

102637 B75  
database copy

U.S. Department of Justice  
Office of Juvenile Justice and Delinquency Prevention



102637

# Annual Report of the Law-Related Education Program

May 1984 to April 1985

# Annual Report of the Law-Related Education Program

May 1984 to April 1985

U.S. Department of Justice  
National Institute of Justice

102637

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Public Domain/NIJ/OJJDP  
U.S. Department of Justice

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

NCJRS  
OJJDP  
ACQUISITIONS

**Office of Juvenile Justice and Delinquency Prevention**  
Alfred S. Regnery  
*Administrator*

This report was prepared under Grants #79-JN-AX-0004-NICEL, #79-JN-AX-0015-CRF, #79-JN-AX-0006-ABA, #79-JN-AX-0011-PAD, and #82-JN-AX-0002-LFS from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

---

Dear Reader:

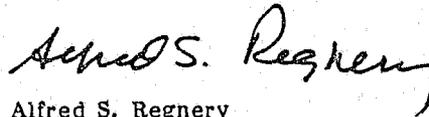
It is my pleasure to introduce you to exciting programs that are making a difference in the lives of young people in communities across the Nation. In this annual report you will read how law-related education is helping to reduce delinquent behavior in young people and create better citizens.

Law-related education (LRE) teaches elementary and secondary students about the foundations of our free democratic society and their rights and responsibilities as citizens. In LRE classes, students are actively engaged in participatory learning experiences that foster social responsibility and personal commitment to the public good. Through LRE, teachers, lawyers, judges, juvenile officers, legislators, and other law-related professionals, work in partnership to increase understanding about the law and legal system among young people.

Since 1978, the Office of Juvenile Justice and Delinquency Prevention has lent support to the cooperative efforts of the five national law-related education projects outlined in this Report. Their task is to promote the development and institutionalization of LRE throughout the country. As this program continues to grow and expand, we seek the ongoing commitment of a broad spectrum of the community to ensure the successful implementation of LRE programs nationally.

Maintaining our democracy is not an easy task. Only through education can we hope to teach our young people to be effective, law-abiding, and participating citizens. Law-related education offers a promising vehicle for achieving these goals.

As we approach the bicentennials of our Constitution and Bill of Rights in 1987 and 1991, we can perhaps make no greater contribution to the principles that these great documents represent than through the targeted, cooperative efforts of law-related education.



Alfred S. Regnery  
Administrator  
Office of Juvenile Justice and Delinquency  
Prevention, U.S. Department of Justice

---

# Contents

---

Executive Summary	1
Introduction and Background	3
Target State Training and Technical Assistance: Developing Model Programs	3
The Public-Private Partnership Conference (PPPC)	5
Marketing and Support: Making Sure Our Message Is Heard Throughout the Land	6
Informational Resources: Packaging LRE for Public Consumption	6
Program Development: Opening a New LRE Horizon for Juveniles in Correctional Institutions	7
Nontarget States: Reaching Beyond the Model Programs	7
Assessment: Determining How Well We Did	7
Coordination and Management: Keeping the Ship on Course	8
The Plan for 1985-86	8
Appendix A: Summary of Funds Raised in 1984-85	9
Appendix B: Private Sector Support for This Program	11
Graph I: Events Conducted	13
Graph II: Participants Attending Events	14
Graph III: Hours of Training	15
Graph IV: Impact on Students	16
Map of Target States Participating in the OJJDP LRE Program (inside back cover)	

---

## Executive Summary

---

After two years of support for research and development testing the effectiveness of law-related education (LRE), the Office of Juvenile Justice and Delinquency Prevention (OJJDP) carried out the first year of a coordinated national training and dissemination effort (5/1/84 - 4/30/85) through five national nonprofit organizations:

- American Bar Association Special Committee on Youth Education for Citizenship, Chicago, Illinois.
- Center for Civic Education/Law in a Free Society, Calabasas, California.
- Constitutional Rights Foundation, Los Angeles, California, and Chicago, Illinois.
- National Institute for Citizen Education in the Law, Washington, D.C.
- Phi Alpha Delta Public Service Center, Bethesda, Maryland.

Model LRE programs were strengthened and expanded in 11 target States (California, Colorado, Florida, Hawaii, Illinois, Indiana, Michigan, Nevada, North Carolina, Oregon, and Tennessee). To reach out to the other States, we developed attractive informational packages about LRE and began a multifaceted marketing program designed to win support and participation from national education and justice organizations.

According to an assessment, we exceeded by more than 40 percent the program's ambitious goals for training teachers and resource persons. Most importantly, nearly 300,000 students will learn about the law from persons trained under this program.

For further information, contact the program coordinator: Lee Arbetman, Suite 401, 605 G Street NW, Washington, DC 20001. Telephone: (202) 624-8217.

---

---

# Law-Related Education Program

---

## Introduction and Background

From May 1, 1984, to April 30, 1985,\* the U.S. Department of Justice carried out an ambitious program bringing education about law and juvenile justice to schools throughout the country. More than 170 school districts were reached in 11 target States; as a result, thousands of key teachers and community volunteers were trained. The effort, sponsored by the Department's Office of Juvenile Justice and Delinquency Prevention (OJJDP), touched every State through other components of the program.

This report summarizes a busy year. The organizations conducting OJJDP's 1984-85 national training and dissemination program were:

- American Bar Association (ABA) Special Committee on Youth Education for Citizenship, Chicago, Illinois.
- Center for Civic Education/Law in a Free Society (CCE/LFS), Calabasas, California.
- Constitutional Rights Foundation (CRF), Los Angeles, California, and Chicago, Illinois.
- National Institute for Citizen Education in the Law (NICEL), Washington, D.C.
- Phi Alpha Delta (PAD) Public Service Center, Bethesda, Maryland.

In addition, the Center for Action Research and the Social Science Education Consortium, both of Boulder, Colorado, principal co-investigators during an earlier evaluation stage of the effort, received subcontracts through NICEL to provide technical assistance during this past program year.

