



Your Community Action Planning Guide for Promoting Youth Violence Prevention

*A Resource for
Community-Based Coalitions*

KU
CENTER FOR
COMMUNITY HEALTH
& DEVELOPMENT



Stephen B. Fawcett, Ph.D., Vincent T. Francisco, M.A., Adrienne Paine-Andrews, Ph.D.,
Jacqueline L. Fisher, M.P.H., M.S., Rhonda K. Lewis, M.A., Ella L. Williams, M.Ed.,
Kimber P. Richter, M.A., Kari J. Harris, M.S., and Jannette Y. Berkley

*Center for Community Health and Development,
formerly Work Group on Health Promotion & Community Development
University of Kansas*

With assistance from

Leland Oxley, Allison Graham, and Lana Amawi
*Work Group on Health Promotion & Community Development
University of Kansas*

Updated in 2017 by
Courtney Rose Moore, M.A., Sanna Schneeberger, MA., and
Jomella Watson-Thompson, Ph.D.

*Center for Community Health and Development
University of Kansas*

This planning guide was supported, in part, by a grant from the Kansas Health Foundation (# 9311010) to the Work Group on Health Promotion and Community Development, Schiefelbusch Institute for Life Span Studies, at the University of Kansas. The mission of the Kansas Health Foundation is to improve the quality of health in Kansas.

Copyright 1994, 2017



Preface

Many communities are deeply concerned with problems of intentional injury (e.g., assaultive violence), particularly among youth. Intentional injury refers to the use of physical force or power threaten or cause harm, injury, or death to another person ([Centers for Disease Control and Prevention \[CDC\], 2017](#)). Each year, over 15,000 people (adults and children) die from homicide ([CDC, 2014](#)).

Homicide is the in the top five leading causes of death among individuals aged 1 to 44 and homicide by firearm [is](#) the leading cause of youth aged 14-24 (CDC, National Vital [Statistics](#), 2015). Homicide is the number one cause of death for African American males aged 15-34 (CDC, National Vital [Statistics](#), 2011), and the rate of homicide for black male victims is 31.67 per 100,000 compared to 3.85 for white male victims and 7.13 for all male homicide victims ([Violence Policy Center](#), 2011). Firearms are used in approximately 68% of all homicides ([Federal Bureau of Investigation, 2011](#)).

Nonfatal intentional injuries are much more common than homicides; these include assaults with a weapon (e.g., knife or firearm), assaults without a weapon (e.g., kicking or punching), robbery, and rape. In the United States in 2015, over 1.5 million individuals were the victims of intentional, nonfatal violent injuries (CDC, Nonfatal Injury Reports, [2015](#)).





Our citizens suffer from assaultive violence in a variety of ways: injury and death, fear, compromised school performance, and reduced opportunities for development. Lifetime cost of nonfatal injury due to firearm-related hospitalizations in 2010 was estimated at \$2,697,043,000 and \$179, 848, 000 for those who were treated in the Emergency Department and released in the United States (CDC, Cost of Injury Reports, 2010). The loss of loved ones, fear, and other harms may not be so easily calculated.

There are an array of factors that put people at risk for, or protect them against, being a perpetrator or victim of violence. Identifying personal and environmental risk and protective factors and implementing behavior change strategies are keys to preventing violence. **Personal factors** are aspects of the individual or group that affect behavior and outcomes. They include a person's knowledge and skill, experience and history, and biological or genetic makeup. **Environmental factors** are aspects of the social and physical environment that affect behavior or outcomes for a group. They may include aspects of the social environment or the physical environment. (For more detail, refer to the Community Tool Box, Modules 3 and 5 at www.ctb.ku.edu).



Personal and environmental factors can be risk factors, protective factors, and both. A **risk factor** is an aspect of the person's genetics, experience, or environment that makes it more likely that they will experience a given problem or condition. A **protective factor** is an aspect of a person's genetics, experience, or environment that makes it less likely that they will experience a given problem or condition. In some cases, they can be considered flip sides of the same coin (e.g., lack of positive parental interaction is a risk factor for violence; positive parental interaction is a protective factor against violence). In this guide, behavior change strategies that reduce risk are denoted by an RR symbol (risk reduction) and behavior change strategies that promote protective factors are denoted by a PP (protective promotion).

Legend

-  ⇒ **Strategies with Effective Outcomes (Evidence Based Strategies)**
-  ⇒ **Strategies with Promising Outcomes**
-  ⇒ **Protective/Promotion Factors**
-  ⇒ **Risk Reduction Factors**

Examples of personal risk and protective factors for violence include knowledge and skills (e.g., underdeveloped verbal skills), experience and history (e.g., poor academic achievement), biology and genetics (e.g., parental history of substance abuse). Examples of environmental risk and protective factors for violence include aspects of the social environment (e.g., exposure to violence in the home, in the community, and in the media) and aspects of the physical environment (e.g., high population density and lack of supervised alternative activities).

Strategies for [reducing](#) risk and enhancing protection include: targeted intervention programs (aimed specifically at youth experiencing multiple risk factors), and universal interventions (aimed at the community in general). For example, school climates characterized by intensive supervision, clear behavioral rules, consistent negative appraisals of aggression, and engagement of parents and teachers protect against violence (CDC, 2017). Similarly, family climates that support high expectations for school performance, frequent shared activities between youth and parents, consistent parental presence at least once per day (e.g., when awakening, when arriving home from school, at evening mealtime or going to bed) protect against violence (CDC, 2017). Close relationships with non-deviant peers, involvement in prosocial activities; and memberships in peer groups that don't condone antisocial behavior all protect against violence (CDC, 2017). A complete list of risk and protective factors for youth violence is available through the Centers for Disease Control and Prevention ([CDC, 2017](#)).

Preventing assaultive violence among youth requires broad-based efforts involving many different sectors of the community. Often referred to as **community coalitions**, these initiatives involve key community members, leaders, and representatives of grassroots organizations. They bring together representatives from schools, the criminal justice system, religious organizations, businesses, and other sectors of the community that share a concern about the problem or have a stake in its solution. The aim of such initiatives is to *change* communities to reduce risk for (and protect against) violence.

The group's **action plan** is its **vision** for a healthy and safe community made concrete. How could schools be changed to help prevent assaultive violence? What changes in religious organizations would help fulfill this mission? How can the business community do its part? How about government? The youths themselves? Taken together, the proposed changes in all relevant sectors of the community provide a **blueprint for action**.

The purpose of this Action Planning Guide is to enhance your community's efforts to plan for the prevention of assaultive violence, particularly among youth. Best wishes for your own community's successful planning for the prevention of violence.



Using this Guide

- ⇒ **Chapter I** provides background information on key issues and concepts in planning.
- ⇒ **Chapter II** offers an overview of the planning process, with particular emphasis on clarifying the vision, mission, objectives, and strategies.
- ⇒ **Chapter III** provides help in considering which sectors of the community should be involved in the initiative.
- ⇒ **Chapter IV**, the heart of this guide, assists in identifying particular changes that will be sought in each relevant sector of the community.
- ⇒ **Chapter V** outlines a process for building consensus on community changes to be sought.

Acknowledgements

Preparation of this planning guide was supported by a grant from the Kansas Health Foundation (#9311010) to the Work Group on Health Promotion and Community Development, Schiefelbusch Institute for Life Span Studies, at the University of Kansas. The mission of the Kansas Health Foundation is to improve the quality of health in Kansas.

A number of officials and citizens concerned with youth violence have provided feedback on earlier versions of this planning guide, including Rod Bremby, Mark Brothers, Bonnie Graham, Pat Henry, David Platt, Judge Jean Shepherd, and Jack Winters. They represent views from different parts of the community, including city government, criminal justice, media, schools, and social services.

We also appreciate the support and earlier critical feedback from our colleagues at the Kansas Health Foundation, especially Mary K. Campuzano, Senior Program Officer. Thanks to Jen Brull and Michele Scheppel for their support and assistance in preparing drafts of this guide.

This guide was updated in 2017 by Courtney Rose Moore, M.A., Sanna Schneeberger, M.A., and Dr. Jomella Watson-Thompson. We are grateful for the resources and support provided by Deputy Chief Tyrone Garner of the Kansas City, Kansas Police Department. We also appreciate the support, insights, and contributions from our valued community members and coalitions working in our local community.



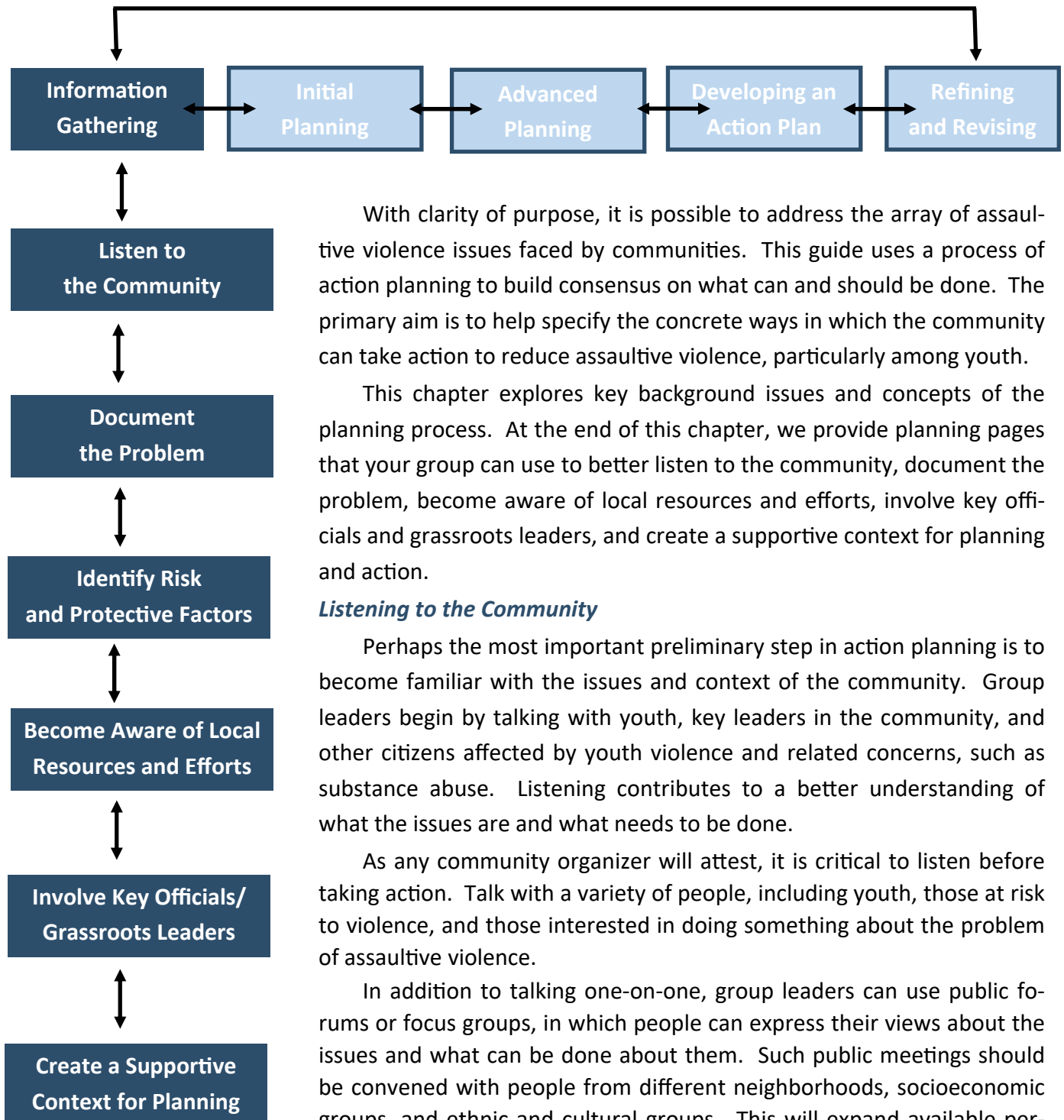
***"Non-violence cannot be preached.
It has to be practiced."***

*- Mahatma Gandhi
in Thomas Merton's Gandhi on Non-violence.*



CHAPTER I

Key Issues and Concepts in Planning: Information Gathering



With clarity of purpose, it is possible to address the array of assaultive violence issues faced by communities. This guide uses a process of action planning to build consensus on what can and should be done. The primary aim is to help specify the concrete ways in which the community can take action to reduce assaultive violence, particularly among youth.

This chapter explores key background issues and concepts of the planning process. At the end of this chapter, we provide planning pages that your group can use to better listen to the community, document the problem, become aware of local resources and efforts, involve key officials and grassroots leaders, and create a supportive context for planning and action.

Listening to the Community

Perhaps the most important preliminary step in action planning is to become familiar with the issues and context of the community. Group leaders begin by talking with youth, key leaders in the community, and other citizens affected by youth violence and related concerns, such as substance abuse. Listening contributes to a better understanding of what the issues are and what needs to be done.

As any community organizer will attest, it is critical to listen before taking action. Talk with a variety of people, including youth, those at risk to violence, and those interested in doing something about the problem of assaultive violence.

In addition to talking one-on-one, group leaders can use public forums or focus groups, in which people can express their views about the issues and what can be done about them. Such public meetings should be convened with people from different neighborhoods, socioeconomic groups, and ethnic and cultural groups. This will expand available perspectives on issues and options.

Listen to the Community

Conducting listening sessions

One method of becoming familiar with the issues consists of structured opportunities to listen to a variety of members of the community. These listening sessions go by different names including focus groups or "social reconnaissance." They are a straightforward and effective tool for gaining local knowledge about the issues and context. We recommend using these public forums to learn about the community's perspectives on local issues and options.

Listening sessions record information on four aspects: the problem or issue, barriers and resistance to addressing the concern, resources for change, and recommended alternatives and solutions.

Discussion leaders set a limited time for brainstorming each aspect, using newsprint to record the product of discussions. Brief reports based on the findings can be used to publicize the issue in the media, thereby enhancing the credibility of the early developing initiative.

Document the Problem

Documenting the Problem

In addition to hearing the community's perspective on assaultive violence, it is important to document the problem using existing information sources. Many school systems have data from youth risk behavior surveys that can be used to document the level of assaultive violence in your community. Data may be available on the percentage of middle and high school age youth who have ever witnessed or been involved in violent activities in your community. Similarly, public records can be used to create a scorecard for community health outcomes such as the number of injuries due to interpersonal violence including that perpetrated by youth.

Such information can be used to help document the level of the problem and to consider whether further action is necessary. Later, these data can be used to determine how effective your group was in addressing the problem. (A caution: Increased community awareness and activity may beget changes in reporting, changes in enforcement patterns, and other activities that may make it difficult to conclude that there was an effect or that observed effects were due to the initiative.)

Become Aware of Local Resources and Efforts

Becoming Aware of Local Resources and Efforts

It is also important to be aware of existing programs and resources to deal with the problem of assaultive violence. What programs with similar purposes already exist in the community? Talk with service providers and clients. Gather information about the scope of existing services and their effectiveness. How many people (and whom) are they serving? Can the services and programs be more effective?

Are there task forces or coalitions currently involved in preventing assaultive violence? How many people are actively involved? Can the group become more effective? Knowing the issues and the environment is critical to successful planning. Were there *past* initiatives with a similar mission? Why and how did their efforts end?



Involve Key Officials/ Grassroots Leaders

Involving Key Officials and Grassroots Leaders

The planning process should be *inclusive*. We recommend that the leaders of the prevention initiative arrange opportunities for participation by all those interested in changing a particular sector of the community, such as schools or businesses. Key officials of each sector can be recruited, such as influential pastors of churches (for the Religious Organizations Sector) or the police chief (for the Criminal Justice Sector). Similarly, leaders of grassroots community organizations should be recruited, such as those from neighborhoods and cultural communities affected by the concern.

Participants should reflect the diversity of the local community. Coalition leaders must ensure that the planning group extends beyond service providers of relevant agencies. Are youth involved? Parents and guardians? People of different socioeconomic backgrounds? If the community is culturally diverse, are African Americans, Hispanics, or other People of Color involved in planning?

Create a Supportive Context for Planning

Creating a Supportive Context for Planning and Action

Successful initiatives create a supportive context for ongoing planning and action. Several aspects of the group are particularly important, including its leadership, size, structure, organization, diversity, and integration.

Leadership refers to the process by which leaders and constituents work together to bring about valued change by setting priorities and taking needed action. Successful groups have a person or small group that has accepted responsibility for their success. Leaders should have a clear vision of a safe and peaceful community and the ability to attract others to the vision. They also have the capacity for listening and other qualities that enable them to relate to others within the group. Good leaders have the courage, perseverance, and other attributes to help the group transform the community to better fulfill the vision. Although a single person often accepts overall responsibility, effective organizations usually have a number of leaders who work with constituents to fulfill the group's mission.

The planning group must have a manageable **size** and **structure**. Most groups operate best with a maximum of 15 people. If many people are interested in working on the issues, the group can be structured into smaller groups, such as task forces organized by community sectors, which can report back to a coordinating council or the coalition as a whole.

Some groups use a "planning retreat" in which members can focus specifically on the goals and means of the initiative. This can be accomplished in half or full-day sessions that involve all or key members of the initiative.

The **organization** of the planning group is also important. In larger groups or communities, action planning might initially be done in subcommittees or task groups that are organized around each sector of the community to be involved. For example, separate task forces might be set up for businesses, schools, or law enforcement. In smaller groups or communities, action planning might be accomplished by the entire group.

The planning groups should be **diverse** and **integrated**. They should include officials from important sectors, such as the school superintendent or principals from the school sector. They also include people concerned about what is going on in the sector, such as youth and parents, who are affected by and interested in bringing about change in schools.

The group must consider how the continuing participation of persons in position of authority can be maintained while preserving the involvement of other citizens without official titles.

Planning sessions must be well publicized and open to members. Final review and approval of the coalition's action plan, as well as its vision, mission, objectives, and strategies, will be provided by the entire group.

Overall Tips on the Planning Process

Be Inclusive



Good planning is active and inclusive. Seek out key players with diverse viewpoints on the problem or issue. Once a diverse group of important players is at the table, it is important to get them to communicate with each other. Effective leaders often call on silent members during pauses in the discussion. They convey the value of each person's voice on the issues. Occasionally, it may be necessary to discourage an overly enthusiastic member from talking too much or dominating meetings. Leaders may do so by thanking them for their comments and indicating the importance of hearing from other members of the group.

Manage Conflict



If the group is effective in attracting diverse views, conflict among members may result. Group facilitators can recognize differences, perhaps noting the diverse experiences that give rise to divergent views. To resolve conflicts, leaders may attempt to elevate the discussion to a higher level on which there may be a basis for agreement. By reminding the group that we are all about the same shared vision of safe communities, or shared mission of preventing assaultive violence, leaders can help members find common ground.

Use Brainstorming Rules



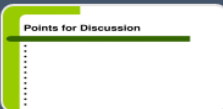
Group facilitators must avoid making judgments about ideas and suggestions. Brainstorming rules apply. All ideas must be heard and noted without criticism.

Be Efficient



Planning meetings must be efficient, starting and ending on time. It may be helpful to have an agenda or to build a consensus at the beginning of the meeting about what will be accomplished and in what time frame.

Communicate Products of Planning



Planning will result in a useful product. Try to structure every planning session so that it results in a product, such as a list of issues or ideas. Show off the product at the end of planning meetings, distributing copies of the products of planning to all members.

Provide Support and Encouragement



It is important to provide support and encouragement throughout the process of planning. Good planning takes time; it usually requires months to produce a detailed plan of action. Acknowledge the contributions of all participants, especially key leaders. Let the group know when it is doing a good job. Positive feedback feels good, particularly to those who are used to being criticized for their work.

Summary



This chapter provided a background in the key issues and concepts of planning. The next chapter provides an overview of the process of planning for actions, with particular emphasis on reviewing the group's vision, mission, objectives, and strategies for preventing assaultive violence.

Listening to the Community

PLANNING PAGE

Please review the ideas in this chapter. Use these planning pages to conduct listening sessions in the community. This will help refine your group's understanding of the problem or issue, barriers and resistance to addressing the concern, resources for change, and recommended alternatives and solutions. Your group might arrange town meetings or focus groups in which to consider these issues. Be sure to include a variety of people, including youth, those at risk to violence, and those interested in doing something about the problem of assaultive violence.

THE PROBLEM OR ISSUE

Is violence particularly among youth, a problem in this community?
What are the consequences? Who is affected? How are they affected?
Are there related issues of concern (e.g., substance abuse or gang violence)?
Are these issues of widespread concern?

- Individual Activity: Review the data profile to begin to examine the problem youth violence in the community to consider the questions posed.
- Individual Reflection: Identify three aspects of the problem that sticks out or surprises you. Write on a sticky the three aspects of the problem that sticks out and/or surprises you.
- Group Sharing: Share with the group what you identified that sticks out or surprises you.
- Group Consensus: Based on the individual responses of group members, as a large group determine the three aspects of the problem that surprises or sticks out the most for your group.
- Group Data Check: Based on the data profiles, what additional data would be helpful to collect for the profile and who can assist in providing it?

DREAM

What is the dream for youth, families and communities? What would youth, families and communities look like and experience if violence was not a problem? Describe that dream and what it would look like. Describe what would be success in an idea state if the problem was solved. For example the dream may be:

Youth live in safe and supportive communities in which they can succeed.

(The group will use the dream to develop a vision in the action plan section of guide.)

- Individual Reflection: Think about and describe the dream or ideal state for youth, families and communities as it relates to issue. What is the dream? How does the dream look if it were to be fulfilled? Write descriptive words on the sticky based on your dream or idea state for the youth, families, and/or community related to the problem.
- Group Sharing: Share with the group your dream or vision.
- Group Consensus: Based on the individual responses of group members, as a large

“BUT WHY” ROOT CAUSE ANALYSIS

Why is this dream not a reality today?

- Discuss why dream is not a reality. Concisely, state the dream described by the group as it relates to the issue. (E.g., Youth live in safe and supportive communities in which they can succeed.)
- Then, ask a series of “but why is this happening”, “But why is this occurring”, for each reason given by the group for why the dream is not a reality. For each reason or explanation for why the ideal does not currently exist, probe to greater depth to get at the root, or more systemic causes, of the current reality by asking “but why” or “why not”. Record responses. Conclude the exercise when the group gets to where they have exhausted the reasons why the dream is not a re-

BARRIERS AND OPPORTUNITIES

What key individuals or groups might oppose efforts to prevent youth violence? Can they be involved effectively? What other barriers might limit the effectiveness of the prevention initiative? How can the barriers and resistance become opportunities?

