National Criminal Justice Reference Service

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Advanced Crime Prevention Course

A TRAINING PROGRAM
FOR
CRIME PREVENTION OFFICERS

Prepared By:
Regional Operations
Pennsylvania Commission on Crime
and Delinquency

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COMMONWEALTH OF PENNSYLVANIA

Dick Thornburgh, Governor
Commonwealth of Pennsylvania

Dr. Alfred Blumstein, Chairman
Pennsylvania Commission on Crime
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Pennsylvania Commission on Crime
and Delinquency

ADVANCED CRIME PREVENTION COURSE

A Training Program

For

Crime Prevention Officers

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ADVANCED CRIME PREVENTION COURSE

A Training Program For Crime Prevention Officers

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BACKGROUND

In 1981 an assessment was made by the Bureau of Regional Operations, Pennsylvania Commission on Crime and Delinquency, on the effectiveness of the statewide crime prevention program, Pennsylvania Crime Watch. Crime Watch is supported by the Pennsylvania Commission on Crime and Delinquency through training of law enforcement officers, provision of materials and supplies, and technical assistance to participating municipalities.

Several needs were identified by crime prevention practitioners, including the development of an advanced crime prevention training course which would assist the certified crime prevention officer in planning and implementing a comprehensive community crime prevention program.

Many crime prevention efforts operate on a limited basis with no emphasis on crime data analysis, comprehensive community participation and program evaluation. This limited approach has impaired the potential of many local crime prevention efforts and has resulted in programs operating at levels far below their capability.

As a result of this finding, Pennsylvania Commission on Crime and Delinquency staff resolved to formulate an effective strategy to deal with this and other areas of concern. The first step was to research the "state of the art" in crime prevention programming literature supplemented by field visits to successful programs located inside the Commonwealth as well as outside.

The results of this research revealed that the most effective crime prevention efforts involved program planning, comprehensive community involvement, replication of proven crime-specific prevention activities, and an evaluation of the program to assure goal attainment. Using these program components as a guide for assessing local crime prevention efforts, the Bureau of Regional Operations concluded that few currently operating crime prevention projects contained the comprehensive approach necessary for continued success.

Understanding this concern, Commission staff have developed this syllabus as part of a broader effort to improve local crime prevention programming. It is hoped that through this training course certified crime prevention officers will improve their skills and will acquire a fuller understanding of the positive long-term impact which an intensive crime prevention programming effort can have in their municipalities.

CURRICULUM

The two and one-half day course presented in this manual can be given to law enforcement officers who have completed the basic crime prevention course. Sessions will begin at approximately 8:30 am on each day and will terminate at approximately 4:30 pm on days one and two and at approximately 12:30 pm on day three. It includes 16 basic modules as well as introductory and summary modules, which incorporate a variety of training techniques and materials in order to provide balanced interesting sessions. The modules are structured alike with the following components:

- Title and Number.
- Time Required - The time frame for the module.
- Objective - What the participants will be able to do as a result of their training.
- Technique - A summary of the processes to be used in teaching the module and the content to be covered, as well as such details as seating arrangements.
- Materials Required - The training materials needed for conducting the module.
- Resources - The bibliography lists references which the trainer can review before presenting the module.
- Lesson Plan - The process and content of the training.

The process material provides step-by-step instructions for the instructor in the various training exercises. The content material gives background information for each of the training exercises and supplemental facts to help the instructor elicit desired responses from the crime prevention officer participants.

Instructors are cautioned to carefully plan for the seminar especially in selecting and preparing facilities. Effective Training - A Guide for the Company Instructor, pages 7-8, should be reviewed for proper seating arrangements.

Accompanying this manual are the Transparencies necessary for conducting the seminar. These Transparencies are provided as aids in the delivery of course content and are to be utilized, in whole or in part, at the discretion of the individual instructor. Also included is a copy of the training course agenda and a bibliography acknowledgement materials utilized.

MODULE: #1   The Elements of an Effective Municipal Crime Prevention Program

TIME REQUIRED: 60 minutes

OBJECTIVES: At the end of this session participants will:

1. Discuss the current state of crime prevention programming in the locale of the course site.

2. Have been made aware of the research process that preceded the formulation of this training course.

3. Identify the essential elements of an effective crime prevention program.

4. Have been shown the relationship of these activities to the composition of the Advanced Crime Prevention Course.

TECHNIQUE:

This module is a crucial prerequisite to actual instruction. The instructor should be careful in the presentation of this subject matter so that every participant understands the reasoning behind the composition of the course and the reasons for subject inclusion. Further, participants should be made to realize that without these essential activities there is little or no chance for success in the implementation of their programs. This should be done in a manner which stresses practicality and ease of implementation. Finally, participants should be reassured that Pennsylvania Commission on Crime and Delinquency regional staff are available for assistance as requested.

MATERIALS REQUIRED:

Chalkboard (If Available)
Flipchart with Markers
Transparency (1)
Overhead Projector
Screen
Handouts (2)

LESSON PLAN:

1. (5 min.)   Welcome participants to the course and briefly explain
               logistical matters, including location of the restrooms,
               smoking areas, telephones and whom to notify in the event
               of an emergency. Request that participants complete the
               registration form and place their name on the participant
               name cards.

               While the participants are completing the registration
               process, request that they introduce themselves to the
               rest of the group, taking a moment to inform the group of
               their background to include the following:

                    -Name.
                    -Law Enforcement Agency.
                    -When they attended their basic crime prevention
                     training course.

2. (15 min.) The instructor (using a flipchart) should ask participants to
               note the current amount of time they are spending on their
               crime prevention programs. Also, request that they give the
               class a list of activities that they have undertaken both in
               the present and the past since completion of the Basic Crime
               Prevention Course or its equivalent. Instructor should place
               these lists, by municipality, around the classroom. If
               available, any crime statistics that relate to program
               effectiveness should be placed on the chart. No judgment
               should be applied to the responses either by the class or the
               Instructor.

3. (5 min.) In a general manner, so as to not give the impression to
               participants of individual program effectiveness/ineffectiveness,
               Instructor, drawing from the information provided on the current
               state of municipal programs, should formulate a composite of
               the current status of municipal crime prevention programs in
               the area served by this session. This should be done in a
               forthright manner with no stigma attached or praise disbursed
               to specific programs.

4. (5 min.) Participants should then be made to realize that local programs
               are affected by the same general malaise affecting similar efforts
               on the Commonwealth and National level. Instructor accomplishes
               this through relating personal experiences and reference material.

5. (10 min.) As a result of these common problems, the instructor should
               relate to the participants the reasons why the Advanced Crime
               Prevention Course was formulated. Using personal discretion as
               to method of delivery the class, either by flipchart or blackboard,
               should be exposed to the following list:

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LESSON PLAN (cont.)

               "Why Is An Advanced Crime Prevention Course Needed?"

                    -Interest on the part of citizens and municipal leaders
                     for programs that reduce crime.

                    -Crime Prevention Officers requested additional training
                     on how to set up programs that effectively have an
                     impact on the incidence of crime.

                    -Local efforts have not been able to demonstrate their
                     effectiveness when requested by municipal authorities.

               Explain the current surge of interest in crime prevention
               throughout the Commonwealth. Note the current number of
               graduates of the Basic Crime Prevention Course and those that
               are scheduled. Also, relate the attention given by the
               American Association of Retired Persons and Pennsylvania
               Commission on Crime and Delinquency efforts for elderly service
               providers during 1980/81. In the same vein relate the technical
               assistance provided by Bureau of Regional Operations staff to
               municipalities. This can be done by having the representative
               of the local regional office describe what has been accomplished
               for municipalities in the immediate area of those who are
               attending the course. Finally, demonstrate to the attendees
               that, without clearly illustrating the effect upon crime,
               programs cannot hope to withstand the scrutiny of municipal
               officials in the current period of fiscal austerity.

6. (5 min.) Explain to the participants that through the effort of Penn-
               sylvania Commission on Crime and Delinquency staff the concerns
               of municipal crime prevention officers were brought to the
               attention of the Executive Director who asked that research
               be done on what could be done in a practical way to assist
               municipalities to effectively implement crime prevention
               programs. The result was a research effort that involved the
               following programs/institutions (use a flipchart):

                    "Where did PCCD staff go for information on effective
                     crime prevention programming?"

                         The National Criminal Justice Reference Service.

                         Office of Community Anti-Crime Programs, U. S.
                         Department of Justice.

                         The National Rural Crime Prevention Center, Ohio
                         State University.

                         Office of Crime Prevention Services, State of New York.

                         Maryland Crime Watch Program.

                         Division of Justice and Crime Prevention, Commonwealth
                         of Virginia.

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LESSON PLAN (cont.)

-Detroit Police Department, Detroit, Michigan.

-Seattle Police Department, Seattle, Washington.

-Baltimore County Police Department, Baltimore City, Maryland.

-Rochester Police Department, Rochester, New York.

-Participating Police Departments, Pennsylvania Crime Watch Program.

The data compiled in field visits by PCCD staff was noted in a report to the Executive Director. The elements needed for successful crime prevention programming in urban, suburban, and rural areas were placed in a sequential list of activities.

7. (10 min.) After discussing the comprehensive effort made by staff to compile a composite of the components of effective crime prevention programs a description of these should follow. The Instructor should take time to address each of the elements so that the class understands what is meant by each term and its relative practicality in a municipal setting. These activities should be portrayed to the group in an effective manner using audio/visual aids.

"What does an effective crime prevention program consist of?"

-Active endorsement and participation of the municipal executive (Mayor, Township Supervisor....).

-Prepared with the assistance of the entire municipal government (e.g. police, planners, budget....).

-Sets criterion that are practical and can illustrate program effectiveness over a period of time.

-Follows a pre-arranged sequence of activities that flow together to constitute a program.

-Focused on the reduction of crime.

-Formed with the concept of community.

-To have a measurable impact the effort must focus on neighborhoods and be based on local crime incidence.

LESSON PLAN (cont.)

-Has the support of the entire police department.

-Gets citizens involved in a manner that demonstrates their role in preventing crimes.

-Stays viable by meeting the changing needs of the community.

8. (5 min.) Using Handout #1 the Instructor should demonstrate the relationship between the components of an effective crime prevention program and the goals of the Advanced Crime Prevention Course. This should then be applied to the Agenda which is Handout #2. Participants should be made to realize that the course follows the sequence that a municipality, of any composition, would emulate.

ADVANCED CRIME PREVENTION COURSE

GOAL

GENERATE MUNICIPAL CRIME PREVENTION PROGRAMS THAT ARE EFFECTIVE
IN REDUCING THE INCIDENCE OF CRIME THROUGH ORGANIZED CITIZEN
INVOLVEMENT.

OBJECTIVES

PROVIDE INSTRUCTION FOR CRIME PREVENTION OFFICERS SO THAT THEY WILL
ASSUME THE ROLE OF PROGRAM SPECIALISTS IN THE IMPLEMENTATION OF
COMMUNITY CRIME PREVENTION PROGRAMS.

INTRODUCE THE ESSENTIAL COMPONENTS OF WHICH EFFECTIVE CRIME PREVENTION
PROGRAMS ARE COMPOSED.

INTRODUCE THE CONCEPT OF TARGETING THROUGH COMMUNITY AND CRIME ANALYSIS.

DEMONSTRATE THE FORMULATION OF AN ACTION PLAN WHICH MEETS COMMUNITY NEEDS.

IDENTIFY A SEQUENCE OF ACTIVITIES THAT SHOULD BE FOLLOWED IN ORDER TO
CHANNEL COMMUNITY CONCERN INTO AN EFFECTIVE PROGRAM THAT IMPACTS ON
INCIDENCE OF CRIME.

PROVIDE THE MEANS TO MONITOR PROGRAM PERFORMANCE IN A PRACTICAL MANNER.

INTRODUCE THE CONCEPT OF PROGRAM EVALUATION THROUGH CITIZEN SURVEYS.

IDENTIFY A PRACTICAL METHOD OF REPORTING ON PROGRAM PROGRESS TO
MUNICIPAL ADMINISTRATORS.

PROVIDE A BETTER UNDERSTANDING OF THE POSITIVE LONG-TERM IMPACT ON THE
COMMUNITY OF INTENSIVE CRIME PREVENTION PROGRAMMING.

ADVANCED CRIME PREVENTION

TRAINING COURSE

AGENDA

DAY 1

Module #1	Elements of an Effective Municipal Crime Prevention Program
Module #2	Preparing for a Municipal Crime Prevention Program
BREAK	
Module #3	Crime Data Analysis for Crime Prevention
Module #4	Data Collection
Module #5	Identification of Crimes and Data Elements for Analysis
LUNCH	
Module #6	Basic Statistical Techniques for Crime Data Analysis
BREAK	
Module #6	Basic Statistical Techniques for Crime Data Analysis (continued)

ADVANCED CRIME PREVENTION

TRAINING COURSE

AGENDA

Day 2

Introduction to Day 2

Module #7   Community Profile

Module #8   Targeting Crime Prevention Programs

BREAK

Module #9   Developing an Action Plan

LUNCH

Module #9   Developing an Action Plan
                 (continued)

Module #10   Introduction to Group Dynamics

BREAK

Module #10   Introduction to Group Dynamics
                 (continued)

ADVANCED CRIME PREVENTION

TRAINING COURSE

AGENDA

Day 3

Introduction to Day 3

Module #11   Community Organizing and Program
                 Commencement

Module #12   Community Crime Prevention Program Activities

BREAK

Module #13   Performance Monitoring

Module #14   Annual Performance Analysis Report

Evaluation

Conclusion

Presentation of Certificates

MODULE: #2   Preparing for a Municipal Crime Prevention Program

TIME REQUIRED: 55 minutes

OBJECTIVES: At the end of this session, participants will:

1. Realize the necessity of molding program elements in a sequential manner.

2. Identify those activities necessary to complete prior to initiating crime prevention activities.

TECHNIQUE:

This module serves as an introduction to the subject matter that will be covered in detail in the modules that follow. Thus, it is a foundation for further instruction and must be understood and accepted by program participants. Since many of these activities have not been presented in earlier instruction, the participants should be allowed the opportunity to reason themselves through this. It is only in this manner that they will follow through with actual implementation upon course completion.

MATERIALS REQUIRED:

Flipchart with Markers/Blackboard with Chalk

LESSON PLAN:

1. (5 min.) Instructor should stress the importance of allocating time prior to the start of actual program implementation to prepare a sequence of activities. Using examples from both crime and non-crime sources, show how such programs as the National Space Program could not have occurred without much preliminary work. Instructor should attempt to convince class of the critical nature of this phase of activity or the module will have no practical meaning.

2. (5 min.) The first step in municipal crime prevention programming, or any activity involving local resources, is to get the active support and participation of local elected officials. Discuss this with the class and review how local government endorses activities and the importance of this process. Place this prerequisite on a flipchart/blackboard as well as the others which will follow, so that the participants will be able to follow the chain of events.

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LESSON PLAN (cont'd)

Relate the components of the PCCD Seminar for Municipal Officials and its importance to overall program impact. Describe the recent seminar held in the locale of the course (if recent). Recommend that participants, as an initial step, make contact with their elected officials who are in a position to decide on local programs and include them (and their police chiefs/commanders) in the formulation of the program. Stress that their role is a continuous one as the program passes to the operational phase.

2. (10 min.) Instructor should relate that when the municipal executive endorses the program, an assessment should be made whether there is a need present in the municipality. This is done through completion of a community profile form by the local planning agency and a crime profile by the police department. Instruction on Day 2 will explain the mechanics of the community profile and the remainder of Day 1 will demonstrate the usefulness of crime analysis. In essence, it is necessary to draw the entire municipal administration into the process as soon as the endorsement of the municipal executive is forthcoming in order that the program will reflect the concerns of the community.

Discuss this point with the class, since there is likely to be some concern that the inclusion of agencies other than the police could cause a loss of control in what is perceived to be a law enforcement function. Explain that the planning agency is only providing information and that the control of the program resides with the police department with overall supervision provided by the municipal executive.

3. (5 min.) The municipal executive should be allowed the option during the planning process of deciding that the program should continue or be terminated. This is crucial, since officials do not want to be tied to a program which analysis has shown is not needed. Instructor should emphasize that once the community and crime profiles are delivered to the executive, a statement of intent in a form that is compatible with local administrative procedures should be formulated and presented to the local agencies/departments involved.

4. (5 min.) It is crucial that the program be perceived by the community as one which embodies their concerns about crime. Thus, an advisory group must be formulated composed of 12 - 15 individuals who are "movers and shakers" in the community. This should follow the statement of intent by the municipal executive.

Instructor should mention that further elaboration of this group's functions will be defined on Day 2, but they serve strictly to assist in the preparation of the program with full control still held by the municipal executive and police department.

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This preliminary step, as all others which precede and follow, should be noted in a manner that the class can follow with ease.

5. (10 min.) At this point the participants should be introduced to the process whereby the concerns profiles and the needs of the community as espoused by the advisory group are merged under the coordination of the Crime Prevention Program Specialist into target selection. The participants should be limited to a general discussion since further instruction will be forthcoming on Day 2. However, the instructor should make it clear that program efforts should be focused on a specific geographic area with the primary determinants being incidence of crime and the concept of community.

6. (5 min.) As noted in the Basic Crime Prevention Course, there are four crime prevention strategies: community action, and the three subordinate initiatives of personal security, target hardening (as differentiated from targeting), and environmental design. Crime Prevention Program Specialists, after a review of what resources are needed to implement their strategies in an effective manner, should develop an action plan. This written proposal to the municipal executive will be outlined on Day 2.

7. (5 min.) The program should have a measurable impact on the community's crime problem. In that regard, the instructor should note that prior to its commencement a victimization/concerns survey should be undertaken. After an initial operational period (usually nine months) a post survey will be undertaken of the target area to assess impact. In addition, as a measure of efficiency, there will be performance monitoring as the program is underway. On Day 2 and Day 3 this requirement will be discussed.

8. (5 min.) Summary of the components of the program should be made by the instructor in a manner that stresses the practical aspects of the program. Make certain that the participants can relate to their place on the instructional agenda.

MODULE: #3 - Introduction to Crime Data Analysis for Crime Prevention

TIME REQUIRED: 25 minutes

OBJECTIVES: At the end of this session participants will:

1. Define the term: crime data analysis.

2. Identify 3 uses for crime data analysis information.

3. Describe the 6 processes which constitute crime data analysis.

TECHNIQUE:

This module introduces participants to the concept of crime data analysis. The instructor should be cognizant that many crime prevention practitioners do not understand crime analysis functions and/or are apprehensive about working with numbers (statistics) on a daily basis. The instructor should attempt to ease these anxieties by explaining the participatory nature of the sessions and that the group's involvement will facilitate the learning process.

MATERIALS REQUIRED:

Transparencies (4)
Overhead Projector
Screen
Flip Chart with Markers/Blackboard

LESSON PLAN:

1. (5 min.) Introduce the topic of crime data analysis and solicit responses from participants to question, "What is crime data analysis?" List responses to question on flip chart. Show Transparency #1, "CRIME ANALYSIS DEFINITION". Review definition of crime analysis.

2. (5 min.) In a discussion of crime analysis, it is helpful to differentiate between "informal" and "formal" analysis. Show Transparency #2, "CRIME ANALYSIS TYPES", and explain the actions of informal vs. formal analysis.

"Characteristics of Informal Analysis"

- Based on individual's memory and past experiences.

- Limited due to only "on duty" information.

- Tends to be subjective, biased and out of date.

- Limited to amount of data stored.

- Requires longer period of time to "chance on crime patterns".

- Is not coordinated within department.

After discussing "informal analysis", relate to group the advantages of the "formal analysis" approach.

"Characteristics of Formal Analysis"

- More objective.

- Based on data maintained in files not by memory or past experience.

- Provides a complete information package since it reviews all reports.

- Identifies crime patterns quicker than "informal analysis".

- Greater data storage and aster data retrieval than "informal analysis".

- Is an integral part of police department's daily operation.

Explain that all departments do some form of crime analysis. The purpose of this session is to upgrade that capability from the "informal analysis" methods to the "formal analysis" process.

3. (5 min.) Show Transparency #3, "CRIME ANALYSIS USES", with all items covered except the heading. Explain to participants that crime analysis is not merely an activity which is an end in itself. The data which results from analysis has many uses which impact directly on the crime prevention officer. Solicit examples of crime analysis data uses from participants. Using strip presentation explain items contained on transparency.

4. (5 min.) Show Transparency #4, "CRIME ANALYSIS COMPONENTS", and describe the major components of crime analysis.

- Data Collection - The gathering of specified raw data including, but not limited to, crime reports, victim profiles, etc.

- Data Collation - The indexing, sorting, and storage of raw data to support data analysis.

- Data Analysis - The process of identifying crime patterns.

- Dissemination - Distribution of information to appropriate agencies which can utilize the results of data analysis.

- Implementation - The process of putting the analysis results into a program which will impact on the crime problem.

- Evaluation - The recording of changes resulting from the imimplementation of a crime specific program based on crime data analysis.

5. (5 min.) Summarize the information contained in the module by reviewing the definition of crime analysis (use Transparency), the types of crime analysis (use Transparency), the uses of crime analysis (use Transparency), and finally the components to crime analysis (use Transparency). Solicit any questions for this module.

CRIME   ANALYSIS
DEFINITION

A   SYSTEMATIC   APPROACH   TO

EXAMINING   CRIMINAL   ACTIVITY

FOR   THE   PURPOSE   OF   REDUCING

CRIME   IN   A   COST-EFFECTIVE

MANNER.

CRIME   ANALYSIS
TYPES

INFORMAL

FORMAL

CRIME   ANALYSIS

USES

FOR   CRIME   PREVENTION

CRIME   PATTERNS   AND   TRENDS

DATA   FOR   PROGRAMS

IDENTIFY   M.O.'S

TARGETING

MEASURING   RESULTS

CRIME   ANALYSIS
COMPONENTS

DATA   COLLECTION

DATA   COLLATION

DATA   ANALYSIS

DISSEMINATION

IMPLEMENTATION

EVALUATION

MODULE: #4 Data Collection

TIME REQUIRED: 35 minutes

OBJECTIVES: At the end of this session participants will:

1. Define the term: data base.

2. Identify 4 sources of data for crime analysis.

3. Collect and manage data for analysis.

TECHNIQUE:

This module introduces participants to common sources of raw crime data, basic data collection methods, and describes a simplified data storage system. Participants will have access to local police information reports of varying depth and quality which may impact on their ability to utilize all the techniques discussed in the session. The instructor should be aware that not every participant will be able to function at the level of sophistication expected in this module due to a lack of adequate data from the local police records.

MATERIALS REQUIRED:

Transparencies (5)
Overhead Projector
Screen
Flip Chart/Marking Pen
Blackboard/Chalk
Handouts (2)

LESSON PLAN:

1. (5 min.) Introduce the lesson by explaining the objectives of the module to participants.

Show Transparency #1, "DATA", with all parts covered except heading. Solicit from participants definitions of the term 'data'. Record responses on flip chart (blackboard). Reveal definition and review with class.

Show Transparency #2, "DATA BASE", and solicit participant responses to need for a data base. Discuss the importance of establishing the validity of a data base. Review the need for reliability, completeness and accuracy of base data to insure confidence in the results of crime analysis operations.

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2. (10 min.) Explain to participants that understanding the term 'data' is only the beginning of crime analysis. The next step is to identify sources of crime data available to the local department for analysis.

Select several participants at random in the class and solicit their responses to the question, "What data sources are available in your department?" List responses on flipchart (blackboard).

Show Transparency #3, "SOURCES OF CRIME DATA", and describe the sources listed.

Initial Crime Report - provides basic information as to date, time, location, victim, suspects, etc. (narrative or checklist).

Follow-up Report - add information to initial report (narrative).

Arrest Reports - information regarding: physical description, residence, etc.

Field Interrogation Reports - information on activities of individuals of interest to police.

3. (10 min.) Explain to participants that data can be collected by various methods ranging in sophistication from manual through semi-automated to fully machine computed. For the purpose of this course, the collection processes utilizing manual operations will be reviewed. The most common form of manual data collection is the tally sheet. Distribute Handout #1 so that class can fill in sample tally sheet as it is explained. Show Transparency #4, "TALLY SHEET".

Review the Sample Tally Sheet - the purpose of the tally sheet is to provide a mechanism for collecting data for later analysis. A tally sheet does not analyze data - it only records it.

Using the figures provided in the lesson plan, demonstrate for participants the methodology for collecting data utilizing the tally sheet. Begin demonstration by eliciting responses to the question, "How can I determine the day of the week and time of day when residential burglaries are most frequently reported?" Transfer figures from lesson plan page to corresponding Transparency/Handout and discuss with participants the process of tabulating the figures noted in each row and column. Compile several rows and columns to illustrate this procedure.

(Tally Sheet: See next page)

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TIME OF DAY   DAY OF WEEK

TIME OF DAY	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
0001-0100	3	2	0	0	1	0	4
0101-0200	0	4	2	0	2	1	5
0201-0300	1	1	1	0	0	0	4
0301-0400	1	0	0	0	1	2	2
0401-0500	2	2	1	2	0	1	1
0501-0600	2	0	0	0	0	0	0
0601-0700	1	1	0	1	0	0	5
0701-0800	1	1	1	0	2	0	0
0801-0900	1	0	0	0	0	2	1
0901-1000	0	1	0	0	2	1	1
1001-1100	1	1	1	0	1	1	0
1101-1200	2	0	2	1	0	0	1
1201-1300	1	0	0	3	0	0	0
1301-1400	1	1	2	2	1	1	2
1401-1500	2	0	1	1	1	1	1
1501-1600	3	1	2	4	3	2	3
1601-1700	0	0	2	5	2	1	1
1701-1800	0	0	3	2	5	1	1
1801-1900	1	1	3	2	3	5	0
1901-2000	2	1	2	1	3	8	4
2001-2100	0	1	2	0	1	2	3
2101-2200	2	1	2	1	2	0	3
2201-2300	3	3	3	1	1	3	1
2301-2400	3	2	1	1	2	2	4

4. (5 min.) Describe the need for a data storage system for the information collected. Explain that the storage system should not duplicate existing record keeping functions, should be simple to use, and that data should be purged at regular intervals.

Show Transparency #5, "MANUAL DATA STORAGE AND RETRIEVAL SYSTEM", and discuss the items listed on the Transparency. Distribute Handout #2 at end of discussion.

5. (5 min.) Summarize materials discussed in the module. Review definition of data base and briefly explain the most common sources of data for analysis. Discuss the need to use forms for data collection and review the components for a manual storage and retrieval system.

D A T A

I D E N T I F I A B L E   I T E M S   O F

I N F O R M A T I O N   T O   B E   U S E D

A S   T H E   B A S I C   T O O L   O F

A N A L Y S I S.

DATA BASE

ALL DATA OF CONCERN

TO THE USER THAT IS

AVAILABLE FOR ANALYSIS.

SOURCES OF CRIME DATA

INITIAL CRIME REPORT

FOLLOW-UP (SUPPLEMENTAL CRIME REPORT)

ARREST REPORT

FIELD INTERVIEW REPORT

S A M P L E   T A L L Y   S H E E T

D A Y   O F   W E E K

T I M E

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTALS
0001 - 0100								
0101 - 0200								
0201 - 0300								
0301 - 0400								
0401 - 0500								
0501 - 0600								
0601 - 0700								
0701 - 0800								
0801 - 0900								
0901 - 1000								
1001 - 1100								
1101 - 1200								
1201 - 1300								
1301 - 1400								
1401 - 1500								
1501 - 1600								
1601 - 1700								
1701 - 1800								
1801 - 1900								
1901 - 2000								
2001 - 2100								
2101 - 2200								
2201 - 2300								
2301 - 2400								

MANUAL DATA STORAGE AND RETRIEVAL SYSTEM

1. INDEX CARDS OF CRIME EVENTS

   A. TYPE OF CRIME

   B. LOCATION

   C. TIME

   D. MODUS OPERANDI

   E. OTHER

2. NAME FILE

   A. CRIMINAL

   B. VICTIM

   C. WITNESS

Module: #4
Transparency #5 (cont.)
Handout # 2 (cont.)

(Crime Analysis)

3. DATA COLLECTION FORMS FILE

4. REPORTS FROM EXTERNAL SOURCES

5. ANALYSIS FILES

    A. REPORTS

    B. MAPS

    C. SUMMARIES

MODULE: #5 Identification of Crimes and Data Elements for Analysis

TIME REQUIRED: 30 minutes

OBJECTIVES: At the end of this session participants will:

1. Use criteria for selecting crimes to be analyzed.

2. Identify seven universal factors for crime analysis.

3. Identify crime specific factors for four crimes - burglary, larceny, auto theft, and robbery.

TECHNIQUE:

A large number of crimes are committed by the same persons. If not stopped, these persons will continue to commit similar crimes. Participants will come to understand that through a systematic interpretation of modus operandi patterns, a means becomes available for identifying crime patterns, trends and individual suspects.

MATERIALS REQUIRED:

Transparencies (2)
Overhead Projector
Flip Chart/Marking Pen
Handouts (2)

LESSON PLAN:

1. (5 min.) Introduce the topic by discussing the necessity of selecting crimes for analysis which warrant the time and effort required.

Ask participants to name types of crimes which they think could be effectively analyzed. List responses on flip chart.

Show Transparency #1, "CRITERIA FOR SELECTING CRIMES FOR ANALYSIS". Review the three criteria listed on Transparency:

- High probability that the crime will occur again.

This is important to allow for a pattern to develop. Single incident crimes are difficult to analyze.

              - Crime types which can be prevented or suppressed.

              This criteria restricts analysis to those crimes which traditional police function can interrupt or stop. Failing that, it should identify those crimes in which an offender could be apprehended.

              - Crimes which are a priority for the police and the community.

              This criteria includes local department policies for enforcement, manpower constraints, and the needs of the community.

2. (10 min.) Introduce the term: Universal Factors. Explain that most crimes have common elements which can be recorded and analyzed. The elements which make these factors universal are:

              - Available for most crimes.

              - Easily recorded in reports.

              - One of a kind factors.

Show Transparency #2, "UNIVERSAL FACTORS FOR CRIME ANALYSIS". Review the elements of each factor.

        Crime Types - i.e. Burglary, larceny, etc.

        Geographical - Patrol zone, street, house number, etc.

        Chronological - Month, week, day, time, etc.

        Victim/Target - Age, sex, race, type of structure, etc.

        Suspect - Name, age, race, etc.

        Suspect Vehicle - License number, make, model, etc.

        Property Loss - Type, serial number, brand name, etc.

Distribute Handout #1, "UNIVERSAL FACTORS FOR CRIME ANALYSIS" and explain to participants that this material is provided as a reference for future use in collecting specific data.

3. (10 min.) Explain the term: crime-specific factors. These are data elements usually recorded during the reporting of a particular type of offense. Crime-specific factors are analyzed to connect crimes with similar characteristics and to identify individual modus operandi patterns.

Distribute Handout #2, "CRIME SPECIFIC FACTORS". Review the factors under each of the six categories listed. Explain that this Handout is to provide a reference for use in collecting specific data for analysis.

4. (5 min.) Summarize lesson materials by reviewing the criteria for selecting crimes to be analyzed, reviewing the Universal Factors for crime analysis, and finally by reviewing the crime specific factors noted in Handout #2. Answer any questions.

CRITERIA FOR SELECTING
CRIMES FOR ANALYSIS

REOCCURRENCE

PREVENTION/SUPPRESSION

PRIORITY

UNIVERSAL FACTORS FOR
CRIME ANALYSIS

CRIME TYPE

GEOGRAPHICAL LOCATION

CHRONOLOGICAL

VICTIM // TARGET

SUSPECT

SUSPECT VEHICLE DESCRIPTION

PROPERTY LOSS DESCRIPTION

UNIVERSAL FACTORS FOR

CRIME ANALYSIS

CRIME TYPE	Burglary (class: business-commercial residential, other) Robbery (class: armed vs. not armed) Auto Theft (automobile, commercial vehicle motorcycle, etc.) General Larceny(thefts from autos, auto accs.,scrap metal, etc.) Fraud (forgery, credit cards, confidence games, etc.) Rape & Sex Crimes (forcible rape, child molesting,indecent exposure) Aggravated Assault & Murder
GEOGRAPHICAL	Location offense occurred Street address or intersection Block Subreporting area or census tract Reporting area, patrol area or beat Zone, precinct, or district
CHRONOLOGICAL	Specific time offense occurred Time span in which offense occurred (day/night) Day of week Week of year Month of year
VICTIM // TARGET	Victim person (sex, age, race, etc. of victim) Type victim structure (single dwelling, apartment, high rise, etc.) Type victim premise (commercial, industrial public, etc.) Victim purpose (sales, service, manufacturing, etc.) Victim knowledge of suspect

SUSPECT

Name
Age
Race
Height
Weight
Clothing and unusual characteristics

SUSPECT VEHICLE DESCRIPTION

Specific license number
Make of vehicle
Model and year of vehicle
Color of vehicle
Damage to vehicle

PROPERTY LOSS DESCRIPTION

Serial number of property loss
Make of property loss (brand name, etc.)
Model of property loss
Type of property loss
Purpose property used for

CRIME-SPECIFIC FACTORS FOR CRIME ANALYSIS

CRIME SPECIFIC FACTORS - AUTO THEFT

. Area stolen vs. area recovered

. Exact last location (on-street, parking lot, carport, sales lot, etc.)

. Make, year and model of vehicle

. Degree of strippage and parts

. Presence or absence of physical evidence

CRIME SPECIFIC FACTORS - LARCENY

. Type victim property (business, personal use, purpose, etc.)

. Location of property (left unattended, in vehicle, etc.)

. Specific property taken and market potential

. Suspect particular modus operandi

. Presence or absence of physical evidence

CRIME SPECIFIC FACTORS - RESIDENTIAL BURGLARY

. Type premise attacked (house, exterior apt., interior apt., etc.)

. Occupied vs. unoccupied

. Point of entry (window, door, etc.)

. Method of entry (pry door or window, pipe wrench door, break window, etc.)

. Presence of physical evidence (latent prints, etc.)

CRIME SPECIFIC FACTORS - ROBBERY

. Type of business victim (bar, diner,
  taxi, etc.)

. Victim person descriptors (age, sex, race, etc.)

. Mask type (facial area covered)

. Suspect statement or none used (particular modus
  operandi)

. Type of weapon used

MODULE: #6   Basic Statistical Techniques for Crime Data Analysis

TIME REQUIRED: 120 minutes

OBJECTIVES: At the end of this session participants will be able to:

1. Understand and utilize the 5 basic statistical techniques.

2. Calculate and interpret: 4.   Relate results of crime analysis
                                     techniques to local crime pre-
                                     vention needs.
      Ranks   Mode
      Mean   Rates/Ratio
      Median   Percentage

3. Construct and interpret:

      Pie Charts
      Bar Graphs
      Line Graphs

TECHNIQUE:

This is an introduction to several basic statistical techniques which are commonly
used in crime data analysis. The instructor will lead participants through a
series of samples and exercises to illustrate the specifics of each statistical
method.

MATERIALS REQUIRED:

Transparencies   (6)
Handouts   (5)
Overhead Projector
Screen
Flip Chart
Calculator
Protractor

LESSON PLAN:

1. (5 min.)   Introduce the module by explaining that crime data by itself does
                not provide information. It must be analyzed using one or more
                statistical techniques to change the raw data into usable information.

                Show Transparency #1, "DATA ANALYSIS TECHNIQUES" and describe each
                technique illustrated on the Transparency.

2. (15 min.)   Show Transparency #2, "DESCRIPTIVE STATISTICS - RANKS" and review
                the definition of ranks. Distribute Handout #1, "RANKS", and lead
                participants through the material. Allow a maximum of five minutes
                for participants to complete the requirements of Exercise #1. At
                the end of the activity period solicit answers to the exercise
                question. Record answers on the flip chart/chalkboard for use
                by the participants in verifying their answers.

Handout #1
Exercise #1

Rank	Part I Offense	Number Reported
1	Larceny	1,570
2	Burglary	1,540
3	Assault	844
4	Robbery	522
5	Motor Vehicle Theft	400
6	Arson	103
7	Rape	58
8	Murder	16

3. (20 min.) Show Transparency #3, "DESCRIPTIVE STATISTICS - AVERAGES"
and review the definitions of MEAN and MEDIAN.
Distribute Handout #2 and discuss with participants the
significance of averages in describing a group of numbers.
Review with participants the procedures for calculating
the mean and median as outlined in the Handout.
Task participants to answer questions A and B of Exercise
#1 in the Handout. Allow a maximum of 10 minutes for this
activity. At the conclusion of this exercise elicit answers
from the class and list responses on the flip chart/chalk
board for use by participants in verifying their answers.

ANSWER SHEET

Handout #2
Exercise #1A

Rank Order Data

Rank	Number of Auto Thefts	Month
1	34	January
2	29	March
3	17	April
4	16	February
5/6	10	June
	10	September
7	8	August
8	7	December
9	6	May
10	4	October
11	3	November
12	0	July

Was the program successful using the "average" number of offenses
reported per month as a measure of effectiveness?

Mean Average   12

Median Average   9

4. (20 min.) Show Transparency #4, "DESCRIPTIVE STATISTICS - PERCENTAGES"
and review with participants the definition. Distribute
Handout #3, "PERCENTAGES" and lead class through the two
sample exercises. Review procedures for calculating
percentage change over time. Task participants to complete
questions A and B of Exercise #1. Allow a maximum of ten
minutes for this activity. At the conclusion of this activity,
elicit from participants answers to questions A and B. List
responses on flip chart or chalk board for verification by class.

ANSWER SHEET

Handout #3
Exercise #1A

Month		%
January	95	9.8
February	102	10.5
March	88	9.1
April	90	9.3
May	73	7.5
June	94	9.7
July	85	8.7
August	75	7.7
September	69	7.1
October	72	7.4
November	64	6.6
December	60	6.2
	967	99.6%

B. $967 - 1116 = -149 \div 1116 = -.133 = -13.3\%$

5. (20 min.) Introduce the concept of rates and ratios by showing Transparency #5, "COMPARATIVE STATISTICS - RATES/RATIO" and defining both items. Review with participants the fact that rates are very familiar to most law enforcement officers (e.g., crime rates, arrest rates, clearance rates). In this module participants will perform a sample exercise to calculate ratio and show the method for determining rates based on a fixed common denominator. Distribute Handout #4, "RATE/RATIO" and review with participants the material presented in samples #1 and #2. Task participants to complete Exercise #1 and allow a maximum of 10 minutes for this activity. At the conclusion of this period, elicit responses from the group to the questions in Exercise #1 and record answers on a flip chart and chalk board for review by participants in verifying their answers.

ANSWER SHEET

Handout #4
Exercise #1A

Patrol Zone	Ratio: Auto Thefts/Drivers
1	1:10
2	1:8
3	1:25
4	1:20

Exercise #1B

Patrol Zone		Multiplier	Rate Per 100,000
1		4.0	10,000
2	(highest)	2.1	12,600
3	(lowest)	6.7	4,020
4		3.0	4,950

6. (35 min.) Show Transparency #6, "DESCRIPTIVE STATISTICS - GRAPHICS" and review the definition for participants. Distribute Handout #5, "GRAPHICAL DISPLAYS" and review for participants the methodology for constructing a pie chart. Task participants to construct a pie chart using the data in Exercise #1. Allow a maximum of ten minutes to complete the activity and then solicit responses from participants to question.

ANSWER SHEET

Exercise #1

| Type of Burglary Target	Frequency	Percent	Degrees
Residential	8	53.3	192
Commercial	6	40.0	144
Other	1	6.7	24

-44-
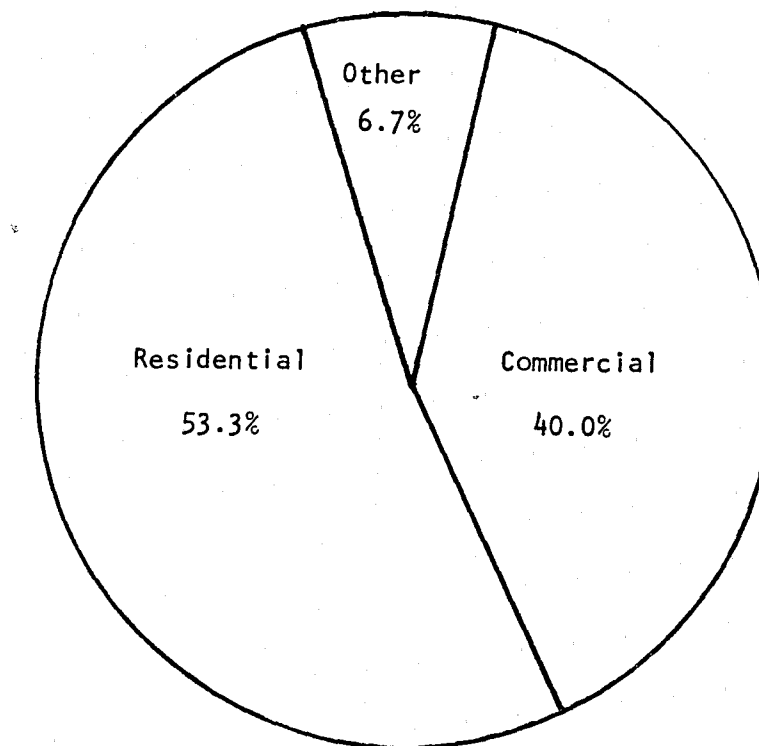
Review the material presented in Section 2 of the Handout concerning bar graphs. Task participants to construct the bar graph as directed in Exercise #2. Allow a maximum of ten minutes to complete this activity and then solicit answers to the exercise.

