



# City of Hartford

## MY BROTHER'S KEEPER

### LOCAL ACTION PLAN

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## Overview and History

On July 2013, **Governor Dannel P. Malloy** allocated funds to Hartford Communities That Care (HCTC) to launch the State's first **Violence Free Zone Coalition (VFZ)** in the Hartford, Connecticut's Northeast neighborhood. The goal of this community and school-wide effort is to reduce violence and youth substance abuse, increase **social emotional** supports and increase academic performance among youth and families in this neighborhood.

In addition to establishing the VFZ coalition, the following direct service components were resourced: A fully staffed afterschool program at Fred D. Wish Elementary School, an intervention specialist at Clark Elementary and the Journalism and Media Academy Magnet School, gang intervention and mediation services, crisis response and mental health supports, family outreach and engagement services, enhancement of the school/police partnerships, and support for neighborhood safety groups.

During this same period, the **Connecticut Black and Puerto Rican Legislative Caucus** directed violence prevention and intervention resources towards Connecticut's major urban centers to implement violence prevention and intervention programs and services. In Hartford, a portion of funds were used to establish the YMCA's *Stop the Violence, Increase the Peace Coalition* to facilitate and coordinate prevention services among several partners, including faith based organizations. In addition, remaining grant funds were used to ensure the continuation of the Hartford Crisis Response Team lead by HCTC.

By September 2014, HCTC had leveraged additional investments by applying for and securing a five-year Connecticut State Department of Education's 21<sup>st</sup> Century Community Learning Center grant targeting up to 100 students grades 3-8

On November 17, 2014, Hartford **Mayor Pedro E. Segarra** and **Hartford Councilman Kyle Anderson** partnered with the Northeast Neighborhood Violence Free Zone (VFZ) coalition to convene the VFZ and **My Brother's Keeper (MBK) Local Action Summit**.

In December 2014, the **Hartford Opportunity Youth Collaborative** contracted with HCTC to train Opportunity Youth (OY) in leadership development, advocacy skills, mentorship, and to provide community service opportunities. The Urban League of Greater Hartford provided

OY with workforce development, job placement, GED training. DEFINE OY.

On January 1, 2015, the VFZ/MBK coalition secured resources from the *Centers for Neighborhood Enterprises* to pilot an 18-month mentoring program funded by the Office of Juvenile Justice & Delinquency Prevention (OJJDP). The goal is to recruit mentors to support up to 100 school based youth living in the VFZ/MBK community.

On Thursday February 5, 2015 **Governor Dannel P. Malloy and Mayor Pedro E. Segarra** convened a **Second Chance** Round Table hosted by Hartford Communities That Care and the VFZ/MBK coalition.

On March 4, 2015, a VFZ/MBK representative was invited to testify before the **State of Connecticut's Department of Education** on effective strategies for preventing and reducing school-based arrest, suspensions, expulsions, gang involvement and academic performance among at-risk youth.

On March 24, 2015, **Governor Malloy and Lt. Governor Wyman** created the **Governor's Youth and Urban Violence Commission**. The establishment of the commission is the direct result of VFZ/MBK's advocacy efforts regarding the creation of such a commission. The establishment of this commission marks the first in the nation since the 1960 riots when President Lyndon B. Johnson created the National Advisory Commission on Civil Disorders.

On April 28, 2015, the Obama Administration selected North Hartford as of one of six new urban **Promise Zones** in the country. North Hartford's Promise Zone strategy focuses on five key areas, including public safety with a particular focus on increasing engagement opportunities for the neighborhood's at-risk population. The Hartford Police Department will be leading these efforts in partnership with several community-based organizations, including HCTC. The implementation of the North Hartford Promise Zone strategy is being lead by Mayor Pedro E. Segarra in partnership with U.S. Senator Chris Murphy.

In addition to direct services and coalition activities, the coalition continues to focus on policies and practices to improve neighborhood conditions. This includes advocating for the removal of blighted properties, reducing the density of liquor outlets, modifying local laws to reduce the sale of drug paraphernalia, and examining other local, state and federal laws that support positive growth among Hartford youth and their families.

Over all, a total of 550 youth were served by these various programs during the July 1, 2013 – June 30, 2014 period resulting in the following:

- Increased academic performance and graduation rates among direct service participants
- Increased parental involvement in programs and civic engagement activities
- Decreased acts of violence among direct service participants
- Decreased arrests or re-arrest among direct service participants
- Decreased suspension and expulsion rates among direct service participants
- Enhanced crisis response supports to youth, parents, and schools

## The VFZ/MBK Vision, Mission, and Values

VFZ/MBK's vision is to establish Hartford's North East community as a place where neighborhood youth and young adults are able to reach their full potential and thrive with ongoing and coordinated support from community stakeholders, including parents, schools, local businesses and, government agencies.

VFZ/MBK's mission is to bring youth, adults and multiple stakeholders together to promote protective factors such as strong families, schools, communities and social and emotional supports and reduce risk factors such as violence, substance abuse, and poor academic performance.

VFZ/MBK values consist of the following:

- We strive to promote positive youth and family development by building and strengthening resilience in young people and their families and increasing the protective factors that support them.
- We strive to build and leverage connections in and among families, schools, and communities to promote protective factors and reduce risk factors among the residents living in this neighborhood.

- We strive to involve all sectors of the community and to build our collective capacity to support systemic and sustainable changes.
- We strive to use model or exemplary programs and strategies known to promote protective factors and reduce risk factors within populations similar to ours. And lastly,
- We strive to recognize that young people make choices in an environment shaped by their families, peers, schools, local politics and community. We work for positive change in individuals and community, and we advocate for change at the local, state and national levels.

## Our Approach

### Collaboration:

The VFZ Coalition is a collaboration among dozens of agencies, institutions, and individuals working together toward a common goal. Each individual organization and community sector involved is responsible for implementing programs, policies and practices in the spirit of collaboration, transparency, coordination and in mutual respect and consideration of all stakeholders involved.

### Prevention Planning Process

The coalition’s prevention planning approach is modeled on the nationally recognized Communities That Care (CTC) prevention planning model. The CTC model is grounded in research from a variety of fields, including public health, psychology, education, sociology, child development, social work, criminology, medicine and organizational development.

The CTC framework guides communities through a five phase process and development of a Community Action Plan:

1. Ensuring Community Readiness, by: identifying issues that may become obstacles; identify additional individuals and organizations that need to be included; clarify aspects of the prevention-planning efforts that the community needs to know about.
2. Organizing the Community, by: Designating a single point of contact as the catalyst for the process; identify a Champion (a community leader) to guide the process; identify “back-bone/lead agency” committed to supporting the project; Secure

Coordinator/Facilitator; form core group to activate the process; develop a roster of Key Leaders/stakeholders to be involved in the process; prepare initial work plan and time line for getting started and; identify and acquire resources needed to get started.

