

Youth Summit

PLANNING GUIDE



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THE YOUTH SUMMIT PLANNING GUIDE

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INTRODUCTION

This guide is intended to help you conceptualize, plan, and carry out successful youth summits as part of the nationally coordinated law-related education project, Youth for Justice. The purpose of Youth for Justice is to enable young people to become active and effective participants in identifying and addressing the issues that are important to their "society" (usually composed of their schools, neighborhoods, and communities, but also extending to their state and nation) through an understanding of the legal process. Youth summits—scheduled for the spring of 1996 in all 50 states, Puerto Rico, and the District of Columbia—are a major element of Youth for Justice's national initiative.

The term "youth summit" is both general and specific. The general conditions are as follows:

- Youth summits bring young people together to work on problems of violence in their communities.
- Young people are involved in a significant way in the planning process and issue selection.
- A curriculum prepares students for active and effective participation in the summit itself and in continuing community involvement.
- Summits are part of an on-going process of law-related education and youth development that builds on skills, concepts, and attitudes instilled as a result of active learning.

The specific conditions determined by each state individually include such things as what type of curriculum will be used; the nature, size, and timing of the summit itself; and the aspects of the issue to be addressed.

OVERVIEW OF THE 1996 GUIDE

This is not a how-to manual for conducting a youth summit. It is a reference tool for you and the members of your planning team. Summits are a big deal. They take a lot of work. They can contain some risk, both because of the resources invested and the attention focused on them. They can make an enormous impression on the young people who participate. And their outcome has longterm implications for the sponsoring organization.

For all those reasons and more, your youth summit deserves the very best of your planning and program skills. This guide is intended to offer a digest of the best thinking we've been able to gather from experienced summit planners. The guide seeks to accomplish the following:

- (1) To provide a **framework** for involving young people in the issues related to violence prevention, including a theoretical grounding for the activity and a rationale for a curriculum-based approach.
- (2) To provide **practical ideas** and suggestions for both the **planning/development** process and the **event** itself.
- (3) To provide a comprehensive listing of **resources**, ranging from organizational partners to issues specialists, that will help you think broadly and wisely about potential directions for your youth summit.

A BRIEF HISTORY

The first Youth for Justice youth summits were held in 1995. Marking a departure from providing teacher training and technical assistance on a broad range of law-related issues, the youth summits emphasized youth involvement, youth development, and provided services more directly to youth. Violence and its prevention was the primary content issue. Despite being a first-year effort, the 1995 summits were successful beyond expectation in most states.

"Success" has been characterized by:

- (1) Reaching a larger, broader, and more diverse audience than previous programs
- (2) Greater program recognition by government, media, public, and private sources
- (3) Higher levels of youth enthusiasm and involvement.

As we move toward the 1996 summits, it is important to build on those successes. The aim of Youth for Justice is to move the summits well beyond a one-day event to a sustained, youth involvement program on a state-by-state basis with potential for national impact.

A NATIONAL INITIATIVE

Youth for Justice offers program support and resource sharing for all states conducting youth summits in 1996. A 4-day planning conference for teams from each state is being held in Washington, DC from September 30-October 3, 1995. State liaisons will provide on-going technical assistance and the national coordinating committee will provide publicity and promotional support, targeting the national educational media, public television, and other appropriate outlets.

EVALUATION AS PART OF PROGRAM DESIGN

Too often, evaluation comes last, both in our thinking and at the program level. By bringing it up in the introduction to this guide, we're hoping to change that. Violence prevention programs abound, but so do questions about their effectiveness. The issue is too critical and the resources too limited to be doing things that don't work.

A one-day event does not offer a viable set of conditions for *impact* evaluation. However, summits are not intended to be one-shot affairs, but rather part of a curriculum-based learning experience that can be evaluated. Further, a well-designed program will include elements from other programs that have both theoretical and evaluative strength.

Evaluation data from last year's summits are available from the Social Science Education Consortium. Use these frameworks, strategies, and insights to build a stronger data base for all of us to share in the future.

A FRAMEWORK FOR VIOLENCE PREVENTION AND YOUTH INVOLVEMENT

WHY VIOLENCE PREVENTION?

To teach young people about the centrality of law in a humanistic society while tolerating violence is to risk making those teachings irrelevant. Young people will quickly see the law as irrelevant if it appears powerless against increasing levels of violence in their world. To help young people understand that their own knowledge and application and refining of the law is essential to the working of the law is a violence-prevention strategy with a real chance for success.

The statistics on violent behavior, especially among young people, are numbing. Even if we acknowledge that violence occurs at higher rates of incidence in some communities than others, most young people face greater risk of violence in their own lives than students of a generation ago, and all young people face the consequences of a world more resigned to violence.

Youth summits focus on violence prevention for a number of compelling reasons:

- Violence is of concern to young people themselves.
- Just laws and effective enforcement are essential to the reduction of violence; an active and informed citizenry is both source and subject of those laws.
- The interactive, problem-solving approach of law-related education is an appropriate strategy in violence prevention.

Violence is an important issue for lawmakers, educators, the medical and public health professions, psychologists, criminologists, and social scientists in general. There is broad, cross-disciplinary support for intervention and, to some degree, experimentation in trying to find approaches that will be effective, that have measurable success, and that can be self-perpetuating.

WHY YOUTH INVOLVEMENT?

Youth for Justice is committed to approaches that will be effective. In addition to focusing on the importance of program evaluation, the project draws on research that informs program design. The research underpinning the national prevention agenda stresses positive youth development as the most effective prevention strategy.

The work of Karen Pittman and Michelle Cahill is seminal in the prevention literature, and has provided a research base for many of the most prominent and successful prevention programs nationwide. In a 1991 paper entitled "A New Vision: Promoting Youth Development," Pittman and Cahill offer a blueprint for complex, integrated, theory-based and results-focused programs. In their view, a youth development approach is marked by:

- programs that go *beyond treating* or preventing high-risk behavior
- programs that encourage youth to *set goals*
- programs that build *competent* young people
- programs that push young people to *contribute* to their own growth

One of the central problems cited in traditional prevention programs is the tendency to "treat" the problem, rather than involve young people in "solving" the problem. For example, in the case of youth considered to be at-risk, prevention programs tend to be different from those offered to so-called "trouble-free" youth. A youth development approach suggests that while at-risk youth may need additional support, they don't necessarily need "different" support. Programs that encourage and build skills and competencies, rather than those that are strictly therapeutic, have shown the highest degree of receptivity by young people and the greatest effectiveness.

