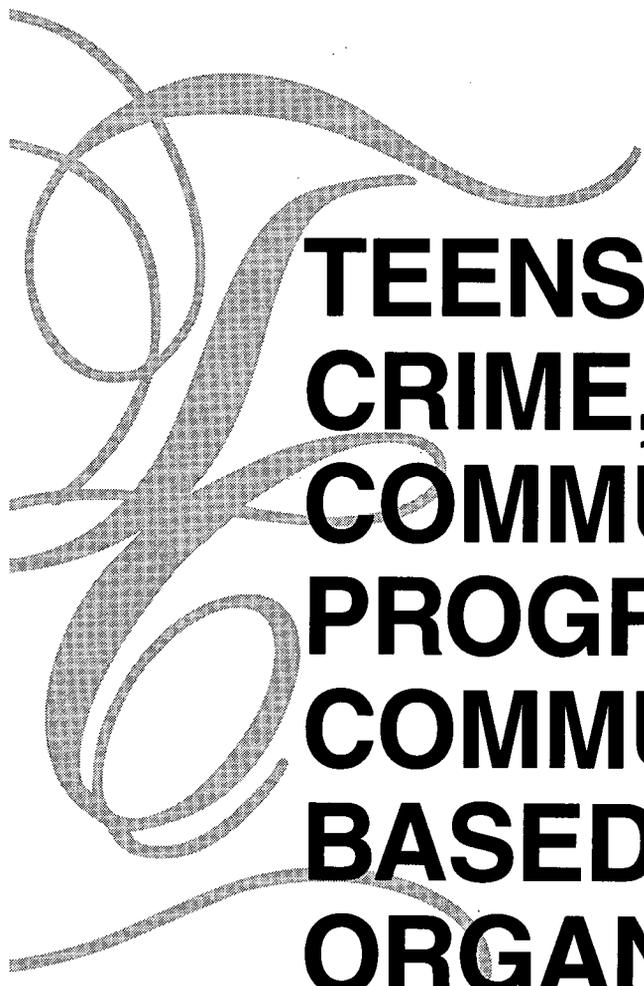


**TEENS,
CRIME, AND THE
COMMUNITY: A
PROGRAM FOR
COMMUNITY-
BASED
ORGANIZATIONS**

174344

A joint endeavor of the
National Crime Prevention Council
and
Street Law, Inc.
(formerly National Institute for Citizen Education in the Law)

174344



**TEENS,
CRIME, AND THE
COMMUNITY: A
PROGRAM FOR
COMMUNITY-
BASED
ORGANIZATIONS**

PROPERTY OF

National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20849-6000

A joint endeavor of the

National Crime Prevention Council

and

Street Law, Inc.

(formerly National Institute for Citizen Education in the Law)

Acknowledgments

This book is the collaboration effort of many individuals. Michelle Cotton, Urban Field Coordinator, NCPC, did the research and provided the critical initial drafts and revisions. Judy Kirby, Managing Editor, NCPC, and Terry Modglin, Director of Municipal and Youth Crime Prevention Initiatives, NCPC, provided rewrites and editorial review. Andrea Carlson, consultant; Jean O'Neil, Director of Research and Policy, NCPC; and Mary Jo Marvin, Editor, NCPC, also added their editorial expertise. Terry Modglin, NCPC; Judy Zimmer, Street Law, Inc.; and Jonann Wild, Alliance for Youth, served as reviewers.

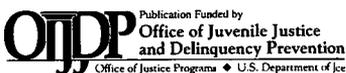
The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provided the resources that have made the Teens, Crime, and the Community program and this document a reality. Travis Cain, the OJJDP officer who supported the program and this document, has our thanks and appreciation.

Prepared under Grant Number 95-MU-FX-0018 (S-1) from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

Points of view or opinions in this document are those of the author and cited sources and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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

Street Law, Inc.
918 16th Street, NW, Suite 602
Washington, DC 20006
202-293-0088



ISBN 0-934513-13-9

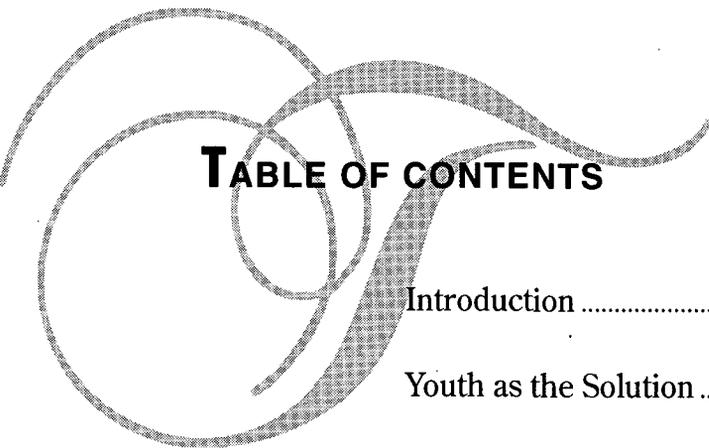
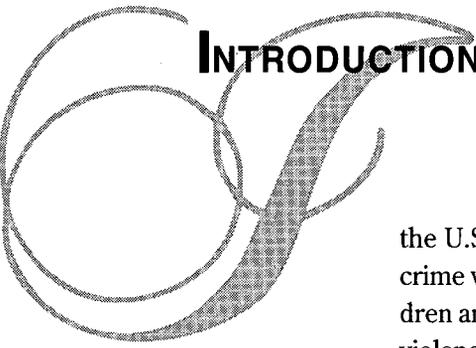


TABLE OF CONTENTS

Introduction	v
Youth as the Solution	1
The Role of Community in Preventing Youth Crime and Delinquency.....	5
The Value of Community	5
Community-Based Programs, An Anchor For Youth.....	6
Teens, Crime, and the Community: A History	9
The Education Component.....	10
New Resource for Community Settings	10
The Action Component	14
What Can TCC Do for Youth in Community-Based Programs	17
TCC as a Summer Program.....	18
TCC Helps Build Resiliency	20
TCC Helps Build Assets.....	22
Is TCC Right for Your Community?.....	25
Elements of Success.....	29
Starting a TCC Community-Based Program in Your Community	33
Obstacles To Consider	39
Garnering Community Support	39
Identifying Funding	39
Maintaining the Program Purpose and Population.....	40
Recruiting and Keeping Youth Involved.....	41
Parental Involvement.....	41

Conclusion: You're Not Alone	43
TCC Community-Based Programs Resource List	47
Appendices	49
Teens, Crime, and the Community Textbook	
Table of Contents	49
Las Vegas, Nevada, Evaluation	51
Endnotes	53



INTRODUCTION

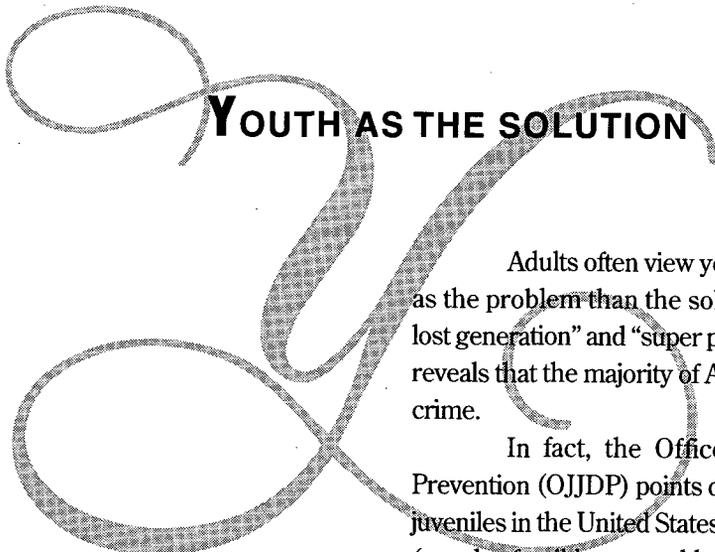
Juvenile crime and violence have claimed center stage on the U.S. policy and program agenda. The devastation that juvenile crime wreaks is seen in communities across the country where children and adults have fallen prey to gangs, drug dealers, and random violence.

Young people today are often faced with a myriad of social factors that threaten their chances of developing into healthy, productive, and socially responsible adults. Many youth grow up in communities that are economically depressed, lacking in resources, and havens for drugs, guns, and violence. This environment places burdens on youth and institutions that can derail their healthy development into adults—schools, community, and family.

However, juvenile crime and violence are not predestined. Comprehensive efforts to combat crime and help at-risk young people produced measurable gains in the mid-1990s, reversing rising levels of crime and violence. According to FBI reports, in the mid-1990s crime rates declined nationally, and in 1995 and 1996 juvenile crime showed modest, yet significant decreases.

Teens, Crime, and the Community (TCC) offers one effective and practical approach that community-based programs can adopt to prevent teen victimization and delinquency. Its dual framework engages young people in education *and* action that increase their knowledge about crime, victimization, and crime prevention and help them bond to their community and school through meaningful service.

This monograph provides a hands-on framework for implementing TCC in community-based settings. It introduces the fundamentals of TCC and demonstrates its effectiveness. It also provides learning and teaching strategies, tips for using community resource people, and ideas for overcoming obstacles.



YOUTH AS THE SOLUTION

Adults often view youth more as offenders than victims, more as the problem than the solution. Some paint a gloomy picture of “a lost generation” and “super predators.” A look beyond such stereotypes reveals that the majority of America’s young people are not engaged in crime.

In fact, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) points out that less than one-half of one percent of juveniles in the United States were arrested in 1994 for a violent offense (murder, forcible rape, robbery, or aggravated assault). Only 14 percent (one in seven) of all serious violent crime cleared by law enforcement involved a juvenile offender. Eight in ten youth-linked serious crimes were committed by five percent of youth. Furthermore, most juveniles who come in contact with the juvenile justice system do so only once.¹

On the other hand, young people are the age group most likely to be victims of crime. Teens are victims of violent crime and crimes of theft at about twice the rate of the adult population.

From the mid-1980s to mid-1990s, there were some particularly alarming trends. The number of juveniles murdered increased 82 percent (1984-1994). More than two-thirds of those juveniles were killed with a firearm. Homicide became the leading cause of death for black males ages 15 to 25.²

Between Hope and Fear, a 1996 poll commissioned by the national Teens, Crime, and the Community (TCC) program partners and conducted by Louis Harris and Associates, found that almost half of the teens surveyed (46 percent) reported making at least one change in their daily routines because of crime and violence. One in four of these teens said that they do not always feel safe on their own block or in their own neighborhood. At least one in five youth reported that they had changed their group of friends or avoided going to particular parks and playgrounds for fear of being victimized by crime and violence.³

Despite such perceptions and fears, many concerned youth and adults are working together to spur change. Many young people feel positively about the future, are living crime free, and are taking part in solutions to crime and violence in their community, a point reconfirmed by the *Between Hope and Fear* survey, which found that

86 percent of the youth said they were willing to participate in programs that would prevent crime. According to the survey:

- Teens showed the greatest interest in communications programs. Three in four youth said they were willing to participate in programs that involved some form of communications, such as creating ads, posters, and newsletters or participating in plays, dances, and concerts.

One City, Three TCC Programs

*Boys & Girls Club of Stockton, Inc.
Stockton, California*

The TCC program in the Boys & Girls Club of Stockton, Inc., California began in 1994. Stockton has a large, highly visible gang population. In April 1997, it was estimated that there were more than 100 gangs within the city. As of April 1997, the Boys & Girls Clubs had seven sites, three of which are conducting the TCC program: the Cechini Clubhouse, the Conway Homes Clubhouse, and the O.H. Close - Positive Connection. During 1997 the agency will be training managers at the remaining four sites to conduct the TCC program. The TCC program is being used to help youth reduce their risks of victimization, prevent crime in their communities, understand the impact of crime on victims, develop alternative behaviors, and develop leadership skills.

