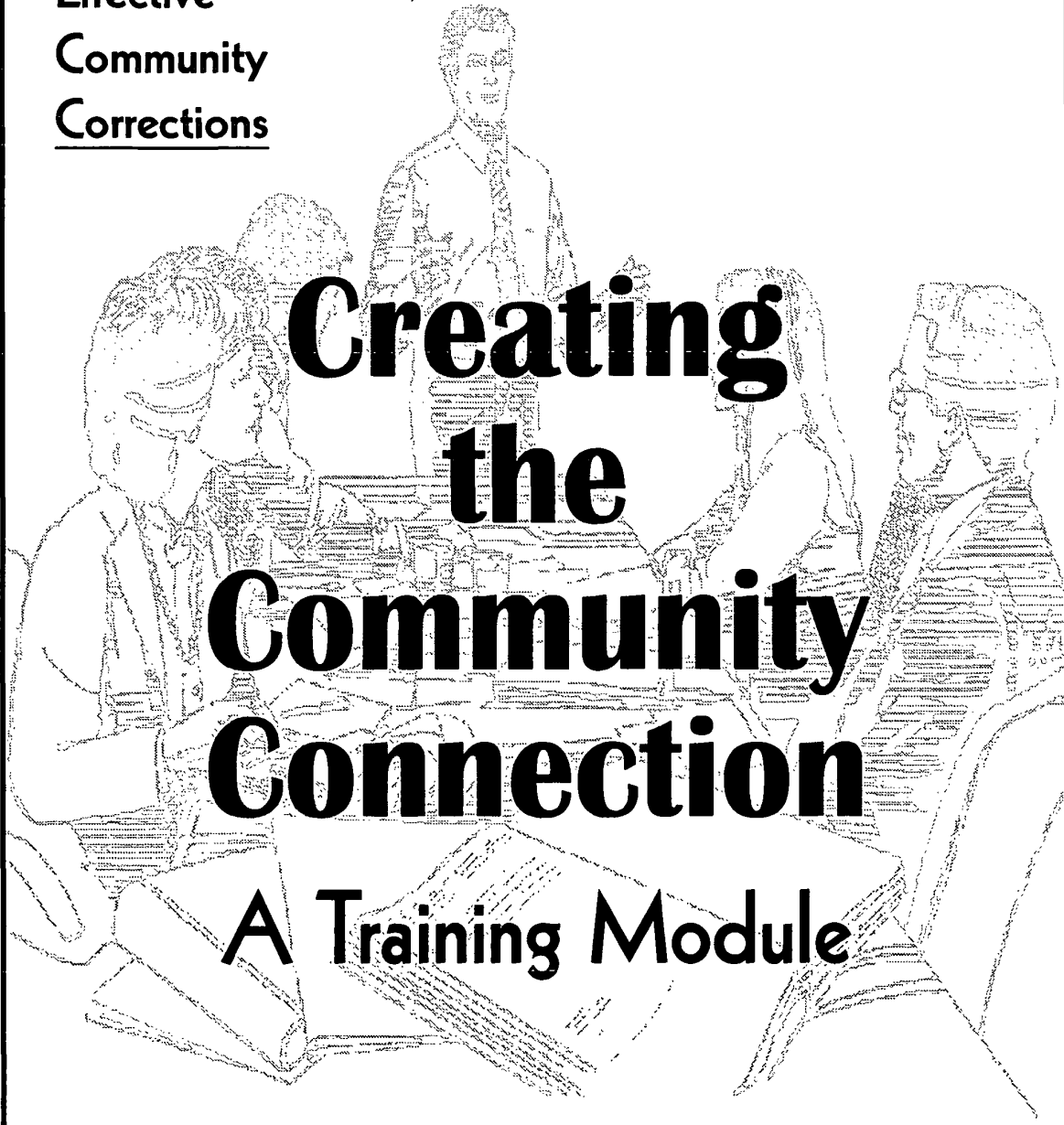


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**Tools for
Building
Effective
Community
Corrections**

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Creating the Community Connection

A Training Module

CCC: A public-private partnership promoting an effective system of community corrections

**The Center for
Community
Corrections**

Creating the Community Connection A Training Module

By Dianne Robinson
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**CCC: A public-private partnership promoting an effective system of community corrections
November, 2000**



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The research conducted for this publication was supported under award #99-DD-BX-0090 from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of the author and do not necessarily represent the official position of the U.S. Department of Justice.

