

Program Evaluation of a Gun Violence Listening Intervention in Durham, NC

by

Jordan Swandell

Duke Global Health Institute  
Duke University

Defense Date: March 25, 2024

Approved:

Henry Rice, Advisor

Mina Silberberg

Jessica Sperling

Thesis submitted in partial fulfillment of the requirements for the degree of Master of  
Science in the Duke Global Health Institute in The Graduate School of  
Duke University  
2024

ABSTRACT

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## **Abstract**

This project sought to evaluate the effectiveness of Prescriptions for Repair (P4R). P4R was a listening intervention in which trained community-based facilitators helped survivors of gun violence or the loved ones of victims of gun violence tell their stories. Objectives of the evaluation were to determine to what degree P4R was conducted as designed, assess whether P4R achieved its intended outcomes, assist the project's leadership and staff in knowing what aspects of the program were effective and why, and help capture lessons that can be applied to other gun violence interventions or to other partnerships between academic/healthcare institutions and community-based organizations. Evaluation questions were developed through a process that involved interviews and surveys of P4R interested parties. Evaluation questions were answered utilizing exit surveys of participants; exit surveys of facilitators; interviews and surveys of P4R leadership, staff, and other interested parties; and review of program administrative data. This evaluation found that nearly all program participants felt that the P4R listening sessions contributed to their personal healing, nearly all program participants felt they had the opportunity to share their thoughts about breaking cycles of gun violence in Durham, nearly all program participants and facilitators believed that P4R can contribute to reducing gun violence, and cooperation between academic/healthcare institutions and local community-based organizations can lay the groundwork for positive change in a community.

## **Dedication**

Dedicated to all those willing to share their stories to bring about healing and change.

# Contents

Abstract.....	iv
List of Tables .....	ix
List of Figures.....	x
Acknowledgements.....	xi
1. Introduction.....	1
1.1 Restorative justice – the theory around which the program being evaluated was built.....	1
1.2 Prescriptions for Repair – the program being evaluated .....	2
1.3 Why this program evaluation is important .....	3
2. Methods .....	5
2.1 Setting.....	5
2.2 Theoretical frameworks.....	5
2.3 Program evaluation interested parties .....	7
2.4 Development of evaluation questions .....	9
2.5 Development of indicators .....	23
2.6 Data collection procedures .....	23
2.7 Data management and analysis .....	25
2.8 Ethics approval .....	25
2.9 Evaluation dissemination .....	25
3. Results.....	27
3.1. Participant experiences.....	32
3.1.1 Sessions and services.....	32
3.1.2 Negative effects of participation .....	35
3.1.3 Revisiting traumatic experiences.....	35

3.2 Implementation.....	37
3.2.1 Listening sessions.....	37
3.2.2 Program functioning.....	37
3.2.3 Facilitator training and recruitment.....	39
3.2.4 Facilitator support.....	39
3.3 Community engagement and partnerships .....	40
3.3.1 Community engagement.....	40
3.3.2 Addressing historical research-related abuses and mistrust .....	42
3.3.3 Organization-participant relationships .....	43
3.4 Recruitment, representativeness, and generalizability .....	43
3.4.1 Participant recruitment and retention .....	43
3.4.2 Inclusion of non-English-speaking persons.....	45
3.5 Dissemination of findings and community benefit.....	46
3.5.1 Increased understanding and immediate impact.....	46
3.5.2 Survivor needs, resources, services .....	48
3.5.3 Policy proposals .....	49
4. Discussion.....	51
4.1 Summary of recommendations for future iterations of P4R or similar programs .....	51
4.2 Limits of the program evaluation of P4R .....	53
5. Conclusion .....	55
Appendix A.....	56
Appendix B.....	66
Appendix C.....	71
References.....	104

Biography..... 106



## List of Tables

Table 2.1 Draft list of possible evaluation questions .....	11
Table 2.2 Possible evaluation focus areas and questions ranking survey results.....	16
Table 3.1 Topics, focus areas, and questions evaluated.....	28
Table C3.1.1 Indicators and measures... participant experiences with sessions and services.....	71
Table C3.1.2 Indicators and measures... negative effects of participation.....	75
Table C3.1.3 Indicators and measures... revisiting traumatic experiences. ....	76
Table C3.2.1 Indicators and measures... listening sessions. ....	77
Table C3.2.2 Indicators and measures... program functioning. ....	79
Table C3.2.3 Indicators and measures... facilitator training. ....	81
Table C3.2.4 Indicators and measures... facilitator support.....	82
Table C3.3.1 Indicators and measures... community engagement.....	83
Table C3.3.2 Indicators and measures... addressing historical... abuses and mistrust. ....	85
Table C3.3.3 Indicators and measures... organization-participant relationships.....	87
Table C3.4.1 Indicators and measures... participant recruitment and retention.....	89
Table C3.4.2 Indicators and measures... inclusion of non-English-speaking persons .....	93
Table C3.5.1 Indicators and measures... increased understanding and immediate impact .....	94
Table C3.5.2 Indicators and measures... survivor needs, resources, and services. ....	100
Table C5.5.3 Indicators and measures... policy proposals.....	102

## List of Figures

Figure 3.1.1: Participant response to: “Overall... participation in this program was...” ..... 33

Figure 3.5.1: Participant response to: “...did this program contribute to personal healing...” ..... 47

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I would also like to thank all those who contributed to Prescriptions for Repair and to this program evaluation, with special thanks to Marcia Owen, Azmen Johnson, Lorraine Graves, Christopher Solomon, Jen Wichman, Will Ratliff, Will Knechtle, Ryan Smith, listening session facilitators, and all of the program participants.

# 1. Introduction

This paper presents a program evaluation of Prescriptions for Repair (P4R), a program in Durham, North Carolina that used a restorative justice framework to facilitate survivors of gun violence telling their stories in order to promote healing and offer individual and community responses that may reduce gun violence in the city.

## *1.1 Restorative justice – the theory around which the program being evaluated was built*

P4R is based on modern restorative justice theory as described by Eglash and Zehr. Eglash describes three types of criminal justice: retributive, distributive, and restorative (Eglash, 1977; Gavrielides, 2007; Maruna, 2014). Retributive and distributive justice are the most prevalent forms in the U.S. justice system.<sup>1</sup> They focus on punishment and rehabilitation for offenders of crime (Reinhart, 2023). Restorative justice instead focuses on identifying and repairing harmful effects of the crime, recognizing and incorporating the agency of “victims,” and creating the possibility of restoration of relationships and community wellness (Van Ness & Strong, 1997).

Zehr, one of the early western academic writers on the subject, defines restorative justice as “...a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible” (Zehr, 2002). He emphasizes that harms result in consequent needs for “victims,” that communities and society incur obligations as a result of harms caused by offenses,

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<sup>1</sup> Retributive justice centers around the idea that it is inherently moral to punish persons determined to have committed wrongful acts (Walen, 2023). Distributive justice largely deals with fair distribution of “benefits and burdens” amongst members of society (Lamont & Favor, 2017).

and that collaborative processes involving all who have a “stake” in the situation should be used when addressing needs and obligations (Zehr, 2004).

P4R also drew upon the work of Young, who emphasizes the power of community action in addressing harms and Griffiths whose work stresses the importance of persons over laws and the healing potential of restorative justice programs (Young, 1995; Griffiths, 1970).

It should be noted that restorative justice has roots that predate these western authors. Leung has identified at least four sources of the North American restorative justice movement: various global community justice practices, faith communities, prison abolition movements, and the 1970’s alternative dispute resolution movement (Leung, 1999).

## ***1.2 Prescriptions for Repair – the program being evaluated***

P4R was created in response to the harms caused by gun violence in Durham. In 2021, more people were killed by firearms in North Carolina than by motor vehicle accidents (CDC, 2022; NCDMV, 2022). For persons in the U.S. who survive gunshots, being shot is a risk factor for being shot again (Rowhani-Rahbar et al, 2015). One thousand one hundred and eighty-eight persons were shot in Durham County between 2017 and 2022 (Cook & Vila, 2022).

P4R was a public/private partnership between the City of Durham Department of Community Safety, Duke University School of Medicine, North Carolina Central University (NCCU) Department of Social Work, and a community group named Restorative Justice Durham (RJD). Through P4R, trained facilitators guided a series of structured listening sessions to help survivors of gun violence or their close loved ones tell their stories. The program was designed for participants to discuss four questions with a pair of facilitators over the course of up to four listening sessions, with each listening session lasting up to two hours. The four questions related to the participants’ experiences with gun violence. The questions discussed in the listening sessions were:

“What happened?”

“Who was affected and how?”

“How were you feeling then and now?”

“What can be done to make things as right as possible?”

Though not a focus of this program evaluation, P4R had a research component in which researchers conducted qualitative thematic content analysis of a total of 51 listening session transcripts from the sessions of 19 participants.

The design of P4R largely aligns with Zehr’s definition of restorative justice. P4R intended to focus on the harms survivors of gun violence and their close loved ones have experienced, address obligations resulting from those harms (in the case of P4R, especially obligations of the community), involve survivors or their loved ones and community members in a collaborative process, and help “put things as right as possible.” Restorative justice programs generally bring people together persons who have suffered the effects of conflict or crime with those who committed the action and with concerned members of society to address the harm the violence created and to work towards reconciliation (Gavrielides, 2007). Over 700 restorative justice programs exist in the U.S. (O’Neill et al., 2021; Parsons et al., 2023; Umbreit & Greenwood, 2000). Different than most other restorative justice programs, P4R was designed to specifically focus on gun violence and to specifically address the needs of survivors or their loved ones.

### ***1.3 Why this program evaluation is important***

Although authors like Zehr have written extensively about the conduct of restorative justice programs, relatively little has been published about evaluation of restorative justice programs which are applied to gun violence and other personal violence interactions. For example, Gang et al. conducted a systematic review of peer-reviewed literature of evaluations of

restorative justice programs for sexual and family violence offenses. However, their search only identified one eligible study (2021). Similarly, a PubMed search with the terms “program evaluation” and “restorative justice” in the title or abstract currently returns zero results.

In her capstone project for Governors State University, Nakee Yalon Holloway (2016) declares that restorative justice practitioners must not rest assured with sentiments like “I know [restorative justice] works; I’ve seen it change lives” because such anecdotes are not sufficient for convincing policymakers and non-governmental funders to continue funding restorative justice programs. Paul McCold (2008), the Director of Research at the International Institute for Restorative Practices, also observes the dearth of literature concerning evaluation of restorative justice programs, but has a more cynical perspective. In his view, restorative justice programs have yet to demonstrate much effectiveness. He believes that if they are indeed effective, scientifically conducted evaluations ought to be able to show that they are. This program evaluation can contribute to shrinking this evidence gap.

This evaluation report describes to what degree the program was conducted as designed, to what degree it has achieved program objectives and outcomes, and to what degree it supports social equity. This evaluation is intended to assist the program’s leadership and staff learn about what aspects of the program were effective and why they were effective. In addition, the evaluation is intended to help inform decisions related to the program and can help inform decisions related to similar programs.

## **2. Methods**

### ***2.1 Setting***

P4R and the program evaluation of P4R were conducted in Durham County, North Carolina. Durham is the only incorporated municipality in the county and is a city of over 300,000 people. Durham has a history rooted in textiles and is widely known as a leading city in medical research. Current health-related priorities in Durham include affordable housing, access to healthcare, poverty, mental health, and food-related issues including food access, obesity, and diabetes (Durham CHA, 2020). In 2022, the racial composition of Durham County was 55% White, 35% Black, and 6% Asian American. Fourteen percent of Durham residents identified as Hispanic or Latino of any race. From 2017 to 2022, the majority of alleged perpetrators of gun violence in Durham County were male (86%), Black (85%), and ages 18-34 (62%). Similarly, the majority of persons fatally or non-fatally physically injured by gun violence in Durham County were male (84%), Black (86%), and ages 18-34 (63%) (Cook & Vila, 2022).

### ***2.2 Theoretical frameworks***

The field of program evaluation has increasingly realized the importance of involving interested parties in evaluations, as opposed to evaluators conducting the evaluations with little input from those persons most knowledgeable about a program (Espinosa-Fajardo et al., 2022; Fetterman et al., 2018). Fetterman et al. distinguish between three types of “stakeholder involvement approaches”: collaborative, participatory, and empowerment. They provide the following definitions for these terms:



*Collaborative evaluation* is an approach in which there is a substantial degree of collaboration between evaluators and [interested parties]<sup>2</sup> throughout the process to the extent that they are willing and capable of being involved.

*Participatory evaluation* is an approach to evaluation that enables evaluators and [interested parties] to design and implement an evaluation together, leading to joint ownership and joint control of the evaluation process and learnings.

*Empowerment evaluation* is the use of evaluation concepts, techniques, and findings to foster improvement and self-determination. It is conducted by community and program staff members, with the assistance of a professional evaluator (2018).

This evaluation of P4R used a participatory approach as opposed to a collaborative or empowerment approach. Conducting this evaluation with a participatory approach required more time and input from interested parties than a collaborative approach would have asked. However, this time and input from interested parties was essential to creating an evaluation that addresses the interests of the persons who know the program the best. This evaluation used a participatory approach rather than an empowerment approach largely due to P4R's nature as a pilot program. Empowerment evaluation generally requires a longer-term learning process for program staff, and such a longer-term learning process did not seem feasible nor desirable in a limited duration pilot program.

Fetterman et al. draw on the work of others in the field to offer several principles that can guide a participatory approach to evaluation (2018). These include:

Although evaluation decisions and leadership initially begin with the evaluator, these roles at least partially shift to the interested parties during the conduct of the evaluation.

The purpose of the evaluation can drive how involved interested parties are in the evaluation.

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<sup>2</sup> The term "stakeholder" is used widely throughout program evaluation literature, including being used in many of the references cited in this evaluation report. However, the NIH includes "stakeholder" on its list of terms to avoid using in the Person-First and Destigmatizing Language page of the *NIH Style Guide*. The NIH states, "Stakeholder can be used to reflect a power differential between groups and has a violent connotation for some Tribes and Tribal members." This evaluation report will generally use the term "interested party" in place of the term "stakeholder."

Interested parties can participate in any number of ways, whether it involves evaluation design, collection of data, analysis, or dissemination.

Participatory evaluation should typically have greatest involvement from a relatively small number of interested parties, but should also have “meaningful” participation from program participants.

This evaluation of P4R has attempted to follow these general principles. In addition to this theoretical foundation, a number of guides and tools were used in design and execution of this evaluation. These guides and tools are noted in appropriate sections below.

### ***2.3 Program evaluation interested parties***

Interested parties of the P4R program evaluation included P4R leadership, P4R program staff, P4R facilitators, and P4R listening session participants. This collection of interested parties was identified using the CDC Framework for Program Evaluation in Public Health’s “criteria for identifying whether a person or organization is a key stakeholder.”

