

HOPE ON THE HORIZON

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Making Cents of Peacebuilding

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Imagine reducing child abuse and neglect by 79%.

Imagine reducing maternal behavioral problems due to alcohol and drug abuse by 44%.

Imagine reducing the duration of dependency on Aid to Families with Dependent Children by 30 months.

How many tax dollars are these social benefits worth? \$100,000 per at-risk family? \$50,000 per family? \$10,000 per family?

Now, what if it were possible to save money with such a program? Imagine a net savings to taxpayers of over \$17,000 per at-risk family.

Does this sound like a far off utopia? Well, it's not. Such success has been achieved by the Nurse Family Partnership. The program has existed for over 20 years and been rigorously assessed by public policy experts. It provides nurses who work with families in their homes during pregnancy and the first two years of a child's life. The program is designed to help women improve their prenatal health and the outcomes of pregnancy; enhance the care provided to infants and toddlers in an effort to ameliorate the children's health and development; and advance women's own personal development, giving particular attention to the planning of future pregnancies, women's educational achievement, and parents' participation in the work force.

The Washington State Institute of Public Policy estimates the costs of the program at about \$9,000 tax-dollars per at-risk family. The benefits, however, it estimates at over \$26,000 to taxpayers. These benefits include not only the direct outcomes listed above but also longer term ones, such as reduced dependency on welfare and Medicare, lower rates of incarceration, lower rates of family violence, and improved scholastic attendance. This means fewer tax dollars are spent, accruing a net savings for the taxpayer.

This is just one of many programs that actually help reduce and prevent violence and improve overall wellbeing while saving tax dollars. Other such programs address juvenile delinquency, gang violence, youth and school violence, family violence, hate crimes, and provide less expensive, effective alternatives to the current penal system.

This paper provides a snapshot of the current state of violence in the United States and a sampling of proven, statistically verifiable programs that successfully prevent and reduce violence. While these programs remain hampered by inadequate and inconsistent funding, lack of resources and limited geographic reach, the fact remains that they are beneficial for Americans' social well-being and for Americans' financial bottom line.

The good news about violence in the United States is that Americans have found incredibly innovative and resourceful ways to address violence and its root causes. All that is missing is an infrastructure to give these programs more visibility and viability, allocate them more funding resources, and to make them a matter of local, state, and national policy.

But first, let's take a look at how much violence there is in the United States...

The Extent of Violence in the United States

Youth Violence: Fact Sheet¹

Occurrence

Youth violence is an important public health problem that results in deaths and injuries. The following statistics provide an overview of youth violence in the United States.

- In 2003, 5,570 young people ages 10 to 24 were murdered—an average of 15 each day. Of these victims, 82% were killed with firearms.
- Although high-profile school shootings have increased public concern for student safety, school-associated violent deaths account for less than 1% of homicides among school-aged children and youth.
- In 2004, more than 750,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained due to violence.
- In a nationwide survey of high school students:
 - 33% reported being in a physical fight one or more times in the 12 months preceding the survey.
 - 17% reported carrying a weapon (e.g., gun, knife, or club) on one or more of the 30 days preceding the survey.
- An estimated 30% of 6th to 10th graders in the United States were involved in bullying as a bully, a target of bullying, or both.

Consequences

- Direct and indirect costs of youth violence (e.g., medical, lost productivity, quality of life) exceed \$158 billion every year.
- In a nationwide survey of high school students, about 6% reported not going to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to and from school.
- In addition to causing injury and death, youth violence affects communities by increasing the cost of health care, reducing productivity, decreasing property values, and disrupting social services.

Groups at Risk

- Among 10 to 24 year olds, homicide is the leading cause of death for African Americans, the second leading cause of death for Hispanics, and the third leading cause of death for American Indians, Alaska Natives, and Asian/Pacific Islanders.
- Of the 5,570 homicides reported in 2003 among 10 to 24 year olds, 86% were males and 14% were females.
- Male students are more likely to be involved in a physical fight than female students (41% vs. 25%).

We don't have to look far to find evidence of violence in the United States. Indeed, sometimes it seems that when we turn on the television or open the newspaper, all we see is violence. Many of us are also victims of or witnesses to violence happening in our homes, our schools, and our communities.

One of the best resources for tracking violence in the United States is the Federal Bureau of Investigation's (FBI) *Uniform Crime Reports* (UCR). The UCR program has been in place for over 75 years and compiles statistics on crimes committed in the United States based on information collected from nearly 17,000 law enforcement agencies. It is very useful for comparing crime rates across states and for looking at trends over time.

It should be noted, though, that the UCR only discusses *crimes*. Unfortunately, not all acts of violence get reported as crimes, and much violence, particularly in the areas of domestic violence and hate crimes, goes unreported.

The FBI's *Preliminary Annual Uniform Crime Report 2005* states,

*"Preliminary figures indicate that, as a whole, law enforcement agencies throughout the Nation reported an **increase of 2.5 percent in the number of violent crimes brought to their attention in 2005 when compared to figures reported for 2004.** The violent crime category includes murder, forcible rape, robbery, and aggravated assault."*²

An estimated 1,390,695 violent crimes occurred nationwide in 2005.

During 2005, there were an estimated 469.2 violent crimes per 100,000 inhabitants.³

The most notable increase is the 4.5 percent change in the murder rate. The figure becomes more dire when you analyze the murder rate in terms of the population of a city. Cities with populations between 50,000 and 500,000 reported murder rate increases between 9.4 percent and 12.5 percent!

“In 2004, there were an estimated 1,367,009 violent crimes nationwide. Of these, aggravated assaults comprised 62.5 percent; robbery, 29.4 percent; forcible rape, 6.9 percent; and murder, 1.2 percent.”⁴

That means across the United States in 2004, there was:

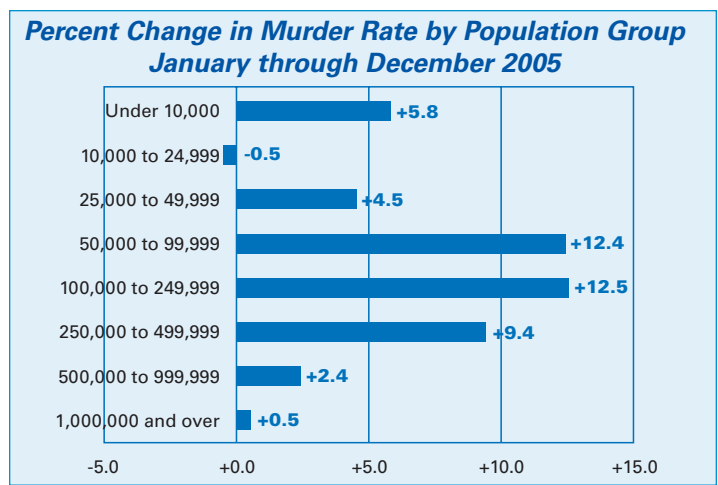
Every 23.1 seconds: One Violent Crime

Every 32.6 minutes: One Murder

Every 5.6 minutes: One Forcible Rape

Every 1.3 minutes: One Robbery

Every 36.9 seconds: One Aggravated Assault



In the United States, youth homicide rates are more than 10 times that of other leading industrialized states, on par with the rates in developing states and those experiencing rapid social and economic changes. In the late 1990s, the youth homicide rate in the U.S. stood at 11.0 per 100,000 compared to Japan (0.4 per 100,000), France (0.6 per 100,000), Germany (0.8 per 100,000) and the United Kingdom (0.9 per 100,000).⁵

All this violence is costly. A 2004 World Health Report estimated the cost of interpersonal violence in the United States (excluding war-related costs) at \$300 billion per year. The health-related costs of rape, physical assault, stalking and homicide committed by intimate partners exceed \$5.8 billion each year. Of that amount, nearly \$4.1 billion are for direct medical and mental health care services, and nearly \$1.8 billion are for the indirect costs of lost productivity or wages.

All told, the United States spends billions of dollars simply reacting to violence.

So, with all this violence going on in the United States, what can be done about it?

Programs that Reduce Violence

The good news is that many programs have been developed, tested, and proven to reduce and prevent violence in the United States.

Programs are effective in reducing:	Programs are successful at improving:
<ul style="list-style-type: none"> - crime rates - hate crimes - days of incarceration - recidivism rates (i.e. relapsing into crime) - involvement in gangs - delinquency - drug use - shop-lifting - vandalism - physical assault - rape and sexual assault - child abuse and neglect - mental health problems - depression and sadness. 	<ul style="list-style-type: none"> - self-esteem - anger management - quality of personal relationships - family functioning - access to medical care and counseling services - academic achievement and GED preparation - classroom behavior - community awareness - crisis support - cultural awareness and sensitivity - reintegration into society - career development and job skills - job placement and stability.

Not all programs work in all these areas. They take a variety of approaches, focusing on specific populations and implementing interventions in homes, schools, and community centers. A sample of successful programs is listed in the appendix. Each has been the subject of research-based studies, including those conducted by Blueprints for Violence Prevention, the Re-entry Policy Council, and the Washington State Institute for Public Policy. These studies are considered to be benchmarks in the field and are consistently consulted and referenced by experts.

Blueprints Study

“Blueprints for Violence Prevention’s main objective is that of violence prevention in children and adolescents from birth to age 19. Programs focus on violence, delinquency,

aggression (including predelinquent aggression), and substance abuse. Criteria for Model and Promising programs include: evidence of deterrent effect with a strong research design (experimental or quasi-experimental) on one of the above outcomes. Other criteria that Model programs must meet include sustained effects for at least one year post-treatment and replication at more than one site with demonstrated effects.”⁶

The idea of the Blueprints study is to carefully research programs and identify which ones are model programs that could then be replicated in other communities. Blueprints makes available information on all aspects of the programs, from design to implementation, so that groups can learn from each other and apply proven methods to address similar issues in their own communities. By taking the lessons learned

from one program, it increases the chances of successful replication at a new site.

As an example, here is one Model Program that Blueprints has identified:

Multidimensional Treatment Foster Care

Program Summary: Multidimensional Treatment Foster Care (MTFC) is a cost-effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. Community families are recruited, trained, and closely supervised to provide MTFC-placed adolescents with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers.

Program Targets: Teenagers with histories of chronic and severe criminal behavior at risk of incarceration.

Program Content: There are three main elements to the program:

According to the American Correctional Association, the mean cost of incarcerating a youth is \$140 per day, that is \$4,200 per month.⁸

MTFC Training for Community Families. Emphasized behavior management methods to provide youth with a structured and therapeutic living environment. After completing a pre-service training and placement of the youth, MTFC parents attend a weekly group meeting run by a program case manager where ongoing supervision is provided. Supervision and support is also given to MTFC parents during daily telephone calls to check on youth progress and problems.

Services to the Youth's Family. Family therapy is provided for the youth's biological (or adoptive) family, with the ultimate goal of returning the youth back to the home. The parents are taught to use the structured system that is being used in the MTFC home. Closely supervised home visits are conducted throughout the youth's placement in MTFC.

Parents are encouraged to have frequent contact with the MTFC case manager to get information about their child's progress in the program.

Coordination and Community Liaison. Frequent contact is maintained between the MTFC case manager and the youth's parole/probation officer, teachers, work supervisors, and other involved adults.

Program Outcomes: Evaluations of MTFC have demonstrated that program youth compared to control group youth:

- Spent 60% fewer days incarcerated at 12 month follow-up;
- Had significantly fewer subsequent arrests;
- Ran away from their programs, on average, three time less often;
- Had significantly less hard drug use in the follow-up period; and
- Quicker community placement from more restrictive settings (e.g., hospital, detention).

Program Costs: The cost per youth is \$2,691 per month; the average length of stay is seven months.⁷

Reentry Policy Report

"To assist policymakers and practitioners seeking to improve the likelihood that adults released from prison or jail will avoid crime and become productive, healthy members of families and communities, the Council of State Governments (CSG) established the Re-Entry Policy Council. The Policy Council comprises 100 key leaders at the local, state, and national levels, including: state legislators; criminal justice policymakers and practitioners; workforce development and employment services officials; housing providers and housing system officials; representatives of health, mental health, and substance abuse treatment systems; victim advocates; people who have been incarcerated and their families; and ministers and others working in faith-based institutions. The Report of the Re-Entry Policy Council provides hundreds of recommendations, which reflect the common ground reached

by this wide-ranging, diverse group of leaders--Republicans and Democrats alike--who collectively represent every region of the country.”⁹

The Reentry Policy Report lists dozens of programs that have proven to reduce rates of recidivism and help participants to successfully reintegrate into society after being convicted of a crime.

One program studied by the Reentry Policy Council is:

Access Support and Advancement Partnership (ASAP)

Organization: Support and Training Result in Valuable Employees (STRIVE)

Year established: 1984

Overview: Support and Training Result in Valuable Employees (STRIVE) provides young adults who have experienced difficulty in securing and maintaining employment with tools to successfully enter the job market. Working in conjunction with several other community-based organizations, STRIVE is a nationally recognized program operating in Boston, Chicago, Pittsburgh, Philadelphia, and Fort Lauderdale. Its central office is in East Harlem, New York City.

Description: STRIVE operates a three-week job readiness workshop focused on encouraging a positive attitude and teaching communication skills that are essential for finding and maintaining employment.

The training model emphasizes rigorous self-examination, critical thinking, relationship management, and team building as a means to increase a participant’s sense of empowerment.

STRIVE also offers a career development program called Access Support and Advancement Partnership (ASAP) for graduates who have successfully maintained employment for eight months. ASAP provides training to help program participants advance

in the labor market and acquire jobs earning a livable wage in growth industries. ASAP training lasts from four to nine months and consists of courses developed or endorsed by employers in those fields to achieve specific skills, plus support services (both in training and after placement). Evening-hour training sessions are available to better suit program participants’ work schedules. ASAP’s goal is to help its graduates obtain jobs paying at least \$22,000 a year—about \$12 per hour—by preparing them for work in such fields as telecommunications, financial services, and computer technology.