ANSWER SHEET

Exercise #2

Construct a bar graph using the following data:

| Burglary Type	Frequency
Residential	33
Commercial	46
Other	20

-45-
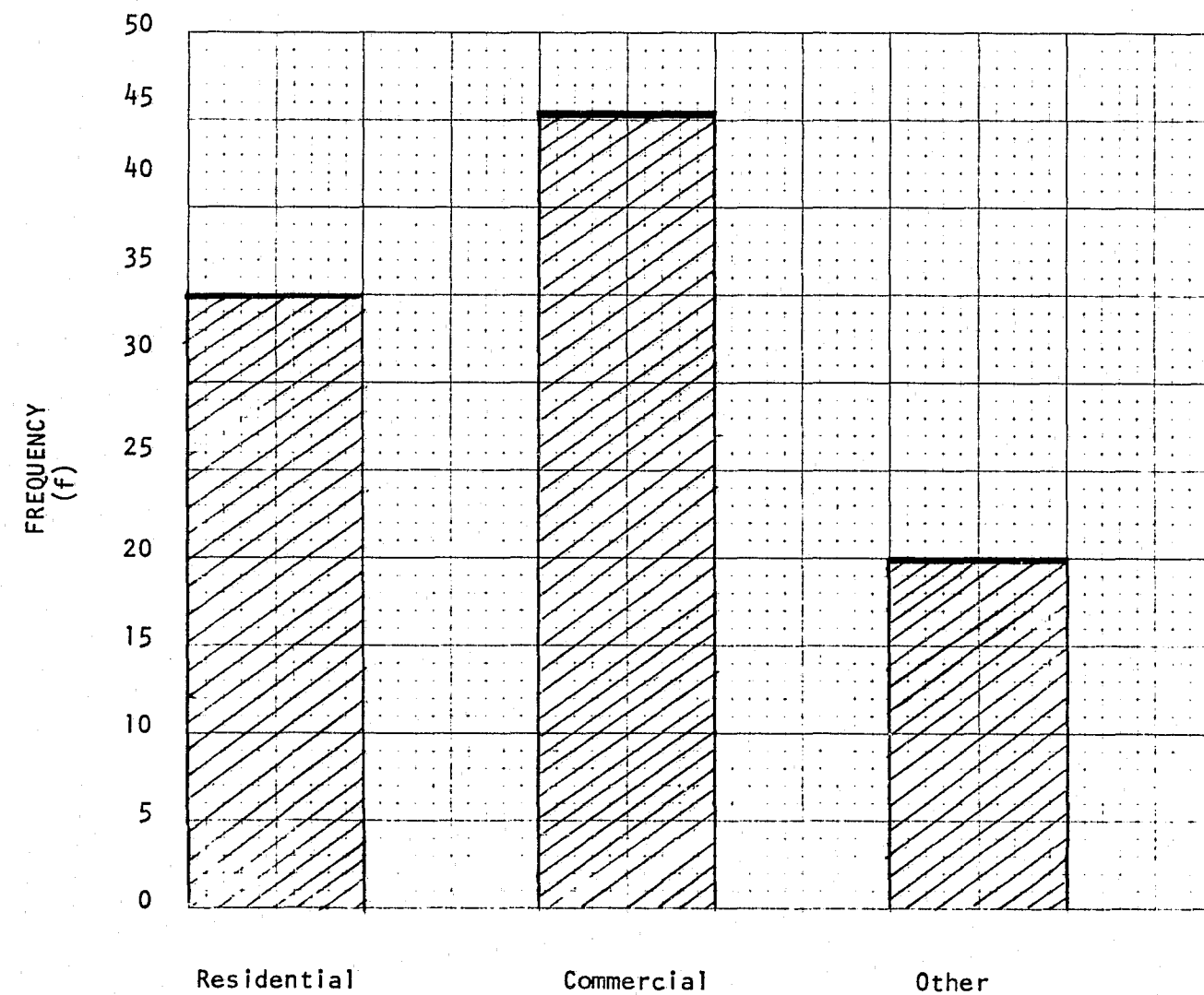
Review the materials on constructing a line graph outlined in Section 3 of the Handout. Task participants to complete the line graph as directed in Exercise #3. Allow a maximum of ten minutes to complete the activity. At the conclusion of the activity period, solicit responses to the questions from participants.

Exercise #3

Construct a line graph using the data below:

Month	Number Reported
January	0
February	4
March	3
April	4
May	3
June	0
July	1
August	2
September	4
October	5
November	6
December	3
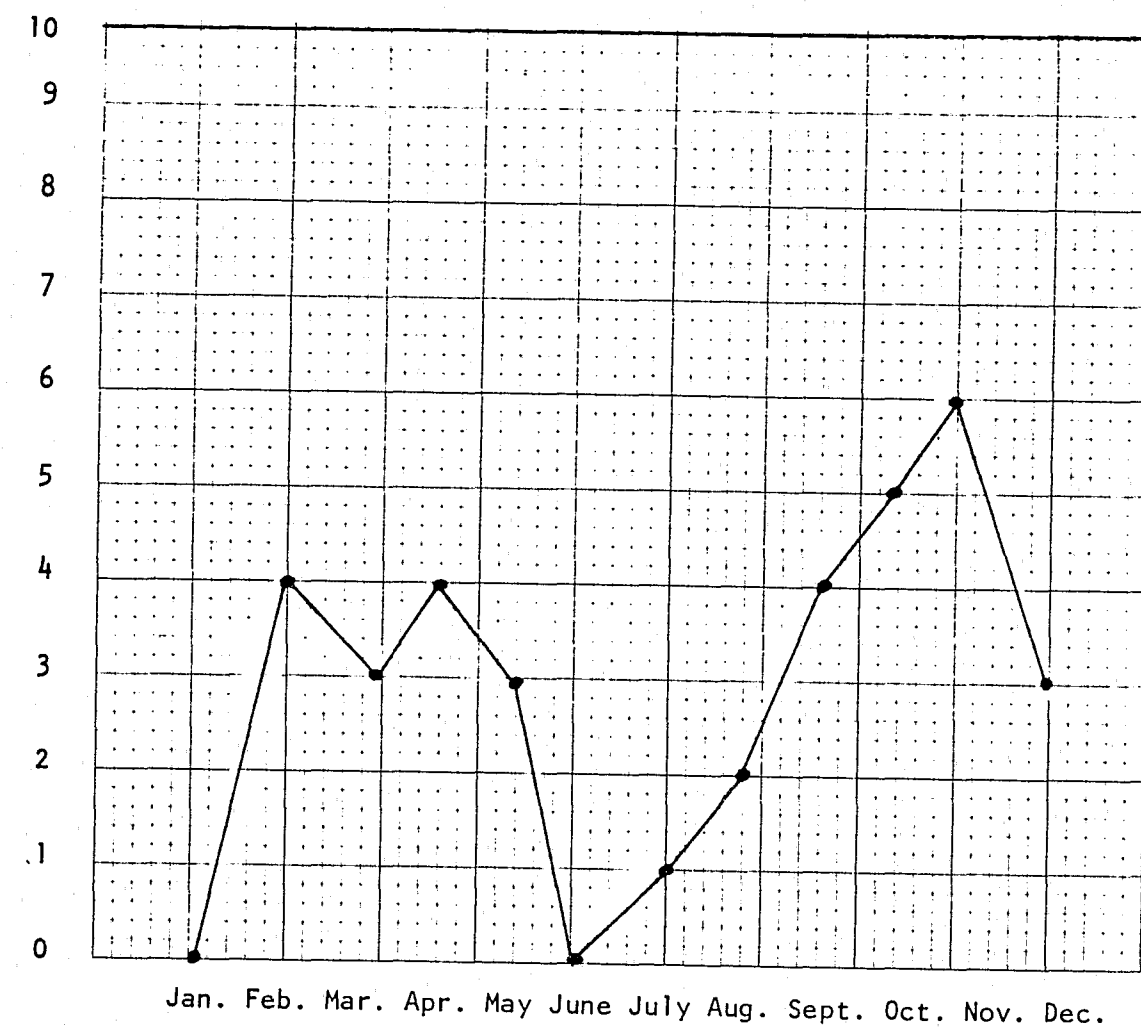
7. (5 min.) Summarize materials in module. Review definitions of
statistical techniques and show Transparency #1. Solicit
questions from participants regarding material presented
in module.

DATA ANALYSIS
TECHNIQUES

RANK   -   THE MAGNITUDE OF
                         A PROPERTY IN
                         RELATIONSHIP TO
                         OTHERS.

AVERAGE   -   A TYPICAL OR USUAL
                         VALUE.

RATE/
RATIO   -   A COMPARISON OF
                         TWO QUANTITIES.

PERCENTAGE -   A PROPORTION OF A
                         QUANTITY.

GRAPH   -   A PICTORIAL DISPLAY
                         OF DATA WHICH MAKES
                         A COMPARISON.

RANKS

A RANK IS A DESCRIPTIVE STATISTIC WHICH REFLECTS THE MAGNITUDE (SIZE) OF A NUMBER AND PLACES THAT NUMBER IN RELATION TO OTHERS.

CRIME ANALYSIS TEXT
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RANKING IS A TECHNIQUE FOR DESCRIBING A GROUP OF NUMBERS. IT IS USEFUL IN COMPARING GROUPS OF DISSIMILAR ITEMS. (E.G., BURGLARIES, ROBBERIES, AUTO THEFTS, ASSAULTS). RANKING PLACES THE DATA IN A LOGICAL SEQUENCE WHICH CAN BE EASILY ILLUSTRATED.

RANKING IS OFTEN USED TO DESCRIBE TYPES OF CRIMES BY WHICH ONE IS REPORTED MORE FREQUENTLY IN A GIVEN AREA, DURING A GIVEN TIME PERIOD, ETC.

DESCRIPTIVE STATISTICS

(RANKS)

A RANK IS A DESCRIPTIVE STATISTIC WHICH REFLECTS THE MAGNITUDE OF AN ITEM AND PLACES THAT ITEM IN RELATION TO OTHERS. IT IS A TECHNIQUE FOR COMPARING UNLIKE CHARACTERISTICS.

CRIME ANALYSIS TEXT
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R A N K S

Sample #1

Rank-order the number of reported burglaries by census tract for the
city during a one year period.

Data Set:

1981

Census Tract Number	Number of Reported Burglaries
A-1	21
A-2	18
A-3	10
A-4	28
A-5	30

To determine the rank order of each census tract by volume of burglary,
first determine which tract has the largest number of reported burglaries -
that tract is then ranked number 1. Utilizing the same techniques repeat
the operation to determine each successive ranking.

Rankings

Census Tract Number	Number of Reported Burglaries
A-5	30
A-4	28
A-1	21
A-2	18
A-3	10

Exercise #1

What is the rank-order of all Part 1 crimes reported in the City
during 1980?

Data Set:

Year - 1980

Part 1 Offenses	Number of Reported Offenses (1980 UCR Data)
1. Murder	16
2. Motor Vehicle Theft	400
3. Burglary	1,540
4. Arson	103
5. Robbery	522
6. Rape	58
7. Assault	844
8. Larceny	1,570

Ranking

Part 1 Offenses	Number Reported
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

DESCRIPTIVE STATISTICS

(AVERAGES)

MEAN   —   THE MEAN IS THE SUM OF ALL VALUES, DIVIDED BY THE NUMBER OF CASES.

MEDIAN —   THE MEDIAN IS THE MIDDLE VALUE OF A DISTRIBUTION; I.E. AN EQUAL NUMBER OF CASES GREATER THAN AND LESS THAN THE MEDIAN.

CRIME ANALYSIS TEXT
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AVERAGES

AN AVERAGE IS A SINGLE FIGURE OR VALUE (I.E., MEAN, MEDIAN) THAT SUMMARIZES OR REPRESENTS THE GENERAL SIGNIFICANCE OF A SET OF DISSIMILAR VALUES.

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THE AVERAGE MAY BE CALCULATED USING ONE OF THE FOLLOWING METHODS:

MEAN   —   THE SUM OF ALL VALUES, DIVIDED BY THE NUMBER OF VALUES.

MEDIAN —   THE MIDDLE VALUE OF A GROUP OF NUMBERS, (I.E., AN EQUAL NUMBER OF CASES, GREATER THAN AND LESS THAN THE MEDIAN).

CRIMINAL JUSTICE ANALYSIS TEXT
LEAA

Sample #1

Calculate the average number of auto thefts per month for the city during a one year period.

Data Set:

1981

Month	Number of Reported Auto Thefts
January	26
February	21
March	5
April	20
May	9
June	11
July	10
August	18
September	13
October	16
November	9
December	12

To determine the MEAN average of auto thefts per month add up (sum) the number of reported thefts for the entire year (170), then divide this figure by the number of months (12).

MEAN = $\frac{170 \text{ (total thefts)}}{12 \text{ (months)}}$ = 14.1 auto thefts per month

To determine the MEDIAN average of auto thefts per month, rank order the values from highest to lowest. The middle value of that ranking is the MEDIAN. If the ranking has an even number of values, then the median is the mean-average of the two values nearest the middle point of the group.

Number of Reported Auto Thefts		Month
1.	26	January
2.	21	February
3.	20	April
4.	18	August
5.	16	October
6.	13	September
7.	12	December
8.	11	June
9.	10	July
10.	9	November/May
11.	9	November/May
12.	5	March

MEDIAN = 12.5 (values 6 and 7)

Exercise #1

The city police department has been involved in an intensive auto theft
reduction program during the past year. The goal of the program was to
reduce the number of reported auto thefts in the city to an average of
ten offenses per month for the one year period just past.

Using the information provided in the sample data set, answer the questions
below:

Sample data set:

Number of Reported Incidents	Month
34	January
16	February
29	March
17	April
6	May
10	June
0	July
8	August
10	September
4	October
3	November
7	December

(Hypothetical data)

1 A. Rank-order the Number of Reported
       Auto Thefts for the Year.

Rank	Number of Auto Thefts	Month
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

1 B. Was the program successful using the "average" number of offenses
       reported per month as a measure of effectiveness?

Mean Average _____

Median Average _____

D E S C R I P T I V E   S T A T I S T I C S

(P E R C E N T A G E S)

A   P E R C E N T A G E   I S   A   D E S C R I P T I V E

S T A T I S T I C   W H I C H   R E P R E S E N T S   A

F R A C T I O N   O F   A   W H O L E   N U M B E R

W I T H   A   D E N O M I N A T O R   O F   1 0 0 .   I T

I S   U S E F U L   I N   D E T E R M I N I N G   C H A N G E

O V E R   T I M E   A N D   C O M P A R I N G   P R O P O R -

T I O N S .

PERCENTAGE

A PERCENTAGE IS A DESCRIPTIVE STATISTIC WHICH REPRESENTS A PART
OF A WHOLE VALUE OR NUMBER BASED UPON 100 PARTS EQUALING THE
WHOLE VALUE OR NUMBER.

PERCENTAGES DESCRIBE CRIME DATA BY ILLUSTRATING WHAT PART OF A
GROUP OF CRIMES OCCURRED DURING A GIVEN TIME PERIOD (I.E.,
PERCENTAGE OF YEARLY ROBBERY TOTAL OCCURRING IN DECEMBER).
PERCENTAGE ALSO ALLOWS FOR COMPARISON OF CRIME OVER A
PERIOD OF TIME (I.E., COMPARING THE NUMBER OF LARCENY OCCURRENCES
IN THE CURRENT YEAR TO THE NUMBER IN A PREVIOUS YEAR).

P E R C E N T A G E S

Sample #1

In our city, 3,000 burglaries took place during 1980, with September accounting for 850. What percent of the total annual burglary figure did the month of September account for?

Step 1:

To determine what percentage of the burglaries occurred in September, the total number of burglaries must be divided into the number for September.

$$850 \div 3,000 = \frac{850}{3,000} = .2833$$

Step 2:

To convert .2833 to a percentage, the figure must be multiplied by 100.

.2833 x 100 = 28.33%

Sample #2

In December 1980 our city reported 389 burglaries compared to 350 burglaries during December 1979. What was the percent change in the 1980 figure?

Step 1:

First, subtract the old figure (350) from the latest figure (389).

389 - 350 = 39

Step 2:

Divide the difference by the old number.

39 ÷ 350 = .1114

Step 3:

Multiply the fraction by 100 to obtain the percentage figure.

.1114 x 100 = 11.14%

An increase of 11.14% over last year.

Exercise #1

Data Set: During 1980, the number of reported residential burglaries in the city is shown below:

Month	Number of Residential Burglaries	%
January	95	
February	102	
March	88	
April	90	
May	73	
June	94	
July	85	
August	75	
September	69	
October	72	
November	64	
December	60	

1A. What percent of the total number of residential burglaries occurred during each month of 1980?

1B. What was the percent change in the residential burglary figures for 1980 in comparison to that of 1979 (1116)?

1 A. What percent of the total number of reported residential burglaries occurred during each month.

Month	Number	%
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

1 B. What was the percent change in the 1980 total burglary figure as compared to the 1979 figure of 1116 residential burglaries.

COMPARATIVE STATISTICS

(RATES/RATIO)

A RATIO IS A DESCRIPTIVE

STATISTIC WHICH COMPARES

TWO QUANTITIES BY DIVIDING

ONE BY THE OTHER.

A RATE IS THE FIXED

RELATIONSHIP (RATIO) BETWEEN

TWO NUMBERS.

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RATE / RATIO

A RATIO IS A STATISTIC WHICH DESCRIBES THE RELATIONSHIP

IN QUANTITY, AMOUNT, OR SIZE BETWEEN TWO OR MORE NUMBERS.

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RATIOS COMPARE TWO QUANTITIES BY DIVIDING ONE (NUMERATOR)

BY THE OTHER (DENOMINATOR). THEY ARE USEFUL WHEN DETERMINING

THE RATE OF A OCCURRENCE FOR A PARTICULAR CRIME IN

RELATIONSHIP TO A GIVEN NUMBER OF OPPORTUNITIES AVAILABLE.

RATES ARE THE FIXED RELATIONSHIP BETWEEN TWO NUMBERS. THEY

ARE FAMILIAR TO LAW ENFORCEMENT WHEN DESCRIBING CRIMES, ARRESTS,

AND CLEARANCES. RATES ARE OFTEN USED AS MEASURES OF EFFICIENCY

IN DESCRIBING HOW WELL AN ACTIVITY IS BEING ACCOMPLISHED.

RATE / RATIO

Sample #1

Calculate the ratio of residential burglary offenses in the
city during a one year period.

Data Set:

The city had 631 residential burglaries reported during the
past year. The total number of residential dwelling structures
in the city is 4417.

In order to calculate the ratio, divide the number of burglaries
in the city 631 by the number of residential structures 4417.

$$\text{Ratio} = \frac{631}{4417} = .14 = \frac{14}{100} = \frac{7}{50} = \frac{1}{7}$$

The ratio is: one in every seven residential structures
in the city was the target of a residential burglary
during the past year.

Sample #2

Compare the rate of residential burglaries in each of the city's
3 patrol zones during the past year.

Data Set:

Patrol Zone	Reported Burglaries	Number of Residential Structures
1	50	250
2	25	400
3	75	500

In order to accurately depict the burglary rates for the 3 patrol
zones, it will be necessary to determine a common base figure for

comparison. If a common base figure is not calculated, the rates for each patrol zone are uncomparable due to the different number of residential structures in each zone. A two step operation is required to complete this problem.

Step 1:

First, determine a suitable base figure for comparison. In this case a base figure of 1000 residential structures is used. Now calculate the multiplier needed to change each patrol zone into the base figure.

Patrol Zone				Multiplier
1	$\frac{1000}{250}$	(base) (structures)	=	4
2	$\frac{1000}{400}$	(base) (structures)	=	2.5
3	$\frac{1000}{500}$	(base) (structures)	=	2

Step 2:

Now, use the multiplier calculated in step #1 to multiply each patrol zone ratio as shown below:

Patrol Zone					
1	$\frac{50}{250}$	x 4	=	$\frac{200}{1000}$	
2	$\frac{25}{400}$	x 2.5	=	$\frac{62}{1000}$	RATE PER 1000
3	$\frac{75}{500}$	x 2	=	$\frac{150}{1000}$	

Each patrol zone may now be compared since all the rates have been calculated on a common base figure.

Using the data set below, calculate the responses necessary to answer the questions.

Data Set:

Patrol Zone	Number of Auto Thefts	Number of Drivers
1	2,500	25,000
2	6,000	48,000
3	600	15,000
4	1,650	33,000

Exercise #1 A.

What is the relationship (ratio) of the number of auto thefts and the number of licensed drivers in each of the city's patrol zones?

Patrol Zone	Ratio
1	
2	
3	
4	

B. Calculate the rates of occurrence of auto theft for each patrol zone using the standard base denominator of 100,000 drivers. Note highest and lowest zone.

Patrol Zone	Rate per 100,000
1	
2	
3	
4	

D E S C R I P T I V E   S T A T I S T I C S

(G R A P H I C S)

A   GRAPH   IS   A   TECHNIQUE
FOR   DISPLAYING   DATA   THAT
ILLUSTRATES   THE   OVERALL
VIEW   AND   OMITS   MINOR
DETAILS.

CRIME ANALYSIS TEXT
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G R A P H I C A L   D I S P L A Y S

GRAPHICS ARE A METHOD OF DISPLAYING DATA THAT ILLUSTRATES
THE OVERALL VIEW AND OMITS MINOR DETAILS.

CRIME ANALYSIS TEXT
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GRAPHIC DISPLAYS CAN CONVEY ENORMOUS AMOUNTS OF DATA IN VERY
COMPACT FORM. THEY ARE OFTEN USED TO DISPLAY INFORMATION
WHEN A LIST OR TABLE OF DATA WOULD BE CONFUSING OR
UNMANGEABLE.

COMMON FORMS OF GRAPHIC PRESENTATIONS INCLUDE:

PIE CHARTS
BAR CHARTS
LINE GRAPHS

1. PIE CHARTS

   The pie chart is a pictorial display of information illustrated
   on a circular (pie shaped) chart to describe the distribution
   of a group of items. The data categories are illustrated in
   the wedges of the pie proportional of their actual percentage
   of the total group.

Target Crimes	Number	%	Degrees
Burglary	121	27	97
Auto Theft	49	11	40
Larceny	224	51	183
Robbery	47	11	40
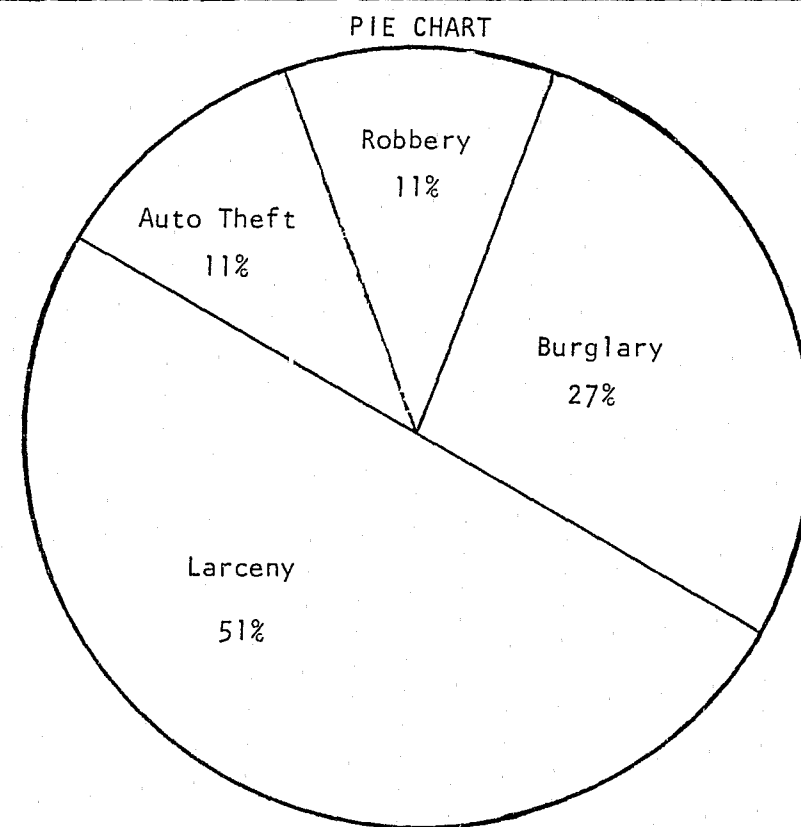
PIE CHART

Exercise #1

Type of Burglary	Frequency	Percent	Degrees
Residential	8		
Commercial	6		
Other	1		

Source: Hypothetical Data

+   Construct a Pie Chart.
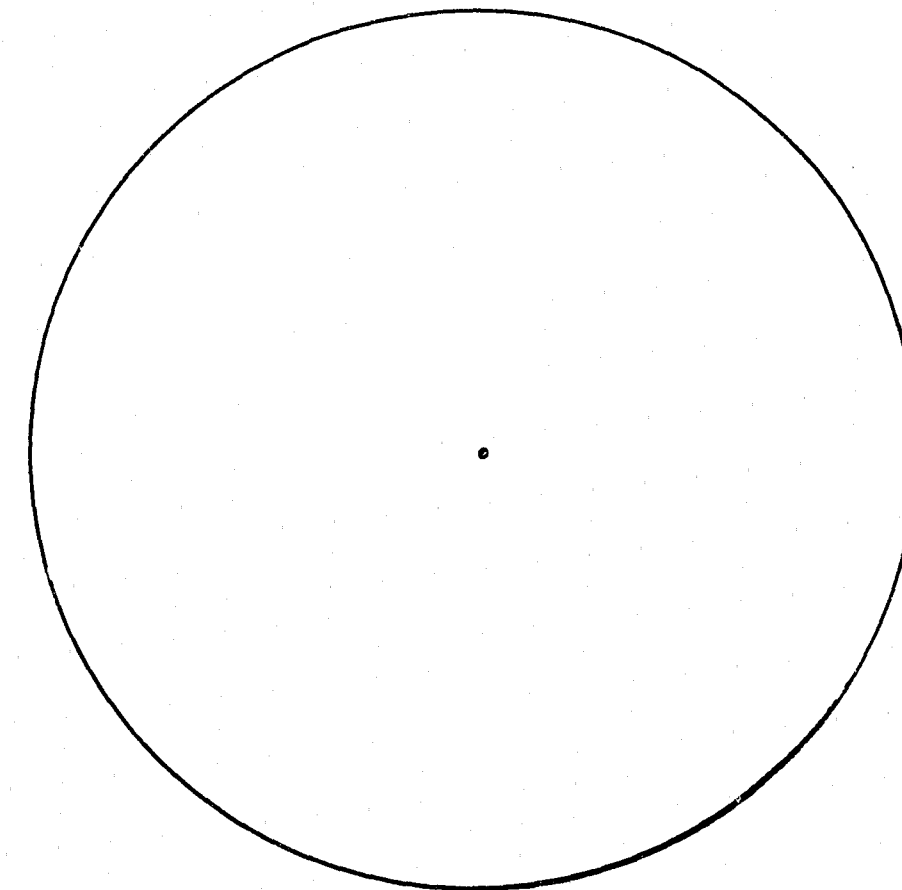
2. BAR GRAPHS

Bar Graphs illustrate data by showing the frequency of occurrence on the vertical side. The horizontal side depicts the different data categories being observed.
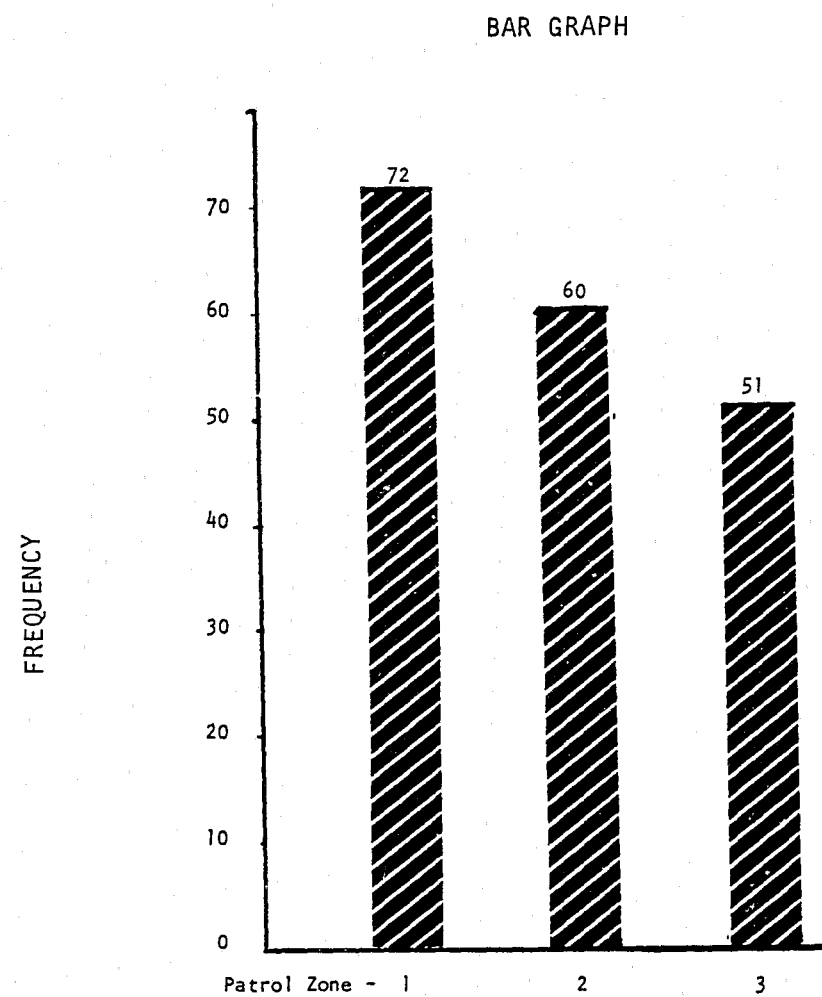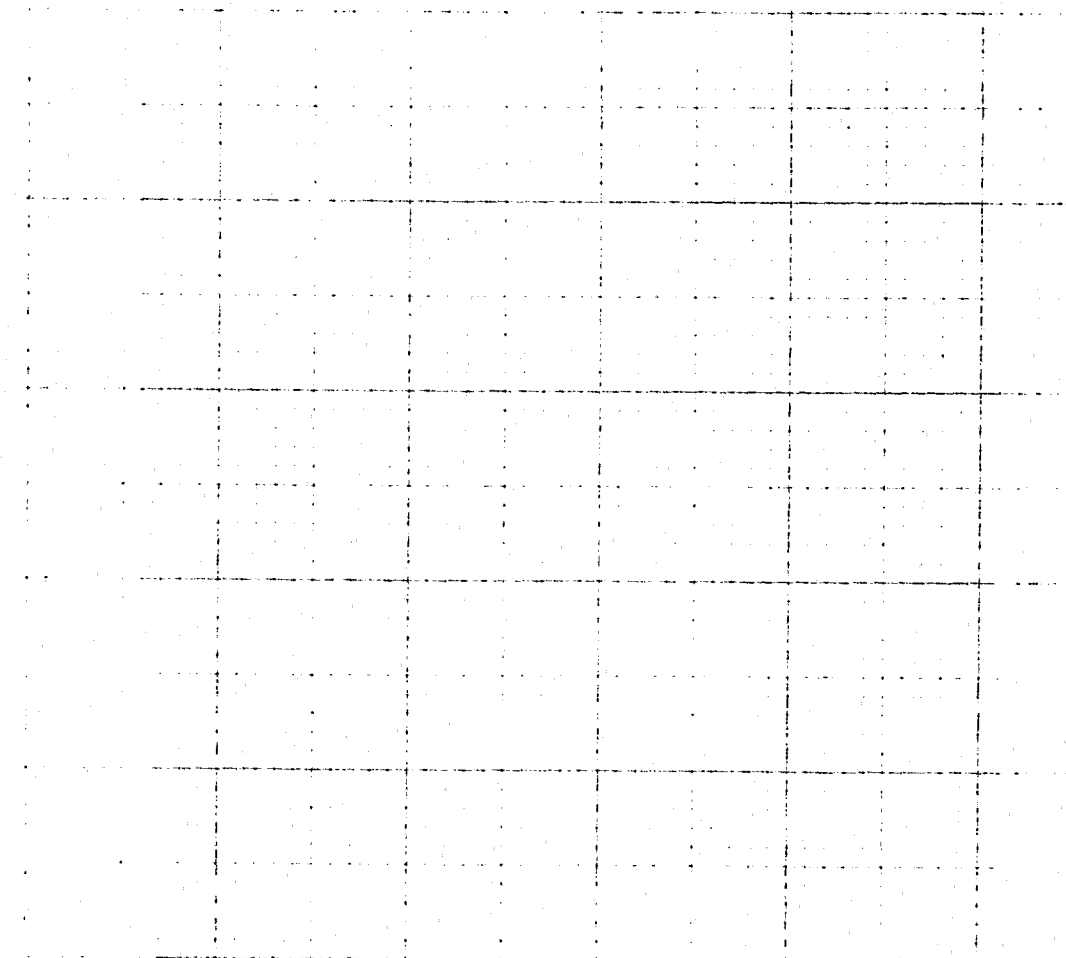
BAR GRAPH

Frequency of residential burglary reports for Patrol Zones during 1980.

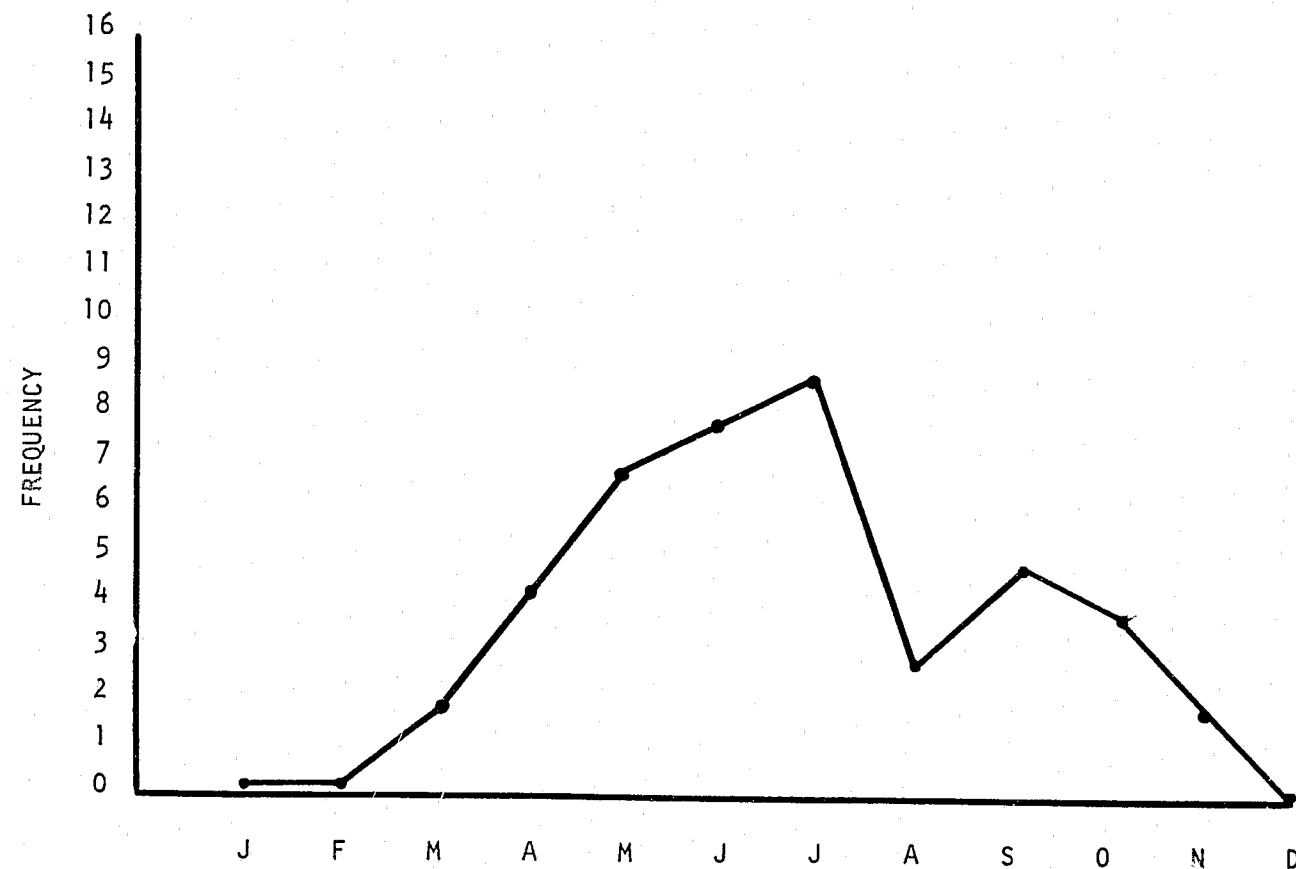Exercise #2

Construct a bar graph using the following data:

Burglary Type	Frequency
Residential	33
Commercial	46
Other	20

3. LINE GRAPHS

Line graphs illustrate data in a similar format to bar graphs.
They allow the user to connect the data points by line to
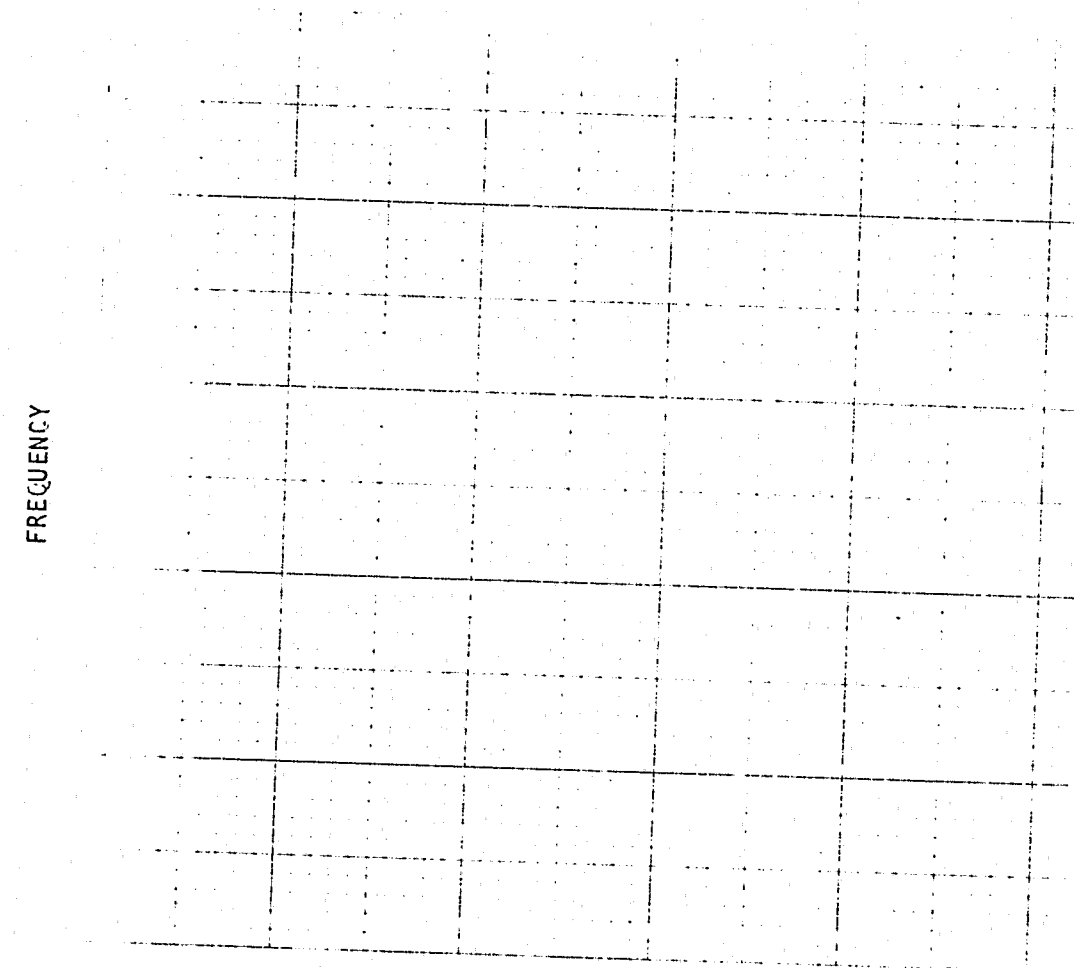permit a visual comparison of information.

