City of Milwaukee Common Council

Final Report

October 2015

THE MKE PEACE PROJECT
FINAL REPORT

City of Milwaukee, Wisconsin
October 2015

Report reviewing and evaluating finalists of the 2015 MKE Peace Project, including an overview of the project and the scoring of finalists on creativity, feasibility, sustainability and impact.

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TABLE OF CONTENTS

I. INTRODUCTION 4

A. What is the MKE Peace Project? 4

B. The Submission and Selection Process 6

II. FINALISTS 10

A. High Schools: North 10

B. High Schools: South 12

C. Middle Schools: North 15

D. Middle Schools: South 18

III. EVALUATION 21

A. The Rubric 21

B. Final Scores 23

IV. CONCLUSION 24

V. APPENDIX 26

I. INTRODUCTION

A. What is the MKE Peace Project?

Project Objectives

The MKE Peace Project (MPP), developed by Common Council President Michael J. Murphy in collaboration with members of the Common Council, challenges youth in the central city of Milwaukee to initiate, at a group level, an assessment of the factors that contribute to violence in their neighborhoods and to provide solutions to the problem. At its core, the MPP goal is simple: to promote youth dialogues around violence prevention.

The Common Council believes that in order to imagine and promote peace in Milwaukee, youth must be actively involved in decision-making. However, simply talking about problems is not enough. By simultaneously challenging youth to provide solutions to the problems they identify, the MPP asks them to envision the opposite of the violence around them – they are challenged to imagine peace.

At its core, the MPP goal is simple: to promote youth dialogues around violence prevention.

The MPP is a fresh approach to achieving peace and justice in Milwaukee, challenging youth to identify and solve problems in their community. Specifically, the objectives of the MPP are to:

- Allow Milwaukee youth to identify their own neighborhood challenges and opportunities for community safety and advancement.
- Provide Milwaukee youth with an opportunity to represent and advocate on behalf of their own generation and their own neighborhoods to influence public policy, especially as it relates to violence prevention.
- Provide Milwaukee youth the space to voice concerns in local affairs.

The MPP Challenge

To be eligible to participate in the MPP, students meeting the eligibility requirements described on page 6 and following were asked to organize into teams of 2 to 3 students.

Students were presented the following challenge:

- *Problem*. In fewer than 2 sentences, identify a leading cause contributing to violence in your neighborhood or school. (What is causing violence in your neighborhood or school?)
- *Solution*. In fewer than 200 words (1/2 page), provide a solution to the problem your team has identified. (What is your idea for improving your neighborhood or school?)
- *Impact*. What impact will this solution make in your neighborhood? (For example, why is this needed in your neighborhood and how do you know it will make a difference?)

B. The Submission and Selection Process

Determining the Target Population

To identify at-risk youth eligible for participation in the program (particularly those individuals 18 and younger still connected to positive systems in their communities), the Milwaukee Police Department's (MPD) Office of Management Analysis and Planning (OMAP) mapped violent crime perpetrated by youth 24 years of age and under in 2014. Violent crime included homicide, robbery and aggravated assaults. OMAP also mapped the victimization of the same age group. In turn, the Legislative Reference Bureau used the maps to identify 45 MPS high schools and middle schools eligible for participation in the MPP (see map, page 7). The MPD maps and a list of the 45 schools can be found in the appendix on page 26.

As the purpose of this initiative is to reach youth still connected in some way to positive systems, the challenge was also extended to youth meeting any of the following conditions:

- Living in the zip codes where the schools are located.[1]
- Attend one of the youth-oriented community-based organizations (CBOs) identified in this document.

