

# DEVELOPING A COMPREHENSIVE APPROACH TO YOUTH VIOLENCE PREVENTION IN A SMALL CITY

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## Community mobilized

The City of Richmond, Virginia, with an estimated population of 192,000 (54% African Americans; 40% white; 6% other and mixed race) per capita. Homicide rate had consistently been in the top 10 in US cities since 2001.

## Who Mobilized Community?

The Center for the Study and Prevention of Youth Violence (CSPYV) at Virginia Commonwealth University (VCU), an interdisciplinary prevention center funded as an Academic Center of Excellence on Youth Violence Prevention in 1999 working with a regional prevention consortium, public schools, police, residents of public housing, and other government and not-for-profit child serving agencies.

## Methods Utilized for Mobilization

In addition to reviewing several comprehensive plans for youth violence prevention developed within the community, a needs assessment was conducted involving interviews and focus groups with 16 adults and 195 young people asking them to identify problems in youth violence and perceptions of Richmond's strengths and assets. The following five priority areas were developed on the basis of this comprehensive assessment:

- Develop innovative after-school and summer program for young people.
- Increase knowledge of existing resources for violence prevention.
- Promote positive involvement of police with children.
- Provide parent education to reduce violence (including intergenerational and grandparent programs).
- Develop strategies for influencing media portrayal and use of violence.

Building on the core theme of strengthening the voices of stakeholders, CSPYV initiated a series of activities including data surveillance training and application with residence of public housing development in the East End of Richmond; provision of expert technical assistance to the city managers crime control plan; application of crime prevention environmental design at

a local high school; collaboration with Richmond public schools superintendent initiative for student excellence in which CSPYV assisted with developing a framework and process for enhancing school–community partnerships; and finally, working with VCU administrators to enhance the capacity of the university to engage in community–university partnerships on a broad scale in order to provide assistance to the community with its efforts to promote positive youth development and other community priorities.

## **Significance**

This campaign relied on the use of systematic collection of data through needs assessment, use of evidence-based practice, and a multi-pronged strategy of engaging with key stakeholder groups ranging from citizens to city leaders to ensure that the voices of young people and families were included in planning and implementation of community strategies for reducing violence and strengthening positive youth development.

## **Results**

Implementation of short term objectives was achieved in the city managers campaign, the superintendent initiative for student excellence and the partnerships with residents of the East End to improve their community using surveillance data. Unfortunately, many of these results were not sustained due to changes in leadership associated with the political process.

## **Lessons Learned**

- One size matters. Although Richmond is relatively small city, the intricacies involved in mobilizing an entire city are daunting. Efforts targeted at specific neighborhoods are more likely to produce short term positive results.
- Each voice is unique. It is challenging to translate the Center’s mission of strengthening stakeholder voices into action because the interests and perceptions of each stakeholder group are unique and sometimes in conflict. Working with young people was particularly daunting due to the logistical problems of recruiting a large enough group of young people to represent the community. The project discovered that young people often preferred active projects as opposed to discussions and more cerebral planning processes.
- Many Voices do not Necessarily make a Choir. Greater success was obtained with individual stakeholder groups than trying to bring all of these stakeholders together in meaningful dialogue. Considerable attention must be given to bridging gaps and culture, perception, education and interests among stakeholder groups.

- Change Happens. Effective mobilization requires patience, sustained effort and continuity to build trust and consensus. Sufficient time should be allowed to develop and implement effective strategies. Broad based coalitions should be developed that can counterbalance the impact of political turnover. Also it is important to translate the mobilization work into a language compatible with the plans and rhetoric of the new administration and try to establish collaborative relations with key personnel.
- Connections “R” Us. A valuable function of CSPYV was to facilitate dialogue among the multiple sectors, i.e., public schools, police, child serving agencies that share similar concerns but often work within their own unique domains.

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# PARTNERSHIPS FOR PREVENTING VIOLENCE: A LOCALLY-LED SATELLITE TRAINING MODEL

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## **Community Mobilized**

Individuals and groups interested in enhancing their skills in developing partnerships for preventing violence. A total of 13,000 individuals throughout the United States, from 435 core sites participating in the locally-led national satellite training methodology, and an additional 831 sites also viewing the satellite training sessions.

## **Who Mobilized Community?**

A consortium comprised of faculty and staff from the Harvard School of Public Health, the Prevention Institute and the Education Development Center developed, implemented and evaluated Partnership for Preventing Violence (PPV), which developed an innovative six part satellite training series on the public health approach to preventing youth violence. Utilizing a unique hybrid methodology that combined satellite training with local, face-facilitation by trained experts, PPV offered a six part series on youth violence prevention during the period from 1998 – 2001. The primary goal of the program was to increase violence prevention knowledge and skills among diverse professionals, particularly in health, justice and education, by demonstrating what works and highlighting successful violence prevention programs around the country. The secondary goal was to develop and enhance leadership capacity of a multidisciplinary network of local leaders working to empower their communities to prevent youth violence. A core group of sites participated in a process in which locally based facilitators assisted participants from that locality to adapt and apply the training to the unique conditions of their own community.

## **Significance**

By utilizing innovative technology, PPV attempted to expand the scope and depth of prevention training by reaching greater number of participants, enhancing capacity to monitor the quality, and ensure the uniformity of the information provided, reaching entire teams or coalitions from the local community, and increasing the capacity of practitioners to reduce violence in their communities.

## Results

Thirteen-thousand individuals participated in the PPV training. More than 700 participants from 52 sites responded to the PPV outcomes survey. A total 615 pre-broadcast questionnaires and 437 PPV outcomes surveys were completed at 24 sites. Independent sites participating in various broadcasts range from 115 to 265. PPV achieved its goal of reaching a diverse range of professional participants. Overall satisfaction was 84% at core participant sites compared with 57% of independent site registrants. Sixty-nine percent of core participants stated that the training met community needs versus 64% of independent registrants. Approximately 60 % of the core sites either conducted or planned to conduct interim local activities between broadcast including training, repurposing, youth activities, working groups, developing funding proposals, and networking.