The P4R program required listening session participants to meet the following inclusion criteria: 1) survivors of gun violence (> 17 years of age) who were injured and/or resided in Durham County, or 2) loved ones (> 17 years of age, either family members or close relations of victims of gun violence) who resided in Durham County. Potential participants were identified via Duke Hospital’s hospital-based violence intervention program, community networks, social media, and public announcements. P4R planned to recruit up to 40 listening session participants.

P4R recruited listening session facilitators through RJD, other community networks, Duke Hospital social work staff, the NCCU Department of Social Work, and public announcements. These facilitators participated in six hours of training in restorative justice theory, listening strategies, P4R operations, and question framing led by RJD.

List of P4R Interested Parties:

Dr. Henry Rice - Duke Pediatric Surgery and the Duke Center for Global Surgery and Health Equity

Ms. Marcia Owen - RJD

Dr. Lorraine Graves - NCCU Department of Social Work

Mr. Christopher Solomon - NCCU Department of Social Work

Ms. Azmen Johnson - P4R Program Coordinator

Mr. Ryan Smith - City of Durham Department of Community Safety

Mr. Will Ratliff - Duke Institute for Health Innovation

Mr. Will Knechtle - Duke Institute for Health Innovation

Ms. Jen Wichman - Religious Coalition for Nonviolent Durham

P4R Participants

P4R Listening Session Facilitators

Mr. Jordan Swandell - Duke Global Health Institute<sup>3</sup>

A subset of the interested parties includes all of the persons above with the exception of the P4R participants and P4R facilitators. This subset of persons will be referred to as the “evaluation partners.” Through discussion with evaluation partners and mentors, the evaluator decided to exclude P4R participants and P4R facilitators from many steps of the evaluation process, particularly the development of the evaluation. This decision was made primarily to avoid the program evaluation distracting from the conduct of the program itself.

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<sup>3</sup> Jordan Swandell served as the program evaluator and is the author of this report. In addition, he participated in the qualitative research component of P4R.

## ***2.4 Development of evaluation questions***

The Kellogg Foundation offers a guide for developing evaluation questions (2004). This tool, along with CDC's Framework for Evaluation in Public Health, Castillo's and Harris's Healthy Equity Impact Assessment, and the P4R Logic Model were used to draft an initial list of possible evaluation questions. This draft list of questions was organized by the topics offered in Castillo's and Harris's Healthy Equity Impact Assessment plus additional categories of “implementation” and “participant experiences” based on recommendations from the CDC’s Framework for Evaluation in Public Health (please see Table 2.1). This draft list of questions and a program evaluation proposal were emailed to the evaluation partners along with an invitation to schedule Zoom interviews to discuss the program evaluation. The draft list of questions and program evaluation proposal were intended to stimulate discussion on possible evaluation approaches.

All evaluation partners were invited to be interviewed to afford the opportunity for each partner to state in her or his own words what she or he believed ought to be evaluated in this program evaluation. Six evaluation partners volunteered and an interview was conducted with each of them individually over Zoom. Interviews lasted between 30 minutes and one hour.

Upon completion of interviews with the evaluation partners, a list of 22 possible evaluation focus areas with corresponding evaluation questions was created based on the input received from the evaluation partners during the interviews. Some of these focus areas and corresponding questions were based all or in part on content from Castillo & Harris’s Health Equity Impact Assessment, the CDC Framework, or the P4R Logic Model. Other focus areas and questions arose as new ideas from the interviews with evaluation partners.

This list of 22 possible evaluation focus areas and corresponding questions was sent to each of the evaluation partners in a Qualtrics Rank Order online survey through which each

evaluation partner had the opportunity to “drag and drop” each of the possible focus areas into her or his preferred order of priority. These preferences were used to determine the average ranking of each possible focus area across the respondents. Since two of the respondents held a similar position at the Duke Institute for Health Innovation, each of their responses was weighted in half. Please see Table 2.2 for results of this rank order survey. Results of the survey were used to determine which focus areas and questions would be addressed during this program evaluation.

The 15 focus areas rated the highest were evaluated in this program evaluation. The evaluator decided to narrow the scope of the evaluation from the complete list of 22 possible focus areas down to the final 15 rated the highest by the evaluation partners based off of a subjective assessment of what could be feasibly accomplished during the evaluation period. Similarly, the higher the ranking, the more attention was given to a focus area in exit surveys of participants and facilitators, and in questionnaires and interviews with P4R staff.

**Table 2.1: Draft list of possible evaluation questions, organized by Castillo’s and Harris’s Health Equity Research Impact Assessment Framework, plus implementation and participant experiences.**

<b>Topic</b>	<b>Draft Question</b>	<b>Source</b>
<b>Implementation</b>	Was facilitator training implemented as planned?	CDC Framework
	Were listening sessions conducted as planned?	CDC Framework
	Were listening sessions conducted with the intended participant population?	CDC Framework
	How did P4R function from administrative, organizational, and personnel perspectives?	CDC Framework
	Did administrative or fiscal issues prevent accomplishment of program objectives?	CDC Framework
<b>Community Engagement and Partnerships</b>	“How [did P4R] engage with diverse, under-resourced, and/or vulnerable communities, especially addressing histories of mistrust and/or... abuses?” <sup>1</sup>	Castillo & Harris
	“How [did P4R] engage community leaders, community-based organizations, and other stakeholders?”	Castillo & Harris
	“How [were] community partners engaged in the following [project] activities: needs assessment, [project] design, development of... hypotheses, recruitment, data collection, data analysis and interpretation, and dissemination of findings in academic, community, policy, media, and other venues?”	Castillo & Harris

11

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<sup>1</sup> Draft questions in quotations are taken directly from Castillo’s and Harris’s Health Equity Research Impact Assessment and adapted as appropriate.

	Were respectful relationships developed?	P4R Logic Model
<b>Recruitment, Representativeness, and Generalizability</b>	“Who are included in this study? Who are excluded?”	Castillo & Harris
	“Are there recruitment processes in place to ensure the [listening session participants are] representative of [survivors of gun violence in Durham]?”	Castillo & Harris
	“Language access: Are non-English speakers included in the [project] and with adequate supports? Are [project] materials accessible in multiple languages? How does the [project] support the recruitment of non-English language speaking participants?”	Castillo & Harris
	Were survivors of gun violence in Durham adequately reached by P4R and adequately involved in listening sessions?	CDC Framework
	Were there other populations that P4R should have been working with to achieve desired outcomes?	CDC Framework
<b>Intervention Design</b>	“To what extent [were survivors of gun violence in Durham] engaged in the development or tailoring of the intervention (e.g., needs assessment, collaborative design of intervention) to ensure it is appropriate for that population?”	Castillo & Harris

	“Taking into account the complexity of health, healthcare, and social inequities, [did] the intervention act at multiple social-ecological levels (i.e., individual, interpersonal, institutional, community, public policy)? [Did] the intervention involve multi-disciplinary teams and/or multi-sector systems and services?”	Castillo & Harris
<b>Interpretation and Contextualization</b>	“Will this study employ adequate methods to facilitate accurate interpretations of research findings, particularly from the perspective of racial and ethnic minority and other vulnerable communities?”	Castillo & Harris
	“How [did] the study’s results affect the population of focus? Is there the potential for unintended negative consequences for a minority population or under-resourced community?”	Castillo & Harris
	“How [were] community stakeholders be engaged in the analysis and interpretation of [project] findings, to contextualize and help prevent misinterpretations? If such stakeholders [were] not included, what other relevant safeguards [were] in place?”	Castillo & Harris
<b>Participant Experiences</b>	What did participants think of their interaction with P4R? Were they satisfied?	CDC Framework
	Did participation in P4R services and activities have negative effects for program participants?	CDC Framework
	Did listening session participants feel listened to?	CDC Framework
<b>Dissemination of Findings and Community Benefit</b>	“What [were the P4R team’s] plans to disseminate [project] results to minority populations and under-resourced communities, either directly or through... partnerships?”	Castillo & Harris



	“What [were the P4R team’s] plans to translate [project] findings to recommendations for specific policy reforms and/or engagement with policymakers and relevant... systems?”	Castillo & Harris
	“[Did P4R] create or support clinical or other services that will continue sustainably beyond the proposed period of [the project] to serve minority and other under-resourced communities?”	Castillo & Harris
	Were P4R services and activities beneficial to participants?	CDC Framework
	Was a preliminary list of policy proposals to respond to and decrease gun violence developed? Was this list developed as a result of P4R?	P4R Logic Model
	To what degree were steps taken to create a historical archive of self-identified needs of survivors of gun violence? Were these steps taken as a result of P4R?	P4R Logic Model
	To what degree were steps taken to connect survivors of gun violence or other members of the community to legal and social services?	P4R Logic Model
	To what degree were legal and social services able to address the needs of participants referred to them?	P4R Logic Model
	To what degree have steps been taken to prepare to disseminate findings back to P4R participants?	P4R Logic Model
	To what degree have steps been taken to prepare for publication of qualitative research of P4R findings?	P4R Logic Model
<b>Overall Impact</b>	“If successful, how and to what extent will [P4R] address health, healthcare, and/or social inequities and outcomes for	Castillo & Harris

	racial and ethnic minority populations and under-resourced communities?"	
	"Is there the potential for [P4R] to inadvertently worsen inequities?"	Castillo & Harris
	To what degree were steps taken to create a critical mass of healed people who have been given the agency and power to lead restorative justice interventions in Durham?	P4R Logic Model
	To what degree were steps taken to build a culture of inclusivity in Durham?	P4R Logic Model
	To what degree were steps taken to move Durham from a retributive city to a city of repair?	P4R Logic Model

**Table 2.2 Possible evaluation focus areas and questions ranking survey results (sorted by ranking).**

Topic	Possible Evaluation Focus Areas and Questions	Average Ranking	Rank Order Result
<b>Participant Experiences</b>	<b>Sessions and Services:</b> Did listening session participants feel listened to? Were respectful relationships developed between facilitators and participants? Were respectful relationships developed between the program coordinator and participants? What did participants think of their interactions with P4R? Were they satisfied with their experience with P4R? Were P4R activities and services beneficial to participants? What challenges to participation in P4R did participants experience?	4.2	<b>1</b>
<b>Dissemination of Findings and Community Benefit</b>	<b>Increased Understanding and Immediate Impact:</b> Did P4R acquire insights into who is affected by gun violence in Durham? Did P4R acquire insights into that harm caused by gun violence in Durham? Did P4R acquire insights into challenges faced by persons who have experienced gun violence? Did P4R acquire insights into drivers/causes of gun violence in Durham? Did P4R learn anything about how persons who have experienced gun violence heal?	5.0	<b>2</b>
<b>Implementation</b>	<b>Listening Sessions:</b> Were listening sessions conducted as planned? Were any modifications to listening sessions necessary? If so, why? To what degree did the questions asked by facilitators, and the responses to the questions, contribute to the	5.9	<b>3</b>

	creation of a list of recommendations for addressing gun violence in Durham?		
<b>Recruitment, Representativeness, and Generalizability</b>	<b>Participant Recruitment:</b> Were listening sessions conducted with the intended participant population? What processes were used to ensure the listening session participants were representative of survivors of gun violence in Durham? Did P4R recruit its target number of participants? What obstacles hindered recruitment of persons from the intended participant population? What solutions did P4R develop to better reach the intended participant population? How many potential participants were contacted but declined participation? Why did potential participants decline participation?	6.3	<b>4</b>
<b>Dissemination of Findings and Community Benefit</b>	<b>Policy Proposals:</b> Was a preliminary list of policy proposals to respond to and decrease gun violence developed? Was this list developed as a result of P4R (at least in part)? Does this list include recommendations to the City of Durham, Duke Health, Duke University, NCCU, community organizations, and/or other organizations? How did P4R synthesize interview data into a list of policy proposals? Did P4R identify themes/commonalities among the needs of survivors of gun violence?	8.3	<b>5</b>
<b>Dissemination of Findings and Community Benefit</b>	<b>Survivor Needs, Resources, Services:</b> To what degree were steps taken to create a historical archive of self-identified needs of survivors of gun violence? To what degree were steps taken to connect survivors of gun violence or other	8.9	<b>6</b>

	members of the community to legal and social services? To what degree were legal and social services able to address the needs of participants referred to them? In what ways did P4R connect program participants to services that will continue sustainably beyond the proposed period of the project? If future iterations of P4R are conducted, to what resources or services should P4R be able to connect participants?		
<b>Participant Experiences</b>	<b>Negative Effects of Participation:</b> Did participation in P4R services and activities have negative effects for program participants? What were the negative effects? Are there ways these negative effects could be prevented in future iterations or similar programs?	10.3	7
<b>Implementation</b>	<b>Program Functioning:</b> How did P4R function from administrative, fiscal, and organizational perspectives? Did administrative or fiscal issues prevent accomplishment of program objectives, especially given possible challenges related to the public-private partnerships involved with P4R? What solutions did P4R develop to overcome administrative, fiscal, or organizational challenges? What recommendations should be made for future iterations or similar programs?	10.4	8
<b>Community Engagement and Partnerships</b>	<b>Community Engagement:</b> How did P4R engage community leaders, community-based organizations, and other interested parties? How were community partners engaged in the following project activities: needs assessment, project design, development of hypotheses, recruitment, data collection, data analysis and	10.5	9

	interpretation, and dissemination of findings? Were new respectful relationships developed with or between community partners as a result of P4R? How did P4R engage with diverse, under-resourced, and vulnerable communities?		
<b>Implementation</b>	<b>Facilitator Training and Recruitment:</b> Was facilitator training implemented as planned? Were any modifications to facilitator training necessary? If so, why? Did P4R experience any challenges in the recruitment of facilitators? If so, how were the challenges overcome?	10.7	<b>10</b>
<b>Participant Experiences</b>	<b>Revisiting Traumatic Experiences:</b> How did program participants feel after revisiting/discussing traumatic experiences?	11.3	<b>11</b>
<b>Community Engagement and Partnerships</b>	<b>Addressing Historical Research-Related Abuses and Mistrust:</b> In what ways did P4R address histories of research mistrust and abuses?	11.5	<b>12</b>
<b>Community Engagement and Partnerships</b>	<b>Organization-Participant Relationships:</b> Did participation in P4R change listening session participants' views about Duke, NCCU, the City of Durham (government), or the Durham community?	11.9	<b>13</b>
<b>Implementation</b>	<b>Facilitator Support:</b> Did facilitators feel supported? Are there other resources that should be made available to facilitators in possible future iterations or similar programs?	12.6	<b>14</b>
<b>Recruitment, Representativeness, and Generalizability</b>	<b>Inclusion of Non-English Speaking Persons:</b> Were non-English speaking persons included in the project and with adequate supports? To what degree were P4R materials accessible in multiple languages? What proportion of the facilitators spoke Spanish? How did P4R support the	13.3	<b>15</b>

	recruitment of non-English language speaking participants? What solutions did P4R develop to better reach non-English language speaking participants? What recommendations should be made for future iterations or similar programs?		
<b>Intervention Design</b>	<b>Survivor Involvement in Intervention Design:</b> To what extent were survivors of gun violence in Durham engaged in the development or tailoring of the pilot (e.g., needs assessment, collaborative design of intervention) to ensure it was appropriate for that population?	14.2	<b>16</b>
<b>Innovation / Overall Impact</b>	<b>Steps Toward Medium- &amp; Long-Term Outcomes:</b> In what ways did P4R take steps to build a culture of inclusivity in Durham? How did P4R engage with policymakers and relevant systems? In what ways did P4R take steps to move Durham from a retributive city to a city of repair? In what ways did P4R take steps to create a critical mass of healed people who have been given the agency and power to lead restorative justice interventions in Durham? In what ways did P4R elevate the voices of persons in Durham who have experienced gun violence?	14.3	<b>17</b>
<b>Interpretation and Contextualization</b>	<b>Survivor Involvement in Analysis:</b> How were survivors of gun violence in Durham and/or other members of the community engaged in the analysis and interpretation of P4R findings to contextualize the findings and help prevent misinterpretations? If survivors of gun violence in Durham were not included in this process, what other relevant safeguards were in place?	15.1	<b>18</b>

