

NEW HAVEN FAMILY ALLIANCE STREET OUTREACH WORKER PROGRAM

An evaluation report from the collaboration between the New Haven Family Alliance and Robert Wood Johnson Clinical Scholars Program at Yale University School of Medicine.



Evaluation Report
May 2009

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**NEW HAVEN FAMILY ALLIANCE
STREET OUTREACH WORKER PROGRAM
YOUTH GUN VIOLENCE PREVENTION INITIATIVE
EVALUATION REPORT
MAY 2009**

Executive Summary

Introduction

Youth gun violence is widely recognized as a significant national public health issue that disproportionately affects minority racial and ethnic groups. Nationally, among youth between the ages of 10 and 24, homicide is the leading cause of death for African Americans and the second leading cause for Hispanics/Latinos. In New Haven, gun violence reached its highest level in more than a decade in 2007, with 162 nonfatal shooting victims among its 127,000 residents and with persons of color representing the majority (92%) of the shooting victims.

In this report, we present the findings of a process evaluation of the New Haven Family Alliance Street Outreach Worker Program. The Street Outreach Worker Program (SOWP) is a privately funded, city-administered, community-based initiative operated by the New Haven Family Alliance (NHFA). The mission of the SOWP is to reduce gun violence in New Haven among thirteen to twenty-four year olds through education, advocacy, and mentoring interventions. A broader secondary goal of the program is to change community norms around violence. The program is a secondary and tertiary violence prevention initiative in which Street Outreach Workers (SOWs) provide mentoring in negotiation, problem solving, problem analysis, respectful behaviors, and conflict mediation for youth at risk for violence and youth who have been involved in violence.

In October 2007, the NHFA Executive Director approached the Yale Robert Wood Johnson Clinical Scholars Program (RWJCSP) to assist with an evaluation of the SOWP. Process evaluations, which occur early during a program, examine the internal dynamics of program implementation, and describe perceptions and experiences of those involved with the program. This process evaluation had three main components: 1) a logic model to describe paths from SOWP inputs through program activities, to outcomes and impacts; 2) assessment of interim progress on the specific process measures of youth engagement and SOW activities; and 3) documentation of youth participant experiences and expectations.

Methods

A community-based participatory approach was used to guide this evaluation. Participatory evaluation is a collaborative process that provides for active involvement in the evaluation by program stakeholders and empowers program providers and beneficiaries to act on the knowledge gained from the evaluation process. This model, used widely in evaluation of public health interventions, facilitates the use of findings to improve program performance and provides objectivity to enhance the merit of results.

For this process evaluation, we gathered data from two sources: 1) in-depth interviews with youth participants, SOWs and NHFA administrators to explore their experiences in and expectations for the program and 2) SOW daily journals ("dailies") in which they chronicle their daily activities and provide observations about their SOW experiences. The evaluation

was designed to elicit data on: 1) activities and program components that keep youth engaged with the program, 2) activities and program components that prevent gun violence, 3) specific barriers and facilitators of program participation by youth, and 4) quantitative measures that would best identify program success. Our multi-method approach (referred to as “triangulation”) allows for complementing the findings of one source of data with that of the other sources of data in order to enhance the accuracy of our findings. We used standard qualitative methods for collecting and analyzing data.

Findings

The findings represent the views and experiences of youth participants, SOWs and program administrators. Through our analysis of the interviews and daily journal (“dailies”) data, recurrent themes emerged to describe each of the central issues in the program’s implementation. Primary themes address each of the process evaluation aims: 1) engagement and retention of youth in the program, 2) prevention of gun violence, 3) barriers and facilitators to program success, and 4) potential measures of program success.

1. Engagement and retention

Four themes described the process of engaging and retaining youth participants in the program: SOWs use a range of strategies to achieve these objectives; meeting the basic needs of youth participants is essential for engagement; retention of youth in the program requires continuous engagement; and certain youth resist engagement and present retention challenges.

2. Gun violence prevention

Four themes are perceived as central to understanding the program’s role in prevention of gun violence: violence is pervasive in the lives of the youth; youth perceive SOWs as proxy family members who provide support in dealing with violence in their lives; the relationships with SOWs enhance youth participants’ sense of self-worth, a known protective factor against youth gun violence; and because the roots of violence are deep and complex, SOWs must employ a multi-faceted approach to gun violence prevention.

3. Barriers and facilitators to program success

Participants described their views about a range of barriers and facilitators to the program’s success. As described by youth participants, the pervasiveness of gun violence in the city of New Haven presents formidable barriers to program success. Collaboration between the SOWs and police is vital to program success. Perceived facilitators to success include setting and maintaining realistic expectations about the program, supporting SOWs in their work, as well as role modeling and mentoring to advance behavioral change.

4. Measures of program success

Demonstrated program successes include SOWs being visible in the community and acting as positive role models; youth improving their lives through positive interactions with their families, adhering to probation plans and beginning employment, advocating for youth in court and in school, and enhancing school engagement. Youth, SOWs, and administrators offered recommendations for ways to measure future success, including:

- ***The numbers of people that were positively affected by program***, e.g., finding employment, starting college, having their basic needs meet, finding stable housing

- ***Methods by which youth solve personal grievances***, that is, choosing to resolve conflict through negotiation as opposed to resorting to use of guns or choosing to reach out to a street outreach worker to help resolve conflicts in school or on the streets
- ***Level of community cohesion*** or the degree to which different communities live and work confidently alongside each other, recognizing each other's differences but sharing a sense of belonging and common prosperity
- ***A reduction in youth recidivism***

Discussion

The SOWP supports high-risk youth in engaging in safer and healthier behaviors. In this process evaluation we have described how the youth, SOWs, and program administrators perceive and experience these behavior changes. Our findings are placed in the broader context of empirical research on violence reduction and behavioral change.

As a violence prevention strategy aimed at reducing youth gun violence in New Haven, we found that the design and goals of the SOWP are consistent with the Stages of Change Model. The Stages of Change model is a commonly used framework for promoting change in unhealthy behaviors. The SOWs focus on developing helping relationships as a key behavioral process of change. The Stages of Change model defines a helping relationship as one that combines caring, trust, openness and acceptance as well as support for the healthy behavior change. Our findings revealed that in the SOWP, the SOWs serve in the role of helping relationships. The SOWP and the relationships formed to facilitate gun violence prevention exist in and attempt to account for the context of community violence and aim to address some of the long-term consequences of exposure to violence.

The intensity of the violence and the damaging consequences of persistent neighborhood violence were described in our study. Prior research documents the impact of community violence on youth and the role of family as a mediating force in community violence. Strong and stable family support systems are known to protect violence-exposed youth from negative long term consequences of violence. By creating a parallel family structure, the SOWP has capitalized on a vital protective mechanism to mitigate the negative effects of community violence on youth.

Recommendations

It is in the context of this empirical research that we have developed the following recommendations based on the findings from our research:

- 1. Continue to offer a comprehensive and flexible program to accommodate youth who may be at different stages of readiness to change.**
- 2. In order for the SOWs to continue to engage youth in multiple environments, the SOWP needs to continue to foster and nurture relationships with other community organizations.**
- 3. Provide an on-site GED program in collaboration with educational and occupational training programs.**

- 4. Establish neighborhood recreation or youth activity centers.**
- 5. Provide support to SOWs to manage job-related emotional stressors.**
- 6. Minimize negative impact of SOW turnover by assigning two SOWs per youth, in primary and secondary roles.**
- 7. SOWs should continue to engage and support the family of participating youth.**
- 8. The SOWP should continue leadership in community mobilization efforts to address violence.**
- 9. Evaluation of the SOWP should be specific and include short, medium, and long-term outcomes associated with decreased gun violence.**
- 10. Maintain the momentum of positive behavioral change through sustaining relationships developed with youth.**

**NEW HAVEN FAMILY ALLIANCE
STREET OUTREACH WORKER PROGRAM
EVALUATION REPORT**

Introduction

In this report, we present the findings of a process evaluation of the New Haven Family Alliance Street Outreach Worker Program. The New Haven Family Alliance (NHFA) is a non-profit agency whose mission is to improve the quality of life for all families in New Haven (see Appendix A for more detailed description of NHFA). The Street Outreach Worker Program (SOWP) is a privately fundedⁱ, city-administered, community-based secondary and tertiary violence prevention initiative. Launched in July 2007, the mission of the program is to reduce gun violence in New Haven among thirteen to twenty-four year olds through education, advocacy, and mentoring interventions and to change community norms around violence. Street Outreach Workers (SOWs) provide mentoring in negotiation, problem solving, problem analysis, respectful behaviors, and conflict mediation for youth at risk for violence and youth who have been involved in violence. SOWs are paid employees of the NHFA who were previously involved in violence and who are now committed to formally mentoring youth through this program. Initially, youth were referred to the program by the New Haven Police Department, and referral sources have expanded as the program has evolved.

In October 2007, the NHFA Executive Director approached the Yale Robert Wood Johnson Clinical Scholars Program (RWJCSP) to assist with a process evaluation of the SOWP. Process evaluations, which occur early during a program, examine the internal dynamics of program implementation, and describe perceptions and experiences of those involved with the program.¹ Process evaluations can assess formal and informal program elements, as well as both anticipated and unanticipated impacts. Process evaluations can also complement and inform the development of outcome evaluations. Findings can be used to inform decision-making, program development, outcome evaluation, and policy formulation through the provision of empirically-driven feedback.¹ This process evaluation had three components: 1) a logic model to describe paths from SOWP inputs through program activities, to outcomes and impacts; this model was shared with city officials in the fall of 2008 and is included in Appendix D; 2) assessment of interim progress on the specific process measures of youth engagement and SOW activities; and 3) documentation of youth participant experiences and expectations.

Youth involvement in the evaluation of violence prevention programs has been limited, and has focused largely on documenting demographic characteristics of participants and assessing pre and post intervention knowledge of cognitive and social skills and attitudes and behaviors that support nonviolence.²⁻⁹ There is a paucity of literature describing participant experiences of youth violence prevention programs, or their views on program strengths and weaknesses.¹⁰ However, youth participants are likely to have a unique understanding of the issues that need to be addressed, the components of a program that are likely to foster adherence, and the components necessary to prevent recidivism.¹⁰⁻¹⁴ Accordingly, in this evaluation we sought to describe participant experiences and expectations regarding:

ⁱ Funded by a Consortium of private donors including Casey Family Services, Community Foundation of Greater New Haven, Empower New Haven, New Alliance Foundation, State of Connecticut and United Way of Greater New Haven

1. Engagement and retention of youth in the program
2. Prevention of gun violence
3. Barriers and facilitators to program success
4. Potential measures of success for inclusion in outcome evaluation

Findings are based on data gathered through: 1) in-depth interviews with participating youth, the SOWs and program administrators, and 2) a systematic review of the daily reports written by the SOWs as required documentation for program monitoring purposes. This process evaluation provides comprehensive and detailed information to the NHFA, the City of New Haven, and other stakeholders to facilitate improvements in the SOWP and to inform the design of the evaluation of defined outcomes currently monitored by the NHFA. These outcomes include: 1) number of youth served; 2) number of mediations and conflict resolutions; 3) demographic information of youth participants including neighborhood of residence, age, gender, race, and ethnicity; and 4) narrative information about neighborhood climate. These data are presented to the City of New Haven's Community Services Administration Department on a monthly basis and a summary report is presented annually.

Background

The impact of gun violence on minority racial and ethnic groups

Youth gun violence disproportionately affects minority racial and ethnic groups.¹⁵⁻¹⁹ While African Americans comprise 13% of the US population, in the year 2007, nearly half (49.3%) of all victims of homicide in the US were African American.²⁰ Nationally, among youth between the ages of 10 and 24, homicide is the leading cause of death for African Americans and the second leading cause for Hispanics/Latinos.¹⁵ Homicide rates in this age bracket, typically the result of firearm use, are 59.3 per 100,000 for African Americans, 20.9 per 100,000 for Latino/Hispanic males, and only 3.3 per 100,000 for Whites.²¹ The consequences of youth violence are broad and numerous and annual treatments for gunshot victims are estimated at \$100-\$126 billion per annum.²²

Youth violence is widely recognized as a significant public health issue.^{16, 23, 24} In Connecticut, African Americans account for 9% of the population and yet represent 37% of all firearm-related injuries treated in hospitals.²⁵ In New Haven, gun violence reached its highest level in more than a decade in 2007, with 162 shooting victims among its 127,000 residents and with persons of color representing the majority (92%) of the shooting victims.²⁶⁻²⁸ From 2005 to 2008, more than 500 people were the victims of shootings in New Haven, 25 of whom were between the ages of 10 and 24.²⁹ While the percentage of homicide victims 18 and under dropped from 25% in 2006³⁰ to 4.5% in 2008,²⁹ the pervasiveness of youth gun violence has continued to be of concern for city government officials, public safety officials and residents.

The Street Outreach Worker Program youth violence prevention initiative: A public health approach that aims to maximize protective factors and minimize risk factors

The New Haven Street Outreach Worker Program (SOWP) is a youth violence prevention initiative modeled after successful programs in Boston and Providence.^{31, 32} A guiding principle is the premise that youth violence is a public health issue to be controlled and contained, similar to that of the management of communicable diseases.³¹⁻³³ Evaluations of the programs in Boston and Providence have demonstrated decreased arrests, intervention

in hundreds of community conflicts, prevention of more than 100 acts of retaliatory violence and graduation of 23 new Nonviolence Trainers.³¹ In Providence, in conjunction with their SOWP, homicides fell from 22 in 2005 to 11 in 2006.³⁴ Directors from the Providence Institute for the Study and Practice of Nonviolence facilitated the training and program development for New Haven's SOWP and provide ongoing consulting to the program.

The NHFA adapted and expanded the SOWP model for New Haven. In addition to the principle components of conflict mediation, reconnecting with school systems and job placement, the NHFA program added an eight-week course, consisting of training in life skills, conflict resolution, and employability training. In addition, the program draws upon a cognitive behavior change approach known as Thinking for a Changeⁱⁱ. Although housing the program in a social service agency is a departure from the Providence model, this arrangement allows staff to refer youth to other services and programs available at the agency, such as the Male Involvement Network and Strengthening Schools through Family and Community. Finally, the program offers limited case management to program participants, including linking youth to other services outside of the agency, serving as a liaison between youth, family and the school system and providing regular follow-up to address challenges experienced by the youth.

The SOWP model is designed to support youth and prevent perpetration of gun violence by minimizing risk factors and maximizing protective factors. Risk and protective factors exist at the *individual, family, social, and community* levels³⁵ (see Appendix E for additional detail).

At the **individual level**, the program aims to address involvement with drugs and alcohol, poor behavioral control, high emotional distress, and exposure to conflict in the family, while supporting positive social orientation and involvement in social activities.

At the **family level**, the program aims to curtail the effects of negative disciplinary practices, low parental involvement, low emotional attachment to parents or caregivers, parental substance abuse or criminality, poor family functioning, and poor supervision of children while supporting connectedness to family and caregivers.

At the **peer and social level**, the program aims to lessen association with delinquent peers, involvement in gangs, and poor academic performance while encouraging commitment to school and participation in social, recreational, and cultural activities.

At the **community level**, the program aims to mobilize neighborhood residents, support collective community efficacy, and address diminished economic opportunities.

Demographic characteristics of population served to date

The SOWP is designed for young people between the ages of 13 and 24. Prior to the establishment of the program, and as part of their community policing activities, the New Haven Police Department (NHPD) provided city officials with a list of youth at very high risk for gun violence. This list served as the original target population for the SOWP. The identified youth either had encounters with the criminal justice system and continued to engage in problem behavior or were beginning to exhibit signs of disengagement and

ⁱⁱ Thinking for a Change (T4C) is an integrated, cognitive behavior change program for offenders that includes cognitive restructuring, social skills development, and development of problem solving skills. NIC makes available the T4C offender program materials plus a curriculum for training program facilitators. NIC also can assist agencies in training staff to facilitate the program. (From NIC website.)

hostility. City officials shared the list with NHFA staff. The initial list included 200 youth of which 143 youth were engaged. Engagement is defined as a youth being approached, recruited, and connected with a SOW. Those fifty-seven referrals remaining who were not engaged represent potential clients who were older than the target age range, who were unresponsive to engagement efforts or could not be located. The NHPD has referred additional individuals since the program began, approximately 90% of which have been successfully engaged. In addition to new referrals by the NHPD district managers, additional referrals have come from alderpersons, department of probation, the school system, and community agencies. As of March 2009, a total of 392 youth have been engaged by the program, with 223 referrals from the NHPD and 169 from community partners, probation and parole.³⁶

TABLE 1. PARTICIPANT DEMOGRAPHICSⁱⁱⁱ	
Total N = 392	
Age	
13-15y	10%
16-17y	33%
18-19y	52%
20-23y	5%
Gender	
Male	69%
Female	31%
Race/Ethnicity	
Black/African American	83%
Hispanic/Latino	15%
White/Caucasian	2%
Neighborhood	
Hill North/Hill South	23%
Fairhaven	16%
Dixwell	16%
Newhallville	20%
Dwight/Kensington	21%
Westville	4%
Criminal Offenses	
Drug-Related	60%
Violent Crimes	40%

Methods of the Evaluation

We used a community-based participatory approach to guide this evaluation. Participatory evaluation is a collaborative process endorsed by the Centers for Disease Control and Prevention.³⁷ Participatory evaluation provides for active involvement in the evaluation by program stakeholders and empowers program providers and beneficiaries to act on the knowledge gained from the evaluation process.³⁸ This model, used widely in evaluation of

ⁱⁱⁱ Participant Demographics as of March 2009

public health interventions, facilitates the use of findings to improve program performance, and provides objectivity to enhance the merit of results.