Most ASAP students are black or Hispanic men and women, ranging in age from 18 to 40 years old.

Outcome data: Eighty percent of STRIVE graduates are consistently placed in jobs, and 75 percent to 80 percent of those placed are able to retain employment for at least two years. In 1997, STRIVE’s New York-based operations placed 2,639 young men and women in private sector jobs. The most recent quarterly follow-up showed that roughly 77 percent were still employed.¹⁰

More programs from the Reentry Policy Report are listed in the appendix.

Washington State Institute for Public Policy Study

“The Institute’s mission is to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington State. The Institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions.”¹¹

The main policy implications of these findings are straightforward and analogous to any sound investment strategy. To ensure the best possible return for Washington taxpayers, the

Legislature and Governor should:

- Invest in research-proven “blue chip” prevention and early intervention programs. Most of Washington’s prevention portfolio should be spent on these proven programs.
- Avoid spending money on programs where there is little evidence of program effectiveness. Shift these funds into successful programs.
- Keep abreast of the latest research-based findings from around the United States to determine where there are opportunities to use taxpayer dollars wisely. The ability to distinguish a successful from an unsuccessful research-based program requires specialized knowledge.
- Embark on a strategy to evaluate

Washington’s currently funded programs to determine if benefits exceed costs.

- Pay close attention to quality control and adherence to original program designs. This directive recognizes the fact that achieving “real-world” success with prevention and early intervention programs is difficult; successful prevention strategies require more effort than just picking the right program.

Through its research, WSIPP provides a comprehensive approach to assessing the financial implications of various programs provided in the state of Washington. Below is included an example of the type of data that careful analysis can provide in determining the costs and benefits of prevention programs. This is a clear example of how prevention can be practical and profitable.

Summary of Benefits and Costs (2003 Dollars)

Estimates as of September 17, 2004

Measured Benefits and Costs Per Youth

	Benefits	Costs	Benefits per Dollar of Cost	Benefits Minus Costs
Pre-Kindergarten Education Programs				
Early Childhood Education for Low Income 3- and 4 Year-Olds	\$17,202	\$7,301	\$2.36	\$9,901
HIPPY (Home Instruction Program for Preschool Youngsters)	\$3,313	\$1,837	\$1.80	\$1,476
Parents as Teachers	\$4,300	\$3,500	\$1.23	\$800
Child Welfare/ Home Visitation Programs				
Nurse Family Partnership for Low Income Women	\$26,298	\$9,118	\$2.88	\$17,180
Home Visiting Programs for At-risk Mothers and Children	\$10,969	\$4,892	\$2.24	\$6,077
Parent-Child Interaction Therapy	\$4,724	\$1,296	\$3.64	\$3,427
Youth Development Programs				
Seattle Social Development Project	\$14,426	\$4,590	\$3.14	\$9,837
Guiding Good Choices	\$7,605	\$687	\$11.07	\$6,918
Strengthening Families Program for Parents and Youth 10-14	\$6,656	\$851	\$7.82	\$5,805
Child Development Project	\$448	\$16	\$28.42	\$432
Good Behavior Game	\$204	\$8	\$25.93	\$196
Mentoring Programs				
Big Brothers Big Sisters	\$4,058	\$4,010	\$1.01	\$48
Big Brothers Big Sisters (tax payer cost only)	\$4,058	\$1,236	\$3.28	\$2,822

continued >

Summary of Benefits and Costs (2003 Dollars) (cont'd)

Estimates as of September 17, 2004

Measured Benefits and Costs Per Youth

	Benefits	Costs	Benefits per Dollar of Cost	Benefits Minus Costs
Teen Pregnancy Prevention Programs				
Teen Outreach Program	\$801	\$620	\$1.29	\$181
Juvenile Offender Programs				
Dialectic Behavior Therapy (in Washington)	\$32,087	\$843	\$38.05	\$31,243
Multidimensional Treatment Foster Care	\$26,748	\$2,459	\$10.88	\$24,290
Washington Basic Training Camp	\$14,778	-\$7,586	n/a	\$22,364
Adolescent Diversion Project	\$24,067	\$1,777	\$13.54	\$22,290
Functional Family Therapy (in Washington)	\$16,455	\$2,140	\$7.69	\$14,315
Other Family-Based Therapy Programs for Juvenile Offenders	\$14,061	\$1,620	\$8.68	\$12,441
Multi-Systemic Therapy (MST)	\$14,996	\$5,681	\$2.64	\$9,316
Aggression Replacement Training (in Washington)	\$9,564	\$759	\$12.60	\$8,805
Juvenile Offender Interagency Coordination Programs	\$8,659	\$559	\$15.48	\$8,100
Mentoring in the Juvenile Justice System (in Washington)	\$11,544	\$6,471	\$1.78	\$5,073
Diversion Programs with Services (v. regular juvenile court processing)	\$2,272	\$408	\$5.58	\$1,865
Other National Programs				
Functional Family Therapy (excluding Washington)	\$28,356	\$2,140	\$13.25	\$26,216
Aggression Replacement Training (excluding Washington)	\$15,606	\$759	\$20.56	\$14,846
Juvenile Boot Camps (excluding Washington)	\$0	-\$8,474	n/a	\$8,474

If each of these programs were successfully replicated across the country, they could save taxpayers billions of dollars while improving the lives and welfare of thousands of Americans.¹²

Challenges Limiting the Success of Programs

If all these programs exist and are so effective, why is it that we still have so much violence in the United States?

Part of the reason has to do with the fact that there is so much violence in the United States in the first place. So while these programs are successful at addressing specific areas of violence, their effect might seem like a drop in the ocean.

Additionally, the development, implementation, assessment and funding of violence reduction and violence prevention programs is currently conducted in a very decentralized manner. Specific programs are developed on an as-needed basis and implemented in a few communities. Very few have been replicated at a national level, the greatest exception to this being Big Brothers Big Sisters of America.

Much of the research and funding for these and other violence prevention programs has been ad hoc. There is no systematized way of tracking the positive effects of violence

prevention, as there is for tracking violence (that is, through the Unified Crime Report). Part of the reason is methodological: how do you measure something that is prevented? Another part has to do with the fact that only recently have we developed a sophisticated understanding of violence and ways to address it effectively. So there simply has not been enough time to measure trends over several years.

In terms of funding, each program has to raise its own funds, often with very little support from government agencies. There are very few dedicated funding sources. Programs often have to apply to private donors and seek income from a variety of sources, and are rarely assured a stable, continuous source of funding.

Two of the greatest obstacles to extending the success of such programs and impacting the overall level of violence in this country are the lack of adequate infrastructure and lack of funding.

Building an Infrastructure for Peace

Why is an infrastructure for violence prevention and reduction necessary? Imagine that violence is a disease that infects society, like smallpox. Up until the late 1960s, smallpox was infecting up to 15 million people annually and killing 2 million. With a structured vaccination program that was supported by governments, health professionals, and society at large, smallpox was declared eradicated in 1979 by the World Health Organization.

What if the same principles could be applied to the disease called “violence”? We have known and proven methods to reduce and prevent violence: programs that teach conflict and anger management so that conflict does not escalate to violence, skill-building programs, counseling programs, etc.

An infrastructure, encompassing both the public and private sectors, is necessary to design and disseminate information about policies and programs that reduce and prevent violence in the United States. Such an infrastructure would provide:

- *Increased awareness, information sharing, and coordination about policies and programs that work to reduce and prevent violence*

- *Coordination and cooperation with government agencies at all levels on policy and program proposals for violence reduction and prevention*
- *Policy suggestions for interagency and intergovernmental coordination*
- *Development and replication of successful programs*
- *Cross-pollination across fields of knowledge and implementation techniques*
- *Increased program awareness through the media*
- *Analysis of the impact on peace (nonviolent human relations) of governmental and nongovernmental violence prevention programs*
- *Identification support of grants for research in the field of peacebuilding to increase our understanding of conflict and its transformation.*
- *Re-allocation of financial resources towards proven and cost-effective programs at the local, state, and national level that would save billions of dollars for citizens across the United States.*

Conclusion

by Dot Maver, The Peace Alliance

At this time in the USA, there are hopeful indications that, within our government infrastructure, there is a degree of focus on assessing national and global security from the standpoint of what is required to achieve peace and safety rather than from the perspective of what is wrong and must be eliminated or changed.

As a case in point, the United States Institute of Peace is an independent, nonpartisan, national institution established and funded by Congress, with a budget of less than thirty million dollars a year. USIP offers a glimpse of what is possible when we research and articulate nonviolent methods of conflict resolution. For example, USIP has

successfully trained facilitators and organizations in Baghdad; as a result the neighborhood in which they work has been spared the sectarian violence that has consumed the rest of Iraq.

Another case in point: Thomas Barnett, a professor at the Naval War College and author of *The Pentagon's New Map*, speaks of global security in terms of building and strengthening infrastructure. He states clearly that destroying infrastructure results in chaos and where there is chaos terrorism thrives.

These government examples are primarily focused internationally. Let us look at a government supported success story

domestically, the Ohio Commission on Dispute Resolution and Conflict Management. The following is taken directly from their website¹³:

Cutting across political, economic, and social boundaries, the Commission has pioneered problem-solving methods and initiated programs that provide alternatives to fighting, impasse, and litigation. Through its accomplishments, the Commission has gained recognition as the most comprehensive state dispute resolution program in the country.

Created by legislation in 1989, the Commission consists of twelve volunteer members appointed by all three branches of state government -- the Governor, Chief Justice of the Supreme Court of Ohio, the President of the Ohio Senate, and the Speaker of the House of Representatives. With a broad mandate to serve individuals and organizations at multiple levels of society and joint representation from all the branches of government, the Commission is in the forefront of a national movement to promote the use of dispute resolution process and conflict management skills.

Based on findings cited in this paper and other pragmatic and hopeful signs, we submit that it is time for the United States Government to place a cabinet-level focus on the research, articulation, dissemination

and implementation of nonviolent, peaceful means of resolving conflict at both the domestic and global levels.

We also submit that it is time to found a national peace academy on a par with our national service academies, where military and civilian personnel will receive the most up-to-date and cutting edge peacebuilding and conflict transformation training and technologies.

Further, we call for a cabinet-level department¹⁴ that will provide the necessary partner in government for our local communities and states to implement programs and activities that will reduce violence domestically while intentionally creating a peaceful, just, and sustainable society.

As such, we are forging relationships with leading peacebuilders and thinkers in order to outline effective strategies for creating peace in the United States.

Finally, while this white paper is not exhaustive, it does nonetheless reveal a distinct trend and possibility. Therefore, we recommend the US Congress undertake an immediate study on what is already reducing violence domestically and make recommendations as to how our government will more effectively partner with civil society in creating an infrastructure that supports and sustains a healthy and peaceful society.

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11. WSIPP, <http://www.wsipp.wa.gov/intro.asp> (June 2006)
12. For more on WSIPP's methodology, please see <http://www.wsipp.wa.gov/rptfiles/04-07-3901a.pdf>
13. Ohio Commission on Dispute Resolution, <http://disputeresolution.ohio.gov/commissn.htm> (Sept. 2006)
14. Currently, two bills are pending in Congress that call for a Department of Peace and Nonviolence: HR 3760 and S. 1756. These are but the latest in a series of over 90 such bills that have been introduced in Congress since 1935.

APPENDIX A
Negative Indicators
The Extent of Violence in the US

FBI Unified Crime Report on Hate Crimes 2004: Table 4

<http://www.fbi.gov/ucr/hc2004/hctable4.htm>

Offenses Offense Type by Bias Motivation, 2004							
Bias motivation	Total offenses	Crimes against persons					
		Murder and nonnegligent manslaughter	Forcible rape	Aggravated assault	Simple assault	Intimidation	Other ¹
Total	9,035	5	4	1,040	1,750	2,827	16
Single-Bias Incidents	9,021	5	4	1,038	1,745	2,823	16
Race:	4,863	3	4	623	1,019	1,618	6
Anti-White	998	2	3	151	316	228	4
Anti-Black	3,281	1	1	407	602	1,209	1
Anti-American Indian/Alaskan Native	97	0	0	16	30	22	1
Anti-Asian/Pacific Islander	252	0	0	25	43	80	0
Anti-Multiple Races, Group	235	0	0	24	28	79	0
Religion:	1,480	1	0	21	71	380	0
Anti-Jewish	1,003	0	0	10	32	255	0
Anti-Catholic	57	0	0	2	4	5	0
Anti-Protestant	43	0	0	3	5	3	0
Anti-Islamic	193	0	0	4	22	88	0
Anti-Other Religion	140	0	0	2	6	23	0
Anti-Multiple Religions, Group	37	0	0	0	1	6	0
Anti-Atheism/Agnosticism/etc.	7	1	0	0	1	0	0
Sexual Orientation:	1,406	1	0	208	372	389	9
Anti-Male Homosexual	855	0	0	113	253	252	6
Anti-Female Homosexual	201	0	0	34	49	61	1
Anti-Homosexual	297	1	0	51	58	69	1
Anti-Heterosexual	35	0	0	7	7	4	1
Anti-Bisexual	18	0	0	3	5	3	0

Ethnicity/National Origin:	1,201	0	0	181	268	413	1	
Anti-Hispanic	611	0	0	118	159	181	0	
Anti-Other Ethnicity/National Origin	590	0	0	63	109	232	1	
Disability:	71	0	0	5	15	23	0	
Anti-Physical	23	0	0	2	3	6	0	
Anti-Mental	48	0	0	3	12	17	0	
Multiple-Bias Incidents²	14	0	0	2	5	4	0	
	Crimes against property							
Bias motivation	Robbery	Burglary	Larceny-theft	Motor vehicle theft	Arson	Destruction/damage/vandalism	Other¹	Crimes against society¹
Total	112	146	169	15	44	2,812	35	60
Single-Bias Incidents	112	145	169	15	44	2,810	35	60
Race:	47	75	101	9	18	1,273	22	45
Anti-White	22	22	61	7	3	144	13	22
Anti-Black	22	42	22	1	12	941	5	15
Anti-American Indian/Alaskan Native	0	3	6	0	0	13	3	3
Anti-Asian/Pacific Islander	3	4	10	1	3	79	1	3
Anti-Multiple Races, Group	0	4	2	0	0	96	0	2
Religion:	4	36	28	3	14	913	5	4
Anti-Jewish	3	15	5	1	3	679	0	0
Anti-Catholic	1	2	4	0	2	36	1	0
Anti-Protestant	0	4	4	0	2	20	2	0
Anti-Islamic	0	6	5	0	2	65	1	0
Anti-Other Religion	0	6	7	2	5	86	0	3
Anti-Multiple Religions, Group	0	2	3	0	0	24	1	0
Anti-Atheism/Agnosticism/etc.	0	1	0	0	0	3	0	1
Sexual Orientation:	37	10	13	2	5	350	4	6
Anti-Male Homosexual	29	2	0	1	3	191	3	2
Anti-Female Homosexual	3	5	3	0	1	42	0	2
Anti-Homosexual	4	3	4	0	1	104	1	0
Anti-Heterosexual	1	0	3	1	0	9	0	2

Anti-Bisexual	0	0	3	0	0	4	0	0
Ethnicity/National Origin:	23	19	19	1	7	263	2	4
Anti-Hispanic	16	12	8	1	3	110	1	2
Anti-Other Ethnicity/National Origin	7	7	11	0	4	153	1	2
Disability:	1	5	8	0	0	11	2	1
Anti-Physical	1	2	5	0	0	2	2	0
Anti-Mental	0	3	3	0	0	9	0	1
Multiple-Bias Incidents ²	0	1	0	0	0	2	0	0

¹Includes additional offenses collected in the NIBRS.

