

PEER LEADERSHIP PROGRAMS

INTRODUCTION

Peer leadership programs can take numerous forms and vary in scope from extensive national, state, or city-wide programs to single, school-run initiatives. Program models may focus on particular issues, such as bullying prevention or conflict resolution.

Despite differences in program models, peer leadership programs generally share the following principles:

- an understanding that young people are more likely to hear and accept information that is presented and modeled by their peers; and
- a belief in the value and ability of young people to bring about positive change in themselves and others.

The program descriptions that follow emphasize several factors that are important in creating peer leadership programs that are both long lasting and effective in changing school culture. These programs empower young people to positively influence their peers, and many also focus on creating positive, affirming school environments. When schools are not supportive environments, students are less able to achieve, both socially and academically. Successful programs often emphasize teacher and parent involvement as a way to strengthen community commitment to the ideas presented in the program and to reinforce support of these values in students.

DETERMINING WHICH PEER LEADERSHIP PROGRAM IS RIGHT FOR YOUR SCHOOL OR YOUTH ORGANIZATION

1. Formal, structured programs typically include intensive training (2-5 days), support,

and a structure for program implementation. These programs establish formal leadership programs in schools and include an educational process to develop skills for leadership. Program content generally includes a strong focus on peer development as a precursor to peer delivery of services to the community. These program models are often provided by national organizations that can provide expertise, implementation resources, technical assistance, and ongoing opportunities for leadership development.

2. Informal programs often include shorter initial training (1 day), are designed to be less intensive, and do not typically provide detailed implementation guidelines. Informal programs have a stronger focus on peer delivery and a less significant focus on peer development. These programs are often designed to build peer leaders' awareness of a particular issue and to provide opportunities to develop intervention skills. The development of an ongoing, structured peer leadership program is not a requisite expectation of this program model, but it is possible that a more formal, structured program could develop, based on peer leaders' interest. These programs are also developed by national or state organizations and agencies, and can include training, resources, and support.

3. Individualized programs are typically created at the local or regional level. Program structure and resources are either created on-site or developed by combining available print and/or video resources. Initial training for peer leaders may or may not be included.

SAMPLE PROGRAM DESCRIPTIONS AND CONTACT INFORMATION

The following alphabetical list includes a variety of peer leadership program models from around the country. Program descriptions are based on informational materials provided by the programs themselves, and include available resources and publications, a description of the necessary organizational support, and contact information for each program. There are many good leadership program models available nationally. This list provides a sampling of programs that vary in scope, design, resources, and intensity to assist readers in determining the model of peer leadership program that would work best in their schools and youth organizations.

Program:	A WORLD OF DIFFERENCE® INSTITUTE PEER LEADERSHIP PROGRAM
Organizational Sponsor:	Anti-Defamation League (ADL)
Description:	This program provides opportunities for young people to develop skills as leaders within the context of social justice activism. Peer leaders learn to work together as a group to develop and implement creative approaches to decreasing name-calling, bullying, and other forms of prejudice and discrimination at their schools and in other organizations.
History:	The A WORLD OF DIFFERENCE® Institute Peer Leadership Program was developed in 1998 to provide peer leadership education within the youth service community. This program, endorsed nationally by the Boys & Girls Clubs of America, was expanded in 2000 for secondary schools, community groups, and other agencies that serve young people.
Scope:	National
Training:	The program which includes 2-3 days of initial training facilitated by ADL, provides a foundation in social justice education and leadership development. Students engage in goal setting and action planning and explore ADL resources for program development and implementation in their schools and communities. As part of the 24-week curriculum, peer leaders refine and practice skills as leaders and learn how to develop and implement their own ideas for making their schools and communities more respectful and inclusive. Additional training is provided for program coordinators and the ADL provides ten hours of consultation to support program success.
Resources:	Publications <i>Peer Leadership Coordinator's Manual</i> <i>Manual for Peer Leaders</i> <i>A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate and Secondary Levels)</i> Training and consulting services
Requirements:	Administrative support, Peer Leadership Coordinator(s), and facilities for initial training and weekly meetings
Goals/Objectives:	<ul style="list-style-type: none"> ■ to provide young people with the skills to be leaders, role models, and social activists against prejudice and discrimination ■ to encourage students to develop unique approaches to solving problems of prejudice and discrimination in their schools
Fee Structure:	Fee charged (varies depending on group size and length of program)
Evaluations:	This program has been evaluated nationally in both school and youth service settings

