

Building Safer Communities in Halton

Community Landscape and Promising Practices Report on Gun and Gang Violence Prevention and Intervention

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Joanna Kay Matthews Consulting Inc.

Joanna Kay Matthews Consulting Inc. (JKM) is a newly formed firm bringing together established Subject Matter Experts to meet the needs of organizational requests for Consultant Services. JKM primarily works with not-for-profit, charitable, community services sectors and associated funders. Work completed to date has included: agency audits, sector-specific research, gap analysis, community consultation, and strategic planning to support program development. To respond to the Building Safer Communities in Halton Community Landscape and Promising Practices Report Request for Proposal, Joanna Matthews, BPA, CYW, brought together Surbhi Malhotra, Ph.D. Social Psychology and Heather Kundapur HBArts Sc, MSc, BEd.

Project Team: Joanna Matthews is an established community leader with 19 years of Senior Executive Leadership experience in Mental Health & Addictions, Housing and Newcomer Settlement Services. Dr. Malhotra has expertise in program evaluation, quantitative and qualitative research methodology and equity, diversity, and inclusion. She has 15+ years of experience conducting evaluations in community settings. Heather has 20+ years of healthcare experience in the private and public sectors. Her focus is on translating scientific research/best practices into practical solutions and measurable outcomes for patients, providers, and the system.

Executive Summary

Halton Region has been awarded approximately \$3.9 million in funding over four years through the Building Safer Communities Fund (BSCF), a federally funded initiative under Public Safety Canada (PSC). The BSCF aims to develop community-based prevention and intervention strategies to tackle gun and gang violence. Halton Region will align its initiative, known as Building Safer Communities in Halton (BSC), with the Community Safety and Well-Being (CSWB) Plan. To support this initiative, a Building Safer Communities in Halton Action Table has been established. Joanna Kay Matthews Consulting Inc. (JKM) was contracted to create this Community Landscape and Promising Practices Report. This report includes a literature review providing promising practices found to have evidence-based success and how those can be adapted in a Halton context. The literature review further describes the risk and protective factors commonly associated with youth involvement in gang and gun violence, particularly those within a Halton context. The report also includes an environmental scan to provide a better understanding of the youth crime prevention and intervention strategies that currently exist in Halton.

The report highlights several promising practices identified through the literature review. These practices include comprehensive and effective strategic planning, the establishment of a lead agency and coordination, developing a thorough understanding of the problem through research and analysis, adopting multi-sectoral and multi-agency approaches, utilizing evidence-based interventions, and addressing risk and protective factors. Risk factors span individual, peer, school, family, and community domains, and their accumulation increases the likelihood of youth becoming gang-involved. Protective factors are positive influences in the lives of individuals or communities that can reduce risk factors. Protective factors also exist within individual, peer, school, family, and community domains.

Within the context of Halton, substance misuse, adverse childhood experiences and neighbourhood-level factors are identified as more relevant risk factors. Positive coping strategies and relationships are identified as protective factors that reduce the likelihood of gang involvement. Some promising practice approaches for gang intervention are outlined in the report. These include implementing wraparound, case management, substance misuse education, arts-based programming and gang awareness raising.

The environmental scan involved an online survey and thirty agency interviews. Respondents represented organizations from various sectors (e.g., justice services, police services, community organizations, mental health and addictions, municipal programs, and schools). Forty-five programs were reviewed during this interview phase of the project with organizations offering crime prevention and intervention programs. Five community hubs were profiled in the interview phase. The results provide an overview of program details, funding, staffing, client population, data collection, and partnerships currently existing in Halton.

The report emphasizes the importance of equity, diversity, and inclusion (EDI) in the implementation of these practices. It suggests that community consultation, inclusive programming, and partnerships

with organizations serving equity-deserving groups can enhance the effectiveness of gang prevention and intervention initiatives. While some elements of EDI are already embedded in current programs and services, there are opportunities for growth in formalizing partnerships and offering more adapted programming.

Based on the findings, the report proposes a possible funding approach for future programming aligned with the Community Safety and Well-being framework. There is currently a minimal level of gang-focused programming offered in Halton. An opportunity exists to focus on youth aged 14 to 29 with higher vulnerability to gang involvement, offering individual-level interventions and support services (see chart below). As outlined in the chart below, there are opportunities to develop and provide gang-awareness programming (e.g., in school-based programs), particularly in areas with greater vulnerability (e.g., neighbourhoods with more risk factors).

Table 1: Possible prevention/intervention mechanisms for CSWB alignment

CSWB Level	Population Group	Possible Components
Risk Intervention	Level of support designed for youth aged 14 to 29 who have higher vulnerability to gang-involvement	Individual-level intervention focused specifically on supporting youth with significant vulnerability to gang involvement (e.g., youth already involved with the justice system impacted by multiple risk factors, survivors of human trafficking).
Prevention	Level of support designed for children and youth who may have some vulnerability to gang involvement	Group-based intervention focused on supporting youth who may have some level of vulnerability to gang-involvement. Focused on gang-awareness raising and education (content is more extensive than universal prevention programming).
Prevention	Level of support designed for entire community (children, youth, service providers)	Universal prevention offering designed for broader community (children, youth, service providers). Focus of this offering is gang awareness raising and increasing general knowledge about gangs.

The Building Safer Communities in Halton initiative aims to prevent gun and gang violence through community-based prevention and intervention strategies. This report provides insights into promising practices, risk and protective factors, evidence-based interventions, and the importance of equity, diversity, and inclusion. By aligning with existing frameworks and leveraging community resources, Halton Region can effectively work towards building safer communities and preventing gun and gang violence.

Section 1: Report Overview

1.1. Introduction

Halton Region has been selected to receive a funding allocation of approximately \$3.9M over four years through the Building Safer Communities Fund (BSCF), a federally funded initiative under Public Safety Canada (PSC). The BSCF has been introduced as a four-year initiative to develop community-based prevention and intervention strategies to prevent gun and gang violence. Halton Region will align the Building Safer Communities initiative with Halton's Community Safety and Well-Being (CSWB) Plan. A Building Safer Communities in Halton Action Table has been convened to support evidence-based crime prevention and intervention activities for children, youth, and young adults. The Action Table's contributions will plan and deliver the Building Safer Communities in Halton initiative in alignment with the findings of the Community Landscape and Promising Practices Report.

Joanna Kay Matthews Consulting Inc. (JKM) was contracted to create a Community Landscape and Promising Practices Report. To prepare this report, JKM conducted both a literature review and an environmental scan. Since the Building Safer Communities in Halton initiative focuses on gun and gang violence, the scan aimed to gather information about crime prevention and intervention programs that may directly or indirectly contribute to gang prevention and intervention.

1.2. Guiding Frameworks

Two important frameworks serve as a foundation for this report, Halton's Community Safety and Well-Being Framework and an Equity, Diversity and Inclusion Framework.

Halton's Community Safety and Well-Being Framework: A Framework for Prevention and Intervention

Within the local Halton context, prevention and intervention approaches are rooted in the Community Safety and Well-Being Framework. Halton's Community Safety and Well-Being Plan: A Plan for Collaboration and Action was introduced in 2017 (Halton Region, 2017). The Plan sets out how the Region works with community partners to improve Halton residents' safety, health, and well-being. Halton's CSWB plan aligns with the Provincial CSWB Framework, which highlights four key areas that work together to make communities safer and healthier, including:

- **Social development** to improve the social determinants of health (the things that make us healthy) and reduce the probability of harm and victimization;
- **Prevention** to proactively implement programs to minimize risks to community safety and well-being before they result in crime, victimization and/or harm;
- **Risk intervention** to prevent an incident from occurring while reducing the need for incident response; and
- **Emergency response** for immediate and reactionary responses that involve a sense of urgency.

Equity, Diversity and Inclusion

This report will utilize a framework that centres on Equity, Diversity and Inclusion. Equity is defined as a state where everyone is treated according to their diverse needs in a way that enables all people to participate, perform, and engage to the same extent (Canadian Centre for Diversity and Inclusion, 2023). In contrast, diversity “is about the variety of unique dimensions, qualities, and characteristics we all possess, and the mix that occurs in any group of people. Race, ethnicity, age, gender, sexual orientation, religious beliefs, economic status, physical abilities, life experiences, and other perspectives can make up individual diversity” (Canadian Centre for Diversity and Inclusion, 2023, p. 8). Inclusion is creating a culture that embraces, respects, accepts and values diversity where each individual feels valued, respected and able to contribute to their fullest potential (Canadian Centre for Diversity and Inclusion, 2023). EDI-related considerations will be embedded throughout various components of the report.

Section 2: Literature Review Summary

2.1. Defining Youth Gangs

Gang phenomenon across Canada is varied and diverse, and there is no overall consensus on defining youth gangs. It is essential to have a clear and concise definition of a youth gang in order to support effective prevention and intervention efforts (Dunbar, 2017). Existing definitions of youth gangs attempt to capture different degrees of structure and seriousness (Esbensen et al., 2001). Generally, youth gangs have been described as a group of young people who act out in antisocial or delinquent ways and is based on some involvement in some form of criminal activity, usually to gain from it as a group financially, territorially, or socially (Centre for Forensic Behavioural Science and Justice Studies, 2015; Dunbar, 2017). Other criteria used to define youth gangs include (Wortley, 2010):

- Age (members are adolescents or young adults)
- Number of members (minimum number of 3)
- Group structure (some members are leaders, and others are followers)
- Association with a specific neighbourhood or turf
- Durability (the gang has been established for a specified period)
- Regular and continuous group involvement in crime, violence or delinquency

2.2. Prevalence of Youth Gangs

Gun and gang violence is becoming a growing issue in communities across Canada. According to earlier estimates of gang prevalence from the Canadian Police Survey on Youth Gangs, Canada has 434 youth gangs with roughly 7,000 members nationally. Ontario has the most significant number of youth gangs (216) and youth gang members (3320), followed by Saskatchewan (28 youth gangs, 1,315 members) and British Columbia (102 youth gangs, 1,027 members) (Astwood Strategy Corporation, 2004). Almost half (48%) of gang members are youth under the age of 18, with most

(39%) being between 16 and 18 years old (Public Safety Canada, 2007). These numbers have likely increased since the last survey was conducted.

More recent statistics from 2021 indicate that gang-related homicides account for nearly one-quarter (23%) of all homicides (Statistics Canada, 2022). There were 33 more gang-related homicides in 2021 compared to 2020. This is the highest rate (0.48 per 100,000 population) recorded in Canada since comparable data were first collected (Statistics Canada, 2022).

According to crime statistics, Halton continues to rank as one of the safest large communities in Canada (Statistics Canada, 2021). However, gun-related crime does exist in the community. There were 18 shooting occurrences in 2021 (note that this statistic also includes shooting occurrences categorized as not criminal in intent) (Halton Regional Police, 2023). Most shooting occurrences between 2017 and 2022 involved young people under 29 (Halton Regional Police, 2023).

2.3. Impact of Gangs

Youth gangs can negatively impact individuals and communities in several ways. Adolescent membership in a youth gang has long-lasting effects. Gang-involved youth are likelier to drop out of school, engage in substance misuse and lack employment opportunities (Public Safety Canada, 2018a). Youths' participation in gangs can also reduce their connection to their families, friends and school and limit their options for prosocial activities (Pyrooz et al., 2013). Gang-involved youth also report a higher prevalence of mental health conditions such as anxiety, depression and psychosis (Coid et al., 2013; MacFarlane, 2019; Watkins & Melde, 2016).

On a community level, youth gangs and their activities can be harmful because individuals within these communities often live within a culture of violence, and there are social costs in lost potential and fear of crime (Dunbar, 2017). There are also high financial costs to the justice and healthcare systems (Chatterjee, 2006). Given the negative impacts of gun and gang violence on individuals and communities, supporting prevention and intervention efforts is vital. The following section of this report will outline and review risk and protective factors related to gang involvement among youth. It will also provide an overview of best practices related to gang prevention and intervention.

Section 3: Risk and Protective Factors

3.1. Risk Factors for Gang Involvement

Risk factors are defined as factors that can increase a person's chances for negative outcomes (Halton Region, 2020). The Prevention component of the CSWB Framework aims to proactively minimize risks to community safety and well-being before they result in crime, victimization, and/or harm. To effectively prevent youth from joining gangs, it is essential to understand the risk factors that may lead them to become involved. Research indicates several risk factors may influence youth's involvement with and gang membership. A summary of some of these risk factors is provided in Table 1. Researchers have noted the following regarding risk factors (Dunbar, 2017):

- Risk factors associated with gang involvement span the five social development domains. There are individual risk factors, peer risk factors, school risk factors, family risk factors and community risk factors (Dunbar, 2017).
- The risk factors associated with gang involvement are present long before a youth joins a gang. This provides more opportunities for upstream prevention efforts.
- The risk factors that predict gang membership overlap with other problem behaviours. For example, the risk factors that predict gang membership are also associated with delinquency and violent behaviour (Esbensen, Peterson, Taylor, & Freng, 2010).
- No one risk factor predicts the likelihood of gang involvement. Youth who experience a higher number of risk factors are more likely to become gang-involved (Decker, Melde & Pyrooz, 2013).
- The accumulation of risk factors across the different social development domains is the most well-known way to identify youth most likely to become gang-involved (Decker, Melde & Pyrooz, 2013). For example, youth who experience a peer risk factor, a family risk factor, a school risk factor, and a community risk factor are more likely to become gang-involved than those who experience family risk factors.

Table 2: Examples of Risk Factors for Gang Involvement (National Crime Prevention Centre, 2007; Dunbar, 2017)

Category	Examples
Individual Risk Factors	<ul style="list-style-type: none"> • Prior delinquency (e.g., previous involvement in criminality) • Substance misuse/drug trafficking • Adverse childhood experiences (e.g., being a survivor of physical or sexual abuse, witnessing family violence) • Externalizing behaviours (e.g., reactivity, aggression, impulsivity) • Illegal gun ownership
Peer Risk Factors	<ul style="list-style-type: none"> • Peers who use drugs or who are gang members • Peers who engage in delinquency • Gang members in class • Pre-teen exposure to stress
Family Risk Factors	<ul style="list-style-type: none"> • Family violence • Caregiver substance misuse • Caregiver involvement with justice system • Lack of role models • Economic disadvantage
School Risk Factors	<ul style="list-style-type: none"> • Learning difficulties • Low attachment to school • Academic challenges • Educational frustration • Peer pressure
Community Risk Factors	<ul style="list-style-type: none"> • Systemic inequities • Perceived lack of safety • Higher levels of crime in neighbourhood • High poverty and residential mobility • Presence of gangs

3.2. Risk Factors in the Halton Context

The following is a summary of risk factors that community stakeholders identified as particularly relevant to Halton¹. Promising practices related to these risk factors are also presented.

3.2.1. Substance Misuse

Substance misuse is a risk factor for gang involvement. Researchers have found an association between alcohol misuse and gang affiliation. Youth who start to consume alcohol early (before age 13) or drink more frequently or chronically may be more likely to become gang-involved (Swanh et al., 2010). Youth who use marijuana are also at an elevated risk for gang involvement. Studies have shown that gang-affiliated youth are more likely to use marijuana than those not affiliated with gangs (van Dommelen-Gonzalez, Deardorff, Herd, & Minnis, 2015). Researchers have also found that early use of marijuana (starting marijuana between the ages of 10 – 12) is associated with gang involvement (Hill et al., 1999). There is also some evidence that harder illicit drug use (e.g., cocaine, ecstasy, heroin, inhalants, methamphetamine, prescription drugs) is associated with gang involvement (Bjerregaard, 2010; Petering, 2016; Yoder et al., 2003).

Substance Misuse Best Practice – Harm Reduction²

Addressing substance use is critical to comprehensive gang prevention and intervention efforts. One evidence-informed approach to successfully reducing youth substance misuse is the Harm Reduction model (Bishop et al., 2020, McKay, Sumnall, McBride, & Harvey, 2014; Moffat et al., 2017). Harm Reduction refers to policies, programs and interventions that seek to reduce or minimize the adverse health and social consequences of drug use without requiring an individual to discontinue drug use ((Beirness, Jesseman, Notarandrea & Perron, 2008). It focuses on meeting youth where they are and provides pragmatic and compassionate strategies to minimize harm (Marlatt & Witkiewitz, 2010). Some fundamental principles of a harm reduction approach include ((Beirness, Jesseman, Notarandrea & Perron, 2008):

- **Focus on Harms:** The priority of this approach is to reduce the risk of adverse consequences of drug use to the individual and others. A person's drug use is of secondary importance relative to the risk of harm from use. Harm reduction does not exclude or presume the long-term treatment goal of abstinence.
- **Humane Values:** An individual's dignity and rights are respected. There is no moralistic judgment made about an individual's decision to use substances, regardless of the level of use or mode of intake. This does not imply approval of drug use.

¹ To identify risk factors relevant in the Halton context, community stakeholders who participate in the Building Safer Communities Action Table were invited to complete a ranking exercise during an Action Table meeting in which they prioritized risk factors. Qualitative feedback was also gathered during key informant interviews during the environmental scan.

² To learn more about the Harm Reduction approach, please review the following resources:

[Best Practice Recommendations for Canadian Harm Reduction Programs](#)
[Ontario Harm Reduction Network](#)
[Race-Based Equity in Substance Use Services](#)

- Pragmatism: Some level of drug use in society is to be expected. It is more pragmatic and feasible to contain and ameliorate drug-related harm, at least in the short term, than eliminate drug use.

