

# Addressing Stress and Violence in West and Southwest Philadelphia

A report of the Robert Wood Johnson Clinical  
Scholars Program at the University of  
Pennsylvania School of Medicine  
2007-09 Cohort

in collaboration with the

Philadelphia Area Research Community  
Coalition (PARCC)

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**“Violence is the language of the unheard.”**  
– Dr. Martin Luther King, Jr.

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## Executive Summary

The following report grew out of a partnership between the Robert Wood Johnson Clinical Scholars Program (RWJ CSP) at the University of Pennsylvania and the Philadelphia Area Research Community Coalition (PARCC). The RWJ CSP is a fellowship program designed to teach physicians the context and skills of community-relevant research and leadership. PARCC is a community-based participatory research partnership that aims to improve the health of West and Southwest Philadelphia communities. A group of seven first-year RWJ Clinical Scholars was charged by PARCC, to evaluate the gun-violence epidemic in West and Southwest Philadelphia and suggest interventions to confront it. This report is a product of those efforts, consisting of background research, panel discussions, and key informant interviews.

Violence in America has been fueled in recent decades by a complicated interplay of demographic, social, and economic factors, disproportionately affecting inner-city residents in incidents involving firearms. While many large cities have reported a recent decline in homicides, Philadelphia has experienced a steady increase during the same time period. Much media and political attention has been generated, but the crisis continues.

Addressing the problem of gun violence in Philadelphia is daunting. In order to identify a manageable set of goals, our effort quickly focused on understanding the cycle of violence and stress, particularly as it is influenced by community structure. Ongoing violence causes profound stress among the residents of Philadelphia's most-affected neighborhoods.. This stress leads to further decline in community stability and fosters more violence. Many residents' feelings of hopelessness are heightened by a loss of mutual trust among neighbors and reluctance to intervene for the common good. In other words, communities' collective efficacy to confront violence has diminished as their streets have become increasingly unsafe. These elements create and perpetuate a vicious and dangerous cycle.

This report contains the following:

- A brief review of the gun-violence problem in Philadelphia, including the cycle of stress and violence as well as the impact of violence on the citizens of West and Southwest Philadelphia;
- A proposal, utilizing the ultimate goal of restoring "*community efficacy*", to expand, enrich, and empower the existing block captain network;
- A listing of potential sources for funding and technical support for the proposed program;
- A compilation of potential next steps for public and private sector leadership to consider in their efforts to address the problems of violence and stress;
- A review of assessment tools and treatment strategies to address stress and conflict;
- A series of appendices providing additional background on topics discussed in the body of the report.

No single intervention can eradicate the epidemic of gun violence and stress in West and Southwest Philadelphia. Ultimately, any successful effort will require a significant and sustained investment and partnership from residents, community leaders, businesses, universities and government agencies. The block captain pilot project represents one attempt to address these issues. The authors hope that this report will serve as a useful starting point for understanding these critically important problems and provide some insight into possible solutions.

## Charge and Participants

With a new group of physicians starting in the Robert Wood Johnson Clinical Scholars Program at the University of Pennsylvania School of Medicine in the summer of 2007, the leadership of the program consulted community leadership in West and Southwest Philadelphia so that the new Clinical Scholars could learn about the communities in which we live and work and make a small contribution back to those neighborhoods.

The Philadelphia Area Research Community Coalition (PARCC) is a community-based participatory research partnership which comprises community-based organizations, faith-based organizations, nonprofit health organizations and academic institutions. The mission of PARCC is to: “Establish, facilitate and coordinate effective long-term and sustainable health research partnerships between community organizations and institutions that have a shared vision and leadership to change and improve the health of the community in West and Southwest Philadelphia.” Approximately 20 community organizations are members in PARCC, which was formed in September 2005.

As a result of discussions between PARCC and the Clinical Scholars Program leadership group, the scholars were instructed to investigate the cycle of violence and stress in the communities of West and Southwest Philadelphia. This focus is extremely timely. Stress and violence are unfortunately too common in the modern world. In particular, economically-disadvantaged sections of cities experience an unfairly large burden. Faced for decades with these challenges, Philadelphia’s lower-income neighborhoods saw a resurgence of crime, violence, and stress in 2007. Two deliverables were expected:

1. **Proposal** for a specific program to address a community need related to stress and violence. The proposal was to be in the form of a grant outline with needs-assessment, goals & objectives, and budget for a community organization to consider adapting, adopting, and implementing. This was to be of a more tactical and short-term nature.
2. **Report** summarizing the learnings gained in the summer interviews, meetings, discussions, and readings. This was to include resource, services, assessment tools, and suggestions for further work, not only for the involved communities and organizations, but also for advocates, other involved parties, and government leaders to address stress and violence in these communities and beyond.

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The Robert Wood Johnson Clinical Scholars Program (RWJ CSP) aims to integrate Scholars’ clinical expertise with training in leadership skills, program development, and research methods to help find solutions for the challenges faced by the U.S. healthcare and public health systems. The University of Pennsylvania is one of four national training sites for the two-year program. Katrina Armstrong, MD, MSCE and Joshua Metlay, MD, PhD are the co-directors at Penn. The Scholars in the 2007-09 cohort are: Evan Fieldston, MD, MBA (Pediatrics), Robert Karch, MD, MPH (Pediatrics), Sean Lucan, MD, MPH (Family Medicine and Community Health), Raina Merchant, MD (Emergency Medicine), Matthew O’Brien, MD (Internal Medicine), Joanne Wood, MD (Pediatrics), and Pierre Yong, MD (Internal Medicine). Donald Schwarz, MD, MPH and Lucy Tuton, PhD, are the faculty advisors for the community health curriculum, of which this summer research project is one component.

# **Philadelphia Area Research Community Coalition Members**

## Community Action Board Member List

- Achievability, Inc.
- Black Women In Sport Foundation
- Center for Population Health & Health Disparities-Community Outreach Dissemination Core
- Cheyney University
- Children's Service, Inc.
- Christ of Calvary CDC
- Health Promotion Council
- Monumental Baptist Church
- Penn-Cheyney EXPORT Center
- Shoatz's United for Education, Inc.
- Sickle Cell Disease Association of SEPA
- Spectrum Health Services, Inc.
- SWAC (South West Action Coalition)
- University of Penn, School of Nursing, Center for Health Disparities Research
- University of Pennsylvania, School of Medicine- Geriatrics Division
- West Philadelphia YMCA
- Word Tabernacle Church

## General Membership List

- 61<sup>st</sup> Street Community of Churches
- Drexel University- School of Public Health-Center for Academic Public Health Practice
- Men United Against Violence
- New Spirit Presbyterian Church
- Philadelphia Health Department- Office of Health Promotion and Disease Prevention

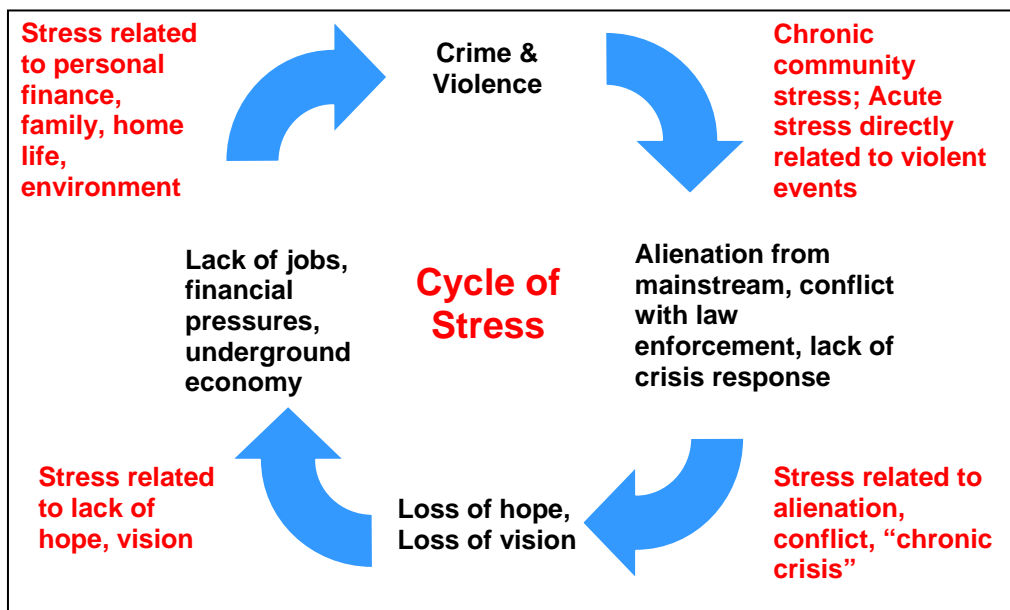
## Community Leaders, Advisors, and Experts Interviewed

- **Alia Walker**, Children Services
- **Angie Coghlan**, West Philadelphia Block Captain
- **Anthony Bocchicchio**, Recreation Center Director
- **Brian Campbell**, Mural Arts Program
- **Brother Bey**, Men United Against Violence
- **Cahlin Spearman**, Recreation Center Director
- **Charles Jones**, Teens in Charge
- **Chris Sheridan**, Committee of 70
- **Darnell Thomas**, Darn Designs, Youth Entrepreneurship Program
- **Dawn Curry**, The Consortium
- **Donna Henry**, Southwest Community Development Corporation
- **Ed Speedling**, Project HOME
- **Edna Reddick**, concerned mother
- **Elijah Anderson, PhD**, Professor and author of *Code of the Street* and *Streetwise*
- **Frances Walker**, Word Tabernacle
- **Greg Benjamin**, Southwest Philadelphia Block Captain
- **Greg Lyles**, YMCA
- **Holland Brown**, Carroll Park Community Council
- **Hugh Organ**, Southwest Community Development Corporation
- **Jane Golden**, Director of the Mural Arts Program
- **Jerry Johnson, MD**, University of Pennsylvania School of Medicine, PARCC
- **John Groce, PhD**, Maturing Africans Learning from Each Other (MALE)
- **Joseph Woodlock**, Health Promotion Council
- **Julia Chinn**, Concerned Block Captains of West and Southwest Philadelphia
- **Lorraine Thomas**, Health Annex
- **Lorri Young-West**, People Acting to Help
- **Marjorie Anderson**, Philadelphia Department of Human Services (DHS)
- **Mary O'Brien**, A Better Philadelphia
- **Michelle Jones**, concerned mother
- **Mrs. Anthony**, *Kiladelphia* producer
- **Nicole Thomas**, EXPORT Center
- **Pam Pillsbury**, Pennsylvania Regional Community Policing Institute
- **Reverend Jonathan Ford**, Taylor Tabernacle Church
- **Sabrina Gonzalez**, The Consortium Functional Family Therapy
- **Saeyda Quaye**, Shoatz's United for Education
- **Seth Dorell**, Southwest Community Development Corporation
- **Shiriki Kumanyika, PhD, MPH**, University of Pennsylvania School of Medicine, PARCC
- **Tara Hayden**, EXPORT Center
- **Terry Guerra**, Achieve Ability
- **Tom Henry**, Southwest Action Coalition (SWAC)
- **Victor Richard III**, Commissioner Department of Recreation
- **William Cleaves**, Youth Rally Leader
- **Michael Davis**, Philadelphia Police Department

# Background

## THE INTERPLAY OF STRESS AND VIOLENCE

Individuals are living in communities where there is a high prevalence of violence. This constant violence creates stress in the individual and leads to community level stress. The resulting stress is manifest in individuals as anxiety, depression, anger, and fear. At the community level, this degrades hope and vision for the future. Financial pressures and challenges play an important role as a root cause to many problems in these communities, expressed in part by crime and violence. Environmental, home, school, and neighborhood sources of stress further contribute to the problem. A cycle of stress, without clear start or end point is created.



The communities suffering the most from this cycle of stress and violence are comprised of “decent” people, as sociologist Elijah Anderson, PhD, notes in his book *Code of the Street*. A small minority “street” element, however, is able to dominate through fear, intimidation, and possession of lethal weapons, including guns. With unequal opportunity, a withering social safety net, unmet financial needs, and a difficult path to the mainstream economy, otherwise “decent” youth and young adults of the inner city are drawn to the underground economy in order to survive. For many living under these conditions, the gun becomes a survival tool. For others, as confidence in the police and courts declines, gun ownership becomes more appealing. (Young) The abundance of guns and volatile emotions leads to injury and death, not only for the “street” element, but also for innocent victims caught in the crossfire. The national proportions are staggering: since 2001, 500,000 people have been the victim of an aggravated assault with a firearm and 100,000 have been murdered. (Herbert)

## GUN VIOLENCE IN PHILADELPHIA

Gun violence is not a new problem in Philadelphia, though after many years of a declining homicide rate, the death toll has been rising again. Philadelphia’s situation stands in contrast to many other large cities, where homicide rates have generally declined. But, overall the nation did see a two-year

increase in violent crimes in 2005 and 2006. The FBI reported that there were 1.417 million violent crimes in 2006, 1.9% more than in 2005. Of those 17,034 were murders, 1.8% more than the prior year. Despite this recent rise, national violent crime rates are 13.3% below those of 1997. (U.S. Department of Justice)

For Philadelphia, in 1997, there were 410 homicides; in 2002, they reached a low of 288. Since then, the rate of homicide has been rising with 2007 expected to be the deadliest year in the last decade (anticipating over 400 homicides by year-end). By September 28, Philadelphia's death toll was at 306 (versus 290 the year prior on the same date). Almost 30% of Philadelphia's homicides in 2006 occurred in West and Southwest Philadelphia, regions that house only 20% of the city's population. A similar picture is emerging for 2007. The police district with the greatest number of homicides in 2006 encompasses the entire land mass of Southwest Philadelphia. (Philadelphia Police Department)

Experts cite a number of reasons, including the ease with which guns are obtained in Pennsylvania and Philadelphia, the use of guns to settle minor disputes, and economic deprivation. "Where you find poverty, you're going to have some problems," said Sister Falaka Fattah, "When you treat life like it doesn't count, it becomes a self-fulfilling prophecy." (Pearson)

The direct economic cost to Philadelphia of crime and violence is significant. The city's 2005 budget, for example, allocated \$1.1 billion to law enforcement and justice out of a total \$2.2 billion (excluding schools). That year, the city's prisons cost \$187 million and FY2007 the estimate was \$207 million in spending. (Schwartz) There are also large spill-over costs of crime and violence for social services, child services, and mental health. The toll of gun violence is also felt acutely by the city's health care system, as emergency rooms and major trauma centers are overwhelmed by the need for their services. In 1996, more than \$12 million was spent treating gun-related injuries in the city, with 32 percent of those expenditures in the hospitals of West and Southwest Philadelphia. (PHC4) This amount represents only a small proportion of the health care resources devoted to treating the chronic complications of gunshot wounds, including paraplegia and quadriplegia. A decade later, more victims of violence and costlier care have contributed to an increasingly strained health care system.

## **IMPACT ON COMMUNITY: THE RESIDENTS' PERSPECTIVE**

Residents of the affected communities in Philadelphia describe themselves as "under siege" and "terrorized." Some children are described as filled with "rage" and "hate" and a sense of "abandonment." (Philadelphia community member interviews) The impact of violence and stress hits the whole family. Death becomes the "norm" and teenagers expect not to live past 20. People are gripped in fear at going out to the store, walking to school, or sitting out on their porch. Grandparents are saddened that their school-aged children know to dive under cars when gunshots ring out. July 4 is marred by the anxiety that loud noises may not be celebratory fireworks, but the harbinger of another homicide victim. While most people look forward to a weekend of pleasant weather, communities know that without rain, the risk of gunfire and death is higher in the affected streets and neighborhoods. A culture of "don't snitch," supported by rap singers and local gangs, aggravates the situation. And a lack of trust in law enforcement to deal in a respectful way, if even at all, frays collaboration between the "decent" people and the police.

Community leaders speak about children growing up without adequate social resources in the form of home life, school, recreation, human services, and nutrition. As a result, these youth "bug" [out] and become angry, enraged, and violent. (Philadelphia community interviews) Many children grow up in

single-parent homes. Some children grow up with parents incarcerated and/or under the influence of drugs. Since welfare reform, parents are working one or two jobs (or more) and may not be able to spend as much time with their children. In the past, neighbors often worked together to raise the children on the block. With more people at work – or afraid to sit outside – neighborhoods are no longer supervised by responsible adults during the day. Up to half of youth (45,000 of 90,000) are estimated not to be served by the City’s after school or youth development programs. (Shenberger) Children grow up without involvement of parents or elders and enter the teen years more stressed. (See Appendix A for a conceptual model of the decline of a community due to these complex and interlinked factors.)

## COLLECTIVE EFFICACY OR COMMUNITY EFFICACY

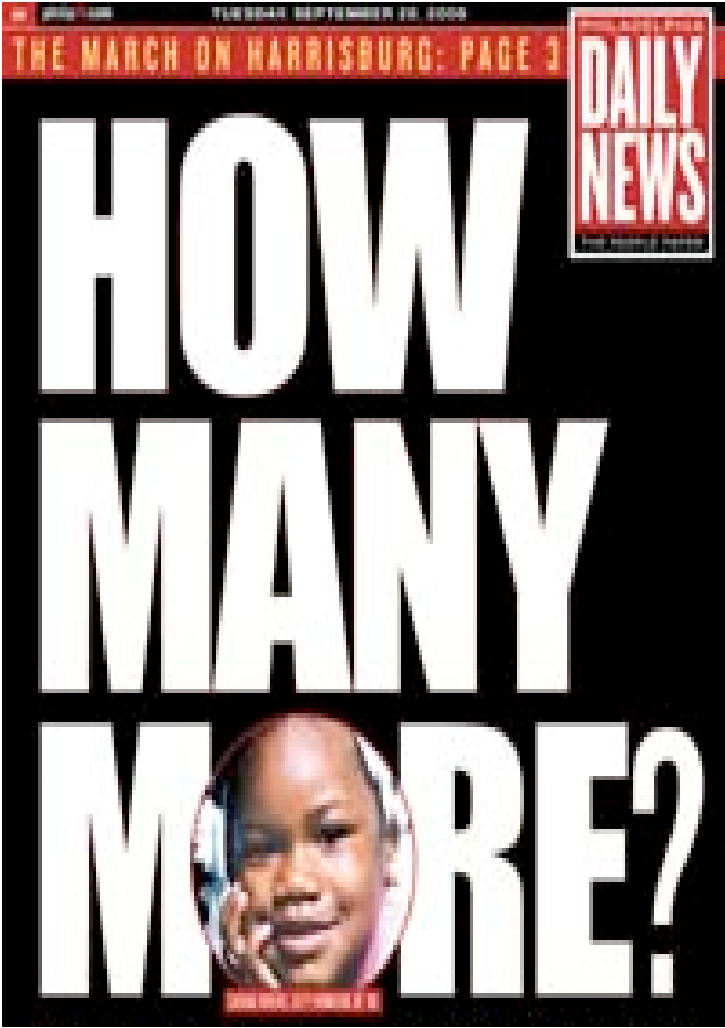
Many residents of West and Southwest Philadelphia believe that social cohesion in their communities has drastically diminished. As the social networks among neighbors have broken down, violence has increased, leaving residents powerless to face this growing epidemic. Researchers define “collective efficacy” (also called community efficacy) as mutual trust among neighbors and a willingness to intervene for the common good. Research has demonstrated that neighborhoods with higher collective efficacy have lower rates of violence; in fact, a neighborhood’s collective efficacy proved *more important* than demographic and socioeconomic factors that many believe are most influential in predicting a safe environment. (Science 1997)

A community’s residents can do much to build collective efficacy, but government and police must serve as partners. Decent chances for economic success are also needed. Urban problems of poverty and crime are not unique to this time or this city. Many blue-ribbon panels have analyzed the situation and made suggestions in the past. The Milton S. Eisenhower Foundation, for example, conducted comprehensive analyses of many programs designed to address drugs, crime, and violence in the cities. Their 1990 report provided useful data about what works and does not work. Practical lessons seem as relevant today as they were nearly two decades ago: inner-city non-profit organizations can efficiently lead community reconstruction and youth investment; technical assistance increases odds of success; adequate resources and facilities are necessary (cannot be done “on the cheap”); voluntarism is oversold as a solution; government agencies, schools, and police are critical in supporting community-based programs; neighborhood watch or conventional crime-prevention strategies have limited efficacy in the inner city. Their findings and recommendations are largely forgotten, though policymakers and citizens concerned about the fate of cities and youth may find it fruitful to revisit them. As the Eisenhower Foundation noted:

Community-based organizations *can* create effective strategies to reduce crime and drug abuse in inner cities. But we caution that effective programs cannot be developed “on the cheap.” ...these inner-city ills require comprehensive solutions, not piecemeal, hit-and-miss efforts. The most successful programs reach well beyond the immediate symptoms of crime or drug abuse to address the deeper problems of the surrounding community, and particularly the multiple needs of disadvantaged youth.

