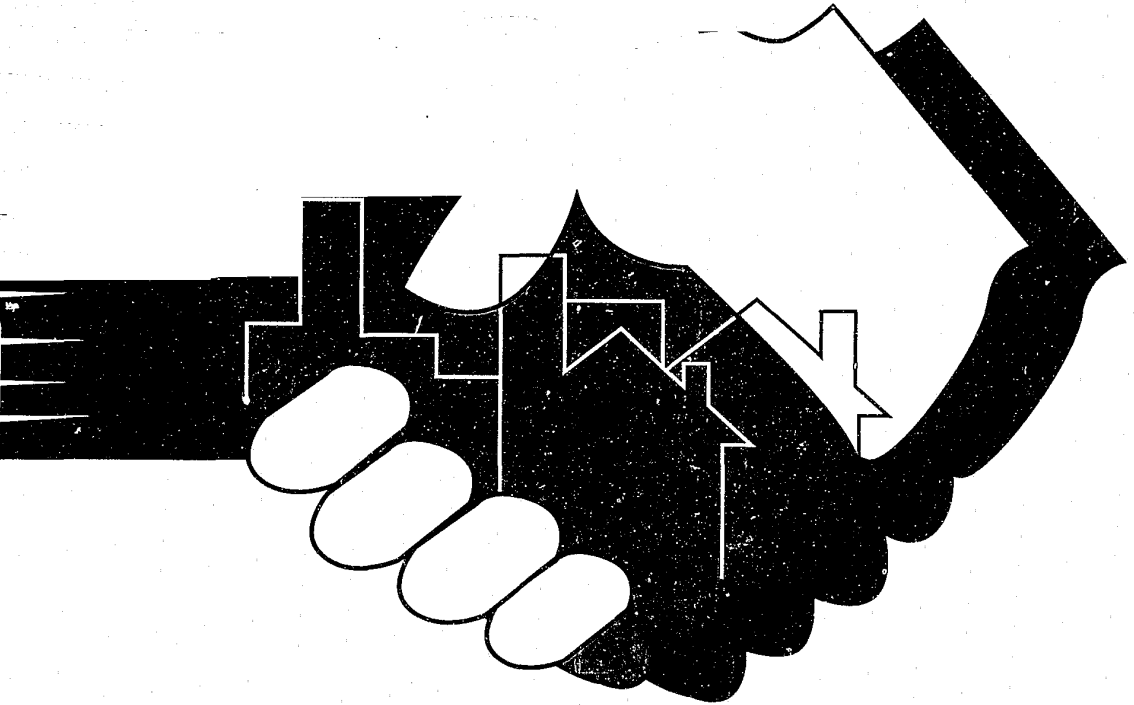


National Service and Public Safety

Partnerships for Safer Communities

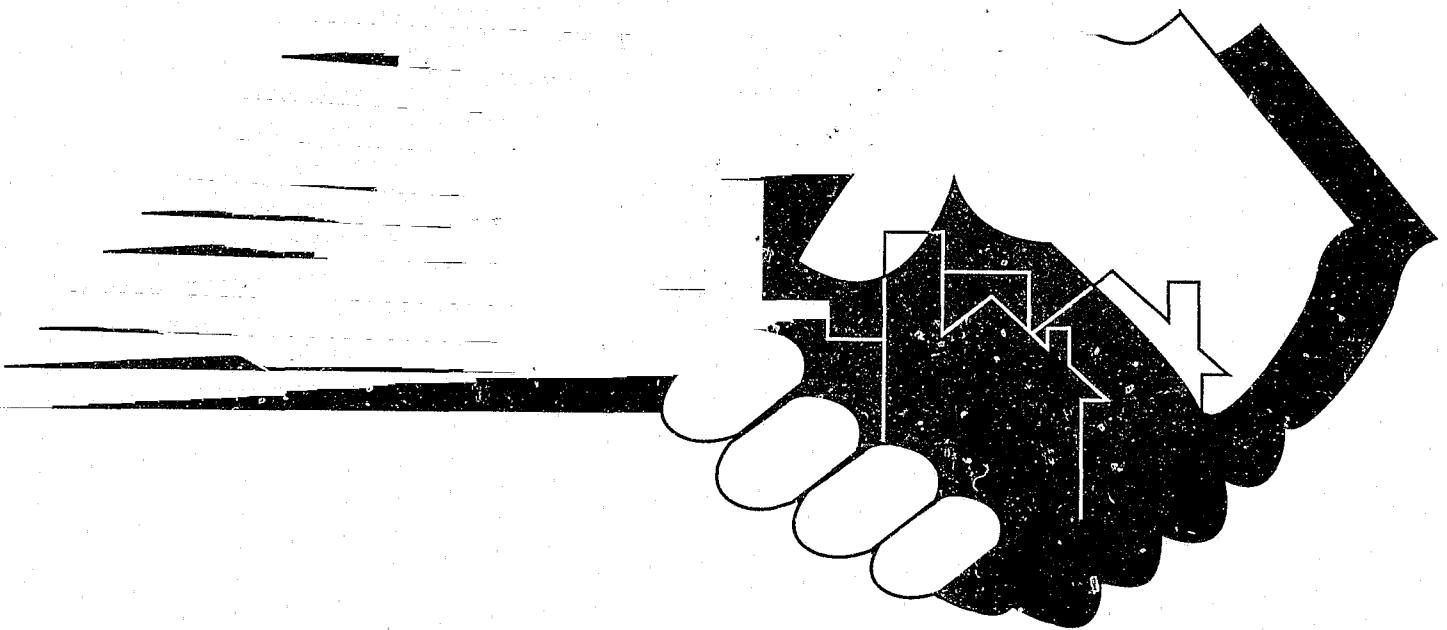
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National Service and Public Safety

Partnerships for Safer Communities



Written and Produced by
National Crime Prevention Council

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NOTE: This document contains material about new programs; because guidelines and regulations are not final at press time, readers are urged to check carefully for updates.

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Table of Contents

Part I

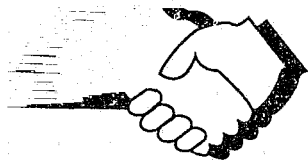
A New Partnership for Safer Communities	1
The New Opportunities	2
At the Heart of the Partnership	3
How This Document Can Help	4
Public Safety Terms	4
Community Service Terms	6
National and Community Service Terms	7
The Scope of National Service	9
Two Major Opportunities	10
AmeriCorps	10
Learn and Serve America	12
Other Opportunities for Service	13

Part II

The Work That Can Be Done	15
The Kind of Work That Qualifies	15
AmeriCorps in Action	18
Some Examples To Stimulate Your Thinking	19
Community Anti-Crime Outreach Worker	20
Community Corrections Educator/Coordinator	22
Community Policing Aide	23
Conflict Resolution/Alternative Dispute Resolution Coordinator	24
Domestic Violence/Sexual Assault Prevention Trainer and Advocate	25
Immigrant Community Liaison	26
Juvenile Community Corrections Aide	27
Neighborhood Justice Center Liaison	29
Neighborhood Watch Coordinator	30
Safe Haven Facilitator	31
Safe School Squad	32
Truancy Prevention and Supportive Services Coordinator	33
Victim Assistance Advocate	34
Even More Examples	36
Law Enforcement	36
Other Criminal Justice Agencies	37
Community Organizations	39
Youth	40
Learn and Serve in Action	41

Part III

Organizing an Application and Operating Effectively	45
At the National Level	45
State Commissions	45
State Plans	46
Putting Your Application Together	47
Get the Facts and Forms	47
Decide Where You Fit	47
Frame Your Program and Its Focus	48
Make Budgets and Find Funds	49
Explain What Will Be Done and How	49
Next Steps	50
Some Things Not To Do	50
Running a Top-Notch Program	51
Learning From Experience	51
Helping Participants Learn and Grow	51
Additional AmeriCorps Mandates	51
Roles, Relationships, Responsibilities, and Rewards	52
Recognizing Excellence	53
Appendix	
Resources	55
State Commissions/Contacts	60
Where To Apply for Funds	62
Acknowledgements	64



A New Partnership for Safer Communities

Two important aspects of American life have come together with enormous promise for both safer communities and a renewed spirit of community service. Public safety has been joined with the national service movement to offer rich potential for preventing crime and strengthening communities as a result of the National and Community Service Trust Act of 1993, which creates new programs and opens new doors to this powerful partnership. Whether your concern has focused on one or another of these areas, or both, you can be a part of this new effort.

What happens in a community when service is combined with public safety? The results are a potent match of need and purpose, of community strengths and individual determination, of results that each partner values and desires.

Here are a few glimpses of the many ways that people like you have made the link between volunteers and public safety:

- ◆ A volunteer neighborhood watch captain coordinates the activities of two dozen block groups both to tackle problems in the larger community and work with police in preventing crime and building neighborhood cohesion.
- ◆ Teens organize themselves to teach grade-schoolers personal protection, conflict resolution, and drug prevention messages, communicating effectively while providing positive role models.
- ◆ A "safe schools" team works with students, faculty, and staff to reduce violence and property crime, to strengthen neighborhood support for students' safe passage to and from school, and to help young people not only learn to reduce their own crime risks but, through service learning, to make real contributions to their school's safety.
- ◆ Court-appointed special advocates provide a voice for those abused children who could become lost in the social service and judicial network.
- ◆ Young people and elders team up to clean up graffiti, reclaim closed crack houses, and revitalize entire blocks while organizing neighbors to tackle other local concerns.
- ◆ Volunteers work with inmates soon to be released, to help them sharpen literacy and math skills and find jobs.
- ◆ Victims of crime get more intensive support and follow-up because volunteers augment the professional counseling and support staff, helping victims to secure needed services and to navigate the criminal justice process with minimum inconvenience.
- ◆ Volunteers create and carry out a summer of youth and family activities that unify the neighborhood and through positive activities help residents regain community use of their local park.

What happens in a community when service is combined with public safety? ... a potent match of need and purpose, of community strengths and individual determination, of results that each partner values and desires.

- ◆ Youth group members work with police to conduct an extensive community education campaign on effective anti-burglary measures and help those in need of assistance to install locks, trim shrubs, and the like.
- ◆ Senior volunteers work with law enforcement agencies to provide needed services such as records maintenance and analysis and to educate peers in crime prevention.
- ◆ Volunteers work with at-risk youth to provide mentoring and ensure that these young people get prompt assistance with problems that stand in the way of academic and personal success, encouraging and enabling them to stay in school and avoid delinquency or reckless behavior.

These are just a few of the many exciting ways in which the public safety community has already enlisted community service to benefit hundreds of local jurisdictions around the nation. Working directly with law enforcement is important, but other criminal justice system elements, including courts and corrections, play important roles in preventing crime and reducing its effects. Community-based organizations are vital links in building strong neighborhoods; youth groups and youth-serving programs both help young people learn to prevent crime and help reduce their risk of becoming delinquent.

The benefits of these partnerships are extraordinary. Because crime prevention includes improving both the physical and the social aspects of neighborhoods and communities, it provides common ground for all kinds of interests and talents that may be offered in service. By creating a common task, crime prevention strengthens the sense of mutual purpose and shared goals that are at the center of the spirit of a community. Reducing fear of crime offers education, outreach, and community-building possibilities that help strengthen the links among members of various community groups.

The New Opportunities

Though volunteers have always been vital to community crime prevention and have played key roles in the criminal justice system, this most recent union elevates the partnership to an even more promising level. The National and Community Service Trust Act of 1993 established the Corporation for National and Community Service (CNCS), which includes a new national service program—AmeriCorps. AmeriCorps will provide opportunities for people of all ages and backgrounds to serve in communities across the country to meet critical needs. The legislation establishes public safety as one of four issue areas for significant attention (the others being education, environment, and human needs). Service opportunities for school-age youth are provided through Learn and Serve America.

Beyond providing funding that makes public safety a priority, the Corporation offers inspiration and support for all kinds of service in the public safety arena—part-time or full-time; by children, youth, adults, or the elderly; whether in a police department, community setting, school, or court-related environment. Many kinds of organizations can be involved, including community-based groups, corrections agencies, courts, victim assistance groups, youth-serving

groups, and of course, law enforcement, to name just a few. What's important is that the work is substantially directed toward reducing violence, other crimes, and fear by helping local neighborhoods and communities to become stronger and more vital.

Here are just a few of the tasks AmeriCorps participants could perform to make communities safer:

- ◆ Community Policing Aide
- ◆ Community Anti-Crime Outreach Worker
- ◆ Neighborhood Watch Coordinator
- ◆ Domestic Violence/Sexual Assault Prevention Trainer and Advocate
- ◆ Neighborhood Justice Center Liaison
- ◆ Victim Assistance Advocate
- ◆ Juvenile Community Corrections Aide
- ◆ Community Corrections Educator/Coordinator

Part II of this book provides details on these and dozens of other activities appropriate for AmeriCorps projects and other kinds of service.

At the Heart of the Partnership

Service . . . develops an ethic of citizenship in those who do it, strengthening individuals' links to their communities. . . .

Service gets things done in communities, making significant impacts on our most pressing problems. It also develops an ethic of citizenship in those who do it, strengthening individuals' links to their communities and developing their skills and talents. More than anything else, service offers a rich opportunity to build bonds between individuals and their communities.

Equally important, public safety is vital to community health. Everyone wants to live in a secure community—safe in public spaces and dwelling places, safe from the fear as well as the fact of crime; safe for children going to and from school, for parks to be enjoyed by young and old alike, for people and businesses to conduct their daily lawful affairs.

In the long run, vibrant neighborhoods are the best defense against crime. The law enforcement community has recognized this principle in embracing community-oriented policing, an approach that seeks to address and solve local problems in partnership with residents.

Crime dissolves the bonds of community experience; it creates isolation and mistrust that deprive a community of its civic lifeblood, including its residents' eagerness to volunteer for the common good and take other active roles in community life. For instance, a community plagued by street crime will have a tough time persuading residents even to come to meetings. Crime prevention steps forward to reclaim community, to reverse the spiral of decay, and to re-engage residents in all aspects of community life. Likewise controlling crime's damage—through a variety of activities, such as sound investigative practices, thoughtful prosecution, sentencing that reflects all the circumstances, assistance to victims and witnesses, and programs reducing recidivism—enhances the community's well-being. The more responsive the criminal justice system, the more confidence residents will feel in it.

In the long run, vibrant neighborhoods are the best defense against crime.

How This Document Can Help

How can community service and public safety link effectively to prevent crime and reduce its impact? The National and Community Service Trust Act established several exciting new programs to encourage this partnership. This document seeks to help the public safety and service communities:

- ◆ realize the rich potential of these partnerships;
- ◆ recognize the many opportunities for service participants to meet urgent community public safety needs;
- ◆ realize the rich array of agencies that can host programs and projects;
- ◆ identify opportunities for funding of local initiatives through a variety of service programs under the Act;
- ◆ understand the key aspects of AmeriCorps, the centerpiece of the National and Community Service Trust Act, as well as Learn and Serve America (K-12 and Higher Education) and other areas of interest; and
- ◆ understand some of the management requirements for AmeriCorps and other programs.

This document is not a complete guide to applying for a grant, nor is it an intensive discussion of any one type of service. It outlines available opportunities, major requirements, kinds of work that can be done, and key elements of the application process. CNCS and your state commission (see appendix) can provide regulations, principles, and applications.

In addition to introducing the partnership between public safety and community service, Part I defines some important terms, explains the basics of several key programs, and offers some pointers about developing high quality programs that benefit both participants and the community. Part II presents some exciting ideas about the range and scope of the work that can be done including in-depth profiles and more than two dozen briefer ideas on AmeriCorps work as well as a starter list of ideas for Learn and Serve projects in public safety that can be carried out by school-age youth. Part III describes some requirements and issues to think about in designing, seeking funds for, and operating a program. The appendix offers two major assets—a resource list that describes organizations and publications that can provide more help on these subjects and a directory of the key state contacts for AmeriCorps and other CNCS programs.

PUBLIC SAFETY TERMS

Public safety includes all the many elements that enable residents of a community to enjoy its streets, sidewalks, parks, and other public spaces as well as a sense of security in their homes, schools, and workplaces. It stretches from protection of children to concern for the elderly; from business security to Neighborhood Watch. It includes working with at-risk youth and educating homeowners against fraud. It ranges from preventing youth from involvement with crime to helping inmates re-enter the community productively. Some basic definitions can help clarify common terms in the field.

Community policing: A philosophy of policing in which officers work closely with community residents, developing a sense of the character of the neighborhood through regular, informal contacts with residents and institutions that serve the area. Law enforcement officials address not just crimes but their causes; they identify problems and work with community residents to marshal community resources to solve those problems.

Corrections: Includes incarceration in jail or prison, parole (conditional, supervised release from imprisonment), and various forms of community-based alternatives such as house arrest, restitution, work release, and others. Probation is term-specific supervision of an individual at the direction of the court, without incarceration.

Courts: The setting for judgments on a variety of acts, ranging from crimes to adoptions, that are governed or controlled through local, state, or federal law. In a criminal court, the purpose is to determine whether a defendant is guilty as charged by the state. In a civil court, the purpose is to redress wrongs and resolve problems that have arisen in private dealings, ranging from business contracts to auto accidents. The most frequently encountered individuals—judge (or court-appointed master), prosecuting attorney, defense attorney, jurors, and in some jurisdictions, victim-witness coordinator—may be augmented with court-appointed mediators, neighborhood justice center staffs, family and juvenile courts, domestic relations courts, and other staff and structures.

