

MAKING CONNECTIONS SYMPOSIUM REPORT

EXPLORING OPPORTUNITIES, ACTIONS AND STRATEGIES TO ADDRESS THE IMPACT OF GANG CULTURE AND GANG VIOLENCE ON THE MENTAL HEALTH AND WELL-BEING OF MEN AND BOYS OF COLOR IN LOS ANGELES COUNTY, CALIFORNIA



Wednesday May 11, 2016
The California Endowment
Los Angeles, California





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A Sampling of Photograph's from the Symposium








A Special Thank You to the Movember Foundation

A Prevention Institute Initiative, VPCGLA's Making Connections to Address the Impact of Gang Culture and Gang Violence on Mental Health and Community Well-being is supported by cornerstone funding from the Movember Foundation. For more information go to <http://www.vpcgla.org/makingconnections/> or www.preventioninstitute.org/press/highlights/1188-making-connections.html

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Investing in mental health initiatives

In 2006 the Movember Foundation began funding men's mental health programs in Australia. New Zealand was added in 2008. In 2013 this work was expanded to include program in Canada, USA and the UK. In each case we conducted detailed analyses on the landscape of mental health of men and boys in that country.

We believe in global collaboration to create a positive change in attitudes towards mental health and will continue to seek new funding opportunities that benefit men's and boys' mental health.

Recent mental health programs in collaboration with our US health partners



Making Connections Initiative

This pioneering program in the USA will develop and implement actionable, community-level prevention plans to improve mental health for men and boys. The work was developed based on a detailed landscape report.

- Read the report card
- Landscape report: Making Connections for Mental Health and Wellbeing Among Men and Boys in the US

and Thank You to Prevention Institute



Prevention and equity at the center of community well-being

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Making Connections for Mental Health and Wellbeing Among Men and Boys

The *Making Connections for Mental Health and Wellbeing* initiative is designed to improve the mental health and wellbeing of men and boys in the U.S. This initiative, funded by the **Movember Foundation**, builds on a detailed landscape report, *Making Connections for Mental Health and Wellbeing Among Men and Boys in the U.S.*

A number of the resulting themes from the report have shaped the initiative, including:

- Prevention programs are effective but they are not at scale to maximize community-level impact;
- Indigenous and lay people approaches are emerging that support healing and mental wellbeing;
- Resilience is a critical protective factor for mental wellbeing;
- The need to focus specifically on men and boys' mental health is emerging; and
- Population-level prevention strategies are not well developed despite the analysis that underlying community-level conditions are a part of the problem.

In its initial stages, the *Making Connections* initiative is focused on fostering a learning community among funded sites, which will be funded to develop and implement actionable, community-level prevention plans to improve mental health. Equally, *Making Connections* is focused on advancing prevention approaches across the country, changing the discourse about the mental wellbeing of men and boys. Through rigorous evaluation and sharing of lessons learned along the way, this initiative will

ORGANIZATIONAL HIGHLIGHTS
Five lessons from the 50-year effort to prevent smoking and save lives

Our Top 14 for '14

New Health Equity Guide for Public Health Practitioners

UNITY Fact Sheets: Links Between Violence and Chronic Diseases, Mental Illness and Poor Learning

Community Centered Health Homes: Bridging the gap between health services and community prevention

See All Highlights >



Thank You to the Following Organizations for their Support and/or Participation:

- Brotherhood Crusade (<https://brotherhoodcrusade.org/>)
- Centinela Valley Union High School District (<http://www.centinela.k12.ca.us/>)
- Community Intelligence, LLC. (<http://www.communityintelligence.org/>)
 - Echo Parenting & Education (<http://www.echoparenting.org/>)
 - El Nido Family Centers (<http://elnidofamilycenters.org/>)
 - Helper Foundation (<http://www.helperfoundation.org/>)
- Holman United Methodist Church (<http://www.holmanumc.com/>)
 - Movember Foundation (<https://us.movember.com>)
 - Ollin Law (<http://ollinlaw.org/>)
- Prevention Institute (<http://www.preventioninstitute.org/>)
 - RISE Design Lab (<http://www.risedesignlab.com/>)
- Rhythm Arts Alliance (<http://www.rhythmartsalliance.org/>)
 - Social Justice Learning Institute (<http://www.sjli.org/>)
- Violence Prevention Coalition of Greater Los Angeles (<http://www.vpcgla.org/makingconnections/>)

Symposium Overview

On May 11, 2016, the Violence Prevention Coalition of Greater Los Angeles' (VPCGLA) "Making Connections to Address the Impact of Gang Culture and Gang Violence on Mental Health and Community Well-being" work group convened practitioners, policy-makers, funders, artists, community advocates, law enforcement/probation, health/mental health professionals, school personnel, a local elected official and youth to explore opportunities, actions and strategies that can be implemented to reduce/eliminate the impact of gang culture and gang violence on mental health and community well-being in Los Angeles County, California. The crowd of over 120 participants representing 78 organizations were seeking to learn more from local and regional experts about tools and concepts that can be used to address the impact of gang culture and gang violence on health, mental health and community well-being.



Project Background

Exposure to gang culture and gang violence (GCGV), particularly greater exposure to violence and trauma, complicate adolescent and adult development among young men and boys of color (YMBOC) aged 12-25. Relative to white boys and men in the state, Californian YMBOC aged 12-25 are more likely to have PTSD, lack access to health care, be exposed to many forms of violence, be arrested or in custody as a juvenile, be in institutional settings or under state or court-ordered care as an adult, live in unhealthy physical environments, have an incarcerated parent or relative or experience a firearm-related/homicide-related death. These conditions, coupled with over-exposure to GCGV, may significantly impact the mental health of YMBOC aged 12-25. The goal of this project is to address the mental health impact of GCGV and unhealthy physical environments on YMBOC aged 12-25 in South Los Angeles and the surrounding south LA County communities of Hawthorne, Lawndale, Lennox, Inglewood, Gardena, Watts and Compton.





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Making Connections

Making Connections to Address the Impact of Gang Culture and Gang Violence on Mental Health and Community Well-Being

Upcoming Work Group Meeting
Wednesday, June 29, 2016 10am-Noon (RSVP)

Location
The California Endowment, 2nd Floor, Suite A
1000 N. Alameda St. Los Angeles, CA 90012

Previous Work Group Meetings
Wednesday, March 2, 2016 (View Meeting Notes)
Wednesday, March 30, 2016 10am-Noon (View Meeting Notes)
Wednesday, April 20, 2016 10am-Noon (View Meeting Notes)

Symposium
Wednesday, May 11, 2016 (View Symposium Summary Notes)

Background

Exposure to gang culture and gang violence (GCGV), particularly greater exposure to violence and trauma, complicates adolescent and adult development among young men and boys of color aged 12-25. Relative to white boys and men in the state, Californian YMBOC aged 12-25 are more likely to have PTSD, lack access to health care, be exposed to many forms of violence, be arrested or in custody as a juvenile, be in institutional settings or under state or court-ordered care as an adult, live in unhealthy physical environments, have an incarcerated parent or relative or experience a firearm-related/homicide-related death. These conditions, coupled with over-exposure to GCGV, may significantly impact the mental health of YMBOC aged 12-25.



[Overview of the Making Connections for Mental Well-being Initiative \(1 page\)](#)

[Overview of the Making Connections for Mental Well-being Initiative \(4 pages\)](#)

Work Group Goal

The primary goal of this work group is to address the mental health impact of GCGV and unhealthy physical environments community mental health and well-being especially its impact on young men, women, girls and boys of color aged 12-25 in South Los Angeles and the surrounding south LA County communities of Hawthorne, Lawndale, Inglewood, Gardena, Watts and Compton.