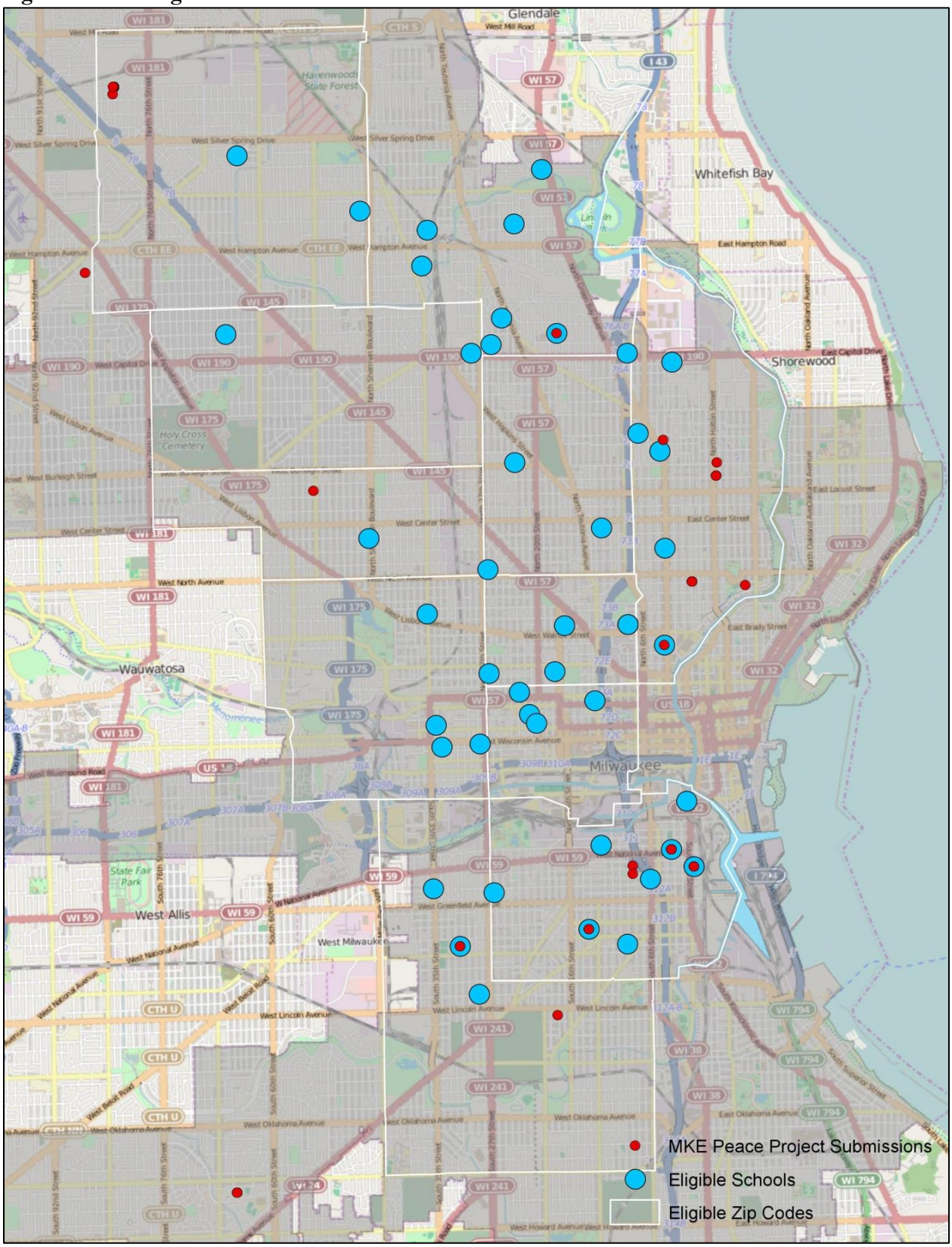
Organization

The MPP was further refined to facilitate the development of diverse proposals from across target areas. For instance, the causes of and solutions to violence may vary depending on a number of influences, including geographic location and socio-economic status. Because of this, submissions to the MPP were divided into the following categories:

- *Geographic:* Analysis and selection of finalists were classified by the geographic patterns established through the City of Milwaukee's Promise Zone (located on the North Side) and the Children's Zone (located on the South Side).
- *Education Level.* Within each geographic area, submissions were divided by level of education (high school or middle school).

[1] These include the following ZIP codes: 53204, 53205, 53206, 53208, 53209 (City of Milwaukee addresses only), 53210, 53212, 53215, 53216, 53218 and 53233.

Figure 1. MPP Eligible-Areas and Submission Locations.*



*Multiple proposals may have been submitted from each identified location.

Outreach Efforts

To reach out to eligible youth, the Common Council held a press conference on May 5, 2015, at City Hall. A number of stakeholders were present, including Common Council members, representatives from Milwaukee Public Schools (MPS) and various CBOs, including members of the Beyond the Bell group. In addition, the MPS Office of the Superintendent invited President Murphy to present information to principals of eligible MPS schools, and the following CBOs were notified of and agreed to participate in the initiative:

- *North:* Running Rebels, Northcott Neighborhood House, Boys and Girls Clubs, and COA Youth and Family Centers.
- *South:* United Community Center (UCC), Journey House and the Milwaukee Christian Center.

"Today we are giving our youth a voice to advocate on behalf of their generation, their neighborhoods and their city."

Common Council President Michael Murphy at the May 5 MPP press conference

Selection of Finalists

All submissions were required to include the first and last names of participants, their school names and grade levels, and contact phone numbers. The submission deadline was originally May 21, 2015, but was extended to June 5, 2015. Students could submit their proposals by any of the following methods:

- To their school principal's office.
- Through an online form at www.city.milwaukee.gov/mkepeaceproject.
- Through one of the participating CBOs identified above.
- Via email to the local Council member office.

Submissions were collected between Friday, May 22 and Tuesday, May 26 and given to the Milwaukee Youth Council for review. The Youth Council graded all submissions, and the 20 proposals with the highest grade (10 middle school and 10 high school) were provided to a 6-member finalist panel for further scoring. The panel consisted of Mayor Tom Barrett, Common Council President Michael Murphy, Chief Ed Flynn, and Aldermen Ashanti Hamilton, José Pérez and Russell Stamper, II.

Using the panel's grades, 3 winning teams within each category were selected (3 teams from high schools and 3 teams from middle schools from the North Side; 3 teams from high schools and 3 teams from middle schools from the South Side).

Winners of the MPP challenge were announced in June, 2015, and a press conference was held on June 26. Details on the 11 finalists selected (one submission was disqualified) can be found on page 10 and following, with the LRB's analysis of these submissions on page 23.

Prizes were offered to MPP finalists, including Summerfest tickets and a one-day Milwaukee County bus pass to get to and from Summerfest. In addition, for every individual on a team with a winning submission, the prize package included:

- Four tickets to a Brewers game, with a pre-game ceremony congratulating their success.
- Four tickets to a Bucks game, with a half-time ceremony congratulating their success.
- One ticket each to the Milwaukee Public Museum, Discovery World and the Milwaukee County Zoo.

Finally, thanks to a partnership with the Council President's Office, Clear Channel Outdoor is currently posting pictures of winners and quotes on electronic billboards in parts of Milwaukee.

II. Finalists

A. High Schools: North

Proposal HS9: Raymona C., Zuriah H., Rodneisha T.

Problem: We feel the lack of education because of failing schools is one cause of violence in our neighborhoods. Without the proper education, youth are not wise or smart enough to make proper decision or think correctly through potential violent situations.

Solution: One of our solutions to the problem includes providing our youth with more programming in neighborhood centers such as the Holton Youth & Family Center. A lot of the programming we participate in here focuses on conflict resolution, making better choices and learning how to be a more productive person in your community. This type of programming is our "real life" and it relates to what teens actually go through on a daily basis. They [the Holton Youth and Family Center] also help youth learn how to give back to their communities and neighborhoods, exploring entrepreneurship and placing more focus on preparing for college or employment.

We need more structured education placed in neighborhood schools and more money placed in the arts and music programs at these schools, and youth programming at the neighborhood centers. We also must continue to voice our opinion and rights by writing our Governor and Alderman on how the failing school systems severely impact the youth in our neighborhoods. Many youth cannot read or write properly, limiting job and college options. When we as youth fail in school, this causes for more free time and more time for neighborhood violence. We need to urge more parents to become involved in their child's education and future not only when we are young but in the ages of high school as well.

