

Comprehensive Community-Wide Youth Prevention Plan

New Haven, Connecticut

**Prepared in Connection with the
Title V Juvenile Delinquency Prevention Program**

**Submitted to the State of Connecticut
Office of Policy and Management**

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City of New Haven and the New Haven Board of Education

**In Partnership with the New Haven Department of Police Services, Connecticut State
Department of Children and Families, the Yale Child Study Center, Citywide Youth
Coalition, and a Coalition of Community Partners**

*Facilitated by the Social Development Department
of the New Haven Board of Education*

Working Through the New Haven Prevention Policy Board

New Haven Youth Prevention Plan

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New Haven Youth Prevention Plan

I. Introduction: Community Vision for Prevention and Positive Youth Development

A. Vision

This Youth Prevention Plan was prepared under the auspices of the New Haven Prevention Policy Board, a body created to build on and extend the work of the New Haven Public School's Social Development Department in implementing the Safe Schools/Healthy Students Initiative. Formation of the Prevention Policy Board is a significant step in the mobilization of the New Haven community and all its resources to plan and carry out a broad prevention agenda aimed at supporting the positive development of all our 31,446 children and youth under age 18 (see sidebar).

Children in New Haven by Age Group, 2000

Age Group	#	%
Under 5 years	8,749	28%
5 to 9 years	9,051	29%
10 to 14 years	8,792	28%
15 to 17 years	4,854	15%
Total, under 18	31,446	100%

The vision of the New Haven Prevention Policy Board is as follows:

To ensure that all young people in our community have the skills, resources and equitable access to opportunities required for a successful transition into adulthood.

The realization of this vision will require all caring adults, in partnership with youth, to redouble their efforts to ensure that our limited public and private resources are applied in the most effective and efficient manner to deliver high quality opportunities and experiences to youth in our schools, our communities, our youth programs, and our health, social service and juvenile justice programs.

B. Outcomes

The Prevention Policy Board is building on a number of policy and planning efforts seeking to move the community and the systems that serve families and children to a more **outcome-driven approach**. For example:

- The **New Haven Board of Education**, as the first school district in Connecticut to champion and approve an Accountability Plan, has endorsed this philosophy and has begun to put in place the mechanisms to hold the people and structures that educate our youth accountable for results.
- The **New Haven Department of Police Services** has adopted a Strategic Plan that calls for increased dissemination of crime incident data and increased communication with neighborhood residents to solve community problems.
- The **Citywide Youth Coalition**, in partnership with the Consultation Center's Youth Training and Development Resource Center (YTDRC), is providing training and technical assistance to youth-serving agencies, and developing best practices models and standards for youth services based on a positive youth development model.
- The **Connecticut Department of Children and Families** is implementing performance-based contracts and focusing increased attention on the outcomes of its funded services.
- The **Youth Council** of the Regional Workforce Development Board is refining and instituting the performance measurement requirements of the Workforce Investment Act.

The Prevention Policy Board developed the following outcomes for children, youth and the prevention "system" – building on the outcomes identified through the Safe Schools/Healthy Students Initiative:

School Success

- Increased school attendance / reduction in truancy and other unauthorized absences
- Increased graduation rate, particularly for pregnant and parenting teens
- Increased percentage of students meeting state standards on Connecticut Mastery Tests

Safe Schools

- Decrease in frequency and severity of violent incidents on school grounds and in surrounding neighborhoods, including reduction in bullying, harassment and intimidation
- Reduction in the number of students on probation or in juvenile justice placements
- Elimination of weapon carrying or possessing in schools
- Reduction in suspensions and expulsions
- Increased perceptions of safety at school and in the community
- Improved perceptions of school climate

Engaged Youth

- Increased number of youth involved in community service and leadership (i.e., service learning, boards of local youth organizations and youth councils, hands-on “good works” in the community)
- Increased number of youth involved in after-school activities
- Increased number and percentage of youth engaged in career development and exploration activities and employment

Engaged Families

- Increased number of parents and other caregivers involved to a more visible degree in their children’s education and life
- Increased parenting skills to help provide guidance to children on substance abuse, sexual health issues, violence, criminal involvement and risky behaviors
- Reduced child abuse

Healthy Youth

- Reduced juvenile crime rate
- Decreased frequency and severity of substance use and possession on school grounds and in surrounding neighborhoods
- Increased level of behavioral health
- Increased knowledge of self-protective health issues
- Lower incidence of disease

Major Process Measures

- Children at risk of or subject to abuse and neglect are identified and referred to the state appropriately, consistently and in a timely fashion
- Children and youth exhibiting early signs of trouble are identified and referred for appropriate services
- Students with emotional and behavioral disorders receive prompt referral to mental health services and other supports
- Collaborative structures to facilitate cross-partner communications and work are strengthened
- Accurate tracking of the number and percent of children having access to quality before and after school experiences

Through the Safe Schools/ Healthy Students Initiative, the Social Development Department has begun tracking data on many of these outcome measures. Appendix 2 contains a number of these variables in the table of Risk and Protective Factors. A next step is to prepare regular reports on the data to inform the Prevention Policy Board and the broader community on how we are doing as a community, and to elicit ideas from the community for addressing critical concerns.

One of the major tools used to track student behavior and attitudes is the Social and Health Assessment (SAHA), a survey administered every two years to all 6th, 8th and 10th graders in the New Haven Public Schools in collaboration with the Yale Child Study Center. SAHA provides detailed trend data on high-risk behaviors and behavioral health issues, and is a valuable tool for use by school personnel in assessing the impact of social development programming and in planning their response to these issues.

C. Conceptual Framework

The conceptual framework for our Prevention Plan reflects a holistic, developmentally based, culturally sensitive, community-oriented and outcome-centered model of prevention. It builds upon previous models of prevention that have been proposed elsewhere in the scientific literature. Our model addresses the facts that:

- a) Children will not develop into happy, healthy, contributing adults unless we change the way they are taught and **nurtured**;
- b) Both **families and schools** must change their strategies towards raising our youth; and
- c) A new infrastructure that maximizes existing **community resources** and forges strong **partnerships** is needed in order for our children to develop into productive members of society.

For the purpose of this plan, the Prevention Policy Board has defined prevention as having three levels:

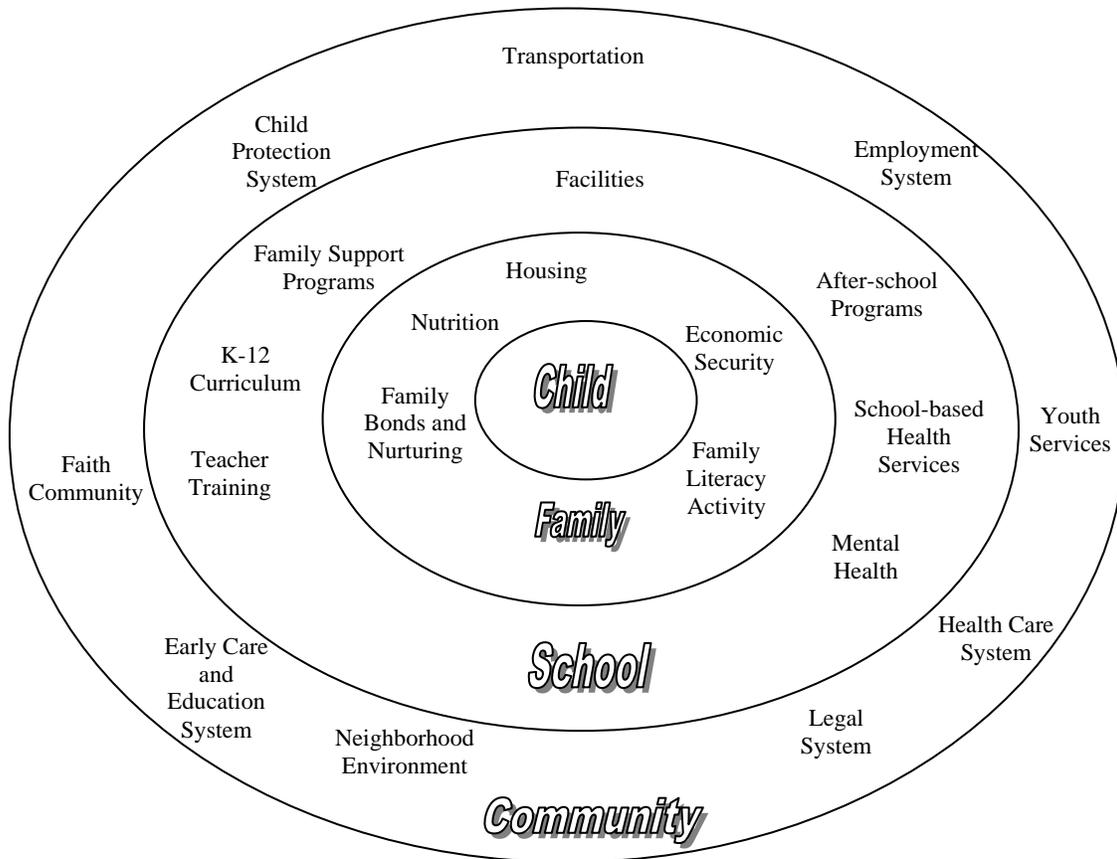
- **Universal/Primary Prevention:** Strategies applied to the general population with the purpose of preventing occurrences.
- **Selective/Secondary Prevention.** Strategies targeting a particular population determined to be at-risk with the purpose of preventing occurrences.
- **Indicated/Tertiary Prevention.** Strategies targeted to persons for whom adverse outcomes or problems have already occurred with the purpose of preventing reoccurrence.

Figure 1 illustrates our conceptual model with the child as the focal point, the family encircling the child, the school encircling the family and the community at large interfacing with all of these entities. Schematically this represents an oversimplification of the complex interplay that would naturally occur between all of these factors. Nonetheless, it will serve as our starting point and as the ‘connective tissue’ for laying the foundation of the strategies that we propose in the Plan.

Consistent with a risk and protective factor approach to problem behaviors, this model recognizes that no single cause may be related to the development of problem behaviors, rather that risk factors occur across all levels of the model including the individual, family, school and societal levels. Prevention efforts that are directed towards attacking multiple components are most likely to yield effective results.¹

¹ See Coie et al, 1993; Dryfoos, 1990.

Figure 1: Conceptual Framework for Child Development



D. Process

New Haven is a community in motion. The pace of community involvement and mobilization is accelerating as we attack the complexity of issues that plague older cities beset by poverty. This Comprehensive Community Prevention Plan is one effort in a wide array of initiatives aimed at achieving our overarching vision of a healthy, economically diverse community composed of thriving neighborhoods within a sound economy.

This plan builds on a solid framework of innovative community partnerships that address the complementary needs to protect our children from harm and to help them build their competence as a developmental outcome. In 1998, New Haven won the designation as an All-America City by the National Civic League in recognition of our many grassroots change efforts. In 1999, New Haven again won a national prize: designation as one of 15 new federal **Empowerment Zones**, in recognition of four years of work as an Enterprise Community and a raft of community-based, citywide, and regional efforts to improve our community. This Community Prevention Plan weaves together a number of these efforts directed at the positive development and education of all our youth.