SOLUTIONS AND ALTERNATIVES

What are some alternatives for addressing the issue or problem in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community. (The group will refine these ideas in its action plan that is described in later chapters of this guide.)

BARRIERS AND OPPORTUNITIES

What key individuals or groups might oppose efforts to prevent youth violence? Can they be involved effectively? What other barriers might limit the effectiveness of the prevention initiative? How can the barriers and resistance become opportunities?

SOLUTIONS AND ALTERNATIVES

What are some alternatives for addressing the issue or problem in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community. (The group will refine these ideas in its action plan that is described in later chapters of this guide.)

Documenting the Problem

PLANNING PAGE

Please review the ideas in this chapter. Use this planning page to focus your group's efforts to document violence, particularly among youth, as a problem in your community. Your group might collaborate with officials of local police departments, school districts, and health departments to obtain existing data that could be used to document the problem.

THE PROBLEM OR ISSUE

Is intentional injury, particularly among youth, a problem in this community? What are the consequences? Who is affected? How are they affected? Are there related issues of concern (e.g., substance abuse or gang violence)? Are these issues of widespread concern?

State the problem as either:

(a) Too much of a positive condition or (b) Too few of a negative condition.

DREAM

What is the dream for youth, families and communities? What would youth, families and communities look like and experience if violence was not a problem? Describe that dream and what it would look like. Describe what would be success in an idea state if the problem was solved. For example the dream may be:

“BUT WHY” ROOT CAUSE ANALYSIS

Why is this dream not a reality today?
For every response, probe deeper with “But why”.

- But why?
- “But why is this happening?
- “But why is this occurring?
- “But why?
- ““But why is this happening?
- “But why is this occurring?
- “But why?”

BARRIERS AND OPPORTUNITIES

What key individuals or groups might oppose efforts to prevent youth violence?
Can they be involved effectively? What other barriers might limit the effectiveness of
the prevention initiative? How can the barriers and resistance be overcome?

BARRIERS AND OPPORTUNITIES

What key individuals or groups might oppose efforts to prevent youth violence? Can they be involved effectively? What other barriers might limit the effectiveness of the prevention initiative? How can the barriers and resistance become opportunities?

SOLUTIONS AND ALTERNATIVES

What are some alternatives for addressing the issue or problem in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community. (The group will refine these ideas in its action plan that is described in later chapters of this guide.)

Identifying Risk & Protective Factors

PLANNING PAGE

For a review of risk and protective factors, review the ideas presented on pages 4 and 5 of this Action Planning Guide and/or refer to Modules 3 and 5 of The Community Tool Box, available at www.ku.ctb.edu. The Centers for Disease Control and Prevention and World Health Organization publish lists of risk and protective factors for youth violence are useful for planning purposes. Additionally, the authors have compiled a list of evidence-based and promising strategies. It may be helpful to refer to these sections, titled “Inventory helpful to refer to the Inventory of Proposed Changes”.

RISK & PROTECTIVE FACTORS

What are the known risk and protective factors for and against youth violence? Are any of these protective factors related to behavior change strategies that WE can reasonably implement? List any risk and protective factors that your coalition may consider targeting in order to reduce youth violence.

- **Individual Activity:** Review the risk factor data profile that relates to your group sector. A good means for collecting the data might be through the Youth Risk Behavior Survey, available from the CDC and from the school system’s youth surveys on youth involvement in violent behavior. Look at percentages, levels, and trends when you examine the data (e.g., Ask what percentage of students have ever engaged in violent behavior?)
- **Individual Reflection:** Identify three aspects of the problem that sticks out or surprises you related to the risk factor profiles. Write on a sticky the three aspects of the problem that sticks out and/or surprises you.
- **Group Sharing:** Share with the group what you identified that sticks out or surprises you.
- **Group Consensus:** Based on the individual responses of group members, as a large group determine the three aspects of the problem that surprises or sticks out the most for your group.

RESOURCES FOR CHANGE

What resources and capacities are needed to address the mission? What local individuals or groups could contribute? What financial resources and materials are needed? How might the money and materials be obtained?

Resources Needed

Potential/Existing Sources

People/Organizations:

Financial:

Materials:

SOLUTIONS AND ALTERNATIVES

What are some alternatives for addressing the issue or problem in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community.
(The group will refine these ideas in its action plan that is described in later chapters of this guide.)

POLICE AND MEDICAL RECORDS

Public records provide information on community outcomes, such as injuries and deaths, associated with violence. What is the estimated rate of injuries due to violence? What is the rate of violent acts in the community? What is the homicide rate? How do the levels and trends compare with those of similar communities? (County and city law enforcement agencies may have data on the incidence of violence, such as assault and rape. Hospital emergency rooms may have data on injuries such as collected by the National Electronic Injury Surveillance System. Keep in mind, however, that many of these data sources are not open records; confidentiality and the interests of the data collectors need to be considered.)

Becoming Aware of Local Resources & Efforts

PLANNING PAGE

Please review the ideas in this chapter. Use this planning page to refine your group's understanding of *existing* programs and resources as well as *current* and *past* efforts of groups with a similar mission. Your group might use interviews with community leaders to help with these questions. Informants might be drawn from officials in health and human services, and the business and government sectors, as well as grassroots leaders in neighborhoods particularly affected by the concern.

EXISTING PROGRAMS & RESOURCES

What are the existing programs and resources for preventing violence among youth? How many people (and whom) are they serving? Do these services and programs meet local needs? Can their services be made more effective through local support, or other means?

CURRENT AND PAST INITIATIVES

Are there task forces or coalitions currently involved in preventing violence? If so, who are they? How many people are actively involved? Are these groups as effective as they could be? Were there past initiatives with a similar mission? Why and how did their efforts end?

Involving Key Officials and Grassroots Leaders

PLANNING PAGE

Please review the ideas in this chapter. Use this planning page to refine your group's understanding of which key officials and grassroots groups should be involved in the initiative. Your group might use interviews with community leaders to help with these questions. Informants might be drawn from officials in health and human services and the business and government sectors, as well as leaders in neighborhoods particularly affected by the concern.

KEY OFFICIALS

Who can make things happen on this issue? What individuals are in a position to create (or block) change? What contact people from the initiative would be most successful in getting these key officials to become involved in the initiative? Consider involving those who may initially be for (and against) the initiative.

Key Officials to be Involved

Contact People from the Initiative

KEY GRASSROOTS LEADERS

What neighborhoods and ethnic and cultural communities are particularly affected by this concern? What individuals and groups make things happen in these neighborhoods and cultural communities? What contact people from the initiative would be most successful in involving members of these neighborhoods and cultural communities?

Key Grassroots Leaders

Contact People from the Initiative

Creating a Supportive Context for Planning

PLANNING PAGE

Please review the ideas in this chapter. Use these planning pages to consider how your group will position itself for success. In particular, note the leadership of the planning group and its preferred size and structure, organization, and plans for integration of key leaders and people affected by the concern.

LEADERSHIP

Has a person or small group accepted responsibility for the initiative's success? Consider how the leaders can enhance their vision of a safe and healthy community for adolescents. How can the leaders attract others to the vision? How can the leaders enhance their skills to relate to others within the group? How can the group select for and support those with the courage, perseverance, and other attributes necessary to help transform the community?

GROUP SIZE AND STRUCTURE

What is a manageable size for the planning group? If more people wish to be involved, what structure will be used to include them? Perhaps the planning group might be composed of a smaller executive or steering committee which would report to the group.

GROUP ORGANIZATION

How will the planning group be organized? In larger groups or communities, planning might initially be done in subcommittees or task groups organized around community sectors, such as schools or religious organizations. In smaller groups or communities, this might be done by the entire group.

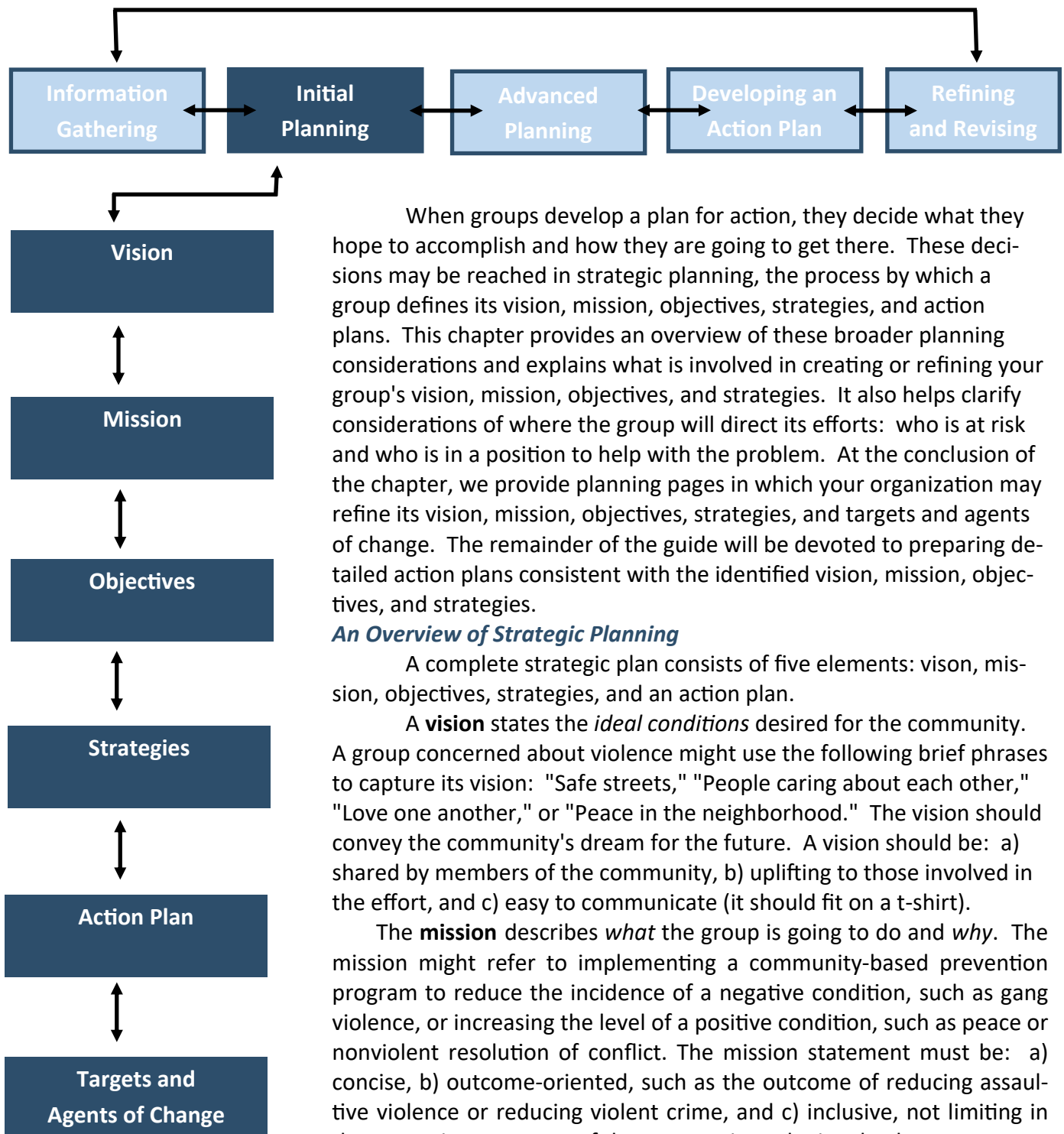
GROUP DIVERSITY & INTEGRATION

How will diversity and integration of differing perspectives be assured? How will influential people be involved? How will other citizens affected by the concern be involved? How can the continuing participation of those with resources and authority be maintained while preserving the involvement of other citizens without official titles.



CHAPTER II

Planning Overview: Vision, Mission, Objectives, Strategies, and Action Plans



The **mission statement** mandated by a funding initiative to prevent assaultive violence may look something like one of these:

- ◇ *"To reduce the number of violent incidents among adolescents, especially involving firearms and other weapons, through a major emphasis on prevention."*
- ◇ *"To reduce violence among youth through a comprehensive and coordinated approach to prevention."*
- ◇ *"To serve as a catalyst for bringing peace to our neighborhoods."*

Objectives refer to *specific measurable results* of the initiative. They include: a) key behavioral outcomes, such as change in the number of school-aged youth reporting involvement in violent acts, b) related community-level outcomes, such as the incidence of homicides and nonfatal assaultive violence, and c) key aspects of the process, such as adopting a comprehensive plan for the youth violence coalition. Objectives set specified levels of change and dates by when change will occur. Example objectives include:

- By the year 2020, decrease by 20% the incidence of violent acts reported by high school youth.
- By the year 2018, decrease by 40% the incidence of homicides among 15-24 year olds.
- By the year 2020, decrease by 50% the incidence of nonfatal assaultive violence among 15-24 year olds.

The objectives must be measurable (within the limits of the measurement systems now or potentially available), challenging, important to the mission, and feasible to accomplish.

Strategies refer to *how* the initiative will be conducted. Types of strategies include building coalitions among community groups and organizations, organizing grassroots efforts at the neighborhood level, modifying access to products and services, and advocating for new programs, policies, and laws related to the mission. A group may use a variety of strategies to meet its objectives and fulfill its mission. The proposed strategies should be consistent with what is known about planned change with communities, organizations, and individual behavior.

The prevention initiative's **strategies** may also be largely defined by the funding source or by the usual meaning of "coalition": collaboration between multiple sectors of the community on a common mission. A coalition's strategies might include the following:

- ◇ Use the media to promote public awareness of the consequences of assaultive violence and help establish prevention as a major community focus.
- ◇ Build a successful community coalition that involves all relevant sectors of the community in prevention of violence.
- ◇ Enhance grassroots involvement in prevention efforts.
- ◇ Promote coordination and integration of existing services and resources for preventing violence.
- ◇ Advocate for changes in programs and policies related to violence and its prevention.
- ◇ Although your group's mission, objectives, and strategies may be mandated, its action plan will reflect your community's unique vision, goals, concerns, and experiences.

Action plans describe how strategies will be implemented to attain the objectives. They refer to *specific action steps* to be taken to bring about changes to be sought in all relevant sectors of the community. Action steps indicate what actions will be taken (what), the responsible agents (by whom), the timing (by when), resources and support needed and available, potential barriers or resistance, and with whom communications about this plan of action should occur. Example action steps for identified changes are provided in later chapters.

Identifying Targets and Agents of Change

When the group has determined where it is going and how it is going to get there, it will focus on key actors whose behaviors need to be changed and people who are in a position to make the changes. Clarifying whose behavior must change to address the problem will help in later planning for action.

Potential **targets of change** include all adolescents, especially those youth aged 15-24, who are at particular risk to assaultive violence. They also include those whose action (or inaction) contributes to the problem, such as peers, adults, parents, caregivers, service providers, teachers, merchants, and elected and appointed officials.

Potential **agents of change** include all those in a position to contribute to the solution, such as peers, parents and caregivers, and the business community. They also include those who have a responsibility to contribute to the solution, including peers, parents, caregivers, service providers, teachers, business people and merchants, religious leaders, and elected and appointed officials.

Summary

This chapter outlined key ideas in strategic planning that may be used to review (and perhaps revise) the broad strategic plan. The planning pages that follow provide an opportunity to apply these ideas to your own community's prevention initiative.



Refining Your Group's Vision, Mission, Objectives and Strategies

PLANNING PAGE

Please review the ideas in this chapter. Use these planning pages to refine your group's vision, mission, objectives, and strategies. Please note that if you are applying for grant funds, the mission, objectives, and/or strategies may be largely or fully predetermined by the funder.

VISION

The vision describes the ideal condition desired for the community. It conveys the community's dream for the future. It must be a shared vision that is positive and easy to communicate.

Please state the vision for the group related to the effort:

MISSION

The mission statement describes the special task or purpose of the group. It describes *what* the group intends to do and *why*. It must be concise, outcome-oriented, and inclusive. Please state the mission of your group:

OBJECTIVES

Objectives state the goals toward which the project activities are directed. Objectives describe how much will be accomplished in specific, measurable results and state the time frame for the accomplishments. Objectives must be challenging, important, potentially measurable, timed, and feasible to accomplish. Please list the objectives of your group, inserting the appropriate dates and target percentages. Brainstorm your objectives here:

- Prompt to establish goal areas to guide the objective (later).
- Share objectives from grant.

STRATEGIES

Strategies describe *how* the objectives are going to be met. **Broad strategies** for reducing youth violence include increasing community cohesion, increasing personal experience and competence, decreasing environmental stressors and barriers, and enhancing environmental support and resources. **Specific strategies** related to changing **individual behavior** include a) providing information and enhancing skills, b) enhancing services and supports, c) modifying access, barriers, and opportunities, d) changing consequences (e.g., altering incentives and disincentives), and e) modifying policies and practices.

Specific strategies related to **organizational and community development** include a) community assessment and monitoring, b) public awareness and media campaigns, c) integrating and coordinating local agencies and resources, d) coalition building, e) modifying access to products and services, f) developing resources to enhance family and peer support, g) advocacy and nonviolent protest, h) enforcement of existing policies and laws, and i) changing policies and laws.

TARGETS OF CHANGE

Targets of change include all adolescents as well as those adolescents at particular risk to being victims or perpetrators of violence. (Targets of change are those who by their actions or inaction contribute to the problem). Possible targets of change include: adolescents, peers, gang members, adults, parents and caregivers, law enforcement officials, service providers, teachers, merchants who sell weapons, and elected and appointed officials.

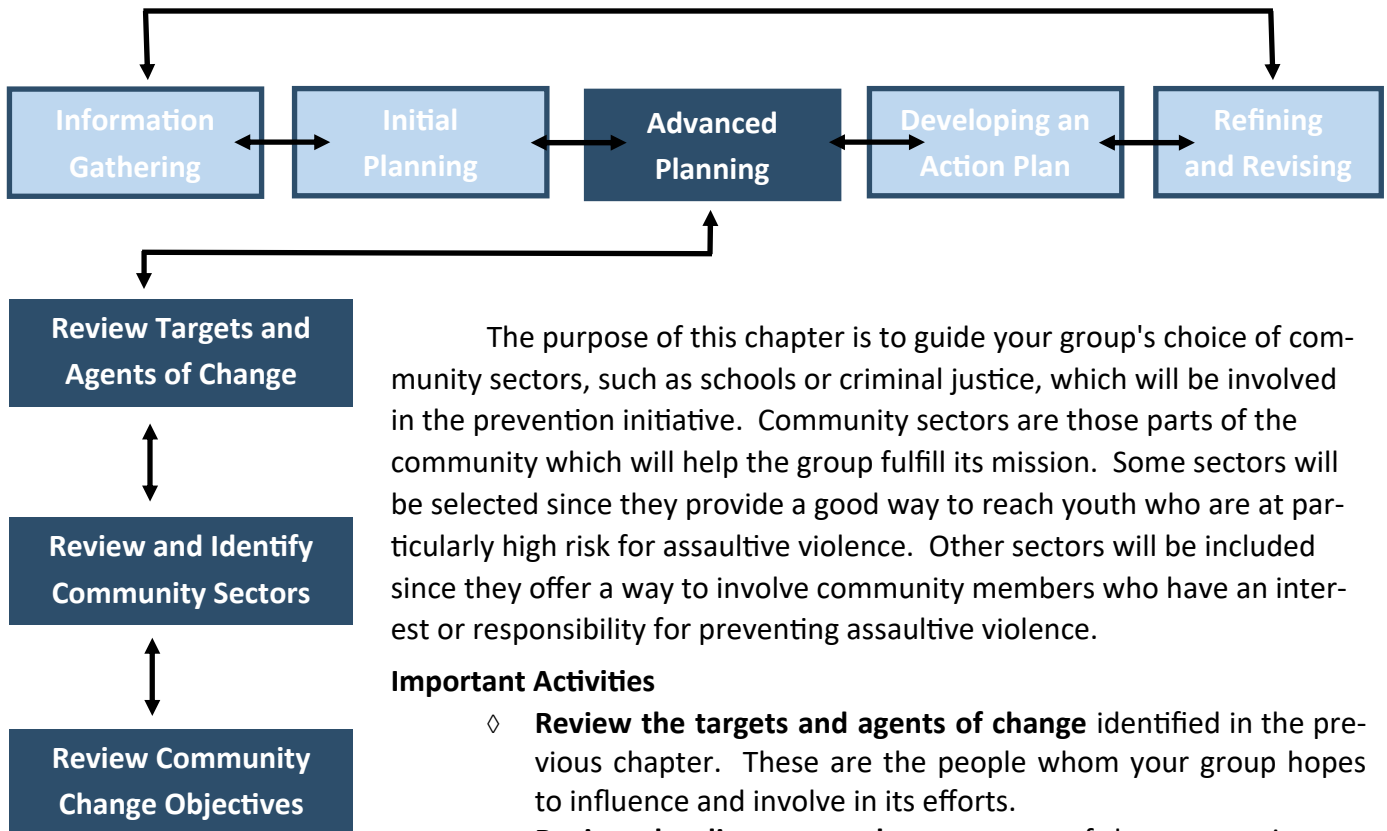
Please list the targets of change for your group.

AGENTS OF CHANGE

Agents of change are those who are in the best position to contribute to the solution, such as peers or parents and caregivers. They may also include those who have a responsibility to contribute to the solution, such as teachers or religious leaders. Possible agents of change include: peers, parents and caregivers, law enforcement officials, service providers, teachers, business people, religious leaders, and elected and appointed officials. Please list the agents of change for your group.

CHAPTER III

Involving Key Sectors of the Community



The purpose of this chapter is to guide your group's choice of community sectors, such as schools or criminal justice, which will be involved in the prevention initiative. Community sectors are those parts of the community which will help the group fulfill its mission. Some sectors will be selected since they provide a good way to reach youth who are at particularly high risk for assaultive violence. Other sectors will be included since they offer a way to involve community members who have an interest or responsibility for preventing assaultive violence.