Impact: Our biggest hope would be for our neighborhoods to change back to a time our parents speak about when youth showed respect to the neighborhood home owners and our elderly. Store owners and youth respected each other because the parents were more involved. Youth took more pride in showcasing their talent at neighborhood events instead of negative things on social media. Better education and more neighborhood programming will impact the neighborhoods in a good way, resulting in more positive youths we can celebrate and share instead of the violence we hear about daily. With a new respect for the people in our neighborhood and ourselves, we can in turn change the neighborhoods for the better.

Proposal HS13: Damontra D., Zoe J., Nicole N.

Problem: We believe that unkempt abandoned/foreclosed properties and excessive amounts of litter cause crime in our area. We base this off of the "Broken Windows Theory" introduced by James Wilson and George Kelling.

Solution: We identified several solutions to the issues of excessive litter and unsightly abandoned homes or vacant buildings. We first would like to propose neighborhood cleanups geared toward youth groups. If the youth can be reached early through this initiative, good habits could be created to last lifetimes.

Secondly, to change the perception of boarded-up windows, untamed yards, and abandoned property teams could be created to maintain these properties. This would include cutting grass, picking up trash, and disposing of unwanted items properly. The Broken Windows theory suggests that fixing problems when they are small could lessen further damage. For example, if litter was cleaned up every day, the tendency is for littler not to accumulate or for the rate to be much less.

We think this would help reduce violence as well because people would actually care about the neighborhood. There would be fewer places available for people to go to use drugs, sell drugs, or commit violent acts. Criminals wouldn't think that the buildings were empty and would be less likely to utilize them. We understand that there are initiatives similar to the ones we have proposed, but they may not be very well-known.

Impact: Beautifying this area through clean-ups and small acts of kindness will hopefully get the people that work here and live here invested in the community. There will be less property damage, the area will be cleaner, and less criminal acts will be committed. In other words, the area will be safer for everyone. Spreading word about existing initiatives and future ones sparked by our idea would greatly benefit the community and hopefully the entire city; that's the goal.

Proposal HS32

Disqualified: Applicant exceeded the MPP's age threshold.

B. High Schools: South

Proposal HS1: Dalahi L., Nancy R.

Problem: One thing that we think is causing violence in our neighborhood is individuals not having an outlet to deal with the emotion of anger. Some of the things we believe that lead to anger is an absent parent, sexual/physical abuse, family members under the influence of drugs and bullying within and outside of the home.

Solution: Our solution to this problem is H.E.R.O.E.S. "Helping to Ensure Resources & Opportunities for Everyone's Safety". We envision a group of people, at least two individuals from local community agencies such as UCC, Journey House, Running Rebels, Milwaukee Christian Center, COA, UMOS and Urban Underground, to conduct home visits in high crime areas. In doing so, this group of H.E.R.O.E.S will be able to offer resources and opportunities to help meet the desperate needs of our neighbors in high crime areas within our community.

Impact: Our neighborhood will be better because people will have more support and resources to learn how to manage and deal with the emotion of anger. When people have outlets and resources, they are less likely to turn to violence. This will make the community a safer place to live in and everyone benefits greatly.

Proposal HS26: Isabel C., Michelle R.

Problem: There is a growing lack of trust between our community and police forces. Whether through social media, the community or at home, youth are observing and processing events that depict police as "bad people."

Solution: There needs to be more communication between our communities and the police force that serves them. We need to humanize the police through children's eyes, and humanize youth of color in the eyes of police. To do that, we believe that police should interact more with young people. They should focus more on the similarities of one another, instead of the differences, to let them know that police are just like us: allies, not enemies.

While they interact, the police will not wear their uniforms because that can intimidate young people. Police will gradually tell the children what they do for the community on a personal level later on. Also police should listen to what the youth have to say, their story. The setting will be at an enjoyable environment where kids like to be: parks, art class, Arts@large, after school programs, a picnic, or the officer could even be a lunch buddy to the students. The police that participate could receive some sort of incentive or bonus.

Impact: Our goal is to create a bond between the police and the youth by volunteering where youth enjoy their time. It is important that we can rely on one another, and not fear one another. This program will break down false stereotypes that exist between the two groups. As a community, we should feel comfortable around police. Not only should police teach kids about their job, but also what their job means to them and how it made them who they are. This will make a difference for the new generations by creating a better image of what our community could be like in a more peaceful Milwaukee. As Martin Luther King said, "Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal."

Proposal HS12: Chamar L., London R.

Problem: We believe what is causing the violence is poverty and the lack of income opportunities. Gangs are having a huge impact on violence in the neighborhoods and schools because they give the impression that there is some financial benefit from joining.

Solution: The solution for this problem can start with offering workshops to all young adults who are in high school and just finished high school. These workshops will offer training on creating budgets, financial literacy, learning to invest and understanding the stock market. Financial compensation for attending these workshops can be just the incentive that is needed to keep them engaged. Giving them real life situations and helping them learn how to problem-solve with real life resources can help them understand better the opportunities that are out there and how to reach them.

Impact: The impact that this can have is a multiple-tier effect. First, it will give them the financial income that they so desperately need. Second, while being there it will give them the knowledge that they haven't received in the home. Third, it will help them realize how to be resourceful. When all of these things happen, our communities become stronger and the support becomes more attainable. The knowledge that is learned through these workshops can then be shared in their homes and with their friends. We must teach them how to create wealth instead of wait for it to magically appear!

C. Middle Schools: North

Proposal MS6: Terry M., Alicia W., Kelise W.

Problem: We believe that the primary factor that leads into the violence of this city is the lack of positive role models. The lack of role models tends to put the youth at risk of negative behavior, such as gangs, since they do not have anyone to show them the correct way.

Solution: We would like to address this problem by using C.O.A.L.S. (Community Offering Affectionate Leadership to Students). After we have established the COALS group in local communities, we can begin workshops to keep students active so that they will not only be productive, but also receive training to become role models.

The COALS group will take place in the summer around the community and in and around St. Marcus Lutheran School. COALS will be run by Mrs. Keya Shumpert, an associate of St. Marcus, that is deeply rooted in the community. It will be for boys and girls from the age of 10 to 15. We will get youth involved by going door to door and telling them about COALS, and also spreading it through social media and our friends.

Impact: COALS gives the youth something to do so they won't be involved in negative behavior. COALS provides a positive environment for youth in a city that lacks such places. The community will come closer with each other becoming a part of one single body; we will all be more understanding with the help of COALS.

