreational equipment for youth, vehicles to provide transportation services).

In general, sites administered programming in four settings:

1. **Hospital-based.** Activities based in hospital trauma centers focused on delivering bedside interventions to victims of violence to link victims and their families to additional services.

2. **School-based.** Activities offered in schools, including violence prevention, academic support, case management, mentoring, and service linkage.

3. **Community-based.** Activities facilitated by community-based organizations, responsive to the specific needs of the community (e.g., refugee youth, families of homicide victims, youth on probation).

4. **Law enforcement–based.** Activities connected to a specific law enforcement agency—police departments, district attorney's offices, probation—and facilitated by law enforcement representatives.

As shown in table 4, most MYVP sites offered programmatic activities across multiple settings.

Table 4. Programmatic anchors

	Hospital-based programming	School-based programming	Community-based programming	Law enforcement–based programming
Binghamton		✓	✓	
Cabarrus County		✓		
Chatham County	✓	✓		✓
Cincinnati				✓
DeKalb County		✓	✓	✓
Minneapolis		✓	✓	
Oakland	✓	✓	✓	
Sacramento*	✓	✓	✓	✓
West Palm Beach			✓	

* Although the Sacramento MYVP site works with the hospital-based Sacramento Violence Intervention Program (SVIP), the hospital-based component is separate. Rather, SVIP provides direct services to youth serving time in the youth detention facility or transitioning back into the community.

What follows is a description of the key components of each site's program model, including scale, target populations, recruitment, programming, and opportunities for law enforcement interactions with youth.

Binghamton program model

The local Binghamton, New York, initiative is called Binghamton Community and Schools Together (BCAST). Run by a local nonprofit organization (Lourdes Youth Services), the program is administered by five staff members: one half-time program coordinator, one full-time recreation specialist, two

full-time youth leaders, and one part-time family services coordinator. BCAST partners with two local alternative schools (BOCES East and West Learning Centers[10]) and with the Binghamton Police Department to help facilitate programming.

The BCAST program consists of five components to serve youth and their families. These components include school- and community-based activities as well as activities designed to promote positive interactions between police and youth.

School-based activities

Lunch program at BOCES schools. BCAST runs three lunch groups per week at the West Learning Center and two lunch groups per week at the East Learning Center. These groups consist of about 10 young people, ages 12–16, who live in Binghamton or Johnson City (the geographic areas targeted by the MYVP grant). During these groups, BCAST supplies a catered lunch and students participate in a designated activity. Activities vary each session and include things such as arts and crafts, playing board games, and playing basketball with school safety officers. At the end of the session, there is a short 60-second guided meditation to help bring the students' energy levels back down before they return to class. The lunch groups last approximately 30 minutes. School administrators help with recruitment by providing BCAST staff with a list of students who meet the age and geographic eligibility criteria. Staff then reach out to students and ask them to join. Participation is completely voluntary.

Mentoring. BCAST's mentoring program meets once a week at both the East and West Learning Centers during lunchtime on days when the lunch program is not in session. These groups are smaller in size—averaging about six students each—and the program does not provide lunch. The groups meet for restorative justice circles for 10 weeks with BCAST staff facilitating a discussion on a different topic each week. Topics are designed to develop empathy with the underlying theory being that if people can empathize with others, they will be less violent. Topics include positive attitudes, negative attitudes, support, communication, honesty, integrity, compassion, self-esteem, goal setting, and kindness. Students sit in a circle and use a talking piece to help facilitate discussion; whoever holds the talking piece is invited to speak about their experiences related to that week's topic while others listen.

These sessions last approximately 25 minutes, and at the end of each session, participants are provided with a friendship bracelet; a new color bracelet is given each week to remind them of the lessons from the group.

After-school programming. Once a week at the East Learning Center, BCAST runs a two-hour after-school program for students from both the East and West Learning Centers. Students at West are transported by BOCES for the program at no cost to the MYVP initiative or the students. Students are given the opportunity to have input into the types of activities offered; common activities include puzzles, arts and crafts, and basketball. Snacks and drinks are provided. About 10 students attend on any given day, and most are male.

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10. BOCES stands for Boards of Cooperative Educational Services. These are alternative schools for at-risk students throughout New York state.

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Community-based activities

Family engagement. Every other Wednesday, BOCES program participants and their families are invited to a dinner at the Lourdes Youth Services site, where they can come for a hot meal and fun activities (e.g., games and puzzles, cookie decorating; see appendix D for examples of family engagement materials and activities). Occasionally, a guest speaker will come to talk about topics that families have requested. Past topics included healthy food, online safety, and military recruitment. The purpose of these dinners is to encourage youth to engage with family members while providing parents with a night off from paying for and preparing dinner. Dinners occur after typical work hours and last for 90 minutes. There are usually three to four families in attendance.

Summer program. BCAST summer program operates for six weeks starting after the July 4 holiday. Students participate in two to three events each week—usually some combination of office-based programming (e.g., cooking class), park days (e.g., organized play like basketball at the park), field trips (e.g., Dorney Park, hiking in Ithaca), and police dialogue sessions. BCAST provides all transportation, and all activities are free to participating youth. The program is open to those students with whom BCAST worked during the school year. In addition, the summer program contains a job component that includes either connecting youth with employment, offering job prep classes, or helping participants find and apply for positions.

Opportunities for police and youth interaction

Throughout the five core program components described in the previous section, BCAST staff try to integrate opportunities for youth to interact with police officers from the Binghamton Police Department. School safety officers (who work for the police department) are invited to attend family dinners, chaperone the summer field trips, and play basketball with the youth after school. In addition, BCAST-sponsored events such as "Pizza with Police" and "Cupcakes with Cops" are held at local community institutions (e.g., the local public library). The purpose of these events is to get youth and officers to see each other in a positive light.

Cabarrus County program model

The local Cabarrus County, North Carolina, MYVP initiative is called Cabarrus STARS (Students Taking a Right Stand). Run by the county health department, Cabarrus Health Alliance (CHA), the program is administered by three CHA staff members (two program managers and one case manager) and two group facilitators from partnering organizations (Youth Educational Society, Inc. and Boys and Girls Club, Inc.).

Most of the Cabarrus STARS programming takes place at four schools: (1) A.L. Brown High School, (2) Kannapolis Middle School, (3) Concord Middle School, and (4) Glenn Center/Opportunity School. Focusing on young men, the program works with 15–30 boys in each of the four school each semester.

School-based activities

Group programming for students happens weekly during the school year at each of the four schools. The time varies: At some schools, programs are held during the school day, alternating the time each week to ensure that students are not always missing the same class; at others, programming occurs after school hours. These groups, which are facilitated by local partners, use the Too Good for Drugs and Violence curriculum, which includes 50-minute lessons on skills-building topics (e.g., goal setting, conflict resolution) and on skills-application topics (e.g., bullying, media influence; see appendix E for an example of the STARS referral form and student worksheet). The structure of each group is as follows: The session begins with a brief discussion about students' past week using guided questions such as "Tell me something positive you did since last session," or "Tell me one thing you are going to do this week." Curriculum lessons are structured but allow flexibility for facilitators to relate the lessons to the participants' lives. Once the lesson is complete, participants take a short break, often going outside for fresh air. The group ends with a cool-down session where they might talk about outside interests (e.g., sports). Transportation (if programming is after school hours) and snacks are provided. In addition, enrichment series are periodically provided to complement that day's topic including team building programming, additional substance abuse information, and hip-hop workshops that study the influence of the media on decision-making.

Participants in the school-based program sometimes take field trips, often with a focus on educational or team-building activities. Past trip locations include a rock climbing center and a community college STEM festival. Each group also plans and implements a service-learning project to be completed by the end of the semester. Past projects include a teacher appreciation lunch, a Christmas toy drive for a local hospital, and a reading day at a local elementary school.

The program uses a "STARS bucks" system as incentives. Students earn bucks for positive behavior such as being on time or completing a service-learning project outside of class, and they can use their bucks to "purchase" items with the program logo on them such as water bottles and t-shirts. The group also has an opportunity to earn bucks based on group performance—e.g., if everyone is present and on time. The group can use these group STARS bucks to purchase something for the group, such as a pizza party. Individuals and the group can also lose bucks by receiving a disciplinary referral or having poor overall conduct during group sessions.

Case management. A subset of students (approximately 15 per semester per school) enrolled in the school-based programming also receive case management involving weekly one-on-one meetings with a CHA staff member to improve the student's academic, social, and emotional well-being and to address personal challenges faced inside and outside of school. Students identified as needing additional support are identified for case management by staff. Case management includes an interactive journaling component where participants choose a journal topic to complete within their 12 sessions. Possible journaling topics include relationships and communication, feelings, how we change, and how we think. In addition, each case management participant is required to create goals and develop a road map for achieving these goals based on their personal values. During their last session, the student reflects on progress made. Case management meetings take place at the schools during the school day.

Summer enrichment program. Cabarrus STARS hosts a two-week, full-day summer academic enrichment program for 30–50 male participants. These are students who participated in STARS programming during the school year. Students in the summer program take day trips (e.g., baseball games, college tours) and participate in recreational activities such as basketball clinics or cooking demonstrations. Transportation, lunch, and snacks are provided.

Mentoring. STARS also connects students with mentors—local active and retired police officers, firefighters, pastors, and coaches who, for a small honorarium, commit three to five hours per month to engage their mentees through in-person activities (e.g., going for lunch, watching sports) and phone check-ins. Mentors complete a background check and receive training, and students who want a mentor fill out an application identifying their interests, which are used to match them appropriately. The mentors are intended to serve as positive adult role models for STARS participants.

Training. Cabarrus STARS runs professional development training for teachers and school support staff at the local middle and high schools that the program works with. The schools determine when to offer trainings (e.g., staff development days, before school). Training topics have included Youth Mental Health First Aid, Community Resiliency Model, adverse childhood experiences, and Positive Behavior Interventions and Supports. In addition, STARS hosted a movie night for personnel from local schools, screening the film *Paper Tigers*, which follows a year in the life of an alternative high school that has radically changed its approach to disciplining its students and has become a promising model for how to break the cycles of poverty, violence, and disease that affect families.

Opportunities for police and youth interaction

In addition to current and former police officers who serve as mentors, STARS provides regular opportunities for police and youth to interact through "Pizza with Police" events. Once a semester at each school (i.e., eight times a year), STARS hosts these events where school resource officers and police officers from the Concord Police Department and Kannapolis City Police Department come together with community members for food and open dialogue about current events (e.g., a police shooting in Charlotte). These events are intended to improve police-community relations.

Chatham County program model

The local Chatham County, Georgia, MYVP initiative, Youth Intercept, is led by the Chatham County District Attorney's Office. The program primarily serves at-risk African American young men between the ages of 10 and 25 by providing educational support, mentoring, and intensive case management. Key activities include a hospital-based violence intervention program, school-based positive youth development programming, and community education events. Program staff include a full-time program director, two intervention specialists, a school-based program coordinator, and three interns from Savannah State University. Additional support is provided by the district attorney's office through the director of the Victim-Witness Assistance Program and the public information officer.

Hospital-based activities

Youth Intercept's original component is a hospital-based violence intervention program in which intervention specialists provide bedside response to victims of violence (primarily gunshot wounds and stabbings) between the ages of 12 and 25. The program was originally housed at Memorial Hospital, Chatham County's regional trauma center, and has since expanded to Chandler and St. Joseph's Hospitals. The two intervention specialists work two shifts to ensure around-the-clock coverage.

The intervention specialist on call is alerted via a pager about incoming victims. Using the hospitals' web-based data system, intervention specialists verify program eligibility and locate the victim within the hospital system.[11] Upon stabilization, the intervention specialist engages the victim at their bedside to share information about the Georgia Crime Compensation fund, which provides up to $15,000 for medical and dental expenses, burial, counseling, and cleanup services. This is an opportunity to build rapport with the victim and, according to program representatives, represents a pivotal intercept point during which victims may be more receptive to the specialist's offer of additional direct services.

For consenting victims, intervention specialists conduct a follow-up home visit, typically about a week after the initial hospital outreach. During this visit, the intervention specialists administer both the Ohio Risk Assessment (ORAS) and an Adverse Childhood Experiences (ACEs) questionnaire to inform a case plan for the client and their family (e.g., employment and support assistance; social services, mental health, and addiction service referrals; see appendix F for an example of the case management guide). Once the relationship is secure, the intervention specialist transfers the case to one of the program's interns, who will provide case management at their office in Memorial Hospital.

School-based activities

Youth Intercept provides activities and services to youth ages 10 through 18 from the Savannah Chatham County Public School System. The program takes a psychoeducational peer group approach and involves activities such as talk sessions, guest speakers, peer mediation, and community service. The focus is on leadership development, conflict resolution, civic engagement, and avoiding negative encounters with law enforcement. Programming is supplemented by one-on-one mentoring, tutoring, career development, and case management. The goal is for youth to stay with the program for at least two years to maximize consistency and support. School-based programming is delivered via two different tracks with identical curricula.

After-school programming. Initially serving 13 schools within the city of Savannah, the after-school program currently works with 14 schools in a targeted area of the city with high crime rates. Program referrals come from guidance counselors, social workers, juvenile court, and parents. The program meets two to four days a week at various locations throughout the city (e.g., tutoring and career development workshops meet in different locations; peer groups and case management are based at Memorial Hospital); staff provide transportation for youth participants.

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11. Youth Intercept and their hospital partners developed a memorandum of understanding (MOU) early in the planning process. This was an important step in the partnership because it granted the intervention specialists limited access to the hospital data system while maintaining HIPAA requirements.

Adopt-a-School programming. Hubert Middle School was selected to participate in the District Attorney's Office's Adopt-a-School program. Onsite programming is offered during the school day to seventh- and eighth-grade students with a history of truancy, bullying, or peer conflicts. Participants are referred by the school counselor. Two groups of no more than 15 students per group meet twice a week.

Law enforcement–based activities

Approximately three times a year, Youth Intercept leads trauma-informed trainings for new recruits of the Savannah Chatham Metropolitan Police Department. The training teaches law enforcement officers how to build rapport with victims to avoid re-traumatization. In addition, the Chatham County District Attorney's Office regularly provides education about trauma and gun violence to a diverse cross section of the community (e.g., business leaders, the faith-based community, community members serving jury duty).

Opportunities for police and youth interaction

Whereas many hospital-based violence intervention programs are primarily facilitated by community-based or public health organizations, Youth Intercept's placement within the District Attorney's Office is unique. Integration with the District Attorney's Victim-Witness Assistance Program ensures victims are directly served by those with first-hand knowledge of how to access state crime compensation funds, thus minimizing the need to navigate multiple systems. The intervention specialists ultimately help facilitate communication between victims and police officers. Because of the frequent overlap of victims who are also perpetrators of violence, individuals may minimize or omit their own wrongdoing when speaking with police; the intervention specialist can stress the importance of information-sharing and deferring to police to respond to the situation (rather than responding with more violence). The partnership between Youth Intercept and the Savannah Chatham Metropolitan Police Department has been further strengthened through the Savannah End Gun Violence Project.[12] Youth Intercept's role in this program has been to attend call-in meetings and offer individuals intensive case management services.