Participants in this planning process, from the director of Social Development to the head of the Police Department’s Family Services Unit to the representatives from Grandparents on the Move, understand and appreciate the complexity of the factors that lead to violent or other negative outcomes for children, families, schools and communities. The coalition is dedicated to intervening to (a) address critical risk factors, from poverty and poor parenting skills, to alienation from community and schools; and (b) strengthen critical protective factors that promote healthy child and adolescent development. These

partners know that **multi-faceted, community-wide efforts are required** to have an impact on the quality of lives of our children. The challenge is to build a comprehensive, integrated system of family, health, educational, recreational and cultural services and experiences that will promote the sound development of our youth.

The **Safe Schools/Healthy Students Partnership Team** brings together the partners working together through the initiative to improve outcomes for New Haven children and youth. This team, with representatives from every major system charged with addressing the challenge of youth at risk, has worked to refine strategies for engaging youth and to improve program effectiveness. They endorsed and spearheaded the formation of the designated **New Haven Prevention Policy Board** and the **Youth Advisory Board** to work on this Prevention Plan and its implementation (see Appendix 1). The Youth Advisory Board has representatives of different age levels and reflects the racial, ethnic, and cultural composition of New Haven's youth population. The commitment of key community leaders to supporting a comprehensive delinquency prevention effort is evidenced by their representation on and participation in the Prevention Policy Board and their participation in the extensive collaborations described in this plan.

The Partnership Team also formed a **Prevention Resource Team** of individuals and agencies who work with families and youth and bring expertise, resources, and perspectives that can help achieve the program improvements and improved youth outcomes that are at the center of this plan (see Appendix 1). This Team will continue to expand as more organizations and individuals are drawn to this effort.

These groups have worked intensively over the past three months to design this Prevention Plan (see sidebar). The New Haven Prevention Policy Board guided the development of this plan and will continue to meet to oversee its effective implementation.

E. Guiding Principles

Prevention Policy Board and Resource Team members bring a wealth of direct experience and expertise to these issues, while youth draw on their everyday challenges and experiences. Based on this experience and a careful review of the design features that contribute to the success of prevention interventions nationally, the Board recommends that the community's prevention efforts and practices be grounded in the following 10 principles:

1. **We must strengthen families.** We must recognize that the family has primary responsibility to instill values and provide guidance and support to children. Interventions must build upon youth and family strengths, shift emphasis from risk to resiliency, and provide intergenerational family support services, resources and parenting skills. Where there is no functional family unit, we must establish a family surrogate and assist that entity to guide and nurture the child.
2. **We must support core social institutions** – schools, the faith community and community organizations – in their roles of developing capable, mature, responsible youth. We must engage youth in class (curriculum, activities), in the family (effective parenting), and in the community (youth programs, community service opportunities). Informed by the latest research and knowledge about child development, we must **train** all involved in the life of the child in the

Prevention Plan Design Process

December 2001:

- Partnership Team meets to decide on an overall approach
- Staff collect and summarize data on risk and protective factors, and resources

January 2002:

- Partnership Team meets to discuss risk and protective factors, compile resources, and form Prevention Policy Board and Resource Team
- Youth involved in various leadership efforts form Youth Advisory Board and meet to review 2000 Youth Plan and identify critical youth problems and opportunities

February 2002:

- Half-day design session involving Prevention Board, Resource Team and youth
- Youth Advisory Board meets to discuss and review initial design
- Prevention Policy Board meets to finalize plan

appropriate strategies for dealing with problem behaviors and the range of child development issues.

3. **We must promote positive youth development** as the most cost-effective and humane approach to reducing juvenile delinquency. Environments for youth must have **caring adults, high expectations, and opportunities for meaningful participation**. They must cultivate in youth good social and problem solving skills and a sense of independence and purpose.
4. **We must intervene immediately and effectively** when delinquent behavior occurs to successfully prevent offenders from committing progressively more serious and violent crimes and becoming chronic offenders. At the earliest signs of troubled behavior by a child, a concerned adult with training in child development principles should be available to notice and understand the signs (e.g., emotional issues, abuse, neglect).
5. **We must identify, sanction and rehabilitate** the small group of serious, violent and chronic juvenile offenders.
6. **We must provide a holistic, full continuum of care** that is multi-disciplinary and multicultural, dealing simultaneously with many areas of a youth's life. We must address the youth's family and issues dealing with the all domains of child and adolescent development.
7. **We must include youth, family members and other community members** in program design, development, implementation and evaluation.
8. **We must follow through**, so no child is lost. This involves, where necessary, a case management approach with individual service plans, based on mutually agreed-upon goals that are updated on a consistent and goal-driven basis. Components, procedures and activities must be closely monitored with data used to maintain or redirect programs and services.
9. **We must adopt common definitions**, referral and response protocols and instruments for assessing risks to the community and treatment needs of individual juvenile offenders that can be used by all agencies that participate in the juvenile justice system.
10. **We must adopt a system-wide resource development strategy**, rather than seeking funding on a program-by-program basis only. We must work together to expand resources to support prevention for all of our City's children and youth.

II. Situation Analysis

A. Community Description

New Haven, Connecticut is a small city with big-city challenges. Home to 123,626 residents, African-Americans account for 37% of the population, while non-Hispanic Caucasians and Hispanics follow at 36% and 21%, respectively. New Haven's poverty rate for the overall population, at 21%, is over three times that of the statewide rate. Single mothers, 76% of whom have children under 18 years of age, head 53% of families (see sidebar). Children under the age of 18 account for 25% of the total population with 50% of those African-American and 31% Hispanic.²

Families with Related Children under 18, by Type, New Haven, 2000

Male householder, no wife present	1,074	7%
Female householder, no husband present	8,158	53%
Married couples	6,240	40%
Total	15,472	100%

Although economic data from the Census is not available for Connecticut yet, the last Census paints a picture of what the 10 poorest Census Tracts looked like in 1990. At that time, the poverty rate across

² U.S. Census, 2000

the Empowerment Zone (EZ) area was 33% for all persons and **50% for children under six**. In several tracts, the percentage of people in poverty expanded from 1980 to 1990.

Neighborhood	Census Tract	Population		% of Population in Poverty		% of poverty < age 6	Per Capita Income
		1980	1990	1980	1990		
Hill	1402	1,523	1,655	37.3%	50.8%	72%	\$5,120
	1403	3,257	3,105	36.8%	44.1%	51%	\$6,967
	1405	4,175	4,684	38.1%	38.8%	53%	\$7,775
	1406	5,203	6,261	44.0%	39.6%	62%	\$6,765
Dwight	1407	6,132	6,799	29.0%	30.0%	45%	\$13,358
West Rock	1413	4,491	6,772	26.1%	37.0%	54%	\$8,197
Newhallville	1415	7,796	7,722	29.1%	26.6%	50%	\$9,992
Dixwell	1416	6,944	6,298	35.7%	30.4%	45%	\$10,513
Fair Haven	1421	1,854	1,533	49.2%	30.7%	21%	\$10,669
	1423	4,222	4,920	32.1%	27.5%	41%	\$10,974
EZ AREA		45,597	49,829	33.1%	33.8%	50%	\$9,411
Citywide	-----	126,109	130,474	23.2%	21.3%	36%	\$12,968

New Haven Public Schools (NHPS). The NHPS System serves 19,549 students in grades PK-12. It has 26 elementary schools, 7 middle schools, 7 transitional centers, and 7 high schools (including 5 alternative high schools). The NHPS system staff consists of 1,539 full-time equivalents, of which 1,245 (81%) are teachers. Teachers have an average of 15 years of experience; 77% of teachers have at least a Master’s Degree. Table 2 summarizes student enrollment and racial/ethnic composition within the NHPS System.

Enrollment		Race/Ethnicity	Number	Percent
Grade Range	PK-12	American Indian	2	0.0%
Total enrollment	19,549	Asian American	287	1.5%
5-Year Enrollment Change	7.7%	Black	11,239	57.5%
Projected 2005 Enrollment		Hispanic	5,749	29.4%
Elementary	7,966	White	2,272	11.6%
Middle School	5,990	Total Minority 2000-01	17,277	88.4%
High School	5,295	Total Minority 1995-96	16,262	86.6%
PK, other	1,075			

New Haven’s Empowerment Zone (EZ) Neighborhoods. In preparing the 1999 EZ application, area residents took part in a comprehensive community assessment and SWOT analysis to determine neighborhood strengths, weaknesses, opportunities and trends associated with the New Haven’s response to education and youth development. Many of these same themes have emerged in the process of preparing this plan. Table 3 summarizes findings from this process.

Table 3: Findings of the Empowerment Zone Community Assessment Process⁵

³ US Census, 1990.

⁴ New Haven Public Schools Strategic School Profile 2000-01. .

⁵ City of New Haven Empowerment Zone Application to U.S. HUD, 1998.

Strengths	Weaknesses	Opportunities	Trends
<ul style="list-style-type: none"> - \$900 million school construction program - Cultural/ethnic diversity - Comer School Development / school-based management - Social & Health Assessment - Focus on educational outcomes - Literacy/truancy initiatives - Expansion of Public Libraries - 5 institutions of higher ed. - Citywide Youth Coalition - Advocacy groups for youth - Facilities open to public 	<ul style="list-style-type: none"> - Low parent involvement - Low educational attainment - High absenteeism / truancy / dropouts - Substance use - High youth unemployment - Underdeveloped technology - Funding streams not integrated with community resources 	<ul style="list-style-type: none"> - Grassroots focus on educational improvement - Emerging Citywide Youth Agenda - Focus on benchmarking / performance / test scores - Educational technology - Business community partnerships School to Career 	<ul style="list-style-type: none"> - High truancy and dropout rates - Low test scores (CMT/CAPT) - Age of first drug use / others - Youth-related crimes / drug crimes - Increase in library usage Increase in youth-driven processes

B. Readiness Assessment

Key community leaders have been working together closely for over two years in the Safe Schools / Healthy Students implementation process through the Leadership Team and the Partnership Team. The New Haven Board of Education, the Citywide Youth Coalition, the Youth Training and Development Resource Center of the Consultation Center, and the Department of Police Services have all made substantial investments in staff training and collaborative planning in recent years which has prepared the way for more effective coordinated action on youth issues. The Board of Aldermen Youth Services Committee has held hearings and identified expanded youth involvement as a priority.

This plan will build on and extend the depth of these commitments. Supporters are already working to align their efforts and are in fact working toward implementing a comprehensive approach to delinquency prevention; exemplary models and limited resources for many of the activities are already in place. They are ready to receive and put to good use any resources that can be raised as a result of this plan.

C. Risk and Protective Factors

The Prevention Policy Board reviewed extensive data on local risk and protective factors (see Appendix 2 for a comprehensive listing of factors and data sources). Researchers believe at-risk behavior originates in early childhood and elementary school with low achievement patterns, high absenteeism, low self-esteem, and a variety of other behavioral problems.⁶ Unchecked, the destructive cycle accelerates; low achievement leads to lower self-esteem, educational disengagement and significantly increases the likelihood that students will not complete their high school education.