For this process evaluation, we gathered data from two sources: 1) in-depth interviews with youth participants, SOWs, and NHFA administrators to explore their experiences in and expectations for the program and 2) SOW daily journals (“dailies”) in which they chronicle their daily activities and provide observations about their SOW experiences.³⁹ Our multi-method approach (referred to as “triangulation”)^{15, 40, 41} allows for complementing the findings of one source of data with that of the other sources of data in order to enhance the accuracy of our findings. We used standard qualitative methods for collecting and analyzing data; additional detail is provided in Appendix F.

Findings

The following findings represent the views and experiences of youth participants, SOWs and program administrators. Through our analysis of the interviews and daily journal (“dailies”) data, recurrent themes emerged to describe each of the central issues in the program’s implementation. Primary themes address each of the process evaluation aims: 1) engagement and retention of youth in the program, 2) prevention of gun violence, 3) barriers and facilitators to program success, and 4) potential measures of program success. We present recurrent themes with illustrative quotes for each. A full description of the data generated from the dailies is presented in tabular form in Appendix G.

1. Engagement and retention

Four themes described the process of engaging and retaining youth participants in the program: SOWs use a range of strategies to achieve these objectives; meeting the basic needs of youth participants is essential for engagement; retention of youth in the program requires continuous engagement; and certain youth resist engagement and present retention challenges.

SOWs use a range of strategies for engagement

Engagement is defined as recruiting, enrolling and/or retaining youth in the program for the length of the life skills and job readiness course and/or until they are exhibiting signs of attitude and behavior change to suggest that they no longer need intensive management by the SOWs. The SOWs employ a number of strategies for recruiting youth to the program. Each SOW is assigned primary responsibility for a neighborhood and is provided with names of youth at high risk for violence in their assigned neighborhoods. Target neighborhoods are those that the police identify as experiencing a particularly high level of gun violence. SOWs have a highly visible presence on the street and in places where youth congregate. They wear a distinct jacket and carry business cards so they are clearly identifiable. SOWs approach individual youth directly or through peers and increase visibility of the program through periodic events offered and advertised in targeted neighborhoods. Youth also initiate contact with SOWs or are referred to SOWs through referral sources such as schools and NHPD district managers. Because of the visibility of the SOWs and the perception that they can help with community issues, SOWs are seen as a resource not only for the youth, but also for other community members. Local community members seek SOW to assist with a variety of community concerns including loitering, tenant issues, and housing problems.

“[SOW] told me [about the program] because I had been looking for a job and it's kind of hard out here. So, he was like... this program at the New Haven Family

Alliance that's gonna help me get a job and it'll get you ready for it. So, I was like 'alright.' He said it was six weeks for two hours. So I have been coming and I came and it was a good program and it taught me a lot and it helped prepare me for a job interview..." Male Youth

"My street was getting into some trouble and I always knew [SOW] since I was a baby and the person I could really talk to was [SOW]... I basically reached out to him. I always knew he was in [the program] and he was the closest... person in my neighborhood so I talked to him... What made me want to be in the program? It keeps me from... getting in trouble... Keep[s] my head on track." Male Youth

"The first time I ever came into this building I was 16. I was in the parenting class. The Male Involvement Network. From then I just been kept in touch with my case worker and... I came home from jail. I gave her a call because she used to always help me find jobs. She said we got a new program. I think you'll really like it. I came in. Seen it. Didn't really want to deal with it until I seen somebody that I know. That's [SOW]. When I was younger he used to be out there and live the same way I used to be out there. So I'm like well... if he can change, I know I can change. Like if he doing it like a grown man, I know I can be a grown man." Male Youth

SOW recruitment of a particular youth may be delayed by the inability to locate the youth for reasons such as incarceration or lack of stable housing. Delays also may occur when a youth initially expresses strong lack of interest in the program. In these challenging cases, SOWs persist in staying connected to the youth and continue various strategies for reaching out to them.

"If there comes a client, he gets arrested, he goes to jail. Normally what happens is we... follow him, if he's got a two-year sentence... I know when he comes back out... I know his date. I have it down on the calendar. I'm in touch with the family. We'll meet back up with that individual when he comes back out..." SOW₂

"...If I have a client and he's just like rebellious, you know, I go by the house, he's like, 'yo get outta here I don't want to talk, I'm selling drugs' and this and that, then, you don't just forget about them... you wait a week. You wait a couple weeks then you try to go back and engage them or you go by the house. But I wouldn't engage certain guys like that in a crowd of their peers. You know if he's with six or seven of his boys, I'm not going to go up to him and try to talk to him about doing the right thing. You know, he's going to put this mask on. So what I do is I'll go by the house and catch him early in the morning or late night or I try to talk to him and reach him that way but I wouldn't never just like turn my back on a guy. But if he doesn't want help now, I'll say, 'okay, cool'. You know, I still make myself available to him. He knows my number. If something happens you give me a call." SOW₂

Meeting the basic needs of youth participants is essential for engagement

Youth describe their needs to SOWs during the intake process. While the most commonly identified needs are jobs and job training, youth also report a striking range of basic needs including clothing, transportation, opportunities for recreation, legal and court advocacy, family services assistance, child support, crisis intervention, housing and financial assistance. SOWs facilitate connections between the youth and other services at NHFA and other service providers in the city, recognizing that addressing these needs is essential to engaging youth in the program. One youth describes how a SOW helped him navigate a family conflict to ensure housing, and in securing food and transportation to school.

"I was going through a living situation and I came to [a SOW]... I didn't have no money for the bus to get to school. I had no money to eat. Nothing. He made sure I ate. He made sure I was okay. He ended up helping me find a place to stay... [SOW] came all the way over to the house spoke with [family member] and everything was situated after that." Male Youth

"Brought [client] to Family Alliance to sign him up for job and to get him a job placement and a home. He is currently homeless and seeking shelter. We addressed his most serious need which is shelter." Excerpt, SOW Dailies

Both the youth and the SOWs describe the important role that SOWs play in helping the youth meet their basic needs and how this extends to assisting with the basic needs of families.

"Once they see that you're consistent... sincere and genuine about this, your phone doesn't stop ringing. I get calls from grandmothers down to 16-year-old mothers. I get calls from grandfathers down to 16-year old fathers. 'We haven't eaten yet'... The calls wear on your spirit because very seldom have I got a call and it's great news on the other end... It's heart-wrenching, but it's also strength-building because I know that that the work has to be done based on what's going on out there..." SOW₄

Retention requires continuous engagement

Youth and SOWs perceive the desire to change one's detrimental behaviors as an indication of engagement with the program. Youth describe a number of reasons for wanting to remain in the program, including access to opportunities otherwise not available to them, e.g., the job readiness program, trips, other youth development activities, a job search companion who helps with locating job opportunities, provides transportation to interviews and assistance in completing applications. Others continue in the program because they have seen participation act as a deterrent to involvement in violence and incarceration among their peers.

Both the youth and SOWs report that specific program elements useful for initial engagement are also important to retaining them in the program over time. For example, the SOWP provides a supportive alternative to involvement in risky behaviors and in some cases serves as a respite from troublesome family and neighborhood environments. Transportation vouchers and job search assistance continue to be valued by the youth. In addition to these services, SOWs and youth describe that supportive interpersonal relationships are critical to maintaining engagement. This support is manifested through advocacy efforts by SOWs including court appearances with the youth and speaking to school officials on their behalf. Moreover, the SOWs regularly call youth, visit their homes and connect with them in their neighborhoods and in their schools.

"These guys want to go to school. They want to work. They want to do the right thing. They enjoy going on these trips. You know they don't have to [be paid] any money... the ones that's going to go are people that want to get out of the neighborhoods, the ones that don't want to be on the block, the ones that don't want the police harassing them when they pull up on the block. So those seven are smart enough to say 'You know what, if I go on this bus and I go to this place, I'm not going to get arrested while I'm on the bus. I'm not going to get in jail.'" SOW₂

"Once you get them involved and they meet the workers and find out who the workers are you can't stop the kids from coming. We've had clients that was finished with the job readiness program but they would still come every day. They would just hang out. They just come here and come in this room and lay their heads on the table and go to sleep, until the office closed. Just because they enjoy being around us." SOW₁

Some peers of participating youth are resist engagement and present retention challenges

Participating youth suggest that non-participating youth may not be receptive to the program for a variety of reasons, including entrenchment in violent environments, resistance to help, and not being open to change. Youth observe these peers may require additional, more intensive personal interactions with the SOWs. They perceive that the SOWs invest substantial time and effort to attract resistant youth to the program.

"They are just hard-headed. It's just like the type of kids that like to show off... feel like 'if I don't want to change, ain't nobody going to change me.' They've got sucky attitudes, they don't want anybody's help, not from their family, from [SOW], nobody. The kids that I know of, I help [SOW] out and try to tell them he helps you a lot. Somebody helps you a lot... and you want to be playing around and following girls in the hallway. They're in [a SOW class at school] for one period, even just for forty-five minutes, just knock the forty-five minutes off, listen to him, do what you've got to do, sign up in case, [he's] trying to help you out, they don't be wanting to listen. I'm like save that girl for after school." Male Youth

2. Gun violence prevention

Youth and others involved in the program perceive four themes as central to understanding the program's role in prevention of gun violence: violence is pervasive in the lives of the youth; youth perceive SOWs as proxy family members who provide support in dealing with violence in their lives; the relationships with SOWs enhance youth participants' sense of self-worth (a known protective factor against youth gun violence) and, because the roots of violence are deep and complex, SOWs must employ a multi-faceted approach to gun violence prevention.

Violence is pervasive in the lives of the youth

The broader community context poses multifaceted challenges for youth, including pervasive violence and associated resignation, perceptions of prejudice in the larger community, and lack of economic alternatives. The youth participants, SOWs and program administrators describe how violence is ingrained in the community and how many youth consider violence to be an intractable problem. While youth perceive that the program is having an impact on gun violence, some youth also note that they still experience violence in their communities and recognize the limits of the program. Youth also observe that there are peers who have not embraced nonviolent conflict resolution, presenting a persistent challenge to reducing the pervasiveness of violence in their lives.

"I'm around it so like, so there's always somebody getting hurt around... where I live at, always some shootings." Male Youth

"The youth... [have] seen it so much it's like they're immune to it. It's like 'what you think about the guy getting shot yesterday?' 'Ah whatever'. It's like they immune to

it. It's like they got no feelings about it... They may cry for a little while [if they know the person], but they get over it fast. Kids get over it fast these days." SOW₅

SOWs reflect that this persistent exposure to violence is perpetuated as youth experience a sense of alienation from the larger community. SOWs discuss one core strategy they employ to change these perceptions: encouraging youth to recognize their personal value.

"After we went to the Kensington and Dwight area, we spoke with some of our youth there about gun violence... some of our kids have really lost touch with reality. They seem not to care any more about a lot of things affecting them and their environment, we must stay consistent. After we went to the Hill spoke with some of the kids we see daily whose names keep coming up in some of these shootings—they are like most of our kids in the inner cities. It seems their hearts have hardened as they find less help from people in positions of power in our cities that don't care about their conditions. I told them this may be true or not but the key is, how much do we care about ourselves." Excerpt, SOW Dailies

Those working with the youth describe the outlook of the youth experiencing this level of violence as one of day-to-day survival. They describe how this survival orientation shapes the ways in which they engage the youth.

"...Violence was a lot more significant in their lives... than I think... I understood. Yeah, I live here, I'm very involved in my community... I don't go home and shut my door. I... have two children who grew up here that are now adults... I mean some of their experiences growing up here were not very different from some of the experiences that young people have today... so even though I knew those things the level... of violence that these young people were actually dealing with that wasn't... something that I clearly understood before they got here. Some other things that drove how we began to work with them I think was that once we started engaging them, we also learned not only the violence that was in their lives but the challenges that they had on a daily basis.... their survival mode and more so than their survival mode, but the sadness and... just who they are. Or who they were when they came through the door." Admin₁.

For some youth, violence is so pervasive that they have no respite from their environment even at home, as home life is perhaps less desirable than risks they face on the street.

"In the Hill, we also spoke to some of the young people whose names keep coming up in these beefs. These kids would rather risk getting shot than going home even when they know they are a target." Excerpt, SOW Dailies

Youth perceive Street Outreach Workers as proxy family members who provide support in dealing with violence

Both the youth and SOWs represent the youth-SOW relationship as a parallel or proxy family. Youth express feeling safe in sharing thoughts and concerns with their SOW without fear of judgment. The youth-SOW relationship provides a family-like structure that sets boundaries and expectations for efforts to improve, thereby reinforcing behavior change around gun violence. In turn, the youth are motivated to make efforts and strides in order to make their "proxy parents" proud.

"...Like big brothers/big sisters... that's how they are and... everybody not just [a specific SOW]... all the staff... like they would become like a family member to you to

the point where like you would really look at them like oh this is like my cousin. Like somebody older like to tell you, 'Yo, this is what you need to be doing. You need to stop doing this'." Male Youth

"They may be looking for that because they may not get it at home. I just had a client that acting... terrible at home. Came in here and talked to them. Listen I'm not going to call you. You going to call me every other day and on the other day I'll call you and check up on you. And they haven't stopped calling me yet. Because that's what these kids need. They ain't getting it from home. They got to get it from a Outreach Worker. So they just need somebody that shows interest in them." SOW₁

The SOWs and administrators describe a need to create a safe space for the youth and to demonstrate that caring authority figures have taken a genuine interest in them and their success. They express that it is imperative that youth have this structure and know that they are valued by their community at large.

"Knowing that they got somebody to advocate for them. Knowing that they got somebody that they can call and talk to. Knowing that they got somebody that's in their corner... Sometimes whether they right or wrong. It's just knowing you got somebody there for you, because some people don't have that at home. Some parents and kids don't have a good... a relationship... the relationship that they should have. So to have somebody that they can call that respects you and you respect them." SOW₁

"I also think a goal of the program is to at least be some place in the community that young people know they can come to... They need somebody to listen to them, they need to have a voice of their own, they need for people to see who they really are outside of all the drama, the violence, they're still, you know there's some real special things about them. They need consistency, they need to feel that someone... really cares about them, not just kind of saying it out of your mouth. So the big goal of that is to try to move them towards changing their perception around how much their community really cares about them because for the most part they don't think that we do." Admin₁

While creating a parallel family-like structure, the SOWs also support formal family structures. They recognize that because the role of family is central in gun violence prevention, it is essential to support and stabilize families grappling with community violence.

"I try to do a lot of needs assessments, get to know the parents or the parent... you know, sit down in their house and see what's in there, what the kid's coming home to, what they have, what they don't have, so I can have a better understanding of why they might be doing some of the things they're doing. I believe that's a tool... getting insight and finding out how we can help the parent move that child. Sometimes you find out that you have to move the parent, because the parent is just as stuck as the child." SOW₄

Relationships with SOWs enhance feelings of self-worth, a known protective factor against youth violence

The SOWs facilitate improvements in self-worth among the youth by encouraging them to establish goals, and to take concrete steps to reach these goals. Youth reflect on their own

progress in changing their behaviors and attribute these behavior changes to their connection with their SOW.

