US youth intervention and crime prevention strategies – what the UK can learn from them

ROSALINE SULLIVAN (2015)
Abstract

I am delighted to have completed a very successful Winston Churchill Memorial Fellowship on effective youth interventions in the United States. I learned from 14 organisations and interest groups and five academics in the field. I applied for the Winston Churchill Fellowship because I wanted to learn from established youth programmes that had been monitored and evaluated.

For a number of years I have worked in research, monitoring and evaluation for developmental programmes, recently working for a large UK youth charity. A graduate in Psychology with a Master’s in Research Methods in Psychological Practice, I have undertaken numerous research and evaluation projects internationally. My areas of interest are poverty reduction strategies, youth interventions and international development.

I was also very lucky to meet fantastic people during my travels, who profoundly impressed me with their professionalism, dedication and immense hospitality. Each was also interested in my Fellowship and keen to share mutual learning. I am grateful and appreciative of the time they gave to me and the efforts they made to ensure that it was an effective learning exercise.

I am incredibly grateful to my employer for supporting my research; and my friends, family and loved ones for their words of encouragement and everything they have done to help me secure this funding. Finally, I wish to thank the Winston Churchill Memorial Trust for believing in me – I was successful on my third time of trying. Churchill himself said, “never, never, never give up”. I did not intend to.
What is the use of living, if it be not to strive for noble causes and to make this muddled world a better place for those who will live in it after we are gone? (Churchill, 1908)
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EXECUTIVE SUMMARY

This report examines initiatives used to prevent and address youth disengagement, specifically tactics used to target young people at risk of or influenced by gang involvement. My research aims to address a gap in knowledge on what could work well in the UK. In addition, the research aims to shed light on gang tracking and needs-assessments tools, and monitoring and evaluation tools used to assess the success of initiatives.

My observations are:

- Successful referral relationships can be established between programmes and police and probation services, often providing alternatives to incarceration
- Creative outreach strategies are necessary to target this hard-to-reach cohort
- Many programmes successfully develop a positive relationship between police and young people
- Community cohesion strategies and events encourage community backing for initiatives
- Needs-assessments enable staff to target young people most at risk of disengagement
- Successful initiatives often target risk factors associated with gang involvement such as anti-social or violent behaviour, rather than specifically targeting gang members
- Support is often intensive and long-term and is provided by individuals with lived-experience
- Ongoing evaluation is key to improve programmes.

I hope my findings can be applied to a number of areas outside gang involvement including: violence and crime reduction; community cohesion; evaluating development programmes; targeting young people at risk of negative peer influence; evaluating youth interventions and outreach for a number of other interventions.
INTRODUCTION

The University of Tennessee says that, “Researchers are largely in agreement on the reasons why youth join gangs. The perverse and cumulative impacts of poverty, increases in the percentage of single-parent households, low-performing schools, the lack of positive male role models and too few economic opportunities create conditions conducive to gang formation” (The University of Tennessee, 2012; 4).

With over 28,000 gangs and 731,000 gang members in the US (National Youth Gang Survey, 2009) there is a great need for creative intervention programmes to address such issues. I drew on examples of successful and creative schemes in the US that had experienced long-term funding and change. This aimed to enable an understanding of what has worked well in the States over a sustained period of time and what can be applied in the UK to address the needs of UK youth. The need is clear, according to Alleyne et al:

“The Eurogang paradox (where authorities in European countries use the stereotype of American gangs to inform their definition of a gang) is slowly and surely being realized…research has found overwhelming similarities between European and American gangs” (Alleyne et al, 2014; 1)

The questions I aimed to answer were:

1. How can engaging young people who are in “wrong crowds” or gangs help them in other aspects of their lives?
2. What is it about creative youth interventions in the USA which helps young people move forward?
3. What creative monitoring and evaluation tools are utilised?
4. What creative outreach methods are used?
5. What are the lessons learned that the UK can draw on and what action can be taken?

As Esbensen said, “most examinations of youth gangs have been limited to a single city or a single state” (Esbensen 1998; 505), For that reason I looked at programmes in New York City, Yonkers, Albany (NY); Philadelphia (PN); and Chattanooga (TN). In addition, I consulted academics who were leaders in the field, to determine my research topics and address any gaps in my knowledge.
Structure of report

I will introduce each programme and organisation I learned from. Following that I will discuss the common areas of learning and best practice I found within the organisations. The organisations and individuals I met with had a number of strategies to address factors attributed to gang membership and influence.
1. ORGANISATIONS LEARNED FROM

1.1 Life on Point
Life on Point is a youth development programme run in schools in Chattanooga, Tennessee, designed to provide young people with life skills that promote their positive development and help them to avoid risk behaviours. Through facilitators and group work, the project aims to target the following domains of youth development:

- Healthy choices: positive attitudes and intentions about abstaining from sex, violence, alcohol and drug use
- Academic attachment: commitment to working hard and staying in school
- Self-efficiency in resisting negative peer pressure: being able to say ‘no’ to pressure to participate in sexual activity, alcohol and drug use, and violence
- Positive social support: perception of positive support from peers and adults for working towards positive life goals
- Positive life vision: having a positive attitude about one’s future and the ability to make decisions that will have a positive effect on one’s future

I met with Tracy Cunningham, Director of Operations, whilst I was in Chattanooga. Katie Wilson at the RSA had kindly connected me.

1.2 Community Mediation Services
Community Mediation Services in Queens, New York has a holistic approach to conflict resolution that touches many thousands of people each year. I met with John Harrison.

They run four main youth development services, all of which are free of charge:

- *Advocate Intervene Mentor (AIM)* works with young people aged 13 to 17 who are referred through the probation services. This is an intensive mentoring service; each young person has a primary and secondary mentor who works with them between seven to 15 hours per week (which includes outings, home visits, and school visits). Young people who have substance misuse issues are not eligible, as these need to be addressed first
- *Arches* is targeted at young people aged 16 to 24 who have been unsuccessful in every other programme. Young people are referred from a single referral route through the Department of Probation Services. Arches provides group and individual mentoring
support twice a week over nine months – the group workshops take place over a hot meal, which is believed to draw the young people in.

- Next Steps – this is similar to Arches but young people are recruited through outreach. The target group is young people at-risk of committing violence.
- Justice Scholars – group workshops and classes for educational underachievers to career build and encourage educational attainment. This is run in CMS’s site and aims to get young people to high school diploma level and reduce their involvement with the police. The majority (60%) of referrals come through the Department of Probation; the rest is recruited through outreach.

1.3 Gang Resistance Education And Training (G.R.E.A.T)

I was put in contact with Officer Velazquez from G.R.E.A.T through Buddy Howell at the National Youth Gang Center in Florida. I spent two days shadowing Officer Velazquez in Philadelphia, one day was spent at an introduction to the training session and a summer camp she had successfully established; another day was spent at a training session for G.R.E.A.T. Officer Velazquez was knowledgeable and established, and I felt privileged to learn from her.
G.R.E.A.T is a school-based gang, delinquency, and violence prevention programme delivered by uniformed law enforcement officers. More than 13,000 sworn officers from around the United States and various Central American countries have been trained and certified to teach the G.R.E.A.T. curricula.

G.R.E.A.T is designed for children in the years immediately before the prime ages for introduction into gangs and delinquent behaviour, namely early adolescents, though it also runs classes with younger cohorts.

The three main goals of the interactive G.R.E.A.T model are:

- Teach youth to avoid gang membership
- Prevent violence and criminal activity
- Assist youth in developing positive relationships with law enforcement

The G.R.E.A.T. curricula have been delivered to more than six million children, allowing law enforcement to foster strong relationships with these students, as well as their schools and communities. Officers go through an intensive training programme, where they go through each section of the delivery toolkit. The delivery toolkit is summarized below:

- The truth about gangs and violence – addressing myths about gangs, history of gang formations and incidence,
- Roles in families, schools, and communities – being a positive citizen, investing in your community,
- Goal-setting, life skills, and anger management – encouraging children to set goals for their future, being a positive role model, being empathetic,
- Responding to peer pressure and resolving conflicts – making positive decisions, how to avoid anti-social behavior and say ‘no’, how to calm others

Officer Velazquez also delivers G.R.E.A.T at the summer camp she has set up in a troubled neighbourhood in Philadelphia. School children come here to be fed during the summer months (most of them receive Free School Meals during term time); Officer Velazquez also delivers the G.R.E.A.T model and sets up sports activities for the children

1.4 Police Athletic League (PAL)

PAL is established across America. This sports and education programme is run by police officers, who help coach young people in sports and help with homework. It aims to help build
character, strengthen community and police relations, and establishes activities and a purpose for young people in troubled communities. I visited a PAL programme run by Officer Holmes in Philadelphia, run at the same centre as Officer Velazquez’s summer camp. This programme is available and free to any child aged from six to 18. Summer camps are run during the week and evening programmes are run on Fridays for young people aged 12 to 18. These were designed to “keep kids off the street” (Officer Holmes). Officer Holmes explained that PAL was considered an impactful intervention, with homicides decreasing in areas where PAL was present. Homework clubs took place for around 1.5 hours, after which children could use the sports facilities or partake in competitions and games.

