Children and Their Families Are Safe from Violence in Their Homes and Neighborhoods

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Using This Guide: A Note to Building Healthy Communities Coalition Leaders

Purpose
Each of the Building Healthy Communities Outcome Resource Guides is intended to provide a deeper understanding of the background and context for each outcome, a sampling of promising practices and strategies that will contribute to achieving each outcome, and additional tools and resources that can help local leaders plan for improving the health of their communities. These guides were written specifically to assist local leaders and planners in the 14 communities participating in the Building Healthy Communities program of The California Endowment.

Strategies and Promising Practices
The strategies and practices described in each guide are intended to provide options and spark new ideas for local planners. These lists and examples do not represent all known strategies and policy directions in the field. Rather, they represent an overall direction based on the evidence at hand, that show promise for contributing to a comprehensive approach to improving health in California communities.

Indicators of Success
These indicators are examples of ways to measure changes in this outcome. The appropriate indicator to use as a part of measuring progress, either as a part of an evaluation or a performance monitoring plan, will depend on the targeted changes and strategies that are selected, either as part of a place’s work plan or part of measuring a grantee’s performance.

Contributing to the knowledge base
These guides constitute the beginning of a TCE library of resources that will grow over the next 10 years, based on the experiences of BHC communities, as well as on emerging evidence for promising policies and practices in the field as a whole. Community residents, local leaders as well as researchers and scholars will be invited to add to this foundation as new tools, strategies, experience and evidence emerge. Please contact TCE at www.calendow.org.

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Outcome Five: Children and Their Families Are Safe from Violence in Their Homes and Neighborhoods

I. Background
The California Endowment sees improved public safety as essential in building healthy communities. Violence is among the most serious of health threats today. For individuals, it is a leading cause of injury, disability, and premature death. It produces significant disparities, disproportionately affecting young people and people of color, and it increases the risk of other poor health outcomes, including chronic diseases. The health consequences for those who are victimized or exposed to violence are severe and can include serious physical injuries, post-traumatic stress syndrome, depression, anxiety, substance abuse, and other longer-term health problems.¹

Violence is also a significant issue for communities, with substantial and costly societal impacts. These include increased health care costs, diminished academic achievement, decreased worker productivity, and the deterioration of families and communities. Violence can severely inhibit economic development, resulting in lost services and businesses in communities, the decline of housing values, and even the flight of experienced teachers to safer schools and neighborhoods.²

This purpose of this guide is to share strategies that work to improve public safety. The Endowment believes that the ultimate goal of violence prevention work is to address the issues that can lead to violence before they start. At the same time, we know that there are many communities suffering so acutely from crime and violence that “upstream” strategies can seem abstract, and immediate changes are urgently needed. Strategies that increase safety in the short-term are essential to quickly improve community conditions and gain a foothold for further work, so that communities become places where it is safe to be physically active, housing values increase, and business are drawn to the area.

This guide offers an organizing framework of a spectrum of prevention. This spectrum identifies key leverage points where communities can work to develop more effective policies and practices. While the emphasis in this guide is on earlier points in the prevention spectrum, it is also critical to deliberately engage intervention and enforcement partners to develop a comprehensive approach.

Successful violence prevention efforts require a special mix of community leadership and public sector participation. Because public sector agencies (municipalities, counties, school districts, housing authorities) play a significant role in public safety, it is important to work with them at both the leadership and ground level. For real change, these agencies will need to think and act differently about violence and their role in communities. At the same time, community members have an essential role to play, including: identifying the real toll that violence takes; developing solutions that are appropriate for the community; repairing and restoring the harm that has been caused; and keeping public sector agencies accountable.
II. Brief Overview of Preventing Violence

Most violence is preventable, not inevitable. There is a strong evidence base grounded in research and community wisdom that violence prevention works. For example:

- Street outreach/conflict interruption models have shown 41-73% drops in shootings and killings, and 100% drops in retaliation murders, with the first year of impact regularly demonstrating 25-45% drops in shootings and killings.
- Schools can reduce violence by 15% in as little as six months through universal school-based violence prevention efforts.
- The City of Minneapolis has documented significant decreases in juvenile crime since implementing its four-point public health-based Violence Prevention Blueprint for Action. In the Minneapolis precinct that includes four neighborhoods targeted in the Blueprint, juvenile crime dropped 43% from 2006 - 2008. This measured success results from the totality of strategies, relationships, and efforts undertaken by city, community, and law enforcement entities.
- Cities with more coordination, communication, and attention to preventing violence have achieved lower violence rates.

Preventing violence is most effective when the multiple risk factors associated with violence are addressed, including poverty, unemployment, discrimination, substance abuse, educational failure, fragmented families, domestic abuse, internalized shame, and feelings of powerlessness. In addition, preventing violence requires shifting norms in communities. Norms are one of the most powerful societal and community influences in shaping behavior. To do this, preventive efforts can focus on shifting policies and realigning institutions to be more inclusive and receptive in responding to community needs and/or building resilience in individuals, families, and communities. It is important to remember that violence prevention is distinct from violence containment or suppression. Violence prevention efforts contribute to empowerment, educational and economic progress, and improved life management skills, while fostering healthy communities in which people can grow in dignity and safety.

Defining Prevention

Prevention is a systematic process that promotes safe and healthy environments and behaviors, reducing the likelihood or frequency of an incident, injury, or condition occurring. Prevention can be primary, secondary, or tertiary. In a violence prevention planning process, Philadelphia youth renamed these categories as Upfront, In The Thick, and Aftermath, respectively.

Upfront, or primary prevention, explicitly focuses on action before there are symptoms and includes strategies that every community or everyone needs. Examples include positive social connections in neighborhoods, economic development, reducing the availability of firearms, quality early care and education, parenting skills, quality after-school programming, conflict resolution, and youth leadership. In the Thick, or secondary prevention, relies on the presence of risk factors to determine action, focusing on the more immediate responses after symptoms/risks have appeared, and are aimed at those communities and individuals who may be at increased risk for violence. Examples include street outreach and violence interruption, family support services, mentoring, and mental
health services (e.g., therapeutic foster care, functional family therapy, and multi-systemic therapy). Aftermath, or tertiary prevention, focuses on longer-term responses to deal with the consequences of violence after it has occurred, to reduce the chances it will recur. Examples include successful reentry, restorative justice, and mental health services. Although efforts at all three levels are important, mutually supportive, and reinforcing, ideally, prevention addresses problems before they occur, rather than waiting to intervene after the risk for violence is high or violence has already taken place. However, at the outset of violence prevention work, it can be important to build momentum towards a long-term strategy for community revitalization, and the role of law enforcement and focused street outreach cannot be overlooked. Targeted enforcement along with violence interruption can stabilize the violence in a neighborhood, which then provides a more hospitable environment for more long-term community development and prevention efforts.

The focus of this brief is violence prevention strategies.

III. Promising Strategies and Practices
This section describes a process for preventing violence. The steps are interrelated, but the order of steps may change, based on the needs of a particular community. The steps are intended as a guide.

Process for Preventing Violence

A. Focus on a Form of Violence to Prevent
Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community – which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.

* Secondary prevention and intervention can often be used interchangeably.
It affects people of all ages, families, and communities, and can occur in neighborhoods, schools, workplaces and homes. There are multiple forms of violence, such as:

- community, including street, gang, youth, sexual, hate, and sanctioned/structural/institutional violence
- school, including bullying
- family, including intimate partner, sexual, and intergenerational (e.g., child and elder abuse) violence
- "intrapersonal," such as suicide

These categories are presented for the sake of clarifying different forms of violence that are present in communities. However, it is important to note that in many cases these types of violence are interrelated in complicated ways. For example, bullying on school campus may very well be related to gang dynamics in the community which in turn is based on multi-generational gang families. While the process described in this guide can be used to design strategies to prevent any form of violence (and some strategies relate to multiple forms of violence), this brief emphasizes preventing community violence in general, with a focus on violence affecting youth in particular.

B. Prioritize Key Risk & Resilience Factors

There is no single cause that accounts for violence. Rather, several underlying risk and resilience factors contribute to violence or its prevention. Risk factors are community, family, or individual characteristics or circumstances that increase the likelihood that violence will occur. Resilience factors are community, family, or individual characteristics or circumstances that reduce the likelihood that violence will take place, in spite of the presence of risk factors.

