**Building Safer Communities**

**Youth-Led Crime Prevention Funding - Round 1**

**Overview**

If you are between the ages of 13-18, you are invited to apply for funding to create and run a Youth-Led Crime Prevention Project!

A “youth-led crime prevention project” is:

1. A project where the goal is to prevent youth from being involved in criminal activities (for further information and examples, see the focus/themes section below) and;
2. a youth or a group of youth came up with the project idea and will run the project themselves (don’t worry you will have help!).

If your project is selected for funding, you will be paired with a community organization who will hold the money for you to use and will assist you to run this project.

The application and budget form are due June 10, 2024.

This funding is distributed by United Way Central New Brunswick and the Building Safer Communities Fund, in collaboration with the City of Fredericton and Public Safety Canada.

**Funding**

**How much can I apply for?** You can apply for $3,000 – $5,000 for your project.

**How long will my project run?** The project can run for 3-9 months between July 2024 to March 2025.

The funding must be spent before March 31, 2025. Any funding that has not been used by March 31, 2025, must be returned to United Way Central New Brunswick.

**Focus / themes**

**What types of crime prevention project will be selected for funding?**

We want to prevent crime and convince youth to avoid crime.

Crime prevention programs can try to strengthen protective factors (things in a youth’s life that make criminal activity less likely), such as:

* Peer support
* Teacher role models
* High self-esteem
* Positive child-parent relationships

Or reduce risk factors (things in a youth’s life that may increase the chance of criminal activity), such as:

* Alcohol and drug use
* Aggression
* Poor school performance

(For more risk and protective factors see the list attached in the appendix.)

We are accepting all crime prevention proposal ideas and we encourage you to be creative and propose projects that you think people your age would really benefit from!

**Selection**

**Eligibility:**

* You must be between the ages of 13-18 to apply.
* Your project should be new and designed by you/your group. A “new project“ means your project idea is not asking for money to help pay for a program already being run by a group in Fredericton. A new project does not have to be a 100% original idea, you should do research and see what has been effective in other cities or countries and can propose something similar!
* Your project must be based in Fredericton and work with youth located in the Fredericton area.

**How will you select the projects?**

* Your application will be reviewed by the Building Safer Communities Coordinator and a selection committee.
* The United Way, City of Fredericton, and Public Safety Canada will determine eligibility of applying organizations, and ensure that financial, evaluation and reporting processes can be met.
* 9 – 15 proposals will be selected.

**Reporting**

**What do I need to report? How do I do that?**

Because Building Safer Communities funding is received from Public Safety Canada, there will be contracts and financial reporting.

If your project is approved, we will help you to develop a monitoring and evaluation process. This will show how your project has impacted the participants/ the community.

The Building Safer Communities Coordinator, and the partner organization, will also help you with the financial reporting that must be completed.

**Due Date**

Please submit your application by JUNE 10 to[**alexandra@unitedwaycentral.c**](mailto:alexandra@unitedwaycentral.ca)**om.**

If you are interested in applying, please email Alexandra in advance. We will host a budgeting review class which will walk you through the budget form step by step and answer any questions you have about the funding.

**Application Form & Budget Form**

Please fill in the two forms below.

Please attend our budgeting session for assistance with the budget form or contact us.

Read the appendix section on the following pages to understand how to complete this section.

You can type these answers.

You can use more space for your answers if needed.

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| --- | --- |
| **Building Safer Communities Prevention, Early Intervention and Intervention** | |
| **First and last name of the youth/ youths applying:** |  |
| **Contact information – Email and phone number:** |  |
| **Project Description:** |  |
| **Project objective:** |  |
| **Project location:** |  |
| **Target audience:** |  |
| **Which risk or protective factor does your project address?** |  |
| **List 2 sources that say this type of project is effective at reducing crime, strengthens a protective factor, or reduces a risk factor** |  |
| **Is there a similar program in Fredericton? If so, what makes this program different?** |  |
| **Is there a community organization that you would like to work with on this project?** |  |
| **What languages are services offered in?** |  |
| **Is this project inclusive to:**   * **Youth with disabilities?** * **Youth of different races?** * **LGBTQIA2S+ youth?** * **Youth of different genders?** |  |
| **Budget Total** |  |
| **Other comments** |  |

**Parent/ adult information:**

Please provide the following information for a parent/ adult who will be supporting you throughout the project.