The community leaders and experts from West and Southwest Philadelphia echoed similar observations and needs. Philadelphia’s crime, violence, and economic challenges are at the same time unique and representative of national experiences. The communities are facing many challenges as outlined above, but programs seeking to restore collective efficacy and provide an alternative vision, especially to youth, are a hopeful antidote. This report contains suggestions for community leaders, as

well as government officials, employers, advocates, and others to address this crisis: (1) The proposal focuses on restoring collective efficacy by strengthening the well-known model of block captains (see Appendix M for background on block captains) and introducing evidence-based community training. A list of sources for funding and technical support is included. (2) A review of assessment and treatment tools for stress and violence is included at the request of the community partners. (3) The remainder of this report outlines a variety of approaches that could be adapted and adopted by individuals, neighborhood organizations, city agencies, corporations, and others concerned about Philadelphia's future.



# Grant Proposal to Expand, Enrich, and Empower Block Captains

A proposal to strengthen the network of block captains aims to rebuild collective efficacy and empower communities to confront, and ultimately, to decrease the violent crime that has become so common. An important part of such a proposal must include helping block captains and the residents of their blocks learn new skills that will empower them to confront the seemingly insurmountable epidemic of violence in their neighborhoods.

## I. ORGANIZATIONAL INFORMATION

*(to be determined by PARCC when lead organization is chosen)*

1. Brief summary of organization's history and mission
2. Description of current programs, activities, service statistics and strengths/accomplishments (highlighting the past year), including what makes your organization unique.

## II. PURPOSE OF GRANT

### Needs and Capabilities:

- Violence and stress are significant problems in West and Southwest Philadelphia neighborhoods.
- Community efficacy is an important factor in a neighborhood's ability to prevent crime and reduce stress. However, efficacy to deal with these stresses in West and Southwest Philadelphia has diminished over time.
- The block captain system in Philadelphia is a well-established and unique grassroots network that consists of an estimated 300 captains in West and Southwest Philadelphia. Approximately 75-120 of these leaders meet monthly to discuss common issues and concerns.
- Presently, many block captains focus their efforts on neighborhood clean-up and beautification, as directed by the city's Philadelphia More Beautiful office.
- The potential to augment the role of block captains beyond beautification projects would match the role of block captains in other cities: Block captains may be well-situated to increase community efficacy and violence prevention.
- Block captains' group activities are often organized by volunteers and funded by a limited, self-financed budget, so there is little infrastructure to support their work beyond beautification. Consequently, block captains are hampered in their ability to recruit and train new members, as well as advocate for community needs.
- Enriching, Expanding, and Empowering the block captain system in West and Southwest Philadelphia has great potential to restore community efficacy, reduce stress, lessen violence, and improve quality of life.
- Achieving these vital goals will require adequate administrative and technical assistance. Formal training sessions will empower block captains with the necessary skills to serve this expanded role.

**Goals:**

- By Expanding, Enriching and Empowering (3E) the block captain network, this pilot project attempts to impart the requisite skills, resources, and infrastructure to enable leaders to promote community welfare.
  
- *Expansion:*
  - Recruit more block captains to fill the current roles of captain, co-captain, and junior captain.
  - Utilize incentives, such as training, respect, and in-kind support (i.e. financial discounts, computers, internet access, scholarships, etc.) to enhance recruitment efforts.
  
- *Enrichment:*
  - Employ an administrative manager to assist block captain leaders with organization and planning efforts.
  - Develop a printed and web-based directory that identifies resources for managing the stress caused by community violence.
  - Plan a seminars series utilizing the resources and organizations listed in the directory to raise community awareness of available services.
  
- *Empowerment*
  - Train block captains in leadership and conflict resolution skills.
  - Train block captains in community organization and advocacy as well as budgeting.
  - Build stronger relationships between block captains and community organizations, such as the Police Department and the school district, in order to create opportunities for conflict resolution training, police-community collaboration, and/or stress assessment and treatment in schools.

## **Activities: Infrastructure, Recruitment and Community Training**

The Block Captain 3E proposal has two major components: infrastructure-building and community-based training.

### ***(1) Infrastructure Development***

- **Governance:** An administrative board comprised of block captain representatives and additional community leaders will be established to provide support and oversight for this initiative. PARCC members could spearhead and determine objectives for this group.
  
- **Block Captain Recruitment and Retention:**
  - For each block there will be residents who fill the following positions:
    - Block Captains (Target age: >30 years old)
    - Co-Captains (Target age: 20-50 years old)
    - Junior Captains (Target age: 7-18 years old)
  - Potential incentives for recruitment and retention:
    - Improving the next generation of leaders for the City,
    - Personal safety, satisfaction, growth, and community recognition
    - Skills-training in leadership, conflict resolution, personal finance, and budgeting
    - Stipends, scholarships, computers (depending on funding level and in-kind support from corporations and stores). A Block Captain ID card could be linked to discounts at stores, athletic events, copying at the library, YMCA, etc. Banks could provide savings accounts and personal finance skill session to participants.
  
- **Project Administrator:** The principal objective of the administrator would be to provide support and resources for both the block captain organization and individual block captains.
  - The administrative person could be full time or part-time, and could receive assistance from consultants, such as the Fels Institute at the University of Pennsylvania, the Center for Community Partnerships at the University of Pennsylvania, the Greater Philadelphia Urban Action Coalition (GPUAC), the Southwest Community Development Corporation, and others. Volunteers from the community may also play a role.
  - Responsibilities may included, but are not limited to:
    - Mapping blocks with and without captains in order to identify areas in need of additional leadership.
    - Seeking in-kind support to enhance incentives for participation, which may include discounts for local stores and services, scholarships, banking, possibly computers with internet access.
    - Developing and maintaining the resource guide and website
    - Scheduling skills-training sessions and seminars.

*(2) Community-Based Training*

- Community efficacy is contingent on a good working relationship between the residents and the police. In some areas, these relationships have been formed through advisory councils and monthly workshops.
- Formal training programs in community-police collaboration, however, can build on existing partnerships and be instrumental to forming new ones.
- One training program employs the SARA model (Scanning, Analysis, Response, Assessment) to teach neighborhood residents how to identify problems and design appropriate solutions through small group discussion. This program is administered by the U.S. Department of Justice (DOJ) and has been effective nationwide in bringing local police together with community members to promote collective efficacy. This innovative approach enables community members to form partnerships with the local police that will ultimately improve their quality of life. Project evaluations have shown that community members feel safer in their neighborhoods as a result of a more positive perception of police presence. The steps for implementing this community training are:
  - **Step 1 - Train the trainers:** Three sessions to teach the SARA model to the following constituents: approximately 10 block captains, 1 to 2 police officers from their district, and a facilitator from the regional U.S. DOJ training office (Allentown, PA). Each session is 3 hours long, for a total training time of 9 hours for the block captains involved.
  - **Step 2 - Train the community:** Two sessions directed toward an expanded community audience, including groups of 20-30 neighborhood residents to be trained by their previously-trained block captain and a DOJ facilitator. Each session will last 2 hours, for a total training time of 4 hours per block. For 10 blocks, that is 40 community-training hours.
  - **Step 3 - Follow-up and Evaluation:** Follow-up sessions to provide an opportunity for both qualitative assessment through group discussion, and more formal evaluation through dissemination of surveys and reporting of results.

## **Impact of Activities**

### *Community Effects*

- ❑ An expanded block captain role can significantly impact the communities of West and Southwest Philadelphia on three different levels:
  - Individual: By increasing awareness of existing local services, including a strengthened block captain association, there will be a decrease in individual stress, hopelessness and sense of danger within the community.
  - Block/Neighborhood: By promoting the status of block captains as vital components of advocacy and change within the community, stronger neighborhood partnerships will be created and community efficacy will be improved.
  - Regional/Citywide: Expanded block captain networks may lead to higher levels of organization, such that common experiences and best practices may be shared across communities, as well as with future funders and political leaders.

### *Evaluation*

- ❑ This program could be effectively evaluated with surveys completed by residents of the participating blocks. These surveys could measure a wide variety of outcomes, ranging from community identification of their block captains to perceptions of public safety and stress levels. Additional methods of evaluation may focus on tracking crime levels in the participating blocks.
- ❑ To assess the impact of the community oriented policing training sessions, follow-up meetings with the participants will provide forums for group discussion and debriefing.

### *Sustainability*

- ❑ Sustainability of this project must be achieved by pooling a combination of resources. An organized block-captain infrastructure will enable a more coordinated search for volunteer efforts, support from local businesses, and other private or public funding sources.

**Budget**

The Expand, Enrich, Empower proposal for the block captains has two budget components: infrastructure-building and community training. Templates for budgets are provided here and would be completed by the lead organization chosen by PARCC to carry out this initiative.

A list of potential funding sources is provided in an attached chart, with private and public sources, distributed among local, regional, and national funders.

**Infrastructure-Building Budget**

Revenue

Foundation, government, and university grants	
Corporate support	
Gifts, bequests, contributions	
Fundraising events	
Contracts (government agencies)	
Program/service fee	
Investment income, transactions	

In-kind support

Computers for block captains	
Internet connections for block captains	
Bank accounts	
Store discounts	
Scholarships	
Athletic event discounts	
Library discounts	
College and university course discounts	
Other	

Expenses

Salaries, benefits for administrative position(s)*	≈ \$10,000 - \$100,000
Stipends for block captains and co-captains (100 @ \$500/year)*	≈ \$50,000
Stipends for junior captains (100 @ \$100/year)*	≈ \$10,000
Scholarships	≈ \$10,000
Professional fees (contract, consultant)	≈ \$5,000
Supplies (consumable)	≈ \$5,000
Resource book production	≈ \$1,000
Website design and maintenance	≈ \$1,000
Printing and postage	≈ \$1,000
Rent and utilities (headquarters or shared space)	≈ \$0-10,000
Phone, fax, internet	≈ \$1500
Travel and meetings	≈ \$0-10,000
Training for block captains: conflict resolution, leadership	≈ \$5,000-10,000
Evaluation: pre- and post-surveys	≈ \$1,000
Equipment purchase/rental	≈ \$5,000
Miscellaneous expenses	≈ \$1,000
<b>TOTAL</b>	<b>≈ \$100,000 - \$200,000</b>

\* Number of administrative positions, block captains, co-captains, and junior captains and amount of stipend would depend on decision of governing body, funding availability, and size of area chosen for program. Figures provided are estimates.

**Community-training Budget for Step 1 (train the trainer)**

<b>Contractual with U.S. DOJ</b>	<b>Sessions</b>	<b>Rate</b>	<b>Number</b>	<b>Total</b>
DOJ Facilitator for Step 1	3 x 3 hrs each	\$250	1	\$2,250
DOJ Facilitator for Step 2	2 x 2 hrs each	\$450	1	\$1,800
Pre & Post Assessment Review		\$900	1	\$900
Technical Assistance		\$250	1	\$750
<b>Travel Expenses</b>	<b>Sessions</b>	<b>Rate</b>	<b>Miles/Tolls</b>	
Mileage	9	\$0.485	1350	\$654.75
Tolls	9	\$4.50	9	\$24.30
Mileage – Technical Assistance	3 Days	\$0.485	450	\$218.25
Tolls – Technical Assistance	3 Days	\$4.50	3	\$13.50
<b>Supplies/Other</b>	<b>Cost</b>			
Instructional Aids/Supplies	\$500			\$500
Copy Charges	\$125			\$125
<b>Administration</b>	<b>Cost</b>			
Administrative	\$1,000			\$1,000
<b>TOTAL</b>				<b>\$8,235.80</b>

**Community-training Budget for Step 2 (train the community)**

The budget to train the community will be dependent on the scope of training, the location, and the number of different sessions needed. Each training session (or set of 2 sessions) can train approximately 20-30 residents. The Step 1 budget includes 4 hours worth of facilitation by DOJ trainers to work with community leaders to train community members. Additional training sessions to reach more residents would require additional fees. Other costs would include materials, space, a stipend for block captains, costs for food if that were desired.

	<b>Sessions</b>	<b>Cost</b>	<b>Total Hrs</b>	<b>Total</b>
Block captain stipend for 10 blocks	2 at 2 hrs/each	\$25/hr		
DOJ Facilitator (cost for 1 set included above)	2 at 2 hrs/each	\$450/hr		
Pre & Post Assessment Review (cost included above)	-	-		
Technical Assistance (cost included above)	-	-		
Rental of site for training sessions	6-10	\$250		
Food for training sessions	6-10	\$250		
Instructional Aids/Supplies, copies	-	-		
<b>TOTAL</b>				<b>≈ \$3,000 per 2-session training set x 5-10 training sets ≈ \$15,000 - 30,000</b>

Initial steps for PARCC		
<i>Pre-grant</i>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Identify potential community collaborators</li> <li>○ Form governance board</li> <li>○ Identify community organization with non-profit status to lead this initiative</li> <li>○ Write and apply for grants with technical assistance from potential local, regional, and national partners.</li> </ul>
After receipt of grant		
0-4 months		
<b>Expansion</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Recruit Administrator</li> <li>○ Incentives: Seek incentives with stores, community organizations, etc.</li> </ul>
<b>Enrichment</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Obtain physical space and office supplies (phone, computers, internet access, office furniture and supplies)</li> <li>○ Resource directory: Start collecting information for resource book</li> <li>○ Community seminar planning                             <ul style="list-style-type: none"> <li>▪ Identifying space for meetings</li> <li>▪ Determining topics to be discussed</li> </ul> </li> </ul>
<b>Empowerment</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Community Assessment                             <ul style="list-style-type: none"> <li>▪ Develop community assessment survey</li> <li>▪ Hire community members to survey residents about their knowledge and attitudes regarding block captains and their perceptions of safety</li> <li>▪ Block mapping to show blocks with and without captains</li> </ul> </li> </ul>
4-12 months		
<b>Expansion</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Recruitment of residents to fill the roles of captain, co-captain, and junior caption, using data from map to guide effort</li> <li>○ Centralization of block captain contact information</li> </ul>
	<i>Ongoing activities</i>	<ul style="list-style-type: none"> <li>○ Incentives: Establish incentives with stores, community organizations, etc.</li> </ul>
<b>Enrichment</b>	<i>Ongoing activities</i>	<ul style="list-style-type: none"> <li>○ Resource directory: Finalize information for printed and web-based resource directory</li> <li>○ Community seminar planning                             <ul style="list-style-type: none"> <li>▪ Identifying space for meetings</li> <li>▪ Determining topics to be discussed</li> </ul> </li> </ul>
<b>Empowerment</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Plan for trainings of block captains                             <ul style="list-style-type: none"> <li>▪ Recruitment of interested constituents</li> <li>▪ Identification of meeting space</li> <li>▪ Step 1 of SARA model trainings</li> </ul> </li> </ul>
12-20 months		
<b>Expansion</b>	<i>Ongoing activities</i>	<ul style="list-style-type: none"> <li>○ Recruitment of residents to fill the roles of captain, co-captain, and junior caption, using data from map to guide effort</li> <li>○ Incentives: Expand incentives with stores, community organizations, etc.</li> </ul>
<b>Enrichment</b>	<i>Ongoing activities</i>	<ul style="list-style-type: none"> <li>○ Resource directory: Maintenance of web-based resource directory</li> <li>○ Community seminar planning: Begin seminars for community residents</li> </ul>
<b>Empowerment</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Plan for trainings community members: Step 2 of SARA model trainings</li> </ul>
20-24 months		
<b>Expansion</b>	<i>Ongoing activities</i>	<ul style="list-style-type: none"> <li>○ Recruitment of residents to fill the roles of captain, co-captain, and junior caption, using data from map to guide effort</li> <li>○ Incentives: Expand incentives with stores, community organizations, etc</li> </ul>
<b>Enrichment</b>	<i>Ongoing activities</i>	<ul style="list-style-type: none"> <li>○ Resource directory: Maintenance of web-based resource directory</li> <li>○ Community seminar planning: Continue seminars for community residents</li> </ul>
<b>Empowerment</b>	<i>New activities</i>	<ul style="list-style-type: none"> <li>○ Continue training of block captains and community members (Steps 1 and 2 of SARA model)</li> <li>○ Reassess residents' knowledge and attitudes regarding block captains and their perceptions of safety (Step 3 of SARA model)</li> </ul>

## Potential Sources of Funding and Technical Assistance

There are many possible collaborators and sources for funding. Three organizations, two local and one national, have missions that resonate very closely with the concerns of the West and Southwest Philadelphia communities and the goals outlined in this report. **Exploring the opportunity for engagement** with these three, among many others, would be an important starting point for community-based leadership wishing to move forward with implementation of the Block Captain proposal.

1. University of Pennsylvania Center for Community Partnerships (CCP): Offers three types of activities: academically-based community service, direct traditional service, and community development. The CCP works to solve the complex, comprehensive, and interconnected problems of the American city with focus on West Philadelphia. Through CCP's Penn Volunteers in Public Service (Penn VIPS), assistance is provided to schools, community groups and non-profit organizations in order for them to achieve their goals of providing service to their constituents. <http://www.upenn.edu/ccp>
2. Greater Philadelphia Urban Affairs Coalition (GPUAC): Partners with government, business, and communities to improve quality of life, increase wealth in the city, and address emerging problems. GPUAC engages in public policy and advocacy, frontline program operation for low-income households and minority-owned businesses, and provides professional services to nonprofits in the region. <http://www.gpuac.org>
3. The Milton S. Eisenhower Foundation: Continues the work of the National Advisory Commission on Civil Disorders (Kerner Riot Commission) and the National Commission on the Causes and Prevention of Violence. The organization identifies, evaluates, funds, and builds the capacities of the inner city, youth, and families. <http://www.eisenhowerfoundation.org>

An alphabetical catalog of potential sources for funding and technical assistance is included on the following pages.

