
TRAINING EVALUATION REPORT

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EVALUATION OF THE CURE VIOLENCE GLOBAL TRAINING PROGRAM

Presented To

CURE VIOLENCE GLOBAL

Presented By

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Executive Summary

This report evaluates the effectiveness of Cure Violence Global (CVG)’s training program in preparing their staff members to detect and interrupt potentially violent situations, identify and change the thinking and behavior of the highest risk transmitters, and change group norms that support and perpetuate the use of violence. The goals of this final evaluation report are to assess how participants applied the training over a six-month period, highlight strengths and areas for improvement, offer recommendations, and examine the early impact of the training.

To evaluate the training’s impact, this evaluation applied the Kirkpatrick Model (2012) using a mixed-method approach, assessing (1) participants’ overall reaction to the training through exit surveys and focus group interviews, (2) knowledge and skills gained from the training, based on post-training knowledge assessments and self-reported self-efficacy, (3) whether participants were able to apply what they learned in their work based on follow-up surveys, focus group interviews, and relevant exit survey data, and (4) the broader impact of the training over six months based on a comparison of four key performance metrics between the new and previous training models as well as participants’ reflections on how the training impacted their personal and professional lives.

Findings indicate high levels of satisfaction, with 90.7% of participants (n = 215) reporting a positive overall impression immediately after the training. Participants also left with a strong understanding of core content, as evidenced by high scores in knowledge acquisition (average 82.2%) and self-efficacy (ranging from 88.9% to 92.3%). The follow-up survey administered with focus group participants several months later showed that this positive impression was sustained. Participants reported continued satisfaction, with all (n = 16) noting some to significant improvement in applying learned strategies and 93.8% (n = 15) feeling completely prepared to manage high-conflict situations. Even four to six months after training, participants were able to recall key concepts and described successfully applying them in the field. Specifically, they shared examples of using strategies for conflict de-escalation, communication and relationship-building, and trauma-informed approaches in their fieldwork. These reflections suggest that the training content was manageable in scope (e.g., four core strategies vs. ten), memorable (e.g., the 4Rs, the 4Fs of trauma responses), and applicable—factors that likely contributed to knowledge retention and real-world transfer.

Quantitative findings also supported the behavioral transfer of their learning. Compared to the previous model, the new version of the training was associated with higher mediation engagement, lower rates of escalation after mediation, and increased days worked in the catchment area. Also, participants’ reflections further highlighted the broader impact of the CVG model and training, such as personal growth, stronger personal and community relationships, and increasing positive recognition from the community. These insights suggest early signs of role legitimacy and community-level influence of the CVG program.

Consequently, the findings suggest that the training is contributing to meaningful early progress toward the CVG’s intended goals (i.e., interrupting violence, promoting behavior change, and changing the community norms). However, the evaluation also identified areas for improvement and long-term sustainability, as outlined in the following section.

Recommendation

Training Design for Initial Training

- Increase experiential learning, such as video-based learning, role-playing, and real-life case studies, into the initial training
- Clarify how Violence Interrupters and Outreach Workers collaborate and transition cases
- Integrate structured team-building activities early in the training program
- Provide take-home materials, toolkits, or a shared forum to reinforce learning and share best practices
- Include best practices in community outreach and recruitment practices to ensure consistency across the sites

Consideration for the Additional Training

- Provide best practices for building community resource networks
- Introduce more strategies related to trauma-informed practices and violence interruption techniques to better support engagement with highly resistant individuals.
- Include guidance on how local teams can support participants' emotional resilience and well-being.
- Establish field-based training and structured mentorship opportunities, such as trainer field observation and coaching as well as cross-site visits.

Implementation and Sustainability

- Build a structure to continuously refine the training program based on insights from participants' experiences.
- Develop and track indicators related to community perception of the CVG presence
- Extend evaluation timelines to 12–24 months post-training and include multiple sites using standardized data collection for future training evaluations.

Introduction

Cure Violence Global (CVG) developed training programs aimed at equipping their staff members (“trainees”) with core concepts and skills in street-level alternative dispute resolution. The project aimed to ensure that trainees were well-prepared to perform their work-related duties and responsibilities effectively, thereby supporting the organization’s critical mission. Specifically, the goals of the training program were to ensure staff members were prepared to:

- (1) Detect and interrupt (i.e., prevent) potentially violent situations
- (2) Identify and change the thinking and behavior of the highest risk transmitters (i.e., those most likely to engage in violence)
- (3) Change group norms that support and perpetuate the use of violence.

To achieve this, they have developed four common training objectives applicable to all trainees and one role-specific objective tailored for each position. The training programs for Violence Interrupters (VIs), Outreach Workers (OWs), and Program Managers (PMs) include the following common objectives:

- (1) Summarize CVG's mission, origin, and unique approach to reducing violence and addressing trauma.
- (2) Meet CVG's expectations for employee conduct, communication, and collaboration.
- (3) Implement strategies to reduce violence that are aligned with CVG's public health components.
- (4) Apply trauma-informed practices to their work and to themselves.

Additionally, the training programs for VIs, OWs, and PMs incorporate the common objectives listed above, along with the following role-specific objectives:

- (5) Effectively execute the typical tasks of a Violence Interrupter.
- (6) Effectively execute the typical tasks of an Outreach Worker.
- (7) Effectively execute the typical tasks of a Program Manager.

In April 2024, the pilot training was conducted for CVG trainers to prepare them with the knowledge and skills necessary to deliver training effectively. The evaluation, completed in July 2024, revealed that trainees’ knowledge and confidence levels improved modestly, even though trainees already had high levels of expertise as experienced trainers. Trainees also responded positively to the training’s structure, engaging methods, and materials like workbooks and facilitation guides. However, challenges were noted with content alignment, the practicality of examples, and managing multiple training materials simultaneously. The evaluation concluded that while the training is relevant and applicable, it is recommended to refine content, enhance practical examples, and provide structured support for trainer preparation to strengthen future training outcomes.

Following the pilot training, the new training program was first implemented for trainees in August 2024 in Wichita, KS. Since then, it has been adopted across various CV sites in multiple cities, including Charlotte, NC, Brooklyn, NY, and Washington, D.C. Between August and December 2024, over 130 participants completed the training. The Phase 6 Training Evaluation Report assessed the program’s strengths and areas for improvement based on the trainees' satisfaction, knowledge, self-confidence, and self-efficacy shortly after the training. The assessment found that the new training program effectively enhanced participants' knowledge,

confidence, and skills, with an average knowledge score of 8.46 and 90.3% expressing confidence in performing their roles. Participants valued the engaging and interactive approach that balanced comprehensive and relevant content. However, areas for improvement included expanding opportunities for practical application, providing structured support to enhance knowledge retention, and offering additional support for training setup and facilitation to optimize the learning experience.

While the Phase 6 Training Evaluation Report focused on the short-term outcomes immediately following the training based on exit survey results, this Final Evaluation Report examines the effectiveness of the training, integrating both initial reactions and learning with behavior change and results over a six-month timeframe. The objectives of this final evaluation report are to:

- (1) Assess how participants applied the training in their work and identify patterns of behavioral change over a six-month period
- (2) Highlight best practices and gaps in the current training program.
- (3) Develop recommendations to refine the curriculum, enhance support tools, or introduce follow-up programs.
- (4) Assess the impact of CVG work on participants' personal lives and relationships.

To achieve these goals, this report applies Kirkpatrick's evaluation model (2012), one of the most widely used and well-established frameworks for evaluating training effectiveness through a mixed-method approach. Part 1 of this report explores trainees' reactions to the training, assessing their overall satisfaction through insights from both the exit survey and focus group interviews. Part 2 evaluates the knowledge and skills acquired from the training, as indicated by the exit survey. Part 3 investigates whether participants were able to apply what they learned in their work, drawing on a survey completed by focus group participants before the interviews, insights from the focus group interviews, and relevant findings from the exit survey. Finally, Part 4 analyzes the broader impact of the training over six months on key performance metrics by comparing outcomes between the previously used training model and the newly implemented one as well as exploring participants' reflections on how the training impacted their personal and professional lives.

Part 1: Overall Satisfaction with the Training

Method

Exit Survey

As discussed in the Phase 6 Training Evaluation Report, the exit survey was designed to evaluate the effectiveness of the training program by assessing participants' knowledge, skills, and overall satisfaction with the training. This survey consisted of a total of 40 questions, including three questions about the training participants completed, nine demographic questions, one question on the impact of the training on their personal lives, ten questions on overall training satisfaction, ten questions on the knowledge acquired during the training, ten questions on the level of confidence in fulfilling their roles and responsibilities, and one open-ended question for suggestions for improvement.

A total of 264 participants took part in this survey for the past eight months, between late August 2024 to March 2025. Of these, 27 participants took the previous version of the training, and 237 participants took the new version. For this analysis, only those who took the new version of the training's responses were considered. The demographic information for participants was: 33.8% of participants were aged 35–44, followed by 26.6% aged 25–34, 22.8% aged 45–54, 7.2% aged 18–24, 4.6% aged 55–64, 1.3% aged 65 and older, and 3.8% who did not report their age. 72.6% of participants identified as male, 24.9% as female, and 2.5% wrote “other,” “prefer not to say,” or left the question blank. Regarding education, 60.3% reported having a high school diploma or less, followed by 17.7% with a bachelor's degree, 6.8% with less than a high school education, 6.3% with an associate's degree, and 4.6% with a graduate or professional degree. Additionally, 4.2% did not report on their level of education.

Focus Group Interviews

Participants were invited to share their thoughts to identify strengths, areas for improvement, and strategies to enhance the program's effectiveness from their perspectives. Focus group interviews were conducted with two programs in two different cities—one in the southeastern region and one in the Midwest. These programs were selected because their training sessions had taken place approximately four to six months prior, allowing for a meaningful assessment of the program's real-world impact over time. They were also chosen due to logistical considerations, as the Regional Associate Director and the Director of Data Management from CVG facilitated communication with program managers via email, ensuring smooth coordination.

A total of 16 trainees participated in four focus group interviews. Each session lasted approximately 60 to 90 minutes. All sessions were facilitated directly by the evaluator to ensure consistency and encourage open discussions. A semi-structured interview guide was used, featuring pre-determined questions about participants' overall training experiences—specifically, what aspects of the training were effective, what could be improved, and how the work has influenced their lives. When responses were unclear or required further elaboration, the evaluator asked follow-up questions to clarify participants' meanings. All sessions were recorded with participants' verbal consent and later transcribed for analysis. Participants were informed that their responses would remain anonymous and confidential and that the data would be analyzed to identify recurring concepts and themes.

Findings

Overall Participant Satisfaction with the Training

As shown in Table 1, the exit survey revealed that participants had an overall positive reaction to the training. Key responses are highlighted below:

- 90.7% of participants (n = 215) agreed that the overall impression of the training was "excellent."
- 89.9% of participants (n = 213) agreed that the training provided practical examples and exercises that would help them in their job.
- 89.5% of participants (n = 212) reported feeling confident that they could perform their role and responsibilities effectively after completing this training.

