



East Carolina University
Regional Training Center
2002 Edition

Make a Commitment to End Violence

Violence thrives in an environment of isolation, helplessness and fear. Your commitment defeats that environment.

1. **Commitment is dedication for the long haul.** “Violence prevention is a marathon, not a sprint,” said Dr. Chukwundi Saunders, Deputy Health Commissioner of Philadelphia. Preventing violence and effectively addressing all the ways in which violence affects us is a marathon effort. There are no quick fixes, but there are many contributions to be made. Don’t stop after you have taken a single step, but think about what’s next. Don’t give up when you become discouraged, that’s when commitment is tested. Think about a different approach or come up with another strategy.
2. **Commitment is personal.** Find your own ways to end and prevent violence. Your personal decisions to be aware, to refrain from using violence, to teach, speak and act reflect your willingness to participate in creating a safer world in the best way that you can. As the Vietnamese Buddhist monk Thich Nhat Hahn says, “Peace is in every step.”
3. **Commitment is contagious.** Your involvement influences the people around you. As soon as you take a step to prevent violence in you environment, this affects everyone around you. When others respond to you by taking steps of their own, independently or together, the energy to prevent violence spreads
4. **Commitment is hopefulness.** In the face of tragedies that result from violence in our communities, our belief that violence can be prevented motivates us to take action to keep it from happening again. Keep the faith.

Source: Giggans, P and Levy B., *50 Ways to a Safer World: Everyday actions you can take to prevent violence in neighborhoods, schools, and communities*, pp.151-152. 1997.

Foreword

Making a World of Difference... One Community at A Time

Since the mid 90's, The Regional Training Center has funded over 100 programs and projects, statewide to provide prevention programming within schools, faith-based settings and within communities. Some programs were considered universal interventions, those not identified on the basis of individuals risk. Other programs used selective interventions, targeting high-risk groups. Still other programs targeted individuals with minimal, but detectable signs foreshadowing substance abuse problems.

All of the programs grew out of an assessed need. They were tailored to meet the needs of specific communities, using the community's own people. The 19 different communities highlighted in this publication will give you an idea of the types of programs that are being provided with a small amount of funding.

It takes a community, one at a time...we cannot live for ourselves alone.

Our lives are connected by a thousand invisible threads.

And along these sympathetic fibers, our actions run as causes and return to us as results

For the community that raised me, the community I joined and the community we made.

(Modified from Herman Melville and Margaret Mead)

On Violence...

Children Learn What They Live

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn to be patient.

If children live with praise, they learn to appreciate.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with honesty, they learn truthfulness.

If children live with security, they learn to have faith in themselves and others.

If children live with friendliness, they learn the world is a nice place in which to live.

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If children can learn all of these things, both positive and negative, why can't they learn to live peacefully, to solve problems in non-violent ways, to be a kinder, more gentle future generation? Much of that depends on those of us who spend time with children at home, school, church, in organizations, within the community.

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Center Director

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East Carolina University

East Carolina University was founded in 1907 as a state-supported teacher training school and became a liberal arts college in 1941. The school developed and grew rapidly, becoming a state university in 1967 and a constituent campus of the University of North Carolina in 1972.

Today, East Carolina University, the third largest institution in the 16-member University of North Carolina system, has an enrollment of almost 18,000 students, including 2,550 graduate students. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In addition, the University is a member of or accredited by more than 90 state and national associations and agencies.

East Carolina University is a comprehensive university, having met all the criteria for the classification as a Carnegie Doctorate II university. The University offers 81 masters degree programs, one EdD program in the School of Education and 10 PhD programs.

The University is located in Greenville, a city of over 60,000, which is within two hours of the Atlantic coast and the Research Triangle area of Raleigh, Durham and Chapel Hill. Greenville is the business, medical and educational hub of eastern North Carolina.

The mission of East Carolina University - East Carolina University is a public comprehensive institution committed to rich and distinctive undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and human and intellectual diversity. The University offers degrees at the baccalaureate, master's, intermediate, and doctoral levels. Programs of study include the arts and sciences and a wide range of professional fields, including the first professional program in medicine. The fundamental educational goal of the university is to provide students with a substantive general education and to enable students and other constituents to secure specialized and multidisciplinary knowledge. The primary research mission is to advance knowledge, to encourage traditional and nontraditional creative activity, to solve significant human problems and to provide the best possible basis for practice. The service mission is to provide leadership in the pursuit of educational, research and cultural goals. The university values the contribution of each member of the academic community, encourages the full development of human potential and is dedicated to scholarly integrity and responsible stewardship of the public trust.



The East Carolina University Regional Training Center

The East Carolina University Regional Training Center is a university-based prevention and education resource center which provides training, technical assistance, educational materials and resources to community agencies, organizations and educational institutions. It serves as a regional center, using the clearing-house concept, providing linkage between the Department of Health and Human Services, Substance Abuse Services Section in Raleigh and North Carolina. The Center targets adult populations who have contact with high-risk youth and young adults. The focus involves building stronger children, families, schools and communities. The North Carolina Drug Authority initially funded the center in 1972 to provide 30-hour courses in drug and alcohol education to nine school systems in eastern North Carolina. This was a time of national emphasis on substance abuse prevention and education where monies were made available to individual states. Training in life skills, stress and time management, behavior management and positive life development were added.

By 1990, the program had expanded its coverage into 41 eastern counties to include community agencies/programs and the community college system. Parenting and families were a major focus in community programming. Assistance to the 56 North Carolina community colleges was provided to develop alcohol and substance abuse policies/procedures and assist in prevention programming to help them comply with Drug-Free Schools and Communities Act of 1986. Restructured in 1996, the Center moved to work toward the enhancement of advocacy for prevention through community partnerships and coalition building. Community institutes were

added to provide information, education, assistance and resources focusing on attitude, skills and knowledge. Teams of persons within identified communities are trained as facilitators in a certain area of prevention. Each team develops a plan of action to take back to their community. They are trained in enlisting local resources and support to build advocacy and strengthen efforts already in place.

Another service provided by the Center is community-developed prevention mini-grants. They are awarded to communities with innovative prevention projects in need of assistance. The application process is described later in this publication. Other services provided by the Center include:

- Serving non-profit community agencies and organizations, educational institutions and the faith communities.
- Publishing a monthly newsbrief with national and state information, and upcoming training events.
- Providing technical assistance to prevention programs with a particular interest in community grassroots prevention programming.
- Housing a resource center of prevention materials.



SECTION I

Community-Developed

Prevention Programs

2001

Teen-to-Teen Theater

Alamance County, Outreach and Prevention Services of Alamance, Inc.

Teen-to-Teen Theater was an improvisational acting troupe with students ages 13 to 19, representing middle and high schools in the county. Participants met weekly throughout the year to receive drama training, discuss relevant teen issues and produce new dramatic material. This original dramatic material was presented by the troupe within the city and county. When appropriate, audience participation and a question/answer segment was part of the performance.

Community

Teen-to-Teen was a program of Outreach and Prevention Services of Alamance, Inc., a community based multi-faceted program. The performances were centered around some of the many concerns impacting young people. Topics addressed included substance abuse, family communication, teen sexuality, abstinence, peer pressure, sexually-transmitted diseases, violence, teen depression, suicide, positive role models, and relationships.

Teen-to-Teen Theater had four main objectives. The first was to educate and develop self-confidence in the actors themselves. Members not only performed but lead audience participation segments and question/answer sessions. Members learned how to discuss complex and often controversial problems and issues with intelligence, compassion, and maturity.

The second objective was to educate the audience. The actors dramatized common adolescent problems and then invited the audience to help create possible solutions.

The third objective was to improve communication between parents and their teenagers. Audience members were invited to continue discussing their concerns with their parents or children at home.

The final objective was to increase general public awareness. Teachers, community leaders, and residents learned about the variety of problems impacting young people. The audience had an opportunity to increase their awareness and understanding of the difficult decisions that teenagers face today.

Partnership

The project partnered with the local substance abuse task force, mental health, school system and various community groups and businesses. The target population was the group of young people who participated in the process. Life skills, including teamwork, leadership, fellowship, responsibility, plus the ability to complete tasks once begun, were all learned and practiced. To enhance the performance of the young actors, a portable sound system with body microphones was purchased. They were able to use body microphones and move about freely with the assurance that the entire audience could hear them. The sound system allowed the teen actors to perform in a variety of settings and to know that the audience was clearly able to hear and understand the message given to them.

A post-test was administered in each of the seventh grade schools. The test results were very encouraging. The percentage of correct answers was very high. It was evident that the audience heard and understood the message due to the high percentage of correct answers.

The Teen-to-Teen Theater program continues.

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UNIVERSAL

Stop the Use Craven County, Youth Vision, Inc.

Stop the Use was a youth involvement program for ages 6 to 15 in public housing and neighboring communities. Youth participated in the development of the effort with the help of facilitators and experts in the field of drug education. Knowing the reality of the infiltration of drugs and crime, these youth were engaged in activity that was productive and meaningful, taking them off of the street and placing them with structured programming.

Community

The purpose of this community-based project was to provide education and awareness to at-risk youth living in public housing and in high-crime areas. Some of these youth also had a history of school suspension and/or were being raised in single-parent homes.

The objectives were to: (1) to provide education, interaction and programs that would prevent or delay the onset of substance use or other self defeating behaviors, (2) increase youth accessibility to anti-drug programs in areas where drugs are prevalent, (3) increase knowledge of the ill effects of drugs, (4) increase community awareness for on-going anti-drug programs for youth, (5) reduce significantly the desire to use or sell drugs, (6) increase public awareness of the need for on-going anti-drug programs, (7) increase parent/child dialogue, and (8) increase self-esteem.

One project was the development of a no-use message **brochure** for youth. The youth participants served as researchers, editors, graphic designers, and illustrators. Once completed, the brochures were distributed to local schools and other youth-serving agencies.

Another project involved the creation of a **quilt** by the youth with handwritten or embroidered messages that drugs are harmful.

The quilt was displayed in local churches, businesses, and other youth-serving agencies.

Stop the Use provided participants information on raising self-esteem and career exploration. Many of these youth had not begun to look to the future with any type of goals or dreams for the future. Enrichment activities, team sports, and contests were provided to youth to help them focus on possibilities and how to accentuate their innate gifts.

The culmination of the project was an all-day **workshop** in May. Community leaders made presentations and engaged youth in anti-drug dialogue.

Partnership

The Area Day Reporting Program, which serves youth who are adjudicated delinquent or who are at risk of failure partnered with this project several youth serving community group. They provided staff to give time and energy in helping to develop and implement this project. The effectiveness and success of this project was evident with youth reporting satisfaction with the project. A high number of youth reported that they enjoyed the workshop and appreciated the educational experience. Because of the self-esteem building component, youth were able to generate positive self-statements and internalize those statements. The quilt will continue to be available for viewing, displays and exhibits.

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**UNIVERSAL
SELECTIVE**

Parent and Child Connection Project Cumberland County Mental Health Center

Parent and Child Connection (PACC) was a collaborative effort between Mental Health and Ramsey Alternative School. The school serves students who have shown low academic performance and/or violent behavior. This project focused on parents and students with a strong ATOD prevention component. It provided parent focus groups, workshops to improve parent/child relationships, and weekly meetings with students.

Community

Cumberland County Mental Health Center provided this program in an effort to impact the entire community by empowering families to work together and strive for the ultimate goal of improving living in their communities. This will be accomplished through the substance education, violence prevention/education development, and positive social skills.

Objectives of the program were: (1) to increase prevention and education through parent participation in the educational environment of the child, (2) to provide life skills education, alcohol, tobacco, and other drugs (ATOD) substance-abuse education, and (3) to enhance self-esteem in order to decrease negative behaviors.

Partnership

PACC was a collaborative effort with Ramsey Alternative School. This project helped to serve families from an array of socio-economic and ethnic backgrounds. An education consultant provided educational, individual, and group sessions on a part-time basis.

Two substance abuse education consultants facilitated the sessions on Anger Management, Decision-Making, Teamwork, Coping Skills, Showing Concern for Others, Substance Abuse, Sexually-Transmitted Diseases, and Goal Setting.

Some of the limitations of the project were lack of parent participation and inconsistency in student participation. There were eight parent meetings, and the first parent meeting had 75 participants. Parents who remained in the program, were consistent in attendance and showed a genuine interest in their child's education and behavior. Inconsistent student participation resulted from students with poor classroom performance having to spend more time in classes instead of attending the program.

PACC conducted 40 education sessions. End-of-project assessments showed significant improvement for those who remained in the program on a continuous basis. The goal to decrease violence by 20% was achieved by 100% of the students who stayed in the program.

Note: It is with great sadness that we report that our friend and project director, Jerilynn Robinson, passed away on November 9, 2001 after a courageous bout with breast cancer. She leaves memorable contributions to the field of prevention and in furthering the understanding of multicultural issues.

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**UNIVERSAL
INDICATED**

Pattillo Elementary School Disaster Relief/Resource Renewal Project **Edgecombe County, East Carolina University Dep't of Recreation/Leisure Studies**

Pattillo Elementary School Disaster Relief/Resource Renewal Project

originated due to the resources at the Pattillo Elementary School were totally lost due to the floodwaters of Hurricane Floyd with approximately 50% of the students losing their homes. Assessments of fourth-grade students revealed that a significant number reported symptoms of Posttraumatic Stress Disorder. The purpose of this project was to replace educational materials that would help the children in this school. Interactive materials were available for teachers to integrate into the curriculum throughout the year to build resiliency/protective factors and to teach positive coping skills to prevent the onset of ATOD use or other unhealthy behaviors.

Community

Pattillo Elementary School contacted ECU Department of Recreation and Leisure Studies following Hurricane Floyd to request recreational services for the children. The partnership that developed provided a unique opportunity for the development of an intervention to assist the children in reducing stress and increasing utilization of positive coping mechanisms. This intervention also served as an opportunity for ECU students to learn while serving the community.

Partnership

This project was a collaborative effort between East Carolina University Department of Recreation and Leisure Studies and Pattillo Elementary School. The partnership developed as a result of the destruction caused by Hurricane Floyd and the subsequent flooding and the need for recovery in the form of recreation services, educational tools, parenting resources, and counseling tools. As part of the intervention, ECU assisted Pattillo with collecting data on the children regarding

symptoms of Posttraumatic Stress Disorder (PTSD) as a result of exposure to the traumatic flood to assist them in identifying those children in need of special services and to assist in the recovery of all Pattillo Elementary School children.

Objectives of the project were: (1) to replace educational materials lost during Hurricane Floyd, (2) to provide resources for the parents of the Pattillo Elementary School children, (3) to provide educational resources for the teachers, (4) to provide educational resources for the children to assist them in building resiliency, self-esteem, and positive coping skills, (5) to decrease the number of disciplinary problems, (6) to increase the children's awareness of consequences of poor coping choices, and (7) to help the children identify and utilize positive coping skills.

The project materials purchased were selected with the children, families, and teachers as primary benefactors to meet a variety of needs.

This project has made a significant impact on the lives of the children at Pattillo Elementary School. The success has been measured through positive comments and outcomes. The project has served as a vehicle for reducing risk factors and building protective factors for the children, parents, and teachers. The children utilized interactive resources to build protective factors and decrease negative behaviors. Resource materials for parents served as educational tools for the behavioral and social interactions of their children. Teachers benefited by having access to teaching tools (auditory, tactile, and visual) that accommodate different learning styles.