	<p>over a three-year period as part of ADL’s collaboration with the Boys & Girls Clubs of America. Findings indicate measurable positive benefits for peer leaders that include the development of skills, knowledge, and awareness and a decrease in incidents of violence and conflict among youth within the peer leaders’ sphere of influence.</p>
Contact:	<p>Lorraine Tiven, Director of Peer Education Anti-Defamation League 19 Aviation Road, Suite 22 Albany, NY 12205 Phone: 518-446-0038 Web site: www.adl.org Email: albany@adl.org</p>
Program:	A WORLD OF DIFFERENCE® INSTITUTE PEER TRAINING PROGRAM
Organizational Sponsor:	Anti-Defamation League (ADL)
Description:	This program trains students to take action against hate and bigotry by developing skills to challenge incidents of prejudice, and through leading anti-bias workshops and discussions about prejudice and discrimination with their peers and younger students.
History:	The program was developed in 1991 following riots in Crown Heights, Brooklyn. Weekly meetings with faculty and staff from Clara Barton High School in Crown Heights led to the development of ADL’s A WORLD OF DIFFERENCE® Institute Peer Training Program .
Scope:	National/international, offered at ADL offices across the U.S. and in eleven countries overseas.
Training:	Students attend a 3-day initial training facilitated by the ADL that includes activities on understanding identity, language, and stereotyping, increasing cultural awareness, examining bias, and developing leadership skills. Students engage in goal setting and action planning and explore ADL resources for program implementation in their schools and communities. Training is also provided for program coordinators to assist in program implementation. Following the training, students meet weekly with a Peer Training Coordinator who leads continuing educational processes and assists in planning and coordination of all peer-led programs.
Resources:	<p>Publications</p> <ul style="list-style-type: none"> <i>Manual for Peer Training Coordinators</i> <i>Manual for Peer Trainers</i> <i>A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate and Secondary Levels)</i> <p>Videos</p> <p>Training and consulting services</p>
Requirements:	Administrative support, Peer Training Coordinator(s), and facilities for initial training and weekly meetings
Goals/Objectives:	<ul style="list-style-type: none"> ■ to develop peer facilitators who are capable of planning and leading discussions and workshops about prejudice with their peers ■ to develop leadership skills in participating students
Fee Structure:	Fee charged (varies, depending on group size and length of program)
Evaluations:	The A WORLD OF DIFFERENCE® Institute has participated in a number of evaluation studies that have been conducted by the University of Pennsylvania; Teachers College, Columbia University (1998, 2000); and Core InSites, Inc. in Atlanta. Findings were

	<p>favorable with respect to the quality and impact of the Peer Training Program on school environments. Evaluations linked the following positive benefits with the program: improved confidence in interrupting incidents of name-calling, bullying, and other forms of prejudice; increased understanding of the impact of prejudice, and improved communication and presentation skills.</p> <p>Contact: Lorraine Tiven, Director of Peer Education Anti-Defamation League 19 Aviation Road, Suite 22 Albany, NY 12205 Phone: 518-446-0038 Web site: www.adl.org Email: albany@adl.org</p>
<p>Program:</p> <p>Organizational Sponsor:</p> <p>Description:</p> <p>History:</p> <p>Scope:</p> <p>Training:</p> <p>Resources:</p> <p>Requirements:</p> <p>Goals/Objectives:</p> <p>Fee Structure:</p> <p>Evaluations:</p> <p>Contact:</p>	<p>BRIDGES</p> <p>Orange County Human Relations Council</p> <p>The Orange County Human Relations Council works with local schools to develop individualized programs reflective of schools' needs and environment. The program focuses on the acquisition of emotional skills that promote students' social and academic development. Programming appropriate for K-12 schools.</p> <p>Bridges was developed over twelve years ago in response to educators' concerns about bias-related incidents and the recognized need to strengthen inter-ethnic communication, cohesion, and a sense of community.</p> <p>Regional (California)</p> <p>Programs begin with a leadership team consultation to assess the school's needs and to develop initial objectives. A task force then works to establish short- and long-term objectives designed to improve intergroup relations on campus. Activities can include training sessions for parents, students, administrators, school staff, teachers, and community members. Other options are student retreats and support for a variety of school-wide projects.</p> <p>Videos and manuals, including <i>Stop in Your Tracks</i>, <i>Alternatives to Violence</i> video series and the <i>What Do You See?</i> poster and video about the consequences of prejudice</p> <p>The program requires staff in-service training and a community-based task force.</p> <ul style="list-style-type: none"> ■ to improve intergroup relations by enabling a representative group of school community members to work collaboratively towards creating a safe, inclusive school climate that is respectful of society's diversity <p>Fee charged (approximate annual cost of \$7,500)</p> <p>The White House Web site has listed Bridges as a "promising practice." The U.S. Department of Justice and U.S. Department of Education selected the program as one of seven programs to prevent hate crimes in schools in <i>Preventing Youth Hate Crime: A Manual for Schools and Communities</i>.</p> <p>Tina Fernández, Program Director Orange County Human Relations 1300 S. Grand Avenue, Building B Santa Ana, CA 92705 Phone: 714-567-7470 Web site: www.oc.ca.gov/csa/hrc/programs/bridges.html Email: danielle@ochumanrelations.org</p>

