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# Center for World Education

Department of Education  
College of Education and Social Services  
University of Vermont

## WHAT'S IT ALL ABOUT?

The Center for World Education was established in 1974 by David Conrad and David Shiman, both professors at the University of Vermont. The Center was created to help teachers and prospective teachers develop a multicultural and global perspective. The Center helps teachers and students see the world as a whole and how each individual fits into that whole. Areas such as human rights, social and economic justice, cross-cultural understanding, multiculturalism, ecological harmony, world hunger, alternative energy, peace and the prevention of war are just a few of the topics explored at the Center for World Education.

We believe that if we are to grow and function as caring and informed human beings, we need to understand these topics of global importance. In addition, we need to identify the roles that we can play as educators and citizens in helping to construct a better world.

Vermont teachers, administrators, parents, and University undergraduate and graduate students are invited to make use of the Center for World Education's resources. It is open to anyone interested and is absolutely free of charge.

## CURRICULUM RESOURCES:

The Center for World Education makes available a wide range of instructional units, background materials, and other curriculum resources for the elementary and secondary school classroom. These may be borrowed from the Center without charge.

## OUTREACH TO SCHOOLS:

The Center provides support for in-service and curriculum development activities in global and multicultural education via workshops, consulting, and annual workshops or conferences.

## COURSES FOR EDUCATORS:

Teaching with a Global Perspective, Educating for Justice, and Educating for a Multicultural World are some of the courses offered through the College of Education and Social Services at the University.

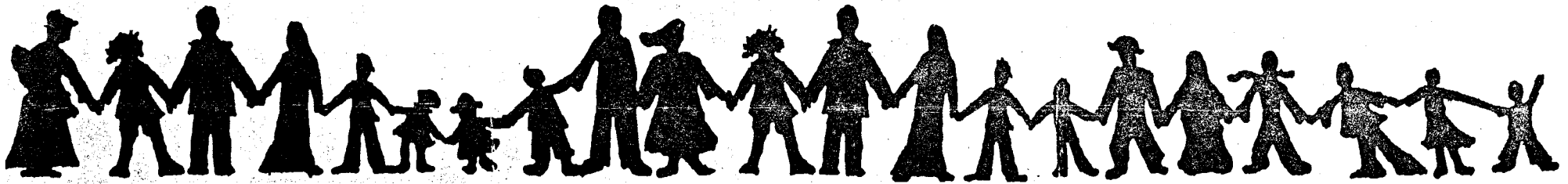
## WHERE IS IT?

The Center for World Education is located at 539 Waterman Building at the University of Vermont. It is open from 8:30 a.m. - 4:30 p.m. Monday through Friday. Give us a call, or drop by. We will be happy to see you.

<b>Co-Directors:</b>	David R. Conrad David A. Shiman
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# RACISM & ANTI-SEMITISM A DAY OF CONSCIOUSNESS-RAISING

Sunday March 24th 1996

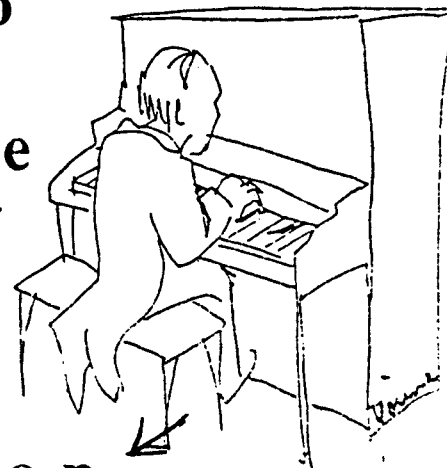
## Ecumenical Service

Unitarian Church Main Street Montpelier

10 A.M.

Young People Tell Their Stories

Coffee & Conversation to Follow



## → Panel Presentation

Bethany Church Main Street Montpelier

2:00 - 5:00 P.M.

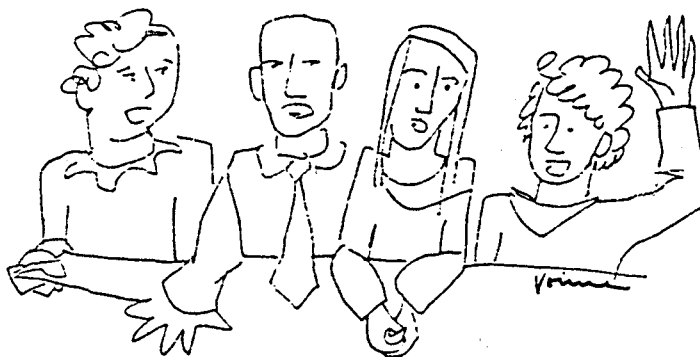
Registration Fee \$10 (\$5 children/low income) -- Includes Food & Childcare

Theatre Presentation: "Faces in the Mirror"

Speakers, Workshops, Discussion

Literature Tables & Outreach Material

Followed by Soup, Bread & Mini-Auction



## Jazz Vespers & Piano Concert

Bethany Church 7 P.M.

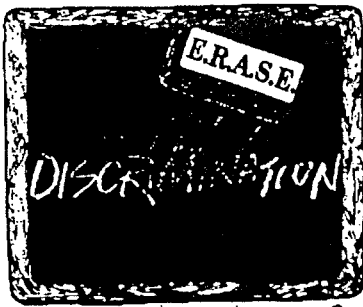
Original Works by Arthur Zorn

"The Liberation of Auschwitz" "In Memoriam--Yitzhak Rabin" "Mutiny on the Amistad"

Donation Requested

Parents, Teachers & Students for Social Responsibility, Inc.

For Special Access and Other Information call Glenn or Paij: 802 223-3409 or 229-0137



**End Racism And Sexism Everywhere  
Lakeland Regional High School  
205 Conklintown Road  
Wanaque, New Jersey 07465  
Tel: 201-835-1900 ex.759 Fax: 201-835-2834  
Advisor: Saundra Putnam**

**January 30, 1996**

**Dear Ms. Dutil:**


**It is with pleasure that we welcome the students of the St. Albans area to the ever-increasing number of E.R.A.S.E. chapters around the country and throughout the world. This organization was founded by young people who want to make a difference. As the group has expanded we have learned of many great ideas that are occurring throughout the country. We would like to produce a newsletter that tells of successful ideas happening in your area and around the country. It could become a real opportunity for dialogue about the many issues surrounding our goals.**

**I am including a packet of materials that we printed when we first started. Since this time, we have involved ourselves in many new ideas which we hope to share through the upcoming newsletters. I am also including a membership certificate and a copy of the pledge for you to reproduce. If you need any other information or would just like to tell us how your program is working, please feel free to call or write. Best of luck with your new program.**

**Sincerely,**

**Saundra Storms Putnam/Founder and Advisor**

## The E.R.A.S.E.® Pledge

36. I,  \_\_\_\_\_, as a supporter of the E.R.A.S.E.® program, pledge to use my best efforts to End Racism And Sexism Everywhere. I will get to know a person before I judge him or her. I will give everyone a chance to become all that they are capable of being. When confronted with acts of prejudice or discrimination, I will not be silent. I will speak out.

Signature

*Stacey Rutil*

E.R.A.S.E.® Chapter

Date

# Franklin-Central Supervisory Union


Fairfield — St. Albans City — St. Albans Town

28 Catherine Street, St. Albans, Vermont 05478

DAVID A. CRAWFORD  
Business Manager  
802/524-4321

LARRY R. ROSS  
Superintendent  
802/524-2600  
Fax: 802/524-1540

DANIEL N. KUCIJ  
Assistant Superintendent  
802/524-9463

TO: Principals & Act 51 Contacts  
FROM: Dan Kucij   
RE: Safe & Drug-Free 30% High Need Funds  
DATE: October 9, 1996

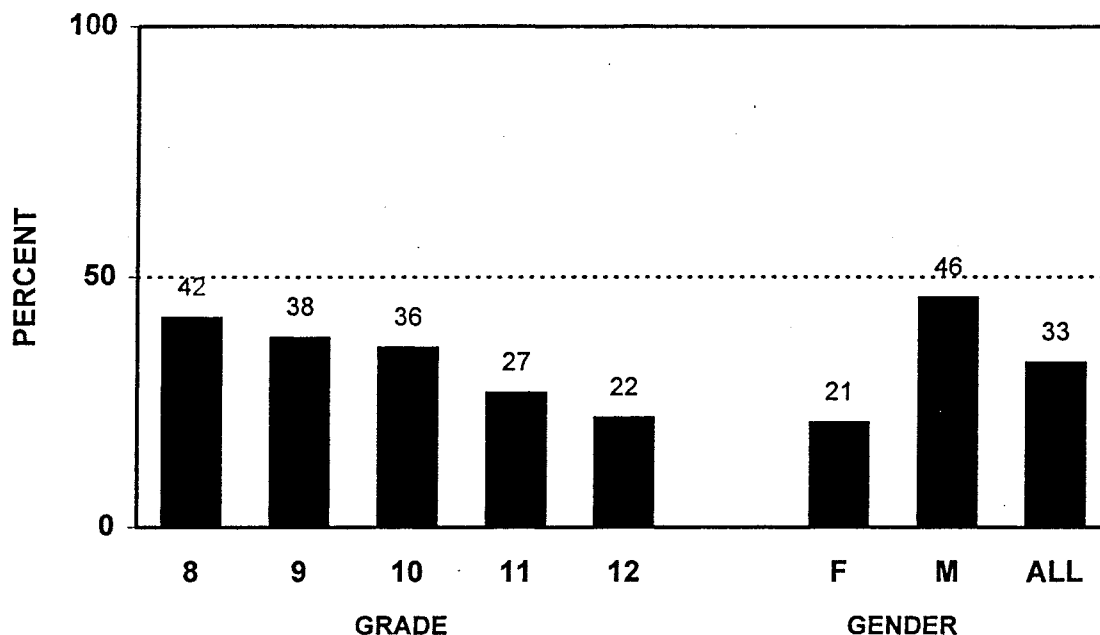
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The three Supervisory Unions of northern Franklin County are each eligible for an additional \$78,000/S.U. of "30% High Need" funds due to our demographic data in the areas of delinquency, child abuse, teen violent deaths, and 8th grade tobacco/alcohol/marijuana use. We are presently discussing the possible formation of a consortium to pool these funds for a high impact project. One idea being discussed is the development of a mentoring type of project for high risk students. I would appreciate hearing from you in brief response to the questions listed below. It would be a big help to receive your reply by October 18th. Also please call me if you would like to discuss this further. Thanks for your help.

1. What are our major needs in these areas?
2. Which of our current programs best address these needs?
3. What are the gaps in services to meet these needs?
4. What do you think would be the best use of these funds in your district?