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SELECTIVE INDICATED

Growing Up in 2001

Gates County, T. S. Cooper Elementary School

Growing Up in 2001 provided training for parents and their elementary children as part of the county school system's Character Education Plan. Parents and children met separately for video-based workshops and discussions, then came together for group discussions. Playshops, a program focusing on play activities, was added to the existing training. This program allowed parents and children to learn new ways to build communication, rapport, trust, and respect. By integrating these two programs, participants developed more effective skills for home and school.

School

Growing Up in 2001 was a concerted effort by five school counselors, the high school, social worker, and school nurse to offer parenting and student workshops. This was the second year in which parenting skills and character education was provided to the whole county.

The objectives were to: (1) improve parenting skills, (2) allow students to learn more about character education, (3) add more resources to Parenting Resource cart, and (4) add Playshops, a program focusing on play activities.

Partnership

The project was a partnership with the five school counselors in grades K-8 in Gates County. They were able to plan and work together to meet the needs of Gates County families. Specific workshops were held for each age group of children, parents, and a special session for fathers. There was collaboration with other county specialists such as the speech therapist/Pre-K coordinator, school psychologist, attendance counselor, and kindergarten teacher in planning and implementing the workshops.

This project provided the community with the opportunity to come together to improve their

parenting skills as well as for parents and children to get to know each other. The basis of the workshops was using the appropriate video series as a catalyst for discussion among parents. The students had their own video/discussion group based on the county's Character Education Plan. The students used "the arts" to help them explore themselves. At the conclusion of each session, the parents and students came together to share what each group had learned.

"Playshops" was added to the existing program. It was a program where students, parents, and teachers worked and played together to build teamwork and provide a forum to find a commonality with others' feelings, thoughts, and experiences. Playshops also created a community where all participants are equal. Regardless of their position, age, appearance, race, sex, or economic status, everyone is recognized, heard, and valued. Playshops focused on fun, simple, and inexpensive activities for parents and teachers to use at home and in the classroom to continue cooperative and creative interactions. According to the parents' reflections forms, parents felt that their parenting skills had been improved due to Growing Up in 2001. They stated that they had learned "how to be more consistent in rules for punishment" and "how important it was to listen to their children." The students learned more about character education using the "A+ Schools" approach which integrates the arts with the curriculum. Children learned about understanding self and others and demonstrated this for the entire group.

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SELECTIVE

Parents and Children Train Together (PACTT) Gates County, Cooperative Extension Service

The Parents and Children Train Together (PACTT) program integrated a parenting/life skills training family project and multi-agency technical assistance. In a rural county where females account for 16% as heads of households, this community-based project focused on 10 such families to improve parenting skills, life skills, and general improvement within the family unit. An added component involved workshops with “mothers and sons” to improve interpersonal relationships.

Community

The Parents and Children Train Together was a community-based, long-term, integrated family involvement project that provided educational programming to families from diverse, socio-economic backgrounds in a rural area.

There were 13 families with 38 clients being served. The project impacted these 13 families in Gates County and provided special programming for mothers and their sons. Six local agencies helped provide services to the mothers and their male children. Eight of the nine mothers developed at least one new parenting skill and life skill. Seventy-seven percent of the mothers gained new child development knowledge and interpersonal relationship skills. Sixty-six percent of the youth ages 9-19 developed five new positive life skills and increased their ability to become productive members of the community. Seventy percent of the children ages 4-8 developed five new positive life skills.

Partnership

The Gates County Extension Service partnered with the Gates County Schools, Department of Social Services, NC State University, College of the Albemarle, and the

Family Care Center to provide the Parents and Children Train Together project.

The overall objective was to strengthen and improve the quality of life for Gates County’s families by 2001. Other objectives were to: (1) develop services for 10 identified mothers and their sons, (2) 100 percent of mothers would develop at least one new parenting skill, (3) 75 percent of mothers will gain new child-development knowledge and skills, and (4) 75 percent of youth ages 9-19 of age would develop five new positive life skills and gain knowledge which would deter them from anti-social and risky behaviors and increase their ability to become productive members of their community.

This year’s project expanded its program to include mothers and their sons, and was called “Mother’s and Son’s Night Out.” Specific workshops included educational enrichment, life skills, parenting skills, diet, health, nutrition improvement, and additional activities to increase interpersonal skills between mothers and their sons.

Three six-week sessions were conducted and met on the second and fourth Tuesdays from 6-8 p.m.

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SELECTIVE

21st Century Family Literacy Center Hertford County, Hertford County Public Schools

21st Century Family Literacy Center was a replication of a successful center already in existence in another area of Hertford County. In this county, only 43% of adults have a high-school diploma. This was an integrated involvement program for families and their elementary/middle-school children who are currently performing below grade level. The center provided educational materials, after-school tutorial training, parent/student computer training, book loans, and family reading nights/activities.

School

The foundation for the family literacy program was originally established in Ahoskie by the Hertford County Public Schools. This center made tremendous strides and has reached approximately 10 percent of the families in Ahoskie and 3 percent of the families in the county. The center in Murfreesboro was a replication of the Ahoskie center.

Objectives of the program were: (1) to increase the number of participating students to 450, the number of adults to 300, and the number of families to 300 by the end of the 2000-01 school year, (2) to increase the number of students performing at grade level from 46 percent to 51 percent, (3) to establish an additional Family Literacy Center in Murfreesboro, and (4) to offer Family Reading Nights on a regular basis.

The Family Literacy Center operated as a media center during the day and a family literacy center in the evenings. The initial design was to develop an outreach campaign to solicit and recruit parents to come to the new center site. Parents were informed of the center's operation and programs through a number of different avenues such as flyers for public school children, radio announcements,

and presentations to the PTA and local churches.

Information was provided through the center's after-school tutorial sessions, the parent and student computer training, the loan of the Lightspan learning stations, the Books for Bucks program, Family Reading Nights, and other family/child activities. Families with students currently performing below grade-level in elementary and middle schools were also targeted.

The parent literacy component involved parents in a series of training sessions and workshops on a variety of topics that assisted parents in becoming independent and self-sufficient learners. The training sessions empowered parents to help their children at home, seek and obtain the resource necessary to enhance their child's education, and to advance their own education as well.

Partnership

As a result of this grant and Title I funding, the following outcomes were expected: (1) continual increases in the EOG results from middle-school students, (2) decreases in discipline referrals as a result of improved performance, (3) reduced rates of drug use, teen pregnancy, and juvenile offenses as a result of the availability of an after-school/weekend summer program, (4) increased literacy among the adult community which will result in decreased unemployment rates, increases in income levels for families, and a healthier, happier home environment for families.

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SELECTIVE INDICATED

Caring Citizens are Cool Puppets

Jackson County, Southwestern Child Development Commission, Inc.

Caring Citizens are Cool Puppets was a mentoring/sharing component of the Survival for Youth training program. Thirty young people, ages 12-17, chose one of three service components of the asset-based Survival for Youth training. Cool Puppets allowed students to engage in after-school enrichment programs using arts, crafts, sports, theater, and music. The upbeat puppet presentation used puppets with preK-5th graders and daycare centers to promote the importance of remaining drug-free. The overall goal for the 12-17 year-old puppeteer was to help them develop ownership and involvement in the community.

Community

This program was designed by a focus group that included representatives of community agencies and nonprofit organizations, elementary school, middle-school, and high-school youth, and family advocates.

Partnership

The Caring Citizens are Cool Puppets program and the Jackson County Department of Parks and Recreation collaborated to offer the puppet performances to 60 children, ages 5-12, who were registered for the summer day camp program.

Youth in the Caring Citizens are Cool Puppets program were required to participate in Survival Skills for Youth TM. This was a specialized, competency-based life skills training program presented in 10 three-hour workshops. Upon completion of this training, participants chose one of three service components. The service components provided young people with a chance to give back to the community while learning additional skills. They were (1) the Job Shadowing Group, (2) the Mentoring and Sharing Group, and (3) the Tutoring Group.

The specific purpose of the Caring Citizens are Cool Puppets program was to promote, through exciting stories and upbeat sing-along songs, the importance of remaining healthy and drug-free, as well as issues about being a good citizen. The following topics were addressed: alcohol, drinking, and driving; anger management; conflict resolution; drug-free in elementary and middle-school; peer pressure/anti-smoking; and social skills.

Fifty-five preschoolers had the opportunity to view a puppet show about the dangers of alcohol and drug use. A discussion that is age appropriate followed the performance. Coloring activities were sent home to facilitate further discussion at home.

Fifty-five pre-K students were reached, and the puppet shows impacted the youth with an increased awareness of the dangers of alcohol and drugs. Caring Citizens are Cool Puppets also performed for 60 children in the summer day camp program. The ownership taken by teens involved in the Caring Citizens are Cool Puppets Program and other community projects was extremely rewarding for all the adults involved with the program. The youth also participated in several community service events such as: (1) the Kid's Super Saturday sponsored by the Department of Parks and Recreation, (2) a picnic and fundraiser held at the Jackson County Family Resource Center, (3) literacy tutoring with younger children, and (4) assisting in the facilitation of a community holiday party where families gathered and made crafts together.

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SELECTIVE

Family Connection

Johnston County, St. John African Methodist Episcopal Church

Family Connection is a parent education and resource program held in a faith setting. Active Parenting materials and a science-based video are used in training sessions to strengthen family relationships, while promoting protective factors. The desired outcomes include increased parent involvement in the schools, positive family bonding, and reduction in drugs, violence, and abusive behaviors in the home and community.

Community

This program is held in a faith setting that works closely with other area churches in the denomination. Family Connection was established in response to young parents' concerns about what they could do and how they could help their children. This program provides support through parent education programming.

Partnership

This church is involved in the system-wide parent involvement program through the Johnston County Public Schools. Parents have been made aware of school activities and have been invited to participate in train-the-trainer programs such as: (1) Building Resilient Children, (2) Parent to Parent, and (3) Active Parenting. This church also collaborates with the Johnston County Mental Health Center, the Johnston County Health Department, Selma Middle Schools SOS Program, Harrison After-School Tutorial Program, and the National Association of University Women, Smithfield Branch.

Additional support included: (1) free use of the Unity House for meetings, (2) a computer donated to support the project, (3) parents provided food for refreshments, (4) use of a bus for the trip to NC State University, (5) publicity provided by the church, and (6) another community agency has offered future support.

Objectives are to: (1) strengthen family relationships while promoting the development of protective factors that build resilient children, (2) empower parents with those skills to teach their children coping skills for becoming responsible and successful citizens, and (3) increase awareness of the ill effects of drugs, violence, and abuse in the home and community.

Four parent support trainings were conducted in January, February, March, and April. The project helped to build protective factors by making families aware of the importance of good communication, the consequences of drug abuse and violence in the family, and the essential factor of planning quality time for the family to spend together. Families were engaged in group interactive time, reading, role planning, and discussions.

The project helped build protective factors by making families aware of the importance of good communication, the consequences of drug abuse and violence in the family, and the essential factors of families spending quality time together. Outcomes from the Family Connection sessions were: (1) increased attendance by fathers, (2) increased group dynamics, (3) recognition and appreciation of family differences, (4) growing sense of unity and desire to work together for the good of all, (5) youth exhibiting more positive behaviors toward each other, and (6) development of a resource center for use by parents and children.

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SELECTIVE

Read Along

Johnston County, Benson Elementary School

Read Along is a school-based, family reading program that provides an opportunity for parents and children to spend quality time learning to read together. Reading Specialists, realizing the need for students reading in and out of school, provide helpful hints and reading strategies for parents on how to read to and with their children so that effective learning takes place. Kindergarten, 1st and 2nd grade students and their parents come together for an evening of concurrent reading sessions. At the end of the evening, each parent/child is given a bag of “Keep Books” to emphasize the need of reading together beyond this experience.

School

This is the fourth year of the Read Along Project. It is an opportunity for the students of Benson Elementary School to spend a night of quality reading time with their parents.

Partnership

The Reading Recovery/Title I teachers, Reading Team, students, and parents collaborative efforts renews and strengthens the commitment to the importance of reading as it relates to student achievement, an appreciation for the practical uses of reading in everyday life, and the importance of nurturing a love for reading that lasts a lifetime. Read Along also involves collaboration between these teachers, the school, the Family and Community Connections Action Team because of the data collection at the Read Along sessions.

Objectives of Read Along are: (1) to provide an opportunity for families to read together, (2) to encourage increased reading in and out of school, (3) to provide support for parents to better facilitate their child’s reading development, and (4) to provide an avenue for better home, school, and community relations. The Read Along project in its fourth year of implementation has hit the target with an

increased attendance of 141 participants, positive feedback from parents, and more support from staff who are not directly part of the project. The project is helping to build protective factors by strengthening partnerships between the school, home, and community to better meet the needs of the students. Research shows a correlation between reading development and the amount of time spent reading both in and out of school. It can increase student achievement and an appreciation for the practical uses of reading in their everyday lives. The end-of-grade test results reflect improved student achievement, and Read Along has been one of many efforts to motivate students to read more and to strive for continuous growth. Another very important element of Read Along is to strengthen families and to encourage them to make time to read, to spend quality time together, and to place their children and education as a top priority. Time spent reading together has great educational value, but it also provides many opportunities to nurture and to strengthen relationships. Strengthening family relationships, supporting high expectations for student achievement, and fostering a community committed to the education and well-being of the children are all protective factors that help develop resilience in children.

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SELECTIVE

Drug Awareness and Prevention Lenoir County, Young Women's Outreach Center

Drug Awareness and Prevention Program is a part of the Young Women's Outreach Center in Lenoir County. The Center is organized to improve the welfare of youth and families by increasing their understanding of the problems associated with ATOD use and abuse using educational opportunities and prevention strategies. This is done with specific target populations and as community events.

Community

This private, non-profit agency conducted a survey to determine the need for education and prevention within the community. Results confirmed that structured programming was a definite need for youth in the community. It was also noted that parents had a great need in learning how to deal with issues they and their children would face as they entered into the middle school years. During the year, Drug Awareness and Prevention was a major theme.

For Youth--At one time, there was no program focusing on unsupervised, middle school age youth. The need was seen for a program that would help prevent or reduce violence and anti-social behavior. **Karolina Kids Summer and After School** was put into place. This program focuses on academics and life skill development.

For Parents—Parents received training using the science-based curriculum: **Preparing for the Drug-Free Years**. They were provided the opportunity to develop skills to deal with their middle school age children and to learn about their role in providing safe and drug-free environments. Another event, **Let's Talk About Drugs**, an ATOD workshop allowed parents and youth to not only learn about planned topics, but gave parents, youth and facilitators to engage in meaningful dialog in a non-threatening environment.

Partnership

The Center has ongoing collaboration with multiple community agencies and businesses. It has a direct partnership with some to provide some services and programs. This collaboration was shown explicitly in one event. **National Night Out** received wonderful participation. This event is a community crime prevention program, recognized all over the U.S. as a night when communities come out in force to show support for drug-free, crime free communities. Families came and agency representatives were available for questions and answers. ATOD information was also available for youth and families. The Karolina Kids participated in the "**Drug Free**" or "**Anti-Violence**" art/slogan contest for **Teen Fest the National Night Out Advertisement Contest**. This program, with its many components, has been and continues to be successful due to a community-wide effort. Over time, needs have been determined, and The Center and collaborators have been sensitive to changing needs. Ongoing networks were formed with agencies, business and individuals. Programs and events of interest to the youth, adults and families of the county have been made available. The combination of these efforts allowed for target populations to be better served. This is an ongoing effort.

