

# CHARTING SUCCESS

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## A Workbook for Developing Crime Prevention and Other Community Service Projects

THIRD EDITION, 1995

Printed under the auspices of the  
Teens, Crime, and the Community Program



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The National Crime Prevention Council is a private, nonprofit tax-exempt [501(c)(3)] corporation whose principal mission is to enable people to prevent crime and build safer, more caring communities. In addition to this workbook, NCPC publishes books, kits of camera-ready program materials, posters, and informational and policy reports on a variety of crime prevention and community-building subjects. NCPC offers training, technical assistance, and national focus for crime prevention; it acts as secretariat for the Crime Prevention Coalition, more than 130 national, federal, and state organizations committed to preventing crime. It also operates demonstration programs and takes a major leadership role in youth crime prevention. NCPC manages the McGruff "Take A Bite Out Of Crime" public service advertising campaign, which is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

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**This handbook is endorsed by Law Enforcement Exploring of the Boy Scouts of America and approved for use by Boys & Girls Clubs of America, both of which are members of the Crime Prevention Coalition.**

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## FOREWORD

Young people have the most to lose from crime and drug abuse. They are disproportionately its victims. And just as important, it is our youth who will have to live with the future—riddled with crime and drugs or not.

Young people not only have the need to stop crime; they also have the capacity, the desire, and the record of success to show that they *can*. In many places, young people are partners in community crime and drug prevention efforts. They are designing and running projects that change attitudes about the use of alcohol and other drugs. They are educating their friends about the nature of crime, the effects of violence, and the damage drugs cause to communities. They are teaching younger children how to avoid crime, and they are cleaning up neighborhoods and lending helping hands to people who need assistance.

For anyone to prevent crime effectively there must be both individual and community action. Crime—whether it's a wallet stolen, a mailbox vandalized, a convenience store robbed, an elderly person mugged—touches and hurts everyone. Crime has two victims: the person who has suffered loss or injury and the community. When faced with rising crime, neighbors retreat behind locked doors, merchants abandon businesses, streets empty at night. Fear creates isolation, saps the sense of civic responsibility, and increases the neighborhood's vulnerability to more crime.

This workbook helps teen efforts to take action in the community. It is the product of years of extensive experience gained by the National Crime Prevention Council (NCPC) in youth and community service initiatives throughout the United States.

The National Crime Prevention Council has fielded a number of proven programs that have provided this experience:

- ▣ **Teens, Crime, and the Community**, a secondary school curriculum developed by the National Crime Prevention Council with the National Institute for Citizen Education in the Law, substantially funded by the Office of Juvenile Justice and Delinquency Prevention (Office of Justice Programs, U.S. Department of Justice), helps teens learn how to protect themselves and their friends and gives them opportunities for school and community anti-crime involvement. The materials in this workbook were derived in large measure from training experiences across the country in the Teens, Crime, and the Community program.
- ▣ **Youth as Resources** provides teens with an opportunity to design and execute community service projects of their own choosing on a wide range of issues.
- ▣ **Students Mobilized Against Drugs**, a school-based program in junior high and upper elementary grades, educates students in every aspect of drug abuse prevention, provides leadership training, and engages students in helping their communities.

The first edition of *Charting Success* was funded by the American Legion's Child Welfare Foundation in 1989. The 12,000 workbooks produced at that time were used by tens of thousands of youth and adults in formulating community projects in their areas. The second edition, funded by the Bureau of Justice Assistance, helped thousands more.

We are pleased to announce that this edition of *Charting Success* carries with it the endorsement of Law Enforcement Exploring of the Boy Scouts of America, a national organization which has members who can become or have become crime prevention resources to their communities. This book is also approved for use by the Boys & Girls Clubs of America.

Because of the extensive use of and excellent results from the first two editions of *Charting Success* by crime prevention practitioners in the field, the Office of Juvenile Justice and Delinquency Prevention has funded production of this edition through the Teens, Crime, and the Community Initiative.





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# A NOTE TO TRAINERS OF YOUTH

*Charting Success* is designed to aid adolescents in developing projects to reduce crime and/or the fear of crime, assist victims of crime, or otherwise make the community a safer and better place to live, work, and attend school.

This book is no substitute for a caring, concerned adult mentor to help design a good project. It is a tool for you, the trainer, to use in your promotion of projects in which youth take on significant responsibility.

## **Organization**

The book is divided into three sections: facts on crime, facts on teen victimization, and project planning. The first two sections attempt to ground the user in facts about crime and in motivation to do something about it, while the latter engages in specific exercises to identify a project and develop a plan. Parts of the book can be used in any number of self-contained ways.

## **Level of Text**

We have written the workbook to be useful to as wide a group as possible, although we know there are some younger people who may not easily understand all parts of the book and some older teens who may be ready for a more advanced version. For use with seventh and eighth graders, you should review the book for vocabulary first and consider offering some definitions in advance, no matter how informal.

## **Development of Self**

Teens involved in designing and executing projects to meet real community needs are meeting their own needs for a healthy adolescence in several ways: They gain a sense of stake, purpose, and role in the community they will soon join as adults; they can try out career options at relatively low risk; they build a sense of self-esteem; and they refine and get recognition for personal skills. Hence,

we encourage maximum teen leadership in designing and carrying out projects. The extent of leadership will, of course, vary with the age of the participants and the complexity of the project.

## **Individual or Group Use**

The book can be used by those working alone or in groups. One suggestion for group use: Allow some time for individuals to think through their own responses to each question before discussion in a group. This will help to build individual skills in reflection, problem analysis, and opinion formation.

## **Help from Local Agencies**

Local and state crime prevention authorities are likely sources of materials that can provide specific crime prevention facts and resources, and sometimes even training. Many other municipal agencies and community organizations are working on preventing crime. NCPC has a number of publications that can help. They are listed in the "National Resources" section.

## **National Resources**

The "National Resources" section lists groups that both you and the youth you are working with may find helpful. Excellent materials for working with teens are available from many of them, to complement their materials on teen project involvement.



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# You Can Change Things

This book can help you make your community safer and better by preventing crime, reducing fear of crime, helping victims, or any of a number of other activities.

You may already know that crime has many costs. It hurts the individual and the whole neighborhood in many ways. It can isolate people and allow even more opportunities for crime.

## Teens Are Resources

You can improve things. Skeptical? Consider that teenagers are already helping in communities all across the country by:

- ▣ teaching elementary school students ways to protect themselves and how to say no to drugs;
- ▣ enabling students to settle problems among themselves without violence;
- ▣ forming school and neighborhood crime watches to report crime and to get neighbors and students together to help one another;
- ▣ holding poster, essay or other creative contests to communicate to others ways to stop crime;
- ▣ getting students from around the city together to help make all schools and neighborhoods safer;
- ▣ writing and performing plays, songs, and raps about preventing crime to educate audiences; and
- ▣ organizing school activities that reject alcohol and drugs.

These efforts are making a big impact. Young children and teens are learning to stay away from drugs; fights and injuries that would have occurred don't; thousands of young people are alive to grow to adulthood rather than dead from drunk driving crashes, gunfire, or drug overdoses.

You can bring these results to *your* community—this workbook will point the way.

## Paths to Success

Nearly all successful projects share some things in common. You can benefit from the lessons learned toward success by following some clear steps in planning your project.

This book shares some basic facts about crime, discusses how teens are affected by it, and explains how you can put together your own project. You'll start planning on your own as you work through this book, but you'll soon want to work with others, so you can do more.

This is a *workbook*, not a textbook. It was written for you to use, not just study. If you already have a project in mind, but need help in some specific area (such as how to get resources or how to evaluate a program), feel free to use only those portions that help you. Write notes in the margins, on the backs of pages, even on the cover. This is *your* book. Make it work for you and your project.

One important point. We list the very best planning steps for a successful project. This does not mean that you will fail if you don't complete one or another step, or if you do something less than perfectly. Many good projects have one element that is not as strong as others. Countless effective projects did not follow precisely the path mapped out here. Don't worry about making a mistake. Do the best you can. The important thing is that you are trying!

There is no magic in the terms that are used in this book. What we call objectives, others may call goals. Whichever words are used, the

concepts are the same. The steps in this book, by whatever name, will help you plan a project more likely to be successful.

### **It Will Help *You*, Too**

Why should you start a project to help your community prevent crime? It can help you test roles you may want to take in the community as an adult, gain an understanding of how you fit into the community, and learn why citizen action to improve the community is an important part of our American heritage.

Most immediately, teens have found that helping out can be **fun**, by working with

friends, learning new skills, and seeing good results.

### **Get Help**

Agencies and groups that work with and care about youth, including your local law enforcement agency, will be glad to work with you. See the “National Resources” section for more ideas.

### **Share Your Success**

We want to know about your success. The National Crime Prevention Council, which developed this book, is eager to hear about projects you’ve carried out.

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# Facts About Crime

Crime affects everyone. It hurts the individual and the whole neighborhood. It can isolate or drive people apart, and it has many costs.

Your help in preventing crime is vital. In order to prevent crime, it is important to know what crime is and how it affects individuals and neighborhoods.

## Who decides what a crime is?

A crime is the breaking of a law. A law is defined by a legislative body (national, state, or local).

We also define crime as all behaviors and acts for which a society provides formal punishment. Federal government, state government (which enacts most of the criminal laws), and local government all make laws that provide punishment for people who do (or fail to do) certain things.

## Are there different kinds of crimes?

Yes. There are two major types of crimes—violent crimes and property crimes. Here are common types of violent crimes:

**Assault**—intentionally hurting or trying to hurt another person, unlawful deliberate inflicting or attempted inflicting of injury to another person, with or without a weapon.

**Homicide**—intentionally causing the death of another person without legal justification or excuse.

**Robbery**—taking or attempted taking of another's property by force or by threat of force.

**Rape**—sexual intercourse by force or without consent.

These are some common types of property crimes:

**Arson**—the malicious damaging or destroying of property by fire or explosion or an attempt to do so.

**Burglary**—unlawful entry into a building or other fixed structure (with or without force) with the intent to take something.

**Larceny**—taking or trying to take another's property (other than a motor vehicle) without permission but without force or threat.