Program:	CIVIL RIGHTS TEAM PROJECT (CRTP)
Organizational Sponsor:	Office of the Maine Attorney General
Description:	The Civil Rights Team Project is a school-based preventive program to combat hate violence, prejudice, harassment and bias in the schools. CRTP builds a collaborative of students, faculty and community advisors, who work together to create a safer environment for all students and to lower incidence of hate language in the school community. The collaborations, Civil Rights Teams, meet weekly or bi-weekly to work on team projects. Through regional student and faculty trainings and in-service trainings on site, participant schools develop involved citizen behaviors that can reduce the incidence of bias language which too often leads to bias based threats and violence.
History:	The program began in 1996 with 18 schools to build a structure whereby the culture of intolerance and potential for violence within schools could be changed.
Scope:	Regional (Maine)
Training:	Teams attend a one-day training program conducted by the Attorney General's office. Participating students learn intervention and peer education strategies to reduce intolerance, while building an understanding of the Maine Civil Rights Act. Faculty and administrators attend an in-service training that includes information about the Maine Civil Rights Act and the enforcement initiative of the Department of the Attorney General. Workshops also provide opportunities for staff to create strategies to deal with hateful language and behaviors.
Resources:	The Department of the Attorney General provides resource information to participating schools on a case-by-case basis.
Requirements:	The program requires law enforcement cooperation at the local or state level. Regional coordinators serve as liaisons between schools and the Department. Schools must provide time and space for weekly team meetings, faculty advisors, and transportation for the teams to attend regional training and a statewide conference.
Goals/Objectives:	<ul style="list-style-type: none"> ■ to create a structure within schools whereby teachers and students work together with state and local law enforcement personnel to change the climate of intolerance and violence within schools
Fee Structure:	No cost to schools in the state of Maine
Evaluations:	An independent evaluation of programs in 30 schools is currently in process.
Contact:	Jeannie Mattson, Director, Civil Rights Team Project Office of the Attorney General The Civil Rights Team Project 6 State House Station Augusta, ME 04333 Phone: 207-626-8897 Web site: www.maine.gov/ag/index.php?r=civilrights&s=civilrightsteamproject&t= Email: debi.gray@state.me.us
Program:	CIVIL RIGHTS TEAM PROJECT
Organizational Sponsor:	State of West Virginia Office of the Attorney General
Description:	Designed to increase the safety of students and to protect their learning environments by reducing bias-motivated harassment and violence, the project consists of teams of three students per grade and one or two faculty advisors. Student team members attend

	<p>an orientation and then return to their schools and create and implement projects to increase tolerance and awareness of issues of bias and prejudice.</p> <p>History: The program was founded in 1999 and modeled after the Maine Civil Rights Team Project. Funding is provided by grants from the Safe and Drug-Free Schools and Community Program of the United States Department of Education, the Drug and Violent Crime Control Program, and the Juvenile Justice Accountability Block Grant Program of the United States Department of Justice.</p> <p>Scope: Regional (West Virginia)</p> <p>Training: Student team members attend an orientation program and annual conference conducted by the Civil Rights Division of the Attorney General's Office. The Civil Rights Division also conducts in-service training for faculty and administrators of participating schools.</p> <p>Resources: Information is available by request from the Attorney General's Office.</p> <p>Requirements: This program is administered by a dedicated staff person at the state; Attorney General's Office. Schools must provide faculty advisors.</p> <p>Goals/Objectives:</p> <ul style="list-style-type: none"> ■ to train, encourage, and empower middle and high school student members of Civil Rights Teams to be leaders within their school communities on issues relating to confronting bias, prejudice, and harassment ■ to increase the awareness and commitment of schools, parents, and community members to address the problem of bias-motivated harassment ■ to foster constructive relationships between the local school department, the local police department, and the Civil Rights Team Project ■ to improve the school experience for members of targeted groups (racial, religious, sexual orientation, national origin, etc.) by increasing their feelings of safety within their schools ■ to ensure a school climate that will decrease both the incidents of bias-motivated harassment and the routine use of hate language <p>Fee Structure: Grant funded</p> <p>Evaluations: Evaluation of program currently underway</p> <p>Contact: Senior Assistant Attorney General L&S Building, 2nd Floor P.O. Box 1789 Charleston, WV 25301-1789 Phone: 304-558-0546</p>
Program:	COUNCIL FOR UNITY
Organizational Sponsor:	The National Council for Unity, Inc.
Description:	School-based chapters in elementary, middle, and high schools with peer leaders recruited by school counselors, teachers, parents, and existing members. A customized curriculum enables participants to form relationships with peers from many cultures, develop empowerment skills, and create networks to make schools and communities safer and more unified.
History:	The National Council for Unity is a not-for-profit organization founded in 1975 with a history of promoting intergroup relations and reducing violence in schools and communities. Founding members of the National Council for Unity were gang leaders from different racial and ethnic groups who put aside their differences to end racial

	<p>conflict in and around a high school in New York City. The National Council for Unity engages more than 5,000 participants across the country from as early as third grade.</p> <p>Scope: National</p> <p>Training: Training includes opportunities to develop skills in leadership, mediation, and advocacy during and after school hours.</p> <p>Resources: 27-lesson curriculum Video series to support lessons Technical assistance, as needed</p> <p>Requirements: Dedicated faculty member to coordinate the program</p> <p>Goals/Objectives: <ul style="list-style-type: none"> ■ to change the way schools consider youth empowerment ■ to give young people skills to transform their environment and themselves </p> <p>Fee Structure: Fee charged (provides assistance to schools in finding external funds for the program)</p> <p>Evaluations: The program has been evaluated by an independent auditor which found 94% of participants graduate from high school, 96% of participants go on to higher education, 70% of principals reported a decrease in violent crime at their school, and 100% of participants reported that the program had a positive impact on their lives.</p> <p>Contact: Justine Luongo, Vice President of Operations The National Council for Unity, Inc. 48 East 21st Street New York, NY 10010 Phone: 212-598-6816 Web site: www.councilforunity.org Email: jluego@councilforunity.org</p>
	<p>Program: GENERATION OF PROMISE</p> <p>Organizational Sponsor: The Generation of Promise Program</p> <p>Description: This is a one-year program for high school juniors, which seeks to prepare a selected group of racially, ethnically, religiously, and economically diverse student leaders from the Metropolitan Detroit area for leadership in the community.</p> <p>History: The program began as a cooperative effort formed by graduates of Leadership Development Detroit and Birmingham Public Schools Experiential Learning Center, which coordinated the program for nine years. The program is currently operated by Focus: HOPE in Detroit.</p> <p>Scope: Local (Detroit, MI)</p> <p>Training: High school peer leaders meet one full day each month for nine months to focus on the resources, leadership, and critical issues that influence the quality of life in metropolitan Detroit. Session topics include education, volunteerism, racial/cultural diversity, economic development, and youth leadership issues. Full-day sessions explore community issues through group meetings and community field trips.</p> <p>Resources: Individually developed in conjunction with topic</p> <p>Requirements: School-based liaison, volunteer community facilitators, community site for monthly sessions, transportation for participants</p>