## List of possible sources of funding and technical assistance

Organizations with missions that resonate most closely with the goals outlined in this report and proposal linked to community efficacy and violence prevention are highlighted in yellow. Organizations with websites have hyperlink included in electronic version of this report (underlined).

<u>Organization</u>	<u>Health</u>	<u>Social / Communit y</u>	<u>Culture and Arts</u>	<u>Other</u>	<u>Description</u>	<u>Type</u>
<u>ACE INA Foundation</u>		X	X	X		Corporation Foundations and Giving Programs
Aetna Health Inc.						Largest employers, corporations
Albert Einstein Healthcare Network						Largest employers, corporations
Allied Barton Security Services						Largest employers, corporations
<u>Amoroso Bakery</u>		X		X		Corporation Foundations and Giving Programs
American Red Cross of SE PA						United Way Recipients
Annenberg Foundation		X	X			Local Foundations
<u>Annie E. Casey Foundation</u>		X		X	Mostly be invitation	Private Independent Foundations
<u>ARAMARK</u>	X	X		X	Community, environment, health & wellness	Corporation Foundations and Giving Programs
<u>Bank of America Foundation</u>		X	X	X	Neighborhood Builder Grants, Local Heroes, Local grants	Corporation Foundations and Giving Programs
<u>Barra Foundation</u>	X	X	X	X		Private Independent Foundations
Beneficial Bank		X				
Berwind Group						Corporation Foundations and Giving Programs
<u>Boeing</u>		X			Agencies providing health or human services to communities	Largest employers, corporations
Boys & Girls Club						United Way Recipients
Brandywine Realty Trust	X	X	X	X	Support of the arts; health and outreach services to families; environmental stewardship	Largest employers, corporations
Campbell-Oxholm Foundation					Invitation only	
Cardone Industries						Largest employers, corporations
Caring People Alliance						United Way Recipients
Cattail Fund						Private Independent Foundations
<u>Center for the Study and Prevention of Violence</u>						
Charlotte Cushman Foundation						Private Independent Foundations
Children's Hospital of Philadelphia						Largest employers, corporations
<u>CIGNA</u>	X	X		X	Mostly health	Corporation Foundations and Giving Programs
<u>Citizens Bank of Pennsylvania</u>		X	X	X	Support community development initiatives that are catalysts for economically distressed areas	Corporation Foundations and Giving Programs
<u>Claneil Foundation</u>	X	X	X	X	Small grants \$3-15K; large grants >\$15K	Donor-Advised Funds

<u>Organization</u>	<u>Health</u>	<u>Social / Communit y</u>	<u>Culture and Arts</u>	<u>Other</u>	<u>Description</u>	<u>Type</u>
<u>Comcast Foundation</u>					Mostly pre-determined recipients; non-profits, scholarships, literacy	Corporation Foundations and Giving Programs
<u>Commerce Bank Corporate Giving</u>		X		X	Community development and programs	Local Foundations
Commonwealth of Pennsylvania						Governmental
<u>Connelly Foundation</u>	X	X	X		Civic & Culture	Donor-Advised Funds
Crown Holdings, Inc.						Corporation Foundations and Giving Programs
Dolfinger-McMahon Foundation						Private Independent Foundations
Drexel University						
<u>Douty Foundation</u>		X		X	Improve the lives of economically disadvantaged people or social services	Private Independent Foundations
Drexel University						Largest employers, corporations
<u>Eagles Youth Partnership</u>						Grantmaking Public Charities
<u>Eisenhower Foundation, The Milton S.</u>		X			Funding and technical assistance	
<u>Edna McConnell Clark Foundation</u>				X	Low-income youth development	Major Violence Prevention Funders (1990)
<u>Emergency Aid of PA Foundation, Inc.</u>				X	Young women	Private Independent Foundations
Farber Foundation		X				Donor-Advised Funds
<u>Federal Reserve Bank of Philadelphia</u>				X	Community development guidelines and information, esp for low-income banking needs and corporate giving	Governmental
Foundation Center: <a href="http://lnp.fdncenter.org/">http://lnp.fdncenter.org/</a>						
<u>Fourjay Foundation</u>	X	X		X	Local grass-roots organizations that work within tight margins and small budgets; community and social groups	
Frank & Marie Hamilton Charitable Trust						Private Independent Foundations
Franklin Mills Mall						Largest employers, corporations
<u>George Gund Foundation</u>		X	X	X	Investments (repayment expected)	Major Violence Prevention Funders (1990)
<u>GlaxoSmithKline</u>	X	X	X	X	Civic and community in Philadelphia region	Corporation Foundations and Giving Programs
<u>Greater Phila. Chamber of Commerce Reg Fdn</u>						Grantmaking Public Charities
<u>Greater Philadelphia Cultural Alliance</u>			X		Arts	Grantmaking Public Charities
<u>Greater Philadelphia Urban Affairs Coalition</u>		X		X	Build capacity of grassroots organizations to serve their own communities; business, administrative services; build partnerships and launch programs	Grantmaking Public Charities
HBE Foundation						
<u>Hess Family Foundation</u>				X	Science, Math, Technology Education	Private Independent Foundations

<u>Organization</u>	<u>Health</u>	<u>Social / Communit y</u>	<u>Culture and Arts</u>	<u>Other</u>	<u>Description</u>	<u>Type</u>
Hospital of the University of Pennsylvania						Largest employers, corporations
Howard Heinz Endowment	X	X	X	X	Mostly Southwestern PA	Governmental
IBM Corporation					Mostly by invitation; often technology oriented	Largest employers, corporations
<u>Independence Blue Cross</u>	X				Mostly health, but Blue Crew volunteer does civic and community work	Corporation Foundations and Giving Programs
<u>Independence Foundation</u>	X	X	X	X	Culture, art, health, legal aid	Private Independent Foundations
James H. Bryson Fund						Donor-Advised Funds
Jeffrey P. McKee Foundation						Donor-Advised Funds
<u>John D. and Catherine T. MacArthur Foundation</u>		X		X	Community development	Major Violence Prevention Funders (1990)
<u>John S. and James L. Knight Foundation (journalism)</u>		X	X	X	Journalism	Private Independent Foundations
L.F. Driscoll				X	Mostly to United Way and other campaigns; volunteer time	Largest employers, corporations
<u>Lenfest Foundation</u>		X		X	Education, arts, environment	Donor-Advised Funds
<u>Liberty Property Trust</u>				X		Largest employers, corporations
Lida Foundation			X			Donor-Advised Funds
<u>Lincoln Financial Group Foundation, Inc.</u>		X	X	X	Arts, culture, human services, community	Corporation Foundations and Giving Programs
<u>Living Cities</u>					Partnership financial institutions, private foundations, federal government agencies to improve America's urban neighborhoods	
<u>Local Initiatives Support Corporation- Philadelphia</u>					Grants, loans, technical assistance to build communities	Grantmaking Public Charities
Marshall-Reynolds Foundation						Private Independent Foundations
<u>McCune Foundation</u>		X	X	X	Community development	Governmental
<u>McKnight Foundation</u>					Communities, families; mostly MN	Major Violence Prevention Funders (1990)
<u>McLean Contributionship</u>	X	X	X	X	Quality of life; bricks and mortar; media; health	Private Independent Foundations
<u>Mellon Financial Corporation</u>		X	X	X	Community development, especially workforce; essential services; literacy	Corporation Foundations and Giving Programs
Mental Health Association of SE PA						United Way Recipients
Merchants Fund of Philadelphia						Private Independent Foundations
<u>National Child Traumatic Stress Network</u>					Listing of grant opportunities	
National Institutes of Mental Health, NIH						Governmental
<u>National Philanthropic Trusts</u>				X	Organized philanthropists	Local Foundations
<u>Nonprofit Finance Fund</u>				X	Advisory to non-profits	Grantmaking Public Charities

<u>Organization</u>	<u>Health</u>	<u>Social / Communit y</u>	<u>Culture and Arts</u>	<u>Other</u>	<u>Description</u>	<u>Type</u>
<u>Patricia Kind Family Foundation</u>					Family, health, community; small non-profits with potential to make difference	
<u>PECO / Exelon</u>		X	X	X	Neighborhood development, <\$15K or >\$15K	Corporation Foundations and Giving Programs
Pennsylvania, Commonwealth of						
Pennsylvania Hospital						Largest employers, corporations
<u>Pew Charitable Trusts</u>	X	X	X		Supporting Civic Life initiative	Grantmaking Public Charities
<u>Philadelphia Foundation</u>	X	X	X	X	Human services, Public & Community Development	Local Foundations
Philadelphia Health Management Corp.						United Way Recipients
<u>Philadelphia Soul Charitable Foundation</u>		X		X	Poverty and homelessness	Grantmaking Public Charities
Philadelphia, City of	X	X	X	X	Dept. of Commerce-Neighborhood Transformation Initiative	Governmental
<u>PNC Foundation</u>		X	X	X	Children, literacy, community; grants, loans, technical assistance, teaching	Corporation Foundations and Giving Programs
<u>Prudential Foundation</u>					Education, Economic development, including community	
<u>Public Welfare Foundation</u>	X	X		X	Transform policy; community level; education, crime, civics, youth, environment, health, community development	Major Violence Prevention Funders (1990)
<u>Reinvestment Fund, The</u>		X		X	Low-income areas; capital investment	Local Foundations
<u>Robert Wood Johnson Foundation</u>	X				Health care	State and National Foundations
<u>Rohm and Haas Company</u>	X	X	X	X	Community Partnership Initiative (\$30K or less)	Corporation Foundations and Giving Programs
Russell E. Palmer Charitable Trust						Donor-Advised Funds
Salvation Army						United Way Recipients
<u>Samuel S. Fels Fund</u>		X	X	X	Critical junctures: growing, shrinking, new type of programming, experimenting with staffing, piloting a project; \$3-30K	Private Independent Foundations
<u>Seybert Institution</u>		X		X	Disadvantaged children, \$5K	Private Independent Foundations
<u>Sovereign Bank</u>	X	X	X	X	Community development, education, health and human services, arts and culture	Largest employers, corporations
<u>Southwest Community Development Corporation</u>				X	Community organization, technical support, advise	
<u>St. Christopher's Foundation for Children</u>	X					Grantmaking Public Charities
<u>Sunoco Foundation</u>	X	X	X	X	Education, Health & Human Services, Civic & Economic Development	
<u>Sunoco, Inc.</u>	X	X	X	X	Education, Health & Human Services, Civic & Economic Development	Corporation Foundations and Giving Programs

<u>Organization</u>	<u>Health</u>	<u>Social / Communit y</u>	<u>Culture and Arts</u>	<u>Other</u>	<u>Description</u>	<u>Type</u>
Temple University						Largest employers, corporations
Tenet Health System						Largest employers, corporations
Thomas Jefferson University						Largest employers, corporations
Thomas Jefferson University Hospitals						Largest employers, corporations
<u>Turner Construction</u>				X		Largest employers, corporations
<u>U.S. Airways</u>		X		X	Community and Education giving programs	Largest employers, corporations
<u>Union Benevolent Association</u>		X		X	Relief of suffering	Private Independent Foundations
<u>United Way of Southeastern Pennsylvania</u>						Grantmaking Public Charities
<u>University of Pennsylvania Center for Community Partnerships</u>					Academically-based community service, direct traditional service, and community development	Largest employers, corporations
<u>University of Pennsylvania Fels School</u>				X	Academically-based, technical assistance on program design	
<u>University of Pennsylvania Clinical and Translational Science Award Community-Based Research Small Grants Program</u>	X	X		X	For research questions; Community-Based Small Grants Program contact is Dr. Hughes-Halbert	
Urban League						United Way Recipients
Urban Outfitters						Largest employers, corporations
<u>US Centers for Disease Control</u>	X	X				Governmental
<u>US Department of Education</u>		X		X		Governmental
<u>US Department of Justice, Office of Juvenile Justice and Delinquency Prevention</u>		X		X		Governmental
<u>US Federal Grant: Labor and Training</u>		X				Governmental
<u>US Federal Grant: Community Development</u>		X				Governmental
<u>US Federal Grant: Disaster Prevention and Relief</u>		X				Governmental
<u>US Federal Grant: Education</u>		X				Governmental
<u>US Federal Grant: Environmental Quality</u>		X				Governmental
<u>US Federal Grant: Food and Nutrition</u>	X	X				Governmental
<u>US Federal Grant: Health</u>	X	X				Governmental
<u>US Federal Grant: Housing</u>		X				Governmental
<u>US Federal Grant: Law, Justice and Legal Services</u>		X				Governmental
<u>US Federal Grant: Natural Resources</u>		X				Governmental
<u>US Federal Grant: Science and Technology</u>		X				Governmental
<u>US Federal Grant: Social Services and Income Security</u>		X				Governmental
<u>US Substance Abuse and Mental Health Services Administration, Center for Mental Health Services</u>	X	X				Governmental
<u>Valentine Foundation</u>				X	Empower women and girls	Private Independent Foundations

<u>Organization</u>	<u>Health</u>	<u>Social / Communit y</u>	<u>Culture and Arts</u>	<u>Other</u>	<u>Description</u>	<u>Type</u>
Vanguard Group Foundation						
<u>Verizon Foundation</u>	X	X			Education, literacy, health technology or access, domestic violence	Corporation Foundations and Giving Programs
<u>W.K. Kellogg Foundation</u>	X	X		X	Health, philanthropy & volunteerism, youth & education	Major Violence Prevention Funders (1990)
<u>Wachovia Regional Foundation</u>		X		X	Neighborhood Planning Grants (\$25-100K), Neighborhood Implementation Grants (\$100-750K)	Corporation Foundations and Giving Programs
<u>William Penn Foundation</u>	X	X	X	X	Communities, Arts, Youth	Donor-Advised Funds
<u>WOMENS WAY</u>				X	Women's services	Grantmaking Public Charities
Woosnam Family Foundation						Donor-Advised Funds
<u>Wright-Hayre Fund</u>					Disadvantaged populations, \$2-10K	Donor-Advised Funds
YMCA of Philadelphia						United Way Recipients
Youth Service						United Way Recipients

## Assessment and Treatment of Stress and Risk for Violence

The community partners requested consideration of assessment tools for evaluating individual and community stress and risk-factors for violence, as well as a review of available therapeutic options.

### Tools for Assessing Stress, Social Support, and Risk of Violence:

- Strengths: The literature is full of instruments for assessing community violence, post-traumatic stress, social support, and coping. A select few include:
  1. **Stress Appraisal Measure (SAM):** This is a 28-question screening tool on stress and stressful situations ([www.twu.ca/cpsy/documents/wong/sam.pdf](http://www.twu.ca/cpsy/documents/wong/sam.pdf)).
  2. **Survey of Exposure to Community Violence (self-report version):** This survey measures direct victimization, witnessing, and hearing about violence-related events occurring in the community.
  3. **Event Scale:** This tool measures exposure to various types of stressful events, including witnessing and/or receiving news of violence.
  4. **Multidimensional Scale of Perceived Social Support:** This tool measures perceived support from family and friends.
  5. **COPE inventory:** This instrument measures cognitive and behavioral strategies to reduce distress and tension.
  6. **Purdue Post-Traumatic Stress Disorder Scale:** This scale assesses re-experiencing of trauma, avoidant behavior, and arousal.
  7. **FiGHTS:** This short, simple, and easy-to-administer screen has performed well in identifying gun-carrying by adolescents. The questions are: **F**ighting status in past year? **G**ender? **H**urt while fighting in past year? **T**hreatened with a weapon at school? **S**moking status?
- Barriers: Deciding who to screen, as well as when, how, and by whom are all relevant considerations. Adolescents at greatest risk might be the hardest to include in a screening effort. Some scales are relatively long (from 8 to 60 questions) and difficult to administer and interpret. They also require a degree of literacy that may not be found in all community members and may not be culturally sensitive. Once at-risk adolescents are identified, it is not clear how best to direct them.
- Opportunities: Formal assessments with survey instruments for post-traumatic stress symptoms, and of peoples' coping strategies and perceived social support may not be necessary. Regardless of screening, individuals who feel "stressed" may need help. When this occurs, referral to the behavioral health resources may be appropriate. Some screening tools, like FiGHTS, can be administered by anyone, but who? (1) At school (by teachers? counselor? school nurse?); (2) At recreation centers (by directors? other staff?); (3) At block meetings (by block captains? co-captains?); (4) At churches/mosques (by religious leaders? other members?)

## Interventions for Stress Reduction and Mitigating Risk of Violence

- **Strengths:** There are multiple mental health agencies located in West and Southwest Philadelphia that provide counseling services to children and adolescents. Some agencies offer programs specifically designed for children and adolescents who are suffering from stress as a result of exposure to trauma. Educational materials are also available from local and national organizations to help parents and other caregivers understand the effects of stress from violence on their children and provide tips for helping them. Primary care physicians, school counselors, social workers, DHS workers, probation officers, insurance representatives and others can help to refer families to appropriate resources.

