

EXECUTIVE REFERENCE GUIDE: YOUTH ADVOCACY, COMMUNITY RELATIONS AND GANG VIOLENCE PREVENTION

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How to Use the Executive Reference Guide

The purpose of the Executive Reference Guide is to provide a user-friendly repository of resources, including organizations, publications, trainings and programs. The resources are categorized based on the topical areas identified by a community and are meant to help this community and relevant stakeholders address criminal justice, juvenile justice and victim services issues.

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1. Executive Reference Guide

This Executive Reference Guide summarizes the U.S. Department of Justice, Office of Justice Programs Diagnostic Center's response to a community requesting assistance in identifying resources pertaining to issues around youth and education, with a particular focus on truancy, employment programs targeting at-risk and delinquent youth and best practices in the use of school resource officers. The community also requested assistance in identifying specific programs, approaches and trainings that address potential community outreach and security measures (e.g., neighborhood watch, patrols and lighting) and best practices in police-community relations. In addition, the community expressed an interest in gang membership prevention, intervention and violence prevention models, as well as in the benefits of leveraging the Domestic Violence Lethality Questionnaire.

The resources included in the Executive Reference Guide have been organized based on the strength of the evidence base. While the Diagnostic Center aims to provide all resources from reputable sources, the types of sources vary depending on the strength of the causal evidence, data and research. The four categories of resources are ranked from 1) strongest evidence base, 2) high quality evaluation, 3) research-based guidance, to 4) other best practices or standards. Please refer to Table 1 for definitions of each of the categories.

Table 1: Strength of Evidence Categorization

| Strength of Evidence Base | Description |
|--|---|
| Strongest Evidence Base | This includes programs and practices proven to be and defined as effective and, in select cases, promising in CrimeSolutions.gov and other notable evidence-based program and practice repositories. Such programs and practices have been shown to have a sound model design and implementation methodologies through a rigorous assessment process. |
| High Quality Evaluation | This includes programs and practices that have been tested and determined to be effective through peer reviews or independent evaluations – e.g., a program evaluation that has been published. |
| Research-Based Guidance | This includes programs and practices that are informed primarily by research-based policy guidance. Their basis is primarily theoretical rather than aligned to causal evidence. Such programs and practices may or may not have been tested or evaluated, but demonstrate innovative thought that can be translated into practice. |
| Other Best Practices or Standards | This includes practices and standards that have been implemented, but that may not have as strong an evidence or research base as those programs and practices mentioned above. This may also include references to relevant organizations and instructional "how to" resources (e.g., trainings). |

Table 2 provides a list of federal and non-federal, evidence-based program databases, which are useful sources of information.

Table 2: Evidence-Based Program Databases

| Federal Sources | Non-Federal Sources |
|--|--|
| <ul style="list-style-type: none"> • CrimeSolutions.gov (U.S. Department of Justice, Office of Justice Programs) • Guide to Community Preventive Services (U.S. Department of Health and Human Services, Centers for Disease Control) • Model Programs Guide (U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention) • National Re-Entry Resource Center's What Works (U.S. Department of Justice, Bureau of Justice Assistance and Office of Juvenile Justice and Delinquency Prevention) • National Registry of Evidence-based Programs and Practices (U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration) • What Works Clearinghouse (U.S. Department of Education, Institute of Education Sciences) | <ul style="list-style-type: none"> • Blueprints for Healthy Youth Development (University of Colorado, Center for the Study and Prevention of Violence) • Campbell Collaboration Library of Systematic Reviews (The Campbell Collaboration) • Evidence-Based Policing Matrix (George Mason University, Center for Evidence-Based Crime Policy) • Promising Practices Network (Rand Corporation) • Top Tier Evidence (Coalition for Evidence-Based Policy) |