Several service strategies are consistent with a harm reduction model. Some examples include individualized case planning, behavioural and cognitive-behavioural approaches (e.g., safe use practices, skills training), and youth-centred educational campaigns which promote non-judgmental messaging (e.g., Hawk et al., 2017; Marlatt et al., 2012).

Substance Misuse – EDI Considerations

Although substance use rates are comparable among different racial groups, racialized communities bear significantly higher burdens which can impact their health and mortality, their employment, and their substance use care outcomes (Matsuzaka & Knapp, 2020; Santoro & Santoro, 2018; Valdez et al., 2018; Parlier-Ahmad et al., 2021). Racialized communities also experience more significant barriers to treatment and harm reduction services ((Ontario Agency for Health Protection and Promotion, 2022). To address these inequities, providing culturally informed harm-reduction programming is essential. Components of a culturally responsive approach to harm reduction include (Ontario Agency for Health Protection and Promotion, 2022):

- Holistic care within individual, kinship/familial, and community levels.
- Ensuring representation and capacity to match service providers with clients based on shared lived experiences (racialization, drug use, etc.).
- Programs building on the high cultural importance of spirituality by integrating spiritual elements and collaborating with faith-based groups.
- Providing services in the spoken language of the communities served.

3.2.2. Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) are potentially traumatic or stressful events in the first 18 years of life (Ontario Agency for Health Protection and Promotion, 2020). Examples of adverse childhood experiences include emotional or physical neglect; emotional, physical or sexual abuse; exposure to intimate partner violence and caregiver alcohol/substance misuse. Some risk factors for gang involvement are examples of adverse childhood experiences.

Several studies have found that youth involved with gangs are more likely to be survivors of physical and sexual abuse (Kubik et al., 2019; Petering, 2016; Thompson & Braaten-Antrim, 1998). In a study conducted with street-involved youth, researchers found that childhood sexual abuse was a risk factor for gang involvement among females (Marshall et al., 2015). The same study found that male youth with a history of involvement in government care were more likely to be involved in gangs. Thompson and Braaten-Antrim (1998) found that middle school youth who experienced physical and sexual abuse were almost four times more likely to participate in gangs than youth who did not experience maltreatment.

Studies have also found an association between exposure to intimate partner violence and gang affiliation. Gang-involved and gang-affiliated youth are likelier to have witnessed family violence during their childhood than those who are not gang-involved (Petering, 2016). In their study examining trauma and violence experiences among adolescent gang members, Quinn, Pacella, Dickson-Gomez & Nydegger (2017) found that frequent and ongoing exposure to familial violence led many youths to normalize experiences of violence.

Finally, studies have shown an association between caregiver substance misuse and gang involvement. Youth are more likely to become gang-involved if they grow up in a family environment where a caregiver misuses alcohol and drugs (Sirpal, 2002). These research findings suggest that traumatic experiences during childhood are a risk factor for gang involvement.

Adverse Childhood Experiences Best Practice – Trauma-Informed Care³

The prevention of Adverse Childhood Experiences is the best practice. However, it is vital to address the impacts of early traumatic experiences on those youth who experience adversity during their childhood. One evidence-informed approach to addressing the impacts of trauma is trauma-informed care. Trauma-informed care incorporates an understanding of the prevalence and effects of trauma in all aspects of service delivery. An individual's sense of safety, choice, empowerment and connection is prioritized (Poole, Talbot & Nathoo, 2017). Fundamental principles of trauma-informed care include (SAMHSA, 2014):

- **Safety:** Staff and their clients feel physically and psychologically safe. Understanding safety from the perspective of clients is prioritized.
- **Trustworthiness and Transparency:** Operations and decisions are conducted with transparency to build and maintain trust.
- **Peer Support:** Peer support helps establish safety and hope, build trust, enhance collaboration and promote recovery and healing.
- **Collaboration and Mutuality:** Importance is placed on levelling power differences and partnering. Healing happens in relationships and the meaningful sharing of power and decision-making.
- **Empowerment, Voice and Choice:** Individuals' strengths and experiences are recognized and built upon. Shared decision-making, choice and goal-setting determine the action plan to heal and move forward.
- **Cultural, Historical and Gender Issues:** The organization incorporates policies, protocols and processes that are responsive to the needs of the diverse clients served; offers access to gender-responsive services; recognizes and addresses historical trauma and leverages the healing value of cultural connections.

³ To learn more about Trauma Informed Care, please review the following resources:

[Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families](#)

[SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)

[Trauma-Informed Care](#)

[The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma](#)

Adverse Childhood Experiences – EDI Considerations

The trauma-informed care model has been validated with youth from diverse communities. Research findings indicate that youth with varying abilities are more vulnerable to experiencing trauma. For example, neurodiverse children, including those with autism and/or an intellectual disability, are approximately two to three times more likely to encounter traumatic events of an interpersonal nature relative to their typically developing counterparts (Fang et al., 2022). It is thus imperative to develop inclusive models of care that support these youth. In a recent review of therapeutic supports for neurodiverse youth who have experienced trauma, Kalisch et al. (2023) highlighted some promising practices related to trauma-informed care for youth of varying abilities. These included using approaches that relied less on verbal skills as well as approaches that emphasized caregiver involvement.

Racialized youth are more likely to experience cumulative Adverse Childhood Experiences (ACEs) and untreated traumatic stress due to structural and social inequalities (Kenney & Singh, 2016; Slopen et al., 2016). One type of ACEs they experience is racial discrimination and microaggressions (Bernard et al., 2020). Examples include expressions about perceived academic inferiority, expectations of aggression, and stereotypical misrepresentations (Keels et al., 2017). Youth who experience this type of trauma can be supported through culturally responsive approaches to trauma-informed care. This approach centers and empowers youth in their healing journeys and is rooted in cultural humility (Ranjbar et al., 2020). Practitioners consider how youth are embedded within a cultural context and have the humility to learn from them about how their cultural context could contribute to their healing. This could involve engaging with their family, community leaders or integrating cultural resources into a care plan.

3.2.3. Neighbourhood Risk Factors

Several neighbourhood-level factors have been identified as risk factors for gang involvement. Examples of neighbourhood risk factors that have been shown to predict gang membership in youth include the availability of or perceived access to drugs in the neighbourhood and the availability of firearms (Hill et al., 1999; Howell & Egley, 2005; Lizotte et al., 1994, Lizotte, Krohn, Howell, Tobin, & Howard, 2000). Living in a neighbourhood with higher crime and social disorganization is also associated with gang involvement (Howell, 2003). Youth who live in neighbourhoods with higher crime levels and social disorganization are more likely to become gang involved. A high level of residential mobility (i.e., people moving into and leaving the neighbourhood frequently) and low attachment to the neighbourhood are also considered community-level risk factors for gang membership (Hill et al., 1999; Curry & Spergel, 1992; Fagan, 1996; Thornberry et al., 2003).

Neighbourhood Risk Factors Best Practice – Youth Hubs⁴

Youth hubs are a strengths-based approach to gang prevention and intervention (Bhatt et al., 2010). Youth hubs are models of care that provide comprehensive, youth-focused services, including health services, mental health services and other community and social services in a single community-based setting (Settipani et al., 2019). These hubs are sometimes referred to as “one-stop shops and aim to provide adolescents and young adults with the right services at the right place at the right time (Youth Wellness Hubs Ontario, 2023). They are advantageous from a prevention standpoint because they can reduce barriers to access and provide the opportunity to offer several different types of programming addressing different risk factors in one location. They also bolster protective factors by allowing youth to engage in prosocial activities and create social connections. Common principles of the youth hub model include (Settipani et al., 2019; Youth Research & Evaluation eXchange, 2019a):

- Improving access to care and early intervention: Timely access to care is prioritized. Diverse access pathways (e.g., self-referral, drop-in services) are offered, and services are provided at the earliest stage necessary (early intervention)
- Youth and Family Engagement: Youth and families design, implement and evaluate services.
- Provide services that Reflect and Respect Diversity: Hubs should be a safe space for all youth. Services should be grounded in the framework of cultural humility.
- Youth-friendly Settings and Services: The space is youth-friendly (e.g., includes art, recreational activities, and music). The environment is non-stigmatizing, and the staff are welcoming and friendly.
- Evidence-Informed Approaches: Programs and services offered at the Hub are evidence-informed.
- Partnerships and Collaborations: There are multidisciplinary and cross-sectoral partnerships and collaboration with several stakeholders, including youth, families, service providers, and community agencies.

Neighbourhood Risk Factors – EDI Considerations

Access, equity, and inclusion are underlying principles of the Youth Wellness Hub Ontario model (YWHO) (Henderson et al., 2023). For example, the Hub sites offer a diverse range of inclusive programs that reflect the needs and identities of local youth. Some sites offer culturally appropriate and/or land-based programming (e.g., healing ceremonies led by elders and other Indigenous leaders) for Indigenous youth. Others offer inclusive services to support youth from the 2SLGBTQIA+ communities. Furthermore, sites are accessible to youth with physical disabilities and/or mobility needs and meet the requirements under the Accessibility for Ontarians Act. Services are provided in different languages at some sites. Staff teams strive to understand the diverse needs of the local youth population and use this information to develop identity-specific services and to hire staff reflective of these identities.

⁴ To learn more about Youth Hubs, please review the following resources:

[Youth Wellness Hubs Ontario](#)

[Youth Wellness Hubs Ontario: Development and initial implementation of integrated youth services in Ontario, Canada](#)

[Evidence Brief: Seven Good Practices for Delivering Services through a Hub Model](#)

3.3. Protective Factors for Gang Nonparticipation

In addition to examining risk factors, researchers who study gang involvement from a more strengths-focused perspective have also examined the influence of protective factors. Protective factors are positive influences in the lives of individuals or communities that can reduce risk factors (Halton Region, 2020). Several protective factors may influence youth's involvement with and membership in gangs. An overview of possible protective factors is provided in Table 3. Key findings to note regarding protective factors include (Dunbar, 2017):

- The study of protective factors which reduce the likelihood of gang involvement is an emerging field. Thus, protective factors are not as well-studied as risk factors.
- Protective factors can be categorized into the same domains as risk factors (individual, peer, family, school, community).

Table 2: Examples of Protective Factors (Dunbar, 2017)

Category	Examples
Individual Protective Factors	<ul style="list-style-type: none"> • Resilient temperament • Good social skills • Positive coping skills • Good decision-making skills • Sense of self-efficacy • High self-esteem • Positive values and attitudes
Peer Protective Factors	<ul style="list-style-type: none"> • Interactions with prosocial peers • Involvement in prosocial activities • Positive peer group • Positive social connections • Peer support
Family Protective Factors	<ul style="list-style-type: none"> • Strong family connections • Family support • The ability of parents and extended family members to spend time with youth • Strong parental involvement • Emotionally positive parent-child relationship
School Protective Factors	<ul style="list-style-type: none"> • Academic achievement • Educational aspirations • Sense of accomplishment and respect for education • Strong school commitment and bonding to school • Positive relationships with adults in a school setting
Community Protective Factors	<ul style="list-style-type: none"> • Living in a good neighbourhood (low crime rate, high socioeconomic status) • Social cohesion among neighbours • Trust among neighbours

3.4. Protective Factors in the Halton Context

The following is a review of protective factors that community stakeholders identified as particularly relevant to the Halton community⁵. Promising practices related to these protective factors are also presented.

3.4.1. Positive Coping Skills

Coping skills have been identified as a protective factor against gang affiliation. Coping is people's thoughts and behaviours to manage internal and external stress (Folkman & Moskowitz, 2004). The different types of coping that people can utilize include problem-focused (addressing the problem causing the distress), emotion-focused (reducing negative emotions), meaning-focused (using cognitive strategies to derive and manage the meaning) and social coping (reducing stress by seeking support from the community).

Positive coping strategies can increase resilience during experiences of trauma (Bonnano, 2005). From a gang prevention standpoint, researchers have found that youth who have confidence in their coping skills are less likely to become gang-involved (McDaniel, 2012). Given this relationship between coping and gang affiliation, the development of positive coping skills has been integrated into comprehensive gang prevention and intervention programs (Koffman et al., 2009; Leap et al., 2010).

Positive Coping Skills Best Practice – Peer Support⁶

As mentioned, social coping is one type of coping strategy individuals may use. Social coping is particularly relevant to adolescents and youth since peers are a primary source of influence. Peer support is one means by which youth can access social support.

Peer support has been defined as a supportive relationship between people who have a lived experience in common (Sunderland & Mishkin, 2013). Youth peer support is often one component of a comprehensive continuum of more formalized services and supports. It represents an approach that aligns with youth engagement in which youth voice informs services for young people (Halsall et al., 2022). Within this framework, peers can provide support in various ways, including mental health education and promotion, emotional support, skill-building, action planning and service navigation (Gopalan et al., 2017). Research indicates that peer support services have a positive impact on youth in many different ways. Providing peer support services is associated with improved coping, hope, social connection, empowerment, and recovery (Halsall et al., 2022; Kidd et al., 2019).

⁵ To identify protective factors relevant in the Halton context, community stakeholders who participate in the Building Safer Communities Action Table were invited to complete a ranking exercise during an Action Table meeting in which they prioritized risk factors. Qualitative feedback was also gathered during key informant interviews during the environmental scan.

⁶ To learn more about Peer Support, please review the following resources:

[Centre for Innovation in Peer Support](#)

[PeerWorks](#)

[Peer Support Canada](#)

Positive Coping Skills – EDI Considerations

Accessibility, diversity and meaningful inclusion are critical components of Peer Work (Youth Wellness Hubs Ontario, 2021). To support youth with varying identities, individuals providing Peer Support must represent the diverse communities that they work with. In order to achieve this, Peer Support opportunities should be broadly advertised, and the hiring process should be accessible and barrier-free (e.g., address technology or physical barriers, avoid jargon, highlight qualities over formal education, etc.) (Youth Wellness Hubs Ontario, 2021). Ensuring Peer Workers from diverse communities feel actively engaged and meaningfully included is also vital.

3.4.2. Positive Relationships

Positive relationships have been identified as a protective factor which reduces the likelihood of gang involvement. Positive relationships may include connections with peers, family members, and adults in a school setting. Researchers have found an association between positive social connections with peers and reduced youth violence. Being a member of a prosocial peer group (i.e., a group which disapproves of antisocial behaviour) has a direct protective effect against youth violence (Hawkins et al., 1998). Having peers who disapprove of youths' involvement in antisocial behaviour also appears to be protective (Herrenkohl et al., 2005).

Within the family context, positive relationships with caregivers are also protective. Youth who grow up in a prosocial family environment (i.e., family rules are clear, family members spend time with one another, family members feel bonded, share their thoughts and feelings and get along well with each other) are less likely to become gang involved (Gilman et al., 2014). Caregiver monitoring and involvement are essential (Krohn et al., 2014; Stouthamer et al., 2002; Wright & Fitzpatrick, 2006).

Positive relationships in a school setting are an important protective factor. Research suggests that youths' development of positive relationships with caring adults in the school setting (e.g., teachers, counsellors, etc.) is a protective factor against gang affiliation (Rossiter & Rossiter, 2009). Furthermore, attending a school with a prosocial environment (i.e., where youth feel bonded to and involved in school) is also associated with reduced gang membership (Gilman et al., 2014)

Positive Relationships Best Practice – Mentoring⁷

A well-established and evidence-based approach to fostering positive relationships for youth is mentoring. Youth mentorship refers to a supportive, caring relationship between a young person and an adult who is not their caregiver. It makes a significant positive difference for the youth and the mentor (Youth Research & Evaluation eXchange, 2019b).

⁷ To learn more about mentoring, please review the following resources:

[Mentor Canada – Knowledge Hub](#)

[Ontario Mentoring Coalition](#)

[Toolkit on Effective Mentoring for Youth Facing Barriers to Success](#)

Mentoring programs have become increasingly popular over the past few decades. One of the most well-known examples is Big Brothers Big Sisters. Studies have shown several benefits to youth mentoring programs (DuBois et al., 2002; Raposa et al., 2019). Mentoring programs can positively impact youth's social skills, perception of social support, physical health and well-being, the quality of their relationships, academic performance, school engagement and mental health (Raposa et al., 2019).

Positive Coping Skills – EDI Considerations

A mentoring-based approach may benefit youth from equity-deserving communities that experience disadvantages (DuBois et al., 2002). For example, developing relationships with trusted adults and prosocial peers may be invaluable to immigrant youth struggling to develop a sense of identity and belonging (Rossiter & Rossiter, 2009).

Developing relationships with trusted adults and prosocial peers can also benefit youth with varying abilities. Some promising practices for mentoring programs for youth with varying abilities include (Ontario Mentoring Coalition, 2023a):

- Interventions should be person-centred by emphasizing assets, fostering independence and developing a positive disability identity.
- Differently abled young people should have a say in their treatment/intervention activities to ensure they are relevant to their interests and needs.
- Use accommodations to support full inclusion of mentors and mentees with disabilities, e.g., on program/agency website, paper materials, meeting locations, and procedures.