In addition to direct service provision for youth victims, the program has created opportunities for youth to learn more about the criminal justice system and to have positive experiences with justice system representatives. Law enforcement representatives serve as guest speakers during school-based programs to help cultivate a sense of civic engagement and provide education about the criminal justice system. The Summer Law Program is a two-week program in which youth work with representatives from law enforcement (police officers, sheriffs, judges, prosecutors, investigators) to prepare for a mock trial; this not only provides mentoring from law enforcement representatives but also helps to address perceived misconceptions about the criminal justice system.

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12. Savannah End Gun Violence Project is based on David Kennedy's Group Violence Intervention (GVI) model, a focused deterrence strategy previously known as Operation Ceasefire. Anthony A. Braga, David M. Hureau, and Andrew V. Papachristos, "Deterring Gang-Involved Gun Violence: Measuring the Impact of Boston's Operation Ceasefire on Street Gang Behavior," *Journal of Quantitative Criminology* 30, no. 1 (2014), 113–139, https://link.springer.com/article/10.1007/s10940-013-9198-x.

Cincinnati program model

The local Cincinnati, Ohio, MYVP initiative is called Children in Trauma Intervention (CITI) Camp. Run by the Cincinnati Police Department, the program is administered by a mix of law enforcement and civilian staff members. Camp activities are led by school resource officers—members of the police department's Youth Services Unit—along with police officers from outside the unit with appropriate backgrounds including military, social work, and martial arts.

One full-time social worker and two part-time civilian case managers staff the camp and provide trauma-informed services for youth and parents with additional support provided by the unit's administrative assistant. CITI Camp collaborates to implement many of the initiatives described below with other local agencies including the Cincinnati Health Department, Cincinnati Public Schools, Hamilton County Juvenile Court, and the Cincinnati Youth Collaborative.

Law enforcement–based activities

Summer camp program. CITI Camp started in 2011 as a two-hour after-school program that met for 13 weeks. Initially, the program targeted young people between the ages of 11 and 14 who displayed behavioral issues or truancy or had been involved with the juvenile justice system. Originally structured as a "boot camp" coupled with parental programming, in 2013 stakeholders brainstormed about ways to add enhancements that were responsive to trauma, rooted in community policing, and designed to help youth develop discipline. In 2014, programming was modified to fit a 10-week summer camp format. Forty young people attend three four-hour sessions per week; participants are split into two groups (Monday/Wednesday and Tuesday/Thursday), with joint sessions for all participants on Fridays.

CITI Camp incorporates discipline, military-style drills, karate, physical training, youth development, education, therapeutic counseling, and community engagement. Officers use the Gang Resistance Education and Training (G.R.E.A.T.) curriculum, a gang and violence prevention program for middle school students. Reproductive health sessions facilitated by the Cincinnati Department of Health have been incorporated into the curriculum. Students receive pre- and post-tests to measure progress each week; test results enable students to accumulate points and help foster a sense of competition and rewards. For example, ability to participate in recreational events (e.g., overnights, field trips) and chances to win a tablet are determined by how many points youth accumulate throughout the camp. Appendix G provides an example of the CITI Camp behavioral assessment form used to track participant progress across several areas.

Given the close collaboration between school resource officers and school administrators, many of the referrals to CITI Camp are made by the schools based on word of mouth. Additional referrals come from the juvenile court. Even in court-referred cases, participation is completely voluntary. Staff set up initial interviews with families to discuss the program and gather brief trauma histories. During an initial overnight session, civilian staff members conduct a more formal trauma evaluation using a general tool developed for the camp as well as an ACEs questionnaire. The results from this assessment will inform instructors' approach toward youth during the camp; referrals for additional services are made as indicated.

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Parental engagement. CITI Camp staff have found that working with participants' parents helps youth succeed in the long term. Led by a case manager and law enforcement officer, the cornerstone of parental engagement is the Parent-to-Parent curriculum, designed to develop positive parenting skills. This workshop runs concurrently with CITI Camp and requires that a parent or other adult family representative meet for 90-minute weekly meetings (6:00 p.m.–7:30 p.m.) over a 10-week period. As with youth participants, parents participating in the program are asked to complete an ACEs questionnaire to assess their own trauma histories. Parent-to-Parent instructors focus on the impact of trauma on parents' relationships with children. Social workers provide one-on-one counseling for parents as needed.

Mentoring. To build on the positive momentum of CITI Camp, the program has partnered with the community-based organization Cincinnati Youth Collaborative to provide mentors to program graduates. The Youth Collaborative recruits and trains volunteers (including CITI Camp instructors and other law enforcement officers) to provide one-on-one or group mentorship. Volunteers are asked to commit to at least one year of mentoring. The Youth Collaborative matches young people with mentors based on a preference sheet submitted as part of the application process; participants and mentors are always gender matched. Many of the CITI Camp instructors have become mentors to camp graduates, but CITI Camp also encourages officers outside of the Youth Services Unit to volunteer. There are now approximately 15 police officers serving as mentors; each works with multiple mentees. CITI Camp originally intended to assign individual mentors to all camp participants, but this was not possible because of a shortage of mentors. Group mentoring events reunite youth with CITI Camp instructors and provide them with information about other mentoring programs organized by the Cincinnati Police Department including Young People of Principles and Standards, Police Explorers, and Police Cadets.

Intervention sessions. Once programming shifted to a summer schedule, staff were free to focus on providing intensive follow-up with families during the school year. Civilian staff and school resource officers schedule face-to-face visits with any family that has ever had contact with the camp, regardless of whether their child completed the program. This may take the form of home or school visits; all follow-up visits are conducted on weeknights between 4:00 p.m. and 8:00 p.m. During follow-up visits, staff record strengths, issues, negative contact with law enforcement, referrals, and next steps. Referrals made during home visits range from simple and straightforward (e.g., sending flyers about college tours) to more complex service referrals. School resource officers also make in-school contact with youth who could benefit from additional engagement.

Opportunities for police and youth interaction

Given that the program is embedded within the Cincinnati Police Department's Youth Services Unit, program participants and families interact with police officers throughout the program. In addition to the programming described in the previous sections, CITI Camp offers recreational events (e.g., camping, sporting events, amusement parks) as well as community service opportunities (e.g., Great American Cleanup with Keep Cincinnati Beautiful). Thus, CITI Camp instructors serve multiple roles for families: law enforcement officer, instructor, mentor, and advocate.

DeKalb County program model

The DeKalb County, Georgia, Board of Health created the Building Resources and Awareness for Youth Violence Prevention Education (BRAVE) program to reduce low-level violence and crime perpetrated by minority youth. In contrast to other MYVP sites, the Board of Health believed that in its role as a government agency it could best facilitate the convening of partners and stakeholders from a diverse array of agencies to address the issue of minority youth violence. Rather than provide direct services, the Board of Health has established itself as a technical assistance provider, lending its members' extensive experience in planning and organizing to produce sustainable violence prevention work led by community-based organizations. The Board of Health's staff consists of a full-time program coordinator who works directly with partners and stakeholders, a part-time evaluator, and three in-kind appointees who provide additional support and expertise. The specific activities of partners, subgrantees, and community education initiatives are described in the following sections.

Community partners

BRAVE serves a diverse population of minority, immigrant, and refugee youth through partnerships with two primary partners (items 1 and 2 in the following list) and three subgrantees (items 3 through 5 in the following list). Community-based organizations working with youth in DeKalb County were invited to select one of 17 evidence-based curricula and propose how it could serve their target population.[13] Each of the final three subgrantees proposed to implement the Positive Action curriculum, which focuses on self-identity and the link between positive thoughts, behaviors, and outcomes. However, the implementation plans and target populations differed across sites.

1. **The DeKalb County Police Department's Police Athletic League Plus** program works with youth ages 10–18 to provide in-school and after-school programs, tutoring, mentoring, job training, resources, gang prevention outreach, parenting classes, and employment services. Through BRAVE, the program has enhanced gender-specific school-based programs designed to instill positive youth development to reduce negative behaviors for youth in grades six through eight. Enhancements include implementation of programming designed to increase youth's understanding of the criminal justice system[14] and minimize aggression.[15]

2. **The City of Clarkston** serves as a resettlement site for refugees from Asia, Africa, and the Middle East. BRAVE worked with the city government to fund a full-time program manager to coordinate civic engagement events (e.g., town hall meetings) and violence prevention programming (e.g., workshops associated with the Alternative to Violence Project). Direct services are provided through the Dare2BAware Youth Program, which primarily recruits female refugee youth from the local middle and high school through referrals from teachers and parents. The sessions use the Positive Action curriculum and service learning activities and are held twice weekly after school hours at the Clarkston Community Center.

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13. Sites selected programs using the Centers for Disease Control and Prevention's Striving to Reduce Youth Violence Everywhere (STRYVE) tool.

14. Trinity Townsend and Travis Townsend, *When the Cops Come Knockin': An Illustrated Guide to Criminal Law* (East Point, GA: Torinity LLC, 2009).

15. The *Too Good for Violence* curriculum is rated a "promising" program, with multiple studies suggesting positive program impacts on target outcomes. Crime Solutions, "Program Profile: Too Good for Violence," National Institute of Justice, last updated May 23, 2012, https://crimesolutions.gov/ProgramDetails.aspx?ID=240.

3. **The Center for Pan Asian Community Services (CPACS)** runs after-school and weekend programming for low-income immigrant and refugee youth ages 14–18. Services are offered through both the Clarkston Community Center (independent of the previously described program), which serves Asian and Pacific Islanders, and the CPACS Doraville office, which serves Hispanic youth. Referrals come from other CPACS programs, schools, and parents. Because of the cultural diversity of youth served by CPACS, the format of some of the Positive Action curriculum is modified based on the requests of the student cohort (e.g., gender-specific groups, journaling versus small group discussions).

4. **Communities in Schools of Atlanta** works with male students to provide intensive case management to address risk of school dropout. BRAVE programming is based at Towers High School, a Title I school in a high-risk neighborhood. The Positive Action curriculum is delivered during the school day during 30-minute instructional blocks of math enrichment. Summer programming is also available. Students already part of the established Communities in Schools caseload are referred to the BRAVE track if a school resource officer reports behavioral issues.

5. **TMY & Associates** implemented summer programming twice through the Decatur Housing Authority's STAR (Successfully Teaching Academic Readiness) camp, which serves minority and immigrant youth. The camp was hosted at the Decatur Housing Authority's community center and ran for five weeks; the Positive Action curriculum was delivered twice a day each to three small groups in 30-minute sessions.

Community-based activities

The BRAVE Community Consortium brings together diverse representatives from law enforcement, public health, and the community to discuss issues related to violence prevention. The goal is to create a collective space for individuals to brainstorm about what their respective organizations can do to address community violence. Although the board of health will assist interested organizations in developing action plans, this is not required for membership in the consortium. Rather, the goal is that representatives will return to their agencies and share the information gained through the consortium. In addition, BRAVE launched a public service announcement campaign focused on conveying positive messages that provided guidance on how to deal with violence. Appendix H contains examples of community events and materials created as part of the initiative.

Opportunities for police and youth interaction

Using the DeKalb County Police Athletic League Plus program as a vehicle to deliver direct services has ensured that youth engage in positive interactions with the police officers who run programming. In addition, the City of Clarkston Police Department is one of the primary stakeholders in BRAVE and has been active in developing strategies to engage a refugee population that may be wary of law enforcement. Activities include cultural sensitivity training for officers and prioritizing community policing events such as Coffee with a Cop, community meetings, and recreational events. Although law enforcement is not as heavily involved with the subgrantee sites, both CPACS and Communities in Schools of Atlanta discuss issues related to law enforcement with youth.

Minneapolis program model

The Minneapolis, Minnesota, MYVP initiative is known as Stand Up Participate, or SUP. The program is run by the community-based organization Asian Media Access (AMA) with two subcontracting organizations administering some direct programming and serving as a local participatory research partner.

The program focuses on Asian-American and African-American youth in North Minneapolis and seeks to instill youth and parents with cultural pride in the hope that this will increase self-esteem and provide positive role models and reduce behaviors that might bring shame to participants and their families. Using a bicultural, grassroots community approach—particularly targeting the local population of Hmong youth, who frequently feel caught between two cultures—SUP enables participants to celebrate and embrace the best of both their American and Hmong cultures.

Community-based activities

Bicultural healthy living activities. As part of a bicultural healthy living framework, SUP offers a variety of activities that celebrate Asian culture. The program offers daily Asian cultural dance classes at local schools and community locations. Throughout the year, AMA hosts cultural events such as a celebration of the Hmong New Year at the Mall of America with dance demonstrations (including Chinese and Hmong dance as well as traditional, modern, and hip-hop dance), spoken word and rap performances, traditional clothing demonstrations, and fruit-carving presentations. The program uses these events to promote bicultural healthy living and distribute flyers and brochures for AMA and SUP.

The program also creates opportunities for SUP participants to participate in cultural activities that they might not normally have access to such as baseball and basketball games and theater performances.

Hmong parenting classes.[16] The SUP program runs a free Hmong parenting class at the Hmong International Academy, using the Bicultural Parenting Curriculum developed by the University of Minnesota. Two facilitators lead the three-hour weekly sessions for about 30 parents who attend a total of eight sessions. Parents are recruited through the local parent-teacher association, a SUP family liaison, and word of mouth. The curriculum focuses on motivating and advocating for children and on self-care including parents' physical and emotional health. Each meeting starts with a group dinner and socializing followed by a two-hour lesson and discussion. Child care is provided.

Media program. Youth Media Force is a year-long program, in which participating students—mostly local Asian youth—learn advanced multimedia skills and develop an issue-based media campaign for their peers. Participating youth receive a stipend from the city of Minneapolis for the work they do on the campaign such as creating images, designing t-shirts and postcards, and distributing these products (see appendix I). Past campaign topics include violence prevention, obesity, and bullying. The program also uses hip-hop dance, music, video, and weblogs to showcase participants' talents and create a space where media arts is used for conflict resolution and violence prevention.

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16. During the first year of the MYVP initiative, SUP included a Hmong Mother-Daughter club. However, during the second year, the focus was changed to include a parenting class for couples.

School-based activities

In partnership with the LVY Foundation, SUP offers an entrepreneurship after-school program aimed at supporting young people's economic development, preventing violence, and promoting pro-social activities. Mostly focused on African-American boys attending two local high schools,[17] the program has three primary components:

1. **Cliques to Companies** seeks to repurpose social networking cliques to promote job-related skills. The program coordinator from the LVY Foundation connects program participants with local businesses looking for short-term labor, connecting youth with jobs and building skills for future employment.

2. **Silker Productions** partners with SUP to connect participating students with lighting and sound production jobs for an online reality show.

3. **META-MORPH** is an after-school program at one local high school where participants learn basic finance and entrepreneurial skills. Students apply what they have learned to implement their own projects—for instance, fundraising to make shirts for their basketball team.

Opportunities for police and community interaction

AMA seeks to serve as a bridge between police and community. To that end, police representatives are invited to participate in SUP programming—for instance, as a guest speaker at the Hmong parenting class or at a summer event for community youth. In addition, the program holds community police orientation training for community members, and program staff members participate in community forums (e.g., with transit police) to enhance the voice of the Southeast Asian community in those arenas.

Oakland program model

Youth ALIVE! is a community-based organization with more than 25 years of experience leading violence prevention, intervention, and healing programs in Oakland, California. This MYVP program applies a trauma-informed framework to serve victims of violence, the formerly incarcerated, and youth living in neighborhoods with high rates of violence. Key program activities include hospital-based crisis intervention, violence interruption, case management, and mental health counseling; victim support; peer-based mentoring; and trauma screening and interventions.