Frequency of Commercial Burglary Reports during 1980

Exercise #3

Construct a line graph using the data below:

BURGLARY

Month	Number Reported
January	0
February	4
March	3
April	4
May	3
June	0
July	1
August	2
September	4
October	5
November	6
December	3

MODULE: #7   Community Profile

TIME REQUIRED: 30 minutes

OBJECTIVES: At the end of this session participants will be:

1. Able to define the concept of community and understand its
    relation to crime prevention program planning.

2. Aware of the key elements which make up a "Healthy Community".

3. Able to understand the development and future utilization of
    the "Community Profile Report Form".

TECHNIQUE:

This module should serve as a connector between the crime analysis
activities previously conducted and the need to target and organize
which will follow. By defining community and by discussing the
"Community Profile Report Form", the instructor will provide meaning
to future activities.

MATERIALS REQUIRED:

Transparencies (4)
Overhead Projector and Screen
Blackboard, Chalk, Eraser
Handouts (2)
Instructor Guide - "Seeking the Good Community"

LESSON PLAN:

1. (10 min.)   Introduce this segment of the training course by explaining
                to the class that crime analysis data collection is done for
                the purpose of understanding the crime problem of the
                particular geographic area (city, borough, township) and
                preparing for "targeting" activities in a specific segment
                of that "community". It is important to understand what we
                mean by community so that a viable connection can be made as
                to how the two relate.

                Ask the class how they define community. As responses are
                given, jot down some of the key words on the blackboard.
                Project Transparency #1, "WHAT IS A COMMUNITY?", in order to
                set a clear understanding of what we will be talking about.
                Using Transparency #2, "WHY COMMUNITY INVOLVEMENT IN CRIME
                PREVENTION?", point out the integral relationship between
                citizen involvement and the criminal justice system and the
                responsibility of the community to get involved.

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LESSON PLAN (cont.)

2. (10 min.)   Using Transparency #3, "HEALTHY COMMUNITY - KEY ELEMENTS",
                and the Instructor's Guide lead the group in discussion
                by pointing out each characteristic which makes up a
                "healthy community". An understanding of these elements
                and an awareness of whether or not they exist will be
                helpful in analyzing our crime statistics and in determining
                our ability to "target" on a particular segment of our
                community. Distribute Handout #1, "Seeking The Good Community".

3. (10 min.)   Distribute Handout #2, "Community Profile Report Form".
                Explain that research and completion of this form will
                provide perspective for the crime prevention officer and
                other interested individuals (advisory board members,
                municipal officials, etc.) and will provide a frame of
                reference from which future targeting and program develop-
                ment can take place. Project Transparency #4 and review
                some of the filled-in figures.

                Complete this training module by making class participants
                aware of the fact that a "Community Profile Report Form"
                can be completed for the entire community and also for the
                "target" area selected through implementation of the
                techniques about to be discussed in the next module.

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WHAT IS A COMMUNITY?

A BODY OF INDIVIDUALS ORGANIZED
INTO A UNIT OR MANIFESTING,
USUALLY WITH AWARENESS, SOME
UNIFYING TRAIT.

PEOPLE LIVING IN A PARTICULAR
PLACE OR REGION AND USUALLY
LINKED BY A COMMON INTEREST.

WEBSTER - 3RD INTERNATIONAL

WHY COMMUNITY INVOLVEMENT
IN CRIME PREVENTION?

CITIZENS MUST SHARE THE

RESPONSIBILITY FOR PREVENTION

OF CRIME--LAW ENFORCEMENT

AGENCIES, THE COURTS AND

CORRECTIONS CANNOT, AND SHOULD

NOT, HANDLE IT ALONE.

-- SEATTLE 2000 COMMISSION
REPORT
SEPTEMBER 4, 1973

CITIZEN INVOLVEMENT IN CRIME
PREVENTION MUST BE AN INITIAL
STEP IN A LINE OF DEFENSE, NOT
THE LAST.

EFFECTIVE CRIME PREVENTION IS
POSSIBLE ONLY THROUGH BROAD-
BASED COMMUNITY AWARENESS AND
INVOLVEMENT.

INDIVIDUALS MUST WORK WITH THEIR
NEIGHBORS IF CRIME IN THE
NEIGHBORHOOD IS TO BE REDUCED.

COMMUNITY INVOLVEMENT SHOULD
SUPPLEMENT, NOT SUPPLANT, POLICE
ACTIVITIES.

CRIME IN MINNEAPOLIS
PROPOSALS FOR PREVENTION
MAY, 1977

HEALTHY COMMUNITY

KEY ELEMENTS

- SAFETY

- GOODS AND SERVICES

- RELATIONSHIPS THAT
  BIND

- COMMONALITY OF VALUES
  AND GOALS

- WHOLE PERSON PRINCIPLE

- RECOGNIZED PLACE IN
  SOCIAL STRUCTURE

- OPPORTUNITIES

- HOMOGENEITY

COMMUNITY PROFILE REPORT FORM

CENSUS - Date ___1980___

Total population # ___4126___

Population breakdown by age:

0 - 14	# 863	20.9 %
15 - 24	# 746	18.1 %
25 - 34	# 623	15.1 %
35 - 54	# 895	21.7 %
55 +	# 999	24.2 %

Population breakdown by sex:
(15 years and older)

Male	# 1563	47.9 %
Female	# 1700	52.1 %

Population breakdown by marital status:
(15 years and older)

Single	# 1416	43.4 %
Married	# 1847	56.6 %

Population breakdown by employment status:

Employed Adults	# 2154	66 %
Unemployed Adults	# 1109	34 %

CENSUS (Continued)

Population breakdown by income in dollars:

0 - 9,999	682	20.9 %
10,000 - 14,999	2268	69.5 %
15,000 - 24,999	303	9.3 %
25,000 - 49,999	10	.3 %
50,000 - +	-0-	-0- %

Population breakdown by race:

White	# 3701	89.7 %
Hispanic	# ___	___ %
Oriental	# ___	___ %
Black	# 363	8.8 %
Other	# 62	1.5 %

LAND USE

Total structures in target area ___1775___

Single family dwelling structures	1235	69.6 %
Multi-family dwelling structures	540	30.4 %
Business structure (commercial	53	3.0 %
Building Code Violations	89	5.0 %
Abandoned Buildings	36	2.0 %
Population Density	260	N/A %
Incidence of Fires	4	.2 %

SEEKING THE GOOD COMMUNITY

Coauthors

Mary Jo Steiner
G. Howard Phillips

Acknowledgements

INTRODUCTION

Did you ever stop to think about what makes your community a **"good"** place to live? On the other hand, it may be you don't think you live in a **"good"** community. If you don't think so, what is it about the community you don't like? Is it the people, the traffic and congestion, the housing, the services, a combination — *what is it?*

To answer these questions, one must have criteria or an ideal of what comprises a "good" community. You are not likely to criticize what is, unless you think something better is possible. Thus, most everyone has an ideal community in mind that would theoretically be a "good" place to live.

Most people seldom talk or write about the **"good"** community because it seems too abstract. Community is often viewed as a location, a set of services, or a complex of buildings. Few authors tackle the more complicated version of the community — that is, what makes it a **"good"** place to live. Doxiades, Goodman, Haworth, and Warren are exceptions who have examined the more subjective aspects of the **"good"** community. We shall return to some of their ideas.

It is likely everybody wants to live in a **"good"** community. It appears they always have. The desire and efforts of people to control and improve their living conditions have a long history. The community, in a historical context, was synonymous with the family or tribe. Before the Industrial Revolution, most people were living in small villages or towns where there was a general consensus of beliefs, moral values, and behavior. Social groups and individuals shared a way of life and were in general agreement on what constituted good and evil. Alienation and personal estrangement, which many in modern society encounter, were not common occurences. Today, these topics are frequently discussed and many proposals are being developed to assist people in their quest for the **"good life."** The **"good"** community is an integral part of this search.

Crime, alienation, fear, and dissatisfaction are only some of the symptoms of undesirable community life which cause concern, and in some instances, become the motivating forces for seeking ways to improve communities. It is one thing to examine the negative aspects of a community, but, it is equally important to consider the factors which promote cooperativeness and a spirit of helpfulness to others in the community. It is easier, in both cases, to see the effect of these factors than it is to understand the development and consequences of them. Vivrett notes in an article concerned with planning:

> "Today, you and I may not know that we can build a wholly ideal community, one that can reconcile the cleavages of class, race, age, and style of life of the multitude that comprises the American people. But, we must believe that it is possible." (1971: 260.)

This view of what is possible, whether realistic or not, is positive in the belief that the **"good"** community should be strongly sought.

KEY ELEMENTS OF THE "GOOD" COMMUNITY

Because the **"good"** community is an ideal, there is no such community in existence. But the **"good"** community serves as a standard, a guideline, or as a goal to be achieved. It allows people in each community to use their imagination to conceive their own ideal community, to be sought by their own efforts. Using imagination to consider the **"good"** community frees one to examine and possibly arrive at a set of traits or features that characterize the **"good"** community. It would seem logical that if a community is to achieve goodness, it must reform itself so that these traits are present. It is not possible to specify the exact manner in which the traits must appear for a particular community to take on goodness. This can be done only by local residents, perhaps with the aid of specialists, making a detailed study of conditions in that particular community. It is likely conditions in any given community will be sufficiently unique for the sense of community to take a different form than it takes in any other place (Haworth, 1972:21). Nine key elements of the **"good"** community identified by practitioners, scholars and researchers are discussed:

Safety

The first key element of the **"good"** community is that *it must be a safe place to live.* Suttles identified this principle when he noted: "Understandably, people want to live in a "good area" where they feel reasonably safe. . ." (1972:234).

Safety is always relative. No place is absolutely safe. Tornadoes and earthquakes can, without warning, devastate an entire community. Terrorists have descended upon an unsuspecting community and paralyzed it. People generally can accept natural disasters religiously, philosophically, or fatalistically. But residents of many communities can and do take precautions by building tornado warning systems, storm shelters, flood walls, or emergency centers. The **"good"** community is a place where responsible persons plan sensible response programs for uncontrollable natural events.

Secondly, residents of the **"good"** community are entitled to be free of unnecessary traffic and other community hazards; to have a safe water supply and clean air to breathe; and a safe place to work. Citizens of most communities have long enjoyed these features and tend to take them for granted. But overcrowding and increased pollution have made a safe physical environment of paramount concern. Most communities can benefit from examining potential hazards.

A third area involves safety from crimes. Data from the *Uniform Crime Reports* note that crimes during the last decade have increased every year. Violent crimes increased sharply, as did property crimes. A growing crime problem reduces the safety of citizens and their property. An indicator of the **"good"** community is a low crime rate.
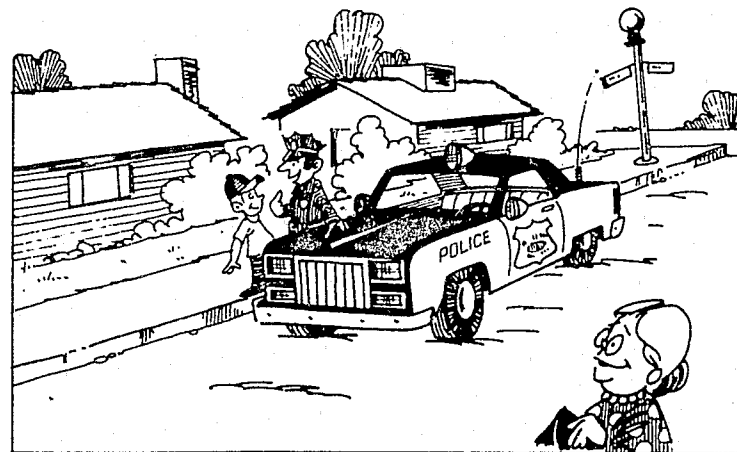
A safe community is the highest priority of a citizenry (Maslow, 80-97). Only when people are trapped or have virtually no other alternatives will they endure an unsafe community. How safe is your community? Do you have a pollution or crime problem? Do you have adequate police and fire protection? Have you taken precautions, where possible, to prevent unwarranted damage from natural causes?

Goods and Services

A second highly important element of the **"good"** community is *that residents must have access to those goods and services necessary to sustain them at a level acceptable to them.* People are first of all biological creatures that must be fed, clothed and housed to sufficient levels to sustain life. Above that, it is choice. But people should have a choice in the **"good"** community. This may lead them to commute for employment or migrate for better services as they individually seek the good life.

Goods and services are of such a varied nature that no attempt will be made to elaborate all possibilities here. Most people know when their water supply is inadequate in quantity if not in quality. The **"good"** community, ideally, would provide all such goods and services in plentiful supply at a price residents could afford. However, realistically, one trades off one advantage for another. Each of us in our own way seeks a balance to these trade-offs. The **"good"** community offers as many options as possible.

Relationships That Bind Citizens Together

The real community is not the streets, the buildings or city hall — it's people interacting or relating. Physical attributes are important, but they do not make a **"good"** community. Residents of an area having satisfactory relationships make a community **"good."** It is not only important that individuals live in close proximity to one another but that the life of each implicates the lives of others. The interrelationships that bind the inhabitants together are substantial facts with which all must contend.

Interrelationships can be positive or they can be negative. They can also be minimal or absent. Harvey W. Zorbaugh illustrated the lack of interrelationships in a Chicago neighborhood where an individual does not know his neighbor, where he is anonymous, and where there is the greatest freedom from curious neighbors. Along with this, there was the highest suicide rate of any area in the city. People didn't care enough to talk about each other or to care if neighbors were sick or in need (Warren, 1975:6). It is impossible to have one's life interrelated with that of every person — even when living in a small village. It may not even be desirable in some cases. However, the **"good"** community provides all citizens the opportunity to have as many sharing experiences as they desire.

Federico Fellini's movie, *Amarcord,* is especially significant in this sense as it depicts interrelatedness in a small Italian village. In the movie one senses the feeling of community as Fellini shows scenes of a remembered boyhood. The joys and sadness associated with school, church, marriage, birth, and death are shared by everyone in the community. It is these kinds of interrelationships that one uses as a criteria to evaluate his or her community.

Henri Mendras states that industrial societies are seeking civilization for which they have not as yet found a firm framework of moral and social values, or definite forms of social life. This may be why traditional peasant values, ways of life, and social institutions in rural communities still appeal so strongly to emotion and remain so strikingly evocative in today's world (1971:220). The key element of the **"good"** community to be identified in this discussion is that *the relationships of residents must be of the character that bind people together.*

Interrelatedness simply means caring or concern for what happens to other people in the community. Terms such as cohesiveness, gemeinschaft, solidarity and folks society are examples used in the literature that has kinship to this idea of a caring relationship. What are these relationships? How are they expressed in a typical community? Patterns that tend to emphasize similarity of purpose generally promote interrelatedness. In a rural community, often the occupation of farming tends to bind people together. Likewise, a dominant

religious or ethnic identity provides the common thread. Community projects, such as a community swimming pool built by citizens' contributions and participation, is another way people are often pulled together. The point is — those things that cause people to be concerned with each other's well-being help to build cohesion in a group.

Commonality of Values and Goals

Another aspect of behavior that bind people together are holding similar values and seeking common goals.

The most obvious and easily identified examples of communities with common values which provide a close bond for people are the religious communities. For example, the Hutterite communities which are now found in several Western states and in Alberta and Saskatchewan in Canada, still reflect the original pattern of social organization developed by one of the founders of the sect, Jacob Hutter. The basis of the original communities were pacifism, adult baptism, communal sharing of goods and property, and exclusiveness. The common religious beliefs, which include the belief in self-help and therefore the limitation of contact in and involvement in the world, have led to the communities being physically isolated from the surrounding settlements and society but equally important, socially isolated. The Hutterites also believe that the perfect society can be established now if the correct principles are employed. These principles stress the denial of individual accumulations of wealth. The communal holding of property and wealth in the manner of the early Christian disciples is the only form of ownership permitted. The stability and continuity of this communal organization are a product of the religious ideology and the pattern of life isolating them from the changes taking place in the rest of the world. The Hutterite communities have been increasing in number for over four hundred years (Thomas, 1976:116-117).

The view that the residents of the **"good"** community must have a commonality that binds them together is a widely held view. Haworth states that there is no sense of community unless people join together in valuing something. "The common value that unites them may be a goal they all consider worth achieving, so that each by noticing the identity of his objective with that of others, develops a kinship with them" (1972:19:20).

An example of one community unified by a goal or common value is given by Poston in his article, "Creating the Ideal Community" (1972:21-26). He described the rural community of Winlock, Washington and its efforts to look at all aspects of the community's total make-up. A series of meetings were held to take an attitude survey on "What Makes Winlock Tick?" Citizens gave answers to pointed questions concerning their innermost thoughts about their local problems. Within a few weeks virtually all the residents became absorbed in the development effort as the public discussions spread through the community and became the most important topic of local conversation. In this process, the people of Winlock taught themselves about local problems and learned about their common values.

The first project they chose was that of cleaning up the cemetery. For many years, one of the local organizations had called for a cemetery clean-up day, but each year only a few people participated. This had become a symbol of defeat. An elaborate proposal for cleaning and landscaping the cemetery was presented to the community and adopted unanimously with a date set for the action to begin. At 7:00 a.m. on the specified date the people started to come and within two hours, more than 500 men, women, and children of all social groups were involved with the project. The cemetery was hallowed ground, and in it there was a vivid connection between the past, present, and future of their community. What they had done was far more than clean up a cemetery — they had transformed a symbol of defeat into a symbol of victory. Other projects were planned and implemented. Within less than a year after the cemetery clean-up was accomplished, the community brought in a new manufacturing plant with more than a hundred jobs and an annual payroll of one million dollars. This plant was the first in a series of new plants the community acquired to create still more jobs. The residents learned that all aspects of community life are interdependent, and they got action on every front — new community facilities, school improvements, recreational programs, adult

education, expanded retail trade, the passage of bond issues to meet long neglected needs, and a long list of other projects in which the whole community worked with a oneness that inspired many other communities.

Residents of the small rural village of Pandora, Ohio have held an annual fall festival for many years. It is an annual fund raising event for improving outdoor recreation facilities in the community. Not only do all the residents in the area benefit by improved recreation facilities but they gain in the feelings of kinship associated with reaching their goals. Recently, another goal was set by local leaders — that of raising funds for a small medical center. Individuals donated antiques, quilts, baked goods, and other prized personal possessions to be auctioned off to the highest bidder. Over $15,000 was raised during the first auction, and stimulated the citizens to continue their efforts (The Pandora Times: 1).

The essence of these examples are summarized by Haworth when he notes: "It is indispensable to the community that its members have a common value, a common regard for something, and this regard is a mental act in the life of each, an affair of his consciousness. But the community that results from the sharing of a value is visible. The sharing itself is overt and public. A community, as a community, may be seen. The fact of community makes a difference to the world, not merely to the minds of people" (1972:25).

The key element in this discussion may be generalized: *Residents of the "good" community must have a commonality that binds them together.*

Whole Person Principle

Haworth suggests some people view a community very superficially and see the human settlement as merely a band of people who chanced to settle down together in one place. When this happens we see concern mainly for providing the inhabitants with various amenities — housing, educational and recreational facilities, open spaces, or eradicating various objectional facilities, as congested streets, slums, or areas of blight. These are important. But looking in greater depth, a person can identify underlying forces in a human settlement that nurtures the blight or the congestion. These forces stem from flaws in the social structure of the settlement. "When a settlement is regarded only as a geographical fact, not as a social fact, there usually is a preoccupation with the symptoms of problems whose causes are not even sought" (1972:14).

Warren addresses this element in a slightly different way. He discusses the importance of primary relationships. There is a sense of community in a group of people who know one another well. "Knowing well" means the full patterns of functional social relationships which people may have with one another. We must know the shopkeeper or teacher not only as such, but also as persons — whether or not they pay their debts, are responsible for their children, or what they think of the school system (1975:4). Perhaps this is summarized by stating that people should know each other personally and should deal with each other as whole persons. Social relationships can then be fulfilling to individuals in a community.

Warren believes that the development of encounter groups, sensitivity training groups, and related groups are attempts to overcome the impersonality of human contacts in industrial societies which are in the more advanced stages of the "great change." Recently, many communal groups have been formed basically to develop "authentic" social relationships. It is important to note that they are deliberate attempts to restructure the totality of community living, obviously involving a radical rejection of the various aspects of the highly developed society.

The key element to be identified here is the "whole person relationship." Stated as a generalization, in the "good" community, *people are treated as "whole persons."* This key element is akin to the principle of interrelatedness. However, one might interrelate in several ways with his community but still be treated as a fragmented person. The "whole person" principle is almost at the other end of the continuum from the fragmentation that often occurs in the anonomity of large city environments.

Predictability

Predictability of life in a settlement may be taken for granted by many people, but it is an important principle of the **"good"** community. Predictability is a product of familiarity. Most of us prefer to be aware of and understand emotionally the scheme of life in our community. We have only to experience strange vehicles or unusual noises and we gain some appreciation of the fact that most of us like to understand what's happening and its relationship to us. It was simpler in earlier times to know what was happening. Village as well as personal affairs were predictable. Each person's daily routine would bring him into contact with most of the village's affairs. Few persons engaged in ventures in which he himself was not habitually engaged. Little in the settlement was hidden from him. The village became his world — visible and familiar to him — and he could live with a sure sense of his place in it (Haworth, 1972:15).

Change and technology have altered many of the predictable dimensions of our communities. As smaller communities become integrated into a large-scale society, our ethnocentrism (values, beliefs, etc.) declines and our freedom to act unobserved is increased. We lose comfort and emotional security. Some critics of the small community contend we also lose the intellectual sterility of smaller places. Regardless of any intellectual gain or loss, the level of anxiety rises. This anxiety is to a large degree a product of not being able to predict many aspects of one's daily life.

Minar and Greer feel in this crisis of unpredictability, there is promise of community, and there is a threat to its loss. The promise is our communication systems make possible a kind of unity over great territories and our educational systems make possible a kind of integration among highly differentiated people never known before. The authors feel that we need to invent new styles of community to cope with growing diversity or community can be lost (1969:xi). New ways for people to reduce anxiety must include greater predictability and routine in their lives.

In summary, the principle in this discussion suggests that in the **"good"** community, *most day-to-day relationships must be highly predictable.*

A Recognized Place in the Social Structure

Earlier in history, the extended family was considered to be a settlement and had a great influence on areas which we now consider the affairs of the community such as religion, education, art, politics, and work. Each family member had a definite place and a set of rights and duties that surrounded his birth. Each person was remembered and considered not only in life but after death. The early family and settlements had a strong sense of history. This awareness of history helped individuals to view themselves as constituting a family, which transcended each and all of them (Haworth 1972:13).

Small communities frequently display a homogeneity in patterns of belief, attitude and behavior of its members, but this does not mean that individuals are carbon copies of one another. One notices that there is a pattern of tolerance or perhaps begrudging respect for certain nonconformists whose virtues, flaws, or preferences make them what novelist Sherwood Anderson called local characters. He gives us a picture of a lonely bachelor who had withdrawn from village life, the man who loved to argue, the spinster teacher, the town drunk, and the woman who made it her business to judge everyone's morals. Even though villages seem to insist on a general consensus of political, economic and moral issues, there is still a place for everyone in the social structure (Time-Life Books:43-44).

People have, as a rule, an immense ability to adjust to their earned or assigned place in the community. One's place in the social relationships of the community may be high or low by some criteria — but having a recognized place — to be known for something — is important to everyone. Loneliness is a well known product of a lack of personal recognition in a community.

The key element revealed in this discussion suggests: *In the "good" community, each member has a recognized place within the social structure.*

A community of some 60 years of age has been mentally retarded all his life. But Harold has a place in the community. Everybody knows him and of his condi-

tion. He is self-sufficient in terms of physically caring for himself but has been on welfare all his life. He is mentally unable to hold a regular job. He has the freedom of the community and spends most of his days on the main street of town, greeting people as they pass. Most people accept Harold for who he is and his circumstances. He has a place in the community and people care about him in the sense that his place in the social structure be maintained. Without a community that cared, Harold would be institutionalized. Harold's community has also recently produced a president of a large state University. If you ask him today about Harold, he could talk to you at length about him. The opposite of what is being discussed is anonomity. Anonomity is people not caring what happens to you except in a very generalized way.

Opportunities

The opportunities available to an individual in his community are greatly influenced by religious, political, artistic, educational, industrial, commercial, familial, and recreational institutions in the community. Community life is formed by the activities which these institutions encourage. Each institution has a reason for being — to worship God, to instruct, to govern, to entertain or to amuse. The richness of opportunity for rewarding work, satisfying play, learning, creating, and worshiping is dependent upon the community's institutions. Ebenezer Howard proposed that garden cities be built around a central city in which there would be a university, various museums, churches, libraries, shops of all kinds, parks and playgrounds, theaters, places of amusement, all of which would be genuinely accessible to the individual (1945:45-46). Obviously, the proximity to these enhancing activities are limited by population density. However, the advent of superhighways, fast automobiles, telephones, radio, television, movies, libraries, postal systems and many other such conveniences makes accessibility to the products and services of a modern society available to residents of almost any community. Commuting has become a way of life for many Americans. They choose to live where they wish and commute to employment.

The **"good"** community *provides sufficient opportunities for growth and fulfillment as desired by residents.* The desire of residents will vary according to the culture, the customs and the tastes of a particular locality. It will require rock for some, country music or opera for others, and silence for the remainder. The vast number of different church groups attest to the accessibility of religious opportunity, even in the remotist communities. The **"good"** community is good because people have the opportunity to grow and be fulfilled.

Some local communities have such distinctive opportunities themselves that the lure of the large metropolitan area is lessened. Bethlehem, Pennsylvania is known throughout this country for its annual Bach Festival. The community is involved throughout the year in preparation for the performance of a major musical work during the month of May. Bethlehem has achieved distinction and praise for its efforts in this area. The music festival is valued and supported by a large segment of the community.

Homogeneity

At the beginning of the 20th century, many reformers and planners looked to the suburb as the hope of America and salvation of its cities. Suburban growth exceeded the expectations of planners, community developers, politicians, and others concerned. The 1970 census recorded a total of 76 million suburban residents compared to 64 million urbanites and 63 million people in rural areas. Many Americans are attracted to suburban areas because of their basic anti-urban bias demonstrated by their general hostility to the scale, culture, and life styles of big cities. This is concern with the impersonality that bigness brings. On the other hand, Americans still desire the amenities connected with urban life. With improved transportation, these have become possible for many residents in both suburban and rural areas.

Another lure of the suburbs and rural areas is associated with the fact that most Americans have consistently sought to live in communities with others like themselves. Dolce notes: "While our national image is one of ethnic and cultural diversity, on a community level we have tended to prefer homogeneity.

However, there never have been any general rules on which groups were to be excluded. That depended on the times and the particular suburb under consideration. These attitudes, working in concern, have encouraged Americans to seek communities of likeminded residents within which to raise their families, and an environment as far removed from congested urban centers as their jobs and finances would carry them. The lure of the suburbs, therefore, is an expression of a pervasive anti-urban bias in one of the most highly urbanized nations of the world, and it is an affirmation of the American commitment to homogeneity in the midst of ethnic and cultural diversity" (1976:37-38).

Gans suggests that heterogeneity (age, race and class) has been advocated for at least 4 reasons:

1. It adds variety to an area and thus enriches the lives of residents.

2. It promotes tolerance of social and cultural differences.

3. It provides a broadening educational influence on children.

4. It encourages exposure to alternative ways of life (1967:167).

Records indicate, in the past at least, homogeneity has been most people's free choice. Thus, the merits of this approach will not be discussed except to note Gans recommendations. He suggests that the optimum solution, at least in communities of homeowners who are raising small children, is selective homogeneity at the block level and heterogeneity at the community level. "Whereas a mixture of population types, and especially of rich and poor, is desirable in the community as a whole, heterogeneity on the block will not produce the intended tolerance, but will lead to conflict that is undesirable because it is essentially insoluable and thus becomes chronic" (1967:172). This discussion suggests the following generalization: The **"good"** community *is homogeneous enough to prevent conflict between neighbors, but heterogeneous enough to create some diverstiy.*

SUMMARY

In the foregoing section of this paper, nine key elements of the **"good"** community have been elaborated. They are herein listed.

THE "GOOD" COMMUNITY:

— offers residents a safe place to live.
— offers access to those goods and services necessary to sustain residents at a level acceptable to them.
— must have relationships of the character that bind people together.
— must have a commonality of values and goals that helps residents pull together.
— is a place where people are treated as "whole" persons.
— is a place where the day-to-day relationships among residents are highly predictable.
— has a recognized place within the social structure for each member.
— provides sufficient opportunities for growth and fulfillment.
— is homogeneous enough to prevent conflict between neighbors but heterogeneous to create some diversity.

No claim is made as to the inclusiveness or exclusiveness of the key elements of the **"good"** community. What is suggested is that they are among the elements that make a community **"good,"** at least from the residents' point of view.

IMPLICATIONS

Leaders in most communities spend their time wrestling with day-to-day issues such as improving a community's water supply or seeking new industry or scores of other such activities. Often this is done without anyone really asking the question — What is the problem we are trying to solve? Obviously, in

many cases, the problem is apparent. There is insufficient water of undesirable quality to meet the residents needs. But in many cases, the problem isn't so clear-cut. Instead of seeking new industry, perhaps a more logical question would be: What does this community really need to improve the life of local residents? Is it jobs? Is it a park? Is it lower taxes? Or, is it a better evening program for youth and adults in the local schools? What could we do to really improve our collective lives?

The purposes of this paper have been to get people, like yourself, to ask these questions. You very well may be on the right course of action. A few minutes talking to your fellow citizens and thinking about it, will help you to know.

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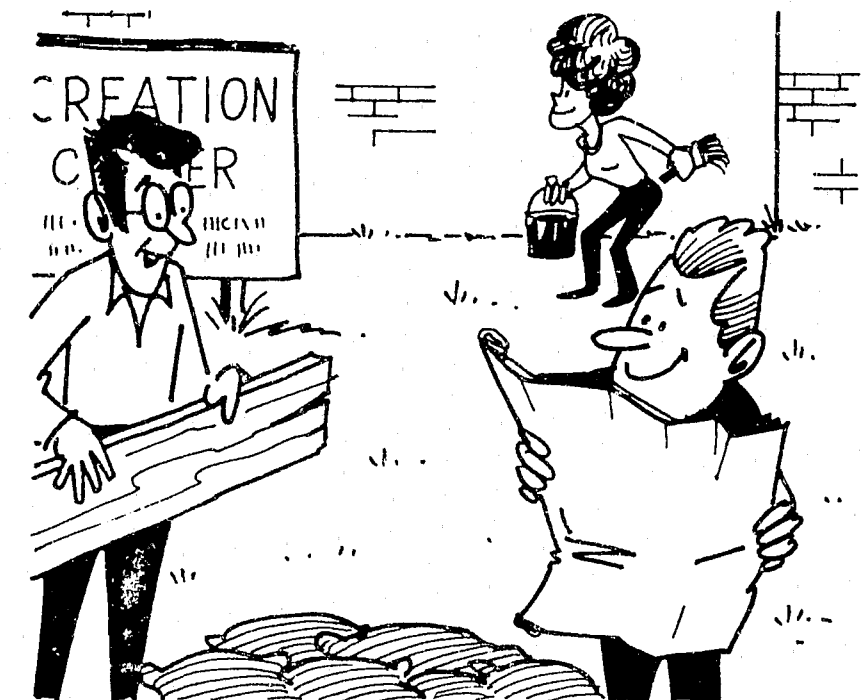
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14

COMMUNITY PROFILE REPORT FORM

CENSUS - Date _____

  Total population # _____

Population breakdown by age:

0 - 14	# _____	_____ %
15 - 24	# _____	_____ %
25 - 34	# _____	_____ %
35 - 54	# _____	_____ %
55 +	# _____	_____ %

Population breakdown by sex:
(15 years and older)

Male	# _____	_____ %
Female	# _____	_____ %

Population breakdown by marital status:
(15 years and older)

Single	# _____	_____ %
Married	# _____	_____ %

Population breakdown by employment status:

Employed Adults	# _____	_____ %
Unemployed Adults	# _____	_____ %

CENSUS (Continued)

Population breakdown by income in dollars:

0 - 9,999	_____	_____ %
10,000 - 14,999	_____	_____ %
15,000 - 24,999	_____	_____ %
25,000 - 49,999	_____	_____ %
50,000 - +	_____	_____ %

Population breakdown by race:

White	#_____	_____ %
Hispanic	#_____	_____ %
Oriental	#_____	_____ %
Black	#_____	_____ %
Other	#_____	_____ %

LAND USE

Total structures	_____	
Single family dwelling structures	_____	_____ %
Multi-family dwelling structures	_____	_____ %
Business structure (commercial	_____	_____ %
Building Code Violations	_____	_____ %
Abandoned Buildings	_____	_____ %
Population Density	_____	_____ %
Incidence of Fires	_____	_____ %

MODULE: #8   Targeting Crime Prevention Programs

TIME REQUIRED: 105 minutes

OBJECTIVES: At the end of this session participants will be able to:

1. Understand the concept of targeting as a primary component to successful crime prevention.

2. Identify 5 criteria for target area selection.

3. Use data to make targeting decisions.

TECHNIQUE:

This module will give participants the parameters for selecting a target site. Through a small group exercise, participants will have the opportunity to analyze crime data using techniques from Module #4 for a hypothetical city. The group would then decide on target sites and appropriate crime prevention programs for those areas.

MATERIALS REQUIRED:

Overhead Projector/Screen
Transparencies (2)
Handouts (2)
Flipchart/Marker

LESSON PLAN:

1. (5 min.) Introduce the session by explaining briefly the objectives of the module.

Show Transparency #1, "TARGETING". Elaborate on the concept of targeting as the selection of a limited geographic area in which strategies are developed to prevent specified crimes within an identified population. Ask participants to name geographic classification they would use such as patrol zones and census tracts. List responses on flipchart. Stress that targeting is utilized in numerous ways in community by other agencies when providing services (i.e. Community Development).

2. (10 min.) Explain the importance of targeting in developing a municipal crime prevention program. Through targeting, a planned crime prevention program will be able to prove a reduction in the targeted crime and will make the best use of resources available. This approach will help gain support for the program by showing effectiveness. Show Transparency #2, "THE CENSUS MAP". Point out that a clearly defined area will be a guide in developing a concentrated, effective program.

Show Transparency #3, "TARGET SELECTION CRITERIA" and explain
the relevance of each item.

. Sufficient crime - Target site should equal or exceed the
  municipal crime rate as an indicator that sufficient crime
  exists to justify the use of resources.

. Start in challenging tract - Where there are several high
  crime areas, choose one that does not have the greatest
  amount of crime. This will give staff an opportunity to
  gain experience in managing a program before moving into the
  higher crime location.

. Look for receptive community - In selecting a site, consideration
  should be given to existing, supportive community organizations.

. Use city map to define boundaries - Further, define boundaries
  and land use in writing.

. Keep site within manageable bounds - Avoid the temptation to
  try to cover too large an area; particularly in the first
  project. This will require a careful assessment of the
  resources required to achieve project goals.

Review guidelines covered by soliciting comments from class on
results of planned targeted program as compared to a general,
non-focused program.

3. (5 min.) Introduce the targeting exercise. Explain that it is designed
to provide practice in:

- Using analysis techniques learned in previous module,
  (i.e., ranking, percentages, and ratios).

- Using the criteria for site selection.

- Group decision making for crime prevention programming.

- Presentation of the group recommendation.

Divide participants into groups of four. Hand out the Crime
Analysis Form, Handout #1, and the targeting exercise, Handout #2.
Review the "Police Department Crime Analysis Report Form"
(Handout #1). Ask that the first page, "Crime Type Summary"
be completed using the figures on the data sheets (Handout #2).
Explain that the analysis sheets for the Chronological Summary
and Victim Summary will be useful in doing analysis. Stress
the importance of collecting victim information as this can
effect the strategies used to prevent further victimization.
Show the transparencies of the completed forms, Transparency #4,
pages 1, 2 and 3.

Introduce the targeting exercise and review the classification
of data provided.

- Determine which data is relevant for identifying
  target area.

- Analyze that data; only deal with figures. Do not
  make assumptions. Compute crime rate of both
  target area and total for city.

- Choose target crime or crimes; Keep in mind which
  crimes you can impact upon.

- Select the neighborhood or neighborhoods; limit
  the size of the target area. Better to start with
  small area.

- Present the findings and recommendations to the
  entire group; do at least one graphic to illustrate
  your findings.

Post this list on flipchart.

4. (40 min.) Small groups will work on targeting exercise, Crime Prevention
in Our City. Check with each group to make sure the directions
are clear on what they are expected to accomplish.

5. (45 min.) Have each group present their findings and recommendations on
where crime prevention programs should be initiated in Our
City and what crime problems they should address. Encourage
the participants to question the presenting group on the
rationale on their use of the data to support recommendations.