3. Develop a Community Profile by: creating an assessment workgroup to conduct data collection and analysis; ensure that the Communities That Care Youth Survey has been conducted; identify populations with high levels of risk and low levels of protection; identify priority risk and protective factors; conduct a resources assessment and gap analysis.
4. Create a Community Action Plan or Local Action Plan by: ensuring the Coalition members have the necessary skills and expertise to support plan development; specify desired outcome (long term goals) for problem behaviors; specify population or geographic area to be addressed; develop preliminary task, time lines and budget for each new program, policy or practice; develop work plan and time lines for collection of problem-behavior, risk factor and protective factor data every year from participants, to measure progress toward desired outcomes; Ensure plan endorsed by Key Leaders, Coalition members and other community stakeholder groups.
5. Implementing and evaluating the Community Action Plan by: clarifying plan-implementation roles and responsibilities of individual Key Leaders, Coalition members and service providers; develop collaborative agreements with implementing organizations or providers; ensure that implementers have received needed training and technical assistance; ensure that implementers have the necessary skills and tools to measure implementation fidelity; measure program and participant outcomes; ensure annual plan review by Key Leaders, Coalition member and other stakeholders and; share community and program-level evaluation results with Key Leaders, Coalition members, funders and other stakeholder at least annually.

In addition to utilizing the CTC prevention planning approach, the coalition plans to continue its use of the Results-Based Accountability (RBA) model to assess the effectiveness and delivery of current programs and services. The RBA model adopted by the State of Connecticut in 2005 as the selected evaluation model for state-funded education and community programs. Developed by Mark Friedman of the Fiscal Policy Studies Institute, RBA is a simple way to define program measures that can track success and staff effectiveness. The RBA tool, the Scorecard, enables

organizations to report these findings in numbers and percentages while granting the organization opportunity to explain the data and propose recommendations.

In addition, the VFZ/MBK Coalition is considering adopting the Urban Institute's *Six Steps to Success: Collecting and Using Performance Data in Place-Based Initiatives*.

The Six Steps to Success is a powerful guidance tool designed to help coalitions collect and use data to track and bring about population-level change.

#### Evidence-Based Prevention and Intervention Services:

Central to the coalition's approach is the use of "evidence-based" practices (also known as "researched-based" or science-based"). It is important to identify and select evidenced based strategies for the following reasons:

- a) The youth and families we serve deserve nothing less than the best possible tools to promote protective factors and reduce risk factors among themselves, their families and the community.
- b) Using evidenced-based approaches can be easier to implement and evaluate.
- c) Funders and those willing to invest resources and time, want to know that their investment is grounded in what's been known to work or stand the best possibility of succeeding.

In selecting strategies we must consider the needs of the community, the community's capacity to implement the programs and services well, and the effectiveness of the programs. Whenever possible, we choose to use strategies that have been (a) listed as a model or exemplary program on an established registry such as the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program Guide or the Substance Abuse Mental Health Services Administration (SAMHSA) National Registry of Evidenced-Based Programs and Practices or the Department of Educations (DOE) 21<sup>st</sup> Century Community Learning Centers, (b) empirically researched and found to be effective at enhancing opportunities and improving conditions with populations similar to ours.

#### Defining Risk and Protective Factors:

The coalition utilizes an approach in which behavior is changed by identifying and addressing the underlying Risk and Protective factors in the family, school, community and individual environments.

Risk and protective factors are characteristics that are known to increase or decrease the likelihood that a young person will engage in one or more problem behaviors.

By targeting risk and protective factors that are common to a wide variety of outcomes, the coalition's work can have a positive impact on academic performance, parent and civic involvement, employment and career opportunities and to decrease youth violence, poor academic performance, teen substance abuse, teen depression, school dropout and other risk taking behaviors.

By measuring and targeting the local risk and protective factors, the coalition can be sure our work is appropriate to our community's needs.

## My Brother's Keeper Initiative

In February 2014, President Obama launched the My Brother's Keeper (MBK) initiative to address persistent opportunity gaps faced by boys and young men of color and ensure that all people can reach their full potential.

During the fall of 2014, Hartford **Mayor Pedro E. Segarra and Hartford Councilman Kyle Anderson** identified **Hartford Communities That Care (HCTC)** as the lead community-based organization to coordinate and implement various aspects of the My Brother's Keeper Initiative.

In accepting the "Challenge" or call to action from the President, MBK Communities should take a "cradle-to-college-and-career" approach, and address up to six goals (see A-F below) and agree to build and execute comprehensive strategies that ensure:

1. All children enter school cognitively, physically, socially, and emotionally prepared;
2. All children read at grade level by the third grade;
3. All young people graduate from high school;
4. All young people complete post-secondary education or training;
5. **\*Successfully Entering the Workforce**
6. **\*Reducing Violence and Providing a Second Chance**

The MBK Task Force also identified a set of cross-cutting areas such as addressing the mental health needs of youths and young adults and the importance of caring adults being present and active in the lives of children, an emphasis on mentoring.

In accepting the President Obama’s “Challenge”, the City of Hartford forwarded MBK Administrators its initial policy and funding recommendations based on the initial assessment of needs within the Northeast neighborhood Violence Free Zone community. \*Based on this initial assessment, the VFZ/MBK coalition agreed to pursue **MBK Goals(s) #5: Successfully Entering the Workforce and #6: Reducing Violence and Providing a Second Chance.**