## ■ Physical Fighting

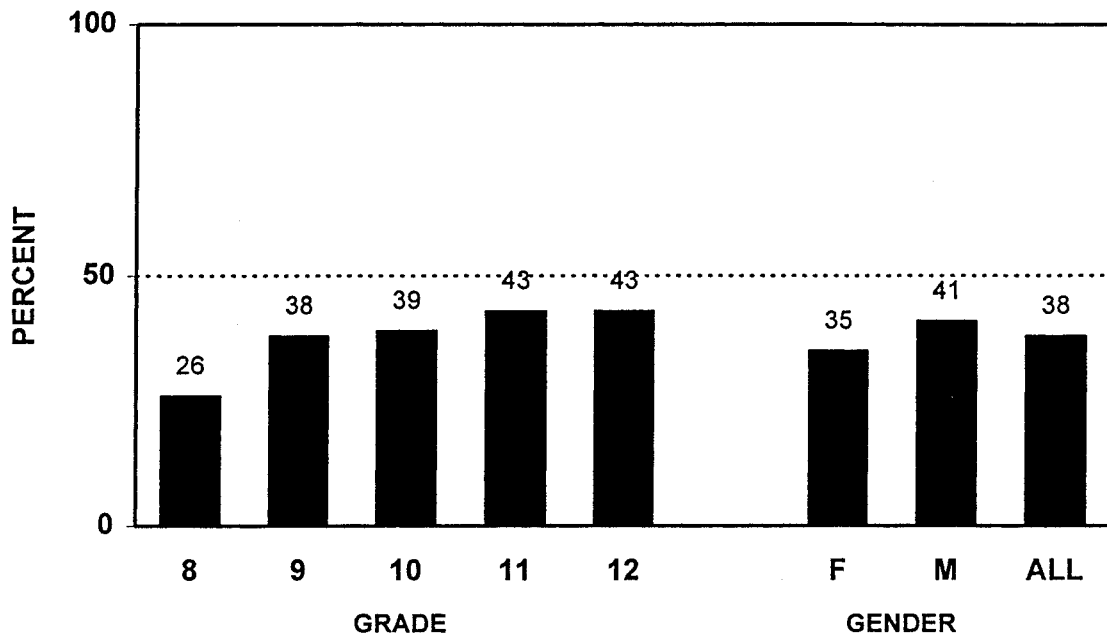
Percent of students who were in a physical fight during the past 12 months



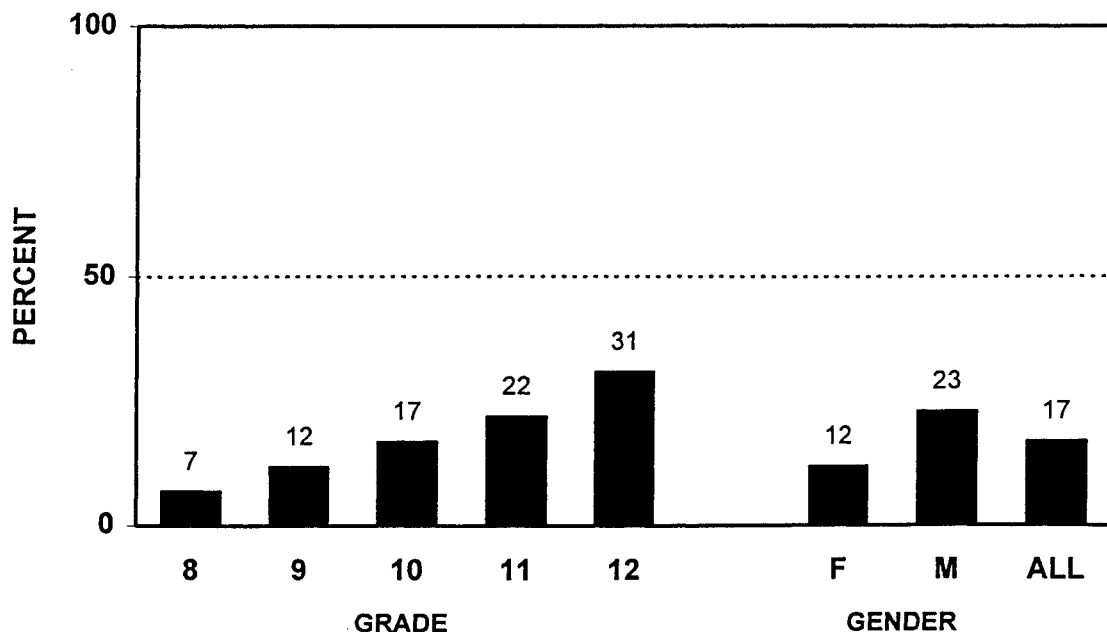
PHYSICAL FIGHTING	GRADE					GENDER		
	8	9	10	11	12	F	M	All
Percent of students who were in a physical fight and had to be treated by a doctor or nurse during the past 12 months	3	5	8	5	4	4	7	5
Percent of students who were in a physical fight <i>on school property</i> during the past 12 months	24	19	23	13	8	8	28	18

## ■ Vehicle Safety - Driving Under the Influence

Percent of students who during the past 30 days rode in a car or other vehicle driven by someone who had been drinking alcohol



Percent of students who during the past 30 days drove a car or other vehicle when they had been drinking alcohol





## ■ Suicide

SUICIDE CONCERNS DURING THE PAST 12 MONTHS			
	GENDER		
	F	M	All
Percent of students who:			
Seriously considered attempting suicide	29	20	25
Made a plan about how to attempt suicide	23	16	19
Actually attempted suicide	11	10	10
Attempted suicide and required medical treatment	5	5	5

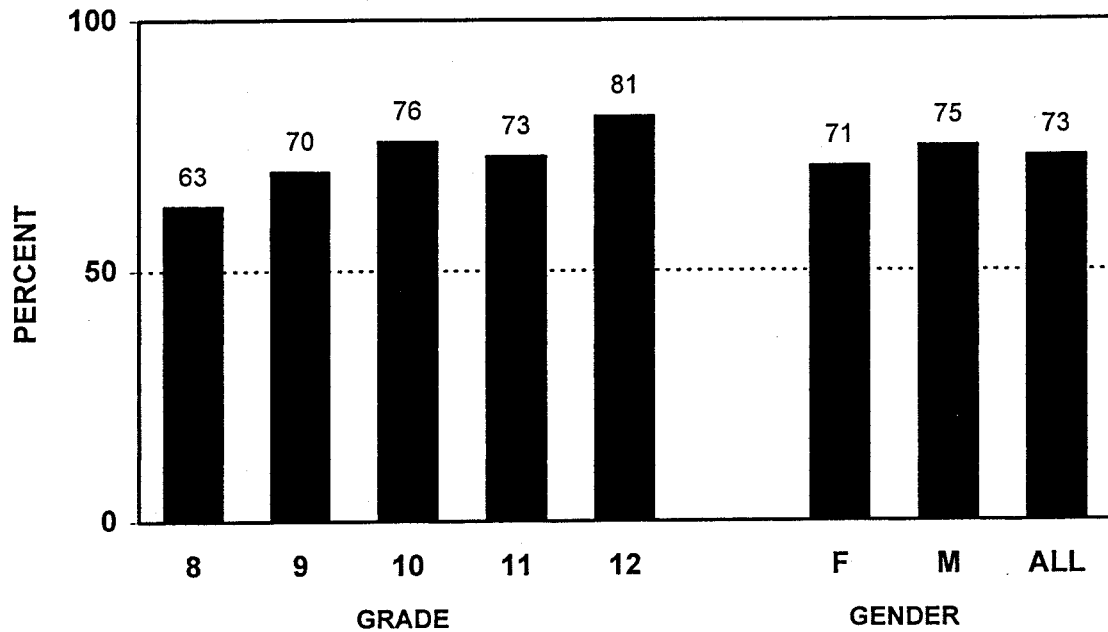
## ■ Alcohol Use

ALCOHOL USE	GRADE					GENDER		
	8	9	10	11	12	F	M	All
Percent of students who:								
Have ever had a drink of alcohol, other than a few sips	62	83	85	86	91	81	82	81
First consumed alcohol, other than a few sips, before 13 years of age	50	48	42	35	25	34	48	41
*Drank alcohol on 3 to 9 days during the past 30 days	15	27	24	29	33	25	26	25
*Drank alcohol on 10 or more days during the past 30 days	6	11	17	17	13	8	18	13
Binged on alcohol 10 or more days in the past 30 days	2	4	8	7	6	2	9	5
Drank alcohol <i>on school property</i> during the past 30 days	4	8	13	11	7	3	14	9

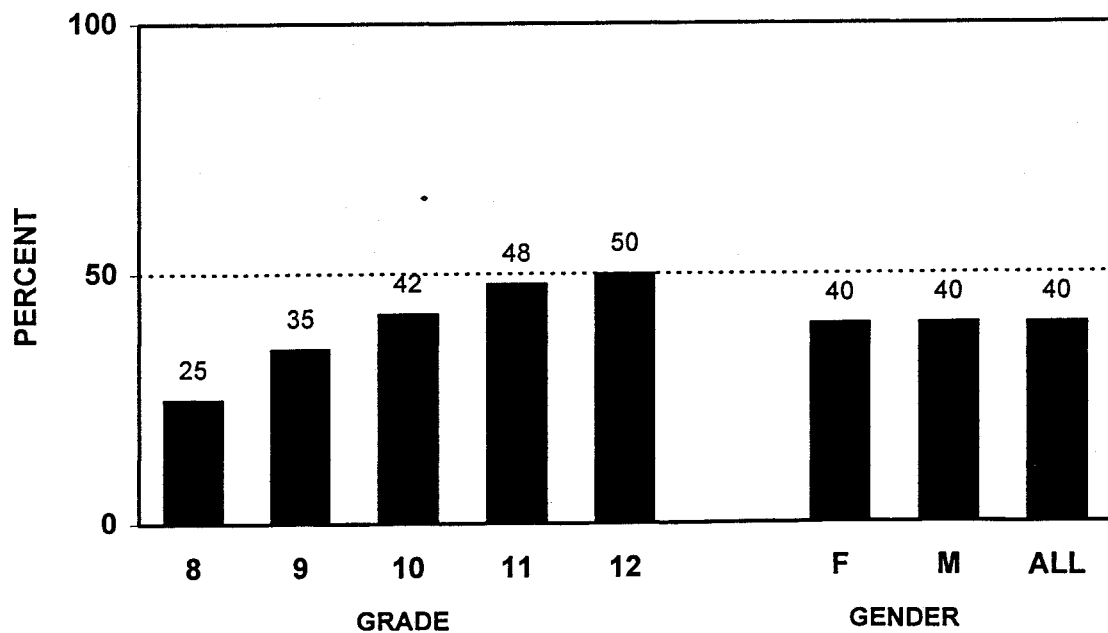
\*Note an error in your 1995 YRBS report. Please call Kelly Hale @ 802 651-1557 for the correct information.

## ■ Tobacco Use

Percent of students who have ever tried cigarette smoking,  
even one or two puffs



Percent of students who smoked one or more days  
during the past 30 days



## ■ Sexual Behavior

SEXUAL BEHAVIOR	GRADE		GENDER		All
	8-10	11-12	F	M	
Percent of students who:					
First had sexual intercourse before age 13	11	6	5	13	9
First partner was older than 21 years old*	9	7	7	9	8
Had physical force threatened or used against them when they had sexual intercourse for the first time	5	4	4	4	4
Have ever been forced or pressured to have sex	8	17	17	6	11
Used drugs or alcohol before their most recent sexual experience*	32	34	28	37	33
Used a condom during their most recent sexual experience*	59	49	47	59	54
Have had sexual intercourse with four or more people during their lifetime	9	24	12	17	15
Have been pregnant or have impregnated someone	3	6	5	4	4

\* NOTE: Includes only students who said that they have had sexual intercourse.