<b>Innovation / Overall Impact</b>	<b>Collaboration:</b> What collaboration challenges did P4R experience? What solutions did P4R and partners develop to overcome collaboration challenges? Did P4R find ways to integrate with existing programs at Duke, NCCU, the City of Durham, Restorative Justice Durham, or other organizations? What recommendations should be made to other programs involving Duke and/or NCCU and/or the City of Durham and/or Restorative Justice Durham? In what ways will future collaborations between any of these organizations be made easier by formal or informal processes put in place as a result of P4R? What lessons from P4R can inform future collaborations attempting to address city-wide issues?	15.7	<b>19</b>
<b>Innovation / Overall Impact</b>	<b>Restorative Justice as a Guide:</b> To what degree did restorative justice principles guide the execution of P4R? (as opposed to just the initial planning for P4R). In what ways did restorative justice principles impact the execution and outcomes of P4R? What challenges did P4R experience with trying to remain guided by restorative justice principles throughout its execution?	16.2	<b>20</b>
<b>Recruitment, Representativeness, and Generalizability</b>	<b>Other Populations:</b> Were there other populations that P4R should have been working with to achieve desired outcomes?	17.5	<b>21</b>
<b>Dissemination of Findings and Community Benefit</b>	<b>Dissemination and Publication:</b> To what degree have steps been taken to prepare to disseminate findings back to P4R participants and/or other survivors of gun-violence in Durham and/or	19.2	<b>22</b>



	populations at elevated risk of experiencing gun violence in Durham? To what degree have steps been taken to prepare for publication of qualitative research findings?		
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## ***2.5 Development of indicators***

The Kellogg Foundation offers a methodology for developing indicators (2004). This methodology and the CDC's Framework for Evaluation in Public Health guided the evaluator's development of indicators that could help address the evaluation priorities established by the evaluation partners. The Kellogg Foundation's methodology offered guidance that was helpful to ensuring indicators were related to an evaluation focus area, cost permissive, measurable, and feasible given the amount and type of technical assistance available. The CDC Framework offered guidance related to identifying appropriate sources of evidence for indicators, tying indicators to the program's logic model, and gathering evidence in a manner consistent with the cultural preferences of the program. Program evaluation questions and relevant indicators are listed in tables C3.1.1 to C3.5.3 in Appendix C.

## ***2.6 Data collection procedures***

Two surveys were developed to measure the majority of the indicators for the program evaluation questions. One survey was developed for P4R participants and a second was developed for the P4R listening session facilitators. In addition, a post-program operations questionnaire was emailed to P4R evaluation partners and a phone interview was conducted with the P4R program coordinator.

The participants' survey contained 53 items and included a mix of quantitative and qualitative questions (Appendix A). The surveys were administered orally to participants in a one-on-one in-person setting by the program coordinator. The program coordinator informed participants that the surveys would be recorded using a digital audio recorder. Both the participants and the program coordinator had printed copies of the exit survey in front of them during the oral exit surveys. During each oral exit survey, the program coordinator annotated

responses to quantitative questions on her copy of the exit survey. The digital audio recorder captured responses to both quantitative and qualitative questions. Nineteen of 30 program participants completed the survey. Program participants were reimbursed for their time. In most cases, participants completed an exit survey within three weeks of participating in their last listening session.

The facilitators' survey contained 22 items and included a mix of quantitative and qualitative questions (Appendix B). The surveys were distributed to facilitators via an email link that connected facilitators to an online Qualtrics survey. Twenty of 28 facilitators completed the survey. In most cases facilitators completed their exit surveys within two weeks of completing their last listening session.

Three P4R evaluation partners responded to the post-program questionnaire emailed to all evaluation partners. The questionnaire asked questions related to program functioning; administrative, fiscal, and organizational challenges; solutions P4R interested parties developed to address challenges while the program was underway; community engagement approaches; and relationships developed with community partners. The phone interview with the program coordinator sought clarification and additional information related to program data, recruitment methods, processes and procedures, and community engagement approaches.

This evaluation involved the evaluator having access to the program through participation in operational and research meetings, access to essential program data, surveys of program participants and facilitators, and interviews with the evaluation partners. In addition to the survey, questionnaire, and phone interview data described above, other data used in this evaluation included records of key program activities and outcomes as cataloged by the program coordinator and notes taken by the evaluator during P4R operations and research meetings.

## ***2.7 Data management and analysis***

Transcripts of the participant exit survey recordings were prepared using otter.ai and human transcription. The evaluator entered all responses manually into a web-based Duke Qualtrics survey for cataloging and processing. Qualitative responses from the facilitators' survey were answered online in a typed format by facilitators. Themes were identified inductively by the evaluator from participant exit surveys, facilitator exit surveys, and evaluation partner questionnaires and summarized in the results section of this report. Representative quotes from these qualitative data are included in the results tables of Appendix C. Evaluation partners were provided with the all participant exit survey responses and facilitator exit survey responses organized by question. Quantitative data from the participant and facilitator surveys were analyzed utilizing basic descriptive statistics. Means were used as the measure of central tendency and standard deviation was utilized to describe the scale. Basic program data was used to describe program activities and outputs.

## ***2.8 Ethics approval***

P4R was determined exempt by the Duke Health IRB (RB # Pro00111342) and received concurrence from the City of Durham. NCCU also granted P4R an IRB exemption. The ethics of the P4R program evaluation were reviewed by P4R leadership and by my thesis advisor as part of his oversight of the program evaluation.

## ***2.9 Evaluation dissemination***

The intended audience for this evaluation report is the P4R interested parties listed above. The P4R leadership may choose to share all or parts of the program evaluation report with offices within the City of Durham, Duke University, and North Carolina Central University, or with

other parties. This report will also be submitted as the evaluator's thesis for the Master of Science in Global Health degree.

### **3. Results**

The results address the 15 highest priority evaluation focus areas as ranked by the evaluation partners and address matters of process, output, outcome, and other lessons learned. Table 3.1 below shows the five topics, 15 focus areas, and 48 evaluation questions by which the results are organized.

**Table 3.1: Topics, focus areas, and questions evaluated.**

<b>Topic</b>	<b>Focus Area</b>	<b>Evaluation Questions</b>
<b>Participant Experiences</b>	<b>Listening Sessions &amp; Services</b>	Did listening session participants feel listened to?
		Were respectful relationships developed between facilitators and participants?
		What did participants think of their interactions with P4R? Were they satisfied with their experience with P4R?
		Were P4R activities and services beneficial to participants?
		What challenges to participation in P4R did participants experience?
	<b>Negative Effects of Participation</b>	Did participation in P4R services and activities have negative effects for program participants? What were the negative effects?
		Are there ways these negative effects could be prevented in future iterations or similar programs?
	<b>Revisiting Traumatic Experiences</b>	How did program participants feel after revisiting/discussing traumatic experiences?
<b>Dissemination of Findings and Community Benefit</b>	<b>Increased Understanding and Immediate Impact</b>	Did P4R acquire insights into who is affected by gun violence in Durham?
		Did P4R acquire insights into that harm caused by gun violence in Durham?
		Did P4R acquire insights into challenges faced by persons who have experienced gun violence?
		Did P4R acquire insights into drivers/causes of gun violence in Durham?
		Did P4R learn anything about how persons who have experienced gun violence heal?

	<b>Policy Proposals</b>	Was a preliminary list of policy proposals to respond to and decrease gun violence developed? Was this list developed as a result of P4R (at least in part)?
		Does this list include recommendations to the City of Durham, Duke Health, Duke University, NCCU, community organizations, and/or other organizations?
		How did P4R synthesize interview data into a list of policy proposals?
		Did P4R identify themes/commonalities among the needs of survivors of gun violence?
	<b>Survivor Needs, Resources, Services</b>	To what degree were steps taken to create a historical archive of self-identified needs of survivors of gun violence?
		To what degree were steps taken to connect survivors of gun violence or other members of the community to legal and social services?
		To what degree were legal and social services able to address the needs of participants referred to them? In what ways did P4R connect program participants to services that will continue sustainably beyond the proposed period of the project?
		If future iterations of P4R are conducted, to what resources or services should P4R be able to connect participants?
<b>Implementation</b>	<b>Listening Sessions</b>	Were listening sessions conducted as planned? Were any modifications to listening sessions necessary? If so, why?
		To what degree did the questions asked by facilitators, and the responses to the questions, contribute to the creation of a list of recommendations for addressing gun violence in Durham?
	<b>Program Functioning</b>	How did P4R function from administrative, fiscal, and organizational perspectives?



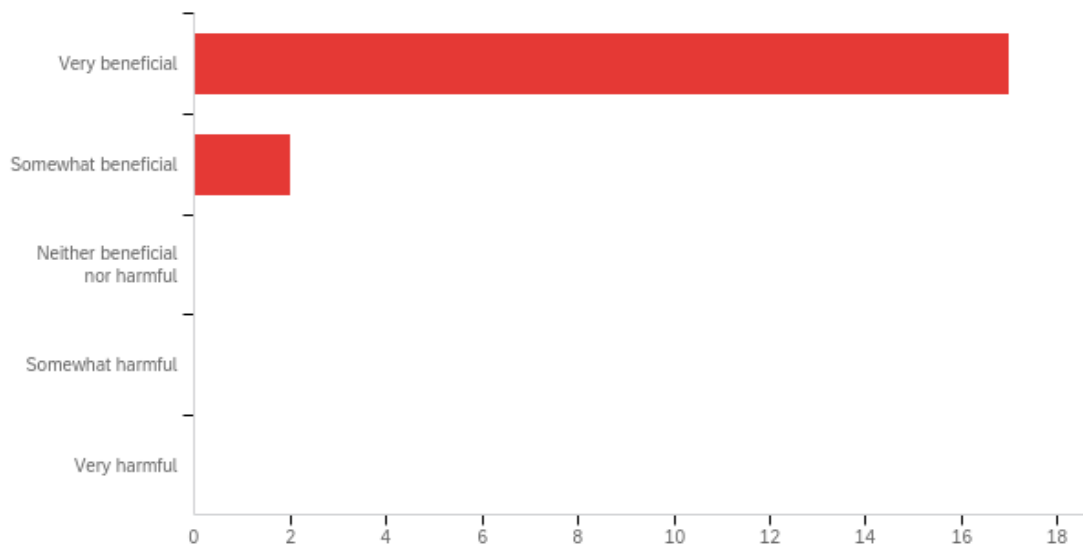
		Did administrative or fiscal issues prevent accomplishment of program objectives, especially given possible challenges related to the public-private partnerships involved with P4R?
		What solutions did P4R develop to overcome administrative, fiscal, or organizational challenges?
		What recommendations should be made for future iterations or similar programs?
	<b>Facilitator Training and Recruitment</b>	Was facilitator training implemented as planned? Were any modifications to facilitator training necessary? If so, why?
		Did P4R experience any challenges in the recruitment of facilitators? If so, how were the challenges overcome?
	<b>Facilitator Support</b>	Did facilitators feel supported? Are there other resources that should be made available to facilitators in possible future iterations or similar programs?
<b>Recruitment, Representativeness, and Generalizability</b>	<b>Participant Recruitment</b>	Were listening sessions conducted with the intended participant population?
		What processes were used to ensure the listening session participants were representative of survivors of gun violence in Durham?
		Did P4R recruit its target number of participants?
		What obstacles hindered recruitment of persons from the intended participant population?
		What solutions did P4R develop to better reach the intended participant population?
		How many potential participants were contacted but declined participation? Why did potential participants decline participation?
		What recommendations should be made for future iterations or similar programs?

	<b>Inclusion of Non-English Speaking Persons</b>	Were non-English speaking persons included in the project and with adequate supports?
		To what degree were P4R materials accessible in multiple languages?
		How did P4R support the recruitment of non-English language speaking participants?
		What solutions did P4R develop to better reach non-English language speaking participants?
		What recommendations should be made for future iterations or similar programs?
<b>Community Engagement and Partnerships</b>	<b>Community Engagement</b>	How did P4R engage community leaders, community-based organizations, and other interested parties?
		How were community partners engaged in the following project activities: needs assessment, project design, development of hypotheses, recruitment, data collection, data analysis and interpretation, and dissemination of findings?
		Were new respectful relationships developed with or between community partners as a result of P4R?
		How did P4R engage with diverse, under-resourced, and vulnerable communities?
	<b>Addressing Historical Research-Related Abuses and Mistrust</b>	In what ways did P4R address histories of research mistrust and abuses?
	<b>Organization-Participant Relationships</b>	Did participation in P4R change listening session participants' views about Duke, NCCU, the City of Durham (government), or the Durham community?

### ***3.1. Participant experiences***

#### **3.1.1 Sessions and services.**

Participants overwhelmingly viewed P4R as a positive experience (See Table C3.1.1 in Appendix C). On a scale of one to five in which one is “very positive,” two is “somewhat positive,” three is “neither positive nor negative,” four is “somewhat negative,” and five is “very negative,” 17 of the 19 participants who completed the exit survey rated their experience as “very positive” and the other two respondents rated their experience as “somewhat positive.” Similarly, 17 of 19 respondents rated their participation in the program as “very beneficial” and two respondents rated their participation in the program as “somewhat beneficial” (see Figure 3.1). Elaborating on the program’s benefits, one participant stated: “It allowed me to share something that had been stored away for ten years—allowed me to release it. I feel better now.” Another person said the program gave them time to reflect on the situation they were involved in. “It gave me a chance to express myself concerning the situation,” they continued, “and to try to at least come up with some ideas for things that might prevent gun violence.” A third individual said, “It opened my eyes and my heart, to let me know I’m a victim, too.”