Key Objectives

- (1) Discuss how gang culture and gang violence impacts the mental health and well-being of the community including young men and boys of color (YMBOC);
- (2) Foster a shared understanding of and develop a commitment to address the impact of gang culture and gang violence on the mental health and well-being;
- (3) Identify ways of helping YMBOC avoid negative socialization patterns and negotiate narrow definitions of masculinity;
- (4) Discuss community-level and organization-level strategies that can address the mental health impact of over-exposure to gang culture and gang violence;
- (5) Discuss community-level and organization-level strategies that:
 - Incorporate an understanding of the Impact of Adverse Childhood Experiences;
 - Utilize Positive Behavior Intervention Support and Trauma-Informed Approaches; and
 - Increase the number of YMBOC who are engaged and retained in school, youth services and after-school programs.

For more information and to RSVP, please contact:

Randal Henry, DrPH, MPH
Founder and Chief Intelligence Officer, Community Intelligence LLC
Project Leader, Making Connections Project
makingconnections@vpcgla.org

A Prevention Institute Initiative, Making Connections for Mental Wellbeing is supported by generous funding from the November Foundation. For more information:
www.preventioninstitute.org/press/highlights/2015-making-connections.html

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Interests:

- ☐ L.A. for Youth Campaign
- ☐ VPC Public Policy and Legislation Committee
- ☐ Community & Faith-Based Reentry Coalitions Network
- ☐ VPC Community Schools Network
- ☐ VPC Arts for Incarcerated Youth Network
- ☐ VPC Gun Violence Prevention Group
- ☐ Los Angeles Restorative Justice Collaborative
- ☐ L.A. Gang Violence Prevention & Intervention Conference
- ☐ Second 6
- ☐ Angel of Peace Awards

Sign up

Theoretical Framework

The Framework for Advancing Community Intelligence: The ‘Framework for Advancing Community Intelligence’ (FACI), is a novel approach for (1) engaging, strengthening and empowering communities that have been historically underserved, underrepresented, underfunded, underdeveloped and/or depopulated – and the organizations that serve them, (2) advancing public health, mental health and community well-being and (3) evaluating policy and programmatic initiatives. An essential feature of the FACI is that it elevates the importance of harnessing people-power—a resource that is often abundant but underutilized in community health improvement initiatives. FACI delineates the processes by which communities can plan and implement comprehensive approaches by emphasizing: (a) empowerment activities, (b) systemic thinking and (c) implementation science techniques to engage, strengthen and empower individuals, promote community education, educate agencies/providers, foster coalitions/networks, change organizational practice and influence government policy.

Table 1: A Framework for Advancing Community Intelligence: Fundamental Elements and Activities

| <i>Elements of Community Intelligence</i> | <i>Activities that Advance Community Intelligence</i> |
|--|--|
| 1. Information Gathering and Dissemination | Raising knowledge and awareness of key issues |
| 2. Problem Diagnosis and Planning | Assessing, assuring, and developing policy and programs |
| 3. Conversation and Engagement | Hearing, learning, sharing, talking and together |
| 4. Healing and Relationship Building | Problem solving, resolving conflicts, reducing polarization and fostering coalitions |
| 5. Partnership and Visioning | Creating shared goals and working towards them together |
| 6. Empowerment and Participation | Advising, shaping policy or governing |
| 7. Reflection and Contemplation | Considering the big picture as a collective |
| 8. Invention and Discovery | Discovering new things, inventing and re-inventing |
| 9. Celebration and Enjoyment | Commemorating, praising, rejoicing and relishing |

What is Community Intelligence? ‘Community Intelligence’ refers to the capacity of historically underserved, underrepresented, underfunded, underdeveloped and/or depopulated communities - or organizations (e.g., city/county, government, NGO, 501c3,) - to address conditions that impact public health, mental health and community well-being by responding in creative and appropriate ways and evaluating its policy and programmatic initiatives despite otherwise adverse conditions. High levels of ‘Community Intelligence’ are indicated by a healthy, vibrant, sustainable community in which a high quality of life (e.g. live, work, play, exercise, school, eat, shop), public health (e.g.xxx) mental health (e.g. overall health/mental health status, health equity) and a beneficial environment (e.g. air, water, energy, walkability, bikeability, ADA compliance, parks/park equity, gardens, open spaces, shared use agreements, and multimodal transportation) and community well-being (e.g. community-level happiness, healthiness, or prosperity) is enjoyed by its inhabitants. The Framework for Advancing Community Intelligence (hereafter, “the framework” or FACI) utilizes the following tactics to advance ‘community intelligence’ from present levels to the mid-range or higher: (1) empowerment activities to inform, engage, and strengthen; (2) systemic thinking to clarify how local systems/issues are interrelated and connected to larger community, county, state, federal and/or international systems/issues; (3) implementation science to aid the uptake and implementation of evidence-based knowledge into routine practice. High levels of ‘Community Intelligence’ are indicated by: (a) an increasingly healthy, vibrant, and sustainable community where there are numerous examples of creative responses and approaches toward builder a high quality of life (e.g. live, work, play, exercise, school, eat, shop); (b) good health/mental health (e.g. overall health/mental health status, health equity); and, (c) a beneficial environment (e.g. air, water, energy, walkability, bikeability, ADA compliance, parks/park equity, gardens, open spaces, shared use agreements, and multimodal transportation) is enjoyed by its inhabitants.



Planning Process & Logic Model

Goals and Objectives

We plan to foster a multijurisdictional, collaborative network of youth, practitioners and providers from different fields, community members, key stakeholders, public agencies and faith leaders united in their commitment to reducing the impact of GCGV on MH of YMBOC and YWGOC aged 12-25 by developing a coordinated, community-based set of strategies that are effective at (1) engaging and retaining YMBOC and YWGOC aged 12-25 in schools, sports, alternative programs and youth-oriented services and (2) creating opportunities for YMBOC aged 12-25 to develop jobs and businesses, improve the physical/built environment and shift socio-cultural norms related to ideas of masculinity - while avoiding the brunt of GCGV. Youth participation is a key aspect of our planning project – specifically to learn more about what attracts, retains and benefits youth involved in programs, especially those addressing GCGV. Our goals include: (a) meaningful engagement of key stakeholders including community members, practitioners, youth service providers, agencies/organizations, and decision-makers; (b) assessment of community mental health and well-being status; (c) prioritizing selected conditions for action; and, (d) at the end of the planning process, developing a coordinated community-informed set of strategies that are effective at: (a) engaging and retaining YMBOC and YWGOC aged 12-25 in schools, sports afterschool programs, alternatives programs and youth oriented services; and, (b) n explore ways to create opportunities for YMBOC to prepare for and/or to develop jobs/business, improve the physical/built environment and/or shift socio-cultural norms related to ideas of masculinity – while helping YMBOC aged 12-25 avoid the brunt of GCGV.