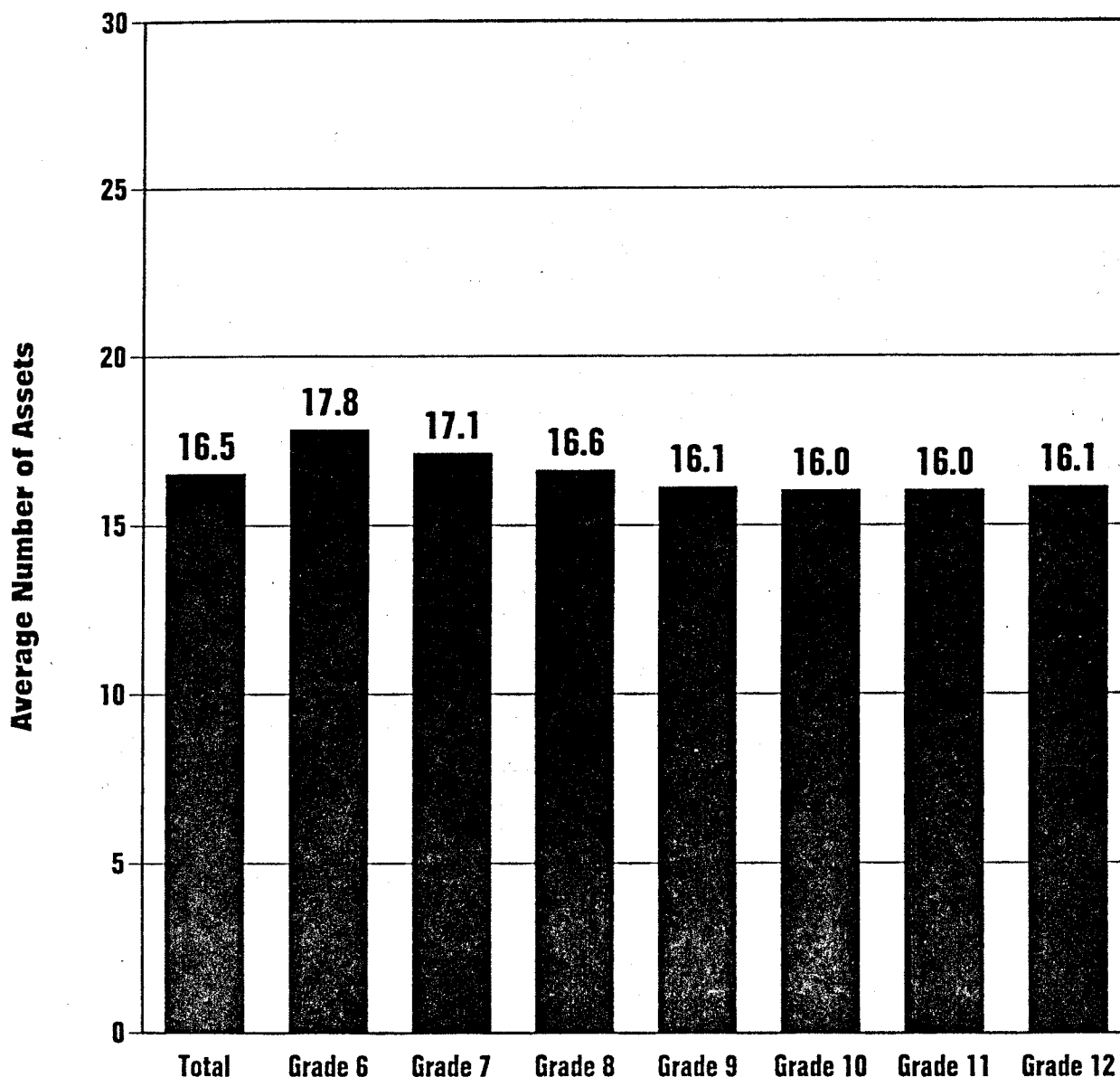


## 30 Developmental Assets

Search Institute has identified the following factors in young people's lives that make them more likely to grow up healthy, caring, and responsible.

EXTERNAL ASSETS	TYPE	ASSET NAME	DEFINITION
	SUPPORT	1. Family support	Family life provides high levels of love and support.
		2. Parent(s) as social resources	Youth view parents as accessible resources for advice and support.
		3. Parent communication	Youth have frequent, in-depth conversations with parents.
		4. Other adult resources	Youth have access to non-parent adults for advice and support.
		5. Other adult communication	Youth have frequent, in-depth conversations with non-parent adults.
		6. Parent involvement in schooling	Parents are involved in helping youth succeed in school.
		7. Positive school climate	Schools provide a caring, encouraging environment.
	BOUNDARIES	8. Parental standards	Parents have standards for appropriate conduct.
		9. Parental discipline	Parents discipline youth when rules are violated.
		10. Parental monitoring	Parents monitor "where I am going and with whom I will be."
		11. Time at home	Youth go out for "fun and recreation" three or fewer nights per week.
		12. Positive peer influence	Youth's best friends model responsible behavior.
INTERNAL ASSETS	STRUCTURED TIME USE	13. Involved in music	Youth spend three hours or more per week in music training or practice.
		14. Involved in school extra-curricular activities	Youth spend one hour or more per week in school sports, clubs, or organizations.
		15. Involved in community organizations or activities	Youth spend one hour or more per week in organizations or clubs outside of school.
		16. Involved in church or synagogue	Youth spend one hour or more per week attending religious programs or services.
	EDUCATIONAL COMMITMENT	17. Achievement motivation	Youth are motivated to do well in school.
		18. Educational aspiration	Youth aspire to pursue post-high school education (e.g., trade school, college).
		19. School performance	Youth report that their school performance is above average.
		20. Homework	Youth report doing six hours or more of homework per week.
	POSITIVE VALUES	21. Values helping people	Youth place high personal value on helping other people.
		22. Is concerned about world hunger	Youth report interest in helping to reduce world hunger.
		23. Cares about people's feelings	Youth care about other people's feelings.
		24. Values sexual restraint	Youth believe it is important to abstain from sexual intercourse.
	SOCIAL COMPETENCIES	25. Assertiveness skills	Youth can stand up for what they believe.
		26. Decision-making skills	Youth are good at making decisions.
		27. Friendship-making skills	Youth are good at making friends.
		28. Planning skills	Youth are good at planning ahead.
		29. Self-esteem	Youth have high self-esteem.
		30. Positive view of personal future	Youth are optimistic about their personal futures.

## Average Number of 30 Developmental Assets: Sample of 250,000 Public School Students



The data in this document are based on a sample of 250,000 6th- to 12th-grade public school students in 450 cities across the United States. These data should be referenced as follows: Benson, P. (1996). *Creating Healthy Communities for Children and Adolescents* (in press).

Search Institute's national *Healthy Communities • Healthy Youth* initiative seeks to motivate and equip communities, organizations, families, and individuals to join together in nurturing competent, caring, and responsible children and adolescents.

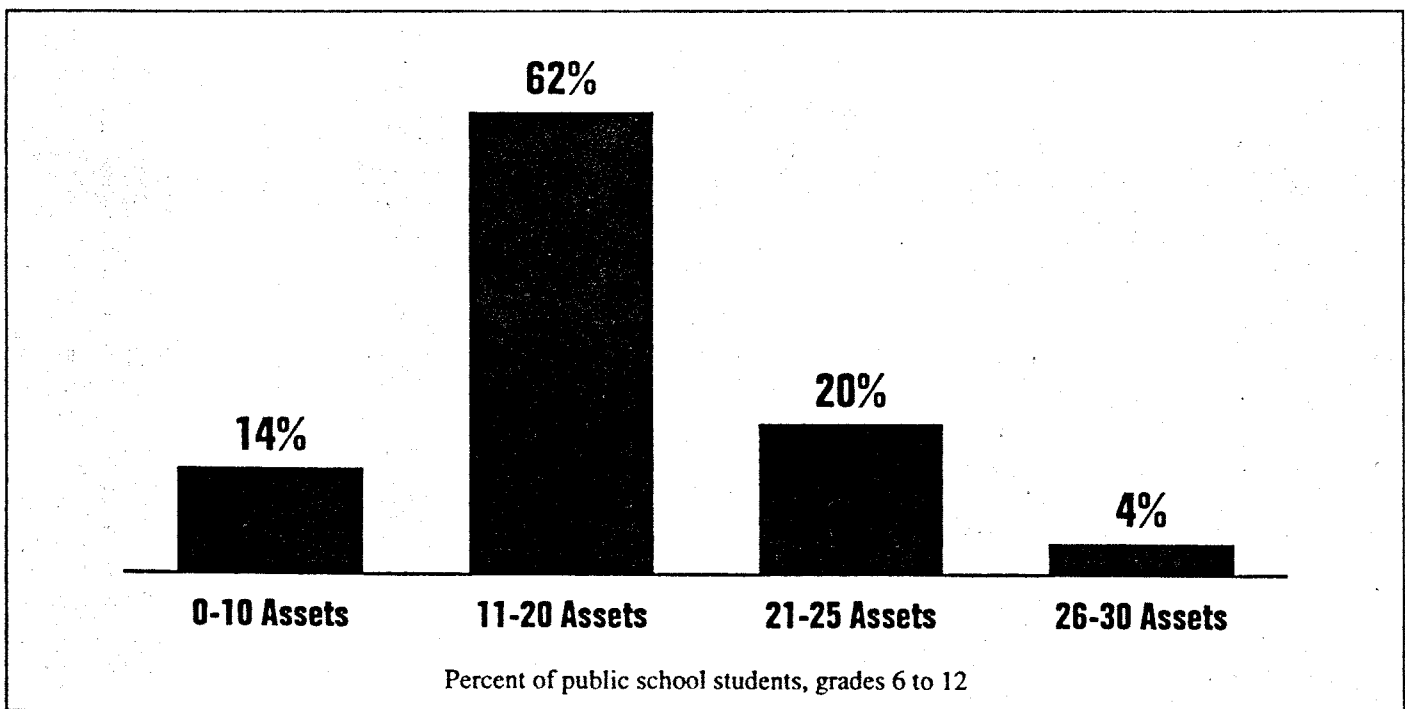


Major support for this initiative is provided by Lutheran Brotherhood, a not-for-profit financial services organization. Lutheran Brotherhood provides financial services and community service opportunities for Lutherans nationwide, as well as philanthropic outreach in communities. Additional support for the Healthy Communities • Healthy Youth initiative has been provided by the Blandin Foundation, the Cargill Foundation, the DeWitt Wallace-Reader's Digest Fund, the W.K. Kellogg Foundation, the Lilly Endowment, the Norwest Foundation, as well as individuals, communities, and schools across the country.

# The Protective Consequences of Developmental Assets: Grades 6 to 12

PATTERNS OF HIGH-RISK BEHAVIOR		PERCENT AT-RISK				
Category	Definition	All Youth	If 0-10 Assets	If 11-20 Assets	If 21-25 Assets	If 26-30 Assets
<b>PROBLEM ALCOHOL USE</b>	Six or more uses in past month or got drunk once or more in past two weeks	22	44	23	9	3
<b>TOBACCO USE</b>	Smokes one or more cigarettes every day or uses smokeless tobacco regularly	16	35	16	4	1
<b>ILLICIT DRUGS</b>	Six or more uses in the past year	9	22	9	2	1
<b>SEXUAL ACTIVITY</b>	Sexual intercourse, two or more times	32	51	34	17	7
<b>DEPRESSION/SUICIDE</b>	Frequently depressed and/or has attempted suicide	23	42	24	11	5
<b>ANTI-SOCIAL BEHAVIOR AND VIOLENCE</b>	Two or more acts in the past year	28	51	28	13	6
<b>SCHOOL TROUBLE</b>	Skipped school two or more days in the past month, and/or wants to drop out	13	30	12	4	1
<b>VEHICLE RECKLESSNESS</b>	Drinks and drives, rides with drinking driver, or non-use of seat belts	54	78	57	35	19

## The Challenge



## RESEARCH OF EMMY WERNER AND RUTH SMITH

1. Began studying all the children born on of Kauai in 1955 – 700 babies
2. 1/3 were "high risk"—had multiple risk factors in their lives
3. Of these "high risk" children, 70 seemed "invulnerable" to the risk—developed no problems at all
4. Two main reasons:
  - \* Born with outgoing, social dispositions
  - \* They had several sources of support in their environments
5. The other 2/3 of the "high risk" group did develop problems, but the majority were doing well by the time they reached their 30s
  - \* Only 1/6 of the original groups still are having problems
6. What made these children "resilient" into adulthood?
  - \* They told researchers that someone along the way reached out with the messages, "you matter" and "it doesn't matter what you have done in the past"
  - \* Sources of support—most often neighbors, teachers, youth leaders
  - \* The person who delivered a program was more important than the program
  - \* The programs that assisted most gave children/youth support similar to an extended family
  - \* These children also developed some kind of competence
7. Most important recommendations to prevention/intervention providers:
  - \* Provide caring and support
  - \* Assure that a caring connection continues

Our findings and those by other American and European investigators with a life-span perspective suggest that these buffers make a more profound impact on the life course of children who grow up under adverse conditions than do specific risk factors or stressful life events. They appear to transcend ethnic, social class, geographical, and historical boundaries. Most of all, they offer us a more optimistic outlook than the perspective that can be gleaned from the literature on the negative consequences of perinatal trauma, caregiving deficits, and chronic poverty. They provide us with a corrective lens—an awareness of the self-righting tendencies that move children toward normal adult development under all but the most persistent adverse circumstances.