<p>Goals/Objectives:</p> <p>Fee Structure:</p> <p>Evaluations:</p> <p>Contact:</p>	<ul style="list-style-type: none"> ■ to establish networks among students and community leaders who may otherwise have no contact with one another ■ to increase positive interactions between city and suburban youth by dispelling misconceptions and encouraging mutual respect and a shared commitment to the recovery and advancement of the community ■ to expose young leaders to issues, concerns, and challenges that confront communities <p>No cost (grant funded)</p> <p>None available</p> <p>The Generation of Promise Program 1355 Oakman Boulevard Detroit, MI 48238 Phone: 313-494-4565 Web site: www.generationofpromise.org Email: brooks@butzel.com</p>
<p>Program:</p> <p>Organizational Sponsor:</p> <p>Description:</p> <p>History:</p> <p>Scope:</p> <p>Training:</p> <p>Resources:</p> <p>Requirements:</p> <p>Goals/Objectives:</p>	<p>HANDS ACROSS THE CAMPUS</p> <p>American Jewish Committee (AJC)</p> <p>This program, developed by the AJC, helps promote tolerance and combat prejudice in secondary schools across the country. Hands Across the Campus combines an adaptable in-class curriculum and a peer leader program that can be adapted to meet the specific needs of any school.</p> <p>Developed in the early 1980s by the AJC and the Los Angeles Unified School District, following dramatic changes in the ethnic, racial, and religious make-up of students and the larger community. Hands Across the Campus was designed to address the intergroup conflict that sometimes accompanies demographic changes. It originated as a program that could expand students' understanding and exposure to many different cultures. AJC later introduced the program in other cities around the country.</p> <p>National</p> <p>Students are trained in the Student Leadership Training Program by AJC-trained school staff.</p> <p>Publications <i>Core American Values Curriculum</i> (lesson plans about fundamental American principles that can be used in the classroom) <i>Conflict Resolution Skills for High School Social Studies</i> (classroom lessons that teach students how to manage conflict on or off the school campus)</p> <p>Workshops Local Teacher Workshops conducted by AJC trainers Hands Across the Campus Practitioners Workshop (annual workshop exposing educators to Hands techniques used in schools around the country) Student Leadership Training Program (a guide and series of "Ethnic Sharing" exercises)</p> <p>Trained faculty sponsor and creation of after-school club</p> <ul style="list-style-type: none"> ■ to bring diverse segments of the student body closer together ■ to diffuse existing intergroup tensions ■ to create an environment that nurtures constructive intergroup relations on and beyond the school campus

Fee Structure:	No fee
Evaluations:	Program materials have been revised and expanded by experienced educators and curriculum developers and approved by Teachers College, Columbia University.
Contact:	Ann Schaffer, Director Arthur and Rochelle Belfer Center for American Pluralism The American Jewish Committee P.O. Box 705 New York, NY 10150 212-891-6746 Web site: www.ajc.org/WhoWeAre/Programs.asp?did=383 Email: bcap@ajc.org
Program:	HELP INCREASE THE PEACE PROGRAM (HIPP)
Organizational Sponsor:	American Friends Service Committee
Description:	HIPP provides workshops on racism, prejudice, and difference. Students learn how to be conflict mediators. The program can be school-based but is also use in community youth organizations.
History:	HIPP was established in 1990 by the American Friends staff in Syracuse, NY to address violence in schools.
Scope:	National
Training:	Series of six 2 1/2-hour sessions over the course of three days with 15-20 youth and adults; follow-up sessions available
Resources:	Consultation and training overview for people interested in starting a HIPP in their school or community; introductory workshops to introduce the program and help people understand and experience group dynamics; follow-up programs to help schools and other organizations develop independent and ongoing programs; facilitator's manual which describes how to do HIPP exercises and games, design an HIPP workshop, and work in schools and communities
Requirements:	Program implementation requires at least one faculty advisor, facilities and support for workshops, and an ongoing commitment to work in this area either through HIPP or another school organization.
Goals/Objectives:	<ul style="list-style-type: none"> ■ to teach students leadership skills ■ to improve race relations and increase student interest and involvement in social change ■ to increase individual self-esteem ■ to give students a voice, and to create a sense of power in students
Fee Structure:	Costs vary (average workshop cost is \$1,000)
Evaluations:	The HIPP at Cardozo High School in Washington, D.C. was honored in 1998 by former First Lady Hillary Rodham Clinton and Team Harmony™. The program was recognized, along with four others in the D.C. metropolitan area, for its commitment to combating racism, promoting respect for all persons, and cultivating a long-range program that embraces diversity in the school and community.
Contact:	Kathryn Liss HIPP Network Coordinator