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SELECTIVE

Arts and Academics: Focus on Resiliency through the Visual Arts Pitt County, East Carolina University School of Art

Arts and Academics: Focus on Resiliency, through the Visual Arts was a collaborative program planned between East Carolina University and community agencies. Students ages 10 to 15 were given the opportunity to learn some of the effects that controlled substances have on human cognition, vision and emotion, plus show some images of substance abuse in monuments from art history.

School

The project included upper elementary, middle, and high school students. Review, lectures and demonstrations were presented to the entire group. Following this, the class was divided into smaller age-alike units to create art works and other communication design projects related to controlled substances. Being with youth their own age, each subset felt confident about their ability to do the artwork. There was no undue expectation of the youth to perform any differently than required of the age-alike peers.

University

The project was sponsored, in part, by the Art Education Guild, a professional organization for pre-service teachers in the School of Art. Participation gave undergraduate students and one graduate student an opportunity to teach youth in an academic setting with the assistance of university faculty. When these students become teachers, they will have an opportunity to adapt the information they received in this project to their own school settings. The goal of the project was to give youth information and allow them to process it through communication and art, so as to be able to make informed choices in risky situations. The primary method of instruction in this program was the use of art to lead students to new ideas and realizations about the use of

controlled substances. This approach was augmented with knowledge about peer use of controlled substances. Research suggests that students have an unrealistic idea about how many youth actually use controlled substances. It was the premise of the program that if they begin to realize that very few peers break the law, then the children may be less likely to engage in prohibited behavior. In one instance, when students designed new warning labels for alcohol or cigarette containers, most of the initial sketches used the stereotypical circle with a diagonal line and a simple admonition of not to do it. Later, more finished label designs displayed new facts and developed arguments about why it was important why it was important not to use.

Partnership

There was outstanding collaboration between the University and the Boys and Girls Club of Pitt County and Safe Haven Weed and Seed Program of the City of Greenville. The two School faculties determined manner of presentation, type of information, strategies for developing resiliency in youth and actually team taught the lessons. A research tool for evaluating the program was developed by the School of Nursing faculty. Personnel from the Boys and Girls Clubs stayed with young participants to help and guide as needed. A local physician loaned five plastic brain models for instruction.

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SELECTIVE

4-H Making After School Time Educational, Recreational, Stimulating MASTERS Pitt County Cooperative Extension Service 4-H

4-H Masters was a program developed to serve youth who had been displaced following Hurricane Floyd. The participants were former members of a 4-H summer day camp program who wanted to continue throughout the school year. These youth, grades one through five, resided in temporary FEMA housing and had no outlet following their school day. Once a week, this program gave them a 4-H club experience to encourage skill development, leadership and citizenship.

School/Community

Pitt County 4-H, the youth component of the Cooperative Extension Service, organized the MASTERS, a 4-H club at a local elementary school in Pitt County. Youth had the opportunity to participate in 4-H programs and activities offered and coordinated by staff of North Carolina State University and A & T State University through the land grant system. Each child had a 4-H Discovery project which covered a wide range of curriculum. Each week the youth participated in educational programs and activities that ranged from safety, animal science, horticulture, crafts and science oriented experiences. Hands-on activities, group discussions and development of fine and gross motor skill activities were a part of the program. Some of the activities included challenging situations involving bicycle safety, planting seeds, making and flying paper airplanes, kite making and flying and craft activities such as weaving, collages and Mother's Day gifts. They were involved in structures physical fitness activities to encourage health life styles. This was a typical 4-H educational experience with the exception that the parents were not the volunteers of coordinators for the programs and activities, but were in full agreement that this would be a

beneficial opportunity for their children. As a result of the MASTERS program, these students became more focused and learned to make better choices. They became thinkers instead of reacting to every situation without thinking about the consequences of using inappropriate actions. The adult leaders interacted with each student to let them know that they were important. They tried to let each child know that they could make a positive impact in their home, school and community. By the end of the year, the families living in the temporary housing gradually moved to more permanent homes, reducing the need for such a program to continue. The MASTERS program served a good purpose.

Partnership

Collaborators in this project included the Pitt County School System which provided access to the school gymnasium and other facilities, school lunch assistance with after school snacks and two teachers who coordinated this program. These two male teachers had worked with the youth during the summer. The children liked them and begged that they continue with them throughout the year. Transportation arrangements were made with a local transit system to transport the youth back to the temporary housing site after the weekly one-hour program. This assured that no one would have to miss a meeting due to lack of transportation.

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**SELECTIVE
INDICATED**

Recreational Activities Yield Success-RAYS
Pitt County, East Carolina University Department of Recreation/Leisure Studies

The Recreational Activities Yield Success (RAYS) program was designed to provide alternative activities to the students of a local high school for the three hours right after school. The intent of the activities was to promote positive development and deter involvement in juvenile crime, delinquency, substance abuse and other risk behaviors, which has the opportunity to occur.

School

Participants involved in the RAYS program consisted of students in grades 9 through 12. They participated on a voluntary basis. Operating on the premise that all youth are “at risk”, there were no specific efforts taken to target students for participation in the program. Marketing efforts included announcements, fliers and other promotional activities encouraging students to participate. The program offered 15 different activities with offerings ranging from recreational activities, i.e. basketball, to educational activities, i.e. drug education and prevention and social activities, i.e. board games and adventure activities, the climbing wall at the East Carolina University Student Recreation Center. Selected students participated in a three-session leadership workshop. There was great progress made toward the desired goals. It was however, difficult to get administrative support possibly because the project coordinator was a graduate assistant and not a certified teacher. As an after-school program, locations of the activities and programs might be moved to accommodate other school functions. In the future, such a program might be more successful in an area that has less resources and programs in the area.

University

The RAYS program was an effort coordinated by a graduate assistant from the Department of

Recreation and Leisure Studies, School of Health and Human Performance at East Carolina University. Staffing for the program was provided by full time undergraduate students and was paid using student wages. In addition to these RCLS students, 10 students from various departments on campus completed volunteer hours with the program.

Partnership

The program was a cooperative effort coordinated by an ECUgraduate assistant and Rose High School. Other funding and support was provided by Pitt County Mental Health P.O.R.T-Power program and Greenville Recreation and Parks Department. Staffing was provided by East Carolina University. Activities included were school based, community based and university based.

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SELECTIVE

Systems Organized to Deter Abuse of Substances SODAS Pitt County, Safe Communities Coalition of Pitt County

SODAS is a grassroots, multidisciplinary program organized in response to local parents and community members who were concerned about the increasing underage drinking and substance abuse in Pitt County. The aim of SODAS is to provide meaningful early intervention emphasizing education, public awareness, counseling, medical treatment, enforcement and use of the legal system in order to reduce alcohol and substance abuse and associated incidents among youth. Five priority goals to impact underage alcohol use and abuse of other substances include: (1) enforcing existing laws; (2) closing legal loopholes which allow underage youth to have access to alcohol; (3) changing community attitudes and norms by providing accurate data about alcohol use by underage youth and associated problems; (4) developing strategies for educating parents and other adults about the current laws and the resources for treatment and intervention; and (5) working with the media to create a public awareness campaign.

Community

SODAS is a community initiative with a network involving many different agencies and organizations in the county coming together bi-monthly to determine the best methods to deter the abuse of substances. Two methods, a **web site** and **mini-posters**, are being used to solidify the partnership member's identification with this coalition as the primary information disseminating, place for accessing services and youth advocacy agency for substance abuse related issues in this county. The website, when fully functional, will link teachers, administrators, law enforcement officials, counselors and parents with current local and national developments related to prevention, intervention and treatment initiatives. An unanticipated happening was the commitment

of county officials to join the project in sophisticating the web site design and scope. Although collaboration was genuinely responsive, negotiations with the officials for web site accommodations took longer than anticipated. The mini-posters, designed to be highly visible and accessible will advertise web site and local contacts for assistance information. Once totally functional, up to 50 middle through high school students who attend **P.O.R.T** (Providing Opportunities for Recovering Teens) School annually will monitor web site hits and requests for information. The process of refining the design and content of the printed material was (is) time-consuming. 5,000 mini-posters will be distributed to 6-12th graders in the county. The end result will be a quality product, which will strengthen SODAS ability to function effectively.

Partnership

SODAS continues to meet bi-monthly and is regularly attended by representatives of East Carolina University, Greenville Police Department, Pitt County County Schools, Pitt Community College, Eastern Carolina Injury Prevention Program, Parents for Public Schools, Pitt County District Attorney's Office, North Alcohol Law Enforcement, Pitt County Alcohol Beverage Control and Pitt Partners for Health.

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UNIVERSAL

Project Lift-Off, “Eye Opener 2001”
Robeson County, Housing Authority of the City of Lumberton

Eye Opener 2001, sponsored by Lumberton Housing Authority/Project Life-Off was an interactive and educational opportunity for 55 youth ages 9 through 19 in Lumberton. The overall goal was to give participants an overview of the factors that contribute to unhealthy lifestyles that include substance abuse, sexually transmitted diseases and teen pregnancy. The program was well received, having 15 more participants than were expected.

Community

The week long series of workshops was presented to youth on sexuality, specifically related to teen pregnancy from various perspectives, including the view of males, females, society and peer. Presenting the information to the youth in this interactive and entertaining format allowed everyone to take an active role in each session. The youth engaged in role-plays demonstrating the highlights of all the topics presented. Older youth were involved in open floor discussions where all questions were encouraged to assure that each child had clarity on the topic being discussed. The younger children received one on one interaction with the facilitator to assure that a clear understanding was achieved. One of the activities utilized the “Baby Think It Over” dolls to simulate actual child care of a small baby for a period of time. Trips with the babies were made to various retail stores, stressing the reality of having children at an early age. The youth had to price baby-related items in all stores and compare them to the AFDC money they would probably receive if they were to have a child. This outing allowed the youth to experience the frustration of caring for a child. There were not enough dolls for all to have the

opportunity, however, a waiting list was formed for those wanting to participate. On Sunday, when the children arrived at church, they were asked to provide an oral report about their week long experience of workshops and the experience of caring for their babies. The congregation offered to sponsor the youth returning to provide the Baby Think It Over concept with the other youth of the church.

Partnership

Eye Opener 2001 was an original idea at the University of North Carolina at Pembroke (UNCP). Project Lift-Off networked with UNCP’s Healthy Start Program by first participating in the Lay Health Educator training program. It was here that the Project Coordinator became a trained Lay Health Educator and later used Healthy Start’s manual to teach the entire workshop in the Eye Opener 2001 series. This program received assistance from Robeson Health Care, Robeson County Mental Health Center, Council of H.O.P.E and a host of community volunteers. These partners provided technical assistance, teaching aids, workshop instruction and overall, a welcomed helping hand. A general evaluation was included at the conclusion of the workshop to assess the effectiveness of the entire education experience. There was positive movement in attitude, skill and knowledge of participants.

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SELECTIVE

Betty Shabazz Delta Academy **Wake County, Delta Sigma Theta Sorority, Inc.**

The Betty Shabazz Delta Academy is a signature program of Delta Sigma Theta Sorority Incorporated, which is a highly acclaimed international sorority with over 200,000 members. The program was created in 1996 out of an urgent sense that bold action was needed to educate and empower young, at-risk African-American females. For the second year, over 40 African American girls ages 11 to 16 went through the Academy. Its major goal was to enrich and enhance the educational vision of these girls by providing them with the knowledge, skills and experiences to be successful in life.

Community

The girls chosen for the academy are considered “at risk” for academic failure, dropping out of school, teen pregnancy and substance abuse. They are from four rural towns lying on the outskirts of the capitol city. These towns are underserved areas and in many cases, are from families who have limited resources. The four major components of the academy are education, mentoring, culture enrichment and reflection. The project consists of eight, four-hour educational sessions held on Saturday afternoons. The sessions include Self-Esteem and Self-Efficacy, Community Service/ Service, Career Choices and Higher Education Options, Social Skills and Etiquette, Empowerment, International Awareness/ Diversity, Just Say No/Drug Prevention and Pregnancy Prevention. The educational sessions served (1) to increase knowledge in key areas and build life skills that will serve the girls well in their future endeavors; (2) to provide positive role models from the membership as they mentor the girls; (3) to enrich them culturally. The girls kept a journal so as to be able to reflect on the entire experience.

Partnership

The project’s success can be attributed to the diligence and dedication of the Chapter Members, collaboration with local middle schools, parental involvement and community support. The Chapter Members donated hundreds of volunteer hours to the planning and implementation of the project, as well as monetary contributions. Guidance Counselors at the middle schools in the four areas represented, along with churches and the local YMCA distributed promotional information on the Academy, distributed and collected the Academy applications and referred girls who might benefit from the Academy. Parental involvement was extremely important as well. During an information session for parents prior to the beginning of the Academy, they (parents) were able to provide valuable input into the process. Some of the parents participated in the Academy sessions, while others served as chaperones for different events. In addition, several local businesses donated goods and services as incentives for the girls. The goals of the Academy met and, in some cases, exceeded expectations. It made a difference in the lives of these girls, not only through the education that was provided, but also by the love, caring and support that was shown to them. This program afforded them the opportunity to develop relationships with successful, college-educated African-American women who helped them expand their vision of what their lives can be. The Academy continues.

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SELECTIVE

Parent to Parent: Parenting for Safe and Drug Free Youth Wake County, Human Services/SRC

Wake County Parent to Parent: Parenting for Safe and Drug Free Youth continues to establish its reputation as an effective parenting program to equip parents with the skills, attitudes and abilities to guide their children safely through adolescence. Parent to Parent utilizes a video-based training system to activate and empower parents to deal directly with their own children on the critical issues of adolescence: drug and alcohol use, violence, premature and promiscuous sex, lack of accountability and character issues.

Community

The lead agency responsible for delivery of services is a community based human service agency, however, parent education is provided as part of Project SOAR, a school program that works with high school students who are at risk of dropping out of high school. Additionally, in the Ready To Learn Centers in several elementary schools, Parent to Parent is provided due to the lack of parenting programs. Also, parent education sessions are provided for parents of students in Head Start. The program is provided to other community agencies as information sessions to help them understand the program and how it might impact parents with whom they are working.

Partnership

The Parent to Parent Program in this county is a community collaborative functioning for more than 12 years under the direction of a Steering Committee. The committee is comprised of all the active, trained Parent workshop facilitators, a Parent to Parent Coordinator who functions as the point of contact and now three Master Facilitators. During 2000 and 2001, the number of trained facilitators increased to 60. Members of the Steering Committee now represent 20 community and government agencies and

businesses. Also, during 2000 and 2001, this program partnered with a number of other agencies and organizations to provide community education and prevention through parent training. This program proudly reports that it has met or exceeded each of its objectives in 2000 and 2001. At least 200 parents attended at least one workshop session. Nine full workshops and seventeen sessions utilizing at least one training. A Pre and Post Workshop Survey was used to determine if there was positive movement with parents. As an additional research tool, an audio version of the Pre and Post Workshop Survey was developed by the Radio and Television of St. Augustine's College for participants with limited reading skills. Audio players and cassettes were available upon request. 100% of the workshop participants completing the surveys exhibited improved knowledge of the skills, attitudes and abilities they need to address the critical issues of adolescence with their children. By increasing the parent's ability to effectively intervene in their children's lives to combat alcohol and drug abuse, violence, premature and promiscuous sex, lack of accountability and character issues, Parent to Parent helps build protective factors within the family for these children and hopefully break the cycle of drug abuse and violence.