A brief background statement will help put this year's accomplishments in perspective. Since 1978, the Office has funded a national LRE effort. During Phase I of the program (1978-81), the national projects explored ways of promoting LRE in States and localities throughout the country. Working closely with legal, educational, governmental, and community groups, the projects helped initiate or strengthen LRE programs in all parts of the country.

OJJDP also conducted an intensive evaluation during that time. The evaluation was designed to identify those characteristics of LRE that contributed most to reducing delinquent behavior in young people. The evaluation revealed that effective teaching about the law and legal process could improve students' attitudes, help reduce delinquent

---

\*Data were collected in the States through July 31, 1985, in order to include summer training sessions conducted as part of this program.

behavior, and improve citizenship knowledge and skills.

Phase II (1981-83) built upon the exciting results found in Phase I. The program's emphasis shifted to refining the evaluation and making LRE a permanent part of school programs.

While the projects continued to offer technical assistance to States and localities, OJJDP's major goals for the second phase were: (1) to determine how to make LRE a permanent part of young people's educational experience (i.e., achieving institutionalization of school-based programs); (2) to maximize the involvement and support of professional and community groups; and (3) to expand the LRE evaluation by involving a larger sample of students and additional grade levels.

The 1984-85, Phase III, program emphasizes training and dissemination--reaching out to more people in more States. Since the national projects have learned how to carry out high-quality programs and mobilize grassroots community support, a relatively small Federal contribution will secure a substantial volunteer effort from the private sector as well as State and local government funding.

The 1984-85 program has been built around an OJJDP-approved "Master Plan for LRE." The plan involves each of the organizations, to varying degrees, in each of seven components of the training and dissemination effort. The seven components are:

- Target State Training and Technical Assistance
- Marketing and Support
- Informational Resources
- Program Development
- Nontarget State Assistance
- Assessment
- Coordination and Management

## Target State Training and Technical Assistance: Developing Model Programs

The centerpiece of the 1984-85 effort was the development, expansion, and strengthening of model LRE programs in 11 target States. We provided substantial onsite consulting to each State as part of a customized technical assistance package designed to meet the needs of participating communities. These States and their coordinators were:

## California

Todd Clark  
Education Director  
Constitutional Rights Foundation  
601 South Kingsley Drive  
Los Angeles, CA 90005  
(213) 487-5590

William Rinehart  
Associate Director  
Law in a Free Society  
Suite I  
5115 Douglas Fir Road  
Calabasas, CA 91302  
(818) 340-9320

## Colorado

James Giese and  
Barbara Miller  
Social Science Education  
Consortium  
855 Broadway  
Boulder, CO 80302  
(303) 492-8154

## Florida

Ron Cold  
Coordinator  
LEGAL/ELF Project  
Dade County Public Schools  
1450 Northeast Second Avenue  
Miami, FL 33132  
(305) 376-1951

## Hawaii

Elaine Takenaka  
Program Specialist-Social Studies  
State Department of Education  
Second Floor  
189 Lunalilo Road  
Honolulu, HI 96825  
(808) 395-8573

## Illinois

Carolyn Pereira  
Director  
Constitutional Rights Foundation  
Suite 730  
One Quincy Court  
Chicago, IL 60603  
(312) 663-9057

## Indiana

Connie Garriott Yeaton  
Coordinator of Law-Related  
Education  
3377 Woodland Place  
Columbus, IN 47203  
(812) 372-1866

## Michigan

Linda Start  
Michigan Law-Related Education  
Project  
Oakland Schools  
2100 Pontiac Lake Road  
Pontiac, MI 48054  
(313) 858-2008

## Nevada

Jim Bean  
Jim Bean Consulting Associates  
P.O. Box 3328  
Carson City, NV 89702  
(702) 883-9360

## North Carolina

Doug Robertson  
Citizenship Education  
Division of Social Studies  
North Carolina Department  
of Public Instruction  
Educational Building  
Room 255  
Raleigh, NC 27611  
(919) 733-3829

## Oregon

Marilyn Cover  
Oregon Law-Related Education  
Project  
Lewis and Clark Law School  
10015 SW. Terwilliger Boulevard  
Portland, OR 97219  
(503) 244-1181

## Tennessee

Dorothy Skeel  
Tennessee LRE Project  
Peabody Center for Economics  
and Social Studies Education  
of Vanderbilt University  
Box 320  
Nashville, TN 37203  
(615) 322-8090

The year-long effort began when teams from each of the target States met in Washington, D.C., in May 1984 for a three-day orientation conference. Working with the staffs of the national projects and OJJDP, the teams drafted plans of action and budgets. After consulting with planning committees in the States and carrying on further discussions with national project staff, they finalized their plans. Each target State received a \$10,000 subcontract to help conduct their activities. Most raised between \$40,000 and \$50,000 in matching money to complement the Federal seed funds. Appendix A summarizes funds raised in each State. Appendix B lists the private sector supporters for LRE.

Three major activities occurred in each target State: (1) one or more grassroots public-private partnership conferences; (2) a training of trainers seminar; and (3) a series of inservice workshops for teachers and resource persons.

## The Public-Private Partnership Conference (PPPC)

The PPPC's were designed to forge (or in some instances strengthen) alliances between public sector participants in LRE (teachers, administrators, elected officials, judges, and police) and private sector participants (lawyers, parents, community groups, and members of the business community). Most conferences were full-day meetings in the State capital or another large city. They offered workshops on various law-related curricular approaches, panels by distinguished legal authorities, and exhibits of exemplary curriculum materials. Many included keynote addresses by statewide officials, which gained LRE wide visibility.

### Program Highlights

Keynote speakers at the public-private partnership conference included:

- Illinois Governor James Thompson
- Indiana Governor Robert D. Orr
- Florida Attorney General Jim Smith
- California Superintendent of Public Instruction Bill Honig

"The possibilities for integrating law-related education into the classroom are endless. For instance, a teacher might use literature to explore law-related concepts. Or a class might visit a local court to talk with the judge and sit in on a trial. Then again, students might work with their teacher to draw up a classroom constitution.