Racialized youth may also benefit from mentorship programs. Some promising practices for mentoring programs supporting racialized youth include (Ontario Mentoring Coalition, 2023b):

- Using a strengths-based approach.
- Including components that are specifically tailored to the participants' culture to facilitate positive ethnic and racial identity formation.
- Partnering with community groups to recruit mentors and involve community leaders where possible.

3.4.3. Equitable and Inclusive Programs, Policies and Practices

Systemic inequities compound risk factors for gang involvement. According to the theory of Multiple Marginality (Vigil, 2016), various ecological, economic, and sociocultural factors underlie youth gang involvement. The precursors of gang involvement can be traced back to a wide range of political and social inequities and barriers faced by members of diverse communities (e.g., racism, ableism, colonialism, marginalization, loss of land, poverty, underemployment, poor health) (Dunbar, 2017; McMurty & Curling, 2008).

Racism has been identified as one of the root causes of youth violence (McMurtry & Curling, 2008). According to McMurtry and Curling (2008), “all of the immediate risk factors for violence involving youth can easily arise from the diminished sense of worth that results from being subject to racism, and from the often accurate inference of what that racism means for the hopes of advancing, prospering and having a fair chance in our society” (p. 43).

Youth with varying abilities also experience inequities and discrimination, which may contribute to their vulnerability to gang involvement. For example, youth with learning disabilities face barriers to inclusion in school settings. These barriers can affect their school engagement, bonding, and academic performance, which are school-level risk factors for gang involvement (Hill et al., 1999). Taken collectively, these findings suggest that, from a strengths-based perspective emphasizing protective factors, it is imperative to ensure that all youth programs are equitable, inclusive, and designed to meet best the needs of the diverse communities being served.

Equitable and Inclusive Programs, Policies and Practices Best Practice – Culturally Adapted Programming⁸

Culturally adapted programs are evidence-informed programs adapted to better fit a particular cultural group (Bernal et al., 2009; Booth & Lazear, 2015, Erbach, Danseco, & Porath Eves, 2022). Programs can be adapted in several different ways. Possible modifications include adaptations to language, including goals based on cultural values, using culturally relevant symbols and changing the delivery setting (Arora et al., 2021). Adapting programs is essential because many evidence-based programs are based on a Western worldview (Naeem et al., 2019) and do not meet the needs and values of clients from diverse communities (Barrera et al., 2017).

Culturally adapted programs are essential from an equity standpoint. Implementing these programs improves access, utilization and outcomes for racialized children and youth (Erbach et al., 2022; Kirmayer & Jarvis, 2019). Adapting programming and building more culturally responsive systems should be approached with cultural humility. Cultural humility involves a lifelong commitment to self-reflection, self-critique and advocacy in which practitioners work towards addressing power imbalances in client-provider interactions (Tervalon & Murry-Garcia, 1998; Waters & Asbill, 2013). Clients’ perspectives are centred, and they are viewed as experts on themselves and capable partners in the client-provider relationship. Cultural humility is an ongoing process in which service providers continually grow and learn from clients (Miller, 2009). This approach emphasizes flexibility, humility, and client-centred care (Foronda et al., 2016; Tervalon & Murry-Garcia, 1998).

⁸ To learn more about culturally adapted programming, please review the following resources:

[Knowledge Institute on Child and Youth Mental Health and Addictions: An Overview of Culturally Adapted Programming](#)
[Three Strategies & Seven Practices for Delivering Effective Group Programming for Black Youth](#)

Equitable and Inclusive Programs, Policies and Practices Best Practice – Community Consultation⁹

Community consultation is integral to building equitable and inclusive programs and systems. Members of diverse communities should be engaged in authentic and meaningful ways, and their lived experiences must be valued, including experiences of racism, colonialism, and intergenerational trauma (Youth Research & Evaluation eXchange, 2023). Consulting and co-developing with communities supports equity because it embeds community voice into the policies, programs and practices that impact their lives (Erbach et al., 2022). Principles that inform equitable engagement of communities include (Simon Fraser University’s Morris J. Wosk Centre for Dialogue, 2020):

- Invite participation within an authentic and accountable engagement process.
- Plan early and proactively.
- Establish respectful relationships with Indigenous Peoples.
- Engage the internal diversity of a community.
- Work in reciprocal relationships with communities.
- Tailor engagement plans to the context.
- Commit to ongoing learning and improvement.
- Advance systemic equity.

Equitable and Inclusive Programs, Policies and Practices Best Practice – Intersectionality¹⁰

The theory of Intersectionality has been attributed to Black feminist scholar Professor Kimberlé Crenshaw. Crenshaw developed Intersectionality as a theory in 1989, arguing that theories of discrimination failed to account for experiences of multiple marginalizations (1991). On a broader level, Intersectionality theory describes how race, gender, ability, religion, class, and other individual characteristics “intersect” with one another and create overlapping and interdependent systems of discrimination or disadvantage. For example, racialized Muslim neurodiverse youth will have unique experiences of discrimination and barriers because of their overlapping identities.

Intersectionality is vital from an equity and inclusion standpoint. Children and youth experience the world differently based on their overlapping identities. Creating policies, programs and services that acknowledge and respond to children and youth's intersecting identities is essential.

Several elements of building equitable and inclusive services exist in the Halton community, and there are continued opportunities for growth. Research findings suggest that promising practices related to

⁹ To learn more about community consultations, please review the following resources:

[Four Practices for Culturally Grounded Programs for Indigenous Youth](#)
[Ten Promising Practices for Creating a Curriculum for Youth Living with Learning Disabilities](#)
[Muslim Resource Centre for Social Support and Integration – Evidence-Informed Culturally Adapted Programs](#)
[Beyond Inclusion: Equity in Public Engagement - A Guide for Practitioners](#)
[Best Practices for Planning and Facilitating Anti-Oppressive Focus Groups](#)

¹⁰ To learn more about Intersectionality, please refer to the following resources:

[Let’s Talk Intersectionality \(National Collaborating Centre for Determinants of Health\)](#)
[Canadian Council of Muslim Women - Dare to Be Aware!](#)

Equity, Diversity, and Inclusion (EDI) include community consultation and inclusive programming. The results of this scan indicate that some of these elements are embedded into current programs and services. Organizations that were part of the review have partnerships with organizations that serve equity-deserving groups, and some offer culturally responsive programming. Possible future opportunities include formalizing and expanding these partnerships and offering more adapted programming.

3.5. Risk and Protective Factors – Promising Practices

Research findings suggest that several risk factors can contribute to a youth's vulnerability to gang involvement. These risk factors span the five social development domains (e.g., individual, peer, school, family, and community risk factors). This environmental scan indicates that many existing programs and hub services in Halton provide clients with support related to risk factors. For example, many programs and hub services offer support addressing the impact of peer pressure, substance misuse, and lack of role models. The findings further indicate that programs and services address risk factors in different domains (e.g., individual, peer, family, school, and community).

A strengths-based approach to gang prevention emphasizes the role of protective factors. Protective factors are positive influences in the lives of individuals or communities that can reduce the impact of risk factors (Halton Region, 2020). Several protective factors may influence youth's involvement with and membership in gangs. Some protective factors include positive coping skills, strong family connections and the opportunity to participate in prosocial activities. This environmental scan indicates that many programs and hub services bolster protective factors that may reduce the likelihood of gang involvement. For example, many programs and services support youths' development of self-esteem, resilience and coping skills. Many programs also support youth in building their social skills.

Research suggests that youth who experience a higher number of risk factors are more vulnerable to gang involvement. Research further indicates that accumulating risk factors across the different social development domains (individual, peer, family, school, community) is the best-known way to identify youth most vulnerable to gang involvement. Given the preceding, it is essential to have programs and services that can support the most vulnerable youth by addressing the impacts of multiple risk factors.

Many of the programs and services reviewed as part of the environmental scan can provide youth with support in various areas (i.e., address the impact of numerous risk factors) either directly or indirectly. These programs and services can also provide youth with support with risk factors in different domains (individual, peer, family, school, and community). The Community Hub model is particularly effective for supporting youth with needs in other areas since it offers a broad range of services in a single space (e.g., mental health services, substance misuse support, education support, recreational activities, etc.).

The Halton Situation Table is another mechanism in the community that can support youth with more complex needs involving the impact of multiple risk factors and an acutely elevated level of risk. Coordinated by the Halton Regional Police Service, the Situation Table is a partnership with Halton Region, local municipalities and non-profit human services organizations that meet every week to

identify and support individuals at an acutely elevated risk of requiring intervention from police or other emergency and crisis-driven services (Halton Region, 2017). When a situation is presented, the Situation Table partner best positioned to lead the response assumes responsibility and coordinates services to address risk factors and stabilize the situation due to its potential to reduce the need for more costly 'down-stream' interventions in the criminal justice, healthcare, and human services systems.

Evidence-based practices to address risk factors and bolster protective factors already exist in the Halton community. Several evidence-based approaches can be used to address the impact of risk factors associated with gang involvement and bolster protective factors. The results of this scan suggest that many of these practices are already being implemented in Halton (e.g., harm reduction approach, peer support, trauma-informed care, mentoring programs, culturally responsive programming, etc.). There are existing community-based initiatives that support work in these areas.

In addition to evidence-informed practices, many community-based initiatives support work related to the risk areas for gang involvement. For example, Community Safety and Well-Being Action Tables are related to substance misuse (e.g., opioid use, alcohol consumption). There are also relevant Communities of Practice (e.g., the Trauma Community of Practice) and community resources (e.g., the Centre for Innovation in Peer Support).

3.6. Risk and Protective Factors – Summary

Several risk and protective factors are associated with gang affiliation. Risk factors for gang involvement span different domains (individual, peer, family, school, community) and include externalizing behaviours (e.g., impulsivity, aggression), negative peer influence, educational frustration and perceived lack of safety. Risk factors particularly relevant to Halton include substance misuse, adverse childhood experiences and neighbourhood factors (e.g., high crime, economic disadvantage). Protective factors associated with a lower likelihood of gang involvement include positive coping skills and positive relationships. In order to prevent youth from becoming involved with gangs, it is vital to reduce the impact of risk factors and bolster protective factors. To centre equity, it is also essential to ensure that programs and services provide equitable access and are inclusive to the diverse communities being served.

Section 4: Prevention and Intervention

4.1. Gang Prevention and Intervention Principles

Approaches to gang prevention and intervention must focus on identifying overarching best practice principles. These principles reflect broader practices that support effective gang prevention and intervention initiatives. The National Crime Prevention Centre (2007b) highlighted the following as promising practices underlying gang prevention and intervention initiatives in a report overviewing gang prevention programs and practices.

Strategic Planning

- Comprehensive and effective strategic planning is a critical component of gang prevention strategies.
- There are many benefits to effective strategic planning.
- These include establishing clear objectives and priorities, multidisciplinary analysis and understanding of youth gangs and related problems, improved coordination as well as more effective resource allocation.
- For example, Halton Region has led a strategic planning process for the BSC initiative. This has involved several features (e.g., formation of an Action Table, collaborative development of the plan, etc.) and has helped to establish clear objectives and priorities.

Establishing a Lead Agency and Coordination

- It is essential to identify a lead agency for a gang prevention initiative.
- The lead agency (or interagency group) will assume several responsibilities, including administering funds and coordinating various program components.
- They will also be responsible for implementation and assessing progress and effectiveness.
- For example, Halton Region coordinates the Building Safer Communities in Halton Initiative. Two staff members from Halton Region are dedicated to the BSC initiative and are responsible for project oversight, coordination and implementation.

Develop an Accurate and Thorough Understanding of the Problem

- Gang prevention efforts should start by gaining a thorough and accurate diagnosis of youth gangs, crime, victimization and related social problems.
- This is important since the nature and scope of youth gangs can vary significantly within and across communities.
- For example, JKM was contracted to create a Community Landscape and Promising Practices Report, including a literature review of gang prevention and intervention promising practices and an environmental scan focused on promising practices. The scan and the related report will assist stakeholders (e.g., Building Safer Communities in Halton Action Table members) in gaining an accurate and thorough understanding of gang and gun-related phenomena in Halton. The report will inform planning and be shared with various stakeholders.

Multi-Sectoral and Multi-Agency Approaches

- The factors that increase a youth's vulnerability to gang involvement are multi-dimensional and overlapping.
- As such, it is essential to engage several groups of stakeholders from different sectors.
- This could include stakeholders from various sectors such as criminal justice (e.g., police, probation, victim services), social services, child welfare, education, health, housing, recreation and faith-based groups.

- Once a group of stakeholders is formed, it is essential to articulate the roles and responsibilities of each partner.
- For example, an Action Table has been formed for the BSC initiative. It includes partners from several sectors (e.g., community organizations, justice services, police services, mental health and addictions, municipal organizations, school boards, child welfare organizations, etc.). This Action Table will help guide and support the work of the BSC initiative.

Comprehensive and Integrated Approaches

- The most successful approaches to gang prevention are long-term, comprehensive approaches (i.e., approaches that are multi-agency or multi-sectoral collaborations that combine prevention, intervention, and suppression activities).
- A second alternative is for communities to adopt strategic risk-based responses to youth gang problems (Wyrick & Howell, 2004).
- A strategic risk-based response consists of the following:
 - Thorough knowledge of youth gang problems and related issues at the local level.
 - An understanding of how risk and protective factors relate to the early onset and persistence of local gang problems and youth violence.
 - The implementation of policies and practices to respond to youth gangs.

Focused Programming and Different Levels of Intervention

- It is vital to attempt to identify youth who may be more vulnerable to becoming gang-involved and develop focused programming accordingly.
- Approaches to addressing youth gangs should also be developed at both a micro level (i.e., focusing on individuals) and a macro level (i.e., focusing on groups).

These principles highlight the importance of planning and collaboration and provide a solid foundation for building gang prevention and intervention initiatives.

4.2. Gang Prevention and Intervention Programs

A comprehensive approach to addressing youth gangs in communities is the implementation of gang-focused interventions. Gang interventions are designed for youth at higher risk of gang involvement (e.g., are vulnerable to multiple risk factors) or are already gang-involved. These programs are examples of interventions that fall under the Risk intervention level of the CSWB Framework. Thus, they focus on preventing an incident from occurring while reducing the need for incident response.

The following section of the report provides an overview of evidence-informed gang intervention approaches implemented in communities throughout Canada. The content is based on an overview of gang intervention approaches completed by Public Safety Canada (Public Safety Canada, 2018a). Some considerations to note:

- The list is not exhaustive and focuses primarily on programs and service approaches appropriate for the local Halton context.
- It is vital to keep evidence-informed elements of programs, however; it is also essential to customize programs to the local community context (e.g., language, partnerships) so that they better address the needs of the community (Smith-Moncricieffe, 2013)
- The programs/approaches that are summarized can be combined to maximize the likelihood of positive outcomes. For example, a case management approach can be combined with life skills-focused programming and counselling. This multifaceted approach is adopted in most communities.
- The programs/approaches summarized have been validated with diverse communities (i.e., they have been implemented with success in a wide range of communities with diverse populations).

Gang Reduction Program

The Gang Reduction Program (GRP) is a comprehensive and multi-faceted model based on one of the most well-established gang prevention programs by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model. It has been developed and designed for gang-affected communities. The main goals of the GRP are to:

- Gain a better understanding of the local gang problem through the identification of needs and resources.
- Involve and mobilize several stakeholders to build stronger partnerships and provide a coordinated response.
- Utilize a combination of approaches (primary prevention, secondary prevention, intervention and suppression) to reduce youth gang crime and violence.

Key elements of the GRP include:

- **Community Mobilization:** mobilizing the community to respond to the gang problem collaboratively.
- **Organizational Change and Development:** improving organizations' capacity to respond to gangs.
- **Social Intervention:** addressing social factors that may affect a gang member's ability to leave a gang (e.g., substance misuse, mental health challenges, family concerns, etc.).
- **Opportunities provision:** Providing gang members with alternative opportunities (e.g., education, employment).
- **Gang suppression:** Reducing the ability of gangs to cause harm to the community.

Research supports the effectiveness of the GRP program. Studies have shown that the GRP leads to a reduction in severe gang-related crimes.

Wraparound

Wraparound is an intensive care management program for youth with complex needs (e.g., serious behavioural and/or emotional challenges). A collaborative, community-based interagency team is responsible for designing, implementing, and overseeing a Wraparound program. Ideally, the interagency team includes representatives from at least three different sectors (e.g., mental health, education, substance abuse services, police, youth justice, child welfare, culture and recreation, and other community organizations), with one organization being assigned the lead organization. Care Coordinators, who are employees of the lead organization, help create a customized treatment program for guiding youth and their families through the system of care.

A support team is created in consultation with youth and their families. This team comprises individuals who are formal/informal supports (e.g., family members, teachers, mentors, community members and service providers) and is responsible for developing and implementing a youth-driven and comprehensive care plan. The care plan identifies the young person's strengths and includes specific goals and action plans. The support team identifies and implements a customized set of strategies, supports and services (e.g., prosocial activities, school support, etc.) to support the young person in achieving their goals. The Care Coordinator provides support throughout this process.

Circle of Courage

Circle of Courage® is a comprehensive and holistic model of positive youth development and empowerment based on Indigenous philosophies where family, school and community members are involved together. A circle graphically represents the four dimensions of the Circle of Courage®, the Medicine Wheel, divided into quadrants corresponding to belonging, mastery, independence, and generosity. This program is founded on the premise that shared values must exist in any community to create environments that ultimately benefit all. Circle of Courage® is not a standardized or manualized program and can be adapted to meet the needs and resources of the community in which it is being implemented.