2. Key Resources and Tools

I. Issue Area: Youth and Education - Truancy

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|---|---|--|
| <p>1. Check & Connect</p> <p>— Resource Type: Program</p> <p>— Source: What Works Clearinghouse</p> | <p>✓ Effective dropout prevention strategies</p> | <p>Strongest Evidence Base</p> <p>Program meets the evidence standards of WWC.</p> |
| <p>2. Indicated Truancy Interventions: Effects on School Attendance among Chronic Truant Students</p> <p>— Resource Type: Publication</p> <p>— Source: The Campbell Collaboration</p> | <p>✓ Effectiveness of truancy interventions</p> | <p>High Quality Evaluation</p> <p>Peer review of previously implemented interventions.</p> |
| <p>3. What Works? Targeted Truancy and High School Dropout Programs in Middle and High School</p> <p>— Resource Type: Publication</p> <p>— Source: Washington State Institute for Public Policy</p> | <p>✓ Evidence-based practices for truancy reduction</p> <p>✓ Program best practices</p> | <p>High Quality Evaluation</p> <p>Independent review of evidence-based interventions.</p> |
| <p>4. A Model Response to Truancy Prevention: The Louisville Truancy Court Diversion Project</p> <p>— Resource Type: Program</p> <p>— Source: Juvenile and Family Court Journal (Winter 2003)</p> | <p>✓ Implementing a truancy court program</p> <p>✓ Program best practices</p> | <p>Other Best Practices</p> <p>Approach that has been implemented elsewhere, but that does not have as strong an evidence or research base.</p> |

I. Issue Area: Youth and Education - Youth Employment Programs

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|--|--|--|
| <p>5. Career Academy</p> <p>— Resource Type: Program</p> <p>— Source: CrimeSolutions.gov</p> | <ul style="list-style-type: none"> ✓ Overview of a model employment program ✓ Program best practices ✓ Designing, implementing and evaluating an employment program | <p>Strongest Evidence Base</p> <p>Program meets the evidence rating of effective in CrimeSolutions.gov.</p> |
| <p>6. JOBSTART</p> <p>— Resource Type: Program</p> <p>— Source: What Works Clearinghouse</p> | <ul style="list-style-type: none"> ✓ Overview of model dropout prevention program | <p>Strongest Evidence Base</p> <p>Program meets the evidence standards of WWC.</p> |
| <p>7. Preparing At-Risk and Gang-Involved Youth for the Workforce: An Analysis of Promising Programmatic Strategies from Local and National Youth Employment Programs</p> <p>— Resource Type: Publication</p> <p>— Source: Northeastern University</p> | <ul style="list-style-type: none"> ✓ Program best practices | <p>Other Best Practices</p> <p>Resource guide of promising practices.</p> |

I. Issue Area: Youth and Education - School Resource Officers (SROs)

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|--|---|---|
| <p>8. Measuring the Performance of School Resource Officers</p> <p>— Resource Type: Publication</p> <p>— Source: 21st Century Solutions, Inc.</p> | <ul style="list-style-type: none"> ✓ Evaluating the performance of SROs | <p>High Quality Evaluation</p> <p>Independent evaluation of existing programs.</p> |
| <p>9. National Assessment of School Resource Officer Programs Final Project Report</p> <p>— Resource Type: Publication</p> <p>— Source: Abt Associates Inc. and Northeastern University</p> | <ul style="list-style-type: none"> ✓ Overview of SRO programs ✓ Program best practices | <p>High Quality Evaluation</p> <p>Independent evaluation of existing programs.</p> |
| <p>10. Assigning Police Officers to Schools</p> <p>— Resource Type: Publication</p> <p>— Source: Office of Community Oriented Policing Services (COPS)</p> | <ul style="list-style-type: none"> ✓ Roles of an SRO ✓ Effectiveness of SRO programs ✓ Implementing an SRO program | <p>Other Best Practices</p> <p>Response guide that can be leveraged to develop a manual.</p> |
| <p>11. National Association of School Resource Officers (NASRO)</p> <p>— Resource Types: Organization, Training</p> <p>— Sources: National Association of School Resource Officers (NASRO), Basic School Resource Officer Training Course, Advanced School Resource Officer Course</p> | <ul style="list-style-type: none"> ✓ Roles of an SRO ✓ Program best practices | <p>Other Best Practices</p> <p>Repository of informational and training resources.</p> |