Crime prevention: A pattern of attitudes and behaviors directed at both reducing the threat of crime and enhancing the sense of safety and security to positively influence the quality of life in our society and to develop environments where crime cannot flourish.

Prosecutor: The elected or appointed officer of the court whose primary mission is to see that justice is accomplished through the reduction of criminal activity, the prosecution of charges, and the implementation of innovative programs.

Public defender: An attorney whose function is to protect a defendant's legal rights and to be a defendant's advocate in the adversary process when the defendant cannot afford to hire an attorney. A public defender may be salaried staff with a public or nonprofit public defender program or be a private attorney appointed by a court.

Sworn officer: A member of a law enforcement agency who has full arrest powers under law and is empowered to use force, including weapons, in proper pursuit of his or her duties.

Victim and witness assistance: Appropriate support to those who have either been the victims of crimes or witnesses to crimes, including medical care and other personal needs, assistance in navigating the judicial process, timely information on the status of cases, opportunities to explain the crime's impact on the victim, and minimization of inconvenience, disruption, or loss.

COMMUNITY SERVICE TERMS

Service to the community has long and deep roots in civilization. A sense of mutual obligation, of individual responsibility for the betterment of all, is at the heart of the formation of community. The concept of giving of oneself to better all is an ethic that permeates major religious and ethical systems around the world.

Community service has gained new relevance in the United States during the past twenty years as social forces have reshaped the texture and functions of neighborhoods and communities throughout the nation. Increased mobility that interferes with neighborhood stability, diminished support from extended families, disruption of the mechanisms that invest youth in our communities, shifts in the workforce, and a number of other developments have meant that many of our communities lack the effective, informal networks of the past. Systems for helping our young people develop a sense of their stake in their community and their value to it, for example, may be lacking. Community service as a structured activity increasingly has been seen as a way to focus the community energy and the spirit of volunteerism that have long marked our national character.

The community service movement has reached out especially to young people because they are more likely to be in transition and less restricted by jobs or family obligations than older people. They have more time available and experience less disruption in their lives from the service experience. That youth want to volunteer is clear; they are offering their services in increasing numbers, wherever the opportunity presents itself. Increasing focus on older people as volunteers has grown based on their increased numbers, their willingness to serve, and the realization that they offer a wealth of accumulated knowledge. Beyond pragmatic considerations, the impact of service unquestionably changes participants of all ages for the better as people and as responsible community citizens.

Understanding some key terms used by the service community can be helpful in developing a service program or project.

Beneficiary: One who receives services directly from participants or who recognizably gains from such service.

Community-based service: Structures or organizations outside the usual governmental framework that provide opportunities for children, youth, and/or adults to meet needs in the community.

Intergenerational service: Programs that bring youth and older adults together to work jointly on service projects, using the talents and energies of each group to complement those of the other while developing mentor-like relationships that benefit both groups.

Mandatory service: Community service that is necessary in order for the individual to meet academic requirements, usually graduation from high school. The fact, the amount, or the nature of service—or all three—may be mandated. The term does *not* describe court-ordered service, known as compensatory service that may be required in full or partial restitution to the community by someone guilty of a crime.

Reflection: Thoughtful consideration by the individual participant, either alone or in a group discussion, of the larger context in which the work is being done, the value of the service provided, and the impact of the service experience on the individual's personal values, view of the world, and sense of attachment to the community.

School-based service: Service that is based in an educational institution. It may be based in a course taught in the school or conducted through an extra-curricular group affiliated with the school. It may be mandatory or voluntary and is generally associated with a learning or reflective component.

Service-learning: The blending of service with structured opportunities for those serving to draw lessons from the experience about the community and about themselves; it also describes the many learning opportunities in all kinds of skills that service offers.

Stipend: A payment made to a volunteer to help offset the costs of service, it usually is set at or below the minimum wage in the case of full-time volunteers. May also be referred to as a living allowance.

Volunteerism: Encompasses community service as an organized movement as well as individual and community efforts to provide for local and national needs through donated, unpaid time.

NATIONAL AND COMMUNITY SERVICE TERMS

Within the legislation that establishes national and community service, a number of important terms help describe the programs and their operations. These are not precise legal descriptions but they may help you as you consider service ideas and opportunities.

AmeriCorps: The centerpiece of the National and Community Service Trust Act, it provides participants with the opportunity to serve part-time or full-time, with a living stipend and basic benefits, and to earn an educational award that can be used to pay for higher education or pay off loans for higher education.

Corporation for National and Community Service (CNCS): The federal organization created by the National and Community Service Trust Act of 1993 to administer a wide range of existing and new service programs. It combined two independent federal agencies, the Commission on National and Community Service and ACTION, as well as the White House Office of National Service.

Educational award: An amount based on \$4,725 for a year's full-time service that is paid after the participant has completed AmeriCorps service; the funds are not paid directly to the participant but instead are disbursed either to the educational institution or the loan authority, as directed by the participant on his or her behalf.

Learn and Serve America: A program that funds school-based and community-based opportunities for young people of school age (K-12 and higher education) to meet community needs while learning key lessons that will help them as both good citizens and students. Service-learning coordinators are funded through this act for local schools or community-based programs, as are service programs on college campuses.

Participant: An individual who is enrolled as an AmeriCorps worker, recruited either at the national, state, or community level, for a specific AmeriCorps program. The participant receives a stipend as well as necessary health insurance and child care during a year of full-time service or two years of part-time service, as well as an educational award after completing service. Participants may sign up via a local program, a state commission, or CNCS. AmeriCorps urges that a substantial number of participants be from the community served.

State commission: The principal funding mechanism for local AmeriCorps programs. State commissions are appointed by the governor and develop state plans for community service. They receive applications for these programs from around the state and select those they will recommend for funding as part of their applications to CNCS. These commissions are expected to take the lead in encouraging community service in their state. (See appendix).

CNCS *Public Safety Priorities*

Crime Control: Improving criminal justice services, law enforcement, and victim services

Examples include:

- ◆ Enhance community policing efforts by working with local law enforcement.
- ◆ Reduce specific crime problems such as drug dealing, domestic violence, crimes motivated by bias, crimes against senior citizens, and child abuse.
- ◆ Improve services available for victims of crime and strengthen innovative criminal justice programs such as neighborhood courts and community restitution.

Crime Prevention: Reducing the incidence of violence

Examples include:

- ◆ Reduce crimes against youth by making schools safe, creating safe havens, providing training in conflict resolution, and involving youth in prevention efforts.
- ◆ Provide substance abuse counseling and education.
- ◆ Develop specific crime prevention strategies targeted at key locations such as playgrounds, public transportation points, and other public gathering places.

Summer of Service/Summer of Safety: Program that especially seeks to capture the energy and enthusiasm of young people by involving them in short-term summer projects to improve their communities. In summer 1994, the focus of all summer activities is on public safety, hence the name "Summer of Safety." In future years, the focus may be broader or may shift to other priority areas of national service.

The Scope of National Service

Community service obviously embraces an enormous range of activities, unpaid as well as stipended, undertaken by old and young. The work ranges from immunizing children to assisting victims, from saving swamps to rehabilitating crack houses.

To see how your needs might mesh with these opportunities, it helps to have an understanding of the overall picture. A brief profile of current national service initiatives can help you gain that perspective.

The Corporation for National and Community Service (CNCS), created October 1, 1993, is an independent federal agency that reports directly to the President. The Corporation has under its jurisdiction a variety of programs ranging from Foster Grandparents to VISTA, from Americorps to Learn and Serve America for both grades K-12 and those in higher education. CNCS combines the work of two agencies (ACTION and the Commission on National and Community Service) and administers new service opportunities created in the legislation signed into law in September 1993.

Several programs continue to operate as they did under ACTION. For example, Volunteers in Service to America (VISTA) continues to provide stipended volunteers to address urgent community problems around the country. VISTA accepts only a limited number of volunteers but provides them with orientation, transportation, training, living allowances, and other support. VISTAs receive educational awards on completing their service. VISTA has a Summer Associates program to complement the Summer of Service. Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program for older Americans in community service also continue to operate as they did under ACTION; they are collectively termed the National Senior Volunteer Corps. These programs include both stipended and unstipended positions. The volunteers in these programs do not receive post-service education awards. For more information about these programs, call the Corporation's headquarters at 202-606-5000.

The Corporation operates several other programs that encompass special aspects of national service: Summer of Service, support for youth corps activities, a new National Civilian Community Corps, and support for innovative community service activities including intergenerational programs.

Two Major Opportunities

Two major programs lie at the heart of the new activity in national service: AmeriCorps and Learn and Serve America.

Two major programs lie at the heart of the new activity in national service: AmeriCorps and Learn and Serve America. AmeriCorps, with its direct full-time or part-time participant provisions and its education awards for those who complete terms of service, brings Corps members into the community to tackle specific problems and work to strengthen individual neighborhoods and communities. Learn and Serve America, reaching school-age youth either in school or through community-based groups, offers the chance to both educate and encourage the younger generation toward taking responsible roles in making their communities safer and better.

These programs are funded chiefly through the states—through state agencies usually called commissions for AmeriCorps and through the state education agency for Learn and Serve America. They receive funds from CNCS based on their applications. Each program requires that the local sponsor provide a share of the funding, in cash or by providing personnel, materials, or services. Each can be an important source of help in meeting a community's pressing public safety needs.

One major difference is that Learn and Serve is essentially school-based (elementary and secondary schools), although there is some funding for community-based programs for children in this age group. Learn and Serve funding is also available to colleges, universities, and other institutions of higher education, to involve students, faculty, and staff in service. These groups apply directly to the Corporation. As a general rule, none of the Learn and Serve projects provides for stipends for participants; there are no education awards. The Learn and Serve concept emphasizes blending community service with formal and informal learning opportunities, and uses the experience youth gain in these projects to draw out lessons about the world of work, the value of community service, and students' personal growth as a result of the experience.

A closer look at the structure and requirements of AmeriCorps and Learn and Serve America will help you identify ways in which you can work with each.

AMERICORPS

AmeriCorps emphasizes direct service by people age 17 and older in meeting community needs on a full-time or part-time basis. Participants serve either full-time (1,700 hours in 9 to 12 months) or part-time (900 hours over two years [three if the participant is enrolled in higher education]). Local programs are funded, by and large, through a commission in each state. Though they benefit

A program involves 20 or more participants managed by the grant-receiving agency. It may consist of one or many projects. A project is a specific activity involving anywhere from one to all of the program group.

as individuals in many ways, AmeriCorps participants focus on "getting things done," on accomplishing tasks that are important to the community and result in significant changes in it.

A participant must be a U.S. citizen or a legal resident of the U.S., and must have or be willing to acquire a high school or general equivalency diploma. An interested person can apply through a local program, the state commission, or the CNCS national recruiting pool. A participant signs up for one year of service full-time (or two part-time). A participant can get only two years' worth of education awards. Participants can switch programs after the year's service is up.

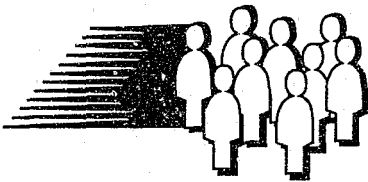
For most local groups, AmeriCorps will be available either through a program that the group itself runs or through a project that is undertaken by an AmeriCorps program in partnership with that local group. Funds generally come through state commissions; they may come via a national organization.

Let's make a helpful distinction. A *program* involves 20 or more participants managed by the grant-receiving agency. It may consist of one or many projects. A *project* is a specific activity involving anywhere from one to all of the program group. A project can be sponsored by a different agency than the program sponsor. What operational difference would this make to you?

A PROGRAM

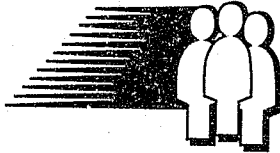
In an AmeriCorps program, participants might be working at three or four different locations in the community, or providing three or four kinds of assistance at one site, or working as a large group on a project. Participants might all be working directly on one project operated by the program sponsor or might be placed individually or in small teams with several different project sponsors. The people in the group might include 19-year-olds working on their high school equivalency diplomas, 20-year-olds seeking to earn money to return to college or advanced vocational training, college graduates who want to serve and like the opportunity to pay back college loans, and some who like the idea of serving the community while trying out some possible career fields. The program sponsor could be a police department, a community-based organization, a prosecutor's office, a public housing authority, a victim assistance center, a youth-serving organization, or a social service agency—to name just a few of the dozens of possible hosts. The in-depth examples in Part II provide a sense of the kinds of programs that might fit the bill.

As a prospective program manager, you assessed community needs and service project ideas, applied for AmeriCorps funding (probably to your state's commission [see appendix]) for between one and three years, entered into partnerships with key groups (including possible project sponsors), developed clear descriptions of the work that participants will do, identified the amount and sources of required matching funds, and identified and provided for the training that participants need in order to get the work done. Your participants, a diverse group that includes area residents, would be working on specific activities to reduce violence, other crimes or fear of crime, or addressing conditions that give rise to crime. The group might consist entirely of full-time participants, entirely of part-time participants, or of a mix of the two. The community would not only



see your program and the participants as part of the AmeriCorps activity across the nation, but would see clear and important results right in their area from the work your group is doing.

... OR A PROJECT



Perhaps you decided that your organization is better equipped to host a specific public safety project, working with a smaller number of AmeriCorps participants. As a project manager, you supervise the work of an individual or a group of participants who are recruited, managed, and coordinated through a program but perform their service by working with you. Your AmeriCorps participants are drawn from those signed up with the program. Your group is engaged in an activity that you as project host and others in the community already agreed will meet an urgent public safety need, work that supplements but does not displace or duplicate existing efforts. The project has clear goals and objectives; it will produce demonstrable results that are valued by the community. Of course, you have trained the AmeriCorps participants, either directly or through community resources. The work is reasonably safe. Most importantly, it makes a major contribution to creating a safer, more vital community or neighborhood. Some of the shorter descriptions in Part II will give you ideas of how even a few AmeriCorps members can make a real difference in the safety of your community.

LEARN AND SERVE AMERICA

Though the Learn and Serve America program funds most of its activity through state education agencies rather than state commissions on service, it too is concerned with public safety. Law enforcement and other groups that wish to help make schools and communities safer can work toward these goals through local Learn and Serve programs.

Your state education agency (see appendix) must coordinate its Learn and Serve America activities with those of the state commission. It is also required to work with local educational agencies (e.g., school boards) to develop service learning projects that fall within the national priority areas of public safety, environment, education, and health and human needs.

Most of the funds available for community-based (as opposed to school-based) Learn and Serve programs are apportioned through your state commission. These funds offer opportunities for small grants to enable children and teens to demonstrate their ability to help make the community safer. Youth-serving agencies, community centers, community-based groups, and other partners may be eager to apply for program funds or work with you.

Because parents and parent groups are deeply concerned with the safety of their communities and schools, you may find ready support for development of such programs as school crime watch, conflict resolution, anti-drug education, peer counseling, and personal protection training, to name only a few examples. Each of these programs offers an excellent base for learning as well as serving.

Part II outlines some of the many ways that young people have showed their ability to make a difference in public safety. Though service-learning efforts are not as intensive as those available through AmeriCorps, they are no less important because they enlist the younger generation as part of the solution to the community's problems and help demonstrate that people of all ages have a role to play in preventing crime.

Other Opportunities for Service

AmeriCorps and Learn and Serve America receive the lion's share of funding under the National and Community Service Trust Act of 1993, but two other program opportunities may be of special interest to those in public safety. Professional and preprofessional corps can provide focused training and development opportunities combined with service.

... An accountant might work with police and local business owners to detect white collar crime. A teacher might develop training curricula in personal safety for use with a variety of community audiences ... A lawyer could provide training for community groups in consumer law, fraud prevention, and use of small claims courts ...

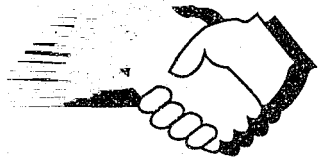
Professional corps consist of people who are active, licensed members of their professions, who agree to serve full-time for nine months to a year. The corps may be operated by a state government, a local agency, a nonprofit, or a regional group. They include such people as teachers, lawyers, accountants, doctors, law enforcement officers, and nurses. Rather than being placed in groups of 20 or more in any one program (which may have many placements or worksites), members of professional corps are usually placed individually in positions that take advantage of their expertise. Their salaries are paid by the organizations in which they are placed; this is the only group whose members may receive a stipend greater than 200 percent of that paid to VISTA volunteers (\$7,640 in 1994).

In the public safety area, an accountant might work with police and local business owners to detect white collar crime. A teacher might develop training curricula in personal safety for use with a variety of community audiences, including children, and train community members in effective teaching and presentation strategies. A lawyer could provide training for community groups in consumer law, fraud prevention, and use of small claims courts and dispute resolution agencies to redress grievances. A team of professionals might help a police department completely revamp its crime prevention strategy. Funding applications to establish professional corps should be made directly to the national offices of the Corporation for National and Community Service rather than through a state commission.

Preprofessional corps may also be operated by a state government, by a local agency, by a regional group, by a nonprofit, or by a regional group. These corps consist of people enrolled in institutions of higher education, generally those in advanced or post-graduate studies, such as law school students, master of business administration candidates, doctoral students, or others. For example, a doctoral candidate in psychology might counsel rape victims; a business administration graduate student might help neighborhood businesses analyze crime risks and develop risk management and loss prevention strategies that are cost-

effective. Those who serve in preprofessional corps are provided with stipends and educational awards; they incur a requirement to provide additional service on graduation. Unlike professional corps programs, preprofessional corps are funded through state commissions. The Corporation for National and Community Service was, at press time, still developing regulations to implement these programs. Check with the Corporation or your state commission on the status of the regulations, which will offer more detail.