1.5 Cure Violence programmes
I visited three Cure Violence models, one at Crown Heights, Brooklyn; one at YMCA Yonkers; and one at the Jacobi Medical Center in the Bronx. I’ll describe each programme separately, but first an introduction to the model. Cure Violence believes that youth violence should be treated as an epidemic “detecting and interrupting conflicts, identifying and treating the highest risk individuals, and changing social norms”.

The model structure is as follows, taken from the Cure Violence website:

1. **Detect and interrupt potentially violent conflicts**
   Trained violence interrupters and outreach workers prevent shootings by identifying and mediating potentially lethal conflicts in the community, and following up to ensure that the conflict does not reignite.
   - **Prevent Retaliations** – Whenever a shooting happens, trained workers immediately work in the community and at the hospital to cool down emotions and prevent retaliations – working with the victims, friends and family of the victim, and anyone else connected with the event.
   - **Mediate Ongoing Conflicts** – Workers identify ongoing conflicts by talking to key people in the community about ongoing disputes, recent arrests, recent prison releases, and other situations, using mediation techniques to resolve them peacefully.
   - **Keep Conflicts ‘Cool’** – Workers follow up with conflicts for as long as needed, sometimes for months, to ensure that the conflict does not become violent.
2. Identify and treat highest risk

Trained, culturally-appropriate outreach workers work with the highest risk to make them less likely to commit violence by meeting them where they are at, talking to them about the costs of using violence, and helping them to obtain the social services they need – such as job training and drug treatment.

- **Access Highest Risk** – Workers utilize their trust with high-risk individuals to establish contact, develop relationships, and begin to work with the people most likely to be involved in violence.
- **Change Behaviours** – Workers engage with high-risk individuals to convince them to reject the use of violence by discussing the cost and consequences of violence and teaching alternative responses to situations.
- **Provide Treatment** – Workers develop a caseload of clients who they work with intensively – seeing several times a week and assisting with their needs such as drug treatment, employment and leaving gangs.

3. Mobilise the community to change norms

Workers engage leaders in the community as well as community residents, local business owners, faith leaders, service providers, and the high risk, conveying the message that violence should not be viewed as normal but as a behaviour that can be changed.

- **Respond to Every Shooting** – Whenever a shooting occurs, workers organize a response where dozens of community members voice their objection to the shooting
- **Organize Community** – Workers coordinate with existing (and establish new) block clubs; tenant councils; and neighbourhood associations to assist
- **Spread Positive Norms** – Programme distributes materials and hosts events to convey the message that violence is not acceptable.

**SOS Crown Heights**

I met with the Director of SOS Crown Heights, Amy Ellenbogen. SOS Crown Heights is a “unique neighbourhood institute” [Amy], well-known in the locality through the presence of outreach workers, hard-hitting marketing material and community-strengthening events.
To be eligible for the support young people must fulfil four criteria from the following list:

- 16-24 years old
- Ethnic minority
- Known weapon carrier
- Knows someone who has been shot in the last 90 days
- Member of street organisation
- Offender/ex offender

Outreach workers are strategically recruited from candidates with life experience of the problem, coupled with the fact that they are familiar with the area or known to the area. They spend around 80% of their time supporting on the streets and vary their working times to cover the evenings.

**YMCA, Yonkers**

I met with John Thomson who runs the Cure Violence model based at the YMCA, Yonkers. The programme uses ex-offenders known to the community to recruit young people. Again, outreach time is varied, working later during the end of the week (they found that trouble occurred later during the end of the week).

This, like the other programmes, is well-connected to the police (receiving referrals and information from them) and the local community.

Whilst each young person has a holistic intervention through their assigned mentor, young people can receive employment training in vocational areas such as personal training and lifeguarding at the YMCA centre. Mentoring still takes place if a young person is incarcerated and the team provide through-the-gate mentoring for other young people who are due to leave prison, a requirement in the prisons they work in.

**Jacobi Medical Center**

This programme is based in a hospital in the Bronx. Whilst street outreach is still undertaken, young people are also referred through the Casualty Department. If a young person has been stabbed, assaulted or shot they are connected to an outreach worker who assesses their need for support – it is believed that their vulnerable situation results in more successful engagement. Around 200 young people are supported through this referral route each year; if they are from
the target area they go on the Cure Violence programme but receive mentoring if they are not from the area.

I met with Erika Mendelson at the Jacobi Medical Center in the Bronx. She explained that they were based there as “people kept getting stabbed, stitched up, sent out and came back. This is a more creative way to reach them and provide services to meet their needs”. It is felt that their more vulnerable situation results in them being more amenable to an offer of help.

1.6 Council for Unity
Council for Unity is a programme delivered in schools and prisons. It was originally started by a teacher as an after-school club, aiming to bring six influential, local gang leaders together to reduce the prevalence of gang activity in the neighbourhood. It now runs during the school day in a number of locations across New York. I visited the Council for Unity Team run by Rick Brown at John Dewey High School in Brooklyn.

The ethos is “each one; teach one” meaning that there is not a target or eligibility group; the programme brings children aged eight to 19 of different races, educational ability and different backgrounds. As Rick Brown (the lead at John Dewey High School) explained “you don’t want to put 35 bad kids in a class”. The programme provides varied support and skills, delivered in a less-formal classroom setting, including:

- Resume writing
- Mock interviews
- Presentations
- Vocational training
- Presentations from children about being in fatherless households
- Gang violence prevention
- Money management

1.7 Functional Family Therapy
I was put in contact with staff that run Functional Family Therapy (FFT) in Philadelphia by Buddy Howell at the National Youth Gang Center. The individuals I met with included Brook Kearly (Programme Manager) based at the University of Maryland, Helen M. Midouhas, FFT National Trainer & Consultant, as well as therapists and outreach staff.
FFT is an evidence-based model to target youth crime. The target groups include those:

- Aged 11-18
- Involved with the law
- Suffering from mental health issues
- Known to Child Welfare
- Displaying problem behaviours including drug and alcohol abuse

FFT aims to provide an alternative to incarceration through keeping children and young people in the community, which at $3,795 per young person is much cheaper than keeping a young person in jail. Its ethos is to work with the family to discuss why the youth’s negative behaviour has occurred, rather than persecute the perpetrator or treat the issues as an individualised problem.

Once a child or young person has been referred to FFT staff assess whether they are suitable for the model by asking the family (defined as who the young person identifies as their family) to attend the centre within seven days of the referral for a psychological assessment. If suitable, the family will be assigned a therapist to work with them throughout the process. The model involves no individual work; it is family-focused and delivered in the home, taking on average four months to complete. Support can be delivered in two family groups if the parents are separated; if it is a single-parent family unit then the therapist matched will be of the gender of the missing parent.

It takes around three to five months to complete the programme. The therapeutic model consists of five major phases in addition to pretreatment activities: 1) engagement in change, 2) motivation to change, 3) relational/interpersonal assessment and planning for behaviour change, 4) behavior change, and 5) generalization across behavioural domains and multiple systems. FFT has been implemented in a number of sites in the UK.
Ron “Cook” Barrett’s details were passed to me by a previous Churchill Fellow who had spoken highly of Ron’s work. I spent the day interviewing Ron in Albany; in addition to this, Ron had arranged for me to meet with the Albany County Executive; the Albany police chief, and a well-established Family Court Judge. In addition, I visited a summer camp set up by Ron.

I was so impressed with how he has strategically addressed the numerous causes of youth disengagement and gang membership through his multi-faceted approach of prevention, intervention and suppression.

This involves:

- **Summer camps** for children aged eight and over to encourage integration amongst neighbourhoods which tend to experience conflict. Ron has clearly thought about what could happen when these children become adolescents.

- **Gang prevention in schools** Ron runs gang prevention education workshops in schools where he de-glamourises gang membership. This includes hard-hitting videos to highlight the level of violence involved in gangs and interviews with ex gang members who are open about the devious methods used to recruit members.
a tattoo removal drive – I was surprised to see that children as young as 12 have
gang-affiliated tattoos. Ron’s project removes gang-related markings to enable young
people to move away from the affiliation

individual support – providing life skill coaching, violence prevention and job skills
training for young people who have been involved in gangs. Young people are referred
through various networks including schools, the police and the Family Court

alternatives to incarceration – Ron works with the Albany Family Court to provide
intensive support for young people aged under 16, required as part of their probation as
an alternative to incarceration. Ron has established links with the court system to
prevent young people from entering the prison system, with the belief that this will
reduce exposure to hardened criminals and allow for intervention at an earlier stage

securing work experience – I was so impressed with Ron’s efforts to secure a network
of employers who agreed to take on the young people and provide them with vocational
training. Without Ron acting as an advocate for these young people it is unlikely that an
employer would be willing to “give them a second chance”

Saturday night drop-in centre – operating from 7.30pm until midnight, this provides a
safe-haven for young people and keeps them busy to prevent them from committing
crime through boredom

Sports programmes – Ron runs character-building sessions where he teaches young
people about dealing with stress, increasing self-esteem, and avoiding peer pressure
and violence. These sessions “educate young people in a fun environment”, after which
they are allowed to play sports. He wanted to highlight that interventions should not just
be about sports but include an educational element.