The effects of risk are complex, interactive, and cumulative. Not every community, family, or individual exposed to risk factors will become violent, but those who are exposed to multiple risk factors have a higher likelihood of violent behavior. The combination, frequency, and severity of risks influence whether or not problems may develop.

Resilience is the capacity to develop positively despite harmful environments and experiences. Research shows that, like risk, the effects of resilience factors accumulate – those with more resilience are less likely to engage in violence and other high-risk behaviors. Having more resilience also increases the chances that young people will have positive attitudes and behaviors such as good health, success in school, self-control, and value for diversity.

A growing body of research demonstrates the interrelationship between risk and resilience, the ability of resilience to mitigate the effect of some risks, and the importance of focusing on both factors. Indeed, building community resilience factors can counteract...
the negative effects of risk factors. No one risk or asset counts for much by itself. It is only the accumulation of risk without a compensatory accumulation of assets that places kids in jeopardy.\textsuperscript{16}

Communities can prioritize which risk and resilience factors are most relevant to their violence problem and build on local assets. While prioritizing a few key factors enables work to get started more readily, it is important to keep in mind that a simultaneous comprehensive approach to address factors in each of the domains is necessary for success. Success also requires a concerted effort to engage the public sector for systems change.

Common risk and resilience factors, synthesized from multiple sources, are listed in Table A \textsuperscript{17, 18, 19, 20, 21}

<table>
<thead>
<tr>
<th>TABLE A Common Risk and Resilience Factors</th>
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<tbody>
<tr>
<td><strong>RISK FACTORS</strong></td>
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<tr>
<td>Community</td>
</tr>
<tr>
<td>• Diminished economic opportunities,</td>
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<tr>
<td>including economic disparity, poverty,</td>
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<tr>
<td>and high concentrations of poverty</td>
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<tr>
<td>• Low levels of community participation\footnote{**}</td>
</tr>
<tr>
<td>• Discrimination and oppression\footnote{††}</td>
</tr>
<tr>
<td>• Firearms</td>
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<tr>
<td>• Availability of alcohol and other drugs</td>
</tr>
<tr>
<td>• Community deterioration, including</td>
</tr>
<tr>
<td>blight, graffiti, vacant buildings and</td>
</tr>
<tr>
<td>lots</td>
</tr>
<tr>
<td>• Housing issues, including high levels</td>
</tr>
<tr>
<td>of transiency</td>
</tr>
<tr>
<td>• Incarceration/reentry</td>
</tr>
<tr>
<td>• Illiteracy</td>
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<tr>
<td>School</td>
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<tr>
<td>• School system failure</td>
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<tr>
<td>• Truancy</td>
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<tr>
<td>• Bullying\footnote{‡‡}</td>
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\textsuperscript{**} In some communities, gang identification may be considered community participation. However, this may be accompanied by high levels of violence and the participation sought is in non-violent, pro-social venues.

\textsuperscript{††} This risk factor can include overly broad suppression activity by law enforcement.

\textsuperscript{‡‡} Bullying is an important topic addressed in the guide on youth development. It is important to recognize that in some communities bullying can lead to students being “jumped” into gangs on and around school campuses. Further, rival gangs may converge in one school, requiring a coordinated approach to maintain safety on campus. Further, rival gangs may converge in one school, requiring a coordinated approach to maintain safety on campus.

\textsuperscript{§§} Campuses should be safe and accessible to youth and community members before and after school and on weekends.
C. Convene Community Partners

Because there is no one group that can do everything required to prevent violence, efforts necessarily involve a wide range of partners. Engaging community partners early in a planning process can help build common understanding and language, forge a shared vision, and enhance buy-in into selected strategies. Prioritization of key risk and resilience factors can inform which partners to engage further in planning and implementation. Potential partners include (asterisk indicates partners that tend to have a central role in efforts to prevent violence):

- **Community** – Art institutions; businesses; community service providers (e.g., childcare providers, family support services, mental health services, and substance abuse treatment services); community colleges; community-based organizations;* faith institutions; government leaders (e.g., elected officials and agency and department heads);* government agencies and services (e.g., behavioral health, economic development agencies, housing authorities, law enforcement,* libraries, parks and recreation,* planning departments, probation, public health, social services,
transit/transportation, workforce development); healthcare providers; media; and youth development organizations.

− While a community level public-private stakeholder network is needed to implement a place-based strategy, there is also systems level transformation that is almost solely the realm of the public sector. This includes data-driven planning, data sharing across departments and jurisdictions, public sector coordination, directed funding, and more. A planning group should plan to build government accountability into a comprehensive violence reduction strategy.

• **Schools** – Schools (e.g., students, principals, teachers, and other staff);* school boards; and superintendents
• **Families** – Caregivers, families, family members, and parents
• **Individuals** – Community members,* former gang members, formerly incarcerated individuals, survivors of violence, and youth*

While all partners have an important role to play, community engagement is key to preventing violence. Community-based organizations, community residents (including youth), grassroots activists, the faith community, and local businesses, all have a vital role to play. Their engagement, input, and leadership are critical in defining the problem and prioritizing and implementing strategies to prevent violence. Community engagement also helps ensure that planning, programming, and policies will meet their needs. Individuals and communities most impacted by violence can help transcend turf issues and other obstacles by advocating that greater attention be given to preventing violence. Engaging community members can help build the capacity of individuals and organizations to forge solutions for their community. Also, as city leaders move in and out of office, community investment and ownership can help to build and maintain political will with new leadership, transcending election cycles.

Key elements of community engagement include community-determined priorities and activities; community members’ involvement in implementation; community members’ participation in governance; transparency in planning, priority setting, and policy development; youth voice and engagement; survivor participation; faith community involvement; and business sector involvement.22

D. Develop a Multifaceted Plan

Because violence is complex, it requires a comprehensive approach. A critical aspect of a comprehensive approach is having a multifaceted plan, meaning multiple complementary activities that influence individuals, communities, organizations/institutions, and policies. To understand the necessary range of activities, violence-prevention practitioners have used the Spectrum of Prevention (see Table B), a tool that enables people and coalitions to develop a comprehensive plan, while building on existing efforts. The Spectrum encourages people to move beyond the educational or “individual skill-building” approach, to address broader environmental and systems-level issues. When the six levels of the Spectrum are
used together, they produce a more effective strategy than would be possible through implementation of a single initiative or program in isolation.

### TABLE B  Spectrum of Prevention

<table>
<thead>
<tr>
<th>SPECTRUM LEVEL</th>
<th>LEVEL DEFINITIONS</th>
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<tbody>
<tr>
<td>1. Influencing Policy and Legislation</td>
<td>Developing strategies to change laws and policies to influence outcomes</td>
</tr>
<tr>
<td>2. Changing Organizational Practices</td>
<td>Adopting regulations and shaping norms to improve health and safety</td>
</tr>
<tr>
<td>3. Fostering Coalitions and Networks</td>
<td>Bringing together groups and individuals for broader goals and greater impact</td>
</tr>
<tr>
<td>4. Educating Providers</td>
<td>Informing providers who will transmit skills and knowledge to others</td>
</tr>
<tr>
<td>5. Promoting Community Education</td>
<td>Reaching groups of people with information and resources to promote health and safety</td>
</tr>
<tr>
<td>6. Strengthening Individual Knowledge and Skills</td>
<td>Enhancing an individual's capacity to prevent injury and promote safety</td>
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</table>

An activity performed at any of the Spectrum's six levels constitutes prevention. However, a transformative force can occur when all of the levels of the Spectrum are used as part of a cohesive plan. In most instances, environmental change requires efforts at the broadest levels of the Spectrum, for example, adopting regulations to improve health and safety and changing legislation (Level 1). Addressed in concert, the other levels of the Spectrum contribute to and build upon this momentum for change. For instance, efforts to influence policy (Level 1) will have a better chance of enactment when public awareness and support are garnered through individual and community education (Levels 5 and 6) as well as when a variety of partners in different sectors are working collaboratively to effect the desired change (Levels 3 and 4).

