



Youth, Peace, and Security:

A STUDY OF THE UNITED STATES

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Table of Contents

Introduction.....2

Research Objectives.....3

Methodology.....3

Limitations.....5

Key Findings.....7

 Youth insights and media takeaways.....7

 Programmatic review.....18

Key Recommendations.....21

Appendices.....23

Introduction

The United Nations Security Council Resolution 2250 represents a milestone in its recognition and prioritization of youth within the international agenda for peace and security. By acknowledging the important role that young peopleⁱ between the ages of 18 to 29 play in the maintenance and promotion of international peace and security, SCR 2250 urges governments at the national and subnational level to design and implement policies to better engage this demographic based on five pillars for action: participation; protection; prevention; partnership; and disengagement and reintegration. SCR 2250 also requested that the UN Secretary General “*carry out a progress study on the youth’s positive contribution to peace processes and conflict resolution, in order to recommend effective responses at local, national, regional and international levels.*”¹

The United Nations Peacebuilding Support Office, together with the United Nations Population Fund (UNFPA), is now undertaking research as part of this global study. A combination of regional case studies, thematic papers, and consultations will feed into the larger body of evidence supporting an international agenda on youth, peace and security. This report supports the research through a case study on the value of engaging youth in promoting sustainable peace and security in the United States. As peace and security are concepts not often discussed outside the context of conflict and post-conflict zones, this study will identify and contribute to the formulation of a peacebuilding agenda for youth in developed nations.

ⁱ For the purposes of this report, the terms “young people” and “youth” will be used interchangeably, to denote the age group between the ages of 18 to 29, as defined by the United Nations Security Council Resolution 2250

Research Objectives

The primary objectives of the study were threefold:

- To determine the characteristics of quality programming and government services that could impact peace and security targeted at the youth population in the United States;
- To investigate the American media's portrayal of youth, and to determine young people's reaction to how they are represented in media;
- To capture the voices and opinions of youth in the United States, with regards to issues of peace and security, and to understand their perceptions of their roles in society.

Findings from these three areas of research were used to inform the key policy recommendations at the conclusion of this report.

Methodology

Scope

In order to understand how peace and security might be applicable in the context of a developed democracy, the team explored the themes of participation; protection; prevention; partnership; and disengagement and reintegration in the United States through the lens of armed violence, civil uprising and disruption, and structural violence.

An extensive literature review was undertaken to identify² the dominant recurring themes, or dimensions, closely linked to peace and security in the United States. Six dimensions were identified and explored in the report: civic engagement, policing, justice, continuing education, economic empowerment, and conflict prevention. The selection of these particular dimensions does not intend to diminish the importance other dimensions which may also play a key role in peace and security.

For the purpose of this study, civic engagement encompasses initiatives in the areas of citizenship education, voting and political participation, community service and engagement, and volunteering. Policing programs have the duty of maintaining law and order in a designated area. These can

include, but are not limited to: police departments, community policing, and neighborhood watch initiatives. Justice programming aims at keeping young people out of the punitive aspects of the law and reducing recidivism, and as such, intervention methods may include law reform or legal counsel. Prevention primarily encompasses initiatives preventing gun and homicide violence, gender-based violence, and implicit-racial bias. Continuing education programming includes education that occurs after the traditional age of compulsory education; for example, alternative secondary school certification and participation in higher education, excluding vocational training. Economic empowerment programs are geared toward improving young people's access to the job market and increasing their earning capacity, and involves training and skill development programs, entrepreneurship promotion, employment services and subsidized employment interventions.

To explore the characteristics of quality programming that are conducive to effective youth engagement and positive outcomes, the team identified a sample of eighteen innovative and state-of-the-art programs across the six thematic areas, by way of a literature review.

Understanding the portrayal of youth in the United States

With the aim of identifying trends, issues and stereotypes about youth that inform public opinion, the study analyzed media representations of young people in the United States in relation to issues of peace and security. This was done through a quantitative analysis of news media content, in which themes and trends were extracted from 129 articles originating from four news sources, over an artificially constructed week (which are statistically representative of three months' worth of news). The media analysis was coupled with qualitative research gleaned from focus group discussions with young people in Chicago and New York. Youth were asked about their thoughts regarding how they are depicted in media, whether or not they agree with this portrayal, and whether media influences or reinforces certain actions or behaviors (See Appendix 1 for more detailed methodology).

Listening to the perspectives of youth on peace and security

The third aspect of the study was an investigation of young people's views on peace and security. Through participatory research methods conducted in New York City and Chicago—cities which were chosen on the basis of high media coverage and evidence of effective youth programs relating to peace and security—the study solicited the views and perspectives of young people

who were directly affected by issues of peace and security in their communities. By way of distributing surveysⁱⁱ and facilitating focus group discussions with 4 groups of youth in Chicago and 3 groups in New York City, the team sought to identify the issues within peace and security important to youth; their opinions on the roles they believe they play, and wish to play, in society in relation to peace and security; the obstacles to achieving peace and security; the opportunities and advantages to peace and security of better engaging with young people; and the risks and disadvantages to peace and security of not doing so. The team met with approximately 30 youth in Chicago and 35 youth in New York City over the course of their research. Focus groups were chosen based on a review of effective programs in each city, as well as opportunistic sampling.

Limitations

Assessment of quality programming

- The analysis of quality programs was derived from existing evaluations and reviews of the peace and security-related programs in the United States that target youth. No independent evaluations were undertaken.

In field research

- The parameters of the field research only allowed for capturing information from respondents in Chicago and New York City, and are thus unable to account for the views of young people in other areas of the United States.
- The team did not capture gender and age disaggregated data during focus groups, given the anonymous nature of discussions. Overall, however, diversity among participants in regards to gender, age (from 18-29), and race was observed. It should be noted that information regarding gender and age is available through the surveys, which many of the focus group participants completed.
- Due to time limitations and logistical constraints, there were instances when some focus group questions were not answered in their entirety by respondents. In order to account for this, the findings section from focus group discussions (see Appendices) indicate the number of focus groups that addressed a particular question or topic.

ⁱⁱ 159 survey respondents; 82 from Chicago and 77 from New York

- Participants were not selected through a process of randomization; rather, they were all involved with programs that dealt with issues of peace and security in some form. Also, due to time constraints, the number of participants available for the study were limited. In this vein, the focus groups and surveys were not carried out with the aim of being statistically significant. Data collection was primarily qualitative in nature, to capture trends, themes, and tones.
- When asked questions from the set interview script, participants in 1 focus group were not asked their opinions on answers that were previously gathered from other focus groups. Therefore, a theme stated in 1 focus group, and not another, is not necessarily an indication of an answer's lack of significance. Additionally, the study did not solicit dissenting opinions to responses gathered from participants of a given focus group, so it is not known to what degree consensus existed for a particular answer.
- In instances where similarities or differences were noted in participant responses between cities, the team did not delve further into why these similarities or differences might exist, in order to avoid forming assumptions based on a statistically small number of participants.

In media content analysis

- The media content analysis applied quantitative methods of research, which included mainly descriptive statistics. Therefore, the analysis does not attempt to make inferences regarding correlation or causation between variables.
- The media study was conducted at the beginning of 2017, which was particularly political in nature, which may therefore have had an impact on search results.
- In terms of statistical representativeness, the analysis only takes into account one quarter of the selected year, and only gathers data from four selected online sources. Other sources such as printed or broadcast media outlets were outside the scope of the analysis.
- The media sampling process did not take into account the recurrence or lifespan of stories (both positive and negative), so it was not possible to determine their prominence in media.

- Finally, the media content analysis focuses only on domestic news regarding domestic youth. Any international content is beyond the scope of this study.

Key Findingsⁱⁱⁱ

The following are key findings and takeaways garnered from the three methods of research collection detailed above. Findings from the media content analysis and the case studies—which include the focus group discussions and surveys with young people—are thematically arranged in the first section. The second section details the key characteristics and best practices gleaned from a cross-sectional analysis of innovative programs in the United States.

Youth insights and media takeaways

1) Despite being a developed nation, major peace and security issues exist in the United States.

Young people in both New York and Chicago largely focused on policing and economic empowerment when asked to discuss issues related to peace and security in the United States. Their answers demonstrated that they were aware of substantial peace and security problems directly impacting their communities, beyond just those affecting their demographic.

Key themes that were described as contributing to insecurity and undermining peace include: Lack of social cohesion, economic disempowerment, problematic policing, and dysfunctional public service institutions.

- **Social cohesion:** Respondents expressed that economic, social, and cultural segregation serve as barriers to inclusion, representation, and unification. This has led to discrimination, prejudice, and intolerance in their communities.

ⁱⁱⁱ The media content analysis is meant to indicate how the youth are represented in the media while the focus groups and the surveys represent the voice of the youth. Therefore, the study and these sections specifically do not represent the views of UN PBSO or the Columbia research team ('team'), unless otherwise specified.

- **Policing:** Views toward policing in particular were negative among all groups (4 groups in Chicago and 3 groups in New York). Young people brought up themes of police brutality, lack of accountability for police conduct, lack of trust in police, racial profiling by police, the militarization of police, and problematic interactions between police and the public. In the case of **2** groups in Chicago and **1** group in NYC, these stemmed from personal interactions with police, and from observations they had made about confrontations with police in the news. They felt that the police directly contributed to why things were not working well. “Just because they have a badge, they think they can do whatever they want,” shared one youth from a focus group in NYC.
- **Dysfunctional public service institutions:** Youth mentioned lack of government support, prison and justice system failure (primarily related to mass incarceration and prejudice), lack of social security, lack of healthcare (particularly the lack of access to mental health and trauma institutions), a dissatisfactory housing system, a weak education system, ineffective alternative schools, issues with transportation and public infrastructure, inequitable resource distribution across neighborhoods, and food insecurity.
- **Physical security:** In relation to physical security, youth raised concerns about the presence of guns, lax gun laws, gang violence, general violence, high crime rates, lack of public safety infrastructure such as broken surveillance cameras, and high rates of homelessness.
- **Economic disempowerment:** Regarding economic disempowerment, unemployment and poverty were major points of concern, linked to widespread instability and insecurity. In particular, youth lamented the dearth of job opportunities and job training. Although they stressed that job acquisition was directly linked to their livelihoods, they importantly noted that their desire for jobs take into account status and dignity. Job opportunities for individuals in need should reflect basic standards of human dignity, as measured by local community perceptions. Furthermore, youth in New York felt that the amount of red tape associated with getting a job drove them to seek money-making ventures by unscrupulous means.

“We got to do what we got to do to make money.” –*New York*

- **Other topics:** Other problematic areas which came up during discussions include the negative portrayal of youth and reinforcement of negative or violent behavior by media and media culture, lack of civic engagement, and disrespect for the environment.

2) The root causes of peace and security issues in the US are inequality and a lack of cultural competence.

According to youth, the root causes of violence and insecurity in the US are linked to 2 overarching themes: inequality and a lack of cultural competence. They explained that racism, sexism, and economic, social, and cultural segregation serve as barriers to connectivity, enabling territorial boundaries and conflict. The inequitable distribution of wealth, resources, and overall provision of care exacerbate issues that are perceived to be cyclical and systemic. Employment, education, policing, justice, and public infrastructure are each impacted by inequality, which can lead to resentment, hopelessness, and violence, both physical and structural.

Additionally, due to these divisions, individuals either choose not to connect with individuals who they view to be different from themselves, or possess the desire but lack the cultural competencies and interpersonal skills necessary to do so. Narrow-mindedness, ignorance, and intolerance were described as byproducts and causes of these divisions.

How can you connect with someone you don't understand and who doesn't understand you? How can you trust someone you can't connect with? And how can you connect with someone you can't trust?

—Synthesized from focus group responses

3) Youth feel that they are perceived by society as of marginal importance and problematic with respect to peace and security.

Youth observed that their roles are considered marginal and problematic by society. They also felt that these perceptions of them are reinforced by media's depictions of young people. In society at large, youth are often excluded from important conversations, not only with regards to peace and security, but also in terms of their own well-being and future. "The government doesn't care," lamented one youth from New York. Youth believed that this could potentially lead to an increase in civil unrest, societal violence, disengagement, and apathy towards the public system.

Further, young people felt that the public holds an overwhelmingly negative view of their demographic, depicting youth as being lazy, disrespectful, ignorant, and not politically or civically engaged. For the most part, young people believed that these stereotypes were inaccurate.

"People think we do not know anything or trust us."

–New York

"[They think], if they have tattoos, they must be gangbangers." –Chicago

"My mom is a crackhead and prostitute, that [doesn't] make me want to become one." –New York

This is in contrast to young people's own perceptions about their roles, which they expressed as positive and visible: they cited several examples of active engagement in civic activities and programs that promote peace and security in their communities. However, they felt that their positive contributions to society are often overlooked.

“If they listen to a positive group of us maybe they will understand what we want better.” –*New York*

**“I do outreach for the program and hand out safe sex packets and clean needles for people who use drugs. To keep the community safe and prevent disease.”
–*New York***

“We also do awareness in the community: we go out and talk about STDs, what drugs do, prevention.” –*New York*

**“Make peace and security a community thing.”
–*Chicago***

Concerning media depictions about young people, youth believed that media inaccurately portrays them in a negative way. While youth acknowledged that negative behaviors, as reported by media, do occur among some individuals in their demographic, these incidents should not be an overall representation of youth behavior. They voiced that young people are generally living life positively, that many are activists of peace, and/or working to transform their lives from a destructive path to a productive one, and influencing their peers to do the same.

“[Media portrayal] lacks diversity of experience: there are great young people, but it only shows the picture of just one person.”—*New York*

“Everyone is...put into one category.” –*Chicago*

In regards to media's influence, youth expressed that media have a significant role in influencing young people, and society in general.

“[Regarding media] It is aspirational: I want to live that life.” –*New York*

“The portrayal is not accurate. But reality tends to imitate what is portrayed in the media.” –*New York*

“If, for a long time, youth are shown positive[ly], people's perception about the young adults might change.” –*Chicago*

“When I walk down the street, I'm not afraid, but reading the newspaper puts fear in my heart...fear in the heart of my own people.” –*Chicago*

“Media can have a huge role in how people see the young adults.” –*Chicago*

Furthermore, it was observed that media can negatively influence youth behaviors and actions by glorifying and promoting violence, and exacerbating a culture of violence and insecurity. Youth recognized sexism in media as not only feeding into stereotypes but also encouraging negative behavior among young men and women.

“A woman is encouraged to push her sexuality. It doesn't highlight her education.”—*New York*

“On TV's most popular shows, girls with money are strippers and have big boobs.”—*New York*

“Rappers are giving dudes the doorway for being disrespectful towards women.” –*New York*

The media content analysis found that youth are not actively featured in the news unless issues of crime and justice are involved. For instance, half of the articles observed (50%), referenced youth in stories that are not about youth issues, or refer to youth in a passive voice. In addition, when it comes to the small portion of news that does feature a young person as

the protagonist and includes their voice through direct quotes (22% of total

news observed) the most frequent themes are crime and justice (39% and 36% of references respectively). Overall, these results feed into negative stereotypes of youth as being a threat to peace and security within their communities and in society at large.

4) Youth desire to be active contributors in resolving issues that affect youth and society at large.

Young people had a clear idea of the roles they wish to assume in society in relation to peace and security, and how they would like to contribute. They desired to not only be seen as contributors to resolving youth issues, but those of society as well. Young people want to make substantial contributions to policy and policy making at all levels of government, as demonstrated by the survey analysis results: 67.9% of the respondents said there are, or possibly are, useful ways for them to influence policies that directly affect them. Further, youth exhibited an understanding of the conditions necessary for a peaceful and secure community to exist (which were mainly related to structural changes and attitude shifts), and how these issues connect to youth resilience, risk, and opportunity. This was surmised on the basis of answers provided for the questions: “What are the necessary elements of a peaceful and secure community?”, “What are the opportunities government gains when it engages with young people to build a peaceful and secure society?” and “What has to change – with regards to the obstacles to peace and security in the United States?”

A significant benefit of engaging youth in the solving of larger societal problems is that youth have a distinct knowledge of what is working well, what is not working well, and what obstacles are getting in the way of creating a peaceful and secure community. Moreover, they are aware of what needs to change, such as attitude shifts and structural changes, in order to remove the barriers to a peaceful and secure community.

It became clear that youth understood the motivational drivers for getting involved in civic activities, given their responses to questions about youth engagement and rationale. Some cited altruistic motives, such as wishing to be good role models and defenders of the younger generation, while others cited personal reasons such as wishing to increase their chances of getting into a college or getting a job.

“Knowing the background of the kids (program participants), if I had not participated in the initiative then the kids might have gotten into trouble.” –Chicago

Furthermore, youth had a clear understanding of their strengths and the potential benefits that the government and society as a whole would gain by effectively engaging with them. Young people described their key strengths as possessing unique perspectives, a contextual and personal understanding of the needs of the youth demographic, and knowledge of how to reach out to other young people. They felt that by working with young people, the broader benefits to society may include a decrease in violence, gang activity, resistance, rioting, improved neighborhoods, safer public spaces, and better economic growth. These were some of the salient themes gathered from responses to questions such as “What are your strengths which should encourage the government and the society to engage with you?”; “What uniqueness can youth contribute to dealing with these issues?”; and “What are the opportunities government gains when they engage with young people to build a peaceful and secure society?”

**“We have knowledge of what is going on in our age group.”
– Chicago**

With regards to the discussion point, “What are the threats government faces when they do not engage with young people to build a peaceful and secure society?”, youth responded that, if they were not engaged or included in peace and security efforts, poverty levels would increase, violence in communities would worsen, youth would become more civically and politically disengaged, and things would “get worse” overall. At the same time, according to the survey analysis, which included almost all the focus group participants, 68.5% of the respondents were ‘not at all’ or ‘barely active’ in any initiatives, social or political movements that affected peace and security in their community.

“Relationships with the police will get worse—black police [are] no better than the white cops. Once they have the badge and the gun...they believe as if they own us.” –New York

It is pertinent to note that there tended to be a general consensus in the discussions over the strengths, weaknesses, opportunities and threats; and the comparatively fast responses which the team got to these questions, indicated that the youth had previously thought about such issues.

5) Youth perceive needing both soft and hard skills training to be productive citizens of society.

Youth were able to identify what they needed in order to engage productively regarding issues of peace and security. Additionally, the focus group participants who also served as youth leaders representing specific organizations geared towards young people believed that their involvement was productive and beneficial.

“As a result of the involvement in the initiative, I was able to start peace activism at a very young age.” –Chicago

“Participation in activities helps us channel our anger and keeps us productive.” –Chicago

Also, youth recognized that they require the appropriate skillsets in order to be able to contribute productively to society. Hard skills include job training, and coaching in soft skills such as effective decision-making, the ability to organize, communication skills, and advocacy skills.

Youth stressed the need for “space” to advocate for their interests. They argued that not having this space prevents and dissuades them from engaging productively with issues of peace and security. In addition to space, youth also noted that they need adequate resources in order to implement

their ideas and offer solutions. Not only do youth wish to engage in policymaking to ensure that their interests are represented, but they also want to offer meaningful input on how to tackle peace and security issues in society as a whole.

Youth cited the important role that intergenerational relationships play in whether or not young people are motivated to engage constructively with issues of peace and security. On one hand, youth felt that when older people, including policy-makers and government representatives, refer to them as less knowledgeable, less motivated, and less mature, they become discouraged, develop lower self-esteem, and are less inclined overall to contribute to creating more peaceful and secure communities.