**Motor vehicle theft**—taking or trying to take another's motor vehicle without permission.

Crimes can also be classified by their degree of seriousness. Most jurisdictions recognize two classes of offenses: felonies and misdemeanors. *Felonies* are offenses generally punishable by a year or more in prison. *Misdemeanors* are less serious offenses, usually involving less than a year in prison.

## How much crime is there?

Based on 1993 Uniform Crime Reports (just under half of all crimes are reported to law enforcement):

- One murder (homicide) was committed every 21 minutes.
- One rape was committed every 5 minutes.
- One robbery was committed every 48 seconds.
- One assault with a weapon was committed every 28 seconds.
- One motor vehicle theft was committed every 20 seconds.
- One burglary was committed every 11 seconds.
- One larceny-theft was committed every 4 seconds.

Based on other national studies that examine crime victimizations, not just crime reported to law enforcement:

- Three percent of Americans each year are victims of violent crime (this represents an average of 6 million victims of violent crime each year).

- About 37 percent of all violent crimes reported under the National Crime Survey are completed offenses (that is, the offender achieved his or her objective).
- At recent homicide rates, a child born in the United States in 1993 has a one in 175 chance of becoming a murder victim; for non-white males the estimate is one chance in 33.
- Nearly 20 percent of all violent crimes were committed by strangers. About 31 percent of robbery and assault victims sustained physical injury.
- Roughly 1 in 6 households is touched by personal or property crime in any given year.

### What do you know about the causes of crime?

The causes and origins of crime have been the subjects of many different discussions throughout history. What do you think are some of the factors affecting crime?

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Various experts have suggested many different possible forces, such as peer and family influence, the psychological illness of the individual offender, drug use and sales, poverty, unemployment, social stress, population density, inherited tendencies or predispositions, and permissive courts.

### Do you know a victim of crime?

From the list of crimes on page 3, list those that you know a victim of. Do you know someone who's been victimized more than once?

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### What are crime's costs?

Crime has many costs. Victims of crimes suffer physically, emotionally, psychologically, and financially. Give an example of how an individual might be affected by one of the crimes listed above.

Physically: \_\_\_\_\_

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Emotionally: \_\_\_\_\_

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Psychologically: \_\_\_\_\_

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Financially: \_\_\_\_\_

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It is also important to think about how crime affects the community. Vandalism and graffiti make the neighborhood appear run-down. People are afraid they'll be victims, so they stay at home. They don't trust one another as much. When trust breaks down, people can isolate themselves, hiding behind locked doors. Neighbors don't get to know one another. People expect crime, and more crimes are committed.

Crime and fear of crime change the way people act at home and in the neighborhood. Can you name someone (yourself or someone else) who's been afraid of being the victim of some type of crime? How did this person change their behavior because of fear?

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## What is the relationship between drugs and crime?

Drugs—including alcohol—are chemicals that can alter the way your mind and body work. Substance abuse describes the misuse of these chemicals. This misuse is usually done to cause a temporary, artificial good feeling. Sometimes the misuse can result in addiction, which is a compulsion or overpowering urge to use a particular drug.

There is a growing awareness by both the law enforcement community and the public at large of the strong link between drug abuse and crime. Many who commit crimes and a number of crime victims are under the influence of an illegal drug when the crime occurs. Drug abusers often resort to crime to provide the money needed to maintain their drug habit. Drug abuse can lead to violent outbursts by the abuser. Drug sellers readily resort to violence to protect drug markets or collect debts.

Drug use is not someone else's problem. It affects each of us.

- A study of prison inmates showed that one in three violent offenders was under the influence of drugs at the time of the offense.
- ▣ The Bureau of Justice Statistics (U.S. Department of Justice) reported that nearly 80 percent of inmates in state correctional facilities admitted to illegal drug use prior to incarceration.
- ▣ Drug abusers commit up to 3 times more crime during periods of active drug use.
- ▣ Drug trafficking (distribution and sales) in America has become a huge illegal market. One 1992 estimate put gross drug sales at \$126 billion per year.
- ▣ An estimate in 1992 put the cost of alcohol abuse in the United States at \$96.4 billion; in the same year, drug abuse cost an estimated \$63.8 billion.
- ▣ Drunk driving is the number one killer of teens, for whom alcohol is illegal.

Drug use remains a formidable problem. Efforts by people individually and in groups throughout the country have helped reduce demand for drugs.

- From 1990 to 1993, the number of Americans using any illegal drug decreased almost 36 percent.
- ▣ National surveys in the late 1980s and early 1990s indicated that more and more high school students viewed illegal drug use unfavorably.
- ▣ It is estimated that 23,000 lives were saved in the 1980s and early 1990s as a result of enforcement and prevention efforts aimed at curbing drunk driving.

Unfortunately, in the mid-1990s drug use among teens began to increase. Thus, the challenge continues.

Experience in the last ten years points to a number of principles for success in preventing drug abuse:

- ▣ Understand and teach the long-term and short-term physical and psychological consequences of drug (including alcohol and tobacco) abuse.
- ▣ Help young people learn how and why to resist peer invitations to use drugs.
- ▣ Involve all parts of the community—parents, media, and churches as well as schools and law enforcement—in reducing drug use and trafficking.
- Organize safe, drug-free activities for young people as alternatives to drug use.
- ▣ Teach children and young people the value of maintaining sound personal health by avoiding drug abuse.
- ▣ Build and support the self-esteem of young people; those with a positive sense of self are less likely to turn to drugs.
- ▣ Learn as much as possible about why young people try drugs, so you can help them avoid dangerous first time use.
- ▣ Help young people develop respect for laws and rules, including those that prohibit illegal use of drugs.

## What Are Some Ways To Prevent Crime?

Although we can't be certain about the exact causes of crime and although all the costs of crime can be difficult to measure, we know that crime can be prevented. You can remember five basic crime prevention strategies by the watchword **STOP**:

**S** Start building community ties and community cooperation.

**T** Take away the opportunity for crime to be committed.

**O** Offender accountability: Make the criminal responsible for his or her acts; make them understand how serious the crime is and how it harmed the community.

**P** Provide programs such as drug treatment or youth employment to help address reasons crime is committed.

Can you name some examples of how people prevent themselves and others from being crime victims?

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# What Do You Know About Teens as Crime Victims?

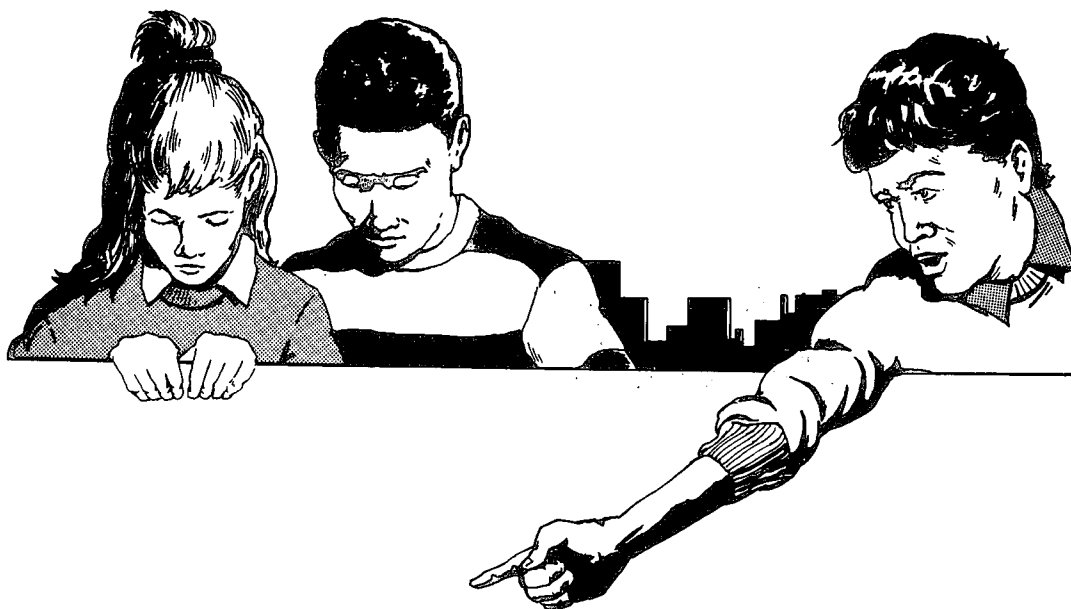
## Test Your Knowledge!

The following questions are based chiefly on information from an annual survey of the nature of and extent to which citizens and particular groups of citizens are victimized by crime. Material is also drawn from a special report, on *Teenage Victims: A National Crime Survey Report*, published in May 1991. The surveys and the special report are compiled and published by the Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.

1. In which age category are persons most likely to be victims of crime?
  - a. the elderly (65 and over)
  - b. middle-age people (35-49 years old)
  - c. teenagers (12-19 years old)
2. If you were 12 years old what is the approximate risk that you would be a victim of violent crime during your lifetime?
  - a. 1 in 2 (50%)
  - b. 5 in 6 (83%)
  - c. 2 in 3 (66%)
3. Are teenage males or females more likely to be victims of violent crime?
  - a. males
  - b. females
  - c. males and females are equally likely
4. For the three violent crimes of rape, robbery, and assault, are teens more likely or less likely to be victimized by persons they know than are adults?
  - a. less frequently victimized by persons they know than are adults.
  - b. more frequently victimized by persons they know than are adults.
  - c. victimized by persons they know at about the same rate as adults
5. Of the violent crimes of homicide, rape, robbery, and assault, which is the most likely to be committed by a stranger?
  - a. homicide
  - b. rape
  - c. robbery
  - d. assault
6. Of the violent crimes of homicide, rape, robbery, and assault, which is the most likely to be committed by someone the victim knows?
  - a. homicide
  - b. rape
  - c. robbery
  - d. assault
7. What are the two leading causes of injury-related death among people under 20?
  - a. suicides and homicides
  - b. motor vehicle crashes and homicides
  - c. motor vehicle crashes and suicides
8. What fraction of rape victims are teenagers?
  - a. one-tenth
  - b. one-third
  - c. one-half

- 9.** Which of the following age groups is least likely to report a crime?
- a. the elderly (65 and older)
  - b. teenagers (12-19 years old)
  - c. middle-age groups (35-49 years old)
- 10.** What share of violent crimes against teens occurs on the street, park or playground?
- a. 1 of 3 (33%)
  - b. 1 of 8 (12%)
  - c. 1 of 2 (50%)

Answers on the next page. ➞



## Answers and More Questions

1. **c** Teenagers are crime's most frequent target. Teens are victims of violent crime and crimes of theft at about twice the rate of the adult population (age 20 and older). Younger teens (12-15 years old) had lower violent crime and theft rates than older teens (16-19).