"What do we hope to gain from these lessons? I believe we can expect a better appreciation among students for the laws which govern our society. We can expect our children to better understand the powers accorded to citizens in a democracy and the responsibilities they must shoulder in carrying out those laws and those powers if this great American democracy is to continue."

--Indiana Governor Robert D. Orr

"It's my belief that education is one of the most important functions of government in a free democratic society. Law-related education gives students an understanding of the system and their role in it, and helps our society remain free and democratic. Students need to learn more than "legal lingo." They need to know how and why the system functions and that they have responsibilities as well as rights under the law. Some of you may question why we want to add to the curriculum when many students are already weak in what we consider the basics. Why add another subject? The answer is simple. The law is basic education . . . part of our everyday lives, from birth to death."

--Florida Attorney General Jim Smith

The conferences were attended by teams of 7 to 10 persons from each community participating in the year's activities. A "public-private" team might include an elementary school teacher and principal, a high school teacher and principal, the superintendent of the school district, a judge, the president of the local bar association, the chief of police, the executive director of the local chamber of commerce, and the president of the PTA. Participants were extremely enthusiastic about the conferences.

"I never took a class I liked as much as I have Youth and the Law. What we studied was interesting and I learned a lot that should help me in the future. The best part though was that I got to think about things I'd never even thought about before."

--Student, San Juan Unified School District, California

"Today's students will face their own challenges. Indeed, they might well criticize and seek to change our present laws and institutions to meet their needs. Awareness of our past struggles for equality and knowledge of our current institutions will prepare them for their day of responsibility. The value of law-related education is inestimable."

--U.S. Senator Spark M. Matsunaga (D-Hawaii)

At the PPPC's, each community made plans for its LRE activities for the year. The plans included: inservice training of at least 10 hours for no fewer than 25 teachers and resource persons (this was a condition of participation in the program); presentations before local groups to develop awareness of and support for LRE; special events, such as mock trial competitions; and steps to involve school administrators and school boards in making LRE a permanent part of the system's curriculum.

### Training of Trainers Seminars

To conduct high-quality programs that would have a lasting impact on communities, it was necessary to increase local capacity to conduct programs. As a condition of participation in the program, each team had to designate one or two persons from its PPPC team to assume leadership and training positions back in their community. Most of these persons were experienced LRE teachers or curriculum administrators, although some lawyers and police chiefs served as local trainers.

The local trainers were brought together at least once early in the program year and provided with training by national project staff and statewide target State coordinators on the fine points of designing, implementing, supporting, evaluating, expanding, and institutionalizing LRE programs. Back in their communities, the local trainers organized and conducted the inservice training sessions (sometimes with onsite assistance from national project staff) and continued the process of nurturing the public-private partnerships.

"The training of trainers seminar has provided us with an invaluable resource--local program developers in communities throughout Michigan. We're going to continue to support this group and to add new trainers using our own funds in 1985-86."

--Linda Start, Michigan LRE Coordinator

### Inservice Training

Providing better educational programs for children requires training and support services for teachers and administrators and, in the case of LRE, for the volunteer resource persons from the justice system who provide a critical link in the instructional program. In each target State, 10 or more hours of training were provided to 25 or more persons at 10 satellite locations. Sessions included: the rationale for teaching young people about the law, lessons using various curriculum materials and instructional strategies, substantive sessions on the law, and a close look at the curricular fit between LRE and the courses already mandated in their school systems. Participants also received guidance from local trainers, statewide coordinators, and national project staff as they drafted lesson plans and practiced new instructional methods.

#### Program Highlights

\*More than 2,000 persons attended 21 public-private partnership conferences in the 11 target sites.

\*More than 400 educators attended the training of trainers seminars.

\*More than 4,000 teachers and resource persons received inservice training.

(These data are summarized in Graphs I through IV.)

### The National LRE Leadership Seminar

In addition to taking training and technical assistance to the target States, OJJDP sponsored one national training event. The eighth annual National LRE Leadership Seminar was held in Washington, D.C., in November in conjunction with the annual meeting of the National Council for the Social Studies. This seminar was initiated the first year of OJJDP funding and has proved to be one of the most important annual LRE events--approximately 150 leaders from across the Nation attend. The seminar is organized by the American Bar Association, and all national projects participate.

### Marketing and Support: Making Sure Our Message Is Heard Throughout the Land

The LRE master plan calls for the identification of a select group of national educational, justice, and civic organizations to increase their

awareness of and support for LRE. Because these organizations have diverse structures and functions, we varied our approach for each organization, selecting from the following options: securing resolutions of support; making presentations at annual meetings; preparing articles for publication in newsletters, magazines, or journals; encouraging the circulation of statements of support from national offices to State and local affiliates in the target States; and providing workshops at training institutes. While we worked with these organizations at the national level, we also encouraged our State coordinators to work with their State and local affiliates. This two-pronged approach broadened and deepened the natural community support base that exists for teaching young people about the law.

#### Program Highlights

By April 30, 1985, the following education, justice, and civic organizations had been involved in marketing and support efforts:

- American Bar Association
- American Justinian Society of Jurists
- Conference of Chief Justices
- International Association of Chiefs of Police
- International Juvenile Officers Association
- National District Attorneys Association
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National School Boards Association
- National Sheriffs' Association

"The Conference of Chief Justices recognizes the value of law-related education and encourages all States to implement such a curriculum, to the end that our youth will honor, defend and enhance a national heritage which fosters individual rights and responsibilities in a free society under law."

--from a resolution of support passed by the  
Conference of Chief Justices of the  
National Center for State Courts

### Informational Resources: Packaging LRE for Public Consumption

To support the dissemination effort, the master plan calls for the development of a public information brochure. This attractive three-color brochure provides the public with a practical, straightforward explanation of LRE--what it is, why it should be supported, and what it can do for the

Nation's youth--along with resolutions of support from leading national organizations. In addition to providing the names and addresses of the grantees, the brochure includes the toll-free number of the National Criminal Justice Reference Service, where staff provide basic information on LRE and refer callers to national project staff. More than 15,000 copies of the brochure have already been distributed.