### 1. Existing therapy programs in Philadelphia can be expanded and strengthened.

- **The Consortium:** A nonprofit mental health organization in West and Southwest Philadelphia that delivers a wide range of services to children and families. Functional Family Therapy (FFT) is one of several effective modalities for addressing stress and violence ([www.consortium-inc.org](http://www.consortium-inc.org))
- **Community Education Partners (CEP):** A nonprofit organization focusing on students, encouraging them to “Be here, Behave, and Be Learning” as a means to reduce classroom disruption and increase graduation rates (<http://www.communityeducationpartners.com>)
- **Community Behavioral Health (CBH):** Philadelphia’s mental health managed care organization for Medicaid recipients that provides and coordinates services for families and children (<http://www.phila-bhs.org>)
- **Philadelphia Office of Mental Health:** Among several programs, this office operates a suicide and crisis intervention hotline available 24/7 at 215-686-4420.
- **Community Council for Mental Health and Mental Retardation:** A comprehensive provider of mental health and substance abuse services for adults and children (<http://ccmhm.org>)
- **Children’s Crisis Treatment Center:** Offers comprehensive mental health services including a Trauma Assistance Program for children ages 2 to 13 who have recently witnessed or experienced a traumatic event ([www.cctckids.org](http://www.cctckids.org))
- **Temple University Child & Adolescent Anxiety Disorders Clinic:** Provides a variety of free mental health services to children with anxiety disorders ([www.childanxiety.org](http://www.childanxiety.org))
- **CHOP Center for Pediatric Traumatic Stress:** Guidelines for parents and health care professionals to help children cope with traumatic stress. (<http://www.chop.edu/consumer/jsp/division/generic.jsp?id=77763>)

### 2. National therapy programs could be introduced to Philadelphia.

- **Cognitive-Behavioral Intervention for Trauma in Schools (CBITS):** A school-based program that effectively screens for and reduces PTSD, anxiety, and depression symptoms among children aged 10-15 years-old exposed to community violence. Screening and treatment are done at school, overcoming transportation, stigma, and family-involvement barriers. Children who screen positive are enrolled in group and individual sessions. It has been successfully

implemented in the U.S. and worldwide with different ethnic, racial, and socioeconomic groups. (<http://www.hscenter.ucla.edu/research/cbits.shtml>)

- **Responding in Peaceful and Positive Ways (RiPP):** A school-based violence prevention program for 6-8<sup>th</sup> graders that includes 16 sessions incorporated into standard school classes around conflict resolution. Evaluation shows participants have decreased violence, suspensions, and fighting; they also have increased knowledge of problem-solving skills, more favorable attitudes toward nonviolence, and less weapon-carrying to school. (<http://guide.helpingamericasyouth.gov/programdetail.cfm?id=415>)
  - **Acute Psychological Debriefing and Critical Incident Stress Debriefing Following Disaster:** A review of the literature revealed that the effectiveness of single session single or group session psychological debriefings following trauma has not been shown to be effective. Some studies suggest that such debriefings may even be harmful. (Bisson et al, Rose et al, Turpin et al). Implementing a single session psychological debriefing program following a traumatic event is not recommended. Other approaches may be available, however, to address the feelings of sadness and anger immediately after a violent event.
3. Parents and educators can be linked to tips for addressing stress and violence in their children and students.
- **National Child Traumatic Stress Network:** Resource for parents, professionals, and educators to help children recover from trauma ([www.nctsn.org](http://www.nctsn.org)).
  - **Mitigating the effects of gun violence on children and youth:** advice for parents and school personnel on how to reduce the risk of their children being exposed to violence and help their children heal after being exposed to violence. The Future of Children, Garbarino J, Bradshaw CP, Vorrasi JA. 2002;12(2):72-85 ([www.futureofchildren.org/usr\\_doc/tfoc\\_12-2f.pdf](http://www.futureofchildren.org/usr_doc/tfoc_12-2f.pdf))
- Barriers: Providing access to appropriate mental and behavior health interventions poses complex challenges.
    1. Parents and caregivers may not be aware of the available resources; much information is available on the internet, which is not universally available.
    2. Treatment requires referral, and without universal screening, many in need of therapy are not identified and referred. The currently available professional resources rely on children being identified as needing help and being referred for services
    3. There is limited evidence guiding effective treatment of stress, PTSD, and depression that results from exposure to community violence.
    4. Transportation issues, stigma surrounding mental health services, and limited family involvement may prevent children from fully utilizing these services.
    5. The mental and behavioral health system in Philadelphia is fragmented, with many different routes of entry, funding sources, providers, and social service connections. This makes it confusing and inefficient for families and providers. (PCCY 2003)
    6. The behavioral health emergency room, funded by the city, is overloaded and inconvenient. (PCCY 2003)

7. The outpatient system is overloaded with long waits and delays. (PCCY 2003)
  8. The Medicaid system has few mental health professionals available to see patients and low reimbursement rates are an ongoing problem. (PCCY 2003)
  9. Mental health services are not uniformly available in the schools. (PCCY 2003)
  10. With limited funding for mental health in Philadelphia through Community Behavioral Health (CBH), the mental health managed care carve-out, expanding programs or introducing new ones will be a challenge.
- Opportunities:
    1. Block Captains as resource liaisons: Community leaders could serve as resources and assist concerned parents and caregivers in accessing available mental health information.
    2. Seek foundation, public, or private funding in order to expand existing programs and/or introduce new mental health programs into the community:
    3. Potential sub-populations for assessment, referral, therapy and/or conflict resolution include: perpetrators, witnesses, teens, school-age children, pre-school children, parents, block captains, ward leaders, anti-violence organizations, police, teachers
    4. Training for community groups in de-escalation and conflict resolution could include: Block Captains, Mothers in Charge, Men United, Adolescent Violence Reduction Program, Philadelphia Anti-Drug, Anti-Graffiti Network, Neighbors United Against Drugs.
    5. Work with both CBH and the school system to better serve the unmet needs of more Philadelphia youth.

“Children Learn What They Live”

Dorothy Law Nolte

From the Institute for Safe Families

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 tolerance, they learn to be patient.

If children live with encouragement, they learn confidence.

If children live with praise, they learn to appreciate.

If children live with fairness, they learn justice.

If children live with security, they learn to have faith.

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

If children live with acceptance and friendship, they learn to find love in the world.

## Potential Next Steps for Philadelphia's Public and Private Sectors

Based on interviews with key informants and background research, the Robert Wood Johnson Clinical Scholars offer the following options for consideration by the city's leaders in the public and private sectors.

**For Mayor and City Council:** *Many programs require the leadership and backing of the City's executive and legislative leadership. These programs are expensive, necessitating partnerships with public and private funders at many levels. Given the large expenditures to react to crime and violence, it is in the City's best interest to engage stakeholders around the strong business case in prevention.*

1. Consider forming a **task force(s) of local experts** to discuss cycle of violence, despair, alienation, crime, drugs, probation, and parole, which are central issues to Philadelphia's violence crisis. Include community leaders, business executives, law enforcement, government, media, youth (perhaps through the City-sanctioned Youth Council), and academic experts.
2. Consider assembling ALL of the organizations, agencies, individuals, groups working on community development, community efficacy, law & order, youth, family and look for ways to better coordinate activities.
3. Consider a pledge that the mayor, police commissioner, or council president will come to every community within 24 hours of a violent death to demonstrate care for the residents of the community.
4. Include **youth in discussions** of how to fix neighborhoods, schools, recreation centers, and other programs. Consider developing, expanding, and strengthening existing youth councils. A City-backed Youth Council is to start operation in January 2008 and could be a good way to involve youth.
5. Consider improvements to beautification: Work with community groups on their trash clean-up, response time by sanitation department to their needs. Improve the response time and scope of Philadelphia More Beautiful. Give Block Captains more responsibility, such as water plug keys.
6. Consider ways to collaborate with community groups and residents to build trust in the public schools.
7. Consider community groups' and residents' frustrations that effective leaders in city government in their districts often are promoted and move on to new positions. When these effective city employees leave the community, this undercuts continuity of service and trust, limiting sustainability of efforts.
8. Consider a 311 system (like New York City's) for non-emergency issues and respond rapidly to all concerns, especially in the most disadvantaged neighborhoods.
9. Consider the strengths, weaknesses, and opportunities for improvement in the 911 system (courtesy, responsiveness, etc).
10. Consider a "Board of Trustees" for each large geographic area of Philadelphia with straight-line to Mayor; Board may include community leaders, youth, council members, block captains, ward leaders, etc.
11. Consider adapting and adopting a model like Harlem's Children's Zone, where an area is saturated with childcare, marriage counseling, charter schools, job counselors and other services/support. This would require many partnerships for funding and services, but to be successful needs the buy in and support of the city's leadership.
12. Consider adopting and adopting the CeaseFire program, started in Chicago, as a community-based approach to violence prevention. It uses outreach workers, violence interrupters, faith and other community leaders to intervene in conflicts, or potential conflicts, and promote

- alternatives to violence. CeaseFire also involves collaboration with police. Public education campaigns are central to a message that shootings and violence are not acceptable and not approved by peers. It also directs resources to emergency departments to prevent retaliatory violence. The first six CeaseFire Communities had a 42% reduction in shootings in the first year compared to the rest of Chicago (2000-2004). The next eight communities had a 20% reduction in shootings in the first year (2005-2006). Baltimore, Newark, and Cincinnati are implementing CeaseFire programs. (<http://www.ceasefireillinois.org/>)
13. Consider fixing the “broken windows” through public-private partnerships: De-weed the sidewalks, remove graffiti, fresh paint, clean-ups. Just as businesses are responsible for snow removal on their sidewalk, L&I should hold them responsible for “quality-of-the-street” on a year-round basis.
  14. Consider ways for the Philadelphia City Planning Commission to encourage city design that helps the built-environment sustain activities that help the economy and violence prevention. ([www.philaplanning.org](http://www.philaplanning.org))
  15. Consider ways to demonstrate more care for the city. For example, the effort to clean the Center City subway concourse has been viewed in a positive light. The same type of program should be extended to all subway stations, bus stops, sidewalks, etc.
  16. Consider new authority under Pennsylvania Act 155 of 2006 (modifications to the Liquor Code) to address the availability of alcohol in communities, particularly from beer-to-go establishments.
  17. Explore the role and success of family centers and if there is data to back their utility, consider re-establishing them.
  18. Consider steps to ensure rapid lead abatement of homes and schools. Toxic lead exposure is known to impede normal child cognitive development, leading to worse outcomes in school and life for students. A 2007 suggests a link between lead exposure and crime, concerning for Philadelphia given a recent history of incomplete abatement and high childhood lead levels. (Nevin)
  19. Consider reducing Business Privilege Tax (BPT) for those businesses that hire anyone 15-29 years old with a minor criminal record.
  20. Consider looking at the ***Youth Investment and Community Reconstruction Final Report from the Milton S. Eisenhower Foundation*** (1990) for suggestions for local initiatives and programs for coalitions of mayors and governors to advocate around.
  21. Consider means to strengthen gun control laws at the city, state, and federal levels. Areas of concern raised by community members included the easy availability of guns due to straw purchases of illegal guns. Other concerns were raised about background checks, waiting periods, limits on number of guns purchases, and reporting of stolen guns. Some cities have implemented policies to search people stopped for another reason and penalize them if a gun is found and others have implemented “stop and frisk” procedures. Some cities and states increase the felony level of a crime if a gun is found on the perpetrator whether or not it was used in the crime.
  22. Consider ways to further collaborate with and maximize the potential of the many programs in Philadelphia centered around violence prevention. Some notable programs include:
    - A. The Philadelphia Anti-drug Antiviolence Network (PAAN) addresses community safety through services that reduce drug abuse and violence. It also assists at-risk youth develop positive alternatives so they can participate in mainstream of society. It has been active in Philadelphia since 1989 with a diverse array of staff members.
    - B. Philadelphia’s Youth Violence Reduction Program (YVRP) is a collaboration of the Adult Probation and Parole Department Concerned Parents, Inc., Coordinating Office of Drug and Alcohol Abuse Programs (Behavioral Health), Department of Human

- Services, District Attorney's Office Juvenile Probation Department, Philadelphia Anti-Drug Anti-Violence Network (PAAN), Philadelphia Housing Authority, Philadelphia Police Department, Philadelphia Safe and Sound, Public/Private Ventures, School District of Philadelphia, and the Youth Homicide Review Team. A major program is "Alive at 25: Reducing Youth Violence Through Mentoring and Support." This program is aimed at 14-24 year olds with a criminal and delinquent background. It pairs at-risk youth with supervision and support. In one police district where it was implemented, it cut youth homicide rates in half. (<http://www.urbanhealth.org/>)
- C. The Adolescent Violence Reduction Partnership (AVRP) is run out of the City's Department of Human Services (DHS). It is aimed at the highest-risk youth aged 10-15 who were arrested before age 13, were arrested in the last year, were victims of violence, have an imprisoned parent or sibling, live in a home with abuse, neglect or domestic violence, have a family member or friend who was murdered, have a history of running away, have been homeless in the last year, have 8 unexcused school absences in the last year, or have been suspended 3 or more times or expelled once in the last year. It seeks to work more intensively with these youth before more serious involvement with delinquency, crime, and violence. AVRP is a collaboration between the Department of Human Services, Family Court, The School District, Police Department, the District Attorney's Office, social service providers and the community.
  - D. Blueprint for a Safer Philadelphia is a Pennsylvania-funded initiative sponsored by State Representative Dwight Evans. The program was developed in 2004 seeking to use social messages to "unlearn" violence. The goal is to end youth homicide by 2016. It intends to achieve this goal by increasing public awareness of alternatives to violence, providing youth and their families with access to support and resources, and empowering local community-based organizations to address the root needs of area youth.
  - E. The Philadelphia Collaborative Violence Prevention Center (PCVPC) was founded in 2006 bringing together the Children's Hospital of Philadelphia, Drexel University, Temple University, and the University of Pennsylvania with community organizations to plan, lead, analyze, and disseminate research results to confront and overcome violence. PCVPC evaluates models of primary prevention that look at effects of violence on all youth age 10-14 in a community, not just those at high-risk, and adapt them for us in Philadelphia's West and Southwest districts. It seeks to work with community organizations to ensure long-term sustainability of violence prevent programs. ([http://stokes.chop.edu/programs/injury/our\\_research/violence\\_intervention.php](http://stokes.chop.edu/programs/injury/our_research/violence_intervention.php))
  - F. Philadelphia Safe and Sound (PSS) collaborates with government, foundations, corporations and community groups to foster change and reform within major public systems that deliver services to youth. Through research, advocacy, program management, and technology, PSS reports that it strives to improve the health and well being of children through initiatives designed to increase youth development opportunities and reduce youth violence and substance abuse. ([www.philasafesound.org](http://www.philasafesound.org))
  - G. And many others, including those listed in Appendix D.

#### **For Police and Courts:**

1. The Philadelphia Police Department (PPD) is essential in any effort to reduce community levels of stress associated with violence and, perhaps, violence itself. A stronger working relationship between the PPD and the community should foster renewed trust on the part of the community towards the police and greater understanding on the part of the PPD of the many concerns felt by members of the community. (See Appendix E for background on the PPD)

- a. Strengthen the **relationship of the city-wide Police Advisory Commission to community leaders** in order to set foundation for a strong working relationship between the police and the residents. Work with community groups and residents to understand their concerns, needs, and observations. Educate the public about police regulations and capabilities.
  - b. Consider **restoring/establishing Police Department Advisory Councils (PDACs)** for every police district in the city and hold district chiefs accountable for the meetings and their vibrancy.
2. Consider ways to **improve response times, prioritization, and interactions with community members centered on respect and collaboration**. Community groups report that they feel the police do not respond in a timely manner. They report that this frustration is shown by not calling, delaying calls, exaggerating the nature of the event when they do call, or setting off their alarms in order to get faster police response.
3. Consider convening monthly workshops to explain to residents the complex triage system used by the PPD to sort through the large volume of calls and seek ways to improve that system.
4. Consider steps to increase the presence of **police walking on the streets, talking to neighbors, and gaining their trust**. Engage the community and the residents.
5. Consider **police mini-stations**, especially in large districts, such as Southwest (which used to have two mini-stations in the past).
6. Consider adapting and adopting the Kansas City model of searching for a firearm if a person is stopped for another reason and increase the penalty if a firearm is found.
7. Consider adapting and adopting Baltimore Police practices: (1) identify problem areas and put more police on foot patrol; (2) place surveillance cameras on city streets; (3) work with state and federal officials regarding gun dealers; (4) use city, state, federal crime databases to cross-reference criminal and gun-owner databases; (5) mandatory jail time if you get caught with an illegal gun, in collaboration with the federal “Project Exile” program to prosecute these offenses under federal law with mandatory minimum federal sentences; (6) use state and federal officers to help with policing; (7) cop-on-the-beat to help battle “no snitch” attitudes and build trust; (8) advantage of Maryland one-gun-per-month law.
8. Consider adapting and adopting the New Haven Child Development-Community Policing (CDCP) model which **trains police in child development and available resources for referral and treatment**. The program pairs police officers with child development specialists and resulted in officers having more to offer residents and reducing stress levels for police and children. In 6-10<sup>th</sup> graders surveyed, there was a substantial improvement in the students’ sense of safety. ([http://ojjdp.ncjrs.org/pubs/gun\\_violence/profile48.html](http://ojjdp.ncjrs.org/pubs/gun_violence/profile48.html))
9. Consider the **problem-oriented approach to policing that includes policy and community collaboration** to analyze the problems and develop plans to confront them.
  - a. Japanese policing follows this paradigm, where mini-stations (*kobans*) are dispersed at the neighborhood level and officers are assigned to the same *koban* each day and build relationships and trust with the residents. The police are viewed as consultants for the community and form mentoring relationships with youth.
  - b. The Department of Justice Community Oriented Policing Services (COPS) SARA (scanning, analysis, response, assessment) model, taught by the Pennsylvania Regional Community Policing Institute, is structured around problem-oriented policing and has demonstrated good results in many urban environments, including Allentown, PA. The program teaches community members conflict mediation skills and enable them to take responsibility for community safety. See Appendix B for more details.
  - c. The Boston Gun Project attempted to use problem-oriented policing to deal with youth violence. A working group of individuals from government agencies, law enforcement, social services worked together. Operation Ceasefire was the core activity through a “pulling levers deterrence strategy” (an all-out legal approach to stop crime by gangs) aimed to influence behavior and environment of gang-involved youth. Evaluation by the Department of Justice demonstrated that the intervention was very

effective with a reduction in youth homicide, shots-fired calls to the police, and gun assault incidents.  
(Braga)

10. Consider expansion of **community ride-along programs** with police officers.
11. Consider **continuing sensitivity, respect, manners and courtesy training for police officers**, not only at Police Academy, but throughout the professional career. The New York Police Department announced a campaign in summer 2007 for manners-training for NYPD officers.
12. Consider Police Academy training as opportunity to develop better relations and understanding between police officers and communities. Consider pre-enrollment screening, length of training, and content of training (particularly around cultural sensitivity and community relations).
13. Consider further development of curfews and curfew centers.
14. Consider the **capacity vs. demand aspect of policing**. Assess distribution of police on-service and on-patrol in relation to time of day and frequency of events. Consider redistributing police officers to meet demand and increasing number of police on patrol in high-risk neighborhoods and at recreation centers, particularly at “let out” time. In a related way, look at the distribution of officers assigned to special units versus general patrol.
15. Strengthen and **expand the Police Athletic League (PALS)** program, which is a well-liked program that builds trust and relationships between police officers and youth, and importantly exposes youth to new areas of the city and experiences.
16. Consider ways to have “cooling off” periods and conflict resolution or de-escalation mini-sessions following fights, even if police cannot arrest anyone.
17. Consider developing more effective townwatch and community policing methods. Consider pairing officers with community groups’ members to have constant presence on streets.
18. Evaluate **parole and probation system** and consider ways to strengthen supports for those on probation or parole, as many of the perpetrators of recent crimes are in this category. Probationers account for a significant portion of both killers and victims. Invest in the Strategic Anti-Violence Unit (SAV-U) to help identify the high-risk probationers, 40% of whom are likely to attempt murder.
19. Consider ways to expand on Philadelphia's **drug court system**, a national best-practice, to reach more people through its programs. In the City, 77% of offenders who enter Drug Court graduate and about 91% of the graduates have remained conviction-free for one year. Additionally, the median number of days to disposition of drug cases was reduced from 294 to 158 (and from 211 to 143 days for non-drug cases).
20. Consider increasing funds available for **rewards for information** leading to the arrest of criminals involved in violent and non-violent crimes.
21. Consider engaging successful police leaders within the City and outside for avenues to address crime and violence. For example, several district police commanders and special units, such as the University of Pennsylvania Police led by Maureen Rush, may have good suggestions.

**For Recreation Department:** See Appendix F for more information about the Recreation Department

1. Consider **working with community groups to enrich and reform the recreation center system**, being particularly mindful to administration, managers from outside the community, and turnover of staff/management.
2. Consider **expanding Recreation Centers’ hours for youth**, especially in the evening, to provide a safe place for youth to convene off the streets.
3. Consider **increasing police presence or other security**, especially at closing (the “let out”), a time of increased danger near the centers.
4. Consider more athletic programs and incorporate good sportsmanship into the games, as these can be the source of fights and violence.

5. Consider developing community-wide sports leagues for youth for teamwork skills and community pride. This could be linked to the PALS programs (see above in Police and Courts section).
6. Consider partnerships with community groups to share valuable resources, such as meeting spaces and computers.
7. Consider increased funding for the Recreation Department, perhaps through a public-private partnership, as Philadelphia's \$50 per resident spending is one-third of that of Washington, DC (\$155) and Chicago (\$131).