The National and Community Service Trust Act makes special provision for funding set-asides (funds for which only the named groups can apply) for two groups—Indian tribes and U.S. territories. If you are a member of an Indian tribe or a resident of a U.S. territory, or if you work with such groups, you should get in touch with CNCS directly to get details on qualifying for these special funds.



The Work That Can Be Done

The task of making communities safer goes far beyond the realm of intervention and enforcement, though these functions are critical. It encompasses courts, corrections agencies, other public agencies, and a range of community organizations. It extends from working with at-risk youth to helping older residents of the community feel safer, from building community partnerships to working in schools to enhance students' skills for resolving disputes peacefully.

You have broad options in shaping a program or a project that responds to the needs of your community and builds on local resources. Whether you are a law enforcement agency, another criminal justice agency, a community-based group, or a youth-serving group, your first task is to identify ways in which national service participants can help meet your community's public safety needs. This chapter briefly outlines the perspective from which national service looks at public safety, then spurs your creative thinking with more than two dozen examples of how a project or a program might take shape in real life.

The Kind of Work That Qualifies

The Corporation for National and Community Service emphasizes that a major goal of national service is "getting things done." The work must make discernable, helpful changes that build community strength while making the community safer. Results must be demonstrable and impact must be evident.

What does this mean in terms of concrete work? It obviously means that clerical work, "keeping kids busy," or "helping old people," no matter how laudable, are not acceptable in isolation. The link must be clear in the work at hand—it must be related to reducing violence, other crimes, or fear of crime, or to building the community's capacity to do so. It means that you must be able to point to specific changes in the community. Two examples help make the point:

- ◆ In a project to restore the active use of a neighborhood park, 40 percent more residents use the park in any given week, and it is occupied by positive activity 75 percent of the day, compared with only 20 percent at the start of the project; drug dealers are no longer in evidence.
- ◆ In an area that had been plagued by crime at bus stops, a combination of improved lighting, cleaned-up shelters, and regular police patrols results in a 40 percent drop in robberies and a 30 percent increase in ridership to and from these stops.

The work must make discernable, helpful changes that build community strength while making the community safer.

... long-term prevention, problem solving, close links with law enforcement, strengthening of communities from within, and outreach to youth as resources as well as targets of service are among the keys to program effectiveness.

One way to think about your project or program idea is to ask, "What positive change will this program make in crime or fear of crime? How will community residents recognize these changes and how will they know AmeriCorps (or other service) workers helped bring them about? Will they see this work as important?" It is also critical that the work does not displace current workers or substitute for current efforts, that it does not involve political or religious activity, and that it does not require legislative or similar advocacy efforts.

The Corporation for National and Community Service (CNCS) has developed specific principles that describe excellent community service in public safety. These hold that long-term prevention, problem solving, close links with law enforcement, strengthening of communities from within, and outreach to youth as resources as well as targets of service are among the keys to program effectiveness. The principles also outline the role that service participants can play in strengthening the criminal justice system's ability to respond effectively when crimes are committed.

These are not regulations but statements of perspective; they express ideas that undergird almost any kind of effective crime prevention and criminal justice system initiatives. They describe work that can be based in a police department, sheriff's office, community center, community-based organization, school, youth center, or any of dozens of other organizations. They allow for skills and talents ranging from counseling to community organizing, from teaching to monitoring, from conciliating to implementing.

As you read the Corporation's public safety principles below, think especially about how your program responds to the statements in boldface.

1 National service participants are involved in the long-term prevention of crime.

Participants can help in several ways. Some examples:

- ◆ Research has shown that child abuse is more likely to happen to children growing up in certain high-risk situations. Participants can spot these situations and (in connection with appropriate professionals) offer preventive support.
- ◆ Conflict resolution programs in schools, especially elementary schools, can teach children non-violent ways to resolve problems and can help them trust police. Participants can set up such programs.

2 Local law enforcement and criminal justice agencies are actively invested in the program; project activity extends or enhances but does not replace their efforts.

While the police or sheriff's department does not need to be the "lead" agency in the collaborative effort to make the neighborhood stronger and safer, experience shows that community efforts on public safety greatly benefit from the endorsement and advice of local police.

3 National service participants assist in improving the effectiveness of public safety services and systems which respond to crimes.

Participants help law enforcement, criminal justice, and other public safety institutions serve community members better by helping expand the availability and responsiveness of services. For example, participants can serve as victims' advocates, helping crime victims navigate the court system and connecting them to support services in the traumatic time following a crime.

4 Particular problems in communities contribute to crime, disorder, and fear. Participants engage the community in problem solving.

Effective public safety institutions across the nation, especially law enforcement agencies, are moving from merely responding to crime events to solving problems that lead to crime, disorder, and fear.

Participants can help a community carry out a problem-solving process that includes:

- ◆ Identifying specific problems: "What's wrong here?"

Frequently crime is related to problems in other areas (housing, education, and others). Participants and residents must acknowledge and deal with perceptions about crime and safety as well as the real situation. Participants assist the community in finding and analyzing hard information on the problems they seek to address.

- ◆ Coming up with solutions: "What do we need to do?"

Each community must identify the outcomes it seeks as the evidence that life is safer. Participants help community members identify desired outcomes by asking, "How would you know this neighborhood is safer and strong?" to create a picture of what the stronger neighborhood could be. Results should always be direct and demonstrable.

- ◆ Bringing together people to locate resources and get the job done.

Community organizations and other groups, as well as individual community members, are all part of identifying the problem and finding solutions. Even more groups and individuals may bring resources to bear on the solution.

5 Because young people are disproportionately both victims and victimizers, national service efforts in public safety should include information and involve youth in preventing violence and other crimes.

Though some crime rates have dropped, the level of violence by youth offenders has increased, and has become a dramatic part of the public's perception of crime. Communities need to offer youth a stake in the strength of the neighborhood. National service participants can be effective at reaching out to youth at risk, offering the opportunity to become positive contributors to the reduction of crime and to serve, themselves, as role models and mentors for youth — thereby offering a powerful contrast to public perception.

6 In the long run the best defense against crime is a strong neighborhood, built from within. A strong neighborhood has less crime and less fear—these are the outcomes national service participants should help achieve.

National service ultimately builds strong, cohesive communities that are able to reduce the incidence of crime and disorder and the level of fear. In a strong neighborhood people know each other, support each other, and share expectations about public behavior. This cohesion reduces crime, disorder, and fear.

Building strong neighborhoods also takes work on the other issues that affect the vitality of the community: affordable housing, health of residents, quality of education, the livability of the environment. Service efforts to increase public safety should include these if relevant to a particular neighborhood.

For a complete copy of the "Principles for High Quality Service Programs," contact your state commission (see appendix) or CNCS at 202-606-4949.

AmeriCorps in Action

You have an idea of how community service and public safety can team up to help your city, town, county, or organization. You concur with the principles that undergird quality programs in public safety. How do these translate into actual tasks in your community, tasks that AmeriCorps members and other community service participants can undertake to produce the concrete results you seek? This brief review highlights some of the key considerations you will want to keep in mind.

A program may involve one service project at a single site or several sites; it may include several projects with different hosting groups; or it may involve several teams of participants performing a variety of services for a specific area (e.g., a neighborhood) or institution (e.g., a school). The program sponsor could be a law enforcement agency, a youth-serving group, a community-based organization, a city or county government office, or a nonprofit agency at the national, state, or local level.

As you consider the critical community need you want to address, keep in mind some key questions: Does the program provide direct services to the community, and does the community see these as meeting a priority need? What kind and amount of change could AmeriCorps participants make in one year? in three years? How would these results be visible to the community? Would the project attract diverse participants, people from both the local area and those from other parts of the nation? What special considerations arise about such issues as training requirements, participants' safety and supervision, or needs to screen prospective participants?

Once your grant is approved, you sign up AmeriCorps participants through several sources—direct recruitment in the community, recruitment through your state commission's pool of applicants, and recruitment through the national pool of applicants maintained by CNCS.

To recruit participants from your local area, you can use a variety of methods. Here are some starter ideas: talk with high school and college administrators and leaders of community-based organizations; use the news media (especially neighborhood newspapers and radio and television community-focused shows) to help spread the word; post recruitment fliers at community centers, on college and high school campuses, and at employment service offices; make presentations to community groups (Chamber of Commerce, service clubs, and the like); speak to youth-serving agencies and youth groups; recruit others—such as school counselors, financial aid officers, and young people themselves—to help you sign up participants.

As the program operator, you are entitled to use any appropriate screening method (including criminal history checks, fingerprint checks, or drug testing, for example) to select participants.

The recruits must, of course, meet your program's qualifications. They agree to serve for one year each, although your program may have a grant for up to three years. As the program operator, you are entitled to use any appropriate screening method (including criminal history checks, fingerprint checks, or drug testing, for example) to select participants. The choice of participants and their assignment within the program are up to you (assuming you do not discriminate on non-job-related grounds).

You will need to be prepared to train your AmeriCorps participants in any special skill areas relevant to your program or to the project they will be tackling. Be sure that you include such training costs in developing your operating budget.

Some Examples To Stimulate Your Thinking

To help you envision how participants could help make your community safer, here are dozens of examples of the kinds of programs that might engage 20 or 30 (or even more) AmeriCorps members in meeting a community's public safety needs. These activities encompass both preventing crime and making the criminal justice system more effective and responsive when crime does occur. They involve a variety of host agencies and a wide array of activities from working with kids to helping older people, from coordinating a neighborhood's activities to providing specific support services for victims from all parts of the community.

These examples are just a start. They give a sense of the kinds of work that can be done, but they are not meant to prescribe or to limit your creativity. They are designed to show how many different agencies and organizations can blend public safety and national service, demonstrate how communities can benefit in a variety of ways from this service, and show the flexibility of AmeriCorps in meeting local public safety needs.

In-depth profiles describe the setting, the program focus, major activities that AmeriCorps workers might undertake, special considerations, and the kinds of benefits that the community and the participant could expect. Additional ideas, more briefly described, stimulate further thought and show how smaller groups of participants or those based in different agencies can help improve public safety.

You may find that some of the work in one example offers an excellent project for a small group of participants. Feel free to adapt a description to make it fit your situation. You may find that part of a longer profile fits your situation or gives you a new idea.

As you look through these samples, remember that they are illustrative. The program you develop should fit your organization's capacity, your community's needs and priorities, the partner organizations you can enlist, and the resources available, both in cash and in kind.

Think of new approaches that capture the public safety principles, the idea of "getting things done," and the concept of having a demonstrable impact on your community. Consider combining several service opportunities—for example, school-age children conducting crime prevention programs for younger students, supervised by an AmeriCorps participant or team and trained in effective presentations by retired teachers, for example!

Look around the community for possible partners. See the starter list for more than three dozen ideas. Partnerships are not only allowed, they are encouraged—precisely because they capitalize on all the community's resources and enable service participants to have a greater impact.

Think of new approaches that capture the public safety principles, the idea of "getting things done," and the concept of having a demonstrable impact on your community. Consider combining several service opportunities.

POSSIBLE PARTNERS

Collaborative community partnerships are strongly encouraged by CNCS and will be essential to the success of many of these programs. They are also at the heart of community safety. Partners bring skills, resources, experience, fresh perspectives, and support to your work. Effective partnerships strengthen not just your program but the entire community. Here is a list to start you thinking about the kinds of groups you might want to get in touch with:

- ◆ Police Departments
- ◆ Sheriffs' Departments
- ◆ State Police
- ◆ Police Athletic Leagues
- ◆ Community Residents—Adults, Youth, and Children
- ◆ Community Centers
- ◆ Neighborhood Associations
- ◆ Community-Based Organizations
- ◆ Judicial Systems—Adult and Juvenile
- ◆ Prosecutor's Office
- ◆ Public Defender's Office
- ◆ Mediation Centers
- ◆ Probation and Parole Agencies
- ◆ Corrections Facilities—Adult and Juvenile
- ◆ Social Service Agencies
- ◆ Counseling Services
- ◆ Health Services
- ◆ Agencies Serving the Elderly
- ◆ Boards of Education
- ◆ Parent-Teacher Organizations
- ◆ Teachers
- ◆ School Principals
- ◆ Housing Authorities
- ◆ Businesses
- ◆ Local United Ways
- ◆ YMCA/YWCAs
- ◆ Civic Clubs and Associations (e.g., JayCees, Kiwanis, and Lions)
- ◆ Social and Fraternal Clubs
- ◆ Boys & Girls Clubs
- ◆ Child and Youth Services
- ◆ Big Brothers/Big Sisters
- ◆ Youth Membership Groups (e.g., Boy Scouts, Girl Scouts, Camp Fire, and 4-H)
- ◆ Women's/Men's Clubs and Organizations
- ◆ Victim Service Agencies
- ◆ Public Libraries
- ◆ Mayor or County Executive (or local equivalent)
- ◆ City or County Council
- ◆ Chamber of Commerce
- ◆ Local Utility and Transit Companies

COMMUNITY ANTI-CRIME OUTREACH WORKER

A team of AmeriCorps participants helps empower residents to identify crime-generating problems and work toward solving them. Corps members build the community's capacity to solve problems and thus increase its cohesion and sense of competence.

SETTING

This program is based in a community or neighborhood organization working with residents of the local community and their organizations.

MAJOR ACTIVITIES

AmeriCorps members assist in starting up and sustaining grassroots organizations, block associations, tenant associations, anti-crime coalitions, etc., developing local leadership that can create or sustain stronger, safer neighborhoods.

Corps members will:

- ◆ focus on outreach to neighborhood residents by going door to door to encourage residents to attend

meetings, discussing concerns with them, making follow-up phone calls and distributing fliers about meetings and other events to encourage participation;

- ◆ draft agendas, coordinate speakers and other arrangements, and facilitate meetings if needed;
- ◆ assist the community in conducting a needs assessment by surveying residents and local businesses, and then help in prioritizing issues and developing an action plan;
- ◆ help community groups create partnerships with other organizations based on their goals;
- ◆ research crime statistics for the neighborhood,
- ◆ investigate resources to meet plan goals;
- ◆ help organize and maintain Neighborhood Watch, resident patrols, or escort services;
- ◆ assist residents in producing a newsletter that identifies community concerns, shares techniques for resolving such concerns, celebrates successes, and encourages communication among community residents and groups;
- ◆ work with law enforcement to design and present educational forums on crime prevention;
- ◆ facilitate partnerships between neighborhood groups; and
- ◆ help achieve long-term vision for community such as keeping schools open early and late, starting recreation programs.

SPECIAL CONSIDERATIONS

Outreach workers must encourage residents to take the lead in developing their own capacity for maintaining

their organization. The workers must develop, rather quickly, a high level of trust and empathy with the community. These workers may, in hard-to-organize neighborhoods, have to endure considerable initial mistrust and rejection. Some mediation skills will be very helpful. AmeriCorps members need the ability to absorb, digest, and explain criminal justice terminology. In-service training will be necessary to provide a working knowledge of the history of the community, the basics of the community's problems, and police procedures relevant to the community. Because workers need to be capable of organizing adults, there may be minimum age requirements.

EXPECTED IMPACTS

Neighborhood and community are better able to mobilize and address problems. Residents know and are willing to practice personal and community prevention strategies, leading to reduced fear and crime. The work strengthens the neighborhood's social fabric, improves physical conditions, increases residents' confidence, increases use of public spaces such as parks, encourages neighborhood stability, promotes targeted anti-crime efforts, and increases public awareness. AmeriCorps participants will gain excellent organizing skills and learn concrete "real life" lessons about neighborhood dynamics, as well as the value of community-based prevention strategies.

COMMUNITY CORRECTIONS EDUCATOR/COORDINATOR

The goal of this program is twofold: to educate the community on local correctional institutions and facilities (including security, programs, procedures, and range of alternatives) and to assist inmates being released to link up with services and resources that will help them rejoin the community as productive members. The combination of community education and liaison with inmates returning to the community allows the AmeriCorps worker to build powerful bridges of understanding and help reduce recidivism.

SETTING

This program could be based within either a community or institutional correctional facility.

MAJOR ACTIVITIES

AmeriCorps participants, working under the supervision of a corrections professional will:

- ◆ help develop or strengthen support systems in the community to aid ex-offenders with re-integration (e.g., employment, counseling, mentoring, family assistance);
- ◆ assist professionals in developing educational forums to explain to community residents, groups, and businesses safety procedures, programs, and goals of the correctional institution and the benefits of alternatives to incarceration;
- ◆ help monitor court-ordered restitution or community work;
- ◆ monitor progress of offenders returning to community and act as a liaison between ex-offender and the community;
- ◆ work with inmates' families to ease reintegration;
- ◆ develop inventory of community resources;
- ◆ help to customize educational programs teaching such subjects as basic math, computer literacy, life skills, job training, employability skills, and health care, including drug abuse prevention;

- ◆ tutor inmates in literacy programs; and
- ◆ assist inmates to attain their GEDs.

SPECIAL CONSIDERATIONS

The inherent risk of working with inmates requires that adequate training on procedures of correctional facilities, including halfway houses, be provided. Participants should work primarily with low-risk, less threatening, and uncomplicated offenders/cases. Intensive supervision of participants and offenders may be necessary. Participants may need to develop or strengthen their own positive image of work in the corrections field in order to overcome negative community attitudes and stereotypes. Participants must have good interpersonal skills and the ability to establish rapport with and gain the trust of offenders, corrections officers, and community residents. Training about the facilities and its procedures, policies, and goals is essential. Some specialized training is necessary for participants who administer educational programs.