In addition to the brochure, each grantee publishes its own brochure and newsletter, assuring considerable outreach. The American Bar Association's Special Committee on Youth Education for Citizenship continues its leadership in this area with the publication of the award-winning magazine, Update on Law-Related Education, as well as its newsletters, LRE Report and LRE Project Exchange. Both newsletters are distributed free of charge to a broad national audience. LRE Report carries news of LRE programs across the Nation; the spring issue regularly features a catalog of summer institutes for teachers. The Exchange, which is targeted to project leaders, focuses on topics of particular interest to program directors. For example, two recent issues provided guidelines for involving the community in LRE and discussed LRE's contributions to the "excellence in education" movement.

During the project year, the ABA/Youth Education for Citizenship staff made considerable progress toward completing a computerized data base that will contain current information about LRE programs, thus greatly enhancing our national clearinghouse services.

Throughout this year, ABA and Social Science Education Consortium (SSEC) staff worked to coordinate the informational resources of the grantees, compiling standardized packets so that each type of requester--teachers, attorneys, law enforcement personnel, and parents--would get a useful picture of the LRE field. SSEC staff collected each project's curriculum, annual reports, brochures, newsletters, and technical assistance papers for submission to SSEC's ERIC Clearinghouse, ensuring broad dissemination of the OJJDP effort.

### **Program Development: Opening a New LRE Horizon for Juveniles in Correctional Institutions**

Because the thrust of the year's effort was to disseminate proven models and materials, program development was of necessity a small--but exciting--component of the overall program. Under this component, we piloted LRE programs in juvenile corrections settings. These pilot efforts took place in California, Texas, and North Carolina. Corrections officials were very supportive of the pilot efforts and have encouraged us to expand our work in this area. In addition, the U.S. Department of Education has asked us to make a series of presentations on this topic at a national conference they are sponsoring on corrections education in the fall of 1985.

"Law-related education is essential to effective corrections education. The formal curriculum should include the study of our legal system and how it is administered, as well as the role of law in our society. In addition, volunteers from the courts and justice agencies should be invited to meet and work with young people in our institutions. Such an approach helps develop prosocial attitudes so vital to a reduction of criminal behavior in our nation."

--Allan Breed, Executive Director, National Council on Crime and Delinquency

### **Nontarget States: Reaching Beyond the Model Programs**

We also serve a broad national audience. Each grantee disseminates newsletters, responds to clearinghouse requests, and provides technical assistance by phone or correspondence. There was limited onsite assistance outside of the designated target States. During the program year, educators and justice system officials in New Mexico, Missouri, Oklahoma, South Carolina, New Jersey, and New York paid travel and expenses for grantee staff who provided them with specific components of the program for target States.

The national projects also made trips under this component to several nontarget State locations (Georgia, Iowa, Pennsylvania, Puerto Rico, and Connecticut) to determine if they could benefit from participation in the target State program in 1985-86.

### **Assessment: Determining How Well We Did**

A formal evaluation of the training and dissemination program was beyond the resources available to OJJDP in 1984-85. However, under the assessment component, we (1) gathered data on all target State activities and (2) conducted indepth telephone interviews with the target State coordinators to determine how the design and operation of the program could be improved for 1985-86.

Through this process, we got feedback from (1) target State coordinators, their staff members, consultants, and advisory committees; (2) participating school districts and their local LRE leaders; and (3) persons attending the public-private partnership conferences, training of trainers seminars, and in-service workshops.

The indepth telephone interviews confirmed that the State coordinators believed that the program was useful and that our technical assistance was invaluable. Coordinators agreed that a lower level of target State support should continue into a second year, with greater flexibility permitted in designing the continuation programs.

"The program has worked well; the quality of individual events has been good. (It was) especially helpful in creating networks and bringing new people into the program. We were able to mobilize community groups, to work actively on bringing them into the fold. (We were) never able to do this before."

--Ron Cold, Florida target  
State coordinator

"(The program) worked remarkably well. (It) allowed us to do things we could not or would not otherwise have done. (It) gave us the opportunity to reach out, to create a statewide advisory group. Without this program, we would have done 'shot-in-the-arm' sessions for LRE devotees (those already committed)."

--Carolyn Pereira, Illinois  
target State coordinator

## Florida

Annette Pitts  
Executive Director  
The Florida Law-Related Education Association, Inc.  
The Supreme Court Building  
Tallahassee, FL 32301  
(904) 681-6150

## Iowa

Deborah Strigenz  
Coordinator  
Iowa Law-Related Education  
Drake Law School  
Drake University  
Des Moines, IA 50311  
(505) 271-2233

## Pennsylvania

Beth E. Farnbach  
Executive Director  
Law, Education and Participation  
Temple University School of Law  
1719 North Broad Street  
Philadelphia, PA 19122  
(215) 787-8948

## South Carolina

Jack C. Hanna  
Project Director  
Ways of the Law  
South Carolina Department  
of Education  
2712 Millwood Avenue  
Columbia, SC 29250  
(803) 758-7301

## Utah

Nancy N. Mathews  
Project Director  
Utah Law-Related Education  
Project  
250 East Fifth South  
Salt Lake City, UT 84111  
(801) 533-5891

In addition to continuing the other components of the program, the project plans to increase its emphasis on informational resources by producing a filmstrip or slide show and an expanded project brochure.

For additional information on this project, contact:

Lee Arbetman  
Coordinator  
Suite 401  
605 G Street NW.  
Washington, DC 20001  
(202) 624-8217

## Coordination and Management: Keeping the Ship on Course

To assure efficient coordination, we have an executive committee comprised of one voting member from each of the five grantees as well as a representative of OJJDP. The committee meets at least quarterly. Representatives from the two subcontractors have at times been invited to attend, make presentations, and discuss issues, but not vote.