### **For Community Groups:**

1. Consider steps to **organize partners and collaborators working in the community**, such as directories, websites, listserves, newsletters, conferences. Seek out ways to collaborate for funding, not compete over it. Community groups should explore the role that local, regional, and national organizations, such as the Penn Center for Community Partnerships, Greater Philadelphia Urban Action Coalition (GPUAC), and the Eisenhower Foundation – among many – could play in helping with this. A full list of partners is listed above
2. Consider sponsoring (more) **inter-generational activities** to link kids, teens, parents and grandparents – and foster mutual respect.
3. Community groups interested in **assessing or referring for treatment of stress and risk of violence** can consider a number of screening tests, methods, and providers outlined in the section on Assessment and Treatment of Stress and Risk for Violence.
4. Around **mentoring**: See Appendix C for more information on mentoring programs
  - a. Consider ways to organize, expand, encourage and advertise existing mentoring programs in the city.
  - b. Consider linking mentoring programs that wish to expand to technical assistance in order to grow.
  - c. Consider connecting mentoring programs to the schools to increase exposure of students.
  - d. Consider starting structured mentoring connections early in order to give youth a vision of hope; for example, link as many Philadelphia children as possible with college/university students or employees in Philadelphia. In this way, college or employment should be an expectation.
  - e. Consider steps to call upon the city's many higher-education institutions to play a key role in mentorship.
  - f. Considering expanding the number of entrepreneurship programs in the city.
  - g. Look to Public Private Ventures ([www.ppv.org](http://www.ppv.org)) and other resources for data on projects, including mentorship.
5. Around **skill-building**:
  - a. Consider a skill-building curriculum for youth that includes resume writing, interviewing, guidance on appropriate dress and professional interactions. Other skills that may be useful include computer skills and vocational training. Examples include:
    - Youth Entrepreneurship Program (Darnell Thomas) to reach more kids, possibly in school around business development.
    - Teens in Charge (Charles Jones) for mentoring, jobs, scholarship, skills-building.
    - Turning the TIDE (Rev. Jonathan Ford) to close digital divide.
  - b. Consider skill-building for parents and grandparents that could include instruction in normal child development and behavior, discipline, and role modeling. "Help parents, don't seek to replace them." Examples include:
    - Achieve-Ability (Terry Guerra): parent-centric to break cycle of poverty with living wage,

- GED, college degree; teach about education, parenting, finances, personal development (health, nutrition, sobriety, relationships).
  - Children Services, Inc. (Alia Walker) to help non-biological guardians care for children.
  - c. Develop/expand Philadelphia’s DHS Violence Prevention Programs.
  - d. Consider activities related to nutrition and making meals. Establish places, perhaps in recreation centers or other kitchens, where families can make healthy meals and provide a venue for an inter-generational activity. Collective purchasing would reduce the cost of higher-quality ingredients.
6. Consider ways to distribute laptop computers to all students and families. Partnerships with technology companies and the general public may be a means. For example, the “One Laptop Per Child” ([www.laptop.org](http://www.laptop.org)) effort seeks to distribute laptops to children in developing nations; American individuals and organizations can buy one laptop for \$399 for themselves and a second laptop goes to an international recipient. Some similar model could be developed here, or a Philadelphia-based institution could purchase these low-cost laptops with one for a Philadelphia child and one for an international child.
  7. Consider means to collaborate with secular and faith-based groups, both in the City and in the suburbs. (See #7 in “For Faith-based Organizations” for more.)

**For Faith-based Organizations:**

1. Consider developing/expanding programs around mentoring, safety, violence-prevention, after-school programs, skills-building, parent supports, etc.
2. Consider developing coalitions of faith-based organizations to strengthen community efficacy and increase safety. For example, congregants and staff could pledge to watch the sidewalks every morning and afternoon as students travel to and from school.
3. Consider increasing the hours of operation of faith-based organizations to increase positive presence in the neighborhoods.
4. Consider forums and sponsorship of programs to bridge gaps with communities and between the community and the police.
5. Consider ways to connect immigrant communities to governmental and non-profit organizations seeking volunteers and participants.
6. Consider holding more Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) meetings.
7. Consider means to collaborate among faith-based groups, both in the City and in the suburbs. For example, STOP Gun Violence Through Prayer, Education and Action was started by suburban residents concerned about the violence situation in Philadelphia. Activities include inter-faith vigils, volunteering in the city, and anti-violence workshops. (Kadaba)

**For the Media:**

1. Consider means to pair negative stories related to violence with **positive news stories about community efforts, youth, and achievement**. These stories should appear on the same page or in the same portion of a newscast in order to counter the perception of unbalanced media portrayal of communities in conflict. Corporate sponsorship should be sought to support these stories.
2. Reconsider the use of celebrities in anti-violence campaigns and if they are to be included, take steps to involve celebrities who promote positive messages, rather than those who glorify guns, drugs, and violence in music and movies. Also, attempt to get ongoing commitments, instead of one-time involvement.
3. Consider public service campaigns to bring out a meta-message and social norming: “This is your wallet [empty] on drug-dealing. You can make more money in other ways.” – “XX% of

teens do not carry a gun; you don't need one." – "XX% of teens are at school. Go join them."

4. Consider summer internships where youths shadow reporters and report on a positive events in their community.

#### **For the Public Schools:**

1. Consider having all Philadelphia school students set 1- and 5-year plans (goals) for the future.
2. Consider ways to work with community organizations on skill-building for conflict resolution, mediation, leadership, self-advocacy by students.
3. Consider more **attention to high truancy rates**: more rapid response and intervention, faster court throughput, and parent accountability (such as fines) to show students and their parents the system does care about their attendance.
4. Consider **interventions concerning the high drop-out rate** in Philadelphia public schools. New York is working on programs to extend high school by 1-3 years and crafting programs to meet the needs of high-risk students. (Medina)
5. Ensure **after-school programs continue until the end of the school year** and not end before that point. Make sure the programs are long enough after school to be effective in keeping children off the street until parents and neighbors get home. (Philadelphia Safe and Sound estimated that there are 45,000 unsupervised youth in Philadelphia between the hours of 3-6 PM).
6. Consider **organizing "walking pools"** so that children are not fearful to walk to school due to gangs, violence, and bullying. The Safe Corridors program out of the Sayre School in West Philadelphia is an example of one such effort with parents and community members volunteering to secure the blocks near school.
7. Consider steps to effectively respond to fights in schools, but not necessarily label all participants in fights with criminal records (assault) as that hurts later chances to get a job.
8. Consider how to praise "good" students without stigmatizing them or making them vulnerable to attack from their peers.
9. Consider contracts with parents and students about expectations for school.
10. Consider ways to direct state or city resources to **guarantee universal pre-school or HeadStart**, which are shown to be effective as an anti-poverty and anti-crime investment with a positive cost-benefit ratio. HeadStart programs are reported to save \$4.75 for every \$1 invested; pre-school has a 16% rate of return. (Eisenhower Foundation, WSJ, August 9, 2007). The Philadelphia-based Pew Foundation has been an active supporter of HeadStart. As such, it could be a place to explore partnership for implementation.
11. Consider steps to create or expand programs in schools that teach life skills and civility, even if only in an indirect way. For example, the Dancing Classrooms program from New York (documented in the non-fiction film *Mad Hot Ballroom* and the fictional movie *Take the Lead*) is entering Philadelphia in a few schools. This program has benefits in terms of physical activity, positive social interactions, and a direct means to reduce stress.
12. Consider partnerships with universities to host college preparation sessions for area middle and high school students, such as how to apply, how to interview, how to write an essay (Howard University hosts a session on essays; <http://www.collegesummit.org>)
13. Consider ways to expand existing programs in the City.
  - a. The programs at the Sayre High School in West Philadelphia also are examples of services that can be expanded. The program is a joint effort between the University of Pennsylvania's Center for Community Partnerships and the Sayre School (5800 Walnut Street). The program's overall goal is to improve quality of learning and quality of life for the *entire* community around the school. Activities occur during the school day for students, including health profession education, nutrition teaching, and learning and

peer-education around sexual and reproductive health. After-school programs are aimed at K-8 students and high school students. Evening programs engage children and adults in fitness, parent workshops, athletic events, and social services.

- b. Peacemaker is a violence-reduction program funded by the William Penn Foundation for youth 9-21. The groups attend workshops on various topics, retreats and recruit other youth in the neighborhood to participate in the program. The youth receive PEACE Dollars from non-violent acts they have done during the week. The dollars can then be used to purchase items from the PEACEMAKER store the youth have set up. The youth also become facilitators for youth workshops and teach other youth what they have learned. (<http://www.usdoj.gov/usao/pae/Documents/w&s26th.htm>)

### **For the Local Economy and Businesses:**

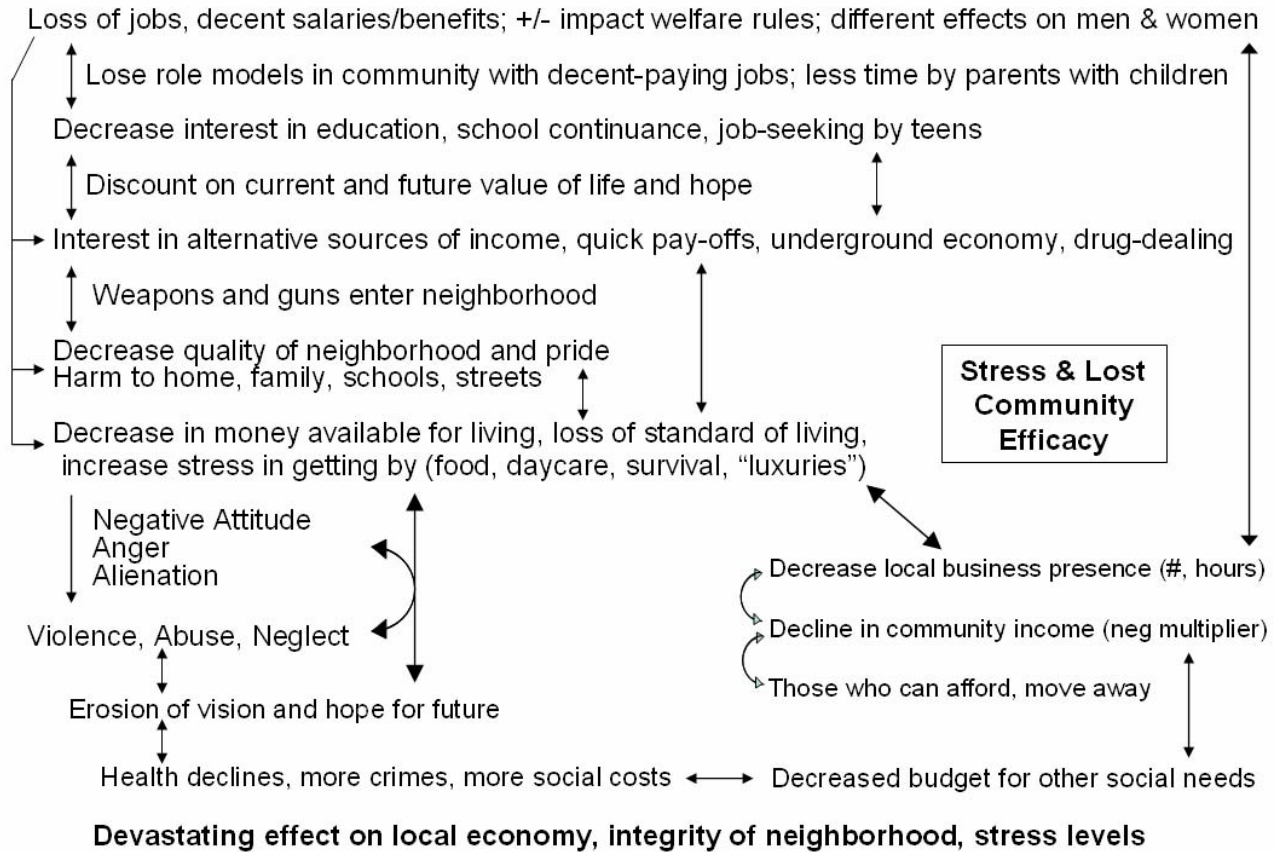
1. Consider establishing a **firm business case for investing in youth as a poverty and crime-prevention tool** and widely publicize it. Demonstrate the efficiency of investment versus the costs of police, courts, prisons, medical care, mental health care, truancy, domestic violence, opportunity costs for business, etc.
2. Consider creating **more job-training and mentoring programs and establishing jobs and skills programs** based on prior models (Eisenhower Foundation):
  - JobCorps: an intensive, supportive, and structured program for youth. It included classroom courses, GED certification, counseling, and hands-on job training. Participants were one-third less likely to be arrested and 75% of them went on to a job or full-time study. For every \$1 invested, \$1.45 worth of benefits.
  - Centro Sister Isolina Ferre: programs to build community competence, including youth advocates, who were advocates and mentors for young people, trying to understand and assist in their entire life experience. Police, health, and educational partnerships were also formed, leading Charles Silberman to say that it was “the best example of community regeneration I found anywhere in the United States.”
  - Fairview Homes Crime Prevention Program: provided job training and work opportunity and training in ombudsman and advocate skills and provided jobs to a small group of at-risk teenagers. The crime rate decreased.
  - Argus Community: creation of an “extended family” of responsible adults and peers with pre-vocational, vocational, and academic training as well as links to employers. Participants had higher salaries and benefits, paid more taxes, and had lower crime recidivism rates.
  - House of Umoja: to combat gang violence in Philadelphia, provided a “homelike setting” with counseling, household management, monitoring of school performance, linkages to training and jobs, and help with health, nutrition, and recreation. Experts believe it played a role in the reduction of gang deaths and in criminal activity.
  - Youth Works and Philadelphia Youth Network that work with school district and city, state, and federal agencies to prepare youth for employment. Promotes jobs, internships, and training for youth 14 and older, funded by employers, government programs, and foundations. During 2007, 8,226 youth were served.
3. Consider steps to **develop jobs programs to restore community capital** (e.g. beautification, infrastructure repair, graffiti removal, home building, lead abatement, weatherization). For example, a \$500 million job investment would provide 25,000 people full-time jobs for a year – in contrast to the \$200 million that the City of Philadelphia spends annually on prisons – a far less productive expenditure.
4. Consider steps to enable parents to be at home more often and participate in school functions given pressures of the post-welfare-reform era (e.g. flex time, work from home).
5. Consider steps to **create more summer jobs**.
6. Consider using local and national expertise to build effective programs. These include Philadelphia Financial Management (PFM), Economy League of Greater Philadelphia, and the Milton S. Eisenhower Foundation.

7. Consider ways that technology companies can help with programs to provide computers and internet connections to youth, especially if they engage in activities like mentoring, being a junior block captain, after-school programs, etc.

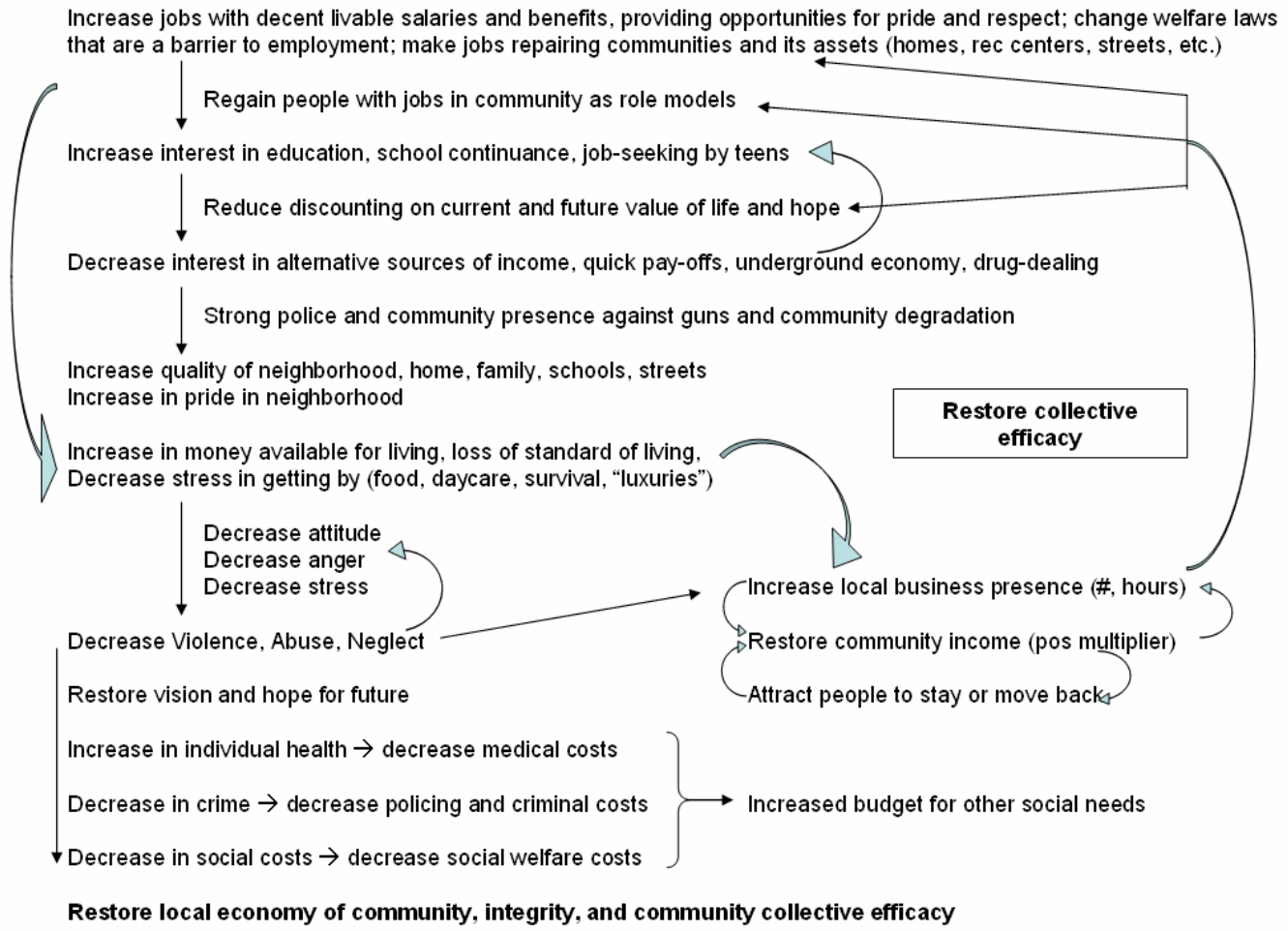
# Appendix A: Conceptual Model of Community Decline and Recovery

These “decline and recovery” spirals were compiled by the authors based on interviews with key informants and background reading. The models are merely one interpretation of a complex problem.

## Spiral of Decline for a Community



**Spiral of Recovery for a Community**



## Appendix B: Community-Based Training

There are many programs that train community residents with the skills necessary to mediate and resolve conflict that arises in their neighborhoods. Indeed, those skills are essential for the success of neighborhood leaders like as the block captains. However, in many Philadelphia neighborhoods, the threat of violence prevents community members from engaging in conflict resolution on their streets. This underscores the necessity of a respectful and responsive police presence in West and Southwest Philadelphia when conflict escalates to unsafe levels.