EXPECTED IMPACTS

Outreach and educational forums create more positive relationship between the community and the correctional institution. Ex-offenders are more successfully reintegrated and are less likely to commit crimes in the community because they have literacy, job skills, and higher levels of education. Corrections professionals can devote more attention to high-risk offenders and more complicated cases. Participants gain an appreciation and understanding of the corrections field and skills in facilitating relationships and providing direct services.

COMMUNITY POLICING AIDE

Corps members will facilitate the partnership among community residents, local leaders, and law enforcement that is at the heart of effective community policing. They will help identify community needs and problems, analyze identified problems, design solutions, and take action, under the supervision of law enforcement.

SETTING

AmeriCorps participants will assist sworn officers as community policing aides from any of a number of different bases, including police headquarters, a community mini-station or satellite station, or district or precinct office. The activity occurs primarily in a specific neighborhood or beat area.

MAJOR ACTIVITIES

Community policing aides will:

- ◆ interview residents either at the mini-station or at community locations about their concerns and problems as members of the community;
- ◆ assess community crime and fear by conducting pre- and post-surveys and needs assessments;
- ◆ make follow-up calls to victims and witnesses to secure additional information;
- ◆ review and analyze crime reports to pinpoint trends in location, frequency, or type of crime;
- ◆ research possible solutions to problems and identify strategies for action;
- ◆ identify resources that can help meet neighborhood needs;
- ◆ bring together the necessary government agencies, private agencies, and community groups to resolve major neighborhood issues;
- ◆ help mobilize community residents to take an active role in community affairs;
- ◆ organize a neighborhood meeting with police;
- ◆ staff a kiosk, resource center, or storefront crime prevention office;

- ◆ provide home security surveys; and
- ◆ play a key role in forming and maintaining Neighborhood and Business Watch programs.

SPECIAL CONSIDERATIONS

Corps members will be challenged to identify and implement feasible solutions to problems. They should be familiar with basic principles of community organizing, comfortable working with law enforcement officers, and have the ability to maintain confidentiality of communications. Police departments will need to provide training in department organization and procedures, skills for effective liaison with community, recordkeeping, crime prevention, and basic crime analysis for identifying and solving problems. Participants will need to be able to deal constructively with mistrust of law enforcement that is prevalent in many high-crime communities.

EXPECTED IMPACTS

These aides significantly increase the ability of community policing officers to take active roles in outreach and direct problem solving. The neighborhood benefits from increased access through more regular staffing, yielding greater attention to problem solving and enhanced communication among residents and police. More effective problem solving results in reduced fear of crime, reduced crime, increased crime prevention initiatives, greater involvement of residents, increased reporting of crimes that do occur. Participants will benefit from sharper analytic and communications skills, a greater understanding of problem solving, and a greater ability to help the community improve itself.

CONFLICT RESOLUTION/ALTERNATIVE DISPUTE RESOLUTION COORDINATOR

AmeriCorps participants in this program educate youth and community residents about peaceful alternatives for resolving conflicts and operate an alternative dispute resolution program where students and community residents can come to resolve their conflicts.

SETTING

This program could be based in a school or affiliated with a court system or a community multi-service center.

MAJOR ACTIVITIES

AmeriCorps participants will:

- ◆ provide training for young people on mediation and conflict resolution skills and how to avoid violence in schools, youth centers, and in the community;
- ◆ conduct mediations in appropriate settings;
- ◆ reach out to inform and educate the community on the benefits of peaceful conflict resolution;
- ◆ assist in creating needed programs such as peer mediation and youth courts;
- ◆ schedule, supervise, and track mediations under the guidance of a trained professional;
- ◆ prioritize mediations;
- ◆ check with disputants who have filed complaint forms;
- ◆ check back with disputants following mediation to determine whether agreements are being successfully carried out; and
- ◆ keep detailed records.

SPECIAL CONSIDERATIONS

Training in mediation and conflict resolution as well as in local community environment must be provided.

EXPECTED IMPACTS

Conflicts in the community are resolved less violently and there is greater support for peaceful resolution of disputes. Disputants as well as students and community residents learn skills for future use in avoiding violence and taking positive actions to resolve disputes. Residents are more aware of alternatives to violent confrontations. Corps members gain valuable knowledge about how to provide training and present educational information to groups of people and learn strategies for conflict resolution and mediation.

DOMESTIC VIOLENCE/SEXUAL ASSAULT PREVENTION TRAINER AND ADVOCATE

Workers both assist victims and educate community residents in learning prevention strategies against domestic violence and sexual assault.

SETTING

This program can be based in any of a variety of settings—a probation department, court system, prosecutor's office, police department, or community-based organization.

MAJOR ACTIVITIES

AmeriCorps participants, either directly or as case aides to regular staff, will:

- ◆ assist victims of domestic violence and sexual assault in locating and making use of appropriate services;
- ◆ provide support to victims throughout encounters with law enforcement and the court system;
- ◆ establish and maintain contact with the victim and the victim's family, coordinating legal and social supports as necessary;
- ◆ track status of abuser and of legal proceedings, keeping the victim informed;
- ◆ notify proper authorities if the abuser fails to comply with court orders;
- ◆ work with law enforcement officials, criminal justice officials, social service providers, medical personnel, local school boards, community residents, and children to arrange community-wide training on the dynamics of domestic violence, the psyches of victims, and how to live violence-free lives;
- ◆ train local community groups, businesses, and school-age children on crime prevention and personal safety techniques to prevent violence, especially sexual and domestic violence;
- ◆ assist professional staff in classes and forums to educate men on violence, rape, and date rape issues;

- ◆ help coordinate various events and activities (e.g., Rape Awareness Week activities and Take Back the Night initiatives);
- ◆ help staff a 24-hour crisis hotline and assist at a domestic violence or rape crisis center; and
- ◆ provide assistance with court accompaniment, orders for protection, and similar activities.

SPECIAL CONSIDERATIONS

AmeriCorps members must have a keen and thoughtful understanding of the interpersonal dynamics of domestic violence and/or sexual assault as well as readily available backup and supervision. They should possess a combination of empathy, support, and detachment, which is vital though difficult to maintain. AmeriCorps members must have a high level of maturity, good temperament, and good listening skills to be able to provide support services. They must be able to understand and appreciate the differing needs of law enforcement and victims and know how to reconcile any conflicts.

EXPECTED IMPACTS

Victims of domestic violence and sexual assault receive more comprehensive support and services. Domestic violence and sexual assault incidents are reduced as is the fear generated by these crimes. Community members gain greater understanding of how to live violence-free lives and of the breadth of domestic violence and sexual assault incidents, leading to a greater understanding of victims' issues. AmeriCorps participants become familiar with criminal justice proceedings and community resources and gain valuable counseling and advocacy skills.

IMMIGRANT COMMUNITY LIAISON

The participants work to build bridges between immigrants and local law enforcement agencies that will enhance working relationships, to educate immigrants about preventing crime and using the criminal justice system to respond if they are victimized, and to lessen the strain on immigrants and their families in adapting to U.S. laws and procedures.

SETTING

This program is based in a police department (possibly in a storefront or mini-station), a public or nonprofit immigrant services agency, or a community-based organization that works with an immigrant population.

MAJOR ACTIVITIES

AmeriCorps participants will work in one or several immigrant communities, both with groups and in one-on-one settings to:

- ◆ conduct classes in crime prevention as part of English for Speakers of Other Languages courses, immigrant orientation sessions, and elementary and secondary classes that serve the immigrant population;
- ◆ working with police officers or on their own (with appropriate training), conduct home and business security surveys and explain recommendations to the property owners;
- ◆ follow up on crimes that are reported to police by members of the immigrant community to ensure that victims know about and benefit from appropriate services and programs to reduce the impacts of the crime and to ease the difficulties of navigating the complexities of the criminal justice system;
- ◆ provide information and education about personal and home security, working on their own and with police officers, at a variety of fairs, cultural celebrations, and other events that attract members of the immigrant community;
- ◆ help persuade members of residential and business communities to form or join Neighborhood Watch or Business Watch groups and help existing groups recruit immigrant community members and work effectively with them;
- ◆ develop, or assist professionals in developing, curricula and outreach programs to address the needs of immigrant youth in learning crime, gang, and drug prevention as well as respect for the law;
- ◆ work with others involved in helping immigrants to develop cultural competence training for police academies, in-service settings, and similar training situations;
- ◆ help young people in the community develop crime prevention programs and projects that make their neighborhoods safer and build understanding of crime prevention;
- ◆ work with the immigrant community to identify key crime problems and concerns, develop liaison with key community institutions, and work with police and community to develop programs to address these problems;
- ◆ assist with informal interpretation and translation needs, including key words in both languages that will improve communication; and
- ◆ train residents in crime reporting procedures, including use of 9-1-1, and the response procedure for these reports.

SPECIAL CONSIDERATIONS

Participants must be bilingual or multilingual to be effective in this program. They need to be intimately familiar with the culture of the immigrant community in question and with the dominant culture of the larger community. Immigrants who are well-acclimated to the U.S. now or first-generation native-born individuals might ideally suit this need. Participants may experience pressure or rejection from members of their community because of their close working relationship with law enforcement, but they can, with support and training, turn these reactions into positive teaching opportunities. Assignment of participants must be sensitive to cultural differences. The fact that someone speaks Spanish, for example, does not mean he or she is familiar with all Spanish-speaking cultures. In developing objectives and goals, the program agency needs to

be aware that progress in this work can be slow, and that changes will probably be less apparent than those in a nonimmigrant community over the same time span.

EXPECTED IMPACTS

Residents are better able to prevent crime and cope with the consequences of crimes that do occur. They understand the basic structure of the criminal justice process in the U.S. As a result, crime incidents decrease although reporting may increase. The community's youth make substantial contributions to its safety and to helping increase their elders' ability to prevent crime. Community problems are brought to attention of civic authorities sooner for appropriate action. Police and members of the community have a greater understanding of each other's concerns and needs; working relationships are more positive.

JUVENILE COMMUNITY CORRECTIONS AIDE

The program focuses on chronic juvenile delinquents who would otherwise be sentenced to a juvenile facility. The key concept is that these youth can offer something positive to their communities. Using close support and supervision, the program seeks to promote constructive behavior, build youths' sense of competence, strengthen or create positive ties to the community, and enable youth to become more productive members of the community with a stake and role in the civic structure and a willingness to abide by its laws.

SETTING

This program is based in a community organization.

MAJOR ACTIVITIES

AmeriCorps participants will:

- ◆ identify or be directed to chronic juvenile delinquents who have

- cases pending, youth who have a high probability of incarceration;
- ◆ write a case history after interviewing the youth and family members;
- ◆ identify youth's needs and appropriate resources within the community to address these needs;
- ◆ request the court, if appropriate, to order the juvenile into the program as an alternative to juvenile detention;
- ◆ identify sites (e.g., a homeless shelter, an institution for the mentally ill, or a soup kitchen), based on a survey of the community's needs, within the community where youth can perform community work projects;
- ◆ train youth on how to be effective volunteers and on specific skills needed for particular projects;

- ◆ assist professionals in supervising youth on site;
- ◆ help develop a service learning curriculum (in conjunction with the community work projects) on policy issues related to the project, resources available to alleviate these problems, and strategies for addressing the problems;
- ◆ help youth recognize career opportunities arising from each project;
- ◆ contact each youth at least 2-3 times a week;
- ◆ be available to youth 24 hours a day to respond to crises and provide appropriate support;
- ◆ provide positive peer mentoring; and
- ◆ involve parents in the program and provide them with information on appropriate community resources.

SPECIAL CONSIDERATIONS

Participants should feel comfortable working in a variety of community settings doing "street work." They must be dependable and comfortable as role models and be able to guide and monitor without being judgmental. Commitment to this type of work is more important than a specific educational background. A careful orientation to community needs and court system requirements is essential. Additional training will be required if AmeriCorps workers do any type of needs assessment and case history reports. Training could be acquired through local social service agencies.

EXPECTED IMPACTS

The AmeriCorps workers would increase the number of youth who can be reached, while preserving the integrity and quality of the program, thus generating reductions in juvenile delinquency. By strengthening positive youth-community bonds, the workers will also help reduce fear levels in the community. Youth learn concrete skills that can be applied to future employment. They receive a positive message about their potential and are treated with respect. Youth recognize that they have the ability to make a positive impact on their communities. AmeriCorps participants develop an excellent sense of the nature of the work in this field and gain invaluable policy information on crime, criminal justice, and alternatives to incarceration. Corps members will leave the program with an increased awareness of community problems and solutions, become knowledgeable about available community resources, and gain interview and interpersonal skills.

NEIGHBORHOOD JUSTICE CENTER LIAISON

Participants help neighbors settle disputes peacefully, building a more cohesive community climate where neighbors feel more connected to each other. The program strengthens communication among residents, youth, formal and informal groups, organizations, and businesses and maximizes existing resources for meeting identified community needs. It enforces the message that crime has consequences and holds offenders accountable to their victims.

SETTING

The center would be located at a convenient site within the targeted neighborhood.

MAJOR ACTIVITIES

AmeriCorps team will:

- ◆ help operate one or more neighborhood justice and resource centers;
- ◆ assess primary public safety needs of the community through interviews, surveys, and forums;
- ◆ identify key leaders, individuals and groups in the community;
- ◆ identify resources that can be used to address problems;
- ◆ assist in developing resource referrals, dispute resolution, and mediation services to help neighbors resolve problems more effectively, peacefully, and efficiently;
- ◆ assist professionals in developing appropriate sanctions (community work projects, drug treatment, education, and health care) for low-level crimes (e.g., theft, vandalism, and aberrant public behavior);
- ◆ ensure that offenders immediately comply with sentence to perform community work projects or participate in treatment;
- ◆ demonstrate to victims of crime and community residents that offender is being held accountable;
- ◆ assist members of the community in using the court system through training in *pro se* litigation and small claims court procedures; and

- ◆ educate community residents on the criminal and civil justice system, law enforcement procedures, and citizens' rights.

SPECIAL CONSIDERATIONS

Corps members will need training in legal proceedings, mediation, applications for services, and effective working relationships with the community. They must develop, early in their service, effective relationships with key criminal justice staff and community leaders. In addition, they must ensure that the center remains credible among all key groups.

EXPECTED IMPACTS

Community disputes will not escalate to assaults or other crimes. More neighborhood crimes will be addressed in neighborhood settings, helping to affirm community's sense of control and reduce fear. The mediation component will provide residents with conflict resolution skills and resources while freeing up courts and law enforcement to deal with more complex and violent crimes. Corps members will gain knowledge of criminal justice system and learn counseling, negotiation, and interpersonal skills. Justice will become more visible to community.

NEIGHBORHOOD WATCH COORDINATOR

The major thrust of Americorps participants' work would be to energize and activate Neighborhood Watches both as basic community prevention groups and as significant sources of action to address neighborhood problems that relate to public safety. Providing not only status information on neighborhood crimes but prevention ideas and resources to meet the needs of various neighborhoods, the coordinators work with eight to ten Watch organizations in various parts of the city.

SETTING

Neighborhood Watch and related programs are most frequently based in local police or sheriffs' departments, but they can also be found in a number of municipal "neighborhood affairs" offices and in community-based umbrella organizations. AmeriCorps participants would work directly with various block and neighborhood captains and leaders, spending considerable time in field work.

MAJOR ACTIVITIES

The Neighborhood Watch Coordinator will:

- ◆ work with various Neighborhood Watch, Block Watch, Apartment Watch, and similar programs to see that appropriate data are shared and groups receive appropriate support both from law enforcement and from other community agencies;
- ◆ work with law enforcement and other appropriate civic agencies to develop training materials to enhance crime prevention skills of Neighborhood Watch members;
- ◆ help revitalize groups that have become less active; help form new groups, working with interested local citizens and sworn officers;
- ◆ collect material for and write newsletter to celebrate successes, share techniques, and encourage communication among groups;

- ◆ help highlight successes of Neighborhood Watches to share not only with local group but with other concerned groups via news media and other communications;
- ◆ assist groups in identifying appropriate resources for information and problem solving;
- ◆ facilitate communication with appropriate elements of police department by these groups; and
- ◆ encourage community residents to initiate recreational, mentoring, educational, and other events, activities, and programs that will build a sense of neighborhood identity and lead to greater community cohesion.

SPECIAL CONSIDERATIONS

This position requires that the participants not only have good organizational skills but actually enjoy organizing. They must also enjoy and take on the challenge of empowering these neighborhood groups to develop their own self-renewing and self-sustaining mechanisms. Because many of these meetings and events are conducted in the evening and on weekends, Neighborhood Watch Coordinators may work rather unorthodox schedules. Participants obviously must learn basic crime prevention techniques, especially those most relevant to Neighborhood Watch.

EXPECTED IMPACTS

By providing many of the essential support functions for high-quality activities by these groups, AmeriCorps workers not only free sworn personnel for other duties but, in most communities, substantially increase the vitality and utility of Neighborhood Watch. Participation in the program should increase in at

least three ways: number of neighborhoods enrolled; proportion of active residents within each neighborhood; and level of activity in each neighborhood. Both through Neighborhood Watch's direct anti-crime functions

and through its community-building aspects, fear of crime and several types of crime (most notably burglaries, larcenies, and public disorder-related crimes) will decrease.