The Cechini Clubhouse is located in a residential area and is one of the more established TCC sites in Stockton. The TCC curriculum is used as part of the educational curriculum in an alternative school, Olympic Challenge, located at the Clubhouse. The school is attended by students in grades 7 through 12 who do not attend regular school because of

nonattendance or disruptive behavior, have been referred by the court system or their probation officers, or have heard about the program from their friends. The TCC program is operated year-round. The entire curriculum is covered in classes taught once a day. At the end of the school year, students receive a certificate of participation. Students select the area in the community in which they are willing to volunteer their services as part of their action projects. Because the majority of youth are living in an environment where peer pressure is very strong, the TCC program emphasizes the concept of respect for others and learning to live in "two worlds." One "world" is where their friends and some of their families live; the other "world" is the world outside their familiar surroundings, referred to as "the real world." Students volunteer to work with the homeless, senior citizens, the blind, the disabled, and a Native American organization; to tutor; and to remove graffiti.

Describing the TCC program at the Cechini Clubhouse, Amelia Adams, Director of Educational Services, says: "We

- Seven in ten (71 percent) said they were willing to participate in youth leadership programs, such as tutoring other kids or mentoring a younger student.
- Six in ten (62 percent) were willing to participate in anti-violence or anti-drug programs, or programs that teach skills on how to avoid fights or other forms of conflict resolution.
- Nearly six in ten (57 percent) young people were currently taking part in some kind of volunteer program in their

believe that, even though some are still involved in negative behavior outside of school, if we encourage them to get involved in positive things, such as helping others, it may have an impact on their lives. The majority of our youth did not attend school at all or if they did attend, they were truant 95 percent of the time. Now, they are coming to school and are actually working. We believe that using the TCC curriculum is having a positive impact on our youth."

Conway Homes Clubhouse, located in one of the Housing Authority developments, has been conducting TCC since 1994. Four cycles of the TCC program are conducted throughout the year. The entire curriculum is covered in classes taught twice a week. Action projects have included participation in Neighborhood Watch, National Night Out, and community marches against drugs and violence. Members designed posters about saying no to drugs and stamping out violence. The youth play various games that reinforce what is learned in the curriculum. In one cycle, youth addressed the question "Why isn't there a mall or other business in our community?" This

forced them to really examine the impact that a high crime rate has on a community. Afterward they made posters and marched against the high crime rate in their area. Another project that continues from cycle to cycle is "Look Out for Graffiti." The youth regularly notify the Housing Authority of places where they find graffiti. The Housing Authority immediately paints the marred areas. Youth are also taken on field trips centered around the particular TCC topic they are discussing. Each cycle ends with a party and graduation ceremony held at the site.

O.H. Close is located in one of the California Youth Authority Housing units and began as a TCC site in January 1997. The site holds one 90-minute TCC session once per week for 12 weeks. Since O.H. Close is a lock-down institution, certain changes had to be made to the TCC program. Although the TCC curriculum is used as the overall outline of the program, another program, "Identifying and Changing Patterns of Criminal Thinking" is also included. Community resource persons include speakers from the Women's Center, community police officers, ex-gang mem-

bers, community volunteers, and parents of the youth. Muriel B. Smith, branch manager, noted, "Before young men can have a different outlook on their particular outside communities, they must start thinking differently as well as acting differently within their present surroundings.

When released, they will then be able to go back to their communities and contribute in a positive way." The TCC curriculum is used to help these youth achieve this goal. At the conclusion of the 12-week cycle, the young men graduate from the program.

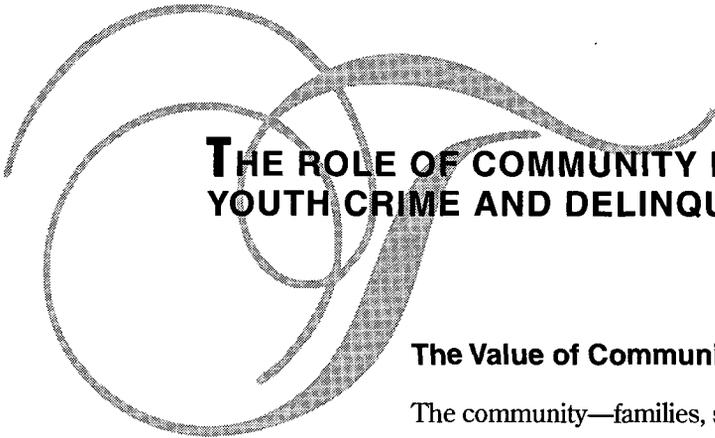
Coordinators of the TCC program have also established strong partnerships with the California Youth Authority and the San Joaquin Housing Authority, the Stockton Women's Center, and the Stockton Police Department.

Contact

Amelia Adams
Boys & Girls Club of
Stockton, Inc.
PO Box 415
Stockton, CA 95201
Phone: 209-466-3226 or 1302
Fax: 209-466-8161

schools, 42 percent volunteered at their churches, and 12 percent volunteered in local community groups.

Many youth are hopeful about the future and believe that they can help build safer and stronger communities. The challenge is to move beyond fear and apathy and to invest time, commitment, and energy into ensuring that youth have the skills and resources they need to contribute as community stakeholders. TCC takes up the challenge because it brings youth and adults in the community together through positive learning and service activities.



THE ROLE OF COMMUNITY IN PREVENTING YOUTH CRIME AND DELINQUENCY

The Value of Community

The community—families, schools, the faith community, businesses, and community organizations—plays an important role in helping to shape the social development and attitudes of young people. It is in the community that young people learn to apply and adapt social norms, customs, and values. And it is in the community where many juveniles commit delinquent and violent acts.

A 1993 report by the Search Institute, *Healthy Communities, Healthy Youth*, states that the strength of a community contributes greatly to the development of its youth. The report concludes that:

- Communities vary considerably in their success in protecting youth from at-risk behavior and in providing a nurturing, healthy environment.
- Schools, churches and synagogues, youth organizations, and the general support of structured activities are clearly influential in shaping a healthy community for youth.
- A healthy community not only benefits youth who already have many assets in their favor, but also is particularly powerful in protecting vulnerable youth with fewer personal assets such as strong families. Healthy communities help youth make the most of their personal assets.⁴

Living in crime- and violence-ridden communities can have a devastating impact on the development of a young person. It is hard to develop strong social skills when there is little that reinforces such skills and responsible behavior. Young people who are surrounded by violence and crime without a cohesive community support system, positive role models, peer groups, and/or involvement in enriching youth programs or activities are more likely to engage in delinquent and criminal activities and to be victimized by crime. Young people who feel disconnected from their community often express these feelings in deviant ways.⁵

The good news is that communities across the country are mobilizing to fight crime and to provide positive resources and oppor-

tunities for young people. These communities have shown that organized and sanctioned community action can serve as a powerful catalyst for preventing juvenile crime and victimization.

Community-Based Programs, An Anchor for Youth

How do we sustain and maintain reductions in juvenile victimization and delinquency? How do we foster resiliency in youth and equip them with the skills they need to become responsible and positive citizens? How do we synthesize the strengths of young people and adults to restore and preserve their neighborhoods and schools? Some answers to these questions lie not in new or yet-to-be discovered programs or strategies, but in existing approaches that have proven effective, adapted in innovative ways.

Community-based programs, in particular after-school programs, play an important role in safeguarding youth from victimization by crime and in offsetting the factors contributing to deviant and delinquent behavior. Results of a 1994 Carnegie Council on Adolescent Development survey, *A Matter of Time: Risk and Opportunity in the Nonschool Hours*, shows that a young person is most vulnerable to crime and delinquency between the hours of 3:00 p.m. and 6:00 p.m.⁶

According to the Carnegie Council on Adolescent Development, effective after-school programs include ten key elements, which can be applied to most community-based youth programs. The programs should:

- Be based on research on early adolescent development, including identification of the effects of participation in youth development programs, and on a thorough assessment of community needs and existing services.
- Emphasize social relationships by encouraging a family-like atmosphere. This is especially critical to young adolescents who have limited opportunities to experience support and guidance from their families.
- Encourage parental involvement by creating opportunities for parents to participate at all levels.
- Be developed for and by youth and tailored to specific community and neighborhood needs. Those programs that involve young people in all aspects of program development, including day-to-day planning, show the most

promise. Young people's contributions to the program and their communities should be regularly recognized and rewarded.

**TCC at Barton Street
Community Center**
Pawtucket, Rhode Island

"TCC in our Center begins with outreach to kids who have stolen cars, done drugs, been in gangs and/or need a way out of the trap they're in. We go to where they live and hang out and engage them in probing questions regarding victims of crime, teens and crime, and crime prevention. We're interviewing them to see how they should enter our Center," says Sgt. Charles "Chuck" Sczuroski.

The Center provides recreational, educational, and social programming. TCC is substantially and informally integrated into each recreational activity, which range from boxing to breakdancing. Youth don't use a textbook or have classes; TCC lessons are infused into the activities. For example, in the theater class, kids put on performances on such topics as substance abuse or conflict management. Their roles include the parents of a child who was killed or someone helping a friend come off drugs. They engage tough issues like: how would parents feel after you shot their son?

The model engages youth in peer and cross-age teaching. It serves 35 youth ages 6-12 and up to 50 youth ages 13-18 per day. Of the 100 regular attendees, 70-80 get the full TCC training. Younger children learn by watching performances,

engaging in discussions, and starting beginner activities. In an activity like boxing, older youth learn discipline, how to overcome obstacles, and sportsmanship. They demonstrate their expertise and control and gain the respect of the younger children. The younger children soon want to join in and thus begins coaching on their life issues.

The trainers are taught to infuse TCC into their activities. Their coaching includes helping youth respond negatively to drug solicitations and examine who they hang with and how they act. They meet weekly to review the material and set priorities.

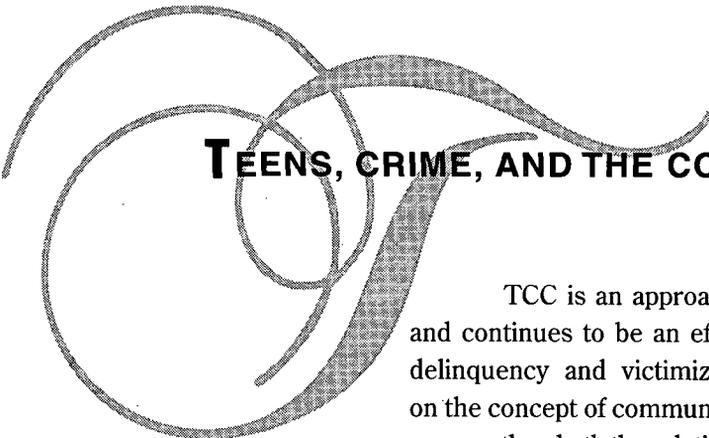
Sgt. Sczuroski reports that, "Youth may enter to learn Capoeira, a Brazilian form of Martial Art, but soon their performances serve to teach other youth TCC lessons. Eventually, you'll find them in community projects, like removing graffiti. Lastly, you'll find them in leadership roles, assisting instructors and training younger children."