“Older people...they just don’t understand that times are different, and they are not open-minded about the present.”
– *Chicago*

“People think we do not know anything, or don’t trust us.”
– *New York*

On the other hand, if older people interact effectively and positively with young people, there is much opportunity for intergenerational synergy. A significant number of youth believed that their community leaders and elders are best equipped to deal with problems of peace and security. This can be assessed from the fact that 19% of our survey responses on the topic, the highest of any other category, indicated that youth trust their community leaders to help work towards building a peaceful and secure community. Some young people, who had previously been involved with the law or had engaged in violent behavior, stated that community leaders and elders play a critical role in productively engaging with youth. They felt that older members of the community were “credible messengers” who could be trusted and who truly understood young people’s struggles and challenges, having previously dealt with similar problems themselves.

“The fire department can be trusted to put out a fire, but the police department may make a violent situation more violent.”

—Chicago

Young people felt that the government, across all levels, and its service providers (police, prison system, social services) should be more aware of youth needs and motivations, and should improve the manner in which they engage with youth. It became clear that this topic was one of great concern to youth, given the number of times and

passion with which they spoke about it.

Moreover, young people, particularly those who have been formerly incarcerated or were previously engaged in violence, voiced the need to be respected or feel respected by society. Finally, it was stressed that the creation of a peaceful and secure environment should be viewed as a community-wide effort, to cultivate a culture of cohesion and sense of belonging across all demographics in a given community or neighborhood. This was noted on the basis of the answers which we received to our discussion points on “involvement of young people in initiatives which were working well to create peace and security.”

6) Youth feel that their needs and views are not represented by government, particularly at the national level.

Youth were much more likely to feel that the local government took their interests into account, rather than government at the state and national levels. Additionally, some young people voiced that the structure of the Electoral College was problematic, in that it could facilitate the election of a president who did not carry the popular vote.

Youth respondents expressed that, while the government had the capability to make positive changes, young people possessed a high degree of mistrust towards government officials. Youth qualified this sentiment by arguing that government was corrupt, and not invested in the interests of youth or their communities. Some respondents expressed doubt in the government’s commitment to address their needs or the greater interests of society. Youth viewed corruption in government, both in terms of corrupt officials and lack of transparency in elections, to be a global problem. These sentiments were captured in survey responses as well as focus group discussions.

Youth believed that their inherent mistrust of government led to civic disengagement and disenchantment with the political system. Some respondents expressed concern that there would be “angry, violent, reactive riots” if youth continued to grow more cynical about the government’s ability to assist them, and that, within society as whole, the already tenuous relationship between the government and the people would quickly deteriorate. Young people in the focus groups expressed that an increase in violence and rebellion would lead to more poverty and the further abandonment of neighborhoods by the government.

Conversely, young people felt that better relationships with the government would lead to less youth resistance and rioting, less gang involvement, and more economic and educational engagement. Respondents also expressed that more economic engagement could have a multiplier effect when young people who acquired gainful employment could in turn provide further job opportunities to others.

Some respondents expressed that, despite the government’s shortcomings, they maintained faith in the government's capacity to impact their communities, the United States, and the world. However, this was not always a shared sentiment, particularly among those who had previously engaged in criminal activity or experienced brushes with the law.

Programmatic review

The following characteristics were drawn out of a sample of eighteen innovative and state-of-the-art programs in the six previously-defined dimensions. These qualities and best practices contributed to the effectiveness of these programs, and serve as useful guidelines for future program design and implementation.

Civic Engagement

Common characteristics among successful civic engagement programs include:

- Providing substantial leadership roles to youth, and creating space for ownership over certain elements of programming. This transfer of responsibilities to young people yielded positive outcomes in terms of civic engagement.
- Soliciting substantial input from youth, in order to integrate their opinions and thoughts into programming

- Incorporate a hands-on and dynamic “learning by doing” approach for young people

Continuing Education

Common characteristics among successful continuing education programs include:

- Scaffolding^{iv} in terms of entering higher education or reintegrating individuals into educational systems
- Providing financial support or reducing financial obstacles for young people attempting to enter higher education. Having an overarching system of support that promotes sustainability of learning, such as through counseling and creating alignment between individual academic and career goals, also contribute to success of the programs.

Economic Empowerment

In successful economic empowerment programs, intervention design matters greatly and tends to drive results much more than the type of intervention employed. Economic empowerment programs should be considered a long-term investment, as impact on youth earnings and employability tend to take time to materialize.

- Engaging and developing strong ties with key high-growth local industries, integrating an internship component, and providing training in job readiness skills, increases the relevance and employability of beneficiaries of employment training programs.
- While education and training are key determinants of success of young people in the labor market, returns are far more likely to be realized if there are strong, explicit links between education and training policies, and the world of work.
- Targeting low-income and disadvantaged youth, monitoring program participation, and giving incentives to program participants also increase programs' effectiveness for targeted groups.

Justice

Common characteristics among successful justice programs:

- Mediation and reform, paired with legal support and resources for community members, contributes to success in the realm of justice.

^{iv} Describes the type of assistance offered by a teacher or peer to support learning; in the process of scaffolding, a teacher helps student master a task or concept that s/he is unable to grasp independently

These are effective alternatives to punitive measures such as court prosecution.

- High collaboration between organizations with overlapping interests in addressing issues with community members' interactions with the justice system.

Policing

Successful policing programs and youth initiatives with policing components aim to:

- Decrease barriers between officers and the communities in which they serve, fostering relationships and redefining methods of engagement.
- Utilize a demilitarized approach with Crisis Intervention Training (CIT), which focus on elements such as implicit bias affecting decision making, de-escalation tactics, and strategies of response to emotionally-disturbed persons, are critical.
- Increase transparency and accountability of officers engaged in professional misconduct including, but not limited to, police brutality, corruption, and unjustified killings.
- Equip young adults with both hard and soft skills through intensive, interactive, and active training
- Engage young adults that have deep concerns about the well-being of their communities
- Provide young adults with a voice, a space, and a sense of ownership over issues important to them.

Prevention

As noted elsewhere and also observed across our selected initiative, the common characteristics among successful violence-prevention programs, especially those trying to prevent homicides and gun violence, is that such programs are community-driven and focus on building the community's capacity to undertake such interventions.

Key Recommendations

In light of the key findings and themes extracted above, the study identifies the following recommendations to support policymakers in formulating effective methods to address issues pertaining to youth and their role in peace and security in the United States.

1. **Increase access to opportunities for participation of youth in decision-making processes** at the local, regional and international level. If participation mechanisms are already in place, improve the visibility and accessibility of these opportunities for marginalized youth, in particular, by actively seeking out and engaging the latter, rather than expecting them to approach institutions.
2. **Create avenues for government institutions, community leaders, and policymakers to engage youth in meaningful dialogue** about peace and security issues in their communities and the nation as a whole, in order to understand young people's needs and desired roles in society, and to better identify areas of synergy and collaboration. All levels of government should reach out to young people from insecure areas in particular for their input on how to best foster more socio-political stability and economic growth in communities.
3. **Provide youth with opportunities to develop necessary hard and soft skills** through job training, internships, and mentorship programs. A focus should be placed on allowing youth to access "jobs with dignity."
4. **Take advantage of the catalyzing power of media** to magnify the voice of youth and focus on stories about positive youth role models. A more active, positive presence of youth in a wide range of stories can better illustrate the multiple dimensions and positive contributions that young people can make to society, while promoting peace and security in the long term.
5. **Design opportunities for police and young people to engage with each other** constructively and build trust, whether through community fora or avenues for informal conversations with police officers. Furthermore, there should be stronger accountability measures in place

regarding police conduct, to make sure that police are not abusing power and targeting individuals based on race or appearance. Adequate and proper training of police regards to social and cultural sensitivity would be a major step in addressing this.

6. **Create avenues for mentorship** between the older and younger generations, and seek out collaboration with “credible messengers,” or reformed individuals who have previously had experiences similar to young people within communities of interest, as a way to better engage and build relationships with young people.
7. **Understand and leverage the drivers** of youth motivation, in order to design the most well-informed outreach strategies.

Appendices

Appendix 1: Media Content Analysis

1. Media Representation of Youth in the United States

The aim of the media content analysis was to understand how young people are depicted by the media with regards to issues of peace and security, and to determine whether or not youth are most often portrayed in a positive or negative light. This was done through the codification of certain variables in a sampling of news articles, which took into account factors such as the frequency and tone with which youth are referenced in articles, the thematic nature of articles which mention youth, and identifying characteristics such as race and gender. The following provides an overview of trends and issues connected to youth in relation to peace and security, and compares these results to youth perspectives on media, gathered from focus groups discussions in Chicago and New York City.

1.1. Methodology and Data

The study draws its data from a selection of news articles from four online American media sources. The selection took into account the extent of media sources' reach and their ability to influence and shape public opinion,^v as well as the diversity of their ideological leanings. The following media outlets were selected: CNN.com, FoxNews.com, NYTimes.com, and BusinessInsider.com. From these, both CNN.com, with an audience that leans towards the center of the political spectrum, and FoxNews.com, which has a more conservative audience, represented 2 legacy cable news sources with an online presence. NYTimes.com, which draws a liberal audience, is both a printed and digital news source. BusinessInsider.com is a digital native news source, and is also close to the center of the political spectrum.

The study employed the most widely accepted sampling technique for a media content analysis.³ This involved constructing a sample week, made up of a random selection of each day of the week within three months of a year. This method allows for representative samples that take into account the systematic variation in content within one quarter of the year, in addition to variation among days of the week.⁴ The optimal sample size to achieve representativeness of one year of news for online sources is at least four

^v This was determined by looking at a site's total number of unique visitors per year (Pew Research 2015).

constructed weeks: one per quarter.⁵ The sampling period chosen for this study was the first quarter of 2017, from January 1st to March 31st; thus, the size of the sample corresponds with one constructed week of news as suggested by the methodology. The total sample size was 7 dates multiplied by four news sources, for a total of 28 searches.

The search was conducted using Factiva, a specialized news' database and search engine. Different keywords used to represent youth and young adults were tested and finally selected to filter all news that included youth in any way (see Table 1). At the same time, exclusion criteria were defined as a second filter, in order to guarantee that the news observed were relevant to the age group in question and not in reference to a different use of the selected keywords (see Table 2).

Table 1. Keyword Search

youth or young or young adult* or young people or young person* or millennial* or young women or young men or young woman or young man or young black* or young white* or young asian* or young hispanic* or young latin* or young african american* or young american* or 18 to 29 or college graduate

Table 2. Exclusion Criteria

No	Criteria for exclusion
1	The word <i>young</i> is used to describe a person outside the defined age range (18-29). When it is not clear in the news story that the person referenced as "young" belongs to a different age group to the research one, it will be assumed that it does.
2	The news story is not related to domestic issues in the US.
3	The word <i>youth</i> or <i>young</i> is used as a proper noun.
4	To avoid over representation of sports news due to daily reporting of sports events, no sports related articles were included in the analysis. These included: Organized sports; sports figures; schedules; events and awards; team player assignments and reports on conditions for various sports; non-physical competitive activities known as mind sports, such as chess and electronic sports, including fantasy sports.
5	The word <i>young</i> is used to describe a fictional character in a book, film, theatre or other performing art.
6	The word <i>youth</i> or <i>young</i> is referenced to describe a person or moment in time relative to a distant past.

7	The word <i>young</i> is used to describe an object, an animal, or an abstract concept.
8	No obituaries, personal announcements, headline listings, daily news briefings or summaries, advertisements, social events, or letters to the editor.
9	The word <i>young</i> is used to describe a young person who is not a U.S. citizen or does not otherwise identify as American

1.1.1. Coding

Each article was coded according to the presence or absence of a set of variables that include the tone, theme, youth presence and relevance in the article, gender-related content, and ethnicity-related content. Coding variables were not considered exclusive from each other, so more than one variable in the same category could be present in a given article. A total of 36 variables were coded per article:

Category	Codes
Tone	Each reference to youth was coded as Positive, Negative and/or Neutral in their tone.
Youth Relevance and Voice	References to youth were coded as the following: <ul style="list-style-type: none"> • <i>High Active</i> when the story featured a young person as the protagonist; • <i>High Passive</i> when the story addressed a youth-related issue; • <i>Low Active</i> when the article did not address a youth-related issue but included a young person's quotation; • <i>Low Passive</i> when the article did not address youth-related issues, but included a reference to youth (in third person voice).
Theme	Articles were coded for themes connected to youth and the six dimensions of peace and security in the US. <i>Crime</i> denoted stories related to criminal activity, violence and/or policing; <i>justice</i> for stories related to the criminal justice system; <i>education</i> indicated articles involving post-secondary education or continuing education; <i>economic empowerment</i> for stories about employment, entrepreneurship, employment services, and job and vocational training; <i>civic</i> for articles addressing political participation, activism, community participation, leadership, and civic engagement; <i>prevention</i> for stories about gender-based violence prevention, conflict prevention and peace initiatives; and <i>other</i> for news about themes not previously mentioned.
Gender	Articles were coded in terms of the genders mentioned in the

Reference	story. The code <i>RefMultigender</i> was used for stories including more than one gender; <i>RefWomen</i> for references to young women; <i>RefMen</i> for references to young men; and <i>RefLGBTQ</i> for references to young people identifying as lesbian, gay, bisexual, transgender, or queer.
Gender Perspective	Articles were also coded to account for gender perspectives on the topic of a given article. <i>PersMultigender</i> was used to indicate perspectives from more than one gender; <i>PersWomen</i> for perspectives of young women; <i>PersMen</i> for perspectives of young men; and <i>PersLGBTQ</i> for perspectives from young people identifying as lesbian, gay, bisexual, transgender, or queer.
Ethnic Reference	Ethnicity and/or race were coded when the youth reference in the article also included his or her ethnic background in accordance with the categories defined by the United State Census Bureau. The following were used: <i>RefMultiEthnic</i> (denoting stories including more than one ethnic group); <i>RefAmericanIndianorAlaskaNative</i> ; <i>RefHispanic</i> (Non-white); <i>RefBlackorAfricanAmerican</i> ; <i>RefWhite</i> ; <i>RefAsian</i> ; and <i>RefNativeHawaiianandOtherPacificIslander</i> .
Ethnic Perspective	Additionally, Ethnicity and/or race were also coded to capture perspectives from young people identified as belonging to any of the ethnic categories listed above. The following were used: <i>RefMultiEthnic</i> (denoting perspectives from more than one ethnic group); <i>RefAmericanIndianorAlaskaNative</i> ; <i>RefHispanic</i> (Non-white); <i>RefBlackorAfricanAmerican</i> ; <i>RefWhite</i> ; <i>RefAsian</i> ; and <i>RefNativeHawaiianandOtherPacificIslander</i> .

1.2. Analysis technique and visual representation of results

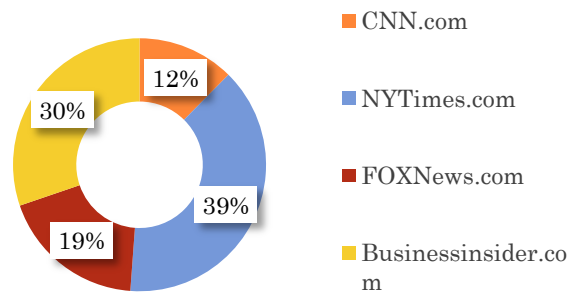
After quantifying the presence of the variables above in the sample of news articles, the next step involved looking at one category^{vi} at a time and determining the presence of other variables in relation to it. These relationships were then depicted through the use of word clouds. The larger the size of the text in the word cloud, the higher the frequency of that particular variable within an observed category. This technique does not suggest a causal link between variables, as this is beyond the scope of the study. For each category, examples from articles, as well as youth opinions on media support and complement the findings of the media content analysis.

^{vi} Categories: tone, theme, youth presence and relevance in the article, gender-related content, and ethnicity-related content

1.3. General Results

129 articles from the four selected news outlets were analyzed on the randomly chosen dates. Almost 40% of the articles observed were produced by NYTimes.com, followed by Businessinsider.com, with 30% representation (Graph 1).

Graph 1: Articles distribution by source

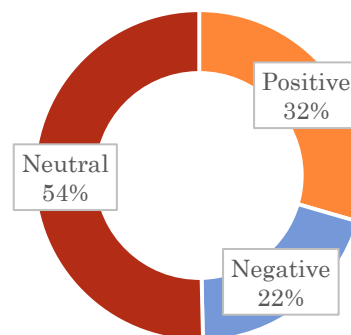


Source 1: results database

1.3.1. Tone

Results related to tone revealed that online news media tend to depict youth mostly in a neutral tone 54% of the time, followed by a positive tone 32% of the time (Graph 2).

Graph 2: Tone of Article in reference to youth



Source 2: results database

Despite these results, the perception among youth in focus group discussions is that media is not neutral enough. 3 focus groups in Chicago and 1 focus group in New York expressed a desire for media to be more representative of their dynamic nature and to provide a more balanced depiction of youth.

2 focus groups in Chicago acknowledged that sensationalist news sells, and as such, media outlets must be more aware and hold themselves accountable to their consumers when they depict certain issues in a particular way.

“People like seeing drama.” –Chicago

“Human nature is to be drawn to controversy.” –Chicago

“[Media does] not profit much from portraying us as positive.” –Chicago

Moreover, 2 groups in Chicago expressed that perception and reality in media are two sides of the same coin. While events in media may be sensationalized, extreme behaviors or attitudes found in media may also be imitated in reality.

Only 1 focus group in Chicago mentioned that media could portray youth positively: they theorized that the more localized the media source, the more likely young adults were to be portrayed positively. According to this group, a media outlet’s proximity to a community allows for a better understanding of local context and ability to report thoroughly or follow up on a story.

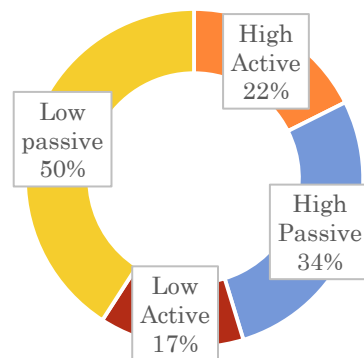
It is interesting to note the inherent tension between the quantitative analysis results, which found that youth were depicted more neutrally and/or positively in media, and the sentiments shared by the majority of young people in the focus groups, who felt that youth were often painted in a more negative light by media. One possible explanation for this is that, during focus group discussions, youth were also referring to other types of media beyond news outlets, such as TV shows, music culture (such as hip hop and rap), movies, and social media.

1.3.2 Youth relevance and voice

In the category of youth relevance and voice in articles, as defined by their centrality in a news story (being a protagonist and quoted in third person) and the relevance of the issue to the youth demographic, half of the articles (50%) referenced youth in stories that are not about youth issues and in a passive voice (*low passive* variable).

Example of *Low Passive* reference: “Mr. Obama never would have gained the office without that unflagging optimism, which inspired a generation of young voters who saw in him a new kind of leader” (N115, 01/14/2017, NYTimes.com).

Graph 3: Youth relevance and voice in article



Source 3: results database

Moreover, only one third of the articles addressed themes (*high passive*) which directly affect youth, i.e. an article or story about youth unemployment as opposed to an article on unemployment in the US in general. In the same vein, only 22% of the stories featured a young person as a protagonist (*high active*). These results suggest that news stories tend to include youth in a peripheral way rather than as the primary focus, on average.

Example of *High Passive* reference: “26-year-old ‘echo boomers’ are running wild in America (N061, 03/08/2017, Businessinsider.com).”

Example of *High Active*: “Joannie, now 18, agreed last week to share her story in the hopes, she said, of helping other girls in her situation. “Stay focused on school,” she said. “Looking back, I say, ‘Why did I do it?’” (N126, 01/15/2017, NYTimes.com).

Youth in focus groups voiced the need for a more robust presence of young people in media. 2 groups in Chicago expressed a strong desire to see more youth perspectives in media, and to have a platform to tell their own stories rather than having their stories told by someone else.