TARGETING

CRIME

GEOGRAPHIC AREA

POPULATION

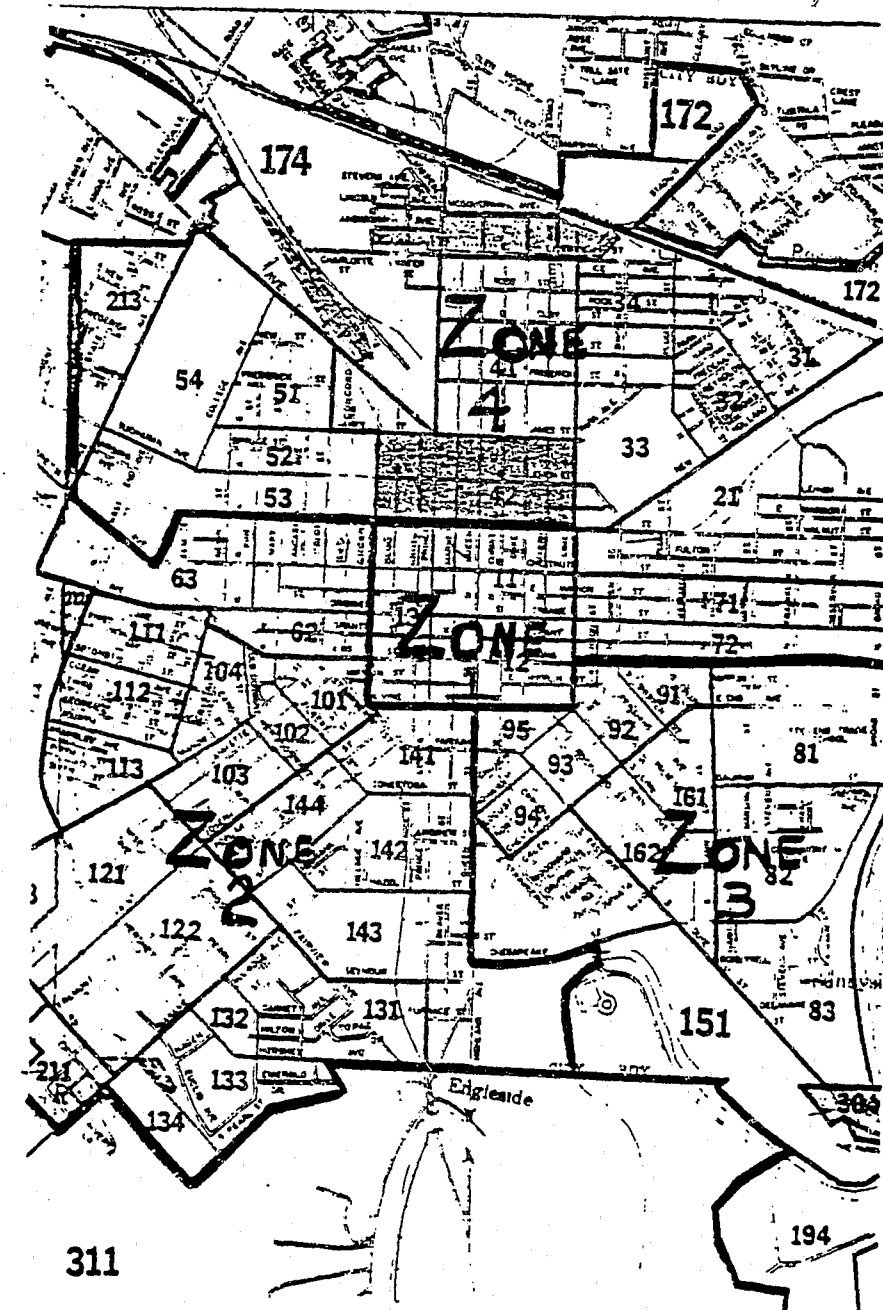MUNICIPAL CRIME PREVENTION PROGRAM

CENSUS MAP

GRIDED TOWNSHIP MAP
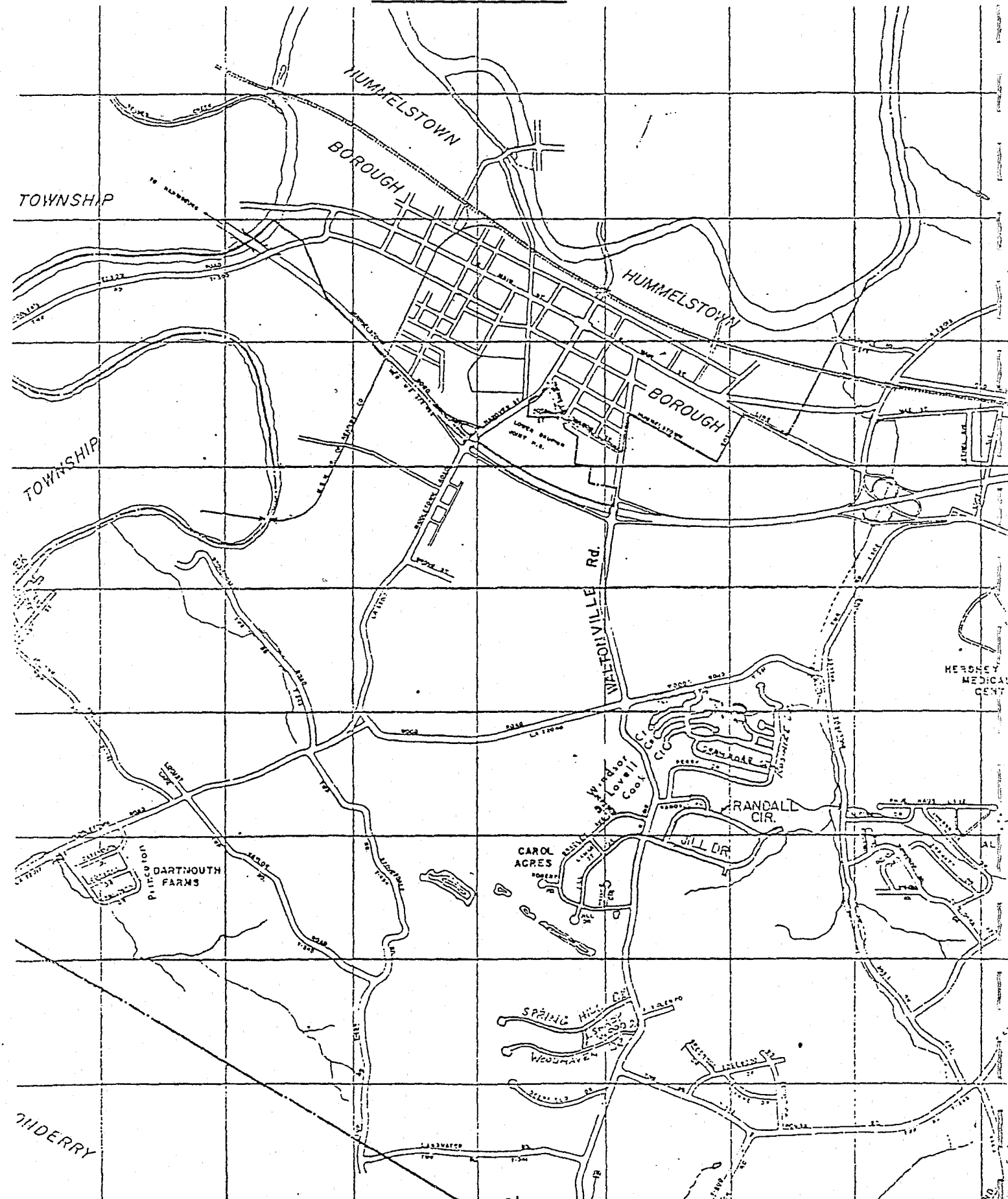
TARGET SELECTION CRITERIA

. SUFFICIENT CRIME

. START IN CHALLENGING TRACT

. LOOK FOR RECEPTIVE COMMUNITY

. USE CITY MAP TO DEFINE BOUNDARIES

. KEEP SITE WITHIN MANAGEABLE BOUNDS

P O L I C E   D E P A R T M E N T

C R I M E   A N A L Y S I S   R E P O R T   F O R M

R E P O R T   P E R I O D _____

CRIME TYPE SUMMARY

BURGLARY _____ #   _____ % OF ALL PART 1 CRIMES

   RESIDENTIAL _____ #   _____ %

   COMMERCIAL _____ #   _____ %

ROBBERY _____ #   _____ % OF ALL PART 1 CRIMES

   ARMED _____ #   _____ %

   STRONG-ARM _____ #   _____ %

LARCENY _____ #   _____ % OF ALL PART 1 CRIMES

AUTO THEFT _____ #   _____ % OF ALL PART 1 CRIMES

   AUTO _____ #   _____ %

   COMMERCIAL _____ #   _____ %

   MOTORCYCLE _____ #   _____ %

CHRONOLOGICAL SUMMARY

DAY OF WEEK:			MONTH OF YEAR:		
SUNDAY	_____	_____ %	JANUARY	_____	_____ %
MONDAY	_____	_____ %	FEBRUARY	_____	_____ %
TUESDAY	_____	_____ %	MARCH	_____	_____ %
WEDNESDAY	_____	_____ %	APRIL	_____	_____ %
THURSDAY	_____	_____ %	MAY	_____	_____ %
FRIDAY	_____	_____ %	JUNE	_____	_____ %
SATURDAY	_____	_____ %	JULY	_____	_____ %
			AUGUST	_____	_____ %
TOTALS	_____	_____ %	SEPTEMBER	_____	_____ %
			OCTOBER	_____	_____ %
			NOVEMBER	_____	_____ %
			DECEMBER	_____	_____ %

TIME OF DAY:

MIDNIGHT TO 8:00 A.M.	_____	_____ %			
8:00 - 4:00 P.M.	_____	_____ %	TOTALS	_____	_____ %
4:00 - 12:00 P.M.	_____	_____ %			
UNKNOWN	_____	_____ %			
TOTALS	_____	_____ %			

COMPLETE ONE COPY OF THIS FORM FOR EACH CRIME TYPE BEING ANALYZED.

VICTIM SUMMARY

AGE OF VICTIM

0 - 14	_____ _____ %
15 - 24	_____ _____ %
25 - 39	_____ _____ %
40 - 54	_____ _____ %
55 +	_____ _____ %

RACE OF VICTIM

BLACK	_____ _____ %
HISPANIC	_____ _____ %
ORIENTAL	_____ _____ %
WHITE	_____ _____ %
OTHERS	_____ _____ %

SEX OF VICTIM

MALE	_____ _____ %
FEMALE	_____ _____ %

TARGET SUMMARY

RESIDENTIAL STRUCTURES

SINGLE	_____ _____ %
MULTI	_____ _____ %
OTHER	_____ _____ %

COMMERCIAL STRUCTURES

BUSINESS	_____ _____ %
INDUSTRIAL	_____ _____ %
OTHER	_____ _____ %

COMPLETE ONE COPY OF THIS FORM FOR EACH CRIME TYPE BEING ANALYZED.

CRIME PREVENTION IN OUR CITY

As recent newspaper headlines have indicated, our city has a major crime problem. An apparent wave of robberies, burglaries and auto thefts has spread throughout the city resulting in a growing concern about neighborhood safety and pressure for increased preventive measures.

TYPE OF CRIME	NEIGHBORHOOD					TOTAL REPORTED
	WALNUT	PINE	CHESTNUT	OAK	MAPLE	
Residential Burglary	80	240	70	210	100	700
Commercial Burglary	50	50	20	40	20	180
Armed Robbery	25	15	5	40	5	90
Strong Armed Robbery	40	15	10	25	10	100
Larceny	145	325	85	240	105	900
Assault (Rape)	60 (2)	90 (2)	40 (7)	90 (2)	80 (2)	360 (15)
Auto Theft	200	40	40	100	20	400
Totals	600	775	270	745	340	2,730

CRIME CATEGORY	1971	1972	1973	1974	1975	1976	1977
Residential Burglary	410	400	490	600	580	680	700
Commercial Burglary	54	60	65	70	100	150	180
Armed Robbery	25	30	36	50	55	60	90
Strong Armed Robbery	30	35	45	60	35	100	100
Larceny	420	450	500	810	790	880	900
Assault (Incl. Rape)	260 (10)	280 (9)	310 (9)	320 (11)	350 (9)	340 (12)	360 (15)
Auto Theft	380	370	400	410	390	380	400
Totals	1,579	1,625	1,846	2,320	2,300	2,590	2,730

CHARACTER-ISTICS	CITY TOTAL	NEIGHBORHOOD				
		WALNUT	PINE	CHESTNUT	OAK	MAPLE
Population	35,000	6,500	9,000	5,000	8,000	6,500
Geog. Size	7 sq.mi.	.5	2.2	1	1.8	1.5
Housing Units	15,000	2,500	4,000	2,500	3,600	2,400
Commercial Establishments	900	300	200	100	250	50
Median Income Households	11,400	9,100	12,900	14,200	6,800	21,500
% Minority	30%	54%	1%	2%	86%	1%

CATEGORY	1971	1972	1973	1974	1975	1976	1977
Population	25,000	27,000	30,000	31,000	33,000	34,000	35,000
Housing Units	9,000	10,000	11,500	12,000	13,500	14,000	15,000
Commercial Establishments	530	580	630	730	800	860	900

POLICE DEPARTMENT

CRIME ANALYSIS REPORT FORM

REPORT PERIOD January 1, 198_ to December 31, 198_

CRIME TYPE SUMMARY

BURGLARY 1,796 #   33.9 % OF ALL PART 1 CRIMES
    RESIDENTIAL 1472 #   82.0 %
    COMMERCIAL 342 #   18.0 %

ROBBERY 206 #   3.9 % OF ALL PART 1 CRIMES
    ARMED 154 #   74.8 %
    STRONG-ARM 52 #   25.2 %

LARCENY 2,685 #   50.6 % OF ALL PART 1 CRIMES

AUTO THEFT 329 #   6.2 % OF ALL PART 1 CRIMES
    AUTO 306 #   93.0 %
    COMMERCIAL 10 #   3.0 %
    MOTORCYCLE 13 #   4.0 %

CHRONOLOGICAL SUMMARY - Burglary

DAY OF WEEK:

SUNDAY	237	13.2 %
MONDAY	306	17.0 %
TUESDAY	269	15.0 %
WEDNESDAY	230	12.8 %
THURSDAY	244	13.6 %
FRIDAY	240	13.4 %
SATURDAY	270	15.0 %
TOTALS	1796	100.0 %

TIME OF DAY:

MIDNIGHT TO 8:00 A.M.	661	36.8 %
8:00 - 4:00 P.M.	384	21.4 %
4:00 - 12:00 P.M.	751	41.8 %
UNKNOWN		%
TOTALS	1796	100.0 %

MONTH OF YEAR:

JANUARY	109	6.1 %
FEBRUARY	125	6.9 %
MARCH	143	8.0 %
APRIL	635	7.5 %
MAY	152	8.5 %
JUNE	174	9.7 %
JULY	173	9.6 %
AUGUST	180	10.0 %
SEPTEMBER	162	9.0 %
OCTOBER	153	8.5 %
NOVEMBER	143	8.0 %
DECEMBER	147	8.2 %
TOTALS	1796	100.0 %

COMPLETE ONE COPY OF THIS FORM FOR EACH CRIME TYPE BEING ANALYZED.

VICTIM SUMMARY

AGE OF VICTIM

0 - 14	5	.3 %
15 - 24	569	31.7 %
25 - 39	449	25.0 %
40 - 54	426	23.7 %
55 +	345	19.2 %

RACE OF VICTIM

BLACK	242	13.5 %
HISPANIC	202	11.3 %
ORIENTAL	40	2.2 %
WHITE	1,311	73.0 %
OTHERS		%

SEX OF VICTIM

MALE	1,365	76.0 %
FEMALE	431	24.0 %

TARGET SUMMARY

RESIDENTIAL STRUCTURES

SINGLE	1,041	70.7 %
MULTI	430	29.2 %
OTHER		%

COMMERCIAL STRUCTURES

BUSINESS	314	92.1 %
INDUSTRIAL	2	.6 %
OTHER	1	.3 %

COMPLETE ONE COPY OF THIS FORM FOR EACH CRIME TYPE BEING ANALYZED.

MODULE: #9 Developing an Action Plan

TIME REQUIRED: 2 hours, 45 minutes

OBJECTIVES: At the end of this session participants will:

1. Realize the importance of preparing, prior to program commencement, forecasts for manpower, material and fiscal needs and molding these into a comprehensive plan of action.

2. Possess the expertise needed for completion of a set of forecast forms that meet the requirements of community crime prevention programming.

3. Understand the procedure for completion of a practical plan of action that incorporates the essential elements of community crime prevention programming.

TECHNIQUE:

This module deals with a topic that is a major concern of practitioners throughout the Commonwealth. That is, how to, in a practical manner, portray the sequence of activities essential to programming. Practitioners should be made to realize that this is a crucial first step in effective programming. Additionally, the forms advocated for use are workable in that they are simple to complete but have essential data noted.

Instructor should allocate the time needed for participants to understand the rationale behind the forms otherwise they won't be used in community programming. Also, be certain to advise the class that Pennsylvania Commission on Crime and Delinquency staff are available to provide technical assistance if needed.

The Pennsylvania Commission on Crime and Delinquency Model Program is a valuable resource in the presentation of this module.

MATERIALS REQUIRED:

Flipchart with marker/Blackboard with chalk
Transparencies (11)
Overhead Projector
Screen
Handouts (3)

LESSON PLAN:

1. (15 min.) During the period after the target is established and before finalization of a plan of action, a survey should be made by an impartial authority to assess the

LESSON PLAN (cont'd)

concerns of the citizenry regarding crime. This is crucial in the development of practical goals and objectives for the program. Instructor should emphasize that Pennsylvania Commission on Crime and Delinquency staff will assist in the presentation of this survey.

A recommended method of implementation should be explained to the group. This should accentuate the following chain of events:

"Victimization/Concerns Survey Method of Operation" - Transparency #1.

- Implemented through assistance of Pennsylvania Commission on Crime and Delinquency staff.

- Representative Sampling of Target Area.

- Coordinated through Crime Prevention Program Specialist.

- Usage of Volunteers (trained by Crime Prevention Program Specialist)

- Results used in program preparation (Profile)

- Vital Assessment of what the citizens are thinking.

Page 54 of the Model Program is a valuable resource in this section.

2. (10 min.) Participants should be introduced to the concept of setting workable goals for the program. Utilizing Handout #1, "Criteria for Program Goal Statement", the instructor should explain the nature and necessity of goal formulation.

Be certain to note that the goal statement should reflect the problems in the target area as noted in the community, crimes and concerns profiles.

Using a flipchart/blackboard the class should be introduced to a practical exercise in goal formulation. Remember that it is necessary to keep in mind that a goal is the general statement of program intent. At the conclusion of the practical exercises show Transparency #2 for examples of program goals.

3. (10 min.) Using the goals as proposed in the previous section objectives should be developed. Page 45 of the Model Program depicts realistic examples. Take the necessary time to be certain that the class understands the subject matter. The instructor, using the sample objectives displayed on Transparency #3, should emphasize to participants the necessity for objectives relevant to crime prevention themes.

The class should be made to realize that program specialists will be held responsible for the implementation of the program objectives noted in a plan of action so they should be carefully prepared. They are the cornerstone of the program.

It is important that the group realize that they cannot expect to receive the amount of resources needed for successful program implementation strictly from governmental sources. Donations of time and material from the community are a necessary adjuct to successful programming and must be considered.

Review any concerns that the group might have about requesting assistance from community groups. Query the group about previous experiences in the immediate locale in this aspect of programming. Stress that it can be accomplished without impairing the official role of the program specialist.

4. (5 min.) Discuss with participants that at this stage, after selecting a target area and program goals and objectives, program specialists should have made an initial assessment of what is going to be needed in the form of materials, manpower and funding to initiate the program. At the onset, specialists should be considering sources for assistance from the community.

Using a flipchart/blackboard instructor should query the class on sources of assistance available in their communities. These, then should be placed in a spot where the group can observe them as the instructor continues. If needed, the following list can be used: (write on blackboard)

"Sources for Crime Prevention Assistance in your Community"

Businesses
Vocational Schools
Civic Organizations
Individual Citizens
Elderly Groups
Religious Organizations
Municipal Law Enforcement
Others

5. (5 min.) Introduce the Community Resource Profile Report Form (Handout #2) to the class. Accent that this form is to be completed throughout the preparation period as needs become apparent and local governmental resources are not immediately available. Present the participants with a copy of the form and present a partially completed one on the overhead projector, Transparency #4. Request that the group add, after explanation of each division of resources, additional sources for assistance. Stress that this is a workable instrument to assist the specialist in preparing for implementation.

The Model Program (page 63) should be consulted for additional information.

6. (10 min.) The Manpower Forecast Form, Handout #3, should be introduced to the participants as an additional resource to plan for effective programming. Make certain each participant has a copy of the form when a completed copy is shown as Transparency #5.

Be certain to review all aspects of the form and stress its practicality. To accentuate this point, using a grease pencil, note any additional items which might be placed in the column.

Volunteer needs should be placed in a separate category at the bottom of the form. The Community Resource Profile is a major asset in this regard. Usage of volunteers in a manner that is a complement to the police force (i.e. Block Leaders) could be of great advantage to the program but must be carefully approached.

7. (10 min.) A Materiel Forecast Form (Handout #4) is then introduced to the group in the same manner as the Manpower Forecast. Accent should be placed on donations and Pennsylvania Commission on Crime and Delinquency sources.

Each participant should be presented with a copy of document and attention should be placed on the examples noted on Transparency #6 which will be shown at the time.

Instructors should note that materiel should be disbursed in a manner that promotes the commitment of those who have attended block meetings and other crime prevention acts. The class should be advised that unrestricted distribution of the crime prevention support materials is neither fiscally sound nor an asset to the effort.

An update should be provided by the instructor on the availability of Pennsylvania Commission on Crime and Delinquency crime prevention support materials.

8. (10 min.) The Resource Expense and Manpower Report, Handout #5, Transparency #7, is the final preliminary planning document that is prepared prior to working on the Plan of Action. The class should be advised that an effort has been made to make this form fit current governmental budgetary documents.

It should clearly state the source of funds and be drawn from both law enforcement and community development sources. The Crime Prevention Program Specialists should receive assistance from the local budget office in the preparation of this document. Instructors should, once again, stress the practical aspects of this document.

Review budget factors with the class prior to presentating the form. Discuss the features of the form that make it practical with participants.

9. (10 min.) Explain to the participants that the Action Plan is merely a compilation of the forecasts, goals and objectives that have been prepared in the preparation of the program. It outlines exactly what is going to be accomplished in a manner that administrators will find easy to follow and be effective.

The group will have to be convinced of the value of this form so extra time should be taken to query the participants regarding their concerns.

10. (10 min.) Discuss the Action Plan (Handout #6), Transparency #8, and its supporting documents. Briefly review the relationship of the supporting documents to the Action Plan form and stress the ease with which these forms can be completed. The class will then be lead through a series of activities which result in a completed Action Plan. This process is accomplished via sample forms and transparencies depicting completed examples of the appropriate forms. If needed, local examples may be included as addendums to the transparencies. The instructor will direct participants to follow the activity steps utilizing their own Handouts.

11. (10 min.) Discuss the Project Task List (Handout #7) and the Project Time Schedule (Handout #8) forms. Relate how these forms provide a visual depiction of assigned tasks and scheduled time frames.

Review completed Project Task List and Project Time Schedule forms via Transparencies #9 and #10 which depict completed samples of the forms. Again, illustrate the ease and practicality of these forms.

12. (10 min.) Review the Action Plan form and its purpose. Using a completed form, lead participants through the completion of the documents.

13. (30 min.) Distribute class exercise packet, Handout #9, consisting of the following: Instruction Sheet, Community Resource Profile Report Form, Manpower Forecast, Materiel Forecast, Resource Expense and Manpower Report, Action Plan Format, Project Task List and Project Time Schedule, to student work groups. Explain the rationale for a practical utilization of the completed forms in the development of a sample Action Plan. Working with the sample forms and the Action Plan outline, each group will spend approximately 15 minutes in developing goals, objectives, tasks and a timetable for their crime prevention programs. Participants should be advised to make use of the demographic and crime analysis information developed in earlier exercises when formulating their sample Action Plan.

After development of the sample plans, each group will be given approximately five minutes to report to the class.

14. (15 min.) Return to the Target Area Concern Survey, Handout #10, and discuss the form with the class. Be sure to take the time to be certain that the class understands the rationale behind the questions.

LESSON PLAN (cont'd)

15. (5 min.) Summarize the contents of the module by making reference
               to the forms that were reviewed. Describe how the
               formulation of an action plan is a vital element of
               program formulation.

               As a final point, reiterate to the participants that the
               forms stress down-to-earth preparation and are well worth
               the effort.

VICTIMIZATION/CONCERNS SURVEY
METHOD OF OPERATION

- IMPLEMENTED THROUGH ASSISTANCE OF
  PENNSYLVANIA COMMISSION ON CRIME
  AND DELINQUENCY STAFF.

- REPRESENTATIVE SAMPLING OF TARGET
  AREA.

- COORDINATED THROUGH CRIME PREVENTION
  PROGRAM SPECIALIST.

- USAGE OF VOLUNTEERS (TRAINED BY
  CRIME PREVENTION PROGRAM SPECIALIST).

- RESULTS USED IN PROGRAM PREPARATION
  (PROFILE).

- VITAL ASSESSMENT OF WHAT THE CITIZENS
  ARE THINKING.

CRITERIA FOR PROGRAM GOAL STATEMENT

. Clear and explicit in its intention to reduce certain crimes.

. Consistent with community and police goals.

. Convey to all participants exactly what the program/ project is expected to accomplish.

. Keep the program on course during execution.

. Aid in reporting progress to others.

. Facilitate evaluation of the program.

. Provide a means for determining interrelationships between projects and guide the generation of ideas for projects.

. Provide a ready means for evaluating the impact of a project toward program goals.

. Aid in coordinating projects.

GOALS

- REDUCE THE INCIDENCE OF BURGLARY AS NOTED IN POLICE OFFENSE REPORTS IN THE MARYWOOD DISTRICT (FOR A 2 CENSUS TRACT AREA) IN 9 MONTHS FROM THE INITIATION DATE OF A CRIME PREVENTION PROGRAM.

-   INCREASE THE AMOUNT OF BURGLARY-
    IN-PROGRESS CALLS AS NOTED IN
    POLICE OFFENSE REPORTS IN THE
    MARYWOOD DISTRICT IN THE NINE
    MONTHS FROM THE INITIATION
    DATE OF A CRIME PREVENTION
    PROGRAM.

-   DECREASE THE OVERALL FEAR OF
    CRIME IN THE MARYWOOD DISTRICT
    AS NOTED ON AN OVERALL CONCERN
    SURVEY IN THE NINE MONTHS FROM
    THE INITIATION DATE OF A CRIME
    PREVENTION PROGRAM.

SAMPLE OBJECTIVES

- PERSONAL SECURITY

THE CRIME PREVENTION UNIT WILL

INSTRUCT THREE SESSIONS ON

PERSONAL SECURITY TECHNIQUES

FOR ELDERLY RESIDENTS OF

(COMMUNITY) WITHIN THE FIRST

THREE MONTHS OF THE PROGRAM

INITIATION.

- COMMUNITY ACTIVITIES

THE CRIME PREVENTION UNIT WILL

ORGANIZE 30 BLOCK WATCHES WITH

A MINIMUM OF 50% PARTICIPATION

PER BLOCK PER PROGRAM

GUIDELINES IN (COMMUNITY)

WITHIN SIX MONTHS OF THE

PROGRAM INITIATION.

-   ENVIRONMENTAL DESIGN

    WITHIN 6 MONTHS OF PROGRAM

    INITIATION THE MUNICIPAL

    PLANNING DEPARTMENT WILL

    REVIEW BUILDING CODES FOR

    APPLICABILITY OF SECURITY

    FEATURES AND REPORT TO THE

    MUNICIPAL EXECUTIVE.

-   TARGET HARDENING

    THE CRIME PREVENTION UNIT WILL

    CONDUCT 50 SECURITY SURVEYS

    OF LOCAL BUSINESS ESTABLISHMENTS

    IN A 12 MONTH PERIOD OF THE

    PROGRAM INITIATION.

COMMUNITY RESOURCE

PROFILE REPORT FORM

Law Enforcement Agencies

Name	Address	Phone #	Contact Person	Resources
1.				
2.				
3.				
4.				
5.				

Government Agencies

Name	Address	Phone #	Contact Person	Resources
1.				
2.				
3.				
4.				
5.				

Citizen Organizations

Name	Address	Phone #	Contact Person	Resources
1.				
2.				
3.				
4.				
5.				

Business Organizations

Name	Address	Phone #	Contact Person	Resources
1.				
2.				
3.				
4.				
5.				

COMMUNITY RESOURCE

PROFILE REPORT FORM

Law Enforcement Agencies

	Name	Address	Phone #	Contact Person	Resources
1.	Police Department	84 Clymer St.	891-6242	Sgt. Sweeney	Coordination Training Materials
2.					
3.					
4.					
5.					

Government Agencies

	Name	Address	Phone #	Contact Person	Resources
1.	Municipal Planning Office	108 Clymer St.	891-5982	James Dove	Demographic Information
2.	Budget Office Municipal Government	108 Clymer St.	891-9011	Shirley Christ	Financing
3.					
4.					
5.					

Citizen Organizations

	Name	Address	Phone #	Contact Person	Resources
1.	Northwest Civic Club	9041 Vine St.	545-8821	Kate McIlroy	Block Leader & Coordination
2.	Kiwanis	5072 Lake Dr.	609-3700	Jack Smith	Neighborhood Watch Signs.
3.					
4.					
5.					

Business Organizations

	Name	Address	Phone #	Contact Person	Resources
1.	Chamber of Commerce	85 N. Market St.	762-9941	Lynn Jamison	Publicity
2.					
3.					
4.					
5.					

MANPOWER FORECAST

Activity Step	Dates		No. of Persons Required	Activity Description	Total Man-Days Required	Average Cost per Man-Day	Estimated Total Manpower Cost
	From	To		Project Name / Revision No. / Date of this Revision / Approved by			

MANPOWER FORECAST

Activity Step	Dates		No. of Persons Required	Activity Description	Total Man-Days Required	Average Cost per Man-Day	Estimated Total Manpower Cost
	From	To		Project Name: Crime Prevention — Revision No.: Initial Forecast — Date of this Revision: July 10, 1982			
17	7/82	6/83	1	Program Planning and Coordination (Crime Prevention Officer)	40 hrs. per week	$77.00 Plus Benefits	$20,000
17	7/82	6/83	2	Demographic Information (City Planners)	5 days	$80.00	$400.00
17	7/82	6/83	8	Community Organization (Neighborhood Watch Coordinators)	8 hours per wk. per person (64 hrs. per wk.)	3.35 per hour	Volunteer Services N/C $1,930

MATERIEL FORECAST FORM

Project Name			Revision No.	Date of this Revision	Approved by			
Task No.	Quantity Required	Description		Source	Delivery Lead Time Required	Estimated Cost/Unit	Estimated Total Cost	Budget Code

Abbreviations and Other Comments

MATERIEL FORECAST FORM

Project Name Crime Prevention		Description		Revision No. Initial Forecast	Date of this Revision July 10, 1982	Approved by		
Task No.	Quantity Required	Description		Source	Delivery Lead Time Required	Estimated Cost/Unit	Estimated Total Cost	Budget Code
15	25	Engraving Tools		Dremel Mfg.	3 wks.	$12.00	$300	380
15	2,000	Pamphlets - Operation ID		PCCD	2 wks.		N/C ($80.00)	

Abbreviations and Other Comments

RESOURCE EXPENSE AND MANPOWER REPORT

EXPENSE AND MANPOWER
BUDGET FOR _(Time Period)_

MANPOWER BUDGET	BUDGET 1st HALF		BUDGET 2nd HALF	
General Management				
Financial - Accounting/Budget				
- Data Processing				
- Credit/Collections				
Volunteer Services				
General Clerical				
Other - Services				
TOTAL MANPOWER BUDGET				

EXPENSE BUDGET	1st QTR	2nd QTR	3rd QTR	4th QTR	TOTAL BUDGET
Payroll Expense - Salaries/Wages					
Overtime/Holiday					
Other					
Total Payroll					
Allowances - Taxes on Payroll					
Insurance/Emp. Ben.					
Pension					
Total Payroll & Allowances					
Automotive Exp. - Supplies/Utilities					
Repairs/Maintenance					
Rentals					
Tax, License/Insurance					
Total Auto Expenses					
Other Expenses:					
Supplies & Utilities					
Repairs & Maintenance					
Outside Personal & Technical Serv.					
Communications					
Travel Expense					
General Expenses					
Fixed Charges - Insurance					
Taxes					
All Other					
Total Other Expenses					
TOTAL EXPENSE BUDGET					

ACTION PLAN FORMAT

* _____

_____

(Original Title)

OBJECTIVE

Brief statement of the objective or end result which implementation of this action plan is expected to achieve.

PAST AND CURRENT SITUATION

Brief statement of the past and current situation in the target area as it relates to this action plan, possible present problems and deficiencies, evaluation of what has been done in the past and is currently being done.

FORECAST NEEDS

Brief statement of estimated requirements in the next 12 month period in relation to this action plan. Provide best possible estimates in terms of quantity and quality of resources needed to complete it. See Resource Report for details.

PROJECT TASK LIST

Statement of the principal steps needed to achieve the objective.

PROJECT TIME SCHEDULE

Summary of manpower and other expenditures estimated to achieve the objective.

FOLLOW UP

Description of further actions to be taken to ensure that the objective is being achieved or maintained.

RESPONSIBILITY

Name the person responsible for ensuring implementation of this action plan and for any continuing actions or follow up.

Prepared by:_____

Date:_____

ACTION PLAN
COMMUNITY ACTIVITIES

OBJECTIVE

The overall goal of the municipal crime prevention program is to reduce the incidence of burglary in the Marywood District in the nine months from the initiation of the program on July 1, 1982. This action plan addresses the community activities necessary to achieve that goal of reduction in the crime of burglary.

The objective is the organization of 75 Block Watches with a minimum participation of 50% of the residents. This is to be accomplished within a nine-month period ending March 30, 1983.

PAST AND CURRENT SITUATION

The Marywood District has been in a period of general decline for the past four years. Evidence of this decline is seen in the deterioration of buildings with an increasing number of vacant buildings. Median family income has declined during an inflationary period.

With these changes has also come an increase in the crime rate. In reviewing the crime problems of the city, Marywood District was seen to have a significant burglary problem that has been escalating in recent times.

To counteract these various problems, six months ago citizens of the area formed the Marywood Neighborhood Association. The leadership of the Association has been most receptive to the idea of an intensive community

crime prevention program and will offer all the assistance they can.

However, as a new organization, the Association has not had time to gain

strength and this may somewhat dilute their effectiveness. There have been

no prior efforts to organize a crime prevention program in this District.

NEEDS FORECAST

To implement an effective crime prevention program for Marywood, an

extensive corp of well-trained volunteers will be needed. Every 15 households

will have a block leader and for every 7 blocks a coordinator is needed.

Materials to support the program include informational brochures, engraving

tools, forms for security checks and forms for recording program data. The

Materiel and Personnel Forecast sheets outline in detail the specific

resources needed to operate the program for the nine-month period.

PROJECT TASK LIST AND TIME SCHEDULE

In order to meet the objective of reducing the burglary rate in the

Marywood District, a series of activities must be undertaken to organize and

support a community crime prevention program. The Task List offers a clear

delineation of these activities and the accompanying Time Schedule shows

in graphic form projected completion dates for each activity.

FOLLOW-UP

A monthly report will be prepared by the police crime prevention unit

on the status of the program which will serve to monitor whether the tasks

are being accomplished on schedule, to review possible problems and to find

solutions to those problems. This report should be used to keep municipal

officials informed on the progress of the program. Data from the report can

also be used to keep community leadership and volunteers informed about the

program.

RESPONSIBILITY

This action plan represents the combined knowledge and effort of

representatives of the Citizens' Advisory Group, Mayor Frances Jones, members

of Council, city administration staff and the police department. It has been

reviewed and accepted by Mayor Jones. The police crime prevention unit is

charged with coordinating this action plan for this community activity

component of the municipal crime prevention program.

Prepared by: Sgt. Marlin Sweeney

Date: June 30, 1982

PROJECT TASK LIST

Project Name			Revision No.	Date of this Revision	Approved by

Task No.	Task Description	Responsibility of	Estimated Man-days Required	Start Date	Complete Date	Output Produced

PROJECT TIME SCHEDULE

Project Name					[Revision, Report] No.			Date of this [Revision, Report]		Approved by	

Task No.	Task Description	Man-days		Status	Project [Week, Day].																	
		Planned	Expended to Date		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Calendar [Week, Day]																
					/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Instructions: Show task duration with a hollow bar. Shade bar to show progress on the task. Also update "Man-days Expended to Date" column as work progresses. In column titled "Status," leave blank until task has started; then show BEGUN, DELAYED, REVISED, or COMPLETE, as applicable.	Comments

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Module: #9
Handout #8 (Developing An Action Plan)

PROJECT TASK LIST

Project Name			Revision No.	Date of this Revision		Approved by
Municipal Crime Prevention Program				June 30, 1982		

Task No.	Task Description	Responsibility of	Estimated Man-days Required	Start Date	Complete Date	Output Produced
A-1	Recruit and train community volunteers as block leaders (75) and coordinators (8).	Neighborhood Association	20	7/1/82	8/1/82	
		Crime Prevention Unit (CPU)	3			
A-2	Procure materials: Brochures Engravers Street Signs (Block Watch)	Crime Prevention Unit (CPU)	5	7/1/82	7/15/82	
A-3	Schedule and hold ceremony announcing crime prevention program start.	CPU with Municipal Official	3	7/1/82	7/15/82	
A-4	Schedule at least two initial block meetings per week	CPU Volunteers	½ per week (18)	7/15/82	3/31/83	
			2 per week (72)			

PROJECT TIME SCHEDULE

Project Name	[Revision, Report] No.	Date of this [Revision, Report]	Approved by
Municipal Crime Prevention Program	Initial Report	July 1, 1982	

Task No.	Task Description	Man-days		Status	Project [Week, Day].																
		Planned	Expended to Date		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Calendar [Week, Day]																
					7/1	7/8	7/15	7/22	7/29	8/5	8/12	8/19	8/26	9/2	/	/	/	/	/	/	/
A-1	Recruit and train volunteers	23																			
A-2	Procure materials	5																			
A-3	Ceremony	3																			
A-4	Initial Block Meetings	90																			

Instructions: Show task duration with a hollow bar. Shade bar to show progress on the task. Also update "Man-days Expended to Date" column as work progresses. In column titled "Status," leave blank until task has started; then show BEGUN, DELAYED, REVISED, or COMPLETE, as applicable.

Comments

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Utilizing the attached sample information and forms,
develop an Action Plan outline, Task List and Timetable
which will discuss future crime prevention activities
for your hypothetical community.

This Action Plan should include goals, objectives, tasks
and a timetable for implementation. Please make use of
the demographic, crime analysis and targeting information
developed in earlier exercises.

Each group will report to the class on their planned
activities.

COMMUNITY RESOURCE

PROFILE REPORT FORM

Law Enforcement Agencies

	Name	Address	Phone #	Contact Person	Resources
1.	Police Department	84 Clymer St.	891-6242	Sgt. Sweeney	Coordination Training Materials
2.					
3.					
4.					
5.					

Government Agencies

	Name	Address	Phone #	Contact Person	Resources
1.	Municipal Planning Office	108 Clymer St.	891-5982	James Dove	Demographic Information
2.	Budget Office Municipal Government	108 Clymer St.	891-9011	Shirley Christ	Financing
3.					
4.					
5.					

Citizen Organizations

	Name	Address	Phone #	Contact Person	Resources
1.	Northwest Civic Club	9041 Vine St.	545-8821	Kate McIlroy	Block Leader & Coordination
2.	Kiwanis	5072 Lake Dr.	609-3700	Jack Smith	Neighborhood Watch Signs.
3.					
4.					
5.					

Module: #9
Handout #9 (class exercise packet)
(Developing an Action Plan) (p. 3)

Business Organizations

Name	Address	Phone #	Contact Person	Resources
1. Chamber of Commerce	85 N. Market St.	762-9941	Lynn Jamison	Publicity
2.				
3.				
4.				
5.				

Module: #9
Handout #9 (class exercise packet)
(Developing an Action Plan) (p. 4)

MANPOWER FORECAST

Project Name		Revision No.	Date of this Revision	Approved by
Crime Prevention		Initial Forecast	July 10, 1982	

Activity Step	Dates From	Dates To	No. of Persons Required	Activity Description	Total Man-Days Required	Average Cost per Man-Day	Estimated Total Manpower Cost
17	7/82	6/83	1	Program Planning and Coordination (Crime Prevention Officer)	40 hrs. per week	$77.00 Plus Benefits	$20,000
17	7/82	6/83	2	Demographic Information (City Planners)	5 days	$80.00	$400.00
17	7/82	6/83	8	Community Organization (Neighborhood Watch Coordinators)	8 hours per wk. per person (64 hrs. per wk.)	3.35 per hour	Volunteer Services N/C $1,930

MATERIEL FORECAST FORM

Project Name		Revision No.	Date of this Revision	Approved by				
Crime Prevention		Initial Forecast	July 10, 1982					
Task No.	Quantity Required	Description	Source	Delivery Lead Time Required	Estimated Cost/Unit	Estimated Total Cost	Budget Code	
15	25	Engraving Tools	Dremel Mfg.	3 wks.	$12.00	$300	380	
15	2,000	Pamphlets - Operation ID	PCCD	2 wks.		N/C ($80.00)		

Abbreviations and Other Comments

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RESOURCE EXPENSE AND MANPOWER REPORT

EXPENSE AND MANPOWER
BUDGET FOR _(Time Period)_

MANPOWER BUDGET	BUDGET 1st HALF		BUDGET 2nd HALF	
General Management				
Financial - Accounting/Budget				
- Data Processing				
- Credit/Collections				
Volunteer Services				
General Clerical				
Other - Services				
TOTAL MANPOWER BUDGET				

EXPENSE BUDGET	1st QTR	2nd QTR	3rd QTR	4th QTR	TOTAL BUDGET
Payroll Expense - Salaries/Wages					
Overtime/Holiday					
Other					
Total Payroll					
Allowances - Taxes on Payroll					
Insurance/Emp. Ben.					
Pension					
Total Payroll & Allowances					
Automotive Exp. - Supplies/Utilities					
Repairs/Maintenance					
Rentals					
Tax, License/Insurance					
Total Auto Expenses					
Other Expenses:					
Supplies & Utilities					
Repairs & Maintenance					
Outside Personal & Technical Serv.					
Communications					
Travel Expense					
General Expenses					
Fixed Charges - Insurance					
Taxes					
All Other					
Total Other Expenses					
TOTAL EXPENSE BUDGET					

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Module: #9
Handout #9, (class exercise packet)
(Developing an Action Plan) (p.7)

ACTION PLAN FORMAT

* _____

_____

(Original Title)

OBJECTIVE

Brief statement of the objective or end result which implemen-
tation of this action plan is expected to achieve.

PAST AND CURRENT SITUATION

Brief statement of the past and current situation in the target
area as it relates to this action plan, possible present pro-
blems and deficiencies, evaluation of what has been done in the
past and is currently being done.

FORECAST NEEDS

Brief statement of estimated requirements in the next 12 month
period in relation to this action plan. Provide best possible
estimates in terms of quantity and quality of resources needed
to complete it. See Resource Report for details.

PROJECT TASK LIST

Statement of the principal steps needed to achieve the objective.
Exhibit U.

PROJECT TIME SCHEDULE

Summary of manpower and other expenditures estimated to achieve
the objective. Exhibit V.

Module: #9
Handout #9 (class exercise packet)
(Developing an Action Plan) (p.8)

FOLLOW UP

Description of further actions to be taken to ensure that the
objective is being achieved or maintained.

RESPONSIBILITY

Name the person responsible for ensuring implementation of this
action plan and for any continuing actions or follow up.