Law-related education, in any form, fits several of the youth development criteria that Pittman and Cahill set forth. It goes beyond treatment, it sets goals, it builds competencies. Youth summits in particular emphasize the important role of young people in defining, describing, and contributing to their own development.

ROLES FOR YOUTH AND ADULTS

The experience of last year's youth summits offers compelling evidence that greater youth involvement is a significant factor in several areas. Consider, in particular, the following examples drawn from a selection of summits and summit evaluations.

- **Young people may choose different issues than adults.** The important task seems to be to challenge young people to develop and defend their choices according to a mutually-accepted set of criteria. The role of adults should be to provide issues to choose from, but to the greatest degree possible, the selection of issues should be left to young people.
- **Young people may prefer agendas that give them more time to talk.** Pre-summit activities (curriculum-based learning) will ensure that participants are prepared to speak effectively on the topics and issues to be addressed. Policymakers and other resource people on the summit agenda will be pleased to give up some of their own "mike time" to listen and interact with young people who are prepared and serious. Likewise, the experience of speaking out in public will be much more positive for young people who can do so with confidence and the authority of knowledge and information.
- **Young people may take issues more seriously that they (or their peers) have chosen.** Ownership is a powerful incentive for any age group. Young people will work harder to make a success of a program that they've invested in, and will also be more likely to continue their interest and involvement beyond the summit itself.

STRATEGIES AND TACTICS FOR YOUTH INVOLVEMENT

Involving young people *successfully* means that both the young people themselves and the adults are satisfied with the outcomes. The roles of young people must be more than ceremonial. They must be given the tools to participate effectively. They must practice and apply the skills they learn.

For both young people and adults, *ineffective* youth involvement can lead to frustration and the decision to return to more traditional forms of delivering service *to* youth, rather than involving young people in developing and planning the summit. Youth involvement is more time-consuming and can be higher-risk than adult-planned events, but it also is much more likely to yield higher-impact learning.

The experience of past summits and the literature suggest the following as effective means of building youth involvement programs.

- **Youth Membership on Summit Planning Teams** has been the subject of much debate. To avoid "tokenism," consider young people that represent groups with substantial youth involvement (such as 4-H, Boys and Girls Clubs, teen councils, school organizations, etc.). Try to have more than one youth representative and consider broadening the planning process beyond the core team.
- **Youth Advisory Boards** offer an enormous advantage in developing programs that are relevant and effective, as well as providing important leadership development opportunities for the young people involved. When considering how best to structure your advisory group, remember that young people are sometimes less likely to speak up in a group that's dominated by adults. One model that's worked successfully suggests two representatives from each school or participating group, offering a mixture of support and independence to advisory board members.
- **Issue Surveys** are both an effective involvement device and source of information. They provide input beyond direct summit participants and focus planning on topics that are of legitimate concern to young people. Additionally, if conducted before and after the summits, surveys afford a basis for pre/post evaluation.
- **Youth Organizations as Partners** may be the single most appealing strategy that supports a wide range of summit goals. They provide an existing structure for pre- and post-summit activity and the on-going practice of youth involvement, and they offer young people already involved in some level of program development. Schools may be considered part of this category in its broadest sense and are ideal from the standpoint of providing strong settings for curriculum delivery, while organizations that afford a greater leadership role to young people (such as after-school and community youth groups, scouting, boys and girls clubs, etc.) offer a number of different advantages.
- **Roles for Young People** at the summit itself include a number of logistical tasks (registration, introductions, handouts, etc.) as well as more substantive ones. Whenever possible, choose presenters and panel members that young people can identify with (other young people, people that reflect the ethnic and racial composition of the audience, grass-roots activists and volunteers, etc.).

OVERCOMING OBSTACLES TO YOUTH INVOLVEMENT

Youth involvement is not a panacea. It's no substitute for all the other areas of hard work that go into summit planning and development. Even when done wisely and well, it has a number of inherent problems and challenges. Some of these can be avoided, but most require choices or trade-offs. The most important thing is to recognize these trade-offs early enough to be able to decide what you're willing to give up and what you want to preserve.

- **Youth in non-school settings**—afterschool programs, community groups, youth development groups, youth leadership groups—are often desirable target participants for a youth summit, but present challenges for delivery of curriculum-based learning. Consider the purpose of your curriculum, which is basically to prepare students for effective summit participation, and look for ways to deliver it effectively, either through partnerships with schools *and* community-based groups or by modifying your "teacher training" for youth workers who may require more or different training than classroom teachers.
- **Points of diminishing return** occur when there are either too many kids and/or not enough time or space. You will have to balance involving large numbers of participants against the time and attention each participant can receive from teachers, resource people, each other, etc. Some of the strategies used to deal with large groups—such as breakout sessions or linking sites electronically—can cut both ways: they may reduce "overcrowding," but also lose the value of face-to-face mixing. Participants want and need a chance to be heard, but the day will be most valuable if the agenda is so full of interesting things that there is some pressure for presentations to be succinct.
- **Avoid stereotyping** in seeking diversity in either presenters or participants. In working with "have" and "have-not" schools, seek to provide a common knowledge base and a common set of problems, rather than allowing issues to devolve into "us" and "them" debates.
- **Broad vs. narrow audiences** offer mixed blessings, particularly in the nature of issues that can be meaningfully discussed, the possibilities for meaningful continuation of the work, and the roles of teachers. For instance, strictly local issues become hypothetical if the summit has a statewide focus; teachers are able to devote more time to summit preparation if large numbers of their students are involved vs. small groups of representatives; geographic diversity is enriching but adds logistical complications. There's no "better" or "worse" scenario here, but an awareness of how interests, agendas, abilities, and audience may combine is essential.
- **Hybrids** are important forms to consider. Mixing adult and youth planning, as well as combining other program and design elements, can prove the best solution to your summit's needs. For instance, consider doing your summit itself and in-person, but for pre-summit planning or activities, use technology (conference calls, teleconferencing, on-line, videos).

