

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
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|-------------|--------------------------------------------------------|------------|------|
| 001. letter | Angela Brown to President William J. Clinton (2 pages) | 06/01/1999 | b(6) |
|-------------|--------------------------------------------------------|------------|------|

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Ann O'Leary  
OA/Box Number: 19586

### FOLDER TITLE:

Youth Violence Groups/Issues [Folder 2] [1]

2013-0436-S

re1258

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Ann

November 3, 1999

Mr. Warren Cowan  
Warren Cowan & Associates  
Suite 412  
8899 Beverly Boulevard  
Los Angeles, California 90048

Dear Warren:

Thanks so much you for your letter and the information about Up With People. I'm sorry I was unable to respond sooner. I commend you for your dedication to improving the lives of our nation's young people, and I have passed along your materials to members of my staff in the Domestic Policy Council and to Jeffrey Bleich, Executive Director of the National Campaign Against Youth Violence.

Addressing youth violence remains a top priority of my Administration, and I am heartened by the passionate commitment of citizens across our country in response to our call for a national grassroots campaign. I believe that parents, students, teachers, public officials, and entertainment leaders must work together to counter the culture of violence and build in its place a culture of values. We can prevent many senseless acts of violence if we teach young people how to treat their peers, no matter how different, with respect.

I'm deeply grateful for your involvement in this endeavor, and as we continue our efforts to prevent youth violence, I'm glad to know I can count on your help.

Sincerely, **BILL CLINTON**

BC/RMS/DDA/SH/DC/bws-ddj-ckb (Corres. #4454685) (10.cowan.w)

cc: John Wertman, 97 OEOB

cc: DWB/SPM, 94 OEOB

cc: W/inc Karin Kullman, 207 OEOB

cc: Carol Cleveland, GFL/WW

WHcc:

Mr. Jeffrey Bleich  
Executive Director  
National Campaign Against  
Youth Violence  
19th Floor  
33 New Montgomery Street  
San Francisco, California 94105-9781

WARREN COWAN  
ASSOCIATES  
PUBLIC RELATIONS AND MARKETING

7/27

July 22, 1999

'99 JUL 27 AM 11:54

President William Jefferson Clinton  
The White House  
Washington, D.C. 20500

Dear Mr. President:

We have long applauded the continuing efforts of you and The First Lady to increase the educational opportunities for citizens of our country.

With this in mind, I would like to call your attention to the work of *Up With People*, a remarkable organization that for 34 years has fostered very special education programs for young people from our country and all over the world. The *Up With People* International student program has provided multicultural leadership training and successful peaceful co-existence through the common language of music.

That program has now been expanded with the launching of the National Student Life Initiative, The Days of Peace Program: Peace Rap, which is a fully researched and developed plan to promote Anti-Violence in our nation's schools.

General Colin Powell, in a recent speech at the launch of this program at *Up With People's* Denver headquarters, embraced this plan, stating: "You have a program; everybody else just talks about it."

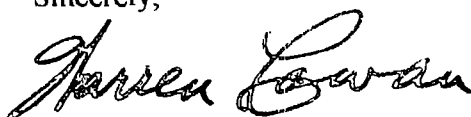
We believe you will want to know all the details of Peace Rap, which could very well be the answer to curb the violence so prevalent among our youth today. As our leader, you need to know how this plan works and why it has been embraced by educational experts, school administrators, teachers and students who are looking for a positive change for our troubled young people.

An Executive Summary of this plan is enclosed. However, I hope you will agree that it is worth your valuable time to meet the *Up With People* executive team, headed by former Southern Methodist University President William Lively, to directly learn about the plan and how it will affect our country.

It is interesting to note that only last week Governor Gray Davis, of California, formally asked California's state colleges and universities to make community service a graduation requirement. Community service for 34 years has been half of *Up with People's* successful curriculum, resulting in the development of more than 18,000 community leaders in more than 40 nations who have benefited from training with *Up With People* and have spread those learned values to their own communities.

Bill Lively and his *Up With People* team are at your disposal, they are ready to meet with you and your educational leaders to make this a better world for our young people. You will not regret an hour with this dynamic team that is helping your own plans for greater education for the young to come to pass.

Sincerely,

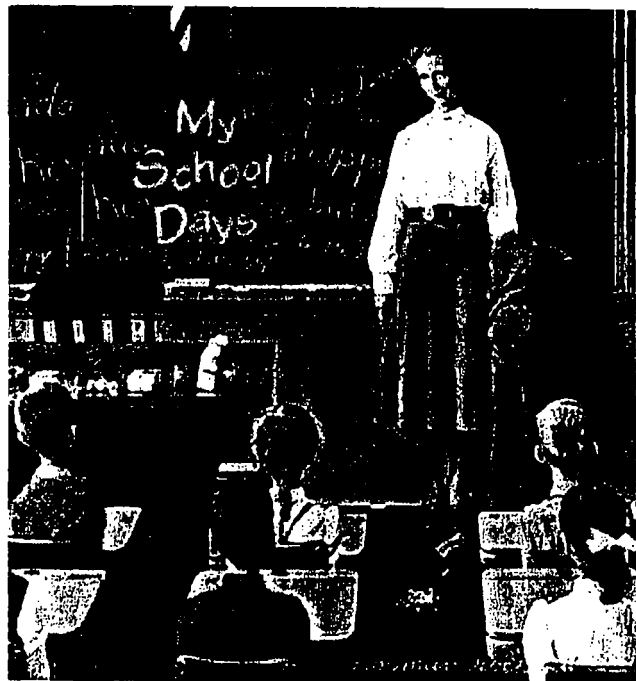
A handwritten signature in cursive script, reading "Warren Cowan". The signature is written in dark ink and is positioned above the printed name.

Warren Cowan



# **National Student Life Initiative**

*Dedicated to the Prevention of Violence in America's Schools*

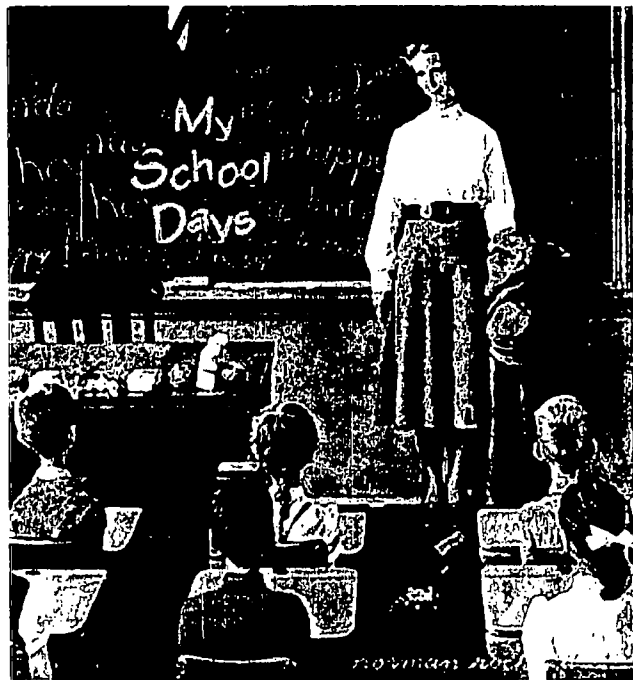


## **The Days of Peace Program: PEACE RAP**



# National Student Life Initiative

*Dedicated to the Prevention of Violence in America's Schools*



## The Days of Peace Program: PEACE RAP

## **The Days of Peace Program: PEACE RAP**

### **INTRODUCTION**

*Up With People* is a not-for-profit organization that, for the past 34 years, has provided more than 18,000 students worldwide with unique multicultural leadership training experiences. Each year more than 700 college-aged students representing 35 to 40 nations dedicate a year of their lives to *Up With People's* international student program which provides them the opportunity to participate in community services, leadership training and music performance for students, families and organizations throughout North America, Europe and Asia. Since its founding, *Up With People* students have been engaged in service projects in more than 3,600 communities, lived with more than 750,000 host families and presented original music performances promoting peace and goodwill for more than 20 million people.

*Up With People's* purpose is to develop the potential in people and to bring the world together through friendship and understanding. Its purpose has remained the same since the organization's inception and is one that has proven its relevancy over time. However, as the world has changed, *Up With People* is also changing the application of its purpose to make certain that the experiences we provide our students and families throughout the world are timely and relevant.

During 1998, families throughout America became aware of the disturbing trend that many of America's youth favor cynicism over optimism, and that they are questioning the value of integrity, responsibility and leadership. The unfortunate effects of these kinds of attitudes have been manifested in schools throughout the nation in the form of increased violence. The nature of school outrage has been following a frightening course with more incidents escalating beyond schoolyard disputes into serious acts of violence. In fact, during the 1997-98 academic year in America's schools, 41% of teachers felt that violence in and around the schools was a serious problem; 50% of high school principals required police intervention to address violent acts in their schools; one million students admitted taking guns to school; 57% of students in grades K-12 reported one or more incidents of crime or violence during school hours; and 2.7 million crimes occurred on or near school property...and the statistics go on and on.

Violence in America's schools is a national problem, one that is possibly growing worse. Youth learn from experience and by example. For this reason, it is vital that they have meaningful opportunities to model integrity and appreciate diversity. Furthermore, they must have tools to peacefully address conflict so that they are afforded the chance to build self-esteem, confidence and character.

*Up With People* is dedicated to addressing this significant problem in the United States and in other countries. During the last year, *Up With People* engaged the consulting services of educators, psychologists and other experts in the field of youth education. From this research and experience, *Up With People* has developed a comprehensive

curriculum, a National Student Life Initiative entitled The Days of Peace Program: PEACE RAP, that will be implemented in before- and after-school programs throughout the country beginning in the 2000–2001 academic year.

From its inception, *Up With People* has always used music as the platform to “connect” with its audiences. Music is the most powerful language and is at the heart of all cultures. Ways of knowing, feeling and responding to the world are linked directly to music.

The Days of Peace Program: PEACE RAP curriculum is designed to effectively use music as its platform to reach past the guise of doubtful young people and into their hearts to provide important opportunities for communication. From this platform of open communication, the curriculum is designed to provide viable and attractive alternatives to violence for middle, junior and senior high school students while promoting values and experiences that encourage peaceful solutions and positive education.

The Days of Peace Program: PEACE RAP curriculum is designed to teach students that they are not alone in the challenges and problems they face. They will become more aware of the responsibilities associated with leadership and the potential they possess to cultivate positive change through responsible leadership. They will understand the importance of communication and the consequences of actions. They will develop non-violent communication skills and be encouraged to initiate actions resulting in peaceful resolutions. The curriculum is also designed to ensure the sustainability of the lessons learned by the students in each school.

The National Student Life Initiative will be announced at *Up With People*’s 1999 Celebration of Peace Banquet on May 12, 1999, in Denver, Colorado, assisted by General Colin Powell. At the banquet, *Up With People* will announce the receipt of an historic \$500,000 grant supporting the implementation of The Days of Peace Program: PEACE RAP beginning in Denver schools and continuing in schools in cities throughout the nation.

# **PEACE RAP**

## **Executive Summary**

## **PEACE RAP EXECUTIVE SUMMARY**

What would a day of peace look like in your school? Would it be a day of understanding? Of respect? Of emotional and physical safety? PEACE RAP is a multi-level program aimed at bringing young people and adults together to initiate a collaborative effort in creating a respectful, peaceful community. This collaborative effort will give everyone the opportunity to think about, experience and begin to practice peaceful behaviors. *Up With People* (UWP) has designed PEACE RAP and it is intended to be implemented by its international staff and students.

The program is designed for junior high and high schools. The program is structured so that it helps the school community begin to address problems specific to their particular community. As well, through the implementation of the program, diverse groups begin working together, understanding one another and creating a new atmosphere of respect.

### **1. GOALS OF THE PEACE RAP**

The main purpose of PEACE RAP is to develop multi-cultural leadership skills among the Local Youth and the UWP students that are congruent with skills necessary in creating peaceful communities.

To achieve this, the program goals are:

- To recruit a diverse representation of students to become leaders in building a climate of peace, or Peace Artists.
- To engage all members of the school community in the process of building peace.
- To establish a collaborative group of students, teachers and administrators who will continue peace-making efforts in their school and community after program completion.

PEACE RAP achieves these goals by working with students, teachers and school administrators who are committed to the peaceful behaviors. By investing time, training and energy in their development as peace leaders, they will make a noticeable difference in their community.

### **2. LEARNING OBJECTIVES FOR PARTICIPANTS**

The PEACE RAP program is primarily focused on Local Youth and UWP students. The student learning outcomes associated with this service initiative are aligned with those learning outcomes associated with becoming a multi-cultural leader.

This service initiative has a dual role in offering a select group of Local Youth and UWP students an opportunity to be co-learners in the experiential process of creating peaceful communities and becoming multi-cultural leaders. The students will learn about communication, teamwork, flexibility, creativity and problem solving in a supportive and empowering environment. The learning outcomes are:

### Learning Objectives for Local Youth

- To develop the ability to understand the customs, values and social issues of diverse cultures in order to work effectively with peers in creating peaceful alternatives to violence.
- To develop non-violent communication skills in order to act and initiate conversations that contribute to a peaceful community.
- To develop the ability to understand and appreciate oneself in order to maximize potential in society.

### Learning Objectives for UWP students

- To develop non-violent communication skills in order to promote mutual understanding.
- To develop the ability to motivate, teach and inspire others in order to initiate change.
- To develop the ability to understand group dynamics in order to build and sustain effective teams (within and outside of the performing arts setting).
- To develop the ability to understand the customs, values and social issues of diverse cultures in order to be a more informed citizen and effective facilitator.

## **3. COMPONENTS OF PEACE RAP**

### **Part 1: Peace Artists**

- PEACE RAP begins with working with a core group of students, a total of fifty, from different schools. These students will be trained to be the 'Peace Artists' from their school.
- Their training, which takes place after-school over a three-week period, will focus on communication skills, diversity appreciation, community-building, cooperation, creativity, problem identification and problem-solving.
- Using the arts as a vehicle for non-violence skill building, the Peace Artists will work toward a common goal on increasing tolerance while preparing for participation in the School and Community PEACE RAPS.
- The Peace Artists' training will culminate in a multi-day School and Community PEACE RAPS. These will highlight the leadership abilities of the Peace Artists and will give them the opportunity to initiate the type of peaceful school atmosphere they and their peers want.
- The Peace Artists' training is intended to energize the schools' creative resources, the students and teachers, and turn their ideas into action.

## **Part 2: School PEACE RAP**

- The School PEACE RAP gives voice to everyone in the school community.
- The School PEACE RAP begins with a multimedia assembly organized by UWP. The Peace Artists' representation of the problems of violence and the need for peaceful resolutions will be presented during the assembly using rap, music, poetry, visual art, dance and personal testimonies.
- After the assembly, students and teachers gather in small groups to discuss and speak out on the issues raised in the assembly. These 'rap sessions' will be guided by UWP and Peace Artist facilitator teams.
- All of the small groups will regroup for a closing assembly and share their impressions and experiences from the day.
- The School PEACE RAP gives the school community a forum for beginning the process of understanding, appreciating, cooperating and respecting – the elements that are essential for peaceful conflict resolution.

## **Part 3: Community PEACE RAP**

- Engaging parents, UWP host families, school members and local community members in PEACE RAP builds on the collaboration that it will take to create a peaceful community. The school community includes parents and other community members. Therefore, their support and knowledge of PEACE RAP is important for the overall success of the program.
- The Community PEACE RAP is an evening event that will draw the community's attention to the issues and solutions around peace and conflict. A local or national speaker will be featured as well as the Peace Artists and UWP music. Local organizations will have an opportunity to connect with the community through displaying their information booths. And UWP will explain PEACE RAP.

## **4. EXPECTED OUTCOMES OF PEACE RAP**

Students participating in the program will:

- Gain an awareness that they are not alone in the challenges and problems they are experiencing while growing up. They will learn that many students their age face similar challenges in the United States and around the world.
- Become aware of the responsibilities associated with leadership and, importantly, the potential that they possess to create positive change through responsible leadership.

- Understand that young people faced with similar situations have overcome these conditions through peaceful and responsible actions and, in so doing, are becoming their nation's next generation of leaders.
- Become more keenly aware of the importance of communication and the consequences of actions.
- Develop improved nonviolent communication skills and be encouraged to initiate actions resulting in peaceful resolutions.

## **5. PROGRAM SUSTAINABILITY**

The program will be measured and its impact sustained in the following ways:

- UWP facilitators spend one month developing the skills, awareness and abilities of a local group of students, called Peace Artists. The entire school will be affected and UWP will ensure that the program impacts a core group of students. A follow-up discussion will encourage the process of empowering students to continue by supporting them with resources and identifying an action plan.
- UWP will send a follow-up team back to the community two to three months following PEACE RAP. The follow-up team will evaluate with school administrators, school representatives and the Peace Artists the program's impact and effectiveness and, in the process, identify ways in which the program can be improved.
- In some instances, PEACE RAP will occur annually in the same communities involving different schools each year, but with a peripheral impact on previously involved schools. This kind of continuity would provide for more comprehensive involvement and sustained effect.

## **6. STEPS FOR PROGRAM IMPLEMENTATION**

- UWP will make contact with school districts and individual school representatives to identify the schools that will participate and schedule the program.
- Each participating school will identify 16 to 18 Peace Artists from its student body for a total of 50 Peace Artists. These students will be selected by UWP based on their leadership and creative skills and abilities, as well as their diverse representation of the student body.
- During the first three weeks of the program, the Peace Artists will participate in after-school sessions three days a week and three Saturdays with the UWP facilitator team comprised of 15 UWP international students and staff especially qualified to direct the program.

- The Peace Artists training program will focus on developing communication skills, diversity appreciation, community building, cooperation and problem solving. The primary objective during the first three weeks is to secure the Peace Artists' buy-in and acceptance of the program, enabling them to make a significant impact on the student bodies in their schools.
- The Peace Artists will participate in approximately 32 hours of workshops after school and will prepare to participate in UWP's presentation of the School PEACE RAP and the Community PEACE RAP which will occur the fourth and fifth weeks of the program.
- The School PEACE RAP(s) will be scheduled in weeks four and five of the program and will involve the entire school community and the entire UWP cast. The School PEACE RAP will begin with a multi-media presentation. Following the presentation, students and teachers will gather in small groups to discuss and speak out on the issues raised in the presentation. The small group discussions will be led by UWP facilitators and Peace Artists. At the end of the day, all of the small groups will reconvene for a closing show dedicated to fostering a new sense of cooperation, respect and peace.
- At the end of week five, a special Community PEACE RAP will be presented in a forum large enough to include students, faculty, staff and families of the participating schools, as well as students, faculty and families from schools peripheral to the program's primary focus. The Community PEACE RAP will feature community leaders in education, business and public service, the student Peace Artists' presentation and music from the UWP original music production, ROADS.
- One week later, following the Community PEACE RAP, the UWP facilitator team will return to hold a Continuation Meeting with the Peace Artists. The focus of the meeting will be on celebration of the past four weeks and strategic planning for the next activities to be initiated by the Peace Artists. These plans will be based on the Peace Artists' input and input from the discussion groups.
- Two to three months later, the UWP Denver-based Project Manager will return to the schools involved to assess the impact of the program and the progress of the Peace Artists.