**Figure 3.1.1: Participant response to the question “Overall for you, would you say that participation in this program was:”**

Facilitators were key to participants’ positive reception of the program. When discussing any activities/services that were especially beneficial, one participant cited the flexibility of the facilitators. Another said they exhibited “genuine empathy and concern that felt real. It wasn’t traumatic.” Another reported, “Just the program in itself. You guys were counselors for me for a month. And that’s wonderful.” As participants reflected on their interactions with the facilitators, most participants offered high praise: “My facilitators were phenomenal; deeply compassionate, kind, and intuitive.” Another remarked, “I was expecting to be condescended to, but it was a very different feeling, over the sessions.” Still a third person said, “Whatever training you did for the facilitators, it was very positive.” Another said of the facilitators, “They were the bomb. I didn’t expect to have two people who were so good!”

Facilitators described their interactions with participants as positive. One described the interactions as “wonderful and transformative.” Another noted it was “beautiful to feel a deeper

sense of connectedness.” A third said it was “humbling and rewarding.” Another facilitator expressed feeling “honored to sit and listen.”

A small portion of participants experienced challenges attending listening sessions. Amongst the obstacles cited were scheduling, childcare, and physical disability. When discussing the overall ease or difficulty of participating in the program, participants varied in their responses. Eleven of 19 said that participating was either somewhat easy or very easy, while five reported it was somewhat difficult. For the latter, one participant explained that “the difficult part is just opening that wound. That’s all...so it was a band-aid taken off, [and a wound] that needed to be healed.” Sometimes there was a journey of growth in the retelling of painful experiences, as when one participant recalled, “At first [...] it was hard to open up, but then it became easy.” Likewise, an individual reported: “The first session was hard because I hadn’t given myself time to process and think; it got easier with subsequent sessions.”

Fully 100% of participants strongly agreed with the statement that they felt respected by facilitators during the listening sessions. One hundred percent strongly agreed that the facilitators listened to them, and likewise professed their own respect for the facilitators. Nineteen of 20 facilitators strongly agreed they felt respected by the participants (the lone exception out of 20 “somewhat” agreed). One hundred percent of facilitators responded that they respected participants during the listening sessions. In conjunction with this strong rapport between facilitators and participants, no facilitators/participants reported a decrease in respect from the beginning of the first listening session to the end of the last listening session; all reported either no change or some degree of increase. It is clear an atmosphere of mutual respect flourished within these conversations.

### **3.1.2 Negative effects of participation**

A majority (58%) of participants who responded to the exit survey said they did not have anything to say about how P4R had negative effects on them (see Table C3.1.2). An even greater number (89%) said there were no particular activities or services of the program that contributed to negative effects for them.

Amongst those who did experience negative effects, multiple participants stated that the topic was emotionally taxing. However, some participants recognized value in discussing these traumas even if it would leave them fatigued by the end.

If future iterations of P4R are conducted, or if similar programs are conducted, participants recommended being very delicate in the approach to discussing traumas, with special attention paid to how recent the trauma was. One person noted that although remembering might be a “horror” for some people, this individual experienced the discussions as “cleansing.”

### **3.1.3 Revisiting traumatic experiences**

When asked directly about how discussing their experiences of gun violence made them feel, participants reported a variety of emotions (see Table C3.1.3). These included: hesitation to discuss the topic at all, skepticism as to whether discussion would be in any way helpful, sadness or frustration during the recounting of their experience, or even feeling that the discussions helped them process these experiences in a way that they had not already. Similarly, although many participants did not discuss traumatic experiences unrelated to gun violence, those who did do so reported a variety of internal responses to the discussions. One respondent said having such discussions was “horrible, like it was tearing me apart,” whereas another offered that it made them “feel good to speak about it, because it was a sense of relief.”

Although several individuals described the difficulty of retelling these traumatic experiences, participants overwhelmingly reported positive effects from sharing their experiences related to gun violence (see subsections 3.1.1 above and 3.5.1 below).

## ***3.2 Implementation***

### **3.2.1 Listening sessions**

Listening sessions were the key functional activity of the P4R program. As shown in Table C3.2.1, facilitators reported conducting them closely as instructed, and the sessions largely resulted in the desired deliverables. Specifically, the discussions that occurred during the listening sessions resulted in the qualitative research report and subsequent recommendations to the city's Wellness Task Force.

Thirteen out of 19 facilitator respondents said they conducted the sessions “closely” aligned with the instructions, and the remaining six said they conducted the sessions “somewhat” aligned with the instructions. When facilitators reported a few modifications they made to the format or conduct of the listening sessions, some of these changes included slightly rearranging the prescribed order or not utilizing the “speaking piece.”

There were a few reported challenges with conducting the listening sessions. The most common difficulty was in finding a time conducive to both facilitator and participant schedules. In addition, participants occasionally canceled.

### **3.2.2 Program functioning**

P4R staff members experienced multiple challenges to program functioning (see Table C3.2.2). The program experienced difficulties with paying facilitators and participants. Initially, both Duke University and the City of Durham agreed to provide funding, and each had its own fiduciary requirements that were not particularly well suited to paying facilitators and participants. Unfortunately, the window of time to use the city money expired before it could be used. Though the P4R staff members and Duke funding administrators found ways to use the



Duke funds, in some instances facilitators had to wait weeks after providing a service before receiving their compensation.

Because it took a long time to determine how to pay facilitators and participants, even the onset of the listening sessions was delayed. The P4R staff and Duke funding administrators were ultimately able to get a pay structure approved for facilitators as independent contractors, and also got a Social Security waiver accepted that allowed P4R to purchase gift cards as compensation/reimbursement for program participants. It took perseverance and adaptability to implement these creative solutions.

With multiple organizations involved—including Duke, NCCU, the City of Durham, and community organizations such as Restorative Justice Durham—multiple sets of administrative requirements sometimes brushed up against each other. Conflicting policies across these lines prevented each organization from fully participating as soon as it otherwise might have. To cite one example, it took months to get a Data Use Agreement approved between Duke University and NCCU. The City of Durham had a personnel change that resulted in limited participation from a city representative between November 2022 and March 2023, a key period in getting the program underway.

To overcome the challenges discussed above, P4R staff members relied on flexibility and communication. Biweekly operational meetings and separate biweekly research meetings proved instrumental in working through the variety of challenges the program faced. Respectful communication during these meetings, and openness to the ideas of others—along with timely decision-making by those in authority—allowed the program to move toward its goals. The staff was able to “keep the main thing the main thing”: conducting listening sessions in which survivors of gun violence were able to tell their stories. This focus allowed ancillary considerations to remain on the periphery.

### **3.2.3 Facilitator training and recruitment**

Facilitators were vital to the success of P4R and were highly effective by all measures. Facilitators who responded to the exit survey reported a high degree of confidence in their ability to conduct listening sessions following training (see Table C3.2.3). Similarly, they rated the quality of instruction as “very good.” Only limited critical feedback on the facilitator training was received; one recommendation was to have more practice sessions beforehand.

Facilitators performed their roles with a high degree of effectiveness, perhaps due to a high degree of motivation to serve in the role. They reported reasons for serving in the program as: wanting to give back to the community, a belief in restorative justice, having witnessed the consequences of gun violence, and/or wanting to contribute to both the healing of wounds from gun violence and the prevention of future violence. Most facilitators who responded to the exit survey did not report any factors that almost prevented them from serving in the program. Of those who did, these factors included not having directly experienced gun violence, and concern for the emotional burden of discussing the traumas of others.

Although facilitators were compensated for their service, they did not report financial incentives as a key reason for their participation in the program. On average, they said they would “very likely” have served even if not reimbursed for their time and travel expenses.

### **3.2.4 Facilitator support**

On average, facilitators characterized the ease of service in P4R as “somewhat easy” (see Table C3.2.4). Factors that they said contributed to this ease of service included previous professional training (as a teacher, psychotherapist, social worker), support from the program coordinator, the relationship with their co-facilitators, the P4R facilitator training they received, the restorative justice circle process, and the program’s structure.

A majority (64%) of facilitators who responded to the exit survey said that there was no additional support they would have liked the program to provide them to help with facilitating listening sessions. For those who would have like additional support to facilitate listening sessions, they said that they would have liked a more intuitive digital recorder and more ongoing trauma training.

When considering other types of additional support (other than support to facilitate listening sessions), a large majority (92%) of facilitators who responded to the exit survey said that there was no other type of support that they would have liked the program to provide them.

### ***3.3 Community engagement and partnerships***

#### **3.3.1 Community engagement**

The P4R program engaged parts of the Durham community and numerous community partners, particularly during the development of the program (see Table C3.3.1). Restorative Justice Durham (RJD) was one key community partner to this endeavor. Connections through RJD were essential for recruiting a sufficient number of facilitators and participants, developing a training curriculum for facilitators, and establishing a framework for respectful and effective listening sessions. The values of RJD were largely adopted by P4R, and these seemed to directly contribute to the power of the listening sessions and the positive experiences of participants.

Participants for the listening sessions largely came from under-resourced and vulnerable communities. This outreach was made possible due to the relationships already nurtured between RJD and these communities. These existing trusting relationships, and the ensuing word-of-mouth promotion of the program, were invaluable in recruiting both facilitators and participants. One staff member believes the success of the program within vulnerable communities was due to the great care paid toward “allowing agency and autonomy.” The P4R team made sure they “had informed participants and [were] accepting [of] the whole person,” the staff member asserted,

because “gun violence is just a part of [the individual’s] life,” and the team had to “be sensitive to ALL the other needs.”

P4R relied on a few community assets, such as the Religious Coalition for a Nonviolent Durham, during the conduct of the program. Because this vigil ministry has been building relationships for over 30 years, they were a key partner alongside Restorative Justice Durham and its large pool of trained, experienced volunteer facilitators.

Following the completion of the program’s listening sessions, P4R’s community engagement came largely through presentations to the City of Durham and Duke University. One staff member enthusiastically reported that relationships with City Council members “deepened and improved over time,” and that the council “was very affirming when we presented [the] final report.” Likewise, the relationship with Durham Beyond Policing deepened, providing “grassroots support [of this] pilot.”

As the P4R team considers future iterations of the project, it is clear that fundamentals must not be overlooked—e.g., P4R or programs like it should continue to provide free transportation. Additionally, the team must consider the indirect costs of Duke serving as the fiscal agent.

For similar projects, it is imperative that facilitators be instructed to ask survivors about what it was like to receive notification of their loved one’s death. In one staff member’s words: “I have never spoken with a gun violence survivor of a homicide victim who did not describe in detail how they learned that their loved one had been killed. It has been and is a critical component of care for survivors, [whom] we assign to law enforcement officers sworn to address the crime, not comfort the family.” If these stories demonstrate a pattern of law enforcement poorly handling the emotional trauma, or poorly delivering the news, law enforcement leaders can then learn from this and make changes. Alternatively, the city could assign another entity to

deliver the notifications. But first it will require facilitators drawing out these stories, enabling the program to make a much stronger recommendation to the city on how they notify future families.

### **3.3.2 Addressing historical research-related abuses and mistrust**

Most participants were not very concerned about the possibility of being mistreated in this program (see Table C3.3.2). In their exit surveys, two-thirds of participant respondents stated that when entering the program they were “not concerned at all” about experiencing mistreatment in the program, and an additional 11% were “not very concerned.”

Following their first listening sessions, most participants maintained their level of unconcern about being mistreated in the program. A couple participants became even less concerned about mistreatment following their first listening session. Only one participant reported a higher level of concern following the first listening session. This increase was due to the knowledge that the sessions would be recorded, and the person anticipated they would be open about what are often considered sensitive topics, including race, politics, and religion. A second participant reported feeling an increased likelihood of experiencing mistreatment once they learned the City of Durham was one of the program partners.

Factors that helped participants not anticipate mistreatment included the discussion guidelines presented by facilitators, and reassurances provided during enrollment phone calls.

Of note: prior to beginning their first listening sessions, many participants were unaware of the involvement of one or both universities and the City of Durham in P4R (between 42-53% of respondents were unaware that Duke University was involved in the program; between 58-74% of participants were unaware that NCCU was involved; and between 32-47% were unaware that the City of Durham was involved).

### **3.3.3 Organization-participant relationships**

Collectively, participants reported a slight improvement in their views of Duke, NCCU, the City of Durham government, and the Durham community as a result of participating in P4R (see Table C3.3.3). In their exit surveys, 11 of 19 participant respondents expressed a belief that they had a somewhat positive or very positive view of Duke prior to participating in the program. Fifteen of 19 held a somewhat positive or very positive view of Duke after participating in the program. In their exit surveys, participants reported that their pre-participation views of NCCU were already either somewhat positive or very positive (15 of 19 participant respondents). Following participation, very positive or somewhat positive view of NCCU increased to 16 of 19. The City of Durham had only 5 of 19 reporting a pre-participation view of somewhat positive or very positive, and this increased minimally, resulting in 7 of 19 feeling this way after participating in P4R. Positive feelings towards the Durham community as a whole went from 8 of 19 to 9 of 19.

One participant, in discussing how they changed their views of these organizations, said, “The collaboration means you’re no longer working in silos.” They continued, “I’d like to see how this pans out.” A second person said their view “became more positive, knowing these entities care about this issue.” A third participant, however, was not yet ready to trust the collaboration, saying, “Not until I see some results. It won’t change nothing until I see some results. Because—what have they done? ...If I see some kind of results, I’ll [think,] all right, maybe they did keep their word. Maybe Duke ain’t too bad.”

## ***3.4 Recruitment, representativeness, and generalizability***

### **3.4.1 Participant recruitment and retention**

Methods used to create awareness of the P4R program included distributing flyers in Durham Housing Authority Properties and meeting with leaders of local organizations. Being

informed about the program by someone with whom they already had a personal relationship was the method participants cited most frequently as part of their motivation for participating.

P4R experienced a number of challenges with participant recruitment (see Table C3.4.1). First, although the program was open to both persons who were themselves physically injured by gun violence and the loved ones of persons who were killed or physically injured by gun violence, the program originally intended to have a higher proportion of the former. Instead, only 11 of the 30 participants were themselves physically injured by gun violence. Similarly, although a large majority of persons physically injured by gun violence in Durham County each year are male (approximately 84%), only 11 of the 30 participants were male (Vila & Cook, 2022).