**Using the Spectrum of Prevention to Develop a Framework or Action Plan**

The Spectrum can be used to develop an overarching framework or a more specific action plan. If the goal is an overarching framework for preventing violence, then a framework would consist of multiple, broad strategies. (See the Menu of Strategy Options, beginning on page 9.) For example, an overarching framework to prevent violence may include the broad strategy, “Regulate Firearms Dealers and Ammunition Sellers,” (Influencing Policy and Legislation, Spectrum Level 1). In this approach, broad strategies that support an overarching goal of preventing violence are elements of a comprehensive community framework.
Alternatively, to develop a more specific action plan, a community could use the Spectrum to develop a set of interrelated activities to address their prioritized risk and resilience factors. For example, if “firearms” is prioritized as a major risk factor to be addressed, then Regulation of Firearms Dealers and Ammunition Sellers could be selected as an overarching goal. Next, activities could be delineated at each level of the Spectrum to help in achieving that goal. Activities might include: providing members of the community with information about the local availability of firearms and the impact a local policy change would have on firearm violence in the community (Community Education, Level 5); training community members to testify to local elected officials in support of such a policy (Individual Knowledge and Skills, Level 6); encouraging members of the media to ask questions about where weapons and ammunition come from that have been used in homicides (Provider Training, Level 4); and a local newspaper could be encouraged to not accept advertising for firearms and gun shows, as the Boston Globe elected to do (Organizational Practices, Level 2).

SAMPLE MENU OF STRATEGIES (Programs, Organizational Practices and Policies)
Based on their own risk and resilience factors and the priorities of community partners, each community will have its own unique approach. The following evidence-informed strategies are designed to reduce the risk factors and bolster the resilience factors (Table A, above). They are provided here as a resource to communities in developing their own approach.

Successfully enacting these strategies will require not only a stable anchor in the community but also necessitates changes in the public sector. Political will must be developed through building relationships with various City and County departments. Strong relationships with the public sector can allow for important outcomes such as access to budget information to conduct a public safety finance analysis, which can be used to assess the level of prevention funding. Further, in communities where there is little or no capacity for services or programs, capacity and infrastructure building will be needed before other strategies can be attempted. Building political will to address these issues systemically requires sustained public sector engagement.

Community Level Strategies
- **Alcohol availability** – Decrease the density of alcohol outlets and advertising in neighborhoods afflicted with high crime and violence.
- **Conflict resolution** – Create proactive dispute resolution structures and support at the neighborhood level.
- **Economic development** – Improve economic conditions and viable non-criminal economic opportunities with training and support for communities, families, and youth most at risk for violence.
- **Economic opportunity and employment** – Enhance economic development opportunities in communities most impacted by violence and for individuals and families most at risk for violence, including those individuals reentering the community. Implement “Ban the Box” policies so that formerly incarcerated individuals are not restricted from employment opportunities. Expand the involvement of local businesses to create employment options, such as job skills training and placement programs for youth and formerly incarcerated individuals, and to assist in the reentry process. Tie job training and placement programs for community residents to neighborhood...
beautification/maintenance. Expand meaningful employment opportunities for youth, including those with local government, churches, local businesses, and community organizations through career fairs, information sharing, career clubs, mentoring programs, vocational training, widespread internships, and apprenticeships. Expand the availability of job training opportunities, including the incorporation of job skills training into high school curricula with linkages to internships and mentors.

- **Firearms** – Reduce the availability and usage of firearms through policy and norms change. Implement local ordinances such as: urging law enforcement to obtain and utilize Department of Justice information regarding prohibited armed persons; urging law enforcement to send letters to prospective handgun purchasers; requiring the reporting of lost or stolen firearms; regulating firearms dealers and ammunition sellers; and prohibiting the possession of large-capacity ammunition magazines.23
- **Physical appearance** – Improve the physical appearance of neighborhoods by fostering arts programs and community gardens, improving park and neighborhood maintenance, and removing graffiti and blight.
- **Restorative justice** – Implement restorative justice programs with community organizations and the justice system.
- **Reentry** – Create more viable connections between communities and inside detention facilities, provide incentives for hiring ex-felons, and support transition from detention to the community through mental health services, substance abuse treatment, job training and employment services, and support for family members.
- **Safe routes to school** – Ensure that children can walk and bicycle safely to school.
- **Social connectedness** – Support communities to foster strong social connections and to heal from community violence while translating fear and anger into action to prevent future violence. Strengthen ties (characterized by trust, concern for one another, willingness to take collective action for the community good, and increased social sanctions against violent behaviors) among neighbors and community members.
- **Street outreach** – Reduce violence, injury, and lethality through detection, interruption, and de-escalation, through street outreach workers in highly impacted neighborhoods, and changing the thinking and behaviors of the highest-risk persons.

### Characteristics of Safe and Healthy Schools

Safe and healthy schools are orderly and purposeful places in which students and staff practice healthful behaviors and are free to learn and teach without the threat of physical or psychological harm. Such schools have developed a strong sense of community. They show signs of student affiliation and bonding to the school, and sensitivity and respect for all persons, including those of other cultural and ethnic backgrounds. Safe and healthy schools provide an environment of nonviolence, set clear behavioral expectations, institute disciplinary policies that are consistently and fairly administered, and accord recognition for positive behavior. These schools have established policies for proactive security procedures; emergency response plans; timely maintenance, cleanliness, and attractive appearance of the campus and classrooms; and systems to promote the health of students and adults.
School Level Strategies

- **Bullying** – Intervene in early bullying behavior and address underlying causes. Effective bullying prevention includes a focus not only on aggressors but also on victims, bystanders, and the climate in which bullying could occur. The “Youth Development Resource Guide” provides information on effective bullying prevention strategies.

- **School climate** – Foster safe and positive school climates for all students and school staff by ensuring the features of settings that promote safety, academic achievement, and positive youth development. Examples include physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts; enhancing trust and communication between adults on campus and youth; and increasing adult involvement and presence on school campuses (e.g., school resource officers, social workers, and counselors).

- **School connectedness** – Foster school connectedness through opportunities for parental/caregiver involvement within a welcoming environment; provision of meaningful activities that appeal to multiple interests and skills; and support of constructive engagement, rather than exclusion and punishment.

- **School-linked services** – Link community services through school sites, to increase opportunities for participation by providing services where young people and their families are, and to reduce duplication.

- **Universal school-based violence prevention** – Teach all students in a school or school grade about the problems of violence and its prevention, or about one or more of the following topics or skills intended to reduce aggressive or violent behavior: emotional self-awareness, emotional control, and self-esteem; positive social skills; social problem-solving; conflict resolution; and team work. (For more information on universal school-based violence prevention, see Appendix C.)

Family Level Strategies

- **Family Support Services** – Provide appropriate services for families in which violence is identified as a potential risk or problem, including counseling, therapy, case management, anger management, home visiting, and substance abuse treatment. Provide integrated family services (e.g., therapy, case management, home visiting, income support, and employment services and supports) to families in need, so that they are able to achieve self-sufficiency and foster nurturing and trusting relationships within the family. Provide families with a wide range of services and support to foster family self-sufficiency and empowerment.

- **Mental health and substance abuse supports** – Meet the mental health needs of all family members and promote ongoing healthy mental functioning. Address substance abuse among parents and guardians.

- **Parenting skills** – Train parents and other caregivers on developmental milestones and culturally appropriate, effective parenting practices to support a nurturing, safe, and structured environment for children and youth, including recognizing risk factors, and knowing what to do and where to get help.

*** More information on schools and safety can be found in “Resource Guide 6: Communities Support Youth Development” and “Resource Guide 4: Residents Live in Communities with Health-Promoting Land Use, transportation, and Community Development.”
• **Parent empowerment** – Develop parent leadership opportunities and institutes to build knowledge and skills in advocacy, communicating, networking, parenting and child development, and becoming change agents.

• **Risk assessment** – Develop diagnostic systems and practices for identifying families in which child abuse and/or intimate partner violence is occurring or may occur.

**Individual Level Strategies**

• **Activities** – Develop and expand meaningful activities for young people, including recreational, artistic, and civic opportunities.

• **After-school programming** – Provide safe and enriching activities with structure and supervision during non-school hours.

• **Career path** – Establish opportunities for all young people to learn about multiple career paths through information exchange, internships, and apprenticeships and bolster literacy and vocational skills to maximize entry into desired careers and fields.

• **Early care and education** – Foster age-appropriate social, emotional, and cognitive skill development within the context of strong attachments and relationships.