--Emmy Werner and Ruth Smith, Overcoming the Odds: High Risk Children from Birth to Adulthood, 1992



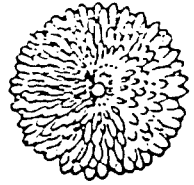
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## CHARACTERISTICS OF ASSET-BUILDING COMMUNITIES

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1. A vision rooted in developmental assets is communicated several times a year to all residents.
2. All residents understand their personal capacity to promote developmental assets.
3. Most residents take personal responsibility.
4. Most residents take action.
5. New residents are quickly socialized to the community vision.
6. Children and teenagers know the developmental assets.
7. Most youth take action to promote assets for themselves and for their peers.
8. The community thinks and acts intergenerationally; most adults establish sustained relationships with children and adolescents; most adolescents establish sustained relationships with younger children.
9. Youth have many opportunities to lead, make decisions, and give input; youth are provided useful roles in community life. Youth then are actors in the reclaiming of community rather than just objects of programs.
10. All children and teenagers frequently engage in service to others. Much of this "work" is done with adults; a premium is placed on processing the experiences (i.e., service learning).
11. A common core of values is named.
12. Adults model and articulate their values.
13. A common core of boundaries is named.
14. Adults model and articulate these boundaries.
15. Families are supported, taught, and equipped to elevate asset-building to top priority.
16. Community programs assist adults—particularly parents—to personally reclaim developmental assets.
17. Neighbors and community residents build caring relationships with youth and express this caring through dialogue, listening, commending positive behavior, acknowledging their presence, enjoying their company, and involving them in decision making. They know neighborhood children and adolescents by name and take time to get to know them.
18. Businesses that employ teenagers address the assets of support, boundaries, values, and social competencies. Employers also develop family-friendly policies and provide mechanisms for employees to build relationships with youth.
19. Religious institutions mobilize their capacity for intergenerational relationships, educating and supporting parents, structured time use, values development, and service to the community. They focus on both their own members and the larger community.

## Resiliency/Protective Factors



### A Compilation and Consolidation of the Research

**BONDING:** Attachment & Commitment to Family, School, Prosocial Peers, Community

- \* feelings of love, care, support
- \* Opportunities to contribute in meaningful ways

### HEALTHY BELIEFS AND CLEAR STANDARDS

- \* high expectations for success
- \* clear standards for behavior set and enforced
- \* healthy prosocial beliefs

### INDIVIDUAL CHARACTERISTICS

- \* positive social orientation
  - socially competent/life skills
  - problem-solving skills
  - a sense of purpose and meaning
  - autonomy
- \* resilient temperament

Note: This list (and the two more detailed breakdowns that follow) is a compilation & consolidation of the major research in resiliency & protective factors by Hawkins, Garmezy, Werner, Rutter, Wolins, Search Institute, Benard

# INTERVENTIONS THAT FOSTERS RESILIENCY

BASED ON THE RESEARCH OF EMMY WERNER AND RUTH SMITH,  
FROM THEIR BOOK, OVERCOMING THE ODDS: HIGH RISK CHILDREN FROM BIRTH TO ADULTHOOD:

1. Engage youth in acts of required helpfulness.
2. Provide bonding similar to an extended family.
3. Be an optimistic, caring leader/counselor/facilitator.
4. Encourage participation.
5. Provide more intensive intervention for those most "vulnerable".
6. Focus on assessing protective factors, competencies, strengths, and sources of environmental support in addition to assessing weaknesses, deficits, and risk.

FROM OTHER SPEECHES AND WRITINGS OF EMMY WERNER:

7. Assure that a caring connection continues once a young person leaves your classroom/office/support group/program.
8. Avoid referring to children as "high risk"; always use the terminology "from high risk environments" if identification is needed.

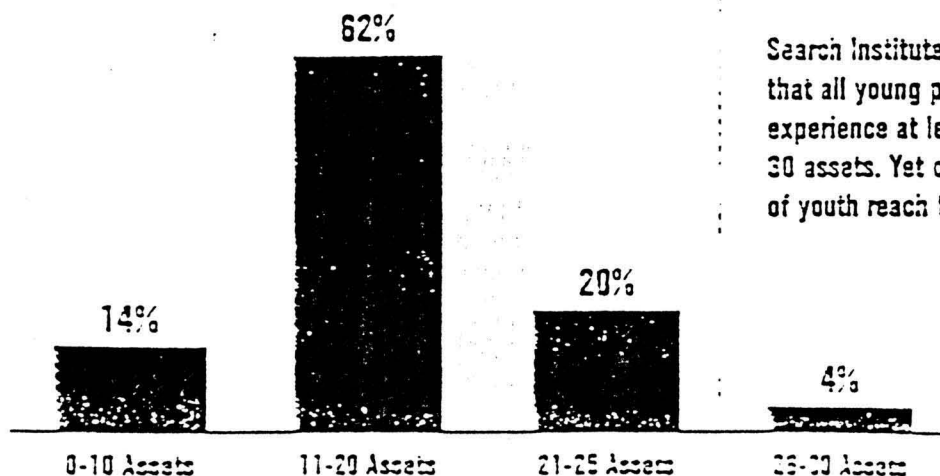
## THE POWER OF ASSETS

**R**esearch has found that these 30 assets powerfully protect young people from a wide range of risky behaviors. And, the more assets a young person has, the better. Because as the number of assets a youth has increases, the number of risky behaviors decreases. In addition, the positive things we want youth to do increase. The same patterns hold true in all sizes of communities, across racial and ethnic lines, and among females and males.

PATTERNS OF HIGH-RISK BEHAVIORS		PERCENT OF YOUTH AT RISK IF THEY REPORT			
Category	Definition	0-10 Assets	11-20 Assets	21-25 Assets	26-30 Assets
ALCOHOL	Six or more uses in past month or got drunk once or more in past two weeks	44	23	9	3
TOBACCO	Smokes one or more cigarettes every day or uses smokeless tobacco regularly	35	16	4	1
ILLICIT DRUGS	Six or more uses in the past year	22	9	2	1
SEXUAL ACTIVITY	Sexual intercourse, two or more times in lifetime	51	34	17	7
DEPRESSION/SUICIDE	Frequently depressed and/or has attempted suicide	42	24	11	5
ANTI-SOCIAL BEHAVIOR AND VIOLENCE	Two or more acts in the past year	51	28	13	6
SCHOOL PROBLEMS	Skipped school two or more days in the past month, and/or wants to drop out	30	12	4	1
VEHICLE RECKLESSNESS	Drinks and drives, rides with drinking driver, or non-use of seat belts	78	57	35	19

## THE CHALLENGE

**T**he challenge is that almost all young people have too few of the 30 assets. Although they should have at least 26, most have only about 16—a start, but not enough. Here's a picture of what we found:



Search Institute suggests a goal that all young people should experience at least 26 of the 30 assets. Yet only 4 percent of youth reach this goal.

Percent of public school students, grades 7-12

12/1/2000



# Communities That Care

## Adolescent Problem Behaviors

### Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
<b>Community</b>					
Availability of Drugs	✓				
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic Deprivation	✓	✓	✓	✓	✓
<b>Family</b>					
Family History of the Problem Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
<b>School</b>					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
<b>Individual/Peer</b>					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Constitutional Factors	✓	✓			✓

# REFERENCE

## Risk Factors **Community Domain**

### Strategies

	Availability of Drugs	Availability of Firearms	Community Laws & Norms	Media Portrayals of Violence	Transitions & Mobility	Neighborhood Disorganization	Extreme Economic Deprivation
<b>Family</b>							
Marital Therapy							
Prenatal/Infancy Programs							•
Early Childhood Education							•
Parent Training							
Family Therapy							
<b>School</b>							
Organizational Change In Schools			•		•	•	
Classroom Management and Instructional Strategies							
School Curricula							
School Behavioral Management Strategies							
<b>Community-Based Youth Programs</b>							
Afterschool Recreation							
Mentoring							
Youth Employment							•
<b>Community</b>							
Community Mobilization			•			•	
Community/School Policies	•	•	•				
Policing Strategies			•			•	

Risk Factors **Family Domain**

Strategies ▼	Family History of Problem Behavior	Family Management Problems	Family Conflict	Favorable Parental Attitudes & Involvement in the Problem Behavior
<b>Family</b>				
Marital Therapy			●	
Prenatal/Infancy Programs	●	●	●	●
Early Childhood Education		●		
Parent Training		●	●	●
Family Therapy		●	●	
<b>School</b>				
Organizational Change in Schools				
Classroom Management and Instructional Strategies				
School Curricula				
School Behavioral Management Strategies				
<b>Community-Based Youth Programs</b>				
Afterschool Recreation				
Mentoring				
Youth Employment				
<b>Community</b>				
Community Mobilization				
Community/School Policies				●
Policing Strategies				

**Risk Factors** **School Domain**

Strategies ▼	Early and Persistent Anti-Social Behavior	Academic Failure Beginning in Late Elementary School	Lack of Commitment to School
<b>Family</b>			
Marital Therapy			
Prenatal/Infancy Programs			
Early Childhood Education	•	•	•
Parent Training	•	•	•
Family Therapy	•		
<b>School</b>			
Organizational Change In Schools	•	•	•
Classroom Management and Instructional Strategies	•	•	•
School Curricula	•	•	•
School Behavioral Management Strategies	•	•	•
<b>Community-Based Youth Programs</b>			
Afterschool Recreation			
Mentoring		•	•
Youth Employment		•	•
<b>Community</b>			
Community Mobilization			
Community/School Policies			
Policing Strategies			



# Successful Prevention of Youth High-Risk Behaviors: Decrease Risk Factors and Increase Protective Factors

Reducing the "risk factors" in the environments of children that increase the odds they will become involved in high-risk behavior, while increasing the "protective factors" that buffer children from the full impact of risk factors and other life stress should be the goal of every family, school, and youth-serving community organization.

The risk and protective factors listed below are based on hundreds of studies. Researchers conducting this research offer several recommendations for minimizing youth involvement in high-risk behavior and maximizing life success. These recommendations include:

- \* increase pro-social bonds
- \* teach "life" skills, such as refusal, negotiation, and decision-making skills
- \* set and enforce clear expectations for behavior
- \* provide caring and support
- \* set high expectations for success
- \* provide opportunities for meaningful involvement

Risk Factors in Key Systems		Protective Factors in Key Systems	
<u>Family</u> Family management problems <ul style="list-style-type: none"> <li>- Unclear expectations for behavior</li> <li>- Lack of monitoring</li> <li>- Inconsistent or harsh discipline</li> <li>- Lack of bonding and caring</li> <li>- Marital conflict</li> </ul> Condoning teen use of alcohol and drugs Parental misuse of tobacco, alcohol and other drugs Low expectations of children's success Family history of alcoholism	<u>School</u> Negative school climate School policy not defined or enforced Availability of tobacco, alcohol and other drugs Transitions between school Academic failure Lack of student involvement Labelling and identifying students as "high risk"	<u>Family</u> Seeks prenatal care Develops close bonding with child Values and encourages education Manages stress well Spends quality time with children Uses a high warmth/low criticism parenting style (rather than authoritarian or permissive) Is nurturing and protective Has clear expectations Encourages supportive relationship with caring adults beyond the immediate family Shares family responsibilities	<u>School</u> Expresses high expectations Encourages goal-setting and mastery Staff views itself as nurturing caretakers Encourages pro-social development (altruism, cooperation) Provides leadership and decision-making opportunities Fosters active involvement of students Trains teachers in social development and cooperative learning Involves parents Provides alcohol/drug-free alternative activities
<u>Peers</u> Early antisocial behavior Alienation and rebelliousness Favorable attitudes toward drug use Early first use of drugs Greater influence by and reliance on peers than parents Friends who use tobacco, alcohol and other drugs	<u>Community</u> Economic and social deprivation Low neighborhood attachment and community disorganization Lack of employment opportunities and youth involvement Easy availability of tobacco, alcohol and other drugs Community norms and laws favorable to misuse of drugs	<u>Community</u> Norms and public policies support non-use Provides access to resources (housing, healthcare, childcare, job training, employment and recreation) Provides supportive networks and social bonds Involves youth in community service	<u>Peers</u> Involved in drug-free activities Respect authority Bonded to conventional groups Appreciate the unique talent that each person brings to the group

DO  
Some  
thing.

