

# **A Comprehensive, Coordinated, Community-Wide Child Development Study to Stem Youth Violence**



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LEADERSHIP ON  
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AND THE ENTIRE  
STUDY TEAM  
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## TABLE OF CONTENTS

INTRODUCTION – PPI History

EXECUTIVE SUMMARY & STUDY RECOMMENDATIONS

BACKGROUND – UNDERSTANDING COMMUNITY VIOLENCE

STUDY METHODOLOGY/SCOPE/WORK GROUPS

WORK GROUP FINDINGS

- Spiritual and Moral Development
- Law Enforcement
- Education

OUTCOME MEASURABLES

TABLE OF RECOMMENDATIONS

SUMMARY & ACKNOWLEDGEMENTS

APPENDIX

- A. Study Presentations
- B. Workgroup Study Questions
- C. Risk Factor Analysis
- D. ACEs Questionnaire
- E. Adopt-A-School Program Outline
- F. Dads on Duty Program

RESOURCES

## INTRODUCTION

The Public Policy Institute of Marion County, Inc. (hereinafter “PPI”) is a 501(c)(3), not-for-profit, nonpartisan organization established in 1999 to provide a careful analysis of the issues and trends that shape and affect public policy in Marion County. Governed by a 15-member Board of Directors representing diverse community sectors and demographics, PPI is dedicated to advancing public interest and improving the quality of life in Marion County by providing an opportunity for local citizens to come together in a structured environment to address recognized local concerns. Since its formulation in 1999 the PPI has published fourteen (14) studies, conducted three (3) seminars, and a quality-of-life report (<https://ppiofmarioncounty.org/studies>).

### **Mission...**

To give the community a sense of hope and optimism by creating a broad base of community involvement in identifying, researching, and establishing dialogue on community-wide issues, and then in recommending and helping to implement timely solutions.

### **Vision**

By 2015 the Public Policy Institute was recognized regionally as a significant leadership organization that continually helps to improve our community by identifying and researching the major issues that are negatively impacting our quality of life, and by identifying and supporting the implementation of viable solutions to address those issues.

### **Objectives**

The objectives of the PPI are as follows to:

- provide formal and informal networks within which individuals may come together to share their knowledge, resources, and experiences.
- periodically identify a short-term community project that can be accomplished in a 12–18-month period with meaningful results.
- provide a process where community leaders can work through problems and participate in open discussions (conferences and seminars).
- involve a broad range of individuals in the process in order to generate dynamic, synergistic, creative, and catalytic leadership in addressing each critical issue, and to provide "stay-in-place" solutions.
- create a shared sense of community, in that any issue must be addressed, discussed, and debated in an atmosphere of mutual fairness, respect, civility and sincerity - where the highest aspiration is to serve the common good.

*“The Public Policy Institute of Marion County, Inc. is built on the traditional democratic principle that citizen involvement and participation is fundamental to a healthy community. It is the concerned citizens of Marion County that can best solve the problems we face. The PPI is designed to provide an opportunity for citizens to come together and address concerns in a rational, thoughtful manner.”* (<https://ppiofmarioncounty.org/>)

## EXECUTIVE SUMMARY

The Public Policy Institute (PPI) Steering Committee established the current study focus to develop a comprehensive, holistic, community-based, public/private partnership to reduce the escalating violence, especially among our youth, in Ocala/Marion County. The PPI Steering Committee determined that the study would focus on the physical, social, and spiritual needs of children in pre-kindergarten (PreK) through middle school and their parents/guardians, with the overarching goal of creating a community of productive and engaged citizens.

The Board approved the study in November 2019. Shortly after identifying a Study Chair in February 2020, the COVID-19 outbreak was declared a global pandemic on March 11, 2020. Study plans continued. Ocala Police Chief Greg Graham and Marion County Sheriff Billy Woods committed to key funding. At the request of Ocala Police Chief Greg Graham, a White Paper was developed, and a decision was made to move forward with the study despite barriers presented by the pandemic shutdown. With uncertainty as to when it might be deemed safe to host an in-person Study Kick-Off event, the group shifted to a “virtual” Kick-Off via Zoom, which became the meeting alternative to face-to-face meetings.

The study team met weekly on average from July 2020 through December 2021. Meeting agendas typically included one or more presentations from community organization representatives who informed the group of available resources and shared supporting data to address the scope of the problem from their organization’s perspective. Open discussions took place during the study team meetings consisting of questions and answers related to the presentation(s), stakeholder views of the problem and potential solutions, suggested areas for additional exploration, and invitations for future guest presentations.

In January 2021, three distinct Working Groups were formed:

- Law Enforcement
- Parent, Education, and Social Services
- Moral, Spiritual and Emotional Development

### Recommendations

The following recommendations are described in greater detail in the report.

- 1) Create coordinated collaborative efforts across disciplines, organizations, and stakeholders to implement an evidence-based violence prevention plan of action for Ocala/Marion County.
- 2) Develop a faith-based Adopt-A-School initiative with the Marion County Public Education Foundation to complement and enhance the current successful *Business Partners* program that has been in existence since 1985.
- 3) Enhance the presence of law enforcement building an atmosphere of trust between law enforcement and the community at large through community policing, partnerships with mental health professionals, training programs, and services for earlier intervention for at-risk youth

- 4) Coordinate a multi-tiered system for delivery of educational services through MCPS and the support agencies/organizations by publicizing and centralizing key descriptions of these services and how to ACCESS them.
- 5) Ensure all relevant social services, community, and faith-based organizations in Marion County use and update their information on the appropriate centralized portals as a source of reliable and accurate information to match the needs of children and families to resources available.

Throughout the course of this study, we learned that there is no shortage of concerned citizens in our community, and that there is access to more local resources than most study team participants realized. A common theme discovered throughout the study involved a lack of coordination of resources, creating barriers to ensuring access to services for those in need. Furthermore, with a county that is geographically the size of the state of Rhode Island, resources are not feasibly available in all areas, creating gaps in service for many children, youth, and families who live in outlying areas of Marion County.

As was stated by previous Study Chairs, the value of this report will be measured by the degree to which it is a catalyst that inspires change. To quote a current study team member, “this is complex, but it is not complicated.” As a community we must unite with an unwavering belief that together we can build a system that will better serve all and put that belief into action without compromise.

[P.S. As this study was readied for publication, the recent escalation of gun violence in our community – namely the New Year’s Day 2023 shootings resulting in two deaths and four injuries – has prompted a call to action to form a Gun Violence Task Force of which PPI will be an active participant. The recommendations contained herein will be a vital part of this Task Force’s deliberations and subsequent plan of action. In addition, a recent proposal by the Sheriff with regard to the Sheriff absorbing the MCPS School Safety Program generated a great deal of community dialog and input.]