The above is only a snippet of what Ron does. I was so impressed with how he has thought of
every possible cause, fuel and risk to youth violence/gang association. Ron is clearly well-
known to this target group and even has young people referring themselves to him and asking
for his help. Ron is passionate about the young people he helps: it really is his life and he is
constantly on-call for these young people. I can’t believe just how much he is taking on and accomplishes.
2. ACADEMICS FROM WHOM I LEARNED

Dr Buddy Howell, National Gang Center, Tallahassee Florida.
I contacted James “Buddy” Howell as I had read many of his reports on gang activity. Buddy and I held a Skype call prior to my trip to the States. Buddy is the Senior Research Associate at the National Gang Center. Buddy is very active in helping States reform their juvenile justice systems and implement evidence-based programmes. He has published over 50 works on youth and street gangs – topics include gang history, gang homicides, drug trafficking, gangs in schools, myths about gangs, risk factors, trends, and what works well in preventing gangs. Buddy was able to connect me with a number of organizations to learn from and provided me with more knowledge on the topic.

Dr Densley, Associate Professor of Criminal Justice at Metropolitan State University
Dr Densley was connected to me through my RSA Fellowship. His teaching and research interests include street gangs, criminal networks, violence, and theoretical criminology. He is the author of *How Gangs Work: An Ethnography of Youth Violence* and coauthor of *Minnesota’s Criminal Justice System*. In addition, he undertook a gang audit to establish gang members and their rivals.

Marclyn Porter, Doctoral Candidate, and Boyd Patterson, Project Coordinator, The Center for Applied Social Research, University of Tennessee at Chattanooga
Katie Wilson, Director at the RSA in Chattanooga, kindly set up a meeting with me, Marclyn and Boyd. The Center for Applied Social Research conducted a wide-scale Gang Assessment in the city of Chattanooga, Tennessee. This involved:

1. A community analysis of crime and gang data; a review of community perceptions about the gang issues and its causes; and a brief review of community resources
2. The School and Youth Component – a survey of over 5,000 school children, and over 800 school personnel

The analyses identified gang activity in specific neighbourhoods. The researchers found that concern about gangs and gang presence was more widespread than expected – with gangs being an “emerging menace” in areas not typically considered gang affected (Center for Applied Social Research, 2012).
3. LEARNING FROM DISCUSSIONS

3.1 Planning and needs-assessments
My role involves designing research, monitoring and evaluation tools to establish the needs of individuals in the population or on programmes, and to evaluate the impact of initiatives. I was, therefore, interested to learn more about the data tools used in this research topic and for this hard-to-reach population. I wish for my findings to be applied across research, programmes and charities; I believe that this will be applicable to a number of interest groups.

Here I discuss the research and needs-assessment undertaken to identify the demand for gang interventions, to develop strategies, to allocate resources, and to set goals – all used during the planning stage of programmes. I have included the scales and measures, which can be used by UK interest groups to assess level of youth disengagement and demand for interventions.

The first person I spoke to when in America was James Densley from Metropolitan State University. Dr Densley was connected with me through my RSA Fellowship, following an event I attended in London. Dr Densley has conducted a gang audit through consultation with police officers, service providers and mental health services. His research identified gang members and their rivalries; using Geographical Information System he was able to plot target areas for interventions. Dr Densley also enabled me to re-focus my research questions, based on learning exercises he had undertaken in the field.

At the end of my trip I met with researchers from The University of Tennessee who had undertaken a large research study on gang involvement. This involved a student paper survey (5,057 respondents), a school system employee survey, a review of school data on disciplinary action and behavioural incidents, and focus groups with parents and school personnel; this was backed up by community perception research and resources. The student survey was undertaken across Chattanooga during one day, to ensure that students from other schools could not influence answers.
The School Component Study captured gang involvement and influence by researching the following:

- Student and school perceptions of gang involvement
- Perceptions of risk behaviours linked to gang involvement
- Attitudes and values associated with gang involvement
- Evidence of gang involvement through school disciplinary records

This enabled the researchers to quantify young people involved in gangs, or those at risk of doing so. It also enables a comparison of attitudes, behaviours and circumstances of gang-affected youth and non-gang affected youth.

Planning

The large-scale student survey undertaken by researchers at the University of Tennessee collected information on a number of factors and compared differences between gang affiliated and non-gang affiliated young people. This included capturing information on family household structure (who the young person lives with) and attitudes towards homelife. The table below is an example of this scale:

<table>
<thead>
<tr>
<th>How closely do the sentences below match your feelings (0=NO!! 1=no 2=yes 3=YES!!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to have people in your family that you can depend on for help</td>
</tr>
<tr>
<td>I do have people in my family I can depend on for help</td>
</tr>
<tr>
<td>It is important to be safe in your home</td>
</tr>
<tr>
<td>I feel safe in my home</td>
</tr>
<tr>
<td>Parents should care if you finish your homework</td>
</tr>
<tr>
<td>Parents should know where you are and who you are with</td>
</tr>
<tr>
<td>Adults in my family talk to me about my problems</td>
</tr>
<tr>
<td>Families need clear rules that everyone follows</td>
</tr>
<tr>
<td>Sometimes fighting is the only way to solve a problem</td>
</tr>
<tr>
<td>My family has rules that everyone follows</td>
</tr>
<tr>
<td>My parents don’t care if I come home on time</td>
</tr>
<tr>
<td>It is OK to shove, push, or hit kids if adults are really mad</td>
</tr>
</tbody>
</table>

1Gang affiliation was quantified if young people answered “yes” to being involved in a gang or previously involved in a gang.
The survey also measured gang activity and behaviours at school, as shown below:

### At-school behaviours

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do any of the students at your school belong to a gang or clique?</td>
<td></td>
</tr>
<tr>
<td>What about gangs/cliques that don’t have members that go to your school… have any of those groups come around your school during the school year?</td>
<td></td>
</tr>
<tr>
<td>Have gangs/cliques been selling drugs at school this year?</td>
<td></td>
</tr>
<tr>
<td>Have any gangs or clique members brought guns to your school?</td>
<td></td>
</tr>
<tr>
<td>Do you know boys at your school who are in gangs/cliques?</td>
<td></td>
</tr>
<tr>
<td>Do you know girls at your school who are in gangs/cliques?</td>
<td></td>
</tr>
</tbody>
</table>

### At-school gang-related behaviour.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear gang colours?</td>
<td></td>
</tr>
<tr>
<td>Get into a physical fight?</td>
<td></td>
</tr>
<tr>
<td>Threaten someone?</td>
<td></td>
</tr>
<tr>
<td>Injure someone in a physical fight?</td>
<td></td>
</tr>
<tr>
<td>Steal something from a student or teacher?</td>
<td></td>
</tr>
<tr>
<td>Wear certain types of clothes meant to identify a gang or a certain clique?</td>
<td></td>
</tr>
<tr>
<td>Tag or write on walls, sidewalks, cars at school?</td>
<td></td>
</tr>
<tr>
<td>Skip school because of gangs/cliques?</td>
<td></td>
</tr>
<tr>
<td>Damage or destroy school property?</td>
<td></td>
</tr>
<tr>
<td>Bring a weapon to school?</td>
<td></td>
</tr>
<tr>
<td>Threaten a student or teacher with a weapon?</td>
<td></td>
</tr>
<tr>
<td>Injure a teacher or student with a weapon?</td>
<td></td>
</tr>
</tbody>
</table>

In addition, students were asked about neighbourhood behaviours and attitudes.

### Neighbourhood behaviours and attitudes

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens in your neighbourhood…</td>
<td></td>
</tr>
<tr>
<td>Adults in my neighbourhood think it is OK for a kid to smoke cigarettes</td>
<td></td>
</tr>
<tr>
<td>Adults in my neighbourhood think it is OK for a kid to drink alcohol</td>
<td></td>
</tr>
<tr>
<td>Adults in my neighbourhood think it is OK for a kid to use illegal drugs</td>
<td></td>
</tr>
<tr>
<td>If a kid drank some beer, wine or liquor in my neighbourhood, they would be caught by the police</td>
<td></td>
</tr>
</tbody>
</table>

Students’ attitudes on gangs were also captured.

### How closely do the sentences below match your feelings about gangs/cliques?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is dangerous to join a gang</td>
<td></td>
</tr>
<tr>
<td>Being in a gang makes it more likely that you will get into trouble</td>
<td></td>
</tr>
<tr>
<td>People in gangs end up getting hurt or killed</td>
<td></td>
</tr>
<tr>
<td>You have protection if you join a gang</td>
<td></td>
</tr>
<tr>
<td>My friends are in a gang</td>
<td></td>
</tr>
<tr>
<td>Being in a gang is no big deal</td>
<td></td>
</tr>
<tr>
<td>My friends would think less of me if I didn’t join a gang</td>
<td></td>
</tr>
<tr>
<td>A gang has your back no matter what</td>
<td></td>
</tr>
</tbody>
</table>
Belonging to a gang means that you are tough
Being in a gang keeps you safe
Gangs do good things in my neighbourhood

The analysis of the school surveys found:

(1) Gangs are a growing phenomenon and gang members are present in some extent in all the schools in this survey
(2) Students were concerned about their safety and have a heightened awareness of gang-related behavior inside and outside or school (regardless of whether they are gang affiliated or not).
(3) Gang-associated behavior affects the teaching and learning environment of the school and students’ sense of safety
(4) Most students and teachers felt like they did not have adequate resources or knowledge to deal with the gang problem
(5) The major reason given by students for why youth join gangs was the desire for money; other factors were peer pressure and a desire for protection.
(6) Jobs and job training were stressed as the most important ways to reduce gang involvement
(7) Students, employees and parents felt that school and community programmes were needed
(8) The importance of parents and families in gang issues was strongly noted.