Limitations of the project include a lack of complete control of the broadcast format and difficulty in evaluating the impact on youth morbidity and mortality. Authors conclude that the primary benefits of this model are 1) establishing and maintaining a nationwide network of violence prevention practitioners; 2) providing an “occasion for deciding”, and thus, mobilizing local leaders in communities to take actions tailored to the unique needs and strengths of their communities, grounded in the public health model; and 3) improving training outcomes for local participants through interaction with the trained, on-site facilitator.

## Lessons Learned

- The satellite broadcasting modality has considerable benefit in reaching large numbers of participants, although there are technical issues that need to be addressed.
- The impact of the training was greater when communities had an opportunity to hear leaders from other localities discuss their work as opposed to hearing from national experts.
- Replication by others using a case-control study design would provide better outcome data.

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# CONSTRUCTING PEACE: HELPING YOUTH COPE IN THE AFTERMATH OF 9/11

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## **Community Mobilized**

New York City after the 9/11 tragedy.

## **Who Mobilized the Community?**

The overall mobilization was conducted by the Community Research Group (CRG) of Columbia University's Mailman School of Public Health which founded the New York City RECOVERS (NYCR). Key roles were played by New York City Department of Health and Mental Health and the FEMA-funded Project Liberty. This consortium sponsored a conference on collective recovery, with the focus on the first anniversary of the tragedy (the HEALING Anniversary of 9/11). Following the conference, the Columbia Center for Youth Violence Prevention (CCYVP) joined the NYCR to tailor its wellness events for the month of September to the needs of young people.

## **Significance**

Through the process of engaging community leaders in the recovery process, the organizers were able to create a forum to share experiences with recovery across distinct communities and offer an opportunity for community leaders to brainstorm about recovery initiatives they could incorporate into their agendas. The youth component of this project, including creation and dissemination of posters developed by young people reflecting on the recovery experience, not only provided a positive focus for citizens but also offered youth an opportunity to play a positive role in facilitating recovery experiences for adults.

## **Results**

The researchers employed qualitative study methods to analyze the impact of this initiative. Research methods included field observations, video footage, audio recordings, and 200 photographs of public events. Over 200 participants from all five boroughs, New Jersey and Long Island attended the city-wide conference, Together We Heal (TWH). Results of the youth initiative included development of a set of tip sheets offering options for healing activities, decorating the city with recovery oriented posters created by youth, and development of a

curriculum for cooking called Recipe for Diversity. The recovery initiative was assessed as only partially effective, due in large part to the fact that the war in Afghanistan and growing intensity and hostility in Iraq supplanted the dominant agenda for peace and healing in the city.

## **Lessons Learned**

By asking community leaders and groups what should be done to facilitate recovery, the NYCRC was able to open a jointly constructed pathway toward recovery. Asking stakeholders what to do produced powerful and unexpected answers that influenced organizations to follow the actions of other organizations rather than more theoretical ideas proposed by conveners. The CCYVP which had previously been driven by one-to-one partnerships with individual organizations realigned its approach based on the experience of the NYCRC community mobilization experience. Based on its new understanding on how to engage multiple organizations toward the same goal, CCYVP brought together multiple organizations, using research and local data to facilitate planning with partner organizations and encouraging the organizations to ask how CCYVP could contribute to their engagement in the recovery process. Thus, the researchers' agenda was shifted from one driven by funding sources and researchers to one that was shaped by the organization that had access to the populations they needed to influence. This shift in focus has facilitated integration of multi level, multidisciplinary approaches, which in turn have brought an important community-based context to the academic enterprise.

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# ENGAGING LATINO RESIDENCE TO BUILD A HEALTHIER COMMUNITY IN MID-CITY SAN DIEGO

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## **Community mobilized**

Diverse communities in mid-city San Diego including Latino, Somali, and Vietnamese sectors.

## **Who Mobilized the Community?**

The University of California, San Diego Academic Center of Excellence on Youth Violence Prevention (USDACE) and partnership with a local collaborative, the mid-city community advocacy network.

## **Significance**

The goal of the mobilization was to build the capacity of the community to identify quality of life issues and advocate for change. Culturally specific, active engagement strategies were used to train and mobilize community residents effectively and skills required to successfully engage in advocacy and systems of change. These culture-specific engagement strategies were used rather than traditional models of community engagement (surveys focus groups and small forums health fairs and street fairs).

## **Methods Utilized for Mobilization**

The community is densely populated with 4.62% of the city land mass and 13% of the city population and is home to more than 160,000 residents more than a third of whom are under 19 years of age. Approximately 40 primary languages are spoken in the schools feeding the two area high schools and nearly 50% of mid-city households do not speak English at home. Twenty-eight percent of the residents are below the poverty level compared to 12.6% region-wide. The mid-city community advocacy network (CAN) was comprised of members of multiple health and human service agencies, law enforcement, faith community, and residents as well as the university. Based on unsuccessful attempts to utilize traditional vehicles for mobilizing community residents, CAN and the UCSDACE developed a comprehensive strategy for addressing identified barriers including:

- Time: Scheduled time of meetings usually caters to service providers, but not residents.
- Language: Limitations of English speaking staff in a community where over 40 languages are spoken or acknowledged.
- Culture: Recognition that concepts of advocacy and leadership are demonstrated and valued differently in different cultures led to re-examination of traditional concepts of advocacy and policy change.
- Economics: consortium recognized that holding meetings is not a high priority for people with basic unmet needs. Collective action and primary prevention will not be valued without attending to basic needs of finding affordable child care or having to work several jobs to make ends meet.

## **Results**

Mid-city CANs and USCSDACE redesigned the collaborative community mobilization efforts and revised their focus to develop the leadership capacity of community residents. They hired an indigenous community organizer who identified a small, cohesive core group of residents to host meetings in their own homes to recruit participants and provide a forum for residents to practice leadership skills and strengthen residents' and agencies' shared commitment to common goals. The Latin Leadership Project (LLEA) was established and focused on the following goals: 1) increase Latino resident involvement in collaborative efforts; 2) help Latinos advocate effectively for issues more important to them; and 3) create a core Latino leadership that will participate in the decision-making bodies of the community. These strategies were specifically designed to be culturally appropriate for a Latino community. Approximately 30 people initially participated in the weekly leadership training and by the end of the year about 15 members were still participating.