Planning Process:

The Tool for Health and Resilience in Vulnerable Environments' (THRIVE)

We utilized THRIVE to support our planning efforts. the THRIVE (Tool for Health and Resilience in Vulnerable Environments) is: (1) *A process* for engaging community members and practitioners in changing community conditions to achieve better health and safety outcomes; and, (2) *A tool* for assessing the status of community conditions and prioritizing them for action to improve health, safety, and health equity. THRIVE was created to answer the question, What can communities do to improve health and safety and reduce inequities? THRIVE's approach is based on extensive research linking medical conditions to community-resilience factors that can be strengthened for better health and safety outcomes. THRIVE identifies 12 factors that are community-level determinants of health and safety, grouped in 3 interrelated clusters: 1) the social/cultural environment (people), 2) the physical/built environment (place), and 3) the economic/educational environment (equitable opportunity). THRIVE provides the process and tool enabling communities to improve daily living conditions related to these 12 factors in order to enhance health and safety and reduce inequities. **THRIVE is a five-part process:** 1) *Engage and partner*: identify and engage the support of key participants and decision-makers, including diverse members of the community; 2) *Foster shared understanding and commitment*: cultivate a shared understanding of the determinants of health and foster buy-in for addressing them as an effective, equitable approach to improving health and safety outcomes; 3) *Assess*: use the THRIVE tool to identify the assets and needs of the community or neighborhood and its particular health and safety concerns and inequities; 4) *Plan and act*: clarify vision, goals, and directives; establish decision-making processes and criteria; and implement multifaceted activities to achieve desired outcomes; 5) *Measure progress*: ensure that communities use resources in the most effective, efficient manner and that efforts accomplish the desired outcomes. The THRIVE process relies on a series of steps focused on (1) selection and engagement of a diverse planning group comprised of community members and stakeholders from the business

sector, CBO's, city/county agencies, law enforcement/probation and schools; (2) fostering shared understanding and commitment, establishing a shared vision/principles, prioritizing the focus of the plan, and developing a structure to support implementation; (3) community input, assessment and information gathering; (4) identifying opportunities to take actions that could drive improved MH for YMBOC and YWGOC aged 12-25; (5) generating action steps, setting goals/objectives/strategies and producing a draft plan; (6) developing indicators of success, measuring progress and seeking community feedback; and, (7) finalizing and disseminating an action plan.

Making Connections Project Logic Model

| | Inputs | | | Outputs | | Outcomes | |
|---|--|--|--|---|---|--|---|
| | | | Activities | Participation | Short-Term | Mid-term | Long Term |
| <i>Situation</i> | <i>Priorities</i> | <i>What could we or did we invest?</i> | <i>What did we do?</i> | <i>Who did we reach?</i> | <i>Short-term results?</i> | <i>Mid-term results</i> | <i>What is the ultimate Impact?</i> |
| Assets & Needs Symptoms vs. problems Stakeholder engagement | Mission Vision Values Resources Local dynamics Collaborators Competitors | Time Staff Volunteers Money Research Materials Equipment Technology Partnerships | Conduct workshops, meetings, symposiums. Develop strategies, policies. Train Provide counseling Assess Facilitate Partner Work with media | Participants Clients Agencies Decision-makers Youth Satisfaction | Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations | Action Behavior Practice Decision-making Policies Social Action | Social, Economic, Civic, Business, Environmental conditions |
| | | | Evaluation Activities | | Socio-cultural Environment | Built environment | Economic Environment |
| | Area of Focus | Collect Data | Analyze Data | Interpret Data | Report | | |



Keynote Speakers



George Weaver,
Consultant,
Brotherhood Crusade

George Weaver is Consultant for the Brotherhood Crusade. Mr. Weaver and his team develop a personalized plan for each young person that draws on more than 20 programs to foster personal growth and development. The programs include mentoring, remedial academics, hands-on science and technology training, theater, soccer, and golf. Such opportunities are made possible through a network of champions, collaborators, and sponsors that the Weavers cultivate among Brotherhood Crusade alumni, local community groups, major foundations, Hollywood celebrities, and corporate partners. George Weaver are active in The California Endowment “Sons & Brothers” campaign as well as the Alliance for Boys and Men of Color, which seeks policy reforms to improve the life chances of young men of color across the state. With other collaborators, The Brotherhood Crusade helped the Los Angeles Unified School District adopt a school climate bill of rights, which eliminates willful defiance as a reason for suspension from school. For drawing on community strengths to improve outcomes for at-risk youth. George Weaver (and Charisse Bremond Weaver) is recipient of a 2014 James Irvine Foundation Leadership Award.



Louise Godbold,
Co-Executive Director,
Echo Parenting & Education

Louise Godbold has worked for over 20 years in the nonprofit field both in nonprofit management and as a consultant. Much of her consulting work was done for UC Berkeley and the California State Department of Alcohol and Drug Programs providing technical assistance to county departments Statewide. She has also worked as an evaluator for The California Endowment and a program monitor for Los Angeles County Department of Alcohol and Drug Programs. For seven years prior to joining Echo, Louise was the regional evaluator on a California Endowment/Rockefeller Foundation workforce development initiative.

Blain L. Watson is the Child Welfare & Attendance (CWA) Coordinator at Centinela Valley Union High School District. He has spent close to 15 years mentoring and advocating for youth in diverse urban contexts, both locally and abroad. He has served the communities of Inglewood, Watts, and Santa Monica as a teacher, coach, and school principal. As principal at Locke High School, with Green Dot Public Schools, some of Blain’s work included increasing the student average daily attendance rate by 3%, significantly decreasing the suspension rate, and increasing parent involvement at school. Blain has also lived and taught in San Juan, Puerto Rico and



Mr. Blain Watson,
Child Welfare & Attendance
Coordinator,
Centinela Valley Union High
School District

Quito, Ecuador to support educational reform and socioeconomic development in underserved and minority communities. In his current role as the district CWA, Blain manages the school district's efforts to institutionalize restorative practices and foster effective multi-tiered systems of prevention and intervention that support success for all students, especially for those who are most at-risk of failing and/or dropping out of school. He is also the district liaison for homeless and foster youth, including youth who return to school after incarceration. This work also includes building effective partnerships with community organizations, city halls, and advocacy groups. His passion for social justice drives his commitment to the fair and public education of minority youth in Los Angeles. Blain was raised in San Diego and earned his B.A. in Communication Studies and another in Spanish Literature from the University of San Diego. He earned his M.A. in Educational Administration and Policy Studies from Cal State Northridge, and is currently pursuing a doctoral degree in Educational Leadership at USC.



Dr. D'Artagnan Scorza,
Executive Director,
Social Justice Learning
Institute;
Member,
Inglewood Unified School
District Board

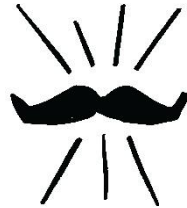
Dr. D'Artagnan Scorza is serving his first term on the Inglewood Unified School District Board of Education. Since April 2015, D'Artagnan has been driving change in Inglewood's schools and holding the state accountable to put our students first. His top priorities are to increase academic achievement, prepare our students for the jobs of the future, and create safe, clean, and healthy schools by using the Measure GG bond funding. D'Artagnan is the Founder and Executive Director of the Social Justice Learning Institute, a non-profit organization that works to help our communities achieve health and educational equity. His leadership helped establish community gardens, a farmers' market, and create healthy lifestyle centers in Inglewood. He also developed the Urban Scholars program to provide students with opportunities for academic support, personal growth, college guidance, and jobs. The program is available in seven schools, including Inglewood's. D'Artagnan served as the chair of the Measure GG campaign, which secured \$90 million in school improvement bonds to renovate our local schools and expand access to a safe, healthy, and quality education for every child. Dr. Scorza is the spokesperson of the Citizens for Revitalizing the City of Champions Revitalization Initiative, an organization gathering support to add a sports and entertainment zone to the Hollywood Park project currently under construction. He's also engaged in the Healthy and Sustainable Inglewood Collaborative (HSIC), a group of more than 30 local stakeholders, to create jobs by expanding business opportunities through local economic development, to improve our community's health, and to empower boys and men of color.