Table 1: Overall Participant Reactions to the Training

Question	Mean	SD
My overall impression of the training was "excellent."	4.603	1.13
The material covered in the training was relevant to my job.	4.608	1.06
I understood most of what was covered during this training.	4.586	1.11
After this training, I feel confident I can perform my role and responsibilities effectively.	4.582	1.15
The trainer was well-prepared and seemed to know a lot about the topic.	4.608	1.15
The training provided practical examples and exercises that will help me in my job.	4.586	1.13
The length, pace, and timing of the training were appropriate.	4.511	1.14
The handouts will be helpful to me.	4.489	1.16
The facility met all the course needs.	4.591	1.10
What I learned in this training will also make a positive difference in my personal life.	4.608	1.07

Participant Satisfaction and Suggestions for Improvement

Insights from Exit Survey. The exit survey also included an open-ended question, asking participants for their suggestions for improvement. A total of 198 out of 264 participants responded to this question. Interestingly, 146 out of 198 comments expressed high praise for the training, instead of giving any suggestions. 83 comments stated that no change was necessary, with one respondent noting, “This session was very informative, and I wouldn’t want to change anything.” They described the training as “informative” (n = 12), “effective” (n = 7), and “engaging” (n = 7). They also showed high satisfaction with their trainers (n = 30).

As described in Table 2, 70 out of 198 comments included suggestions. Of these, 19 comments expressed interest in having more time for training, though most did not specify particular topics. However, four comments did identify specific areas of interest: building service connections, hearing more about interactions within the prison system, understanding the importance of job and community for their roles, and developing a comprehensive definition of violence. 16 comments focused on the need for more hands-on activities. Participants suggested incorporating more role-playing exercises and expressed interest in accompanying trainers in the field—both to observe their work and to receive feedback on their own performance. 12 comments addressed logistical considerations, such as facilities, equipment, and amenities. These included requests for more breaks, an additional microphone, and better audio equipment, and the provision of food and refreshments.

Table 2: Participants' Suggestions

Suggestion	Count
More time for training	19
More hands-on activities	16
Logistics, facilities, equipment, food, etc.	12
Providing more comprehensive workbook/takeaways	5
More videos	5
Continued Support	3

Provide course recap/debrief	2
Shorten the training	2
Issues with workbook and PowerPoint slide pages	2
Encouraging even participation	1
Want to have a less engagement	1
Want to hear more experiences of others	1
Need more trainers	1
More presence of women	1
Total	70

Insights from Focus Group Interviews. Insights from the exit survey align closely with those from the focus group interviews, which were conducted approximately four to six months after the training. All 16 participants expressed a high level of satisfaction with their training experience. When asked to describe the training in just three words, their responses reflected high satisfaction, learning and growth, motivation and empowerment, and a strong sense of practical relevance, which demonstrated deep appreciation for the training overall. When asked to explain the reasons for their appreciation, participants appreciated that the training content remained highly relevant to their work and was validated through both their personal and professional experiences. For example, participants stated that:

We've really been put in different situations where the training has given us the tools necessary to navigate through those situations effectively while at the same time maintaining peace between both sides. I think, at one time, we had got up to about 34 or 35 days without any retaliatory shootings, so that was really a success for us.

Well... For me, I would say what's been very helpful for me would be reasoning and consequences, [such as] warning them about [consequences]—getting them to understand that ‘if they make this decision to do whatever is they going to do, what could be the possible consequences—to help them change their mindset about what he is doing. As far as I feel, everything we got from the training it's worked for us. I don't think nothing we've no training we received it didn't work.

[What] I really start[ed] to understand about myself is how my own traumas impacted my life, my decision-making, and all of that. When you're looking at it through somebody else's lens, you start to understand, or you relate, a little bit more to what's going on with them. It cause[s] you to take a look back on your own life and how those things play out in your life. [Without] getting that help, that necessary help that you need as a young person when you're dealing with some type of trauma, because that's what's going on in a lot of these cases, without getting that proper help, without getting that proper guidance, you can end up crashing, you know what I mean? And that's something that happened to me.

[The training] just gave me a new perspective on it. Honestly, it gave me some personal growth and healing. Like [another participant] alluded, a lot of us ha[ve] already been through some of this stuff that we deal with. So, being able to talk to a kid through it, it's also like self-medicating as well because I find myself taking the advice that I'm giving. [I say], ‘Hey man, you need to calm down and take a deep breath.’ And then, I'm like, ‘Man, I need to calm down and take a deep breath, too.’ It kind of filters down when you

start talking to them and find yourself giving advice. I've been here lately taking the advice that I've been given. It's also created stronger relationships and community bonds.

As such, the training reinforced participants' existing "street-based" knowledge and experiences, increasing their confidence and credibility. It provided a formal framework for intervention, helping them apply their lived experiences strategically in a non-judgmental and trust-building manner.

Therefore, not only were the initial reactions to the training positive, but participants also continued to have a positive impression of the training and confirmed its real-world value months later. The training content was not only applied in practice but also deeply resonated with participants in their personal lives and professional roles.

Key Insights

- Immediately after the training, 90.7% of participants (n = 215) agreed that the overall impression of the training was "excellent."
- Focus group interviews conducted four to six months later showed that participants continued to express high satisfaction, noting that the training content remained relevant and had been validated through real-life experiences.
- Despite overall satisfaction, participants offered constructive feedback on the following areas, such as increased hands-on learning opportunities (i.e., experiential and field-based components), better logistical support (e.g., breaks, equipment, facilities, food), and providing comprehensive takeaways to reinforce the retention of the knowledge.

Part 2: Learning Acquired from the Training

The learning outcomes of the training were evaluated using two key indicators from the exit survey: (1) participants' self-efficacy and confidence in fulfilling their roles and responsibilities, and (2) their knowledge of key concepts covered in the training. A total of 235 participants completed the self-efficacy and confidence section in full, while 205 participants completed the knowledge assessment questions.

Participants' Self-efficacy and Confidence in Fulfilling Their Roles and Responsibilities

Participants reported high levels of self-efficacy and confidence to fulfill their roles and responsibilities following the training. Key responses are highlighted below:

- Participants reported consistently high levels of self-efficacy and confidence across key violence interruption and conflict resolution skills, with agreement rates ranging from 88.9% to 92.3%
- 92.3% of participants (n = 217) agreed that they can describe some of the processes and best practices to engage individuals and the community to prevent the spread of violence.
- 90.6% of participants (n = 213) agreed that they could identify the characteristics of and solutions for conflict that they could use to interrupt violence.
- 88.9% of participants (n = 209) agreed that they can facilitate a mediation session.

Table 3: Confidence Levels Across Learning Objectives

Question	Mean	SD
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I am confident in explaining what CVG does to reduce violence and my role in it to others.	4.562	1.14
I can briefly discuss the CVG's expectations of employee conduct, communication, and collaboration.	4.540	1.10
I can identify the characteristics of conflict and the solutions I can use to interrupt the transmission of violence.	4.591	1.10
I can facilitate a mediation session.	4.464	1.13
I can describe some of the processes and best practices to engage individuals and the community to prevent the spread of violence.	4.613	1.05
I can explain how behavior is formed and how to change the group norm to others.	4.562	1.08
I can recognize some trauma responses.	4.557	1.11
I can discuss some strategies to manage personal responses to trauma of others and myself.	4.498	1.15
I can discuss the typical day and duties of those in my role (VI, OW, PM, HR, etc.).	4.540	1.10
I can explain some key tasks of participant engagement and caseload management.	4.506	1.08

Participants' Knowledge Acquired During the Training

The post-training knowledge assessment further demonstrated the strong effectiveness of the training program. Key findings include:

- Participants achieved an average score of 82.21% (SD = 1.43), with a median score of 9.0.
- 70.2% of participants (n = 160) scored 80% or higher, reflecting a strong overall understanding of the training material.

Table 4: Post-Training Knowledge Assessment

Question	% of Correct Responses	SD
CVG's Model/Approach	84.2%	0.37
Example of trauma-informed care practices	59.6%	0.49
Safety policies and guidelines	92.1%	0.27
CVG's expectations of their employees	88.6%	0.32
How to interrupt the transmission of violence	69.5%	0.46
Mediation best practices	76.8%	0.42
How to prevent the spread of violence	90.4%	0.30
Common Responses of Trauma	93.4%	0.25
VI tasks	79.8%	0.40
OW typical duties	88.9%	0.31

Key Insights

- Immediately after the training, 88.9% to 92.3% of respondents reported high levels of self-efficacy and confidence across key violence interruption and conflict resolution skills, indicating that the training effectively supported their development of the knowledge and capabilities necessary to fulfill their roles and responsibilities.

- Knowledge acquisition was strong, with an average score of 82.2% and 70.2% of participants scoring 80% or higher, indicating a solid understanding of the core training content.

Part 3: Application of the Training

This section explores how participants applied the knowledge and skills gained from the training in their daily work. Insights are gathered from a survey completed by focus group participants before the interviews, the focus group interviews themselves, and supporting findings from the exit survey. Together, they provide a deeper understanding of which aspects of the training were successfully translated into practice, including what participants found most helpful and areas where they believed additional support could enhance their ability to perform their roles.

Survey Insights from Focus Group Participants

To evaluate behavioral change, participants were asked about their perceived improvement in applying the training, the effectiveness of the training in preparing them for their roles, and how frequently they applied key violence interruption and conflict resolution skills introduced during the training. The key insights include:

- All participants (n = 16) reported at least “some improvement” in applying what they learned on the job, with many (n = 13) indicating “significant” improvement.
- All participants (n = 16) rated the training as either “very effective” or “extremely effective” in preparing them for their roles.
- 93.8% of participants (n = 15) felt completely prepared to handle high-conflict situations in their role.
- 93.8% (n = 15) reported using skills to collaborate with team members to prevent and interrupt violence either “often” or “daily.”

Table 5: Reported Frequency of Training Application in Daily Work

How often have you applied the following in your work?	Mean	SD
Explaining the importance of CVG's mission to others	4.500	0.73
Collaborating with other CVG's team members to prevent and interrupt violence	4.813	0.54
Following CVG's policies on safety, documentation, and communication	4.813	0.40
Safely conducting work in high-risk situations based on CVG's safety policies	4.750	0.45
Managing your personal responses to trauma while working with participants or teams	4.438	0.81
Using trauma-informed care techniques in participant interactions	4.563	0.63
Engaging with individuals and the community to prevent violence	4.625	0.50
Applying de-escalation and conflict resolution strategies in high-conflict situations to interrupt violence	4.438	0.81
Facilitating mediation sessions	3.750	0.86

Insights from the Focus Group Interviews

This positive feedback was further explored through focus group interviews. Similar to the insights from the survey, participants described the training using terms like “well-needed,”

“empowering,” and “realistic,” to reflect its overall effectiveness and relevance to their roles. The following sections focus on whether participants were able to apply what they learned in their work.

Applications of Training in Work

Insights from the focus group interviews demonstrated that the high levels of self-efficacy, confidence, and knowledge reported in Part 2 were not only sustained but translated into real-world behavior changes. Participants clearly recalled training content and provided detailed examples of how they applied specific concepts in their roles. Across multiple focus groups, participants described actively using strategies related to conflict de-escalation, trauma-informed care, and relationship-building. These applications reflected not only the retention of their learning but also the integration of the training into daily practice, suggesting a meaningful transfer of learning to the workplace.