SAFE HAVEN FACILITATOR

Desired outcomes include creating a safer place to live for the residents of the housing community while providing children and youth with positive alternatives to gang membership and other delinquent behavior. Research has documented the inverse link between school success and delinquent behavior. This program offers an opportunity to engage residents in positive partnerships with many of the youth whom they otherwise may fear and distrust. It also provides students with a safe place to go after school.

SETTING

This program could be based within a local public housing project, a youth center, or a community center.

MAJOR ACTIVITIES

AmeriCorps participants will work with youth and adults to identify needs and create and deliver services to school-age children and other housing project residents. These services will include needs-based tutoring and broad-based educational presentations on safety, crime prevention, and drug prevention.

Workers will:

- ◆ provide support and mentoring services to children and youth;
- ◆ teach study and life skills, coordinate tutoring sessions, and assist youth with homework;
- ◆ identify and index community resources and make appropriate referrals to assist residents in meeting their needs and goals;
- ◆ help design and oversee forums for children, teens, and adults on specific crime and crime prevention topics;

- ◆ arrange workshops on parenting skills to help parents play a more significant and positive role in their children's lives;
- ◆ empower parents to solve problems more effectively and become agents for change;
- ◆ give parents the opportunity to attend sessions on alcohol and other drug abuse and crime prevention; and
- ◆ work toward the creation of the housing project as a drug-free, gun-free, and violence-free zone.

SPECIAL CONSIDERATIONS

Safety of workers and participants may be an issue at the inception of this program. Thus, if this is a concern it may be helpful to ensure that law enforcement officers periodically drop in to reinforce the message that this area is a safe haven. It can help to enlist senior housing authority officials and local prosecutor's staff as well. Training will be necessary in parenting skills, tutoring, and the nature and history of the community and its problems.

EXPECTED IMPACTS

Students' attendance, educational interest, and performance at school improve, leading to these young people becoming more productive adults less likely to be involved in crime as juveniles or as adults. Numbers of drug, disturbance, and crime-related complaints in the housing complex and nearby community

decrease. Public awareness of the problems of youth is heightened. Youths' life skills improve. Positive relationships among youth, their families, community residents, schools, and law enforcement are strengthened. Youth have positive

alternatives to gang membership and involvement with drugs. Community cohesion increases, as does awareness of crime problems and potential solutions. Parents are better able to play positive roles in their children's lives.

SAFE SCHOOL SQUAD

This program addresses, through training, forums, and teams of student patrols, the issues of security, crime, and drug prevention on school grounds. Students, teachers, parents, and staff are also taught how to protect themselves off school grounds. All are alerted to conditions that can cause crime and encouraged to work toward prevention.

SETTING

This program is based in a school that shows signs of trouble and turbulence (e.g. truancy, students involved with the criminal justice system, frequent violent incidents, low attendance, low school achievement, and students with trouble at home).

MAJOR ACTIVITIES

AmeriCorps members, based on the needs of the schools, will:

- ◆ help teach students, teachers, staff, and parents conflict resolution and mediation techniques and skills;
- ◆ arrange educational forums and training on violence prevention, drug prevention, and traditional safety issues;
- ◆ help students organize a peer mentoring or mediation program;
- ◆ teach leadership, communication, problem-solving, and nurturing skills;
- ◆ assist professionals in providing crisis intervention, and teach strategies for resolving and overcoming crises;
- ◆ involve students in activities that direct them away from gang involvement;

- ◆ help students, faculty, and staff create "peace zones" on school grounds and in the surrounding community that are violence-free, drug-free, and gun-free;
- ◆ help students identify which issues concern them most and help them design projects to address these concerns (e.g., graffiti, bullying, safe routes to and from school); and
- ◆ help students to organize school security squads—teams of students who monitor hallways, bathrooms, and playgrounds and who provide escort services.

SPECIAL CONSIDERATIONS

Corps members will require training in conflict resolution skills and crime prevention techniques and strategies. Experience in working with groups of children will be extremely helpful.

EXPECTED IMPACTS

Crime incidents in schools (especially assaults) and near schools are reduced. Students know more about how to prevent crime and have a more positive attitude toward using prevention strategies. Students, faculty, parents, and staff are less fearful. Students are more involved in school activities. Corps members gain experience in teaching and in working as youth leaders as well as a better understanding of school-community interface.

TRUANCY PREVENTION AND SUPPORTIVE SERVICES COORDINATOR

Truancy is one of the major predictors of delinquency. Most dropout delinquents began as truants. The prime goal of this program is to increase children's attendance at school, thereby decreasing delinquency, and to increase residents' ability to take responsibility for their lives. Emphasis is on the importance of obtaining a good education and on building both community and family capacity to support that goal.

SETTING

This program is based entirely on the grounds of a public housing project.

MAJOR ACTIVITIES

AmeriCorps participants will:

- ◆ receive reports each morning from local schools of the names of children from the project who are absent from school, determine why the child is absent and directly assist the child and family in overcoming the immediate problem—for example, drive the child to school if he or she overslept, and get the family an alarm clock; provide clothing if needed; take the child to the doctor if necessary;
- ◆ help set up, manage, and promote an incentive program (e.g., children with perfect attendance in an academic year receive a \$100 savings bond);
- ◆ work with school to bring parent teacher organization meetings to the housing site to increase parental attendance;
- ◆ help establish study centers within the housing community or nearby to give youth and residents a positive, constructive place to go;
- ◆ solicit support and donations from the community;
- ◆ coordinate efforts to provide tutoring for school-age children and to assist adults working toward their GEDs;

- ◆ develop an effective working relationship with local law enforcement;
- ◆ assist residents in maintaining a quality physical atmosphere, e.g., keeping the grounds litter- and graffiti-free; removing broken-down cars; obliterating graffiti promptly; and getting broken doors or windows repaired; and
- ◆ seek support for the program from formal and informal civic groups, religious organizations, businesses, community organizations, and institutions.

SPECIAL CONSIDERATIONS

Learning the range of and how to gain access to a wide array of services can be challenging. Corps members must understand how to empower people and have the ability to establish good rapport with children and adults. Training will be necessary on the nature and history of the community and available resources.

EXPECTED IMPACTS

Children attend school, which helps reduce their risk of becoming delinquent. Incidents of vandalism and other crime on the property drop. Residents feel more secure and capable of maintaining community safety. Children, youth, and their families learn not only what they need to do to survive but what they need to do to achieve a higher quality of life. Participants gain valuable insight into the dynamics of the community and its resources while improving their organizing and interpersonal skills.

VICTIM ASSISTANCE ADVOCATE

This program seeks to ensure that appropriate services and community resources are readily available to victims of crime, to increase the reporting of crime, and to encourage participation by community residents in the justice system. Victims and witnesses receive support and assistance throughout their encounters with the justice system.

SETTING

Victim assistance services will be provided by AmeriCorps participants from a base within a court system, police department, prosecuting attorney's office, or community-based organization.

MAJOR ACTIVITIES

Victim assistance advocates will:

- ◆ provide support services and link victims of crime to appropriate services, such as counseling and victim compensation, within the court system and the community as needed;
- ◆ make victims aware of their legal rights;
- ◆ work with professionals to provide crisis intervention;
- ◆ provide assistance in writing victim impact statements;
- ◆ assist victims in dealing with creditors, landlords, or employers;
- ◆ assist victims in getting their recovered property returned;
- ◆ accompany victims or survivors to court upon request;
- ◆ keep victims informed of the progress of the case and the status of the offender;
- ◆ inventory services and opportunities available to victims, identify unmet victim needs (health, legal and/or service), and work to expand activities accordingly;
- ◆ help educate victims, criminal justice system officials, law enforcement officers, and residents of a community on local and state laws

and community services benefitting victims of crime;

- ◆ help build a responsive, supportive relationship among criminal justice workers, the community, and crime victims; and
- ◆ train members of the community and leaders of Neighborhood Watch on how neighbors can help victims.

SPECIAL CONSIDERATIONS

Workers must be able to cope with victims' strong emotions, with their own emotions, and with the many complex legal and procedural features of the criminal justice system. They must learn early in the process how to avoid the excessive personal investment that can lead to "burnout." The worker must understand the effect that crime has on victims, be sensitive to feelings, and exhibit strong interpersonal skills. A minimum two-week training course (one week on how to deal effectively with those in a crisis situation and one week teaching more specialized skills) is essential. Advocates must have an understanding of victim services and victim rights, crisis counseling and advocacy skills, the ability to organize information and materials and pay attention to detail; diplomacy, basic conflict management skills, flexibility, and tolerance.

EXPECTED IMPACTS

Victims of crime gain comprehensive and extensive services, provided with greater coherence. Victims have more access to emotional healing, financial reparation, a sense of vindication from the justice system, and less exposure to "secondary injuries" committed by the individuals or institutions involved in prosecuting the crime. Victims are better prepared to become involved in their communities, in the justice system, and crime prevention. The community is more aware of the criminal justice system and of victims' needs. AmeriCorps participants get valuable training and experience in human services including counseling skills, as well as access to and contact with most facets of the criminal justice and human services systems.

Even More Examples

Here are some additional examples of ways in which AmeriCorps participants—individually, in small groups, or as a larger group—can be part of projects or programs in public safety. They are organized by the kinds of agencies or groups that would be likely program sponsors—law enforcement, other criminal justice agencies, community-based organizations, and youth-serving groups. Some will be familiar from earlier examples; rethink them in light of the host agency, the number of people who could be placed there, and the partnerships they can help build.

LAW ENFORCEMENT



DOMESTIC VIOLENCE OUTREACH WORKER

AmeriCorps participants work within a police department tracking all domestic violence calls made to the department to monitor and make positive contact with the victims and assist in arranging support services. Once contacts have been established the Corps members link the victim to needed services and keep the victim informed of the status of the case and the abuser. Participants work with State/District Attorney's office to help victims and complainants file restraining orders.

COMMUNITY CRIME ANALYST

AmeriCorps members help a local law enforcement agency to develop data on a community, analyze compiled data to determine underlying causes of community concerns, and interview officers to determine past responses to similar problems. Corps members gather data for a needs assessment from interviews with community residents and business owners, social service organizations, child welfare agencies, housing authorities, educational institutions, etc. They read and digest police reports extracting information relating to crime M.O.'s, suspects and vehicles, and maintain

pin maps and related charts. They relate these data to community concerns and departmental operations; present options for action to provide more efficient use of existing resources and to identify problems in early stages, when they are easier to resolve.

SAFE ELDERLY OUTREACH WORKER

AmeriCorps participants work with senior volunteers to identify and meet the needs of vulnerable elderly in the community. Teams provide general assistance and escort services in addition to creating and presenting workshops on crime, crime prevention, and public safety. They also build intergenerational relationships, understanding and companionship between elderly and youth and reduce the fear that paralyzes many older people. Participants work with seniors, sheriff's departments, and other law enforcement agencies to initiate a TRIAD program, which both helps educate older people against crime and enlists them as crime prevention and law enforcement volunteers.

OTHER CRIMINAL JUSTICE AGENCIES



ASSISTANT TO PROBATION OFFICER

AmeriCorps participants supervise low-risk, non-violent, first-time offenders under the guidance of a Probation Officer; monitor the progress of the probationer in the community; assist the probationer in meeting court-ordered terms and requirements of probation, and connect offenders to helpful community resources. By providing supportive, constructive assistance the Corps members not only help reduce recidivism but allow professionals to concentrate on the more complex and difficult cases, thus improving the efficiency and responsiveness of the system.

COURT-ORDERED COMMUNITY WORK MANAGER

The responsibilities of the AmeriCorps participants include creating and maintaining contacts within the community, placing individuals ordered to work in appropriate positions, and supervising them. The Corps members also work to educate the community on the criminal justice system and the role of restitution and required work. By identifying needs and opportunities for court-ordered work crews in a focused, positive way, the Corps members help ensure that the community sees such work as meaningful. By providing thoughtful matching and careful supervision, Corps members enable the court to place additional numbers of individuals in work crew settings with a higher degree of confidence.

JUVENILE COURT ADVOCATE

AmeriCorps participants, placed in a Juvenile Probation Department, assist juveniles and their families in under-

standing the processes involved in court proceedings. A participant could act as a casework aide and assist with intake at both initial screening and courtroom level. The interests of many of our nation's children go unrepresented in court, though these children are involved in extended and complex legal proceedings. An increase in the availability of such services, well-documented for reducing factors that lead to delinquency, will mean reaching more children in need.

CHILD ABUSE CASE AIDE

AmeriCorps participants work within a court system as advocates for children with pending abuse and/or neglect cases. Corps members may serve as court-appointed special advocates (CASA) or guardians ad litem. They follow up on children who have been removed from their homes and provide status reports to the court to ensure that children don't get lost in the foster care system. Corps members monitor compliance of court-ordered expectations by families under the jurisdiction of the court. Case aides attend and participate in hearings and trials.

VICTIM/WITNESS COORDINATOR

AmeriCorps participants work with the court system, the District Attorney's Office, or the Public Defender's Office to increase the level of communication with both victims and witnesses and raise their awareness and understanding of the criminal justice system; provide services to all victims of crime in cases where an arrest has been made; act as a liaison among the victim, the judicial system, and community organizations. Provide support to victims throughout the court process. This program not only enhances the victims' and witnesses' ability to deal with the criminal justice system but also increases the system's ability to meet their needs.

"HATE" CRIMES PREVENTION SPECIALIST

These AmeriCorps workers engage in a variety of activities to educate all segments of the community on preventing bias-motivated crimes ranging from graffiti to assault, from name-calling to gang violence. They are also trained in methods for helping community members learn to celebrate and value diverse cultures within their community, in effective responses to biased-based crimes, and in helping build coalitions that work in the community both to reject prejudicial attitudes and actions and to build positive ones. The program might be situated in a police department, a human relations commission, an anti-gang task force, or an office of community relations.

INVESTIGATIONS AIDE

This position, based within a District Attorney's Office, has AmeriCorps members interviewing witnesses and preparing written reports on their findings; following up on leads under the direction of the attorney in charge of the case; conducting appropriate research; and tracking information on pending cases. By providing more extensive and intensive investigation in a more timely way, the AmeriCorps members help expedite the prosecution and disposition of cases, thereby allowing the office to handle greater numbers of cases.

CORRECTIONS PROGRAM COORDINATOR

AmeriCorps participants assist corrections professionals in the delivery of programs to inmates. The content of such programs might include literacy, life skills, GED, job training, work empowerment, employability skills, and health care. Corps members work with offenders to raise their awareness of the plight of

victims and the consequences of their behavior on victims. The Corps members develop and maintain a comprehensive resource center within the corrections facility, obtaining through community donations such items as computers, books, and a current guide to community resources.

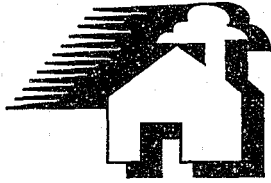
RESTITUTION PROGRAM COORDINATOR

AmeriCorps participants, under the supervision of professionals, oversee restitution work projects staffed by offenders. Offenders perform skilled labor in the community and are compensated for their work. All funds received are then paid out to victims. Corps members facilitate partnerships within the community to create work crew positions and oversee the distribution of the funds. This program involves offenders in meaningful work while increasing redress to victims of crime and strengthening relationships between community residents and offenders.

DRUG TREATMENT REFERRAL OFFICER

The AmeriCorps participants, trained in alcohol and substance abuse issues and counseling, work in a court, the prosecutor's office, the public defender's office, or a community-based organization. Offenders are referred to the program as a condition of sentencing. Corps members identify community resources and link offenders to appropriate resources in the community. They then monitor the progress of the offender in the program.

COMMUNITY ORGANIZATIONS



NEIGHBORHOOD REJUVENATION COORDINATOR

AmeriCorps participants assist residents in becoming organized and taking action to improve the physical aspects of their neighborhood, in recognition of the fact that physical decay is closely linked with crime. Corps members assist in identifying needs and resources, developing local leadership, and helping the community plan projects to clean up and beautify the neighborhood, making it more attractive for constructive public use. Activities might range from painting over graffiti to reclaiming a public park to planting a community garden. Residents' fear levels will decline, their use of public spaces will increase, and incivilities and disorders will decrease. Though crime may go up because residents are more inclined to report it, there is in the longer term likely to be less crime.

VIOLENCE PREVENTION HOTLINE COORDINATOR

Working with a community organization or coalition, the AmeriCorps participants provide key management and coordination for a hotline that seeks to calm potentially violent situations and personal stresses that lead to violence. AmeriCorps members help in recruiting, training, and scheduling of volunteers as well as reaching out into the community to educate people about the usefulness and confidentiality of these hotline services. AmeriCorps members also coordinate the development and updating of resource/referral information. By providing an immediate and anonymous means of dealing with potential violence, the actual incidence of violent crimes is reduced.

NEIGHBORHOOD PUBLIC SAFETY SERVICES COORDINATOR

Located in a neighborhood setting (e.g., a "community center"), AmeriCorps members help area residents identify and gain access to resources and information to meet their needs and concerns about preventing crime and enhancing their neighborhood's safety. The AmeriCorps members work with a variety of service providers—law enforcement and criminal justice officials, social services (including child abuse prevention), and others to develop both problem solving and preventive approaches that help residents address immediate problems and learn skills for the longer run. A key responsibility is coordinating and serving as liaison with neighborhood organizations and helping them identify and address emerging needs and concerns. This job results in a stronger neighborhood organization, the solution of local problems in a local setting, and creative focus and use of resources.