## PEACE RAP TIMELINE

| Approximate Timeframe               | Tasks                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Months Prior to Cast Arrival      | <ul style="list-style-type: none"> <li>• Project Manager contacts city and begins making arrangements for School PEACE RAP</li> <li>• Project Manager contacts schools</li> <li>• Project Manager contacts facility for Community PEACE RAP</li> <li>• Project Manager contacts local 'peace' organizations</li> <li>• Project Manager schedules training for UWP Cast</li> </ul>                                               |
| 6 Weeks Prior to Cast Arrival       | <ul style="list-style-type: none"> <li>• Advance Team arrives in the city</li> <li>• Advance Team contacts schools</li> <li>• UWP Peace Artist Facilitators receive training (40 hrs)</li> </ul>                                                                                                                                                                                                                                |
| 5 Weeks Prior to Cast Arrival       | <ul style="list-style-type: none"> <li>• UWP interviews and selects 50 Peace Artists</li> <li>• Advance Team contacts local 'peace' organization to coordinate involvement</li> </ul>                                                                                                                                                                                                                                           |
| 4 Weeks Prior to Cast Arrival       | <ul style="list-style-type: none"> <li>• Advance Team confirms UWP Peace Artist Facilitators' schedule and host families</li> </ul>                                                                                                                                                                                                                                                                                             |
| 3 Weeks Prior to Cast Arrival       | <ul style="list-style-type: none"> <li>• UWP Peace Artist Facilitators arrive in city</li> <li>• Peace Artist training begins (11 hrs)</li> </ul>                                                                                                                                                                                                                                                                               |
| 2 Weeks Prior to Cast Arrival       | <ul style="list-style-type: none"> <li>• Peace Artist training continues (10 hrs)</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| 1 Week Prior to Cast Arrival        | <ul style="list-style-type: none"> <li>• Peace Artists training continues (12 hrs)</li> <li>• UWP Cast receives School PEACE RAP training (6 hrs)</li> </ul>                                                                                                                                                                                                                                                                    |
| Cast Arrival in City for 2 Weeks    | <ul style="list-style-type: none"> <li>• UWP Cast and Peace Artists facilitate School PEACE RAP</li> <li>• UWP Cast and Peace Artists present Community PEACE RAP</li> <li>• UWP Cast has 4 set-up and rehearsal days</li> <li>• UWP Cast has 2 host family days</li> <li>• UWP Cast has 2 community exploration days</li> <li>• UWP Cast has 1 local organization site visit day</li> <li>• UWP Cast has 1 free day</li> </ul> |
| 1 Week Following Cast Departure     | <ul style="list-style-type: none"> <li>• Peace Artists and UWP Peace Artist Facilitators gather for the Continuation Meeting (2 hrs)</li> </ul>                                                                                                                                                                                                                                                                                 |
| 2-3 Months Following Cast Departure | <ul style="list-style-type: none"> <li>• Project Manager meets with Peace Artists, evaluates progress and impact, supports with resources and ideas</li> </ul>                                                                                                                                                                                                                                                                  |

**Sample Cast Schedule  
2 Week Program – 3 Schools**

| <b>Day of the Week</b> | <b>Morning Schedule</b>                        | <b>Afternoon/Evening Schedule</b>                                |
|------------------------|------------------------------------------------|------------------------------------------------------------------|
| Sunday                 | Travel day                                     | UWP Cast arrives in city                                         |
| Monday                 | Peace Artist Facilitators presentation; set-up | Team-build with Peace Artists and rehearse                       |
| Tuesday                | School PEACE RAP #1                            | School PEACE RAP #1                                              |
| Wednesday              | Internal Meeting Time                          | Set-up; Team-build with Peace Artists and rehearse               |
| Thursday               | School PEACE RAP #2                            | School PEACE RAP #2                                              |
| Friday                 | Site-visits to local organizations             | Site-visits; Speaker                                             |
| Saturday               | Community Exploration                          | Community Exploration                                            |
|                        |                                                |                                                                  |
| Sunday                 | Host Family day                                | Host Family day                                                  |
| Monday                 | Career opportunities                           | Set-up; Team building with Peace Artists and rehearse            |
| Tuesday                | School PEACE RAP #3                            | School PEACE RAP #3                                              |
| Wednesday              | Internal Meeting Time                          | Cast Meeting Time                                                |
| Thursday               | Free day                                       | Free day                                                         |
| Friday                 | Set-up and rehearsal                           | Rehearsal with Peace Artists; VIP reception; Community PEACE RAP |
| Saturday               | Community Exploration                          | Community Exploration                                            |
|                        |                                                |                                                                  |
| Sunday                 | Host Family day                                | Host Family day                                                  |
| Monday                 | Travel day – cast leaves city                  |                                                                  |

**PEACE RAP  
STATISTICAL OVERVIEW  
(3 Schools Per City)**

**Total Number of Student Impacted per City = 3165 students**  
(not including the Community PEACE RAP)

- |                                                                                             |       |
|---------------------------------------------------------------------------------------------|-------|
| • Peace Artists (local youth representatives from 3 schools)                                | 50    |
| • UWP Peace Artist Facilitators (UWP students/staff facilitating the Peace Artist training) | 15    |
| • UWP Cast (UWP students facilitating discussion groups)                                    | 100   |
| • Local Students (students involved per school)                                             | 1,000 |

**PEACE RAP Timeframe = 7 months**

- 4 months of preparation prior to the cast arrival
- 6 weeks of UWP Advance Team preparation (in city promotion)
- 3 weeks Peace Artists Training
- 2 weeks UWP Cast in community
- 2 follow-up meetings (1<sup>st</sup> meeting the week following cast departure; 2<sup>nd</sup> meeting two to three months later)

**Peace Artist (per person) Total Time Commitment = 42 hours**

- |                                                           |     |
|-----------------------------------------------------------|-----|
| • After-school workshop (including 3 Saturdays)           | 32  |
| • Meeting and team building with the entire UWP Cast      | ½   |
| • Rehearsal for assemblies with UWP Cast                  | 3   |
| • Rehearsal for the Community PEACE RAP and participation | 4 ½ |
| • Continuation meeting and celebration                    | 2   |

**School PEACE RAP**

- |                                                                 |                                       |
|-----------------------------------------------------------------|---------------------------------------|
| • Total school-wide program hours                               | 5 ½ (including lunch) one full day    |
| • Maximum number of schools                                     | 3 high schools or junior high schools |
| • Maximum number of students per school involved in discussions | 1,000 students per school             |

**UWP Student Preparation Total Time Commitment = 134 hours**

- |                                                    |    |
|----------------------------------------------------|----|
| • Entire Cast training                             | 50 |
| • Peace Artist Facilitators                        | 43 |
| • Assembly set-up per city (assuming 3 schools)    | 10 |
| • Assembly rehearsal per city (assuming 3 schools) | 9  |
| • Show pre-city rehearsal                          | 15 |
| • Community PEACE RAP set-up and rehearsal         | 7  |

# **PEACE RAP**

**Up With People Students  
Preparation and Training**

## PEACE RAP UP WITH PEOPLE STUDENTS TRAINING PLAN

The training to prepare the *Up With People* (UWP) students for the PEACE RAP will happen over the course of four months. The preparation training is two-fold in that it is preparing them for the PEACE RAP and for becoming a multi-cultural leader, the overall goal of the UWP program. Outlined below are the timeline and topics to arrange the workshops. Outside training organizations could be used to supplement or administer this training.

All workshops happening on the road will first be coordinated with the Cast General Manager, Cast Manager and the Training, Education and Community Service staff. This coordination with the Cast should occur four months prior to the PEACE RAP. Once they have determined the city and possible dates and confirmed time necessary for each workshop, then training organizations could be contacted.

### First layer of training (four months prior to cast arrival)

| Topic                                     | Objectives                                                                                                                                                                                                                                       | Time/Group Size      |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Building Relationships with Diverse Youth | <ul style="list-style-type: none"> <li>Develop interpersonal skills and trust-building with youth</li> <li>Develop awareness about issues facing youth</li> </ul>                                                                                | 1 ½ hrs/50 per group |
| Alternatives to Violence                  | <ul style="list-style-type: none"> <li>Cover the laws regarding violence and domestic violence in the state</li> <li>Practice how to respond to incidents of conflict</li> </ul>                                                                 | 1 ½ hrs/20 per group |
| Facilitation Skills                       | <ul style="list-style-type: none"> <li>Develop skills in guiding discussions</li> <li>Learn about different initiatives</li> <li>Facilitate in different situations</li> <li>Learn specifically how to facilitate theatre initiatives</li> </ul> | 4 hrs/150 per group  |
| Conflict Resolution                       | <ul style="list-style-type: none"> <li>Self-insight assessment</li> <li>Diversity appreciation</li> <li>Conflict management</li> <li>Problem-solving</li> </ul>                                                                                  | 7 hrs/50 per group   |

### Second layer of training (Three to two months prior to cast arrival)

| Topic                  | Objectives                                                                                                                                                                                                 | Time/Group Size    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Emotional Intelligence | <ul style="list-style-type: none"> <li>Increase emotional awareness</li> <li>Manage emotions intelligently</li> <li>Health and wellness – energy management</li> <li>Finding Purpose and Vision</li> </ul> | 8 hrs/50 per group |
| Peace Begins with Us   | <ul style="list-style-type: none"> <li>Personal work style</li> </ul>                                                                                                                                      | 8 hrs/50 per group |

|                                         |                                                                                                                                                                                                                                    |                    |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|                                         | <ul style="list-style-type: none"> <li>• Work styles in action</li> <li>• Harmonious Community</li> </ul>                                                                                                                          |                    |
| Diversity Awareness                     | <ul style="list-style-type: none"> <li>• Working with diversity and relationship building</li> <li>• Breaking cultural stereotypes of urban youth &amp; expectation setting</li> </ul>                                             | 8 hrs/50 per group |
| Promoting Peace and Preventing Violence | <ul style="list-style-type: none"> <li>• Sources of conflict/violence</li> <li>• Anger management</li> <li>• Negotiation</li> <li>• How to actively promote peace</li> <li>• Incorporating service-learning experiences</li> </ul> | 8 hrs/50 per group |

### Third layer of training (Two to one week(s) prior to cast arrival)

| Topic                                                  | Objectives                                                                                                                                                                                                                                                   | Time/Group Size                           |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Train the Trainer:<br>Facilitating School<br>PEACE RAP | <ul style="list-style-type: none"> <li>• Training a core group of students to assist in facilitating the full cast</li> <li>• Training the full cast on facilitating rap sessions</li> <li>• Gain confidence and skill in guiding the discussions</li> </ul> | 3 hrs/Core Group of 15<br>3 hrs/Full Cast |
| Alternatives to Violence*                              | <ul style="list-style-type: none"> <li>• Cover the laws regarding violence and domestic violence in the state</li> <li>• Practice how to respond to incidents of domestic violence</li> </ul>                                                                | 1 ½ hr/20 per group                       |

*\*This training should be provided by an organization like 'Alternatives to Violence' in the city/state where PEACE RAP will take place.*

### Fourth layer of training (Day after cast arrival)

| Topic                              | Objectives                                                                                                        | Time/Group Size      |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------|
| City/Youth Preparation Information | Raise cast's awareness of the city specific information and specifics about the young people they will work with. | 1 ½ hr/150 Full Cast |

### Fifth layer of training (City after the PEACE RAP)

| Topic           | Objectives                                                                                                                                                                                                                                                                                            | Time/Group Size |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Cast Evaluation | <ul style="list-style-type: none"> <li>• Give feedback to UWP on what worked well and what did not with the School and Community PEACE RAPs</li> <li>• Assess one's own development in the area of conflict management</li> <li>• Assess one's own development in the area of facilitation</li> </ul> | 2 hrs/Full Cast |

# SCHOOL PEACE RAP UP WITH PEOPLE FACILITATOR TRAINING PLAN

| TIMELINE                                                                                 | GUIDE/INSTRUCTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Two months prior</p> <p>Time needed: 10 one-hour sessions over a two-month period</p> | <p>‘Leadership Team’ discussions will be created. There will be 20 students in each group. There will be team facilitating (2 students). Over the course of the two months there will be ten one-hour ‘Leadership Team’ discussions planned. Each facilitator team will be responsible for facilitating one of the ten discussions. The facilitator teams should be provided with the agenda and two to three lesson plans to facilitate during the discussion. These lesson plans can be those from the PEACE RAP – discussion group exercises or other similar exercises. The topics discussed can be related to anything within the UWP curriculum (Community Service, Performing Arts, hot topics, leadership workshops, host families...)</p> <p>The point of these ‘Leadership Team’ discussions is to give everyone a <i>relevant facilitation experience</i> while at the same time preparing for facilitating a group of students outside the UWP cast, practicing some of the lesson plans and in-depth learning in a small group environment. Building trust amongst these groups and experiencing different facilitation styles will better prepare them for giving effective feedback to each other in preparation for the PEACE RAP.</p> |
| <p>Two weeks prior</p> <p>Time needed: 3 hrs.</p>                                        | <p>Next, train a group of students (15-20), key facilitators, who will assist in training the entire cast.</p> <p><u>Agenda for the key facilitator training</u></p> <ol style="list-style-type: none"> <li>1. Conduct an icebreaker</li> <li>2. Train the key facilitators to lead the discussion group exercises when there is the full cast training. Use the Facilitators Guide for the discussion group exercises. Allow time for the key facilitators to fully experience each exercise so that they might better understand what the students might be experiencing. Evaluate the different exercises at the end of the training.</li> <li>3. Review the PEACE RAP program, specifically the School PEACE RAP.</li> <li>4. Conduct or present a run-down of the opening assembly so that there is an understanding of the connection of the</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <p>assembly to the discussion groups and material to work with when they are practicing the discussion. Rehearsal for shows will happen at a different time.</p> <ol style="list-style-type: none"> <li>5. Go over the Ground Rules and then present each exercise.</li> <li>6. After the training, allow time for the core group to reflect on the exercises and the facilitation of them and ask them for suggestions as to modifications and facilitation tips. These ideas can be tried in the full cast facilitation training.</li> <li>7. Assign roles for the full cast facilitator training and go over the training agenda with them.</li> <li>8. Thank everyone for their participation!</li> </ol> |
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| <p>One week prior</p> <p>Time needed: 3 hrs.</p> | <p>The next step is to train the full cast with the assistance of the key facilitators. The key facilitators will lead the discussion group exercises with smaller groups of UWP students.</p> <p><u>Agenda for the full cast training</u></p> <ol style="list-style-type: none"> <li>1. Welcome and opening remarks</li> <li>2. Present the overview of the PEACE RAP and specifically the School PEACE RAP</li> <li>3. Explain to the UWP students that their primary responsibility will be to help facilitate the exercises and assist the students whenever needed.</li> <li>4. Ask participants that as they go through the training to keep in mind tasks and activities that they might want to be responsible for on the actual day.</li> <li>5. Introduce the key facilitators and explain their role.</li> <li>6. Conduct or present a run-down of the opening show so that there is an understanding of the connection of the show to the discussion groups and material to work with when they are practicing the discussion. Rehearsal for the shows will happen at a different time.</li> <li>7. Have the cast break into groups of 18-20 (they should be with their partners in the group of 20) and the key</li> </ol> |
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|  | <p>facilitators into teams of 3 to conduct the exercises. The key facilitators will lead the exercises as they were presented before in their training.</p> <ol style="list-style-type: none"> <li>8. In their groups of 20, each facilitator team (not the Key Facilitators) will facilitate one of the exercises they are not familiar with or not comfortable with.</li> <li>9. In their groups of 20, they will then reflect on the exercises and suggest possible facilitation obstacles and how to get past those obstacles (facilitation tips).</li> <li>10. Regroup everyone to discuss the closing show.</li> <li>11. Close with time for questions and answers and any final details or volunteer needs.</li> <li>12. Thank everyone for their motivation and participation</li> </ol> |
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| <p>At end of the city visit</p> <p>Time needed: 2 hrs.</p> | <p>The final step of the training comes at the end of the city with an evaluation of the PEACE RAP. As well, it is a time to celebrate the success of the program and to recognize and appreciate those who worked to make it a success (the Project Manager, the Advance Team, the Peace Artist facilitators, the road staff, the cast) The UWP Cast will evaluate various components of the program in order to improve future PEACE RAP Programs and their own facilitation and show abilities.</p> <p><u>Agenda for full cast</u></p> <ol style="list-style-type: none"> <li>1. Conduct congratulations and ask for comments.</li> <li>2. Distribute written evaluation forms and provide time to complete them.</li> <li>3. In smaller groups, evaluate the success of each component and discuss suggestions for future improvement.</li> </ol> <ul style="list-style-type: none"> <li>• Training for discussion groups</li> <li>• Training for overall program and topic</li> <li>• Rehearsals for shows</li> <li>• Logistics of the day</li> <li>• Opening show</li> <li>• Discussion Groups</li> <li>• Closing show</li> </ul> |
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|                | <ul style="list-style-type: none"> <li>• Personal facilitation and performance</li> <li>• Other experiences in the city</li> <li>• Community PEACE RAP</li> </ul>                                                                                                                                                                                                                                                                                                       |
| Training Needs | <p>4. Celebrate with food, drink and social time!</p> <ul style="list-style-type: none"> <li>• Copies of Rap sessions Facilitator Guide</li> <li>• Copies of the Evaluations</li> <li>• Markers, flipchart, tape</li> <li>• Run-down and pieces of the Opening and Closing Shows</li> <li>• Facilitator Team list</li> <li>• Extra paper and pencils (for notes)</li> <li>• Room to facilitate the 15-20 Key Facilitators and five groups of 20 UWP students</li> </ul> |