## The Challenge

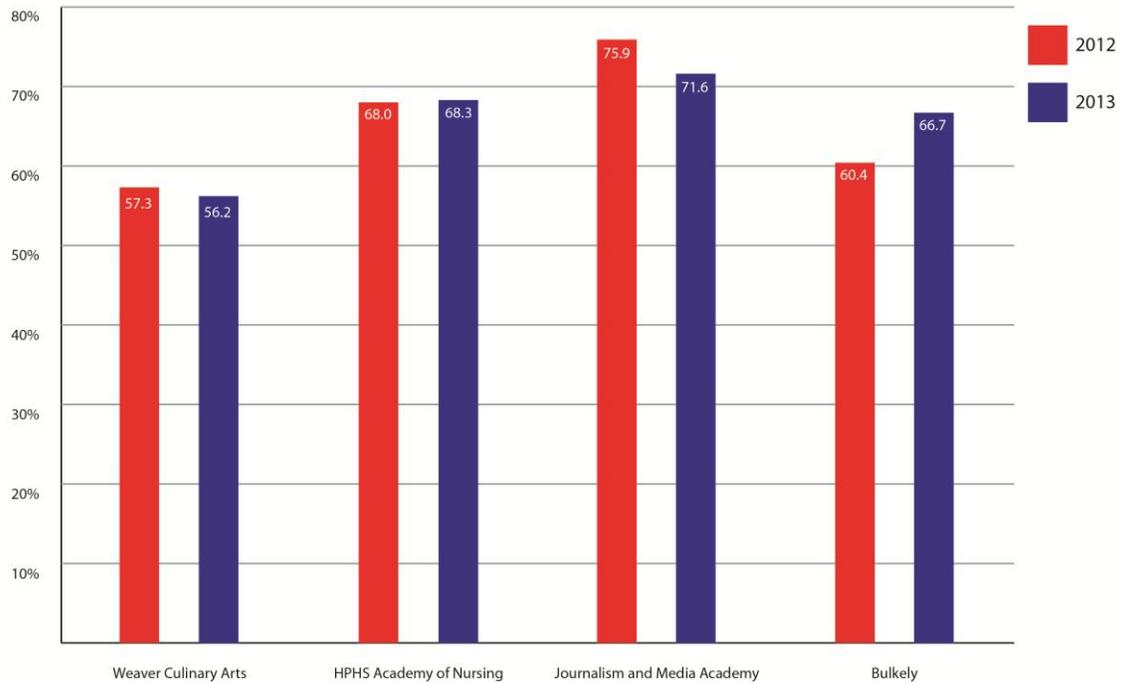
Hartford’s Northeast neighborhood has a total population of 10,137 residents: 3,410 are under the age of 18, of which 34.4% of these children live below poverty; 31.2% of the children live with an unemployed or underemployed single parent; and 66.7% of students are not proficient in the overall CT Mastery Test (CMT’s); and 42.3% of adults in this neighborhood have no high school diploma (*Hartford Info. Org 2014*).

According to the May 2014 *Hartford Public Schools Monthly Chronic Absence Report*, the seven schools that serve the youth living within this neighborhood have the highest rates of chronic absenteeism at 30-65% of students absent over 12 times for the school year 2013-14.

1. Wish Elementary School 27-30% absence over 12+ times
2. Clark 37-40% absence over 12+ times
3. Waverly 27-37% 12+ times absent
4. Journalism and Media 45-53% over 12+ times absent
5. Culinary Arts Academy 54-60% over 12+ times absent
6. Bulkley High School 40-45% over 12+ times absent
7. Hartford High School 60-65% over 12+ times absent for the year

The high schools where students from zipcode “06120” attend also have graduation rates that are below average as evidenced by the 2012-2013 school data in the graph shown.

## Hartford Public Schools 2012-2013 Graduation Rates



The Northeast neighborhood is one of three neighborhoods within the north end of Hartford where in 2013, 41% of the City’s gun violence, 66% of robberies, 33% of aggravated assaults and 39% of homicides took place. In this same year, a total of 751 youth were involved in crimes, of which 24%, of crimes were committed in the north end: a third of these youth were north Hartford residents. Hartford is also home to a disproportionate number of Connecticut prison populations. Approximately 23% of the 16,594 offenders residing in CT Department of Correction facilities declared Hartford as their town of residence and a total of 622 registered sex offenders were living in the city as of January 1, 2014.

An additional challenge is the world of the internet. In recent years, youth and young adults have been posting messages on Facebook, YouTube, Twitter and other social networks to illicit violent, retaliatory responses between warring groups and individuals. These actions result in the

use of firearms, knives and physical assaults that take place in our community, schools and other places where youth and families should be safe.

Hartford Communities That Care (HCTC) have received calls from several members of the community, included frustrated and scared parents, and the Hartford Public School system. In addition, HCTC has also heard from service providers concerned about their youth unable to travel safely to and from school, work/training sites and recreational centers. Fielding these calls, yields evidence of many traumatic situations.

In the fall of 2014, Hartford Public School (HPS) leadership directed key staff, along with the Parent and Community Engagement Committee to conduct and analyze gang and trauma response services provided to the HPS district. The following report details their findings:

**Welcome Center Overview:**

The Hartford Public School’s *Welcome Center*, under the direction of Marta Bentham, was created in 2007 as a one-stop shop that provides easy access to families, community, employees and constituents to access information, voice concerns and resolve issues. The aim is to satisfy customers beyond their expectations and to increase the efficiency and effectiveness of all personnel by assuming responsibility for resolving problems in a caring, helpful, and professional manner. The Welcome Center links students, parents, schools, employees and community members to available resources and ensures accurate information and quality assistance for all. The Welcome Center assists families in navigating through Hartford Public School’s policies and procedures, while facilitating parent engagement opportunities, family literacy, academic and career preparation and training. The Welcome Center is part of the Office of Engagement and Partnerships and works closely with community based organizations. In addition, they have oversight of Family Resource Centers.

Parents are assisted with the following:

- Choice Program for school placement

- Transportation
- Special Education
- Discipline Issues
- Request for Safety Transfers
- Mediation/Ombudsman Services
- Community Services for families and children
- Services to Homeless Children and Youth

### **Prevention Intervention Services/Social Work Services Department Services**

#### **Overview:**

Winston Johnson, Director of Prevention Intervention Services/Social Work Services:

The Director of Prevention/Intervention Services for the Hartford Public Schools oversees the Department of 62 State Certified School Social Workers. School Social Workers provide services to students who are experiencing social and emotional difficulties that hinder their learning and/or school adjustment. School Social Workers Evaluate diagnoses and provides direct services to identified students and their families these services include casework, group work, family counseling, social work assessment, crisis intervention, and referrals to a wide range of community based services. The school social worker also serves as a mental health consultant to teachers, counselors and administrators; counsels parents to facilitate involvement and communication with the school; serves as a liaison to social, legal, health and welfare agencies; facilitates and coordinates the referral of students for psychiatric evaluations; coordinates and monitors referrals to Superior Court for Juvenile Matters under “Family with Service Needs” and Truancy Legislation; participates as a member of the Student Study Team (SST), Student Assistance Team (SAT) and Pupil Planning Team (PPT) process and provides developmental and social histories in accordance with Connecticut Statute 10-76d-9 and Public Law 94-142 Individuals Disabilities Education Act (IDEA). School Social Workers are an active and integral member of the school

based Prevention/Intervention (crisis response) Team. (*Crises are dangerous opportunities.-Chinese saying*)

\*The lives of children are too frequently touched by crises that may include the death of family members, friends or others important in a child's life. When this occurs, learning, behavior and development can be impacted.