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SELECTIVE

I'm Special **Wilson County, Wilson Families in Action, Inc.**

I'm Special is one of several programs provided by Wilson Families in Action, Inc., whose mission is to provide programs, services and activities designed to strengthen families by preventing drug abuse. The **I'm Special** program is a science based intervention for third and fourth grade students. The other two programs that were provided during the year were the **Think Card Awareness Project** and **Simple Pleasures and Cinco de Mayo.**

Community

I'm Special was taught by two trained facilitators who are police officers assigned the Housing Authority. Both officers are seasoned officers who were well respected by the families, children and youth of the communities they serve. The eight session classroom curriculum was taught twice and a total of 27 children participated. The **Think Card Awareness Project** is a youth awareness campaign targeted toward high school age youth. Now in its fourth year, this campaign is designed to remind youth that their choice to celebrate high school proms without alcohol is a wise choice and one that the community at-large supports. The 2000 Think Cards were distributed by WFA to participating businesses in town that provide services or products used by high school age youth, such as eat-in restaurants, formal wear rental businesses, florists and beauty salons. There were no prom night, alcohol related fatalities or crashes involving youth who participated in the proms for 2001. The third program, **Simple Pleasures**, is an ongoing youth oriented alternative strategy designed to strengthen families. Now in its twelfth year, its goal is to demonstrate that families and communities can participate in positive, low cost, fun activities as an alternative to alcohol and other drug involvement. This is a one day, two hour event

which drew 225 participants, exceeding the goal of 125. The event featured an array of activities and events that were appropriate for parents and children. Particular emphasis was placed on having events that could easily be replicated at home or other places in the community. WFA participated in the city's first ever **Cinco de Mayo** festival. Two WFA Board members are Hispanic and volunteered to help with our part of the project. Held at one of the city's parks, the event drew several thousand predominantly Hispanic/Latino families. Available were information tables with drug prevention literature printed in Spanish.

Partnership

All of the projects were and continue to be the successful due to the collaborative efforts of many county and community agencies and organizations, local businesses, housing authority, volunteers and the list goes on. One of the most exciting and unexpected developments was that this particular funded project became the nucleus for WFA being awarded a State Incentive Grant to expand the **I'm Special** program to additional after school programs in the county. The community prevention mini-grant award served as the impetus to going for the much larger State Incentive Grant.

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UNIVERSAL

East Carolina University Regional Training Center Community Prevention Mini-Grants 2001-02

Alamance County, Smoke-Free Restaurant Campaign of Alamance-Caldwell Area Program, is a project to establish smoke-free restaurants as a community norm in Alamance County. The four main objectives of this project are the following: to encourage restaurants to implement smoke-free policies; to encourage consumers to patronize smoke-free restaurants; to encourage community members to advocate for smoke-free restaurants; and to increase awareness about the presence of existing smoke-free restaurants. Activities include: (1) a distribution list of smoke-free restaurants within the community; (2) awarding of certificates to smoke-free restaurants signifying them as family-friendly establishments; (3) newspaper articles encouraging restaurants to become smoke-free in 2002; (4) distribute positive messages related to smoke-free environments in restaurants.

Project Coordinator: Karen Webb, Alamance-Caldwell Area Program
Human Services Building, 319 Graham-Hopedale Road, Burlington, NC 27217, Phone: 336-513-4200
Funded: \$750.

Alamance County, Teen-To-Teen Theater, (Outreach and Prevention Services of Alamance, Inc.) is an improvisational acting troupe with students ages 13 to 19 who have the opportunity to appropriately dramatize common adolescent problems to the audience than, seek solutions from the audience. Original material will be presented to schools, youth church groups, conferences and community/ civic groups as an avenue for education and awareness. It is designed to improve parent-teen communication and to increase public awareness of teen issues, i.e. peer pressure, self-esteem, behavior-consequences and social situations.

Project Coordinator: Roger Rush, Outreach and Prevention Services of Alamance, Inc.
711 Hermitage Road, Burlington, NC 27215, Phone: 336-438-2052, Funded: \$2,000.

Cleveland County, Parent and Youth Skills (PAYS) Nurturing Project, a project of the Youth Assistance Program, is a prevention/education parenting and youth skills program designed to enhance family relationships and improve the home environment, thus striving to help prevent substance abuse and/or other negative behaviors that might lead to court-involvement. The Nurturing Project will teach parents how to reinforce positive behavior, and help them change dysfunctional, destructive relationships within their home. This will be done through twelve weeks of classes focusing on communication skills between the parent and child, natural and logical consequences, reducing abusive behaviors and developing anger management/conflict resolution skills for parents and youth.

Project Coordinator: Charity Larsen, Youth Assistance Program
PO Box 2705, Shelby, NC 28151, Phone: 704-482-2315, Funded: \$2,000.

Dare County, Educational Theatre, a project of Cape Hatteras Teen Association, Inc., will work with the Cape Hatteras secondary and middle school students to read and perform for the 3rd-5th grad classes. A well known playwright, who has moved to the area, has offered to write plays focusing on self esteem, ATOD prevention and peer pressure. The performers will learn the process of preparing for a play, learn the importance of teamwork and serve as role models for the elementary students. The plays are intended to help the younger students learn how to deal with troubling issues in their lives.

Project Coordinator: Kathy Kiddy, Cape Hatteras Teen Association, Inc.
PO Box 1152, Buxton, NC 27920, Phone: 252-995-601, Funded: \$2,000.

Edgecombe County, Grandparents in the Know, a project of Edgecombe County Schools, reaches into the community to help grandparents become more knowledgeable about issues and concerns facing children today. Group sessions, featuring speakers and educational materials will be provided over a 10-week period at a Community Resource Center. The program is designed to equip and empower grandparents to help their grandchildren current day pressures and issues. Various community agencies and organizations will provide valuable information regarding services. The Princeville community, totally flooded in 1999, is not only rebuilding physically, but also making efforts to build knowledge and understanding of its cadre of grandparents, many of whom are raising grandchildren.

Project Coordinator: Susan Morgan, Edgecombe County Schools
PO Box 7128, Tarboro, NC 27886, Phone: 252-641-2600, Funded: \$2,000.

Edgecombe County, Project Exodus, a project of Bridging The Gap of Eastern Carolina, Inc., is an outgrowth of an area wide Drug Prevention Leadership Institute. Project Exodus is a working project consisting of a group of people who are dedicated to fostering ongoing collaboration and coalition building between formal and informal community factions. The overall goal is to reduce the drug problem by promoting safer, healthier, and more educated neighborhoods. Five subcommittees (Education, Parenting, Government, Faith, and Substance Abuse) have been formed to address needs. Efforts include a fatherhood initiative, parenting education for single parents, community education seminars, mentor training, churches adopting families in need and an initiative to help in bridging the gap between needing help and getting it.

Project Coordinator: Linwood Williams, Bridging the Gap of Eastern Carolina, Inc.
PO Box 6888, Rocky Mount, NC 27802, Phone: 252-446-2134, Funded: \$2,000.

Jackson County, Drug Free Puppet Show, a project of Jackson County Family Resource Center, will address substance abuse awareness and education in Jackson County and in the Qualla Boundary (a Cherokee Reservation in a small area of Jackson and Swain counties). Forty youth, ages 12-17 will be trained and then present puppet shows at pre-kindergarten centers and elementary schools. The project promotes youth involvement, drug free after school activity, while educating the community about the dangers of drug use. The youth who participate in this project will receive training in puppeteering, stage direction, leadership, and teamwork. This training is intended to help build new life skills or re-enforce existing skills.

Project Coordinator: Linda Gillman, Southwestern Child Development Commission, Inc.
PO Box 250, Webster, NC 28779, Phone: 828-586-2845, Funded: \$2,000.

Johnston County, APPLE: A Prevention Program Leading to Excellence, a project of the National Association of University Women, is a six-month prevention program for middle school youth designed around monthly sessions of interactive workshops facilitated by community leaders to aid youth in the development of civic and community minded young adults. Workshops will emphasize the building of life skills with sessions on time management, self-discipline, self-control, honesty, anger management, service and volunteering. The leaders of the program serve as mentors to participants, showing that with proper skills and attitudes, one can have a successful future.

Project Coordinator: G. Wyatt Sydnor, National Association of University Women
Smithfield Branch, 708 Hancock Street, Smithfield, NC 27577, Phone: 919-513-2446, Funded: \$2,000.

Johnston County, Family Connection Project, a project of St. John African Methodist Episcopal Church, supports families by providing educational resources and parent skill training. Group interactive sessions will use Stephen Covey's Seven Habits of Highly Effective People to assist parents in learning appropriate skills for training their children and strengthening family relationships. Participants will have opportunities to participate in small discussions and reflect on the seven habits as well as practice skill development on anger management, problem solving, and goal setting. The intent is to help to build more resilient families.

Project Coordinator: Shirley Cohen, St. John African Methodist Episcopal Church
PO Box 1080, 400 West Watson Street, Selma, NC 27576, Phone: 919-965-5090, Funded: \$2,000.

Lenoir County, T.A.P. (Teen Action Program) for Success, a project of Kinston/Lenoir One-on-One, Inc., is an after school program using the **TOP (Teen Outreach Program) Curriculum**. This “best practice” program deals with adolescent pregnancy prevention with no regard to gender or race. It deals with both male and female issues. The program addresses teen pregnancy prevention, use of alcohol and or drugs, academic success, and community service. The program is intended to help adolescents develop a more positive self-image, learn valuable life skills and begin to establish future goals. Sessions will be held twice a week. Teens will learn the Service Learning Model and host a senior citizen’s prom planned by the teens.

Project Coordinator: Belinda Stallings-Fields, Kinston/Lenoir County One-on-One, Inc.
PO Box 3215, Kinston, NC 28502, Phone: 252-527-2227, Funded: \$1,590.

Lenoir County, Wise Guys, Male Responsibility Curriculum, a project of Kinston/Lenoir County One-on-One, Inc., takes place at an alternative school and is designed to prevent adolescent pregnancy by teaching young males self-responsibility. Sessions are designed to address lifestyle management, including prevention of adolescent pregnancy and prevention, academic success and intervention of ATOD use and abuse. The title, **Wise Guys**, is intended to serve as a prescription for youth in the community to “wise up” and get involved in a positive manner.

Project Coordinator: Belinda Stallings-Fields, Kinston/Lenoir County One-on-One Inc.
PO Box 3215, Kinston, NC 28502, Phone: 252-527-2227, Funded: \$1,812.

New Hanover County, Project A.L.E.R.T., a project of Coastal Horizons Center, Inc., is a science-based program offered in 14 sessions designed to enhance the resiliency and protective factors of middle school students while expressing a clear no-use ATOD message. This program focuses on understanding the consequences of substance use, developing refusal skills, promoting positive norms, resisting internal and social pressures, recognizing healthy alternatives to substance abuse, supporting others in making healthy non-use decisions and learning ways to stop use and help others to do the same. Research on Project A.L.E.R.T. depicts a decrease in marijuana and tobacco use among it participants, while dramatically enhancing anti-drug beliefs.

Project Coordinator: Deeanna Hale-Holland, Coastal Horizons Center, Inc.
615 Shipyard Blvd., Wilmington, NC 28412, Phone: 910-343-0145, Funded: \$2,000.

Pasquotank County, Substance Abuse Prevention Arts Contest, a project of Northeastern Substance Abuse Center will involve students in grades 3-5, 6-8 and 9-12 in an art and written essay contest. Through the input of focus groups, it has been noted that most prevention and intervention is aimed at the middle school population, hence, the reason for the inclusion of the younger and high school population. This program supports the basic premise that culture and art play an essential role in an individual's life. Students will create works for the Annual Substance Abuse Prevention Arts Contest to illustrate the dangers and ramifications of substance abuse while emphasizing a no-use message. Artwork will be displayed throughout the area for several months for viewing by the general public. This cultural endeavor is designed to foster positive self-esteem and social change.

Project Coordinator: Debbie Leete, Northeastern Substance Abuse Center
PO Box 1542, Elizabeth City, NC 27909, Phone: 252-338-4349, Funded: \$2,000.

Pitt County, Art and Academics: Focus on Resiliency through the Visual Arts 2002, is a project of the School of Art at East Carolina University using visual art activities to teach 10-15 years old youth about the effects of alcohol and illegal drugs on human cognition, vision, and emotions. The program provides learners with information about the effects of controlled substances. Youth will have the opportunity to develop resiliency skills and express themselves in socially supported ways by engaging in visual art activities. Adults will be trained to work with children utilizing techniques used by instructors within the School of Art. Once the adults are trained in the process, it is the expectation that these adults will replicate these activities in their own communities.

Project Coordinator: Cynthia Bickley-Green, School of Art, East Carolina University
Jenkins Fine Arts Center, Greenville, NC 27858, Phone: 252-328-6563, Funded: \$2,000.

Pitt County, Elementary Prevention and Parent Support Program, a joint effort between Pitt County Mental Health and the Pitt County School System to increase awareness of substance abuse prevention and resistance among elementary youth. The program assists teachers in recognizing potential problems and addressing them in a manner that may offset future substance abuse or other problem behaviors. Education and support groups will be conducted to inform parents on methods of reducing risk factors, building protective factors and addressing the issues surrounding substance abuse in young children. Classroom prevention training for elementary aged children and support groups for parents will be a part of the program.

Project Coordinator: Rhonda Jordan, Pitt County Mental Health Center
203 Government Circle, Greenville, NC 27834, Phone: 252-413-1600, Funded: \$2,000.

Pitt County, 1st Annual Drug Awareness Campaign, two unique projects of the Department of Recreation and Leisure Studies (RCLS) at East Carolina University, incorporate drug awareness campaigns with the events produced by its recreation programming classes. One universal strategy entitled **“Say Boo to Drugs” Haunted Forest** provides youth with thrill-seeking entertainment in a safe and unique environment. Done during Red Ribbon Week, materials promoting Halloween safety and a no-use message are carried throughout the three-day event. The other universal strategy entitled **“Be Proud of Me, I’m Drug Free”, Youth Soccer Tournament**, is a two day event promoting drug awareness and safety using National Red Ribbon resources to reinforce being “drug free” not only during Red Ribbon week, but throughout the year. The motto will be a prominent part of the entire event, stressing to athletes and others to remain drug-free and for others to reinforce those who are. Medals, trophies and t-shirts will all carry the “Be Proud...” motto.

Project Coordinator: Helen “Joey” Gray, Department of Recreation and Leisure Studies, East Carolina University, 77 Minges Coliseum, Greenville, NC 27858, Phone: 252-328-0002, Funded: \$2,000.

Vance, Granville, Franklin, Warren Counties, Living Well (Para Vivir) Family Resource Center, a project of V.G.F.W. Area Mental Health, targeting the increasing Spanish speaking population, provides ongoing substance abuse prevention/education information, parenting and health information. The collaborative effort of several agencies will be conducted in Family Resource Centers at three local elementary schools. The goal of the project is to engage this population in strengthening relationships between the various helping agencies and the Hispanic residents. This is an effort to build stronger, more resilient families by building a bridge of support to remove some of the alienation and foster the conveyance of information to create more healthy lifestyles within this population.

Project Coordinator: Anne Williams, V.G.F.W. Area Mental Health.
134 S. Garnett Street, Henderson, NC 27536, Phone: 252-430-1330 Ext 258, Funded: \$2,000.