Case Management

Case management is a collaborative, flexible, client-centred approach used to assess, plan, facilitate, and coordinate care to meet a young person's needs (Lukersmith, Millington, Salvador-Carulla, 2016). Components of a case management approach include:

- Assessment
- Care planning and goal setting
- Plan implementation
- Plan monitoring
- Transition planning (i.e., when a client's goals for service are met or they are ready to transition to a different service)

In the gang prevention context, case management can be used to address a variety of risk factors. The process involves a staff member working with more vulnerable or gang-involved youth to create a customized support plan. Youth (and their families) are connected to services they would most benefit from, and their progress toward their goals is monitored. Service delivery can be modified to ensure the intervention meets the youths' needs, and a wide range of services can be included (e.g., counselling, substance misuse support, education programs, etc.).

Awareness Raising Activities Related to Gangs

This intervention attempts to prevent gang membership by increasing youths' awareness of the risks and realities of youth gang involvement. This could include encouraging less positive attitudes towards gangs and providing educational workshops on gang exit strategies. This type of intervention can be beneficial in communities where there is a presence of gangs and association with gang-involved peers.

Substance Misuse Education

Since substance misuse is a risk factor for gang involvement, one intervention approach focuses on substance-related education. This education-based intervention focuses on teaching vulnerable/potential gang-involved youth about the harms associated with alcohol and other drug dependencies. It also focuses on building skills to resist the appeal of substance use. This intervention should be considered in communities where substance misuse has been identified as a risk factor.

Counselling

Counselling refers to using psychological principles to enhance and promote the positive growth, well-being, and mental health of individuals, families, groups, and the broader community (Bedi et al., 2011). In the context of gang prevention, counselling can support vulnerable and/or potential gang-involved youth in various areas (e.g., trauma, self-esteem, impulsivity, mental health concerns, etc.). Many different types of counselling can be included as part of intervention strategies (e.g., individual counselling, family counselling, cognitive-behavioural therapy, etc.).

Employment Training and/or Support

This intervention focuses on building vulnerable and/or potential gang-involved youths' employment potential. It includes activities such as assisting with job searches, resumes, interview training, job coaching, and general employment training. Employment training and support are particularly beneficial in communities where youth are underemployed/experience barriers related to finding employment.

Learning and Education

Learning and education programs focus on activities that build vulnerable and/or potential gang-involved youths' academic skills (e.g., literacy) and promote school attachment. These programs can be offered as part of the school curriculum or integrated into after-school or community-based

programs. Examples of activities can include developing literacy skills, homework help, and support with opportunities for post-secondary education. This type of programming can be considered in communities where youth are experiencing barriers to school success or feeling a lack of connection with school.

Life Skills

Developing life skills is essential for vulnerable and/or potential gang-involved youth because it helps to promote resilience. Examples of life skills include decision-making, problem-solving, conflict resolution, leadership and time management. Programs can promote the development of these skills in various ways (e.g., training sessions, classroom-based education). Given the focus on building resilience, life skills-focused programming can benefit youth in various communities.

4.3. Prosocial Activities

The following interventions focus on allowing youth to engage in prosocial activities. Note that the impact of these approaches can be further bolstered when paired with the interventions summarized previously.

Arts Programming

Arts programming builds youths' protective factors and can reduce the stigma attached to gang participation. It can also encourage youths' willingness to participate in an intervention. Examples of arts-based activities that can be integrated into programming include music, drama, and drum-making. Arts-based programming is particularly relevant in communities in which youth have experienced a loss of identity and culture.

Cultural Activities

These activities emphasize the importance of pride in heritage, history, culture, and belonging. Examples of cultural activities can include but are not limited to drumming, dance, sweat lodges, storytelling and creating art. Cultural programming is an essential intervention for communities where there is a loss of identity, culture, and experiences of discrimination. Ideally, this programming can be combined with some of the interventions mentioned previously (e.g., Wraparound, case management, counselling, etc.).

Sport/Recreation Activities

Sports and recreation activities have been combined with interventions such as case management and life skills programs to promote physical activity and prosocial development among vulnerable and/or potential gang-involved youth. Examples of sporting/recreation activities paired with other interventions include wilderness treks, dance competitions and basketball. These activities offer multiple benefits (e.g., exercise, building life skills) and encourage youth participation in gang

prevention initiatives. This type of intervention is more impactful if combined with case management that addresses the youth's risk and protective factors.

4.4. Prevention and Intervention – Promising Practices

Many promising practices that support gang prevention and intervention exist in Halton. However, there is limited gang-focused programming. Public Safety Canada (2018a) has outlined some promising practice approaches for gang intervention. Some of these approaches include the implementation of Wraparound, case management, substance misuse education, and arts-based programming. The results of this scan indicate that many existing programs and services embed these approaches into their current programming. However, one opportunity for growth relates to gang-focused programming. The results of this environmental scan indicate that, although some organizations informally raise awareness about gangs as part of their programming, there needs to be formal gang-specific programming offered in the community.

4.5. Prevention and Intervention – Summary

There is a wide range of approaches to gang prevention and intervention programming. Comprehensive gang programs focus on community mobilization and addressing several risk factors through multiple methods. More focused service approaches also target specific risk factors or support youth in specific areas. The most successful approaches to gang prevention and intervention combine different strategies. Tailoring the programs to community needs is essential to produce the desired outcomes.

There are existing resources in the community that can further support the enhancement of gang prevention and intervention-promising practices. Many existing Halton resources can support organizations in further embedding promising practices into their programming. For example, there are Wraparound-related training and initiatives. Several Action Table member organizations also have expertise in these areas.

Section 5: Environmental Scan Overview

The primary goal of the environmental scan was to gain a better understanding of the youth crime prevention and intervention strategies that currently exist in Halton. Since the focus of the Building Safer Communities initiative is on gun and gang violence, the direction of the scan is specifically to gather information about crime prevention and intervention programs and initiatives that may directly or indirectly contribute to gang prevention and intervention. The following section of this report overviews the environmental scan process and summarizes the significant findings.

5.1. Research Methodology

The environmental scan was conducted in two phases.

Phase 1: Survey Engagement

An online survey was sent to all Action Table members and a broader subset of community organizations. This survey aimed to identify organizations that currently offer crime prevention and intervention programs and to gather information about the types of youth-focused programming presently offered in Halton. Survey respondents were asked to answer a series of questions in which they specified the programs currently offered at their organization. Participants were asked whether their organization offered social development programs, prevention programs, or crime prevention and intervention programs. If respondents indicated that their organizations offered crime prevention and intervention programs, they were asked to provide details about the programs (i.e., a narrative description) and specify which risk factors these programs addressed. Invitations to complete the survey were sent to 57 organizations. In total, respondents from 45 organizations responded (representing a response rate of 79%).

Phase 2: Key Interviews

This portion of the environmental scan focused on crime prevention and intervention programs. Respondents that indicated that their organizations provided crime prevention and intervention programs on the online survey were invited to complete follow-up interviews. Interviews were also conducted with organizations that offered programming in higher-risk communities, particularly community hub programming. A community hub has been defined as a conveniently located place that serves as a gathering place for people and is an access point for a wide range of community activities, programs and services (Rossiter, 2007). The interviews were conducted using a standardized template. Respondents from some organizations completed more than one interview because they provided details about several programs. During the interview, participants were asked to respond to a series of questions in the following areas:

- Program details (program name, address, catchment area, focus, number of clients served annually, etc.)
- Funding
- Staffing
- Client population served
- Model of care (e.g., whether the program is evidence-informed, program structure, etc.)
- Data collection (e.g., client outcome data, client experience data, data management, etc.)
- Partnerships
- Protective factors supported through the program
- Risk factors addressed through the program
- Promising practices embedded into the program
- Equity, Diversity, Inclusion and Accessibility considerations

The interviews were approximately an hour to 1.5 hours in length. A total of 30 interviews were conducted. Participants from 24 organizations completed the interviews, and 45 programs were reviewed as part of the environmental scan.

5.2. Interpretation Considerations

Information gathered through interviews represents self-reported perceptions of programs. Other sources of information were not included as part of the review process (e.g., published reports or documentation). Several organizations from a broad range of sectors were invited to participate. Although the overall response rate was positive, and the results reflect the perspectives of a wide range of sectors and organizations, further follow-ups and engagement with those stakeholders unable to participate are suggested (e.g., probation and parole, Indigenous organizations, etc.).

Section 6: Environmental Scan Results

6.1. Phase 1 – Survey Engagement

Participating Organizations

Fifty-seven organizations were sent an email invitation to participate in the online survey. In total, respondents from 45 organizations completed the online survey. Respondents represented organizations from various sectors (e.g., justice services, police services, community organizations, mental health and addictions, municipal programs, and schools). A full list of participating organizations can be found in Appendix A.

Online Survey Results

The findings of the online survey are summarized in Table 3. Overall, the results suggest that a wide range of youth programming is offered in the Halton community. Participants from 35 organizations indicated that they provided social development programs. The most frequent types of social development programs offered are culture and recreation, employment, programs addressing food insecurity, and programs that support newcomers.

The survey results indicated that many organizations also provide universal prevention programs. The most common type of prevention programs focus on social participation. Specifically, these prevention programs offer youth opportunities to build social skills, participate in prosocial activities, and build social connections. Note that one of the primary functions of the online survey was to identify organizations that provide crime prevention or crime intervention-related programming. Many respondents did indicate that their organizations provided crime prevention/intervention programming on the online survey. These respondents were contacted to participate in phase 2 of the environmental scan (key interviews).

Table 3: Online Survey Results

Program Type	Number of Organizations offering this Type of Program	Services Offered
Social Development Programs (programs/services that address the underlying causes of social issues through upstream approaches that promote and maintain individual and community wellness ¹¹)	35	Most common programming offered: <ul style="list-style-type: none"> • Culture and recreation programs • Employment programs • Programs addressing food insecurity • Programs that support newcomers
Prevention Programs (programs/services that apply proactive strategies to known and identified risks, also build protective factors)	38	Most common programming offered: <ul style="list-style-type: none"> • Programs that provide opportunities for social connections • Programs that build social skills • Programs that build youth self-esteem/coping/resilience • Programs that provide opportunities to participate in prosocial activities

6.2. Phase 2 – Key Interviews

Participating Organizations

A total of 30 follow-up interviews were conducted for this phase of the project. Participants from 24 different organizations participated in the interviews. Two participants were from justice services, one participant was from police services, ten participants were from community organizations, five participants were from mental health and addictions, and one participant was from child welfare. A total of 45 programs were reviewed as part of the analysis. A full list of participating organizations can be found in Appendix B.

¹¹ The definitions of Social Development and Prevention programs are taken from the Halton Community Safety and Well-Being Plan (2017).

6.3. Key Interview Results

6.3.1. Program and Community Hub Characteristics

Figures 1, 2 and 3 summarize the environmental scan findings related to the program and community hub characteristics. Many programs (62%) included in the scan are examples of programs that combine elements of prevention and intervention. Regarding client volume, most evaluated programs (86%) serve up to 150 clients annually. Community hubs have higher client volumes, with 4 out of 5 community hubs serving more than 500 clients annually. Many programs are well-established, with 67% of programs running for over ten years and 13% having existed for over 20 years. The community hubs are well-established, with 3 of 5 operating for over ten years. Almost all programs (93%) serve clients throughout the Halton region, whereas community hub services are localized to the surrounding communities (i.e., Burlington, Halton Hills or Oakville). Several programs (73%) are evidence-based. Respondents indicated that the programs were based on research/established models. Examples of evidence-based approaches mentioned by participants included: healthy child principles, youth diversion principles, cognitive behavioural therapy, dialectical behaviour therapy, harm reduction, trauma-informed, culturally responsive care, and housing first. Most community hubs (4 out of 5) also offer evidence-informed services. A very small percentage (9%) of programs or community hub services are youth-led (i.e., youth with lived experience creating or supporting the implementation of programming). For a full list of program and community hub characteristics, please see Appendix C.

Possible Opportunities Related to Program and Community Hub Characteristics

There is a limited level of youth engagement in current programming. For example, a small percentage (9%) of programs are youth-led/embed youth voice in programming. Consider opportunities to enhance youth engagement in program offerings (e.g., have youth with lived experience meaningfully participate in program development and implementation and fund initiatives that include youth engagement components).

Figure 1: Program Focus

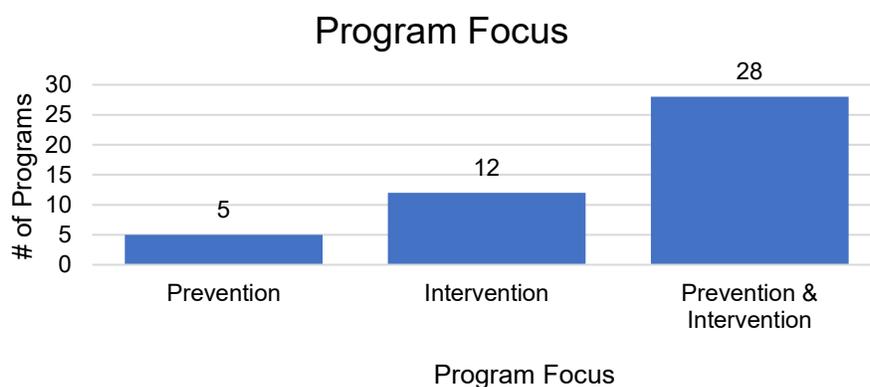


Figure 2: Average Number of Clients Participating Per Year

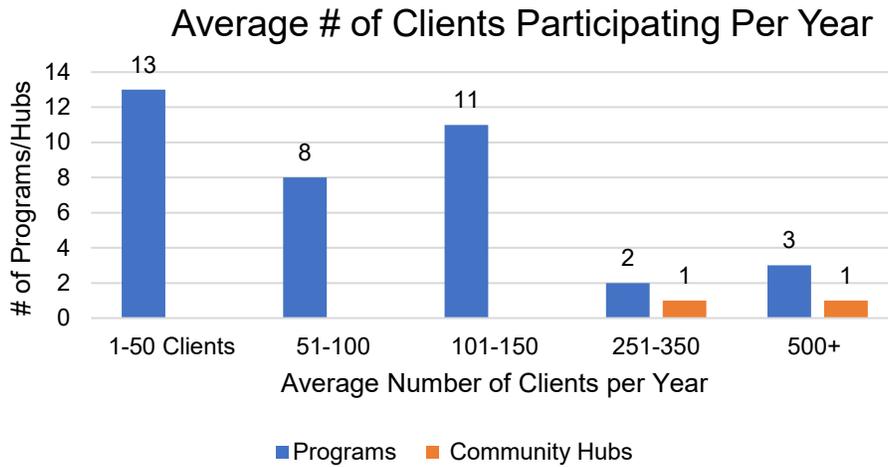
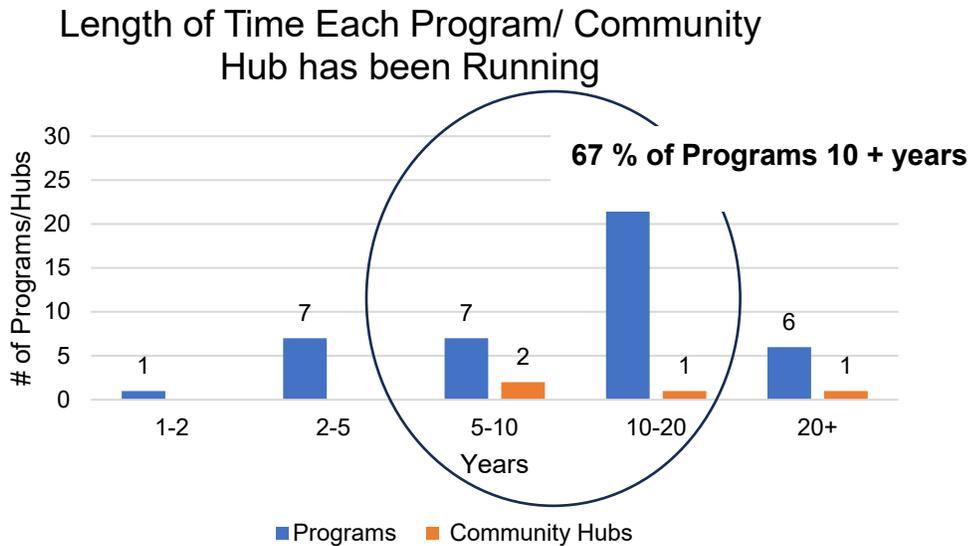


Figure 3: Length of Time Each Program/Community Hub has Been Running

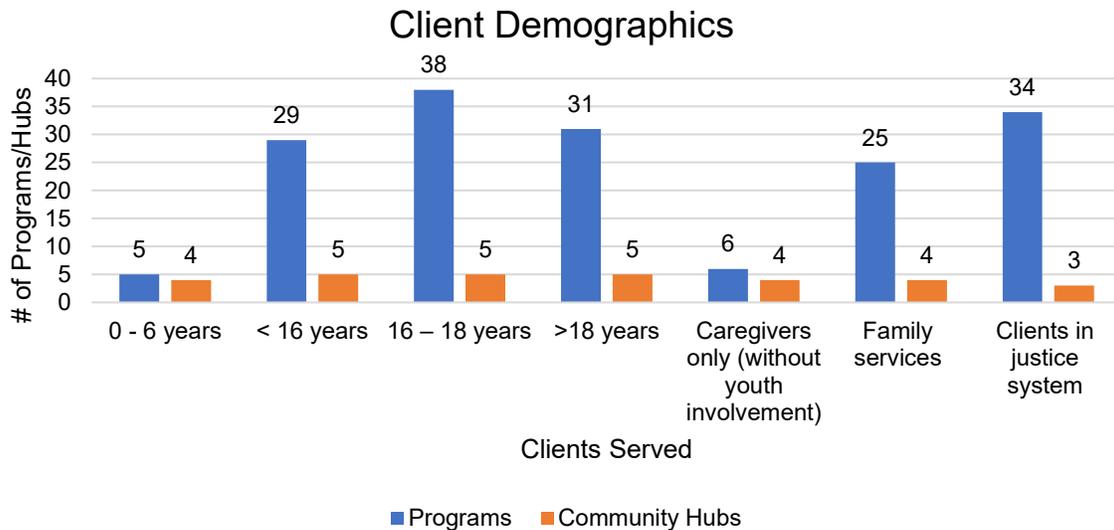


6.3.2. Program and Community Hub Client Population

Figure 4 summarizes the results related to the client population served. Several programs (64%) reviewed as part of the environmental scan offer services to school-age children and youth (ages 6 to 16). An even higher percentage of programs (84%) offer programming for youth ages 16-18, and 69% offer services to youth over 18. A little more than three-quarters (76%) of programs provide service to youth who have been involved in the justice system. Approximately half of the programs reviewed (56%) offer family-focused services where youth and family members can participate. A smaller percentage of programs include a component for caregivers only (13%). The client population served through community hubs is slightly different. Most community hubs (4 out of 5) offer services for

children younger than 6. Most community hubs (80%) also provide services for caregivers only and family-focused services.