Crisis, emergency, disaster, catastrophe, tragedy, trauma -- all are words heard too frequently at schools today. Almost every school has had a major crisis; every school is likely to have one. Besides natural disasters such as earthquakes and fires, students experience violence and death related to the suicide of friends, gang activity, snipers, hostage-taking, and rape. Some students react with severe emotional responses -- fear, grief, post-traumatic stress syndrome. Moreover, such experiences and other events that threaten their sense of worth and well-being can produce the type of intense personal turmoil that leads students to think about hurting themselves or others.

If no effort is made to intervene, emotional reactions may interfere with a student's school and home performance, can be imminently life threatening, or may be the start of long-term psychosocial problems. And, when a significant portion of the student body is affected, major facets of a school's functioning are likely to be jeopardized. As used here, the term, school-based crisis intervention, refers to a range of responses schools can plan and implement in response to crisis events and reactions. All school-based and school-linked staff can play an important role in crisis intervention. Rather than asking one person to take responsibility for organizing for crises, the school administration is advised to utilize the school based prevention team approach. These individuals are asked to serve, by role and interest and should be ready to evolve a working plan and become the nucleus of a school-based crisis team.

In the best of circumstances, the district should provide not only policy and procedural guidelines, but support-staff to help the school planning committee

formulate a specific plan, organize and train the crisis team, and coordinate with relevant district and community resources. It should be stressed that school crises often are community crises. Therefore, the school's plan should be coordinated with community crisis response personnel and, where feasible, plans and resources should be seamlessly woven together. A blending of planning and implementation resources assures a wider range of expertise and can increase cost-efficacy.\* Responding to Crisis at a School, Center for Mental Health in Schools (2000).

### **HPS Service History with Community Based Agencies:**

Since 2005 the Hartford Public Schools have reached out to Community Based Agencies to provide a range of service to address the needs of our students and families in the community. The Hartford Public Schools Welcome Center and Prevention and Intervention Services/School Social Workers and School Based Principals, serve as multi referral sources to a number of community based agencies for a variety of needs/services, for our children and their families, i.e. – Children and family counseling, employment, tutoring, educational and mental health assessments, drug abuse treatment, child trauma, truancy, educational neglect, funeral expenses, grief treatment/counseling, homeless goods and services, Child Abuse/neglect, juvenile delinquency Violence Intervention, Gang Intervention, Truancy, Family and Community mediations, conflict resolution collaborations with school based intervention teams for crisis response to violence and follow-up services for parents in need of intervention in high crime communities, Parents requesting school transfers due to the threat of gang violence/activities in schools and community, with emphasis on the difficulty in resolving on-going community conflicts/mediations. Assist parents that are experiencing difficulties in resolving issues such as (peer violence issues in between schools and the community). Referral to CBOs would be made when all efforts by HPS Staff and services have failed to produce a satisfactory resolution. CBOs would be asked to intervene and assist in the successful resolution of conflict when parents or community residents do not trust that HPS is or will treat them fairly. HPS would request CBOs to assist in timely resolution to insure that students and families can resolve issues in a timely manner to allow student focus

and parent engagement to be about academic success and maintaining a safe school climate.

**Services Gaps:**

Over the years Hartford Communities That Care (HCTC) has been able to respond to HPS referrals in a timely manner without identified barriers to services or red tape, such as waiting lists, reluctance/fear of providing services hot spots in certain area of the community and delayed response time. HCTC has demonstrated there ability to respond immediately in crisis situations with 24/7 availability, wherever the need arises. HCTC have on-going relations with St. Francis Hospital with access to emergency care. They are able to assist parents, students and schools to provide case management and follow-up services (i.e. follow up with families who have experienced violence, threat of violence/bullying, death and trauma and that are in need of assistance to access community services (i.e., grief, funeral arrangements/supports, communication with Police, Juvenile Justices Systems, Community Based Agencies, finances, relocation services, child witnesses of violence, witness protection, afterschool programs, mentoring collaboration. HCTC has expertise in working with ethnic minority groups and families and service providers have demonstrated their cultural competence.

Therefore based upon our collaborative relationship and the ongoing needs identified as **services gaps** we would like to insure that we have access to these ongoing services provided by HCTC for the children and families of the Hartford Public Schools when needed, in the form of an ongoing services contract”  
*Hartford Board of Education- Parent and Community Engagement Committee*

According to the National Center for Children in Poverty (NCCP), “between 25-90 percent of children and youth experience events that leave them traumatized. They include:

- Up to 50 percent of children and youth in child welfare
- Between 60-90 percent of youth in juvenile justice

- Between 83-91 percent of children and youth in neighborhoods with high levels of violent crime, and
- Between 59-91 percent of children and youth in the community mental health system.

While trauma cuts across class, race, low income children, youth and their families and children; youth and families of color disproportionately experience trauma”

Additionally, the general assumption about trauma is that that victims suffer “only” from Post-Traumatic Stress Disorder (PTSD) but what’s often overlooked are additional post trauma implications such as:

- Truancy, poor academic performance and dropping out of school
- Juvenile justice involvement and frequent encounters with law enforcement
- Early initiation of drug use by youth to medicate the pain associated with being victims of violent and persistent levels of crime.
- Anxiety and depressive disorders and thoughts of suicide and/or hurting others
- Difficulty forming trust and meaningful relationships at home, school, among peers, significant others and other positive role models

Therefore, if we as a City, State and nation truly want to make a positive and lasting impact on those in our urban areas, then the Violence Free Zone/ My Brother’s Keeper multi-systems approach is a promising approach that could lead to safer, more productive and healthy communities for youth and families to thrive.

## **MBK Goal #5: Successfully Enter the Workforce**

**Mayor Pedro E. Segarra** serves as the Chairman of the **Hartford Opportunity Youth Collaborative (HOYC)** charged with meeting the workforce and career development needs of disconnected youth. There are 20,968 youth between the ages of 16 and 24 years old in Hartford. Of these youth, more than 6,000 either:

1. Do not have a high school diploma
2. Have a high school but are not in school and not working

Also known as “Opportunity Youth (OY)”, these youth are more likely to be unemployed, rely on government supports, be involved in criminal activity, have poor health, and face multiple hurdles including:

#### Parenting

- Disabilities
- Mental and physical health problems
- Incarceration or criminal record
- Homelessness
- Food insecurity
- Domestic violence

**Capital Workforce Partners (CWP)**, is regional workforce development board that funds and provides technical assistance to it’s implementing partners. CWP is also the backbone entity **Hartford Opportunity Youth Collaborative (HOYC)**. To meet the specific needs of disconnected young adults, HOYC and their partners agencies *will assist* youth in completing their high school diploma through career pathways and increasing participation in post-secondary education. HOYC targets young adults between ages of 16-24 who do not have a high school diploma, or who have a high school diploma but are not in school and not working. The VFZ/MBK will leverage this investment along with other partnerships committed to strengthening and deepening the work of college and career readiness inclusive of such partners as the Urban League of Greater Hartford, Hartford Public Schools, Capital Workforce Partners (CWP), Hartford Consortium of Higher Education, and Hartford Foundation for Public Giving, Achieve Hartford! and United Way of Central and Northeastern Connecticut and other partners.