SUMMIT PLANNING AND DEVELOPMENT

In most cases, the state's law-related education project will assume leadership for a planning team intended to bring together legal, educational, community, and other resources. The planning process will obviously be highly individualized, but here are some general principles and tips to keep in mind. There seem to be three main strands: conceptual and organizational development; curriculum development; and event planning. The fourth part of this section deals with publicity and media coverage, and a final section includes a series of planning checklists.

OVERALL CONCEPT AND ORGANIZATION

- **Clear goals will make summit planning much easier and implementation much more effective.** Decide what you want to accomplish—e.g., reach a certain group of kids vs. reaching a large audience; focus on a particular issue vs. exploring a range of issues; fit into an existing curriculum vs. introducing a new one; emphasize pre-summit learning vs. post-summit activity; meet certain outcomes vs. developing new ones, etc.
- **Consider how the format of the summit reinforces your goals.** If your main purpose is to bring students together from across the state, regional summits are not the answer; if the purpose is to get as many students to participate as possible, regional summits may be the only answer.
- **Look for help early and often.** The resources section of this guide stresses the complex and inter-related nature of summit support. Getting partners on board as soon as possible may have a significant impact on your planning process. For instance, an institutional partner may be able to offer space for the summit, as well as program expertise or other support; having elected officials on the program often gets you the benefit of their media relations staff; advocacy groups may offer free instructional materials to be incorporated into your curriculum.

CURRICULUM DEVELOPMENT

Whether you develop a new curriculum for your summit, use an existing one, or arrive at some combination of the two, there are a number of common elements to keep in mind.

Issues/Topics

Developing issues and topics for the summit is one of the primary opportunities for youth involvement. Issues that are addressed in **current legislation** offer the greatest opportunity for authentic experience and on-going involvement, and they promise a greater likelihood of media interest in your summit. Violence prevention per se is an issue that most interest and advocacy groups would support, but those groups may hold widely differing positions on the best ways to accomplish the goal of reduced levels of violence. These groups can all offer materials in support of their positions that may help students choose issues for further study. See the resource section for more suggestions on developing issue and topic lists, but here's a brief list to get you started:

Child Abuse
Community Policing
Crime Victims
Cultural Diversity and Prejudice
Domestic/Family Violence
Economic Causes
Firearms and Gun Control
Gang-related Violence
Hate Crimes
Juvenile Justice Issues

Media Violence and Censorship
Neighborhood Crime Watches
Nonviolent Resistance
Prisons
Public Health Issues
Racial and Ethnic Violence
School Security (metal detectors, etc.)
Substance Abuse
Violence Against Women

Skills/Attitudes/Knowledge

A number of skill and knowledge areas can be addressed by summit content and format, with the emphasis varying depending on the issues and format you choose. Some elements will be easier to address in pre-summit preparation, others at the summit itself, and still others as part of post-summit activity. As in preparing any curriculum, develop your objectives first, then create a series of learning experiences to support them. You'll find ample opportunities for reinforcement and cross-over learning, but defining primary learning objectives will help them remain discrete and easier to evaluate.

Modify the following sample listing as you develop your summit plans.

- **Skill Areas:** analysis, conflict resolution, decision-making, negotiation, point-of-view, project planning, problem-solving, public speaking, reporting, research, writing.
- **Attitudes:** fairness, open-mindedness, optimism, respect for self and others, self-confidence, sense of efficacy, tolerance, willingness to listen.
- **Knowledge:** balance of rights and responsibilities, citizenship, current affairs, diversity, specific issues, understanding of law and role of government.

Curriculum Resources

While there are a variety of packaged violence-prevention curricula and many excellent law-related education curricula as well, in most cases the curriculum for your youth summit will require a degree of customizing. The resources section of this guide presents a typology of organizations, government structures, and published sources of information and assistance that can be employed across a wide range of summit tasks. Remember that many of the same organizations you seek as partners, funders, or program presenters may also have curriculum materials available to use or adapt. In addition, the partners in the Youth for Justice Initiative — the American Bar Association Special Committee on Youth Education for Citizenship, the Center for Civic Education, the Constitutional Rights Foundation, the Constitutional Rights Foundation Chicago, the National Institute for Citizen Education in the Law, the Phi Alpha Delta Public Service Center, and the Social Science Education Consortium — offer a wealth of curricula and technical assistance for your youth summit.

Curriculum Developers' Checklist

Identify primary responsibility for curriculum development early in the summit process. Here's a list of factors to keep in mind, gleaned from last year's summit curriculum developers:

- Look for issues that have at least two legitimate positions that students will be able to investigate and/or adopt.
- Be sure curriculum presents all sides of issues.
- Try to find issues that don't polarize students, especially by groups of origin (schools, race, socio-economic status, etc.); or seek ways to find common ground, as well as recognizing legitimate differences of opinion.
- Curriculum should afford opportunities for research, analysis, practice, presentation, and review.
- Curriculum should offer mechanisms for students to change their minds after new material is presented or revealed.
- Students can generate original research if sources are well-identified.
- Develop a schedule for development that allows for input from youth, teachers, and partnership organizations (probably early/mid fall), development (late fall/early winter), implementation (late winter/early spring), and evaluation (late spring).

Pre-summit Training

If the curriculum is going to be used successfully, training for those presenting the curriculum is necessary. This may be teachers, or members of your youth advisory board, youth workers, or some combination of all three. This advance training is always an area of additional expense, but is essential to making the summit more than a one-day event. Here are some funding suggestions:

- If your organization has a training budget for more general purposes, consider applying it to summit training in 1996.
- Conflict resolution and violence prevention are hot topics in most school districts and they may have in-service money available. While those funds would probably not be available for the summit itself, they may be usable for teacher training.
- Set aside a portion of the budget in any grant applications for summit funds for this purpose.
- Instead of an all-day training, consider a shorter after-school session.

Curriculum Delivery

The length and duration of the curriculum will depend on local conditions, but remember that it must be in place far enough in advance of your scheduled summit date to allow for the activities you include. Trying to coincide with legislative sessions and other timely/topical events can both strengthen and limit the possibilities.

While in many cases the curriculum will be delivered by a classroom teacher, in those cases where it is not, you may be able to make arrangements for support from either your own staff or other teaching assistance.