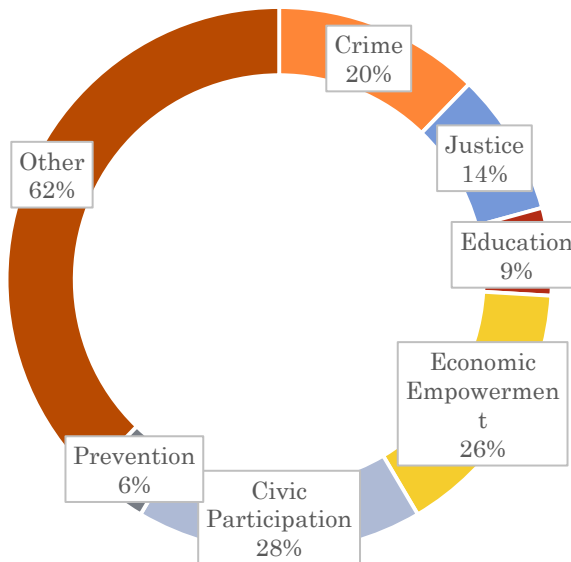
Q: Who do you want to tell your stories?

“Us. We should tell our own stories” – Chicago

1.3.3 Themes

In terms of themes associated with youth, 38% of youth references were related to peace and security (Graph 4). Among these, youth are mostly referenced in stories involving civic participation (28% of the time). These articles included youth involvement in political activism, community participation, protesting, young people voting, etc.

Graph 4: Themes associated with referenced youth



Source 4: results database

1.3.4 Gender

With regards to gender, results showed that 22% of all news referencing youth included a woman's perspective, 19% included a man's perspective, and only 4% included LGBTQ perspectives. Among the sample of observed news sources, articles referencing young people do not commonly employ a gendered lens, and when it is included, women's perspectives are featured

more than any other gender. LGBTQ views were marginally explored with only five articles addressing their perspective (see example).

“About 2 years ago, I began photographing transgender and “gender-expansive” children and young adults in the United States and Europe. I wanted to ask this question: “Who are we beyond ideas tied to our gender?” The answer is critical not only to the transgender community, I believe, but to everyone” (N011, 01/23/2017, NYTimes.com).

1.3.5 Ethnicity

In terms of youth references involving an ethnic lens, 14% of total articles included an ethnic perspective of an issue, and among these, Hispanic and African American perspectives led with mentions in 5% of articles. In contrast, Native Americans and Pacific Islanders were mentioned once each in the entire sample of articles.

The city’s use of stop-and-frisk as a crime-prevention strategy ended in 2013 after a class-action suit resulted in a sweeping decision that found that the city had engaged in a “policy of indirect racial profiling” in minority communities. In announcing three years ago that the city had agreed to reforms, Mayor Bill de Blasio said stop-and-frisk had “unfairly targeted young African-American and Latino men” (N005, 01/23/2017, NYTimes.com).

Youth in focus group discussions also expressed that there is a higher presence in the news of people of color, specifically Hispanics and African Americans, and that this presence was often negative and stereotypical. For instance, one of the focus groups in Chicago expressed that media tries to justify violence committed against young people by demonizing the young person, especially when it comes to poor people of color.

1.4. Youth depictions within categories

1.4.1. Youth relevance and voice

Within the subgroup of articles that feature stories in a *high passive* tone (see Figure 1), 59% are neutral in tone, and 64% of them address issues unrelated to peace and security (other). Among the articles that address themes related to the six dimensions of peace and security, economic empowerment is most frequently featured (32% of articles referencing youth), followed by civic participation at 25%, and justice at 20%.

Figure 1: High Passive youth depictions



Moreover, these articles tend to include more references to women (48%) over men (41%). In terms of ethnicity or race, there is not a strong ethnic presence in the articles overall. Nevertheless, Black African Americans tend to appear

more in these articles (16%) than other ethnic groups, followed by Hispanics at 11%.

When it comes to *high active* news (Figure 2), youth are referenced in a positive way 62% of the time. These results are at odds with young people's beliefs, gleaned from focus groups, that media sources more often portray them in a negative light. This suggests a tension between perception and objective observation.

In terms of gender, women were mentioned in 68% of *high active* references to youth, in contrast to 46% for men. The most frequent peace and security-related themes that came up were crime (39% of the time) and justice (36% of the time). There is likely a strong relationship between crime and justice, and their thematic frequency in articles where youth are central subjects.

Figure 2: High active youth depictions



To illustrate the cross-cutting nature of themes within one story, one article featured a young woman aged 29, telling the story of how she found out and

reported her doctor's sexual abuse toward her and other women while under anesthesia. Her story ultimately led to the man being sent to jail.

"Ms. Newman, who agreed to be identified through her lawyer, Katherine E. Smith, was the first woman to come forward. 'It's her act of strength that brought us all here today,' Eun-Ha Kim, a prosecutor, said in court on Monday (...) 'I remember thinking, 'I'm going to die if I don't get out of here,' she said" (N015, 01/23/2017, NYTimes.com).

1.4.2. Tone of articles when referring to youth

1.4.2.1. Positive Portrayal

When youth were positively portrayed by media (Figure 3), civic participation was referenced 46% of the time, followed by crime and economic empowerment at 27% each. Concerning gender, women were more frequently mentioned in a positive way (71% of the time) than men (51%). In addition, 41% of positive illustrations corresponded to stories featuring a young person as the protagonist (*high active*). This may be linked to the fact that January 23rd, 2017, one of the randomly selected dates, was the Monday following Donald Trump's presidential inauguration and the date of the Women's March, 2 highly unique events in a standard year of news. This date alone produced 37% of all positive references to youth in the entire sample.

"As a liberal living in a liberal borough of a liberal city, I am well aware that I live in a bubble. So I was touched and inspired by the people from all over the country my friends and I met at Saturday's march in Washington: six family members of three generations from Colorado, folks from Idaho, carloads from Maine and Vermont, busloads from the South, a group from Louisiana, a bunch from Minnesota and a large contingent from Arizona. And, most important, many, many millennials" (N009, 01/23/2017, NYTimes.com).

[illegible]

As for negative depictions of youth (Figure 4), 61% of youth references involve men, closely followed by 57% for women. Additionally, the main themes appear to be crime (mentioned in 53% of negative references), followed by civic participation (32%) and justice (25%).

RefMultiGender

Positive

PersMultiGender

Lowpassive

Prevention

PersHispanicNonwhite

RefWhite

Civic

PersMen

Crime

Other

EconomicEmp

Justice

RefMen

Neutral

RefLGBTQ

PersLGBTQ

RefWomen

HighPassive

RefHispanicNonwhite

RefBlackorAfricanAmerican

RefMultiEthnic

PersBlackorAfricanAmerican

PersWomen

Education

LowActive

RefAsian

PersMen

PersHispanicNonwhite

RefWhite

Prevention

PersMultiGender

RefMultiGender

RefBlackorAfricanAmerican

RefHispanicNonwhite

RefMultiEthnic

PersBlackorAfricanAmerican

PersWomen

Education

LowActive

RefAsian

PersMen

PersHispanicNonwhite

RefWhite

Prevention

PersMultiGender

RefMultiGender

A federal magistrate said Wednesday he expects to decide early next week whether to free a Mexican man who was picked up by immigration agents near Seattle despite participating in a federal program for those brought to the country illegally as children (...) Ramirez has been held in an immigration jail for nearly four weeks and will spend his 24th birthday in custody on Thursday (...) In arrest reports, immigration agents said Ramirez admitted having gang ties and had a gang tattoo on his forearm. Such indications of a threat to public safety can provide grounds for canceling someone's participation in DACA as a threat to public safety, the government maintains" (N051, 03/08/2017, FOXnews.com).

1.4.3. Themes

1.4.3.1. Crime

Within crime-related news (Figure 5), 58% of youth depictions are negative and 42% are positive. 69% of the time, stories mentioned women, while this held true 62% of the time for men.

Police in Alabama have charged a 19-year-old woman with rape and other offenses after she allegedly got pregnant by a 14-year-old boy and sought government assistance (...) Guffey's distraught grandmother described the young woman's childhood as a nightmare, with both her parents abusing drugs and in frequent trouble. But police said that doesn't justify having sex with a juvenile" (N093, 03/17/2017, FOXnews.com).

In addition to crime, some of the stories address other themes simultaneously, with justice references appearing 46% of the time and civic participation references appearing 34% of the time.

Figure 5: Crime Related stories



With regards to gender, 34% of crime-related news address the issue from a male perspective. It is also worth mentioning that youth involvement in articles having to do with crime are more prominent, than under other

themes.^{vii} This may shed light on why youth in focus groups saw their image in media to be stereotypical and negative.

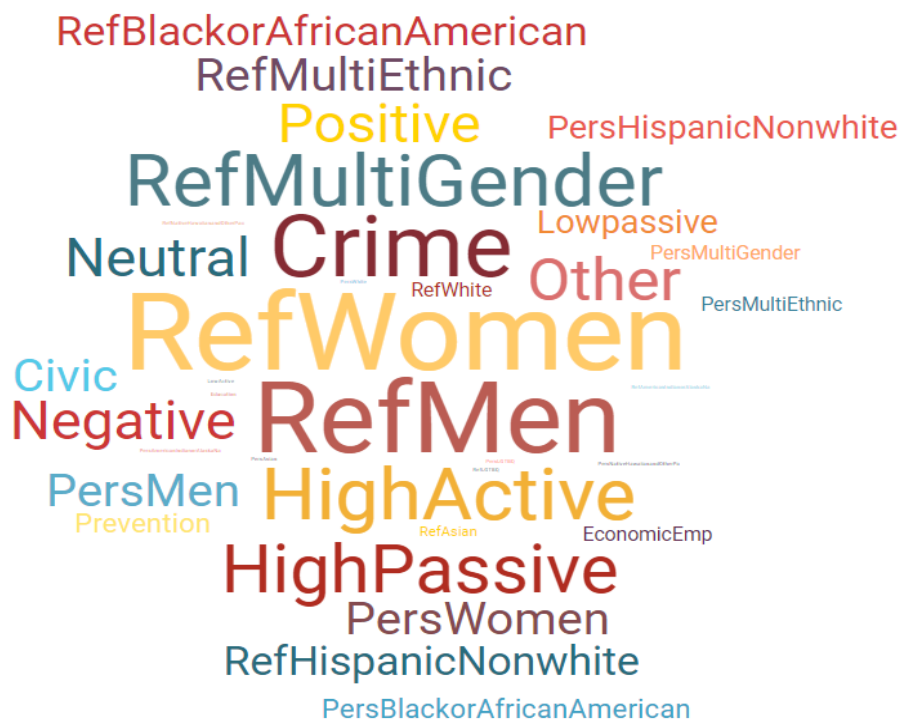
"They can round up Latino individuals, bring them down to their facility and say, 'If you're a citizen, you go. If you're a legal permanent resident, you can go. But if you're DACA, you stay,'" he said. "Those individuals can just rot in that facility" (N051, 03/08/2017, FOXnews.com).

1.4.3.2 Justice

When it comes to justice-related articles (Figure 6), references to women surpass those of men (83% and 78%, respectively). In terms of perspectives, both sexes' perspectives appeared equally (33% of the time).

In terms of ethnicity, justice-related articles have the highest proportion of ethnic references and ethnic perspectives on an issue. For ethnic perspectives, 17% of mentions include viewpoints from an African American person, while this number is higher at 22% for a Hispanic person. Furthermore, 11% of justice-related news feature an African American as the protagonist (*high active*) including both positive and negative tones regarding youth (see example).

Figure 6: Justice related stories



^{vii} This is indicated by high passive or high active references.

“Joey released ‘Land of the Free,’ a passionate critique of racism in America that touches on the rise of President Donald Trump, mass incarceration, police brutality and the rise of white nationalism (...)’The music has taken a shift now. I’m not the only artist the feels this way,’ he said. ‘Everyone is starting to feel somewhat responsible because we’re realizing the power that we have as individuals, as musicians, as people with high influence.’ Joey said that his new collection of music is inspired and charged by a sense of responsibility he felt as a young artist to speak out on issues that impact his community. Joey got candid about his personal experience with racism as a young black man in New York City. ‘Just being a young black man, throughout my lifetime there’s been many encounters that I had that I deem as racist,’ he said, describing incidents where he would be watched or followed walking into stores and not being able to hail a cab in New York City late at night” (N047, 03/21/2017, CNN..com).

1.4.3.3 Civic Participation

Articles involving civic participation (Figure 7) depict a slightly different picture than those about crime and justice, with 53% of references to youth being positive versus 25% of them being negative. Concerning gender, women are more frequently mentioned (in 72% of references) versus 58% for men^{viii}. Finally, half of the news only mention youth when addressing non-youth related topic (*low passive*).

^{viii} Again, these results can be traced back to the fact that one of the randomly selected dates, January 23rd, 2017, is the Monday after President Trump’s Inauguration and the Women’s march, two unlikely events in a regular year of news.

“Charisse Daniels knows the importance of community. As an early childhood-community liaison she trains professionals and advocates for Head Start, which promotes child development and education beginning at a young age. The election was an ‘absolute kick in the gut’ for the 29-year-old (...) She marched in Madison, Wisconsin, and realized she cared about the same things her Republican neighbors care about: manufacturing jobs disappearing, wages stagnating, communities like Watertown disappearing.’ We care about the same issues,’ Daniels says. ‘We can fix them together.’ So she made a decision. She'd like to run for mayor of Watertown. Daniels knows it's an uphill climb as a young woman of color in a conservative district” (N079, 08/03/2017, CNN..com).

40 

doing good work and initiating positive change did not receive the media coverage they deserved. 3 groups in Chicago and 1 group in New York expressed the desire for the media to focus more on the positivity of individuals and communities.

1.4.3.4 Education

News involving the theme of education mainly depicted male youth in a positive way. 73% of articles involving youth (*High Passive*), had a dominant presence of men over women, with 64% of mentions over 54%, respectively. Half of the articles involving education portray youth in a positive way. Moreover, 45% of education references appeared also with economic empowerment and civic participation references. In terms of gender, male perspectives (*PersMen*) dominated female perspectives (*PersWomen*) with 36% over 18% of mentions, respectively.

Figure 8: Education related stories



“Leland Shelton (...) said he felt some “cognitive dissonance” when Mr. Obama held him up as an example for young black men in a May 2013 speech at his graduation from Morehouse College in Atlanta. Mr. Shelton, who was raised with his siblings by their grandmother because their parents were addicted to drugs, was graduating Phi Beta Kappa from Morehouse — a historically black college — and went on to graduate from Harvard Law School” (N108, 01/14/2017, NYTimes.com).

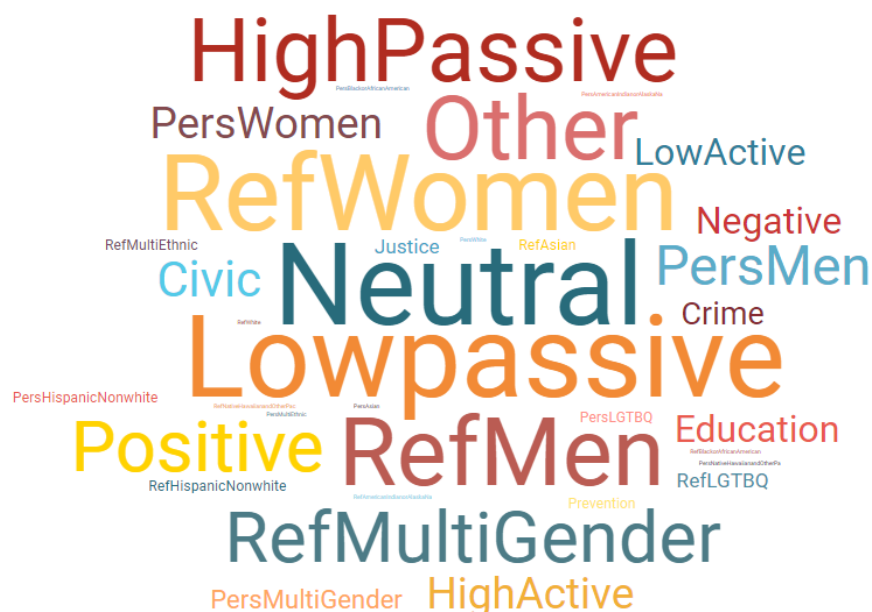
1.4.3.5 Economic Empowerment

In contrast to other themes, young adults’ voices were not strongly present in economic empowerment-related articles, with 58% of articles referring to youth in a *Low Passive* manner, and 52% in a *High Passive* manner.

For instance, an article about the influence of sociology in explaining economy and employment phenomena in the US, while focusing on young adults’ sense of economic insecurity, did not include a young person’s voice on the issue.

“And Jennifer M. Silva of Bucknell University has in recent years studied young working-class adults and found a profound sense of economic insecurity in which the traditional markers of reaching adulthood — buying a house, getting married, landing a steady job — feel out of reach” (N105, 03/17/2017, NYTimes.com).

Figure 9: Economic Empowerment related stories



1.4.3.6 Prevention

Finally, there were only eight articles focusing on the theme of prevention, with most being tied into news about civic participation or crime (87.5% of references, and 75%, respectively). Moreover, 75% of the time, youth mentions within this theme were positive in nature. In addition, references were highly relevant to youth (*High Passive*) and tended to reference women much more than men (63% over 38%, respectively). An excerpt from an interview with Senator Catherine Cortez Mastos, the first Latina senator in US history, is useful in illustrating this finding.

“(...) And third, it’s exciting to me when young Latinas come up to me and they find out who I am and know that I’m the first Latina, and they are excited because they know that if I did it, then they can do it (...) I’ve always been working on domestic violence prevention, I’ve always been fighting for people that are either downtrodden or the most vulnerable, and juvenile justice issues” (N013, 01/23/2017, NYTimes.com).

Figure 10: Prevention related stories



1.5. Other results of note

As mentioned earlier, young people from focus groups in Chicago and New York included areas such as music, television, movies and social media, in their discussions about media. Youth acknowledged that these outlets, such as social media, had both pros and cons: on the one hand, young people could use social media to voice their opinions and share stories that the world should know about; on the other hand, social media could be abused as a tool to share crime, violence, and other negative behavior.

“We see news on Facebook which should actually be on the news but isn’t.” – New York

“People are being killed, and people are tuning in to watch it live”

--Chicago

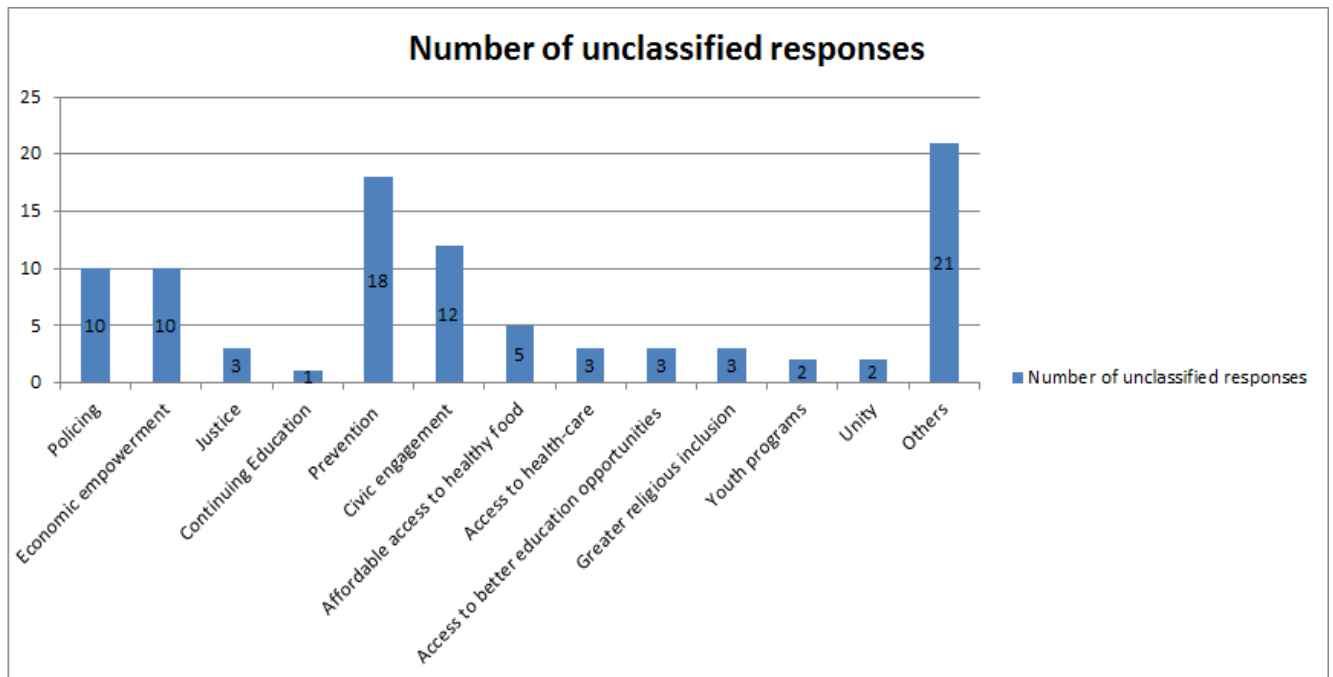
In regards to themes, 1 group in Chicago discussed sports as a unifying force. When asked to expound upon this notion, this group expressed that sports build character, equipping youth with skills for success. They expressed that through sports, individuals connect with peers that they may not have befriended on their own - individuals of diverse racial, cultural, economic and social backgrounds. Media could play an instrumental role in promoting this idea.