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PREFACE

TO THE TRAINER

For those involved in the criminal justice system, successfully engaging the community can be confusing, frustrating and time consuming. And why shouldn't it be! Nothing in either our academic or professional experience prepares us for the process.

Yet it is possible to engage in positive, fruitful and rewarding partnerships with local communities. Effective community outreach activities can result in projects that will address the needs of community corrections, result in increased understanding of the roles and responsibilities of the agency, enhance the ability to expand existing programs, identify resources, and develop a constituency.

While recognizing the need for community support, agencies often engage in outreach efforts without a definite purpose, well thought out process or specific goals. The failures that can result from these efforts reinforce negative perceptions on the part of the agency about the value of community outreach, and on the part of the community about the agency that are difficult to change.

This workshop has been designed to prepare participants to begin the dialogue, form the alliances, and build the bridges. It is highly interactive, in order to reinforce the importance of communication, cooperation, trust, and responsibility in any successful collaboration.

At least two participants from each agency should be invited to attend. The participants should hold a level of influence in their agency sufficient to implement the plan that is developed during the workshop.

The recommended number of participants is 30 to 36. All work is accomplished in groups.

Representatives of the same agency should be seated together. More than one agency can be seated at each table.

If the workshop is to be given in-house to members of the same organization, include staff from all the divisions that will be affected. In this way the commitment to community outreach is shared.

TIME REQUIRED

The workshop takes from 5 to 5-1/2 hours. The time depends on the number of participants and the time allotted for discussion.

SETTING

It is preferable for participants to sit at round tables for six or eight, with the tables forming a U. This arrangement allows the trainer to interact with participants and reinforces the concepts of teamwork and communication. An overhead projector and screen, or newsprint pad can be located at the top of the U.

MATERIALS

- Overhead projector
- Screen
- Flipchart and pad for trainer

- ☛ Flipcharts and pads for each group
- ☛ Markers for each group
- ☛ Tape
- ☛ Copies of Handouts A-D (at end of training module)
- ☛ Six to eight ball bearings or fishing weights in envelopes for each table
- ☛ Several sheets of note paper for each table
- ☛ Bridge bags, one per table (if using the optional bridge-building exercise)
 - 6 Popsicle sticks
 - 4 rubber bands
 - 2 sheets of construction paper
 - 8 paperclips
 - stick of wood glue
 - 2-foot length of string
 - a variety of old buttons, bag ties, bottle caps or anything that would be interesting (vary this assortment so each group has a slightly different combination of materials)
 - small group prizes (packages of candy bars, bubble gum, mints, stickers, copies of quotes that relate to subject, etc.)

FORMAT

The highly interactive format encourages participants to apply the “learnings” of their own experiences to successful interaction with the community. The workshop uses focused discussions, exercises, and information presented by the trainer.

Participants will:

- ☛ examine their own concerns and expectations of community outreach;
- ☛ discuss what community means;
- ☛ assess where their agency stands relative to the subject;
- ☛ learn what an exchange relationship is, as it relates to the subject;
- ☛ define elements of successful collaborative efforts;
- ☛ review five steps to Partnership Building;
- ☛ develop a community outreach plan.

AGENDA

Part 1: The Process

Time—Approximately 3-1/2 hours

Sections A-G

Optional Exercise—1/2 hour

Part 2: The Plan

Time—Approximately 2 hours

WORKSHOP

PART I THE PROCESS

A. INTRODUCTION

To the trainer: This introduction is intended to begin the process of making the participants comfortable with creating the community connection: by recognizing the discomfort many may feel, while suggesting the potential benefits that can serve their own self-interests. It's important that, along with supporting the need for making community connections, you also recognize the ambivalence towards creating them. And, like all introductions, this one is designed to provide the participants with specific information regarding housekeeping details and what they can expect to cover during the day.

Time—15 minutes

Introduce yourself and any other trainer or officials present.

Begin in an upbeat manner, sharing enthusiasm for the concept. Explain why the sponsoring organization feels this workshop is valuable. Acknowledge the concern and even reluctance of some participants.

Ask for a show of hands of all the participants who represent agencies that:

- ☛ have all the resources they need;
- ☛ were fully funded during the last fiscal year;
- ☛ have a constituency who will speak on behalf of the agency;

- ☛ are situated in state-of-the-art facilities;
- ☛ do not have enough work to keep their staff busy.

Don't expect any hands! Reassure participants that successful agency/community collaborations can result in much needed support and resources.