The Movember Foundation is a global charity committed to men living happier, healthier, longer lives. Since 2003, millions have joined the men's health



Mark Hedstrom,
Country Director (USA),
Movember Foundation

movement, raising \$715 million and funding over 1,000 projects focusing on prostate cancer, testicular cancer, poor mental health and physical inactivity.



Keynote Speaker Highlights

George Weaver, Brotherhood Crusade



Highlights: Importance of Addressing Needs of Men and Boys of Color

Icebreaker - Trash on the floor interaction – What looks like trash- something that you can throw away may actually be very valuable. Like youth. Great audience participation lot of smiles in the room.

Many attendees are taking note on laptops and note pads. Speaker opening is connecting with audience using story telling examples that are resonating well with audience participants.

Question: Regarding root of problem in relation to the Prison Population: Response: Criminalizing our young people is a problem. Response has many in the audience nodding their head in agreement.

-Youth feel devalued because no one shows them that they care. We change the narrative of not being valued by approaching youth with hope and changing connections
Example: provide youth with new experiences, take them out of their social norms.

Louise Godbold, Echo Parenting and Education Center:



What makes a traumatic experience? Experienced by 2/3 of American population; Involves a threat, real or unreal (perceived); Overwhelming, Results in intense feelings of fear and lack of control; Leaves people feeling helpless and hopeless

Adverse Childhood experiences:

-physical abuse; Sexual abuse; Alcohol or drug use in the home; Incarcerated family member; -chronically depressed; Adverse Childhood Experiences = Earlier death; Average death 60 yrs vs. 79 yrs

What is trauma? "Something that happens when there's a death in family."; You feel there is a treat emotional or physical.; perception, if you think it's a threat; An aspect, leaves people feeling helpless. Changes how you see the world.

Adverse childhood experience's: Physical abuse; emotional abuse; sexual abuse; -An alcohol and/or drug abuser in the household; An incarcerated household member; -Someone chronically depressed/mentally ill/ institutionalized/ suicidal -mother treated violently

(More ACE'S higher the rate of heart

disease/depression/suicide/ alcohol abuse/rape): Being on high alert, everything or nothing seems dangerous.; 6 or more ACES takes away 20 years of your life (found at: cdc.org); If you had a safe upbringing good on resilience.

Brain Development: Women (Pre-frontal cortex) Develops by 21; Men (Pre-frontal cortex) develops by 29; Danger brings us back to the most primitive part of brain (Amygdala)

9 Anger triggers: Life or limb/ survival; Insult; Family/ Maternal Aggression; Envi./ Territorialism; Mate (Obtaining/competing); Org (Social order); Resources (or lack of); Tribe (us/them); 10 of a sec to determine if they are with you or not. (Racism/social groups); Stop (Being trapped/restrained/cornered); -R. Douglas Fields "Why We Snap"



Dr. D'Artagnan Scorza – SJLI Executive Director & IUSD Board Member:



Dr. Scorza Advancing Equity with Communities (post traumatic growth beyond resilience):

Continuity and identify - reshaped as a result of an experience. Transform trauma to experience and grow from it. 40-70% experiences some positive benefits from trauma. Resilience ability to bounce back. Intermittent Stress= Beneficial stress

- Trauma= unexpected, reshapes the way you see yourself
- Resilience= ability to bounce back = perceived change in self

Strategies / approaches that can be taken:

- Generic skill building
- Professional counseling
- Healing circles
- Civic engagement
- Family tress
- Social justice
- Academic success
- Push back against deficit analyses
- Work with policy makers on a local level

Dr. Scorza's Key points: Move beyond resilience ;Instead of saying in spite of my condition, you should say because of my condition; Transform trauma to experience and grow from it. 40-70% experiences some positive benefits from trauma.

Mark Hedstrom, USA Country Director, Movember Foundation



Highlights include:

LA is one of 16 US-based Movember Foundation Making Connections for the Mental Health and Well-being of Men and Boys of Color initiatives.

Movember Foundation started growing mustache to acknowledge prostate cancer. Today were about treating the holistic man including mental and physical health. In 2006 the Movember Foundation began funding men's mental health programs in Australia. New Zealand was added in 2008. In 2013 this work was expanded to include program in Canada, USA and the UK. In each case we conducted detailed analyses on the landscape of mental health of men and boys in that country. We believe in global collaboration to create a positive change in attitudes towards mental health and will continue to seek new funding opportunities that benefit men's and boys' mental health.



Symposium Panelists



Rogelio Tabarez,
El Nido Family Service Center,
GRYD (Gang Reduction Youth
Development) Supervisor

El Nido Family Centers is a social service non-profit agency whose mission is to empower families in low-income communities of Los Angeles County to break the cycle of poverty, child abuse, violence, academic failure, and teen pregnancy through outstanding educational, youth development, health and therapeutic services. The focus of my education and training has been in the area of applied behavioral science i.e., family therapy and community psychology. My career began at the age of five when my family immigrated to the United States. Since then, I have worked with (violent) families for over 25 years as director of a domestic violence program, Nueva Esperanza. Dr. Tomas Martinez (Chicano) provided me a thorough grounding in community psychology with an emphasis on establishing proper relations. Community organization strategies were directly applied in the San Fernando Valley with the support of the LA County DMH, Ethnic Services Coordinating Council (ESCC) in which I served as co-chair. The Ethnic Services Coordinating Council was charged with the task of facilitating collaboration between Mental Health and other human service delivery systems working with high risk, underserved ethnic communities. As a certified master facilitator in domestic violence for the Los Angeles County Probation Department and a faculty member at California State University, Northridge, I train credential candidates preparing for careers in education and counseling, as well as students seeking licensing in mental health.



Steven Sneed,
Child Welfare and Attendance
Coordinator,
Pasadena Unified School District

Mr. Sneed has over fifteen years of experience in Education and Mental Health. Mr. Sneed started in the Pasadena Unified School District in 1999 as an Instructional Aid in Special Education at Longfellow Elementary. Mr. Sneed assisted emotionally disturbed and autistic students. Mr. Sneed provided classroom management, academic assistance, and facilitated organized group activities. In the same year, Mr. Sneed joined forces with Pasadena LEARNs as a Youth Leader. Mr. Sneed engaged students after school by assisting with homework, organizing activities, being a role model, providing leadership, and promoting the development of life skills. Mr. Sneed managed the tasks of Instructional Aid and Youth Leader simultaneously. Shortly after, Mr. Sneed was promoted to Behavior Specialist at Longfellow. Mr. Sneed's responsibilities were to manage referral and suspension records, communicate with parents, provide crisis management, classroom management, playground supervision, and most importantly ensure the safety of all students. Mr. Sneed held this position for over ten years. In 2010 Mr. Sneed transitioned to Mental Health at Hathaway-Sycamores school based services at Pasadena High School as a youth Specialist. Mr. Sneed created and implemented interventions to assist students with; anger management, coping skills, social skills, grief and loss, anxiety, disruptive behavior, relationship building, life skills, college prep, and conflict resolution. Mr. Sneed held this position over 5 years. Currently Mr. Sneed is driven by his new position as an Intervention Specialist for Child Welfare, Attendance & Safety in Pasadena Unified School District.