In charge of day-to-day management of the overall program is the deputy director of the National Institute for Citizen Education in the Law, Lee Arbetman. As coordinator of the national program, he represents the project to OJJDP and other national organizations, plans for and facilitates meetings of the executive committee, circulates appropriate information to members of the committee and to the target State coordinators, and assures that the various components of the project operate in a timely and efficient manner.

## The Plan for 1985-86

Based on the success of the 1984-85 training and dissemination program, OJJDP has instructed the grantees to continue to support and provide assistance to the original target States and to add new States within the limits of the funding available to the grantees. Before the end of the first year, the national project received commitments of participation from six new States. These States and their coordinators are:

### Connecticut

Denise Merrill  
LRE Coordinator  
State Dept. of Education  
Box 2219  
Hartford, CT 06145  
(203) 248-8827

# Appendix A

## Summary of Funds Raised in 1984-85

State	Target State Financial Support					TOTAL (a+e)
	a. OJJDP	b. School Districts	c. Other Public Sector	d. Private Sector	e. non- OJJDP (b+c+d)	
Florida	10,000	11,023	9,864	10,600	31,487	41,487
Colorado	10,000	17,280	-----	10,000	27,280	37,280
Illinois	10,000	36,080	4,900	16,100	57,080	67,080
Michigan	10,000	4,500	-----	58,576	63,076	73,076
Indiana	10,000	6,340	6,400	147,650	160,390	170,390
Hawaii	10,000	72,700	26,000	4,000	102,700	112,700
North Carolina	10,000	10,598	-----	-----	10,598	20,598
Tennessee	10,000	19,320	-----	16,840	36,160	46,160
Nevada	<u>10,000</u>	<u>23,302</u>	<u>31,600</u>	<u>3,450</u>	<u>38,350</u>	<u>68,350</u>
Nine State Totals*	90,000	201,141	78,844	267,216	547,121	637,121
Average Contribution by Category	10,000	22,349	8,760	29,690	60,791	70,791
Projected Contributions for All 11 States**	120,000	268,188	105,120	356,280	729,492	849,492

\* Information had been received from 9 of the 11 target States, as of January 6, 1986.

\*\* California received \$20,000 and was required to conduct twice as much training activity.

---

---

## Appendix B

### Private Sector Support for This Program

---

The national nonprofit organizations conducting the training and dissemination program gratefully acknowledge the invaluable financial support received from the following private-sector organizations (this is a partial list).

American Medical Int'l, Inc.  
Arthur Andersen & Company  
Atlantic Richfield Company  
AT&T Foundation  
Bank America Foundation  
Broadway Department Stores  
California Community Foundation  
Chevron, U.S.A.  
Exxon Corporation  
FMC Corporation  
First Interstate Bank  
General Telephone Co. of California  
Getty Oil Company  
Gilmore Foundation  
G.W. Jenkins Foundation  
Hechinger Foundation  
International Paper Company Foundation  
Lazard Freres & Co.  
Lockheed Aircraft Corporation  
Los Angeles County Bar Foundation  
Los Angeles Dodgers, Inc.  
Mobil Corporation  
Molner Foundation  
Pacific Bell  
Pacific Mutual Life Insurance  
Paramount Pictures Corporation  
Plitt Theatres  
Prudential Insurance Co. of America  
Rotary Club of Los Angeles  
Santa Anita Foundation  
Times Mirror Foundation  
Times Publishing Co.  
Transamerica-Occidental Life Insurance Company  
TRW  
Satellite Business Systems  
Texaco Philanthropic Foundation  
Wasserman Foundation  
West Publishing Company  
W.M. Keck Foundation

In addition, the program in the 11 target States was aided substantially by financial, personnel, and in-kind contributions from State and local departments of education, criminal and juvenile justice agencies, law enforcement organizations, court systems, and other public

Graph I  
Events Conducted

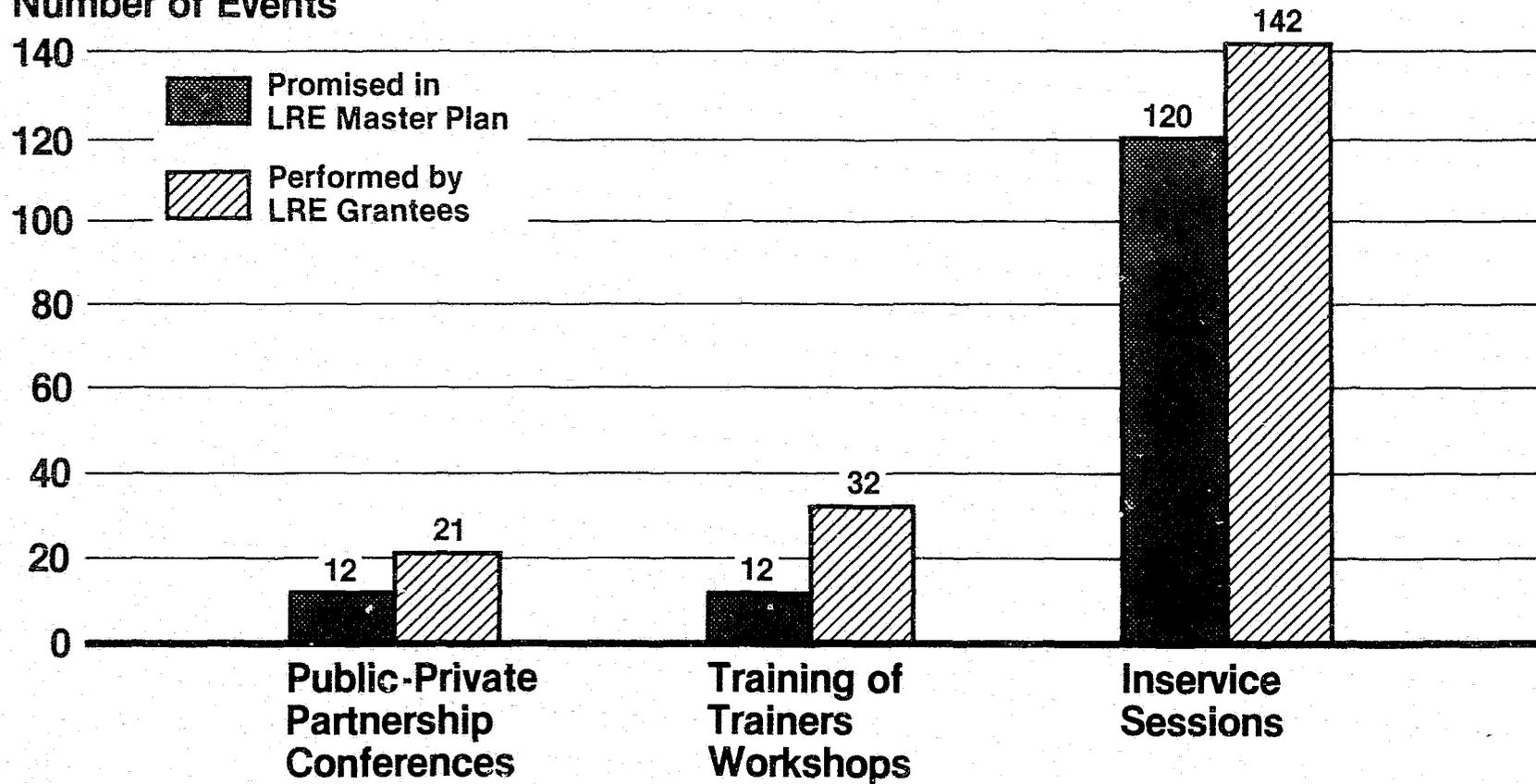
# OJJDP/Law-Related Education Training and Dissemination Project