Twenty-eight of the 30 participants (93%) identified as Black, which is a slightly higher percentage than the 86% of persons physically injured by gun violence in Durham in recent years who were Black (Vila & Cook, 2022).

The program intended to recruit enough participants for 40 participants to complete the program. Thirty participants completed at least one listening session. Seventeen potential participants began enrollment in the program but never participated in a listening session.

When asked what the program could have done to better recruit persons who have experienced gun violence, participant respondents shared ideas such as: visiting homeless shelters, recreation centers, schools, hospitals, vape stores, and libraries; utilizing social media; and speaking with pastors or other local leaders (see Table 3.4). Recruitment recommendations from the P4R staff for future iterations included spending more time with community organizations that serve survivors of gun violence months ahead of beginning the program.

Amongst participants who responded to the exit survey, the participants cited reasons they almost did not participate in the program, including: childcare, distrust of partner organizations, and fear of getting themselves or others in trouble with the law as a result of

statements made during listening sessions. These reasons can help inform why other potential participants did not complete the program.

There were diverse reasons that participants participated in the program. One did so because, as they said, “my loved one’s story needed to be told, and nobody else will tell the story.” Another admitted, “I needed help getting better focus, getting my mind back into society.” A third simply wanted “to help facilitate change.” And a fourth described his motivation thus: “So that another young Black man like me, just new to being shot—and confused—could connect with someone.”

Seventy-four percent of participant respondents reported that facilitators were a key factor that made it easy to participate in P4R. Other factors that easily enabled participation included the location of the venue, scheduling convenience, and religious faith.

Although participants were reimbursed for time and travel expenses, participants who completed the exit survey did not describe financial incentive as essential to their willingness to participate in the program. Eighty-nine percent of participant respondents said it was “very likely” or “somewhat likely” that they would have participated even if they had not been reimbursed for time and travel expenses. Nonetheless, many participants expressed how helpful it was to receive compensation. One person noted, “[I didn’t do this] just for the card[s] you gave us, but they helped me out a lot. Getting off what was on my mind, and expressing my feelings, and then being able to leave there and go get some things I needed for my house, or go get my grandson some underwear because he didn’t have any—that makes you feel good, too.”

### **3.4.2 Inclusion of Non-English-Speaking Persons**

An area in which P4R could have used significant improvement was in its inclusion of non-English-speaking persons. All 30 program participants spoke English as their first language



(see Table C3.4.2). Although approximately 9% of gunshot victims in Durham in recent years were Hispanic, none of the 30 P4R participants identified as Hispanic (Cook & Vila, 2022).

Only one potential participant who identified as Hispanic began the enrollment process; ultimately the potential participant did not participate in the program. The program coordinator met with representatives of three organizations that work predominantly with Spanish-speaking persons, hoping to spread awareness of P4R. However, P4R participant recruitment flyers were only ever prepared and distributed in English. One issue that hindered creation of recruitment materials in Spanish was the lack of a dedicated translator to prepare such materials. The City of Durham eventually offered to provide translators as needed, but it was June of 2023 before active coordination with the city on such matters was occurring. By this point, most recruitment efforts had been completed and the listening sessions were well underway.

One facilitator reported being proficient enough in Spanish to conduct a listening session in Spanish, if given the opportunity. However, due to the structure of the listening sessions, ideally at least two facilitators would have felt comfortable doing so.

### ***3.5 Dissemination of findings and community benefit***

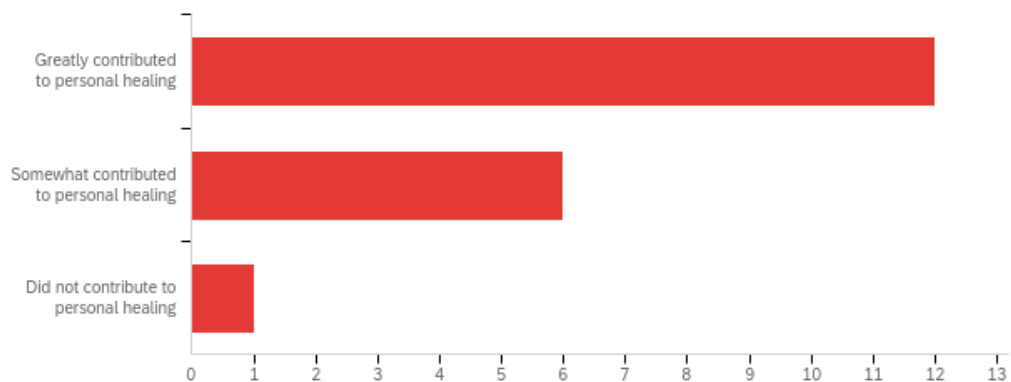
#### **3.5.1 Increased understanding and immediate impact**

P4R contributed to increased understanding of the causes of gun violence, of the effects of gun violence, and of other issues related to gun violence. The listening sessions and subsequent qualitative analysis collected responses and identified themes for the four questions central to the program (see Section 1.2).

All participants who completed the exit survey said that during their listening sessions they had the opportunity to share their thoughts on how the cycle of gun violence in Durham can be addressed (see Table C3.5.1). The program coordinator reported that only one of the 30 participants did not address all four questions in the listening sessions.

Program participants and facilitators largely believed that this program can contribute to repairing harms and ending cycles of violence in Durham. Thirteen of 19 participant respondents said it can “greatly” contribute, and five said it can “somewhat” contribute to repairing harms and ending cycles of violence. When asked the same question, eight of 20 facilitator respondents said it can “greatly” contribute, and 11 said it can “somewhat” contribute.

Relevant to repairing harms and increased understanding, many participants expressed positive change as a result of participating in this program. Sixty-three percent of respondents said it “greatly” contributed to personal healing; 32% said it “somewhat” contributed (see Figure 3.5.1). Twelve of 19 said it changed the way they felt about themselves. In describing this change, one participant said, “I’m not blaming myself as much.” Another said, “This program has really, really just changed my whole mindset.... [I feel like I’m] being part of the solution.” “For me, personal healing is forgiving myself,” said a third participant; “and that seems to be the hardest part: forgiving oneself.” Finally, a fourth person emphasized: “You guys being here to listen contributed to healing. Being able to share contributed to healing.”



**Figure 3.5.1: Participant response to the question “To what degree did this program contribute to personal healing for you?”**

Sixty-three percent of participants said the program will change the way they care for themselves. One person stated, “[Participating in this program] made me more intentional—not

only for myself, but for my eleven-year-old.” The program enabled one person to, in their words, “actually, finally care” for themselves. An individual reported that their “morning starts different” as a result of this process, and now they are “finding joy in the day today, as opposed to just trying to safely get through the day.”

For some participants, the program also transformed the way they felt about others, with six reporting it did, and three reporting it “maybe” did. “I look at Duke and the city of Durham a little different,” said one. “I think, ‘Okay, you’re trying this hard.’” Another said, “I’m just hopeful that others will take time to slow down and really process how these violent acts are affecting us.” There were even ripple effects on people’s households; one woman confessed, “I’m more of a mom now. I’m present. Before, I was just existing. But now I’m present. I’m here.”

### **3.5.2 Survivor needs, resources, services**

While participants were highly positive about P4R as a service, program participants had varied experiences with P4R connecting them to other resources or services (see Table 3.6). Fifty-eight percent of participant respondents said they were not referred to any social services by facilitators or the program coordinator. Most participants were not connected to a resource or service by P4R. Similarly, most participants said that there was not a resource or service to which they would have liked P4R to be able to connect them. For those who did desire additional services, responses varied and included counseling, art therapy, support groups, reparation money, immediate housing, and assistance with becoming a vocal performing artist who could creatively share their story of survival.

For those who were referred to third-party services, these resources included counseling, group therapy, an individual learning website, and even mentorship of the participant’s animal-enthusiast child via the Animal Division of the Durham County Sheriff’s Office. Multiple participants who were referred to services did not believe they would continue using these

services. Reasons included: not qualifying for the service, feeling they did not need the service, and in the words of one respondent, “I was discouraged when the therapy office didn’t ask me my name, and [instead] went right to questions about insurance.”

The P4R qualitative research report collected the self-identified needs of survivors of gun violence and coded responses to the question “What needs to be done to make things as right as possible?”

P4R was able to revitalize some participants to be their “own resource.” For example, one participant illustrated how the affirmation of the facilitator led to self-affirmation: “I appreciated that the facilitator affirmed the importance of my work in a public school. It changed the way I feel about the work I’m doing—whether I’m making a difference in the students’ lives. And being affirmed in my role has a cumulative effect with others I meet in the community.” Another shared about habit changes and mindset shifts: “I am coming back into remembering who I was before losing someone to gun violence. I am praying more and meditating more.” Still a third reported such positive changes as: “Now I’m vibrant. I’m [able] to speak my mind. I feel more comfortable. I’ve lost weight.” A fourth person said, “I am willing to put myself out there, and value my own labor enough to charge for it. Being creative, taking up space.” A fifth individual said, “I treat myself like I’m [a] queen now.”

### **3.5.3 Policy proposals**

The P4R program did not create as detailed a set of policy proposals as may have been hoped for, considering “a preliminary list of policy proposals to respond to and decrease gun violence” was included as a short-term outcome in the P4R logic model. However, P4R did directly contribute to policy recommendations. Specifically, P4R leadership’s discussions with the Durham Wellness Task Force and Durham City Council resulted in a proposal for the city to

create an Office of Survivor Care (OSC). The OSC would center around the experiences of survivors of gun violence and develop community-level responses thereto.

P4R did not make specific recommendations to other organizations involved such as Duke Health, Duke University, or NCCU. Nonetheless, through P4R's qualitative research component, the program identified a number of commonalities among 1) the needs of survivors of gun violence, 2) factors that have contributed to personal healing, and 3) strategies for community-level responses both to help individuals heal and to break the cycle of violence (see Table C3.5.3).

## **4. Discussion**

### ***4.1 Summary of recommendations for future iterations of P4R or similar programs***

As demonstrated through the responses of participants in their exit surveys, facilitator selection and training were excellent. Although it is hard to distinguish between the relative positive impact of facilitator selection vs. facilitator training, neither component seemed to have significant negative impacts on the effectiveness of the facilitators. The facilitator curriculum provided by RJD should continue to be used if future iterations of this program are conducted.

When selecting facilitators for similar programs, it could be important to find people with similar motivations as the ones for this iteration of P4R. Facilitators offered a variety of motivations for participating in the program: wanting to give back to the city, a desire to serve vulnerable citizens, a belief in the mission of P4R, a wish to support those who have been harmed, and a trust in restorative justice practices.

An overwhelming proportion of participants described the program as very beneficial. The listening sessions themselves have value even if systemic change is not brought about as a result of said listening sessions: many participants described how the program contributed to personal healing and has resulted in positive changes in their daily lives. If the City of Durham moves forward with the proposal to create an Office of Survivor Care (OSC), listening sessions like the ones conducted in P4R could be a centerpiece of the office's work. In this way, the city would know it's making an impact on the lives of citizens affected by gun violence. Though yet to be demonstrated with long-term data, the voices of these survivors may indeed contribute to systemic change, and the OSC can aid in that process. An indication this may prove true is that the voices of participants from P4R were well received by the city Wellness Task Force and the

Durham City Council, and have been a driving factor in the creation of the OSC. City officials have demonstrated receptiveness to the voices of survivors.

Although P4R focused on the experiences of persons impacted by gun violence and brought together multiple organizations concerned about this issue (including two universities, the city government, and community groups), other community-wide problems could potentially be addressed through a similar approach. Driving while intoxicated is an example of one community-level problem, amongst many possible examples, in which the voices of those impacted could help effect change. Listening sessions, conducted with trained facilitators, could potentially contribute to healing.

Future iterations of this program, similar programs, and efforts to reach out to survivors of gun violence by the OSC could benefit from lessons learned about recruiting for P4R. One P4R staff member noted that recruitment efforts should have commenced several months ahead of the initiation of listening sessions in order to have sufficient time to meet with community leaders, provide education, and obtain support for program activities. Most participants enrolled based on recommendations from people they trusted. Thus, the more trusted community leaders are informed about a program like this, the more likely that recruitment efforts will succeed. As mentioned in the results chapter, additional efforts are especially needed in the recruitment of persons who identify as Hispanic. Starting recruitment efforts earlier with leaders in the Latinx community is essential. Leaders from such groups can not only spread word about the program themselves, they can also help inform recruitment strategies for the program as a whole.

As noted during the results chapter, a high percentage of participants were unsure which organizations were sponsoring the program prior to participating in their first listening session. Improved transparency has the potential to deter some people from participating in the program, should they have unfavorable views of these organizations. To minimize the potential negative

impact of that increased transparency, recruitment efforts could highlight testimonies from previous participants about their experiences. This might help assuage fears. On the other hand, following a principle of transparency could build trust with the participants. Thus, improved efforts should be made during recruitment and intake to inform participants what organizations are sponsoring the program.

Flexibility, adaptability, and clear communication were critical to the success of P4R. As a pilot program, P4R regularly experienced unexpected challenges. Regularly scheduled meetings, judgment-free communication, a free exchange of ideas, timely decisions, and creative solutions all allowed the program to move toward its goal: hearing the stories of survivors of gun violence. Any future pilot programs involving public/private partnerships could benefit from similar approaches.

#### ***4.2 Limits of the program evaluation of P4R***

Through discussion with the P4R leadership, and insights from facilitators and participants, the evaluator and program coordinator agreed that the program coordinator should conduct participant exit surveys with participants and that these exit surveys should be conducted in-person. Reasons for this decision included a degree of comfort and familiarity that participants had already built with the program coordinator through the intake process, ease of reimbursement for time and travel expenses, and anticipated comfort level based on the race and gender of the program coordinator and the race and gender of a majority of the participants. Although this approach likely was in the overall best interest of participants, it may have introduced additional bias into the participant exit surveys. In some instances, participants may have had a desire to please the program coordinator, knowing how involved she was with the conduct of the program. In addition, conducting the survey in-person took away anonymity between the participant and



the program coordinator, so it is possible participants may have wanted to provide socially desirable responses.

With listening sessions beginning late Feb. 2023 and ending early Oct. 2023, it has been less than a year since P4R has concluded. As such, positive impacts reported by participants have thus far only been investigated in the short term, and we do not yet have data on the long-term impacts of this program.

Lastly, the program evaluator was invested in the program beyond simply evaluating the program, through participation in the qualitative research component, and through participation in both research and operational meetings. In addition, the faculty lead of P4R was the evaluator's thesis advisor. Although the evaluator has attempted to present impartial findings, the emotional investment in P4R has the potential to bias the evaluator's findings.