Practical Conflict De-escalation Strategies. Many participants found strategies, such as “buying time,” discussing consequences, asking guiding questions, and mediation techniques, valuable for interrupting violence and de-escalating tensions in real-world situations. As an example, they discussed:

Something I took from the training that I used, [which] was really impactful, was buying time. Buying time was very impactful with the mediations. Knowing that we had to contact the other party sometimes, and we don't have the content right away, [this strategy of] buying time is really impactful.

I would say what's been very helpful for me would be reasoning and consequences. Warning them about... getting them to understand if they make this decision to do whatever they [are] going to do, what could be the possible consequences to help them change their mindset about what he is doing. As far as I feel.. everything we got from the training, it's worked for us. I don't think nothing we've no training [that] we received it didn't work.

I'm gonna stick to what I said initially. We apply everything we learn in our training to the best of our ability. I think it's more [about] convincing the people not to retaliate or not to continue the violence that [is] imposed on somebody else. That would be my thing. I think our team, we do a great job. We really focus on the things we've learned in applying those things. It's just really trying to convince people to let it go or buying time. Those little intricate things that need to be applied. [. . .] I think for the most part, we do a great job of applying what we've learned.

As such, these reflections illustrate the practical value of the strategies participants learned. They emphasized that the techniques taught in training remain central to their daily work in interrupting violence—one of the core missions of the CVG.

Enhanced Communication and Relationship Building. Understanding the CVG’s approach—interrupting violence, preventing spread, and changing community norms—was cited by participants as highly beneficial in guiding their daily tasks and maintaining motivation. They also discussed clear guidance on professional conduct and communication helpful to build trust with community members and strengthen internal team collaboration. For instance, participants across the focus group stated:

Definitely preventing the spread, stopping the transmission, preventing the spread, and changing the norms, which is basically our mission, [which also] is to stop the shoots and the killers. So, we definitely are going to stop the transmission, get to the head of it. We definitely want to prevent the spread, and we want to change the norms. So, that's the most important thing I feel.

The basics, like understanding what the job is about, what we doing right here, changing the norms, trying to change the daily activity, what they think cool, prevent the spread or retaliations and stuff like that, like understanding the basics, and [then] everything else is going to follow the place from just dealing with stuff in life.

I like to go out and converse with the community [to] gain their trust. And, they began to trust us. And, they actually share[d] information with us because of their trust. They'll let us know what's going on, who's involved, [and] the reason why. So, that's... It helped me to broaden my communication skills with a lot of people. And, just being able to get out, just talk, and conversation make a change.

I say we operate like a family. We pay attention to each other, and we make sure we got our heads on straight when we go out in the community.

These reflections clearly highlight that participants found the CVG's approach, communication expectations, and safety guidelines to be useful in the field and were able to successfully translate them into real-world practice.

Trauma-informed Approaches. Lastly, the trauma-informed component of the training was consistently highlighted as a critical strength, particularly in recognizing common trauma symptoms (emotional, physical, and psychological) and behavioral responses (e.g., "fight, flight, freeze, or fawn"). Participants noted that this knowledge helped them recognize trauma not only in others but also in themselves.

Well, honestly, before I started working with CVG, if I had a conflict, eventually, it would [have] turn[ed] into a fistfight. But, now working with CVG, identifying that I was reacting from a trauma-based approach, now I try to use some of the techniques that we learned through training. And, we could talk now. You feel me? We could talk! Or.. yeah, that's the whole thing. Like, I ain't used to know how to talk. I used to be angry to the point where I just feel like you tried me or something. But, now, dealing with training and CVG, I understand that I feel like they're coming from a trauma. That's a trauma reaction.

Like what [other participants] said, when you learn about trauma and how that's impacted people's lives, it just gives you a lot more patience and a lot better tolerance level to deal with them and... kind of understand why they feel the way they feel. At the same time, [it] just help them come up with some strategies on how to deal with the situation. And, I apply that to my life now, too. So, a lot of things I've learned, definitely, constantly remind myself that I want to stay peaceful.

It helps me to realize their behavior. They're trying to communicate something to me. I was able to leverage [the freeze or flight trauma response]. I was able to lean into my team and use that experience of my team members to be able to meet that kid, that participant, where he was, and it changed our relationship, the nature of our relationship from then on.

[What] I really start[ed] to understand about myself is how my own traumas impacted my life, my decision-making, and all of that. When you're looking at it through somebody else's lens, you start to understand, or you relate, a little bit more to what's going on with them. It cause[s] you to take a look back on your own life and how those things play out in your life. [Without] getting that help, that necessary help that you need as a young person when you're dealing with some type of trauma, because that's what's going on in a lot of these cases, without getting that proper help, without getting that proper guidance, you can end up crashing, you know what I mean? And that's something that happened to me.

Together, these reflections show that participants were able to understand and recognize the role of trauma in their interactions with others and in their own experiences, as intended by the training.

How Training Could Further Support Participant Needs

While participants found many aspects of the training particularly useful, they also shared ideas for additional support that could help them better perform their roles, based on their real-world experiences. These suggestions closely aligned with exit survey findings, especially in their requests for more experiential and field-based learning with trainers. However, participants also identified new areas of need not captured in the initial survey data. The following sub-sections describe these needs in more detail. Some of their suggestions may be best suited for the initial training, while others may better support ongoing learning and development. Suggestions for Initial Training are as follows.

Need for Enhanced Hands-on Experience. Participants recommended shadowing, video-based learning, and structured mentorship to better prepare new staff for real-world scenarios. They emphasized the importance of observing conflict mediation, de-escalation techniques, and community engagement before taking on independent responsibilities. Additionally, they suggested creating a resource database with best practices, case studies, and scenario-based exercises to support skill development. For example, participants discussed:

I think one of the, I don't want to say challenges, but one of the things that we had to do, which they did train us with training and actually taking it into action is a totally different thing. I think what we have learned is preparation.

That's exactly what I was going to say because we all learn different. Of course, with the CVG training, just being actually being out here in the field, we've learned a lot. But, like [another participant] said, every city's different. We're smaller than a lot of these cities out here, so there's probably a lot more going on in these bigger cities. We could learn a lot more hands on experience, not just dealing with [the location].

I know that we have training. Once you go to training and they go back home, we have to practice it, right? I think having a space in the database where we can just build, just do a case management piece on that, where we can like all contribute to the data when we all have hands on a certain person, then we can see also how this person develops what techniques work and what don't work so we can educate ourselves on the team. It's kind of like a calibration. [That] is what we used to call it in a constant environment where we could just calibrate certain things. [...] So, it might be something that will open my eyes as we're developing in the training capacity if we had a case management notes just for,

even if it's like each different CVG sites or whatever group over the nation, if everybody just contributed to case studies [that records the situation, what worked, and how the individual progresses], that would be very helpful for us to be able to use as a training tool for ongoing support, but then also to be able to share from one side to the next what they're doing and what's working to develop better strategies.

Consequently, participants' reflections after several months on the job validated the exit survey findings. Even with four to six months of field experience, they emphasized that shadowing, mentorship, and real-time observation would still be highly beneficial. These insights suggest that integrating more experiential learning opportunities into both initial training and ongoing development could better prepare staff for the complex, real-world demands of their roles.

Team-building Activities. Participants emphasized that while the training effectively delivers knowledge and skills, team cohesion is crucial to the success of the CV model. Structured team-building activities, especially at new sites, should be integrated early in the training to foster trust and collaboration before community engagement begins.

I think the most critical part in the beginning is the relationship building amongst the team and realizing that you're stepping into something where if one person fails, everybody fails, right? So, a part of the team should include team building to start out with because you're getting people from different walks. It might be in the same community, but everybody experiences community different.

I think now, as a team, we have grew more connected as more.. as a family than before. We were just individuals trying to figure each other out, having disagreements, or everybody[']s thought patterns are different. Learning through this process over time, learning to come together as a group, and valu[ing] each other's opinion without being against one another.... Now, I think as a group, we have learned to be able to express ourselves together and to be able to sort out our differences amongst one another. I think that has been a big thing because, with different personalities, different backgrounds, and different views, we have learned to join together as one to help our community, our participants, and also to help each other to correct each other in some form of fashion.

I think we need to do more team building. Like, maybe, y'all can take us on some trips or something or do some real camaraderie. [...] I definitely think that that's important cause our foundation is our team. We can't do nothing without our team. .

I think that's what makes us great as a team, just knowing, communicating, and just being that allows us to be aware of each other and what's going on out there.

In other words, recognizing that effective teamwork is the foundation of the CVG model, participants emphasized the importance of integrating structured team-building activities early in the training process to foster trust, enhance collaboration, and prepare teams for community engagement.

Suggestions for continuous learning and development are as follows.

Ongoing Field-based Training Opportunities and Mentorship. Participants suggested that post-training field visits, guided debriefs, and ongoing mentorship would help refine skills and adapt intervention strategies based on real-world challenges. Continued opportunities to

review real-life cases, receive peer feedback, and adjust engagement approaches could strengthen professional development and long-term effectiveness in the field.

If there was a moment where we actually went out, so maybe.. it's the booster training. When they come back after we've done the work a little bit for a little while, they actually go out with us. So, these people who have been doing the job for a teen years, they go out with us so they can give us some real-time, real-life feedback.

A ride along will be great. I think that they could enhance the training by doing a ride-along. By that, I mean, separate the training for the VIs and the OWs, so they have separate training for one. And then, [...] for the VIs and the outreach workers, if [the trainers] could just go into the communities and survey some hotspots and then come back, like spend a day in the fields, in the hotspots, canvassing, and then come back and debrief and talk about it.

You go to these bigger cities, you see that on TV, and we've heard the stories through training. We're like, "Man, we can't experience that," but there's gonna be a time that we probably will, no matter how big or small the city is. There's always different situations every day. So hands on—actually going to one of these big cities, watching the other violence interrupters, supervisors, and all that type of stuff of how they handle things because they've been in this, they've been doing this for way longer than us. They're more experienced. So, us there to see it will be a lot more help.

Although participants often discussed the desire for hands-on experience and ongoing field-based support together, this evaluation report separates them into two distinct points. The first, discussed above about initial training suggestions, focuses on experiential learning and lower-stakes responsibilities to help participants gain early field experience. On the other hand, the suggestions in this section (e.g., field visits and real-time mentorship) are categorized as ongoing support, given their more advanced and embedded nature, with the goal of improving participants' work rather than learning how to do it.

Building Community Resources. Participants frequently highlighted insufficient immediate resources such as employment, housing, food, and safe spaces as significant barriers.

Housing is definitely a major need because we're dealing with high-risk individuals. We're dealing with people that have felonies. [...] People want to do something different, but housing has been a great, areal barrier for a lot of people due to the fact of not meeting a 'three-times-your-rent' criteria. [...] I believe having more partnerships, [...] having more partnerships where we're really able to touch them at a phone call away, [...] where they can come and reach you right at a moment. If someone gets put out tonight, we can't say, 'okay, can you wait till tomorrow?' If all of the shelters are full, all of the locations are full, building a network of partners would be very helpful for our organization to be able to help a client at a moment's within when they're trying to start over.