"...Before I met [SOW], it was like I really had to change it this year was because, I wasn't going to classes. I wasn't going to classes, like every time a teacher said something to me, [I'd] say something back like I wouldn't stay shut to nobody. And then every time somebody said something, I said if you keep talking to me with an attitude, I'm gonna just keep giving attitude back. But, ever since I met him, I be going to my classes, doing my work, not trying to skip, not giving teachers attitude even if they give me attitude, not even only the teachers, just everybody in general, my family and everybody else, just everybody that—just everybody that trying to give me attitude and I just ignore them." Male Youth

"Establishing the relationships with supportive, caring adults, and exposing and engaging them to as many, again, healthy, supportive activities that we can. Expanding their sense of opportunity. And then working with them, truly, to change some of their behaviors. I think [the] staff has to get better at this... continuously repetitious choose peace conversation. So these reality talks and equipping them with other conflict resolution skills. So they're helping them get to a place where they value their own lives, and, as an extension, the lives of others. Equipping them with some other ways of managing the conflicts that they confront in their own lives. Expanding their repertoire of behaviors and their sense of opportunity and maintaining caring, supportive relationships." Admin₃

The SOWs and administrators describe the importance of youth developing new perspectives in several ways, including: increasing their awareness of the world beyond New Haven, recognizing the negative effects of risky behaviors, demonstrating to the youth that they can be with peers from other neighborhoods without conflict, supporting their ability to achieve goals in school and in employment and valuing their own lives. The SOWs believe that changes in these perspectives are associated with subsequent changes in behaviors.

"All types. Going on field trips, out to the country. Anything just to give, like the youth a different outlook at like you know that, they don't have to be violent all the time to get money and things like that. Let them do little jobs. Take them from what they know now to somewhere different, expand their horizons." Male Youth

"As far as the activities go... we have all sorts of kids from different neighborhoods... getting them together... these are kids that have been having problems, neighborhood problems, neighborhood against neighborhood... it's a good feeling to see them interact with each other." SOW₃

"And part of their issue, many of their challenges is committing to... changing their behavior. Because they don't see their behaviors as anything wrong with them. So there has to be a commitment to changing and modifying my behavior and so... if they don't commit then that keeps them from not coming back. They don't have the information or the education, or nobody's ever given them the information or the education... Around some of this stuff. Their health, dealing with their anger. A lot of the behaviors that get them in trouble are also the behaviors that they don't see anything wrong with. Whenever you get the opportunity to help them to... look at a behavior and see the effects of that behavior whether it be positive or negative then that's an opportunity that you should take advantage of." Admin₁

The SOWs and administrators also view employment as the vehicle by which perception and attitude and behavior changes can be sustained.

"I think the job readiness program is probably the best, [training them to obtain] 9 to 5s and... I think the whole misconception that they see from the videos and all that stuff in the streets, they got to look past that and see what life is really all about. And I think acquiring the tools, learning how to do a resume, doing mock interviews... it would definitely prepare them for the workforce... And I think that's key." SOW₆

"The client told me that he wanted to be different from all his friends and relatives in the neighborhood and that what he has seen happen to them is his motivation not to go in their direction. I instructed him to get a Sunday newspaper and that Monday morning I would help him find a job." Excerpt, SOW Dailies

Because the roots of violence are deep and complex, the Street Outreach Workers necessarily employ a multi-faceted approach to gun violence prevention

SOWs use several approaches to specifically prevent or de-escalate the potential for violence. Their physical presence during the critical hours, late afternoon until early morning, appears to be a powerful force. SOWs are assigned to specific neighborhoods. If their assigned areas are quiet they seek youth elsewhere, in "hot spots", areas where youth are known to be congregating and engaging in unhealthy behavior—the streets, clubs, parties, and parks. When youth at high risk for violence are absent from the environment for some time, SOWs make home visits to check in with them. The SOWs recognize the importance of remaining vigilant in this regard.

"We made sure we were visible all day and night." Excerpt, SOW Dailies

"I think that means going to the dangerous areas and stopping the guns. To keep them from shooting... You know, it's that serious out here. We try to better the lives of these black kids and I think this program is very successful in doing that so far. Yeah we're not going to stop everything. We're not superheroes but we have brought down the crime rate with our age bracket, from 24 and under. We have brought down that. Most of the shootings this year I believe were 25 and up." SOW₁

Youth and SOWs describe how violence prevention includes occupying the youths' time by engaging them in pro-social events such as the summer basketball league, (initiated by the SOWs and supported by the Mayor's office and other city leaders), the field trips, and the dramatic productions. These activities provide essential opportunities for recreation and socialization and give the SOWs an opportunity to interact with the youth in a positive, non-judgmental way. Youth and SOWs both describe the need for job opportunities. Employment settings provide a forum for youth to learn how to behave in these social settings, to heighten their work ethic and to begin to reverse the economic incentive to obtain income through illicit activities and violence.

"I opened up [basketball] practice with a short talk to remind the kids to stay off the streets and to respect one another and that to carry themselves in a respectful manner, also told the kids the importance of the program and the league." Excerpt, SOW Dailies

"A program like this has to be about getting a job because getting a job, that keeps kids out of the streets and gets them money, so they ain't got to sell drugs or fight

kids, you know. They be having a job and [not] worry about their lives. So that would make a good program or—anything from just, like a building where the kids can hang out and don't have fights or nothing, but, they play games or something, cuz they help us stay out the streets, you know, better ourselves." Male Youth

"You can give a kid something to do and they're not go[ing] to shoot. You need to give them a job. You need to give them youth centers." SOW₁

The third major activity to reduce violence is crisis intervention and "violence interruption". SOWs describe these interventions to include working with youth and families in crisis, mediating conflicts, attempting to reduce the number of guns in the neighborhoods, and facilitating truces. They also reflect on the need for case managers to address the more fundamental, underlying root causes of violence.

"You need to understand violence in it's many forms. Because violence isn't always just hands on somebody, or shooting somebody. Our kids are going to bed hungry, waking up hungry. That's violence. And it breeds violence. Our kids are being exposed to many different arguments in their homes... mainly economics. That's violence. Lack of economics is violence." SOW₂

"It's not enough to tell them to just put the guns down and not deal with the other issues. The root causes are not under my hand in the first place. It's not enough, it's not enough to say that and the outreach workers, they're not going to be case managers. And so the program should always have, really would benefit from a full time case manager." Admin₁

In addition to trying to reduce gun availability, SOWs also facilitate the dampening of conflicts through mediations. For example, when there was an escalating conflict between two families that started with a fight over a bike, the SOWs brought the families together to discuss the matter, had an agreement among all family members to end the conflict and were able to get all family members to sign a truce agreement to endorse the end of the conflict.

"...A lot of altercations that could have happened have not happened just for the simple fact that they do mediate. Like they do mediations that the kids respect them, the outreach workers, because the outreach workers respect them... Like, they know how to talk to the kids." Female Youth

Because of the relationship the SOWs have with the youth, the youth are comfortable sharing information about peers with whom they could potentially have a conflict. The SOWs use this information to intercept conflicts by teaching the youth about nonviolence and then negotiating one-on-one treaties with these youth in conflict.

"Engaged with a kid that wanted to shoot at the [neighborhood] kids, talked [with] him to reason and awaiting that kid's phone call. I went to co-worker's house to make this peace treaty come to reality." Excerpt, SOW Dailies

"I went to Winchester to meet two guys involved in recent stick up. Both men fear for their lives. So, I contacted rivals and request meeting. They didn't wanna talk at first but called me back two hours later and we met." Excerpt, SOW Dailies

3. Barriers and facilitators to program success

Participants described their views about a range of barriers and facilitators to the program's success. As described by youth participants, the nature, pervasiveness, and intensity of gun violence in the city of New Haven presents formidable barriers to program success. The SOWs' relationship with the police is perceived as both a potential barrier and facilitator to program success and collaboration between SOWs and the police is seen as vital to program success. Perceived facilitators to success include setting and maintaining realistic expectations about the program, supporting SOWs in their work, as well as role modeling and mentoring to advance behavioral change.

The pervasiveness of gun violence poses formidable challenges to program success

The broader environmental context is a key factor influencing the program's success. Youth participants describe a lack of economic alternatives, ready access to guns, and a climate of persistent violence in their neighborhoods. They acknowledge that in this setting, there are natural limits to the impact the program can have.

"Basically like, you could only do so much, that, you can talk about it, but, if the other person ain't really trying to hear it, then, there's still gonna be violence." Male Youth

"They want the violence to stop and basically it's not going... they want it to stop but... they're not in the places we're at. So they think they would know, but they really don't know how it is. They don't go through what we go through." Male Youth

"...A lot of altercations that could have happened have not happened just for the simple fact that they do mediate. Like they do mediations that the kids respect them, the outreach workers, because the outreach workers respect them... Like, they know how to talk to the kids and regardless, they are just going to be there. So I think that by them being there it helps the kids think like, 'Maybe I ain't going to do this today', like it helps keep some of the violence off the street. It's still a lot of it going on, but it helps keep some of it down, more than—it's more—it's less than what we had before." Female Youth

Collaboration between the SOWs and the police is vital to program success

The SOW and staff acknowledge that the support and assistance of the police is critical. SOWs and police serve similar and, ideally, complementary roles. They share a common goal of preventing violence, and both respond to reports of violence in target neighborhoods, in homes, and in hospitals. At times, they work in parallel in target neighborhoods serving as positive adult role models. However, while the SOW function is primarily preventive in nature and does not involve mandatory reporting, the police must enforce the law when violations occur. The SOWs and police are essentially working from the same "hot list" when it comes to youth violence. The police provide this list in order to provide youth at high-risk for violence with an opportunity to engage in healthy behaviors before they face the consequences the police have to enforce for unhealthy behaviors. The distinct but related functions of the SOW and the police can generate tensions in working with youth. Although the SOWs perceive their relationship could be mutually beneficial, there is insufficient communication or collaboration. However,

"As I get to the corner of Edgewood and Kensington, an officer that I recognize from the Newhallville area rides up to me and tells me to find someplace to go. I say 'excuse me', and she repeats it emphatically, mind you I'm wearing my purple Street Outreach Team jacket. I tell her that I'm working." Excerpt, SOW Dailies

"Began day assisting Lt. Sweeney at the substation, passing out toys to community. A very large crowd and a lot of happy children. I really enjoyed this day and being able to help in my community." Excerpt, SOW Dailies

Setting and maintaining realistic expectations about the program is necessary for program success

The youth, the SOWs and the administrators state that it is important to provide realistic expectations in the SOWP. The SOWs and administrators recognize the negative impact that failing to provide realistic expectations can have on relationships with the individual youth participants and on the success of the program overall.

"They wasn't training us for a job... It wasn't job preparation because the dude that was supposed to get us a job, when I went to get interviewed by him, it didn't seem like he wanted to do it. It just seemed like he was doing it just to do it. So I feel like that was for nothing... I had to go there six weeks, four days a week, like four-to-six and they said we were going to definitely get a job." Male Youth

"False hope. Telling a person something that we're going to do this and we're going to that and then you don't come through for them. Not from the agency perspective. From a client. From an Outreach Worker. I'm going to meet you at court and you don't show up. You know? I'm going to come by your school and talk to your teachers. You don't do it that can, that can ruin your relationship. You know? Even if I'm calling to check up on you. I'm going to call and check up on you and make sure you're straight." SOW₁

"The people are questioning my ability to deliver. Don't want to lose anyone, but no promises are being made, everyday success is a must on the job." Excerpt, SOW Dailies

"The perception now is that these eight people should be responsible for eliminating violence affecting young people in New Haven. Well, there are a bunch of reasons why there is violence still affecting young people in New Haven, which eight people cannot address for a number of reasons, and so there are all of these expectations. Managing expectations is also a real challenge because people always want to know if there's a shooting, 'Well, where was the Street Outreach person? Why didn't they squash the beef?' Well, they could offer a number of reasons why they weren't able to intervene, and I think they do a lot with what little they have, and with their limited capacity." Admin₂

Program sustainability is dependent on supporting SOWs

The SOWs describe experiencing tensions, challenges and rewards in their professional roles. Both SOWs and administrators agree that the work of the SOWs requires a significant level of on-going training, skill acquisition and enhancement. Strong interpersonal skills, high emotional intelligence and the ability to relate to youth in a nonjudgmental fashion are also required. SOWs must also commit to nearly 24 hour availability.

"They have to be willing to work long hours, and they have to be willing to work at odd hours, and they have to be willing to do whatever it takes to make sure that there's less bodies and less trauma and less violence on the streets. I think that takes a certain... You know, you've got to be fearless and passionate about what you do. You really have to have a belief—an ultimate belief in the power of redemption, that kids really are able to turn their lives around. It doesn't matter where they find themselves." Admin₂

Supporting the professional needs of the SOWs is imperative for sustaining the program. One of the primary professional needs is support in coping with injuries, death, and dying among youth. The SOWs develop close relationships with their clients, who may be the victims of gun violence, as well as other youth who are in their assigned neighborhoods. SOWs discuss the impact that these close relationships have on them when one of their clients is injured or killed.

"...But on this job, the worst thing on this job is going to a hospital after a young person's life has been taken. That's the worst... They don't offer us no counseling afterwards. They don't offer us... any kind of services besides sitting in a meeting and talk about it... Just that going to the hospital and going through stuff like that [there should be somewhere] where you could sit down with somebody to make sure that you're straight... It's something you never want to get used to... but it's part of your job. It's a part of your job to be strong and try to be there. But you know a little support system, a phone call from somebody to say 'hey, are you okay?' That goes a lot." SOW₁

"I am still having trouble sleeping. Dealing with the deaths of so many of our young people is troublesome." Excerpt, SOW Dailies

One SOW describes how this tension affects interactions among SOWs as they work together in team meetings.

"Today we had a team meeting which may have gotten a little out of hand due to all of the shouting and frustration amongst the team. I guess its better that we take it out on each other and keep it internal, than to bring that aggravation to work out on the street." Excerpt, SOW Dailies

The value of positive feedback was revealed by one SOW, who commented:

"We had our staff meeting with team leader and administrator. She talked with us about the mediation and our schedule, also positive ways of making our job easier and more efficient. It was great to finally feel like someone cares." Excerpt, SOW Dailies

Turnover among SOWs is an important consideration for the program and is tracked closely by administrators. Administrators perceive the substantial demands of the job, coupled with limited professional supports, contribute to turnover. These demands may be further exacerbated by the fact that many of the SOWs also hold second jobs in order to earn adequate income.

"It does concern us that the turnover has been so high. It is challenging to manage folks in this program who come from such interesting life histories. But at the same time, I do think that we've got to think about ways to try to prevent the future high turnover, and figure out management practices that are fair and consistent, and that

will encourage people to thrive in that environment rather than leave for whatever reasons they choose to leave, or because they're being terminated." Admin₂

"Some of them have left based on their own shortcomings that have come into view. Because again, some of us did come from the streets and got locked up, and the office thought they would be a strong individual because of who they are in the streets. They have a lot of respect. But, this also gives them a lot of power now, because... if you wanted to—you could play both sides of the fence for a minute until you get that light shined on you... Are they using this to... get the cops to back off of them for a moment so they can set up shop? We have people who left because of their own actions that weren't becoming to what we're trying to do." SOW₄

Turnover can have an impact on the ability of the SOWs to forge relationships with the youth. One SOW observes that some youth have been abandoned in the past, and consequently may be keenly suspicious of the SOWs' intentions.

"Because this is my philosophy. If, OK, we got these kids out here that already been abandoned. Maybe by their mothers. Their fathers. OK then we come into their lives... and now they're looking up to us. And now you abandon these kids. Now that makes it harder for the next outreach worker to try to engage these kids. 'I'm not messing with him. The other one left me; why he, what makes you think he won't leave me?' So that's why I say when you come in here you have to be—this is what you want to do. Not what I have to do in order to get a paycheck or whatever. You know, this is what I want to do." SOW₅

Program administrators recognize the intense nature of the SOWs' responsibilities and the subsequent need for additional supports for SOWs.

"I do think that counseling should be made available for the Street Workers, either individually or as a group, because they are always in the line of fire. They're always surrounded with really stressed-out kids and highly volatile situations, and no doubt witnessing so many people that they've mentored... get shot or injured, or be somehow adversely affected by some situation, I was with them after one of the kids got shot, I believe he was killed. I was at a meeting with them right afterwards, and it was striking to me how emotional they were and how much they cared about their kids that they interact with. So, I do think that there should be... counseling available and that part of the curriculum on a weekly basis is to have a meeting to discuss these issues. I mean, I think that's made available to police departments. It should be no difference." Admin₂

"I've come to understand, even the outreach workers a little better. I think in the beginning I saw them as working professionals and men and women who were good in the neighborhood, engaging young people because of some of their own life experiences but a year later, I understand that... this is a first time job for them, many of them are not too far from being those young people that they are engaging in the community. They need some of the same stuff that we do with the young people around counseling supervision..." Admin₁

"Well, you know, I think the in-service training is helpful to them. It not only gives them an opportunity to build group skills, but it also gives them a chance, in a group setting, to talk about some of what they experience... I know that they do some of that venting in their staff meetings or unit meetings. Although that unit meeting is not the appropriate, most appropriate place for it to happen, that's where it typically

happens. So I'm going to pursue this notion of compassion fatigue a bit more aggressively... because these guys need that kind of support. But they know that they have places for them to go. They have insurance and so they can use their insurance, but these guys are so kind of macho that you'd have to probably say to them, you know, it's not a sign of weakness to feel like to you need to talk to somebody. But we're attuned, we're very sensitive about it." Admin₃

Role modeling and mentorship is necessary to begin changing behaviors

Participating youth recognize the importance of having positive role models and mentoring relationships in their communities and yet describe an absence of positive role models in their lives. They recognize that if alternative role models are not present, youth may gravitate toward the many non-positive role models that exist. The families of the youth also recognize this and reach out to the SOWs to serve as positive role models.