Figure 4: Program/ Community Hub Client Demographics



Possible Opportunities Related to Program and Community Hub Client Population

Since positive family dynamics can be protective against gang involvement, consider expanding opportunities for family-focused programming. This could include programming focused on strengthening family bonding/cohesion, building emotionally positive caregiver-child relationships or addressing the impacts of family violence. This could be achieved through partnerships (e.g., a youth justice organization partnering with a mental health organization to provide family-focused programming). For a full list of findings related to client populations served in programs and community hubs, see Appendix D.

6.3.3. Program and Community Hub Structure

Figures 5, 6 and 7 summarize the findings related to the program and community hub structure. Most programs require a referral, whereas services at community hubs do not. Programs and community hub services are relatively accessible in terms of hours. Nineteen programs are offered during weekday evenings (in addition to days), and approximately one-third of programs (31%) provide service on the weekend. Community hub services are available on weekdays as well as on weekday evenings. Programs that were part of the review are variable in their structure; 44% are offered in an individual format, 22% are in a group format, and the remaining programs are a combination of the two. Community hubs provide both individual and group services. Several programs (67%) are less than six months long, and others (23%) extend beyond a year. Most programs are scheduled (91%), although a few offer a drop-in option. Community hubs offer scheduled services as well as drop-in services. Most programs (83%) and all community hub services do not currently have a waitlist.

However, during the interviews, many respondents indicated that their programs are now at or approaching capacity in terms of services that they can provide. For a detailed list of findings related to program and community hub structure, see Appendix E.

Figure 5: Summary of Findings Related to Program and Community Hub Structure

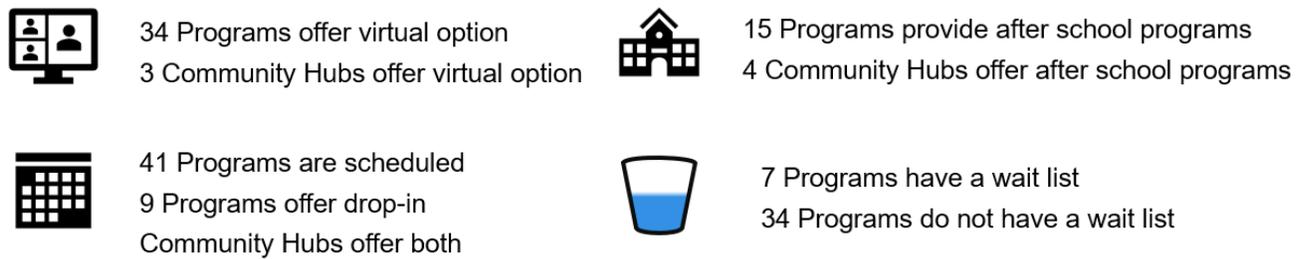


Figure 6: Hours of Operation and Average Length in Program

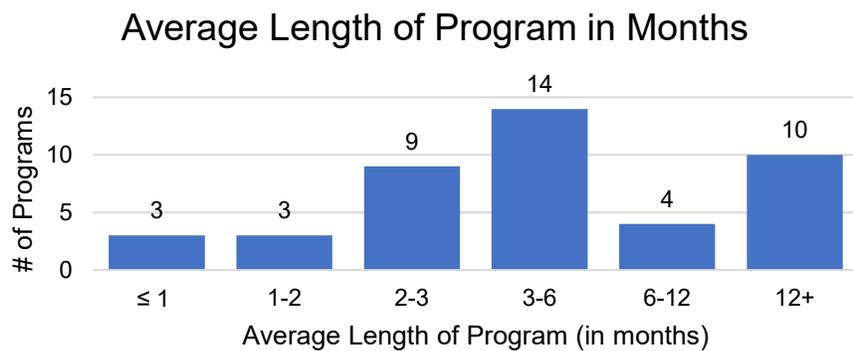
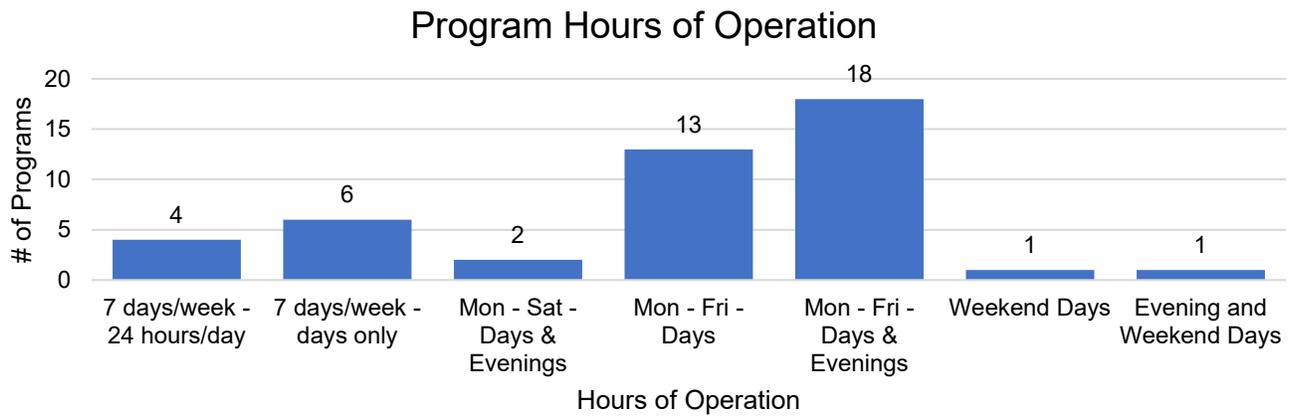
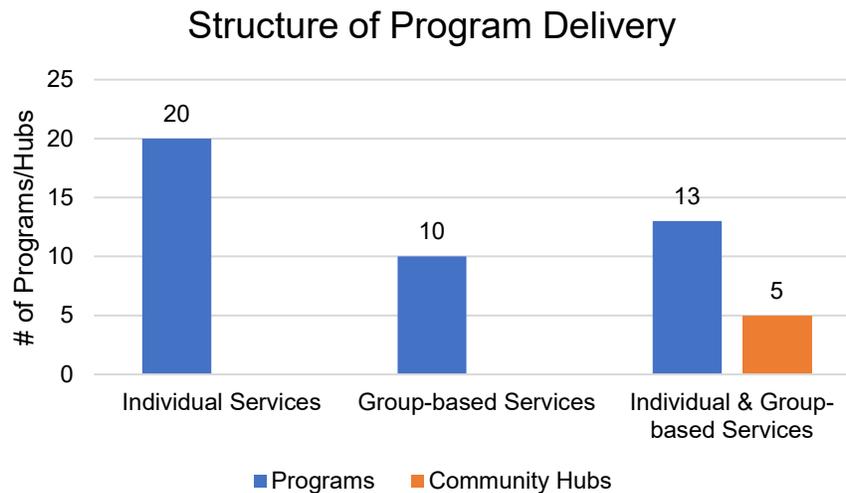


Figure 7: Structure of Program Delivery



6.3.4. Program and Community Hub Data Collection

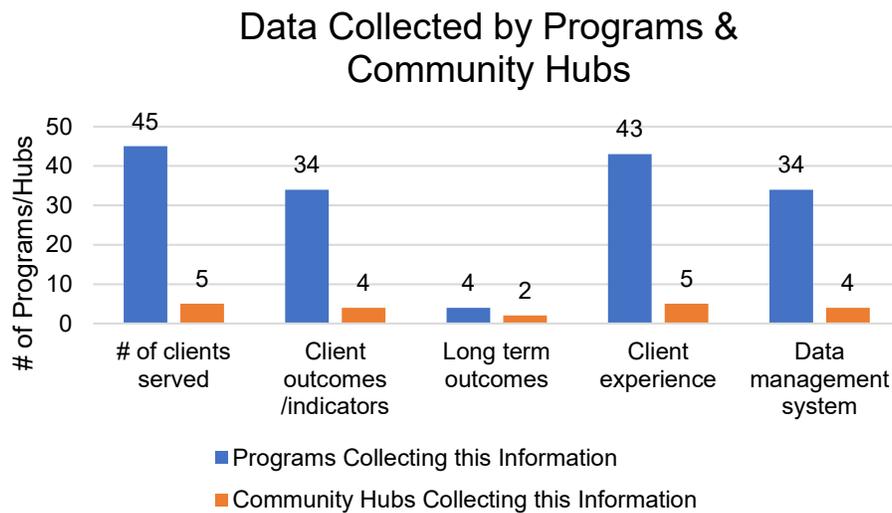
Figure 8 summarizes the results related to data collection at programs and community hubs. All programs and community hubs reviewed collect client service data (i.e., the number of clients served). Most programs (96%) and all community hubs also gather data about client experience (i.e., client satisfaction). A smaller percentage of programs (76%) and community hubs (80%) collect client outcomes/indicators information. Approximately three-quarters of programs (76%) and 80% of community hubs utilize a specific data management system to manage the data collected. Few programs and community hubs gather data about long-term client outcomes (e.g., recidivism and Emergency Department visits).

Possible Opportunities Related to Program and Community Hub Data Collection

Overall, the findings suggest that the programs and hubs part of the review are gathering some of the needed data components. However, there are opportunities for growth, including:

- Ensuring that client outcome data is consistently collected to assess the impact of programs and community hubs. Ideally, collecting outcome/indicator data should be required for BSC funded initiatives.
- Consider standardizing the information being collected. For example, the same two client outcome or satisfaction questions could be embedded into programs and community hubs (e.g., in the client satisfaction survey). This would create a standard indicator across organizations.
- Considering centralizing where the client outcome/client satisfaction data is housed (e.g., a joint online survey that all participating organizations could access).

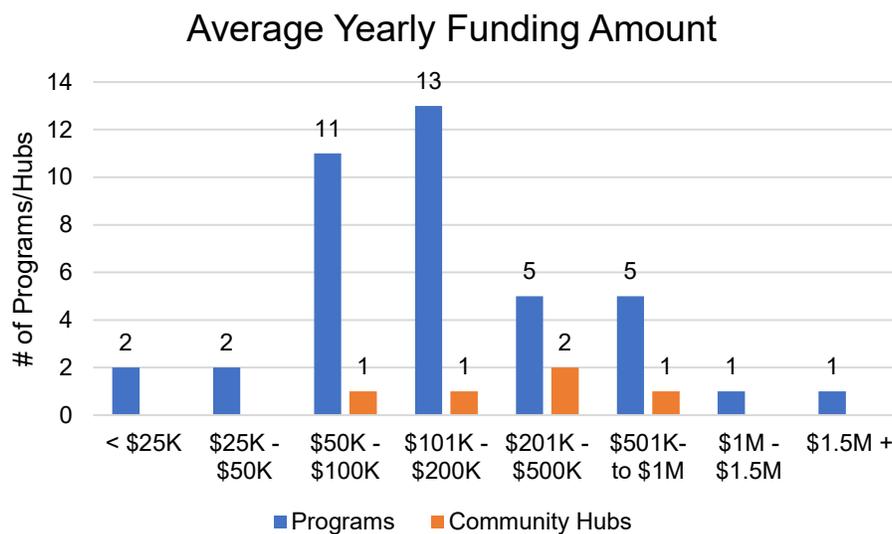
Figure 8: Summary of Findings Related to Program and Community Hub Data Collected



6.3.5. Program and Community Hub Funding

Figure 9 presents the average yearly funding amount for programs and community hubs. There is a wide range of funding and funding sources for programs. Approximately one-third of programs receive \$100,000 or less, with the most common funding category being \$100,000 to \$200,000 (13 programs are funded at this level). Several programs (28) are funded through a sole source, primarily provincial. The remaining programs are funded through a combination of sources. The community hub funding is also somewhat variable. Community hubs ranged in funding from \$50,000 - \$100,000 to \$501,000 to \$1,000,000.

Figure 9: Summary of Average Yearly Funding for Programs and Community Hubs



Programs and Community Hubs Funded Through a Single Source

Of the programs reviewed, eighteen programs have solely provincial funding (many through the Ministry of Children, Community and Social Services), five programs are funded solely through grants (United Way Halton & Hamilton), and three programs are solely regional funding. One program has solely federal funding, and one program is solely supported through fundraising.

Programs and Community Hubs Funded Through a Combination of Sources

Three programs are funded with a combination of Regional and Provincial funds. Four programs are a combination of fundraising and grant. Four programs are financed with various fundraising, regional and provincial funding. One program is funded with a combination of fundraising and regional funding. The remaining programs (4) are a mixture of different types of funds. Funding sources can include child welfare, mental health organizations and various ministries. Community hubs are funded in various ways, including regional funding, grant funding, and fundraising.

6.3.6. Program and Community Hub Staffing Models

In terms of staffing structure, most programs have two or fewer management staff and two or fewer program staff. Community hubs have two or fewer Management staff and between 1 to 10 program staff. Most programs and community hub services have minimal administrative support. Most programs (84%) do not have Peer Support staff, and most have two or fewer students/volunteers. Community hubs also have limited Peer Support Staff. For a full summary of staffing levels, see Appendix F.

Possible Opportunities Related to Program and Community Hub Staffing Models

Most programs and 60% of community hubs do not have a Peer Support Staff. There is a significant benefit to having an individual with lived experience supporting youth. Consider embedding a Peer Support Staff into programs and community hubs (e.g., this could be a consideration for BSC funded initiatives).

6.3.7. Program and Community Hub Partnerships

Partnership-related findings are summarized in Figure 10 (for programs) and Figure 11 (for community hubs). The results suggest that many programs are supported through various partnerships. Specifically, the findings indicate that:

- Six programs have partnerships with 1-2 organizations.
- Six programs have partnerships with 3-5 organizations.
- Eight programs have partnerships with 5-10 organizations.
- Five programs have partnerships with 10 – 15 organizations.
- Eleven programs have affiliations with 20+ organizations.

Many programs partner with mental health services, police services and child welfare. Sectors for which there are fewer partnerships include Ontario Health Teams, Peer Support Services and Municipal Services. Most partnerships were informal (e.g., no signed Memorandum of Understanding).

The results further indicate that community hubs also have a wide range of partnerships, with one community hub reporting partnerships with 15 to 20 organizations and respondents from 4 community hubs indicating they have partnerships with 20 or more organizations. All community hubs reported having partnerships with mental health services, school boards, public health services, municipal services (e.g., recreation) and housing services. Many community hubs also reported having partnerships with police services, child welfare, addiction, and peer support services. For a full summary of partnerships for programs and community hubs, see Appendix G.

Possible Opportunities Related to Program and Community Hub Partnerships

The environmental scan findings suggest that partnerships and related collaboration are an area of strength in the current system. A significant number of programs and community hub services are supported through multisector partnerships; the following are opportunities for consideration:

- Consider creating or enhancing partnerships with sectors that are currently underrepresented in partnerships (e.g., encouraging partnerships with Peer Support Services, Ontario Health Teams, Municipal Services, etc.)
- Consider formalizing partnerships (i.e., having a formal Memorandum of Understanding). This is beneficial from a systems perspective since it creates sustainability in partnerships.