## RAP SESSIONS FACILITATOR GUIDE

| Agenda                                    | Tasks/Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior to the Opening Show                 | <p>Facilitators will need:</p> <ul style="list-style-type: none"> <li>• Attendance lists and room assignments</li> <li>• Flip chart paper, tape, markers</li> <li>• Two person facilitator teams arrange chairs in your room. In a circle place 25 chairs and put them away when the discussion is over</li> <li>• Place all necessary materials in the rooms</li> <li>• Post or write schedule for the day on the board for everyone to see</li> </ul>                                                                                                                                                                                                                                                                      |
| During the Rap Sessions                   | <ul style="list-style-type: none"> <li>• One facilitator takes attendance.</li> <li>• One facilitator keeps track of time.</li> <li>• Facilitators take turns recording statements on the flipchart paper. Write the statements in different colors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Introductions and Icebreaker (20 min.) | <ul style="list-style-type: none"> <li>• Facilitators begin with short introductions and then ask everyone to introduce themselves (can be in a creative way).</li> <li>• Facilitator creates a comfort level by facilitating an icebreaker.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2. Ground Rules (5 min.)                  | <ul style="list-style-type: none"> <li>• One facilitator lays out the Ground Rules. Set them up quickly and with authority within the five minutes allotted. The Ground Rules are as follows: <ul style="list-style-type: none"> <li>• <i>A raised hand means a call for quiet (demonstrate).</i></li> <li>• <i>Give the person who is speaking the respect of the entire group's attention</i></li> <li>• <i>Speak your truth from your personal experience</i></li> <li>• <i>Amnesty for everyone, meaning that after the discussion no grudges are held between people</i></li> </ul> </li> <li>• After laying out the ground rules, the facilitator asks whether anyone has anything to add. Keep this short.</li> </ul> |
| 3. Dyad Exercise (10 min.)*               | <ul style="list-style-type: none"> <li>• One facilitator leads the exercise by beginning with:</li> <li>• Ask the group to get up from where they are sitting and to find someone they don't know. Ask them to pick someone who is different from them (age, gender, race, style). Once they have paired up with</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                       | <p>someone, ask them to sit down with their partner. Do this quickly.</p> <ul style="list-style-type: none"> <li>Once everyone has quieted down, ask them to face their partner. Relax for a moment. Then instruct them that one person will talk for three minutes while the other listens, and then you will switch roles.</li> <li>Next, instruct the group, clearly, as to what they will discuss with their partner. Ask them to begin by introducing themselves and then talk about their reactions to the assembly. Name something that they did like and did not like about the assembly. Then, talk about a time when they felt disrespected.</li> <li>At about 3 minutes, have students switch roles.</li> <li>When the exercise is completed, ask everyone to turn toward the center and then move on to the next activity.</li> </ul> |
| 4. Defining Violence (10 min.)*       | <ul style="list-style-type: none"> <li>The next facilitator begins this exercise with a question: <ul style="list-style-type: none"> <li><i>When I say the word violence, what are the first thoughts that come to your mind?</i></li> </ul> </li> <li>Flipchart ideas under the title "Violence."</li> <li>Present this working definition of violence: <ul style="list-style-type: none"> <li><i>"Violence is anything that denies human integrity, and leads to hopelessness and helplessness." – Martin Luther King</i></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                |
| 5. Experience with Violence (10 min.) | <ul style="list-style-type: none"> <li>Given the above definition and the ideas of violence, turn to your partner and similar to the Dyad exercise answer the following questions. Again, have one person share their experiences while the other listens and then switch. <ul style="list-style-type: none"> <li><i>Describe a time when you were hurt, or saw someone else being hurt. What happened?</i></li> <li><i>What did you do about it?</i></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                      |
| 6. Stand-up Exercise (30 min.)*       | <ul style="list-style-type: none"> <li>One facilitator leads the Stand-up Exercise. See the attached exercise.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7. Speak Out Exercise (15 min.)*      | <ul style="list-style-type: none"> <li>One facilitator leads the Speak Out Exercise. The other facilitator writes these statements: <ul style="list-style-type: none"> <li><i>How do people get respected or disrespected at our school?</i></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                   | <ul style="list-style-type: none"> <li>• <i>One thing I never want to see again is...</i></li> <li>• Ask anyone who would like to answer or complete the statement to please go ahead. As people respond, one facilitator record the statements. Allow time for everyone to speak.</li> <li>• Conclude by thanking everyone for participating.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8. Respect Continuum (5 min.)*    | <ul style="list-style-type: none"> <li>• Begin with stating to the group, "We'd like your opinion about how you see respect at your school. Image there is a line running through the middle of the discussion circle.</li> <li>• Walk along the imaginary line as you continue, "This line is a continuum. On this end, there is absolutely no respect given to anyone at this school: teacher and students treat each other with no regard. On this end, there is total respect at this school: individuals treat each other with ultimate respect no matter what the differences are between them. I'd like all of you to get up and stand on a spot on this line that best describes how you feel about the situation at your school.</li> <li>• Have everyone do this quickly. Once they are all on the continuum, ask them to look around and see where other people are standing. Then have them sit down. Allow time for a brief discussion about how students see the situation at their school.</li> </ul> |
| 9. World Peace Makers (20 min.)   | <ul style="list-style-type: none"> <li>• The next facilitator begins this exercise, while the other facilitator is writing World Peace Makers on the board or on flipchart paper and records the ideas generated by the group. The facilitator ask the group the following: <ul style="list-style-type: none"> <li>• <i>Brainstorm past/present world peace makers.</i></li> <li>• <i>Brainstorm the qualities of peace makers in the world.</i></li> <li>• <i>Based on this list, who do you personally know that embodies these qualities?</i></li> <li>• <i>What do you do that embodies these qualities? What behaviors of yours are similar to those of peace makers?</i></li> </ul> </li> <li>• Allow enough time for everyone to participate.</li> </ul>                                                                                                                                                                                                                                                      |
| 10. Brainstorm Exercise (20 min.) | <ul style="list-style-type: none"> <li>• Begin this next exercise by asking everyone to take a moment to:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                              | <ul style="list-style-type: none"> <li>• <i>Think about your own behaviors that do not contribute to a respectful environment. (Ex: making fun of people's clothes, teasing others...) (pause)</i></li> <li>• While everyone is thinking about the above, write the next statement on flipchart paper:</li> <li>• <i>How can I further my contribution to creating a more respectful and supportive school environment?</i></li> <li>• Ask the group for suggestions in answer to this question. Record them on the flipchart paper. Remember to take this flipchart to the closing assembly to post on the walls as you enter the assembly.</li> <li>• Thank everyone for their contributions.</li> </ul>                                                                      |
| 11. Web Exercise (10 min.)                   | <ul style="list-style-type: none"> <li>• In closing, one facilitator, holding a ball of yarn, will begin by thanking the group for their contributions and focus during their time together. Ask everyone to share a new awareness they had as a result of the discussion. Everyone will have an opportunity to speak when the yarn is passed to them. As they pass the ball of yarn on ask them to hang on to a piece of the yarn.</li> <li>• When the yarn has been passed to everyone, have everyone hold their piece of the yarn up and hold it tight. The web before them symbolizes the respectful and peaceful community we all would like to see, but that it takes everyone and all of our contributions to keep the web strong – the community respectful.</li> </ul> |
| 12. <u>Evaluation and Clean-up</u> (15 min.) | <ul style="list-style-type: none"> <li>• The facilitator explains that the evaluations are used to help UWP improve the program. We would appreciate everyone taking about 5 minutes to complete the evaluations and then assisting us in putting the room back to the way it was.</li> <li>• One facilitator distributes and collects the evaluations.</li> <li>• One facilitator gathers all of the flipcharts and brings the 'Brainstorming' flipchart to the assembly to be posted.</li> <li>• Everyone assists in putting the chairs and the room back to the way it was before the discussion groups.</li> </ul>                                                                                                                                                          |

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| At the Closing Show | <ul style="list-style-type: none"> <li>• Accompany students back to the assembly area</li> <li>• Facilitators post flipchart paper from the Brainstorm Exercise in the entrance to the assembly hall</li> <li>• Facilitators return all materials, evaluations, summary forms and flipchart paper from the open discussion to the UWP Grand Central Station (GCS)</li> </ul> |
| Overall             | <ul style="list-style-type: none"> <li>• Help students get to their proper rooms and welcome latecomers</li> <li>• Add to the discussion, especially if an exercise is moving slowly</li> <li>• Label all flipcharts returned to GCS with the name of the exercise at the top.</li> <li>• (add your own)</li> </ul>                                                          |

\* These exercises are adapted from *Days of Respect: Organizing a School-wide Violence Prevention Program* by Ralph Cantor & Paul Kivel & Allan Creighton & The Oakland Men's Project. Alameda, CA: Hunter House, 1992.

# **PEACE RAP**

## **Sample Lesson Plan**

## STAND-UP EXERCISE FOR THE RAP SESSIONS\*

NOTE: To facilitate this exercise, go slowly so that students have time to pay attention to themselves and notice how they are feeling.

### Tasks/Instructions

- Facilitator begins by asking everyone to get quiet, take a deep breath and relax.
- State that, "I will ask you to stand silently if the statement I read applies to you. Notice any feelings you have as you stand. If you decide not to stand for something that applies to you, think about what you would need to feel safe enough to stand up for that statement. Please do this exercise in silence. If you feel a need to laugh, make comments, or talk, notice what uncomfortable feeling you may be having that these gestures may be trying to cover up."
- Tell the group that these statements are addressed to young people; if you are older, think of the time when you were in school yourself.
- Facilitator begins by reading the first statement:
  - Please stand up if your dress or appearance was ever criticized or ridiculed by an adult.
- Ask students to notice who is standing and to take note of their own feeling. Then ask everyone to sit down and proceed slowly to the next statement. Read every statement slowly, allowing time for students to notice who is standing, to notice their own feelings, and then sit down.
- Following the above suggestions, read the next 1 statements.
  - Please stand up silently if:
    1. You have ever been made to feel ashamed or humiliated by a teacher or schoolmate.
    2. You were ever ignored, served last, or watched suspiciously in a store because you were a young person.
    3. You have ever felt your physical safety threatened or violated at school.
    4. You were ever yelled at, commented upon, whistled at, touched, or harassed in a public place.
    5. You ever heard degrading jokes, comments, or put-downs about women, people of color, Jews, or people with disabilities, or lesbian and gays in your presence.
    6. You were ever the object of slurs, comments, put-downs, or violence due to prejudice.
    7. You were ever in a situation in which you felt conspicuous, uncomfortable, or alone

*no choice  
to be / stand for himself*

because you were the only representative of your racial or ethnic group, gender, or sexual orientation.

8. You have ever received less than full respect, attention, or response from a doctor, police officer, court official, or other professional because of you age, race, gender, sexual orientation, or physical ability.
  9. You have ever been hit by an adult or peer.
  10. You were ever forced to fight or otherwise defend yourself against another student.
  11. You ever drank, took other drugs, overate, or did something risky or unsafe in order to cover your feelings or hide the pain.
- When students are seated again ask them to turn to their partner and take turns sharing whatever they feel comfortable sharing about the feeling that came up for them during the exercise. They each will have 3 minutes while the other person listens.
  - After the partners have finished ask everyone to face the center of the circle and open the discussion up to the group. Anyone who would like to share feelings or thoughts that came up for them during the exercise may do so. The facilitator may want to use a 'speaking stick' for the discussion. The person holding the stick is the only one allowed to speak. Then the person passes the stick onto the next person.
  - Allow time for everyone who wants to share.

\* This exercise is adapted from *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents* by Allan Creighton with Paul Kivel. Alameda, CA: Hunter House, 1992.

# **PEACE RAP**

## **Development, Contacts and Resources**

## **PEACE RAP DEVELOPMENT, CONTACTS AND RESOURCES**

*Up With People* (UWP) designed PEACE RAP in an effort not to replicate other programs, but instead add value to already effective programs that are promoting peaceful communities. To that end, UWP will work with local organizations and/or established youth groups and has already consulted some effective sources and organizations.

The 34-year history of UWP holds examples from around the world of school programs and other youth programs that have provided the base from which PEACE RAP was conceived. Education and Community Service are two of the basic tenets of UWP, for its students and for those people the students touch. Therefore, PEACE RAP is a logical outgrowth of more than three decades of UWP experience in implementing experiential learning programs, designed to meet needs relevant to the youth of today.

### **PEACE RAP Development Team**

#### **Ms. Nancy Mahoney**

Ms. Mahoney is an independent education consultant. She has designed employee-related training materials for Sprint and has served as director of Curriculum for UWP. Ms. Mahoney also traveled in the uwp program as a student. Ms. Mahoney holds a Master's degree in Intercultural Management from the School for International Training, and a Bachelor's degree in Business from Indiana University.

#### **Mr. Michael Jordan**

Mr. Jordan operates Jordan Consulting in Denver. Mr. Jordan was previously with AmeriCorps as its Denver campus opened in 1994. He traveled in the UWP program as a student and served as a dance captain and show manager.

#### **Mr. Maurice (Mo) Salth**

Mr. Salth is the director, Research and Program Development for UWP. He is the key liaison in the company for the development of the PEACE RAP curriculum. Previously, Mr. Salth served as director, Education and Community Service for UWP. He also traveled in the UWP program as a student. Mr. Salth served on the design team of AmeriCorps, playing a critical role in developing its community service project and education program. Mr. Salth holds a Bachelor's degree in Economics from State University of New York at Binghamton.

## **Contacts and Resources**

### **Educators for Social Responsibility**

23 Garden Street

Cambridge, MA 02138

Contact: Rachael Poliner

*Shared their experience in working in schools with peer mediations and other workshops.*

### **Save Our Youth – Mentoring Program**

5025 W. 29<sup>th</sup> Avenue

Denver, CO 80212

Contact: Penny Kriebel

*Up With People (UWP) could hire trainers from this program to work with PEACE RAP. The program trains mentors to work with Grades 6-12 in two two-hour sessions on building relationships with kids at risk, problem-solving and resolving conflict, and cross-cultural sensitivity.*

### **The Conflict Center**

4140 Tejon

Denver, CO 80211

Contact: Jane Schmidt, Trainer

*Consulted this program on training the trainer, the UWP cast, and its resource library.*

### **Children's Defense Fund**

25 E Street, NW

Washington, DC 20001

Contact: Anna Hick, Field Officer

*They reviewed the preliminary program and suggested sensitivity in bringing kids together from different places and that it would be important to build trust. Forwarded information on 'Childwatch', an organization that monitors which programs are really affecting kids.*

### **Alternatives to Family Violence (Certified by the 17<sup>th</sup> Judicial District)**

Contact: Carol Hollomen

*Their violence prevention outreach package and community outreach ideas were helpful. They recommended anti-violence training for UWP cast members. They cautioned not to engage in any kind of counseling or going too deep that might trigger reactions unintentionally.*

### **Colorado Association of Non-Profit Organizations (CANPO)**

Denver, CO

*Provided a list of non-profit organizations to UWP.*

### **Eden Theatrical Group**

Denver, CO

Contact: Lucy Walker, Director

*This program works with kids after school and on weekends, and through ArtReach. This program could contribute to the performing arts curriculum as it is developed.*

**The Spot**

Denver, CO

Contact: Heather

*This program works predominantly with at-risk youth. It could be valuable to conduct focus groups with this program's youth.*

**Quest International (Lions Club and Quest)**

Contact: Kristie Garnett

*This program offers training: Promoting Peace and Preventing Violence, Peace Begins With Us, and Violence and Drugs. This program is affiliated with America's Promise, America's Superintendent Association (AASA) and International Youth Foundation.*

**Peacejam Foundation**

2701 Alcott

Denver, CO 80211

*This program offered ideas for empowering students, ideas for possible speakers and provided its materials for review.*

**Research Press.com**

*This program provides peer mediation and conflict resolution in schools. They provided materials for review and a catalog.*

**National Center for Conflict Resolution**

*This program provides on-site trainers. They now provide regular updates from Conflict Resolution in the Arts. They provided materials on the trainers program.*

**Heartsprings, Inc.**

*This organization conducts the Peacebuilders Program for K-5<sup>th</sup> Grades.*

**Longmont High School**

Longmont, CO

Contact: Assistant Principals

*Discussed the feasibility of a full-day School PEACE RAP. Discussed the limitations of the block system for classes to accommodate a full-day program. Recommended follow-up contact with Assistant Principal Jane Rose to discuss curriculum issues when PEACE RAP is fully developed.*

**University of Colorado Center for the Study and Prevention of Violence**

*This program reviewed 400 programs and found 10 successful, including: Youth Crime Watch of America, Peace Center (Pennsylvania Bucks County), Stop the Hate (Boston, Mass.), Kids Cool (Minneapolis, Minn.), Do Right Foundation (Chicago, Ill.), and Street Soldiers/Omega Boys Club (San Francisco, Calif.).*

### **Other Available Resources**

#### **National Endowment for the Arts**

Washington, DC

#### **New Foundations Non-Violence Center**

1615 Ogden

Denver, CO 80218

#### **Resolving Conflicts Creatively Program** (peer mediation)

163 Third Avenue

New York, NY 10003

#### **National School Safety Center – Safe Schools Week** (third week in October)

4165 Thousand Oaks Boulevard

Westlake Village, CA 91362

#### **National Law-Related Education Resource Center**

American Bar Association

541 North Fairbanks Court

Chicago, IL 60611

#### **Girls, Inc.** (developing healthy relationships, conflict resolution, learn self-reliance and self-defense)

30 East 33<sup>rd</sup> Street

New York, NY 10016-5394

#### **National Crime Prevention Council**

Youth As Resources (kids identify projects and they are provided with funding and support)

1700 K Street, NW

Washington, DC 20006

#### **National Foundation to Improve TV**

Media Violence (raises public awareness)

60 State Street

Boston, MA 02109

#### **Activism 2000 Project** (kids research, design and plan project to help change society)

P.O. Box E

Kensington, MD 20895

#### **Big Brothers/Big Sisters of America**

230 North 13<sup>th</sup> Street

Philadelphia, PA 19107

**Canadian Civil Liberties Association**  
#403, 229 Yonge Street  
Toronto, Ontario CANADA M5B1N9

**Canadians Concerned About Violence in Entertainment (C-CAVE)**  
167 Glen Road  
Toronto, Ontario CANADA M4W2W8

**Victims of Violence National, Inc.**  
Unite 2, 220 Mulock Drive  
Newmarket, Ontario CANADA L3Y7V1

**Education Development Center** (aggressors, victims and bystanders program)

## **Bibliography Resources**

*Make the Peace* – A 15-session violence prevention curriculum for young people. Paul Kivel & Allan Creighton with the Oakland Men's Project.

*Day of Respect – Organizing a school-wide violence prevention program.* Ralph Cantor with Paul Kivel and Allan Creighton and The Oakland Men's Project.

*Helping Teens Stop Violence – A practical guide for counselors, educators and parents.* Allan Creighton, Battered Women's Alternatives with Paul Kivel, Oakland Men's Project.

*Waging Peace in Our Schools.* Linda Lantieri and Janet Patti.

*Up With People Project 2000, Project Team Set-Up,* May 3-31, 1998.

*Diversity in Action.* Sharon Chappelle and Lisa Bigman.

*Adventures in Peacemaking.* William J. Kreidler and Lisa Furlong.

*Youth Today* – Newspaper on youth work. Oct/Nov 1998, Nov/Dec 1998, Dec/Jan 1999.

KRMOAOs Act Against Violence Campaign – brochures and teleconference tape:  
Understanding Youth Violence.

Heartland Media – 10-part video series: Peace Talks.

Ann -

What do you think?  
I'm sending a copy  
| to Jeff Bleich also. |  
Call me about this.

Karin

X61732

**NATIONAL ADVISORY  
COMMITTEE**

**POLICE**

**William Bratton**  
Fmr. Commiss'r., NYC  
**Sam Cabral**  
President, Int'l Union of  
Police Ass'ns, AFL-CIO  
**C. J. Esserman**  
Chief, Stamford, CT  
**Edward Flynn**  
Chief, Arlington Co., VA  
**Thomas Frazier**  
Police Commissioner,  
Baltimore, MD  
**Gilbert Gallegos**  
President, Fraternal  
Order of Police  
**Phil Keith**  
Chief, Knoxville, TN  
**John Millner**  
Chief, Elmhurst, IL  
**Charles Moose**  
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**Patrick Murphy**  
Former Commiss'r., NYC,  
DC, Detroit, Syracuse  
**Ruben Ortega**  
Chief, Salt Lake City, UT  
**Bernard Parks**  
Chief, Los Angeles, CA  
**Al Philippus**  
Chief, San Antonio, TX  
**Matt Rodriguez**  
Fmr. Police Supt., Chicago, IL  
**Joseph Samuels, Jr.**  
Chief, Richmond, CA  
**Jerry Sanders**  
Fmr. Chief, San Diego, CA  
**Darrel Stephens**  
Chief, Charlotte, NC  
**Patrick Sullivan, Jr.**  
Sheriff, Arapahoe Co., CO  
**Donald Warshaw**  
Fmr. Chief, Miami, FL

**PROSECUTORS**

**Michael Bradbury**  
District Atty., Ventura, CA  
**Ronald Earle**  
District Atty., Travis Co., TX  
**Norm Early**  
Former D.A., Denver, CO  
**Ralph Martin, II**  
District Atty., Suffolk Co., MA  
**Janet Napolitano**  
Attorney General, AZ  
**Jeanine Pirro**  
District Atty., Westchester, NY  
**Elliot Richardson**  
Former Attorney General  
and Secretary of HEW, of  
Defense and of Commerce

**VIOLENCE VICTIMS**

**Frances Davis**  
Fdr., Mothers of All Children  
**Carole Grant Hall**  
Director, Ginger Ridge  
Residents' Initiative  
**Ellen Halbert**  
Editor, National Crime  
Victims Report  
**Marc Klaas**  
Pres., Klaas Fdn. for Children  
**Dennis Lees, Ph.D.**  
Mgr., Mental Health Clinic  
**Jean Lewis**  
President, Parents of  
Murdered Children  
**Gordon Rondeau &  
Elaine Rondeau**  
Founders, Action America:  
Murder Must End Now

**FIGHT  
CRIME**



**INVEST  
IN KIDS**

To: President William Jefferson Clinton  
Date: October 19, 1999  
From:

James C. Backstrom  
County Attorney,  
Dakota County, MN  
Vice President, National District  
Attorneys Association

Edward A. Flynn  
Chief of Police,  
Arlington County, VA  
Congressional Affairs Chairman,  
Police Executive Research Forum

Sanford A. Newman  
President, Fight Crime: Invest In Kids

Elliot L. Richardson  
Former United States  
Attorney General

Patrick J. Sullivan, Jr.\*  
Sheriff, Arapahoe County, CO  
Congressional Affairs Chairman,  
National Sheriffs' Association

\* Indicates that the organization is listed for informational purposes only.