EVENT PLANNING

By its very nature, this strand will be highly dependent on local decisions and conditions. However, the experience of last year's summits offers some general guidance.

Site Selection

Summit sites range from college and university campuses to court houses to state capitol rotundas to high school auditoriums. In many cases, the site is dictated by availability, and parts of the summit agenda will be limited or shaped by the site itself. While site selection may be more appropriately dubbed "site acceptance," the creative use of space can be enhanced by a combination of experience and planning.

- Don't underestimate the value of a "special" or **ceremonial place**, even at the expense of some inconvenience. Young people get a strong sense of the value of their participation from being in city hall, a courthouse, or a place of power. The very fact that these are unlike "classroom" spaces is part of the appeal.
- One of the most common difficulties is finding a space large enough to hold your entire group and, at the same time, **breakout space** for small group work. Consider bringing in rental chairs to allow for more "movable" regroupings in such settings as courtrooms with fixed seating to convert single, large spaces for multiple use. Colorful, creative signage can also help divide a large space into smaller work areas.
- Space is perhaps the most common **"in-kind"** contribution in summit budgets. Consider space availability as an important asset in identifying partners.
- **Human resources** can sometimes overcome the limitations of physical ones. For instance, if your breakout space is spread out over several floors of a large building or even several buildings on a campus, volunteers who can help summit participants navigate the confusion can turn a liability into an asset.

Event Formats and Agendas

The most successful format will be one that has an **intrinsic relationship** to your topics and issues, the site, the available resources, and your objectives. In designing the opening and closing of your summit, think of it as a bridge between the curriculum-based pre-summit learning activities and the desire for an on-going program of youth involvement. In between, you want crossing the bridge to be as meaningful and memorable as possible.

The first draft of your agenda is only the starting point. Re-examine it carefully to see if there is a logical progression throughout the day and especially for pacing between "active" and more passive segments. Are the activities appropriate to the number of people involved? Do panels represent a diversity of opinion? Is there enough time for students to prepare and to present? Are staff and facilitators in place to keep the event moving and make mid-course corrections?

Most summits tend to be all-day or nearly all-day events, and can accommodate several different sessions or formats within the day. Here are some options to consider and/or combine:

- **Point/Counterpoint:** A good way to present opposing viewpoints, either by "experts" or prepared students. It can be used as a good ice-breaker to get students to choose a position, followed by small group work in which they refine—or change—their positions.
- **Panels:** Can be used both to present information to students or as part of mock hearings to take testimony from students on issues. Strive for balance of viewpoints. Try to use an educator as moderator to keep discussion moving, provide focus, and maximize learning value.
- **Hands-on Practice Sessions:** Featuring policy-influencing techniques such as writing letters to legislators and editorial pages, community organizing, lobbying, phone banks, campaigns, etc., these sessions offer an excellent opportunity for resource people to interact with students in an informal way and allow for active learning.
- **Info Sharing:** Sessions in which students from different schools or those holding differing positions share their own views, or in which student representatives share the views of students not attending the summit. Can be done both at the beginning and end of the event, with differing groupings.
- **Prep Sessions:** May be necessary at intervals throughout the day to allow students to prepare testimony or refine their positions.
- **Action Planning:** Most likely to be used at the summit to lead to post-summit activity, such as service-learning projects. If planning groups are intended to work together after the summit, it is important to either use same-school groupings or have a mechanism for on-going exchange; mixed-school groups could obviously be used for "idea" sessions to be taken back to home schools for additional development.

- **Plenary Sessions:** Given the obvious drawback of reduced interaction in large group sessions, there's still enormous value in students seeing themselves as a group of significant size and diversity, being addressed by an important speaker, and offering even a limited opportunity to get a sense of the wide range of opinions represented by the group as a whole.
- **Simulations:** Ranging from informal role playing to structured mock trials to full-scale dramatic presentations, simulation techniques can be employed in a variety of ways throughout the day.
- **Technology:** Video- and tele-conferencing may be part of many summit agendas, and as time goes on, other forms of electronic and on-line interaction will surely play a major role in at least pre-summit activity, as a research tool or a way to share and exchange information. At the summit itself, the same provisos that apply to other aspects of effective programming should be kept in mind for video segments, with perhaps even extra care to make sure the medium doesn't take over the message. For example, a good moderator is even more important in a video conference where the participants may not be able to read each other's or the audience's mood and body language. Pacing remains important, with time away from the mike, as well as some degree of equal access to it. If at all possible, engage the services of someone with experience with the medium, such as a volunteer from a local public television station, a college student majoring in videography, etc.

PLANNING FOR PUBLICITY AND THE MEDIA

Youth summits have a different set of publicity possibilities than many other educational programs. They are often public, or semi-public, events. They often feature prominent figures, considered newsworthy. They focus on a topical and controversial subject. There are both pros and cons to media coverage, but whether you seek favorable coverage or wish to avoid any unfavorable coverage, you need to be prepared. Remember that media coverage may not only be beneficial to your organization, but may also provide a legitimate learning experience for the students, by teaching them how to focus public attention on their concerns.

The following guidelines are designed for public events in general, but suggest a broad strategy and a timetable well in advance of your event. Tailor them as you see fit for your project.

Print Media

- Newspapers remain a popular source of general information and, unlike electronic outlets, can provide in-depth news and feature coverage. Consider especially small and special-interest newspapers, some of which will print anything you send them, but others of which may send a reporter to cover your event.
 - Ethnic and foreign-language newspapers
 - Community and neighborhood newspapers, free-circulation shoppers
 - School newspapers and school district publications
 - Educational organization newsletters
 - State and local government newsletters
 - Civic and interest group newsletters and journals
- At least six to eight weeks in advance, send out a brief announcement of your event to any publications that carry "Calendar of Events" listings that seem appropriate to your audience.
- Develop a general interest news release to send out approximately two weeks before your scheduled event. Direct to editors by name whenever possible. Be very clear about times and dates and major elements of the story: prominent speakers, numbers of students, the issue, etc.
- Target a special mailing to columnists and editorial and feature writers, suggesting story angles and offering interview subjects. The more you know about your local journalists and who's interested in what, the more successful this strategy will be.
- Respond promptly to any requests for more information from the media. Be sure your staff is aware of who should receive any media calls. This is particularly important on the day of the summit itself, when program responsibility is likely to take precedence. If at all possible, designate someone whose primary task at the summit is to respond to the media, with back-up from someone in your office to handle telephone calls during the event itself.