"Most parents be at work most of the time so they don't know what their kids doing. So they don't have no type of role models so their only option is to either follow the crowd or do what they learn on the street and in the long run, they gonna have to learn from their mistakes." Female Youth

"The mother and aunt told me how all of the men in his life were dead. And that he needed a male role model... I told them I would keep him straight." Excerpt, SOW Dailies

SOWs fill the gap and serve as role models, providing necessary mentorship in the form of guidance in developing positive decision-making skills and presenting alternatives. They provide mentorship to the youth by reaching out to them and helping them to understand the consequences of unhealthy behavior. They do this by helping them think critically about their behavior, and by using their own experiences with incarceration or gun violence.

"I made phone contact with most of my clients today. We talk about how they are doing and handling some of their situations be there going to school, working or not working, finding the best solutions to solve their problem. Critical thinking as the times we live is becoming more of a strain on our youth. Decisions they make impacts the rest of their lives. I'm trying to help them understand this. For some the most important thing they have to focus on is on schooling; this will ultimately help them out of situations they are in for their future..." Excerpt, SOW Dailies

The SOW's street experience gives them credibility and facilitates their interactions with youth. In addition, their progression from street life provides youth with a concrete, viable example of healthier alternative lifestyles and decisions.

"We were out there and we can talk to them and tell them don't pull that trigger man. You're looking at 25 years or it can go a different way. You pull that trigger, somebody [may] come back and kill you. We're trying to give them the negative... Some of them listen and some of them, like you just preaching. But we don't give up. I don't. I don't give up. I just, I keep coming at them and keep coming at them." SOW₅

"I show them the [number of] bullet holes I got in me. And they say, 'you know what? I rather be sitting up in a classroom safe than selling them drugs out in the street, catching them bullet holes.'" SOW₆

"The [youth] are looking at young men and women that have been there... done that, suffered the consequence for being there, doing that. And they get the benefit of their story, they get the benefit of their reality and they get the benefit of their experiences and... possibly this will help them you know look at what things they can do differently, like you really don't want to find yourself there... when somebody truly can, sit and talk with me, and help me to understand that 'well okay, this is what happened when I shot somebody and this is the consequence I'm paying'. So I think that's worth gold. Because I can't tell them that story, that's not been my experience. I can tell them what I think, what I know by the law and from my own information and education but I can't, I can't tell them that story, as being an experience of my life. So I think that helps them to think twice about picking up a gun." Admin₁

4. Measures of program success

When discussing potential measures of program success the youth, SOWs, and administrators also described demonstrated program successes. These include SOWs being visible in the community and acting as positive role models; youth improving their lives through positive interactions with their families, adhering to probation plans, beginning employment, advocating for youth in court and in school, and enhancing school engagement. Youth, SOWs and administrators commented on potential ways to measure future success, including: 1) numbers of people that were positively affected by program, e.g., in finding employment, starting college, having their basic needs met, finding stable housing; 2) methods by which youth solve personal grievances; 3) level of community cohesion (degree to which different communities live and work confidently alongside each other); 4) sharing a sense of common prosperity; and 5) a reduction in youth recidivism.

"We are always in the hood, on the clock or not. The kids know us as well as the families. We are also attending more of our neighborhood meetings. The SOW are highly respected in the community due to the work we put in..." Excerpt, SOW Dailies

"I went to two of my client's houses to check up on them and talk to the parents and they stated that they've seen a change in the kids for the better and said that they appreciate me helping out." Excerpt, SOW Dailies

"It's a good feeling when you got somebody to come by you in court other than your parents, you got somebody else, that say something good about you. So yes, I mean, that's successful." Male Youth

"I wasn't really a violence person like that, but then my attitude has calmed down. He got my mind off everything bad, like going to fight anybody. But since I've been in the program my mind has just been off that." Male Youth

"Two of my clients successfully started work this week." Excerpt, SOW Dailies

SOWs and administrators describe additional measures of success and other successes observed thus far in the program. In addition, one youth participant shared his view of how he might interpret success if he were a SOW.

"When guys graduate school, you know. I've worked with guys through the summertime that's in Gateway Community College. I've seen guys participate and come through this program and finish high school, get jobs, work. To me, that's success to me when I know a guy who was struggling in school and then a year later he graduates, he's got a job, he's working, he's got a baby on the way, and he's with

his girlfriend. That's rewarding to me know that this program is working and I've seen guys actually go to Gateway from this program." SOW₂

"I'm interested in knowing in what ways we are able to really comprehensively measure what impact the program has had on these kids. I guess one of the measures is... how many of these kids have recidivated? How many of these kids have been victims or alleged perpetrators of violent crime? I'm also interested in the narrative. I think without co-measurement, you don't always get a full sense of where these kids are. You get a lot of statistical data, but maybe a victory in this kid's life is that this kid no longer carries a weapon. So I'd also be interested to know whether there are any ways to measure how is this kid now resolving disputes, whereas six months [ago] she may have picked up a gun. Now she's saying, 'You know what? I have a beef with someone, I'll pick up the phone and call her, or better yet, I'm going to go to her house and talk to her.' This is obviously part of what we're anxious about, because if we're going to continue this initiative we want to figure out the most comprehensive ways to measure. But how do you do that in terms of violence reduction? What can you say about this program, honestly, when there are other variables that may affect violence and public safety statistics?" Admin₂

"I would measure [success]—as far as like how much I touch people. How much, you know—and how many people, you know like, how many, you know, teens and youth that look up to you and that would just come to me with anything and give me like honesty—and about—that's it. That's how I would measure it." Male Youth

Discussion and recommendations

The SOWP supports high-risk youth in engaging in safer and healthier behaviors. In this process evaluation we have described how the youth, SOWs, and program administrators perceive and experience these behavior changes. The recommendations following the discussion are intended to be practical and ready for application by community stakeholders. We preface the recommendations by placing what we have learned in the broader context of empirical research on violence reduction and behavioral change.

Behavior Change

As a violence prevention strategy aimed at reducing youth gun violence in New Haven, the design and goals of the SOWP are consistent with the Stages of Change Model⁴² (see Appendix H). The Stages of Change model is a commonly used framework for promoting change in unhealthy behaviors. The model has been used to promote such behaviors as smoking cessation^{43, 44}, substance use reduction⁴⁵, weight loss⁴⁶, mammography⁴⁷, colorectal cancer screening⁴⁸ and physical activity⁴⁹.

The Stages of Change model^{iv} enables health professionals to classify individuals based on their readiness to change, to better understand differences between those who adopt healthy behaviors and those who do not, and to focus intervention efforts based on the identified stage. The model includes five stages of readiness to change. Individuals can transition through the stages at different rates. Here we present an illustration of how program participants may be classified within this model:

^{iv} Cancer Prevention Research Center Transtheoretical Model. Detailed Overview of the Transtheoretical Model. <http://www.uri.edu/research/cprc/TTM/detailedoverview.htm>

1. Precontemplation – The individual is not ready to make a change. This may be the result of lack of information about the consequences of the behavior or feelings of discouragement over unsuccessful attempts to change the behavior. As one of the administrators described, the youth often don't see their unhealthy behaviors as unhealthy and there is a need to inform the youth about healthy and unhealthy behaviors related to gun violence to be able to begin to help them make these behavioral changes.

2. Contemplation – The individual intends to change in the next six months. Although the individual is aware of the benefits of behavior change, weighing the balance of risks and benefits can lead to profound ambivalence. This can be seen when the youth weigh some of the alternatives. Another administrator described potential difficulties for youth in changing behavior given that they are trying to secure income to meet their basic needs but find that the financial rewards from illicit activities are greater.

3. Preparation – The individual is ready to take action in the near future. These individuals typically have a plan of action. For example, in the case of weight loss, they may have registered for a health education class. In this program, we found that youth often call their SOW when they sense that potential conflict or danger is imminent to help to de-escalate potential conflicts.

4. Action – The individual demonstrates identifiable behavior change. Involved health professionals must be vigilant about preventing relapse at this stage. The street outreach workers have discussed how they have developed relationships strong enough to have them turn in guns, as, well as walk away from conflict.

5. Maintenance – The individual is sustaining positive behavior change and is working to prevent relapse. Youth who have come through the program have returned to school, sought higher education and employment in order to create environments for themselves that can help them adhere to this positive behavior change and endorse their relationships with the SOW as the facilitator for maintenance.

The Stages of Change Model has important implications for our findings. While many behavioral interventions assume that an individual is ready for an immediate and permanent behavior change,⁴² the SOWP, like the Stages of Change Model, does not make that assumption. Accordingly, the program employs many methods to recruit, engage and retain potential clients. When a youth transitions from precontemplation and contemplation to preparation, our findings revealed the SOWs serve as facilitators for the change. Our data demonstrate that the SOWs are aware that the behavior change they seek from the youth necessitates both short-term and long-term support. The SOWs listen to the youth for signs that they are ready to change and try to engage them in programs that will both prevent recidivism (e.g., recreational and cultural events that keep them away from the streets) and will also propel them forward (e.g., life skills classes, job readiness classes). This helping relationship combines caring, trust, openness and acceptance, as well as support for a healthy behavior change⁴² and along with family involvement has been viewed as potentially contributing to positive outcomes.⁵⁰

Long-Term Consequences of Exposure to Violence

Youth, SOWs, and administrators describe in the interviews and dailies both the intensity of the violence and the damaging consequences of persistent neighborhood violence. Wallen and Rubin²⁶ describe the impact of community violence on youth and the role of family as a mediating force in community violence, and their arguments are here summarized. Youth

exposed to violence, either personally victimized or living among those who are perpetrating or being victimized, experience increased risk of substance use⁵¹, mental health risks, such as posttraumatic stress disorder (PTSD)^{26, 51} and physical health risks, as exposure to violence has been found to contribute to the mortality and morbidity of adolescents⁵². Repeated exposure to violence worsens the level of mental health and physical health risks. Additional harmful effects of community violence on development include²⁶:

- **Impaired intellectual development** and school problems due to the acute and chronic effects of exposure to violence on cognitive and emotional processes
- **Underdeveloped or developmentally immature moral judgment** due to an absence of social experiences that challenge the pleasure-pain principle as a basis for decision-making
- **Insensitivity or indifference to danger** as a result of repeated exposure to dangerous and frightening stimuli
- **Identification with perpetrators and aggressors**²⁶
- **Poor mental and physical health**, which has been associated with fears of crime. A recent study has also found that cumulative violence exposure increased the risk of reporting poor self-rated health. Furthermore this was likely to increase with increasing exposure to violence. Exposure includes witnessing gun violence, criminal victimization, threat of violence, feeling unsafe, and repeated bullying.⁵³

Protective Aspects of Family Structure

Strong and stable family support systems are known^{54, 55} to promote resilience and protect violence-exposed youth from negative long term consequences of violence.^{26, 56, 57} By creating a parallel family structure, the SOWP has capitalized on a vital protective mechanism to mitigate the negative effects of community violence on youth. The SOWs may additionally serve as father figures to the youth in this proxy family structure and youth may derive further benefits from this parallel structure through male role modeling. Children of single parent-headed (largely female headed) families have been found to exhibit more behavioral problems, poorer academic achievement, engage in early sexual activity, demonstrate poorer psychological well-being, and experience greater life adversity, compared to children of dyadic families.⁵⁸ Father absence is associated with a higher risk of youth incarceration⁵⁹ while with father involvement, youth are less likely to engage in stealing, truancy, drug use, and have lower occurrence of psychological distress.^{60, 61} The protection provided by the family structure, described by the youth and SOWs, and deeply rooted in prior research on families and violence,^{26, 31, 62, 63} includes:

- **Physical availability of parent-figures** – The street outreach workers are visible to members of the community, both youth and community members at large. The youth know that they can call a street outreach worker whenever they feel the need to and with anything they'd like to discuss. The paternal role model figure, here, may provide an additional benefit for the youth who may be lacking this paternal role or dyadic family structure.
- **Protection and physical safety** – A strong and stable family provides protection, or at least the appearance of protection, from the violence and danger in the communities; this sense of security counterbalances deleterious effects of community violence. The Street Outreach Workers engage in activities to prevent or de-escalate the potential for violence, such as mediation and conflict resolution, thereby promoting physical safety by preventing altercations. Also, because of

their street credibility, youth can feel a sense of protection and physical safety when in their physical presence.

- **Support in working through traumatic events** – The family structure provides an opportunity for youth to discuss stressful events and receive reassurance. Similarly, with Reality Talks, and in the relationships that the SOW develop with youth, they create a safe space to talk about how to contend with situations ranging from engaging in nonviolent ways of dealing with a conflict to discussing their experiences of losing friends to gun violence.
- **Experiences that foster moral development** – By discussing the consequences of actions and by promoting a sense of responsibility and altruism towards others, parents play an important role in fostering moral development. Youth here describe how they are better able to understand the impact of unhealthy behaviors on themselves, on others and on their communities.
- **Models of positive coping** – When parental figures exhibit an ability to cope with danger, uncertainty, and disappointment, they serve as role models for youth. When parental figures foster open discussions about danger and safety, they give their children an increased sense of power and control. Youth may also be more likely to engage in positive coping and engage in nonviolent behavior if they believe that they can enact that response in a particular situation and have a successful outcome (Farrell). The youth in the SOWP recognize the prior experiences of the SOWs and the coping skills they employed to achieve their current status. The SOWs transmit this coping to the youth in the form of increased self esteem and confidence in their own ability to cope. Though their living environments could present a sense of danger, disappointment and uncertainty, in the role models provided by the SOW, the youth see the potential to move beyond their circumstances.

Prospective Aspect of Family in the Context of Community Cohesion

Communities impacted by community violence have endorsed access to social networks in the community as aiding in dealing with neighborhood disadvantage. These social networks can provide for supervision of neighborhood youth by other adult residents, thereby making the role of supervision and parenting less isolating. This can in turn lead to promotion of shared community norms around protecting and supervising youth. In this setting of collective vigilance, this communal care-giving can help to offset the impact of community stressors related to violence and provide for multiple and additional role models for the youth in promoting positive behavior change.⁵¹

The Street Outreach Worker Program functions within communities impacted by violence and is providing and continues to build a social network to support families in these environments. They support existing social structures to offset the isolation felt by families in times of stress in these neighborhoods. Community members have come to rely on the SOWs to assist in this communal supervision and provide additional role models for the youth. It is through these efforts within the family unit and within the context of promoting community cohesiveness that the SOWs are working to address youth gun violence in New Haven.

Recommendations

1. Continue to offer a comprehensive and flexible program to accommodate youth who may be at different stages of readiness to change

The program must assess the readiness to change of each youth and determine the program component or activity that is likely to attract that individual to the program. The current comprehensive range of program activities offered by the SOWP should be preserved and supported. For example, many youth are only willing to participate in the basketball league or drama experiences. Others have basic unmet needs (such as clothing and housing) that precipitate their getting involved with the SOWP. While participating in such activities and programs, some youth will form relationships with the SOWs and gradually be ready to engage more fully in the other aspects of the program. The SOWP must be able to assess and accommodate the youth's stage of readiness to change. In so doing, they can recruit and engage youth to involve them in the program. Involvement in the program provides youth specific opportunities and mechanisms by which they can progress through the stages of change.

2. In order for the SOWs to continue to engage youth in multiple environments, the SOWP needs to continue relationships with other community organizations.

SOWs initiate contact with youth in multiple environments including schools, in prisons, on the streets, in the "hot spots," and wherever youth are at risk of gun violence or aggressive behavior. The SOWP administrators and SOWs have collaborative relationships with the school system, recreational programming leaders, the prison system, juvenile justice system, the faith community, the police and other community leaders. SOWs have gained access to schools, formed partnerships with Clifford Beers, adult education programs and other programs serving youth in the city. Continuing and enhancing formal and informal mechanisms to support these relationships is important. The SOWP can be an integral member of the neighborhood substation management teams formed as part of a community policing initiative in New Haven to help identify and examine neighborhood problems and to develop strategies by utilizing local resources⁶⁴; they are strongholds in the community and this relationship could form the basis for continued positive community development.