“Once you’re a member of a team, you build that friendship with one another and learn how to work together as one. Publishing stories of sports teams should showcase that unity if possible” –Chicago

Appendix 2: Case Study Analysis

The following trends and themes were gleaned from youth responses to a number of focus group questions on peace and security in the United States. Results reflect answers from 3 focus groups in New York City and 4 focus groups in Chicago.

1. Conditions for peace and security in the United States



1.1.1. Themes

- Within the theme of 'Prevention', the most recurring themes were 'less gang violence', 'less/no racism' and 'less/no access to guns' (for 4 focus groups). The divergence between the two cities was most notable for 'less gang violence' and 'less/no access to guns,' as 3 out of 4 groups from Chicago mentioned it, as opposed to 1 out of 3 groups in NYC. 61.1% of overall responses regarding 'Prevention' were from Chicago, with 38.9% of responses from NYC.
- Within 'Civic engagement', there was no recurring theme across the focus groups; however, similar ideas were noted around the theme of representation— 'being part of the decision-making', 'having the ability to participate in decision-making', 'having a voice in the government', 'government (city council) listening to the people', and 'speaking on

situations from our perspective’. The distinction between Chicago and NYC becomes stark when we consider that 91.6% of the responses pertaining to ‘Civic engagement’ came from Chicago.

- Within ‘Economic empowerment’, the most common theme was ‘availability of jobs’ for five focus groups, and ‘job training’ for 3 focus groups. Interestingly, ‘availability of jobs’ was a theme across all 4 focus groups in Chicago, whereas only 1 focus group in NYC mentioned this. 80% of the responses for ‘economic empowerment’ came from Chicago, whereas 20% came from NYC.
- Within ‘Policing’, the most common theme was ‘no militarized police’ (3 focus groups) closely followed by ‘less police-brutality,’ ‘community policing,’ and ‘training for police officials’ (2 focus groups each). The overall responses for ‘Policing’ were equally divided between Chicago and NYC.
- Only 2 focus groups, 1 each in Chicago and NYC, mentioned ‘Justice’-related issues. Topics which were mentioned most often included ‘more rehabilitation’, ‘less incarceration’, and ‘less prison deaths’.

Other important themes which came up during the discussion were ‘affordable access to healthy food’ (for 5 focus groups), ‘access to healthcare’, ‘access to better education opportunities’, and ‘greater religious inclusion’ (for 3 focus groups). The divergence among the cities was notable for ‘better education opportunities’ and ‘religious inclusion’ as all 3 of the groups who mentioned these were from Chicago. For ‘access to healthcare’ 1 out of 4 groups from Chicago mentioned it, compared to 2 out of 3 groups in NYC. The other notable difference was that 2 out of 4 focus groups in Chicago mentioned ‘Unity’ (in terms of religion and general social cohesion) and ‘Youth programs’ whereas none from NYC talked about these. Some of the other mentions included –‘affordable housing for all’, and ‘better social services in needed areas.’

1.1.2. Other points of note

Some notable points which arose during the discussion on ‘what a peaceful and secure community looks like to you,’ and which deserve separate mention:

- In one Chicago focus group, when participants—some of whom had been personally affected by violence in their communities— were asked, ‘*What does a peaceful and secure community looks like to you?*’ one of their first reactions was that they did not know what a peaceful and secure

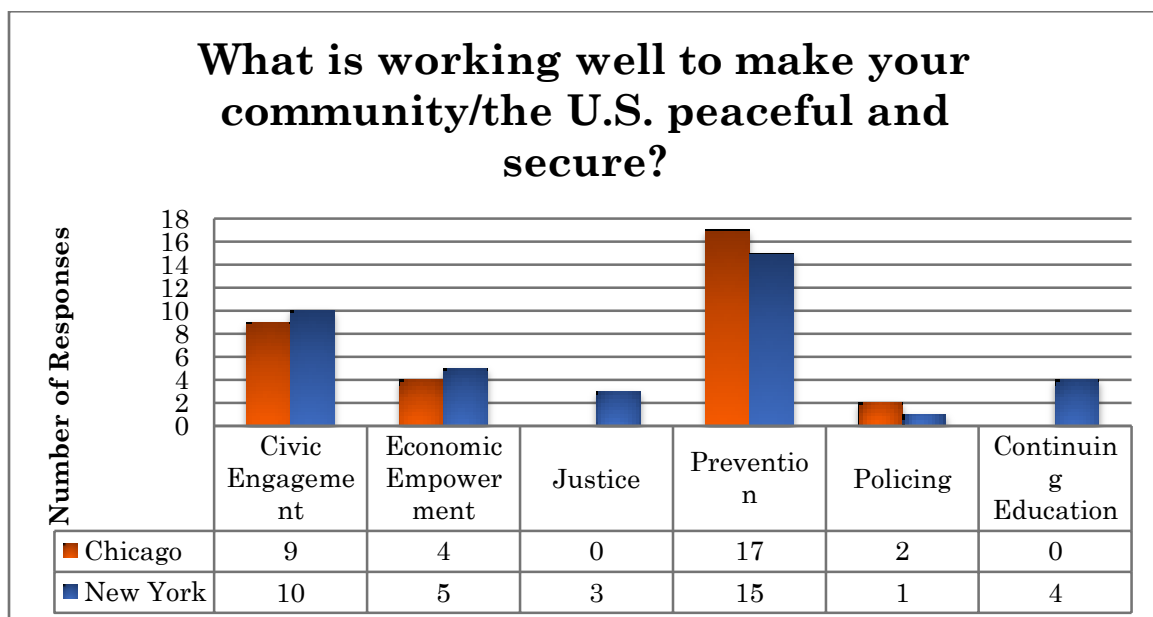
community would look like, since they had only seen violence throughout their lives.

- Furthermore, a Chicago focus group suggested that it would be helpful if the government could invest in racial equity laws and policies.
- One Chicago focus group noted that some youth remain in their own neighborhood and do not or cannot go to some neighborhoods because of a different racial composition and presence of gangs in that neighborhood. Doing so could potentially lead to violence.
- 42% of the responses were outside of the study's six pre-defined themes.

2. Contributions to peace and security in U.S. communities

2.1. What is working well to make your community peaceful and secure?

The research team received responses both within and outside of the six outlined dimensions (civic engagement, economic empowerment, justice, prevention, policing, continuing education). It is important to note that the analyses below are individual responses. Each individual within the 7 focus groups (4 in Chicago and 3 in New York) was given 10 minutes to reflect on the question and present an unlimited number of responses for each question. Also, response/non-responses under a category are not a direct indication of agreement or disagreement. 77% of the responses were within our six outlined dimensions, with responses related to prevention being the highest for both Chicago and New York.



- Elements working well within ‘Civic Engagement’: the most recurring themes were social cohesion/group unity (7: 3 Chicago, 4 New York), and social movements (5: 2 Chicago, 3 New York).
- Elements working well within ‘Economic Empowerment’: the most recurring themes were job training programs in Chicago (2: 2 Chicago, 0 New York), and employment programs in New York (3: 0 Chicago, 3 New York).
- Elements working well within ‘Prevention’: the most recurring themes were youth programs (23: 11 Chicago, 12 New York), and social services, including counseling and rehabilitation centers (5: 2 Chicago, 3 New York).
- Elements working well within ‘Justice’: there were 0 responses for this category in Chicago, and responses such as prisons (2) and probation officers (1) in New York (3: 0 Chicago, 3 New York).
- Elements working well within ‘Policing’: some police officers (2: 1 Chicago, 1 New York) and community policing (1 Chicago).
- Elements working well within ‘Continuing Education’: there were 0 responses for this category in Chicago, and responses such as GED programs (1), and government initiatives on education (1) in New York (2: 0 Chicago, 1 New York)
- Among the 23% of responses outside of the dimensions, the most recurring themes were religion/religious institutions in Chicago (3: 3 Chicago, 0 New York) and public infrastructure such as parks, clean water, and transportation in New York (7: 0 Chicago, 7 New York). Elements such as the following were also expressed: Safe spaces for people of all identities (1: 0 Chicago, 1 New York), internal factors such as resilience and endurance (2: 0 Chicago, 2 New York), no war (2: 0 Chicago, 2 New York), family/elder-youth generational support (2: 0 Chicago, 2 New York), and food security (1: 0 Chicago, 1 New York).

2.2. Involvement of young people in initiatives

For this section, we held focus group discussions with 4 groups in Chicago and 2 groups in New York. With respect to involvement of youth in initiatives which were working well to create peace and security, in 3 focus groups, divided across Chicago and NYC, it was said that youth were involved as mentors in these initiatives. Apart from mentors, youth were also involved in community affairs such as community marches, community picnics, community field days or attending community meetings. Across Chicago and

NYC, youth cited a number of ways they could be involved in making things work better. There were 2 most recurring themes across the group responses (3 focus groups each). The first theme was that there should be ‘space’ for the youth to get involved initiatives, as not having ‘space’ prevents/dissuades them from getting involved. The other was ‘making peace and security a community thing’ in the following ways: by making youth aware that their involvement would keep the younger community members safe; by involving the community in research about what would make their community safer; and by making peace and security ‘our problem, instead of theirs’. Other common group responses (2 focus groups each) were that youth would be more involved if their involvement increased their chances of getting a job, (including if they had a prior criminal record), and that it was important to create a sense of duty amongst the youth (including giving youth the opportunity to lead or educate other youth). Finally, other others noted that youth would be more inclined to take part in initiatives if youth involvement in the initiatives increased their chances of getting into college; paid for the tuition of their children; allowed youth to express themselves (including initiatives they identify with); and if a youth board was created at a city level that could give the youth a sense of belonging to the local school, block or neighborhood.

When considering the involvement of the focus group participants in youth initiatives, political activities or social movements, ‘involvement in youth programs or initiatives’ was the most common theme (across 5 focus groups), with 4 out of the 5 responses coming from Chicago. This was followed by ‘social movements’, and ‘vigils’ (across 3 focus groups each). Other involvements included distribution of ESAP drug kits/ health kits and civic education. The most frequent reason youth joined these initiatives (across 2 focus groups each) was because they ‘wanted young kids in a safe space’; ‘learned about the initiative through word of mouth’; ‘the initiative met an unmet need’; ‘school sponsored the participation’; and ‘involvement in initiative worked for someone they knew’. Other reasons for involvement included: ‘education in prison’, ‘read about a civic leader – Martin Luther King, Jr.’, and ‘heard from school’. Moreover, out of the 5 focus groups in which the participants said they were involved in initiatives, in 3 focus groups from Chicago, the participants felt that their participation in these activities was productive.

The most recurring leadership position the youth in focus groups or other youth they knew had held was in ‘youth initiatives’ (across 3 focus groups), followed by ‘social movements’ (across 2 focus groups) and finally by ‘political movements’ and ‘honor societies’ (1 focus group each). Further, with regards to the potential of these leadership positions, the youth believed that it could lead to ‘more engaged youth’ (across 3 focus groups), followed by ‘more energetic youth’, ‘will be able to influence others’, and ‘will want to motivate others’ (across 2 focus groups).

2.2.1. Other points of note

Some of notable points which arose during our discussion on ‘what is working well to create peace and security in your community’, and which deserved separate mention are:

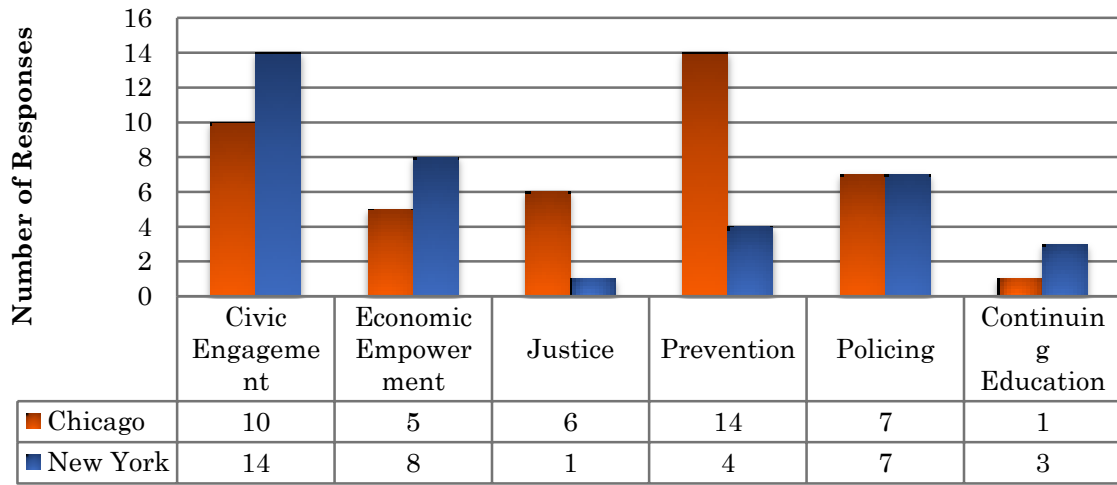
- In Chicago, 1 group said youth could be more involved in all these initiatives, but for that to happen the initiatives would have to be in their neighborhood.
- In Chicago, 1 group observed that in order to engage with the youth who are / were involved in violence, it is important to reach out to them through a credible messenger - someone from their own community who has gone through the same experience as they have.
- In Chicago, 1 group noted that in order to involve the youth from a particular neighborhood into a program, it is important to show that the program works – for example – if it is a job employment program, it should be able to demonstrate that youth from the same neighborhood can get employed.

3. Obstacles to peace and security in U.S. communities

3.1. What is preventing your community from being peaceful and secure?

46% of the responses were within the outlined dimensions, with responses related to prevention being the highest for Chicago, and responses related to civic engagement being the highest for New York.

What is preventing your community/the U.S. from being peaceful and secure?



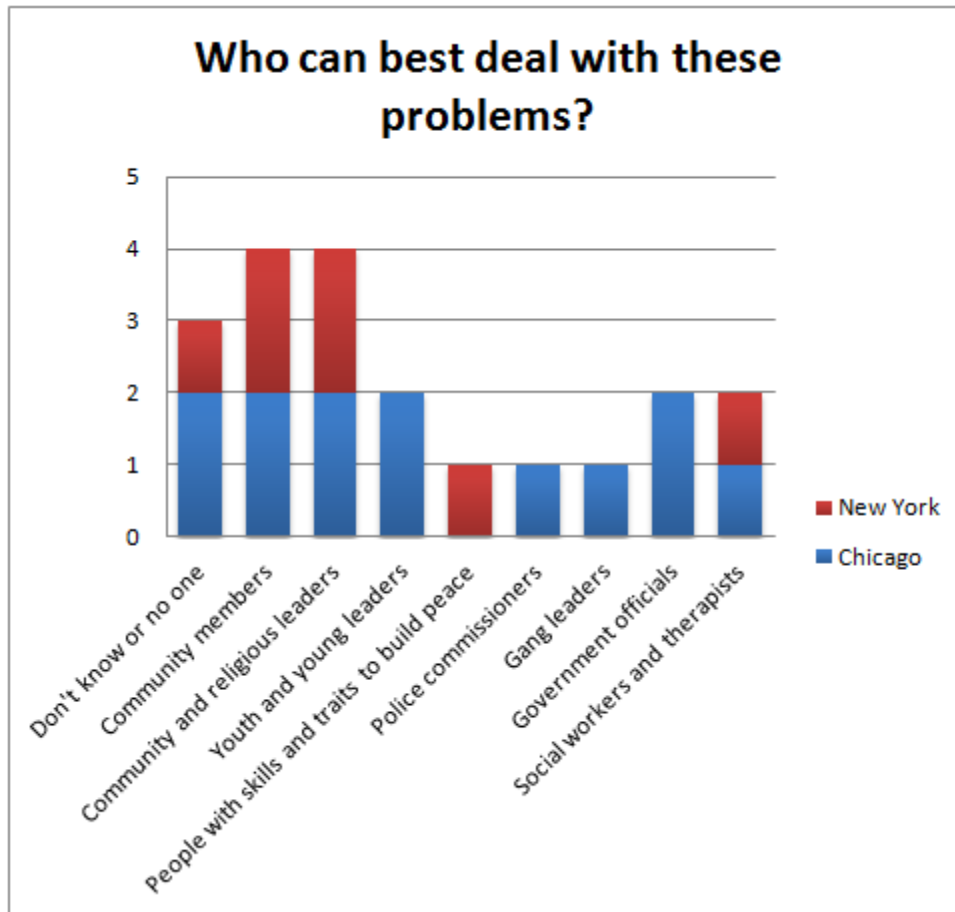
- Obstacles within ‘Civic Engagement’: the most recurring themes were lack of social cohesion/group unity in New York (6: 0 Chicago, 6 New York), and social movements in Chicago (4: 3 Chicago, 1 New York).
- Obstacles within ‘Economic Empowerment’: the most recurring themes were lack of investment in communities in New York (3: 0 Chicago, 3 New York), and economic segregation in Chicago (2: 2 Chicago, 0 New York).
- Obstacles within ‘Prevention’: the most recurring themes were gangs in Chicago (8: 8 Chicago, 0 New York), followed by overall violence in both Chicago and New York (5: 3 Chicago, 2 New York).
- Obstacles within ‘Justice’: the most recurring themes were private prisons in Chicago (2: 2 Chicago, 0 New York), and lack of accountability among police for misconduct in New York (1: 0 Chicago, 1 New York).
- Obstacles within ‘Policing’: the most recurring themes were police overall (4: 2 Chicago, 2 New York), and racial profiling (3: 1 Chicago, 2 New York).
- Obstacles within ‘Continuing Education’: the most recurring themes were alternative schools in Chicago (1: 1 Chicago, 0 New York). Respondents in New York highlighted business interests interfering with quality education (1: 0 Chicago, 1 New York), and faculty members being more concerned with outcomes than education (1: 0 Chicago, 1 New York).

- Among the 54% of responses outside of the six dimensions, the most recurring themes were racism, white supremacy, sexism, patriarchy, Islamophobia, (18: 12 Chicago, 6 New York), and internal factors such as selfishness and ignorance (13: 2 Chicago, 11 New York).

3.2. Who can best deal with these issues?

The answers to this section were drawn from the question “When you see problems in your community or in your life, who do you think could best deal with these problems?”