During the first year the group:

- “Created ground rules” for the groups.
- Explored oppression and how it affects the participants and how it is defined.
- Created a plan of action.
- Looked at the use of the media and participated in media advocacy trainings.
- Explored the local political process including who makes the decisions in San Diego and how the group can affect those decisions.

During the second year an additional 15-20 persons participated in the leadership training. The Latino Leadership Project connected with more than 500 people in the community and developed community organization projects including a healthy housing initiative and the tobacco-free mid-city project focusing on mobilizing the Latino community to address community health advocacy.

## **Lessons Learned**

By utilizing culturally tailored engagement approaches the LLEA has been able to develop a highly visible mobilization group which has a significant impact on the larger collaborative. Community residents are now fully integrated into leadership structure of the mid-city CAN, participating in sub-committees and task force, and are elected members of the collaborative governing body.

By developing a citizen resident-driven process the mid-city CAN has been able to connect with previously unknown Latino organizations in the community.

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# **BUILDING SOCIAL CAPITAL THROUGH NEIGHBORHOOD MOBILIZATION: CHALLENGES AND LESSONS LEARNED**

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## **Community mobilized**

The Arlanza neighborhood in Riverside, California. Arlanza experienced negative changes in the 1990's including industry replacing residential areas in traditional social networks beginning to stabilize. A major employer reduced its staff from 7,000 to 700 forcing many long term residents to move from Arlanza to pursue jobs elsewhere. Fifty eight percent of Arlanza is Latino, approximately 30% foreign born, mostly of Mexican descent. Nearly a quarter of residents have no high school diploma or GED. Of 29,000 residents, 42% speak Spanish only or very little English.

## **Who Mobilized the Community?**

The Riverside Youth Crime Prevention Red Team, overseen by a partnership under the auspices of the Riverside Youth Violence Prevention Policy Board. Researchers at the Robert Presley Center for Crime and Justice Studies at University of California, Riverside, conducted the research using a participatory observation methodology. The goal of the project was to align theory with a neighborhood mobilization effort.

## **Significance**

This mobilization effort addressed the challenges of incorporating theory-based approach with a practically oriented neighborhood mobilization that focused on strengthening the voices and capacity of neighborhood residents within the established political and social structure. By focusing on the theoretical and practical aspects and recognizing the importance of adapting strategies to be responsive to both domains, the Arlanza Neighborhood Initiative was able to produce significant improvement in the Arlanza neighborhood.

## **Methods Utilized for Mobilization**

The focus was on strengthening neighborhoods by affirming and supporting healthy social relationships, thus enabling residents to thrive and collectively address challenges such as youth violence. Their goals included identifying and expanding community assets, and helping residents work with city and county agencies to improve the lives of neighborhood. The

principal organizational vehicle used to accomplish their mobilization goals was the development of a neighborhood resource center which provided a setting where residents could become engaged with various agencies, services, and community associations to address community needs. The resource center served as a place to coordinate activities and encourage residents to build new relationships and discover old ones in the process of collaborating to solve neighborhood problems. Strategies employed in mobilizing community engagement included recruiting community volunteers to conduct asset mapping through door-to-door surveys of individual capacity. The survey is administered periodically to reflect demographic changes. Institutional and organizational mapping was also conducted to identify agencies instrumental for building social connections.

## **Results**

A centrally located neighborhood resource center was created (Eric M. Solander - Arlanza Youth and Family Resource Center), which included a 48 slot daycare center a 300 square foot office operated by the county's Women's Infant Children (WIC) Program that provided nutritional services, counseling, medical referrals, food vouchers, and preliminary health screening to neighborhood women. The Center also served as a resource for a gang violence program, a grassroot organization that raises funds for college scholarships for underrepresented Latino youth, and a youth and family counseling program. By building social capital the initiative enabled neighborhood residents to have a voice in city and county politics and facilitated the involvement of the police chief and local police lieutenant in various community events.

Specific results included providing child care to approximately 300 of the 352 families living in poverty with children under the age of two and providing nutritional health services to over 3,883 women, infants and children thru the WIC program.

## **Lessons Learned**

- The challenge of blending theory and practice:

Social and behavior scientists need to translate their theory in to understandable language, engaging residents and elected officials at the level of their understanding while also listening and orchestrating their voices in a coherent matter. Conversely, elected officials who often want a "quick fix" need to find ways to incorporate conceptual and research perspective into their work. Balancing the different agendas of participating agencies also proved to be a challenge.

- Fiscal challenge:

Careful and diplomatic interactions were required to overcome the history of tension in city – county collaboration.

*This translation document has been provided by the Coordinating Center for the National Academic Centers of Excellence on Youth Violence prevention. The original source document can be found at:*

Payne, P. R., & Williams, K. R. (2008). Building Social Capital Through Neighborhood Mobilization: Challenges and Lessons Learned. *American Journal of Preventive Medicine*, 34(3), S42-S47.  
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# ASIAN/PACIFIC ISLANDER YOUTH VIOLENCE PREVENTION CENTER: COMMUNITY MOBILIZATION EFFORTS TO REDUCE AND PREVENT YOUTH VIOLENCE

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## **Communities Mobilized**

### 1) Asian American Pacific Islanders (AAPI)

Youth and families in the city of Oakland.

Of Oakland's 400,000 residents, AAPI collectively constitute approximately 16%. Southeast AAPI have among the highest arrest rates for all ethnic youth in Alameda County, where Oakland is located. Many AAPI parents are first generation immigrants who have difficulty with the English language. Smaller AAPI community based organizations (CBOs) have been historically marginalized within the AAPI community i.e., Vietnamese, Cambodian Laotian, Hmong and Mien.

### 2) Public Housing Neighborhoods in Waipahu, Hawai'i

A highly transient population, with significant portion of Samoan and native Hawaiian residents and a recent influx of Micronesians.

## **Who Mobilized Communities?**

1) Oakland: National Council on Crime and Delinquency (NCCD) and the Asian/Pacific Islander Youth Violence Prevention Center along with several CBOs and other interested individuals and community organizations.