• **Mentoring** – Establish and support mentoring programs that link young people at risk of violence or school dropout to individuals and their communities. Mentors should be supportive, non-judgmental role models who can form a strong and enduring bond with young people who are at risk.

• **Positive environment** – Foster preschool, childcare, school, classroom, after-school, detention, and extra-curricular environments in which violence is intolerable, children and youth feel safe, and trust and communication is strong. The features of settings that promote safety, academic achievement, and positive youth development are physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts.²⁵

• **Mental health services** – Ensure early identification and provision of quality, affordable, therapy and support to address trauma and anxiety and to enhance coping skills and provision of quality, affordable mental health and substance abuse treatment (including individual, group, and/or family therapy and case management) and ongoing support for young people who have already demonstrated violent or seriously delinquent behavior, in order to reduce the risk of future violence and crime.

• **Reentry** – Support a successful transition from incarceration/detention to the community and reduce recidivism with services during incarceration (e.g., GED attainment, job training, substance abuse treatment, and mental health services); and extend to post-release (e.g., housing assistance, job placement and support, education support, case management, income support, restorative justice, family support, substance abuse and mental health services, and tattoo removal).

• **Social and emotional development** – Support a process of growing self-awareness and self-regulation, often measured by an ability to pay attention, make transitions from one activity to another, control impulses, develop empathy, manage anger, solve problems, and cooperate with others.

• **Youth leadership** – Support and engage young people in decision-making and give them age-appropriate authority.
E. Implement Your Plan

Once a community has a plan, implementation and sustainability are critical. Given that communities may be at different levels of readiness, the first step in working on violence prevention may be investing in building awareness among the stakeholders about how the issue of violence can be addressed from a public health approach, and why a spectrum of prevention, intervention and enforcement strategies are needed. Success depends on having the right supports, structures, and systems in place. The UNITY RoadMap is a resource for identifying these elements. Organized by Partnerships, Prevention, and Strategy, the UNITY RoadMap is made up of nine elements, each selected for its importance in affecting and sustaining efforts to prevent violence. Structural considerations, which are often overlooked but are key in terms of sustainability, are included in the UNITY RoadMap and should be accounted for in implementation, including Collaboration and Staffing; Training and Capacity Building; Communications; Data and Evaluation; and Funding. The Prevention Institute publishes a UNITY RoadMap, which describes these elements in more detail and provides a UNITY RoadMap Gauge for assessing efforts. The following is a checklist of elements for effective implementation of your plans, adopted from the UNITY RoadMap.

Checklist for Effective Implementation

Does your community have the elements in place to effectively and sustainably prevent violence before it occurs?

1) WHO does it take to prevent violence? Partnerships

   • High-Level Leadership – Local leaders insist that the violence stops, provide necessary supports and resources, and hold people accountable. The convening function may originate from the public sector or from the community. Groups must meet, agree on a single plan, and define roles and responsibilities.

   • Collaboration and Staffing – There is a formal structure for multi-sectoral collaboration to coordinate priorities and actions across multiple jurisdictions, and there is dedicated staffing in place to support collaboration and implement priorities.

   • Community Engagement – Members of the community – youth and adults, community-based organizations, the faith community, the business sector, and survivors – are actively engaged in setting priorities and ongoing activities.

2) WHAT does it take to prevent violence? Prevention

   • Programs, Organizational Practices and Policies – There are effective and far-reaching efforts in place to prevent violence, particularly in highly impacted neighborhoods. (See Menu of Strategies, starting on page 9.)

   • Training & Capacity Building – Participants, practitioners, and policy makers have the skills and capacities necessary to work across multiple disciplines and in partnership with the community to implement effective prevention programs, policies, and practices.

   • Communication – The case has been made for preventing violence before it occurs and people are aware of what’s being done to prevent violence.

3) HOW can efforts be maximized and sustained? Strategy

   • Strategic Plan – There is a plan in place that prioritizes prevention, is well known by members of the community, and informs priorities and actions for multiple departments, agencies, jurisdictions, and community groups.

   • Data & Evaluation – Efforts are informed by data and continuously improved through ongoing evaluation.

   • Funding – Adequate resources support collaboration and staffing; community engagement; the implementation of programs, policies, and practices; skills development and capacity building; communications; strategic planning; and data and evaluation.
F. Evaluate Your Efforts

Ongoing evaluation of the overall approach and of individual activities will provide the information needed to make adjustments as the strategies are implemented. The overarching goal of strategy evaluation is to determine the effectiveness of community collaborations in implementing strategies. Specifically, strategy evaluation focuses on how well the different sectors are working separately and together with others, and whether or not intended objectives are being met. Indicators to measure progress most often include changes in risk and resilience factors, community involvement and youth engagement and, most important, decreases in violent crimes and death.27 (Sample indicators are provided in Section IV: Measures of Progress.)

Sample Evaluation Questions28

Evaluation questions ask how effectively a plan was implemented and if the proposed change moved in the expected direction. Sample questions include:

<table>
<thead>
<tr>
<th>STRATEGY CONTEXT</th>
<th>STRATEGY IMPLEMENTATION</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the strategy fit the needs of the community?</td>
<td>Is the strategy being implemented as intended?</td>
<td>Are the objectives for the strategy being met?</td>
</tr>
<tr>
<td>Who else is working on this issue?</td>
<td>Are there adequate resources to implement the strategy as intended?</td>
<td>Is the intended target audience benefiting from the strategy?</td>
</tr>
<tr>
<td>Are key sectors, agencies, or individuals missing from the collaborative?</td>
<td>Who is involved in carrying out the strategy?</td>
<td>What are unintended outcomes of the strategy?</td>
</tr>
<tr>
<td></td>
<td>Is the strategy affecting the target population?</td>
<td>What are the successes in carrying out the strategy?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is the issue the strategy addresses improving?</td>
</tr>
</tbody>
</table>

For more on strategy evaluation, see A Guidebook to Strategy Evaluation: Evaluating Your City’s Approach to Community Safety and Youth Violence Prevention, from the Southern California Injury Prevention Research Center (SCIPRC) and the UCLA School of Public Health.
Examples of Success in Violence Prevention

A Public Health Approach to Preventing Violence - Blueprint for Action: Preventing Youth Violence in Minneapolis

Recognizing that youth violence is a public health issue, the City of Minneapolis developed the Blueprint for Action: Preventing Youth Violence in Minneapolis. Using a comprehensive, holistic approach, the Blueprint aims to address the root causes of violence and significantly reduce and prevent youth violence, using a combination of public health and law enforcement strategies. Under the leadership of Mayor J.T. Rybak, the Blueprint is the result of an 8-month collaborative process between the city and diverse community stakeholders. The four goals of the Blueprint are to:

1. Connect every youth with a trusted adult.
2. Intervene at the first sign that youth are at risk for violence.
3. Restore youth who have gone down the wrong path.
4. Unlearn the culture of violence in the community.

Since the implementation of the Blueprint, juvenile-related violent crime citywide declined by 37% since 2006, and 29% since 2007. In four of the five targeted neighborhoods, rates declined 43% in 2006 and 39% since 2007. Additionally, the City of Minneapolis has provided over 12 community organizations with grants to support youth employment, academic enrichment, and other community-based programs. Currently, the City has developed a youth violence prevention legislative agenda, which calls for a statewide policy that defines youth violence as a public health issue. Minneapolis is a member of the UNITY City Network, a public health initiative funded by the U.S. Centers for Disease Control and Prevention (CDC).

A Coordinated Approach to Prevention, Intervention, and Enforcement - San Jose Mayor’s Gang Prevention Task Force

The San Jose Mayor’s Gang Prevention Task Force (MGPTF) provides an example of an integrated approach of community collaboration to address gang violence and provide support to gang-involved youth and their families. Started in the mid-1990s and chaired by the Mayor, the MGPTF has engaged a cross-section of community partners, and formed collaborative partnerships among the city, schools, community, and neighborhood groups, faith-based organizations, other law enforcement agencies, and the County of Santa Clara Probation Department. Since its inception, the MGPTF has reduced youth violent crime by almost half, cut the school dropout rate, and reduced commitments to the California Youth Authority and to foster care.