## Mission

We inspire  
young people  
to believe  
that change  
is possible  
and we train,  
fund and  
mobilize them  
to be leaders  
who  
measurably  
strengthen  
their  
communities.

# Information

What's New

Local Funds

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## Goals

## Community

## Principles

## Highlights

## Imagine....

A board of **Young People** under the age of 30 giving grants to young leaders who have creative ideas to **improve** their community.

Young people from across the city participating a **Leadership Course** which **builds** their **skills** and **knowledge** of their communi

Teachers in schools, known as **Communit Coaches**, working with young people to make their schools and neighborhoods **better**.

Community members of all ages, neighborhoods, and institutions meeting to **develop** their **VISION** and **strategic plan** for their community.

This is already happening in Newark, NJ Boston, MA; and Washington, DC.

In addition to supporting local DO Something Funds in these three communities, DO Something conducts a variety of programs designed to **challenge**, **support**, and **inspire** young people across the country.

☐ Are you committed to

For additional information,  
please contact

**Do Something at:**

423 West 55th Street,  
8th Floor  
New York, NY 10019

tel: (212) 523-1175

fax: (212) 582-1307

e-mail: [dosomthng@aol.com](mailto:dosomthng@aol.com)

**strengthening** your community?

- ☐ Do you have ideas to **solve problems** in your community?
- ☐ Do you lack the necessary resources to put your ideas into **action**?
- ☐ Do Something wants to help you **achieve** your goals!

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## Mission

*We inspire young people to believe that change is possible and we train, fund and mobilize them to be leaders who measurably strengthen their communities.*



## Community Principles



## Highlights

# Goal Statement

**O**ur goal is **healthy** communities where all people **believe** that measurable change is **possible**, that they play an **important** role in achieving it, and that by taking action **together** their community will be a place where:

**Spirit** is cultivated and is the heartbeat that brings **life** and hope through **strong** families, friendships, nurturing neighborhoods, and communities of **faith**;

**Education** is celebrated as a lifelong **journey**, is attainable to all, and schools **inspire** a passion for learning that enable every person to excel and **maximize** his or her **potential**;


**Health** is cherished by people living long, productive and responsible lives in a clean and **safe** environment with access to **quality**, affordable healthcare;

The **Economy** is built on dynamic, **responsible** businesses, attracts accessible capital, and creates **opportunities** for quality employment, good and affordable housing, and home ownership in an environment where all people effectively **enhance** their skills and manage their **resources**;

and,

**Government** at all levels is responsive and accountable to a  
people universally informed and engaged.

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## Mission

*We inspire young people to believe that change is possible and we train, fund and mobilize them to be leaders who measurably strengthen their communities.*

## Goals

## Highlights

# Principles of Community

As we work toward our Goal of healthy communities, these are the **fundamental** Community Principles that guide us. We **believe** there are universal laws which govern communities and which must be adhered to in order to have **constructive** change. The following Community Principles represent Do Something's best thinking on these laws to date. They **influence** the design, implementation and evaluation of Do Something's strategies, and they **foster** national and local dialogue about strengthening communities.


1. a community is as **healthy** as its people and institutions
2. a community becomes **stronger** when people believe they have the **power** to improve it
3. **change** starts with ourselves & shy; it is up to the individual to choose to take **personal** action to make change happen
4. every person is **important** and has a role to play in **strengthening** the community
5. change is **local** & shy; constructive change can only be **achieved** when it is embraced and implemented locally, though forces outside the community can help or hinder
6. **community** problems are connected, therefore **solutions** must also be
7. to strengthen a community we must both treat symptoms and strike

at root causes; be **compassionate** and work for **justice**; and, balance the short-term and long-term in our action and in our **planning**

8. individuals **catalyze** change

9. institutions within a community &shy; and the people who are part of them &shy; **sustain** change

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main page

national  
youth in action  
campaign

hot topics

first national  
youth conventions

youth opportunities

change the world

There are many adults who look at youth as problems, and not problem solvers. Through our programs, we have learned that there are thousands and thousands of young Americans who are greatly concerned about our collective future and working to make a positive difference today.

You can **support** the ideas, solutions, and activities of young people who are improving communities across America.

Here's how:

Become a youth supporter by contributing to the Foundation of America's National Youth in Action Campaign.

Your support is critical as the FOA will **not** accept government funding. A \$35 contribution will put you on line to receive our electronic newsletter. The newsletter will update you on national developments and opportunities for youth and programs and resources that can empower youth in your community.

You'll also receive a Youthpower t-shirt with the Youthpower logo on the front and "begins with you" on the back. What's more, as we are a national non-profit, \$25 of your contribution is tax deductible!

Your contribution will help support Action Award Grants for youth who are creating results for improving communities and our nation.

Please join with us to empower and improve citizenship in the next generations of Americans.

Checks or money orders should be made payable to:

The Foundation of America  
43 Malaga Cove Plaza, Suite 43-D  
Palos Verdes, CA 90274

Thank you for supporting youth!

[main page](#) | [site index](#)





# TEACHING TOLERANCE

TEACHING TOLERANCE IS A NATIONAL EDUCATION PROJECT DEDICATED TO HELPING TEACHERS FOSTER EQUITY, RESPECT AND UNDERSTANDING IN THE CLASSROOM AND BEYOND.

In response to an alarming increase in hate crime among youth, the Southern Poverty Law Center began the Teaching Tolerance project in 1991 as an extension of the Center's legal and educational efforts. Through the generous support of Center donors, Teaching Tolerance offers free or low-cost resources to educators at all levels.



throughout the U.S. and in 70 other countries. The project's video-and-text teaching kits *America's Civil Rights Movement* and *The Shadow of Hate* chronicle the history of hatred and intolerance in America and the struggle to overcome prejudice. To help early childhood educators in this effort, Teaching Tolerance will introduce a third teaching kit, *Starting Small*, in the fall of 1997.

Other Teaching Tolerance resources include a free set of eight, full-color *One World* posters accompanied by a 12-page teacher's guide, and grants of up to \$2,000 for K-12 teachers. The award-winning program also offers a one-year research fellowship for educators with strong writing skills and an interest in equity issues.

Teaching Tolerance magazine welcomes contributions of writing and artwork that address classroom themes of tolerance, respect and community-building. The magazine is distributed free twice a year to more than 200,000 educators

TEACHING TOLERANCE  
PROJECT  
CLASSROOM RESOURCES  
RECOMMENDED READING  
WRITING GUIDELINES

HOME  
LEGAL ACTION  
CENTER INFO  
KLANWATCH

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January 4, 1996

ON DETROIT

## Youth training program helps build leadership qualities, creativity

By Kevin Fobbs

**Q** I'm a parent and I have several teens who need more sense of direction and some leadership skills which will help them later in life. Two of them are in middle school and will be going into high school soon. With this new year, I want to give them a new start for their future. Is there any kind of program that can help me help them?

**A** There is a program that I feel is designed to meet your children's needs and may even turn out to be one of the Detroit area's best-kept secrets -- but not for long. The Youth Leadership Training Program was designed by Ernest Maddox, who was the manager of the nationally recognized Michigan Employment Security Commission Job Pact.

**Q** What does this program do for young people? My kids already are thinking about what they will be doing when they graduate from high school. How will this program really help them?

**A** "This is not just a program, it is a change in lifestyle and in how these teens and young adults approach life. We train young people to become highly skilled and analytical thinkers and overachievers capable of guiding others -- in other words, demonstrating leadership," stated Maddox. He also stresses that many young kids -- maybe not yours but certainly a good number -- have to learn how to promote collaboration and creativity in resolving conditions of conflict and abject poverty. There are countless media accounts of kids killing kids either accidentally or by aggression. Maddox feels that his program will produce generations of leaders, trainers, and mentors. I have worked with mothers and fathers who have lost a child or children to violence. His program could be a solid alternative for kids, teens, and young adults.

**Q** My children are not involved in violence and I have always steered them away from associating with a bad crowd. I want them to learn how to develop skills that will give them an added edge in a job or in college. Can this program help in that way?

**A** "My program has five basic goals which are reinforced through the 12-part program. Any young adult will need to master them in school, in a work environment, or in pursuing other lifelong pursuits," said Maddox:

- \* Understanding what a leader is
- \* Developing traits of a proactive leader

- \* Developing confidence
- \* Becoming a positive role model
- \* Developing a positive self image

Young people need positive role models and to learn to behave as a proactive leader with confidence and self esteem. Maddox stresses that positive outcomes or resolutions to conflicts are productive for young people and for the community.

Q Where has this program been conducted and is there a fee?

A The workshop program is currently being conducted for the Michigan Neighborhood Partnership; a collaborative of business, government, nonprofit, and religious organizations focusing on economic development that benefits individuals and families as well as stimulates business creation, job training, youth enterprise, and community development.

The 12-session workshop costs \$320 per participant.

Q What school will be holding the leadership workshop and how can I get my children's school interested?

A The Detroit Public Schools' James B. Webber Middle School, at 4700 Tireman, launched a pilot Jan. 3. Sixteen students from the school will be involved in the 12-session program.

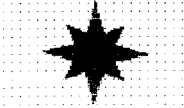
"The students will be able to develop enhanced communication skills and learn teamwork, problem-solving, decision-making and conflict-resolution skills as well," Maddox said.

If you are a member of a church, community organization, school, business, or even a foundation that sponsors youth-oriented programs and you want more information about the **Youth Training Program** or about sponsoring a student, you can reach Ernest Maddox at The World of Work Ltd., (313) 527-2156.

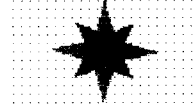
If you have questions or concerns about issues that impact upon you or your neighbors, fax Kevin Fobbs at (313) 272-1795, his E-Mail address on the Internet is [KFobbs@ix.netcom.com](mailto:KFobbs@ix.netcom.com), or write him in care of The Detroit News, 615 W. Lafayette Blvd., Detroit, Mich., 48226.

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NATIONAL OFFICE  
COMMUNITY RELATIONS DIVISION



**YOUTH ACTION PROGRAM**

*Location of program office: Philadelphia, Pennsylvania*

*Geographical area served: Continental United States*

**History.** The Youth Action Program started in 1983. The Community Relations Division sees youth as a vital force in building impetus for social change. The work is integral to all efforts of the division. Despite this, CRD has felt that an active youth office was needed in order to develop and maintain youth work; youth are easily marginalized in the absence of such an entity. Youth work has shifted its specific activities and emphasis over the years. The division's experience over several decades suggests to us that ingredients for effective change-oriented youth work include: (1) youth leadership; (2) youth-to-youth training and communication; and (3) youth work carried out from a community base.

**Issues.** The external scene for young people in U.S. communities is bleak: grossly underfunded, undersupported city and rural public school systems; a job market increasingly requiring specific training and a higher level of education or offering low-wage dead-end jobs, at best; pervasive racism, sexism, homophobia; overwhelming poverty; and few movements for change that capture the imagination and energy of young people and offer opportunities for their leadership.

**Goal.** The goal of Youth Action work is to enable young people to play vital roles in building an open and non-exploitative society which recognizes the equal and infinite worth of each human being.