²In a multiple-bias incident two conditions must be met: 1) more than one offense type must occur in the incident and 2) at least two offense types must be motivated by different biases.

FBI Unified Crime Report on Hate Crimes 2004: Table 5

<http://www.fbi.gov/ucr/hc2004/hctable5.htm>

Offenses Known Offender's Race by Bias Motivation, 2004								
Bias motivation	Total offenses	Known offender's race						Unknown offender
		White	Black	American Indian/Alaskan Native	Asian/Pacific Islander	Multiple races, group	Unknown race	
Total	9,035	3,720	1,068	41	61	190	852	3,103
Single-Bias Incidents	9,021	3,712	1,068	41	61	188	852	3,099
Race:	4,863	2,234	594	27	33	128	432	1,415
Anti-White	998	190	499	15	9	25	84	176
Anti-Black	3,281	1,802	63	7	19	88	292	1,010
Anti-American Indian/Alaskan Native	97	55	3	4	0	3	9	23
Anti-Asian/Pacific Islander	252	99	16	1	5	8	34	89
Anti-Multiple Races, Group	235	88	13	0	0	4	13	117
Religion:	1,480	292	55	7	7	12	164	943
Anti-Jewish	1,003	151	27	6	6	6	94	713
Anti-Catholic	57	11	4	1	0	1	6	34
Anti-Protestant	43	10	1	0	0	3	6	23

Anti-Islamic	193	86	16	0	0	2	23	66
Anti-Other Religion	140	25	4	0	1	0	30	80
Anti-Multiple Religions, Group	37	6	3	0	0	0	4	24
Anti-Atheism/Agnosticism/etc.	7	3	0	0	0	0	1	3
Sexual Orientation:	1,406	590	222	3	9	30	150	402
Anti-Male Homosexual	855	376	130	2	9	21	95	222
Anti-Female Homosexual	201	78	43	1	0	5	18	56
Anti-Homosexual	297	118	39	0	0	2	31	107
Anti-Heterosexual	35	11	8	0	0	0	3	13
Anti-Bisexual	18	7	2	0	0	2	3	4
Ethnicity/National Origin:	1,201	574	170	3	12	17	105	320
Anti-Hispanic	611	305	108	3	10	8	38	139
Anti-Other Ethnicity/National Origin	590	269	62	0	2	9	67	181
Disability:	71	22	27	1	0	1	1	19
Anti-Physical	23	11	2	0	0	0	0	10
Anti-Mental	48	11	25	1	0	1	1	9
Multiple-Bias Incidents ¹	14	8	0	0	0	2	0	4

¹In a multiple-bias incident two conditions must be met: 1) more than one offense type must occur in the incident and 2) at least two offense types must be motivated by different biases.

FBI Unified Crime Report on Hate Crimes 2004: Table 7

<http://www.fbi.gov/ucr/hc2004/hctable7.htm>

Victims
Offense Type by Bias Motivation, 2004

Bias motivation	Total victims	Crimes against persons					
		Murder and nonnegligent manslaughter	Forcible rape	Aggravated assault	Simple assault	Intimidation	Other ¹
Total	9,528	5	4	1,040	1,750	2,827	16
Single-Bias Incidents	9,514	5	4	1,038	1,745	2,823	16
Race:	5,119	3	4	623	1,019	1,618	6
Anti-White	1,027	2	3	151	316	228	4
Anti-Black	3,475	1	1	407	602	1,209	1
Anti-American Indian/Alaskan Native	100	0	0	16	30	22	1
Anti-Asian/Pacific Islander	266	0	0	25	43	80	0
Anti-Multiple Races, Group	251	0	0	24	28	79	0
Religion:	1,586	1	0	21	71	380	0
Anti-Jewish	1,076	0	0	10	32	255	0
Anti-Catholic	68	0	0	2	4	5	0
Anti-Protestant	48	0	0	3	5	3	0
Anti-Islamic	201	0	0	4	22	88	0
Anti-Other Religion	147	0	0	2	6	23	0
Anti-Multiple Religions, Group	39	0	0	0	1	6	0
Anti-Atheism/Agnosticism/etc.	7	1	0	0	1	0	0
Sexual Orientation:	1,482	1	0	208	372	389	9
Anti-Male Homosexual	902	0	0	113	253	252	6
Anti-Female Homosexual	212	0	0	34	49	61	1
Anti-Homosexual	314	1	0	51	58	69	1
Anti-Heterosexual	36	0	0	7	7	4	1
Anti-Bisexual	18	0	0	3	5	3	0
Ethnicity/National Origin:	1,254	0	0	181	268	413	1
Anti-Hispanic	646	0	0	118	159	181	0
Anti-Other Ethnicity/National Origin	608	0	0	63	109	232	1

Disability:	73	0	0	5	15	23	0	
Anti-Physical	24	0	0	2	3	6	0	
Anti-Mental	49	0	0	3	12	17	0	
Multiple-Bias Incidents ²	14	0	0	2	5	4	0	
	Crimes against property							
Bias motivation	Robbery	Burglary	Larceny-theft	Motor vehicle theft	Arson	Destruction / damage/vandalism	Other ¹	Crimes against society ¹
Total	142	169	186	15	57	3,220	37	60
Single-Bias Incidents	142	168	186	15	57	3,218	37	60
Race:	59	92	112	9	22	1,483	24	45
Anti-White	28	24	69	7	3	157	13	22
Anti-Black	27	56	24	1	16	1,109	6	15
Anti-American Indian/Alaskan Native	0	3	7	0	0	14	4	3
Anti-Asian/Pacific Islander	4	5	10	1	3	91	1	3
Anti-Multiple Races, Group	0	4	2	0	0	112	0	2
Religion:	6	39	30	3	15	1,011	5	4
Anti-Jewish	4	16	5	1	3	750	0	0
Anti-Catholic	2	3	4	0	2	45	1	0
Anti-Protestant	0	4	4	0	2	25	2	0
Anti-Islamic	0	7	5	0	3	71	1	0
Anti-Other Religion	0	6	7	2	5	93	0	3
Anti-Multiple Religions, Group	0	2	5	0	0	24	1	0
Anti-Atheism/Agnosticism/etc.	0	1	0	0	0	3	0	1
Sexual Orientation:	45	11	13	2	10	412	4	6
Anti-Male Homosexual	36	2	0	1	7	227	3	2
Anti-Female Homosexual	3	6	3	0	2	51	0	2
Anti-Homosexual	5	3	4	0	1	120	1	0
Anti-Heterosexual	1	0	3	1	0	10	0	2
Anti-Bisexual	0	0	3	0	0	4	0	0
Ethnicity/National Origin:	31	21	22	1	10	300	2	4

Anti-Hispanic	24	13	10	1	6	131	1	2
Anti-Other Ethnicity/National Origin	7	8	12	0	4	169	1	2
Disability:	1	5	9	0	0	12	2	1
Anti-Physical	1	2	5	0	0	3	2	0
Anti-Mental	0	3	4	0	0	9	0	1
Multiple-Bias Incidents ²	0	1	0	0	0	2	0	0

¹Includes additional offenses collected in the NIBRS.

²In a multiple-bias incident two conditions must be met: 1) more than one offense type must occur in the incident and 2) at least two offense types must be motivated by different biases.

FBI Unified Crime Report on Hate Crimes 2004: Table 11

<http://www.fbi.gov/ucr/hc2004/hctable11.htm>

Offenses Offense Type by Participating State, 2004

Crimes against persons

Participating state	Total offenses	Murder and nonnegligent manslaughter	Forcible rape	Aggravated assault	Simple assault	Intimidation	Other ¹
Total	9,035	5	4	1,040	1,750	2,827	16
Alabama	5	0	0	0	3	1	0
Alaska	10	0	0	3	1	5	0
Arizona	285	0	0	25	55	108	0
Arkansas	103	0	1	10	22	15	2
California	1,644	0	0	246	350	467	0
Colorado	70	0	0	15	8	27	0
Connecticut	162	0	0	14	6	82	0
Delaware	36	0	0	0	3	13	0
District of Columbia	57	0	0	11	19	18	0
Florida	331	0	0	102	75	74	0
Georgia	34	0	0	2	5	16	0
Idaho	46	0	0	6	7	17	0
Illinois	229	0	0	43	74	50	0
Indiana	96	0	0	2	21	47	0
Iowa	29	0	0	8	5	6	0
Kansas	68	0	0	10	15	14	2
Kentucky	85	0	1	16	7	29	0
Louisiana	29	0	0	9	5	6	0
Maine	78	0	0	2	21	37	0
Maryland	259	0	0	32	29	1	0
Massachusetts	391	0	0	39	81	100	1
Michigan	638	1	1	79	158	206	2
Minnesota	291	0	0	24	57	130	0
Mississippi	2	0	1	0	1	0	0
Missouri	92	0	0	14	16	30	0
Montana	75	0	0	30	18	3	0
Nebraska	70	0	0	5	21	9	0
Nevada	97	0	0	11	27	32	0
New Hampshire	60	0	0	2	8	20	0

New Jersey	826	0	0	5	51	374	0
New Mexico	23	0	0	9	6	2	0
New York	390	0	0	12	32	128	0
North Carolina	83	0	0	13	13	27	0
North Dakota	10	0	0	0	3	3	0
Ohio	464	0	0	36	102	200	2
Oklahoma	74	1	0	19	8	24	0
Oregon	183	0	0	15	41	76	0
Pennsylvania	132	0	0	10	26	49	0
Rhode Island	33	0	0	1	2	16	0
South Carolina	127	0	0	21	33	31	0
South Dakota	7	0	0	1	3	1	0
Tennessee	162	1	0	31	30	41	1
Texas	376	1	0	63	94	81	0
Utah	81	0	0	4	27	24	1
Vermont	32	0	0	0	12	0	0
Virginia	341	0	0	17	79	53	5
Washington	224	0	0	12	45	106	0
West Virginia	35	0	0	4	10	5	0
Wisconsin	54	1	0	7	11	23	0
Wyoming	6	0	0	0	4	0	0

Participating state	Crimes against property							Crimes against society ¹
	Robbery	Burglary	Larceny-theft	Motor vehicle theft	Arson	Destruction/damage/vandalism	Other ¹	
Total	112	146	169	15	44	2,812	35	60
Alabama	0	0	0	0	0	1	0	0
Alaska	0	0	0	0	0	1	0	0
Arizona	2	5	0	0	1	88	0	1
Arkansas	2	11	9	0	0	18	3	10
California	44	24	4	0	7	502	0	0
Colorado	0	2	0	0	0	18	0	0
Connecticut	1	1	3	0	0	55	0	0
Delaware	2	2	1	0	0	15	0	0
District of Columbia	4	0	0	0	1	4	0	0
Florida	1	4	1	0	3	71	0	0
Georgia	2	0	0	0	1	8	0	0
Idaho	0	0	0	0	0	16	0	0
Illinois	2	1	0	0	1	58	0	0
Indiana	6	0	0	0	1	19	0	0
Iowa	0	1	1	0	1	7	0	0
Kansas	0	3	4	2	1	15	0	2
Kentucky	0	1	2	0	3	26	0	0
Louisiana	1	0	2	0	0	4	0	2
Maine	1	0	0	0	0	17	0	0
Maryland	1	4	1	0	1	190	0	0
Massachusetts	4	6	7	1	2	146	2	2
Michigan	5	19	41	2	1	95	8	20
Minnesota	0	2	3	0	2	73	0	0
Mississippi	0	0	0	0	0	0	0	0
Missouri	1	1	1	1	0	28	0	0
Montana	0	4	8	0	0	12	0	0
Nebraska	0	1	8	1	0	21	1	3
Nevada	4	0	0	0	0	23	0	0
New Hampshire	1	2	1	0	0	23	2	1
New Jersey	2	3	0	0	0	391	0	0
New Mexico	0	0	1	0	1	4	0	0
New York	1	3	0	0	1	213	0	0

North Carolina	1	2	1	0	0	26	0	0
North Dakota	0	0	0	0	0	2	1	1
Ohio	8	12	7	0	1	93	1	2
Oklahoma	1	1	1	0	2	17	0	0
Oregon	3	2	1	0	0	45	0	0
Pennsylvania	1	0	0	0	3	43	0	0
Rhode Island	0	0	0	0	0	14	0	0
South Carolina	2	2	10	0	0	25	3	0
South Dakota	0	0	1	1	0	0	0	0
Tennessee	1	4	5	0	1	41	2	4
Texas	2	8	6	2	1	116	2	0
Utah	0	0	6	0	0	15	1	3
Vermont	0	2	1	0	2	14	1	0
Virginia	4	11	23	3	5	125	7	9
Washington	2	0	2	0	1	56	0	0
West Virginia	0	2	7	2	0	4	1	0
Wisconsin	0	0	0	0	0	12	0	0
Wyoming	0	0	0	0	0	2	0	0

¹Includes additional offenses collected in the NIBRS.