- Your own organizational newsletter—as well as any similar publication produced by any summit partners—is an excellent publicity device. An early issue might contain advance program information and solicit support, while later issues can report on the event after the fact. Use copies of your newsletter to convey information to other media outlets, as well.

Electronic Media

- Crafting your message to include the voices of the young people involved and/or partnership organizations may enhance your media marketability. Review your summit plan for media strengths and develop messages accordingly. Consider visuals from last year's summit, if available.
- Contact the public affairs departments of local television and radio stations several weeks in advance of the summit and request that they air public service announcements. Some stations will help you record your own PSA. Call and/or visit the station to establish personal contact with the public affairs director.
- Narrowcast media include public-access cable television stations, college radio stations, and other electronic media channels that reach small or targeted audiences. These outlets are most available to you for feature-length coverage and/or interview shows on specialized topics.
- Include electronic media, especially radio, in your calendar of events mailing.
- Radio emphasizes news dissemination more strongly than television, so it may be your most productive medium. Articulate and prepared students could be very attractive for interviews.

IMPLEMENTATION/EVALUATION/CONTINUATION

This guide is devoted primarily to planning for the summit, so some aspects of implementation and follow-up are beyond its focus, as well as being highly site specific. However, as these three key aspects are part and parcel of the planning process, they will be dealt with here, primarily via a series of checklists.

The Ten Commandments

The first checklist is a sort of "ten commandments" for summit planning and implementation. Check periodically during the planning process to make sure your summit has the following ingredients:

- (1) A clear purpose
- (2) A focus on violence prevention
- (3) Youth empowerment through involvement in all phases
- (4) Partnerships with other community organizations/schools
- (5) Curriculum-based preparation for students/teachers in advance
- (6) Interaction with and between youth and adults
- (7) Diversity
- (8) Follow-up with meaningful opportunities for youth to use what they learn
- (9) Recognition of participants and contributors, and publicity for the program itself
- (10) Fun

Evaluation

Refer to the Technical Assistance Paper, "Evaluating LRE Programs and Activities," published by SSEC in 1995 for a full orientation to the process of program evaluation and several sample instruments. For copies contact Susan Hyatt, Social Science Research Consortium, P.O. Box 21270, Boulder, CO 80308-4270, 303/492-8154.

Organizational Checklists

In addition to checking for these key characteristics, you will need to monitor several organizational tasks, as described in the following timeline checklists: Pre-Summit, the Summit itself, and Post-Summit.

Pre-Summit Checklists

<p>SIX TO NINE MONTHS BEFORE THE SUMMIT</p>	<p>(1) Summit planning team in place, including youth members and/or youth advisory board.</p>
	<p>(2) Review main planning tasks/questions:</p> <ul style="list-style-type: none"> · Clarify goals/mission if necessary · Identify/target youth participants · Recruit any additional partners · Begin to develop preliminary program/agenda outline · Begin site selection · Begin curriculum development/establish student outcomes · Plan pre-summit training · Start building evaluation and follow-up activities into plan
	<p>(3) Conversion of plan into action with individual assignments in main project areas, completion dates, overall planning schedule, including on-going team meetings, training sessions, etc.</p>

<p>ONE TO TWO WEEKS BEFORE THE SUMMIT</p>	<p>(1) Confirm attendance and arrangements with:</p> <ul style="list-style-type: none"> · Site/Facilities Manager · Food Manager · Transportation Provider · Students/teachers attending · All program participants · Media
	<p>(2) Finalize staff/student/volunteer assignments; meet if possible/necessary. This is a good time to make sure you've identified roles for the student advisory team members, such as handling registration, introductions, etc.</p>
	<p>(3) Finalize and publish agenda; distribute to participants if possible/practical. Faxing agendas in advance is a great way to remind people not only of their role, but the overall event.</p>
	<p>(4) Order/assemble materials</p> <ul style="list-style-type: none"> · Handouts · Overheads · Signs · Equipment
	<p>(5) Make/check any necessary security arrangements</p>

Summit Checklist

DAY OF THE SUMMIT	<p>By this time, it's too late to do much except execute and adapt, but if possible, designate key staff to take primary responsibility in three areas:</p>
	<p>(1) Registration/Site. The registration responsibilities will obviously slack off as the day goes on, so the main emphasis can shift to site-related issues and logistics. Having a runner or two available to communicate between rooms and staff can be helpful.</p>
	<p>(2) Program/Evaluation. Most of your program staff will probably have specific tasks in specific sessions, but try to leave one person available to float to make sure guest speakers and others not only get to the right room, but get a quick briefing along the way. At the end of the day, make sure someone is responsible for getting evaluations collected — there'll never be as good a chance to get them. You might even consider an incentive for turning them in (t-shirts, buttons, etc.)</p>
	<p>(3) Media. If the media do come, they need to be handled promptly and directed to the right sessions. This can't be done effectively by someone who's concerned with students or presenters. This can certainly be done by a volunteer, and may be an excellent opportunity for a board member or other supporter to get involved.</p>

Post-Summit Checklists

DAY AFTER THE SUMMIT	Besides collapsing, try to get a start on the following:
	(1) Get your staff together for a quick debriefing while the summit is still fresh.
	(2) Plan a post-summit press release to tell the story of the summit. Get photos ordered immediately and get the release out ASAP.
	(3) If your summit didn't include planning follow-up activities , this is the time to build on the ideas and energy that came out of the summit. Brainstorm possibilities for continuing a relationship with the participants.

WEEK AFTER THE SUMMIT	(1) Make sure thank you's have been sent to all participants. This is a great opportunity to engage them in on-going activity, while enthusiasm for the summit is still high.
	(2) Try to get your evaluation summary done as quickly as possible, as it may influence how you proceed with follow-up activity.
	(3) Get your post-summit programming into place. This might consist of anything from asking students to write articles about the summit for local newspapers, to service-learning projects, to implementation of action plans, or any one of dozens of options. The important thing is to keep your organization and the summit planning group involved in on-going activity with the students and to use the summit as a jumping-off point for additional programming.