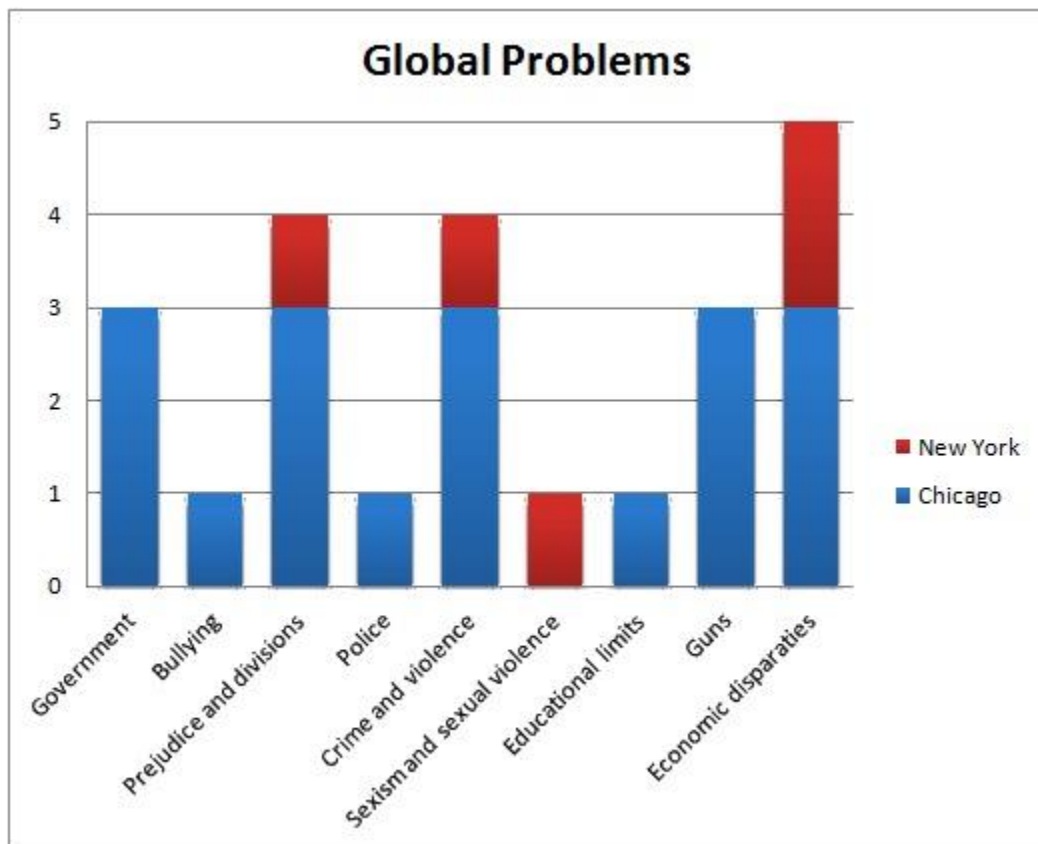
- The greatest number of focus groups mentioned community members and community leaders as those who could best deal with problems that prevent peace and security within the United States. 2 groups from Chicago and 2 groups from New York talked about each of these categories. Community members include family members, community activists, people who are experiencing these problems within the community, and people who contributing to these problems within communities. Community leaders include teachers, elders, religious leaders and community activists.
- Some felt that gang members themselves have the capability to deal with problems that prevent peace and security because they have the influence to end violence or create structure within the communities.
- The third largest group of respondents answered “don’t know” or “no one” to this question.
- Only Chicago groups mentioned that youth or young leaders and government officials could best deal with peace and security problems. In fact, New York groups mentioned half the number of people they see as best able to deal with peace and security problems as Chicago.
- Some respondents felt that those who have experienced the issues first hand were best equipped to deal with these issues. For example, social workers were described by 1 New York group as “wounded healers,” since they are able to empathize with the experiences of some youth in their communities.
- 1 group in Chicago mentioned that trust toward institutions vary, when relying on them to resolve community problems. For example, a respondent said that the fire department can be trusted to put out a fire, but the police department may make a violent situation more violent, and was therefore not a trustworthy entity.



3.3. Global issues

To the question “What are some problems that you see here in the USA that are global?” the largest number of responses fell under that category of “Economic Disparities,” which 3 groups from Chicago and 2 groups from New York mentioned. Economic disparities included poverty, financial instability, as well as the exploitation of communities by pharmaceutical firms. Prejudice and divisions were also mentioned by 3 groups in Chicago along with 1 group in New York. This topic included racism, segregation, xenophobia, as well as general divisions within communities. The same number of groups responded with items that fell under the themes of crime and violence. This category consisted of gang-related violence, crimes that may affect one racial and gender demographic more acutely, and terrorism, rather than domestic or sexual violence.

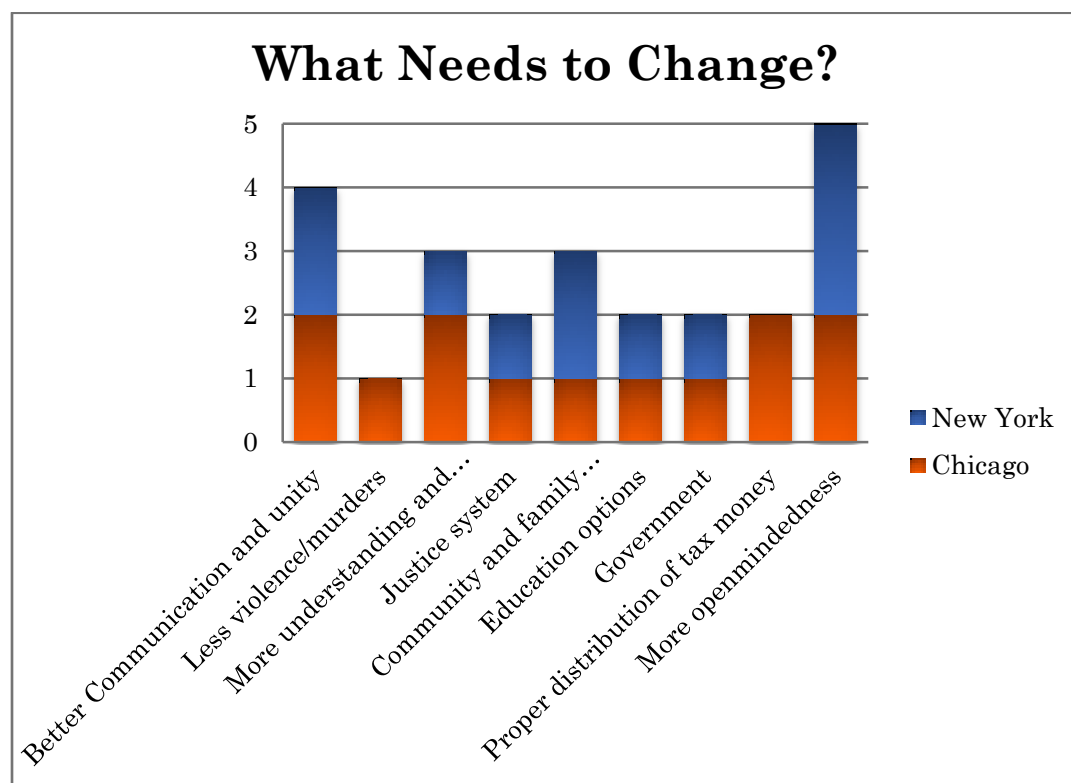
Government problems and guns were both evenly matched in terms of the next highest count for responses, mentioned only by 3 groups in Chicago. “It’s like *The Purge* out here,” one respondent shared, referring to gun violence. Most of the responses for government were related to corruption, such as corrupt officials and rigged elections, but 2 respondents referred to President Donald Trump as a figure that anyone in the world would see as a problem. No groups from New York mentioned government-related problems or gun-related problems. Only 1 group from New York mentioned 2 issues regarding sexism and sexual violence.



3.4. What would have to change

“What would have to change for these things to stop preventing peace and security?” It should be noted that of the 7 focus groups, 1 group in Chicago did not complete their responses to this question due to time constraints. For this question, general theme of responses leaned more towards attitudes about diversity and community, with the largest number of responses referring to more open mindedness, understanding, awareness, communication and unity, all of which are overlapping concepts. 5 groups

mentioned more open mindedness, 4 mentioned better communication and unity, and 3 mentioned understanding and awareness. Notably, only one respondent from Chicago mentioned less violence and murders, while most respondents from both cities focused on attitude shifts and structural changes. Structural changes included family or community level structure, distribution of tax money, and the justice system, as well as increased educational opportunities for young people. These educational opportunities also included removing financial barriers to attending higher education. The responses about economic distribution came from 2 Chicago groups.

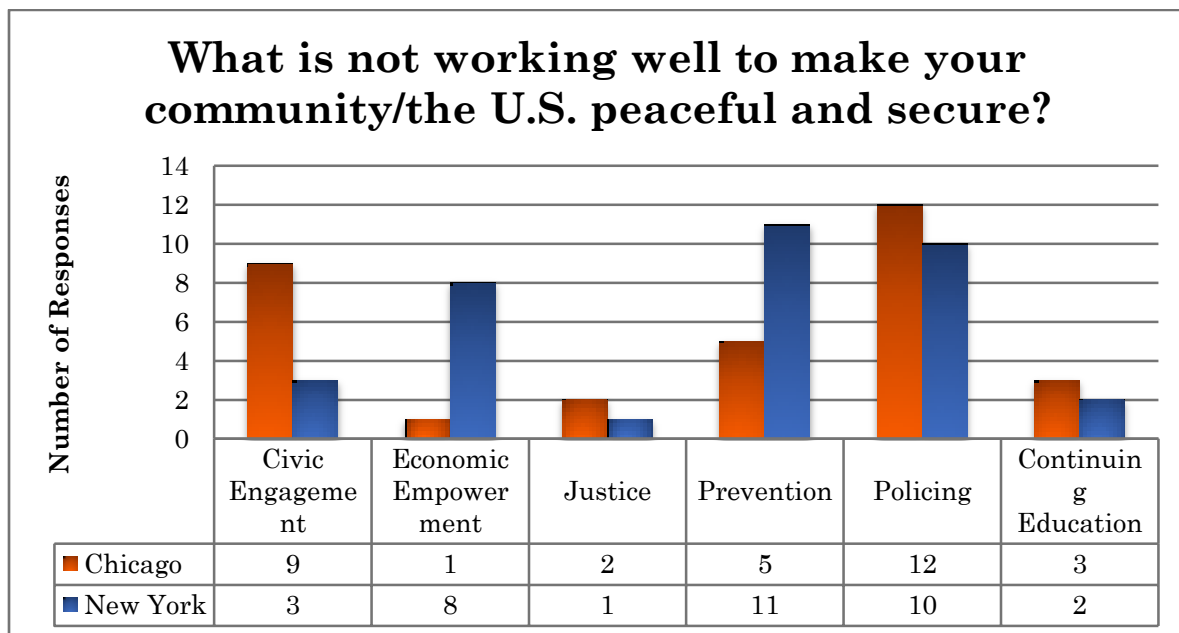


Of note, one Chicago group mentioned that everyone, even gangs, need structure. Additionally, 2 groups mentioned that social media interactions can be a potent force which both allows people to communicate and can create further social divisions and conflict. 1 group broke down the economic distribution to include: equitable resource distribution, more health facilities, better schooling, fair funding procedures for schooling, and better homes. The same group said that the changes do not necessarily need to make things absolutely equal, but they hope to close the gap when it comes to resources.

4. Peace and security issues and challenges within U.S. communities

4.1. What is not working to make your community peaceful and safe?

68% of the responses were within the six outlined dimensions, with responses related to policing being the highest for Chicago, and responses related to prevention being the highest for New York.



- Elements not working well within ‘Civic Engagement’: the most recurring themes were government overall (3: 2 Chicago, 1 New York), gun laws in Chicago (2: 2 Chicago, 0 New York), and the immigration (1) and tax (1) systems in New York (2: 0 Chicago, 2 New York).
- Elements not working well within ‘Economic Empowerment’: the most recurring themes were distribution of resources in Chicago (1: 1 Chicago, 0 New York), and lack of employment (2) and social benefits (2) in New York (4: 0 Chicago, 4 New York).
- Elements not working well within ‘Prevention’: the most recurring themes were social cohesion/group unity (7: 3 Chicago, 4 New York), and social movements (5: 2 Chicago, 3 New York).

- Elements not working well within ‘Justice’: the themes expressed were the justice system overall (1: 1 Chicago, 0 New York), the juvenile justice system (1: 0 Chicago, 1 New York), and the prison system (1: 0 Chicago, 1 New York).
- Elements not working well within ‘Policing’: the most recurring themes were police overall in Chicago (6: 6 Chicago, 0 New York), and police/civilian interactions in New York (3: 1 Chicago, 2 New York). The policing structure/training (2: 1 Chicago, 1 New York), and police/community relationships (2: 1 Chicago, 1 New York) were also highlighted.
- Elements not working well within ‘Continuing Education’: the most recurring themes were alternative schools in Chicago (2: 2 Chicago, 0 New York) and the overall education system (3: 1 Chicago, 2 New York).
- Among the 32% of response outside of our six outlined dimensions, the most recurring themes were racism, sexism, feminism, and transphobia (8: 2 Chicago, 6 New York) as well as public infrastructure such as transportation in New York (8: 1 Chicago, 8 New York). The following concerns were also expressed: peace education is not a core requirement (1: 1 Chicago, 0 New York), lack of safe spaces for LGBTQ community (2: 1 Chicago, 1 New York), and the expensive healthcare system (3: 0 Chicago, 3 New York).

4.2. Why are things not working well?

After youth had indicated which things were not working well in their communities, they were asked to expand further on the reasons why certain conditions were not conducive to creating an environment of peace and security, what could be done about it, and how youth could uniquely contribute to changing the status quo.

When 7 focus groups in Chicago and New York City were asked about the causes of peace and security issues in their communities, some of the most salient themes included the police, gang violence, discrimination, the prison system, attitudes, lack of government support and effective community programming. Several groups cited many of the same issues that they had highlighted above, believing that they were also the reasons behind why things were not working well.

- Police: All 7 groups exhibited negative views regarding police, and an overall mistrust of law enforcement. In the case of 2 groups in Chicago and 1 group in NYC, these views stemmed from personal interactions with police, and from observations they had made about confrontations with police in the news. They felt that the police directly contributed to why things were not working well. “Just because they have a badge, they think they can do whatever they want,” mentioned one youth from a focus group in NYC. 1 group in Chicago mentioned problematic police structures, lack of transparency, and lack of training. 1 group in Chicago and 1 group in NYC cited police brutality and killing, racial profiling, and discriminatory practices. 1 group in Chicago felt that police structures were not working well because “there is no accountability from the US justice system...when no one holds [them] accountable they can do whatever they want.” They referenced Ferguson, Chicago, Cleveland, and Baltimore, and the fact that the lack of body cameras on police allowed for little transparency. One individual in Chicago shared that three of his cousins had been killed by police. Some youth also insisted that police were not there to serve and protect people, but to serve capital interests. “If you damage someone’s property, they come right away, but if you yourself get hurt, it takes [the police] forever to come,” 1 group from Chicago offered.
- Guns: According to 2 groups in Chicago, guns are a “leading cause of death” and do more harm than they offer protection. This ties in with a culture of “systemic violence” in certain neighborhoods, and directly contributes to instability in communities.
- Gangs: 2 focus groups in Chicago noted that gangs were a major obstacle to peace and security in their communities, particularly because they were very good at luring individuals who sought security and connection with others. One of these groups lamented the futility of forcing gang members to go to alternative schools, since it would only cause conflict if youth were not serious about changing their behavior.
- Discrimination: Discrimination was a major issue for 4 groups--2 in Chicago and 2 in NYC. Racism was a root cause for insecurity brought up consistently by 2 groups in Chicago and 1 group in NYC, while 2 groups in NYC mentioned discrimination based on religion, sexual orientation, and gender. 1 group in Chicago felt that communities are

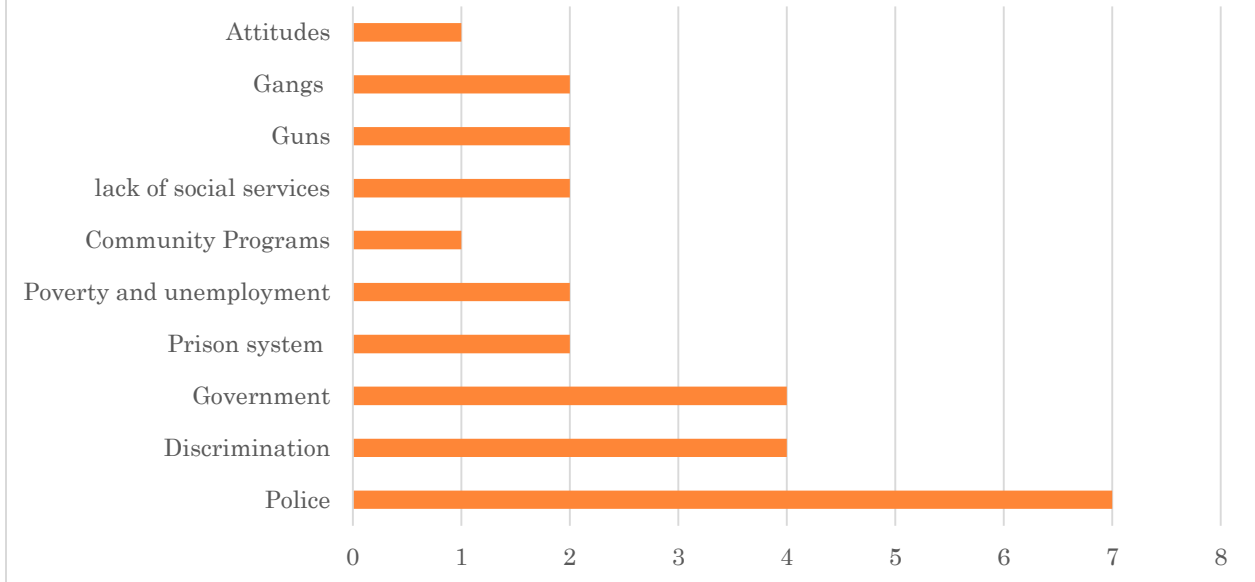
often segregated by socioeconomic class and race, which breeds intolerance and hatred between groups of people, adding to further insecurity. Xenophobia was also cited as a cause for instability by 2 groups (1 in NYC and 1 in Chicago).

- Poverty and unemployment: 2 youth groups (1 in NYC and 1 in Chicago) noted that systemic poverty was part of the reason why things were not improving. 1 group in NYC lamented that there were no jobs available for young people, and that society made it so difficult for them to even get their first job because of the amount of red tape. “We have to do what we have to do to make money,” one youth in NYC shared. “What other choice do we have if they’re not going to hire us?” Several youth also noted that in poor neighborhoods, there was not much fresh or organic food available. “Our food is filled with GMOs and chemicals, because they don’t invest in good grocery stores in our communities,” one shared. Other recurring issues brought up under the theme of poverty were very high taxes for low-income families, and transportation or health costs that were much too expensive for a low-earning household to afford.
- The prison system: For 3 focus groups (2 in NYC and 1 in Chicago), the prison system caused instability in communities. 1 group in NYC felt that the prison systems offer very little rehabilitation, and instead break down people emotionally and mentally. “*It is not helping anyone become better people. It is just there to punish, break families...a second wave of slavery.*” One youth observed that systemic poverty and the prison system were intertwined in a vicious cycle. “If someone gets incarcerated and they are the head of the household, this affects their family’s income, and makes that family very vulnerable. Family members may then get involved in illegal activities in order to make ends meet. Then they get arrested. And it just gets repeated, until it becomes part of the environment you grow up in....what you get used to.”
- The government: 2 group (1 group from NYC and 1 group from Chicago) believed the government was at fault for why things were not working well. Of the 2, a group in NYC felt that the government did not care about their needs, and a group in Chicago raised concerns that

the government was only self-interested, and did not focus on the greater interests of society.