Jewel Forbes

Consultant II in the Division of Student Support Services, Community Health and Safe Schools Unit, LACOE

Jewel Forbes, Consultant II in the Division of Student Support Services, Community Health and Safe Schools Unit, provides training and technical support in the areas of Counseling, Mental Health, Gangs, Safe Schools and Crisis Response for the Los Angeles County Office of Education. She is a former Administrator of Health, Human, Homeless and Support Services. She has served as a Mental Health and Crisis Coordinator, a High School Administrator, a Child Welfare and Attendance Counselor and a Student Support Coordinator. Ms. Forbes developed the Counseling Resource Network, a resource based network designed to assist school counselors. She also served as a Children's Social Worker II for the Department of Children and Family Services and has extensive experience working with Foster and Homeless Youth.



Melvin Hayward, Jr

V2K/H.E.L.P.E.R. Foundation

Founded in 1999, **V2K H.E.L.P.E.R. Foundation** (formerly known as "Venice 2000") is a non-profit, 501(c)3, organization that was originally established to provide gang intervention and prevention services. Since that time, we've come to believe that "**community-intervention**" services are needed now more than ever to combat gang-related violence, the destruction of our communities, and the loss of our young people to the lure of economic depravity. The goal of the **V2K H.E.L.P.E.R. Foundation** is to provide the resources and guidance to help struggling youth and community members of all ages make the transition from negative, anti-social behavior to positive, value-centered alternatives.



Symposium Panelist Highlights/Audience Q & A

We were joined by a diverse panel with expertise in (x,y and z). Our goal was to hear from local experts about the challenges and opportunities we face in addressing the impact of gang culture and gang violence on mental health and community well-being. Here are some of the highlights from the panel sessions.

Highlights from Panel Session #1: GRYD Overview; Rogelio Tabares, El Nido Family Centers, Melvin Hayward Jr., HELPER Foundation



Rogelio Tabares, El Nido Family Centers - Where is this village? Asked the audience. We are the village.

Melvin Hayward Jr., HELPER FOUNDATION - Influenced by gangs as a youngster took 17yrs to come to his senses following parents' divorce. Facing 27yrs in life for a crime he didn't commit - began identifying what was right in life which turned his life around. **Question:** What would be the strategy to get youth attention to participate in the resource available?

- **Response:** All work is relationship based. First 30-45 days relationship building. Active listening what going on with the kids, music as example, what going in their community - making themselves available to navigate through the chaos - help them fill the gaps.
- **Response** - The notion of presence - going through learning curve - since 2008 two death, five families involved in shooting related to GRYD program - Effort is youth driven - learning curve, says work with the whole family. Focusing on Parent Leadership Training.

Question: What are the opportunity to build community wide support to achieve community health and wellness?

- **Response:** Training and programs are "I" oriented - collective wounds require collective healing. Idea is not to promote GRYD but promote the wellness of the community"

Question for Melvin from young man in audience: I live in gang invested community - Do you come to the community or do we have to go to you?

- **Response:** There are a couple organization doing work in your community - I will provide you my business card to link with those agencies.



Highlights from Panel Session #2: Addressing the Impact of Trauma in Schools/School Districts with Steven Sneed - Intervention Specialist Pasadena Schools; Jewel Forbes of LACOE; and, Blain Watson of CVUHSD



HIGHLIGHTS FROM PANEL SESSION #2

Question: How can we mobilize our community without each of saying I, I, I and become role models for our youth?

- **Response Blain Watson:** Like the idea of Town Halls, inviting people from diverse background to talk about the issues. Organizing community-based workgroups focus on topics to develop strong tangible ideals.
- **Response: Jewel Forbes-** Make sure we include the youth voice. Ask them the questions as they know what their needs are. Example: Breakfast with Principal meeting with a group of students about what is working and not to help improve outcomes for our youth.

Question 2 - What would you say is the go to or standard to navigate trauma learning –

- **Response: Steven Sneed** - Mental Health Services despite stigma.
- **Response: Jewel Forbes** - No one approach - Success must resemble multi-tiered approaches. Must collaborate with school and community-based services.
- **Response: Blain Watson** - Collect data on mental health referrals, track referrals, analyses patterns to aid in discovering what the needs are. -Most important to shift conversation to social emotional development during professional development plan.

Question 3 - Cedric Nelms - Working with Urban Church Pastors: How can the faith base community partner with schools in local areas to be a bridge to student population to address some things from a different perspective?

- **Response: Blain Watson** School district need to do a better job of reaching out to community constituencies - building a strong memorandum of understanding that outline delivery of services - help to identify services needs and develop mentorship from the church.

Question - Akil with Pan African Association :- Share experience with working to build school-community, community at large, hospitals etc...

- **Response:** Working with Watts Gang Taskforce...investigate what's out there in terms of service.

Question: How traumatic is it that schools are starting to look like prisons?

- **Response: Jewel Forbes** - Lots of working being done in LA County and looking at the role of law enforcement on campus. Everything we do should not be punitive.

Question: "Expand on counter narrative.." Sean Harper*?

- **Response:** Counter narrative: Shawn Harper - NY High School Student with NY Superintendent of School - Research 47 has across NY is looking at BLACK/Latino success, looking at what schools doing to protect student from environmental factors, ?, transitioning students into college. Looking at how students become successful, what infrastructures are in place to support their achievement; counselors have more influence with Black and Latino youth, need to learn how to expand on such. -NY high school study looked at 47 different high schools and black and latino male success....

Questions: what do schools and networks do to protect youth from going in wrong direction?; how are they preparing them for college?; What is being done right?; What infrastructures help?

- **Responses:** 1. Counseling is important and 2. Mentoring/building them up

Question: "How can mobilize groups of people to support youth in collaboration"?

- **Responses;** -Community town halls; being vulnerable to talk about issues
-Community based work groups ; ex. Making connections
-Ask youth the questions ; "Breakfast with principle" what can we change or do better
-Pasadena
Mentorship programs "Mentors for life"

Question: "What are standard on practices/go to"?

- **Responses:** Mental health services identify kids and lead them to services
Collaborations w/ community based orgs. Serveries/resources
Patterns in referrals of student body
Most important approach emotional development before educational development

Ques: How can faith based community partner with schools?

- **Responses;** Working with resources they have to alleviate pressure in school system
-School districts need to reach out to churches/ clear documents of intentions
-Mentorship program through church

Ques: "Share experiences with working community ex. Police/fire/different systems"?

- **Response:** -Look into different coalitions in community/ identify what our role is in that coalition

Ques: "How traumatic is it to have schools looking like prisons..."?

Response: -LA County is looking at real role of campus police. Not there for discipline but safety.

Strategy Session Moderators (i.e. breakout sessions):

Here, we provide highlights from our afternoon strategy sessions. Our afternoon discussions were based on the “Framework for Addressing and preventing Community Trauma” which...



Dr. Alnita Dunn, PhD, Holman United Methodist Church, Licensed Educational Psychologist (LEP)

Dr. Dunn is a retired from a large urban school district as the Director of Psychological Services. As part of her job responsibilities she spearheaded efforts that significantly decreased the number of African American students identified as Emotionally Disturbed which positively addressed the issue of disproportional placement of African Americans in special education programs. Dr. Dunn's social justice activities have been motivated by her concern about and interest in the factors surrounding The School to Prison Pipeline. She is currently a member of the Los Angeles Regional Advisory Committee to the State Council on Developmental Disabilities.