ONE TO TWELVE MONTHS AFTER THE SUMMIT	One Month After. At this point, the post-summit activity should have taken on something of a life of its own. Designate a staff member with primary responsibility for program continuation.
	Three to Six Months After. Begin linking post-summit activity to planning for next year's summit. Start assembling team for 1997 summit and begin planning process.
	Twelve Months After. The 1997 Youth Summit.

PROGRAM & PARTNERSHIP RESOURCES

The creative use of outside resources has always been a hallmark of law-related education. Youth summits offer a different arena for employing and applying resources than traditional classroom lessons, but in many ways, an even richer environment for involving a variety of sources of information and expertise.

Start thinking about resources at the **very beginning** of your planning process. These are not only program resources (speakers, facilitators, etc.), but important sources for issue and topic ideas, new approaches, and organizational partnerships.

We've divided resources into a number of categories, but there's plenty of overlap, so skim through this entire section before you begin. Most of the resources are organizations or types of organizations, rather than published sources, but many of them publish information as well. Some of them almost defy categorization, and others may seem to be outside your normal networks or thinking process. This is far from an inclusive list in terms of numbers of organizations, but it attempts to be far-reaching in suggesting types of groups that can energize and expand the process of youth involvement in violence prevention. Use the list as a springboard for your own imagination and investigations.

Most of the groups listed are national organizations, but many of them have local chapters or affiliates. The national groups can not only put you in touch with individuals in your geographic area, but may offer some level of national support (technical assistance, published materials, awards for exemplary programs, etc.). Even if you have local contacts, at least let the nationals know what you're up to in their areas of interest.

Many of the groups are advocacy organizations, rather than objective or neutral sources more common in law-related education. The advantages offered by the enthusiasm and commitment of advocacy groups, not to mention their real-life appeal to young people who want to get something accomplished, can easily outweigh problems of bias as long as care is taken to provide balance with advocates for both sides of most issues.

In addition to listing **specific resources** in a number of categories ranging from information sources to partnership organizations to interest groups, this section also attempts to present suggestions about **types and categories** of resources. For additional information and suggestions, please feel free to contact any of the national Youth for Justice grantees or the authors of this guide.

Finally, this section has been written so that students participating in your youth summit can use it as a resource. Students also may want to consider creating their own directory of resources as part of your youth summit.

PARTNERSHIP/SUPPORT ORGANIZATIONS

Organizations in this category include almost any group whose goals coincide with the goals of the youth summit. Many of them may also serve as sources of information and are listed elsewhere in this section, but we've grouped some of them here to suggest the range of partnership possibilities. We've listed just a sampling of groups to consider, most of them national organizations with local affiliates, along with types of local agencies and institutions drawn from summit experience. Your own local landscape is likely to afford many grassroots groups, as well.

Colleges and universities make excellent program partners. As well as law schools, consider sociology departments, schools of education, child development programs, etc.

Protected class organizations, such as ethnic and racial interest groups, offer valuable ways to involve these communities in your summit.

Service and civic clubs, such as Rotary, Junior League, Jaycees, etc., often adopt projects to offer both financial and volunteer support.

Government agencies and offices were among the most common co-sponsors of last year's summits.

Membership groups—such as bar associations, the League of Women Voters, etc.—might be able to offer support in a wide variety of areas, ranging from speakers, to financial and in-kind support.

YOUTH INVOLVEMENT ORGANIZATIONS

Organizations with substantial youth membership can be valuable program partners, offering both a ready-made participant base, as well as program support for on-going activities. In addition to the sample listed below, consider YMCAs and YWCAs, scout groups, neighborhood houses, and other local organizations that offer after-school and recreational activities.

Boys and Girls Clubs of America

12330 W. Peachtree Street NW
Atlanta, GA 30309

Ph: 404/815-5700

More than 1,350 affiliated local groups, known as the "Positive Place for Kids." Another alternate source for youth participation.

4H Programs and Youth Development

United States Department of Agriculture
Extension Service
Washington, DC 20250

Ph: 202/447-5853

Fax: 202/475-4966

Serving 9 to 19 year-olds, with over 5 million members nationally. Contact for information about local programs; valuable source for youth participants that offers structure for leadership development outside traditional school setting.

National Network of Youth Advisory Boards

Box 402036

Ph: 305/532-2607

Ocean View Bridge

Miami Beach, Florida 33140

This 200-member organization promotes models of youth participation in organizational decision-making. Members include youth service bureaus, community action agencies, youth advisory boards, juvenile justice agencies, schools, and other youth-serving organizations. They provide technical assistance to organizations who wish to improve youth participation and publish a quarterly newsletter.

Youth Policy Institute

1221 Massachusetts Avenue NW, Ste. B
Washington, DC 20005

Ph: 202/638-2144

Offers internships to youth between the ages of 17-24, pairing in teams with experienced policy analysts to work on youth and family issues. Publications, forums, etc.

ADVOCACY ORGANIZATIONS

These organizations advocate broadly on issues that involve children and youth, progressive public policies, violence, and constitutional rights. In facilitating policy discussions among young people, including groups from across the policy spectrum is essential. In many violence-prevention issues, this often will mean representation from groups that see a strong role for government in addressing social issues vs. those that view individual rights as paramount. (Note: Single issue advocacy groups are listed separately under **INTEREST GROUPS**, later in this section.)

American Civil Liberties Union

132 W. 43rd Street
New York, NY 10036

Ph: 212/944-9800
Fax: 212/354-5290

With 50 local chapters, a source for speakers and information on protection of individual rights.

American Conservative Union

38 Ivy Street SE
Washington, DC 20003

Ph: 202/546-6555
Fax: 202/546-7370

Has 30 state groups; provides conservative view point, monitors voting records, speakers' bureau, etc.

American Freedom Coalition

7777 Leesburg Pike
Falls Church, VA 22043

Ph: 703/790-8700
Fax: 703/790-8711

Speaker's bureaus and youth programs espousing conservative democratic values.

Children's Defense Fund

25 E Street NW
Washington, DC 20001

Ph: 202/628-8787
Fax: 202/662-3530

Probably the strongest single advocate for public policy on children's issues. Information, trends, and statistics regarding the conditions that children and young people face. Their annual publication, *The State of America's Children*, is a comprehensive reference. Some states have local offices.