	<p>4806 York Road Baltimore, MD 21212 Phone: 410-323-7200 Web site: www.afsc.org/hipp.htm Email: KLiss@afsc.org</p>
Program:	NON-VIOLENCE PROJECT – AMBASSADOR AND GIRLS’VOICE PROGRAMS
Organizational Sponsor:	Non-Violence Project
Description:	<p>This model includes a combination of projects and programs designed to teach alternatives to violent behavior and to motivate and engage young people in positive action to make communities safer and healthier. The project provides opportunities for participants to share experiences with violence and talk about the ongoing health and social consequences of violence. The project also emphasizes cultural understanding and de-glorifies negative group involvement.</p> <p>The Ambassador’s Program consists of ambassadors selected at school and community centers who are guided to develop their own programs to develop non-violence. Girls’ Voice is a leadership program providing a safe setting for girls to develop and become competent, capable, courageous, and compassionate young women. Girls’ Voice is specifically focused on the issues of teen pregnancy and victimization of young women.</p>
History:	The Non-Violence Project was first developed in Sweden, then established in Miami-Dade County in 1996, and expanded to Broward County in 1999.
Scope:	Local (Miami-Dade and Broward Counties, FL)
Training:	6-week sessions in conflict resolution and leadership skills; the project encourages all participants to sign a Peace Pledge, which promotes personal commitment and responsibility.
Resources:	Videos and curriculum available based on individual needs assessment
Requirements:	Varies depending on particular program
Goals/Objectives:	<ul style="list-style-type: none"> ■ to diminish the incidence of violence among young people by teaching students cultural acceptance and knowledge as a deterrent to violence
Fee Structure:	Fee (cost of materials only)
Evaluations:	In 2001, City of Miami presented a proclamation naming May 3 Non-Violence Project Day; “Award of Honor” from National Safety Council in 1999 and 2000; nominated as a “Best Practice” by the Department of Housing and Urban Development; qualitative evaluation conducted by Paul A. Rendulic, EdD., evaluation consultant from Nova University. Testimonies of students indicate that the project is “providing information that enables young people to make better choices” and “teachers acknowledge that they have witnessed changes in students’ classroom behavior” (Rendulic 2001).
Contact:	<p>Diane Landsberg, Executive Director The Non-Violence Project Dupont Plaza Center 300 Biscayne Blvd Way, Suite 919 Miami, FL 33131 Phone: 305-358-6643 Web site: http://nvp-miami.org Email: nonviolenceproject@hotmail.com</p>

Program:	OPERATION US (UNITED STUDENTS)
Organizational Sponsor:	William S. Hart School District and the City of Santa Clarita
Description:	A program developed and presented by high school students to 6th graders, which addresses racism and hate crimes in the community.
History:	The program was created by the City of Santa Clarita's Human Relations Forum in response to an interracial stabbing. Operation US has conducted workshops for over 4,000 students and trained over 500 high school students as facilitators.
Scope:	Local (Santa Clarita, CA)
Training:	Students are trained by program coordinators. Workshop model is developed by coordinators.
Resources:	Trainer's manual
Requirements:	School board support, adult supervisors, city funding
Goals/Objectives:	<ul style="list-style-type: none"> ■ to decrease hate incidents ■ to provide positive high school role models ■ to increase community involvement with schools
Fee Structure:	Grant funded
Evaluations:	A reduction in the number of hate crime incidents in the school district has been associated with program implementation.
Contact:	<p>Operation US Valencia High School 27801 Dickason Drive Valencia, CA 91355 Phone: 661-294-1188 ext. 514 Web sites: www.hart.k12.ca.us/valencia/clubs/operation www.santa-clarita.com/cityhall/parks/hrforum.htm Email: gmast@hartdistrict.org</p>
Program:	PEER ASSISTANCE AND LEADERSHIP (PAL®)
Organizational Sponsor:	Workers Assistance Program, Inc./PAL® Services
Description:	A program providing effective training in “resiliency” strategies. The peer helping program combats problems such as violence in schools, drug abuse, teen pregnancy, gang participation and school dropouts by providing a critical line of defense both at school and in the home through building peer helping programs.
History:	The program was established in 1980 by Grant Thomas at Austin High School in Austin, Texas as a peer helping program, combining peer assistance and peer leadership strategies originally developed in the late 1970's. In 1989, PAL® became a part of the state Workers Assistance Program. In 1992, a PAL curriculum was designed for K-12 schools.
Scope:	National
Training:	Initial and advanced training is available to help students, educators, and community members learn strategies to implement the program.