H. Fabian Montes, Human Development Director, Ollin Law

H. Fabian Montes was born in El Paso, Texas and was raised in the Pico-Union area of Los Angeles, CA and Ciudad Juarez, Chihuahua, Mexico in La Colonia Chavena, where poverty is a way of life. He joined a gang at the early age of 12; was shot at 16 and was again shot and stabbed at 18. He was on Probation from 12 to 18 years old and was in and out of L.A. County Jail from 18 to 24. At the age of 25, he began to redirect his life and enrolled in East Los Angeles Community College. He graduated from ELAC, receiving his A.A. degree in Liberal Arts, though majoring in Philosophy. Fabian was employed for nine years, at Homeboy Industries. and then promoted to a Sr. Pre-Release Case Manager, providing after-care services to new parolees from state prison and two female juvenile camps (Scott and Scudder). Fabian goes to juvenile halls, camps and prisons, as well as universities, to speak about Homeboy Industries' mission and he is also called on to testify as a gang expert for Los Angeles Criminal Courts. Fabian is a member of Shade Tree Multicultural Foundation, an organization rooted in indigenous wisdom and practices, applied through contemporary methods to mentor the human potential and create intentional communities.



Manal J. Aboelata, MPH
Managing Director, Prevention
Institute

Manal J. Aboelata, MPH is a Managing Director for Prevention Institute (PI). PI is a national non-profit dedicated to achieving equitable health and safety outcomes, Manal oversees PI's California strategy, an interdisciplinary effort designed to improve population health for all. Manal's work emphasizes policy, collaboration and community-based approaches to catalyze a more systematic approach to prevention. Ms. Aboelata is a Board-appointed member of Los Angeles' Community Prevention and Population Health Taskforce. Manal graduated from UC Berkeley with a bachelor's degree in American Studies and from the UC Los Angeles, School of Public Health with a Masters in Public Health in Epidemiology. Manal is Senior Advisor to Community Intelligence, the organizational sponsor of Crenshaw Walks.



Jamecca Marshall, MPP/H
Prevention Institute

Jamecca manages and supports its California Approach to Prevention and serves on Prevention Institute's injury and violence prevention team. In this role, Jamecca manages and supports PI projects related to health equity and injury and violence prevention and provides training, and technical assistance to cities nationwide. A native of Los Angeles, Jamecca's career has focused on social justice and equity with a particular emphasis on engaging multi-sector partners in community-centered, policy focused initiatives. Prior to Prevention Institute, Jamecca served as Urban Peace Policy Manager at the Advancement Project, working in a variety of research, and advocacy roles to manage Urban Peace's violence reduction policy framework and develop their Comprehensive Gang Violence Prevention Framework. There, she managed all community violence prevention technical assistance for sites nationally including Baltimore; Canton, OH; Los Angeles, Long Beach; and Memphis. Jamecca formerly held the role of the Director of Programs and Development at Team SAFE-T: A California Partnership for Safety. She received her AB from Stanford and her dual Masters of Public Policy and History from George Washington University.



Strategy Sessions - Highlights

Socio-Cultural Environment: Dr. Alnita Dunn, Holman United Methodist Church



Strategy Session Highlights: Socio-Cultural Approaches to Addressing the Impact of Gang Culture, Gang Violence on Mental Health and Community Well-being Strategy Session

Dr. Alnita Dunn - Holman Methodists: American Culture, Factors embedded in Law: Enslavement of African American, detention of Japanese etc.

Method of Organizing: Forming bases of creating a society that we know we can have. *Administration at Holman Method has intentionally created a space where community can feel comfortable to have meetings.

United Methodist Women - Global organization working with people who come to LA from the - helping of create communication that relates with the human point of view. Working to engage with boarder activities. Frist on the ground when Nigerian girls were kidnapped was United Methodist Women.

Healing the wounds between AA /Latino and Law Enforcement Community is a goal of Methodist work.

Do we have the "will" to work together with the information we have to build better communities?

Socio-cultural structure in our community outside the church: Schools - family - Police departments, fire and community organizations etc.

Solutions:

Helps with hosting college fairs, jobs for kids - solicit businesses within community to pay kids min wage ie. Summer employment. Holman compensates the balance of min wage employment to ensure students are hired. Teaching skills to youth related to their conduct and accomplishing the jobs task.

Audience: Changing the mindset of youth how they see each other from "asset based approach" Interactions with school police are often a challenge require community engagement training police and those who work with students in school including parents.

Do we have the will?

- Political/social will and social capitol are an important component of the solution

Important elements of the Socio-Cultural Environment

- Schools/School Climate/School Culture
- Family
- Local Agencies: police (including school police) probation and fire depts..
- Community Organizations
- Hospitals

Family Information is Very Important to the School and Educators:

- Intergenerational changes in family interactions and family dynamics
- Cultural differences in family dynamics

Cultural Diversity

- Need for Cultural competency/diversity training



- Changes in Music
- Differences in culture/cultural gaps
- Increasing tolerance. Increasing non-judgemental approaches to dealing with people.

Intergenerational Communication:

- How do we communicate across generations?
- Active listening
- Changes in Music
- Differences in generations/generations gaps

Leadership:

- Cultivate leadership in all age groups

Barriers to Addressing Gang Culture/Gang Violence:

- Community Norms
- Language, language appreciation (Lack of)
- Single parent households (latch key kids)
- Engaging individuals
- Access to healthy food options (need to find ways to make it happen)
- Use community officials to create a safe and healthy community.

Socio-cultural Environment - We know one person can make a difference with two people change is evitable - Do we have the will to go from here to build the type of community that we know exist. MLK called it the beloved community.

- Emphasis school climate an important factor to socio culture change - how families may be shaped.
- Provide an assets based approach to training.
- Learning is a two way streak - communicating across generations - how do we create solutions to communicate in a loving way.
- Cultural diversity taking a non-judgmental approach in interacting with each other.
- Successful programs - cease fire - safe passage for students on way home.
- Norms in the community that are barriers - "language" within cultural to have an appreciation of other people. Access to healthy food options - speak up in your community!

ROOM 7

Strengthening social cultural environment

- How we communicate with each other
- Historical factors are imbedded in out law and social aspects
- United Methodist women

Do we have the will to improve community conditions?

1. What are social cultural structures in our communities

- schools
- families



- Police dept/fire
- community orgs

Solutions:

- college fairs
- job for kids (get local orgs to hire youth)
- age appropriate response (school police)
- asset based approach
- restorative justice
- Child development

Family information is very important to the school/educators

How do we engage young folks?

- active listening
- learning from them
- Cultivate leadership in all age gaps

Cultural diversity training for those working with youth
shaming v. acceptance and tolerance
operation cease fire

Successful strategies, tactics, actions, policies and/or programs IN THE SOCIO-CULTURAL DOMAIN:

- Probation
- Intervention (School interventions/Neighborhood-level Interventions)
- Increased mental health Services
- County government involvement
- CBO na d501C3 increased involvement
- Enhanced/Increased culturally competent counseling services
- Reentry services
- Clinical care services
 - Mental health outpatient treatment
 - Outpatient accessible primary health care services
- Public health
- Population based mental health services
- Housing/addressing homelessness
- GRYD programs
- Community Services in general including
 - Mentoring
 - Family/youth services
 - Family mentoring
- Council – Intergenerational Groups for Reconciliation
- Increasing Tolerance
 - LBGTQ programs to increase tolerance
- Operation Cease fire
- Safe Passage Programs/Safe Communities programs

- Faith-based social programs
- Fraternity/Sorority-based Mentorship programs (Kappa's/Alpha's)
- **College fairs** (HBCU's, Community Colleges, Alumni pairing opportunities, mentorship pairing)
- **Mentor programs**
- **Jobs for Kids** (HUMC has a job program where they work with local employers to find entry level wage jobs for young people and subsidize employers who may not be able to pay entry level wages by making up the difference between minimum wage and what the small local employer can actually pay in terms of wages.)
- Asset-based approach to training and mentoring
- School-wide approaches that involve Parents/School Staff and Security/Psychological Services in
 - Restorative Justice
 - Alternatives to violence
 - Childhood/adolescent development
 - Trauma informed approach
 - Positive Behavior Support Interventions



Strategy Session on the Physical/Built Environment: Manal Aboelata, Prevention Institute





Highlights from the Physical/Built Environment Approaches to Addressing the Impact of Gang Culture, Gang Violence on Mental Health and Community Well-being Strategy Session Key Issues

- System accountability
- Property ownership
 - High rates of rentership and absentee ownership
- Community healing
- Developing community power
- Who owns these spaces and who feels they belong?
- Concept of public commons
- Education and economic supports
- Ecology/Environmental education in schools
- Trash pick-up/anti-littering campaigns

Physical Health Environment: Conversation about place. People and economics in a built environment to decrease mental trauma. How do we leverage the place where people work live and play to improve health? Provided example of re-entry. Creating welcoming space for everyone. Do Boys and men of color feel welcome in their community? Making sure people have a stake in their own environment is important for change.