2) Waipahu: Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC) working with the Waipahu Community Association that oversees most prevention activities in that area, community leaders from CBOs, government representatives and the Waipahu High School principal.

In both mobilization initiatives, systematic efforts were conducted to engage local residents and organizations in a process that utilized data to understand problems, plan programs, and evaluate outcomes. Each mobilization process began with a series of large meetings inviting people to review data and engage in discussion. Eventually subcommittees and other

structures were put in place to address identified areas of concern. Outreach and dissemination efforts were heavily emphasized. In Oakland, a report entitled *Under the Microscope: Asian and Pacific Islander Youth and Oakland, Needs, Issues and Solutions* was published and promoted. Information on this report and a variety of API youth violence and prevention resources in the community were translated into multiple languages and disseminated at a local street fair. Waipahu data, including focus group information was shared with members of the planning committee as well as citizens. These data driven reports formed the basis of planning and action in both Oakland and Waipahu.

## **Significance**

These mobilization efforts addressed the misperceptions that: 1) because AAPI represent a relatively small portion of the United States population it is not important to address their violence issues; and 2) often AAPI are stereotyped as “model minorities” who do not encounter serious social obstacles and lack ethnic heterogeneity. The high dropout and crime rates of these populations in both communities directly contradict these misperceptions and form the basis for taking considerate action.

## **Results**

1) In Oakland, an Asian/Pacific Islander Youth Service Provider Resource Guide was created. The Guide cross-referenced organizational information and types of services available, including language services provided by each organization. A two-page fact sheet was also written and translated into AAPI languages in order to summarize the findings from the *Under the Microscope* report and highlight data on specific AAPI community groups. The mobilization process, which produced aggregated information on diverse AAPI violence rates, increased the capacity of community organizations to collaborate and advocate on behalf of AAPI youth violence prevention.

2) In Waipahu, analysis and dissemination of data led to increased focus on at-risk females and the role of gangs and illicit drugs in youth violence. The resource assessment group recommended bringing in programs for students in intermediate school to address gang violence and substance abuse as well as reconnecting families, as extended family bonds are a core aspect of Polynesian and Asian culture. The need for violence prevention programs for Samoan adolescents and Micronesian youth were highlighted among the recommendations. These findings stimulated a process that eventually led the way to funding a Communities That Care initiative, an evidence-based youth and community development approach.

## Lessons Learned

- University partners can play a critical role in community mobilization efforts to prevent AAPI youth violence by facilitating such efforts and providing expertise in research and data analysis.
- Disaggregating data by AAPI ethnicities can be a powerful force in overcoming misperceptions about AAPI youth and facilitating constructive action to address serious community concerns.
- Attention should be given to preparing materials in linguistically and culturally appropriate format in order to reach intended target audiences.
- Programs addressing the specific needs of AAPI youth should accentuate collective values, experiential learning, family bonding and understanding the history and experiences of diverse AAPI communities.
- It is possible to develop effective youth violence prevention plans for AAPI communities by combining technology expertise, community leverage, and resources.
- Youth violence prevention movements should make extra effort to include historically marginalized AAPI community groups.

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# DEVELOPING PARTNERSHIPS TO ADVANCE YOUTH VIOLENCE PREVENTION IN PUERTO RICO: THE ROLE OF AN ACADEMIC CENTER OF EXCELLENCE

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## Community Mobilized

The community mobilized was Housing Project X located in the urban City of San Juan, Puerto Rico. It had a population of over 25,000 residents and is the largest in Puerto Rico. Housing Project X is one of the major low income communities in Puerto Rico. A 2001 needs assessment survey of 1858 households showed the main source of income was government aid (77%). Forty two percent of the resident population was under 18 years old. Only 32.7% had finished the 9<sup>th</sup> grade, and 31% were unemployed.

According to the Puerto Rico Department of Education, 89% of students attending San Juan public schools live in poverty. Approximately 48.25% (11,717) families) live in either public housing or in low-income urban neighborhoods.

## Who Mobilized Community?

The Center for Hispanic Youth Violence Prevention (CHYVP) played the major role in this community mobilization. The CHYVP was a part of the University of Puerto Rico's Department of Pediatrics, School of Medicine, in San Juan, Puerto Rico. From 2000 to 2005, the CHYVP was one of ten Academic Centers of Excellence which was funded by the CDC.

## Methods Utilized for Mobilization

The CHYVP facilitated community mobilization efforts to reduce youth violence in the high-risk Latino community. Participatory communication strategies were used to enhance mobilization and to develop community partnerships. One of the goals of the Center was to develop strategic plan for a coordinated school-based community response to violence prevention using a systemic approach. Partnerships were developed to identify community needs and resources, risk factors, protective factors, and develop a sound strategic plan. These partnerships resulted in the creation of two new bodies. One was a community advisory board that worked in collaboration with Center staff. The second organization was a school-community task force that was formed by coalition of public school staff, parents, students, and CHYVP staff. The

major issue addressed was the student and teacher absenteeism and high dropout rates. The group felt that it was important to get the students back into the classroom. The community agreed that youth violence was strongly associated with the high dropout rates and that major curricular changes in the local schools were necessary.

The CHYVP served as a catalyst and external agent for the mobilization effort. The Center's approaches were the following: 1) form partnerships; 2) facilitate a community meeting; 3) form a community advisory board (CAB); 4) with the CAB, identify major concerns; and 5) form a school-community task force which met with and interfaced with local government officials and the Puerto Rico Education and Recreation Departments.

## **Significance**

Puerto Rico has the second highest murder rate in the nation, after Washington DC. In 2003, the homicide rate in the general population was three times the mainland rate (19.1 vs. 6.1/100,000). Of the 296 youth homicides in Puerto Rico, 34% occurred in San Juan. Violent Crime is a serious problem whose roots lie with the same socioeconomic statistics of Housing Project X. This community mobilization effort demonstrated that a participatory communication process can help to mobilize Latino communities to prevent and reduce youth violence.