**Activities.** (1) Be a supportive resource to AFSC youth work staff and community-based youth work programs. Establish and maintain direct contact with community-based youth work groups with which AFSC has working relationships. (2) Work with other organizations who do youth leadership development work and facilitate youth from the AFSC network to participate in summer youth leadership development programs. (3) Work on follow-up to the AFSC Youth Focus Gathering and 1996 AFSC Youth Leadership Institute. (4) Assist other CRD staff to work with youth and on youth issues.

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**TOP OF PAGE \*\* COMMUNITY RELATIONS DIVISION \*\* AFSC HOME PAGE**

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Send comments or suggestions to [afscinfo@afsc.org](mailto:afscinfo@afsc.org)  
Phone 215-241-7000 Fax: 215-241-7275  
National Office: 1501 Cherry St., Philadelphia, PA 19102

July, 1996

# Youth Service Bureau News

*A Newsletter about Washington County Youth Service Bureau programs for area youth and families.*

## Welcome!

to the 5th issue of the YSB News. This newsletter is our way of keeping our friends, neighbors, and supporters informed about the work we do. Inside this Issue:

- Notes From Tom, YSB Director
- A Story about the "Diversity" Quilt
- Are more kids running away? "Focus" report has some answers
- "Meet the Staff" Runaway Program Coordinator Charles Rossi
- Do Prevention Programs Work? YSB's professional evaluators
- "SMART Moves" at U32
- The CITYSCAPE Project
- What's happening at the Basement

## 24th Annual Community Thanksgiving Dinner

Free to the Public

**November 28th, 11:30- 2:00**

At the Bethany Church,  
115 Main Street, Montpelier

Last year 250 Community members celebrated Thanksgiving together at Bethany Church, and 150 meals were delivered to people in their homes. **ALL ARE WELCOME** To receive a home-delivered meal, volunteer, or donate food, goods, or funds, call the YSB at 229-9151

## Students Create Anti-smoking Public Service Announcements

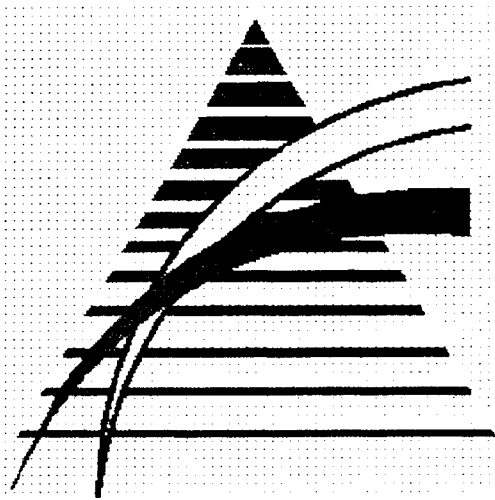
The hazards of smoking cigarettes are the focus of two public service announcements (PSA) videos being created by students at U-32 as part of the SMART Moves program's Communication Campaign (see pg. 5 for more about the YSB prevention program, SMART Moves). The Campaign is designed to increase the number of messages youths receive that discourage them from using alcohol, tobacco, and other drugs.

The videos are being made with the help of Adelphia Cable and will be broadcast on the public access channel. They take two different approaches to the same theme. The first PSA informs youths that when they smoke cigarettes they are inhaling the same chemicals used in nailpolish remover, rocket fuel, and car batteries. "Three thousand young people start to inhale these chemicals every day," reads the announcement, "Do you want to join them?"

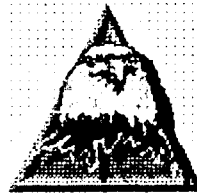
The second PSA contrasts clips of smokers with non-smokers. U-32 teens are shown smoking, while others are shown participating in healthy activities. The PSA concludes with a graveyard scene contrasted with images of older, active people and adds the message, "It's your choice." Research has demonstrated that peer-designed-and-delivered prevention messages are more effective.



James Moorby works on the anti-smoking campaign



# Pinnacle Youth Works



## Leadership Training

Leadership Training	CANADec ready to Rock
A Roadmap for Youth Planners and Workers	Making decisions - Out of the Box

"The world is waiting patiently for our wits to grow sharper," wrote Katherine Whitehorn. And so it is. Everytime we learn anew, we get a waft of "real" and are enlivened by new opportunities.

PYW leadership opportunities encourage youth and those who work with youth to consider the many paths that can define success. Each path offers a glimpse of the future and its myriad of possibilities.

When you involve yourself in a PYW leadership experience, you can expect to learn that:

Taking Risks	Leads to	Moving Forward
Innovation	Leads to	New Ideas
Overcoming inertia	Leads to	Setting your own path
High Expectations	Leads to	"Anything is possible"
Positive Attitude	Leads to	"can do" and "walk the talk"
Clarity of Purpose/Direction	Leads to	Realistic goal setting
Imagining the Future	Leads to	Communicating the Vision
Play	Leads to	Enjoyment

## CANADec ready to Rock

Many people have asked us, and we're now ready to respond. In the late spring/early summer of 1997, the Canadian Adventure and Education Centre will open in the interior of British Columbia, Canada. The site will include, among other things, two ropes courses, a creative play ground, recreational kayaks, hiking trails, and relaxation sites.

Visitors to CANADEC will stay in Treehouses, tents and rustic cabins, and they will be privy to expert teaching and training in a variety of skills and attitudes. Look for more information on CANADEC during the winter.

Mailouts on the new centre will be available in early 1997. To get on the mailing list, please email us with your snailmail address as well as your electronic links.

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## A Roadmap for Youth Planners/Workers

For the truly dedicated youth programmer, may I suggest that you spend every working moment awakening the curiosity in the young people that you come in contact with, and above all else, encourage creative risk-taking. Don't be one of those who do a disservice to our teens by stunting their capacity for growth and creativity.

The poet Guilione Apollinare expressed my sentiments exactly. *"Come to the edge," he said. They said, We are afraid. "Come to the edge," he said. They came. He pushed them . . . and they flew.*

Someone once said that human beings are opposite to insects in that they start out as butterflies and end up in cocoons. Is it not our place, then, to introduce young people to the concepts of leisure learning and perhaps help them to avoid the cocoon stages in years to come? In order to do this, we must be patient and acknowledge that change "takes time".

If you're interested in reading the rest of this piece, [email us](#) and we'll send it to you.

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## Making Decisions - Out of the Box

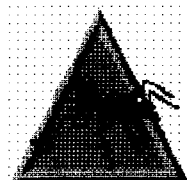
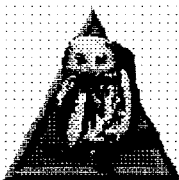
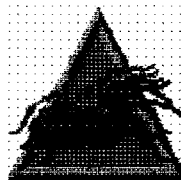
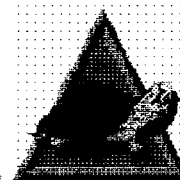
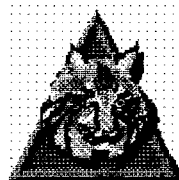
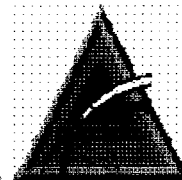
Three people were blindfolded and taken to the zoo for the first time in their lives. At the zoo they were placed around an elephant and told they had to use their sense of touch to learn as much as they could about it. Afterwards, they discussed their experience. "It was soft and about as big around as my arm" said the first, "and it smelled like peanuts." "Not at all," said the second, "it was rough and as big around as my leg and I certainly didn't smell any peanuts." The third one shook his head and said "my friends you are mistaken. It was long and thin, and the smell..... you know the story."

Change is the buzz word of the nineties. The world of business downsizes, resizes, outsources, reengineers, and partners, all to stay competitive in the world economy. The pace of change in our society appears to be staggering. A lot of this change is illusion.

We create the illusion through the intricacy of specialization. As we become more focused on a piece of something, the more complex it becomes. Each segment becomes increasingly complex as we spend our days exploring its nuances and making our work count for something. We increase our ability to process complex information but at what cost?

Wendell Barrie wrote, in the *Unsettling of America*, "What happens under the rule of specialisation is that though society becomes more and more intricate it has less and less structure. It becomes more and more organised, but less and less orderly. The community disintegrates because it loses the necessary understandings." In other words, the more we focus on the parts, the less we see the whole. We have increased our individual ability to evaluate new ideas and information, but only in our area of specialization.

If you're interested in reading the rest of this piece, [email us](#) and we'll send it to you.

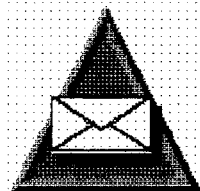
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### ***Pinnacle Youth Works***

British Columbia, Canada

[eMail us](#)



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[Responses](#) Please tell us what you think.

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**PUBLIC SCHOOLS OF EDISON TOWNSHIP**

***John P. Stevens High School***

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855 GROVE AVENUE • EDISON, NEW JERSEY 08820 • (908) 549-5543 • FAX (908) 494-5615



**FRED J. RICCIO**  
*Principal*

**GARY REITER**  
*Vice Principal*

UNITY-

A Co-curricular Prejudice Reduction Program

**NICHOLAS S. ROMANETZ**  
*Vice Principal*

Overview and Structure

UNITY, the "club that meets during school," is a voluntary program run by a core of 30-35 trained student leaders. These leaders conduct weekly workshops during study hall periods. Each leader leads a workshop/discussion with about 10-15 students. The same group meets weekly in an empty classroom throughout the year. A teacher is present but may or may not participate. Between 150-200 students participate.

The group was founded on the belief that most prejudice is due to ignorance. The purpose of the program is to encourage students to discuss bias-related issues openly with each other, break down stereotyping, and create a more open and harmonious atmosphere in the school, based on real respect for differences and individuality.

Activities/ Discussions

Workshops deal with stereotyping, scapegoating, and bias in general; racial prejudice, interracial dating, affirmative action; gender roles, sexual harassment, discrimination against gays and lesbians; hate crimes; anti-Semitism, the Holocaust; religious discrimination; the role of the media/TV in creating stereotypes.

Other Activities

Field trips: Ellis Island, U.S. Holocaust Memorial Museum  
Faculty programs  
PTA & other community organizations (programs)

Materials/Resources

There are many resources available today from various organizations such as Southern Poverty Law Center and ADL. In addition, students create activities and discussions based on actual incidents that occur in the school. Newspaper articles often appear that can be used as the basis for discussion. Many movies are available as well. Ideally we try to combine an activity with a discussion.

\*\*\*Excerpts from sample activities are on back. For help or ideas in setting up a program, contact Elaine Koplow, UNITY advisor.

**RESPECT - PRIDE - UNITY**

39.

- P.T.A. - UNITY - community -

## UNITY---Excerpts of Selected Activities

### Stereotyping in general: The Potato Game —

Students draw one potato each from a pile in the middle and take a minute to "familiarize" themselves with their potato. Going around the circle, they "introduce" their potato to the group. They give its name, a short history, explain how it got its various pock marks, etc. When this is done, the potatoes are put back into a pile in the center and mixed up. Each student is asked to find his/her potato. Invariably they have no trouble identifying their potato. Discussion then centers around stereotyping, how it blinds us to individuality. Once we individualize, a group is no longer "all alike".

### Affirmative Action: The Contest —

Students are divided into teams and asked very easy questions. A point is given for each correct answer, but only certain teams are called on. When protest erupts, all teams are called on equally often. Invariably someone will note that the present "equal" system does not make up for past inequality. Discussion centers around what can be done, and then, of course, makes analogies to society and *the inequality of opportunity, etc.*

### Anti-Semitism/ Holocaust: Assessing Individual Responsibility —

Students are given a list of various scenarios and situations that occurred in the Holocaust and asked to assign each a number from 1-4 depending on the degree of responsibility they feel each one has. Items include such things as: a German family that moved into a house vacated by evicted Jews, a man who drove a truck of Jews to a concentration camp, a teacher who taught Nazi propoganda to students, etc. After each student assigns a number individually, the group discusses.