II. Issue Area: Community - Community Relations

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|---|---|--|
| <p>1. Philadelphia Foot Patrol</p> <p>— Resource Type: Program</p> <p>— Source: CrimeSolutions.gov</p> | <ul style="list-style-type: none"> ✓ Community-law enforcement relationships ✓ Hot spots policing ✓ Implementing patrols | <p>Strongest Evidence Base</p> <p>Program meets the evidence rating of effective in CrimeSolutions.gov.</p> |
| <p>2. The Effectiveness of Neighborhood Watch: A Systematic Review</p> <p>— Resource Type: Publication</p> <p>— Source: The Campbell Collaboration</p> | <ul style="list-style-type: none"> ✓ Overview of neighborhood watch program ✓ Starting a neighborhood watch program | <p>High Quality Evaluation</p> <p>Peer review of existing interventions.</p> |
| <p>3. Engaging Police in Immigrant Communities</p> <p>— Resource Type: Publication</p> <p>— Source: Office of Community Oriented Policing Services (COPS)</p> | <ul style="list-style-type: none"> ✓ Effective police-immigrant relations | <p>Other Best Practices</p> <p>Promising practices that can be leveraged to develop a manual.</p> |

II. Issue Area: Community - Security Measures

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|--|---|--|
| <p>4. Alley-Gating in Liverpool (England)</p> <p>— Resource Type: Program</p> <p>— Source: CrimeSolutions.gov</p> | <ul style="list-style-type: none"> ✓ Creating safer environments ✓ Reducing crime ✓ Effectiveness of locked gates | <p>Strongest Evidence Base</p> <p>Program meets the evidence rating of effective in CrimeSolutions.gov.</p> |
| <p>5. Street Lighting in Dudley (England)</p> <p>— Resource Type: Program</p> <p>— Source: CrimeSolutions.gov</p> | <ul style="list-style-type: none"> ✓ Effectiveness of street lighting ✓ Creating safer environments ✓ Reducing crime | <p>Strongest Evidence Base</p> <p>Program meets the evidence rating of effective in CrimeSolutions.gov.</p> |
| <p>6. International Crime Prevention Through Environmental Design (CPTED) Association</p> <p>— Resource Type: Organization</p> <p>— Source: International CPTED Association</p> | <ul style="list-style-type: none"> ✓ Environmental design ✓ Creating safer environments ✓ Reducing crime | <p>Other Best Practices</p> <p>Repository of informational and training resources.</p> |

III. Issue Area: Gangs - Membership Prevention and Intervention

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|---|---|---|
| <p>1. Gang Resistance Education and Training (G.R.E.A.T.)</p> <p>— Resource Type: Program</p> <p>— Source: CrimeSolutions.gov</p> | <ul style="list-style-type: none"> ✓ Preventing gang membership ✓ School-based gang prevention | <p>Strongest Evidence Base</p> <p>Program meets evidence rating of promising in CrimeSolutions.gov.</p> |
| <p>2. National Gang Center</p> <p>— Resource Types: Organization, Publication, Tool Kit</p> <p>— Sources: National Gang Center, Gang Prevention: How to Make the “Front End” of Your Anti-Gang Effort Work, Responding to Gangs in the School Setting, Gang Suppression and Intervention: Community Models, Getting Out of Gangs, Staying Out of Gangs: Gang Intervention and Desistence Strategies</p> | <ul style="list-style-type: none"> ✓ Preventing gang membership ✓ Indicators for youth at-risk for joining gangs ✓ School-based gang prevention ✓ Gang intervention ✓ Strategies for gang intervention | <p>Research-Based Guidance</p> <p>Other Best Practices</p> <p>Theoretically backed solutions and practices.</p> <p>Repository of resources that can be leveraged to develop a manual.</p> |
| <p>3. Best Practices to Address Community Gang Problems: OJJDP’s Comprehensive Gang Model</p> <p>— Resource Type: Program</p> <p>— Source: Office of Juvenile Justice and Delinquency Prevention (OJJDP)</p> | <ul style="list-style-type: none"> ✓ Preventing gang membership ✓ Implementing OJJDP’s Comprehensive Gang Model ✓ Gang intervention | <p>Other Best Practices</p> <p>Model that can be leveraged to develop a manual.</p> |