## **5. Conclusion**

P4R directly contributed to personal healing for a majority of its participants. While the program's ability to create long-term systemic change is still unknown, the short-term benefits of the listening sessions seem to warrant any organization interested in the wellness of gun violence survivors to offer such a service, whether here in Durham or in other cities impacted by gun violence. Locally, the city's proposed Office of Survivor Care could adopt the facilitator training and listening session methodologies offered by Restorative Justice Durham that proved so instrumental to the success of P4R.

## Appendix A

### P4R Participant Exit Survey

**This first set of questions focuses on your experiences as a participant and the effects of participation.**

Q1 Overall, for you, would you say that participation in this program was:

- Very beneficial (1)
- Somewhat beneficial (2)
- Neither beneficial nor harmful (3)
- Somewhat harmful (4)
- Very harmful (5)

Q2 Is there anything you would like to say about how this program was beneficial to you?

---

Q3 Is there anything you would like to say about how this program had negative effects for you?

---

Q4 Are there any activities or services of this program that were especially beneficial?

---

Q5 Are there any activities or services of this program that especially contributed to negative effects for you?

---

Q6 If you experienced negative effects, and if this program is conducted again in the future, is there anything that could be done to prevent similar negative effects for future participants?

---

Q7 During the listening sessions, I felt that the facilitators listened to me.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q8 During the listening sessions, I felt respected by the facilitators.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q9 During the listening sessions, I respected the facilitators.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q10 This question asks about any changes in your level of respect for the facilitators from the beginning of the first listening session to the end of the last listening session. Would you say that your level of respect for the facilitators:

- Greatly increased (1)
- Somewhat increased (2)
- Neither increased nor decreased (3)
- Somewhat decreased (4)
- Greatly decreased (5)

Q11 This question asks about any changes you felt in the level of respect the facilitators have for you from the beginning of the first listening session to the end of the last listening session. Would you say that the level of respect the facilitators have for you:

- Greatly increased (1)
- Somewhat increased (2)
- Neither increased nor decreased (3)
- Somewhat decreased (4)
- Greatly decreased (5)

Q12 Is there anything else you would like to say about your interactions with the facilitators?

---

Q13 Regarding participation in this program, would you say that for you participating was:

- Very easy (1)
- Somewhat easy (2)
- Neither easy nor difficult (3)
- Somewhat difficult (4)
- Very difficult (5)

Q14 If you said that participation in the program was difficult or easy, what made it difficult or easy?

---

Q15 Overall, how would you rate your experience in this program?

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q16 Did you have any challenges with attending listening sessions? If so, what were the challenges?

---

**This next set of questions is intended to help the program understand factors that may have contributed to why you and other participants decided to participate in this program.**

Q17 What was the main reason you decided to participate in this program?

---

Q18 Was there anything that almost prevented you from participating in this program? If so, what?

---

Q19 Was there anything that made it easy to participate in this program? If so, what?

---

Q20 If you had not been reimbursed for your time and travel expenses, how likely is it that you would have still participated in this program?

- Very likely (1)
- Somewhat likely (2)
- Neither likely nor unlikely (3)
- Somewhat unlikely (4)
- Very unlikely (5)

Q21 Is there anything you think this program could have done better to recruit persons who have experienced gun violence in Durham to be participants in this program?

---

**These next few questions will help the program understand whether you were referred to any form of social services and whether you think these services will be helpful.**

Q22 Were you referred to any social services by your facilitators or by the program coordinator? If so, what services?

---

Q23 What need(s) was/were the service(s) to which you were referred intended to meet? In other words, why do you think you were referred to the service(s)?

---

Q24 Is there anything you would like to share about why you will or will not use, or continue using, any of the services to which you were referred?

---

Q25 Were there any resources or services that this program was not able to connect you to that you would have liked for the program to be able to connect you to?

---

**This next set of questions will help the program understand if participation changed your views about any of the organizations involved with the program.**

Q26 Prior to participating in this program, would you say that your view of Duke University was:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q27 Following your participation in this program, would you say that your view of Duke University is:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q28 Prior to participating in this program, would you say that your view of North Carolina Central University was:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q29 Following your participation in this program, would you say that your view of North Carolina Central University is:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q30 Prior to participating in this program, would you say that your view of the City of Durham government was:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q31 Following your participation in this program, would you say that your view of the City of Durham government is:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)



Q32 Prior to participating in this program, would you say that your view of the Durham community was:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q33 Following your participation in this program, would you say that your view of the Durham community is:

- Very positive (1)
- Somewhat positive (2)
- Neither positive nor negative (3)
- Somewhat negative (4)
- Very negative (5)

Q34 Is there anything else you would like to say about how this program changed your view of Duke University, North Carolina Central University, the City of Durham government, and/or the Durham community?

---

**Two universities and the City of Durham government were involved with this program. These next few questions are intended to help the program understand whether the involvement of the two universities and/or the City of Durham government contributed to any concerns for you about how you might be treated in the program.**

Q35 Before beginning your first listening session, were you aware that Duke University was involved with this program?

- Yes (1)
- Maybe (2)
- No (3)

Q36 Before beginning your first listening session, were you aware that North Carolina Central University was involved with this program?

- Yes (1)
- Maybe (2)
- No (3)

Q37 Before beginning your first listening session, were you aware that the City of Durham was involved with this program?

- Yes (1)
- Maybe (2)
- No (3)

Q38 Based on the involvement of Duke University, North Carolina Central University, and/or the City of Durham, to what degree were you concerned that you would experience mistreatment in this program?

- Not concerned at all (1)
- Not very concerned (2)
- Neither concerned nor unconcerned (3)
- Somewhat concerned (4)
- Extremely concerned (5)

Q39 After completion of your first listening session, to what degree were you concerned that you would experience mistreatment in this program?

- Not concerned at all (1)
- Not very concerned (2)
- Neither concerned nor unconcerned (3)
- Somewhat concerned (4)
- Extremely concerned (5)

Q40 Is there anything this program did that made you feel more or less likely to experience mistreatment in this program? If yes, what?

---

**This next question will help the program better understand how discussing traumatic experiences related to gun violence made you feel.**

Q41 How did discussing traumatic experiences related to gun violence during the listening sessions make you feel?

---

Q42 If you discussed other traumatic experiences during the listening sessions, how did discussing those experiences make you feel?

---

**This next group of questions is the final group of questions. These questions will help the program understand if it has made progress towards its intended outcomes.**

Q43 To what degree did this program contribute to personal healing for you?

- Greatly contributed to personal healing (1)
- Somewhat contributed to personal healing (2)
- Did not contribute to personal healing (3)

Q44 Did this program change the way you feel about yourself?

- Yes (1)
- Maybe (2)
- No (3)

Q45 If this program changed the way you feel about yourself, how do you feel about yourself now compared to before you participated in this program?

---

Q46 Did this program change the way you feel about others?

- Yes (1)
- Maybe (2)
- No (3)

Q47 If this program changed the way you feel about others, how do you feel about others now compared to before you participated in the program?

---

Q48 Did this program change the way you will care for yourself?

- Yes (1)
- Maybe (2)
- No (3)

Q49 If this program changed the way you will care for yourself, how will you care for yourself now compared to before you participated in the program?

---

Q50 Did this program change the way you will receive care from others?

- Yes (1)
- Maybe (2)
- No (3)

Q51 If this program changed the way you will receive care from others, how will you receive care from others now compared to before you participated in the program?

---

Q52 Did participation in this program provide you the opportunity to share thoughts about how the cycle of gun violence in Durham can be addressed?

- Yes (1)
- Maybe (2)
- No (3)

Q53 To what degree do you believe this program can contribute to repairing harms and ending cycles of violence in Durham?

- It can greatly contribute to repairing harms and ending cycles of violence (1)
- It can somewhat contribute to repairing harms and ending cycles of violence (2)
- It cannot contribute to repairing harms and ending cycles of violence (3)

## Appendix B

### P4R Facilitator Exit Survey

Q1 After completing facilitator training, how confident were you that you could facilitate listening sessions as instructed:

- Very confident (1)
- Somewhat confident (2)
- Not confident (3)

Q2 Overall, would you say that the quality of instruction you received during facilitator training was:

- Very good (1)
- Good (2)
- Neither good nor bad (3)
- Bad (4)
- Very bad (5)

Q3 If future iterations of this program are conducted, do you believe any changes should be made to facilitator training (for new facilitators)? If so, what changes should be made?

---

Q4 During the listening sessions, I felt respected by the participant(s).

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5 During the listening sessions, I respected the participant(s).

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q6 This question asks about any changes in your level of respect for the participant(s) from the beginning of the first listening session to the end of the last listening session. Would you say that your level of respect for the participant(s):

- Greatly increased (1)
- Somewhat increased (2)
- Neither increased nor decreased (3)
- Somewhat decreased (4)
- Greatly decreased (5)

Q7 This question asks about any changes you felt in the level of respect the participant(s) have for you from the beginning of the first listening session to the end of the last listening session. Would you say that the level of respect the participant(s) have for you:

- Greatly increased (1)
- Somewhat increased (2)
- Neither increased nor decreased (3)
- Somewhat decreased (4)
- Greatly decreased (5)

Q8 Is there anything else you would like to say about your interactions with the participant(s)?

---

Q9 Did you experience any logistical or administrative challenges with conducting listening sessions? If so, what were the challenges?

---

Q10 To what degree did you conduct listening sessions according to the instructions you received?

- Very closely aligned with the instructions (1)
- Somewhat closely aligned with the instructions (2)
- Not at all closely aligned with the instructions (3)

Q11 Did you have to make any modifications to the format or conduct of listening sessions? If yes, why? If yes, what modifications did you make?

---

Q12 Regarding service as a facilitator in this program, would you say that for you serving as a facilitator was:

- Very easy (1)
- Somewhat easy (2)
- Neither easy nor difficult (3)
- Somewhat difficult (4)
- Very difficult (5)

Q13 If you said that serving as a facilitator was easy or difficult, what made it easy or difficult?

---

Q14 What was the main reason you decided to serve as a facilitator in this program?

---

Q15 Was there anything that almost prevented you from serving as a facilitator in this program? If so, what?

---

Q16 If you had not been reimbursed for your time and travel expenses, how likely is it that you would have still served as a facilitator in this program?

- Very likely (1)
- Somewhat likely (2)
- Neither likely nor unlikely (3)
- Somewhat unlikely (4)
- Very unlikely (5)

Q17 Is there any additional type of support you would have liked the program to provide to you to help you better facilitate listening sessions? If yes, what?

---

Q18 Is there any other type of support you would have liked the program to provide to you? If yes, what?

---

Q19 What is your level of proficiency in Spanish?

- Native speaker (1)
- Conversant in topics like the news and politics (2)
- Able to ask and answer questions about one's day (3)
- Able to use simple greetings and shop at stores (4)
- Don't know any Spanish (5)

Q20 Are you proficient enough in Spanish to facilitate a listening session in Spanish?

- Yes (1)
- Maybe (2)
- No (3)



Q21 If future iterations of this program are conducted, is there anything you think the program should do differently? What and why?

---

Q22 To what degree do you believe this program can contribute to repairing harms and ending cycles of violence in Durham?

- It can greatly contribute to repairing harms and ending cycles of violence (1)
- It can somewhat contribute to repairing harms and ending cycles of violence (2)
- It cannot contribute to repairing harms and ending cycles of violence (3)

## Appendix C

**Table C16.01.1 Indicators and measures for evaluation questions centered around participant experiences with sessions and services.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Did listening session participants feel listened to?	During the listening sessions, I felt that the facilitators listened to me.	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.00, Std. Dev. = 0.0; Scale = 1 to 5, 1 = Strongly agree
Were respectful relationships developed between facilitators and participants?	During the listening sessions, I felt respected by the facilitators.	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.00, Std. Dev. = 0.0; Scale = 1 to 5, 1 = Strongly agree
	During the listening sessions, I respected the facilitators.	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.00, Std. Dev. = 0.0; Scale = 1 to 5, 1 = Strongly agree
	This question asks about any changes in your level of respect for the facilitators from the beginning of the first listening session to the end of the last listening session. Would you say that your level of respect for the facilitators:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.05, Std. Dev. = 0.94; Scale = 1 to 5, 2 = Somewhat increased

	This question asks about any changes you felt in the level of respect the facilitators have for you from the beginning of the first listening session to the end of the last listening session. Would you say that the level of respect the facilitators have for you:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.00, Std. Dev. = 0.92; Scale = 1 to 5, 2 = Somewhat increased
	Is there anything else you would like to say about your interactions with the facilitators?	Participants (Exit Survey)	Qualitative in-person survey question	"Loved it" / "Blessed" / "My facilitators were phenomenal: deeply compassionate, kind, intuitive" / "I was expecting to be condescended to. But it was a very different feeling." / "spoke to me heart-to-heart" / "I didn't expect to have two people who were so good" / "They were a joy to be with"
	During the listening sessions, I felt respected by the participant(s).	Facilitators (Exit Survey)	Quantitative in-person survey question	Mean = 1.05, Std. Dev. = 0.22; Scale = 1 to 5, 1 = Strongly agree
	During the listening sessions, I respected the participant(s).	Facilitators (Exit Survey)	Quantitative in-person survey question	Mean = 1.00, Std. Dev. = 0.00; Scale = 1 to 5, 1 = Strongly agree

	This question asks about any changes in your level of respect for the participant(s) from the beginning of the first listening session to the end of the last listening session. Would you say that your level of respect for the participant(s):	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.75, Std. Dev. = 0.94; Scale = 1 to 5, 2 = Somewhat increased
	This question asks about any changes you felt in the level of respect the participant(s) have for you from the beginning of the first listening session to the end of the last listening session. Would you say that the level of respect the participant(s) have for you:	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.95, Std. Dev. = 0.80; Scale = 1 to 5, 2 = Somewhat increased
	Is there anything else you would like to say about your interactions with the participant(s)?	Facilitators (Exit Survey)	Qualitative online survey question	"honor to sit and listen to those sharing a vulnerable part of themselves" / "wonderful and transformative" / "vulnerability, honesty, and trust"
Were respectful relationships developed between the	<i>N/A - Not asked or answered</i>	<i>N/A</i>	<i>N/A</i>	

program coordinator and participants? <sup>1</sup>				
What did participants think of their interactions with P4R? Were they satisfied with their experience with P4R?	Overall, how would you rate your experience in this program?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.11, Std. Dev. = 0.31; Scale = 1 to 5, 1 = Very positive
Were P4R activities and services beneficial to participants?	Overall, for you, would you say that participation in this program was:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.11, Std. Dev. = 0.31; Scale = 1 to 5, 1 = Very beneficial
	Is there anything you would like to say about how this program was beneficial to you?	Participants (Exit Survey)	Qualitative in-person survey question	"Opened my eyes and heart to let me know I'm a victim too." "I hadn't realized there were still unresolved emotions." "...had been stored away for 10 years--allowed me to release it."
	Are there any activities or services of this program that were especially beneficial?	Participants (Exit Survey)	Qualitative in-person survey question	"Helped open my mind." "...helping people express themselves." "...it can open the eyes of other people." "You guys were counselors for me for a month and that was wonderful." "The card you guys gave us helped a lot..."