### Sexual Harassment: Sexual Harassment v. Flirting —

Students make 2 columns, one for sexual harassment and one for flirting. As a list of actions is read, they put a check in the column they see it as. The list of actions includes such things as: a boy whistling at a girl as she goes by, a boy calling "Hey, 'Ho! How's it going", a girl pulling a boy towards her by his belt, etc. After these actions have been rated individually, discussion ensues, *attempting to arrive at a definition.*

### Faculty Program: Sexual Harassment & Racial/Cultural Bias —

Two programs were done with the faculty, one on each of these issues. The format was the same for each. Each faculty member was asked to rate *several* situations individually on a scale of 1 to 5 judging only the teacher's action in each case. A score of 1 indicated the action was totally unacceptable, a 5 indicated acceptability. Afterwards it was discussed and ratings were compared, other possible actions examined. The scenarios included such things as: *teacher comes into the room, sees "Jon is gay" on the blackboard, and ignores it; teacher says to black student in gym "How come you're missing those shots? You should be good at this!"* *Groups of 10-12 were used for discussion. Groups were assigned randomly, not by department.*

# Ben & Jerry's Foundation

P.O. Box 299 • Waterbury, VT 05676-0299 • (802) 244-7105

## ADVISORY BOARD

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## Guidelines

Dear Friends, thank you for your interest in the Ben & Jerry's Foundation. If you would like to seek funding from us, please read the following guidelines carefully and thoroughly. They have been established, after much deliberation, in order to help us in our selection process. Due to the great volume of grant requests we receive, we regret that we will be unable to review any requests that do not conform to these guidelines.

Ben and Jerry's Foundation was established in 1985 through a donation of stock in Ben and Jerry's Homemade, Inc. These funds are used as an endowment. In addition, Ben and Jerry's Homemade, Inc. makes quarterly donations at its board's discretion of approximately 7.5% of its pre-tax profits.

The Foundation offers competitive grants to not-for-profit organizations which facilitate progressive social change. The Foundation supports projects that are:

1. models for social change
2. infused with a spirit of generosity and hopefulness
3. directed towards enhancing people's quality of life
4. examples of creative problem solving.

The Foundation will only consider proposals in the following areas:

1. Children and families
2. Disadvantaged groups
3. Environment

The Foundation realizes that there are many fine projects that provide basic services to disenfranchised groups or address environmental problems. However, with our limited funds we cannot offer grants to initiate or maintain basic services.

Grant applicants need to demonstrate that their projects will lead to broad social change or help ameliorate an unjust or destructive situation through empowering constituents or addressing the root cause of problems.

# 21st Century Community Learning Centers

## Frequently Asked Questions

### General Information

#### **What is the 21st Century Community Learning Centers Program?**

The 21st Century Community Learning Centers Program (authorized under Title X, Part I of the Elementary and Secondary Education Act) will provide \$40 million to rural and inner-city public schools to establish or expand after-school programs. Although the statute requires these programs to offer a broad range of services to address the educational, health, social services, cultural, and recreational needs of the community, grants awarded through this program must focus primarily on providing children and youth with expanded learning opportunities in a safe, drug-free environment.

#### **What is the definition of a Community Learning Center?**

A Community Learning Center is an entity *within a public elementary, middle or secondary school building* that (1) provides educational, recreational, health, and social service programs for residents of all ages within a local community, and (2) is operated by a local educational agency in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

#### **Who is eligible to receive grants?**

Only rural or inner-city public elementary, middle or secondary schools, consortia of such schools, or local educational agencies (LEAs) applying on their behalf are eligible to participate. We do not recommend that individual schools apply without the endorsement of their LEA.

#### **What is the definition of a local educational agency (LEA)?**

An LEA--usually synonymous with a school district--is an entity defined under state law as being legally responsible for providing public education to elementary and secondary students. In some states this may include an entity performing a service function for public schools, such as an intermediate service agency. The full definition of this term is set out in Section 14101(18) of the Elementary and Secondary Education Act (20 U.S.C. 8801(18)).

#### **May multiple centers be funded under one application?**

Yes. LEAs are encouraged to apply for this grant on behalf of interested schools under their jurisdiction or as the fiscal agent for a group of schools in cooperating districts.

#### **Can other public and private agencies and organizations become involved?**

Public schools applying for these grants are strongly encouraged to collaborate with other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges or universities), recreational, cultural, and other community service entities. By statute, applicants are required to describe in their applications "the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations."

## **Size and Scope of Grant Awards**

### **When, and how many, awards will be made?**

The Department anticipates making awards on or about May 15, 1998. We expect to award between 200-300 new grants that will support approximately 400 centers.

### **What is the expected size of an award? How will grants to LEAs involving multiple centers be awarded?**

The Department estimates the range of awards to be between \$35,000 - \$200,000 **per center**. The average amount for an award is anticipated at \$100,000 per center. By statute, no award will be less than \$35,000. Awards to consortia or LEAs involving multiple centers will be adjusted to reflect the number of centers included; for example, a consortium of three schools may be considered for an award ranging from \$105,000 to \$600,000. However, an applicant may receive less funding than it requested if the Department determines the applicant can fully carry out its proposal with a lower amount of funding.

### **Can I request increased funding in years two and three of the grant?**

We recommend that applicants request level funding for the three years of the grant period.

### **What is the project duration?**

21st Century Community Learning Center grants are awards for up to three years. Each applicant may propose up to three years of activities and must provide a budget for each year.

## **Range and Nature of Services Provided**

### **What is the target population to be served?**

The 21st Century Community Learning Centers Act requires that centers serve the entire community with a broad range of services. However, in this year's competition the Secretary will only fund centers that--among the array of services they propose--will provide expanded learning opportunities for children and youth.

### **Are there any required activities that must be provided?**

The absolute priority established for this program provides that the Secretary is to fund only those applications for 21st Century Community Learning Centers grants that include, among the array of services required and authorized by the statute, *activities that offer significant expanded learning opportunities for children and youth in the community and that contribute to reduced drug use and violence*. In addition, grantees under this program are required to carry out *at least four* of the following activities:

- literacy education programs;
- senior citizen programs;
- children's day care services;
- integrated education, health, social service, recreational, or cultural programs;
- summer and weekend school programs in conjunction with recreation programs;
- nutrition and health programs;
- expanded library service hours to serve community needs;
- telecommunications and technology education programs for individuals of all ages;

- parenting skills education programs;
- support and training for child day care providers;
- employment counseling, training, and placement;
- services for individuals who leave school before graduating from secondary school, regardless of the age of such individual; and
- services for individuals with disabilities.

**What entities may provide services under this program?**

In collaboration with the public school(s) applying, other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities may provide services for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools.

**May private school students participate in this program?**

Yes. Community Learning Centers supported under this program are intended to serve all community residents. Students attending private schools may participate in the after-school programs of local public schools in their communities that are awarded these grants.

**Are there any requirements for the hours of operation of a center or the number of persons to be served?**

No. There are no set requirements governing a center's hours of operation or the numbers of persons to be served. However, applications will be evaluated on the basis of how well a center will meet the needs of its community.

**Are there certification requirements for project personnel?**

There are no federal requirements regarding certification of project personnel. However, applicants are expected to adhere to their State and local guidelines and regulations for standards of personnel in educational facilities.

**Can program activities take place only within a public school?**

The statute defines a community learning center as an "entity within a public elementary or secondary school building." The intent of the legislation is that the center be located on the site of a public secondary or elementary school and that activities funded under this program take place at that site. However, we do not require that all activities be conducted at the public elementary or secondary school where the center is located. For instance, if a public school is not air conditioned, summertime activities may be conducted at an alternative site. Also, field trips or service learning activities off-site may be appropriate.

**May project funds be used to rent, purchase or construct facilities?**

Renting facilities is permissible, but new purchase or construction of facilities is not allowed under the Education Department General Administration Regulations (EDGAR 75.553). These three-year grants are intended to fund activities for the specified period. If new construction or purchase of facilities is planned, schools must use other funds for these purposes.

**May project funds be used to: (a) purchase equipment, (b) remodel, (c) address participants' health, nutritional, or social needs, or (d) provide transportation?**

Yes. By working in conjunction with other community organizations and agencies, schools are encouraged to utilize funds to accomplish a variety of activities that may benefit the students and community that surrounds the school. According to the legislation and applicable regulations, all the activities listed above are permissible. Programs may include features to support health needs, provide equipment, remodel facilities, and provide transportation in order to better serve their participating students and community. *However, grantees may need prior approval for remodeling school facilities to ensure that it is not considered new construction.*

**May schools use 21st Century Community Learning Center funds in conjunction with other federal or state funded programs?**

Yes. Within the description of the proposed project, there should be an identification of federal, state, and local programs to be merged or coordinated so that public resources may be maximized. Examples of federal programs that can support these activities include ESEA Title I, Goals 2000, School-to-Work, the Individuals with Disabilities Education Act, Medicaid, Title V of the Social Securities Act Maternal and Child Health Block Grant, the Family Support Act of 1988, the Child Development Block Grant, and the Alcohol, Drug Abuse, and Mental Health Block Grant. Grantees under this program, however, will be required to document how the 21st Century Community Learning Center funds were spent.

### **1998 Competition Selection Criteria**

**Have priorities been established for this grants competition?**

Yes. In recognizing needs expressed by the education community, the Secretary will only fund programs that will, among other activities, provide expanded learning opportunities for children and youth. In addition, the Secretary will give a competitive priority (that is, up to five extra points in the selection criteria) to (1) projects that propose to serve early adolescents and middle-school students, and (2) projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children.

In support of communities identified as working toward long-term economic growth and revitalization, the Secretary will also give competitive preference to projects that will use a significant portion of the program funds to address substantial problems in an Empowerment Zone (EZ) or an Enterprise Community (EC). In this case, competitive preference means that in evaluating applications of comparable merit, those applications serving EZs or ECs will be given preference.

**What are Empowerment Zones and Enterprise Communities? How can I find out if my school is located in one?**

EZs and ECs are designated by the United States Department of Housing and Urban Development or the United States Department of Agriculture to receive grants and tax incentives that will provide opportunities for growth and revitalization in areas of pervasive poverty, unemployment, and general distress. The EZ and EC program is designed to demonstrate how distressed communities can achieve self sufficiency through innovative and comprehensive strategic plans developed and implemented by alliances of private, public and nonprofit entities. A list of EZs and ECs is available in the application package. To find out if your school is located within an EZ or EC neighborhood, visit the <[www.ezec.gov](http://www.ezec.gov)> website and follow the instructions.

**Will applicants from communities not designated as Empowerment Zones or Enterprise Communities be able to win grants?**

Yes. Eligibility for a grant under this program is open to all rural and inner-city public elementary or secondary schools, consortia of those schools, or LEAs applying on their behalf, not just applicants that propose to serve EZs or ECs. In the review process, technical merit is paramount. Factors such as community need, program quality, evaluation and management will be assessed before EZ or EC status is considered.

**What requirements must applicants meet in order to be considered as rural or inner-city?**

The legislation requires that 21st Century Community Learning Centers grants go to public schools in rural and inner-city environments; however, there is neither a statutory nor a regulatory definition of the terms "rural" or "inner-city." Applicants must determine--and justify--whether they meet the program purpose as being a "rural" or "inner-city" school. Applicants can justify such status by addressing specific conditions of their community that often appear in rural or inner-city situations. For example, areas of pervasive poverty, unemployment, distance or isolation, neglect, and general distress may exhibit the needs associated with rural or inner-city conditions. Applicants might cite applicable census data on population density, population losses or other relevant factors; unemployment, crime and violence rates; percentages of poverty, ethnic and racial minorities; students eligible for Title I funding or free or reduced lunches; students home alone or with special needs; parental education levels, drop-out rates, limited availability of advanced courses; or any other special circumstances.