**RE: Tax Plans and Appropriations Should Fund Implementation of Law  
Enforcement Leaders' School and Youth Violence Prevention Plan**

We would like to meet with you to discuss law enforcement's support for  
programs that keep kids from becoming criminals. We think we may be able to  
be helpful both in your Campaign Against Youth Violence and in your fight for  
funding increases for Head Start, CCDBG, 21st Century Community Learning  
Centers, Title XX, Title I and other programs that help kids get the right start.

We have enclosed a letter signed by **more than 240 police chiefs, sheriffs,  
prosecutors, victims of violence, and leaders of police organizations** sent to  
all members of Congress urging appropriation levels for these programs similar  
to those called for in the Presidential budget. We urge you to stand by these  
funding levels in your negotiations with Congress.

The more than 550 law enforcement and crime survivor leaders from around the  
country who make up FIGHT CRIME'S membership have called on public  
officials to make sure all kids have access to educational child-care, after-school  
programs, and programs to prevent abuse and neglect. These proposals are the  
heart of FIGHT CRIME'S *School and Youth Violence Prevention Plan*. The plan's  
key components have been **endorsed by the National Sheriffs Association; the  
Major Cities [Police] Chiefs Organization; the Police Executive Research  
Forum** (law enforcement officials who together serve over 100 million  
Americans); the **National District Attorneys Association**; and state groups  
ranging from the **Sheriffs' Associations in Arizona, California, Iowa, Maine,**  
and **New York** to the **Police Chiefs' Associations in Arizona, Illinois, Iowa,**  
**Maine, New York, North Carolina, Rhode Island, and Texas** to the **District  
Attorneys' Associations in Arizona, California, Illinois, and Iowa.**

We have enclosed: our *School and Youth Violence Prevention Plan*; polling  
showing the public's overwhelming support for boosting crime-prevention  
investments in kids; resolutions passed by leading national and state law  
enforcement organizations; and some press clips.

Brendan Fitzsimons, FIGHT CRIME: INVEST IN KIDS' Associate Director, will call  
to see if a meeting would be possible.

**President**  
Sanford A. Newman, J.D.  
**Associate Directors**  
Amy R. Dawson  
Brendan J. Fitzsimons  
**Research Director**  
William C. Christeson, M.H.S.  
**State Operations Director**  
Marci Weiman  
**Communications Director**  
Philip Evans



**NATIONAL ADVISORY  
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Chief, Arlington Co., VA  
**Thomas Frazier**  
Police Commissioner,  
Baltimore, MD  
**Gilbert Gallegos**  
President, Fraternal  
Order of Police  
**Douglas Hamilton**  
Chief, Louisville, KY  
**Phil Keith**  
Chief, Knoxville, TN  
**John Millner**  
Chief, Elmhurst, IL  
**Charles Moose**  
Chief, Portland, OR  
**Patrick Murphy**  
Former Commiss'r., NYC,  
DC, Detroit, Syracuse  
**Dennis Nowicki**  
Chief, Charlotte, NC  
**Ruben Ortega**  
Chief, Salt Lake City, UT  
**Bernard Parks**  
Chief, Los Angeles, CA  
**Matt Rodriguez**  
Fmr. Police Supt., Chicago, IL  
**Joseph Samuels, Jr.**  
Chief, Oakland, CA  
**Darrell Sanders**  
Chief, Frankfort, IL  
**Jerry Sanders**  
Chief, San Diego, CA  
**Darrel Stephens**  
Fmr. Chief, St. Petersburg, FL  
**Patrick Sullivan, Jr.**  
Sheriff, Arapahoe Co., CO  
**Donald Warshaw**  
Chief, Miami, FL

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Former Attorney General  
and Secretary of HEW, of  
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**Grant Woods**  
Attorney General, AZ

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Mgr., Mental Health Clinic  
**Jean Lewis**  
President, Parents of  
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Elaine Rondeau**  
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Murder Must End Now

**FIGHT  
CRIME**



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William C. Christeson, M.H.S.

**Education Policy Director**  
Joe Tom Easley, J.D., M.P.H.

**Development Coordinator**  
Jonah S. Van Zandt

Sept. 28, 1999

United States Congress  
Washington, D.C.

Dear Senators and Representatives,

We write as leaders of FIGHT CRIME: INVEST IN KIDS, and on behalf of the 550 police chiefs, prosecutors, sheriffs, victims of violence and leaders of police officer organizations who are our colleagues nationally in FIGHT CRIME: INVEST IN KIDS. We urge that in negotiations with the President over tax and appropriation bills, you not only avoid cuts in the programs that help kids get the right start, but also fully implement the *FIGHT CRIME: INVEST IN KIDS School and Youth Violence Prevention Plan*.

That plan calls on public officials to:

- 1) **Assure all kids access to after-school programs that connect them with caring adults during the peak hours of violent juvenile crime;**
- 2) **Assure all families access to quality early childhood development programs;**
- 3) **Prevent child abuse and neglect and help heal those who have been abused and neglected;**
- 4) **Assure that troubled kids get early, effective help.**

The plan reflects such extraordinary consensus among law enforcement that its components have been endorsed by the **National Sheriffs Association**, the **Major Cities [Police] Chiefs**, the **Police Executive Research Forum**, and state groups ranging from the **Sheriffs' Associations in Arizona, California, Maine, and New York** to the **Police Chiefs' Associations in Illinois, Iowa, Maine, New York, North Carolina, Rhode Island, and Texas** to the **District Attorneys' Associations in Arizona, California, Illinois, and Iowa**.

Government's most fundamental responsibility is to protect the public safety. To meet that responsibility, Congress should lay out a timetable to implement our *School and Youth Violence Prevention Plan*, and begin to close the *crime-prevention gap* — the gaping shortfall in the investments we ought to be making to help our nation's kids get the right start.



As a first step, we urge that you provide for FY 2000 in tax and appropriation bills at least:

- \$5.3 billion for **Head Start**, so that the program can expand to serve more eligible children, and can maintain and further strengthen its quality.
- \$2 billion for the **Early Learning Trust Fund**, modeled after North Carolina's successful Smart Start Program, so communities can provide home-visitor and other parenting-education programs, and quality child development services to children under five.
- \$7.5 billion for the **Child Care and Development Block Grant**, maintaining appropriate set-asides for quality, infants and toddlers, school-age care, and resource and referrals.
- \$350 million for the **"Parenting as Prevention" block grant program**, so communities can provide parents with coaching, advice, family counseling, and other services that can dramatically reduce child abuse and neglect and subsequent delinquency.
- \$600 million for the **21st Century Community Learning Centers** to expand after-school programs that provide constructive activities and connect kids with caring adults during the peak hours of violent juvenile crime.
- \$250 million for **Title V of the Juvenile Justice Act** for local delinquency prevention programs.
- \$2.38 billion for the **Title XX Social Services Block Grant**. Recent cuts in this program have shortchanged child care (15% of state spending under the block grant), child abuse prevention, removal and placement of abused children, drug treatment, and other critical crime prevention investments.
- \$8.75 billion for **Title I- Education for the Disadvantaged**.

Of course, these are not the only important crime prevention programs in the federal budget. Little would be gained if increases in these programs came at the expense of children's mental health services, child abuse prevention, child protection, foster care and adoption programs, youth and school-to-work programs or other important investments in children and youth.

The evidence is clear that well-designed programs for kids can dramatically reduce crime and violence, and keep kids from becoming criminals. But these programs remain so under-funded they reach only a fraction of the youngsters who need them. For example:

- In a five-city study, half of a group of at-risk high-school kids were assigned to participate in the Quantum Opportunities after-school program. ***The boys left out of that program were six times more likely to be convicted of a crime*** in their high-school years. Yet between five and seven million youngsters under twelve, and millions more teens, lack after-school programs that put them in touch with caring adults providing supervision and constructive activities.
- A High/Scope Foundation study at the Perry Preschool in Michigan randomly chose half of a group of at-risk toddlers to receive a quality Head Start-style preschool program, supplemented by weekly in-home coaching for parents. ***Twenty-two years later, the toddlers left out of the program were five times more likely to have grown up to be chronic lawbreakers, with five or more arrests.*** Yet inadequate funding for Head Start and the Child Care Development Block Grant leaves millions of at-risk children without critical early childhood services.

Many of our members are conservatives who believe we should, in the long run, be able to cut taxes. But our experience and hard scientific evidence prove that boosting investments in children now will save lives and tax dollars, leaving far more money for tax cuts down the road. For example:

- Economist Steven Barnett found that the High/Scope Foundation's Perry Preschool program saved \$150,000 per participant in crime costs alone. Even after subtracting the interest that could have been earned by investing the program's funding in financial markets, the project produced a net savings of \$7.16 — including more than \$6.00 in crime savings — for every dollar invested. That's a total of about \$400 billion for all poor children now under age five.
- A study by Professor Mark A. Cohen of Vanderbilt University estimates that each youngster saved from adopting a life of crime saves Americans between \$1.7 million and \$2.3 million.
- A recent Rand Corporation report shows that, even without counting the savings to crime victims and society, the resulting savings *to government alone* from effective early childhood programs exceeds by two to four times the cost of the programs.

As you know, the so called "non-Social Security surplus" shrinks dramatically unless Congress imposes the massive spending cuts sketched out as emergency budget-balancing measures in the Balanced Budget Act of 1997. **Any tax plan which would slash federal investments in children** (as well as funding for law enforcement) **will leave every American at far greater risk of becoming a victim of crime and violence.** The resulting crime wave would be both a needless human tragedy and, as crime's costs to government and business skyrockets, a fiscal disaster ultimately requiring steep tax increases.

We hope that you choose instead to put Congress this year on a path to full implementation of the *School and Youth Violence Prevention Plan* that will produce massive cuts in crime and violence.

When it comes to reducing crime and violence, an ounce of prevention is worth many pounds of cure.

For a copy of the *School and Youth Violence Prevention Plan*, and additional information about effective crime prevention programs, visit our website at [www.fightcrime.org](http://www.fightcrime.org).

Thank you for your consideration.

Sincerely,

Chief Garvin Arrell, Surprise Police Dept., Surprise, AZ  
 Chief Douglas L. Bartosh, Scottsdale Police Dept., Scottsdale, AZ  
 Sheriff Gary H. Butler, Navajo County Sheriffs Dept., Holbrook, AZ  
 Hon. William J. Ekstrom, Jr, Mohave County Attorney, Kingman, AZ  
 Ms. Sophia Espindola, Mothers Against Gangs, Son murdered at age 16, Phoenix, AZ  
 Ms. Janet D. Fiero, Son Aaron murdered at age 2, Scottsdale, AZ  
 Ms. Barbara L. Haralson, Founder, Stand Against Violence Everywhere,  
     Father murdered in 1997, Safford, AZ  
 Ms. Kathleen Hill, Son Clint murdered in 1993, Phoenix, AZ  
 Chief Harold Hurtt, Phoenix Police Dept., Phoenix, AZ  
 Sheriff Ralph E. Ogden, Yuma County Sheriffs Dept., Yuma, AZ  
 Sheriff Frank R. Reyes, Pinal County Sheriffs Dept., Florence, AZ  
 Sheriff Tom Sheahan, Mohave County Sheriff, Kingman, AZ  
 Chief Michael L. Strobe, Peoria Police Dept., Peoria, AZ  
 Chief Glenn A. Walp, Bullhead City Police Dept., Bullhead City, AZ  
 Hon. Jack M. Williams, Graham County Attorney, Safford, AZ  
 Chief John Wintersteen, Paradise Valley Police Dept., Paradise Valley, AZ  
 Sheriff Virginia R. Black, Yuba County Sheriffs Dept., Marysville, CA

Chief James Bueermann, Redlands Police Dept., Redlands, CA  
 Chief Edward J. Chavez, Stockton Police Dept., Stockton, CA  
 Sheriff Anthony Craver, Mendocino County Sheriff, Ukiah, CA  
 Sheriff Jim Denney, Sutter County Sheriffs Dept., Yuba City, CA  
 Mr. Ron Exley, Government Relations Dir., California Police Activities League, Oakland, CA  
 Hon. Terry R. Farmer, Humboldt County District Attorney, Eureka, CA  
 Chief James Gardiner, San Luis Obispo Police Dept., San Luis Obispo, CA  
 Chief Bob Harrison, Vacaville Police Dept., Vacaville, CA  
 Sheriff Curtis J. Hill, San Benito County Sheriffs Dept., Hollister, CA  
 Hon. George W. Kennedy, Santa Clara County District Attorney, San Jose, CA  
 Director J. Ronald Lally, Ed.D., West Ed Center for Child and Family Studies,\* Sausalito, CA  
 Dr. Dennis Lees, El Dorado County Mental Health Clinic,\* Placerville, CA  
 Chief Burnham Matthews, Alameda Police Department, Alameda, CA  
 Hon. Phil McDowell, Inyo County District Attorney, Independence, CA  
 Chief Arnold Millsap, Eureka Police Department, Eureka, CA  
 Sheriff Clay Parker, Tehama County Sheriffs Dept., Red Bluff, CA  
 Hon. David Paulson, Solano County District Attorney, Fairfield, CA  
 Sheriff Charles C. Plummer, Alameda County Sheriffs Dept.,  
     President, California Sheriff's Association, Oakland, CA  
 Chief Joseph Samuels, Richmond Police Dept., Richmond, CA  
 Hon. Jan Scully, Sacramento County District Attorney, Sacramento, CA  
 Hon. Grover C. Trask II, Riverside County District Attorney,  
     President, California District Attorney's Association, Riverside, CA  
 Chief Arturo Venegas, Jr., Sacramento Police Dept., Sacramento, CA  
 Chief Paul Walters, Santa Ana Police Dept., Santa Ana, CA  
 Mr. Norman S. Early, Jr., Former District Attorney, Denver, CO  
 Chief Lorne C. Kramer, Colorado Springs Police Dept., Colorado Springs, CO  
 Sheriff Patrick Sullivan, Arapahoe County Sheriff,  
     Congressional Affairs Chairman, National Sheriffs Association, Littleton, CO  
 Chief Dean M. Esserman, Stamford Police Department, Stamford, CT  
 Dr. Edward Zigler, Yale University Dept. of Psychology,\* New Haven, CT  
 Hon. Elliot Richardson, Former United States Attorney General, Washington, DC  
 Hon. Joseph D'Alessandro, 20th Circuit State's Attorney, Fort Myers, FL  
 Sheriff Cal Henderson, Hillsborough County Sheriffs Dept., Tampa, FL  
 Ms. Jean Lewis, Nat'l Organization of Parents of Murdered Children, Inc., Sarasota, FL  
 Chief Richard Overman, Delray Beach Police Dept., Delray Beach, FL  
 Chief Darrel W. Stephens, former Chief of Police, St. Petersburg, FL  
 Mr. Joe Wilson, Executive Director, National Police Activities League, North Palm Beach, FL  
 Chief Beverly Harvard, Atlanta Police Dept., Atlanta, GA  
 Hon. Spencer Lawton Jr, Chatham County District Attorney, Savannah, GA  
 Mrs. Elaine Rondeau, A.A.M.M.E.N., Marietta, GA  
 Mr. Gordon Rondeau, A.A.M.M.E.N., Marietta, GA  
 Hon. Thomas Gustafson, Crawford County Attorney,\* Denison, IA  
 Hon. Fred H. McCaw, Dubuque County Attorney, Dubuque, IA  
 Hon. Mary E. Richards, former Story County Attorney, Ames, IA  
 Sheriff Steve Allendorf, Jo Daviess County Sheriff, Galena, IL

Chief Leo Patrick Anderson, Deerfield Police Dept., Deerfield, IL  
 Chief James Ariagno, Crest Hill Police Dept., Crest Hill, IL  
 Chief George Carpenter, Wilmette Police Dept.,\* Wilmette, IL  
 Chief Walter D. Clark, Normal Police Department, Normal, IL  
 Hon. Richard Devine, Cook County State's Attorney, Chicago, IL  
 Chief David Dial, Naperville Police Dept.,\* Naperville, IL  
 Mr. Mark Donahue, President, Ill. State Lodge, Fraternal Order of Police, Western Springs, IL  
 Chief Ray Giovannelli, Niles Police Dept., Niles, IL  
 Ms. Carole Grant Hall, Son Lateef was murdered, Chicago, IL  
 Chief George Incledon, Morton Grove Police Dept., Morton Grove, IL  
 Chief Robert Jones, Gurnee Police Dept., Gurnee, IL  
 Chief Frank Kaminski, Evanston Police Dept., Evanston, IL  
 Chief Eugene Karczewski, Riverside Police Dept., Riverside, IL  
 Chief David Kentner, Freeport Police Dept., Freeport, IL  
 Chief Geoffrey J. Korous, Woodridge Police Dept., Woodridge, IL  
 Ms. Glenda Kretzer, Sister and parents murdered, Sandoval, IL  
 Hon. David W. Lewis, Clark County State's Attorney, Marshall, IL  
 Chief Leo McCann, Buffalo Grove Police Dept., Buffalo Grove, IL  
 Chief Timothy McCarthy, Orland Park Police Dept.,\* Orland Park, IL  
 Chief William Miller, Elgin Police Department, Elgin, IL  
 Chief John J. Millner, Elmhurst Police Department, Elmhurst, IL  
 Chief Bruce Morris, Prospect Heights Police Dept., Prospect Heights, IL  
 Chief Jeff Nielsen, Rockford Police Dept., Rockford, IL  
 Chief Ignacio Joe Pena, East Dundee Police Dept., East Dundee, IL  
 Ms. Shirley R. Pringle, Knox County State Attorney, Galesburg, IL  
 Sheriff Richard Randall, Kendall County Sheriff's Dept., Yorkville, IL  
 Chief Thomas Reasoner, Clarendon Hills Police Dept., Clarendon Hills, IL  
 Hon. Charles Reynard, McLean County State's Attorney, Bloomington, IL  
 Mr. Mike Robbins, Officer shot in the line of duty, Chicago, IL  
 Mr. Matt L. Rodriguez, Former Police Superintendent, Chicago, IL  
 Chief Darrell Sanders, Frankfort Police Department, Frankfort, IL  
 Chief Gary J. Schira, Bloomingdale Police Dept., Bloomingdale, IL  
 Chief Ron Sheley, Crystal Lake Police Dept.,\* Crystal Lake, IL  
 Chief Robert Sturlini, Des Plaines Police Dept., Des Plaines, IL  
 Mr. Thomas Vanden Berk, Executive Director, Uhlich Children's Home,  
     Son Tommy was murdered, Chicago, IL  
 Sheriff James Vazzi, Montgomery County Sheriff's Dept., Hillsboro, IL  
 Chief Nicholas Weiss, Lincolnwood Police Dept., Lincolnwood, IL  
 Chief Frank Williams, Wood Dale Police Dept., Wood Dale, IL  
 Chief Steven Williams, Rolling Meadows Police Dept., Rolling Meadows, IL  
 Chief Jerry Zywczyk, Westmont Police Dept., Westmont, IL  
 Hon. Paul J. Morrison, Johnson County District Attorney, Olathe, KS  
 Ms. Vicki Reed, Victim of gun violence, Frankfort, KY  
 Commissioner Paul F. Evans, Boston Police Dept., Boston, MA