<sup>1</sup> This question was removed once the decision was made to have the program coordinator conduct the participant exit surveys.

				expressing my feelings and then... go get my grandson some underwear."
What challenges to participation in P4R did participants experience?	Regarding participation in this program, would you say that for you participating was:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.42, Std. Dev. = 1.14; Scale = 1 to 5, 2 = Somewhat easy
	If you said that participation in the program was difficult or easy, what made it difficult or easy?	Participants (Exit Survey)	Qualitative in-person survey question	"They made me comfortable" / "It was sometimes too exhausting" / "The difficult part is just opening the wound... it was a bandaid taken off that needed to be healed" / "it was kind of difficult at first because it's hard to open up, and then it became easy" / "it was kind of easy for me because it's something I've been wanting to do for a long time" / "The facilitators made it easy"
	Did you have any challenges with attending listening sessions? If so, what were the challenges?	Participants (Exit Survey)	Qualitative in-person survey question	No or similar (58% of respondents) / "Just the scheduling sometimes" / "My physical disability impacted my punctuality" / "When Ubers didn't pick up in the village because they were too scared" / "One time I had to bring my grandson"

**Table C3.1.2: Indicators and measures for evaluation questions centered around negative effects of participation.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
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Did participation in P4R services and activities have negative effects for program participants? What were the negative effects?	Is there anything you would like to say about how this program had negative effects for you?	Participants (Exit Survey)	Qualitative in-person survey question	No or similar (58% of respondents) / "It was draining for me" / "Got me teary-eyed thinking about them" / "Knowing that some people aren't doing nothing about gun violence" / "The topics aren't easy"
	Are there any activities or services of this program that especially contributed to negative effects for you?	Participants (Exit Survey)	Qualitative in-person survey question	No or N/A or similar (89% of respondents) / "Just feeling fatigued" / "if I sit here and tell you... but you would never understand still entirely why I did it"
Are there ways these negative effects could be prevented in future iterations or similar programs?	If you experienced negative effects, and if this program is conducted again in the future, is there anything that could be done to prevent similar negative effects for future participants?	Participants (Exit Survey)	Qualitative in-person survey question	"If it was fresh... you'd have to be more delicate in your approach" / "If they're not ready to deal and confront those battles... it can produce trauma and make them close up" / "Some people might have a horror of remembering. I didn't have a horror though, I had a cleansing."

**Table C3.1.3: Indicators and measures for evaluation questions centered around revisiting traumatic experiences.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
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How did program participants feel after revisiting/discussing traumatic experiences?	How did discussing traumatic experiences related to gun violence during the listening sessions make you feel?	Participants (Exit Survey)	Qualitative in-person survey question	"upset and confused" / "very emotional" / "It was cleansing" / "Sad, frustrated, disappointed" / "Initially it was a lot of it was hesitation. You hate to feel that you're being judged... but that quickly went away" / "A little suspicious, a little skeptical" / "I always wanted to talk about what happened to one of my brothers" / "I didn't feel scared or anything. I just wanted to get it out there, to discuss how the experience kind of tortured me, to say the things I learned so maybe that can help somebody else" / "I was ok with it. It happened awhile ago." / "I wondered... when I left the session would I keep thinking about it. But, it actually helped. It didn't retraumatize me."
	If you discussed other traumatic experiences during the listening sessions, how did discussing those experiences make you feel?	Participants (Exit Survey)	Qualitative in-person survey question	"It triggered me. But I think it's good to talk about, just to be listened to, even if we can't get solutions." / "Ultimately empowered, because speaking it meant it no longer had power over me." / "Horrible, like it was tearing me apart." / "Gross, awful. Pit in my stomach." / "It just made me feel like everything was out on the table." / "Made me feel at ease" / "...it made me feel good to speak about it, because it was a sense of relief"

**Table C3.2.1: Indicators and measures for evaluation questions centered around listening sessions.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
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Were listening sessions conducted as planned? Were any modifications to listening sessions necessary? If so, why?	Did you experience any logistical or administrative challenges with conducting listening sessions? If so, what were the challenges?	Facilitators (Exit Survey)	Qualitative online survey question	"No challenges" / "had a few cancellations" / "some rescheduling"
	To what degree did you conduct listening sessions according to the instructions you received?	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.32, Std. Dev. = 0.46; Scale = 1 to 3, 1 = Very closely aligned with the instructions
	Did you have to make any modifications to the format or conduct of listening sessions? If yes, why? If yes, what modifications did you make?	Facilitators (Exit Survey)	Qualitative online survey question	"no; there was enough flexibility in the circle process" / "didn't pass the talking piece for every turn" / "did things in a slightly different order just as it felt organic in the moment" / "made adjustments to actively listen to all the participants shared whether it fitted into our format" / "I altered the question so participants could define community leaders for themselves"
To what degree did the questions asked by facilitators, and the responses to the questions,	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	The qualitative research findings were presented to the Durham Wellness Task Force.

contribute to the creation of a list of recommendations for addressing gun violence in Durham?				
	Existence of list of recommendations	P4R Staff	Observation of P4R Meetings and Communications	An informal process was used in which P4R leaders who had heard a large number of listening sessions discussed the sessions together. The discussions resulted in the P4R leaders advocating for an Office of Survivor Affairs and presenting program findings to the City Council and the Duke Institute for Health Innovation.

79

**Table C3.2.2: Indicators and measures for evaluation questions centered around program functioning.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
How did P4R function from administrative, fiscal, and organizational perspectives?	“ “	P4R Evaluation Partners	Email free-response questionnaire	Communication and flexibility of the team were noted as key characteristics of the P4R staff that made the program possible.

Did administrative or fiscal issues prevent accomplishment of program objectives, especially given possible challenges related to the public-private partnerships involved with P4R?	“ “	P4R Evaluation Partners	Email free-response questionnaire	Administrative and fiscal issues delayed payment of facilitators in some instances and delayed commencement of listening sessions. In addition, organizational issues contributed to the program having difficulty recruiting persons who speak Spanish as their first language.
What solutions did P4R develop to overcome administrative, fiscal, or organizational challenges?	“ “	P4R Evaluation Partners	Email free-response questionnaire	“We learned many valuable lessons from P4R in terms of organizational challenges, such as how to set up a datasharing program between different institutions, how to direct funds flow from the City of Durham to Duke. “
What recommendations should be made for future iterations or similar programs?	If future iterations of this program are conducted, is there anything you think the program should do differently? What and why?	Facilitators (Exit Survey)	Qualitative online survey question	"sessions... somewhere that [feels] more homey" / "follow-up care / check-ins" / "Spanish translators" / "participant... volunteer opportunit[ies] with youth" / "Nothing" / "recruit more... people who have experienced trauma"

**Table C3.2.3: Indicators and measures for evaluation questions centered around facilitator training and recruitment.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Was facilitator training implemented as planned? Were any modifications to facilitator training necessary? If so, why?	After completing facilitator training, how confident were you that you could facilitate listening sessions as instructed:	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.20, Std. Dev. = 0.40; Scale = 1 to 5, 1 = Very confident
	Overall, would you say that the quality of instruction you received during facilitator training was:	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.15, Std. Dev. = 0.36; Scale = 1 to 5, 1 = Very good
	If future iterations of this program are conducted, do you believe any changes should be made to facilitator training (for new facilitators)? If so, what changes should be made?	Facilitators (Exit Survey)	Qualitative online survey question	"more practice sessions" / "well organized and thorough"
Did P4R experience any challenges in the recruitment of	What was the main reason you decided to serve as a facilitator in this program?	Facilitators (Exit Survey)	Qualitative online survey question	"wanted to give back" / "like restorative justice" / "saw the consequences of gun violence" / "be part of healing and prevention" / "be of service"

facilitators? If so, how were the challenges overcome?				
	Was there anything that almost prevented you from serving as a facilitator in this program? If so, what?	Facilitators (Exit Survey)	Qualitative online survey question	No or N/A (79% of respondents) / "do not live in Durham... sheltered me from the intimate and direct impact/experiences of gun violence" / "trauma burden" / "scheduling" / "not enough participants"
	If you had not been reimbursed for your time and travel expenses, how likely is it that you would have still served as a facilitator in this program?	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.37, Std. Dev. = 0.81; Scale = 1 to 5, 1 = Very likely

**Table C3.2.4: Indicators and measures for evaluation questions centered around facilitator support.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Did facilitators feel supported? Are there other resources that should be made available to facilitators in possible future	Regarding service as a facilitator in this program, would you say that for you serving as a facilitator was:	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 2.11, Std. Dev. = 0.97; Scale = 1 to 5, 2 = Somewhat easy

iterations or similar programs?				
	If you said that serving as a facilitator was easy or difficult, what made it easy or difficult?	Facilitators (Exit Survey)	Qualitative online survey question	"co-facilitator" / "the training" / [previous] "professional training" / "great support and structure" / "circle process" / "manual"
	Is there any additional type of support you would have liked the program to provide to you to help you better facilitate listening sessions? If yes, what?	Facilitators (Exit Survey)	Qualitative online survey question	No or N/A or none (64% of respondents) / "recorder that was more intuitive" / "Maybe more ongoing trauma training" / city/county... wrap around services for our participants" / "gas"
	Is there any other type of support you would have liked the program to provide to you? If yes, what?	Facilitators (Exit Survey)	Qualitative online survey question	No or N/A (92% of respondents) / "Durham to help the victims"

**Table C3.3.1: Indicators and measures for evaluation questions centered around community engagement.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
How did P4R engage community leaders,	“ “	P4R Evaluation Partners	Email free-response questionnaire	“Meetings, sharing info, being available for Q&A, always showing up to whatever and spreading the word. Making sure our

community-based organizations, and other interested parties?				program matched what was on the proposal...both the letter and the intent!”
How were community partners engaged in the following project activities: needs assessment, project design, development of hypotheses, recruitment, data collection, data analysis and interpretation, and dissemination of findings?	Interview question	P4R Staff	Interview	“Multiple organizations were involved in discussions about the need for the program. Multiple organizations committed to sharing info about the program to aid recruitment efforts.”
Were new respectful relationships developed with or between community partners as a result of P4R?	“ “	P4R Evaluation Partners	Email free-response questionnaire	“Yes, our relationship with City Council members deepened and improved over time. Council was very affirming when we presented final report. All the members of task force grew in knowledge and appreciation as well. The P4R recommendation was unanimously approved by TF. Community Safety Dept and Director Smith also became a crucial and trusted partners. Relationship with Durham Beyond Policing deepened and provided grassroots support of pilot.”

How did P4R engage with diverse, under-resourced, and vulnerable communities?	“ “	P4R Evaluation Partners	Email free-response questionnaire	“P4R was based in large part from community input, particularly through the Durham Wellness and Safety Taskforce and Restorative Justice Durham, along with NCCU and other partners.”
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**Table C3.3.2: Indicators and measures for evaluation questions centered around addressing historical research-related abuses and mistrust.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
In what ways did P4R address histories of research mistrust and abuses?	Before beginning your first listening session, were you aware that Duke University was involved with this program?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.95, Std. Dev. = 0.94, Scale = 1 to 3, 2 = Maybe
	Before beginning your first listening session, were you aware that North Carolina Central University was involved with this program?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.32, Std. Dev. = 0.86, Scale = 1 to 3, 2 = Maybe
	Before beginning your first listening session, were you aware that the City of Durham was	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.79, Std. Dev. = 0.89, Scale = 1 to 3, 2 = Maybe



	involved with this program?			
	Based on the involvement of Duke University, North Carolina Central University, and/or the City of Durham, to what degree were you concerned that you would experience mistreatment in this program?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.84, Std. Dev. = 1.42; Scale = 1 to 5, 2 = Not very concerned
	After completion of your first listening session, to what degree were you concerned that you would experience mistreatment in this program?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.58, Std. Dev. = 1.14; Scale = 1 to 5, 2 = Not very concerned
	Is there anything this program did that made you feel more or less likely to experience mistreatment in this program? If yes, what?	Participants (Exit Survey)	Qualitative in-person survey question	No or similar (68% of respondents) / "Less likely because of how you state the guidelines at the beginning" / [More likely] "Recording. I'm very open about race, politics, religion" / [More likely] "am I going to be labeled a snitch because I'm talking about this situation?" / [Less likely] "The intake phone call with reassurances from the facilitator" /

				[More likely] "Knowing the City of Durham was one of the partners"
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**Table C3.3.3: Indicators and measures for evaluation questions centered around organization-participant relationships.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Did participation in P4R change listening session participants' views about Duke, NCCU, the City of Durham (government), or the Durham community?	Prior to participating in this program, would you say that your view of Duke University was:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.37, Std. Dev. = 1.31; Scale = 1 to 5, 2 = Somewhat positive
	Following your participation in this program, would you say that your view of Duke University is:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.84, Std. Dev. = 0.87; Scale = 1 to 5, 2 = Somewhat positive
	Prior to participating in this program, would you say that your view of North	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.63, Std. Dev. = 0.93; Scale = 1 to 5, 2 = Somewhat positive

	Carolina Central University was:			
	Following your participation in this program, would you say that your view of North Carolina Central University is:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.53, Std. Dev. = 0.88; Scale = 1 to 5, 2 = Somewhat positive
	Prior to participating in this program, would you say that your view of the City of Durham government was:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 3.47, Std. Dev. = 1.46; Scale = 1 to 5, 3 = Neither positive nor negative
	Following your participation in this program, would you say that your view of the City of Durham government is:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 3.11, Std. Dev. = 1.37; Scale = 1 to 5, 3 = Neither positive nor negative
	Prior to participating in this program, would you say that your view of the Durham community was:	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 3.32, Std. Dev. = 1.45; Scale = 1 to 5, 3 = Neither positive nor negative
	Following your participation in this program, would you say that your view of	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 3.05, Std. Dev. = 1.47; Scale = 1 to 5, 3 = Neither positive nor negative

	the Durham community is:			
	Is there anything else you would like to say about how this program changed your view of Duke University, North Carolina Central University, the City of Durham government, and/or the Durham community?	Participants (Exit Survey)	Qualitative in-person survey question	"The collaboration means you're not longer working in silos, so I would like to see how that pans out" / "Became more positive, knowing these entities care about this issue" / "Not until I see some results"/ "No" / "I want to say like the city council and most of all don't get on one page. They need to find a way to come together and agree to disagree." / "Related to the City of Durham government, with the gun control issues, anyone can go get a gun without a background check. Things are becoming worse." / "I previously viewed Duke as a modern day slave plantation, but knowing that they would do research like this that might actually help people makes me curious about what else they could do."

