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Asset-Based Approaches to Community Violence Prevention and Intervention: Strengthening Community Safety Through Proactive Planning and Partnerships

January 21, 2025

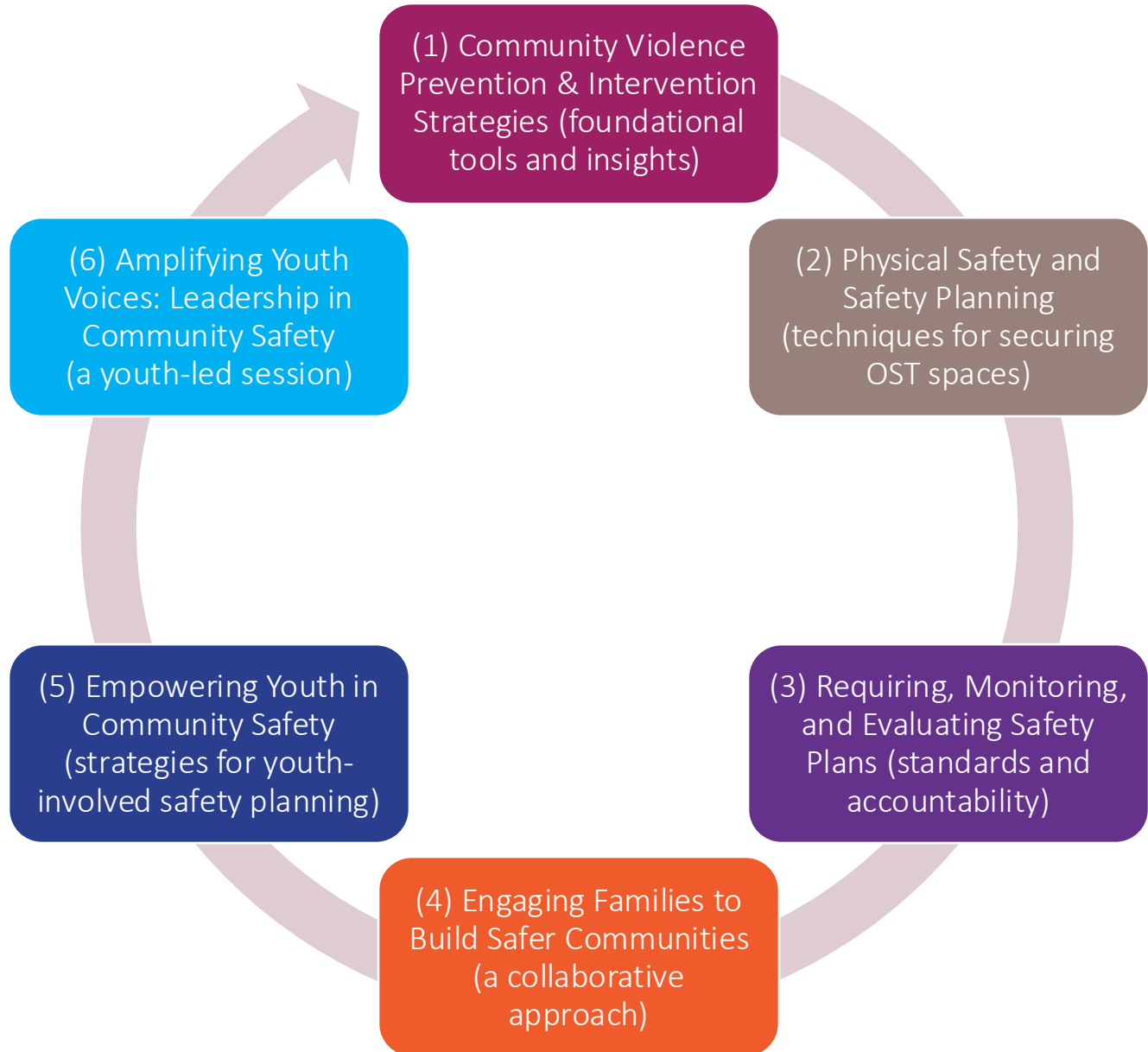
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Asset-Based Approaches to Community Violence Prevention and Intervention

Six-Part Series





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21st CCLC Program Officer
U.S. Department of Education

21st CCLC NTAC Vision and Mission



Vision

All Nita M. Lowey 21st Century Community Learning Centers SEA Coordinators and professionals obtain the knowledge and skills to implement programs that engage and empower students and their families to build lasting success as lifelong learners.