First, however, they must invite the community to be part of the solution. Share several examples of successful agency/community initiatives such as the following:

- ☛ Probation officers and neighborhood associations, working together, have developed strategies for dealing with abandoned buildings and drug infested street corners.
- ☛ Non-profit mental health associations have trained law enforcement and probation officers in how to deal with the mentally ill.
- ☛ Citizens have lobbied legislatures for the funds necessary to provide training for offenders to lead productive lives.
- ☛ Probation leaders have asked for and received help obtaining office furniture, computer equipment and program design.
- ☛ Several programs have enlisted the assistance of community residents to help probationers obtain a GED, find housing, arrange for transportation and child care.

Ask the participants if they have other examples to offer.

Tell participants that the day is about possibilities.

Share and post the goals listed below, and review the schedule of the day (and all housekeeping details):

- discuss issues and concerns relative to community outreach;
- learn five steps to building successful agency/community relationships;
- review elements of successful collaborative efforts;
- develop a plan for a community outreach project.

Request that participants agree to be honest about their concerns, share their own experiences, participate in discussions, respect the opinions of others, and encourage participation by everyone in their group.

B. WHO IS HERE?

To the trainer: The purpose of this exercise is to allow participants to introduce themselves to others at their table, and determine the expectations and concerns of the group as a whole. Because the participants are being asked to learn a concept very different from those they are used to being presented in a training session, it is important that a climate be created that allows frank discussion among them. Hopefully, by the end of the day, they will have worked together sufficiently well to see each other as fellow pioneers and resources as they begin their initiatives back home.

Time—25 to 30 minutes

Have the following questions posted on the flipchart. Ask participants to respond to the following within their group and request a representative from each group to record the responses for numbers 3-6 on the flipchart:

1. Name
2. Agency
3. Why you are here
4. What excites you about this subject
5. What worries you
6. What you hope to gain from the day

Ask a person from each group to report their group's response.

As the groups report out, pay particular attention to the worries and expectations that are shared. If you feel they will be addressed later in the workshop, say so. If you are not certain, let participants know you will help identify possible resources (either from the group or the resources suggested in Handouts C and D), at day's end.

C. WHO IS THE COMMUNITY?

To the trainer: "Community" is a vague term, and connecting with "the community" is truly an amorphous concept. By breaking the community into its separate components — business, education, etc.—participants can begin to see the points of contact within and the possibilities offered by each segment, thus making the connection seem more manageable.

Time—10 minutes

Brainstorm for several minutes with the group as a whole the various sectors which make up a community. Have the responses recorded on the flipchart and post them. In order to encourage participants to begin to separate the larger community into smaller segments, push for specific areas within each segment.

Make sure that, by the end of brainstorming, the following sectors and smaller sub-sectors have been identified:

- ☛ **Government:** county commissioners, municipal leaders, state legislators
- ☛ **Education community:** adult education, GED classes, vocational education, ESL
- ☛ **Business community:** Chamber of Commerce, corporations, small business owners, industry, job training opportunities, entry level and other jobs
- ☛ **Health care community:** hospitals, clinics, rehab facilities, drug treatment centers, mental health centers
- ☛ **Civic organizations:** Rotary, League of Women Voters, ministerial alliances
- ☛ **Neighborhoods:** neighborhood associations, churches, social service agencies

Before moving on, make these points:

- ☛ The effectiveness of any outreach activity will depend on identifying which segment of the community the outreach effort should target.
- ☛ The initial contact is important; it can be very helpful to identify a person from the targeted sector, not only to be the initial contact, but also to advise on how best to proceed.

D. WHERE TO START

To the trainer: Before beginning to deal with the community, participants need to have a sense of where things stand at home, to deal rather explicitly with their own feelings about the process and those of their agencies. This exercise and the following one are designed to do just that. This one allows participants to look at themselves by themselves. The following exercise allows them to examine their agency's attitude in a lighthearted but pointed way.

Time—6 to 8 minutes

Remind participants that to get anywhere one must know the starting point. That is true for each individual, as well as each agency. With any

community outreach project the participants at this workshop represent the starting points because they are the leaders of the initiative.

Encourage them to think about their own feelings, as well as the attitude toward outreach of their agency, by asking them to answer the following questions (post on flipchart) for themselves. Be certain they understand they will not be asked to share their responses:

- ☛ This is what I believe about my work with my agency.
- ☛ This is what I believe about community outreach.
- ☛ This is what I would like the community to understand about my agency.