Respectfully Submitted,

Dama Walker Abshier, Ph.D.  
Study Chair

## **STUDY METHODOLOGY AND SCOPE**

### **Study Approval**

On November 4, 2019, the PPI Board approved the current study entitled, “A Comprehensive, Coordinated, Community-Wide Child Development Study”, with plans to conduct a study to determine the interest in and feasibility of developing a Comprehensive, Holistic, Community-Based, Public/Private Partnership designed to reduce the escalating violence in Ocala and Marion County. The study would focus on the physical, social and spiritual needs of pre-kindergarten, elementary and middle school students and their parents, with the overarching goal of creating a community of productive and engaged citizens.

### **Scope**

The Public Policy Institute will conduct a two-year study to determine if a coordinated, comprehensive effort among children’s services providers, educators, and a cross section of the community can offer a more holistic approach to reducing violence in Ocala and Marion County. The focus will be children between pre-kindergarten and middle school, and their parents/guardians, with specific goals centered on:

- Elevating reading levels
- Increasing academic performance
- Enhancing social skills and positive social behaviors
- Encouraging spiritual, moral, and character development

The study will detail the various services available from governmental and nongovernmental organizations that offer services ranging from health and well-being, relationship management, tutoring, mentoring, spiritual development, and parenting classes. The study will seek to discover in what ways services might be best organized and coordinated and make recommendations on how to provide families with well-defined support systems for creating transformative change that allow children and parents enhanced opportunities to become productive citizens both now and in the future.

The study will identify measurable key indicators that will be used as a baseline, against which study recommendations and progress will be measured over time.

### **Structure**

Initially, a study steering committee will identify the strategies, structure, key stakeholders, and/or study participants, that will form the overall study committee. Once formed, the study chair may organize sub-committees and/or work groups at his/her discretion. The study chair, steering committee, and study committee will report to and operate under the auspices of the PPI Board of Directors.



## **Study Chair Selection**

Once the Board identified and titled the study topic, the Board recruited a Study Chair (hereinafter “Chair”). to organize and facilitate a group of community leaders and stakeholders to generate dynamic, creative, and catalytic leadership in addressing each critical issue of the study and to provide recommendations for local solutions. Dr. Dama Walker Abshier was selected as the Study Chair based upon her background and experience in education working with students, families, school systems, and community organizations.

## **Public Forum Study Announcement**

Unique to the current study, a global pandemic limited social gatherings as a public health safety precaution; therefore, PPI announced the current study and invited public participation in a virtual Kick-Off Zoom Meeting on July 13, 2020. The Ocala Gazette published an article about the study in the July 14, 2020 issue [[Community think tank will seek answers to problem of violence and young people](#)]; a list of previously identified stakeholders and their representatives were sent invitations; and study team members continued to invite additional participants throughout the study.

## **Funding**

The PPI is funded by donations from individuals, corporations, and institutions within Marion County. Funding for the current study was derived from contributions by the Ocala Police Department for two years and the Marion County Sheriff’s Office for one year. Additional sponsors included Ocala Rotary Club, Sunset Rotary Club, Altrusa International, Metropolitan Rotary Club, Junior League, and Second Bethlehem Baptist Theological Seminary.

## **Guiding Principles of the Study**

The Chair and PPI Board agreed that the study was to be governed by certain basic principals in order to identify and research both the major issues and their corresponding solutions. Those basic principals were identified as follows:

- Fidelity to data: the study was to be guided by “just the facts” and not based on opinions.
- Transparent methodology: data shared, stakeholder presentations, and discussions related to proposed solutions from study participants and third-party organizations were to be presented in public forums through open, virtual study group meetings. Handouts, data, resources, attendance, meeting notes, meeting agendas, Zoom meeting recordings, and workgroup action plans were to be archived in a shared Google Drive.
- Mutual accountability: there must be accountability between the stakeholders, participants, and the general public. It would be the specific intent of the PPI to utilize this study as a basis for public discussion of the issues identified and to compel a call to action. It would be imperative that the public and stakeholders be accountable for the issues identified and the implementation of the recommendations published.
- Public safety: the preservation of public safety was paramount to the study group and a foundational criterion by which all proposed solutions were governed. The solutions recommended by the study were to be practical, evidence-based, and measurable toward the overarching goal of public safety.

## **Meetings**

The study group began virtual meetings on Thursday, July 13, 2020, and met every Thursday thereafter through February 2021. Beginning in March 2021, workgroups were formed, and the large group moved to a monthly virtual meeting schedule to allow workgroups time for meeting and conducting work specific to their area of exploration. The following workgroups were formed: Law Enforcement, Spiritual Moral Development, Education, Parents, Social Services.

## **Participants**

There were 87 documented study team participants, and attendance varied between 20 – 25 participants at each meeting. The study group included, but was not limited to, the following stakeholders and their representatives: Marion County Sheriff's Office, Ocala Police Department, Florida Department of Juvenile Justice, Kimberly's Center, Marion County Public Schools, School Board of Marion County, Boys and Girls Club, Good News Club, Marion County Children's Alliance, Public Education Foundation, Early Learning Coalition, United Way, The Rock, Kut Different, Hands of Mercy Everywhere, Florida Diagnostic Learning and Resource Center, Career Source, Silver River Mentoring and Instruction, Department of Children and Families, Church of Hope, PPI Board Members, and members of the general public.

## BACKGROUND

### UNDERSTANDING COMMUNITY VIOLENCE

Community violence has been found to be a substantial risk factor for the emergence of mental health issues for elementary and middle school students. Community violence is often conceptualized as the prevalence of interpersonal violence and violent incidents within an individual’s own environment (Kliewer & Sullivan, 2008; Potter, 1999). Furthermore, individuals may experience community violence through direct exposure (i.e., personal victimization) and indirect exposure (i.e., observation of a harmful action directed towards another individual; (Fowler et al., 2009).

Gun violence in particular is a complex public health issue impacting our nation at alarming rates. High profile violent events occurring on school campuses have brought significant attention to student safety over the years, from Columbine, to Sandy Hook, to the more recent tragedy at Parkland here in Florida to Robb Elementary to Uvalde...and the traumatic incident at Ocala’s Forest High School. And disturbingly these incidents on campus continued to escalate as this study was underway and through its completion and beyond. As reported by The Washington Post, there have been 376 school shootings since Columbine. [[More than 348,000 students have experienced gun violence at school since Columbine](#)]

As traumatizing as these incidents are, children’s experiences of violence and exposure to trauma extend beyond the walls of our school buildings. It has been said that schools mirror the communities in which they reside. Statistics suggest safety is a preeminent concern in our society at large and locally in our community. According to the Florida Department of Law Enforcement (FDLE), from 2015 to 2019 there was a 67.7% increase in murders in Marion County (i.e., from 10 to 31), while the murder rate increased by only 7.2% for entire state of Florida (i.e., from 1,040 to 1,121). During this same time period, there was a 52.6% increase in murders involving a firearm in Marion County (i.e., from 9 to 19), while the rate of murders involving a firearm increased by only 10.1% for entire state of Florida (i.e., from 767 to 853). In Marion County from 2015 to 2019, there was a 26.2% increase in total firearm crimes (i.e., from 340 to 461), while the state rate of total firearm crimes *decreased* by 9.4% during this same five-year time period (i.e., from 26,715 to 24,429). During this same time period, in Marion County there was a 23.8% increase in total violent crimes (i.e., from 1,185 to 1,556), while the rate of total violent crimes *decreased* by 11.2%) for the entire state of Florida during this same five-year time period (i.e., from 90,204 to 81,092) (<https://www.fdle.state.fl.us/FSAC/Data-Statistics/UCR-Offense-Data.aspx>).