As part of this study, The Ochs Center for Metropolitan Studies held focus groups with community residents; ex-offenders; agency heads; law enforcement personnel; social workers; and clergy. Analysis of the qualitative data found that prevalent themes were the fear of violence (also found in the student survey); the perceived relationship between drugs, especially marijuana, and gang activity; frustration in promised programmes that were never delivered; and frustration over the lack of recognition of gang activity.

According to the school survey, identifying gang affiliation is difficult, especially relying on using gang colours, symbols and signs to identify members as some young people used these symbols and clothes to mimic the rap culture. It was suggested that helping young people to understand that gang mimicking was undesirable was important in gang reduction strategies;
this is something that was found to be addressed by a number of the organizations including the G.R.E.A.T. initiative and Ron’s holistic programmes.

Researchers were able to use their knowledge through the Gang Assessment to plan for interventions. The following needs for intervention were identified:

- Family: emphasis on family-based issues that affect the capacity and resources of parents to effectively prevent their children’s involvement in gangs
- Youth: emphasis on the importance of positive role models and mentoring resources that can offer youth alternative influences to the attraction of gangs
- Schools: emphasis on system-wide initiatives that address the problem and perception of gangs in schools, and student needs that may be precursors to gang susceptibility
- Community: emphasis on increased community awareness of the problem of gang growth and how it occurs, and development of community responses that harness existing and new resources to address the problem.
- Community: emphasis on building leadership and an engaged approach to collaboration and involvement to support sustainable change
- Jobs: emphasis on the critical importance of employability and employment in addressing the gang issue, with recognition of the connection between a lack of jobs and vulnerability to gang activity
- Law enforcement: emphasis on the importance of coordination, collaboration, and consistency in utilizing law enforcement personnel and effective strategies in the suppression and reduction of gang activity and violence.

(Center for Applied Social Research, 2013)

Interestingly, my learnings throughout the Fellowship corroborated the findings of the report above in the type of methods used for successful prevention and intervention strategies to address the gang problem. I was pleased that this final discussion had added weight to my Fellowship findings. I will discuss what I learnt about each of the above domains later in the report.
3.2 Involving the family

The research of school staff undertaken in Chattanooga uncovered a belief that parental involvement needs to be encouraged to address the gang problem:

“To solve the problem, we need to get parents involved.” (School employee, CASR survey)

“Some parents consider joining a gang as inevitable, while others even claim it as a ‘rite of passage’…not enough is being done with the parents that are gang members” (School employee, CASR survey)

This sentiment was echoed by Ron Barrett who has nearly 30 years experience of working with gang members: “we’ve got to strengthen the family unit. It’s not a police problem; it’s a family problem”.

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**Implementation Plan**

Researchers from the Center for Applied Social Research highlighted the following processes to undertake when planning a gang intervention or prevention:

A. Identify the Program Community or target areas for action – match with demographic and household data
B. Identify primary age groups for program activities (pre-teens, teenagers, young adults) and relevant characteristics (e.g. gang-affiliated and non-gang affiliated)
C. Identify schools and community structures to be included in programs and initiatives, based on Assessment data (from research tools)
D. Recommend specific goals and objective that address gang growth, activity, violence, and prevention.
E. Develop a framework of activities and programs that enable achievement of identified goals and objectives (designing a logic model)
F. Using the program framework, develop a schema of (a) specific activities, (b) strategies for implementation, (c) target populations, (d) barriers to be considered and addressed, (e) human and structural resources (f) timescales
G. Identify program/activity evaluation metrics and methods to measure achievements of goals

Center for Applied Social Research (2013; 4)
Officer Holmes from the PAL explained that it is imperative to develop a relationship with parents and guardians. This was also a feature of Community Mediation Services' support, who actively develop a relationship with the parents of clients, calling them when a young person has made an achievement, to encourage recognition. Judge Maney of the Family Court, Albany, invests in family therapy to repair relationships and to keep the young person in the home rather than incarcerating them.

In relation to the family based initiatives, staff explained that when a gang member becomes a parent it is often a catalyst to change their behaviour:

“Gang members have children early. You can appeal to their parental nature by talking to them about what is happening in their child’s life because of their gang involvement; many people who have children want to get out” (John Thompson, Yonkers YMCA)

This belief is supported by the findings from the focus groups undertaken by the researchers I met from the University of Tennessee and The Ochs Center who found that some gang

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**Example of solely family-based model**

Functional Family Therapy conducts no individual work; all work is family-focused. The therapist prepares the family for a change in attitude and behavior, encouraging them to think of the youth’s behavior as a responsibility of the family and to understand why the young person is showing signs of disengagement. All work is done in the family home and the therapist meets with the family at a time suitable for them.

"there is no individual work. It’s always done in the context of the family. It comes from the philosophical standpoint that problems don’t happen in a vacuum, they don’t get solved in a vacuum, they are best solved within the structure that might have developed them to start with. The idea is that you can only address problems by watching how the family reacts” Helen, FFT trainer

When the Functional Family Therapy Team was amending the model for young people at-risk of gang involvement a risk factor identified for gang membership was ‘weak parental supervision’

Staff highlighted that the family’s ethos on gang involvement needs to change, this can be due to familial pressure for the young person to stay in the gang “there were two interesting cases. One where the parents wanted the gang protection, if my kid is associated with this group...my kid will get to school, or i’ll be able to get out of my house. There are also family members associated with gangs so you can imagine trying to change the perspective to say this is not the best outcome for the family but this is always the way they have done things [Helen, FFT Trainer]. Interestingly, research I have undertaken in the UK found that “familial disengagement” can be a barrier to a young person moving into a job.
members “worry about their children’s futures, and most said they would strongly work to keep their kids from joining a gang” (University of Tennessee, 2012; 109)

3.3 Outreach strategies
Outreach is gaining more and more recognition for its significance in recruiting a more hard-to-reach and long-term disengaged youth population; street outreach is now considered an important component of gang reduction strategies (National Council on Crime and Delinquency, 2009). I was interested in learning about outreach strategies for hard-to-reach young people, including collaborative approaches, backgrounds of outreach workers, and marketing material used. In addition, I will include the outreach worker’s relationship with the young person.

Outreach workers
Amy, the Director of Crown Heights, explained that the term ‘gang’ is not used for the outreach process; instead, outreach workers aim to reduce violence in a small, target area, which is often associated with gang involvement. Outreach staff are hired due to their previous “lived experience”, their knowledge of the area and the young people within it. Amy explained that the outreach workers were previous a problem but “now want to be part of the solution”. Community Mediation Services uses a similar method with their “Credible Messengers”. The importance of staff having knowledge of the area is believed to be the success of the Cure Violence model as “they know better where it’s [violence] taking place, what’s happening, who has done what…they can take us to places where no man has gone” (John Thompson, Yonkers YMCA); the importance of recruiting those with lived-experience was also highlighted by the school programme Council for Unity (who do not undertake outreach activity but still believe it is important to have staff with a “history that can reach out” to the children”, Rick Brown, Council for Unity). Across the Cure Violence models, Outreach Workers are recruited through a panel involving young people.

Models also use female outreach workers:
“There’s something true about men here in the States…when someone seems like mum and they come in, a man will straighten up very quickly for his mother, not for another man…we’ve found some great successes” (John Thompson, YMCA)

Many of the organisations I met with undertook street outreach. For example, Community Mediation Services focused on housing developments, where they would knock on doors and
leaflet the area. The Cure Violence model at Yonkers YMCA also targeted housing developments to identify young people in need:

“The outreach workers will work in housing developments and the housing staff will tell us ‘these are the kids you need to talk to’” (John Thompson, Yonkers YMCA)

The Cure Violence outreach worker is also a mentor, meaning that each advocate recruits their own young people, with a caseload of around 12 to 15 at a time. This is believed to be a success as a relationship is developed with the young person and the individual providing the support from the start.

Whilst Crown Heights has its own centre, outreach workers spend around 80% of their time on the street, delivering support and conducting outreach in the young people’s environment. This, again, was believed to be an effective delivery mechanism:

Outreach staff across the Cure Violence programmes I met with work late at night (sometimes until 2am) with a staggered schedule, which can be changed based on current crime trends. The Cure Violence programme at the YMCA in Yonkers are “ready to be on the streets at any time in the summer” as this is when there is a spike in violence; this meant that outreach workers had a flexible schedule. Ron Barrett and Community Mediation Services provide on-call numbers 24 hours a day.

3.4 Mentoring relationship
The importance of an intensive relationship was a theme featured in a number of interventions I witnessed. Ron provides intensive mentoring relationships for under 16s as an alternative to incarceration – he is on-call for young people and checks in on them even after they have entered employment. I was pleasantly surprised that the officers who delivered the G.R.E.A.T initiative maintained a positive and long-term relationship with the young people they helped – Officer Stephanie told me how she had been invited to celebration events by the individuals who had once been a child on the programme.