Prepared by:_____

Date:_____

Module: #9
Handout #9 (class exercise packet)
(Developing an Action Plan) (p.9)

PROJECT TASK LIST

Project Name		Revision No.	Date of this Revision		Approved by
Municipal Crime Prevention Program			June 30, 1982		

Task No.	Task Description	Responsibility of	Estimated Man-days Required	Start Date	Complete Date	Output Produced
A-1	Recruit and train community volunteers as block leaders (75) and coordinators (8).	Neighborhood Association Crime Prevention Unit (CPU)	20 3	7/1/82	8/1/82	
A-2	Procure materials: Brochures Engravers Street Signs (Block Watch)	Crime Prevention Unit (CPU)	5	7/1/82	7/15/82	
A-3	Schedule and hold ceremony announcing crime prevention program start.	CPU with Municipal Official	3	7/1/82	7/15/82	
A-4	Schedule at least two initial block meetings per week	CPU Volunteers	½ per week (18) 2 per week (72)	7/15/82	3/31/83	

PROJECT TIME SCHEDULE

					Project [Week, Day].																

Project Name: **Municipal Crime Prevention Program**

[Revision, Report] No.: **Initial Report**

Date of this [Revision, Report]: **July 1, 1982**

Approved by:

Task No.	Task Description	Man-days Planned	Man-days Expended to Date	Status	1 7/1	2 7/8	3 7/15	4 7/22	5 7/29	6 8/5	7 8/12	8 8/19	9 8/26	10 9/2	11 /	12 /	13 /	14 /	15 /	16 /	17 /
A-1	Recruit and train volunteers	23																			
A-2	Procure materials	5																			
A-3	Ceremony	3																			
A-4	Initial Block Meetings	90																			

Instructions: Show task duration with a hollow bar. Shade bar to show progress on the task. Also update "Man-days Expended to Date" column as work progresses. In column titled "Status," leave blank until task has started; then show BEGUN, DELAYED, REVISED, or COMPLETE, as applicable.

Comments

1981-82

TARGET AREA CONCERN SURVEY

LOCATION NO. _____

HOUSING UNIT NO. _____

TIME STARTED _____

The information entered on this form will be handled in the strictest confidence and will not be released to unauthorized personnel.

Hello. My name is _____ and I'm working on a local survey for the Pennsylvania Commission on Crime and Delinquency.

The results are a statistical tabulation of everyone's answers and no names are ever connected with the survey.

I would like it understood between us that if I ask you any questions that you do not want to answer, that will be fine.

If it is all right with you, let's get started.

First, I would like to ask you a few questions relating to subjects which seem to be of concern to people. These questions are asking for your opinion.
(HAND THEM A MAP OF THE TARGET AREA - REFER TO IT AS AREA A.)

1.a. Which of the following best describes why you selected a house/apartment in Area A highlighted on the map? (CIRCLE ALL THAT APPLY)

1. Neighborhood characteristics (type of neighborhood, clean streets, etc.)
2. Good schools
3. Price was right
4. Only place housing could be found; no choice
5. Location (close to work, school, relatives, friends)
6. Property characteristics (size, quality, room)
7. Always lived in neighborhood
8. Other _____

_____

b. Which would you consider to be the most important reason? IF RESPONDENT IS NOT SURE, ASK FOR AND ENTER HIS/HER BEST GUESS. _____

2.a. Which of the following best describes what you don't like about Area A? (CIRCLE ALL THAT APPLY)

1. Traffic/parking
2. Environmental problem - trash, noise, overcrowding
3. Crime or fear of crime
4. Inadequate public transportation
5. Inadequate schools
6. Inadequate shopping facilities
7. Bad elements moving in
8. Problems with neighbors
9. Other _____

_____

b. Which would you say is the most important reason? IF RESPONDENT IS NOT SURE, ASK FOR AND ENTER HIS/HER BEST GUESS. _____

3.a. Do you shop for groceries in Area A?

1. Yes→IF "YES", SKIP TO QUESTION 4.a.
2. No

IF "NO" ON QUESTION 3.a., ASK:

Is that because (CIRCLE ALL THAT APPLY):

1. There are no grocery stores in Area A
2. Prices are too high in stores in Area A
3. Stores are more convenient outside Area A
4. Crime or fear of crime
5. Other _____
6. Not sure

b. Which reason would you say is the most important? IF RESPONDENT IS NOT SURE, ASK FOR AND ENTER HIS/HER BEST GUESS. _____

4.a. Do you usually shop for items other than groceries (clothes, health aids) in Area A? If not, is it because: (CIRCLE ALL THAT APPLY)

1. There are no stores in Area A
2. There is a poor selection of goods in stores in Area A
3. Stores are less convenient in Area A
4. Prices are too high in Area A
5. Fear of being harassed or physically harmed
6. Other _____

_____

b. Which do you feel is the most important reason? IF RESPONDENT IS NOT SURE, ASK FOR AND ENTER HIS/HER BEST GUESS. _____

5.a. When you go out to restaurants or theaters in the evening, do you go to these places in Area A?

    1. Yes → IF "YES", SKIP TO QUESTION 6.
    2. No

IF "NO" ON QUESTION 5.a., ASK:

Is that because: (CIRCLE ALL THAT APPLY)

    1. There are none in Area A
    2. They are less convenient than places outside the area
    3. Parking/traffic is a problem
    4. Crime or fear of crime
    5. Too expensive in the area
    6. Other _____
    7. Not sure

  b. Which do you feel is the most important reason? IF RESPONDENT IS NOT SURE, ASK FOR AND ENTER HIS/HER BEST GUESS. _____

Now, we would like you to think about crime pertaining to households.

6. During the last 12 months, did someone <u>break into</u> or somehow illegally get into your apartment/home, garage or other building on your property?

    1. Yes
    2. No

7. Other than the incidents mentioned above, during the last 12 months, did someone <u>try to break into</u> your apartment/home, garage or other building on your property?

    1. Yes
    2. No

8. During the last 12 months, was anything stolen that is kept outside of your home or happened to be left out, such as a bicycle, garden hose, lawn furniture, etc.?

    1. Yes
    2. No

9. During the last 12 months, did anyone try to steal or use your <u>automobile(s)</u> without permission?

    1. Yes
    2. No → IF "NO", SKIP TO QUESTION 10.

IF "YES" ON QUESTION 9, ASK:

Did this occur within Area A?

    1. Yes
    2. No

10. During the last 12 months, did anyone steal or try to steal <u>parts of your automobile(s)</u> such as a battery, tires, hubcaps, tape deck, etc.?

    1. Yes
    2. No → IF "NO", SKIP TO QUESTION 11.

IF "YES" ON QUESTION 10, ASK:

Did this occur within Area A?

    1. Yes
    2. No

Now we would like you to think about crime pertaining to you personally.

11. During the last 12 months, did you have your pocket picked/purse snatched?

    1. Yes
    2. No → IF "NO", SKIP TO QUESTION 12.

IF "YES" ON QUESTION 11, ASK:

Did this occur within Area A?

    1. Yes
    2. No

12. During the last 12 months, did anyone <u>take</u> something from you <u>by force</u>?

    1. Yes
    2. No → IF "NO", SKIP TO QUESTION 13.

IF "YES" ON QUESTION 12, ASK:

Did this occur within Area A?

    1. Yes
    2. No

13. During the last 12 months, did anyone <u>try to take</u> something from you <u>by force</u>?

    1. Yes
    2. No → IF "NO", SKIP TO QUESTION 14.

IF "YES" ON QUESTION 13, ASK:

Did this occur within Area A?

    1. Yes
    2. No

14. During the last 12 months, did anyone attack you, beat you or hit you with an object, such as a rock or bottle? (Other than a knife or gun.)

    1. Yes
    2. No→IF "NO", SKIP TO QUESTION 15.

    IF "YES" ON QUESTION 14, ASK:

    Did this occur within Area A?

    1. Yes
    2. No

15. During the last 12 months, did anyone attack you/shoot at you with a knife or gun?

    1. Yes
    2. No→ IF "NO", SKIP TO QUESTION 16.

    IF "YES" ON QUESTION 15, ASK:
    Did this occur within Area A?
    1. Yes
    2. No

16. During the last 12 months, did anyone <u>threaten</u> to beat you up?

    1. Yes
    2. No→IF "NO", SKIP TO QUESTION 17.

    IF "YES" ON QUESTION 16, ASK:

    Did this occur within Area A?

    1. Yes
    2. No

17. During the last 12 months, did anyone threaten you with a weapon?

    1. Yes
    2. No→IF "NO", SKIP TO QUESTION 18.

    IF "YES" ON QUESTION 17, ASK:

    Did this occur within Area A?

    1. Yes
    2. No

Now, we would like you to think about fraud.

18. During the last 12 months, has anyone tried to con you into a fraudulent scheme?

    1. Yes
    2. No   IF "NO" SKIP TO QUESTION 19.

    IF "YES" ON QUESTION 18, ASK:
    Which type of fraud: CIRCLE ALL THAT APPLY

    1. Home Improvement.
    2. Bank Related.
    3. Investment.
    4. Postal Frauds.
    5. Others _____.
    6. Not sure.

19. During the last 12 months, has anyone conned you in a fraudulent scheme?

    1. Yes
    2. No   IF "NO" SKIP TO QUESTION 20.

    IF "YES" ON QUESTION 19, ASK:
    Which type of fraud: CIRCLE ALL THAT APPLY

    1. Home Improvement.
    2. Bank Related.
    3. Investment.
    4. Postal Frauds.
    5. Others _____.
    6. Not sure.

In response to crime, people have been taking certain actions or measures to better protect themselves from household or personal crime. We would like to ask you what actions or measures you might have taken during the past 12 months.

HAND RESPONDENT CARD B.

20. During the last 12 months, which of these additional types of security measures on the card I gave you have you taken to protect your house/ apartment, garage, outside buildings and valuables? (CIRCLE ALL THAT APPLY)

    1. Installed additional door locks
    2. Installed additional window locks
    3. Installed additional outside lighting
    4. Purchased watchdog
    5. Installed alarms
    6. Engraved valuables with an I.D. number
    7. Other _____
    8. None

    TAKE BACK CARD B.

HAND RESPONDENT CARD C.

21. During the last 12 months, have you taken any of the actions or steps on the card I gave you to protect yourself from harassment, attacks, muggings, purse snatchings? (CIRCLE ALL THAT APPLY)

    1. Purchased firearm
    2. Learned self-defense tactics
    3. Purchased a repellent such as mace
    4. Joined a neighborhood crime prevention group
    5. Only leave the house day or night with a friend
    6. Other _____
    7. None

    TAKE BACK CARD C.

22. During the last 12 months, have you attended a meeting or meetings of neighbors who are concerned about neighborhood crime and are looking to take steps/action against crime in the neighborhood?

    1. Yes—>IF "YES", SKIP TO QUESTION 22.
    2. No

    IF "NO" ON QUESTION 20, ASK:

    During the last 12 months, have you heard of such a meeting or do you know of a neighborhood group which has formed a citizens crime prevention organization?

    1. Yes
    2. No

When we put together all the things people have told us, we group together the answers from people who are alike in one or more ways. We need to know something about you to put your answer into the right groups. The following questions are for statistical purposes only.

23. For about how many years have you lived in or around this community?

    1. _____(Write in number of years).
    2. Less than one year.
    3. All my life.
    4. Not sure.

HAND RESPONDENT CARD D.

24. Please give me the number that tells us what your race is.

    1. White, not of Hispanic origin.
    2. Black, not of Hispanic origin.
    3. Hispanic.
    4. Asian or Pacific Islander.
    5. American Indian.
    6. Other (specify) _____.

    TAKE BACK CARD D.

HAND RESPONDENT CARD E.

25. Please tell me in which age range you fall?

    1. Under 21.
    2. 22 - 40.
    3. 41 - 55.
    4. 56 or Older.

    TAKE BACK CARD E.

26. What is the last grade you completed in school?

    1. No schooling.
    2. Elementary school - 8th grade or less.
    3. Some high school.
    4. High school graduate.
    5. Some college.
    6. College graduate or beyond.

27. Which of the following best describes your current status? Are you:

    1. Married.
    2. Living as a couple.
    3. Widowed.
    4. Divorced or separated.
    5. Never married.

28. Will you tell me into which of these employment groups you fall?

    1. Employed, full-time (30 hours + per week).
    2. Employed, part-time.
    3. Retired.
    4. Housewife.
    5. Student.
    6. Unemployed.
    7. Other (specify) _____ .

HAND RESPONDENT CARD F.

29. Please tell me which of these groups includes your total family income
     before taxes for last year. Include your own income and that of any
     members of your immediate family who are living with you. Just give
     me the number.

         Annual   Weekly

    1. No income.
    2. Under $6,999 (Under $134).
    3. $7,000-$9,999 ($135-$192).
    4. $10,000-$14,999 ($193-$288).
    5. $15,000-$19,999 ($289-$384).
    6. $20,000-$24,999 ($385-$480).
    7. $25,000-$29,999 ($481-$576).
    8. $30,000-$34,999 ($577-$673).
    9. $35,000 or more ($674 or more).
   10. Does not know, or refused

    TAKE BACK CARD F.

INTERVIEWER: BY OBSERVATION

30. What kind of household is this interview being conducted in?

    1. Free standing, single family house with a farm.
    2. Other single family house.
    3. Two or three family house.
    4. Apartment.
    5. Mobile home.
    6. Other (specify) _____ .

May I please have your name, address, and phone number. This information will
be used for interview verification purposes only.

Respondent Name _____

Address _____

City _____ State _____ Zip _____

Telephone No. ( ) _____

Thank you very much for your help.

Time Ended: _____ Length of Interview _____ Minutes

Interviewer's Signature _____ Date _____

MODULE: #10 Introduction to Group Dynamics

TIME REQUIRED: 50 minutes

OBJECTIVES: At the end of this session participants will be able to:

1. Appreciate the dynamics of group membership by understanding the
    principles of successful maintenance of voluntary community
    development groups.

2. Be comfortable with speaking to and working with groups through
    identification of behavior patterns.

3. Manage conflicts within and among groups.

4. Respond to negative attitudes in organizing neighborhood crime
    prevention efforts.

TECHNIQUE: The importance of successful involvement of community voluntary
            development groups should be maximized. Participants should
            appreciate the fact that without the active participation of
            these groups there is little chance of meeting goals and
            objectives.

            Instructor should link the Action Plan (Module #9) to the point
            raised in this Module. Participants should realize the sequence
            of activities that a successful program should emulate.

MATERIALS REQUIRED:

            Handouts (4)

LESSON PLAN:

1. (15 min.) Lead the participants through a discussion of the points raised
               in Group Maintenance in Community Development (Handout #1) as
               they apply to crime prevention programs. This should meet the
               requirements of Objective #1.

2. (10 min.) Objective #2 will be satisfied by reviewing Speaking To and
               Working With Groups (Handout #2). Stress should be placed on
               the points noted in the section titled, "Handling Difficult
               Group Situations:.

3. (10 min.) Conflict Management in Community Groups (Handout #3) will be
               reviewed accenting the procedure outlined on pages 14-15.
               Instructor can relate this to practical examples. Objective #3
               is achieved by this initiative.

LESSON PLAN (con't.)

4. (10 min.) What Do You Say When....? (Handout #4) gives some practical
answers to difficult queries that are often posed to
program specialists by citizens in group meetings. The
instructor can relate this subject matter to the information
covered in the early stages of the Module.

5. (5 min.) With the satisfaction of Objective #4 the participants should
be prepared for the subject matter that will follow in Day 3
(Modules 11 and 12). Instructor should relate the points
raised in the Module to practical applications covered in the
next group Modules.

group
maintenance
in community
development

Authors

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Acknowledgements

WE LEAD THE COMMUNITY!

PREFACE

The Cooperative Extension Service has a history of working with community groups. But, often the experience gained from the association is lost with the retirement of one of the professional workers.

This project is an attempt to capture some workable experiences in helping people solve their problems in ways that others might benefit. It is the first of five publications relevant to issues constantly confronting Extension field staff. Other publications in this project will deal with the areas of conflict management, elements of the "good" community, citizens' participation, and community decision-making.

Introduction

The old maxim says that it is better to try and fail than never to try at all. But, failure is seldom accepted so philosophically. Disappointment, frustration, and apathy may follow more often than patience, especially when a group has failed in an attempt to help its own community. Countless community development groups do not reach their goals because both organizers and participants do not know why it is they sometimes succeed and sometimes fail. This booklet, aimed at community leaders and organization specialists, tries to provide an understanding of some key organizational and "survival" factors in community groups. Sociological literature reveals a series of principles that should, if brought into use, increase the useful lifespan of a local community development group.

Community development groups have probably been used — or at least formed — in almost every city and village in the United States to serve as focal points for leaders to address community problems and opportunities. Theoretically, community development can and does occur without formally organized development groups. However, a volunteer development group is one effective way for people to participate, direct, and engage in worthwhile change.

It should be noted at the outset that it is not the survival of the group itself that is important, although this booklet concentrates on ways to survive. A group that survives must be a vehicle for creating a better community if survival is to be meaningful. As Haiman puts it: "There is one basic reason why groups exist. It is because each and every member believes that he can fulfill some need or needs in collaboration with other people that he cannot fulfill by himself." (Haiman 1951:77-78)

> "It is easy to start a group, but easier still for it to fail."
>
> (Batten 1971 : 175)

The Needs of Group Members

The first principle in *successfully maintaining a voluntary development group requires that the perceived needs of group members be met at a satisfactory level*.

"Perceived needs" — what the member wants from his group — may be personal or community needs which are seen as benefiting the individual, the community, or both. Group members are motivated by personal as well as community goals, and many people combine these motivations. The satisfaction level in meeting an individual's needs will vary according to group membership, time, place, urgency of problems, and other social-psychological factors affecting the members of a particular group.

For example, a community that erects an industrial shell building to attract new industry illustrates both types of "need" motivation. The businessman interested in bringing new money to the community and helping his own business represents one type. The school teacher working on the same project in the belief that the community needs more jobs for its residents represents a second type. Others may feel both kinds of needs. The important point is that members must see either a personal or community "need" that will be accomplished by the development group. It is from their own perceptions that they will derive satisfaction and continue as active members.

From a community development point of view, it is not necessary or even wise to judge the superiority or inferiority of one type of motivation over another. It is imperative that some need be present among each member of a voluntary development group if the group is to survive. A voluntary development group may be doomed to failure from the beginning if the perceived needs of group members are not considered in the initial organizational process. Batten says simply: "A group must meet the needs and expectations of its members, or it will break up . . . (Batten. 1971:175)

How does a group organizer know what the perceived needs of the group are and how does he or she know if needs are being met? The most direct way is to ask the members of the group themselves. However, this will not always work because members are many times unable or unwilling to state their needs. People often have a "gut-level" feeling that something is right or wrong but cannot put it in words. Sometimes individuals are reluctant to mention their motivation because they fear their reasons are socially unacceptable to other members, to the community, or to the organizational specialist.

Group members have told the authors in confidence of several such needs that are feared unacceptable to the larger group membership. For example, a minister who aspires to a denominational office realizes he needs to be a part of community betterment activities if he is to be seriously considered by the hierarchy of his church. A community businessman who has political designs needs the public image of being interested and active in community-wide projects. A company official who recently moved to the community when a new plant was built is more interested in being accepted by community leaders than he is in the activities of the development committee.

Whether or not group leaders and organizational specialists agree with all the various needs of members, they must listen carefully to each member to understand his or her concerns and see that these are considered in one way or another. It is obviously impossible to meet or even to consider all members' needs all of the time. Not all members can be kept in any group, or is it always in the community's best interest to do so. A certain amount of discord seems likely in all active groups where differences always exist.

To give a development group a good chance for survival requires, nevertheless, that needs be taken into account at the organizational stage. When persons are contacted about possible membership, the communities' needs should be a part of the dialogue. Members need to understand why they are being asked to serve and what is expected of them. A leader or organizer should be prepared to accept a certain number of refusals. People frequently have valid reasons for not serving. The best tactic when designing an approach to potential members is to make sure that it is based on the real needs of community residents.

There are several ways to determine community needs as a basis for approaching possible members. Three ways will be mentioned here, but these are only illustrative. A community-wide survey of citizens is one excellent way to determine broad-based needs. This method is not always feasible but is usually worth the effort when undertaken. A smaller survey of knowledgeable people from the community is also a widely accepted approach less costly than a full public survey. Be aware, however, that any limited survey tends to be unrepresentative of the entire community. A third way of identifying community needs is to study local newspapers for persistent problems which appear to affect the whole community. Whatever method is used, it has to strike a responsive chord in the promising member to be effective.
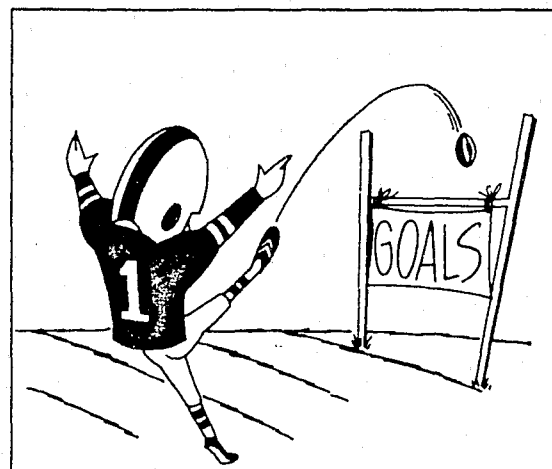
Operational Goals and Success

While need is the central focus of the group, group survival also depends on establishing operational goals. An "operational" goal involves a specific issue or activity which may realistically be "solved" or helped through the actions of a voluntary development group. Simple examples might be the establishment of a medical clinic, the building of an industrial park, an energy saving campaign, etc. *The successful maintenance of a voluntary development group requires that operational goals be established, understood, and generally accepted by the members of the group.*

The way in which operational goals are set is an important consideration in maintaining a group. Usually the setting of goals must involve all the membership in the process. Involvement does not necessarily mean a direct role for each member in defining goals. But, each member should feel he has the right to be involved, or at least the right to reject or modify any goal that is proposed as his group's goal. Imposed goals will, in most cases, drive members from the organization.

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Maintenance of a voluntary development group also requires that the group have a successful experience within a timespan decided by the members themselves.

Most members of a voluntary development group have many opportunities to expend their energies in community activities. They are more likely to lend their talents and resources to efforts which are the most apt to accomplish some worthwhile community project. Sociologists recognize achievement and success as a major American value. Zander notes the importance of success in group activity:

> A working group is more likely to be effective if it has clear criterion of success, since members can better comprehend where the group is going and whether it is getting there when such a criterion is available . . . A success can foster conditions conducive to further success. (1971:xixl)

Many development groups lack well defined goals, and more particularly, do not have criteria for success. *This is perhaps the biggest single flaw in many community development operations.* Members have unrealistic ideas about how soon complex problems can be worked through or resolved. A major community problem usually demands several years from the idea or need stage to the final completion of a project or program. Three to 15 years is not an unreasonable amount of time for building a hospital, developing a park system, establishing a new industry, or completing a major program to meet the recreation needs of youth in a rural community.

Short-term successes may be less dramatic but are equally valuable in holding a group together for the long haul toward the final goal. To help a group find some success in the first few months of existence requires projects and success criteria that are practical. Success in this sense is whatever people really believe is an accomplishment. Such successes do not require laying the bricks and mortar of a new industry, but involve doing a labor survey, distributing a new industrial brochure, identifying available industrial sites, or initiating an industrial park. Any or all of these could constitute specific goals.

7

CONTINUED

2 OF 4

Accomplishment of such activities is a success if each was initially seen as a worthwhile community effort. The industry itself may be only the crowning success of many smaller successes for the group. Only the group members can decide when they are successful, or unsuccessful.

The successful maintenance of a voluntary development group requires that members find the group attractive and satisfying. Cartwright and Zander point out that "One of the most obvious reasons for joining a group is that one likes the people who are in it." Members may find satisfaction from the prestige of associating with other members of the group; they may like the fellowship among group members; they may enjoy the opportunity to express ideas and concerns before leaders of the community. Many other desirable benefits may be seen by a particular member.

In many ways these attractions are obviously another dimension of individual "needs." The group leader or organizer should try to recognize all the reasons that keep members actively involved in a group.

Group Membership

Membership structure is another important consideration in maintaining a volunteer community group. *The successful maintenance of a voluntary group requires that the membership be directly inclusive and/or representative of community residents whose support will be necessary for accomplishing the group's goals.*

"Inclusive" is the key word to understanding and applying this principle. When a community group makes decisions which affect itself and the community, members not participating in the decisions will feel less involved with the group and less inclined to cooperate or assist in any action program. Likewise, other factions, groups, or power leaders in the community not represented in the decision-making of a particular group will show the same reactions as those non-participating "in-group" individuals — a lack of cooperation or aid, feelings of exclusion, etc.

For decision making with a community impact, the widest possible participation, or at least representation, should be sought in order to ensure adequate consideration of community goals. Of course, for short term or limited-impact programs, only appropriate individuals need be sought; it is unlikely that a musician would want to discuss and decide on agricultural problems.

Inclusive participation must be qualified in another sense too. It would be of no value to assemble an entire community or a sizable group, and have only a few of the members actually involved in discussion. Membership is more than a simple matter of belonging. Members contribute to the group according to their ability to recognize issues, determine relevant ends, and take stock of alternatives. Inclusive participation, as an ideal for the community and community group, implies that all members contribute or have the ever-present *opportunity* to do so. Inclusive membership, or representation, is a fallacy in the absence of involvement.

A second feature of membership structure concerns size and composition. *The successful maintenance of a voluntary development group requires that the group's membership be tailored, in terms of size and resources, to the needs of the people to be served.*

As group size increases, in general, communication breaks down, and there is a time lag in reaching decisions. On the other hand, group composition may offset this disadvantage by providing members with a wider range of abilities. Small size may facilitate discussion, but large size may increase human resources.
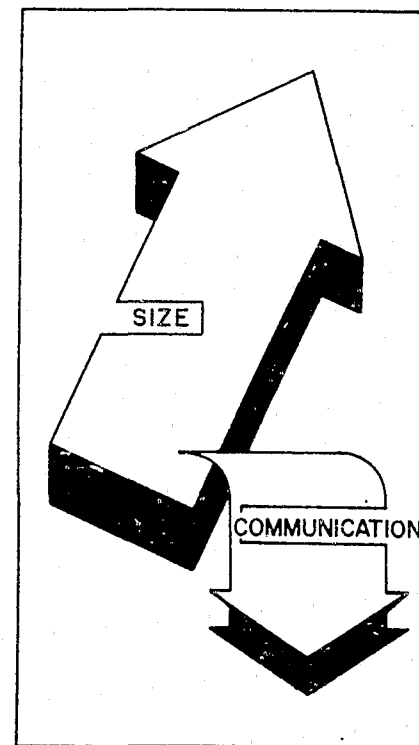
Group Leadership

Groups vary in their leadership needs. The leadership pattern is influenced by the size of the group, the members' view of how leaders should function, the past history of the group, the urgency of problems confronting the group, and the various skills of group members.

The successful maintenance of a voluntary group requires that the leadership be appropriate to the needs of the members. The type of leadership needed in a community voluntary group is most often the democratic type. Probably, many voluntary groups fail because leaders want to run the group as they see fit. Volunteers usually will not tolerate this type of leadership for very long.

The leadership of a group is largely responsible for creating a group atmosphere conducive to accomplishing group goals. A group environment is much more effective in securing needed viewpoints and eliciting a consensus if members feel free and encouraged to express their opinions.

Batten (1971) has described a "non-directive" method of leadership, as he refers to it, and says that such a leader

"does not attempt to decide for people, or to lead, guide, or persuade them to accept any of his own specific conclusions about what is good for them. He tries to get them to decide for themselves what their needs are: what, if anything, they are willing to do to meet them, and, how they can best organize, plan, and act to carry their project through. Thus, he aims at stimulating a process of self-determination and self-help, and he values it for all the potential learning experiences which participation in this process provides. He aims to encourage people to develop themselves, and it is by *thinking and acting for themselves*, he believes, that they are most likely to do so."

Democratic leadership not only helps in securing wide cooperation, it also aids the group in refining, modifying, and eventually accepting what are agreed to be the best ideas and decisions. In short, through the give and take of group discussion using the resources of human diversity, better decisions are likely to result.

Kreitlow et al. (1965) points out that "*democratic leadership also provides for perpetuation of the group.* No one person is indispensible. All members of the group are delegated responsibilities from time to time, and are always aware of the objectives and procedures of the organization. This makes it comparatively easy for other members to assume leadership in case the regular leader is missing."

Kreitlow and his co-authors also credit democratic leadership with the ability to draw out individual group members into eventual leadership roles. They believe that people deeply involved in democratic groups are those most able to put new ideas and new methods into practice: "The persons best able to use these changes constructively will be those who have had experience in weighing and analyzing ideas." (*Leadership for Action in Rural Communities*, 1965)

Adaptibility

Flexibility on the part of the community group is a two-sided issue. On the one hand, internal group cohesion is desirable as a "cementing" force. But on the other, excessive cohesion will create a resistance to new ideas and prevent adaptation to changing community conditions.

The successful maintenance of a voluntary group requires that it remain flexible to change and adopt new goals as appropriate.

The local community development group should, ideally, avoid a static, rigid structure that is unresponsive to internal and external changes. Since change is ever present, the ability to adapt to change (perhaps while creating it) can help to ensure survival, or as least acceptable demise.

"Most of us have assumed that organizations, once established, should continue forever, rather than go out of existence when they have served the purpose for which they were organized. Those groups, however, that are able to change their purposes and so orient themselves to accept new goals and new work that needs doing *continue* for many years, with fluctuations in the membership and attendance, according to the popularity of the program." (Sanderson and Polson, 1939, p. 339)

The group's influence over an individual depends in part on the degree to which he accepts and joins himself to the group structure — his "belonging-ness", or *cohesion*. Cohesion, the "internal strength" that keeps a group together, arises from success in achieving goals that meet needs, and is also a function of mutually perceived similarity among individuals. Cohesion can be a positive force in directing group members toward a worthwhile common goal, and, in itself, can be a significant factor in keeping the group from disintegrating. However, excessive cohesiveness within the group can also act as a brake on productivity, present a powerful obstacle to change, and shut out new ideas. The free flow of fresh new members for the group is also restricted with a cliquish cohesion. As Cary (1970) notes:

"A second advantage, which is not always utilized, is the opportunity to involve additional participants. As the organization becomes engaged in specific activities, special skills of some may be needed. The ability to keep the organization open-ended has importance for the *continuity* of the community development process . . . The need to renew organizations is a concern of all who have worked with communities. Citizens involved at the beginning may lose interest, move away, or for other reasons, discontinue their involvement. At the same time, others may become interested in the organization and/or may have a particular skill that the group needs. Open participation helps to *renew* the organization, and to *maintain* a membership of citizens who are interested and involved.

Physical Arrangements and Communication

Many groups are in the unfortunate possession of leaders and members who lose sight of group purposes and sink into *goal-substitution,* an over-concern with the mechanical means to an end. The leader who becomes overly involved in such matters as "Where do we meet?"; "How many flyers need to be distributed?"; and, "How many will show up today?" may lose sight of why meetings or flyers are useful in the first place.

That there are important mechanical and accounting tasks in any association is not to be denied. But, the good leader will remember that these tasks are purely a byproduct of meeting needs and achieving goals, and not the means to group stability in themselves. Perhaps "adequately" is the important word in this principle: *The successful maintenance of a voluntary development group requires that the physical arrangements and communication be adequately performed to ensure maximum opportunity for group action.*

In other words, the test of these necessary organizational tasks is that they are effective and timely.

Summary

A broad range of research and writings in group behavior reveal a series of principles on the successful maintenance of a voluntary community development group:
— the perceived needs of group members must be met at a satisfactory level.
— operational goals must be established, understood, and generally accepted by members of the group.
— the group must have a successful experience within a timespan established by the members themselves.
— members must find the group attractive and satisfying.
— the membership must be directly inclusive and/or representative of community residents whose support will be necessary for successfully accomplishing the group's goals.
— the group's membership must be tailored in terms of size and resources to the needs of the people to be served.
— the leadership must be appropriate to the needs of the members.
— the group must remain flexible to changing conditions and adopt new purposes and goals as appropriate.
— the physical arrangements and communicative functions must be adequately performed to ensure maximum opportunity for group action.

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on the Maintenance of the Volunteer Group

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SPEAKING TO AND WORKING WITH GROUPS (Thompson, 1979)

BEHAVIOR PATTERNS IN GROUPS

In a group, many of the following role behaviors are portrayed by participants. You may not see all of them within a single group, but you will see many of them when working with numbers of groups.

PRODUCTIVE ROLES

The initiator: Suggests new or different ideas for discussion and approaches to problems.

The opinion giver: States pertinent beliefs about discussion and others' suggestions.

The elaborator: Builds on suggestions of others.

The clarifier: Gives relevant examples; offers rationales; probes for meaning; restates problems.

The tester: Raises questions to "test out" whether group is ready to come to a decision.

The summarizer: Reviews discussion; pulls it together.

The tension reliever: Uses humor or calls for break at appropriate times to draw off negative feelings.

The compromiser: Willing to yield when necessary for progress.

The harmonizer: Mediates differences; reconciles points of view.

The encourager: Praises and supports others; friendly; encouraging.

The gate-keeper: Keeps communications open; encourage participation.

NON-PRODUCTIVE ROLES

The aggressor: Criticizes and deflates others; disagrees with others aggressivley.

The blocker: Stubbornly disagrees; rejects others' views; cites unrelated personal experiences; returns to topics already resolved.

The withdrawer: Won't participate, "wool gatherer"; converses privately; self-appointed note-taker.

The recognition seeker: Boasts; excessive talking; conscious of his status.

The topic jumper: Keeps changing subject.

The dominator: Tries to take over, assert authority, manipulate group.

The special-interest pleader: Uses group's time to plead his own case.

The playboy: Wastes group's time showing off; story teller; nonchalant, cynical.

The self-confessor: Talks irrelevantly about his own feelings.

The devil's advocate: More devil than advocate.

HANDLING DIFFICULT GROUP SITUATIONS (Thompson, 1979)

Skepticism by participant on value of group session

Ask for suggestions while planning.

Arrange with member beforehand to describe typical problems and needs during the meeting.

Call upon the member to add the benefit of experience relevant to meeting group discussion.

Member challenges speaker's points

Respond with tact.

Toss points out for group discussion.

Concedes obvious errors or slips good-naturedly with a comment such as "It's a poor situation when the speaker doesn't learn along with the group members".

Let group discussion straighten out a member's faulty logic.

Restlessness at start of meeting

Prevent by starting meeting immediately and vigorously.

Call group to order (Suggested opening remarks: "Let's simmer down to a mild uproar so that we can get started". "Let's save some of this energy for discussion on today's topic.")

Boredom

Usually arises from three sources: (1) subject matter, (2) presentation method, (3) member mind-set and motivation.

Vary your approach. Use cases, anecdotes, problems, discussion, role-playing, use challenging or rhetorical questions.

Examine your approach. Are you responsible for the boredom?

Start several sessions with different techniques.

Let members have some say in how meeting can be conducted.

Gear subject to member needs and situation or concern.

If boredom is extreme, set aside 10 minutes at end of meeting for gripe session.

Speak to several of the group outside the meeting to discover their needs, motivations and reactions to you and the program.

Lateness

Make it obvious that you take notice of late arrivals.

Emphasize need for promptness at start of meeting.

Penalize by not giving repetitive latecomer credit for the session (if in a school setting).

Side Conversation

Be Careful! Side remarks may relate directly to the topic under discussion. Timid group members who are hesitant about speaking out may sometimes whisper comments to each other.

Use the directed question technique to end side discussion.

Stop what you are saying and let the silence soak in. Remark amiably to offenders: "Seems interesting. How about sharing your ideas on the topic with the rest of us?"

If side conversation shows indifference or impudence, advise the individuals they are interfering with the others and that you will not permit it.

The comedian

If a wisecrack or a facetious reaction by a member is appropriate, share in the fun and use it.

If inappropriate--and you are fast on your feet--use a quick comeback.

Put the persistent wiseguy to work. Give problems to solve or assignments.

Tell the habitual clown or clowns that their Neilsen ratings are down and you're taking them off the air.

Sleepy trainees

Overlook occasional evidence of sleepiness, or treat it with gentle humor. Participant may truly be tired.

Consider participant drowsiness as a warning flag. Your presentation may be dull. The droning, monotonous speaker has a sedative effect.

Remind the chronic sleepyhead that this program is on department time, and everyone is expected to be wide awake.

Emotional antagonism

Occasionally members may air their dislike for others in the group by laughing at their mistakes or making sarcastic comments.
Tell group that this attitude is not productive.

Take no sides.
Mix clashing personalities in subgroups and projects carefully! Try to minimize friction. If a report is made on the findings of a project, compliment the participants on the results of their teamwork.

Unofficial session endings. (Self-Appointed Quitting Times)

Remind restless participants during final minutes that the session ends only when you say so, or the group adjourns.

Save something important for end of session--assignment, an interesting case, etc.

Inattention

No one can pay 100 per cent attention all the time.

Check your presentation approach. Maybe you're speaking too softly (a common fault), too abstract, monotonous, rambling, etc.

Spring surprises...move around the room...use humor...vary pace and volume of your speaking.

Don't stand in front of a window with undrawn blind. You become a silhouette and participants may be distracted by outside scene.

Shake'em up by talking from the back of the room.

Ask the group to take a "stretch" break.

Boisterousness

Sometimes, even though a group is lively and noisy, it maintains a keen interest in the topic. If you feel you're still in charge, enjoy this rough-and-tumble along with the group. If the situation gets out of hand:

Tell the group to quiet down.

Tell them "enough is enough."

Tell them you're going to give them a literacy test and, in giant letters, write on the blackboard: "QUIET?"

Handling delicate topics

If the information you are asked for is confidential, state frankly that you are not free to disclose it. Indicate that you wouldn't violate any confidential information the participants themselves might tell you.

Plan your presentation to avoid excessively controversial issues. If a delicate topic arises despite your advance planning, give both sides of the issue objectively and then drop the topic.

If the gripe is against a particular individual, use a neutral attitude and avoid prolonged discussion.

If a complaint arises on policy, rules or procedures, point out that the session is not the place to change it.

Avoid the dangerous practice of belittling your agency or theirs to win the group's good will.

Keeping the discussion moving

Let silence work for you. The group is as aware of it as you are. They may only be thinking through a point before speaking.

If the silence persists, calmly ask a question of the group while glancing around into the eyes of your group. Say something like, "_____, you look rather thoughtful. What's your reaction to this?"

Control rambling contributions and irrelevant monologues by remarking: "This is an interesting side topic, but how does it relate to the main subject?"

Clarify and expand imcomplete contributions. Ask for examples and practical illustrations.

Recognize everyone who wishes to speak.

At opportune moments, ask an individual or the group to summarize what has been discussed.

Control the overly talkative by remarking goodnaturedly: "You've been carrying a lion's share of the discussion so far. Let's put some of these other people to work."

Never respond to a person's contribution by asking of the group: "Who has a better idea." Save the person's face by remarking: "That's an interesting point. What's the group's thinking on this?"

Repeat important contributions to focus group's attention on them.

Silent or passive group

Be Patient! Avoid repeating statements, except for clarification.

Have you been dominating the group or using sarcasm? Check your approach.

Start your first session with time set aside for discussion.

Raise a point or issue and then remain silent. This is practically a sure-fire technique. Stay cool. The pressure of silence will force members of the group to speak up. Incidentally, the group will probably admire your poise and control of the situation.

Altering group size by adding and carefully pairing individuals can aid in control too.

Remember in dealing with friction or dissent, the subgroup or groups or individuals may not have their needs met by the group and may, in fact, be in the wrong group to begin with. Group pressure, if the saboteurs are weak enough, will either deter or deny their successful sabotage.

These techniques can be helpful to the Crime Prevention Officer in his or her working with groups in the initial group development phase. Remember, for long-term groups, the control should be transferred to the group, as should all activities and group responsibilities.

MOTIVATING OLDER ADULTS

(Sunderland, McDonald & Cox, 1977)

"Most older adults experience some anxiety in a learning situation. This anxiety may be expressed through hostility, refusal to interact, or, conversely through a demand for attention by excessive interacting. A disruptive environment will result in poor learning. A supportive environment, on the other hand, will stimulate the older adult's desire to learn. Peer groups, rather than an audience with different age levels, will be a more supportive environment for older persons.

"A supportive environment is the first step in encouraging participation. Positive reinforcement is valuable with any audience. This involves positive reactions to comments and questions, e.g., "That is a good question, because..." or "That is an interesting comment, because ...". Never ignore a comment or question no matter how trite or negative it may be. Deal with each individual's contribution.