After intensive review, analysis and discussion of the risk and protective factors, the Prevention Policy Board identified those factors that were the most significant to address in the Prevention Plan. Key **risk factors** identified as priorities by the Prevention Policy Board include:

Family Problems

- Substantiated allegations of child abuse and neglect for 7% of children (representing over 1,000 children).
- 15% of children living outside the family.
- Many families, especially many of the 53% of families with related children headed by single mothers, are seriously stressed by the economic privations coming with low wage jobs and poor educational outcomes. Fewer families have the time or energy to provide children with the quality time they require.

⁶ See Donnelly, 1987.

Early Behavior Problems

- 36% of boys and 19% of girls grades K-5 exhibited “serious” or “very serious” behavior control problems.
- 33% of 6th graders started a fistfight or shoving match in past year.
- 19% of 6th graders have used alcohol.
- 18% of 6th graders have hurt someone badly in a physical fight.
- 12% of 6th graders have had sexual intercourse.
- 9% of 6th graders have carried a blade, knife or gun in school.
- Truancy remains a significant problem in many schools

Child and Family Poverty

- 34% of children living in poverty.
- 56% of children eligible for free/reduced lunch.

Key **protective factors** identified as priorities by the Prevention Policy Board include:

High Expectations

- 91% of students report it’s important to get at least a B average.
- 84% of students report their teachers consider them bright students.
- 73% of students expect to go to college.

Participation in Pro-Social Activities

- 83% of students report attending religious services.
- 79% of students report playing sports or exercising at least some time every day.
- 72% of students report participating in the arts a few or more time in the past year.
- 59% of students report participating in community of volunteer work a few or more times in the past year.

Caring Adults

- Many caring adults involved with young people through school and community-based activities.

The Plan is designed to ameliorate these risk factors and build upon the protective factors in order to achieve our vision for youth.

D. Resources

New Haven has substantial resources devoted to prevention work, but still not enough to address the magnitude of the challenge of developing and nurturing over 31,000 children. The Prevention Policy Board identified the following categories of resources that exist or can be mobilized to address the needs of families and youth:

1. Families
2. Agencies and Organizations
 - Schools
 - Youth-serving Agencies
 - Health and Social Service Agencies
 - Faith-based Organization
3. Finances
4. Facilities

5. Human Resources
 - Trained staff
 - College, high school and middle school mentors and tutors
 - Volunteers

Staff and consultants to the Board collected extensive information on existing resources devoted to prevention activities (see Appendix 3 for detailed descriptions of prevention-focused agencies and programs). They identified 100 organizations at work in this area with 203 defined programs or activities that addresses the goals of youth prevention. Table 5 details the number of organizations and the number of programs offered by type of organizations. Table 6 shows the number of programs and offering organizations by program type. The largest category in both tables is youth organizations (29) and youth development programs (84 offered by 47 different organizations, including the 29 youth organizations). Detailed listing of the organizations and further analysis of programs is included in Appendix 4.

A total of \$24.9 million in federal, state, and local resources were identified as investments in prevention-related activities (Table 4, detail in Appendix 3). This includes a number of programs delivered in schools (sports, Social Development, School Resource Officers). It does not include State investments in behavioral health through the Medicaid program and DCF programs, nor does it capture all the federal and private resources that are coming directly to agencies performing this work. While this is a substantial investment, the persistence of the problems of delinquency and family problems together with the analysis of those on the front line working with children and their families suggest that a general lack of program resources is a major impediment to putting in place expanded, evidence-based prevention programs in New Haven.

In the area of facilities, the City School Construction Program has completed over \$200 million in renovations and new construction at eight schools. The program is nearing completion on a \$25 million field house adjacent to James Hillhouse High School that will serve the physical education and competitive sports programs of the high schools. Detailed design is underway for four new schools and the renovation of four schools, with 23 more in planning. These school facilities are valuable resources used for a range of prevention programs. Nine Community Schools are open every evening, and all schools have after-school

Table 4: Prevention Funding Identified During Planning Process, FY 2001-2002

Agency	Amount
New Haven Board of Education	\$9,337,006
City Community Services Administration	1,132,978
New Haven Department of Parks and Recreation	1,799,175
New Haven Dept of Police Services	711,000
Regional Workforce Development Board	925,164
CT Court Support Services Division	5,500,000
CT Dept of Children and Families	N.A.
Office of Policy and Management	5,105,257
Private Funds	393,000
Grand Total	\$24,903,580

Source: Agency Records (see Appendix 3 for detail)

Table 5: Prevention Programs, by Type of Organization

Organization Category	Organizations by Type	Programs Offered
Advocacy Group	1	1
Arts	6	9
Behavioral Health	3	4
Business	2	2
City Government	9	27
Community Business	1	1
Community-based Organization	5	15
Early Childhood	1	1
Education Organization	6	12
Faith-based Institution	4	5
Festival	1	1
Funder	1	2
Grassroots Organization	4	4
Health	3	4
Higher Education	3	4
Juvenile Justice	1	1
Local Educational Authority	4	11
Non-profit Agency	1	1
Social Service	5	20
Sports Organization	5	5
State Agency	5	7
Workforce Devel.	3	5
Youth Organization	29	61
Grand Total	100	203

programming, with 19 funded under the 21st Century Community Learning Center program. There is potential to expand their use, though resources to keep them open remain a limiting factor.

Community facilities include youth agencies and faith-based facilities that are all heavily used. Some neighborhoods lack facilities, and there is a continuing challenge to secure resources to offer quality programs and to open facilities in the evenings and on weekends and school vacation periods.

A number of Community Partnerships have been formed to address specific issues and opportunities. These include the following:

- **The New Haven Empowerment Zone.** Through a Citywide non-profit and Program Council and six Neighborhood Implementation Committees, this effort is mobilizing the community to identify their most pressing priorities and then form partnerships and leverage resources to address them. Over 500 people participated in the planning process that resulted in the Empowerment Zone designation. Empower New Haven, Inc., the non-profit formed to implement the plan, is focusing on economic development and workforce development issues, including investments in youth employment.
- **New Have Public Schools.** Several NHPS Planning Processes in areas including the Social Development Program, Early Childhood and Family Support Services, School Security, School-based Health Services, Community School and After-school Programming, and Technology.
- **The Police Department/Board of Education/Juvenile Justice/Yale Child Study Center Partnership.** These agencies have been collaborating over the past six years to create a seamless approach to working with truant and delinquent children who are at risk of becoming ensnared in the Juvenile Justice system. One outgrowth is the nationally renowned Child Development Community Policing program in which Yale clinicians are working with local police to infuse developmentally appropriate support and interventions into the policing process to reduce the impact of violence on children’s development and improve police practices regarding youth. As part of their recent Strategic Plan, the Police Department has committed to the establishment of a comprehensive, citywide violence prevention initiative based on a public health model as well as to the expansion of its collaborations with the schools on truancy and dropout prevention and the funding of a civilian youth coordinator position.
- **The Youth Agenda Planning Process.** New Haven youth from all neighborhoods came together through a planning process to craft a youth agenda for the City. Adult facilitators from the Citywide Youth Coalition and the City's Youth Services Bureau assisted the youth in crafting a plan to guide investments in youth services. The **Youth Advisory Board** was convened to continue this work.
- **The Healthy Start Initiative,** spearheaded by the Community Foundation for Greater New Haven, is a consumer-driven, federally-funded effort to reach all women of child-bearing age with pre-natal and neo-natal health services to improve birth outcomes citywide.
- **Office of Substance Abuse Policy and Prevention**

Table 6: Prevention Programs, by Type of Program and Number of Organizations

Program Type	Number of Orgns.	Number of Programs
Advocacy	1	1
Arts	13	20
Behavioral Health	5	6
Capacity Building	3	5
Case Management	1	2
Child Welfare	4	9
Crime Prevention	2	4
Early Childhood	4	6
Education	7	8
Family Support	5	5
Health	2	2
Juvenile Justice	9	19
Leadership Development	6	8
Mentoring	2	2
Parent Education	1	1
Special Needs	1	1
Sports	10	12
Training	6	8
Youth Development	47	84
Grand Total	100	203

(OSAPP). Formed in February 2002 by the City of New Haven, OSAPP provides an anti-drug strategy designed to reduce the demand for drugs, alcohol and tobacco by decreasing risk factors and increasing protective factors associated with substance abuse. OSAPP brings together key partners in Local Prevention Council to address health issues that impact children and families and to catalyze policy change.

In addition, the NHPS is pursuing the following overall policy directions to improve educational outcomes for all students (see Section IV for additional detail on educational reform efforts):

- Moving responsibility to the school level through school-based management using the principles of the Comer School Development Program;
- Instituting new curriculum framework throughout the system;
- Developing a full range of early childhood education and school-based family support services to ensure that all children come to school ready to learn;
- Revamping our physical plant through a \$900 million School Construction Program which has completed eight schools and has another eight in detailed design, with the remaining 23 in planning stages; and
- Integrating the latest technology into our schools, classroom, and curriculum through major investments across our system.

E. Gaps in Resources

In reviewing data on existing resources and drawing on their experience in the field, the Board reached the following conclusions:

- A large number of agencies are performing a wide range of prevention activities, but largely in after-school programs and with limited staff.
- Most resources are invested in primary prevention.
- Many families are not aware of positive youth development and other service opportunities.
- Many youth serving agencies are struggling to maintain their programming in the face of serious budget pressures.
- There is a lack of effective coordination across agencies.
- No systematic process currently exists to improve practice across agencies.
- We need to expand effective mental health interventions at the school level with individual children, in consultative support to teachers, and in support of school climate improvement.
- Inadequate knowledge by many adults of mental health risk factors impacting children and youth.
- There is inadequate focus on planning and data collection and analysis to drive system improvement.

While the Board agreed that more resources and programs are badly needed, it also noted the need for **continued improvement in use of existing funds** even as we seek new funds. New Haven's challenge is to make more effective connections across agencies, programs, and systems in the interest of families and children, connecting youth with appropriate programs and coordinating across systems.

The Board also identified specific gaps in program services and specific gaps in the infrastructure to support youth serving agencies in New Haven. These are summarized below.