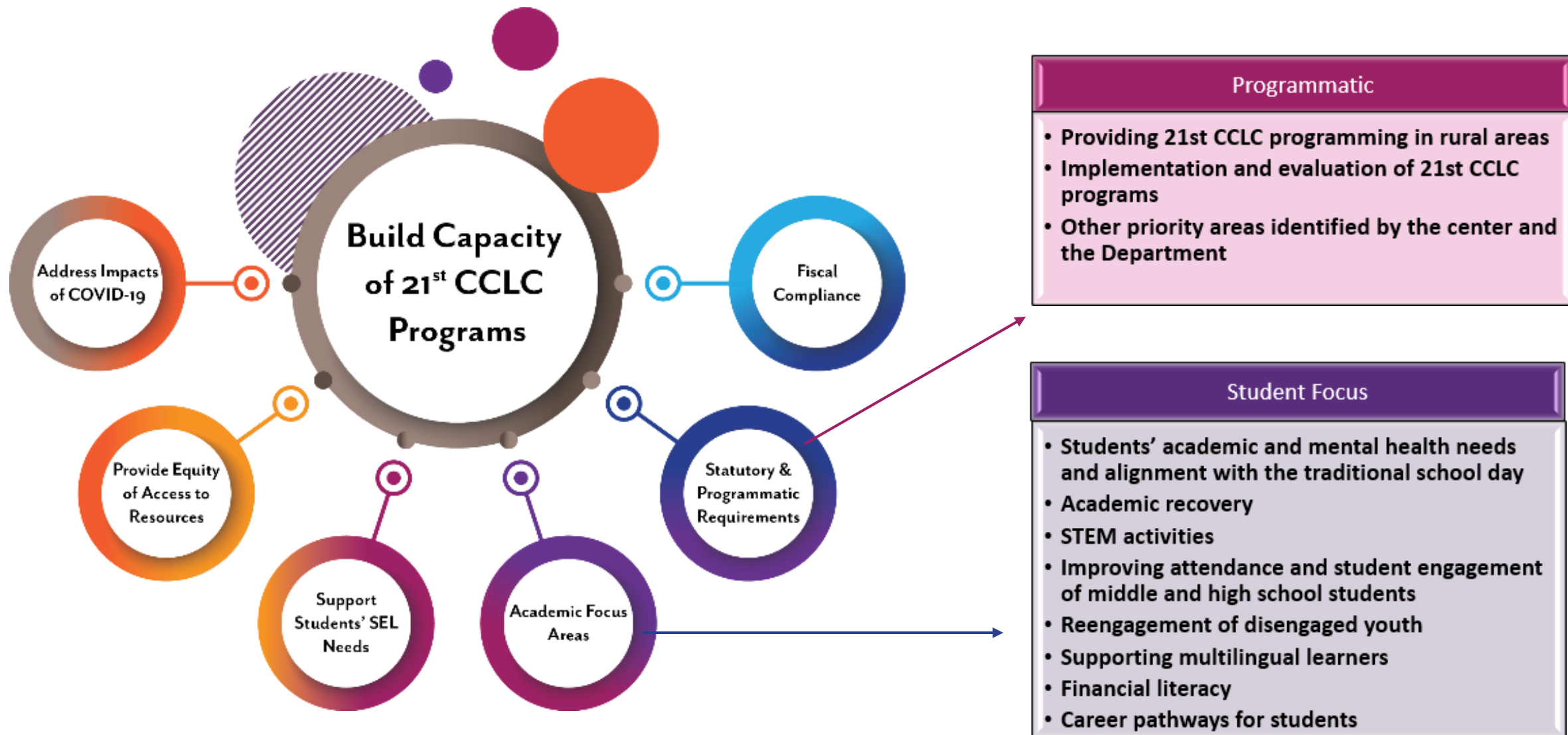


Mission

The 21st CCLC National Technical Assistance Center provides best practices, evidence-based resources, and professional learning opportunities to build the capacity of 21st CCLC stakeholders to support underserved youth and their families.