Staff highlighted that an intensive relationship needs to be built with the young person to reduce attrition and encourage engagement to the project. Outreach staff on the Cure Violence model met with young people a number of times before signing them up to the support: “It might take weeks before a young person agree to be part of the programme, or before they’ll leave their
neighbourhood because they are afraid of the violence they have caused” (John Thompson, YMCA). Young people at Community Mediation Services have an intensive relationship with a primary and secondary mentor, meeting between seven and 15 hours a week.

The importance of role models

Officer Holmes from the Police Athletic League explained the gap addressed by this intensive relationship, as shown below

"I'm a male figure in these guys' lives. A lot of them have no father, a father in prison, or a father deceased...we are considered role models"

Intervention workers addressing a gap in male role models was also discussed by Functional Family Therapy staff, who use a male therapist when there is no father in the life of the young person. It is important to consider any life experiences of the young person when matching them to support workers, as highlighted by the FFT outreach worker:

“We have male therapists that we might allocate to a child that doesn't have a male figure. It's to do with who you match...we've had switches of therapists. We have had some referrals where the kids have been sexually molested so sending a male therapist to this young lady’s house is not going to be a good fit....It's about matching completely to the household”

To encourage a relationship and retention for the Functional Family Therapy model the young person is called within 48 hours of being referred to the model. This was believed to increase conversions from referrals to active clients and reduce attrition. This model also put the onus of engagement on therapists, who are required to report back to their managers on how they have used relentless creative methods to engage and retain families. “you have to have relentless therapists...if the family doesn't engage it is the therapist's challenge...we have a high
engagement rate...that’s why you have a smaller caseload so you can really focus on engaging this family” [Helen]. The importance of having a small caseload was also highlighted by the Cure Violence models, where staff oversee no more than 15 young people – quality assured by the database, which I discuss later.

Mentors also encourage young people across the programmes to be open with their emotions – this ranged from a “check in” at every Council for Unity class to an interactive journal to write down thoughts for group discussions at Community Mediation Services. Group mentoring sessions were run by Ron Barrett where young people could discuss their concerns – at the start of this group young people were required to sign behaviour contracts agreeing that they would not talk about their neighbourhoods or wear gang colours; establishing a gang-free environment. Group sessions were also implemented by Community Mediation Services, who run sessions over hot meals.

3.5 Longevity of programmes

A number of the schemes I learnt about did not have a set journey for the beneficiaries, with young people staying on the programme for a number of years or receiving mentoring even after they had entered work or higher education.

“young people stay until they change or die. This is based on hiring the right people from the area, maybe they’ve seen the young people grow up or have a reputation in the community.” (Amy, Director of Crown Heights)

This included:

- The Police Athletic League where children can attend from aged six to 18, with many children starting young and only leaving when they go to college. This consistent support was attributed to reducing homicides in the locality as young people had “structure, rules and know they are safe” (Officer Holmes)
- Cure Violence – across the programmes I visited, young people were allowed to stay for as long as they needed to. Delivery was amended to each young person’s needs. A relationship is maintained if a young person goes to prison.
- Council for Unity who believe that “Children join Council for Unity for life” (Rick Brown, Lead at John Dewey High School)
- Ron Barrett who amended his delivery according to the young person’s needs and supported them post-employment and if incarcerated.
Interestingly one programme director highlighted the negative consequences of long-term support receiving to “serial programmers” who look for support but are not interested in changing.

3.6 Amending delivery for females

Whilst a few of the programmes I visited either targeted males or provided support for more males, I was interested in learning from how support was changed for young females. Ron Barrett explained that he was getting more young girls on his programmes than ever before with a greater demand to amend programmes to the needs of females.

Council for Unity wishes to increase confidence and self-assurance amongst young females, including through guest speakers who were former prostitutes. Girls are taught that they should not have to diminish themselves to get into a friendship group:

“[we teach girls] if you have to diminish yourself to get into this gang then they’re not really your friends. If you have to have sex with 15 men in the same day how can you say that they’re your friend?”

Community Mediation Services provided single-sex group sessions, called Sister Groups and Male Empowerment; both groups include sessions on self-worth. Life on Point teaches young people to say no to pressure for sex.

3.7 School-based programmes

The needs-assessment conducted by the Center for Applied Social Research highlighted the need for initiatives to address the perception of gangs in schools and as an effective effort to reduce the influence and susceptibility of gangs. This was following findings from their student and staff survey.

I arrived in America just before the schools broke up and was lucky to attend a high school to meet with the lead of the school-based initiative Council for Unity which runs classes during the school day and after school. Delivery staff hold lessons on a number of social issues, including violence, lone-parent families, and negative peer pressure; this also included trips to prison (comparing it with a trip to college or employment and showing the young people the effect of their choices), and talks by ex-gang members. Delivery was also adapted to the school’s needs: “if we know a school has a big gang problem I’ll bring one of my ex-gang members in to work with the young people” (Rick Brown); this was believed to act as a deterrent and also to
encourage engagement between the young person and delivery staff. This programme is designed to be a preventative and an intervention.

G.R.E.A.T is delivered in middle and high schools by police officers to a set class, rather than identified or targeted individuals. Children are actively taught how to avoid gang pressure through role play and discussion.

“Young people out there need a way out from gangs. This course gives them the tools to get out of the influence of peer pressure” (Captain Weaver, G.R.E.A.T training).

Police officers also address the myths and facts about gangs, giving young people the opportunity to ask questions. The model encourages young people to make healthy life goals, decisions and behaviours, encouraging them to think about their goals and the negative influences of gangs or anti-social behaviours when they are faced with negative peer pressure. I was impressed with the life coping skills young people were provided with and how open discussions were held on issues often overlooked in schools.

Ron Barrett is often asked to attend local school to run sessions for school children to quell any positive misconceptions about gang-life – this may be a preventative measure undertaken by the school or a response to new knowledge about a gang problem within the school. Ron showed me the hard-hitting videos and case studies he used for school sessions. These were incredibly effective and showed the true, gruesome consequences of gang involvement; videos also included interviews with ex-gang members who explained how young people would be targeted by gangs under the pretence that they would become ‘family’ and ‘looked after’.

Schools were also used as a referral mechanism. The Police Athletic League held stalls in schools to advertise their after-school programmes, which increased membership. The summer camp run by police officers in Philadelphia asked schools which children had no support or emotional support at home, to identify children who would benefit from the summer scheme.
### 3.8 Referral sources

**Police**

Whilst I was in America there was a number of high-profile events depicting a negative image of police officers, especially with ethnic minority young people. This was highlighted by Officer Holmes from the Police Athletic League:

“People perceive us because of what they hear through the media…it just so happens that most of the stuff they hear through the media is negative stuff about police officers, so PAL is a way for people to know that you do have officers out here doing good…and you can count on them if you need to”

I became interested in learning more about the cohesion strategies police had in place and the barriers to achieving cohesion. The police officers from the Police Athletic League and G.R.E.A.T. explained that support is always delivered in uniform; this positive exposure to police in a casual and athletic environment “sheds the negative opinion of police; I love my job!” (Officer Holmes). This also encouraged young people to attend the centre and class as “they know we are police officers; they know they will be safe”. In addition, staff believed that “these kids are more likely to report something to you than a police officer in a car” (Officer Stephanie)

Staff across non-police programmes also get referrals from the police, who highlight families and areas to target, and some programmes have worked with Family Courts to provide alternatives to incarceration.

**Community/Faith Based Organisations**

Outreach staff work closely with neighbourhood leaders and churches to identify and target violence-affected young people. “We talk to the community leaders, the store owners, other business owners…we continue to find out everything about that neighbourhood and who is causing the trouble.” (John Thompson, Yonkers YMCA)

**Hospitals**

One of the Cure Violence Models was based at the Jacobi Medical Center in the Bronx. If a young person comes in who has been assaulted, stabbed, or shot they are connected to the outreach worker to recruit them onto the programme (they are only eligible to sign up to the support if they live in the target area, but are signposted to other support if they do not). Erika Mendelson from the Jacobi Medical Center believed that there was a demand for this hospital component because it is a “vulnerable moment for these people…it’s a good time to engage them”. This referral stream was also identified by Crown Heights, whose staff receive a call when a young person has attended hospital with a gun-related injury.

**Prisons**

Cure Violence YMCA held mentoring every two weeks at local prisons. Individuals who were due to be released soon were required to attend these sessions. Council for Unity run sessions in prisons – offenders undertake group work where they write letters to their loved ones to explain the consequences of their actions.

**Youth Courts and Probation Services**

Functional Family Therapy identified cases with high youth violence and risk to signpost young people onto the model.

**Siblings**

Cure Violence and Ron Barrett received referrals from older siblings who had been on programmes and who were now worried about their young siblings.
3.8 Community mobilization - cohesion strategies and interventions

“...the gang problem touches everyone in the community...The gang problem is at heart a community development problem” (The University of Tennessee, Chattanooga; 2012;4).

The needs-assessment undertaken by the researchers in Chattanooga, Tennessee, found a high level of distrust across the community, more prevalent in areas impacted by gang activity. This included a distrust of local government, after perceived successful programs were cut. All of the projects I visited had community cohesion included in their strategy. This included targeting poor and ethnic minority communities and events to reengage excluded young people back into the community.