	Marion County	State of Florida
Murder Rate	67.7% increase	7.2% increase
Murder with Firearm Rate	52.6% increase	10.1% increase
Firearm Crime Rate	26.2% increase	9.4% <i>decrease</i>
Violent Crime Rate	23.8% increase	11.2% <i>decrease</i>

And while more recent reported statistics are beginning to trend downward, these statistics warrant an urgent demand for a community response. As this current study focuses on children

ranging from pre-kindergarten through middle school, we must consider the context of childhood violence in the experiences of recurring traumas many students face. Violence does not occur in isolation, and children are dependent on adults to meet their needs during critical developmental years. How to address the issue of recurring traumas and community violence is the primary focus of this study. [For additional analysis of the risk factors of trauma and violence see APPENDIX B]



## WORK GROUP FINDINGS

### Background

As the three Work Groups began their research, the following facts were deemed important to the Study Team:

- Gun violence is a complex public health issue impacting our nation at alarming rates.
- High profile violent events occurring on school campuses have brought significant attention to student safety (e.g., Columbine, Sandy Hook, Parkland, Uvalde) including our own incident at Forest High School on the one-year anniversary of Parkland.
- The literature indicates that children who experience adverse events (e.g., trauma, community violence, poverty-related stressors) are at an increased risk for social-emotional behavioral and academic problems, to include aggressive and disruptive behaviors, increasing the potential for early disengagement from school and entry into the juvenile justice system (Jiang, et al., 2016; Feierman, et al., 2009).
- Violence is often cyclical in nature, meaning those who engage in aggressive acts often experienced some form of victimization themselves (Hamby, et al., 2013).
- Notably, students of color often experience discipline referrals and expulsions at disproportionate rates as compared to the total student population and are less likely to have access to effective mental health services (Fenning, et al., 2007).
- The poverty and socio-economic status of children and families often have a direct correlation to student success and behavior. Having the necessary community wide resources to help children and families address social and economic needs can provide students and parents the infrastructure support to meet daily and emergency needs that disrupt the lives and learning process for children.

### Methodology

Each of the three Work Groups were posed a series of questions to explore in their in-depth research and review. The questions focused on identifying the key essential supports; the integration disciplines – education, law enforcement, community; the resources needed; how to effectively measure outcomes. In responding to these inquiries, the respective Work Groups explored existing programs and services both well established and newly forming; unexplored options unique to Ocala/Marion County; gaps in services and resources; obstacles and barriers; overlap in services; and how best to integrate and coalesce such programs and services across the three work groups. [Full details regarding the respective Work Group Exploratory Questions are included in Appendix B]

## **Moral Spiritual Workgroup Findings**

The Moral Spiritual Development workgroup had participation from community spiritual leaders representing a variety of faiths, denominations, and others (both faith-based and secular) interested in and concerned with the spiritual, moral and character development of children. It was identified that the lack of a moral compass in the lives of children and families is a void not only locally but throughout the state and nation. As but one example, John Cooper, CEO of Kids Central, noted that of parents who lost their children to foster care, 89% had no faith-based connections.

In Marion County, the public school system is receptive to the involvement of the faith-based community on a school-by-school basis, recognizing that such programs are “extracurricular” club-based activities. Law enforcement organizations are also interested in partnering with those faith-based initiatives and providers, especially those that extend beyond regular school hours. There are a number of public schools in Marion County that have existing faith-based partnerships. At the time of this study, efforts in the schools varied and the variety of services and activities were not offered through any uniform structure but rather at the discretion of the individual school principal.

Through the various programs and services that are being offered/recommended, it is important that they facilitate the development of a spiritual/moral foundation earlier on. This is especially important as it relates to those faith-based initiatives that contribute to overall emotional health and well-being. Approximately thirteen (13) faith-based and/or organizations that promote social-emotional and/or moral-character development were explored, both existing programs and services and potential new programs to enhance and expand those already in place. (see Appendix E). The workgroup reached consensus that participating programs should embody love, kindness to others, honesty, and responsibility as core values with a common focus of reducing youth violence by addressing the following:

- Character Building
- Positive Moral/Social Decision Making
- Stay In School
- Say No To Drugs
- Stop All Bullying
- Improved Education Outcomes
- Enhanced Parental Involvement
- Parental Respect
- Overcoming “Fatherlessness” Syndrome

The basic premise of the workgroup is “all children have value” and the responsibility falls to the entire community to assure that all children thrive and develop as healthy, safe, and wholesome individuals. These recommendations support the development of community strategies to reach the objectives outlined across the school curriculum through programs/initiatives with faith-based partners and related organizations.

## **Moral Spiritual Workgroup Recommendations**

1. While the existing Adopt-A-School Program can and does include the faith community, it is recommended that the School Board create a distinct and separate faith based Adopt-A-School initiative in conjunction with the Marion County Public Education Foundation, leveraging and expanding the current faith-based programs within the school system.

2. To assure the broadest participation in a faith-based initiative, the School Board of Marion County should appoint/designate a coordinator for recruiting and working with the faith-based community and organizations to encourage engagement and maximum impact district wide. Cost equivalent - Program Coordinator salary range.
3. Efforts to develop spiritual and moral consciousness should include involvement with other faith based and community organizations, including but not limited to Boys And Girls Clubs, YMCA, Big Brothers Big Sisters, United Way, Children And Family Services, Children's Alliance, Early Learning Coalition, Scouts, etc.
4. To enhance healthy social interactions, encourage and support the development and coordination of endeavors like KUT Different, The Rock, War Memorial Auditorium Baseball League et al., especially critical after school initiatives.
5. Implement the successful national *Dads On Duty* model in MCPS – middle school and above – to foster dialogue, accountability, and positive role models in formative middle school years.
6. Care Portal –the newly developed Care Portal should provide support for parents and families in meeting the needs of daily living. This study recommends participation/registration of faith based and community organizations to identify and match the needs of children and families.

## Law Enforcement Workgroup Findings

The Law Enforcement Workgroup examined and discussed the programs and services that currently exist to foster the perception of the police and sheriff as a vital community resource vs. simply “law enforcement,” particularly as it relates to law enforcement’s role in developing and instilling the values of community and citizenship in this study’s targeted student population and their parents. Basically, how to change the culture of fear and mistrust that prevails not only in our own community but nationwide.