Resources:	<p>Publications <i>Teacher's Manual</i> (step-by-step guidance on every aspect of the implementation of the PAL® peer helping program for middle school and high school teachers) <i>Elementary Advisor Manual</i> (teaching manual for elementary school educators) <i>Student Handbook</i> (the companion to the <i>Teacher's Manual</i>, this handbook is designed for youth involved with the program)</p> <p>Materials Information Packets (includes quick guide to the program, accompanying research evaluations, available training opportunities, a video, and much more.)</p>
Requirements:	Programs must meet programmatic standards described in the program manual.
Goals/Objectives:	<ul style="list-style-type: none"> ■ to empower students to learn the skills necessary to constructively help others in their school, community, and family life ■ to strengthen communication skills to improve relationships in the community and with peers and family members ■ to teach life skills ■ to build resiliency and assets in students
Fee Structure:	Fee charged for program materials
Evaluations:	The Center for Substance Abuse Prevention (CSAP) has selected PAL® as one of thirteen promising programs in the nation.
Contact:	Dana Blackwell, Program Director PAL® Services 3410 Far West Blvd, Suite 250 Austin, TX 78731 Phone: 1-800-522-0550 Web site: www.palusa.org Email: palcoord@palusa.org
Program:	RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)
Organizational Sponsor:	Educators for Social Responsibility (ESR)
Description:	RCCP is a research-based K-12 school program in social and emotional learning, focused on conflict resolution and intergroup relations. The RCCP model supports school staff, parents, families, and the community in teaching young people conflict resolution skills, promoting intercultural understanding, and providing models for positive ways of dealing with conflict and differences.
History:	RCCP began in 1985 as a collaboration of the New York City Public Schools and Educators for Social Responsibility's New York chapter (ESR Metro). The RCCP National Center was established in 1993 to forge multi-year partnerships with school districts to support RCCP dissemination efforts throughout the country.
Scope:	National
Training:	The peer training aspect of this program involves a 3-day training for students, staff, and coaches that includes skills training and information for sustaining the program. ESR provides follow-up training as needed.
Resources:	Numerous curricular resources available within the context of individual programs
Requirements:	RCCP requires a school and community commitment to implement the 4-year curriculum.

Goals/Objectives:	<ul style="list-style-type: none"> ■ to ensure that young people develop the social and emotional skills needed to reduce violence and prejudice, form caring relationships, and build healthy lives
Fee Structure:	Fee charged (between \$30,000-\$50,000 annually)
Evaluations:	In 1993, Dr. J. Lawrence Aber of Columbia University led a program evaluation in 15 elementary schools in New York City. The findings indicated that compared with children who had little or no exposure to the curriculum, children receiving RCCP instruction developed more positively. They perceived their social world in less hostile ways, saw violence as an unacceptable option, and chose nonviolent ways to resolve conflict. An independent evaluation of three elementary schools, one middle school, and one high school in RCCP's Atlanta site, released in May 1998 by Metis Associates, found that 64% of teachers reported less physical violence in the classroom, 75% of teachers reported an increase in student cooperation, and 92% of students felt better about themselves.
Contact:	<p>Jennifer Selfridge, RCCP Program Director Educators for Social Responsibility 23 Garden Street Cambridge, MA 02131 Phone: 617-492-1764 ext. 31 Web site: www.esrnational.org/about-rccp.html Email: jselfridge@esrnational.org</p>
Program:	ROAD TO UNDERSTANDING (RTU)
Organizational Sponsor:	Blue Earth Area Schools
Description:	The Road to Understanding is a project created to help 8th grade students understand and appreciate the differences between a rural and urban setting as well as differences in ethnic backgrounds. Senior high students work with the 8th grade teaches and students during the junior high Advisor/Advisee time to present lessons dealing with diversity and accepting differences. The project includes a pen pal component, guest speakers from diverse backgrounds, classroom lessons, and student exchange day. RTU has received assistance from the Southern Poverty Law Center, the Constitutional Rights Foundation, and the National Youth Leadership Council.
History:	RTU started in 1992-93 when several students returned from the National Youth Leadership camp. The students felt a need for a program that allowed participants to learn more about people from different backgrounds.
Scope:	Local (Blue Earth, MN)
Training:	Peer leader training is conducted for one week each year. The training helps students learn more about themselves and their abilities to influence their relationships with family and with others. Selected RTU trainers attend a 6-hour training session specific to this program conducted by an outside facilitator.
Resources:	Lessons for students available by email
Requirements:	Dedicated faculty coordinator, high school volunteers, facilities for training sessions, and a partner school for the pen pal portion of the program.
Goals/Objectives:	<ul style="list-style-type: none"> ■ to help students accept and appreciate differences ■ to help students learn more about their own history and heritage ■ to dispel stereotypes about city and rural life ■ to facilitate relationships between students from different backgrounds