Charities held community celebration events to increase awareness in the community and to encourage community cohesion. This included events aimed at the elderly, to encourage them to welcome previously troubled young people back into the community. I was lucky enough to attend one of these events hosted by Crown Heights, where outreach staff and young people invited the community to celebrate the accomplishments of the organization; and police and staff reiterated the ethos of the charity. This felt like a community response to the gun problem. Community events are marketed as celebrations and engagements, encouraging the community to work together to reduce youth violence, making the organisation’s presence known in the area and thanking the community for any input they have made.

In addition, Cure Violence hold peace walks in response to shootings and murders, attended by members of the community and sometimes family of the young person who has died. LISC aim to get funds to people who would not normally receive it from private establishments, examples of excluded target groups are African American communities. This includes investing in the locality through working with local groups and police to award grants for regeneration in the physical environment. In addition to this, financial education is provided to residents in the area.

Officers I spoke to from G.R.E.A.T and PAL discussed the need to create positive relationships with the community and young people; it was believed that the frequency of contact with officers in a school setting broke down any pre-conceptions young people had created or gained through the media or family members. Modules of G.R.E.A.T include protecting your community
where children are discouraged through role play from committing anti social behavior, such as graffiti, in their neighbourhood.

Police in Albany offered young people the opportunity to become involved in Youth Police Initiatives, where young people from the community are paid to help officers deliver community events, sports events, and public events. “it’s about getting the officer and the youth connected and breaking down the barriers; one of our major goals is to win over generations…and for officers to see that the young people are not trouble, they are just kids” [Brendan Cox]

Cure Violence at the YMCA strategically developed relationships with shop owners, community leaders and parents in the community to identify young people who need their support.

Community Mediation Services in Queens arranges for their young people to run community benefits, to enable the community “to see them in a different light” (John Harrison, CMS).

One way of encouraging a community response to the problem is to up the profile of the organisation in the locality. Crown Heights is well known in the community through their high profile marketing material and community events. I was really impressed with the established marketing material used by the programmes to establish their reputation and encourage participation and self-referrals. This also “spreads positive norms that violence is not acceptable” [Amy, Crown Heights].

Street outreach teams wore branded t-shirts so that young people and communities could recognize them. In addition to this, leaflets were dropped into housing estates, posters were stuck in shop windows and other branded material was distributed at community events – the existence of posters and material in the locality was to show that the area supported the initiatives and to encourage awareness of the support. “The branding is a very important thing. How do they [young people] know where to go to?” (John Thompson, YMCA Yonkers). Examples are shown below, these are from the Crown Heights’ project.
Such marketing material establishes a reputation which results in young people dropping into delivery centres or calling up support staff. This was the case for the Police Athletic League and Community Mediation Services who are both based in a low income area; Community Mediation Services also entices young people in through providing food services. Ron Barrett was so established in his area that he had young people and adults who were at-risk of gang involvement self-referring themselves. Ron played me a few voicemails he had received from people asking for support; a few of these stayed with me; one from a man who described himself as “a dead man walking” and had heard that Ron was “the man to help him get out”; another from a young girl who was desperate for his support as she had been “sexed in” to a gang – this young girl had been gang-raped at a party. What stayed with me is who would these individuals have called if it were not for Ron – he had successfully helped them to move away from the gangs.

3.9 Emphasis on employment

In this study, I decided to include the employment strategies of programmes due to the correlation established between youth unemployment and gang membership; a study of gang members found that only 17% were employed, whilst 66% classified themselves as “unemployed”. (Santacruz et al, 2001)(Fandoa Jutersonke et al, 2009). This was of particular
interest to the youth charity I work for, whose ethos is to encourage young people into education, training or employment.

All the programmes had a jobs skills element. These included resume writing, mock interview days, preparing young people for post high school finance, and future renting. Such support was believed to encourage retention after the young person had started on the programme(s) as “young people have to see the need for the programme…they have to know what they will get out of it, whether it be networking, jobs skills, a career” (Rick Brown, Council for Unity). Paid work experience and roles was a theme identified in my discussions. Crown Heights believe that their work programme is one of the most successful elements of their support. Young people are paid every time they turn up, which accumulates to around $1,300 for nine months. Yonkers YMCA had established such a good relationship with the housing authority that they set up a summer employment programme for the young people, where 16 youth were employed to paint lines, fix staircases and do general repairs; this had reduced the young people’s negative behaviours:

“not one arrest, not one negative interaction with a police officer, no drug issues – the entire group [of employed young people] who had a history of violence did not engage in any negative activity during the summer they were employed…because of their employment their participation in violent activities went down” (John Thompson, YMCA Yonkers)

Ron Barrett secured a network of employers willing to take on paid young people – he agreed that these young people would not have secured employment if it were not for his actions. In order to teach these young people about money management they had to agree to set up a bank account and put some of the money away each month.

Programmes also encouraged young people to consider different career paths, such as vocational options, for example Cure Violence at the YMCA in Yonkers trained young people to become personal trainers and life guards, allowing young people to utilize the facilities at the centre. Staff wanted young people to utilize their skills, currently used for negative actions, for positive employment, as highlighted in the quote below:

“We constantly remind our staff to tell our young people ‘you’re just as intelligent as the Corporate Executive; you’ve been running a drug trade in the neighbourhood for 10
years. You can run another business, you just have to change your methods and what you are selling” (John Thompson, Yonkers YMCA)

Other services enabled young people to take High School qualifications and graduate, after they had previously dropped out.

In addition to job skills, young people are taught about healthy eating, and have a gym membership paid for (YMCA).

Whilst providing job links was seen as a positive element of all programmes, staff highlighted the challenge of encouraging employers to agree to take on a young person. Ron Barrett suggested that this could be overcome by being open with the employers about the backgrounds of young people and supporting the employer to prepare for the young person. He would also check in with the employer at three and six months after the young person had started. Ron Barrett runs a tattoo removal programme with the assistance of a volunteer doctor. This enables young people to have gang associated tattoos and body marking to allow individuals to make a positive transition.

4. MONITORING AND EVALUATION

Monitoring progress and evaluating outputs and processes is the key to constantly improving the performance of an organisation.

**Monitoring** is collecting data against a plan (i.e. the strategies to address gang involvement). The information can be about activities, beneficiaries, and outside factors influencing the organization. This data is used to report on the project and help to evaluate.

**Evaluation** uses monitoring and other information collected to find out the value of projects and what it has achieved. It is also about using the information to make changes and improvements. (Charity Evaluation Services)

4.1 Monitoring data

I was interested in the monitoring data collected on young people who are outreached and/or recruited for programmes – that is, the background information collected on each participant and any activity data recorded.
Cure Violence uses a database to capture participation information on all young people they support and outreach. Information on date of birth, gender, race, educational attainment, previous offences, parole and previous employment is captured, as well as more discursive background needs. In addition, the database captures data related to community activities such as celebrations and events, violent incidents, community mobilisation, public education distribution and conflict mediations. This database enables reporting on shooting and homicide trends, programme indicators, participation, performance, and support activities (namely working to change attitudes towards use of violence; assisting with changing behaviours; assisting with obtaining new skills; and assisting with overcoming barriers). As staff deliver support on the streets, they are able to enter the data on their smart phones.

Cure Violence aims to work with young people with the highest risk factors. These are determined through the participation information captured at sign-up or “intake form” i.e when they have been signposted to the programme through outreach workers. Outreach workers are asked to tick which of the following apply to the participant

- Gang/group/clique/crew involvement – participant is thought to be a member of a gang known to be actively involved with violence
- Key role in gang/group/clique crew – participant is thought to have key role in gang known to be actively involved with violence
- Prior criminal history – including crimes against persons, pending or prior arrests for weapons offences
- High-risk street activity – participant is involved in street activity highly associated with violence
- Victim of shooting – shot within last 90 days
- Someone close to participant (family member or gang/group/clique/crew etc) recent victim of shooting; shot within last 90 days
- Between the ages of 16 and 25
- Recently released from prison; underlying offence was a violent crime

Following the risk factor assessment, an outreach worker completes a risk reduction plan for the young person, which is updated monthly to capture the young person’s progression and to amend the support for the young person.

Throughout the support, outreach workers capture local outcomes for the client. This includes the client’s change in employment status (including where they work and start date), their level of effort in employment, whether they are actively seeking employment, whether the worker has assisted with job-readiness (i.e. clothes, ID, bank accounts) and job preparation (practice interviews, applications etc), and the client’s employment goals.

Whilst the majority of support by Cure Violence Crown Heights is undertaken “in the street”, when young people are signed up to the support they must attend the centre on one occasion to
activate their profile – this enables more staff to meet the young people and quality-assure participation numbers and to ensure that outreach workers are recruiting clients with the highest risks.

**Activity monitoring**

External to client monitoring data, outreach workers and violence interrupters log their daily activities, shown below.

![Staff Daily Log Sample](image)

Violence interrupters and outreach workers also capture conflict mediation activities which capture the strategies used by staff in the field and the characteristics and location of violence, to identify demands and provide intelligence. A screen shot of this data capturing form is shown below.
As Cure Violence aims to work with young people indefinitely, the outreach workers are able to update the young person’s status on the database if they are incarcerated, move away from the area, receive inpatient treatment or lose contact for a while; this allows the person to come back to the system if they are released or come back to the area. When a participant’s profile is “closed” on the database, outreach staff fill in an exit form capturing date of last contact, reason for closure, changes in attitudes towards use of violence etc, changes in violent behaviours (using non-violent strategies for conflict resolution), new skills obtained, and barriers overcome.