1. Program Gaps

Across All Age Groups

- Inadequate number of **after-school, before-school and weekend activities** for youth – keeping schools and facilities open during the evening and on weekends
- Lack of **places/facilities** where youth can attend activities
- Wide variations in quality of **programming** at schools and community-based youth centers
- Inadequate number of **caring adults** (sensitive, trained, understand youth issues), including staff, mentors and parents
- Inadequate parent involvement in youth programs and contacts with parents.
- Few opportunities for youth to exercise their voice and **leadership**
- Few programs for young females, teens or Latino youth
- Low involvement among youth at high risk of delinquent behavior
- Few stipended programs that provide additional resources and divert youth from drugs or crime
- Lack of system to help youth with multiple issues **access** the support they need through increased partnerships and **linkages** across agencies (e.g., staff at sports programs need to be trained to identify issues and make appropriate referrals)

Early Childhood (ages 0-5)

- Insufficient parent education and training, including supports for working parents, training in child development, appropriate discipline, prenatal support and training, etc.
- Inadequate early childhood programs, in terms of both availability and quality
- Lack of sufficient funding for high quality child care or expansion of childcare options
- Insufficient supports to promote parent involvement (e.g., language barriers, scheduling for working parents, transportation, child care)
- Lack of mental health support for children, families, programs and staff

Elementary School (ages 6-10)

- Inadequate number of Family Resource Centers (5 at present)
- Lack of home visiting component for School-based Health Clinics
- Need for a welcoming environment for parents to approach Social Worker with suspected behavioral health problems of their children
- Large class size in early grades (research shows benefits of reduced class size for student achievement)

Middle and High School (ages 11-17)

- Lack of programs that address family (relationships, communication, quality time, substance abuse education, groups), peers (common risk factors include drugs, sex, high risk kids), and self (develop dreams, goals, interests, critical thinking, imagination)
- Insufficient family quality time
- Insufficient parent involvement in child's education
- Lack of programs to support children afraid to go to school because of fear of conflict/fighting /bullying (contributing factor for truancy)
- Few options for slow learners that avoid labeling them or having them “stick out”

- Insufficient parent education in adolescent development, limit-setting and discipline

2. Infrastructure Gaps

- Many youth service organizations have limited capacity due to historic underfunding and lack of staff support for capacity building activities
- Lack of financial planning across sectors: need for **increased sustained support** for youth organizations, which could be tied to the achievement of certain quality standards in services delivery
- The community has uneven and inconsistent data collection systems for tracking youth activities and outcomes
- Lack of integration across service providers with regard to planning and program initiatives
- Underutilization of City-owned facilities

III. Overall Goals and Objectives

We have in place a broad array of excellent, evidence-based programs and resources through which the various agencies and institutions working with youth are addressing the issues of youth violence, substance abuse, and school failure. The challenge facing the community is to bring these efforts to scale in an environment of increasingly scarce funding in order to reach more at risk youth and their families, to fill significant gaps in services, and to make connections across programs to improve services to youth and their families.

The Safe Schools / Healthy Students initiative has begun to unite these efforts into a broad community collaboration – providing opportunities to step back and assess how the various efforts are or are not working together and producing positive outcomes for children. This program, which is reaching the end of its funding this year, has helped to craft both a new framework for collaborative action and has invested in the significant enhancement and extension of several discrete, interrelated initiatives.

Our Prevention Plan continues this work of aligning and coordinating prevention efforts.

A. Goals and Objectives

The Prevention Policy Board has identified nine major goals for the Plan. For each goal, the Board also is in the process of setting a set of *SMART*⁷ objectives aimed at moving New Haven toward achievement of these goals. We have included actual objectives for the Early Childhood initiative already underway. For new initiatives, we have identified general objectives in this draft of the Plan; we will be setting more specific objectives as the Board decides on its priorities for immediate action.

Goals and objectives are organized by level of prevention, realizing that these categories are not rigid. Many primary prevention strategies and tactics (e.g., mentoring) will also be part of a plan for an individual youth in a secondary or tertiary prevention program

Service Goals: Primary Prevention

1. **Expand quantity and quality of early childcare, child development and education** to meet the needs of all families and the developmental needs of children.

Objectives (from Early Childhood Task Force Report)

- Increase in the number of early care and education slots in center-based and family childcare for children ages 0-5 by 1,650 by 2007.

⁷ Specific, Measurable, Achievable, Realistic and Time sensitive (SMART).

- 75% of children enter kindergarten meeting defined readiness criteria by 2007.
2. **Support families in providing support and guidance to their children** by (a) expanding parent education and involvement programs designed to meet parents where they are; and (b) sponsoring increased adult-child partnership activities.

Objectives

- Increase in the number of families participating in parent education and involvement programs (will collect baseline data in 2002).
 - Increase in parental support for student success, leading to an increase in the number of children entering kindergarten ready to succeed in school (see Goal 1).
 - Decrease in substantiated cases of child abuse and neglect.
3. **Expand the capacity and improve the quality of before school, after school, weekend, and summer programs** to provide high quality, safe, and family-friendly youth development activities to all children, with a special focus on those at risk of delinquency.

Objectives

- Increase in the number of organizations that complete YTDRC youth development training, and the percent of youth workers that have quality youth development training.
 - All school staff in after-school programs completes high-quality training in child and youth development (via YTDRC, Social Development or Yale Child Study Center training).
 - High-quality youth development activities are available to children ages 8-17 in every New Haven neighborhood weekdays from 3 pm to 7 pm and Saturdays from 10 am to 4 pm.
4. **Improve practices in schools** to make schools more attractive, reducing absenteeism and behavior problems. Provide greater peer support, such as the “family group” model, and improve school climate.

Objectives

- The district’s award-winning Social Development Curriculum is fully implemented in all New Haven public schools by 2004.
- All high school staff complete high-quality training in child and youth development (via YTDRC, Social Development or Yale Child Study Center training) by 2005.
- Improved school climate (as measured by annual Social and Health Assessment).
- Decrease in the number of students absent 20+ days.
- Decrease in the number of suspensions and expulsions.
- Increase in the number of students achieving CMT standards.

5. **Improve relationships between youth and police.**

Objectives

- All police officers complete Yale Child Study Center CDCP child development training or refresher training.
- Increase in the number of police mentors.
- Youth-police dialogue sessions held at least monthly at New Haven schools and community organizations.

6. **Provide youth with expanded opportunities to exercise their voice and leadership** and to work in the community in order to develop social and workplace skills and citizenship

Objectives

- Increase the number of youth programs that include a youth leadership component.
- 100+ youth participate on Boards of Directors and Advisory Boards of Prevention Policy Board member agencies.

Service Goals: Secondary and Tertiary Prevention

7. **Sustain, improve, refine, expand, and add new elements to a proven set of evidence-based secondary and tertiary prevention strategies that are in implementation.**

Objectives

- Provide school-based or community-based intervention and services to all children and youth exhibiting significant behavioral issues.
- Expand funding and increase reach and family and youth participation (number and/or frequency) in proven programs.

Infrastructure Goals

8. **Increase the capacity of individual youth-serving organizations** to deliver high quality, youth development services and to connect with the emerging community prevention system contemplated under this plan.

Objectives

- Youth-serving agencies have strategic plans in place.
- City-funded youth organizations collaboratively determine criteria, collect and report basic outcome data on their programs.
- Increase in overall funding for positive youth development.
- Increase in youth participation (number and/or frequency) in youth organizations.

9. Continue to **build an infrastructure to support planning, collaboration and program improvement** involving the City of New Haven, partner agencies, and divisions of the Board of Education working on prevention. This will expand the community's capacity to provide services and ensure the efficient use of all current resource commitments.

Objectives

- A "Youth Prevention Agenda" is established by 2003, and monitored and updated annually.
- Increased commitment to youth and their positive development at all levels.
- Increased communication across Prevention Policy Board and Resource Team agencies, leading to an increase in referrals across programs/agencies.
- More effective usage of community facilities (schools, gyms, pools) for youth programs, in terms of increased hours of operation and greater intensity of programming during hours of operation.
- Annual "Prevention Report" analyzing outcomes, challenges and opportunities.

IV. Strategies and Programs

Plan strategies are based on the needs analysis data, the literature on evidence-based initiatives to address prevention and positive youth development, and the array of programs and initiatives underway in the City. This is a working document that represents a start at coordinating prevention activities. The partners in the Prevention Policy Board will continuously refine the plan based on the evaluation process and the community learning process built into the plan.

Strategies are organized according to the major goals identified above. The role of the Prevention Policy Board in moving these strategies forward is identified for each goal. The strategies collectively will contribute to the overall outcomes for children and youth identified above in Section I.

Service Goals: Primary Prevention

1. Expand quantity and quality of early childcare and education.

Strategies

- Implement recommendations of Mayor's Task Force on Early Care and Education. The Task Force recommended actions to expand the quantity and quality of care for all children ages 0-5. New Haven's School Readiness Council is leading an intensive effort to implement these recommendation – and has already received major grants to expand Early Head Start and improve early learning opportunities for children in New Haven.
- Expand mental health support services in early childhood programs and community with prevention / modeling focus. New Haven Public Schools is working to expand this successful model – developed through Safe Schools/Healthy Students at the Early Learning Center.

Prevention Policy Board Role

- Support the efforts of the School Readiness Council and NHPS to address this goal, and continue to share information and ideas as planning and implementation proceeds.

2. Support families in providing support and guidance to their children.

Strategies

- Reach parents with programs that offer child development education and parent skills training that are convenient for parents; and offer transportation, meals, childcare and other incentives for participation. Expand successful programs, such as school-based Family Resource Center programs and housing-based Family Support Centers. Research best practices in parent involvement that address how to best reach, recruit and retain parents to work together for children's success. Explore the use of stipends, provisions for transportation and childcare, parent friendly approach, attention to cultural issues, dinner discussions, faith-based programs and apartment complex based programs to increase participation among parents and caregivers. Improve "packaging" of parent meetings and events: clear message that activity will be meaningful, attractive and culturally sensitive and build on positives, no negatives. Engage full spectrum of families, from teens to grandparents. Coordinate with Adult Education and City programs to expand culturally sensitive substance abuse education and effective discipline opportunities for parents. Research effective models locally, regionally and nationally, and then replicate best features.
- Strengthen the network of family supporting programs to share best practices and improve referrals to appropriate programs. Develop improved information and

referral processes and resource guides for parents.

- Expand collaboration with faith-based entities on parenting skills and support for basic needs. Identify and partner with faith-based programs.
- Promote more family-friendly employer policies. Work with the Chamber of Commerce and individual businesses to offer family leave time for meetings with teachers as a family benefit.

Prevention Policy Board Role

- Support the current efforts of the School Readiness Council, New Haven Public Schools, Adult Education, Healthy Start, Citywide Youth Coalition and the Office of Substance Abuse Policy and Prevention to strengthen families through their programs and partnerships.
- Advocate for increased funding for successful family-strengthening programs. For example, the school-based Family Resource Centers serve many parents with a wide range of programs and referrals each year, but have very limited funding.
- Convene family-support agencies to strengthen network and expand partnerships with faith community and businesses. The Board could be a vehicle with the School Readiness Council and Healthy Start to convene and organize the agencies working to strengthen families to focus and align their efforts.