Say if I have a client that I'm trying to help her get food, find her a place to stay, and help her find some clothes for her kids. One is stressful already because now I'm remnant because I got to try to find you somewhere to go. Help you with some food for your kids and some clothes [for] their bodies. And try to find all the resources that help fit all of that can be stressful at times.

A lot of times, these high risk participants may go out raw steel because they feel like they have to provide. So, we can be a buffer in between that. Once we build a relationship and they're comfortable to talk to us, it can be rewarding. But, at first, we have to build these relationships, which seem [that] some take [another participant in the focus group] easily, and some are still in the process of going on. So, it helps with preparation, action maintenance, to try to prevent lead, relapses of them doing some violent behavior.

As such, these insights emphasized that the mission of CVG cannot be realized through the hard work of employees alone, but also depends on the resources that help participants stay on their feet. Therefore, while this is beyond the scope of the training itself, as participants discussed, the additional training could provide guidance on forming partnerships with local organizations that could help teams effectively identify, develop, and maintain resource networks..

Advanced Engagement Strategies. Participants also noted difficulties engaging highly resistant individuals, suggesting the need for more advanced persuasion and engagement strategies.

It was just some of the individuals weren't open to dealing with some.. We just.. We understand that some people regardless of how much we try to get them to understand about the decisions the choice they make about being involved in shootings and killings that it's only so much we can do we can just we just keep applying, keep applying, and keep applying, and keep on applying it. But, I'm not going to say that nothing we've learned has been difficult to apply.. It's just been basically been a response of the people that we've had to deal with mediations with that weren't open to letting it go.

We try to stick to the basic things we know to help us work. But, at the end of the day, it's on the individual that we're doing the mediations with, whether they decide to let it go or play defense and not retaliate or not respond. It's pretty much on the other individuals. But, I think for the most part, we do a great job of applying what we've learned.

We can say, we can get you A,B, and C all day long, but if that particular person or the participant doesn't have it all written in their mind that they wanna change and have a different outlook on life, then it's not gonna help.

These reflections, like earlier comments on building community resources, highlight how critical the individual's readiness and willingness is to the CVG mission. Therefore, while commitment and consistency from staff are essential, additional training could help equip them with more tailored strategies to engage individuals who may resist or disengage from the intervention process.

Ongoing Emotional Support and Coping Strategies. Participants discussed emotional challenges and their impact on well-being. For example, participants stated:

The work that we do, things are often triggered in us from our previous experiences.

This job can drain... not just from [individuals that they work with], sometimes it can be from our other team members can be draining. So, I think it's extremely important for us to be able to, maybe once a month, have a mental health person come in and make it a requirement that we sit down and speak to them for a few minutes cause nobody's going to come out and say I'm hurt or I'm sad. That's just not, that's not how we roll. So, I think that's extremely important to keep our mental health in a good place.

In order for it to be effective, we have to be available. We get calls in the middle of the day, the middle of the night, early in the morning. And, the fact that they trust us enough to reach out for us, we do need to have the state of mind where we have to get up and go. This job is really emotionally and mentally taxing. So, you have to take care of yourself. I would definitely let them know that self-care is really big. You have to take care of yourself because this job is heavy. A lot of us take this stuff home with us. When we leave this office, we still... So, really just have a support system. We try to create a support system within the team and just we debrief with our teammates, and we find healthy ways to manage stress.

In other words, participants underscored the emotional weight of the work and the urgent need for built-in support systems. While informal peer debriefing and individual coping strategies may already be taking place in some sites, they clearly expressed a need for more structured, proactive approaches to mental health. Therefore, training could include guidance on how local teams can implement regular mental health check-ins, mindfulness practices, structured peer debriefing sessions, and accessible stress management strategies to support emotional resilience and well-being of the participants.

Limitations of the Focus Group Interviews

As with other focus group interviews, this report also has several methodological limitations. First, participants were selected based on the willingness of local program directors to support the initiative to evaluate the training program and the participants' own interests. This means that the sample may not reflect the full range of perspectives across the entire program.

There was also a possibility that more outspoken individuals might have dominated the interview, potentially limiting input from those who are quieter. Although the evaluator encouraged balanced participation by using silence strategies and inviting each person to respond in turn, some participants might have felt pressured to agree with others or to share only one side of their perspective, particularly in group settings where peers were present.

Furthermore, some participants experienced both the old and new versions of the training. Although they were specifically asked to reflect on the program they had most recently completed, they may not have clearly distinguished the different impacts of each version. Indeed, the interview questions did not explicitly ask participants to compare the two. This was a deliberate choice, intended to avoid undermining the credibility or value of the previous version of training and to maintain trust with those who had received the previous version. As a result, this study does not include direct comparisons between the old and new versions of the training from the participants' perspectives.

Finally, while the focus group insights give us some really meaningful stuff with a deep dive into what folks experienced, the small number of participants ($n = 16$) means we can't really say if these findings apply to a wider group.

Gaps between the Exit Survey and Focus Group Interview Findings

Several important gaps emerged when the findings from the exit survey in Part 2 were compared with those from the focus groups.

How to Implement Trauma-informed Practices

Although participants in the focus groups praised the training for teaching them the roles that trauma plays—both in their own lives and in the lives of those they are trying to help—they showed a weaker understanding of how to translate that awareness into specific, practical actions. While they were able to clearly recognize the importance of trauma-informed care, they lacked clarity on how to implement it when engaging individuals who display trauma responses. This gap was evident in the knowledge assessment. For example, only 59.6% of participants correctly answered the true-false statement: “As a part of trauma-informed care practices, we should encourage participants to open up and share their stories at our first meeting to ensure we are both on the same page from the start.” This suggests that 40% of participants were not clear about appropriate boundaries and pacing in trauma-informed engagement.

Indeed, the training content strongly emphasizes what trauma is, how it affects individuals, and how people tend to respond to it. However, it relied heavily on participant-driven discussion when it came to applying this knowledge. For instance, the training program instructed trainers to ask open-ended questions like, “What would you do in situations involving Fight, Flight, Freeze, or Fawn?” While this approach encouraged reflection and engagement, it risked leaving gaps in practice, especially for sessions where most participants were new to community violence intervention (CVI) work. While the trainer’s notes included a couple of suggested responses for each trauma reaction type, these lacked structured guidance. Although the role-specific training attempted to reinforce trauma-informed practices using memorable frameworks such as the “Four Rs of trauma-informed practice,” practical strategies were still underdeveloped, instructing participants to “respond by fully integrating knowledge about trauma into policies, procedures, and practices,” without concrete examples or modeled behaviors, this guidance remained abstract.

Therefore, while the content was meaningful and resonant, it lacked the practical grounding necessary for participants to confidently apply it in real-world settings. Strengthening this part of the training could also address another key suggestion raised in the focus groups: equipping staff with better tools to engage highly resistant individuals—many of whom are likely to be trauma-impacted.

Enhancing Violence Interruption Strategies

Another key strength of the training, highlighted by focus group participants, also requires attention when the findings from the exit survey and focus group interviews were triangulated. From both the open-ended responses in the exit survey and the focus group discussions, participants expressed a clear need for more in-depth, scenario-based practice to help bridge the gap between understanding de-escalation and using it effectively in real-world situations. Indeed, while the exit survey respondents reported strong confidence in their ability to interrupt violence (with an average rating of 4.591), only 69.5% answered the corresponding question correctly, revealing a gap between confidence and actual understanding of how to apply de-escalation strategies in practice. Also, while de-escalation is arguably one of the most essential skills for participants in this field, the training content primarily focused on five major strategies: buying time, reasoning and consequences, holding on, saving face, and de-escalation—before moving into the sixth and final strategy, mediation. Given this structure, it is understandable that participants across both methods expressed a desire for additional tools and more in-depth practice, particularly in the area of real-world application.

Providing Holistic Perspectives on the Roles and Responsibilities

Lastly, although many participants could identify VI and OW responsibilities on paper (e.g., scoring 79.8% on VI tasks and 88.9 on OW typical duties), some focus group participants expressed confusion between the roles of Violence Interrupters and Outreach Workers, leading to inefficiencies and overlapping duties. The following comment from one participant clearly illustrates this concern:

When I started [as a violence interrupter], [I was] not fully prepared for the role as far as “where it ends and then where [it] go[es]. How do I hand it to the outreach worker? At the beginning, I think I was doing outreach work, not just my VI [work]. I was calling individuals every day, pulling up, checking in on the follow-up. I was really doing a lot of, [what] I believe, is more the outreach role as far as how I dealt with the[m]. I think we've all said though, like so much of the work kind of bleeds in too. When you make initial contact with a person, whether they're a young person or a young adult, you just really want to give them the best of yourself.

This reflects a key challenge: VIs often establish early relationships and gain the trust of participants during their fieldwork, which can make it difficult to transition that trust to OWs. This blurring of responsibilities leads to confusion for all—not only VIs and OWs but also program participants. Indeed, an analysis of the training content reveals a focus on the individual roles and responsibilities of each position, emphasizing typical duties, procedures, and tasks. However, it does not sufficiently address how these roles interact within the broader CVG workflow or how transitions between team members should occur. As a result, staff were left without a clear understanding of how to collaborate and hand off cases smoothly.

To address this, the training could benefit from including workflow diagrams or real-life case examples to illustrate how VIs and OWs collaborate, transition cases, and define their specific responsibilities from the organization’s holistic perspective more clearly. Clarifying these collaborative touchpoints would support role clarity and improve operational cohesion in the field.

Key Insights

- Participants reported sustained self-efficacy and confidence four to six months post-training, with all noting some to significant improvement in applying learned strategies, and 93.8% (n = 15) feeling completely prepared to manage high-conflict situations.
- Focus group participants described actively applying what they learned from the training, particularly conflict de-escalation, communication and relationship-building, and trauma-informed approaches in their field work.
- Despite positive application, participants expressed a need to improve the initial training by incorporating more hands-on experiences, such as experiential learning and lower-stakes responsibilities in the field, to gain early field experiences as well as early team-building activities to support stronger team collaboration.
- Suggestions for ongoing development included field-based mentorship, strategies for building community resources, advanced engagement techniques for highly resistant individuals, and continued support for emotional well-being.
- The collective insights from exit surveys and focus group interviews underscore the need to strengthen the practical application of trauma-informed approach, violence interruption strategies, and the clarification and coordination of roles between VI and OW.

- Overall, participants' reflections suggest that the training was successful in supporting meaningful behavior change, with many applying key concepts in the field. At the same time, their insights highlight the importance of designing training as an evolving process—one that builds foundational skills early on, reinforces learning through real-world practice, and provides continued support to sustain long-term behavior change and impact.

Part 4: Impact of the Training

This section examines the broader impact of the training over a six-month period by comparing two versions of the CVG training model: the newly developed version, introduced in August 2024 and evaluated in this report, and the previous version that was in place prior to its launch. The previous model serves as a benchmark for assessing change, providing a point of comparison across four key performance metrics. This section also explores how participants reflected on the impact of their work on both their personal and professional lives. The quantitative analyses focus on identifying statistically significant differences across four key performance metrics, highlighting measurable outcomes that may indicate where the new training model shows improvement or may require further refinement. These findings are complemented by qualitative insights from participants to provide a full image of how the training has been translated into practice.