Post Lunch strategy / Strategies addressing the physical built – environment:

- Foster sense of ownership among community residents and the folks using the park.
- Ecology / environmental education trash pickup (pollution education back in schools)
- System accountability “ Do the right thing “ (pushing systems and elects)
- Identifying community leaders
- Paradigm shift that changes the dynamic of crime or poverty.
- Redefining “ gangs”
- Land use
- Community inclusion , engagement and visioning for improvement to neighborhoods
- Jurisdictional disconnect to alignment
- Hiring practices
- Drive through – commuting (transportation planning and system)
- Challenging and disrupting the rules and laws
- Promotora model
- Available space

Successful strategies, tactics, actions, policies and/or programs Physical/Built Environment:

- Foster a sense of ownership among community residents and the folks using the place/parks
- Systems reform
- Community ownership
- Emphasizing ‘doing the right thing’
- Pushing system and elected officials to be accountable, just and fair
- Involve school districts
- Identifying community leaders
- Identify issue champions – key leaders and get them involved
- Foster a sense of ownership among community residents and the people using the place, the parks – who owns the space? Who feels like they belong in the space?
- Systems reform and community ownership, healing and power.

- Property ownership – high rates of rentership and absentee owners – housing court should force enforcement of bldg codes.
- Education and economic supports
- Trash pick-up
- Identifying Community leaders and champions and getting them involved
- Pushing systems and elected officials to be accountable, just and fair
- Paradigm shift that changes the dynamic of crime or poverty and non-profits benefitting without demonstrating success.
- Redefining 'gang'.
- Land use issues – include nuisance businesses, and abundance of liquor stores or a moratorium on liquor stores; marijuana dispensaries
- Push land use planners to enforce codes/zones for health community.
- Promote/develop positive businesses
- Develop succession plans for CBO's to maintain momentum and quality.
- **Promotora Model**
- **Community, Inclusion, engagement and visioning for improvements to the neighborhood**
- Institutions appreciating the importance of gang territory.
- The place can be the solution
- Drive-thru communiting/drive-thru communities
- Transportation planning system: life/work balance; housing/transportation mix
- Rules/laws boundaries that are challenging and/or disruptive – the type of boundaries that tell people that they don't belong.
- Reclaim our streets: ownership of place.
- Arts – opening the streets
- Intergenerational – multi-income
- Availability of places to go: afterschool programs and/or boys and girls clubs; open later
- A sense of security: has to be safe.
- Places to exercise and recreate
 - Housing court: Enforcement of building codes



Strategy Session on the The Economic Environment: H. Fabian Montes, Ollin Law





Highlights from the Strategy Session on Business/Economic Approaches to Addressing the Impact of Gang Culture, Gang Violence on Mental Health and Community Well-being

Group Strategies for addressing "creating an" the Economic Environment:

The group was asked to share what item in their possession represents them? One word to increase community wealth? Giving something symbolic to offer the world.

Examples provided: Access - hope - resources - protection - information - network - opportunity - kindness - time - individuality - knowledge - family - information - love - curiosity - accomplishment - caring - effectiveness – commitment. *Items were placed in the middle of the groups circle that represented such. "Social Currency" the gift that we possess.

2nd round - identify what you have and what you want and pick up an item from the list above and state why you chose such. Why you chose what you choose?

The intent is to demonstrate an example of wealth - Activity background was provided as "this is what Billionaires do to barter and maintain wealth without exchanging money" Activity designed to change thoughts about what building the economy represents.

Examples:

Relieve - Because at the end of the day - when all information is disperse, I have done everything I could to give me relief.

Love - Because its priceless drives value - easily shared and is contagious.

Kindness - Too much anger in communities among children and agencies. Need to help one another as oppose to compete.

Participant Response – even though participant was asked to do the activity - I was hesitating to pick an item up out of my own uncomforted of not knowing. Example given up inmates coming out of jail after 20 years. Some people come ready and some need hand holding. - Every case is a bit different.

Example – Provide vendor with \$50 to make hamburgers – suggesting kids will return with a ticket to receive a meal. Exchange helped vendor make money & youth complete jobs to provide vendor the tick in exchange for a meal.

Example. Invest money in poverty - the community will transform.

Exposure will help change one's mind. One must know the opportunity is there - just help them see the opportunity. Kids will gravitate to you as an individual who gives back, provided they feel your genuineness helps in their transformation.

We must be aware of our own gifts to see the gifts in others - Fabian Montes.

Guide kids through their likes...allow drafting of gang sign graffiti to open students up toward becoming more creative with their art. We're all artist, we steal from other.

Economic Environment - identified an object and created a meaning for it. ie. Virtue to give to community. Participants then went back to the circle to select an item left by someone else and discuss why we choose that item.

Provided an example how everyone has something to give demonstrating value to barter above and beyond money. Our community's has a lot of value and the goal is to say, given what we have and it will be returned. Teaching people to think differently, tapping into their own capital and how to create value to give to the world. Building on the strength of community.

Business/Economic Oriented Tactics/Actions

- Hiring practices : refusal to hire gang intervention counselors with gang involvrmnt experience
- Job preparedness activities: creating resumes; obtaining email addresses; developing job interview skills and other entry-level professional skills; developing entrepreneurship.

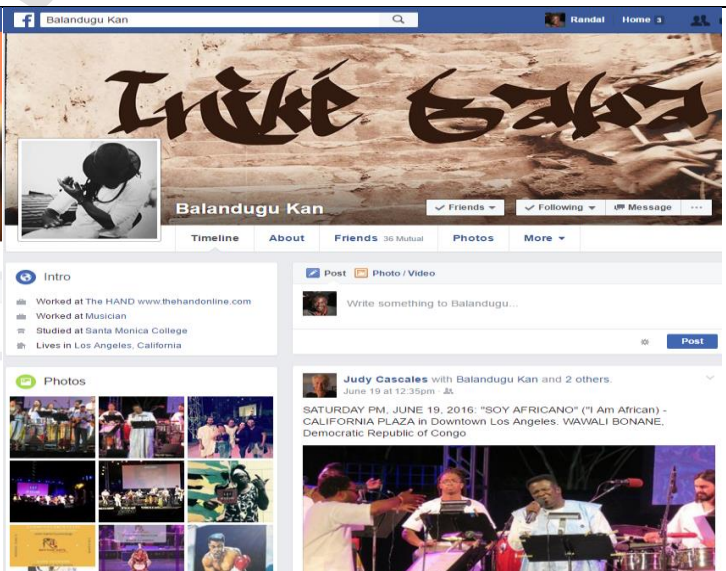


Musical Education & Cultural Enrichment: Rhythm Arts Alliance



Peter Walden,
Rhythm Arts Alliance,
Artistic Executive Director

The Rhythm Arts Alliance creates a positive and healing path that can change the world one life at a time. Through our work of awakening the inner artist and building lasting, inclusive communities, we provide the foundation for insightful and soulful living. As we bring the arts off the stage and into the lives of youth challenged by poverty, alienation and marginalization, we provide the threads that will reweave our tattered communities. Rhythm Arts Alliance crafts unique experiences that awaken the inner artist in our youth. We provide the tools they need to turn their lives around. As [artist-teachers](#), it is the mission of Rhythm Arts Alliance to empower individuals, and youth in particular, through the rich experience of indigenous and other cultural arts, healing arts, movement, music, and rhythmic traditions. We provide a safe and inspiring place for young people from high risk communities to develop a deeper level of insight as they grow within a community involved in meaningful music making. (<http://www.rhythmartsalliance.org/>)