21st CCLC NTAC Priorities



YOUTH VOICE VIDEO



What is Proactive Safety Planning?

- Ensuring safety is a priority.
- Fostering student success.
- Building on school safety measures.
- Community partnerships are the cornerstones.
- Use best practices.
- Diligence is key.



Key Resources



FACT SHEET

Crime Prevention Through Environmental Design: Enhancing the Security of Your K-12 School Using an All-Hazards Approach

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

According to the [National Center for Education Statistics School Survey on Crime and Safety](#), 70 percent of public schools reported at least one incident of violent crime during the 2019-20 school year. In the past two decades, many schools have implemented physical security measures to reduce crime, including security cameras, random contraband sweeps, metal detectors, and locked or monitored points of access. Although well intentioned, the presence of these highly visible security features in the school environment can negatively impact school climate and students' perceptions of safety at school. Crime Prevention Through Environmental Design (CPTED) is a multidisciplinary strategy for deterring criminal behavior and protecting a community. It is grounded in the idea that the physical environment can impact response to crime, and social control, and therefore changes to the environment can reduce opportunities for criminal behavior. CPTED strategies include design features that integrate seamlessly into the built and natural environment, as well as approaches to strengthening the social environment by building a sense of community. This combination of enhanced environmental security and prosocial climate and culture enrichment suggests that CPTED is a crime-prevention approach especially well suited to a school environment.

In collaboration with their local government and community partners, schools can take a proactive approach to crime prevention as a part of developing, implementing, and maintaining school emergency operations plans (EOPs) using the [Guide for Developing High-Quality School Emergency Operations Plans \(School Guide\)](#). In addition to

outlining the school's approach to operations before, during, and after an emergency, the *School Guide* suggests that comprehensive all-hazards and all-threats school EOPs include "courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school," including implementation of CPTED. This fact sheet presents an overview of the CPTED approach to reducing and removing opportunities for criminal behaviors, along with tips and strategies for applying CPTED in a K-12 school environment.


Principles

C. Ray Jeffery, Ph.D., who was a criminologist and professor at Florida State University, is considered the founder of CPTED and was the first to coin the "Crime Prevention Through Environmental Design" terminology. Dr. Jeffery posited that thoughtful design and effective use of the built environment could reduce the fear of crime and the actual occurrence of crime and violence, and improve the quality of life for individuals in the environment. Early approaches to CPTED were heavily influenced by the [principles of defensible space](#) defined by Oscar Newman after witnessing a public housing project designed with modern architectural planning principles fall to vandalism, disrepair, and crime. Newman observed that a second public housing development across the street had flourished throughout the rise and fall of the first, and he began to evaluate factors that might have led to a space remaining clean, well maintained, safe, and fully occupied while another deteriorated and was torn down 10 years

FOR MORE INFORMATION
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FACT SHEET



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Developing and Enhancing Memoranda of Understanding (MOUs) With Your Community Partners