	<ul style="list-style-type: none"> ■ to help students accept individuals based on who they are, not the group they belong to
Fee Structure:	No fee
Evaluations:	An annual internal evaluation/survey is conducted with 8th grade participants, and peer leaders encourage the continuation of the lessons. Trainers also evaluate the lessons each year to consider how lessons can be improved.
Contact:	Sharon Van Kley, Youth Development Service Coordinator Blue Earth Area High Schools 1125 Highway 169 N. Blue Earth, MN 56013 Phone: 507-526-3249 Web site: www.blueearth.k12.mn.us/jh/rtu.htm www.blueearth.k12.mn.us/district/community_ed/index.htm Email: svankley@blueearth.k12.cfa.org
Program:	SOCIALLY TOGETHER AND NATURALLY DIVERSE (S.T.A.N.D.)
Organizational Sponsor:	Socially Together and Naturally Diverse
Description:	This multicultural student organization actively promotes cultural acceptance through school-wide cultural celebrations, field trips, focus group meetings, unity meetings with other cultural clubs on campus, community service, multicultural electives, and the monthly newspaper <i>Rhythms</i> . For example, the Pierce Middle School chapter of S.T.A.N.D. in Merrillville, IN performed a non-violence play for local schools and was instrumental in the removal of a music poster from a local music store that featured young children holding guns with the caption "Hate Your Friends."
History:	The program began on one campus in 1990 as an attempt to fight prejudice and racism while promoting strength through diversity.
Scope:	National
Training:	Training is based on exercises in the leadership handbook.
Resources:	Leadership handbook, print and online versions available
Requirements:	Creation and maintenance of a student organization, dedicated faculty sponsor
Goals/Objectives:	Goals are embodied in the S.T.A.N.D. Declaration of Beliefs which emphasizes: <ul style="list-style-type: none"> ■ the need for human rights, understanding, and acceptance of difference ■ a safe school environment ■ the empowerment of students and staff with the skills for responsible decision making, problem solving, conflict resolution, and social action
Fee Structure:	No fee
Evaluations:	The program received the 2001 YWCA Buddy Russell Human Rights Award. Advisor Brian Jeffrey was awarded a Crystal Apple from NBC for his work with S.T.A.N.D.
Contact:	Christine Jeffrey, S.T.A.N.D. Advisor Socially Together and Naturally Diverse 11801 Lark Drive Rancho Cucamonga, CA 91701 Phone: 909-989-1600 Web site: http://www.scf.usc.edu/~stand/ Email: scstand@scstand.org

Program:	STUDENT LEADERS PROJECT
Organizational Sponsor:	Center for the Prevention of Hate Violence (Center)
Description:	A peer leadership program for middle and high school students designed to provide young people with the skills, confidence, and courage to speak up when others engage in harassing conduct toward their classmates. The program is a full day workshop focusing on the impact of degrading language, the existence of diversity within the school, and building skills through role playing for low key interventions when degrading language is used. The Center also provides a half-day workshop for faculty on similar issues. An optional school program includes a keynote address for students followed by small group discussions led by student leaders.
History:	The project was developed in 1999 in middle schools and high schools in the state of Maine.
Scope:	Regional (New England)
Training:	Conducted by the Center, the interactive training includes information on hate crime laws, the impact of hate crimes and harassment on victims, and role-playing and other exercises designed to teach low-key intervention skills.
Resources:	Handbook and Internet support for faculty advisors
Requirements:	Off-site location for the student workshop and two faculty advisors who attend the student workshop and who continue to serve as ongoing resources for student leaders
Goals/Objectives:	<ul style="list-style-type: none"> ■ to provide students with the empathy, confidence, and skills to intervene in low-key ways to address harassment before it escalates to more serious conduct
Fee Structure:	Fee charged (cost varies depending on the scope of work)
Evaluations:	An independent evaluation is in process.
Contact:	<p>Stephen L. Wessler, Director Center for the Prevention of Hate Violence University of Southern Maine P.O. Box 9300, 96 Falmouth Street Portland, ME 04104-9300 Phone: 207-780-4756 Web site: www.cphv.usm.maine.edu/slp.htm Email: wessler@usm.maine.edu</p>
Program:	STUDENTS' CIVIL RIGHTS TEAM
Organizational Sponsor:	Governor's Task Force on Hate Crimes
Description:	A program implemented by ten Massachusetts schools to prevent hate-motivated crime and harassment through high school student peer leadership, Civil Rights Teams.
History:	Initiated during 1999-2000 by the Student Civil Rights Project in collaboration with the National Conference for Community and Justice when seven pilot Civil Rights Teams came together in October 1999 at Horizons for Youth in Sharon, MA. The retreat challenged participants to critically examine their own perceptions about prejudice, discrimination, inequality and their effects on civil rights and student safety. The Student Civil Rights Project was developed by the Governor's Task Force on Hate Crimes in 1998 in response to escalating incidents and reports of harassment and violent

	hate crimes in Massachusetts schools.
Scope:	Regional (Massachusetts)
Training:	Team-building, leadership development, and community mapping exercises prepare teams to develop projects to address their school's unique needs. Students continue to participate in annual retreats and a statewide conference in the spring of each year.
Resources:	<p>Publications</p> <p><i>Flashpoint 2 – Close-up on Civil Rights</i></p> <p><i>All Together Now!</i> (elementary curriculum from the Leadership Conference Education Fund)</p> <p>Video</p> <p><i>Opening the Door to Diversity</i> (a Court TV program)</p>
Requirements:	Program implementation requires a dedicated faculty sponsor and selected student team members.
Goals/Objectives:	<ul style="list-style-type: none"> to increase the safety of elementary, middle, and high school students by reducing the incidence of bias motivated harassment and violence in schools
Fee Structure:	Fee charged (\$500 co-pay with available scholarships)
Evaluations:	Auditors from the Department of Justice reviewed the program and found that it was effective in reaching its goals.
Contact:	<p>David Rudewick, Student Civil Rights Director Governor's Task Force on Hate Crimes Exec. Office of Public Safety Programs Division 1 Ashburton Place, Suite 2110 Boston, MA 02108 Phone: 617-727-6300 ext. 25359 Web site: www.stopthehate.org/about/SCRTeams.php Email: drudewick@stopthehate.org</p>
Program:	STUDENTS TOGETHER OPPOSING PREJUDICE (S.T.O.P.)
Organizational Sponsor:	Our Lady of Fatima Roman Catholic Church, Congregation Beth El, and Sudbury United Methodist Church
Description:	STOP is a faith-based peer leadership program in which students teach each other about the similarities and differences between different faiths, emphasizing respect for all people. STOP includes a six-week curriculum of two-hour lessons aimed at middle school students from the three congregations. Sites of weekly meetings alternate between congregations. When groups meet at a congregation for the first time each year, host students present a short teaching on their faith. Participants learn to value individual uniqueness, and that every community is enriched by its diversity.
History:	STOP was created and implemented in conjunction with the New England Regional Office of the Anti-Defamation League in response to anti-Semitic incidents in the Western suburbs of Boston in the late 80s and early 90s.
Scope:	Local (greater Boston area)
Training:	Six-week curriculum of 2-hour training sessions for student participants
Resources:	Program leaders are available for consultation