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| **TOPIC** | **ANSWER FIELDS** |
| What is the full name of a parent/ guardian/ or other supportive adult? |  |
| What is their email address? |  |
| What is their phone number? |  |

Appendix: Glossary of terms

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| **Term** | **Explaination and examples** |
| Project description | Describe your project in simple terms. Think about and answer:   * What are you going to do? (For example: We are going to create a peer mentoring group) * Who is involved in this project? (For example: The youth team organizing the project, a teacher supervisor for the group, a mental health community organization that can help to develop the peer mentoring plan/ structure) * When will the project happen? How many months will the project run? Is the activity occurring daily, weekly, or monthly? Is it happening once or several times? (For example: The peer mentoring group will meet once a week, from September until December) |
| Project objective | What is your goal? What do you want to accomplish by running the project?  (For example: To reduce the number of violent crimes committed by youth through an anger management course OR to improve youth mental health through a peer mentoring group |
| Project location | Where will you run this project? (For example: A peer mentoring group might meet in a classroom at your school) |
| Target audience | Who will be able to use the services? How will you reach these people so they know about it? (For example: Your target audience might be only students at your high school OR your target group might be all teenagers in Fredericton) |
| Research background | Briefly explain why your project is important. What research supports its effectiveness? You can try using Google Scholar ([youth crime prevention - Google Scholar)](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=youth+crime+prevention&btnG=) to find academic articles that explain whether/why the type of project you are suggesting will help to reduce youth crime. You can also use information on websites of reliable sources, such as the Canadian/ U.S. government ([Risk and protective factors (publicsafety.gc.ca) &](https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/fndng-prgrms/rsk-fctrs-en.aspx) [Risk and Protective Factors | Youth.gov](https://youth.gov/youth-topics/juvenile-justice/risk-and-protective-factors) ), the UN ([UNODC Crime Prevention - Youth](https://www.unodc.org/unodc/en/justice-and-prison-reform/cpcj-crime-prevention-youth.html) ) or a well known organizations. ), the UN ([UNODC Crime Prevention - Youth](https://www.unodc.org/unodc/en/justice-and-prison-reform/cpcj-crime-prevention-youth.html) ) or a well known organizations. |
| Protective factors: | Protective factors are events or experiences in a youth’s life that decrease the likelihood of youth being involved in criminal activity. These include:  Individual protective factors   * Above average or high intelligence * Resillient temperament * Good social skills * Positive coping skills * Good decision-making skills * Sense of self-efficacy * High self-esteeem * Positive values and attitudes   Peer protective factors   * Interactions with prosocial peers * Involvement in proscoial activities * Positive peer group * Positive social connections * Peer support   School protective factors   * Academic achievement * Educational aspirations * Sense of self accomplishment and resspect for education * Strong school commitment and bonding to school * Positive relationships with adults in a school setting   Family protective factors   * Connectedness to family * Building strong family bonds * Family support * Emotionally positive parent-child relationships   Community protective factors   * Social cohesion * Living in a good neighbourhood |
| Risk factors: | Risk factors are events or experiences in a youth’s life that increase the likelihood of their involvement in criminal activity. These include: **“Individual risk factors**   * Prior delinquency * Illegal gun ownership * Drug trafficking * Desire for group rewards such as status, identity, self-esteem, companionship and protection * Anti-social attitudes * Aggression * Alcohol and drug use * Early or precocious sexual activity * Violent victimization  **Peer group risk factors**High commitment to delinquent peers  * Street socialization * Gang members in class * Friends who use drugs or who are gang members * Interaction with delinquent peers * Pre-teen exposure to stress  **School risk factors**  * Poor school performance * Low educational aspirations, especially among young females * Negative labelling by teachers * High levels of anti-social behaviour * Few teacher role models * Educational frustration * Low attachment to school * Learning difficulties  **Family risk factors**  * Family disorganization, including broken homes and parental drug and/or alcohol abuse * Family violence, neglect and drug addiction * Family members in a gang * Lack of adult and parental role models, parental criminality, parents with violent attitudes, siblings with anti-social behaviours * Extreme economic deprivation  **Community risk factors**  * Social disorganization, including high poverty and residential mobility * High crime neighbourhood; neighbourhood youth in trouble * Presence of gangs in the neighbourhood * Availability or perceived access to drugs in the neighbourhood * Availability of firearms * Cultural norms supporting gang behaviour * Feeling unsafe in neighbourhood”2   2- [Youth gang involvement: What are the risk factors? (publicsafety.gc.ca)](https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/yth-gng-nvlvmnt/index-en.aspx%22%20/l%20%22s2#s6) |
| Other information | Do you have comments or information you'd like to add that do not fit in the section above? |