Functional Family Therapy also maintains a database to capture support. Therapists update the database after each support session, capturing how the family is doing, why they might become disengaged with the support, what went well and did not go well in the session, what the therapist might need to do, and what they did not get to do in the session. The model is data-intensive – enabling staff to quality assure therapists’ working, checking time between referral and first phone call, referral and first session and time between each session. If there is a sequence of ‘no shows’ recorded then the therapist is asked to create an action plan to get the family back on board.

Council for Unity captures profile information for each participant. This includes family dynamics (e.g. lone parents and siblings), race, languages and household occupants. In addition to this, the baseline form captures whether the young people feel safe in their school and neighbourhood, whether they are likely to carry a weapon, whether they have been involved in a fight, and if they would help someone who was getting bullied. The impact of the programme is measured through a follow-up form, which captures changes in attitudes and behaviours captured on the baseline form; in addition to this mentors recorded changes in behaviour (such as involvement in violence or drugs) and whether the young person is now considered ‘job ready’ on a young person’s record.
Community Mediation Services asks every client to fill in a background information form, which captures family history, economic background, previous incarceration, employment history and any changes in schools.

### 4.2 Evaluations of initiatives

I was impressed with the experimental evaluations of programmes that had been undertaken.

Life on Point randomly assigned students to treatment \( [n=39] \) or control groups \( [n=38] \). The treatment group was assigned to the programme during the fall semester; to reduce bias from resentful demoralization, the control group was told that they would participate in the programme during the spring semester (which was after the evaluation concluded). Both groups completed anonymous baseline and follow-up questionnaires which included statements such as\(^2\):

<table>
<thead>
<tr>
<th>Statement</th>
<th>Treatment Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Getting drunk every once in a while fits with the kind of person I want to be”</td>
<td></td>
</tr>
<tr>
<td>“Having sex every once in a while fits with the kind of person I want to be”</td>
<td></td>
</tr>
<tr>
<td>“I do my best on all my school assignments”</td>
<td></td>
</tr>
<tr>
<td>“I want to drop out of school as soon as I can”</td>
<td></td>
</tr>
<tr>
<td>“If my best friend offered me an illegal drug and I did not want it, I am sure I could say no”</td>
<td></td>
</tr>
<tr>
<td>“If my friends wanted to skip class with me and I did not want to, I am sure I could say ‘no’”</td>
<td></td>
</tr>
<tr>
<td>“I can make choices that will have a positive impact on my future”</td>
<td></td>
</tr>
<tr>
<td>“Planning for the future is a waste of time for me”</td>
<td></td>
</tr>
<tr>
<td>“I have close friends who want me to do well in school”</td>
<td></td>
</tr>
<tr>
<td>“I have close friends who encourage me to make decisions that are good for me”</td>
<td></td>
</tr>
<tr>
<td>“This group has given me information to help me make smart choices for myself” [only given to treatment group]</td>
<td></td>
</tr>
<tr>
<td>“The adult leader in this group had a good relationship with me” [only given to treatment group]</td>
<td></td>
</tr>
</tbody>
</table>

The analysis of the results showed that Life on Point participants’ average positive scores increased across all of the target development domains [healthy choices, academic attachment, resisting peer pressure, positive social support, and positive life vision]; these scores decreased or remained constant for the control group. The statistical tests applied to these results found them to be statistically significant.

\(^2\)NB: the statements include positive and negative statements. The negative statements would have been reverse scored.
Another example of experimental evaluations I was exposed to is currently being undertaken by Department of Criminal Justice and Criminology at the University of Maryland. I met with Brook Kearley from the University who shared with me the research tools and impetus. The research is modifying the Functional Family Therapy to support young people in gangs. A population of males aged 11 to 17 who are gang-associated are randomly assigned to the “Functional Family Therapy – Gang” programme or “treatment as usual” condition, which will involve another family support programme. An impact evaluation will determine outcomes for each research group. Youth and their families conduct baseline surveys and six months follow-ups, supported by data from court records. In addition, staff measure conversion rates from referrals.

“for this study we are working with the Philadelphia Family Court with juvenile probation and one judge who hears a large proportion of the violent cases...we identify people through working closely with police and probation to identify areas of risk and our pool of eligible youth come from those neighbourhoods and zip codes considered highest risk for youth violence. We have age criteria, looking just at juvenile males at this point...that are residing in these zip codes...we leave it to the discretion of the judge and probation officers to determine who is appropriate for this intervention...the judge will order them to family therapy...The youth are randomised into the FFT-G condition or another random family support programme. We hope to randomise 180 families into the study.”

The study will enable researchers to see if FFT can be successfully amended to treat gang affected youth. The Functional Family Therapy Team used a number of pre-existing scales to measure short and long term outcomes. These include scales to capture attitudes toward child substance use, confident in parenting and supervision, and the Family Environment Scale. A full list of target outcomes is included in the Appendices.

Other independent evaluations have shown FFT to be effective, having a number of positive outcomes for youth from diverse ethnic and cultural backgrounds, including:

- Significant and long-term reductions in youth re-offending and substance use;
- Significant effectiveness in reducing sibling entry into high-risk behaviours;
- High treatment completion rates; and
- Positive impacts on family communication, parenting, and youth problem behaviour; reduction of family conflict.
John Harrison from Community Mediation Services provided me with data tools used at the baseline and follow up stage to assess distance travelled for young people on the Arches programme, shown in the appendix.

The follow-up form used to evaluate the impact of their Arches programme and to assess attitude and behavior changes is shown in the appendix.

Additional examples of evaluation data collected from clients by programme staff I met with included level of attendance and retention, progress on model (Functional Family Therapy), job outcome, and educational outcome. External evaluation data collected including incidence of shootings and youth violence in the targeted neighbourhood.

5. RECOMMENDATIONS FOR THE UK

Finally, I conclude by sharing learning that can be applied to the UK. I was very impressed with the projects and data tools I came across in the USA. I would like to highlight the following recommendations:

- Consider amending or implementing surveys of young people – the youth charity I work for conducts an annual youth population survey. I would suggest considering capturing attitudes towards crime/gang involvement.
- Outreach strategies – I was so impressed with the outreach strategies I witnessed. I have come across a number of innovative outreach mechanisms in the UK, but would suggest that we can learn from those undertaken in America.
- Marketing material – the hard-hitting marketing material really makes an impact, resulting in community engagement and self-referrals.
- Vocational training – develop non-academic opportunities for young people, as an alternative to criminal behavior. Explain how the “skills” they have learnt in gangs can be applied in the workforce. Network with training providers and employers who are willing to take on these young people.
- Research methods – building on the methods used by universities in America, who have been focused on this issue for a greater length of time
- Build programmes in schools – those that change the perceptions of gangs and highlight the negatives of association. In addition, those that address the relationship issue between the police and young people.
- Invest in community cohesion strategies – get the neighbourhood or community leaders behind an initiative to reduce aspects of youth disengagement.
- Working with families – whilst Functional Family Therapy has been implemented in the pilot areas in the UK, charities and other support groups could look at the possibility of expanding their support to families. When I undertook interviews with mentors at the charity for whom I work, a barrier to young people entering employment was believed to be “familial unemployment”.
- Training for school and youth workers – recognizing negative behavior
• School and prison programmes that include an entrepreneurial/job dimension - teach young people about business, safe and legitimate ways to earn money, job application skills and vocational training.
• Athletic interventions – including after school, evening and weekend programmes. Keep the young people busy to prevent crime through boredom.
• Alternatives to incarceration – a number of the organizations that I met explained that they worked with the justice system to provide alternatives to incarceration.
• Outreach workers must be able to connect to the targeted youth
• In-house Evaluation Teams consider using experimental designs for evaluations and using statistical software, such as SPSS, to assess the significance of findings.
• Reducing attrition – requiring staff to be responsible for retaining clients by reporting back to managers how many times they have attempted to contact the young people, what creative methods have been used, and discuss options to re-engage the young people.
APPENDIX

Additional organizations I learned from

Department of Youth and Family Development, Chattanooga

I met with Jason Mckinney from Chattanooga’s Department of Youth and Family Development. They offer a variety of programmes, activities and classes for young people delivered after school in 18 centres across Chattanooga. These include leadership classes, career development, field trips to higher education establishments, mentoring and peer bonding. The target group is inner city youth who are education underachievers and have poor school attendance. They wish to keep young people active and engaged, including after school.