Method

Training outcomes were compared between two sites: Atlanta, GA, which completed the previous training program on July 1, 2023, and Wichita, KS, which completed this new training on August 23, 2024. These sites were selected for comparison for three reasons. First, both sites were newly launched at the time of training, which helps minimize the influence of pre-existing organizational norms and practices, compared to other existing CVG sites. Second, the data collection systems at both sites used similar measurement methods, ensuring comparability. Third, both sites had small teams with approximately 7 to 12 staff members, making their scale comparable to other CVG sites. Therefore, these two locations were considered the most practical choices for comparison. Although the timelines differed, changes in outcomes over time were analyzed by comparing trends between the two sites.

Four key performance metrics were analyzed in the quantitative analysis: (1) Trainees' Mediation Engagement and Outcomes, (2) Reported Work Hours on Violence Interruption and Behavioral Change, (3) Participant Recruitment, and (4) Community Engagement & Violence Prevention Efforts. These metrics were identified as the most comparable and relevant variables for this evaluation because they were collected using the same data collection method in both sites. The relevance of each metric is discussed in each section below.

Impact on the Four Key Performance Metrics

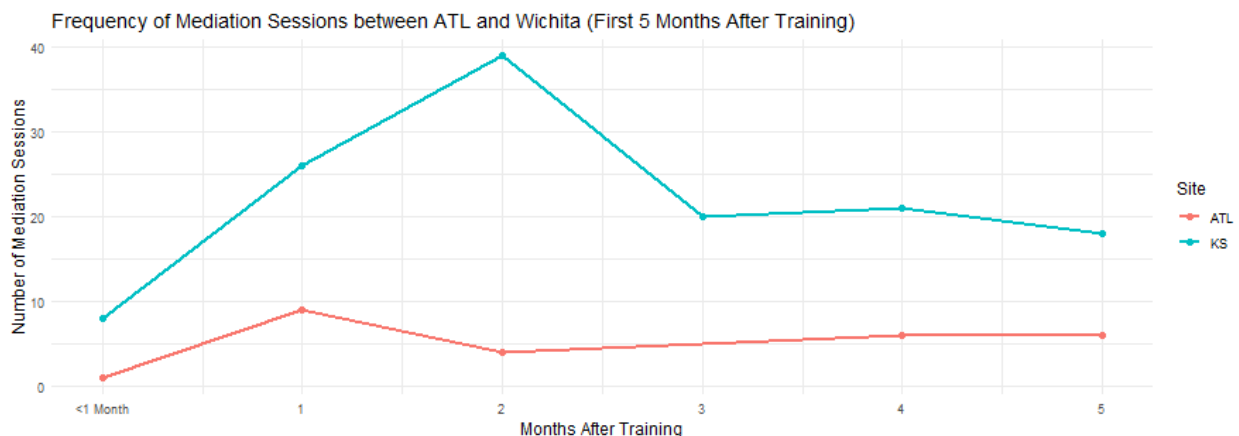
Trainees' Mediation Engagement and Outcomes

This section examines whether there are differences in mediation engagement levels and outcomes between the previous and new versions of the training. The analysis includes mediation sessions conducted within the first six months post-training to ensure a consistent comparison of program impact. The analysis compared mediation frequency, session duration,

resolution outcomes, and escalation rates over a six-month period following training completion at each site.

(1) Differences in Frequency of Mediation

The Wichita site reported significantly more mediation sessions (132 sessions) compared to the Atlanta site (26 sessions) within the first five months of post-training. A Poisson rate test confirmed that the monthly mediation rate was significantly higher in Wichita than in Atlanta (rate ratio = 0.197, 95% CI: [0.124, 0.302], $p < 0.0001$). This result suggests that employees in Wichita had greater engagement in mediation activities compared to those in Atlanta. While the results indicate greater mediation engagement in Wichita, it is important to note that other factors—such as conflict prevalence, accessibility of mediators, or reporting practices—may have also influenced these differences. Future studies could explore these contextual factors to better understand variations in mediation frequency.



(2) Differences in Mediation Duration

Wichita has a slightly higher average mediation session duration (2.01 hours vs. 1.78 hours). However, a two-sample t-test indicated that the average of mediation duration for Atlanta did not significantly differ from that of Wichita ($t(36.996) = -0.78$, $p = 0.442$, 95% CI [-0.856, 0.382]). This finding was further supported by a nonparametric Wilcoxon rank-sum test as well ($p = 0.576$). These results suggest no statistically significant difference in mediation session duration between the two sites.

(3) Differences in Mediation Resolution

At the Wichita site, 21 sessions were reported as conditional resolution, 105 as resolved, and 8 as unresolved, whereas the Atlanta site reported only 2 conditional, 21 resolved, and 4 unresolved sessions. For the robustness of the analysis regardless of classification, multiple analyses were conducted, including a three-category comparison and binary classifications, where "conditional" was treated as either resolved or unresolved. In all cases, statistical analyses consistently found no significant differences between Atlanta and Wichita. For example, sessions labeled as "resolved" and "conditional resolution" were merged into "resolved." This recoding resulted in 85.2% of mediation sessions in Atlanta (23 out of 27 sessions) being classified as resolved, while 94.0% of mediation sessions in Wichita (126 out of 134 sessions) were classified as resolved. However, a chi-square test revealed no significant difference in mediation resolution outcomes between the two sites, $\chi^2(1) = 1.43$, $p = 0.232$. Also, a logistic regression model further supported

the lack of significant association between site and resolution outcome ($p = 0.123$). These results confirm that mediation resolution outcomes did not significantly differ between the two sites, regardless of how "conditional resolutions" were classified. Therefore, it was concluded that the resolution rates were similar across sites.

(4) Differences in Escalation after Mediation

Atlanta had a higher proportion of escalations after mediation (10 out of 27 cases, 37.04%) than Wichita (17 out of 134 cases, 12.69%). A chi-squared test revealed that the difference was statistically significant ($X^2 = 7.8815$, $df = 1$, $p < 0.01$). A logistic regression model also indicated that mediation sessions at Wichita had significantly lower odds of escalation ($\beta = -1.398$, $SE = 0.476$, $z = -2.940$, $p = 0.003$), corresponding to an odds ratio of 0.2470. This suggests that the odds of escalation after mediation in Wichita were approximately 75% lower than mediation sessions in Atlanta.

(5) Implications

The findings suggest that the new training model implemented in Wichita may be more effective in fostering engagement in mediation and reducing escalation. While no significant differences were observed in resolution rates or duration, it is important to recognize that mediation duration does not necessarily reflect effectiveness (Wissler, 2004). Some evaluations even do not consider this as a factor in determining mediation effectiveness (Kalter et al., 2018). Additionally, scholars argue that resolution outcomes should be evaluated in the context of mediation goals and the durability of resolution rather than solely by settlement rates (Boyle, 2017; Kalter et al., 2018). Given that the primary goal of the CVG mediation program is to reduce violent escalation, the significant reduction in escalation rates in Wichita suggests that the new training may better equip their trainees with skills necessary for de-escalation. However, it is also important to acknowledge that other site-specific factors, such as organizational culture, conflict prevalence, or mediator availability, may have contributed to these differences. While this study provides evidence supporting the effectiveness of the new training in the first six months' post-implementation, future research should continue to explore these additional influences to further validate its impact.

Reported Work Hours on Violence Interruption and Behavioral Change

A few key indicators for understanding how the community may be changing include how employees spend their time, especially in (1) engaging in immediate violence interruption and (2) making efforts in behavior change within the community to foster long-term transformation. The analysis focuses on work hours in the first five months after training to evaluate the effectiveness of the new training model compared to the previous one at two sites. The two key metrics examined are Interruption Hours and Behavior Change Hours, with data aggregated at the monthly level. A Difference-in-Differences (DiD) regression approach was applied to compare trends and assess the impact of the training models.

The following model was used for the analysis:

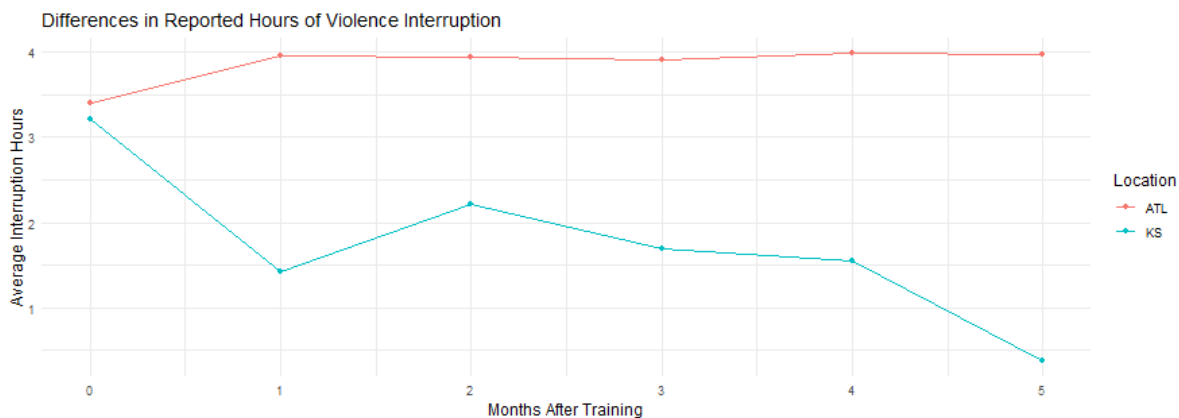
$$Y = \beta_0 + \beta_1 Location + \beta_2 Months \text{ after the training} + \beta_3 (Location \times Months \text{ after the training}) + \varepsilon$$

Here, Y represents the outcome variable (Interruption Hours or Behavior Change). β_3 is the key DiD coefficient, representing the effect of the intervention over time.

While a traditional DiD analysis was not possible due to non-overlapping pre-training periods and different calendar timeframes for Atlanta and Wichita, this report utilized an alternative approach. By aligning both sites using a variable called "months after training," trends were compared at the monthly post-training time points. This allowed an examination of whether the effects of training evolved differently between sites.