Figure 10: Summary of Partnership-Related Findings for Programs

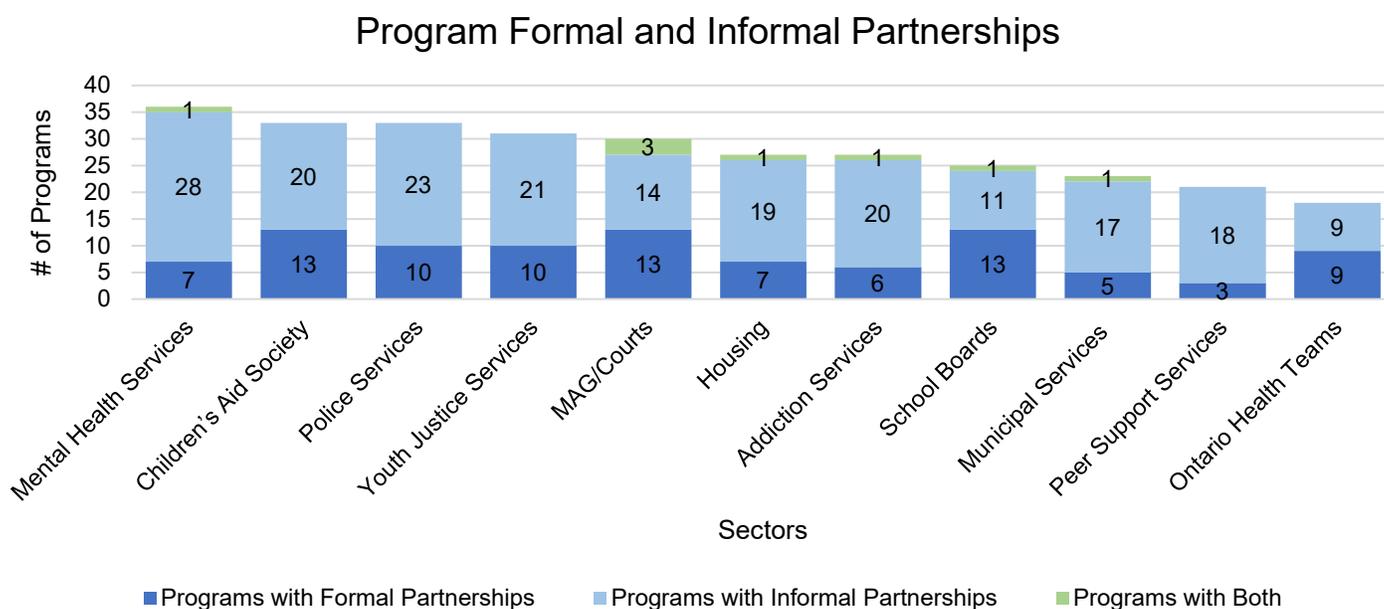
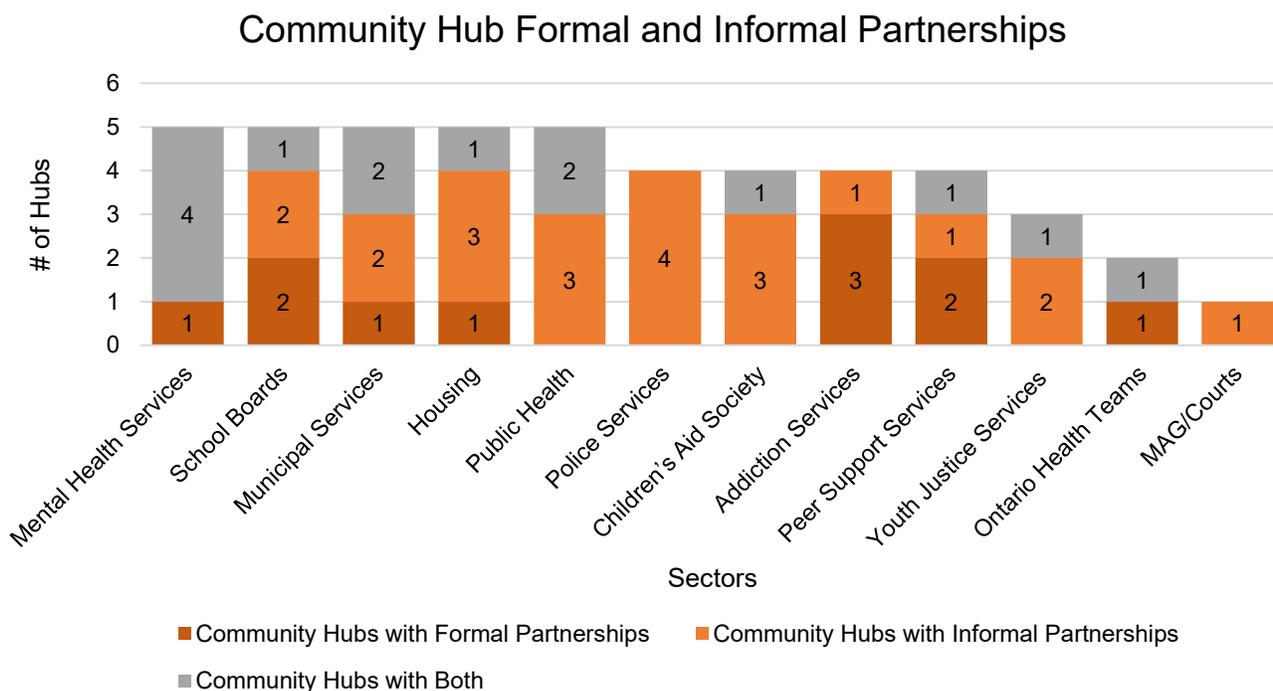


Figure 11: Summary of Partnership-Related Findings for Community Hubs



6.3.8. Risk and Protective Factor Analysis

Several risk and protective factors contribute to youths' vulnerability to gang involvement. A review of these risk and protective factors and related promising practices is provided in the earlier literature review section of this report. One component of the environmental scan was to assess the extent of programming that provides youth with support related to risk and protective factors. A summary of the findings in these areas is summarized in Figures 12 and 13. Based on the results, several programs provide clients with support related to risk factors associated with gang involvement. For example, many programs and community hub services offer support addressing the impact of peer pressure, substance misuse, anti-social attitudes, and lack of role models. Programs and community hub services also provide support in the different risk factor domains (i.e., individual, peer, family, school, and community). Also, within the Halton context, human trafficking emerged as a theme concerning supporting clients with victimization experiences. Some respondents indicated that they supported female-identifying survivors of human trafficking. Recent statistics suggest that the incident rate of human trafficking is higher in the Halton region relative to the surrounding area (Statistics Canada, 2021). As such, it is important to offer support in this area.

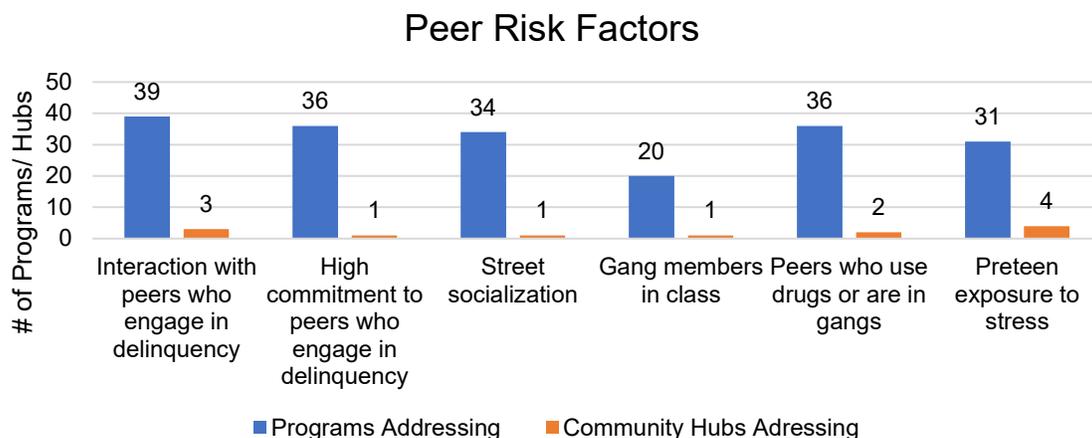
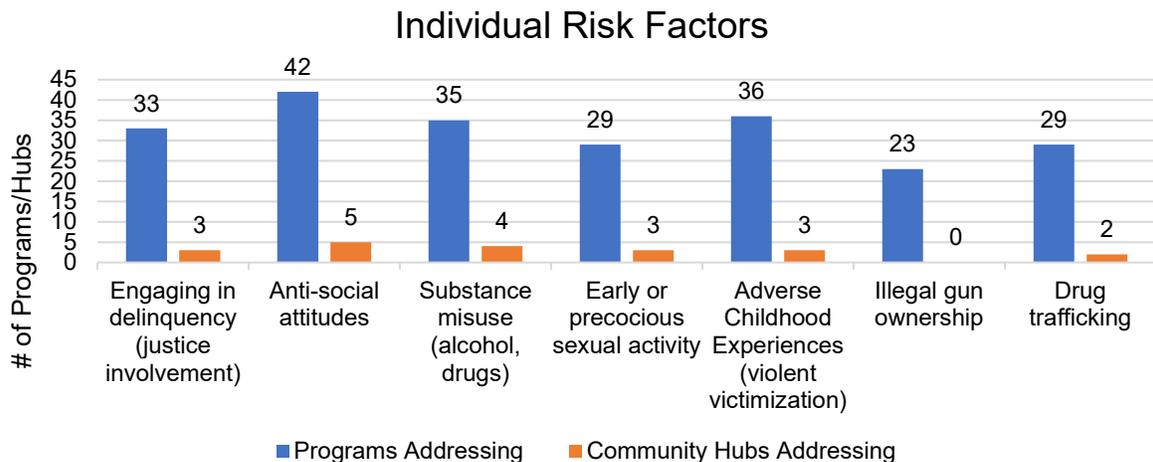
Findings related to protective factors are also positive (please refer to Figure 13 for a summary of the results). Many of the programs and community hub services reviewed positively impacted protective factors. For example, most of the programs and community hub services included in the review emphasized building youths' self-esteem, coping and social skills. A significant number of programs

and community hub services also provided youth with the opportunity to foster positive relationships. For a full list of findings related to risk factors, see Appendix H.

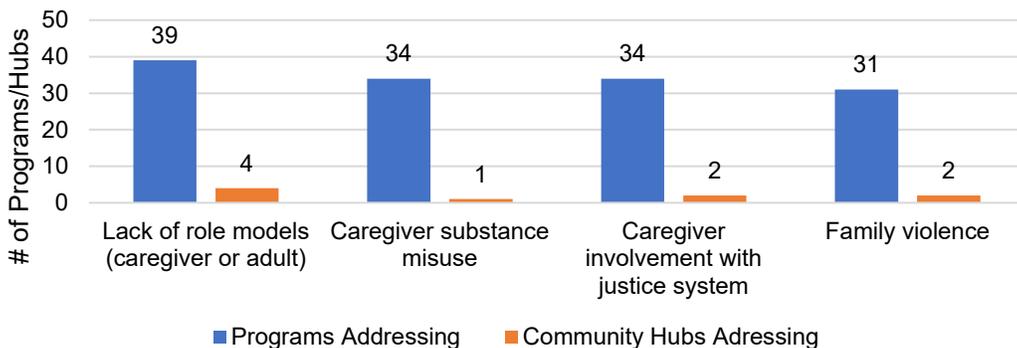
Possible Opportunities Related to Risk and Protective Factor Analysis

The scan results suggest that fewer programs focus on community-level risk factors. Consider funding initiatives in this area (e.g., programs encouraging neighbourhood social cohesion, programs addressing economic disadvantage, etc.). Based on the scan results, consider supporting programs focusing on school (i.e., programs supporting academic achievement and school bonding). In addition, consider building on and aligning with programs that support survivors of human trafficking that may be adversely impacted by gang affiliation. Several Building Safer Communities in Halton Action Table members have expertise in these areas (e.g., community programming, school-focused programming, and anti-trafficking initiatives) and could support this work.

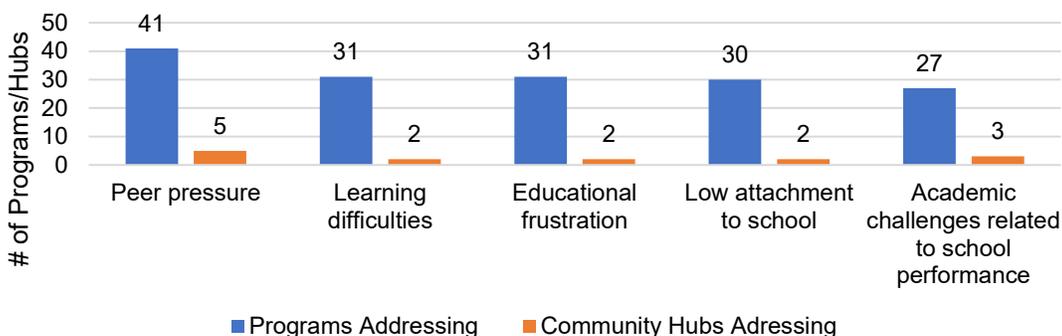
Figure 12: Summary of Programs Addressing Risk Factors



Family Risk Factors



School Risk Factors



Community Risk Factors

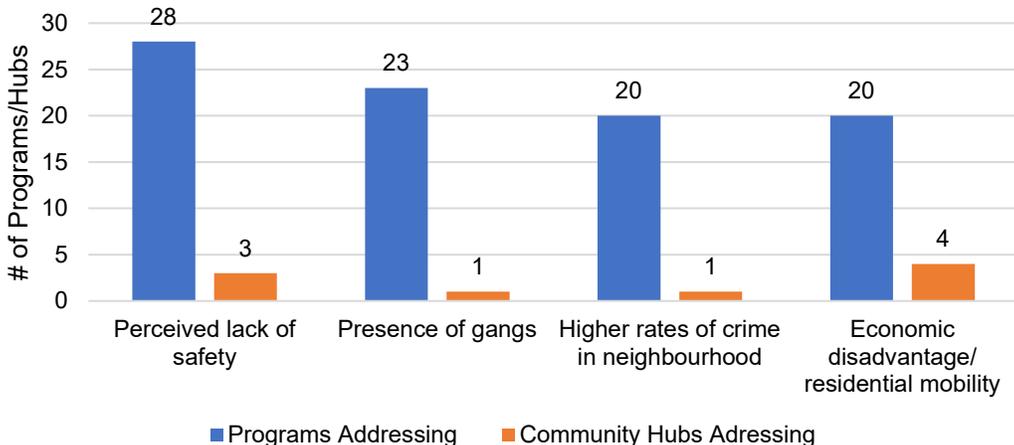
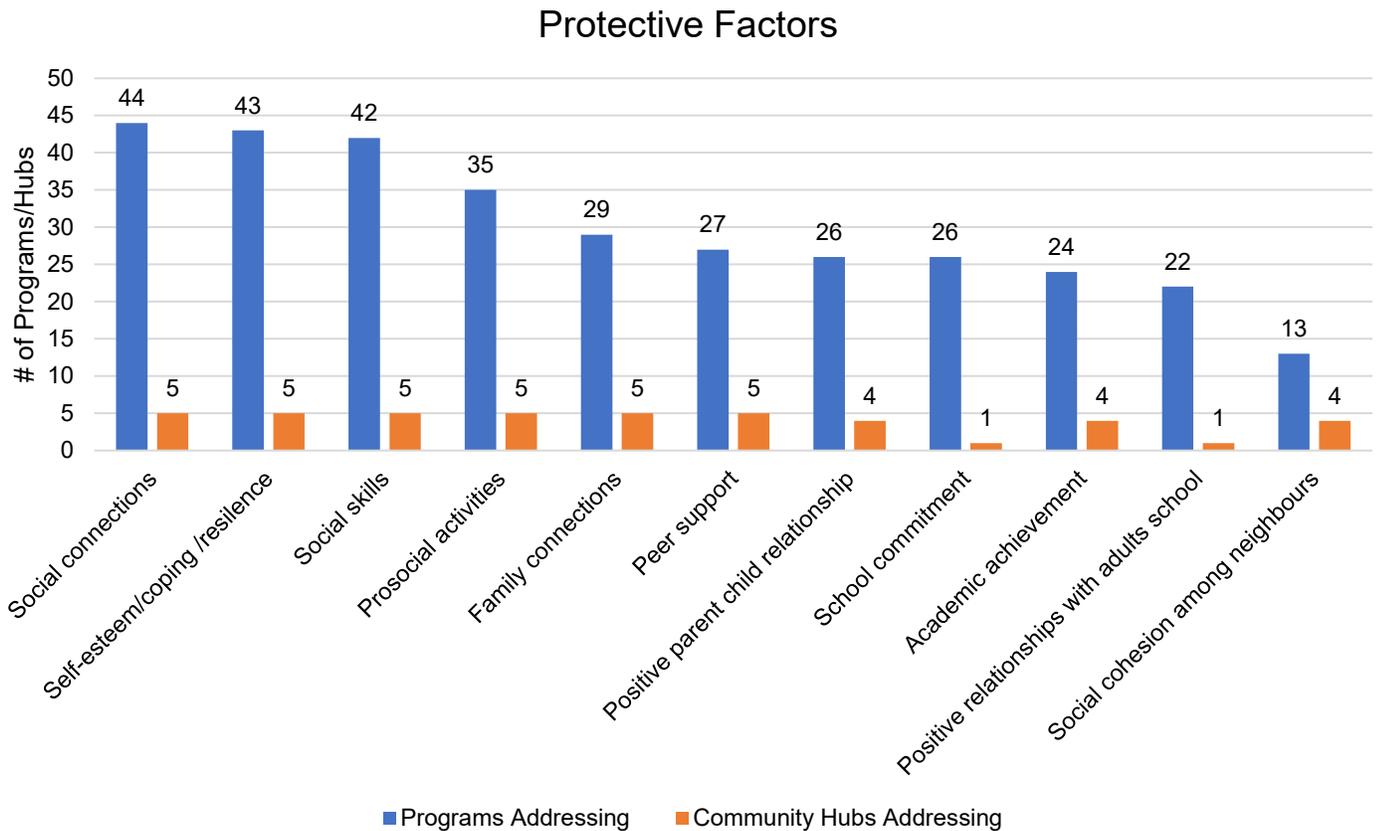


Figure 13: Summary of findings related to Protective Factors



6.3.9. Prevention and Intervention Programs Analysis

Research suggests that many promising practices underlie gang prevention and intervention (please refer to the earlier literature review section for more detail). A second component of this environmental scan was identifying promising gang prevention and intervention practices in Halton. A summary of these results is presented in Figure 14.