3. Expand the capacity and improve the quality of before school, after school, weekend, and summer programs.

Strategies

- Improve the quality of “beyond school” programs. Expand professional development for front-line staff/youth workers; improve supervision, training, and recruitment of qualified personnel; involve youth in planning and programs; and adjust program content to support youth development agenda priorities (e.g., literacy).
- Develop a plan to align services with needs of children and families and provide basis for expansion in services (see Infrastructure section). The plan will address how to connect school-based and community-based programs and strategies for securing resources for expanded programs as key to youth success and family support.
- Market and promote existing youth enrichment, learning, social and recreational opportunities in communities and schools using techniques that are effective with youth. Utilize social marketing techniques, and partner with older children and siblings to recruit younger children.
- Adjust service hours and locations of youth services dependent on youths’ need.
- Develop a range of local, community-based safe places for youth to go in all neighborhoods with age-appropriate activities. Build on existing resources such as schools, community centers and faith institutions.
- Encourage the development of youth attractions for social interaction (such as roller skating rinks, movies, youth clubs).
- Expand youth social events and opportunities using adult volunteers.

Prevention Policy Board Role

- The Prevention Policy Board will spearhead and staff efforts to address this goal. A major first step will be to convene the key agencies and policymakers

needed to move this agenda forward, drawing on Policy Board members and existing linkages – including the Citywide Youth Coalition, Social Development Department / New Haven Public Schools, City of New Haven (Youth Services Bureau, Office of Substance Abuse Policy and Prevention, Department of Parks, Recreation, and Trees), Board of Aldermen, and the School Readiness Council.

4. Improve practices in schools to make schools more attractive.

Strategies

- Improve training for teachers and other staff in schools. Training will incorporate youth development principles, addressing diversity and cultural competence, sensitivity to youth concerns, and effective communication with youth.
- Sustain and continue to refine and enhance the Social Development Program (involving delivery of curriculum, social development activities, and support services) and its partnerships with the community-based youth and health agencies.
- Help youth prepare for the future. Expand school-to-career programs, year-round job opportunities, and programs that prepare youth for the responsibilities of adulthood (e.g., money management, parenthood).
- Strengthen peer mediation, conflict resolution and anger management programs in middle schools. Make participation mandatory for students suspended for fighting.
- Train school staff in effective discipline strategies for children and adolescents, and how to intervene to prevent bullying.

Prevention Policy Board Role

- Support the efforts of the New Haven Public Schools and Social Development Department to expand existing training, school-to-career, and peer medication efforts.
- Partner with businesses and community agencies to expand training and school-to-career opportunities and placements.

5. Improve relationships between youth and police.

Strategies

- Work to change police attitudes and actions toward youth, and vice versa. Revive community-based, youth-oriented policing. Sponsor youth-police dialogues and increase the number of police-youth mentoring relationships.

Prevention Policy Board Role

- Support existing efforts of the Police Department and the Community Management Teams to improve relations with youth, including the work of the youth-led Board of Young Adult Police Commissioners.
- Convene forums for police-youth dialogue in schools and community centers.

6. Provide youth with expanded opportunities to exercise their voice and leadership.

Strategies

- Build the capacity of the citywide Youth Advisory Board as a vehicle for meaningful, significant youth involvement in planning and reviewing programming for youth. Work with Board of Aldermen youth Services Committee, Citywide Youth Coalition, South Central RAC, and others to develop and support an effective citywide Youth Advisory Board for the community as well as to provide many other opportunities for youth involvement. Draw members from across the spectrum of

youth agencies and types of youth (e.g., involve adjudicated youth, teen parents, etc.). Provide defined roles and processes for Board input into policy and program decisions. Encourage youth involvement in governance and program operation across all youth-serving agencies.

- Train youth-serving agency staff and school personnel in techniques for youth engagement and leadership development. (See strategies listed in Goals 3 and 4.)
- Develop effective college prep/college-bound programs for young people to facilitate transition to higher education.
- Develop a Youth Leadership Training program to groom youth to participate effectively on the Youth Advisory Board and in organizational boards and committees. Draw on existing programs such as the CityKids In Action leadership development program.
- Expand community service and youth leadership opportunities across agencies and through schools. Advocate for school credit for community leadership work as integral part of curriculum, and provide youth with opportunities to earn income through service. Expand involvement of youth as mentors, tutors, and teachers of younger children.
- Create a youth-driven prevention project funding process in partnership with community funders. Have youth make decisions regarding the funding of prevention projects that involve youth as program partners.

Prevention Policy Board Role

- Partner with the Citywide Youth Coalition, Social Development Department, Community Foundation for Greater New Haven, the City of New Haven and its Police Department, and the Board of Aldermen to promote youth leadership and create a pooled youth prevention fund.
- Promote youth leadership through Prevention Policy Board meetings and support for citywide Youth Advisory Board.

Service Goals: Secondary and Tertiary Prevention

7. Sustain, improve, refine, expand, and add new elements to a proven set of evidence-based secondary and tertiary prevention strategies.

Proven Prevention Strategies to Strengthen Include:

- Partnerships with the New Haven Department of Police Services to implement Child Development Community Policing (intervening to provide immediate support and counseling for children exposed to violence), School Resource Officers (in-school support and mentoring), COPS and Guns Are Not Toys (police relations and gun awareness), and Truancy and Dropout Prevention Programs.
- Ensure that mental health services are available to all schools and students through the School-based Health Clinic program and contracts with community providers of child and adolescent mental health services. Expand and enhance the School-based Health Clinics to incorporate home visits and provide a welcoming environment for parents to approach School-based Health Clinic Social Workers with suspected behavioral health problems of their children (e.g., hire liaison/facilitator).
- Enhance the local system for intervening with youth at early signs of harmful behavior and concentrate program resources to reverse trend toward delinquency. Work with School-based programs (e.g. Truancy and Dropout Prevention, School Resource Officers, School-based Health Clinics, Social Development) and

community-based programs to reach and work with every child and family facing serious behavioral issues at an early stage. Develop improved mechanism to refine communication, practices, protocols, tracking, and other processes between all agencies with interventions with children and adolescents showing signs of trouble.

Prevention Policy Board Role

- Advocate for expanded funding for evidence-based programs, and search for new funding opportunities that can be used to expand these programs and strategies.
- Draw on partnerships with agencies operating programs (including NHPS, Police, Yale Child Study Center, Citywide Youth Coalition, Juvenile Probation and Juvenile Detention, and the Department of Children and Families) to develop a plan for improving communication and coordination of services.

Infrastructure Goals

8. Increase the capacity of individual youth-serving organizations and programs.

Strategies

- Share Prevention Plan with the Regional Association of Grantmakers to facilitate increased, targeted resource investment in prevention programs.
- Expand professional development and technical assistance for youth agencies. Utilize the Youth Training and Development Resource Center (YTDRC), a partnership of the Consultation Center and the Citywide Youth Coalition, and other community resources. Focus on techniques and tactics to promote youth leadership and engagement, and the use of technology to facilitate effective administration and data tracking.

Prevention Policy Board Role

- The Prevention Policy Board will spearhead and staff efforts to address this goal. The Board will convene key partners to share the Prevention Plan, develop funding plans and better utilize existing capacity building and technical assistance resources.
- Develop means and ways to build sustainability through legislative, local schools and/or community supports.

9. Continue to build an infrastructure to support planning, collaboration and program improvement.

Strategies

- Continue development of this Community Youth Prevention Plan. Continue to create a unified prevention effort, identify and plan to address gaps in services, mobilize and coordinate new resources, promote best practices, and guide investments in prevention. Revive and continue youth-driven planning process based on Youth Advisory Board work. Establish comprehensive inventory of youth prevention programs and information clearinghouse building upon City Youth Service Bureau database. Develop a citywide facilities usage plan for youth programming. Conduct a public awareness / social marketing campaign.
- Enhance collection and use of a wide range of data on student behavior and achievement. Use data to facilitate the improved early intervention with students involved in or at risk of involvement in alcohol, drugs, or violence and for program planning purposes. Establish data systems and collection methods as appropriate and develop a Community Report on youth prevention indicators. Much of this data

is already collected and needs to be analyzed and presented in a way that can drive policy and accountability.

- Enhance mechanisms for communication and coordination. Focus on coordination of referrals and services, and program review and improvement across agencies and between agencies and parents and other community members, in partnership with the Empowerment Zone process. Actively promote existing youth development standards in youth programs throughout New Haven.
- Support the Citywide Youth Coalition as the existing forum and mechanism for sharing experience and practices across agencies and programs. The Citywide Youth Coalition holds monthly meetings to explore what works, develop youth feedback mechanisms across agencies, and facilitate communication and information sharing. Focus on strengthening their efforts to facilitate general improvement of programming for youth.
- Enhance school-level processes for (a) school-wide planning around safety, mental health and climate issues (through the Comer Process); (b) professional development requirements for teachers (caring, sensitivity, awareness, youth development); (c) early identification of problem behaviors and referral; and (d) follow through and monitoring of student progress with clear benchmarks.
- Enhance accountability processes and structures. Assist and support the Board of Education's Accountability Plan process.

Prevention Policy Board Role

- The Prevention Policy Board will partner with the City of New Haven, Social Development Department, Citywide Youth Coalition, Empower New Haven and Police Department among others to enhance existing data collection, communication and coordination efforts.
- Convene forum as part of Prevention Policy Board structure and management (see Section V).

Table 7 (on the next page) summarizes the Plan's overall goals, objectives and strategies.

Table 7: New Haven Prevention Plan Goals, Objectives and Strategies

Goal	Objectives	Strategies
Expand quantity and quality of early child care	<ul style="list-style-type: none"> • Increase in the number of early care and education slots by 1,650 by 2007. • 75% of children enter kindergarten meeting defined readiness criteria by 2007. 	<ul style="list-style-type: none"> • Implement recommendations of Mayor’s Task Force on Early Care and Education. • Expand mental health support services in early childhood programs and community with prevention / modeling focus.
Support families in providing guidance to their children	<ul style="list-style-type: none"> • Increase in the number of families participating in parent education and involvement programs. • Increase in parental support for student success. • Decrease in substantiated cases of child abuse and neglect. 	<ul style="list-style-type: none"> • Reach parents with programs that offer child development education and parent skills training that are convenient for parents. • Expand successful programs, such as school-based Family Resource Center programs and housing-based Family Support Centers. • Strengthen the network of family supporting programs to share best practices and improve referrals to appropriate programs. • Expand collaboration with faith-based entities on parenting skills and support for basic needs. • Promote more family-friendly employer policies.
Expand the capacity and quality of “beyond school” programs	<ul style="list-style-type: none"> • Increase in the number of organizations that complete YTDRC youth development training. • All school staff in after-school programs complete high-quality training. • High-quality youth development activities are available to children ages 8-17 in every New Haven neighborhood. 	<ul style="list-style-type: none"> • Improve the quality of “beyond school” programs through various means. • Develop a plan to align services with needs of children and families and provide basis for expansion in services. • Market and promote existing youth enrichment, learning, social and recreational opportunities. • Adjust service hours and locations of youth services dependent on need. • Develop a range of local, community-based safe places for youth to go in all neighborhoods with age-appropriate activities. • Expand youth social events and opportunities using adult volunteers.
Improve practices in schools to make schools more attractive	<ul style="list-style-type: none"> • The Social Development Curriculum is fully implemented in all schools by 2004. • All high school staff complete high-quality training in child and youth development. • Improved school climate. • Decrease in students absent 20+ days. • Decrease in suspensions and expulsions. • Increase in students achieving CMT standards. 	<ul style="list-style-type: none"> • Improve training for teachers and other staff in schools. • Sustain and continue to refine and enhance the Social Development Program. • Help youth prepare for the future. • Strengthen peer mediation, conflict resolution and anger management programs in middle schools. • Train school staff in effective discipline strategies for children and adolescents, and how to intervene to prevent bullying.
Improve relationships between youth and police	<ul style="list-style-type: none"> • All police officers complete Yale Child Study Center CDCP child development training. • Increase in the number of police mentors. • Youth-police dialogue sessions held monthly. 	<ul style="list-style-type: none"> • Revive community-based, youth-oriented policing. • Sponsor youth-police dialogues.