"In an older audience, moreover, there will generally be men and women from widely diversified social, economic, and cultural backgrounds. Their interests will be as varied as their total life experiences. They have attended the program, bringing with them a fund of rich, prior experience and can become quite frustated when this experience seems of little value in the program. It is vitally important to encourage expression of opinions. Older adults will learn better as participants than as spectators.

"To motivate participation, finally, provide relevant and meaningful information to the audience. Relate the program to an older person's personal experiences and any familiar things to that age group. Identify meaningful topics, such as events or activities in older person's pasts. Above all, stick to challenging, significant subject matter."

ENVIRONMENTAL CONSIDERATIONS

The physical environment in which programs for trainees are sponsored will help or hinder the educational process. Five conditions, at a minimum, need to be given special attention by program sponsors.

Interference: Minimize outside interference, distractions and noise. Avoid doing more than one thing at a time during the program. Explain one item well before undertaking a second. These practices will minimize distractions to one's concentration.

Lighting: Always conduct programs in a well-lighted room. Any uncontrolled natural light, such as sunlight shining through a large window, can create problems with glare. Similarly, a single intense light source can create glare problems. Incandescent (yellow) lights are more confortable than fluorescent (blue) lights.

Temperature: Cool or fluctuating room temperature are the most uncomfortable. However, too warm a room will make people sleepy or despondent.

Physical Problems: Allow for rest breaks about every 50 to 60 minutes so that participants can move about and use the rest rooms. Tables and comfortable chairs are more conducive to relaxation than student-type desks. In addition, well-lighted and unobstructed corridors, hand grips on stairs, and clearly marked room numbers are important details in the physical environment for programming. Smoking can be done during breaks as it is uncomfortable and unhealthy for many non-smokers to be subjected.

Accessibility: Mornings and afternoons are generally the times that people who do not work prefer to go places. The location should be convenient both in terms of available transportation and access to the room where the program is to take place. Churches, senior centers, and locations near the target audience are preferred site selections.

conflict management in community groups

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PREFACE

The Cooperative Extension Service has a history of working with community groups. But, often the experience gained from the association is lost with the retirement of one of the professional workers.

This project is an attempt to capture some workable experiences in helping people solve their problems in ways that others might benefit. It is the third of five publications relevant to issues constantly confronting Extension field staff. Other publications in this project will deal with the areas of group maintenance, elements of the "good" community, citizens' participation, and community decision-making.

Introduction

"Conflict in an ever-present process in human relations" (Loomis, 1965: 121)

When turning-the-other-cheek fails, many people are at a loss in dealing with conflict. The consensus strategy (a strategy based upon agreement by the large majority or the total group), employed by many organizations, leaves community leaders ill-prepared to deal with those persons or organizations who refuse to concede without a struggle. Conflict situations appear with frequency in daily, public, and private life. These conflicts may be on a small or large scale; they may occur within and among groups, communities, or nations; and, they may be triggered by ethnic, racial, religious, or economic differences, or arise from differences in values, beliefs, and attitudes regarding issues. Local communities are constantly faced with issues such as flouridation or zoning that have the potential of leading to community conflict. Workers in community organizations are (or should be) aware of issues and value differences that may cause conflict within or among groups. Unmanaged conflict is a threat to the survival of the group and, at the least, tends to make the group less effective.

What causes conflict to emerge in communities and community groups? How can one minimize, deal with, "manage," or resolve community and group conflict? How is conflict used by groups as a strategy to bring about desired changes? This paper will address these questions and provide a means for individuals who work in voluntary development groups to understand and deal with conflict within and among community groups.

What is Conflict?

The potential for conflict exists whenever and wherever people have contact. As people are organized into groups to seek a common goal, the probability of conflict greatly increases. As Parker (1974:1) notes: "People (individuals) are all different and these differences are brought into groups. They include differences in needs, interests, attitudes, backgrounds, races and behavior. From these differences, there is the potential for much progress and also for much hostility, opposition, over-aggression, and many other forms of conflict."

Individuals may dislike certain people with whom they come into frequent contact, but may tolerate their behavior on a day-to-day basis until a situation arises where strong feelings are at issue. Such situations almost inevitably turn up, sooner or later, within any long-term community project or program. Conflict can occur within groups (intra-group conflict) or among groups (inter-group conflict).

Conflict basically involves one or more of the following: (1) "threats"; (2) incompatible interests; or, (3) incompatible goals among individuals or groups. Threats include social and psychological threats as well as those of a physical nature. A psychological threat is issued when someone threatens to ruin another individual's reputation. A social threat is released when a group is threatened with ruin by a class-action law suit. Incompatible interests often surface in zoning hearings, for example, where a variant is being sought. Contradictory goals have recently been obvious in the national news, such as the issue of abortion.

According to the sociologist Dahrendorf, at least four conditions are necessary if a conflict situation can be said to exist: (1) There must be sets of

individuals exhibiting some level of organization. These could be voluntary groups, religious groups, families, communities, nations, or some other collection of individuals. (2) There must be some level of interaction among group members. Without contact (and communication) there can be no conflict. The contact may merely be propaganda about another people, culture, or group; it need not be personal. (3) There must be different levels of positions to be occupied by group members — a hierarchy of relationships. All individuals cannot occupy the same positions at the same time. (4) There must exist a scarcity of needed or desired resources and a general dissatisfaction among members about how these resources are being distributed. When there is dissatisfaction, conflict can erupt (French, 1969:186).

The ways conflict manifests itself within a group are noted by Parker (1974:1) as open hostility, opposition, delay, sabotaged action, over-activity or aggression, withdrawal, open and/or quiet dissatisfaction, power struggles, tiredness, and disinterest. These are some of the more obvious signs that a group is experiencing conflict.

Conflict and Competition

Although competition is often confused with conflict, there are important differences between the two concepts. U.S. society is based on a tradition of competition in jobs and leisure activities as well as in stress competition. Most competition however, contains the seed for potential conflict.

Conflict and competition have a common root because in each case individuals or groups are usually striving toward incompatible goals. The major difference exists in the form of interference that blocks attainment of the goal.

In competition between groups working toward the same goal, the competitors have "rules" (formal and informal guidelines) that limit what they can do to each other in attempting to reach their goal. Athletic events are examples of organized competition with extensive rules setting forth boundaries of behavior.

Mack (1969/330-331) illustrates the difference between competition and conflict by discussing a foot race: as long as the participants are running without interfering with each other, competition exists. If one runner "pokes his foot between the other fellow's legs," the nature of the interaction has changed and conflict exists (so long as the action is defined by both involved parties as interference and not as an acceptable act under the rules).

Robinson (1974:5) presents the following illustration to clarify the distinction between competition and conflict:

> If two children decide to set up a lemonade stand on a hot summer day, for instance, competition will exist as long as each party attempts to 'corner the market' with socially acceptable behavior. 'Advertisement campaigns' might be used to praise the superiority of each party's product. 'Price wars' may be used to get the trade. When one party feels threatened by the competition. he may resort to several other tactics.
>
> If one competitor goes to the other and suggests forming a cooperative, eliminating high-priced advertising and agreeing on a common price, consensus or cooperation may occur. Conflict occurs if one party reacts by making innuendoes about the other's product, perhaps by suggesting that his lemonade may be harmful, or if he organizes a boycott against his opponent. If one party puts salt in his opponent's sugar supply, destroys his opponent's ice, or turns over his opponent's tables, violence occurs.

Competition is often used as a technique to stimulate community groups to action. In the Cooperative Extension Service, for example, the traditional means of working with groups is on a cooperative basis. Involvement in conflict is generally avoided, and Extension is careful not to "take sides" on issues that could produce community group conflict. However, competition is widely used by this educational agency to motivate different individuals, groups, or communities to strive for the same goal. Incentives, such as awards for beautification and other community achievements, are examples of how competition can be used as an effective motivating tool.

The Dimensions of Conflict

Robinson (1972:101-103) identifies the dimensions of conflict as: (1) threats or disputes over territory, whether the boundaries of the territory are physical, social, or work boundaries; and (2) threats to values, goals, and policies, as well as threats to behavior.

With regard to territory, threats to physical boundaries often involve property disputes or controversy over water resources usage by different groups.

Social territories are involved in establishing access to certain resources. Such organizations as a country club, the Black Panthers, or the Daughters of the American Revolution set limits regarding who can join the group. The boundaries of social class may influence intra- and inter-group conflict. For example, voluntary groups composed of middle class members may find they can keep conflict within the group to a minimum by excluding other social classes. However, such exclusions may be a potential source of intra-group conflict.

Other examples of social boundaries involve the concepts of social distance and norms. The Amish illustrate both concepts. They maintain social distance by dressing differently than others in U.S. society as well as by adhering to different rules of behavior. Because the Amish are seen as having little direct effect on the larger society, conflict is usually minimal. Bussing of school children to achieve integration, however, is an issue involving social boundaries where the potential for conflict is great. (It might be pointed out in this case that such social boundaries do exist, at least for the present, whether or not they are considered "right" or justifiable.)

Threats to work boundaries may arise over job descriptions. Incompatible or unclear lines of work responsibilities can lead to conflict within organizations. Disputes over work territory may also come about in situations where overlapping services and agencies exist. Jurisdictional disputes over emergency medical service, school districts, law enforcement (local police, county sheriffs, state highway patrol), and political units (townships/cities/county) have potential for conflict.

Groups tend to "protect" their territories and maintain their boundaries by excluding others, rewarding and/or pushing group members for the degree to which they adhere to group norms and defend the territory in question, and by holding ethnocentric beliefs.

Members of a group or a society "tend to believe that their way of thinking and doing things is not only the best but the only right way. This belief that the ways of one's own group are superior to all others, sociologists call ethnocentrism" (Mack, 1969:331). Mack contends that ethnocentrism is an important source of and a contributing factor to the continuity of conflict. In an urbanizing and industrializing world, groups may no longer be as physically and socially isolated as they once were.

Conflict can involve threats to values. Such issues as the Equal Rights Amendment, abortion, fluoridation, and the content of public education may threaten individuals and groups with different value orientations.

Conflict may arise over goals. For example, county residents may differ on how much of the county's budget should be allocated to social services or road repairs. Most conflict is the result of incompatibility of goals. However, there are also conflicts that stem from differences about the means to attain goals. In one community, for example, there was general agreement to establish a community park. Some felt it should be paid for by existing revenue. Others believed a new tax source should be secured. As a result, conflict erupted.

Conflict may also concern policies, such as adherence to Environmental Protection Agency (EPA) or Occupational Safety and Health Administration (OSHA) guidelines.

Conflict can involve threats to behavior: "when values, policies and goals are
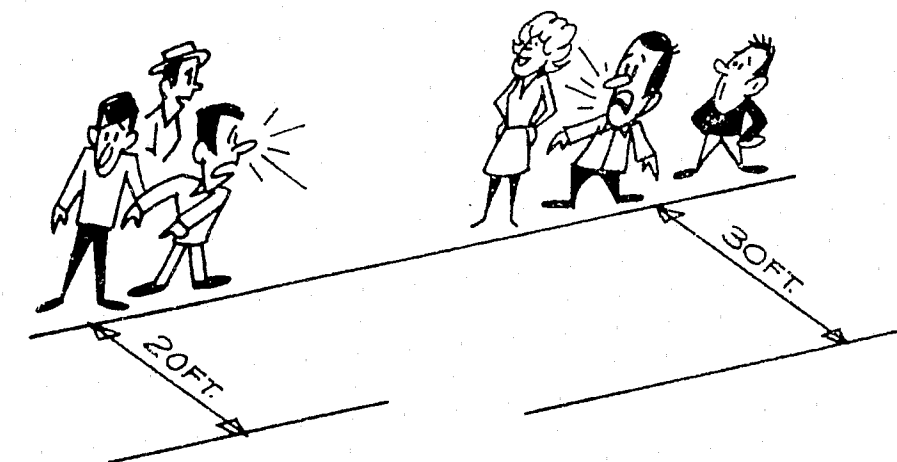
changed, when territories are redefined, one must develop new behavior skills" (Robinson, 1972:102). One recent behavioral change example involves the role of women in law enforcement, political offices, business, and all other facets of society.

The Effects of Conflict

"Not all conflict is bad and not all cooperation is good," according to Robinson (1972:101). People tend to view conflict as a negative force operating against successful completion of group or community goals. Conflict can be harmful to groups but may also serve some potentially positive functions, depending upon the types of groups within and among which it occurs. Not every type of conflict may benefit groups, and conflict may not serve such functions for all groups (Coser, 1964:205).

The integrative and disintegrative effects of conflict are examined in the following paragraphs. Much of the material is summarized from Robinson (1974:9); Cosner (1964); and Schaller (in Cox, 1974:172-177).

Defining and sharpening issues is one of the positive functions of conflict among community groups. As sides form on an issue, arguments and positions are clarified, and people can more easily distinguish between two different points of view.

Conflict often helps gain recognition for the group(s) involved. However, conflict may increase bitterness, alienation, and divisiveness within or among groups and may have long-lasting effects upon future cooperation among individuals and groups holding opposite views. Coleman (1957:7) cites that "the residuum of past controversy", or the cleavages that exist in a community as a result of past conflicts, have an effect on present and future conflicts.

Conflict among groups may increase unity and cohesion **within** each group as members unite in a common purpose. As Mack (1969:334-335) suggests, conflict may define, maintain, and strengthen group boundaries, contributing to the group's distinctiveness and increasing group solidarity and cohesion. He adds, "Conflict promotes the formation of groups . . . conflict also destroys groups, both in the sense of realignments resulting from shifts in the distribution of power . . . and in the ultimate sense of the extermination of an unsuccessful party to conflict."

Conflict within a group can allow dissatisfied members to voice their complaints. And, the group may restructure itself to deal with internal dissension and dissatisfaction. However, conflict within a group often leads to internal tension and disruption. Member's attention may be diverted from the goals of the group to focus on the conflict.

The structure of the group and its degree of tolerance of conflict will affect the results of intra-group dissatisfaction and dissension. Groups that have developed close bonds and whose members feel a great involvement and sense of belonging tend to "play down" or suppress conflict and hostile feelings which may be seen as a threat to the unity of the group. Because of this tendency, feelings of hostility within a group can accumulate and intensify over time. If conflict eventually erupts it may be quite intense. This reaction may occur for two reasons (Coser, 1964; 206-207):

First, because the conflict does not merely aim at resolving the immediate issue which led to its outbreak; all accumulated grievances which were denied expression previously are apt to emerge at this occasion. Second, because the total personality involvement of the group members makes for mobilization of all sentiments in the conduct of the struggle . . . and therefore may threaten the very root of the relationship.

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Cosner concludes that "the closer the group, the more intense the conflict."

In groups composed of individuals who participate only marginally, without involving their total personality, conflict is less likely to be disruptive or destructive. Such groups tend to experience fewer conflicts which guard against the breakdown of consensus. Hostilities do not tend to accumulate when tensions are resolved because "such a conflict is likely to remain focused primarily on the condition which led to its outbreak and not to revive blocked hostility; in this way the conflict is limited to 'the facts of the case' " (Cosner, 1964: 206-207). Cosner (1964: 205) concludes that the number of conflicts experienced by a group is negatively related to the intensity of those conflicts:

Internal social conflicts which concern goals, values or interests that do not contradict the basic assumptions upon which the relationship is founded tend to be positively functional for the social structure. Such conflicts tend to make possible the readjustment of norms and power relations within groups in accordance with the felt needs of its individual members or subgroups.

Internal conflicts in which the contending parties no longer share the basic values upon which the legitimacy of the social system rests threaten to disrupt the structure.

Conflict may lead to alliances with other groups, creating bonds between loosely structured groups or bringing together different individuals and groups in a community as they unite to fight a common threat. Issues, such as types of books used in public schools, have recently brought diverse individuals and groups together in various communities.

However, conflict can also disrupt normal channels of cooperation among various segments of the community.

Conflict may result in social change, although "change often occurs without conflict, and conflict does not always produce change" (Schaller, in Cox, 1974:172). Conflict may produce harmful side-effects in addition to the intended change. When teachers strike for higher wages, in a simplified example, students miss several weeks of school work — no matter what the outcome of the strike. A successful bid for wage increases or the death of the teacher's union might be seen as a desirable change by various groups, yet the negative side-effect remains in either case.

Conflict may become violent and in extreme cases, lead to destruction and bloodshed. Conflict does not necessarily imply or lead to violence; "conflict becomes violence when the process turns to overt hostility and involves destructive behavior" (Robinson, 1974:3). Conflict may also lead to violence "when a group is **forced** to change because its rights and privileges have been threatened or usurped" (Robinson, 1972:101).

Clark (1968:116) states that two conditions help control community conflict and keep it from turning violent: the degree to which people are similar (for example, age, ethnic background, religion, length of residence, organizational ties); and, the degree to which community members have internalized community values, norms, and traditions, resulting from participation in voluntary organizations and involvement in community life.

In summarizing the effects of conflict, it can be said that they are many and varied, as well as unpredictable. In general, conflict may:

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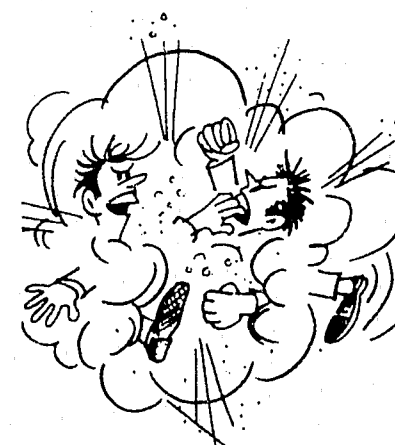
— be harmful to individuals or groups
— have positive results
— help define and sharpen community issues
— help gain recognition for a group
— increase bitterness, alienation, and divisiveness
— increase unity, cohesion, and solidarity within a group
— strengthen group boundaries
— aid in the formation of a new group
— weaken or destroy a group
— increase tension within or between groups
— result in restructuring a group
— lead to alliances with other groups
— disrupt normal channels of cooperation
— become violent.

When, Where and Why is Conflict Likely to Occur?

The potential for conflict depends on the degree to which needed resources must be shared, the amount of dependence among individuals and groups, and differences over goals. The "process leading to conflict is dynamic, because of the constantly changing nature of goals" (Schmidt and Kochan, 368). Several specific factors have been related to the occurrence of conflict. Type of event or issue, type of local government, community type, and size will be discussed here.

Type of Event or Issue

Coleman (1957:4) discusses three components in the development of an event or issue into community conflict:

(1) The event must touch upon an important aspect of the community members' lives — education of their children, their means of livelihood, religion, taxes, or something similar . . .

(2) The event must affect the lives of different community members differently. A tax proposal, for example, affects property-owners one way and non-property owners another.

(3) Finally, the event must be one which community members feel that action can be taken — not one which leaves the community helpless.

Examples of conflict-producing events that fit these descriptions are fluoridation of public water, political control of the community, industrialization-related events, books in public school libraries, and other school controversies, including desegregation and bussing. Coleman notes that one important difference in the origin of community conflicts is the source: whether they arise internally or are a consequence of external influence. He states that "the prospect for the future is toward an increase in the proportion of externally caused community controversies," since the local community is "less often the focus of important social decisions than it once was" (1957:5).

Coleman discusses a second difference among the events which produce conflict, the "area of life they affect" (1957:5-6). The area of life affected might be economic (location of a factory in town, taxes); power or authority (zoning, jurisdictional disputes); cultural values or beliefs (education, fluoridation, religion); and attitudes toward particular persons or groups in the community (a predisposition to react to issues on the basis of who is for or against them).

In discussing the "conditions for controversy," Coleman (Ibid.:6-7) cites
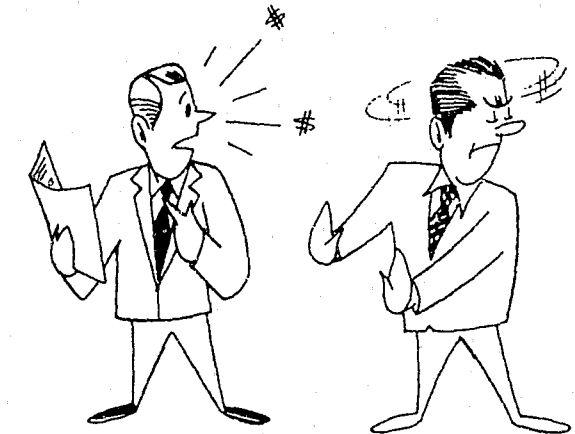
differences in economic structure (i.e., industrial towns, agricultural towns, etc.); changes in time ("short-term changes in the social climate", such as the violent anti-Communism of the early 1950s); existing cleavages ("the residuum of past controversy"); and, shifts in population and values (such as rural communities facing an influx of new residents with different values, attitudes and interests, which in turn affect schools, churches, and taxes). In the future, it seems likely that growth-related issues, such as zoning, will increase the potential for community conflict.

Schilit (1974:22) states that "as we move toward revenue-sharing and increased decentralization of government and services, conflict in communities will undoubtedly increase." Schilit is suggesting that as decisions have to be made over revenue distribution at the local level, there will be increased buying among groups for their share of the resources.

Coleman notes that when issues emerge as conflict they move from the specific to the general. This broadening brings forth new issues as well as new leaders.

Type of Local Government

Gilbert (in Clark, 1968:146-147) studied power and decision-making in 166 American communities. On the relationship between local government type and conflict, he found that communities with a significantly lower level of conflict were those that had conciliatory values, which facilitated the managing of conflict if it developed. The communities also tended to be more homogeneous in population composition and therefore had fewer internal differences, decreasing the potential for conflict.

Community Type and Size

Gilbert (in Clark, 1968:150) also found "that while metropolitan central cities tend to have some conflict, conflict is more common in industrial (in comparison to residential) suburbs, and rural farm (in comparison to rural trade) areas."

On the relationship between population size and conflict, Gilbert (Ibid.: 155-156) states:

Although population size is an important factor in conflict — very large cities tend to be those with the most unmanageable conflicts — sheer numbers are not the 'cause'. Large cities have disproportionately large numbers of persons who are poor and un-

educated. These cities are also "over-diversified' economically in that they are national or regional centers of finance, manufacturing, communications, and the like. This differentiation verging on fragmentation seems to contribute to conflict.

Industrialization and social change in communities affects the potential for conflict. "Industrialization has made possible the rapid interchange of persons and ideas not only within large societies but between societies . . . (this) increases, if only mathematically, the possibility of interpersonal and intergroup friction, both within and between societies" (Mack, 1969:331-332). As we move toward a "mass society" the possibilities for conflict are increased.

As Parker (1974:1) notes, "change, actual or attempted, also results in conflict within a group. There are tendencies to resist change and a fear of the 'unknown' or what might result from changes." Some resist change, of course, for more concrete reasons — because their evaluation of the proposed change concluded that it is no improvement.

Understanding Conflict as a Strategy in Social Change

Conflict, as a strategy, is an attempt to coerce power after understanding and reason fail. There are individuals and groups who use conflict as a strategy to achieve their goals and change existing conditions. They may instigate conflict as a means of gaining recognition and calling attention to their message. They usually want people with power to address their problem. In order to work effectively in such situations, it is necessary to understand how conflict can be used as a strategy in social change. One of the necessary "tools" in conflict management is an awareness and understanding of the strategies that agitators use in generating conflict (Robinson, 1974:14).

The late Saul Alinsky was one of the major advocates of using conflict to achieve group goals. His basic strategy was to organize community and neighborhood groups to "establish a creative tension within the establishment" (Robinson, 1974:14). Whether the tension was creative or not, tension was frequently "created."

Thullen (1975:10) outlines the "conflict" approach: "This approach to development in this country is . . . relatively new. For the most part, it has only become visible as an approach in the last 10-15 years."

A. Some major elements to this approach:
  1. "Direct action" — sit ins, protest marches, and in some cases even civic disobedience.
  2. Organization of factions — of the aggrieved, minorities, the poor
  3. Sharp delineation of "sides" — polarization of communities
  4. Struggle for power or for changing institutions

B. Some basic premises to this approach:
  1. It is useless to work "within" the system for the purposes of dealing with most community problems.
  2. Action is needed to "shake" the system, to make it respond.
  3. Drastic action is necessary to significantly change our society, so it can really deal with its major problems.
  4. Any other approach, which attempts to deal with the system, is a waste of time.
  5. The present "system" has not been able to deal with the serious problems that confront society, so why use it?

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C. Some Examples:
  1. Some past Office of Economic Activity and "War on Poverty" projects.
  2. Many inner city urban programs
  3. "Saul Alinsky type" efforts
  4. Many "private" organizations working with racial or ethnic minorities, such as Black Panthers, or Brown Berets.

Those who utilize the conflict approach may use disruptive tactics to call attention to their position. These tactics may range from non-violent protests — boycotts and sit-ins — to violence.

Community development professionals appear to be divided on the use of conflict. Steuart (1974:7), speaking to professionals in the community development field, states: "Conflict itself . . . of some kind or degree is a major determinant of change and far from moving to avoid or immediately dissolve it, it may often be entirely appropriate even to stimulate it." Many reject conflict because they feel that decisions reached through community consensus and cooperation is the best method to achieve social change. Conflict, it is argued, may stimulate participation in the decision making process but provide only a temporary stimulus and prevent the development of a permanent foundation for participation. Many individuals who find conflict distasteful may be repelled (Schaller, in Cox, 1974:172-177).

Schaller (ibid.) states that although benefits often accrue when conflict is properly used, there are risks involved in using conflict in community organizations. Nonviolent conflict may turn violent, and conflict may produce unexpected results. Conflict may also result in the identification of the wrong 'enemy.' As Robinson (1974:15) notes, "Alinsky demonstrated that his approach would bring change. Sometimes his methods generated great unrest and created much stress within communities. At other times, significant advances and social change occurred."

While many community development workers may not promote the use of conflict to bring about change, it is necessary to understand how it may be used by groups in order to deal with conflict situations more effectively when they arise.

Managing Conflict

This final section will discuss approaches to conflict resolution in line with the aim of the discussion — to aid the reader in developing effective skills for coping with conflict.

Robinson (1974:3) advocates "managing conflict toward constructive action since a conflict can seldom be **completely** resolved." When conflict arises, we need to be able to manage it so that it becomes a positive force, rather than a negative force threatening to disrupt the group or community. As Parker (1964:1) notes:

> Conflict not managed will bring about delays, disinterest, lack of action and, in extreme cases, a complete breakdown of the group. Unmanaged conflict may result in withdrawal of individuals and an unwillingness on their part to participate in other groups or assist with various group action programs.

Boulding (1962:308-310) discusses several methods of ending conflicts: (1) avoidance; (2) conquest; and (3) procedural resolution of some kind, including reconciliation and/or compromise and/or award. As stated previously, avoi-

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dance of conflict often leads to intensified hostility and may later cause greater problems for the group. Therefore, one of the first steps in conflict management is to recognize that a conflict situation exists. Don't ignore it and count on it disappearing by itself. As Boulding (1962:325) notes:

"The biggest problem in developing the institutions of conflict control is that of catching conflicts young. Conflict situations are frequently allowed to develop to almost unmanageable proportions before anything is done about them, by which time it is often too late to resolve them by peaceable and procedural means."

Avoidance in a particular situation might conceivably be the best answer, but this step should be made only after conflict is explicitly recognized and alternative ways to manage it are examined.

Conquest or the elimination of all other points of view is an approach seldom applicable to community development programs. It is mentioned here only as a recognized approach.

Boulding's third method of ending conflict — procedural resolution by reconciliation and/or compromise — is generally the method most appropriate in community development programs.

There are always risks involved when dealing with hostilities or conflict. Research indicates that accepting these risks will result, when the conflict is managed (even in varying degrees), in stronger, more cohesive groups. Ignoring or openly fighting the opposition can greatly weaken group structure and group action. (Parker, 1974:2)

Compromise involves adjustments and modifications with regard to the territories, values, goals, and/or policies of the involved parties. For example, a possible strategy for reducing conflict over how to reach an agreed-upon goal might be to redefine the situation in terms of new means toward the acceptable goals — a new bond issue rather than depleting existing funds. Territories may also be redefined and made less exclusive in order to diminish conflict.

An outline of suggestions for use in managing conflict *within* and *among* community groups is presented below:

1. *Recognize and Acknowledge that Conflict Exists.*

2. *Analyze the Existing Situation.*
   —Know exactly what the conflict is about. Does it involve values, goals, means to goals, territory, or a combination of these?
   —Analyze behavior of involved parties: members of the group(s).
   —Determine if the conflict approach is being used by the concerned party (as discussed in previous section).
   —Find out how other, similar conflicts have been resolved.

3. *Facilitate Communication.*
   —Enhance communication. Open the lines for free discussion and involve all members.
   —Encourage accurate communication and feedback because negotiation (discussed below) depends on good communication.

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—Listen and raise questions.
—Allow free expression. Constructive disagreement should not be suppressed.
—Supply information and facts.
—Maintain an *objective* level (not emotional).
—Stay on *issues,* not people.
—Provide the tact needed to "save face" for parties.

4. *Negotiate.*
   "Techniques used in labor disputes offer potential in community problem solving." (Schilit, 1974:22)

Some useful principles based on negotiations between labor and management, and in business affairs, may be applied in conflict management in community groups. As Nierenberg (1968:2) states, "Whenever people exchange ideas with the intention of changing relationships, whenever they confer for agreement, they are negotiating." He adds, "the *satisfaction of needs* is the goal common to all negotiations" (ibid. :17) . . . Negotiation is a cooperative enterprise; common interests must be sought; negotiation is a behavioral process, not a game; in a good negotiation, *everybody wins something*" (ibid. :29).

The importance of discovering common interests, or "points of common agreement," is stressed by Nierenberg (*ibid.* :21):

Always be on the alert to convert divergent interests into channels of common desires. In exploring these channels, both parties to the negotiation may be stimulated by the idea of sharing common goals. These goals are reached by finding mutual interests and needs, by emphasizing the matters that can be agreed upon, and by not dwelling on points of difference.

5. *Make Necessary Adjustments, Reinforce, Confirm.*

6. *Live with Conflict.* All conflict cannot be resolved. Sometimes, individuals or groups do not feel it is to their collective interest to resolve a conflict. The price is too high. Resolution involves compromise or capitulation. If a party is unwilling to compromise or to capitulate, then the conflict is likely to continue.

Many social analysts believe that the middle class in Western industrial nations has embraced an anti-conflict, anti-violence value orientation. This has resulted in rule by concensus and conflict avoidance. Some or most community leaders find conflict both embarrassing and distasteful. This attitude is especially useful to those who use a conflict strategy — that is, they exploit peace at any price. But, it may not always be in communities' interest to compromise or capitulate on these terms. Learning to live with conflict may be a real community service. As close knit groups have demonstrated for centuries, communities can live with conflict when they collectively determine that it is necessary.
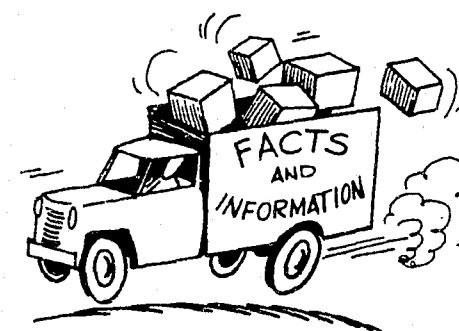
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** Refers to the annotated bibliography at the end of this bibliography.

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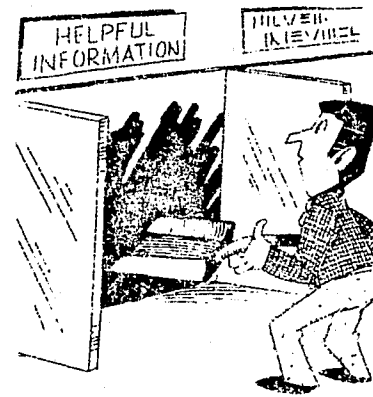
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    Coleman examines the processes underlying community controversy and attempts to construct a foundation upon which a theory of community controversy may be built. He discusses the types of events which lead to conflict, the conditions for controversy, and general patterns in the initiation of controversy. He then looks at the dynamics of controversy, factors affecting the course of controversy and the underlying premises and research problems.

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    Cook outlines the resolution of controversy through conflict, compromise and perspective.
    "In the conflict model, attempts are made to eliminate all but one point of view. Compromise uses only part of the diversity. Developing perspective can

actually lead to resolution which makes use of the differences among the points of view in combination — actually more than the simple sum of the original positions."

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"The Functions of Social Conflict" (Coser) pp. 205-209
  Coser discusses six functions of social conflict:

1. Conflict permits internal dissension and dissatisfaction to rise to the surface and enables a group to restructure itself or deal with dissatisfactions.
2. Conflict provides for the emergence of new norms of appropriate behavior by surfacing shortcomings.
3. Conflict provides means of ascertaining the strength of current power structures.
4. Conflict works to strengthen the boundaries between groups — bringing out their distinctiveness.
5. Conflict creates bonds between loosely structured groups — unifying dissident and unrelated elements.
6. Conflict works as a stimulus to reduce stagnation. Conflict may alter society.

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Presents two case studies and a model for action by third-party consultants.
  Third party consultation plays a useful role for community developers because it promotes the productive resolution of intergroup conflict in community settings. Two related case studies of third-party consultation between conflicting groups in the same neighborhood illustrates a descriptive model. Initially, the impartial consultants facilitated small group, problem-solving discussions between a recreation group, mainly identified with public housing tenants, and a political group, primarily representing private home owners. Consultations resulted in a joint proposal for a community center. This led to a conflict between proponents and opponents which became the focus for a second, but unsuccessful, intervention. The authors analyze the case studies in terms of the major components of the model and in terms of relevant principles of social psychology. Then they discuss the implications for the practice of third-party consultation by community developers.

WHAT DO YOU SAY WHEN . . .?

Responses to Some of the Negative Attitudes You May Encounter in Trying to Organize Crime Prevention Efforts in Your Block or Neighborhood.

1. "Organizing block clubs? That's a great idea, but it'll never work
    in my neighborhood. The neighbors don't even know each other."

    a. That's the problem and the solution. How can you
        prevent burglary if you don't know your neighbors
        well enough, or care enough, to recognize and report
        suspicious activity?

    b. Some people need an excuse to get to know each other and
        organizing around a common concern like crime can be just
        that excuse. Once organized, the group can go on to
        solve other common problems.

    c. Experience has shown that residents respond to their
        neighbors' hospitality.

2. "I don't want to be forced to become buddies with my neighbors.
    I've got my own set of friends outside the neighborhood."

    a. Getting involved in a block club or block watch program
        doesn't necessarily mean you've got to become friends
        with your neighbors or even like your neighbors
        (although that might be ideal); it just means that you
        agree to cooperate to make your block a safer place to
        live by providing some mutual surveillance and support.

    b. While you may not particularly like your neighbor, a
        prerequisite is that you have some level of concern
        about the problem and about making the block or
        neighborhood a better place to live.

    c. Your friends outside the neighborhood cannot provide
        surveillance of your home when you're gone or provide
        immediate assistance with a problem you might have on
        your block.

3. "I don't want to get involved and give up my privacy and anonymity."

    a. Many people have discovered that giving up a little privacy is more than a fair trade for increased security and peace of mind.

    b. No one is forcing you to tear down your fences and tell your neighbors where you are every minute. There are, however, suggestions for increasing security that might imply a little less privacy. For example, it might be suggested that a fence, while defining territory, still allows for surveillance.

4. "I don't want teenagers at the meeting; they're the ones who are ripping us off" or "I don't trust some of my neighbors; they may be the very ones ripping me off."

    a. The vast majority of teenagers and neighbors are as law-abiding as you are.

    b. Teenagers are very alert and knowledgeable about vehicles particularly. They can be very helpful in providing accurate information.

    c. It might be beneficial to involve perceived or potential trouble makers in designing solutions to neighborhood problems.

    d. Most people can spot the "bad apple." Peer pressure can be applied to encourage behavior change or set standards for behavior in a neighborhood. The joint efforts of a group of neighbors can make an offender feel uncomfortable enough to change behavior or move.

5. "I have a burglar alarm and a big dog. I don't need to come to your meeting."

    a. a. Who's going to report your alarm if you're not home?

       b. Dogs can often be distracted with food.

       c. What about your neighbors who don't have alarms? There's a lot you can do to help them.

6. "My home's like a fortress. I've got a good set of locks and am well protected."

    a. Do you want to live in a fortress? Doesn't that further isolate you? Aren't you admitting by retreating and fortressing your home that "they" have won? Aren't you giving up your neighborhood or block to the potential offender?

    b. Crime is more than an individual's problem. A crime and housing values study done in Minneapolis indicated that for every one percent increase in residential burglary in a neighborhood the average property value of a home in that neighborhood suffers a relative decline of about $553 (relative to areas of the city with lower burglary rates). In other words, the value of your home is depressed if there is crime in the neighborhood. Therefore, neighbors must join together to stop a neighborhood problem.

7. "I bought a really good lock but the burglars kicked the door in."

    a. Maybe what you needed was a premise security survey--an analysis of the security of your home by a trained police

officer or civilian. Such a survey would have pointed

out the weakness of your door. An appointment for a free

premise security survey can be made at a block club meeting.

b. A "good" lock is determined by the purpose it is meant to

serve. You can't say a certain kind of medication is "a

really good pill" unless you know what illness it is meant

to cure. It is important to determine risk before making

judgements about security. That is the purpose of a prem-

ise security survey.

8. "I don't want someone coming into my house checking my security; they'll
come back to rip me off."

a. Premise security surveys are done by trained police officers

or trained civilians whose backgrounds have been thoroughly

checked.

b. If you are that concerned, however, about an outsider doing

a premise security survey, it is possible for you to learn

how to do one yourself with some minimal training about

what to look for and by using a premise security survey

form.

9. "Any burglar who wants to get in is going to get in."

a. Of course, there is always going to be some crime.

Professionals will learn new techniques as quickly as we

employ our crime prevention techniques. However, amateurs

account for a significant proportion of crime, particularly

residential burglary. And amateurs can be deterred by

good security and obvious surveillance.

b. Locks don't keep offenders out as much as they slow them

down, force them to make noise and increase the opportun-

ity for surveillance and, therefore, increase the risk of

apprehension.

10. "We already cooperate with our neighbors to look after each other's
property."

a. Do you know the extent of the problem? Do you know who

the typical burglar is, what he takes, when, and how? Do

you know how to protect your home? Do you know what in-

formation is needed by the police in order to make an

arrest?

b. A block club meeting is your chance to meet your local

police, to help them to become familiar with your neigh-

borhood, and to learn what more you can do to help them.

11. "Why don't the police do something about it?"

a. Even if there were a police officer on every corner, and

even if you were willing to pay for their services, they

would be unlikely to be as effective as alert neighbors.

b. In order to apprehend criminals, police need clues and

information. Burglars leave few clues. Alert neighbors

can make notes describing suspicious actions and take

down license numbers.

12. "The police take too long to come and then they don't care."

a. A block club meeting is your chance to air your complaints.

b. A block club meeting is an opportunity to learn how the police

function and what their problems, limitations, and
constraints are.

13. "I don't want to be associated with anything to do with the police."

    a. You want police to be associated with you, however, if you're the victim of a crime.

    b. Maybe if you got to know your police you would discover that you're both trying to accomplish the same thing-- reduction of crime and fear.

    c. It is your responsibility to let your police know that you care about your neighborhood and expect cooperation in your efforts to make it a better place. In turn, you should make them aware that you too are willing to cooperate.

14. "I would never call the police for fear of retaliation by the offender."

    a. If you have joined with your neighbors you can all report an incident and there will be a force of people to retaliate against, not just one.

    b. The fear of retaliation is greater than the reality. Check with your police about actual incidents of retaliation. Retaliation is something that is built up on shows like Kojak but it is not as serious a problem as most people think.

    c. The alternative to not reporting is to become further victims of fear and slaves to the offender.

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15. "Why should I bother to report crime? The criminal justice system (the courts and corrections) are revolving doors; nothing happens to the ones who are caught."

    a. There are many problems with the courts and corrections. That is why crime prevention is so important. The idea is to prevent the crime from occurring in the first place. Keep juveniles out of the system by making it so difficult to commit a crime that they won't.

    b. Once people get together there are a number of things they can do including getting to the parents of problem kids and finding answers to some of the problems with the system, e.g., court watch programs.

    c. Often stiff convictions cannot be gotten because people are unwilling to be witnessess. There are programs now to aid and support witnessess and victims. Neighborhood residents must be made aware of these and encouraged to utilize them. This is what neighborhood channels of communication are all about.

16. "We can't do anything about it."

    a. Wrong. You can do a lot!

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MODULE: #11 Community Organization/Program Commencement

TIME REQUIRED: 60 minutes

OBJECTIVES: At the end of this session participants will:

1. Identify the steps that a program specialist should follow in developing community crime prevention programs after completion of a comprehensive plan of action.

2. Understand the role and value of citizen crime prevention leaders in overall program administration.

3. Appreciate the value of following a predetermined series of steps in the development of community crime prevention programs.