3. Provide an on-site GED program in collaboration with educational and occupational training programs.

SOWP youth participants should continue to be referred to local GED courses, particularly where they might be offered in the neighborhoods. Given that some youth may be more comfortable attending classes at the NHFA, the NHFA has considered serving as an additional site for GED courses. Enhanced funding for these efforts (including a GED instructor) may promote the job readiness and youth development efforts of the program.

4. Establish neighborhood recreation or youth activity centers.

Neighborhood recreation centers have been increasingly discussed as facilitating alternatives to violent behaviors. The NHFA should actively participate in discussions to develop and advocate for the development of recreation centers in local neighborhoods. These centers could support efforts to reduce gun violence through providing pro-social alternatives to violence and forums for continuing to promote the SOWP's message of nonviolence.

5. Provide support to SOWs to manage job-related emotional stressors.

Our findings indicate that in doing the work of violence prevention, SOWs experience significant emotional stressors. Mental health supervision should be mandatory along with referrals for mental health counseling when desired. Workshops on PTSD could also be offered. Relationships already exist with Clifford W. Beers Guidance Clinic, a mental health

service agency co-located in the same building as NHFA; the services they provide should be available for the SOW and be mandatory for SOW following the death of a youth with whom they've developed a close relationship. SOWP administration must convey the value of mental health support in allowing SOW to perform their jobs and minimize stigma associated with such supports. Mental health support could be introduced as a set of training modules that can assist SOW in their work with the youth, and give the SOW an opportunity to gain insight into the stressors with which they regularly contend.

Following funerals and fatal shootings, memorial gatherings should take place at NHFA commemorating the lives of the youth lost. Whenever a SOW visits a hospital for an injured youth or attends a funeral, a supportive staff member should place a call to the SOW and provide supports as necessary.

6. Minimize negative impact of SOW turnover by assigning two SOWs per youth, in primary and secondary roles.

Turnover of SOWs is to be expected, given the intense and demanding nature of the job. Assigning two street outreach workers for each youth would eliminate the need to develop a new relationship when one street outreach worker leaves. Both youth and SOW describe the importance of their relationship as central and foundational to the youth's behavioral change. A paired SOW model could minimize the potential loss and disruption to change experienced by the youth when the relationship is terminated. This would also help with the job stress experienced by SOWs who sometimes feel frustrated when scheduled non-working days are postponed when one of their assigned youth has an experience, or a near experience, of violence or victimization. This approach would have important funding implications for the program, as additional funding would likely be required.

7. SOWs should continue to engage and support the family of participating youth.

Both SOWs and youth perceive that SOWs assume multiple roles often served by family members: physical availability, providing physical safety, emotional support, values education, and modeling. SOWs should continue to enhance these roles in the youth's family. These efforts should be recognized and validated as within the scope of activities appropriate for SOWs.

8. The SOWP should continue leadership in community mobilization efforts to address violence.

Despite involvement with the SOWP, the youth interviewed here believe that violence in their community is inevitable. The SOWP should continue to minimize risk factors for violence at the community level by using the recreation centers, GED centers, community substations, and NHFA, itself, to foster participation in community activities. For example, this may take the form of displaying visual and performing arts that describes the views of the participating youth and seeking feedback or participating in a community-organized neighborhood clean-up. This participation can form the foundations for community mobilization efforts to change community norms around violence. Furthermore, the SOWP should continue to develop collaborations with the NHPD both to further violence prevention efforts and to track crime statistics for New Haven at large and for program clients.

9. Evaluation of the SOWP should be specific and include short, medium, and long-term outcomes associated with decreased gun violence.

This process evaluation complements on-going program reports described in a March 2009 Program Report to the City of New Haven. We recommend more specifically defining the quantitative measures and categorizing them as short-term, medium-term, and long-term outcomes. We also recommend including measures of factors described in this report as both necessary for reduction in violent behaviors among youth and sustainability of the

program. Detailed recommendations have been drafted and presented to the NHFA as a starting point for inclusion of these measures.

10. Maintain the momentum of behavior change through sustaining the relationships developed with youth.

The SOWP employs helping relationships to be able to help youth move through the stages of change to promote nonviolent behavior. They have been able to move some youth in the program to action and maintenance through developing these relationships. The above recommendations are designed to provide continuous quality improvement for the program to be able to sustain the program and in turn to sustain the relationships that have been developed to ultimately help to maintain the youth in the late stages of behavior change.

APPENDIX A: New Haven Family Alliance Description

The New Haven Family Alliance

The New Haven Family Alliance is nonprofit community organization located in New Haven, Connecticut. Its mission is to strengthen fragile families and to improve the quality of life for children in the greater New Haven area. The process of coalition building and systems change to support healthy families is part of the core agency mission. The agency's goal is improving children's developmental outcomes by helping families become financially self-reliant and increasing parents' capacity to guide and nurture their children. The NHFA works with community partners to increase community and family capacity to promote children's physical, emotional, social, and spiritual well being.

History

Established 17 years ago as a child welfare reform agency, the NHFA uses social work knowledge and skills and contemporary research findings to continually refine a model of relational social case work and community case management to address the needs of a population suffering trauma, grief, loss and separation from family and community. The NHFA holistic intervention model has proved highly effective in meeting the needs of very low income urban children by connecting or reconnecting parents to their children and families to their communities.

Current Programs and Activities

The NHFA administers several programs in addition to the Street Outreach Worker Program described in Appendix B. Clinically informed, community case management in conjunction with structured classes and/or support groups meets specific needs of clients served by the NHFA. Other NHFA programs include: *The Male Involvement Network (MIN)*, a coalition of service providers and institutional partners established in 1999 to engage or re-engage men and fathers in their children's lives. MIN is a collaborative, comprehensive, systemic approach to working with low and very low-income fathers. *Intensive Family Preservation and Reunification (IFP)*, a partnership with Yale Child Study Center to respond to findings of parental abuse or neglect by the Department of Children and Families by improving parents' capacity to care for their children; *Moving To Work*, a 245 hour, 5 days a week employment preparation, job placement, and retention program designed to help parents receiving cash assistance from the state achieve financial self-sufficiency; the *New Haven Juvenile Review Board*, a community-based balanced and restorative justice program in which youth work with a community panel to repair harm done to the victim and community and increase their own competency and life skills; *Strengthening Schools Through Family and Community*, an academic support program designed to support the academic achievement of children in grades K-12 who have attendance issues and behavior problems.

Key Contact: Barbara Tinney, MSW, Executive Director, (203) 786-5970

APPENDIX B: New Haven Family Alliance Street Outreach Worker Program

Street Outreach Worker Program

The New Haven Family Alliance Street Outreach Worker Program was developed and implemented as a collaborative, multi-faceted approach to reduce and prevent youth violence.

All effective Street Outreach efforts to prevent community violence are supported by comprehensive and inclusive violence prevention strategies. The New Haven Family Alliance's strategic public health approach to violence prevention employs 1) a risk reduction model that explains why violence occurs and how to reduce risk; 2) Street Outreach Workers who identify and engage individuals who are at high risk of becoming involved in violence in order to prevent shootings and killings from occurring and who focus on high-risk conflict mediation to stop shootings and retaliations; 3) community mobilization to engage residents, local businesses, service organizations and members of the faith community to help build safer and more viable communities; 4) a public education campaign to facilitate behavior change and promote nonviolence and that disparages violence and carries pointed messages about the consequences of shooting and killings; 5) faith-based leadership involvement to complement the activities of the Street Outreach Workers by providing safe havens, talking to high-risk individuals, participating and providing leadership in shooting responses, preaching nonviolence and urging congregants to work to stop shootings and killings from occurring; 6) criminal justice participation to hold individuals responsible for shootings and killings accountable to the community for their actions. "The elimination of youth gun violence is not an end that can be achieved without the involvement of police, the courts and corrections agencies—until thinking completely changes."

The Street Outreach Worker and high-risk conflict mediation are the most important components of the initiative. The Outreach workers are individuals who are familiar with "street" life, form relationships with youth at high risk for violent behavior, mediate conflicts and try to head off violence. Outreach workers are street-smart themselves and are challenged to build sufficient trust with high risk individuals in order to influence the ways these young people think and act. Outreach workers also redirect youth to pro-social pursuits including jobs, job training, returning to school, entrepreneurial pursuits, etc. These workers will meet and work with youth in non-traditional settings and during non-traditional hours when violence is most likely to occur, particularly evenings and late night hours and weekends.

APPENDIX C: The Robert Wood Johnson Clinical Scholars Program (RWJCSP)

The Clinical Scholars Program is one of several health related training programs funded by the Robert Wood Johnson Foundation to develop health leaders and influence the quality of health and health care in this country. The RWJCSP is designed to train physicians: 1) in clinical, health services and community research; and 2) to translate research findings into practice to improve health policy, health care systems and community health at local, state, and national levels.

Yale University School of Medicine is one of four sites across the country to have a Clinical Scholars Program. The other three programs are at the University of California at Los Angeles, the University of Michigan, and the University of Pennsylvania. Yale has been a site for the Clinical Scholars Program since the inception of the program 35 years ago. One of the more prominent graduates of the program is Dr. David Satcher, former US Surgeon General.

Commitment to New Haven

As part of their training in community research and its translation into action, Clinical Scholars learn how to work with local community leaders, together assess health priorities of the community, and explore ways to address those priorities. Although most Clinical Scholars will only be in the New Haven community 2 years, they are committed to making a contribution to the community while they are here.

The faculty of the program is committed to providing continuity in the program's relationships with community organizations as Clinical Scholars move on and support Clinical Scholar community projects during their time in New Haven.

A Steering Committee on Community Projects has been established to guide the Scholars and faculty efforts in New Haven. The Steering Committee has representation from community organizations such as the Health Department, the New Haven Family Alliance, the Hill Health Center, the Fair Haven Community Health Centers, Yale-New Haven Hospital, the Hospital of St. Raphael's, the Community Action Agency, JUNTA for Progressive Action, other Yale community-based efforts, and former Scholars. All members of the Steering Committee share a commitment to full community engagement.

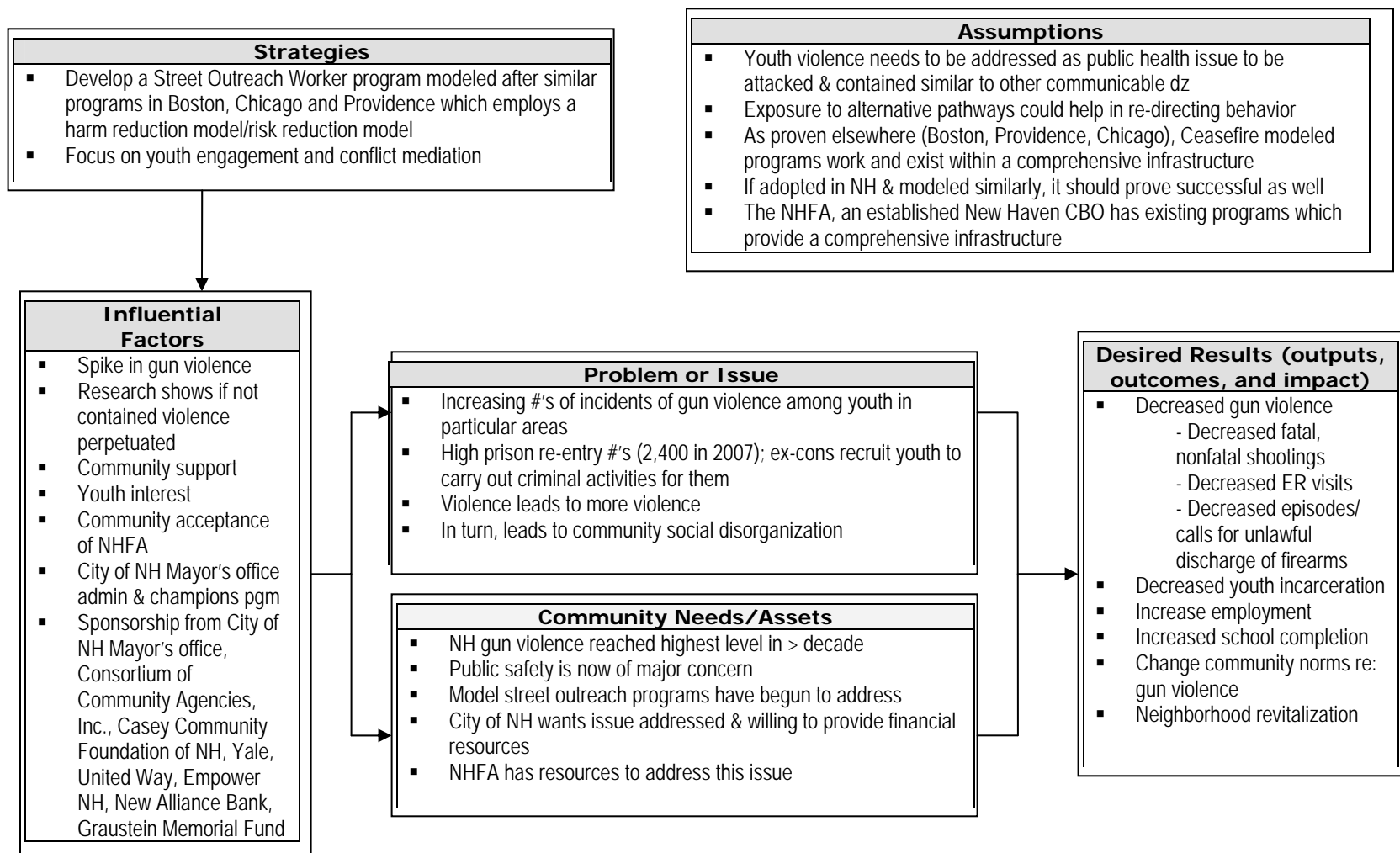
Current Projects

In addition to partnering with the New Haven Family Alliance on the Street Outreach Worker Program, other Clinical Scholars are working with the organization on a Photovoice project to reduce youth gun violence.

Other projects underway include: 1) working with local health organizations and the New Haven County Medical Association to establish a Project Access New Haven to increase access to specialty care for the uninsured; 2) working with the Teen Pregnancy Prevention Council and New Haven Board of Education to better understand the attitudes of New Haven teens with regard to pregnancy and contraception; and 3) working with the Health Department and others in the state to improve trauma care.

Key Contacts: Georgina Lucas, MSW, Deputy Director, (203) 785-6761
Marjorie Rosenthal, MD, MPH, Assistant Director, (203) 785-6377

APPENDIX D: Logic Model^v



^v Template for Logic Model adapted from Kellogg Foundation Template

Logic Model
Program Implementation

RESOURCES	ACTIVITIES	OUTPUTS	SHORT & LONG TERM OUTCOMES	IMPACT
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished, these activities will lead to the following changes in 1–3 then 4–6 years:	We expect that if accomplished, these activities will lead to the following changes in 7–10 years:
<ul style="list-style-type: none"> Existing NHFA programs <ul style="list-style-type: none"> - Job training - Case management - Male Involvement Net. Street Outreach Workers <ul style="list-style-type: none"> - Neighborhood credibility - Outreach capacity # post-shooting mediation interventions <ul style="list-style-type: none"> - Trained in youth development approach - Supports - Opportunities - Services City of New Haven <ul style="list-style-type: none"> - Funding - Program oversight - Endorsement Training by Providence SOW programs Willing community 	<ul style="list-style-type: none"> SOW Activities <ul style="list-style-type: none"> - Youth engagement - Conflict mediation - Conflict resolution - Parental, victim, perpetrator(s) contact following gun violence incidents - Reality talks - Reconnection with school system - Community engagement - Intake assessment & activity assignment Life skills training/job readiness training Job placement Prosocial activities <ul style="list-style-type: none"> - Photovoice - Basketball League - Court system representation - Micro-businesses 	<ul style="list-style-type: none"> # youth participants # SOW contacts with youth # post-shooting mediation interventions # referrals to Youthbuild <ul style="list-style-type: none"> - # completing # returning to school for 30 consecutive days # completing GED # life skills training sessions # completing sessions # job placements # employed # Photovoice participants <ul style="list-style-type: none"> - # completing program # court appearances with SOWs # basketball tournaments 	<ul style="list-style-type: none"> Increase # completing high school/GED Increase # employed Decreased arrests for gun-related offenses post program entry Increased awareness of protective/predisposing factors for violence Decreased shots-fired calls Increased participation in program activities Sustained funding: <ul style="list-style-type: none"> - Grant funding - Micro-business activities/fundraisers 	<ul style="list-style-type: none"> Improved community perception of public safety Change social norms re: violence Increased community engagement: police, churches Educational impacts <ul style="list-style-type: none"> - Improved level of aspirations Improved youth self-efficacy Sustained funding through outside sources (foundations) Mentorship pipeline through pgm "graduates" Increased capacity to serve participants/program expansion SOW peers learn of positive impacts on