After giving participants several minutes to think about the questions, remind them that what they believe to be true about community outreach will be reflected in their own actions, decisions and conversations. Staff will respond to the community in the same manner as they see the agency leaders respond.

E. DRAWING EXERCISE

To the trainer: Following a look at themselves, participants now look at their agencies. Drawing the pictures will help participants focus on the agency's attitude relative to community outreach, help identify barriers, and begin to recognize what is at stake.

Time—15 minutes

Ask each participant to:

- ☛ draw a vehicle that illustrates the current "state of affairs" of their agency relative to community outreach;
- ☛ consider what will keep the situation from changing;

- ☛ suggest what will happen if the situation does not change.

Ask four or five participants to share a brief description of their drawing. Ask them what will keep the situation from changing, and what will happen if the situation does not change. The group consensus from this exercise is usually that community outreach in some form is one of the answers to building a constituency and increasing resources, if not the only answer.

While the participants are working, show an overhead or post on newsprint:

- ☛ If you do what you've always done, you'll get what you always got.
- ☛ Is it enough?

F. EXCHANGE RELATIONSHIPS

To the trainer: Having recognized the validity of their own feelings and dealt with those of their agencies, it is time to move to developing the community connection. Any successful interchange requires that all those involved see potential benefit to themselves. This exercise is designed to help participants focus on the behaviors necessary to work cooperatively when more than one organization is involved.

Time—30 minutes: 20 minutes for group work, 10 to report out.

Remind participants that collaborative relationships are based on an exchange relationship. All effective community outreach efforts should be exchange relationships. All involved must have at least some of their needs addressed. It is not enough just to identify the needs of the agency that need to be filled. Successful undertakings will:

- ☛ address concerns understood and shared by the community;
- ☛ involve projects the community is willing to support;
- ☛ include community participation in the project design.

A key to success lies in the willingness of the agency to evaluate the ultimate benefit to the community as well as to itself of any project considered.

Ask participants to consider a project on which they have worked, one that involved two or more organizations: a church, school or neighborhood project, or possibly something they were involved in on the job. It can be a project that worked very well or not at all. Ask participants to identify two or three of the elements responsible for the success or failure of the project. Ask the group to record the responses on the group's flipchart, indicating success or failure, and report back to the full group. Post the lists where everyone can see them. If the following responses were not mentioned, point them out:

- ☛ All involved need to assume responsibility for a project's success.
- ☛ Successful projects are well planned.
- ☛ Successful projects include all the stakeholders in the planning and implementation process.
- ☛ All involved are aware of and support the project's purpose and method.
- ☛ Effective groups communicate well.

Remind participants that the elements of success and failure are very much the same whatever the venue for the project.

G. FIVE STEPS

To the trainer: Further developing the elements of successful community connections, the five steps listed below provide a guide for participants to use as they engage in any out-

reach project. The steps are recommended as a way to engage in positive community outreach efforts which will have lasting benefits for both community and agency.

Total Time—1 hour for all five steps

Step 1

a. Determine the Project

To the trainer: The first step is to determine the purpose of making the community connection. Is it to secure more jobs for clients? Establish contact with neighborhood associations in high crime neighborhoods? Find some volunteers for a program that has begun to limp? By having a concrete project in mind - and it can be one that can be theoretical or reflect an actual agency need - the participants will find it easier to see how an actual community connection or collaboration can proceed.

Time—10 minutes

Make an overhead or post on newsprint:

- What does the agency need? How will it benefit the community?
- What is the level of interest in and support for the project among community corrections leaders?
- What is the ability of the community corrections system to support the effort for the long term?

Review points on the overhead and add:

- The important words here are need, interest and ability. As administrators and managers you must be reasonably confident that the agency will benefit from the project. You must be interested in and committed to the project. The importance of the endorsement of senior management to these projects cannot

be overstated. In addition, agency support for the long term is critical. Otherwise, the project becomes one more failed program or initiative and any negative impressions the community has are reinforced.

b. Brainstorm the Methods Available

To the trainer: There are many ways in which the community connection can be made. The right vehicle depends on the purpose of the initiative and on the comfort level of those undertaking the initiative. If, for instance, the purpose is to establish an ongoing relationship with a given sector around a given objective, that will take a different mechanism than, say, a one-shot collaboration. The purpose of this exercise is to consider the many ways to engage the community and give participants the opportunity to begin to consider what might work best for their agency.