One community training program, administered by the U.S. Department of Justice, has been effective nationwide in bringing local police together with the community members they serve in order to promote collective efficacy. The training sessions employ the **SARA model (Scanning, Analysis, Response, Assessment)**, which teaches the ability to commonly identify neighborhood problems and design appropriate solutions through small group discussion. The last step of the process, “Assessment,” involves evaluating the impact of the training sessions in the community through surveys and follow-up meetings. According to Pam Pillsbury, Administrator for Training at the Pennsylvania Regional Community Policing Institute, the project evaluations have shown that community members feel safer in their neighborhoods and sense both a stronger and more positive police presence.

This innovative approach enables community members to form partnerships among each other and with the local police that will ultimately improve their quality of life. And through continued collaboration, police departments and communities can work toward their common goal of reducing violent crime on the streets. Community members are thus empowered to act as part of the solution to the mounting problems that have rendered them powerless.

Communities are often interested in townwatch or civilian patrols, but are also concerned about the safety of those involved. The Eisenhower Foundation reported in 1990 that this type of “opportunity reduction” program needs to be viewed with caution. Of 10 programs formally evaluated, 8 were implemented as planned. Many included youth programming as a partial or significant portion of the program. The 8 groups that were up and running did show improvements in self-esteem of involved youth, improved social cohesion of residents, more participation by residents in neighborhood activities, and improved perception of quality of life. The sense of safety was increased, but actual crime rates did not change significantly according to the findings. The conclusion was that “opportunity reduction programs like neighborhood watch, by themselves, rarely reduce crime in the inner city. Sometimes, but only sometimes, do such initiatives reduce *fear* in the inner city.” Importantly, the Foundation continued, “proactive citizen patrols and police foot patrols, in particular, can help *support* a broader strategy of youth empowerment and economic development in disadvantaged communities.” (Eisenhower Foundation)

For more information, see the Pennsylvania Regional Community Policing Institute, [www.prcpi.com](http://www.prcpi.com).

## Appendix C: Mentoring Programs

- Strengths: Multiple community-based mentoring programs exist in the Southwest and West Philadelphia, as well as in the city as a whole.
- Weaknesses: Many of the mentoring programs rely on the volunteer efforts of community members and can only work with a limited number of children. Also, the children who are motivated to seek out and participate in the available programs may not be the children who are at highest risk and in greatest need of mentoring. There are also varying levels and length of commitment.
- Opportunities: Community leaders can organize, expand, and advertise the existing programs and seek ways to reach out to youth or adults who would otherwise not participate.
- Resources for mentorship programming:
  1. **Public/Private Ventures:** Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. P/PV has conducted extensive research and evaluation on the impact and implementation of mentoring programs ([www.ppv.org](http://www.ppv.org))
  2. **The Mentor Network:** Founded in 1980, The MENTOR Network is a national network of local human services providers offering an array of quality, community-based services to adults and children with developmental disabilities or acquired brain injury; to children and adolescents with emotional, behavioral and medically complex challenges; and to elders in need of home care (<http://thementornetwork.com>)
  3. **Big Brothers Big Sisters of America:** Founded in 1904, Big Brothers Big Sisters is the oldest and largest youth mentoring organization in America serving over 220,000 young people ages 5 through 18, in 5,000 communities through a network of 460 agencies. ([www.bbbsa.org](http://www.bbbsa.org))
  4. **Juvenile Mentoring Program (JUMP):** The Juvenile Mentoring Program (JUMP), funded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), supports one-to-one mentoring projects for youth at risk of failing or dropping out of school, or becoming involved in delinquent behavior, including gang activity and substance abuse (<http://ojjdp.ncjrs.org/jump>)
  5. **Mentor Consulting Group:** The Mentor Consulting Group, located in Norwalk, CT, provides consultation services to schools, businesses, government agencies, religious and community organizations, states, and Canadian provinces who are seeking comprehensive guidance in the area of adult to youth mentoring or adult coaching programs. (<http://www.mentorconsultinggroup.com>)
  6. **National Mentoring Center:** A national training and technical assistance center for

providers for mentoring programs. Created and funded primarily by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the National Mentoring Center provides a range of services including: a comprehensive training conference; in-depth coaching and program consulting; electronic information resources development and management; print material development and dissemination; data collection and evaluation; and projects that support state and national initiatives. (<http://www.nwrel.org/mentoring>)

7. **MENTOR: National Mentoring Partnership:** MENTOR/National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide. By leveraging resources, MENTOR helps communities tackle the barriers that hinder their efforts to expand mentoring. ([www.mentoring.org](http://www.mentoring.org))
8. **University of Pennsylvania Health System (UPHS):** As part of comprehensive pipeline strategy and commitment to community, UPHS provided paid employment opportunities to 22 Sayre High School students in 2006. The students worked throughout all UPHS entities and were provided with mentors. The high school program will be further developed in the next year.
9. **Philadelphia Youth Network:** Program that works with school district and city, state, and federal agencies to prepare youth for employment. Promotes jobs, internships, and training for youth 14 and older, funded by employers, government programs, and foundations. During 2007, 8226 youth were served. [www.pyinc.org](http://www.pyinc.org) or 267-502-3880.
10. **Drug Education for Youth (DEFY) Camp** is a two-part program consisting of a 5-day residential camp experience at the Pennsylvania National Guard base and a mentoring program. The training includes conflict resolution, team building, and leadership skills, as well as substance abuse and hygiene education. After the camp portion, participants are paired with mentors drawn from the police, military or National Guard. The youth meet with their mentors once a month for 4 hours for 10 months. (<http://www.usdoj.gov/usao/pae/Documents/defy.htm>)

## Appendix D: Select Philadelphia Community Resources

- After School Activities Partnerships (ASAP), [www.phillyasap.org](http://www.phillyasap.org)
- Anti-Violence Partnership, [www.avpphila.org](http://www.avpphila.org)
- Big Brothers/Big Sisters of South Eastern Pennsylvania, [www.bbssepa.org](http://www.bbssepa.org)
- Black Alliance for Educational Options, [www.philadelphia.baeo.org](http://www.philadelphia.baeo.org)
- Blueprint for a Safer Philadelphia, <http://phillyblueprint.com>
- Byron Story Foundation (day treatment, violence prevention), [www.byronstoryfnd.com](http://www.byronstoryfnd.com)
- CeaseFire PA, [www.ceasefirepa.org](http://www.ceasefirepa.org)
- City Wide Youth Leadership Agency , 215-765-5504
- Communities in Schools, [www.cisphl.org](http://www.cisphl.org)
- Concerned Black Men, 215-276-2806
- Don't Fall Down in the Hood, 215-572-7252
- Education, Children and Youth Committee (ECY), 215-851-1915
- End Violence Project, [www.endviolence.org](http://www.endviolence.org)
- Equality Forum, 215-732-3378
- FBI and Philadelphia Police Violent Crimes Task Force, 215-418-4000
- Greater Philadelphia Urban Affairs Coalition, [www.gpuac.org](http://www.gpuac.org)
- Guardian Angels, 215-783-0180, [www.guardianangels.org](http://www.guardianangels.org)
- House of Umoja, 215-473-5893
- M.A.R.S (Males Achieving Responsibility Successfully), 267-386-4613
- Men United For a Better Philadelphia, 215-236-3372, [www.menunited.org](http://www.menunited.org)
- Mothers in Charge, 215 438-4140, [www.mothersincharge.org](http://www.mothersincharge.org)
- Mothers United Through Tragedy, [www.stolendreams.org](http://www.stolendreams.org)
- Philadelphia Anti-Drug / Anti-Violence Network, 215-940-0550, [www.paannetwork.org](http://www.paannetwork.org)
- Philadelphia Comprehensive Center for Fathers, [www.gpuac.org/programs/programs\\_wd\\_1.html](http://www.gpuac.org/programs/programs_wd_1.html)
- Philadelphia Department of Behavioral Health, 215-585-5400
- Philadelphia District Attorney's Office, 215-686-8000
- Philadelphia Faith Based Initiative, 215-686-3905
- Philadelphia Mural Arts program, 215-685-0750
- Philadelphia Police Explorers, 215-685-8160, [police.explorers@phila.gov](mailto:police.explorers@phila.gov)
- Philadelphia Reads, [www.phila.gov/philareads](http://www.phila.gov/philareads)
- Philadelphia Safe and Sound, 215-568-0737, [www.philasafesound.org](http://www.philasafesound.org)
- Philadelphia Town Watch, 215-686-1453, [www.phila.gov/townwatch](http://www.phila.gov/townwatch)
- Philadelphia Youth Network, 267-502-3800, [www.workreadyphila.com](http://www.workreadyphila.com)
- Police Athletic League of Philadelphia (PAL), [www.phillypal.com](http://www.phillypal.com)
- Recreation Centers in Philadelphia , 215-683-3600, [www.phila.gov](http://www.phila.gov)
- Riverbend Environmental Education Center, [www.riverbendeec.org](http://www.riverbendeec.org)
- Runaway Youth Program, 800-371-SAFE Student Anti-Violence Education (SAVE), [www.avp@avpphila.org](mailto:www.avp@avpphila.org)
- Suicide Hotline, 215-686-4420
- Teenshop, [www.teenshop.org](http://www.teenshop.org)
- The Purple Hat Gang, [www.judithkristen.com/purple%20main2.html](http://www.judithkristen.com/purple%20main2.html)
- The Village of Arts & Humanities, [www.villagearts.org](http://www.villagearts.org)
- United Way, (800) MENTOR-3
- Women Against Abuse, 215-386-7777
- Women Organized Against Rape, 215-985-3333
- Work-Stream Educational Options Program, 215-851-1776
- Youth Violence Intervention Project, 215-763-1805, [www.menunited.org](http://www.menunited.org)

## Appendix E: Philadelphia Police Department

The Philadelphia Police Department is one of the nation's oldest and largest forces. There are approximately 6,600 officers who patrol a 143 square-mile area. There are 23 patrol districts and special units, including SWAT, K-9, and community relations. The Department's budget is approximately \$500 million.

- The **Police Advisory Commission** is the official civilian oversight agency of the City of Philadelphia for the Philadelphia Police Department. The general mission of the Commission is to improve the relationship between the police department and the community.
- Many police districts have a **Police Department Advisory Committee (PDAC)** that helps serve as a liaison between the community and the police department. PDAC volunteers include block captains Community Development Corporation (CDC) members and other community leaders.
- Some districts hold **community workshops**. For example, Officer Michael Davis of the 18<sup>th</sup> Police District conducts a monthly session with community members. Attendance typically ranges from 30-50 people. This setting could provide a forum to address concerns, conduct training exercises and foster greater understanding and appreciation of the daily demands felt by community members and police officers.
- The Philadelphia police department sponsors a **Ride-A-Long program** which allows community members to ride with an on-duty police officer.
- The **Police Athletic League of Philadelphia (PALS)** is “cops helping kids” and provides activities and mentoring opportunities for youth in the community. With 27 centers across the city, it services almost 26,000 children with educational and recreational programs free of charge. ([www.phillypal.com](http://www.phillypal.com))
- **Town Watch** community associations, such as the Cobbs Creek Town Watch, work closely with both the Police Department and the Block Captain Associations to monitor suspicious activity on the streets.

## Appendix F: Philadelphia Department of Recreation

### History of the Department

- First public recreation facility was Starr Garden (a playground) built in 1908.
- Initially formed as the Public Playgrounds Committee as established in 1910: Charged with the goal of establishing the city's need for public playgrounds
- Replaced by the Department of Recreation as created by the Ordinance of June 1911; it was controlled by a board of 7 directors who included the mayor
- Created a new Bureau of Recreation under the auspices of the Department of Public Welfare under the Charter of 1919
- Re-created the Department of Recreation under the City Charter of 1951

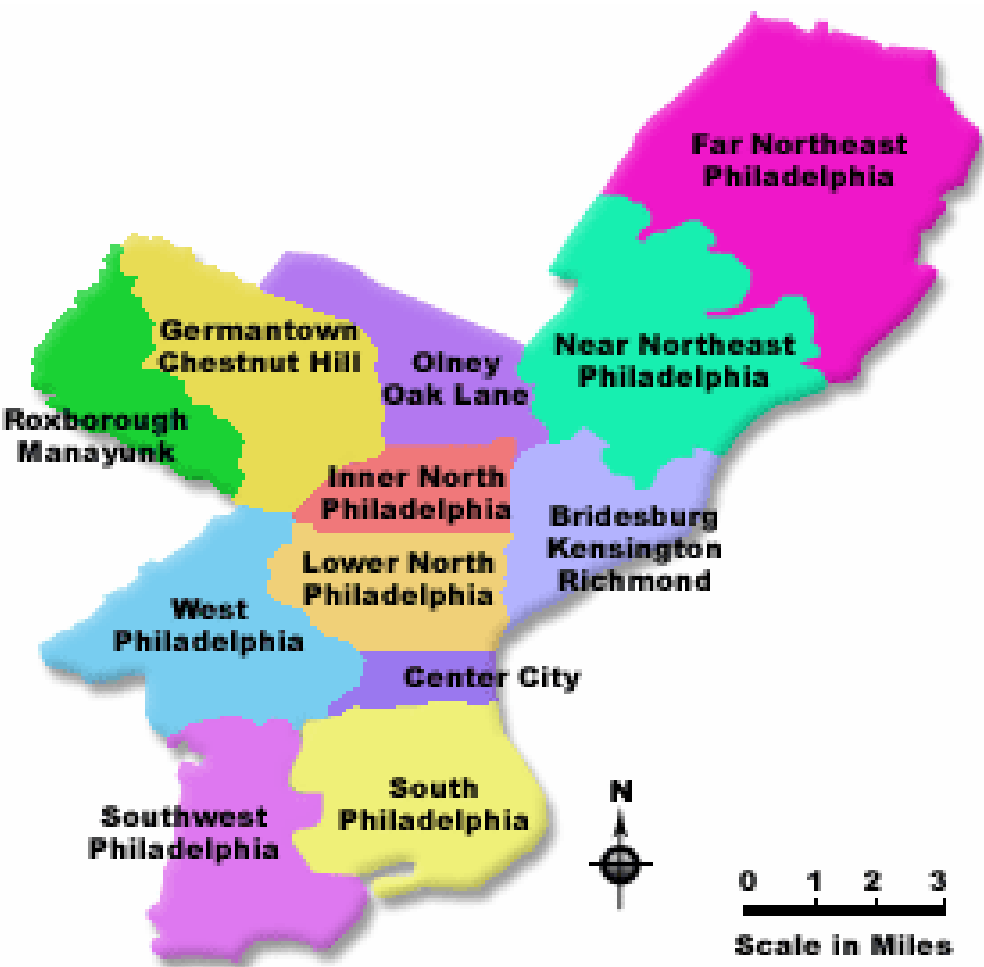
### Current Affairs

- Over 10,000 acres, almost 12%, of Philadelphia is parkland
- FY2006 Department of Recreation funding was \$14.46M. Philadelphia spends \$50 per resident on park-related expenditures, compared to Washington D.C. which spends \$155, and Chicago which spends \$131 per resident.

### Management

- City is divided into 8 districts. District 8 encompasses West Philadelphia ([http://www.phila.gov/recreation/facilities/District\\_Eight.html](http://www.phila.gov/recreation/facilities/District_Eight.html))
- Six large physical recreation centers in West Philadelphia (5) and SW Philadelphia (1), plus multiple playgrounds and parks (though Fairmont Park is run by the Parks Department)

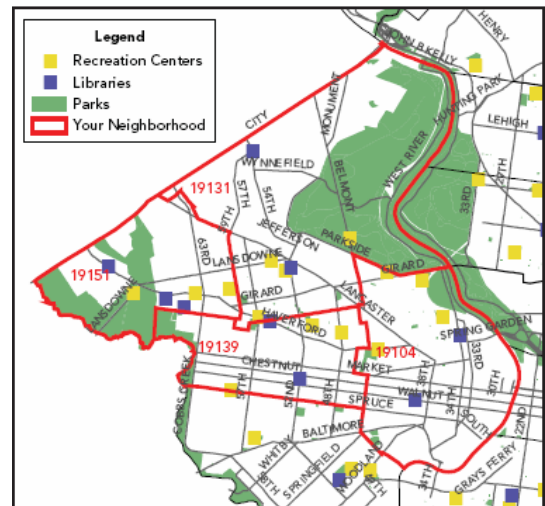
# Appendix G: City of Philadelphia Map



## Appendix H: West Philadelphia Demographics

From the West Philadelphia Community Report Card 2005, Children's Commission and Philadelphia Safe and Sound.

- **West Philadelphia** is a 4-zip-code area of the city (19104, 19131, 19139, 19151) bounded by the Schuylkill River, the city's western border with the suburbs, and Southwest Philadelphia (Baltimore Avenue).
- Neighborhoods of West Philadelphia are: Belmont, Carroll Park, Cathedral Park, Cedar Park, Cobbs Creek, Dunlap, Garden Court, Haddington, Haverford North, Mantua, Mill Creek, Overbrook, Overbrook Park, Overbrook Farms, Parkside, Powelton Village, Saunders Park, Spruce Hill, Squirrel Hill, University City, Walnut Hill, Woodland Terrace, Wynnefield, Wynnefield Heights. It is home to several prominent institutions of higher education and hospitals and large parts of Fairmount Park, the Zoo, and the Mann Music Center.

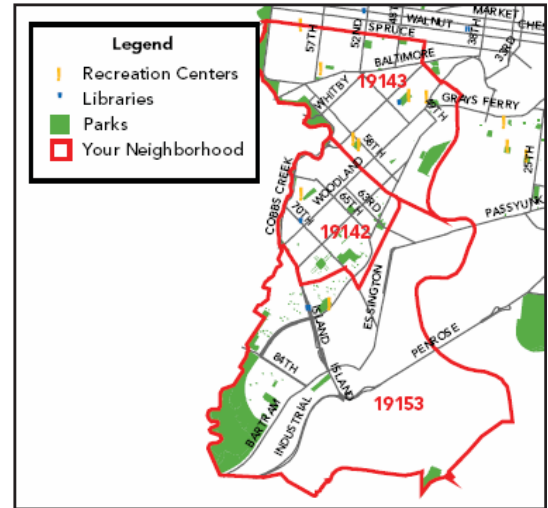


- **Demographics**
  - 220,000 residents; 34,385 families (majority in 19131 and 19139)
  - 39,608 youth (<18)
  - 73% of residents are African American; 19% are Caucasian
  - 72% of residents graduated high school or obtained a GED
  - 85% of adults are employed
  - 33% of those filing taxes received the Earned Income Tax Credit
  - 60% of families are headed by a single adult
  - 48% of homes are occupied by their owner
  - In 2003, the average home sold for \$61,759
- **Community Capital**
  - 15 Recreation Centers
  - 31 Philadelphia Public Schools
  - At Least 140 After School Programs
  - 9 Libraries
  - 97 Licensed Child Care Centers
- **School Statistics**
  - The 2004 attendance level in the West Philadelphia area was 85.8% which is below the citywide rate of 87.2%.
  - In 2004, 27.8% of West Philadelphia's youth dropped out of high school within four years of entering 9th grade. (Citywide dropout rate: 26.2%)
  - In 2004, 51.3% of public high school students graduated within four years of entering 9th grade in West Philadelphia (Citywide: 54.6%).
  - ZIP code 19151 outperforms the rest of West Philadelphia. The attendance rate was 87.7% and graduation rate was 60.6% in 2004 (but lower than the 63.2% reported in 2003).
- **Maternity**
  - Birth rate for young women 15-17 (2003): 51.2 births per 1,000 girls (Citywide rate: 45.5 births per 1,000 girls)
  - Adolescent birth rates in ZIP codes 19151 and 19131 were below the citywide rate. In contrast, adolescent birth rates in ZIP codes 19139 and 19104 were above the citywide rate.
- **Crime Statistics**
  - This region accounted for 14% of all 2004 arrests for drug-related offenses for this age group in the city.
  - This region accounted for almost 19% of all gunshot wound victims in that age group in 2004. The number of gunshot wound victims ages 7-24 in the West Philadelphia region increased from 143 in 2003 to 155 in 2004. Only ZIP code 19104 saw a decrease in this number between 2003 and 2004, dropping 31% from 48 to 33 victims.
  - In 2004, 20 people 7-24 years were victims of homicides in West Philadelphia, accounting for 19% of citywide total of 106.
- **Neglect and Abuse**
  - West Philadelphia saw an overall improvement in child abuse and serious neglect (identified by the city as Child Protective Services or CPS cases) between 1999 and 2004, declining by almost 27% during that period.
  - General protective services (GPS) cases have increased by 86% from 1999 (294 cases) to 2004 (547 cases) in West Philadelphia. (Citywide: increased 67%). General Protective Services (GPS) cases indicate an incident of child neglect or where there is a potential to harm but there are no apparent physical injuries to the child. GPS referrals and services provide an earlier intervention to families in an effort to prevent problems from escalating to serious abuse. Increases may be due to efforts to intervene earlier with troubled families.