4. Be provided with the resources needed to organize a citizen advisory group that will assist the program specialist in program development.

5. Be able to recruit and train citizen volunteers who will provide the foundation for Community Watch organizations.

6. Be aware of the role of the media in program development and be provided a list of tips which will assist program specialists in dealing with broadcast and print representatives.

7. Realize the value of a program commencement ceremony and be provided a list of items that should be incorporated in the ceremony.

TECHNIQUE:

The instructor should be certain to stress the sequence of events that program specialists should follow in the implementation of the program. Stress the applicability of each in overall program development.

In this module stress should be placed on the relationship of these steps to points raised in Module #10.

If participants do not appreciate the practicality and value of module content, overall program effectiveness will be greatly reduced.

MATERIALS REQUIRED:

Transparencies
Overhead projector and screen
Blackboard and chalk
Handouts

LESSON PLAN:

1. (5 min.) Realize Objective #1 by a discussion with participants of the relationship of the plan of action and the sequence of activities

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LESSON PLAN (cont'd)

that follow. Discuss the content of the module and stress its importance. Transparency #1 will be shown during instructor's presentation.

2. (10 min.) Review the role of police in community crime prevention programs. Show Transparency #2 during this presentation. Stress the role of the program specialist. In that regard, Transparency #3 will follow with a thorough discussion of the role of each leader in the organization and administration of the initiative. This section accomplishes Objective #2. Stress the role of program specialist.

3. (5 min.) The sequence of steps that a program specialist follows to recruit program leaders is reviewed by means of Transparency #4.

4. (15 min.) The Advisory Group's role is detailed by Transparency #5. Stress should be placed on the fact that this group assists program specialists and are not involved in decision-making except as requested.

Handout #1 is passed out when Transparency #6 is shown. The participants then are introduced to potential sources of Advisory Group members (Membership Resource List). Instructor should make participants aware of the fact that many of the organizations listed have already made a commitment to the crime prevention program.

Transparency #7 is shown as points raised on the Preliminary Interview Format, Sample Letter of Appointment, and Initial Meeting Agenda are reviewed with the participants.

Handout #2, "COMMUNITY DEVELOPMENT STAFF", is passed out and the applicability to rural areas of the points raised in the module is stressed. Objective #4 is achieved in this section.

5. (10 min,) Handout #3 which details the recruitment and training of citizen leaders is presented to participants. This includes Community Resource Packet, Block Leader Duties and Responsibilities, Sector Coordinator Duties and Responsibilities, and Block Leader Recruitment Packet. Instructor should explain each description in detail and relate them to overall program organization.

Objective #2 is further achieved in this section.

6. (5 min.) Handout #4, "CITIZEN TRAINING OUTLINE", is explained to participants. Points raised are covered so that Objective #5 is accomplished.

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LESSON PLAN (cont'd)

It should be noted that the Crime Prevention Program Specialist should complete the training after recruitment and before program commencement.

7. (5 min.) Objectives #6 and 7 are accomplished by means of Handout #5, "HOW TO SURVIVE AN INTERVIEW WITH THE MEDIA: 15 TIPS TO KEEP IN MIND", "PROGRAM "KICK-OFF" CHECKLIST", "LETTER OF INVITATION". The sequence of activities is explained and the role of the media as a means of assisting program implementation is discussed.

8. (5 min.) Summary of main points further accomplishes Objective #3. Hand out "OLDER PERSONS IN CRIME ANALYSIS: A PROGRAM IMPLEMENTATION GUIDE", and cover main points.

INDIVIDUALS MUST WORK WITH THEIR NEIGHBORS IF CRIME IN THE NEIGHBORHOOD IS TO BE REDUCED.

COMMUNITY INVOLVEMENT SHOULD SUPPLEMENT, NOT SUPPLANT, POLICE ACTIVITIES.

CRIME IN MINNEAPOLIS PROPOSALS FOR PREVENTION MAY, 1977

CITIZEN INVOLVEMENT IN CRIME
PREVENTION MUST BE AN <u>INITIAL</u>
STEP IN A LINE OF DEFENSE,
NOT THE LAST.

EFFECTIVE CRIME PREVENTION IS
POSSIBLE ONLY THROUGH BROAD-
BASED COMMUNITY AWARENESS AND
INVOLVEMENT.

<u>POLICE</u>

PROVIDE MUCH OF THE INITIAL
TRAINING AND ORIENTATION OF
POTENTIAL CITIZEN LEADERS.

PROVIDE ACCESS TO AUDIO-VISUAL
EQUIPMENT AND SECURITY HARDWARE
DISPLAYS.

COLLECT AND INTERPRET CRIME DATA
AND THE CONTINUING IMPACT OF THE
COMMUNITY PROGRAM.

POLICE (CONTINUED)

ATTEND MEETINGS IN CITIZENS'
HOMES TO HELP ORGANIZE BLOCK
WATCH GROUPS AND MOTIVATE
CITIZEN PARTICIPANTS.

POLICE (CONTINUED)

ACQUAINT THE CITIZENRY WITH
THE MANPOWER CAPABILITIES
AND WORKLOAD OF THE POLICE
DEPARTMENT SO THAT THEY MAY
BETTER UNDERSTAND THE "STATE
OF THE ART" IN LOCAL POLICE
SERVICES.

COMMUNITY CRIME PREVENTION
PROGRAM
ORGANIZATION

ADVISORY----→ PROGRAM SPECIALIST ←---------- CRIME
GROUP   PREVENTION
                                            OFFICER
              SECTOR COORDINATOR

              BLOCK LEADER

              BLOCK WATCHER
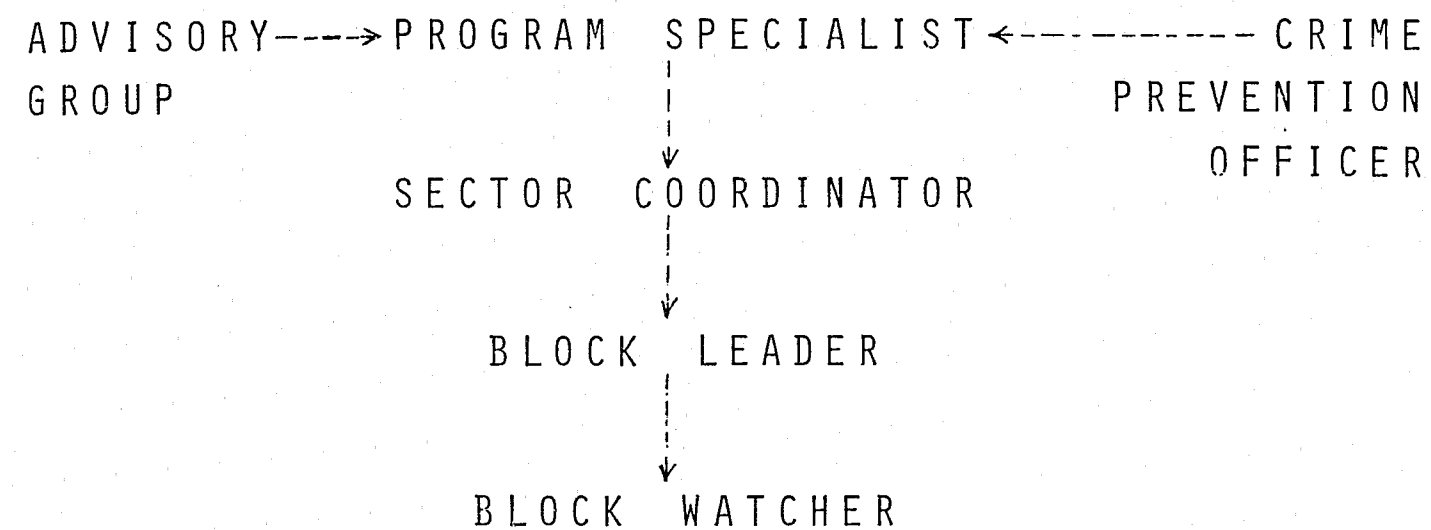
HOW DO WE ORGANIZE OUR COMMUNITY?

1. WE IDENTIFY POTENTIAL LEADERS.

2. WE SCREEN POTENTIAL LEADERS.

3. WE PROPOSE ACTION FOR OUR
    POTENTIAL LEADERS.

4. WE TRAIN POTENTIAL LEADERS.

5. IN UNISON, WE DEVELOP OUR
    PROGRAM STRATEGIES.

ROLES IN COMMUNITY ORGANIZATION

ADVISORY GROUP

BY WORKING WITH THE LOCAL
GOVERNMENTAL AND COMMUNITY
AGENCIES, THE ADVISORY GROUP
PROVIDES SCOPE AND DIRECTION
FOR THE CRIME PREVENTION
PROGRAM.

SINCE ACTIVELY INVOLVED IN
SETTING PROGRAM OBJECTIVES AND
GOALS, MEMBERS SHOULD BE STRONG
ADVOCATES FOR COMMUNITY
INVOLVEMENT.

ADVISORY GROUP
POTENTIAL MEMBERS:

(12-15 MEMBERS)
APPOINTED BY MUNICIPAL EXECUTIVE

- CIVIC ASSOCIATIONS
    * U.S. JAYCEES
    * GENERAL FEDERATION OF WOMENS CLUBS

- LAW ENFORCEMENT

- BUSINESS ORGANIZATIONS

- UNIONS

- SCHOOL DISTRICTS

- RELIGIOUS ORGANIZATIONS

- YOUTH ORGANIZATIONS

- SENIOR CITIZENS GROUPS

- MEDIA

ADVISORY GROUP

PROCESS OF SELECTION:

- NOMINATION BY CRIME PREVENTION UNIT

- INTERVIEW

- NOTIFICATION OF APPOINTMENT

- FIRST MEETING

- STATEMENT OF PURPOSE

- ONGOING CONSULTATION

CITIZEN ADVISORY GROUP

MEMBERSHIP RESOURCE LIST

Local Civic Associations, Neighborhood Groups, or Block Clubs drawn from the following listing of organizations which are members of the National Crime Prevention Coalition.

Civic Organizations:

U. S. Jaycees (local chapter)

General Federation of Women's Clubs

Optimist International

National Exchange Club (local chapter)

National League of Cities (local chapter)

National Urban League (local chapter)

National Association for the Advancement of Colored People

Business Organizations:

Chamber of Commerce

Retail Merchants Association

Service Corps of Retired Executives

Unions:

AFL-CIO (Department of Community Services)

School District:

Parent-Teacher Organizations

National Education Association (local chapter)

National Retired Teachers Association (local chapter)

Religious Organizations:

   National Conference of Christians and Jews (local chapter)

Youth Organizations:

   Boy Scouts of America (local troop)

Senior Citizen Organizations:

   American Association of Retired Persons (local clubs)

   National Council of Senior Citizens (local chapter)

Media

Crime Prevention Officer(s)

District Attorney

District Justice (target area)

CITIZEN ADVISORY GROUP

PRELIMINARY INTERVIEW FORMAT

1. Explain history of local crime prevention efforts.

   a. Recognized need for crime prevention

   b. Crime prevention officer training

   c. Program formation for past crime prevention program

   d. Current local involvement in crime prevention (if any)

   e. Current status of programs in municipality

2. Explain how past activities have led department to understand need for community involvement.

   a. Reduced police manpower

   b. Reduced funds for many programs

   c. Availability of local resources

   d. Benefits of total community involvement

3. Explain concept of community crime prevention advisory group.

   a. Local forum of issues

   b. Assists in developing local activities for crime prevention

   c. Involves citizens in implementing programs

d. Assist police and citizens in attaining goals of local

crime prevention programs

4. Explain to individual that he/she will be notified of upcoming

organizational meeting.

5. Reinforce positive aspects of advisory group and again solicit

participation in committee.

CITIZEN ADVISORY GROUP

SAMPLE LETTER OF
APPOINTMENT

It gives me great pleasure to appoint you to the Citizens Crime

Prevention Advisory Group of the _____(Municipality)_____ crime

prevention program.

Based on past recognition of you as a community-minded individual

concerned with the needs of our municipality, I am confident your work

with the Advisory Group will be of value to the overall success of our

local crime prevention efforts.

As our community begins this important program, I want to emphasize

that only through the combined efforts of citizens, police and local

government can we hope to reduce crime and the fear of crime in our

community.

It is with this idea of mutual cooperation that I welcome you to the

Advisory Group and trust that you will find your time and efforts with

this body to be rewarding.

Sincerely,

Chief Executive

CITIZEN ADVISORY GROUP

INITIAL MEETING AGENDA

1. Call to Order

Chair - Chief executive/designee

2. Introduction of members

Brief self introductions of members to increase
familiarity of body.

3. Brief introductory comments

Chief executive (or designee) to welcome members and
explain need for advisory group.

4. Explanation of purpose

Crime prevention officer to do this utilizing the
following model format:

Purpose:

The community crime prevention advisory group will
act as a mechanism to coordinate the resources of the
community in assisting the local crime prevention
program.

5. Explanation of goals

Crime prevention officer to do this utilizing the following
model format:

Goals:

The goals of the community crime prevention advisory group
are to:

a. Stimulate community interest in and support the crime
prevention activities.

b. Assist the law enforcement community in coordinating
crime prevention efforts with citizens' groups.

6. Explanation of duties

Crime prevention officer to do this utilizing the following
model format:

Duties and Functions:

The community crime prevention advisory group will be responsible
for accomplishing the following:

a. Identify the general and specific community resources
available to assist the crime prevention program.

b. Provide input to the crime prevention unit in develop-
ing a priority schedule for the allocation of local
resources to crime prevention efforts.

c. Assist in the implementation of crime specific
prevention programs.

d. Maintain review of community changes, attitudes,
concerns which impact on crime prevention efforts.

e. Act as resource center and/or information exchange
for crime prevention information relevant to the
community.

7. Discuss need for community resource profile

Crime prevention officer to explain need for profile and methods
for development.

8. Statement of Purpose

Community crime prevention advisory group will develop a Statement
of Purpose based on their goals for ratification and submission
to municipal executive.

9. Adjournment

Region	Agent (office address and phone number)

1. Southeast Region — Warren Cook, Adult, Berks County Agricultural Center, Leesport, PA 19533, 215-378-1327
(All counties in region)

2. Northeast Region — Gordon D. Ladd, Youth, Monroe Co. Coop. Extension Office, R.D. 2, Box 2336A, Stroudsburg, 18360, 717-992-7344
— Joseph A. Macialek, Adult, Lackawanna Co. Coop. Extension Service, 200 Adams Avenue, Scranton, 18503, 717-459-4761 (All counties in region)
— Adult, Pike Co. Coop. Extension Service, Courthouse Annex 1, P.O. Box 39, Milford, 18337, 717-296-6122 (Pike County)

4. Northern Tier Region — Francis C. Turner, Adult, Northern Tier Regional Extension Office, Box 185, Route 6, Wysox 18854, 717-265-8633 (All counties in region)
— David N. Kinsey, Youth, Sullivan Co. Coop. Extension Service Office, Main Street, Dushore, 18614, 717-928-9264 (All counties in region)

5. Susquehanna Region — A. Barbara Woodruff, Youth/Adult, 340 Ag. Administration Building, University Park, 16802, 814-863-3447 (Centre, Clinton, Juniata, Mifflin)
— Guy H. Temple, Youth/Adult, Union Co. Coop. Extension Office, Courthouse, Lewisburg, 17837, 717-524-4461, Ext. 57 (Columbia, Lycoming, Montour, Northumberland, Snyder, Union)

6. Capital Region — Richard Fox, Adult, Dauphin Co. Coop. Extension Office, 75 S. Houcks Road, Harrisburg, 17109 717-652-8460 (All counties in region)

7. So. Allegheny Region — Michael B. Mianulli, Youth/Adult, Cambria Co. Coop. Extension Office, Box 390, Ebensburg, 15931 814-472-7986 (Blair, Cambria, Somerset)
— Marshall Spayd, Youth/Adult, Huntingdon Co. Coop. Extension Office, 723 Portland Ave. Room 208, Huntingdon 16652, 814-643-1660 (Bedford, Fulton, Huntingdon)

8. North Central Region — William C. Shuffstall, Adult, DuBois Campus, College Place, DuBois, 15801, 814-371-2800, Ext. 50 (All counties in region)
— James J. Grippo, Youth, Clearfield Co. Coop. Extension Office, Multi-Service Center, 650 Leonard St., Clearfield, 16830, 814-765-7878 (Clearfield, Elk, Jefferson)

9. Northwest Region — David L. Hill, Adult, Shenango Valley Campus, 147 Shenango Ave., Sharon, 16146, 412-981-1640 (All counties in region)
— Kathleen A. Butz, Youth, Venango Co. Coop. Extension Office, R.D. 1, Box 468, Franklin, 16323, 814-437-7607 (Clarion, Forest, Venango)

10. Southwest Region — Mary C. Lehman, Adult, New Kensington Campus, 3550 7th St. Road, New Kensington, 15068 412-339-3561 (All counties in region)

COMMUNITY RESOURCE PACKET

1. Community. Profile

2. Crime Profile

3. Victimization/Concerns Profile

4. Community Resource Report

5. Program Description Summary (developed from action plan by crime prevention unit)

6. Duties and Responsibilities of Block Leaders and Sector Coordinators

BLOCK LEADER

DUTIES AND RESPONSIBILITIES

1. Solicit residents in designated area (10-15 households) to participate in municipal crime prevention program.

2. Be aware of current community crime problem and provide instruction on crime prevention techniques through block meetings centered on block watch   duties and responsibilities.

3. Be responsible for coordinating neighborhood meetings on a timely basis that work to implement program strategies.

4. Act as liaison to the police crime prevention unit and section coordinator.

5. Disburse crime prevention material as needed to citizen block watches.

6. Maintain records on participation, training, disbursement of materials and other related matters as required by police crime prevention unit.

SECTOR COORDINATOR

DUTIES AND RESPONSIBILITIES

1. Assume responsibility for coordination of approximately seven (7) neighborhood watch groups.

2. Serve as liaison between block leaders and the police crime prevention unit.

3. Coordinate disbursement of crime prevention materials in sector.

4. Assist block leaders with implementation of program strategies, as requested.

5. Compile sector reports on activities reported by block leaders as requested by police crime prevention unit.

BLOCK LEADER RECRUITMENT PACKET

CONTENTS

1. "Target" crime pamphlets (PCCD/local stocks)

2. Crime reporting procedures guide (developed by police crime prevention unit)

3. Operation Identification sticker (sample) (PCCD)

4. "Neighborhood Watch" home participation sign (if applicable)

5. Block watch participation "guidelines" (developed by police crime prevention unit)

6. Personal security materials (PCCD/local stocks)

7. Training agenda (developed by crime prevention unit)

8. Program description summary (developed by crime prevention unit)

9. Neighborhood meeting notification form (developed by crime prevention unit)

10. Block leader job description

11. Home security form

12. Initial contact form

13. Block housing map

14. Block meeting attendance roster

15. Block meeting minutes form

16. Engraver (PCCD)

    a. Receipt (police crime prevention unit)

    b. Use schedule

CITIZEN TRAINING OUTLINE

For Advisory Board Members, Target Area Coordinators, Sector Coordinators, Block Leaders - Four (4) Hour Training Component Covering the Following:

1. Crime Prevention Definition and Philosophy

2. Importance of - Opportunity Reduction, Risk Management and Citizen Participation

3. Security Hardware - Doors, Locks, Windows, Displays

    A. Films: "Crime At Home - What To Do"

             "Target For Terror"

4. Home Security Self-Survey Techniques -

    Handouts: Self-Survey Form

             Household Inventory Form

    Procedure for Police Contact When Special Problems Are Encountered

5. Program Information Dissemination Included Here:

    A. Packet of all appropriate literature, stickers, etc.

    Explain procedure for Making the Citizens Aware of This Material

6. Roles of Program Participants -

    A. Police

    B. Coordinator: Target Area - Sector

    C. Block Leaders

    D. Citizens

7. Program Reporting Procedures

    A. Explain local rules regarding crime reports

        and other types of calls for service by citizens

        based on group decision-making process.

8. Summarize and conclude training, with a strong statement

    of support for the program possibly through the Chief

    Law Enforcement Officer or the Mayor/Political Leader

    of the community.

HOW TO SURVIVE AN INTERVIEW WITH THE MEDIA:

15 TIPS TO KEEP IN MIND

1. BE PREPARED. Know your facts and be up-to-date on issues, not only in your area but around the country. Stay on your toes and be ready to answer any kind of question.

2. BE CONCISE. Capsulize your answers. By keeping answers short, you not only make the interview more interesting but you stand a better chance of being quoted correctly.

3. USE THE CHRISTMAS TREE EFFECT. Say the most important thing first, then elaborate with specific examples and personal experiences. This makes the audience relate more to your stories. Figure out ahead of time one or two major points that you want to stress and as soon as possible, get them across.

4. DO NOT EVADE THE QUESTION. If you don't know the answer, say so and offer to find out. If you can't release the information, tell that to the interviewer and explain matter-of-factly why you can't. Always make sure that your answer is relevant to the interviewer's question.

5. NEVER LIE. The press will invariably find out the truth and they always have the last word.

6. WHAT'S NEWS? Remember that the media is interested in news. News is new occurrences, not established facts.

7. KEEP YOUR COOL. Be friendly and responsive to the interviewer even if he isn't showing the same consideration to you. The audience will realize that he's trying to upset you and will be on your side.

8. TAKE CONTROL. If the interviewer interrupts before you have finished your response, pause, let him finish and then continue with your answer. Don't let him rush you. Remember, you want to keep control of the interview but not run off with it.

9. WATCH OUT FOR "OFF-THE-RECORD". If an interviewer asks for your comments, "strictly off the record, of course," do not answer. Anything you say can be used -- and most likely will be.

10. KEEP IT SIMPLE. Avoid language that the public will not understand. The public is whom you are trying to reach and they should be able to follow what you are saying. Colorful, informal language will appeal to the audience more than "official" lingo.

11. WEAR PROPER ATTIRE. If your interview is to be broadcast on TV, wear medium tones -- grey, brown or blue. Avoid wild patterned ties and clothes.

12. STAY RELAXED. If you're nervous before you go on the air, relax your throat muscles by yawning or stretching.

13. DO USE VISUALS AND SEASONAL TIE-INS. Films and visuals add to the total effect and often help get your story on the air. Be mindful of seasonal tie-ins. Holidays and seasonal themes are attractive to the media, they make your story more "sellable".

14. WHEN ON THE AIR keep these tips in mind:

    a. Be yourself.
    b. Act natural.
    c. Use eye contact with the interviewer.
    d. Avoid nervous habits such as rapid hand movements, foot tapping, chair swiveling, "uhm's and uh's".

15. ENJOY YOURSELF. You'll make the best impression if you can convey to the interviewer and the audience that you're glad to be there, you're interested in them and that you know what you're talking about.

Program "KICK-OFF" Checklist

1. Date/Time

2. Proclamation by municipal chief executive

3. Invitations to:

    a. Public officials (elected/appointed)
    b. Media (broadcast and print)
    c. Business community
    d. Target area residents
    e. Community organizations (resource list)
    f. Advisory groups
    g. Criminal justice agencies:

        1. District Attorney
        2. Warden
        3. Judges

    h. Municipal task force

4. Agenda

5. Audio/visual equipment (PCCD)

6. Supplemental handouts

7. Refreshments

8. Crime prevention display board (PCCD)

9. News Releases

10. Follow-up notices

11. Letters of appreciation

LETTER OF INVITATION

FROM

CHIEF MUNICIPAL EXECUTIVE

Dear _____.

      According to _____ Police statistics for 1980, _____ out of every _____ homes in our community was burglarized. Our police department, in cooperation with other municipal agencies, and especially with your assistance; is attempting to reduce burglary and other criminal activity in your neighborhood.

      The (City, Borough, Township) of _____ invites you to attend a Neighborhood Watch, "Kick-Off" meeting to be held:

        Day, Date: _____

        Location: _____

        Time: _____

      In attendance will be city and state officials, police department representatives and neighborhood representatives who will explain the workings of this new program to you.

      The fear of crime, the criminal act itself and the trauma which affects the victim of crime are major concerns of our administration and it is through involvement in a Neighborhood Watch program that we feel our community can be a safer and happier place to live.

      At the meeting you will be given useful information on the prevention of burglary, theft, purse snatchings and automobile theft. You will be introduced to the concept of "Block Watch" and you will learn how you, in cooperation with your friends and neighbors, can help our police department to reduce criminal activity in your neighborhood.

      Please plan to attend the Neighborhood Watch, "Kick-Off" meeting on _____(Day - Date)_____. Talk to your neighbors about it and be sure that they come along with you. This is your opportunity to help make the (City, Borough, Township) of _____ a place we can all be proud of; please don't let it pass by. We need your help!

               Sincerely yours,

               (Chief Municipal Official)

MODULE: #12 Community Crime Prevention Activities

TIME REQUIRED: 50 minutes

OBJECTIVES: At the end of this session participants will:

1. Realize the importance of citizen involvement in the implementation of an effective crime prevention program.

2. Be able to relate citizen involvement in crime prevention programs to a practical sequence of activities.

3. Be provided the means to administer program activities in an efficient manner.

TECHNIQUES:

This module builds on the sequence of activities previously discussed in Community Organizing/Commencement Module (#11). The discussion centers on the activities taken to initiate citizen involvement in Watch groups when the organizational structure is in place staffed with trained, motivated volunteers.

MATERIALS REQUIRED:

Transparencies
Handouts
Overhead Projector
Screen

LESSON PLAN:

1. (15 min.) After showing the definition of Community Action, by means of Transparency #1, DEFINITION OF COMMUNITY ACTION, introduce the concept of citizen participation by a review of the contents of CITIZEN PARTICIPATION IN COMMUNITY DEVELOPMENT, (Handout #1). The instructor should extract pertinent points noted in the Handout that apply to interesting citizens in a voluntary community development group such as a crime prevention programs.

           On page 5 of the invented pyramid that notes a citizen participation scale should be a focus of the discussion Transparency #2 can be of use in this discussion. The importance of citizen participation (page 6) and conditions of citizen participation (page 7-11) are important

foundations of the presentation. The summary of the article (page 12) can be used to apply the subject matter to the crime prevention mode. Transparency #3 also notes the principles of citizen participation.

2. (5 min.) Showing Transparency #4, relate to the class that all crime prevention activities (e.s. personal security presentations, Operation, ID) have one truly viable function which is to mobilize the community to act as the "eyes and ears" of the police. Note that without citizen "Watch" groups, there has been little proven reduction of crime as a result of crime prevention initiatives.

3. (5 min.) At this juncture in the development of a community crime prevention program the solicitation of residents in target areas must be undertaken to recruit them as members of community "Watch" groups. The program specialist should use personal judgment as to who should undertake the effort. Police personnel should coordinate and assist the effort with Block Leaders as espoused in Module #11 usually going door to door requesting the participation of their neighbors in the program.

Handout #2 should be reviewed with the class. The Block Leader Recruitment Packet should be discussed from the standpoint of Block Leaders having the items available as they recruit Block Watchers. The Citizen Block Watchers - Duties and Responsibilities should be analyzed closely with group since this is the basis of all crime prevention activities in the target area.

4. (10 min.) It is necessary for participants to realize the importance of gathering data on the efficiency of the program while it is ongoing. Instructor should relate the importance of the forms presented in Handout #3 by showing practical usage of these by examples noted in Initial Contact, (Transparency #5) Neighborhood Map, (Transparency #6) Meeting Minutes, (Transparency #7) and Meeting Attendance, (Transparency #8). Stress the ease that these forms allow for program administration.

Block Leaders should be instructed on the usage of these forms at the initial training session.

5. (5 min.) Utilizing ENGRAVER SCHEDULE, Handout #4, explain that the forms are another vehicle that can be used for efficient program administration.

6. (10 min.) Summarize main points of the Module with accent on the critical importance of citizen participation in "Watch" groups.

LEVELS OF PARTICIPATION

COMMUNITY ACTION

CITIZENS ORGANIZED TO PROVIDE

A METHOD FOR INVOLVEMENT IN

COMMUNITY IMPROVEMENT ACTIVITIES.

ACTIVELY INVOLVED

LIMITED ACTIVITY

AVERAGE
ACTIVITY

LITTLE
ACTIVITY

NO

ACTION

PRINCIPLES

OF
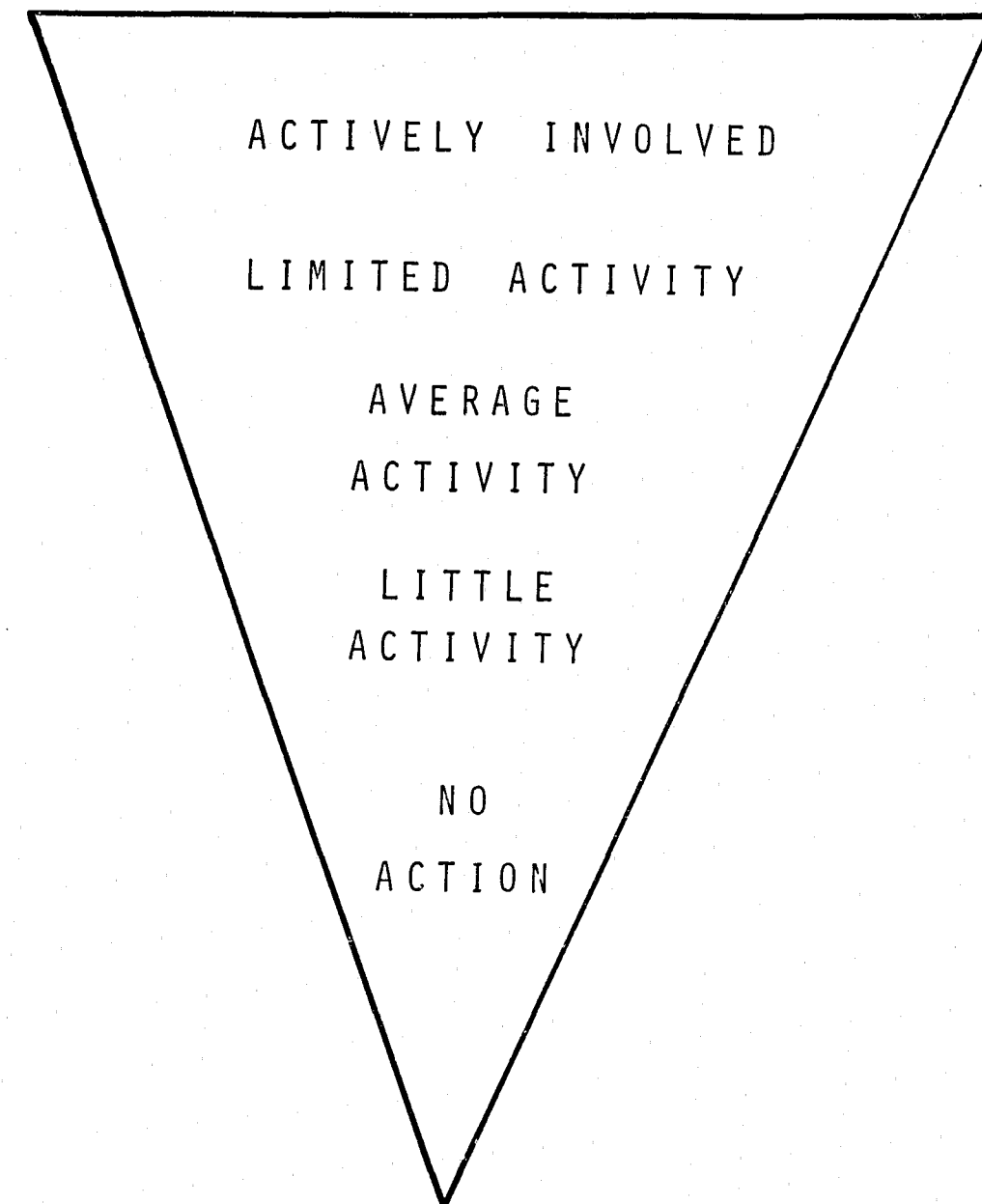
CITIZEN PARTICIPATION

1. POSITIVE BENEFITS

2. ORGANIZATION AVAILABLE FOR

EXPRESSING INTERESTS.

3. OBLIGATION TO SUPPORT

ACTIVITY.

4. IMPROVED KNOWLEDGE OF SUBJECT

5. COMFORT IN A GROUP SETTING

6. WAY-OF-LIFE THREATENED

Community Action

TARGET HARDENING

PERSONAL SECURITY

ENVIRONMENTAL DESIGN

NEIGHBORHOOD ACTION

INITIAL CONTACT   (Community Activities)
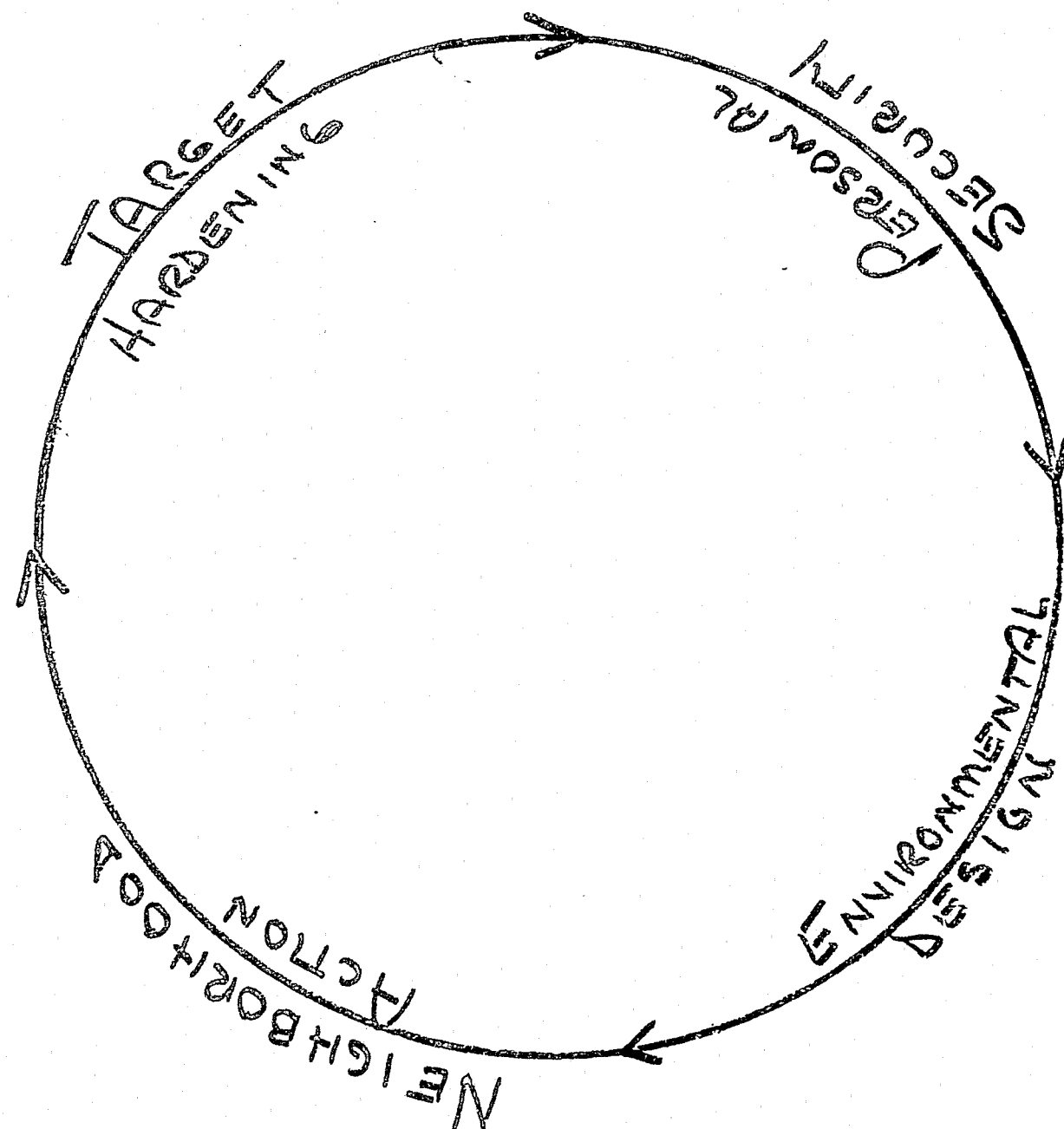
| Date: November 9, 1981 |
| Neighborhood: Lewes   Block #: 10 |
| Doorknocker: Mary Knott |

PLEASE PRINT

Address	Name	Home Phone	Work Phone	Comments	Will Attend	Will Not Attend
3100 Simpson St.	Larry Ramey	591-6782	767-8000		✓	
8101 Simpson St.	Nancy Toth	591-5569	981-6203	Evening Job		✓
3102 Simpson St.	Charles Hargraves	591-4061	879-8539		✓	

NEIGHBORHOOD MAP

PLEASE PRINT

Sandy Kramer   8105 Simpson St.   591-8691
Block Leader   Address   Phone No.

House # 8100
Occupant Larry Ramey
Phone # 591-6782

House # 8102
Occupant Charles Hargraves
Phone # 591-4061

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

House # 8101
Occupant Nancy Toth
Phone # 591-5569

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

NEIGHBORHOOD WATCH

PLEASE PRINT   MEETING MINUTES

Topics:

1. Residents completed neighborhood map.
2. Crime Prevention Officer:
   a. discussed local crime problem
   b. described program
   c. discussed necessity of commitment by citizens

Special Concerns:

CPO answered several questions regarding police operations.

Other Information:

Date: July 9, 1981

Neighborhood: Lewes   Block #: 10

Meeting Type: 1st - Organizational

Moderator: Sandy Kramer

Total Attendance: 11

Host's Name: Nancy Toth

Host's Address: 8101 Simpson St.

Engraver #: 806 & 807

Person Responsible: Sandy Kramer

When to be Returned: August 12

Where to be Returned: 8105 Simpson St.

1) Name: Sandy Kramer
   Address: 8109 Simpson St.
   Phone: 591-8792

2) Name: Nancy Toth
   Address: 8101 Simpson St.
   Phone: 591-5569

Date: August 12   Time: 7:30

Host: Charles Hargraves

Address: 8102 Simpson St.

Phone: 591-4061

Alternate Host: Mildred Cotton

NEIGHBORHOOD WATCH

MEETING ATTENDANCE

PLEASE PRINT!

PLEASE PRINT

Date: July 9, 1981

Neighborhood Lewes

Pct. No. | Block: 10

Moderator: Sandy Kramer

Total attendance: 11

Name	Address	Home Phone	Work Phone	Rent Home	Own Home	Have had Operation I.D.	Want Operation I.D.	Want Instruction on Security Survey	Best Days and Times to Schedule Instruction on Security Survey	P.c.s. scheduled
Larry Ramey	8100 Simpson St.	591-6782	767-8000	✓		✓		✓	Wed-pm	✓
Nancy Toth	8101 Simpson St.	591-5569	981-6203		✓		✓	✓	Daytime	✓
Charles Hargrove	8102 Simpson St.	591-4061	879-8539		✓		✓	✓	Tues-pm.	✓
Totals:										

citizen
participation
in community
development

Authors

G. Howard Phillips
~~Randy Long~~ *Greg Passewitz*

PREFACE

The Cooperative Extension Service has a history of working with community groups. But, often the experience gained from the association is lost with the retirement of one of the professional workers.

This project is an attempt to capture some workable experiences in helping people solve their problems in ways that others might benefit. It is the first of five publications relevant to issues constantly confronting Extension field staff. Other publications in this project will deal with the areas of group maintenance, conflict management, elements of the "good" community, and community decision-making.

INTRODUCTION

It is assumed that citizen participation is a desired and necessary part of community development activities. As Spiegel notes, "Citizen participation is the process that can meaningfully tie programs to people." (1968, p.2). It is the intent of this booklet to view citizen participation from the perspective of volunteer community development groups, organized to provide the structure for citizens to become involved in community betterment activities.

Citizen participation in community decision-making can be traced as far back as Plato's *Republic*. These concepts of freedom of speech, assembly, voting, and equal representation have evolved through the years to form basic pillars on which the United States was established. Citizen participation is the essence of democracy.

In his book *Democracy in America*, Alexis de Tocqueville observed nearly 150 years ago:

> "Americans of all ages, all conditions, and all dispositions constantly form associations . . . The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries . . . I have often admired the extreme skill with which the inhabitants of the United States succeed in proposing a common object for the exertions of a great many men and inducing them voluntarily to pursue it. (114-115)

Volunteer citizen participation continues to be one of the key concepts in American society. Some historians support the notion that Americans have always wanted to be part of decisions affecting their lives. Frederick Turner Jackson (1962) and Roy A. Billington (1966), contend that freedom and the right to make decisions on the frontier was the shaping force in grass roots democracy, i.e., people's right to participate.