Time—5 minutes

Have participants brainstorm different methods of community outreach. Make sure the following are mentioned: focus group, meeting with block associations, advisory committee, steering committee, volunteer program, Town Hall meeting. Remind participants that because meaningful dialogue (as opposed to print and media circulated information) is central to effective outreach, any method used should include opportunities for two-way communication.

Have someone record all responses and post list. Remind participants that an important part of any project is deciding what method would be most effective.

Step 2

Prepare the Organization

To the trainer: One of the more difficult tasks for the participants may well be to gain the support of the agency for the communi-

ty initiative. Yet without support, the initiative is not likely to succeed. While not actually dealing with how to secure that support (that will come later in the day), the exercise is designed to heighten the participants' awareness of the infrastructure within the agency they will need to be successful.

Time—10 minutes

Make an overhead or post on newsprint:

- ☛ Make an organizational commitment to the project.
- ☛ Assign experienced staff to the project.
- ☛ Be certain staff, including the agency's fiscal unit, understand why the project is being undertaken, how it will impact them and what, if any, their responsibility will be.

Have participants stand, stretch, close their eyes, turn around three times and without opening their eyes point to the north. (Find out beforehand where north actually is, as people will want to know!) Still pointing, have them open their eyes. Fingers will be pointing in every direction. Explain that this is a good illustration of the way in which many agencies undertake community-related projects.

Review points on overhead and add the following:

- ☛ Suggest that, all too often, either the last employee in the door, the person who left early the day of the meeting, or the staff person no one wants to deal with, is asked to head up any community-related project. Community projects need to be managed on the agency side by an experienced, mature employee, who is able to speak with some degree of authority and is very good with people.

Step 3

Engage the Community

To the trainer: Having dealt with the personal and agency sides, participants should now be ready to start to think about actually

engaging the community. This exercise is designed to show that the more people you engage in problem solving, the more ideas are generated and the more likely a successful solution will emerge.

Time—30 minutes

Exercise:

Give participants 5 minutes to come up with all the uses they can think of for the ball bearings (envelopes on each table with ball bearings inside) and report back. Tell them there will be a prize for the table with the most ideas. Have some fun with this. Let people know their ideas and suggestions will be appreciated and their participation rewarded.

After feedback, remind participants that while the number of ideas generated by each group was significant, the greatest number of ideas were generated by the whole group. The same is true when the community is asked to problem solve. Much can be gained by reaching out to the community. The organization will have access to valuable information, experience, talent and connections. In the words of one agency director, "It is a little like sitting on a mountain of gold and not bothering to get a shovel." His message: it is work, but it is worth it.

Make an overhead or post on newsprint:

- ☛ Be prepared to explain exactly how the community will benefit from the project.
- ☛ Determine the segment of the community the agency needs to engage.
- ☛ Reach out to those community residents who enjoy the respect of other residents.

Review points on overhead, in addition to the following:

- ☛ The importance of communication and expectations when interacting with the community.
- ☛ Terms used in discussions with community residents need to be clearly understood, with no jargon. Give the following examples:

- 1) Probation and parole: people often use them interchangeably and are uncertain about the difference.
- 2) Drug rehab or substance abuse: to the professionals the terms mean drugs and alcohol, whereas to community residents the terms may be understood to mean drugs only.

Recommend that everyone involved in an undertaking, both staff and community residents, participate in an orientation that includes information about the agency and the project, including:

- ☛ expectations
- ☛ timelines
- ☛ information the agency needs the community to understand
- ☛ information the community needs the agency to understand

Brainstorm who in communities and neighborhoods could be a resource in identifying likely initial contacts. Record all responses and post. Be sure the following points get made:

- ☛ Agency staff may live in, or have connections to, the targeted communities.
- ☛ Police officers very often know the leaders and role models in communities.
- ☛ Church leaders are great resources. Instead of asking them to help, ask who in their congregation would be interested.
- ☛ School organizations have deep commitments to community.
- ☛ Non-profit agencies will have suggestions and may be of great assistance.
- ☛ People who run community centers and recreation programs will be resources or have ideas.
- ☛ Organizations for retired folks are chock full of people who have great community connections.

Remind participants that very often the most influential people in a community may not be on

the radar screen. They are often not the business, church or political figures one first thinks of.

Step 4

Keep Participants Involved and Productive

To the trainer: Three important concepts are grouped together in this one exercise.