- Electoral college: 2 of these groups felt that the electoral college was to blame for allowing a less popular candidate to be voted into office who did not represent their interests.
- Social services and infrastructure: The lack of strong social services, such as programs for mental health and general security, were important to 2 focus groups in New York City. 1 group highlighted that there were no street lights at night in their area, that trains carried a lot of homeless people, and an unfair distribution of resources.
- Community programs: 1 group in Chicago felt that the programs available did not cater enough to certain demographics, and also felt that some of these programs were not very invested in their participants. “People (employees) are just there for a check; they don’t really care,” one youth opined.
- Other themes that arose included attitudes as being part of the problem. 1 group in NYC felt that a root cause of peace and security problems in their community was stubbornness, and people’s unwillingness to change or be open-minded. “We do not listen to each other,” one person shared.

Why are things not working well?



4.3. Negative perceptions about young people

Regarding negative perceptions about youth, there was a varied list of responses, with all but one trait being listed by only 1 focus group. The answers received from this prompt included being considered lazy, not being intelligent, being violent, being only good at sports and nothing academic, being selfish, being ignorant (2 focus groups mentioned this), being disrespectful and loud, not being politically or civically engaged, being criminal, and not being able to lead.

Responses regarding whether or not these assumptions held about youth are fair or valid:

- Laziness: The group who had cited laziness felt that this stereotype was not a fair assumption, given that many were busy with college, jobs, and trying to “juggle everything.”
- Being disrespectful: 1 group shared, “it depends, if you show me respect, I’ll show you respect.”
- Selfishness: Some felt that this was not valid, considering how many initiatives youth were involved in, for the sole purpose of helping others.
- Ignorance: Some youth do not want to learn, but others are very interested.

- Being criminal: “People believe what they see in the movies. They assume that just because you have tattoos, you must be a gangbanger.”
- Not politically/civically engaged: Youth felt that this is not true, looking at the turnout for the 2008 election.
- They cannot lead: Youth stated that this is “invalid, by 100%.”

4.4. What uniqueness can youth contribute to dealing with these issues?

When youth were asked what abilities or uniqueness they had that they could contribute towards fixing these peace and security issues, 1 focus group each mentioned that youth are open to learning, highly talented, have large networks, stand in solidarity with others, social media savvy, resilient, relatable, generous, not yet jaded, are creative, have an entrepreneurial spirit, have imagination, reliable, have energy, loyal, and team players.

2 focus groups each cited that they had the advantages of strong will, perseverance, persistence, and different perspectives. One individual shared a contrary view, saying that, with young people facing so many challenges, it’s hard to think about improving the life of society. These answers were very similar to the ones received in the strengths section of the SWOT exercise in the following section.

1. SWOT Analysis

In order to better understand what roles youth felt they could play in society and to determine how important it was for the government to engage with them, the 7 focus groups were asked to perform a “SWOT Analysis” of their **strengths**, **weaknesses**, the **opportunities** available to the government by engaging with them, and the **threats** of not addressing the needs of youth.

1.1. Strengths

“Young people are motivated, and are great motivators.” – New York

“Young people are go-getters; we want to do and be great things, and when we want something, we go for it.” – Chicago



Regarding strengths, one of the most salient themes presented by youth was that they had a prominent *voice* with which they could relay their needs and concerns to the government. 3 groups mentioned that they had a unique perspective on the world, and that they were attuned to the needs and desires of their demographic. 1 group in Chicago stated that they have “knowledge of what is going on in their age group,” while another group in Chicago added that they understand “how to reach people like us.” 3 groups felt that their generation was more open-minded and accepting of diversity and diverging views than previous generations, and that they were generally more tolerant. All 7 groups indicated traits that were youthful individuals: energetic, optimistic, sociable, tech and social media savvy, motivated, strong-willed, ambitious, innovative, fearless, and risk-taking. 4 groups felt that they encompassed virtues such as loyalty, generosity, persistence, perseverance, hope, respect, humility, and being a team player. 2 groups felt that youth were talented and skillful, and could contribute to society in that way. Other traits that were mentioned included being dreamers, having the ability to come together around a cause they believe in despite differences, having a willingness to learn, having a “spark,” and having the ability to “shape tomorrow.”

1.2. Weaknesses

“People think we do not know anything, or don’t trust us.” –New York

“Older people...they just don’t understand that times are different, and they are not open-minded about the present. –Chicago



A common theme that came up as a weakness for youth was that they lacked the knowledge and experience necessary to effectively organize and advocate for themselves. “We’re young, so we still make mistakes that we need to grow from,” 1 group in Chicago shared. 2 groups mentioned that their demographic lacked vision and a limited scope regarding the future. “We can’t really see far into the future, since we haven’t had that many experiences,” offered 1 group in Chicago. Other salient themes included lacking communication skills, immaturity, being short-tempered, impatience, and a short-attention span. Youth also noted that they were easily influenced by what they saw growing up in their homes and neighborhoods. “We tend to follow what we see being done...what we are used to,” shared 1 group in NYC. Youth also felt crippled by the ageism directed at their age group, where they felt that adults often talked down to them as if they didn’t know anything. “Some teenagers

will emotionally shut down and develop low self-esteem when you do that,” 1 group from Chicago noted. Adults think they are “less smart, less motivated, less mature.” Other themes that came up with 1 or 2 groups were stubbornness and an unwillingness to compromise; selfishness; being misunderstood and not taken seriously; being technology-obsessed; not knowing how to engage with institutions; only engaging with media that align with their points of view (“echo chamber”); losing faith; giving up, laziness; gullibility and naïveté; ignorance; indifference; strong emotions; negative mindsets; and impulsiveness.

1.3. Opportunities

“We will have successful generations: people [who] are educated and care about the world.”—New York

“If young people were engaged, other young people would try harder, because they see others doing it.”—Chicago

“More bills would be passed in our favor—there would be new policies to benefit young people.”—Chicago



When asked, “What are opportunities government gain when they engage with young people to build a peaceful and secure society?” groups brought up the fact that the government would understand youth perspectives and what they need. If the government listened to youth, 3 groups felt that there would be less violence, resistance, and rioting. 2 groups believed there would be less gang activity and involvement, as well as delinquency in schools. 2 groups felt that more jobs would be available for youth, and if youth themselves became empowered, they would be able to employ other young people. Other opportunities cited include: better neighborhoods; positive change in youth; better educated youth; youth who are motivated and care about the world; more parks and safe public spaces; new ideas emerging from collaboration with youth; youth leadership; economic growth; youth staying off the streets; and more positive relationships between youth and the government.

1.4. Threats

“When the government cuts funding for schools they are not putting the love into the young population to create productive citizens.” – NYC

“Relationships with the police will get worse—black police [are] no better than the white cops. Once they have the badge and the gun...they believe as if they own us.” – NYC



When groups were asked, “What are threats governments face when they do not engage with young people to build a peaceful and secure society?” the primary concern was that violence would escalate and that there would be more killings and crime. 1 group felt that there would be “angry, violent, reactive riots,” as youth became more and more cynical about the government’s ability to assist them. The tenuous relationship between the government and the people would quickly deteriorate. 4 groups felt that things would go from bad to worse in their communities, and that there would be “kids in the streets, doing drugs, acting rebellious, engaging in recklessness and violence.” There was also a concern among 3 groups that poverty levels would get even worse. 1 group from Chicago shared, “Neighborhoods get messed up--more violence in the neighborhood creates more poverty because more violent neighborhoods get let go (abandoned) and no one wants to move there (or invest).” This is also tied to concerns about unemployment and no money in the communities. One youth from NYC candidly shared, “Unequal opportunities push you to do bad things...my mom is a crackhead and a prostitute....people will do what they got to do.” In addition, 4 groups felt that disenfranchised youth would become even less civically engaged, and not bother to vote. Other topics that came up during the discussion involved threats of higher rates of

teenage pregnancy and drug use; more young people dying; more black-on-black violence; wasted opportunities; and the fact that youth concerns would not be heard, and the government would remain blind to the issues.

Appendix 3: Survey Analysis

The survey portion of the research attempted to broadly capture the attitudes of young people regarding their roles in building and sustaining peace and security in their communities and the USA. The questions focused on young people's perceptions about their roles in building peace and security in their communities and the USA; their relationship with policymakers and the democratic process in the USA; personal impacts of issues regarding race, religion, gender, sexual orientation, and income or ability to make money; and trustworthy figures to help build peace and security.

1. Methodology

The survey was conducted with a focus on gathering participants between the ages of 18-29 years in Chicago and New York City. All answers are self-reported and there were no questions that solicited identifying information. Most answers were multiple choice, in which respondents would select the response that they agreed most with. An “Other” option was also provided. The survey was implemented on Google Forms with a majority of respondents providing answers in person on provided smart phones and tablets. In Chicago, many respondents were solicited in person on college campuses, in a shopping mall, and in a public library. On a few occasions, a link to the survey was given to participants who were not physically present. Many respondents were also participants in the focus group discussions. 2 key filtering items regarded age and location of residence. All together there were 159 unique answer sets that were gathered within the age range of 18 - 29, with 82 in Chicago and 77 in New York.

The pool of respondents was diverse. There were more self-reported female respondents than male respondents, especially in New York. Altogether, there were 99 women, 41 in Chicago and 58 in New York, and 58 men, 39 in Chicago and 19 in New York. In terms of race, respondents reported White, Black or African American, Asian, Hispanic (Non-White), as well as a variety of mixed responses. The largest respondent categories for race were Black or African American (30%), Hispanic (Non-White) (26%), and Asian (23%).

White respondents made up 14% of the pool. The 2 categories that did not have any respondents were American Indian or Alaska Native and Native Hawaiian and Other Pacific Islander. The only religious identity not represented was "Jewish."

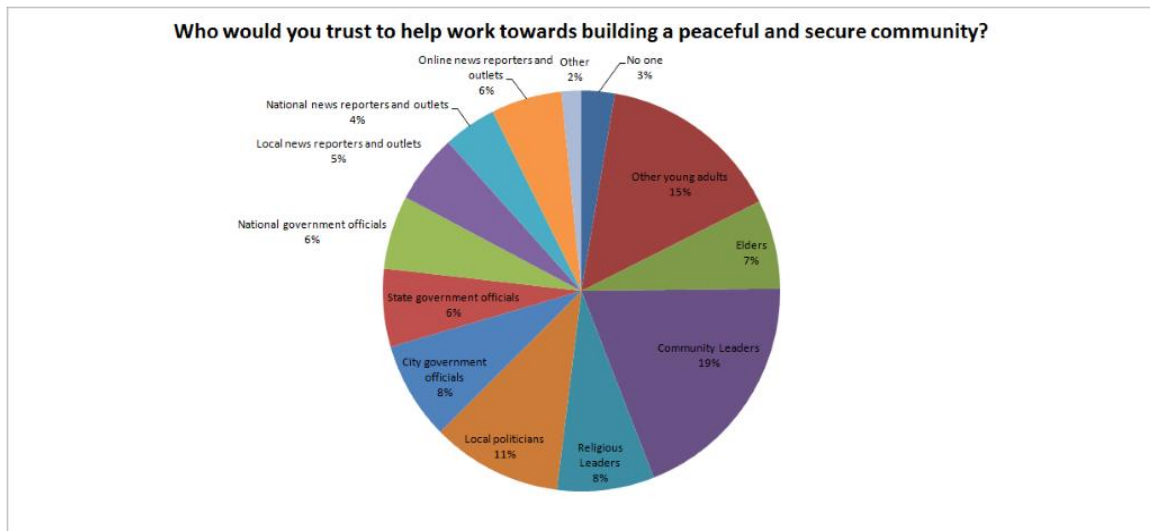
2. Findings:

Not many young people were themselves active or even aware of initiatives or movements that affect peace and security in the USA; however, more respondents were aware of programs than reporting as active themselves. On this note, there was a disconnect between the perceived ability to directly influence policy and voting being a way for one's voice to be heard. The most number of respondents answered both that there are some potentially effective avenues that they have not used to influence policy and that they "somewhat" think that voting in an effective way for their voices to be heard.

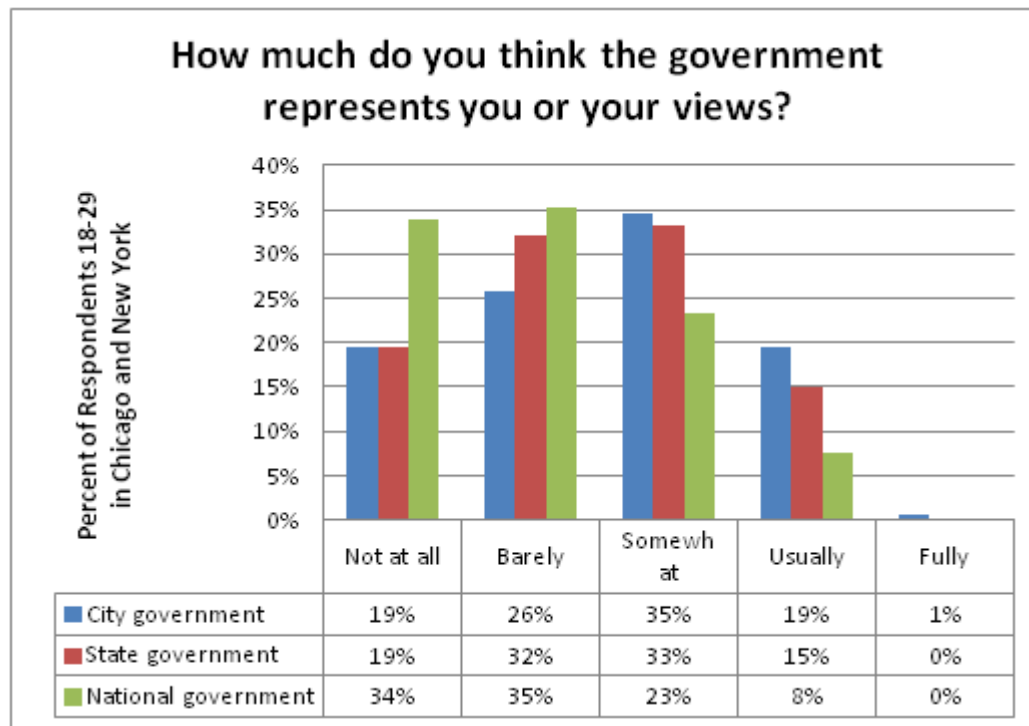
Additionally, many more respondents reported that their race, gender, sexual orientation, income or ability to make money, and other characteristics affected how they were seen and treated by others compared to respondents who reported that these same things affected how they themselves see and treat others. Many respondents felt that the way they saw or treated other people had to do with personal behaviors or personality traits such as "kindness and respectfulness" or how they were treated in kind. There were 422 items in total (excluding the category "Nothing") selected for how respondents themselves are seen and treated by others while 171 items were selected for how the respondents see and treat others. Race was the most frequently chosen influencing factor (111 respondents) in how others saw and treated them, while income and ability to make money was a close second with 94 respondents. No respondent chose "nothing affects how others see or treat me;" however 81 respondents out of 159 chose "nothing affects how I see or treat others."

Additionally, when asked who they would trust to help build a peaceful and secure community, respondents from both cities selected community leaders and other young people as their top choices. However, New York respondents were more likely to choose "no one" and "local politicians" than their Chicago peers. Overall, community leaders, other young people, and local politicians (such as city council members) were the highest selected items in this

question. The lowest selected items were "no one" and "national news reporters and outlets."



Additionally, while some youth expressed a certain level of trust for local politicians, most participants did not feel fully or usually represented by any level of government. This self-reported perception of representation is apparent as 34% of respondents reported not feeling represented at all and 35% feeling barely represented by national government. Meanwhile, the majority of responses in both city and state government were divided between "barely" and "somewhat." Only the city government in Chicago received one response of "fully."



Meanwhile, when asked about issues that are "very important" to address for the peace and security of the USA, most respondents in both cities chose race, with 60% of New York respondents and 45% of Chicago respondents rating this issue as "very important." Chicago respondents also rated gender and income or ability to make money as "very important" at 44% and 43%. 43% of New York respondents also saw income or ability to make money as a "very important" issue.

Appendix 4: Programmatic Review

The following charts summarize the state-of-the-art and innovative programs researched by way of a literature review. Innovative programs are defined as those employing new approaches, while state-of-the-art programs indicate those with a proven track record of success.

I. Civic Engagement Programs

The definition of this dimension for the purpose of this study is the following: *civic engagement* programs aim to affect outcomes in academic achievement; teenage pregnancy; drug and alcohol use; youth violence; voting and political activism; and community service and volunteering.

<i>Title/Name of Program</i>	AmeriCorps NCCC (National Civilian Community Corps)⁶
<i>Organization</i>	AmeriCorps
<i>Why State-of-the-Art</i>	The Americorps NCCC program is funded and administered by the United States government, and modeled off of successful programs such as the Civilian Conservation Corps of the 1930s and the U.S. military. Since 2000, the NCCC has assisted 17.6 million people in disaster areas, recruited or coordinated 840,000 volunteers, served 7.7 million meals, and protected more than 1.3 million acres of land through firefighting and fire management.
<i>Theory of Change</i>	<p>Mission: To strengthen communities and develop leaders through team-based national and community service.</p> <p>Intervention: Program participation, where young people engage in domestic programs to serve their communities over a 10-month period.</p> <p>Change/outcomes: Participants who leave the program are much more service-oriented, and more likely to vote in elections and be civically engaged than before joining the program</p>
<i>Project Description</i>	NCCC is a full-time, team-based national and community service program run by the Corporation for National and Community Service (CNCS) for men and women aged 18 to 24. In partnership with non-profits (secular and faith-based), local municipalities, state governments, the federal government, national or state parks, Indian Tribes and schools, members complete service projects throughout the region to which they are

assigned.

Since 1994, more than 12,000 members have invested more than 20 million service hours on 6,500 service projects with thousands of nonprofit organizations and other public agencies to provide disaster services, tutor children, preserve the environment, build homes for low-income families and meet other challenges.⁷

Results

An internal study found that participation in AmeriCorps strengthened civic attitudes and sentiment, making members more likely to choose careers in public service.^{8 9}

- AmeriCorps members were much more likely to have voted compared with the nation as a whole. More than half of AmeriCorps members reported they voted (54 percent), compared to one in three eligible individuals nationwide.
- AmeriCorps can also have impacts on members' attitudes and behaviors in the areas of political activity and civic engagement. Many AmeriCorps members enter the program with a 31 high baseline level of involvement and are likely to remain highly engaged in the future.

Title/Name of Program Youth Service America

Organization Youth Service America¹⁰

Why State-of-the-Art YSA has been rated 5 stars on Guidestar, and is considered a top-rated nonprofit by GreatNonprofits.¹¹ YSA organizes large mobilization campaigns, and distributes more than 1 million dollars in micro-finance grants to support youth-led projects in many sectors (health, education, human services, human rights, and the environment).

Theory of Change Mission: "Founded in 1986, YSA's mission is to improve communities by increasing the number and the diversity of young people, ages 5-25, serving in substantive roles. YSA helps young people find their voice, take action, and make an impact on vital community issues."¹²

Approach: Create new programs and initiatives, with new technologies and systems.