Contact

Sgt. Charles "Chuck" Sczuroski,
Jr.
Barton Street Community
Center
210 Dexter Street
Pawtucket, RI 02860
Phone: 401-723-4140

- Provide food to attract young people and enable them to socialize as well as to promote sound nutrition.
- Have clear rules for membership—no drinking, drug use, or gang membership—and provide emblems of membership, such as T-shirts, hats, or other means of identification.
- Collaborate with local community organizations to provide an opportunity for young people to have educational experiences in their neighborhoods or communities.
- Be safe and accessible to all youth. They should be located in safe, easy to reach settings that are close to home and open to all youth who seek them out.
- Provide linkages to schools as a way to keep young adolescents interested in learning.
- Offer a wide array of services, including primary health care services—substance abuse prevention, mental health services, and family planning services—that facilitate healthy development.⁷

Community-based programs, because they are in the neighborhood and are accessible to youth during high-risk hours (between 3:00 p.m. and 6:00 p.m.), offer one way to create protective and healthy environments for and with youth. The fundamentals of an effective program are its management and structure, a clear set of measurable goals, a direct delivery approach, coalition and community building, and an action plan that addresses risk factors associated with juvenile delinquency. A successful program, however, relies heavily on youth involvement from beginning to end.



TEENS, CRIME, AND THE COMMUNITY: A HISTORY

TCC is an approach that has worked since its beginning and continues to be an effective strategy for decreasing juvenile delinquency and victimization. TCC works because it is built on the concept of community, it is flexible and cost effective, and it sees youth as both the solution and those most affected by the problem.

TCC is a joint partnership of the National Crime Prevention Council (NCPC) and Street Law, Inc. (formerly the National Institute for Citizen Education in the Law). The program, created in 1985 with support from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, brings together the crime prevention and youth empowerment expertise of NCPC and the innovative educational and curriculum expertise of Street Law, Inc.

TCC was created to reduce the alarmingly high rates of teen victimization and to engage young people in making their communities safer and better. The program, with its curriculum and service learning projects, teaches young people ways to protect themselves from crime and provides them with opportunities to develop safer, more vital communities. TCC reaches all young people, seeking to tap and focus their energy, talent, and enthusiasm so they can participate in their community as responsible citizens.

TCC is being embraced across the country as an effective strategy to help prevent victimization, reduce delinquency, and involve young people in their communities. More than 400,000 young people have been a part of TCC in more than 400 schools (rural, suburban, and urban) in 40 states.

TCC has been successfully implemented in three distinct settings: schools, primarily middle and high schools; juvenile justice facilities; and community-based program settings, e.g. Boys & Girls Clubs, Weed and Seed sites, and public housing communities or neighborhood club sites. For more than ten years TCC has consistently shown that education combined with action can result in change.

TCC has two main components:

- a curriculum infused into existing programs or implemented as a separate initiative and
- action projects that spring from the education portion of the program and address local crime problems.

“Even though the Vietnamese youth in my community haven’t gotten involved with drugs, gangs, or violence, they are still very interested and enthusiastic about the TCC program. I think TCC has brought life into crime prevention lessons and TCC lessons into the real world.”

**Vo Van Pham,
Bridging the Gap,
Vietnamese Community
Outreach Specialist,
Atlanta GA**

The Education Component

The TCC curriculum, originally created in 1985 and which will see its fourth edition in 1998, was especially designed for school settings but it has also been used in community settings. It is designed for easy infusion into any law-related education curriculum or youth-focused lesson plan. A student textbook and companion teacher’s guide educate young people about 11 crime, crime prevention, and juvenile justice topics, including teens and crime prevention, victims of crime, violent crime, criminal and juvenile justice, conflict management, substance abuse, and drug trafficking. (For a table of contents, see appendix A.)

The principal objectives of the TCC curriculum are to:

- make teens aware of the effects of crime and teens’ risk of victimization;
- educate teens on how to recognize crime and prevent crime through individual and community strategies;
- help teens learn how to report crime, to be good witnesses, and to assist victims;
- equip teens with skills to take crime prevention action; and
- motivate teens to want to take action.

The curriculum utilizes five key elements in each lesson: “Use Your Experience,” “Your Turn,” “In Your Community,” “Looking Back,” and “Taking Action.” These exercises are each designed to appeal to one of several different learning styles, making it possible to reach all youth in the TCC group.

Each TCC chapter is designed to be a self-contained unit with a modest overlap of information, and lessons are devised to stand alone or be taught in conjunction with other related information. In community-based programs, TCC has been taught as a stand-alone curriculum and is often used to explore other issues such as racism, economic conditions, religion, and sexism.

New Resource for Community Settings

Besides the textbook and teacher’s guide to use as resources, those who implement TCC in community settings also have a newly developed kit full of activities designed specifically for community arenas. These materials provide facilitators with hands-on activities in subject areas that hold special appeal for community groups. The kit offers materials to facilitate the delivery of TCC sessions on conflict management, police and the

community, bullying, guns, gangs, behavior in shopping malls, dating violence and rape, hate crimes, substance abuse and drug trafficking, and designing a project and other topics. Also included are:

- a look at characteristics of resilient youth and how to develop these characteristics;
- guidelines on effective use of community resource people;
- instructions on using required materials and teaching strategies such as brainstorming, small group work, case studies, and role plays;
- energizers or strategies facilitators may use to get sessions off to a strong start; and
- project ideas designed to stimulate creative local problem solving.

The new curriculum resource for community settings, the major component of the *Community Works: Smart Teens Means Safer Communities*, consists of eight clusters of lessons:

You and Your Community

Setting the Stage

Teens and Crime

Victims of Crime

Safe and Secure Communities

Where Are We Unsafe?

Our Community's Resources

Conflict Management

Your Conflict Choices

Conflict, Communicating, and Working Together

Violent Crimes

Robbery and Assault: What You Can Do

Intimidation: How To Protect Yourself

Rape and Acquaintance Rape: Define and Prevent

Dating Violence: Recognize and Prevent

Handguns and Violence: Myths, Facts and Prevention

Gangs: Defining the Problem

Gangs: Consider Alternatives

Substance Abuse and Drug Trafficking

Alcohol Abuse: Recognize and Prevent

Drug Abuse: Recognize and Prevent

Drug Trafficking: Community Impact and Action

Property Crimes

Property Crimes: What You Can Do

Vandalism: What You Can Do

Shoplifting: Why and How is it a Problem?

A Negotiation Between Teens and Store Owners

Hate Crimes

Hate Crimes: Define and Identify

Hate Crimes: What They Are and What You Can Do

Police and Community

Police and Communities: How Do They Need Each Other?

Reporting a Crime

Cops on Call

A Negotiation Between Police and Community Members

Designing a Project

Planning a Project

Designing a Project

Doing a Project

Each of the training sessions is organized for instructors who have a limited amount of time to prepare for a lesson and who must engage youth interactively, rapidly, and continuously in an environment in which the youth participate voluntarily. Each session provides the instructor with a short summary of objectives; teaching strategies to be used in the session; time savers that indicate specific things that can be omitted if there is not enough time; materials needed for the session; a summary of the basic activities or components of the session; and a checklist of things to do before the session.

The new "community curriculum" outlined above is part of a kit of materials which also includes this monograph; the TCC Action Project Video, *This Is How We Do It*; *Charting Success: A Workbook for Developing Crime Prevention and Other Community Service Projects*; reproducible art for making TCC paraphernalia; a user's guide for the kit; and a user's survey. The kit is available from the TCC National Partners, c/o the National Crime Prevention Council Fulfillment Center, PO Box 1, 100 Church Street, Amsterdam, New York 12010, 800-NCPC-911. The cost is \$149.95, add 10% for shipping and handling (15% outside the U.S.). For 2nd-day delivery, please add \$25. All orders must be prepaid by check, money order, or purchase order, VISA, or Master Card.

**TCC, a Model for
Community Collaboration**

*Boys & Girls Club of
Minneapolis
Minneapolis, Minnesota*

TCC is used in a variety of ways in community settings, including as an infusion to a larger program. In 1995, using a \$25,000 grant from the City of Minneapolis Violence Prevention Program and resources from the National TCC Program, the Boys & Girls Club of Minneapolis combined the TCC program with the Hazelden Youth Violence Prevention Program to create its own "Violence is Preventable" (V.I.P.) program. From its inception in 1995 to early 1997, V.I.P. has been presented to approximately 270 youth at three sites in Minneapolis: the Jack Cornelius Club, the Southside Village Club, and the Jerry Gamble Club.

The Boys & Girls Club of Minneapolis V.I.P. program has a three-part goal: education and understanding of issues related to violent situations, teaching skills necessary to avoid violence, and building an awareness of violence. In its first year of operation the program focused on training, in the second year it focused on a community campaign, and in the third year it focused on expanding training to those it serves, the inclusion of family members as participants, and increasing the number of teens trained to facilitate V.I.P. activities. In 1996, Hazelden provided training and presentations to 225 peer leaders, staff, and parents. In addition, V.I.P. participants brought their message to 2,610 youth and adults through special events such as carnivals, information tables, conference campaigns, an end-

of-school picnic open house, performances, and a Martin Luther King/V.I.P. event.

The V.I.P. program is implemented in three clubs by a V.I.P. team that consists of two staff and six peer leaders. The V.I.P. teams are responsible for organizing and conducting the four components of the program: monthly youth V.I.P. workshops, monthly V.I.P. community clubs, a community violence prevention campaign, and monthly in-service training for staff and peer leaders. Workshops conducted by staff, peer leaders, and special guest experts from Hazelden Education are held for youth ages 8-13. Topics for the workshops include: anger, personal safety, non-violent responses to potentially violent situations, communication skills, coping strategies, peer mediation skills, and the role of law enforcement systems and community interaction.

The community clubs are for parents, community members, other agencies, and law enforcement representatives. The club members discuss current issues and determine activities they can become involved in around the club and community. As part of the community campaign, teams use posters, balloons, T-shirts, radio shows, etc., to make the community aware of the V.I.P. program. They conducted a workshop at one school for 125 elementary students and at one agency for 100 youth. The monthly in-service trainings are led by Hazelden staff to provide additional training for staff and peer leaders.

Contact

Gayle Gilreath
Director of Programs
Boys & Girls Club of
Minneapolis
2323 11th Avenue South
Minneapolis, MN 55404
Phone: 612-872-3642
Fax: 612-872-3670

The Action Component

TCC's action component allows young people to demonstrate and test what they have learned from the education curriculum. The curriculum focuses on the causes of crime whereas the action projects reinforce the concepts of individual responsibility and solutions. Action projects also help move youth beyond apathy to a sense of empowerment.

Young people take on leadership roles and develop team-building skills. It's important that youth are involved in planning, designing, and carrying out action projects and for them to be able to experience both the successes and failures of their plans.

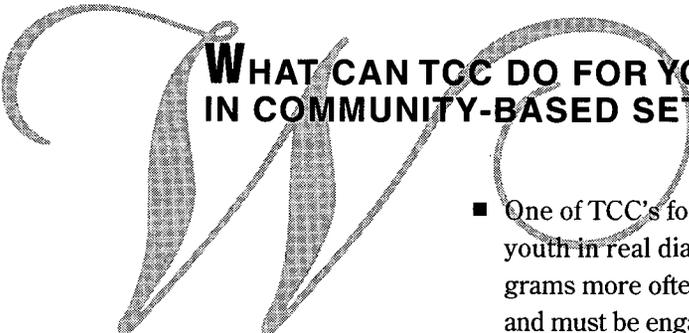
According to the late Diane Hedin, in order for youth-led action or service learning projects to be successful, they should:

- engage youth in significant, genuine service to the community/school;
- provide opportunities for others to depend on the action of young people;
- include tasks that challenge a young person's thinking, both cognitively and ethically;
- provide opportunities for young people to make decisions and have responsibility that can affect the outcome of the project;
- include young people and adults working together on common tasks;
- allow for systematic reflection on the action or service experience;
- result in a final, tangible product.⁸

Young people in different TCC programs across the country have designed diverse projects—from billboards announcing important crime prevention or safety information to youth-led workshops on preventing date rape. There are many ways that young people can express themselves and their knowledge about crime prevention, including designing posters, coordinating neighborhood crime prevention fairs, performing crime prevention skits, conducting crime-related surveys, presenting crime prevention awareness workshops, cleaning neighborhood parks of drug paraphernalia or other debris, coordinating a Neighborhood Watch program and so on. The list is inexhaustible.