## **Results**

Appropriate communications mechanisms were established to enable the development of trusting partnerships that were necessary to overcome "town and gown" barriers. The CHYVP help to facilitate open dialog to improve communication. As a result, the community developed a sense of ownership over the youth violence prevention efforts.

In the short run, results of the community mobilization efforts were: 1) active participation of community members in identifying priorities; 2) successful planning community activities; 3) establish a school/community task force; 4) open discussion of the community's demands for major curricular changes; and 5) regular meetings with high agency officials to address the community's concerns and demands. Even after funding for CHYVP ended and its departure from the community, programs continued such as two leadership summer camps (in 2006 and 2007). Also, the Community Alliance in Support of Excellence in Education was formed to continue the work for school autonomy, and improved and relevant curricula.

## Lessons Learned

- A participatory communication process can help to mobilize Latino communities to prevent and reduce youth violence. A part of this process requires respect for the cultural values, religious beliefs, and social norms of the community mobilized.
- Challenges included gaining trust, inadequate coordination among partners, diversity within the community, dealing with prejudice, enhancing male participation, working at the community's pace, party politics, and the effect of the loss of funding and its impact on the community.
- The community's active participation in the mobilization process contributed to a sense of ownership, mutual understanding, and agreement. The involvement of community leaders was essential to assure multi-level participation.
- Party politics influenced the participation of community members in certain activities and events.

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# INCORPORATION THE EXPERIENCES OF YOUTH WITH TRAUMATIC INJURY INTO THE TRAINING OF HEALTH PROFESSIONALS

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## **Community Mobilized**

There were two communities mobilized, one was a cohort of fourth year medical students. The University of California, San Diego (UCSD) medical students were trained in injury and violence prevention. The second community was the city of San Diego. San Diego had the second highest rate of juvenile arrests in the state of California in 2003 and a rising gang activity. In the first half of 2004, the city's policy department reported a 10% increase in gang-related crime compared with the same period on 2003.

## **Who Mobilized Community?**

The University of California, San Diego's Department of Pediatrics with the San Diego-based Sharp HealthCare's Institute for Injury & Violence Prevention. Community Pediatrics, a Division of the Department of Pediatrics at UCSD School of Medicine was a recipient of a CDC-funded, Academic Center of Excellence on Youth Violence Prevention (UCSD ACE). The UCSD ACE was a multidisciplinary research group with experience designing and implementing culturally competent programs targeting underserved and at-risk populations.

## **Methods Utilized for Mobilization**

The partner organizers created a program, "Think First" to train fourth year medical students regarding the role that they can play in Emergency rooms to talk to or intervene with victims of violent crimes about how they can make better life style choices. These Voices for Injury and Violence Prevention (VIPs) were part of a panel of social service providers, health professionals, and law enforcement to educate the medical students. They discussed the fact that physicians have a responsibility to be involved and that doctors can partner with community resources for youth violence prevention and intervention.

The primary aim was to make a strong impact on these medical students that so they could successfully intervene upon at-risk youth. The training program utilized live testimonials from young people who have sustained traumatic and preventable brain or spinal cord injuries as a result of making poor choices.

## **Significance**

In the United States, Physicians can play a much larger role in the intervention and prevention of youth violence. This program takes a critical part of a medical doctors training to make a strong impression about the issue of violence and how in the ER, they can truly make a difference. The VIPs explained how to identify gang affiliation, and take advantage of opportunities to discuss risk factors for alcohol and other drug use. The VIPs tell their stories and challenge the health professionals to get involved and take action. The VIPs indicated that a visit to the emergency room was an optimal time to intervene and that they would have been more likely to listen in that setting.

## **Results**

Over the three years of data collection, response rate averaged 60% of graduating students. Of these students, each question resulted in a positive change score. The five questions were: 1) *I will have an important role in youth violence prevention*, 2) *knowledge about risk factors for involvement in youth violence*, 3) *knowledge about protective factors for involvement in youth violence prevention*, 4) *knowledge about prevention programs for youth violence*, and 5) *able to identify resources in the community regarding youth violence*. The findings demonstrate major positive results in each of these categories for each question, #1 at 34.4%, #2 at 69.4%, #3 at 73.8%, #4 at 69.9%, and #5 at 66.7%. Preliminary data indicate that this adaptation for the “expert patient” model is an effective method of teaching youth violence prevention to senior medical students.

## **Lessons Learned**

- One of the VIPs said, “If you appear to be interested in our lives and ask simple questions about it, we’ll give you all the information you want.”
- A growing body of evidence suggests that participation of consumers and patients in training healthcare professions can contribute important and different learning opportunities.
- To be effective in violence prevention, community mobilization needs to engage multiple sectors.

- The victims of violent crimes are a powerful way of humanizing the profound impact of violence, the opportunities physicians have for intervention, and the responsibility that medical doctors have to directly address youth at risk.
- People affected by violence can be excellent and powerful teachers for future medical practitioners.
- Prevention trainings are an important means to teach health professionals to get involved in issues affecting their patients and to utilize community resources.
- Experiential learning is an effective training in preparation for real world practice.
- The VIPs are a powerful way of humanizing the profound impact of violence, and emphasize when and how physicians can intervene in youth violence prevention.

*This translation document has been provided by the Coordinating Center for the National Academic Centers of Excellence on Youth Violence prevention. The original source document can be found at:*

Zirkle, D., Williams, K., Herzog, K., Sidelinger, D., Connelly, C., & Reznik, V. (2008). Incorporating the Experiences of Youth with Traumatic Injury into the Training of Health Professionals. *American Journal of Preventive Medicine*, 34(3), S62-S66.  
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# HUI MALAMA O KE KAI: MOBILIZING TO PREVENT YOUTH VIOLENCE AND SUBSTANCE USE WITH PASSION, COMMON GOALS, AND CULTURE

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## Community Mobilized

The Community mobilized was Waimānalo which is on the east shore or windward side of the island of Oʻahu. It is 17 miles from the center of Hawaiʻi's capital, Honolulu. Waimānalo is divided into three census tracts---Waimānalo, Waimānalo Beach, and Waimānalo Home Land. The latter census tract is Hawaiian homestead land, where homeowners must be at least 50% Hawaiian blood quantum. The community is rural and in the 2000 Census, it had 10,963 residents. With 70% of Waimānalo residents being Native Hawaiian, the community holds one of the highest concentrations of Native Hawaiians in Hawaiʻi. The community is relatively young, with a median age of 32.8 years; 22.2% of all residents are aged between 5 and 19 years.