Wake County, Going Places, a project of SouthLight Prevention Services, offers two programs to aid youth in building character, developing confidence, and acquiring the necessary skills to make healthy decisions. The **In My House** curriculum is an innovative, interactive prevention program created to reduce high-risk behavior among elementary and middle school aged youth. Students use their own experiences, thoughts and feelings through “interactive journaling” and group discussions as a foundation for making positive choices and changes in their lives. It establishes healthy beliefs and a clear standard of behavior and discipline, encouraging students to take responsibility for their own futures. The other curriculum, **Successful Parenting**, is a monthly series of workshops for parents focusing building a child’s self-esteem, improving communication, behavior management and single parenting.

Project Coordinator: David Turpin, SouthLight, Inc., 3117 Poplarwood Court, Suite 326, Raleigh, NC 27604, Phone: 919-787-6131, Funded: \$1,800.

Wake County, Parent to Parent, Parenting for Safe and Drug Free Youth, is an ongoing video-based program that continues to see a growing demand for **Parent to Parent** workshops. This project will train a new Team Leader/Parent to Parent Coordinator as a Master Facilitator and will purchase materials for the implementation of the program. The vision of the providers is to offer this program to all of the community-based, youth serving agencies who partner together, plus 4-H service learning projects, after school programs, youth advocacy groups, community clubs, etc.

Project Coordinator: Lynda Muriera, Wake County Human Services 4-H Youth Development
568 E. Lenoir Street, Suite 200, Raleigh, NC 27601, Phone: 919-856-6463, Funded: \$2,000.

Wake County, Project HOPE (Helping One Person Excel), empowers young students to experience a successful school year that includes improved academic performance as well as better relationships within the community. This project addresses the need for children to have a safe place to go after school, especially for those whose parents work. **Project HOPE** is designed to provide opportunities to improve school success and opportunities to learn behaviors that will foster positive social interaction. The goal is to foster the resiliency of these children to prevent potential negative situations such as school dropout, aggressive behavior and substance abuse.

Project Coordinator: David Turpin, SouthLight, Inc.
3117 Poplarwood Court, Suite 326, Raleigh, NC 27604, Phone: 919-787-6131, Funded: \$2,000.

Wilson County, I'm Special/Simple Pleasures, a science-based prevention program for third and fourth graders living in public housing communities. The goal is to provide information about **I'm Special** to fifty faith based organizations and recruit and train fifteen facilitators for the program. **Simple Pleasures** is an ongoing activity designed to strengthen families and communities by demonstrating to participants the importance of low cost or no cost fun activities as healthy alternatives to alcohol and other drug involvement. This is a collaborative effort among several community agencies and organizations.

Project Coordinator: Phillip Mooring, Wilson Families in Action, Inc.
PO Box 3553, Wilson, NC 27895, Phone: 252-237-1242, Funded: \$2,000.

SECTION II

Youth Violence Prevention

Introduction

Youth Violence Prevention

Violence has wreaked havoc in many lives over this past year. September 11, an international act of terror, was, of course, the most horrific event our nation has experienced. If we look at what is going on at a level much closer, we see acts of violence within our schools, communities, homes and on the streets that are creating unrest for many of us. It is an issue that affects the whole spectrum of our society. According to the National Crime Prevention Council (NCPC), young people are far more likely than their parents or grandparents to be the victims of personal violence. The upsurge of school violence and neighborhood homicides between and among youth gives us reason to ask what can be done.

Deborah Prothrow-Stith, M.D., Dean and Professor in the Harvard School of Public Health, has engaged in violence prevention efforts for much of her career. She is nationally recognized for her efforts in public health and violence prevention. In the preface of the book, **50 Ways to a Safer World** (Giggans & Levy), Dr. Prothrow-Stith writes “ the United States has a problem with violence that is unlike any other country in the world...The Federal Bureau of Investigation estimates that 1.8 million people in the United States are victims of violence each year. Partner and child abuse plague many of our homes. Schools, the place where young people spend a significant amount of time, are increasingly unable to provide secure settings where learning can take place...meanwhile, our media glorify violence. ...Our public policy teaches us to view violence mainly as a criminal justice issue. People believe that building more prisons, lengthening prison sentences, trying children in adult courts and preventing early parole are solutions. The criminal justice system intervenes only after someone has committed an act of violence. We need solutions that prevent violence from happening in the first place...we cannot leave it to others to solve the problem of violence...(you) must change you, your family, community and country”.

The NCPC has been instrumental in helping to reduce crime in communities across the country. Yet, one needs only to read the day's headlines to be reminded that the need for prevention remains urgent. Americans continue to struggle to achieve a sense of safety in their homes and communities. The NCPC initiated the 2001 National Crime Prevention Survey, **Are We Safe? 2001 Survey, Focus on Teens**, to more than 500 youth, ages 12-17 across the nation. The findings were very interesting. Read on....

- Nearly 50% witness at least one bullying or taunting incident in school every day
- Nearly 50% know of a fellow student whom they believe could cause harm to other students
- Teens report feeling much safer at school and in after-school activities, less safe at home alone than many adults believe, thought they feel least safe when out and about in the community. They feel safest at home with family present
- 33% say they can directly act to stop or avoid violence by not fighting, by stopping others from becoming violent, or by speaking out against violence
- 33% believe that demonstrating respect for others is a means of stopping violence

- 25% think that being a positive role model with behaviors like reporting problems, not using drugs and being involved in school activities would decrease violence
- Teens see themselves, for the most part, as positive influences in the community
- Teens feel they can consult with most school officials at least “most of the time” on personal matters, though they are more likely to turn to parents, peers other adults in the family and police if they are worried about physical harm
- Teens report relying on parents, peers, other family adults, siblings and teachers for guidance in daily decision about right and wrong, rather than on celebrities, news media, MTV/BET and magazines
- Teens worry as much as adults about the impact of last fall’s terrorist attacks, and like adults, the majority are certain it will cause changes in their day-to-day lives over the next five years.

The complete report is available from NCPC (202) 466-6272 or www.ncpc.org

The focus of this section will offer ideas for prevention of violence. Programs, curricula, fact sheets, check lists, websites and other resources are included for your information.

Youth Violence: A Report of the Surgeon General

Youth violence is a high-visibility, high-priority concern in every sector of U.S. society. No community, whether affluent or poor, urban, suburban, or rural, is immune from its devastating effects. In the decade extending from roughly 1983 to 1993, an epidemic of violent, often lethal behavior broke out in this country, forcing millions of young people and their families to cope with injury, disability, and death (Cook & Laub, 1998). This epidemic left lasting scars on victims, perpetrators, and their families and friends. It also wounded entire communities and, in ways not yet fully understood, the United States as a whole.

Since 1993, when the epidemic peaked, youth violence has declined significantly nationwide, as signaled by downward trends in arrest records, victimization data, and hospital emergency room records. But the problem has not been resolved. Another key indicator of violence--youths' confidential reports about their violent behavior--reveals no change since 1993 in the proportion of young people who have committed physically injurious and potentially lethal acts. Moreover, arrests for aggravated assault have declined only slightly and in 1999 remained nearly 70 percent higher than pre-epidemic levels. In 1999, there were 104,000 arrests of people under age 18 for a serious violent crime--robbery, forcible rape, aggravated assault, or homicide (Snyder, 2000). Of these, 1,400 were for homicides committed by adolescents (Snyder, 2000) and, on occasion, even younger children (Snyder & Sickmund, 1999). But viewing homicide arrests as a barometer of all youth violence is quite misleading, as is judging the success of violence prevention efforts solely on the basis of reductions in homicides.

Arrest records give only a partial picture of youth violence. For every youth arrested in any given year in the late 1990s, at least 10 were engaged in some form of violent behavior that could have seriously injured or killed another person, according to the several national research surveys in which youths report on their own behavior. Thus, despite reductions in the lethality of violence and consequent arrests, the number of adolescents involved in violent behavior remains disconcertingly high, underscoring the urgency of this report.

This is no time for complacency. The epidemic of lethal violence that swept the United States from 1983 to 1993 was fueled in large part by easy access to weapons, notably firearms. If the sizable numbers of youths still involved in violence today begin carrying and using weapons as they did a decade ago, this country may see a resurgence of the lethal violence that characterized the violence epidemic.

To address the troubling presence of violence in the lives of U.S. youths, the Administration and Congress urged the Surgeon General to develop a report on youth violence, with particular focus on the scope of the problem, its causes, and how to prevent it. Surgeon General Dr. David Satcher requested three agencies, all components of the Department of Health and Human Services, to share lead responsibility for preparing the report. The agencies are the Centers for Disease Control and Prevention (CDC), the National Institutes of Health (NIH), and the Substance Abuse and Mental Health Services Administration (SAMHSA). Under Dr. Satcher's guidance, these agencies established a Planning Board comprising individuals with expertise in diverse disciplines and professions involved in the study, treatment, and prevention of youth violence. The Planning Board also enlisted individuals representing various Federal departments, including particularly the Department of Justice (juvenile crime aspects of youth violence), the Department of Education (school safety issues), and the Department of Labor (the association between youth violence and youth employment, and out-of-school youth). Invaluable assistance was obtained as well from individual citizens who have founded and operate nonprofit organizations designed to meet the needs of troubled and violent youths. Most important, young people themselves accepted invitations to become involved in the effort. All of these persons helped to plan the report and participated in its prepublication reviews.

This report--the first Surgeon General's report on youth violence--is a product of extensive collaboration. It reviews a massive body of research on where, when, and how much youth violence occurs, what causes it, and which of today's many preventive strategies are genuinely effective.

Like other reports from the Surgeon General, this report reviews existing knowledge to provide scientifically derived bases for action at all levels of society. Suggesting whether and how the areas of opportunity listed in the final chapter might lend themselves to policy development to reduce youth violence is beyond the report's purview.

Report Perspectives

Focus on Violence by Youths

The research focuses on physical assault by a youth that carries a significant risk of injuring or killing another person. It includes a wealth of studies into the many individual, family, school, peer group, and community factors associated with serious violence--aggravated assault, robbery, rape, and homicide--in the second decade of life, when most such violence emerges. Thus, the young people who are the focus of this report are principally children and adolescents from about age 10 through high school. Appropriate interventions during as well as before this period stand a good chance of helping redirect violent young people toward healthy and constructive adult lives. The window of opportunity for effective interventions opens early and rarely, if ever, closes.

The Developmental Perspective

This report views violence from a developmental perspective. To understand why some young people become involved in violence and some do not, it examines how youths' personal characteristics interact over time with the social contexts in which they live. This perspective considers a range of risks over the life course, from prenatal factors to factors influencing whether patterns of violent behavior in adolescence will persist into adulthood. The developmental perspective has enabled scientists to identify two general onset trajectories of violence: one in which violent behaviors emerge before puberty, and one in which they appear after puberty. The early-onset trajectory shows stronger links between childhood factors and persistent, even lifelong involvement in violent behavior. Identifying such pathways to violence can help researchers target interventions to the periods in development where they will be most effective.

The Public Health Approach

This report reflects the responsibilities and spirit of the Surgeon General's public health mission: to protect and improve the Nation's health. The

designation of youth violence as a public health concern invites an approach that focuses more on prevention than on rehabilitation. Primary prevention identifies behavioral, environmental, and biological risk factors associated with violence and takes steps to educate individuals and communities about, and protect them from, these risks. Central to this process is the principle that health promotion is best learned, performed, and maintained when it is ingrained in individuals' and communities' daily routines and perceptions of what constitutes good health practices.

The public health perspective provides a framework for research and intervention that draws on the insights and strategies of diverse disciplines. Tapping into a rich, but often fragmented knowledge base about risk factors, prevention, and public education, the public health perspective calls for critically examining and reconciling what are frequently contradictory conclusions about youth violence. Thus, the approach taken in the current report, which blends offender-based research with public health concepts of prevention and intervention, constitutes an effort to bridge the gap between criminology and the social and developmental science approaches on the one hand, and conventional public health approaches on the other.

The public health approach can help reduce the number of injuries and deaths caused by violence just as it reduced the number of traffic fatalities and deaths attributed to tobacco use (CDC, 1999). Broader than the medical model, which is concerned with the diagnosis, treatment, and mechanisms of specific illnesses in individual patients, the public health approach offers a practical, goal-oriented, and community-based strategy for promoting and maintaining health.

To identify problems and develop solutions for entire population groups, the public health approach:

1. Defines the problem, using surveillance processes designed to gather data that establish the nature of the problem and the trends in its incidence and prevalence; Identifies potential causes, through epidemiological analyses that identify risk and protective factors associated with the problem;
2. Designs, develops, and evaluates the effectiveness and generalizability of interventions, and disseminates successful

models as part of a coordinated effort to educate and reach out to the public (Hamburg, 1998; Mercy et al., 1993).

Myths about Youth Violence

An important reason for making research findings widely available is to challenge false notions and misconceptions about youth violence. Ten myths about violence and violent youth are listed and debunked. Examples:

Myth: Most future offenders can be identified in early childhood.

Myth: Child abuse and neglect inevitably lead to violent behavior later in life.

Myth: African American and Hispanic youths are more likely to become involved in violence than other racial or ethnic groups.

Myth: A new, violent breed of young super predators threatens the United States.

Myth: Getting tough with juvenile offenders by trying them in adult criminal courts reduces the likelihood that they will commit more crimes.

Myth: Nothing works with respect to treating or preventing violent behavior.

Myth: Most violent youths will end up being arrested for a violent crime.

These false ideas are intrinsically dangerous. Assumptions that a problem does not exist or failure to recognize the true nature of a problem can obscure the need for informed policy or for interventions. An example is the conventional wisdom in many circles that the epidemic of youth violence so evident in the early 1990s is over. Alternatively, myths may trigger public fears and lead to inappropriate or misguided policies that result in inefficient or counterproductive use of scarce public resources. An example is the current policy of offenders into adult criminal courts and prisons.

Major Findings and Conclusions

Trends in Youth Violence

1. The decade between 1983 and 1993 was marked by an epidemic of increasingly lethal violence that was associated with a large rise in the use of firearms and involved primarily African American males. There was a modest rise in the proportion of young persons involved in other forms of serious violence.

2. Since 1994, a decline in homicide arrests has reflected primarily the decline in use of firearms. There is some evidence that the smaller decline

in nonfatal serious violence is also attributable to declining firearm use.

3. By 1999, arrest rates for violent crimes--with the exception of aggravated assault--had fallen below 1983 levels. Arrest rates for aggravated assault remain almost 70 percent higher than they were in 1983, and this is the offense most frequently captured in self-reports of violence.

4. Despite the present decline in gun use and in lethal violence, the self-reported proportion of young people involved in nonfatal violence has not dropped from the peak years of the epidemic, nor has the proportion of students injured with a weapon at school declined.

5. The proportion of schools in which gangs are present continued to increase after 1994 and has only recently (1999) declined. However, evidence shows that the number of youths involved with gangs has not declined and remains near the peak levels of 1996.

6. Although arrest statistics cannot readily track firearm use in specific serious crimes other than homicide, firearm use in violent crimes declined among persons of all ages between 1993 and 1997.

7. The steep rise and fall in arrest rates for homicide over the past two decades have been matched by similar, but less dramatic changes in some of the other indicators of violence, including arrest rates for all violent crimes and incident rates from victims' self-reports. This pattern is not matched by arrests for selected offenses, such as aggravated assault, or incident rates and prevalence rates from offenders' self-reports.

8. Young men--particularly those from minority groups--are disproportionately arrested for violent crimes. But self-reports indicate that differences between minority and majority populations and between young men and young women may not be as large as arrest records indicate or conventional wisdom holds. Race/ethnicity, considered in isolation from other life circumstances, sheds little light on a given child's or adolescent's propensity for engaging in violence.