(1984 - 1985 Academic Year)

## *"Promise and Performance"*

### I. Events Conducted

Number of Events

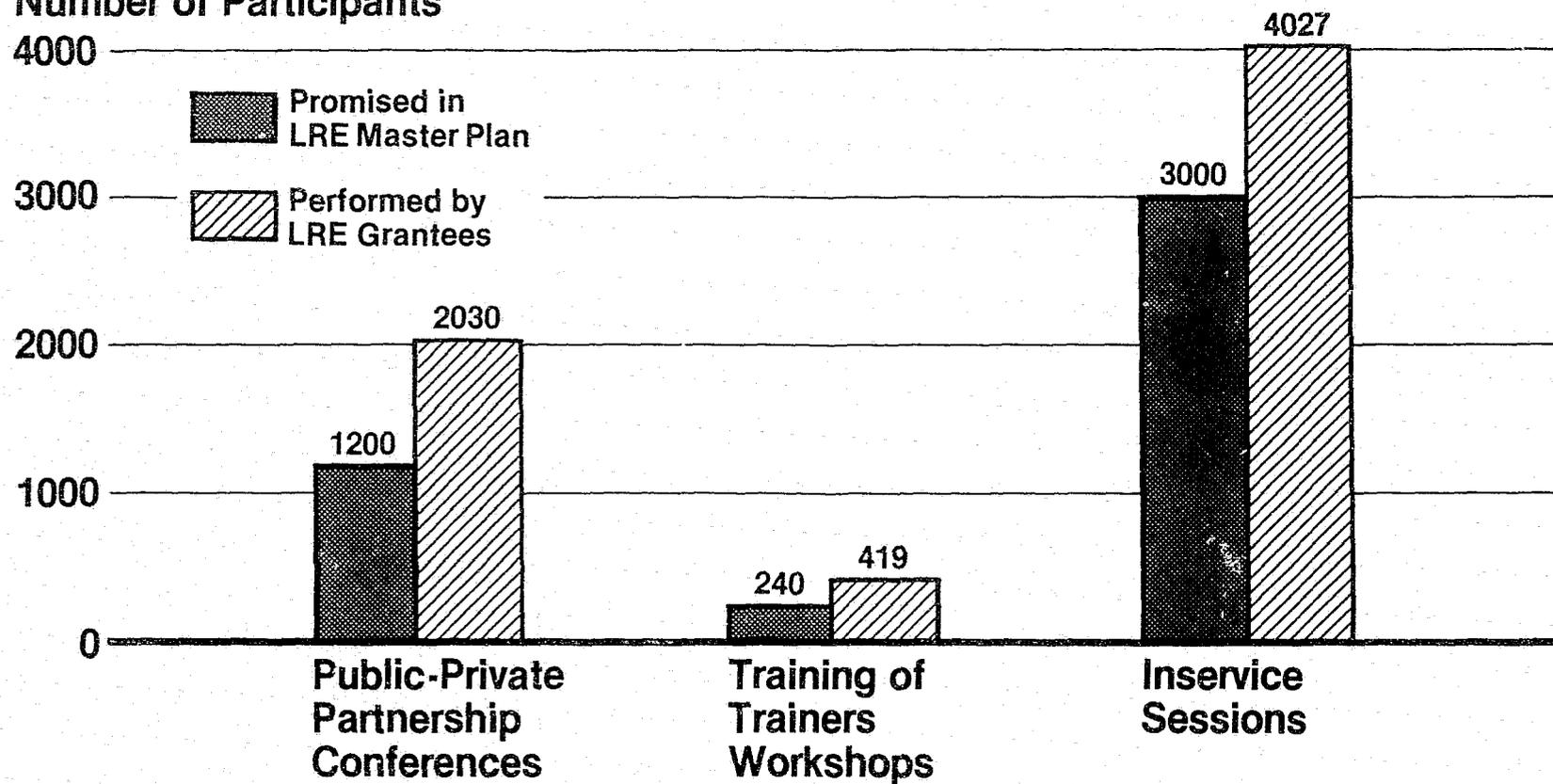


## OJJDP/Law-Related Education Training and Dissemination Project (1984 - 1985 Academic