COMMUNITY MEDIATOR

AmeriCorps participants, trained as mediators, assist members of a community or a neighborhood within it to resolve disputes without resorting to lawsuits or violence by providing on-site or in-area mediation of disputes that might otherwise result in criminal charges. Corps members may even mediate as a directed option of the court in resolving disputes that would otherwise involve costly and time-consuming civil trials. Given that assaults involving people who know each other are among the most common crimes and that many of these assaults arise from arguments, the value of making such service more widely available is obvious.

COMMUNITY CRIME PREVENTION COUNCIL COORDINATOR

The AmeriCorps participants facilitate the creation of a formal community coalition among identified leaders, businesses, religious organizations, criminal justice offices, government, schools, law enforcement, community residents, and youth. They facilitate meetings to address local crime control issues, and assist council in

developing interagency responses. Such a partnership would open the lines of communication among all participants to develop solutions and coordinate multi-agency efforts for the implementation of recommended strategies. They may develop and/or staff a resource center of crime, violence, and drug abuse prevention materials and information.

YOUTH



MENTORSHIP COORDINATOR

AmeriCorps members can generate sizable anti-delinquency benefits by coordinating and matching the many at-risk youth who can benefit from mentors with those individuals who wish to mentor a youth. Such mentorships provide stable community links for youth who lack them, can give personal attention and informal counseling to youth who need it, and can identify and divert youth from the earliest signs of delinquency. AmeriCorps participants would provide appropriate training for mentors, monitor relationships and assist in resolving problems, and recruit both mentors and mentees.

who are at risk of delinquent behavior, offer them structured and positive alternatives to negative behaviors, and assist them in solving personal and family problems. The AmeriCorps participants also focus on providing positive activities for these youth that help develop enhanced self-image and self-esteem, pro-social behaviors, and life skills as well as learning skills.

CONFLICT RESOLUTION TRAINER

In this position, set within a school system, the AmeriCorps participants educate youth on conflict resolution and mediation skills and strategies. The program includes implementing a classroom curriculum as well as designing and overseeing a dispute resolution program.

CRIME PREVENTION EDUCATOR

AmeriCorps members help design and make educational presentations to children in grades K through 12 on a variety of crime prevention topics ranging from general personal safety to sexual assault prevention, from preventing property crime to preventing drug dealing. Employing a variety of interactive strategies and stimulating materials, the Corps members seek to enlist the young audiences in helping themselves, their friends, and their families prevent crime and drug abuse. They train students and coordinate or encourage them to continue providing similar presentations. The Corps members, especially if younger, offer a positive role model as well as a positive message.

YOUTH OUTREACH WORKER

Working through a structured program, such as a youth club, AmeriCorps members identify youth

PEER EDUCATOR AND OUTREACH WORKER

A team of AmeriCorps workers, based in a youth-oriented community organization, visits different sites in a community (e.g., a recreation center, a public basketball court, or a street corner) distributing literature on crime, crime prevention, and public safety and educating youth about the criminal justice system, law enforcement procedures, and community policing initiatives. They may use drama, music, dance, or other means to convey messages and attract youth. Corps members, under supervision of a professional, address concerns voiced by the youth they encounter.

COMMUNITY YOUTH WORKER

AmeriCorps participants play a vital role in monitoring the progress of and providing supports to juvenile offenders after they are no longer under court supervision. They provide counseling and assist these young people in developing life skills. They help identify and refer the youth to community resources and job placement, as appropriate. Corps members conduct home visits and surveys. These efforts aid juvenile offenders in reintegrating into the community in a positive way.

Learn and Serve in Action

In addition to AmeriCorps, the National and Community Service Act provides some exciting opportunities to enlist young people of school age in community service projects, both as part of their schoolwork and as partners through community-based organizations. The Learn and Serve America program encourages such opportunities by establishing service-learning coordinators in educational institutions that apply for them through the state's education agency. The projects, like AmeriCorps work, are designed to meet community needs in public safety, education, human needs, and environment.

If you are working in public safety, you can seek out service-learning coordinators in your community and offer to help them create project opportunities in public safety. By doing so, you can:

- ◆ build positive relationships with the young people involved;
- ◆ provide hands-on education in crime prevention that will be shared with parents, siblings, and fellow students;
- ◆ strengthen bonds with the school faculty and staff;
- ◆ increase crime reporting by youth;
- ◆ help prevent crimes against and by youth; and
- ◆ help youth make their schools and neighborhoods safer.

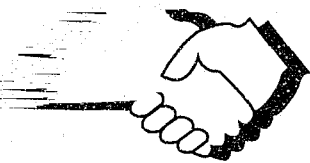
The range of service projects that young people might undertake is rich both in substance and in form, drawing on skills and interests ranging from writing to dancing, from public speaking to counseling, from cross-age teaching to peer mentoring. You need to plan your project in conjunction with the service-learning coordinator, and to be sure that you have provided necessary training and appropriate safeguards for the youth.

Here is a sample of the kinds of programs that youth might undertake as part of public safety:

- ◆ Junior high and high school students teach elementary school children about violence prevention, substance abuse prevention, vandalism prevention, self-esteem, and peer pressure. The older students research issues and design presentations, developing their research, organizational, and public speaking skills.
- ◆ Children of all ages design and coordinate a crime prevention or public safety fair with exhibit booths and workshops. Students can use art and vocational skills and improve their organizational and communication skills through presentations. They will build self-confidence and awareness of the community's resources through soliciting community groups and businesses for their support.
- ◆ Students with an interest in civics, math, or statistics research a crime or fear issue. They design, administer, and evaluate pre- and post- community crime prevention surveys and needs assessments. AmeriCorps participants develop and implement programs to address these issues. The students analyze the results and impact of the projects on the community and residents.
- ◆ Junior high and high school students show younger children how to turn negative peer pressure into a positive experience by recreating real life situations and teaching them survival and helping skills. This project encourages students to be creative as they develop the presentations.
- ◆ Students write and organize plays, skits, dances, songs, and puppet shows with crime, violence, drug prevention, or self-protection themes to present to kindergarten, first, and second grade children. This project requires students to utilize writing skills and creativity and increases their knowledge of the substantive issues. An excellent project for students interested in the arts.
- ◆ Teams of students are assigned to one square mile of their community. Each team is responsible for coming up with and implementing ideas for beautifying their assigned neighborhood (through trash pick-up, removal of graffiti, etc.), identifying safety hazards, and delivering public safety messages through interactions with community residents (e.g., going door to door to distribute literature). This project could be designed as a competition, ending with a prize for the winning team and a community fair or some other event which celebrates the success of the project. Students will gain valuable interpersonal skills through interactions with community residents. Seeing their positive impact on the community will increase students' awareness of their abilities to make meaningful contributions.
- ◆ Students design a forum on personal and home safety, which can be delivered to different groups of people on an impromptu basis, such as during lunch hour in a crowded park or at an office "brown bag" seminar. Students also develop and distribute appropriate literature to reinforce their messages. This project provides a great opportunity for students to work together as a team and improve public speaking skills.
- ◆ Students organize to eliminate graffiti in their community by painting in its place a mural that delivers a positive anti-drug, anti-violence, or other crime prevention message. Students can be proud of tangible neighborhood improvements resulting from their talents and efforts.

- ◆ A school crime watch can be operated by students who work with each other to observe school property before and after school, reporting on criminal and violent activities. Students also discuss crime reporting techniques with other students. An additional component of this program might be to organize safety patrol teams that provide escorts to younger children before and after school. Students will learn valuable safety techniques and will feel safer in their schools and community.
- ◆ Students can organize sports teams where eligibility to play in games depends on attendance at discussion sessions and presentations on drugs, violence, other crime prevention issues, safety, and community security. Teams can gain extra points for spreading anti-crime, anti-drug, and anti-violence messages throughout the community. Students develop teamwork and learn valuable prevention techniques and strategies that they are then encouraged to use.
- ◆ Students organize crime prevention clubs in their schools. Clubs design and put up posters and displays and provide training to other students on safety tips, how to conduct home safety surveys, what to do in emergencies, and how to be active in community watch. Students will gain valuable leadership and teamwork skills while learning important messages on crime and safety.
- ◆ Students can organize a Junior Neighborhood Watch where they observe the school and neighborhood community and report suspicious activity. Students also go door to door to get community residents involved in their efforts and to provide information on security and safety techniques. Students will feel empowered through their work in the community and will gain organizing skills through interactions with community residents.
- ◆ Students can participate in neighborhood outreach, in collaboration with local law enforcement, by going door to door and making telephone contacts with community residents to develop home security surveys and mark residents' personal property with identification numbers. Students will also distribute crime prevention information. This project will provide students with positive role models through their work with police officers. Students will also learn important information about personal and home safety.
- ◆ Students can tackle the issue of substance abuse in their school by conducting a survey of their peers, analyzing the responses, and developing strategies for combating the identified problems. Students can organize drug- and alcohol-free activities and events. This project will incorporate peer counseling and peer involvement leading to improved interpersonal skills.
- ◆ Students can act as senior citizen aides, providing escort services and periodic phone contact to ensure that all is well. An additional component of this project will be to deliver positive messages about personal safety to the elderly. Youth and seniors would gain valuable insights from intergenerational relationships. Students can develop buddy systems to check on seniors on a daily basis or work with existing organizations that do so, such as Postal Watch.
- ◆ High school athletes, as positive role models, work with elementary and middle school children making presentations through role play on the physical and legal effects of alcohol and other drug abuse. High school students would recognize their ability to have a positive impact on younger children.

- ◆ A student court, supervised by the local criminal justice system enlists students to serve as judges, lawyers, jurors, bailiffs, and court clerks. Students hear and try cases involving fellow students, make real judgments and pass real sentences, within the limits established by the convening authority. Students learn how the legal system works, gain excellent analytical and communication skills, and develop an understanding of the impact of crime on their peers and the community.
- ◆ Students staff a "warm line," a telephone support service provided after school to give children who are home alone a place where they can call to talk to someone. Staffers give safety advice and provide positive support. Students may even help with homework. Students learn important substantive material while gaining counseling skills.
- ◆ Students become familiar with their community by surveying it to identify public safety concerns (e.g., broken street lamps, overgrown bushes blocking views, or run-down parks) and areas in need of clean-up. They organize other students and community residents to address and eliminate the problems.



Organizing an Application and Operating Effectively

AmeriCorps funds come from the Corporation for National and Community Service through one of two channels, state grants or national grants. State grants come through the state commission for your state, which applies to the Corporation for these grants. The national grants are made directly to groups that have a national membership or mission that have project sites in several states based on their national perspective, or to specific innovative or demonstration projects, or to federal agencies. This section is designed to help you anticipate key issues in developing and running a program. It is not an exhaustive or a full-scale guide. The Corporation or your state commission can provide much more detail.

At the National Level

If your organization belongs to a national association you may wish to urge national leaders to sponsor a program for which your community could be one of the sites. The national group would act as a program manager, and you would serve as the project manager. If the national group is interested, it should get in touch with the national office of CNCS to secure the most current application form, determine the coming year's priorities, and find out the schedule for submitting an application. Otherwise, you will want to get in touch with your state commission on service to seek funding.

State Commissions

Funding through the state commissions on national and community service offers probably the most promising route for a local program or project to benefit from AmeriCorps since two-thirds of AmeriCorps funds are distributed through them. The state commissions (which include agencies that the Corporation terms "Alternate Administrative Entities" or "Transitional Agencies") not only plan out service activities, generally using Corporation initiatives as a

The commission channels federal funds, solicits applications for programs . . . and develops a plan for progress in instilling the service concept as part of communities around the state.

springboard, but actually apply to the Corporation for the funds. The state commission submits not only its three-year plan but the applications it has approved. The Corporation then reviews and reacts to the package.

The state commission, which should have 15 to 25 members, must be bipartisan or nonpartisan. It should include members of public safety, education, environmental, health and other priority issue groups within the state. Its makeup should reflect the state's diversity of backgrounds, views, and experience. Members are almost always appointed by the governor. The commission channels federal funds, actively solicits applications for programs, seeks other public as well as private support for its work, and develops a plan, reviewed annually, for clearly delineated progress in instilling the service concept as part of the fabric of life for communities around the state. It also provides technical assistance to those designing or operating relevant service programs.

State Plans

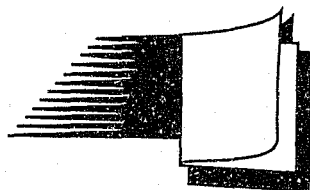
The state plan, which must be reviewed and approved by CNCS, charts the state's course in community service over a three-year period. It encompasses service funded by federal, state, and local resources and by private as well as public funds. It should seek to build competence and capacity in community service around the state, to expand the reach and role of community service, and to identify and address priorities important to the state and its residents. Because the state must provide opportunities for public comment, key state and local public safety leaders can voice their views on how these funds can enhance public safety.

Get in touch with your state commission (see appendix); ask how your state's plan will be developed or updated and who serves on the commission. Talk with commission members to familiarize them with public safety issues; testify at hearings or submit statements about public safety needs that can be met through community service. Your goal is to see that public safety strategies are included among the state's priorities and that the commission is favorably disposed toward applications that reflect these priorities.

Ask how your state's plan will be developed or updated and who serves on the commission. Talk with commission members to familiarize them with public safety issues.

Your state commission is eligible to apply for federal funds apportioned according to population—the formula grants. The state commission can also compete for additional federal funds. These "competitive grants" must contain applications nearly identical to those of the formula grants. A major exception is that the states may assign their own priorities for the formula grants, but the competitive grants must address the national priorities established by the Corporation (see description of 1994 public safety priorities in Part I.) Ask about the state commission's plans to apply for a competitive grant, and find out how your application might fit into those plans.

Putting Your Application Together



If you have decided that you want to operate a program, you apply for funds to your state commission. It may use the national application form or develop its own. Your application, if approved by your state commission, is forwarded together with all other approved applications for review by CNCS. The state commission must describe how these applications fit into the state plan and priorities. If you have helped shape those priorities, your application is more likely to fit with the state's plan and strengthen its chances for approval at the national level.

GET THE FACTS AND FORMS

Your first step is to call the state commission to ensure that you have the most up-to-date application form, listing of priorities, and timelines for applications. Review the materials and feel free to talk with commission staff about any concerns or questions. Help may be available in preparing your application, either from the state or from a national group working with the Corporation. Some key aspects of the application process are discussed below. This is not meant as a detailed guide, but as a thought-starter on issues, problems, and needs you will want to consider. You should examine the regulations as well as the application form.

DECIDE WHERE YOU FIT

Be sure your group is eligible. Many kinds of groups may be program sponsors, ranging from state agencies to local government departments, from community-based organizations to college campus groups, from youth-serving agencies to charitable groups, and beyond. Generally, the group must be a government or nonprofit body. It must demonstrate that its program is of the high quality expected of AmeriCorps efforts. It must show clearly what work will be carried out and where and how it will be done. It must be able to support and work with the participants not just as employees or project workers but in providing the direct supervision and counseling that may be needed and the personnel management functions that are inevitably required in working with a group that size. Evidence of appropriate liability insurance coverage for the program, its staff, and the participants must be demonstrated. If your group is not a criminal justice agency, it should demonstrate partnership with (or at least clear support from) local law enforcement if it wishes to work in the public safety sphere.

If you have decided that your organization could not handle a program-level effort but could work effectively as a service project site, join up with someone sponsoring a program either in your community or at the state level. You might help form your own program—a partnership of several groups that need similar work done, with one agency or organization taking the lead as program applicant. A state-level agency may be willing to work with you by applying for funds, managing a program group, and placing some of the participants in your project.

Your first step is to call the state commission to ensure that you have the most up-to-date application form, listing of priorities, and timelines for applications.

FRAME YOUR PROGRAM AND ITS FOCUS

Obviously, you have some idea of a pressing public safety need in your community. You need to be sure that the program you propose will have demonstrable results—that it reduces crime, reduces fear, or strengthens community ability to respond to these problems. Be able to show that the participants were not just usefully occupied, but that they had a clear and identifiable impact on the community.

You may apply for one to three years of funding, depending on your program's intent and extent. Be aware that many participants will probably serve for just one year. Though participants can serve for several years, they can get only two years worth of education awards.

High-quality programs are thoughtful and factual about designing efforts to counter a crime, fear, or disorder problem.

High quality programs are thoughtful and factual about designing efforts to counter a crime, fear, or disorder problem. The more information reviewed before developing a program, the more likely the program will help solve the specific problem. If the problem is a high incidence of violence at public transportation stops, a program to clean up these sites may not be the most effective choice. Analyze crime data, interview victims, find out what other communities have done. Talk with those directly affected; they often have information and understanding that no one else can bring to the table—knowledge that may radically alter the best choices of strategies for solving crime problems. Avoid automatically applying generic solutions and basing program design on hunches.

AmeriCorps programs in public safety can focus on specialized skills that participants will develop, specialized services, community development needs, expanding the capacity of other local service programs, intergenerational programs, youth development via a structured youth corps, or individualized placements. This opportunity enriches the kinds of partnerships from which your program can draw. For instance, a community development agency might have real need for a team of AmeriCorps workers to organize business crime watches and help small business owners enhance physical and operational security to reduce shoppers' fears and business losses. An intergenerational program might team older and younger participants to work with schoolchildren and school staffs to make schools and travel to and from them safer. A program might bring full-time college students who are AmeriCorps part-timers, into prisons to help inmates sharpen literacy, math, and work skills in preparation for their impending return to the community.

The national regulations and standards for excellent programs make it clear that AmeriCorps work is not make-work. It is results-oriented, needs-based, community-centered, and quality-driven. Clerical work and research for its own sake are not acceptable AmeriCorps activities. The work cannot displace or duplicate that of existing paid staff. The funds and the participants cannot supplant state or local public funds, though they may supplement and complement such work.