## MBK Goal #6: Reducing Violence and Providing a Second Chance

On Thursday February 5, 2015 **Governor Dannel P. Malloy** and **Mayor Pedro E. Segarra** convened a **Second Chance** Round Table hosted by Hartford Communities That Care and the VFZ/MBK coalition.

To reduce violence and provide individuals a second, the VFZ/MBK coalition will focus on two specific strategies, one of which is to support and stand with Governor Dannel P. Malloy’s Second Chance proposal. The Governor’s Second Chance initiatives are geared toward youth and adults who are in need of supports, training, a range of specialized services and the adoption of

policies and practices that make it easier for people to live productive lives after making mistakes in society.



Thursday, February 5, 2015,

HARTFORD COURANT.COM GOV. DANIEL P. MALLOY, right, joined with Hartford Mayor Pedro Segarra and Hartford community and faith-based leaders in a round-table discussion Wednesday at Hartford Communities That Care Inc. about re-entry programs in Hartford and the governor's second-chance initiatives.

**Gov. Dannel P. Malloy** seeks to make sweeping changes to Connecticut's drug laws, which include reclassifying some nonviolent drug offenses as misdemeanors and eliminating mandatory minimum sentences for narcotics possession. The Governor also proposed an overhaul of the pardons and parole system designed to help ex-offenders secure employment after completing their prison sentences.

**Mayor Pedro E. Segarra** said the changes are crucial for Hartford, which has the State's largest prison re-entry population. "So many of our residents have built criminal records," he said after a roundtable discussion at the nonprofit Hartford Communities That Care. "Creating a system by which people who have demonstrated that they have essentially repaid their debt and are ready to go on with their lives, they should be allowed to do that."

The Governor also plans to expand the State's Integrated Basic Education and Skills Training program. The program provides vocational skills training and adult basic education, including literacy. Under the expansion, the State's Department of Labor (DOL) would partner with State's Department of Corrections to target ex-offenders reintegrating into society. The DOL would work with local employers and nonprofit organizations to create support networks for this population.

## **PROGRAM PLAN**

The VFZ/MBK coalition plans to secure funding to implement the Youth Empowerment Program (YEP) model, identified as a “promising” prevention model to reduce unhealthy behaviors among fifty (50) school aged male youth ages 10-18 years of age.

Hartford Communities That Care, Inc. (HCTC), as lead, will partner with the Greater Hartford Urban League, Greater Hartford YMCA/ Camp Woodstock and the Institute for Community Research to target fifty (50) 10-18 year old at-risk minority male youth to reduce their levels of gun violence, homicides, suspensions, truancy, delinquency, dropout rates, and increase educational attainment.

Hartford Communities That Care (HCTC) and its partners propose the following four (4) objectives:

1. Establish an afterschool program/ youth center that caters to the unique needs of 10-18 year old at-risk minority male youth to include programs and services geared toward reducing risk factors for violence and drug use, increases opportunities for meaningful and supportive relationship. Also to include academic, career and workforce readiness.
2. Prevent and decrease alcohol, tobacco and marijuana use among 10-18 year old at-risk minority male youth and promote positive decision making and refusal skills.
3. Increase youth career interest and employability skills by implementing a career exploration and employability skills training program for at-risk minority male youth ages 14-18.
4. Increase mentoring supports and academic performance of at-risk minority male youth ages 10-18.

This will be done by addressing three (3) of the YEP model focus area(s):

- 1) Minority male youth violence (including gang violence);
- 2) Career preparation training that is appropriate for at-risk minority male youth; and
- 3) Mentoring support services (education and/or college preparation)

In recent years, the Youth Empowerment Program model (YEP) has been implemented in 17 communities and eleven of these sites have addressed youth violence as a primary focus along with addressing other issues such as poor academic performance, youth employment opportunities and mentorships programs.

The program model also insists that “All YEP’s must offer a youth center, afterschool program, mentorship and intensive summer program” which we plan to establish and replicate to “keep at-

risk youth off the streets when school is not in session, and provide the opportunity to deliver anti-violence programming”(Youth Empowerment Program 2014).

The fifty (50) youth will be recruited from seven (7) schools that serve students in four (4) K-8<sup>th</sup> grade schools and three (3) schools that serve students in grades 9-12. Though the youth we plan to recruit lives within the Northeast neighborhood, four (4) of the schools are within the 06120 zip code and the other three are in other parts of the City of Hartford.

The following represents our Action Plan which includes outcome and performance measures:

**TimeLine for the Grant Year (July 1, 2015-June 30, 2018)**

**YEP Goal 1: Reduce Youth Violence among At-Risk Minority Male Youth.**

**Objective 1:** Establish an afterschool program/ youth center that caters to the unique needs of At-Risk Minority Male Youth and includes programs and services geared toward reducing risk factors for violence and drug use and increases opportunities for meaningful and supportive relationships, including academic, career and workforce readiness

<b>Table 1: YEP Goal 1 (July 1, 2015-June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
Create YEP Afterschool/ Year-Round Youth Center	Weekly	HCTC	YEP Project Manager; Program/Grant Administrator; Program Coordinator
Hire and train staff to implement YEP programs	Weekly	HCTC	YEP Project Manager; Program/Grant Administrator
Train Staff to implement evidenced based curriculums	Weekly	HCTC	YEP Project Manager; Program/Grant Administrator; Program Coordinator;
Recruit 50 youth ages 10-18 to take part in YEP Program	Weekly	HCTC	YEP Program Manager; Program/Grant Administrator; Program Coordinator; Youth Engagement Specialist II
Provide youth with life skills,	September	HCTC/Urban	YEP Drug

**Table 1: YEP Goal 1 (July 1, 2015-June 30, 2018)**

<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
workforce and career readiness, and drug prevention and college preparation workshops	2014-Ongoing	League	Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Provide youth with drug prevention workshops	Quarterly	HCTC	YEP Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Provide Violence Prevention workshops and groups	Quarterly	HCTC	YEP Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Provide educational and recreational field trips and other opportunities to engage in fun activities	September 2015-ongoing	HCTC/Urban League	YEP Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Coordinate services with school staff such as teachers, social workers and administrators	September 2015-ongoing	Community	YEP Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff

**Table 1: YEP Goal 1 (July 1, 2015-June 30, 2018)**

<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
Coordinate services with law enforcement such as police, probation, parole and courts	September 2015-ongoing	HCTC	YEP Youth Engagement Specialist II
Coordinate services with partner agencies such as the Urban League, YMCA and ICR	July 1, 2015-ongoing	HCTC	YEP Project Manager; Program/Grant Administrator; Program Coordinator
Identify and recruit parents and other caregivers to be engaged in programs and services	Weekly	HCTC	YEP Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Train parents in evidenced based practices to be more supportive of children	September 2015-quarterly thereafter	HCTC	YEP Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Provide Service Learning Opportunities for program participants	September 2015-quarterly thereafter	HCTC	YEP Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
Provide Summer Youth Employment opportunities for 14-18 year old participants	July 1, 2016 July 1, 2017 July 1, 2018	HCTC Urban League ICR YMCA/Camp Woodstock Other	Capital Workforce Partners and Hartford Opportunity Youth
Provide Street Level outreach and engagement to diffuse and mediate	Quarterly	HCTC	YEP Youth Engagement

<b>Table 1: YEP Goal 1 (July 1, 2015-June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
conflict between youth participants.			Specialist II
Provide Crisis Intervention supports for participants involved or exposed to a violent encounter	Quarterly	HCTC	YEP Youth Engagement Specialist II
Establish and strengthen existing community collaborations and other sector representation (Capacity Building	July 1, 2015- August 30,2015	HCTC	HCTC Program Director

**YEP Goal 2: Reduce youth substance use**

Based on the Teens In Hartford Promoting Sober Youth (TIHPSY) initiative created by Hartford Communities That Care, Inc., Hartford Behavioral Health and other various community partners, YEP youth will be trained to become Peer educators to increase leadership/advocacy skills and decrease underage use of alcohol, tobacco and marijuana.

TIHPSY is an initiative created to reduce underage alcohol, tobacco and marijuana use among school- aged youth in Hartford. TIHPSY is one of only a few recognized coalitions in the State of Connecticut that is comprised of youth who have been trained to implement the Strategic Prevention Framework (SPF) to address underage drinking and other drug use in Hartford. Its mission is to reduce alcohol, tobacco, and marijuana use among youth in the Hartford community through collaboration of services, promotion of education, healthy lifestyle practices, and by the formation of effective partnerships with key members of the community.

These youth trainers have been involved in the implementation of the Communities That Care Prevention (CTC) Planning model. As members of the Stump the Violence Youth Leadership Institute in Hartford, they were recruited as 7th graders to be a part of this afterschool program. During the course of being trained on the CTC model, they conducted a survey of nearly 900 youth in ten schools within the North End of Hartford. The Stump youth were also trained to facilitate focus groups, research and collect additional data on youth violence, alcohol, tobacco, marijuana and other drug use and present their findings to their peers, parent groups, civic leaders

and policy makers. It is against this backdrop that the TIHPSY Youth Coalition was eventually founded and led a dynamic group of trained youth leaders, who in turn continue to build “bench strength” by training other youth to be involved in these efforts.

TIHPSY coalition members and HCTC staff have worked together to administer the CTC Survey on a bi-annual bases. The coalition used this survey to collect data on the Four Core Measures – Average Age of Onset; Past 30-Day Use; Perception of Risk and Perception of Parental Disapproval. Data collected in 2012 from 367 students help to identify what was necessary to combat the challenges.

There are four components of the program: **1) Peer Educator Training; 2) Group Discussion; 3) CTC Survey Implementation; and 4) Recreational Activities/Field Trips.** The 50 youth will be divided into smaller groups based on ages. All participants will receive 32 hours of interactive/group education and 64 hours of peer educator training over an eight-month period. Group discussions are between youth, mentoring, staff and various coalition partners and subject area experts Peer educator training is designed for YEP youth to become peer educators and facilitate workshops to middle and high school youth on how alcohol, tobacco, marijuana and violence affect our communities. YEP youth and non-YEP youth will participate in the CTC survey to measure Lifetime and Past 30 day use of 1) alcohol; 2) tobacco; and 3) marijuana. This self-reported outcome measure will be used to compare data of YEP youth and non-YEP youth. Weekly recreational activities/field trips (i.e. bowling, movies, etc.) will be used to reduce violence, alcohol, tobacco and drug use during prevalent hours. YEP youth will also participate in overnight weekend retreats at the YMCA Camp Woodstock where they will work on problem-solving skills, relational skills, sense of purpose, developing positive peer relations and team building skills.

In addition, a core group of 10-12 youth will be selected to be junior researchers trained by the **Institute for Community Research (ICR)** in the principals and practices of **Participatory Action Research (PAR).**

The PAR research model trains youth in community asset mapping methodology, to collaboratively design a focus and procedure for conducting the asset mapping in NE neighborhood, to use rigorous methods and visual technologies to documents community assets , and to compile findings into a presentation format appropriate for sharing with the broader

community for the purpose of informing new directions to address concerns of community violence.

ICR trains youth in PAR with a culturally specific training curriculum that has been evaluated through multi-year federally funded research. “Youth Empowerment Through Action Research” is based on an action research model that promotes learning and change by actively engaging youth in all phases of the scientific discovery process, including defining the problem, designing the research methodology, collecting data, analyzing and disseminating results, and planning meaningful action.

With facilitation by ICR research staff, youth are trained as community researchers and co-develop research models and methods, carry out data collection using mixed methods approaches combined with deliberation and reflection, and often use art forms (e.g., photography, video, etc.) for inquiry and for dissemination of findings to the broader community.

As a VFZ coalition partner, ICR and the use of the PAR model will also insure that youth and young adults trained by ICR are assuming leadership roles in their community as evidenced by:

- Youth have taken on decision-making positions in coalitions/local organizations
- Local organizations are more responsive to youth needs and inclusion in community problem solving
- Youth are supported and actively involved in youth-led civic engagement
- Systems changes required to impact social consequences are happening
- Identified community problems decline

**YEP Goal 2: Reduce youth substance use**

*Table 2, below,* illustrates the project plan to decrease alcohol, tobacco and marijuana use among at-risk minority male youth and promote positive decision making and refusals skills.