Important Activities

- ◇ **Review the targets and agents of change** identified in the previous chapter. These are the people whom your group hopes to influence and involve in its efforts.
- ◇ **Review the diagram on the next page** of the community sectors involved in an example assaultive violence coalition. Consider which of these sectors of the community might be most useful in preventing assaultive violence. Modify the chosen sectors and delete or add new ones to fit your community's special needs, resources, barriers, and experiences.
- ◇ Use the Planning Page at the end of this chapter to **identify the sectors** that your group will use. Each sector should help reach your group's targets of change and/or involve your selected agents of change. Your organization's own particular sectors will reflect the overall vision, mission, objectives, and strategies, as well as local resources and opportunities.
- ◇ In preparation for the next important chapter on preparing an action plan, review the example **community change objectives** that could be sought in each sector. Consider how these changes in communities and systems could work together in a comprehensive and concrete vision to prevent youth violence.



Key Community Sectors

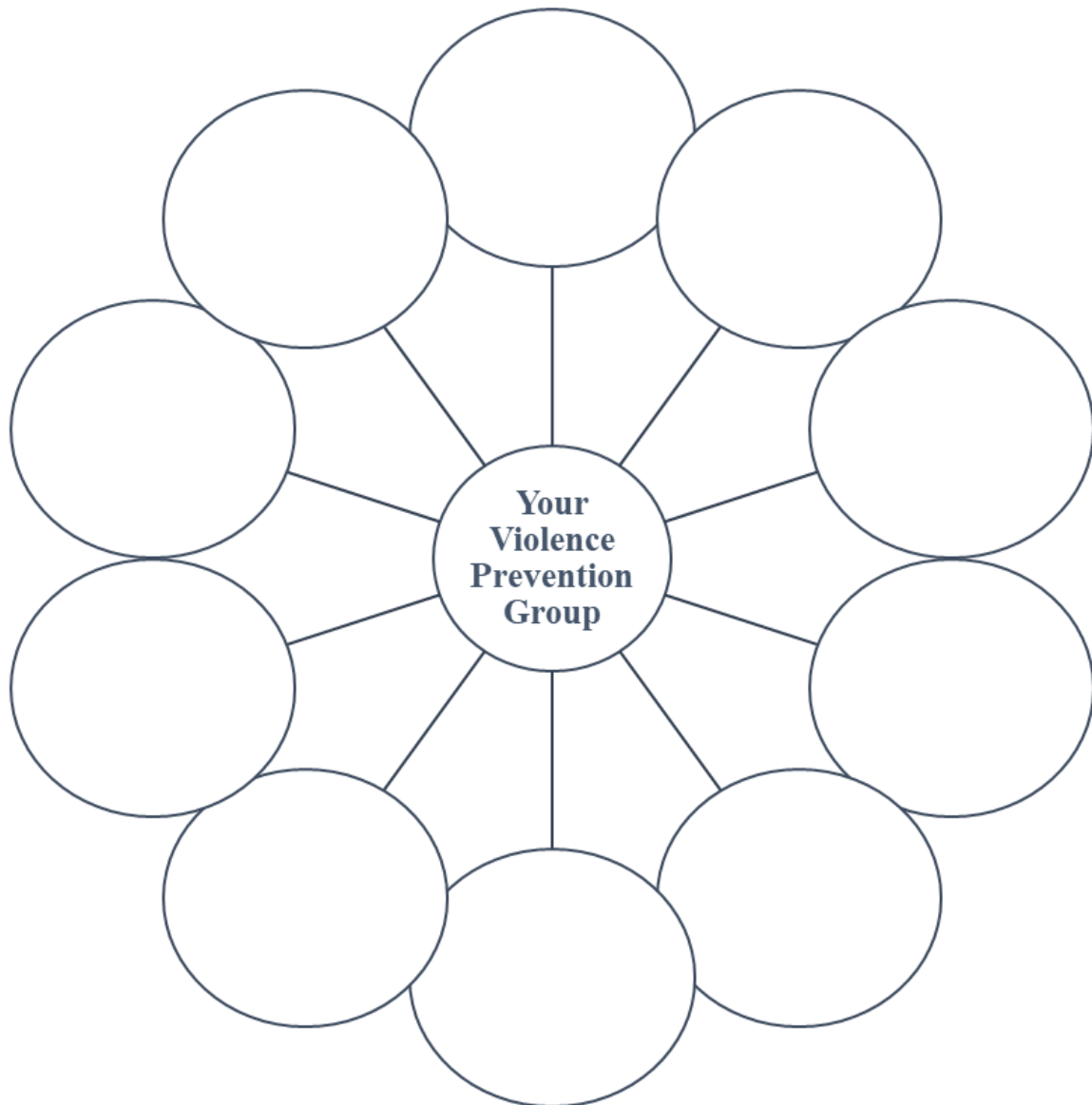
Here is an example of community sectors or groups that might be involved in our coalition. These are the community groups that will help fulfill the mission of preventing youth violence. Which community sectors should be used to address our mission? Which of these offer good prospects for changing youth behaviors? Can you think of other types of community groups that have a concern about preventing youth violence?



Choosing Community Sectors to be Involved in Your Group

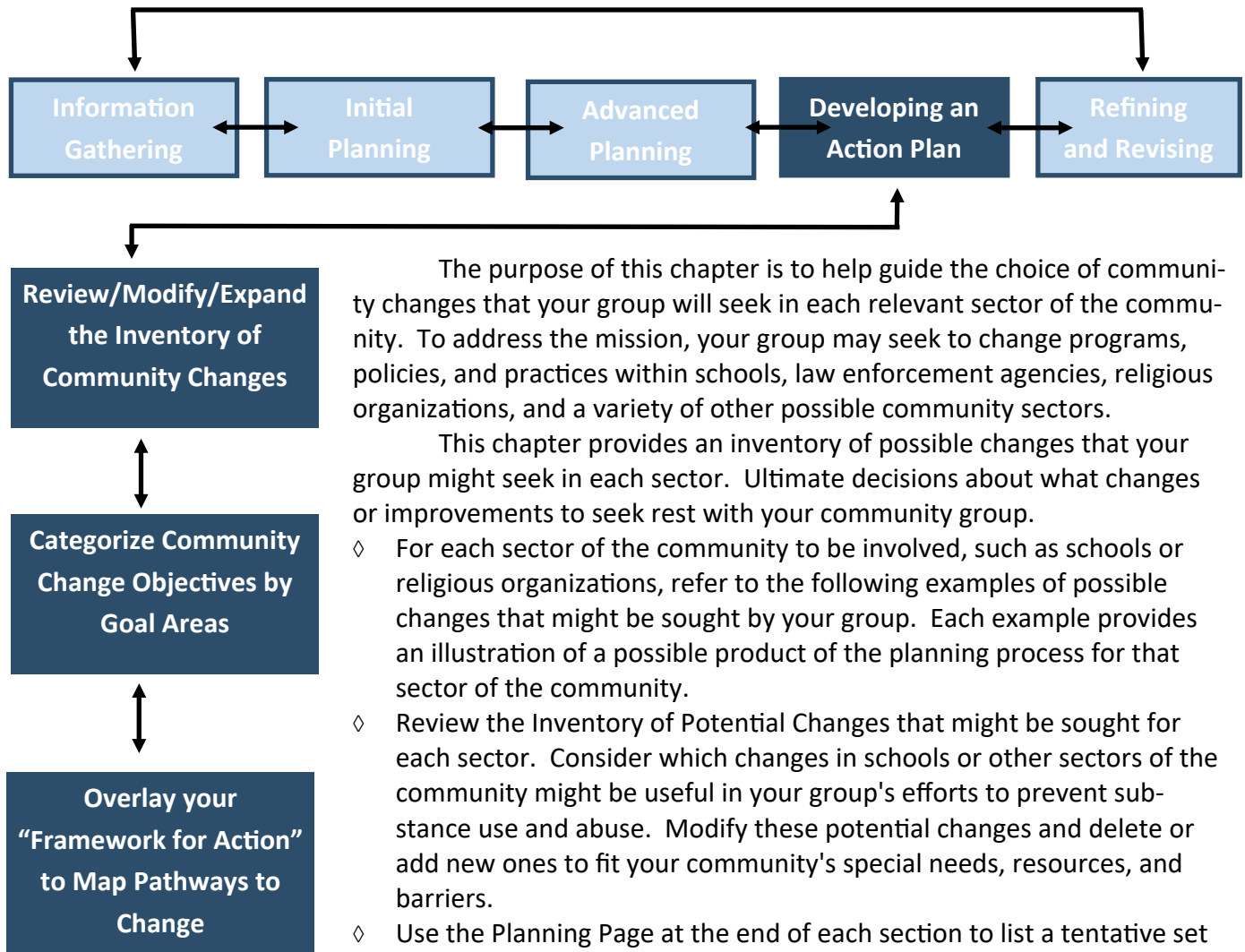
Please review the diagram for the youth violence prevention coalition on the previous page. Use this page to list proposed sectors of the community in which your group can and will have influence. Potential sectors include schools, criminal justice, religious organizations, and other contexts for reaching youth or involving those willing to help.

Review the targets and agents of change identified in the previous chapter. Consider what community sectors will best enable the group to reach the targets of change and to involve potential agents of change. Consider the following questions: Does the sector provide a way to reach large numbers of youth or youth at risk to assaultive violence? Does it provide access to community members who have an interest or responsibility for preventing assaultive violence? Is this part of the community important to the mission of reducing youth violence? Is it feasible to involve the sector in the group's efforts? What other sectors could or should be involved?



CHAPTER IV

Identifying Community and Systems Changes



The purpose of this chapter is to help guide the choice of community changes that your group will seek in each relevant sector of the community. To address the mission, your group may seek to change programs, policies, and practices within schools, law enforcement agencies, religious organizations, and a variety of other possible community sectors.

This chapter provides an inventory of possible changes that your group might seek in each sector. Ultimate decisions about what changes or improvements to seek rest with your community group.

- ◇ For each sector of the community to be involved, such as schools or religious organizations, refer to the following examples of possible changes that might be sought by your group. Each example provides an illustration of a possible product of the planning process for that sector of the community.
- ◇ Review the Inventory of Potential Changes that might be sought for each sector. Consider which changes in schools or other sectors of the community might be useful in your group's efforts to prevent substance use and abuse. Modify these potential changes and delete or add new ones to fit your community's special needs, resources, and barriers.
- ◇ Use the Planning Page at the end of each section to list a tentative set of changes to be sought in each sector. An extra copy of the Planning Page is provided for your convenience.

Note that the potential changes in the inventories are directed at many different levels of the community. Some address the behaviors of adolescents, while others seek to change the behaviors of influential people, such as teachers or clergy. Some changes are directed at the environment by altering the programs, policies, and practices of important institutions or organizations. Violence is a complex problem that is fostered by many levels of common practice in our communities. Your group should attempt to make changes in a variety of different sectors and levels in your community. Such changes may bring about a more meaningful and lasting solution.

Inventory of Potential Changes by Sector:










Educational Institutions

Please review this list of potential changes in a community's schools. The list notes how particular programs, policies, and practices of schools might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying school policies.

Identify those changes in the schools that may be most helpful to the mission of reducing youth violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's special needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in the schools. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, the school system will adopt and use effective violence prevention curricula in grades K-12. (Curricula will include information about the causes and consequences of violence, skills in conflict resolution, and strategies for preventing abuse of weapons.) 
 - Recommendations from the Melissa Institute for Violence Prevention and Treatment: <http://teachsafeschools.org/seven-steps.html>
 - The Aggressors, Victims, and Bystanders Curriculum (grades 6-9) to think/act to prevent violence from perspectives on Aggressors, Victims, and Bystanders <https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=142>
 - Second Step Violence Prevention Curriculum: <http://www.secondstep.org/research>
2. By _____, provide school system information on understanding trauma. <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/trauma> 
3. By _____, teach behavioral expectations on a school-wide basis. 
4. By _____, all athletic directors and/or coaches will be required to present a program to student athletes at the beginning of each sports season regarding the causes and consequences of violence, including the use of manipulation and coercion which relates to sexual violence. This program will include healthy alternative methods by which youth can protect themselves and resolve conflict by nonviolent means. 
5. By _____, use newsletters and in-service trainings to inform teachers on signs of youth violence and ways to monitor youth's behaviors related to violence (both assailants and victims of violence). 
6. By _____, use school newsletters and parent meetings to inform parents or guardians about signs of youth violence, monitoring behaviors related to violence, and methods of talking to their children about youth violence. 
7. By _____, conduct community forums on the problem of youth violence and what can be done about it. 
8. By _____, school principals, administrators, and school board members will be encouraged to collaborate on the design and implementation of school- and community-based initiatives to prevent assaultive violence. 
9. By _____, develop and implement culturally-specific prevention curricula in the traditions of African American, Hispanic, Native American, and other local cultures. 

10. By _____, provide information on how youth can get access to support programs for leaving gangs. (RR)
11. By _____, provide information on how to get access to support programs for victims of sexual assault. (RR)
12. By _____, provide information on how to get access to support programs for victims of alcohol and drug abuse. (RR)
13. By _____, provide information to youth about how to report physical and sexual abuse. (RR)
14. 12. By _____, promote the adoption of effective curricula to prevent sexual violence. (RR)
15. 13. By _____, the school system will adopt and use effective curricula for the prevention of substance abuse, especially alcohol. (RR)
16. By _____, create and/or support social marketing campaign for healthy lifestyles that promote coordinated messaging (i.e., so the same messages are shared throughout the community to youth by multiple sources). (PP)
17. By _____, develop a plan for identifying and referring at-risk youth (survivors, witnesses, and/or perpetrators) to appropriate individual or agency. (RR)
18. By _____, provide information to parents/guardians about how they can help their students be successful in school (e.g. getting and reviewing progress reports from school, checking homework). (PP)
19. By _____, _____ (other).

B. Enhancing skills

1. By _____, the school district will provide skill training in conflict resolution for all youth. (RR)
2. By _____, in collaboration with local Parent Teacher Organizations (PTAs and PTO's), establish and implement violence prevention programs for use by parents or guardians at home. (RR)
 - Stop Now And Plan (SNAP) program: <http://www.childdevelop.ca/programs/snap>
3. By _____, provide training in prevention of youth violence for each after-school and before-school club and other local student organizations. (RR)
4. By _____, provide training in school safety, emergency management, and bullying to teachers, administrative staff, hall monitors, lunchroom staff, and bus drivers. (RR)
5. By _____, provide teacher in-services, including lesson plans, for using youth violence prevention curricula in the classroom. (RR)
 - Promoting Alternative Thinking Strategies (PATHS) Program : <https://www.channing-bete.com/prevention-programs/paths/paths.html>
 - Program review: <http://www.blueprintsprograms.com/factsheet/promoting-alternative-thinking-strategies-paths>
6. By _____, all teachers have received training in classroom behavior management, and 95% of disciplinary consequences are administered at the classroom level. (RR)
7. By _____, provide skills training for parents and guardians that emphasizes adult-child communication and information about youth violence in your community. (RR)

8. By _____, provide skill training to youth in methods of refusing peer pressure to use weapons, especially knives and hand guns. (RR)
9. By _____, provide skills training to youth in recruiting peer support for the choice to avoid youth violence. (RR)
10. By _____, establish youth community service programs to enhance life skills and social responsibility. (PP)
11. By _____, provide cultural competence training (e.g. respecting differences) for all school staff (e.g. custodians, administrators). (PP)
12. By _____, provide training for teachers (e.g. in service, consultations) on how to link learning in the classroom with what is happening regarding youth violence. (RR)
13. By _____, provide training for youth in academic and life skills, including anger management, negotiation skills, communication skills, problem solving skills, study skills, help recruiting skills, assertiveness, and decision making. (RR)
14. By _____, provide skill training for teachers and administrators to assist them in recognizing situations that pose a threat for sexual violence. (RR)
15. By _____, provide skill training in how to avoid or walk away from a potentially violent situation without a loss of respect. (RR)
16. By _____, provide fair and impartial bias training to teachers, school counselors, and school staff. (RR)
17. By _____, provide workshop trainings to identify early signs of mental illness to teachers, school counselors, and staff. (RR)
18. By _____, provide school personnel training to differentiate those who make a threat from those who pose a threat. (RR)
 - <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/threat-assessment-at-school/threat-assessment-for-school-administrators-and-crisis-teams>
19. By _____, provide workshop trainings in Adverse Childhood Experiences/Resilience and/or Trauma-Informed Care to teachers, school counselors, and staff. (RR)
20. By _____, provide evidence-based programming supporting parenting skill and family relationships (e.g., Strengthening Families, etc.). (PP)
21. By _____, enhance social and emotional competencies. (RR)
 - understanding the value of social and emotional learning: <https://casel.org/faqs/>
22. By _____, _____ (other).

C. Changing Consequences (Providing incentives and disincentives)

1. By _____, establish incentive programs to reward peers who encourage each other to avoid the use of weapons, or engage in violent acts. (RR)
2. By _____, establish an incentive program in which employment and secondary education options are created for at-risk youth who do not engage in violent acts. (RR)
3. By _____, establish contests for youth efforts and success in avoiding or reducing violence. (RR)
4. By _____, provide incentives for school teachers and administrators to implement effective violence prevention initiatives. (RR)

5. By _____, provide incentives for at-risk youth to avoid violence. (RR)
6. By _____, provide incentives for businesses to hire youth for after school jobs. (PP)
7. By _____, provide incentives for schools, youth programs, etc., to train youth in prevention strategies that help them to avoid sexual violence. (RR)
8. By _____, provide incentives, such as course credit, for youth who participate in socially constructive extracurricular activities, such as community service. (PP)
9. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, establish student organizations against youth violence in high school and middle schools. (RR)
2. By _____, establish programs by which at-risk youth who remain weapon or violence free can gain access to potential employers and other influential adults. (RR)
3. By _____, establish peer support groups for teens to explore ways to resist youth violence, sexual coercion, and/or becoming involved in gang activity. (RR)
4. By _____, organize support groups and networks for parents and guardians. (PP)
5. By _____, establish peer support groups for youth who wish to get out of gangs. (RR)
6. By _____, establish peer support groups for youth who have been victims of sexual assault. (RR)
7. By _____, establish peer counseling programs in which peers who have used weapons or were violent can provide information about the consequences. (RR)
8. By _____, establish intergenerational programs that link children and adolescents with elders. (PP)
9. By _____, provide school credit for youths' participation in prevention efforts to reduce violence. (RR)
10. By _____, develop a discussion series where students hear from youth offenders and victims with regard to the effects of adolescent violence. (RR)
11. By _____, establish peer mediation programs for youth who are involved in conflict situations. (RR)
12. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, assess school grounds for security concerns with law enforcement personnel or by individuals trained in Crime Prevention Through Environmental Design (CPTED). (RR)
2. By _____, provide adequate night lighting and security on school grounds open to youth. (RR)
3. By _____, eliminate access to unsupervised areas on school grounds. (RR)
4. By _____, provide space and supervision in school facilities for weekend and vacation use by teen groups. (PP)
5. By _____, provide enhanced supervision and surveillance at youth hangout locations. (RR)

6. By _____, install metal detectors in the high schools to detect those carrying weapons. (RR)
7. By _____, provide increased monitoring of hallways, lunchrooms, etc., during high traffic times. (RR)
8. By _____, assess not only for the safety of school and school grounds, but also the safety of the routes students take to school. (Ask students to draw a map of how they get to and from school and/or their perceived school bus safety.) Interview school bus drivers, janitors, and lunchroom staff about safety and implement intervention strategies. (RR)
9. By _____, involve students in an environmental improvements committee to promote ownership of change and facilities. (RR)
10. By _____, _____ (other).

F. Improving services

1. By _____, develop and implement programs to help youth set personal goals and objectives. (RR)
2. By _____, develop after-school employment and recreational programs for youth. (RR)
3. By _____, the school has implemented a student peer meditation training program and a student-led restorative justice program. (RR)
4. By _____, develop summer school alternative programs for youth. (RR)
5. By _____, develop and provide opportunities for community service. (RR)
6. By _____, establish a violence prevention center in the schools in cooperation with the criminal justice system or health department. (RR)
7. By _____, the school has a broadly represented crisis intervention team that has been trained in crisis response and management. (RR)
8. By _____, provide cognitive behavioral therapy for trauma in schools. <https://cbitsprogram.org/> (RR)
9. By _____, provide additional programming for at-risk population. (RR)
 - The Coping Power Program (K-8) <http://www.blueprintsprograms.com/factsheet/coping-power>, <http://www.copingpower.com/>
 - Teen Anger Management Education, Think First, and Aggression Replacement Training https://k12engagement.unl.edu/strategy-briefs/Three%20Anger%20Mgmt%20Programs%2010-21-2013_2.pdf
 - Tertiary support (5-10% of population): Wraparound <https://www.pbis.org/school/tertiary-level/wraparound>
10. By _____, establish and maintain a network among local schools for improving coordination of local violence prevention efforts. (RR)
11. By _____, school personnel have established procedures to identify students who have experienced multiple Adverse Childhood Experiences (high ACE scores) as a result of abuse, neglect, parental dysfunction, and have provided them with treatment services. (RR)
12. By _____, work with local college/university teams to help create and apply knowledge relevant to violence prevention. (RR)

13. By _____, create learning teams of parents, students, and teachers to communicate about and improve educational outcomes. (RR)
14. By _____, _____ (other).

G. Modifying policies of schools



1. By _____, the school will require all students and their parents or guardians to sign contracts regarding violent behavior and carrying weapons as a prerequisite to participation in school athletics and other co-curricular activities such as debate, biology club, or band. (RR)
2. By _____, the school will establish a policy of mandatory expulsion (or suspension) from athletic and other co-curricular programs for any student who violates codes of violent behavior or carrying weapons. (RR)
3. By _____, the school board will institutionalize the use of effective K-12 violence prevention curricula in the school system. (RR)
4. By _____, create a collaboratively written Code of Conduct for the school. It should be current, educational rather than punitive, and define both desirable and undesirable behaviors and resultant consequences. (Including for students who sexually harass or abuse other students) (RR)
5. By _____, the school system will collect and report data on district-wide expulsion of students for violent behavior. (RR)
6. By _____, creating trauma sensitive schools. <http://www.nasponline.org/resources-and-publications/resources/mental-health/trauma-sensitive-schools> (RR)
7. By _____, conducting a formal review of all safety policies, and school emergency plans and practices. For example, ensure a regular schedule for school safety drills. (RR)
8. By _____, develop and maintain effective policies and procedures for keeping gang-related "identifiers" and behaviors out of the building and off school grounds. (RR)
9. By _____, _____ (other).