Hospital-based activities

Youth ALIVE!'s hospital-based program (Caught in the Crossfire) is staffed by three full-time intervention specialists who provide bedside response to victims of gun violence, stabbings, and beatings, who are typically young men between the ages of 17 and 23. The program serves trauma centers at three area hospitals.[18] Specific mechanisms for program referral vary by site. For example, a community outreach specialist at one site can notify the intervention specialist of an incoming victim

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17. In addition to school referrals, youth can also self-refer through social media.
18. Highland Hospital, Children's Hospital of Oakland, and Eden Medical Center.

via email or track victim information using a program spreadsheet. The Oakland Police Department also provides a daily (de-identified) list of violent crimes; the intervention specialists cross-check this list with participating hospitals to see if any admissions match the descriptions provided by the police. Once a victim meeting the program criteria is identified, the intervention specialists coordinate with the hospital to obtain victim consent and complete a needs assessment either at the victim's hospital bedside or during a home visit. The intervention specialist will also coordinate with Youth ALIVE!'s violence interrupters[19] to mediate any possible retaliatory violence.

Many of the intervention specialists have been personally impacted by the trauma of violence, providing them with a unique perspective as advocates helping clients to communicate with hospital staff and law enforcement. This trauma-informed perspective also informs specialists' approach with clients who may be reluctant to engage in mental health services because of stigma. After the initial contact, clients are matched with the intervention specialist who is best suited to respond to their personal history and specific needs. The client spends six months to a year working with the intervention specialist to address a variety of needs (e.g., accessing victim of crime funding, mental health services, education, housing, job training). MYVP funding enabled Youth ALIVE! to expand from five to six full-time intervention specialists and add a second in-house mental health counselor.

School-based activities

Youth ALIVE!'s founding program, Teens on Target, is a violence prevention program that offers leadership training and mentoring to middle and high school youth from at-risk neighborhoods. High school students at Castlemont High School and Life Academy are actively recruited to take part in after-school training that prepares them to become anti-violence peer educators. Interested students apply to the program and are interviewed; those who enter the program are offered a small stipend. In addition, violence prevention educators monitor participants' grades and provide academic assistance as needed. The six-week training curriculum was developed in-house by youth participants and covers six subject areas related to gangs, family, and relationship violence as well as factors that contribute to violence (e.g., drugs and alcohol, peer pressure). Students practice leading workshops with their peers before they present violence prevention workshops to students from eight middle schools across the Oakland Unified School District. The program is staffed by a program coordinator and two violence prevention educators.

Community-based activities

Probation-based program. Three full-time intervention specialists provide services as part of Youth ALIVE!'s Pathways program, which provides intensive case management for high-risk youth referred by the juvenile justice system. Referrals to Pathways may come directly from probation officers, the Alameda County Juvenile Justice Center Transition and Releasing Center, or schools. Participation in the program is voluntary and lasts for six months to one year. The Pathways intervention specialists serve as advocates for clients, help youth navigate the terms of their probation, and provide intensive case management.

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19. In contrast to Kennedy's GVI/Ceasefire model (see note 12), which is driven by law enforcement, the Cure Violence Health Model involves street outreach on the part of trusted members of the community (violence interrupters) who anticipate and intervene in situations where there is the potential for violence. Wesley G. Skogan et al., *Evaluation of CeaseFire-Chicago* (Washington, DC: National Institute of Justice, 2009).

Homicide response. Named after the murdered son of the program's founder, the Khadafy Washington Project provides rapid response to the families of homicide victims. The Oakland Police Department delivers next of kin information to the program within 12 to 14 hours of a homicide, but referrals are also made by the Department of Mental Health, Oakland Unified School District, and community members. Each response is tailored to ensure that families are treated with respect and to preserve the safety of the crisis responder. The initial contact involves explaining the financial support available through the victims of crime office (e.g., funds for burial, relocation services), as the funeral is typically one of the most pressing issues for families. Upon meeting with the client in the victims of crime office, the crisis responder describes additional services available, such as clinical case management and healing circles (provided through a partnership with Catholic Charities). In addition to navigating systems and providing emotional support, crisis responders serve as intermediaries between families, homicide detectives, and the district attorney's office. The program is staffed by two full-time crisis responders, who typically spend four to six weeks working intensively with families, with follow-up contacts every three, six, and 12 months. In cases where an arrest is made, the crisis responder coordinates with the district attorney's office to link the client to victim support services.

Trainings and community education. As the creators of the nation's first hospital-based violence intervention program (Caught in the Crossfire, described in the previous sections), Youth ALIVE! provides training and technical assistance to other organizations interested in implementing a hospital-based intervention model through the National Network of Hospital-based Violence Intervention Programs.[20] A key piece of this work has involved promoting a trauma-informed framework to help health care providers understand the long-term impact of violence on young men of color.

Through MYVP funding, Youth ALIVE! has been working to validate and disseminate its Screening and Tool for Awareness and Relief of Trauma (START; see appendix J). START is designed to detect undiagnosed trauma, teach clients coping strategies for immediate relief, and increase the likelihood that clients will seek future mental health services. Trauma symptoms are defined in a general manner to minimize stigma and create a safe environment for clients to approach help on their own terms. START is a semi-structured interview designed for use by nonclinicians and requires approximately 10 to 30 minutes to administer. All clients complete a six-question trauma screening questionnaire and receive psychoeducation on trauma symptoms; those that screen positive for trauma are taught brief coping interventions (e.g., relaxation exercises) and are referred for mental health services as needed. Agencies interested in implementing START must complete a four-hour training and have staff trained in trauma-informed care plus a referral system for clients requiring additional services.

Finally, MYVP funding enabled Youth ALIVE! to support a community health advocate to collect pre- and post-test data from participants across Youth ALIVE!'s programs and at partner agencies.

20. "The Emergence of a Network," National Network of Hospital-Based Violence Prevention Programs, accessed September 10, 2018, http://nnhvip.org/mission/.

Opportunities for police and youth interaction

Although intervention specialists and crisis responders communicate with law enforcement, it is critical to the program model that this communication be one-sided—law enforcement provide responders with information, never the other way around—to preserve staff safety and credibility. However, this coordination with law enforcement enables program staff to educate clients about the role of law enforcement in the hopes of promoting cooperation and minimizing the risks of retaliation, re-injury, and arrest. Teens on Target has helped facilitate youth-police dialogues with future plans to devote discussion to specific issues including interactions with police, mass incarceration, and the juvenile justice system. Youth ALIVE!'s participation in weekly violent incident coordination meetings promotes collaboration with partners in law enforcement and public health to determine the most effective ways to address violence in Oakland.

Sacramento program model

The Sacramento Minority Youth Violence Prevention Initiative (SMYVP) is a multisector collaborative program led by the local nonprofit organization, the Health Education Council. SMYVP grew out of a collaboration between the Health Education Council and Kaiser Permanente focused on encouraging individuals to become more active in public spaces. Through this previous initiative, the Health Education Council worked with the City of Sacramento Police Department to understand public safety concerns and identify ways to invest in infrastructure.

Building on existing relationships, SMYVP uses a collective impact framework to address the problem of minority youth violence by building a continuum of services aimed at prevention and intervention. The program is administered by two full-time staff members. As the backbone organization, the Health Education Council supports all the other work undertaken by members of the SMYVP Collective.[21] The collective impact framework has allowed SMYVP to establish a common language and agenda around violence, emphasizing continuous communication amongst partners, and exploring ways to implement mutually reinforcing activities aimed at violence prevention throughout the city (see appendix K for an example of how this framework is applied in practice).

Hospital-based activities

The involvement of Kaiser Permanente and the hospital-based Sacramento Violence Intervention Program has allowed SMYVP to facilitate numerous trainings on trauma-informed care. Specifically, SMYVP has provided training to community members and partners (including law enforcement) on how to identify and understand the impact of trauma; potential paths for recovery; and the implementation of trauma-informed policies, procedures, and practices meant to minimize re-traumatization. In addition, the SMYVP program coordinator facilitated Mental Health First Aid and procedural justice trainings as well as providing community education (e.g., for teachers and government officials) on issues related to violence prevention.

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21. The collective comprises the City of Sacramento Police Department, Sacramento County Department of Probation, Kaiser Permanente, WellSpace Health, Sacramento City Unified School District, Sacramento Department of Health and Human Services, and LPC Consulting Associates.

School-based activities

SMYVP initially provided a violence prevention supplement to the Men's Leadership Academy, a school-based youth leadership program that addresses the physical, social, and emotional needs of minority young men ages 10 to 18. The program is based at the only continuation high school in the district that also serves a subgroup of youth on probation. The violence prevention curriculum is delivered by the full-time Health Education Council program coordinator across eight one-hour sessions and is based on two COPS Office toolkits: (1) Police-Youth Dialogues and (2) Teen Action. Referred to as Youth/Police Dialogues, the lesson plans incorporate mentorship from school resource officers, health education, and service-learning projects. Although programming is ongoing, turnover in administration at the home school created challenges and impeded the reach of the program.

Law enforcement—based activities

At approximately the same time that implementation challenges arose in the school-based program, a representative from the Sacramento County Department of Probation joined the SMYVP Collective and identified a gap in programming at the youth detention facility: Rival gang members cooperated while in the facility, but there was no system in place to continue this progress once youth were released into the community. SMYVP responded by modifying the curriculum of the Youth/Police Dialogues to be delivered in the youth detention facility. Known as the Alternatives to Violence curriculum, the workshops meet weekly for three hours to build conflict resolution skills and engage in dialogue with juvenile probation officers.

The curriculum is delivered as part of the detention facility's Safety, Health, Opportunities and Practice (SHOP) program, a forum that brings rival gang members together in an informal setting meant to resemble a barbershop. All youth in the facility receive a brief assessment comprising 12 items intended to probe for gang affiliation and criminal history; those whose scores indicate high risk and those receiving direct referrals from an officer are invited to participate in the program. SHOP is led by a facilitator jointly funded by the Health Education Council and probation. The program also collaborates with the Sacramento Violence Intervention Program, a hospital-based violence intervention program for youth victims of violence. The Sacramento Violence Intervention Program facilitates one-on-one mentoring for new youth residents and those serving extended sentences for violent incidents. In addition, the program provides intensive case management to youth transitioning back into the community. Finally, the SHOP program provides service linkages to parents of detained youth to ensure that families are prepared to support youth upon their return home.

Opportunities for police and youth interaction

As described in these sections, the curriculum developed by SMYVP focuses heavily on youth dialogues involving school resource officers or juvenile probation officers. The involvement of the police department in the SMYVP Collective has enabled law enforcement to connect with youth through several outlets. SMYVP and the police department collaborated closely on community events (e.g., Summer Night Lights, My Brother's Keeper Community Convening), giving officers an opportunity to interact positively with the community. Although the police department's Cops and Clergy program predates SMYVP, it serves as another outlet for community education and outreach. Law enforcement

officers work with leaders of the faith-based community in an effort to enhance community trust by addressing misconceptions about police. The program also takes referrals of at-risk youth and their families. Undergraduate students from Sacramento State University serve as case managers to help individuals navigate the web of social services. In a more recent extension of the program, police visit third- and fifth-grade classes in troubled neighborhoods to provide direct outreach to at-risk children.

West Palm Beach program model

The local West Palm Beach, Florida, MYVP initiative is known as Policing Approach Through Health, Wellness, and Youth, or PATHWAY. Run by the City of West Palm Beach's Department of Parks and Recreation, PATHWAY builds on existing programming at one of the city's Youth Empowerment Centers, which target geographic areas for reducing youth-related crime and delinquency. The Centers collaborate with key partners such as the Mental Health Association, local schools, and the West Palm Beach Police Department to expand the city's crime prevention-based activities. The MYVP grant funds a full-time case manager, a part-time program director, and a part-time administrative assistant.

Community-based activities

The Youth Empowerment Center. The Youth Empowerment Center is open Monday through Saturday. During the week, students ranging from elementary school to high school come to the center after school to do homework, get tutoring, read, work on a community garden, take part in digital media and cultural arts activities, eat snacks (provided by the city), participate in a Teen Outreach Program (a youth development program for middle and high school students) and health and wellness classes, and, if desired, talk with a case manager about their needs (e.g., related to job preparation or mental health support; see appendix L for an example of community events). On Saturdays, youth can come to the Center for open gym time or to use computers. During the school year, about 35 children and youth come after school with the number increasing to about 75 per day in the summer. The case manager actively recruits youth referrals by visiting area schools, meeting with principals, and publicizing available resources and programs.

Participants are screened for depression and anxiety using the Patient Health Questionnaire 9 (PHQ-9); counseling is offered onsite for those in need. There are group sessions that focus on topics such as self-esteem and enhanced wellness; individual sessions are available as well. For more serious mental health issues, staff members make referrals to community-based services.

Community collaboration. PATHWAY staff members have built strong communication with local schools, community partners, and law enforcement to facilitate information sharing. To that end, they participate in several city initiatives to address youth crime. These include the following:

• **The Neighborhood Accountability Board** is a diversionary program for first-time juvenile and young adult misdemeanants with a civil citation.[22] Young people are referred to the program by the West Palm Beach Police Department or the State Attorney's Office. Referred youth appear with a parent or guardian before the board, which comprises representatives from the local police department, the Florida Department of Juvenile Justice, and community organizations and

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22. Under Florida Statute (§985.12), civil citations provide an efficient and innovative alternative to custody by the Department of Juvenile Justice for children who commit non-serious delinquent acts and ensure swift and appropriate consequences.

members. At the conference, the referred youth and the board discuss the offense as well as the young person's personal and family life. Both the offense and personal circumstances are considered in determining an appropriate sanction. Participants have approximately 90 days to complete their assigned sanctions; if they successfully complete the mandate, the offense is not recorded in their record. The process seeks to increase offender accountability by increasing community involvement and support and serves as an alternative to the formal juvenile justice system by providing opportunities for nonjudicial sanctions.

- **Operation Youth Violence: Reduction, Intervention, Prevention (RIP)** was developed in response to the high number of arrests among the city's youth. While the Neighborhood Accountability Board focuses on misdemeanants, this program is geared toward first-time *felony* offenders between the ages of 13 and 24. The initiative brings together the resources of local community and faith-based leaders, public agencies (e.g., Department of Parks and Recreation, local schools), private businesses, and juvenile justice agencies to identify and assist these young offenders. The program offers participants mentoring and other resources including GED and job readiness programming, counseling, and subsidized employment.[23]

- PATHWAY has an active relationship with Forest Hill High School and meets regularly with the principal and other staff to provide mutual updates on students who participate in PATHWAY programming. With additional feedback provided by local police officers, PATHWAY and school staff members let one another know if participating students get into trouble or experience a noteworthy school or life event. In addition, if school administrators do not want to suspend a problematic student or call the police, they can request intervention through the program. PATHWAY also helps to facilitate benefit projects for the school such as a workshop on requesting college financial aid and a voter registration day.

Opportunities for police and youth interaction

The police play an active role in PATHWAY activities. An officer staffs the Youth Empowerment Center, the police department partners with PATHWAY in both the Neighborhood Accountability Board and RIP programs, and officers serve in a PATHWAY mentoring program and participate in Kids and Cops dialogues sponsored by PATHWAY.