Chicago Ceasefire and the High Point Drug Market Intervention

CeaseFire- The Campaign to STOP the Shooting is a community effort to reverse the violence epidemic in Chicago using street outreach workers, public education campaigns, and community mobilization. Based on public health principles, CeaseFire develops and implements strategies to reduce and prevent violence, particularly shootings and killings. CeaseFire relies on outreach workers, faith leaders, and other community leaders to intervene in conflicts, or potential conflicts,

The examples provided here are intended to provide an overview of the types of strategies to consider in violence reduction efforts. On the ground, there are often many challenges implementing such initiatives. The California Endowment plans to offer an ongoing series of information and technical assistance to assist in successful implementation.
and promote alternatives to violence. CeaseFire also involves cooperation with police and it depends heavily on a strong public education campaign to instill in people the message that shootings and violence are not acceptable. Finally, it calls for the strengthening of communities so they have the capacity to exercise informal social control and respond to issues that affect them. Since the inception of CeaseFire, studies have shown significant reductions in shootings and homicides in CeaseFire areas. Evaluation findings show an average 45% reduction in shootings and killings. The CeaseFire Chicago model has been replicated 16 times, and findings from a U.S. Department of Justice study showed 25-40% drops in shootings and killings in the first year of the intervention. Other benefits of the CeaseFire Chicago model show some return of businesses to highly impacted neighborhoods, and the potential for $30 billion in savings from unnecessary costs of hospitalization, healthcare services, and criminal justice costs.

The Chicago Ceasefire model was developed based on principles in the original initiative in Boston, called the Boston Gun Project. The model has also been replicated in several sites in California, through the California Cities Gang Prevention Network. The Ceasefire model has also been adapted to address other public safety problems such as street drug markets. The most well-known of these adaptations is the High Point, North Carolina intervention, honored with an Innovation in American Government Award by the John F. Kennedy School of Government.

**Oxnard City Corps - Learning through Work and Service, Oxnard, CA**

Oxnard City Corps is a youth development program of the City of Oxnard, which uses community service as a platform for work and service learning. Organized by city staff and area youth leaders in response to the community’s need for employment training and the uncertainties of federal and state funding, City Corps is the result of 14 years of experimentation by youth and adults working together to develop a sustainable youth development platform that enlists the whole community to participate in, contribute to, and benefit from its projects and activities. Since its birth in 1995, Oxnard City Corps teams have contributed over a million hours of community work and service, implementing over 12,000 projects, and engaging approximately 10,000 area youth in work training, service learning, and community-building activities (www.citycorps.org).

**IV. Measures of Progress**

The selection of indicators will depend on prioritization of specific risk and resilience factors and strategy selection. Sample indicators are included below.

**Community Level Sample Indicators**

- Increased social cohesion and trust
- Increased perceptions of safety
- Increased positive feelings about living in specific neighborhoods
- Increased/developed family reentry services
- Decreased number of alcohol outlets
- Increased job placement for formerly incarcerated individuals
- Decreased patterns of gun ownership, possession, and usage
• Increased number receiving job training and placement
• Decreased supply of drugs in communities
• Increased number of jobs in the community
• Increased positive perception of the community’s ability to make change for the common good
• Improved community-police relations
• Decreased violence, arrests, and crime rates

School Level Sample Indicators
• Increased school attachment and achievement
• Decreased bullying incidents
• Increased perceptions of safety on school campuses
• Improved skills to prevent violence among students (e.g., improved impulse control, anger management, empathy, and problem-solving skills)
• Improved ratings of school climate measures
• Improved measures of resilience on the California Healthy Kids survey
• Increased graduation rates
• Decreased drop-out rates
• Decreased truancy rates
• Decreased violence on campus

Family Level Sample Indicators
• Improved understanding of developmental needs of children among caregivers
• Increased community supports for parents and families
• Improved understanding of child-rearing and disciplinary practices
• Increased utilization of family support services
• Improved/developed training for recognition of family violence and intervention
• Decreased substance abuse rates
• Increased access to mental health services
• Decreased rates of child abuse and neglect
• Decreased rates of witnessing violence in the home

Individual Level Sample Indicators
• Increased civic participation and community involvement
• Increased participation in internship and apprenticeship programs
• Improved/developed quality relationships with adults
• Increased/developed pro-social values
• Increased perceptions of safety
• Increased feeling of efficacy
• Decreased time spent on the street

Systems/Structural Sample Indicators
• Local leadership is engaged and supportive
• Formal structure for multisectoral collaboration/coordination
V. Additional Resources

The following selected resource categories are listed below alphabetically: Afterschool, Early Childhood and Parenting, Federal Resources, Gun Violence, Job and Skill Development, Media, Mental Health and Substance Abuse, Mentoring Resources, Public Health Approaches, Reentry and Restorative Justice, School-based, Strategic/Citywide Approaches, Violence Against Women, and Youth Leadership.

Afterschool

**America’s After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement.** – This report from **Fight Crime: Invest in Kids** makes the case for quality after-school programming and outlines successful programs that promote positive development and prevent youth violence.

**Out of School Time: Harvard Graduate School in Education (OST)** – *Out of School Time*, from the Harvard Family Research Project, strives to promote quality, accessibility, and sustainability of out-of-school time programs and activities across the nation.

**The Afterschool Alliance** – The Afterschool Alliance is working to ensure that all children have access to affordable, quality after-school programs.

**The Impact of After-School Programs That Promote Personal and Social Skills** – This document from the Collaborative for Academic, Social, and Emotional Learning (CASEL), evaluates the impact of after-school programs that attempt to enhance youths’ personal and social skills, identifies the nature and magnitude of the outcomes of such programs, and describes the features that characterize effective programs.

Early Childhood and Parenting

**Chicago Child-Parent Centers** – This center-based early intervention provides comprehensive educational and family-support services to economically disadvantaged children from preschool to early elementary school.

**The Crisis Nursery** – Crisis Nurseries are committed to creating an island of safety dedicated to the prevention of child abuse and neglect through the provision of emergency intervention, respite care, and support to families in crisis.

**First Steps: Taking Action Early to Prevent Violence** – These documents from the Prevention Institute synthesize research, present best practices, and offer a comprehensive strategy to start effective violence prevention efforts at an early age.

**National League of Cities - Early Childhood Success (NLC)** – The National League of Cities describes what is needed to foster quality early experiences for young children.
Nurse-Family Partnership (NFP) – This evidence-based, nurse home visiting program helps improve the health, well-being, and self-sufficiency of low-income, first-time parents and their children.

Parenting Wisely (PW) – This interactive CD-ROM program, published by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, is specially designed for parents of adolescents and pre-adolescents, teaching communication, assertive discipline and supervision skills.

The Parent Leadership Training Institute (PLTI) – Initiated by the Connecticut Commission on Children, this institute works to enable parents to become leading advocates for children.

Perry Preschool Project – Published by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, this program provides high-quality early childhood education to low-income children at the Perry Preschool in Ypsilanti, Michigan, in order to improve their later school and life performances.

Zero to Three – This national nonprofit organization informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

Federal Resources

National Center for Injury Prevention and Control and the Division of Violence Prevention – These two sites from the Centers for Disease Control and Prevention (CDC) provide a wealth of information to assist in the reduction of preventable injuries and violence.


National Center for Mental Health Promotion and Youth Violence Prevention: Social and Emotional Learning – The Center provides assistance to schools receiving grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services.

The National Youth Violence Prevention Resource Center (NYVPRC) – The Center provides key leaders in communities - local government leaders and community leaders, with resources to help support efforts to plan, develop, implement, and evaluate effective youth violence prevention efforts. The Center also includes regularly updated funding resources.

Office of Juvenile Justice and Delinquency Prevention (OJJDP) – The Office, part of the U.S. Department of Justice, helps state and local governments implement effective prevention and intervention programs.

Substance Abuse and Mental Health Services Administration (SAMHSA) – This U.S. Department of Health and Human Services agency has sharply focused its mission on building resilience and facilitating recovery for people with or at risk for mental and/or substance use disorders.

Gun Violence

CeaseFire - The Campaign to STOP the Shooting – The CeaseFire model is an evidence-based public health approach to reducing shootings and killings, employing highly trained street violence interrupters and outreach staff, public education campaigns, and community mobilization.