- (a) All of us hear things differently, based on our own experiences. The community corrections world sometimes uses phrases and words that are understood differently on the outside. For instance, drug treatment to the corrections professional means drug and alcohol treatment, whereas to the outsider it means what it says: drug. Therefore professionals should ask for feedback from the listeners fairly often in order to make sure everyone is on the same page.
- (b) Because there is mistrust of government among some people, there may be suspicion that the community's input is merely window dressing. A joint decision making process will help minimize the feeling. And adherence to the process decided on is so important it is dealt with again in the next exercise.
- (c) Since meetings are the core of most community connections, a lot of thought needs to be to the content. Again, joint decision making around the agenda is always helpful.

Time—15 minutes

Make an overhead or post on newsprint:

- ☛ Over-communicate at all levels in all languages.

- ☛ Develop a method for decision making.
- ☛ Make meetings matter.

Review overhead and add the following points (give examples if possible):

- ☛ Decisions and priorities can change inside the agency during the life of a project, and no one inside thinks about communicating the changes;
- ☛ Communication should be frequent, clear, and informative.
- ☛ Relationships should be nurtured and valued.
- ☛ Agency/community projects are often managed by a committee process.

Have participants raise their hand if they have ever served on a committee where, at meeting after meeting, nothing was accomplished. Remind participants that, no matter what the value of the initiative, many a worthwhile project has been the victim of an ineffective committee. The people in the community are just as short of time as the participants in this room. They are not being paid to participate. It is crucial that they feel their time is well spent.

Suggest participants take responsibility to see that, at meetings involving an outreach project:

- ☛ reasonable time frames are established and adhered to;
- ☛ conflict is recognized and dealt with;
- ☛ meetings are run efficiently, held when necessary, and community representatives are involved in setting the agenda;
- ☛ all involved are held accountable.

Remind participants that systems, by their very nature, move slowly, something that is not well understood or tolerated by the community. Either speed up the process when possible, or prepare the community for the time a process may take.

Step 5

Respect the Process

To the trainer: Again, as mentioned in connection with the previous exercise, because there is mistrust of government among some people, there may be suspicion that the community's input is merely window dressing. Therefore the importance of a careful outline of steps to be taken by both agency and community, well understood on both sides and scrupulously followed, cannot be underestimated (unless, of course, there are clearly understandable reasons for change).

It is also important to set the limits of the community's involvement at the very beginning of any interchange. For instance, there are issues of confidentiality for the professionals which would preclude the community's knowledge of individual cases. If these limits are clearly explained, they are sure to be understood and accepted.

Time—10 minutes

Make an overhead or post on newsprint:

- ☛ Define the focus and desired outcome.
- ☛ Set limits and impose structure.
- ☛ Encourage an understanding by all involved of how tasks will impact outcome.

Review points on the overhead (provide participants with Handout A at this point) and add:

- ☛ Respecting the process is fundamental to partnership building. When the process is respected, purposes are understood and agreed to, the same expectations are shared by all, trust is present, and because the process is structured and outcomes measured and communicated, all involved feel a sense of accomplishment.

H. BRIDGE BUILDING (AN OPTIONAL EXERCISE)

To the trainer: The purpose of this exercise is to engage in a lively activity that will very clearly illustrate to everyone how efforts will be different depending on circumstances, the people involved, and the resources available. This exercise will also serve to highlight and reinforce the lessons of the earlier discussions. The exercise is optional, but if you use it, expect the competition between groups to be intense and entertaining.

Time—30 minutes

(If the group is having lunch this is a great exercise for the lunch break.)

Distribute brown bags, one to each table. Invite each group to build a bridge to the community, using the materials in the brown bags. Ask them to be prepared to use the elements of partnership building (represented by the building materials) they believe to be most important, based on the morning discussion. Let them know they will be asked to explain their design. Tell them there will be a prize for the best bridge, as judged by all participants.

After the bridge designs have been explained, point out how different the designs are, and how each bridge reflects the ideas, resources and creativity of the builders. Remind participants how important it is to design a project that fits the needs of the organization and meets a need in the community.

Ask participants to vote on which bridge they consider to be the best.

WORKSHOP

Continued

PART 2 THE PLAN

To the trainer: By now, participants should have a good idea of the elements that go into creating a community connection. The hope is that, by actually beginning to design a project, they will see that creating that connection is more doable, and useful, than they had previously thought. As they proceed with their individual plans, make sure that if anyone seems "blocked," he or she asks for help from other participants at the table. This will encourage them to see each other as resources in the future if difficulties arise.