The program must provide opportunities for participants to reflect on and draw lessons from their own experiences as well as each other's. Clear goals and objectives that have identifiable outcomes must be complemented by a monitoring system to keep the program on track toward those goals. Your application

will need to demonstrate clearly and succinctly that each of these challenges has been met. You may want to review the program management tips that follow to see whether your application has addressed those properly.

MAKE BUDGETS AND FIND FUNDS



Your budget should be thoughtfully constructed, because you will have to provide some of the funds for this work. The corporation grant can cover up to 75 percent of operating costs for your program (including costs of training), up to 85 percent of the living allowance (roughly \$7,640 per year) for each participant, 100 percent of child care costs for eligible participants, and up to 85 percent of eligible participants' health insurance costs. Your local funds must cover the remaining costs. Matching funds for participant stipends (living allowance) must be available in cash. Other matches can be in kind. Operating costs may be matched in kind or by funds from other federal programs. No more than 10 percent of the grant may be spent on equipment; no more than 5 percent may go toward administrative overhead. Programs that provide more than the minimum match will have a competitive advantage. Check the AmeriCorps application and regulations for detailed discussions of funding.

EXPLAIN WHAT WILL BE DONE AND HOW

AmeriCorps, because it seeks to be grounded in the community and to leverage local resources as it meets local needs, expects you to draw upon partnerships for such things as recruitment of participants, placements in projects, community orientation, training, involvement of local volunteers, and provision of in-kind materials and services.

The application must describe in detail the kind of work that AmeriCorps participants will be doing in each project—not so much individual job descriptions as project job descriptions. The in-depth profiles in Part II give a sense of the kind of specificity desired.

You will need to stipulate minimum qualifications for participants and to include a description of how you plan to recruit participants from the community as well as from the pools of applicants at the national and state levels.

You will need to explain the training that participants will need and how they will get it. All participants should have training in key areas: an orientation to AmeriCorps, the background of the community they serve, the basics of working with community members, and the skills needed in the specific projects.

You also need to specify partner organizations with whom you will work. AmeriCorps work, because it seeks to be grounded in the community and to leverage local resources as it meets local needs, expects you to draw upon partnerships for such things as recruitment of local participants, placements in projects, community orientation for participants, training in specific skills, involvement of local volunteers, and provision of in-kind materials and services, among others.

NEXT STEPS

Your completed application will be reviewed by the state commission, which will forward it as part of the state application for funds to the Corporation for National and Community Service. The Corporation, upon approving the state's application, will make funds available for the state to disburse.

SOME THINGS NOT TO DO

Work by AmeriCorps participants cannot involve legislative advocacy, partisan political activity, religious proselytizing, or work for profit-making corporations. Within the public safety area, there are some special considerations. The work cannot intentionally place participants in the arrest process or within the chain of custody of evidence. It cannot deliberately put participants in situations chiefly designed to involve them in witnessing criminal incidents (e.g., stake-outs) or in highly dangerous situations (e.g., responding, even with a police officer, to a crime in progress). Contact with those who have been arrested or convicted requires appropriate safeguards. Although work such as general recreation and cultural programs for youth has long-term indirect benefits, it is not an appropriate public safety activity, unless it is a component of a broader community effort designed to specifically address the problems of crime, violence, and fear.

Six Points Can Build a Solid Application

- ◆ **Priorities** (meeting state and national priorities);
- ◆ **Planning** (including goals, objectives, supervision, monitoring, and management);
- ◆ **Proven need** (real work that helps the community and reduces crime and fear);
- ◆ **Participants** (a diverse group of people who are challenged by and involved in the work);
- ◆ **Partnerships** in a variety of forms; and
- ◆ **Proven results** (demonstrating the impact of your service on the community's safety).

Carefully addressing these points will help you develop a quality application that will be more likely to pass muster for funding.

Running a Top-Notch Program

You've won a grant to take part in AmeriCorps. Or perhaps you've been approved as a project site for AmeriCorps participants, or you'll be partnering with the local school in an anti-violence effort as part of Learn and Serve America. What are some things you can do to ensure a high-quality project or program? What kind of management steps will help ensure that your program remains eligible for up to three years of funding?

LEARNING FROM EXPERIENCE

Use the goals and objectives you drew up as benchmarks against which to check your program's progress. This sort of monitoring should be a primary tool for enhancing your program as you go along, of learning and improving while doing. Your application will have specified how you plan to evaluate your project. Be sure you follow that plan.

CNCS sees evaluation as an important element of program excellence. Every program must provide annual reports on progress toward reaching its stated objectives and goals. Beyond this mandate, experience shows that keeping a record (visual and aural as well as written, if appropriate) as you go makes writing these reports much easier. Think before you start about the information that will be useful to you and how you will use it. Periodically re-examine the kinds of data you are collecting to see if you should make changes.

HELPING PARTICIPANTS LEARN AND GROW

The AmeriCorps program requires that participants have the chance to reflect on what they are doing, learn from their experiences, and acknowledge how they have grown and changed. This requires some thoughtful preparation on your part. Consider what questions will be most relevant to participants, what kinds of growth they are likely to see in themselves, what sorts of changes they should be observing, and how best to help them discover these for themselves.

Some programs have conducted periodic discussion groups that help participants explore these issues; others have provided focused discussion or set aside time for participants to keep diaries or journals in which they write about their work, important experiences, and personal growth.

Some programs have conducted periodic discussion groups; others have set aside time for participants to keep diaries or journals.

ADDITIONAL AMERICORPS MANDATES

AmeriCorps imposes some additional requirements. All participants who are eligible must register (or at least be afforded every opportunity to register) to vote. Whether and how to vote are the participant's choice. Participants who did

not graduate from high school must be offered help in securing a GED during their service; they cannot secure educational awards without GEDs. A third requirement is that participants be oriented both to the community in which they will work and the need for the work they will be doing. The program should be structured to allow participants to undertake some activities as a group, even if they are serving at different sites. As participants leave the program, they should receive appropriate assistance from you with moving forward in their lives, whether to employment or education. That help includes counseling about using their education awards and building on their experiences.

ROLES, RELATIONSHIPS, RESPONSIBILITIES, AND REWARDS

Programs work best when roles are explicit and clearly understood by participants, program staff, those in the community, and those at worksites where participants will be located.

Whether AmeriCorps, Learn and Serve America, or another service effort, a program that succeeds has paid careful attention to four things: roles, relationships, responsibilities, and rewards.

Programs work best when roles are explicit and clearly understood not just by participants but by all program staff, by those in the community, and by those at worksites where participants will be located. Who has what authority, who reports to whom, who can hire and discipline and fire, and who is tasked to do what work—each of these elements should be spelled out and reviewed. If problems arise because of lack of clarity, changes in roles, or adjustments in the program, then everyone—participants, project sponsors, colleagues, etc. — needs to be brought up to date.

Relationships are at the heart of any work experience and are especially important both in volunteer situations and in working with younger people. Respect and genuine caring are vital components of a good relationship between program staff and AmeriCorps participants. The relationships among program staff, participants, and project host staff must be similarly grounded in mutual respect and common purpose. Mutual understanding of expectations and capacities can do much to clear the air and, more important, to avoid misunderstandings in the first place. Within AmeriCorps, because diversity of participants is encouraged, issues of communicating and interrelating effectively in a multicultural environment require thoughtful attention, perhaps even specific training.

Respect and genuine caring are vital components of a good relationship between program staff and AmeriCorps participants. . .

Relationships with the community served are also important. Community residents need to understand who the AmeriCorps workers are and how they are helping. AmeriCorps participants need to understand and respect the community and its assets as well as its needs. Participants should understand their role—that they are coming to help, not to save, the community. They should view themselves as partners with residents. The goal should be to help the community grow in its ability to help itself, not to establish a dependency relationship.

Responsibilities encompass those daily work roles and expectations that accompany them. But successful programs find that responsibilities go well beyond the workplan. They encompass a sense of mutuality of mission, of shared purpose toward the work at hand that makes it truly not just “theirs” or “mine”

Responsibilities encompass a sense of mutuality of mission, of shared purpose toward the work at hand that makes it truly not just "theirs" or "mine" but "ours."

Rewards, both tangible and intangible, are key motivators. They are also keys to many kinds of growth.

Standards for service projects are helpful in assessing whether your program proposes the kind of work that produces quality national service efforts.

but "ours." The idea of responsibilities also includes the spirit of teamwork, that all involved have responsibilities to others in terms of good work and personal habits, team spirit, adherence to program requirements, and commitment to the idea of community service.

Rewards, both tangible and intangible, are key motivators. They are also keys to many kinds of growth. Rewards of national and community service go far beyond such obvious ones as the educational benefit that is eventually awarded. Tangible rewards include the demonstrable work results, those things that got done and the changes that showed up in the community. They also show up in public recognition via community thank-yous, positive news coverage, and celebrations of accomplishment (including awards, parties, T-shirts, and ribbon-cuttings, to name a few). Intangible rewards—personal growth, a sense of stake in the community, positive reinforcement by peers and supervisors, skills gained (both personal and career-focused), and others—are just as important. Even the firm friendships that are formed throughout a year of service become part of the rewards. Do not underestimate, however, the importance of consciously providing for and highlighting achievements throughout the process, both as encouragement and as benchmarks.

RECOGNIZING EXCELLENCE

To help clarify the kind of high-quality service programs that should exemplify national and community service, CNCS spelled out "Principles of High Quality National Service Programs." Many who are well-versed in program design and management will recognize these as vital to success.

They can be a useful resource to help you refine your program's structure and mission or to ensure that the project you propose meets the quality standards that will result in a positive experience for the community, the program, and the participant.

Program management standards include clear goals and mission, community links and support, a well-trained and energetic staff, a concrete operating plan, an emphasis on teamwork, an outlook that includes the longer term future and program sustainability, and sound fiscal and general management practices. A good program ideally will be high-quality; it can be replicated; and it will be sustainable on its own.

The principles for quality service projects are helpful in assessing whether your program proposes the kind of work that produces quality national service efforts. Here is how CNCS describes high-quality projects:

1. Service projects address real needs and create direct and demonstrable results in lasting ways. The results are demonstrable and can be identified by members of the community.
2. The program and service project sponsor, if they are separate entities agree about the results to be achieved and the role of participants. They also understand the mission and goals of national service.

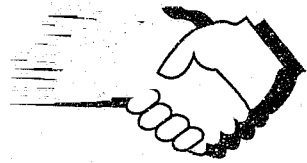
3. Participants do not displace workers or volunteers, or duplicate their efforts, in carrying out their projects.
4. Service projects draw on the unique qualities of national service participants: their abilities, professional education or training, age, diversity, idealism, intelligence, and other assets.
5. Service projects are planned carefully and all key elements of the project are documented. When appropriate, opportunities for learning are built into project design.
6. Participants get the specific training they need for each project. Projects consist of tasks and activities that are safe and appropriate for participants.
7. Service projects receive attentive management and close supervision.

Participants should be prepared for their experience and supported in it. They need to understand not only the task to be done but its value to the community; not just the problem but how the work will help solve it; and not just the need but how the work will meet it.

Community partnerships and collaborations not only provide additional resources and support for the service effort; they enormously enrich the ability of participants to perform meaningful work in the community and of the community to benefit from that work. The stronger the mutual commitment to partnership, the clearer the common vision of the work to be done together, and the more effective the communication between partners, the greater the benefits not only to the partners but to the programs.

Participants need to understand not only the task to be done but its value to the community; not just the problem but how the work will help solve it; and not just the need but how the work will meet it.

Many social and economic forces seem to be pulling communities apart. One principle of national and community service is diversity—bringing people and communities together both to get work done and to better understand each other. Though not every program or project will encompass a highly diverse population in terms of education, socio-economic background, gender, ethnicity, race, and disability, each program should strive for as great a diversity as possible. The question should be not, "Are we diverse enough?" but "How can we be more diverse?"



Appendix

Resources

PUBLICATIONS

- American Prosecutors Research Institute. **Beyond Convictions: Prosecutors as Community Leaders in the War on Drugs.** Alexandria, VA: author, 1993.
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- Eck, John, and William Spelman. **Problem-Solving: Problem-Oriented Policing in Newport News.** Washington, DC: Police Executive Research Forum, 1987.
- Goldstein, Herman. **Problem-Oriented Policing.** McGraw Hill, 1990.
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- National Crime Prevention Council. **Making a Difference: Young People in Community Crime Prevention.** Washington, DC: author, 1985.
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ORGANIZATIONS

American Bar Association

Section on Dispute Resolution
1800 M Street, NW, Suite 209
Washington, DC 20036
202-331-2258

Sponsors more than 400 dispute resolution programs nationwide. Provides many other services, including a clearinghouse for information on conflict mediation and a program that encourages law offices to adopt the local high schools and assist them in implementing conflict mediation programs.

American Correctional Association

8025 Laurel Lakes Court
Laurel, MD 20707-5075
301-206-5098

Membership group of those involved in operating, overseeing, or supplying the nation's prisons, jails, and other correctional facilities as well as other elements of the correctional system. ACA helps establish national standards in corrections, provides training, conducts conferences to foster exchange of information, and produces publications on various facets of correctional operations and theory.

American Probation and Parole Association

c/o The Council of State
Governments
3560 Iron Works Pike
PO Box 11910
Lexington, KY 40578
606-231-1917

This membership group of the nation's parole and probation systems, managers, and staffers provides extensive training and professional development help to members and seeks more effective ways to achieve the remediation and correctional goals of both probation and parole.

Boys & Girls Clubs of America

National Headquarters
1230 West Peachtree Street, NW
Atlanta, GA 30309-3494
404-815-5700

Helps young people gain skills and a sense of belonging through its 1,460 clubs and its Gang Prevention Targeted Outreach Program, SMART Moves, and other efforts. Offers a variety of resource materials.

Bureau of Justice Assistance

Office of Justice Programs
U.S. Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531
BJA Clearinghouse—800-688-4252
The Bureau of Justice Assistance oversees a variety of grants programs and ongoing initiatives to strengthen criminal justice at the state and local levels. It provides technical assistance, reports on innovative programs, and a variety of other help to law enforcement agencies and others working to make communities safer. For specific information and copies of reports, call the BJA Clearinghouse.

Bureau of Justice Statistics

Office of Justice Programs, U.S.
Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531
Justice Statistics Clearinghouse—
800-732-3277
Drugs and Crime Data Center and
Clearinghouse—800-666-3332
The Bureau of Justice Statistics collects, analyzes, and disseminates criminal justice data, including key data on crime victimization in the U.S., on law enforcement activities, on corrections, and on other criminal justice-related activities. Reports and other details about BJS activities are available through the Justice Statistic Clearinghouse. The Drugs and Crime Clearinghouse, operated jointly with the Bureau of Justice Assistance, provides statistics on the linkage of these two major concerns.

Campus Outreach Opportunity League

411 Washington Avenue, North
Suite 110
Minneapolis, MN 55401
612-333-2665
Colleges, universities, and their students around the nation who encourage and support community service opportunities as part of the higher education experience work through COOL to share experiences, expand opportunities for service and participation in service, and promote the service ethic among students.

Citizens Committee for New York City, Inc.

305 Seventh Avenue, 15th Floor
New York, NY 10001
212-989-0909
Encourages and supports volunteer grassroots action to improve the quality of life in city neighborhoods. Offers small grants, training, publications, and technical assistance to more than 10,000 neighborhood, tenant, and youth associations in the five boroughs.

Community Board

Center for Policy and Training

149 Ninth Street
San Francisco, CA 94103
415-552-1250
One of the largest conflict mediation organizations in the country, working to foster mediation programs in schools, universities, businesses, and any other places where conflict may arise by providing curriculum training and assisting in starting conflict mediation programs.

Constitutional Rights Foundation

601 South Kingsley Drive
Los Angeles, CA 90005
213-487-5590
This independent nonprofit organization helps young people become more active participants in their communities through service learning, law-related education, and

youth empowerment. CRF provides training, produces materials, and operates demonstration programs.

Corporation for National and Community Service

1100 Vermont Avenue, NW
Washington, DC 20525
202-606-5000

The federal agency that spearheads service to nation and community, it combines a number of existing programs that were part of ACTION and the Commission on National and Community Service with new programs authorized under the 1993 legislation that established it.

Immigration and Naturalization Service

U.S. Department of Justice
425 I Street, NW
Washington, DC 20536
202-616-7762

This agency is charged with administering U.S. immigration and naturalization laws. Through community voluntary agencies, it provides training and instructions that facilitate immigrants' compliance with requirements of immigration law for residency and citizenship.

International Association of Campus Law Enforcement Administrators

638 Prospect Avenue
Hartford, CT 06105
203-233-4531

Serves as a forum for exchange of information and ideas in an effort to improve administration, planning, development, and operation and maintenance of security, police, and public safety departments of institutions of higher education.

International Association of Chiefs of Police

515 North Washington Street
Alexandria, VA 22314-2357
703-836-6767

IACP provides consultation and research services in all phases of police activity. Works to improve performance standards of law enforcement management through

research, surveys, and consulting services; operates speakers' bureau and provides training. Operates electronic and clearinghouse conferencing on community policing subjects. Works with AARP and the National Sheriffs' Association in TRIAD program targeting elderly victims of violence.

National Association for Mediation in Education (NAME)

205 Hampshire House
University of Massachusetts
Amherst, MA 01002
413-545-2462

NAME is a clearinghouse for information on mediation programs in schools and colleges. It provides written materials including a bimonthly newsletter, audiotapes, videos, and training on conflict resolution.