## Who Mobilized Community?

In 1998, a group of Waimānalo community leaders created Hui Malama o ke Kai (HMK-the caring group from the ocean), an after-school program for Waimānalo 5<sup>th</sup> and 6<sup>th</sup> grade students that ran from October through the end of each academic year. The students attend a study-hall tutoring session and then engage in recreational activities that often were beach/ocean-based, and on land (aina) activities such as hiking and river restoration. These activities perpetuate the Hawaiian culture and prosocial community change. Due to the schools' location in Waimānalo, virtually all youth participants and staff are of Native Hawaiian ancestry. Initially, 30 youth participated in the program and then starting in 2003, HMK began enrolling 40 students per year.

Recognizing that a cohesive extended family is a fundamental aspect of the Hawaiian culture, HMK has broadened its program to include parents and extended family members. The primary programs to extend to the youth participants are family nights to discuss parenting issues and connect with other parents. Also, at the beginning of each program year, there is a family retreat in which each participating youth and two older significant family members go on

a weekend camping trip to a neighbor Hawaiian island. A few of the topics discussed are substance use, and family and community violence.

## **Methods Utilized for Mobilization**

The HMK program was structured so that youth participants would take part in an after school tutorial program and then participate in recreational activities organized by HMK staff. The Hawaiian cultural component has been a key integral part of the recreational program. The greatest asset to the program was Waimānalo's geographical diversity. Recreational activities included canoe paddling, stream restoration, sailing, and hiking. After each activity, staff conducted educational exercises that gave the youth back to their Hawaiian identity and with that, their self-esteem and hope for a bright future. Besides the youth, other parts of the community have been important elements to develop and sustain the program such as parents, the extended families, older "aunties" (mainly Waimānalo grandmothers), small businesses, consciously fitting the HMK staff and youth into the larger Waimānalo and the adjacent Kailua communities.

## **Significance**

HMK hopes to give the youth back their Hawaiian identity and with that, their self-esteem and hope for a bright future.

An important aspect is to give the Hawaiian community ownership over the HMK program and raise community empowerment. Although a variety of funding has been achieved, HMK is designed to sustain itself through community involvement and not to meet the criteria for Federal and State funding agencies.

For the State of Hawai'i, an important aspect of using HMK as an agent of community mobilization is for the program to be visible as a true grassroots community service program that improves Waimānalo.

## **Results**

From a quantitative perspective, pre- and post-test surveys were administered to youth participants. The annual evaluations have shown significant positive improvement in youth appreciation for the Hawaiian culture and improved attitudes that disapprove of substance use and violent behaviors.

Open-ended qualitative questions have yielded positive comments from both youth and parents. Parents, for example, have reported improved attitudes and behaviors in their

children since participation in HMK. Integration of the family included outreach to family members to bring forth issues such educating all about the positive aspects of Hawaiian culture.

## Lessons Learned

- A deep cultural competence, awareness and sensitivity is crucial when working with Native Hawaiians, and when mobilizing toward the issues of youth violence and substance use prevention.
- The development of future youth programs with indigenous peoples should also include program components that shift the ways in which youth view their culture and ethnic identities.
- The academic community needs to better educate itself on expanding the ways that ethnic identity is measured.

*This translation document has been provided by the Coordinating Center for the National Academic Centers of Excellence on Youth Violence prevention. The original source document can be found at:*

Akeo, N. P., Bunyan, E. S., Burgess, K. N., Eckart, D. R., Evensen, S. L., Hirose-Wong, S. M., . . . Vasconcellos, C. G. (2008). Hui Malama o ke Kai: Mobilizing to Prevent Youth Violence and Substance Use with Passion, Common Goals, and Culture. *American Journal of Preventive Medicine*, 34(3), S67-S71.  
<http://linkinghub.elsevier.com/retrieve/pii/S0749379707007556?showall=true>  
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# A FRAMEWORK FOR COMMUNITY MOBILIZATION TO PROMOTE HEALTHY YOUTH DEVELOPMENT

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## **Community Mobilized**

The Ivanhoe neighborhood is a predominantly African American low-income inner-city neighborhood in Kansas City, Missouri. In 2000, the neighborhood was beset by serious health and safety risk factors such as increasing poverty, educational attainment, and high levels of morbidity.

## **Who Mobilized Community**

In the mid 1990s, community leaders from the Ivanhoe neighborhood in Kansas City developed the Ivanhoe Youth Council (INC) to help ensure youth engagement in neighborhood change and improvement. The Youth Council was the primary organization to mobilize the Ivanhoe community. Neighborhood youth aged 12 to 18 years were recruited to participate in the community change efforts.

The Ewing Marion Kauffman Foundation, a Kansas City-based philanthropy, invited the INC to join in the “healthy neighborhood” strategy that focused on improving outcomes of youth through comprehensive youth development. In addition, the Foundation requested the assistance of the Work Group for Community Health and Development at the University of Kansas (KUWG) to provide technical assistance and evaluation support. The goal of the technical assistance was to enhance local capacities to facilitate, implement and evaluate environmental changes in the community.

## **Methods Utilized for Mobilization**

The article provides a framework for supporting and evaluating community mobilization efforts to create conditions that prevent youth violence and promote healthy youth development.

In 2000, the INC began a neighborhood strategic planning process with support from the Kauffman Foundation and the KUWG. The one year’s process resulted in a comprehensive strategic plan which identified crime, safety, family, and youth development as goals. For each of these respective goals, specific objectives, strategies, and action steps were developed for a 25% increase in INC youth activities and the recruitment of youth leaders.

The INCYP initiated targeted action and intervention by implementing the integrated strategic plans, and facilitated a bottom-up approach to community mobilization through leadership development and governance by local residents. This feat was accomplished by a systematic grassroots effort via training, supporting, and organizing youth of the Ivanhoe Youth Council. An example of the mobilization efforts was the neighborhood's first National Night Out Against Crime which became an annual drug and crime prevention event.