9. Schools nationwide are relatively safe. Compared to homes and neighborhoods, schools have fewer homicides and nonfatal injuries. Youths at greatest risk of being killed in school-associated violence are those from a racial or ethnic minority, senior high schools, and urban school districts.

Pathways to Youth Violence

1. There are two general onset trajectories for youth violence--an early one, in which violence begins before puberty, and a late one, in which violence begins in adolescence. Youths who become violent before about age 13 generally commit more crimes, and more serious crimes, for a longer time. These young people exhibit a pattern of escalating violence through childhood, and they sometimes continue their violence into adulthood.

2. Most youth violence begins in adolescence and ends with the transition into adulthood.

3. Most highly aggressive children or children with behavioral disorders do not become serious violent offenders.

4. Surveys consistently find that about 30 to 40 percent of male youths and 15 to 30 percent of female youths report having committed a serious violent offense by age 17.

5. Serious violence is part of a lifestyle that includes drugs, guns, precocious sex, and other risky behaviors. Youths involved in serious violence often commit many other types of crimes and exhibit other problem behaviors, presenting a serious challenge to intervention efforts. Successful interventions must confront not only the violent behavior of these young people, but also their lifestyles, which are teeming with risk.

6. The differences in patterns of serious violence by age of onset and the relatively constant rates of individual offending have important implications for prevention and intervention programs. Early childhood programs that target at-risk children and families are critical for preventing the onset of a chronic violent career, but programs must also be developed to combat late-onset violence.

7. The importance of late-onset violence prevention is not widely recognized or well understood. Substantial numbers of serious violent offenders emerge in adolescence without warning signs in childhood. A comprehensive community prevention strategy must address both onset patterns and ferret out their causes and risk factors.

Risk and Protective Factors

1. Risk and protective factors exist in every area of life--individual, family, school, peer group, and community. Individual characteristics interact in complex ways with people and conditions in the environment to produce violent behavior.

2. Risk and protective factors vary in predictive power depending on when in the course of development they occur. As children move from infancy to early adulthood, some risk factors will become more important and others less important. Substance use, for example, is a much stronger risk factor at age 9 than it is at age 14.

3. The strongest risk factors during childhood are involvement in serious but not necessarily violent criminal behavior, substance use, being male, physical aggression, low family socioeconomic status or poverty and antisocial parents--all individual or family attributes or conditions.

4. During adolescence, the influence of family is largely supplanted by peer influences. The strongest risk factors are weak ties to conventional peers, ties to antisocial or delinquent peers, belonging to a gang, and involvement in other criminal acts.

5. The more risk factors a child or young person is exposed to, the greater the likelihood that he or she will become violent. Risk factors can be buffered by protective factors, however. An adolescent with an intolerant attitude toward deviance, for example, is unlikely to seek or be sought out by delinquent peers, a strong risk factor for violence at that age.

6. Given the strong evidence that risk factors predict the likelihood of future violence, they are useful for identifying vulnerable populations that may benefit from intervention efforts. Risk markers such as race or ethnicity are frequently confused with risk factors; risk markers have no causal relation to violence.

7. No single risk factor or combination of factors can predict violence with unerring accuracy. Most young people exposed to a single risk factor will not become involved in violent behavior; similarly, many young people exposed to multiple risks will not become violent. By the same token, protective factors cannot guarantee that a child exposed to risk will not become violent.

Preventing Youth Violence

1. A number of youth violence intervention and prevention programs have demonstrated that they are effective; assertions that "nothing works" are false.

2. Most highly effective programs combine components that address both individual risks and environmental conditions.

3. Rigorous evaluation of programs is critical. While hundreds of prevention programs are being used in schools and communities throughout the country, little is known about the effects of most of them.

4. At the time this report was prepared, nearly half of the most thoroughly evaluated strategies for preventing violence had been shown to be ineffective--and a few were known to harm participants.

5. In schools, interventions that target change in the social context appear to be more effective, on average, than those that attempt to change individual attitudes, skills, and risk behaviors.

6. Involvement with delinquent peers and gang membership are two of the most powerful predictors of violence, yet few effective interventions have been developed to address these problems.

7. Program effectiveness depends as much on the quality of implementation as on the type of intervention. Many programs are ineffective not because their strategy is misguided, but because the quality of implementation is poor.

A Vision for the Future

The most important conclusion of this report is that an array of intervention programs with well-documented effectiveness is now in place to reduce and prevent youth violence. Such programs are the outcome of a large body of research that has examined the paths and trajectories that lead some youths toward lives marred by violence. Multiple studies have identified and examined specific risk factors--personal and environmental features of young people's lives that heighten the statistical probability of their engaging in violent behaviors. Research has also begun to identify protective factors that appear to buffer the effects of exposure to risk. While this information has been accumulating, researchers, youth service practitioners, and others have been actively engaged in designing, implementing, and evaluating a variety of interventions to reduce and prevent the occurrence of youth violence. The best of these interventions target specific

populations of young people, as defined by particular constellations of risk and life experience.

Although effective interventions exist today, only through continued research will all intervention programs be shown to meet a standard of effectiveness--or be discarded. The research options and other courses of action suggested here are not formal policy recommendations, they offer a vision that may inform the generation of policies that will build on information we possess today. They are intended for policymakers, service and treatment providers, individuals affiliated with the juvenile justice system, researchers, and, most important, the people of the United States. This vision for the future is presented with the hope that it will engage an expanding number of citizens in the challenge of redressing the problem of youth violence. The following are possible courses of action:

- Continue to build the science base.
- Accelerate the decline in gun use by youths in violent encounters.
- Facilitate the entry of youths into effective intervention programs rather than incarcerating them.
- Disseminate model programs with incentives that will ensure fidelity to original program design when taken to scale.
- Provide training and certification programs for intervention personnel.
- Improve public awareness of effective interventions.
- Convene youths and families, researchers, and private and public organizations for a periodic youth violence summit
- Improve Federal, state, and local strategies for reporting crime information and violent deaths.

This executive summary and the entire report are available:

www.surgeongeneral.gov/library/youthviolence/

Evaluations of School-Based Violence Prevention Programs

- There are four major stages of the school years: early childhood (ages 2-5), middle childhood (ages 6-11), early adolescence (ages 12-14), and middle adolescence (ages 15-18). The phases correspond to preschool, elementary school, junior high/middle school, and senior high school. In each of these stages there are key violence-related tasks.
- School-based preventive interventions are strategically beneficial. In each stage in the school years, there are key developmental tasks to be mastered. School provides an important environment for overall developmental success.
- Early childhood is increasingly recognized as a key stage in the development of aggressive violent behaviors.
- The development of self-regulation appears to be important during the preschool years. It is also causally linked to other processes that lead to aggressive-violent behavior.
- Caregiver to child ratios and the quality of these adult/child interactions are key environmental influences in the development of self-regulation.
- During middle childhood, the key tasks include the development of children's normative beliefs about aggression and the development of children's interpersonal negotiation skills.
- School contextual factors that can influence development at the middle childhood stage are: interpersonal relations with peers and classmates, teachers' perceptions of children's aggression, and the probability of exposure to antisocial youth.
- A key task of early adolescence is the development of a stable peer group. Whether that peer group is primarily prosocial or antisocial in orientation significantly affects the probability of aggressive and violent behavior.
- Important school-based organizational influences for middle adolescence include the practice of changing classes with their homeroom class and being instructed in a smaller, more personalized classroom.
- A key task of middle adolescence is the formation and consolidation of an identity, including a personal identity and racial ethnic identity.
- Early childhood interventions employing an ecological violence prevention approach may help reduce violence by promoting overall social competence and providing hope for improving children's competencies in other developmental areas.
- There is evidence of the potential for early childhood violence prevention programs to function as primary prevention initiatives for later delinquent/antisocial behavior; particularly when these programs begin early and involve parents in the preventive intervention.
- Improvements in family functioning and parenting behavior are linked to lasting and positive effects on child behavior.
- Evaluation research indicates that school-based violence prevention efforts may serve as primary prevention for children, particularly when the intervention targets several key stages of development.
- School-based violence prevention programs are not enough to change the tide of violence on school grounds. Changes in school policies and the way schools deal with the growing number of violent incidents are also necessary .Source: Center for Study and Prevention of Violence, Fact Sheet #10.

Stopping School Violence

12 Things Parents Can Do

1. Recognize that keeping firearms in your home may put you at legal risk as well as expose you and your family to physical risk. In many states, parents can be held liable for their children's actions, including inappropriate use of firearms. If you do choose to keep firearms at home, ensure that they are securely locked, that ammunition is locked and stored separately, and that children know weapons are never to be touched without your express permission and supervision.
2. Take an active role in your children's schools. Talk regularly with teachers and staff. Volunteer in the classroom or library, or in after-school activities. Work with parent-teacher-student organizations.
3. Act as role models. Settle your own conflicts peaceably and manage anger without violence.
4. Listen to and talk with your children regularly. Find out what they're thinking on all kinds of topics. Create an opportunity for two-way conversation, which may mean forgoing judgments or pronouncements. This kind of communication should be a daily habit, not a reaction to crisis.
5. Set clear limits on behaviors in advance. Discuss punishments and rewards in advance, too. Disciplining with framework and consistency helps teach self-discipline, a skill your children can use for the rest of their lives.
6. Communicate clearly on the violence issue. Explain that you don't accept and won't tolerate violent behavior. Discuss what violence is and is not. Answer questions thoughtfully. Listen to children's ideas and concerns. They may bring up small problems that can easily be solved now, problems that could become worse if allowed to fester.
7. Help your children learn how to examine and find solutions to problems. Kids who know how to approach a problem and resolve it effectively are less likely to be angry, frustrated, or violent. Take advantage of "teachable moments" to help your child understand and apply these and other skills.
8. Discourage name-calling and teasing. These behaviors often escalate into fistfights (or worse). Whether the teaser is violent or not, the victim may see violence as the only way to stop it.
9. Insist on knowing your children's friends, whereabouts, and activities. It's your right. Make your home an inviting and pleasant place for your children and their friends; it's easier to know what they're up to when they're around. Know how to spot signs of troubling behavior in kids — yours and others.
10. Work with other parents to develop standards for school-related events, acceptable out-of-school activities and places, and required adult supervision. Support each other in enforcing these standards.
11. Make it clear that you support school policies and rules that help create and sustain a safe place for all students to learn. If your child feels a rule is wrong, discuss his or her reasons and what rule might work better.
12. Join up with other parents, through school and neighborhood associations, religious organizations, civic groups, and youth activity groups. Talk with each other about violence problems, concerns about youth in the community, sources of help to strengthen and sharpen parenting skills, and similar issues.

Source: National Crime Prevention Council.

Stopping School Violence

12 Things Students Can Do

Help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1. Refuse to bring a weapon to school, refuse to carry a weapon for another, and refuse to keep silent about those who carry weapons.
2. Report any crime immediately to school authorities or police.
3. Report suspicious or worrisome behavior by other students or talk to a teacher or counselor at your school. You may save someone's life.
4. Learn how to manage your own anger effectively. Find out ways to settle arguments by talking it out, working it out, or walking away rather than fighting.
5. Help others settle disputes peaceably. Start or join a peer mediation program, in which trained students help classmates find ways to settle arguments without fists or weapons.
6. Set up a teen court, in which youths serve as judge, prosecutor, jury, and defense counsel. Courts can hear cases, make findings, and impose sentences, or they may establish sentences in cases where teens plead guilty. Teens feel more involved and respected in this process than in an adult-run juvenile justice system.
7. Become a peer counselor, working with classmates who need support and help with problems.
8. Mentor a younger student. As a role model and friend, you can make it easier for a younger person to adjust to school and ask for help.
9. Start a school crime watch. Consider including a student patrol that helps keep an eye on corridors, parking lots, and groups, and a way for students to report concerns anonymously.
10. Ask each student activity or club to adopt an anti-violence theme. The newspaper could run how-to stories on violence prevention; the art club could illustrate costs of violence. Career clubs could investigate how violence affects their occupational goals. Sports teams could address ways to reduce violence that's not part of the game plan.
11. Welcome new students and help them feel at home in your school. Introduce them to other students. Get to know at least one student unfamiliar to you each week.
12. Start (or sign up for) a "peace pledge" campaign, in which students promise to settle disagreements without violence, to reject weapons, and to work toward a safe campus for all. Try for 100% participation

Source: National Crime Prevention Council.

Stopping School Violence

12 Things Teachers Can Do

Help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1. Report to the principal as quickly as possible any threats, signs of or discussions of weapons, signs of gang activity, or other conditions that might invite or encourage violence.
2. With help from students, set norms for behavior in your classroom. Refuse to permit violence. Ask students to help set penalties and enforce the rules.
3. Regularly invite parents to talk with you about their children's progress and any concerns they have. Send home notes celebrating children's achievements.
4. Learn how to recognize the warning signs that a child might be headed for violence and know how to tap school resources to get appropriate help.
5. Encourage and sponsor student-led anti-violence activities and programs ranging from peer education to teen courts to mediation to mentoring to training.
6. Offer to serve on a team or committee to develop and implement a Safe School Plan, including how teachers should respond in emergencies.
7. Firmly and consistently but fairly enforce school policies that seek to reduce the risk of violence. Take responsibility for areas outside as well as inside your classroom.
8. Insist that students not resort to name-calling or teasing. Encourage them to demonstrate the respect they expect. Involve them in developing standards of acceptable behavior.
9. Teach with enthusiasm. Students engaged in work that is challenging, informative, and rewarding are less likely to get into trouble.
10. Learn and teach conflict resolution and anger management skills. Help your students practice applying them in everyday life. Discuss them in the context of what you teach.
11. Incorporate discussions on violence and its prevention into the subject matter you teach whenever possible.
12. Encourage students to report crimes or activities that make them suspicious.

Source: National Crime Prevention Council.

Stopping School Violence

12 Things Law Enforcement Can Do

Help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1. Get to know students in non-confrontational settings. Help them see you as a mentor, peace keeper, and problem solver, not just as an enforcer.
2. Develop a formal memorandum of understanding with the school about handling complaints, criminal events, and other calls for service. Volunteer to serve on the school's Safe School planning team.
3. Offer to train teachers, staff, and students in personal safety. Work with students to help present these trainings.
4. Help students learn about the costs of violence to their community—financial, social, and physical. Link them with others in the community who are affected by violence to help them understand its lasting impacts.
5. Provide accurate information about your state's juvenile and criminal justice systems and what happens to youth who are arrested because they've been involved in violence. Explain also the kinds of help available to young people who are in distress or who are victims of crime.
6. If you are qualified in crime prevention through environmental design offer to help school staff perform a security survey of the school building, identifying lighting needs, requirements for locks and other security devices, areas where physical changes to the building could increase safety, and needs for pruning or other landscaping changes. Share training opportunities through your department with school security personnel.
7. Work to include school administrators, staff, and students in existing prevention action against gang weapons, and other threats.
8. Consider starting a school resource officer program, in which law enforcement officers are assigned to schools to work with the students, provide expertise to teachers on subjects in which they are qualified, help address school problems that can lead to violence, provide personal safety training for students, and the like.
9. Work with school attendance officers to identify truants and return them to school or to an alternate facility.
10. Develop links with parents through parent-teacher associations and other groups; educate them on violence prevention strategies and help them understand the importance of their support.
11. Work with community groups to put positive after-school activities in place throughout the community and for all ages.
12. Together with principals and parents, start safe corridor programs and block parent programs to make the trip to and from school less worrisome for students. Help with efforts to identify and eliminate neighborhood trouble spots, using community policing and problem-solving principles.