Outcomes: Change through building awareness (educating others to change behaviors); service (using youth passion

	and creativity to solve problems through volunteerism); advocacy (to change laws and policies); and philanthropy (financial donations and support).
Project Description	YSA (Youth Service America) works through thousands of partners in its Global Youth Service Network in all 50 states, the District of Columbia; and in more than 100 countries on six continents around the world.
	Its main activities include Global Youth Service Day, YSA grants, and the YSA Learning Center.
Results	<p>The following results¹³ were gathered were gathered from YSA's 2015-2016 program year:</p> <ul style="list-style-type: none"> • 620 YSA Grants worth \$570,000 awarded to youth, schools, and organizations. • 1,155, 359 beneficiaries • 297,371 youth volunteers, serving 869,565 hours • 5,648 youth-led projects • 8,257 partners in 108 countries • 27% youth involved who are traditionally not asked to serve

Title/Name of Program	Public Achievement
Organization	Center for Democracy and Citizenship (Augsburg College)
Why State-of-the-Art/Innovative	Public Achievement has been recognized as one of the best youth citizenship education efforts in the world. In 2007, it was named one of 15 finalists for the prestigious Carl Bertelsmann Prize Awarded annually since 1981, the international award recognizes “innovative approaches and outstanding ideas that help shape and further develop democratic societies.” To date, over 10,000 youth and 1,600 university students have participated. ¹⁴
Theory of Change	<p>The model is focused around “learning by doing” and empowering young people to make the changes they wish to see in their communities.</p> <p>Its structure allows for youth to brainstorm issues or policy ideas in their schools and communities, and come up with actionable steps toward addressing these issues.</p>
Project Description	Public Achievement is a youth civic engagement initiative focused on citizenship, democracy and public work. The

program, which started in St. Paul, Minnesota in the Office of the Mayor in 1990, has models in several sites throughout five states, and 20 countries.

Through Public Achievement, students work in small teams with coaches for an hour or more each week to devise and implement projects or actions that address public issues. The coaches are usually undergraduates taking service learning courses. Students are encouraged to develop their own means for solving public problems. The students work together to discuss and research their issues, and to come up with a project or series of actions that will make an impact within a given time frame (typically an academic year).¹⁵

Results

According to a study by RMC Research Corporation:¹⁶

- PA students displayed wider perspectives on the world and better skills in working with others.
- Students who had long-term participation in Public Achievement were more likely than their peers to acquire civic skills and to believe that young people can make a difference in the world.
- High school students who reported a high level of interest in their Public Achievement projects acquired multiple communication skills, including oral persuasion, and listening skills.
- Public Achievement coaches indicated that students at all grade levels benefited from the program, by way of developing problem-solving skills and awareness of issues that affected their communities.

II. Continuing and Re-entry into Education Programs

The definition of this dimension for the purpose of this study is the following: *continuing and re-entry into education* programs include education that occurs after the traditional age of compulsory education; for example, alternative secondary school certification and participation in higher education.

Title/Name of Program	The Prison-to-College Pipeline (P2CP) program¹⁷
Organization	John Jay: Prisoner Reentry Institute

<i>Why State-of-the-Art</i>	The Prison-to-College Pipeline program funnels formerly incarcerated individuals back to colleges with the intention of graduating and re-entry back into society.
<i>Theory of Change</i>	Innovation and improvement in the field of reentry happens through advancing knowledge; translating research into effective policy and service delivery; and fostering effective partnerships between criminal justice and non-criminal justice disciplines. Understanding and addressing the challenge of the post-release period is crucial to combatting the problem of recidivism.
<i>Project Description</i>	<p>The Prison-to-College Pipeline (P2CP) program operates just as its name implies, as a pipeline funneling prison students into college in the community to complete their degrees upon release. Applicants who 1) have their high school diplomas or GEDs; 2) are eligible for release within five years; and 3) pass City of New York (CUNY) reading and writing assessments, are evaluated based on written essays and interviews to determine admission in a competitive process. All students in the program who maintain passing grades are guaranteed a seat in a CUNY institution upon release. The program combines the following components:</p> <ul style="list-style-type: none"> • Academics • Learning Exchanges • Pre-Release Academic Counseling and Reentry Planning • Tribeca Film Institute Screenings • College Placement¹⁸
<i>Results</i>	Between 2011 and 2014, P2CP has successfully served 26 students incarcerated at Otisville and 30 students from John Jay College who sat in on monthly seminars with the Otisville students. The program boasts 12 students that have been transitioned back into society, plus four that are enrolled at CUNY institutions (2 at John Jay, one at Hostos and another at Bronx Community College) while 2 others have started the enrollment process. All of the men are employed and enrolled in a training program or an internship. ¹⁹
<i>Title/Name of Program</i>	Dreamkeepers and Angel Fund Emergency Financial Aid Program

<i>Organization</i>	Lumina Foundation for Education ²⁰
<i>Why State-of-the-Art/Innovative</i>	Dreamkeepers and Angel Fund Emergency Financial Aid Programs are ongoing and have success in keeping low-income students in community colleges through pairing 2 methods: financial aid and supportive services.
<i>Theory of Change</i>	Lumina Foundation for Education provides grants to develop the Dreamkeepers Emergency Financial Aid Program and the Angel Fund Emergency Financial Aid Program to help students who might otherwise have to leave school. These programs were designed with three overarching goals: (1) to develop infrastructure at participating colleges for delivering emergency financial aid; (2) to learn whether the students who receive such aid stay enrolled in college; and (3) to promote long-term sustainability of the emergency aid programs.
<i>Project Description</i>	Lumina Foundation for Education created the Dreamkeepers and Angel Fund Emergency Financial Aid Programs to assist community college students who are at risk of dropping out because of unexpected financial crises. Both programs are multi-year pilot projects that began in 2005 and are administered by Scholarship America and the American Indian College Fund, respectively. Eleven community colleges are participating in Dreamkeepers; 26 Tribal Colleges and Universities (TCUs) are participating in Angel Fund. Each Dreamkeepers college receives up to \$100,000 over three years; each TCU receives nearly \$26,000 over five years. The colleges are responsible for designing the programs and raising funds, both to sustain their programs and to continue receiving matching funds from the initiative.
<i>Results</i>	<p>The data shows that aid recipients re-enrolled in college, at rates comparable to the average on their campuses.</p> <p>Aid recipients are also benefiting from these emergency financial aid programs by becoming better connected to on and off-campus supportive</p>

<i>Title/Name of Program</i>	GED Bridge to College Careers Program
<i>Organization</i>	LaGuardia Community Colleges ²²
<i>Why State-of-the-Art</i>	The GED Bridge to College Careers Program looks to aid young adults who dropped out of high school and are trying to reenter the education system by earning their GED. The Bridge to College program also provides supporting services that build skills that allow participants to successfully move on to college.
<i>Theory of Change</i>	<p>The Bridge aims to achieve the following:</p> <ul style="list-style-type: none"> • expand access to GED programming for adults at a wide range of reading levels • better prepare students for GED examination and college by raising class expectations and academic rigor • align instruction with students' postsecondary and employment goals • create a more seamless path to postsecondary programs.²³
<i>Project Description</i>	Through college and career workshops, Bridge Program instructors 1) introduce personal growth and career-focused reading and writing assignments; and 2) lead group discussions to develop strategies for educational and professional growth. Students complete a computer-based career interest and skills inventory and conduct research on local growth industries, professional occupations, and post-secondary education options. LaGuardia Community College faculty visit Bridge classes as guest lecturers and career panelists to introduce students to the training and professional requirements of various career tracks. Pathways services are integrated into the Bridge classrooms to develop students' academic and professional identities and support continued success in college and career training. Throughout the semester, Bridge students participate in a series of college and career workshops to develop self-efficacy and prepare their own college and career plans. Bridge students can receive one-on-one support to develop and refine their strategies for education and professional growth beyond earning the HSE diploma.

Assistance with the college application process, financial aid guidance, and educational case management is available during class and in individual sessions. Ongoing transitional support is available to Bridge Program graduates as they move forward to college and certificate programs, including financial aid guidance, educational case management and degree planning, academic advisement, and referrals for tutoring and social services.²⁴

Results

1. Compared with students who went through the traditional GED Prep course, Bridge students were much more likely to complete the course.
2. Bridge students were far more likely to pass the GED exam
3. Bridge students enrolled in college at much higher rates than students in the traditional GED Prep course.
4. Overall, Bridge students appeared more engaged in the classroom and more encouraged by the program experience.

III. Economic Empowerment Programs

The definition of this dimension for the purpose of this study is the following: *economic empowerment* programs targeting youth include programs aimed at improving young people's access to the job market and to increased earning capacity. Evidence-based interventions can guide decision-makers to fund programs that are more likely to provide productive employment and economic opportunities to youth. Furthermore, it is important to implement programs that take into account demographics, context, and the state of the job market. Typical interventions in the area of economic empowerment include training and skill development programs, entrepreneurship promotion, employment services, and subsidized employment interventions.²⁵

<i>Title/Name of Program</i>	Jobs Corp²⁶
<i>Organization</i>	U.S. Department of Labor: National Level
<i>Why State-of-the-Art</i>	Having run for over 50 years, Jobs Corp is the United States largest and longest standing training program for disadvantaged youth focused on skills-based training, education, and employment services. It serves more than 60,000 young people every year. 87 percent of Job Corps graduates are placed in jobs, enroll in full-time education, or enlist in the military ²⁷ . Skills-based trainings are proven to generate the highest impact in terms of employment and earnings for participants. ²⁸
<i>Theory of Change</i>	By providing youth with intensive social, academic, career and technical education, as well as service-learning opportunities, youth can obtain secondary school diplomas or recognized postsecondary credentials. This leads towards career opportunities in high-demand industry sectors, including apprenticeship programs.
<i>Project Description</i>	<p>Jobs Corp is the nation's largest and longest standing training program for disadvantaged youth, enacted by the Economic Opportunity Act of 1964.</p> <p>The program serves youth aged 16-24, and enrolls approximately 50,000 students in its program per year throughout its 125 centers.</p> <p>Jobs Corp services include intensive education instruction (equivalent to a high school academic year curriculum), vocational training, on-the-job training, counseling, job placement and health services.</p> <p>Training can take from eight months to 2 years to complete. The average length of enrollment for graduates in Job Corps is 10.6 months.</p>
<i>Results²⁹</i>	<p>A study in 2008³⁰ found:</p> <ul style="list-style-type: none"> • 12% reduction in arrest rates among Jobs Corp participants • 3% reduction in conviction rates among Jobs Corp participants • 93% of participants enrolled in education and

training programs

- 21% increase in degrees and certifications among Jobs Corps participants
- 2.4% higher employment rates among Jobs Corp participants
- 12% increased earnings in weekly earnings during the 2 following years after the program. No earning impact on Hispanics and those aged 18-19.
- A Cost-benefit analysis³¹ monetized total benefits at \$4,000 (including reduced crime) vs. \$16,500 cost per participant.

Frolich and Huber (2014)³² found that program's impact is mainly indirect via *labor force attachment* through increasing the number of hours worked (indirect channel), whereas the hourly wages themselves do not appear to be much affected.

<i>Title/Name of Program</i>	Center for Employment Training (CET)³³-San Jose Replication Model
<i>Organization</i>	Center for Employment Training (CET)-San Jose Replication Model
<i>Why State-of-the-Art</i>	The Center for Employment Training in San Jose Replication Model was a federally-funded intervention modeled off of a successfully-proven program in California. The results were mixed, showing that merely copying a recipe for success is not enough to achieve effective results on youth. Positive effects were observed in communities where the organization (traditionally a NGO) implementing the program had long-standing relationships with the community and a reputation with the business sector, reinforcing the importance of local ownership, emphasis on contextual design and long-term vision.
<i>Theory of Change</i>	By replicating successful characteristics of a youth employment and training services model in other parts of the US, better outcomes regarding employment and earnings among disadvantaged youth could be attained. This would

lead to improvement in living conditions for this population.

**Project
Description**

The CET — an employment and training organization in San Jose, California — attracted considerable attention in the 1990s due to the exceptional positive effects of 2 different federal-funded programs run in the center, and evaluated independently, on earnings and employment among disadvantaged youth.

The CET Model

The distinctive elements of the CET- San Jose model can be summarized as follows:

- **Intensive participation in services.** Most CET enrollees volunteer to participate. Unemployed youth make up a large proportion of enrollees, partly because the program demands a full-time commitment that many older and/or working people cannot make. CET also allows trainees to follow a flexible schedule known as open entry/exit rather than requiring them to follow a fixed schedule of completion.
- **Employment and training services designed to mirror the workplace.** CET's basic education component complements its vocational training by helping participants build knowledge and skills that are directly relevant to the jobs for which they are preparing. Rather than offering general literacy classes, for example, CET helps people learn to read job-related materials.
- **Close involvement of industry in the program's design and operation.** CET involves employers in the design and delivery of training and encourages peer instruction.
- **Organizational capacity and stability.** CET has developed a smooth system for delivering services in the context of San Jose's Silicon Valley economy to a largely Hispanic population.

Results³⁴

Program I Evaluation: The Minority Female Single Parent Demonstration

The MFSP (The Minority Female Single Parent)

Demonstration — implemented between 1982 and 1988 — was designed to increase the self-sufficiency of single mothers and to decrease their reliance on welfare by providing a comprehensive set of employment-related services, along with child care assistance, basic education, occupational skills training, and job placement assistance.

- An evaluation after 30 months showed that only the CET-San Jose site had produced measurable gains in average earnings and educational attainment.
- CET's earnings impacts for the first 30 months totaled \$2,062 per enrollee.
- A subsequent follow-up survey limited to CET-San Jose enrollees and conducted 60 months after program entry found that program group members were still averaging close to \$100 per month more in earnings than control group members.

Program II Evaluation: The JOBSTART Demonstration

The JOBSTART demo tested whether comprehensive employment-related services could produce gains in educational attainment, employment, earnings, and other outcomes. JOBSTART targeted 17- to 21-year-old economically disadvantaged youth who had dropped out of school and whose reading skills were below the eighth-grade level.

- Overall, JOBSTART's results showed few positive impacts across the thirteen sites evaluated. CET-San Jose was the exception.
- Its impacts on earnings averaged close to \$7,000 per enrollee over the 48-month follow-up period.

Replication Model Evaluation

- Implementing the CET approach is difficult, and fidelity to the original CET model varied greatly across the sites, affecting both implementation and program impacts. Only four sites were deemed to have replicated the model with high fidelity.
- Over the 54-month period, youth in the program group were more likely to have participated in training than

their control group counterparts.

- Effects on training and certificate receipt were much larger in the high-fidelity sites than in the other sites.
- Across all sites, the program had no effect on youths' employment and earnings.
- In the high-fidelity sites, the 30-month study found that women in the program became employed in different fields of employment and earned higher wages than their counterparts in the control group. However, these positive did not persist beyond that point.

<i>Title/Name of Program</i>	The Year Up Program
<i>Organization</i>	Year Up: (multiple cities)
<i>Why Innovative/State-of-the-Art</i>	The Year Up Program in the United States is an intensive, year-long program that focuses on building skills in financial services and information technology, aiming at establishing effective career pathways for urban young adults who are “at risk.” Over the past decade, the program has placed 2,100 low- and moderate- income young people into internships with more than 100 employers across the country, including Fortune 500 companies such as American Express, JPMorgan Chase & Co., and State Street Corporation (OECD 2013, 33). Currently the program is going through a longitudinal impact evaluation, from which preliminary results are available.
<i>Theory of Change</i>	By providing underserved young adults with the necessary skills, knowledge and experience, young adults will be well-positioned for successful careers and to earn a living wage. In return, employers gain access to a wider pipeline of well-trained talent than ever before.
<i>Project</i>	Founded in 2000, Year Up provides a year of training to prepare low-income young adults for positions with

Description

good wages and career advancement opportunities in the information technology and financial operations fields. Year Up operates in 16 cities nationwide.

Most participants are between the ages of 18-24, and members of racial or ethnic groups that face discrimination in the labor market. Some young adults have DACA^{ix} immigration status. Over 13,000 young adults have received benefits so far³⁵ (an average 866 students per year). In 2015, Year Up served over 2,500 students.

Services offered include: Classes in business communications focusing on verbal communication, grammar, and composition and proofreading; opportunity to earn college credit; a six-month internship with major corporations; instruction in professional skills; stipends; support and guidance from staff and other professionals; assistance with the job search process and college enrollment upon program completion.

Social workers provide counseling and help students access services and supports. During weekly group meetings, students receive feedback and have the opportunity to give feedback to staff and peers. Students are also paired with a mentor—a professional from outside of the program—to guide their professional development.

Other Features:

- Year Up is piloting specific programs in sales, anti-money laundering, cybersecurity, digital marketing and programming in partnership with corporations.
- The organization has an advocacy component, focused on influencing practices and policies within employers.

^{ix} Deferred Action for Childhood Arrivals (DACA) is a kind of administrative relief from deportation. The purpose of DACA is to protect eligible immigrant youth who came to the United States when they were children from deportation. DACA gives young undocumented immigrants: 1) protection from deportation, and 2) a work permit. The program expires after 2 years, subject to renewal.

- 82% employment rate among participants
- Average hourly wage for those who participated in the program was \$4.25 higher than control group four years after the random assignment.
- Program participants were more likely than control group members to be employees of the company where they worked (85 percent versus 70 percent) as opposed to being employed by a temp agency or self-employed
- Program participants significantly more likely than control group members to have tuition assistance available from their current employer (34 percent versus 17 percent)
- Those who completed the program earned substantially higher hourly wages than program dropouts (\$15.67 versus \$11.30), were more likely to have full-time jobs (69 percent versus 57 percent), and had greater annual earnings in the fourth year (\$21,862 versus \$13,932, on average)
- Year Up participants were less likely than control group members to attend college at some time during the four years after random assignment (60 percent versus 73 percent).
- The findings underscore the importance of working in the program's targeted occupations--graduates who were employed in financial operations or information technology earned nearly \$79,000, on average, over the three years after the program, compared to \$33,000 for graduates who did not work in these occupations.

IV. Justice Programs

The definition of this dimension for the purpose of this study is the following: justice programming aims at keeping young people out of the punitive aspects of the law and reducing recidivism, and as such, intervention methods may include law reform or legal counsel.

<i>Title/Name of Program</i>	Poverty Justice Solutions
<i>Organization</i>	Robin Hood Foundation, the New York State Unified Court System, the New York City Human Resources Administration, and the Center for Court Innovation
<i>Why State-of-the-Art /Innovative</i>	Poverty Justice Solutions aims to recruit fresh law graduates, ensuring accessibility for low-income New Yorkers who may not otherwise be able to afford or access legal counsel. This program is a collaboration between several organizations in sectors that overlap in terms of their interest in closing the justice gap.
<i>Theory of Change</i>	Poverty Justice Solutions is a collaboration among the Robin Hood Foundation, the New York State Unified Court System, the New York City Human Resources Administration, and the Center for Court Innovation that seeks to close the justice gap by expanding the pool of attorneys available to represent low-income New Yorkers in Housing Court and apply an innovative problem-solving approach to housing court matters across New York City. ³⁷
<i>Project Description</i>	<p>In an effort to close the justice gap, Poverty Justice Solutions places 20 new attorneys in 2-year fellowships as entry-level attorneys with civil legal service providers in New York City. The program underwrites half of the cost of their salaries; participating service providers will be required to provide the other half.</p> <p>Poverty Justice Solutions builds on a foundation put in place by Chief Judge Lippman last year. In 2014, Judge Lippman announced the creation of the Pro Bono Scholars program, which allows students at New York's law schools to take the bar exam in February of their third year in exchange for performing pro bono work full time during the remainder of their school term.</p> <p>Participants in the Pro Bono Scholars program receive first priority for Legal Fellows slots. Poverty Justice Solutions legal fellows are full-time employees of participating legal service providers and subject to all of the rules (and benefits) of their host agency. They receive the training, supervision, and mentoring support provided to all such attorneys. Each legal fellow is assigned an active caseload of clients, giving them the chance to make a lasting contribution to improving the lives of hundreds of low-income New York City residents in need of legal assistance.</p> <p>Legal Fellows work exclusively on Housing Court cases</p>

representing clients facing potential eviction or seeking repairs. Poverty Justice Solutions is overseen by an advisory board chaired by Chief Judge Lippman and will be administered as a project of the Center for Court Innovation.³⁸

Results³⁹

Due to the new nature of the program, evaluations are not yet available.