Source: *Criminal Victimization in the United States, 1992*, U.S. Department of Justice

*Why are teens victims of crime more frequently than any other age group?*

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2. **b** Someone 12 years old has a 5 in 6 (83 percent) chance of being a victim of violent crime during his or her lifetime. And 50 percent of all victims will be victims more than once.

Source: *Lifetime Likelihood of Victimization*, U.S. Department of Justice, March 1987

*What kinds of things can be done to reduce the number of teenagers who are victims of crime?*

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3. **a** Similar to the adult population, male teenagers had higher violent and theft crime victimization rates than did female teens.

Source: *Teenage Victims*, U.S. Department of Justice, 1991

*What might account for teen males being more frequent crime victims?*

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4. **b** Teenagers are more likely to be victimized by people they know than are adults. The proportion of violent crime victims who have reported that their offenders are known to them (casual or close acquaintances, friends, relatives) is 36 percent for young adults, 38 percent for older teenagers (16-19), and 52 percent for younger teenagers (12-15).

Source: *Criminal Victimization in the United States, 1992*

What does this suggest? The image of the offender as a stranger—an unknown person who unexpectedly strikes—is incorrect. Too often the offender is someone who is very much like us. Much crime arises out of personal disputes where someone does not know how to handle anger or how to get away from a potential crime situation.

*What kinds of things can teens do to decrease crime among people who know each other?*

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5. **c** Robbery is the violent crime most likely to be committed by a stranger. In 1992, more than 80 percent of robberies (against all victims, not just teens) were by strangers, compared with 46 percent of rapes and 56 percent of assaults. Males are more likely to be victims of all types of violent crime (with the exception of rape) by strangers than are females—89 percent of robberies by strangers, compared to 65 percent for females.

Source: *Criminal Victimization in the United States, 1992*

*Why do you think robbery is the violent crime most likely to be committed by a stranger?*

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6. a Homicide is the violent crime in which the victim is most likely to know the offender in some way. According to the *Uniform Crime Reports* for 1993 (this report includes only crime that is reported to police), almost half of the murder victims in 1992 were related to (12 percent) or acquainted with (35 percent) their assailants. Among all female murder victims in 1993, 29 percent were slain by husbands or boyfriends. Three percent of the male victims were killed by wives or girlfriends. Arguments resulted in 29 percent of the murders in 1990.

*What are some ways to prevent homicide between those who know one another?*

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7. b According to the National Center for Health Statistics, injury was the leading cause of death for youth below age 20 in 1991. Homicide was second only to motor vehicle crashes as the leading cause of fatal injuries. Two in 5 injury deaths of these youth in 1991 were the result of motor vehicle collisions. More than 1 in 5 injury deaths resulted from homicide. Between 1986 and 1991, while the number of youth dying in motor vehicle crashes declined 20 percent, homicide deaths rose substantially.

Source: *National Center for Health Statistics*, U.S. Department of Health and Human Services, 1991

*How would you convince other teens to do things to reduce their risk of injury?*

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8. b Women ages 16 to 24 were three times more likely to be raped than other women. The average annual rate of completed and attempted rape from 1973 to 1987 for women ages 12-15 was 2.3 per 1,000; for women ages 16-19, 4.8 per 1,000, and for women ages 20-24, 4.1 per 1,000.

Source: *Report to the Nation on Crime and Justice*, Second Edition, U.S. Department of Justice, 1990

*Are there ways to help rape victims? If so, what are they?*

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9. **b** Teenagers are the age group least likely to report crime. Crimes against teenagers are less likely to be reported to the police than crimes against adults. In 1992, persons age 12 to 19 reported only 24 percent of the crime in which they were victimized.

Source: *Criminal Victimization in the United States, 1992*

*Why do teenagers report crime less often than adults? How could we encourage teens to report crimes more often?*

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10. **a** Almost one-third (30 percent) of violent crimes against teens occur on the street or at the park or playground. An additional 27 percent occur at school. Young teenagers were most likely to experience robberies and aggravated assaults on a street or in a park but were most likely to be victims of simple assault while in a school building or on school property. Older teenagers were most likely to be victims of all types of violent crime while on a street or in a park. Teenagers in both age groups were most likely to experience crimes of theft in a school building or on school property. Younger teenagers, however, were about three times as likely as older teens to experience theft at school (81 percent of all victimization vs. 39 percent for older teens).

Source: *Teenage Victims*

*What steps should be taken to reduce the risk of crime to teens while away from home?*

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## More Answers

1. Among the reasons most frequently offered are that teens:
  - ☐ have a lifestyle that puts them in locations where there is more crime and at times when there is more crime;
  - ☒ are more trusting and naive and more easily led into vulnerable situations;
  - ☒ are not even aware sometimes that a crime has been committed against them;
  - ☒ don't know about or can't find positive activities and thus hang around dangerous situations;
  - ☒ are close to other teens, and the teen population has a higher percentage of offenders than other age groups;
  - ☒ are subject to negative peer pressure;
  - ☒ have more difficulty in resolving conflicts without violence;
  - ☒ are not well-integrated into or protected by the community;
  - ☒ may have been abused and conditioned to use violence;
  - ☒ suffer from lack of good role models;
  - ☒ do not report crime as frequently and, as a result, victimization continues;
  - ☒ feel loyalty to family even in illegal situations;
  - ☒ have families that don't care;
  - ☒ feel they may not be believed;
  - ☒ fear retaliation; and
  - ☒ feel invincible.
2. Among the most frequent responses:
  - ☐ Make teens aware of the crime risks they face.
  - ☒ Educate teens about avoiding and preventing crime.
  - ☒ Get parents more involved in the activities and safety of teens.
  - ☒ Organize the community to make it safer.
  - ☒ Sponsor more positive activities for teens.
  - ☒ Build teen self-esteem and pride.
  - ☒ Build better relationships between teens and law enforcement.
  - ☒ Build life skills of teens, including decision making and problem solving.
  - ☐ Make laws to make it tough for weapons, especially guns, to be used by or against teens.
  - ☒ Involve teens in improving the community.
  - ☒ Focus more media attention on teen accomplishments.
  - ☒ Provide more resources for the needs of teens.
3. Among the reasons that have been indicated are:
  - ☒ Teenage male offenders are much more likely to victimize other teen males.
  - ☒ Male teens are much more likely to become involved in risky situations in which the law intervenes.
  - ☒ In most societies, males are more likely than females to be offenders and victims.
4. To reduce crime among teens who know one another, teens could:
  - ☒ learn how to deal with their anger in nonviolent ways;
  - ☒ learn to communicate well, so that misunderstandings will not lead to violence;
  - ☐ install conflict resolution classes and mediation programs in the school and/or community; and
  - ☐ promote a general ethic of not settling disputes by violence or coercion—through posters, buttons, education campaigns, etc.
5. One possible reason that robbery is the most likely to be committed by a stranger has to do with the intent of the crime. Robbery is more often premeditated—that is, the offender has the intention of committing the crime for some time before he or she commits it and is looking for a good target. In a high percentage of other violent crimes, the crime occurs after two or more persons who know one another become involved in a dispute.

- 6.** Some people feel that homicide is not a very preventable crime, but some things can be done to stop conflict before it gets to the point of violence:

- Teach people to walk away from a dispute if the parties become too angry.
- Teach people to stay away from alcohol and other drugs, because their use is associated with people becoming murderers or victims.
- Get people who are either abusers or the victims of violence to get help to stop that violence or to break off the relationship.
- Have community resources to treat the mentally ill.

- 7.** Some of the things teens can do to convince other teens to reduce injury risks are to:

- Help other teens to picture possible short-term and long-term results of injury.
- Carry out awareness campaigns using posters, announcements, articles in the newspaper, etc.
- Set up support groups (like Students Against Driving Drunk) that emphasize preventing serious injury.

- 8.** Ways to help rape victims include:

- urging the victim to report the crime to police;

- just being there to listen and to indicate that you want to help; and
- pointing out or finding out about places to go for professional help.

- 9.** Among the reasons teens don't report crime:

- incident not considered important enough;
- embarrassment at being a victim of crime;
- desire to retaliate and "settle a score" without reporting;
- fear of retaliation;
- ignorance of the channels for reporting;
- the feeling that nothing will happen as a result of the report; and
- poor relationship between teens and law enforcement.

- 10.** Among the steps/behaviors that can help reduce teens' risk of being victims on the street:

- Walk on well-lighted, safe streets at night.
- Do not hitchhike.
- Avoid dangerous shortcuts.
- Do not carry large sums of money.
- Travel with one or more friends.



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# The Success Cycle



## Planning a Great Project Starts Here

USING THIS SECTION—You may find it helpful to go through this section the first time using a pencil, to help you get comfortable with the process. The second time through, you can solidify your plans for a specific project. Always feel free to go back to a section to add new ideas to your notes.

## A Starter List of Ideas

Remember that preventing crime and helping the community start with you—your attitudes and actions. But teens working together in a group can produce even more powerful results. Their work is especially productive if teens themselves have taken a major role in the planning.

Here are some examples from around the country of projects students have planned and implemented to prevent crime and make the community safer and better:

- **Iowa (several areas):** In Iowa, high school students produce radio public service announcements against drug abuse.
- **Dade County (Miami), Florida:** Students, supported by school officials, teachers, and crime watch leaders, form a school crime watch—reporting crime and suspicious behavior, and caring for and watching out for each other. Results have been dramatic—school crime was reduced by 50 percent in the first two years of the program.
- **Evansville, Indiana:** Teens Against Drug Abuse (TADA) perform puppet shows urging younger children to stay drug free.
- **Cleveland, Ohio; Knoxville, Tennessee; San Francisco, California; and other cities:** Teens are acting as mediators, impartial third parties who help other students peacefully settle disagreements.