Regulating Guns in America by Legal Community Against Violence (LCAV) – Regulating Guns in America is designed for use by state and local officials, law enforcement, and gun violence
prevention advocates. It provides a comprehensive, national review of existing federal and state laws on more than twenty topics covering all major areas of gun policy. It also includes a discussion of local laws in ten major U.S. cities. In addition to identifying existing laws in each jurisdiction, the report compares and contrasts different policy approaches used to address each topic, and offers a list of features that characterize the most comprehensive legislative solution in each area.

Youth ALIVE! – This non-profit public health agency develops programs by and for teens to reduce violence in communities and schools.

Protect Children, Not Guns 2009 – This publication is released by the Children’s Defense Fund (CDF) and provides key findings on child gun deaths, including firearm deaths of children and teens. The document also provides ways we can protect children and teens from gun violence.

Job and Skill Development

City of Minnesota: STEP-UP Summer Jobs Program – STEP-UP is a summer job program for Minneapolis youth ages 14-21 that employs youth in non-profits, private business, and education and government positions.

Homeboy Industries – Homeboy Industries assists at-risk and formerly gang-involved youth to become positive and contributing members of society by creating businesses, including landscaping, catering, silk-screening, and a bakery, located in impacted neighborhoods that hire and train local residents. Services include job placement, training, and education.

San Jose Conservation Corps and Charter School (SJCC) – SJCC provides young men and women with the skills they need to enter and succeed in the skilled workforce. Services include academic education, hands-on learning opportunities, leadership skills such as communication, computer literacy, and employment training.

Media

Building Blocks for Youth – This organization is an alliance of children and youth advocates, researchers, law enforcement professionals, and community organizers who seek to reduce overrepresentation and treatment of youth of color and promote fair justice practices.

Youth and Violence in California Newspapers – Issue 9 by John McManus and Lori Dorfman for the Berkeley Media Studies Group (BMSG). This paper measures how reporting about more proximate and probable threats to California young people compares with coverage of rare and remote dangers.

Blaming the Victim Revisited: How the Press Portrays Intimate Partner Violence – Issue 13 by John McManus and Lori Dorfman for the Berkeley Media Studies Group (BMSG). This paper examines a year’s worth of articles in two major newspapers to discover how contemporary reporting portrays intimate partner violence.

Moving From Them to Us: Challenges in Reframing Violence Among Youth – This paper by Lori Dorfman and Lawrence Wallack for the Berkeley Media Studies Group (BMSG) explores how youth and violence have been framed in the media, how the issue of race complicates depictions of youth and violence, and how public attitudes about government can inhibit public support for strategies to effectively prevent violence.

Reporting on Violence – This handbook by Jane Ellen Stevens for the Berkeley Media Studies Group (BMSG), discusses how to include a public health perspective, also known as a prevention or data-driven approach, in articles about violence.
Mental Health and Substance Abuse

A Primary Prevention Framework for Substance Abuse and Mental Health – This primary prevention framework from the San Mateo County Health System identifies strategies that aim to reduce the number of county residents needing mental health and alcohol and other drug (AOD) services by promoting policy and organizational practice changes and interdisciplinary partnership.

Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities – This book highlights research and program experiences that aid in the reduction of mental health issues. National Academies Press (www.nap.edu)

Blueprint for Change: A Comprehensive Model for the Identification and Treatment of Youth with Mental Health Needs in Contact with the Juvenile Justice System – This publication from The National Center for Mental Health and Juvenile Justice (NCMHJJ) provides a practical framework for juvenile justice and mental health systems to use when developing policies and programs aimed at improving mental health services for youth in the juvenile justice system.

Brief Strategic Family Therapy (BSFT) – This therapy program, developed by the Center for Family Studies at the University of Miami, School of Medicine and accessible through the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, adopts a structural family system framework to improve youth behavioral problems by developing family interactions that are presumed to be directly related to the child’s symptoms.

California Assembly Bill 2809 - Violent Crime Witness Reimbursement for Minors – This measure, authored by Assemblyman Mark Leno, expands eligibility for reimbursement from the Victims Compensation and Government Claims Board for counseling and other related expenses to minors who are witnesses to violent crime. (http://info.sen.ca.gov/pub/07-08/bill asm/ab_2801-2850/ab_2809_cfa_20080819_184543_asm_floor.html)

From Promise to Practice: Mental Health Models that Work for Children and Youth – This toolkit from Fight Crime: Invest in Kids California, highlights effective prevention and intervention strategies for children, from birth to young adulthood, with an emphasis on meeting the mental health and related needs of children and youth in the foster care and juvenile justice systems.

Functional Family Therapy (FFT) – This outcome-driven prevention/intervention program from FFT, accessible through the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, is for youth who are at risk for perpetration of violence.

Mental Health Services Act (Proposition 63) – The Mental Health Services Act (MHSA) from the California Department of Mental Health provides increased funding, personnel, and other resources to support county mental health early intervention and prevention programs and monitor progress toward statewide goals for children, transition-age youth, adults, older adults, and families.

Multidimensional Treatment Foster Care (MTFC) – Published by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, this program is a cost-effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency.

Multi-Systemic Therapy (MST) – Published by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, this intensive family- and community-based treatment addresses the multiple determinants of antisocial behavior in adolescents.

Preventing Mental Disorders in School-Aged Children: A Review of the Effectiveness of Prevention Programs – This publication from the Pennsylvania Department of Education reviews and summarizes the current state of knowledge on the effectiveness of preventive interventions.
intended to reduce the risk or effects of psychopathology in school-age children. (http://prevention.psu.edu/pubs/documents/MentalDisordersfullreport.pdf)

**Substance Abuse and Mental Health: National Registry of Evidence-based Programs and Practices (NREPP)** – This is a searchable database for prevention and treatment interventions of mental and substance use disorders.

**Mentoring Resources**
**America’s Promise Alliance** – This online resource engages, supports, and recognizes individuals and organizations working to help young people succeed.

**Big Brothers Big Sisters of America (BBBSA)** – This organization helps children reach their potential through professionally supported, one-to-one relationships with mentors who have a measurable impact on youth.

**Public Health Approaches**
**FAQ - Why is violence a public health issue? Is violence preventable?** – Prepared by Prevention Institute and UNITY, this fact sheet discusses a public health approach to preventing violence.


**Murder Is No Accident: Understanding and Preventing Youth Violence In America** – Written by Prothrow-Stith and Spivak and sponsored by the Prevention Institute, listen to the story of two Boston-based public health officials’ efforts to break one city from its cycle of killing.

**Taking Back Our Community: Strategies for Violence Prevention** – Published by the Center for Civic Partnerships in Sacramento, CA, a center of the Public Health Institute, this 13-page document explores strategies that Highland, CA and Daly City, CA residents undertook to prevent violence in their communities. Request a copy of this guide, at the Center for Civic Partnerships, http://www.civicpartnerships.org/.

**Reentry and Restorative Justice**
**Back on Track** – Published by the San Francisco District Attorney’s Office, this public/private reentry initiative focused on demonstrating the public safety, economic, and social efficacy of offering career development alternatives for young adults who otherwise face felony conviction and incarceration.

**Barron County Restorative Justice Programs, Inc.** – This restorative justice program facilitates the opportunity for victims, offenders, and community members to come together and solve social problems.

**Center for Court Innovation** – The Center is a national clearinghouse of innovative and proven community-focused court programs. The Center develops problem solving courts and community justice centers in which sentences include treatment and services instead of incarceration.

**Hawaii HOPE Probation Program** – This is a focused probation program with swift, consistent and mild penalties for failure to comply with conditions of probation. Evaluation results indicate that many participants reduce drug use and commit fewer crimes. Both the community and the individual are better off.
The National H.I.R.E. Network – The goal of the National H.I.R.E. Network is to increase the number and quality of job opportunities available for people with criminal records by changing public policies, employment practices, and public opinion.

Re-Entry Policy Council – This project from the Council of State Governments Justice Center assists state government officials in the development of bipartisan policies and principles for elected officials and other policymakers to consider as they evaluate reentry issues, and facilitates coordination and information-sharing among organizations implementing reentry initiatives, researching trends, communicating about related issues, or funding projects.

Restorative Justice Promising Practices – The U.S. Department of Justice describes promising practices throughout the country, where communities are embracing the principles of restorative justice.