Food: All Vegan Options for Lunch

In alignment with Prevention Institute's vegan food policy, we offered symposium participants a vegan lunch which consisted of polenta, grilled asparagus, a greek salad and ice tea/lemonade, coffee and cookies. The lunch - a first experience with vegan food for many - was enjoyed by all.



Symposium Videography/Photography:

RISE Design Lab



Khari Scott
RISE Design Lab
www.risedesignlab.com

Rise Design Lab is a creative design studio, specializing in graphic design and video for non-profits and companies that are doing work to uplift others.



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About RISE Design Lab

We believe effective design is more than just aesthetics: it's a compelling way

Convening Organization:

Violence Prevention Coalition of Greater Los Angeles



Adrienne Snider,
Executive Director

Daniel Healy,
Associate Director

The mission of the Violence Prevention Coalition of Greater Los Angeles is to unify and strengthen voices of member organizations and individuals committed to ending the epidemic of violence by providing education, resources and policy advocacy. Since 1991, the VPC has been a leader in the movement to frame violence as an issue of public health, rather than criminal justice. Members represent public and private organizations, including public health, legal community, gun violence prevention, domestic violence, probation, law enforcement, gang intervention, child abuse prevention, victim support services, arts organizations, education organizations, early childhood, and youth development, with the understanding that only through collaboration can we make Los Angeles a safer and healthier place for us all. The VPC recognizes that large-scale social change requires broad cross-sector collaboration and coordination. As a backbone organization for collective change, the VPC coordinates, educates, and facilitates among our membership, ensuring communication among organizations involved in related work, increasing collective learning, and providing a link between the work in the field and advocacy on a city, state, and national level.





Strategic Planning & Project Leadership for Making Connections

Project: Dr. Randal Henry, Founder/Chief Intelligence Officer
Community Intelligence LLC



Dr. Randal Henry, DrPH, MPH,
Founder & Chief intelligence
Officer,
Community Intelligence, LLC
www.communityintelligence.org

Dr. Stephen Randal Henry is the founder and chief intelligence officer of Community Intelligence (www.communityintelligence.org) a community oriented research and evaluation consultation firm focused on multisite evaluation, policy analysis and evaluation, logic model development, qualitative data collection and analysis, community engagement, health promotion, health impact assessment strategic planning and multicultural research. Randal's quantitative and qualitative expertise in community needs assessment and asset mapping, health service delivery, fund development, coalition facilitation and program evaluation has been applied in diverse settings from community and faith based organizations to local and federal government and to a breadth of issues including improving care for homeless veterans, increasing services for women with HIV/AIDS and reducing violence and unintentional injuries among children and adolescents. Dr. Henry is an expert in preventing and reducing chronic diseases through policy, programmatic, institutional and community improvements, with a particular focus on reducing disparities in cardiovascular disease, hypertension and stroke in multi-cultural and vulnerable populations. Randal is an active member of LA City Pedestrian Advisory Committee and the LA City Appointee to the West/Central Metro Service Council where he works to bring a public health approach to transportation decisions. Randal Henry has served as principal investigator on national multi-site research and demonstration projects and has published research findings in peer-reviewed journals. Stephen Randal has served on national advisory and expert panels and is an alumni member of Robert Wood Johnson's New Connections Investigator program. Dr. Stephen Randal Henry is a graduate of Cal Poly Pomona (1990) and received his masters' (1997) and doctoral (2006) degrees in public health from the School of Public Health at the University of California at Los Angeles where he received numerous fellowships, was a graduate instructor in health policy and administration courses and delivered a commencement speech at the UCLA School of Public Health graduation ceremony (1997).



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Consulting Services

CI's consultant services can be categorized into four broad domains:

(1) Research and Program Evaluation

The goal of CI's research and evaluation services is to help organizations systematically assess the success/failure of projects, policies and programs, particularly their effectiveness and efficiency and to understand how and why particular results were achieved.

- Literature Reviews, Focus Groups, Interviews, Surveys, Delphi Method, etc.
- Implementation Science
- Integrated Healthcare Solutions
- Qualitative/Quantitative Analysis
- Cost-Benefit Analysis
- Cost-Effectiveness Analysis
- Asset mapping/Needs Assessment
- Collective Impact Assessment
- Health Impact Assessment



(2) Organizational Development and Strategic Planning CI's organizational development services can help increase your organization's effectiveness, efficiency and empower you to reach your strategic goals.

- Logic Model Development
- Program Planning
- Staff Training
- Grant Writing
- Coalition Building, Development and Sustainability
- Quality Improvement

(3) Technical Assistance, Training and Education Services CI can provide specialized Technical assistance (TA) service or skill that many nonprofits do not possess within the organization, but may need in order to operate more effectively. These include:

- Project Management
- Staffing
- Walkability Audits
- Plan, Do, Study, Act Cycles

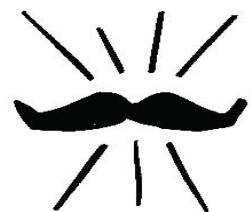
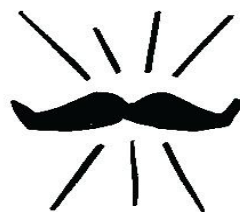
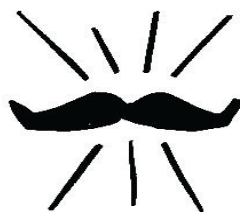
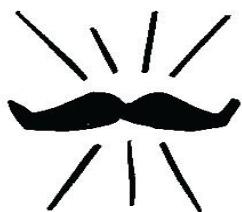
(4) Multicultural Consulting Services

We provide full-service Latino, Asian and African American qualitative and quantitative research. This includes focus groups, in-depth individual interviews and the complete spectrum of quantitative studies conducted and supervised by bilingual, bicultural marketing professionals.

- Community Engagement
- Facilitation
- Health Equity/Disparities Reduction
- Cultural Competency Training

Closing

On the behalf of the Making Connections Work Group, the Violence Prevention Coalition of Greater Los Angeles and Community Intelligence LLC, we want to thank all the attendees for their participation and contributions to the rich discussion generated by our speakers and panelists. We believe that with a concerted effort we can address and reduce the impact of gang culture and gang violence on mental health and well-being in south Los Angeles and throughout Los Angeles County. In the near future we hope to further explore the strategies raised during the symposium, move the dialogue and planning forward, implement policies and initiate action to improve mental health and well-being among men and boys of color. Again, we thank you for your participation and we look forward to working together with you to improve mental health and community well-being.





Organizations participating in the VPC Making Connections Project Work Group include:

