




# Community Violence Intervention (CVI) Webinar Series

Part 2: Place-based Approaches  
to CVI


**Stefanie Feldman, Deputy  
Assistant to the President and  
Senior Advisor to the Domestic  
Policy Advisor**



THE WHITE HOUSE  
WASHINGTON



**Dr. Catherine P. Bradshaw, Professor; Associate  
Dean for Research and Faculty Development,  
School of Education and Human Development,  
University of Virginia**



Dr. Bradshaw has expertise in designing, implementing, and testing preventive interventions aimed at addressing aggressive behavior problems, youth violence, health disparities, substance use, and other mental health problems. She has advanced training in psychology, public health, research methods, counseling psychology, human development, and education, with particular expertise in testing the impact of school-based prevention programs. She has considerable experience conducting randomized controlled trials (RCTs) in school and community settings and in conjunction with community-based organizations, such as school districts. She has been a Principal Investigator (PI)/Co-PI on several grants through NICHD, NIMH, MIMHD, NIDA, CDC, NIJ, and USDOE/IES, totaling approximately \$50M; these projects have focused on mental health services and violence prevention and include 10 school- or community-based RCTs. She was the PI for grants from the U.S. Department of Education to conduct a 58 high school RCT of a school-wide violence prevention program and was the PI on a second RCT testing the same model in 40 middle schools (funded by NIJ). She is also currently PI on 4 other RCTs, several of which address issues related to bullying and peer victimization. One of the prevention RCTs is in 40 middle schools, and 2 other RCTs aim to test the impact of a prevention program called Coping Power on mental health problems, bullying, and violence in 10 Baltimore City high schools and in 40 middle schools across two states. She is also a Co-I on an NIMH R01 focused on harmonizing these and other Coping Power data to determine impacts of the program on suicide and PI on an R01 from NIMHD focused on violence prevention and discrimination in 40 Maryland middle schools.





Protecting Health, Saving Lives – *Millions at a Time*

# Place-based Community Violence Intervention: The Role of Schools

**Catherine Bradshaw, Ph.D., M.Ed.**

Professor & Sr. Associate Dean for Research, School of Education & Human Development, University of Virginia

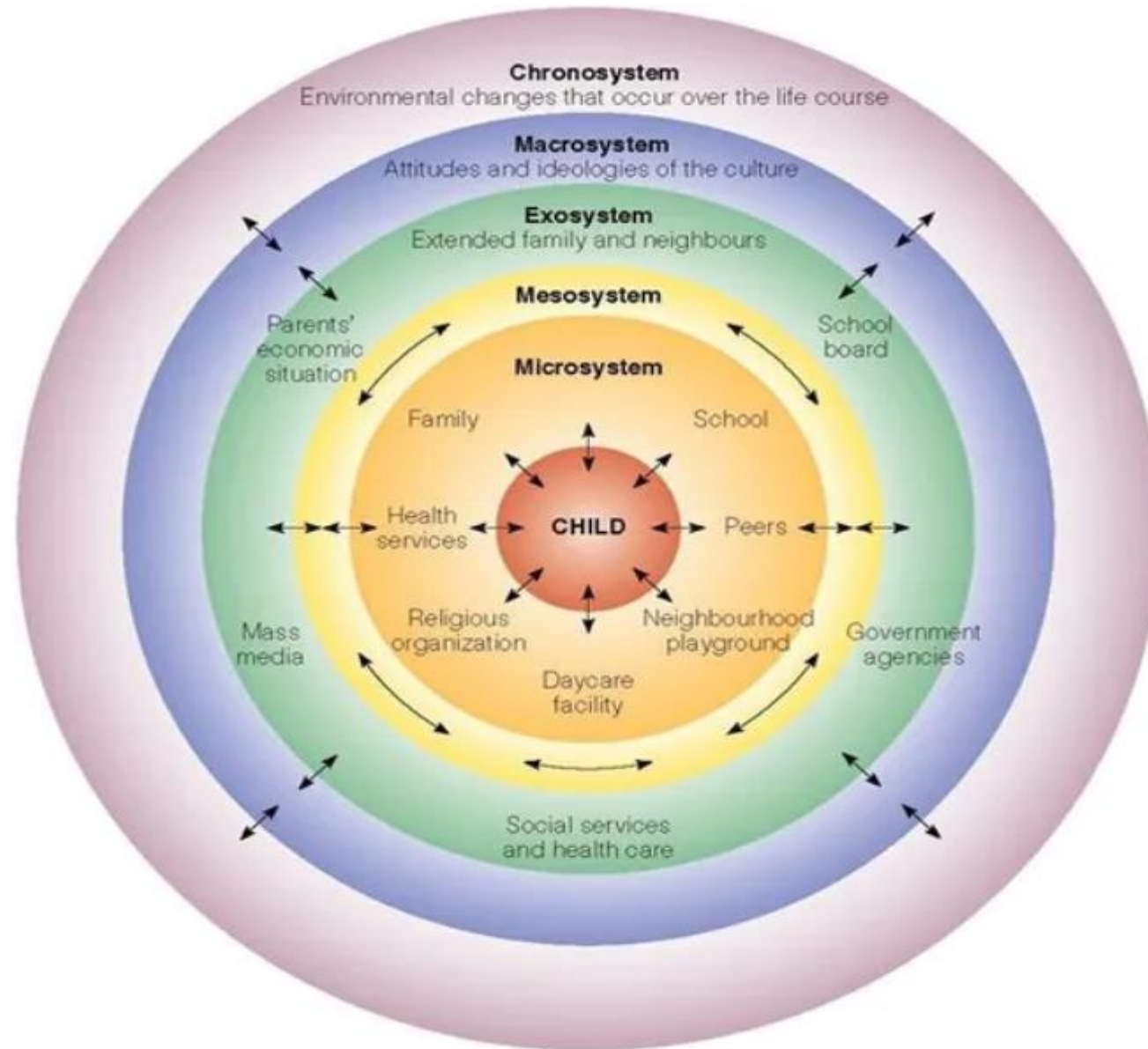
Deputy Director, Johns Hopkins Center for the Prevention of Youth Violence

Co-Director, Johns Hopkins Center for Prevention & Early Intervention



SCHOOL of EDUCATION  
and HUMAN DEVELOPMENT

# Bronfenbrenner's Ecological Systems Theory



# Maslow's Hierarchy of Needs





# Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

## 20 yrs

earlier than those who have none



1/8 of the population have more than 4 ACEs

## 4 or more ACEs

3x the levels of lung disease and adult smoking



11x the level of intravenous drug abuse



14x the number of suicide attempts



4x as likely to have begun intercourse by age 15

4.5x

more likely to develop depression



2x

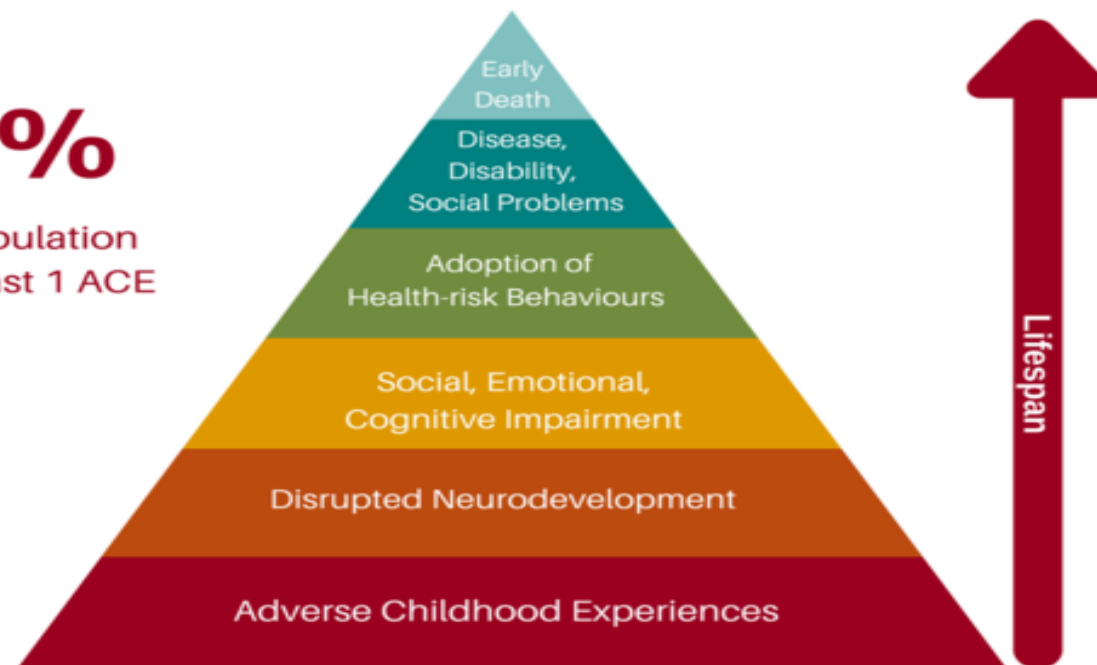
the level of liver disease



“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%  
of the population have at least 1 ACE



## Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.<sup>1</sup>

10 yrs



The average delay between onset of symptoms and intervention is 8-10 years.<sup>1</sup>

37%



37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.<sup>1</sup>

70%



70% of youth in state and local juvenile justice systems have a mental illness.<sup>1</sup>

## Suicide



3rd

Suicide is the 3rd leading cause of death in youth ages 10 - 24.<sup>1</sup>

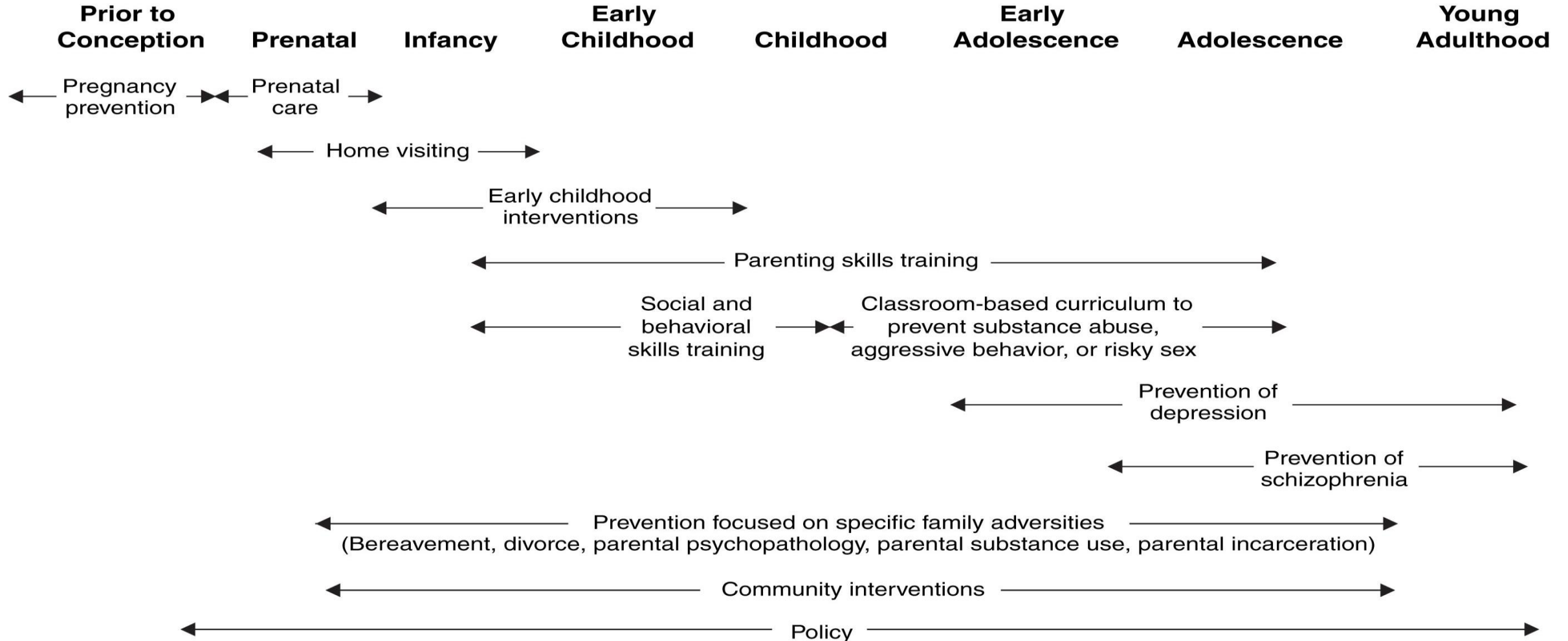


90%

90% of those who died by suicide had an underlying mental illness.<sup>1</sup>

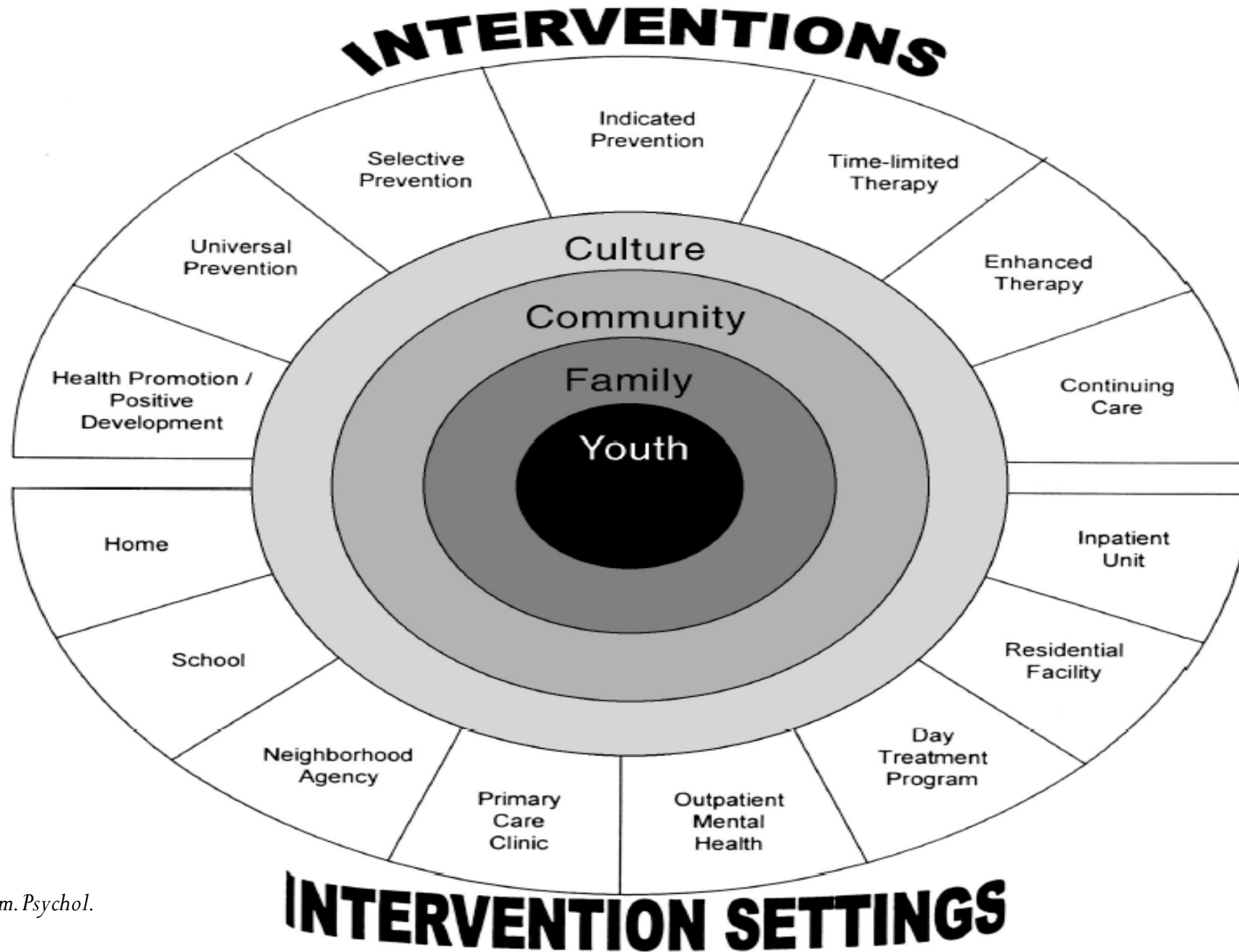
# Preventive Intervention Opportunities

## Interventions by Developmental Phase

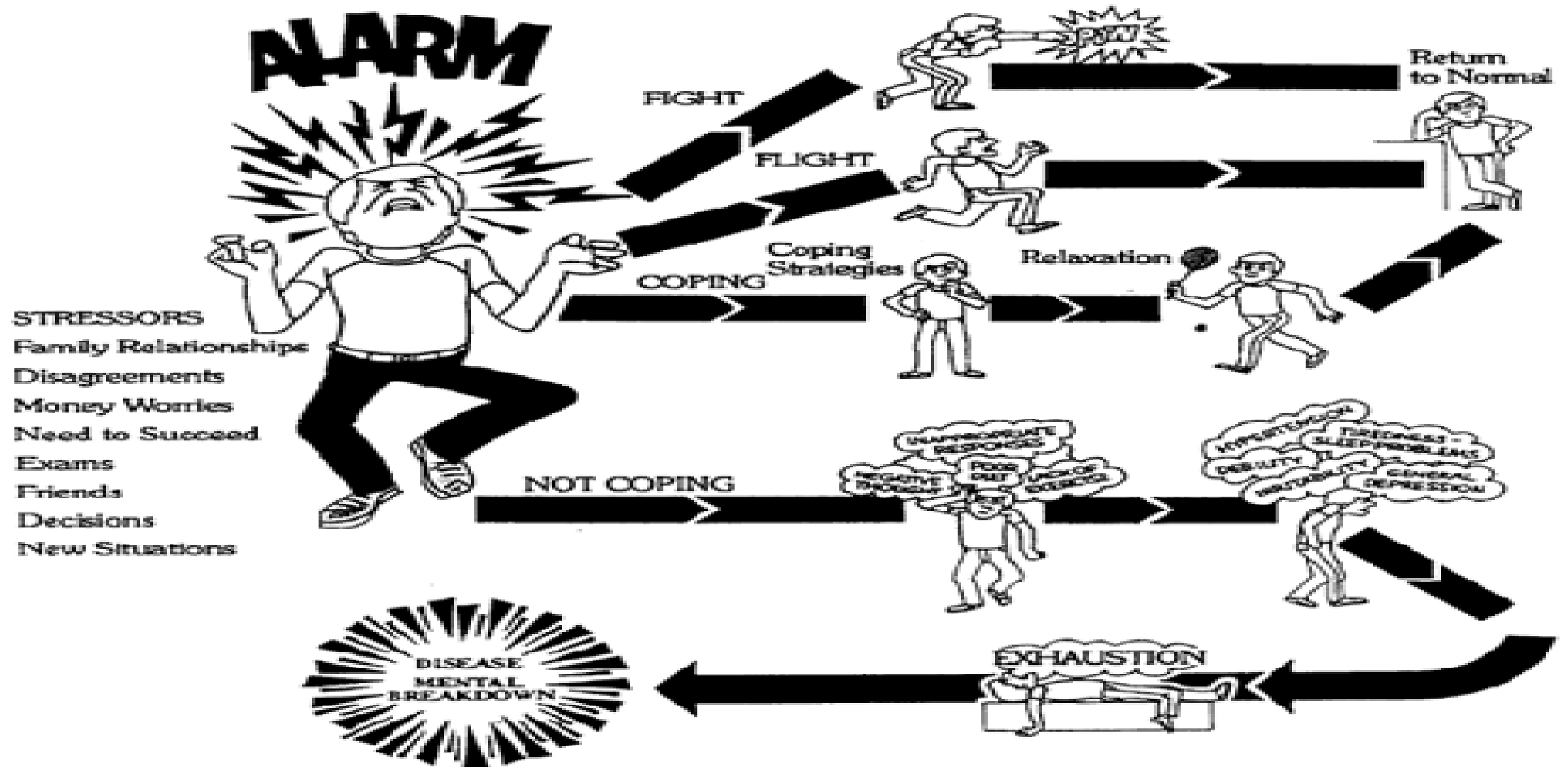


(IOM, 2009)

# An Integrative Model for Linking Prevention and Treatment Research



# Schools As a Stressor or Buffer?





# Trauma-Informed Design School

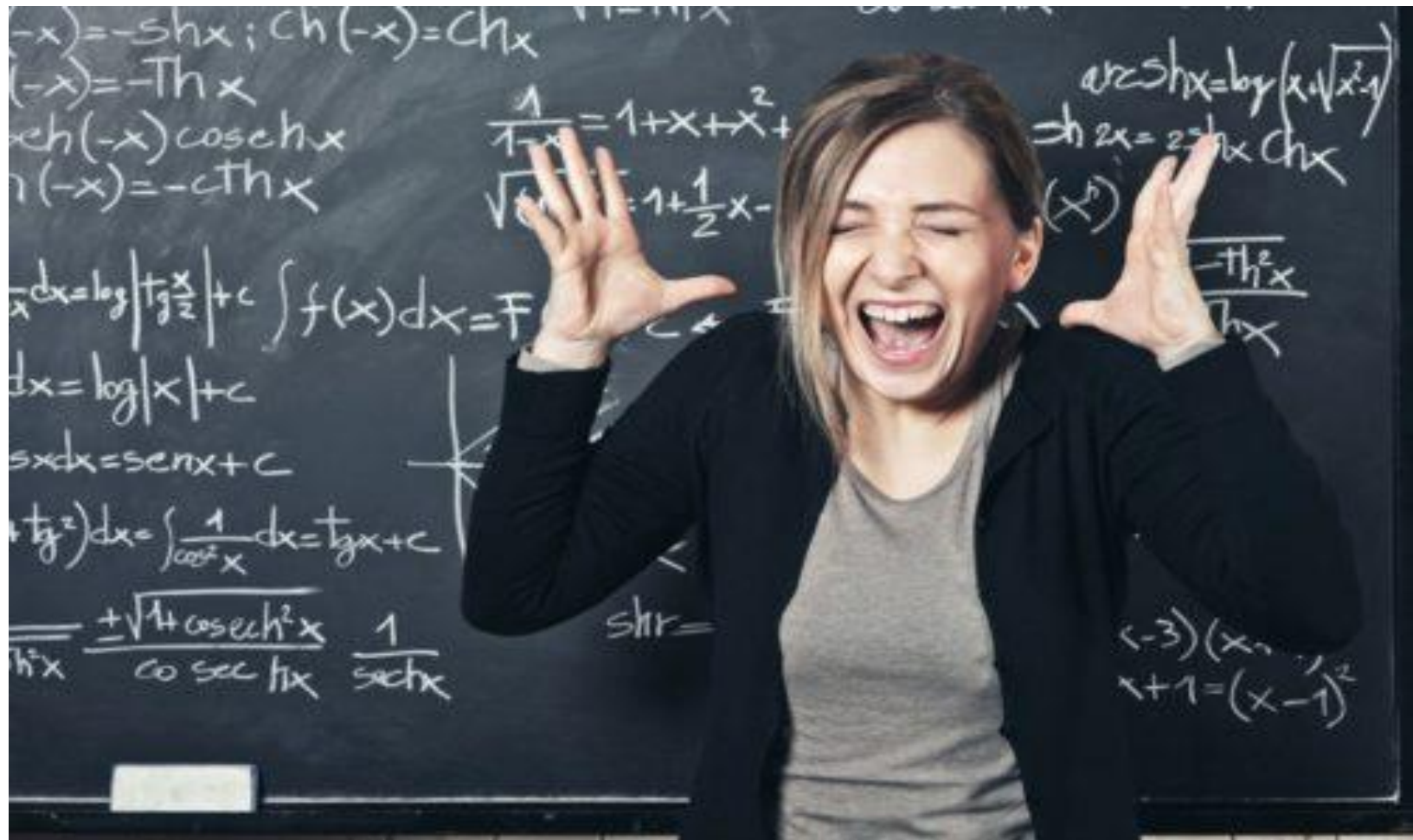
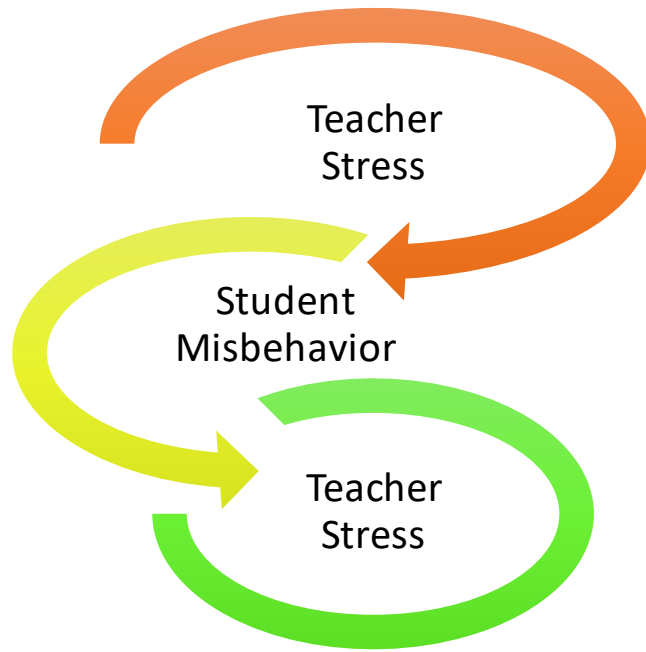


Codman Academy Public Charter School, Dorchester, MA

Combined  
LEED/CHPS goals with  
health, safety,  
nutrition, physical  
activity

Designed to invoke  
nature in an urban  
setting

Equity- supporting all  
users regardless of  
their background

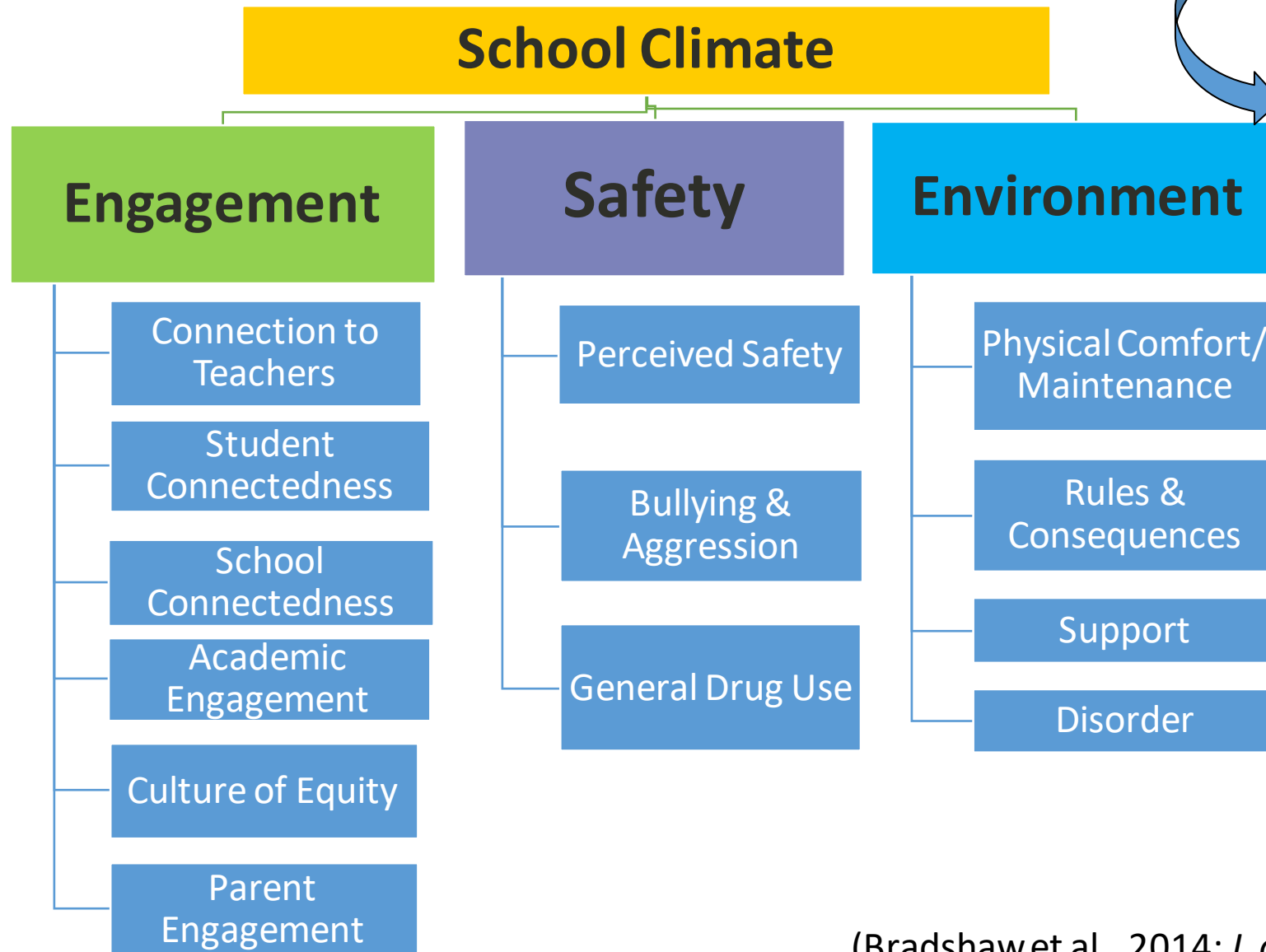


## Teachers are leaving the profession at alarming rates

- 10% of teachers leave after 1 year
- 17% of teachers leave within 5 years
- In urban districts, up to 70% of teachers leave within first year

(Fisher, 2011; Herman et al., 2020; Kokkinos 2007; Oberle & Schonert-Reichl, 2016)

# USDOE's School Climate Framework For Establishing the Conditions for Learning



**Climate**

**Behavior**

(Bradshaw et al., 2014; *J. of School Health*)





# **What kind of school do you want your school to be?**

## **MDS3 CLIMATE SURVEY**



**Complete the MDS3 Climate Survey  
and tell us what you think.**

**It only takes a few minutes  
and is anonymous.**

**This survey will help us better understand how staff, students and parents perceive your  
school and to develop ways to help improve school climate.**



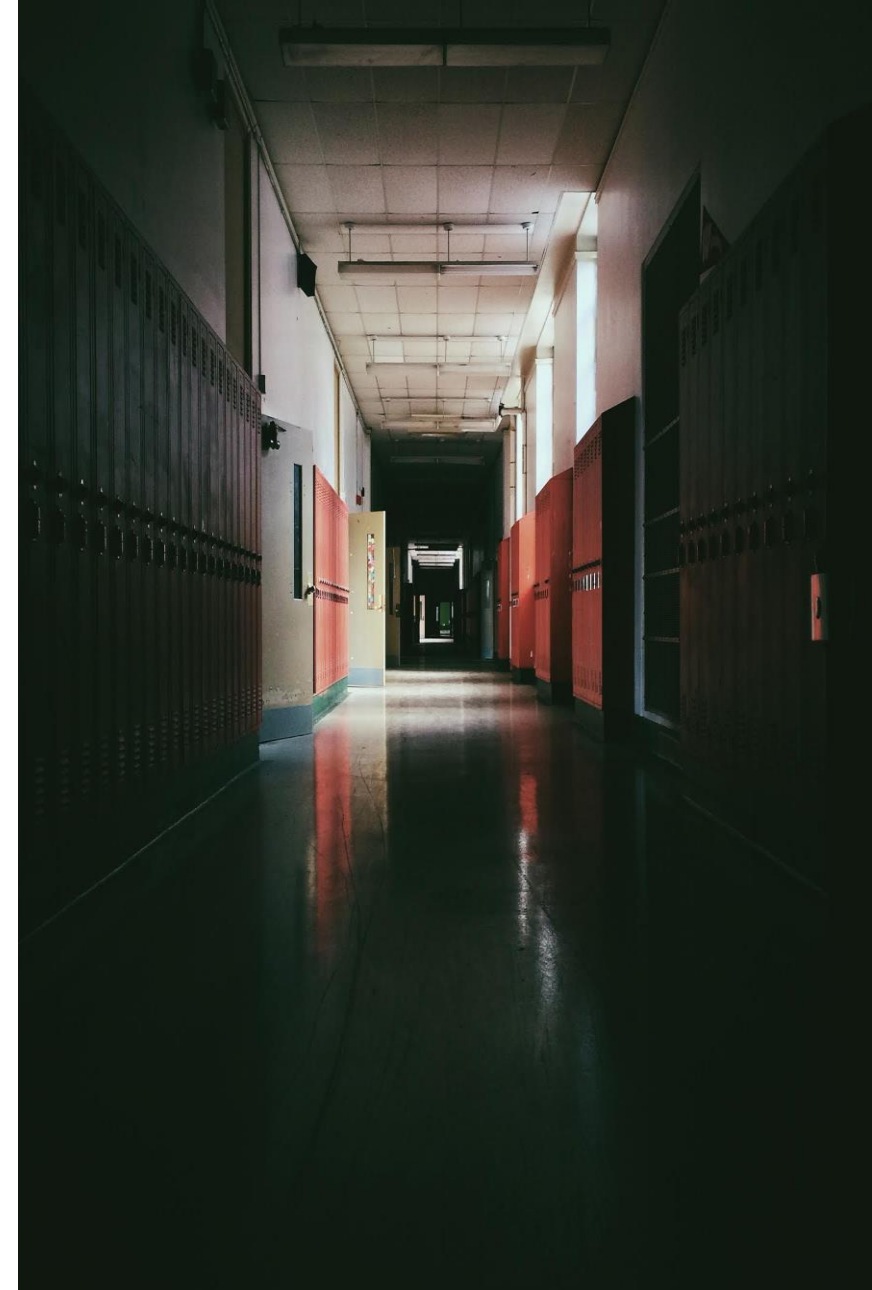
# Crime Prevention through Environmental Design (CPTED) Applied to Schools



- **Natural surveillance** refers to the placement of physical features that maximize visibility.
    - *The strategic use of windows that look out on the school entrance so that students can see into the school and know that others can see them.*
  - **Access management** involves guiding people by using signs, well-marked entrances and exits, and landscaping. It may also include limiting access to certain areas by using real or symbolic barriers.
    - *Landscaping that reduces access to unsupervised locations on the school grounds.*
  - **Territoriality** is defined by a clear delineation of space, expressions of pride or ownership, and the creation of a welcoming environment.
    - *Posting of behavioral expectations, motivational signs, displays of student art, and the use of school colors to create warmth and express pride.*
  - **Physical maintenance** includes repair and general upkeep of space.
    - *Removing graffiti in restrooms in a timely manner and making the necessary repairs to restrooms, light fixtures, and stairways to maintain safety and comfort.*
  - **Order maintenance** involves attending to minor unacceptable acts and providing measures that clearly state acceptable behavior.
    - *Maintaining an obvious adult presence during all times that students transition from one location to another.*
- (CDC, 2016)

# CPTED Principles Can Potentially Benefit Schools by

- Creating a warm and welcoming environment
- Fostering a sense of physical and social order
- Creating a sense of ownership by students
- Sending positive messages to students
- Maximizing the presence of authority figures
- Minimizing opportunities for out-of-sight activities
- Managing access to all school areas



(CDC, 2016)



# Application of CPTED to Schools







# School Assessment for Environmental Typology: SAfETy



- Tool for independent observers to rate the school physical environment
  - Draws from previously validated measures including CPTED School Security Assessment (Wilcox et al., 2006) and NIfETy (Furr-Holden et al., 2010)
- 9 different locations: *Entrance to the School Grounds, Entrance to the School Building, Physical Layout, Hallway, Stairwell, Cafeteria, Playing Field, Staff Parking Lot, Student Parking Lot*
- 8 scales capturing the domains of school ownership, disorder, surveillance, and student/staff interactions (Bradshaw et al., 2015)



# Administrator Walk-through Tool

	LOOK FOR	RESULTS	ACTION PLAN
School Grounds- Walk the perimeter of the school buildings.	Are there signs clearly posted to indicate the entrance to the school grounds?	YES  NO	
	What is the condition of the landscaping around the building?	No landscaping Not maintained Maintained Well-maintained	 <p><i>Safety Administrator Walkthrough Mobile App</i></p>
	Count evidence of school-ownership. Look for things with the school name or logo prominently displayed.	None 1-3 3 or more	
	Count graffiti. This includes gang or other self-promoting tags as well as profanity.	None 1-7 8 or more	
	Count vandalism. Look for things that you believe have been intentionally broken or bent.	None 1-7 8 or more	
	Count trash.	About 1 or less grocery bags About 2 grocery bags About 3 or more grocery bags	
	Count bottles or cans that once contained alcohol.	None 1 or more	<p><b>Created by:</b> <b>Sarah Lindstrom Johnson, PhD</b></p> 
Lots- Walk both the and staff parking	Count evidence of school-ownership. Look for things with the school name or logo prominently displayed.	None 1 or more	
	Count graffiti. This includes gang or other self-promoting tags as well as profanity.	None 1-7 8 or more	
	Count trash.	None or a few pieces About 1 grocery bag	

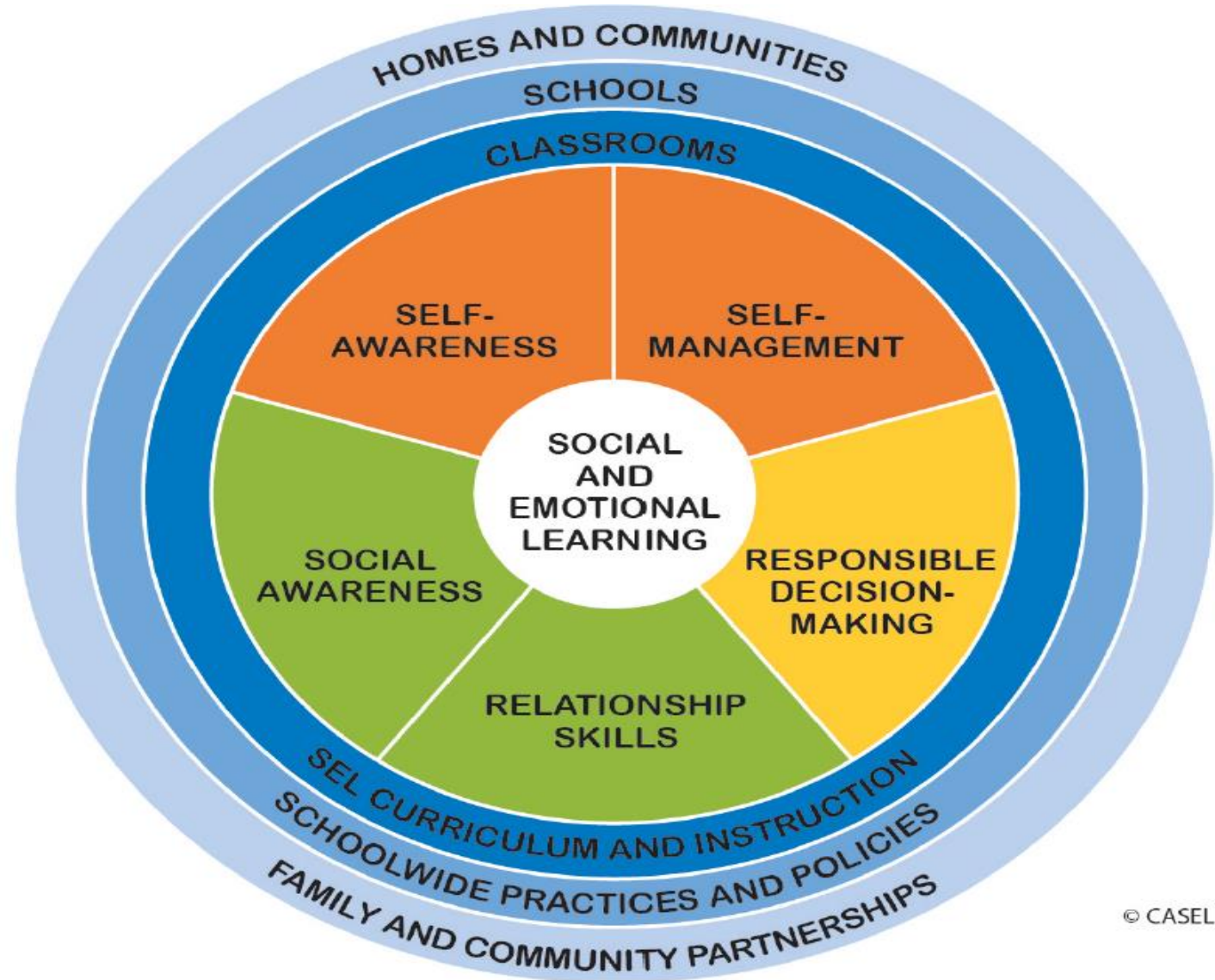
# Positive Behavioral Interventions and Supports

Supporting Social Competence &  
Academic Achievement



# Social and Emotional Learning (SEL) Core Competencies

SEL: the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

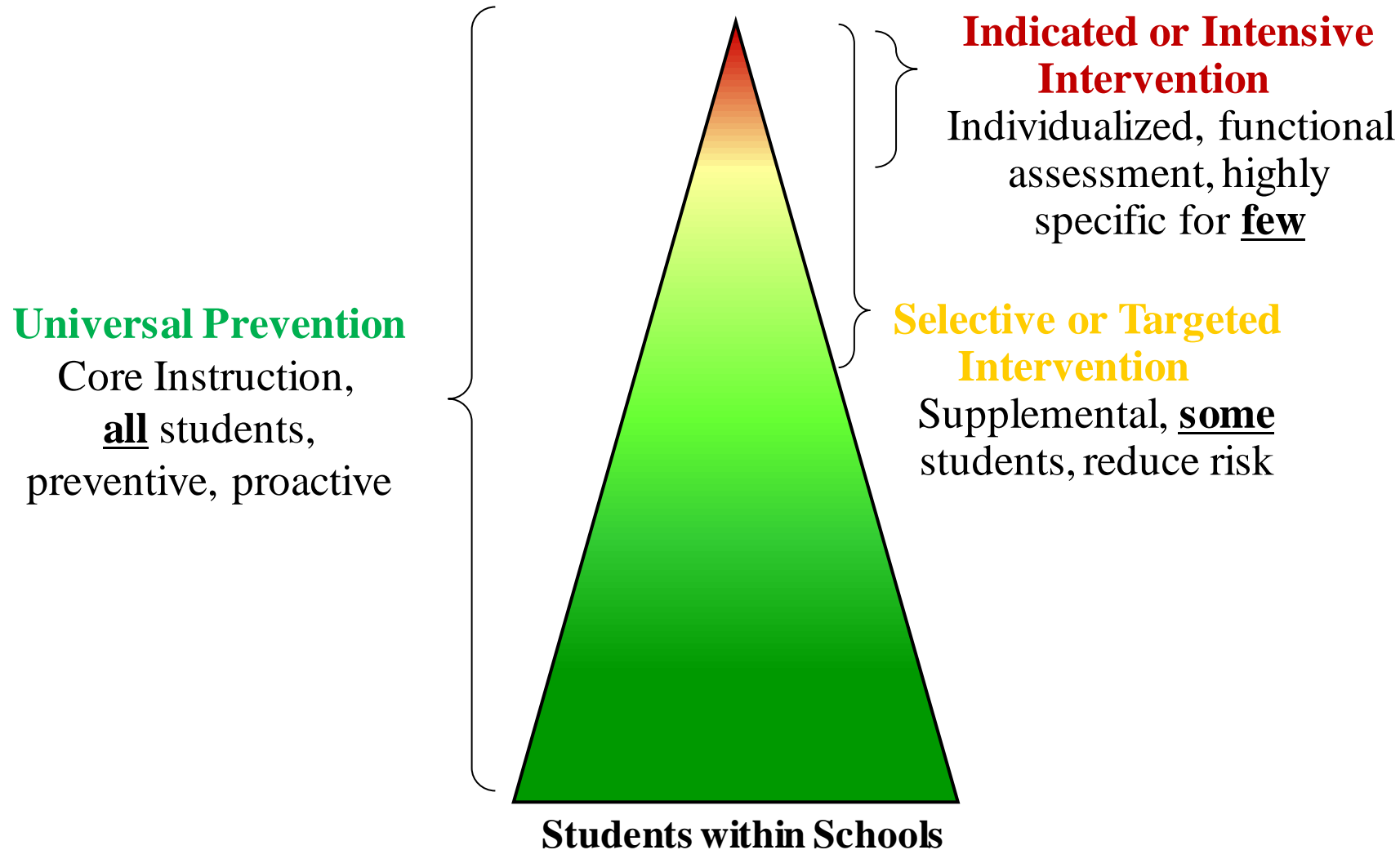


© CASEL 2017

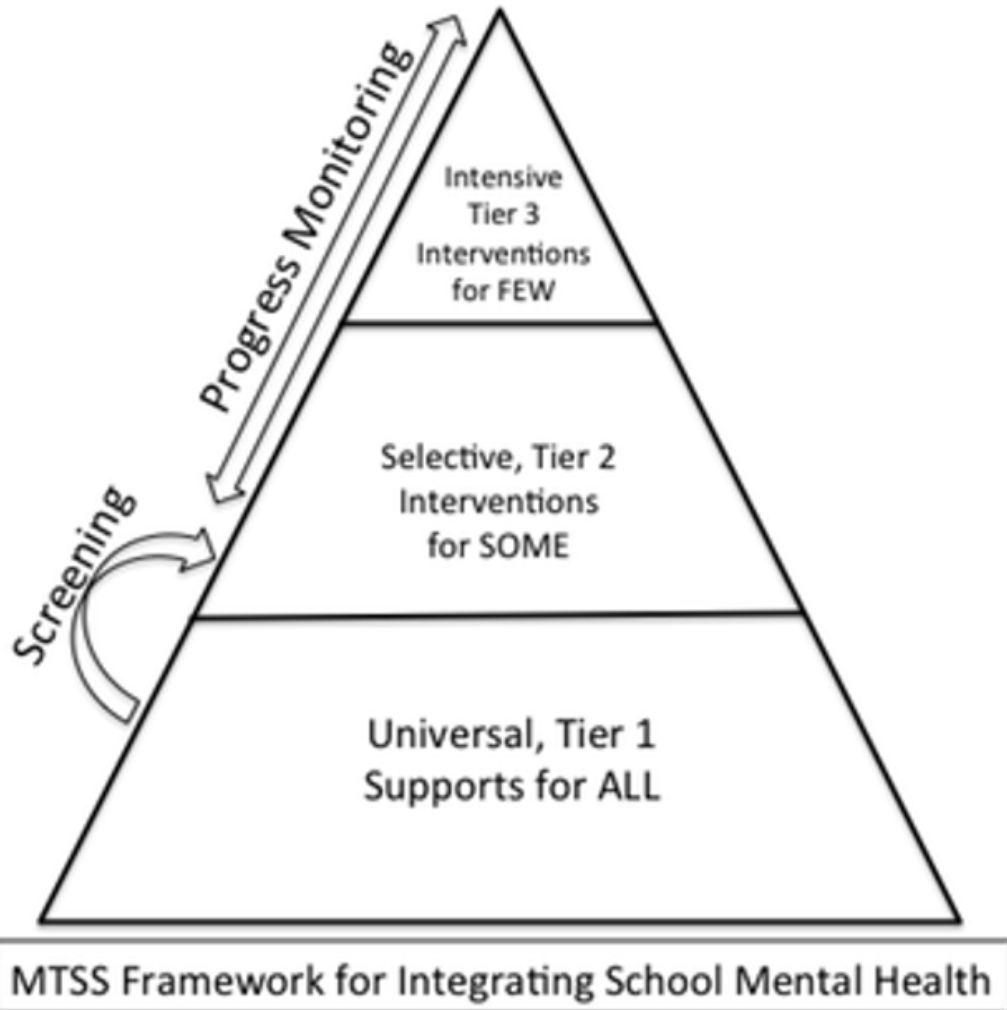


**Educating Hearts.  
Inspiring Minds.**

# A Multi-tiered System of Supports: A Public Health Approach to Prevention



# Multi-tiered System of Supports (MTSS): Tiers and Sample Interventions



## **Tier 3: Supports for the highest need students (~3–5% of students)**

- Functional behavioral assessment and person-centered planning
- Wraparound services
- Coordinated care for youth with multi-system involvement (e.g., juvenile justice, child welfare)

## **Tier 2: Supports for students at risk (~5–15 percent of students)**


- Targeted social skills instruction
- School-based health center-provided brief clinical interventions
- Daily note home

## **Tier 1: Supports for all students**

- Set behavioral expectations collaboratively with students
- Teach and reinforce positive behavior
- Engage families



**Meishka L. Mitchell, AICP, PP, Vice President,  
Camden Community Partnership**



Meishka L. Mitchell, AICP, PP is Vice President at Camden Community Partnership (formerly Cooper's Ferry Partnership), a community and economic development nonprofit organization in her hometown of Camden, New Jersey. Meishka played a key role in broadening Camden Community Partnership's mission to address planning and redevelopment efforts in Camden's neighborhoods with a resident-driven approach. Meishka has managed the implementation of numerous critical infrastructure and park improvement projects and is instrumental in Camden's innovative placemaking initiatives. Meishka has led efforts on water equity and established several award-winning replicable sustainability collaborations.

Meishka has a Master of City Planning from the University of Pennsylvania. Meishka is also certified by the American Institute of Certified Planners and maintains a Professional Planners license with the State of New Jersey.