# Appendix I: Southwest Philadelphia Demographics

From the Southwest Philadelphia Community Report Card 2005, Children’s Commission and Philadelphia Safe and Sound.

- **Southwest Philadelphia** is a 3-zip-code area of the city (19142, 19143, 19153) bounded by Baltimore Avenue and West Philadelphia on the north (or the R3 tracks), Cobbs Creek and the suburbs to the west, the Schuylkill River (Gray’s Ferry and South Philadelphia) to the east, and PHL airport and Delaware County to the south.
- Neighborhoods of Southwest Philadelphia are: Angora, Bartram Village, Clearview, Kingsessing, Eastwick, Elmwood Park, Hedgerow, Mount Moriah, Paschall, Penrose, Southwest Schuylkill, and the industrial areas near the airport and PHL itself. Southwest Philadelphia is home to the nation’s oldest botanical gardens; ironically, less than 1% of Southwest is covered by trees, giving it one of the lowest ratios of shade tree cover in the city.
- **Demographics**
  - 80,000 residents; 27,029 families (majority in 19143)
  - 33,132 youth (<18)
  - 78% of residents are African American; 16% Caucasian; 3.5% Asian American
  - 70% of residents graduated high school or obtained a GED
  - 86% of adults are employed
  - 39% of those filing taxes received the Earned Income Tax Credit
  - 15,543 families are headed by a single adult
  - 62% of homes are occupied by their owner
  - In 2003, the average home sold for \$50,586
- **Community Capital**
  - 7 Recreation Centers
  - 22 Philadelphia Public Schools
  - At least 64 After School Programs
  - 4 Libraries
  - 59 Licensed Child Care Centers
- **School Statistics**
  - In 2004, fewer Southwest public school students graduated on-time (51%) and more Southwest students dropped out within four years (27.1%) than public school students throughout the City (55% and 26.2%, respectively).
  - The 2004 attendance level in the Southwest area was 86.0%, just below the citywide level of 87.2%. The 19153 ZIP code area had an attendance rate of 89.5% and was the only ZIP code in this area to exceed the citywide level.
  - Within the Southwest area ZIP codes, the graduation rates varied significantly in 2004. The graduation rates in ZIP codes 19142, 19143 and 19153 in 2004 were 47%, 51%, and 68%, respectively.
- **Maternity Statistics**
  - Birth rate (2003): 65 births per 1,000 girls aged 15-17. (Citywide: 46 per 1,000 girls)
- **Crime Statistics**
  - In 2004, 11% of the City’s young gunshot victims and 17% of youth homicides occurred in the Southwest. Juvenile arrests for drug-related offenses increased in 2003 and 2004, after a decline between 2001 and 2002.
  - The number of gunshot wound victims ages 7-24 in the Southwest region increased to a high of 120 in 2003, then fell in 2004 to 92, about the same level as 2001. ZIP code 19143, with the highest population of young people in this section of the City, has consistently had the highest number of victims. In 2004, there were 830 gunshot wound victims ages 7-24 citywide. The Southwest accounted for 11% of those in 2004.
  - 18 people ages 7-24 were victims of homicides in Southwest in 2004, accounting for 17% of the citywide total of 106.
  - Juvenile arrests: 223 arrests in 2004 were higher than the previous two years, but lower than the high of 253 in 2001. The small increase in 2004 contrasted with the 3.5% citywide decrease in the number of youth arrested for drug-related offenses. In 2004, ZIP code area 19143 had 130 arrests, one of the highest drug-related juvenile arrest levels in the City.
- **Neglect and Abuse**
  - Child protective services (CPS) cases: From 2000 to 2004, CPS cases in the 19143 ZIP code area have been reduced by 37%, from 116 to 73 cases.
  - General Protective Services (GPS) cases: increased by 82% from 1999 (273 cases) to 2004 (497 cases) in Southwest Philadelphia. Citywide, the number of GPS cases has increased by 67% over the same period. The 19143 ZIP code represented the largest number of families in the region, and the largest volume of CPS cases. It experienced the greatest reduction (15%), dropping from 86 cases in 1999 to 73 cases in 2004. However, only the 19142 ZIP code had more CPS cases in 2004 than in 1999, increasing by three, from 31 to 34.



## Appendix J: Philadelphia Census Statistics

From the U.S. Census Bureau, 2005 American Community Survey, <http://factfinder.census.gov>

<b>Total population (2005)</b>	<b>1,406,415</b>
Male	651,610
Female	754,805
Under 5 years	109,107
5 to 9 years	94,020
10 to 14 years	102,082
15 to 19 years	98,379
20 to 24 years	97,540
25 to 34 years	194,635
35 to 44 years	200,704
45 to 54 years	192,782
55 to 59 years	79,831
60 years and over	237,335
<b>Race</b>	
One race	1,385,444
White	607,353
Black or African American	641,060
American Indian and Alaska Native	10,520
Asian	75,574
Native Hawaiian and Other Pacific Islander	1,441
Some other race	94,511
Hispanic or Latino (of any race)	146,856
<b>Total households</b>	<b>565,433</b>
Family households (families)	321,706
With own children under 18 years	148,888
Married-couple families	156,130
With own children under 18 years	61,847
Male householder, no wife present	37,688
With own children under 18 years	14,675
Female householder, no husband present	127,888
With own children under 18 years	72,366
Nonfamily households	243,727
Householder living alone	207,903
65 years and over	67,007
Households with one or more people under 18 years	179,684
Households with one or more people 65 years and over	142,320
<b>GRANDPARENTS</b>	
<b>Number of grandparents living with own grandchildren under 18 years in households</b>	<b>41,100</b>
Responsible for grandchildren	16,578
Years responsible for grandchildren	
Less than 1 year	2,722
1 or 2 years	5,291
3 or 4 years	2,052
5 or more years	6,513

<b>SCHOOL ENROLLMENT</b>	
<b>Population 3 years and over enrolled in school</b>	<b>391,114</b>
Nursery school, preschool	21,220
Kindergarten	15,866
Elementary school (grades 1-8)	161,058
High school (grades 9-12)	85,451
College or graduate school	107,519

<b>EDUCATIONAL ATTAINMENT</b>	
<b>Population 25 years and over</b>	<b>905,287</b>
Less than 9th grade	56,079
9th to 12th grade, no diploma	138,472
High school graduate (includes equivalency)	327,901
Some college, no degree	141,579
Associate's degree	45,629
Bachelor's degree	110,110
Graduate or professional degree	85,517
Percent high school graduate or higher	78.5%
Percent bachelor's degree or higher	21.6%

<b>EMPLOYMENT STATUS</b>	
<b>Population 16 years and over</b>	<b>1,078,828</b>
<b>In labor force</b>	<b>634,893</b>
Civilian labor force	634,317
Employed	555,888
Unemployed	78,429
Armed Forces	576
Not in labor force	443,935
<b>Unemployed</b>	<b>12.4%</b>

<b>OCCUPATION</b>	
Management, professional, and related occupations	195,092
Service occupations	113,931
Sales and office occupations	146,190
Farming, fishing, and forestry occupations	1,080
Construction, extraction, maintenance and repair occupations	33,406
Production, transportation, and material moving occupations	66,189

<b>INDUSTRY</b>	
Agriculture, forestry, fishing and hunting, and mining	1,689
Construction	23,775
Manufacturing	45,804
Wholesale trade	13,766
Retail trade	50,255
Transportation and warehousing, and utilities	33,824
Information	11,726
Finance and insurance, and real estate and rental and leasing	40,532
Professional, scientific, and management, and administrative and waste management services	58,451
Educational services, and health care, and social assistance	158,398
Arts, entertainment, and recreation, and accommodation, and food services	43,517
Other services, except public administration	28,794
Public administration	45,357

<b>INCOME AND BENEFITS (IN 2005 INFLATION-ADJUSTED DOLLARS)</b>	
<b>Total households</b>	<b>565,433</b>
Less than \$10,000	92,718
\$10,000 to \$14,999	52,626

\$15,000 to \$24,999	84,322
\$25,000 to \$34,999	67,502
\$35,000 to \$49,999	84,434
\$50,000 to \$74,999	91,549
\$75,000 to \$99,999	45,162
\$100,000 to \$149,999	29,998
\$150,000 to \$199,999	9,701
\$200,000 or more	7,421
Median household income (dollars)	32,573
Mean household income (dollars)	44,578
<b>Families' Income</b>	<b>321,706</b>
Less than \$10,000	35,959
\$10,000 to \$14,999	23,454
\$15,000 to \$24,999	44,363
\$25,000 to \$34,999	40,199
\$35,000 to \$49,999	49,650
\$50,000 to \$74,999	59,434
\$75,000 to \$99,999	32,767
\$100,000 to \$149,999	23,766
\$150,000 to \$199,999	6,465
\$200,000 or more	5,649
Median family income (dollars)	40,534
Mean family income (dollars)	51,619
Per capita income (dollars)	19,140

## Appendix K: Neighborhood Data for West and Southwest Philadelphia

From the Philadelphia Neighborhood Information System, University of Pennsylvania, [http://cml.upenn.edu/project\\_areas/nis.htm](http://cml.upenn.edu/project_areas/nis.htm)

Description	Year	Philadelphia	19104	19131	19139	19151	W. Phila	19142	19143	19153	SW. Phila
Total Properties, Number	2006	567,884	11,714	14,912	16,413	10,977	54,016	11,927	25,961	3,484	41,372
Residential Properties, Number	2006	454,749	7,594	12,174	13,842	10,031	43,641	10,808	23,165	2,840	36,813
Residential Properties, Percent	2006	80.08%	64.83%	81.64%	84.34%	91.38%		90.62%	89.23%	81.52%	
Commercial Properties, Number	2006	24,871	774	470	860	351	2,455	350	701	183	1,234
Commercial Properties, Percent	2006	4.38%	6.61%	3.15%	5.24%	3.20%		2.93%	2.70%	5.25%	
Multifamily Properties, Number	2006	17,649	775	553	591	297	2,216	22	626	197	845
Multifamily Properties, Percent	2006	3.11%	6.62%	3.71%	3.60%	2.71%		0.18%	2.41%	5.65%	
Industrial Properties, Number	2006	5,133	74	68	36	20	198	58	93	72	223
Industrial Properties, Percent	2006	0.90%	0.63%	0.46%	0.22%	0.18%		0.49%	0.36%	2.07%	
Stores with Dwellings, Number	2006	6,736	191	214	530	175	1,110	129	369	1	499
Stores with Dwellings, Percent	2006	1.19%	1.63%	1.44%	3.23%	1.59%		1.08%	1.42%	0.03%	
Vacant Land Parcels, Number	2006	41,774	2,216	833	933	146	4,128	662	1,077	235	1,974
Vacant Land Parcels, Percent	2006	7.36%	18.92%	5.59%	5.68%	1.33%		5.55%	4.15%	6.75%	
Residential Detached Houses, Number	2006	27,664	83	495	47	354	979	134	121	137	392
Residential Detached Houses, Percent	2006	4.87%	0.71%	3.32%	0.29%	3.22%		1.12%	0.47%	3.93%	
Residential Semi-Detached Houses, #	2006	70,347	1,062	1,322	1,369	1,230	4,983	537	3,505	181	4,223
Residential Semi-Detached Houses, %	2006	12.39%	9.07%	8.87%	8.34%	11.21%		4.50%	13.50%	5.20%	
Residential Rowhouses, Number	2006	356,738	6,449	10,357	12,426	8,447	37,679	10,137	19,539	2,522	32,198
Residential Rowhouses, Percent	2006	62.82%	55.05%	69.45%	75.71%	76.95%		84.99%	75.26%	72.39%	
Condominiums, Number	2006	23,109	67	704	0	41	812	0	183	0	183
Condominiums, Percent	2006	4.07%	0.57%	4.72%	0.00%	0.37%		0.00%	0.70%	0.00%	
Taxable Properties, Number	2006	537,128	9,573	14,206	15,209	10,813	49,801	11,677	24,810	3,314	39,801
Tax Exempt Properties, Percent	2006	5.42%	18.28%	4.73%	7.34%	1.49%		2.10%	4.43%	4.88%	
City-owned Properties, Number	2006	18,668	1,429	435	878	47	2,789	173	736	126	1,035
City-owned Properties, Percent	2006	3.29%	12.20%	2.92%	5.35%	0.43%		1.45%	2.84%	3.62%	
PHA-owned Properties, Number	2006	5,912	447	121	375	20	963	28	393	1	422
PHA-owned Properties, Percent	2006	1.04%	3.82%	0.81%	2.28%	0.18%		0.23%	1.51%	0.03%	
RDA-owned Properties, Number	2006	4,007	496	94	293	1	884	52	91	96	239
RDA-owned Properties, Percent	2006	0.71%	4.23%	0.63%	1.79%	0.01%		0.44%	0.35%	2.76%	
State/Federal-owned Properties, Number	2006	1,590	105	26	29	4	164	16	69	4	89
State/Federal-owned Properties, Percent	2006	0.28%	0.90%	0.17%	0.18%	0.04%		0.13%	0.27%	0.11%	
Residential Sales, Number	2005	32,771	479	622	761	650	2,512	1,150	1,342	160	2,652
Residential Sale Price, Median	2005	86,000	48,000	50,500	37,000	85,000	220,500	55,250	43,500	124,900	223,650
Unsold Properties, Number	2006	98,713	2,722	3,314	3,715	1,601	11,352	1,174	6,186	513	7,873
Unsold Properties, Percent	2006	17.38%	23.24%	22.22%	22.63%	14.59%		9.84%	23.83%	14.72%	
Fires on Property, Number, 1/1/2006	2006	27,404	1,233	797	1,296	365	3,691	538	1,467	120	2,125
Arson/Incendiary Fires, Percent, 1/1/2006	2006	36.14%	34.71%	28.11%	38.97%	20.82%		33.46%	30.74%	28.33%	

Fires on Property, Number	2005	1,790	100	40	89	42	271	53	96	8	157
Arson/Incendiary Fires, Number	2005	570	53	17	26	8	104	17	26	2	45
Arson/Incendiary Fires, Percent	2005	31.84%	53.00%	42.50%	29.21%	19.05%		32.08%	27.08%	25.00%	
L+I Demolition Pending, Number	2005	15,428	830	429	657	142	2,058	193	861	12	1,066
L+I Demolition Pending, Percent	2005	2.72%	7.09%	2.88%	4.00%	1.29%		1.62%	3.32%	0.34%	
L+I Demolished Properties, Number	2005	17,716	1,105	427	538	62	2,132	224	680	9	913
L+I Demolished Properties, Percent	2005	3.12%	9.43%	2.86%	3.28%	0.56%		1.88%	2.62%	0.26%	
L+I Clean/Sealed Properties, Number	2005	53,261	3,057	1,491	2,286	344	7,178	1,009	2,786	72	3,867
L+I Clean/Sealed Properties, Percent	2005	9.38%	26.10%	10.00%	13.93%	3.13%		8.46%	10.73%	2.07%	
L+I Housing Code Violation Properties	2005	119,695	5,414	3,354	4,894	1,287	14,949	2,201	6,451	395	9,047
L+I Housing Code Violation Properties %	2005	21.08%	46.22%	22.49%	29.82%	11.72%		18.45%	24.85%	11.34%	
L+I Demolished Properties, Number	2004	215	7	7	17	0		2	6	0	8
L+I Demolished Properties, Percent	2004	0.04%	0.06%	0.05%	0.10%	0.00%		0.02%	0.02%	0.00%	
L+I Housing Code Violation Properties	2004	112,495	5,235	3,054	4,585	1,144	14,018	1,972	6,003	344	8,319
L+I Housing Code Violation Properties %	2004	19.91%	44.37%	20.46%	27.92%	10.42%		16.53%	23.11%	9.88%	
Vacant Properties, L+I Survey, Number	2000	59,457	3,043	1,380	2,094	421	6,938	852	2,472	129	3,453
Vacant Properties, L+I Survey, Percent	2000	10.51%	25.72%	9.09%	12.74%	3.78%		7.14%	9.49%	3.70%	
Vacant Buildings, L+I Survey, Number	2000	28,894	1,236	797	1,511	333	3,877	566	1,815	15	2,396
Vacant Buildings, L+I Survey, Percent	2000	5.11%	10.45%	5.25%	9.20%	2.99%		4.74%	6.97%	0.43%	
Vacant Residential, L+I Survey, Number	2000	25,785	1,151	751	1,392	272	3,566	542	1,690	12	2,244
Vacant Residential, L+I Survey, Percent	2000	4.56%	9.73%	4.95%	8.47%	2.44%		4.54%	6.49%	0.34%	
Vacant Commercial, L+I Survey, Number	2000	187	10	2	9	0	21	2	23	0	25
Vacant Commercial, L+I Survey, Percent	2000	0.03%	0.08%	0.01%	0.05%	0.00%		0.02%	0.09%	0.00%	
Vacant Large Buildings, L+I Survey	2000	2,922	75	44	110	61	290	22	102	3	127
Vacant Large Buildings, L+I Survey %	2000	0.52%	0.63%	0.29%	0.67%	0.55%		0.18%	0.39%	0.09%	
Vacant Land, L+I Survey, Number	2000	30,563	1,807	583	583	88	3,061	286	657	114	1,057
Vacant Land, L+I Survey, Percent	2000	5.40%	15.27%	3.84%	3.55%	0.79%		2.40%	2.52%	3.27%	
Lien Sales for Delinquent Taxes, Number	2006	14,772	1,413	648	837	132	3,030	451	1,168	16	1,635
Lien Sales for Delinquent Taxes, Percent	2006	2.60%	12.06%	4.35%	5.10%	1.20%		3.78%	4.50%	0.46%	
Lien Sales for Delinquent Taxes, Number	2005	15,579	1,467	668	874	142	3,151	460	1,220	16	1,696
Lien Sales for Delinquent Taxes, Percent	2005	2.75%	12.47%	4.47%	5.33%	1.29%		3.85%	4.70%	0.47%	
Water Service Discontinued, Number	2006	39,831	2,272	811	1,140	146	4,369	387	1,023	91	1,501
Water Service Discontinued, Percent	2006	7.01%	19.40%	5.44%	6.95%	1.33%		3.24%	3.94%	2.61%	
PWD Senior Discount Program, Number in	2006	20,771	239	593	788	449	2,069	287	1,258	99	1,644
PWD Senior Discount Program, Percent in	2006	3.66%	2.04%	3.98%	4.80%	4.09%		2.41%	4.85%	2.84%	
Water Service Shutoffs, Number	2006	11,648	358	489	692	175	1,714	316	960	39	1,315
Water Service Shutoffs, Percent	2006	2.05%	3.06%	3.28%	4.22%	1.59%		2.65%	3.70%	1.12%	
Water Service Suspended, Number	2006	1,082	64	31	29	8	132	9	62	0	71
Water Service Suspended, Percent	2006	0.19%	0.55%	0.21%	0.18%	0.07%		0.08%	0.24%	0.00%	
PWD Assistance Program, Number in	2006	7,287	196	296	324	159	975	239	664	25	928
PWD Assistance Program, Percent in	2006	1.28%	1.67%	1.98%	1.97%	1.45%		2.00%	2.56%	0.72%	
Water Service Discontinued, Number	2005	38,071	2,230	717	1,071	128	4,146	356	950	85	1,391
Water Service Discontinued, Percent	2005	6.73%	18.95%	4.80%	6.52%	1.16%		2.98%	3.66%	2.43%	