Commissioner Thomas C. Frazier, Baltimore Police Dept.,

President, Police Executive Research Forum, Baltimore, MD  
Chief John S. Farrell, Prince Georges County Police Dept., Hyattsville, MD  
Chief Charles A. Moose, Montgomery County Police Dept., Rockville, MD  
Ms. Roberta Roper, Daughter Stephanie murdered, Upper Marlboro, MD  
Hon. Neale T. Adams, Aroostook County Prosecutors Office, Caribou, ME  
Chief Butch Asselin, Skowhegan Police Dept., Skowhegan, ME  
Chief Terry A. Burgess, Camden Police Dept., Camden, ME  
Chief Mike Chitwood, Portland Police Department, Portland, ME  
Chief Stephen Cobbett, Paris Police Dept., South Paris, ME  
Sheriff Barry A. DeLong, Somerset County Sheriffs Dept., Skowhegan, ME  
Sheriff Lloyd Herrick, Oxford County Sheriffs Dept., South Paris, ME  
Commissioner Michael Kelly, Maine Department of Public Safety, Augusta, ME  
Chief Darrell Malone, Houlton Police Dept., Houlton, ME  
Chief Richard Pickett, Dixfield Police Dept., Dixfield, ME  
Sheriff Mark A. Westrum, Sagadahoc County Sheriff, Bath, ME  
Hon. David Gorcyca, Oakland County Prosecutor, Pontiac, MI  
Hon. James C. Backstrom, Dakota County Attorney,

Vice President, National District Attorneys Association, Hastings, MN  
Chief Robert K. Olson, Minneapolis Police Dept., Minneapolis, MN  
Chief Bracy Coleman, Jackson Police Dept., Jackson, MS  
Chief Gregg Lewis, Meridian Police Dept., Meridian, MS  
Hon. Al Smith, Bolivar County Attorney, Cleveland, MS  
Chief Glen Allen, Henderson Police Dept.,\* Henderson, NC  
Chief Robert J. Blakely, Norwood Police Dept., Norwood, NC  
Hon. Howard S. Boney, Edgecombe County District Attorney, Tarboro, NC  
Hon. Luther Johnson Britt III, 16th B Prosecutorial District, Lumberton, NC  
Chief Mitchell Brown, Raleigh Police Department, Raleigh, NC  
Chief Mike Bustle, Lake Lure Police Dept., Lake Lure, NC  
Chief John Cease, Wilmington Police Dept., Wilmington, NC  
Chief Francis T. D' Ambra, Manteo Police Department, Manteo, NC  
Hon. Michael F. Easley, Attorney General, Raleigh, NC  
Chief Chris Fay, Woodfin Police Dept., Asheville, NC  
Chief Terry Hill, Roxboro Police Department, Roxboro, NC  
Chief John W. Hodges, Hope Mills Police Dept., Hope Mills, NC  
Chief Julius Kerr, Sunset Beach Police Department, Sunset Beach, NC  
Chief Gary Lafone, Conover Police Dept.,\* Conover, NC  
Chief Floyd W. Lucas, Jr., Hickory Police Department, Hickory, NC  
Chief Frank Palombo, New Bern Police Dept., New Bern, NC  
Chief E. J. Phillips, Troy Police Dept., Troy, NC  
Officer Rodney Rowland, Director, Dunn Police Activities League,\* Dunn, NC  
Chief Danny Toppings, Four Oaks Police Department, Four Oaks, NC  
Chief Ronald Wagner, Maxton Police Dept., Maxton, NC  
Chief Jack F. Warlick, Lenoir Police Dept., Lenoir, NC  
Chief Johnny L. Wehunt, Graham Police Dept., Graham, NC  
Chief Robert C. White, Greensboro Police Dept., Greensboro, NC  
Chief Michael Wightman, Kinston Police Department, Kinston, NC

Sheriff Charles W Gill, Gloucester County Sheriffs Dept., Woodbury, NJ  
 Director Joseph Santiago, Newark Police Dept., Newark, NJ  
 Chief James Bonnell, Las Cruces Police Dept., Las Cruces, NM  
 Sheriff Joe Bowdich, Bernalillo County Sheriffs Dept., Albuquerque, NM  
 Sheriff M. A. (Chunky) Click, Eddy County Sheriffs Dept., Carlsbad, NM  
 Sheriff Michael Davidson, San Juan County Sheriffs Dept., Aztec, NM  
 Chief Gerald Galvin, Albuquerque Police Dept., Albuquerque, NM  
 Mr. Gilbert G. Gallegos, President, national Fraternal Order of Police, Albuquerque, NM  
 Sheriff Jerry Keller, Las Vegas Metro Police Dept., Las Vegas, NV  
 Sheriff Richard Kirkland, Washoe County Sheriffs Office, Reno, NV  
 Mr. Don Barrett, AVID, Syracuse, NY  
 Sheriff Thomas Beilein, Niagara County Sheriffs Dept., Lockport, NY  
 Mr. Bill Bratton, Former Police Commissioner, Boston, MA and New York, NY  
 Ms. Carolee Brooks, Son David murdered at age 28, Flushing , NY  
 Ms. Carolyn Brooks, Brother David murdered at age 28, New York , NY  
 Hon. Kenneth R. Bruno, Rensselaer County District Attorney, Troy, NY  
 Ms. Laureen Buschman, Twin sister murdered, Auburn, NY  
 Commisioner Louis D'Aliso, Westchester County Dept. of Public Safety, Hawthorne, NY  
 Ms. Frances Davis, Mothers of All Children, Three sons murdered, Brooklyn, NY  
 Chief Robert J. Duffy, Rochester Police Department, Rochester, NY  
 Sheriff Ernest Dustman, Cattaraugus County Sheriffs Dept., Little Valley, NY  
 Chief Frederick Fusco, Rensselaer Police Dept., Rensselaer, NY  
 Ms. Patricia Gioia, Daughter Mary was murdered, Schenectady, NY  
 Chief John Grebert, Colonie Police Dept., Latham, NY  
 Sheriff Charles Houper, Chemung County Sheriff, Elmira, NY  
 Mr. Ralph Hubbard, Son Brett murdered, Brooklyn, NY  
 Hon. Robert T. Johnson, Bronx County District Attorney, Bronx, NY  
 Sheriff Gary Maha, Genesee County Sheriffs Dept., Batavia, NY  
 Sheriff Andrew Meloni, Monroe County Sheriff, Rochester, NY  
 Sheriff Daniel G. Middaugh, Oneida County Sheriffs Dept., Oriskany, NY  
 Hon. Gerald F. Mollen, Broome County District Attorney, Binghamton, NY  
 Chief William D. Nye, East Aurora Police Dept.,\* East Aurora, NY  
 Chief Ernest C. Palmer, Niagara Falls Police Dept., Niagara Falls, NY  
 Sheriff Jack Pelkey, Franklin County Sheriffs Dept., Malone, NY  
 Sheriff Peter J. Pinckney, Cayuga County Sheriffs Dept., Auburn, NY  
 Mr. Alan Pottinger, Brother David murdered at age 28, Fresh Meadows, NY  
 Sheriff Ronald Spike, Yates County Sheriffs Dept., Penn Yan, NY  
 Mr. Hirokazu Yoshikawa, Ph.D., Department of Psychology, NYU, New York, NY  
 Sheriff Gary Haines, Montgomery County Sheriff, Dayton, OH  
 Sheriff Thomas G. Maurer, Wayne County Sheriffs Department, Wooster, OH  
 Director Thomas Rice Sr, City of Columbus Public Safety Dept., Columbus, OH  
 Sheriff Patrick J. Ballard, Washington County Sheriffs Dept., Bartlesville, OK  
 Chief Carolyn Kusler, Broken Arrow Police Dept., Broken Arrow, OK  
 Chief Neal Troutman, Bethany Police Dept., Bethany, OK  
 Sheriff John Whetsel, Oklahoma County Sheriffs Dept., Oklahoma City, OK  
 Chief Leo R. Willey, Okmulgee Police Dept., Okmulgee, OK

Chief Rob Deu Pree, Astoria Police Dept., Astoria, OR  
 Sheriff Stan Robson, Corvallis Sheriff's Dept., Corvallis, OR  
 Chief Frank Baranyai, Cochran Police Dept., Cochran, PA  
 Chief James Childs III, Southern Regional Police Dept., New Freedom, PA  
 Sheriff Peter DeFazio, Allegheny County Sheriffs Dept., Pittsburgh, PA  
 Chief Thomas K. Dubas, Blakely Police Dept.,\* Peckville, PA  
 Sheriff William M. Hose, York County Sheriffs Dept., York, PA  
 Director Steven Moran, Bensalem Township Police Dept., Bensalem, PA  
 Chief Charles E. Snyder Jr, Lower Allen Township Police Dept., Camp Hill, PA  
 Chief Bill Ullom, Albion Boro Police Dept., Albion, PA  
 Chief George Arruda, Tiverton Police Dept., Tiverton, RI  
 Mr. John D. Carpenter, Son John murdered in 1995, Providence, RI  
 Mr. Charles E. Collyer, University of Rhode Island, Kingston, RI  
 Ms. Katharine Cutting, Father murdered at age 79, North Kingstown, RI  
 Ms. Anne Marie D'Aleasio, Director, Survivors Outreach Services, Cranston, RI  
 Chief William Devine, North Providence Police Dept., North Providence, RI  
 Chief Gary Dias, East Providence Police Dept., East Providence, RI  
 Chief William Mack, Scituate Police Dept.,\* North Scituate, RI  
 Ms. Renate Marek, Son murdered at age 21, Portsmouth, RI  
 Chief Steven Reynolds, North Smithfield Police Dept., North Smithfield, RI  
 Chief James Wynne, North Kingstown Police Dept.,\* North Kingstown, RI  
 Sheriff Johnny Mack Brown, Greenville County Sheriff, Greenville, SC  
 Sheriff Leon Lott, Richland County Sheriff, Columbia, SC  
 Hon. Randall E. Nichols, Knox County District Attorney General, Knoxville, TN  
 Chief Emmett H. Turner, Nashville Metro Police Dept., Nashville, TN  
 Chief Michael Courville, Executive Director, Texas Police Chiefs Association, Austin, TX  
 Hon. Ronald Earle, Travis County District Attorney, Austin, TX  
 Ms. Ellen Halbert, Victim of multiple stabbing, Austin, TX  
 Ms. Thomas Ann Hines, Son murdered at age 21, Plano, TX  
 Sheriff Larry Olivarez, Neufus County Sheriff, Corpus Christi, TX  
 Chief Al Philppus, San Antonio Police Dept., San Antonio, TX  
 Ms. Joyce Strickland, Mothers Against Teen Violence, Son murdered in 1993, Dallas, TX  
 Chief Thomas Windham, Fort Worth Police Dept., Fort Worth, TX  
 Chief Gregory M. Cooper, Provo Police Dept., Provo, UT  
 Hon. Mark R. Decaria, Weber County Attorney, Ogden, UT  
 Sheriff Aaron D. Kennard, Salt Lake County Sheriffs Dept., Salt Lake City, UT  
 Sheriff Lynn Nelson, Cache County Sheriffs Dept., Logan, UT  
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 Chief Ruben B. Ortega, Salt Lake Police Dept.,  
     Chairman, Major Cities (Police) Chiefs' Organization, Salt Lake City, UT  
 Chief Edward A. Flynn, Arlington County Police Dept., Arlington, VA  
 Chief Joseph Arduca, Brandon Police Dept., Brandon, VT  
 Sheriff Robert R. Bart, Snohomish County Sheriff, Everett, WA  
 Hon. Paul Bucher, Waukesha County District Attorney, Waukesha, WI  
 Captain Bob Kavanaugh, Appleton Police Dept., Appleton, WI  
 Sheriff William Kruziki, Waukesha County Sheriff's Dept., Waukesha, WI

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Murder Must End Now

**FIGHT  
CRIME**



**INVEST  
IN KIDS**

**Police Chiefs Say  
More Government Investments in Kids are  
Key to Fighting Crime**

**Survey Findings**

This is a summary of the results of a poll conducted in July 1996 for FIGHT CRIME: INVEST IN KIDS by the Northeastern University's Center for Criminal Justice Policy Research, under the direction of Professor Jack McDevitt.

The survey sought opinions of 780 police chiefs, including all chiefs from cities with populations over 100,000, and a sample of 288 chiefs from cities of less than 25,000, and 292 chiefs from cities of between 25,000 and 100,000. The response rate was 70% for a total of 548 surveys returned.

More than nine out of ten police chiefs (92%) agreed with the statement "America could sharply reduce crime if government invested more in programs to help children and youth get a good start" by "fully funding Head Start for infants and toddlers, preventing child abuse, providing parenting training for high-risk families, improving schools and providing after school programs and mentoring." These results were strikingly similar regardless of region or city size.

Nine out of ten also agreed that "if America does not pay for greater investments in programs to help children and youth now, we will all pay far more later in crime, welfare, and other costs." Again, these results were nearly identical regardless of city size.

When chiefs were asked to rank the long-term effectiveness of a number of possible crime fighting approaches, "increasing investment in programs that help all children and youth get a good start" was picked as "most effective" nearly four times as often as either "trying more juveniles as adults" or even "hiring additional police officers."

More detailed results available at  
<http://www.fightcrime.org/reports.html>  
or  
by calling 202-638-0690

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**Education Policy Director**

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**Development Coordinator**

Jonah S. Van Zandt



**In Fighting Juvenile Crime Should We**  
**Focus primarily on punishment**  
**or**  
**Focus equally on prevention programs**  
**for kids?**

**Focus on  
Punishment**  **14%**

**Focus Equally on  
Prevention**  **81%**

**Don't Know /  
Neither**  **5%**

Actual Question Wording:

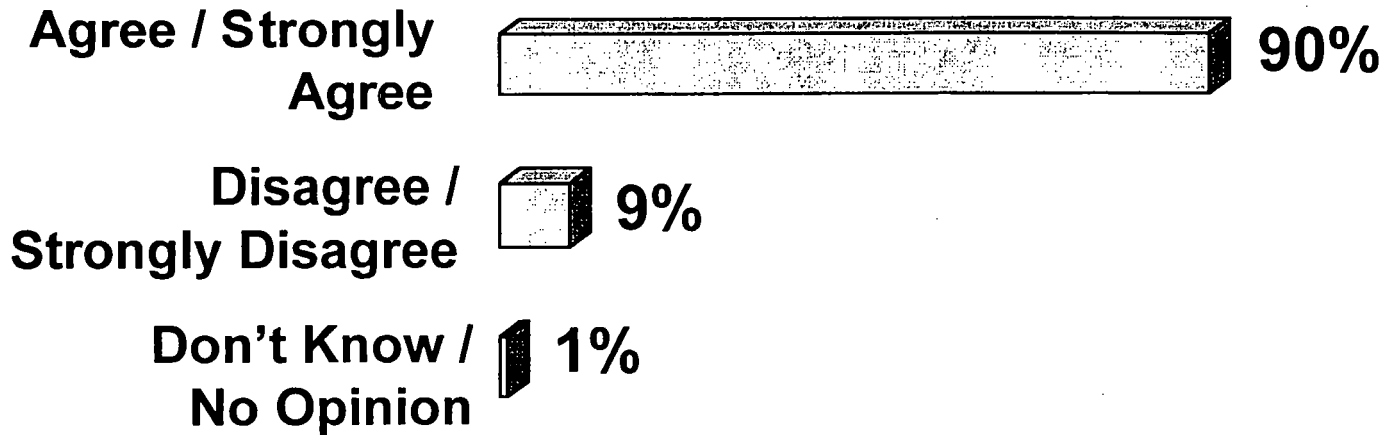
"Which of these statements comes closer to your views?

1. America's fight against juvenile crime should focus primarily on locking up juvenile delinquents and other punishment when crimes are committed.
2. America's fight against juvenile crime must include strong efforts to lock up dangerous delinquents, but should focus equally on prevention programs aimed at keeping kids from getting into trouble and on efforts to help get troubled kids back on track."

Opinion Research Corporation International, Caravan Services, 1011 respondents, July 1-3, 1999. Margin of error + or - 2%.

**Fight Crime. Invest in Kids**  
**[www.fightcrime.org](http://www.fightcrime.org)**

# **9 out of 10 Americans agree: Investing more in preventive programs for kids could greatly reduce crime.**



Actual Question Wording:

“Please indicate your level of agreement with the following statement: ‘In the long run, America could greatly reduce crime if we invested more in preventive efforts aimed at helping children and youth get the right start in life. For example, community-based coaching for high-risk teen parents to improve their parenting, Head Start and other early childhood development programs, programs for troubled kids, and after-school programs and mentoring.’”

Opinion Research Corporation International, Caravan Services, 1011 respondents, July 1-3, 1999.  
Margin of error + or - 2%.

**Fight Crime: Invest in Kids**  
**[www.fightcrime.org](http://www.fightcrime.org)**

**The following tables summarize the results of two polls conducted by  
Opinion Research Corporation International for Fight Crime: Invest in Kids:**

**August 12-15**

**Question 1.**

To provide kids in your community with access to good after-school programs and early childhood development programs like Head Start, would you be willing to:

- a) Pay more taxes?
- b) Pass up a tax cut?

|                                                                                        |            |
|----------------------------------------------------------------------------------------|------------|
| Pay more taxes?                                                                        | 50%        |
| Those who were unwilling to pay more taxes, but who were willing to pass up a tax cut: | 24%        |
| <b>Total percent of those willing to pay more taxes, pass up a tax cut, or both:</b>   | <b>74%</b> |

**Question 2.**

Which of these priorities are more important than cutting taxes?

|                                                                                                            |            |
|------------------------------------------------------------------------------------------------------------|------------|
| Shoring up Social Security and Medicare.                                                                   | 67%        |
| <b>Providing access to after-school programs and early childhood development programs like Head Start.</b> | <b>66%</b> |
| Paying off the national debt.                                                                              | 48%        |
| Building new highways.                                                                                     | 32%        |
| Building more advanced military weapons and spending more on military pay.                                 | 27%        |
| Don't know / None of these                                                                                 | 5%         |

**Question 3.**

As children in your community head back to school what are you most concerned about?

[Those polled volunteered their own answers.]

|                         |            |
|-------------------------|------------|
| <b>Violence / Crime</b> | <b>47%</b> |
| Inadequate Education    | 18%        |
| The Cost of Education   | 2%         |
| Any other Concerns      | 21%        |
| No Concern / No Answer  | 11%        |

**July 1-3 1999**

**Question 1.**

Please indicate your level of agreement or disagreement with the following statement: "In the long run, America could greatly reduce crime if we invested more in preventive efforts aimed at helping children and youth get the right start in life. For example, community-based coaching for high-risk teen parents to improve their parenting, Head Start and other early childhood development programs, programs for troubled kids, and after-school programs and mentoring."

| Investing more in preventive programs for kids could greatly reduce crime: |                        |                                   |          |                   |                                         |                              |
|----------------------------------------------------------------------------|------------------------|-----------------------------------|----------|-------------------|-----------------------------------------|------------------------------|
| Strongly Agree                                                             | Agree but not Strongly | Total who Agree or Strongly Agree | Disagree | Strongly Disagree | Total who Disagree or Strongly Disagree | Don't Know / Have no Opinion |
| 62%                                                                        | 27%                    | 90%                               | 6%       | 3%                | 9%                                      | 1%                           |

**Question 2.**

Which of these statements comes closer to your view?

- a) America's fight against juvenile crime **should focus on locking up juvenile delinquents and other punishment** when crimes are committed.
- b) America's fight against juvenile crime must include strong efforts to lock up dangerous delinquents, but **should focus equally on prevention programs** aimed at keeping kids from getting into trouble and on efforts to help get troubled kids back on track.

|                                                                      |            |
|----------------------------------------------------------------------|------------|
| Should focus on locking up juvenile delinquents and other punishment | 14%        |
| <b>Should focus equally on prevention programs</b>                   | <b>81%</b> |
| Don't know / Neither                                                 | 5%         |

The CARAVAN surveys were conducted by Opinion Research Corporation International for Fight Crime: Invest in Kids. 1016 adults, 18 years of age and over, were surveyed during the period of August 12-15, 1999, and 1011 adults were surveyed during the period July 1-3, 1999.