Source: National Crime Prevention Council.

Stopping School Violence

12 Things Principals Can Do

1. Establish "zero tolerance" policies for weapons and violence. Spell out penalties in advance. Adopt the motto "If it's illegal outside school, it's illegal inside." Educate students, parents, and staff on policies and penalties. Include a way for students to report crime-related information that does not expose them to retaliation.
2. Establish a faculty-student-staff committee to develop a Safe School Plan. Invite law enforcement officers to be part of your team. Policies and procedures for both day-to-day operations and crisis handling should cover such subjects as identifying who belongs in the building, avoiding accidents and incidents in corridors and on school grounds, reporting weapons or concerns about them, working in partnership with police, following up to ensure that troubled students get help.
3. Work with juvenile justice authorities and law enforcement officers on how violence, threats, potentially violent situations, and other crimes will be handled. Meet regularly to review problems and concerns. Develop a memorandum of understanding with law enforcement on access to the school building, reporting of crimes, arrests, and other key issues.
4. Offer training in anger management, stress relief, mediation, and related violence prevention skills to staff and teachers. Help them identify ways to pass these skills along to students. Make sure students are getting training.
5. Involve every group within the school community—faculty, professional staff, custodial staff, students, and others—in setting up solutions to violence. Keep lines of communication open to all kinds of student groups and cliques.
6. Develop ways to make it easier for parents to be involved in the lives of their students. Provide lists of volunteer opportunities; ask parents to organize phone trees; hold events on weekends as well as week nights. Offer child care for younger children.
7. Work with community groups and law enforcement to create safe corridors for travel to and from school; even older students will stay home rather than face a bully or some other threat of violence. Help with efforts to identify and eliminate neighborhood trouble spots.
8. Reward good behavior. Acknowledging students who do the right thing, whether it's settling an argument without violence or helping another student or apologizing for bumping into someone helps raise the tone for the whole school.
9. Insist that your faculty and staff treat each other and students the way they want to be treated—with respect, courtesy, and thoughtfulness. Be the chief role model.
10. Develop and sustain a network with health care, mental health, counseling, and social work resources in your community. Make sure that teachers, counselors, coaches, and other adults in the school know how to connect a needy student with available resources.
11. Ensure that students learn violence prevention techniques throughout their school experience. Don't make it a one-time thing. Infuse the training into an array of subjects. Draw from established, tested curricula whenever possible.
12. Consider establishing such policies as mandatory storage of outerwear in lockers (to reduce chances of weapons concealment), mesh or clear backpacks and duffle bags (to increase visibility of contraband); and limited entry access to the building (to reduce inappropriate visitors). Source: National Crime Prevention Council.

Stopping School Violence

12 Things the Rest of Us Can Do

Help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1. Adopt a school. Help students, faculty, and staff to promote a sense of community in the school and with the larger community through involvement in a wide range of programs and activities.
2. Help to strengthen links between school services and the network of community services that can help students and families facing problems.
3. Join with school and law enforcement in creating and sustaining safe corridors for students traveling to and from school. Help with efforts to identify and eliminate neighborhood trouble spots.
4. Help students through such opportunities as job skills development, entrepreneurship opportunities, and internships.
5. Encourage employees to work with students in skills training, youth group leadership, mentoring, coaching, and similar one-to-one and small group activities. Make your facilities available for these activities when possible.
6. Provide anger management, stress relief, and conflict resolution training for your employees. They can help build an anti-violence climate at home, at school, and in the community. You might gain a more productive working environment, too!
7. Speak up in support of funding and effective implementation of programs and other resources that help schools develop an effective set of violence prevention strategies.
8. Offer your professional skills in educating students on costs and effects of violence in the community (including their school). Public health personnel, trauma specialists, defense and prosecuting attorneys, and judges are among those with important messages to deliver.
9. Help employees who are parents to meet with teachers by providing flexible hours or time off; encourage employee involvement in sponsoring or coaching students in school and after-school activities.
10. Develop an anti-violence competition, including speech, dance, painting, drawing, singing, instrumental music, acting, play-writing, and other creative arts. Get youth to help suggest prizes. Make it a community celebration.
11. Report crimes or suspicious activities to police immediately. Encourage employees and families to do the same.
12. Establish business policies that explicitly reject violent behavior by employees or others on the premises.

Source: National Crime Prevention Council.

Stopping School Violence

10 Things Adults Can Do To Stop Violence

1. Set up a Neighborhood Watch or a community patrol, working with police.
2. Make sure your streets and homes are well-lighted.
3. Make sure that all the youth in the neighborhood have positive ways to spend their spare time, through organized recreation, tutoring programs, part-time work, and volunteer opportunities.
4. Build a partnership with police, focused on solving problems instead of reacting to crises. Make it possible for neighbors to report suspicious activity or crimes without fear of retaliation.
5. Take advantage of "safety in numbers" to hold rallies, marches and other group activities to show you're determined to drive out crime and drugs.
6. Clean up the neighborhood! Involve everyone - teens, children, senior citizens. Graffiti, litter, abandoned cars, and run-down buildings tell criminals that you don't care about where you live or each other. Call the local public works department and ask for help in cleaning up.
7. Ask local officials to use new ways to get criminals out of your building or neighborhood. These include enforcing anti-noise laws, housing codes, health and fire codes, anti-nuisance laws, and drug-free clauses in rental leases.
8. Work with schools to establish drug-free zones.
9. Work with recreation officials to do the same for parks.
10. Develop and share a phone list of local organizations that can provide counseling, job training, guidance, and other services that can help neighbors.

Source: National Crime Prevention Council.

SECTION III

Resources

Best Practices of Youth Violence Prevention A Sourcebook for Community Action

An excellent **comprehensive community resource** available to communities is **Best Practices of Youth Violence Prevention, A Sourcebook for Community Action**. This publication comes from the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention. It is available in English and Spanish. **Best Practices** has only two chapters. **Chapter one** explains planning, implementing and evaluating an intervention. **Chapter two** includes strategies to prevent youth violence, including (1) Parent- and family-based based strategy, (2) Home-visiting strategy, (3) Social-cognitive strategy and (4) Mentoring strategy. The sourcebook includes two appendices: Appendix A provides a fact sheet on the problem of youth violence. This information will be useful if you need to formulate a convincing appeal for support from organizations and community leaders. Appendix B provides an overview of the public health approach, the process by which public health problems are identified and addressed—and the underlying reason for the development of the resource book.

Below are some of the resources for the topics covered in Chapter two.

(1) Parent- and Family-Based Interventions

Birth to Three This education intervention for parents with infants and young children strives to strengthen families and prevent child abuse. A variety of interventions is offered, including the Infant Program (a five-month parenting-confidence curriculum), Making Parenting a Pleasure, and Teen Parents.

Minalee Saks, Executive Director, 86 Centennial Loop, Eugene, OR 97401
Phone 541-484-5316, E-mail birthto3@efn.org, www.efn.org/~birthto3

CICC's Effective Black Parenting Created to meet the needs of African American parents, the Center for the Improvement of Child Caring fosters effective family communication, family values and identity, and healthy self-esteem. It provides basic parenting strategies taught by black educators and mental health professionals using a culturally appropriate curriculum.

Kerby T. Alvy, Ph.D., Director, Center for the Improvement of Child Caring, 11331 Ventura Blvd., Suite 103, Studio City, CA 91604-3147, Phone 818-980-0903, E-mail cicc@flash.net, www.ciccparenting.org

Families in Focus This family skills training intervention is designed to strengthen the family and prevent social and behavioral problems. The intervention was originally designed for high-risk youths ages 8 to 14 but has also been delivered to children of all ages. A Home Learning Guide and Family profile Questionnaire help direct families to specific activities.

Mary Altizer, Administrative Assistant, Families Worldwide, 75 East Fort Union Blvd.
Midvale, UT 84047, Phone 801-562-6178, E-mail maltize@homeplus.com

Helping the Noncompliant Child Helping the Noncompliant Child is designed for parents and their children ages 3 to 8 years with conduct disorders. Its long-term goals are prevention of serious conduct problems and juvenile delinquency in young children. Parenting skills are taught through demonstration, role-playing, and direct practice.

Robert J. McMahon, Ph.D., University of Washington, Department of Psychology, Box 351525, Seattle, WA 98195-1525, Phone 206-543-5136, E-mail mcmahon@u.washington.edu

The Incredible Years: Parents, Teacher, and Children Series The Incredible Years offers support and problem-solving to parents of children ages 3 to 12. In the Parent Training Series, parents meet in groups with a trained leader to foster support, problem-solving, and self-management. The Teacher Training Series prepares teachers to present the separate Child Training Series.

Carolyn Webster-Stratton, Ph.D., The Incredible Years, 1411 8th Avenue, West, Seattle, WA 98119, Phone 206-285-7565 or 888-506-3562, E-mail incredibleyears@seanet.com www.incredibleyears.com

NICASA Parent Project The NICASA Parent Project was designed to meet the needs of working parents of children from birth through adolescence. The intervention, presented at work sites during lunch time, focuses on child development, balancing work and family, and improving parenting skills.

Joyce Millman, Director of Parent Services, Northern Illinois Council on Alcoholism and Substance Abuse (NICASA), 31979 N. Fish Lake Road, Round Lake, IL 60073 Phone 847-546-6450, E-mail joycemil@ais.net

Strengthening Multi-Ethnic Families and Communities This intervention reaches out to ethnically and culturally diverse parents of children 3 to 18 years old with the goal of reducing violence against self, family, and community. Parent-training classes are held at various community locations. The curriculum is delivered in 12 sessions of three hours each; materials are available in several languages.

Marilyn L. Steele, Ph.D., 1220 S. Sierra Bonita Avenue, Los Angeles, CA 90019-2552
Phone 323-936-0343, E-mail dr_mls@earthlink.net

(2) Home-Visiting Interventions

Barnard K.E. “Developing, Implementing, and Documenting Interventions with Parents and Young Children.” Zero to Three 1998; 4(February/March): 23-49. Zero to Three: National Centers for Infants, Toddlers and Families. Barnard discusses the three issues that intervention planners administrators, researchers, and policy makers must address: The implementation gap (the capacity to implement the interventions as conceptualized), the relationships between participants and intervention staff/therapists, and the need for more intervention focus with parents and young children.

734 15th Street, NW, Washington, DC 20005, Phone: 202-638-1144, www.zerotothree.org

Cohen L.R., Shaeffer L.G., Gordon A.N., Baird T.L. Child Development, Health, and Safety: Educational Materials for Home Visitors and Parents. Gaithersburg, MD: Aspen Publishers, 1996. A compilation of educational materials for use by home visitors to help prevent unintentional injuries and child abuse and neglect. The focus on preventing abuse and neglect is implicit rather than explicit so parents will not feel as though they are being targeted as potential abusers.

The Future of Children 1999; 9(1). Published by The David and Lucile Packard Foundation, both issues are dedicated to home-visiting interventions. Articles describe the status of home-visiting interventions, recommend how to expand or improve home-visiting interventions, describe the diversity among families served by home-visiting interventions and discuss recommendations by the U.S. Advisory Board on Child Abuse and Neglect to implement a national program of universal home visiting as a strategy to prevent child abuse and neglect.

David and Lucile Packard Foundation, 300 Second Street, Suite 200, Los Altos, CA 94022, Phone 650-948-7658, www.packfound.org

Health Care Coalition on Violence. A Review of the Research on Home Visiting: A Strategy for Preventing Child Maltreatment. Anoka, Minnesota: Health Care Coalition on Violence, 1998. A review of 42 home-visiting research articles that describe child maltreatment in the United States and Minnesota, summarize the current research on home visiting, and recommend a future research agenda for home-visiting services. The review concludes that home visiting is an effective strategy for reducing the incidence of and risk for child maltreatment, but it leave unresolved the components necessary for an effective program and the costs and benefits compared with other interventions.

Health Care Coalition on Violence, 2829 Verndale Avenue, Anoka, MN 55303-1593
Phone 612-576-1825, Fax 612-427-7841

Powers M. “An Ounce of Prevention: Prenatal Care and Postnatal Intervention for A-Risk Mothers.” Human Ecology Forum 1995; 23(1): 19-22. This article describes a 5-year longitudinal study to determine the sustainability of promising effects revealed in earlier studies, including better pregnancy outcomes, improved child care practices, fewer cases of child abuse, less reliance on social services, and a better life for mothers.

(3) Social-Cognitive Interventions

American Psychological Association. Violence and Youth: Psychology’s Response. Washington, DC: American Psychological Association 1993. Summarizes a broad set of strategies developed by the APA’s Commission on Violence and Youth. Strategies are based on 50 years of research evidence and practical experience.

American Psychological Association, 750 1st Street, N.E., Washington, DC 20002-4242, Phone 202-336-5500, www.apa.org/books

Children's Safety Network. Taking Action to Prevent Adolescent Violence: Educational Resources for Schools and Community Organizations. Newton, MA: Education Development Center, Inc., 1995. Describes more than 80 violence prevention curricula and 150 videos.

Education Development Center, Inc., Children's Safety Network, 55 Chapel Street, Newton, MA 02458-1060, Phone 617-969-7100, Fax 617-527-4096, E-mail csn@edu.org, www.edc.org/HHD/csn

Hudley Ca. "Perceptions of Intentionality, Feelings of Anger, and Reactive Aggression." In Furlong M, Smith D, editors. Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies for Youth. Brandon, VT: Clinical Psychology Publishing Co., 1994. Children who display deviant levels of aggression in school have been found to manifest significantly higher rates of juvenile delinquency, poor overall school adjustment, greater-than-average rates of school drop out, and higher-than average rates of referral for clinical mental-health interventions. Attributions may be internal factors for human aggressive behavior.

Pepler D., Slaby R.G. "Theoretical and Developmental Perspectives on Youth and Violence." In Eron L.D., Gentry J.H., Schlegel P., editors. Reason to Hope: A Psychosocial Perspective on Violence and Youth. Washington, DC: American Psychological Association, 1994:27-58. This chapter reviews a variety of social-cognitive models, their theoretical foundation, and their applications to violence prevention.

American Psychological Association, 750 1st Street, NE, Washington, DC 20002-4242, Phone 202-336-5500, www.apa.org/books

Slaby R.G. "Violence Prevention: A Shared Strategy." In Miller S., Brodine J., Miller T., editors. Safe by Design: Planning for Peaceful School Communities. Seattle, WA: Committee for Children, 1996. Discusses how parents and educator can contribute to a national plan for preventing violence.

Committee for Children, 2203 Airport Way, South Suite 500, Sattle. WA 98134-2027, Phone 800-634-4449- or 206-343-1223, Fax 206-343-1445, E-mail infor@cfchildren.org, www.cfchildren.org

Slaby R.G., Barham U.E., Eron L.E., Wilcos B.L. "Policy Recommendations: Prevention and Treatment of Youth Violence." In Eron L.D., Gentry J.H., Schlegel P., editors. Reason to Hope: A Psychosocial Perspective on Violence and Youth. Washington, DC: American Psychological Association, 1994:447-456. This chapter deals with the broad issues that policy maker need to consider in order to reduce youth violence in the U.S.