When implementing the action component, it is important to remind young people that big isn't always better, but what's important is that the goals and objectives of the young people produce tangible results where youth can feel and experience a sense of accomplishment.

It is also important that TCC youth-led action projects focus on the unique needs of the community. The makeup and needs of communities vary from region to region, state to state, and city to city. There is no standard project that serves as a panacea for the complex problems confronting many communities across the country.



WHAT CAN TCC DO FOR YOUTH IN COMMUNITY-BASED SETTINGS?

- One of TCC's foundations is that it is interactive, enlisting youth in real dialog about real problems. Community programs more often involve youth who participate voluntarily and must be engaged for the program to be successful.
- TCC's student and community curricula provide sessions on topics that can be offered consecutively, in tandem, or on a stand-alone basis. Thus it becomes possible for TCC's sessions to buttress the goals of an already strong program.
- Another foundation of TCC is its direct community orientation. TCC emphasizes the use of community resource persons, including law enforcement officers, victims of crime, attorneys, judges, business people, hospital personnel and others. These are the types of people that a vibrant community-based program wishes to include in its programming since partnerships with community institutions often strengthens the capacity and mission of both.
- TCC's materials are designed to make the instruction non-labeling, which means that it can be used in a group that excels in school, or a high-risk youth group not excelling in school settings, or a mix of these. This kind of adaptability makes TCC a smooth fit in community programs.
- The materials for TCC sessions are inexpensive. The TCC community kit of materials (published in 1997) can provide handouts. Although some community organizations have given each participant a textbook, most provide limited amounts of handout materials. A TCC program of three to six months can be delivered for between \$2,000 and \$10,000.
- TCC's action-oriented nature makes a strength out of differences, an issue that often arises in community settings. For example, having a group with some range in ages provides an opportunity for the older youth to practice their crime prevention skills on and with younger children.
- For the youth who affect the community and its institutions 24 hours a day, TCC builds skills such as self-control, goal setting, and hope in the future. These are key to the positive and healthy growth of the community and its institutions.

Third-party evaluations of the TCC program have shown that young people who participate in a program in which the education component of the curriculum is reinforced by the use of outside resource people and is linked to community action projects develop a strong sense of social responsibility, community bonding, and autonomy.

These evaluations also found that youth who participate in TCC:

- know more about the types of crime and their risk of being victimized by crime;
- understand ways to prevent crime against themselves and their families;
- increase their belief in ethical rules and the need for laws;
- demonstrate a greater sense of altruism and community connection;
- reduce their own delinquency and their association with delinquent peers; and
- participate actively in classroom and community service projects.

TCC as a Summer Program

Results of one independent evaluation show that combining TCC with recreational activities is a promising approach for enriching summer programs for youth. Such programs designed to accomplish broader youth development goals can provide youth with the knowledge and skills necessary to reduce their own victimization/involvement in crime and to play an active role in reducing crime in their communities. As such, the model has potential for replicability nationally.⁹

The summer program was tested in Las Vegas, Nevada, in seven separate sites with a total of 198 youth participants. Information on the impact of TCC on participating youth was gathered in several ways: interviews with TCC implementers, focus groups with youth, pre/post knowledge and attitudinal surveys, and a post-program youth satisfaction survey.

Implementers had positive things to say about the benefits of TCC for youth:

"TCC made kids think about things they usually just notice and take for granted. Like with vandalism, they had no idea how much money it costs the school district. I went and got figures for them [on how

much it costs to] *cover up the graffiti all the time and to repair the sinks that have been pulled out of the wall because kids sat on them. They finally understood that means less art supplies, fewer computers, less money to put on school dances or have field trips. They were really thinking there are actually consequences to vandalism. Before they just thought it was no big deal; it wasn't their house.*"

All youth participating in the focus groups felt the program should be continued next year. Many felt it should also be offered to younger children. The following are some of the responses youth gave when asked what kinds of things they learned as part of the summer TCC/recreation program:

Not to get involved in drugs. Just because your friends do it doesn't mean you have to.

The program keeps kids out of trouble. It taught us how to communicate with each other and have fun, but keep out of danger.

I learned the consequences of breaking the law and more about what is going on in the streets and how to get out of drugs.

This class taught me a lot about crime and how victims feel. We can see what happens if we break the law.

As a result of their participation in the TCC program over the summer, youth exhibited significant gains in knowledge of crime, victimization, and the consequences of crime. At the end of the eight-week TCC program, youth completed a survey in which they strongly agreed with the following statements:

TCC was fun.

TCC should be taught again next summer.

The things I learned in TCC will help me in my life.

I learned things about how to protect myself from being a victim of crime.

The evaluation also pointed out ways in which TCC implementation could be strengthened in future summer efforts in Las Vegas and elsewhere. These include the need for:

- Attainable local program goals and realistic time lines for achieving them;
- Clearly defined roles for all individuals and organizations involved;

"It is important to understand that once these youth leave your program at the end of the day, they have to return to some pretty tough situations. I think one of the most rewarding parts of teaching TCC youth was helping them realize that negative behaviors of family members did not have to be accepted or repeated."

Marisa Jones,
Neighborhood Justice
Project,
Boston, MA

- Changes in training design and delivery so that more concrete information reaches those directly responsible for program implementation; and
- Better, more regular communication within and among the involved organizations.

Lessons learned as a result of this evaluation have been instrumental in TCC program development at the national level. Those interested in adopting TCC as a summer initiative in conjunction with recreational programs should refer to Appendix B for specific recommendations made by evaluators of the Las Vegas program.

TCC Helps Build Resiliency

TCC's educational curriculum and action projects are designed to foster resiliency in youth and create a nurturing, protective community network. There are many young people who grow up with crack- or drug-addicted caregivers/parents; live in violent, gang-controlled neighborhoods; and/or suffer through the ills of poverty, neglect, and abuse and don't engage in delinquent behavior. In fact, most young people who have experienced some risk factors in their lives do not engage in socially deviant behavior. These young people appear to be resilient. Resilient young people have the ability to successfully overcome the effects of a high-risk environment and develop social competence.

According to research conducted by Bonnie Benard, for the Western Center for Drug-Free Schools, Portland, Oregon, there are certain characteristics shared by youth who have the ability and fortitude to overcome negative and destructive factors. These resilient youth have:

A degree of social competence

- Responsiveness to others
- Conceptual and intellectual flexibility
- Caring for others
- Communication skills
- Sense of humor

Good problem-solving skills

- Ability to apply abstract thinking (understanding rules and laws)
- Engage in reflective thought
- Possess critical reasoning skills
- Develop alternative solutions in frustrating situations (calculate consequences of actions, causes, and effect)

A sense of autonomy

- Positive sense of independence
- Emerging feelings of efficacy
- High self-esteem
- Impulse control
- Planning and goal setting
- Hope in the future

The strongest and most effective programs focused on prevention are those that help youth to develop resiliency and coalesce the social support systems of the youth.

“Social support is provided through the family, peers, the community, and the school. When these settings work together to nurture, protect, and set reasonable expectations for a child, the child develops resiliency to adversities. When social support is low in one setting, the other settings need to compensate for that lack or provide assistance in rebuilding the support in the weakened area.”¹⁰

In addition to helping youth develop protective factors, TCC helps provide the major elements that lead to healthy behavior: opportunities, skills, and recognition. Each section of the TCC curriculum is designed with these in mind.

TCC also buttresses resiliency in youth by creating a sense of control, goal setting, and hope in the future. These skills have proved vital for youth dealing with the changes of adolescence, family life, and the barrage of opportunities presented to youth to make life-changing choices, e.g., to hang out with delinquent peers or not, to use and sell drugs or stay clear from drug activity, to pressure a date to “go all the way” or to accept no as the answer and respect the decision.

TCC Helps Build Assets

TCC assumes and builds on teens' ability to take responsible action on behalf of themselves and their community. It invites teens to take action in the community, projecting that those actions will be constructive and meaningful. This TCC approach aligns with an "asset building" approach by the Search Institute of Minneapolis, Minnesota. Search's asset-building perspective focuses on the strengths of youth. Search compares common approaches to youth issues to asset-building as follows:

Common Approaches to Youth Issues

- Focusing on problems
- Pointing fingers and assigning blame
- Reactive heavy reliance on professionals
- Viewing youth as problems
- A crisis-management mentality
- Competition among sectors and service providers

TCC in a Police Athletic League

New Castle, Delaware

TCC began in New Castle, Delaware, in 1996 under the leadership of Vickie Hall, educational coordinator for the Police Athletic League. Barry Townsend, state coordinator for the Delaware Law-Related Education (LRE) Project, having read in the newspaper about Ms. Hall's work for the Police Athletic League, contacted her and invited her to join the LRE Project. She then attended a TCC training sponsored by the Delaware LRE Project and the TCC Mid-Atlantic Regional Expansion Center given for educators, law professionals, and justice professionals about the TCC program. As a result, the Delaware LRE Project, the Delaware Police Athletic League, and the TCC Mid-Atlantic Regional Expansion

Center hosted a TCC Youth Summit "Grand Theft Auto" in September of 1996.

The Delaware Police Athletic League in New Castle, Delaware, is primarily an athletic and recreation facility that had not previously been involved in education. Ms. Hall brought together some of the youth who use the facility to design a unique Youth Summit that would leave a long-lasting and strong impression on the youth. They designed a Youth Summit that required the participation of youth, police officers, an attorney, and a judge. Recognizing the importance and value of the youth's work, Delaware Attorney General M. Jane Brady, who strongly supports the TCC program, and Judge William Chapman of the

Heavy reliance on public funding to provide services
Despair about entrenched problems

An Asset-Building Approach

Focusing on the positive
Taking personal responsibility for making a difference
Proactive
Mobilizing the public as well as all youth-serving organizations in a community
Viewing youth as resources
A vision-building perspective
Cooperation within the community
Unleashing the caring potential of all residents and organizations so that public resources can be focused on areas of greatest need
Hope that change is possible¹¹

Family Court served as the attorney and judge. The summit involved a skit, "Grand Theft Auto," and a mock trial. The police officers and youth rehearsed the skit in advance. The summit went as follows:

Approximately 75 youth and 35 parents sat in the bleachers on one side of a very large gym. A divider separated them from the other half of the gym where two police cars were hidden from sight. On the side of the gym with the youth and parents was Ms. Hall's car with youth inside and outside. The driver had stolen the car, picked up friends, and was enticing others to join them in joy riding and partying. Some of the youth figured this was a stolen car, even though the driver said it was his uncle's, and therefore walked

away. Others joined in. To everyone's surprise, they heard loud police sirens and saw two police cars drive up to the stolen car. The police and kids enacted a realistic, mock arrest. At that point, TCC Trainer David Trevaskis froze everything and conducted a training in the related TCC curriculum as the attorney general and Judge fielded questions from the audience. "Did the youth in the car who didn't know it was stolen do anything wrong?" "What was the liability of the youth in the car who weren't driving?" Following the training, Judge Chapman conducted a mock trial for the "arrested" youth while Attorney General Brady fielded questions from the audience.