APPENDIX B
Positive Indicators
Program Fact Sheets

- I. Juvenile Delinquency
 - a. Multidimensional Treatment Foster Care
 - b. Multisystemic Therapy
 - c. Behavioral Monitoring and Reinforcement Program
 - d. CASASTART
 - e. Linking the Interests of Families and Teachers
 - f. Preventative Treatment Program
- II. Family violence
 - a. Incredible Years Series
 - b. Nurse-Family Partnership
 - c. IMPACT
 - d. PAVE
 - e. TeenPep
- III. Youth (school) violence
 - a. Big Brothers Big Sisters of America
 - b. Functional Family Therapy
 - c. Olweus Bullying Prevention Program
 - d. Promoting Alternative Thinking Strategies
 - e. WAVE
 - f. SOAR
 - g. Conflict Management Programs in Ohio Elementary Schools
- IV. Hate crimes
 - a. BRAVO
 - b. ADL Assembly Program
 - c. Anti-Bias Study Guide
- V. Post-violence treatments (restorative justice, police intervention programs...)
 - a. STRIVE
 - b. Kairos Horizon Communities in Prisons
 - c. Delancey Street Foundation
 - d. Day Reporting Center Re-entry Program
 - e. Reparative Probation Boards

Juvenile Delinquency

Multidimensional Treatment Foster Care

Program Summary:

Multidimensional Treatment Foster Care (MTFC) is a cost effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. Community families are recruited, trained, and closely supervised to provide MTFC-placed adolescents with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers.

Program Targets:

Teenagers with histories of chronic and severe criminal behavior at risk of incarceration.

Program Content:

MTFC Training for Community Families. Emphasized behavior management methods to provide youth with a structured and therapeutic living environment. After completing a pre-service training and placement of the youth, MTFC parents attend a weekly group meeting run by a program case manager where ongoing supervision is provided. Supervision and support is also given to MTFC parents during daily telephone calls to check on youth progress and problems.

Services to the Youth's Family. Family therapy is provided for the youth's biological (or adoptive) family, with the ultimate goal of returning the youth back to the home. The parents are taught to use the structured system that is being used in the MTFC home. Closely supervised home visits are conducted throughout the youth's placement in MTFC. Parents are encouraged to have frequent contact with the MTFC case manager to get information about their child's progress in the program.

Coordination and Community Liaison. Frequent contact is maintained between the MTFC case manager and the youth's parole/probation officer, teachers, work supervisors, and other involved adults.

Program Outcomes:

Evaluations of MTFC have demonstrated that program youth compared to control group youth:

- Spent 60% fewer days incarcerated at 12 month follow-up;
- Had significantly fewer subsequent arrests;
- Ran away from their programs, on average, three time less often;
- Had significantly less hard drug use in the follow-up period; and
- Quicker community placement from more restrictive settings (e.g., hospital, detention).

Program Costs:

The cost per youth is \$2,691 per month; the average length of stay is seven months.

Source:

The information for this fact sheet was excerpted from:
Chamberlain, P., & Mihalic, S.F. (1998). Blueprints for Violence Prevention, Book Eight: Multidimensional Treatment Foster Care. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Multisystemic Therapy

Program Summary

Multisystemic Therapy (MST) is an intensive family- and community-based treatment that addresses the multiple determinants of serious antisocial behavior in juvenile offenders. The multisystemic approach views individuals as being nested within a complex network of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Intervention may be necessary in any one or a combination of these systems.

Program Targets:

MST targets chronic, violent, or substance abusing male or female juvenile offenders, ages 12 to 17, at high risk of out-of-home placement, and the offenders' families.

Program Content:

MST addresses the multiple factors known to be related to delinquency across the key settings, or systems, within which youth are embedded. MST strives to promote behavior change in the youth's natural environment, using the strengths of each system (e.g., family, peers, school, neighborhood, indigenous support network) to facilitate change.

The major goal of MST is to empower parents with the skills and resources needed to independently address the difficulties that arise in raising teenagers and to empower youth to cope with family, peer, school, and neighborhood problems. Within a context of support and skill building, the therapist places developmentally appropriate demands on the adolescent and family for responsible behavior. Intervention strategies are integrated into a social ecological context and include strategic family therapy, structural family therapy, behavioral parent training, and cognitive behavior therapies.

MST is provided using a home-based model of services delivery. This model helps to overcome barriers to service access, increases family retention in treatment, allows for the provision of intensive services (i.e., therapists have low caseloads), and enhances the maintenance of treatment gains. The usual duration of MST treatment is approximately 60 hours of contact over four months, but frequency and duration of sessions are determined by family need.

Program Outcomes:

Evaluations of MST have demonstrated for serious juvenile offenders:

- reductions of 25-70% in long-term rates of rearrest,
- reductions of 47-64% in out-of-home placements,
- extensive improvements in family functioning, and
- decreased mental health problems for serious juvenile offenders.

Program Costs:

MST has achieved favorable outcomes at cost saving in comparison with usual mental health and juvenile justice services, such as incarceration and residential treatment. At a cost of \$4,500 per youth, a recent policy report concluded that MST was the most cost-effective of a wide range of intervention programs aimed at serious juvenile offenders.

Source:

The information for this fact sheet was excerpted from:
Henggeler, S.W., Mihalic, S.F., Rone, L., Thomas, C., & Timmons-Mitchell, J. (1998). Blueprints for Violence Prevention, Book Six: Multisystemic Therapy. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Behavioral Monitoring and Reinforcement Program

Program Overview:

The Behavioral Monitoring and Reinforcement Program (BMRP), formerly known as Preventive Intervention, is a school-based intervention that helps prevent juvenile delinquency, substance use, and school failure for high-risk adolescents. It targets juvenile cynicism about the world and the accompanying lack of self-efficacy to deal with problems. BMRP provides a school environment that allows students to realize that their actions can bring about desired consequences, and it reinforces this belief by eliciting participation from teachers, parents, and individuals.

Program Targets:

The program can be used in both low-income, urban, and racially-mixed and middle-class, suburban junior high schools. Students are eligible for inclusion if they demonstrate low academic motivation, family problems, or frequent or serious school discipline referrals.

Program Content:

The two-year intervention begins when participants are in seventh grade and includes monitoring student actions, rewarding appropriate behavior, and increasing communication between teachers, students, and parents. Program staff check school records for participants' daily attendance, tardiness, and official disciplinary actions, and they contact parents by letter, phone, and occasional home visits to inform them of their children's progress. Teachers submit weekly reports assessing students' punctuality, preparedness, and behavior in the classroom, and students are rewarded for good evaluations. Each week, 3-5 students meet with a staff member to discuss their recent behaviors, learn the relationship between actions and their consequences, and role-play prosocial alternatives to problem behaviors; they are also rewarded for refraining from disruptive behavior during these meetings.

Program Outcomes:

Evaluations of BMRP have demonstrated short- and long-term positive effects.

- At the end of the program, program students showed higher grades and better attendance when compared to control students.
- Results from a one-year follow-up study showed that intervention students, compared to control students, had less self-reported delinquency; drug abuse (including hallucinogens, stimulants, glue, tranquilizers, and barbiturates); school-based problems (suspension, absenteeism, tardiness, academic failure); and unemployment (20% and 45%, respectively).
- A five-year follow-up study found that intervention students had fewer county court records than control students.

References

- Bry, B. H. (1982). Reducing the incidence of adolescent problems through preventive intervention: One- and five-year follow-up. *American Journal of Community Psychology*, 10, 265-276.
- Bry, B. H., & George, F. E. (1980). The preventive effects of early intervention on the attendance and grades of urban adolescents. *Professional Psychology*, 11, 252-260.
- Bry, B. H., & George, F. E. (1979). Evaluating and improving prevention programs: A strategy from drug abuse. *Evaluation and Program Planning*, 2, 127-136.
- <http://www.colorado.edu/cspv/blueprints/>

CASASTART

Program Overview:

CASASTART (Striving Together to Achieve Rewarding Tomorrows), formerly the Children at Risk (CAR) program, targets youth in high risk environments, and seeks to reduce their exposure to drugs and criminal activity. The program seeks to decrease individual, peer group, family and neighborhood risk factors through case management services, after-school and summer activities, and increased police involvement. CASASTART also works to improve attachment to adults, attachment to prosocial norms, school performance, and participation in prosocial activities/peer groups.

Program Targets:

Youth who participated in this program were aged 11-13, a time when most youth are most developmentally vulnerable, who were living in severely distressed neighborhoods. These youth met criteria for being at risk in school, in the family and at personal risk.

Program Content:

There are 8 core CASASTART components which target different areas of risk for youth, including the family, peer group, individual, and community:

- *Community-Enhanced Policing/Enhanced Enforcement:* increases police presence and involvement in the community and working with youth.
- *Case Management:* small caseloads (13-18 families) ensure close attention to the needs of participating youth and their families and implementation of plans to meet their needs.
- *Criminal/Juvenile Justice Intervention:* communication between case managers and the juvenile justice and probation departments ensure enhanced supervision and planning for youth who become involved with the courts.
- *Family Services:* parent programs, counseling services, organized activities and family advocacy by case managers increase positive involvement of parents in the lives of their children.
- *After-School and Summer Activities:* offer prosocial activities with peers. These types of activities include not only recreation and entertainment but also personal social development programs, particularly those aimed at self-esteem, cultural heritage, and social problems.
- *Education Services:* strengthen individual skills by offering tutoring and homework assistance, as well as work preparation opportunities.
- *Mentoring:* group or one-to-one relationships are fostered to promote positive behaviors.
- *Incentives:* both monetary and non-monetary incentives for participation in CASASTART activities.

Program Outcomes:

The only significant difference immediately following the program was: a lower rate of past month drug use, lifetime use of gateway drugs, and any drug use among CASASTART youth compared to the quasi-experimental group; no differences between CASASTART youth and control group. Most differences between CASASTART youth, a control (C) group and a quasi-experimental (Q) group (of matched neighborhoods and youth) occurred at one-year follow-up. At one-year follow-up, CASASTART youth, compared to the two control groups (C and Q):

- were less likely to report past-month use of any drugs, gateway drugs, or stronger drugs (C);
- were less likely to report past year use of any drugs and gateway drugs (C);
- were less likely to report lifetime use of any drugs or gateway drugs (Q);
- reported lower levels of violent crimes in the past year and were less likely to be involved in drug sales during the last month (C); and
- were less likely to report lifetime drug sales (C and Q).

References

Harrell, A.V., Cavanagh, S., & Sridharan, S. (1998). *Impact of the Children at Risk Program: Comprehensive Final Report II*. Washington, DC: The Urban Institute.
National Center on Addiction and Substance Abuse at Columbia University. (1996, March). *Comprehensive Service Delivery Program for Children at Risk*. New York, NY: Author.
<http://www.colorado.edu/cspv/blueprints/>

Linking the Interests of Families and Teachers

Program Overview:

Linking the Interests of Families and Teachers (LIFT) is a school-based intervention for the prevention of conduct problems such as antisocial behavior, involvement with delinquent peers, and drug/alcohol use. It is based on the view that the most reasonable interventions for child conduct problems would utilize an existing service system with widespread access to children, be conducted at the earliest possible point in the life of a child, and target malleable precursors of later conduct problems. The main goal of LIFT is to decrease children's antisocial behavior and increase their pro-social behavior.

Program Targets:

LIFT is a population-based intervention designed for all first and fifth grade elementary school boys and girls and their families living in at-risk neighborhoods characterized by high rates of juvenile delinquency.

Program Content:

LIFT targets the school, peers, and the family, in the following ways:

- The classroom component contains 20, one-hour sessions taught over ten weeks. Each session follows the same format: lecture and role play on a specific social or problem solving skill, structured group skills practice, unstructured free play, and skills review and daily awards. These activities are similar for both first and fifth graders, however fifth graders also receive a study skills component.
- A modification of the Good Behavior Game serves as the playground component. Each class is divided into small groups for playground play. Children can earn rewards by exhibiting positive problem solving skills and suppressing negative behaviors while on the playground.
- Parents are taught how to create a home environment that is most conducive to the ongoing practice of good discipline and supervision through a series of 6 meetings at their child's school. Each meeting provides a review of the results from home practice exercises, a lecture, discussion and role plays of issues for the current week, and a presentation of home practice exercises for the following week. When parents are unable to attend a group meeting, a member of the LIFT staff attempts to meet with them individually in their home, or provides the parents with a packet of materials covering the content of the missed session.

Program Outcomes:

An evaluation of immediate, post-test results indicated significant changes in each targeted area of child and parent behaviors as a result of participating in the LIFT program.

- First, LIFT had a significant decrease of physical aggression on the playground for children in the treatment group, compared to the control group, and these effects were most dramatic for children who rated most aggressive at pre-test.
- Second, LIFT mothers who displayed the highest pre-intervention levels of aversive behaviors showed the largest reductions, compared to control mothers.
- Third, teacher rating data indicated a significant increase in positive social skills and classroom behavior in children receiving the LIFT program.