What can *you* do to improve conditions in your school or neighborhood? Here are more ideas:

- **Victim/witness assistance:** Help young victims of crime in such ways as counseling peers who are crime victims and assisting them with such practical needs as accompanying them to court or helping to have stolen items replaced or damages repaired.
- **Forums and discussion:** Hold assemblies that help peers think about and make constructive contributions to problems and needs that affect their lives, such as drunk driving, pregnancy, higher education, and wider job opportunities for youth.
- **Counseling (of peers and others):** As a trained person, help others through counseling services, including informal group sessions, one-on-one appointments, or hot lines, which can address personal problems, substance abuse, and many other issues.
- **Preventing Vandalism:** Emphasize school pride. Use films, posters, brochures, and other communication devices to conduct a campaign to educate peers on the true costs of vandalism. Challenge everyone to make the school as good-looking as possible.
- **Warm lines:** Operate a call-in service to help young students, especially those at home alone, during after-school hours. Friendship, self-care advice, and positive direction are provided.
- **Drug abuse prevention:** Provide information to peers, younger children, and adults on dangers and effects of alcohol and other drugs. Get training to be a peer counselor to help other young people with problems. Organize events for teens to make a drug-free lifestyle “in” with your crowd.
- **Plays, videos, raps, puppet shows, and other entertainment:** Design and perform skits and shows for peers, younger children, and the neighborhood, dealing with almost any issue, ranging from drug abuse prevention to latchkey children.
- **Student courts:** Be a student judge, lawyer, juror, or court officer. Hear and try cases involving fellow students. Student courts are not mock courts—they hear real cases, make real judgements, and impose real sentences.
- **Escort service or check-in for senior citizens:** Walk with older people to the bank or other errands; phone seniors at an arranged time daily to make sure everything is all right.
- **Teaching:** Teach peers about the effects of crime and about preventing it. Teach younger children personal protection and other skills.

- ▣ **Home security surveys:** With the police department's training and approval, provide information on making homes safer. Help residents who are disabled to make needed physical security improvements in their homes.
- ▣ **Conflict resolution and mediation:** Learn ways to settle arguments and disputes other than by fighting or running away. Get training to become a mediator, someone who helps others settle their disputes peacefully.
- ▣ **Neighborhood Watch:** Join America's most popular local crime prevention program. Keep an eye out for suspicious activities or persons and report them to law enforcement. Be an active part of your Neighborhood Watch, or even organize one!
- ▣ **Shoplifting prevention education:** Team up with local businesses to start public information campaigns (or to train younger children) about the costs and consequences of shoplifting.
- ▣ **Community clean-ups:** Work with others to clean up trashy, run-down, or overgrown public areas—or private property with the owner's permission. Spruce up schools, neighborhood parks, and yards of those unable to do the work. Wipe out or paint over graffiti.
- ▣ **Fairs and displays:** Design educational displays for malls, schools, hospitals, businesses, and community centers. Help generate action and recruit new volunteers for crime prevention.
- ▣ **Summer recreation:** Plan and staff recreation programs for young children; build playgrounds; help provide outings for disadvantaged or institutionalized children.
- ▣ **Mentor peers or younger people:** Establish a close personal relationship with someone who needs support and a positive role model. Just being friendly and showing a good example can help.
- ▣ **Writing, music, or art contests:** Organize these for your school or your whole community, to have fun, educate, and build interest.



*What kinds of activities appeal to you? Jot down some favorites, or some new thought you've had!*

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# Steps for Success

Planning makes perfect? Well, it certainly helps! A business plans how it can reach customers; a student plans how to divide up time to allow for school, homework, and recreation; a football team plans right on the field—in the huddle. Good planning, as many teen project leaders have found, makes it easier to do good work and more likely that you will get a good result.

This book takes you through the Success Cycle, a series of planning steps to help you select, design, implement, and celebrate a project in your school or community. You can certainly do a project without doing every step. Doing all, however, can only help you do a better project.

## APLAN

*The Success Cycle has five parts. Together they spell out APLAN:*

**A ssessing your community's crime prevention needs**, including defining the community or area of interest to you, finding out what your community's crime and related problems are, and learning what can be done to meet those needs;

**P lanning the operation**, which specifies the aim of your activity, sets goals you want to reach, selects strategies that will help meet those goals, spells out tasks to be done and priorities for them, and figures out what resources you have and will need;

**L ining up resources**, or obtaining the goods, services, and money (transportation, special training, meeting space, printing, phones, etc.) that you will need to make your project work;

**A cting on your plan**, or carrying out your idea; and

**N urturing, monitoring, and evaluating** refer to the ongoing management activities that help make your plan a sturdy venture and let you know you've been a success.

# Basic Questions for Your Group

These five groups of questions are the ones you will be answering as you move through the rest of this book. You may want to make notes as you read these, and you may want to refer back to them as you go through the Success Cycle, but you don't have to answer them now. The Success Cycle will help you do that.

## Assess the Need

What is your target community?  
 What are the facts about that community?  
 What are some of the problems in the community?  
 What are some ways to address those problems?  
 What assets can your group bring toward solving those problems?  
 What other kinds of help might be needed?  
 What are the drawbacks or possible difficulties?  
 What would each of you like to do to help with the problem?

## Plan a Successful Project

What will your project do?  
 What changes should or could happen because of your project?  
 What are your goals, objectives, and strategies?  
 What are the steps for getting started?  
 Whose approval must be obtained?  
 Who should be involved in planning, reviewing, and doing the tasks?  
 What are the major obstacles you expect to face?  
 How will you overcome them?  
 What weaknesses does the project group have that will need to be addressed?  
 How long will the project take? Can this be broken into several shorter projects or separate phases?  
 How will you know whether your project has been successful?  
 How will you get the project back on track if it gets off track or delayed?  
 How will you thank workers and celebrate success?

## Line Up Resources

What specific talents do members of the group bring?  
 What other help must be provided—goods, services, people, money?

Who might want to help? Who else shares an interest in solving this problem?

What are the best ways to recruit the kinds of help needed?

What can be done to build the individuals in the group into a team?

How will it be clear that the resources belong to this project, not some other one?

What kind of event should be held to thank those who helped?

## Act on Your Plan

Who will handle problems?  
 What kind of training—of whom and to do what—is needed?  
 Who (including teens) can provide training?  
 What will you do to keep and build on participants' enthusiasm?  
 How can you be sure you are most efficiently using resources?

## Nurture, Monitor, Evaluate

What did you decide would be the indicators that your project was successful? How can you measure those indicators?  
 How will you ensure that the project results in a quality product?  
 What information should be collected, who should collect it, and how frequently should it be obtained?  
 How will any needed “mid-course” corrections be made?  
 What do participants—workers and those who benefit—think of the project?  
 What would have happened if your group had *not* done the project?  
 How can you find out about special stories of success in your project?  
 How can workers best be honored individually? as a group?

## 1

# Assessing Your Community's Needs

Deciding on a project depends heavily on what needs doing—what your community needs by way of help. There is no simple formula, but common sense and the following steps can help make sure your ideas make the most of your talents in helping the community where it needs your assistance.

## What Community?

If you have already worked through the “Your Community” section of this workbook, you have a head start in defining your community and its needs, and should probably go on to the next section. If you did not work through that section, you will need to have your planning group at least discuss several issues. You do not have to research extensively the issues below, but you should have some good ideas as to the answers.

- How do you describe the boundaries of the community you intend to deal with?  
FOR INSTANCE . . . school only (Does that include all the school grounds, all the activities?)? . . . the neighborhood (Where does “the neighborhood” start/stop? Are people who work there but don’t live there members?)
- What groups of people and what physical characteristics and objects are found in this community?  
FOR INSTANCE . . . students, teachers, administrators, classrooms, athletic fields, labs and workshops, grounds . . . business owners, residents, specific ethnic groups, children, streets, houses, apartment buildings, community center . . . persons with limited self-mobility, walking aids, specially equipped cars.
- How do members of the community define/describe themselves?
- Who are leaders and communicators in this community? Are there any special subgroups that are keys to leadership and communication?

FOR INSTANCE . . . principal, student council members, top athletes, club presidents . . . president of neighborhood association, chief of police, clergy and other religious leaders, owner of local newspaper, head of women’s club . . . head of local advocacy/assistance association, local government transportation department, national headquarters of advocacy/assistance association.

## Notes on my community:

Boundaries \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

People and things \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Leaders \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Information Sources

There are many kinds of information you can use to expand your knowledge of a community:

- ❑ Planning reports from zoning, health, building, and other local agencies or from regional planning groups;
- ❑ Newspaper articles, especially those in local weeklies or in school newspapers;
- ❑ Police records on crimes or “incivilities” (such as disturbances) reported in the area;
- ❑ School records—security, disciplinary, vandalism (repair and maintenance), among others;
- ❑ Interviews with key leaders—carefully structured to allow them to give you *their* view of what is important to and causing concern among the community’s members;
- ❑ Surveys of the community already conducted by others; and
- ❑ Your own survey of the community you want to help.

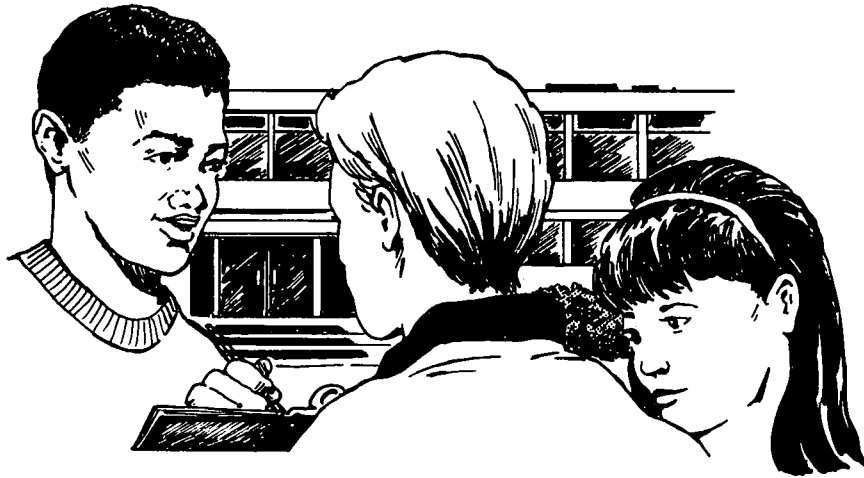
## Surveying the Community

By surveying the community, you are developing a more detailed and more current picture of its needs, concerns, and problems. A survey also lets your community know that you are going to do a project, and it may even identify volunteers who want to help.