Regulation of Alcohol Outlet Density
The Effectiveness of Limiting Alcohol Outlet Density As a Means of Reducing Excessive Alcohol Consumption and Alcohol-Related Harms – Published by the American Journal of Public Medicine, the Guide to Community Preventive Services (Community Guide) advises that, in a given area, regulating the number of places where alcohol may be legally sold (outlet density) is an effective way to prevent excessive alcohol use.

School-Based
Child Trends: Research to Results Brief – This brief from Child Trends describes the importance of school engagement and strategies schools can employ to change school climate and increase engagement.

Good Behavior Game Classroom Management Strategy (GBG) – Published by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, this classroom management strategy for elementary school is designed to improve aggressive/disruptive classroom behavior and prevent later criminality.

Early Warning, Timely Response – Published by the Prevention Institute, this fact sheet outlines strategies, resources, and contacts for developing comprehensive school violence prevention programs.

School-Based Conflict Resolution Programs – Produced by the Sacramento County Office of Education (SCOE), this resource guide provides an overview of available approaches for school-based conflict resolution programs, highlights successful programs, and offers resources for more information.

Students Against Violence Everywhere (SAVE) – SAVE is a student-initiated program that promotes nonviolence within schools and communities.

Strategic/Citywide Approaches
California Cities Gang Prevention Network – National League of Cities and the National Council on Crime and Delinquency (NCCD) has initiated a network of 13 major cities in California to combat gang violence and victimization. The California Cities Gang Prevention Network, the first of its kind in the nation, focuses on successful policies and practices that interweave prevention, intervention, enforcement, and a community’s “moral voice” as an alternative to prison-only solutions. Resources include Implementing a Citywide Gang Reduction Strategy, which offers three promising examples of positive, effective, and balanced city responses to individual and community victimization caused by gang violence, as well as tools that other municipal leaders can use in their cities.
Center for Problem-Oriented Policing – The site provides a series of practical guides for police and communities to more effectively address specific crime and disorder problems. The guides are based on principles of community-centered policing, problem solving, meaningful partnerships and strategic use of data. The problem solving tool guides are helpful to any community violence reduction effort.

Citywide Strategies
The following plans are grounded in prevention/public health approaches. Though the level of implementation varies, they are all examples of how strategy can be shaped.

Blueprint for Action: Preventing Youth Violence in Minneapolis
A Call to Action: A Case for a Comprehensive Solution to LA’s Gang Violence Epidemic and Connie Rice on LA’s Comprehensive Gang Prevention Strategy
Oxnard Alliance for Community Strength's SAFETY Blueprint
Alameda County Violence Prevention Blueprint
Blueprint for a Safer Philadelphia
Mayor’s Gang Prevention Task Force Strategic Work Plan (San Jose, California)

Community-Centered Policing: A Force for Change – Published by PolicyLink, this report highlights some of the promising, community-centered police practices that are being implemented throughout the country – practices that are opening police departments to traditionally underrepresented communities, engaging communities as partners in solving neighborhood problems, and making police departments more accountable to the communities they serve and protect.

A Guidebook to Strategy Evaluation: Evaluating Your City’s Approach to Community Safety and Youth Violence Prevention – Published by the Southern California Injury Prevention Research Center (SCIPRC) and the UCLA School of Public Health, this guidebook provides a framework for evaluating a city’s approach to community safety and youth violence prevention.

Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy – The hypothesis that social cohesion within a community is linked to reduced violence was tested and confirmed in this multi-level analysis published by the American Association for the Advancement of Science (AAAS).

National Network for Safe Communities – The Network believes the levels of violence in America are unacceptable; the realities of drug markets are unacceptable; the tension between police and minority communities is unacceptable; and the levels of incarceration in America are unacceptable. The Network’s primary purpose is to support jurisdictions around the country in implementing two specific crime reduction strategies: the Group Violence Strategy, first launched in Boston, Massachusetts; and the Drug Market Strategy, first launched in High Point, North Carolina.

Spectrum of Prevention – Published by the Prevention Institute, this six-level framework expands prevention efforts beyond education models by promoting a multifaceted range of activities for a more comprehensive and effective understanding of prevention.

UNITY (Urban Networks to Increase Thriving Youth through Violence Prevention) – Published by the Prevention Institute, this initiative supports large cities in preventing violence and building national momentum for supportive resources and policies. The initiative contains the UNITY RoadMap: A Framework for Effectiveness and Sustainability and the UNITY RoadMap Gauge, to assess each city’s efforts to prevent violence, level of effort and effectiveness, and prioritize areas of focus committed to preventing violence.
Stop the Violence Against Children in Communities! – UNICEF outlines the nature, symptoms, and consequences of violence.

Violence Against Women/Sexual Violence
Sexual Violence and the Spectrum of Prevention: Towards a Community Solution – Published by the National Sexual Violence Resource Center and the Prevention Institute, this article details effective primary prevention activities to reduce the incidence of sexual violence, emphasizing the importance of changing norms to reshape our social environment and highlighting examples from throughout the country.

Prevention Connection – This national online project is dedicated to the primary prevention of violence against women, and includes archived training and other resources.

Transforming Communities to Prevent Child Sexual Abuse and Exploitation: A Primary Prevention Approach – Prepared by the Prevention Institute, this document outlines policies and practices for transforming communities to prevent child sexual exploitation.

Youth Leadership
Youth Leadership Institute (YLI) – YLI designs and implements community-based programs that provide youth with leadership skills in the areas of drug and alcohol abuse prevention, philanthropy, and civic engagement.

Youth Policy Action Center – The Youth Policy Action Center is a website that engages young people (and adults) in democracy – changing policies that change young people’s lives.

Youth Alive! – This organization provides numerous programs that are replicable in communities and which empower youth to become peer educators.
Appendix A
Terms and Definitions

Community engagement is meaningful and sustained involvement in every facet of community life of multiple players in the community, including but not limited to: business, faith, community-based organizations, grassroots organizations, the media, and adults and youth who live in impacted neighborhoods.

Criminal street gangs are any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities performing a criminal act enumerated in Penal Code section 186.22e,* having common name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.

Evaluation – Evaluation, usually done for a specific purpose, is the process of asking questions related to a particular topic you are concerned with, and collecting and analyzing information to answer those questions. Evaluation is an iterative process and thus provides continuous feedback. Baseline data informs the development of the strategic plan and its evaluation components. The evaluation outcomes and results in turn inform the revision of the plan and its implementation.29

Gangs are peer groups, generally unsupervised, and socialized by the streets. Behaviors exhibited by gangs are varied, and the purposes of gangs range from offering peer support and protection to engaging in violent and criminal activities, including some activities for profit. Gangs are usually organized by neighborhood geography or race/ethnicity. They are generally hierarchical and share common values.

Gang violence is an act of violence perpetrated by one or more members of a gang on behalf of the gang for any of a number of reasons that include turf, identification, previous insults, or an act of perceived lack of respect. Gang violence may be inflicted within, close to, or outside of the gang. Gang violence changes the look and feel of the community and fosters fear.

Gang violence enforcement/suppression is the control of gangs through enforcement efforts designed to reduce gang activity, crime, and violence and to arrest and successfully prosecute these activities when they do take place, and to supervise those on parole and probation.

Gang violence intervention addresses individuals, families, and communities at increased and sometimes imminent risk for violence or in the midst of gang involvement and ongoing participation in gangs. This includes not only efforts to keep young people from joining gangs but also intervening to support successful transition out of and away from gangs, and enables individuals to become contributing members of a community.

Gang violence prevention is a systematic process that promotes healthy communities and behaviors, reducing the likelihood of gang involvement and acts of violence in the first place and promoting healthy communities that don’t produce gangs at all. Gang violence prevention strategies for individuals, families, and communities are designed to occur upfront – that is, before there is evidence of risk of gang involvement or violence (called universal or primary prevention).

Outcome evaluation (also called impact evaluation) is a process that indicates whether or not the strategy was effective. For example, was there a change in the risk and protective factors you intended to address? Coupled with process evaluation, outcome evaluation also focuses on
determining whether or not the strategy intervention was responsible for any observed outcomes. For instance, was there a change in the risk and/or protective factors you intended to address?30

**Process evaluation** (also called monitoring), is conducted to assess whether a strategy is being implemented as planned, and whether it is reaching its intended population. Specifically, process evaluation is a sort of quality assurance that focuses on the implementation itself and, as such, is a critical component in improving the practices that operationalize strategies.31

**Resilience factors** are community, family, or individual characteristics or circumstances that show resilience and reduce the likelihood that violence will take place, in spite of the presence of risk factors.