References

Eddy, J.M., & Reid, J.B., & Fetrow, R.A. (2000, Fall). An Elementary School-Based Prevention Program Targeting Modifiable Antecedents of Youth Delinquency and Violence: Linking the Interests of Families and Teachers (LIFT). *Journal of Emotional and Behavioral Disorders*, 8(3), 165-176.

Reid, J.B., Eddy, J.M., Fetrow, R.A., & Stoolmiller, M. (1999, August). Description and Immediate Impacts of a Preventive Intervention for Conduct Problems. *American Journal of Community Psychology*, 27(4), 483-517.

<http://www.colorado.edu/cspv/blueprints/>

Preventative Treatment Program

Program Overview:

The program is designed to prevent antisocial behavior of boys who display early, problem behavior. It provides training for both parents and youth to decrease delinquency, substance use, and gang involvement.

Program Targets:

The intervention has been successfully implemented for white, Canadian-born males, ages 7-9, from low socioeconomic families, who were assessed as having high levels of disruptive behavior in kindergarten.

Program Content:

The Preventive Treatment Program combines parent training with individual social skills training. Parents receive an average of 17 sessions that focus on monitoring their children's behavior, giving positive reinforcement for prosocial behavior, using punishment effectively, and managing family crises. The boys receive 19 sessions aimed at improving prosocial skills and self-control. The training is implemented in small groups containing both disruptive and non-disruptive boys, and it utilizes coaching, peer modeling, self-instruction, reinforcement contingency, and role playing to build skills.

Program Outcomes:

Evaluations of the program have demonstrated both short- and long-term gains for youth receiving the intervention.

At age 12, three years after the intervention:

- Treated boys were less likely to report the following offenses: trespassing, taking objects worth less than \$10, taking objects worth more than \$10, and stealing bicycles.
- Treated boys were rated by teachers as fighting less than untreated boys.
- 29% of the treated boys were rated as well-adjusted in school, compared to 19% of the untreated boys.
- 22% of the treated boys, compared to 44% of the untreated boys, displayed less serious difficulties in school.
- 23.3% of the treated boys, compared to 43% of the untreated boys, were held back in school or placed in special education classes.

At age 15, those receiving the intervention were less likely than untreated boys to report:

- Gang involvement;
- Having been drunk or taken drugs in the past 12 months;
- Committing delinquent acts (stealing, vandalism, drug use); and
- Having friends arrested by the police.

References

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- Tremblay, Richard E., Vitaro, Frank, Bertrand, Lucie, LeBlanc, Marc, Beauchesne, Helene, Bioleau, Helene, & David, Lucille (1992). Parent and child training to prevent early onset of delinquency: The Montreal longitudinal Experimental Study. In Joan McCord & Richard Tremblay (eds.), *Preventing Antisocial Behavior: Interventions from Birth through Adolescence*. New York: The Guilford Press.
- Tremblay, Richard E., McCord, Joan, Bioleau, Helene, Charlebois, Pierre, Gagnon, Claude, LeBlanc, Marc, & Larivee, Serge (1991). Can disruptive boys be helped to become competent? *Psychiatry*, 54, 149-161.
- <http://www.colorado.edu/cspv/blueprints/>

Family Violence

Incredible Years Series

Program Summary

The Incredible Years Series is a set of three comprehensive, multi-faceted, and developmentally-based curriculums for parents, teachers and children designed to promote emotional and social competence and to prevent, reduce, and treat behavior and emotion problems in young children.

Program Targets:

Children, ages two to eight, at risk for and/or presenting with conduct problems (defined as high rates of aggression, defiance, oppositional and impulsive behaviors). The programs have been evaluated as "selected" prevention programs for promoting the social adjustment of high risk children in preschool (Head Start) and elementary grades (up to grade three) and as "indicated" interventions for children exhibiting the early onset of conduct problems.

Program Content:

This series of programs addresses multiple risk factors across settings known to be related to the development of Conduct Disorders in children. In all three training programs, trained facilitators use videotape scenes to encourage group discussion, problem-solving, and sharing of ideas. The BASIC parent series is "core" and a necessary component of the prevention program delivery. The other parent training, teacher, and child components are strongly recommended with particular populations that are detailed in this document.

Incredible Years Training for Parents. The Incredible Years parenting series includes three programs targeting parents of high-risk children and/or those displaying behavior problems. The BASIC program emphasizes parenting skills known to promote children's social competence and reduce behavior problems such as: how to play with children, helping children learn, effective praise and use of incentives, effective limit-setting and strategies to handle misbehavior. The ADVANCE program emphasizes parent interpersonal skills such as: effective communication skills, anger management, problem-solving between adults, and ways to give and get support. The SUPPORTING YOUR CHILD'S EDUCATION program (known as SCHOOL) emphasizes parenting approaches designed to promote children's academic skills such as: reading skills, parental involvement in setting up predictable homework routines, and building collaborative relationships with teachers.

Incredible Years Training for Teachers. This series emphasizes effective classroom management skills such as: the effective use of teacher attention, praise and encouragement, use of incentives for difficult behavior problems, proactive teaching strategies, how to manage inappropriate classroom behaviors, the importance of building positive relationships with students, and how to teach empathy, social skills and problem-solving in the classroom.

Incredible Years Training for Children. The Dinosaur Curriculum emphasizes training children in skills such as emotional literacy, empathy or perspective taking, friendship skills, anger management, interpersonal problem-solving, school rules and how to be successful at school. It is designed for use as a "pull out" treatment program for small groups of children exhibiting conduct problems.

Program Outcomes:

Six randomized control group evaluations of the parenting series indicated significant:

- Increases in parent positive affect such as praise and reduced use of criticism and negative commands.
- Increases in parent use of effective limit-setting by replacing spanking and harsh discipline with non-violent discipline techniques and increased monitoring of children.
- Reductions in parental depression and increases in parental self-confidence.
- Increases in positive family communication and problem-solving.

- Reduced conduct problems in children's interactions with parents and increases in their positive affect and compliance to parental commands.

Two randomized control group evaluations of the teacher training series indicated significant:

- Increases in teacher use of praise and encouragement and reduced use of criticism and harsh discipline.
- Increases in children's positive affect and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities.
- Reductions in peer aggression in the classroom.

Two randomized control group evaluations of the child training series indicated significant:

- Increases in children's appropriate cognitive problem-solving strategies and more prosocial conflict management strategies with peers.
- Reductions in conduct problems at home and school.

Program Costs:

The costs of curriculum materials, including videotapes, comprehensive manuals, books and other teaching aids for the Parent Training Program are \$1,300 for the BASIC program, \$775 for the ADVANCE program, \$995 for the SCHOOL program; \$1,250 for the Teacher Training Program; and \$975 for the Child Training Program. Discounts are available for purchases of more than one set of any program. Training and technical assistance costs are charged based on a daily fee.

Source

This information was excerpted from:

Webster-Stratton, C., Mihalic, S., Fagan, A., Arnold, D., Taylor, T., & Tingley, C. (2001).

Blueprints for Violence Prevention, Book Eleven: The Incredible Years: Parent, Teacher And Child Training Series. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Nurse-Family Partnership

Program Summary

Nurse-Family Partnership (Formerly Prenatal and Infancy Home Visitation by Nurses), guided by a strong theoretical orientation, consists of intensive and comprehensive home visitation by nurses during a woman's pregnancy and the first two years after birth of the woman's first child. While the primary mode of service delivery is home visitation, the program depends upon a variety of other health and human services in order to achieve its positive effects.

Program Targets:

The program is designed to serve low-income, at-risk pregnant women bearing their first child.

Program Content:

Nurse home visitors work with families in their homes during pregnancy and the first two years of the child's life. The program is designed to help women improve their prenatal health and the outcomes of pregnancy; improve the care provided to infants and toddlers in an effort to improve the children's health and development; and improve women's own personal development, giving particular attention to the planning of future pregnancies, women's educational achievement, and parents' participation in the work force. Typically, a nurse visitor is assigned to a family and works with that family through the duration of the program.

Program Outcomes:

This program has been tested with both White and African American families in rural and urban settings. Nurse-visited women and children fared better than those assigned to control groups in each of the outcome domains established as goals for the program. In a 15-year follow-up study of primarily White families in Elmira, New York, findings showed that low-

income and unmarried women and their children provided a nurse home visitor had, in contrast to those in a comparison group:

- 79% fewer verified reports of child abuse or neglect;
- 31% fewer subsequent births;
- an average of over two years' greater interval between the birth of their first and second child;
- 30 months less receipt of Aid to Families with Dependent Children;
- 44% fewer maternal behavioral problems due to alcohol and drug abuse;
- 69% fewer maternal arrests;
- 60% fewer instances of running away on the part of the 15-year-old children;
- 56% fewer arrests on the part of the 15-year-old children; and
- 56% fewer days of alcohol consumption on the part of the 15-year-old children.

Program Costs:

The cost of the program was recovered by the first child's fourth birthday. Substantial savings to government and society were calculated over the children's lifetimes. In 1997, the two-and-a-half-year program was estimated to cost \$3,200 per year per family during the start-up phase (the first three years of program operation) and \$2,800 per family per year once the nurses are completely trained and working at full capacity. Actual cost of the program will vary depending primarily upon the salaries of local community-health nurses. Communities have used a variety of local, state, and federal funding sources to support the program, including Medicaid, welfare-reform, maternal and child health, and child abuse prevention dollars.

Source

The information for this fact sheet was excerpted from:

Olds, D., Hill, P., Mihalic, S., & O'Brien, R. (1998). *Blueprints for Violence Prevention, Book Seven: Prenatal and Infancy Home Visitation by Nurses*. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Impact Safety Programs

IMPACT Safety Programs builds safety from the inside out. We teach people of all ages and abilities the critical emotional and physical skills necessary to prevent violence, make safe choices and live with greater confidence. IMPACT Safety teaches strategies and skills to prevent or stop violent attacks, regardless of the location or identity of the attacker or the age and ability of the participant. Emotional, verbal and physical personal safety skills that prepare women and young people to protect themselves are central in all IMPACT programs. Research shows that women who use these techniques increase their chances of preventing or stopping violent attacks without increasing their risk of injury. A loud verbal response breaks off an assault in 80% of situations. A U.S. News and World Report article reported that recent studies analyzing 274 attempted or completed rapes in Los Angeles and 150 attacks in Omaha found that women who fought back were less likely to be raped. The Omaha study found that women who fought back were half as likely to be raped, while 96% of women who cried or pleaded with the attacker were raped anyway. Pauline Bart and Patricia O'Brien studied women who were raped and women who avoided rape when attacked and found that women who yelled, fought back physically, ran away and used multiple strategies, stopped the attacks, while women who pleaded or begged, did not physically resist and did not flee were raped.

IMPACT Safety Programs is a community based non-profit organization, which provides assault prevention training to women, teens and children. Incorporated in 1993, IMPACT was built and managed entirely by volunteers. Since receiving funds from the Violence Against Women Act through ODH in 1997, IMPACT Safety Programs has been operated by a director, a part-time administrative assistant, a part-time Program Director, a Board of Directors, nine

instructors and fifty active volunteers. IMPACT offers a variety of programs, all designed to meet the needs, access issues and time frames of different groups. Programs vary in length from a 1 1/2 - 3 hour workshop, to a 6-9 hour Teen course, 12- 18-hour community programs, a 25-hour Women's Basics Course, 16-hour Basics courses, a 25-hour advanced course and 12-hour youth courses.

IMPACT Safety Programs has been encouraged and supported by community leaders to continue and expand its programs to a wider population based on already identified needs. Youth serving agencies, high schools, community centers, local church and civic groups, as well as the MRDD Board, Departments of Human Resources, hospitals, women's shelters and special populations organizations such as the deaf and visually impaired have expressed continued interest in programs. IMPACT intends to continue to serve diverse populations by going to neighborhoods, expanding its curriculum, and scheduling courses within time frames that are easily accessible by participants. IMPACT meets constantly with community gatekeepers and leaders of several undeserved populations. Outreach to more ethnically diverse groups has been a major part of the organizations' efforts this year. By having churches and other civic groups become more involved in co-sponsorship of IMPACT programs, IMPACT' can make progress on its outreach goals and expand the dialogue regarding issues of sexual violence.

As part of this project, IMPACT Safety Programs intends to provide prevention programs for 350 Youth and implement awareness/educational and violence prevention programs for more than 200 adults. Additionally we intend to provide workshops and presentations of one to four hours for groups, which represent or provide services to teens, women, and survivors of sexual assault or undeserved populations. These prevention and educational awareness programs will serve 400 community members. We also intend to collaborate with other violence prevention organizations to develop an awareness campaign for Franklin County residents.

An explicit goal of this proposal is to continue to seek out and work with populations such as the emotionally and physically challenged, undeserved populations and other groups marginalized and at risk in our community.

Continuing community collaborations with other organizations in the field of sexual assault, domestic violence, mental health and education remains an important and on-going goal. IMPACT intends to meet its goals of education, increased awareness and skill enhancement by extensive outreach to a variety of populations, through its community involvement, participation on task forces and committees, community events, dissemination of materials and the continuation and expansion of workshops and social marketing strategies.

We are committed to on-going, long-term follow-up and evaluation, incorporating both qualitative and quantitative data in evaluation of our programs. As a result of an outside review of IMPACTS' evaluation methodology, we have revised and implemented new prevention evaluation strategies. These efforts will continue to help in gathering more specific long-term data on the effects of IMPACT programs.

Impact Safety receives \$44,000 from ODH.
IMPACT Safety Programs
35 E. Gay St. Ste. 512
Columbus OH 43215
Julie Harmon
614/221-2811

This information was provided by the Ohio Department of Health.

Mental Health Association of Licking County

Prevent Assault and Violence Education (PAVE), a program of the Mental Health Association of Licking County (MHA), will reduce the incidence of sexual assault and violence in Licking County by providing awareness and education programs to middle school, high school, and college students, their parents, school personnel, professionals and the community. Additionally, to ensure that all sexual assault survivors in Licking County have access to quality emergency medical care, crisis support, advocacy and counseling services, PAVE will provide Trauma and Loss Education, an intervention and recovery assistance program for survivors of violence.