People for the American Way

2000 M Street NW, Suite 400
Washington, DC 20036

Ph: 202/467-4999
Fax: 202/293-2672

Distributes educational materials, maintains speakers' bureau, conducts research, and compiles statistics aimed at preserving democratic participation.

Southern Poverty Law Center

P.O. Box 2087
Montgomery, AL 36102

Ph: 205/264-0286

Education program includes publication of *Teaching Tolerance*, an excellent free resource for teachers.

INTEREST GROUPS (ETHNIC, RACIAL, AND RELIGIOUS)

Mostly membership organizations that take stands on issues relating to their constituencies.

Anti-Defamation League of B'nai B'rith

823 United Nations Plaza
New York, NY 10017

Ph: 212/490-2525

Educational materials and program models that teach mutual respect; local affiliates.

Christian Coalition

227 Massachusetts Avenue NE
Washington, DC 20002

Ph: 202/547-3600

A coalition of conservative religious groups that advocate on public policy issues.

Japanese-American Citizens League

1765 Sutter Street
San Francisco, CA 94115

Ph: 415/921-5225

Curriculum and resources on crimes and discrimination against Asian Americans.

National Association for the Advancement of Colored People

4805 Mt. Hope Drive
Baltimore, MD 21215

Ph: 410-358-8900

National organization with local chapters that gathers data on racially motivated crimes against African Americans.

The National Conference (founded as the National Conference of Christians and Jews)

71 5th Avenue, #1100
New York, NY 10003

Ph: 212/206-0006

Fax: 212/255-6177

National organization with 61 local chapters that offers educational programs, curricula, and training on reducing prejudice and intergroup conflict.

National Council of La Raza

810 1st Street NE
Washington, DC 20002

Ph: 202/289-1380

Addresses concerns and interests of Spanish-speaking Americans.

National Urban League

500 E. 62nd Street
New York, NY 10021

Ph: 212/310-9000

Fax: 212/593-8250

Represents 113 local chapters offering education and advocacy for policies and programs that reduce racial conflict and discrimination.

Ethnic professional associations (National Association of Black Journalists, the Hispanic Bar Associations, etc.) may have particular interests in youth violence prevention. In addition, local religious groups (youth groups, social action committees), institutions (mosques, temples, churches, synagogues, etc.), and organizations (Clergy and Laity Concerned, interfaith associations, etc.) have views you may choose to include in the youth summit.

INTEREST GROUPS (SINGLE ISSUE)

Mostly membership organizations dedicated to violence-related prevention issues.

Alcohol and Drug Abuse

Mothers Against Drunk Driving

511 East John Carpenter Freeway, Ste. 700 Ph: 800/GET-MADD
Irving, TX 75062

National organization with over 400 chapters, as well as student affiliate chapters; advocates stronger laws against drunk driving. Excellent model of grass-roots organization.

National Council of Alcohol and Drug Dependency

12 W. 21st Street Ph: 212/206-6770
New York, NY 10010 Fax: 212/645-1690

170 local affiliates; public education programs.

Child Abuse

National Committee for Prevention of Child Abuse

332 S. Michigan Avenue, Suite 1600 Ph: 312/663-3520
Chicago, IL 60604 Fax: 312/939-8962

A coalition of 67 local groups, this national advocacy organization conducts program activities, research, and acts to influence public policy. Provides training and technical assistance.

Conflict and Dispute Resolution

National Association of Mediation Education

University of Massachusetts, 205 Hampshire House Ph: 413/545-2462
Amherst, MA 01003 Fax: 413/545-4802

National clearinghouse of mediation and conflict resolution information.

Domestic Violence

National Coalition Against Domestic Violence

Box 18749 Ph: 303/839-1852
Denver, CO 80218 Fax: 303/831-9251

56 state and 2,000 local groups; compiles statistics; maintains speakers' bureau.

Gun Control

Center to Prevent Handgun Violence

1225 Eye Street NW, Ste. 1100 Ph: 202/289-7319
Washington, DC 20005 Fax: 202/408-1851

Educational materials for teachers, public about gun control legislation.

National Rifle Association

11250 Waples Mills Road Ph: 703/267-1000
Fairfax, VA 22030

54 state and 14,000 local groups; lobbies on gun control issues.

INTEREST GROUPS (SINGLE ISSUE), cont'd

Human Rights

Amnesty International

322 8th Avenue

Ph: 212/807-8400

New York, NY 10001

Fax: 212/627-1451

Advocates fair treatment for all those whose beliefs have resulted in persecution, provided they have not engaged in violence.

Media Violence

National Coalition Against Censorship

275 7th Avenue, 25th floor

Ph: 212/807-6222

New York, NY 10001

Fax: 212/807-6245

Coalition of 42 national nonprofit organizations united to oppose censorship.

National Coalition on Television Violence

33290 W. 14 Mile Road, Suite 498

Ph: 810/489-3177

West Bloomfield, MI 48322

Dedicated to reducing television violence; sponsors seminars on organizing school programs.

Peace/International Affairs

American Friends Service Committee

1501 Cherry Street

Ph: 215/241-7000

Philadelphia, PA 19102

Fax: 215/864-0104

Works toward world peace and social justice through nonviolence education. Contact Peace Education Division for program information.

U.S. Committee for the UN Children's Fund

333 E. 38th Street

Ph: 212/686-5522

New York, NY 10016

Fax: 212/779-1679

Involves young people in international children's issues, e.g., violence and children as refugees.

Safety

National Safe Kids Campaign

111 Michigan Avenue NW

Ph: 202/884-4993

Washington, DC 20010-2970

Fax: 301/650-8038

Made up of 127 grass-roots coalitions of medical and safety organizations, the campaign offers program models and information.

COMMUNITY RESOURCES

These organizations stress the role of local communities in problem solving and can provide access to both grass-roots groups and national programs that aid local communities. Consider business groups, as well as those that seek public/private partnership models.

Chamber of Commerce of the United States

1615 H Street NW

Ph: 202/659-6000

Washington, DC 20001

Federation of state and local business groups.

Communitarian Network

2130 H Street, Room 714J

Ph: 202/994-4355

Washington, DC 20052

Fax: 202/994-1606

Encourages public/private partnerships on community issues.