H. Providing public feedback on goal attainment

1. By _____, provide a yearly report of violent behavior among middle school and high school youth (e.g., Youth Risk Behavior Survey, Centers for Disease Control and Prevention, Atlanta, GA). (RR)
2. By _____, provide a community scorecard, publicly reporting on monthly/yearly levels of youth violence in the neighborhood or community, reporting increases or decreases from previous time periods. (RR)
3. By _____, publicly post annual levels of reported weapon use among adolescents in the school. (RR)
4. By _____, provide public displays (similar to the "wanted" posters in post offices) of those convicted of selling weapons to youth. (RR)
5. By _____, modify school board (and state) policies to permit weapon detection devices in the schools. (RR)
6. By _____, _____ (other).

I. Modifying broader policies affecting schools

1. By _____, change the state Educational Neglect Statute to require more regular reporting of truants. (RR)
2. By _____, change reporting laws to facilitate public exposure of adults and teens who sell weapons unlawfully. (RR)

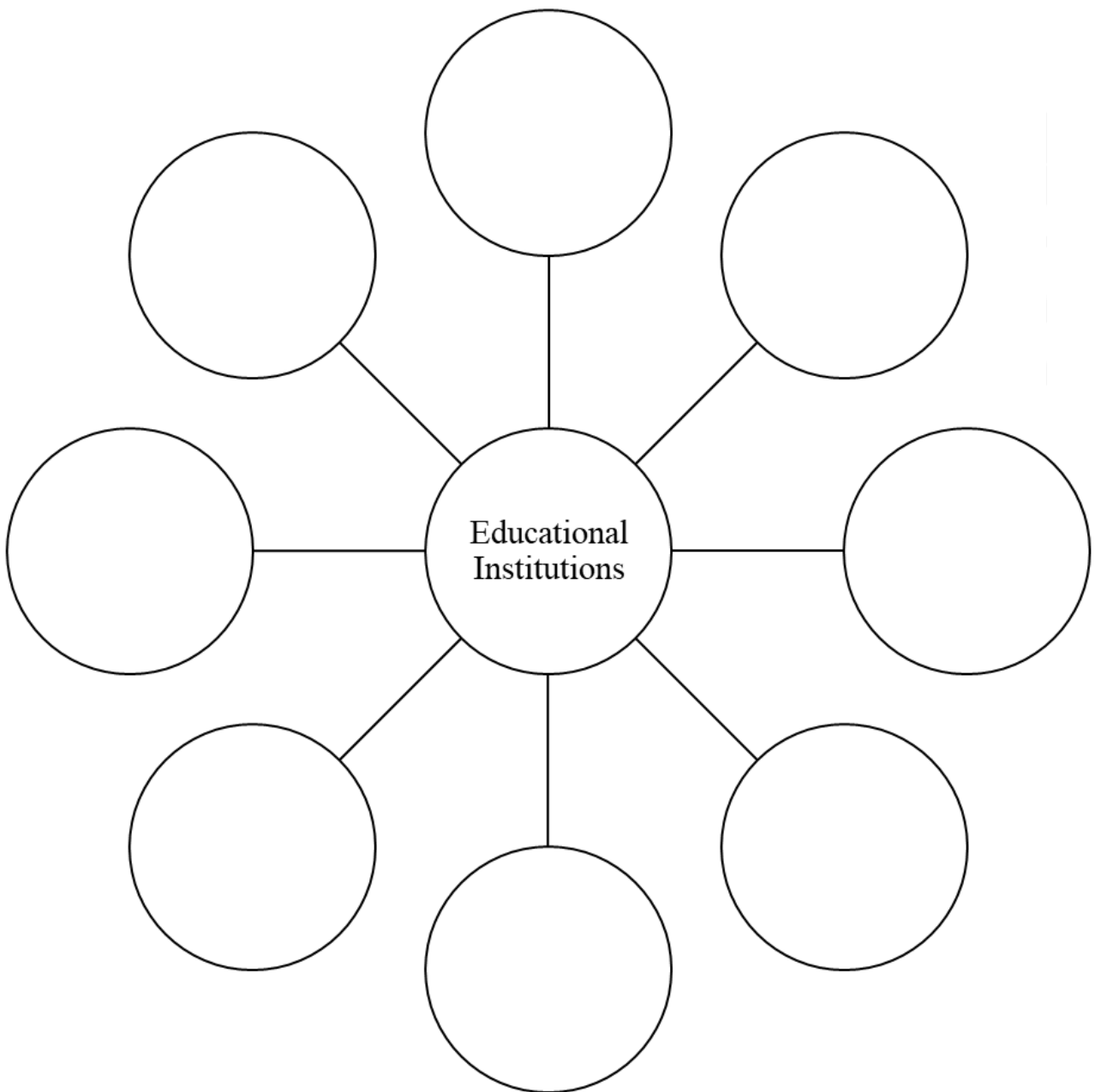
3. By _____, in school suspension should be used exceedingly rare and only used for clear issues of student safety and when home supervision can be ensured. 
4. Ongoing needs assessment and program planning are driven by authentic data from disciplinary referrals and academic progress monitoring, an interventions are linked to the data. 
5. By _____, _____ (other).

Proposed Changes: Educational Sector

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's schools. Consider changes that can occur at the elementary, middle, high school, vocational school, and college levels.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should the schools do?



Inventory of Potential Changes by Sector:

Law Enforcement, Probation, Parole, and Courts

Please review this list of potential changes in a community's criminal justice system. The list notes how particular programs, policies, and practices of law enforcement and other agencies might be changed to contribute to the mission of reducing youth violence. These changes that might be sought are organized under several categories of changes, such as providing information or modifying criminal justice policies.

A. Providing Information

1. By _____, provide information to schools about local levels of violence, its consequences, and effective prevention methods. (RR)
2. By _____, provide information to neighborhood parent groups and organizations about local levels of violence, its consequences, and effective prevention methods. (RR)
3. By _____, provide law enforcement information on understanding trauma. <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/trauma> (PP)
4. By _____, _____ (other).

B. Enhancing skills

1. By _____, train teachers, parents or guardians, and community leaders in awareness of violence and gang-related activity. (RR)
2. By _____, train volunteers to monitor violence and gang-related activity as part of Neighborhood Watch programs. (RR)
3. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, establish a reward program for tips leading to conviction for violent acts, possession of illegal weapons, and gang-related activity. (RR)
2. By _____, mandate a quota of arrests of those supplying weapons to youth. (RR)
3. By _____, increase penalties for parents or guardians who serve as accessories to violent activities. (PP)
4. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, establish programs for police officers to work with youth in alternative activities and education. (RR)

2. By _____, establish referral to related health and social services programs, such as for domestic violence. (RR)
3. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, in collaboration with the police department, develop and implement a plan for the early and systematic removal of "crack" or "drug" houses in affected neighborhoods. (Do not wait to catch the "big fish".) (RR)
2. By _____, develop and implement a citywide plan to remove graffiti associated with gang activity. (RR)
3. By _____, develop and implement a plan to restrict access to abandoned buildings, vacant lots, and other gathering places of illegal activity. (RR)
4. By _____, _____ (other).

F. Improving services

1. By _____, establish crisis intervention teams to address extreme or repeated instances of conflict among family members. (RR)
2. By _____, collaborate with the school district to implement a plan for increased security on and around school grounds. (RR)
3. By _____, establish a "silent witness hotline" for youth reporting assaultive violence by parents, guardians, or peers. (RR)
4. By _____, establish a partnership with school teachers and students in the reporting of violence, possession of illegal weapons, and gang-related activity. (RR)
5. By _____, provide legal services whereby protective orders, temporary restraining orders, and peace bonds keep violent offenders from attacking partners or family members. (RR)
6. By _____, establish early (elementary school) intervention programs for prevention of violence and gang-related activity for families and youth. (RR)
7. By _____, provide a coordinated program of "wrap around" services for youth involved in violent crimes that includes juvenile court, schools, and social and rehabilitative services. (RR)
8. By _____, implement strategy of directed patrols, focusing on illegal gun carrying in high-crime areas, to prevent gun crimes.
9. By _____, _____ (other).

G. Modifying policies of law enforcement organizations

1. By _____, increase prosecution of perpetrators of violent acts who are family members, intimates, or acquaintances of the victim. (RR)

2. By _____, increase the frequency of crackdowns on merchants who illegally sell weapons. (RR)
3. By _____, introduce an award system for police who contribute to the prevention of youth violence. (RR)
4. By _____, reduce the waiting period between actual arrest and final disposition for violent crimes. (RR)
5. By _____, reduce requirements for victims of violent crime to appear before the court on repeated occasions. (RR)
6. By _____, create a citizen review board to monitor service by juvenile offenders convicted of violent crimes. (RR)
7. By _____, increase enforcement of laws against drinking in public places. (RR)
8. By _____, _____ (other).

H. Providing public feedback on goal attainment

1. By _____, publicize the levels of police and citizen surveillance for violence and gang-related activity. (RR)
2. By _____, publicize the levels of police arrests and prosecutions for violence and gang-related activity. (RR)
3. By _____, cooperate with the media to communicate accurate information on the level of violence, including violence among youth. (RR)
4. By _____, _____ (other).

I. Modifying broader policies affecting law enforcement

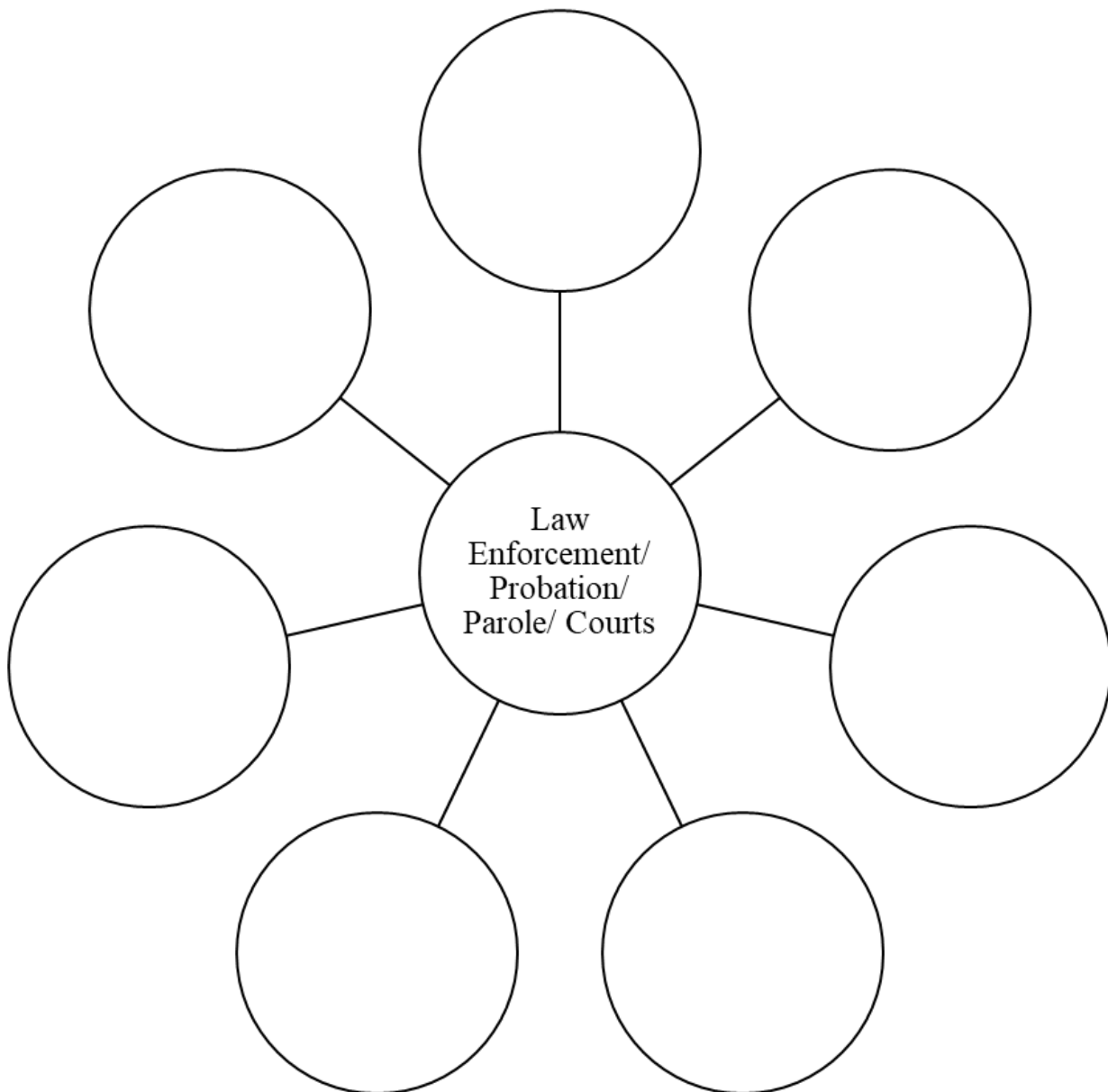
1. By _____, drive-by shooting will be elevated to a felony offense. (RR)
2. By _____, strengthen and enforce laws regarding buying, selling, or possession of firearms by youth. (RR)
3. By _____, a statewide witness protection plan will be adopted to mandate reports of violence and gang-related activity. (RR)
4. By _____, establish mandatory penalties for using a firearm or other weapon in a felony. (RR)
5. By _____, establish mandatory penalties for carrying unlicensed firearms. (RR)
6. By _____, provide resources for community policing to increase the constructive presence of police officers in high crime neighborhoods. (RR)
7. By _____, _____ (other).

Proposed Changes: Law Enforcement, Probation, Parole, Courts

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's criminal justice system. Consider changes for police, district attorneys, and judges.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should the criminal justice system do?



Inventory of Potential Changes by Sector:

Faith-Based Organizations

Please review this list of potential changes in a community's religious organizations. The list notes how particular programs, policies, and practices of religious organizations might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying policies of religious organizations.

Identify those changes in religious organizations that may be most helpful to the mission of reducing youth violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in religious organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, each denominational central office within _____ County will create an ongoing violence prevention program. (RR)
2. By _____, promote adoption and use of effective curricula to prevent preadolescents and adolescents from using weapons, especially knives and guns. (RR)
3. By _____, inform parents or guardians about the signs of weapon use and gang involvement, ways to monitor the violence-related behavior of youth, and ways to talk with youth about drugs and violence. (RR)
4. By _____, develop and maintain a resource directory listing local support services for at-risk youth. (RR)
5. By _____, implement culturally-specific prevention curricula in the traditions of African American, Hispanic, Native American, and other local cultures. (PP)
6. By _____, conduct seminars for parents and guardians on religion and violence. (RR)
7. By _____, develop and distribute inserts for church bulletins and bulletin boards on violence and its prevention. (RR)
8. By _____, hold seminars in churches on youth violence and the costs of intentional and unintentional injury. (RR)
9. By _____, create a network among ministers of all denominations where programs and strategies to prevent youth violence could be discussed. (RR)
10. By _____, _____ (other).

B. Enhancing skills

1. Annually, _____ will provide in-service training to area clergy and religious workers on how to use community resources for preventing and coping with violence and sexual abuse, and facilitate more effective referrals to local agencies. (RR)
2. By _____, provide skills training for parents and guardians that emphasizes adult-child communication and information about violence in your community. (RR)
3. By _____, provide skills training to youth to resist peer pressure to use weapons or be violent. (RR)
4. By _____, provide skills training to youth in how to provide and recruit peer support for choosing to avoid weapons or violent behavior. (RR)
5. By _____, provide training for clergy in conducting violence prevention efforts. (RR)
6. By _____, identify and build work-related skills among youth. (PP)
7. By _____, develop and implement programs to enhance youths' academic skills. (PP)
8. By _____, establish and implement a job finding and goal setting program for youth. (PP)
9. By _____, provide still training in how to avoid or walk away from a potentially violent situation without a loss of respect. (RR)
10. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, establish support and incentive programs to reward peers who encourage each other to avoid weapons, and violent behavior. (RR)
2. By _____, establish an incentive program in which employment and secondary education options are created for at-risk youth who avoid violence and carrying weapons. (RR)
3. By _____, involve religious leaders in establishing achievement scholarships for youth who avoid violence and carrying weapons. (RR)
4. By _____, establish a program where representatives from churches, synagogues and mosques take youth on trips to places they have never visited. (PP)
5. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, establish intergenerational support programs, such as Rites of Passage, that link children and adolescents from diverse ethnic and cultural backgrounds with their elders. (PP)
2. By _____, establish mentoring programs by which at-risk youth who avoid violence and weapons can gain access to potential employers and other influential adults. (RR)
3. By _____, establish peer support groups for teens to resist pressure to be violent or use weapons. (RR)
4. By _____, organize support groups and networks for parents and guardians. (PP)
5. By _____, establish peer support groups for those who have experienced violence such as assault and rape. (RR)
6. By _____, establish support programs, such as "underground railroads," for those who are attempting to end their involvement with gang members. (RR)

7. By _____, establish peer counseling programs in which peers who have used weapons can provide information about the consequences. (RR)
8. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, use the grounds near churches, and other religious organizations to create well lit and supervised recreational areas. (PP) (RR)
2. By _____, use religious facilities for evening and weekend teen groups and retreats. (PP)
3. By _____, provide positive alternative activities and needed supports (e.g., tutoring) during out-of-school time. (PP)
4. By _____, _____ (other).

F. Improving services

1. By _____, develop after-school employment and recreational programs for youth. (PP)
2. By _____, develop summer school alternative programs for youth. (PP)
3. By _____, establish or enhance training programs for clergy in the prevention of youth violence. (RR)
4. By _____, develop and implement programs to help youth set personal goals. (PP)
5. By _____, develop an informational exchange and ecumenical support network for community clergy, religious workers, and active laity to prevent and cope with violence. (RR)
6. By _____, develop after school peer tutoring programs as alternative activities for youth. (PP)
7. By _____, create a teen rap group, and/or gospel choir as an alternative activity for youth to become involved. (PP)
8. By _____, recruit and work with volunteers to adopt a block. (PP)
9. By _____, conduct prayer walks or drive-by prayer to pray for the community and establish a presence in your community that will allow congregants to get to know neighbors and youth in neighborhood. (PP)
10. By _____, coordinate with social service agencies to provide services or access through your church. (RR)
11. By _____, develop and support lay health worker models for congregants and residents. (PP)
12. By _____, _____ (other).

G. Modifying policies of religious organizations

1. By _____, involve the local counsel of chambers in mandating the use of effective violence prevention curricula in Sunday school and other religious programs. (RR)
2. By _____, have ministers incorporate violence information into their yearly seminars. (RR)
3. By _____, _____ (other).

H. Providing public feedback on goal attainment

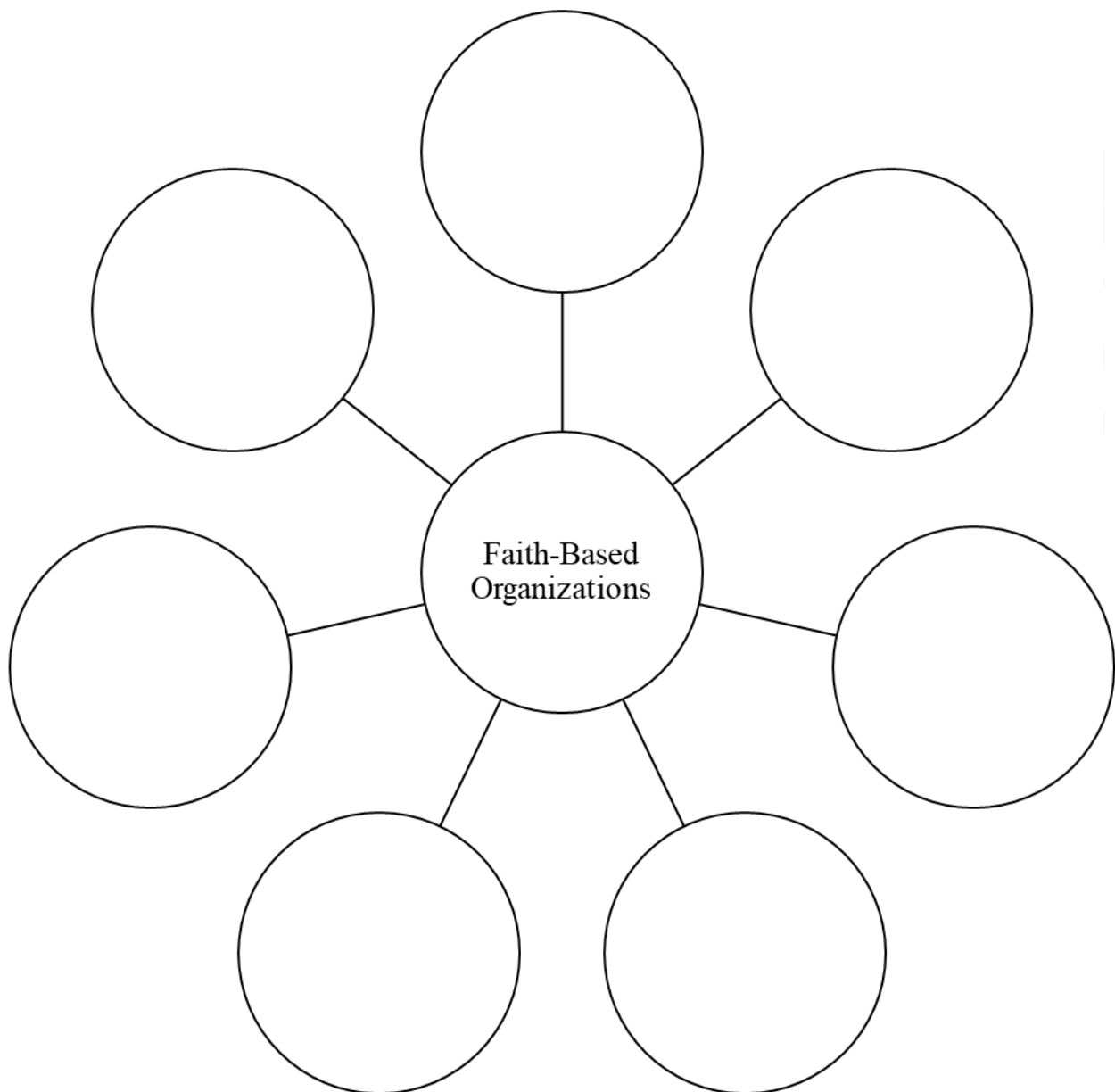
1. By _____, provide a community scorecard to area congregations, publicly reporting information on the level of reported assaultive violence and other community level indicators such as firearm injuries. (RR)

Proposed Changes: Faith-Based Organizations

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's faith-based organizations.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should the faith community do?