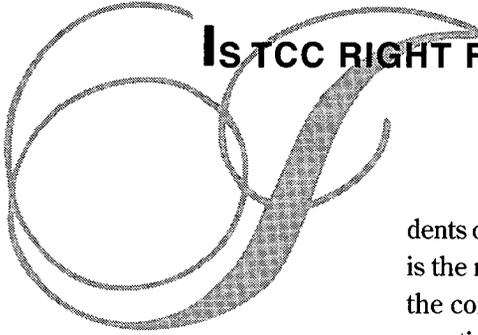
The youth achieved their desired goal. Everyone learned

something they will never forget. Plus, they participated in a partnership to make it happen. Said Vickie Hall, "I like collaboration and think it is important that we collaborate with groups like LRE and the TCC program. The more we educate our youth about the law and citizenship, the better we provide them with a foundation to become good citizens and to obey the law. You can't just assume that they automatically know how to do that."

Contact

Vickie Hall
Educational Coordinator
Police Athletic League
26 Karlyn Drive
New Castle, DE 19720
Phone: 302-656-9501
Fax: 302-656-9270

According to the Search Institute, attention should also be given to the issues of : “economic vitality, including employment opportunities for all residents; safe homes, neighborhoods, and schools; affordable, lifelong learning; accessible and affordable health care; pro-child and pro-family public policy; quality prevention initiatives; and quality information and treatment systems.



Is TCC RIGHT FOR YOUR COMMUNITY?

Program leaders or coordinators and other concerned residents of the community are the best people to determine whether TCC is the right program to address the particular concerns and needs of the community. To help make that decision, the following are core questions to consider:

- Are youth uninvolved in community activities?
- Are there youth living in areas where there is a lot of criminal activity?
- Are parents and others concerned about the rate of teen victimization in the community?
- Do youth understand the many costs and consequences of crime to individuals and the community?
- Do teens have a problem with alcohol? Other drugs? Acquaintance rape or dating violence? Child abuse?
- Does the community need more help in preventing crime and enhancing safety?
- Are teens involved in community service? Would teens benefit from being more engaged in service to the community?
- Are there organized groups of teens who wish to do something about crime but need more guidance?
- Are local policy makers interested in addressing crime and crime prevention issues?
- Is there a network of concerned parents and community members who are willing to work with youth to address the crime problem in the community?
- Is there at least one community institution with both stability and access to people with skills for working with youth?

When deciding to implement TCC, program leaders and coordinators should cover the following basic steps:

- Assess the need in the community, including what programs are currently available to youth. What programs are available between the hours of 3:00 p.m. and 6:00 p.m.? Are youth involved in positive activities? What is the level of crime and types of crime most prevalent in the community? Are there

people willing to work with youth to prevent crime and victimization?

- Evaluate the program's structure. Look at times when youth meet, when and where sessions will be held, who will lead sessions, what resources are available, what other activities are the youth currently engaged in, and how can TCC be infused or linked with existing program activities.
- Consider what resources are available. Is there strong community support? Is there a history of support from local businesses, service agencies, local municipalities? Or is there funding available to assist with youth-led action projects, special events, rewards, and recognition ceremonies?
- Create a network of community support. Inform community leaders, parents, and resource people about plans to implement the program and garner their commitment and support.
- Train staff with an eye for longevity and have a plan for development and resources to meet their needs and potential for growth.
- Develop a plan for implementation. When, how, where, and by whom will the program be implemented? What are the overall objectives to accomplish or issues you wish to address? Who will assist in implementing and sustaining the program?

It is also important to ensure that the sessions planned with and for youth are enjoyable as well as productive. When participation is voluntary, youth must be as willing to come to the program as they would to a sporting event or festival.

Also remember that there is no way to measure success without evaluation. Plan to assess whether and how the TCC program succeeded and what it contributed to the community. If resources are limited, make the measures simple and direct, e.g., people reached by youth action projects, number of hours that youth were engaged in crime prevention lessons or activities, key questions about prevention that youth can now answer as a result of participating in the program, and number and kind of community resource persons involved in conducting TCC lessons and/or activities. This information is central in attracting future resources for the program and youth-led action projects.

TCC Reaches Across Cultures

*Bridging the Gap
Atlanta, Georgia*

Bridging the Gap began as a prevention organization for refugees in Atlanta. In 1994, it incorporated the TCC program into its operation. From 1994-1996, Bridging the Gap focused its TCC program on youth support groups at various schools, nonprofit facilities, and at its own location. TCC was taught in one to three hour weekly sessions covering subjects pertinent to the ethnic group. For example, one group focused on date rape and another on shoplifting. They discussed a single issue in the TCC text and used additional related material. The groups conducted action projects that helped the participants deal with the specific issues they were discussing. The youth were helped to express their ideas through art and writing. In addition, presentations were conducted by law enforcement officials on the specific discussion topics.

In 1996, Bridging the Gap shifted its focus to its "Walk This Way" program which provides individual counseling for youth at risk in middle schools and high schools. It uses the TCC curriculum in the individual counseling sessions on subjects relevant to a youth's life.

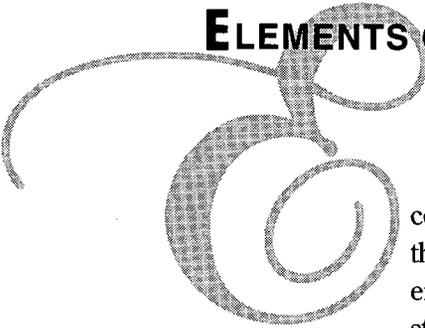
The mission of "Walk This Way" is to encourage refugee youth to remain in school through truancy prevention and crime prevention education and orientation services. Refugee and immigrant youth aged 10 to 21 attending various schools in Fulton, DeKalb, and Gwinnett Counties are selected to partici-

pate. The program translates schools' truancy forms into seven refugee languages and convenes Saturday sessions. The Saturday sessions are facilitated by school teachers, counselors, law enforcement officers, and community specialists to explain state laws, curfews, and school regulations governing truancy and attendance for students and parents. The program gives crime prevention and public safety presentations to refugee youth in public schools, nonprofit agencies, and various communities and organizations. These presentations include such topics as gang prevention, conflict resolution, public safety, and personal safety.

Bridging the Gap is sponsored by the Sullivan Center, Inc., and is a partner agency of the Immigration and Refugee Services of America, and an affiliate agency of the U.S. Immigration and Naturalization Service. The program receives support from the juvenile court system, probation officers, and schools. Nonprofit organizations provide material resources. In general, funding for the organization is provided by the National Office of Refugee Resettlement.

Contact

David Lo
Bridging the Gap
1615 Peachtree Street
Suite 120
Atlanta, GA 30309
Phone: 404-872-6655



ELEMENTS OF SUCCESS

TCC strengths come from the way it teaches, the way it taps community resources, and the way it draws on youth talents. Even in the informal settings often found in community-based programs, TCC enables young people to learn, to be connected, and to find their own strengths.

Third-party evaluations of TCC have demonstrated that there are three key elements needed for a successful TCC program—intensive use of cooperative learning techniques; proper use of community resource people (CRP); and youth participation in the selection and execution of TCC action projects. TCC’s education and action components help young people build strong cooperative learning skills.

Element One: Developing Cooperative Learning Skills

Cooperative learning methods help young people work together, create a sense of autonomy, develop responsibility for themselves and others, and learn skills such as team building, leadership, and conflict management.

There are four stages in developing cooperative learning skills:

1. **Forming:** skills directed toward organizing the group and establishing minimum norms for appropriate behavior. This can be achieved through TCC by youth agreeing on a standard set of behaviors that each will practice while participating in the program. Youth should come up with what is acceptable behavior and codes of conduct and penalties for those youth who don’t abide by the agreed upon rules.
2. **Functioning:** skills involved in managing the group’s effort to complete the task and maintain effective working relationships, such as expressing support and acceptance, offering to explain or clarify, and asking for help. This stage can best be seen in TCC through planning, developing, and organizing youth-led action projects. During this process adults should serve as supporters and guides.
3. **Formulating:** skills needed to build a deeper understanding of the information, to stimulate the use of higher quality reasoning strategies, and to ensure mastery and retention

of information, such as summarizing out loud what has been read or discussed, elaborating on the topic, and discussing the reasoning process. TCC's youth-led action projects and lessons allow young people to formulate the skills needed to broaden their understanding of crime and how it impacts their community and life.

4. **Fermenting:** skills required for challenging other group members' conclusions and reasoning, such as criticizing ideas, not people; integrating a number of ideals; and generating a number of plausible answers or solutions from which to choose. This stage should be developed throughout every level of the TCC program. Youth should always be encouraged to employ critical thinking and analyze situations.

TCC utilizes a wide variety of cooperative learning strategies—use of small groups, role plays and skits, debates, discussions, brainstorming, and games, for example. These strategies not only help youth learn cognitively, they also help change attitudes and develop specific leadership skills.

Element Two: Incorporating Community Resource People

Service agencies, educators, juvenile justice and law enforcement officials, business owners, and parents can have a major impact on the development of young people. TCC recognizes the vital importance of connecting community resource people to youth programs. Community resource people or “CRPs” are used to enhance the teachings of the curriculum. CRPs bring to the TCC program skills and knowledge from first-hand experience.

Using community resource people in TCC is an excellent way to broaden youths' knowledge about different professions, services, and resources available in their community. It is also an excellent way to address stereotypes and myths, mend broken or weak relationships between youth and community agencies, and provide direct services and immediate attention to victimized youth.

When planning to use a community resource person, there are several key questions to consider:

- What person is best suited to demonstrate the objectives of the particular session, e.g., lawyer, juvenile justice personnel, law

enforcement officer, business man or woman, public health nurse?

- What format should the presenter use to encourage youth participation?
- Where should the session be held—at the program site, at a courthouse, business, social service agency, public health center?
- What preparation does the resource person need for the session and lesson plan: What are the goals and objectives of the session, the dynamics of the youth, related topics or issues to be covered?
- How should youth be prepared to get the most out of the session and meet the learning objectives, including answering any questions beforehand that youth may have regarding the purpose of the lesson and its relevance to the program?
- What debriefing or follow-up is needed to determine what youth learned?

The keys to using community resource people are good planning, knowing the subject or topic, knowing the presenter, and preparing to implement a backup plan to redirect or refocus sessions that get out of control or become counterproductive. Using community resource people will help enliven programs and build a strong network of community support and resources.

Examples of community resources include:

- Local businesspeople
- State, local, and municipal officials
- Law enforcement officers
- Juvenile justice workers
- Other youth-focused programs and organizations, e.g., Boys & Girls Clubs, 4-H, Boy and Girl Scouts, AmeriCorps
- Community religious leaders
- Educators
- Judges and lawyers
- Volunteer groups
- Public health practitioners
- Social service agencies

Element Three: Youth Leadership in Action Projects

The most distinctive, and perhaps the most challenging, element of TCC is the action project. The more youth participate in selecting and executing the action project, the more likely that they will have better attitudes toward preventing crime and violence, a better sense of community, and a better sense of control and efficacy.

TCC's action component allows young people to take on leadership roles and develop team-building skills. Youth develop and create action projects to solve problems in their community, and carry these projects out from beginning to end. The key is to allow young people to assume leadership roles and ownership of crime prevention activities in their communities. It's important for youth to experience both the successes and failures of their plans.