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23. These services are supported by the Youth Empowerment Center and the Urban League of Palm Beach County.

2. Cross-Site Challenges and Lessons Learned

As described in chapter 1, the nine MYVP sites varied significantly in the specific activities implemented to address violence. Despite these differences, several common cross-site challenges to implementation and lessons learned were identified related to the following areas:

- Family engagement

- Working with schools

- Working with law enforcement

- Resource allocation and funding constraints

- Programmatic issues

- Staff-related issues

- Youth

This chapter describes challenges and lessons learned from a variety of programmatic perspectives (e.g., program staff, law enforcement, school partners). In addition, we highlight challenges for funders, technical assistance providers, and evaluators.

Family engagement

All sites identified working with the parents and guardians of their target population as a primary challenge. Program representatives attributed this challenge to the multitude of economic hardships faced by many of the families, including trouble meeting basic needs: Staff at school-based programs stated that the meals provided through school and after-school programs were sometimes the only way participants could eat three meals a day. In other cases, housing instability impacted staff outreach efforts because of frequent changes in participant contact information. Such challenges made it difficult for families to be engaged consistently, if at all, according to interviewees. Although programs made efforts to schedule events at times that would be convenient (e.g., after work, weekends) or offered make-up sessions, many parents and caregivers maintained nontraditional work schedules and faced long commutes; one staff member described parents carpooling to their jobs at a local chicken factory more than two hours from the city. In addition, lack of transportation or childcare also made it difficult for families to consistently attend programming.

Another hurdle staff reported involved securing buy-in from parents who may not see the value of enrolling their child in the program. Some parents viewed it as "just another thing" and staff expressed that there was a need to emphasize the specific ways youth could benefit from program participation. Even in situations where program benefits were apparent, resistance could be related to parental fears surrounding potential losses and stigma. One staff member explained this fear, saying that some parents did not want their children spending too much time with the program because they needed them home to help with errands and other household tasks.

Working with schools

Schools are a logical setting for youth violence prevention programming. Indeed, many MYVP sites sought to anchor some or all of their activities at local schools. However, doing so brought about challenges related to establishing buy-in, the logistics of implementing an outside program in a school setting, navigating concerns about stigma and privacy, and obtaining data to measure student progress.

Establishing program buy-in

Although some sites secured initial buy-in for their programs through targeted outreach with teachers without the support of school administrators, some reported these partnerships proved difficult to sustain. This was especially challenging when there was turnover among teachers who initially championed the program. A larger issue was reported by programs that sought to initiate culture change within schools; as one school administrator noted, "Change is good, but it doesn't happen overnight." First, multiple staff members across sites noted that school districts do not move as quickly as programs sometimes require. Second, the primary focus of school administrators tends to be meeting testing standards; this impacts everything from how much time is spent providing key trainings for teachers (e.g., on trauma) to opportunities for program implementation.

Logistics

Across the school-based programs, finding space to run programming was a consistent challenge. This was both related to working with underfunded schools with limited space and linked to the larger issue of competing with other programs for students and classroom space. Program competition not only taxed resources but was also cited as a challenge in terms of participant recruitment and engagement. One administrator also expressed frustration that the MYVP program in his school had geographic constraints—the grant specified that the program would work with youth from two neighborhoods, but the schools in which the program was based served a wider catchment area.

Some MYVP sites held programming during the school day, either instead of or in addition to after-school MYVP activities. This meant that students might miss class to attend a mentoring group, for example. From an academic perspective, some teachers were frustrated that youth would miss class for these programmatic activities, though programs tried to address this by having the groups alternate meeting times each week so students were not always missing the same class.

Concerns about stigma

Some found that administrators could be concerned about the stigma associated with hosting "violence prevention" programming for fear of admitting that there was indeed a violence problem at their school. Finally, some school administrators were described as uncomfortable with specific discussion topics (e.g., Black Lives Matter), and requested that content be modified.

MYVP staff stated that several teachers sometimes used referrals to the program as a means of classroom management, sending disruptive students to the MYVP program during class time instead of referring students for whom the program was most appropriate. This left program staff frustrated as they would often be sent students who did not meet the eligibility criteria of the program. One interviewee described the imagined thought process for such teachers: "If I can get the 'problem student' out of my classroom, my classroom management will be easier, my class will go better, smoother. They're not thinking, 'I think this kid would do well in the program.'"

MYVP staff further expressed concern that teachers' perception of the program as being for "bad kids" may ultimately stigmatize youth so that participants "assume they're bad if they're in the program and then they jockey for who's the worst."

Academic data

Because one of the main goals of the MYVP initiative was to improve educational outcomes, staff sought to collect academic data for participants. Accessing academic records from schools, however, proved challenging for two primary reasons. First, it was difficult for staff to get consent from parents to access academic records, as parents were difficult to get in touch with or youth who were tasked with acquiring parental signatures on behalf of the program did not do so. Second, when consent was given, the information uploaded into the schools' academic data systems was often incomplete or too complex for programs to access.

Working with law enforcement

The MYVP initiative focused on bringing together public health and public safety agencies to address minority youth violence. All sites engaged with law enforcement—mostly police departments—to some degree, though the specifics of these collaborations varied. In the following sections, we highlight the challenges associated with bringing together stakeholders from very distinct perspectives; findings are organized by respondent group, including representatives from local police departments and MYVP staff.

Police officer perspective

Some programs had current or retired police officers participate in distinct events (e.g., dialogues with youth), while police representatives played a more significant role in program operations at other sites. Although the law enforcement agency (e.g., police, sheriff's office, probation, district attorney's office) and level of involvement varied significantly across the nine sites, all programs faced challenges recruiting and maintaining law enforcement collaborators. Because of erratic law enforcement schedules and patrol duty priorities, securing initial buy-in from officers proved difficult, as program involvement might require interested officers to work after hours or on their days off, ultimately detracting from the time they could dedicate to their personal lives.

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Securing buy-in from officers could also be made difficult by the culture of police departments. Some officers described situations in which situational factors (e.g., pay disputes, contract negotiations, lack of community support) have impacted officer morale. Further, there may be a culture clash within agencies, as younger officers received training focused on community policing while older officers may not be as willing to embrace the paradigm shift. Moreover, officers reported that participation in community dialogues often requires them to respond to questions that some officers may find uncomfortable. For example, youth-police dialogues involved correcting misconceptions about police work ("Have you ever shot a guy?"); listening to why people have negative perceptions of police ("It wasn't about us talking, but listening as to why they don't like police"); and teaching youth that police officers are multifaceted ("'How can you be a police officer? You're so nice.' We explain that we can be both"). Despite these uncomfortable conversations, police officers felt that their involvement with such programs ultimately improved perceptions of law enforcement in the community. As one interviewee explained, "You now have an advocate going out and speaking good about the police."

Some police departments may not adequately track community engagement activities or provide institutionalized mechanisms (e.g., Community Affairs Unit) to facilitate outreach. Even in situations involving institutional support, sustaining officers' involvement in the program was complicated by the fact that it was hard for them to see the immediate impact of these programs on outcomes that are prioritized in their field (e.g., crime rates) given the scale and scope of the programs or the nuances and small successes involved in working with youth. However, several officers noted the positive aspects of being involved: They felt their involvement with the program was something that helped benefit police-community relations. One police representative described the need not only to maintain officer safety but also to help officers understand that there is a need for them to be human and compassionate and see people in the community. "I ask, 'What's your number one goal?' and they say, 'Make it home safely.' I say if that's your only goal, then you are selling yourself short—it's to do the right thing."

Program perspective

Program staff found it particularly difficult to recruit police officers when there was turnover in their primary point of contact at the police department. As described in the previous section on engaging school collaborators, a single champion may not represent the views of an entire agency. MYVP program staff felt that having buy-in from "the top" at law enforcement agencies helped solidify partnerships and enhanced programming (e.g., creating centralized referrals from law enforcement).

Program staff also expressed that it took time to learn how to navigate and adjust to working with law enforcement. For example, intervention specialists from hospital-based violence intervention programs limited their communication with law enforcement to maintain their safety and credibility. Although they may work with law enforcement to clarify general information (e.g., make sure the information in police records matched that in hospital records), program staff needed to ensure that information-sharing was a one-way process. "We've been able to go to law enforcement and ask them questions, but they never come to us to say, 'What did he say?'"

Other program staff described that it may take time for officers to understand how to approach program youth. One challenge involved helping officers understand the impact of trauma and how it manifests in youth, given that the officers' primary approach is that of enforcing the law. Staff members also recognized that they also had to modify their approach toward police to ensure that all collaborators felt respected: "I'm going to respect you. You respect me. We work together for the community and the kids."

Building rapport with the target community

Across all sites, program staff felt that one of the largest challenges was addressing youth distrust of police. Programs servicing refugee and immigrant youth described this distrust as being related to cultural differences and past traumas. However, staff members in several sites felt that this distrust was rooted in police-community tensions at both the local and national level. Both officers and program staff described the need to have youth see beyond the badge and help them recognize that these instances do not reflect all police officers. One officer stated that police need to work with the community to "see beyond the uniform . . . [there is a] dire need to bridge the gap during these times."

Several staff members and police officers described that when officers attended events in full uniform, youth were reluctant to interact with them. One officer recounted playing basketball with youth in plain clothes and said that the youth were surprised to learn that he was a police officer. In larger events, staff suggested that officers in uniform were likely to congregate with one another rather than mingling with youth, making the officers seem like an intimidating group. Staff members described having to encourage officers to sit and eat with youth at events in order to facilitate relationship building—something that seemed easier to do in more casual settings when officers could play basketball or video games with the program participants.

Staff working with immigrant and refugee populations reported the additional challenge of building relationships with populations that were particularly distrustful of the police and inclined to want to "deal with our own problems in our own community." Staff described a slow process requiring a great deal of communication between the program, law enforcement, and community. For example, some sites worked to develop trainings to correct for cultural misunderstandings on the part of police (e.g., teaching police that avoiding eye contact is a sign of respect in Asian culture rather than being indicative of guilt) as well as the community (e.g., teaching youth that when confronted by police officers, they should not hide their hands).

As programs began to work more closely with law enforcement, new challenges emerged in terms of maintaining credibility in the eyes of the community, and program staff were sometimes regarded as "snitches." Program representatives reported that their collaboration with law enforcement made some families less trusting of them and the program, resulting in a need for program staff to continually and consistently clarify their roles, the purpose of the program, and—particularly among hospital-based programs—their separation from the police.

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Finally, some interviewees stated that they thought youth may be concerned that program staff would share sensitive information discussed during program sessions not with police but with school personnel. In an effort to create safe spaces, staff at school-based programs described the need to differentiate the program from the school. "This is safe space that happens to be at your school, but this is not your school. We're not here to get you into trouble."

Resource allocation and funding constraints

Although MYVP funding was being used to enhance pre-existing programming in seven of the nine sites, staff at all sites indicated that these programs required multiple funding streams to maintain operations. Thus, different funding sources were used to facilitate program enhancements ranging from hiring more staff to allocating funds for meals during after-school and summer programs, making it difficult to track the value added from any one funding source. Consequently, reporting back to funding agencies on program impacts was an ongoing challenge.

Another challenge identified across sites was finding a consistent, dedicated space for programming. Space issues were particularly prevalent during the summer, as schools were not always properly maintained (e.g., lack of air conditioning and custodial services) and there was competition with other programs for more limited space. One police officer described trying to juggle participation in a MYVP summer camp and having to intervene in fights among youth enrolled in an unrelated summer school operating at the same location.

Another frustration mentioned during interviews was that there were times when youth could benefit from programming but could not attend because of the program's financial limitations, restricting the number of students who could be served or the times the program could operate.

Because many communities are sprawling and programming is necessarily centralized, staff at some sites reported challenges related transportation for participating youth and families. Although some programs had dedicated vehicles, the logistics of resolving transportation proved time intensive and cut into programming and budgets at several sites. Furthermore, the general lack of after-school transportation across sites created additional issues. In situations where families were unable to provide transportation, youth relied on mass transit, creating new program considerations such as lengthy commutes, scheduling conflicts between programming and available transportation, and extra costs for program participants.

Programmatic issues

Running programs with multiple components across multiple sites brought about additional challenges.

Limited Capacity

Often when programs first started, they worked with a small number of participants and devoted a significant amount of time to the needs of those youth. As programs grew, however, staff encountered challenges related to staff and program capacity. First, staff would not have as much time to work with youth on an individual basis if the program size grew too quickly but maintained the same staff size. The dual goals of wanting to expand programming to reach more youth while providing intensive, quality programming for participants could be in conflict, forcing program staff to navigate how to "do the work without losing the special relationships we need to do our work." In situations where programs were unable to accept a referral because of lack of capacity, staff recounted trying to help families by referring them to other programs. However, their ability to do so was largely dependent upon the needs of the youth and whether there were comparable programs available.

Defining risk

Because the MYVP initiative focused specifically on violence prevention, programs targeted their activities to youth who were most "at risk" for being involved in violence or criminal behavior. However, many programs grappled with how to define "at risk." As one law enforcement officer described, "We all have different language. What's 'at-risk' to schools is different than what law enforcement considers 'at-risk.'"

This challenge impacted which referrals programs could accept, particularly if resources were limited. For example, hospital-based programs and those working with probation had clear definitions of risk, relying upon specific events to determine if youth are at risk of committing or experiencing future violence (e.g., violent injury, systems involvement). School- and community-based programs took a place-based approach by choosing to focus programming in neighborhoods with high rates of violence or in alternative schools for at-risk students. As a result, programs varied in terms of the types of violence they addressed (e.g., bullying versus gang violence) and how eligibility was determined (e.g., referrals from schools for truancy or behavioral issues versus open enrollment). Thus, some programming did not fit a traditional violence prevention approach, as the focus was more upon targeting risk factors for violence (e.g., academics, trauma), rather than responding to specific incidents.

Responsive programming

Program representatives also described challenges associated with the day-to-day aspects of developing and adapting programming to meet the specific and diverse needs of sites' target populations. Across the sites, staff described challenges in ensuring participants fully understood the purpose and expectations of the program. This involved clarifying roles (e.g., the program's affiliation with schools or law enforcement), correcting misinformation (e.g., exactly what victim of crime funding would cover),

and specific requirements (e.g., parental involvement, grounds for dismissal). Staff also expressed that building rapport with youth and parents amidst trauma and cultural nuances could prove difficult. One staff member at one site noted, "As an African-American woman in an African-American home, I can make some suggestions. I can't do the same thing in a Latina family home." Another staffer at a different site said, "Refugee youth feel like they don't belong in the community and it stays with them. . . . We want to make them feel welcomed and let them know they can pursue opportunities."

Some programs worked with parents and youth to identify trauma histories to modify activities accordingly and make referrals for additional services. Sites that worked with a large number of immigrant or refugee youth likewise needed to modify pre-existing curricula to accommodate cultural norms (e.g., gender-specific classes) and language barriers.

Consistent program attendance

The consistency with which youth attended programming was a challenge identified by numerous sites. First, staff running programs at youth detention facilities or alternative high schools noted a high rate of turnover as youth moved in and out of such facilities; as a result, some youth attended one program session and never returned. However, absences were something all programs experienced, and they created significant service gaps. Staff members also described the need to develop a means of engaging program alumni to avoid youth "falling off and getting lost" while finding ways to empower them by making them responsible for guiding new cohorts.