Inventory of Potential Changes by Sector:

Business Community

Please review this list of potential changes in the local business community. The list notes how particular programs, policies, and practices of the business community might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying business policies.

Identify those changes in the business community that may be most helpful to the mission of reducing assaultive violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in the business community. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, promote adoption and use of effective violence prevention programs in all major businesses, industries, and worksites. Provide information about the community's rate of violent incidents in all major businesses, industries, and worksites, especially those employing adolescents. (RR)
2. By _____, provide information for employers regarding the costs to business related to violence, especially that due to firearms. (RR)
3. By _____, provide information annually for retailer and store clerks on the laws for supplying minors with firearms and ammunition along with information regarding the consequences of breaking those laws. (RR)
4. By _____, provide information on prevention of assaultive violence and firearm injuries to all firearm merchants for use in their establishments. (RR)
5. By _____, provide information about prevention of assaultive violence for members of local business organizations (e.g., Rotary Club). (RR)
6. By _____, provide information to business leaders on risk factors for violent behavior among youth including lack of feasible life options and perceived employment opportunities. (RR)
7. By _____, provide information about the consequences of weapon possession, violent behavior, and responsible decision making in all businesses and industries that frequently employ youth. (RR)
8. By _____, provide information on the problem of sexual assault, in the workplace. (RR)
9. By _____, _____ (other).

B. Enhancing skills

1. By _____, provide training in communication and refusal skills for retailer and store clerks in stores that sell alcohol, tobacco, firearms and other weapons. (RR)
2. By _____, establish corporate funded and supported job skills training, placement, and hiring practices for adolescents at risk to unemployment and underemployment. (PP)
3. By _____, provide workshops for employers and employees in adult-child communication including how to talk to children and youth about gangs and violence. (RR)
4. By _____, provide on-site skills training for adolescent and adult employees that emphasize conflict resolution, negotiation, street etiquette, etc. (RR)
5. By _____, provide skills training on assertiveness, decision-making, and resisting peer pressure to engage in violent activity in all businesses and industries that frequently employ adolescents. (RR)
6. By _____, develop new and/or expand existing programs that establish self-employment and entrepreneurial training opportunities for youth. (PP)
7. By _____, develop and provide information to area businesses about what kinds of services are needed.
8. By _____, provide training in getting a job (e.g., job interviewing) and keeping it (e.g., handling criticism from employers). (PP)
9. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, support increased fines and more frequent crackdowns on merchants who illegally sell firearms, tobacco, and alcohol to minors. (RR)
2. By _____, provide incentives for youth who report illegal sales of tobacco, alcohol, firearms and other weapons. (RR)
3. By _____, provide publicity to merchants who contribute to the prevention of violence and illegal sales of tobacco, alcohol, and weapons. (RR)
4. By _____, provide internship opportunities in local businesses for at-risk youth who don't become involved in violence or gang activity. (RR)
5. By _____, establish scholarship and other incentive programs for adolescent employees who obtain above average school grades and who complete high school graduation requirements. (PP)
6. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, establish support programs, either peer or intergenerational programs, to assist youth trying to avoid involvement with weapons and gangs. (RR)
2. By _____, establish or sponsor support groups and networks among employees who are parents or guardians. (PP)
3. By _____, establish advanced education financing and support systems by which at-risk youth can attend college or vocational training programs. (PP)
4. By _____, establish mentoring programs by which at-risk youth who avoid violence can gain access to potential employers, internships, and job opportunities. (PP)
5. By _____, develop new and/or expand existing programs that establish self-employment and entrepreneurial training opportunities for youth. (PP)
6. By _____, establish and support the adoption of violence prevention programs in existing employee organizations (labor unions, employee health committees). (RR)

7. By _____, provide training on building resumes and job seeking skills to high school students and young people entering the workforce. (PP)
8. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, support efforts to reduce the number of gun shops in all residential neighborhoods, especially low-income neighborhoods. (RR)
2. By _____, improve night lighting in commercial areas at high-risk for violent activity. (RR)
3. By _____, install metal detectors at entrances of high-risk businesses, such as night clubs. (RR)
4. By _____, _____ (other).

F. Improving services

1. By _____, establish a speakers' bureau featuring well-known business people talking about youth violence issues. (RR)
2. By _____, increase donated money and services for low-income families, such as food and clothes, shelter for the homeless, holiday gifts, and tutoring services. (PP)
3. By _____, increase donated money and services for the violence prevention initiative, including refreshments for meetings, incentives for the youth, equipment and supplies for the facility, and usage of office meeting space. (PP)
4. By _____, provide GED courses in the workplace for business and industries which frequently employ adolescents. (PP)
5. By _____, establish and maintain a funding drive to coordinate the collection of funds and other resources for violence prevention programs.
6. By _____, provide communication programs in the workplace for parent or guardians and their adolescents. (PP)
7. By _____, _____ (other).

G. Modifying policies of business organizations



1. By _____, adopt policies to support vocational training in the schools. (PP)
2. By _____, adopt policies to encourage hiring of youth at risk to violence, including African American youth and other ethnic and cultural minorities. (RR)
3. By _____, adopt policies that don't allow any one employee to be the only one at the establishment during nighttime hours. (RR)
4. By _____, _____ (other).

H. Providing public feedback on goal attainment

1. By _____, support annual "stings" to assess illegal sales and possession of firearms and alcohol by minors and publicize the levels of illegal sales by local merchants. (RR)
2. By _____, publicize the levels and trends of community indicators of assaultive violence, such as injuries by firearms, drive-by shootings, and other crime perpetrated by youth. (RR)
3. By _____, _____ (other).

I. Modifying broader policies affecting business organizations

1. By _____, support increases in fines for illegal sales of firearms, tobacco, and alcohol to minors. (RR)
2. By _____, pass legislation to subsidize job-training programs for adolescents at risk. (PP)

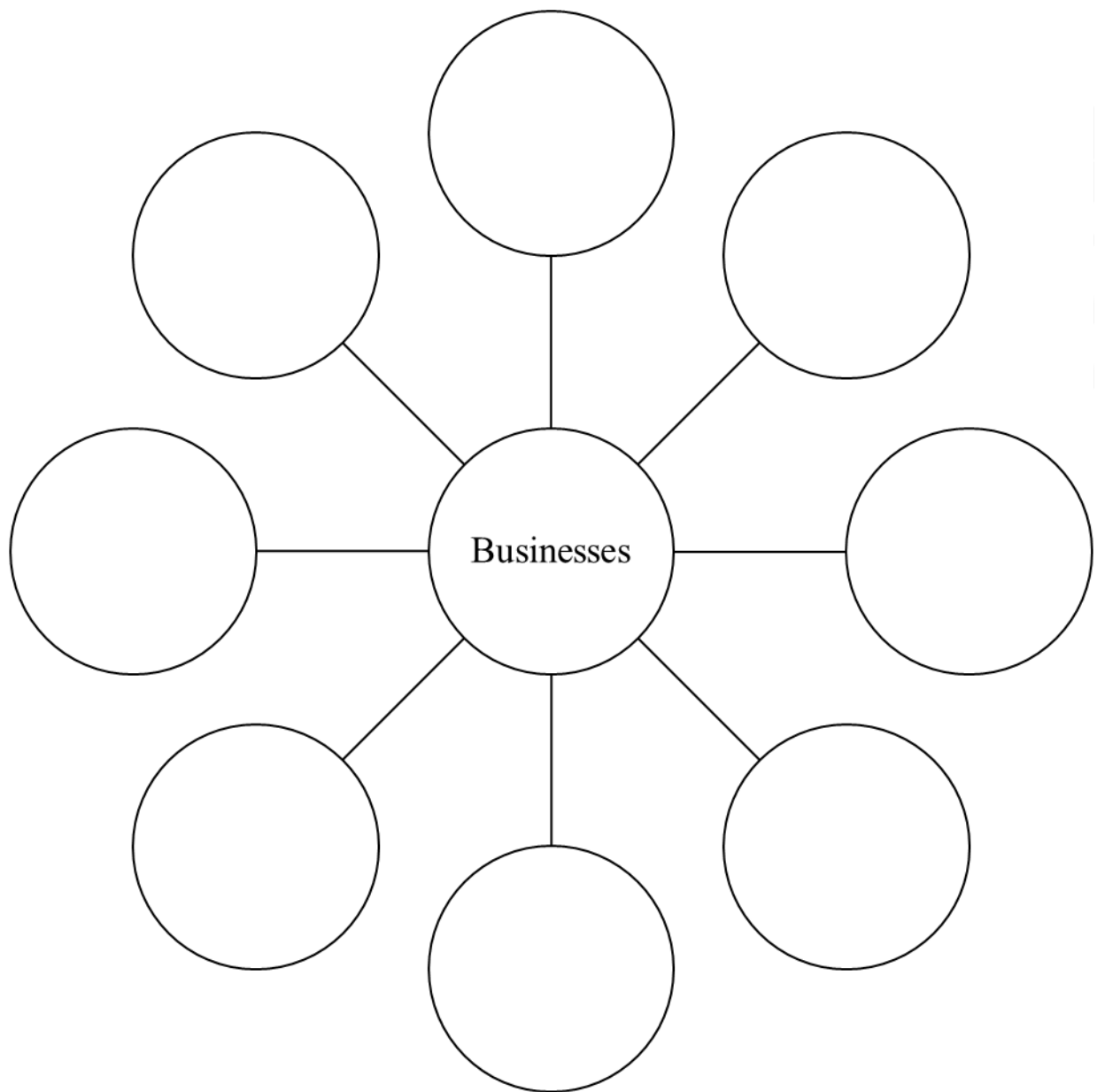
3. By _____, strengthen and enforce laws regarding buying, selling, or possessing firearms, tobacco, or alcohol by youth. 
4. By _____, mandate the use of safety barriers for taxicab, Uber, and Lyft drivers at risk to violence. 
5. By _____, _____ (other).

Proposed Changes: Business Community

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in the local business community. Consider changes that can occur in businesses frequented by youth, especially those that sell firearms and other weapons.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should the business community do?



Inventory of Potential Changes by Sector:

Media

Please review this list of potential changes in a community's newspapers, social media, radio, and television. The list notes how particular programs, policies, and practices of the media might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying media policies.

Check off those changes in the media that may be most helpful to the mission of reducing youth violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in the media. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, use Public Service Announcements (PSA's) to promote the idea that individuals are responsible for their violent behavior. (RR)
2. By _____, use PSA's to promote the idea that violence can be addressed--that it is not an unchangeable fact of life. (RR)
3. By _____, provide through radio, television, social media, and newspaper PSA's appropriate for a variety of audiences (children, adolescents, adults) about the negative consequences of violence for youth and society. The PSA's will be culturally-specific and ethnically-appropriate and will feature local and national celebrities and personalities. (RR)
4. By _____, arrange an annual public awareness march, rally, or forum to accompany use of violence prevention curricula for all middle school and high school students. (RR)
5. By _____, provide information to parents and guardians about how to talk with children and adolescents about violence. (RR)
6. By _____, provide information to parents and guardians about how to reduce family stress and violence. (RR)
7. By _____, provide PSA's which "de-glamorize" gangs by describing the consequences of gang involvement. (RR)
8. By _____, disseminate information about alternatives to gang involvement to school dropouts and other hard-to-reach and at-risk youth. (RR)
9. By _____, disseminate information on peaceful conflict resolution and how to walk away from potential fights. (RR)
10. By _____, provide television programs that describe the consequences of conviction for violent behavior and purchasing weapons illegally. (RR)
11. By _____, local radio will sponsor regular live debates on ways of preventing youth violence. (PP)
12. By _____, produce and help distribute a brochure that describes local community services and programs involved in preventing youth violence. (RR)

13. By _____, keep the media and public informed about the group's prevention activities through regular press conferences and public relations efforts. (PP)
14. By _____, provide information about the community's rate of violent incidents, firearm accidents and injuries, domestic violence, sexual assault, and consequences of gang involvement to all media personnel who cover youth issues. (RR)
15. By _____, provide information about date and acquaintance rape. (RR)
16. By _____, present radio, television, social media, and newspaper PSAs appropriate for a variety of audiences (children, adolescents, and adults) that address positive impacts on neighborhoods when individual families actively contribute to an overall healthy, thriving community. (PP)
17. By _____, _____ (other).

B. Enhancing skills

1. By _____, provide PSA's which display skills that kids can use to avoid adolescent violence and to foster healthy habits and interactions in urban neighborhood settings. (RR)
2. By _____, sponsor programs to enhance youth academic skills. (PP)
3. By _____, the local newspaper will provide a weekly profile of youth in action against assaultive violence. (RR)
4. By _____, sponsor parent, guardian and youth workshops to enhance decision making, communication, and problem solving skills. (PP)
5. By _____, sponsor and build programs to identify and build work-related skills among youth. (PP)
6. By _____, provide PSA's which display how to avoid or walk away from a potentially violent situation without a loss of respect. (RR)
7. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, provide contests to involve youth in creating and producing commercials/PSA's and other art forms on the negative effects of assaultive violence. (RR)
2. By _____, arrange incentives for high school dropouts and other hard-to-reach and at-risk youth to be involved in media efforts to prevent assaultive violence. (RR)
3. By _____, establish an ongoing system to provide public recognition for specific community or youth efforts to prevent assaultive violence. (RR)
4. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, provide information about the availability of support and mentoring programs for youth at-risk to assaultive violence. (PP)
2. By _____, provide access to male role models who use nonviolent means of expression. (PP)

3. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, provide PSA's which display skills that kids can use to avoid adolescent violence. (RR)

2. By _____, _____ (other).

F. Improving services

1. By _____, broadcast community forums on the problem of assaultive violence and how to prevent it. (RR)

2. By _____, publicize exemplary efforts by citizens to prevent assaultive violence. (RR)

3. By _____, provide free advertising for community workshops on youth violence issues. (RR)

4. By _____, sponsor local telethons to support and publicize efforts to prevent violence and gang-related violence. (RR)

5. By _____, establish an ongoing system to provide information on youth issues related to violence. (RR)

6. By _____, establish a silent witness hotline for reporting violence, including physical and sexual abuse. (RR)

7. By _____, _____ (other).

G. Modifying policies of the media

1. By _____, radio stations in the area will adopt policies to refrain from playing music that promotes violent behavior. (RR)

2. By _____, modify media policies to report all violent crime, including drive-by shootings. (RR)

3. By _____, _____ (other).

H. Providing public feedback on goal attainment

1. By _____, obtain and disseminate information on the need for prevention efforts using focus or discussion groups with youth and parents or guardians and surveys that assess assaultive violence among youth. (RR)

2. By _____, obtain and disseminate information on support for controversial prevention activities using telephone surveys of adults to assess their concern for the problem of assaultive violence and willingness to support specific prevention efforts. (RR)

3. By _____, publicize regular reports on the level of violence and gang-related arrests and convictions. (RR)

4. By _____, publicize a community score card reporting information on the level of assaultive violence and other community-level indicators such as gang-related incidents. (RR)

5. By _____, _____ (other).

I. Modifying broader policies affecting the media

1. By _____, reduce the amount of air time given to shows that glorify assaultive violence and gang-related violence. (RR)

2. By _____, reduce the amount of news time given to sensationalized stories related to youth violence. (RR)

3. By _____, reduce the portrayal of violence in programs geared to children. (RR)

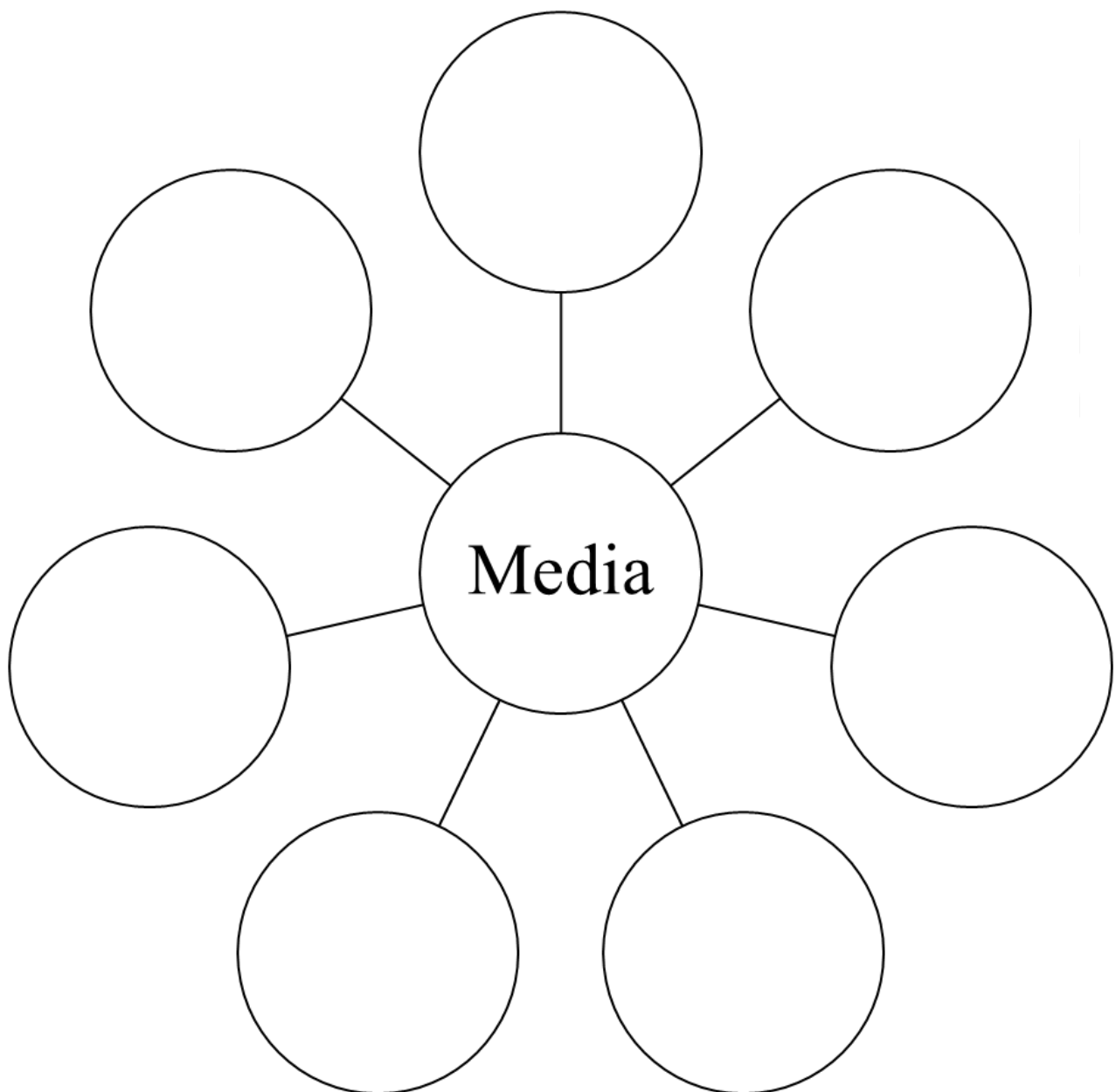
4. By _____, _____ (other).

Proposed Changes: Media

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's media. Consider all forms of local print and broadcast media, including newspapers, radio, and cable and other television.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should the media do?



Inventory of Potential Changes by Sector:

Health Organizations

Please review this list of potential changes in a community's health organizations. The list notes how particular programs, policies, and practices of health organizations might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying health organization policies.

Identify those changes in health organizations that may be most helpful to the mission of reducing youth violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in health organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, develop and make available appropriate information for dissemination to the community related to youth violence, including physical assault, incest, and sexual abuse. (RR)
2. By _____, develop and distribute an information sheet informing patients in health departments, public clinics, and obstetric offices of the dangers of assaultive violence. (RR)
3. By _____, provide skills training to youth on how to recruit peer support for avoiding violent activity, including physical assault, incest, and sexual abuse. (RR)
4. By _____, education in assaultive violence, physical assault, incest, and sexual abuse, will be required of all medical students. (RR)
5. By _____, provide public education regarding the role of alcohol and drug use in incidents of assaultive violence. (RR)
6. By _____, provide skills training on conflict management, negotiation, decision making, and refusal skills for local student organizations and athletic teams. (PP)
7. By _____, publicize information on existing programs that local residents can take advantage of to improve community safety in their neighborhood. (RR)
8. By _____, provide information to parents and guardians about warning signs of violent behavior, gang involvement, and other risky behaviors. (RR)
9. By _____, provide information and training to teachers, parents, and guardians about what to look for and how to promote health and safety in children and youth (e.g., through newsletter, in-service training, schools, and local libraries). (PP)
10. By _____, _____ (other).

B. Enhancing skills

1. By _____, provide workshops for youth and parents to enhance skills of anger management, conflict management, decision making, peer refusal, and parent-child communication. (PP)
2. By _____, provide cross-cultural training for health professionals to enhance the cultural appropriateness of preventive services.
3. By _____, provide in-service training for school personnel in planning, implementing, and evaluating school-based programs for preventing youth violence. (RR)
4. By _____, provide training for all Emergency Room staff to instruct them in appropriate ways of dealing with victims of violence and persons arriving with the victims. (RR)
5. By _____, provide training for all medical staff and counselors in dealing with adolescent sexual assault. (RR)
6. By _____, provide training in communication and appropriate refusal techniques for clerks in stores to use when selling alcohol or other products that restrict sale to minors or when sales require legal documentation (e.g., sale of firearms). (RR)
7. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, establish an incentive program for hospitals, clinics, and physicians' offices to improve the way they record and report incidences of youth violence related injuries. (RR)
2. By _____, provide incentives for Emergency Room staff who get additional training to deal with victims of violence. (RR)
3. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, establish peer support groups to prevent violence. (RR)
2. By _____, establish teen speakers bureaus to provide information about the consequences of gang involvement. (RR)
3. By _____, establish support groups and networks for parents and guardians. (PP)
4. By _____, establish intergenerational mentoring programs that link youth of different ethnic and cultural backgrounds with their elders. (PP)
5. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, improve the accessibility of adolescent health services. (PP)
2. By _____, _____ (other).