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**Jean Lewis**  
President, Parents of  
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**Gordon Rondeau &  
Elaine Rondeau**  
Founders, Action America:  
Murder Must End Now

**FIGHT  
CRIME**



**INVEST  
IN KIDS**

**Law Enforcement Organization  
Crime Prevention Resolutions**  
(Attached in the following order)

- Major Cities Police Chiefs
- National District Attorneys' Association
- Police Executive Research Forum
- National Sheriffs' Association
- Maine Chiefs of Police Association
- Maine Sheriffs' Association
- Arizona Sheriffs' and
- Prosecutors' Association
- Rhode Island Chiefs' Association
- North Carolina Association of  
Chiefs of Police
- Illinois States Attorneys' Association
- Illinois Chiefs' Association
- California District Attorneys' Association
- California Sheriffs' Association
- Texas Police Chiefs' Association

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**Education Policy Director**

Joe Tom Easley, J.D., M.P.H.

**Development Coordinator**

Jonah S. Van Zandt





## MAJOR CITIES CHIEFS

### Resolution on Curbing School & Youth Violence

*Approved by the*

**Major Cities Chiefs**

February 9, 1999

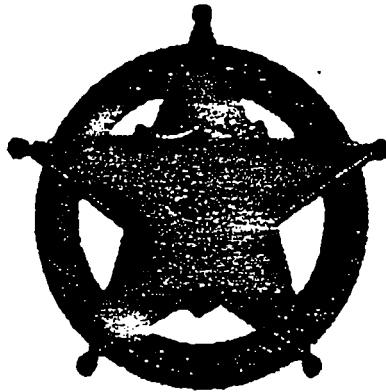
#### RESOLUTION

As police chiefs in America's largest cities, we know that investments today to help kids get the right start are among America's most powerful weapons against crime. Quality child care, parenting coaching and after-school programs can help kids learn the values and skills they need to become good neighbors instead of criminals. We therefore call on all our public officials to adopt the policies described in **FIGHT CRIME: INVEST IN KIDS School and Youth Violence Prevention Plan**:

- ☛ Assure all families access to quality child care for babies and preschool children.
- ☛ Reduce child abuse and neglect by offering all at-risk parents "parenting coaches" through proven home visiting programs, as well as access to community-based family resource centers.
- ☛ Help schools identify troubled and disruptive children at an early age, and provide children and their parents with the counseling and training that can help kids get back on track.
- ☛ Offer all school-age children and teens after-school programs and access to weekend and summer programs that provide recreation, arts, academic support and community service experience.

Phoenix, Arizona  
Los Angeles, California  
Los Angeles Co., California  
San Diego, California  
San Francisco, California  
San Jose, California  
Denver, Colorado  
Jacksonville, Florida  
Metro-Dade, Miami, Florida  
Atlanta, Georgia  
Honolulu, Hawaii  
Chicago, Illinois  
Indianapolis, Indiana  
New Orleans, Louisiana  
Baltimore, Maryland  
Baltimore Co., Maryland  
Montgomery Co., Maryland  
Prince George's Co., Maryland  
Boston, Massachusetts  
Detroit, Michigan  
Minneapolis, Minnesota  
Kansas City, Missouri  
St. Louis, Missouri  
Las Vegas, Nevada  
Newark, New Jersey  
Buffalo, New York  
Nassau Co., New York  
New York City, New York  
Suffolk Co., New York  
Charlotte-Mecklenburg, North Carolina  
Cincinnati, Ohio  
Cleveland, Ohio  
Columbus, Ohio  
Oklahoma City, Oklahoma  
Tulsa, Oklahoma  
Philadelphia, Pennsylvania  
Pittsburgh, Pennsylvania  
Memphis, Tennessee  
Nashville Metro, Tennessee  
Austin, Texas  
Dallas, Texas  
El Paso, Texas  
Fort Worth, Texas  
Houston, Texas  
San Antonio, Texas  
Salt Lake City, Utah  
Washington, D.C.  
Seattle, Washington  
Milwaukee, Wisconsin  
.....  
Calgary, Canada  
Montreal, Canada  
Toronto, Canada

# NATIONAL SHERIFFS' ASSOCIATION



## Resolution

### NATIONAL SHERIFFS' ASSOCIATION SUPPORTS INVESTING IN OUR NATIONS YOUTH

- WHEREAS, public safety is the principal goal of the nation's sheriffs; and
- WHEREAS, our nation's sheriffs work continuously to fight crime and remove criminals from our streets and neighborhoods; and
- WHEREAS, more and more "at-risk" kids are becoming involved in crime because they do not have any other positive alternatives; and
- WHEREAS, the peak hours for violent juvenile crime are between the end of school and 8:00 p.m.; and
- WHEREAS, helping kids keep out of trouble during these hours is an effective weapon against crime; and
- WHEREAS, investing in programs that educate parents and children to become good neighbors is beneficial to the community; and
- WHEREAS, quality child care, parental education and after-school programs can help kids learn the values and skills needed to become responsible adults instead of juvenile delinquents and adult criminals; and
- WHEREAS, sheriffs and other elected officials have a public duty and responsibility to ensure our kids have a fighting chance; now

THEREFORE BE IT RESOLVED that the National Sheriffs' Association supports programs to provide all infants, toddlers and preschoolers with quality educational child care at a price parents can afford; and

THEREFORE BE IT FURTHER RESOLVED that the National Sheriffs' Association strongly supports programs designed to reduce child abuse and neglect by advocating "parenting coaches" through proven home visitation programs and community-based family resource centers; and furthermore the National Sheriffs' Association strongly supports after-school programs, weekend programs, and summer programs that offer recreational activities, academic support, and community service opportunities to America's school-age children.

Adopted at a meeting of the General  
Membership on this 1st day of July, 1998  
in Phoenix, Arizona



POLICE EXECUTIVE  
RESEARCH FORUM

## Resolution on Early Childhood Care and After-School Programs

*May 1, 1998*

As police professionals serving more than 40 percent of the nation's population, we are deeply committed to getting dangerous criminals off the street. But we also know that even the most effective policing, prosecution, and punishment will never be enough to win the fight against crime unless they are coupled with effective prevention and intervention programs that will minimize the need for back-end solutions.

### Findings

Scientific research now clearly shows that quality educational child care, parenting coaching and after-school programs can have a dramatic anti-crime impact because they help kids learn right from wrong and learn the skills and values they need to become good neighbors instead of criminals. In some studies early childhood investments have reduced by as much as 90% the risk of subsequent delinquency and by as much as 80% the risk that a toddler will grow up to have been arrested five or more times as an adult. And after-school youth development programs have been proven to sharply reduce juvenile crime and juvenile victimization.

Research also shows that investments in effective early childhood and youth development programs today will reap dramatic cost savings tomorrow. Boosting such investments represents not only a significant crime-reduction opportunity, but also an opportunity to substantially reduce budgetary demands on federal and state governments in the years to come.

### Call for Action

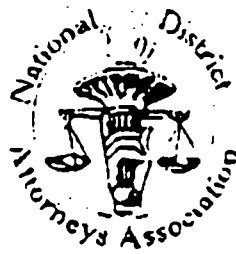
We therefore adopt, as a legislative priority for this year, a call on all our elected officials to support policies that:

- Ensure all communities the funds to provide all infants, toddlers and preschool children with quality, educational child care at a price their parents can afford.

Resolution on Early Childhood Care and After-School Programs  
May 1, 1998

- Reduce child abuse and neglect by offering all at-risk parents "parenting coaches" through proven home visiting programs, as well as access to community-based family resource centers.
- Provide for all of America's school-age children and teens after-school programs, and access to weekend and summer programs that offer recreation, academic support and community service experience.
- Increase existing funds for law enforcement and increase the discretionary authority of law enforcement executives to use those funds to support successful and proven crime-preventing investments in children and youth.

America should move steadily forward to implement on a large scale the child care, early childhood development and after-school programs that have already been proven to prevent crime. We also urge that funds be allocated to permit ongoing evaluation of implementation as model programs are "scaled up," and research on other promising crime-prevention investments, in order to further refine our knowledge of best practices to protect public safety and improve developmental outcomes for at-risk youth.



NATIONAL DISTRICT ATTORNEYS ASSOCIATION

99 Canal Center Plaza • Suite 510 • Alexandria, Virginia 22314

Telephone: (703) 549-9222

Fax: (703) 836-5195

RESOLUTION  
ON  
CURBING YOUTH VIOLENCE

WHEREAS, the National District Attorneys Association (NDAA) recognizes the importance of nurturing and responsible parenting and supports programs that promote core family values, and intervention and prevention initiatives that focus on the serious negative impact of violence, abuse, neglect, crime and drugs upon the lives of youth; and

WHEREAS, the collective experience of state and local prosecutors across the nation is that the incidence of abuse, juvenile crime and delinquency is greatly increased when these basic needs of children have not been met;

NOW, THEREFORE, BE IT RESOLVED that the NDAA supports a coordinated and balanced approach to address our nation's growing youth violence problem, emphasizing the importance of proven prevention and intervention initiatives, such as efforts to ensure the availability of quality child-care, after-school programs and programs aimed at reducing child abuse, provided that such are not viewed as alternatives to the apprehension and prosecution of juvenile criminal offenders.

Adopted by the Board of Directors, March 21, 1998, at Clearwater, Florida.  
98-013.SPR



# California State Sheriffs' Association

Organization Founded by the Sheriffs in 1894

## RESOLUTION ON CURBING SCHOOL & YOUTH VIOLENCE

**WHEREAS:** SHERIFFS WORK EVERY DAY TO GET DANGEROUS CRIMINALS OFF THE STREETS; AND

**WHEREAS:** KNOWING THAT AN INVESTMENT IN HELPING KIDS GET THE RIGHT START IS AMONG AMERICA'S MOST POWERFUL WEAPONS AGAINST CRIME; AND

**WHEREAS:** QUALITY CHILD CARE, PARENTING COACHING AND AFTER-SCHOOL PROGRAMS CAN HELP KIDS LEARN THE VALUES AND SKILLS THEY NEED TO BECOME GOOD NEIGHBORS INSTEAD OF CRIMINALS; AND

**WHEREAS:** THE FOLLOWING POLICIES ARE PART OF THE FIGHT CRIME: INVEST IN KIDS SCHOOL AND YOUTH VIOLENCE PREVENTION PLAN:

PROVIDE ALL INFANTS, TODDLERS AND PRESCHOOL CHILDREN WITH QUALITY EDUCATIONAL CHILD CARE AT A PRICE THEIR PARENTS CAN AFFORD;

REDUCE CHILD ABUSE AND NEGLECT BY OFFERING ALL AT-RISK PARENTS "PARENTING COACHES" THROUGH PROVEN HOME VISITING PROGRAMS, AS WELL AS ACCESS TO COMMUNITY-BASED FAMILY RESOURCE CENTERS;

HELP SCHOOLS IDENTIFY TROUBLED AND DISRUPTIVE CHILDREN AT AN EARLY AGE, AND PROVIDE CHILDREN AND THEIR PARENTS WITH THE COUNSELING AND TRAINING THAT CAN HELP KIDS GET BACK ON TRACK; AND

PROVIDE FOR SCHOOL-AGE CHILDREN AND TEENS AFTER-SCHOOL AND ACCESS TO WEEKEND AND SUMMER PROGRAMS THAT OFFER RECREATION, ACADEMIC SUPPORT AND COMMUNITY SERVICE EXPERIENCE; NOW, THEREFORE BE IT

**RESOLVED:** THAT THE CALIFORNIA STATE SHERIFFS' ASSOCIATION URGES PUBLIC OFFICIALS TO ADOPT POLICIES SET FORTH IN FIGHT CRIME: INVEST IN KIDS SCHOOL AND YOUTH VIOLENCE PREVENTION PLAN; AND

**IT IS FURTHER RESOLVED:** THAT THE CALIFORNIA STATE SHERIFFS' ASSOCIATION ENCOURAGES MEMBERS TO REVIEW FIGHT CRIME: INVEST IN KIDS CRIME PREVENTION RESEARCH AND IMPLEMENTATION STRATEGIES, AND JOIN ITS ANTI-CRIME EFFORTS.

*Adopted this twenty-eighth day of March 1999*

President

Secretary

Executive Director

Attest

## **Resolution on Curbing School & Youth Violence**

*Approved by the*

**California District Attorney's Association**

January, 1999

### **RESOLUTION**

As prosecutors working every day to get dangerous criminals off the streets, we know that investments today to help kids get the right start are among America's most powerful weapons against crime. Quality child care, parenting coaching and after-school programs can help kids learn the values and skills they need to become good neighbors instead of criminals. We therefore call on all our public officials to adopt policies described in FIGHT CRIME: INVEST IN KIDS *School and Youth Violence Prevention Plan*:

- ☐ Provide all infants, toddlers and preschool children with quality educational child care at a price their parents can afford.
- ☐ Reduce child abuse and neglect by offering all at-risk parents "parenting coaches" through proven home visiting programs, as well as access to community-based family resource centers.
- ☐ Help schools identify troubled and disruptive children at an early age, and provide children and their parents with the counseling and training that can help kids get back on track.
- ☐ Provide for school-age children and teens after-school programs and access to weekend and summer programs that offer recreation, academic support and community service experience.

# **Resolution on Curbing School & Youth Violence**

*Approved by the*

**Texas Police Chiefs Association**

February, 1999

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David Broder's July 1996 column about FIGHT CRIME: INVEST IN KIDS ran in more than 140 newspapers nationwide including: *The Washington Post*, *Atlanta Journal & Constitution*, *Houston Chronicle*, *Seattle Post Intelligencer*, *San Diego Union Tribune*, *Cleveland Plain Dealer*, *Oregonian*, *Pittsburgh Post-Gazette*, and many others.

David Broder

# Pseudo-tough talk about juvenile crime

**W**ASHINGTON — It is a fascinating paradox of politics that the further removed an official is from the front lines of the war on crime, the tougher he talks.

That is particularly true of violence by juveniles, a problem that Americans rightly find alarming.

When Republican candidate Bob Dole talked about it in a radio address earlier this month, he promised to crack down on these "merciless criminals capable of committing the most vicious acts for the most trivial reasons: a pair of sneakers or a football jersey."

When President Clinton responded a few days later, he spoke in ominous tones of the fact that in the last two decades, "The number of homicides by teens who have guns has tripled."

**BOTH SAID** prosecutors should have much more leeway to try juveniles as adults.

"If a teen-ager commits a crime as an adult," Clinton said, "he should be prosecuted as an adult."

Before leaving the Senate, Dole introduced legislation to allow adult prosecution of people as young as 13 and the death penalty at 16.

But when a cross section of police chiefs was surveyed by Northeastern University's Center for Criminal Justice Policy on the effectiveness of four approaches to reducing crime and violence, the least favored option was the one candidates Dole and Clinton have endorsed — and many governors already have put into effect.

Only 14 percent of the 540 chiefs chose the policy of trying more juveniles as adults and sentencing more of them to adult prisons.

About the same number said hiring additional police officers would be the



*What works is early work with kids.*

best tool and a somewhat larger group said the priority should be making parents legally liable when their children commit crimes.

The overwhelming majority — three out of every four big city chiefs and three out of five in the overall sample — said the best way to reduce crime and violence is to increase investment in programs that help children and youths get a good start.

These findings were reported at a Washington press briefing last week by a new advocacy group calling itself "Fight Crime: Invest in Kids," run by an activist named Sanford Newman. Participants included police chiefs of Chicago and Buffalo, former chiefs of New York City, Detroit and Washington and the head of the largest police organization, the Fraternal Order of Police.

A cynic might argue that the chiefs — who are, after all, mostly appointees — have just found new rhetoric to support old programs that pump federal money into the cities.

But the cynical view will not withstand the sincerity of people like Gil Kerlikowske of Buffalo, who complained, "The preventive programs are getting lost because everyone (in politics) is trying to grow hair on his chest in this election year."

What he means is illustrated by the juvenile crime bill Dole introduced. It would allocate \$100 million a year for prevention programs run by communi-

ty-based groups, including religious organizations, and four times that amount for investigating, prosecuting and jailing juvenile offenders. The whole \$500 million would be paid for by cutting "social spending provisions" of the 1994 crime bill, including after-school and family counseling programs.

James Alan Fox, the Northeastern University center's director, presented studies from criminology literature showing that intensive early intervention can reduce the later delinquency and criminal behavior of at-risk youths by as much as 80 percent. In Lansing, Mich., when police, schools and social service agencies began youth programs in a new community center, the number of crimes in nearby neighborhoods was cut from 156 in 1990 to 40 in 1993.

I was skeptical about these case studies. But John J. Dilulio Jr., of Princeton, a scholar whose work is much admired by conservatives and who was not part of this group, told me, "The more scientific the study, the stronger the link and the more positive the results. We now can say with some confidence that programs that get responsible adults involved with at-risk kids can reduce later delinquency and crime."

**THAT IS** of enormous importance, because teen-agers have the highest arrest rate for violent offense and in the next decade, the number of teen-agers will explode. There are now 39 million children under age 10, the most since the 1950s.

Prosecuting teen criminals as adults may satisfy political pressures, but we better be serious about preventing their younger brothers from becoming criminals — or we are in big trouble.

Washington Post Writers Group

# The Boston Globe

FRIDAY, NOVEMBER 1, 1996

## Studies prove it: The best way to fight crime is to invest in children

**ELLIOT L. RICHARDSON  
and R. GIL KERLIKOWSKE**

**A**ll across America, candidates for federal, state and local office are talking about crime. But too few are focusing on our most effective weapons in the battle against crime — the proven investments that help children get the right start in life so they become contributing citizens instead of criminals.

Incarcerating dangerous criminals is a vital defense. But few battles are won with defensive tactics alone. Those of us who have been on the front lines as police, prosecutors and crime survivors know America must fight crime not just from the back but by investing in Head Start and parenting education, "keep up" programs to prevent overburdened schools and vulnerable students from falling behind, after-school, mentoring and job training programs and strategies to address delinquency and help troubled children get back on track.

Do these investments really reduce crime? Absolutely. For example:

- The High/Scope Foundation's Perry Preschool study in Ypsilanti, Mich., showed that when at-risk 3- and 4-year-olds were randomly assigned to receive child care similar to a Head Start program, together with a weekly home visit providing coaching for parents, the risk these children would grow up to become chronic lawbreakers was cut by a startling 80 percent.

- The Syracuse University Family Development Study showed that providing quality early-childhood programs to families until children reached age 5 reduces the children's risk of delinquency 10 years later by 90 percent.

- The Quantum Opportunities Program, conducted in Philadelphia, San Antonio, Milwaukee, Oklahoma City and Saginaw, has shown that a high school program of counseling, academic and life-skills support, community service and other incentives cut the risk of arrest during high school years by 50 percent.

Even when youths begin to get into trouble, we don't have to throw in the towel. The Salt Lake County Juvenile Court, for example, found that when it randomly assigned some delinquent children and their families to participate in family systems counseling, their risk, as well as their siblings' risk, of committing an offense was cut in half.

No wonder that in a recent survey by criminologist Jack McDavitt, nine out of 10 police chiefs said, "America could sharply reduce crime if government invested more" in these programs. Police chiefs know their first mission is responding to the public's calls by arresting

criminals and seizing drugs and guns from the street. But when asked which strategies would have the greatest long-term impact in reducing crime, police chiefs picked increasing investments in children by a 3-to-1 margin over trying more juveniles as adults or even hiring more police officers.

Can we afford to make these investments? Economist Steve Barnett estimates that the High/Scope preschool program saved nearly \$150,000 in crime costs alone per participant. Professor Mark Cohen of Vanderbilt University estimates that preventing one high-risk youth from becoming a criminal saves at least \$1.5 million. Yet these investments are so underfunded that they can reach only tiny fractions of those who need them.