It was recognized that a wealth of programs and services already exist that are not only aimed at our youth but their parents as well. Such programs are geared toward changing the perception of law enforcement as simply enforcement against criminal or illegal acts. Yet the gap that exists between the community and law enforcement is systemic and not necessarily unique to Ocala/Marion County. Community risk factors that contribute to this gap include:

- Absence of parental education & support
- Mistrust of law enforcement
- Repetitive unhealthy cycles of behavioral issues, substance abuse, exposure to domestic violence
- Child abuse and human trafficking
- Mental health issues
- Calling law enforcement to deal with parenting crisis issues.
- Increase in # of youth shootings, gangs, criminal history, alternative school placements

Emphasis focused on changing the perception of law enforcement away from the “us vs. them” mentality through a marked culture change. As outlined by workgroup team member Dr. Charles McIntosh, Dean of Criminal Justice and Public Service/College of Central Florida, a dual philosophy of “fairness over outcome” and “social problems vs. criminal actions” must be explored. As Dr. McIntosh notes: “the development of resentment, mistrust, and grievance suggests that the most important factor in an interaction is the impression of fairness.” While the outcome may not change, the perception of having been treated “fairly” makes all the difference. And the second factor of social problems vs. criminal actions notes that the nuanced difference, for example, of “the social, economic, and circumstantial dynamics that permit and encourage gang formation is separate and distinct from the problem of gang-related criminal actions.

With respect, kindness, transparency, and responsibility/accountability as core values, understanding these cultural and philosophical distinctions are essential to the development of the key focus areas and recommendations outlined here:

- Relationship Building
- Culture Change/Shift – Fairness over Outcome
- Distinction Between Social Problems vs. Criminal Actions
- Decreased incidents of youth violence/gang involvement
- Parental Education
- Alternative School Recidivism
- Stop All Bullying
- Enhanced Community Policing
- De-escalation Training/Implicit Bias Training
- Enhanced Parental Involvement
- Mutual Respect vs. Mistrust
- Overcoming “Fatherlessness” Syndrome

Participating programs should extend services and activities beyond school by way of:

- Tutoring/Mentoring
- Structured Recreation And Play
- Enhanced Mental Health Awareness/Programming



- Juvenile Crime Tracking/Gang involvement
- “Polar Patrol” Model of Community Engagement

The basic premise of the workgroup is that enhanced community and law enforcement interaction for non-crime related activities will foster essential relationship building key to culture change. These recommendations support the development of community strategies to reach the objectives outlined across all related programs and organizations both within and outside of law enforcement.

The overarching focus of the Law Enforcement Workgroup was recognition of the crucial need for relationship building, community building and the enhancement and integration of existing programs and services among and between law enforcement and their partner agencies and community groups – all to effect cultural change and shift in perception. By so doing, much needed inclusion of and early intervention for the targeted youth population and their families will move us forward as a community to break the cycle of youth violence.

### Law Enforcement Workgroup Recommendations

1. The following staff additions would aid in realizing the full potential of existing programs:

Position	Cost w/o Benefits
Victim Advocate Program	OPD \$34,215 – MCSO \$42,851
School Resource Officers – expand + floaters	OPD \$42,000 – MCSO \$47,613
Juvenile Intervention Specialist	OPD OR MCSO - \$40,156
Crisis Intervention Specialist	(OPD or MCSO?) \$58,781

2. Recommended training enhancement programs for law enforcement:
  - Youth at Risk Resources - train officers and community members
  - Rapport Centric Training - mindfulness-self-care as component of interaction
  - Fairness and Outcome Dynamic
  - Shaping behavior to serve all people
  - Experiential learning/e.g. [Valencia Criminal Justice Institute Experiential Learning Program](#)
3. “Bridging the Gap” Training - communication and bi-directional perceptions from and towards law enforcement.
4. Expanded parental services for earlier intervention especially for at risk youth:
  - Mentorship
  - Child Welfare Integrated Team (CWIT)
  - Mental Health Liaison
  - Current Medical Diagnosis Treatment (CMDT) early identification
  - Community Education on Pathways to Service expanded accessibility.
  - Outreach Community Connections Program
  - “Community Walks” Program

## **Parent, Education, and Social Services Workgroup Findings**

The Parent, Education, and Social Services Workgroup examined and discussed what programs and services currently exist to meet the basic needs of youth and families, prepare students to achieve academic success, actively teach pro-social behaviors to all youth, and identify youth in need of behavior and social-emotional support for early intervention and better outcomes. This workgroup has recognized the need for services to begin from birth to support the family holistically and aid in reducing occurrences of criminal activity by removing barriers and enhancing community supports available. Additionally, current programs and services align with the Marion County Public Schools strategic plan Achieve 2026 [[ACHIEVE 2026 - Strategic Plan](#)], a comprehensive effort to improve student outcomes. Statutory early learning enhancements are in place to support increased communication efforts among community partners such as the Early Learning Coalition, Head Start and Early Head Start programs, and the Marion County Public Schools which includes Florida's Assessment of Student Thinking (FAST) which gauges children's progress throughout educational programming (<https://www.fldoe.org/fast/>).

It was determined that:

1. Community and Educational System resources are available; however, resources and access to qualified staff are limited.
2. Systems currently in place are newly implemented (within the past 3-5 years) and need additional time to show impact.
3. Too many Marion County residents continue to struggle with basic needs such as food, reliable transportation, safe housing, and inability to pay utility bills that could be deemed contributory factors related to the ability for students to succeed.

With respect, kindness, and responsibility as core values, the following objectives are considered important to this work:

- Behavior/Social Skill Building
- Early Identification for Behavior and Mental Health Concerns
- Behavior and Mental Health Intervention/Support
- Educator Training
- Wholistic family supports.

Participating programs should extend services and activities beyond school by way of:

- Tutoring/Mentoring
- Childcare financial support
- Help Me Grow early intervention services [Help Me Grow Marion County](#)
- Success by 6 Parenting Courses
- MCPS Family Engagement Activities outside school hours
- Community Events to support awareness of available supports.

## **Parent, Education, and Social Services Workgroup Recommendations**

1. Utilize the Multi-Tiered Systems of Support (MTSS) framework to coordinate services and support.
  - a. Training and Support: Behavior, Intervention, Restorative Practices, Mental Health, Trauma

- b. Utilize universal screening tools for behavioral/mental health.
  - c. Utilize an Early Warning System (EWS) at the district and school level for intervention as early as first or second grade.
  - d. Progress Monitoring Tools for Behavior/Mental Health.
2. Adequately staff mental health professionals in schools.
    - a. Mental health professionals provide students with direct services and support within the school setting to help address areas of concern identified by the school-based teams. Having mental health professionals in schools eliminates many barriers to students receiving mental health services including transportation, ability to pay for services, and engagement in services.
    - b. Continue contracting with community mental health agencies to ensure mental health clinicians are in schools. Historically, MCPS has contracted with mental health agencies to provide mental health services to students. Mental Health Allocation Plan funding has expanded this practice to staff mental health clinicians with a goal to have clinicians present in all schools.
    - c. Follow recommended ratios of school psychologists (1:500), social workers (1:250), and school counselors (1:250) to students. Adhering to recommended ratios will likely necessitate redefining roles and responsibilities of professionals and support staff to provide a more robust range of services.
  3. Utilizing an adverse childhood experiences ACEs questionnaire upon enrollment may assist in early identification of families who would benefit from community-based resources as ACEs are associated with higher levels of stress, mental health issues, inability to form healthy relationships, stunted brain development as well as negatively impacting the immune system. Early identification and intervention are key. [See APPENDIX D]
  4. Behavior and Skill-Building Programs both within the school system and through community-based programs as outlined in Working Group recommendations.
  5. Initiate community campaigns to engage families in learning about available resources and opportunities to promote family environments that support healthy development.
  6. Continue current early learning/childcare programming through the newly opened Early Learning Center of Marion County/Head Start/Marion County Public Schools to support quality early learning environments that also encourage family engagement throughout the program.
  7. New Programming needs adequate time to see impact – recommend continued data tracking withing a specific review timeframe to measure effectiveness.
  8. Increase the available pool of trained professionals and paraprofessionals available to deal with the non-academic social and economic challenges young school age children and their families face.