F. Improving services

1. By _____, establish coordinated intervention programs for youth who are victims of violence, including physical assault, incest, and sexual abuse. (RR)
2. By _____, establish programs to better identify and report perpetrators of violence who may require medical treatment. (RR)

3. By _____, provide adolescent health services in the schools. (PP)
4. By _____, establish an interagency network to coordinate efforts to prevent youth violence. (RR)
5. By _____, conduct annual school-based health fairs with an emphasis on youth health issues, including physical assault, incest, and sexual abuse. (RR)
6. By _____, ensure that victims of violence receive adequate medical care regardless of ability to pay. (RR)
7. By _____, _____ (other).

G. Modifying policies of health organizations

1. By _____, establish accurate reporting systems for firearm and gang-related injuries. (RR)
2. By _____, make a history of victimization or perpetration, including physical and sexual abuse, a part of every physical exam. (RR)
3. By _____, improve compliance with state laws requiring reporting of gunshot wounds. (RR)
4. By _____, _____ (other).

H. Providing public feedback on goal attainment

1. By _____, provide a community score card reporting information on the level of assaultive violence and other community-level indicators, such as gang-related incidents. (RR)
2. By _____, _____ (other).

I. Modifying broader policies affecting health organizations

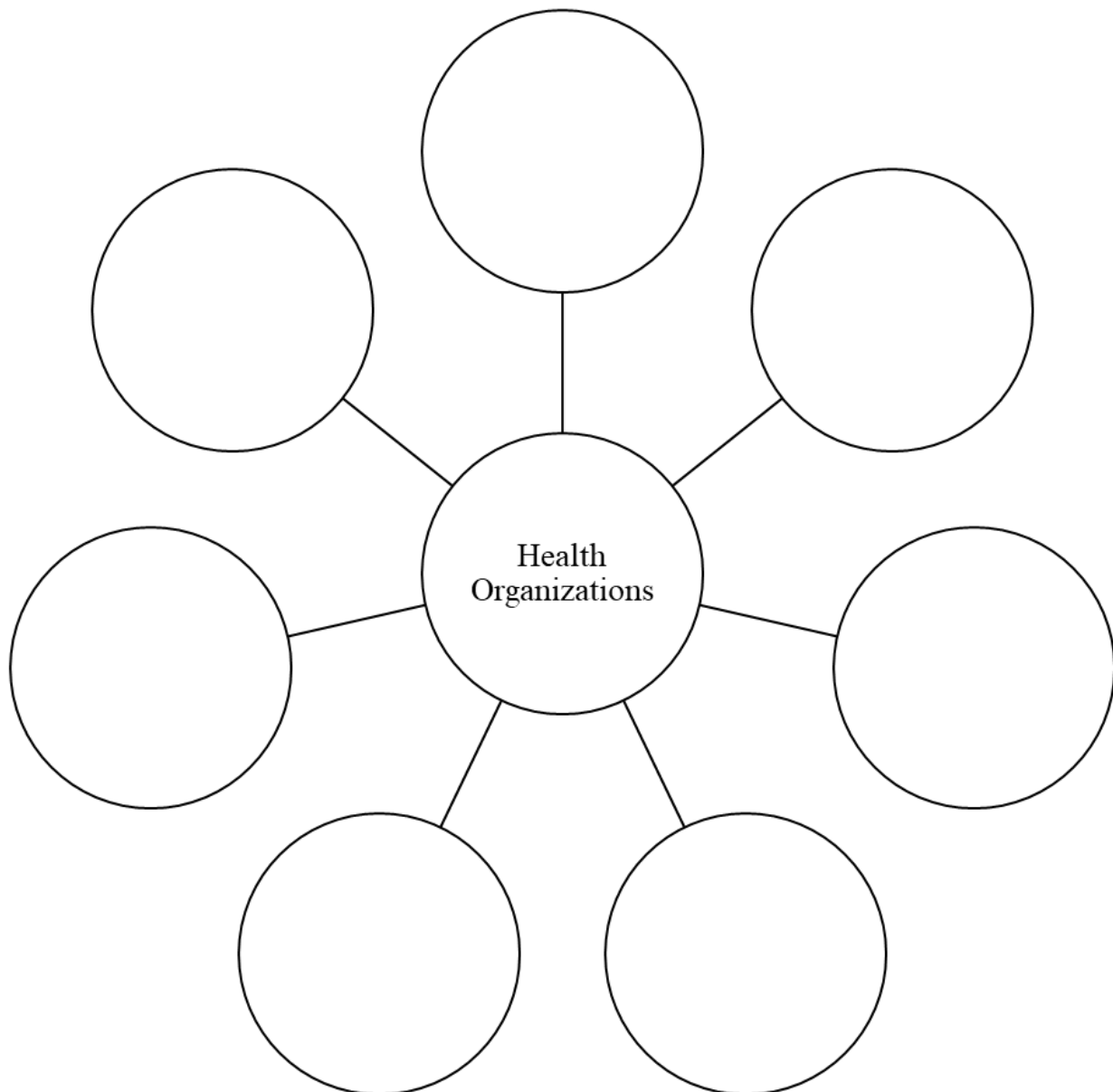
1. By _____, modify policies for collecting and reporting information about youth violence, including physical assault, incest, and sexual abuse. (RR)
2. By _____, _____ (other).

Proposed Changes: Health Organizations

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's health organizations. Consider all the contexts in which people receive health services including hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should health organizations do?



Inventory of Potential Changes by Sector:

Youth Organizations

Please review this list of potential changes in a community's youth organizations. The list notes how particular programs, policies, and practices of youth organizations might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying policies of youth organizations.

Identify those changes in youth organizations that may be most helpful to the mission of reducing youth violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in youth organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, create a peer educator group to provide information to youth about the harmful consequences of the use and abuse of weapons. (RR)
2. By _____, coordinate youth speak-outs on assaultive violence and its prevention. (RR)
3. By _____, inform parents on warning signs of violent behavior and gang involvement. (RR)
4. By _____, inform parents of the signs of coercive sexual relationships. (RR)
5. By _____, _____ (other).

B. Enhancing skills

1. By _____, create a peer educator group to provide skills training in resisting pressure to be involved in violence, sexual assault, gang activity, or use tobacco, alcohol and other drugs. (RR)
2. By _____, provide skills training for all adults who work with youth in order to prevent harmful situations. (RR)
3. By _____, provide skill training in how to avoid or walk away from potentially violent situations without a loss of respect. (RR)
4. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, establish a contest for youth to develop messages to discourage other youth from violence, gang activity, or using alcohol and other drugs. (RR)
2. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, create mentoring programs to enhance job and secondary education opportunities. (PP)
2. By _____, establish a peer support program for at-risk youth and/or those attempting to get away from gang involvement. (RR)
3. By _____, establish culturally-specific youth groups for ethnic minorities and people of color. (PP)
4. By _____, establish regional support networks among leaders and members of youth organizations working on preventing assaultive violence. (RR)
5. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, arrange supervised recreational areas near where at-risk children and adolescents live. (PP)
2. By _____, provide safe and affordable transportation to supervised recreational opportunities. (PP)
3. By _____, _____ (other).


F. Improving services

1. By _____, establish and market a silent witness hotline for use by youth for reports of assaultive violence. (RR)
2. By _____, the school district, parents or guardians, and the recreation department will establish before and after school and summer activities for youth. (PP)
3. By _____, a youth drama troupe will be established to tour shopping malls and schools to address youth violence and other teen issues. (RR)
4. By _____, establish or reinstate middle school sports leagues and activities. (PP)
5. By _____, establish a central clearinghouse to conduct widespread job skills training and placement for at-risk youth. (PP)
6. By _____, establish a variety of alternative activities for at-risk youth. (PP)
7. By _____, establish and support peer educator programs in youth organizations, middle schools, and high schools. (PP)
8. By _____, coordinate youth volunteer efforts to prevent assaultive violence. (RR)
9. By _____, establish supervised opportunities for community service. (PP)
10. By _____, _____ (other).



G. Modifying policies of health organizations

1. By _____, establish Board policies by which youth can have influence on the policies and practices of youth organizations. (PP) (RR)
2. By _____, local youth organizations will adopt written policies regarding the consequences for youth who commit acts of assaultive violence. (RR)
3. By _____, _____ (other).

H. Providing Public Feedback on Goal Attainment

1. By _____, provide a community score card reporting information on the level of assaultive violence and related community-level indicators, such as the number of adolescents that are admitted into hospitals as victims of assaultive violence. 
2. By _____, _____ (other).

I. Modifying broader policies affecting youth

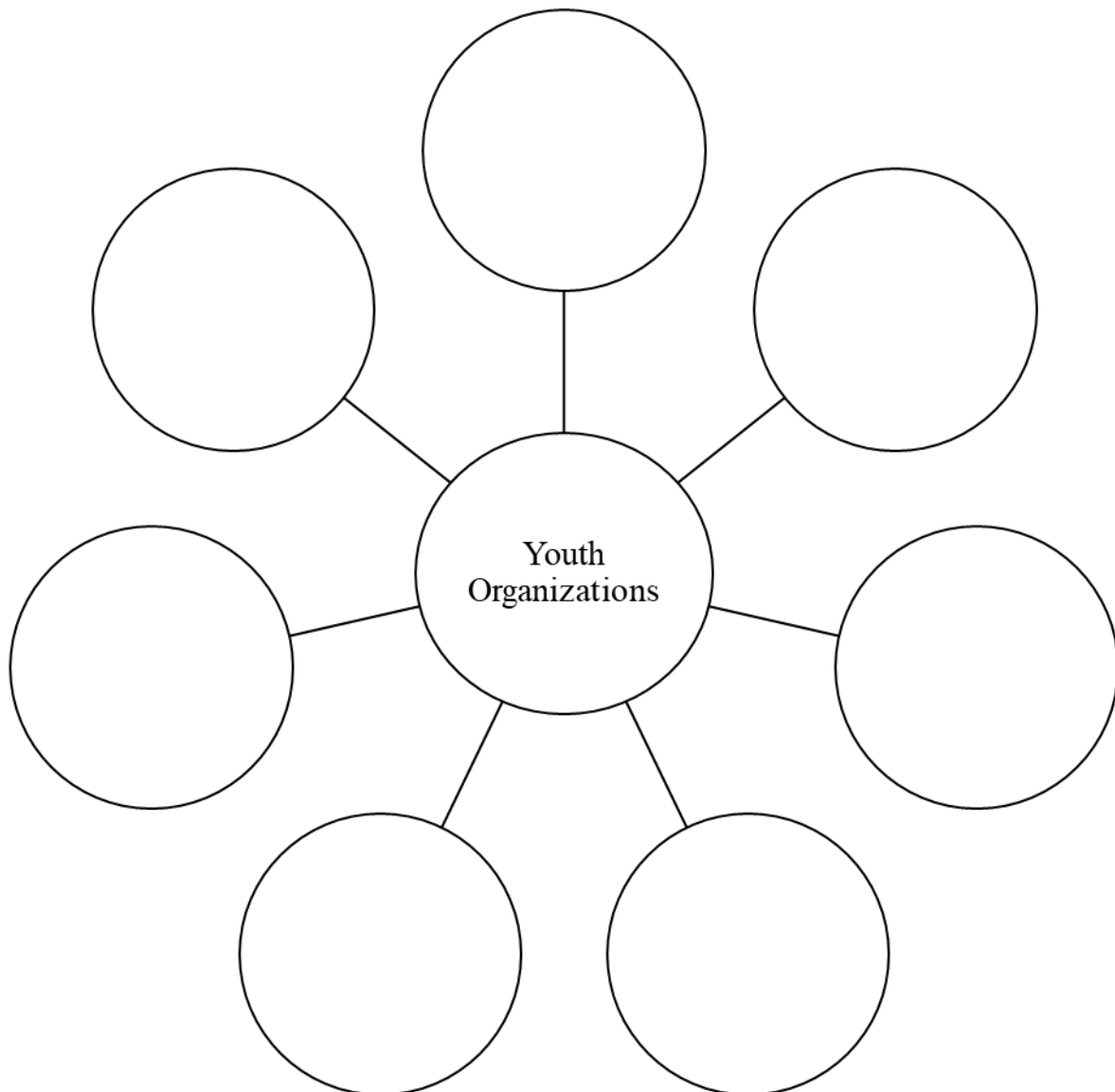
1. By _____, establish national and state programs to promote community service. 
2. By _____, increase youth involvement in advisory councils and other forums for advocating for policies that affect them. 
3. By _____, _____ (other).

Proposed Changes: Youth Organizations

PLANNING PAGE

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's youth organizations. Consider the different types of organizations serving youth, including after-school recreational programs, such as Boys and Girls Clubs or the YMCA, Scouting organizations, 4-H, recreational programs, and cultural organizations.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should youth organizations do?



Inventory of Potential Changes by Sector: Social Service, Government, and Community Organizations

Please review this list of potential changes in a community's social service, government, and community organizations. The list notes how particular programs, policies, and practices of social service, government, and community organizations might be changed to contribute to the mission of reducing youth violence. These changes that might be considered are organized under several categories of changes, such as providing information or modifying social service, government, and community organization policies.

Identify those changes in social service, government, and community organizations that may be most helpful to the mission of reducing youth violence in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in social service, government, and community organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

1. By _____, increase the availability of locally-relevant and culturally-specific information about the rate and consequences of assaultive violence and the possession and use of weapons in appropriate forms (e.g., pamphlets, audio, posters, PSA's). **RR**
2. By _____, provide law enforcement information on understanding trauma. <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/trauma>
3. By _____, disseminate appropriate information to the community related to the consequences of use and possession of weapons. **RR**
4. By _____, establish and increase use of silent witness and related youth crisis hotlines. **RR**
5. By _____, conduct public meetings and forums on safety, education, youth development, or improving neighborhoods located in churches, schools, libraries, shopping malls, and other public forums. **PP**
6. By _____, use advertising on local public transportation (e.g., buses) to increase knowledge about community level indicators for the neighborhood (e.g., number of crimes per year). **RR**
7. By _____, informal and formal communication systems successfully facilitate knowledge of the variety of resources available to community residents, as many families face transportation and access barriers and may not be aware of the resources and events available to them. **PP**
8. By _____, _____ (other).

B. Enhancing skills

1. By _____, provide skills training in conflict management, decision making, peer refusal, and communication to youth. **PP**

2. By _____, provide workshops for parents and guardians on how to talk with youth about assaultive violence and illegal use of weapons. (RR)
3. By _____, establish youth community service programs to enhance life skills and social responsibility. (RR)
4. By _____, establish programs that teach adolescents how to identify and avoid threats of sexual violence. (PP)
5. By _____, provide parent training in behavior modification and positive discipline. (PP)
6. By _____, _____ (other).

C. Providing incentives and disincentives

1. By _____, provide access to job and secondary education opportunities for at-risk youth who avoid violence and illegal use of weapons. (RR) (PP)
2. By _____, provide Community Development Block Grant (CDBG) monies to support violence prevention activities in low-income neighborhoods. (RR) (PP)
3. By _____, _____ (other).

D. Facilitating support from influential others

1. By _____, establish peer support programs within community organizations. (PP)
2. By _____, establish parent and guardian support programs. (PP)
3. By _____, establish scholarship programs for low-income youth to advance their education and training. (PP)
4. By _____, _____ (other).

E. Modifying Access, Barriers, and Opportunities: Changing the physical design of the environment

1. By _____, improve night and street lighting and supervision in public parks and recreational areas. (RR)
2. By _____, modify public housing to include well-lit courtyards, defensible space, and decent housing conditions. (RR)
3. By _____, install better (more) street lights to improve lighting in parking lots, alleys, and other areas. (RR)
4. By _____, eliminate all known drug houses from the neighborhood. (RR)
5. By _____, _____ (other).

F. Improving services

1. By _____, establish coordinated intervention programs for youth who are victims of violence, including physical assault, incest and sexual abuse. (RR)
2. By _____, establish intervention programs for those who are witness to violence, such as murder of a friend or family member. (RR)
3. By _____, increase the number of alcohol and drug treatment beds for underserved populations by ____%. (RR)
4. Annually, award microgrants to grassroots organizations or individuals to establish programs to prevent or reduce assaultive violence among youth. (RR)
5. By _____, increase allocations for the development of aftercare services for juvenile offenders by ____%. (RR)

6. By _____, establish a centralized center for educating and supporting parents and guardians. (PP)
7. By _____, increase the number of agencies or organizations that conduct free parenting classes with culturally-appropriate content. (PP)
8. Annually, _____ will develop an updated Resource Directory on Services for victims of violence and violent youth behaviors and disseminate it to area clergy, businesses, schools, and other relevant organizations. (RR)
9. By _____, establish mentor programs for youth to facilitate employment and educational opportunities. (PP)
10. By _____, provide help in obtaining public assistance (e.g., AFDC, food stamps) for those families that need it. (PP)
11. By _____, provide transportation for youth to get access to support and prevention programs. (PP)
12. By _____, provide a coordinated program of "wrap around" services for youth involved in violent activity that includes social and rehabilitative services, schools, and juvenile court. (RR)
13. By _____, extend available and affordable daycare to reduce stress for parents and guardians. (PP)
14. By _____, increase access to shelters to protect women and children who may be victims of abuse. (RR)
15. By _____, enlist area block captains or leaders to identify and report hot spots and areas needing attention. (RR)
16. By _____, provide city staff to assist residents in addressing safety issues at the block club level. (RR)
17. By _____, _____ (other).




G. Modifying policies of social service, government, and community organizations

1. By _____, mandate that the office of social and rehabilitative services will report for follow-up all families with youth that are abused or have been involved in acts of violence. (RR)
2. By _____, establish mandatory weapon screening for all youth-in-custody. (RR)
3. By _____, limit parental rights and discontinue entitlements for families known to consistently abuse drugs. (RR)
4. By _____, establish a policy of providing matching funds for grants for prevention activities. (PP)
5. By _____, establish (enforce) prohibitions against carrying (but not owning) firearms. (RR)
6. By _____, establish mandatory penalties for using a firearm in a felony.
7. By _____, establish mandatory penalties for carrying unlicensed firearms. (RR)
8. By _____, establish a youth violence prevention coordinator position which is housed in the Health Department. (PP)
9. By _____, create opportunities for neighborhood residents to influence policy issues that affect the community. (PP)
10. By _____, if a program is started that does not resonate with the community, a subcommittee evaluates the process for improvement before the next round of funding. (PP)
11. By _____, provide opportunities for young people to apply their leadership skills in addressing neighborhood problems and goals (e.g., Youth Task Force). (PP)
12. By _____, _____ (other).

H. Providing public feedback on goal attainment

1. By _____, provide a community score card reporting the level of assaultive violence and related indicators, such as weapons, or drug-related arrests.  
2. By _____, _____ (other).

I. Modifying broader policies affecting social service, government, and community organizations

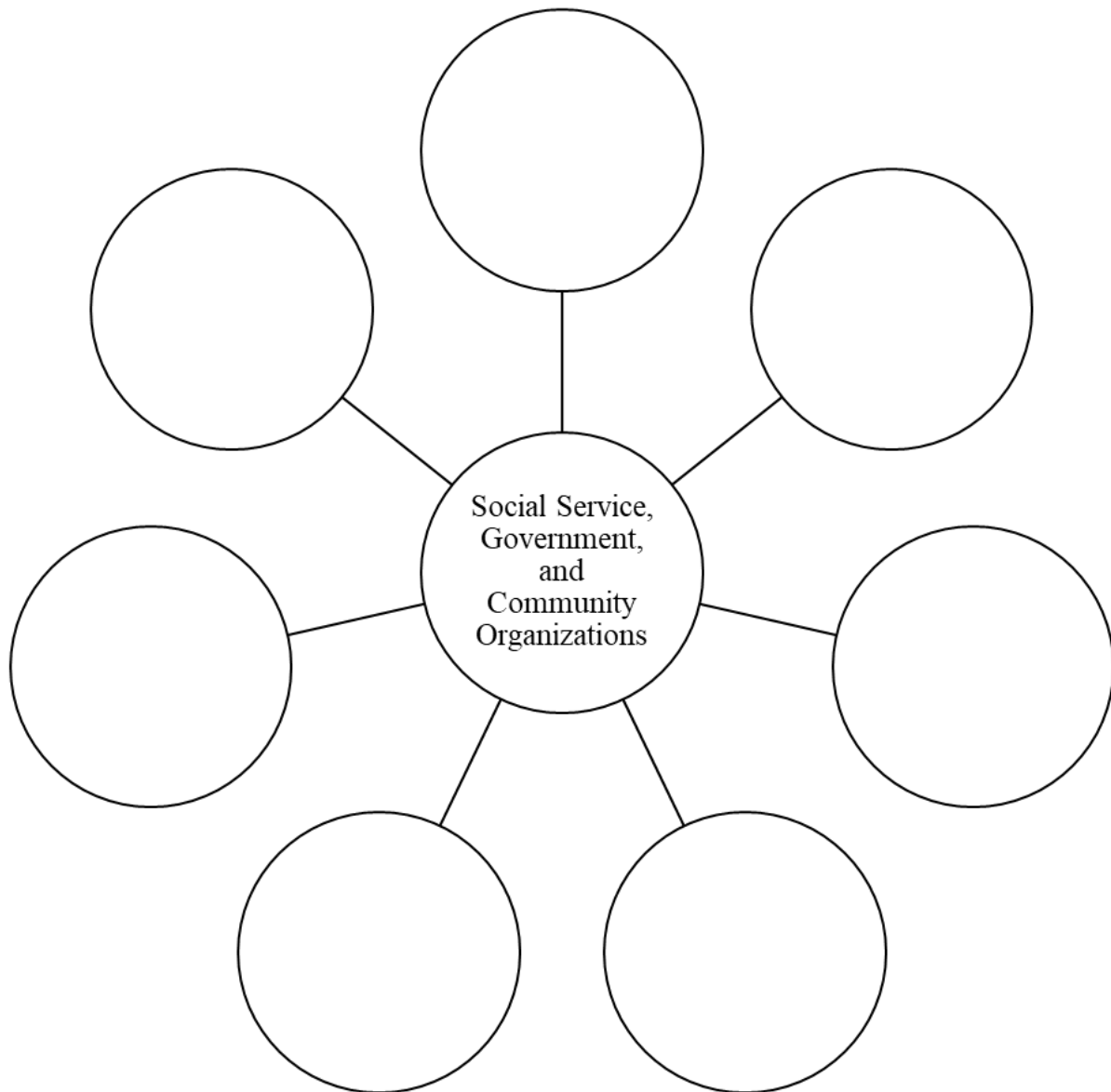
1. By _____, establish national and state programs to promote community service. 
2. By _____, modify school board (and state) policies to mandate weapon detection systems in the schools. 
3. By _____, establish cooperative agreements among relevant state and local agencies regarding joint initiatives to prevent assaultive violence. 
4. By _____, _____ (other).