In addition to TCC youth-led action projects responding to local community needs and pooling local resources, they must also incorporate four important features:

Resources: Goods, services, and support are necessary to start and sustain the program. These include an adult leader or mentor, youth involvement in identifying and solving local crime problems, support from local institutions, in-kind or cash donations to purchase supplies or operate the program, a permanent base of operation, and training for young people.

Relationships: Positive relationships between young people and adults are pivotal. Other important relationships include those between teens and their peers and between teens and younger people. Open, honest communication is critical.

Responsibilities: These will vary widely and may range from providing services to running the organization. Guidelines for setting responsibilities include: have clear rules, establish specific roles, establish and maintain high standards and expectations, and determine and use specific talents and abilities. Let young people be responsible for decision-making—allow for mistakes.

Rewards: Include all kinds of pay-offs for group and individual endeavors and provide motivation for participation. The rewards offered by a project influence participants' feelings about whether a program is a good investment of their time and energy.

Starting a TCC Community-Based Program in Your Community

What Would a TCC Community-Based Program Look Like?

The TCC community-based program can have many different formats, given the variety of circumstances in which it can be used — recreation centers, neighborhood civic organizations, citywide drug prevention partnerships, Boys & Girls Clubs, Police Athletic Leagues, or any other safe environment operated by a nonprofit or government entity. The community setting typically is operated by staff trained in recreation or child care or may be operated by volunteers. The format of the program is likely to have a number of similarities, however.

The educational sessions are scheduled for the benefit of participants and community resource persons, and may be from one to five hours per week, in one to three sessions. These sessions may be part of a larger recreational, social, educational, or youth development program that has at least three times the total hours per week as the TCC sessions. TCC is one of the several structured programs of the organization, and it may not even be formally named Teens, Crime, and the Community in its local form.

The number of participants in the program may vary from as few as six or eight to as many as 30. Goals and objectives of the program will then vary with the number. Given the great need to have continuous involvement of the youth, there is one adult instructor or assistant for approximately every ten youth.

Staff of the organization providing TCC are designated to have responsibility for TCC on a continuing and ongoing basis. However, highly prepared community resource persons play a key role every week of the program. The staff maintains the interest of youth participants through these community resource persons, through enjoyable interactive activities that give TCC an action profile in the organization, through building group solidarity, and by putting some suspense or anticipated surprise into each session so that the young people look forward to it. Many projects are carried out on the premises of the organization, but some are carried out in the community.

What resources are needed? At a minimum, have a designated teacher/facilitator, a classroom or enclosed room, materials for student use, and an action plan that lists your objectives. Build in rewards,

recognition, and celebrations of major accomplishments such as certificates of completion or a pizza party.

Starting a TCC Community-Based Program in Your Community — Some Key Steps

Implementing a structured youth program in the community environment requires some clear thinking, disciplined and persistent implementation of the key principles of the program, and confidence and support of the young people involved.

Have a plan

TCC can serve a number of goals in the community environment. It can be a positive activity for youth where there is an absence of such activity. It can be an attractive element of an overall recreational or club program. It can address a particular problem in the community.

Why would you want TCC in your organization? It may be to build up youth membership in your organization with a proven program; to better protect youth members from a particular problem in the community such as gangs; to introduce youth to the idea of community; or to get youth planning more of their own activities. What is crucial is to develop a basic plan that is clear about why you are starting a community-based TCC program, what results you want for the youth, how you will accomplish this work, what resources you need to achieve this, and how you will know when you are successful. The formality of your plan will depend on your circumstances, including what resources you will need. It may be an elaborate written proposal or something handwritten on two sheets of paper. The important thing is to be clear and hopeful yet practical.

Assess your community and its needs and your youth

A TCC program should help to better the relationship between youth and law enforcement, increase reporting of crime, and be a real delinquency prevention program. While these may be intended goals, you may not be able to advertise them in your community so boldly, recognizing that the TCC program has to create a sense of engagement first so that these goals can then be achieved. Assessing your community and youth will help you decide on the orientation of the community curriculum (various menus are suggested in the curriculum itself) and the exact subject matter to be addressed.

Assess the state of the community to determine what are the specific crime problems in your community. This will be a significant influence on the choice of issues that your group should address.

Potential TCC program operators should also take a close look at the learning level, preferences, style, and availability of the potential participating youth. This will help to determine the learning level at which TCC can be presented, which in turn affects the nature of the activities chosen for the educational component and the amount of time that should be allocated for those activities. An assessment of the youth and their situation (some tools for assessment are provided in the companion workbook for TCC, *Charting Success*) will also determine the intensity of the TCC experience — whether it becomes a once a week or daily one. Daily involvement in TCC can seem too serious for some youth, given the seriousness of the topics covered. On the other hand, too great a time period between TCC sessions may destroy the momentum and focus of the educational sessions.

When determining the youth population to participate in the program, staff members need to consider the materials that will be used. The *Teens, Crime, and the Community* textbook is one option for youth in the seventh grade or above; the TCC community curriculum can be used with that group or younger groups. Action projects in the community are appropriate for youth in the fourth grades and above. The experience and TCC training of the instructor or staff are also a crucial factor in determining the youth population to be served.

It is important to identify the youths' level of experience with the criminal justice or juvenile justice systems. This assessment will influence the approach to dealing with some of the crime problems in the curriculum. For example, those who have been through the system will have reflections on what does or does not happen in the process and the way they felt they were treated. These comments will influence others in the session.

Line up resources to implement TCC

Remember that those resources are manifestations of desirable investment and opportunity for your organization and others — TCC is an excellent community program because it provides structure and material but is not expensive to implement. It also creates a natural link between your organization and local law enforcement, schools, and community groups.

In thinking about resources for implementing TCC, you should think about the cost of purchasing and copying the curriculum, and also the staff time to train for, prepare, and deliver the sessions; the setting and timing for implementing the program; the time necessary to contact and use community resource persons to deliver sessions; and the staff time to reflect on what was accomplished.

But you want to think of resources as opportunities for involvement and investment that will help the community to reach some of its goals while helping you to accomplish yours. If the community wishes to reduce the number of youth just hanging out on the corner or in mall parking lots, or reduce bullying, or instill a better relationship with authority, especially the police, then TCC is giving the community and those organizations such as law enforcement a real opportunity to achieve those goals. They should want to invest in your TCC effort. Approach them with that perspective.

Selecting instructors is a major decision

It is an investment in the youth and the instructor. Assign staff who have the right skills for the job and who will be creative and interactive in working with the youth. This may be a younger staff person with lots of energy, who is closer to the age group involved, and who can grow with the program or a more veteran staff person with more experience with some of the topics in TCC, and with instructional skills that are more honed. Formal training of the instructor staff is desirable but not indispensable.

Like any other of your programs, you will want your instructor to be interested and motivated. Where possible, it is better that a member of the staff volunteer for such an assignment. Having a community resource person be the primary instructor can have some rich rewards, but it is critical that the community person understand and support the goals your organization has for the program and that they work in concert with your organization's scheduling and staff.

Identify who can be a resource to your program and maintain good contact

The key TCC strategy is to do the groundwork in establishing a program and stick with the program even if the resources and support seem scarce at first. Use existing community resources to help imple-

ment the program and reach out to other successful programs and organizations for help. It is imperative to gain their support. This means everything from letting parents know about the program and why to support it to talking about it in the local prevention coalition meeting to getting the local business interested because it is good for their commerce.

Look for community resource persons as instructors who will not only make good presentations but be available for and open to working with the youth participants after those presentations. And be creative with your selection of resource persons. At one site, for example, the loss control specialist for a mall who spoke on the topic of shoplifting had a major impact on youth.

By starting a TCC program your site becomes part of a national network. Each site not only receives the TCC national newsletter, it has the opportunity to get other crime prevention and law-related education materials and information on other resources. What we have learned at the national level is that the most enduring TCC local programs are nourished by a state or national contact. Those state and national groups can put that site in touch with other sites in the same area, or provide information on resources which the site can use, including funding and technical assistance. Community-based sites are especially well-served to link with a larger organization.

However, many excellent TCC programs are established and continue to be run well without frequent state or national contact. TCC materials have been written so that local programs can flourish to the maximum extent without state or national support. TCC is best when it is adapted to local circumstances and viewed as a program by youth and the community for youth and the community.

If your organization is a city-wide or metropolitan one and is sponsoring a number of community-based sites, it is important to remember that the instructors and teams from each community site should be as thoroughly trained as possible. In announcing training, ensure adequate lead time for those who may wish to attend. If there are resources and contacts involved subsequent to training, ensure contract arrangements are clear even before training, write contractual agreements with sites that provide for mutual promises and responsibilities, be clear as to the basis upon which resources are to be allocated, and explain your expectations about the time lines within which you expect the project to be completed.

Plan and practice sharing responsibility and power with the participating youth

In the midst of trying to accomplish all the objectives you have developed for your TCC program, all too often the vital role of the participating youth is forgotten. TCC is youth-centered, and particularly when TCC is in a voluntary setting, the youth must see the program as theirs. Evaluations show that TCC is most successful in changing attitudes and behavior when the educational component is highly interactive and when youth play the lead role in selecting and carrying out their crime prevention projects. Using a club-type format with the election of club officers or linking the group's efforts to a larger broad-based youth-led effort in the community may be ways to enhance youth participation.

In establishing your TCC program, establish very clear benchmarks to indicate whether youth feel they like and want this form of the TCC program. If the benchmark provides a negative notice, act right away in concert with the youth. Build youth leadership training into your efforts to ensure that your participants have the tools to collaborate with the adults in your initiative.

Reflect and make necessary changes

Obtaining evaluation and feedback from everyone is an oft-overlooked but important part of program development. Programs get better when time is taken to reflect on what worked and what needs improvement. It is critical to set aside time not only in the end but also in the middle and other times in a program to get feedback. The instructor, the youth participants, a community resource person, and the administrator overseeing the program are important participants in the process.



OBSTACLES TO CONSIDER

The main obstacles that many community-based programs confront are lack of community support, inadequate parental involvement, inadequate or no financial resources, and an inability to recruit and keep youth involved in the program. TCC offers strategies for dealing with each of these problems.

Garnering Community Support

Through the use of community resource people, and the fact that TCC encourages young people to act as agents of positive change, the community recognizes that everyone can play a role in preventing crime and victimization. Reach out and ask community members and leaders to take part in a program that has mutual and lasting benefits for everyone. Also, always inform the community through youth-created posters, pamphlets, and informational materials about what is going on in the TCC program.

Identifying Funding

A frequently asked question is: “Is TCC expensive?” The answer to that is a resounding no. TCC can be implemented in any setting at a minimal cost. The main cost-related components of the program are the textbooks (or the community lessons kit) and teacher’s guide, the cost of action project materials, and materials for recognition events. Community-based implementation needs to be innovative and to use existing resources. For example, because of the high turnover rates of participants in community-based programs, it is not necessary to order a textbook for every youth who participates in the program. Instead, the program leader or instructor may want to consider photocopying sections and distributing them to youth who participate in a particular session, or logging a set of books as “in-house only” materials that are not to leave the premises, or using the TCC community-oriented materials, which are easily reproduced.

To make securing funding easier, it is important to develop a TCC program that is relatively inexpensive, fits well with other program components, and produces measurable success. School systems,

local government (mayor, city council, police department, youth services department), state government (including youth services departments, crime commissions, education departments), private foundations, corporate foundations, local businesses, community groups, youth membership organizations, and self-financing through fundraising are all funding sources that have been used to support a TCC program in the community.