(1) Differences in Reported Hours of Violence Interruption

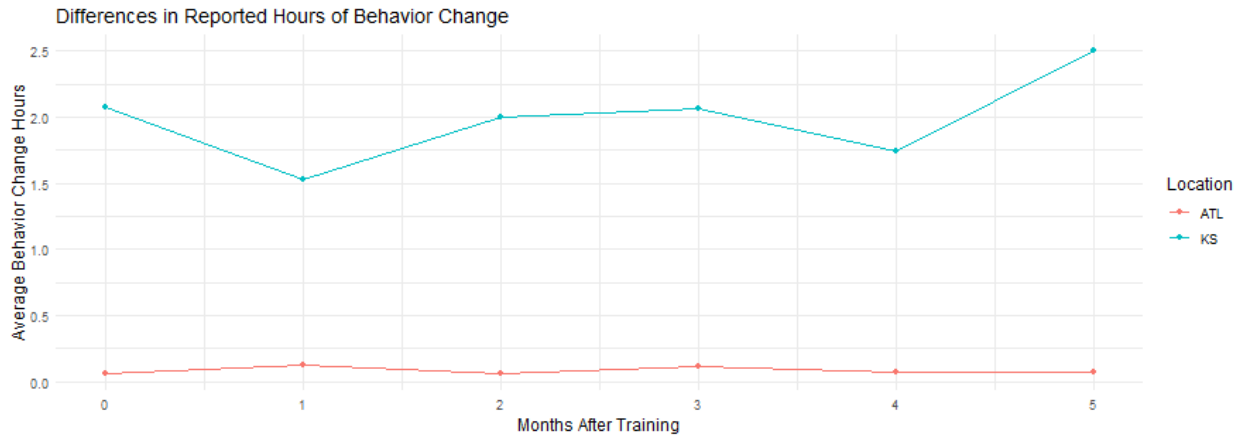
Variable	Estimate	Std. Error	t-value	p-value
Intercept	3.660	0.324	11.310	<0.001***
Location (Wichita)	-0.892	0.458	-1.949	0.087
Months After Training	0.081	0.107	0.756	0.472
DiD Interaction Term	-0.490	0.151	-3.242	0.012*



These results indicate that the change in reported interruption hours over time differs significantly between the two training programs. Specifically, the new training appears to be associated with a decline in interruption hours in Wichita, compared to Atlanta. Considering the high model fit (Adjusted $R^2 = 0.878$) and significance of the model ($p = 0.012$), the change in interruption hours over time was also significantly different between sites.

(2) Differences in Reported Hours of Behavior Change Hours

Variable	Estimate	Std. Error	t-value	p-value
Intercept	0.089	0.169	0.524	0.615
Location (Wichita)	1.692	0.239	7.081	<0.001***
Months After Training	-0.002	0.056	-0.033	0.974
DiD Interaction Term	0.083	0.079	1.051	0.324



The results suggest that employees in Wichita engaged in significantly more behavior change activities immediately after training compared to Atlanta (about 1.69 hours more than Atlanta, $p < 0.001$). This difference also remains relatively stable over time, as shown in the non-significant DiD interaction term ($p = 0.324$). This means that the new training model may have contributed to an initial boost in behavior change at Wichita, although this effect did not continue to grow over time.

(3) Implications

The findings indicate that Wichita employees initially engaged in significantly fewer violence interruption activities but more behavior change activities compared to Atlanta. The reported hours spent on interruption activities in Wichita declined significantly over time. These suggest that there may have been fewer violent incidents requiring intervention at Wichita compared to Atlanta. While further investigation is needed, the trend at Wichita aligns with patterns observed at other CVG sites, where declining interruption hours and increasing behavior change activities are common in successful locations. Therefore, this trend in Wichita could indicate a successful reduction in conflict requiring interruptions. However, alternative explanations should also be considered. For example, employees may be less engaged in interruption efforts or have a different understanding of reporting practices. Another possibility is the differences in crime levels between the two cities in this timeframe. However, given that the above plots have relatively stable trends rather than large fluctuations, and that Wichita employees engaged in significantly more behavior change activities than those at Atlanta, it is highly likely that the new training model played a role in these behavioral differences—both in the short and long-term differences in reported work hours. Another notable implication of this finding is that the reported hours spent on behavior change activities remained stable over time rather than increasing. While this may indicate that employees have reached their maximum capacity, it also suggests that reinforcement strategies, such as follow-up training or coaching, should also be considered to sustain engagement and prevent potential declines in long-term behavior change.

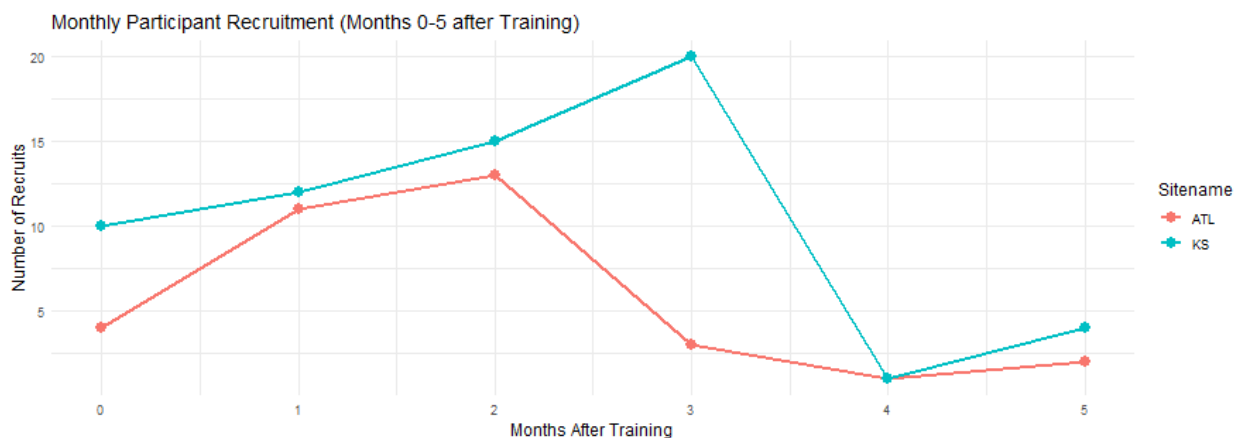
Participant Recruitment

The success of violence prevention initiatives depends not only on intervention activities but also on effective participant recruitment. A key measure of employee effectiveness in the organization is participant recruitment. Employees are expected to recruit at least 15 participants within 90 days of their recruitment. This section evaluates recruitment patterns in both sites, again within the first six months following the training using the DiD regression analysis and trend

visualization. The analyses in this section assess whether training completion influences participant intake and explore key factors affecting recruitment trends.

(1) Differences in Participant Recruitment between Atlanta and Wichita

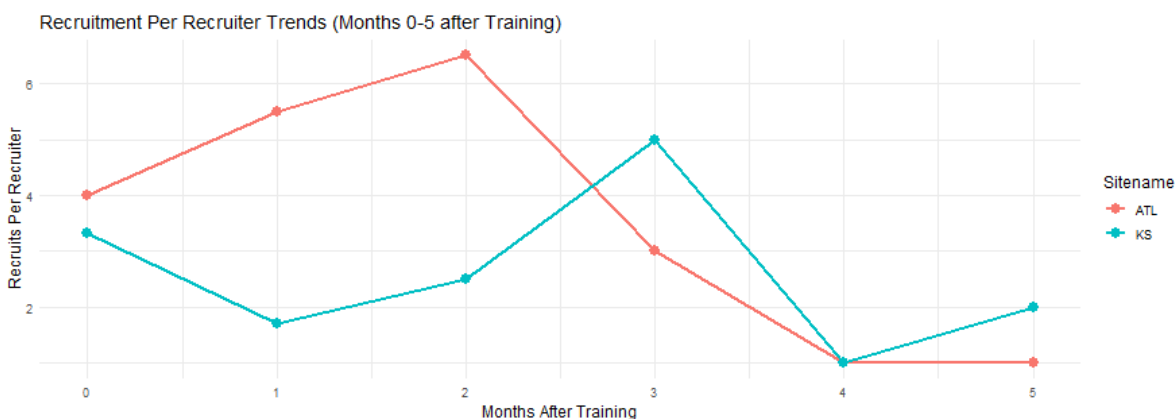
Variable	Estimate	Std. Error	p-value
Intercept (Baseline recruitment)	9.24	4.35	0.066
Wichita: Site Effect	5.24	6.15	0.419
Months After Training	-1.43	1.44	0.349
Interaction (Wichita $\times$ Months After Training)	-0.23	2.03	0.913



Although the Wichita site initially recruited more participants and sustained recruitment longer, overall recruitment declined at both sites over time. There was no significant difference in recruitment trends between Atlanta and Wichita ($p > 0.05$), suggesting that the training did not have a statistically significant impact on recruitment numbers.

(2) Differences in Participant Recruitment per Outreach Worker

	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	5.786	1.167	4.956	0.001***
Site: Wichita	-2.744	1.651	-1.662	0.135
Months after the Training	-0.914	0.386	-2.371	0.045*
Interaction (Wichita $\times$ Months After Training)	0.734	0.545	1.346	0.215



An additional analysis assessed whether the training had a differential impact on the number of recruits per recruiter over time. The results indicate that Atlanta had significantly higher initial recruitment per recruiter ($p = 0.001$), but recruitment efficiency (recruits per recruiter) declined at both sites over time ($p = 0.045$). Also, while Wichita showed a slightly better recruitment trend over time, the difference between sites was not statistically significant ($p = 0.215$), suggesting that training alone did not significantly alter recruiter workload. However, one interesting finding here is that the Wichita site employed a more distributed recruitment model, with seven employees involved in participant intake compared to only two employees at Atlanta. This suggests potential differences in site operations, workload distribution, or recruitment strategies. Further analysis would be needed to determine whether these differences were influenced by training or such site-specific factors.

(3) Differences in Recruitment Strategies for Outreach Workers

Referral Source	Atlanta	Wichita	Total
I know the participant from personal networks	6	29	35
Myself	20	23	43
Other	5	14	19
Self-referral (Participant approached staff)	3	0	3
Total Recruits	34	66	100

The most common referral method in Wichita was “personal networks” (29 recruits), while in Atlanta, “myself” (self-initiated recruitment) was the most frequent method (20 recruits). Also, Outreach Workers in Wichita used a more diverse set of recruitment sources, including personal networks (29 recruits), “myself” (23 recruits), and “other” (14 recruits). Meanwhile, Outreach workers in Atlanta relied more heavily on direct recruitment. A Chi-Square test ($X^2 = 13.76$, $df = 3$, $p = 0.003$) confirms that the distribution of referral sources is significantly different between Atlanta and Wichita ($p < 0.05$). KS used a more diverse set of recruitment strategies, whereas Atlanta relied more on direct outreach (“Myself”). These findings suggest that the new training model in Wichita may have encouraged staff to leverage multiple recruitment channels, whereas the previous training model in Atlanta may have emphasized an individually driven approach.