## **Significance**

The significance of this article was the step by step example of a thought out community mobilization effort. There were four distinguishable but at times overlapping phases. The first phase was Community Assessment and Collaborative Planning which enhanced the capacity of community mobilization efforts to facilitate positive change. The second stage was Implementing Targeted Action. The third step was Community Change which meant new or modified programs, policies, and practices. The INCYP facilitated a number of community changes such as the INC help to develop the Ivanhoe Youth Council which in turn helped to mobilize youth to facilitate key programs. Some of these programs were the Ivanhoe Life-Learning Institute (an after school program), a junior block captain program, and a neighborhood crime awareness rally. The fourth and last step was Widespread Behavior Change and Improvement in Population-Level Outcomes. Taking action collectively, a community can create the conditions for a safe and brighter tomorrow for all youth.

## **Results**

Between May 2001 and October 2003, the INCYP facilitated 26 community changes such as new modified programs, policies, and practices. The youth mobilization effort resulted in a steady rate of increased community changes in community and cultural organizations such as providing a summer enrichment program for at-risk youth, and a church after-school tutoring.

## **Lessons Learned**

- Working together, community members and outside experts can use quantitative data and qualitative information on community concerns to identify important issues that will be the focus of mobilization and change efforts.
- Achieving widespread behavior change and outcomes require a sustained investment of activities and resources. For example, leveraging additional financial resources and staff support from partners such as Front Porch Alliance provided direct support in implementing intervention components.

- The process of establishing a vision and mission ensures agreement on a common purpose to help gather and unite group efforts.
- The case study method contributes to understanding the community mobilization process.
- The development of diverse leadership appears to be critical for enhancing capacity to mobilize and support community change.
- The establishment of key partnerships with other organizations and institutions with similar youth-related goals and objectives can enhance leadership and organizational capacity.
- The involvement of a community mobilizer/organizer strengthens the mobilization process and provides a key role for implementation of change. The more effective organizers are those who have credibility in the community.
- Technical assistance can greatly enhance the community mobilization process, especially with youth with limited knowledge and background.
- Community mobilization efforts to promote healthy youth development can provide opportunities for youth to be agents of change and improvement in the community. Training is critical for youth, especially between the ages of 10 and 15. The study period was too short to draw conclusions about the effect of the community changes on widespread behavior change and improvement in population-level outcomes.
- Despite the considerable resource investment, the general strategy used for community mobilization did demonstrate the strength of grassroots-level organizing and action, particularly through the involvement of youth.
- Community mobilization is complex and therefore requires complex, multiple interventions.

*This translation document has been provided by the Coordinating Center for the National Academic Centers of Excellence on Youth Violence prevention. The original source document can be found at:*

Watson-Thompson, J., Fawcett, S. B., & Schultz, J. A. (2008). A Framework for Community Mobilization to Promote Healthy Youth Development. *American Journal of Preventive Medicine*, 34(3), S72-S81.

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# AN ETHNIC STUDIES MODEL OF COMMUNITY MOBILIZATION: COLLABORATIVE PARTNERSHIP WITH A HIGH-RISK PUBLIC HIGH SCHOOL

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## **Community Mobilized**

The 65<sup>th</sup> Street Corridor community is in the Oak Park Neighborhood, Sacramento, California. Sacramento is one of the most diverse cities in the United States. The primary focus of the mobilization efforts were at Hiram Johnson High School (HJHS) and Will C. Wood Middle School (WCW). WCW is one of the feeder middle schools to HJHS. Today, the HJHS population is 32.1% Asian American and Pacific Islander, 27.2% white (largely of Russian descent, 22.4% Latino, and 16.3% African American.

The Ethnic Studies Model of community mobilization was in response to the academic and violence issues at Hiram Johnson High School and the surrounding neighborhood (65<sup>th</sup> Street Corridor). As the school and its community became increasingly diverse, a growing number of teachers and community business left for other cities.

## **Who Mobilized Community?**

Department of Ethnic Studies at California State University, Sacramento (CSUS) in partnership with Healthy Start, Hiram Johnson High Schools, and Will C. Wood Middle School. One of the key external partners (2001-2005) was the Asian/Pacific Islander Youth Violence Prevention Center (API Center) which was housed in the Department of Psychiatry at the University of Hawai'i at Mānoa. The Ethnic Studies Model project in part overlapped with the API Center's overall goal of studying and reducing youth violence in the API community, and the Center's objective to train and mentor junior researchers. From 2002-2004, the API Center conducted a summer internship program for CSUS Ethnic Studies students that also included students from Chaminade University of Honolulu, West Oahu College, Leeward Community College, and the University of Hawai'i at Mānoa. These interns conducted focus groups, administered surveys, attended workshops, and planned and implemented presentations about the Center's research in both Honolulu and Sacramento. In addition, in 2003 and 2004, API staff attended and observed some Sacramento projects such as the Hiram Johnson High School community celebration.

## **Methods Utilized for Mobilization**

An Ethnic Studies Model for Social Change and community mobilization share its key components.

The Ethnic Studies Model attempts to utilize existing community and university resources to tackle youth violence, poor student performance, and school curriculum through community service participants and the activities in which they engage. The activities of the Ethnic Studies course included, for 9<sup>th</sup> graders, a tutoring/mentoring program, with parental involvement in celebrations commenting students successes; and 7<sup>th</sup> through 12<sup>th</sup> grade field trips to the University, in particular, field trips including parents with simultaneous translations in five different languages.

Participatory community strategies were used to enhance mobilization and to develop community partnerships.

## **Significance**

Strong and sustained collaboration among communities, CBOs, universities, and local agencies is essential to advance youth violence prevention in this population.

Ethnic diversity is rarely integrated successfully into the K-12 school curriculum. Also, “diversity curriculum” is generally inadequate because of their brevity and lack of in-depth analysis.

Community members need to develop a sense of ownership, mutual understanding, and agreement, which will result in collective action. Partnerships and participatory communication are strongly recommended to prevent youth violence in these communities.