Proposed Changes: Social, Government, Community Organizations

PLANNING PAGE

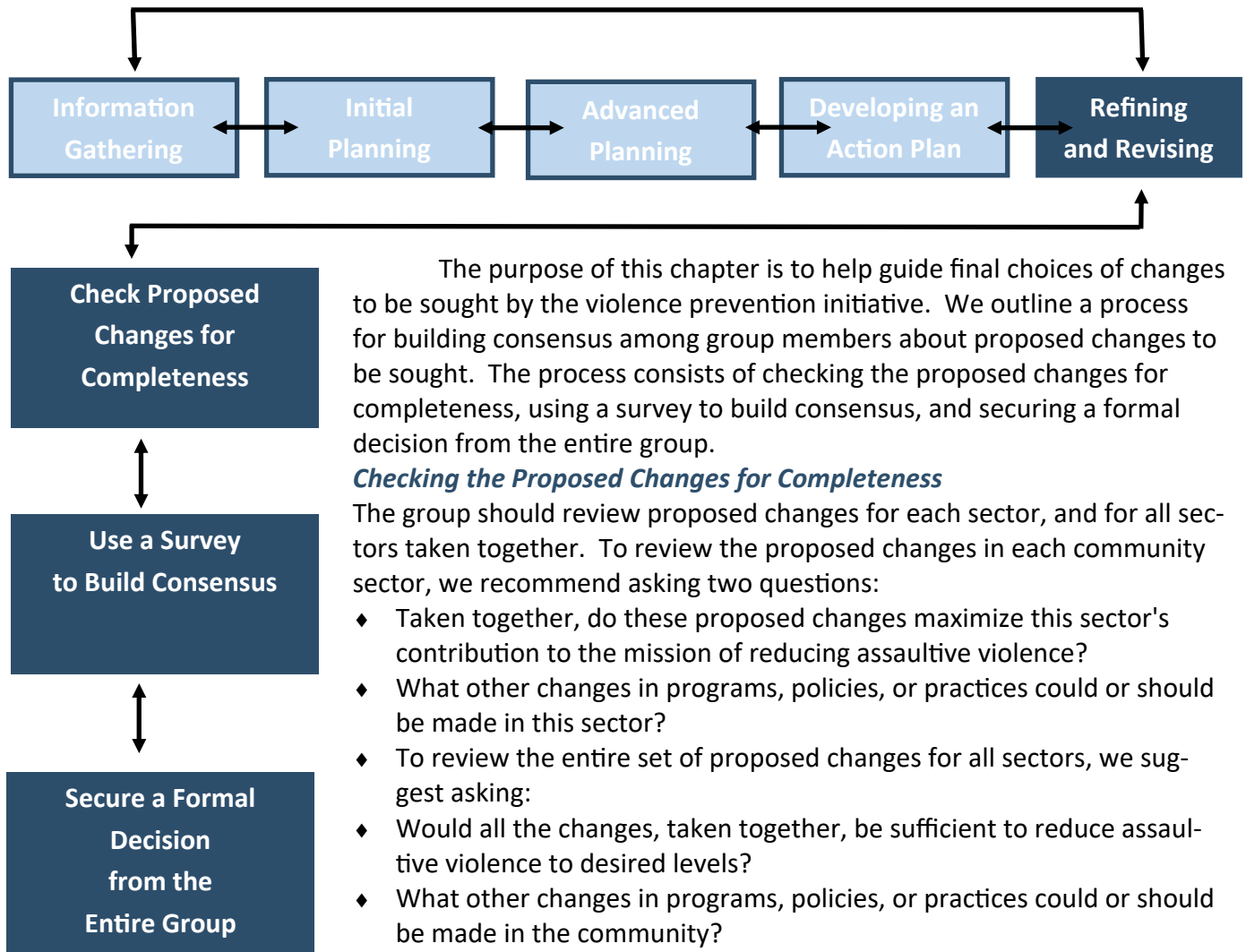
Please review the inventory provided earlier in this section and list tentative changes to be sought in your social, government, and neighborhood/community organizations.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing youth violence? Are the proposed changes feasible? What more could or should social, government, and/or community organizations do?



CHAPTER VI

Finalizing Your Action Plan



The purpose of this chapter is to help guide final choices of changes to be sought by the violence prevention initiative. We outline a process for building consensus among group members about proposed changes to be sought. The process consists of checking the proposed changes for completeness, using a survey to build consensus, and securing a formal decision from the entire group.

Checking the Proposed Changes for Completeness

The group should review proposed changes for each sector, and for all sectors taken together. To review the proposed changes in each community sector, we recommend asking two questions:

- ◆ Taken together, do these proposed changes maximize this sector's contribution to the mission of reducing assaultive violence?
- ◆ What other changes in programs, policies, or practices could or should be made in this sector?
- ◆ To review the entire set of proposed changes for all sectors, we suggest asking:
 - ◆ Would all the changes, taken together, be sufficient to reduce assaultive violence to desired levels?
 - ◆ What other changes in programs, policies, or practices could or should be made in the community?

Answers to the questions will contribute to a more complete set of proposed changes.

Using a Survey to Build Consensus

Using a survey to review the proposed changes can be very helpful in building consensus. We recommend listing all the proposed changes, organized by community sector, along with questions about their importance and feasibility.

For each change to be sought, we recommend asking:

- ♦ Is this proposed change important to the mission of reducing assaultive violence among adolescents?
- ♦ Is the proposed change feasible?

A format that you could use in your own survey follows.

Proposed Changes in Schools	How important is it to...					How feasible is it to...				
	Not at all				Very	Not at all				Very
1. Provide skills training in conflict resolution.	1	2	3	4	5	1	2	3	4	5
2. Provide adequate night lighting on school grounds.	1	2	3	4	5	1	2	3	4	5

Surveys should be distributed to all key audiences for the group, including its members, representatives of funding sources, and experts in the prevention of assaultive violence. Collect completed surveys and compute an average rating for importance and feasibility for each proposed change.

The results can be used to guide final choices. Proposed changes with high importance and high feasibility ratings should be given higher priority for action; those with lower importance or feasibility, a lower priority. It may be helpful to set a cutpoint for choosing priorities. For example, perhaps only those proposed changes with an average rating of 4.5 or higher on importance, and 3.75 or higher on feasibility might be included on the final action plan.

Securing a Formal Decision from the Entire Group

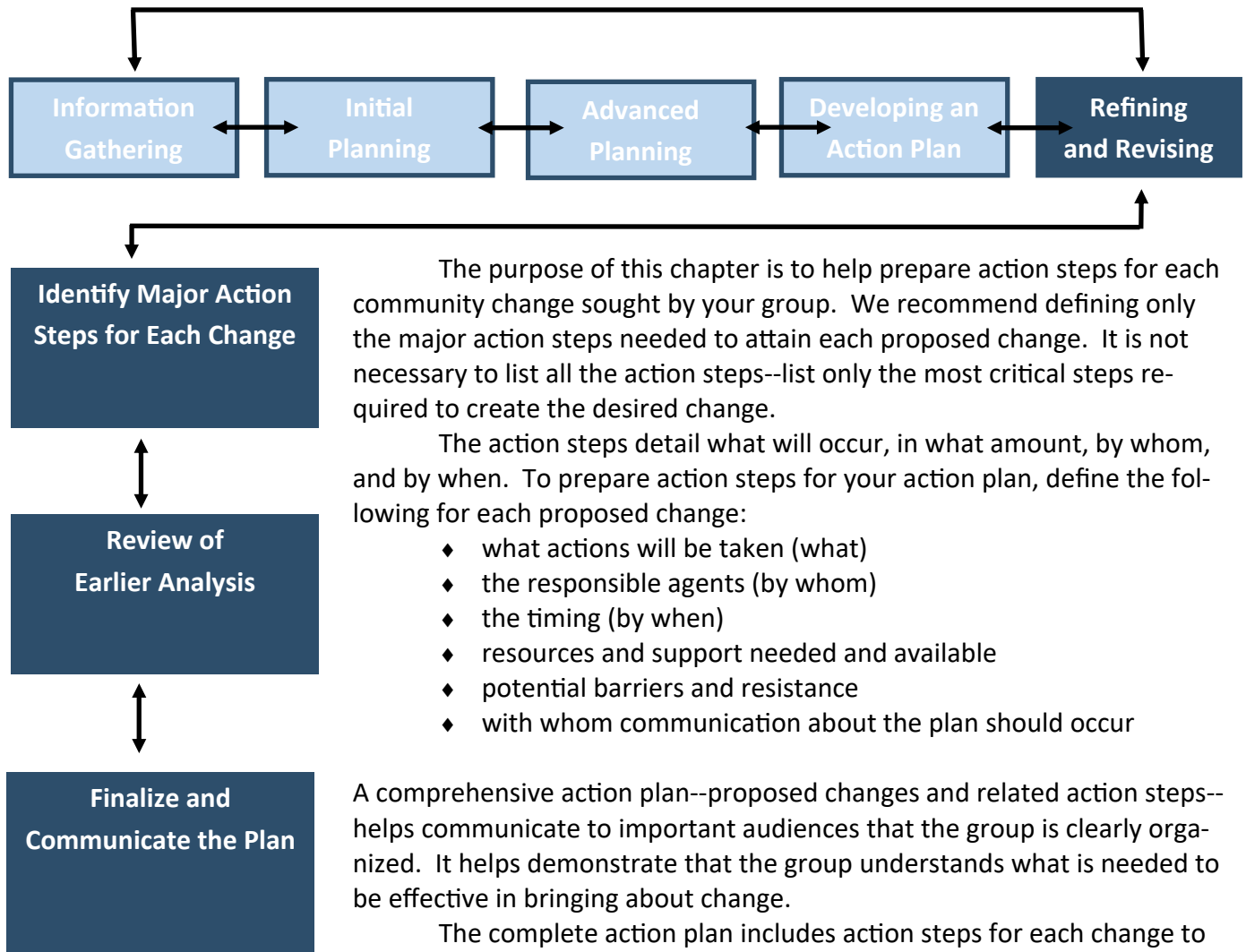
Seek formal approval of the proposed changes by the membership of the group. The *entire* membership should have the opportunity to make a decision on proposed changes for all sectors. Seek consensus, using a formal vote to resolve disputes about specific changes. Arrange for a vote of the entire membership on the complete action plan, recording the votes for and against.

Summary

This chapter described a process for helping build consensus on the complete list of proposed changes for the community sectors to be involved in the initiative. The next chapter describes how to convert these proposed changes into a final action plan.

CHAPTER VI

Refining Your Action Plan



Action Steps for Identified Changes

(An Example)

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector:

Schools

Community Change to be sought: By 2019, the school district will provide skill training in conflict resolution for all youth.

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/ AVAILABLE	POTENTIAL BARRIERS OR RE- SISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What are the policies or practices that are currently in place that could be barriers?	What individuals and organizations should be informed about these actions?
By September 2019, the public schools subcommittee will collect information on the incidence of assaultive violence in the school system.	Staff, Committee Members	September 1995	Committee members, such as the Superintendent of Schools, parents, teachers, and others who wish to facilitate program development.	The school system may not have this information, and may not wish to share this information if they do have it.	City council, general public
By September 2019, the public schools subcommittee will meet with school officials to present the information and discuss the establishment of a conflict resolution skills training program.	Staff, Committee Members	September 1995	Committee members, such as the Superintendent of Schools and parents.		City council, general public
By October 2019, the subcommittee will negotiate commitment for a specific skills training program.	Staff, Committee Members	October 1995	Committee members, such as the Superintendent of Schools, teachers and parents; additional funding may be needed.	The school system employees may feel that they have too much to do already.	City council, general public
By January 2019, the school system will implement the skills training program, and periodically report the levels of violence in the school system.	Staff, Committee Members	January 1996	Committee members, such as the Superintendent of Schools and parents.		City council, general public

Action Steps for Identified Changes

PLANNING PAGE

Use this page to outline action steps for each identified change to be sought in each community sector.

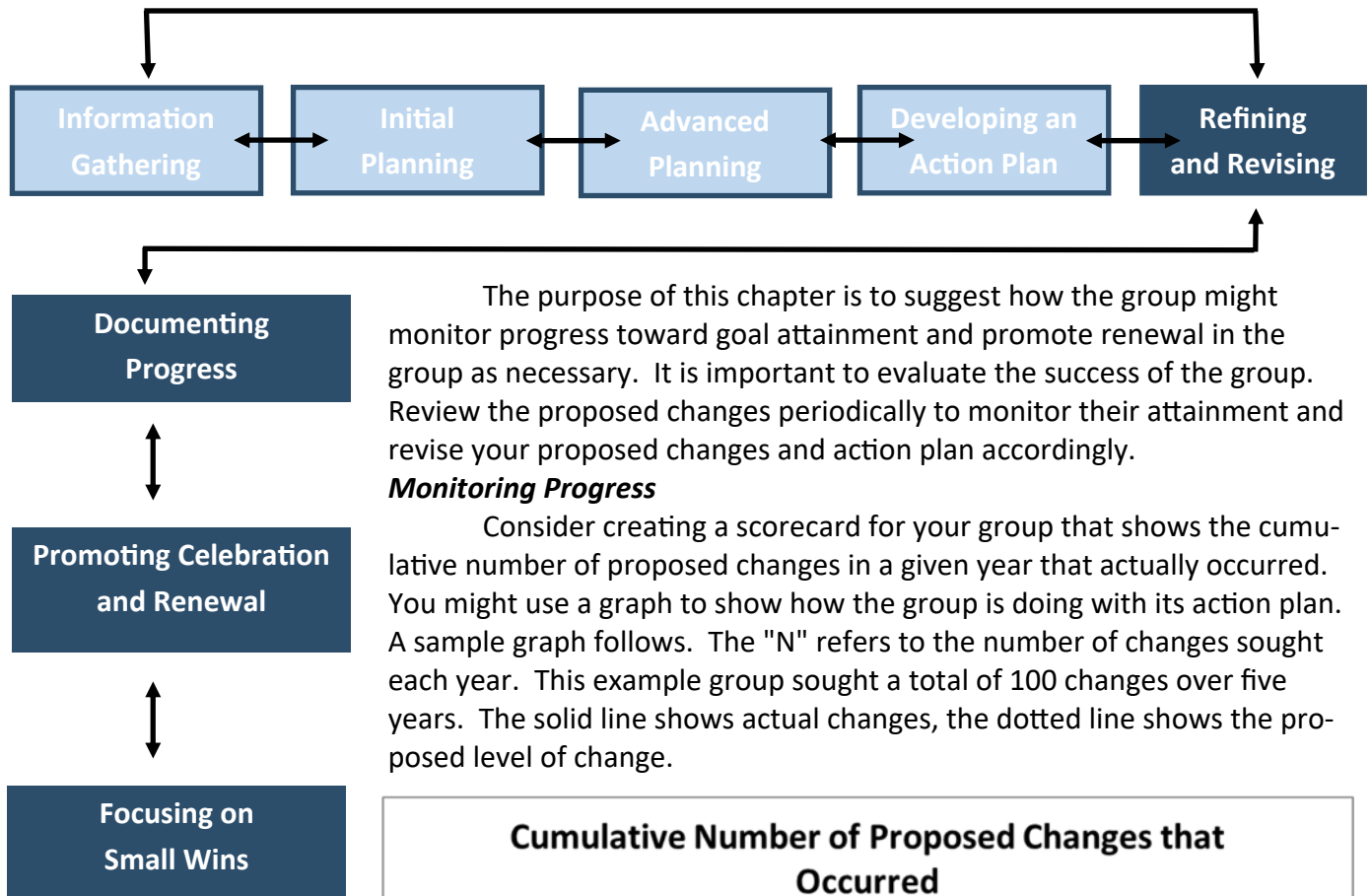
Community Sector:

Community Change to be sought:

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/ AVAILABLE	POTENTIAL BARRIERS OR RE- SISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What are the policies or practices that are currently in place that could be barriers?	What individuals and organizations should be informed about these actions?

CHAPTER VII

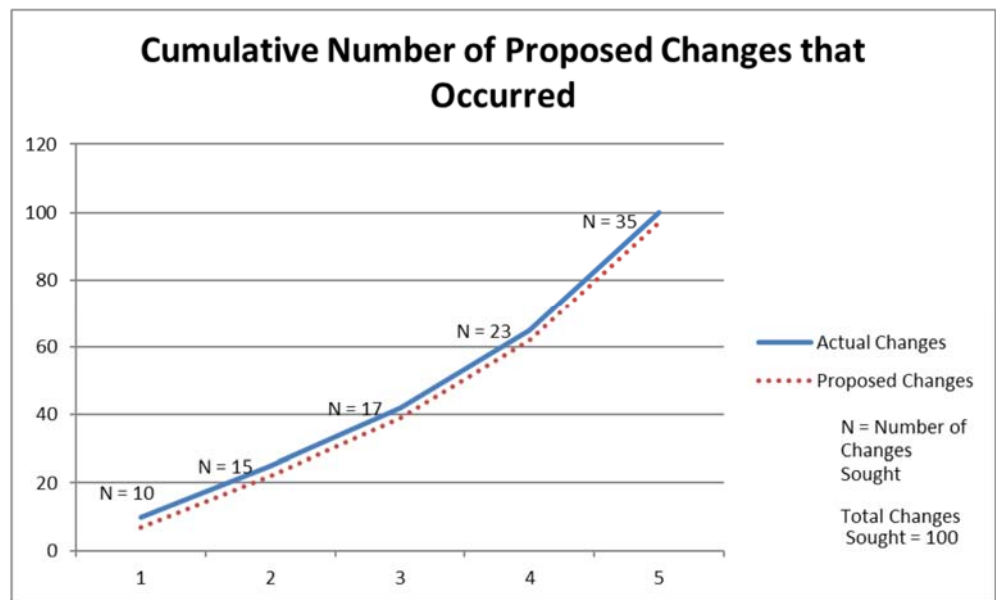
Monitoring Progress and Promoting Renewal



The purpose of this chapter is to suggest how the group might monitor progress toward goal attainment and promote renewal in the group as necessary. It is important to evaluate the success of the group. Review the proposed changes periodically to monitor their attainment and revise your proposed changes and action plan accordingly.

Monitoring Progress

Consider creating a scorecard for your group that shows the cumulative number of proposed changes in a given year that actually occurred. You might use a graph to show how the group is doing with its action plan. A sample graph follows. The "N" refers to the number of changes sought each year. This example group sought a total of 100 changes over five years. The solid line shows actual changes, the dotted line shows the proposed level of change.



Similar graphs might be prepared for each community sector to give insight into how progress on changes in schools compares with that in the business community, for example. The results should be reported annually to the membership and to funding sources.

Other graphs might be prepared to display progress toward objectives. For example, reports might include the incidence of reported violence, homicides, and nonfatal assaultive violence before and after the initiative was implemented.

Promoting Renewal

Even the most effective organizations require renewal periodically. Arrange ongoing review and discussion of group progress on the proposed changes. The review should involve all relevant audiences for the group, including group members, funding partners, and experts in assaultive violence. Invite consideration of the importance of changes that have occurred to the mission. Communicate to all relevant audiences how their feedback was used to modify the action plan--or even the broader vision, mission, objectives, and strategies--of the group.

Revise the list of proposed changes periodically to correspond to new opportunities and challenges. When situations or opportunities change in the schools, for example, consider how the action plan might be modified. Use the inventories found in this guide to help identify new challenges that can *renew* your organization's efforts.

Summary

This final chapter outlined a strategy for monitoring attainment of community changes over time and providing feedback on goal attainment to the membership and funding sources. It also highlighted the importance of renewal, suggesting that groups must modify their action plans periodically to respond to new challenges and opportunities.

Epilogue

This guide has posted markers on the winding road of planning for the prevention of assaultive violence, especially among youth. The process of action planning consists of several major sets of activities, including:

Convening a planning group in your community that consists of:

- ⇒ Key officials
- ⇒ Key grassroots leaders
- ⇒ Representatives of key sectors
- ⇒ Representatives of ethnic and cultural groups
- ⇒ Listening to the community
- ⇒ Documenting and analyzing the problem
- ⇒ Becoming aware of local resources and efforts
- ⇒ Refining your group's vision, mission, objectives, and strategies
- ⇒ Refining your group's choices of targets and agents of change
- ⇒ Determining what community sectors should be involved in the solution
- ⇒ Developing tentative lists of changes to be sought in each sector
- ⇒ Building consensus on proposed changes
- ⇒ Outlining action steps for proposed changes
- ⇒ Monitoring progress on goal attainment
- ⇒ Renewing your group's efforts as needed

When you complete these activities, celebrate (for now) the completion of the challenging process of action planning! You now have a blueprint for action. May our children and grandchildren develop more fully in communities less burdened with the pain of assaultive violence.



***"Darkness cannot drive out darkness;
only light can do that. Hate cannot drive
out hate, only love can do that."***

- Martin Luther King Jr.

APPENDIX

APPENDIX A

Changes in Educational Institutions

APPENDIX B

Changes in Law Enforcement, Probation, Parole, and Courts

APPENDIX C

Changes in Faith-Based Organizations

APPENDIX D

Changes in the Business Community

APPENDIX E

Changes in the Media

APPENDIX F

Changes in Health Organizations

APPENDIX G

Changes in Youth Organizations

APPENDIX H

Changes in Social Services, Government Organizations, and Community Organizations

APPENDIX A

Changes in Educational Institutions

(An Example)

There are a number of potential changes in the schools that might contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that might be sought in your community's schools.