RESOURCES	ACTIVITIES	OUTPUTS	SHORT & LONG TERM OUTCOMES	IMPACT
partners - Management teams - Brotherhood Leadership Summit - Faith-based community ■ NHPD participation ■ NHFA space (off. equip. training rooms/resources)	- Micro loan pgms (based on Matos' proposal from Junta) - Theater Arts Program - For Colored Girls Production	- # participants ■ # productions ■ # participants in play ■ # Brotherhood Leadership Summit mtgs attended (Tyrone on Steering Committee) ■ # presentations at community meetings - City's youth subcommittee - Other locales		their community ■ Policy changes to prevent violence–firearm laws

Logic Model Development
Evaluation Planning

Evaluation Focus Area	Audience	Question	Use
<i>Context – Relationships & Capacity</i>	Funders	Are Street Outreach Workers & participants satisfied with the services of the program?	Program improvement/program promotion/fundraising
		Are the short & long-term goals/outcomes being achieved?	Program improvement/fund allocation
		Is the program cost effective?	Cost benefit/fundraising
	Program Directors, staff	Are we reaching the target population?	Evaluation/program improvement
		What is the best approach for recruitment?	Evaluation/program improvement
		How does the program manage reaching capacity?	Evaluation/program improvement
	Street Outreach Workers	What is the most common service provided (counseling, court appearance)?	Quality assurance, planning
		How can the program address time commitment issues? Burnout issues?	Evaluation/program improvement
	Participants	What aspects of the program can help to prevent recidivism?	Evaluation/program improvement
		What program components should be added or eliminated?	Evaluation/program improvement
		How long can I stay with the program?	Program improvement and planning
<i>Outcomes</i>	Funders	Program budget	Cost benefit analysis
		Cost/participant	Cost benefit analysis

Evaluation Focus Area	Audience	Question	Use
	Program Directors, staff	SOW & youth participant satisfaction	Program improvement/staff training
		Necessary program components	Program improvements/staff training
	Street Outreach Workers	Average number of interactions per month/year?	Program promotion/public relations/annual report
		Reduction in gun violence	Annual report/volunteer recruitment
	Participants	Street Outreach Workers/month/year?	Annual report/SOW recruitment
		Satisfaction with program	Program improvements/staff training

Logic Model Development
Indicators Development

Evaluation Focus Area	Question	Indicators	Technical Assistance Needed
<i>Context – Relationships & Capacity</i>	Are Street Outreach Workers & participants satisfied with the services of the program?	<ul style="list-style-type: none"> ▪ Pre & post-life skills training surveys ▪ Weekly staff meetings ▪ Key informant interviews 	<ul style="list-style-type: none"> ▪ NHFA post-life skills training surveys ▪ Weekly staff meeting summaries ▪ Key informant interview information
	Are we reaching the target population?	<ul style="list-style-type: none"> ▪ % of youth at risk (definition required) in the pgm v. % at-risk teens in New Haven ▪ % of youth at risk in the program/yr 	<ul style="list-style-type: none"> ▪ Police Dept. reports ▪ Census reports ▪ SOW intake database information ▪ (2006 ACS estimates: NH population 127,288 10-14 yrs. – 8815 15-19 yrs. – 12182 20 to 24 yrs – 13596)
	What is the best approach for recruitment?	<ul style="list-style-type: none"> ▪ Referral question ▪ Key informant interview information 	<ul style="list-style-type: none"> ▪ SOW intake database information ▪ Key informant interviews
<i>Outcomes</i>	What aspects of the program can help to prevent recidivism?	<ul style="list-style-type: none"> ▪ Responses from key informant interviews of participants & SOWs 	<ul style="list-style-type: none"> ▪ Key informant interview analysis
	How can the program address time commitment issues? Burnout issues?	<ul style="list-style-type: none"> ▪ Responses from key informant interviews of participants & SOWs 	<ul style="list-style-type: none"> ▪ Key informant interview analysis
	What services does the program provide?	<ul style="list-style-type: none"> ▪ Responses from key informant interviews of participants & SOWs ▪ Program components 	<ul style="list-style-type: none"> ▪ Key informant interview analysis ▪ SOW daily logs ▪ Program reports

Evaluation Focus Area	Question	Indicators	Technical Assistance Needed
	How has the program affected participants, SOWs, administrators?	<ul style="list-style-type: none"> ▪ Responses from key informant interviews of participants, SOWs, administrators ▪ SOW survey ▪ Participant survey ▪ # SOWs/year ▪ # participants/year 	<ul style="list-style-type: none"> ▪ Key informant interview analysis ▪ SOW survey ▪ Participant survey
	Has the program decreased gun violence?	<ul style="list-style-type: none"> ▪ Decreased shootings by youth (fatal, nonfatal) ▪ Decreased shots fired calls 	<ul style="list-style-type: none"> ▪ Police Dept. call lists ▪ Taska report

APPENDIX E: Protective Factors and Risk Factors for Youth Violence†

Individual & Family	
Individual Risk Factors	Family Risk Factors
<ul style="list-style-type: none"> ▪ History of violent victimization ▪ Attention deficits, hyperactivity or learning disorders ▪ History of early aggressive behavior ▪ Involvement with drugs, alcohol or tobacco ▪ Low IQ ▪ Poor behavioral control ▪ Deficits in social cognitive or information-processing abilities ▪ High emotional distress ▪ History of treatment for emotional problems ▪ Antisocial beliefs and attitudes ▪ Exposure to violence and conflict in the family 	<ul style="list-style-type: none"> ▪ Authoritarian childrearing attitudes ▪ Harsh, lax, or inconsistent disciplinary practices ▪ Low parental involvement ▪ Low emotional attachment to parents or caregivers ▪ Low parental education and income ▪ Parental substance abuse or criminality ▪ Poor family functioning ▪ Poor monitoring and supervision of children
Individual/Family Protective Factors	
<ul style="list-style-type: none"> ▪ Intolerant attitude toward deviance ▪ High IQ ▪ High grade point average ▪ Positive social orientation ▪ Religiosity ▪ Connectedness to family or adults outside the family ▪ Ability to discuss problems with parents ▪ Perceived parental expectations about school performance are high ▪ Frequent shared activities with parents ▪ Consistent presence of parent during at least one of the following: When awakening, when arriving home from school, at evening mealtime, or going to bed ▪ Involvement in social activities 	

Peer/Social	Community
Risk Factors	Risk Factors
<ul style="list-style-type: none"> ▪ Association with delinquent peers ▪ Involvement in gangs ▪ Social rejection by peers ▪ Lack of involvement in conventional activities ▪ Poor academic performance ▪ Low commitment to school and school failure 	<ul style="list-style-type: none"> ▪ Diminished economic opportunities ▪ High concentrations of poor residents ▪ High level of transiency ▪ High level of family disruption ▪ Low levels of community participation ▪ Socially disorganized neighborhoods
Protective Factors	
<ul style="list-style-type: none"> ▪ Commitment to school ▪ Involvement in social activities 	

† Department of Health and Human Services (DHHS) 2001; Lipsey and Derzon 1998; Resnick et al. 2004; Centers for Disease Control and Prevention, Youth Violence: Fact Sheet

APPENDIX F: Process evaluation methods

Process evaluations assess the early implementation of programs, with a focus on program goals, activities and impacts.^{1, 65-67} Evaluation efforts seek to understand how participants become engaged in programs as well as their experiences once they enroll. There are multiple uses for such evaluations including, but not limited to, identifying and minimizing implementation barriers, measuring the performance and perceptions of the staff, determining the nature of interactions between staff and clients, and monitoring clients' and other stakeholders' experiences with the project.⁶⁸

We used qualitative methods, well suited for process evaluation, to gather and analyze two sources of data for this report: in-depth interviews with youth participants, SOWs and HFA administrators and SOW daily journals in which they chronicle their daily activities and provide observations about their SOW experiences.³⁹ We used multiple data sources (referred to as 'triangulation')^{15, 40, 41} in order to complement the findings of one source of data with that of the other, thereby enhancing the credibility of our findings.

A. In depth interviews with key informants

Key informants included youth participants, SOWs, and program administrators. We asked SOWs to identify youth who had direct experience with the phenomenon of interest and who would be willing to share their perspectives in an interview (known as "information-rich" research participants)¹ Drawn from the 392 youth involved in the program, the sample of youth participants chosen also was to represent diversity in age, gender, race, ethnicity, and participation level in the program. Interviews with youth participants were conducted until theoretical saturation^{69, 70} was achieved, that is, until no new themes arose from the data. This occurred after 17 youth interviews. We conducted interviews with six of the 7 SOWs and all four program administrators.

Interviews were conducted in person by team members with experience in in-depth interviewing. We designed semi-structured interview guides with open-ended questions to facilitate discussion⁷¹⁻⁷³ with participants in each of the three categories of study participants. We carried out pilot interviews with two youth participants in order to test and refine the youth interview guide accordingly. Discussions during the interviews centered on questions designed to elicit the perspectives of the three groups on: 1) activities and program components that keep youth engaged with the program, 2) activities and program components that prevent gun violence, 3) specific barriers and facilitators of program participation by youth, and 4) quantitative measures that would best identify program success. The interviews were 20–90 minutes in length and were digitally recorded and transcribed verbatim by an independent transcription service.

We accomplished systematic, verifiable analysis through a number of strategies, including consistent use of the interview guide, audio taping and independent transcription, standardized coding and analysis of the data, and use of researchers with diverse backgrounds for analysis. The multidisciplinary research team (MG, MR, RS) included NHFA staff, Yale faculty, and a Clinical Scholar. We used the constant comparative method of qualitative data analysis^{69, 70} and following principles rooted in grounded theory.⁷⁴ In contrast to approaches in which an *a priori* hypotheses are tested empirically, grounded theory uses systematic procedures to generate theory or insights describing a phenomenon, and is grounded in the views expressed by study participants.^{69, 70}

Coding occurred in a series of iterative steps to conceptualize and classify data. First, each code team member read the pilot interviews and created a provisional list of codes. The

code structure was used to organize the first 11 transcripts, such that the authors examined the transcripts together line by line. The structure was reviewed for logic and breadth and then was revised by the research team accordingly. Each member of the team independently coded the next 6 transcripts, noting emergent recurrent themes using the constant comparative method until thematic saturation was achieved (i.e., no new themes emerged). When there were differences in independent coding, the team negotiated consensus. Codes were used to develop a substantively exhaustive list of factors felt to be important for the design and success of a youth gun violence prevention program. When the team found considerable agreement among coding, one author recoded the transcripts and independently coded the remaining 6 transcripts. The other two coders reviewed her coding for accuracy and consistency.

Transcribed interviews were entered into Atlas-ti software, a qualitative data management program, to organize coding and extract, compare, explore and reassemble the data to further delineate the relationships among emerging themes. The software facilitates comparison within and across interviews. The output of this analysis was a comprehensive identification of key themes that describe and characterize the youth gun violence program.

B. Content analysis of SOW documents

We conducted a systematic content analysis^{75, 76} of SOW daily journals in order to fully characterize and classify the scope of program activities aimed at reducing youth gun violence. Content analysis is a strategy for observing and analyzing overt written communication to generate inferences from core elements of written communication.^{75, 77} Using systematic and verifiable techniques, content analysis categorizes and classifies large amounts of textual data.^{75, 76} While these daily diaries are a rich source of extensive and powerful information, we focused specifically on content related to evaluation aims, including: 1) activities and program components that keep youth engaged with the program, 2) activities and program components that prevent gun violence, 3) specific barriers and facilitators of program participation by youth, and 4) quantitative measures that best identify program success. We analyzed a sample of daily log entries comprised of the first, middle, and last four months of the process evaluation cycle.

We used the code structure developed from the transcribed interviews as a starting framework for the document review.⁷⁸ This 'start list' was refined as we underwent review, content analysis and comparison of this document with additional findings in the dailies. The document review team consisted of three members of the research team (GL, RS, KT) who each reviewed sets of documents independently, and categorized specific segments of text into a set of codes. Documents were then reviewed as a team to forge consensus among team members. Once consensus was reached on the codes, each member of the team summarized passages categorized within a particular code, employing an iterative process to describe the content found within the logs. This report focuses on important themes emerging from the data that describe and characterize the youth gun violence program. The sample of daily log entries comprised the first (July-October 2007), middle (April-June 2008), and last four months (December 2008-March 2009) of the process evaluation cycle. The periods chosen also reflect different points in the program's evolution and represent the different seasons of the year impacting youth activity and consequently SOW activity.

The study protocol was approved by the Yale University Human Subjects Committee.

APPENDIX G: Document Review Summary Table

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
Recruitment Strategies	<ul style="list-style-type: none"> ▪ Presence on the street talking to youth about the program and identifying needs ▪ Seeking out youth on the “hot list” provides opportunity to recruit other youth who are interested in the program ▪ Newspaper (Independent) features about program ▪ Community mediation application (?) ▪ Visibility is provided by SOW uniform; youth approach SOW's and ask about program. 	<ul style="list-style-type: none"> ▪ Basketball league facilitates recruitment ▪ Walking through neighborhood with dog makes it easy to engage youth; approach and SOW talks to them about the program 	<ul style="list-style-type: none"> ▪ Maintain visibility on street ▪ Continue to be given new clients by NHFA to add to caseload ▪ Try to recruit known drug dealers to participate in SOW program by asking them “who’s going to represent them when they get caught?”; offering them alternatives. ▪ Go to spots where youth congregate and hand out business cards – gyms, barbershops, clubs
Activities to Reduce Youth Violence <ul style="list-style-type: none"> ▪ Bring youth together ▪ Occupy time ▪ Pro-social activities/alternatives/exposure ▪ Physical presence of Street Outreach Workers ▪ Activities that prevent gun violence ▪ Crisis intervention (addition) 	<p><i>Physical presence:</i></p> <ul style="list-style-type: none"> ▪ Visit local nightclubs to keep peace, maintain order ▪ Stay at park until game between two neighborhoods was completed <p><i>Pro-social activities/alternatives/exposure:</i></p> <ul style="list-style-type: none"> ▪ Take youth out to TV studio to show them how to edit videos 	<p>Basketball league</p> <p><i>Organizational tasks/features:</i></p> <ul style="list-style-type: none"> ▪ Call people on list (~150) for game ▪ Each SOW has a team ▪ Organize and facilitate tryouts ▪ Divide players by height and skill level ▪ Organize games with visiting teams 	<p><i>Physical presence of SOWs:</i></p> <ul style="list-style-type: none"> ▪ Interact with youth as means of enhancing visibility ▪ At times, SOW's try to blend in with community to act as observers <p><i>Bring youth together:</i></p> <ul style="list-style-type: none"> ▪ Nets game: 46 youth, had good time, no fights ▪ Watch and support clients playing in basketball games

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
<p><i>"We made sure we were visible all day and night."</i></p>		<p><i>Associated issues/barriers to league success:</i></p> <ul style="list-style-type: none"> ▪ Required to share gym with unrelated program; league participation increase due to youth bringing other youth; don't have enough space, concerned about impact on youth/league. ▪ Participation varies; players are discouraged when there is a low turnout. ▪ Small incident/fight, parents kept involved ▪ One youth started fight with SOW after basketball game; youth suspended from league. <p><i>League success/benefits:</i></p> <ul style="list-style-type: none"> ▪ Kickoff celebration with major leaders of city including a representative from mayor's office, media, superintendent of schools, and a representative from the police department. Over 200 people were in attendance. SOWs did a great job coaching/monitoring crowd. 	<p>in neighborhood and in school competitions</p> <ul style="list-style-type: none"> - Utilize "teachable" moments: use as opportunity to speak with youth - Diffuse potential altercations <ul style="list-style-type: none"> ▪ Engage youth in Whitewashed play ▪ Movies: without issue, f/u with clients taken to movies and did needs assessment ▪ SOWs organize youth to attend political event (Mayor's speech) ▪ SOW has BBQ at his house for neighborhood youth ▪ SOW has youth over house to play video games <p><i>Preventive measures:</i></p> <ul style="list-style-type: none"> ▪ Check identified hot spots ▪ Walk and drive through neighborhoods and hot spots ▪ Try to catch any issues before they get out of hand; SOW's learn of potential problems through youth and de-escalate situations. ▪ SOW's scan neighborhoods to find out where "key