<b>Table 2: (July 1, 2015-June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
YEP youth will become trained	September 1,	HCTC	YEP Program

**Table 2: (July 1, 2015-June 30, 2018)**

<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
YEP peer educators to facilitate workshops	2015- On-going		Director; Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
YEP youth will participate in group discussions between youth and mentors to address alcohol, drug and tobacco use	September 1, 2015- On-going	HCTC	YEP Program Director; Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
YEP youth will participate in recreational, team building and LifeSkills activities including overnight stays at Camp Woodstock	November 2015, quarterly thereafter	Community/YMCA	YEP Program Director; Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
YEP will utilize Communities That Care (CTC) survey to conduct baseline data among YEP youth to assess drug, alcohol, and tobacco use	November 2015- On-going	HCTC	YEP Program Director; Drug Prevention/Workforce Development Trainer; Youth Engagement Specialist II; Youth Engagement Afterschool Support Staff
YEP youth will be trained on the effective use of PAR tools and practices to develop research skills, public health practices, and presentation, public policy, and	October 1, 2015- Monthly	HCTC	HCTC and ICR

<b>Table 2: (July 1, 2015-June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
communication skills.			

**YEP Goal 3: Increase youth Workforce Readiness and Employment Opportunities for At-Risk Male Minority Youth.**

The **Urban League of Greater Hartford** will be chiefly responsible for implementing career exploration and training component for 25-30 at-risk youth ages 14-18 years old. The program is designed to address the workforce development needs for this at-risk target population. The program will focus on a school-to-career model. Based on the Career Competency System designed by Capital Workforce Partners (CWP), students will learn the (8) Career Competencies and how they apply to future career success.

[Capital Workforce Partners](#) created the competency based approach to career planning and exploration that offers progressive, sequential learning in a career focused format that includes assessments, curriculum, and instructional resources. This system was developed with the help of employers as well as nationally and locally recognized educational experts.

The Competencies are: [Basic Skills \(Reading and Math\)](#), [Computer Literacy](#), [Customer Service](#), [Problem Solving and Decision Making](#), [Interpersonal and Communication Skills](#), [Personal Qualities](#), [Job Seeking Skills](#), [Financial Literacy](#)

There are three components of the program: **1) Classroom Instruction, 2) Outcome Incentives and 3) Internships / Job Shadowing.** The 25-30 youth ages 14-18. All participants will receive 120 hours of classroom instruction during the academic school year. During the summer months group 2 will participate in summer youth employment. Lesson plans are project based and include exercises designed to engage students in career exploration. Youth will attend the program once per week and will receive weekly incentives for reaching prescribed program benchmarks. Additional components of the program will include guest speakers, community service projects and career field trips to various worksite locations and job shadowing opportunities.

Each student will receive (3) assessments (Personal Development Assessment Profile; Career Competency Learning Plan; and Career Interest Inventory). These will, in turn, be used to help students develop their Personal Learning Blue Print. These “tools” will help to enhance career exploration as well as give the instructor an understanding of how each student is developing as a result of the career exploration. Additional assessment tools include: [CASAS Testing](#), [Competency Learning Plans](#), [Harrington O’Shea Interest Inventory and Summary Sheet](#), [Personal Development Profile](#), [Personal Learning Blueprint](#), [Portfolio Checklist](#), [Employee Performance Review](#), [Pre and Post Tests](#).

Participants ages 14-18 will participate in job shadowing and internship opportunities. These opportunities will give student a real world perspective of the world of work. Students will receive Outcome Incentives based on work performance. These opportunities will also prepare them for the annual Summer Youth Employment and Training program. The Capital Workforce Partners Summer Youth Employment and Learning program is a tier structured 5-6 week, summer “work and learn” program.

*Table 3, below*, illustrates the project plan for expanding Workforce Readiness and Employment Opportunities to serve 20-25 at-risk males, ages 14 to 18, from Hartford:

<b>Table 3: YEP Goal 3 (July 1, 2015-June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
Basic Skills Assessment (reading and math) <ul style="list-style-type: none"> <li>• Reading for Comprehension</li> <li>• Journaling</li> <li>• Money Matters</li> </ul>	November 2015	Urban League	Urban League Program Director; Workforce Development Trainer;
Conduct initial career assessments (Harrington O’Shea, Learning Plan, Interest Inventory, Personal development Profile)	November December 2015	Urban League	Urban League Program Director; Workforce Development Trainer;

<b>Table 3: YEP Goal 3 (July 1, 2015-June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
etc.)			
Implement Career Competency Training. <ul style="list-style-type: none"> <li>• Meet weekly to engage the Career Competency Curriculum.</li> <li>• Monitor Benchmarks and youth incentive plan.</li> </ul>	November 2015  On-going	Urban League	Urban League Program Director; Workforce Development Trainer;
Develop Job shadowing sites for each participant	October 2015- On-going	Urban League	Urban League Program Director; Workforce Development Trainer;

**YEP Goal 4: Enhance the community’s capacity to facilitate and sustain mentoring supports for at-risk male youth of color.**

Objective 1: To establish mentoring, academic and college preparedness programs for fifty (50) at-risk minority male youth.

**Component 1: Hartford Communities That Care Mentoring Initiative**

Hartford Communities That Care (HCTC) will offer mentoring to the 50 YEP participants. Mentors will implement a set of strategies to help transition adolescents into positive, academic, economic and socially centered adulthood.

Historically, students from the northeast neighborhood of Hartford have high levels of truancies, suspensions, expulsions, in school and out-of-school incidents of youth violence, poor academic performance and unacceptable dropout rates. We believe that Mentors can make a difference.

According to the May 2014 *Hartford Public Schools Monthly Chronic Absence Report*, the seven schools that serve the youth projected to be involved in this Violence Free Zone initiative have the highest rates of chronic absenteeism from a low of 30% to a high of 65% of students absent over 12 times for the school year 2013-14<sup>1</sup>.

- Wish Elementary School 27-30% absence over 12+ times
- Clark 37-40% absence over 12+ times
- Waverly 27-37% 12+ times absent
- Journalism and Media 45-53% over 12+ times absent
- Culinary Arts Academy 54-60% over 12+ times absent
- Bulkeley High School 40-45% over 12+ times absent
- Hartford High School 60-65% over 12+ times absent for the year

### **Desired Outcomes**

To achieve a 65%-70% reduction in the following areas among its student/mentees:

- Truancies
- Suspensions
- Expulsions
- Violent and non-violent incidents, and school based arrest

During this same period of time, the HCTC/VFZ Coalition will strive to achieve an increase in:

- Academic performance and graduation rates among direct service participants
- Parent involvement in programs, services and child’s education
- VFZ coalition membership and involvement
- The number of staff, mentors and community partners trained to work youth
- The number of staff and community partners trained to work with “in risk” youth enhanced crisis response supports to schools, community members, community–based organizations and local trauma center.

### ***Component 2: Youth Retreats at YMCA’s Camp Woodstock***

The YMCA of Metropolitan Hartford will provide a series of retreats for targeted youth at YMCA Camp Woodstock in Woodstock, Connecticut. Annual retreats will include a week-long retreat scheduled over a school vacation period and three weekend retreats scheduled throughout the year. The YMCA will provide relationship-building, team-building, and skill-building activities (e.g., ropes course, climbing tower, kayaking) in order to improve relationships, build trust, and resolve conflicts between youth.