Goal	Objectives	Strategies
Provide youth with expanded opportunities to exercise leadership	<ul style="list-style-type: none"> • Increase the number of youth programs that include a youth leadership component. • 100+ youth participate on Boards of Directors and Advisory Boards of Prevention Policy Board member agencies. 	<ul style="list-style-type: none"> • Build the capacity of the citywide Youth Advisory Board as a vehicle for meaningful, significant youth involvement. • Train youth-serving agency staff and school personnel in techniques for youth engagement and leadership development. • Develop effective college prep/college-bound programs for young people to facilitate transition to higher education. • Develop a Youth Leadership Training program to groom youth to participate effectively on the Youth Advisory Board and in organizational boards. • Expand community service and youth leadership opportunities across agencies and through schools. • Create a youth-driven prevention project funding process.
Sustain, improve and expand proven prevention strategies	<ul style="list-style-type: none"> • Expand funding and increase youth participation at proven programs. • Provide school-based or community-based intervention and services to all children and youth exhibiting significant behavioral issues 	<ul style="list-style-type: none"> • Child Development Community Policing program, School Resource Officers, COPS, Guns Are Not Toys, Truancy and Dropout Prevention Programs • School-Based Health Clinics • Early intervention system
Increase the capacity of youth-serving organizations to deliver high quality youth development services	<ul style="list-style-type: none"> • Youth-serving agencies have strategic plans. • Youth organizations report basic outcome data on their programs. • Increase in overall funding for youth activities. • Increase in youth participation. 	<ul style="list-style-type: none"> • Share Prevention Plan with the Regional Association of Grantmakers to facilitate increased, targeted resource investment in prevention programs. • Expand professional development and technical assistance for youth agencies.
Continue to build an infrastructure to support planning, collaboration and program improvement	<ul style="list-style-type: none"> • A “Youth Prevention Agenda” is established. • Increased commitment to youth and their positive development at all levels. • Increased communication across Prevention Policy Board and Resource Team agencies. • More effective usage of community facilities (schools, gyms, pools) for youth programs. • Annual “Prevention Report” analyzing outcomes, challenges and opportunities. 	<ul style="list-style-type: none"> • Continue development of this Community Youth Prevention Plan. • Enhance collection and use of a wide range of data on student behavior and achievement. • Enhance mechanisms for communication and coordination • Support the Citywide Youth Coalition as the existing forum and mechanism for sharing experience and practices across agencies and programs. • Enhance school-level processes for school-wide planning, professional development, early identification, and follow through and monitoring. • Enhance accountability processes and structures.

V. Management and Organization

The Prevention Policy Board will meet monthly to (1) oversee implementation of the OPM-funded project; (2) to continue to refine the plan, including development of a detailed timeline and action plan for instituting Plan recommendations and strategies; and (3) bring together youth-serving agencies to continue to increase communication and collaboration across agencies working with youth and families.

The Board will be staffed and supported by the Social Development Department, which has been staffing the Partnership Team under the Safe Schools/Healthy Students Initiative. Dee Speese-Linehan, Director of Social Development and member of the Prevention Policy Board, will provide overall leadership for this effort, and ensure that Board plans and activities are integrated with both Safe Schools/Healthy Students and with New Haven Public Schools efforts to promote positive youth development and academic achievement.

The Prevention Policy Board will join with the Citywide Youth Coalition to hold open meetings quarterly with members of the Resource Team, Youth Advisory Board and others interested in delinquency prevention and positive youth development. These meetings will focus on relationship-building, information sharing and provide opportunities to get feedback on ongoing implementation of the Prevention Plan. We envision these quarterly meetings as an expansion of the forum for sharing experiences and practices across agencies and programs that the Citywide Youth Coalition has worked to build over the last 25 years.

VI. Conclusion

The Juvenile Delinquency Prevention Program RFP provided a unique opportunity to develop a comprehensive, community-wide youth prevention plan. New Haven has seized this opportunity, and used the RFP as a catalyst to pull together many of the organizations and initiatives focused on youth prevention. While this plan is still a “work-in-progress,” it represents a major step forward for the City. This Prevention Plan lays the groundwork to not only utilize existing resources more effectively and efficiently, but also to secure new funding from a variety of public and private sources to promote the healthy development of all children and youth in New Haven.

Appendices

Appendix 1. Prevention Policy Board, Youth Advisory Board, and Prevention Resource Team

Appendix 2. Risk and Protective Factors

Appendix 3. Resources

Appendix 4 Complementary Initiatives, Resources and Agencies in New Haven and the Region

Appendix 1. Prevention Policy Board

Prevention Policy Board

Name, Title	Agency or Constituency	Community Sector
Lt. Herman Badger, Family Services Unit	New Haven Police Department	Law Enforcement
Henry Berliner, Owner	Foundry Bookstore	Business
Tom Ficklin, Marketing Director	Empower New Haven	Family Serving Organizations
Ann Gallant, Executive Director	Leg-Up, Inc.	Juvenile Justice / Youth Serving
Wesley Gary, Student	Youth	Youth
Kaye Harvey, Executive Director	City Wide Youth Coalition	Youth Serving Organizations
Carolyn Jackson, Parent	Parent	Parent
David Jones, Program Supervisor	Department of Children & Families	Child Welfare Agencies
Dr. James Lewis III, Director of Training and Curriculum, CDCP	Yale Child Study Center	Prevention/Treatment Providers
Will MacAdams, Director	CityKids	Youth Serving Organizations
Rev. Scott Marks	Outreach Ministries	Faith Community
Frank Milone, Manager of Education Services	Regional Workforce Development Bd	Employment
Wanda Moreno, Site Coordinator	Strong School Family Resource Center	Family Serving Organizations
Charles Pillsbury, Executive Director	Community Mediation	Family Serving Organizations
Dee Speese-Linehan, Supervisor, Social Development Department	New Haven Public Schools	Education
Carol Suber, Neighborhood Program Planning Specialist	City of New Haven	Local Government
Barbara Tinney, Executive Director	New Haven Family Alliance	Prevention/Treatment Providers
Alyana Ventura, Student	Youth	Youth
Kevin Walton, Program Director	Alliance for Strong Communities	Family Serving Organizations
Mike Zucharelli, Supervisor of Probation Officers	Juvenile Probation	Justice System/Courts

Youth Advisory Board

Name	School	Program Affiliation (if any)
Jamillah Avery	Conte West Hills School	Peer Mediation
Virginia Bailey	Hillhouse High School	Young Adult Police Commissioners
Shanna Barton	Hillhouse High School	
Genesis E. Class	Fair Haven Middle School	
Danielle Cohen	High School in the Community	Young Adult Police Commissioners
Dom Davila	High School in the Community	Social Development Class
Martin Evans	Career High School	
Wesley Gary	St. Francis School	
Sanjay Henry	Career High School	
Ricky Newton	Cross Annex High School	CityKids
Rachel L. Rosario	Fair Haven Middle School	
Alexis Rosen	Conte West Hills School	
Cynthia Sanchez	High School in the Community	Social Development Class
Angel Shaw	High School in the Community	
Curtis Simone	High School in the Community	Social Development Class
Adrienne Smith	Career High School	Young Adult Police Commissioners
Joanna Lea Snyder	High School in the Community	
Alyana Ventura	High School in the Community	BABES
Lashandra Walker	Hillhouse High School	

Prevention Resource Team

Name	Agency	Community Sector
Len Barbieri	Juvenile Detention Ctr	Justice System/Courts
Rachael Barrett	APT Foundation	Substance Abuse Treatment
Dave Bechtel	Holt, Wexler & Farnam, LLP	Business
Lou Campbell	New Haven Public Schools	Education
Cathy Cohen	New Haven Public Schools	Education
Frances Days	Grandparents on the Move	Grandparent
Don Dimenstein	Dixwell Community House	Youth Serving Organizations
Sarah Fabish	Community Foundation	Funder
James Farnam	Holt, Wexler & Farnam, LLP	Business
Debbie Flynn	School Based Health Clinics	Health Services
Terry Freeman	Consultation Center	Prevention/Treatment Providers
Melissa Goldbaum	Social Devel. Dept	Education
Gloria Greenidge	Clifford Beers	Prevention/Treatment Providers
Roxanne Hayes	Dept of Parks & Rec	Recreation- City Govt
Joan Jenkins, Director	Children in Placement	Family Serving Organization
Sherman Malone	Elm City Counseling	Prevention/Treatment Providers
Ed Mapp/Alison Chapman (may alternate)	School Volunteers	Youth Serving Organizations
Bonnie Nastasi / Cherie Tyler	Institute for Community Research	Other (evaluation)
Betty Rawls, Richard Spears	City Office of Substance Abuse Policy and Prevention	Local Government
Joseph Schofield / Casey Snedeker	Coordinating Council for Children in Crisis	Prevention/Treatment Providers
Mary Schwab-Stone	Yale Child Study Center	Higher Education
Joanne Sciulli	Solar Youth	Youth Serving Organizations
Dawn Sweeney	Yale NH Hospital	Prevention/Treatment Providers
Margaret Thomas	Grandparents on the Move	Grandparent
Efrain Urbina	NHBOE Drug Prev. Worker	Education
Rhoda Zahler	City of New Haven, Community Services Administration	Local Government

Appendix 2. Risk and Protective Factors

Risk Factors

Factor	Indicators	New Haven	Connecticut	Source
Family				
Family history of problem behavior	Adults who do not have a high school diploma (1990)	29%	16%	Census
Family management problems	Children living outside the family (1990)	15.0%	7.6%	CAHS
	Family with Service Needs (FWSN) requests (2000-01)	271		NHPS
Child victimization and maltreatment	Substantiated allegations of child abuse and neglect per 1,000 children (2000)	69.7	34.1	CAHS
Family conflict	Domestic violence arrests, per 100,000 people (1999)	10.3	5.6	UCR
School				
Academic failure	6 th grade students scoring below Basic level on CMT (1999-2000)	59%	22%	CAHS
	10 th grade students scoring below Basic level on CAPT (1999-2000)	61%	28%	CAHS
Truancy, early problem behaviors	Students in grades K-5 exhibiting “serious” or “very serious” behavior control problems (as observed by teachers)	36% of boys 19% of girls		TCRS
	Percent of students absent 10+ days (1999-2000)			NHPS
	Percent of students absent 20+ days (1999-2000)			NHPS
	Number of truancy officers “stops” (2000-01)	1,811		NHPS
	Total number of suspensions (2000-01)	7,351		NHPS
	Annual dropout rate (1998-99)	7.7%	3.2%	CAHS
	Four-year dropout rate for class of 2000	28%	12%	State
Community				
Economic Deprivation	Child poverty rate (1999)	34%	10%	CVC
	Overall poverty rate (1990)	21%	6%	Census
	Free-reduced price meals at school (1999-2000)	56%	24%	CAHS