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<p><i>"Great look for the black young men in our communities."</i></p> <p><i>Pro-social:</i></p> <ul style="list-style-type: none"> Require respect, good behavior to remain in league <ul style="list-style-type: none"> SOW hit in back of head by player then player suspended from league, another conflict between two youth, one was suspended from league, another for one game Disagreements exist but were resolved quickly and without issue Education for youth on gun laws; brought in federal prosecutor Showed film on gun laws at a school <p><i>Occupy time:</i></p> <ul style="list-style-type: none"> Open gym for youth in the league (sometimes given preference) and other youth in community SOW supervisor talks with authorities to keep gyms open for the summer Trips increase in summer <ul style="list-style-type: none"> Take on trips to Mohegan Sun for WNBA games 	<p>players" hang out.</p> <ul style="list-style-type: none"> Parent believes that youth are selling drugs out of her home when she is at work; asks SOW to monitor situation. Check in at parties, clubs, club closings Home visits to make plans with clients, e.g., reconnect with school and job search Check in with clients on New Years to ensure safe night Go to area in Fair Haven where elderly live and where drug dealing is increasing to reduce their fears and interfere with drug sales activity SOWs are aware of high-risk conflict situations, investigate them and work to resolve them SOWs promote and facilitate truce between two neighborhoods after outbreak of shootings <p><i>Pro-social:</i></p> <ul style="list-style-type: none"> Help youth find jobs Bring youth to EMT course Help youth write letter to college basketball coach

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<p>- Skating trips</p> <p>Photovoice</p> <ul style="list-style-type: none"> Participate in training Help with recruitment Go out with youth to take pictures Provide transportation for youth Participate in sessions <p><i>Physical presence/preventive measures:</i></p> <ul style="list-style-type: none"> Check hot spots frequently Check in at parties, monitor house parties Home visits to check on youth Find out about problems with police, lack of employment, and recreation When clubs host youth parties, SOW visit to check in on clients Triage – identify key players and heighten presence with increased shooting Witnessed youth passing off (B-B) gun to another and notified police and then spoke w/ youth individually SOWs go to other unassigned 	<ul style="list-style-type: none"> Take youth out for a rides, out for pizza and other meals to talk about their lives and future Concert: take 4 very involved in street life/influential youth and ones that are likely to spread message/targeting high-risk youth <p><i>Other interventions:</i></p> <ul style="list-style-type: none"> Work with NHFA LCSW and Senior CM to develop an intervention plan for youth at risk Refers youth and family to mental health provider and follow up to ensure that program is a good fit Advocate for youth in court and in school SOWs frequently present in ER to de-escalate tensions (supervisor informed of shootings via email by police)

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<p>areas if their own area is quiet</p> <p><i>Crisis intervention:</i></p> <ul style="list-style-type: none"> ▪ SOW received call from rape victim, assists victim in following appropriate channels ▪ SOWs frequently present in ER to de-escalate tensions 	
<p>Role Models/Modeling (pro-social Behavior/Individual Mentoring)</p> <p><i>"The mother and aunt told me how all of the men in his life were dead. And that he needed a male role model... I told them that I would be that role model and that I would keep him straight."</i></p> <p><i>"Spent the night talking to some kids in the hot spots, trying to get them to look at life in a positive way."</i></p>	<ul style="list-style-type: none"> ▪ Teens approached SOW to ask how SOW stopped selling drugs: SOW replied that he was tired of going to jail ▪ One youth approached SOW about drug problem; SOW counseled youth to go to rehab & youth said he would ▪ Youth wants advice on whether he should fight/beat up girl's new boyfriend; SOW explains that it's not worth the charges. 	<ul style="list-style-type: none"> ▪ Encourage mature behavior <ul style="list-style-type: none"> -SOW had a conversation with a youth about turning himself in, taking responsibility for his actions prior to joining program; youth who turned himself in was comfortable with it ▪ Discussions with youth about importance of school, importance of rebuilding family relationships, reconnecting with parents, avoiding bad crowds ▪ Teachable moments <ul style="list-style-type: none"> - Post-shooting, use that opportunity to speak to youth about their lifestyle and a youth said he would change his life and exit the streets - Use prior history of 	<ul style="list-style-type: none"> ▪ Reality talk with youth who "like trouble": teens in community; teens at hot spots ▪ Discuss about school and behavior with clients ▪ Assess and talk with youth who appear to be falling victim to the streets again ▪ Speak with area youth about prison, death, school and life choices ▪ Talk to youth out late about importance of school and a job ▪ Talk with you about making things right in their lives, making amends with their family ▪ Brought youth interested in college to Gateway to check it out ▪ Told youth to "stay off the

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<p>“stickups” as a point to discuss; prior to events discuss respectful behavior</p> <ul style="list-style-type: none"> ▪ SOW approaches youth hanging out in area where he works and speaks to them about the dangers of not working and continuing to sell drugs ▪ Elm Street courthouse; SOW speaks with recently released inmates about working, education and living crime free life, and being responsible and giving back to community. ▪ Took 2 youth to Gateway to get information on classes and enrollment and talked with them about college <p><i>“I met client on the strip to talk to him about renting drug addicts cars and driving without a license. He expressed that it’s hard out here and jobs don’t pay enough. I told him prison is harder. I plan to follow up.”</i></p>	<p>corners,” otherwise they would look like they selling something</p> <ul style="list-style-type: none"> ▪ Meet with youth outside the program, to talk about future, provide alternative possibilities from SOW own experience ▪ Talk with youth about their future if they continue in the street life ▪ Go to courthouse and speak to youth offenders along with state/federal prosecutors <p><i>“I made phone contact with most of my clients today. We talk about how they are doing and handling some of their situations be that going to school, working or not working, finding the best solutions to solve their problem. Critical thinking as the times we live is becoming more of a strain on our youth; decisions they make impacts the rest of their lives; I’m trying to help them understand this. For some the most important thing they have to focus on is on</i></p>

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
			<i>schooling; this will ultimately help them out of situations they are in for their future..."</i>
<p>Family-Oriented Services/SOW as Family Resource</p> <p>Family/Parallel Family</p> <ul style="list-style-type: none"> SOW & other staff viewed as family members SOW & other staff take on role of family members Family conflicts/actions taken with family <p><i>"I went to two of my client's houses to check up on them and talk to the parents and they stated that they've seen a change in the kids for the better and said that they appreciate me helping out."</i></p>	<ul style="list-style-type: none"> Some youth feel isolated at home Youth discuss parental drug use (crack) with SOW 	<p><i>Actions taken with family:</i></p> <ul style="list-style-type: none"> Parents call SOW about youth poor school attendance. Court specified that he had to attend school and anger management class. Mother called again, SOW explains choices and consequences of each—school or jail. Home visits—meet with client and mom, discuss youth strengths and how to prevent youth from hanging with the wrong crowd Hold client-parent conferences at NHFA Try to resolve family conflicts In family mediation for long-standing family feud, police kept in loop, truce developed by engaging each family separately then jointly, but, youth again continued to get into fights. SOW involves supervisor to navigate difficult family situation. Counsel families in times of distress; in ER 	<ul style="list-style-type: none"> Mother feels her son is doing wrong and contacts SOW who goes to home to speak with youth to discuss; youth expresses that he will make effort to make change. SOW called by mom, then helped to calm down sons who were out of control Check in with parents re: client behavior Home visits to talk with youth and parents about issues in school Mother contacts SOW to talk to son who doesn't want to go to after school activities Client and parents call SOW to give stranded youth a ride, transports him home Family and SOW decide that they need to keep a closer eye on youth Mother calls SOW because son staying out late Helped mother whose son is on drugs, disrespectful and beat on younger sister Refer parents to NHFA social

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<p><i>SOW's and other staff take on the role of family members:</i></p> <ul style="list-style-type: none"> ▪ SOW seen as first resource for families when faced with conflict or difficult situation ▪ Security guard for league asks SOW to talk with his nephew who assaulted his mom. SOW went with security guard to speak with youth after school and explained consequences of his actions and importance of respect. SOW then followed up to ensure all was ok. ▪ Intervene in domestic dispute between parents of a child, and had man walk away ▪ SOW tries to help family generate ideas to pay for funeral costs ▪ SOW offers to help family of youth coming home from jail; offers transitional help. ▪ SOW did a home visit to check up on youth since youth didn't make it to basketball practice <p><i>"I spoke with his aunt about his attitude and behavior. She expressed her gratitude of the</i></p>	<p>workers for professional help</p> <ul style="list-style-type: none"> ▪ Mother and SOW went looking for son who was very disturbed about death of brother, found him. "We spoke for a lengthy time. He had no real reason for not going to school other than up let and didn't want to go to get up... needs to take responsibility for himself and to stop using his brother's death as a recurring excuse even though we know he hurts." ▪ SOW was called when youth was in crisis/under the influence. Intervened and successfully got youth to go to the hospital/complied with police and hospital staff. ▪ Meet with families of victims in hospital and at home, offer victim services papers ▪ SOW talks with custodial grandparents of youth potentially involved in shooting and identified other grandkids who may be involved

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<i>program in assisting her with him."</i>	
Perceptions/Attitudes/Changes <ul style="list-style-type: none"> Youth about themselves Youth about others Others about youth <p><i>"The client told me that he wanted to be different from all his friends and relatives in the neighborhood and that what he has seen happened to them is his motivation not to go in their direction. I instructed him to get a Sunday newspaper and that Monday morning I would help him find a job."</i></p>	<ul style="list-style-type: none"> Take individual youth out for a meal for individual mentoring and/or rewards for prosocial behavior, reinforcing/encouraging positive behavioral change 	<p><i>Others about youth:</i></p> <ul style="list-style-type: none"> SOW view youth as being apathetic to their conditions because they feel that the youth perceive a lack of power or help to change their circumstances. <p><i>"[B] came by the gym and we spoke on many things for about 35-40 minutes. He is a very insightful young man and he knows exactly what his position and role is in the hood and he's ok with it. He's not scared to go to jail or worse, just for the sake of his reputation. I will try to stay in reach of him."</i></p> <p><i>"After we went to the Kensington and Dwight area, we spoke with some of our youth there about gun violence—it behooves me how some of our kids have really lost touch with reality. They seem to not to care any more about a lot of things affecting them and their environment; we must stay consistent. After</i></p>	<p><i>Youth about themselves:</i></p> <ul style="list-style-type: none"> SOW says that youth express feeling hurt and "fed up" with "beefs" and shootings (with Hill North/Hill South conflict) <p><i>"I believe I can reach him knowing all the years his father spent in prison."</i></p> <p><i>"Took a group of youth to Smiles, I met [other SOWs]; the youth had a good time, it was nice to see them out of their usual element; they revert back to being kids which lets me know where we live have a tough impact on our kids."</i></p>

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
		<p><i>we went to the hill spoke with some of the kids we see daily whose names keep coming up in some of these shootings—they are like most of our kids in the inner cities. It seems their hearts have hardened as they find less help from people in positions of power in our cities that don't care about their conditions. I told them this may be true or not but the key is how much do we care about ourselves."</i></p>	
Youth Conflicts/Actions Taken <p><i>"All parties who have engaged in gun violence agreed that if they were offered a fair fight, one-on-one, they would discontinue the gun violence, four guys fought and both communities shook hands and hugged, everyone vowed the beef was over. The beef between two blocks was resolved peacefully and nobody was hurt or harmed, everyone left the scene feeling relieved and happy."</i></p>	<ul style="list-style-type: none"> ▪ Mediate conflicts between youth; between youth and families; between youth and police, courts; between youth and school system. ▪ Fight between two youth; police were called. One youth said that he was afraid after he was punched in the face. He then ran to SOWs. SOWs spoke with parents and cops. Police asked SOW to speak with parents of apprehended young man. SOW met parents then youth was released. ▪ Mediation between youth escalated to involve youth 	<ul style="list-style-type: none"> ▪ Spoke with youth who pulled gun on their client. SOW recognized from own experience that if someone points out that they know about the incident, the youth will likely stop. SOW spoke to the youth and felt good that youth said that he would stop. ▪ Maintain a victim's list and follow up post-shooting ▪ At hospital, SOW met with shooting victim's parents, police brought 3 young men to hospital for ID ▪ Truce: neutral area for truce identified, successful agree no more shooting get money 	<ul style="list-style-type: none"> ▪ Following shooting, f/u to ensure no further retaliation ▪ Intercepted fight—visited client, finds that he is frustrated because someone made him mad earlier, and wanted to retaliate, SOW was able to calm him down and prevent further problem. ▪ Intervention around a teen involved in a robbing and got shot; robbery mainly of older persons, but, youth involved. ▪ SOWs spoke with robbers and they fear for their safety. SOW advised them to return what they took in

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
	<p>families. SOWs held the mediation with the families and it was successful.</p> <ul style="list-style-type: none"> Went to the hospital post-shooting, spoke to protective services officers. The youth was in stable condition. Youth fight over bike. Mediation between the two involved families. The two youth involved agreed to let it go and have friends leave situation alone. All were in agreement and all signed truce agreement to endorse. Conflict ensued because a white male gave a fake \$20 to a youth... SOWs intervened and stopped fight Engaged youth who wanted to shoot a kid in a different neighborhood, reasoned with youth and later formalized peace treaty along with another SOW 	<p>instead.</p> <ul style="list-style-type: none"> After one trip to Smile's [rec center in Milford] taken out for pizza, one youth had problem with another youth in the area. The situation was handled and youth were taken home without incident. Multiple nonfatal shootings. SOWs continue to try to resolve conflicts in peaceful manner, and investigate incidents. Youth/families overall interested in talking things out when approached. Regular follow-up to ensure that issues remain resolved Call from Mayor re: fighting at a particular location. SOW went to location, but, didn't find any youth within their target demographic. Broker truces between neighborhoods 	<p>order to resolve issue and stop robbing. SOW's attempt to facilitate resolution. Victim will consider resolving if gets chain back or the money it cost.</p> <ul style="list-style-type: none"> Client's sister was jumped by three girls. SOW talked with both siblings and they decided to leave it to police. SOW spoke with client who was recently shot about consequences of retaliation Police and SOW talk with youth about house shooting related to Bloods re: drug turf SOW bring together youth from their outreach areas to broker truces Hospital visits to support family and also to de-escalate situation SOWs take calls to go to the hospital; visit with youth who are not part of NHFA and follow up post-shooting. SOW was called to respond to fight; police then present, nobody seriously hurt SOW stopped fight over drug debt, several men

DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
			beating up person, they let victim go and left <ul style="list-style-type: none"> ▪ Intervene in fight between some young women, police took notice ▪ Follow up on non-fatal shootings and refer them to life skills classes ▪ A client was shot and the friends of the shooter were bothering him. SOW counseled youth to stay away from weapons; vows to do so and later calls SOW to ask if he can stop by the next day. ▪ SOW's mediate between youth who are planning to fight ▪ SOW's plan, promote and facilitate truce between Hill N. and Hill S. after fatal shooting
School	<ul style="list-style-type: none"> ▪ Roberto Clemente – SOW spoke with school about SOWP and “safe night back to school party” and how they can participate ▪ SOWs connect with Larry Young from Hillhouse who said that he heard good things about the program and can look into some 	<ul style="list-style-type: none"> ▪ Mediation – between youth and teachers, ultimately to use as a tool for success ▪ SOW goes to a school in the tribe to talk to a group of youth about violence prevention ▪ SOW did presentation at Academy School on SOW program 	<ul style="list-style-type: none"> ▪ Youth calls SOW to assist with incident where he was arrested in school. The youth said that he was watching fight but that he was not involved. The SOW spoke with the assistant principal. ▪ Asst. principal reached out to SOW to talk to a youth

DOCUMENT REVIEW SUMMARY: SOW Dailies			
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	<p>things for future projects</p> <ul style="list-style-type: none"> Post-shooting, SOW was trying to get permission from family to go to school to advocate for shooting victim to not get incompletes for time missed 		<p>who was of concern</p> <ul style="list-style-type: none"> SOW teaches weekly classes in school (Wilbur Cross) <ul style="list-style-type: none"> Provides challenging assignments Facilitates reality talks Youth and mother call SOW to help with impending suspension for watching fight, SOW tries to broker disciplinary action that matches the action SOW observes that Hillhouse promotes nonviolence atmosphere Speak with asst principal re: need for anger management class at school Present at alternative schools for recruitment and visibility. Teacher pointed out youth to be recruited, then SOW engaged and invited to basketball game. Met with school officials to introduce self and offer assistance as needed An SOW is present at school at the end of the school day to assist security and intervene if conflicts arise
Jobs/Vocational Training	<ul style="list-style-type: none"> Most often expressed need of youth on the street is 	<ul style="list-style-type: none"> Pick up to register for college Approach youth on porch 	<ul style="list-style-type: none"> Accompany youth to fill out job applications