The questions are designed to guide participants through a planning process in an organized fashion, using the information generated from Part 1 of the workshop. Participants from each agency will work together to develop a plan for their agency.

Time—1-1/4 hours to design the plan, 15 minutes sharing

Suggest that before participants begin to formulate the plan, they take some time to review the information generated from the previous discussions (posted). The following questions (provide each participant with Handout B) are meant to help them develop a workable plan. Remind participants it is wiser to start with a small project and complete it successfully, and then move on to a more ambitious plan than to start with a large project.

Post the questions from Handout B and distribute a copy to each participant.

After an hour or so, ask three or four people to share their plans.

CLOSING

To the trainer: The purpose of this segment, like all closing segments, is to tie up any loose ends, to provide participants an opportunity to share the information they felt was most valuable, to address any remaining concerns, and to challenge participants to keep faith with the community by reaching out in a meaningful fashion, starting with the plan they have developed. Encourage them, since they are probably pioneers in their respective areas, to stay in touch with each other, and to use each other for support and advice.

Time—15 minutes

If there were concerns raised during the introduction that have not been addressed, this is the time to either refer to the relevant resources listed in Handouts C and D, or ask the other participants if they have any suggestions.

Ask participants to think about what they might do differently based on what they heard during the day, and ask three or four people to share their thoughts.

Remind participants that effective initiatives are the result of the process, elements and methods discussed during the workshop. Suggest that the public trust and confidence, fundamental to the funding and support of their agencies, depends very much on the public perception of the agency.

Remind participants that they have the power to improve or change that perception. However, community outreach demands the same level of commitment and support necessary and provided for other agency priorities. When respect and concern are combined with well thought out projects, agency support, and experienced leadership, the

benefits to all are significant. Challenge participants to take their plans back to the agency and start on the first three steps with the quote:

"If not me, who? If not now, when?"

And wish them good luck!

HANDOUTS

Handout A

A Guide To Productive Partnerships

☛ DETERMINE THE PROJECT

- What does the agency need that the community has a stake in?
- What is the level of interest in and support for the project of agency leaders?
- What is the ability of the agency to support the effort for the long term?

☛ PREPARE THE ORGANIZATION

- Make an organizational commitment to the project.
- Assign experienced staff to the project.
- Make sure staff understand why the project is being undertaken.
- Ask about, respect and address staff concerns.

☛ ENGAGE THE COMMUNITY

- Be prepared to explain exactly how the community will benefit from the project.
- Reach out to those community residents who enjoy the respect of other residents, not necessarily those who are well known through political or business accomplishments.
- Educate participants about the limits and restrictions that the agency must adhere to as they relate to the project.

☛ KEEP PARTICIPANTS INVOLVED AND PRODUCTIVE

- Over-communicate at all levels in all languages.
- Develop a method for decision making.
- Make meetings matter.

☛ Respect the Process

- Define the focus and desired outcome.
- Set limits and impose structure.
- Encourage an understanding by all involved of how tasks will impact outcome.

HANDOUTS

Continued

Handout B

Questions for the Plan

- ☛ What does the agency need? (Remember to focus on a need the community will readily understand.)
- ☛ On what need do you want the community's collaboration?
- ☛ What segments of the community will be targeted?
- ☛ What method will be used?
- ☛ Why did you choose this project?
- ☛ Who are the stakeholders in this project?
- ☛ Who from the community will you involve in the planning?
- ☛ Who else should be involved?
- ☛ What will need to be accomplished?
- ☛ How can this be accomplished?
- ☛ What barriers stand in the way?
- ☛ How can they be overcome?
- ☛ What is a reasonable time frame for the project?
- ☛ What are the first three steps that will need to be accomplished?

HANDOUTS

Continued

Handout C

Creating the Community Connection—And A Constituency In The Process

Some Practical Suggestions

By Margot C. Lindsay

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HANDOUTS

Continued

Handout D

Additional Resources

Kouzes, James M. and Posner, Barry Z., *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, Jossey-Bass Inc., 1987.

Zander, Alvin, *Making Groups Effective*, Jossey-Bass Inc., 1994.

3M Meeting Management Team with Jeannine Drew, *Mastering Meetings: Discovering the Hidden Potential of Effective Business Meetings*, McGraw-Hill, Inc., 1994.