**Risk factors** are community, family, or individual characteristics or circumstances that increase the likelihood that violence will occur.

**Social norm change** refers to a systematic process that stimulates the imagination and opens the possibility to transform the attitudes, beliefs, and behaviors of individuals and communities through increased knowledge of root causes of violence and other social issues.

**Systems change** refers to the process of identifying existing policies and practices within institutions/agencies, and changing them to better support positive outcomes for the individuals and communities they serve.

**Violence** is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological or emotional harm, maldevelopment, or deprivation.32

**Violence prevention** is a comprehensive and multifaceted effort to address the complex and multiple risk factors associated with violence, including, but not limited to, poverty, unemployment, discrimination, substance abuse, educational failure, fragmented families, domestic abuse, internalized shame, and feelings of powerlessness. Efforts build on resilience in individuals, families, and communities. Violence prevention efforts contribute to empowerment, educational and economic progress, and improved life management skills while fostering healthy communities in which people can grow with dignity and safety.

**Violence intervention** addresses individuals, families, and communities that are at increased risk and sometimes imminent risk of violence, including violent behavior, alcohol and drug abuse, physical assault, homicide, gang involvement, criminal gang activity, child abuse and neglect, domestic and/or sexual abuse, and physical and emotional trauma. Intervention includes not only efforts to provide alternative choices and opportunities, but also intervening to support successful transition out of and away from violence, and enables individuals to become contributing members of a community.

**Youth development** refers to the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge, skills, and competencies necessary to succeed in adolescence and adulthood (e.g., Community Network for Youth Development). Positive youth development requires positive experiences with caring and supportive adults, and the availability of meaningful activities and opportunities.
Appendix B
Definitions of Different Forms of Violence

- **Elder abuse/maltreatment** means any abuse and neglect of persons age 60 and older by a caregiver or another person in a relationship involving an expectation of trust. 33

- **Child abuse/maltreatment** includes all types of abuse and neglect that occur among children under the age of 18. There are four common types of abuse: 1) Physical abuse occurs when a child’s body is injured as a result of hitting, kicking, shaking, burning or other show of force. 2) Sexual abuse involves engaging a child in sexual acts. It includes fondling, rape, and exposing a child to other sexual activities. 3) Emotional abuse refers to behaviors that harm a child’s self-worth or emotional well-being. Examples include name calling, shaming, rejection, withholding love, and threatening. 4) Neglect is the failure to meet a child’s basic needs, including housing, food, clothing, education, and access to medical care. 34

- **Hate violence** – Hate violence is defined as “any act of intimidation, harassment, physical force, or threat of physical force directed against any person, or family, or their property or their advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, national origin, religious belief, sex, age, disability, or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution of the laws of the United States or the State of California whether or not performed under color of law.” 35

- **Homicide** – “Homicide...is any intentionally inflicted fatal injury to another person.” 36

- **Intimate partner violence (IPV)** – IPV is abuse that occurs between two people in a close relationship. The term “intimate partner” includes current and former spouses and dating partners. IPV exists along a continuum from a single episode of violence to ongoing battering. IPV includes four types of behavior: 1) Physical abuse is when a person hurts or tries to hurt a partner by hitting, kicking, burning, or other physical force. 2) Sexual abuse is forcing a partner to take part in a sex act when the partner does not consent. 3) Threats of physical or sexual abuse include the use of words, gestures, weapons, or other means to communicate the intent to cause harm such as bullying. 4) Emotional abuse is threatening a partner or his or her possessions or loved ones, or harming a partner’s sense of self-worth. Examples are stalking, name-calling intimidation, or not letting a partner see friends and family. 37

- **Sanctioned violence (police brutality)** – Police brutality is the intentional use of excessive force by police. It is most frequently physical and often exceeds the threat encountered; it can also include verbal attacks and psychological intimidation. 38 In some communities there is widespread fear and mistrust of the police.

- **Sexual violence (SV)** refers to sexual activity where consent is not obtained or freely given. Anyone can experience SV, but most victims are female. The person responsible for the violence is typically male and is usually someone known to the victim. The person can be, but is not limited to, a friend, co-worker, neighbor, or family member. There are many types of SV. Not all include physical contact between the victim and the perpetrator. Examples does include physical contact include sexual harassment, threats, peeping, and taking nude photos. Other SV does involve physical contact, including unwanted touching and rape. 39
• **Suicide** – “Suicide is defined as any purposely self-inflicted injury that is fatal...” 40 Suicide occurs when a person ends their life. It is the 11th leading cause of death among Americans. But suicide deaths are only part of the problem. More people survive suicide attempts than actually die. They are often seriously injured and need medical care.41

• **Violence affecting youth** refers to harmful behaviors that can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence. Youth violence includes various behaviors. Some violent acts, such as bullying, slapping, or hitting, can cause more emotional harm than physical harm. Others such as gang violence, robbery, assault, or rape, can lead to serious injury or even death.42
Appendix C
Universal School-Based Violence Prevention

The following is adapted from the Centers for Disease Control and Prevention’s (CDC), “Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior,” published in the Morbidity and Mortality Weekly Review (MMWR). 43

Universal school-based programs to reduce or prevent violent behavior are delivered to all children in classrooms in a grade or in a school, regardless of individual risk – not only to those who already have manifested violent or aggressive behavior or risk factors for these behaviors. These programs teach all students in a school or school grade about the problem of violence and its prevention, or about one or more of the following topics or skills intended to reduce aggressive or violent behavior: emotional self-awareness, emotional control, and self-esteem; positive social skills; social problem solving; conflict resolution; and teamwork. For example, the Violence Prevention Curriculum for Adolescents is designed to teach students about the causes of violence; knowledge of violence resistance skills is taught through discussion. Other programs assume that self-concept and self-esteem derive from positive action and its rewards, so if children’s behavior can be made more positive and sociable, they will develop better attitudes toward themselves and then continue to make positive choices. In the Second Step program, teaching and discussion are accompanied by role playing, modeling, skill practice, feedback, and reinforcement.

Other programs are founded on the theory that they will be most effective if they modify the broader environment of the child. In the elementary school PeaceBuilders program, in addition to the classroom curriculum, the entire school is involved, both outside and inside the classroom, together with parents and the community; in the school setting, conditions that provoke aggressive behavior are mitigated, and the following of simple positive behavioral rules, such as “praise people” and “right wrongs,” is encouraged and rewarded. The Safe Dates program includes a 10-session classroom curriculum, a theatrical production performed by students, a poster contest, community services for adolescents in abusive relationships (e.g., support groups and materials for parents), and training for community service providers.

Universal school-based programs have demonstrated success at decreasing rates of violence and aggressive behavior among school-aged children at all grade levels and across different populations. Though frequency and duration of programs varies widely, the characteristics of school programs have established trends by school level. Programs in lower grades tend to focus on disruptive and antisocial behavior and at higher grade levels, the focus shifts to general violence and specific forms of violence (e.g., bullying and dating violence). Furthermore, the intervention strategy often shifts from an approach designed to modify behavior by changing the thinking to an approach that focuses on social skills training. And finally, with increasing grade levels, interventions focus less on the teacher as the primary program implementer than on other personnel (e.g., student peers, or adults for the community or a community agency).
Programs have other effects beyond those on violent or aggressive behavior, including reduced truancy and improvements in school achievement, “problem behavior,” activity levels, attention problems, social skills, and internalizing problems (e.g., anxiety and depression). Improvements have also been documented more broadly for social behavior, including reductions in drug abuse, inappropriate sexual behavior, delinquency, and property crime.
Endnotes


4 Hahn, Robert. “Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior.” American Journal of Preventive Medicine, 33, No. 2S, August 2007: S14-S129.


15 Ibid.


25 Ibid.

28 Ibid.
29 Ibid.
30 Ibid.
31 Ibid.
41 Available at http://www.cdc.gov/violenceprevention/pdf/Suicide-FactSheet-a.pdf
43 “Effectiveness of Universal School-Based Programs to Prevent Violent and Aggressive Behavior.” Centers for Disease Control and Prevention (CDC). MMWR 56, No. RR-7, August 2007: 1-12