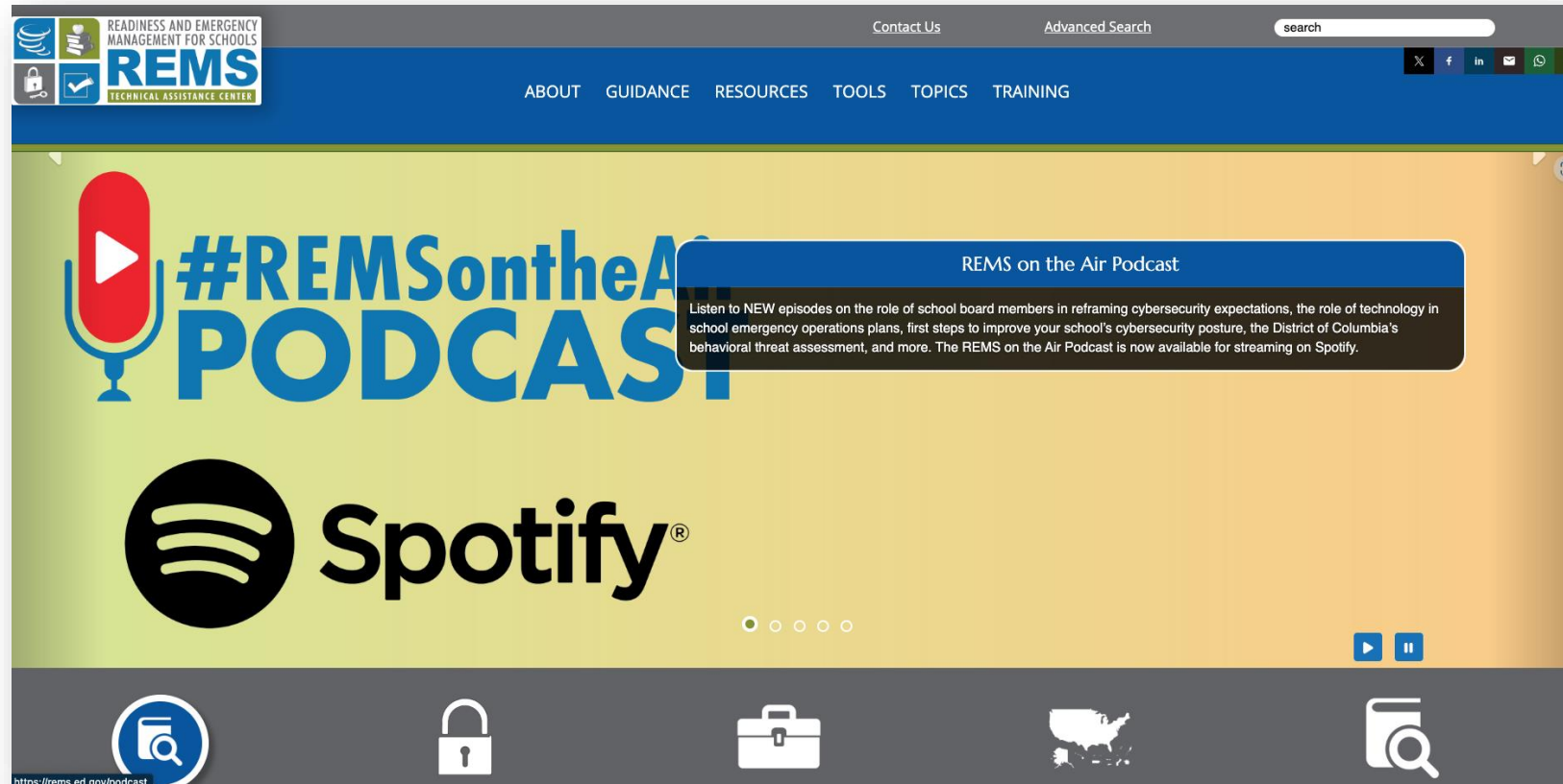
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 U.S. Department of Education
Office of Safe and Supportive Schools (OSSS)

MOU TOOLKIT



Readiness and Emergency Management for Schools Technical Assistance Center (REMS TA Center)



[Readiness and Emergency Management for Schools Technical Assistance Center](https://rems.ed.gov/podcast)





Steve Harris

Readiness and Emergency Management
for Schools Technical Assistance Center

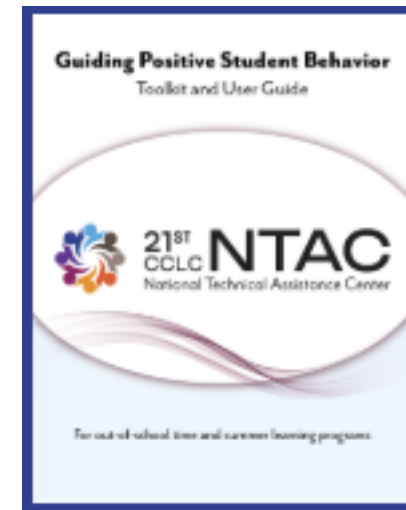


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Restorative Practice Training and Tools



Mini-Course



Toolkit



In restorative environments,
everyone can
grow, learn, and
value self and
others.