Proposal MS3: India J., Gianna M.

Problem: The main reason for violence in Milwaukee is anger and envy. People are enraged about themselves and their lives and are taking it out on each other.

Solution: An excellent solution for our proposed problem is giving people therapy and getting them into different physical activities like dance and basketball. This will fix the problem by letting people release all their anger and maybe previous pain by doing something proactive. The "Turn Up for Peace" project will take place at either the YMCA or the King Center during the summer time every day except Sundays.

A part of the program will allow trustworthy ex-convicts and people who are on parole to give advice and help the youth see that what they are doing will affect them negatively later on in life. The youth will want to get involved because they will be able to go to the YMCA or the King Center to clear their heads and get advice from people who were out in the streets doing the same thing that the young children are doing now and is leading them down the wrong path. If we see improvement on what they're doing and how they are reacting to a situation, then they will receive an incentive or a prize.

Impact: Now comes the most important and best part of all...THE IMPACT! We feel that anger and envy are key reasons for so much violence. If we can get as many people and children as possible to "Turn Up for Peace" and "turn down for violence" our world would be great. This program gives people of all ages a chance to release all anger and any problems they might have in a fun, yet proactive way. This program will give people the chance to make new friends and meet new role models who they can look up to for advice and positive influences. As Joshua 1:9 says, "Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go."

Proposal MS21: Lanieja H., Alayjha P.

Problem: A big problem in our neighborhood is negative influences. Negative influences can come from music, tv, family, or friends, and they can lead to gangs, fighting, homicides, or even suicides. There are lots of ways to solve this problem, but we're going to talk about just one.

Solution: One idea for a solution is that we could redecorate abandon homes, and use them for abandoned home programs. In the programs, we could encourage people to get involved in different sports and activities. We can also have police officers, counselors, and volunteers there to teach people positive things and to make a difference in the world because we are the future.

Impact: We think this would make a big impact because it will keep people busy, instead of doing illegal things. If we use the abandoned houses for the programs there will be no more boarded-up homes. This is needed in our neighborhood because there's lots of violence and there are many abandoned homes in Milwaukee.

D. Middle Schools: South

Proposal MS15: Israel C., Juan F., Donovon P.

Problem: A major cause of violence in our Milwaukee neighborhoods is lack of motivation to focus on positive things. Too many people focus on the negative: drugs, crime, unemployment, bullying. Most times these things happen because people are dealing with negative perceptions of themselves, so they get angry and lash out at other people around them.

Solution: In Milwaukee we see many kids every day in the streets and doing things that they are not supposed to be doing: dealing drugs, smoking drugs, fighting, vandalism, disrespecting others. Every neighborhood needs to have a community center where we would focus on motivating families (kids and adults) to give them the help that they need or what they want to have in order to become a better student and community member. This would include: counseling for family problems, tutoring for school assignments, job skills and GED training, help with housing and food problems.

We would first start off by hiring teachers that are willing to give tutoring to all subjects and focus on the basics on the subject. This Community Center would also have a gym for after schools activities for an open gym to the neighborhood it is in, but it will also be open to the City of Milwaukee. This would provide a safe place for the community to de-stress and bond during positive activities.

Impact: If this city follows through on what we have requested, there would be a lot of positives involved with this solution. One being that people who are having problems, whether it's personal or just educational, those people will get the help that they need. Also if we do these solutions, the community will have a better and easier chance of coming together and getting involved with decreasing violence in Milwaukee. There are many positives that can come out of just one idea. We want our city to stand among others in showing that we can be a city that bends the barriers and can change the face of this world. We, as a city, need to change the world in our own strong way.

Proposal MS16: Fernando A., Natalia G., Bryan P.

Problem: One of our concerns in our neighborhood is the increasing illiteracy rates among our young kids and adults. We believe being unable to read increases the amount of violence that happens in our community.

Solution: Our team came up with the idea to promote the importance of literacy. Our team planned, organized, and offered a Literacy Family Night at our school. During our Family Night we promoted the importance of reading and how knowing to read helps everyone get better jobs and careers. We provided families with literacy activities that focused on specific reading skills/strategies. Families were given the opportunity to do the activities during our event and copies were made available for them to take home to continue practicing the reading skills/strategies at home.

Families also participated in writing activities that correlated with the reading skills. All activities emphasized the Common Core State Standards. Families were able to take home new and gently used books to help them begin and/or increase their home libraries. All books were made available to them free of charge. Finally, families were provided with information on community organizations that offer help with reading.

Impact: This idea will impact our community because we know that if illiteracy rates decrease then the crime rate will go down in our community, too. Within the last 2 weeks we had two code reds in the same week because there were shootings outside around our school. We know the better people can read the more opportunities they will have in their lives. They will be able to get a job so they won't have to turn to crime. Our community will then be a safer place to live in and go to school without being scared.

Proposal MS17: Samaya G., Ricardo M., Marelyn R.

Problem: One thing that is causing violence in our neighborhood is the people in community destroying gardens that are not being taken care of. I think that they see that if they don't see that they are being taken care of, the community will look at it as no one cares why should they.

Solution: The first step we took to come up with a solution to this problem was to walk around our neighborhood and check out a few of the gardens that haven't been taken care of or have been destroyed by the community and talk about what we need to do to clean them up and to make them welcoming again. We wrote donation letters to Home Depot, Walmart, Target, Menards & Stein Garden & Gifts asking for donations to help start our service project.

We received replies from Menards, Home Depot, Stein Garden & Gifts & Parents and they donated the supplies we needed to restore the gardens to make them look welcoming again. We also made flyers to send home to our parents because they are part of our community asking for their help to come out and join us to restore the gardens.

Impact: We think that by restoring these gardens that are in different locations around the neighborhood, the community might see how much work we took to clean and fix it up and maybe they will come out throughout the summer and help us take care of them. Maybe seeing the work they see us do, they might rethink how to create their very own garden at their home and may not decide to destroy them either. The neighborhood might be interested in helping out and may keep an eye on the gardens to make sure no one comes and destroys all the hard work that was done. It might make them start caring about their neighborhood.