# Arts & Cultural Interventions to Community Violence in Camden, New Jersey



*Community Violence Intervention (CVI) Webinar Series Part 2:  
Place-based Approaches to CVI*

**7.21.21**

Meishka L. Mitchell, AICP, PP  
Vice President



# Camden 1957





# Camden 2021



# **“A Symbol of Promise for the Nation”**





# North Camden



**Vacant  
Land**



**78 acres  
28%**

**Vacant  
Buildings**



**12 acres  
4%**

***Vacancy Map***

■ Vacant Land  
■ Vacant Building

# CONNECT THE LOTS CAMDEN

**CONNECT THE LOTS** IS A COMMUNITY-DRIVEN INITIATIVE TO ACTIVATE CAMDEN, NEW JERSEY'S VACANT AND UNDERUTILIZED SPACES





# Resident-Driven Planning & Implementation



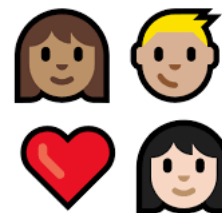




**3/4**  
of attendees  
from Camden City



**92%** said the  
events promote  
positive community  
interactions

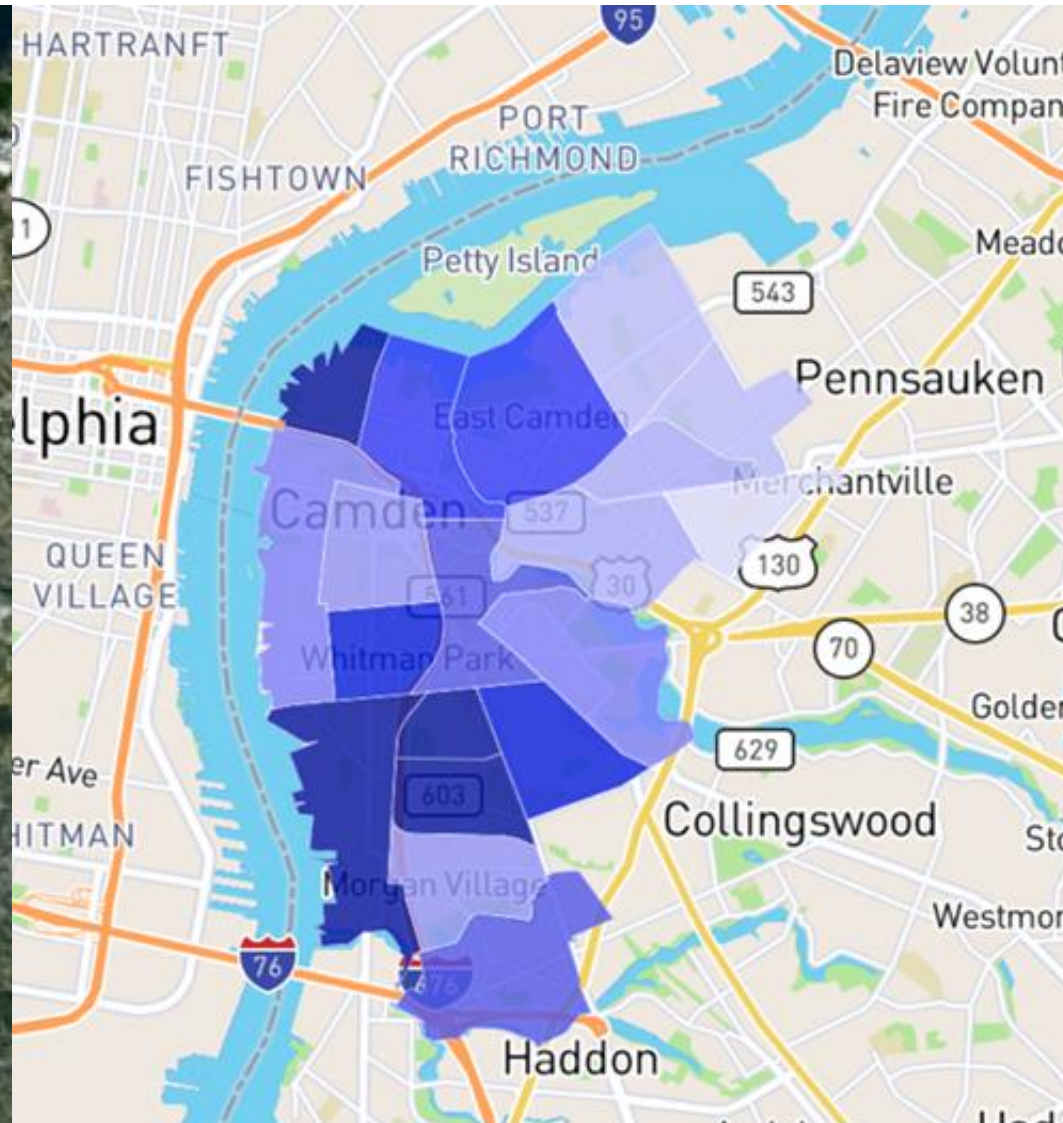
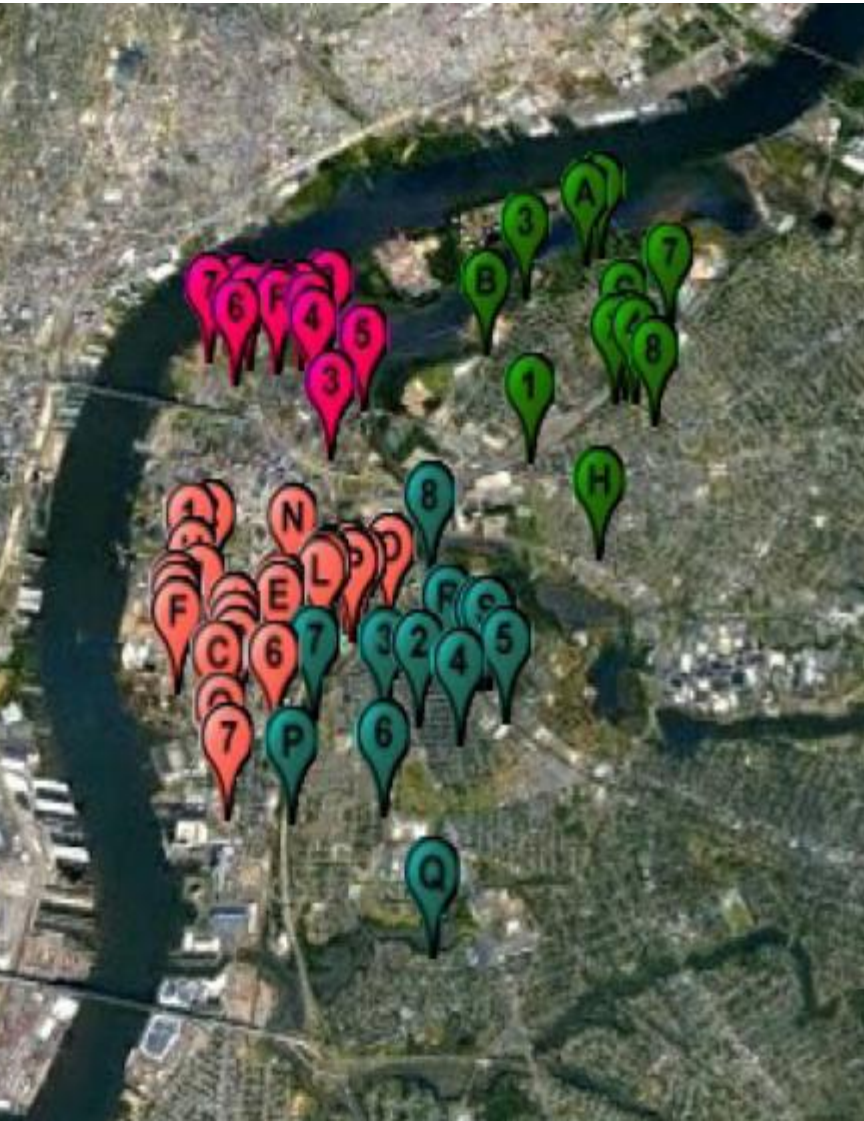








# Illegal Dumping & Violent Crime











- Transform 6 **High-Impact, Prominent Sites**
- **Inclusive** Community Representation
- **Art Co-Creation**
- **Artist Apprenticeship** Program
- **Art-Inspired** Community Dialogue
- **Illegal Dumping Education**







Illegal Dumping at  
Whitman Ave & W. Pershing St.  
Whitman Park Neighborhood





“Invincible Cat”

By Don Kennell and Lisa Adler





NORTH CAMDEN  
CLEANING & GREENING  
RESPOND, INC.  
856-365-4400




Illegal Dumping at  
512 Erie St.  
North Camden Neighborhood









**"Touching the Earth"**  
By Athena Steen & Josh Sarantitis



Meishka L. Mitchell, AICP, PP  
856.757.9154/meishka@camdencpinc.com  
 BlackGirlKindaGreen


Connect the Lots  
[www.CTLCamden.com](http://www.CTLCamden.com)  
   CTLCamden

A New View – Camden  
[www.ANewViewCamden.com](http://www.ANewViewCamden.com)  
   ANewViewCamden

CTLCamden  
 CTLCamden  
CTLCamden



**Donna Griffin, President,  
Community Capacity Builders**



Donna Griffin is a community economic development professional committed to empowering communities for social and economic change. She is the President of Community Capacity Builders (CCB), a professional consulting company whose focus is to improve the ability of individuals, organizations, businesses, and government in their efforts to learn, acknowledge a community's present conditions, and develop relationships to carry out decisions for a safe and healthy future. In addition to serving as the project coordinator for the Byrne Criminal Justice Innovation project, she spent 7 years as the Executive Director for the Philadelphia Weed & Seed Project, Inc.

# COMMUNITY VIOLENCE INTERVENTION (CVI) VACANT LAND STABILIZATION IN MANTUA

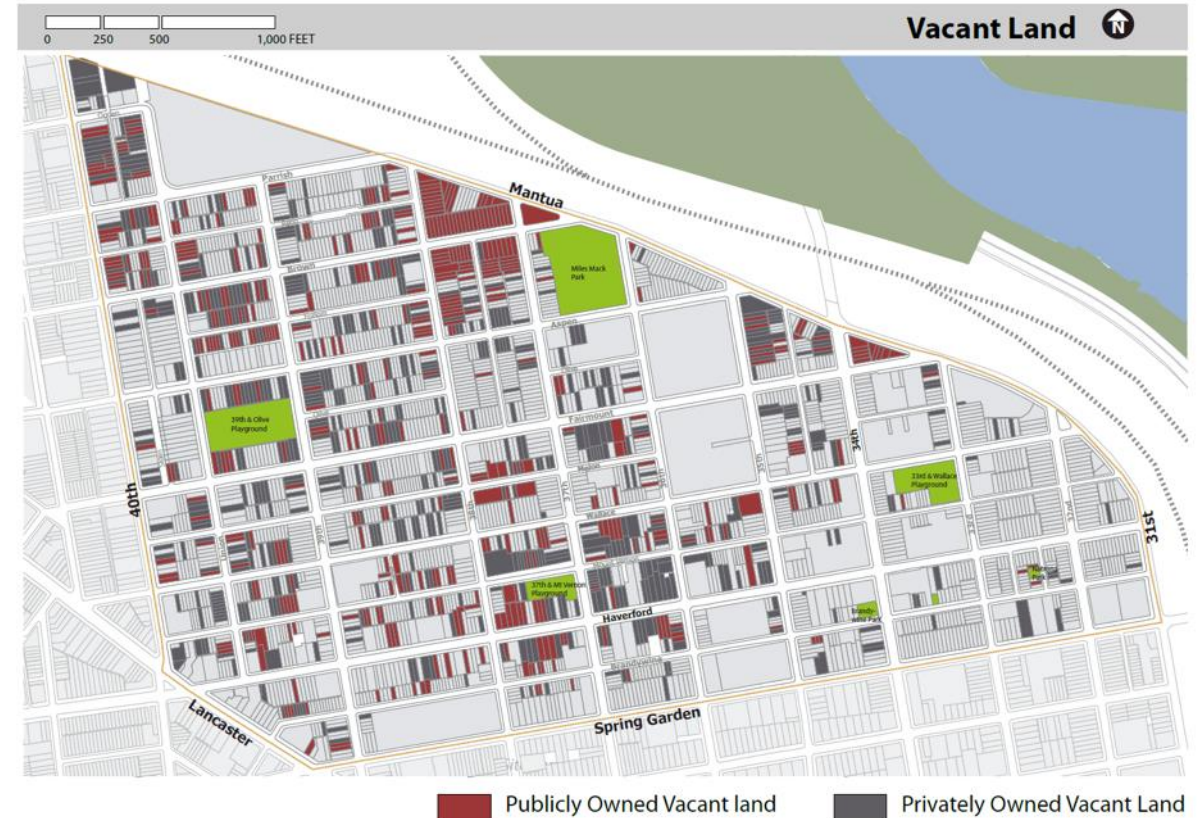
Donna Griffin, President  
Community Capacity Builders  
Philadelphia, PA