Working in hospitals

Because of their placement in trauma centers, hospital-based programs experienced particular challenges. First, doctors and nurses did not always fully understand how to deal with minority youth who have sustained violent injury. One hospital staff member described how, prior to implementation of trauma-informed training, hospital staff would view this population as rude rather than as having been impacted by constant adversity. Second, hospital trauma centers are fast-paced environments with high employee turnover, so it can be challenging to maintain staff awareness of the program. Third, intervention specialists had limited access to hospital information during the critical intercept point. Some intervention specialists described receiving incorrect information (e.g., receiving notification that an adult was being admitted only to discover at bedside that it was a child). A related challenge involved getting notification of eligible participants before they were released.

Staff-related issues

As with any multiyear initiative—especially those working with a population experiencing concentrated disadvantages such as violence exposure and poverty—there are challenges related to staff turnover, burnout, and low morale.

For the MYVP sites, staff turnover created several specific challenges. In some instances, this caused implementation delays when a lead facilitator left the program. Program managers expressed that many of these facilitators possessed unique training and a comprehensive understanding of how to work with the target population; thus, further implementation delays occurred as new staff were trained or learned how to navigate their new roles. In addition, local site evaluators felt that turnover threatened the consistency of data collection for the intended outcome evaluation.

Staff members across all of the programs stressed the need to find time for self-care. However, many staff members also feel that they do not have the time for it. Much of the work undertaken by the sites does not fit the structure of a traditional workplace—for instance, hours can be late and require staff to be on-call, and exposure to violence may place staff at risk of secondary trauma—which can take a toll. Staff also found it challenging to cope with instances of youth dropping out of programs or getting involved in negative behaviors. Thus, there was a need to establish and maintain boundaries with clients to mitigate the stress experienced by staff. However, this proved difficult as staff members reported feeling that they became one of the few people the participants could depend on. As one staff member explained, "Clients' lives don't start and stop when we do. . . . Even if I don't pick up the call, it affects you so I'll text back, 'You okay?'"

Institutional structure played a part in helping create a climate that promoted self-care with several programs implementing programming to encourage staff members to take care of their own well-being (e.g., offering staff trainings on trauma-informed care, implementing employee assistance programs, employing supervisors with prior experience as program facilitators).

Youth

A major challenge faced by any program working with youth is combating lack of commitment and poor attendance. As described earlier, attendance can be impacted by many factors, but program staff noted three major barriers: (1) cultural factors (stereotypes of masculinity and race, homophobia, "no snitching"), (2) age (rebelliousness, maturity level, apathy), and (3) unfulfilled needs (mental health, housing, financial instability). Staff members also noted that even youth with consistent attendance struggled to recall previously discussed material. According to various staff members, lack of engagement was also related to participants' inability to understand consequences, as staff described how youth often feel as if everything is against them ("it's not fair") rather than being able to accept responsibility:

> "Every kid is a challenge. They are raised not to trust. You have to prove yourself. . . . [There is] such a desperate need to be loved that they'll challenge your boundaries to see if you'll stay."

> "Most of the kids are focused on right now . . . they can't see the forest for the trees . . . they want instant gratification and can't see the bigger picture."

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"Kids don't grasp that once you're in it, you're really in it. You may not be a hardcore [gang] member, but you're around hardcore [gang] members."

"They don't have a sense of the finality of a gun. You can't do this over."

Funders, technical assistance providers, and evaluators

While the interviews with MYVP staff members and partners highlighted many challenges related to program implementation, they also brought attention to issues common to large initiatives that require adhering to specific timelines, working with multiple administrative partners—including funding agencies, technical assistance providers, and evaluation teams—and complying with specific programmatic and reporting requirements.

Program timeline

The interdisciplinary collaboration between the education, public health, public safety, and mental health agencies required to run these programs sometimes proved difficult to sustain because of what staff felt was a curtailed planning period. This was particularly challenging for school-based programs, as the distribution of funds in October led staff to try and rush implementation after the school year had started. As a result, some school-based staff felt that the first semester of programming could have been stronger had they been able to start planning over the summer. Programs new to violence prevention work said that a longer planning period would have helped with formalizing their partnerships and identifying potential issues earlier in the process. More specifically, it would have helped maintain momentum while their partners were enthusiastic rather than creating frustration with necessary planning delays.

Coordinating with multiple agencies

Local evaluators and program staff expressed frustration with the different reporting requirements involved with the initiative. The process evaluator required the sites to complete quantitative data trackers on a quarterly basis to facilitate data collection of process indicators. The funding agency also required quarterly reports that were largely narrative in structure. Reporting deadlines were initially aligned in order to minimize demands, but they eventually deviated when reporting dates changed for the different agencies. As a result, sites felt overwhelmed by trying to fulfill different deadlines and requirements. Program staff also said it was unclear whether agencies shared the reports with one another.

Staff members also noted several challenges related to communicating with multiple agencies providing funding and evaluation and technical assistance. First, staff felt it would have been helpful to receive feedback on the quarterly reports and data trackers from the evaluators, as they often spent a lot of time filling them out but never heard anything about the content. Second, some staff felt there was a lack of clarity from the funder regarding how grant money could be used. Third, although the original proposal

asked sites to have a media and communications component, sites reported that they needed more guidance regarding what such a component should entail. Finally, some sites discussed how there were last-minute requests and changes from agencies, which impacted programming (e.g., requests for site visits, required attendance at all-sites meetings).

Cross-site learning

Across all of the sites, staff felt that the initiative would have benefited from greater cross-site collaboration. For example, some staff members felt they were figuring things out on their own, but everyone—particularly staff at sites new to violence prevention programming—would have benefited from hearing the lessons learned. While there were some opportunities for cross-site exchanges (quarterly conference calls, a listserv, two all-sites meetings), staff wanted to see more done to build a learning community.

Technical assistance

Although technical assistance was made available to all sites, staffers at programs new to violence prevention work felt that they needed more intensive support. As described earlier, many sites struggled with how to define "at-risk" and felt technical assistance support needed to be particularly concentrated in this area. Other staff members said there needed to be more opportunity to learn about violence prevention programs outside the initiative to have additional working examples and gain insight into specific areas (e.g., how other programs worked with police departments). Finally, program staff reported that sustainability needed to be a discussion point from the very start of the initiative.

Uniformity of data

Because of the diversity in programming across the nine sites, evaluators faced challenges in trying to collect uniform data to tell one story, as some of the initiative's desired process and outcome outputs were not relevant to every program. For example, tracking the number of days that youth spent in hospitals is certainly relevant to hospital-based programs but challenging for school-based programs. Although the MYVP outcome goals were clear, staff members felt there needed to be more clarity in terms of how these goals should be measured.

Designing impact evaluations for complex programs

None of the nine sites reflected linear, compartmentalized programs. Because of their collaborative nature, programs that received MYVP funds were operating in a programmatic environment in which their community partners were bound to have different funding sources. Therefore, it was hard to isolate the effects of individual initiatives, as the partners need to work collaboratively to fully serve youth. Local evaluators and program staff stressed that the programs did not reflect clinical trials, making it hard to design a "scientific" evaluation that could attribute any change to any one program. These programs were a "growing, working organism that's continually moving." For example, programs using

a pre-/post-test design encountered difficulty in tracking data because of program attrition or turnover in program staff. Relatedly, the focus on science- and evidence-based programming proved problematic when working with diverse groups. Programs serving refugee and immigrant populations had difficulty in this area, as best practices typically involve a European White perspective or have not been studied with non-Western populations. As noted by one staff member, "We already have these defined boxes about what we research. If it deviates from those boxes, we don't research it."

3. Recommendations for Future Programming

This chapter presents recommendations for other communities interested in implementing interdisciplinary minority youth violence prevention programs as well as for funders and technical assistance providers working with such programs. In response to many of the challenges and lessons learned in chapter 2, these recommendations were developed through conversations with program staff, law enforcement representatives, and other program partners (e.g., schools, hospitals), as well as independent observations by the research team. Because of the sheer quantity of recommendations, they are presented in this chapter by target audience.

Recommendations for other minority youth violence prevention programs

Program staff and stakeholders identified a number of suggestions specifically related to planning and implementing the MYVP initiative. In this section, we outline recommendations specifically directed at agencies responsible for developing, administering, or overseeing minority youth violence prevention programming—particularly programs that seek to engage multiple agencies across diverse fields.

Early program development

- **Involve partners in strategic planning.** Solidify relationships with partner agencies prior to program development to ensure that roles within the initiative are established, resource allocation is agreed upon, and key service needs can be adequately met.

- **Don't rush the planning period.** When possible, allow for a sufficient planning period (approximately 3–6 months) to solidify partnerships, finalize programming, and focus on making strong hires. Staff should be mindful of the implications of an extended planning period on programmatic and funding schedules and build a planning period into project timelines. For example, school-based programs may benefit from scheduling the planning period during the summer break to align program implementation with the beginning of the school year.

- **Leverage existing resources.** Given limited funding, consider partnerships with other local initiatives that already have established relationships with the desired target population. Programs should explore opportunities to add a violence prevention component to existing programming or collaborate with other community resources (e.g., food banks, recreation centers) to provide ancillary services (e.g., meals for program participants, child care).

- **Clearly define the target population.** Establish specific eligibility criteria including definitions of what constitutes "at-risk" populations. This can include specific eligibility-triggering events (e.g., behavioral incidents in schools), place-based approaches (e.g., targeting neighborhoods with high rates of violent crime), or the use of actuarial risk assessments. Such criteria will help programs to identify those who are the best program fit when there are more referrals than program spaces. In addition, clearly defining eligibility will enable programs to develop appropriate program curricula.

- **Create a logic model.** Map out program activities and goals, and clearly articulate the theory of change—the processes through which each activity will lead to each goal. This planning will help avoid mission creep, enable planners to think through their underlying goals and assumptions, and assist program staff in explaining programming rationale to external audiences. In particular, this last purpose will be useful for programs implementing nontraditional strategies (e.g., helping families pay utility bills) that may not intuitively seem related to violence prevention.

Implementation

- **Focus on creative recruitment strategies.** Be creative in recruitment to grab the attention of youth, especially in environments where the program faces competition from other activities.

- **Offer participant incentives.** Incentivize youth engagement and attendance—for example, through rewards and field trips. If funding permits, stipends can help youth build an employment history and teach them professionalism.

- **Keep programming dynamic.** Minimize boredom for youth and staff alike by incorporating interactive components such as scenario-based learning, group discussions, and service learning activities. Eliciting feedback from youth, parents, and the community can help staff understand what participants hope to get out of the program and ways activities can be kept engaging.

- **Consider the transportation needs of participants and their families.** Be proactive in devising strategies to help address transportation challenges. This may involve determining an accessible location to anchor the program, working with transportation agencies to acquire discounted mass transit fare cards, or even buying or renting vehicles for program staff to use to transport youth.

- **Find ways to keep alumni engaged.** Develop multiple methods (e.g., Facebook group, alumni-as-mentors) to keep youth engaged once they are no longer active participants; be mindful not to overburden staff with managing both new and previous participant cohorts.

Staff

- **Maintain a high staff-to-youth ratio.** Consider recruiting interns from local colleges and universities or community volunteers to work with the program (without taxing the budget) to increase the staff-to-youth ratio, allowing for more personalized interactions.

- **Ensure staff receive training in trauma and cultural sensitivity.** Many youth who experience violence have also experienced trauma. Participants who grew up outside the United States may have faced trauma as part of their immigration or refugee status and likely come to the program

with different cultural expectations and norms. All program staff—including volunteers who come into contact with participants—should receive training on trauma-informed practices and culturally appropriate programming.

- **Prioritize staff self-care and safety.** Provide support to staff by providing training on vicarious trauma and putting safety protocols in place. Encourage staff to take time off when they are experiencing burnout.

- **Manage staff expectations.** Emphasize to program staff that this work is time intensive and unlikely to yield major measurable impacts in the short term.

Recommendations for working with law enforcement

The MYVP model emphasizes engaging of law enforcement—particularly police officers—in programming, so youth have opportunities for positive interactions with law enforcement officials and vice versa. Following are our recommendations for law enforcement agencies seeking to work with youth violence prevention programs as well as for the program administrators who hope to engage law enforcement.

Suggestions for law enforcement

- **Institutionalize community engagement.** Consider policies such as requiring officers to make a specific time commitment to the program, creating specialized units or divisions, and compensating officers who embrace such work (e.g., with commendations or monetary support).

- **Focus on community education.** Invest in educating the community about the criminal justice system. This may involve correcting misconceptions about law enforcement, teaching youth about the collateral consequences of system involvement, and helping individuals understand their rights.

- **Be consistent with youth.** Recognize that it is only through consistent interaction that youth will come to develop trust in law enforcement.

- **Do not always wear uniforms when interacting with youth.** Engage with youth in settings (e.g., basketball courts) and in other forums (e.g., Coffee with a Cop) where uniforms are not required. Understand that seeing an officer in uniform may trigger specific responses; youth may be more open and receptive to officers in civilian clothing.

Suggestions for program administrators seeking to engage law enforcement

- **Build relationships with agencies, not individuals.** Build and formalize relationships with agencies rather than individuals to protect against losing support due to staff turnover.

- **Prepare officers to work with youth.** Provide training for officers regarding how to interact with youth, highlighting perspectives of different fields concerning adolescent behavior, trauma, and cultural sensitivity.

- **Think beyond school resource officers.** Though school resource officers often work for the local police department, youth do not often see them as law enforcement officials. Actively engage a diverse group of officers, including those working in and out of school settings.

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Recommendations for working with schools

Schools are a likely site for prevention programming given the number of hours young people spend there each day and the relatively easy access to a large population of young people they provide. Therefore, program administrators may seek to work with schools in multiple ways: running programs in the school during the school day or after school, requesting student records to track academic improvement, and sharing information with guidance counselors and other school staff about participant progress and needs. However, given that any prevention program is likely to be a secondary focus for schools, we make the following recommendations to promote successful program implementation.

- **Ensure buy-in from the top administrators.** Focus on securing buy-in from the school board and superintendents. Securing their approval may help programs gain further support from school principals and teachers, though efforts should be made to directly secure the latter's buy-in as well.

- **Work at the district level to secure data.** Make data-informed decisions about where to target programming. Use district-level academic data (e.g., dropout rates) to determine the areas of greatest need. Gaining access to aggregate district-level data may also counter challenges associated with gaining access to school-level student data.

- **Cultivate relationships with school counselors.** Engage school counselors or social workers to help identify eligible students and make referrals.

Recommendations for working with public health agencies

The MYVP model also emphasizes engaging public health agencies. This engagement may take the form of either hospital-based interventions or public health agencies directly overseeing programming.

Working with hospitals

- **Implement a data-driven approach to partnerships.** Consider numerous factors (e.g., number of patients presenting gunshot wounds, presence of pediatric wing) in identifying partner hospitals. Such considerations will improve program reach and sustainability.

- **Establish memoranda of understanding early in the process.** Sort out data agreements and systems that allow program staff to gather screening information while protecting patient confidentiality. For example, hospitals may want to limit intervention specialists' level of access in hospital data systems. Such agreements should be made during the planning period.

- **Emphasize trauma-informed care.** Prepare hospital staff to holistically respond to victims of violence by ensuring that they have received training in trauma-informed care.