Community Action Network

211 E. 43rd Street, Suite 1203

Ph: 212/818-1360

New York, NY 10017

Clearinghouse of information on how various communities have addressed prevention issues and other social problems.

Corporation for National Service

1201 New York Avenue NW

Ph: 202/606-5000

Washington, DC 20525

National community service organization (Americorps, VISTA).

National Association of Neighborhoods

1651 Fuller NW

Ph: 202/332-7766

Washington, DC 20009

Fax: 202/332-2314

Represents 120 neighborhood organizations in cities working on crime and safety programs; has formulated National Neighborhood Bill of Responsibilities and Rights.

Program for Community Problem Solving

915 15th Street NW, #600

Ph: 202/783-2961

Washington, DC 20005

This project of the National Civic League helps communities develop collaborative problem-solving methods and improve inter-cultural relations.

PROGRAM/INFORMATIONAL RESOURCES

These organizations offer a wide variety of expertise, both published and in the form of speakers, on violence-related topics.

American Medical Association

515 North State Street
Chicago, IL 60610

Ph: 312/464-5000

Various position papers and research on violence as a health issue.

American Psychological Association

750 First Avenue NE
Washington, DC 20002

Ph: 202/336-5500

Publications on violence and violence prevention.

Greenhaven Press

P. O Box 289009
San Diego, CA 92198

Publishers of pamphlets and books in the "Opposing Viewpoints" series, offering good pro/con arguments on a variety of topics.

National Crime Prevention Council

1700 K Street NW
Washington, DC 20006

Ph: 202/466-6272

Fax: 202/296-1356

Coordinates activities of the Crime Prevention Coalition, an alliance of 135 organizations. Provides training and technical assistance to youth and other groups. Offers curricula, supports demonstration programs. Free newsletter available on request.

National Issues Forum

100 Commons Road
Dayton, OH 45459

Ph: 513/434-7300

Issue-centered publications for public debate and discussion, several on violence-related topics; facilitator guides and training.

National Legal Center for the Public Interest

1000 16th Street NW, Ste. 301
Washington, DC 20036

Ph: 202/296-1683

Resource center focusing on rights of individuals, limited government, etc.

Public Agenda Foundation

6 E. 39th Street, 9th floor
New York, NY 10016

Ph: 212/686-6610

Fax: 212/889-3461

Conducts citizen education campaigns, public summits, develops programs for consortium of public television stations.

CULTURAL/ARTS EDUCATION ORGANIZATIONS

These organizations offer an opportunity for interdisciplinary teaching and providing a context for justice issues in history, literature, and the arts. They may offer opportunities for both program and partnerships; some are nationals with local affiliates, while others simply suggest types of institutions.

American Association of Museums

1225 Eye Street NW, Ste. 200
Washington, DC 20005

Ph: 202/289-1818

Fax: 202/289-6578

Represents 308 member museums, many of which offer youth programs and seek ways to get young people more involved in their communities. Contact the education department for referrals to promising local educational programs.

American Association for State and Local History

530 Church Street, Ste. 600
Nashville, TN 37219

Ph: 615/255-2971

Fax: 615/255-2979

5,000 members, including state and local historical societies; offers both research and program support.

American Library Association

50 E. Huron Street
Chicago, IL 60611

Ph: 800-545-2433

National membership organization with chapters in all 50 states. Subsidiary groups include American Association of School Librarians, Young Adults Library Services Association, and Public Library Association. Both school and public libraries may offer partnership possibilities.

Association of Youth Museums

1775 K Street NW, Ste. 595
Washington, DC 20006

Ph: 202/466-4144

Fax: 202/466-4233

308 member museums; contact for list of those in your area.

Federation of State Humanities Councils

1600 Wilson Blvd., Ste. 902
Arlington, VA 22209

Ph: 703/908-9700

Fax: 703/908-9706

Resources, speakers' bureau.

Visual and performing arts organizations offer collaborative opportunities for plays, murals, etc.

Youth writing projects and publications may provide outlets for student work.

GOVERNMENT RESOURCES

The central characteristic that identifies Youth for Justice's approach to violence prevention is the emphasis on the role of law—whether influencing the passage of new laws, making existing laws more enforceable, determining the sentiment of the population being ruled by those laws, discovering the climate in which such laws will have the desired result, or any of the myriad other ways in which citizens and the law interact. It will come as no surprise that some of the most powerful and helpful resources for your summit will come from the law-related community.

Elected Officials, Agencies, and Staff: consider officials from all branches and levels of government that might have an interest in the issues your summit planning team identifies, and don't forget staffers that work either directly for elected officials or for legislative task forces or research offices. Here's a partial listing to get you started:

Local

- Boards of Elections
- City Council Members
- City or County Clerk
- Mayor's Office
- Youth Coordinating Board
- Corrections Departments
- Police Departments
- Juvenile Justice Agencies
- City or County Attorney
- Public Defender's Office

State

- Secretary of State
- Attorney General
- Governor's Office
- Office of Lieutenant Governor
- Members of the Legislature and their staffs
- Legislative Research Office
- Public Health Agencies
- Task Forces

Federal

- Members of Congress and their staffs
- Key congressional committees:
 - House Education and Labor
 - House Judiciary
 - Senate Judiciary
- Congressional Black Caucus
- Senate Children's Caucus (c/o Sen. Dodd)
- U.S. Commission on Civil Rights
- U.S. Department of Education

U.S. Department of Health & Human Services
Center for Disease Control
National Center for Health Statistics

U.S. Department of Interior
Bureau of Indian Affairs

U.S. Department of Justice
Bureau of Justice Assistance
Federal Bureau of Investigation
Uniform Crime Reporting Program
National Criminal Justice Reference Service
National Victims Resource Center
Office of Juvenile Justice and Delinquency Prevention

U.S. Department of the Treasury
Bureau of Alcohol, Tobacco, and Firearms

U.S. Department of Commerce
Bureau of the Census

Directories and Publications: almost every legislative body publishes some sort of directory that will help you identify committee chairs, committee staff, statutory officers, etc. There are usually other publications as well that range from schedules of committee hearings to task force reports to newsletters published during the session. One of the most valuable resources can be drafts of bills themselves. Examples of federal sources include U.S. Government Printing Office, *The Congressional Record*, etc.