<i>Title/Name of Program</i>	Red Hook Community Justice Center
<i>Organization</i>	The Justice Center is the product of an ongoing partnership among the New York State Unified Court System, the Center for Court Innovation, the Kings County District Attorney's Office, the Legal Aid Society of New York, and a number of other governmental and nonprofit organizations. ⁴⁰
<i>Why State-of-the-Art</i>	Red Hook Community Center focuses on reform as opposed to punishment, and has received some media exposure. While its evaluation does not show high impact results, it appears to be linked to the reduction of recidivism.
<i>Theory of Change</i>	By focusing on reforming the offender rather than simply punishing the crime, the Red Hook Community Justice Center ensures that youth re-enter their community with a new perspective and sense of responsibility for their actions ⁴¹ , using the methods of deterrence, intervention, and legitimacy-building. ⁴²
<i>Project Description</i>	<p>The Red Hook Community Justice Center is a community court that was created to address the unique social and judicial needs of its surrounding neighborhood — the 72nd, 76th, and 78th Precincts. The Justice Center is a collaborative effort of the Brooklyn District Attorney's Office, the Center for Court Innovation, and the Office of Court Administration. A team of assistant district attorneys, handling about 4,000 misdemeanors each year, is specifically assigned to the Justice Center. They have an in-depth knowledge of the community, frequently attending community meetings and participating in neighborhood events.</p> <p>As a problem-solving court, the Justice Center seeks to resolve cases in ways that compensate the community,</p>

address the needs of the victim, and sometimes effectively change the defendant's behavior.

Some cases employ traditional sentencing methods, but most cases result in sentences that incorporate one or more of the many programs and/or services available at the Justice Center. Sentences often include intensive drug or alcohol treatment, mediation, anger management classes, GED classes, youth groups, vehicular programs, and more. The courthouse is also the hub for an array of unconventional programs that contribute to reducing fear and improving public trust in government. These include a youth court where teenagers are trained to resolve actual cases involving their peers.

Additionally, the Justice Center has an AmeriCorps program, named the New York Juvenile Justice Corps, and a housing resource center, which provides support and information to residents with cases in housing court.⁴³

Results⁴⁴

At the 2-year follow up, juvenile defendants at the Red Hook Community Justice Center (RHCJC) Family Court had fewer rearrests than those who had not participated in the program; however, the difference was not statistically significant, suggesting that the RHCJC Family Court did not have the intended impact.⁴⁵

<i>Title/Name of Program</i>	Allegheny County (Penn.) Jail-Based Reentry Specialist Program⁴⁶
<i>Organization</i>	Allegheny County, Pennsylvania
<i>Why State-of-the-Art</i>	Allegheny County Re-entry Program has been considered highly successful. Taking place within jail facilities, it has a multi-faceted approach to reducing recidivism and successful re-entry into society after incarceration.
<i>Theory of Change</i>	The re-entry program seeks to enhance re-entry success and reduce the likelihood of recidivism by: <ul style="list-style-type: none">• Identifying and reducing the risk of recidivism• Coordinating pre- and post-release service provision• Improving education outcomes• Improving employment outcomes• Reducing substance abuse• Enhancing housing opportunities and housing stability post-release• Supporting healthy family functioning and relationships

	<ul style="list-style-type: none"> Increasing compliance with post-release supervision orders
Project Description	<p>In 2010 and 2011, criminal justice and human services stakeholders in Allegheny County, Pennsylvania, partnered to launch 2 reentry programs under the Bureau of Justice Assistance's Second Chance Act. The first of these programs, Allegheny County Jail-Based Reentry Specialist Program (Reentry 1), was established in 2010 and sought to reduce recidivism and improve inmates' transition into the community by coordinating the reentry services the inmates received in jail and in the community.⁴⁷</p> <p>Target Population: The program included males and females who had been sentenced to a minimum of 6 months in jail and were returning to the county upon release. The inmates were also those categorized as medium- to high-risk offenders on the Proxy Triage Risk screener, which determines an inmate's risk of reoffending through three factors: current age, age at first arrest, and number of prior offense.⁴⁸</p> <p>Program Components/Key Personnel: The reentry program included 2 phases: Phase 1 provided inmates with 5 or more months of in-jail programming and services to prepare them for release, and Phase 2 provided them with up to 12 months of supportive services in the community.</p> <p>The program attempted to reduce the likelihood of recidivism by:</p> <ul style="list-style-type: none"> Using a structured risk/needs assessment, referring inmates to a cognitive-restructuring program Improving educational outcomes through literacy classes, GED classes, peer tutoring, adult basic education, and pre-apprenticeship training both pre- and post-release. Improving employment outcomes through a 22-hour job readiness program. The program matched inmate interests and skills to various job options, taught important communication and problem-solving skills, and guided inmates through the job search process. Reducing substance abuse through prevention programs, including cognitive-based therapy, gender-specific treatment, and relapse prevention. Enhancing housing opportunities through access to

Goodwill's HARBOR project, which provides eligible ex-offenders with housing and supportive services.

- Supporting healthy family functioning and relationships through parenting classes, relationship classes, and structured visits between inmates and their children. Additionally, the program included a family support specialist who worked with inmates and their families to prepare them for the inmate's release.
- Increasing post-release compliance through the program's Probation Officer (PO). The PO conducted additional risk/needs assessments and used them to modify the Offender Supervision Plans, which were then provided to the inmate's supervising PO and ensured that housing plans were in place, and that the inmate and supervising PO received information about the date and location of their first meeting.^{49,50}

Results

Willison, Bieler, and Kim (2014) found that the Allegheny County Jail-Based Reentry Specialist Program had a statistically significant impact on the probability of future arrests. Program participants had a 10 percent chance of rearrest, compared with a 34 percent chance for the comparison group (a significant difference).

Analyses indicate that both reentry programs reduce rearrest and prolong time to rearrest. These findings are supported by ample evidence of strong program implementation.

V. Policing Programs

The definition of this dimension for the purpose of this study is the following: Policing programs have the duty of maintaining law and order in a designated area. This can include, but are not limited to: police departments and community policing, and neighborhood watch programs. Law enforcement agencies and the people they protect and serve are key component in the stability of communities, the integrity of the criminal justice system, and the safe and effective delivery of policing services.

<i>Title/Name of Program</i>	We Charge Genocide (WCG)
<i>Organization</i>	We Charge Genocide – Chicago, IL
<i>Why Innovative</i>	We Charge Genocide developed a platform for young people of color and their allies to voice their concerns not only at the local level, but at the international level via international institutions. With heightened visibility, calls for transparency and accountability reached the Chicago Police department, and inspired the creation of subsequent initiatives. Additionally, participants were equipped with transferrable hard and soft skills.
<i>Theory of Change</i>	<ul style="list-style-type: none"> • Equip individuals across Chicago with information, resources, and tools to more proactively “police” the police. • The goal is not to reinvent the wheel, but rather to explicitly include young people’s voices in these efforts and to encourage youth-driven solutions.
<i>Project Description</i>	<p>The name “We Charge Genocide” comes from a petition filed to the United Nations in 1951, which documented 153 racial killings and other human rights abuses committed primarily by police.</p> <p>WCG is a grassroots, inter-generational effort to center the voices and experiences of the young people most targeted by police violence in Chicago. The initiative is entirely volunteer-run and acts as a vehicle for community organizing and social transformation.</p> <p>Activities include, but are not limited to: report releases; youth hearings on police violence held for people 25 years old and younger; Watch the Watchers Conference workshops, a memorial quilt for victims of police violence; and social mobilization across organizations within Chicago.</p> <p>Campaigns included the following:</p> <p>Stops, Transparency, Oversight and Protection Act (STOP Act): grounded in a push for transparency, this ordinance would require the Chicago Police Department to collect and share data for all stops of any kind—including the demographic information of the individual(s) being stopped, the number of officers involved and their badge numbers, as well as information about the location, reason</p>

and result of the stop. CPD would also be required to provide receipts to all people who were stopped and/or frisked and inform people of their right to refuse consent to a search.

#ChiStops: this initiative empowers young people through popular education and leadership training to resist racial profiling and other biased policing. Youth facilitate their own spaces that build awareness of the impacts of policing in the lives of themselves and their communities using tools such as: social media, art & design, events, research, and media production.

In furtherance of WCG's mission to increase visibility of police violence and continued impunity in Chicago, it sent a delegation of eight youth to Geneva, Switzerland to present evidence of police violence at the 53rd session of the United Nations Committee Against Torture- - to which the U.S. would be under review.

On June 1, 2016, WCG announced that some of its past members would be building a People's Response Team to document and provide needed support after police shootings. Former members of WCG continue to serve as social and political activist within and outside of Chicago.

Results

WCG received an official statement from the international body of UNCAT on November 28th, 2014 with the release of UNCAT's concluding remarks in review of United States government's implementation of Convention Against Torture⁵¹ Recommendations included the following:

"The State party should:

- (a) Ensure that all instances of police brutality and excessive use of force by law enforcement officers are investigated promptly, effectively and impartially by an independent mechanism with no institutional or hierarchical connection between the investigators and the alleged perpetrators;
- (b) Prosecute persons suspected of torture or ill-treatment and, if found guilty, ensure that they are punished in accordance with the gravity of their acts;
- (c) Provide effective remedies and rehabilitation to the victims;
- (d) Provide redress for CPD torture survivors by supporting the passage of the Ordinance entitled Reparations for the Chicago Police Torture Survivors.⁵²

In May 2015, Chicago’s City Council approved 5.5 million to be paid in reparations to victims of torture (mostly African-American men) from 1972 to 1991 under Area 2 Commander John Burge and a group of officers known as the “Midnight Crew.”⁵³ Chicago is the first municipality in the United States to pass legislation providing reparations for victims of police torture.

<i>Title/Name of Program</i>	National Indian Youth Police Academy (NIYPA)/ Indian Youth Police Explorer Academy – Launched summer 2016
<i>Organization</i>	The Nez Perce Tribal Police Department - Lapwai, Idaho
<i>Why State-of-the-Art</i>	The Nez Perce Tribal Police Department, along with its National Indian Youth Police Academy (NIYPA) program, gives voice, ownership, and cultural exchange between marginalized populations.
<i>Theory of Change</i>	<ul style="list-style-type: none"> • Allows youth (ages 14–21) aid in informing law enforcement strategies that will resonate with cultural tradition. • Inspires Native youth to become a base of future tribal leadership, serving Native populations and the public at large.
<i>Project Description</i>	<p>The Nez Perce Tribal Police Department aims to develop a comprehensive strategy to resolve public safety issues and enhance the quality of life for the Nimiipuu and citizens of the reservation. Additionally, the Nez Perce Tribal Police Department strives to reduce crime and provide a safe community by providing numerous functional preventive including: preventive patrol, school support and protection, and crime prevention services.</p> <p>As one of the recipients of the 2015 Community Policing Development and Collaborative Reform for Technical Assistance, the Nez Perce Tribe received approximately \$75,000 to implement the National Indian Youth Police Academy⁵⁴. Launched in the summer of 2016, the NIYPA, is a new initiative that provides opportunities for Native youth from across the country to engage directly with law enforcement mentors and participate in a variety of activities that emphasize community policing and engagement with diverse cultures.⁵⁵</p>
<i>Results</i>	Given the relatively new nature of the program, comprehensive results are not yet available.

<i>Title/Name of Program</i>	North Little Rock Police Department
<i>Organization</i>	North Little Rock Police Department (NLRPD) – Arkansas
<i>Why Innovative/State-of-the-Art</i>	The North Little Rock Police Department works to create positive relationships between the police and the communities in which they serve, with special attention to the younger generation. Taking a demilitarized approach to policing and building stronger bonds within the community has allowed civilians and officers to better understand their roles and best methods of achieving a common goal. North Little Rock police officer, Tommy Norman, has developed a national social media following through the showcase of interactions between himself, fellow officers, and the community he serves ⁵⁶ . During a time of heightened distrust in the policing system, Tommy Norman and the Little Rock Police Department are re-establishing trust and recharging the notion that “good cops” exist.
<i>Theory of Change</i>	“You’ve got to come back the next day, the next day, and the next day. So, year after year after year, those relationships – they don’t go away...when you drive that police car and park in front of that house, when those kids run to your police car...they really see past that police car and they see past the uniform. They see that friend, that big brother...as a police officer, your badge should have a heartbeat and not an ego.” – Officer Tommy Norman of the North Little Rock Police Department ⁵⁷
<i>Project Description</i>	<p>The NLRPD has emphasized a communication tactic known as verbal de-escalation, which steers an encounter away from conflict and toward a resolution.</p> <p>The department as a whole has embraced community policing as a method of enhancing relationships and building trust within the community of North Little Rock, with special attention paid to youth.</p> <p>A number of NLR officers are involved with the Boys & Girls Club, the North Little Rock Athletic League, and other local charities. Chief Mike Davis of the</p>

NLRPD has instituted a policy where each month the department seeks to perform at least one specific "act of kindness" in the area.

"We want the community to know that they can trust us. When you're involved in the community, you have to become embedded in that community. As a police officer, to me there's no other choice. You open your arms to love people and care for people and show compassion." - North Little Rock police officer Tommy Norman⁵⁸

NLRPD has held open meetings for the community, encouraging the public to attend with the aim of enhancing the police department understanding of what its citizens need. The department has also partnered with local faith leaders and churches to aid in building a successful community, with a primary focus of teen mentorship.⁵⁹

Results

Police officer Tommy Norman recalled once being called to Little Rock because a murder suspect there wanted to turn himself in and had asked specifically for Norman, whom he recognized as someone he could surrender to "peacefully and with dignity."⁶⁰

VI. Prevention Programs

The definition of this dimension for the purpose of this study is the following: Prevention primarily involves preventing gun and homicide violence, gender-based violence, and implicit-racial bias. The following are examples of innovative/state-of-art prevention programs which has proven to be successful, through multiple evaluations, in their on-field implementation, or interventions which have been scientifically proven, through randomly controlled trials, to have the potential to make an impact.

<i>Title/Name of Program</i>	Cure Violence (formerly known as CeaseFire)
<i>Organization</i>	Multiple. Initially implemented by the Chicago Project for Violence Prevention (CPVP)
<i>Why State-of-the-Art</i>	Cure Violence has high levels of community involvement in its programming. It has been noted that successful prevention programs are generally based on principles of community-driven programming and community capacity building. ⁶¹ The Cure Violence model has proven impact

and has also been replicated in various cities in United States and abroad.

Theory of Change

Engaging the entire community in behavior change, by helping them recognize that conflict is not the correct way to resolve issues, will lead to reduction in violence.⁶²

Project Description

The core of the Cure Violence model is selecting and training members of the community: trusted insiders.

The model aims to:

- **Detect and interrupt potentially violent conflicts:** anticipate where violence may occur and intervene in the situation before it erupts.
- **Identify and treat high-risk individuals:** work with high-risk individuals to reduce their likelihood of committing violence. This is done through meeting high-risk individuals in their neighborhoods, talking to them about the costs of using violent methods to resolve conflicts, and helping them to obtain the social services they need.
- **Mobilize the community to change norms:** engage community residents, local business owners, faith leaders, service providers, and high-risk individuals, conveying the message that violence should not be viewed as normal but as a behavior that can be changed.⁶³

Within the United States, the model has been used in New York City, Chicago, Baltimore, San Antonio, New Orleans, Kansas City, Syracuse and Albany. Globally, it has been used in Basra, Iraq; San Pedro Sula, Honduras; and Cape Town, South Africa.

Results

- In Chicago, implementation of the model resulted in up to 73%⁶⁴ reduction in shootings, and 38% decrease in homicides.⁶⁵
- In New York, implementation of the model resulted in a 20% decrease in gun violence.⁶⁶
- In Baltimore, implementation of the model showed a reduction in up to 56% of homicides, and up to 44% in shootings.^{67,68}

Title/Name of RealConsent

Program	
Organization	Emory University
Why Innovative	Based on a systemic review of 140 primary prevention strategies for sexual violence perpetration by CDC's Injury Center, only three programs to date have effectively prevented sexual violence perpetration. ⁶⁹ Of these, RealConsent is the only program with students as its target audience.
Theory of Change	By educating college-aged men on sexual assault myths, encouraging victim empathy, and providing ways to intervene in sexual assault situations, there will be a reduction in sexual assaults in universities. ⁷⁰
Project Description	<p>RealConsent is a 3-hour web-based program for male college students on the topic of violence against women.</p> <p>The program contains 6 modules and addresses topics such as informed consent, the role of alcohol, rape myths, empathy for victims, and encouraging intervening behavior. Each module contains interactive activities that aim to change harmful and dangerous attitudes and beliefs, with regards to sexual conduct and consent.⁷¹</p>
Results	<p>After 6-months of a clinical trial, the following was noted:</p> <ul style="list-style-type: none"> • RealConsent participants intervened more often and engaged in less sexual violence perpetration compared to the control group; • Had greater legal knowledge of sexual assault and of effective consent; • Recognized rape myths; • Possessed greater empathy for rape victims; • Had less hostility towards women; • Developed greater likelihood of intervening as a bystander; • Held less hyper-gender beliefs; • Possessed less expectations for nonconsensual sex; and • Were less comfortable with other men's inappropriate behaviors.⁷²

<i>Title/Name of Program</i>	University of Wisconsin
<i>Organization</i>	University of Wisconsin
<i>Why Innovative</i>	<p>According to substantial research, implicit bias is ever-present. Moreover, according to Greenwald and Banaji, 1995, most biases operate outside of conscious awareness and control, thereby distorting our judgments and making discriminating all the more difficult to avoid. ⁷³ This study provided the first evidence that a controlled, randomized intervention can produce enduring reductions in implicit bias. ⁷⁴ Although a program has not been developed that directly integrates the approach developed from this study, the study itself and any program derived from it would be considered innovative.</p>
<i>Theory of Change</i>	<p>Implicit bias can be reduced by treating it as a negative habit that needs to be changed. In order to do so, it would require a combination of one's awareness of his or her implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias. ⁷⁵</p>
<i>Project Description</i>	<p>The intervention synthesizes insights from the prejudice habit model and implicit bias reduction strategies.</p> <ul style="list-style-type: none"> • The multi-faceted intervention, which was both interactive and narrative, was comprised of several elements, including: • Completion of situational awareness assessment of bias and receiving feedback regarding one's personal level of implicit bias; • Education about the nature and consequences of implicit bias. This component likened implicit biases to habits, and provided information linking implicit bias to discriminatory behaviors across a wide range of settings (e.g., interpersonal, employment, health); • Training regarding how to apply a variety of bias reduction strategies in daily life and opportunities to report on strategy use; and • Questionnaires that remind the participants about the material presented in the intervention. ⁷⁶ <p>The various components of the intervention were intended to raise awareness of bias, increase concerns regarding discrimination, and teach strategies that reduce bias as well as assess strategy use.</p>

Results

In a 12-week longitudinal study, people who underwent the intervention showed dramatic reductions in implicit race bias by week four, whereas people in the control group displayed no differences in implicit bias;

- The intervention also led to increases in concern about discrimination and personal awareness of bias over the duration of the study;
- People who were concerned about discrimination or who reported using the strategies showed the greatest reductions; and ⁷⁷
- The intervention manipulation created no changes in either the participants' reported racial attitudes or their internal/external motivations to respond without prejudice. It did, however, affect participants' concern about discrimination and their awareness of their personal bias. ⁷⁸

Note: The complexity of the intervention results in ambiguity, regarding which components are responsible for which effects. ^{79 80}

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