Requirements:	A group of supervising adult leaders from diverse faith backgrounds to facilitate initial training and maintain the program until student leaders are developed; neutral meeting space rotated among the “home grounds” of the participating congregations
Goals/Objectives:	<ul style="list-style-type: none"> ■ to open students’ eyes to the many forms of bigotry and racism ■ to give students strategies to confront racism when they encounter it ■ to initiate conversations between adults and young people about discrimination
Fee Structure:	No fee
Evaluations:	The program received recognition from the Clinton Administration through the efforts of the National Conference on Community and Justice.
Contact:	<p>Susan Murphy, Director of Religious Education Our Lady of Fatima Parish 160 Concord Road Sudbury, MA01776 Tel. 978-443-9166 Web site: www.fatimasudbury.org/religioused.htm Email: dre@fatimasudbury.org, prskmurphy@earthlink.net</p>
Program:	TEEN EMPOWERMENT
Organizational Sponsor:	The Center for Teen Empowerment
Description:	Teen Empowerment hires and trains urban youth to be community organizers. Programs are located in local high schools and at one community site.
History:	Teen Empowerment was founded by Stanley Pollack in 1992 after the murder of Jorge “Domestik” Ramos, a popular young man who had been working as a youth counselor in Boston.
Scope:	Local (Boston area high schools)
Training:	Hired youth receive extensive training in motivation, skill development, community organizing, and behavior management.
Resources:	<i>The Art of Group Facilitation: The Teen Empowerment Guide to Interactive Group Work Methods</i> , informational video resources
Requirements:	Independently operated in cooperation with schools; students are paid employees
Goals/Objectives:	<ul style="list-style-type: none"> ■ to realize the potential of inner-city youth to build healthier communities and schools
Fee Structure:	Grant funded
Evaluations:	No information currently available
Contact:	<p>The Center for Teen Empowerment 48 Rutland Street Boston, MA 02118 Phone: 617-536-4266 Web site: www.teenempowerment.org Email: info@teenempowerment.org</p>

Program:	YOUTH AS RESOURCES (YAR)
Organizational Sponsor:	Center for Youth as Resources
Description:	Youth as Resources is a community-based program that provides grants to young people to design and carry out service projects that address social problems and contribute to positive community change.
History:	The concept of Youth as Resources , developed by the National Crime Prevention Council (NCPC), was first tested in Teens as Community Resources in Boston in 1986 through funding from the Boston Foundation. In 1987, a grant from the Lilly Endowment, Inc., enabled NCPC to pilot the Youth as Resources program model in three Indiana communities. Within a few years, the YAR model expanded beyond Indiana's borders, and in 1995, with continuing support from the Lilly Endowment, Inc., the Center for Youth as Resources (CYAR) was established as a separately incorporated organization.
Scope:	National/international (U.S., Canada, Poland, and New Zealand)
Training:	Varies with program design
Resources:	<p>Publications</p> <p><i>Developing Communities in Partnership with Youth: A Manual for Starting and Maintaining Youth as Resources Program</i></p> <p><i>Changing Perspectives: Youth as Resources (80-page booklet about YAR history, achievements, and philosophy)</i></p> <p><i>Reconnecting Youth and Community: Youth as Resources in Juvenile Corrections (description of and guide to YAR programs in juvenile corrections settings)</i></p> <p>Videos</p> <p><i>Youth as Resources: The Power Within (15-minute video about the story of YAR)</i></p> <p><i>Youth as Resources: The Power to Change (15-minute video about YAR programs in Indiana and Chicago housing projects)</i></p>
Requirements:	A local program sponsor, grant money to support projects, a local board of youth and adults to award grants, a local YAR director, and adult volunteers
Goals/Objectives:	<ul style="list-style-type: none"> ■ to support the principle of fighting bias, bigotry, and racism ■ to promote understanding and respect among all races, religions, and cultures through advocacy, conflict resolution, and education in youth ■ to connect youth from different cultures to work for a common purpose ■ to give grants to youth at the grassroots local level (DC) to improve their communities ■ to affirm youth's capacity to solve community problems and to change the negative perception of youth to a positive one
Fee Structure:	Fee charged for cost of materials
Evaluations:	Three years after the initial program was launched, an independent evaluation was conducted that indicated that the program successfully meeting its goals.
Contact:	Center for Youth as Resources Headquarters 1000 Connecticut Ave, NW, Suite 1300 Washington, DC 20036 Phone: 202-261-4131 Web site: www.cyar.org Email: yar@ncpc.org