## SUMMARY OF WORKGROUP RECOMMENDATIONS

**Table of Recommendations**

1. Create coordinated collaborative efforts across disciplines, organizations, and stakeholders to implement an evidence-based violence prevention plan of action for Ocala/Marion County.	
a. Appoint and fund a position to facilitate and coordinate up to 2-year implementation plan.	<p>Must be:</p> <ul style="list-style-type: none"> <li>• Funded (e.g., Hospital District) in a salaried position or as an independent contractor to ensure the professional can allocate the time needed for this work.</li> <li>• Housed within an organization that remains neutral such as the Public Policy Institute, Marion County Children’s Alliance, Community Foundation of Ocala/Marion County.</li> <li>• Viewed by all identified area stakeholder groups as priority work.</li> </ul>
b. Identify a contact person for each stakeholder group/area to be represented.	<ul style="list-style-type: none"> <li>• Connection between vision/mission/strategic plan of the area they represent (e.g., law enforcement, academics, community mental health, physical health, early learning, faith-based community, student services within education system, etc.) and the work of this community-wide action plan to prevent and reduce youth violence.</li> <li>• Access to relevant data to analyze, share, and facilitate collaborative problem solving in quarterly progress monitoring meetings, and annually in evaluation/action planning meetings.</li> </ul>
2. Faith-based Adopt-A-School initiative to be developed in conjunction with the Marion County Public Education Foundation to complement and enhance the current successful Adopt-a-School program in existence since 1985. (Model: Orange County Public Schools)	
3. Enhance the community presence of law enforcement through programming and services beyond policing in response to crime.	
a. Key personnel to enhance the positive impact of law enforcement.	<ul style="list-style-type: none"> <li>• Victim Advocate Programs</li> <li>• School Resource Officers</li> <li>• Juvenile Intervention Specialist</li> <li>• Crisis Intervention Specialist</li> </ul>
b. Training enhancement programs	<ul style="list-style-type: none"> <li>• Youth at Risk resources</li> <li>• Rapport Centric Training</li> <li>• Fairness and Outcome Dynamic</li> <li>• Implicit Bias Training</li> <li>• Racial/Cultural Diversity Training</li> <li>• “Bridging the Gap”</li> </ul>

<p>c. Parental services for earlier intervention for at-risk youth</p>	<ul style="list-style-type: none"> <li>• Child Welfare Integrated Team</li> <li>• Outreach Community Connections Program</li> <li>• Mental Health Liaison</li> <li>• Current Medical Diagnosis Treatment</li> <li>• Community Education on Pathways to Service</li> <li>• “Community Walks” Program</li> </ul>
<p>4. Coordinate a multi-tiered system for delivery of educational services through MCPS and the support agencies/organizations by publicizing and centralizing key descriptions of these services and how to ACCESS them.</p>	
<p>a. Ongoing training for district/school leaders, and school teams to support school implementation of MTSS:</p>	<ul style="list-style-type: none"> <li>• Positive Behavioral Interventions and Support</li> <li>• Restorative Practices</li> <li>• Intervention Effectiveness</li> <li>• Staff School Based Mental Health Professionals</li> </ul>
<p>b. Use of an Early Warning System and universal screening as part of the MTSS to proactively identify students in need of academic and/or behavioral support.</p>	
<p>5. Ensure all relevant social services, community, and faith-based organizations in Marion County use and update their information on the appropriate centralized portals as a source of reliable and accurate information to match the needs of children and families to resources available.</p>	
<p>a. Care Portal: faith-based organizations</p>	
<p>b. MyFloridaMyFamily.com (powered by Aunt Bertha): all social services</p>	

## OUTCOME MEASURABLES

The poverty and socio-economic status of children and families often have a direct correlation to student success and behavior. Having the necessary community wide resources to help children and families address social and economic needs can provide students and parents the support to meet those daily and emergency needs that too often disrupt the lives and learning processes of children, Teachers are not prepared or equipped to deal with many of the issues that sustain the daily lives of families. Increasing the available pool of trained professionals and paraprofessionals to deal with the social and economic challenges young school age children and their families face, will place that responsibility for addressing these non-academic needs in the appropriate hands creating synergy with our teachers for resolving problems and helping families thrive.

The Public Policy Institute has made every effort to include measurable outcomes in its recommendations to lend accountability and continued follow through for maximum impact. In the recommendations of each of the three workgroups were imbedded projected outcomes. Because of the alarming rates of juvenile crime statistics, a reduction in the overall rates on par with State levels over a two-year period would be a primary and significant measurable outcome.

The measurables from the five (5) main summary recommendations are as follows:

*RECOMMENDATION 1: Create coordinated collaborative efforts across disciplines, organizations, and stakeholders to implement an evidence-based violence prevention plan of action for Ocala/Marion County.*

- Funding and hiring of an overarching coordinator to monitor the two-year suggested implementation plan and the additional staffing recommended by the Law Enforcement Workgroup and the Education Workgroup.

*RECOMMENDATION 2: Create a faith-based Adopt-A-School initiative with Marion County Public Education Foundation to complement and enhance the current successful Business Partners program that has been in existence since 1985.*

- In year one – recruit and enroll a minimum of 20 faith-based organizations/community groups under this new initiative with a goal in year two to double that number.

*RECOMMENDATION 3: Create an atmosphere of trust between law enforcement and the community at large through enhanced presence of law enforcement through community policing, partnerships with mental health professionals, training programs, and services for earlier intervention for at-risk youth,*

- Increase the enrollment and participation in Big Brother/Big Sisters by 30% in year one.
- Select a neighborhood for a trial run of enhanced community policing in year one as the model for community wide implementation.
- Create and implement a mental health/policing partnership in year one as the model for community wide implementation

- Host and conduct a minimum of six (6) training sessions in year one per the recommended suggestions through partnership with the College of Central FL and Marion Technical College

*RECOMMENDATION 4: Create, organize, and communicate a resource link through a centralized portal such as the CARE PORTAL as a reliable, timely and accurate access point for information to match the needs of children and families to relevant social services, community, and faith-based organizations.*

- With the CARE PORTAL operational, beyond the applicable social services enrollments, encourage the enrollment of a minimum of ten (10) faith-based organizations and 30% of eligible parents identified.