III. Issue Area: Gangs - Violence Prevention

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|--|--|--|
| <p>4. Reducing Gun Violence: The Boston Gun Project's Operation Ceasefire</p> <p>— Resource Type: Program</p> <p>— Sources: National Institute of Justice (NIJ), CrimeSolutions.gov</p> | <p>✓ Reducing gang-related gun violence</p> | <p>Strongest Evidence Base</p> <p>Program meets the evidence rating of effective in CrimeSolutions.gov.</p> |
| <p>5. "Designing Out" Gang Homicides and Street Assaults (Operation Cul-de-Sac)</p> <p>— Resource Type: Program</p> <p>— Source: National Institute of Justice (NIJ)</p> | <p>✓ Gang violence</p> <p>✓ Preventing gang violence and crime</p> | <p>High Quality Evaluation</p> <p>Independent evaluation of an existing program.</p> |
| <p>6. Project Safe Neighborhoods – A National Program to Reduce Gun Crime: Final Project Report</p> <p>— Resource Type: Program</p> <p>— Source: Michigan State University</p> | <p>✓ Reducing gang-related gun violence</p> | <p>High Quality Evaluation</p> <p>Independent evaluation of an existing program.</p> |
| <p>7. Best Practices to Address Community Gang Problems: OJJDP's Comprehensive Gang Model</p> <p>— Resource Type: Program</p> <p>— Source: Office of Juvenile Justice and Delinquency Prevention (OJJDP)</p> | <p>✓ Implementing OJJDP's Comprehensive Gang Model</p> | <p>Other Best Practices</p> <p>Model that can be leveraged to develop a manual.</p> |

IV. Issue Area: Domestic Violence - Lethality Questionnaire

| Resources and Tools | Relevance to Request | Strength of Evidence Base |
|--|--|--|
| <p>1. Lethality Assessment Tools: A Critical Analysis</p> <ul style="list-style-type: none"> — Resource Type: Publication — Source: National Resource Center on Domestic Violence | <ul style="list-style-type: none"> ✓ Predicting lethal domestic violence | <p>Research-Based Guidance</p> <p>Theoretical assessment of tools and practices.</p> |
| <p>2. Maryland Network Against Domestic Violence</p> <ul style="list-style-type: none"> — Resource Types: Organization, Program, Publication — Sources: Maryland Network Against Domestic Violence, Lethality Assessment Program – Maryland Program (LAP), Lethality Assessment Program for First Responders | <ul style="list-style-type: none"> ✓ Lethal domestic violence ✓ Lethality Assessment Program ✓ Lethality assessment strategies for first responders | <p>Other Best Practices</p> <p>Repository of resources and practices that can be leveraged to develop a manual.</p> |

3. How to Implement Evidence-Based Programs

In an era of careful public scrutiny, the integration of proven practices into an organization's programming can make leaders far more likely to realize sustainable, data-driven crime solutions. There are core actions that criminal justice, juvenile justice and victim services leaders can take to successfully adopt evidence-based programming in their organizations and system-wide across a jurisdiction (e.g., state, city, county, tribe). The steps required to implement an evidence-based program can be grouped into four sequential phases, each of which is depicted in the graphic below.

1. Diagnosis activities allow your community to better **understand the factors contributing to a specific problem** (e.g., increasing crime rates, caseload management inefficiencies, impact of shrinking budgets on operations) and assess the readiness of your community or organization to adopt evidence-based programming, including the recommendations in this document.
2. After the problem has been "diagnosed," the next step is to **identify the "best fit" evidence-based model for your organization, and develop a strategy for implementing and adapting the model**, as needed, to meet particular risks and strengths. One data-driven method of choosing between various program options is to apply multi-criteria decision-making methods. Multi-criteria decision-making involves assessing the importance or applicability of each program against a set of criteria that are important to the community or organization.
3. Community leaders **implement the evidence-based model over a period of time** through the coordination of stakeholders, training of staff to build continuity and the creation of feedback loops for ongoing learning and improvement.
4. Using data and feedback collected over time, leaders — with the support of their local academic institutions and federal partners — can **evaluate the impact of the evidence-based interventions and share lessons learned through the evaluation of key indicators**.



A downloadable PDF of this process is available on the Diagnostic Center website at:
<http://www.OJPDiagnosticsCenter.org/tools/implement-evidence-based-solutions>