Year)

### *"Promise and Performance"*

### II. Participants Attending Events

Number of Participants

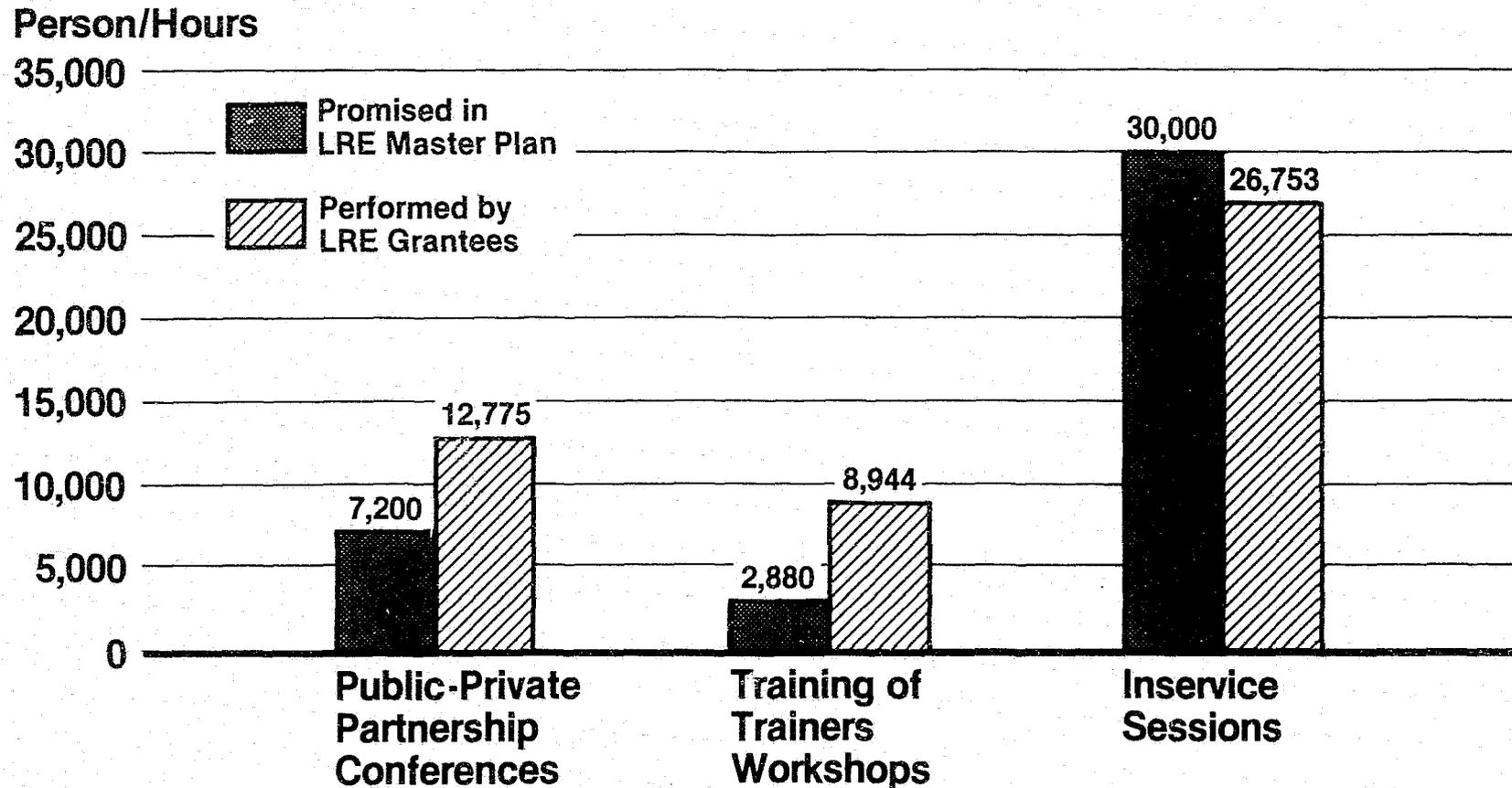


## OJJDP/Law-Related Education Training and Dissemination Project

(1984 - 1985 Academic Year)