The town assembly, an American tradition, was also an early contributor to citizen participation. The town assembly was unique because all of the citizens in the community got together to decide on issues. Citizen participation was first used in Plymouth and Jamestown, but soon spread west as new settlements were established.

In time, many of these frontier villages began to grow and expand, both numerically and economically. This made it increasingly difficult for every citizen to actively participate in all community decisions. To fill this void in the decision-making process, people began to delegate their involvement to a representative, either directly or through a community group. Examples of this delegation were seen in the establishment of our system of selecting officials by public elections, and the increase of volunteer associations and organizations. The average American citizen was relegated to a more indirect participation role in community affairs. This indirect role is carried on to an even larger extent in today's society.

In spite of the fact that direct citizen participation has declined, ample opportunities exist in most communities for citizens to get involved in their community's destiny. This booklet is designed to help community leaders and organizational specialists understand:
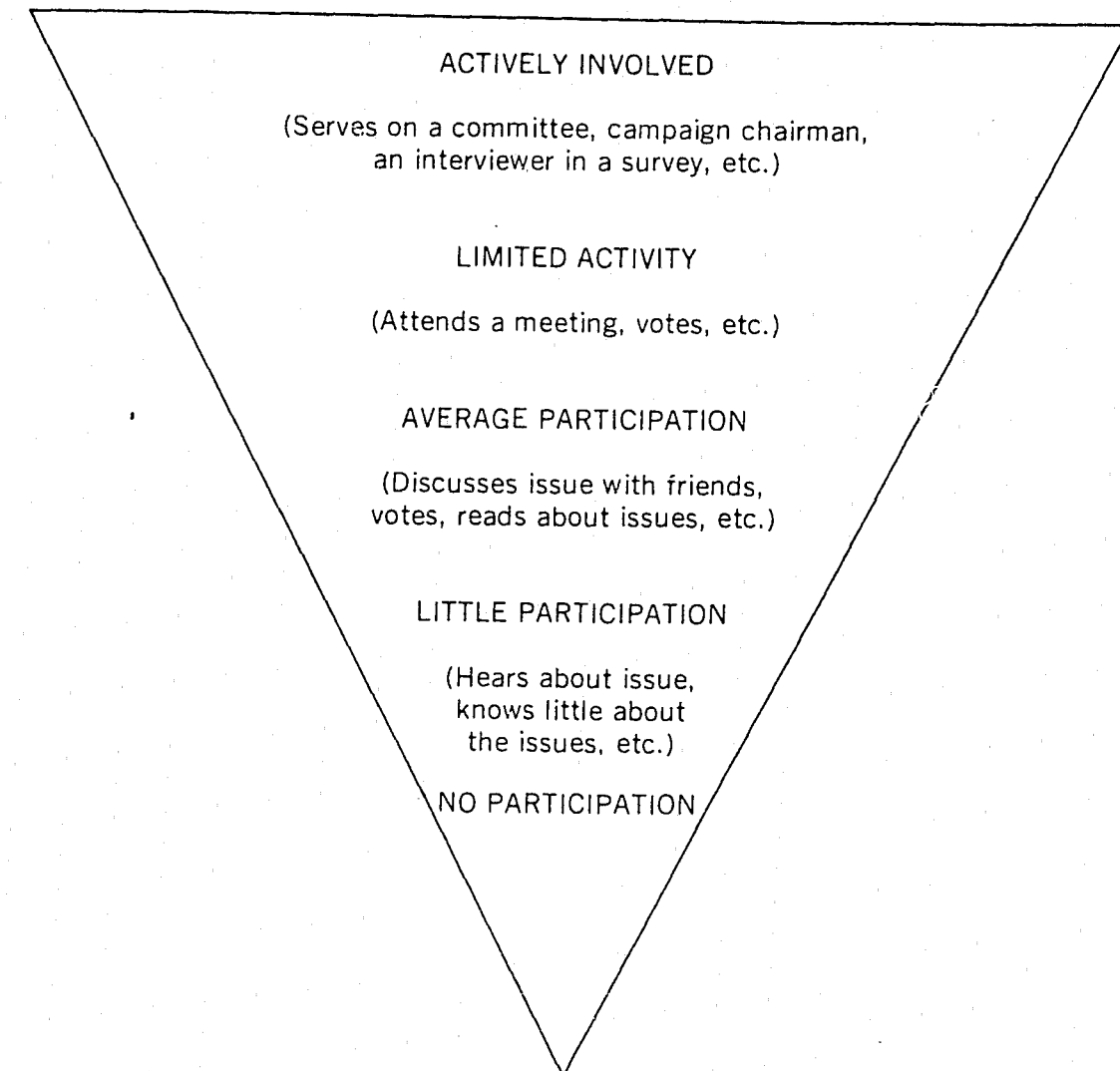1. The importance of participation.
2. The conditions under which citizens will participate.
3. The approaches to involving citizens in community improvement programs and projects.

CITIZEN PARTICIPATION

Citizen participation can be approached or defined in many ways. A citizen participates in community affairs when he pays his taxes or obeys the law. This discussion is concerned with voluntary participation in betterment issues that involve community decision-making. Since involvement varies, a five point scale, pictorially shown as an inverted pyramid, visualizes the different participation levels.

Citizen Participation Scale

ACTIVELY INVOLVED

(Serves on a committee, campaign chairman, an interviewer in a survey, etc.)

LIMITED ACTIVITY

(Attends a meeting, votes, etc.)

AVERAGE PARTICIPATION

(Discusses issue with friends, votes, reads about issues, etc.)

LITTLE PARTICIPATION

(Hears about issue, knows little about the issues, etc.)

NO PARTICIPATION

Wright and Hyman, in analyzing two major studies on membership in voluntary associations, conclude that membership is not characteristic of the majority of Americans. (1966:461)

People become involved in community affairs only when certain conditions are present.

THE IMPORTANCE OF CITIZEN PARTICIPATION

Citizen participation can be viewed from the perspective of benefits to be gained and costs to be borned. What are the benefits to the average citizen? Bridges cites five advantages to be gained from active participation in community affairs:

1. The citizen can bring about desired change by expressing his desires, either individually or through a community group.

2. The individual learns how to make desired changes.

3. The citizen learns to understand and appreciate the individual needs and interests of all community groups

4. He learns how to resolve conflicting interests for the general welfare of the group.

5. The individual begins to understand group dynamics as it applies to mixed groups. (1974:2)

Heberlein notes that public involvement results in better decisions. (1976:3) He argues that community decisions that involve citizens are more likely to be acceptable to the local people. Better community decisions, by definition, should be beneficial to the average citizen.

Citizen participation in community affairs serves to check and balance political activities. Partisan political favors, pork barreling, and nepotism are negative examples of unchecked political behavior. A cross section of citizen participation in the decision-making process reduces the likelihood of community leaders making self-serving decisions.

The Cahn's suggest there are three rationales for citizen participation. First, they suggest that merely knowing that one can participate promotes dignity and self-sufficiency within the individual. Second, it taps the energies and resources of individual citizens within the community. Finally, citizen participation provides a source of special insight, information, knowledge, and experience, which contributes to the soundness of community solutions. (1968:221)

Cook notes that citizen participation can legitimize a program, its plans, actions, and leadership. (1975:26) Legitimation can often mean the difference between success and failure of community efforts. Unsupported leaders often become discouraged and drop activities that are potentially beneficial to community residents. Voluntary participation can also reduce the cost for personnel needed to carry out many of the duties associated with community action. Without this support, scores of worthwhile projects would never be achieved in many communities.

Additional reasons could be cited to emphasize why citizens should participate in community decisions. However, the case is rested with these. In summary, decision-making that is delegated by others will not always be in the best interest of an individual and his neighbors. Community betterment is a product of citizen involvement.

CONDITIONS OF CITIZEN PARTICIPATION

The concept of volunteering is widespread in American society. Five principles of citizen participation describe conditions that tend to encourage people to volunteer.
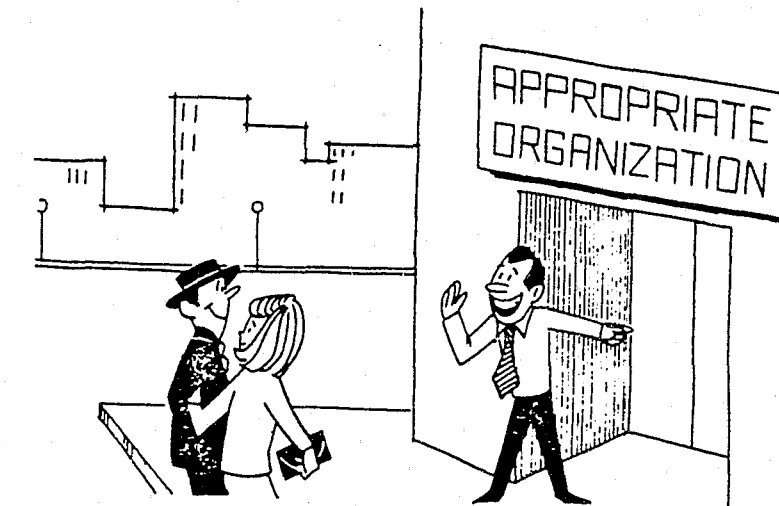
An Appropriate Organization

The discussion on benefits is based on the idea that a community organizational mechanism exists in which citizens can voluntarily participate. Sometimes this is the case. However, in many situations, there is no group for a citizen to make an input in to the decision making process.

Citizen participation can be facilitated with an appropriate organizational structure. Sills (475) notes that voluntary health associations are faced with the dilemma of excluding volunteer groups in the past. Health related activities were often carried out by professionals with employment status, rather than by volunteers. This example stresses the need for organizational structures appropriate for citizen participation. Most citizens are only partially involved in a particular community interest area. They often feel incompetent to organize a community citizens' response unless the reasons are compelling to their community's interest. Thus, CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY HAVE AN APPROPRIATE ORGANIZATIONAL STRUCTURE AVAILABLE TO THEM FOR EXPRESSING THEIR INTERESTS. If they view the organization as cumbersome, time consuming, dictatorial, or grossly inefficient, they will not join a group or will withdraw after joining. Or, their dissatisfaction may be evidenced by high absenteeism, or a general unwillingness to be supportive or cooperative.

It should be noted that all community organizations will not get similar responses from citizens. Groups or organizations that exist over time develop behavior patterns that may or may not be conducive to open participation. Written or verbal expressions may speak of their willingness for participation. But, their behavior may be interpreted to the contrary.

By the same token, persons with stained reputations (dishonesty, questionable dealings, etc.) may have equal difficulty organizing a community-wide development group. Creditability is necessary for successful citizen participation.

7

Benefits To Be Gained

A former Extension community development agent, tells of an incident that illustrates a reason for citizen participation. Mr. Weber, owner of a local supply store, stood out in front of his establishment every morning, greeting passers-by until he had his first customer. Each morning on the way to the office, the agent was greeted by Mr. Weber. He didn't know Mr. Weber well, as the store owner was not active in community affairs. But, he saw him daily. On the way to work one morning, Mr. Weber approached the agent by asking, "You are associated with the county development committee, aren't you?" The agent answered that he was, and the store owner told of reading about the potential development of recreational facilities and tourist attractions in the county. The store owner was enthusiastic about what ought to be done and wanted the agent to convey his ideas to the committee. However, the agent persuaded him that is was impossible to reflect his ideas as accurately and with as much conviction as he himself demonstrated. The agent agreed to ask the committee to invite Mr. Weber to their next meeting to explain his ideas.

Mr. Weber became one of the committee's most active members. He worked vigorously to accomplish the group's goals because he believed they contributed to the betterment of the community. The principle illustrated in the event is: CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY SEE POSITIVE BENEFITS TO BE GAINED.

The benefits can be of infinite variety. They can range from personal wants to desired ends sought by a group. They can be economic in nature or might include an activity to improve the morals of community residents. The key point is that people must view an activity, a proposed change, or an issue as beneficial.

Benefits, however, seldom come without costs, and a citizen usually participates when he sees the benefits will outweigh the costs. Costs can be personal or may be geared to a group to which one belongs. They involve such things as time, money, skills, hostility, loss of friends, shunning, and prestige. Using their own scale of values, citizens determine whether or not they will participate. Many times, there are costs for not participating, as well as for being active. This, too, is a part of the trade-off each citizen must consider in deciding when and how to participate in his community's decisions.
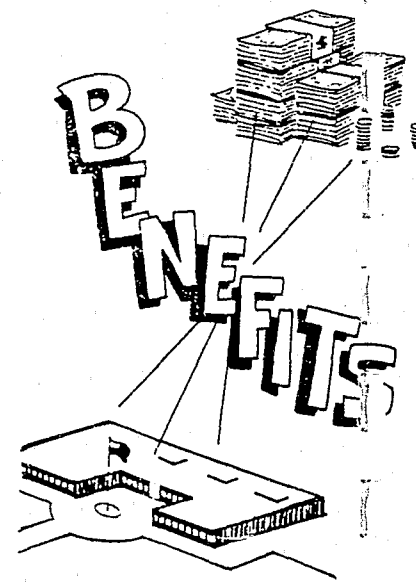
Way-of-Life Threatened

Situations that may threaten people's life styles may elicit citizen participation. This is particularly true of issues that have particular impact on a community, such as the construction of a dam, the location of a nuclear power plant, consolidation of schools, or the establishment of zoning ordinances.

Whether people's perceptions are accurate or inaccurate makes little difference. If they feel threatened, they often organize volunteer groups to counter efforts to establish changes. This is citizen participation, and it is often spontaneous and extensive. Citizen participation can be on either or both sides of an issue. The principle involved is stated as follows: CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY SEE SOME ASPECT OF THEIR WAY-OF-LIFE THREATENED.

Threatening issues often seem morally unacceptable to a group. At this writing, the rights of homosexuals are being widely debated in Dade County, Florida. Pornography is being contested in Cincinnati, Ohio. Unacceptable books in school libraries are being questioned in West Virginia. All of these issues are viewed as threatening by local citizens and therefore, citizen participation has been extensive.

THIS IS BETTER FOR THE COMMUNITY

Obligation

Citizens frequently participate because they feel an obligation to respond. Their personal values compel them to support a particular activity. Schools have traditionally been such an issue. Education is highly valued in American society. Research has shown that people who value education highly feel obligated to support reasonable activity relative to schools. (Phillips:78) Many charities and youth organizations use this motive to gain support for their causes. This type of behavior may be summarized in the following generalization: CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY FEEL OBLIGATED TO BE SUPPORTIVE OF THE ACTIVITY.

Sills (471), in a study of why people volunteer, found obligation to be a key factor.

"In fact, it is generally difficult to persuade people to take any specific course of action, including joining a voluntary association, unless they view this action as a necessary component of the proper fulfillment of some role obligation. For this reason, among others, governments refer to their country or to 'the boys overseas,' and advertisers tell women that their obligations to their husbands require that they keep their skin young and smooth." (471)

Sills found that only 10 percent of the volunteers joined the Foundation without a specific invitation. Fifty-two percent of the volunteers were contacted by someone they knew personally. Twenty percent were contacted by someone from their community, while 18 percent were contacted by an organizational or occupational colleague. (470) In essence, get a friend or a colleague to ask a person to join a group and you will often get a new member.

Better Knowledge

People are reluctant to participate in a community activity when they do not have enough information to act responsibly. Issues such as flouridation of water supplies or the establishment of nuclear power plants require knowledge that many people do not have. They simply do not know how to act. Thus, they will avoid participation as long as possible or until they have what they believe to be sufficient information. If forced, they will usually act negatively. This participatory action may be generalized as follows: CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY HAVE BETTER KNOWLEDGE OF AN ISSUE OR SITUATION.

It is not uncommon for leaders and professionals to spend months or even years, studying or debating an issue or complex problem. After forming what they consider to be a reasonable solution, it is thrust upon the citizens of a community with the expectation that they should immediately act upon it. Understanding does not come from information or knowledge alone. It comes from weighing information against previous knowledge and experience, as well as analyzing one's perception of the situation. People will act only after they have time to think about and discuss an issue. Again, they will participate responsibly in community affairs if they understand the issue. When they do not understand, they may act upon misinformation or strategies designed to distract them from the issue. Kornhouser (491) summarized a flouridation controversy in Northhampton, Massachusetts. Flouridation lost two to one in a community-wide referendum.

"In summary, the pro-flouridation forces were led by the powerful and prestigious people in the community and local government, while the anti-flouridation forces were led by people who did not occupy positions of responsibility in the community. As a result, the anti-flouridation forces were much less restrained than the pro-flouridation forces in fighting for their position. The anti-flouridation forces made their main appeal by charging the pro-flouridation forces with conspiracy. The strongest response to this appeal came from the less educated and poorer section of the community."

Comfortable in the Group

Participating as a member of a community development group may present a variety of obstacles. Some of these invisible blocks make potential participants uncomfortable. Wright and Hyman (461) examined data from two surveys conducted by the National Opinion Research Center. Their findings note that membership in voluntary associations is not a characteristic of most Americans. And, membership is directly related to socio-economic status. People with lower incomes, less education, less occupation status, and lower levels of living are less likely to participate in voluntary associations than persons of higher brackets.

These differences are reflected in values, expectations, and life styles. As a rule, the differences tend to make people uncomfortable. Stated positively: CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY FEEL COMFORTABLE IN THE GROUP.

Murray (231) identifies "fear" as a condition that undermines citizen participation. Three conditions, associated with fear, often cause people to feel uncomfortable in group activities.

First, they sometimes feel inferior. This is a fear of exposing one's ignorance, whether real or imaginary. Most people feel inferior under certain circumstances. The high value placed on education in this society sometimes causes people with less educational achievement to feel inferior. Secondly, a newly organized group often attracts people of diverse backgrounds, experience, and training. While this diversity is often a good thing, it nevertheless casts people into unfamiliar roles and situations. Familiar situations make most people happy. Thus, when one cannot predict what is likely to occur, he usually experiences anxiety (fear of the unknown). Finally, marked differences in style of dress and language bring apprehension and a fear of being ridiculed. If the differences are great enough, they may result in a loss of participation.

FACILITATING CITIZEN PARTICIPATION

The foregoing discussion does not exhaust the possible conditions which stimulate or impede participation in voluntary community development groups and activities. However, insight for increasing citizen involvement is suggested.

Citizen participation can be facilitated by stressing the benefits to be gained. This will work only so long—then the benefits must be obvious. Emphasize the intangible benefits as well as the tangible. These are frequently omitted and are, by far, the real gains of community action.

Citizen participation can be facilitated with an appropriate organizational structure available for expressing interest. This may require organizing a more neutral group than may be in existence in a community. However, in some situations, existing groups are adequate. Situational judgement is required by persons with appropriate experience and competency.

Citizen participation can be facilitated by helping citizens find positive ways to respond when their way-of-life is threatened. Most people want to act responsibly. Use these situations to help people find positive ways to deal with threatening predicaments.

Citizen participation can be facilitated by stressing the obligation each of us have toward improving the community. However, people will not continue to participate unless the experience is rewarding, or at least not too distasteful.

Crises situations have long been successfully used as a basis for gaining citizen participation. Crises should not be invented, but if they exist, they become powerful motivators. The closing of a major plant, closing of a school, loss of train service, and a major drug problem are examples of threats to a people's way-of-life that have served as rallying points for citizen participation.

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The most positive of all approaches to facilitate greater participation is to *provide citizens with better knowledge*. Obviously the knowledge has to be in their value system. When it is, experience shows they usually act accordingly. Adequate time and means of diffusing the new knowledge must be employed for satisfactory results.

Helping new or potential volunteers *feel comfortable with the group* probably has the greatest potential for getting and keeping citizens in community development work. This is often overlooked because people are reluctant to say why they are uncomfortable. Reasons often given are that they are too busy or don't have time. But, they really are uncomfortable with the group. Careful consideration of these problems can greatly reduce these concerns.

Summary

Citizen participation in community betterment organizations and projects doesn't usually occur by chance alone. It happens because certain principles of organization are observed at an acceptable level to the participants. Six major principles were discussed:

CITIZENS WILL VOLUNTARILY PARTICIPATE IN A COMMUNITY ACTIVITY WHEN THEY:
(1) see positive benefits to be gained.
(2) have an appropriate organizational structure available to them for expressing their interests.
(3) see some aspect of their way-of-life threatened.
(4) feel obligated to be supportive of the activity.
(5) have better knowledge of an issue or situation.
(6) feel comfortable in the group.

Citizen participation can be improved by:
- *stressing participation benefits.*
- *organizing or identifying appropriate groups receptive to citizen input.*
- *helping citizens find positive ways to respond to threatening situations.*
- *stressing obligations each of us have toward community improvement.*
- *providing citizens with better knowledge on issues and opportunities.*
- *helping participants feel comfortable within the development group.*

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14

BLOCK LEADER RECRUITMENT PACKET

CONTENTS

1. "Target" crime pamphlets (PCCD/local stocks)

2. Crime reporting procedures guide (developed by police crime prevention unit)

3. Operation Identification sticker (sample) (PCCD)

4. "Neighborhood Watch" home participation sign (if applicable)

5. Block watch participation "guidelines" (developed by police crime prevention unit)

6. Personal security materials (PCCD/local stocks)

7. Training agenda (developed by crime prevention unit)

8. Program description summary (developed by crime prevention unit)

9. Neighborhood meeting notification form (developed by crime prevention unit)

10. Block leader job description

11. Home security form

12. Initial contact form

13. Block housing map

14. Block meeting attendance roster

15. Block meeting minutes form

16. Engraver (PCCD)

    a. Receipt (police crime prevention unit)

    b. Use schedule

CITIZEN BLOCK WATCHERS

DUTIES AND RESPONSIBILITIES

1. Support the Municipal Crime Prevention Program.

2. Act as eyes and ears for the police and report any suspicious activity in the neighborhood.

3. Cooperate with and assist the block captain.

4. Study crime prevention materials furnished by the police crime prevention unit.

5. Secure their home in compliance with recommendations presented through a security survey.

6. Participate in operation identification.

INITIAL CONTACT

PLEASE PRINT!

Date:	
Neighborhood:	Block #:
Doorknocker:	

Address	Name	Home Phone	Work Phone	Comments	Will Attend	Will Not Attend

PLEASE PRINT   NEIGHBORHOOD MAP

_____   _____   _____
Block Leader   Address   Phone No.

House #
Occupant
Phone #

House #
Occupant
Phone #

House #
Occupant
Phone #

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Phone #

NEIGHBORHOOD WATCH

MEETING MINUTES

PLEASE PRINT!

Topics:

Special Concerns:

Other Information:

Date:	
Neighborhood:	Block #:
Meeting Type:	
Moderator:	

| Total Attendance: |
| Host's Name: |
| Host's Address: |

Engraver Info.
| Engraver #: |
| Person Responsible: |
| When to be Returned: |
| Where to be Returned: |

Block Captain(s):
| 1) Name: |
| Address: |
| Phone: |
| 2) Name: |
| Address: |
| Phone: |

Next Meeting:
Date:	Time:
Host:	
Address:	
Phone:	
Alternate Host:	

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NEIGHBORHOOD WATCH

MEETING ATTENDANCE

PLEASE PRINT!

Date:	
Neighborhood	
Pct. No.	Block:
Moderator:	
Total attendance:	

Name	Address	Home Phone	Work Phone	Rent Home	Own Home	Have had Operation I.D.	Want Operation I.D.	Want Instruction On Security Survey	Best days and times to schedule instruction on Security Survey	S.S. scheduled
Totals:										

Check ✓ items below

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(Community Activities)

OPERATION IDENTIFICATION

ENGRAVER SCHEDULE

Neighborhood:
Block #:
Engraver #:

PLEASE PRINT

- Use the engraver for the time allotted to you. Transfer it to the next person on the list by the date indicated.
- If you are the last person scheduled, return it to the person (X) responsible.
- If you are the person (X) responsible for the engraver, return it to: _____
by: _____

Date Received	Date to be Transferred	Pers. Resp.	Name	Address	Phone

---

MODULE: #13 Performance Monitoring and Reporting

TIME REQUIRED: 90 minutes

OBJECTIVES: At the end of this session participants will be:

1. Aware of and understand the need to document crime prevention program activities.

2. Aware of three performance reporting forms and their usage.

3. Able to extract data from resource reports in completing performance report forms.

TECHNIQUE:

This module introduces participants to the concept of performance monitoring and reporting. The instructor acts as a discussion leader in explaining the necessity for reporting activities and leads the group through a series of "walk-throughs" which expose participants to sample forms and completion methods.

MATERIALS REQUIRED:

Chalkboard or Flipchart with markers
Participant Handout Packet (3 forms)
Group Exercise Handout

LESSON PLAN:

1. (10 min.) The instructor introduces the module by reviewing the the planning activities previously discussed in the course. This review is designed to emphasize the step-by-step process through which participants have been directed in order to develop a successful municipal crime prevention program. The instructor should emphasize the following components of the program during the review.

   - Crime Analysis

   - Targeting

   - Plan of Action

   - Group Organizing

   - Community Action

In this module participants will be introduced to the need for and benefits of maintaining records of program accomplishments and reporting on program activities to supervisory/decision-making individuals.

The instructor leads the class in a discussion of the need for reporting on program activities by eliciting from the group responses to the question, "Why should the Crime Prevention Officer report on program accomplishments?" Sample responses should be placed on the flipchart or chalkboard for review. Using the group's responses as a guide the instructor emphasizes the following points:

- Helps to measure efficiency/work accomplished by Crime Prevention Officer and citizens.

- Assists in modifying the program to meet changing needs.

- Advises supervisors and citizens of program status.

Participants should be made to understand that all successful municipal crime prevention programs have some vehicle for reporting their efforts to local decision-makers. These reporting procedures can be as simple as an oral report or a formal as a type written report. The instructor will emphasize to participants that the format for reporting activities should be simple, concise in language, and yet complete enough in information to provide someone unfamiliar with the program a firm understanding of what is happening in the program.

2. (15 min.) Distribute the Performance Analysis Report Form and explain to participants the form's purpose as a recorder of citizen and Crime Prevention Officer activity for a specified period. Review with the class the format of the report detailing the strategy, units of performance, period, and cumulative categories listed. Using a completed sample report form lead participants through the process of filling-in the report. Explain that sample forms discussed in the Program Commencement Module are utilized in providing information for inclusion in the report. These resource forms include: Initial Contact, Neighborhood Watch Meeting Attendance, and the Neighborhood Watch Meeting Minutes Reports. Additional information for the report may be extracted from security survey reports filed by Block Leaders, security surveys conducted by the Crime Prevention

Officer, and the Crime Prevention Officer's records regarding public presentations for crime prevention. Inform the group that categories noted under units of performance may change depending upon those activities proposed in the action plan. Conclude this section by explaining to participants that the Performance Report records information on program efficiency (work accomplished) that is useful in describing the crime prevention effort to supervisors/decision-makers.

3. (20 min.) Introduce the Activity Report Form and explain to participants its usefulness in recording program highlights for selected time frame (usually three months). Utilizing a sample sheet review the Activity Report's format by detailing the form's major elements and the resource documents used in completing the report. Lead participants through the process of completing the form. Conclude this section by explaining that the Activity Report records information on program efficiency and supplemental data relating to program management problems.

Introduce the Performance Chart Form. Discuss with participants use of this form in describing the efficiency of the crime prevention program. Using a completed form review with the class the process of filling-in the chart. Explain that the chart is a management tool for the Crime Prevention Officer to use in reporting on program activities and the efficiency of the program in meeting its stated objectives.

Provide time for participants to raise questions relating to the completion of any of the forms prior to the commencement of the practical exercise section of this module.

4. (25 min.) Distribute the practical exercise forms and explain to the group that this activity is designed to provide participants practice in applying the concepts previously discussed in the module. Introduce the exercise by dividing the class into the same groups they formed for the targeting and action plan activities. The task for each group will be to complete on Activity Report Form utilizing the information developed in the Action Plan as a guide. Each group will be responsible for assuring that the information presented is based directly upon the proposed activities listed in the Project Task List and the Project Time Schedule forms. All sections of the Activity Report are to be completed including the schedule blocks in items A and B.

LESSON PLAN (cont'd)

Allow groups approximately 15 minutes to complete the
requirements of the exercise. Check with each group to
make sure the instructions are understood and that the
group is making progress on the task.

5. (15 min.) At the conclusion of the exercise period the instructor
will call upon each group to present their Activity Report
for a brief class review session. Participants will be
encouraged to question group presentations in order to
reinforce module concepts.

6. (5 min.) Briefly review the need for and benefits of activity
reporting. Remind participants that Regional Field Staff
are available to provide localized technical assistance in
the completion of activity reporting forms for municipal
programs.

PERFORMANCE ANALYSIS REPORT

Report Period_____

Strategy	Units of Performance	This Period	Cumulative
1. Community Action	Number of Blocks Organized		
	Number of Block Watches		
	Percent of Target Population		
2. Target Hardening	Percent of Target Area Surveyed		
	In Whole		
	In Part		
	Number of Security Surveys		
	Residential		
	Commercial		
	Industrial		
	Percent of Structures that Complied with Recommendations		
3. Personal Security	Number of Public Education Sessions		
4. Environmental Design	Number of Initiatives		

PROPOSED FORMAT FOR

ACTIVITY REPORT

TO   :   Chief Administrative Officer

FROM   :   Police Crime Prevention Unit

SUBJECT :   Activity Report for _____ , Year

DATE   :

A. **Summary**   (Briefly list those items which, in the director's
                    opinion, should be brought to the attention of the
                    municipal executive. Indicate in which section of
                    this report additional information concerning each
                    matter may be found.)

1. _____

2. _____

3. _____

B. **Major Departmental Activities**

	SCHEDULE		
	AHEAD	ON	BEHIND
1. _____			
2. _____			
3. _____			

C. **Problems Encountered and Their Status**

	SCHEDULE		
	AHEAD	ON	BEHIND
1. _____			
2. _____			
3. _____			

D. **Major Activities Planned**

1. _____

2. _____

3. _____

E. **Problems Anticipated**

1. _____

2. _____

3. _____

F. **Status of Tasks or Projects Previously Assigned by Municipal Executive**

1. _____

2. _____

3. _____

PERFORMANCE CHART

Activity	Manager	Report Period Ending	Date of this Report

Performance (by activity)

Duration (by week)

☐ Project is on schedule.

☐ Project is _____ days ahead of schedule.

☐ Project is _____ days behind schedule.

KEY	
– – –	Planned
——	Actual

Based on ☐ *number of man-days expended,*

☐ *number of tasks accomplished,*

☐ *(State basis.)* _____

Page 1 of 2

Module #13
Group Exercise
        (Handout #2)
(Performance Monitoring)
        Exercise

PROPOSED FORMAT FOR

ACTIVITY REPORT

TO   :   Chief Administrative Officer

FROM   :   Police Crime Prevention Unit

SUBJECT :   Activity Report for _____ , Year

DATE   :

A.   **Summary**   (Briefly list those items which, in the director's opinion, should be brought to the attention of the municipal executive. Indicate in which section of this report additional information concerning each matter may be found.)

1. _____

2. _____

3. _____

B.   **Major Departmental Activities**

	SCHEDULE		
	AHEAD	ON	BEHIND
1. _____			
2. _____			
3. _____			

C.   **Problems Encountered and Their Status**

	SCHEDULE		
	AHEAD	ON	BEHIND
1. _____			
2. _____			
3. _____			

D.   **Major Activities Planned**

1. _____

2. _____

3. _____

E. **Problems Anticipated**

1. _____

2. _____

3. _____

F. **Status of Tasks or Projects Previously Assigned by Municipal Executive**

1. _____

2. _____

3. _____

MODULE: #14   Advanced Crime Prevention Course Summary

TIME REQUIRED: 25 minutes

OBJECTIVES: At the end of this session participants will:

1. Be aware of information and materials presented throughout the three-day training course.

2. Understand the objectives of the training course and be encouraged to work toward the development and implementation of a crime prevention program utilizing crime analysis techniques, organizational skills, community programming operations activities, monitoring and evaluation components.

TECHNIQUE:

This summary module concludes the Advanced Crime Prevention Course by briefly reviewing all of the objectives of the course and by leading the group in a discussion as to how the components of the course can be utilized in their respective communities. The instructor should focus his comments on that utilization of the training material by the participants. It is imperative that the instructor inform the group of our ability to provide assistance to them in the future.

MATERIALS REQUIRED:

Overhead Projector
Transparency (1)
Screen
Handouts (2)

LESSON PLAN:

1. (5 min.) Explain to the participants that the ever present theme of this training course was to work with the previously trained and certified crime prevention officer and build upon skills already learned in order to encourage the use of advanced techniques in the development of more comprehensive and accountable programming.

2. (5 min.) Show Transparency #1, "OBJECTIVES", and once again review each of the objectives of the training course. Explain how each of these objectives was met and explore with the group their thoughts on use of these skills in their individual communities.

LESSON PLAN (Continued):

3. (10 min.) Distribute course evaluation form and ask the participants to complete the form as objectively as possible. Impress upon the group our need for constructive criticism and allow time for them to complete the evaluation.

4. (5 min.) Confer the "Crime Prevention Specialist" certificate upon each of the participants. Thank them for their attendance and cooperation and inform them that staff are available to assist them in the improvement of their local crime prevention efforts.

ADVANCED CRIME PREVENTION COURSE

GOAL

GENERATE MUNICIPAL CRIME PREVENTION PROGRAMS THAT ARE EFFECTIVE IN REDUCING THE INCIDENCE OF CRIME THROUGH ORGANIZED CITIZEN INVOLVEMENT.

OBJECTIVES

PROVIDE INSTRUCTION FOR CRIME PREVENTION OFFICERS SO THAT THEY WILL ASSUME THE ROLE OF PROGRAM SPECIALISTS IN THE IMPLEMENTATION OF COMMUNITY CRIME PREVENTION PROGRAMS.

INTRODUCE THE ESSENTIAL COMPONENTS OF WHICH EFFECTIVE CRIME PREVENTION PROGRAMS ARE COMPOSED.

INTRODUCE THE CONCEPT OF TARGETING THROUGH COMMUNITY AND CRIME ANALYSIS.

DEMONSTRATE THE FORMULATION OF AN ACTION PLAN WHICH MEETS COMMUNITY NEEDS.

IDENTIFY A SEQUENCE OF ACTIVITIES THAT SHOULD BE FOLLOWED IN ORDER TO CHANNEL COMMUNITY CONCERN INTO AN EFFECTIVE PROGRAM THAT IMPACTS ON INCIDENCE OF CRIME.

PROVIDE THE MEANS TO MONITOR PROGRAM PERFORMANCE IN A PRACTICAL MANNER.

INTRODUCE THE CONCEPT OF PROGRAM EVALUATION THROUGH CITIZEN SURVEYS.

IDENTIFY A PRACTICAL METHOD OF REPORTING ON PROGRAM PROGRESS TO MUNICIPAL ADMINISTRATORS.

PROVIDE A BETTER UNDERSTANDING OF THE POSITIVE LONG-TERM IMPACT ON THE COMMUNITY OF INTENSIVE CRIME PREVENTION PROGRAMMING.

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY

ADVANCED CRIME PREVENTION COURSE EVALUATION

1. Did this course give you enough knowledge and assistance to initiate and
    implement a Comprehensive Community Crime Prevention Program in your
    municipality? Please explain.

2. What subjects, if any, that were covered in the course should be highlighted
    in more detail?

3. What subjects, if any, that were covered in the course should be reduced
    in emphasis?

4. Was there a subject area that you felt relevant to crime prevention that
    was not covered in the course?

5. Do you have any futher comments?

6. What is your overall evaluation of the course?

Pennsylvania Commission on Crime and Delinquency

This is to certify that

_____

has successfully completed the training necessary to qualify as a

CRIME PREVENTION PROGRAM SPECIALIST

_____
Date

_____
George F. Grode, Executive Director
Pennsylvania Commission on Crime and Delinquency

_____
Alfred Blumstein, Chairman
Pennsylvania Commission on Crime and Delinquency

ADVANCED CRIME PREVENTION COURSE

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IMPLEMENTATION DOCUMENTS

ADVANCED COURSE

CHECKLIST

Course Location:

Course Date:

Staff Assigned:

_____ Selection of target area for course.

_____ Compilation of list of potential attendees.
        (Certified Crime Prevention Officers)

_____ Selection of training site through on-site visit.

        _____ Accessibility

        _____ Parking

        _____ Room Size

        _____ Restaurant availability

        _____ Heat or Air Conditioning

        _____ Comfortable Seating (work tables preferred)

_____ Set training dates.

_____ Confirmation of site and dates through letter to host.
        (8 weeks prior to training dates)

_____ Assignment of Instructors -
        (6 weeks prior to training dates).

_____ Preparation/Mailing of invitation letters to certified
        crime prevention officers (4 weeks prior to training dates).

_____ Travel and hotel accommodations (as needed) for instructional
        staff (4 weeks prior to training).

_____ Preparation/Mailing of invitation letters to Senators/
        Representatives (4 weeks prior to training).

_____ Verification of training site and date with host (3 weeks
        prior to training).

_____ Verification of attendees via response cards (2 weeks prior
        to training).

_____ Make calls to boost attendance, if necessary (2 weeks prior to training).

_____ Preparation of participants packets for training program.

_____ Preparation of audio/visual equipment for instructional staff (1 week prior to training).

_____ On-site visit to training site, if necessary (1 week prior to training).

_____ Day before training:

　　　_____ Visit site to check accommodations.

　　　_____ Check audio/visual equipment.

　　　_____ Prepare sign-in roster.

　　　_____ Make provisions to have certificates typed.

_____ During training:

　　　_____ Keep daily attendance roster.

　　　_____ Have certificates prepared.

　　　_____ Have evaluation completed and collect.

_____ After training is completed:

　　　_____ Collect surplus materials.

　　　_____ Return films.

　　　_____ Prepare letter of appreciation to host agency.

　　　_____ Prepare training report, attendee roster and evaluations for forwarding to Bureau Director.

Additional Notes/Comments:

ADVANCED COURSE

LETTER OF INVITATION

(Crime Prevention Officer)

Dear Crime Prevention Officer:

　　　The Pennsylvania Commission on Crime and Delinquency is pleased to announce the offering of an "Advanced Crime Prevention" training program to be held on ___(Dates)___, starting at _(Time)_ A.M. at ___(Location)___.

　　　The program is open only to those crime prevention officers who have completed a Pennsylvania Commission on Crime and Delinquency approved basic training course. Because of space limitations attendance is restricted to a maximum of two (2) certified crime prevention officers per department at this session. This training is provided at no charge; however, meals and lodging are not provided. Participants should bring a hand-held calculator and protractor to this training session.

　　　The primary program goal is to provide a better understanding of the positive long term impact which an intensive crime prevention programming effort can have in the community. In order to realize this goal, instruction will be provided in the topic areas of crime data analysis, community program planning and implementation and program evaluation. Each participant completing the three-day course will be awarded a certificate recognizing that individual as a crime prevention program specialist.

　　　A pre-registration card is enclosed which we request be returned no later than ___(Date)___. Should you have any questions regarding this program, please feel free to call our _E., N.W., S.W._ Regional Office at _(Telephone)_.

　　　　　　　　　　　　　　　　Sincerely,

　　　　　　　　　　　　　　　　Herbert C. Yost, Director
　　　　　　　　　　　　　　　　Pennsylvania Crime Watch

Enclosure

ADVANCED COURSE

LETTER OF INVITATION

(Senator/Representative)

Consistent with our efforts to keep you informed of our activities, this will advise you that on _____(Dates)_____, the Pennsylvania Commission on Crime and Delinquency will be presenting an "Advanced Crime Prevention" training course for certified municipal police crime prevention officers. The course will be conducted at __(Location)__ __(Time)_____.

The primary goal of this program is to provide a better understanding of the positive long term impact which an intensive crime prevention programming effort can have in the community. In order to realize this goal, instruction will be provided in the topic areas of crime data analysis, community program planning and implementation and program evaluation.

You or members of your staff are cordially invited to attend the training session. Should you have any questions regarding this program, please feel free to contact me at 717-787-1777.

Sincerely,

Herbert C. Yost, Director
Pennsylvania Crime Watch

ADVANCED COURSE

LETTER OF APPRECIATION

FOR HOST

Dear _____:

On behalf of the Pennsylvania Commission on Crime and Delinquency, I would like to take this opportunity to express our sincere appreciation to you and __(agency/institution)__ for the fine support and assistance given to this agency during the recent seminar hosted by __(agency/institution)__ It is always a pleasure to present programs at a facility which enhances the interest of the participants due to the excellent accommodations. In addition to__(agency/institution)_____ support, I would like to offer special thanks to _____ _____ for his assistance in the scheduling and planning of this seminar.

Again, thank you for your assistance in this program and we look forward to working with __(agency/institution)__ in programs to service the needs of the local community.

Sincerely,

Regional Coordinator

END