# CONTEXT

## Mantua Community Concerns

- Abandoned residential and commercial properties
- High crime rates
- Abundance of vacant land
- Low owner-occupied housing
- Increasing student housing developments
- High unemployment
- Access to healthy foods
- Lack of resources
- Lack of youth recreational and job opportunities

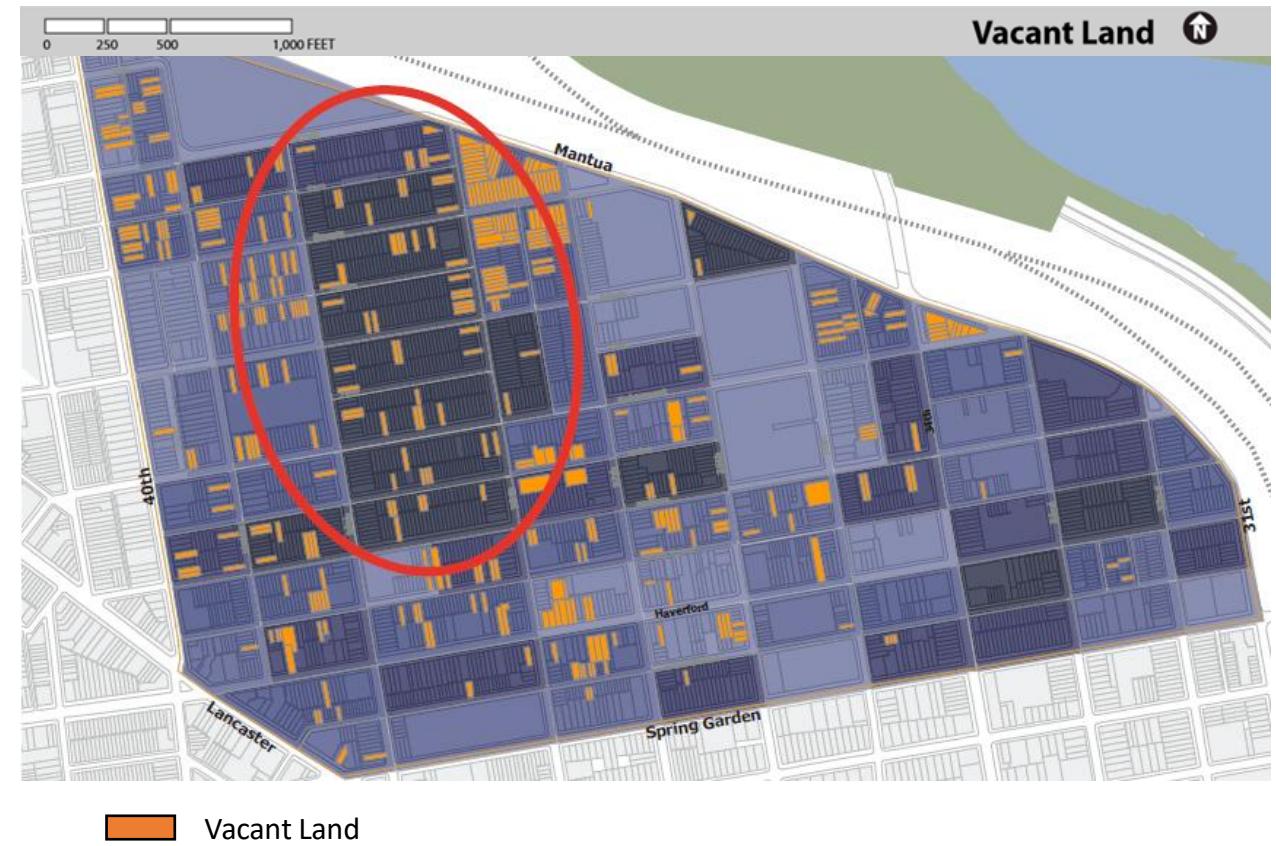
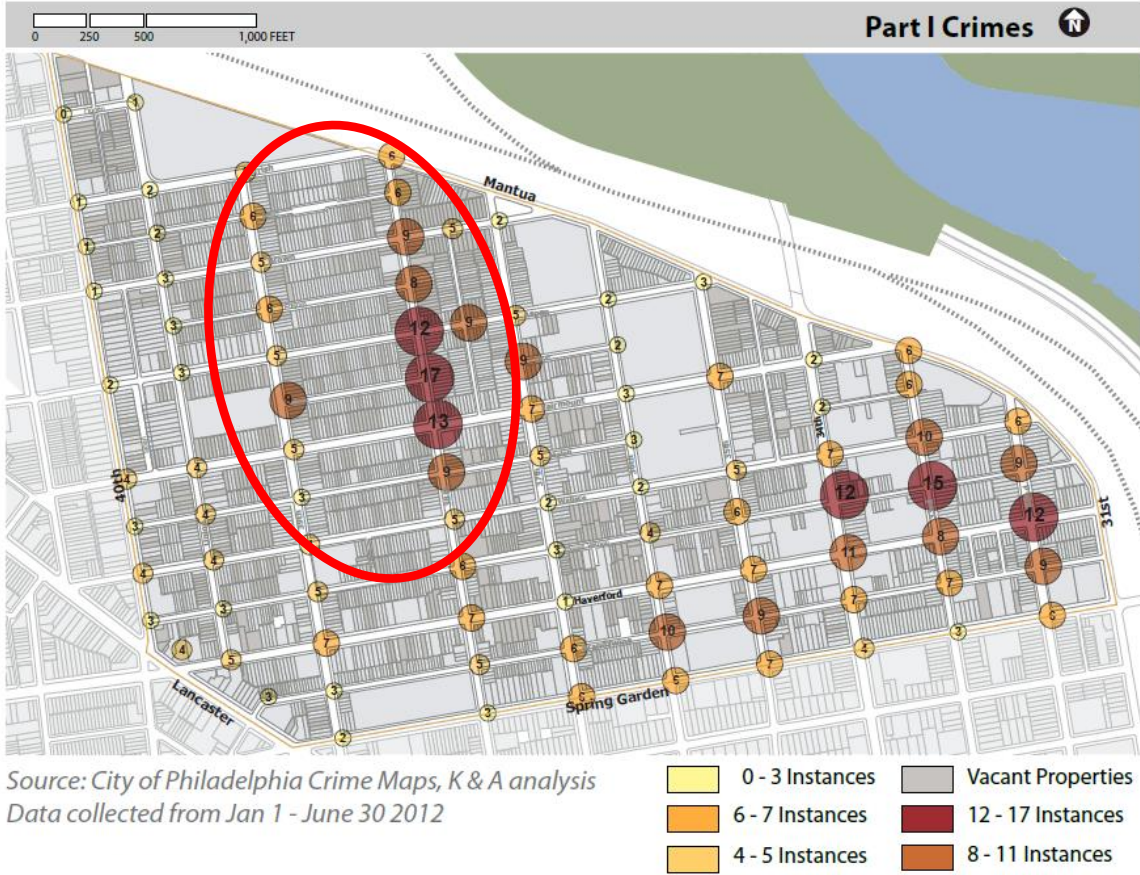


*We Are Mantua!*

CHOICE NEIGHBORHOODS INITIATIVE

FINAL SUBMISSION: JUNE, 29, 2013







## Vacant Land Stabilization In Mantua





# Vacant Land Stabilization In Mantua

## Mantua Urban Peace Garden

Neighborhood-claimed vacant land to promote social cohesion, safety, health, economic development

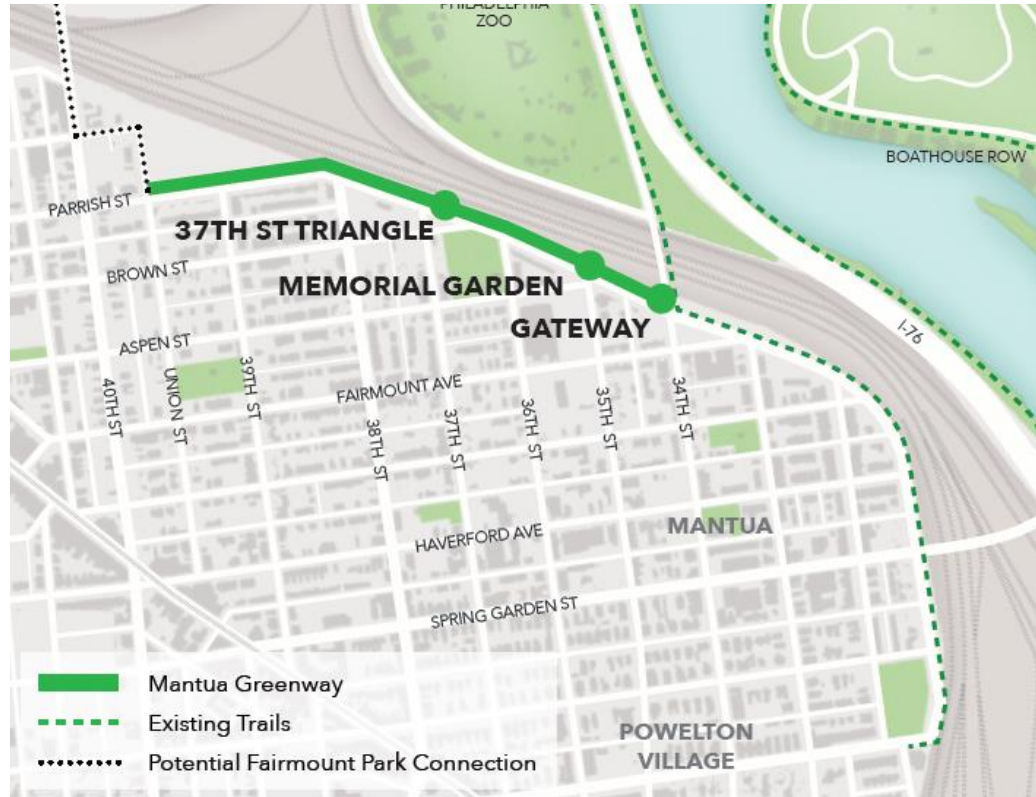




# Vacant Land Stabilization In Mantua

## Mantua Greenway

Activating vacant land to promote culture/history, safety, health and wellness, economic development, access





# Vacant Land Stabilization In Mantua

## 38<sup>th</sup> and Melon St. Pocket Park

Neighborhood vacant lot promotes safety, mental health and youth development



Before



After

## Progress in Mantua

- 2015–2016 9 homicides (BCJI)
- 2017–2018 1 homicide (post BCJI)
- <15% decrease aggravated assaults (2015–2018)
- >21% increase in robberies (2015–2018)
- <43% decrease burglaries (2015–2018)
- Litter Index: 3.4 (2011) to 2.3 (2017)




Source: PPD 16<sup>th</sup> District, Mantua Part 1 Crimes; City of Philadelphia Streets Department





**Dr. Eugenia C. South, Assistant Professor, School of  
Medicine, University of Pennsylvania**



Eugenia C. South, MD MS is an Assistant Professor of Emergency Medicine at the Perelman School of Medicine at the University of Pennsylvania, the Vice Chair for Inclusion, Diversity, and Equity in the Department of Emergency Medicine, and the Faculty Director of the Urban Health Lab. As a physician-scientist, her broad vision is to improve health and quality of life for residents in Black communities through both research and clinical work. Dr. South's research agenda is focused on developing and testing individual and neighborhood level interventions to better understand the ways in which the physical and social attributes of where people live, work, and play influence physical and mental health, and community safety. She has worked with the Pennsylvania Horticulture Society for over a decade to conduct a series of studies on vacant lot greening, including the first prospective experimental analysis of a community greening intervention. This randomized controlled trial found a decrease in violent crime, increased perceptions of safety, and a positive impact on social cohesion and mental health. She is particularly passionate about leveraging urban nature as a community health tool. Her research is funded by the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention. Her work has been published in JAMA, PNAS, and AJPH, as well as been covered by national and international media outlets such as the Washington Post, NPR, and Time Magazine.