That is why we recently joined with many other police leaders, prosecutors and crime survivors in launching the "Fight Crime: Invest in Kids Campaign" and in challenging candidates to tell the American people what they will do to increase the front-end investments proven to dramatically reduce crime.

Back-end, punishment-only approaches can't undo the agony crime leaves behind. As Marc Klaas explained, after his 12-year-old daughter's murderer was sentenced to death: "That won't bring Polly back. When politicians pretend that punishing criminals after people are hurt is a substitute for preventing crimes, the first people who get sentenced are crime victims and their families — sentenced to shattered lives and broken hearts."

Ignoring prevention investments leaves us stuck on a treadmill, running faster and faster to put people in jail while kids are turned into criminals faster than we can lock them up. To make America safe, we need to be as willing to guarantee our kids space in Head Start or an after-school or job training program as we are to guarantee room and board in a prison cell for a criminal.

We'll win the war on crime when we're ready to invest time and dollars in our most vulnerable youths before they become our most wanted adults.

It's time Republicans and Democrats joined in a commitment to the investments in children. These programs are our strongest weapons in the fight against crime. Each of us should join Jean Lewis, president of the National Organization of Parents of Murdered Children, in taking this pledge: "When I cast my vote, I'll be asking which candidates are ready to fight crime not only from the back end after someone has been hurt, but also from the front end by investing in today's children — because anything else is too little, too late."

*Elliot L. Richardson served as US attorney general, secretary of commerce, secretary of defense and secretary of health, education and welfare. Buffalo Police Commissioner R. Gil Kerlikowske is president of the Police Executive Research Forum.*

# Study says youth crime peaks before 8 p.m.

## Justice officials want Congress to spend more on after-school programs

Knight-Ridder Newspapers

WASHINGTON — Violent juvenile crime on school days occurs much more frequently between 2 p.m. and 8 p.m. than late at night, says a report released Wednesday.

With violent juvenile crime rising, the Justice Department is promoting the report to persuade the Republican-controlled Congress to spend more money on after-school youth programs. Several bills are pending and may be taken up this week.

"In the afternoons, we used to have sports, drama and music. We had violins, and now it's violence," said James Alan Fox, dean of Northeastern University's College of Criminal Justice in Boston and an author of the report. "We've closed down ball fields. We've closed down community centers. We have disinvested in childhood, and kids literally have too much time to kill."

The report also raises questions about the need for curfews, a popular crime-control measure. Although many civil rights groups and individuals challenge the constitutionality of curfews, about three-fourths of the nation's 200

biggest cities have them.

The report says that on school days, nearly half of violent juvenile crime — murders, rapes, robberies and aggravated assaults — occur from 2 p.m. to 8 p.m. It found that just one-seventh occurs from 11 p.m. to 7 a.m., when curfews typically are in effect.

"What a curfew does is tell kids, 'You should not commit crimes when you are asleep,'" Mr. Fox said.

The report was released by Fight Crime: Invest in Kids, a youth-advocacy group made up of police chiefs, prosecutors and crime survivors.

The study, billed as the most comprehensive on the relation of crime by people under 18 and the time of day, details how crime tracks juveniles' movements.

Violent juvenile crime triples from 3 p.m. to 4 p.m., the hour immediately after school, compared with 1 p.m. to 2 p.m., when school is still in session. It dips around dinner time, rises slightly, then declines in the later evening as most parents want their children home for bed.

In contrast, Mr. Fox said, adult

crime rises all through the day and evening and peaks at 11 p.m.

The new report focuses on school days, when 57 percent of violent juvenile crime is committed. Mr. Fox said that juvenile crime on weekends and during the summer is also higher in the afternoon and evening than the morning or late night, but without the 3 p.m. peak. "Prime time for juvenile crime," Mr. Fox said, is when parents are working and kids are hanging out on street corners with little to do.

The study's findings did not surprise Detroit Police Chief Isaiah McKinnon, whose city struggles with violent juvenile offenders.

Mr. McKinnon said most cities confront a "triple-edge sword," meaning they need to worry about kids during school hours, after school and late at night. He said police officers have to monitor truants who gather at "skip houses" where parents aren't home, as well as youths who are unsupervised after school.

He also said the report is evidence that curfews affect crime.

"Those communities that are enforcing curfews, where children

are being told to stay in their homes, that is why less crime is occurring," said Chief McKinnon whose city has an 11 p.m. curfew.

Attorney General Janet Reno and leaders of the youth-advocacy group use these figures to criticize pending crime legislation.

Over the next few weeks, Congress will consider two measures that deal with juvenile crime. In one, President Clinton proposed \$6 million for after-school programs but House and Senate legislators want to cut that.

Another Senate bill would spend \$868 million over five years on juvenile justice. But a big chunk of that — \$500 million — would be a block grant in which after-school programs would compete with juvenile facilities, drug testing, juvenile records and truancy programs for a share of new funding.

"There is no doubt that prevention is important, but throwing more money at these programs is not necessarily the answer," Sen. Jeff Sessions, R-Ala., chairman of the Senate's youth crime subcommittee, said in a statement. "Before spending more money on prevention we need to first take a close look at the programs currently in place."

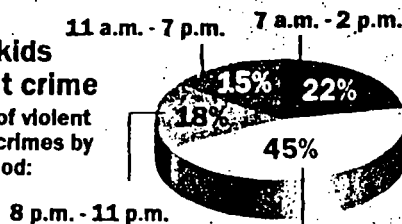
Distributed by Knight-Ridder  
Tribune News Wire

### After school is crime time

A new study documents what time of day children under 18 commit violent crime on school days. Some highlights:

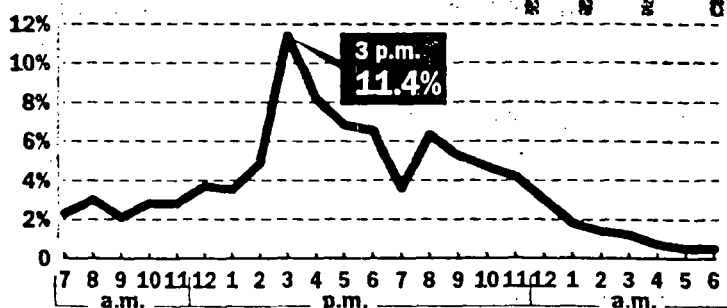
#### When kids commit crime

Percent of violent juvenile crimes by time period:



#### By the hour

Percent of violent juvenile crimes by hour:



This Knight Ridder story about FIGHT CRIME: INVEST IN KIDS' joint press event with Attorney General Janet Reno appeared on September 11 and 12, 1997, the *The Atlanta Journal-Constitution*, the *Philadelphia Inquirer*, the *Arkansas Democrat Gazette*, the *Denver Post* and many other newspapers totaling a circulation of over 3 million.

# The Washington Post

FRIDAY, FEBRUARY 6, 1998

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## Police Officials Back Spending On Child Care

By Barbara Vobejda  
Washington Post Staff Writer

After lobbying Congress to ban weapons and put more officers on the street, police officials from around the country have seized on what they say will be an even more powerful anti-crime weapon: child care.

Yesterday, more than 170 police chiefs, sheriffs and prosecutors called for the states and federal government to increase support for quality educational child care for preschoolers and after-school programs for older children.

They said after-school programs would keep children occupied in positive ways at a time of day when juvenile crime peaks. And they cited research indicating that children who have attended early education programs similar to Head Start are less likely to become delinquent offenders.

The group praised President Clinton's recent proposal to spend nearly \$22 billion over five years to improve child care and help low-income parents pay for it. If enacted, "it would be one of the most important steps Congress has taken to fight crime," said Sanford A. Newman, president of a Washington group that brought together the law enforcement officials, called Fight Crime: Invest in Kids.

Their lobbying support adds a new twist to the growing child-care debate, which could become a major legislative battle this year. Republican leaders have rejected the administration's plan as too expensive and many have said any child-care measure must provide help to stay-at-home parents as well as working parents.

Yesterday, the debate shifted again as the crime prevention argument triggered a new round of criticism.

"The whole idea that kids commit crimes simply because their parents aren't around is specious," said Darcy Olsen, a policy analyst at the libertarian Cato Institute. "Most people in the country have spent time without their parents at one time or another and not become criminal."

Brenda Hunter, a psychologist who appeared last week with the conservative Family Research Council in opposition to the president's plan, said "the research is being misinterpreted" by those advocating more child care.

"The research supports consistent, sensitive and responsive nurturing and mother is the best person to provide that," she said.

But law enforcement officials at yesterday's news conference urged that the child-care debate not pit working parents against stay-at-home parents.

Arlington County Police Chief Edward A. Flynn, one of the police officials appealing for more child-care funding, called it an "endless no-win debate over the philosophy of the family unit." The reality, he said, is that most parents work out of economic necessity.

The group referred to several studies, including one at the Perry Preschool program in Michigan, which is similar to Head Start, which found children who had been in the program were five times less likely to become chronic lawbreakers than a comparable group that had not attended the program.

One of the important ingredients of such programs, said Newman, was parent education, which helps reduce child abuse and neglect. That, in turn, helps reduce the likelihood those children will grow up to be lawbreakers.

Child care and after-school programs "are smart spending," Flynn said. "They can save us billions of tax dollars" that might otherwise be spent on imprisoning offenders and the other costs related to crime.

The group called for a bigger investment than Clinton's plan—more than \$130 billion over five years—to provide all families that need it good child care, after school care and help with parenting skills.

WEDNESDAY, JULY 28, 1999

**JUDY MANN**

## Invest in Kids Now, or Pay Later

**I**n an average week, 40 children are killed in America by violence. Most of these killings—98 percent, in fact—take place outside of schools. We are paralyzed with shock at the killings in a Littleton, Colo., high school, but do the math and it shows the deaths among youngsters that don't make the headlines add up to more than 150 Littletons a year.

In the last few months, there's been the usual hand wringing over school violence and the requisite White House conference. But at summer's midpoint, when policies and programs affecting schools should be moving into place for fall's opening, there's scant evidence of significant changes. In fact, programs that could prevent youth violence are in considerable jeopardy in the Republican tax-cutting plans. In the end, Littleton has not had much of an impact.

What makes this more than a pity, what makes it really unforgivable, is that there are proven programs that curb violence and other dangerous behavior.

Fight Crime: Invest in Kids is an organization formed in 1996 with the bedrock philosophy memorably expressed by former Winston-Salem police chief George Sweat. As he put it: The fight against crime "needs to start in the highchair, not wait for the electric chair." What gives the message so much clout is that it comes from a group whose members include 500 police chiefs, sheriffs, district attorneys, violence prevention scholars, as well as parents who have lost children to violence. This is not the ivory tower liberal set. These are people who are on the bloody front lines.

They have put together a School and Youth Violence Prevention plan, which has been endorsed by many national and state law enforcement organizations. Minimizing access to guns is a given. But their plan also involves other aspects, including early intervention and prevention programs that spot troubled kids and make sure they get timely and effective help. Most young people who engage in violence show signs of problems in elementary school. Fight Crime: Invest in Kids cites studies that show that children who get professional help when they are young are 50 percent less likely to be delinquent later on.

They want all children to have access to good after-school programs. The importance of this can't be overstated: Violent juvenile crime triples in the hour after school ends, and after-school hours are peak hours for kids to become crime victims or to be involved with drugs, alcohol or sex. Being unsupervised after school doubles the risk that eighth-graders will smoke, drink or use drugs.

But there are programs that work against those influences. In a five-city study, half of a group of at-risk high school youngsters were assigned to participate in the Quantum Opportunities after-school program. The high school freshman boys randomly selected from welfare households were only one-sixth as likely to be convicted of a crime during the high school years those not selected. All of the boys and girls

selected were one-fourth as likely to be convicted of a crime as those not chosen. The boys and girls who participated in the program were 50 percent more likely to graduate from high school on time.

The third part of the invest-in-kids plan would provide access to early childhood development programs for all families. This is the time when children learn to get along with others. Researchers at the High/Scope Educational Research Foundation enrolled half a group of low-income toddlers in quality child care. Twenty-two years later, those left out were five times as likely to have become chronic lawbreakers.

The fourth dimension calls for preventing child abuse through programs that coach parents on how to relate to their children, and through programs to help heal abused and neglected youngsters. Parenting programs for low-income, first-time mothers have cut abuse and neglect by 80 percent and halved the numbers of subsequent pregnancies.

Economist Steven Barnett found that the High/Scope Foundation's Perry Preschool program saved \$150,000 per participant in costs that would have been incurred had they become involved in crime.

When Professor Mark A. Cohen, of Vanderbilt University, studied chronic offenders, he estimated that each youngster saved from a life of chronic crime saves Americans between \$1.7 million and \$2.3 million in the cost of incarceration and in victim costs, such as pain and suffering and property loss.

These kinds of programs should be expanded as part of a crime-fighting initiative. Instead, they are going to be put on life support if the tax cut package approved by the House last week becomes law.

There is, as with all budget matters, some history. When Congress adopted the Balanced Budget Act in 1997 it required massive, across-the-board spending cuts, starting with small cuts in fiscal 1997 and 1998. Cuts of 11 percent to 14 percent are required this year, with more cuts over the next 10 years. The budget surplus we've been hearing so much about is dependent on these spending caps.

Sanford A. Newman, president of Fight Crime: Invest in Kids, says, "Key Republicans who head the appropriation process have already said they can't even come up with appropriations bills that stay within these caps, so it's been widely assumed they'd be lifted this year since cuts are no longer necessary to balance the budget. These bills would lock in massive budget cuts and likely produce a massive crime wave for decades to come."

These spending caps have gotten relatively little attention, but their implications for federal spending in all areas, including law enforcement and programs for children, are huge. Instead of investing in kids, we are headed straight down the road of investing in criminals. It's shortsighted and fiscally foolish. It makes even less sense if you allow yourself to think about the tache and human tragedy of children to violence.

## Making Kids Safer

When kids pull out their guns at school and open fire on classmates and teachers, it tends to get our attention. Which is why school safety has trumped academic quality as the top concern of parents whose children are returning to school this month.

Parents and school board members are clamoring for metal detectors, armed guards, see-through knapsacks, whatever it takes. Some of the wackos at the National Rifle Association want to arm teachers and administrators. Kids are being thrown out of school for trafficking in violent fantasies and — in the case of a second grader in Maryland — making a gun out of construction paper.

Please, a little perspective.

James Alan Fox, a professor of criminal justice at Northeastern University, reminds us that despite the tragedies in Littleton and Jonesboro, the public schools are just about the safest places available for children.

"If you look at the school shootings for last year and the year before, there were about four dozen homicides a year," he said. "When you consider that there are about 50 million schoolchildren, the chance that your child will get killed in school is literally one in a million."

His point was not that we should be unmoved by the four dozen homicides that occur annually at schools, but that we should be taking steps to cut down on the violence that threatens youngsters wherever they might be. And the most effective way to do that, according to Professor Fox and a sensible group in Washington called *Fight Crime: Invest in Kids*, is to look beyond the quick fixes (metal detectors and the like) to those difficult, long-term preventive efforts that can bring about wholesale reductions in the amount of youth crime and violence.

In addition to saving lives, you can enrich the environment of enormous numbers of children by investing in early childhood education programs like Head Start, by providing after-school programs that give children and teen-agers something valuable to do during the peak crime hours for juveniles (2 P.M. to 7 P.M.), and by offering parenting programs and other assistance to young mothers and fathers whose children are at high risk for getting into trouble.

*Fight Crime: Invest in Kids* is a group of 550 law enforcement officers and crime victims. Many of its members are fiscally conservative, but the group is committed to public

investment in crime prevention programs that have been shown to work.

"We have 40 kids being killed a week, 98 percent of them outside of schools," said the group's president, Sanford Newman. "We know how to dramatically reduce that violence."

After-school programs are among the easiest and most effective crime prevention efforts. As Professor Fox put it:

"Bring back the 'frills' in school — violins rather than violence. In the wake of various taxpayer revolts, many of the extracurricular options — band, chorus, drama, various sports, computer clubs, etc. — were eliminated in a return to the basics.

### A challenge to quick school fixes.

This has made school increasingly distasteful and unpleasant for those kids who fail to excel in academics, but could feel good about their achievements in other areas."

Some school districts have restored after-school programs in recent years but have undermined their effectiveness by placing them off limits to the kids who need them most. In some cases youngsters who do not maintain a C average are barred from extracurricular activities. Or kids whose parents cannot provide transportation at the end of the extended school day are excluded.

"What we've done," said Professor Fox, "is made after-school programs a privilege for the good kids as opposed to a necessity for the marginal kids."

*Fight Crime: Invest in Kids* sponsored a poll in which 47 percent of respondents said their chief concern as kids headed back to school was the problem of crime and violence. Nineteen percent cited academic issues as their top concern.

Both Mr. Newman and Professor Fox said the concern over school violence presented an opportunity to generate support for programs that target violence in general.

"You can understand the anxiety over violence in the schools," said Professor Fox. "What we should do is build upon that anxiety to do some really meaningful things for children." □

# The Washington Post

TUESDAY, AUGUST 31, 1999

## Polls Urge Taxes to Fund Youth Crime Prevention

*More Early Childhood, After-School Initiatives Sought by Law Enforcement Group*

By SEWELL CHAN  
Washington Post Staff Writer

Congress should use the budget surplus to expand Head Start and other early childhood development initiatives and after-school programs, a group of national and local law enforcement executives urged yesterday.

Fight Crime: Invest in Kids, a nonprofit organization of 550 law enforcement officials and crime survivors, has written Congress asking for new funding for Head Start, day-care programs, parenting classes, family counseling and delinquency prevention efforts.

If Congress passes tax cuts instead of investing in children, "we'll be looking at a crime wave the likes of which we've never seen before,"

Sanford A. Newman, the organization's president, said at a news conference outside the District's Alice Deal Junior High School.

The group released the results of two polls conducted this summer that found that 74 percent of the respondents would be willing to pay more taxes or forgo a tax cut in order to provide greater access to after-school and early childhood development programs to combat youth violence. Each survey polled about 1,000 people.

Two-thirds of those polled said initiatives that deter youth violence are a greater national priority than cutting taxes; 81 percent said violence prevention programs are as important as efforts to punish or incarcerate young offenders.

Arlington Police Chief Edward

A. Flynn and D.C. Executive Assistant Police Chief Terrance W. Gainer endorsed the findings of both polls.

"We invest far too little in our kids," said Gainer, who was director of the Illinois State Police before coming to the District last year. He said his oldest son, an FBI agent, and his second-oldest son, a Cook County, Ill., prosecutor, are "now locking up the grandchildren" of people Gainer arrested as a rookie officer in Chicago.

"We need to do something about making sure our kids don't have run-ins with law enforcement," Gainer added, noting that preventive rather than reactive efforts are a key element in community policing. "Prevention is the only solution," he said.

The group's recommendations also have been endorsed by the Major Cities Chiefs and the Police Executive Research Forum, Newman said.

In the District, police have been working with school officials and security guards to document disputes among children, according to Assistant Chief Brian K. Jordan, who said, "Many of the incidents either carry over from school to the streets or from streets to the school."

Jordan said school safety coordinators met last week with conflict resolution experts and members of the police emergency response team to discuss how to prevent school violence and keep school buildings closed to people who don't belong there.

THE NATION'S NEWSPAPER

# USA TODAY

NO. 1 IN THE USA . . . FIRST IN DAILY READERS

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## NATIONLINE

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**CONCERN FOR KIDS:** Three out of four U.S. residents are willing to pay more taxes or pass up a tax cut to provide children with access to good early childhood development and after-school programs, according to a survey of 2,027 adults. The survey, done for Fight Crime: Invest in Kids, also found: 47% say violence and crime were the top concerns as students return to school, and 90% agree or strongly agree that crime could be reduced by investing more in preventive programs for kids.