Local Initiatives Support Corporation (LISC)

The Local Initiatives Support Corporation (LISC) is dedicated to helping community residents transform distressed neighbourhoods into healthy and sustainable communities of choice and opportunity — good places to work, do business and raise children. LISC mobilizes corporate, government and philanthropic support to provide local community development organizations with:

- loans, grants and equity investments
- local, state-wide and national policy support
- technical and management assistance

Brendan Cox, Police Chief Albany

Mr Cox and Ron have established a relationship which enables the police to refer to Ron’s programme. Brendan Cox highlighted the importance of using neighbourhood officers to undertake outreach and support. He has a team to identify young people at-risk of gang involvement or influenced by gangs; these young people are assigned to a community officer who will meet the young person to see what support they need to encourage positive behaviour, referring the young person to a support programme like Ron’s. The officers are well accepted and “ingrained in the community, as they grew up in the neighbourhoods” – Brendan Cox explained that this meant the community responded positively to the police presence.
Functional Family Therapy Logic Model

Program Components:
Phases of Family Therapy

Engagement
Goals: Develop positive perception of therapist & program; facilitate family’s willingness to attend first session

Motivation
Goals: Increase hope and motivation for change; reduce negativity and blaming; address risk factors associated with treatment drop-out

Relational Assessment
Goals: Identify relational functions, needs, & hierarchy within the family

Behavior Change
Goals: Build youth and family member skills and address family interaction patterns related to specific parenting problems

Generalization
Goals: Increase family resources and extra-familial support, minimize and generalize changes; relapse prevention

Proximal/Short-Term Outcomes

 Decrease Risk Factors

Increase Protective Factors

Distal/Long-Term Outcomes

 Youths Remain in the Home

Improved Family Functioning

Reduced Delinquent Behavior

Improved Mental Health

Reduced Substance Use

Higher Treatment Completion

Improved Mental Health

Reduction in Sibling Court Involvement

Reduction in Criminal Recidivism

Created in collaboration with FFT, Inc. Revised April 2014.
Functional Family Therapy – Gang Logic Model
## Scales included for needs-assessment of Functional Family Therapy Model

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Parent / Child</th>
<th>Scale Name</th>
<th># Items</th>
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<th>Source</th>
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<tr>
<td>Short-term</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent's and child's behavior and attitudes</td>
<td>P and C</td>
<td>CES-D</td>
<td>14</td>
<td>0.86</td>
<td>Radloff, L. (1977).</td>
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<tr>
<td></td>
<td>P</td>
<td>Involvement in Substance Use</td>
<td>12</td>
<td>--</td>
<td>Thornberry, T. et al. (2003)</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>Attitudes toward Child Substance Use</td>
<td>11</td>
<td>0.64</td>
<td>Cowan, D. and Gottfredson, D. (2000)</td>
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<tr>
<td>Parenting attitudes</td>
<td>P</td>
<td>Confidence in Parenting</td>
<td>4</td>
<td>0.52</td>
<td>Cowan, D. and Gottfredson, D. (2000)</td>
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<td>Parental supervision</td>
<td>P</td>
<td>Parental Supervision</td>
<td>6</td>
<td>0.77</td>
<td>Thornberry, T. et al. (2003)</td>
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<tr>
<td></td>
<td>C</td>
<td>Supervision</td>
<td>13</td>
<td>0.65</td>
<td>Thornberry, T. et al. (2003)</td>
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<tr>
<td>Communication</td>
<td>P</td>
<td>Parental Consistency of Discipline</td>
<td>6</td>
<td>0.75</td>
<td>Thornberry, T. et al. (2003)</td>
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<tr>
<td></td>
<td>C</td>
<td>Communication</td>
<td>11</td>
<td>0.76</td>
<td>Thornberry, T. et al. (2003)</td>
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<td></td>
<td>C</td>
<td>Positive Parenting</td>
<td>8</td>
<td>0.82</td>
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<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eco-systemic support</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Albany Gang Logic Model

**PROBLEM**

Youth gangs are becoming more prevalent in the City of Albany.

**SUBPROBLEM(S)**

Youth In Albany face a myriad of challenges that would make an association with gangs attractive.

**ACTIVITIES**

Program staff will meet with local school agencies, CDCs, and schools, as well as the law enforcement agencies to identify youth most at risk of joining gangs.

Program staff will establish contacts and develop a relationship with identified youth.

Staff will use at-risk youth in gangs and continue to monitor their contact to identify community programs.

Staff will counsel youth in removing the youth, their peers, and family members from gang activities.

**OUTPUT MEASURES**

150 youth will make and develop an association with gangs.

90 of the targeted 150 will become involved in safer, alternative activities.

**OUTCOME MEASURES**

短期

Youth will enroll in healthier, safer activities and not become targets for gang.

长期

Youth will be able to reduce the lure of gangs, and become able to find safer options for their free time.
Evaluation questions for Arches Programme

Arches Pre and Post Self-Evaluation

We would like to gather some information about the things you learned while participating in this program. Your responses are confidential (meaning your identity will be kept private) and voluntary (meaning you do not have to complete this form if you do not want to). You can leave any question blank, and you can also choose not to complete the questions once you begin. The answers you provide will not be singled out; we will look at everyone’s answers together.

**Please rate your agreement using:** 1) Strongly Disagree; 2) Disagree; 3) Agree; 4) Strongly Agree

<table>
<thead>
<tr>
<th>As a result of participating in this program:</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I make good decisions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. I make friends easily</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. I feel comfortable in social situations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. I can handle problems that come up in my life</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. I can manage my emotions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. I can handle being disappointed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. I am aware of other people’s needs in social situations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. I have goals for my life</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. I know what I want to do for a career</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. I am interested in learning about careers I could have</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. It is important for me to do the right thing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. I try to do the right thing, even when I know that no one will know if I do or not</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13. It is important for me to do my best</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. If I promise to do something I can be counted on to do it</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. I am able to stand up to peer pressure when I feel something is not right to do</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. I have a wide circle of friends</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17. I think it is important to be involved with other people</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. My friends care about me</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19. I feel connected to my teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20. Having friends is important to me</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>21. I feel connected to others in my community</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22. I have adults in my life who are interested in me</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23. I feel connected to my parents</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>
### Arches Pre and Post Self-Evaluation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. It is easy for me to consider the feelings of others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25. Other people's feelings matter to me</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>26. I feel accepted by my friends</td>
<td>0</td>
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</tr>
<tr>
<td>27. I have close friendships</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>28. I take an active role in my community</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29. I am someone who gives to benefit others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30. I like to work with others to solve problems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31. I have things I can offer to others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>32. I believe I can make a difference in the world</td>
<td>0</td>
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<td>33. I care about: contributing to make the world a better place for everyone</td>
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<tr>
<td>34. It is important for me to try and make a difference in the world</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

_Arnold, M.E., Nott, B. D., & Meinhold, J. L. (2012). The Positive Youth Development Inventory Short Version (PYDI-S). © Oregon State University. All Rights Reserved._
Arches Pre and Post Self-Evaluation

ATTITUDES
1. I view this program as an opportunity for behavior change.
2. I have a desire to be a positive role model for others.
3. I intend to spend more time around my positive influences.
4. I intend to avoid or cope with negative influences.
5. I have behavior change goals that are realistic, prosocial and meaningful.
6. I have personally important motivations for change.
7. I am willing to adjust or modify my action plan to further my change efforts.

<table>
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<tr>
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KNOWLEDGE
8. I am able to identify the feelings associated with my top three issues.
9. I am able to identify the behaviors associated with my top three issues.
10. I am able to identify the values that are important to me.
11. I am able to identify people, places and things that influence my behavior in positive ways.
12. I am able to identify people, places and things that influence my behavior in negative ways.

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SKILLS
13. I demonstrate to those around me the values that are important to me.
14. I have a network of individuals that support my change efforts.
15. I appropriately use self-rewards to reinforce my positive behavior.
16. I substitute problem behaviors with healthy alternatives.
17. I implement my ideas about how to spend more time around positive influences.
18. I implement my ideas about how to avoid or cope with negative influences.
19. I have access to supportive groups of people, services and other resources.
20. I can identify the action steps required of a larger behavior change goal.
21. I implement the action steps required of a larger behavior change goal.

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MENTORING
22. I can identify positive adult role models in my life.
23. I have supportive adults in my life who are helping me reach my goals.
24. I have supportive adults in my life that I can talk to about challenging situations.
25. I have adult mentors in my life who I allow to correct my behavior and attitude.
26. I can identify adult mentors in my life that I know I can count on to be there for me.

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Grand Total
Arches Pre and Post Self-Evaluation

ATTITUDES
1. List some of your behavior change goals

2. List some of the values that are important to you

SKILLS
3. List examples of how you spend time around positive influences

4. List examples of how you avoid or cope with negative influences

5. List some of the action steps you have taken towards achieving a behavior change goal

MENTORING
6. Identify some of the positive adult role models in your life

Print Participant Name: ________________________  Pre or Post Evaluation (circle one)
Community Mediation Services follow-up form

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<tr>
<td>1. I view this program as an opportunity for behavior change</td>
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<td>2. I have a desire to be a positive role model for others</td>
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<td>3. I intend to spend more time around my positive influences</td>
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<td>4. I intend to avoid or cope with negative influences</td>
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<td>5. I have behavior change goals that are realistic, prosocial and meaningful</td>
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<td>6. I have personally important motivations for change</td>
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<td>7. I am willing to adjust or modify my action plan to further my change efforts</td>
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<td>Examples of how they have spent time around positive influences</td>
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<td>18.</td>
<td>I implement my ideas about how to avoid or cope with negative influences [young people are later asked to provide three examples of how they have avoided or coped with negative influences]</td>
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**Mentoring**

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References


Centre for Applied Social Research (The University of Tennessee) and The Ochs Center for Metropolitan Studies (2012) Comprehensive Gang Assessment. Chilton, K; Mathis, R; Serrano, K; Medley, B; and Porter, M. Submitted to the City of Chattanooga on 13 September 2012.