*RECOMMENDATION 5: Coordinate a multi-tiered system for delivery of educational services available through MCPS and those agencies and organizations that support these endeavors by publicizing and centralizing not only access to but descriptions of those services available to assure that the programs available align with access to them.*

- The Education Workgroup indicated that the program enhancement recommendations would take 3-5 years to fully implement so that a 20% increase in overall impact per year is recommended
- Continue to monitor, for example, parental enrollment in the new parenting engagement program outlined by the Superintendent in 2022-23 school year
- Continue to monitor enhancements to the School Safety Programs as new guidelines and enhancements are introduced based on new study underway.



Image courtesy of iStock/Getty Images

## **CONCLUDING COMMENTS & ACKNOWLEDGEMENTS**

### **DR JERONE GAMBLE**

At the onset of this study, PPI and its strategic partners and stakeholders sought to determine if by developing a comprehensive and holistic public/private partnership focused on the physical, mental, social, and spiritual well-being of PreK, elementary, and middle school students and their parents/guardians, we could reduce the escalating violence in our community.

Due to the intervening COVID pandemic, what began as a traditional two-year study stretched into three years+. The extended time and the need to coalesce our meetings into virtual/small group discussions, turned out to be an unintended benefit to our work as it allowed a more focused, in-depth exploration among the partners and stakeholders in identifying key issues and the most viable solutions.

Local, statewide and national events continued to intervene and of course impacted the direction of our study and its recommended outcomes. The economic impact of the shutdown, the impact of online learning and its repercussions, the resumption of in class instruction as it was safe to do so, ongoing legislative action at the state level impacting all communities throughout FL...these factors and more only gave further impetus to the urgency of this study's conclusions and outcomes.

We extend special thanks to our two extraordinary funding partners: the Ocala Police Department under the leadership of Chief Mike Balken for their two year funding commitment and to the Marion County Sheriff's Office under Sheriff Billy Woods for their one year funding commitment. Without their financial support, the work of PPI and this study in particular would not be possible.

We are also grateful for the work of our Study Chair, Dr. Dama Abshier, who authored the initial draft and who, under the most challenging of circumstances, enabled us to navigate the research, partner presentations, and study groups all in a virtual environment. And to the dozens of presenters, group study members and those on the PPI Board, who willingly gave literally hundreds of hours collectively to listening and reviewing the myriad of programs and factual information that achieved the finished product we see here.

And to our community at large, we present these findings in the hope that they will be a catalyst for positive change...not only for this generation of our youth but for future generations to come. May we be a better community for all because of these efforts.



**APPENDIX A**

**Public Policy Institute Study Presentations**

<b>DATE</b>	<b>AGENCY</b>	<b>PRESENTER</b>
07/23/20	Marion County Public Schools	Candace Scott
08/06/20	Marion County Sheriff's Office	Cindy Turner/William Pinder
08/06/20	Fla. Dept of Juvenile Justice	Lori Bright
08/13/20	MCPS/Mental Health Serv.	Amanda Steckman
08/20/20	ACES	April Russell
08/27/20	The Rock	Rondo Fernandez
09/03/20	Early Learning Coalition	Roseann Fricks
09/10/20	Dept. of Children and Families	Joelle Aboytes
09/10/20	Marion County Children's Alliance	Beth McCall
09/17/20	Kimberly's Center	Dawn Westgate
09/24/20	FDLRS	James Husted
10/01/20	Strong Families	Pebbles Vance
10/08/20	Kut Different	Jamie Gilmore
10/08/20	Good News Clubs	Dominique Guerrier
10/15/20	Career Source	Cory Weaver
10/22/20	SRMI	Allan Nieb
10/22/20	Take Stock in Children	Megan Magamoll
12/03/20	New Leaf Center	Katie Vernon
12/03/20	PACE	Lakesha Colver
12/10/20	MCPS/Alternative Learning	Dwan Thomas
12/10/20	Fatherhood Commission	Mike Behar
12/17/20	Fla. Dept. of Juvenile Justice	Ryan Dorenbush
12/17/20	Hands of Mercy	Yvette Moreno
01/14/21	SADD	Hillary Jackson
01/21/21	Center for Peace	Cindy Grimes
01/28/21	Florida Healthy Start	Julie Moderie
02/04/21	Children's Home Society	Melissa O'Meara
02/11/21	Positive Behavior Intervention	Dr. Dama Abshier
02/25/21	Aunt Bertha Project	Renee' Rivers
08/12/21	Fellowship of Christian Athletes	Grace Daley

## **APPENDIX B**

### **Workgroup Study Questions**

#### Study Questions for Spiritual & Moral Development Workgroup:

1. In what way might we integrate experiences that allow students to develop positive spiritual connections and acceptable social and moral standards?
2. What essential spiritual/moral supports are necessary to enhance the overall healthy moral development of children and support parents for successful student matriculation?
3. What recommendations do you have on the coordination and integration of church, religious, and organizations that foster positive moral/spiritual values?
4. What is the rationale to support these recommendations?
5. What resources are required to implement the recommendations?
6. If these recommendations are approved, what is the measurement of success?

#### Study Questions for Law Enforcement Workgroup:

1. What strategies are currently working to enhance the role and perception of law enforcement to be viewed as a community resource rather than enforcement officers? What new strategies would enhance the role and perception of law enforcement to be viewed as a community resource rather than enforcement officers?
2. What types of training will enhance the image, impression, and effectiveness of law enforcement officers with youth and their parents?
3. What proactive/preventative services/programs are provided by law enforcement as a positive resource to educate youth to learn citizenship/leadership skills?
4. What recommendations do you have on expanding the reach of and the coordination and integration of existing and/or new services/policies to ensure they are equitably available to all?
5. What contributing/risk factors and trends need to be identified that may improve the integration/coordination of available support services?
6. What is the rationale to support these recommendations?
7. What resources/cost are required to implement the recommendations?
8. If these services were provided, how would you measure success?

#### Study Questions for Education Workgroup:

1. What essential social services are necessary to enhance the overall educational experiences of children and support parents for successful student matriculation?
2. What recommendations do you have on the coordination and integration of existing and/or new services into the educational milieu?
3. What is the rationale to support these recommendations?
4. What resources are required to implement the recommendations?
5. If these services were provided, how would you measure success?

## APPENDIX C

### Adverse Childhood Experiences and Youth Violence

Children and youth are susceptible to experiencing negative events known as adverse childhood events (ACEs), which put children at risk for chronic health problems, mental illness, and substance use into adulthood. ACEs are defined as distressing or potentially traumatic events that occur during childhood development birth - 17 years (Anda & Felitti, 2003). Such incidents as emotional, physical, sexual abuse; neglect; living in a household with substance abuse/addiction, domestic violence, divorce, mental illness; and external community factors such as community violence, bullying, natural disasters, etc., all can be contributing factors to ACEs. See the CDC Website for comprehensive information.