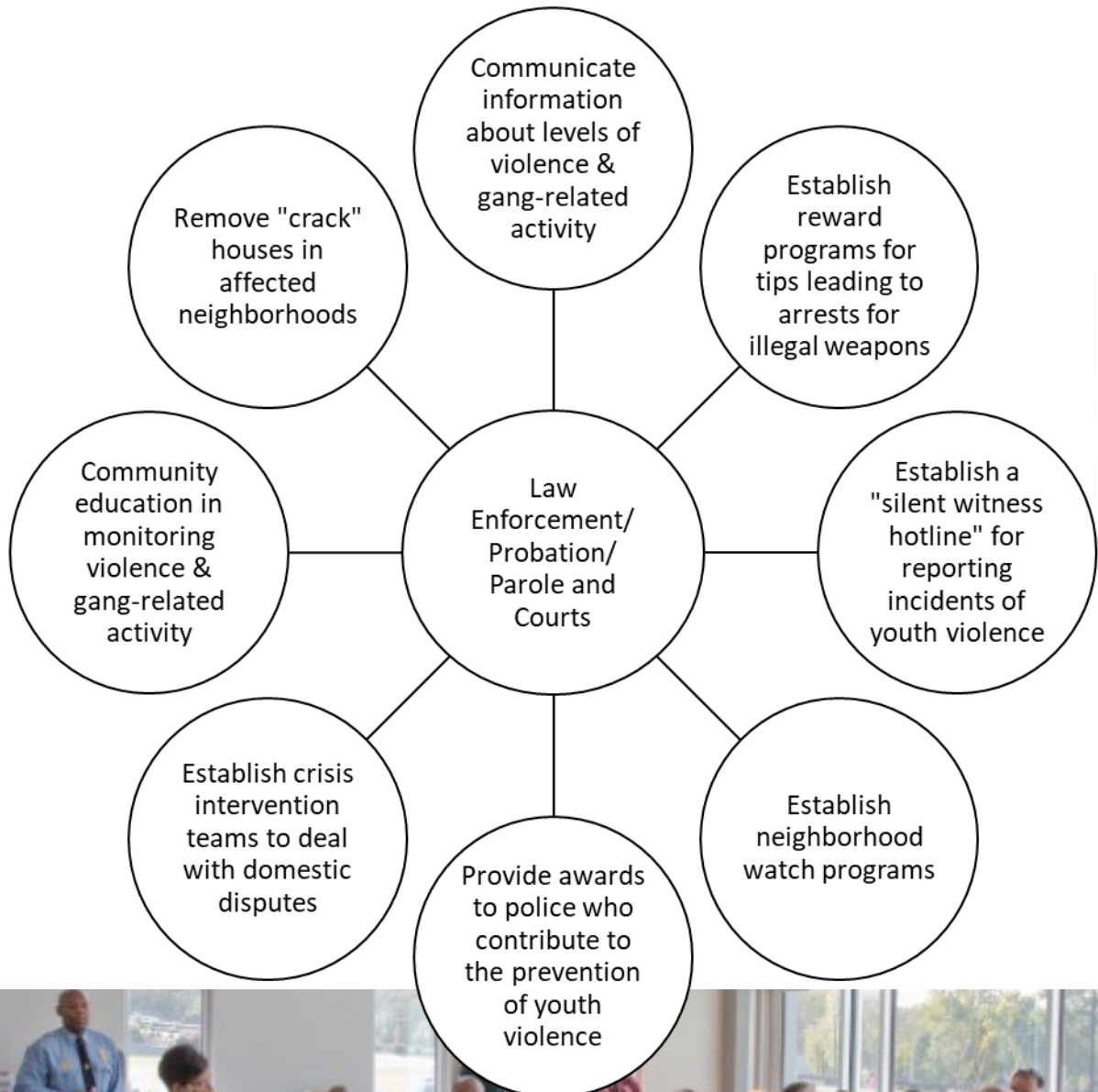


APPENDIX B

Changes in Law Enforcement, Probation, Parole, and Courts

(An Example)

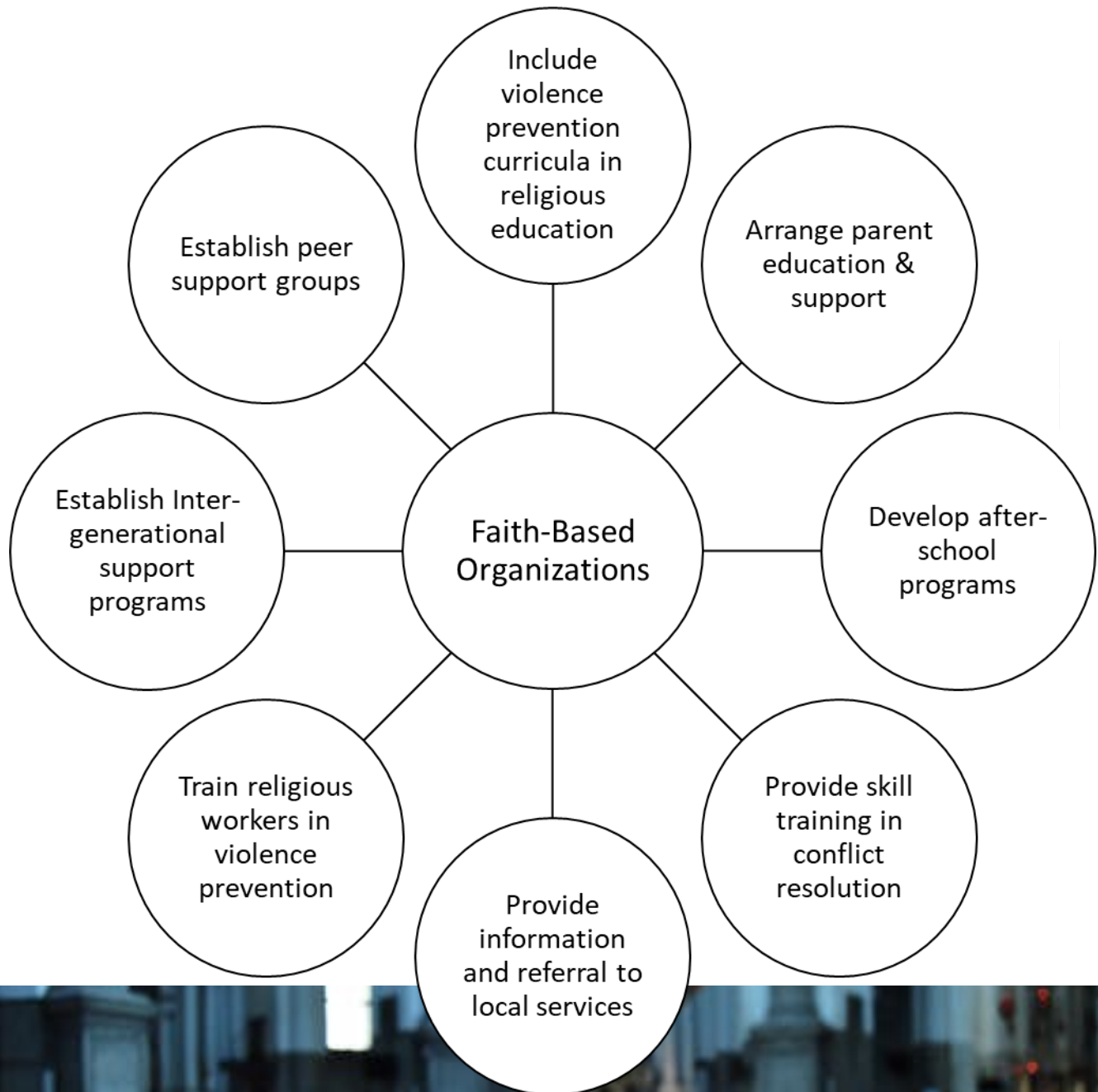
There are a number of potential changes in the criminal justice system that might contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that might be sought in criminal justice.



Changes in Faith-Based Organizations

(An Example)

There are a number of potential changes in religious organizations that might contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that might be sought in churches, synagogues, and other religious organizations.



Changes in the Business Community

(An Example)

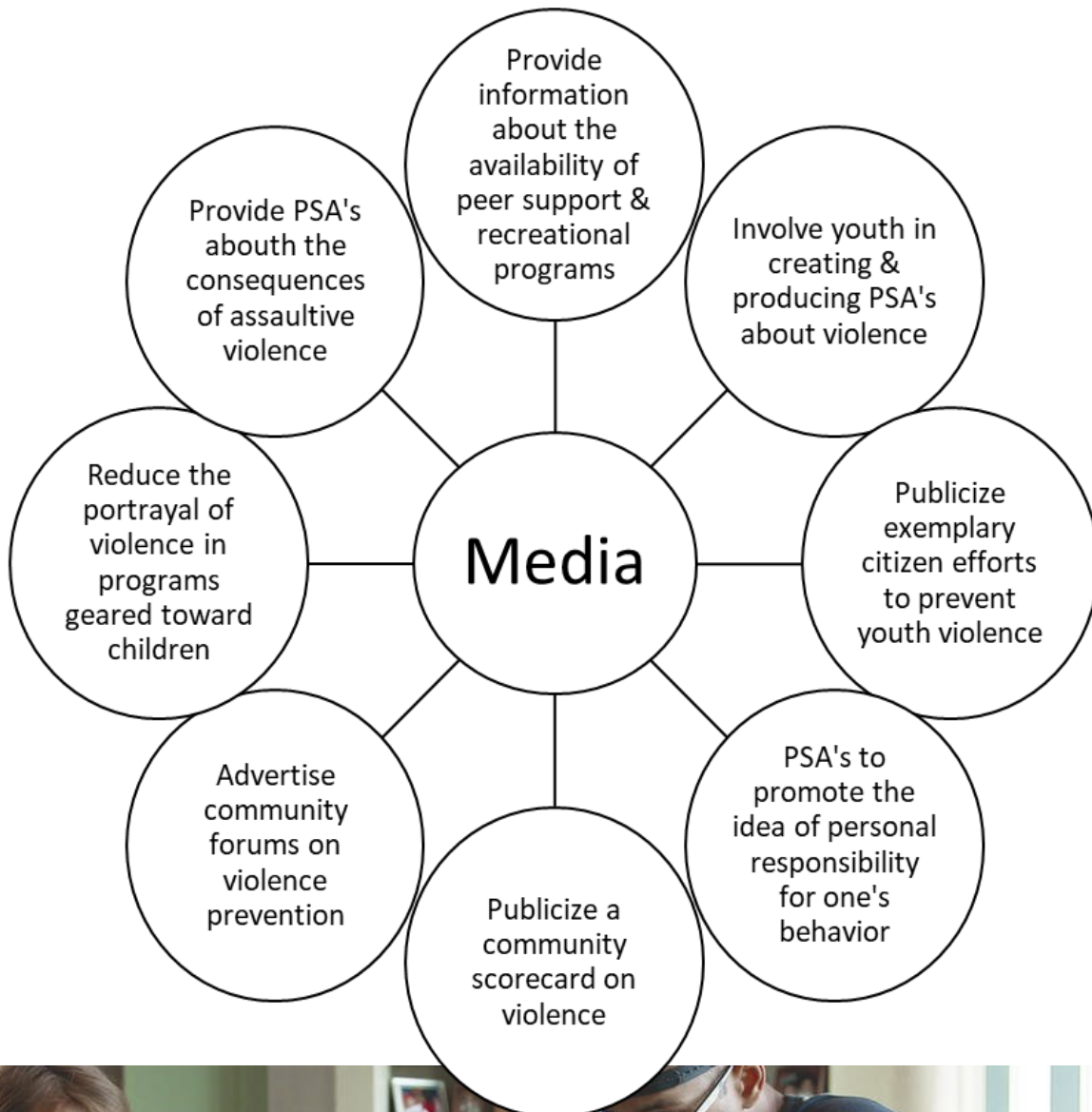
There are a number of change strategies that occur within the business community. These strategies help contribute to decreasing youth violence. Here is an example of the product of planning—a list of changes that might be sought in the local business community.



Changes in the Media

(An Example)

There are a number of potential changes in newspapers, radio, and television that might contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that might be sought in the media.



Changes in Health Organizations

(An Example)

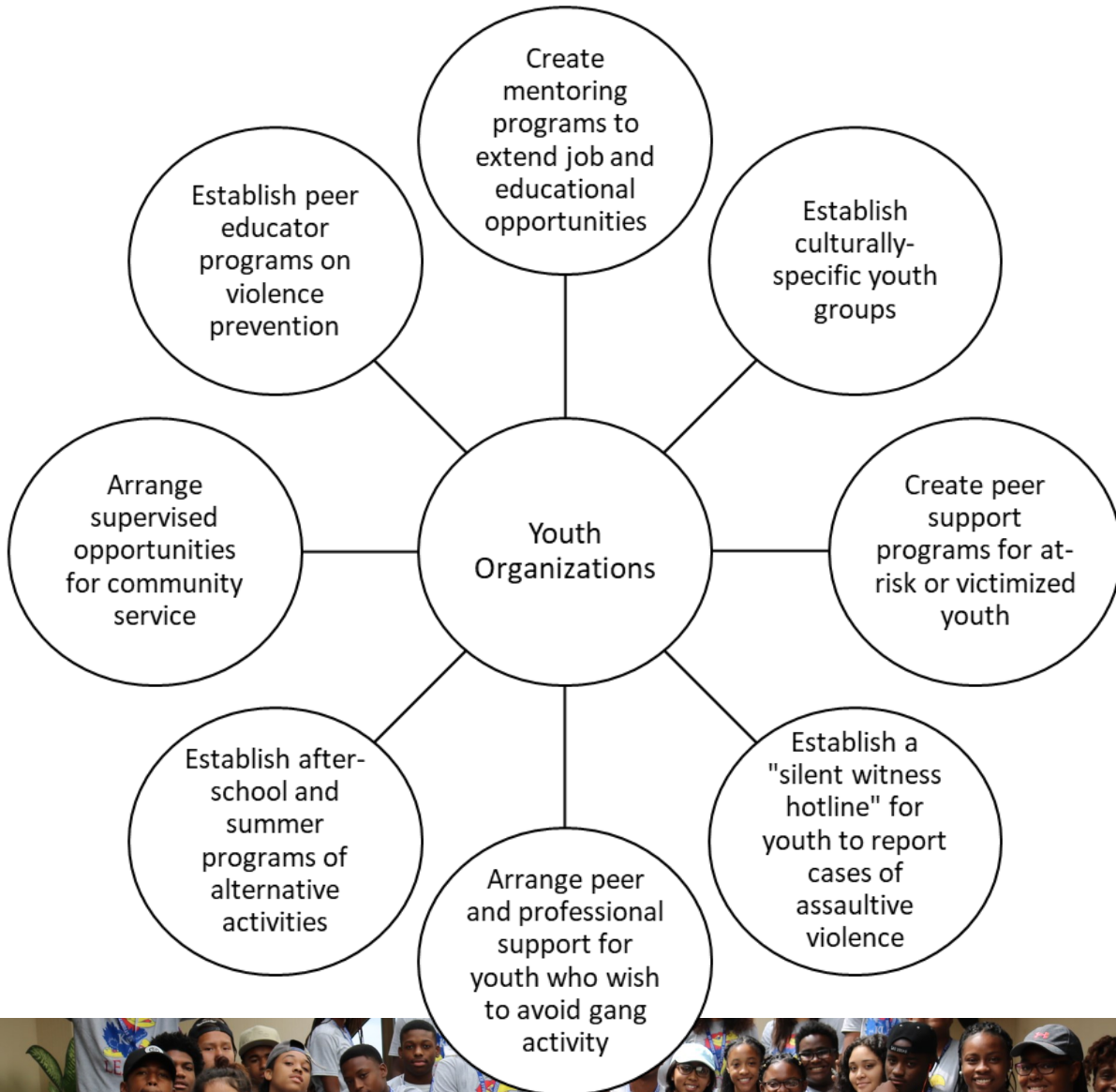
There are a number of potential changes in health organizations that might contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that might be sought in hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided.



Changes in Youth Organizations

(An Example)

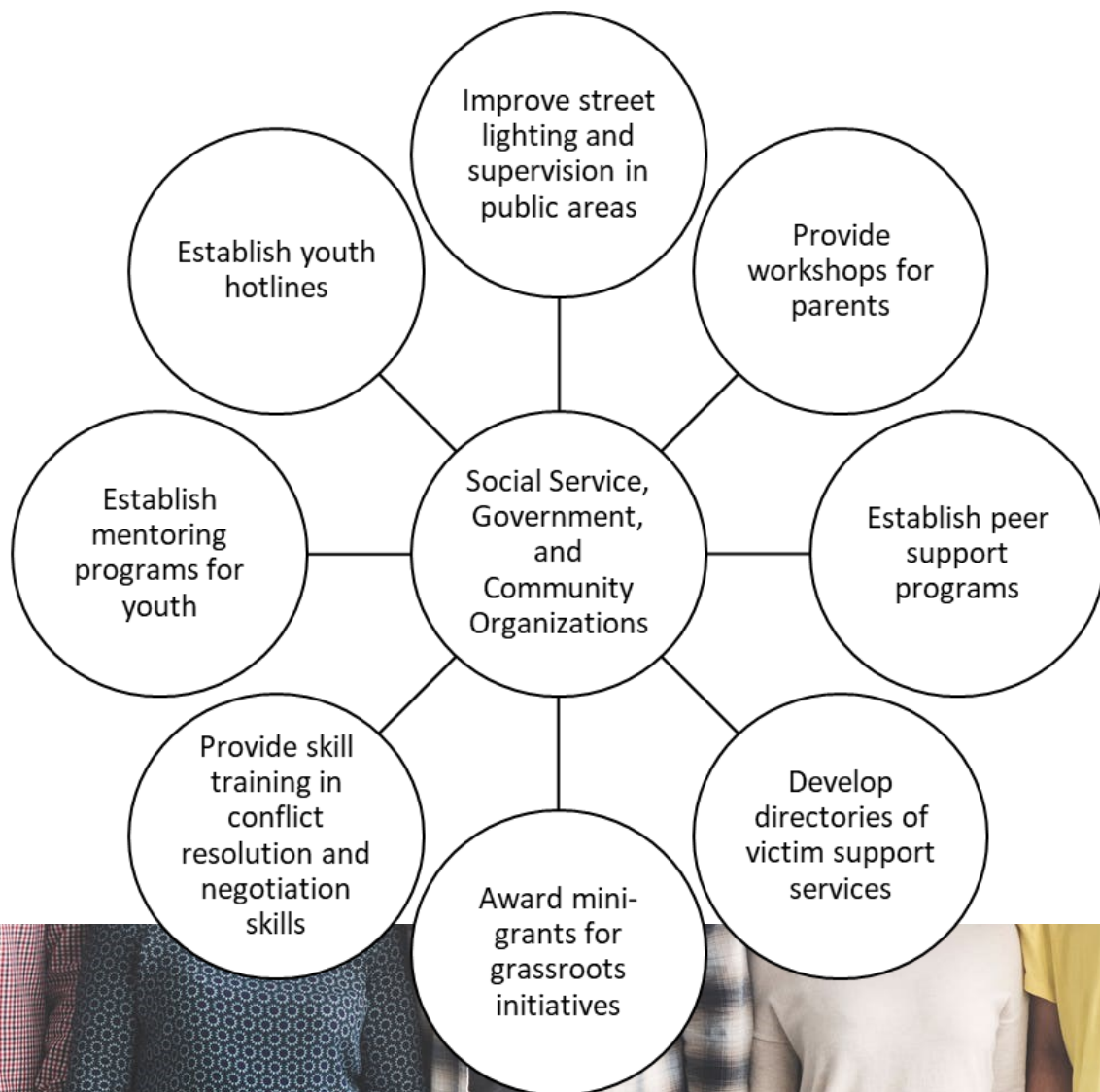
There are a number of potential changes in youth organizations that will contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that can be sought in after-school recreational programs, such as Boys and Girls Clubs or the YMCA, Scouting organizations, 4-H, recreational programs, and cultural organizations.



Changes in Social Services, Government Organizations and Community Organizations

(An Example)

There are a number of potential changes in social service, government, and community organizations that might contribute to the mission of reducing youth violence. Here is an example of the product of planning--a list of changes that might be sought in service organizations, including those providing welfare and vocational services; government agencies, including executive and legislative bodies at local, county, and state levels; and community organizations, including related coalitions, advocacy organizations, self-help groups, neighborhood improvement associations, and neighborhood task forces.



Contributors

Stephen B. Fawcett, Ph.D.

Vincent T. Francisco, Ph.D.

Adriene Paine-Andrews, Ph.D.

Sanna Schneeberger, M.A.

Courtney Rose Moore, M.A.

Jomella Watson-Thompson, Ph.D.

Rhonda Lewis, Research Associate (1993-1994)

Ella Williams, Research Associate (1993-1994)

Kimber Richter, Research Associate (1993-1994)

Kari Harris, Research Associate (1993-1994)

Jannette Berkley, Research Associate (1993-1994)

Jacqueline Fisher, Coordinator for Site Development for the
School/Community Sexual Risk Reduction Replication Initiative (1993-1994)

Leland Oxley, Student Intern (1993-1994)

Allison Graham, Student Intern (1993-1994)

Lana Amawi, Student Intern (1993-1994)

About the Center for Community Health and Development

Mission: supporting community health and development through collaborative research and evaluation, teaching and training, and technical support and capacity building. For more information on the Center, see <http://communityhealth.ku.edu/>. Our address is: University of Kansas, Community Health and Development, Room 4082, 1000 Sunnyside Avenue, Lawrence, Kansas 66046, USA.

About the Community Tool Box

The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. It offers thousands of pages of tips and tools for taking action in communities. Visit the Community Tool Box at <http://ctb.ku.edu/>.

Updated Version: Includes

The Melissa Institute. “Action Steps Following the March for Our Lives Demonstrations: A Toolkit.” The Melissa Institute, 9 Apr. 2018, melissainstitute.org/mfold-toolkit/