# Place matters.

Eugenia C. South, MD MS

Faculty Director, Urban Health Lab

Assistant Professor of Emergency Medicine

Penn Medicine

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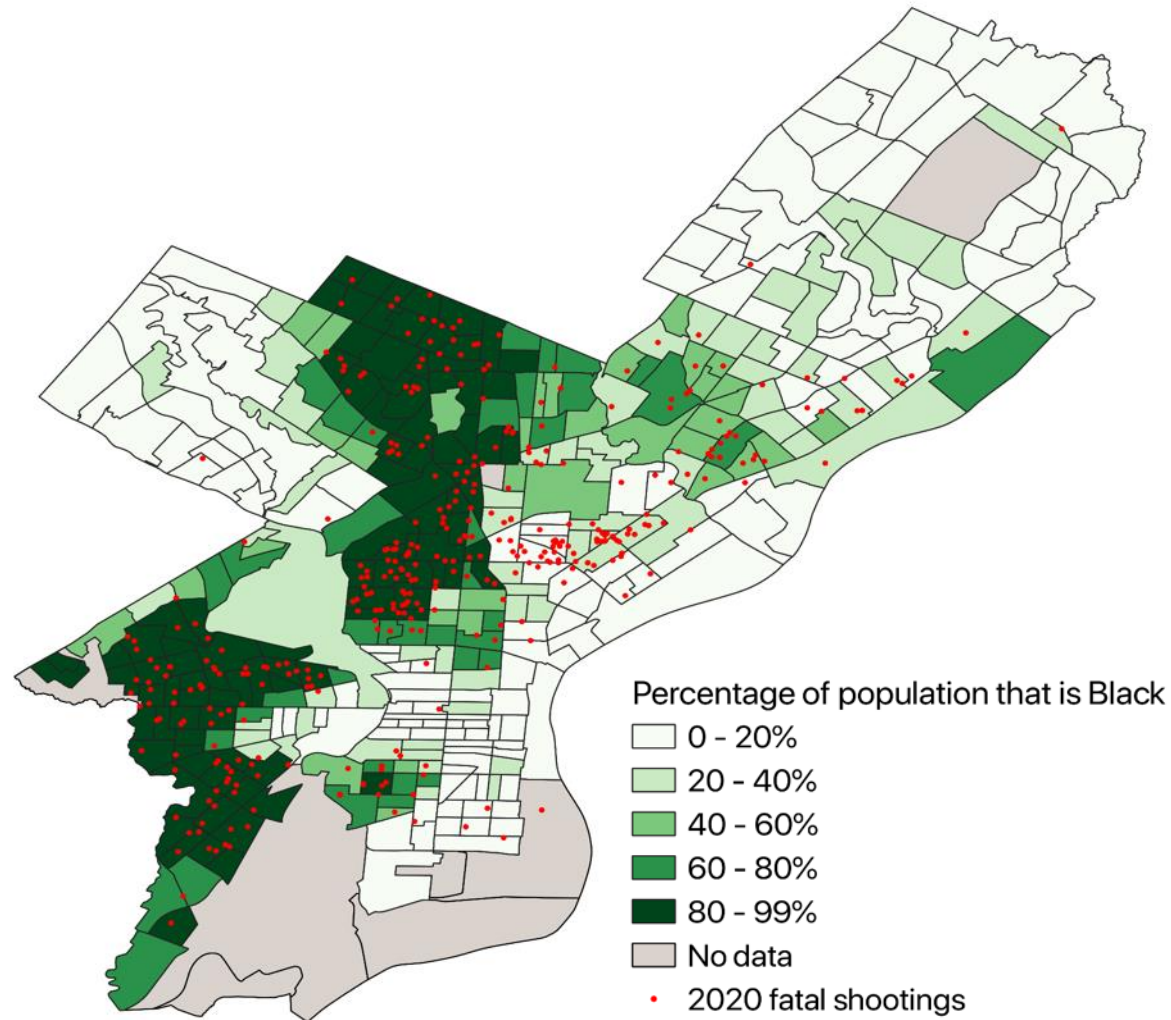
White House Community Violence Intervention Webinar

July 21, 2021





# Gun violence is a place-based problem



# Structural determinants of gun violence

- Residential segregation
- Concentrated poverty
- Lack of economic opportunity
- Failing public schools
- Mass incarceration and the police surveillance state
- **Deteriorating neighborhood physical environments**



@Eugenia\_South















# Place impacts people

"It makes me feel not important. Like I think that your surroundings like your environment [vacant land] affects your mood, it affects your train of thought, your thought process, your emotions, and seeing vacant lots and abandoned buildings, to me that's a sign of neglect. So I feel neglected."

- West Philadelphia resident

Garvin 2012



@Eugenia\_South





# Place-based interventions are **vital** to gun violence prevention

- Structural repairs to occupied homes
- Trees
- Abandoned house remediation
- Vacant lot greening



@Eugenia\_South



# Structural repairs to occupied homes

- 6 million US families live in substandard housing
- Structural issues linger and worsen for low-income owners
- Our study:
  - Basic systems repair program (BSRP) repairs structural issues for low-income owners
    - Electricity, plumbing, heating, roofing, mold remediation, etc.
  - Quasi-experimental study of the impact of BSRP on crime
  - 13,632 houses, average waitlist of 2.58 years
  - Owners: 56.5 yr old, 78.8% Black, Monthly income \$993

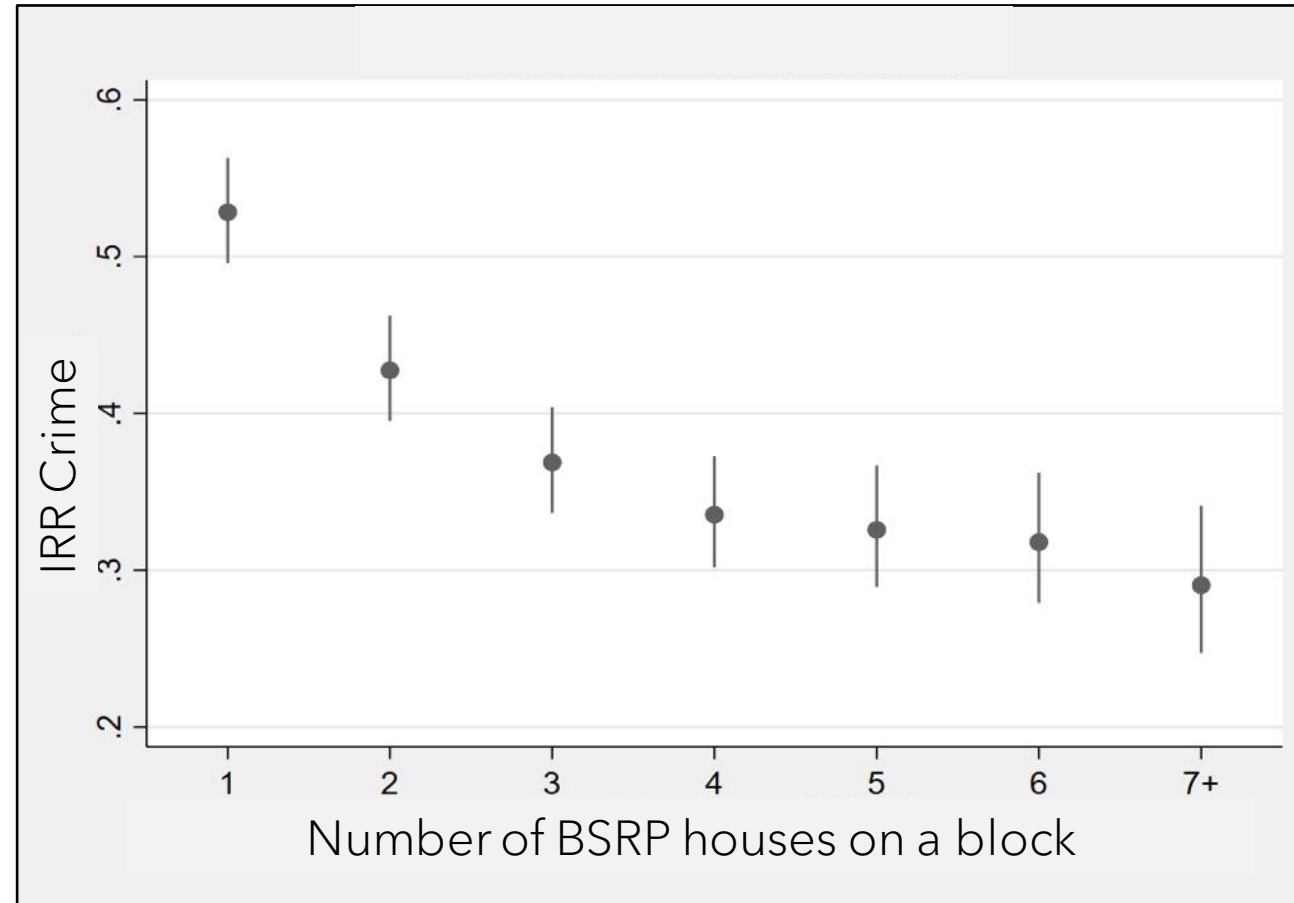


@Eugenia\_South





# BSRP associated with 21.9% reduction in crime



South 2021

# Trees

- Trees are a vital aspect of neighborhood infrastructure:
  - Social connections
  - Heat
  - Air pollution

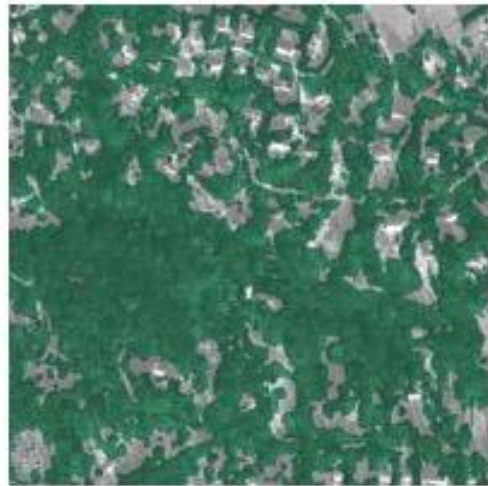




# Trees are patterned by race + income



Median income: \$31K



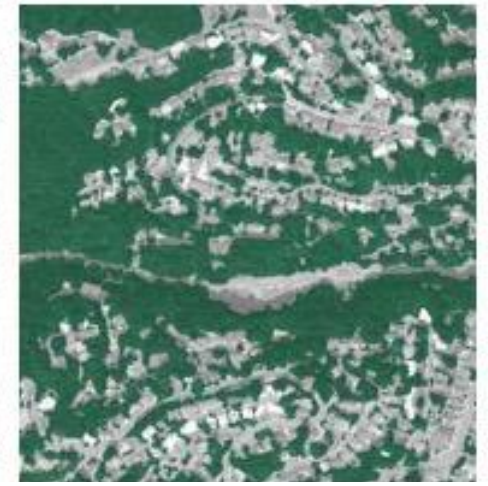
Median income: \$154K

Baltimore, MD

Source: NYT



Median income: \$39K



Median income: \$161K

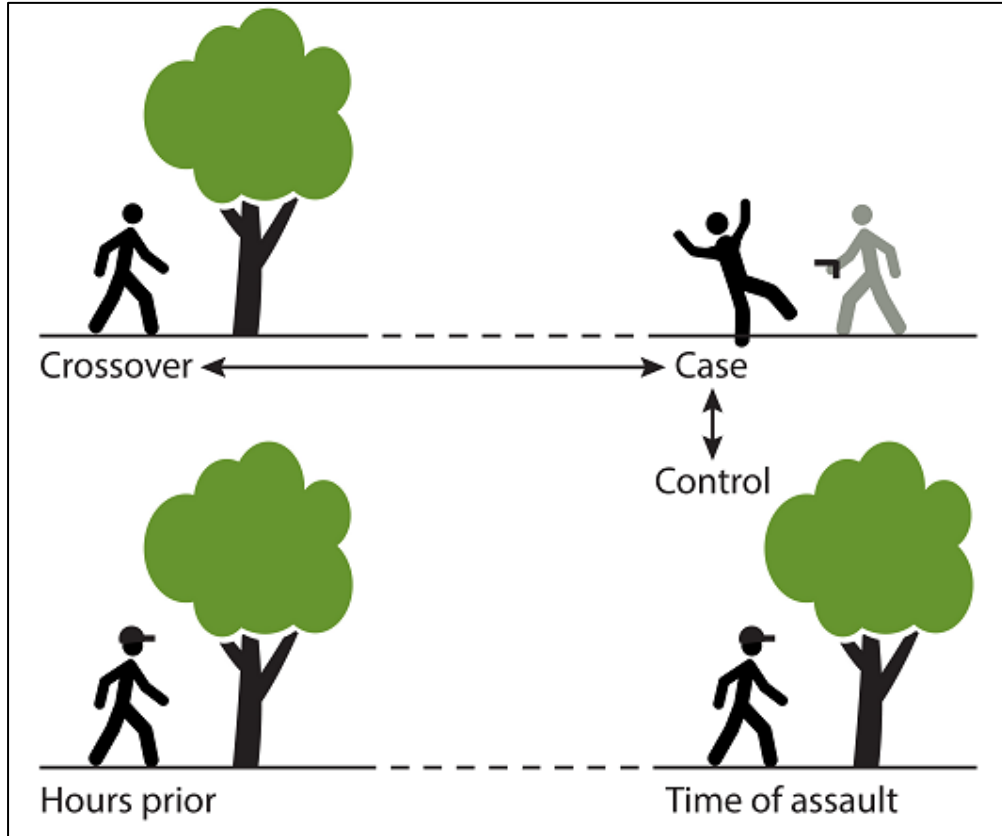
Portland, OR



@Eugenia\_South



# Trees associated with reduced violence



Kondo, 2017

↓ Adolescent gun assault  
(OR = 0.70; 95% CI 0.55-0.88)