American Psychological Association, 750 1st Street, NE, Washington, DC 20002-4242, Phone 202-336-5500, www.apa.org/books

(4) Mentoring Strategies

100 Black Men of America (BMOA) A national alliance of leading African American men of business, industry, public affairs, and government who devote their combined skills and resources to confronting the challenges facing African American youths. Through BMOA's mentoring, education, anti-violence, and economic-development programs, volunteers in 82 chapters empower young people by helping them gain a competitive edge.

BMOA National Office, 141 Auburn Avenue, Atlanta, GA 30303, Phone 404-688-5100, www/100blackmen.org

Center for the Study and Prevention of Violence (CSPV) CSPV provides assistance to professional groups committed to understanding and preventing violence, particularly youth violence. CSPV maintains a resource database and has developed blueprints for 10 exemplary violence prevention interventions, including Big Brothers/Big Sisters.

Campus Box 442, University of Colorado, Boulder, CO 80309-0442, Phone 303-492-1032, www.colorado.edu/cspv

The Mentoring Center Located in Oakland, California, the Mentoring Center provides technical assistance and training to organizations that wish to establish a mentoring intervention. Director Martin Jacks has developed a grid to help groups identify their intervention goals by characterizing interventions as "soft," "medium," "hard," or "hard-core," and identifying the types of youths and mentors best served by each approach.

1221 Preservation Park Way, Oakland, CA 94612-1216, Phone 510-981-0427

Mentoring USA Mentoring USA (MUSA), which evolved from Former First Lady

Matilda Cuomo's New York State Mentoring Program, is a community- or site-based intervention that matches mentors with children in grades K through 8. MUSA mentors meet with youths one-on-one for at least four hours every month over the course of a year.

Stephen Menchini, Director, 113 East 13th Street, New York, NY 10003, Phone 212-253-1194, Fax 212-253-1267, www.helpusa.org/mentoring/mentor.htm

The National Mentoring Partnership (formerly One to One/The National Mentoring Partnership) The partnership-designated by America's Promise: The Alliance for Youth to be its lead partner for mentoring-brings together leaders from diverse sectors and encourages them to recruit mentors, support existing mentoring interventions, and begin new mentoring initiatives. There are currently 14 affiliates in cities nationwide. In addition to creating and sustaining partnerships, the National Mentoring Partnership implants public education and policy initiatives and develops and distributes products that explain how to start a new mentoring intervention or expand an existing one.

1400 I Street, NW< Suite 850, Washington, DC 20005, Phone 202-729-4340, Fax 202-729-4341, www.mentoring.org/f_resources.html

School Safety Resources

Center for the Prevention of School Violence (CPSV)

North Carolina State University
Dr. Pamela L. Riley, Executive Director
20 Enterprise Street, Suite 2
Raleigh, NC 27607-7375
Toll Free: 800-299-6054
Phone: 919-515-9397
Fax: 919-515-9561,
Web: <http://www.ncsu.edu/cpsv>

Children's Safety Network (CSN) National Injury and Violence Prevention Resource Center, Education Development Center, Inc.

55 Chapel Street, Newton
MA 02458-1060
Phone: 617-969-7101, ext. 2207
Fax: 617-244-3436
E-mail: csn@edc.org
<http://www.edc.org/HHD/csn/index.html>

Girls Incorporated National Headquarters

120 Wall Street, Third Floor
New York, NY 10005
Phone: 212-509-2000
Fax: 212-509-8708
E-mail: girlsincorporated@girls-inc.org
Web: <http://www.girlsinc.org>

Institute on Violence and Destructive Behavior (IVDB)

1265 University of Oregon
Eugene, OR 97403-1265
Phone: 541-346-3592
E-mail: ivdb@darkwing.uoregon.edu
Web: <http://interact.uoregon.edu/ivdb.html>

National Resource Center for Safe Schools (NRCSS)

Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
Toll Free: 800-268-2275
Phone: 503-275-0131
Fax: 503-275-0444
E-mail: safeschools@nwrel.org
Web: <http://www.safetyzone.org>

National School Safety Center (NSSC)

141 Duesenberg Drive, Suite 11
Westlake Village, CA 91362
Phone: 805-373-9977, Fax: 805-373-9277
E-mail: info@nssc1.org,
Web: <http://www.nssc1.org>

National Youth Gang Center (NYGC)

Institute for Intergovernmental Research
P.O. Box 12729
Tallahassee, FL 32317
Phone: 850-385-0600, Fax: 850-386-5356
E-mail: nygc@iir.com
Web: <http://www.iir.com/nygc>

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

U.S. Department of Justice
810 Seventh Street, N.W.
Washington, DC 20531
Phone: 202-307-5911, Fax: 202-307-2093
E-mail: askjj@ojp.usdoj.gov
Web: <http://ojjdp.ncjrs.org>

Safe and Drug-Free Schools Program (SDFSP)

U.S. Department of Education
Portals Building
600 Independence Avenue, S.W.
Washington, DC 20202
E-mail: safeschl@ed.gov
<http://www.ed.gov/offices/OESE/SDFS>

National Organizations

Big Brothers Big Sisters of America

230 North 13th Street, Philadelphia, PA 19107

Phone 215-567-7000, Fax 215-567-0394

www.bbbsa.org

Boys & Girls Clubs of America

1230 West Peachtree Street, NW

Atlanta, GA 30309, Phone 404-815-5700

Fax 404-815-5789, www.bgca.org

Center for the Study and Prevention of Violence

Institute of Behavioral Science

University of Colorado

Campus, Box 442, Building #10

Boulder, CO 80309-0442, Phone 303-492-8465

Fax 303-443-3297, www.colorado.edu/cspv/

Educational Resources Information Clearinghouse

National Library of Education

U.S. Department of Education

600 Independence Avenue, SW

Washington, DC 2002-0498

Phone 800-538-3742 askeric.org/Eric/

Juvenile Justice Clearinghouse

PO Box 600, Rockville, MD 20849-6000

Phone 800-638-8736

www.ncjrs.org

National Center for Conflict Resolution Education

Illinois Institute for Dispute Resolution

110 West Main Street

Urbana, IL 61801

Phone 217-384-4118

Fax 217-384-8280

National Crime Prevention Council

1000 Connecticut Avenue, NW, 13th Floor

Washington, DC 20036

Phone 202-466-6272

Fax 202-296-1356

www.ncpc.org

www.weprevent.org

National Injury Control and Prevention Center

Centers for Disease Control and Prevention

1600 Clifton Road, NE, Atlanta, GA 30333

Phone 404-693-3311, Fax 404-639-1623

www.cdc.gov/ncipc/default.htm

National PTA

330 North Wabash Avenue, Suite 2100

Chicago, IL 60611, Phone 312-670-6782

www.pta.org

National School Safety Center

4165 Thousand Oaks Blvd, Suite 290

Westlake Village, CA 91362

Phone 805-373-9977

Fax 805-373-9277

www.nsscl.org

National Youth Gang Information Center

Institute for Intergovernmental Research

PO Box 12729, Tallahassee, FL 33217

Phone 850-385-0600

Fax 850-386-5356

www.iir.com/nygc/

Street Law, Inc.

918 16th Street, NW, Suite 600

Washington, DC 20006-2902

Phone 202-293-0088

Fax 202-293-0089

www.streetlaw.org

Teens, Crime, and the Community

1000 Connecticut Avenue, NW, 13th Floor

Washington, DC 20036

Phone 202-466-6272 x152, or x161

Fax 202-296-1356

www.nationaltcc.org

Youth Crime Watch of America

9300 South Dadeland Blvd, Suite 100

Miami, FL 33156,

Phone 305-670-2409

Fax 305-670-3805, www.ycwa.org

Internet Resources

Best Practices of Youth Violence Prevention: A Sourcebook for Community Action

www.cdc.gov/ncipc/dvp/bestpractices.htm

Building Blocks for Youth is an alliance of children's advocates, researchers, law enforcement professionals and community organizers that seeks to protect minority youth in the justice system and promote rational and effective justice policies.

www.buildingblocksforyouth.org

Safe School Model includes a data warehouse of success stories on mitigation of school violence.

www.safeschoolmodel.org

Talking with Your Kids is a national initiative by Children Now and the Kaiser Family Foundation to encourage parents to talk with their children earlier and more often about tough issues like sex, HIV/AIDS, violence, alcohol, and drug abuse.

www.talkingwithkids.org

The UNESCO International Clearinghouse on Children and Violence on the Screen is to contribute to and effectivize knowledge on children, young people, and media violence, seen in the perspective of UN Convention on the Rights of the Child.

www.nordicom.gu.se/unesco.html

Common Sense About Kids and Guns is a public education organization dedicated to providing all adults with the necessary information to empower them to protect their children. www.kidsandguns.org

SECTION IV

Funding Opportunities

Web Sites For Larger Foundations

Based on total giving, less than one-half of the top 100 foundations have Web sites. Overall, about 1% of the private foundations have Web sites, although the number is growing. Serious grant seekers will want to use both print and electronic sources in identifying private sponsors. All Web site address should be entered using the URL (Uniform Resource Locator) <http://> plus specific domain address cited below.

<u>Foundation Name</u>	<u>Web Address</u>
AT&T Foundation	www.att.com/foundation
BankAmerica Foundation	www.bankamerica.com/community/community.html
California Community Foundation	www.calfund.org
California Wellness Foundation	www.tcwf.org
Carnegie Corporation of New York	www.carnegie.org
Annie E. Casey Foundation	www.aecf.org
Edna McConnell Clark Foundation	www.emfc.org
Duke Endowment	www.dukeendowment.org
Ford Foundation	www.fordfound.org
Freedom Forum	www.freedomforum.org
George Gund Foundation	www.gundfdn.org
William Randolph Hearst Foundations	hearstfdn.org
Heinz Endowments	www.heinz.org/menu.html
Houston Endowment	www.houstonendowment.org
James Irvine Foundation	www.irvine.org
Robert Wood Johnson Foundation	www.rwjf.org/main.html
W. Alton Jones Foundation	www.voiceinternational.org/fd/jones.html
Henry J. Kaiser Family Foundation	www.kff.org
Ewing Marion Kauffman Foundation	www.emkf.org
W.K. Kellogg Foundation	www.wkkf.org
John S. and James L. Knight Foundation	www.knightfdn.org
Lilly Endowment	www.lilly.com/about/community/foundation/endowment.html
John D. & Catherine T. MacArthur Foundation	www.macfdn.org
Andrew W. Mellon Foundation	www.mellon.org
Charles Stewart Mott Foundation	www.mott.org
Open Society Institute	www.soros.org/osi.html
David and Lucile Packard Foundation	www.packfound.org
Pew Charitable Trusts	www.pewtrusts.com
Prudential Financial	www.prudential.com/index.html
Rockefeller Foundation	www.rockfound.org
Alfred P. Sloan Foundation	www.sloan.org
Soros Foundation Network	www.soros.org
Surdna Foundation	www.surdna.org
DeWitt Wallace- Reader's Digest Fund	www.dewittwallace.org
Lila Wallace- Reader's Digest Fund	www.lilawallace.org
Weingart Foundation	www.weingartfnd.org
Whitaker Foundation	www.whitaker.org

Source: Compiled at Marquette University

Web Sites for Public Grants

<u>Name</u>	<u>Web Address</u>
Acquisition Reform Network	www.arnet.gov
Administration on Aging	www.aoa.dhhs.gov
Administration for Children and Families	www.acf.dhhs.gov
Air Force Office of Scientific Research	www.fie.com/fedix/
Army Research Laboratory	www.arl.army.mil/main/Main/default.cfm
Bureau of Health Professions	www.hrsa.dhhs.gov/bhpr/grants.html
Catalog of Federal Domestic Assistance	www.cfda.gov/default.htm
Centers for Disease Control and Prevention	www.cdc.gov
Commerce Business Daily	cbdnet.access.gpo.gov
Congressional Records	www.access.gpo.gov/su_docs/aces/aces150.html
Civilian Research & Development Foundation	www.crdf.org/
Defense Advanced Research Projects Agency	www.arpa.gov
Department of Agriculture	www.usda.gov
Department of Commerce	www.doc.gov
Department of Education	www.ed.gov/offices/OCFO/gcsindex.html
Department of Energy	www.er.doe.gov
Department of Health and Human Services	www.os.dhhs.gov
Department of Housing and Urban Development	www.hud.gov
Department of Justice	www.usdoj.gov/
Department of State	www.state.gov
Department of Transportation	www.dot.gov
Environmental Protection Agency	www.epa.gov
FEDIX (Federal Information Exchange)	www.rams-fie.com
National Technical Information Service	www.ntis.gov/
National Archives and Records Administration	www.nara.gov/nara/fedreg/fedreg.html
Fogarty International Center	www.nih.gov/fic
Fund for the Improvement of Postsecondary Education	www.ed.gov/offices/OPE/FIPSE
GrantsNet	www.nlm.nlm.nih.gov/mar/perspec/9509/grantnet.html
Centers for Medicare & Medicaid Services (Formerly HCFA)	www.hcfa.gov
Health Resource and Service Administration	www.hrsa.gov
Inter-American Foundation	www.iaf.gov
National Endowment for the Arts	arts.endow.gov
National Endowment for Democracy	www.ned.org
National Endowment for the Humanities	www.neh.fed.us
National Institute of Standards and Technology	www.nist.gov
National Institutes of Health	www.nih.gov
National Historical Publications & Records Commission	www.nara.gov/nhprc
National Gallery of Art	www.nga.gov
National Science Foundation	www.nsf.gov
Office of Naval Research	www.onr.navy.mil
Smithsonian Institution	www.si.edu
U.S. Agency for International Development	www.info.usaid.gov
U.S. Information Agency	usinfo.state.gov/usa/infousa
White House Fellowships	www.whitehousefellows.gov/home.html

The Regional Training Center Mini-Grant Application Process

The East Carolina University Regional Training Center recognizes that the success of preventing the use of alcohol, tobacco, and other drugs (ATOD) among youth depends on the work of local communities. The commitment of the local community and its investment in the well-being of youth make prevention efforts work. The Center has **Community Prevention and Parenting Mini-Grants** of up to \$2000 available to non-profit agencies and organizations to address prevention needs through innovative programs and projects. The grants are intended to be seed monies to address projects that focus on building stronger schools, communities, families and children. It is realized that, especially in the more rural counties, monies are not always available for the efforts that will make a difference.

The purpose of the mini-grant process is to:

- encourage initiatives at the local level that will enhance the development and work of coalitions, inter-agency councils and/or school- family-community; and
- to direct monies to specific communities for use on innovative programs and projects.

Selection is based on the following specific criteria:

- Include a clear, no-use message regarding youth and alcohol and other drugs;
- Promote one or more of the following concepts: life skills, parenting for prevention programs, resiliency and protective factors,

mentoring component, family and youth involvement;

- Develop a scope and sequence which is developmentally appropriate for its participants;
- Establish specific, measurable objectives and demonstrate evidence of positive outcomes;
- Employ qualified and/or trained personnel;
- Be replicated in similar settings;
- When appropriate, facilitate basic academic skills, address the needs of youth at high risk and consider the special needs of minority youth.

Applicants must have a federal tax identification number or a 501(c)(3) nonprofit designation. Monies are available, contingent upon the funding of the Center. Recipients are determined as monies are in place. Applications are available in late summer and announcements are made through the Center's newsletter, PERSPECTIVE.

Or make requests to:

East Carolina University
Regional Training Center
A-16 Minges
Greenville, NC 27858-4353
Phone: 252-328-4661
Fax: 252-328-4652