**Table C3.4.1: Indicators and measures for evaluation questions centered around participant recruitment.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Were listening sessions conducted with the intended participant population?	Participant demographics	Program Data	Demographics survey questions; Observation of P4R Meetings	The P4R staff and supporting organizations intended to have a higher percentage of persons participate in the program who were themselves physically harmed by gun violence. In addition, the P4R staff and

			and Communications	supporting organizations intended for the program participants to more closely resemble the demographics of gunshot survivors in Durham. Although the majority of gunshot survivors in Durham are males, the program participants were overwhelmingly female.
What processes were used to ensure the listening session participants were representative of survivors of gun violence in Durham?	Existence of formal or informal processes	P4R Staff	Interview; Observation of P4R Meetings and Communications	Flyers were posted throughout Durham Housing Authority properties. Several organizations were made aware of the program.
Did P4R recruit its target number of participants?	Participant number	Program Data	Interview	30 participants completed the program out of a target number of 40. Only one participant did not finish all four questions (hard to contact after first session). Three participants only did one session, but said so ahead of time and addressed all four questions in their one session.
What obstacles hindered recruitment of persons from the intended participant population?	Was there anything that almost prevented you from participating in this program? If so, what?	Participants (Exit Survey)	Qualitative in-person survey question	"Childcare necessities" / "My fear" / "If the facilitators hadn't been flexible with scheduling, I wouldn't have been able to participate" / "I didn't want to get in trouble, And I don't like to cry." / "Looking at some of the connecting partners, I thought they didn't have the best reputation in the community." / "...could put people in jeopardy of... maybe being arrested"

<p>What solutions did P4R develop to better reach the intended participant population?</p>	<p>What was the main reason you decided to participate in this program?</p>	<p>Participants (Exit Survey)</p>	<p>Qualitative in-person survey question</p>	<p>"my loved one's story needed to be told" / "this was a program about you and your story" / "I needed help, getting better focus, getting my mind back into society" / "So that another young Black man like me, just new to being shot, and confused, could connect with someone" / "I was angry about not having a voice about these situations involving guns" / "To be able to open up about how violence really affected me" / "Just wanting to help facilitate change" / "that this could be used to possibly somewhere down the line make changes in the community" / "maybe if we just save one person it will help" / "Originally it was the money... But as you get into it, you realize it is much more than that"</p>
	<p>Was there anything that made it easy to participate in this program? If so, what?</p>	<p>Participants (Exit Survey)</p>	<p>Qualitative in-person survey question</p>	<p>The facilitators or similar (74% of respondents) / "Doing so for my loved one" / "The courtesy, the determination to help somebody" / "The flexibility" / "I could tell they were listening" / "The compassion of the facilitators" / "the venue"</p>
	<p>If you had not been reimbursed for your time and travel expenses, how likely is it that you would have still participated in this program?</p>	<p>Participants (Exit Survey)</p>	<p>Quantitative in-person survey question</p>	<p>Mean = 1.79, Std. Dev. = 1.06; Scale = 1 to 5, 2 = Somewhat likely</p>

How many potential participants were contacted but declined participation? Why did potential participants decline participation?	Recruitment numbers and formal or informal records	P4R Staff	Interview	17 participants initiated the process to become participants, but withdrew before for their first session.
	Is there anything you think this program could have done better to recruit persons who have experienced gun violence in Durham to be participants in this program?	Participants (Exit Survey)	Qualitative in-person survey question	"Word of mouth" / "Go to the hood. Go to the schools." / "Social media, support group spaces" / "Go to the skatepark, go to the station" / "vape stores, libraries" / "make a... commercial" / "So, when you trying to recruit in that area, it's probably better to just find out who these heads is" / "part of a big health event or something where people came out and people got to come by and find out what you're about and what you do" / "it will still be based in relationship" / "homeless shelter... pastors... recreation center... hospitals" / "Every project housing community, social services"
What recommendations should be made for future iterations or	What recommendations should be made for future iterations or similar programs?	P4R Evaluation Partners	Email free-response questionnaire	"Spend more time on the front end of program meeting with community orgs that serve survivors in various capacities to explain P4R and enlist their support."

similar programs?				
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**Table C3.4.2: Indicators and measures for evaluation questions centered around non-English-speaking persons.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Were non-English speaking persons included in the project and with adequate supports?	Participant demographics	Program Data	Demographics survey questions	No participants spoke a language other than English as their first language.
	Existence of formal or informal processes	P4R Staff	Interview	Eventually the city offered to provide translators, but this service was never utilized.
	What is your level of proficiency in Spanish?	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 4.25, Std. Dev. = 0.99, Scale = 1 to 5, 4 = Able to use simple greetings and shop at stores (1 = Native speaker)
	Are you proficient enough in Spanish to facilitate a listening session in Spanish?	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 2.90, Std. Dev. = 0.44, Scale = 1 to 3, 3 = No
To what degree were P4R materials accessible in	Existence of materials in language(s) other than English	P4R Staff	Interview	One facilitator felt comfortable facilitating sessions in Spanish.



multiple languages?				
How did P4R support the recruitment of non-English language speaking participants?	Existence of formal or informal processes	P4R Staff	Interview	The program coordinator met with leaders of three organizations that predominantly serve Spanish-speaking populations.
What solutions did P4R develop to better reach non-English language speaking participants?	Existence of formal or informal processes	P4R Staff	Interview	“ “
What recommendations should be made for future iterations or similar programs?	Interview question	P4R Staff	Interview	P4R staff recommend engaging leaders of Latinx organizations earlier in the process if any future iterations or similar programs are conducted.

**Table C3.5.1: Indicators and measures for evaluation questions centered around increased understanding and immediate impact.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Did P4R acquire insights into who is affected by gun violence in Durham?	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	Participant responses during listening sessions to the question "Who was affected and how?" directly addressed this question.

Did P4R acquire insights into that harm caused by gun violence in Durham?	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	Participant responses during listening sessions to the question "Who was affected and how?" directly addressed this question.
Did P4R acquire insights into challenges faced by persons who have experienced gun violence?	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	Participant responses during listening sessions to the questions "Who was affected and how?" and "How were you feeling then and now?" addressed this question.
Did P4R acquire insights into drivers/causes of gun violence in Durham?	Did participation in this program provide you the opportunity to share thoughts about how the cycle of gun violence in Durham can be addressed?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.00, Std. Dev. = 0.0; Scale = 1 to 3, 1 = Yes
	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	Participant responses during listening sessions to the question "What happened?" addressed this question.
	To what degree do you believe this program can contribute to repairing harms and ending cycles of violence in Durham?	Participants (Exit Survey)	Quantitative online survey question	Mean = 1.37, Std. Dev. = 0.58, Scale = 1 to 3, 1 = It can greatly contribute to repairing harms and ending cycles of violence

	To what degree do you believe this program can contribute to repairing harms and ending cycles of violence in Durham?	Facilitators (Exit Survey)	Quantitative online survey question	Mean = 1.58, Std. Dev. = 0.49, Scale = 1 to 3, 2 = It can somewhat contribute to repairing harms and ending cycles of violence
Did P4R learn anything about how persons who have experienced gun violence heal?	To what degree did this program contribute to personal healing for you?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.42, Std. Dev. = 0.59, Scale = 1 to 3, 2 = Greatly contributed to personal healing
	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	Participant responses during listening sessions to the question "How were you feeling then and now?" and "What can be done to make things as right as possible" addressed this question.
	Did this program change the way you feel about yourself?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.74 (12 Yes, 7 No), Std. Dev. = 0.96, Scale = 1 to 3, 2 = Maybe
	If this program changed the way you feel about yourself, how do you feel about yourself now compared to before you participated in this program?	Participants (Exit Survey)	Qualitative in-person survey question	"They helped me relax" / "...affirmed the importance of my work in a public school. It changed the way I feel about the work I'm doing" / "I am coming back into remembering who I was before losing someone to gun violence" / "I didn't know I was a victim before this" / "I'm not blaming myself as much" / "I value myself so much more" / "I came to an understanding that I can be comfortable actually talking about these things" / "It was in the dark so

				long inside, and I just wanted to keep it there. I found once you open up and tell people about yourself, they feel closer to you." / "It made me feel that my feelings, my conversation, my sharing is important. I feel a little more confident."
	Did this program change the way you feel about others?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.21 (6 Yes, 3 Maybe, 10 No), Std. Dev. = 0.89, Scale = 1 to 3, 2 = Maybe
	If this program changed the way you feel about others, how do you feel about others now compared to before you participated in the program?	Participants (Exit Survey)	Qualitative in-person survey question	"I'm just hopeful that others will slow down and take the time to process how these violent acts are really affecting us." / "I look at Duke and the city of Durham a little different. I think, okay, you're trying this hard." / "I'll tell my mom and grandpa to keep their head up." / "I probably would not have joined either of the support groups had it not been for doing these sessions, and realizing that conversations make a difference" / "It changes perspective of how I see not just people, but community and schools like UNC and Duke" / "It made me look and see that it's something deeper when we have all these people out here shooting guns. It's

				something deeper that's going on, and we got to get to the root cause of it, because it just keeps spiraling." / "I don't really share with people. And now I can."
	Did this program change the way you will care for yourself?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 1.63 (12 Yes, 2 Maybe, 5 No), Std. Dev. = 0.87, Scale = 1 to 3, 2 = Maybe
	If this program changed the way you will care for yourself, how will you care for yourself now compared to before you participated in the program?	Participants (Exit Survey)	Qualitative in-person survey question	"It made me more intentional, not only for myself, but for my 11-year-old" / "Being more open about certain situations, instead of just pushing it, hiding it" / "Love myself" / "Take stuff more seriously" / "I usually just stuff it down, but this taught me to slow down and take time to process things" / "My morning starts differently. I am willing to put myself out there and value my own labor enough to charge for it... Finding joy in the day to day as opposed to just trying to safely get through the day." / "I want to make sure I'm safe, and I want to care for other people." / "To actually (finally) care for myself" / "I'm more of a mom now. I'm present. Before I was just existing, but now I'm present. I'm here." / "I think

				more of my parents now" / "Before I really had no intention, I was just going to sort it out through the days of my life. But now I am going to join a single therapy, or group therapy, or teletherapy, or something."
	Did this program change the way you will receive care from others?	Participants (Exit Survey)	Quantitative in-person survey question	Mean = 2.26 (4 Yes, 6 Maybe, 9 No), Std. Dev. = 0.78, Scale = 1 to 3, 2 = Maybe
	If this program changed the way you will receive care from others, how will you receive care from others now compared to before you participated in the program?	Participants (Exit Survey)	Qualitative in-person survey question	"it enabled me to have a conversation I wouldn't otherwise have with my children and my partner" / "I've gotten better at saying 'this is a need that I have' and being able to be vocal" / "Letting me open up to people" / "I can accept help" / "I am more open to receiving care from others"

**Table C3.5.2: Indicators and measures for evaluation questions centered around survivor needs, resources, services.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
To what degree were steps taken to create a historical archive of self-identified needs of survivors of gun violence?	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	The qualitative research compiled responses to the question "What needs to be done to make things as right as possible?" and categorized them as either "individual-level responses" or "community-level responses."
To what degree were steps taken to connect survivors of gun violence or other members of the community to legal and social services?	Were you referred to any social services by your facilitators or by the program coordinator? If so, what services?	Participants (Exit Survey)	Qualitative in-person survey question	No (58% of respondents) / "Yes, though I didn't hit them up" / "Counselor/therapist" / "Animal Division" / "Khan Academy" / "I can't remember all of them" / "Crisis intervention counseling" / "Group therapy session"
	What need(s) was/were the service(s) to which you were referred intended to meet? In other words, why do you think you were	Participants (Exit Survey)	Qualitative in-person survey question	"A better job" / "Shelter, stability" / "the chance to talk" / "We were talking about my son and how much he likes being outdoors" / "I just like to learn stuff... I just want to know the knowledge" / "I was needing funding to relocate"

	referred to the service(s)?			
To what degree were legal and social services able to address the needs of participants referred to them? In what ways did P4R connect program participants to services that will continue sustainably beyond the proposed period of the project?	Is there anything you would like to share about why you will or will not use, or continue using, any of the services to which you were referred?	Participants (Exit Survey)	Qualitative in-person survey question	"Did not qualify for them" / "I didn't feel I needed therapy" / "I was discouraged when the therapy office didn't ask me for my name and went right to questions about insurance"
If future iterations of P4R are conducted, to what resources or services should P4R be able to connect participants?	Were there any resources or services that this program was not able to connect you to that you would have liked for the program to be able to connect you to?	Participants (Exit Survey)	Qualitative in-person survey question	No or similar (74% of respondents) / "Counseling is a big one; art therapy; support groups." / "I wanted to do a show, rap on stage in a club. I want to get my voice out there." / "That reparation money" / "response to help immediate housing"



**Table C3.5.3: Indicators and measures for evaluation questions centered around policy proposals.**

<b>Evaluation Question</b>	<b>Indicators</b>	<b>Data Source</b>	<b>Data Collection Method</b>	<b>Quantitative Results, Qualitative Representative Terms/Quotes, or Other Relevant Findings</b>
Was a preliminary list of policy proposals to respond to and decrease gun violence developed? Was this list developed as a result of P4R (at least in part)?	Existence of list of policy proposals	P4R Staff	Observation of P4R Meetings and Communications	The primary policy proposal created was a recommendation to the City Council to create an Office of Survivor Affairs.
Does this list include recommendations to the City of Durham, Duke Health, Duke University, NCCU, community organizations, and/or other organizations?	Existence of list of policy proposals	P4R Staff	Observation of P4R Meetings and Communications	Recommendations were limited to action that the City of Durham should take.
How did P4R synthesize interview data into a list of policy proposals?	Existence of formal or informal processes	P4R Staff	Observation of P4R Meetings and Communications	An informal process was used in which P4R leaders who had heard a large number of listening sessions discussed the sessions together. The discussions resulted in the P4R leaders advocating for an Office of Survivor Affairs.

Did P4R identify themes/commonalities among the needs of survivors of gun violence?	Qualitative research findings	Qualitative Research Report	Review of qualitative research report	The qualitative research team coded findings to the question "What can be done to make things as right as possible?" and grouped them into "community-level responses" and "individual-level responses."
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## **Biography**

Jordan Swandell spent the first part of adult life serving as a military officer, with deployments to Asia, Africa, and the Middle East. After military service, he earned a Master of Divinity degree at Duke University and participated in service-learning internships in rural North Carolina, El Salvador, and UNC Medical Center. His life experiences have inspired him to think creatively about the ways people can partner with their communities to nurture individual and communal wellness.