III. EVALUATION

A. The Rubric

MPP finalists were rated using the rubric provided on page 22. The rubric scores proposals in 4 distinct categories: creativity, feasibility, sustainability and impact. Each category is broken down into 3 sub-sections, each worth a possible 4 points for a total of 48 points. The final scores for each proposal are provided in the Table 2 on page 23.

Creativity

Finalists were scored in this category based on the presentation of their ideas, the originality of the ideas and whether any supporting details were provided.

Feasibility

To determine feasibility, each proposal was rated on its anticipated cost, the timeframe for implementation, and whether any evidence or examples of similar successful programs were provided.

Sustainability

The general sustainability of each proposal was determined by rating each idea's anticipated ongoing costs, whether it builds capacity in community resources and its potential adaptability to change.

Outcomes

Finally, proposal outcomes were scored based on how well they articulated the scope of the idea (that is, the number of persons impacted), how well the proposal might be monitored and evaluated, and the overall impact of the proposal based on provided solutions.

"It is vital that we create safe spaces for our young people to be heard and for their ideas to be listened to and acted upon."

MPS Superintendent Dr. Darienne Driver at May 5 MPP press conference

Table 1. MPP Proposal Evaluation Rubric.

Topic	1: Poor/Incomplete	2: Acceptable	3: Target	4: Exemplary
Creativity				
Presentation of Ideas	Proposal lacks a central point; specific problem not identified	Central point/problem statement superficial or inconsistent	Clear, well-developed central point; a specific problem is identified	Central point/problem statement uniquely developed & distinct
Originality & Imagination	Proposal lacks creativity	Commonplace ideas and expected usage	Some imaginative ideas and elements	Displays complex, innovative & insightful ideas
Reasoning & Support	Idea vague; no supporting details provided	Idea mostly formed but lacking specific supportive details	Ideas are clearly stated; some justification provided	Ideas clearly stated, with supportive details & justification provided
Feasibility				
Timeframe	Unknown or will be difficult to implement in a reasonable time	Significant initial & ongoing planning & support required	Requires modest initial & ongoing planning & support to implement	Could implement immediately or has been implemented
Initial Cost	High or unknown implementation cost	Moderate upfront implementation cost	Minimal upfront implementation cost	Little to no upfront implementation cost
Evidence & Examples	No evidence or comparable projects or ideas provided	Provided examples or evidence are vague	Cursory evidence or examples of successful similar ideas provided	Idea based on specific established ideas or example programs
Sustainability				
Ongoing Costs	Requires significant investment of new, ongoing resources	Requires ongoing support from existing resources	Ongoing costs are minimal	No ongoing costs; idea enhances existing resources
Capacity Building	Partnerships & collaborations unlikely	Community partnerships possible, but not clearly defined	Idea works with existing community resources	Idea builds new or enhances existing partnerships
Adaptability	Unknown or idea is not adaptable or replicable	May be adaptable; shows minimal longevity or replicability	Idea is adaptable; shows near-term feasibility/replicability	Idea demonstrates long-term adaptability or replicability
Outcomes				
Scope	Scope of impact not clearly defined or demonstrated	Idea is likely to serve a limited number of individuals	Idea likely to serve a modest number of individuals	Idea broadly applicable; impact beyond program participants
Impact	Idea is not reasonable or the solution offered is vague or unrealistic	Idea is realistic but the expected impact is ill-defined	Solution is well-formed & achievable; impact may be short-term	Solution is well-formed & achievable; lasting positive change likely
Monitoring & Evaluation	Unable to monitor or evaluate for success	Success may be difficult to measure & evaluate	Success can be measured & evaluated with some effort	Success can be easily measured and evaluated

B. Final Scores

Final scores of the 11 finalists are provided below. Based on this analysis, 4 proposals stood out as being the most feasible for implementation.

Table 2. MPP Finalists Scorecard (Top 4 Scoring Proposals Highlighted).

		MS 3	MS 6	MS 15	MS 16	MS 17	MS 21	HS 1	HS 9	HS 12	HS 13	HS 26
Creativity	Presentation of Ideas	2	3	2	4	3	2	4	2	4	3	4
	Originality & Imagination	3	3	2	4	2	3	4	2	4	2	3
	Reasoning & Support	3	2	2	3	3	1	3	2	3	4	3
Feasibility	Timeframe	2	2	1	2	4	2	2	1	2	3	2
	Initial Cost	3	2	1	3	4	1	2	1	1	3	3
	Evidence & Examples	2	1	1	4	2	1	2	2	1	4	2
Sustainability	Ongoing Costs	2	2	1	2	4	1	2	1	1	3	2
	Capacity Building	4	3	2	2	4	2	4	3	2	2	2
	Adaptability	3	4	1	4	4	3	4	1	2	4	3
Impact	Scope	3	3	4	3	4	4	2	4	2	4	2
	Impact	2	4	1	4	3	1	4	1	1	4	2
	Monitoring & Evaluation	2	2	1	3	2	1	2	1	2	2	2
TOTAL		31	31	19	38	39	22	35	21	25	38	30

IV. CONCLUSION

The Common Council is proud of Milwaukee's youth and all of the thoughtful entries received for the MPP. The Council believes that today's youth are the future leaders of Milwaukee, and it is with great enthusiasm that Council members seek guidance and support from all members of the community. The Common Council would also like to thank the following sponsors and partners of the MKE Peach Project:

Sponsors

Bader Philanthropies
Clear Channel Outdoor
Discovery World
Milwaukee Brewers
Milwaukee Bucks
Milwaukee Public Schools Foundation
Summerfest
Zoological Society of Milwaukee
Milwaukee Public Museum

Partners

Boys and Girls Club
COA Youth and Family Centers
The Center for Youth Engagement
Coming Together Partnership
Journey House
Milwaukee Christian Center
Milwaukee Public Schools
Northcott Neighborhood House
Running Rebels
The United Community Center

The 2014-2015 Milwaukee Youth Council:

District 1:	Abena May
District 2:	Anthony Richmond
District 3:	Gabrielle Tietyen-Mlengana
District 4:	Ayanna Ellzey
District 5:	Payton Wade
District 6:	Kalan R. Haywood II
District 7:	Sydnei Parker
District 8:	Cesar Gonzalez
District 9:	Zeynab Ali
District 10:	Erin Barrett
District 11:	Rebecca Jaeckels
District 12:	Corina Estremera-Maldonado
District 13:	Carol Yang
District 14:	Vacant
District 15:	Morgan Hines

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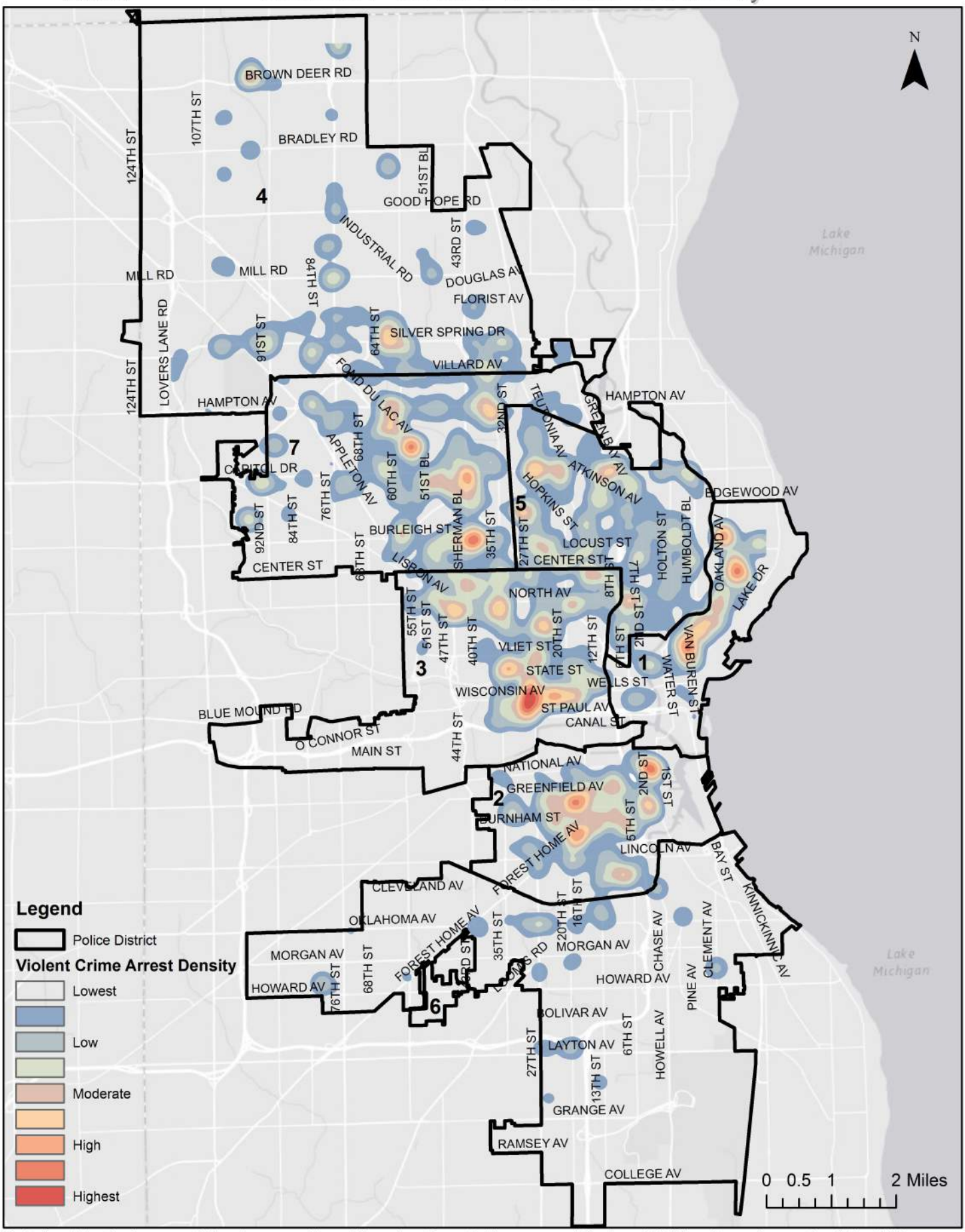
V. APPENDIX

Table 3. High Schools Eligible to Participate in the MKE Peace Project.

Academy of Excellence	Milwaukee Academy of Science
The Achievement Center	Milwaukee Collegiate Academy
The Alliance School	Milwaukee Community Cyber H.S.
Assata High School	Milwaukee High School of the Arts
Banner Preparatory High School	Clara Mohammed School
Believers Institute	Morse-Marshall School
Believers in Christ Christian Academy	North Division High School
Bradley Technology & Trade School	NOVA Middle & High School
Texas Bufkin Christian Academy	NOVA Tech
Carmen H.S. of Science & Technology	Obama School of Career & Tech. Educ.
Eastbrook Academy	Project Excel
Escuela Verde	Roosevelt Middle School
Grandview High School	St. Anthony School
James E. Groppi High School	Shalom High School
Holy Redeemer Christian Academy	South Division High School
Hope Christian High School	Trans Center for Youth/El Puente High
Rufus King Intl. School - High School	Transition High School
Rufus King Intl. School - Middle School	Ceria M. Travis Academy
Lad Lake Synergy	Wells Street Academy
Lad Lake Ultra	Westside Academy
Marquette University High School	Washington H.S. of Info. Technology
Golda Meir School	Wis. Conservatory of Lifelong Learning
Messmer Catholic Schools	