To provide the awareness and education components of the program, PAVE will offer a cadre of services including:

- A five day middle school program that uses skilled high school volunteers and the PAVE Coordinator to present information on physical and sexual assault, sexual harassment, diversity, anger/conflict management and self defense to all middle schools in Licking Co.
- Formation of a three day program for high school students that will emphasize avoidance of sexual assault and date rape, understanding diversity/healthy relationships and anger/conflict management. The program will be presented by the PAVE Coordinator and PAVE trained service-learning college students and presented in three Licking County high schools.
- Workshops for college students on self-defense and how to avoid sexual assault.
- Youth development program for high school volunteers who are trained to be presenters for the middle school programs. The youth will develop curriculum and also experience personal and social growth through their involvement with the PAVE program.
- Continuation of a student managed Community Showcase of Violence Prevention Programs (emphasizing sexual assault prevention) to be held in the spring of 2006. This showcase will bring community awareness to the problems of sexual assault and violence.
- Continuation of three PAVE Prevention Clubs in three high schools and create one new club that will develop creative strategies to promote violence prevention and participate in the community showcase.
- PAVE coordination of a conference on sexual assault and rape prevention with the Licking Co. Sexual Assault Task Force (SATF) and Denison Women's Studies, Denison University.

The PAVE program components will be evaluated by participant completion of pre and posttests to measure knowledge gained and attitudes and behavior changed as applicable. Data will be analyzed by the Psychology Department of Denison University and the evaluations will be reviewed by the MHA Director of Prevention, SATF and the Quality Assurance Committee of the MHA and program revisions will be made as recommended.

Licking County, located in central Ohio with a population of over 145,000, is one of the fastest growing counties in the state. According to the 2000 U.S. Census, 30% of the population is at or below the poverty level, 23% of the population is less than 19 years of age and 60% of the county is rural. Licking County had 260 reports of child sexual assault in FY 2003.

PAVE in collaboration with the Newark City Health District, will deal with the public health problems of: (a) protecting people from injury through delivery of prevention information and programs, (b) promoting healthy lifestyles through information on sexual assault and violence

prevention and (c) addressing the need for personal health services by providing trauma intervention services to children and adults affected by violence.

The PAVE program of the MHA received \$45,000 from the ODH to serve over 2,277 Licking County residents with continuing and new program components to reduce the incidence of sexual assault and violence in our community. The funds will be utilized to cover salaries, travel, workshop materials, conferences, supplies and volunteer recognition.

Mental Health Association of Licking County
65 Messimer Dr.
Newark OH 43055
Melis Leonard
740/522-1341

This information was provided by the Ohio Department of Health.

TeenPep

The Toledo Hospital/Toledo Children's Hospital will continue to provide Teen PEP, a dating violence and sexual abuse prevention program, to 4,800 teens ages 12-17 in 15 schools in Lucas County. The program is based on two evidence-based curriculums – Safe Dates, a peer leadership-based Model program, originally piloted and funded by Centers for Disease Control and Prevention, and identified in the National Registry of Effective Programs; and, Expect Respect: A School-Based Program Promoting Safe and Healthy Relationships for Youth, a Promising Practice of the National Resource Center on Domestic Violence.

Teen PEP will address the problem of pregnant and parenting teens, a high risk population for sexual assault, at a new school in the fall. Polly Fox Academy (PFA) is a charter school, including grades 7-12, established by Toledo Public Schools to serve the special needs of teen girls who are pregnant or parenting. Counselors have noted that more than 30% of these girls have a history with child protective services and many of the younger students became pregnant after unwanted sex. Many teens are from single parent and/or low-income families where older and unrelated males are often present.

As the sixth largest metropolitan county in Ohio, Lucas, includes urban, suburban and rural populations, of whom 18% are minorities and include 12% of families below the poverty level. The City of Toledo comprises about 75% of the county's population, of whom 22% are minorities. Toledo Public Schools' student population of approximately 35,000 includes 43% Caucasian, 47% African American, 7% Hispanic, and 2% Multi-racial populations, with nearly one-third of students from single-parent homes and families living below the poverty level. The district annually reports over 3,000 referrals for child abuse, including child sexual abuse.

The goal of Teen PEP is to reduce the incidence of sexual assault by providing an ongoing awareness and prevention education program to teens age 12-17 in 15 junior and senior high schools in Lucas County. Teen PEP will train 150 students as teen leaders to educate their peers using a newly revised and enhanced curriculum for sexual assault/rape prevention education. These activities will meet objectives to: 1) educate and train 10-20 teen leaders in each participating school to develop role plays that illustrate myths of gender roles characteristic of sexual abuse, behaviors that increase the risk of victimization, and strategies for avoiding or reducing the risk; and, 2) provide classroom education by trained teen leaders to educate their peers in all aspects of victimization and its impact, present role plays, and encourage discussions among peers about these issues. In addition, 3) school staff are trained as adult facilitators with knowledge about all aspects of sexual abuse and victimization, Teen

PEP curriculum, disclosure protocols and local resources.

Evaluation procedures, both formal and informal, will measure effectiveness of all aspects of the program, including process, impact and outcomes. Student participants in new schools will be surveyed through a pre- and post-assessment survey to determine change in knowledge of what constitutes sexual abuse, rape, and harassment; attitudes about appropriate sexual behavior and relationship to power; skills learned to enable personal control to reduce risk of rape and abuse and actions to take when such activities occur; and knowledge of resources for information. Focus groups are held with teen leaders to evaluate effectiveness of each other's presentations. All program activities are quantified including: number of teens attending each activity and number of counseling referrals. Reports are provided to ODH, the advisory committee, and school personnel. Evaluation results are used to modify program components as needed.

ODH provides provide \$45,000 in support of Teen PEP, representing a percentage of its overall program costs of \$123,412. This amount supports implementation of Teen PEP at 15 schools, including curriculum enhancement, program coordination, training, evaluation of teen leaders, and overall evaluation and documentation of program.

The Toledo Hospital
2142 N. Cove Blvd.
Toledo OH 43606

This information was provided by the Ohio Department of Health.

Youth Violence

Big Brothers Big Sisters of America

Program Summary

Big Brothers Big Sisters of America (BBBSA) has been providing adult support and friendship to youth for nearly a century. A report in 1991 demonstrates that through BBBSA's network of nearly 500 agencies across the country, more than 70,000 youth and adults were supervised in one-to-one relationships.

Program Targets:

BBBSA typically targets youth (aged 6 to 18) from single parent homes.

Program Content:

Service delivery is by volunteers who interact regularly with a youth in a one-to-one relationship. Agencies use a case management approach, following through on each case from initial inquiry through closure. The case manager screens applicants, makes and supervises the matches, and closes the matches when eligibility requirements are no longer met or either party decides they can no longer participate fully in the relationship.

BBBSA distinguishes itself from other mentoring programs via rigorous published standards and required procedures:

- *Orientation* is required for all volunteers.
- *Volunteer Screening* includes a written application, a background check, an extensive interview, and a home assessment; it is designed to screen out those who may inflict psychological or physical harm, lack the capacity to form a caring bond with the child, or are unlikely to honor their time commitments.
- *Youth Assessment* involves a written application, interviews with the child and the parent, and a home assessment; it is designed to help the caseworker learn about the child in order to make the best possible match, and also to secure parental permission.
- *Matches* are carefully considered and based upon the needs of the youth, abilities of volunteers, preferences of the parent, and the capacity of program staff.
- *Supervision* is accomplished via an initial contact with the parent, youth, and volunteer within two weeks of the match; monthly telephone contact with the volunteer, parent and/or youth during the first year; and quarterly contact with all parties during the duration of the match.

Program Outcomes:

An evaluation of the BBBSA program has been conducted to assess children who participated in BBBSA compared to their non-participating peers. After an eighteen month period, BBBSA youth:

- were 46% less likely than control youth to initiate drug use during the study period.
- were 27% less likely to initiate alcohol use than control youth.
- were almost one-third less likely than control youth to hit someone.
- were better than control youth in academic behavior, attitudes, and performance.
- were more likely to have higher quality relationships with their parents or guardians than control youth.
- were more likely to have higher quality relationships with their peers at the end of the study period than did control youth.

Program Costs:

The national average cost of making and supporting a match relationship is \$1,000 per year.

Source

The information for this fact sheet was excerpted from:

McGill, D.E., Mihalic, S.F., & Grotmeter, J. K. (1998). Blueprints for Violence Prevention, Book Two: Big Brothers Big Sisters of America. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Functional Family Therapy

Program Summary

Functional Family Therapy (FFT) is an outcome-driven prevention/intervention program for youth who have demonstrated the entire range of maladaptive, acting out behaviors and related syndromes.

Program Targets:

Youth, aged 11-18, at risk for and/or presenting with delinquency, violence, substance use, Conduct Disorder, Oppositional Defiant Disorder, or Disruptive Behavior Disorder.

Program Content:

FFT requires as few as 8-12 hours of direct service time for commonly referred youth and their families, and generally no more than 26 hours of direct service time for the most severe problem situations.

Delivery modes:

Flexible delivery of service by one and two person teams to clients in-home, clinic, juvenile court, and at time of re-entry from institutional placement.

Implementation:

Wide range of interventionists, including para-professionals under supervision, trained probation officers, mental health technicians, degreed mental health professionals (e.g., M.S.W., Ph.D., M.D., R.N., M.F.T.).

FFT effectiveness derives from emphasizing factors which enhance protective factors and reduce risk, including the risk of treatment termination. In order to accomplish these changes in the most effective manner, FFT is a phasic program with steps which build upon each other. These phases consist of:

- *Engagement*, designed to emphasize within youth and family factors that protect youth and families from early program dropout;
- *Motivation*, designed to change maladaptive emotional reactions and beliefs, and increase alliance, trust, hope, and motivation for lasting change;
- *Assessment*, designed to clarify individual, family system, and larger system relationships, especially the interpersonal functions of behavior and how they related to change techniques;
- *Behavior Change*, which consists of communication training, specific tasks and technical aids, basic parenting skills, contracting and response-cost techniques; and
- *Generalization*, during which family case management is guided by individualized family functional needs, their interface with environmental constraints and resources, and the alliance with the FFT therapist/Family Case Manager.

Program Outcomes:

Clinical trials have demonstrated that FFT is cable of:

- Effectively treating adolescents with Conduct Disorder, Oppositional Defiant Disorder, Disruptive Behavior Disorder, alcohol and other drug abuse disorders, and who are delinquent and/or violent;
- Interrupting the matriculation of these adolescents into more restrictive, higher cost services;

- Reducing the access and penetration of other social services by these adolescents;
- Generating positive outcomes with the entire spectrum of intervention personnel;
- Preventing further incidence of the presenting problem;
- Preventing younger children in the family from penetrating the system of care;
- Preventing adolescents from penetrating the adult criminal system; and
- Effectively transferring treatment effects across treatment systems.

Program Costs:

The 90-day costs in two ongoing programs range between \$1,350 to \$3,750 for an average of 12 home visits per family.

Source

The information for this fact sheet was excerpted from:

Alexander, J., Barton, C., Gordon, D., Grotper, J., Hansson, K., Harrison, R., Mears, S., Mihalic, S., Parsons, B., Pugh, C., Schulman, S., Waldron, H., & Sexton, T. (1998). Blueprints for Violence Prevention, Book Three: Functional Family Therapy. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Olweus Bullying Prevention Program

Program Summary

The Olweus Bullying Prevention Program is a universal intervention for the reduction and prevention of bully/victim problems. The main arena for the program is the school, and school staff has the primary responsibility for the introduction and implementation of the program.

Program Targets:

Program targets are students in elementary, middle, and junior high schools. All students within a school participate in most aspects of the program. Additional individual interventions are targeted at students who are identified as bullies or victims of bullying.

Program Content:

Core components of the program are implemented at the school level, the class level, and the individual level:

School-wide components include the administration of an anonymous questionnaire to assess the nature and prevalence of bullying at each school, a school conference day to discuss bullying at school and plan interventions, formation of a Bullying Prevention Coordinating Committee to coordinate all aspects of school's program, and increased supervision of students at "hot spots" for bullying.

Classroom components include the establishment and enforcement of class rules against bullying, and holding regular class meetings with students.

Individual components include interventions with children identified as bullies and victims, and discussions with parents of involved students. Teachers may be assisted in these efforts by counselors and school-based mental health professionals.

Program Outcomes:

The Olweus Bullying Prevention Program has been shown to result in:

- a substantial reduction in boys' and girls' reports of bullying and victimization;
- a significant reduction in students' reports of general antisocial behavior such as vandalism, fighting, theft and truancy; and
- significant improvements in the "social climate" of the class, as reflected in students' reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school.

Program Costs:

In addition to costs associated with compensating an on-site coordinator for the project, the costs (which vary with the size of the site) for program expenses consist of approximately \$200 per school to purchase the questionnaire and computer program to assess bullying at the school, plus approximately \$65 per teacher to cover costs of classroom materials.

Source

The information for this fact sheet was excerpted from:

Olweus, D., Limber, S. & Mihalic, S.F. (1999). Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program. Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Promoting Alternative Thinking Strategies

Program Summary

The PATHS (Promoting Alternative THinking Strategies) Curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.

Program Targets:

The PATHS Curriculum was developed for use in the classroom setting with all elementary school aged-children. PATHS has been field-tested and researched with children in regular education classroom settings, as well as with a variety of special needs students (deaf, hearing-impaired, learning disabled, emotionally disturbed, mildly mentally delayed, and gifted). Ideally it should be initiated at the entrance to schooling and continue through Grade 5.