Factor	Indicators	New Haven	Connecticut	Source
	Trend in school district poverty (1993-1998)	+29%		CVC
	Single-parent households (2000)	42%	18%	Census
	Children receiving welfare benefits (1999)	27%	6%	CAHS
Individual				
History of violent/delinquent behavior	Students who have hurt someone badly in a physical fight that they had to be treated by a doctor or nurse (2000)	19%		SAHA
	Students who have carried a blade, knife or gun in school (2000)	14%		SAHA
	Students who have been beaten up or mugged (2000)	9%		SAHA
Substance use (particularly early onset)	6 th grade students reporting alcohol use in past 30 days (2000)	19%		SAHA
	6 th grade students reporting having 5+drinks in a row in past 30 days (2000)	5%		SAHA
	6 th grade students reporting cigarette use in past 30 days (2000)	5%		SAHA
	6 th grade students reporting marijuana use in past 30 days (2000)	1%		SAHA
Early sexual activity	6 th grade students who have had sexual intercourse (2000)	12%		SAHA
	6 th grade students who have had sexual intercourse with 4+ partners (2000)	3%		SAHA
Aggressive/antisocial behavior	Students who started a fist fight or shoving match in past year (2000)	31%		SAHA

Protective Factors

Protective Factor	Indicators	New Haven	Connecticut	Source
Family				
Effective parenting	Adequate prenatal care and delivery (1998)	75%	86%	CAHS
	Children under age 2 fully immunized (1998)	79%		NHHD
Positive bonding	Attachment and commitment to parents and family			
School				
Caring and support	Students report that teachers show concern when they're absent from school (2000)	55%		SAHA
	Students report that parents participate in school activities (2000)	31%		SAHA
	Students report that their parents ask if they've gotten homework done	86%		SAHA
	Students report feeling safe at school (grades 6, 8, 10) (1998)	60%	N/A	CVC
High expectations	Percent of seniors attending higher education (1997-98)	79%	77%	CVC
	Students report it's important to get at least a B average (2000)	91%		SAHA
	Students report they are considered a bright student by their teachers (2000)	84%		SAHA
	Students report they are thought of as a good student by peers (2000)	75%		SAHA
	Students expect to graduate from high school (2000)	85%		SAHA
	Students expect to go to college (2000)	73%		SAHA
Youth participation, involvement and responsibility in school tasks and decisions	Student involvement in class activities and policies			
	Youth involvement in extra-curricular activities	Approx. 50% at CLCs		NHPS
	Students report playing sports or exercising at least some time every day (2000)	79%		SAHA
Community				
Presence of caring, supportive adults	Caring adults in neighborhood			Anecdotal
	Positive relationships with unrelated adults			Anecdotal

Protective Factor	Indicators	New Haven	Connecticut	Source
	Neighborhood associations			Anecdotal
Safe environment	Parents reporting they do not worry about their children's safety outside of school	30%		PACK
Opportunities for participation	Students report participating in community or volunteer work a few times or more in the past year (2000)	59%		SAHA
	Students report participating in the arts a few times or more this past year (2000)	72%		SAHA
	Availability of community activities			
	Students report attending religious services (2000)	83%		SAHA

Data Sources:

- CAHS** *An Odyssey of Connecticut's Children: Data Book 2001*, Connecticut Association for Human Services. Compiled from various state and federal data sources.
- CVC** *New Haven Children & Youth: 1999 Update*, Connecticut Voices for Children. Compiled from various state and federal data sources.
- PACK** *Parents and Communities for Kids (PACK) Survey, 2001*. Survey of 400 parents of elementary school aged children in New Haven and surrounding suburbs with incomes less than \$50,000.
- SAHA** *Social and Health Assessment (SAHA), 2000*, Yale Child Study Center – New Haven Public Schools. Survey of all 6th, 8th, and 10th graders in New Haven Public Schools.
- UCR** *Uniform Crime Reports, 2000*. Compiled from local police data.

Appendix 3 Prevention Resources

Table A-3-1 Prevention Program Funding, New Haven, FY 2002-2002,

Agency	Source	Funding 2001-2002	Prevention Focus
New Haven Board of Education			
After School/Summer Enrichment			
State After-School Funding	State	367,778	Primary
Title I After School funding	State	372,157	Primary
21st Century Community Learning Centers	Fed	2,127,565	Primary
Middle School Sports Program		40,000	Primary
High School Sports		1,324,506	Primary
Social Development Program		1,125,000	Primary
School-based Health Clinics	State	1,100,000	Prim/Sec/Ter
Safe Schools / Healthy Students	Fed	2,880,000	Prim / Sec
Subtotal, NHBOE		9,337,006	
City Community Services Administration			
CDBG Youth Services Funding		517,145	Primary
Youth Service Bureau			
General Fund	Gen Fd	123,558	Primary
Base State Grant	State	123,558	Primary
OPM Grant	State	138,000	Primary
DSS Grant	State	7,992	Primary
Teen Pregnancy Prevention Program	State	222,725	Primary
New Haven Department of Parks and Recreation			
Nature Recreation	Gen Fd	403,535	Primary
Community Recreation	Gen Fd	810,320	Primary
Seasonal Programs	Gen Fd	535,105	Primary
Camp Cedarcrest	Gen Fd	50,215	Primary
New Haven Dept of Police Services			
Crime Prevention Funds		95,000	Primary
Weed and Seed		175,000	Primary
Police Athletic League			Primary
School Resource Officer Program		441,000	Primary / sec
Regional Workforce Development Board			
WIA Youth Services Funding	Fed	925,164	Primary/ Sec
CT Court Support Services Division			
Alt. Programs, Estimated New Haven Portion		5,500,000	Sec / Ter
CT Dept of Children and Families			
Youth Recreation Programs			Primary
Family Preservation Programs			Sec
Office of Policy and Management			
OPM - Neigh. Youth Centers, Crime Prevention, LEAP, Other		5,105,257	Prim / Sec
Private Funds			
United Way		393,000	Primary
Community Foundation for Greater New Haven			Primary
Carolyn Foundation			Primary
Grand Total		24,903,580	

Table A-3-2 Organizations Involved in Prevention by Program Type, New Haven, 2002

(numbers indicate number of discrete programs by organization and type)

Organization Name	Arts	Behavioral Health	Child Welfare	Early Childhood	Education	Family Support	Health	Juv Justice	Leadership Development	Mentoring	Parent Education	Special Needs	Sports	Training	Youth Development	Crime Prevention	Capacity Building	Case Management	Advocacy	Grand Total
ACCT Associates Inc.															1					1
ACES Arts in Education Programming	4																			4
African-American Cultural Center at Yale					1															1
Alton Street															1					1
Ameri Corps															1					1
Amistad Academy					1															1
Best Buddies												1								1
Big Brothers Big Sisters															1					1
BlackPrint	1																			1
Block Watch	1																			1
Boys & Girls Club of New Haven															4					4
Brookside Residents Association															1					1
Casa Otonal															2					2
Catholic Family Services						1		1												2
Central Connecticut Coast YMCA															3					3
Centro San Jose															5					5
Children in Placement			2																	2
Christian Community Action, Inc.															1					1
City CSA															1					1
City of New Haven					1								1	1		1				4
City of West Haven								1												1
City Youth Services Bureau														1	3					4
CityKids Foundation	1								3						2					6
City-Wide Youth Coalition																	1		1	2
Clifford Beers Guidance Clinic		1									1									2
Community Consultation Board, Inc.		1															2			3
Community Mediation															3					3
Company A, 1st Battalion Marine Cadets of America															1					1
Connecticut Department of Children & Families			1																	1
Crossroads						1														1
Dixwell Community House								3							8					11
Dixwell/Newhallville Community Mental Health Svcs.		1																		1
Dwight Hall															1					1
DYTour															1					1
F.E.M.A.L.E.S.															1					1
Fair Haven Comm. Health Clinic							1													1
Fair Haven Community Health Center															1					1
Faith Christian Fellowship															2					2
Farnam Neighborhood House															3					3
Fletchas	1																			1

Organization Name	Arts	Behavioral Health	Child Welfare	Early Childhood	Education	Family Support	Health	Juv Justice	Leadership Development	Mentoring	Parent Education	Special Needs	Sports	Training	Youth Development	Crime Prevention	Capacity Building	Case Management	Advocacy	Grand Total
Freewill Ministry of Jesus Christ, Inc.															1					1
Helene Grant Elementary School															1					1
High School in the Community															1					1
Hill Cooperative Youth Services															4					4
Hill Health Corporation/ESP Program				1																1
Hole in the Wall Gang Fund, Inc.															1					1
Inner City First Swing Golf													1							1
Institute for Educational Innovation	1																			1
International Festival of Arts & Ideas	2																			2
Jewel Grassroots Tennis of New Haven													1							1
Jewish Community Center of GNH															1					1
Jumpstart New Haven				2										1						3
Juvenile Forensic Serv.								1												1
KnowGimmicks Youth Organization													1							1
Latino Youth Development Leadership, Education and Athletics in Partnership, Inc.									1						1					2
LEAP: Leadership, Educ., Athletics in Partnership									1											1
Leg Up, Inc.									1											1
Literacy Volunteers					1															1
Mob Squad Drill Squad	1																			1
Natural Guard															1					1
New Haven Board of Education				1	2	1	1								1			2		8
New Haven Boys & Girls Club															4					4
New Haven City-Wide Drill Team															1					1
New Haven Department of Children & Family Services						1														1
New Haven Department of Parks, Recreation & Trees													3		3					6
New Haven Department of Police Service					1				1	1			1		1	3				8
New Haven Ecology Project															1					1
New Haven Family Alliance								2												2
New Haven Ravens													1							1
New Haven Youth Services Bureau															1					1
New Way Horizon Resident Council															1					1
Picaflor y Los Ninos	2																			2
Pop Warner Football													1							1
Poplar Youth Group	1																			1
Raisin Up	1																			1
Rites of Passage															1					1
RWDB														3						3
SMArT										1										1
Solar Youth									1											1
Stetson Branch Library															1					1
Student Parent Leadership Services				2																2
Survivin' N Da Hood															1					1