We’ve provided a checklist for surveys along with a sample school survey, which you can copy right out of the book or easily adapt for a neighborhood use by substituting “neighborhood” for “school” in the text.



## Checklist for Surveys



- **Rationale:** Why are you doing this survey? What do you want to know from or about your subjects? Make sure those objectives are related to your program.
- **Subjects:** Whom should you survey? For instance, if your concern is with crime in elementary schools, talking with parents of high school students will not be helpful.
- **Unit and Sampling:** Decide what your unit of measure is. Are you looking at classrooms or individual students' attitudes, a neighborhood block's concerns or residents' individual concerns? Do you intend to ask everyone, or just pick a sample? How will you be sure the group you sample is similar to the make-up of the community as a whole? One of your teachers can probably help with some basic research tips here.
- **Questions:** Write clear, simple questions. Avoid negatives and words that suggest a specific kind of answer is desired. Generally, it is better not to ask "essay type" questions.
- **Test:** Try your questions out on a small group, to make sure the questions are understood as you meant them to be and the answers give you information you can use.
- **Method:** Decide whether you will mail the survey (which is cheaper, but risks low returns), use in-person teams for interviews (which can be accurate but time-consuming), or ask questions by telephone (which can be efficient but may anger people who want to be able to read the questions).
- **Execute the survey:** Create a questionnaire, based on your tested questions, that allows appropriate space for answers to be filled in. Train interviewers as necessary to ensure they will all discuss the survey the same way. Administer the survey to the group selected, and collect the data.
- **Tabulate:** Tally up the different answers you get, by type. Don't forget to include a space to tally those who did not answer the question. Decide whether to count them or not; once you do decide be consistent.
- **Analyze:** What's surprising? What's expected and what's not? Negative as well as positive results and divided responses (such as "no clear majority agreed on liking ketchup") are important findings.



# School Survey on Crime and Crime Prevention

Person Answering: Male ☐ Female ☐ Grade \_\_\_\_\_ Date \_\_\_\_\_

1. I worry about crime
  - ☐ a lot
  - ☐ often but not a lot
  - ☐ only a little
  - ☐ never
  
2. Please ORDER the places in which you feel safest. Put a "1" in front of the place you feel safest, a "2" after the next-safest place, a "3" after the third-safest place, and a "4" next to the least safe place.
  - \_\_\_\_\_ at school
  - \_\_\_\_\_ at home
  - \_\_\_\_\_ going to/from school
  - \_\_\_\_\_ in your neighborhood

Please indicate the name of your neighborhood

\_\_\_\_\_

\_\_\_\_\_
  
3. In my school, crime is
  - ☐ very serious
  - ☐ somewhat serious
  - ☐ not too serious
  - ☐ not a problem
  
4. In my school I feel \_\_\_\_\_ safe
  - ☐ very
  - ☐ somewhat
  - ☐ not very
  
5. I or someone I know was the victim of a crime sometime in the past year.
  - ☐ Yes    ☐ No
  
6. If I saw a crime taking place, I would (check one ONLY)
  - ☐ call police
  - ☐ call a friend
  - ☐ try to catch the person
  - ☐ mind my own business.
  
7. The three biggest crime problems that teens in this community face are (check ONLY three)
  - ☐ fighting among students
  - ☐ students using drugs
  - ☐ truancy/skipping school
  - ☐ extortion (bullying to demand money/valuables)
  - ☐ shoplifting from nearby stores
  - ☐ stealing from lockers or other personal area
  - ☐ students getting drunk or "high" on alcohol
  - ☐ vandalism
  - ☐ harassment of students
  - ☐ other (please name) \_\_\_\_\_

\_\_\_\_\_
  
8. Which of the following do you enjoy and feel you are good at? (Check all that are appropriate.)
  - ☐ being friendly to people
  - ☐ writing plays, stories, poems
  - ☐ sports
  - ☐ working with little kids
  - ☐ making speeches
  - ☐ singing
  - ☐ helping friends with problems
  - ☐ being leader of a group
  - ☐ writing factually about teens
  - ☐ other (please name) \_\_\_\_\_

\_\_\_\_\_

9. What kinds of skills do you wish you knew, or knew better? (Check all that are appropriate.)

- ☐ teaching
- ☐ public speaking
- ☐ performing
- ☐ stopping fights safely
- ☐ counseling
- ☐ drug prevention
- ☐ writing
- ☐ other (please name \_\_\_\_\_)

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10. To make your school the best it can possibly be, what would you pick as the two most important things to do?

- ☐ clean up the building and grounds
- ☐ get drugs out of the school
- ☐ first-rate sports teams
- ☐ a school newspaper
- ☐ increase school pride
- ☐ more after-school activities
- ☐ advanced subjects in classes
- ☐ other (please name \_\_\_\_\_)

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# How Do You Select a Problem?

You could try to tackle the most urgent problem, or the one that has gotten the most publicity, or the one that seems hardest or easiest to solve. But the best chance of success lies in looking at the problem and looking at what your group can bring together to do a project.

You don't have to respond to a major problem or a sensational crisis. You could address something that has just emerged as a problem, or deal with a long-term problem, or prevent a problem by strengthening a good thing within the school or community.

## Minuses and Pluses

One approach is "Minuses/Pluses," see Figure 1. You list minuses—community or school problems you think you would like to work on—on the *left*. Then, in no particular order on the *right*, list the various strengths (pluses) your group has or could assemble to do *any* project. Next, draw lines connecting problems with strengths that could help solve them. Lines can crisscross; strengths can be "connected" more than once, as can problems. You can get a good idea of the problem(s) that your group can best work on by seeing which problems have the most connections with strengths on the right-hand side.

## Force Field Analysis

Another method for looking at a community need and your group's ability to do something about it is called force field analysis. The exercise below is a simplified, but useful, version of this approach.

- Select a particular problem.
- List conditions or factors that make the problem worse (or keep it from getting better). For each factor you list, decide whether it is a weak force, a moderate force, a pretty strong force, or a very strong force on the negative side. Draw arrows FROM the right TOWARD the center.

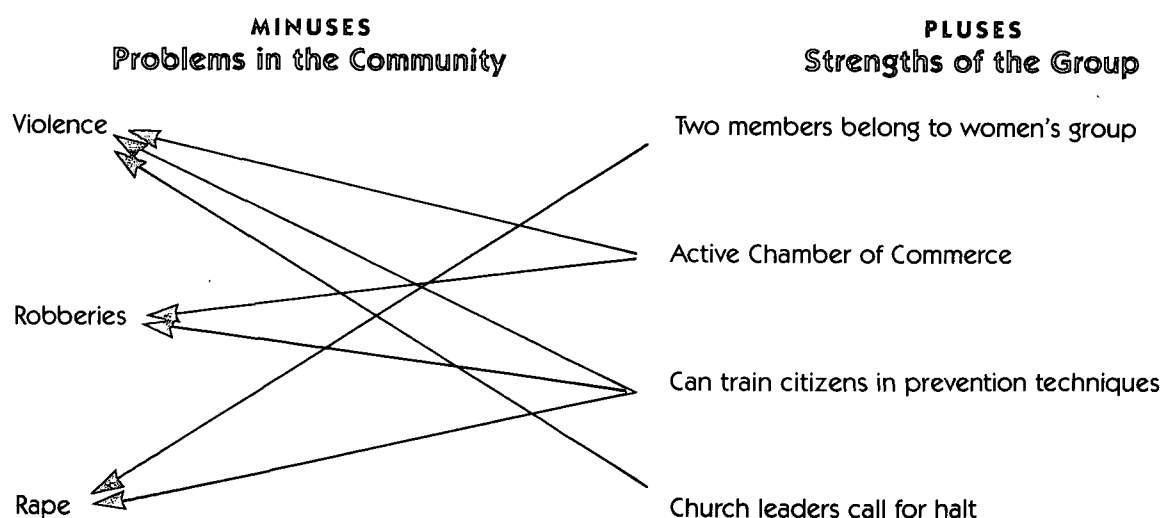


FIGURE 1

There should be one arrow for each factor, and its length should represent how strong that factor is, in your view.

- List conditions or factors that make the problem better (or keep it from getting worse). For each factor you list, decide whether it is a weak, moderate, pretty strong, or very strong force. Draw arrows FROM the left TOWARD the center. There should be one arrow for each factor, and its

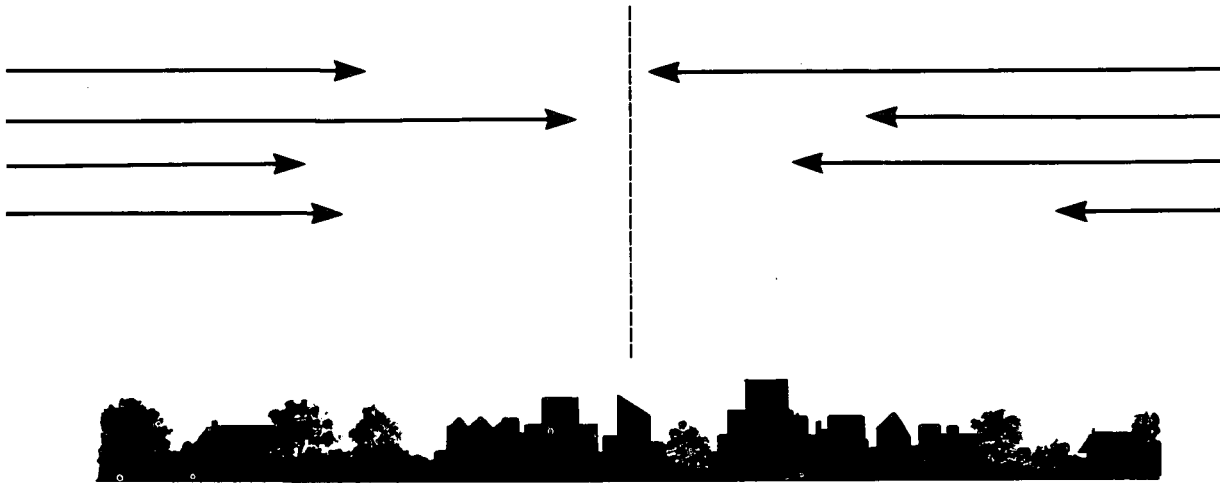
length should represent how strong that factor is, in your view.