Program Content:

The PATHS Curriculum, taught three times per week for a minimum of 20-30 minutes per day, provides teachers with systematic, developmentally-based lessons, materials, and instructions for teaching their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. A key objective of promoting these developmental skills is to prevent or reduce behavioral and emotional problems. PATHS lessons include instruction in identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, understanding the difference between feelings and behaviors, delaying gratification, controlling impulses, reducing stress, self-talk, reading and interpreting social cues, understanding the perspectives of others, using steps for problem-solving and decision-making, having a positive attitude toward life, self-awareness, nonverbal communication skills, and verbal communication skills. Teachers receive training in a two- to three-day workshop and in bi-weekly meetings with the curriculum consultant.

Program Outcomes:

The PATHS Curriculum has been shown to improve protective factors and reduce behavioral risk factors. Evaluations have demonstrated significant improvements for program youth (regular education, special needs, and deaf) compared to control youth in the following areas:

- Improved self-control,
- Improved understanding and recognition of emotions,
- Increased ability to tolerate frustration,
- Use of more effective conflict-resolution strategies,

- Improved thinking and planning skills,
- Decreased anxiety/depressive symptoms (teacher report of special needs students),
- Decreased conduct problems (teacher report of special needs students),
- Decreased symptoms of sadness and depression (child report – special needs), and
- Decreased report of conduct problems, including aggression (child report).

Program Costs:

Program costs over a three-year period would range from \$15/student/year to \$45/student/year. The higher cost would include hiring an on-site coordinator, the lower cost would include redeploying current staff.

Source

The information for this fact sheet was excerpted from:

Greenberg, M.T., Kusché, C. & Mihalic, S.F. (1998). Blueprints for Violence Prevention, Book Ten: Promoting Alternative Thinking Strategies (PATHS). Boulder, CO: Center for the Study and Prevention of Violence.

<http://www.colorado.edu/cspv/blueprints/>

Winning Against Violent Environments (WAVE)

Students can do more than learn about techniques of conflict management; they themselves can become agents of change by taking those skills into their communities. Young people are empowered by providing them with skills such as effective decision making, communication, and problem solving, and encouraging them to use them in their daily lives, providing assistance to others.

The Winning Against Violent Environments Program (WAVE) in the Cleveland Municipal School District not only subscribes to this philosophy, but implements it through its conflict management advisors in Cleveland's Public Schools. The Program, run out of Martin Luther King Jr. Law and Municipal Careers High School in Cleveland, is located in Hough, one of the city's toughest neighborhoods. This program began in 1983 and is the oldest school-based conflict resolution program in Ohio, one of the oldest in the United States.

WAVE students and an adult coordinator train other students and adults as conflict managers and mediators. The two main conflict resolution processes taught by WAVE trainers are a formal mediation model for students and adults in middle school and high school (grades 6-12), and a less formal process for use on the playground, cafeteria, or in the classroom. Under an additional, "student trainer" model, the students teach the lessons, lead the training activities, thus involving urban youth as positive agents of change in their schools and communities.

While in the beginning WAVE focused strictly on peer mediation, it has now adopted a more comprehensive approach where, for example, the program advisors teach lessons across subject areas to all of their students, giving in-service training to their fellow educators on the skills of conflict management. They also conduct school and community-wide activities such as peace walks in the neighborhood, working with student conflict managers to raise money to provide food baskets for needy families, and holding peace assemblies for parents, students, and staff. WAVE has "trained thousands of students grades K-12, provided professional development to teachers, led parent meetings and training sessions, conducted faculty and staff in-service programs, developed the grades K-2 training model, and facilitated public meetings of young people and adults." (Close and Lechman, 1997).

WAVE still includes peer mediation as a component of many of the schools' conflict management programs. During the 2003-2004 school year alone, student mediators in the

district conducted more than 9,000 mediations. The benefits were revealed in an evaluation of the WAVE program by Kathy Bickmore, Ph.D. of the Ontario Institute for Studies in Education at the University of Toronto. Her research showed "significant improvements in students understanding and capacity to positively deal with conflicts, improved student attitudes toward attending school, a reduction in suspensions for negative behaviors, and an improvement in academic achievement by those students who were trained in these important life skills" (July 2000).

The WAVE program has been a school conflict management catalyst for other districts. WAVE training, combined with a state-sponsored grant training program, led to the development of a district-wide school conflict management program in Pioneer, Ohio.

Information supplied by Jennifer Batton at the Ohio Commission on Dispute Resolution.

Students Offering Acceptance and Respect (SOAR)

In the mid-1990s, the guidance counselors at the North Central Local School System in Pioneer decided they wanted to make the atmosphere of their school system more inviting and peaceful for everyone. They began by doing research on different conflict management programs across the state. With a grant from The Ohio Commission on Dispute Resolution and Conflict Management, in 1999 they were on their way!

Ghandi once said, "We must be the change we want to see in the world." The counselors knew that in order to embark on a journey toward change, they needed to identify a group of individuals within the school who would be the "change (they) wanted to see in the world," so they began with the students. North Central soon had the SOAR program, which initially began as a peer mediation program, with students (grades 5-12) trained to help their peers find non-violent solutions to their conflicts.

As more needs and concerns came to the counselors, they and the students developed (over the next five years) a comprehensive conflict management program for students and staff, grades K-12. New peer mediators continue to be trained each year in a six-step mediation process. In addition, high-school SOAR members began going into elementary classrooms to teach younger students about conflict management, feelings, peer pressure, bullying and decisionmaking. Students in the middle grades work one-on-one to mentor younger students on self-esteem issues and friendship skills.

Since the advent of the SOAR program, the number of discipline occurrences at the school have dramatically declined. It is not unusual for older students to ask if they can talk out their differences with one another privately, before it escalates into a major conflict. The school's atmosphere is more positive and inviting. Staff members have been encouraged to attend conferences on infusing conflict management lessons into their classrooms. It is not unusual to see a Peace Corner in an elementary classroom, or have Diversity Days at the junior high and high school levels. There is also an annual Peace Week where elementary students are recognized for being Peacemakers throughout the school year. Parents are invited to this celebration to honor those students who are the community's and nation's future peacemakers. Middle school students design and create peace banners which are proudly hung in the cafeteria, and high school students take part in activities promoting peace.

North Central has also introduced their program to their community. Parent meetings encourage peaceful communication at home. SOAR members make presentations to local civic groups to explain their program. On September 11, 2003, North Central school dedicated its Peace Pole, where students and community members are reminded of the importance of peace

in six languages. The pole is proudly displayed beside the school marquee, visible to all who pass by.

One of the biggest successes of the program has been an annual Visions of Peace Conference, which SOAR hosts each spring. Schools throughout northwest Ohio are invited to attend. Participants, over 300 in two years, learn about peer mediation, peace week, team-building, social justice, and dealing with flash judgments. Every year students from thirteen different schools gather to learn how they can start or enhance a peacemaking program at their own school.

The SOAR program empowers others to commit to peace, in the conviction that the only way the world will change is if we believe we can make a difference, and begin to make that difference in our world, however small that change or that world may be.

SOAR continues to develop each year. Student comments such as "I think it is a great program because it improves student relations," and, "Peer Mediation definitely eases tension among students" encourage SOAR members to continue to make their school a safe and positive environment. Students and staff at North Central are taking Ghandi's words to heart and working toward "being the change (they) want to see in the world".

Results

Most educators look for a reduction in disciplinary actions (suspensions, expulsions, truancy) and general disruptions in the classroom when they propose developing a school conflict management program. The Commission is interested not only in affecting change in student behavior, but also in creating a safe and supportive learning environment for students, teachers and parents. This stems from the idea that academics are positively affected if the philosophy and skills of school conflict management are fully integrated into daily school life. Evaluations of the Ohio experience show that schools focusing on the whole school approach see improved academic achievement, reduced truancy, fewer suspensions and expulsions, less time spent on dealing with discipline, financial cost savings to schools, and an improvement in overall school climate.

The annual cost per student to administer the school conflict management grant training program is approximately \$12.00. When compared to the per student cost of suspending a child (\$231.00) or expelling a student (\$431.00), the program is clearly cost effective. Independent evaluations of the truancy prevention mediation program demonstrate a significant increase in pupil attendance and decrease in tardiness for participating schools resulting in an average cost savings of \$1,889 per participating school. With 171 participating schools (currently funded by the Commission) total program cost savings for the 2002-2003 school year was estimated at \$323,019.00.

Information supplied by Jennifer Batton at the Ohio Commission on Dispute Resolution.

Conflict Management Programs in Ohio Elementary Schools: Case Studies and Evaluation February, 1997

A Joint Program of the Ohio Commission on Dispute Resolution and Conflict Management and the Ohio Department of Education

The school conflict management initiative, a joint program of the Ohio Commission on Dispute Resolution and Conflict Management (OCDRCM) and the Department of Education (ODE), began three years ago and has resulted in the establishment of comprehensive conflict

management programs in 283 elementary, middle, and high schools. This initiative has provided curricular materials and skills training for administrators, teachers, staff, students, and parents about how to manage conflicts in non-violent, cooperative ways. While there are growing numbers of school conflict management programs around the country, Ohio's program, hailed by the National Association for Mediation in Education as "path-breaking," is the only one of its kind in the United States.

An innovative aspect of this initiative has been the development of resource materials and the delivery of programs to schools. OCDRCM has developed a variety of age-appropriate curricular materials designed to help teachers and administrators introduce conflict management concepts, and to provide teachers and students with tools for learning basic conflict resolution skills. The ready availability of these materials has been crucial to overcoming two major barriers to starting school conflict management programs: (1) lack of funds to purchase existing materials and (2) lack of time teachers have to review the wide range of existing materials in order to develop their own.

Program delivery begins with training teams of school staff members at one of 14 regional training centers in the state. They are introduced to key concepts in conflict management and the use of the OCDRCM Elementary School Conflict Management Resource Guide. School personnel then return to their sites and, in turn, train teachers, staff and students at their own schools. OCDRCM trainers serve as consultants during the first year of the program.

School programs vary considerably. They may or may not move directly to setting up peer mediation training for students. Some of them integrate or supplement the OCDRCM program with other programs aimed at drug prevention or behavior improvement. All the schools have made efforts to incorporate the conflict management material into core subjects.

In 1994-1995, 132 Ohio elementary schools received small OCDRCM grants (\$ 1,500) to begin building conflict resolution programs in their schools. In 1996, questionnaires were sent out to these schools to assess their progress. From 115 responses, the results reported are encouraging:

78% of respondents said they have seen improvement in classroom management.

65% report a decrease in the amount of time teachers spend dealing with student conflicts.

61% note a decrease in student fights.

59% report a decrease in office referrals.

This report presents more detailed findings from a dozen of the 132 elementary schools that received OCDRCM seed money. These case studies were selected to represent a range of geographical and sociological settings, diverse student populations, and different methodologies of implementation.

From: <http://www.disputeresolution.ohio.gov/schools/elementaryeval.htm>

Hate Crimes

BRAVO

The Buckeye Region Anti-Violence Organization (BRAVO) will implement this project in order to decrease the incidence of sexual assault among individuals who are Gay, Lesbian, Bisexual or Transgendered (GLBT) and to insure that crisis intervention and support services to GLBT victims/survivors of sexual assault are culturally appropriate and available. The services will be provided within central Ohio, which includes Franklin County and Columbus.

The Buckeye Region Anti-Violence Organization (BRAVO) works to end violence, including sexual assault, against members of the Gay, Lesbian, Bisexual, and Transgendered (GLBT) communities. BRAVO serves and empowers people who identify as GLBT within central Ohio by working to stop anti-gay violence and same sex domestic violence. BRAVO was incorporated and received its 501(c)3 non-profit status in the fall of 1996. BRAVO provides emotional support, crisis intervention, support groups, medical and legal advocacy, information and referrals, prevention programming and extensive community education, and training of professionals primarily in Franklin County/central Ohio, although we do provide services to any individual in Ohio who needs these specialized services.

Members of the GLBT communities are at risk for sexual assault which can occur as a hate crime, in the context of same sex domestic violence, or as stranger or acquaintance rape. Research by Lacey Sloan (Research and Advocacy Digest, December 2003) found that 42% of Lesbians had been sexually assaulted and 22% of Gay men had been victimized by sexual assault. When GLBT individuals are victimized, they may be hesitant to seek services out of fear of homophobic reactions by providers and lack of knowledge about what services are available. The provision of culturally competent services by a GLBT agency as well as training to enhance the competence of mainstream resources are both needed to address the issues of access and appropriateness of services to GLBT survivors.

This project includes prevention, education and intervention services. A helpline will allow GLBT victims/survivors of sexual assault to gain access to services that are culturally competent and responsive to their needs. The project expects to serve 50 to 100 sexual assault victims through the helpline services. In addition to intervention, BRAVO provides self-defense/rape prevention workshops for GLBT individuals in collaboration with Ohio State University. We expect 60 GLBT individuals to attend this multi-session education workshop. Training in culturally competent services for GLBT persons is provided to 830 law enforcement, school principals, administrators and teachers, service providers, and rape crisis volunteers. Community education involves a marketing campaign based on social marketing strategies with a focus on outreach to the Transgendered community.

The project will be evaluated using process and outcome evaluation measures. For educational workshops and trainings, process evaluation includes measuring the number of events offered and the number of participants who attend. Outcome evaluation is measured through written evaluations by participants. For crisis intervention, process outcomes are measured by numbers of calls received and number of hours helpline is staffed. Outcome evaluation is measured by asking callers if their needs have been met and assessing if they have a plan of action for their next steps after the end the call. It is more difficult to measure the impact of public marketing materials. Given the lack of funding for evaluation of these activities, we measure process outcomes for these areas: numbers of materials distributed.

BRAVO receives \$30,000 from ODH to implement the services described in this project. Personnel costs for direct service staff is the major expense in the program budget. Additional

supports are requested for office (rent, telephones) and education (copying costs, books and other publications for a resource library).

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This information was provided by the Ohio Department of Health.

Anti Defamation League Assembly Program

A 2000 survey conducted by the Anti-Defamation League found that participation in the *Names Can Really Hurt Us Assembly Program* allows students open, honest and relevant exploration about diversity and bias in their school communities. More than 600 students and staff from two Southern California High Schools participated in the study.