Fight Crime: Invest in Kids is an organization of crime victims, police chiefs, sheriffs, prosecutors and other law enforcement leaders.

— Gary Fields

# The Sacramento Bee

## Anti-crime lobby urges school-violence programs

Americans willing to pay, group says

By Muriel Dobbin  
Bee Washington Bureau

WASHINGTON - Armed with new polls showing Americans are alarmed about school violence, a crime-fighting lobby on Monday called on Congress to boost federal funding for programs that could "close the crime-prevention gap."

The group, called Fight Crime: Invest in Kids, said Americans overwhelmingly are willing to pay more taxes or give up a

tax cut to put money into prevention programs.

Sanford Newman, president of the organization that represents 500 police chiefs and victims of violence, released surveys indicating that the public's concern over school violence rivaled its anxiety about shoring up Social Security and Medicare.

He called on Congress to increase, by more than \$26 billion, funding for programs such as Head Start, which helps children in the early stages of schooling, and the 21st Century Community Learning Centers, which would provide after-school programs.

Polls taken this month for the group showed that 66 percent of adults thought that providing access to after-school and early childhood development programs was more important than receiving a tax cut.

Of those interviewed, 50 percent said they would be willing to pay more taxes to fund violence prevention projects, and 47 percent said they were more concerned about violence and crime in schools than in the cost or quality of education.

"Key solutions are linked to prevention," said Newman, who appealed to lawmakers to rescue programs so underfunded that they currently reach "a frac-

tion" of the kids who need them.

In a letter to President Clinton and congressional leaders, the anti-crime group warned that tax-cut proposals risked a new crime wave.

James Fox, professor of criminal justice at Northeastern University in Boston, cautioned against relying on "quick fixes" in schools, such as more metal detectors, security guards and locked doors.

But Fox criticized Clinton for launching a series of television ads depicting scared youngsters pleading with schoolmates to behave. He also complained about school decisions to put more guards in the halls,

a move he said would boost student anxiety.

Instead, Fox said, schools should restore extracurricular activities such as band, chorus, drama and sports, which in many cases were cut to save money. He also recommended decreased class size, and an early warning system designed to track troubled kids from early grades rather than seeking "just in time" signs of impending violence.

He also recommended alternative programs for students suspended for carrying weapons, noting that expulsion means putting potentially dangerous and unsupervised kids on the street.

Sacramento, CA

BEE

Sacramento  
Met Area

Tuesday

0 293,737

AUG 31, 1999

LUCE P1416  
PRESS CLIPPINGS

October 19, 1999

Mr. and Mrs. Fernando Del Rio  
5060 Mount Helena Avenue  
Los Angeles, California 90041

Dear Anna and Fernando:

Thank you for your heartfelt letter. Teresa sounds like she was a truly wonderful young woman. Hillary and I know our words cannot ease the pain you are feeling, but we want you to know that you are in our thoughts and prayers. As the parents of a young college student about Teresa's age, we know how dearly you must have loved her and understand, if only in our worst fears, the horror of what has happened in your lives.

While we cannot bring back Teresa or others who have lost their lives, I want you to know that I am committed to doing all I can to end such senseless acts of violence. For more than six years now, my Administration has worked hard to fight crime and protect our children. We have more police on the street, better crime prevention measures, and tougher penalties for hardened criminals. We have worked with Congress to develop a comprehensive anticrime strategy that includes the 1994 Crime Act, the Brady Act, and other strong laws aimed at violent criminals.

These are important accomplishments, but they are steps we must build on. We simply must do more to keep guns out of the hands of criminals and away from children. Your support of my position on gun legislation means a great deal to me, and you can be assured that I will continue to urge Congress to side with our children instead of the gun lobby and pass the common-sense gun laws that I proposed in the spring and the Senate passed.

My Administration has launched a national grassroots campaign to address the problem of youth violence and to provide parents with an opportunity to share their concerns and experiences. In order to end this painful epidemic in

Leann /  
Ann  
If I have more info  
you need it  
-Kam

our country, all sectors of society must work together to counter the culture of violence and build in its place a culture of values. I'm grateful for your willingness to help others by speaking out about your experiences, and I have shared your letter with members of my staff and with Jeffrey Bleich, executive director of the National Campaign Against Youth Violence.

Hillary and I hope that the loving support of your family and friends will comfort you during this difficult time. God bless you.

**BILL CLINTON**

Sincerely,

BC/RMS/DDA/SH/DC/emu-ddj  
(9.delrio.f)

(Corres. #4477554)

WHcc: w/copy of inc. to:  
Mr. Jeffrey Bleich  
Executive Director  
National Campaign Against  
Youth Violence  
19th Floor  
33 New Montgomery Street  
San Francisco, California 94105-9781

cc: John Wertman, 97 OEOB  
cc: Renee Sagiv, 97 OEOB  
cc: Karin Kullman, 207 OEOB

October 19, 1999

Ms. Angela Brown  
Awakening Women  
Post Office Box 1838  
Bowie, Maryland 20716

Dear Angela:

Thank you for sharing your moving story with me. I'm glad you've been able to make such a difference in the lives of others affected by violence. Your record of accomplishments is impressive, and I have shared your materials with members of my staff and with the executive director of the National Campaign Against Youth Violence.

I remain committed to doing all I can to end senseless acts of violence. That is why I launched a national grassroots campaign to address this serious issue and to provide parents with an opportunity to share their concerns and experiences. In order to end this painful epidemic, parents, students, teachers, public officials, and entertainment leaders must work together to counter the culture of violence and build in its place a culture of values.

Thanks to committed individuals such as you, we can build a better future for the children of our nation. Best wishes and God bless.

Sincerely,

**BILL CLINTON**

BC/TFS/DDA/DC/ws-ddj (Corres. #4426849)  
(9.brown.a)

cc: w/copy of incmg to William Modzeleski, DOEdu.

~~cc: w/copy of incmg to Karin Kullman, 207 OEGB~~

cc: Tracy Sisser, 97 OEGB

WHcc w/inc. to:

Mr. Jeffrey Bleich

Executive Director

National Campaign Against  
Youth Violence

19th Floor

33 New Montgomery Street

San Francisco, California 94105-9781

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
|--------------------------|---------------|------|-------------|
|--------------------------|---------------|------|-------------|

|             |                                                        |            |      |
|-------------|--------------------------------------------------------|------------|------|
| 001. letter | Angela Brown to President William J. Clinton (2 pages) | 06/01/1999 | b(6) |
|-------------|--------------------------------------------------------|------------|------|

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Ann O'Leary  
OA/Box Number: 19586

### FOLDER TITLE:

Youth Violence Groups/Issues [Folder 2] [1]

2013-0436-S  
rc1258

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

# **ANGELA R. BROWN**

## **Awakening Women**

15903 Pointer Ridge Drive

Bowie, MD 20716

301-249-4733

### **AUTHOR**

### **RECOVERED VICTIM OF BATTERING AND ABUSE**

### **WOMAN'S RIGHTS ADVOCATE**

### **SPEAKER**

### **RADIO AND TELEVISION PERSONALITY**

### **WASHINGTON WORKING WOMAN OF THE YEAR 1998**

Angela has spent 10 years speaking out for the underdog: as the founder of a group for victims of faulty plastic surgery, as the author of a book, "When All the Doors Close, Look to the Windows", depicting the suffering and recovery of a battered woman, and as a lecturer on avoiding and recovering from abuse and battering.

Angela has appeared on over 50 local and network radio and television shows including ; "Twenty-Twenty", "60 Minutes" "Prime Time Live", "Geraldo", "Joan Rivers", "Donahue", "Larry King Live", "The McLaughlin Report", "Good Morning America", and "Issues and Answers", as an advocate for human rights.

She has testified before congressional committees on the dangers of cosmetic plastic surgery and women's health issues.

She is a certified lay legal advocate for battered women in Prince Georges County, a trained court observer for women's issues in Montgomery County, Trained as a specialist in "Domestic Violence and Addiction " at the Institute of Alcoholism and Drug Abuse Studies (OETAS) Seminar at Salisbury State College. Taught Seminars on "Alcohol and Drug Abuse", "Domestic Violence - How To Protect Yourself", and "Letting Go and Going On" at Salisbury State.

She has presented seminars at various locations in Maryland to groups of battered women on how to deal with spousal abuse. She is a trained specialist in the use of the Addiction Severity Index (ASI) by NIDA.

Beginning in 1996 and continuing through today, Angela has worked closely with the children at the Chenttenham, Maryland facility. In this

period, not one of the children she has worked with has returned to incarceration after release. She also has worked with the children at Waxters Juvenile Facility and Boy's Village at Cheltenham, Maryland.

During 1997, President William Clinton thanked Angela, in a letter, for her involvement dealing with abuse and domestic violence.

In 1997 and 1998 the Maryland Juvenile Justice Authority gave Angela "Outstanding Achievement Awards" for her dedicated work with the children. In 1998 Gilberto DeJesus, the Secretary of the Maryland Juvenile Justice Authority gave Angela the "Secretary's Citation" for her dedicated, outstanding work.

Angela was chosen "Working Woman of the Year for 1998" in the field of communications by WJLA-TV, Channel 7, Washington, DC. She was presented her award on Friday November 6, 1998 by Anchorwoman Kathleen Matthews. The awards were sponsored by WJLA, Journal Newspapers, Toyota Dealers, Bally's, Macy's, Odyssey Cruises, WASH-FM.

She has published her own line of "Healing Cards" dealing with; Life, Choices, Love, A Child, Divorce, and Widowhood.

Angela is a concerned, caring person who will get involved and has personally overcome the problems with which she deals.



**Angela R. Brown**

**Inspirational & Motivational  
Speaker**

**Noted Author**

*Angela's Powerful &  
Eye-Opening Presentation  
Results From Her Experiences as  
An Abused Child, a Battered Wife,  
Mother of a Murdered Child, &  
as a Widow*

## **Angela Brown Chose to Survive & You Can Too**

*"Survivor or Victim - You need to choose  
your path and then choose how you will  
walk it - The Final Choice is Yours!"*

**A**ngela is a unique and charismatic speaker who instantly captivates her audiences. Her powerful message has touched the hearts of millions. Angela's presentations show you how to thrive and maximize your choices.

**W**ith strength and courage, Angela shares her recovery with you in her presentation resulting from her experiences as an abused child of an alcoholic parent, a battered wife, a mother of a murdered child, and as a widow.

**A**noted author, Angela tells her story in her new book, *"When all the Doors Close, Look to the Windows."*

**A**ngela is a member of the Washington Speakers Bureau and the National Speakers Association.

*Life's Choices - "The road to recovery  
is your choice. The way we relate to  
each of our experiences will make  
or break our lives."*

## **What Others Say About Angela**

"Angie is well versed and very open when telling her story."

**Larry King of Larry King Live**

"I enjoyed having Angie on my show. She's attractive, bright and speaks from her heart."

**Geraldo Rivera**

"Angie was a great guest. I think she's the first person who could out talk me. She was well prepared and spoke honestly about her life."

**John McLaughlin**

## **Angela's Steps to Survival**

**Love Yourself!**

**Make Choices!**

**Live With the Outcome!**

**Be an Optimist!**

**Make Each Day Count!**

**Eat as Much of Life as You Can!**

**Call ANGELA at 301/249-4733 to Address Your Next Group**

December 7, 1999

Mr. Jody Carter  
National Youth Action Council  
Foundation of America  
Suite D  
43 Malaga Cove  
Palos Verdes, California 90274

Dear Jody:

Thank you for your letter and the materials regarding the National Youth Action Council. I appreciate your invitation to attend a press conference this Spring and the Youth Convention 2000. Although I never know what my schedule may hold, I have passed along your correspondence to my Scheduling Office for consideration.

I was pleased to have the opportunity to meet with representatives of the National Youth Action Council, and I am inspired by their commitment to the search for concrete solutions to the challenges they see in their communities. By working together, we can counter the culture of violence and build in its place a culture of values. I am deeply grateful for your involvement in this important endeavor, and I send my best wishes to all the members of the National Youth Action Council.

Sincerely,

**BILL CLINTON**

BC/RMS/DA/DC/pfs-ws-ckb (Corres. #7029599)  
(11.carter)

cc: DWB/SPM, 94 OEOB  
w/copy of inc Carrie Street, 184 OEOB  
~~w/copy of inc and out Karin Kullman, 207 OEOB~~  
John Wertman, 97 OEOB

DR



THE PRESIDENT HAS SEEN

10-21-99

# YOUTH INAction

Los Angeles

Kansas City

Washington D.C.

CAMPAIGN

## NATIONAL YOUTH ADVISORY COUNCIL

Jill Asmus, National 4-H Council  
Jody Carter, Hugh O'Brian  
Youth Foundation  
Marie Celestin, Youth On Board  
Nicole Childers, University of  
Pennsylvania  
Tami Colon, Campfire Boys  
and Girls  
Brenda Curry, Berea College  
Mark Ferguson, Youth On Board  
Zach Goldberg, YMCA  
Shanna Paddock, United National  
Indian Tribal Youth  
Benjamin Quinto, Founder,  
UN Youth Assembly  
Erin Seltzer, Guilford College  
Perren Thomas, National  
Urban League  
Frank Vivacqua, NY State  
Commission & National  
Community Service

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National Publicity, A&M Records  
Peter Raducha, Executive Director,  
Foundation of America  
Kelly Ellison, Development Director,  
Foundation of America

## NATIONAL AFFILIATE ORGANIZATIONS

(partial list)

American Academy of Pediatrics  
American Association of School  
Administrators  
Camp Fire Boys and Girls  
Hugh O'Brian Youth Foundation  
Junior Achievement  
National Association of Secondary  
School Principals  
United States Conference  
of Mayors  
YMCA National State  
Office Network  
Youth Service America  
YWCA of the USA  
National 4-H  
National Governors Associations  
UNESCO  
National Network for Youth  
National Education Association  
Kiwanis International

October 19, 1999

President Clinton  
White House  
Washington, DC

Dear Mr. President,

I would like to take this opportunity to thank you for taking time to visit with the representatives of the National Youth Action Council. We have been working diligently since the Presidential Summit for America's Future to publicize the positive happenings of groups of young people around the nation. I apologize for my last minute absence in this gathering; the Arkansas Department of Higher Education is sending over 150 representatives to Henderson State University to observe our school and Dr. Charles Dunn, the President of the University, has requested that I, along with a group of student Ambassadors, escort our guests around the campus for the day.

I appreciate your time in reading these few humble words I have to say concerning the importance of the voice and actions of the youth of America. The news focuses so often on the negative aspects of the young people of the nation, the gang violence, the drug problems, the homicides. There are, though, countless gatherings of our nations future who are intentionally attempting to make a difference in their communities. Classrooms are gathering, assembling, and distributing gift baskets for the less fortunate. Student Councils are holding peace rallies crossing across not just racial and economic lines, but across to other schools. Religious organizations are organizing free summer camps for the underprivileged children of their communities.

What we are asking is for your support, both verbal as well as physical. There will be press conferences held periodically throughout the year to announce the recipients of our \$1,000 Action Award Grants. If you could make an appearance with us this spring to recognize these groups, more attention and resources would be focused towards young people. Also, there will be a Youth Convention 2000 in the summer of 2000 and we are requesting you aid our cause with your presence, which will attract the media as well as other support.

I thank you for your time in both reading this letter, as well as speaking with representatives from the National Youth Action Council. Together, we can achieve more.

Sincerely,

Jody Carter  
Internal Liaison  
National Youth Action Council

a project of

FOUNDATION OF AMERICA 43 Malaga Cove, Suite D, Palos Verdes, CA 90274

(310) 373-3359 • fax (310) 791-2003 www.Youthlink.org

*Many thanks to  
we need to reply  
do a press conference in Arkansas  
try to do their banquet  
BC*

*After you have seen we  
will send to Burkhardt for  
reply*

10-21-99



# **Constitution of the National Youth Action Council**

## **Article I: Purpose and Mission**

### Section 1:

We shall be known as the National Youth Action Council

### Section 2:

#### **Mission Statement:**

The mission of the National Youth Action Council is to enable youth to effect positive change on community and national levels by valuing, sustaining, and representing their diverse values, ideas, and solutions. To create financial support and recognition for the diverse voices, ideas and concerns of young people.

### Section 3:

The National Youth Action Council (NYAC) recognizes that they are sponsored by Foundation of America, and that they shall reserve the power to review and veto any and all National Youth Advisory Council decisions and actions.

## **Article II: Membership**

### Section 1:

The National Youth Action Council is a diverse group composed of 16 to 24 year old young Americans from youth serving groups and organizations.

### Section 2:

The NYAC reserves the right to make recommendations concerning regulation for potential NYAC membership in order to create a diverse group of young people.

### Section 3:

NYAC members must be present at NYAC functions and meetings.

### Section 4:

#### **Term Limits**

- a: Each member is committed to serving a term of 3 years. In order to fulfill a 3 year commitment, a member must be selected on or before their 22nd birthday.

## **Article III: Meetings**

### Section 1:

General meetings shall be held no less than two (2) times a year.

## Section 2:

Emergency general meetings of the NYAC shall be convened:

- a: by the Executive Director of Foundation of America
- b: by the Board of Directors
- c: by a majority vote of NYAC members

## Section 3:

Meetings will also be conducted by e-mail.

- a: All members of the NYAC are required to check-in at least once a week.
- b: The week check-in day will be determined by the members.

## **Article IV: Voting**

### Section 1:

A quorum shall consist of 60% of the membership.

- a: Voting can be done either on-line or at a face to face meeting.

### Section 2:

A 3/4 vote of members present must pass a proposal.

### Section 3:

A fist to five will be taken before all votes when possible.

## **Article V: Governing Structure**

### Section 1:

It is hereby established that the position of NYAC Liaison:

- a: who shall be elected from the body of the NYAC by a simply majority;
- b: who is responsible for maintaining contact between all NYAC members and the Executive Director or Foundation of America.
- c: whose term of office shall be one (1) year.

### Section 2:

It is hereby established the position of the Recording Secretary:

- a: who shall be elected from the membership of the NYAC by a simple majority;
- b: who is responsible for recording the minutes of all meetings, and distributing them to the members;
- c: who is responsible for turning in all documents to the Executive Director for the purpose of record keeping;
- d: whose term of office shall be one (1) year.

### Section 3:

It is hereby established the position of Meeting Co-ordinator:

- a: who shall help organize face to face meetings;
- b: who creates a loose agenda to work with, including answering the 5 W's;

- c: work with local people to finalize all arrangement for the meeting.

#### Section 4:

It is hereby established the position of Local Co-ordinator:

- a: who shall help organize the meeting;
- b: who shall establish and confirm all plans for the NYAC face to face meeting;
- c: who office shall rotate depending upon meeting place.

#### Section 5:

It is hereby established that the position of NYAC Friends Co-ordinator:

- a: who shall facilitate how to involve other youth;
- b: who shall send packets and information to interested people;
- c: who shall keep a running record of interested volunteers to build a broad base of support.

### **Article VI: Committees**

#### Section 1:

The NYAC is empowered to form temporary and standing committees as deemed necessary to the group.

- a: Structure is left open to the body of the committee.
- b: A committee spokesperson shall be designated by the committee to report back to the NYAC.
- c: All committees shall be approved by a simple majority of the membership of the NYAC.

#### Section 2:

The Nomination Committee

- a: consults with the Executive Director of FOA to present nominations to the council;
- b: conducts in-depth interviews with the NYAC applicants.

### **Article VII: Amendment Procedures**

#### Section 1:

A proposed amendment to the Constitution shall only be considered when:

- a: in written form;
- b: cosponsored by one third (1/3) of the voting membership.

#### Section 2:

A two thirds (2/3) vote of NYAC membership is required for adoption of a Constitutional amendment.

#### Section 3:

Approved amendments shall take effect upon closing of the meeting, or when all on-line votes are tallied and reported to the NYAC.