- Then examine both kinds of forces and any relationships between them. Are negative forces overwhelming? Are positive forces already turning the tide? Can your group do things to either strengthen the positive forces or weaken the negative ones?

This sort of analysis can suggest not only a problem you should take on, but also good ideas for strategies to use.

### Factors Making Things Better

### Factors Making Things Worse



What methods do you intend to use to assess needs for your project?

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What problem or need will you address?

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What could you do about it?

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## 2

## Planning a Successful Project

This entire workbook is actually a planning document for your project, so it might seem odd to focus on operational planning as a distinct stage here. We will, though, because it is a separate and distinct stage of carrying out a successful program.

Why have an operational plan? It will help you to identify the specific tasks that need to be accomplished, decide how to delegate responsibilities, develop interest and enthusiasm for doing the project, and decide how to use resources. Planning also helps to get your group focused on a goal and builds teamwork.

Who devises the plan? Your key group does. That group ought to include members of, or people linked to, most or all of the groups critical to your success. Some of the people

who helped in the assessment should definitely be involved.

In some cases (for example, a small community clean-up) only your clean-up group and someone to represent neighborhood residents may be necessary. In other cases (for example, a drug abuse prevention effort involving many groups) you'd want to gather not only teens but also representatives of community organizations and government agencies, and perhaps a representative of the people you want to help.



Whom should you include in planning for your project? (Whose help do you need?)

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Now we come to the most important part—making the operational plan:

- ▣ identifying the specific group or individuals your project will help;
- ▣ spelling out precise goals and objectives to help meet those goals;
- ▣ choosing strategies (methods and approaches) to reach the objectives;
- ▣ determining target dates and priorities;
- ▣ dividing up specific jobs and responsibilities for tasks; and
- ▣ making sure your project can be evaluated properly.

### Key Terms

**Goal:** the purpose. Your reason for doing the project—for example, to reduce crime in your school.

**Objective:** what your project should accomplish—measurable results that when reached mean that your goal has been achieved. Two objectives might be to contact all teens in the school or neighborhood to make them aware of crime problems and to get two-thirds of them to join a crime watch.

**Strategy:** the ways that you go about achieving your objectives or goals. For example, to convince students that crime is a problem in the school, your strategy might be to use posters, videos, or student-performed skits to get the message across.

**Target Date:** the date by which certain jobs or activities need to be completed, especially so other actions can go forward.



## Working Through

Who is the target audience for your project?

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What are the goals for your project?

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What are the objectives (tangible, measurable) that will lead toward the accomplishment of your goals?

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What are your strategies? Some strategy questions include: With whom will you work? How will you reach your target audience? What will cause people to remember your message?

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List the activities, who will take responsibility for getting them done, and the date (the day, week or month) by which it needs to be completed for your plan to work. Specially mark any critical timetables or deadlines. You should be listing tasks that will carry out your goals and objectives. (For example, deliver written information to each person in the target group, hold three meetings to discuss issues, publish three bulletins on the progress of crime watch).

ACTIVITY	WILL BE DONE BY (NAME)	TARGET DATE
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

As you work through the rest of this section, you will determine how your group will recruit volunteers and gather resources, provide necessary training, divide tasks, monitor progress, and evaluate outcomes. All these will be based upon the answers above.

## 3

## Lining Up Resources

What resources will you need? Crime prevention and other community-building projects require:

- ▣ the interest and commitment of *both volunteers and the target audience*;
- ▣ an *organization*, formal or informal, to carry out the project;
- ▣ *people* to do the work;
- ▣ *materials and services* such as food, printing, transportation;
- ▣ *money (or donations of goods and services)*;
- ▣ *publicity*, even if it's only in the school;
- ▣ the *support* of key adult leaders (teachers, principals, city officials, agency staff); and
- ▣ *evaluations*—a way to check on what you have done.



What are the skills, goods, and services needed for your project?

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## Recruiting Volunteers

The commitment of volunteers is usually by far the most significant element. Therefore, an important question is:

**How do you recruit others for the project?**

Here are some ideas:

- ▣ Ask for help. Most people are willing to help or do something if asked personally.
- ▣ Stress project results. People need a mental picture of how things will be made better.
- ▣ Ask volunteers to recruit friends. But recruiters should know whether their friends are interested enough to do more than hang around.
- ▣ Let people know they'll gain skills and opportunities out of their volunteer efforts (for instance, make new friends, gain leadership skills). They may also be able to gain school credit—course credit or extra credit—for their activities.
- ▣ Publicize all your activities—surveys, handing out literature, forums, social events.
- ▣ Give volunteers already on board public credit and proper thanks.
- ▣ Show potential recruits that you have an activity that is related to their special interests—art, music, writing, speaking, organizing, etc.

To motivate people, you need to know what is important to them, what their interests are, and what makes them want to join in an activity. Here are reasons teens frequently give for volunteering in crime prevention or community service projects:

- Meet new friends.
- Do something with friends.
- Help others.
- Explore careers.
- Learn new skills.
- List as accomplishment on college or job application.
- Reduce crime against teens.
- Make the school or community a safer place.
- Help victims of crime.
- Be part of a new trend to volunteer.
- Help someone or some institution who asked.



List three ways you will recruit fellow teens for your project. What kinds of motivation would work in *your* school or neighborhood?

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- 
- 

In many projects, teens have an opportunity to develop some skills that can be used not only to help others now, but also that will help them in school and later in a career. Check the ones that could be developed by your project.

### **Skills—Skills—Skills**

- |   |  |
|---|--|
| <input type="checkbox"/> Public Speaking                    | <input type="checkbox"/> Teaching                  |
| <input type="checkbox"/> Counseling                         | <input type="checkbox"/> Planning                  |
| <input type="checkbox"/> Problem Solving                    | <input type="checkbox"/> Survey Techniques         |
| <input type="checkbox"/> Time Management                    | <input type="checkbox"/> Editing                   |
| <input type="checkbox"/> Resource Management                | <input type="checkbox"/> Organizing Techniques     |
| <input type="checkbox"/> Data Analysis                      | <input type="checkbox"/> Chairing Meetings         |
| <input type="checkbox"/> Document Design and Production     | <input type="checkbox"/> Resource Development      |
| <input type="checkbox"/> Development/Fundraising            | <input type="checkbox"/> Salesmanship              |
| <input type="checkbox"/> Advertising                        | <input type="checkbox"/> Playwriting               |
| <input type="checkbox"/> Personnel Management               | <input type="checkbox"/> News Reporting            |
| <input type="checkbox"/> Composing Music                    | <input type="checkbox"/> Conference/Event Planning |
| <input type="checkbox"/> Developing and Managing Coalitions | <input type="checkbox"/> Teamwork                  |
| <input type="checkbox"/> Coaching                           | <input type="checkbox"/> Evaluating                |
| <input type="checkbox"/> Report Writing                     | <input type="checkbox"/> Mentoring                 |



# Volunteer Application

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
STREET

CITY STATE ZIP CODE

HOME PHONE: \_\_\_\_\_ HOME ROOM: \_\_\_\_\_

WHY DO YOU WANT TO VOLUNTEER? \_\_\_\_\_

WHAT SKILLS WOULD YOU LIKE TO LEARN WHILE VOLUNTEERING? \_\_\_\_\_

LIST CURRENT SKILLS (typing, acting, sports, driver's license, etc.)

## SCHEDULE

Check approximate time when you would be able to volunteer:

MON	TUES	WED	THURS	FRI	SAT	SUN
-----	------	-----	-------	-----	-----	-----

A.M.

P.M.

EVE.

## Recruiting Adults

Besides recruiting teen volunteers, you will want help from key adults. These could include the principal, teachers, civic leaders, business leaders, law enforcement executives, and other adults with talents and interests that could aid in meeting your goals.

Sometimes you will encounter such adults in the process of seeking help from a particular agency. Sometimes they will not be connected with an agency, but are just interested in making the school or community better and safer. They may want to help you so that the world their children and grandchildren grow up in will be safer.

It may be that you need to recruit at least one adult to serve as your group's sponsor or advisor. It may be that you need a particular kind of know-how—legal guidance, medical information, construction details, advertising expertise, and so on— that almost has to come from an adult source.

When you seek assistance from adults, you should keep several key points in mind:

- ☐ Know what you want. Prepare a specific, brief statement of the kind of help you need. Be ready to explain how this help fits into your project (why it is important).



- **Don't ask for too much.** Frequently, the best volunteers (young people as well as adults) come from among those who agreed to help "a little."
- **Appeal to their interest,** just as you would with teens. Reread the "Recruiting Volunteers" section mentally substituting "adult volunteer" for "volunteer."

Experience has shown that teen-adult relationships can be better and more productive if teens remember some basic pointers:

- **Speak out, clearly:** A number of adults have said they are more worried that teens have *no* opinion than that they have wrong or inappropriate ones. It's a sign of maturity to disagree without being disagreeable. How's anyone to know about your great idea if you keep quiet?
- **Communicate, don't stew:** Adults have said they get frustrated when teens refuse to bring up a problem until it is of huge proportions. Share a concern or problem while it's still a small issue. It's easier to solve then, too.
- **Remember, respect works both ways:** Not groveling or boot-licking, but just showing simple respect for the adults (and other teens) you work with will usually get you their respect in return.
- **Be reliable:** Don't make a promise to meet on Thursday at 7:00 and then ditch it without even a phone call. Don't offer to take on tasks you can't complete.
- **Dress the part:** If you're going in to ask the head of a local company for help, "nice" clothes and low-key accessories and hairdos are appropriate. At your celebration picnic, be as wildly dressed as you like, even if adults are there!