Organization Name	Arts	Behavioral Health	Child Welfare	Early Childhood	Education	Family Support	Health	Juv Justice	Leadership Development	Mentoring	Parent Education	Special Needs	Sports	Training	Youth Development	Crime Prevention	Capacity Building	Case Management	Advocacy	Grand Total
Teen Challenge-New Haven			1												1					2
Tennis Foundation of Connecticut, Inc.													1							1
Ulysses S. Grant Foundation					1															1
United Teen Connection of Greater New Haven															2					2
United Way of Greater New Haven, Inc.																	2			2
Upper Room Unlimited	3																			3
Urban Solutions, Inc.														1	1					2
West Rock Neighborhood Corporation															4					4
Winners on Wheels															1					1
Youth Continuum, Inc.	1		5					8												14
Youth Fair Chance														1						1
Youth Soccer Association												1								1
Yale-New Haven Hospital		1				1														2
Yale Child Study Center		2																		2
Court Support Services Division								1												1
Court Support Services- Juvenile Detention Center								1												1

Table A-3-3 Prevention Program Inventory by Organization Category and Program Type, New Haven, 2002

Organization Category	Program Type																			
	Arts	Behavioral Health	Child Welfare	Crime Prevention	Early Childhood	Education	Family Support	Health	Juv Justice	Leadership Development	Mentoring	Parent Education	Special Needs	Sports	Training	Youth Development	Capacity Building	Case Management	Advocacy	Grand Total
Youth Organization	1		1					3	7	1		1	1		44	1		1	61	
City Government				4		2	1	1	1	1			5	2	10				27	
Social Service	1		7					12											20	
Community-based Organization															15				15	
Education Organization	5				4	2								1					12	
Arts	9																		9	
Local Educational Authority					1	3	1	1							3		2		11	
Faith-based Institution							1								4				5	
State Agency		1	1					2							1	2			7	
Sports Organization													5						5	
Workforce Devel.														5					5	
Grassroots Organization	2														2				4	
Behavioral Health		2					1				1								4	
Health		1					1	1							1				4	
Business													1		1				2	
Funder																2			2	
Advocacy Group															1				1	
Festival	1																		1	
Non-profit Agency															1				1	
Community Business	1																		1	
Juvenile Justice								1											1	
Early Childhood					1														1	
Higher Education		2				1									1				4	
Grand Total	20	6	9	4	6	8	5	2	19	8	2	1	1	12	8	84	5	2	1	203

Appendix 4 Complementary Initiatives, Resources and Agencies in New Haven and the Region

This table lists initiatives and partners that will be tapped by the Prevention Policy Board to help achieve New Haven’s Prevention Plan goals. For each initiative, the applicable goals are indicated

Initiatives & Agencies	Brief Description	Early Childhood	Strengthening Families	Positive Youth Development	School Practices	Police-Youth Relations	Evidence-Based Strategies	Early Intervention
CITYWIDE INITIATIVES AND INSTITUTIONS								
Safe Schools/ Healthy Students Initiative	Multi-partner initiative centered at the Board of Education to coordinate and expand responses to children identified as at-risk of academic failure and/or dropping out of school. Finances mental health practitioners in the schools as well as enhancements to diverse programs including the Child Development – Community Policing Program. Led by the Social Development Department.	●	●	●	●	●	●	●
Yale Child Study Child Development-Community Policing Program	Yale Child Study Center – New Haven Police Department partnership which provides training to Police, school security and other school personnel in child development principles as they relate to policing and exposure of children to violence or traumatic events; and offers 24-hour intervention and support for children who have been exposed to violence.		●			●	●	●
Juvenile Justice Division, State of Connecticut	Operates and funds juvenile probation and alteration incarceration programs.					●		●
City-Wide Youth Coalition	A forty-year old collaboration of child- and family-serving agencies from throughout the city which acts as a mechanism through which these different agencies can plan, communicate and sponsor joint staff development. The fifty member organizations provide educational and recreational opportunities for in- and out-of-school young people in New Haven.		●	●				
New Haven Board of Education 21 st Century Community Learning Centers / Community Schools Initiative	Under this federal program, the New Haven Board of Education has funded extensive after school programs for families in 19 schools, with numerous partnerships. Keeps schools open in the evening to offer social activities and social services to the schools' neighborhoods with businesses and organizations.		●	●				
Youth Training and Development Resource Center	Project of the Consultation Center, a non-profit institute associated with the Connecticut Mental Health Center and the Yale School of Medicine, and the Citywide Youth Coalition aimed at providing training and technical assistance to youth serving agencies; and develop best practices models and standards for youth services based on positive youth development model.			●				

Initiatives & Agencies	Brief Description	Early Childhood	Strengthening Families	Positive Youth Development	School Practices	Police-Youth Relations	Evidence-Based Strategies	Early Intervention
City Youth Plan	Youth-driven planning process to identify and plan for needs of New Haven youth, used as the starting point for development of Prevention Plan.			●	●	●		●
New Haven School Readiness Council / Early Childhood Task Force	Administers state School Readiness and Quality Improvement funds to expand programs for 3-4 year olds. Leading implementation of the comprehensive plan developed by the Mayor’s Task Force on Universal Access to Quality Early Care and Education for expanded services to families with children from birth to age 5.	●	●					
New Haven READS	Broad coalition of groups mobilizing the community to focus on teaching young children how to read to meet the Board of Education’s recent policy of ensuring that all students can read by grade 3.	●						
New Haven Office of Substance Abuse Policy and Prevention	Comprehensive community-wide campaign against drug and alcohol abuse which works to build awareness of substance-abuse issues and to form collaborations to improve effectiveness of systems of prevention, intervention, and treatment (formerly New Haven Fighting Back)		●				●	●
Healthy Start	Consumer-driven initiative to improve health outcomes for mothers and infants. The Community Foundation’s work to reduce infant mortality brings together the two area hospitals, the City of New Haven, Yale Medical School, the community health care clinics, and other stakeholders to coordinate their work in this area.	●	●					
School-Based Health Clinics	Clinics in 13 New Haven schools that provide basic health care to all students registered for service. Operated by local health institutions, these clinics provide a range of health education and support group activities in addition to services to address physical health issues. Reimbursement is sought where possible through third party payers.				●		●	
NEIGHBORHOOD INITIATIVES AND INSTITUTIONS								
New Haven Empowerment Zone Strategic Plan / Empower New Haven, Inc.	The City was designated a federal Empowerment Zone in 1999. Six neighborhoods comprise the Zone. The designation is based on a Strategic Plan which integrates all social, economic, and physical aspects of six of New Haven’s poorest neighborhoods. Resident-led Management Teams are serving as the Neighborhood Implementation Committees for the EZ Strategic Plans. Empower New Haven, Inc., an independent non-profit, manages the implementation.		●	●		●		
Community-Based Policing Substation Management Teams/ Neighborhood Enterprise Community Implementation Committees	Community Management Teams led by neighborhood residents are charged with identifying issues in the neighborhood which contribute to community problems, developing plans to address these issues in collaboration with appropriate entities, and advising the police on the implementation of the community-based policing program.					●		

Initiatives & Agencies	Brief Description	Early Childhood	Strengthening Families	Positive Youth Development	School Practices	Police-Youth Relations	Evidence-Based Strategies	Early Intervention
Housing Authority of New Haven (HANH) / Alliance for Strong Communities (ASC)	The HANH formed the Alliance for Strong Communities, a separate non-profit agency, as a vehicle to plan and deliver social services, youth services, and educational programming to the over 3,300 households living in public housing in New Haven. Literacy and preparation for work are two central themes in the work of ASC.	●	●	●				●
Family Resource Center Initiative	A collaborative effort between the New Haven Public Schools and the City of New Haven to utilize school sites as dynamic hub for community-based resources serving families and children. Based on the Zigler model for Schools of the 21 st Century. Five sites in operation (Rogers and Brennan-West Rock; Wexler-Dixwell; Hill Central-Hill, and Strong-Fair Haven).	●	●		●		●	
CityKids, Inc.	Sponsors of the New Haven Youth Mapping project through which over 75 youth have mapped resources and issues in their neighborhoods and then established processes to intervene to solve specific problems. CityKids has two other youth-driven programs which are also successful draws to a diverse cadre of youth – Coalition, an informal Friday-evening guided discussion involving youth, and CityKids Rep, a performing arts troupe.			●		●		
Regional Cultural Plan for Greater New Haven	Coalition of arts, cultural, and civic forces who came together to sponsor the preparation of a regional cultural plan. Core initiative is program of outreach to engage inner city neighborhoods in their own aesthetic and cultural development process, under leadership network of adult and young adult neighborhood cultural development officers.			●				
SELECTED PROGRAMS AND EVENTS								
Parent Leadership Training Institute	Initiative of the CT Commission for Children that trains classes of parents in leadership skills. Preparing them for effective civic engagement. Operated locally by the New Haven Public Education Fund.		●		●			
Literacy Volunteers of Greater New Haven Parent Liaison Program	Literacy Volunteers has launched an innovative effort to engage parents in literacy activities through the recruitment of Parent Liaisons to conduct outreach into the inner city and working class communities in New Haven.		●					
Families First	Comprehensive program to address issues of Housing Authority of New Haven families through case management and enhanced access to employment services and substance abuse treatment where needed. Pilot in the Quinnipiac Terrace development will be expanded to additional complexes.		●					

Initiatives & Agencies	Brief Description	Early Childhood	Strengthening Families	Positive Youth Development	School Practices	Police-Youth Relations	Evidence-Based Strategies	Early Intervention
International Festival of Arts and Ideas	Annual arts and humanities festival that features artists and thinker from throughout the world and draws over 175,000 people into downtown New Haven with an ever-expanding array of cultural programming. In 2000, family-oriented neighborhood events were sponsored in six inner city neighborhoods, artists again had residencies in six neighborhoods working with residents to create a work of art to display at the festival, and The Heart of the Matter drew over 40 child-centered organizations and activities to the New Haven Green for a day of fun and learning. Britain's Royal Shakespeare Company has elected to stage several world premier productions at Long Wharf Theatre and other Festival venues, and popular artists—such as Roberta Flack—draw thousands to New Haven's Green for free summer concerts.			●				
REGIONAL PARTNERSHIPS								
Regional Action Council (RAC)	Organization of area Youth Services Bureaus and others involved in working on youth issues to plan substance abuse prevention and intervention activities.			●				●
School-To-Career Initiative	A statewide program spearheaded in this region by Area Cooperative Education Services (ACES), local Boards of Education, and the Regional Workforce Development Board of Greater New Haven to institute/expand school-to-work opportunities for the 11th and 12th graders as well as greater career awareness at all levels within the K-12 education system.			●	●			●
People and Communities for Kids (PACK)	An initiative co-sponsored by the Community Foundation for Greater New Haven and the Graustein Memorial Fund to expand participation in informal learning opportunities by working class families with children ages 6-10. Recently funded by Wallace-Readers' Digest Funds. Target areas include the Hill Neighborhood and the Newhallville-Highville neighborhood (New Haven/Hamden).		●	●				
WIA Youth Council	The Regional Workforce Development Board has formed an active Youth Council under the provisions of the federal Workforce Investment Act. This Council establishes policies to guide distribution of funds for youth employment and training and plans for enhancements to the employment and training system.		●	●				
Welfare-to-Work Initiative	A number of training and support programs aimed at moving families from welfare to self-sufficiency administered through the Regional Workforce Development Board in partnership with the Connecticut Departments of Labor and Social Services.		●					