**What components can ensure a high quality after-school program?**

The most important part of any after-school program is that children have a safe learning environment with adults who clearly care for them. Overall, after-school programs should strive to be fun, challenging, and comforting and to use innovative curricula and activities to promote children's learning. When the Department of Education analyzed exemplary school-based programs that offer both enrichment and instructional activities, the following common elements were most often present:

- coordination with the regular school day learning program;
- participation of students in learning activities;
- linkages between after-school and regular school day personnel;
- hiring of qualified staff and provision of on-going training;
- a low student-staff ratio;
- active involvement of parents;
- continuing attention to program evaluation and continuous improvement strategies to ensure that children benefit from and enjoy the program.

**What must be included in the application narrative and budget?**

Applications must include a 20-page narrative that describes a comprehensive local plan that enables the school or consortium to serve as a center for the delivery of education and human resources for members of the community. An evaluation of needs, available resources, and goals, as well as a description of the proposed project, its management, and how it will meet these needs should also be included. A budget must be submitted for each year of the project. Complete instructions are provided in the application package.



**What needs assessment information is to be included in the application?**

The 21st Century Community Learning Centers Program is designed to ensure that schools and communities that demonstrate the clearest needs and propose the strongest programs receive assistance. Conducting a community needs assessment is one way to identify the nature and magnitude of gaps or weaknesses at the site and how these will be addressed by the proposed project. Schools should poll and discuss needs with members of their faculty, families and students, businesses and community organizations, and neighborhood representatives to focus on the services that will best serve their program participants and communities.

**What are the evaluation requirements under this program?**

Grantees are required to evaluate their programs. The quality of the proposed project evaluation will be measured by the extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies and the extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. Grantees will also be required to participate in any national evaluations of the program.

**What are the reporting requirements under this program?**

Grantees are required to submit annual progress reports, which in part will be the basis for continued funding.

**Completing the Application Package****How can I obtain an application package?**

Application packages can be requested by fax, e-mail, mail or telephone. The fax number is 202-219-2198, and the e-mail address is <21stCCLC@ed.gov>. Mailed requests should be sent to: Amanda Clyburn, U.S. Dept. of Education/OERI, 555 New Jersey Ave., NW, Washington DC 20208-5644. To request an application by telephone, call 800-USA-LEARN or 202-219-2180. The application is also on the Internet at <<http://www.ed.gov/offices/OERI/21stCCLC>>.

**When is the deadline for applying?**

Applications must be received or postmarked *no later than* March 9, 1998. Any applications postmarked after March 9 will not be considered. Applications delivered by hand on or before the deadline date will be accepted by the U.S. Department of Education Application Control Center daily between the hours of 8:00 am and 4:00 pm, except Saturdays, Sundays, or Federal holidays.

**Where shall applications be mailed?**

21st Century Community Learning Centers  
ATTN: CFDA No. 84.287  
U.S. Department of Education  
Application Control Center  
Washington, DC 20202-4725  
Telephone: (202) 708-8493

**Shall each applicant notify the State of its application prior to submittal? If so, what is the date for intergovernmental review?**

Yes. Applicants must contact the appropriate State Single Point of Contact to to comply with, the State's process under Executive Order 12372 and the regulations in 34 CFR Part 79. Applicants proposing to perform activities in more than one State should contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in the application package. The date for the intergovernmental review is May 1, 1998.

**Is there a page limitation and if so, what is it?**

Yes. There is a 20-page limit on the application narrative. Applications with narratives exceeding this limit will not be considered. Whether the applicant is one school or a consortium of schools, the page limit remains 20 pages per application.

**Will the Department provide technical assistance to applicants?**

Yes. There will be a series of 11 regional workshops for those who are developing applications for the 21st Century Community Learning Centers Program. Sponsored by the C.S. Mott Foundation, the National Community Education Association and the National Center for Community Education, these sessions will occur between February 2 and February 13, 1998. For additional information about these sessions, call (800) USA-LEARN or visit our Web site at <<http://www.ed.gov/offices/OERI/21stCCLC/>>. The Department, in collaboration with the Mott Foundation, will also be providing ongoing technical assistance, staff training, and networking support for the duration of this program.

**For more information:**

**Visit our web site at <<http://www.ed.gov/offices/OERI/21stCCLC/>>**

**Send e-mail to <[21stCCLC@ed.gov](mailto:21stCCLC@ed.gov)>**

**Fax your inquiry to 202-219-2198**

Revised January 29, 1998

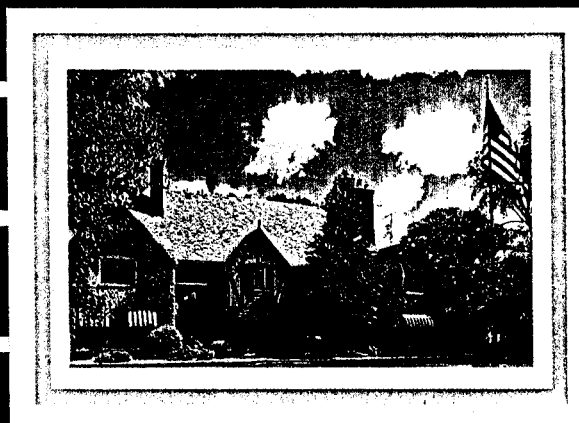
**Community**

**Education**

**Leadership**

**Training**

**Opportunities**



**The**

**National**

**Center for**

**Community**

**Education**

## **Welcome!**

Anyone interested in community and educational change can attend. Workshop participants come from all walks of life: community agency personnel, educators, neighborhood citizens, parents, government policymakers, volunteers, business people! The NCCE takes the first 35 people with fully paid registrations. The NCCE encourages teams of people from the same agency, neighborhood, community school or district to attend workshops together.

The primary role of the NCCE is to assist groups and individuals in developing approaches for more effectively working within their communities.

We invite your inquiries and comments. For more information on particular NCCE offerings, or if we may be of service to you please contact us.

**NCCE**

1017 Avon Street  
Flint, Michigan 48503  
Telephone: 810-238-0463  
Fax: 810-238-9211  
Web Site: [www.nccenet.org](http://www.nccenet.org)  
Email: [ncce@earthlink.net](mailto:ncce@earthlink.net)

## **MISSION**

*To provide state-of-the-art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools*



**NCCE**

## **HEALTHY FOUNDATIONS**

### **8th Grade Mini-Unit**

**4 sessions**

#### **Facilitators**

**Priscilla Jeffery, Green Mt. Teen Coordinator**

**8th Grade Teachers**

**Peggy Rodgers, Guidance Counselor**

#### **Week 1**

Team building activity

Positive self image group activity

Building support systems activity

#### **Week 2**

Building Blocks for Good Relationships

What is harassment and how do you respond?

Passive, aggressive and assertive

#### **Week 3**

Healthy vs Unhealthy Relationships

Learn how to communicate, compromise and care

#### **Week 4**

Conflict Resolution

Anger Management

ours and others

Peer pressure

Where do we go from here? (recommendations for continued support)

Dear Miss Lemieux,

I am very interested in starting an organization at the St. Albans Town Educational Center which deals with Multiculturalism and anti-racism education. This group would be taking an active role in educating the students about diversity and mainly the growing diversity of our community. I would like to work with students as early as first grade. The focus with the lower grades would be on respecting differences among us, such as; color, religion, size, handi-caps, and more. In higher grades, we would deal with more specific types of prejudice, and with the seventh and eighth grades I would like to add a Holocaust unit to the curriculum. I am very educated on the Holocaust and have information and teaching curriculums on it.

This group would consist of young people my age(15), but is not limited to that age group. Any adults or students would be welcome to join. This organization would be doing many things in the school as well as things after school. During this first year, we would mostly be doing things after school, and working with lower grades because it's easier to find time for it. I know that the upper grades already have their curriculum set, so I would work on next year's curriculum.

One thing that I would like to do this year is have a time after school, once every week or two, where students can talk about their feelings on racism and discrimination. If they are hearing negative comments at school or home or are being harrassed because of race, religion, or ethnicity, they can talk to someone other than an adult. It's basicly a peer counseling program.

The first thing that I want to do is for Make A Difference Day, which is Saturday, October 25. I want to have a multicultural celebration in the gymnasium and cafeteria, consisting of various ethnic foods, music, speakers, art, and dance. I can get donations from area businesses and I know many people who would speak or hold workshops free of charge. To get youth involved, they could do art work or displays for extra credit in their classes that would be displayed there. After the 25th, I have to write an essay about what I did and send it in to USA WEEKEND. If I win, I could receive a grant to continue this organization.

Thank you for your time. I would like to know if the school would be available for that event. If possible, I need to know by October 17th. Thanks again.

Sincerely,  
Stacey Dutil

## Student Survey (page 1)



The purpose of this survey is to gather information so we can make this school a safer place. Please do not put your name on this survey. The surveys will remain anonymous and confidential.

	not at all	some of the time	most of the time	all of the time
1. Students treat each other with respect at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students treat teachers with respect at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers treat students with respect at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers treat teachers with respect at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel a part of school life here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel recognized and supported for who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel comfortable walking through the halls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One place I feel unsafe is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The thing that makes me feel most unsafe is:

9. Students at this school respect ethnic and racial differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My racial, ethnic, religious, or cultural identity is acknowledged and respected at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have personally experienced ethnic or racial discrimination at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have experienced the following, or seen these things happen, to others of my ethnic or racial group:

I have contributed to ethnic or racial disrespect by:



## Student Survey (page 2)



	not at all	some of the time	most of the time	all of the time
12. Administrators respect ethnic and racial differences at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teachers respect ethnic and racial differences at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Students are respectful of people's sexual orientation (lesbian, gay, heterosexual, bisexual) at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. This school is safe for students who are lesbian, gay, or bisexual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Male and female students are respectful of each other at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Male and female administrators are respectful of each other at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Male and female teachers are respectful of each other at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Male administrators are respectful of females at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Male teachers are respectful of females at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Students and faculty are respectful of people with disabilities at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have seen the following disrespectful behavior:

What grade are you in?

What is your gender?

Is there an adult at this school with whom you feel comfortable talking?

Use the back of this page to comment on any question in the survey. Please elaborate or clarify your answers or add anything else you would like to say.



## COMMUNITY SERVICE

Amber Turner

At Town School St. Albans.

Helping with students and teachers.

I am doing this Community Service to help our community and our school community. Here at the Alternative program our learning plan question is "What does the word Community mean in America" I am trying to complete ten hours of service to the St. Albans community and are hoping to get a sense of the needs in the Franklin County area. I thought that Town school was a good place to go in finding what were looking for in order to help this community.

Thank you for your time and help,

Amber Turner

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Rosella Jeffery*

*1/29/98*

*1 hr. ✓*



Amer Zada  
Second & Third Trimester 1998  
New Beginnings Program  
From 15 January 1998

### Community Service Plan

I plan to go to the Town Central Educational Center to try to help students who have anger problems like myself. I plan to help them to my best ability. I have already learned, through my own counseling, anger management strategies which I hope to share with these kids. I also hope to help some students with their work and although I am not the greatest person, I hope to make a good impression on these kids. I don't think I will have a problem with this because I love kids and know how to act around them. I think this will be a great thing to do because some children really need some help at school. I hope that by working with some troubled students on a one on one basis I can really make a big difference in their attitude toward school, knowing that they have someone there for them besides the teacher. I hope not only to finish my five hours of community service but also to continue in my helping role at this school.

HOURS COMPLETE: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Signed by:

Mrs. Jeffery *Rinick Jeffery*

Amer: *Amer B. Zada*

*Jim P. Renaud, (Teacher)* 524-5318 (w)  
894-2117 (h)

January 19, 1998



Day  
HFW  
Happy

Have a great day. You mean a lot to me. Thanks for showing me what I'm capable of and empowering me. Someday there'll be a holiday in honor of you!

Love,  
Stacey

THIS IS WHY I DO THIS WORK -  
P.J.