(<https://www.cdc.gov/violenceprevention/communicationresources/infographics/preventchildhoodadversity.html>)

#### *Risk Factors*

<b>Individual/Family Risk Factors</b>	
<ul style="list-style-type: none"> <li>• Families experiencing caregiving challenges related to children with special needs (e.g., disabilities, mental health issues, chronic physical illnesses)</li> <li>• Children and youth who don't feel close to their parents/caregivers and feel like they can't talk to them about their feelings.</li> <li>• Youth who start dating early or engaging in sexual activity early</li> <li>• Children and youth with few or no friends or with friends who engage in aggressive or delinquent behavior.</li> <li>• Families with caregivers who have a limited understanding of children's needs or development.</li> <li>• Families with caregivers who were abused or neglected as children.</li> <li>• Families with young caregivers or single parents</li> </ul>	<ul style="list-style-type: none"> <li>• Families with low income</li> <li>• Families with adults with low levels of education</li> <li>• Families experiencing high levels of parenting stress or economic stress.</li> <li>• Families with caregivers who use spanking and other forms of corporal punishment for discipline.</li> <li>• Families with inconsistent discipline and/or low levels of parental monitoring and supervision</li> <li>• Families that are isolated from and not connected to other people (extended family, friends, neighbors)</li> <li>• Families with high conflict and negative communication styles</li> <li>• Families with attitudes accepting of or justifying violence or aggression</li> </ul>
<b>Community Risk Factors</b>	
<ul style="list-style-type: none"> <li>• Communities with high rates of violence and crime</li> <li>• Communities with high rates of poverty and limited educational and economic opportunities.</li> <li>• Communities with high unemployment rates</li> <li>• Communities with easy access to drugs and alcohol</li> <li>• Communities where neighbors don't know or look out for each other and there is low community involvement among residents.</li> </ul>	

- Communities with few community activities for young people
- Communities with unstable housing and where residents move frequently.
- Communities where families frequently experience food insecurity.
- Communities with high levels of social and environmental disorder

<https://www.cdc.gov/violenceprevention/aces/riskprotectivefactors.html#print>

**Protective Factors**

<b>Individual/Family Protective Factors</b>	
<ul style="list-style-type: none"> <li>• Families who create safe, stable, and nurturing relationships, meaning, children have a consistent family life where they are safe, taken care of, and supported.</li> <li>• Children who have positive friendships and peer networks</li> <li>• Children who do well in school</li> <li>• Children who have caring adults outside the family who serve as mentors/role models.</li> <li>• Families where caregivers can meet basic needs of food, shelter, and health services for children.</li> <li>• Families where caregivers have college degrees or higher</li> </ul>	<ul style="list-style-type: none"> <li>• Families where caregivers have steady employment.</li> <li>• Families with strong social support networks and positive relationships with the people around them</li> <li>• Families where caregivers engage in parental monitoring, supervision, and consistent enforcement of rules.</li> <li>• Families where caregivers/adults work through conflicts peacefully.</li> <li>• Families where caregivers help children work through problems.</li> <li>• Families that engage in fun, positive activities together</li> <li>• Families that encourage the importance of school for children</li> </ul>
<b>Community Protective Factors</b>	
<ul style="list-style-type: none"> <li>• Communities where families have access to economic and financial help.</li> <li>• Communities where families have access to medical care and mental health services.</li> <li>• Communities with access to safe, stable housing</li> <li>• Communities where families have access to nurturing/safe childcare, high-quality preschool.</li> <li>• Communities where families have access to safe, engaging after school programs/activities.</li> <li>• Communities where adults have work opportunities with family-friendly policies.</li> <li>• Communities with strong partnerships (community &amp; business, health care, government)</li> <li>• Communities where residents feel connected to each other/involved in the community.</li> <li>• Communities where violence is not tolerated or accepted</li> </ul>	

**Violence**

Youth violence, defined as a person between 10 and 24 years of age intentionally using physical force or power to threaten or harm others, is a significant public health problem impacting thousands of children, families, schools, and communities (Ferdon, et al., 2014; Dahlberg, et al., 2002). One of the leading causes of death and nonfatal injuries among youth in the United States is youth violence, and homicide is the third leading cause of death among 10- to 24-year-olds, with 86% caused by a firearm (Centers for Disease Control and Prevention, 2016). Youth who experience violence as victims, perpetrators, or witnesses are more likely to have behavioral and

mental health difficulties, including future violence perpetration and victimization, smoking, substance use, obesity, high-risk sexual behavior, depression, academic difficulties, school dropout, and suicide (Arseneault, 2006, Fowler, et al., 2009, Jennings, et al., 2012, Menard, 2002, Listenbee, et al., 2012).

**Risk Factors**

<p><b>Individual Risk Factors</b></p> <ul style="list-style-type: none"> <li>• History of violent victimization</li> <li>• Attention deficits, hyperactivity, or learning disorders.</li> <li>• History of early aggressive behavior</li> <li>• Involvement with drugs, alcohol, or tobacco</li> <li>• Low IQ</li> <li>• Poor behavioral control</li> <li>• Deficits in social cognitive or information-processing abilities</li> <li>• High emotional distress</li> <li>• History of treatment for emotional problems</li> <li>• Antisocial beliefs and attitudes</li> <li>• Exposure to violence and conflict in the family</li> </ul>	<p><b>Family Risk Factors</b></p> <ul style="list-style-type: none"> <li>• Authoritarian childrearing attitudes</li> <li>• Harsh, lax, or inconsistent disciplinary practices</li> <li>• Low parental involvement</li> <li>• Low emotional attachment to parents or caregivers</li> <li>• Low parental education and income</li> <li>• Parental substance abuse or criminality</li> <li>• Poor family functioning</li> <li>• Poor monitoring and supervision of children</li> </ul>
<p><b>Peer and Social Risk Factors</b></p> <ul style="list-style-type: none"> <li>• Association with delinquent peers</li> <li>• Involvement in gangs</li> <li>• Social rejection by peers</li> <li>• Lack of involvement in conventional activities</li> <li>• Poor academic performance</li> <li>• Low commitment to school and school failure</li> </ul>	<p><b>Community Risk Factors</b></p> <ul style="list-style-type: none"> <li>• Diminished economic opportunities.</li> <li>• High concentrations of poor residents</li> <li>• High level of transiency</li> <li>• High level of family disruption</li> <li>• Low levels of community participation</li> <li>• Socially disorganized neighborhoods</li> </ul>