PWD Senior Discount Program, Number	2005	27,283	391	842	1,182	624	3,039	416	1,631	125	2,172
PWD Senior Discount Program, Percent	2005	4.82%	3.33%	5.64%	7.20%	5.68%		3.49%	6.28%	3.57%	
Water Service Shutoffs, Number	2005	17,974	565	762	1,023	268	2,618	518	1,492	53	2,063
Water Service Shutoffs, Percent	2005	3.18%	4.80%	5.10%	6.23%	2.44%		4.35%	5.75%	1.53%	
Water Service Suspended, Number	2005	1,104	63	32	29	8	132	9	65	0	74
Water Service Suspended, Percent	2005	0.20%	0.54%	0.21%	0.18%	0.07%		0.07%	0.25%	0.00%	
Short-term Vacant, PWD, Number	2005	26,936	1,453	771	1,151	198	3,573	400	1,651	25	2,076
Short-term Vacant, PWD, Percent	2005	4.76%	12.35%	5.17%	7.01%	1.80%		3.35%	6.36%	0.72%	
PWD Assistance Program, Number	2005	6,456	165	263	289	133	850	211	615	14	840
PWD Assistance Program, Percent	2005	1.14%	1.40%	1.76%	1.76%	1.21%		1.76%	2.37%	0.41%	
Vacant Properties, USPS, Number	2005	23,981	1,038	785	1,551	330	3,704	461	1,955	11	2,427
Vacant Properties, USPS, Percent	2005	4.24%	8.82%	5.26%	9.45%	3.01%		3.87%	7.53%	0.32%	
PGW Serviced Properties, Number	1999	527,057	12,513	14,338	17,503	12,092	56,446	11,359	26,844	3,323	41,526
PGW Crisis Grants, Number receiving	1999	8,453	250	298	469	181	1,198	216	818	20	1,054
PGW Crisis Grants, Percent receiving	1999	1.60%	2.00%	2.08%	2.68%	1.50%		1.90%	3.05%	0.60%	
PGW Senior Discount Program, Number in	1999	89,685	971	2,210	2,846	2,180	8,207	1,676	3,498	482	5,656
PGW Senior Discount Program, Percent in	1999	17.02%	7.76%	15.41%	16.26%	18.03%		14.75%	13.03%	14.50%	
Gas Service Shutoffs, Number	1999	36,269	1,857	1,316	2,105	569	5,847	685	2,609	49	3,343
Gas Service Shutoffs, Percent	1999	6.88%	14.84%	9.18%	12.03%	4.71%		6.03%	9.72%	1.47%	
Population, Number, 2000	2000	1,517,550	49,890	47,615	42,259	31,255	171,019	30,790	72,371	10,666	113,827
Population, Net Change, 1990-2000	2000	-68,027	-686	-1,757	-5,078	544	-6,977	-156	-8,611	-1,008	-9,775
Population, Percent Change, 1990-2000	2000	-4	-1	-4	-11	2		-1	-11	-9	-21
African Americans, Number, 2000	2000	655,824	25,407	36,814	39,574	22,436	124,231	16,468	65,447	6,753	88,668
African Americans, Percent, 2000	2000	43.22%	50.93%	77.32%	93.65%	71.78%		53.48%	90.43%	63.31%	
A. Americans, Net Change, 1990-2000	2000	23,888	-1,425	-1,380	-3,735	9,041	2,501	10,294	-7,136	1,017	4,175
A. Americans, % Change, 1990-2000	2000	3.78%	-5.31%	-3.61%	-8.62%	67.50%		166.73%	-9.83%	17.73%	
Asians, Number, 2000	2000	67,654	6,065	1,137	471	526	8,199	3,008	785	197	3,990
Asians, Percent, 2000	2000	4.46%	12.16%	2.39%	1.11%	1.68%		9.77%	1.08%	1.85%	
Asians, Net Change, 1990-2000	2000	25,498	1,945	635	-534	-129	1,917	1,806	-324	2	1,484
Asians, Percent Change, 1990-2000	2000	60.48%	47.21%	126.49%	-53.13%	-19.69%		150.25%	-29.22%	1.03%	
Hispanics, Number, 2000	2000	128,928	1,492	817	498	586	3,393	683	1,001	213	1,897
Hispanics, Percent, 2000	2000	8.50%	2.99%	1.72%	1.18%	1.87%		2.22%	1.38%	2.00%	
Hispanics, Net Change, 1990-2000	2000	39,735	384	265	40	145	834	385	229	57	671
Hispanics, Percent Change, 1990-2000	2000	44.55%	34.66%	48.01%	8.73%	32.88%		129.19%	29.66%	36.54%	
Whites, Number, 2000	2000	683,267	16,322	8,302	1,192	7,255	33,071	10,347	4,180	3,383	17,910
Whites, Percent, 2000	2000	45.02%	32.72%	17.44%	2.82%	23.21%		33.61%	5.78%	31.72%	
Whites, Net Change, 1990-2000	2000	-165,319	-1,908	-1,640	-1,189	-8,826	-13,563	-12,854	-2,038	-2,162	-17,054
Whites, Percent Change, 1990-2000	2000	-19.48%	-10.47%	-16.50%	-49.94%	-54.88%		-55.40%	-32.78%	-38.99%	
Other Races, Number, 2000	2000	72,429	602	238	213	238	1,291	230	374	75	679
Other Races, Percent, 2000	2000	4.77%	1.21%	0.50%	0.50%	0.76%		0.75%	0.52%	0.70%	
Other Races, Net Change, 1990-2000	2000	14,350	518	187	170	200	1,075	214	288	62	564
Other Races, Percent Change, 1990-2000	2000	24.71%	616.67%	366.67%	395.35%	526.32%		1337.50%	334.88%	476.92%	21
Children < 18, Number, 2000	2000	383,469	7,912	10,600	12,112	8,543	39,167	10,508	20,661	2,404	33,573

Children < 18, Percent, 2000	2000	25.27%	15.86%	22.26%	28.66%	27.33%		34.13%	28.55%	22.54%	
Children under 18, Net Change, 1990-2000	2000	4,048	-432	72	184	2,116	1,940	2,082	-879	-138	1,065
Children < 18, % Change, 1990-2000	2000	1.07%	-5.18%	0.68%	1.54%	32.92%		24.71%	-4.08%	-5.43%	
Households, Number	2000	590,071	16,856	19,383	16,861	11,983	65,083	10,569	27,059	4,600	42,228
Household Income, Median	2000	30,746	14,842	26,754	20,782	32,711	95,089	25,805	25,097	35,118	86,020
Income Below 100% Poverty Level, #	2000	336,177	16,784	10,902	12,736	4,720	45,142	8,711	18,838	1,548	29,097
Income Below 100% Poverty Level, Rate	2000	22.15%	33.64%	22.90%	30.14%	15.10%		28.29%	26.03%	14.51%	
Income Below 200% Poverty Level, #	2000	636,581	25,743	20,075	23,755	11,068	80,641	17,330	36,319	3,416	57,065
Income Below 200% Poverty Level, Rate	2000	41.95%	51.60%	42.16%	56.21%	35.41%		56.28%	50.18%	32.03%	
High School Diploma, Over 25, Number	2000	322,059	5,874	8,962	9,149	6,241	30,226	6,727	15,446	2,568	24,741
High School Diploma, Over 25, Rate	2000	33.33%	27.81%	28.93%	34.76%	32.14%		38.83%	34.49%	34.99%	
Bachelor's Degree, Over 25, Number	2000	99,936	2,649	3,845	1,253	2,278	10,025	813	3,093	701	4,607
Bachelor's Degree, Over 25, Rate, 2000	2000	10.34%	12.54%	12.41%	4.76%	11.73%		4.69%	6.91%	9.55%	
Housing Units, Occupied, Number, 2000	2000	590,071	16,856	19,383	16,861	11,983	65,083	10,569	27,059	4,600	42,228
Housing Units, Owner Occupied, Number	2000	349,633	3,864	9,987	8,774	8,366	30,991	7,180	16,431	2,687	26,298
Housing Units, Owner Occupied, Rate	2000	59.25%	22.92%	51.52%	52.04%	69.82%		67.93%	60.72%	58.41%	
Housing Units, Renter Occupied, Number	2000	240,438	12,992	9,396	8,087	3,617	34,092	3,389	10,628	1,913	15,930
Housing Units, Renter Occupied, Rate	2000	40.75%	77.08%	48.48%	47.96%	30.18%		32.07%	39.28%	41.59%	
Mortgage Housing Costs, Monthly, Median	2000	800	662	748	636	776	2,822	650	708	934	2,292
Housing Value, Owner-Occupied, Median	2000	61,000	33,585	50,726	35,079	61,216	180,606	42,202	40,678	77,688	160,568
Rent, Monthly, Median, 2000	2000	569	481	640	450	557	2,128	534	499	669	1,702
Year Structure Built, Median	2000	1945	1946	1944	1942	1944	7,776	1945	1941	1965	5,851
Physical Disabilities, Number, 2000	2000	151,250	3,438	5,138	4,951	2,756	16,283	2,966	7,774	908	11,648
Physical Disabilities, Percent, 2000	2000	9.98%	6.89%	10.81%	11.73%	8.84%		9.64%	10.76%	8.50%	
Owner Households, Income <\$20K, #	2000	92,222	1,372	2,863	3,338	1,830	9,403	2,268	5,430	573	8,271
Owner Households, Income <\$20K, %	2000	26.38%	35.51%	28.67%	38.04%	21.87%		31.59%	33.05%	21.32%	
Owners Paying >30% Inc on Housing, %	2000	22.14%	23.11%	23.65%	26.36%	23.30%		26.28%	24.15%	26.94%	
Renters Paying >30% Income on Rent, %	2000	42.46%	50.15%	44.47%	40.55%	38.51%		49.07%	44.22%	43.91%	

## Appendix L: Urban Planning Considerations by Jane Jacobs

Jane Jacobs wrote *The Death and Life of Great American Cities* in 1961. Her analysis of the strengths and weakness of cities and urban planning continues to be informative. (Pages referenced from 1992 edition)

**“Nothing much ever happens when one helpless little street fights alone some of the most serious problems of a great city” (123)**

“To generate exuberant diversity in a city’s streets and districts, four conditions are indispensable:

1. The district...must serve more than one primary function; preferably more than two. These must insure the presence of people who go outdoors on different schedules and are in the place for different purposes, but who are able to use many facilities in common.
2. Most blocks must be short; that is, streets and opportunities to turn corners must be frequent. [200-400 feet are good; 800 feet is too long; p. 179-181]
3. The district must mingle buildings that vary in age and condition, including a good proportion of old ones so that they vary in the economic yield they must produce. This mingling must be fairly close-grained.
4. There must be a sufficiently dense concentration of people, for whatever purpose they may be there...

... *All* four in combination are necessary to generate city diversity; the absence of any one of the four frustrates a district’s potential.” (150-1)

“The underlying principles for bringing life to a project site itself and to the borders where it must be rejoined with the district are the same as the principles for helping any city area where vitality is low. The planners have to diagnose which conditions for generating diversity are missing here – whether there is a lack of mixed primary uses, whether the blocks are too large, whether there is insufficient mixture in ages and types of buildings, whether the concentration of people is great enough. Then, whatever condition is missing has to be supplied – usually gradually and opportunistically – as best it can be.” (393)

“When sufficient people begin to stay in a slum by choice, several other important things begin to happen. The community itself gains competence and strength, partly from practice and growth of trust, and finally...from becoming less provincial.” (281-2)

“Cities grow the middle class” – they do not bring them back. (282)

“Public housing stands apart from other, logically analogous forms of capitalism and of government partnership which we have evolved; it incorporates the belief that government must take over a facility *purely* because government contributes subsidy funds.” Government as landlord is problematic on multiple levels and competes with private landlords. “The population itself must be cartelized, with people moved from the province of one cartel to another on the basis of the money they make.” Jacobs discusses models for guaranteed rent and other subsidies rather than public housing with government as landlord on pages 324-336.

Cities need a feedback system “to hamper excess duplications at one place, and divert them instead to other places in which they will not be excess duplications, but health additions.” (252) Jacobs recommends these three mechanisms: zoning for diversity, staunchness of public buildings, and competitive diversion and she discusses them on pages 252-256.

“The way to raise a tax base of a city is not at all to exploit to the limit the short-term tax potential of every site. This undermines the long-term tax potential of whole neighborhoods. The way to raise a city’s tax base is to expand the city’s territorial quantity of successful areas.” (254)

“Successful unslumming means that enough people must have an attachment to the slum that they wish to stay, and also means that it must be practical for them to stay. Impracticality is the rock on which many an unslumming slum is wrecked. Impracticality has mostly to do with unavailability of money for improvements, for new buildings, and for commercial enterprises at a time when these needs become urgent and their discouragement crucial.” (287) But, Jacobs make it clear that “cataclysmic money” is not the solution; that is, large influxes of money are not helpful. Rather, she says districts need “gradual money” in the form of mortgages and loans in order to advance. Government-backed mortgages to residents and businesses in areas that banks have “blacklisted” or written off as “hopeless” can turn around the cycle of decline. (299-305)

“Big-city government is today nothing more than little-city government which has been stretched and adapted in quite conservative fashion to handle bigger jobs. This has had strange results, and ultimately destructive results, because big cities pose operational problems that are innately different from those posed by little cities.” (410) Since Jacobs wrote the book in 1961, little has changed in city government.

Jacobs discusses on pages 422-425 the concept of administrative districts in cities and their potential to help – or harm – a city’s progress. She suggests that a population of 50,000 to 200,000 is probably ideal for an administrative district. She writes, “Administrative districts in a big city would promptly begin to act as political creatures, because they would possess real organs of information, recommendation, decision and action. This would be one of the chief advantages of the system.” (422)

Jacobs makes a key distinction between a high-density area of a city and an overcrowded area. (206)

People and adults must be circulating among children playing. Parks, isolated from adults, are not safe. Streets without adults, are not safe. Mixed use of areas, with people walking at different times of day, throughout the day, increases safety and is a better place for children to play – even if this means sidewalks. This implies that without good adult supervision at recreation areas, those places are more dangerous than alternative locations.

**“Vital cities have marvelous innate abilities for understanding, communicating, contriving and inventing what is required to combat their difficulties....** All the apparatus of surgery, hygiene, microbiology, chemistry, telecommunications, public health measures, teaching and research hospitals, ambulances and the like, which people not only in cities but also outside them depend upon for the unending war against premature mortality, are fundamentally products of big cities and would be inconceivable without big cities. The surplus wealth, the productivity, the close-grained juxtaposition of talents that permit society to support advances such as these are themselves products of our organization into cities, and especially into big and dense cities.

“It may be romantic to search for the salves of society’s ills in slow-moving rustic surroundings, or among innocent, unspoiled provincials, if such exist, but it is a waste of time. Does anyone truly suppose that, in real life, answers to any of the great questions that worry us today are going to be come out of homogeneous settlements?

“Dull, inert cities, it is true, do contain the seeds of their own destruction and little else. **But lively, diverse, intense cities contain the seeds of their own regeneration, with energy enough to carry over for problems and needs outside themselves.**” (447-8)

## Appendix M: Block Captain Background

The concept of block captains is one that appears in many cities, but with varying degrees of breadth and depth of activity. In many large and small cities, block captains' official role includes street-level leadership, anti-crime activities, beautification efforts, and organizing meetings of neighbors. Organizing block parties are a common duty of block captains.

In Philadelphia, the official block captain system is administered through Philadelphia More Beautiful (PMB) ([www.phila.gov/streets/pmbc.html](http://www.phila.gov/streets/pmbc.html)) in the City's Streets Department's Sanitation Division. There are thirteen Clean Block Officers in PMB who organize the block captain system. PMB began in 1965 as part of a clean, paint, and fix effort. Over the decades the focus has continued on "combating neighborhood grime" but has grown to have 6,300 block captains (responsible for a street between two other intersecting streets). There are over 9,000 clean-up and beautification activities per year. PMB helps blocks become organized and select a captain (a petition process requiring 51% of block residents signing). Some blocks have captains, co-captains and several junior captains (who are usually 7-15 years old). PMB distributes cleaning supplies through the block captains. PMB protects the list of block captains for to avoid it being used for political or commercial solicitation purposes. Community leaders report, however, that this guarding of the lists makes it hard for people to know their block captain or for larger-scale organization. With only 6,300 block captains, many streets in Philadelphia do not have a captain. In West and Southwest Philadelphia, there are an estimated 300-500 block captains.

Many block captains go beyond their the PMB-backed anti-grime efforts to use the block captain system as a means to organize neighbors to handle community issues, like crime, mentoring, leadership, and parenting. All non-beautification efforts are completely voluntary and self-funded. For example, Julia Chinn leads the Concerned Block Captains of West & Southwest Philadelphia. The group has a mailing list, newsletter, and regular meetings to discuss non-beautification issues and concerns. Small donations from block captains sustain the effort. Greg Benjamin in Southwest Philadelphia organizes efforts and training for local block captains in the area of the City. Many members of Town Watch ([www.phila.gov/townwatch/services.html](http://www.phila.gov/townwatch/services.html)) are also block captains, but these are distinct activities and organizations. Some block captains are also members of Neighborhood Advisory Committees (NACs), which are supported by the City's Office of Housing and Community Development to gain resident participation in neighborhood development programs.

PhillyBlocks ([www.phillyneighborhoods.org/PhillyBlocks](http://www.phillyneighborhoods.org/PhillyBlocks)) is a city-wide organization of block activists that aims to improve neighborhoods. The aim is to assist block captains work with the City and Schools to improve quality of life. One goal of PhillyBlocks is to link residents to their block captains, even as PMB protects the list of captains. Their website includes tips on finding out about local block captains.

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