Cultural values and social norms influence a community’s response to any intervention.

## **Results**

The Ethnic Studies model of intervention and community mobilization has tipped the balance back toward student participation, serving the needs of ethnic communities and mobilizing them to address pressing social issues. This model brings Ethnic Studies back to its roots of student and community involvement.

## **Lessons Learned**

- The Department made a strong commitment to involve students in the planning, implementation, and management of the community collaboration. The full

involvement of university students was critical to building a supportive and positive working relationship among students and faculty.

- An important part of the mobilization model involved building support at CSUS: this was provided by the College of Social Sciences and Interdisciplinary Studies and the University administration.
- To be successful one needs to gain trust, improve coordination among agencies, CBOs, and the community; overcome media portrayal of poor, inner-city neighborhoods, prejudice, increase male participation, and adapt to working at the community's pace.
- Community mobilization requires effective participatory communications and respect for the cultural values, religious beliefs, and social norms of the target community.

*This translation document has been provided by the Coordinating Center for the National Academic Centers of Excellence on Youth Violence prevention. The original source document can be found at:*

Sobredo, J., Kim-Ju, G., Figueroa, J., Mark, G. Y., & Fabionar, J. (2008). An Ethnic Studies Model of Community Mobilization: Collaborative Partnership with a High-Risk Public High School. *American Journal of Preventive Medicine*, 34(3), S82-S88.  
<http://linkinghub.elsevier.com/retrieve/pii/S0749379707007568?showall=true>  
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# ORGANIZATIONAL EMPOWERMENT IN COMMUNITY MOBILIZATION TO ADDRESS YOUTH VIOLENCE

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## **Community Mobilized**

The community mobilized was the city of Flint, Michigan. Since the late 1970s, Flint has lost much of its economic base provided by the United States auto industry. It has struggled to redefine itself economically, culturally and to improve race relations. In the past three decades, the city's population has decreased by 35% and poverty, unemployment, and crime have dramatically increased. Violence is particularly an issue for youth. In a survey of 9<sup>th</sup> grade Flint students, 58% reported engaging in some sort of violent behavior within the past 12 months and 50% reported being victims of violence.

## **Who Mobilized Community?**

The Flint, Michigan Youth Violence Prevention Center (YVPC) organized the community mobilization effort. The YVPC was established in October 2000 by a National Academic Centers of Excellence on Youth Violence Prevention grant from the CDC. The Center is a collaborative partnership that includes the University of Michigan's School of Public Health, local hospitals, health departments, Flint police, courts, the local school system, and grassroots organizations.

## **Approach Utilized for Mobilization**

The primary approach utilized to mobilize this community was the organizational empowerment theory. This approach was used to document and understand the critical elements of a collaborative partnership and its community organization strategy to prevent youth violence. Organizational empowerment focused attention on the structures and practices of both organizations and collaborative partnerships. Community mobilization by partnerships provided a means by which organizations influenced policy, the community, and youth violence. Previous youth violence efforts in Flint had been disorganized, fragmented, and lacked sufficient resources.

To have a tangible effect on youth violence, the Youth Violence Prevention Center and its partners engaged in a broad-based community mobilization strategy that included research, training, and community organizing resources to benefit youth, families, partners, and the Flint

community. The YVPC was established to bring together groups interested or involved in addressing youth violence in Flint.

The YVPC sponsors trainings to educate the community, especially youth, about different aspects of violence. Three examples were Kids Speak, a conference on girls' aggression, and a gun violence prevention program for elementary schools and a companion session for parents.

## **Significance**

Collaborative partnerships grounded in organizational empowerment theory can effectively use even weak ties in the community to address complex problems like youth violence, which require a coordinated and sustained commitment. The thesis was that an effective strategy for mobilizing a community partnership should address organizational processes that increase all partners' power and influence in ways that promote effective action and mutual benefit.

The YVPC work emphasized the importance of connecting grassroots organizing, and mobilizing with key institutions and policymakers at the local and state levels. This partnership has made it easy for policy makers interested in youth violence to refine their ideas and disseminate information.

## **Results**

The case study collected in-depth data from numerous sources to provide a multidimensional and longitudinal examination of the Center. Interviews conducted with members of the YVPC board, as part of the process evaluation of the Center, were the primary source of data for analysis. Although the results of this study are based on these interviews, the design facilitated the collection of extensive, in-depth data on the Center's work.

Strategies to organize and empower a community to address youth violence more effectively required strong partnerships and a broad network between community, political, institutional, and environmental sources of information and influence. Community Steering Committee (CSC) members felt that networking provided important opportunities to meet people and learn about other community youth projects as one of the greatest benefits of participation. In addition, networking helped CSC partners disseminate information, acquire resources, educate local policymakers, and involve residents in mobilization efforts.

## **Lessons Learned**

- The community mobilization strategies of Flint's Youth Violence Prevention Center utilized a framework of organizational empowerment. The participation of partners in aspects of Center operations helped create the atmosphere of trust, cooperation,

involvement, and engagement necessary to make the collaborative partnership successful.

- Utilizing and building on local resources, opportunities, and structures to advance youth violence prevention was not only cost effective but helped to build community capacity.
- Training, empowering, and mobilizing youth to experience the effect they can have on policy, practice, and their communities creates a cadre of youth advocates to reinforce and encourage continued involvement in youth violence prevention.
- Successful mobilization efforts required strong partnerships and a broad network of ties to community, political, institutional, and environmental sources of information and influence.
- It was important to connect community mobilization efforts with key institutions and policymakers at the local and state levels.
- The Center employed a variety of strategies to promote youth mobilization to address youth violence.
- Community-level interventions are critical aspects of youth violence prevention.
- Collaborative partnerships grounded in organizational empowerment theory can effectively use weak ties in the community to address complex problems like youth violence, which required a coordinated and sustained commitment.

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Griffith, D. M., Allen, J. O., Zimmerman, M. A., Morrel-Samuels, S., Reischl, T. M., Cohen, S. E., & Campbell, K. A. (2008). Organizational Empowerment in Community Mobilization to Address Youth Violence. *American Journal of Preventive Medicine*, 34(3), S89-S99.  
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