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<i>"Jobs make or break client participation."</i>	<p>need for jobs/vocational training</p> <ul style="list-style-type: none"> ▪ SOWs talk to potential employers about slots for youth ▪ Youth asks about construction jobs and SOW follows up on his paperwork ▪ Many youth show interest in job prep classes ▪ One youth interested in GED and job training program 	<p>have them fill out summer job applications</p> <ul style="list-style-type: none"> ▪ Pick up job applications, SS card, birth certificates from youth to help them apply for jobs ▪ Help parents complete necessary portions as well ▪ SOW approached client from "hot list." The client agreed to turn from streets if he gets a job. 	<ul style="list-style-type: none"> ▪ Promote work skills class, explain importance of developing job skills, highlight benefits ▪ SOW concerned about Chamber of Commerce not following through on jobs and the impact that will have on the reputation of the program ▪ Spoke to several parents about job situation with life skills program ▪ Helped client put together resume, pick up applications with client, went to multiple stores to try to seek employment ▪ Bring clients to EMT ▪ Drop off Sunday paper with youth to circle jobs he thinks he can do ▪ SOW help facilitate job readiness classes ▪ Explain life skills class
<p>Community</p> <p><i>"Began day assisting Lt. Sweeney at substation, passing out toys to community. A very large crowd and a lot of happy children. I really enjoyed this day and being able to help in my community."</i></p>	<ul style="list-style-type: none"> ▪ SOWs received accolades from Minister Donald Morris, stopped by barbershop to thank them ▪ SOWs hosted a cookout in back of a barbershop. The SOWs were wearing Street Outreach shirts, and were 	<ul style="list-style-type: none"> ▪ Team "walk through" and "drive through" in order to increase visibility ▪ Broke up fight ▪ Target high-risk areas – recent shootings, kids engaged in unhealthy activity ▪ Show support for 	<ul style="list-style-type: none"> ▪ Event at Columbus School with Mayor and SOW team ▪ Prepare for presentation at conference at Foxwoods on community-level trauma – "Healing Our Generation" conference ▪ Pass out toys at schools for

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	<p>asked about their job and thanked by those who knew about it.</p> <ul style="list-style-type: none"> Exit 8 Brook Hollow having some problems with tenant rules and regulations. Management willing to resolve situation so do SOWs. SOWs put together a cookout at Church Street apartments, borrowed grills from neighbors, etc. Youth in one community felt isolated from the rest of the city. SOW discussed possibility of including them on community TV show. 	<p>community/ neighborhood post shooting</p> <ul style="list-style-type: none"> Check-ins at stores; SOWs introduce themselves to business owners, tell them about the program and offer assistance if situations with youth arise. Nonviolence campaign/entertainment – SOWs participate in function at park Safe Streets New Haven – speak with ex-offenders about drugs/violence prevention & job search Youth was killed in bike accident <ul style="list-style-type: none"> Press conference SOWs were very involved on a community, family, and personal level Continued outreach and support on community and family levels SOWs attend community cookouts Film being done in community, many people present, SOW presence to keep peace, nothing got out of control Work with pastors to 	<p>holidays</p> <ul style="list-style-type: none"> Speak to store owners re: safety given recent stickups Safe New Haven Gun Violence Prevention Program. Went to courthouse to do the program. Pastor and Aldermen offer support and church as meeting place for truce Business owner calls SOW to help resolve conflict/ potential theft of merchandise; SOW mediates and resolves conflict. SOW present “helping stores close” at the end of the day to avoid potential problems Building community through activity; talent show brought youth and family members together SOWs have visible presence at community events Community party thrown by Aldermen Youth have candle light vigil for youth killed

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		<p>promote peace at KSI block party. SOW speaks at party.</p> <ul style="list-style-type: none"> ▪ Cookout/block party – exchange of gunfire. Party moved, increased police presence. SOW spoke to several children and young men about shooting and kids share that they are scared about the shootings. ▪ Attend meeting at Alderperson's house to talk about the program and Alderperson's niece being shot in the face 	
<p>Police/Judicial System</p> <ul style="list-style-type: none"> ▪ Positive interactions ▪ Negative interactions <p>Following an altercation, one SOW writes:</p> <p><i>"As I get to the corner of Edgewood and Kensington, an officer that I recognize from the Newhall area rides up to me and tells me to find someplace to go. I say excuse me, and she repeats it emphatically, mind you I'm wearing my purple Street Outreach Team jacket. I tell her that I'm working and she said don't be here</i></p>	<ul style="list-style-type: none"> ▪ Early on conflicts around presence of SOWs and police ▪ Increased credibility with police in the fall 2007 <p>Positive</p> <ul style="list-style-type: none"> ▪ F/u with probation officer & found that youth violated for possession of narcotics. <p>Negative</p> <ul style="list-style-type: none"> ▪ SOW notified by youth of a conflict and approached cops to ask if they could 	<p>Positive</p> <ul style="list-style-type: none"> ▪ Keep in contact with probation officers ▪ Appear in court with clients <p>Negative</p> <ul style="list-style-type: none"> ▪ Intervene at Freddie Fixer when learned of narcotics squad questioning youth ▪ Youth play fighting and throwing things, SOW told them to stop and talked about throwing things and noise. It was called into cops likely before SOW intervened and. Police arrived, drew 	<ul style="list-style-type: none"> ▪ Collaborate with police for mediation between parent and youth ▪ Make sure client is in compliance with court orders ▪ Discuss lack of police presence ▪ Ensure police searches go properly, professionally. ▪ SOW notes police stopping cars and harassing residents in that SOWs outreach area ▪ Court advocacy for incarcerated clients ▪ Pre-sentencing investigation to be done, spoke with parole officer

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<i>when I come back around as she drives off. I call supervisor and let him know what just happened and he tells me to stand there and if she comes back round to call him back. I stand there for a while but she never returned so I went on home that was at 3:50 am."</i>	help and were told to go somewhere else	weapons on involved youth; SOW tried to mediate between police, youth and family and was told to shut up or get arrested for intervening. Police ran SOW background and then another cop presumably with familiarity with the program, clarified with police and prevented arrests of youth.	<ul style="list-style-type: none"> ▪ Youth assaulted a police officer
Barriers/Facilitators to Participation in SOWP <ul style="list-style-type: none"> ▪ Financial ▪ Not a quick fix ▪ Ability to relate to youth ▪ Individualized/flexible 	<i>Financial:</i> <ul style="list-style-type: none"> ▪ Assist with providing school clothes ▪ Take youth shopping for an outfit and out to eat 	<ul style="list-style-type: none"> ▪ Smile's outing—taking clients out to find out what they truly want and need ▪ SOWs go through multiple channels to contact youth as needed <p><i>"Jobs make or break client participation."</i></p>	<ul style="list-style-type: none"> ▪ Take youth to pizza; give rides home from activities ▪ Bring youth to doctor ▪ Give youth gift cards for Christmas ▪ Refer to Male Involvement Network ▪ Youth staying inside because of unsafe conditions in community, therefore can't participate in activities
Protective Factors/Risk Factors <p><i>"Brought [client] to Family Alliance to sign him up for job and to get him a job placement and a home. He is currently homeless and seeking shelter. We addressed his most serious need which is shelter."</i></p>	<i>Protective factors- client characteristics:</i> <ul style="list-style-type: none"> ▪ Honor roll, track star ▪ Completed GED while in jail ▪ Interest in school for criminal justice field ▪ HS diploma ▪ Employed ▪ Some working skills ▪ Bilingual 	<i>SOW as protective factor:</i> <ul style="list-style-type: none"> ▪ Remove clients from unhealthy environs including high risk areas, removing from a girlfriend's friend home where not a healthy environment b/c of unrealistic demands ▪ Take them to their home, take to basketball, out to 	<i>SOW as protective factor:</i> <ul style="list-style-type: none"> ▪ Speak with youth when feeling "down & out" ▪ Speak with youth about drug abuse ▪ Home visit, speak with client who is "stressed out" and tell him that NHFA is here to help ▪ When it's cold, or there are

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<p><i>"I think that if we got to the youth earlier we can prevent a lot of them from turning to violence in their near futures."</i></p> <p><i>"Spoke with two key players in recent robberies. Their take on robbery is that they need money to survive-no jobs".</i></p>	<ul style="list-style-type: none"> ▪ MIN ▪ Prison re-entry ▪ Runs track, wants to be lawyer or MD ▪ Desire to work any job <p><i>Risk factors/client characteristics:</i></p> <ul style="list-style-type: none"> ▪ Single parent, head of household, lives in projects ▪ Boredom ▪ Bills to pay ▪ "Thinks you're only as good as you look" ▪ Family post fire, need school clothes ▪ Discord re: visitation rights ▪ "Child support takes whole check" 	<p>eat, for a walk, taking them out of the neighborhood, etc.</p> <ul style="list-style-type: none"> ▪ Meeting basic needs - help currently homeless youth find shelter <p><i>"A bunch of young kids on Steven St., about 4 of them got stopped by the cops who said they got a call about a gun and the kids fit the description, no gun was found. Remidy was with me and we had a long talk with the group of kids and bunch of others who were just standing around thinking this whole scene was so cool, not understanding a shooting took place that was not black on black and how that impacts them."</i></p> <p><i>"The hoods are getting busy as the weather is warming and we need more in the areas than empty lots."</i></p>	<p>winter storms activity is often down. SOWs call clients to check in and tell them to stay inside.</p> <ul style="list-style-type: none"> ▪ Take youth to bank, at her request, to establish a bank account ▪ Give business cards to club owners and other places youth hang out so they can call if problems arise ▪ Go to potential employers to discuss program, ask about job openings, pick up application forms ▪ Youth called for ride to a church service SOW attends. While in the car, youth talks to SOW about nearly getting shot. He said that the only thing preventing it was police riding by. <p><i>Risk factors/ client difficulties or characteristics:</i></p> <ul style="list-style-type: none"> ▪ Spoke to youth from Clifford Beers, having problems at home, about anger and lack of respect for his parents ▪ Speak with "stickup boys", but they have no intention of stopping

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			<ul style="list-style-type: none"> ▪ Youth on drugs and refused help. SOW gave him his card and youth said he would call. ▪ Support youth whose mother was arrested and who is now living with grandmother ▪ Youth staying inside because of unsafe conditions in community ▪ Youth kicked out of home after an argument with grandparents who claimed he was eating too much food ▪ Youth left home due to mother's drug abuse; living with his girlfriend; doesn't have food to eat and SOW helps with getting them food. <p><i>"Groups of young men who have a certain outlook on life because they were born into poverty... not just born into hard times but into poverty which holds a bunch of other issues entirely."</i></p>
Program Success/Goals <i>"The people are questioning my ability to deliver. Don't want to</i>	<ul style="list-style-type: none"> ▪ Engage with teens at bus stop and found out that recreation center is needed 	<ul style="list-style-type: none"> ▪ Mediations ▪ Basketball league and kickoff 	<ul style="list-style-type: none"> ▪ Improvements in school, home life ▪ Working/work ethic

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<p><i>lose anyone, but no promises are being made, everyday success is a must on the job."</i></p> <p><i>"Took more clients for job search to stores in Hamden, Orange, CT, and Milford, CT and to Chili's in Hamden. Two of my clients successfully started work this week."</i></p> <p><i>"I went to two of my client's houses to check up on them and talk to the parents and they stated that they've seen a change in the kids for the better and said that they appreciate me helping out."</i></p>	<p>in every hood.</p> <p><i>"So I give constructive support back because at the end of the day, your word is your bond out there in these streets."</i></p>		<ul style="list-style-type: none"> ▪ Youth from both sides of the Hill playing basketball (informal game,) no conflicts during or after game ▪ Court advocacy: youth is to be locked up, judge drops charges if stays involved in program ▪ Judge gives 2 clients 1-time break because they have been showing changes- need to do good in school, continue progress and work with SOW <p><i>"Hopefully, case gets dismissed; client doing good at home and at school. Client has been in house on time and completed community service."</i></p> <p><i>"I took several clients out to shovel snow and make money. This showed them how to provide for themselves."</i></p>
<p>Organizational/Structural Elements of Program</p> <p><i>"Today we had a team meeting which may have gotten a little out</i></p>	<ul style="list-style-type: none"> ▪ Development of case management skills ▪ Sought coaching and supervision from NHFA staff ▪ Intakes done at: 	<ul style="list-style-type: none"> ▪ On the job training – (see one, do one, and teach one) ▪ Take new SOWs to stores, stress visibility ▪ Take new SOW and youth 	<ul style="list-style-type: none"> ▪ Team meetings—discuss weekly shootings, figure out ways to improve program ▪ Returning SOW <ul style="list-style-type: none"> - Reconnect with people in

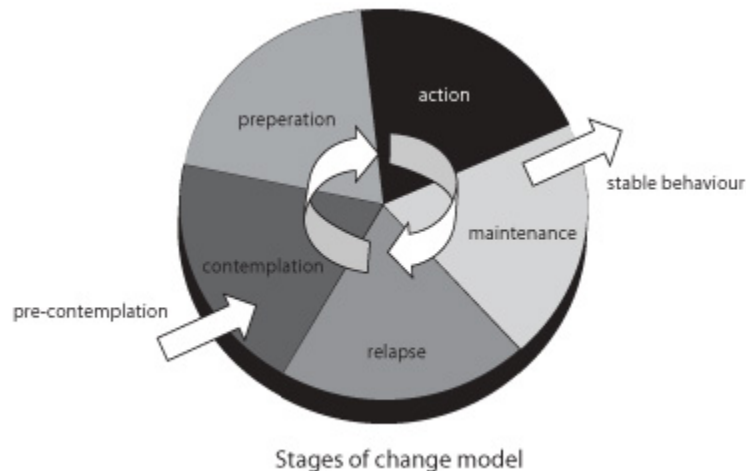
DOCUMENT REVIEW SUMMARY: SOW Dailies			
Concept/Theme	July 2007–October 2007	April 2008–June 2008	December 2008–March 2009
<p><i>of hand due to all of the shouting and frustration amongst the team. I guess its better that we take it out on each other and keep it internal, than to bring that aggravation to work out on the street."</i></p> <p><i>"We had our staff meeting with team leader and administrator. She talked with us about the mediation and our schedule. Also possible ways to make our job easier and more efficient. It was great to finally feel like someone cares, more so being in their position."</i></p>	<ul style="list-style-type: none"> - NHFA - In homes - On street 	<p>out to get a feel for the kinds of interaction they have.</p> <ul style="list-style-type: none"> ▪ SOW team leaders encourage getting more intakes, encourage SOWs to complete dailies ▪ Volunteer SOWs ▪ Team meetings can get tense—better to take it out against each other than bring aggravation to the street ▪ Positive team work—helping each other out, outside of meetings, different SOW help each other in their day-to-day activities ▪ Work on off days ▪ SOW supervisor and SOW recruit by going out to talk with potential workers ▪ Took new employee to one of the hot spot neighborhoods to give feel for job 	<p>the neighborhoods, store owner, barbershop</p> <ul style="list-style-type: none"> - Tried to reconnect with a former client who is a ring leader in the area, not interested and feels the program isn't working ▪ SOWs often have another job ▪ Late night team meeting to strategize on how to prevent further retaliation ▪ Three month follow up form ▪ Check in with supervisors and get direction from them ▪ SOW makes note that they shouldn't have to go in at 5:00 in the morning for a victim not in their age range ▪ SOW team leaders make sure that SOW's are wearing jackets to maintain visibility ▪ One SOW did not show for work one day ▪ Need to work with hospitals to get age of victims that show up in ER. There have been instances where victims are outside SOWP age eligibility
Summary of Needs Most Often Identified	<ul style="list-style-type: none"> ▪ Jobs, job training, job preparedness, GEDs ▪ Recreational activities 	<ul style="list-style-type: none"> ▪ Employment 	<ul style="list-style-type: none"> ▪ Employment

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	(basketball, football, field trips) ▪ Clothing (particularly for school) ▪ Advocacy/mediation (with courts, parole officers, family, DSS) ▪ Anger management ▪ Transportation (to work, school, NHFA, recreational activities) ▪ Child care		
Responses to Needs Identified	▪ NHFA classes, basketball league, Male Involvement Network, information, referral and follow up ▪ Educate clients and families about rights and advocacy	▪ Laura Lawrence, NHFA staff helps with job placement	▪ Try to enroll in job readiness ▪ Job searches

APPENDIX H: Stages of Change

Stages of change model as framework for youth violence prevention program

The framework for this youth violence prevention program uses the stages of change model of health behavior change, which is commonly used in health promotion programs. A central theme of this model is that health behavior change is not an event but rather a process.⁴² The SOWP is designed to support youth in moving through the stages of change and uses maximization of protective and minimization of risk factors to ensure successful migration through the stages of change. Described below in the chart.



Stages of change model

CHART 1
Behavior change stages and their characteristics

Stages	Characteristics
Precontemplation	Individual does not intend to change behavior in the next six months
Contemplation	Individual is strongly inclined to change behavior in the next six months
Preparation	Individual intends to act in a near future (generally next month)
Action	Behavior has already been incorporated for at least six months
Maintenance	Action already happens for over than six months and the chances to return to old behavior are few

Source: Adapted from Prochaska and Marcus (1994).

APPENDIX I: References

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