A TCC program coordinator, operating a youth program in an under-resourced community in Las Vegas, Nevada, once said when asked how she continues daily knocking on funding doors that rarely open: “A closed mouth never gets fed.” Don’t be afraid of rejection. Also, never rely on one source of funding. Write proposals, have youth develop and implement a fundraising plan or activity, stay abreast of federal funding opportunities; use local media, and solicit the help of local businesses.

As one example of fundraising, a group of eight TCC youth in Mt. Sterling, Kentucky, organized an auction to benefit a local drug prevention group. Local police allowed the youth to hold their auction at the police station. A local pizza parlor agreed to attach a flier to boxes of pizzas; many local businesses donated items to auction, and a local furniture dealer, donated pieces of slightly damaged furniture. The group raised \$1,100 — exceeding their goal, and demonstrating how youth can succeed with the support of the community.

Expand resource horizons by thinking in terms of in-kind contributions—food, meeting space, transportation, copying services, equipment, and so forth. Many local businesses and organizations can provide these kinds of help more easily than they can offer cash. This kind of direct engagement with your program can also build partnerships that can be productive over the long term in many ways.

Maintaining Program Purpose and Population

The changing populations of community-based settings make it difficult to identify exactly who will participate in the program. A major issue is the age of youth participating. Older children (ages 8-11), early teens (ages 12-15), and older adolescents (ages 16-19) are all at different learning stages and require different incentives to participate, different learning formats, and even different hours. And community settings do not necessarily group youth by age.

“One of the most challenging aspects of implementing TCC in our community-based programs was keeping the interest of the youth without making them feel as though they were in school. To accomplish this, many of the advisors turned to outside speakers, used music, news articles, and videos to keep the youth interested and involved.”

**Marsha Middleton,
Youth Program Coordinator,
DC Community Prevention
Partnership**

Many youth crime prevention programs target older youth when they begin, but end up working with younger children, sometimes less effectively because the curriculum was designed for older youth. Strategies to deal with this issue include reassessing the program while it is in progress, implementing recruitment drives for the age group you really want, and training and using older youth to work with younger youth.

Recruiting and Keeping Youth Involved

In a climate where some youth may feel that belonging to a community youth program is “so uncool,” recruiting youth can be difficult. The key to recruiting youth is to let them know that your program is a fun learning experience. It is important for youth to feel a sense of ownership and belonging. Youth should believe that the program was created for them and cannot exist without them.

It is crucial that youth see themselves playing a leadership role and contributing to the success of the program. Therefore, to recruit youth the program should be exciting and fun, yet challenging and rewarding. To keep youth, the program should be “youth led and not youth fed.” It should be conducted in a setting where youth feel safe.

Youth involved in the program are the best way to attract other youth. When youth see other young people participating in positive youth-led activities, they are more likely to join the program. There should also be incentives, which can come through rewards, recognition, stipends, field trips, and celebration ceremonies, including parties, jam sessions, concerts, or movies.

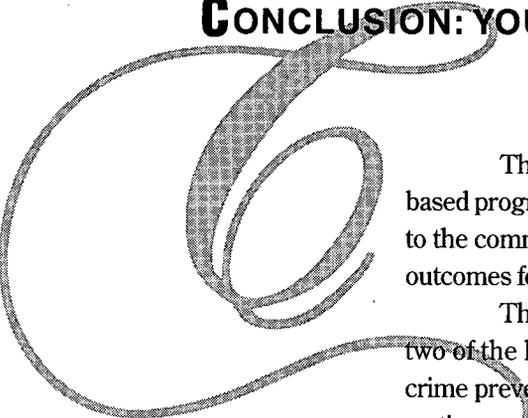
Parental Involvement

What does it take to get parents involved? Personal issues such as demanding work schedules, economic burdens, and emotional as well as family problems contribute to the lack of parental involvement in many youth activities. Parents play a significant role in the way youth respond to school, civic participation, and community involvement. By getting parents involved, youth programs become more effective in influencing youth behavior. But for those who have tried it, this can be a major obstacle to overcome. However, it is achievable.

Program leaders often have to take the first step in reaching out to parents. This means going to homes, sending out information regularly about program activities, and inviting parents to participate. Invite and encourage parents to volunteer, sponsor events, provide refreshments, help teach a lesson, and mentor youth. Once parents feel that they are wanted and needed and see the benefit of the program, they will often put aside excuses for not being involved.

Assess the talents and strengths of parents by either sending out a survey or asking youth. Remember to include parents in the implementation planning. Show them that their input and skills are valuable and needed to ensure the success of the program. Other ways to get and keep parents involved are: conduct a family night at the program site, encourage parents to participate in some of the classes or hold classes for parents that link to the TCC session, link parents to other resources in the community that can help provide needed services, and ask parents to serve as role models or mentors to other youth besides their own.

CONCLUSION: YOU'RE NOT ALONE



Through its flexible design, TCC can provide a community-based program with a structured lesson plan, meaningful contributions to the community through youth-led service projects, and measurable outcomes for youth.

The national TCC partners, NCPC and Street Law, Inc., are two of the leading national organizations in the country focused on crime prevention education. The partners can be used to obtain information on related subjects such as crime prevention (NCPC) and law-related education (Street Law, Inc.).

The National TCC Program Office will help put your plan into action by providing the necessary training and technical assistance. The National TCC Program is also an excellent resource for crime prevention information, materials, and referrals to other pertinent national resources. It has a network of more than 500 active program sites, including schools, community-based programs, and juvenile justice settings across the country. There are also eleven TCC expansion centers in Alabama, Georgia, Illinois, Kentucky, North Carolina, New York, Minnesota, Pennsylvania, Rhode Island, Southwest United States (Nevada, Arizona, New Mexico, and Southern California) and Washington that can assist community-based programs in their region with technical assistance, training, and region-specific materials.

NCPC is a private, nonprofit organization whose mission is to enable people to prevent crime and build safer, more caring communities. NCPC serves as a national focal point for crime prevention by and for adults and youth, produces a wide range of skill development and public education materials, provides training and technical assistance, coordinates the 136-member organization Crime Prevention Coalition of America, runs demonstration programs (especially ones involving youth and communities), and works with the Advertising Council, Inc., and the U.S. Department of Justice to produce the award-winning McGruff® public service advertising campaign.

NCPC has published numerous youth-related crime prevention materials, including *Talking With Youth About Prevention*, and *Making a Difference*.

Since 1975, Street Law, Inc. (formerly the National Institute for Citizen Education in the Law) has educated the world about law,

democracy, and human rights through law-related education. Street Law, Inc. has conducted on-site technical assistance and training conferences for students, teachers, school administrators, university professors, law enforcement officers, community workers, and legal professionals in nearly every state in the country. During the past several years, Street Law, Inc. has also begun to develop international networks. In addition, Street Law, Inc. has developed a wide range of award-winning curriculum materials including a high school practical law text entitled *Street Law* (used by teachers in all 50 states); a 15-part color/sound filmstrip series (produced cooperatively with *The New York Times*); a supplementary U.S. History text, *Great Trials in American History*; and a juvenile justice curriculum series, *Street Law in Juvenile Court Alternative Programs* and *Street Law in Juvenile Detention Programs*. Street Law, Inc.'s innovative law-related education programs have received recognition and support from many national educational, legal, and judicial organizations.

Some useful publications available through the national partners include:

- *Teens, Crime, and the Community* (Third Edition) and *Teacher's Manual*—Used as stand-alone or within another course to teach teens and pre-teens both personal safety strategies and ways to build stronger, safer schools and neighborhoods. Helps youth understand causes and costs of crime.
- *Community Works: Smart Teens Means Safer Communities*—New resource for community settings consists of eight clusters of lessons on topics such as conflict management, violent crimes, substance abuse, property crimes, hate crimes, and more. Includes workbook on designing projects, video, monograph, and reproducible art.
- *Teens, Crime, and the Community and Adjudicated Youth*—Describes how the *Teens, Crime, and the Community* curriculum minimized risk factors and fostered resiliency among youth involved with the juvenile justice system. Provides information on implementation and adaptation in different juvenile justice settings.
- *Teens, Crime, and Rural Communities*—Provides teachers, administrators, and citizens from rural America with a template for implementing *Teens, Crime, and the Community*.

Examines the scope of rural crime; explores the need to involve youth in crime prevention as well as teach them prevention strategies.

- *Teens, Crime, and the Community and Boys & Girls Clubs*—A report that outlines a flexible education tool for club members that builds community bonds. Includes examples of ways in which TCC can become an integral part of the club programming. Explains in detail elements critical to an effective TCC program. Report shares a vision for TCC's future in Boys & Girls Clubs. Also contains a list of TCC resources.
- *Teens, Crime, and the Community Implementation Guide*—Detailed easy-to-use, loose-leaf binder brings the full benefits of the Teens, Crime, and the Community program to local settings. Enables educators, law enforcement officials and community leaders to fit TCC into communities. Topics include whom to involve and how to involve them in start-up, ways to assess local needs, how to provide local training, and more.
- *Charting Success: A Workbook for Developing Crime Prevention and Other Community Service Projects*—explores crime's impact on youth, presents sample program and project ideas young people have carried out, and assists readers in developing a working plan for action on community problems.
- *Reach and Teach Your Peers*—was created to help youth teach their peers about preventing crime. The handbook covers topics such as how to prepare a presentation, tips for teaching crime prevention, and resources teens can use to create a sound crime prevention message.
- *Planning Is a Verb*—This idea-packed book shows how planning benefits everyone; provides easy-to-follow road map through process; explains how civic leadership can be tapped; offers forms and checklists for identifying community needs. Full of practical examples of communities that have used planning techniques with exciting results.
- *Finding Federal Funds (and Other Resources) for Crime Prevention*—describes the complex relationships among federal, state, and local governments as well as community agencies. It also describes some excellent activities that involve these entities in a partnership to prevent crime.

- *Talking With Youth About Prevention: A Teaching Guide for Law Enforcement and Others*—Popular, hands-on guide for anyone working with youth in crime and drug prevention. Contains background information, activities, sample materials, and resources. Includes prevention of vandalism, substance abuse, gangs, date rape, personal assault, hate violence, theft, and more.

Also available are TCC informational and promotional videos including *This Is How We Do It: Teens In Action*, an instructional youth-led action project video. Also available are a TCC poster and crime prevention observance material for *Watch Out Help Out* week.

The national program partners can be reached at:

National Crime Prevention Council (NCPC)

1700 K Street, NW
Second Floor
Washington, DC 20006-3817
Voice: 202-466-6272
Fax: 202-296-1356
<http://www.weprevent.org>
<http://www.nationaltcc.org>

Street Law Inc.