(4) Implications

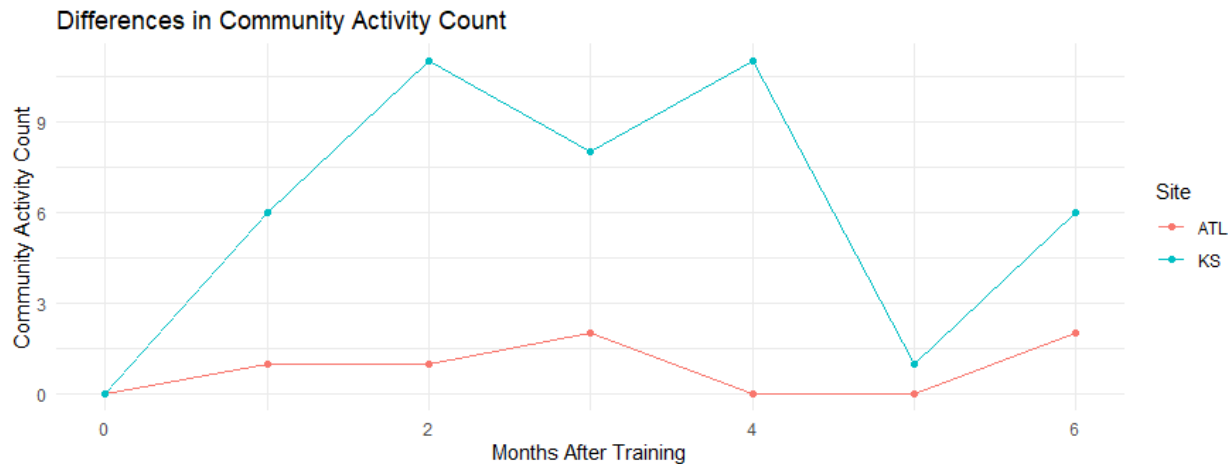
The findings suggest no statistically significant differences between Atlanta and Wichita in overall participant recruitment. Instead, the differences seem to result from site-specific factors such as operations, recruitment models, and strategies. Here, Wichita followed a more team-based, distributed recruitment model, involving more employees but with fewer recruits per person. They leveraged multiple referral sources, indicating a more diversified recruitment strategy. On the other hand, Atlanta employees relied more heavily on direct recruitment, suggesting that the recruitment approach was more direct and employee-led rather than a community-driven approach. Over time, however, recruitment decreased at both sites, suggesting possible outreach fatigue or shifts in post-training priorities. If the goal was to diversify recruitment methods, the Wichita training succeeded. However, if the goal was to maximize recruits per employee, the Atlanta model performed better.

Community Engagement & Violence Prevention Effort

CVG tracks its staff members' activities related to community engagement and violence prevention efforts in these sites' communities. These activities include the number of community events held by the organization and the number of unique days staff members worked in the catchment area. Here, the catchment area refers to a pre-determined target district or region where CVG staff members focus on interrupting violence. Among the key indicators CVG uses, these particular measures were selected for three main reasons. First, both sites used the same measurement method for these indicators, ensuring comparability. Second, these indicators directly reflect staff effort, which is critical because changing community norms is one of the most effective ways to interrupt the transmission of violence. Third, participant-led outcomes often have many confounding factors since individuals' readiness to change behaviors can vary depending on their personal circumstances. Therefore, these indicators were compared between the two sites over the first six months post-training using monthly aggregated data and a DiD regression approach to assess trends and training impact.

(1) Differences in the Number of Community Activities

Variable	Estimate	Std. Error	z value	Pr(> z)
Intercept	-0.570	0.955	-0.597	0.550
Location (Wichita vs. Atlanta)	2.180	1.097	1.987	0.047*
Months After Training	0.128	0.244	0.523	0.601
DiD Interaction Term	-0.062	0.286	-0.216	0.829

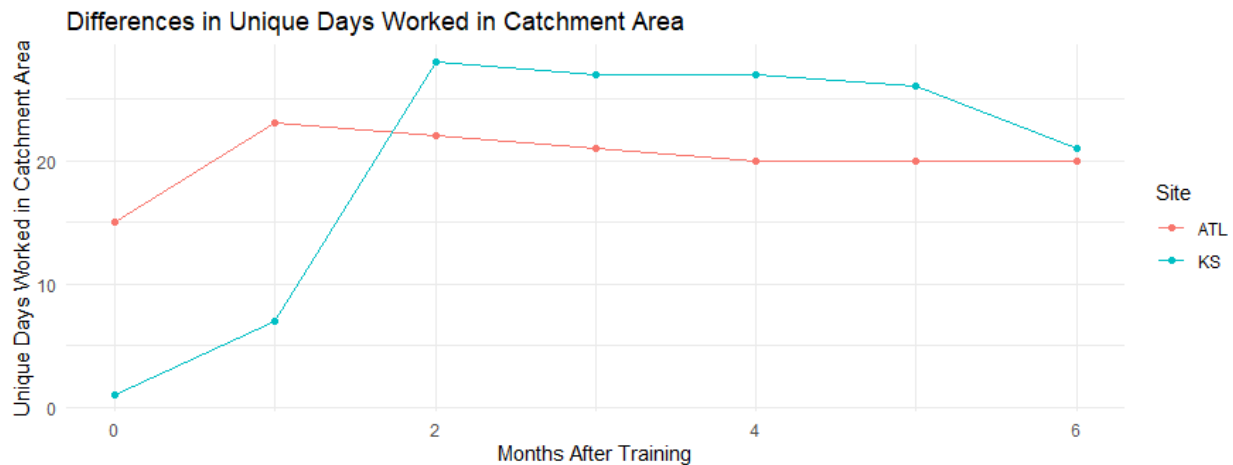


The results suggest that Wichita had significantly more community activities than Atlanta ($p = 0.047$), suggesting that the new training model may be associated with an initial increase in engagement. However, there were no significant differences in activity trends over time ($p = 0.601$) and in the effect of time after training on activity count between sites ($p = 0.829$). This suggests that while Wichita showed initially higher engagement, this level was not well maintained, and overall trends remained similar across both sites. Also, as shown in the plot, Wichita exhibited fluctuations in community activity over time, suggesting that external factors, such as implementation differences, management decisions, seasonal trends, or staffing levels, may have influenced engagement beyond the training itself. While Wichita consistently

demonstrated higher community activities, attributing this solely to the new training requires caution since external factors may have also contributed to this result.

(2) Differences in the Unique Days Worked in Catchment Area

Variable	Estimate	Std. Error	z value	Pr(> z)
Intercept	2.965	0.154	19.307	<0.001***
Location (Wichita vs. Atlanta)	-0.602	0.241	-2.498	0.013*
Months After Training	0.012	0.042	0.295	0.768
DiD Interaction Term	0.169	0.061	2.766	0.006**



This result suggests that Atlanta initially had a significantly higher number of unique days worked in the catchment area compared to Wichita ($p < 0.001$). However, after training was introduced, Wichita showed a sharp increase in workdays, surpassing Atlanta, as indicated by a significant positive interaction effect ($p = 0.006$), though it experienced a slight decline at the end. This decline, however, may be influenced by incomplete data for February 2025 at the time of analysis, since employees may retroactively enter data weeks after the actual date. The significant positive interaction effect ($p = 0.006$) indicates that Wichita experienced more significant improvement than Atlanta over time, suggesting that the new training had a stronger impact on increasing engagement in the catchment area.

(3) Implications

The findings suggest that the new training model in Wichita was more effective at increasing engagement in catchment areas compared to Atlanta, as indicated by the significant increase in unique days worked in the area ($p = 0.006$). However, the training did not lead to a significant increase in overall community activities. Given that trends in community activities over time did not differ significantly between sites ($p = 0.829$), this result may be attributed to site-specific factors, such as seasonal trends, staffing, or management decisions, rather than the training itself. Therefore, extending the evaluation over a longer period and including additional sites would help determine whether the training effect is sustained over time and clarify its true impact by accounting for external influences.

Overall Findings from the Quantitative Approach

The statistical analyses of the four key performance metrics highlight both the strengths and limitations of the new training program, compared to the earlier training model implemented at Atlanta. Wichita participants demonstrated greater involvement in mediation and significantly reduced escalation following mediation. These outcomes suggest that the training may have helped strengthen de-escalation skills, which are central to the CVG program's mission. Also, Wichita staff reported fewer hours spent on direct intervention and more on proactive behavior change activities. This pattern aligns with trends in successful CVG sites and may reflect a strategic shift promoted by the training. However, the stability of these metrics over time suggests that employees may have reached a performance plateau, possibly reflecting a ceiling effect. To sustain or deepen behavioral change, reinforcement strategies such as coaching, peer learning, or refresher training may be necessary.

No statistically significant differences were observed in overall participant recruitment. However, a statistically significant difference was found in the number of unique days worked in the catchment area, with Wichita showing a more rapid and sustained increase over time. This trend suggests that the new training may have had a stronger impact on promoting consistent fieldwork, necessary for completing CVG's missions.

Nevertheless, fluctuating patterns and variability across some metrics suggest that site-level conditions and implementation decisions may still influence how consistently training is translated into practice. Also, the differences in recruitment models suggest that local operational strategies may have influenced how outreach and recruitment were implemented. These findings reinforce the idea that training effectiveness is shaped not only by curriculum content but also by the context in which it is applied, even when curriculum design is standardized.

Overall, the new training program appears to support more effective application of mediation and conflict de-escalation skills and may contribute to increased proactive behavior change and community engagement. At the same time, its impact on recruitment remains less clear, likely due to site-specific operational choices. These findings suggest that while the curriculum may offer relevant guidance, trainees may benefit from additional support in tailoring those practices to different implementation contexts.

Consequently, the future training program should consider:

- Integrating best practices in community outreach and recruitment strategies to ensure consistent application of the model, regardless of local staffing structures, outreach strategies, or site-specific conditions
- Embedding reinforcement strategies to sustain long-term behavior change

To fully understand the impact of the new training model, future evaluations should extend beyond the six-month window and include additional sites. This will help validate early trends, account for contextual differences, and inform decisions about refining, scaling, or adapting the training program across diverse implementation settings.

Limitations of the Quantitative Approach

Like other quantitative approaches to training evaluation, this report acknowledges several limitations that necessitate caution when interpreting the findings. Although the newly launched sites were selected to minimize site-specific differences, the results may still be influenced by

both exogenous and endogenous variables, such as organizational culture, reporting practices, staff availability, management decisions, crime levels in the two cities, and seasonal trends. Also, since this analysis is based on real-world cases rather than a randomized controlled trial, factors such as variations in training completion dates, differences in trainers, and the small sample size may have impacted the findings. These factors make it challenging to attribute the results solely to the training curriculum itself. Despite these limitations, this approach still provides meaningful insights into early trends and practical implications for organizations. By capturing how training operates in complex, real-world environments, it yields findings that are applicable and help refine training strategies.

Another key consideration is the evaluation period itself. While this report offers valuable insights into initial trends, it is important to acknowledge that the long-term effects of training are typically assessed one to two years after the training (Axtell et al., 1997). The six-month post-training window may not have been sufficient to fully capture sustained behavioral change and long-term training effectiveness. Therefore, future evaluations should consider extending the period beyond six months to determine whether initial improvements persist or diminish over time. It should also include additional sites to account for external influences and ensure broader applicability.

Lastly, the data analyzed in this report was collected in January and February 2025. However, at the time of analysis, the dataset may not have fully reflected Wichita's actual work, as employees at CVG have the flexibility to enter data retroactively to allow staff members to prioritize violence interruption and participant engagement. This may have contributed to some declines observed in key performance metrics in the visual plots, particularly for February 2025. Given these three limitations, the findings should be interpreted with caution. Future analyses should account for site-specific differences and delays in data entry over extended periods to ensure a more accurate assessment of training outcomes.

Impact on Participants and Communities

In addition to the four key performance metrics, this report also explored how participants experienced the impact of the training in both their personal and professional lives, specifically in how staff understand their roles, apply what they've learned, and perceive the broader influence of their work within the community. Participants discussed the following key areas of impact.