National Association of Service and Conservation Corps

666 Eleventh Street, NW, Suite 500
Washington, DC 20001
202-737-6272

A clearinghouse and a membership association for the nation's youth, conservation, and other service corps activities. Dozens of cities, counties, states, and nonprofit groups have sponsored corps that focus on community service and environmental conservation in year-round and summer programs for youth 12 to 26. NASCC helps these groups share experiences and information.

National Center for State Courts

1110 North Glebe Road, Suite 1090
Arlington, VA 22201
703-841-0200

The Center researches problems and issues that are faced by the many state courts around the nation that handle the bulk of legal activity in this country. It provides training, technical assistance, and publications.

National Council on Crime and Delinquency

685 Market Street, Suite 620
San Francisco, CA 94105
415-896-6223

Provides technical assistance to state governments, conducts research, and sponsors professional training institutes. Membership includes correction specialists and others interested in community-based programs, juvenile and family courts, and the prevention, control, and treatment of crime and delinquency.

National Crime Prevention Council

1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272

Publishes books, brochures, program kits, reproducible materials, posters, and other items. Operates demonstration programs, especially in municipal, community, and youth issue areas, including: Youth as Resources; Teens as Resources Against Drugs; Teens, Crime and the Community; and the Texas City Action Plan. Provides training on a wide range of topics to federal, state, municipal, community, school, and youth groups; offers technical assistance and information and referral services; manages (with The Advertising Council, Inc., and the U.S. Department of Justice) the McGruff public education campaign; and coordinates the activities of the Crime Prevention Coalition (more than 120 national, federal, and state organizations and agencies active in preventing crime).

National Criminal Justice Association

444 North Capitol Street, NW
Suite 618
Washington, DC 20001
202-347-4900

Promotes innovation in the criminal justice system through the focused coordination of law enforcement, the courts, corrections, and juvenile justice. Seeks to focus attention on national issues and developments related to the control of crime, and determines and expresses the states' collective views on pending legislation.

National District Attorneys Association

1033 North Fairfax Street, Suite 200
Alexandria, VA 22314
American Prosecutors Research Institute
703-549-9222
National Center for Prosecution of Child Abuse
703-739-0321
National Drug Prosecution Center
703-549-6790

Seeks to serve prosecuting attorneys and to improve and facilitate the administration of justice in the United States. Provides educational and informational services and technical assistance in areas such as juvenile justice and drug and child abuse prosecution. Conducts research through the American Prosecutors Research Institute.

National Institute for Dispute Resolution

1726 M Street, NW, Suite 500
Washington, DC 20036
202-466-4764

Promotes the development of fair, effective, and efficient conflict resolution processes and programs in new arenas locally, nationally, internationally. Stimulates innovative approaches to the productive resolution of future conflict. Programs include initiative in public policy, youth, quality of justice, communities, and education.

National Institute of Justice

Office of Justice Programs
U.S. Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531
National Criminal Justice Reference Service—800-851-3420
Chief research agent for criminal and civil justice issues, the National Institute of Justice both carries out and oversees research initiatives on a wide range of criminal justice issues. It maintains the largest criminal justice library in the world and disseminates research findings and reports. The National Criminal Justice Reference Service can provide both current information on program and publications and access to the library.

National Organization for Victim Assistance

1757 Park Road, NW
Washington, DC 20010
202-232-6682 or 800-TRY-NOVA
Works to achieve recognition and implementation of victims' rights and services. Provides training, technical assistance, and direct services to crime victims. Maintains an information clearinghouse on issues relating to victimization.

National School Safety Center

4165 Thousand Oaks Boulevard
Suite 290
Westlake Village, CA 91362
805-373-9977
Sponsored by the U.S. Department of Justice and Education, the Center focuses on crime prevention in schools throughout the country. Special emphasis placed on efforts to rid schools of crime, violence, and drugs and on programs to improve student discipline, attendance, achievement, and school climate, provides technical assistance and training programs.

National Sheriffs' Association

1450 Duke Street
Alexandria, VA 22314
800-424-7827
Sponsors National Neighborhood Watch Program, Certified Jail Technician Program, and National Sheriffs Institute. Conducts NSA Victim Assistance Program, provides research, training, technical assistance, and publications on behalf of victims of crime. Offers consultation services to local peace officers and technical assistance county jails. Sponsors risk management programs, operates library of materials pertaining to criminal justice, and works with AARP and International Association of Police Chiefs in TRIAD program targeting elderly victims of crime.

National Teens, Crime, and the Community Program Center

711 G Street, SE
Washington, DC 20003
202-546-6644
Provides information, referrals, training and materials related to

Teens, Crime, and the Community, a curriculum that couples classroom lessons with action projects designed to address specific crime problems in the community. The program's goal is to help teens understand how crime affects individuals and the community so they can take responsible action to protect themselves and others.

National Training and Information Center

810 North Milwaukee Avenue
Chicago, IL 60622-4103
312-243-3035
Serves as a resource center for community-based organizations across the country, specializing in training and consulting in community organizing.

National Victim Center

309 West Seventh Street, Suite 705
Fort Worth, TX 76102
817-877-3355
Promotes rights and needs of violent crime victims and educates Americans about the devastating effect crime has on our society. Services include referrals, research, library resources, and technical assistance.

National Youth Leadership Council

1910 West County Road B
Roseville, MN 55113
612-631-3672
Offers regional and national training events and conferences, curriculum guides and publications, program development and research, and policy consultation to youth, teachers, students, administrators, youth workers, and others interested in service.

Nonprofit Risk Management Center

1001 Connecticut Avenue, NW
Suite 900
Washington, DC 20036
202-785-3891
This nonprofit organization, which does not sell or promote insurance, seeks to meet the risk management and insurance information needs of community-serving organizations through education, research, and advocacy. It produces a number of

helpful documents to guide nonprofit operations in areas involving board operations, liability, workers compensation, Fair Labor Standards Act requirements, and similar issues.

Office of Juvenile Justice and Delinquency Prevention

Office of Justice Programs
U.S. Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531
Juvenile Justice Clearinghouse—
800-638-8736

This agency is the central federal agency for juvenile justice and delinquency prevention matters. It conducts research, funds demonstration programs, provides training and technical assistance, administers a state formula grant program, and disseminates information and publications. The Juvenile Justice Clearinghouse can provide updated information on activities and programs.

Office for Victims of Crime

Office of Justice Programs
U.S. Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531
Crime Victims Clearinghouse—
800-627-6872

This office works to promote compassionate and equitable treatment of crime victims at the federal, state, and local levels, through training, technical assistance, and demonstration efforts. It also manages the Crime Victims Fund, through which state programs for crime victim assistance and compensation are funded. For details on its programs, call the Clearinghouse.

Points of Light Foundation

PO Box 66534
Washington, DC 20035

This independent foundation established by Act of Congress is tasked to promote and highlight volunteer efforts around the nation. It does not make grants.

Police Executive Research Forum

2300 M Street, NW, Suite 910
Washington, DC 20037
202-466-7820

Stimulates policy and program discussion and debate of important police management and criminal justice issues. Conducts research and manages experimentation, and disseminates research findings through a wide range of publications and trainings. Manages electronic conferencing network and provides consultation services.

U.S. Department of Education

Drug Planning and Outreach
Office of Elementary and
Secondary Education
Washington, DC 20202-6123
202-260-3954

Assists in developing the capability of local schools to prevent and reduce alcohol and other drug use through grant programs to state and local governments, institutions of higher education, and programs for Indian youth and Native Hawaiians. Hosts activities such as drug-free school recognition programs, network of drug-free colleges, substance abuse curricula guide research workshops, and The Challenge, a program to encourage and sustain a national network of drug-free schools. Provides training and expertise to achieve drug-free schools.

Youth as Resources

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

Developed on the premise that young people need not wait until they reach adulthood to participate in community life. Capitalizes on youths' creative energy, enthusiasm, and altruism by offering small grants for community service projects that are chosen, designed, and carried out by young people with adult support.

Youth Crime Watch of America

9200 South Dadeland Boulevard
Suite 320
Miami, FL 33156
305-670-2409

Targets crime and drug prevention education as well as dropout and gang prevention issues. Helps students learn positive values and motivates them toward responsible action through an array of teen-led activities. Provides leadership and guidance to crime and drug prevention groups working with youth, publishes and distributes resource materials, and facilitates the exchange of information and ideas across the U.S. Co-sponsors annual conference.

Youth Service America

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

Promotes opportunities for young people to be engaged in youth service programs. Sponsors an annual conference and National Youth Service Day.

State Commissions/Contacts

ALABAMA

State Lead Contact: Kim Cartron
Alabama State Capitol
Montgomery, AL Phone: 205-242-7140

ALASKA

State Lead Contact: Edgar Blatchford
Department of Regional and
Community Affairs
Juneau, AK Phone: 907-465-4700

Other Contact: Herve Hensley
Commission on National and
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Anchorage, AK Phone: 907-269-4500

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Governor's Office
Phoenix, AZ Phone: 602-542-3456

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Capitol Building
Cheyenne, WY Phone: 307-777-7437

**HOW TO REACH STATE
EDUCATION AGENCIES**

For more specific contacts at
your state education agency,
please call the Corporation at
202-606-5000 x 118.

Where To Apply for Funds

The national and community service grants program is a partnership between the Corporation and state and local programs. In general, local organizations will be funded through state commissions which have the responsibility and specific insights into local needs and resources. National nonprofits, multi-state programs, and professional corps programs may receive funds directly from the Corporation.

If you are a:	Seeking support for:	You may apply to:	For funding under:
National nonprofit organization	A full- or part-time national service program	The Corporation	AmeriCorps
	A program which plans to make grants in two or more states for K-12 school- and/or community-based service-learning programs		Learn and Serve America (school- and/or community-based)
	A training and technical assistance program (including summer programs)		Subtitle C or H
Higher Education Institution (individual, consortia, or partnerships with community-based organizations or State Commissions)	A full- or part-time national service program (including summer programs)	Your State Commission	AmeriCorps
	Service-learning coordinators for college and university students	The Corporation	Learn and Serve America: Higher Education
	A service-learning program for college and university students		
	A full-time national service summer program focused on public safety		Summer of Safety (Subtitles C, B2, & H)
Multi-state consortium of higher education institutions	A full- or part-time national service program	The Corporation	AmeriCorps
	Service-learning coordinators for college and university students		Learn and Serve America: Higher Education
	A service-learning program for college and university students		
Local public agency such as a school or school district, local government, and police and sheriff department	Service learning coordinators for K-12 age youth	Your State Education Agency	Learn and Serve America (school-based)
		Your State Commission	AmeriCorps
	School-based service learning program for K-12 age youth (school year or summer)	Your State Education Agency	Learn and Serve America (school-based)
	An adult volunteer program		
	A full-time national service summer program focused on public safety	The Corporation	Summer of Safety (Subtitles B1, C, B2, H)

If you are a:	Seeking support for:	You may apply to:	For funding under:
Local, nonprofit community-based organization (CBO)	A full- or part-time national service program (school year or summer)	Your State Commission	AmeriCorps
	A community-based service-learning program for five through 17-year-olds (school year or summer)	Your State Commission or a grantmaking entity*	Learn and Serve America (community-based)
	A service-learning program for college and university students (school year or summer)	The Corporation	Learn and Serve America; Higher Education (in partnership with a Higher Education institution)
	A full-time national service summer program focused on public safety		Summer of Safety (Subtitles C, B2, H)
Multi-state consortium of community-based organizations	A full- or part-time national service program (school year or summer)	The Corporation	AmeriCorps
	A community-based service-learning program for five through 17-year-olds (summer year or summer)	The Corporation or a grantmaking entity*	Learn and Serve America (community-based)
Federal Department or Agency	A full- or part-time national service program	The Corporation	AmeriCorps
Indian Tribe, United States Territory or Possession	A full- or part-time national service program	The Corporation	AmeriCorps
	A full-time national service summer program		Summer of Safety (Subtitles C, B2, & H)

*i.e., nonprofit organizations that will apply to the Corporation to make subgrants in two or more states.

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Acknowledgements

This document arose out of a need to ensure that the richness of service opportunities in the area of public safety was fully understood by both those in public safety positions and those in the service community. The early support it received from leaders in both communities encouraged the National Crime Prevention Council to take on the challenge of writing a document about something that did not then exist and would be forming even as the text was being written. (The Corporation was established October 1, 1993; this document was printed in March 1994, just as final regulations were being published for key programs.)

At the Corporation for National and Community Service, Catherine Milton, Vice President, and Hank Oltmann as Director of Special Projects spearheaded an enthusiastic spirit of cooperation in the face of the agency's own imposing deadlines for establishing the national service framework. Rana Sampson, a consultant to the Corporation, provided helpful comments on several drafts.

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Three groups were especially involved in developing the job descriptions, a relevant and readable text, and a coherence of both presentation and concept. The Coordinating Committee met periodically from October through February to reflect, guide, comment, and plumb the future. The Development Group spent an entire, intensive day in November framing the idea of the job profiles and real-life examples on which they could be based. The reviewers were asked to turn text around almost overnight and did an extraordinary job of providing thoughtful and constructive comments while doing so. There is some overlap between these groups, but anyone who served on all of them deserves full credit for each.

Our sources, reviewers, and advisors contributed greatly to making this document relevant and helpful, but we assume responsibility for any errors.

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Leonard Berman, Public Welfare Foundation;
 Don Gips, Corporation for National and Community Service;
 Jack Nadol, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice;
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Jeanne Bernard, Volunteer Services Division, Montgomery County (MD) Police Department;
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 Marilyn Roberts, National Center for State Courts;
 Dan Rosenblatt, International Association of Chiefs of Police;
 Terry Russell, Corporation for National and Community Service;

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John Stein, National Organization for Victim Assistance;
Marcia Sweedler, Office of Conflict Resolution and Mediation, Fairfax County (VA) Public Schools;
Jim Thompson, American Association of Retired Persons;
Craig Uchida, Office of Criminal Justice Research, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice;
Chuck Wexler, Police Executive Research Forum;
Rhonda Reid Winston, Public Defender Services; and
Lisa Woll, National Association of Service and Conservation Corps.

Intensive Reviewers

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Jeanne Bernard, Montgomery County (MD) Police Department;
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Terry Farley, American Prosecutors Research Institute, National District Attorneys' Association;
Tony Fisher, National Organization of Black Law Enforcement Executives;
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Karen McFadden, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice;
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Interviews for Program Descriptions

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Publications

In addition to interviews with those working directly in the field, we benefited from a number of publications that described activities in service and public safety. They offered both leads to excellent programs and immediate examples of how volunteers had already done much to enrich and strengthen a variety of criminal justice and community organizations. These publications included:

American Correctional Association. *Community Partnerships in Action*. Laurel, MD: author, 1993.

American Prosecutors Research Institute. *Beyond Convictions: Prosecutors as Community Leaders in the War on Drugs*. Alexandria, VA: author, 1993.

Boseman, Valerie. *Hand-In-Hand. Mentor Program. Replication Manual*. San Francisco, CA: National Council on Crime and Delinquency, n.d.

Citizens Committee for New York City, Inc. *Nurturing the Grassroots: Neighborhood Volunteer Organizations & America's Cities*. New York, NY: author, 1989.

Family Violence Network. *Volunteer Training Manual of the Family Violence Network*. Lake Elmo, MN: author, 1988.

Juvenile Justice Bulletin. Office of Juvenile Justice and Delinquency Prevention Model Programs 1992. Washington, DC: U.S. Department of Justice, 1993.

Onek, David. *Pairing College Students With Delinquents: The Missouri Intensive Case Monitoring Program*. San Francisco, CA: National Council on Crime and Delinquency, 1993.

Philadelphia District Attorney's Office. *Victim Services Volunteer Training Manual*. Philadelphia, PA: author, 1991.

The National Association on Volunteers in Criminal Justice. *Guidelines for the Effective Design and Management of Volunteer Involvement in Juvenile and Criminal Justice*. Milwaukee, WI: Board of Regents of the University of Wisconsin and the National Association on Volunteers in Criminal Justice, 1988.

National Center for Injury Prevention and Control. *The Prevention of Youth Violence: A Framework for Community Action*. Atlanta, GA: Centers for Disease Control and Prevention, 1993.

National Council of Juvenile and Family Court Judges. *Family Violence. State-of-the-Art Court Programs*. Reno, NV: author, 1992.

National Crime Prevention Council. *Creating a Climate of Hope: Ten Neighborhoods Tackle the Drug Crisis*. Washington, DC: author, 1992.

National Crime Prevention Council. *Given the Opportunity: How Three Communities Engaged Teens as Resources in Drug Abuse Prevention*. Washington, DC: author, 1992.

National Crime Prevention Council. *Making a Difference: Young People in Community Crime Prevention*. Washington, DC: author, 1985.

National Crime Prevention Council. *Preventing Violence: Program Ideas and Examples*. Washington, DC: author, 1992.

National Crime Prevention Council. *Reaching Out: School-Based Community Service Programs*. Washington, DC: author, 1988.

National Institute of Justice Journal. Washington, DC: U.S. Department of Justice, November, 1993.

National Sheriffs' Association. *Neighborhood Watch Victim Assistance: A Program Manual*. Arlington, VA: author, 1987.

It was truly a partnership effort. Again our hats are off to those listed above and to the thousands who will engage in national service in the public safety arena.

A guide to ways that
national and community
service programs
can help meet
urgent local public safety needs
and build
safer, more vibrant
neighborhoods and communities
through partnerships with
criminal justice agencies
and community residents