- Co-benefits:
  - Improved mental health
  - Lower rates of hypertension, diabetes
  - Maternal health outcomes



# Abandoned house remediation

- Citywide RCT of 258 abandoned houses:
  - Remediation
  - Trash cleanup only
  - No-intervention control
- Neighborhoods:  
majority Black
- Police-reported crime 18 months pre/post



# House remediation reduces violent crime

	<u>House Remediation</u>	<u>Trash Cleanup</u>
Weapons Offenses	↓ 8.6%, $p < 0.001$	↓ 1.3%, $p = 0.74$
Gun Assaults	↓ 13.8%, $p < 0.001$	↓ 7.7%, $p = 0.004$
Shootings	↓ 7.4%, $p = 0.01$	↑ 2.5%, $p = 0.29$

South 2021, under review



# Vacant Lot Greening: Before





# Vacant Lot Greening: After







Before



During



After



Before



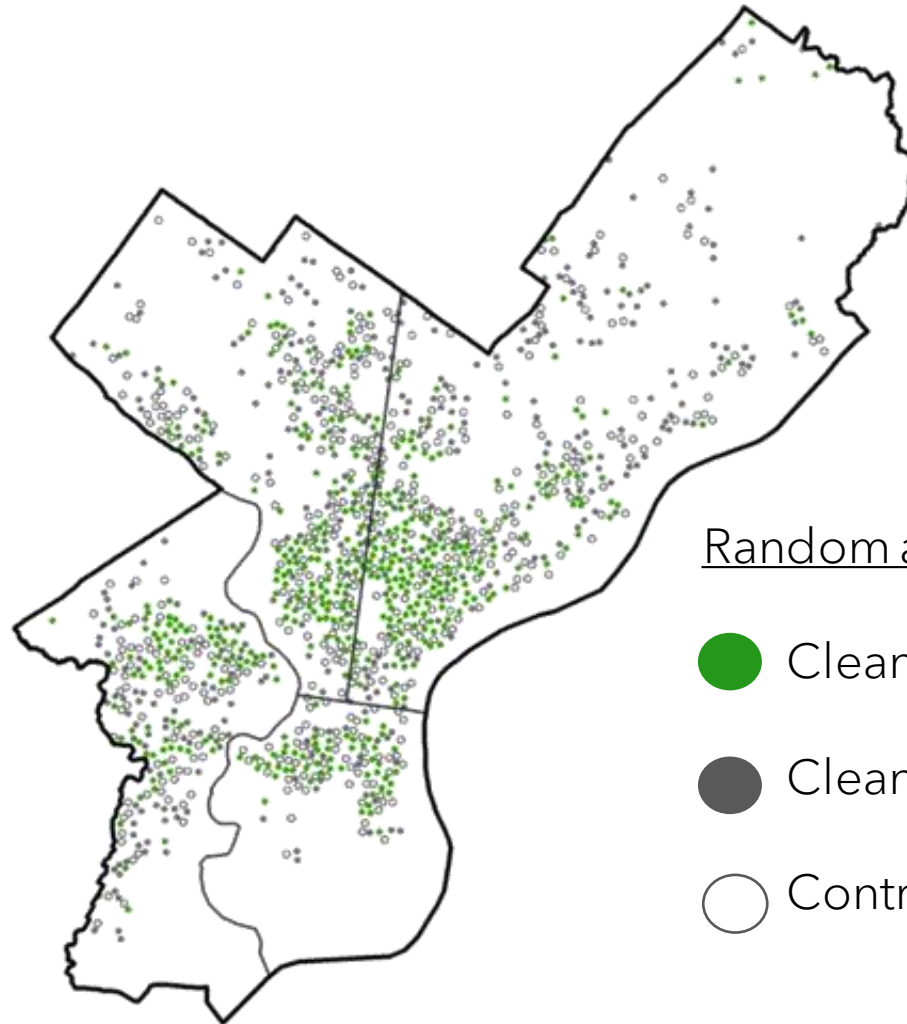
During



After

# Citywide RCT of vacant lot greening

- Neighborhoods: majority Black
- 445 people (majority Black) living nearby interviewed 19 months pre/post
- Police reported crime

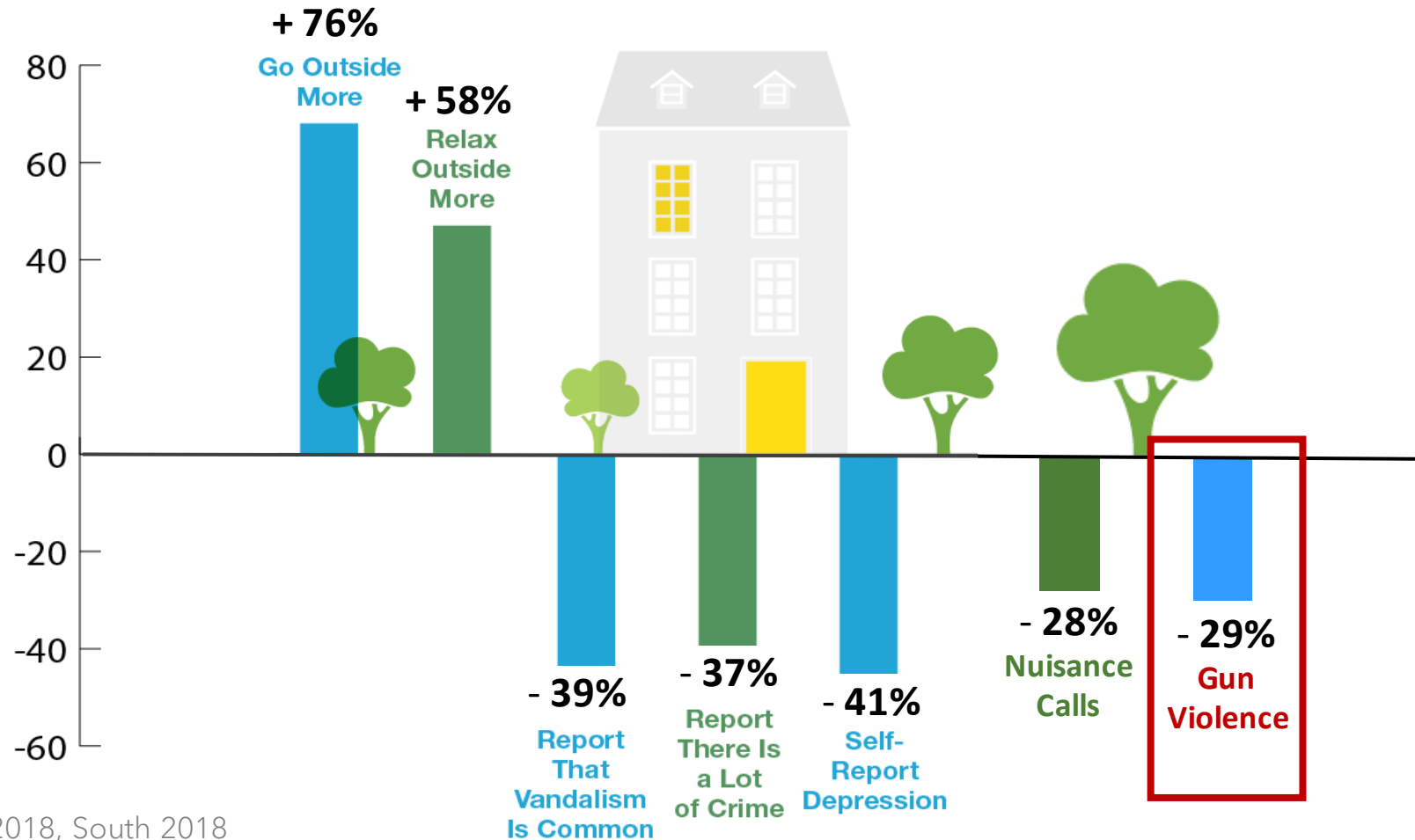


Random assignment (541 lots):

- Cleaning + Greening + Maintenance
- Cleaning + Maintenance
- Control lots

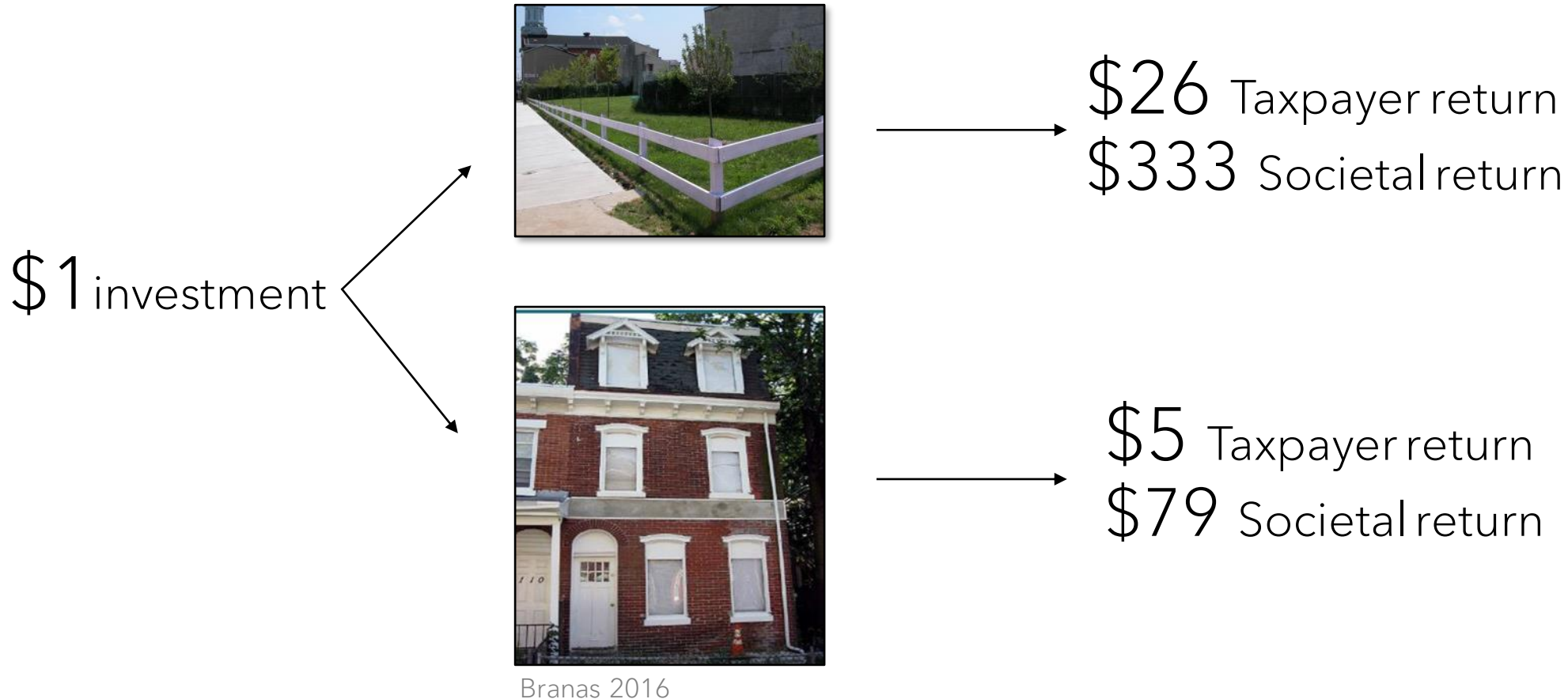


# Vacant lot greening reduces gun violence



Branas 2018, South 2018

Vacant lot greening + house remediation are **low cost, high value** interventions in preventing gun violence





# Why do place-based interventions prevent gun violence?

1. **Biologic response** with less stress, fear, and aggression
2. **Visual cues** that someone cares, creating “busy streets” and fostering social connections
3. **Removal of physical location** to store illegal guns and conduct other illegal activity

Place matters.  
Place impacts people.

Gun violence will be prevented  
with simple, low-cost, structural  
changes to neighborhood  
environments.



Art credit:  
Diana Ejaita



Thank  
You!