Evaluations findings that as a result of participation,

- 47% of students perceived one or more positive changes in other student's behavior.
- 39% of students reported that at least one positive change had taken place among teachers.
- 68% of students reported to be more interested in other cultures.
- 76% of students would recommend this program to students at other schools.
- 60% of students reported that they would be less likely to call someone a name.
- 60% of students claimed their own behavior had changed in a positive way, even three months after the assembly.

What students had to say:

"I feel like I accomplished something...like I helped people-and myself...I think everyone should be able to experience this during their high school years."

"This is the most valuable thing this school has ever put together. For the first time I feel proud to be a student here."

"I never realized until today how much I have hurt other people. I'm glad to be able to say 'I'm sorry'."

"We all have much in common-experiences with prejudice unite us all. If we can only make the connection that prejudice hurts everyone, it will be a big step towards change."

What teachers and administrators had to say:

"We had an incredible day. Kids were thinking, really thinking, about the implications of what they say."

"It was the greatest day I ever had. The program gave me a new connection with the kids, many of whom are experiencing the same things I've already experienced."

"The day was powerful. But more important, we have an action-plan; next steps to ensure that this is more than a 'feel good' day."

"The ADL staff became our partners in this program. They trained us, and helped us process the thoughts and feelings of students, and then challenged us to go forward and make changes."

From: http://www.adl.org/education/edu_awod/awod_pilot.asp

Anti-Bias Study Guide Review and Classroom Impact

In November 1999, an independent external panel was formulated to offer critique of the ADL's A WORLD OF DIFFERENCE® *Anti-Bias Study Guide (Secondary Level)*. This panel was comprised of secondary level teachers and college-level professors representing California State University at Long Beach, University of California at Berkeley, New York University, Columbia University Teachers' College, Manassa, Virginia and Philadelphia, Pennsylvania School Districts. Panelists were selected based on their expertise in curriculum, multicultural education and teaching.

The findings of the panel were very favorable. Overall, they rated the *Anti-Bias Study Guide* a 4.2 on a scale of 1 (lowest) to 5 (highest). General conclusions were:

- The Anti-Bias Study Guide offers a comprehensive approach to anti-bias education.
- The Guide offers a "user friendly" format for teacher's use in the classroom.
- The Guide is easily infused into a standards-based curriculum.
- The lessons of the Guide are appropriate for all students and can be easily used within a variety of courses.

Research conducted by the University of Pennsylvania indicate significant positive reactions on the part of students with respect to the impact of the A WORLD OF DIFFERENCE Institute curricular materials used by educators in classrooms:

- 81% of students reported the lessons help increase their understanding of others viewpoints that are different from their own.
- 76% reported the lessons help them communicate with students different from themselves.
- 66% reported the lessons help them develop a broader view of issues and problems in society.
- 62% reported the lessons help them reflect or think about their own biases and prejudices.
- 78% reported the lessons help to increase their respect for students in their school who are different from themselves.
- 70% reported the lessons help them better get along with all types of people throughout their lives.

From: http://www.adl.org/education/edu_awod/awod_antibias.asp

Post Violence Treatments

Access Support and Advancement Partnership (ASAP)

Organization: Support and Training Result in Valuable Employees (STRIVE)

Year established: 1984

Overview:

Support and Training Result in Valuable Employees (STRIVE) provides young adults who have experienced difficulty in securing and maintaining employment with tools to successfully enter the job market. Working in conjunction with several other community-based organizations, STRIVE is a nationally recognized program operating in Boston, Chicago, Pittsburgh, Philadelphia, and Fort Lauderdale. Its central office is in East Harlem, New York City.

Description:

STRIVE operates a three-week job readiness workshop focused on encouraging a positive attitude and teaching communication skills that are essential for finding and maintaining employment.

The training model emphasizes rigorous self-examination, critical thinking, relationship management, and team building as a means to increase a participant's sense of empowerment.

STRIVE also offers a career development program called Access Support and Advancement Partnership (ASAP) for graduates who have successfully maintained employment for eight months. ASAP provides training to help program participants advance in the labor market and acquire jobs earning a livable wage in growth industries. ASAP training lasts from four to nine months and consists of courses developed or endorsed by employers in those fields to achieve specific skills, plus support services (both in training and after placement). Evening-hour training sessions are available to better suit program participants' work schedules. ASAP's goal is to help its graduates obtain jobs paying at least \$22,000 a year—about \$12 per hour—by preparing them for work in such fields as telecommunications, financial services, and computer technology.

Most ASAP students are black or Hispanic men and women, ranging in age from 18 to 40 years old.

Outcome data:

Eighty percent of STRIVE graduates are consistently placed in jobs, and 75 to 80 percent of those placed are able to retain employment for at least two years. In 1997, STRIVE's New York-based operations placed 2,639 young men and women in private sector jobs. The most recent quarterly follow-up showed that roughly 77 percent were still employed.

Contact information

STRIVE New York

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New York, NY 10035-2038

phone: (212) 360-1100

fax: (212) 360-5634

From: www.reentrypolicy.org

Kairos Horizon Communities in Prison

Agency/organization: Kairos Horizon Prison Ministry
Year established: 1999

Overview:

Trained volunteers from the faith-based community conduct programming on anger and stress management, family relations and fatherhood, financial management, addiction recovery, and education.

Description:

Kairos Horizon works with male inmates prior to release to help them learn responsibility, accountability, and employability through engagement with the faith community. The program houses about 40 to 60 inmates in separate housing units in the prison. Program leaders emphasize spirituality, faith, family reunification, and employability.

The men maintain their regular work or education assignments during the day. Programming usually takes place during the evenings, three times a week over a period of one year.

Programming varies by location, but typically includes the following components:

- *Godparents (or Outside Brothers or Sisters):* This piece of the program lasts for about six months and is an informal mentoring component where volunteers from local churches, synagogues, and mosques visit with the participants.

- *Journey:* This group-study session is about four months in length and focuses on self-discovery and the scripture.

- *Quest:* This program is seven months and emphasizes anger management, parenting skills, relationship skills, and life skills.

- *Family Relations:* This segment provides an avenue for participants to work on building relationships with their families through weekly letter-writing. During this time other special events are scheduled such as a family day, in an effort to facilitate family reunification.

- *Worship, Prayer, and Service:* The program ensures that certain times are scheduled for worship and community prayer. The men in the program live in "family pods" with about six to eight other men, with scheduled weekly meetings to discuss "community" issues.

Other programs offered through Kairos Horizon include monthly workshops on prayer and meditation, substance abuse programming, computer-skill classes on Windows programming, GED classes, discussion groups on listening, cooperating, and problem solving, and a journaling series on fatherhood issues.

Outcome data

An external evaluation reported that the program instilled a "positive subculture" within the prison population. A survey of work managers found that improvement in the men's work was seen in 70 percent of the clients and 58 percent of the clients had a "positive influence on others in the work environment." The program also reports improved family relations that it credits to its mandatory weekly letter-writing to family members and other family-orientated programs.

Contact information

Director of Programming
Kairos Horizon Communities in Prison
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Winter Park, FL 32792
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website: www.kairosprisonministry.org

From: www.reentrypolicy.org

Delancey Street Foundation

Year established: 1971

Overview

The Delancey Street Foundation acts as a residential education center that assists individuals released from prison or jail, former substance abusers, and people who were formerly homeless to acquire basic and employment-oriented skills and to achieve economic independence.

Description

The Foundation encourages behavior change through a structured, supportive, "market driven" environment where individual responsibility and accountability are emphasized. Participants are required to stay in the program for two years, although the average stay is about four years.

When participants arrive they live in dorm-style rooms with as many as nine roommates and take on basic chores such as mopping and cleaning the parks. The system at the Foundation is based on an "each one teach one" premise where participants learn from each other and hand down skills so that others can move into new work positions.

One of the first goals set for participants by the Foundation is to pass a high school equivalency test. Afterwards, participants learn skills at one of the Foundation's training schools, which include a moving and trucking school, a restaurant, and an automotive service center.

All the staff members at the Delancey Street operations have been incarcerated, were substance abusers, or were homeless. Most of the money from the Delancey businesses goes back into the community; residents get food, housing, and a small sum of money. Over 14,000 people have successfully graduated from the program and are leading independent lives. The Foundation has expanded over the years, and there are now about 1,000 residents in five facilities across the nation, located in New Mexico, New York, North Carolina, Los Angeles, and San Francisco.

Delancey is self-governed by a Board and resident councils that are one-third African American, one-third Latin American/American Indian, and one-third Caucasian. The Delancey Street Foundation has developed the Delancey CIRCLE or Coalition to Revitalize Communities, Lives, Education, and Economies. This coalition's goal is to network with cities and states across the country to educate others about Delancey Street and to advocate for policies that support the Delancey Street model.

Outcome data

Delancey Street reports these outcomes for its programs generally:

- Over 10,000 formerly illiterate people have high school equivalency degrees.
- 1,000 people have graduated with a diploma from a state-accredited, three-year vocational program (which is taught by Delancey residents), and 30 students have received a bachelor of arts from the Delancey chartered college.
- The program has also moved about 1,000 violent gang members away from gangs and over 5,000 Delancey participants teach and mentor on nonviolence.
- Delancey participants have built and remodeled over 1,500 low-income housing units and trained over 800 individuals in the construction trade.
- The program also has developed over 20 ventures. These enterprises are run by Delancey graduates who teach other individuals who lack skills.

Contact information

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website: www.eisenhowerfoundation.org/grassroots/delancey/index.htm

From: www.reentrypolicy.org

Day Reporting Center Re-entry Program

Year established: 1998

Overview

The Day Reporting Center (DRC) provides a continuum of intense supervision, monitoring, treatment, and educational services for program participants immediately upon release from prison with the aim of reducing recidivism and thereby increasing public safety.

description

The DRC program targets high-risk parolees returning to neighborhoods in south Chicago. For the purposes of this program, high risk is defined as parolees with two or more prior incarcerations, parolees who have served a sentence of 10 or more years, and/or parolees 25 years old or younger sentenced for a violent crime.

Parolees assigned to report to the DRC must do so within 24 hours of release. There are four levels of supervision; each parolee begins at the most intensive level and works toward less intensive levels as he or she moves through the program. Parolees are assigned an individual case manager who meets with them at least once a week (and, in some cases, up to seven days a week).

All parolees undergo an extensive assessment upon entering the program that helps the case manager to develop an individualized supervision, treatment and education plan. Parolees may be assigned up to three separate rehabilitation activities per week including substance abuse education and treatment, adult basic education, GED preparation, parenting and family reintegration support group, anger management, employment skills training, and career development counseling.

Case managers prepare monthly reports for parole officers on parolees' progress in meeting the goals of their re-entry plan. Progression through the DRC is individually paced and based on the parolee's compliance with the requirements at each level of supervision. For instance, a parolee cannot move to a reduced level of supervision until he/she has been drug free for 30 days.

Outcome data

More than 1,500 parolees have participated in the Day Reporting Center Re-entry Program since it opened in 1998. Data analysis by the Department of Corrections on the first three years of the program (1998–2001) indicates a reduction in recidivism compared to a closely matched comparison group of parolees who did not participate in the program. For instance, 35 percent of the parolees admitted to the program in year 1 (1998) had been reincarcerated for a new crime three years after release, compared to 52 percent of the non-program group. After 2 years, 24 percent of the parolees admitted to the program in year 2 (1999) had been reincarcerated for a new crime conviction, compared to 45 percent of the comparison group. After 1 year, 10 percent of parolees admitted to the program in year 3 (2000) had been reincarcerated for a new crime, compared to 35 percent of comparison group. The Department of Corrections also estimates that the program saved \$3.6 million in correctional and court costs, given that the DRC program costs about \$925 per participant per month or \$11,000 a year compared to \$2,100 a month or \$20,000 a year to incarcerate a prisoner.

Contact information

Vice President, Re-entry Services
Behavioral Interventions

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website: www.bi.com

From: www.reentrypolicy.org

Reparative Probation Boards

Agency/organization: Vermont Department of Corrections

Year established: 1994

Overview

The central theme of the Reparative Probation Boards program is for an individual to come face-to-face with his or her victims and members of the community, to negotiate ways to make reparations to them.

Description

Reparative Probation Boards, consisting of community members nominated by community leaders and appointed by the Commissioner of Corrections, oversees community-based sentences for low-risk individuals. Although this program is essentially used for diversionary purposes, its format provides an interesting way to incorporate the victim perspective into attitude programming.

Each board designs appropriate sanctions that may include victim restitution, community service, mediation, cognitive skills development sessions, victim empathy programs, and decision-making programs. If successfully completed, the Board is authorized to terminate probation; noncompliance can result in return to the court system.

The Board ensures that the individual makes restitution if ordered by the court, participates in mediation if requested by the victim, makes amends to the community through community service work, learns about the impact of crime on victims and the community by participating in a Victim Empathy Panel, and learns ways to avoid problems in the future by completing short educational programs designed to give them knowledge, skills, and techniques.

In addition to its role as a sanctioning mechanism, Reparative Probation Boards bring together the individual, victim, family members, witnesses, and whoever feels they've been impacted by the crime, to discuss the crime and design a reparative contract. In a typical reparative contract, someone charged with vandalism might agree to write an apology and pay for the damaged property. Contracts can include pledges to return to school, get and keep a job (the community members at the meeting pledge to help with the job hunt), pay child support, do community service, or perform services directly for the victim. Volunteers reach out to victims to encourage their participation in the process. If a victim declines to participate, a volunteer surrogate speaks on the victim's behalf and requests reparative sanctions. Vermont's approach takes into consideration the three-pronged approach of restorative justice: accountability, competency development, and safety and involvement of both the victims and the public.

Outcome data

According to the Department of Corrections, almost 85 percent of the individuals who go before reparative probation boards fulfill their contracts.

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