Who are some key adults who might have talents you need? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Finding Materials

In addition to recruiting volunteers, you will also need some materials. What are some ways to find money and goods?

- Talk with officials from the school, neighborhood, or community organization where you are doing the project. The principal may have a fund to provide small amounts for certain events, or the neighborhood organizations may have a small budget or a source of funding. Many times these organizations have wanted to do something very much like your project.
- Solicit local businesses to sponsor your program. In return, they receive credit for being associated with a very visible, positive effort.

- Have a special event to raise funds or goods—car washes, talent shows, walk-a-thons with funds for each mile from local patrons.
- Ask local businesses to contribute goods for your events and as “treats” for your workers.

Don't let the lack of funds be an obstacle to your project. In most cases the crime prevention or community service project requires very little money and much of human commitment. Don't say you can't do anything because of lack of funds. Think in terms of what goods and services you need, and seek those, not cash.



What are some ways that your project will ask for goods, services, and funds you need?

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# 4

## Acting on Your Plan

This is the most exciting part of the success cycle. When actually **doing** your project, you will find that there are a number of things that you will have to deal with. We will go over three of the most important aspects of actually carrying out a program.

### Training

You may need to train volunteers for your project to make sure that they understand the goals and objectives of the project, that the information volunteers provide about your program is correct, that they have the necessary skills, that they know what to do if there is a problem, and that they don't do anything that could backfire.

Training also builds teamwork among your volunteers and builds skills critical to the success of your program.

Smart planning includes a good estimation of the time that training will take and the resources it will require.

Training for crime prevention is especially important. There are right and wrong ways to try to prevent crime. Suppose a volunteer were teaching elementary school kids about how to protect themselves at home alone, and gave the wrong advice. That could be harmful or even dangerous.



## Estimated Training Time for Types of Teen Crime Prevention Projects

	NUMBER OF TRAINING HOURS
Neighborhood Watch	4
Operation ID	1-2
Home Security Surveys	4-8
School Crime Watch	4-6
Crime Prevention Club	4
Community Cleanup	1-4
Vandalism Prevention	2-3
Shoplifting Prevention Education	2-4
Student Court	10-120
Teaching Child Protection	16-20
Escort/Check-in Service for Senior Citizens	2-3
Youth Forum	5-10
Counseling of Peers or Others	20-30
Mediation—as Trained Dispute Resolvers	25-30
Plays and Puppet Programs	4-10
Substance Abuse Counseling and Prevention	5-20
Victim/Witness Assistance	5-20
Warm Lines for Younger Children	2-8
Hot Lines (usually older children, and/or adults)	20-30
Fairs and Displays to Educate the Public	1-5
City-Wide Teen Councils	3-20

If you are doing any training, specific parts of the training should be planned. This will do much to ensure the success of your effort. Professional trainers use these same references to make sure they are well-prepared. If you or others in your project are making a training presentation, you can use the planner that follows.

Possible resources for training include—but aren't limited to—law enforcement officers, victim assistance professionals, trainers from corporations, lawyers, drug abuse prevention experts, adult leaders of youth, advertising agencies, colleges and universities, community volunteer agencies, and teens themselves.

In what skills or subjects will your volunteers need training?

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How will you meet those needs?

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## Training Planner

**TRAINING SPECIFICS**—Time, Date, Place, Audience, Setting, Length of Training

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**GOAL**—Purpose or reason for the training

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**OBJECTIVE**—What volunteers should know, think, or do by the end of the training

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**ACTIVITIES**—Specific tasks that will be actually accomplished

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**AIDS**—Audio-visual and other items needed to provide successful instruction

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**LESSON PLAN**—Outline of the contents and procedures for the sessions

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**VOCABULARY**—Key new words that need to be defined

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## Leadership—Bringing Your Group Together

Good leadership will keep volunteers committed and working together. But leadership is a skill. Like any other, it is learned, not inherited, and it takes practice. Doing a project can help you practice good leadership skills.

### Some Tips for Good Leadership

- ☐ Lead with care for your followers—understand the needs of those with whom you are working.
- ☐ Lead positively—let others know you appreciate their performance.
- ☐ Lead by using the leadership style needed at the time. Some situations require a rapid decision with little chance for consulting others.
- ☐ Don't be afraid to delegate authority to others to get something done.
- ☐ Ask for help. Don't try to do it all yourself.
- ☐ Plan clear, responsible roles for volunteers.
- ☐ Initiate activities to earn publicity, goodwill, and more volunteers.
- ☐ Screen and carefully select volunteers.
- ☐ Provide supervision and direction.
- ☐ Monitor and evaluate.



You are taking a major step to make a difference through your project. What can you do to lead in the best way possible?

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Who are some good leaders that you know? Can you interview them about the role of a leader?

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## Recognition—Letting Them Know They Matter

All those who volunteer to help should be given recognition and some reward for their efforts—not financial rewards, but an acknowledgement by those who have received help and by those who know how big a difference the volunteers have made, and an understanding of their contribution. Here are some ways to thank volunteers:

### Twenty Ways To Give Recognition to Teen Crime Prevention Volunteers

(Adapted from “101 Ways to Give Recognition to Volunteers,” by Vern Lake, Volunteer Services Consultant, Minnesota Department of Public Welfare)

- Make a suggestion box for workers.
- Get photos in the school yearbook.
- Plan recognition occasions at school assemblies.
- Hold open meetings to discuss projects.
- Have volunteers as spokespersons at special observances.
- Provide transportation.
- Have a pizza party.
- Give additional responsibility.
- Encourage the news media to cover volunteers’ activities.
- Create a pleasant environment.
- Have them talk to others about their volunteer experience.
- Keep a record for community service recognition.
- Utilize them as expert advisors for new projects.
- Celebrate outstanding projects and achievements.
- Nominate for volunteer awards.
- Arrange that volunteers gain new skills in training.
- Recognize accomplishments of both groups and individuals.
- Award special citations for extraordinary achievements.
- Encourage participation in planning and evaluation.
- Remember to say “Thank you,” “Good morning,” “We missed you,” and other warm phrases



List three ways in which your project will give due recognition to project volunteers.

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## 5

## Nurturing, Monitoring, Evaluating

While you and your volunteers may feel very good about your project, you also want to know whether it has accomplished something. Evaluation can help you do that—but only if you plan up front what you want to evaluate and how you will go about doing so.

### What's the Purpose of Evaluation?

“ . . . to answer practical questions of decision-makers and program implementors who want to know whether to continue a program, extend it to other sites, modify it, or close it down.”

NCPD's *What, Me Evaluate?*

You want to be able to show that crime prevention:

- ☒ reduces crime;
- ☒ reduces fear of crime;
- ☒ costs less than the benefits it brings;
- ☒ has lasting impact;
- ☒ attracts support and resources; and
- ☐ makes people feel better about being in your school or community.

There are many different ways to evaluate your project. You may want to conduct a

survey of your target audience, asking whether or not certain conditions have improved as a result of your program, and comparing the results with the results of your planning survey. What problems did they have? Were they satisfied with the results of the project? What could have been done better?

While your project is continuing and when it is finished, you need a way to check on it to see that it is reaching the basic goals you set. The basic measures you can use are those that go back to your goals and objectives. Was crime reduced in the school or neighborhood? Did you reach all the persons in the neighborhood? Did your project reach the elementary school children whom you planned to instruct? For some of the more general crime prevention projects, the following surveys may also be helpful.



What things can you measure to check your progress?

How will you measure those things? (Answers might include reports, official records, interviews, personal visits, surveys, and many other methods.)

Here is an example of an evaluation survey. In most cases you can substitute “school” for “neighborhood.”

## Neighborhood Check-up Survey

1. In general, has this neighborhood become a better or worse place to live in the past year, or is it about the same?

BETTER ☐ WORSE ☐ SAME ☐ DON'T KNOW ☐ REFUSED ☐

2. In general, do you think this area will be better, worse, or about the same a year from now as a place to live?

BETTER ☐ WORSE ☐ SAME ☐ DON'T KNOW ☐ REFUSED ☐

3. Here are some statements. Please tell me whether each one is in your view mostly true or mostly false about you and your neighbors.

	MOSTLY TRUE	MOSTLY FALSE	DON'T KNOW	REFUSED
If I were sick, I could count on a neighbor to run an errand for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I have to be away from home for a day or two, I know a neighbor will keep an eye on my place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is very little my neighbors and I can do to change things around here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime in my neighborhood is more of a problem than in other nearby areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had to borrow \$25 in a real emergency, I could turn to someone (not family) in this neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My neighbors and I don't talk about community problems and how to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Have you heard of community group meetings to discuss local problems?

NOT AT ALL ☐ VAGUELY RECALL SOME ☐ YES ☐

5. If “Vaguely” or “Yes” did you ever attend such a meeting?

YES ☐ NO ☐

6. Can you tell me, for each of the following, whether it is a big problem, something of a problem, or little or no problem in your neighborhood, compared with a year ago?

	BIG PROBLEM	SOME PROBLEM	LITTLE PROBLEM	DON'T KNOW	REFUSED
Shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kinds of Residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abandoned/Run-Down Buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism/Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsupervised Kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any new problem(s)?

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## Your Assessment

After getting the results of the survey and talking to your volunteers, make a list of all of the ways that your community has improved *thanks to your program*. Then list all the things that have stayed the same and those that have gotten worse.

[illegible]

Look at your list, and think back to your goals and objectives. Which were met successfully? Which were partially met? In which areas did you fail altogether?