Milwaukee Police Department

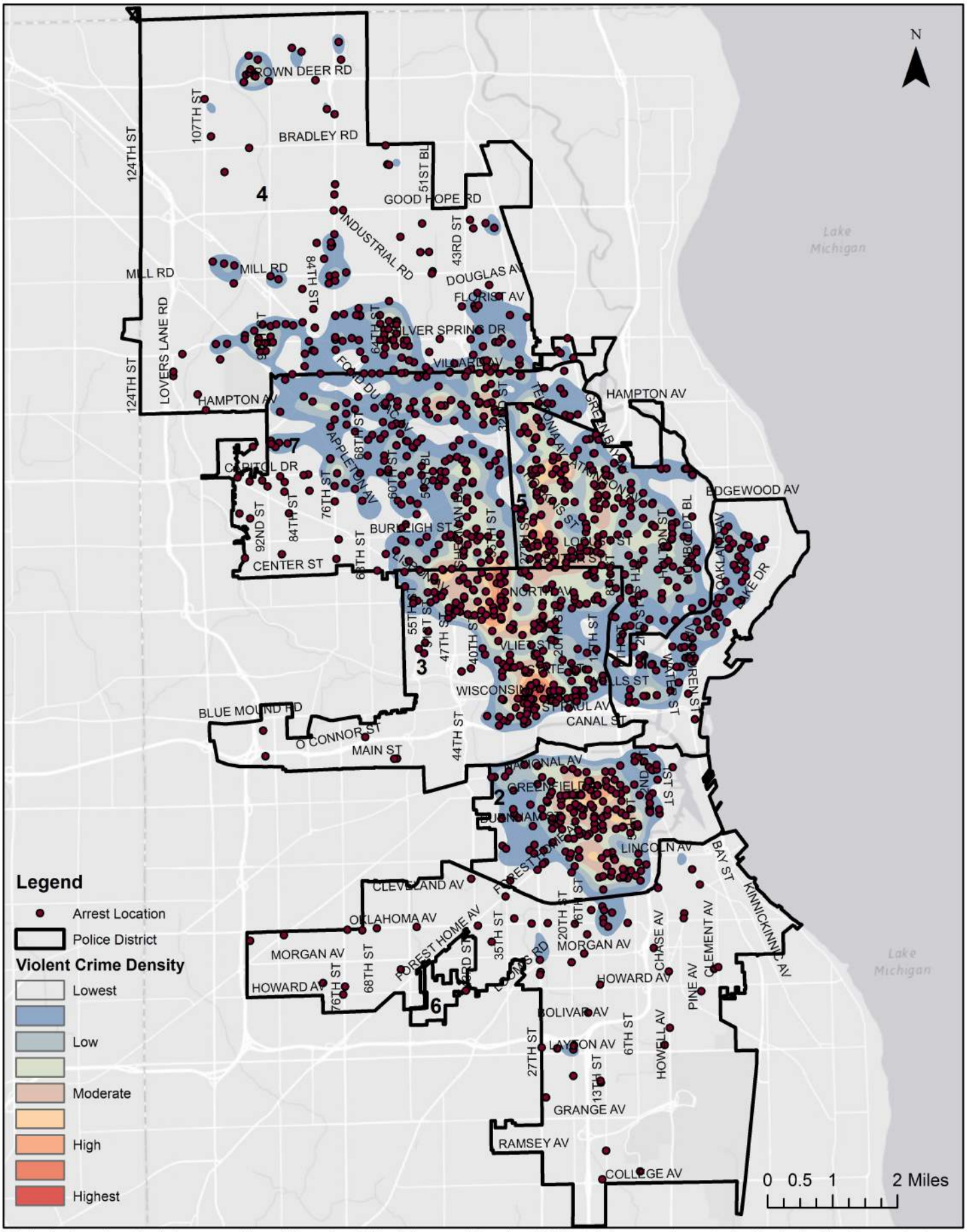
Violent Crime Arrest Density



Data for violent crime arrest density was retrieved from the Records Management System (RMS) and counts arrests of Homicide, Robbery, and Aggravated Assaults by individuals 24 years of age or younger for the time period of 1/1/2014-12/31/2014.