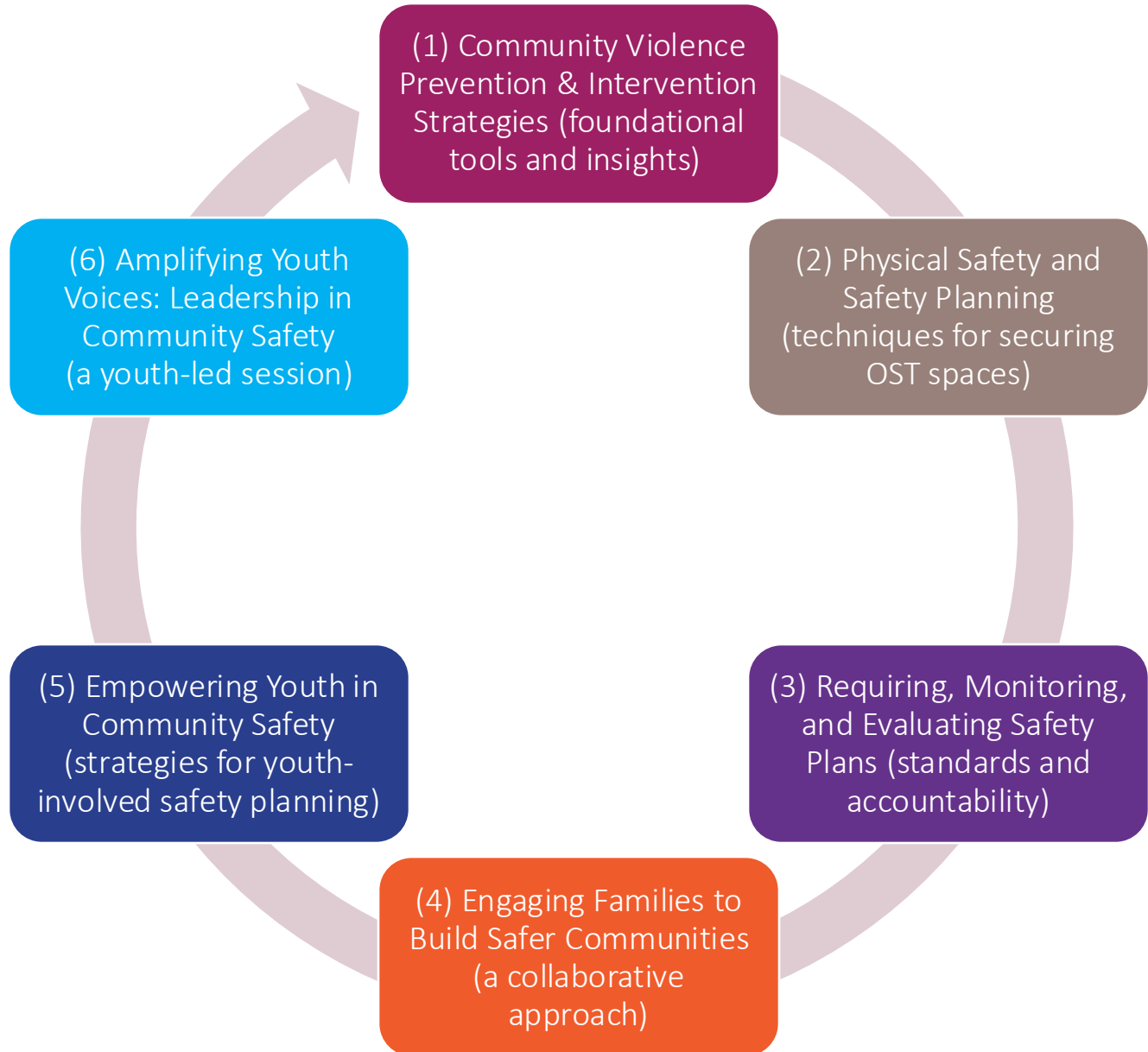
Sebrina Lindsay-Law
Education Week

Key Takeaways!



Asset-Based Approaches to Community Violence Prevention and Intervention

Six-Part Series



A group of diverse children and a man are smiling and looking up at the camera. The man is in the center, surrounded by several children of various ethnicities. They are all looking towards the camera with joyful expressions.

Call to Action

- Apply the strategies learned today in your OST program!
- Share your stories of success with us!
- Don't miss our next webinar!



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