SUCCESS IN MEETING THESE OBJECTIVES AND GOALS	PARTIAL SUCCESS IN MEETING THESE OBJECTIVES AND GOALS	FAILURE IN MEETING THESE OBJECTIVES AND GOALS

It is important to understand that in the real world, the successful project may not meet *every* goal or objective. No project can be perfect. Don't worry if there are some areas in which your project failed. The whole point of evaluation is to find out what worked and what didn't, so you can improve next time. Look back at your last list, and choose three goals or objectives in which your project needs to do better. Then think of how you can improve on that area for next time:

**OUR PROJECT DID NOT MEET THIS GOAL/OBJECTIVE:**

**WE COULD SUCCEED IN THIS AREA IF:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# My Plan Summary

## NEEDS

*Check your notes from pages 20 and 26*

The Community We Will Help Is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### PROBLEM OR NEED OF THE COMMUNITY

### WHAT WE COULD DO

_____	_____
_____	_____
_____	_____
_____	_____

## GOALS AND STRATEGIES

*Check your notes from page 28.*

Target Audience \_\_\_\_\_

Goals \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTIVITIES	WILL BE DONE BY	TARGET DATE

## RESOURCES

*Check your notes from pages 29, 30, 32, and 33.*

Skills, People, and Goods and Services Needed for the Project

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Ways to Recruit Fellow Teens

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Adults We Will Want to Recruit

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Some Ways in Which My Project Will Obtain the Goods, Services or Money Needed

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## PUTTING THE PLAN INTO ACTION

*Check your notes from pages 36, 37, and 38.*

Training Needs for the Project

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Ways in Which Those Who Do the Project Will Be Given Recognition

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## EVALUATING

*Check your notes from 39.*

Things We Will Measure

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How We Will Measure

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## National Resources for Crime Prevention and Community Service Projects

**National Crime Prevention Council**  
1700 K Street, NW, Second Floor  
Washington, DC 20006-3817  
202-466-6272

As part of its mission to enable people to prevent crime and build safer, more caring communities, NCPC develops and publishes

- books;
- kits packed with program ideas and reproducible materials easily localized with program's or sponsor's name;
- brief reports including the *Topics in Crime Prevention* series, which give timely, practical guidance;
- colorful posters; and
- many other items and services.

Among NCPC publications for youth crime prevention and community service:

*Changing Perspectives: Youth as Resources* (M16A, Book, \$16.95)

*Charting Our Course: Youth as Resources Implementation Guide* (notebook, \$24.95)

*Given the Opportunity: How Three Communities Engaged Teens as Resources in Drug Abuse Prevention* (M22, book \$16.95)

*Making A Difference: Young People in Community Crime Prevention* (M2B, \$14.95)

*Reaching Out—School-Based Community Service Programs* (M8, book, \$14.95)

*Teens, Crime, and the Community* (with NICEL), (M7, book, \$13.50); *Teacher's Guide* (M7A, \$18.00)

*Teens, Crime, and the Community Implementation Guide* (notebook, \$39.95)

*Teen Power: Don't Fight Drugs Without It!* (M17A, book, \$14.95)

*We Are Drug Free: Action Kit for Teens* (K10A, kit of camera-ready masters and program ideas, \$19.95)

*You Might Be Surprised by Our Connection With Crime and Drugs* (P20, full-color poster, \$7.95)

*Youth as Resources: The Power Within* (V5A, video, \$19.95)

*Smarter Teens, Safer Communities* (V6A, video, \$19.95)

These may be ordered, prepaid (check or purchase order) from NCPC. Call 1-800-NCPC-911 for details.

**The Corporation for National Service**  
1201 New York Avenue, NW  
Washington, DC 20525  
202-606-5000

A governmental agency that supports a range of national and community service programs, providing opportunities for Americans to serve full-time and part-time, as volunteers or as stipended participants, and as individuals or in teams.

Provides information and publications on BJA-funded crime and drug programs, including formula grants, technical assistance, and training and demonstration projects.

**Points of Light Foundation**  
1737 H Street, NW  
Washington, DC 20006  
202-223-9186

Focuses attention and resources on community service. Has special youth programs unit.

Other organizations that can be of assistance are listed below. Many have local chapters or affiliates in your area.

**Boys & Girls Clubs of America**

1230 West Peachtree Street  
Atlanta, GA 30309  
404-815-5700

**Boy Scouts of America  
Law Enforcement Explorers**

1325 Walnut Hill Lane  
Irving, TX 75015  
214-580-2000

**Camp Fire Boys and Girls**

4601 Madison Avenue  
Kansas City, MO 64112  
816-756-1950

**Girls Inc.**

30 East 33rd St., 7th Floor  
New York, NY 10016  
212-689-3700

**Girl Scouts of the U.S.A.**

830 3rd Avenue  
New York, NY 10022  
212-852-8000

**Junior Achievement**

7300 Whittler Boulevard  
Bethesda, MD 20817  
301-229-5300

**Junior Exchange Club**

The National Exchange Club  
3050 Central Avenue  
Toledo, OH 43606  
419-535-3232

**National Commission on Children and Youth**

American Legion Child Welfare Foundation  
PO Box 1055  
Indianapolis, IN 46206  
317-630-1200

**National 4-H Council**

7100 Connecticut Avenue  
Chevy Chase, MD 20815-4999  
301-961-2820

**National Organization for Victim Assistance**

1757 Park Road, NW  
Washington, DC 20010  
202-232-6682

**National Victim Center**

2111 Wilson Boulevard  
Suite 300  
Arlington, VA 22201  
703-276-2880

**National PTA**

(National Congress of Parents and Teachers)  
330 North Wabash Street  
Suite 2100  
Chicago, IL 60611-3690  
312-670-6782

**National Youth Leadership Council**

1910 W. County Road B  
Roseville, MN 55113  
612-631-3672

**The National Youth Network**

c/o Child Welfare League of America, Inc.  
440 First Street, NW  
Washington, DC 20001-2085  
202-638-2952

**Project LEAD**

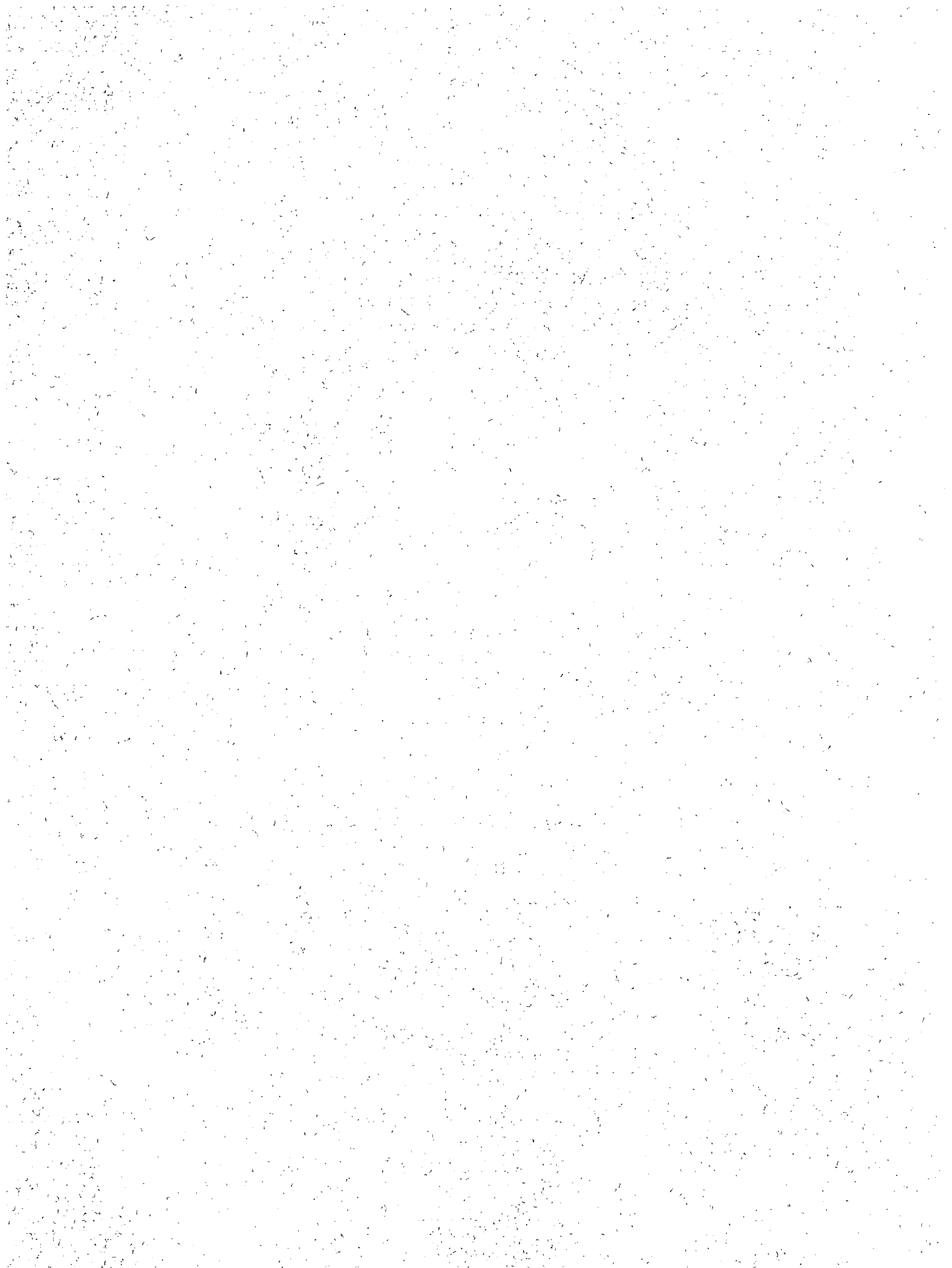
Quest International  
537 Jones Road, PO Box 566  
Granville, OH 43023  
614-522-6400

**Youth Crime Watch of America**

9300 S. Dadeland Boulevard, Suite 100  
Miami, FL 33156  
305-670-2409

**Youth Service America**

1101 15th Street, NW, Suite 200  
Washington, DC 20005  
202-296-2992





**National Crime  
Prevention Council**  
1700 K Street, NW, Second Floor  
Washington, DC 20006-3817

ISBN 0-934513-06-6