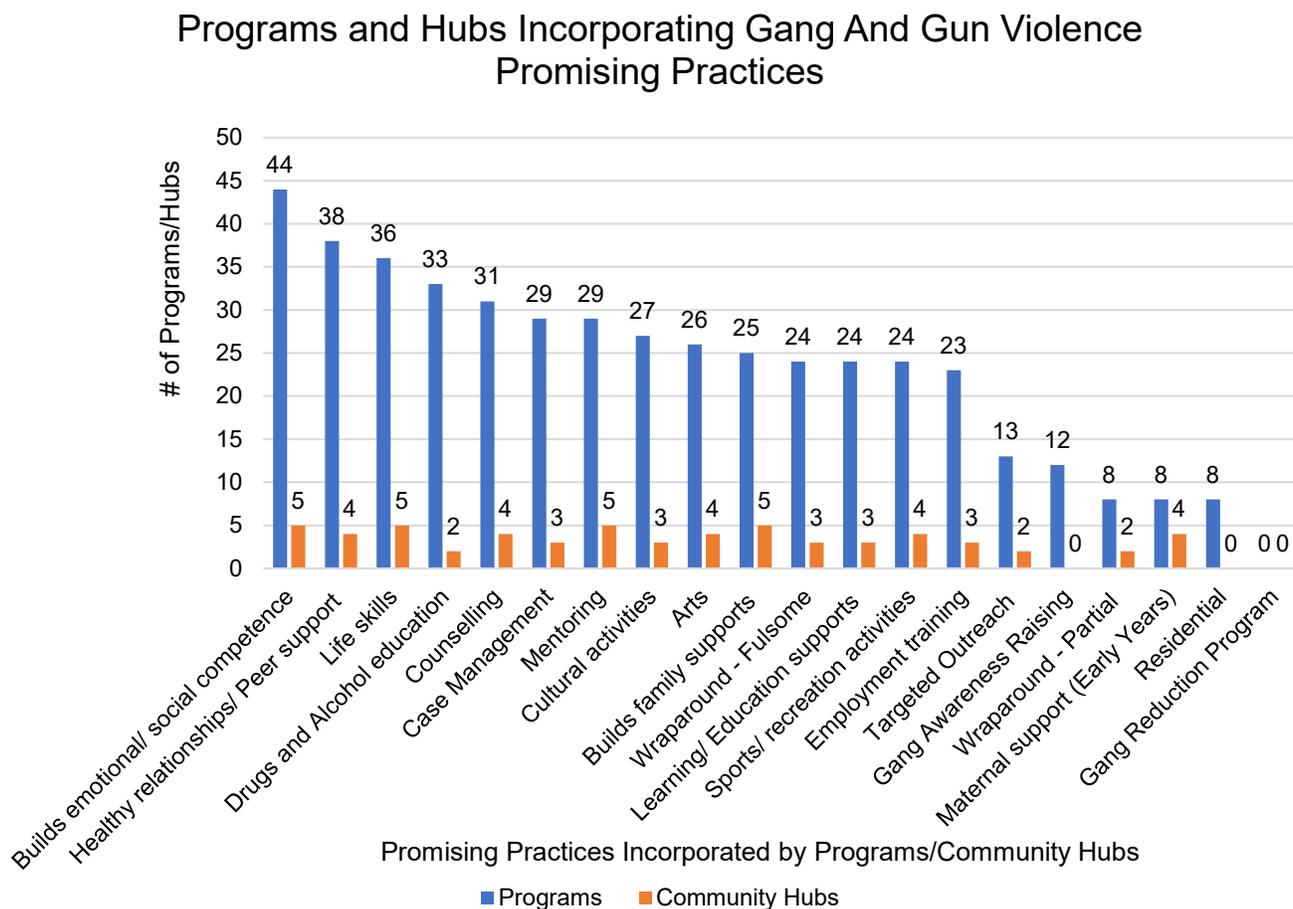
Overall, the results suggest that several promising practices exist in Halton. For example, several reviewed programs already contain a wraparound (32 out of 45 programs) or case management (29 out of 45 programs) component; models considered promising practices for gang intervention. Almost all programs and community hub services also help youth build their emotional/social competence, and many support the development of life skills and healthy relationships. Some programs and community hubs also offer counselling-related support and substance misuse education. For a full table of findings related to promising practices in Halton, see Appendix I.

Possible Opportunities Related to Prevention and Intervention Programs Analysis

One of the promising practices related to gang prevention is gang awareness raising. There is currently a minimal level of gang-focused programming being offered in Halton. As such, consider

developing and offering gang-awareness programming (e.g., in school-based programs), particularly in areas with greater vulnerability (e.g., neighbourhoods with more risk factors). In addition, consider embedding promising practices that are currently less embedded in current programming into future programming (e.g., employment training, education supports, sports, etc.). Given the areas of expertise of Action Table members, this could be achieved through partnership-based initiatives. Finally, since there is currently a limited amount of targeted outreach to vulnerable and/or potential gang-involved youth, consider supporting initiatives with an outreach component.

Figure 14: Summary of findings related to Promising Practices in Halton



6.3.10. Equity, Diversity, Inclusion and Accessibility Considerations

From an accessibility standpoint, the findings suggest that programs and community hubs can support some accessibility needs. For example, support can be provided to youth with varying abilities. In most cases, this occurs in specific circumstances (35 out of 44 programs) rather than being a component of accessible design. For example, accommodations are provided to youth who are neurodiverse, blind or deaf when requested.

From a data standpoint, many programs and community hubs gather sociodemographic data (e.g., gender identity, race, varying abilities, income, etc.) from their clients. This is important regarding accessibility and inclusion because this data can be used to identify inequities in access. From a language perspective, a few programs and one community hub location offer services in both English and French. Language interpretation services are available for all programs and community hub services. This is primarily through booking an interpreter; however, some programs and community hubs can provide translation as needed (e.g., through multilingual staff).

Several programs and community hubs offer transportation services under specific circumstances for youth for whom transportation may be a barrier to participation. This is significant given the geographical distribution of Halton and transportation limitations. A limited number of programs offer childcare support or financial incentives, although many community hub locations do provide these supports and incentives. Regarding outreach, respondents from a select number of programs (19) and community hubs (3) indicated they conducted targeted outreach to equity-deserving communities.

Possible Opportunities Related to Equity, Diversity, Inclusion and Accessibility Considerations

The findings indicate that Equity, Diversity and Inclusion are valued at programs and community hubs and that organizations are working towards addressing systemic inequities. Possible opportunities for growth in this area include:

- Enhancing accessibility and inclusion by building inclusion and accessibility into program design. For example, consider accessibility needs when creating program content and structure (e.g., use of simplified text, high contrast materials, shorter program sessions for youth with varying attention needs, etc.), offering programs in barrier-free spaces, and offering programs in different languages.
- Enhancing the collection and use of sociodemographic data.
- Consider collecting a fulsome set of sociodemographic data (i.e., six or more data elements). Also, consider maximizing the use of this data (e.g., using this information to identify inequities/barriers to access, to understand better who is utilizing services and who is not and to identify opportunities to make programming more inclusive).
- Conducting more outreach to diverse communities.
- Consider conducting more outreach to diverse communities to increase awareness of services and supports.

Table 4: Summary of Findings related to Equity, Diversity, Inclusion and Accessibility

Program Component	# of Programs	# of Community Hubs
Self-referral option available	26	5
Service offered in official languages (English and French)	5	1
Language-related support available on demand (e.g. provided by staff)	2	3
Language-related support available by appointment	42	2
Transportation Provided (under Special Circumstances)	15(22)	0(4)
Child Care Supports Provided for those in programming (Special Circumstances)	2(6)	2(2)
Financial Incentives Provided (Special Circumstances)	9 (7)	2(3)
Accommodations for Youth with Varying Abilities (Special Circumstances)	9(35)	3(2)
Client Sociodemographic Data Collection		
• 1-2 Data Elements	4	4
• 3-5 Data Elements	13	1
• 6+ Data Elements	22	
Targeted outreach to equity-deserving communities	19	3

6.3.11. Partnerships and Inclusive Programming

Figures 15 and 16 summarize results related to inclusive programming and partnerships. Some respondents reported that their organizations provided targeted programming for youth from equity-deserving communities. For example, respondents from 20 programs and one community hub reported that they provided inclusive programming for racialized youth and respondents. Respondents from 14 programs and one community hub reported that they offered inclusive programming for Black youth. Respondents from 17 programs and two community hubs indicated that they provided inclusive programming for female-identifying youth. Respondents were also asked to provide information about their partnerships with organizations serving equity-deserving groups. The results of this question are presented in Figure 16. Respondents from a number of the programs and community hubs reported having partnerships with organizations that serve equity-deserving groups. For example, 31 programs and four community hubs have partnerships with organizations that serve newcomers/immigrants and 25 programs and two community hubs have partnerships with organizations that serve Black youth. Note that most of these partnerships are informal.

Possible Opportunities Related to Partnerships and Inclusive Programming

- Possible opportunities for further development in this area include:
 - Consider embedding more culturally responsive/inclusive programming, particularly for communities underrepresented in current program offerings.
 - Consider further expanding and formalizing partnerships. This would help create additional opportunities for learning and outreach and build EDI-related capacity within the system.

Figure 15: Culturally Responsive/Inclusive Programming for Youth from Diverse Communities

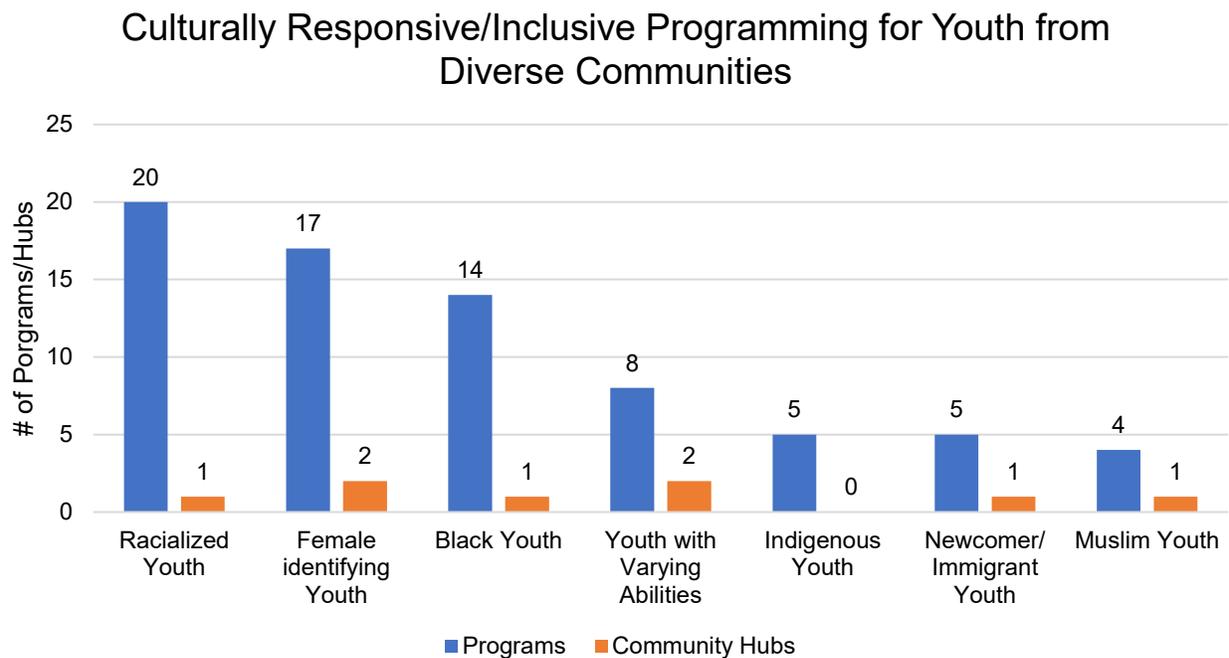
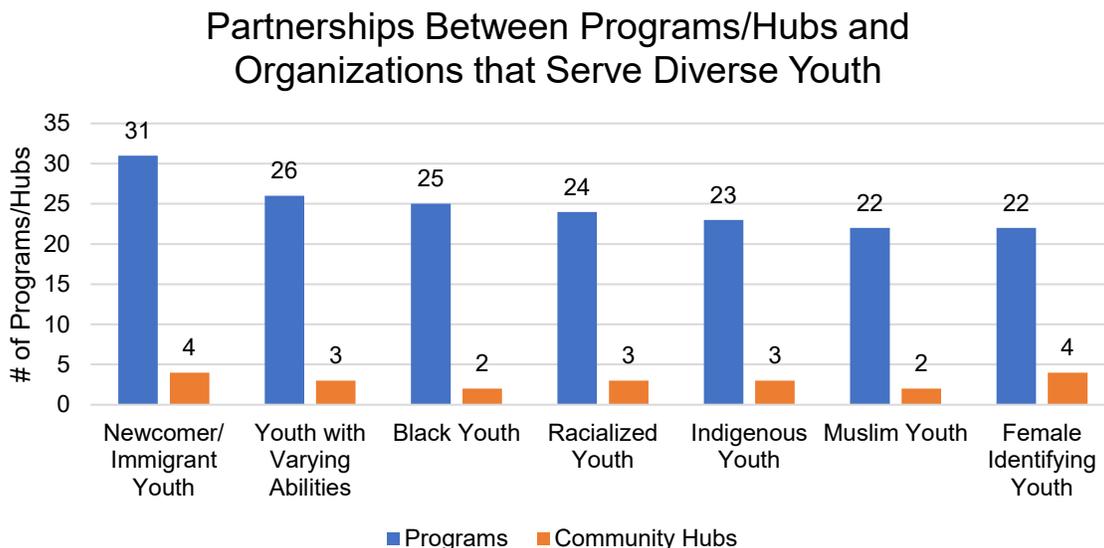


Figure 16: Partnerships between Programs/Community Hubs and Organizations that Serve Diverse Youth



Section 7: Funding Considerations

Based on the findings, Table 5 overviews a possible funding approach for consideration based on the Community Safety and Well-Being Framework.

Figure 17: Community Safety and Well-being Planning Zones of Intervention

Community Safety and Well-being Planning



Alignment of Existing Halton Programs Reviewed in Key Interviews

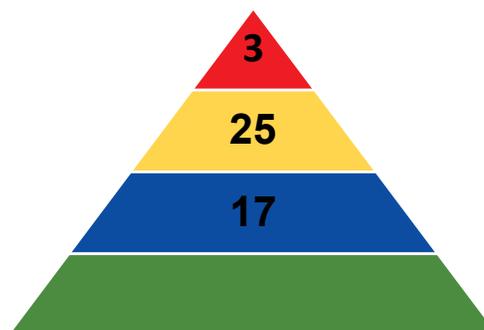


Table 5: Possible Levels/Types of Future Programming for BSC-Funded Initiatives

CSWB Level	Population Group	Possible Components
Risk Intervention	<p>Level of support designed for youth aged 14 to 29 who have higher vulnerability to gang-involvement</p> <p>(e.g., youth already involved with justice system who are impacted by multiple risk factors, female-identifying individuals who are survivors of human trafficking or involved in criminal activity due to trafficking)</p>	<p>Individual-level intervention focused specifically on supporting youth with significant vulnerability to gang involvement (e.g., youth already involved with justice system impacted by multiple risk factors, survivors of human trafficking).</p> <ul style="list-style-type: none"> • Includes some best practice components/models in programming (e.g., use of a Wraparound model, includes Case Management, counselling supports, mentoring/peer support) and could build on existing programming (e.g., programming for survivors of human trafficking). • Collaborative, multisector partnership-based service offering that builds on the diverse expertise and lived experiences of Action Table members. Accessible Halton-wide service offering with an outreach component (agencies within Halton could make a referral for a client to access this support). • Equity, Diversity and Inclusion (EDI) framework embedded within the program • Evaluation framework/data collection embedded within the program (e.g., outcomes, client experience)
Prevention	<p>Level of support designed for children and youth who may have some vulnerability to gang involvement</p> <p>(e.g., youth who are vulnerable to some risk factors, youth who could benefit from enhanced protective factors, etc.)</p>	<p>Group-based intervention focused on supporting youth who may have some level of vulnerability to gang-involvement. Focused on gang-awareness raising and education (content is more extensive than universal prevention programming).</p> <ul style="list-style-type: none"> • Curriculum for group offering incorporates gang prevention best practices. • Curriculum could be added to existing prevention programs (e.g. ADAPT Know the Deal, Elizabeth Fry Building Resiliency in Girls and Boys, SAVIS program, Thrive programs, etc.). • Could also be created as a new group program. Accessible Halton-wide service offering (could be offered in schools, community organizations, community hubs or various locations throughout community). • EDI framework embedded within group program. • Evaluation framework/data collection embedded within program (e.g., outcomes, client experience).