918 16th Street, NW, Suite 602
Washington, DC 20006
Voice: 202-293-0088
Fax: 202-293-0089
<http://tcc@erols.com>

TCC COMMUNITY-BASED PROGRAMS

Resource List

As of August 1997

Amelia Adams

Boys & Girls Club of Stockton, Inc.
PO Box 415
Stockton, CA 95201
209-466-3226 or 1302
209-466-8161 - Fax

Gerald P. Casey

Boston Housing Authority
Community Initiative Department
52 Chauncy Street, 9th Floor
Boston, MA 02115
617-988-4333
617-988-4335 - Fax

Carol Crowell

Metro Atlanta Project PACT
100 Edgewood, Suite 1810
Atlanta, GA 30303
404-756-0028

Gayle Gilreath

Director of Programs
Boys & Girls Club of Minneapolis
2323 11th Avenue South
Minneapolis, MN 55404
612-872-3642
612-872-3670 - Fax

Vickie Hall

Educational Coordinator
Police Athletic League
26 Karlyn Drive
New Castle, DE 19720
302-656-9501
302-656-9270 - Fax

Horizon High School Project

c/o Dr. Frank Roqueri
Horizon High School South
5710 Mountain Vista
Las Vegas, NV 89120
702-799-8770
702-799-0069 - Fax

David Lo

Bridging the Gap
1615 Peachtree Street
Suite 120
Atlanta, GA 30309
404-872-6655

Marsha Middleton

DC Community Drug Prevention Partnership
1612 K Street, NW, Suite 1100
Washington, DC 20006
202-898-4700

Other national youth program contacts

Boys & Girls Clubs of America

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

Barrios Unidos

313 Front Street
Santa Cruz, CA 95060
408-457-8202

Marisa Jones

Neighborhood Justice Network
76 Summer Street
Boston, MA 02110
617-423-1262

John Mattson

Rhode Island Children's Crusade
301 Promenade Street
Providence, RI 02908-5748
401-277-6560, ext. 150

Kim McGillicuddy

Youth Force/Youth Agenda
320 Jackson Avenue
Bronx, NY 10454
718-665-4268

Terry Nelson

John Harland Boys & Girls Club

423 Peeples Street, NW

Atlanta, GA 30310

404-752-7183

Jonann Wild

1759½ Park Road, NW

Washington, DC 20010-2101

202-667-2005

APPENDIX A

Teens, Crime, and the Community, 1997 Text Edition

Table of Contents

1 Teens and Crime Prevention

- Overview
- What Is Crime?
- What Is the Difference Between a Felony and a Misdemeanor?
- Violent Crime and Property Crime
- What Causes Crime?
- What Is Community Crime Prevention?
- How Can Teens Prevent Crime?
- Alone After School?
- Reporting Crime
- If a Crime Is Committed. . .
- Reducing Opportunities for Crime
- Holding the Offender Responsible
- Attacking Social Ills

2 Victims of Crime

- Who Are Victims?
- Facts About Crime Victims
- The Costs of Crime
- The Case of Betty Jane Spencer
- How Does Crime affect its Victims?
- Advocacy for Victims
- Victim/Witness Protection and Crime Prevention
- What Can You Do?
- If a Friend Is Hit By Crime . . .

3 Violent Crimes

- What Is a Violent Crime?
- Protecting Yourself From Street Assaults
- Protecting Yourself From Robbery
- Assault: The Most Common Violent Crime
- Drugs and Violent Crime
- Gangs and Violent Crime
- Bias-Motivated Violence
- Handguns and Violent Crime
- Reducing the Use of Handguns in Crime

4 Property Crime

- What Is Property?

- What Is Property Crime?
- Which Are More Frequent, Property Crimes or Violent Crimes?
- Types of Property Crime
- How Are Teens Affected by Crimes of Theft
- Preventing Theft
- What Is Shoplifting?
- What Is the Impact of Shoplifting on Businesses?
- Who Shoplifts?
- Costs of Shoplifting to the Community
- How Does Shoplifting Affect Teens?
- The Price of Getting Caught
- How Can Teens Stop Shoplifting?
- Organizing Neighborhood Groups to Prevent Property Crime
- Vandalism
- "Invisible" Property Crimes
- A New Tool in Property Crime

5 Criminal and Juvenile Justice

- What Is the Criminal Justice Process?
- Criminal Law
- Costs of Criminal Justice
- Treatment of Victims
- What Happens When a Crime is Committed?
- Juvenile Justice
- Capital Punishment

6 Conflict Management

- What Is Conflict?
- Who Has the Energy and the Power to Resolve a Dispute?
- What Roles Do Courts Play in Conflict Management?
- What Skills Are Involved in Personal Conflict Management?
- Managing Conflict

7 Child Abuse and Family Issues

- What Is Child Abuse?
- What Is Incest?
- Characteristics of Child Abuse and Incest
- Neglect

How Does the Public Feel About Child Abuse?
How Widespread Is Child Abuse?
What Are the Causes of Child Abuse?
Signs of Child Abuse?
Preventing Child Abuse
Reporting Child Abuse
What Happens When a Child Abuse
is Disclosed?
Support for Friends
Domestic Violence—A Family Matter
Children and Family Violence
Myths About Family Violence
What Can You Say to a Victim?
Stalking
Family Violence and the Law
Preventing Family Violence

8 Sexual Assault

Preventing Rape
What Is Acquaintance Rape?
Effects of Acquaintance Rape on Victims
Myths and Facts About Sexual Assault
Causes of Date Rape
How You Can Protect Yourself
What if it Happens to You?
How to Help a Friend
Teen Dating Violence
A New Bill of Rights
What Is Sexual Harassment?
Preventing Sexual Harassment
If a Friend Is Sexually Harassed . . .

9 Substance Abuse and Related Issues

What Is Substance Abuse?
How Substance Abuse Causes Problems
What Is Addiction?
Physical Effects of Substance Abuse
Trends in Substance Abuse Among Teens
Looking at All the Costs
Decisions
Some Signs of Abuse
How to Talk to a Friend Who's in Trouble with
Alcohol or Other Drugs
Teens and Substance Abuse Prevention
State and Local Drug Laws
Lake Place
What Is Drug trafficking?
How Does Drug Trafficking Affect Teens?
The Risks and Realities of Drug Trafficking
How Do Illegal Drugs and Trafficking Relate to
Other Crime?

When Drug Traffickers Get Caught
How Does Drug Trafficking Affect
the Community?

10 Drunk Driving

When Alcohol Kills
How Does Drunk Driving Relate to Teens?
Why Are Teens Frequently Involved?
The Legal Drinking Age
How Does the Law Treat Drunk Driving?
Drinking and Driving Facts
How Does Drinking Alcohol Affect
the Driver Physically?
Common Signs of Drunk Driving
Community Responses

APPENDIX B

Las Vegas Evaluation

The following is a list of the main recommendations for improvements suggested in one TCC/summer recreation model. It functions as a list of “lessons learned” to aid other program coordinators who are considering adopting of a similar model.

Use of TCC in Summer Parks and Recreational Settings

- Use TCC to enrich/supplement a summer program that already has some planned education activities, not just unrelated recreational activities.
- Use TCC in a structured environment with desks and/or chairs.

Planning

- Begin planning at least six months before implementing.
- Set up a time line for planning and implementation and distribute to agency counterparts and implementers.
- Have agency counterparts to actively participate in planning.
- Preorder all materials ahead of time. Books should be available at the training.

Coordination and Communication

- Have a TCC Coordinator to oversee the program, especially when the effort includes multiple sites and/or multiple agencies.
- Require each of the other agencies to identify a point person/counterpart for the TCC Coordinator to actively participate in the program development and implementation. This would help ensure maximum accountability and ongoing communication.
- Elicit strong leadership support from participating agencies.
- Require accountability perhaps through written action plans for each agency that spell out the what, the where, the when, and the how to

ensure that people carry through with what they say they are going to do.

- Develop a system for ongoing communication between the middle managers within each participating agency and the implementers.
- Clarify roles and responsibilities for all participating parties during the planning process to ensure ease in implementation.
- Provide fiscal incentives for program participation, if possible. Otherwise, potential sites may find it difficult to come up with the minimum resources needed for books and other materials.
- Provide opportunities for implementers to meet to share experiences and solve problems.

Training

- Have clear goals and objectives for training sessions.
- Select participants for the training who are best suited to the training goals and objectives.
- Add more time to the implementation training to allow for site-level planning.
- Have each site develop an implementation plan. Provide a sample plan to help implementers determine what to write. The plan should include which chapters of the book will be used, how often sessions will be given, when they want outside speakers, etc.
- Tailor the training to non-school, summer recreational sites and provide activities and sample materials suitable for use in that setting.

TCC Curriculum and Materials

- Develop an activities notebook for use by implementers.
- Tailor the topics selected to the age and experience of the participating youth.

Outside Resource People

- Develop a list of outside resource persons and topics they can cover to distribute to sites.
- Have the TCC Coordinator/Liaison assist sites by lining up speakers.

Action Projects

- Provide training and assistance on action projects. Provide a list of around five reasonable sample action projects for youth in a “cook-book” fashion.
- Have adults be more in control of the action projects than is usually recommended for school-based programs.
- Keep action projects small and simple.

Follow-up

- Set up a system for locally provided follow-up with clear delineation of who is responsible and indicating what types of technical assistance, support, and/or resources are available.
- Check in with implementing sites on a regular basis. Do not wait until the end of the eight weeks.

Staffing

- Carefully select the TCC implementer based on his/her interest in teaching youth about crime and crime prevention. If possible, the implementer should volunteer and not just be told to do it; assignment to the program can cause resentment. In addition, the implementer needs to have a philosophical orientation compatible with the program; that is, he/she needs to believe in youth and that it is possible to change future behavioral choices.
- Provide training for all implementers.

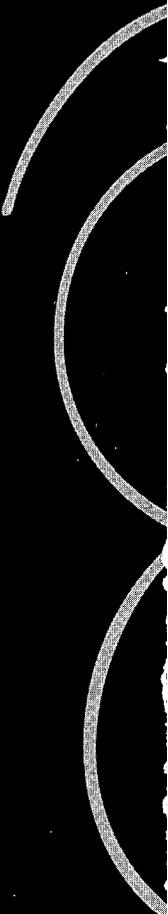
Miscellaneous

- Check what links could be made with local AmeriCorps programs.
- Have youth sign up for TCC ahead of time.
- Introduce the TCC summer program during the school year.
- Send home a letter to parents describing the program, its purpose, and what the youth will be learning.
- Set up a mini youth summit for youth from different summer sites to get together to talk about issues and common concerns.
- Provide materials for special projects.

ENDNOTES

1. Office of Juvenile Justice and Delinquency Prevention. *Juvenile Offenders and Victims: 1996 Update on Violence*. Washington, DC: U.S. Government Printing Office, February 1996.
2. Ibid.
3. Louis Harris and Associates. *Between Hope and Fear: Teens Speak Out On Crime and the Community*. Washington, DC: National Crime Prevention Council, 1995.
4. Blythe, Dr. Dale A. and Eugene C. Roehlkepartian. *Healthy Communities, Healthy Youth: How Communities Contribute to Positive Youth*. Minneapolis, MN: Lutheran Brotherhood, 1993.
5. Brendtro, Brokenleg, and Bockern. *Reclaiming Youth At Risk: Our Hope for the Future*. National Educational Service, 1990.
6. Carnegie Council on Adolescent Development. *A Matter of Time: Risk and Opportunity in the Nonschool Hours*. New York, NY: Carnegie Corporation of New York, 1992.
7. Carnegie Council on Adolescent Development. *Consultation on Afterschool Programs*. New York, NY: Carnegie Corporation of New York, 1994.
8. Conrad, D. and Diane Hedin. *Youth Service: A Guidebook for Developing and Operating Effective Programs*. Washington, DC: Independent Sector, 1987.
9. Social Science Education Consortium, "Teens, Crime and the Community: The Las Vegas Summer Pilot Programs." (Report to the National Crime Prevention Council and the National Institute for Citizen Education in the Law), 1996.
10. Duttweiler, Patricia C. *Effective Strategies for Educating Students in At Risk Situations*. Clemson, SC: Clemson University, 1995.
11. Blythe, Dr. Dale and Eugene C. Roehlkepartian. *Healthy Communities, Healthy Youth: How Communities Contribute to Positive Youth*. Minneapolis, MN: Lutheran Brotherhood, 1993.

PROPERTY OF
National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20849-6000



Tcc

Teens, Crime, and the Community
education and action

ISBN 0-934513-13-9