

TEENS, CRIME, AND THE COMMUNITY



## YOUTH IN SERVICE

### GETTING READY: COMMUNITY WORKS IN FALL '06!

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# REMINDER FOR COMMUNITY WORKS USERS

Don't forget to complete a Community Works user survey! The survey only takes a few minutes to complete, and it provides the national office with important information about your program. Completing the survey helps us maintain your current contact information, allowing us to provide you with upto-date information and resources. The survey also informs the national office how you are using the program and how your students respond to the materials and curriculum. Community Works users can complete and submit the survey online by logging on to www.ncpc.org/ programs/tcc and clicking on "Community Works user survey." Submit your survey by June 1, 2006, to receive a thank-you gift!



Summer vacation has arrived, and many of you will not be teaching *Community Works* again until the Fall. Whether you have been teaching the curriculum for years or have just attended an implementation training, there are some tips to remember and things to prepare that will help you successfully implement the *Community Works* program when your students return at the end of the summer.

The *Community Works* curriculum is designed to teach youth how to examine violence and law-related issues in the context of their schools and communities, and apply what they learn to real-life circumstances through service-learning projects. The sessions in Volume One lay the foundation for the program. Here young people begin to get the "big picture" of their community. They learn about the different types of crime, the costs and consequences of crime, conflict management strategies, how crime affects communities, and what community prevention programs and services are available to them. The sessions in Volume Two focus on serious youth-related topical issues such as bullying, dating violence, gangs, substance abuse, underage drinking, and police-youth relations.

These tips can help you successfully implement Community Works in any setting.

- 1. Read through the sessions in Volume One to familiarize yourself with the layout of the curriculum. Note what types of community resource people you want to invite to assist in a session.
- 2. Expect to use two 45-minute classes to complete each session. Additionally, plan to spend about 25 classroom hours to complete the sessions in Volume One and two topical sessions from Volume Two—which is one of the minimum requirements to successfully implement *Community Works*.
- 3. Integrate community resource people into *Community Works* lessons.
- 4. Introduce students to service-learning projects during your first class or meeting. Let them know that they will have the opportunity to create a project that addresses an issue important to them. Service-learning grants will be available to support Community Works sites that complete core program components during the 2006-2007 school year.
- 5. Use the pre- and posttest, test bank, and handouts as a guide for material to cover and to measure knowledge gains in students.

For more information on steps to successful *Community Works* implementation, contact tcc@ncpc.org.

Enjoy your summer and good luck implementing Community Works in Fall 2006!

## TEENS, CRIME, AND THE COMMUNITY

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# MARK YOUR CALENDAR!



National Institute on Outof-School Time Summer Seminars 2006 for Afterschool Program Professionals July 17-20, 2006 Boston, MA Contact: www.niost.org/training/ sumsem06.html

2006 NGCRC 9th International Gang Specialist Training Conference August 9-11, 2006 Chicago, IL Contact: www.ngerc.com

National Crime Prevention Council 8th National Conference on Preventing Crime October 3-5, 2007 Atlanta, GA Online registration opens on June 15, 2006! For more information, check out www.ncpc.org/ NationalConference2007

### SUPPORT FOR YOUR COMMUNITY WORKS SITE

One way to ensure a sustainable and successful *Community Works* program is to gain and maintain support from your school administrator or supervisor. Research has shown that unless new implementers generate support and enthusiasm among key players involved in adopting and implementing a program, the best plans can be undermined.

It is important to educate supervisors, school administrators, parents, and community members about the benefits of the *Community Works* program for students, your respective setting, and the broader community. You can provide an awareness session to educate these audiences about the program.

Use these talking points and tips to get started.

#### Talking points:

- The *Community Works* curriculum educates students about the costs and consequences of crime, their rights and responsibilities as citizens, and their ability to bring about meaningful change through advocacy and service.
- *Community Works* provides a framework to foster resiliency skills and provide teens with an opportunity to develop their leadership potential to create safer and better school environments and neighborhoods.
- Students develop crime prevention awareness, empathy, and problem-solving skills.
- *Community Works* saves time, money, and human resources because prevention costs the community less than intervention and far less than incarceration.
- When students are engaged in serving their communities and schools, they are less likely to be involved in problem behavior.
- Studies show that school attendance and performance are directly impacted by student and staff perceptions about their personal safety in their school environment.
- All students will benefit from crime prevention education, not just students who are already having difficulties.
- Administrators can gain recognition by demonstrating a decrease in problem behaviors and an increase in student academic performance.

### Tips:

- After garnering support from supervisors and school administrators, ask them to help you by speaking to others about the *Community Works* curriculum.
- Once you've started classes, remember to keep administrators and supervisors informed about the progress of the curriculum.
- Ask your supervisor or school administrator to write a letter to parents explaining the curriculum—the rationale for teaching the curriculum, the sessions, the service-learning project, and how they can become involved.
- You may want to make a presentation at a PTA/PTO meeting or set up a display of the program during your school's open house.
- Keep parents involved by sending home information about the topics discussed in class, inviting parents to participate as community resource people, or asking them to assist with your class service-learning project.

For additional program materials and resources, check out the TCC website at www.ncpc.org/programs/tcc or contact the TCC national office at tcc@ncpc.org.

TCC staff are collecting information about exceptional TCC programs for a new monograph. If you have a great *Community Works* or Youth Safety Corps program and would like to share some of the highlights and challenges, service project successes, and the impact this program has had on your students and the broader community, send an email to Lori Brittain at Lbrittain@ncpc.org.

If you have a question or concern you would like to see answered here, email tcc@ncpc.org.