Table 5: Possible Levels/Types of Future Programming for BSC-Funded Initiatives, continued

CSWB Level	Population Group	Possible Components
Prevention	Level of support designed for entire community (children, youth, service providers)	Universal prevention offering designed for broader community (children, youth, service providers). Focus of this offering is gang awareness raising and increasing general knowledge about gangs. <ul style="list-style-type: none"> • This could take the form of a presentation or workshop. Accessible Halton-wide service offering (presentations could be offered in schools or various locations throughout the community). • EDI considerations embedded. Evaluation framework/data collection embedded within program (e.g., learning outcomes).

Section 8: Conclusions

This report summarizes research on risk and protective factors related to gang involvement and identified promising practices that could be used to address risk factors and bolster protective factors. It also highlighted promising practice principles that are the foundation for successful gang prevention initiatives. It also identified evidence-informed approaches to gang prevention and intervention that can be utilized to support vulnerable/potential gang-involved youth. Finally, the report summarized the findings of an environmental scan of existing crime prevention and intervention programs in Halton. Overall, the results suggest that many promising practices supporting gang prevention already exist in Halton. Possible opportunities for future growth were also presented.

At a recent Summit on Gun and Gang Violence, a wide range of participants from various stakeholder groups were asked to share their views on addressing gun and gang violence (Public Safety Canada, 2018b). The following themes emerged in their responses:

- Strategies/initiatives should adopt holistic “healthy communities” approaches, encompassing housing, healthcare, education, social services, employment, mental health, and family support.
- Strategies/initiatives should address the roots of youth violence, listen to youth voices, and support youth-to-youth programs and entrepreneurship programs for youth.

- Strategies/initiatives should develop culturally sensitive responses. Incorporating an intersectional perspective is also important (e.g., incorporating a gender, ethnicity, and Indigeneity lens)
- Strategies/initiatives should be relevant to community needs and involve the people they serve.
- Evidence-based interventions should be prioritized while also allowing for innovative new approaches.
- A variety of different interventions should exist in order to target different needs and reach different populations.

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Appendix A: Organizations Participation in Online Survey

Art House Halton
Bridging the Gap (Halton Children's Aid Society)
Canadian Caribbean Association of Halton
Centre for Diverse Learners
Connected Care Halton Ontario Health Team
Conseil Scolaire Viamonde
Dare to Be Youth
Halton Black Voices
Halton Equity and Diversity Roundtable
Halton Regional Police Services
Halton Region-Halton Community Housing Corporation
Halton Women's Place
John Howard Society
Kerr Street Mission
Muslim Advisory Council of Canada
Oak Park Neighborhood Centre
Oakville Public Library
Radius Child and Youth Services
Reachout Centre for Kids (ROCK)
ROOTS Community Services
Sexual Assault Violence Intervention Services (SAVIS)
Sheridan College
Thrive Counselling
Town of Halton Hills
Town of Milton
Town of Oakville
YMCA Oakville
YMCA of Hamilton-Burlington-Brantford

Appendix B: Organizations, Programs and Community Hubs Included in Key Interviews

Host Organization/Community Hub	Name of Program
ADAPT	Extra Judicial Measures Program
ADAPT	Extra Judicial Sanctions Program
ADAPT	Youth Justice Program
ADAPT	Know the Deal
Art House	House Neighbourhood Programs
Big Brothers Big Sisters of Halton	Black Youth Cultural Mentoring Programming
Big Brothers Big Sisters of Halton	Newcomer Youth Program
Children's Aid Society Halton	Bridging the Gap
CMHA Halton	Court Support
CMHA Halton	Release from Custody
CMHA Halton	Transitional case management out of custody.
CMHA Halton	Post-Court Transitional Case Management
CMHA Halton	Safe Beds
Elizabeth Fry Society Peel Halton	Marjorie Amos Residence (Open Custody/Detention)
Elizabeth Fry Society Peel Halton	Native Institutional Liaison Officer (Vanier)
Elizabeth Fry Society Peel Halton	Halton Youth Attendance Centre (HYAC)
Elizabeth Fry Society Peel Halton	Vanier Core Programs
Elizabeth Fry Society Peel Halton	Ellen House - Halfway house for Women
Elizabeth Fry Society Peel Halton	Building resiliency in girls
Elizabeth Fry Society Peel Halton	Empowering against exploitation
Elizabeth Fry Society Peel Halton	Female Mobile Support
Elizabeth Fry Society Peel Halton	Empowering young men
Elizabeth Fry Society Peel Halton	Halton Drug Court
Halton Region Police Services	Youth Diversion Program (Plus voluntary outreach)
John Howard Society of Peel-Halton-Dufferin	Halton Youth Attendance
John Howard Society of Peel-Halton-Dufferin	Youth Justice Committee
John Howard Society of Peel-Halton-Dufferin	Hate Crimes Targeted Intervention
Kerr Street Mission Community Centre	Kerr Street Mission Hub of Care

Host Organization/Community Hub	Name of Program
Kerr Street Mission	Youth Connected Program (junior high, high school)
Oak Park Neighbourhood Centre	Oak Park Neighbourhood Centre
Oak Park Neighbourhood Centre	Churchill Neighbourhood Centre
ROCK	Micro Hub - Identified Neighbourhoods
ROCK	Youth Justice Therapy
ROCK	Transfer Agency - Forensic Assessments of Youth Assessments Dr. Wong & Associates
ROOTS	Students and Family Advocate
ROOTS	Substance Abuse Program for African Canadian and Caribbean Youth (SAPACCY) (partnerships with CAMH)
ROOTS	Healing from Hurt
ROOTS	Building Healthy Families (partnership with CAS)
ROOTS	ROCK Program
Salvation Army	Lighthouse Shelter
Shifra Homes	Residential
Shifra Homes	Seeds of Hope
Summit House	Justice Program
Support House	Justice Program
Thrive Counselling	Safety Zone
Thrive Counselling	Partner Assault Response
Town of Halton Hills Youth Centre	Community Youth Hubs in Acton and Georgetown
Wesley	Emergency Supportive Housing
YMCA - Burlington	Youth In Transition (Leaving CAS)
YMCA- Oakville	Halton Sport Leadership Program

Appendix C: Summary of Program and Community Hub Characteristics

Characteristic	Programs	Community Hubs
Program focus (prevention, intervention, both prevention and intervention, community hub)	<ul style="list-style-type: none"> • 5 programs are prevention programs • 12 programs are intervention programs • 28 programs are a combination of prevention and intervention 	<ul style="list-style-type: none"> • All 5 sites are Community Hubs
Average number of clients participating in program per year (unique clients or overall count)	<ul style="list-style-type: none"> • 13 programs provide service to 1 - 50 clients per year • 8 programs provide service to 51 - 100 clients per year • 11 programs provide service to 101 - 150 clients per year • 2 programs provide service to 251 - 350 clients per year • 3 programs provide service to 500+ clients per year 	<ul style="list-style-type: none"> • 1 community hub provides service to 301 - 350 clients per year • 4 community hubs provide service to 500+ clients per year
Years in existence	<ul style="list-style-type: none"> • 1 program has existed for 1 - 2 years • 7 programs have existed for 2 - 5 years • 7 programs have existed for 5 - 10 years • 24 programs have existed for 10 - 20 years • 6 programs have existed for 20+ years 	<ul style="list-style-type: none"> • 2 community hubs have existed for 5 - 10 years • 1 community hub has existed for 10 - 20 years • 2 community hubs have existed for 20+ years
Catchment area	<ul style="list-style-type: none"> • 42 programs provide program throughout Halton Region • 2 programs are specific to Milton • 1 program is specific to Oakville 	<ul style="list-style-type: none"> • 3 community hubs provide service in Oakville • 1 community hub provides service in Burlington • 1 community hub provides service in Halton Hills
Evidence-informed	<ul style="list-style-type: none"> • 33 programs are research-based (use an evidence-informed model) 	<ul style="list-style-type: none"> • 4 community hubs offer evidence-informed services
Youth-Led	<ul style="list-style-type: none"> • Only 4 programs out of 45 are youth-led 	<ul style="list-style-type: none"> • 1 community hub offers youth-led programming

Appendix D: Summary of Findings Related to Client Populations Served

Client Populations Served	# of Programs	# of Community Hubs
Program provides service to clients ages 0 to 6	5	4
Program provides service to clients under age 16	29	5
Program provides service to clients ages 16 – 18	38	5
Program provides service to clients 18+	31	5
Program offers services for caregivers only (without youth involvement)	6	4
Program offers family services (i.e., youth and family members)	25	4
Program provides service to clients who are already involved with justice system	34	3

Appendix E: Summary of Findings Related to Program and Community Hub Structure

Characteristic	Programs	Community Hubs
Referral required	<ul style="list-style-type: none"> 36 of 45 evaluated programs require a referral for a client to participate in the program 	<ul style="list-style-type: none"> No community hub services require a referral
Hours of Operation	<ul style="list-style-type: none"> 4 programs operate 7 days per week/24 hours. 6 programs operate 7 days a week – days only. 2 programs operate Monday to Saturday – days and evenings. 13 programs operate Monday to Friday – days. 18 programs operate Monday to Friday – days and evenings. 1 program is offered on the weekends. 1 program is offered evenings and weekends. 	<ul style="list-style-type: none"> 2 community hubs operate Monday to Friday – days. 3 community hubs operate Monday to Friday – days and evenings.

Characteristic	Programs	Community Hubs
Program structure	<ul style="list-style-type: none"> • 20 programs are Individual programs. • 10 programs are Group-based programs. • 13 have both an Individual and Group-based component. 	<ul style="list-style-type: none"> • All 5 community hubs offer services that are individual and group-based
Programming hours per week (Average number of hours per week a client attends)	<ul style="list-style-type: none"> • Clients participate 2 hours or less per week – 25 programs. • Clients participate 2 to 4 hours per week – 8 programs. • Clients participate 4 to 6 hours per week – 3 programs. • Clients participate more than 8 hours per week – 5 programs (4 of these programs more than 52 hours per week). 	<ul style="list-style-type: none"> • Clients participate 2 hours or less per week – 2 community hubs. • Clients participate 4 to 6 hours per week – 1 community hub. • Clients participate 6 to 8 hours per week – 2 community hubs
Average length of program (in months)	<ul style="list-style-type: none"> • 3 programs are 1 month or less. • 3 programs are 1 to 2 months. • 9 programs are 2 to 3 months. • 14 programs are 3 to 6 months. • 4 programs are 6 months to 1 year. • 10 programs are 1 year or longer in length. 	Not applicable (ongoing and varied programming)
Scheduled or drop in	<ul style="list-style-type: none"> • 41 programs are at scheduled times. • 9 programs also provide a drop in option. 	<ul style="list-style-type: none"> • All community hubs offer scheduled programming as well as drop in programming
Virtual access	<ul style="list-style-type: none"> • 34 programs offer a virtual option (can be accessed virtually). 	<ul style="list-style-type: none"> • 3 community hubs offer a virtual option
After school program	<ul style="list-style-type: none"> • 15 programs provide an After School program option. 	<ul style="list-style-type: none"> • 4 out of 5 community hubs offer After School programs
Current Program Capacity	<ul style="list-style-type: none"> • 7 programs have a wait list. • 34 programs do not have a wait list. 	<ul style="list-style-type: none"> • No wait list for programs at any of the community hubs

Appendix F: Summary of Findings Related to Staffing at Programs and Community Hubs

Staff Composition at Programs and Community Hubs

Staffing Personnel	Number of Programs	Number of Community Hubs
Management Level Staff		
Less than 1 FTE	22	1
1 – 2 FTE	20	4
3 – 5 FTE	3	0
Program Level Staff		
Less than 1 FTE	15	0
1 – 2 FTE	19	3
3 – 5 FTE	3	1
6 – 10 FTE	5	1
11 -15 FTE	2	0
15 + FTE	1	0
Administrative Level Staff		
0	30	4
Less than 1 FTE	11	1
1 – 2 FTE	1	0
6 – 10 FTE	1	0
Peer Support Staff		
0	37	3
Less than 1 FTE	5	1
1 – 2 FTE	1	1
3 – 5 FTE	1	0
Students and/or Volunteers		
0	20	1
Less than 1	6	0
1 – 2	12	1
3-5	0	1
6 – 10	1	0
11 – 15	2	1

Appendix G: Summary of Partnerships for Programs and Community Hubs

Organization	# of Formal Partnerships	# of Informal Partnerships	# of Formal and Informal Partnerships	Total # of Partnerships with this Sector
Programs				
Ministry of Attorney General/Courts	13	14	3	30
Police Services	10	23	0	33
Youth Justice Services (e.g., John Howard, Elizabeth Fry)	10	21	0	31
Children's Aid Society	13	20	0	33
Mental Health Services	7	28	1	35
Addiction Services	6	20	1	27
School Boards	13	11	1	25
Ontario Health Teams (Burlington or Oakville)	9	9	0	18
Peer Support Services	3	18	0	21
Municipal Services (Parks and Recreation, Library, etc.)	5	17	1	23
Housing	7	19	1	27
Community Hubs				
Ministry of Attorney General/Courts	0	1	0	1
Police Services	0	4	0	4
Youth Justice Services (e.g., John Howard, Elizabeth Fry)	0	2	1	3
Children's Aid Society	0	3	1	4
Mental Health Services	1		4	5
Addiction Services	3	1		4
School Boards	2	2	1	5
Ontario Health Teams (Burlington or Oakville)	1	0	1	2
Peer Support Services	2	1	1	4
Municipal Services (Parks and Recreation, Library, etc.)	1	2	2	5
Housing	1	3	1	5
Public Health	0	3	2	5

Appendix H: Summary of Findings Related to Programs Addressing Risk and Protective Factors

Risk Factor Category	Risk Factor	# of Program providing support	# of Community Hubs providing support
Individual	Engaging in delinquency (e.g., previous involvement with justice system)	33	3
	Anti-social attitudes	42	5
	Substance misuse (alcohol, drugs)	35	4
	Early or precocious sexual activity	29	3
	Adverse childhood experiences (violent victimization)	36	3
	Illegal gun ownership	23	0
	Drug trafficking	29	2
Peer	Interaction with peers who engage in delinquency	39	3
	High commitment to peers who engage in delinquency	36	1
	Street socialization	34	1
	Gang members in class	20	1
	Peers who use drugs or are in gangs	36	2
	Preteen exposure to stress	31	4
Family	Family violence	31	2
	Caregiver substance misuse	34	1
	Lack of role models (caregiver or adult)	39	4
	Caregiver involvement with justice system	34	2
School	Learning difficulties	31	2
	Low attachment to school	30	2
	Academic challenges related to school performance	27	3
	Educational frustration	31	2
	Peer pressure	41	5
Community	Higher rates of crime in neighbourhood	20	1
	Economic disadvantage/residential mobility	20	4
	Perceived lack of safety	28	3
	Presence of gangs	23	1

Protective Factor	# of Program providing support	# of Community Hubs providing support
Program builds trust social cohesion among neighbours	13	4
Program builds family connections/cohesion	29	5
Program builds youths' self-esteem/coping skills/resilience	43	5
Program builds youths' social skills	42	5
Program fosters positive relationships with adults in a school setting	22	1
Program encourages emotionally positive parent child relationship	26	4
Program provides peer support	27	5
Program builds positive social connections	44	5
Program provides youth with opportunity to participate in prosocial activities (recreation, arts, culture)	35	5
Program builds school commitment/bonding	26	1
Program supports academic achievement/educational aspirations	24	4

Appendix I: Summary of Findings Related to Promising Practices in Halton

Promising Practice	# of Programs with this Practice	# of Community Hubs with this Practice
Targeted Outreach (vulnerable, potential gang-involved youth)	13	2
Wraparound	24 (fulsome) 8 (partial)	3 (fulsome) 2 (partial)
Gang Reduction Program	0	0
Gang Awareness Raising	12	0
Case Management	29	3
Maternal support (Early Years)	8	4
Builds emotional/social competence	44	5
Builds family supports (family bonding, parent coaching)	25	5
Counselling	31	4
Drugs and Alcohol education	33	2
Healthy relationships/Peer support (builds connections with prosocial peers)	38	4
Employment training	23	3
Learning/Education supports (e.g., literacy, academic skills)	24	3
Arts programming	26	4
Cultural activities	27	3
Sports/recreation activities	24	4
Life skills	36	5
Mentoring	29	5
Residential services	8	0

Appendix J: Acronyms

Adverse Childhood Experiences (ACEs)

Building Safer Communities Fund (BSCF)

Building Safer Communities in Halton (BSC)

Community Safety and Well-Being (CSWB)

Equity, Diversity and Inclusion (EDI)

Gang Reduction Program (GRP)

Joanna Kay Matthews Consulting Inc. (JKM)

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Public Safety Canada (PSC)