### ***Component 3: College Prep Program***

HCTC will offer a multifaceted college prep program for targeted youth. The college prep program will consist of SAT prep and college tours, as outlined below:

- 1) SAT Prep – HCTC will hire a trained and qualified SAT tutor who will be onsite at the YMCA Wilson-Gray Center two afternoons/evenings per week during the academic school year to provide SAT prep review/instruction to youth. Funding from this grant opportunity will also be used to purchase a computerized SAT prep program, and SAT prep books in order to establish an SAT prep program at HCTC. We will also allocate a small portion of this funding to pay for SAT testing fees for our targeted youth.
  
- 2) College Tours - Targeted youth will travel to Virginia and Washington, D.C. (free-of-charge) each April to visit universities, including VCU, ODU, Hampton, Howard, and Norfolk. The purpose of these visits will be to expose youth to a college campus and allow them to interact with college admissions officers to learn about the admissions process and financial aid opportunities. Given, that the majority of participating youth may not have the opportunity to travel and engage in new educational and cultural experiences due to financial hardships, we will also visit the Smithsonian Institute and other historical monuments while in Washington, DC.

Table 4, below, illustrates the *Hartford Communities That Care* project plan for expanding the Mentoring Initiative:

<b>Table 4: HCTC Mentoring Initiative (July 1, 2015 – June 30, 2018)</b>			
<b>Activities:</b>	<b>Timeframe:</b>	<b>Location:</b>	<b>Responsible Party:</b>
Hire HCTC program director	7/2015	HCTC	HCTC Executive Director
Design and launch HCTC recruitment campaign for mentors and mentees	10/2015-11/2015	HCTC	HCTC Director
Facilitate HCTC recruitment campaign.	11/2015-1/2016	HCTC Local schools Local CBOs Local businesses	HCTC Director
Screen and select mentors.	Ongoing beginning 5/2015	HCTC	HCTC Director

Enroll 150 youth into program.	Ongoing beginning 7/2015	HCTC	HCTC Director
Conduct mentor training sessions.	Quarterly beginning 10/2015	HCTC	HCTC Director
Facilitate weekly mentor-mentee matches.	Weekly beginning 2/2016	Community	HCTC Director
Provide case management, as appropriate, for mentors, mentees, and families.	Ongoing beginning 2/2016	HCTC	HCTC Director



## Evaluation Plan

HCTC and its partner agencies utilize the Results-Based Accountability (RBA) model to measure the effectiveness of the YEP strategies. RBA was adopted by the State of Connecticut in 2005 as the selected evaluation model for state-funded education and community programs. RBA, developed by Mark Friedman of the Fiscal Policy Studies Institute, is a simple way to define program measures that can track success and staff effectiveness. The RBA reporting tool, the Scorecard, enables organizations to report these findings in numbers and percentages while granting the organization opportunity to explain the data and propose recommendations.



### Results Based Accountability Performance Measure Data

#### Questions to be addressed:

##### How Much Did We do?

- # of mentors recruited
- # of mentors trained and certified
- # of youth participated in workshops
- # of new mentor-mentee matches
- # of educational field trips offered
- # of youth retreats offered

##### How Well Did We Do?

- # of active mentor-mentee matches
- # Mentees who left program after at least 300 days (or 10 months)
- # of mentees not victimized since being in the program
- # of mentees not perpetrators of violence
- # of youth not rearrested for violent offenses #

##### Is Anyone Better Off?

- % of parents who believed their child is better off
- % of youth enjoying meaningful and productive relationship with a mentor
- % of increased graduation rates
- % of youth that seek involvement in pro-social, drug and violence free events
- # of decreased suspensions and expulsions
- # of youth no longer going to jail or being arrested for other juvenile crimes

### Additional 2015-16 VFZ/MBK Policy and Funding Recommendations

- Secure resources to sustain and enhance the evaluation capacity of the HCTC programs, services and coalition activities.
- Sustain and enhance the resources geared toward urban violence that was secured by the Black and Latino Legislative Delegation during the 2013 Connecticut Legislative Session (CSSD funded programs).
- Sustain and enhance the Office of Policy & Management (OPM) violence prevention and intervention resources.
- Sustain and enhance workforce development and training re-sources geared toward youth and adults.
- Increase funding for vocational training and work-based learning for unemployed individuals.
- Sustain and enhance integrated, career-based contextualized learning.
- To expand the availability of mental health supports for witness-es of violent crime under the age of 18.
- Establish a School-Police-Community Collaboration for school safety in urban areas to prevent and decrease incidents of youth violence.
- Increase linkages to effective trauma supports and youth services.
- Insure that local groups like “Mother United Against Violence” agencies receive the technical assistance and support to assist crime victims.
- Sustain and enhance Peer-Leaders and Peer Educator violence prevention programs.

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State Representative Matt Ritter (1<sup>st</sup> Assembly District)  
State Representative Angel Arce (3<sup>rd</sup> Assembly District)  
State Representative Doug McCory (7<sup>th</sup> Assembly District)  
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Kyle Anderson, Hartford City Council (My Brother's Keeper Initiative)  
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Craig Stallings, Hartford Board of Education  
Steve Harris, Spokesperson, 5<sup>th</sup> Assembly Democratic Town Committee  
Darlene Childs, President, Northeast NRZ

## Coalition Partners

AFCAMP  
Capital Community College  
Capital Workforce Partners  
Citadel of Love  
Community Solutions  
Connecticut Department of Children and Family Services  
Connecticut Department of Education  
Connecticut Judicial Branch Court Support Services Division  
Connecticut Office of Policy and Management  
Ebony Horsewoman  
Friends of Kenny Park  
It's a Gee Thang Barbershop  
Goodwin College  
Greater Hartford Branch of the NAACP  
Hartford Behavioral Health  
Hartford Knights  
Hartford Public Schools  
Hartford Police Department  
Hartford Proud Drummers  
Howard K. Hill Funeral Services  
Institute for Community Research  
Leadership Greater Hartford  
LiveKind

Mothers United Against Violence  
National Centers for Neighborhood Enterprises  
Northeast Neighborhood Revitalization Zone  
North Star Center for Human Development  
Office of Juvenile Justice Delinquency and Prevention  
Phillips Metropolitan CME Church  
Project Longevity-Hartford  
St. Francis Hospital and Medical Center  
Urban Hope Refuge  
Urban League of Greater Hartford  
YMCA of Greater Hartford  
and various other civic and parent leadership groups.

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