<https://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html>

**Protective Factors.**

<p><b>Individual Protective Factors</b></p> <ul style="list-style-type: none"> <li>• Intolerant attitude toward deviance</li> <li>• High IQ</li> <li>• High grade point average (as an indicator of high academic achievement)</li> <li>• High educational aspirations</li> <li>• Positive social orientation</li> <li>• Popularity acknowledged by peers.</li> </ul>	<p><b>Family Protective Factors</b></p> <ul style="list-style-type: none"> <li>• Connectedness to family/adults outside family</li> <li>• Ability to discuss problems with parents.</li> <li>• Perceived parental expectations about school performance are high.</li> <li>• Frequent shared activities with parents</li> <li>• Consistent presence of parent during at least one of the following: when awakening, when</li> </ul>
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<ul style="list-style-type: none"> <li>• Highly developed social skills/competencies</li> <li>• Highly developed skills for realistic planning</li> <li>• Religious beliefs</li> </ul>	<p>arriving home from school, at evening mealtime, or when going to bed</p> <ul style="list-style-type: none"> <li>• Involvement in social activities</li> <li>• Parental/family use of constructive strategies for coping with problems (provision of models of constructive coping)</li> </ul>
<p><b>Peer and Social Protective Factors</b></p>	
<ul style="list-style-type: none"> <li>• Possession of affective relationships with those at school that are strong, close, and pro-socially oriented.</li> <li>• Commitment to school (an investment in school and in doing well at school)</li> <li>• Close relationships with non-deviant peers</li> <li>• Membership in peer groups that do not condone antisocial behavior.</li> <li>• Involvement in prosocial activities</li> <li>• Exposure to school climates with the following characteristics: <ul style="list-style-type: none"> <li>○ Intensive supervision</li> <li>○ Clear behavior rules</li> <li>○ Firm disciplinary methods</li> <li>○ Engagement of parents and teachers</li> </ul> </li> </ul>	

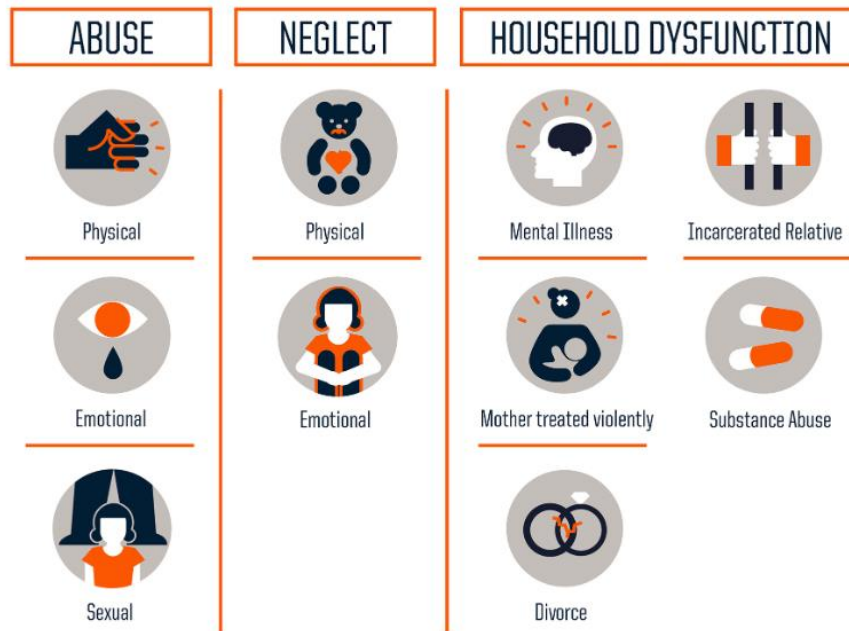
<https://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html>

## APPENDIX D

**The Adverse Childhood Experiences (ACEs) Questionnaire** is a 10-item measure used to measure childhood trauma or a child's exposure to perceived trauma. The questionnaire assesses 10 types of childhood trauma measured in the ACE Study. Five are personal: physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. Five are related to other family members: a parent who's an alcoholic, a mother who's a victim of domestic violence, a family member in jail, a family member diagnosed with a mental illness, and the disappearance of a parent through divorce, death, or abandonment.

An **ACE score** is a tally of different types of abuse, neglect, and other hallmarks of a rough childhood. According to the Adverse Childhood Experiences study, the rougher your childhood, the higher a score is likely to be and the higher risk for later health problems. ACE scores don't tally the positive experiences in early life that can help build resilience and protect a child from the effects of trauma. Therefore an ACE score is quickly assumed as a negative impact on a person. Having a grandparent who loves you, a teacher who understands and believes in you, or a trusted friend you can confide in may mitigate the long-term effects of early trauma, psychologists say. An ACE Score is simply a summary of a person's traumatic exposure.

Three Types of ACEs



Source: Centers for Disease Control and Prevention  
Credit: Robert Wood Johnson Foundation

## APPENDIX E

### FAITH BASED ADOPT A SCHOOL PROGRAM OUTLINE



FAITH BASED  
ADOPT-A-SCHOOL PR



Image courtesy of Orange County Public Schools

## APPENDIX F

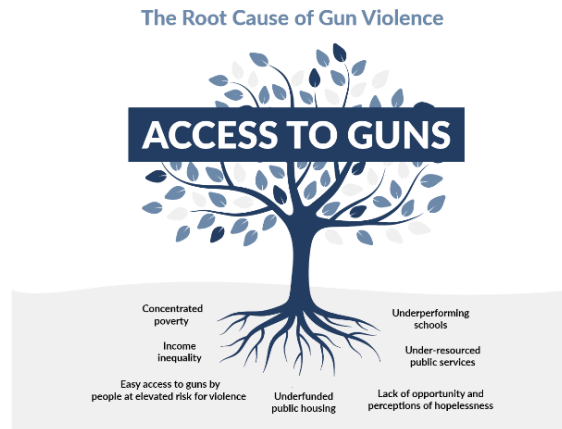
### DADS ON DUTY

[https://youtu.be/OdPaqt6RY\\_Q](https://youtu.be/OdPaqt6RY_Q)





# RESOURCES



## CENTER FOR GUN VIOLENCE SOLUTIONS



## GUN VIOLENCE/CHILDHOOD ADVERSITY PREVENTION



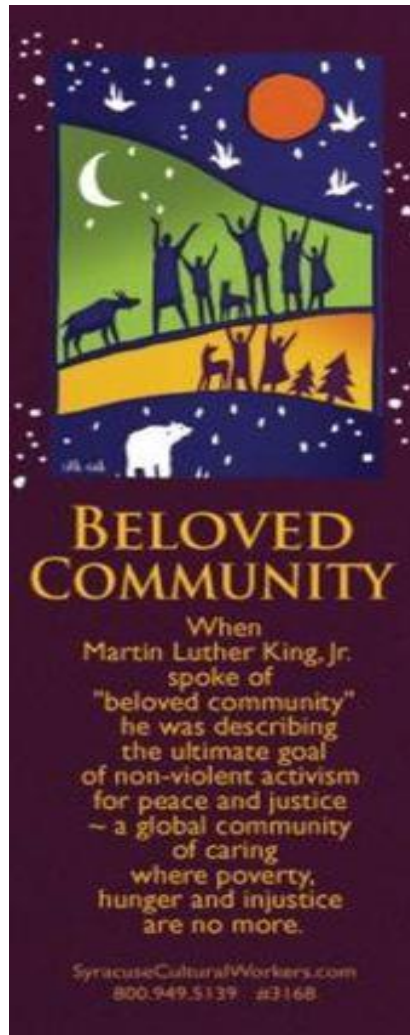


Image courtesy of Quotemasters/  
Syracuse Cultural Workers

FOR ADDITIONAL INFORMATION ON THIS AND PRIOR STUDIES  
VISIT US AT:



<https://ppiofmarioncounty.org/>