Milwaukee Police Department

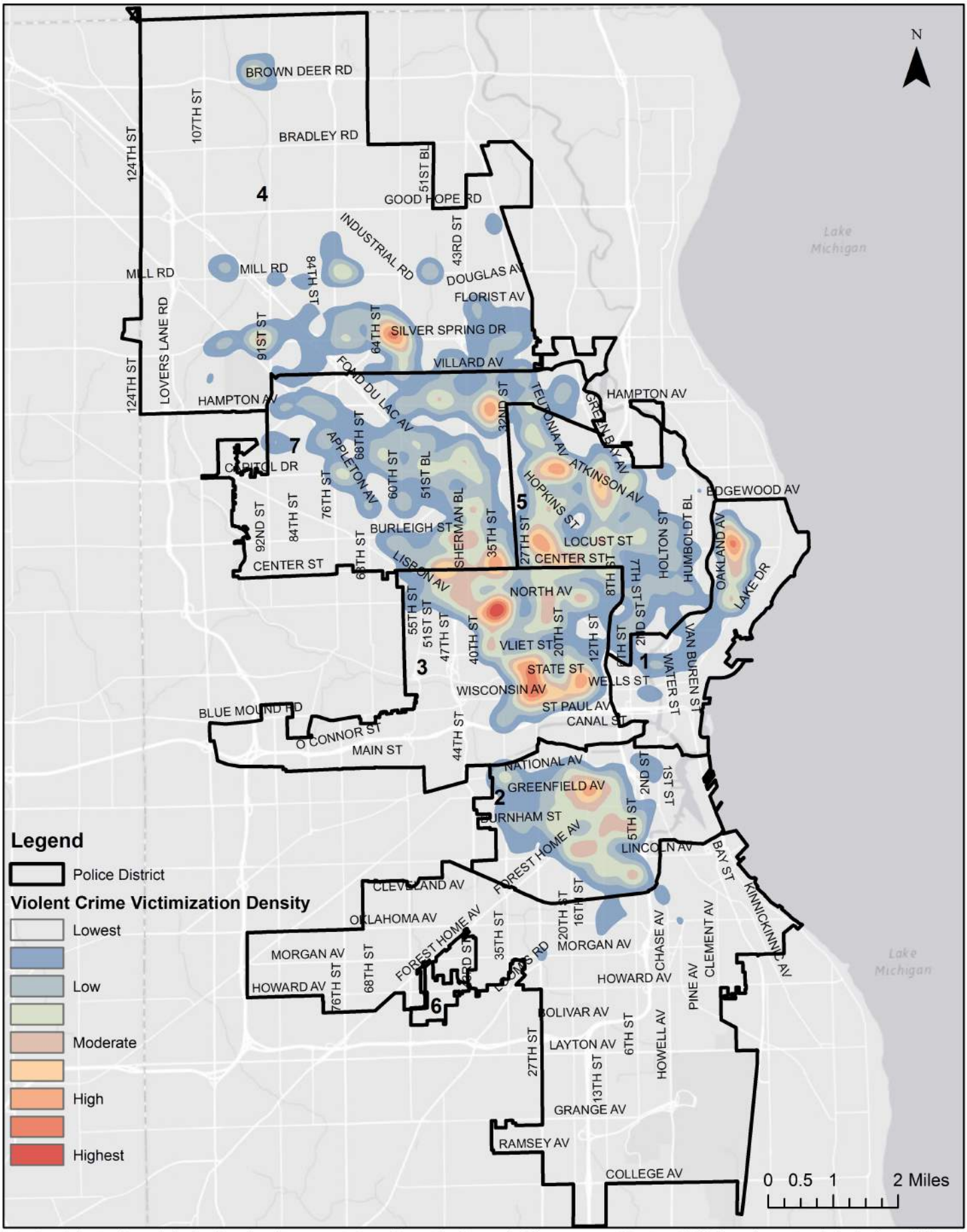
Violent Crime & Arrest Location



Violent crime density data was retrieved from the Daily Crime and Service (DCS) database and counts incidents for the time period of 1/1/2014-12/31/2014. Arrest data was retrieved from the Records Management System (RMS) and counts arrests of Homicide, Robbery, and Aggravated Assaults for individuals 24 years of age or younger for the time period of 1/1/2014-12/31/2014.

Milwaukee Police Department

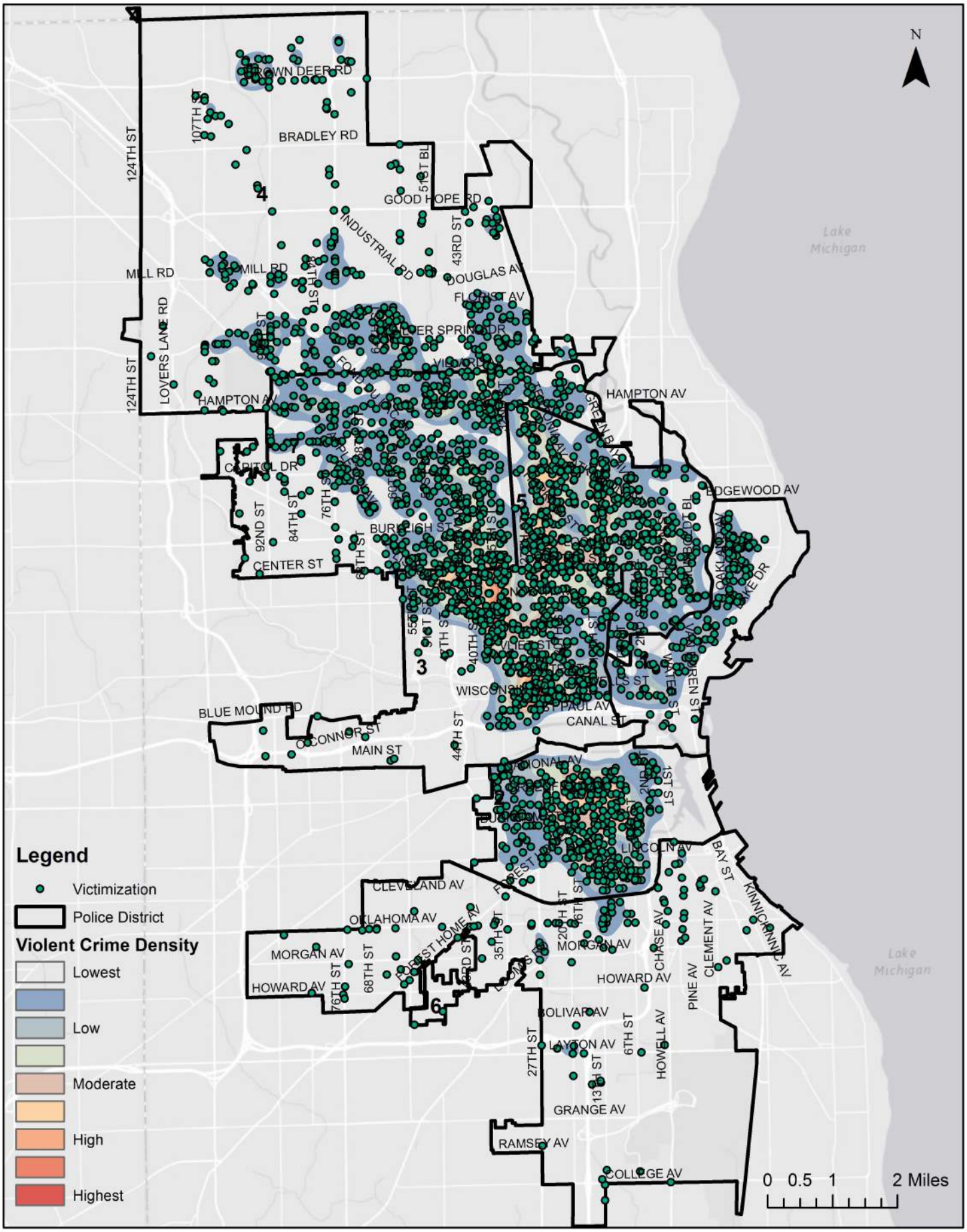
Violent Crime Victimization Density



Data for violent crime victimization density was retrieved from the Records Management System (RMS) and counts victimization of Homicide, Robbery, and Aggravated Assaults for individuals 24 years of age or younger for the time period of 1/1/2014-12/31/2014.

Milwaukee Police Department

Violent Crime & Victimization



Violent crime density data was retrieved from the Daily Crime and Service (DCS) database and counts incidents for the time period of 1/1/2014-12/31/2014. Victimization data was retrieved from the Records Management System (RMS) and counts victimization of Homicide, Robbery, and Aggravated Assaults for individuals 24 years of age or younger for the time period of 1/1/2014-12/31/2014.