- **Establish a system of communication.** Ensure that intervention specialists can engage clients as quickly as possible by developing a systematic way for hospitals to identify patients who meet program eligibility criteria and communicate with program staff.

- **Seize opportunities to highlight the program.** Encourage hospital staff to present at academic conferences, grand rounds, and community events to share success stories about hospital-based interventions.

Working with public health agencies

- **Establish identity.** Establish clear boundaries in defining work that the agency can do. This may involve establishing short-term and long-range goals and clearly defining the agency's role (e.g., being the direct service providers, funding other organizations to administer programming). A logic model may be helpful in accomplishing this recommendation.

- **Consider funding the work of community-based organizations.** Look for opportunities to fund established organizations with proven programming records. Community-based organizations occupy a neutral position that makes them better suited than government agencies to implement programming.

Recommendations for funders

Whereas the preceding recommendations are specifically about programming and implementing a minority youth violence prevention initiative, we have also identified the following recommendations for funders interested in designing future funding opportunities for such initiatives to help them work more effectively with the funded programs.

- **Be flexible with funding timelines.** Recognize that different types of programs may require more or less time for planning and implementation start-up. For example, programs that expand on extant activities may be up and running sooner than programs starting from scratch; school-based programs may need to align with the academic calendar, whereas hospital-based programs might be able to start at any time.

- **Provide regular feedback.** Provide regular feedback on quarterly reports to help programs identify gaps, challenges, and marks of their progress.

- **Set clear expectations related to data and reporting.** Provide a specific set of outcomes and data elements required for an outcome evaluation.

- **Think outside the box.** Be prepared to support evaluation activities that identify and isolate value added by add-on activities or funding to supplement extant programs.

- **Take a multimethod approach.** Given the small scale of many of these programs, support evaluation designs that use qualitative methods such as participant focus groups to provide more meaningful descriptions of program impact than possible with a purely quantitative analysis based on small participant samples.

Recommendations for technical assistance providers

These recommendations relate to specific areas and activities that future technical assistance providers may find useful in guiding their work.

- **Provide a menu of options.** Provide a menu of options to programs at the start of technical assistance work to inform programs of the types of assistance available.

- **Tailor the technical assistance to the needs of the site.** Work with program staff to tailor a technical assistance plan that is responsive to the needs of each program, instead of using a one-size-fits-all approach.

- **Synthesize information from different sources.** Establish a system to facilitate review of the quarterly reports submitted to funders and evaluators. Such a process should be used both to identify new potential assistance areas and to eliminate duplicative reporting requests made specifically for the purpose of technical assistance.

- **Conduct multiple site visits.** Conduct frequent, in-person meetings, which sites report are more helpful than remote technical assistance. Site visits give technical assistance providers the opportunity to observe more programmatic activities and to better assess programs' changing needs throughout the course of the initiative. In addition, many people indicated that it was too easy to "tune out" during remote technical assistance calls.

- **Embrace non-Western approaches.** When providing technical assistance to programs servicing refugee and immigrant populations, be responsive to the specific needs of such populations. Think critically about the populations involved in establishing best practices and whether such approaches necessarily translate to populations from different cultures.

- **Facilitate webinars on specific topics.** Organize semiregular webinars related to specific topics (e.g., family engagement). Webinars could also provide an opportunity for program staff to hear from subject matter experts, engage in interactive peer discussions, and learn from the experiences of those in other sites.

- **Build a learning community.** Create a space for cross-site collaboration. Building a learning community may be helpful for program staff who are more comfortable approaching peers than technical assistance providers to discuss challenges (for fear that the latter may reflect negatively on their program) and may help facilitate future cross-site collaboration. Such a community could be virtual, in the form of a listserv or other online discussions; in-person discussion of this nature might also be encouraged via mixers or social sessions at funder meetings where staff members from several programs may be present.

Appendix A. Process Evaluation Stakeholder Interview Protocol

This appendix has been formatted to conform to COPS Office publication standards.

Center for Court Innovation

Minority Youth Violence Prevention

Process Evaluation Interview Questions

Name: _____

Agency: _____

Title: _____

Job Responsibilities: _____

Role within MYVP: _____

1. Can you give me an overview of your site's Minority Youth Violence Prevention Initiative?

    a. What are the different components of your program? What topics are they addressing?

    b. Who are the major players involved? (e.g., lead agencies)

    c. Is there a collaborative body? How is it structured? Who is involved, and how often does it meet? What is the process for decision-making?

    d. Were these new activities created under MYVP? If not, what was the value added that MYVP brought?

    e. Are your activities based at hospitals, schools, in the community, or at a specific criminal justice agency?

    f. What other things have been happening in your community around minority youth violence? (e.g., other initiatives or programs, police shooting, etc.) How have you responded? How have national contexts around police shootings, Black Lives Matter, etc., affected your programming?

    g. How has violence in your community changed over the past few years?

    h. Are there certain official OMH goals you feel like you're more likely to achieve than others? Why?

2. What has been the staffing of your MYVP initiative?

    a. Who is part of the core management team?

    b. What new staff have you hired, and what are their roles?

    c. Has there been any turnover in coordinators, researchers, etc.?

    d. Have staffing issues affected the initiative? If so, in what ways?

3. How has implementation been going so far?

    a. What have been some of the barriers/challenges to implementation? Have you overcome those barriers, and if so, how? If not, what do you think you might need to overcome them?

    b. Have you had to abandon or delay any of your planned activities or change your target populations in any way? Why?

4. What have been some of the identified successes thus far?

    a. Why do you think they were successful?

    b. Aside from MYVP resources, what additional money/staff/political capital were involved?

5. Who is the target population for your program? How did you identify and recruit them? Did you formally assess risk in any way?

    a. Did you use a specific risk assessment? Tell me about it.

    b. What have been some of the challenges related to targeting and recruitment?

6. I'd like to know more about your direct services for youth and families.

    a. Are there specific curricula or models that you're using or that you've adapted?

    b. How often do the programs meet, for how long each time, and for how long will the program run?

    c. Who is the population being reached? How are participants being recruited? What are the eligibility requirements and how are they screened?

    d. How many did you intend to serve, and how many are actually being served? If there is a gap in the program's intended and actual reach, why do you think this is? Is there a plan to recruit more program participants?

    e. How many people have dropped out? Why did they leave the program?

    f. Have you had people decline participation? Why?

    g. How many staff members are involved, and what qualifications do they need to run these programs?

    h. How have participants reacted to the program? How about the staff?

    i. What has been hard about family engagement? What has gone well?

    j. What are your participants' biggest needs?

    k.   What types of referrals do you make? To whom? Do you know if the youth or families are following-up?

    l.   Do you provide food, and how do you fund that?

7.   Tell me your community education activities or campaigns.

    a.   Who has been involved in these activities?

    b.   What are its primary messages, and how were those messages chosen? How have you gotten those messages out?

    c.   Who has been your target audience so far, and do you feel like you've been reaching that audience? If so, how have you done so? If not, what have the challenges been to reaching them?

    d.   What have been some additional challenges to getting your message out?

    e.   Do you have a sense of how the messaging is being received? Is it having its intended effect on its audience?

    f.   How will the messaging or strategies change or continue in the next future?

    g.   Can I have a copy of any education materials (e.g., brochures, photos of flyers, copies of PSAs, etc.)?

    h.   Are you using social media at all? If so, in what ways?

8.   What opportunities for community service have you offered?

    a.   Can you walk me through some examples of different activities?

    b.   What are the goals of these service projects?

    c.   What has been successful? What hasn't been?

9.   What types of recreational and mentoring activities are you offering?

    a.   Where do you recruit mentors?

    b.   How do the youth react to their adult mentors? How do the adults react to the youth?

    c.   How often do mentors/mentees meet up? What are the activities they do together?

    d.   What are the challenges in these mentoring relationships? What have been some successes? What made them successful?

    e.   What types of recreational activities have you offered? What has been the response to them?

    f.   Who is involved in these activities, is it the same youth involved in your other programs?

    g.   Do you provide food, and how do you fund that?

10. What have been the advantages of basing your programs at hospitals? Schools? The police department? What have been the challenges?

11. What are some of the ways you engaged police officers?

    a.   What has been the response from the local PD? Have many officers been interested or just a few?

    b.   How have the young people responded to them?

    c.   What types of activities have youth and police done together?

12. Have you asked for help from the technical assistance provider, the Center for Court Innovation?

    a.   If so, what types of assistance have you requested? (probes: guest speakers, help designing programming, etc.)

    b.   What has the response been to your requests? (probes: responsiveness, timeliness, helpfulness)

    c.   What types of assistance do you think you may ask of them in the future?

13. If another jurisdiction wanted to implement a MYVP program, what advice would you give them? (e.g., around staffing, types of activities, where to base your programming, working with the police, etc.)

    a.   After having a few years of implementation, do you feel that your chosen MYVP model was the appropriate model for your neighborhood and context? Why or why not?

14. What are your plans for sustainability past the grant period?

    a.   What parts of the initiative do you think are sustainable without additional funding?

    b.   What parts of the initiative do you think are not sustainable or will likely go away?

    c.   Have you been looking for funding elsewhere to support the initiative? If so, where?

    d.   What additional support did you wish you had during your MYVP program?

Appendix B. Sample Quarterly Implementation Report

This appendix has been formatted to conform to COPS Office publication standards.

MYVP Program: Quarterly Implementation Report

Year 1/CCI Quarter 2/OMH Quarter 3 (March 1, 2015–May 31, 2015)

Instructions. Fill in the information below for all Minority Youth Violence Prevention activities from December 1, 2014–February 28, 2015. Please submit electronically by April 13, 2015.

OMH Outcome Goals. Domains whose table titles are in *italics* track outcomes mandated by OMH. Specific activities can be coded to correspond with the following goals (in cases where multiple goals might be fulfilled, highlight the event as many times as needed using the appropriate designators):

1. Improved coordination, collaboration, and linkages with agencies are designated with a dagger: †

2. Improved academic outcomes for participants are designated with a double dagger: ‡

3. Increased access to public health, social services, or both are designated with a double-s symbol: §

4. Reduction in negative encounters with law enforcement* are designated with a pound sign: #

* Although this goal is not being directly measured, certain events aimed at improving perceptions of law enforcement (police officer mentoring, PAL, strategic planning meetings with law enforcement) may serve as an informal proxy for decreasing negative encounters with the police.

Notes. When recording information under "recipients/audience/description" please provide as much detail as possible. For example, if your initiative has multiple programs (e.g., school-based and hospital-based), please specify this information when describing events if it is not already indicated under the domain heading.

If your initiative did not engage in any events associated with a specific domain during this quarter, please type "none."

Direct services for youth

List the type, total number of hours provided, recipients, and number of recipients for all direct services provided to youth during this quarter. If none, type "none."

	Category of service	Total number of hours provided	Recipients	Number of recipients	Number of new recipients	Total number of individuals screened for service (if applicable)	Total number of individuals referred for outside services (if applicable)
Example 1§	Cognitive behavioral therapy	10 hours	Teenagers, ages 16–18	5	5	5	1
Example 2‡	Tutoring and homework help	2 hours	Children, ages 8–12	15	none	NA	NA

Direct services for families

List the type, total number of hours provided, recipients, and number of recipients for all direct services provided to families during this quarter. If none, type "none."

	Category of service	Total number of hours provided	Recipients	Number of recipients	Number of new recipients	Total number of individuals screened for service (if applicable)	Total number of individuals referred for outside services (if applicable)
Example 1	Coping skills	5 hours	Parents, ages 20–30	10	5	5	1
Example 2	Parenting workshop	10 hours	Parents, ages 20–30	15	none	NA	NA

Referrals for additional services

List the type, recipients, and number of recipients for all referrals provided to youth during this quarter. If none, type "none."

	Category of referral	Recipients	Total number of individuals referred for outside services	Internal or external referral
Example 1†§	Child protective services	Children in our school-based program, ages 8–12	1	External
Example 2†§	Legal Aid	Parents and guardians, ages 20–30	1	Internal

Community education

List the date, time, number of participants, audience, topic, and description for all community education events during this quarter. If none, type "none."

	Event name	Event date	Event time	Number of participants	Audience	Event topic	Description
Example 1	City council meeting	01/15/2015	6:00 p.m.–6:15 p.m.	25	City council members	MYVP Initiative	City council members were given a brief description of the MYVP Initiative and how it will be implemented in the community.
Example 2	Healthy Living workshop	03/15/2015	12:00 p.m.–2:00 p.m.	20	Community members	Health care	Community members were given a brief presentation on issues related to health and wellness.

Community service

List the type, topic, number distributed, and audience for all community service events this quarter. If none, type "none."

	Service event	Event date	Event time	Number of participants	Participants	Description
Example 1	Community gardens project	02/15/2015	4:00 p.m.–6:15 p.m.	30	Teenagers, ages 16–18	Program participants performed yard work at a community garden.
Example 2	Adopt-A-Highway	01/15/2015	12:00 p.m.–2:00 p.m.	5	Teenagers, ages 16–18	Program participants performed clean-up along the highway.

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Mentoring and recreational activities

List the date, time, number of participants, audience, topic, and description for all mentoring and recreational activities during this quarter. If no activities took place, type "none."

	Event name	Event date	Event time	Number of youth participants	Number of new youth participants	Number of mentors (if applicable)	Number of new mentors (if applicable)	Description
Example 1#	Police officer mentoring	03/15/2015	3:00 p.m.–6:15 p.m.	5	none	3	3	Police officers took participants from our PAL-based program to a basketball game
Example 2	Field trip	02/15/2015	12:00 p.m.–2:00 p.m.	20	10	NA	NA	Program participants took a field trip to the zoo

Collaborative body meetings

List the date, time, and number of participants for all collaborative meetings during the quarter. If no meetings took place, type "none."

	Collaborative partner	Meeting topic	Meeting date	Meeting time	Number of participants in attendance	Number of new participants
Example 1†#	Police department	Cultural sensitivity	02/15/2015	1:00 p.m.–3:00 p.m.	15	15
Example 2†	Social Services	Improving service referrals	03/01/2015	9:00 a.m.–11:00 a.m.	5	5

Other

Please describe any other activities or events not listed in other tables. Include date, time, number of participants, and audience where applicable.

Example 1	During March we held a poster contest for public high school youth. The winning poster was disseminated to 50 public high schools.
Example 2	During January we issued an RFP for a public relations firm to design a community awareness campaign.

Appendix C. Aggregate Program Outputs

	Binghamton	Cabarrus County	Chatham County	Cincinnati	DeKalb County	Minneapolis	Oakland	Sacramento	West Palm Beach
Direct Services – Youth Served	82	283	276	140	119	219	361	195	211
Direct Services – Family Members Served	-	2	106	140	-	41	834	-	-
Mentoring/ Recreation - Participants	107	162	62	68	32	158	-	23	40
Referrals	70	41	156	102	-	83	-	24	17
Community Education Events	16	30	20	3	7	8	-	19	8
Community Events	8	5	3	4	4	74	-	5	24
Trainings Offered	-	10	-	-	-	-	5	17	-
Partnership Meetings	29	144	18	33	84	102	111	144	55

Note: The data tracking period omitted the first quarter of year 1 (September 2014 – November 2014) and the last three quarters of year 3 (December 2016 – August 2017). Therefore, these figures do not reflect the total number of youth served by each program.