Personal and Professional Growth

Participants across sessions noted personal growth, including improved patience, emotional intelligence, conflict resolution skills, and leadership abilities. Many emphasized learning to approach individuals nonjudgmentally, build trust, and apply trauma-informed strategies in their interactions. The below statements exemplify the changes participants described after training:

I'm gonna go back to patience. I didn't have it before. I was a person.. I mean.. growing up it was you always had defend yourself and [that was] the only way I knew. How to defend myself was to speak up, and it probably wasn't the best way in these type of situations you can't go into something like that. So, it personally.. I said going back to humble yourself and kind of.. you got to sit back. You gotta listen and you gotta observe before reacting.

One way to deal with conflict, or to mediate or intervene is first to listen. I have been actively working on actively listening. Sometimes, I'll catch myself "Oh, I just shut up so that I can really listen to understand" In my own personal life and personal conflict or dealing with conflict, I try to be quiet. I'm learning to be quiet more and listen to really understand what that person is saying because sometimes even the words that they're saying is not what they're saying, but you can read between the lines if you're actively listening.

Well, honestly, before I started working with CVG, if I had a conflict, eventually, it would [have] turn[ed] into a fistfight. But, now working with CVG, identifying that I was reacting from a trauma-based approach, now I try to use some of the techniques that we learned through training. And, we could talk now. You feel me? We could talk! Or.. yeah, that's the whole thing. Like, I ain't used to know how to talk. I used to be angry to the point where I just feel like you tried me or something. But, now, dealing with training and CVG, I understand that I feel like they're coming from a trauma. That's a trauma reaction.

[It] made me a better person because I look at all these people on our team, [and] we have so many talented people on our team. I feel like I try to take little pieces from each one of them and put it into my daily life and how I am with my participants.

I had to learn that I can't come at them like my kids on a parents approach because they're going to run from that, so I was going to say the exact same thing [another participant in the room] said: just meeting them where they at is the biggest thing, not trying to hold them to a higher standard or a lower standard, just where they at, and they more understanding to us. When we come to them on their level, they [are] more receptive to us.

I think [another participant] was saying conflict on this journey, it has really made me take a look at myself to be able to further to help someone else. [...] All these things we talk to people about are all my ducks in a row. It has really made me look at conflicts within myself on saving for tomorrow.

Improved Personal and Community Relationships

Participants also consistently reported stronger community ties and increased respect, attributing this change to their visible and impactful roles in the community. Some participants also noticed improved interactions with family and friends, attributing these positive changes to skills acquired from the training and the work. Others shared how their work deepened their understanding of community dynamics, allowing them to build more authentic, trusting relationships both within and beyond their professional roles. They believed that community members actively seeking their guidance and intervention was a sign of their role as trusted leaders in the community.

Being in this job has really affected my parenting because it allows me to get an inside view and kind of get some insight on what these kids are facing. And with kids in that age range, I'm able to have relevant conversations with my children about some of the things that they're going through. And it just is really amped up. A lot of the things that I'm able to do as a parent, because I'm able to do them as an outreach worker as well.

It has enabled me to be able to teach my children and to be able to look at them as individuals and my grandchildren as individuals with traumas, conflicts within them,

toward myself, how to maybe approach those things, and not to judge people about what I see from their appearance or how they look as individuals within their own mindset, within their own, they have their own where they want to go, their own judgments.

I coached a lot of these kids that are in our group right now, but they've always looked at me at coach, now to look at me as mentor. They look at me as a resource. They look at me as help. So, being able to rebrand who I am and what I do in a community, um, is something that ORGANIZATION has given me an opportunity to take full advantage of.

I think what make us real effective is all of us have well built relationships with the community. So, like the relationship with people in the community, if some go on in the community, [they say], 'Man, this was going on.' They'll give us their call down. The community that had enough from us, and it come[s] from being the relationship, they trust us. So, they tell us the personal stuff, they personal with us, and they will keep this way keep us, this is how it's grown. This is what's grown about our team and community. All of us have relationships with different parts of the community and different age groups. So, we as a part of the community, they [are] gonna let us know.

So one of the things that we've been able to do is build that trust with the participants, the community, and things of that nature.

Positive Changes in Community

Participants perceived positive changes in community members, including individuals reaching out during difficult situations, seeking support and reassurance, and sharing their progress. They also noted that direct support, positive feedback, and growing community acceptance were also clear signs of the positive impact they were making.

I got a participant when I first met him, he was running away from home. You couldn't get him to stay at home. [...]. But, since we've been working with him, his grades improved [at] school. He stopped running away from home. And, we got him enrolled in boxing and he loved it. He's actually a natural in there. And, his overall behavior just did a whole 360.

Just to give an example, there's a situation where one of our participants had bought a vehicle from another individual, and the vehicle had some issues with it, and so he was upset. Normally, they're geared to handle things a certain way. You know what I mean? When you're growing up in that lifestyle and you're used to taking things on and handling it however you handle it, but instead of doing that because of the mentorship and the relationship that we've been able to build with him, instead of reacting, he called me first and said, hey, this is what's going on, man. Can you give me some advice how to handle this? And that way, we were able to step in and kind of mediate between the two to come to a solution.

I had an individual who wore a mask everywhere he went. [...] When we first met him, he was never taking that mask off. It wasn't coming off. But, for him to do it on his own, it lets me know that they get it. You know, something as small as him taking his mask off, it resonated with him. [...] He took the initiative to snatch the mask off. And then it kind of makes you feel like, you know what? This is working! No matter how hard it gets, no matter how long the days are, no matter how short the nights are, it's worth it.

I would say this briefly, before they do something recklessly, a lot of time they'll give us a call, if they can't reach us, they even take an extra step and come to the office. So just for us, seeing those factors, let them know we making an impact in our community life, we changing the norms. Because they know somebody in the community cares.

I love the reaction from the community. People walking up to us on a day-to-day basis, telling us, keep up the good work. They see what we're doing. They see the impact.

Subsequently, the experiences shared across focus groups highlight the deep personal and community-level impact of the training and the work, which is often difficult to capture through quantitative methods alone. Participants' reflections reveal that the effects of the training go far beyond introducing knowledge and skills in that they shape how individuals see themselves, relate to others, and serve their communities.

Key Insights

- The new training model was associated with stronger field engagement, including higher mediation engagement, reduced escalation rates after mediation, and a sharper increase in days worked in the catchment area during the first six months compared to the previous version.
- Participants reported stronger relationships with community members, describing increased trust, recognition, and active requests for support—signs that they are perceived as credible figures in achieving the CVG missions.
- Focus group findings also pointed to meaningful individual-level growth, including increased emotional regulation, confidence, and improved personal and professional relationships.
- Together, these outcomes suggest that the training is contributing to meaningful progress toward key goals, such as interrupting violence and promoting behavior change.
- However, sustaining and expanding this impact will likely require ongoing support and refinement of the training program.

Conclusion

The findings across all four levels suggest that the updated CVG training program appears to be effective in achieving its intended goals of detecting and interrupting violence, engaging high-risk individuals, and changing community norms that perpetuate violence. Both quantitative and qualitative data demonstrate early progress toward these organizational goals, while also identifying opportunities for refinement and ongoing support.

As described in Part 1, participants reported high satisfaction with the training immediately after completion. This positive impression was sustained several months later, suggesting that the training was seen as relevant, empowering, and grounded in real-world needs. Also, participants left the training with a solid understanding of the core content, as evidenced by high scores in knowledge acquisition and self-efficacy in Part 2.

As described in Part 3, even four to six months after the training, participants reported continued satisfaction and high confidence in managing high-conflict situations. Not only were they able to clearly recall key concepts (i.e., retention of knowledge) but they also discussed how they successfully applied those concepts in real-world situations. Particularly, they shared

examples of actively applying what they learned from the training, such as conflict de-escalation, communication and relationship-building, and trauma-informed approaches in their fieldwork.

Quantitative findings in Part 4 further supported these reflections from the participants. Compared to the previous version, the new version of the training was associated with higher mediation engagement, lower rates of escalation after mediation, and increased days worked in the catchment area. In addition, participants shared that individuals in the community were reaching out for support, showing progress, and seeing participants as trusted mentors—an indication of growing legitimacy in their roles within the community, which serves as a foundation for changing community norms. Taken together, the findings suggest that the training is contributing to meaningful early progress toward the program’s key goals of interrupting violence, promoting behavior change, and influencing broader norms within the communities served.

However, as with many training programs, the findings also highlight opportunities for refinement and continued support. Participants’ early feedback from the exit survey suggested the need for more hands-on, experiential learning opportunities and improvements to the logistical aspects of the training, such as facilities, equipment, and amenities, to help participants stay focused and fully engaged.

After working in the field for four to six months, participants identified additional areas that would benefit from extra support. These included strategies for building community resources, engaging highly resistant individuals, and managing the emotional demands of the work. Suggestions included additional field-based training and structured mentorship, strengthening content on trauma-informed practices and violence interruption techniques, and providing more structured emotional support, such as peer debriefing and mental health check-ins. Another gap between training and practice was the lack of clear guidance on how VIs and OWs collaborate and transition cases. Participants emphasized the need for more clarity regarding their distinct responsibilities and how these roles work together from the organization’s broader perspectives.

In addition, the differences observed across program sites underscore the need to discuss best practices in community outreach and recruitment to ensure that core elements of the model are implemented uniformly regardless of local staffing structures or management decisions. Lastly, the stabilization of some performance metrics after the initial post-training period suggests the importance of ongoing reinforcement to help participants continue developing their skills and sustaining impact over time.

While these findings represent early signs of the effectiveness of the new training program, they should be interpreted within caution in that the context of real-world environment varies across sites and due to its relatively short evaluation window. Continued tracking, long-term evaluation, and structured support will be essential to maintain and increase this progress.

Recommendations

Training Design for Initial Training

- Incorporate more experiential learning into the initial training, such as video-based learning, role-playing, and real-life case studies, to help participants build confidence in

applying their knowledge and completing lower-stakes responsibilities with structured mentorship.

- Clarify role distinctions between Violence Interrupters and Outreach Workers by providing clear guidance on how these roles collaborate and transition cases based on the organization's holistic perspective on workflow.
- Integrate structured team-building activities early in the training program to strengthen trust and collaboration among new teams, especially at newly launched sites.
- Provide take-home materials, toolkits, or a shared forum with best practices across sites to support knowledge retention and foster continued learning and development after training ends.
- Include best practices in community outreach and recruitment to ensure consistent application of the model across sites.

Consideration for the Additional Training

- Provide best practices for building community resource networks that can realistically support the needs of program participants.
- Introduce more strategies related to trauma-informed practices and violence interruption techniques to better support engagement with highly resistant individuals.
- Include guidance on how local teams can implement regular mental health check-ins, mindfulness practices, structured peer debriefing sessions, and accessible stress management strategies to support participants' emotional resilience and well-being.
- Establish field-based training and structured mentorship opportunities, such as trainer field observation and coaching as well as cross-site visits, to help participants refine skills and adapt intervention strategies based on real-world challenges.

Implementation and Sustainability

- Build a structure to reinforce training by establishing a feedback loop between field teams and those refining the training content, ensuring continuous improvement based on lived experiences.
- Develop and track indicators related to community perception to evaluate the longer-term influence of CVG's presence and its impact on shifting norms within the community.
- Consider extending evaluation timelines to at least 12 to 24 months post-training and including multiple sites with a standardized data collection method to assess long-term impact and account for variability across locations in future training programs.

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