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| **Project Budget** | | |
| **Eligible Expenditures: Cash** | | |
| **Eligible Expenditures** | | **Details** | **Total** |
| **Salaries and wages and benefits** |  |  |
| **Professional and consultant costs** |  | **$ -** |
| **Recruitment and training costs** |  | **$** |
| **Conference room and meeting room rentals** |  | **$ -** |
| **Travel\*** |  | **$ -** |
| **Rent and Utilities** |  | **$** |
| **Office equipment, supplies and materials** |  | **$** |
| **Translation and simultaneous interpretation costs** |  | **$ -** |
| **Meals and/or refreshments for participants\*** |  |  |
| **Honoraria\*** |  | **$ -** |
| **Culturally Appropriate Expenditures** |  | **$ -** |
| **Subtotal - Cash** | | **$** |

Appendix: Glossary of terms – Budget

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| **Term** | **Explaination and examples** |
| **Salaries and wages and benefits** | Money paid to people who are hired to work on the project.  You may or may not plan to hire any staff for your project (if you do, this will need to be arranged with your community organization) |
| **Professional and consultant costs** | The fees to hire someone from another company to do work for you (for example, a photographer for an event) |
| **Recruitment and training costs** | If you need to pay for people working/ volunteering on the project to take a class or training session (for example mental health first aid) |
| **Conference room and meeting room rentals** | If you need to rent a meeting room to meet with volunteers/ community organizations about the project  (This is not the cost for the venue to run your project) |
| **Travel** | If the project activity requires the participants to travel (for example, renting a bus for students to go to an activity out of town) or if the project planning requires you to travel for a meeting or training (your milage and meals should be included here) |
| **Rent and Utilities** | If you need to rent a space to run the project activity.  For example: renting a gym for sports or a piece of land for a community garden) |
| **Office equipment, supplies and materials** | This includes any items you need to buy in order to run your project.  For example: seeds and gardening supplies for a community garden or journals and markers for a journaling class) |
| **Translation and simultaneous interpretation costs** | If you need any documents translated into English or French  If you are hosting an event and want simultaneous translation (the speakers presentations to be translated to French or English in real time for your audience) |
| **Meals and/or refreshments for participants** | Any food/ drinks you are buying for project participants or project volunteers |
| **Honoraria** | If someone has donated their time to your project (and is not being paid) you can buy them a thank you gift.  For example: this might include guest speakers at an event |
| **Culturally Appropriate Expenditures** | Anything bought to celebrate different cultures or to meet the needs of youth with different cultural backgrounds. This could be cultural competency training for your project volunteers or supplies to host an event for a cultural holiday. |