Appendix D. Example Flyer for Binghamton's Family Engagement Activities

Cupcakes with Cops

BC Public Library, Public Lounge

FREE Cupcakes and drinks for EVERYONE

Wednesday December 7th

2-4PM

Raffles and Prizes

. **BCAST (Binghamton Community and Schools Together) will be hosting an event open to the public where kids, parents and community members can spend some time with Binghamton Police Officers. It's a time to share concerns, say thanks and just have fun. It is the most recent in a series of such gatherings we are hosting and we hope you will join us !!!!!**

Appendix E. STARS Referral Form and Student Worksheet

This appendix has been reformatted to conform with COPS Office publishing standards.

Cabarrus STARS faculty/staff referral form 2016–2017

Date: _____

School:_____

Student name: _____   Grade level (2016–2017): _____

Parent or guardian name: _____

Address: _____

Referred by: _____   Title: _____

Please provide comments to the following areas to the best of your ability.

Reason(s) for referral: _____

_____

_____

Specific observable behavior(s): _____

_____

_____

Would you recommend this student for case management?   ___ Yes ___ No ___ Not sure

Would you recommend this student for professional counseling?   ___ Yes ___ No ___ Not sure

School record data (office only)

Attendance (previous semester):   _____ days absent   _____ days tardy

Grades (average):   _____ math   _____ language arts   _____ science

_____ social studies   _____ PE/health   _____ elective 1   _____ elective 2

Other: _____ discipline (number of referrals total for this academic year) _____ school nurse visits

Cabarrus STARS student behavior data collection form

Student name: _____ Referring staff: _____

Observed behavior	Not concerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned	Not observed	Comments
Follows direction							
Listens attentively							
Stays on task							
Complies with teacher requests							
Follows rules							
Participates in discussions							
Completes and returns homework							
Personal and social development							
Cooperates with staff/teachers							
Cooperates with students							
Shows respect for staff/teachers							
Shows respect for students							
Allows others to work undisturbed							
Accepts responsibility for personal misbehavior							
Emotional issues (anxiety, anger, depression, suicide, aggression, low self-esteem) (Please elaborate in comments)							
Decision-making							
Goal setting							
Additional concerns							
Substance abuse (by student)							
Substance abuse (in the student's home							
Gang-related activity							
Divorce							
Physical abuse							
Emotional abuse							
Sexual abuse							

Observed behavior	Not concerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned	Not observed	Comments
Removal from home							
Socioeconomic							
Parental involvement							
Interactions with the juvenile justice system							
Other (Please elaborate in comments)							

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Personal goals and road map for accomplishment, 2016–2017

Objective. Create two goals for this semester that will challenge, motivate, and stretch you. Determine what resources you will need to accomplish and exceed the goals created.

Today's date: _____ Start date: _____
Target date: _____

Name three things you value most and why. (Example: family, health, relationships with family and friends)

_____

_____

_____

Reflect: By December 21, 2016, what is the desired outcome for your life? _____

_____

_____

_____

Goal 1. _____

Goal met _____ Goal not met _____

Why is this goal important to you? _____

What and who do you need to accomplish or exceed this goal? (Be specific.) _____

_____

_____

How will you accomplish this goal? (Please provide at least two action items you will commit to doing and how often.) _____

_____

_____

Goal 2. _____

Goal met _____ Goal not met _____

Why is this goal important to you? _____

_____

_____

What and who do you need to accomplish or exceed this goal? (Be specific.) _____

_____

_____

How will you accomplish this goal? (Please provide at least two action items you will commit to doing and how often.) _____

_____

_____

Goal setting reflection activity

Name: _____

Today's date: _____

Now that we have reached the end of the semester, let's take a moment to think back on how things went over the course of the year.

What worked well for you this semester? _____

_____

What challenges did you face during the semester? _____

_____

If you were to face that challenge again, how would you respond? _____

_____

How would you summarize the way this semester occurred for you? What do you look forward to next semester? _____

_____

Appendix F. Youth Intercept's Tiered Case Management Guide

YIP tiered case management guide

Considerations	Service level 1	Service level 2	Service level 3	Service level 4	Service level 5
Known, observed, expressed needs	Few needs observed. Youth is able to meet needs with little or no outside help.	Needs are minimal. Youth requires help with needs only on occasion.	Extended need noted in at least one area. Moderate assistance is required to meet needs.	Extensive needs noted in two or more areas. Needs may be basic in nature; frequent assistance is required.	Numerous needs noted which require active intensive support. Likely "crisis" level of functioning and/or safety needs noted.
Family strengths; goal work	Youth's family engaged and recognizes/uses its own capacity.	Youth's family recognizes capacity but does not appear to use it consistently.	Some recognition of strengths, but youth's family requires consistent support to make use of them.	Barely acknowledges strengths. Consistent obstacles prevent youth or family from using strengths.	Family/youth requires ongoing support to develop/use strengths. Consistent difficulties deter family/youth from strength focus.
Community and family support	Strong network of support exists outside of home.	Adequate network of support is present; but may include YIP staff.	Adequate support network is available but is not used effectively.	Support not available on a consistent basis or youth requires assistance accessing support.	Absence of support network or need for numerous supports that include professional services.
Risk factors	No risk factors noted or are being handled effectively. No other suspected violence or danger in home.	Minimal risk factors present. No violence or history of violence.	At least two risk factors present that require assistance. History of violence is present.	Some recognition of difficulties and inconsistent attempts at resolution. Help needed often.	Numerous risk factors noted/suspected. Ongoing assistance needed. Current violent behavior or history of violent behavior.
Life concerns	Able to manage or resolve difficulties without outside assistance.	Recognizes difficulties and can resolve them with self-initiated help.	Recognizes difficulties and makes attempts to resolve. Requires aid in seeking help.	Some recognition of difficulties and inconsistent attempts at resolution. Help needed often.	Rarely recognizes difficulties. Few or ineffective attempts at resolution. Likely needs several avenues of help and/or intervention.
Parenting skills	Enhanced parenting skills with self-directed supervision of child youth.	Basic parenting skills are in place; supervision of child youth is appropriate.	Some basic skills; however, methods and supervision are inconsistent.	Skills not apparent. Supervision of children is not consistent or adequate.	Requires assistance with most basic parenting skills. Supervision of children of child youth is a safety concern.

Appendix G. CITI Camp Behavioral Assessment Form

This appendix has been reformatted to conform to COPS Office publishing standards.

CITI Camp summer 2015

Name: _____ Date: _____

Basics		
Attendance	Check in on time	1 2 3 4 5
Uniform	Shirt tucked, shoes tied	1 2 3 4 5
Dressed on time		1 2 3 4 5
Basics score max = 9		Total

Enrichment		
Completed homework/ writing assignments		1 2 3 4 5
Classroom participation/ group activities		1 2 3 4 5
Follows classroom rules		1 2 3 4 5
Test grades		F (0) D (2) C (3) B (4) A (5)
Enrichment score max = 9	Test score separate	Total

Physical fitness			
Participation/effort	1 2 3 4 5	Needed individual instructions	-1 -2 -3 -4 -5
Run	1 2 3 4 5	Needed motivation and it worked	1
Exercise	1 2 3 4 5	Motivating others	1 2 3 4 5
Drill	1 2 3 4 5	Win knockout	5
Follow directions	1 2 3 4 5	Second place in knockout	3
Physical fitness score max = 15		Total	

Martial arts			
Attitude/concentration	1 2 3 4 5	Practiced at home	5
Participation/effort	1 2 3 4 5	Learned form I	5
Following directions/ learned technique	1 2 3 4 5	Learned form II	5
Team effort/no individual instruction required/ not a distraction to the course/lesson	3 or 5	Learned form III	5
		Learned extra	5
		Total	

Leadership					
Followed instructions	2	Mannerism	2	Conflict/resolu-tion skills used	2
Help others/instruct others	2	Motivate others	2	Good decisions/choices	2
Polite	Aggressive	Passive Happy	Happy	Calm	Sleepy/lazy

Team building skills			
Worked well with others	1 2 3 4 5	Communication	1 2 3 4 5
Follow instructions	1 2 3 4 5	Integrity/honesty shown	1 2 3 4 5
Help others	1 2 3 4 5		
		Total	

Bonus points	
Gentlemanly/ladylike behavior	+2 (what did they do)
Negative behavior	-2 (what did they do)

Rater: _____ Total points: _____

Coffee
= WITH A =
COP

BUILDING RELATIONSHIPS. ONE CUP AT A TIME.

Join your neighbors and police officers for coffee and conversation.

Saturday
February 27, 2016

Refuge Coffee Co.
4170 E Ponce De Leon Ave

10:00 AM to
12:00 PM

The mission of Coffee with a Cop is to break down the barriers between police officers and the citizens they serve.

By removing agendas and allowing opportunities to ask questions, voice concerns, and get to know the officers in your neighborhood.

THIS EVENT IS PRESENTED BY THE:

Clarkston Police
Department

CITY OF
CLARKSTON
POLICE DEPARTMENT

QUESTIONS? PLEASE CONTACT:

sashford@cityofclarkston.com
(404) 296-6489 x234

coffeewithacop.com

Youth Violence
A Public Health Problem

FACT SHEET

What is Youth Violence?

Youth violence is defined as harmful behavior that occurs in childhood or adolescence and can result in negative outcomes such as psychological harm, serious injury, disability or death. Young people who are victims, perpetrators or witnesses of violence may experience lifelong consequences. Robbery, rape and assault are commonly recognized acts of violence that can result in serious physical injury. Other violent acts, such as bullying or hitting, can lead to serious social or psychological harm.[1,2]

Violence in Georgia and DeKalb County in 2013

Index crimes include willful homicide, forcible rape, robbery, burglary, aggravated assault, larceny over $50, motor vehicle theft and arson.

32,479 juvenile index and non-index arrests were reported in Georgia.
6,713 of these resulted in charges of larceny.
5,941 resulted in charges for violent crimes.[3]

11% Percentage of all index crimes in Georgia that were in DeKalb County.[3]

87% Percentage of DeKalb County homicide victims who were African Americans.[4]

92% Percentage of DeKalb County African-American homicide victims who were male.[4]

DeKalb County

Population by race, DeKalb County, 2013[9]

Some other race alone 0.3%
American Indian/Alaska Native 0.2%
Two or more races 1.8%
Asian 5.2%
Hispanic/Latino 9.4%
Black alone 53.4%
White alone 29.7%
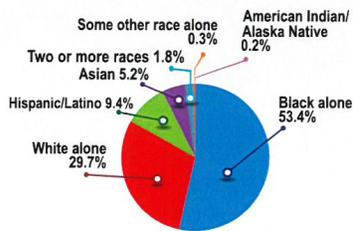
Total population estimate, DeKalb County, 2013[9]

714,935

- **19%** of the DeKalb County population lives below the federal poverty level.[9]
- **28%** of DeKalb County children under age 18 live below the poverty level.[9]
- Georgia's 2013 high school graduation rate, **72%**, was lower than all but two other states'.[10]
- DeKalb County School District's class of 2013 graduation rate was even lower, at **59%**.[11]

Youth Violence in the United States

Homicide is the leading cause of death for youth aged 10 to 18 and suicide is the second leading cause.[5]

African-American youths' rates of criminal offenses are higher than white youths'.[6]

In 2010, African-American youths committed six times as many murders, three times as many rapes, 10 times as many robberies and three times as many assaults as their white counterparts.[6]

Risk Factors

A number of individual, social and community factors can increase the risk of youth violence. Protecting youth from the negative impact of these risk factors begins with recognizing these factors and educating families and youth about them. Risk factors include:[1,2,7]

Risk Factors
History of violence
Drug, alcohol, or tobacco use
Ties to delinquent peers
Poor academic performance
Poor family functioning
Family or community poverty

Violence Among Males

Males are at higher risk for violence than females.

Percentage of youth who reported having been threatened or injured with a weapon on school grounds in the past year.[8]

10.1% **6.1%**

DEKALB COUNTY
Board of Health

July 2015
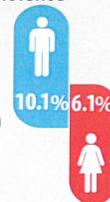
Youth Violence
A Public Health Problem

FACT SHEET

Violence-Related Behaviors Among Youth

Violence-related behaviors and experiences among high school students in DeKalb County, according to the 2013 DeKalb County Youth Risk Behavior Survey.[8]

Behavior or Experience	2010 (%)	2013 (%)
Said there was gang activity at school	51.7	48.0
In the past 30 days, did not attend school because they felt unsafe	6.3	9.6
In the past 12 months, said they were bullied at school	12.6	15.8
In the past 12 months, said they were electronically bullied	7.9	9.1

According to the 2013 Youth Risk Behavior Survey, students who received mostly As and Bs were significantly less likely to report the following:[8]

● Gang activity at their school.

In the past 30 days:
● Carrying a weapon on school property.
● Not attending school because they felt unsafe.

In the past 12 months:
● Ever being threatened or injured with a weapon on school grounds.
● Ever being in a physical fight on school property.
● Saying they were a member of a gang.

Violence-related behaviors among high school students in the prior 12 months by gender, DeKalb County, 2013[8]

Females Males

Was a member of a gang — 4.4% / 11.8%

Ever been in a physical fight on school property — 13.1% / 19.5%

Ever been threatened or injured with a weapon on school grounds — 6.1% / 10.1%

Carried a weapon in past 30 days on school property — 4.8% / 7.4%

0% 5% 10% 15% 20%
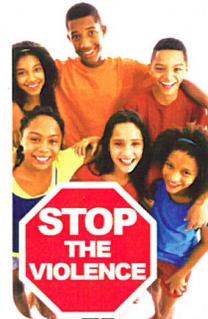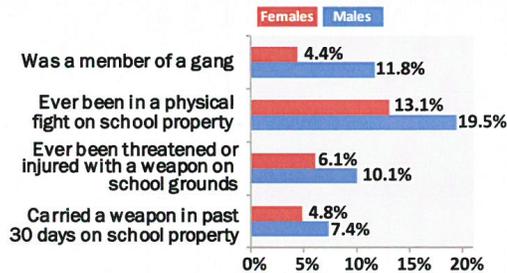
STRATEGIES TO PREVENT YOUTH VIOLENCE

- Social-development strategies that teach youth how to handle tough situations and resolve problems without violence.

- Mentoring programs within school and community settings.[2]

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How Can I Get More Information?
• Call the DeKalb County Board of Health at (404) 294-3795.
• Find resources for youth violence prevention at www.dekalbhealth.net/hap/hppu/youth-violence-prevention/resources/.