### *“Promise and Performance”*

### III. Hours of Training

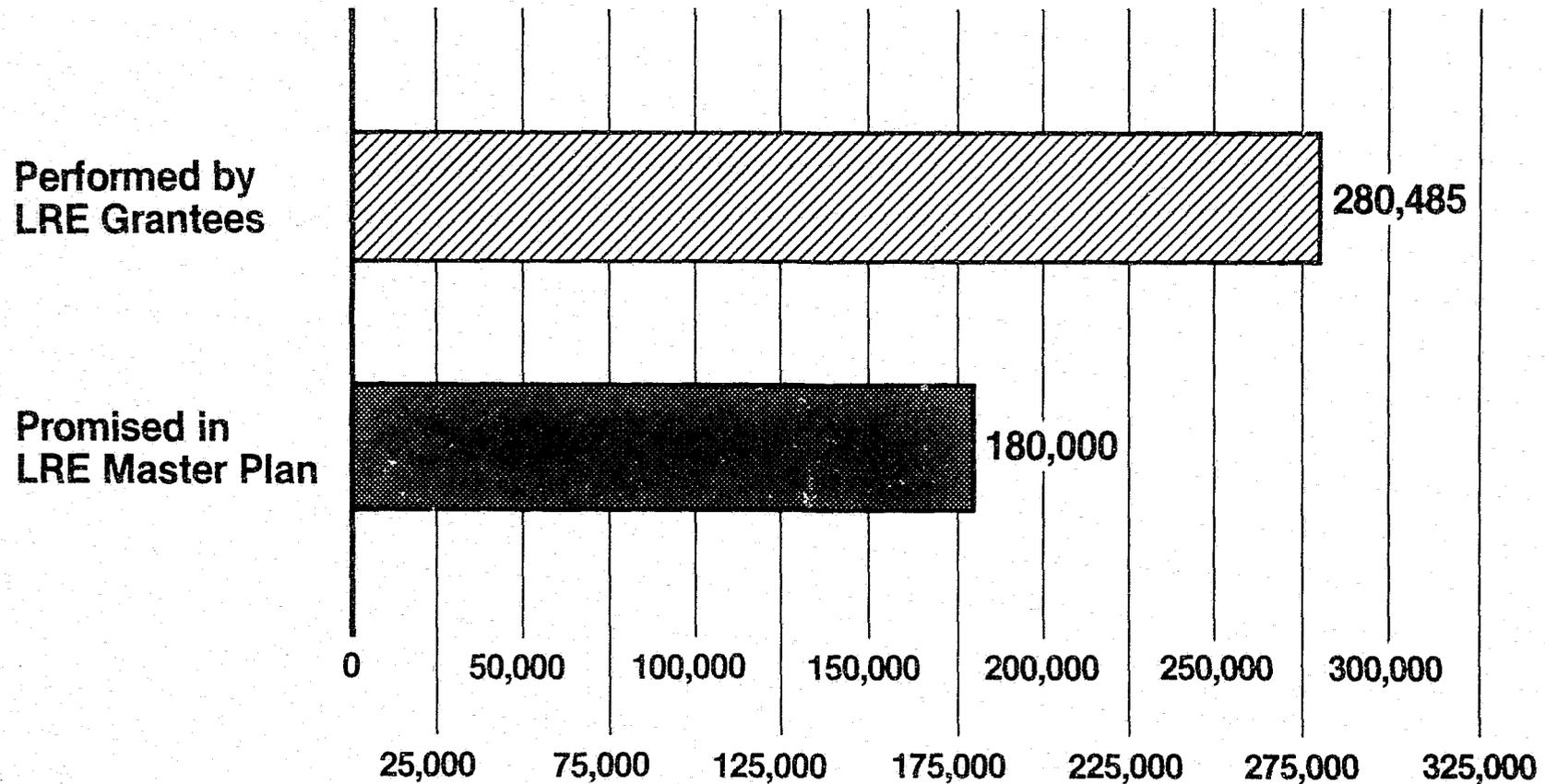


## OJJDP/Law-Related Education Training and Dissemination Project

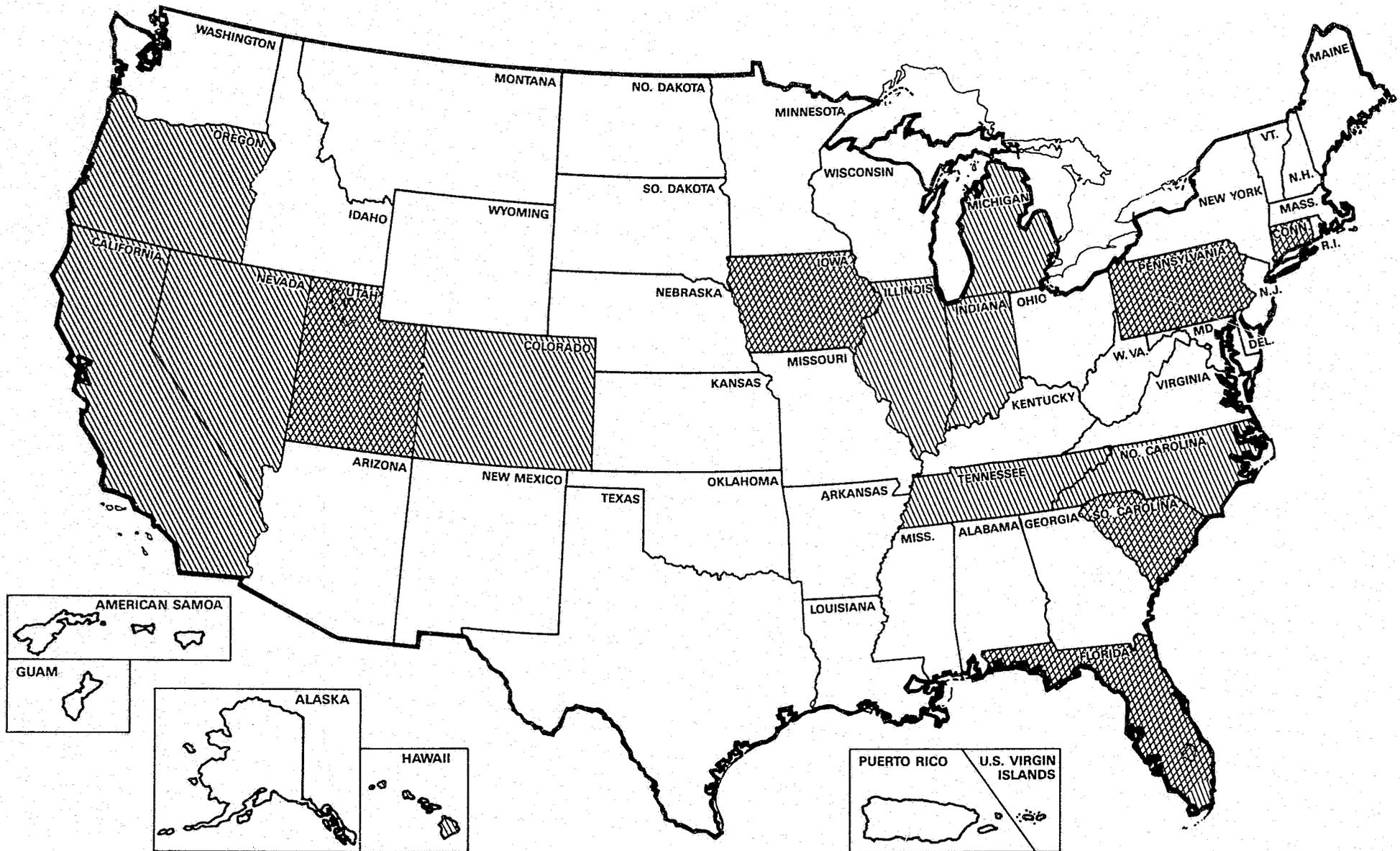
(1984 - 1985 Academic Year)

*“Promise and Performance”*

### IV. Impact on Students



# Target States Participating in the OJJDP LRE Program



1984-85

1985-86