DEKALB COUNTY
Board of Health

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Appendix I. Examples of Postcard Images Created by AMA Participants
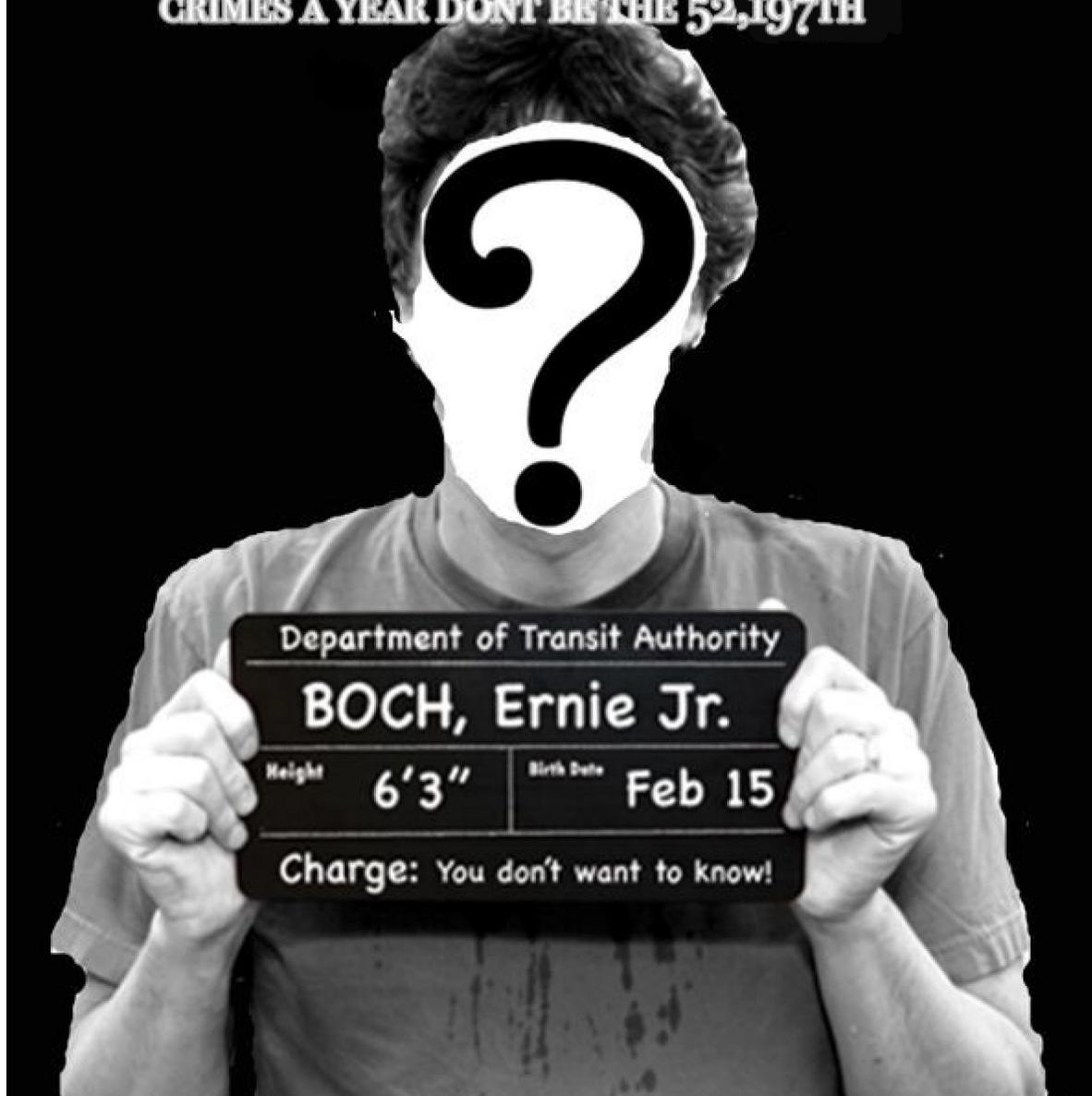
Appendix J. START Intervention Tools and Exercises

Common Experiences After Trauma
Handout

The following are normal reactions to trauma:

- **Re-experiencing the trauma.** You may experience unwanted thoughts, nightmares, daydreams, and flashbacks (feeling as if the trauma is happening again).

- **Increased alertness.** You may feel very alert, jumpy, and/or shaky. You may feel on edge. You may feel your heart racing or pounding and you may experience sweating.

- **Trouble sleeping.** You may have trouble falling asleep and/or staying asleep. You may experience nightmares or night sweats. You may feel sleepy and sluggish and find yourself sleeping excessively.

- **Uncontrollable feelings of anger**. You may find that you are more irritable with people, including those people who care about you or are trying to help you. You may experience feelings of uncontrollable anger, aggression and a desire for revenge.

- **Difficulties with concentration and focus**. You may find it hard to concentrate or have a hard time remembering things.

- **Uncontrollable feelings of shame or guilt.** You may feel embarrassed by what happened to you or feel you are responsible for what happened and blame yourself for it.

- **Negative thoughts about yourself and the world**. You may be telling yourself "I am bad" or feeling that the world is dangerous and nowhere is safe.

- **Avoidance.** You may avoid people, places or situations that remind you of what happened. You may avoid your feelings, pushing them away. You may feel emotionally numb – as if you don't have any feelings.

- **Fear or anxiety.** Thinking about the trauma can make you fearful or anxious. These feelings of fear or anxiety can also come out of nowhere.

- **Grief and depression.** You may feel hopeless. You may lose interest in things, people and places. You may find yourself crying often without being able to control it. You may even find yourself thinking, "Why go on?" If you find yourself asking the last question you need to seek professional help right away!

- **Relationship trouble.** You may have a hard time trusting people. Relationships may be tough to maintain following a trauma.

What can you do to help yourself with these challenging experiences?
You are experiencing normal reactions to an abnormal event. Be kind to yourself and talk to people you know will support you. Please remember that even though it may feel like it is helping in the moment, using alcohol or drugs to mask these feelings will not help you recover long term.

> **You can get support to help you overcome these challenges.**
> **You don't have to go through this alone.**
> **For professional help dealing with these experiences please contact:**
> _____

Tips to Help You Sleep

Handout

Tips to Help You Sleep

Sleep is an important way for the body to rest and heal itself. Many people experience difficulty falling or staying asleep. You may already know what helps you to sleep well and feel rested. If these habits are not causing you harm then keep using them. You may not be able to control everything related to your sleep but this list of tips may help you sleep BETTER.

Bed/ Sleeping area	Make sure the area where you sleep is as comfortable as possible. Darker is better if you are comfortable with that. If possible make sure you are at a comfortable temperature (not too hot or too cold). Try not to do too many things that stimulate/agitate you while in your sleeping area. Do not watch TV or listen to music unless you find this helps you to fall asleep and stay asleep.
Eating/ drinking	Don't eat large meals just before going to sleep. Avoid eating a lot of sugary foods close to sleep-time. Caffeine and tobacco are stimulants that can keep you from sleeping. Alcohol can make you sleepy but it is likely to wake you up in the night or give you restless sleep.
Tension	If possible, avoid situations that can make you feel tense or unsafe. This can include watching TV shows/movies that involve tense/dangerous situations or tense conversations/arguments with others. Deep breathing, listening to relaxing music, or using a sound machine or app that plays nature sounds can help you relax. (*a list of apps is on the back of this sheet*). Restful sleep, free of tension, promotes good health and healing. .
Time	Try to keep your sleep time and waking time the same, or as close as possible.
Exercise	Try to avoid active exercise a few hours before bed because it can stimulate you and make it difficult to sleep. It is best to exercise in the morning or late afternoon. If you are physically limited, a cool shower a couple of hours before sleep-time can help the body relax. Stretch and yoga can also be helpful.
Rhythm	If possible, use the same routine before you go to sleep. Napping during the day can make it more difficult to sleep at night.
My Sleep Plan	What two tips would you like to try? 1. 2.

These tips adapted from: Sleeping Better: Your Guide to a Better Night's Sleep Lee, K., Portillo, C.,Miramontes, H. School of Nursing University of California, San Francisco

START

Self-Healing Pressure Points
Handout

Self-Healing Pressure Points

Massage can be very relaxing. These are hand massage exercises that can be done anywhere and can help to calm you when stressed.

- Apply pressure front and back to the meaty part of the skin between thumb & index finger
- This encourages calmness

- Apply pressure to the outer wrist at the small gap near the crease between your hand and arm (where the wrist bones and arm bone meet)
- This encourages relaxation and helps with concentration

- Apply pressure to the inner wrist at the small gap near the crease between your hand and arm (where the wrist bones and arm bones meet)
- If you are doing it correctly it could make your hand go slightly numb
- This helps slow down breathing

- Massaging the outside lower corner of the thumb nail
- This helps improve mood

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Appendix K. SMYVP Collective Impact Activity

This appendix has been reformatted to conform with COPS Office publication standards.

SMYVP visioning notes

What are you most proud of? Get emotional, personal, and specific. What are your top 1–3 major accomplishments or "big wins?" What difference did these accomplishments make in the community?

- Robust collective impact approach to reducing MYV in Sacramento

- Minority youth are experiencing high levels of social, academic and emotional wellness (4)

- Role player in the evolution of policing (4)

- True sustained violence reduction (7)

- Addressing the traumatized community

- Family and young people equipped with knowledge "awareness"

- 100% youth MLA involved went to university

- Learning about trauma-educating the community and being considered a "trauma informed skilled individual" (1)

- For every 100 students who pass through program:

    - 25 pursue law careers

    - 50 pursue careers that allow them to give back

    - 25 pursue careers that include international travel

In the past 10 years, what is the most significant breakthrough that launched the organization into a whole new level of wild success? How? What happened? Who helped make it happen? What was different?

- Significant increase in higher learning and law degrees (1)

- Nationally recognized model program (1)

- Tremendous violence reduction (1)

- Created/led national training on violence prevention (2)

- Recognition that violence is our #1 public health issue (11)

- Youth as agents of change-MLA youth are leaders in community's actively involved in decision-making (5)

What lives is your work touching? Who ore you serving? How are they engaging with you? Zero in on one or two representative individuals. Why are they choosing to engage with your messages, services, programs? What's in it for them?

- Youth from MLA now working as professionals with SMYVP (2)

- CJ Academy Youth working with us

- Engaging group because it provides opportunity, hope, and community (1)

- Youth returning to the neighborhood as role models

- Youth as leaders in our community (7)

- Teachers across the community have the resources necessary to address the needs of their students (2)

- Hardest to reach youth

- We are talking and listening to them

- We are open and speaking their language

- Teachers, CBOs, instructors, parents, police, public health professionals, social service professionals, school district board members (5)

- Holistic approach to education and extended learning (2)

Are there new or unusual allies that contributed to your success as a Collaborative? As an individual?

- Mayor's Office (3)

- Sheriffs Department (3)

- Probation Department (1)

- Community development

- Business districts/commerce

- Young people/young adults (1)

- CDC

- Social services professionals

- Minority lawyer associations

- Court system (4)

- Google, Apple, Facebook (tech world) (3)

- Yes, by stepping back, thinking outside the box, and looking at things big picture.

Notice other groups similar to your own. How is yours specifically unique and different?

- Ours is unique because partners are still together working

- Collective impact

- Cross sector of members/not exclusive

- We are realizing results/outcomes (6)

- We are committed beyond funding (8)

- We are the group committed to "collective impact"

How are people working together internally? What is the feeling/tone of that work? How are teams working with one another across silos? What's new and different? Why is it working so well? What are the specific structures and practices that are making this new level of collaboration so successful?

- People using collective impact model for solutions (1)

- More collaborative discussing mutually reinforcing activities

- Inclusivity

- Cooperation

- Sharing

- Communication

- Transparency (1)

- Common goals (5)

- Youth at the center (1)

- Relationships and trust (1)

- Happy together

- Frequent talking and email

- Sharing experiences

- Media

- Respect

- Emphasis on listening

- Teamwork (1)

- Training (2)

- Increased youth involvement in every area (8)

What else do you notice that is different, or the same, in this successful, deeply satisfying future?

- Our model is replicated

- Overall feeling of safety and cohesiveness

- Police officers are tuned to trauma care (9)

- Everyone is trauma-informed (7)

- Youth/law enforcement relationship is positive (12)

- Community is a part of developing strategy, not just organization/ agency partners (3)

- Police viewed as mentors (2)

Top ideas

Note: Since we didn't have time to do this in the meeting, I consolidated a number of them, including those related to youth leadership, violence reduction, and trauma-informed.

1. Youth as agents of change (20)

2. Recognition that violence is our #1 public health issue/true and sustained violence reduction (19)

3. Everyone (including police officers) are trauma-informed (17)

4. Youth/law enforcement relationship is positive (12)

Example Vision Statements - to get you started!

- Our vision is a community where minority youth and law enforcement partner to sustain a safe and violence-free (trauma-informed?) community.

- SMYVP's vision is of a violence-free community that honors our minority youth as leaders and where all of our institutions are trauma-informed.

Neither of these is IT. I don't feel it in my bones. But hopefully it'll get you started. There's something missing, not sure what. It's just not going "Boom."

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About the Center for Court Innovation

The **Center for Court Innovation** seeks to help create a more effective and humane justice system by designing and implementing operating programs, performing original research, and providing reformers around the world with the tools they need to launch new strategies.

Founded as a public/private partnership between the New York State Unified Court System and the Fund for the City of New York, the center creates operating programs to test new ideas and solve problems. The center's projects include community-based violence prevention projects, alternatives to incarceration, re-entry initiatives, court-based programs that seek to promote positive individual and family change, and many others.

The center disseminates the lessons learned from innovative programs, helping justice reformers around the world launch new initiatives. The center also performs original research evaluating innovative programs to determine what works (and what doesn't).

The Center for Court Innovation grew out of a single experiment; the Midtown Community Court was created in 1993 to address low-level offending around Times Square. The project's success in reducing both crime and incarceration led the court's planners, with the support of New York State's chief judge, to establish the Center for Court Innovation to serve as an ongoing engine for justice reform in New York.

The center has received numerous awards for its efforts, including the Peter F. Drucker Award for Non-Profit Innovation, the Innovations in American Government Award from Harvard University and the Ford Foundation, and the Prize for Public Sector Innovation from the Citizens Budget Commission.

For more information, please visit www.courtinnovation.org.

About the COPS Office

The **Office of Community Oriented Policing Services (COPS Office)** is the component of the US Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources.

Community policing begins with a commitment to building trust and mutual respect between police and communities. It supports public safety by encouraging all stakeholders to work together to address our nation's crime challenges. When police and communities collaborate, they more effectively address underlying issues, change negative behavioral patterns, and allocate resources.

Rather than simply responding to crime, community policing focuses on preventing it through strategic problem-solving approaches based on collaboration. The COPS Office awards grants to hire community policing officers and support the development and testing of innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders, as well as all levels of law enforcement.

Since 1994, the COPS Office has invested more than $14 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing. Other achievements include the following:

- To date, the COPS Office has funded the hiring of approximately 130,000 additional officers by more than 13,000 of the nation's 18,000 law enforcement agencies in both small and large jurisdictions.

- Nearly 700,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office–funded training organizations.

- To date, the COPS Office has distributed more than eight million topic-specific publications, training curricula, white papers, and resource CDs and flash drives.

- The COPS Office also sponsors conferences, round tables, and other forums focused on issues critical to law enforcement.

COPS Office information resources, covering a wide range of community policing topics such as school and campus safety, violent crime, and officer safety and wellness, can be downloaded via the COPS Office's home page, www.cops.usdoj.gov. This website is also the grant application portal, providing access to online application forms.

Violence continues to plague minority communities across the United States, which has implications not only for public safety but also for public health. The Minority Youth Violence Prevention Initiative seeks to engage public health organizations, law enforcement agencies, schools, juvenile justice agencies, and community-based groups to curb violence and reduce disparities in access to public health. The Center for Court Innovation was funded by the COPS Office to provide technical assistance and produce a final evaluation report identifying challenges, lessons learned, and recommendations for future programming on programs at nine sites funded by the U.S. Department of Health and Human Services' Office of Minority Health.